



**Action Safety and
Community Care in
Times of Rapid Response**



THE
**RUCKUS
SOCIETY**
Actions Speak Louder Than Words

Layout and Design by: Amarie Baker
Illustrations by: YASSA and Amarie Baker

Acknowledgments

The following is Created Written, Edited by:

Sharon Lungo, Eva Cardenas,
in collaboration with Jordan Garcia,
Maxima Guerrero, Kalaya'an Mendoza, of
The Ruckus Network, Across Frontlines.

"Power concedes nothing without demand.
It never did, it never will."
Frederick Douglass, 1857

IF THERE IS NO STRUGGLE, THERE IS NO PROGRESS Speech



THE
**RUCKUS
SOCIETY**
Actions Speak Louder Than Words

Action Safety and Community Care in Times of Rapid Response



Table of Contents

★ Introduction & Context

★ On Container Setting

— Tech

— Pandemic Times

— Other Considerations

★ Facilitation Tips

★ Welcome and Opening

★ Assumptions, Agreements and Creating the Container

★ Conflict Spectrogram

★ Action Preparation

— What's in your action pack

— Data security

— Rolling with your squad

— Action Roles

— Communication

— Decision Making

— Scouting

★ Threat Assessment

★ Situational Awareness

★ Emotional and Spiritual Awareness

★ KYR/ Legal Preparedness

★ Closing

★ Evaluation

★ Agenda Templates

Introduction & Context



Hello Trainers and Community! Welcome to this curriculum on “Action Safety and Community Care in times of Rapid Response.”

This curriculum was developed with love and adapted from years of direct action training in and out of the Ruckus Community.

This curriculum is intended to be a starting point for training(s) you may be delivering to your community in moments of rapid response.

A few notes about this curriculum:



Approach to Curriculum/ Training Methodology

Our approach is to deliver a curriculum that harvests knowledge from participants while building their direct action knowledge and comfort. We seek to remind ourselves that we are experts in defining our problems and creating our solutions both on and off the streets. Many of the tools you will work with in this curriculum are based on popular education methodologies. While, as trainers who bring with us action experience, we are looked upon to provide answers and expertise, through popular education tools, we can support participants in finding and feeling their own expertise in taking action.

A few notes about this curriculum:

Adapting Curriculum to Participants

Adaptation is a skill we must constantly flex in these times. We are confident that you bring your own knowledge, creativity and flavor to your training work. As you are able, we encourage you to inquire about the goals of the training for the community you are serving, in addition to general action experience and specific questions participants may have. You may be unable to address all these needs in the training you are delivering but you can support participants with additional resources or training offerings. Adapting curriculum can be especially important in order to support the diverse cultural views among our communities and bring them to understanding about the right steps for them to take. It may be important to acknowledge territorial history in the form of a land acknowledgement, community story about important contributions or targeted oppression.

In addition, we encourage you to substitute examples or role plays for ones that are relevant to the group you are working with and what they are preparing for. Also the time assigned to each tool may be adapted to meet your time needs as well.

Transition Tools

With any training, it may be hard to capture and keep the focus of participants in the activities you have planned. This is where the use of breaks, games/ice breakers, or cultural offerings becomes crucial! Giving participants breaks allows them to take a mental break, process information, step out to deal with concerns at home or elsewhere (people's minds are often in whatever is going on in their lives) or just stretch their bodies for a moment. This curriculum does not include breaks so call them in as you need them! A good standard is to provide a break for every 90 minutes of content you deliver.



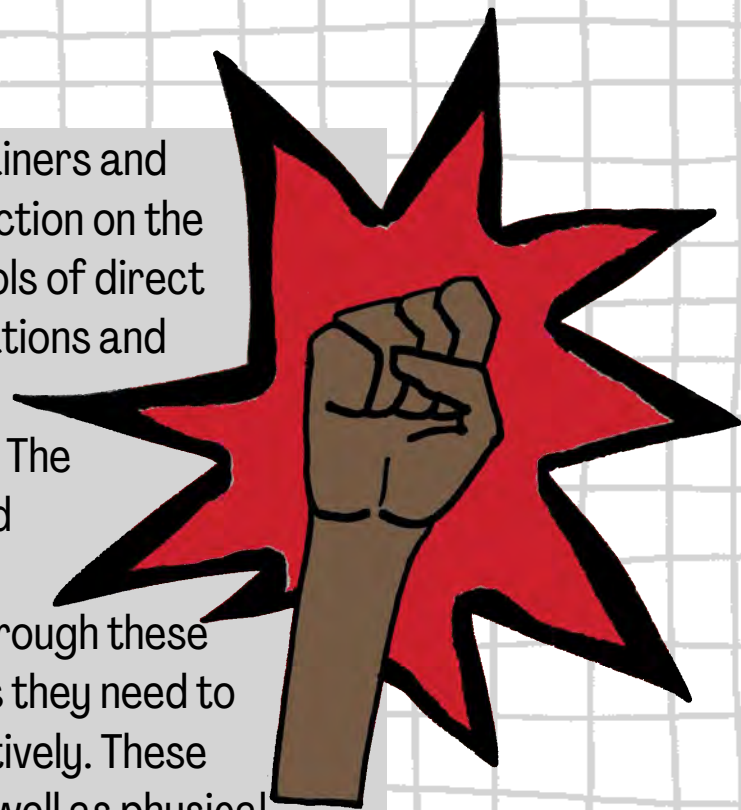
Training Online or In Person

This training curriculum was produced in the era of the Covid-19 pandemic. It is written for online delivery but highly adaptable to delivering the training in person. We acknowledge that at this time we can not foresee the end of the pandemic and that there may be permanent shifts in the way we train our communities which will call on us to continue virtual training in addition to in person training. Either version calls on us to be highly interactive and engaging so as not to lose the focus of participants.

★ This may be harder to accomplish online than in person and we encourage you to adapt the material and time of the training to support participants.

About

The Ruckus Society are experienced trainers and action practitioners that provide instruction on the application of tactical and strategic tools of direct action to a growing number of organizations and individuals in skill shares and trainings designed to move a campaign forward. The Ruckus Society has trained and assisted thousands of activists in the use of strategic and creative direct action. Through these trainings, we help people learn the skills they need to practice direct action safely and effectively. These trainings contain cerebral elements as well as physical, classroom-style instruction for action planning, communicating with the media, building leadership and political analysis, and nonviolent philosophy and practice.



On Container Setting

Container-setting creates the conditions of space where training can take place. The container should define and provide ongoing support to meet agreed upon expectations and objectives of training space. This process should be done in collaboration and agreed upon with community members. It defines the flow, tone and teaching methodology of identified content that engages and builds trust with participants.

TECH:

From lack of access to general knowledge of tech usage, container setting in a virtual space can be challenging in establishing a sense of connection and ongoing engagement. Utilizing breakout group activities, story sharing and other popular education activities in combination with identifying accessibility needs, use of other technology tools can support connection, ongoing engagement and participation. Below are some lessons we've learned along our way we think may be helpful.

- ★ **Accessibility.** As part of container building, it is Important to know participants need to participate at their fullest in a virtual setting.
 - Some people require large fonts, have limited internet access, and language justice needs.
- ★ **Ensure participants have access to a strong internet connection or have other ways to distribute information.**
- ★ **Provide links and app information of the platform you will be using ahead of time when possible. Remind folks to have the latest version updated.**

★ Familiarize yourself with the platform, the tools available and how they work. Be prepared to walk participants through it. The role of Tech support is a must. A two person team can provide even more support!

- one that handles the slides, support interpretation team, troubleshoots for the trainers and
- second person who plays music (optional), monitors chat and supports participants. This will help trainers focus on training and limit multitasking.

★ *Training virtually can be a bit, pues awkward.*

- Encourage folks to take care of themselves, not all of us like being on camera. And also, training virtually can be challenging when talking into a screen.
- Encourage and remind participants to use the emoticons, chat, mic, and any other features available to participate as much as possible.
- Tech-keeping suggestions, have pre-set agreements around tech tool usage like muting mic, being on video, recording, etc.

★ Remember, this is a space of retro-alimentacion, feedback, and as a community in struggle, we all bring a lot to this space so participation is essential for our collective growth.

PANDEMIC TIMES:

Below are some recommendations on some of the things that can support you when doing in person training during a pandemic. We recognize that risk is different for all and some of us may be more or less comfortable and that's real.

