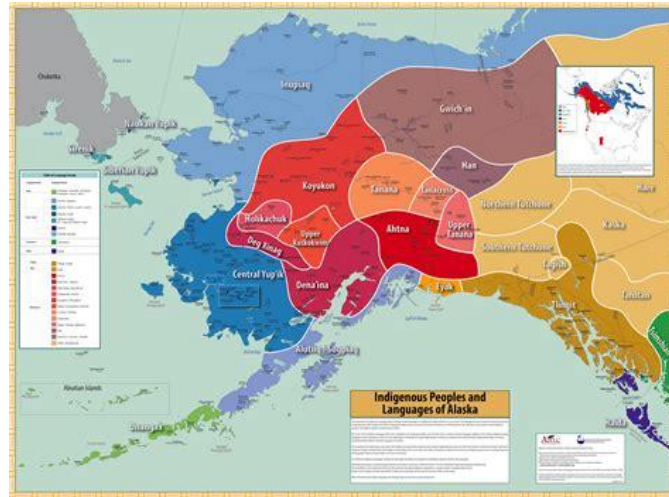


Land Acknowledgement



Map made by [The Alaskan Native Language Center](#)

Indigenous Peoples of Alaska never gave up rights or resources to Russia or the United States. We are on stolen lands. Colonialism is still here today. Colonial values spread through all parts of our lives.

Alaska Youth for Environmental Action knows that this legacy needs to be torn down and the true history of Alaska and the United States must be heard. We stand with Indigenous peoples and communities worldwide fighting for clean air, clean water and the right to self-governance.

Why do we offer land acknowledgements?

Is important to give land acknowledgements when opening a space to recognize the true history of the United States and Alaska, the historical trauma of Indigenous peoples, show solidarity for Indigenous self-governance, and work toward healing. It is a way to recognize the relationship between Indigenous people and the land and start to untangle the threads of colonialism.

Starting a Chapter

Because AYEА is a youth led organization, local chapters are dependent on active members. Chapters often go on break, are dissolved, or are restarted when people join the chapter or graduate from high school. The good news is that it's super easy to start (or restart!) a chapter!

Ingredients:

- A Chapter mentor
- Some friends
- passion for the environment & community
- An issue to organize around

Step One: Collect your ingredients

Your chapter mentor should be someone over 18, is a safe and reliable person, and also is passionate about the environment and community. Make sure to let the Statewide Hub know who your mentor is or if you need help finding one!

Step Two: Mix

Schedule a meeting and start gaging interest in what activities your members might be interested in. Be sure to welcome new people and invite them to get involved with AYEА statewide. Start identifying next steps and action items.

Step Three: Bake!

Turn up the heat! Connect with the Statewide Support Hub to see how your hub can get involved with statewide efforts. Start a campaign of your own to address environmental issues in your school or community.

Step Four: Cool

Make sure to foster relationships with your members. Be sure to take time not only for action, but to relax, bond, get to know each other and build a strong network. Practice gratitude to strengthen relationships and help members feel valued. Reciprocal relationships in organizing sustain and nourish us all!

Recruitment- What Works

Posters

Make them exciting. Include contact information, dates/times of events/meetings. Post them around town AND at schools. Below is an example AYEА poster!



Presentations at Schools/Pep Rallies

Promotion with games (e.g., a recycling activity) ~ Talk about the fun stuff too!

Host & participate in community events

Include music and food. Events AYEА has hosted successfully in the past include community clean-ups, Earth Day celebrations, and movie screenings. Don't hesitate to get creative with your event ideas!

Conduct middle school presentations

Go into classrooms and give 5 minute pitches, leave brochures & sign up sheets ~ Feel free to recruit younger students for AYEА trainings!

Table at Freshman Orientation

Create cool stickers, buttons, sign up sheets

Name	Community	Phone	Email	Volunteer?

Include AYEА information in school & community newsletters

Include Juneau AYEА meeting/event information in SEACC newsletter, Anchorage AYEА meeting/event information in AK Center newsletter, Homer AYEА information in KBCS or Cook Inlet Keeper, Kenai AYEА information in Kenai Watershed Forum newsletter, etc. ~ Find the dates of quarterly school newsletters that go home to parents. Submit announcements (on time!) to be included in these

Host fun, action packed kick-off events

Provide, and advertise, lots of free food ~ Call it a party or open house (NOT a meeting!). Talk about future goals and be sure to share exciting accomplishments at the very first event.

