



Community & Education Guide

Produced & Published By:

The Rise-Home Stories
Creative Team

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Dear Listener,

Thank you for taking the time to listen to the stories shared in *But Next Time*. We hope some, if not all, of the hard-won lessons resonate with you and are relevant to your community and/or professional circles. The purpose of this guide is to facilitate conversations about the podcast with those who share interests in equitable disaster preparation, response, and long range recovery that is grounded in grassroots, community-based efforts. It also provides recommendations on how to utilize the podcast as a tool to promote these efforts within your community, school or workplace. You can visit butnexttime.com for more resources and to listen to the full podcast.

-The *But Next Time* team



ABOUT BUT NEXT TIME

& THE RISE-HOME STORIES PROJECT

ABOUT *BUT NEXT TIME*

But Next Time is a limited-run podcast that spotlights powerful stories of community-led disaster prevention and recovery.

In this limited-run podcast, listeners travel with community advocates as they uncover hard-won lessons from people experiencing California wildfires and Texas storms, finding ways to forge a more just and equitable future. From California to the Gulf Coast, frontline survivors, first responders and multigenerational organizers share compelling ways their communities united in the face of devastating wildfires and hurricanes.

Community organizers Chrishelle Palay and Rose Arrieta lead us on a journey. As they capture their reflections, the people they meet are forced to put all they've learned to the test when confronted by new crises — more wildfires, unprecedented earthquakes, a hurricane, and a global pandemic. **BUT NEXT TIME** is a limited-run podcast that answers one vital question: *How can we ensure that next time will be different?*

BUT NEXT TIME - A PROJECT OF RISE-HOME STORIES

In 2018, A group of multimedia storytellers and housing, land, and racial justice advocates came together to reimagine the past, present, and future of our communities by transforming the stories we tell about them. Together our work is known as the Rise-Home Stories Project. In true co-creative relationships we crafted five innovative media projects that speak to the power of abundance and collective action in the face of toxic narratives of scarcity and individualism. These include *But Next Time*, as well as: *Alejandria Fights Back! / La lucha de Alejandria* -a bilingual children's book, *Dot's Home*- a narrative driven video game, *MINE*,-an animated web series, and *Steal-Estate* - an interactive online experience. For more information visit risehomestories.com



WAYS TO INTRODUCE *BUT NEXT TIME*

To Your Community, Colleagues, & Students

GROUNDING & COMMUNITY BUILDING

Before using this guide to engage in meaningful dialogue, it's a good idea to orient and ground in relationship and shared purpose. Below are suggestions to build rapport, orientate participants, as well as create an environment conducive to sharing before deeply analyzing and discussing *But Next Time*.



SUGGESTED ACTIVITIES FOR GROUNDING AND COMMUNITY BUILDING

Grounding Activity:

1. This is an activity to help your group feel calm, centered, and supported.
 - a. Suggestion: Play calming music during this activity.
2. Provide each member of your group with an index card or sticky notes.
3. Ask your group to write positive words about their community or an affirmation about their community.
4. Ask if group members would like to share what they wrote on their postcards. Another option is to have your group members place their sticky notes or index cards around the room or on chart paper. Your group members can do a “gallery walk” to read everyone’s words.

“Things In Common” Group Activity:

1. Break up into teams. Each team has one piece of paper. Teams quietly write a list of all of the things they have in common.
2. Each team shares their list out loud.
3. From each list, the entire group compiles a list of what the entire group has in common.



WAYS TO INTRODUCE *BUT NEXT TIME*

To Your Community, Colleagues, & Students

DISCUSSION WARM-UP PROMPTS

These prompts can be discussed as a large group. Another idea is a “turn and talk” activity where individuals partner up and ask each other these questions. The partners then share with the larger group.

Ask fun personal questions to get to know each other.

1. What is one thing not many people know about you?
2. What restaurant has the best food in your neighborhood?
3. Where is your favorite place in your community?
4. Is there a person in your community that inspires you? Why?

Ask questions that introduce the topics featured in *But Next Time*

1. What type of natural disasters is your area prone to?
2. What are some of the major differences between your neighborhoods and others? Why do you think these differences exist?
3. Using one to three words, what comes to mind when you think of how disaster recovery is handled in your community?
4. Think about the last disaster or emergency, what would you change that would help lessen the impact of future disasters on your neighbors?