- ★ Whenever possible and weather permitting, use outdoor spaces or ensure participants are spaced out to limit any possible contagion.
- ★ Establish norms on mask usage and other health and safety protocols.
- ★ Encourage the use of face masks, and hand sanitizers
- ★ Have extra masks and hand sanitizer, and tests, if possible.
- ★ Accessibility. Be mindful of people's needs to be present in a spaced out space.
 - Sitting options
 - Quality of Audio and Visuals
 - Language needs and equipment
- ★ Normalize and encourage people to share vaccination and testing status

OTHER CONSIDERATIONS:

This curriculum is meant to be tailored to meet the expectations and needs of frontline communities. It is important to check-in about the assumptions made about participants and shift to ensure the container is set and kept throughout the entire training. We are also trying to be more intentional in providing emotional and spiritual support and spaces to community members engaging in direct actions and community safety.

- ★ What is the group's approach to action?
- ★ Audience, is this for affinity crews or mass mobilization?
- ★ Triggers and Anchor Points
 - People have direct ways of self regulation, coping with experiences.
 - We are trying to be more intentional in providing emotional and spiritual support and spaces to community members engaging in direct actions and community safety whilst minimizing harm.
 - We encourage folks to think through the cultural practices and customs found in the community.
 - Consent, consent, consent: particularly when dealing with practice scenarios of escalated violence, it is important to constantly check in with participants around scenarios, and ask permission before using touch with others.
 - Take a moment to reflect and debrief experiences.



OTHER CONSIDERATIONS:

★ Training in moments of rapid response and with short notice:

○ *What is our purpose?*

■ How do we talk about how we move in these particular moments of uprisings v. mass organized mobilization for collective safety.

■ Adaptation of curriculum to meet the need of community.

○ *Taking account different methods of learning.*

■ Who is your audience? Youth and Adult learners learn in different ways and sometimes at a different pace. We want a space accessible, multigenerational, and multilingual.

■ Folks training and facilitating should have direct experience in the content and materials.

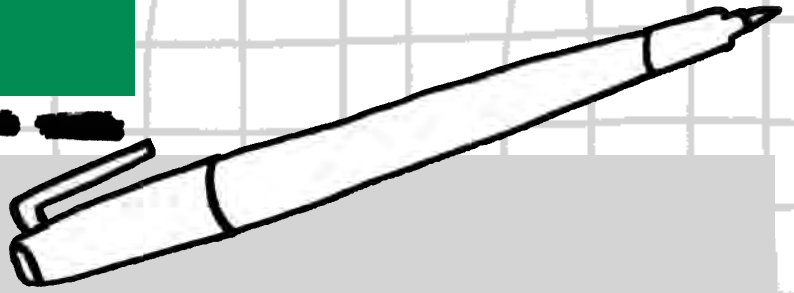
ON NON-VIOLENCE :

The binary of bad protestor good protestor tends to show up, particularly around the non-violence piece of direct action. As Ruckus, we are not here to police people on the tactics chosen for a direct action. As a community we are making the decision to drop non-violence words and ideologies from our training. That is not to say that we do not promote non violence as a tool but we also understand the realities on how this term has a different meaning to frontline communities who experience state violence in many ways, everyday. We firmly believe in the sovereign right to defend ourselves.

It is important to have an intentional conversation to define what this term means at an individual and group level and have agreed upon understandings on how as a unit, folks will move before they go into the streets. This nonviolent term conversation can be a polarizing force. Some of these tools are designed to support those conversations and provide space for the community to build trust and engage in difficult conversations. Expect the unexpected and have best practices to hold these conversations and push people to their edges.

While it is a hard conversation, it is important for alignment and agreements to be discussed and agreed upon. Ego also plays a role in how we have these conversations, it is important that we bring focus to objectives and goals for the group and highlight the importance of all roles.

Facilitation Tips



- ★ You got this!
- ★ As facilitators/ trainers we are looked upon to share our expertise and we do so by sharing knowledge and harvesting the knowledge of the room, not by lecturing etc.
- ★ Our job is to create an environment where people can learn. This is called the container. That will be different for everyone but we can invite people to share what they know through tools like asking questions and inviting stories.
- ★ Remember, it may be more challenging for some to open up and be willing to share what they think and know. Don't assume your participants don't know but be willing to jump in if participants are silent.
- ★ Be prepared to push your participants to their "edges." Participants may feel empowered or challenged by the content you are delivering and ultimately it is up to them what they learn and take away from the training.
- ★ Allow participants to express themselves but remember to remain in control of the content of the training. It is your job to keep things running on time, as well as allowing participants to give input.
- ★ Supplement training content with examples and stories from you or the participants as you can to reinforce what you are trying to teach participants

Facilitation Tips

- ★ Remember you set the tone for the training as the facilitator and how you carry yourself throughout the training will indicate to participants what you expect of them for example if you “trash talk” a particular group or person it gives participants permission to do so as well. When you show compassion and kindness participants will mimic your behavior.
- ★ Avoid shutting people down in your workshop. It often causes the participant to turn against you. Find a creative way to engage with the participant or help them change course rather than abruptly stopping them. You can also rely on your co-trainer to intervene when a participant’s behavior or speech is problematic so that you can continue.
- ★ Direct Action content can be very serious, however your ability to flow back and forth between seriousness and ease or humor will support participants' comfort and help serious topics land on them better.
- ★ Inform participants why you do things in a certain way. This supports adult learners to see the logic of things as well as help them remember.
- ★ Every group has “joiners” and “differentiators” as do training teams often. Joiners= feel good, but they wanna be comfortable. Differentiators left to their own devices= can wreck good feelings, but they ask hard questions and go deeper and ask why= or what your reasoning is, they can make you a stronger trainer
- ★ Don’t overcomplicate training topics. Keep it simple
- ★ Mistakes can be learning opportunities.

Welcome & Opening

Goal: Welcome Participants into the space, build trust with facilitators, create a sense of community among participants, and establish comfort and a good learning space.

Time: 20 minutes

Description of Exercise: Activities for opening and grounding space, discussing logistics, and introducing facilitators and participants to space and material that will be covered.

Preparation for Exercise:

Virtual

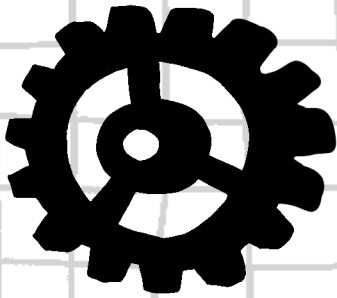
Prepare in advance:

1. Agenda on shared doc, presentation ready to project.
2. Send email to participants with link information along with agenda, and other materials you want participants to refer throughout the training.
3. Any Tech-keeping suggestions
4. Troubleshoot and think through potential tech questions/issues people may face and make contingency plans, additional support roles (i.e. chat monitor, tech support, etc.) on how to resolve/provide support.

Perform a “test run” of your online space to ensure you are familiar with the application you are using at least 20 min prior to session or a day before.

Verify your application settings to ensure you can run slideshows, provide/limit share-screen access, mute/unmute participants, provide captioning, set up interpretation features, etc.





Virtual

- ✓ Create virtual workspaces where participants can work together (optional).
- ✓ Make any final changes to your slideshow, and make sure it is accessible on your computer when you need it.

See: Resources from Training for change templates, Jamboard and online tools folks can use in real time.

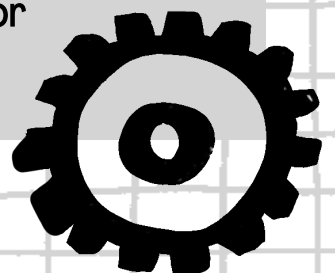
In Person

Prepare in advance:

1. Agenda on butcher paper, whiteboard or slideshow if projecting
2. If applicable, provide handouts along with other information folks will need to know prior to the training.
3. Have enough markers or whatever writing utensils you need

- ✓ Materials and props you will need during the training.
- ✓ If applicable, presentation slides and any other visual devices you plan to use.
- ✓ If applicable, a projector with an energy source identified along with all the needed cables.

Optional: name tags for participants for their names/pronouns



Facilitating the Exercise:

Virtual

- ✓ Have the “tech-keeping Items” available for view by participants.
- ✓ Encourage participants to change their screen name to include their pronoun.

In Person

Let participants know logistics about the space including access to water, bathrooms etc.

