

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 1: Introduction to the Project + Each Other

- Introductions (40 mins)
 - Ask someone to take notes to be uploaded to shared drive
 - Share name, pronouns, reason for joining, and fun prompt (i.e. problematic celebrity fave) asking someone to take notes (upload to drive afterwards).
 - Review commitments of being a member
 - Make a personally meaningful financial contribution
 - Fundraise family and friends
 - Attend all 6 political education sessions
 - Look ahead to future sessions
 - Provide broad skeleton of upcoming sessions: working with your money, divestment and reparations, organizing your people, local Black history, long-term giving
 - Give opportunity for people to share what they want to see in sessions, adjust curriculum outline accordingly
- Community norms (15 mins)
 - Offer some to start conversation:
 - Speak your truth
 - Call in
 - Practice confidentiality
 - Step up, step back
 - Ask for input from the group on these and others to be added, create a shared document to refer back to
- Optional break (10 mins)
- Goal-setting (30 mins: 20 min breakout groups, 10 minutes share back)
 - Everyone will set 3 goals: personal financial contribution, fundraising, and personal/emotional (i.e. having a hard conversation with someone about reparations, reading a particular book, etc.)
 - Facilitator can model what their 3 goals are
 - Break into small groups to write and share 3 goals
 - Discuss process and any challenges or suggestions with large group
- Model money stories (20 mins)
 - Money stories are narratives we create and share about how we/our families acquired the wealth they now have ([see page 45 of this document for more information and support](#))
 - One or two facilitators model sharing a money story
 - Ask everyone to prepare a money story to be shared for next session
- Close out (15 mins)
 - Nominate someone to write the digest email and facilitate any portions of next session
 - Homework: research, write, and prepare money stories, have 1:1 with one of the facilitators
 - Everyone shares what they are most excited about for the project

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 2: Working With Your Money

- Check in (10 mins)
 - Nominate notetaker and timekeeper
 - Share names and pronouns, and how was it to research family money stories?
 - Review agenda: share money stories, fundraising 101, practicing the ask
- Money stories (60 mins)
 - Optional: provide a few minutes of prep time before sharing stories
 - Guidelines for sharing:
 - 4 minutes maximum w/ no interruptions (adjust time according to number of people and time available in session)
 - Encourage sharing numbers and specificity
 - Situate story within larger structural dynamics and histories
 - Remember to practice confidentiality
 - Everyone shares, timekeeper keeps time
- Break (5 mins)
- Fundraising 101 discussion (20 mins)
 - Share information and notes on a shared screen/with some visual aid
 - Provide caveat - not a prescription, but guidelines for moving through potentially uncomfortable/difficult interactions
 - 1. Identifying who to approach: consider capacity to give, propensity to care/share, connection to you or the project
 - Discussion question: which kinds of people might we approach? *family members, close friends, work colleagues, casual acquaintances, social media followers/connections*
 - 2. Setting up the ask:
 - Discussion question: after identifying a person to ask, what might we want to do before approaching them?
 - *Feel knowledgeable about how the project and why people might want to give*
 - *Be direct about the ask and set up a time/setting that works for both of you*
 - *Get a sense of what individual might have to offer and why they might be interested*
 - 3. Making the ask:
 - Discussion question: what might you want to do while making the ask?
 - *Share your personal connection to and investment in project*
 - *Share benefits of supporting the project, tailored to specific individual*
 - *Consider asking for an amount (depending on relationship with the person and their capacity to give) (ex. match your amount, base their amount on yours relative to difference in income/wealth, give a percentage of their assets, etc.)*
 - *Talk about what a “meaningful” contribution means to them*

REPARATIONS SANTA CRUZ CURRICULUM

- *Make space for questions, concerns, more discussion*
- Discussion question: what kinds of responses should you anticipate and prepare for?
 - *Yes - walk them through how to donate, follow up with thank you*
 - *Not sure - ask what they might need to make their decision, follow up appropriately*
 - *No - if appropriate ask why, remind that all amounts are welcome*
- Practicing the ask (15 mins)
 - Break into groups of 2 to role play making an ask of each other
 - Partners can ask each other to pretend to be someone that asker might actually interact with for a more realistic scenario
 - Share feedback with each other
- Close out (5 mins)
 - One word share-out of feelings
 - Nominate two facilitators for divestment and reparations discussions next session
 - Nominate someone to write digest, remind of confidentiality
 - Homework: skim [reparations packet](#) and [divestment packet](#) (page 43), exchange contact information with one person in the group to create a buddy system for support and accountability

