



Envisioning Abolition:

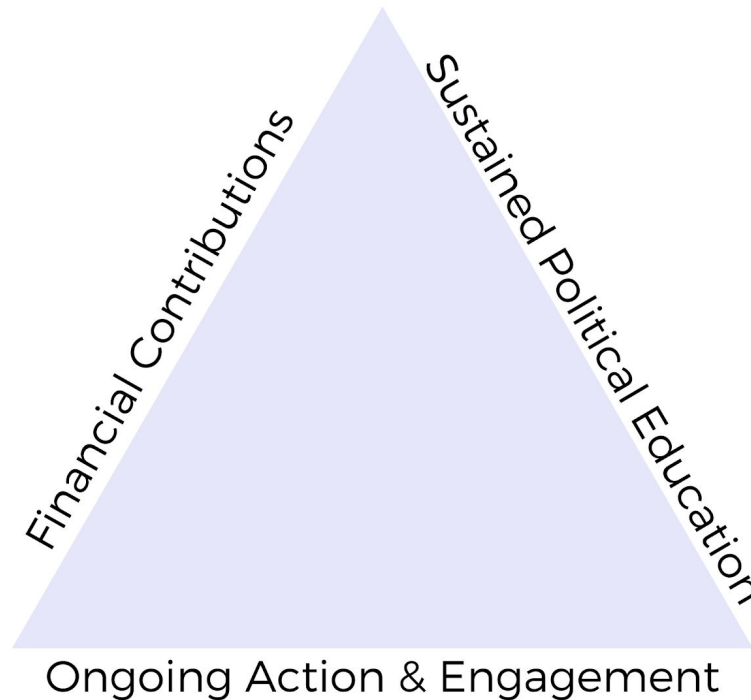
Accountability & Action Mapping Worksheet (Click [here](#) to download a .docx)

There are so many varying, yet deeply interrelated, definitions of accountability.

- Accountability refers to the ways in which individuals and communities hold themselves to their goals and actions, and acknowledge the values and groups to which they are responsible. (Definition from [Racial Equity Tools](#));
- Accountability is taking responsibility for your choices, and the consequence of those choices. (Quoted from Shannon Perez-Derby [unknown attribution] in [Accountable Communities Webinar](#) by the Barnard Center for Research on Women);
- Accountability is an internal resource for recognizing and addressing harms we've caused to ourselves and others (Definition from [Connie Burk](#)).

1. **Build your Abolition & Anti-Racism Accountability Pod.** While accountability can be an internal resource, let's practice being in community with others to address our needs to sustain action.
 - a. In the space below, name 2-3 fellow white folks who you will ask to be part of your accountability pod. Think of folks who can do this work alongside you so you can all support each other.
 - b. If you are struggling to think of who in your life could support you in this work, complete the "[Pods and Pod Mapping](#) Worksheet" by Mia Mingus and the Bay Area Transformative Justice Collaborative.

2. **Elements of Accountability & Action.** This worksheet expects fellow white folks to maintain action, and be held accountable to continue growth through the following three elements. All three are needed simultaneously to show up in meaningful ways.



- a. *Financial Contributions to Folks from Marginalized Communities:* White folks need to support Queer, Disabled, formerly-incarcerated, Black, Brown, and Indigenous people who created and sustain the movement toward prison industrial complex abolition. Moreover, white folks must contribute resources directly to folks so they can self-determine their needs. Everyone's financial situation is different, and this worksheet offers activities for people to assess how much they should contribute.
- b. *Ongoing Action & Engagement:* This worksheet was created during the 2020 COVID-19 Pandemic. Therefore, action will look different for folks based on their current living situation (e.g. if you are immunocompromised or positive for COVID-19, going to direct actions endangers yourself and/or Black, Brown, and Indigenous organizers). White folks need to take action, which can happen in a variety of different ways. Do not only pick actions that feel comfortable to you, challenge yourself to show up in ways that you have not previously.
- c. *Sustained Political Education:* It is also counterproductive to take action without having a nuanced political analysis about the prison industrial complex, policing, abolition, racial capitalism, transformative justice, and accountability. Without understanding the historical and social context of the demands and grounding ourselves in the body of knowledge, we will hinder progress by not understanding visions for social transformation and collective liberation.



3. Sustaining Financial Contributions: Budgeting Activity. A sustainable way to contribute funds to folks who are marginalized is to incorporate contributions to Trans Black, Brown, and Indigenous folks in your monthly budget. After your basic needs (e.g. housing, food¹, and transportation) are paid, dedicate at a minimum 10% of your remaining expendable income to contributing to organizers, GoFundMe's, and local organizations.

