



Community Screening & Discussion Guide

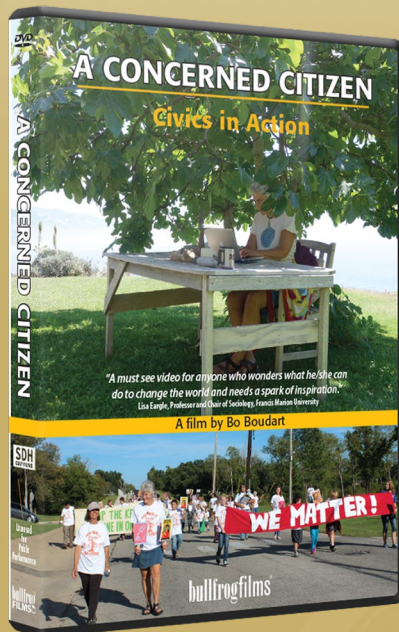
A CONCERNED CITIZEN

Civics in Action

Use your film screening of **A CONCERNED CITIZEN** as a tool for educating your community about civic engagement, corporate personhood and the importance of a robust civics education curriculum in U.S. schools. This guide offers some background information, helpful tips & discussion questions for an informative, rewarding screening. **Good Luck!**

what you'll find inside!

1. about the film & filmmaker
2. ready to watch! screening guide
3. what I know, what I learned, what I want to know more about
4. ready to talk! discussion guide
5. learn more about...
6. vocabulary list



About the film

A CONCERNED CITIZEN documents the work of Dr. Riki Ott, who predicted the *Exxon Valdez* oil spill and assisted her Alaskan community in its battle to get fair compensation for loss of income and the impact on public health. Riki—a toxicologist, fisherman, author, and activist—has more recently been organizing the Gulf coast communities as they struggle to recover from the BP Deepwater Horizon disaster. Taking the lessons she learned in these communities, she is also spearheading the campaign Ultimate Civics, a complete civics curriculum she developed that empowers and inspires students to engage in our democracy.



About the filmmaker

Bo Boudart has written, produced, and directed documentary, promotional, dramatic, and educational programs for television networks including PBS, the Discovery Channel, CBC, and NHK Network for 30 years. Boudart's award winning documentaries have covered marine and arctic ecosystems, temperate and tropical rainforests, indigenous cultures in Ecuador and Peru's upper Amazon, Tropical Australia & Aborigines of the Outback, the Inupiat Eskimos and Athabascans of Alaska's Arctic.

ready to watch!

Ideas and best practices to help make your community screening a success!

1. Publicize Your Event! This is the most important step because it not only tells the world what you're up to, but it lets the Bullfrog Community team know what your plans are so we can help you publicize your event. Visit http://www.bullfrogcommunities.com/a_concerned_citizen to register and get the word out about your upcoming screening. You can also email us at info@bullfrogcommunities.com if you need help getting started!

2. Visualize Your Goal! What do you hope to achieve with your screening? Your goal could be to generate a lively post-film discussion about issues raised in the film, gain support or recruit volunteers for a local grassroots campaign, or raise funds for a group on your campus or in your community. Or, you can simply use the screening to provide an opportunity for your audience to watch and learn together.

3. Where To Host? Consider which locations in your area would be ideal for accommodating a community film screening of the size you anticipate: downtown movie theaters, churches and synagogues, town halls, community centers, public libraries, school auditoriums, university and college venues, warehouses at a business and outdoor screenings at parks and playgrounds, and even private homes have been venues for many successful community screenings.

4. Find A Partner! Give some thought to who is already working on this issue in your community. Can they help sponsor the event? Spread the word? Speak on a panel discussion after the screening? Some potential partners include: student groups at schools, universities and colleges; a local public or campus library; representatives from local religious congregations or faith-based community groups; local chapters of national/global activist or grassroots organizations; faculty members at nearby universities and colleges; reporters/journalists from local news publications such as newspapers and magazines; local nonprofits; and any community organizations that share goals or views with the film you are screening.

5. Invite A Guest Speaker! Guest speakers and panelists are a great way to encourage discussion and debate after a community screening. When people are engaged and thinking about the issues they will stay engaged long after the screening has passed. Contact representatives of local non-profits, faith groups, journalists and reporters from local media outlets, or teachers and professors who have expertise and/or insight into the issues raised by the film, and invite them to attend your screening and participate in a discussion or Q&A session with your audience.