1. Welcome Participants into the space as they arrive. Thank participants for being part of the workshop.
2. Ask participants to share any access needs they may have in order to maximize their learning experience ex. Facilitators should speak at a moderate pace and a somewhat loud tone.
3. Introduce all facilitators, translators and others supporting the space that day.
4. Review access information for the workshop, for visible/invisible disabilities, language access, hearing access etc. Go over the technical aspects of the virtual space and how to use them during the training, such as chat functions, virtual hand raising, mute button etc.
5. Review Agenda with Participants. Turn their attention to the pre-written agenda you prepared. Review each section of the agenda with a brief explanation of what each section is. Ask to see if there are clarifying questions. Make sure you include breaks in your agenda.
6. Ask participants to introduce themselves one by one. Participants should say their name along with their gender pronoun and answer the ice breaker question you have chosen (be sure to answer the ice breaker question as well!)

7. ⇒ Trainer's note: This is a perfect space to gather consensus

Assumptions, Agreements and Creating the Container

Goal: Establish Communication Agreements for Training and Ground the participants in the purpose of the Training.

Time: 20 minutes.

Preparation for Exercise:

Virtual and In Person

- ✓ Prepare some predetermined agreements/practices in advance and write them onto your virtual shared board, presentation or butcher paper. Have extra paper or room on the board available for other agreements/practices participants may suggest;
- ✓ See: Acuerdos Template slide.

Facilitating the Exercise:



1. Turn the attention of the participants to the slide, board or writing surface that have your pre-determined agreements on them.

→ Some suggested agreements/practices:

- Don't Yuck my Yum
- Glitter not Shade
- One Diva One Mic
- Come with curiosity not judgment
- Watch your acronyms

2. Ask for volunteers to read each agreement out loud to the group.

3. Search for agreement among participants around the practices you have offered.

Facilitating the Exercise:

4. As you find agreement on the practices, ask participants if there are practices that may be missing or they would like to contribute. Look for agreement among the participants on the proposed practice (or modify it as needed) and add it to the list. Be mindful of how long the list gets. Participants will only be together for a short while!

5. Talk to participants about the political framework for this training: what this curriculum assumes about the times we are living in. This should include:

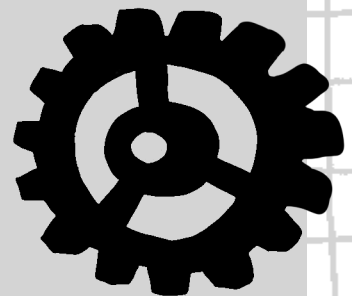
- We are in a time where increased violence as response to protest is taking place. This may be new for a lot of us.
- We have seen a rise in emboldenment of the right wing over the past 4 years, prompting a rise in violent confrontation between forces.
- Being in a global pandemic increases the risk of being in the streets together.
- Black, Indigenous, Brown, Queer, Trans, Poor, Communities live with risk every day. Simple acts like visiting a clinic to access services, joining a street demonstration, or even walking to the store present higher risk.
- We keep each other safe. We protect and defend our communities.
- As a movement we are fighting for reproductive rights for all bodies

6. Talk to participants about what this training is and what it is not. This training:

- Will support participants in preparing for mass street action and other action scenarios.
- Will teach participants to use their powers of observation and situational awareness to stay safe during actions
- Will talk about the basics of de-escalation
- Will not teach you how to disarm or stop extreme violence
- Will not teach you physical self-defense tactics

7. Ask if there are any clarifying questions.

8. Conduct a grounding activity that will help participants transition into the content of this workshop.



⇒ **Trainer's note:** This is the space where we set up the tone you want to set for your training. See our additional resources for some suggestions and best practices on container setting.

ACUERDOS | AGREEMENTS

- ★ One Diva, One Mic
- ★ Don't Yuck my Yum
- ★ Glitter not shade
- ★ Come with Curiosity not Judgement



Conflict Spectrogram

Goal: Support participants in assessing their comfort level around verbal and personal intervention.

Time: 30 minutes

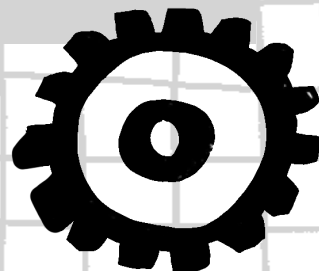
Preparation for Exercise:

Virtually

- ✓ Have spectrogram slide template available
 - See Spectrogram Slide Templates
- ✓ Be prepared to walk participants through how to use the slide template and set aside time in the agenda for it.

In Person

- ✓ Use tape or paper to create a + in the center of the space you will be utilizing Create and paste signs representing the ends of each axis”
 - EFFECTIVE or PARTICIPATE
 - NOT EFFECTIVE NOT PARTICIPATE
- ✓ Be Prepared to do a visual walk through of the how the spectrogram works and where to place yourself on the spectrum according to how you feel



Facilitating the Exercise:

1. Let participants know we are transitioning to a new activity where they will have an opportunity to visit their personal comfort levels in a variety of situations.
2. Explain the spectrogram exercise to participants:
 - Participants will be presented with different scenarios and they will have to decide if the scenario is EFFECTIVE or NOT EFFECTIVE, AND/OR if they will PARTICIPATE or NOT PARTICIPATE.
 - Virtually: Participants will place their name inside one of the pre-made boxes at the center of the spectrogram slide to represent themselves moving about the spectrum.
 - When a scenario is read, participants will move themselves to the place that best reflects their answer, anywhere along the spectrum.
 - At any time during discussion, a participant may move about the spectrum if their answer shifts..
3. When participants have placed their name in their box, read the first scenario to participants and instruct them to move to the place on the spectrum that best reflects their answer.
4. Engage participants in a discussion of why they are where they are along the spectrum. Solicit answers from several places along the spectrum. Be mindful of participants who may be speaking too much and those who have not shared.
5. When you are ready to move to the next scenario, ask the participants to come back to the center of the spectrum. Read the next scenario and engage the participants in discussion. Repeat these steps for as many scenarios as you have prepared for participants.

Sample Scenarios



→ **Scenario 1:** There is a call to action in your city after a police officer killed a member of your community. Curfew has been set up for 9 p.m. and police presence has been incrementally increased. You and your team head to the action to provide tactical support for folks who have decided to stay past curfew.

- ◆ **Scenario escalation:** as curfew approaches, violence is instigated by the police after windows have been broken at a nearby bank. Your team decides to stay on scene.

