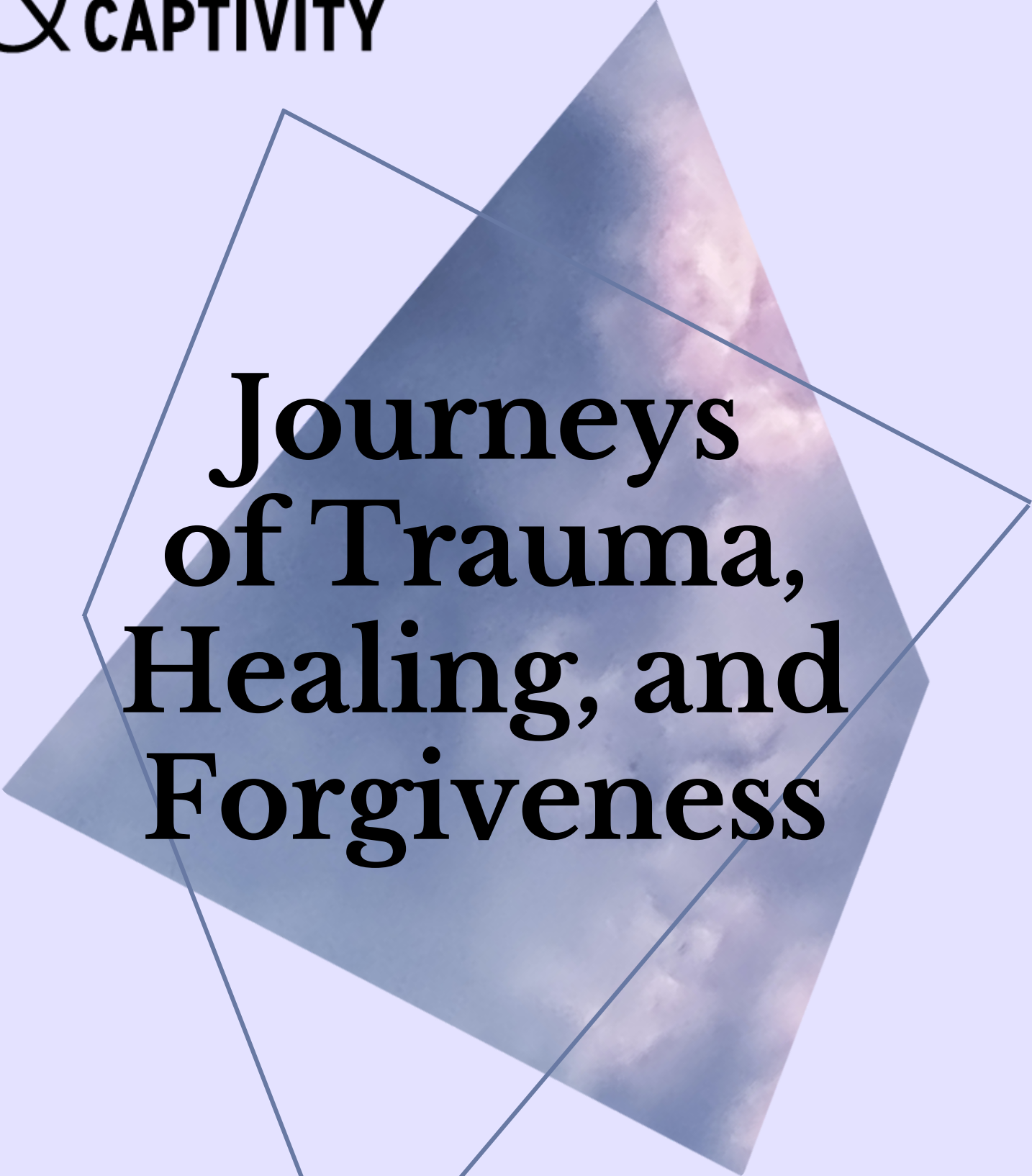


**& FREEDOM
& CAPTIVITY**



**Journeys
of Trauma,
Healing, and
Forgiveness**

CURRICULUM GUIDE

Freedom & Captivity Curriculum Project: Background

Freedom & Captivity is a community-based, non-hierarchical collective with a core team and a broad network of coalition partners, led by the concerns and interests of people most impacted by the criminal legal system and incarceration. Our core team of incarcerated, formerly incarcerated, never incarcerated and justice-impacted people has been working together since 2020 to excavate and record the knowledge of people affected by incarceration in order to challenge popular narratives about who is incarcerated and the presumption that incarceration is necessary for public safety. Freedom & Captivity was founded to open community spaces for collectively envisioning alternatives to incarceration and to ensure that those with the most direct experience of incarceration are the ones shaping new narratives about how to keep communities safe and initiate pathways of repair and restoration in the wake of harm.

We are based in Maine. While incarceration rates in Maine are not as high as those in many other states, Maine is unique for having the harshest sentencing practices in the entire country. The 1976 revision of the criminal code eliminated parole, expanded the number of behaviors that could result in incarceration, and lengthened most sentences. In subsequent years the overall rate of incarceration skyrocketed, as did racial disparities in sentencing. The number of women in Maine's prisons rose almost 800% following the reform, and the Black to white racial disparity in Maine's prison population now stands at 9:1; one of the worst in the country. Additionally, an estimated 40,000 people cycle through Maine's jails every year. The majority of people held in Maine's prisons and jails have experienced major life traumas and struggle with substance use disorder, mental health challenges, poverty, and low educational levels. As is the case elsewhere, prisons and jails in Maine are used to manage rather than solve social problems.

Prisons and jails do so by isolating, silencing, and removing from society people who have been convicted of crimes or who are awaiting trial, cutting them off from their communities and families. As people experiencing incarceration are disappeared into cages, their life stories, experiences, and pathways of growth and transformation become almost completely inaccessible to those on the outside, ensuring they remain defined in the public eye as little more than the crime for which they were convicted. Prison culture inside is intended to strip people of their humanity, personhood, agency, voice, and self-identity.