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 3: Divestment + Reparations

- Check in (5 mins)
 - Fun prompt (i.e. What was your best halloween costume?)
 - Identify note-taker
 - Preview of agenda: discussion of frameworks of divestment and reparations, embodied meditation, making it personal
- Discussing divestment (20 mins)
 - Assign a member or two to facilitate a discussion on divestment, using [the CRC 5 Methods Reader](#) as a guide
- Discussing reparations (20 mins)
 - Assign a member or two to facilitate a discussion on reparations, using [the BLM packet](#) as a guide
- Break (5-10 mins)
- Making it personal (40 mins)
 - Embodied meditation on divestment and reparations (10 mins)
 - Ask participants to close eyes if comfortable and ground in their bodies and the present moment
 - Prompt participants to consider their family's money story, going back generations and reflecting on their ancestors' lived class experience. What might it have been like for them to make money? Who was exploited for that money to be made? How does that feel in your body? What do you carry?
 - Prompt participants to think about the money they currently make. Does it feel like enough? How in your body do you know when you have enough? What does scarcity feel like? Abundance?
 - Prompt participants to reflect on what it feels like to divest and repair, to redistribute money and wealth. What does it feel like to do this kind of giving? How will you know when you have given enough? Do you feel any resistance? How can you engage with that?
 - Optional 5 minutes of writing/reflection time
 - Breakout groups to reflect on meditation and discuss making divestment and reparations personal (15 mins)
 - What do the frameworks of reparations and divestment mean to you personally?
 - Reflect on the communities, individuals, and/or spaces on which you/your family's wealth was built. What systems/structures have you/your family benefitted from, and how? At whose expense?
 - Whole group discussion and reflection (10 mins)
- Close out (5 mins)
 - Share any lingering thoughts, feelings
 - Nominate someone to write the digest email and facilitate any portions of next session

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 4: Organizing Your People

- Check in (10 mins)
 - Fun prompt (i.e. If you wore cargo pants regularly, what would you keep in your pockets?)
 - Identify note-taker
- Goals check-in (20 mins)
 - Break into small groups to discuss
 - How are you doing on your goals (personal contribution, fundraising, personal/emotional)? What support do you need? What challenges are you encountering? What successes are you experiencing?
 - Share-out whole group, identifying any patterns/broader support to offer
- Interpersonal organizing discussion (40 mins)
 - Personal thinking/writing/reflecting time
 - Reflect on a time when your perspective/opinion on something changed. What moved you? What did it feel like? How long did it take? How do you think back on the version of you before that change?
 - Ask a few people to share what they were thinking about for the whole group
 - Whole group discussion
 - What lessons can be learned from these moments of our minds being changed?
 - What makes interpersonal organizing successful? How can we effectively support people's political development?
- Break (5-10 mins)
- Practice having hard conversations (30 mins)
 - Break into the small groups to practice having challenging conversations with different kinds of people (i.e. why reparations matter, why we should redistribute wealth, why we should care about anti-black racism, why this matters in this geographic context)
 - Participants identify a topic they want to practice and find partners to role play the conversation with
 - Share takeaways, lingering questions with the whole group
- Close out (10 mins)
 - Everyone shares one way they are working towards their goals in the next two weeks and what support/accountability they might need
 - Homework: try having a difficult conversation with a family member or friend
 - Nominate someone to write the digest email and facilitate any portions of next session
 - Invite recipients of reparations to optionally attend a community-building conversation in the next session (be clear that their choice to attend or not will not affect their ability to receive funds)