Partner with other groups in school and the community

Do presentations at other school clubs or service groups—and ATTEND THEIR MEETINGS! (E.g., NAACP Youth Council, Student Government, etc.) ~ Collaborate with other enviro/social service groups on projects to promote your chapter and AYEА.

Direct contact works best

Talk to friends and other students about AYEА. Talk with people, not just at them. Involve new members with action projects so they are hooked right away. Make sure that someone is designated to greet/welcome new members at each meeting. This person can talk with the new people after the meeting or at the beginning—but they should give new people a brochure and answer any questions about items discussed so that the new member feels included.

Recruitment- What Doesn't Work

Boring Presentations or Meetings:

Lecture-style presentations do not work for high school students! Make sure new members can engage in a fun activity at their first meeting.

Generic email announcements:

Instead, email, text or call one or two friends, address them by name, and tell them about your next event.

Hard sells:

Making an aggressive pitch to every potential member doesn't consider their individual identity and culture! Be ready to have a conversation with them about their interests and passions, or just hand them a flyer and leave it up to them.

Manipulating people to take action w/out understanding the issues:

New individuals may be suspicious of your group if you ask them to a political protest, or when during their first meeting you ask them to write a letter advocating a position on an issue. However, many teens like to get involved with politically related events. Make sure new members understand any political situations they are getting into by explaining the context and reasons to take action.

Keeping Members Engaged

Provide “teach-backs” to multiply the impact of trainings and presentations

When sending AYEА members to attend a statewide or local training event, have a plan for sharing this information through a “teach-back” to other chapter members. This will multiply the impact of sending 2-3 youth to a training, and it will energize chapter members who did not or could not participate.

Examples of teach backs

- hosting a letter-writing workshop with chapter members
- giving a lively photo presentation with music to share what you learned

Make people feel important

In between meetings: give members, especially non-officers, small tasks to complete

- ask different people to make reminder calls (Vice Chair should delegate this)
- delegate individuals to bring food/drinks
- ask someone to research a date or location for an event.

During the meeting: get as many people as possible to contribute & manage the meeting

- assign a time-keeper

- ask someone to take notes on butcher paper (if needed)
- ask people to report on topics assigned at previous meeting
- create break-out groups when brainstorming so that individuals have the opportunity to participate/discuss
- recognize individuals for awesome contributions. This can range from a small announcement at the beginning of the meeting to giving the person a hand-crafted certificate or award.

Take ACTION whenever possible!

Sometimes you have to discuss important business. But you should always balance this with fun, short activities or actions that make people feel like their time is worthwhile.

- always play an ice-breaker or do a group-building activity at meetings!
- fill out postcards on an issue that your group is researching
- make recycling containers or decorate them
- do a service activity (e.g. a road clean up) during your regularly scheduled meeting
- host a press conference to get media attention and make people feel like they are doing something visible

Host Guest Speakers/Presentations during Meetings

- Invite community members to speak for ten or twenty minutes about an issue the group is interested in pursuing. The speaker can answer questions and serve as a local resource.
- Consider inviting environmental professionals like biologists, grassroots organizers, etc. b/c people are interested in "guest presenters!"

Create a meeting schedule that keeps people informed and is productive

Setting up a schedule totally depends upon your local environment. Always take into consideration: population (how many teens are you trying to get to meetings?), transportation/access (how easy is it for people to get to meetings?), and cross-over (are your members part of other groups that are meeting often?) If it's easy for people to meet at the school, but meeting time is short (30-40 minutes), then weekly meetings may allow people to move forward on issues quicker than monthly meetings.

- If you are meeting outside of school and trying to engage youth from many neighborhoods, scheduling longer bi-weekly or even monthly meetings may work well

Delegating Tasks

Delegation can be a tricky business. You don't want to simply "dump" the boring work on someone else -- but you do need to make sure every job gets done, and also spread the leadership opportunities around! Here are a few tips for delegating tasks.

