



LAND
STEWARDSHIP
PROJECT

RELEASED MAY 2023

REPORT: CONNECTING ECONOMIC & RACIAL JUSTICE TO EXPAND A RURAL SOCIAL JUSTICE NETWORK

Land Stewardship Project - Soil Health Program

landstewardshipproject.org/social-justice

EXECUTIVE SUMMARY

landstewardshipproject.org/social-justice

The Land Stewardship Project envisions a food and farming system and thriving, healthy communities that work for everyone, no exceptions. Whether Black or white, immigrant or Indigenous, working class or middle class, queer or straight, man, woman, or non-binary, we all deserve dignified, productive, and creative lives. Racism, gender inequality, and economic injustice are major barriers to accomplishing the Land Stewardship Project's mission. Therefore, we must dismantle these systems of oppression and lift up collective liberation so we can all be free to live healthy and vibrant lives together.

As we care for the soil, we participate in the healing of the land. As we work to understand each other and eliminate oppression, we participate in the healing of community. Because we believe people and the land belong together, these aspects of stewardship and healing are inseparable.

This report is a reference document for any group, agency, or organization looking to establish and grow a social justice network in their locality. This report is also intended to guide other social justice networks through discussions and activities that draw out their values, experiences, and ideas for influencing social change in their communities.



TABLE OF CONTENTS

| | |
|---|-------|
| Executive Summary | 2 |
| Context & Connection to Program | 4-5 |
| Background | 6 |
| Strategy, Audience, & Intended Outcomes of Work | 7-8 |
| Language & Message Considerations | 9-11 |
| Bringing People Together | 12 |
| Educational Approach..... | 12-13 |
| Logistics - Venue, Food, Accessibility, & Creating the Environment..... | 14 |
| Communications..... | 15 |
| Workshop Tools & Activities..... | 15-16 |
| Group Agreements/Ground Rules..... | 17 |
| Economy Quiz..... | 17 |
| Storytelling..... | 18 |
| Food & Farm Systems Timeline..... | 18 |
| Homework for Education & Action..... | 18 |
| Evaluation Form..... | 19 |
| Directory..... | 19 |
| Buddy Check-ins..... | 19 |
| Lessons Learned, Program Adjustments, & Future Plans | 20-22 |
| Resources | 23 |
| Appendix | 24 |
| (a) 1-1 Persuadable..... | 25-26 |
| (b) 1-1 Lay-of-the-Lander..... | 27-28 |
| (c) 1-1 Excerpts..... | 29-30 |
| (d) Initial Workshop Recruitment Letter..... | 31-32 |
| (e) Reminder Workshop Recruitment Letter with Homework..... | 33-34 |
| (f) Group Agreements..... | 35 |
| (g) Economy Quiz..... | 36-37 |
| (h) Storytelling Prompt..... | 38 |
| (i) Homework for Education & Action Handout..... | 39-40 |
| (j) Evaluation Form..... | 41 |
| (k) Directory..... | 42 |
| (l) Buddy Check-ins..... | 42 |

For more information on the Land Stewardship Project’s social justice work, see:
<https://landstewardshipproject.org/social-justice-stewardship/>

CONTEXT & CONNECTION TO PROGRAM

The primary focus of the Land Stewardship Project's Soil Health Program is facilitating the ability of small and mid-sized crop and livestock farmers to make changes that improve soil health on their farms. During presentations at each of our soil health events, however, we also touch on larger social, economic, and political issues that LSP believes directly affect the health of individual farm families and rural communities. This includes discussions about excessive corporate power in agriculture, the current Midwestern farm crisis, farm policy and family farm economics, immigration, racial justice, and gender equity.

Small and mid-sized farms are under extraordinary financial pressure, and they have been for a long time. Public agricultural policy favoring the largest farms depletes the soil, water, rural communities, and the national treasury. When we see, year-after-year, large agribusiness corporations racking up huge corporate profits, we get tired of realizing everyone — with the exception of farmers — is making big money in agriculture. We must work to reform this unjust and unwise system.



LSP works to create a food and farming system consisting of fair wages, dignified work, access to affordable and nutritious food, profitability for small and mid-sized farms, and health for the land, water, and rural communities. Such a system will be built through on-the-ground changes made by individual farmers, and through broad scale public policy change. Those changes include cementing pathways for future soil stewards. Such stewards include people who have been historically and systemically denied access to opportunities to make a living from the land.

It's important to recognize that industrial agriculture has throughout U.S. history relied on the exploitation of people, whether it be in the form of free labor (slavery), the forced removal of Indigenous people from their lands, or the failure to compensate and treat immigrant workers fairly. Over the past half-century, small to mid-sized white farmers have also been pushed to the brink of extinction, again by public policy favoring agricultural corporations and industry.

We believe that white people need to understand the dynamics of race, and how bridging the racial divide can help reform our agricultural system for the benefit of many. This includes small to mid-sized white farmers, young farmers, and certainly farmers of color and Indigenous peoples.

Ultimately, a broad cross-racial constituency is central to securing a farming system that is fair to all and good for the land.



BACKGROUND

In January 2017, LSP's management team adopted five strategies to advance racial justice:

- Organizing white rural Midwesterners, leading with values, and winning on issues that matter to them, while being explicit that we stand for racial justice, and linking to the larger movement for stewardship and justice that we are helping to build.
- Racial justice training, education, action, and analysis with LSP's staff, members, and leaders.
- Movement organizing — LSP joining with, sometimes following, and sometimes providing leadership to, an emerging multi-racial movement of allies, working to achieve economic, environmental, gender, and racial justice.
- Showing up and standing with allied organizations and communities of color and indigenous communities that come under attack.
- Responding directly and effectively to racist statements and actions.

In 2019, LSP's Policy Program launched our Farm Crisis Campaign, which fought for economic justice for small to mid-sized farms. Nearly all of the folks we engaged and who showed up were white, landowning individuals and families. LSP's Soil Health Program staff provided boots-on-the-ground support for the policy campaign while conducting 30 racial and economic one-to-one conversations with farmers and rural community members in our southeastern Minnesota network. We knew we needed to draw a stronger connection between the economic issues facing white farmers and the social and economic issues impacting folks of color. Linking the Farm Crisis campaign to racial justice was the way we chose to get the conversation started.

For more information on LSP's commitment to advancing social justice across the organization and throughout all our organizing efforts, please read the Long Range Plan at <https://landstewardshipproject.org/long-range-plan/>.

STRATEGY, AUDIENCE, INTENDED OUTCOMES OF WORK

Our strategy included the following tactics:

- Establish a regional focus.
- Build criteria for a robust 1-1 list.
- Conduct ~30 1-1 conversations (aim for 90% “persuadables” and 10% “lay-of-the-landers”.) For examples of 1-1 questions for persuadables and lay-of-the-landers, please refer to Appendices a & b.
- Evaluate what was learned from the 1-1 conversations and modify approach as needed. For excerpts of 1-1 conversations with “persuadables”, please refer to Appendix c.
- Organize a meeting to support peer-to-peer interaction (e.g. workshop.)
- Build out regional network of rural people committed to working on these issues.
- Keep network informed, connected, and engaged.