6. Engage Your Audience! Use this discussion guide to engage your audience. Included in this guide is a section called Ready to Talk! with a few suggested discussion questions to get the conversation started, and a section called Ready to Act! — which can be used as a handout — listing additional resources for further investigation about key issues raised in the film.

7. Spread The Word! Think about the best methods available to you for publicizing your film screening to people in your community. Sending emails to a contact list, creating event notifications on Facebook, Google+, Eventbrite or an online community calendar, using Twitter to announce your event, and placing screening announcements in local newspapers and newsletters is a good start. In addition to this guide, you can find and download a screening poster and press photos at http://www.bullfrogcommunities.com/a_concerned_citizen that can be used to help publicize your event.

8. Tell Us How It Went! Visit http://www.bullfrogcommunities.com/a_concerned_citizen to tell us about your event. Contribute to the film's discussion page to help other student groups, universities, non-profits, congregations and community groups further the discussion and put on successful screening events of their own. Where was your screening held? Who attended? What went well, and what was challenging? What did you discuss? Your feedback will help others to organize their own events, and will energize Bullfrog Communities as a whole.

what I know • what I learned what I want to know more about

ACTIVIST & SOCIAL CHANGE (see vocab)

• **What I know:**

• **What I learned:**

• **What I want to know more about:**

OIL SPILLS

What I know:

What I learned:

What I want to know more about:



PUBLIC TRUST DOCTRINE (see vocab)

What I know:

What I learned:

What I want to know more about:



YOUTH CLIMATE ACTIONS

What I know:

What I learned:

What I want to know more about:



ready to talk!

This film is about social change and civics; it's about actions that transform society because they change the way people think and act. It shows how ordinary people can make a difference and the ripple effects of our individual actions. And it might change the way you think about—and act on—issues that you care about.

We are going to pause the film in places to think and write about what we are learning.

ACTIVATE PREVIOUS KNOWLEDGE

• Before the Film

Write: Fill out “What I know...” sections in activity sheet.

DISCUSSION QUESTIONS (with suggested pauses)

• Pause @ 2:40 (End of Chapter 2 - “Riki’s Silent Spring”)

Think: Who takes care of our democracy? Public health? Is it only the elected officials, government, or medical community?

FILM: It falls to all of us. Sometimes the government policies result in harmful effects to public health and the environment. It's up to people to make government change these harmful policies.

Think: Why did Riki's father work to ban DDT? What were his concerns?

FILM: Concerned about sick wildlife, sick people—if DDT was killing robins, it might also cause harm to his children. He stepped up to fix things by suing the state of Wisconsin to ban DDT.

Write: “What I learned” section of activity sheet for “Activists & Social Change.”

• Pause @ 5:20 (End of Chapter 4 - “Exxon Valdez Disaster”)

Think: How might degrees in marine biology and toxicology have prepared Riki to deal with the effects of oil spills? How might it have hindered her understanding?

Vocab: a **marine toxicologist** deals with the fate (where it does, how it breaks down) and effects (how it impacts wildlife, habitat) of pollution in the sea; Riki's specialty is marine oil pollution.

Think: Why did the *Exxon Valdez* spill inspire Riki to work towards social change instead of science?

FILM: Riki cared about her community and she was concerned that the spill would harm wildlife, people's health and the local economy. She realized that oil spills could happen anywhere we drill for oil and that other communities and people are also in harm's way. So, she decided to use her knowledge to work "upstream of oil spills" towards transition to a healthy energy future. She realized that the transition would be driven by ordinary people in America demanding change.

Think: What event or issue inspires you to action? Look for ideas from the film that you can use to develop actions for your issue of concern.

Write: "What I learned" section of activity sheet for "Oil Spills."

• Pause @ 8:41 (End of Chapter 6 - "Corexit Coverup")

Think: Scientific studies have found that oil and dispersants combined were more toxic to oil spill workers and wildlife than oil alone. Why might this be so? (See vocab: **dispersant** and **solvent**.)

FILM: Dispersants are toxic by nature. These industrial products contain solvents that facilitate the movement of oil across cell membranes and cause or contribute to chemical illnesses from oil exposures.

Think: What are **chemical illnesses** and how are they different from other illnesses? (See vocab.)

FILM: Chemical illnesses are caused by exposure to man-made chemicals; they are not caused by biological agents like bacteria, viruses, or natural substances like pollen.

Think: What were likely symptoms of chemical illnesses? Why did medical doctors mistake these symptoms for illnesses caused by biological agents?