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 5: Black History

- Check in (10 mins)
 - Fun prompt (i.e. What would you sell at an inconvenience store?)
 - Identify note-taker
- Blocks + boosts history (40 mins)
 - Introduce goal to collaboratively document a history of structural obstacles and advantages to accruing wealth for different groups of people in America
 - Acknowledge privileging of America and situate within loosely shared context
 - Name that people will be bringing different kinds of knowledge (i.e. specific dates, abstract patterns, affective memories, etc.), and that all forms are welcome
 - Some examples of what might come up include Brown v. Board of Education, mass incarceration and the war on drugs, the GI Bill, gerrymandering, redlining and racially restrictive covenants, racial/ethnic population quotas, etc.
 - Identify scribe and use large visual aid to map out participants' contributions as they come
 - Scribe can also prompt participants to elaborate and/or connect their contribution to others already made
 - Some prompting questions:
 - When you think about the timeline of race and class, what feelings come up relative to different time periods? When you think about the 1960s, for example, what do you feel or remember hearing other people talk about/feel?
 - Have you read any books about race and class? What were they? When did they take place? What happened in them?
 - What cultural symbols or stereotypical figures can you think of that speak to the relationship between race and class?
 - Where are there gaps in your knowledge? Why?
 - Reflect as a whole group or in small groups
 - Where do we see our own families in these histories?
 - How did this activity feel?
- Preparing for the conversation with recipients (10 mins)
 - Clarify intention of building community and strengthening relationships with those receiving the money we are giving and raising
 - Identify 6 volunteers: 5 to recap previous sessions, 1 to broadly facilitate discussion
- Break (10 mins)
- Conversation with recipients (40 mins)
 - Reiterate intention of building community and strengthening relationships
 - Set community norms

REPARATIONS SANTA CRUZ CURRICULUM

- Bring back already set norms: speak your truth, call in, practice confidentiality, step up/back, prioritize access needs, safe vs. brave space
- Ask for new norms specific to this conversation
 - Consider whether your contribution might be triggering and, if it needs to be shared, offer a warning
 - Recipients can stay however long or short they want/need
- Discussion (facilitated by pre-identified member):
 - Introductions: name, pronouns, what brought you to this conversation
 - Share-out of how each giving circle session has been (with pre-identified members)
 - What are your thoughts and experiences being a part of reparations-oriented work in Santa Cruz?
 - What do you wish for Santa Cruz around racial justice and Black liberation? What kind of work do you hope to see?
- Thank recipients and close out
- Close out (10 mins)
 - Nominate someone to write the digest email and facilitate any portions of next session
 - Homework: research opportunities to redistribute wealth in places that are part of your money story, have a 1:1 with your buddy to reflect on your takeaways, your goals, how you've grown, where you want to go next

REPARATIONS SANTA CRUZ CURRICULUM

SESSION 6: Giving

- Check in (10 mins)
 - How are you feeling about our last session?
 - Identify note-taker
- Long-term giving plans (30 mins)
 - Spend ~10 mins drafting long-term giving plans including monthly and annual giving amounts and destinations
 - Ask participants to consider whether their plan involves redistribution of substantial savings/inheritances, just ongoing giving, or both
 - If participants can't identify specific organizations/groups to give to, they can at least try to identify movements/issue areas
 - Breakout groups (10 mins)
 - Share giving plans with each other
 - Discuss lingering questions and provide mutual feedback
 - Large group bringbacks, lingering questions and challenges
- Break (10 mins)
- Review where we've been (30 mins)
 - Announce total funds raised and celebrate collective efforts
 - Discuss and reflect on major political education and personal takeaways
 - What are some key pieces you learned throughout these sessions?
 - What do you plan to keep working on/towards? How did/are you doing on your goals?
 - Group and individual affirmations
- Feedback (20 mins)
 - Ask participants to reflect on what feedback they have for the project:
 - What went well and should definitely be carried forward in future giving circles?
 - What could have gone better? What was missing or off?
 - Reflect on what (if any) role you might be interested in going forward
 - Roles might include recruiting new participants, facilitating the next giving circle, coordinating logistics, managing finances, etc.
 - Determine way for participants to convey interest in being involved moving forward
- Closing out (10)
 - Final go-around (i.e. share a feeling word, major takeaway, affirmation, etc.)
 - Nominate someone to write the digest email
 - Determine a format for staying in touch
 - Homework: fill out feedback survey, share interest in ongoing involvement