Our intended outcomes of this work were to:

- Help people find their voice and share their story.
- Help people challenge their own assumptions and beliefs.
- Help people learn about larger forces at work in their daily lives and learn about their power to influence change.
- Use inclusive language/messaging to bring in new people.
- Introduce people to other people like themselves and build confidence.
- Introduce people to others who are not like themselves and find common ground.
- Give people access to concrete skills and information to take action.
- Build community and facilitate a network of people invested in principled leadership.
- Give people opportunities to exercise their values and skills to influence changes in their local, regional, broader communities.
- Evaluate and show gratitude often for the risk-taking and progress-making leaders do.

For our target audience, we focused on farmers in the growing LSP Soil Builders' Network and rural community members supportive of our work. This group included LSP members and non-members. Soil Builders' Network farmers largely represent white, older, males and females farming at the 100- to 1,000-acre scale. Our recruitment strategy began with identifying people within our target audience with whom we could arrange a home visit for a deeper, one to one-and-a-half hour one-to-one conversation. The criteria we used to identify these folks came from Race Class Narrative research (<https://www.wemakethefuture.us/history-of-the-race-class-narrative>) that was done in the region. From this research and subsequent trainings, we adopted the identification of “persuadables” to guide, describe, and track our conversations and workshop recruitment. A small number of conversations we conducted were with what we called “lay-of-the-landers” — folks who we identified as leaders on economic, racial, and gender justice in their communities.

Based on Race Class Narrative research (2017), “persuadables” hold both progressive and opposition beliefs, depending on which message is bolder and has the best “plot.” These folks often hold multiple views at the very same time, and they can be conflicting or contradictory to each other. These people are not “stupid” or “gullible” — it’s actually about how their brains work. Our job is to “toggle on” their progressive beliefs.

We identified “persuadables” in our network using a rather non-scientific and highly relationship-driven method. Based on interactions and conversations with folks in our programming, we were able to apply the Race Class Narrative research to determine where we were seeing contested ideas and interest in deeper connection and learning. Some of these indicators came up in private conversations while others were demonstrated publicly. We targeted rural, working-class people who we knew we had something to learn from when it came to their economic experiences. We included folks we knew had some degree (even minor) of cross-racial experience to build from. What we found is that, initially, what is at stake for these folks is not racial justice, but rather, economic justice. However, all working-class people understand *struggle*.

LANGUAGE & MESSAGING CONSIDERATIONS

In general, we adhered to the following recommended and well-tested guidelines when it came to language we used for communications and outreach:

DISCUSS RACE OVERTLY

Our core base, which aspires to be inclusive and diverse, is deeply concerned about racism. Failing to address racial concerns or merely tacking them onto economic ones leaves our base feeling unheard and unmotivated to engage, let alone fired up to reach out to others.

Most persuadables, among them many whites, feel deep concern about race. Persuadables toggle between two contradictory orientations — one that views talking about race as necessary and desires racial fairness and progressive values; and another that hears conversations about race as polarizing and orients them toward racial resentment and conservative fears. One of those two schemas will be triggered. The notion that we must avoid discussing race with people in the middle is wrong: remaining silent on this helps our opposition's toxic worldview gain primacy.

FRAME RACISM AS A TOOL TO DIVIDE AND THUS HARM ALL OF US

Those in power often villainize African Americans (and increasingly Muslims and immigrants), as criminal and undeserving in order to diminish the social solidarity and support for the kind of collective action that is the foundation of a progressive agenda. Pointing out this strategic racism and tying it to the class war that wealthy reactionaries are winning helps connect the experiences of targeted people of color and the experiences of economically anxious white people. It provides a way for people of all races to understand our noxious racial environment and makes clear that white people will gain more from cross-racial solidarity than from siding with billionaires.

CONNECT UNITY TO RACIAL JUSTICE AND ECONOMIC JUSTICE

Making division the central problem seeds desire for unity as the response, even as it leaves us vulnerable to claims that we too sow division. When calling out opponents for intentional division, we must provide frequent endorsements for coming together, including references to having done so successfully in the past. Joining together across racial differences as a route to secure a better future proved effective at moving both the base and persuadables toward support for key elements of our agenda.

An example of how this might sound in practice:

“I live and work in a mostly white community that wants to build economic and political power with a grounded racial justice strategy. We cannot do this on our own — we want to build something that works for all our folks, no exceptions. Do you have questions for us about that? We don’t know how this is going to go. We know, in this moment, we have to try.”

According to the Race Class Narrative research (2017), the three things that move “persuadables” into alignment with our base are:

- 1. A Bold Message (Solution)**
- 2. Confidence in Delivery**
- 3. Repetition**



An example from the research can give more insight into how a persuadable thinks and responds to messaging:

We asked a question that said: “In the U.S. there is a large number of people who crossed the borders undocumented or overstayed their visas and now they live here, work here, and go to school here. We think the best way to tackle this issue is by deporting them all back to their land of origin and building a wall.”

The persuadables said: “Yes, that’s exactly what we should do.”

Then we asked the same group of persuadables: “In the U.S. there is a large number of people who crossed the borders undocumented or overstayed their visas and now they live here, work here, and go to school here. We think the best way to tackle this issue is by creating a robust, compassionate pathway to citizenship.”

The persuadables said: “Yes, that’s exactly what we should do.”



BRINGING PEOPLE TOGETHER

EDUCATIONAL APPROACH

In this economic and racial justice work, we decided to utilize an educational approach that has served us well in the past. A key thread woven throughout LSP's Bridge to Soil Health initiative was the use of countless "popular education" facilitation tools in our gatherings. For the past 35 years, LSP has used an "education to action" approach, much of which can be categorized under the "popular education" strategy.

Wikipedia describes popular education as "a concept grounded in notions of class, political struggle, and social transformation. The 'popular education' term is a translation from the Spanish *educación popular* or the Portuguese *educação popular*, and rather than the English usage as when describing a 'popular television program,' popular here means 'of the people.' More specifically 'popular' refers to the 'popular classes,' which include peasants, the unemployed, the working class and sometimes the lower middle class." At LSP, we've adapted the popular education approach in our work with farmers and rural folks.

Popular education is not a defined curriculum, but rather a cycle of sharing stories and values with others in a given group, noting the commonalities among participants, defining the primary concerns that they have, investigating possible solutions, developing a plan for acting on those concerns, taking action as individuals and as a group, coming back together to share the results of those actions, evaluating how these actions turned out, making adjustments, and taking action again. Throughout the popular education cycle, which is repeated over and over with sustained groups, participants get to know each other better, and a stronger community is created.