FILM: Examples include trouble breathing, internal hemorrhaging, swelling, skin rash. These are the same symptoms for illnesses caused by biological agents. Medical doctors treated for biological agents which did not relieve symptoms for chemical illnesses. Public health care professionals were not trained to recognize, diagnosis, or treat chemical illnesses.

Write: "What I learned" section of activity sheet for "Oil Spills."

• Pause @ 11:26 (End of Chapter 7 - "Riki Arrives in Gulf")

Think: What were likely symptoms of chemical illnesses? Why did medical doctors mistake these symptoms for illnesses caused by biological agents?

FILM: Examples include trouble breathing, internal hemorrhaging, swelling, skin rash. These are the same symptoms for illnesses caused by biological agents. Medical doctors treated for biological agents which did not relieve symptoms for chemical illnesses. Public health care professionals were not trained to recognize, diagnosis, or treat chemical illnesses.

• **Pause @ 14:31 (End of Chapter 9 - “Economic Impact”)**

Think: What were you surprised to learn about the BP Deepwater Horizon disaster?

FILM: Examples might include: Toxicity of dispersants used in oil spill response; Wide-spread effects of harm from air and water pollution to wildlife and humans (sick wildlife, sick people); Long-term harm and chronic illnesses from oil spill exposure; That EPA and Coast Guard were not in control of response (“sock puppets” for industry); Government agencies were part of a “cover up” to make the public believe beaches and seafood were safe; Government allowed human health risk tradeoffs to “benefit” the overall economy (tourism, seafood sales); Local fishermen thought the seafood was unsafe to eat.

Write: “What I learned” section of activity sheet for “Oil Spills.”

• **Pause @ 16:36 (Chapter 10 - “Kalamazoo River Tar Sands Oil Spill”)**

Think: Why was the oil spill in the Kalamazoo River different than the other two oil disasters? How

FILM: This spill was caused by a pipeline rupture, not a tanker wreck or a deep sea well blowout. This spill was tar sands oil that sinks, not conventional oil that floats. This spill was a freshwater spill, not a spill into the ocean.

Think: In what ways was this spill the same as the other two oil disasters?

FILM: Sick wildlife, sick people. Harmful effects continued for years after spill. Industry and government were not prepared and did not know how to clean it up. Government and industry covered up harm to human health and wildlife.

Think: Why was it the most expensive oil spill cleanup on record?

FILM: Oil spill response is designed for conventional oil that floats. Tar sands oil sinks when spilled. The nation’s emergency oil spill response plan has not been updated in over 25 years and does not consider oil that sinks (or explodes, like frack gas).

Write: “What I learned” section of activity sheet for “Oil Spills.”

• **Pause @ 19:50 (End of Chapter 12 - “Democracy in Crisis”)**

Think: Why do civics and oil spills/energy go “hand in hand”? Does this apply to other issues?

FILM: Transition from fossil fuels will take citizens who understand the human cost of our oil dependency and who understand how to take effective action to make government change.

Think: Why is it critical to include the South in movement building? And “red and rural”?

FILM: It’s going to take all of us, working together, to transition off fossil fuels. These areas typically support the fossil fuel industry. Changing the way people think and behave in these areas is critical to success. Many Southern communities have been historically oppressed and have cultivated strong local leadership critical for a diverse movement.

Think: What is the democracy crisis?

FILM: Big Oil has infiltrated our government: making laws or weakening laws that protect the environment, making sure rules are weak on environmental protection (e.g., regulatory takings), and minimizing fines for damages in courts. We can't get to a sustainable future without an authentic democracy in which human persons rule, not money and artificial persons.

Think: How does corporate money in government affect our ability to control big corporations and our elected officials? Transition off fossil fuels? Protect our air, water, and land from chemical pollution?

FILM: Elected officials need big money to run campaigns. They are more responsive to those who give them big donations, rather than the voting public. These big corporations are primarily concerned with profits, and not with public health and wellbeing, environmental health or worker health and safety.

Think: What is *Citizens United v. FEC*, and why is it important?

FILM: This 2010 Supreme Court ruling gave **artificial persons** (see vocab) a protected 1st Amendment right to spend unlimited amounts of money to influence political campaigns. This was the last straw to dismantling free and fair elections, a central pillar of democracy. In fact, Courts have been empowering corporations with human rights since 1886.

Write: "What I learned" section of activity sheet for "Activists & Social Change."

• **Pause @ 24:37 (End of Chapter 13 - "Move To Amend")**

Think: What is MoveToAmend?

