

**FAM
ILY**

PROTEST KIT

BROUGHT TO
YOU BY

**Families for
BLACK LIVES**

WHY WE PROTEST?

A protest is when a lot of people come together to show others that they strongly like or are against an idea or event. For example, some people protest racism or war.

There are many ways in which people can protest. Protesters can do things like write a letter, not eat food, sing songs, or march in public places.

TODAY WE PROTEST the injustice of police force specifically toward Black men and women in America. We choose to protest peacefully and give voice to those who have been silenced.

Index

Families for BLACK LIVES

Families for Black Lives is a community coalition of San Gabriel Valley residents dedicated to educating and contextualizing the stories, history, and impact of Black culture. Founded in 2020, this collective creates unique and experiential family gatherings highlighting the Black experience in America.

What's inside

A Question Card (by The Auditory Museum)

Art Print (created by MsJames)

Crayons (donated by Corey Albert and Jimmy Pickering)

Book Recommendations by Vroman's Bookstore

Mini Megaphone

Stickers

**"IN A RACIST SOCIETY, IT IS NOT
ENOUGH TO BE NON-RACIST, WE
MUST BE ANTI-RACIST."**

- ANGELA Y. DAVIS

**"INJUSTICE PREVAILS WHEN
HOPELESSNESS PERSISTS."**

- BRYAN STEVENSON

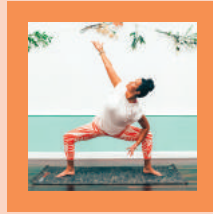
Program

(artists and speakers)

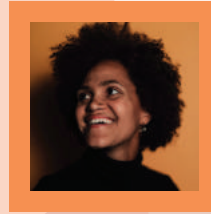
familiesforblacklives.com/program



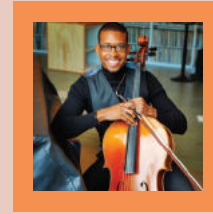
Ahsohn
DJ



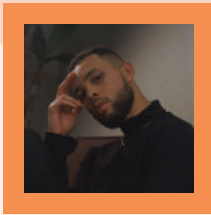
Denise Peyre
Yoga & Meditation



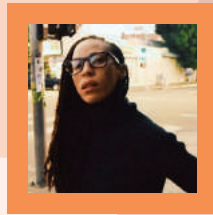
Katrina Frye
Welcome & Moment
of Silence



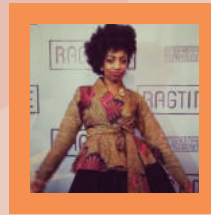
JP Barjon
Cello
Daniel Caesar "Best Part"



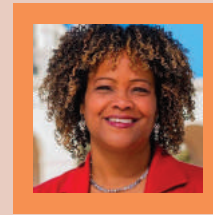
Michael Nelder
Poet



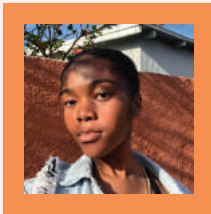
Mataji Booker
Graham
Movement



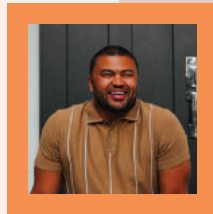
Candace J. Washington
Singer
Selection from "Ragtime"



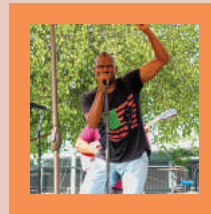
Felicia Williams
Pasadena
Councilmember-elect



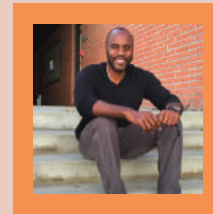
Nyarae Francis
Poet
Get Lit Words Ignite



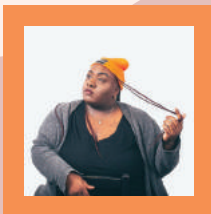
Justin Saap
An Open Letter



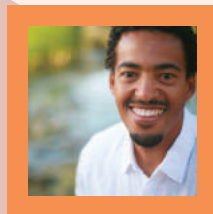
Cheyenne Dunbar
Soul Music Performer



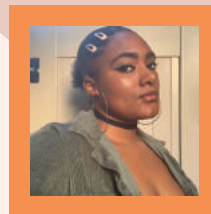
Dr. Ray Briggs
Pasadena Conservatory
of Music