WAYS TO INTRODUCE *BUT NEXT TIME*

To Your Community, Colleagues, or Students

DEEPENING OUR UNDERSTANDING OF *BUT NEXT TIME*

Watch / Listen to the *But Next Time* trailer with Spanish subtitles.

Read the *But Next Time* synopsis, included in the introduction of this guide, and listen to the trailer for *But Next Time*. Facilitators may use the questions below as prompts for discussion.

[Find the trailer at www.butnexttime.com](http://www.butnexttime.com)

But Next Time Trailer Discussion Prompts:

1. What are some of the words, sounds, or emotions that stood out to you in the trailer?
2. What feelings, images or memories come to mind when you think of disasters?
3. What kind of weather is your are prone to? Was there a time when extreme weather or a natural disaster struck your community or a nearby community?
4. What kind of support do you expect to receive from local or national agencies in times of emergency or disaster?
5. How do first responders engage with your community?
6. How does access play a role in government response and support when disaster strikes?





BUT NEXT TIME & OUR COMMUNITIES

RELATING *BUT NEXT TIME* TO OUR OWN COMMUNITIES

In the *But Next Time* trailer, hosts and community organizers Chrishelle and Rose introduce *But Next Time* as a “podcast about the ways people tap into their resilience and organizing strength when catastrophe hits.” In the podcast we are introduced to individuals who worked within their communities to provide much needed support and assistance to those affected by natural disasters such as Hurricane Harvey, The Tubbs Fires, and the Covid-19 Pandemic.

Reflecting About Our Own Communities:

Reflect on your community as well as the people, places, and cultures in your neighborhood.

Sample Discussion Prompts:

1. What is the socioeconomic and cultural makeup of your community?
2. How is your community perceived within your wider city, state, or the country?
3. Do you feel as though local government agencies, emergency managers, and first responders are responsive to the needs of your community?
4. If you called 911, what is the likelihood that the dispatcher would be able to speak languages other than English?





BUT NEXT TIME AS A TOOL

FOR PROFESSIONAL DEVELOPMENT & EDUCATION

REFLECTING ON THE COMMUNITIES WE SERVE

Reflect on the communities your organization/agency serves, the community surrounding the school, or the communities your students may serve post graduation. Think about what kind of care and consideration that you would want for the communities you serve when faced with a natural disaster.

Sample Discussion Prompts:

1. What communities does your organization or agency serve?
2. What is the cultural and economic makeup of those communities?
3. What grassroots organizations exist in those communities? Does your organization /agency have a working relationship with the communities they serve and those grassroots organizations?
4. What are ways organizations can connect with local grassroots organizations and community leaders?
5. What are the strengths of your relationships with the communities you serve? What could be improved?
6. How are the communities that your organization serves different or similar to your own?





BUT NEXT TIME AS A TOOL

FOR PROFESSIONAL DEVELOPMENT & EDUCATION

SUGGESTED ACTIVITIES FOR PROFESSIONALS AND STUDENTS

Below are activities that the facilitator may utilize for a professional development or classroom lesson that is centered around *But Next Time*.

1. Step Forward If... (Introductory Activity):

- Known by different names ([Line Game](#) or [Privilege Walk Activity](#)), this activity can be a light icebreaker or used to talk about privilege.
- “Privilege Walk” version from the [Dolores Huerta Foundation](#)
- “Line Game” version from, the [Boston Medical Center](#)

2. Community Organizing Role Playing Activity:

- [Taking Back The Power](#): A role playing game where group members organize to take back the power for their communities. This activity is great for high school or university students, as well as adults.

3. Create A Vision Board For Your Organization:

- Get crafty and make a [vision board](#) that embodies your vision for your organization or community.

4. Invite Speakers:

- From grassroots organizations:
 - Research grassroots organizations in your community, who offer educational resources, provide disaster relief, or engage in advocacy or organizing to speak with your group.
- From The Rise-Home Stories Project and *But Next Time*:
 - Invite speakers from [The Rise Home Stories Project](#), the cohort organizations that co-produced *But Next Time*, such as [Causa Justa/Just Cause](#), [The Home Coalition](#), [Working Films](#), [JoLu Productions](#) or any of the other *But Next Time* [community partners](#).