Participatory education is central to the popular education process, where the participants' knowledge and experience is highly valued and readily shared. A common tenet in popular education is to “draw the wisdom out of the group before bringing in new outside expertise.” Certainly, at times, outside expertise is helpful and necessary, but ideally not before participants have been able to share some of what they know with one another and identified the outside expertise they are looking for.

Unique to many LSP soil health workshops that featured a guest outside speaker is that the very first activity, often in a room of 100 to 150 people (all seated at tables and facing one another), consists of each individual sharing a bit of their farm's story with their table-mates and coming up with a list of the questions they would like to see the invited expert address. This is classic popular education — making sure the expert is hearing directly from their audience, even before they start speaking.

Those of us that practice popular education push ourselves to ask: How are meeting rooms set up? Which meeting format is likely to produce a new friendship, contact, or relationship between participants? How do we get people to share their ideas and opinions? What should the discussion prompts be for small groups? How do we make it so that people know that their ideas will be valued and how do we facilitate them speaking up?

How many of us have been to a workshop where no one had a question for the expert? Too often, meetings go like this: “Any questions? Ok, next speaker.” Unfortunately, that is all too common with expert presenters and the top-down educational approach. And that is exactly what we've successfully worked to avoid. The result has been very positive and gratifying group dynamics and lots of energy among participants.

The facilitated discussion activities that we use in our workshops are all examples of popular education tools. You can read more about the early roots of LSP's popular education work in three 1990s articles from the Land Stewardship Letter:

- “Coffee, Stretching & Big Paper”:
https://landstewardshipproject.org/repository/1/3321/lsl_big_paper_nov_dec_1994.pdf
- “Making Every Voice Heard”:
https://landstewardshipproject.org/repository/1/3322/lsl_voice_march_april_1995_1.pdf
- “The Roots of Positive Change”:
https://landstewardshipproject.org/repository/1/3323/lsl_roots_july_aug_1995.pdf

For further information on Popular Education, two good resources (of many) are the book *Educating for a Change*, and the Highlander Research and Education Center in New Market, Tenn.

BRINGING PEOPLE TOGETHER

LOGISTICS – VENUE, FOOD, ACCESSIBILITY & CREATING THE ENVIRONMENT

When looking for an ideal meeting space, consider finding a location that will hold 20-30 people comfortably without being overly large and that will allow for longer meetings on weekends. It is also helpful to have a space that already comes with whiteboards and plenty of wall space for flipchart notes. Public libraries, rural churches, and community centers have worked well for us. Also, make sure that food and drink are allowed in the room.

LSP prides itself on setting up an inclusive environment so that all participants can be seen and heard by one another. With a group of 20 to 30 people, we found that either a horseshoe design or large group circle is the best way to arrange the tables. The horseshoe setup allows for everyone to see one another, as well as the facilitator and farmer presenter, if presentations are given that day.

Food is one of the highlights of LSP meetings. LSP likes to seek out local restaurants or food cooperatives as sources of fresh, healthy food, especially those that are willing to work with locally produced meats and produce. Occasionally, we will hold a potluck with LSP providing a main dish and attendees providing snacks, sides, and desserts. Breaking bread together is a great community-building activity and shows the dedication of the organization to supporting local businesses and farms in the region. Offering coffee and tea throughout the hub meetings is a necessity. For a full day workshop, participants particularly appreciated that we prepared a lasagna take-home meal. Folks were informed of that option ahead of time and asked to bring a Tupperware container for the take-home meal.

In terms of accessibility for events, we offered the following:

- (\$15/hour) childcare stipends were provided to help boost participation from folks with young children.
- Robust food options available throughout the day and accounting for dietary needs.
- Travel reimbursement for guest speakers.
- Overnight accommodations for guest speakers.
- Audio amplification.
- Visual flipchart aids.
- ADA accessible venue.

For more ideas and information, please see “Accessibility Planning for Events” developed by Catalyst Project: <https://landstewardshipproject.org/wp-content/uploads/Accessibility-Planning-for-Events.pdf>.

BRINGING PEOPLE TOGETHER

COMMUNICATIONS

One-to-one meetings were arranged word-of-mouth or via phone call/email with a reminder call/e-mail/text sent the day before to confirm time and place.

Beyond the one-to-one meetings, the next step in recruiting folks to a workshop involved sending an initial letter, following up with a phone call to confirm, then sending a reminder letter. It might take several asks to move a reluctant or busy person, but persistence shows the dedication of the organizer and the desire for the engagement of the participant. For communications examples, please refer to Appendices d & e.

WORKSHOP TOOLS & ACTIVITIES

Within months of wrapping up our one-to-one racial justice conversations, we decided to bring people together for a full day workshop. On Feb. 12, 2022, LSP facilitated a 30-person event in Winona County, Minn., that included group discussion and activities on the economy and race, with a strong focus on farming and food.

Many of the activities we used were adapted from United for A Fair Economy's "Stacked Deck" curriculum. Participants had a reading/podcast pre-work assigned. This workshop built on farmers' and rural community members' lived experiences making key connections between the economic forces and racial tensions at play in our communities. The workshop involved lots of peer-to-peer learning and story-sharing. We arranged ahead of time to have, during the workshop, two member-storytellers share about their experiences with economic struggle, community support, and cross-racial work. The two storytellers were folks we identified by an insightful, moving story they shared during their one-to-one.



In the afternoon, participants were joined by three guest speakers with Midwest Farmers of Color Collective who facilitated group activities around a food and farm system timeline to help us look at how we got to where we are now and consider how we can create equity by acknowledging the perspectives of the many different people and communities impacted by this system.

LSP staff used a variety of tools and activities to engage participants. Below are listed the facilitator resources and activities that were especially useful in establishing rapport and an environment conducive to learning and sharing.

GROUP AGREEMENTS/GROUND RULES

It is important to establish group agreements to build trust and accountability among the members. This can be a consensus-based discussion or staff can bring in basic ground rules that can be added to or adjusted. As the group builds its capacity to utilize the agreements, deeper discussion around challenging topics can be explored. It is helpful to have the group agreements displayed at every meeting so that they can be referred to when a conflict arises, or agreements are breached. For a group agreements example, please refer to Appendix f.

ECONOMY QUIZ

The purpose of this activity is to take a quiz about economic inequality so participants can start making connections to their life experiences. For our workshop, we made sure to include local and large-scale data as well as race and/or gender-specific economic data. For an economy quiz example, please refer to Appendix g.



STORYTELLING

Our stories are one of the most important tools we have in our work for social justice. Hearing from folks in your community about what struggles they face and strategies for resilience and making change is practical and community-building, as well as an invaluable way to learn. It's important to identify planned storytellers beforehand and provide them with all the information they need to be prepared (which may include some coaching or practice storytelling). Depending on your values and practices, it may also be a good fit to offer storytellers a stipend. For a storytelling prompt example, please refer to Appendix h.

FOOD & FARM SYSTEM TIMELINE

Credit for this handout goes directly to Midwest Farmers of Color Collective and was used as a supplement to the interactive, 80-foot timeline that was used during the workshop. For the Food & Farm systems timeline handout, please visit <https://landstewardshipproject.org/wp-content/uploads/LSP-Food-Justice-Timeline-Handout.pdf>.