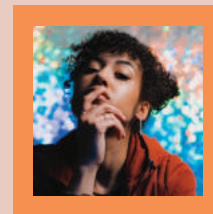
Kesha Shantelle
Singer
We Shall Overcome



Chuck Hunt
An Open Letter



Nia Lewis
Poet
Get Lit Words Ignite



Ashley Dennis
Dancer
H.E.R. "Sometimes"

WE SHALL OVERCOME:

INFORMATION

"We shall overcome" is generally associated with the African American civil rights movement (1955–68) as a protest song and anthem of the movement. However the song has deep roots. The lyrics are derived from a gospel song, "I'll Overcome Some Day," by Charles Tindley. The melody is from the nineteenth-century spiritual "No More Auction Block for Me," which dates to before the civil war.

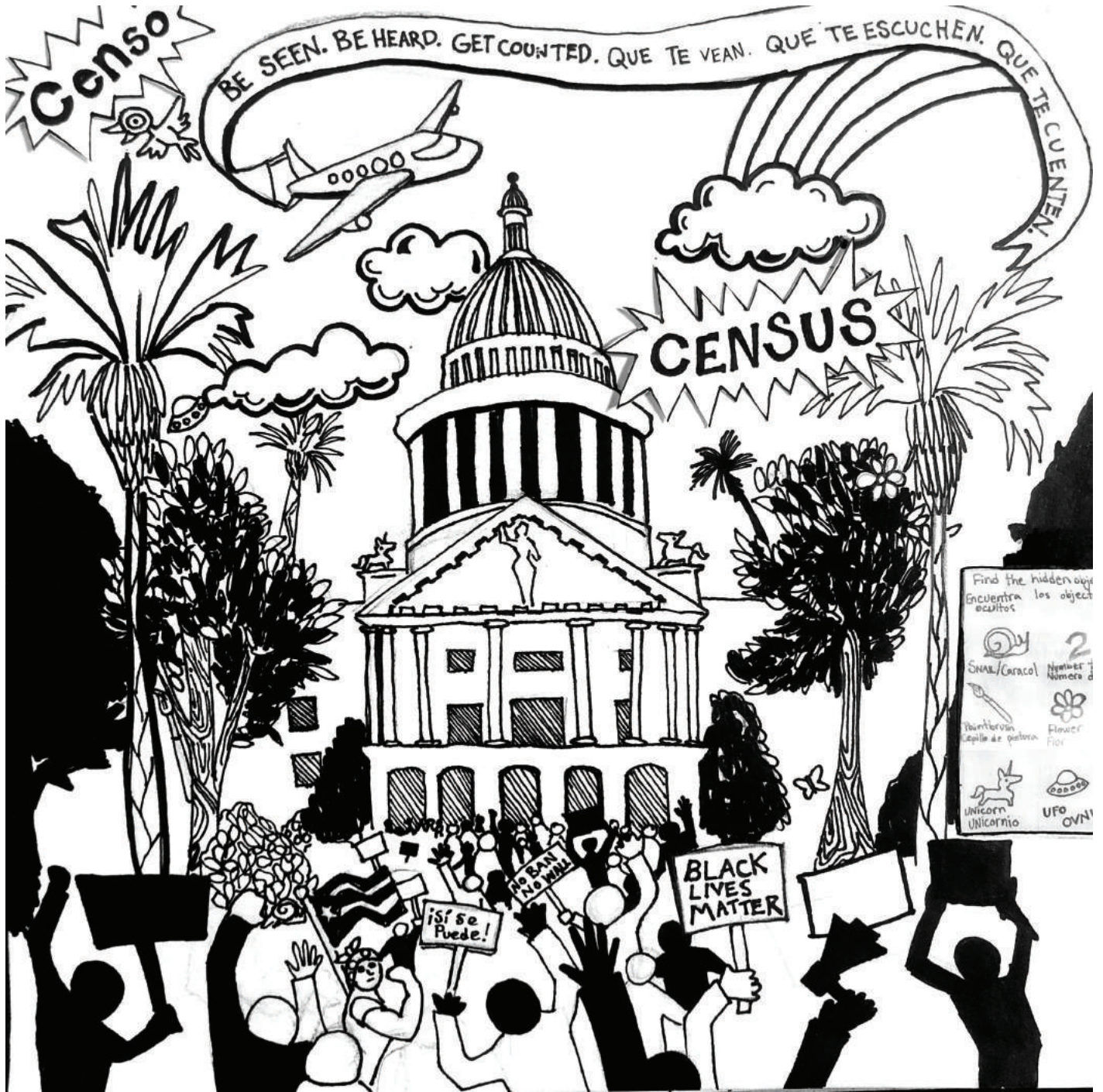
The Highlander Research and Educational Center in Tennessee was at the center of the song's transition through the decades. The adaptation began with Zilphia Horton, music director of the Highlander Folk School, which trained union organizers. By 1959, the Center was focusing on nonviolent civil rights activism. The new song director, Guy Carawan, modified the song with Candy Carawan and others and made it what we know today.

