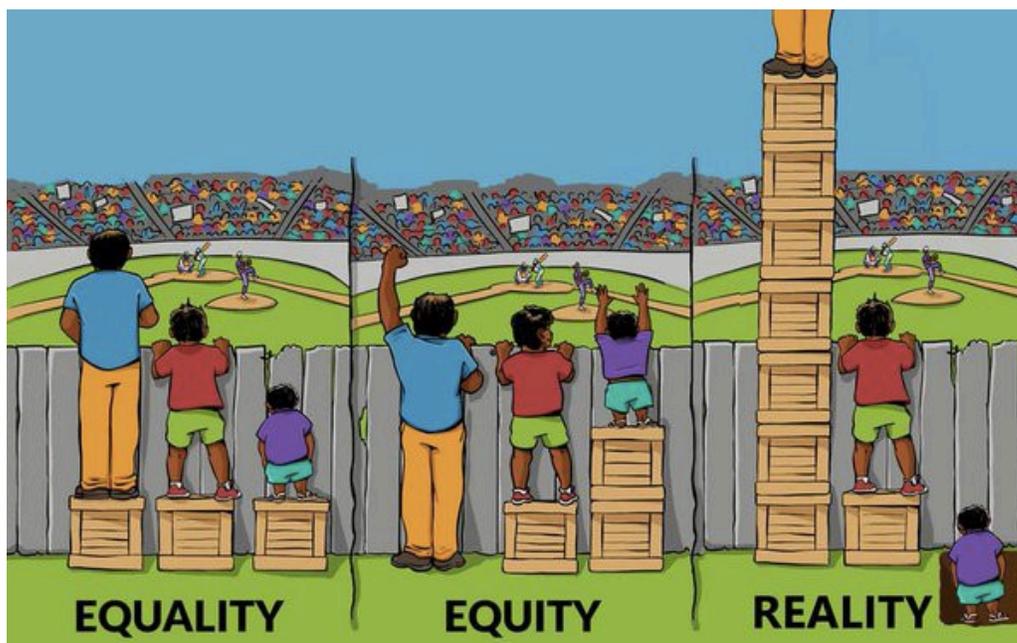


At Home RE-Sources
October 2020
Theme: Reparations

Questions for Reflection and Discussion

The following are prompts (with some suggestions for possible ways to answer them) that you might consider discussing with your children. Before discussing with your family (especially with younger children) you may find it helpful to reflect on these questions ahead of time and/or discuss them with another adult. Also, as always, consider each child's unique social/emotional needs and tailor your discussions to meet them. Some children are comforted by having very honest discussions around difficult issues while, for others, it may cause additional stress in what is already a distressing time. These

1. What does "reparations" mean? - to "repair", make up for, make amends
2. When there are disagreements, hurt feelings, or harms done in your home, how are those addressed?
 1. How do the adults in the family make amends?
 2. Discuss a time when each family member has effectively repaired a wrong done to someone.
 3. Was there a time someone could/should have made amends but didn't? What were the consequences?
 4. Consider some scenarios that might require that reparations be made and what a just reparation might be:
 1. Someone takes something without asking permission
 2. Someone hurts someone else (intentionally or unintentionally)
 3. Someone lies or betrays a trust
3. Does everyone in the home feel that they are treated fairly?
4. Consider this picture and discuss:
 1. Which picture is the most "fair"?
 2. What do the different words mean?
 3. Can you think of an example for each picture/term? In society? In our church? Among our immediate circle? In our home? How might things be different?



Activities & Rituals:

1. **Home Repairs** - Is there something in your home that is broken or in need of repair? Consider spending some time repairing it as a family and discussing the process as a metaphor for repairing relationships &/or social injustices. You might address the following during or after the process:
 1. Why didn't we just throw the thing away? What did we do with it (Did we talk about it? Have we been ignoring it for a time? Why was it important enough to keep? Why is it worth repairing?)
 2. How did we identify the problem? Was it's "brokenness" obvious? Was it a small issues like a chipped vase or an obvious issue like an appliance that simply stopped working altogether? Was the problem easy to identify (externally obvious) or did we have to take something apart and search for the problem (like a loose part)?
 3. Could we identify the problem ourselves or did we need additional advice/support from experts? How did we know who to ask?
 4. How did we identify the tools we needed? Did we have those tools (screwdriver, glue, etc.) or did we have to acquire supplies we didn't already have?
 5. Was the problem easy to fix? What did we do when we encountered frustration or challenge?
 6. What did it feel like to fix the thing?
 7. How could what we learned be applied to reparations for slavery? Colonization?
2. **Roleplay** - Act out what effective and ineffective reparations/amends might be for the following or other scenarios. When done, consider what it might look like if the same approach you took in the role-play situation were applied to those who suffered from the impact of slavery and/or colonization?
 1. Someone breaks something while using it. (with permission &/or without permission)
 2. Someone was saving a special treat or favorite food and someone else eats it.
 3. Someone says something hurtful. (intentionally and/or unintentionally)
 4. Someone gets blamed or punished for something they didn't do.

Resource Lists:

Books about Slavery & Racial Injustice Arranged by Grade/Age Level:

<https://socialjusticebooks.org/booklists/slavery/>

Reparations Toolkit (PDF Unit) for Older Teens

<https://m4bl.org/wp-content/uploads/2020/05/Reparations-Now-Toolkit-FINAL.pdf>