BUT NEXT TIME AS A TOOL

FOR PROFESSIONAL DEVELOPMENT & EDUCATION

ASSIGNMENT IDEAS FOR EDUCATORS

Essay Prompts:

1. Choose an episode of *But Next Time*, and write a reflection piece that includes solutions.
2. Research an organization listed in *But Next Time*. Make a presentation about their history, mission, impact and why their work is necessary.
3. Choose a theme listed in *But Next Time* and research further on the topic.

Project Suggestions:

1. Create a podcast episode based on an Emergency Management or social justice topic of your choice.
 2. Research emergency and disaster response times for the communities in your city and write an analysis that includes solutions.
 3. Create an [Emergency Management plan](#) for your community that includes local grassroots organizations.
-

KEY TERMS TO CONSIDER

Language Justice - “Language justice is a commitment to ensuring individuals marginalized based on their national origin, ethnic identification, and language are not denied equal access to services, remedies, and justice overall.”- American Bar Association

Emergency Response - Responders are normally the first on the scene of an emergency, and range from police, fire, and emergency health personnel, to community volunteers. As they work to bring the emergency under control, and save lives and property, they may expose themselves to potentially harmful conditions and contaminants. - National Institute of Environmental Health Sciences.

Implicit Bias - “Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors. Research has shown implicit bias can pose a barrier to recruiting and retaining a diverse scientific workforce.” - National Institute of Health



UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

EPISODE BASED DISCUSSION PROMPTS

Below are selected quotes from all four episodes of the *But Next Time* podcast along with discussion questions that you can utilize in a professional development workshop or in the classroom with your students.

EPISODE 1: TOWARD THE FIRE

Excerpt 1:

“ROSE: *K-B-B-F has served Spanish-speakers in Sonoma County for 40 years. During the Tubbs fire it was thrust into providing urgent disaster information, because none of the emergency information from the local authorities was in Spanish.*

ALICIA SANCHEZ: *In 2017, Señor Francisco. ... He's the one, the first one that called me and said, “Dona Alicia there's a fire in Santa Rosa. And I just want to see — is that okay if I go to the radio just to find out what it's about.” He's a very popular DJ in the morning. His audience is farmworkers, landscapers, construction workers, truckers, people who are in hotels. People call in from the field.*

ROSE: *Alicia Sanchez is the manager of K-B-B-F. It's a mostly volunteer, non-commercial radio station.*

ALICIA: *And I'm the president of the board of directors here. The janitor (laughs). The housekeeper. The mom.*

ROSE: *She was out of town when the Tubbs fire hit, and Señor Francisco, a longtime DJ, called from Petaluma to say he wanted to drive the 20 miles north, toward the fire, to get to the radio station.*

ALICIA: *And Sr. Francisco said, (in Spanish, then English) “If I'm going to die, I'm going to die in front of this microphone, giving information, al pueblo, to the community.”*

CHRISHELLE: *Can you imagine? Driving toward that fire...As every car heading in the opposite direction is full of people trying to get away from it? That's what Sr. Francisco did.”*



UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

Excerpt 1: Discussion Questions

1. Why did Sr. Francisco drive to KBBF during the fire?
2. What role does KBBF play in the community and how did it leverage the reach and trust it had established?
3. Why did KBBF step in to play this role?
4. What are some safer solutions for ensuring people quickly receive emergency alerts in their language?

EPISODE 1: TOWARD THE FIRE

Excerpt 2:

***“ALMA:** At that point I was the only non-white person that worked there. There were terms being used in the dispatch center — they would call “Hispanic panic.” I remember hearing both the crews out in the field and coworkers using that term. And being I had no idea, like, what does that mean? I knew it was derogatory. I felt it was derogatory. And they were like, “Well, you know, a lot of times the Hispanics ...” And I’m all, “First of all, don’t call them ‘Hispanics.’ “You know, they call in and it can be a fever and they’re completely wiggling out and they’re screaming and yelling.” And I said, “Did you ever consider that maybe their experience is a little bit different than what yours might be? They come from countries where uniforms are not friendly. They come from countries where the law enforcement is who they fear. The structure is what they have to be afraid of.” And they never thought about that.”*

Excerpt 2 Discussion Questions:

1. Why do you think Alma felt uncomfortable at the emergency dispatch center?
2. How could the emergency dispatch center have better handled this situation?
3. What protocols, if any, are in place at your organization to address such behavior?
4. What protocols, if any, are in place to assure that all employees feel supported and a sense of belonging?



UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

EPISODE 1: TOWARD THE FIRE

Excerpt 3:

“BEATRICE CAMACHO: *In 2017, with the Tubbs fire, the focus was on the homes that were lost, right? But then what about the renters that were renting those homes? And the individuals who were evicted from homes that were still standing — so that the owners would be able to rent them to folks who perhaps lost their home and had insurance money.*

CHRISHELLE: *Oh yeah, that sounds familiar. In Houston, when people profit from disaster, or any humanitarian crisis, we call that “disaster capitalism.*

Excerpt 3 Discussion Questions:

1. What did Beatrice Camacho say about renters versus homeowners?
2. What comes to mind when you hear the words “disaster capitalism?” Have you seen companies profit in the aftermath of disaster? What systems should be in place to prevent price gouging and other abuses in times of need?
3. What are some potential solutions to ensure renters are better supported when a natural disaster damages or destroys their home? Does your community or state have any policies in place to support renters?





UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

EPISODE 2: FROM THE ASHES

Excerpt 1:

"ROSE: *Local agencies made some headway connecting Spanish-speakers with disaster information and resources, and the County hired a Spanish-speaking public information officer. But the problem was bigger than that. Many farmworkers in the region do not speak English OR Spanish — they speak indigenous languages.*

MARIBEL: *Lo malo es que no hablan las lenguas indigenas. Ali, lo que no saben la gente es que hay mas comunidades indigenas, otras lenguas come Trique, Mixteco, Zapoteco, Chatino Y como una persona indigena o un mujer o un nino puede sobrevivir en todo el desastre.*

(The worst part is they don't speak indigenous languages. They don't know the indigenous community and other languages such as Trique, Mixteco, Zapoteco, Chatino and how can an indigenous person, woman, child survive the disaster?)"

Excerpt 1 Discussion Questions:

1. Imagine you are in a disaster and do not speak English? How would you feel?
2. How can we improve our practice in making sure people who speak Indigenous languages as well as other languages outside of English and Spanish have access to the information they need at all times - but especially during disasters?





UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

Excerpt 2:

"ROSE: Valerie explained that the Latino Task Force — 32 nonprofits in all — didn't just happen. It's the result of decades of work, relationships and sophisticated political advocacy. An essential services hub helped thousands of people with rent relief, legal services, filing their income taxes, applying for jobs and affordable housing."

Excerpt 2 Discussion Questions:

1. Thirty-two nonprofit organizations came together to create the Latino task force. What organizations in your community currently collaborate or could work together on similar efforts?
2. What is needed to increase collaboration and trust amongst organizations to better serve your community in times of disaster? What about the relationships between grassroots groups and government agencies? What makes those types of partnerships more successful?





UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

EPISODE 3 RISING WATERS

Excerpt 1:

“CHRISHELLE: *Jamie is part of a campaign called 12 Moms, one result of tenant organizing in Southeast Texas. The moms have sued the government. HUD, to be exact — The Department of Housing and Urban Development — because they have failed to maintain property or cancel contracts with landlords who won’t make repairs.*

ZOE: *12 Moms is a fair housing campaign that seeks to put the people that are actually experiencing the insufficient and unsafe housing conditions at the forefront of the campaigns where they are able to ask for the solutions that they want.”*

Excerpt 1 Discussion Questions:

1. Why might community members feel the need to band together in order to receive much needed support from government agencies?
2. Are there groups in your community that support people fighting for fair and just housing?

Excerpt 2:

ARIADNA AT CONFERENCE: *When does a disaster start? And it's a very difficult question. I know it is for all of us. In the case of Puerto Rico, the backdrop of colonialism, the backdrop of austerity -- sustained austerity for the past 16 years -- the backdrop of human rights violations. And then Hurricane Maria came in. The recovery process has been also a process of fighting for the right to stay on the land. If you need to move away from this place, you need to leave the Island, to actually leave the homeland.*

Excerpt 2 Discussion Questions:

1. How might the “backdrop of colonialism” contribute to the lack of US response to Puerto Ricans in the wake of Hurricane Maria?
2. Why is it important to know the history of the communities that Emergency Management agencies serve?