Famous folk singers like Pete Seeger and Joan Baez often sang the song at rallies, festivals, and concerts in the North and helped make it widely known. Since that time, the song and others based on it have been used in protests worldwide.

LYRICS

**We shall overcome, we shall overcome,
We shall overcome someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.
The Lord will see us through, the Lord will see us through,
The Lord will see us through someday;
Oh, deep in my heart, I do believe,
We shall overcome someday.
We're on to victory, We're on to victory,
We're on to victory someday;
Oh, deep in my heart, I do believe,
We're on to victory someday.
We'll walk hand in hand, we'll walk hand in hand,
We'll walk hand in hand someday;
Oh, deep in my heart, I do believe,
We'll walk hand in hand someday.
We are not afraid, we are not afraid,
We are not afraid today;
Oh, deep in my heart, I do believe,
We are not afraid today.
The truth shall make us free, the truth shall make us free,
The truth shall make us free someday;
Oh, deep in my heart, I do believe,
The truth shall make us free someday.
We shall live in peace, we shall live in peace,
We shall live in peace someday;
Oh, deep in my heart, I do believe,
We shall live in peace someday.**

For kids



Artwork by Austyn de Lugo. Courtesy of the artist and Armory Center for the Arts.

ARMORY

INTERGENERATIONAL



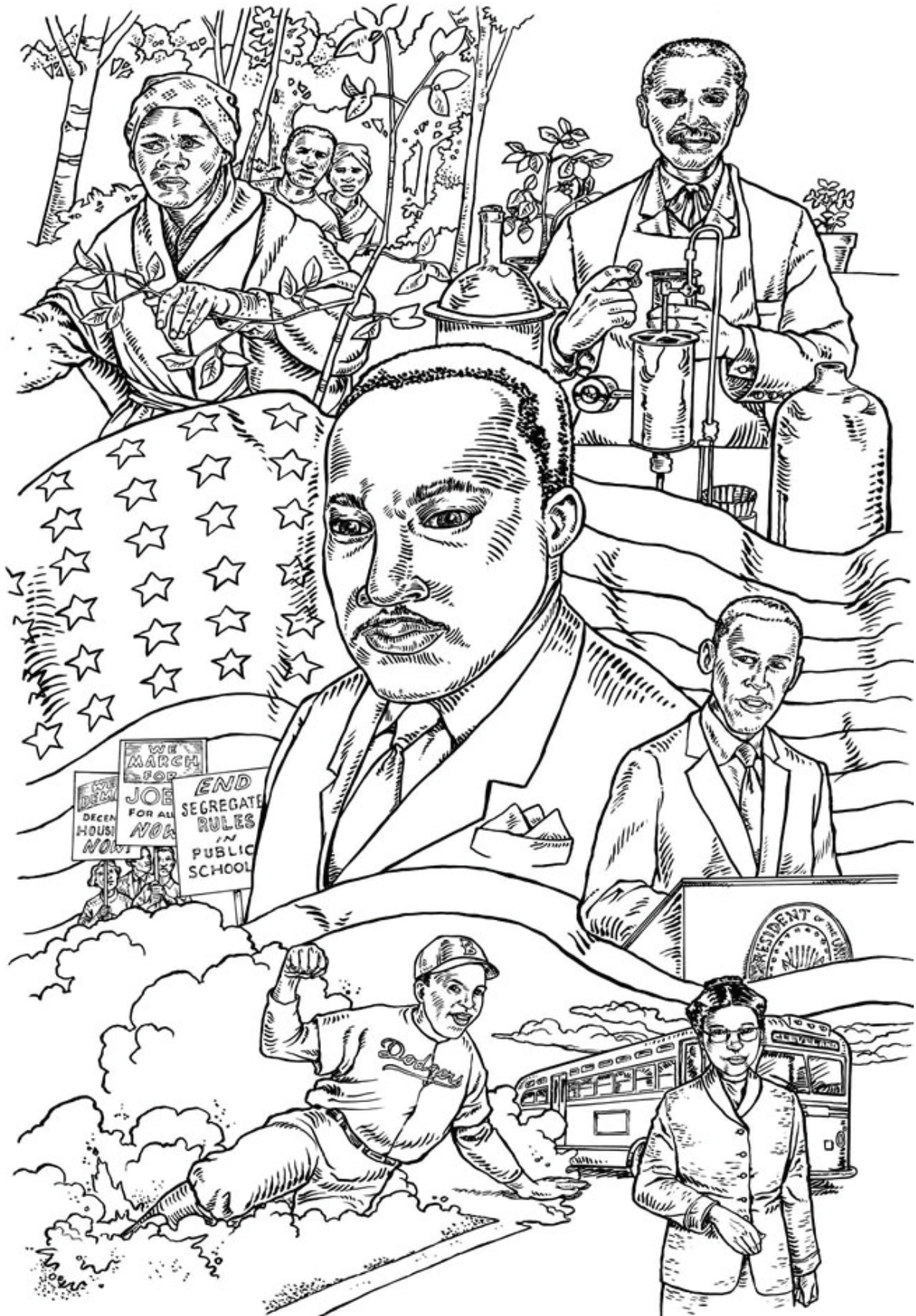
It's important that we have spaces where people of different ages can come together and learn from each other. Another way to say that is intergenerational.

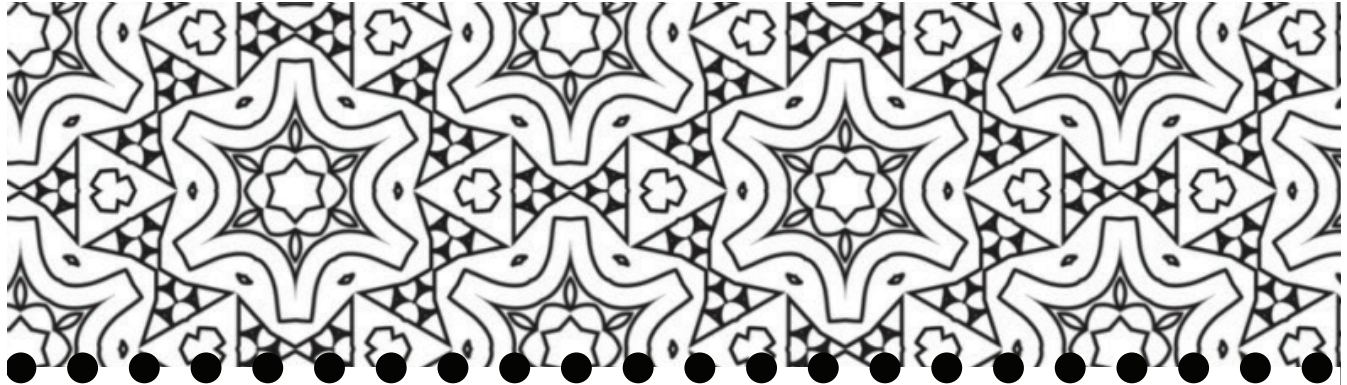
BLACK VILLAGES



There are lots of different kinds of families; what makes a family is that it's people who take care of each other; those people might be related, or maybe they choose to be family together and to take care of each other. Sometimes, when it's lots of families together, it can be called a village.