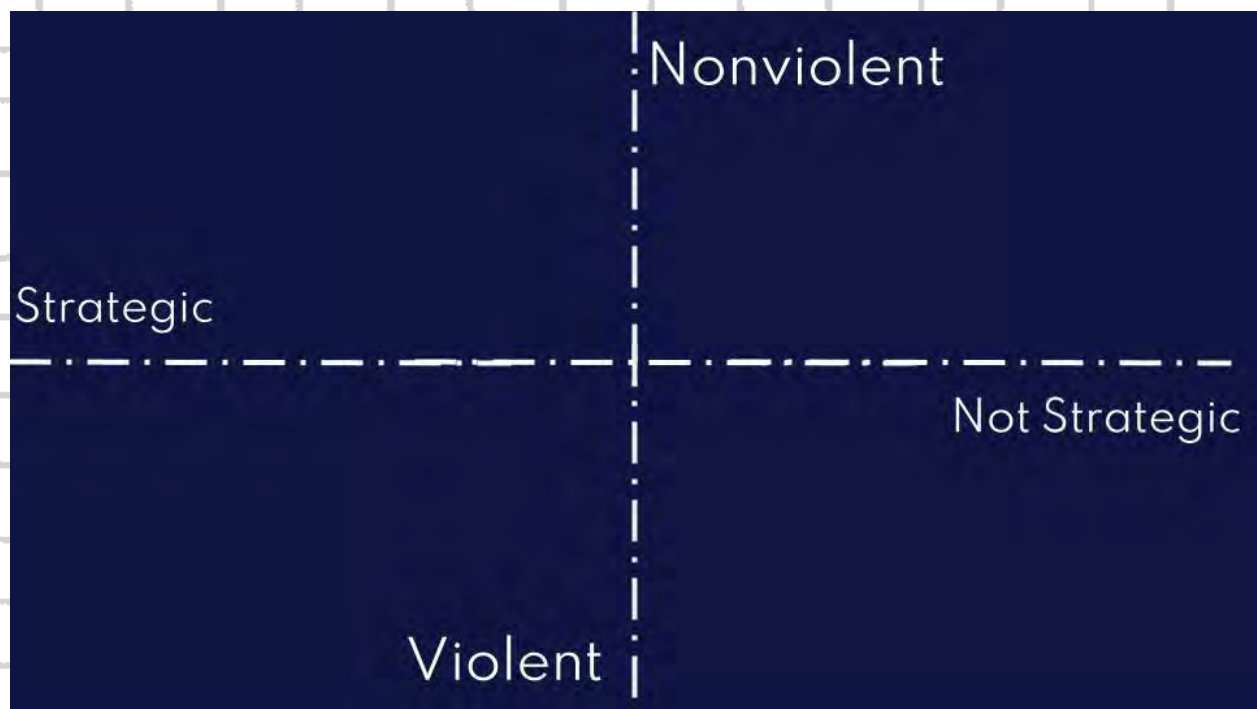
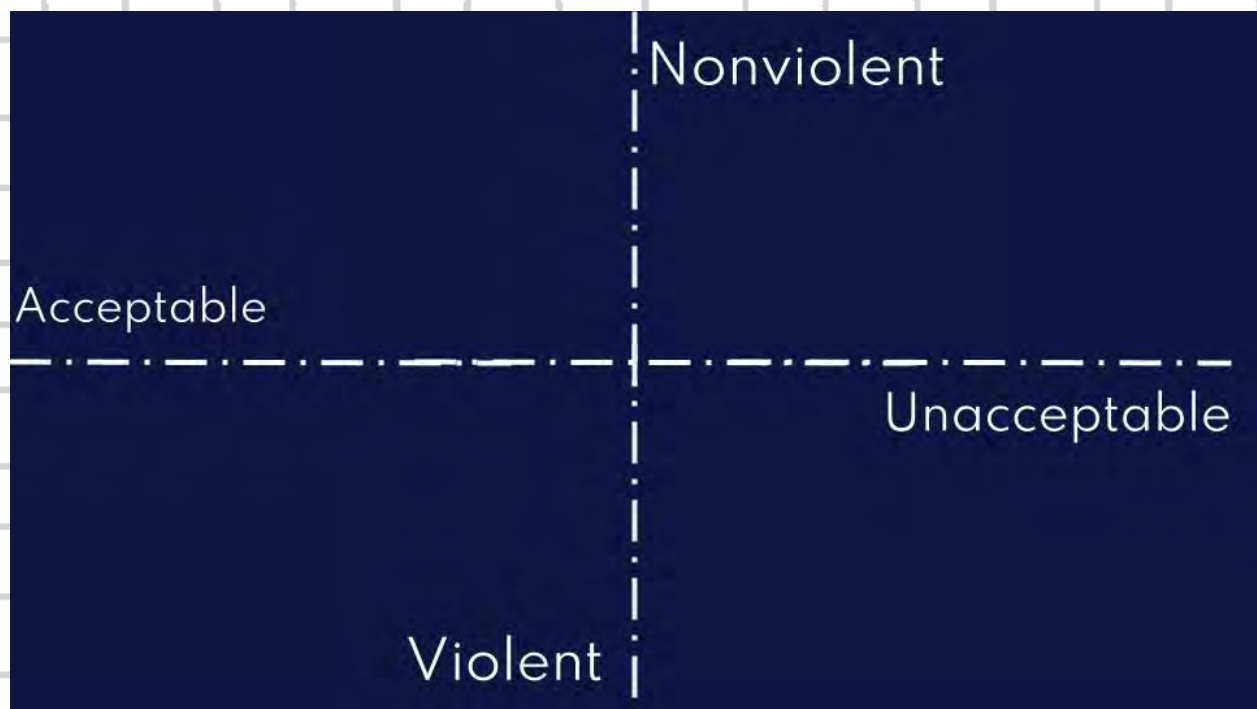
→ **Scenario 2:** A member of your community has been approached by ICE (Immigration and Customs Enforcement) while in their driveway in their vehicle trying to leave for work. This member has refused to open the door and is now being surrounded by unmarked ICE vehicles and local PD forces. You head to the location to be a presence on the scene.

- ◆ **Scenario escalation:** A group has decided to attach themselves to the vehicle using a bicycle chain in order to prevent the police from moving it. You have been asked to do so as well.

→ **Scenario 3:** Eviction notices are scheduled to take place in your neighborhood early tomorrow, you are part of a response committee. The committee decides to occupy the home and call for public action.

- ◆ **Scenario escalation:** As police move in to arrest the family occupying the home, you and a group of people begin to barricade the door.

→ **Trainer's note:** This is an opportunity to gauge where the group is at and encourage healthy conversation around an array of tactics, levels of comfortability and overall group's engagement.



Action Preparation

Goal: Provide a rapid overview to participants of what to do to prepare for mass action.

Time: 30 minutes

Preparation for Exercise:

Virtual and In person:

- ✓ See: “What’s in your action pack?” slide.
- ✓ See: “Protect your data/ Protect your location” slide.
- ✓ If possible, pack your own “pack” with the gear you use or have available and be prepared to show participants.

Facilitating the Exercise:

1. Transition to this exercise. Let participants know, this section will focus on some aspects of action preparation.
2. What’s in your action pack?
Refer to the slide “What’s in your action pack?” as you review the list with participants, these are some things to take note of:
 - **Identification:** not all of us have access to identification that meets the standards to be processed out of jail and not carrying appropriate identification can have larger consequences. We can make agreements among each other in order to protect undocumented or folks with priors, etc.
 - **Money:** may be needed to get transportation back from jail (sometimes you may be discharged in the middle of the night); having cash may also avoid vagrancy or other bogus reasons police may try to arrest you.
 - **Phone:** Authorities have disabled cell phone signals during mass actions- it can important to have an alternate communication system; Burner phones could be considered an option as away to protect your personal information;

Facilitating the Exercise:

- **Medication:** If you use prescription medication that you may require and intend to carry it, bring the original container with your name on it to avoid unnecessary drug charges. You may also want to let someone else know you are carrying medication and what it is for.
 - **Permanent Marker:** for writing the legal phone number or other important numbers on your body. Make sure it is a part of your body you can access like your forearm.
 - **Personal Protection Gear:** could include mask, sanitizer, as well as emotional remedies, spiritual support items and a few first aid items
 - **Water/Food:** Water will not only keep you hydrated but will function as an eye flush for tear gas
3. Invite participants to add items they would add to their pack that may not be listed.

Data Security:

4. Refer to the slide named “Protect Your Data & Protect Your Location” and review the information with participants. Below are a few notes:

Protect Your Data

- Have a strong password and disable fingerprint unlock/id: We live in a virtual world so virtual surveillance is a thing! What are the ways in which we minimize the sharing of unintentional data and info about our whereabouts and our community members?
- Take photo/video without unlocking your device: there are settings on your phone that will enable you to do this
- Back up your data in case your phone is lost, damaged, or confiscated.
- Delete any sensitive information you do not want accessible in case you lose contact with your phone.
- Enable full disk encryption on your device.
- Install Signal (app) for safer communication. Disappearing messages is an available option in this app.
- Wear non descript clothes, think greys, dark colors or black. Cover identifying features such as tattoos or logos.

Protect Your Location

- Turn off location services and place your phone in airplane mode.
- Download area maps and study them ahead of time.
- Using your vehicle may mean your license plate may be tracked, so consider other transportation when possible

6. Ask for additional tips, considerations and other suggestions.

Protect Each Other!

- Be mindful on what we share on social media and when taking pictures. Do not share faces and other descriptive pictures of people. Police have been known to scan social media for people.
- Always go with a buddy! Decide ahead of time on a meeting point in the event you all get separated

7. Ask for additional tips, considerations and other suggestions.

Rolling with your Squad (Affinity Groups)

8. Engage participants in a brief discussion about heading to an action by themselves or with a group.
9. Ask participants to name the benefits of participating in action as a group. Note participants' answers on the write board if in person or on a virtual board if the training is virtual.
10. Based on the benefits of rolling as a squad/creating affinity groups, encourage participants to form their groups or squads in advance of heading to actions. Form follows Function!

→ Some notes about affinity groups:

- ◆ Affinity groups challenge top-down decision-making and organising, and empower those involved to take creative direct action. Affinity groups allow people to "be" the action they want to see by giving complete freedom and decision-making power to the affinity group. Affinity groups by nature are decentralized and non-hierarchical.
- ◆ Consider how you want to form your affinity group, is it by home/pandemic pod, by role, etc.
- ◆ Consider what you want to do together when you participate in a mass action. What role do you want to play? Some examples include: bike scouts, art creators, music creators, comic relief/distraction, food/water provider, legal observing.
- ◆ Talk as a group in advance! Make agreements about safety including exit plan, roles, emotional support, etc.