HOMEWORK FOR EDUCATION & ACTION

With input from our guest facilitators, we compiled a “take-home” customized resource list and action steps for participants who needed ideas for how to continue their growth. It was important for us to keep this list as brief and relevant as possible. For the Homework for Education & Action handout, please refer to Appendix i.



EVALUATION

Take time to consider how you plan to evaluate the training and why. Look for a few different ways (i.e verbally, written) to record participant reflections. For an evaluation form example, please refer to Appendix j.

DIRECTORY

An important communication and connection tool for workshop participants was creating a contact directory. When an individual is making strides to make changes in their lives and communities, it is helpful to have a network of people to ask questions of, share ideas with, and support one another. This tool allows people to keep in touch. For a directory example, please refer to Appendix k.

BUDDY CHECK-INS

Buddy check-ins gave participants a reason to connect post-workshop around values, interests, challenges, and commitments. Buddies were either self-selected by participants or paired up by LSP staff and were provided optional guiding questions for their check-in. Check-ins were informal and driven by the method that worked best for the buddies. LSP staff did not intervene with buddies beyond facilitating the initial connection and providing the directory sheet for follow-up. For a buddy check-in example, please refer to Appendix l.



LESSONS LEARNED, PROGRAM ADJUSTMENTS, FUTURE PLANS

WHAT WORKED

Immediately post-workshop, we heard positive reflections from participants about the power of the stories that were shared and the rapport that was built among participants, as well as the honest and real discussion that played out between farmers of color and white farmers. Said one participant:

“In reflection, I thought the workshop was well done and I hope they get the timeline digitized and 'out there' soon. I like that you're using the group agreements. I shared some things and used some language that I don't often use in public. I was inspired to write our own acknowledgement of Indigenous land which I read for the first time at my segment of the Farm Transitions Organic University last Thursday. If it were not for my time on the Land Access Committee and participating in the racial justice discussion, I don't know if I would have done that yet.”

By creating and distributing a contact directory as well as establishing buddy check-ins, we gave participants space to continue building rapport with one another outside of LSP spaces. The contact directory also served as a tool for folks to connect around other opportunities that came up for getting together or taking action.





There were several ways participants took action after the workshop:

- The contact directory was used to invite participants to a sundown meal and cross-community discussion during Ramadan as a way for LSP members to show up and engage with our Muslim neighbors and determine ways that LSP can continue a partnership that lifts up those who are newly arriving in our communities.
- One participant (a farmer) booked one of our workshop speakers, Vera Allen of Women Winning, for their annual Women in Sustainable Agriculture gathering.
- Another participant (a farmer) used the directory to invite folks to a meeting with state Senator Jeremy Miller on banning no-knock warrants statewide.
- The contact directory was used to invite everyone to a regional bonfire event on a large, organic vegetable farm that employs H2A seasonal workers from Mexico. The event was well-attended with good food, music, and interaction.
- Most recently, the directory was used to organize the push for the Minnesota Legislature to consider the Driver’s License for All bill. It did pass and, subsequently, the directory was again used to get the word out and invite folks to a community meeting on the implementation of that bill.

Another follow-up step was LSP staff reaching back out to a handful of participants for “checking in” one-to-one conversations around 10 months after the workshop took place. In these conversations, we learned more about what worked and what didn’t when it came to the workshop approach we used, how folks were staying informed and connected, and what ideas they had for getting back together to determine what issues or actions could be worked on next.

WHAT COULD BE IMPROVED

Some participants felt there wasn't enough planning and action in the previous workshop and emphasized how important it is that people feel empowered when they leave and go back to their own communities. Our response will be to “plan with the end in mind” and make sure we leave plenty of time at the end of future meetings to land on clear and tangible action steps with personal and group commitments to follow through.



LSP is committed to racial, gender, and economic justice. We continue to build out a network of people who care about social justice and are committed to developing their own understanding and leadership in transforming our food and farm system. Our staff plans to bring this group back together in 2023, along with new community members, for a meeting to brainstorm ideas for staying engaged and getting involved in racial, gender, and economic justice initiatives in the coming years.

RESOURCES

History of the Race Class Narrative

- <https://www.wemakethefutureaction.us/history-of-the-race-class-narrative>

Educating for a Change

- <https://www.amazon.com/Educating-Change-Rick-Arnold/dp/0921284489>

Highlander Research and Education Center

- <https://highlandercenter.org/>

United for a Fair Economy - The Stacked Deck: Facilitator's Guide

- https://d3n8a8pro7vhmx.cloudfront.net/ufe/pages/4121/attachments/original/1575311335/2-_Trainer's_Guide_%28v1.1%29.pdf?1575311335

Midwest Farmers of Color Collective

- <https://midwestfarmersofcolor.org/>

Catalyst Project

- <https://collectiveliberation.org/>

APPENDIX

- (a) 1-1 Persuadable
- (b) 1-1 Lay-of-the-Lander
- (c) 1-1 Excerpts
- (d) Initial Workshop Recruitment Letter
- (e) Reminder Workshop Recruitment Letter with Homework
- (f) Group Agreements
- (g) Economy Quiz
- (h) Storytelling Prompt
- (i) Homework for Education & Action Handout
- (j) Evaluation Form
- (k) Directory
- (l) Buddy Check-ins

(a) 1-1 Persuadable

Back in September, 37 farmer-leaders with the Land Stewardship Project got together to talk, as well as listen to each other, about how the farm crisis is impacting them and their communities. The fact is that **farmers are facing an economic crisis that is entering its sixth year**. Farm families are often unable to even earn back what it took to plant a crop, to raise their livestock, or to produce the milk that is their source of income.

At this September meeting, our leaders decided that what we need to do is come together as farmers and rural community members to **demand action** from our elected representatives and public officials. Because *the fact is that there is money in agriculture, but farmers are not getting a fair share*. We need to show our representatives that this is a crisis, and if we don't get a solution soon, there's going to be hard consequences for a lot of our families.

But one thing we also know, is that **when we pull together we can move forward with real solutions to overcome this hardship**. Members of rural communities came together in the 1980s during the first farm crisis to help their neighbors and farmers they didn't know, and made a big difference. We can make a difference if we work together now.

We want to win real solutions which means farmers and their allies must pull together, unite around common cause and work to advance their common interest. That is why LSP is not only working with our own members, but we are also partnering with a coalition of working people from many different backgrounds who also have a stake in a better food and farming system, and this is what brings me here today. **There are two key areas I am hoping to listen to your experiences with– the first part is more of a focus on rural and farm economies and what you see are the major pain points right now and what can be done about them. Secondly, I hope to focus on what opportunities you see exist for us to work with other allies around or region like communities of color standing up for a fair economy.**

**When possible, it's always better to weave in brief stories and/or quotes from other farmers making key observations or statements that move the dialogue forward.*

- Can you briefly tell me about your family's history in the area?
- How's farming been going this year?
- What challenges are you facing?
 - Why do you think these challenges exist? What's causing them?
 - What are some things you think can be done to resolve these challenges? What is your sense of things *already* being done?
- What keeps you and your family fighting when times are tough?