FILM: A national grassroots campaign to amend the U.S. Constitution to establish that only **natural persons** have **natural rights** and that money is not protected speech. An amendment overrules judge-made law like **corporate personhood** (see vocab).

Think: How did *Citizens United* and MoveToAmend cause Daniel Lee to be more strategic about his actions?

FILM: *Citizens United* made Daniel angry. He realized that many issues he was concerned about were connected with corporate power in government. He realized the root of this power is corporate personhood, and that it would be more strategic to go after the source of corporate power rather than fight one corporation at a time.

Think: What actions did Daniel take?

FILM: Daniel started a MTA chapter in his "home town" of Los Angeles, which was the first major city to pass a resolution to endorse the MTA campaign. The process of doing this would educate other people about the problem of *Citizens United* and well as showing people they have the power to fix this. He also ran for public office.

Think: What is a current example of people writing their own legislation to transition off fossil fuels and movement-building towards this end?

CURRENT EVENTS: The New Green Deal, the Sunrise Movement

• **Pause @ 28:30 (End of Chapter 16 - “Youth Climate Movement”)**

Think: What is the “heart of democracy and civics,” the necessary component of effective social change?

FILM: Get people in community together, find common ground, identify the problem, identify possible solutions, identify/create an action plan to fix the problem, and do it.

Think: What is the gap between the ideal and real democracy?

FILM: Ideal is the traditional teaching about the three branches of government and the system of checks and balances; ideal gives illusion that we have an authentic democracy. Real is how democracy has been disabled by money in government and court rulings that gave human rights to artificial persons. Gap is the difference between the two and it defines the work needed to move us back towards the ideal democracy where people rule.

Think: What inspired Riki to create civics lessons for youth?

FILM: Middle schools students asked what was the most important thing to work on if she was their age. The students didn’t know that youth their age were suing the federal government and they wanted to learn more. However, there were no lessons for educators to teach youth about these important cases. So she wrote a curriculum!

Think: What is #youthvgov about? Why are the youth suing the federal government?

FILM: Youth are suing the federal government over not taking care of the atmosphere and climate. Lawyers are working with youth to elevate their voices and bring attention to the fact that we all need to reclaim and take back (and strengthen) our democracy. Youth are claiming harm to 5th Amendment constitutional rights of due process and equal protection; they are claiming a new constitutional right to a healthy atmosphere and stable climate system to secure their 5th Amendment rights to life, liberty, and property.

What is the **Public Trust Doctrine**? What does this have to do with the youth case?

FILM: The **Public Trust Doctrine** (see vocab) is key to intergenerational equity, justice and sovereignty; i.e., sustainability. The youth are also asking the court to recognize a healthy atmosphere and stable climate system as critical resources under the Public Trust Doctrine; and they are claiming harm as beneficiaries under the Public Trust Doctrine.

Write: “What I learned” sections of activity sheet for “Activists & Social Change.”

• **Pause @ 30:40 (End of Chapter 17 - “Artificial Persons & Public Trust”)**

Think: What are **artificial persons** and why do they exist? (see vocab.)

FILM: They are business models. One type is a corporation, which exists to make money. The courts made artificial persons equal to human persons in 1886. This set the stage for the courts to give human rights to artificial persons. Armed with human rights, corporations have steadily gained power over the people through over 100 years of judge-made law.

Think: What is the **Public Trust Doctrine**? (see vocab.) What does this have to do with the youth case?

FILM: The **Public Trust Doctrine** is key to intergenerational equity, justice and sovereignty; i.e., sustainability. It's about taking care of our air, water, and land so that future generations will be able to survive and prosper. Governments have a duty of care for certain natural and cultural resources that are critical to survival. Courts have defined these resources through judge-made law (common law). The youth are asking the court to recognize a healthy atmosphere and stable climate system as critical resources under the Public Trust Doctrine; and they are claiming harm as beneficiaries under the Public Trust Doctrine.

Think: Why is civics education important?

FILM: Because scientist bring information but it's up to citizens to understand the information and how it applies to the problem, and then push elected officials for solutions, based on the science, not the money. Citizens have a right and a duty to hold public officials accountable to the laws and the people. This is civics.

Think: What is that Timeline about?

FILM: Timeline is an interactive tool for students to explore to understand our democracy journey as a power struggle between natural and artificial persons and between those “left out” of the founding documents to gain recognition of their rights under law. Blue cards are laws that strengthen democracy and human rights; yellow and orange cards are laws that weaken democracy, based on internal threats from fear of other and love of power.