→ The most vulnerable place in a mass action is by yourself! Stick with your squad.

Action Roles

11. Transition the exercise to a conversation about roles.

→ There are a variety of roles that we can play at mass actions in addition to adding our voices.

12. Brainstorm a list of roles with participants. Write their answers on the write board or virtual board. Add roles to the list that have not been named by participants (particularly if off site roles have not been named).

Some example roles:

- Making/Bringing Art.
- Chanting/Singing.
- Street Medic - you should go through a formal training for this!
- Providing food/water.
- Passing out PPE gear like masks or sanitizer.
- Documenting - follow data security protocols if documenting from your phone - be mindful when recording (especially when broadcasting on social media) about not focusing on people's faces as social media footage can and will be used against individuals.
- Training - providing quick trainings for newcomers.

13. Lift up that participants can choose to play a variety of roles. These roles can include roles that can be done offsite (ex. Being someone's phone call from jail, feeding a pet for someone who is on the streets).

Communication: verbal & non-verbal

14. Let participants know it is time to play a game! For this game one participant will be chosen to lead the group through a series of movements that will change throughout the game (suggest that the leader change the movement about every 30 seconds). The participants following the movements are to remain silent. One participant each round will volunteer or be chosen to guess who the leader is (this person will be sent out of the room (in person) or to a breakout room (virtually) while the group acclimates to the movements. Each participant will have 2 guesses to find the leader.

16. Ask for a volunteer to agree to be the "guesser" and leave the room for a few minutes. Walk this participant out of the room or send them to a virtual breakout room.

17. Have the remaining participants form a tight circle (if they are in the same room together). They should all face the center of the circle. If you are facilitating this game virtually, make sure participants have the option of "Gallery View" so they can see each other.

18. Ask for a volunteer to be the leader or have the group appoint someone. Invite the leader to do a few practice movements reminding them to change the movements every 30 seconds.

19. After a few practice movements, let the group know you will be bringing the guesser into the room.

20. Bring the guesser into the room. They have 2 opportunities to guess the leader. If they guess correctly, the leader will be asked to play the role of the guesser in the next round. If the leader is not discovered, reveal the leader to the group and ask for a volunteer to be the guesser in the next round.

21. When the guesser has left the room, ask the remaining participants to debrief the strategy they used in the last round to avoid the leader being discovered. Ask them to explore new strategies they may want to intentionally apply to this round (this discussion should be quick!).

22. Get the participants going on their movements and bring the guesser back into the room. Give the guesser 2 opportunities to identify the leader.

23. When the round is completed, invite the participants back into their seats.

24. Have a brief discussion about how this game applies to mass action. If it hasn't been named:

→ Police and sometimes others like to focus on debilitating who they interpret as “leaders” during an action. These “leaders” can be targeted with force or legal charges. We should be aware of people who are being targeted and do our part to protect each other.

24. Shift the conversation to non-verbal communication skills. The movements or hand signals used during the previous game can serve as examples for signals we can use to communicate things to each other when in a mass action.

25. Remind participants that tactical decisions can't always be communicated verbally for a variety of reasons ex. Police proximity, loud chanting or music and non-verbal communication becomes necessary for sharing decisions across your group.

Decision-Making

26. Transition the exercise and let participants know it is time to talk about decision making!

27. Engage the participants in a brief discussion about the different types of decision-making models (ex majority, consensus, one-person decision making).

→ Ask participants: How do these different models of decision making apply to direct action? Solicit a few responses from participants.

28. Explore with participants how different models can have different applications in action situations.

→ For example, it may be most appropriate when making decisions ahead of time with your squad to use consensus as your decision making model so that all voices can be included. However, on the streets, in a fast moving or potentially dangerous situation, it may be best to empower an individual or smaller group in your squad to make on the spot decisions.

29. Affirm that participants should think through their decision making methods for themselves and their squad.

Know your streets/Scouting

30. Transition the exercise. Engage participants in a brief discussion about the potential benefits of scouting your action location ahead of time. Solicit a few answers from participants and write them on the board.
31. Ask the participants to list: What kind of things they should be “scouting” for at the location of the action? Solicit a few responses and write them on the board. You should be listening for examples such as “potential exits, potential placement of police, accessible places to sit” etc.
32. Lift up the importance of knowing your surroundings in advance. If the action you are attending is a march, or may ultimately move to another location, scout possible routes that the group may use, as well as potential second locations.
33. If you are scouting for an action that requires surprise as an element, there are protocols to follow for scouting in the least detectable manner. Remind participants that we are living in an age of surveillance, and sometimes showing up to scout a location, may tip authorities or our targets off to a potential action. Refer to Ruckus Society’s scouting manual for more tips.



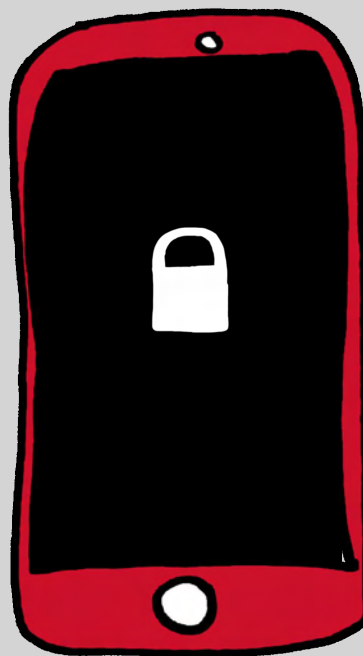
What's In Your Action Pack?

- ★ Water
- ★ Identification*
- ★ Money
- ★ Phone (+ portable charger)
- ★ Snack
- ★ Sharpie
- ★ PPE Gear, Mask + Sanitizer
- ★ Medication (in original bottle)
- ★ Layers including hat for safety and weather
- ★ Wellness kit (first aid or emotional medicine)



PROTECT YOUR DATA

- ✓ Have a strong password and disable fingerprint unlock/face id.
- ✓ Take photo/video without unlocking your device.
- ✓ Back up your data in case your phone is lost, damaged or confiscated.
- ✓ Enable full disk encryption on your device
Install Signal (app) for safer communication
- ✓ Wear nondescript clothes.
- ✓ Cover identifying features such as tattoos.



PROTECT YOUR LOCATION

- ✓ Turn off Location services and place device in airplane mode.
- ✓ Download area maps and study them ahead of time.
- ✓ Using your vehicle may mean your license plate being tracked, so consider other transportation when possible.



Threat Assessment

Goal: Engage participants in a scenario planning exercise that builds critical thinking skills and provides an overview of solutions informed by organizational protocol.

Time: 25 minutes

Preparation for Exercise:

Virtual and In Person

- ✓ See: Threat Assessment Slides
- ✓ See: Exercise Template Slides

Facilitating the Exercise:

⇒ Transition from the previous exercise. Begin a discussion with participants about preparing for actions by assessing possible threats that may present themselves. Ground the discussion in the current conditions and what threats may be true for the participants in their respective communities.

⇒ Present the Threat Assessment Graph to participants. Ask a participant to read a term and its definition:

Threat: A declaration or intention to commit harm or damage

Risk: A possible event, which may or may not occur, and which will result in harm or damage if it occurs.

Vulnerabilities: Any factor that makes it more likely for harm to materialize or that results in greater damage.

Strengths: Resources (material, spiritual, emotional) that improve our security.

Facilitating the Exercise:

- ⇒ Discuss with participants that this tool can be applied to a variety of threats, from very harmful to non harmful situations and should be based on communities local movement history and current conditions.
- ⇒ Present the Example slide to participants and talk them through it.
- ⇒ Let participants know that they will have an opportunity to work with this tool in small groups. Assign as many groups as you have prepared template charts. If you have more groups than slides you can offer a group a blank slide and they can name their own threat. Ask for any clarifying questions before you break them off into groups.
- ⇒ Break participants into groups and have them work on their slide.
- ⇒ When participants have finished their work, bring them back to the large group, and have each group present their answers. If there is time, offer participants from other groups time to ask questions or make suggestions.
- ⇒ Thank the participants for working on this exercise and prepare to transition to the next activity.