Freedom & Captivity was created to challenge this reality by: 1) envisioning alternatives to incarceration in the wake of harm; 2) creating bridges between people on the inside and people on the outside; and 3) changing the narrative about incarceration by giving those who are justice-impacted public platforms to share their experiences and life journeys. Our team of justice-impacted and aligned members began with a [Fall 2021 calendar of events](#) (Phase 1) intended to open conversations across the state about how to envision alternatives to incarceration. The Fall 2021 initiative included a robust calendar of activities (art exhibitions of work by incarcerated artists, performances, community conversations, lectures, film series, panel discussions, and more) offered by 52 cultural, arts, social justice, and educational institutions throughout the state; a podcast series; a national juried *Art on Abolition* online

Freedom & Captivity is a community-based, non-hierarchical collective with a core team and a broad network of coalition partners, led by the concerns and interests of people most impacted exhibition; documentary production of film and photography; and background research on the history of incarceration in Maine. Thousands of Mainers participated in our programming and the materials created for the project are all assembled on the **Freedom & Captivity website**.

Building on the success of Phase 1, in Phase 2 (2022-23) the team drew on these materials to develop the **Freedom & Captivity Curriculum Project**. The team spent a year in intense collaborative work to create course curricula that we offer to interested community groups at no charge. Our three courses (Loss, Repair and Transformation; Journeys of Trauma, Healing and Forgiveness; and What is Liberation?) are intended to center the experiences of incarceration and harm while addressing questions of universal relevance and significance, such as: How can we cope with loss? What does repair look like? How can we transform systems of harm to enable healing? What should accountability in the wake of harm look like? Is justice the same as punishment? Does forgiveness always mean reconciliation? Is liberation collective or individual? How do we all get free?

These courses can be self-directed and taken up by any interested community group. We can provide trained incarcerated facilitators by request, for a stipend.