Consider people's strengths and weaknesses

Keep in mind people's talents, what they are passionate about, and their schedule, when delegating tasks. Are they creative? They can make a poster! Are they organized and responsible? Ask them to make reminder calls the night before the next chapter meeting. Make sure you are delegating to someone who can successfully complete the task at hand. Handing a

job off to someone who is missing a key ingredient -- time, skills, resources, experience, or willingness -- will only frustrate you both.

Don't just delegate the boring stuff

Delegate the fun stuff too! You will wear out your team members if you only give them the "dregs." Use delegation to help others grow and expand their skills, as well as to get menial chores done. If you challenge people today, you'll be able to give them more difficult assignments in the future (without worrying that they will be overburdened!)

Keep a Delegation Log

There is nothing more frustrating than handing a job over to someone and forgetting that you delegated it, or WHEN you delegated it, or when it was DUE BACK to you. Keep track of what projects you give to whom. You don't want to wake up at 3 a.m. thinking, "Oh no -- did I ask my Sarah to make the flyer for our meeting yet?" We all suffer from absentmindedness at times, so write it down!

Specify a Target Date or Deadline

Having deadlines and accountability is very important!

Be Generous with Recognition!

Give credit where credit is due! No one likes to work hard on a job for someone else and receive none of the glory. And your team will work harder for you in the long run if you give them lots of praise.

Mentor people

Sometimes in order to delegate, you will first have to work as a pair with someone on a task, and teach them how to do it. Especially if you are an upperclassman and they are a freshman. That way, next time they will be able to go for it alone! It may seem like it takes more time, but in the long run it will pay off!

Facilitating Meetings

Regular meetings are an important part of any campaign. It provides an opportunity for everyone to touch base, ask for support, bring in new people and ideas, and most of all stay on track. Consistency is important!

Step One: Goal Setting

Why are you having this meeting? Write out two or three clear objectives, goals, or action items to come out of this meeting.

Step Two: Participants:

Who do you want at this meeting? Who can help you accomplish these goals? What can the participants bring to the meeting?

Step Three: Scheduling

Survey your participants about their availability. If this will be a recurring meeting, let folks know when scheduling the initial time! When you decide on a time, send an invitation through whatever platform you are using. Try to give folks at least 48 hours notice and be mindful of people's working hours or schedules!

Step Four: Agenda

Draft your agenda ahead of time! Include how long you'd like to spend on each discussion area so you can stay on schedule during the meeting. Some important agenda items to include are introductions, group agreements, general discussion, and action items.

Introductions should include names, pronouns, and a land acknowledgement. Pronouns ensure that folks are referred to in a way that makes them feel comfortable. Feel free to throw in a check in question as well!

Group agreements ground the participants in mutual respect. Leave space for participants to suggest additional agreements. Some group agreements that AYEIA often uses are:

- In Every Chair a Leader- every person brings unique skills and experiences to the group
- Take Space, Make Space - Be aware of the space you are (or aren't!) taking up
- Oops, Ouch!- accidents happen and sometimes we say things that hurt. It is okay to acknowledge the hurt and it is okay to acknowledge the accident. We come into spaces with understanding and in good faith.
- Stories Stay, Lessons Leave- AYEIA is a safe space to share personal stories. If something resonates with you, feel free to take the lesson outside of these spaces, but names and other personal details are not to be shared.
- We won't solve everything today!- We will have difficult and complex discussions and often will come out of meetings with more questions than answers. That is okay and part of the process.

General Discussion gives participants space to voice their thoughts, feelings, and concerns. It is important to share diverse perspectives and give everyone a chance to speak up.

Action items are one of the most important parts of a meeting! Make sure to delegate tasks in between meetings, collect contact information, and keep the energy up even when you aren't in the same space.

Plugging into the Statewide Campaign

Every two years, AYEА members pick a theme to organize under. This becomes our Statewide Campaign. Our current theme is Food, Agriculture, and Land Use. Plugging into the Statewide Campaign is a great way to connect with other young Alaskans from across the state, and learn more skills on a larger scale. It can also inform and support your local campaign if you choose to organize one.

To get involved with the Statewide Campaign, ask your chapter mentor or the AYEА Program Manager when the next campaign planning meeting is!

Story of Us & Now

Your personal story is so powerful! How does it relate to the community and how can others join you in taking action? The story of Us and Now can help you communicate the story of your community and inspire others to join the fight.