⇒ Trainer's note:

THREAT ASSESSMENT

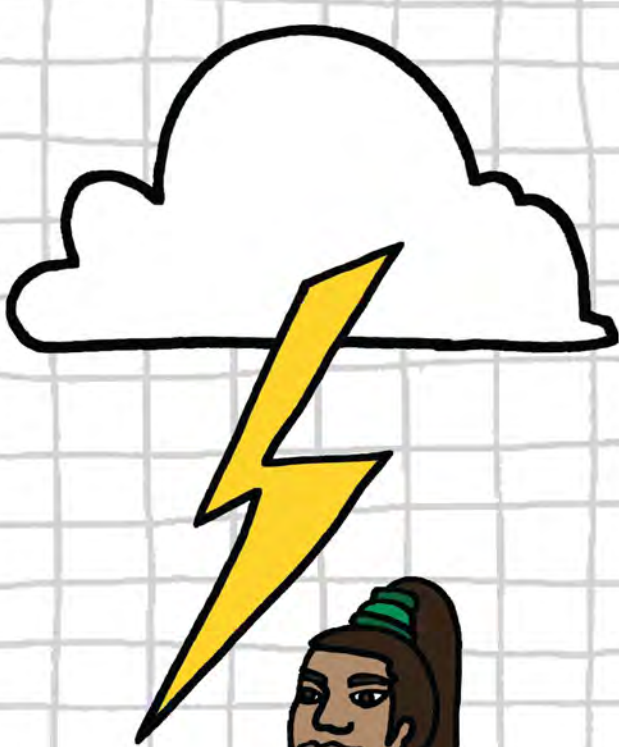
—	THREAT	A declaration or intention to inflict harm or damage.
	RISK	A possible event, which may or may not occur, and which will result in harm or damage if it occurs.
VULNERABILITY		Any factor that makes it more likely for harm to materialize or that results in greater damage.
STRENGTHS		Resources (material, spiritual, emotional) that improve security.

THREAT ASSESSMENT: BREAKDOWN

—	THREAT	What are the <u>likely</u> threats to your safety when protesting?
	RISK	Name primary risks (harms) to your individual and community safety and security.
VULNERABILITY		What are your individual and collective vulnerabilities?
STRENGTHS		What resources (material, spiritual, emotional) do you have and what do you need?

Threat Assessment:

What is on the horizon?



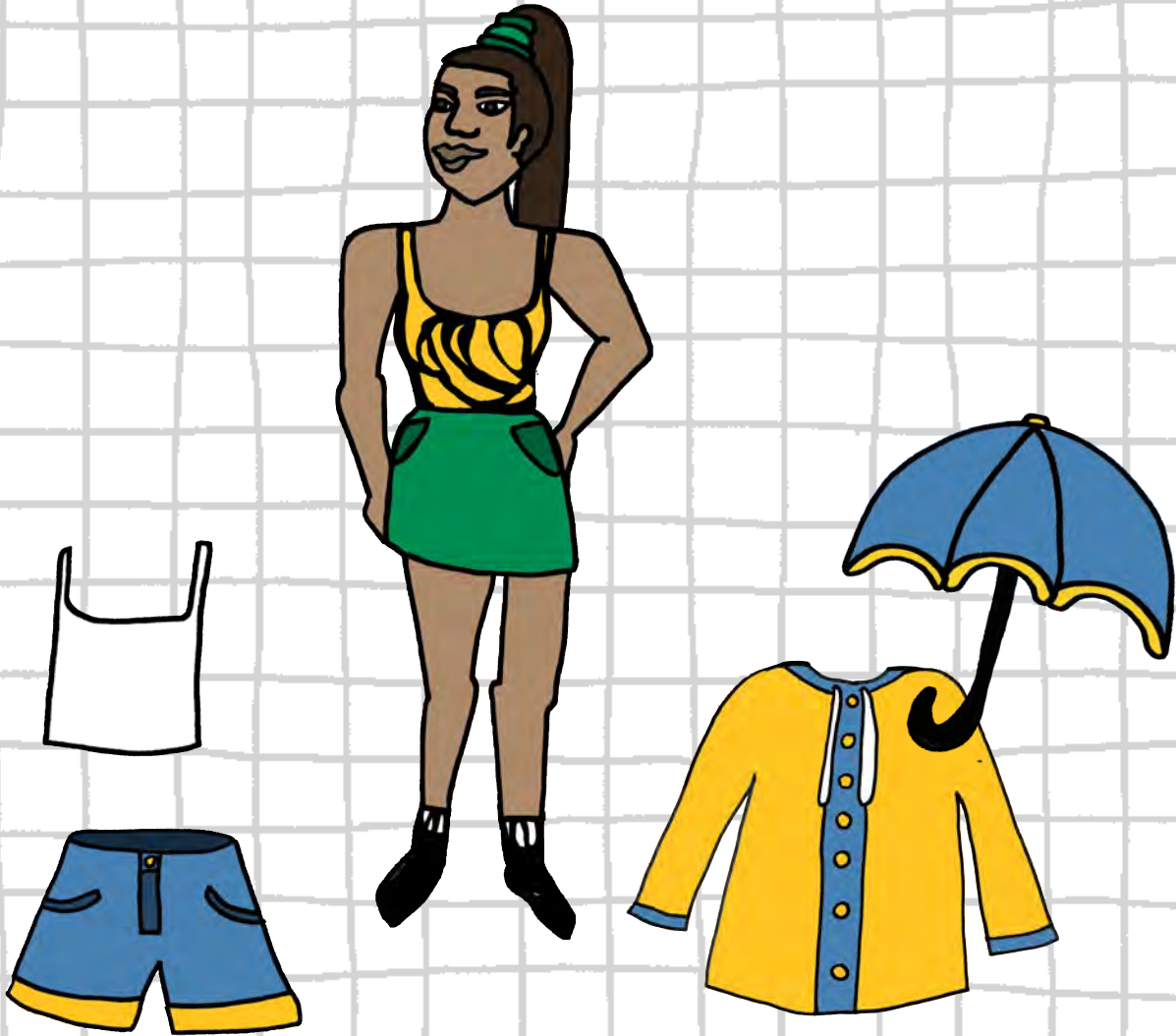
**Threat
(Rain)**



**Risk
(Getting Wet)**

Threat Assessment:

What is on the horizon?



Vulnerability
(shorts, no coat)

Solutions
(umbrella, coat)

THREAT ASSESSMENT: What is on the horizon?



THREAT
(Rain)



RISK
(Getting Wet)



VULNERABILITY
(Shorts, No Coat)



SOLUTIONS
(Umbrella, Coat)

THREAT

RISK

VULNERABILITY

STRENGTHS

Situational Awareness

Goal: Share a tool to ground participants in the moment when an action escalates

Time: 15 minutes

Preparation for Exercise:

In Person

✓ Projector or large screen

- ✓ See: Situational Awareness
- ✓ See: BOODA Loop Slide
- ✓ See: Observation video slide

Facilitating the Exercise:

⇒ Let participants know they will now be focusing on a tool that applies to your time on the streets (whereas the threat assessment focuses on pre-planning before heading to action)

⇒ Share with participants that this tool was actually developed for the US military and has been adapted by community organizations and is being utilized by our movements to help us make good decisions and keep us safe on the street.

Note: Hearing that this tool was sourced from the US military may raise a few eyebrows with participants. It may be good to remind folks that the military has huge amounts of monetary resources and has dedicated itself to studying strategy, and behavior. In the same way that they monitor and learn from our movements, we can respond by studying their tactics and apply our learnings and love to their strategies that may be useful to us.

⇒ Refer to the slide in your trainers deck titled “Situational Awareness” Ask a participant volunteer to read the slide aloud to the group

➤ Slide: “Situational Awareness is the ability to identify, process, and comprehend the critical elements of information about what is happening to the team with regard to the mission. More simply, it’s knowing what is going on around you.” - United States Coast Guard [Team Coordination Training Guide. August 1998

⇒ Transition to the next slide with the image and words “BOODA LOOP.”

Read for participants the steps of the BOODA Loop.

B= Breathe

O= Observe

O= Orient

D= Decide

A= Act

⇒ Let participants know that this is a movement adaptation of the military tool “OODA Loop” and that as movements we have placed the B at the beginning to remind us to breathe!

⇒ Transition to the next slide titled “Breathe” and ask a participant to volunteer to read it aloud to the group:

Slide:

Deep, slow breathing is regulated by the Parasympathetic Nervous System (PNS), the same system that slows your heart rate, relaxes your muscles and helps to conserve your energy. Intentional deep breathing can help kick the PNS into gear. Focus particularly on long, deep exhales - perhaps with a sound like a deep sigh. When we are in panic, we forget to breathe, and it is in the exhales that our bodies truly begin to relax. -Eastpoint Peace Academy

⇒ Remind participants there is always time to breathe!