UNPACKING BUT NEXT TIME EPISODES

WITH YOUR COLLEAGUES, COMMUNITY, & STUDENTS

EPISODE 4 HIGHER GROUND

Excerpt 1:

"COUNCIL MEMBER JACKSON: *That's why we have to do a better job. It's the city's responsibility. It's the elected — our leadership responsibility to make sure that people know, that they're getting this information.*

CHRISHELLE: *What we witnessed was that the CDC moratorium did not stop most evictions in Houston. Zoe and others relied on data to publicize the constant stream of evictions — hundreds every week. Only 3 percent of the people going to court for eviction proceedings had any legal representation.*

There were tens of thousands of evictions filed in our county during the pandemic. The goal of a local ordinance was to strengthen the CDC moratorium, which we recognized wasn't strong enough."

Excerpt 1 Discussion Questions:

1. Why were tens of thousands of evictions filed during the pandemic even though the CDC moratorium was in place?
2. What are potential solutions to ensure that vulnerable renters and communities are informed of their rights during emergencies and beyond?
3. What does equitable emergency management look like for you?

Excerpt 2:

"CHRISHELLE: *I love what artist and author Adrienne Maree Brown says, "all organizing is science fiction. We are bending the future, together, into something we have never experienced. a world where everyone experiences abundance, ROSE: access, CHRISHELLE: pleasure, ROSE: human rights, CHRISHELLE: dignity, ROSE: freedom, CHRISHELLE: transformative justice, ROSE: peace. CHRISHELLE: we long for this. ROSE: we believe it is possible."*

Excerpt 2 Discussion Questions:

1. What is your interpretation of this Adrienne Maree Brown quote?
2. Have you had any experiences where you've worked together with others to build a more equitable future? What was that like?



ADDITIONAL RESOURCES

.ADDITIONAL RESOURCES - IN ADDITION TO THOSE AT BUTNEXTTIME.COM

Latino Taskforce: ltfrespuestalatina.com

The San Francisco Latino Task Force has created a one-stop multilingual website to help the Latino community in San Francisco to be informed and connected with the various COVID-19 resources available. This website provides information and resources in English, Spanish, and Maya languages. Resource topics include: health, food, education, small businesses, housing, employment, artists support, and more. Frontline service providers and organizers are encouraged to use this information when conducting wellness calls, street outreach, food pantry distributions, social media communications, and forms of assisting clients and members.

I-DIEM: i-diem.org

“I-DIEM is a global non-profit established to facilitate change by integrating equity into all aspects of emergency management.

CIELO: mycielo.org

“Comunidades Indigenas En Liderazgo (CIELO) was founded by two Zapotec women, Odilia Romero and Janet Martinez in 2016. CIELO is an Indigenous women-led, intergenerational organization that is combating racism towards Indigenous people by bringing visibility and resources to the Indigenous migrant communities.”

Organizing Resilience: organizingresilience.org

Housed at the Amalgamated Foundation, **Organizing Resilience** is a new initiative coordinating national and local expertise to develop the tools, talent, and networks that will allow movement organizations, the philanthropic community, and government leaders to respond to both the humanitarian and political crises that unfold during and after moments of disaster.

Learning For Justice: learningforjustice.org

“Learning for Justice seeks to uphold the mission of the Southern Poverty Law Center: to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements and advance the human rights of all people. We support this mission by focusing our work with educators, students, caregivers and communities in these areas: Culture and Climate, Curriculum and Instruction, Leadership, Family and Community Engagement.”



THANK YOU

We thank you for taking the time to share *But Next Time* with your community, colleagues, or students. We hope that this guide provided you with ideas on how to incorporate the lessons and stories from *But Next Time* in your own work.

If you would like to learn more about *But Next Time* and The Rise-Home Stories Project, visit butnexttime.com and risehomestories.com. If you are interested in hosting an event that centers or includes *But Next Time*, please contact Anna Lee at [Working Films](mailto:alee@workingfilms.org) (alee@workingfilms.org).



All photos by Senior Produce Leah Mahan. Photo of Alma Bowen courtesy of Nuestra Comunidad