1. **Who**
 - a. Who makes up your community? What are their values, hopes and experiences? Who has power? Who doesn't?
2. **Challenge**
 - a. What urgent challenges are facing your community? What barriers are in the way of overcoming those challenges?
3. **Outcome**
 - a. What does your community dream of becoming? What is your hopeful vision for a just future?
4. **Choice**
 - a. What strategic choice are you asking others to make? How will this choice make a difference?

Choosing A Project

Deciding what issue to focus on and how you are going to address it can seem complicated and overwhelming, but getting as much clarity as possible before beginning will ensure you are taking steps in the right direction. Here are some guiding questions:

1. Do you care about the issue?

Your personal connection to the issue is what motivates you to take action. If you are working on an issue that you don't understand or aren't passionate about, you won't have fun and your campaign won't be successful.

2. Are other people in your community passionate about this issue?

Your passion is important and powerful, but you need people power and grassroots organizing to have a successful campaign. Do you have the support you need?

3. Are you including all perspectives in your plan?

It's important to consider the perspectives of everyone affected by this issue. It may take a while and be uncomfortable or tedious, but a well informed campaign creates sustainable change.

4. Is there a clear target, goal or opportunity for evaluation?

How will you know when you succeed? Setting clear goals at the beginning of the planning process will help you stay focused and motivated.

5. Are there opportunities for action?

Other people and decision makers need to be able to engage with your issue. What opportunities already exist and what opportunities need to be created?

Consensus-based Decision Making

At AYEAs annual Youth Organizer Summit, participants decide on our statewide project through consensus-based decision making. This process ensures that each individual's thoughts and concerns are heard and considered. To use consensus based decision making, follow these steps:

1. Discussion- take as long as you need to discuss all of the options and possibilities for your project.
2. Make a proposal- when the group feels like there is an idea that everyone can get behind, someone will make a proposal.
3. Test for consensus- does everyone agree with the proposal? We find it helpful to use hand signals like a thumbs up or down.
4. If everyone agrees, awesome! You have decided on a project! Next, start deciding your action items and planning tasks.
5. If you do NOT reach consensus, there are three options:
 - a. The person who does not agree can make a modification to the proposal before testing for consensus again
 - b. The person who does not agree can stand aside and the group can move forward with the original proposal
 - c. The person who does not agree can block the proposal. If this happens, circle back to the discussion and find a new proposal.

Project Management and Delegation

It can be difficult to manage everything on your own and keep track of who is in charge of what. Try using the MOCHA system to organize yourself.

M- Manager: the manager assigned responsibilities, keeps everyone on track, makes suggestions and asks hard questions.

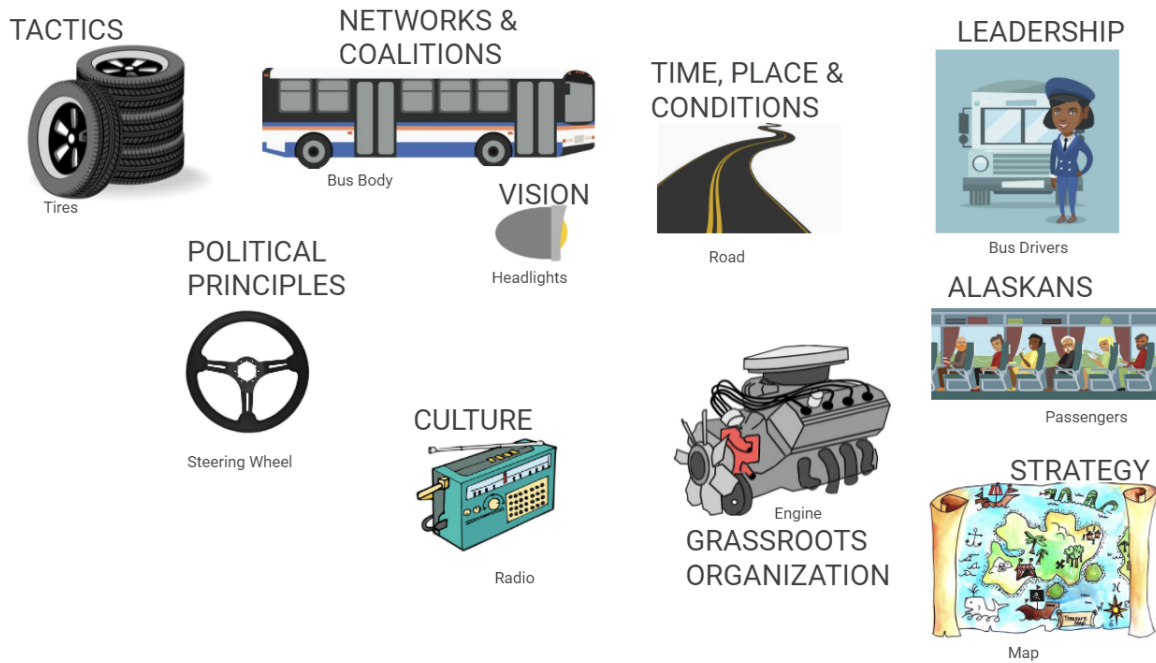
O- Owner: the owner is responsible for the event and makes sure everything gets done. There should only be one owner.