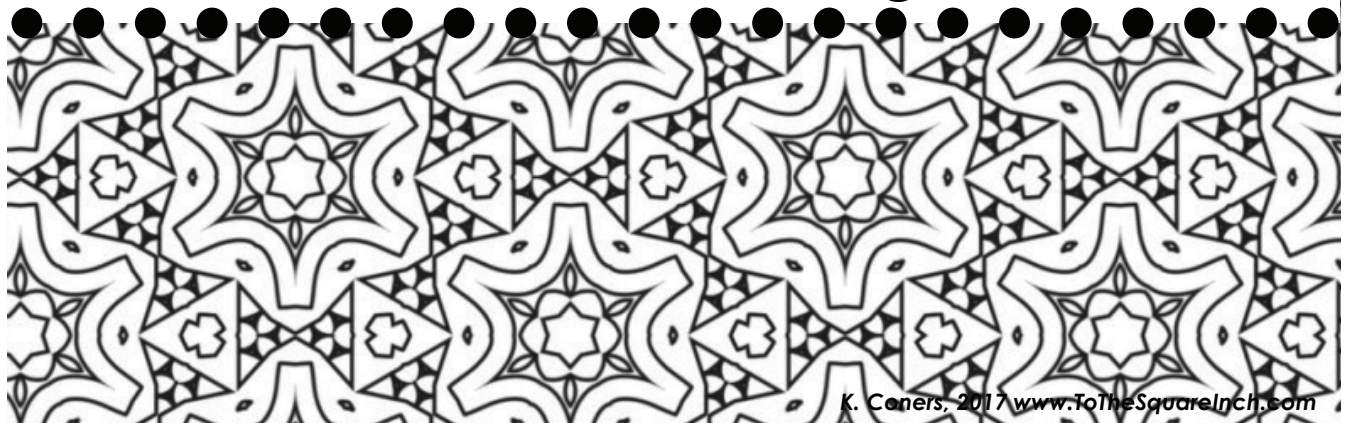
INJUSTICE

anywhere is a threat to

JUSTICE

everywhere.

-Martin Luther King, Jr.



For parents

ANTI-RACIST PARENTS



Do the work to understand + overcome their own biases



Buy dolls that are representative of all races



Share the work of Black authors, artists, and scientists with their kids



Make sure the books, shows, and movies they share with their children are racially representative



Pay Black parents and educators who have taken the time to create resources for them



Let their children see them speak out against racism again, and again, and again.

@curious.parenting

For parents

How to talk to young children about the Black Lives Matter Guiding Principles *By Laleña Garcia*

As we think about discussing big ideas with little people, we consider age-appropriate language so that our students or children can grasp the concepts we're introducing and incorporate these ideas and language into their own thinking and conversation. While we as adults know that lynchings, such as Emmett Till's, and other acts of horrific violence helped trigger the actions we now know as the Civil Rights Movement, similarly to the way police brutality has sparked the Black Lives Matter Movement and the Movement for Black Lives, we are able to speak of the goals and successes of the Civil Rights Movement with young children without exposing them to the violence that preceded it. We can do the same when discussing the Black Lives Matter Movement.

Although adults can obviously talk about any of the principles (and many of us already do) without mentioning the Movement for Black Lives, we can also include the movement as a group of people who want to make sure that everyone is treated fairly, regardless of the color of their skin. We can say something along the lines of, "The Civil Rights Movement, with people we know about, like Martin Luther King, Jr. and Rosa Parks, worked to change laws that were unfair. The Black Lives Matter Movement is made up of people who want to make sure that everyone is treated fairly, because, even though many of those laws were changed many years ago, some people are still not being treated fairly." Linking the principles of Black Lives Matter to the ideas we use in our classrooms on a regular basis helps children to understand the connections between justice and equity on a large scale to their own lives and individual actions.

The idea of adults hurting others is frightening to young children, and I would not discuss this kind of violence with our youngest children. Instead, as we focus on fairness and equity, the Principles give us language to do so. After each principle, I've suggested some language you might want to use when talking to young children. Whenever possible, make connections to children's lived experience, in your classroom, your home, or out in the world.