We welcome feedback on your experience of our courses at freedomandcaptivity@gmail.com.

A letter to the younger me -
Hello. This is the older, future you.
I want to reach out to you &
hopefully help save you from becoming
me - a veteran of the prison system
for over 20 years. If you pay attention
to me & consider my advice, you
just might avoid this particular
future, & maybe you will decide
to create something special with
your life. First things first,
accept the fact that you are
special. You were born that
way. Be yourself and you will
attract good people to you.
When you try to be different,
in order to fit in, you
will lose more and
more of your
true identity.
Always re-
cognize that
you need
to be a
friend to
yourself
first.
Also know
that
your
family
loves

you and will always love you. Don't
over-analyze their love or compare
it with the love of other families. They
do the best they can with the tools
that they have. Love them back
without expectations and without condition,
and the bonds will remain
strong. Finally, no matter what
negative experiences you
suffer, they do not have to
define you. You have the
power of choice... always.
Be quick to smile, slow
to anger, and treat
all people with
the respect
they deserve.
That
is how
you will
avoid be-
coming
me.

Robert
Payzant



In memory of Robert "Bobby, Paco" Payzant, Jr.

July 7, 1967 - January 6, 2023

A letter to the younger me -

Hello. This is the older, future you. I want to reach out to you & hopefully help save you from becoming me - a veteran of the prison system for over 20 years. If you pay attention to me & consider my advice, you just might avoid this particular future, & maybe you will decide to create something special with your life.

First things first, accept the fact that you are special. You were born that way. Be yourself and you will attract good people to you. When you try to be different, in order to fit in, you will lose more and more of your true identity. Always recognize that you need to be a friend to yourself first.

Also know that your family loves you and will always love you. Don't over-analyze their love or compare it with the love of other families. They do the best they can with the tools that they have. Love them back without expectations and without condition, and the bonds will remain strong.

Finally, no matter what negative experiences you suffer, they do not have to define you. You have the power of choice... always.

Be quick to smile, slow to anger, and treat all people with the respect they deserve. That is how you will avoid becoming me.

Robert Payzant

Our beloved team member, friend, and brother.

Letter to my Younger Self, Trent Bell with Bobby Payzant..

Welcome

Each participant in the Freedom & Captivity course “Journeys of Trauma, Healing, and Forgiveness” enters this space as a whole human being. Everyone sees forgiveness differently, in different contexts, and with different foundational experiences. The environment we will be co-creating is a space of growth and healing — academically, personally, and professionally. Engaging in this course can help prepare participants for the next phase of their life journeys. They are also the experts of their own individual experiences; each comes with their unique voice which holds power. All participants are here to learn with and from each other. Facilitators are not the ultimate authority on trauma, forgiveness, or healing. We are here to learn and grow together — in community. We will address difficult topics that may not feel good, but will end up being like new growth in springtime.

Goals:

- Participants will increase their understanding of the concepts of harm, trauma, truth-telling, accountability, empowerment, trauma healing, and forgiveness;
- Participants will develop literacy and understanding of the impacts of trauma, the importance of healing, and the potential of forgiveness; and
- Participants will develop a personal and/or political statement/philosophy that incorporates these concepts.

Course Structure:

This course includes four modules with three sessions each, and a concluding session. Each module builds on the one before it and acts as a bridge to the one that follows. Sadly, traumatic events tend to create a need in our lives for healing and forgiveness. Yet, to grow through the woundedness of trauma, we need a path. This course explores Truth Telling and Story (TT/S) as avenues out of trauma and into healing and empowerment. We come up against the question of forgiveness when facing trauma, engaging in healing, becoming empowered, and developing a language to articulate painful life experiences. What is forgiveness (and what is forgiveness not)? Is forgiveness necessary? And are there limits to forgiveness?

Session Structure: (2 hours 30 minutes)

Each session will last approximately two hours and thirty minutes and will incorporate the Restorative Practice of creating a sacred container of safety and courage through opening and closing rituals (a moment of silence/sharing of a quote, poem, or song, followed by a check-in/-out question). The flow of each session, and the time dedicated to each aspect, will be guided by the needs of the learning community.