⇒ Transition to the next slide titled “Observe” and ask a participant to volunteer to read it aloud to the group:

Slide:

- ★ Take in your surroundings using as many of your senses as you can
- ★ Widen your vision and constantly scan your surroundings
- ★ Hold a calm, relaxed demeanor
- ★ Where are possible threats and what is happening? Ex someone with a firearm, police
- ★ Scan for people, objects, emotions- use all your powers!

⇒ Let participants know it is a good idea to build the practice of observation into their routine if they have not already. They can do this by practicing observation when they go for a walk, to the store etc. Practice observing as often as you can so the process becomes more natural for them.

⇒ Transition to the next slide titled “Orient” and ask a participant to volunteer to read it aloud to the group:

Slide:

- ★ Use the information you collect to ground yourself in your current situation
- ★ Reflect on what you have observed and consider options about what to do next
- ★ Involves thinking through decisions /agreements you have made ahead of time ex finding possible exits, activating safety teams etc
- ★ Understand your own biases and challenge yourself to think beyond them

⇒ Emphasize the last message in the slide about acknowledging our own biases and thinking beyond them. Remind participants that we are conditioned to have certain biases about who may be threats and it is important we push ourselves beyond those so we can assess the real threat.

⇒ Transition to the next slide titled “Decide” and ask a participant to volunteer to read it aloud to the group:

Slide:

- ★ Take potential outcomes into consideration
- ★ Defer to predetermined decisions when possible. Ex leaving a protest when things escalate
- ★ If you are in a group, know who deciders are and agree on how decisions will be communicated.

⇒ Remind participants that in the previous exercise “Action Prep” we talked through decision making and communication. It’s important to have your signals or sounds related to certain decisions known ahead of time so folks will be able to act quickly and effectively.

⇒ Transition to the next slide titled “Act” and ask a participant to volunteer to read it aloud to the group:

Slide:

★ Take Action to ensure the safety of you and your group.

⇒ Remind participants to act quickly and effectively once a decision has been made to ensure your own safety and that of your squad

⇒ Let participants know we will be quickly testing our own powers of observation. Inform them you will flash a photo on the screen for 5 seconds. During those 5 seconds participants should observe as much as they can about the photograph.

⇒ Flash the photo observation slide for 5 seconds and then remove it from the screen.

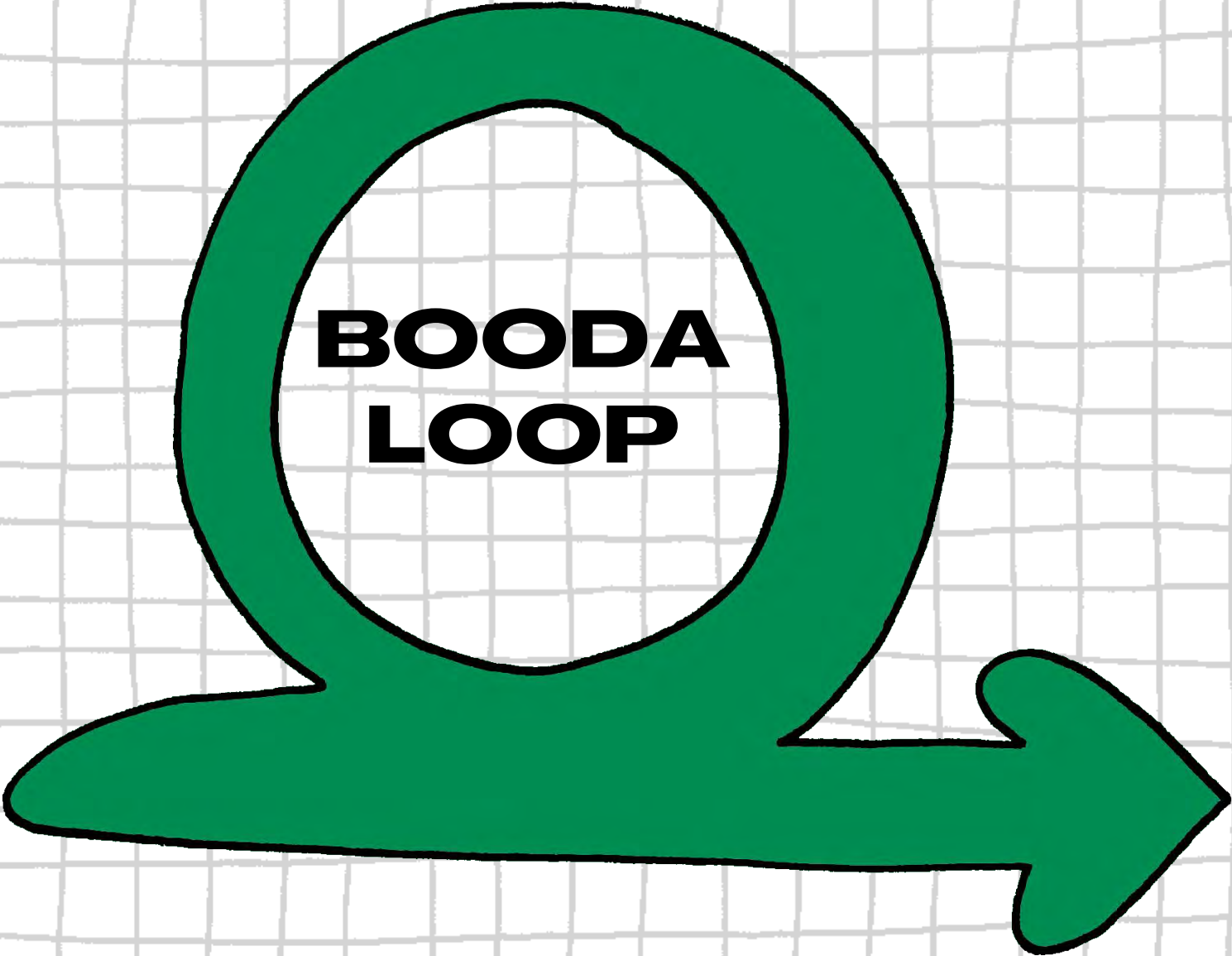
⇒ Ask participants to name what they observed in the photo. Note as it comes up how different people interpret things happening in the photo differently. When you have taken in several responses, thank the participants for their shares and show the participants the photo one last time.

Situational Awareness



"Situational Awareness is the ability to identify, process, and comprehend the critical elements of information about what is happening to the team with regards to the mission. More simply, it's knowing what is going on around you."

- United States Coast Guard
[Team Coordination Training Guide | August 1998]



BOODA LOOP

BREATHE
OBSERVE
ORIENT
DECIDE
ACT



BREATHE

There is always time!

Deep, slow breathing is regulated by the Parasympathetic Nervous System (PNS), the same system that slows your heart rate, relaxes your muscles and helps to conserve your energy.

Intentional deep breathing can help kick the PNS into gear. Focus particularly on long, deep exhales - perhaps with a sound like a deep sigh. When we are in panic, we forget to breathe, and it is in the exhales that our bodies truly begin to relax.

- Eastpoint Peace Academy



- ✓ Take in your surroundings using as many of your senses as you can.
- ✓ Widen your vision and constantly scan your surroundings.
- ✓ Hold a calm, relaxed demeanor.
- ✓ Where are possible threats and what is happening?
Ex: someone with a firearm, police.
- ✓ Scan for people, objects, emotions- use all your powers!

Orient

Use the information you collect to ground yourself in your current situation.

Reflect on what you have observed and consider options about what to do next.

Involves thinking through decisions
/agreements you have made ahead of time ex finding possible exits, activating safety teams etc.

Understand your own biases and challenge yourself to think beyond them.





Take potential outcomes into consideration

Defer to predetermined decisions when possible. **ex : leaving a protest when things escalate.**

If you are in a group, know who deciders are and agree on how decisions will be communicated.



Take Action
to ensure
the safety of
you and your
group!

Emotional/Spiritual Preparation for Action

Goal: Provide participants with an opportunity to reflect on personal wellness preparation before taking part in a mass action.