In order for us to do this work well, it's important that we get clear about what barriers and opportunities already exist for working people in and around our communities.

1. Do folks of color who live and work in your area have access to stable, well-paying employment? What type of work do they do? How are the working conditions?

2. As we talk about the challenges small-to mid-size farmers are experiencing, how do you see those challenges relating to struggles for economic justice that other working people in our region are facing?
3. LSP member-leaders and staff are assessing what opportunities exist for our organization to work with other allies standing up for fair wages and a fair economy across the board – these include working people of color, Indigenous and immigrant communities as well to help create a future farm economy that works for all of us, not just a few.
 - Five years down the road, when you are driving across _____ (_____ County or southeast Minnesota) – what do you see? How is your farm or community different?
 - Do you know anyone else in your community who I should talk wanting to take on the economic issues we face in farming with a commitment to racial equity? Any farmers? Do you have their phone number?

(a) 1-1 Lay-of-the-Lander

Context: We began talking about the farm crisis facing our communities in 1-1 visits and publicly with LSP members earlier this summer and over several follow-up meetings and conversations we've been having, it is clear that our farmer-leaders are deeply concerned about the economic pressures many farmers and working people are facing and how corporate profits are skyrocketing and benefitting some while the vast majority of us are being left behind. Not only are farmers being squeezed out of their fair share of the food dollar, but the added instability of extreme weather and volatile markets are causing many to leave farming altogether. That is why LSP has launched a farmer-led farm crisis campaign – to provide a means for farmers and their allies to unify and amplify their voices.

We want life to be better for all working people in our communities, whether white, Black or brown, immigrant or citizen. We cannot do this on our own - we want to build something that works for everyone. We want to win real solutions to the problems farmers and working people are facing that center our deeply held values and shared visions for the future. What stories and experiences you and I can share together about the working people who live around us is an important steppingstone to getting clear about what's causing this economic crisis, where we need to go, and what we are prepared to do about it.

**Weave in brief stories and/or quotes from the people I work with that uphold this transformative narrative and move the dialogue forward.*

- Your story, how long you've been involved, what your role is in the organization, what did you do previously?
- Can you tell us about the folks you work with? What does the day-to-day work of your organization look like? What are the issues you work on?
- What challenges do you see your community facing? What do you want the dominant community to understand about these challenges?
- Do folks of color that live and work in your area have access to stable, well-paying employment? What type of work do they do? How are the working conditions?
- What does leadership within your community look like? Do you have leaders of color in your community demanding change? What are their visions? What kind of support from allies are they calling for?
- In what ways do you see youth in your community getting engaged in issues that concern them?
- Five years down the road, how would you like _____ (_____ County or southeast Minnesota) to be different?

POC organizer/POC-led organization:

- What's been your experience working with white allies in the past? What's worked well? What needs improvement?

- As we talk about economic justice with our white farmers & rural residents, what should they understand about how your fight intersects with their own?
- Are there other immediate needs or critical information we should know about?
- Are there ways that you see that we could potentially work together?

(c) 1-1 Excerpts

The following are excerpts from conversations with small-to-mid-sized farmers in Southeast Minnesota:

- “We’ve lost so many farms while some get bigger. Mega-farms and monoculture production are symptoms of the root causes fueling this – corporate consolidation, government policy, and unstable markets with low prices. The crisis is financial and has severe mental health consequences especially with rising debt loads. It’s not enough that these external forces are working against farmers, but farmers are also blaming themselves and many won’t quit until they spend the last dollar.”
- “Farmers make up 2% of the population which means less representation and concern for farmers and changing farm policy.”
- “Down the street from me, there is a couple from Southeast Asia who are good people with good jobs. The woman’s story is a pull-yourself-up-by-the-bootstraps story. It’s unfortunate that “newcomers” to this country are getting more breaks while farmers are being left behind.”
- “People and local economies used to be so healthy when there was more competition and better wages.”
- “My family employees an H2A worker from Honduras, who now lives here with his family. They have no plans to return because it is too violent. Us dairy farmers can relate to X’s values that hold family and farming in high esteem. We want to see more farmers on the land, not less.”
- “We no longer believe in “American exceptionalism” and “working harder” because the returns are diminishing. There’s a difference between working hard and working smart. We see neighbors that are working tirelessly and seeing little to no return.”
- “We want to see more livestock and grazing, especially in our region with Karst geology. The connection between land use and water quality is evident all around us.”
- “Alternative models of land ownership are worth exploring – i.e. land trust, contract grazing. Land, healthcare, and access are the greatest barriers to farming.”
- “You need to fix the economic situation first in order to tackle racism.”
- “As a small dairy farmer, I don’t like the big dairies around me. I am open about that with my neighbors. My mom and I agree that labor is a huge barrier. My mom thinks there are few people with a strong enough work ethic and who want to farm these days. But I think that the exploited immigrant labor is a major driver for big dairies to stay open. I don’t blame the workers; blame the people who hire them and have them work long hours for little pay. My mom says we need better border security and that immigrants are a drain on our education system. I don’t agree. I have more in common with them than I do the “farmers” that run the mega-dairies. I wonder what would happen if the workers organized to get paid \$20/hr.”
- “We pride ourselves on being *independent* farmers. We fact built our farm business from the ground up – by spending wisely and managing debt wisely.”
- “I used to work for Smithfield right after college, and now I produce hogs for Niman Ranch. Because of vertical integration, Smithfield is like a large ship that cannot turn. Everything is customized and boiled down to a set of repeatable processes to produce specific results and when they want to do something else, they buy up another company. They contract with farmers to put up infrastructure, sign lengthy contracts and take on debt while they get paid off. At the same time, those farmers have zero control over the price the market gives them. This

means a totally unstable farm income, and a guaranteed income is often why the farmer enters into this risky venture in the first place. What other business model like that exists? They export all their risk to contracted farmers to expand their business and grow their profits. The “corporate model” affords little to no creativity or innovation. As a farmer, he dislikes this component the most.”

- “Austin, Minn. has changed a lot in the last 20 years with major growth in Hispanic and Sudanese populations. Many of these folks work in pork plants. In Austin, unemployment at 3%, yet people living at or below poverty level is at 20%. There’s a major wage gap in this country with wealth concentrated at the top. I have no problem with people making money, so long as they’re paying their fair share.
- “There was a local Sudanese leader who was uniting incoming refugees in the area from across tribal backgrounds. We know him. He visited our church and told stories about his and others’ immigration journeys from Sudan, what that was like for them, why they were fleeing, and how they arrived in Austin, MN of all places. This leader was 45 years old when he passed away from influenza recently. He had an incredible influence on our community.”