The structure, in general, is as follows:

- Opening Round (10–15 minutes)
- Review of Material (20 minutes)
- Breakout groups (20 minutes)
- Guided Discussion (25 minutes)
- Break (10 minutes)
- Breakout groups (20 minutes)
- Guided Discussion (25 minutes)
- Closing Round (10–15 minutes)

The co-learning community will be built on a foundation of Community Agreements (another Restorative Practice). Starting with some basics (i.e., listen with attention, speak with intention, lead with heart/compassion, and honor the value of all), part of the first session will be dedicated to establishing the Agreements by which all participants are willing to live with each other in the space we create together. What do you need to feel safe, brave, and open in our community? The Community Agreements is a living document, so as the needs of the group change, so too can the Agreements. We can revisit them as the class progresses and will lean into the Agreements to keep us grounded in community and mutual accountability as the weeks progress.

Assignments:

Throughout the course, there will be assigned readings, videos, and other media. Unless otherwise noted, participants will be trusted to have reviewed the assigned materials and come prepared to engage in meaningful discussion that takes us deeper into them, as well as beyond them. Participants will also be encouraged to bring any relevant material that speaks to them to share.

Vocabulary

Abolition — the action or an act of abolishing a system, practice, or institution.

Adverse Childhood Experiences (ACEs) — are traumatic experiences, child abuse, sexual abuse, family violence, community violence, and social violence that can have lifelong effects on mental, physical, and socioemotional health. Adverse Childhood Experiences can significantly impact future violence, victimization, and perpetration.

Accountability — taking responsibility for an action and for the repair of any harm.

Agape Love — refers to a pure, willful, sacrificial love that intentionally desires another's highest good.

Aggressor — a person or country that attacks another first.

Convict — a derogatory term for a person found guilty of a criminal offense and serving a sentence of imprisonment.

Criminal — a derogatory term for a person who has committed a crime by defining them only in relation to the crime.

Felon — a derogatory term for a person convicted of a felony crime.

Forgiveness — the act of canceling a debt and releasing any anger or resentment towards another for an offense, flaw, or mistake.

Formerly Incarcerated Person — a person who is no longer housed in a prison or jail.

Healing — the process of making or becoming sound or healthy again.

Incarcerated Person — someone who is confined in a jail or prison.

Inmate — a derogatory term for an incarcerated person.

Justice-Impacted — a term that implies a person is affected by the criminal legal system. This umbrella term includes people who are formerly or currently incarcerated and their family members. Sometimes used interchangeably with 'system-impacted.'

Mass Incarceration — the term used to emphasize the extremely high incarceration rate in the U.S. for adults and juveniles.

Offender — a person who commits an illegal act and/or a person or thing that offends, does something wrong, or causes harm.

Perpetrator — a person who carries out a harmful, illegal, or immoral act.

Power — the capacity or ability to direct or influence the behavior of others or the course of events. Types of power include:

- **Positional power** — political or social authority or control, the type of power you have when you have a specific rank or title in an organization, especially exercised by a government.
- **Relational power** — the ability of an individual to wield influence on others without necessarily being in a formal hierarchical role. People work together, help each other out, team up for success, forgive mistakes, and generally stick together in the organization. People are interrelated.
- **Power of voice** — “The voice is a wild thing. It can’t be bred in captivity,” Willa Cather. Voice influences thought, behavior, attitude, and feeling. It can create change and shape reality. The power of voice can be used to encourage, unite and support others. It can be a superpower for change.
- **Empowerment** — the process of becoming stronger and more confident, especially in controlling one’s life and claiming one’s rights.

Prisoner — a term sometimes used by incarcerated people to describe those who are incarcerated, but is considered derogatory when used by others.

Probationer — refers to a person who has served their court-mandated sentence and is allowed to return to the community with restrictions on movement, curfew, and other conditions. Can be considered derogatory.