- a. Map out a quick monthly budget, what are your sources of income, and what are the expenses of your basic needs?

Sources of Income & Support	<u>Amount</u>
• Employment	\$
• Unemployment	\$
• Family Support	\$
• Government Support	\$
• Other	\$
TOTAL:	\$

Expenses	<u>Amount</u>
• Housing Expenses (Rent, Mortgage)	\$
• Food	\$
• Transportation	\$
• Loan Payments	\$
• Tuition Expenses	\$
TOTAL:	\$

- b. Once you have the amount in both categories, subtract the amount of your expenses from your sources of income. With that remaining amount (Y), do the following equation: $Y \times .10$. That amount is what you should be contributing at a minimum monthly. Everyone's financial situation is different, so using the readings from Week 7, have that guide how much you are contributing financially. *Ultimately, donate consistently and often, and budgeting your contributions each month is a practice that holds you to sustaining that amount at a minimum.*
- c. A quick note: do not solely donate to large national organizations. Instead, use these guiding questions as a start to determine where to contribute:
- Who are people that are marginalized in your community asking for resources?
 - Who in your network is requesting financial support?
 - Who in your community is delivering supplies to those in need of resources?
 - What organizations directly offer financial resources to folks either organizing and/or living in areas that are now a supply desert due to state occupation?

¹ You can also go to Black, Brown, and Indigenous owned grocery stores and local businesses to make essential purchases.



- 4. Ongoing Action & Engagement.** Everyone has different skills, talents, abilities, and capacities for showing up. This exercise will encourage you to critically reflect on how you are going to show up and engage and sustain yourself in abolitionist and anti-racist work.
- a. Read [*Mapping our Roles in the Social Change Ecosystem*](#) by Deepa Iyer, SolidarityIs, and Building Movement Project, and complete the activity in this workbook. Begin to critically think about your role in the social change ecosystem.
 - b. In the space below, write the skills, abilities, and talents you have and how they could be used for action (e.g. artist, facilitator, medical training, organizing, interpersonal communication, legal skills)
 - c. What are constructive things you can do with the skills you just named? (e.g. going to pay bail, creating materials for community campaigns/organizations, attending city council/school board meetings, transporting protesters, facilitating an envisioning abolition for white folks group, reaching out to legislators, judges, and city/county attorneys being elected and learning about their stances on abolition)
 - d. If you can go to in-person actions, how will you keep an eye out for local actions?
How often will you push yourself and others in your network to show up with you?



5. **Sustaining Political Education.** We need to learn; education is the foundation to understanding not only the systemic forces that shape oppression, but how we individually perpetuate those systems. Anti-racism is an ongoing process, and this is life-long learning. As movements and ideas grow, we must grow with them.

- a. Take a look at the list of additional resources in the Curriculum & Facilitation Guide, use them as a starting point. And use the below space to map out in the next three months, how many books do you hope to read? How many articles/podcasts/webinars a week do you hope to view? *Remember, keep it sustainable and achievable* (i.e. two books a month versus 13 a week).

Month One:

Month Two:

Month Three:

- b. How can you call in folks in your accountability pod and broader network to join in?

6. **Creating the Accountability Document.** This activity is meant to offer you a framework for action, and a written document showing your goals. In the spaces below, write out what you will do in the three categories listed above over the next three months. Remember, make it sustainable and specific. This is meant to track the minimum action, you are always empowered to do more as you are able. *This question is what you will make into a separate document and share with your accountability pod.*

- a. Financial Contributions to Folks from Marginalized Communities: Based on the activity in Step 3, what is the minimum amount of funds you will be contributing to Black, Brown, and Indigenous folks each month? \$_____.
- i. In the space below, who are some folks/coalitions you plan on contributing to:



- b. Ongoing Action & Engagement: Based on the activity in Step 4, what are some of the actions you will be taking over the next three months? Remember, you don't need to name every specific action.
 - c. Sustained Political Education: Based on the activity in Step 5, what are your goals for sustaining your political education? What is realistic, yet robust?
7. **Activating your Abolition & Anti-Racism Accountability Pod.** Use the space below to address the following questions:
 - a. By what date will you meet with your pod?
 - b. Over the next three months, how often will you meet with them to check in about your goals, share where you are financially supporting, or reflect on what you are learning about?
 - c. What do you need in order to get started? How can you support you in that?
8. **Sharing Out.** When you confirm the members of your Abolition & Anti-Racism Accountability pod, and complete this mapping activity, send a copy of this form to each member in your pod.