(d) Initial Workshop Recruitment Letter

Hello,

We have crossed the threshold into 2022, and it is hard to believe that nearly two years have gone by since Doug Nopar and myself travelled close to 900 miles across Southeast Minnesota to hold conversations with LSP members and supporters like you about the state of the farm economy and social climate in our rural communities. The last two years have made it clear that our connections with one another and the land are sacred and continue to be the source of our strength no matter what challenges we face. I am contacting you today because, in addition to the larger public workshops LSP holds on issues like soil health and public policy, we're organizing smaller groups of leaders to grow and deepen our base's understanding, relationships and work to advance economic and racial justice within our rural areas and broader region (*Vision for the Future*, LSP's Five-Year Plan.)

We've identified you as part of a group of farmers and rural community members in Southeast Minnesota who we've had deep conversations with just prior to and throughout the COVID-19 pandemic. Each person we met with shared with us some personal experience and/or commitment to working across our difference to find common ground and advance the solutions we need. **We've all been through a lot, but the pandemic wasn't the first nor will it be the last time these tensions surface in our lives. We're stronger when we work on the challenges we face together.** For my part, I have found these conversations to be challenging, humbling and even hopeful and well worth the effort to raise in a larger group of people with similar values and motivation. What we've found is that it's a lot easier to build understanding, community, and make changes if you're part of a network of people working at things together.

This group will be approximately 20-30 people that we've invited to take part in a full-day workshop. This workshop will be an invitation-only event, and not publicly advertised.

Workshop Details:

When: Saturday, February 12th, 10:00 a.m. – 6:00 p.m.

Where: Stockton Community Center (8600 D St, Winona)

Who: Approximately 20-30 rural folks from Southeast MN

What: We will be facilitating group discussion and activities on the economy and race with a strong focus on farming and food that build on people's actual experiences on their farms, in their workplaces or community. There will be ample time for group interaction and storytelling. It's a chance for farmers and other rural community members to be learning from one another, sharing stories, asking questions, and making key connections between the economic forces and racial tensions at play in our communities.

Why: We are bringing rural folks together to connect the dots between economy and race in our region. We're laying the groundwork for an expanding network driving ground-up change in SE MN and throughout the state.

RSVP/ Additional Info: If this sounds like something you want to be a part of and you want more information or to RSVP, please contact me by calling 641-220-6000 or email aromano@landstewardshipproject.org. RSVP deadline is February 9th. *Additional family members or*

partners are more than welcome to participate, just make sure they register. If you need childcare for this event, please indicate that with me upon registration.

Cost/Food: There isn't a fee. We'll cover meals and ask you to bring one snack to share. Let me know if you have any dietary restrictions when you register.

Warmest regards,

Alex Romano, LSP

(e) Reminder Workshop Recruitment Letter with Homework

Feb 3, 2020

To:

From: LSP's soil health staff

Workshop Details:

When: Saturday, February 12th, 10:00 a.m. – 6:00 p.m.

Where: Stockton Community Center (8600 D St, Winona) Stockton is half-way between Winona and Lewiston, one block North of Hwy 14. *Look for LSP event signs!*

What: We will be facilitating group discussion and activities on the economy and race with a strong focus on farming and food that build on people's actual experiences on their farms, in their workplaces or community. There will be ample time for group interaction and storytelling. It's a chance for farmers and other rural community members to be learning from one another, sharing stories, asking questions, and making key connections between the economic forces and racial tensions at play in our communities. In the afternoon, we will be joined by Zoe Hollomon, Susan Phillips & Vera Allen (see bios on backside) who will be facilitating group activities around a food and farm system timeline to help us look at how we got to where we are now and consider how we can create equity by acknowledging the perspectives of the many different people and communities impacted by this system.

RSVP by Feb 9th: If you have indicated to me that you are maybe attending or still need to RSVP, please contact me by Feb 9th to confirm your RSVP by calling 641-220-6000 or emailing aromano@landstewardshipproject.org.

**Additional family members or partners are more than welcome to participate, just make sure they register. If you need childcare for this event, please indicate that with me upon registration.*

Cost/Food: There isn't a fee. We'll cover meals and ask you to bring one snack to share.

- **Lunch by Free Range Exchange (Hokah, MN):** Includes a soup of the day (TBD), salad greens served with house dressing, and a chicken salad wrap + coffee/tea/water/milk. Most, if not all, ingredients are locally-sourced.
- **Snacks:** If you are able, please bring something to share. Plan for 20 people.
- **Take n' Go Dinner by Bluff County Co-op (Winona, MN):** Includes meat or veggie lasagna. We will be distributing the take-home lasagna portions from larger pans so feel free to bring your own tuber ware container if you'd prefer. LSP will have to-go containers as well.

Covid Protocols: The Land Stewardship Project is committed to creating an environment that follows COVID-19 safety best practices and balances in-person interaction and learning. **Masks will be required** for these events and event attendees will be required to sign a waiver. LSP in-person events are subject to change based on guidelines set by state departments of health and the federal Centers for Disease Control and Prevention. Please take a moment to carefully read all our event safety measures here - <https://landstewardshipproject.org/covid-lsp>.

**As an added collective-care measure, our partner-facilitators are requesting participants to take a rapid COVID-19 test 24 hours prior to attending the workshop. This is optional and not required to participate. All facilitators will be testing and feel strongly this will allow us all to have a more involved experience together. Thank you for considering testing.*

Partner-Facilitator Bios

Zoe Hollomon grew up in Buffalo, NY and comes from a long line of powerful women and freedom fighters. She is the Statewide Organizer at the Pesticide Action Network, and has over 18 years of experience in Food and Environmental Justice organizing and community-based planning and policy, with communities across New York State and Minnesota. She has done racial equity in the food system training for much of her career. In 2017 she helped organize the Twin Cities Good Food Purchasing Policy Coalition, and co-founded the Midwest Farmers of Color Collective in early 2020. Zoe received her B.S. in Urban and Regional Planning from Cornell University in 2001 and her M.S. in Community Economic Development in 2007. She brings her organizing experience and networks with youth, farmers of color, labor, and urban and rural communities to her work. Zoe lives in Minneapolis and is a coop member-owner of Rootspring, a Farm & Retreat Center for BIPOC/ LGBT health & healing.

Susan Phillips is a social justice activist, educator/facilitator/trainer, and servant leader. She is grounded in experiential education and participatory processes as a seasoned facilitator and host. She has worked in youth development, food justice, and education justice ecosystems in the Twin Cities and Central America, and has over 30 years of non-profit leadership. Susan hails from rural Iowa and has a B.A. in Cultural Anthropology from Hamline University and a M.A. in Organizational Leadership from Augsburg. When not engaged in community building projects, Susan is a backyard farmer, artist, student of life, and parent of three adult children.