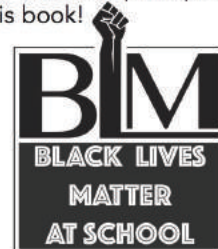
Infusing These Principles Into Our Lives & Our Work

This book is designed to support teachers, students, parents and families in their conversations about race and the core values of the Black Lives Matter movement. This book was created as part of a larger movement of Black Lives Matter At School educators and organizers. To learn more about the events and demands affiliated with the BLM-At-School week of action and national movement, visit the sites below. Please share any lessons, art, writing and activities that you engage in as you explore these 13 principles with the contacts below, and stay tuned for a published version of this book!



www.blacklivesmatteratschool.com
[@BLMAtSchool](https://twitter.com/BLMAtSchool)

NYC folks – Contact our local group at
blmeduny@gmail.com and follow us:
[@blm_edu_ny](https://twitter.com/blm_edu_ny)



ADDITIONAL ARTICLE

www.cnn.com/2020/06/01/health/protests-racism-talk-to-children-wellness/index.html

QUESTIONS TO FOSTER CONVERSATION

A QUESTIONING FRAME OF MIND

A commitment to being antiracist manifests in our choices. When we encounter interpersonal racism, whether obvious or covert, there are ways to respond and interrupt it. Asking questions is a powerful tool to seek clarity or offer a new perspective. Below are some suggestions to use in conversations when racist behavior occurs:

Seek clarity: "Tell me more about _____."

Offer an alternative perspective: "Have you ever considered _____?"

Speak your truth: "I don't see it the way you do. I see it as _____."

Find common ground: "We don't agree on _____ but we can agree on _____."

Give yourself the time and space you need: "Could we revisit the conversation about _____ tomorrow?"

Set boundaries. "Please do not say _____ again to me or around me."

"No one is born racist or antiracist; these result from the choices we make. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do."

Excerpt from
<https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist>

JUNETEENTH HISTORY & RECIPE:

On June 19, 1865, two years after the Emancipation Proclamation, news finally arrived in Texas that the last 250,000 enslaved black people were free. By executive decree all black people, even those 2,000 enlisted troops, no longer belonged to a master. "Formerly enslaved people immediately sought to reunify families, establish schools, run for political office, push radical legislation, and even sue slaveholders for compensation. Given the 200+ years of enslavement, such changes were nothing short of amazing. Not even a generation out of slavery, African Americans were inspired and empowered to transform their lives and their country."

Now 155 years later black people celebrate this Freedom Day as Juneteenth (June + 19th). A time to sing, gather, cook, and celebrate how we survived, how we rebuilt, and how we create a better tomorrow.

Edouardo Jordan's Juneteenth Red Punch Recipe - NYT Cooking

INGREDIENTS

- 1 1/2 cups fresh strawberries (about 6 ounces), hulled and halved
- 1 cup granulated sugar
- 1/2 cup sliced (unpeeled) fresh ginger (about 2 ounces)
- 6 ounces strawberry syrup, cooled
- 4 1/2 ounces Cognac
- 3 ounces unsweetened pineapple juice
- 3 ounces unsweetened pomegranate juice
- 2 ounces lime juice
- 3 ounces ginger beer
- Ice, for serving
- 12 ounces dry sparkling wine
- Fresh strawberry or pineapple, dehydrated pineapple, or crystallized ginger, for garnish (optional)

PREPARATION

Prepare the syrup: In a medium saucepan, bring strawberries, sugar, ginger and 3/4 cup water to a simmer over low heat and cook for

15 minutes until liquid reduces. (If it starts to boil, lower the heat as needed.) Remove from heat, cover with a lid and let it cool to room temperature.

Strain cooled syrup through a fine-mesh strainer, mashing the pulp to extract as much liquid as possible. (You should have about 1 cup.) Refrigerate until ready to use. (The syrup will last for 1 week.)

Batch the cocktail: In a large mason jar or pitcher, combine 6 ounces syrup with the Cognac, juices and ginger beer. Stir with a wooden spoon and seal. (You can mix it up and refrigerate to 1 day in advance.)