C-Consultant: the consultant acts a resource and is asked for input when appropriate

H-Helper: the helper is the sous chef of the project. They assist with busy work and getting things done.

A- Approver: the approver signs off on decisions and has the final say.

The Movement Bus



Think of your campaign as a bus! It needs all the parts to run.

Leaders : Drivers

The leaders in your movement are the drivers of your bus. They control the direction of the movement and manage all the moving parts to get people where they are going.

Vision : Headlights

Without headlights, you're blind! Without a vision you don't know what direction you are going.

Strategy : Map

Without a map, you can see the road ahead of you, but it's easy to get lost, backtrack, and go in circles. Your strategy tells you where you are and what next steps you need to take.

Time, Place & Conditions : Road

The road may be bumpy or smooth, curved or straight. It might even go up a mountain! Often the success of your campaign depends on your community.

Culture : Stereo

Music sets the vibes of the bus in the same way culture influences your campaign!

Tactics : Wheels

Tactics are your wheels. They help you overcome obstacles and get where you're going.

Political Principles : Steering Wheel

Your political principles guide the direction of your campaign. They can even go so far as to guide your tactics in the same way a steering wheel controls the tires.

Networks & Coalitions : Bus Body

These make up the bulk of the campaign and hold all the important pieces together

The People : Passengers

The people of your community are passengers on the bus. They are along for the ride, going the direction the campaign is going (that is if the bus is running)

Grassroots Organization : The Engine

The engine is the most important part! Without an engine, your bus won't go anywhere and neither will your campaign.

Power Mapping

Power mapping can be a visual tool for figuring out who you need to influence, how to influence them, and who can do the influencing in order to reach a specific goal.

Power - the ability to **get** what you want

Strategy - how we **plan** to get what we want

While others (i.e. elected leaders, CEOs, agencies) may **hold** the power and presence of what we want to achieve, it's important to remember that we still have the power of influence to those in positions of power, to work with us.

What is it that we want?

Who holds that?

*What can
they do?*

*Who do
they know?*

or, who knows them?

Who can support?

Who might oppose?

What do we
want to do?

How do we
want to
that?



Connecting with Issue Experts

The next step in your power mapping should be to connect with issue experts and allies you've identified above. Often we can be too narrow in what we define as an expert. Here are a few questions to help you explore what it means to be an expert!

1. Who are people in the community that can expand your scope of knowledge?
2. Who can provide a unique perspective?
3. Who can add momentum to your campaign?
4. What communities are affected by this issue? How can I include them?
5. Who do I see often in the community, even if they aren't in a formal role?
6. Who may I be overlooking because they do not fit traditional stereotypes of experts?
7. Who is ignored in our media, power structures, policies, and social services? How can I include their experience?
8. Is my group of experts reflective of the community I am organizing in?
9. Am I including people that have different experiences and perspectives than my chapter?
10. Are the personalities involved very similar or very different? How do they work together?
11. Are all parties operating in good faith and open to growth?

Creating a Timeline

Your campaign timeline should help identify important milestones and opportunities for action, outline who is responsible for what tasks, and go over your overall strategy and tactics. Remember to start at the finish line and work backwards!