Write: “What I learned” sections of activity sheet for “Activists & Social Change” and “Public Trust Doctrine.”

• **Pause @ 38:10 (End of Chapter 20 - “Problems and Solutions”)**

Think: Solutions—What are people doing to transform society?

FILM:

- Riki co-founded MoveToAmend and wrote civics lessons to teach basic democracy operating instructions to empower youth to make a difference from a young age.
- Daniel stepped up and ran for city office. He is now a Culver City Council member and he is holding oil industry accountable to laws. He wants to see more young people run for public office in local, state, and federal government.
- Ella is part of a Youth Climate Council that is pushing Portland, Oregon, on a path towards a cleaner, greener economy. Youth care and youth matter.
- Jamie co-founded Zero Hour to drive public action on climate justice and transition off fossil fuels.
- Kiran is a community organizer and one of the youth suing the federal government over not protecting the climate. “Ideal democracy” is irrelevant once one realizes about corporate influence in government. He is working to bring people together as a global community to challenge corporate rule.

Write: “What I learned” sections of activity sheet for “Activists & Social Change.”

• After the Film

Think: Has this film changed the way you think about activists? Has it changed how you think about some of these issues? Or how you might move your own ideas into action?

Write: “What I would like to learn more about” sections of activity sheet.

Share: What students would like to learn more about. Determine if any issues could be pursued as a classroom or independent study project.

learn more about...

CIVICS & SOCIAL CHANGE

ULTIMATE CIVICS, Activating My Democracy, 2019 edition, 6-lesson unit, including:

- Lesson 1: How to Move Ideas Into Action
- Lesson 2: Understanding Values, Wealth & Rights
- Lesson 3: Who Rules—Wealth, Privileges & Rights
- Lesson 4: Who Rules—Understanding the Journey
- Lesson 5: Real People to the Rescue!
- Lesson 6: Our Future is a Constitutional Right! How to Use Our Rights to Defend What We Love

Grades 9–12: <https://ultimatecivics.org/high-school-lessons/>

Grades 6–8: <https://ultimatecivics.org/middle-school-lessons/>

ULTIMATE CIVICS Timeline of Rights, Power, & Oppression (also in Lessons 3–4):

- Interactive Timeline: <https://ultimatecivics.org/timeline/>
- Intro film and files: <https://ultimatecivics.org/timeline/>

TOXIC CHEMICAL EXPOSURES

Children’s Health in the Age of Hazardous Chemicals and Toxic Products (Environmental Working Group):
<http://www.youtube.com/watch?v=n3d3Zi0Zr6I>

Little Things Matter: The Impact of Toxins on the Developing Brain (Fraser Simon Univ.):
<http://www.youtube.com/watch?v=E6KoMAbzIBw>

Toxic Trespass—Environmental Links to Children’s Health (National Film Board of Canada):
http://toxictrespass.com/film_trailer.php

YOUTH CLIMATE ACTIONS

ULTIMATE CIVICS, Activating My Democracy, Lesson 6 (see CIVICS & SOCIAL CHANGE)

In the news:

Greta Thunberg—Teenage climate warrior, school strike for climate on May 24, 2019:
http://www.youtube.com/watch?v=O-_KLGROh_w

CBS News 2019: <http://www.cbsnews.com/news/juliana-versus-united-states-the-climate-change-lawsuit-that-could-stop-the-u-s-government-from-supporting-fossil-fuels-60-minutes/>

National Geographic 2017: <http://news.nationalgeographic.com/2017/03/kids-sue-us-government-climate-change/>

Our Children's Trust: Climate case updates and resources:

- Federal case: <http://www.ourchildrenstrust.org/juliana-v-us>
- State cases: <http://www.ourchildrenstrust.org/pending-state-actions>
- Global cases: <http://www.ourchildrenstrust.org/global-legal-actions>

Short films of youth game changers:

- Brower Youth Awards, high school: <http://www.broweryouthawards.org/awardees/>
- Young Voices for the Planet, middle school: <http://www.youngvoicesfortheplanet.com/youth-climate-videos/>

Youth activists & organizations for climate justice:

- Ella's story: <https://ultimatecivics.org/ellas-story/>
- Jamie's story: <https://ultimatecivics.org/jamie-margolin-story/>
- Ta'Kaiya Blaney, Earth Revolution: <http://www.youtube.com/watch?v=I9tTdy4OnQs>
- Xiuhtezcatl: <http://www.xiuhtezcatl.com/projects/>
- Earth Guardians: <http://www.earthguardians.org/>
- Green Schools: <http://greenschoolsnationalnetwork.org/>
- iMatter: <http://www.imatter.org/>
- This is Zero Hour: <http://thisiszerohour.org/>
- Schools Under 2 C: <http://www.schoolsunder2c.org/>
- Sunrise Movement: <http://www.sunrisemovement.org/>
- YouCAN Campaign: <http://www.ourchildrenstrust.org/learn-how-to-start-a-youcan-chapter>
- YouthvGov: <http://www.youthvgov.org>

PUBLIC TRUST DOCTRINE

ULTIMATE CIVICS, Activating My Democracy, Lesson 6: Our Future is a Constitutional Right, part 2

Public Trust Doctrine: A Primer, Univ. of Oregon School of Law, 2016:
https://law.uoregon.edu/images/uploads/entries/PTD_primer_7-27-15_EK_revision.pdf

vocabulary

activist: a person who works to bring about social or political change

ballot initiative: a type of ballot measure that allows citizens to propose a law or constitutional amendment

Cancer Alley: local name for an 82-mile stretch of the Mississippi River between Baton Rouge and New Orleans that contains numerous chemical and industrial plants and numerous clusters of people with cancer

campaign finance regulation: rules on giving and spending money during election activities and on reporting donor names

chemical illness: sicknesses caused by exposure to man-made chemicals in the environment or within the body (e.g., leukemia, asbestosis, chemical pneumonia, autoimmune syndrome) distinct from sicknesses caused by allergies, bacteria or a virus

Citizens United: a 2010 judge-made law recognizing the right of artificial persons (corporations, unions) to spend unlimited amounts of money to influence political campaigns as protected speech under the 1st Amendment

corporate personhood: a body of judge-made laws that recognizes artificial persons as equal to natural persons under law, and entitled to constitutional rights

corporation: a business model; a group of people with a license to do business as a type of artificial person

democracy: rule by the people as in direct democracy and indirect or representational democracy (i.e., a democratic republic like the United States)

dispersant: oil-based chemical products used in oil spill response to break up surface slicks and facilitate movement of oil into and to the bottom of a body of water; a blend of industrial solvents and surfactants that are toxic to wildlife and humans

hemorrhage: free and forceful escape of blood; symptoms of internal bleeding include shortness of breath, chest pain, bruising, blood in urine, and more

ordinance: a law passed by a city government

person, artificial: in law, an entity with a distinct identity, duties and rights as privileges of doing business.

person, natural: in law, an individual human being

public trust doctrine: a body of judge-made laws, under which democratic governments have a trust relationship to take care of certain natural and cultural resources for the survival and benefit of present and future generations

public trust resources: certain public property critical for human survival that is held in trust by the government for the people

resolution: in law, a formal expression of opinion voted on by a group of people

risk-benefit tradeoff: in oil spills, a theoretical analysis to determine acceptable levels of potential harm from product use when weighed against anticipated benefits relative to economic, social, and environmental factors; a sacrifice that must be made to get an expected result

rights, charter: contract rights of artificial persons; special privileges that are regulated by law and may be transferred, sold, or removed

rights, constitutional: fundamental rights derived from inalienable human rights and recognized by the Supreme Court as protected from government interference

rights, natural: inalienable rights; human rights that cannot be transferred, sold, or denied because a person is born with them

social change: a shift in the way humans think or behave that transforms society

solvent: a substance (usually liquid) that dissolves another substance, e.g. water; oil-based solvents are often considered hazardous to humans as they make it easier for oil to move across cell membranes and cause chemical illness.

taking: under the 5th Amendment, a government seizure, or diminishment of value, of private property for public use, for which just compensation (payment) must be paid to the owner

taking, regulatory: judge-made law granting constitutional rights of artificial persons to claim just compensation under the 5th Amendment for loss of future profits from obeying laws that cost money in order to protect public health/safety and the environment

tar sands oil: a mixture of mostly sand, clay, water and bitumen (a thick molasses-like oil); “unconventional oil” that sinks when spilled on a body of water, unlike conventional oil which floats

toxicity/toxicology: poisonous; the branch of science concerned with the nature, effects, and detection of poisons

trust relationship: a legal plan in which a person has a fiduciary duty to take care of property for the benefit of another person

Bullfrog Communities

www.bullfrogcommunities.com • info@bullfrogcommunities.com

A **Bullfrog Films** Initiative
PO Box 149, Oley, PA 19547

www.bullfrogfilms.com • info@bullfrogfilms.com