When ready to serve, fill six old-fashioned glasses with ice. Stir the batched cocktail (in case it settled while chilling) and divide it equally among glasses. Top each glass with 2 ounces wine and garnish, if desired.

LOCAL BLACK-OWNED RESTAURANTS

Perry's Joint Cafe

Clifton BBQ

The Gourmet Cobbler Factory

Mz Suga Sweets and Catering

Bonnie Bs Smokin-Authentic Bar-B-Q and Soul Food

Culture Shock Cafe

Little Red Hen

UEDF Fish n Chips

Pasadena Fish Market

Roscoes Chicken and Waffles

My Place Cafe

WANNA BE ADDED THIS LIST? MISSING SOMEONE?

<https://www.familiesforblacklives.com/resources>

WHERE TO DONATE

NAACP Pasadena

The National Association for the Advancement of Colored People (NAACP) is a civil rights organization in the United States. Donate or get involved with our Pasadena Chapter that has been serving Pasadena for over 100 years.

<http://naacppasadena.org/>

Black Lives Matter

Started in 2013, Black Lives Matter (BLM) began as a network of people trying to connect and come together after the death and injustice of Trayvon Martin. Today they are an international chapter-based, member-lead organization, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes.

<https://blacklivesmatter.com/>

Movement for Black Lives

The Movement for Black Lives (M4BL) formed in December of 2014, was created as a space for Black organizations across the country to debate and discuss the current political conditions, develop shared assessments of what political interventions were necessary in order to achieve key policy, cultural and political wins, convene organizational leadership in order to debate and co-create a shared movement-wide strategy.

<https://m4bl.org/>

ACLU

The American Civil Liberties Union (ACLU) is a nonprofit organization founded in 1920 "to defend and preserve the individual rights and liberties guaranteed to every person in this country by the Constitution and laws of the United States".