[illegible]

Organizing in a Pandemic

The climate crisis may increase the number of pandemics we see in our lifetimes. Deforestation is decreasing biodiversity, increased reliance on antibiotics creates super bacteria, and thawing glaciers are releasing dormant pathogens of ancient diseases into the air. Here are some guidelines to make organizing in a pandemic a bit easier:

- Check in on vaccine status if you are able
- Provide cleaning supplies and protective equipment like masks, hand sanitizer, etc
- Follow all CDC guidelines
- Don't share food/drink/etc among each other
 - Provide tongs or silverware to use in serving dishes
- If indoor, be mindful of the space you are in and how many people can comfortably fit inside
- What adaptations to your event can make it accessible to people that are homebound?
 - Livestream/recording the event
 - Zoom meetings
 - Call-in information
 - Social media campaigns

SMARTIE Goal setting

Specific- Be specific! Instead of setting the goal "Reduce carbon emissions", try the goal "Reduce carbon emissions by 15% by 2025" Being more specific will allow you to be more accurate in your tactics, make it easier to track your progress, and know when a goal has been met!

Measurable- Set goals that you can measure! It will help you notice progress and stay motivated. Not to mention, numbers and statistics can be super persuasive!

Achievable- Always set goals that are within your reach! It's easy to add tactics and events. It's much harder to remove them. If your goals are too far out of reach, it can be discouraging and difficult to realize your progress.

Realistic- Think critically about your community, team and resources when setting goals. Given those considerations, what is possible?

Time sensitive- Set deadlines for yourself and your campaign to stay on track. Don't forget to pace yourself!

Inclusive- There are roles for everyone in our movement! Think about schedules, internet, abilities, knowledge and resources available when planning your campaign and asking volunteers and community members to engage

Equitable- Your goals should benefit the whole community, include a wide array of perspectives, and serve the whole community, not just a specific group!

198 Methods of Nonviolent Action:

Formal Statements

1. Public Speeches
2. Letters of opposition or support
3. Declarations by organizations and institutions
4. Signed public statements
6. Group or mass petitions

Communications with a Wider Audience

7. Slogans, caricatures, and symbols
8. Banners, posters, displayed communications
9. Leaflets, pamphlets, and books
10. Newspapers and journals
11. Records, radio, and television
12. Skywriting and earthwriting

Group Representations

13. Deputations
14. Awards
15. Group lobbying
16. Picketing
17. Mock elections

Symbolic Public Acts

18. Displays of flags and symbolic colors
19. Wearing of symbols
20. Prayer and worship
21. Delivering symbolic objects
23. Destruction of own property
24. Symbolic lights
25. Displays of portraits

Action by Workers and Producers

78. Workers' boycott
79. Producers' boycott

Action by Middlemen

80. Suppliers' and handlers' boycott

Action by Owners and Management

81. Traders' boycott
82. Refusal to let or sell property
83. Lockout
84. Refusal of industrial assistance
85. Merchants' "general strike"

Action by Holders of Financial Resources

86. Withdrawal of bank deposits
87. Refusal to pay fees, dues, and assessments
88. Refusal to pay debts or interest
89. Severance of funds and credit
90. Revenue refusal
91. Refusal of a government's money

Action by Governments

92. Domestic embargo
93. Blacklisting of traders
94. International sellers' embargo
95. International buyers' embargo

Citizens' Alternatives to Obedience

133. Reluctant and slow compliance
134. Nonobedience in absence of direct supervision
135. Popular nonobedience
136. Disguised disobedience
137. Refusal of an assemblage or meeting to disperse
138. Sitdown
139. Noncooperation with conscription and deportation
140. Hiding, escape, and false identities
141. Civil disobedience of "illegitimate" laws

Action by Government Personnel

142. Selective refusal of assistance by government aides
143. Blocking of lines of command and information
144. Stalling and obstruction
145. General administrative noncooperation
146. Judicial noncooperation
147. Deliberate inefficiency and selective noncooperation by enforcement agents
148. Mutiny

Domestic Governmental Action

149. Quasi-legal evasions and delays

- 26. Paint as protest
- 27. New signs and names
- 28. Symbolic sounds
- 29. Symbolic reclamations
- 30. Rude gestures

Pressures on Individuals

- 31. "Haunting" officials
- 32. Taunting officials
- 34. Vigils

Drama and Music

- 35. Humorous skits and pranks
- 36. Performances of plays and music
- 37. Singing