Vera F. Allen is a Black Navajo mother, partner, organizer, and farmer, who moonlights as a media and food system activist. She works as a multimedia designer and strategist for v.Faith Projects Consulting where she creates websites, cultivates marketing strategy, leads brand development and effectively conducts research engagement for data analysis. Vera spends all winter waiting for the fishing opener and will not turn down peanut butter or watermelon, ever.

Pre-Work – Connecting the Dots Between Race & Economic Inequality

Before we come together on February 12th, please take some time to either read the transcript provided or listen to the podcast episodes titled – **1619 Episode 5: The Land of Our Fathers, Part 1 & 2**. Podcasts can be found on Apple, Google, Spotify, Audible, Stitcher or you can listen online at **(Part 1)** <https://www.nytimes.com/2019/10/04/podcasts/1619-slavery-sugar-farm-land.html> and **(Part 2)** <https://www.nytimes.com/2019/10/11/podcasts/1619-slavery-farm-loan-discrimination.html>. If it's useful for you, take time to think about the questions below. We won't ask you to hand anything in on this. This is to prime the pump for our time together. Bring what you learn into the discussion. Plan to spend about an hour on this.

What pieces of June's & Angie's story resonate with you?

What struck you as new information that you hadn't previously known about?

What connections do you make between people, land, and wealth? What role does racial identity play in all this?

What aspects of the barriers black farmers have come up against seem familiar or different than the challenges white, small- to mid-size farmers are facing today?

(f) Group Agreements

One voice at a time.

Avoid interruption.

Step Up, Step Back

If you are shy about speaking in groups, this is the perfect opportunity to step up your participation. If you feel comfortable speaking in groups, this is the perfect opportunity to step up your listening.

Be Aware of Time

We have a full day planned. We want to be respectful of people's time by keeping on schedule and ending on time. Please follow up with one another if you feel time was cut short. The facilitators will have timekeeping help for this.

Speak from your experience

Speak from your own experiences. Sounds like using "I" statements.

Injustice Exists – Be aware of personal judgements and assumptions

Prejudice & inequality exist in the forms of racism, sexism, homophobia, ageism, ableism, etc. It is not up for debate today. They exist in society and they exist here in this space, so we ask you to be aware of your bias and behavior.

Be Present & Take Breaks

We invite you to be present and attentive as well as take breaks when the need arises. There will be sensitive content as part of today's workshop that may bring up deep-seated feelings. It's okay to tend to what you need and offer only what you can.

Correct gently, but do correct

If participants say something that is incorrect or offensive, politely let them know (whether in a group setting or one-to-one.) Letting comments slip by only increases the difficulty of building healthy relationships.

Lean into discomfort

Meetings and topics can sometimes be challenging. Be willing to experience some discomfort in discussions, and learn from it as best you can. Hard does not always equal bad.

We all have something to teach, we all have something to learn

We may agree or disagree, that's okay, but we agree to recognize that all of us have knowledge and experience to share and all of us also have things we don't yet know or understand.

(g) Economy Quiz

1. In 1990, the minimum wage was \$3.80 an hour. In 2009, it increased to \$7.25 an hour. If the minimum wage had kept pace with rising productivity (i.e., the rate at which the average worker, not supervisors, can produce income from each hour of work), what would it be now?
 - a) \$8.15 an hour
 - b) \$11.35 an hour
 - c) **\$18.85 an hour**

2. According to the Economic Policy Institute, over the last four decades since 1979, the top 1.0% of earners saw their wages grow by 157.8% and those in the top 0.1% had wages grow more than twice as fast, up 340.7%. In contrast earners in the bottom 90% had annual wages grow by ____ from 1979 to 2018.
 - a) **24%**
 - b) 97%
 - c) 200%

3. The Council on Economic Development is a policy thinktank headed up by an extensive list of corporate industrial leaders and economists in the U.S. They published a major report called “An Adaptive Program for Agriculture” that laid the groundwork for federal farm policy that reduced prices paid to family farm crop and livestock producers and aimed to reduce the number of family farmers by one-third. In what year was this report published?
 - a) **1979**
 - b) 1996
 - c) 2014

4. In Minnesota, the median dairy farm earned \$47,254 in 2017. According to the MN Farm Business Management Annual Report, the median dairy farm in the state earned how much a year later?
 - a) **\$11,722**
 - b) \$26,355
 - c) \$35,800

5. According to the American Farm Bureau Federation, what percentage of projected US farm profits for 2019 will come from trade aid, disaster assistance, federal subsidies and insurance payments?
 - a) 10%
 - b) **40%**
 - c) 85%

6. By the 1920s, black people owned about a million farms, which is 14 percent of all the farms in the country at that time, which reflected the population of black people in the U.S. Today, black-owned farms make up less than ___ of total U.S. farms.
- a) **2%**
 - b) 5%
 - c) 10%
7. According to a 2019 survey of consumer finances conducted by the federal reserve, the typical Black household owns ___ cents of wealth for every dollar of wealth owned by the typical white household.
**Not accounting for changes from pandemic.*
- a) **13**
 - b) 54
 - c) 86
8. From 1991 to 2007, 2 million Mexicans engaged in farming or related work lost their land and livelihoods causing many rural Mexicans to join the ranks of the 12 million undocumented immigrants competing for low-wage jobs in the U.S. How many U.S. farms were lost between 1998-2017?
- a) 130,800
 - b) **243,330**
 - c) 1 million
9. According to the Social Security Administration how much money do undocumented immigrants pay into social security? (A benefit they are ineligible to receive.)
- a) \$700 million
 - b) **\$13 billion**
 - c) \$2 billion
10. How powerful are we if we work together for a fair economy?
- a) Kinda powerful
 - b) Not very
 - c) **Incredibly powerful**

(h) Storytelling Prompt

Hi [Name],

Glad we were able to talk on the phone this morning, and that you will be joining us for the workshop. Again, that workshop is from [time] on [date] at the [location].

[Name], thank you for considering the opportunity to share a story at the workshop with fellow community members. Our stories are one of the most important tools we have in our work for social justice.

I will share back some experiences that stood out to me from our 1-1 conversation that might help give a better sense of what it is you ultimately choose to share. Use these suggestions as you see fit.

Here's a broad framework of what I'm asking our storytellers to do that feeds back into the goals of this workshop— *"Here's my sense/experience of what's going on around the region or county, signs of how the economy and community are doing, what's changed, what are the barriers or opportunities that exist now for my family, neighbors, community."*

I think this kind of message is best received when illustrated by a personal story. For instance, [work in personal story from 1-1 conversation]

Finally, it would be good to think about how do you want people to feel when they hear your story? Don't force anything, you stick to your message, in your words. I know from the few times I've been able to hear what you have to say, it's left me feeling energized and connected.

You'll likely be speaking to a group of 20-30 people. You'll have 10 minutes to share your story. If you feel you need a little more time, let me know. I've asked another member to do this, too.

Please reach out if there is anything else I can do to help you feel confident and prepared.