Time: 20 minutes

Preparation for Exercise:

- ❖ Participants should be prepared with paper and a writing utensil, or an open write board if working on their computers

Preparation for Exercise:

Virtual Start with a brief discussion about the need for preparation beyond the physical. Remind participants that being fully grounded supports us in making safe decisions for ourselves and others and that emotional and/or spiritual awareness is needed to know how to take care of ourselves before, during and after action.

In person Transition to a conversation about fears and potential fears participants may be facing when considering taking action. Invite participants to think of ways they ground themselves when facing fears in their lives.

⇒ Give participants 10 minutes to reflect and answer the following questions. This

Facilitating the Exercise:

Participants should be invited to create a space for

What fears am I facing about taking action?

What can I do to ground myself?

⇒ After the allotted time has passed, invite the participants to populate the slide titled: What can I do to ground myself?

⇒ Invite a quick discussion about grounding practices as participants are populating the slide.

⇒ Close this exercise by encouraging participants to utilize their own practices or learned practices to support them as they prepare for action.

***KYR/Legal* - Protest Preparedness**

Goal: Provide participants with a quick overview of engaging with police and their rights when detained or arrested.

Time: 15 minutes.

Preparation for Exercise:

In Person

- ✓ Projector or large screen

Virtual and In Person

- ✓ See: ACLU Legal Preparedness video

Facilitating the Exercise:

- ⇒ Let participants know in this section, you will provide a quick overview of how to deal with police encounters.
- ⇒ Let participants know you are NOT A LAWYER, and that they should always seek legal advice if they have specific questions related to their locality, circumstances or to understand the arrest or legal process better.
- ⇒ Remind participants that every state is different so checking legislation and policies particular to the state they are taking action in is important. While we assume that our right to protest is protected under one of the amendments and/or the constitution, there is a currently a large push to criminalize our right to dissent.
- ⇒ Pull up the slide titled “Legal Preparedness” and let participants know they will be watching a brief video made and distributed by the American Civil Liberties Union (ACLU).
- ⇒ Play the ACLU video for participants: <https://youtu.be/8nglfSpkxm0>
- ⇒ When the video has concluded, bring the participants' attention back to the facilitators and let them know you will be going over a few additional points.

To review with participants:

- ★ What police “should” do and what they actually do can be two different things. Police are not obligated to tell you the truth nor follow the law! Police can and will lie to you as well as violate your rights. There are plenty of cases of police tampering with footage or coercing people into detention.
- ★ Don’t talk to the police! If it feels like you are being detained ask: Am I being detained? If they say no, carefully and slowly leave! If you are being detained, memorize these magic words and only use these *“I am going to remain silent. I would like to see a lawyer.”*
- ★ If you are going to engage in risky activity, only tell folks you absolutely trust! Information obtained from other people can and will be used against you!
- ★ Minors (under 18 yrs of age) and non-US citizens have the same rights to remain silent and see a lawyer however they may be separated when taken to the holding facility. Minors often risk being prosecuted as adults. Non-US citizens risk serious scrutiny if they get arrested, especially if there is collaboration between police and ICE.
- ★ Not having legal identification at the time of arrest can complicate your booking process and ultimately make it take longer for your identity to be verified and for you to be released. There are many reasons for not carrying identification and this should be discussed with your group in advance of taking action.
- ★ Police may search your belongings. Even if there is nothing incriminating in your bag something may be planted!

To review with participants:

- ★ Don't sign anything except a CITATION. A citation is a promise to show up in court — it will say at the bottom, "A signature is not an admission of guilt." (like a speeding ticket).
- ★ If you are being detained, cops can pat you down to see if you have any weapons if they feel threatened. This is important especially if you have trauma around your body or can react in a way that can escalate your charges.
- ★ If you are not released on site, you may be transferred to a booking facility. Minors, Gender Non-Conforming & Trans bodies, Undocumented, or People with warrants or priors may be separated from the group.
- ★ Usually for mass actions, legal funds are set up, but you may want to be thoughtful about securing bail if that is possible.
- ★ Post COVID arrests pose higher risks because of outbreaks in Jails. Also the functions of the courts have slowed down- and we should check with lawyers about how that has impacted the speed of arraignments and trial dates.
- ★ Always write the legal hotline number somewhere on your body in permanent marker. It should be somewhere on your body that you can see when you make a phone call such as your forearm or thigh.

⇒ Encourage participants to take Know Your Rights trainings offered in most cities by the National Lawyers Guild or movement legal collectives. It's always a good idea to be fully informed about your rights!

Closing

Goal: Bring your training to a conclusion. Allow participants to “check out”

Time: 15 minutes

Description of Exercise: Participants will engage in “Head, Heart, Feet” exercise. They will name one thing they will take away in their mind = “Head”, one feeling they are taking away = “Heart”, and one action they will take = “Feet”

Preparation for Exercise:

Virtual

- Prepare/cue a slide with graphic images of a Head, a Heart and Feet.

In person

- Prepare butcher paper/ board with graphic images of a Head, a Heart and Feet

Facilitating the Exercise:

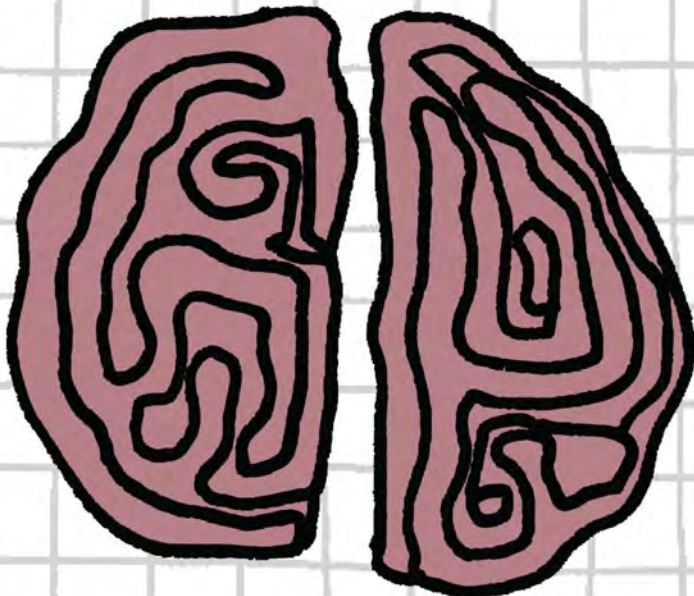
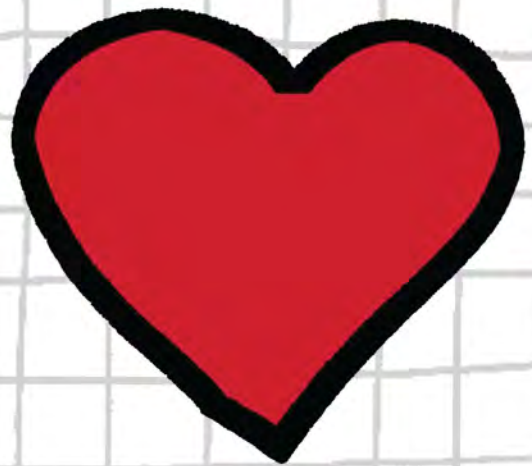
- ⇒ Let participants know it is time to transition to closing.
- ⇒ Ask participants to think about 3 things that they will share with the group. You may want to model answers:

Head: What new concept am I taking away from this training?

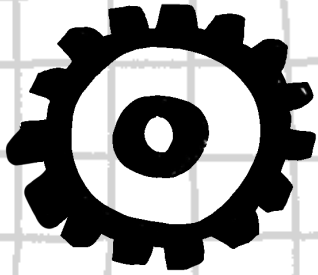
Heart: What feeling am I taking away from this training?

Feet: What action will you take as a result of this training?

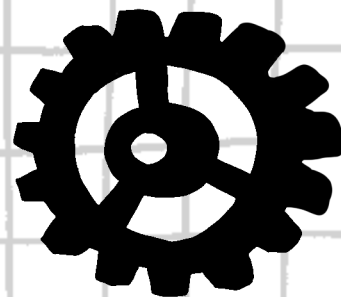
- ⇒ Invite a participant to begin by sharing their answers. Invite other participants to share until all the participants have answered.
- ⇒ Before participants depart, go over any next steps from the training and thank participants for being in the training.



Notes



Notes





THE
**RUCKUS
SOCIETY**
Actions Speak Louder Than Words



**Action Safety and
Community Care in
Times of Rapid Response**



THE
**RUCKUS
SOCIETY**
Actions Speak Louder Than Words