Processions

- 38. Marches
- 39. Parades
- 40. Religious processions
- 41. Pilgrimages
- 42. Motorcades

Honoring the Dead

- 43. Political mourning
- 44. Mock funerals
- 45. Demonstrative funerals
- 46. Homage at burial places

Public Assemblies

- 47. Assemblies of protest or support
- 48. Protest meetings
- 49. Camouflaged meetings of protest
- 50. Teach-ins

Withdrawal and Renunciation

- 51. Walk-outs
- 52. Silence
- 53. Renouncing honors

- 96. International trade embargo

Symbolic Strikes

- 97. Protest strike
- 98. Quickie walkout (lightning strike)

Agricultural Strikes

- 99. Peasant strike
- 100. Farm Workers' strike

Strikes by Special Groups

- 101. Refusal of impressed labor
- 102. Prisoners' strike
- 103. Craft strike
- 104. Professional strike

Ordinary Industrial Strikes

- 105. Establishment strike
- 106. Industry strike
- 107. Sympathetic strike

Restricted Strikes

- 108. Detailed strike
- 109. Bumper strike
- 110. Slowdown strike
- 111. Working-to-rule strike
- 112. Reporting "sick" (sick-in)
- 113. Strike by resignation
- 114. Limited strike
- 115. Selective strike

Multi-Industry Strikes

- 116. Generalized strike
- 117. General strike

Combination of Strikes and Economic Closures

- 119. Economic shutdown

Rejection of Authority

- 150. Noncooperation by constituent governmental units

International Governmental Action

- 151. Changes in diplomatic and other representations
- 152. Delay and cancellation of diplomatic events
- 153. Withholding of diplomatic recognition
- 154. Severance of diplomatic relations
- 155. Withdrawal from international organizations
- 156. Refusal of membership in international bodies
- 157. Expulsion from international organizations

Physical Intervention

- 162. Sit-in
- 163. Stand-in
- 164. Ride-in
- 165. Wade-in
- 166. Mill-in
- 167. Pray-in
- 168. Nonviolent raids
- 169. Nonviolent air raids
- 171. Nonviolent interjection
- 172. Nonviolent obstruction
- 173. Nonviolent occupation

Social Intervention

- 174. Establishing new social patterns
- 175. Overloading of facilities
- 176. Stall-in
- 177. Speak-in
- 178. Guerrilla theater
- 179. Alternative social institutions

54. Turning one's back

Ostracism of Persons

55. Social boycott

56. Selective social boycott

58. Excommunication

59. Interdict

Noncooperation with Social Events, Customs, and Institutions

60. Suspension of social and sports activities

61. Boycott of social affairs

62. Student strike

63. Social disobedience

64. Withdrawal from social institutions

Withdrawal from the Social System

65. Stay-at-home

66. Total personal noncooperation

67. "Flight" of workers

68. Sanctuary

69. Collective disappearance

70. Protest emigration (hijrat)

Actions by Consumers

71. Consumers' boycott

72. Nonconsumption of boycotted goods

73. Policy of austerity

74. Rent withholding

75. Refusal to rent

76. National consumers' boycott

77. International consumers' boycott

120. Withholding or withdrawal of allegiance

121. Refusal of public support

122. Literature and speeches advocating resistance

Citizens' Non Cooperation with Government

123. Boycott of legislative bodies

125. Boycott of government employment and positions

126. Boycott of government depts., agencies, and other bodies

127. Withdrawal from government educational institutions

128. Boycott of government-supported organizations

129. Refusal of assistance to enforcement agents

130. Removal of own signs and placemarks

131. Refusal to accept appointed officials

132. Refusal to dissolve existing institutions

180. Alternative communication system

Economic Intervention

181. Reverse strike

182. Stay-in strike

183. Nonviolent land seizure

184. Defiance of blockades

185. Politically motivated counterfeiting

186. Preclusive purchasing

187. Seizure of assets

188. Dumping

189. Selective patronage

190. Alternative markets

191. Alternative transportation systems

192. Alternative economic institutions

Political Intervention

193. Overloading of administrative systems

194. Disclosing identities of secret agents

195. Seeking imprisonment

196. Civil disobedience of "neutral" laws

197. Work-on without collaboration

198. Dual sovereignty and parallel government

More questions?
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