Thank you,

(i) Homework for Education & Action Handout

--*Campaign, Disparity to Parity* (<https://disparitytoparity.org/>) by Garrett Lovelace, Prof at American University. We are a group of farmers, activists, scholars, organizers, movement leaders, and policy analysts united by a commitment to food, farm, and land justice, resilience, and wellbeing. At our core is the National Family Farm Coalition and its member groups, especially the Federation of Southern Cooperatives/Land Assistance Fund, and then the Institute for Agriculture & Trade Policy, Farm Aid, the Campaign for Family Farms and the Environment, Food, & Water Watch, and Dairy Together, as well as an array of interdisciplinary academics and researchers.

-*Podcast, "Who do you want you want controlling your food?"* During the pandemic, the price of beef shot up. Wholesale beef prices increased more than 40 percent — more than 70 percent for certain cuts of steak. The conventional wisdom was that price increases simply reflected the chaos that the coronavirus had caused in the supply chain. But there's evidence that they were in fact a reflection of a more fundamental change in the meatpacking business. We speak to ranchers about the consolidation of the industry and explore what it can show us about a transformation in the American economy — one much bigger than beef.

-*Podcast series, 1619*, a New York Times audio series narrated by Nikole Hannah-Jones on how slavery has transformed America, connecting past and present through the oldest form of storytelling. Listen to the episodes by visiting <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>, or read the transcripts by clicking the icon to the right of the play bar. For more information about the series, visit [nytimes.com/1619podcast](https://www.nytimes.com/1619podcast).

-*Blog & web series, Rooted in Racism*, This Iowa Citizens for Community Improvement 3-part web series only scratches the surface on how racism and white supremacy is embedded in every aspect of our current food and farm system. While not all-encompassing, this blog and webinar series serves as a starting point and provides some clarity regarding how our call for a better food & farm system is deeply intertwined with ongoing calls for racial justice. As a majority white-led organization, this is just one way we are using our power and platform to fight back against white supremacy, exploitation, and erasure in our food system. We will continue to fight for our vision for a more racially-just food system in collaboration with our Black, Indigenous, Latinx and allies of color who have been at the forefront of this fight forever.

-*Article, Land Rich and Dirt Poor* by Rebecca L Adamson (<https://indiancountrytoday.com/archive/adamson-land-rich-and-dirt-poor-the-story-of-native-assets>) The assets of American Indian and Alaska Native tribes would make anyone else in the world wealthy. Their landholdings of almost 100 million acres, if aggregated, would form a land base larger than all states except Alaska, Texas and California. And these lands are rich in resources, with timber, range and crop land, oil and gas reserves, uranium deposits and water reserves, and a host of other tangible assets. Yet tribes are the single poorest population group in the United States, justifying the unique title "land rich, dirt poor."

-*Article, The Fallacy of Being "Land Rich, Cash Poor" in Farming* by Sarah Mock - <https://medium.com/swlh/the-fallacy-of-being-land-rich-cash-poor-in-farming-6771f63d8727>

-Article, **A Brief History of American Farm Labor** by Lisa Bramen - <https://www.smithsonianmag.com/arts-culture/a-brief-history-of-american-farm-labor-67460786/>

-Article, **Slavery in the US** - <https://foodispower.org/human-labor-slavery/slavery-in-the-us/>

- Article, **A lot of abuse for little pay': how US farming profits from exploitation and brutality** by Michael Sainato - <https://amp.theguardian.com/us-news/2021/dec/25/us-farms-made-200m-human-smuggling-labor-trafficking-operation> Two dozen conspirators forced workers to pay fees for travel and housing while forcing them to work for little to no pay.

Actions to take around public safety:

Below is a list of things prepared by LSP allies and partners for folks to do if you feel sad, angry, or surprised about the events. Action is needed more than ongoing expression of shock. We really should no longer be shocked by these events and channel our energy toward creating the world we wish to see.

Here are some actions that could be helpful:

- Donate to Reclaim the Block www.reclaimtheblock.org
- Donate to REP - www.repformn.org
- Call Governor Walz and tell him to call back the National Guard (currently on-call to the Mayor and PD of MPLS)
- Advocate for Mayor Frey to step down
- Find ways for LSP to support Black farmers.
- Educate yourself on Abolition *and* support other white folks to take that same journey. (recommend reading: anything written by Mariame Kaba, also *Becoming Abolitionists* by Derecka Purnell) We need to 'get' our people.

(j) Evaluation Form

LSP Workshop – February 12 2022

What were your expectations for this workshop?

What's something of value you are taking away?

What needs improvement?

Would you recommend this workshop to someone you know? Yes or No

Evaluate your participation:

Did you feel like you were able to participate fully in the activities? Yes or No
Why or why not?

Do you feel like you learned from others participating in the activities? Yes or No
Why or why not?

Any other comments?

Logistics:

Did you receive workshop information in a satisfactory manner? Yes or No

Any other comments on logistics (location, meals, communication, etc.)?

(k) Directory

| Name (<i>Location</i>) | Phone | Email |
|--------------------------|--------------|--|
| Jane Doe (<i>Town</i>) | 555-555-5555 | Email@email.com |

(l) Buddy Check-ins:

Buddies were either self-selected by participants or paired up by LSP staff post-workshop – you'll find the list of folks “buddying up” below, as well as some optional guiding questions for your check-in. Please use buddy check-in time as space to connect over similar values/interests as they relate back to your experiences and learning of economic and racial justice. This check-in time is strongly encouraged to help us stay connected, growing, and supporting one another. That said, it’s pretty informal – use a check-in method that works best for you and your buddy and check-in as often as the two of you prefer. LSP staff will not intervene with you and your buddy, unless you reach out to us with questions, feedback, or requests for additional support. You will find our staff’s contact information on the directory sheet.

| Buddies | |
|-----------|------------|
| Jean E. | Dayna B. |
| Jen R. | Bonnie H. |
| Jen W. | Doug N. |
| Kelsey F. | Abby B. |
| Brian L. | Connor D. |
| Hannah H. | Sandy D. |
| Sam S. | Adam M. |
| Vance H. | Melissa D. |

Guided Questions:

**Please use the following questions with your buddy only as they are helpful in expressing your thoughts and generating a robust discussion*

- 1) What are the values I hold and practices I do that promote justice? Where do those values come from?
- 2) What does accountability to these values & practices mean to me?
- 3) Who are the leaders/groups of color in and around my community making similar connections and organizing for justice?
- 4) How can we be bringing more rural folks from our communities into economic & racial justice efforts in accountable ways?
- 5) How can we intervene in racist behavior?
- 6) What sort of support do I need to be an accountable leader?



LAND STEWARDSHIP PROJECT

Prepared By:

ALEX ROMANO
LSP Soil Health Organizer

BRIAN DEVORE
LSP Managing Editor

Reviewed By:

JEN RUPPRECHT
LSP Member

The Land Stewardship Project (LSP) is a private, nonprofit organization founded in 1982 to foster an ethic of stewardship for farmland, to promote sustainable agriculture, and to develop healthy communities.

landstewardshipproject.org/social-justice