<https://www.aclu.org/>

The Death of George Floyd and American Inequality

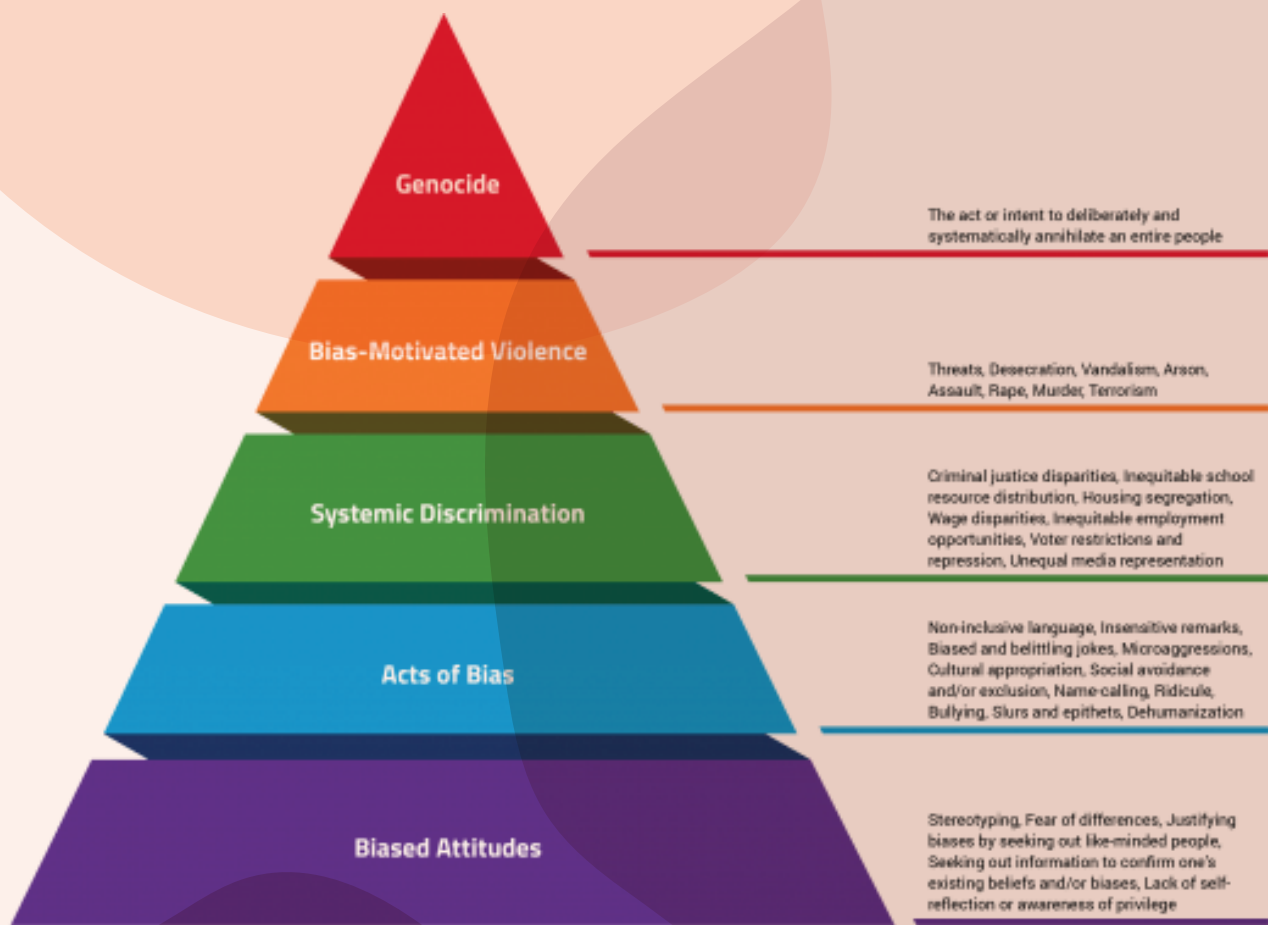
On May 25, 2020, George Floyd, an African American man, died while being arrested by the police. A bystander video recording of the incident showed that a white police officer pinned Floyd to the ground while he was handcuffed. The police officer's knee pressed into the back of Floyd's neck for more than eight minutes, even after Floyd lost consciousness. On the video, Floyd was heard saying, "Please, I can't breathe. My stomach hurts. My neck hurts. Everything hurts. ... (I need) water or something. Please. Please. I can't breathe, officer. ... I cannot breathe. I cannot breathe." In a statement, the Minneapolis Police Department said that officers had responded to a call about a man suspected of forgery.

There is a larger context and history of African American men and boys who were killed at the hands of the police, many of whom, like George Floyd, were unarmed. Since 2014, some high-profile deaths include Eric Garner (2014), Michael Brown (2014), Tamir Rice (2014), Laquan McDonald (2014), John Crawford (2014) Freddie Gray (2015), Walter Scott (2015), Alton Sterling (2016), Philando Castile (2016), Terence Crutcher (2016), Antwon Rose (2018) and others. Despite having video recordings of many of these deaths, it is very rare for police officers to get arrested, prosecuted or convicted for excessive use of force. This perceived lack of accountability has led to a public outcry for justice.

Racism is defined as: "the marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people." Racism shows up in all aspects of our lives and society: in interpersonal communication, through discriminatory policies and practices, in biased language, and in our laws and institutions (e.g., education, media, employment, government and the criminal justice system).

Many see Floyd's death as an example of systemic racism, referring to the way race disadvantages people of color in the criminal justice system. African American and Latinx men are disproportionately represented in all levels of the criminal justice system, from arrest to sentencing to death row. Moreover, research shows that African American people are 2.5 times more likely to be killed by police than white people.

The Pyramid of Hate illustrates how the levels of biased attitudes and behaviors grow in complexity from the bottom to top. Like a pyramid, the upper levels are supported by the lower levels and it becomes increasingly difficult to challenge and dismantle as behaviors escalate. Bias at each level negatively impacts individuals, institutions and society. When bias goes unchecked, it becomes “normalized” and contributes to a pattern of accepting discrimination, hate and injustice in society.



Pyramid of Hate © 2019 Anti-Defamation League

Excerpt from <https://sharemylesson.com/blog/death-of-george-floyd>



Families for **BLACK LIVES**

familiesforblacklives.com