Reframing — looking at a person, situation, relationship, thought or feeling from another angle.

Resident — an internal Maine Department of Corrections (DOC) term for an incarcerated person in an effort to effect a cultural shift inside the DOC facilities about the treatment of people in custody.

Restorative Justice — refers to “an approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath of a crime [or interpersonal harm] (ARPA).” The curriculum writers acknowledge that Restorative Justice (RJ) predates the existence of Western law and has its roots in Indigenous practices that span the globe and is centered on interpersonal relationships, interconnectedness, and well-being.

Restored Community Member — refers to a person who has completed their sentence and probation period and is restored as a full member of society with all rights and privileges.

Returning Citizen — a term that refers to a person who has completed their sentence. This term assumes full rights and responsibilities, which many formerly incarcerated people do not have, such as the right to vote, serve on a jury, run for public office, travel freely, or access to public housing, education, and work opportunities.

Returning Community Member — refers to a person returning to the community after completing their sentence but who is still on probation, parole, or home confinement.

Structural Violence — social forces that harm certain groups of people, producing and perpetuating inequality in health and well-being. It includes social, economic, and political processes that manifest in both material and symbolic means of social exclusion.

Survivor — a person who has survived harm, copes well with difficulties in their life, and/or remains alive after an event in which others died.

System-Impacted — refers to people affected by policing, legal, and corrections systems, as well as the foster care system. The term encompasses family members of those who are directly system-impacted.

Systemic Racism — policies and practices that exist throughout a whole society or an organization that result in and support a continued unfair advantage to some people and unfair or harmful treatment of others based on race.

Terms for the System:

- **Carceral Space** — refers to jails, prisons, courthouses, detention centers, homes (surveillance and home confinement), neighborhoods (zones with gang injunctions and “hot-spot policing,” schools (school-to-prison pipeline with police patrolling hallways).
- **Carceral System** — The Carceral System is a network of systems that rely on state-sanctioned physical, emotional, spatial, economic, and political violence to preserve the state’s interests. It includes law enforcement, the courts, surveillance and data, consultants, those who benefit financially from forced labor, and those who benefit financially from incarcerated people and their families.
- **Criminal Justice System** — a network of government and private agencies intended to serve justice by managing those accused and convicted of crimes. Our conditioned response to the use of ‘justice’ in this phrase is that the system works, keeps our neighborhoods safe, and the convicted get what they ‘deserve.’ The criminal justice system includes academia, law enforcement, forensic services, the judiciary, corrections, etc. Justice is a relative term and many people do not positively associate it with our current model.
- **Criminal Legal System** — a description that emphasizes the system of laws concerned with punishing individuals who are arrested and/or convicted of committing crimes, which includes policing, prosecution, courts, and corrections. Critics of the current system usually use ‘criminal legal system’ to highlight that law is a social construct and that the system as it currently exists often fails to deliver justice, accountability, or harm reduction.
- **Criminal Punishment System** — a description that focuses on the ways in which the criminal legal system invests in incapacitation and retribution with little opportunity for rehabilitation and restoration.
- **Hyperincarceration** — the U.S. is the world’s largest jailer because it incarcerates more people per capita than any other country, and sentences tend to be much longer than those in other countries. The U.S. also incarcerates the highest proportion of minorities in the world. These facts lead critics to refer to the system of incarceration in the U.S. as one of hyperincarceration.

Trauma — a deeply distressing or disturbing experience that may have been witnessed, experienced, or imagined and may have long-term psychological impacts, including depression, anxiety and panic attacks. Those who experience trauma may experience unpredictable emotions and exhibit aggressive or avoidant behaviors. Flashbacks, trust issues, strained relationships, as well as memory and focus issues can be symptoms of

trauma. Trauma may also manifest itself in physical symptoms like headaches, insomnia, or nausea. Trauma may be induced by interpersonal, historical, natural/environmental, systemic, and/or intergenerational events.

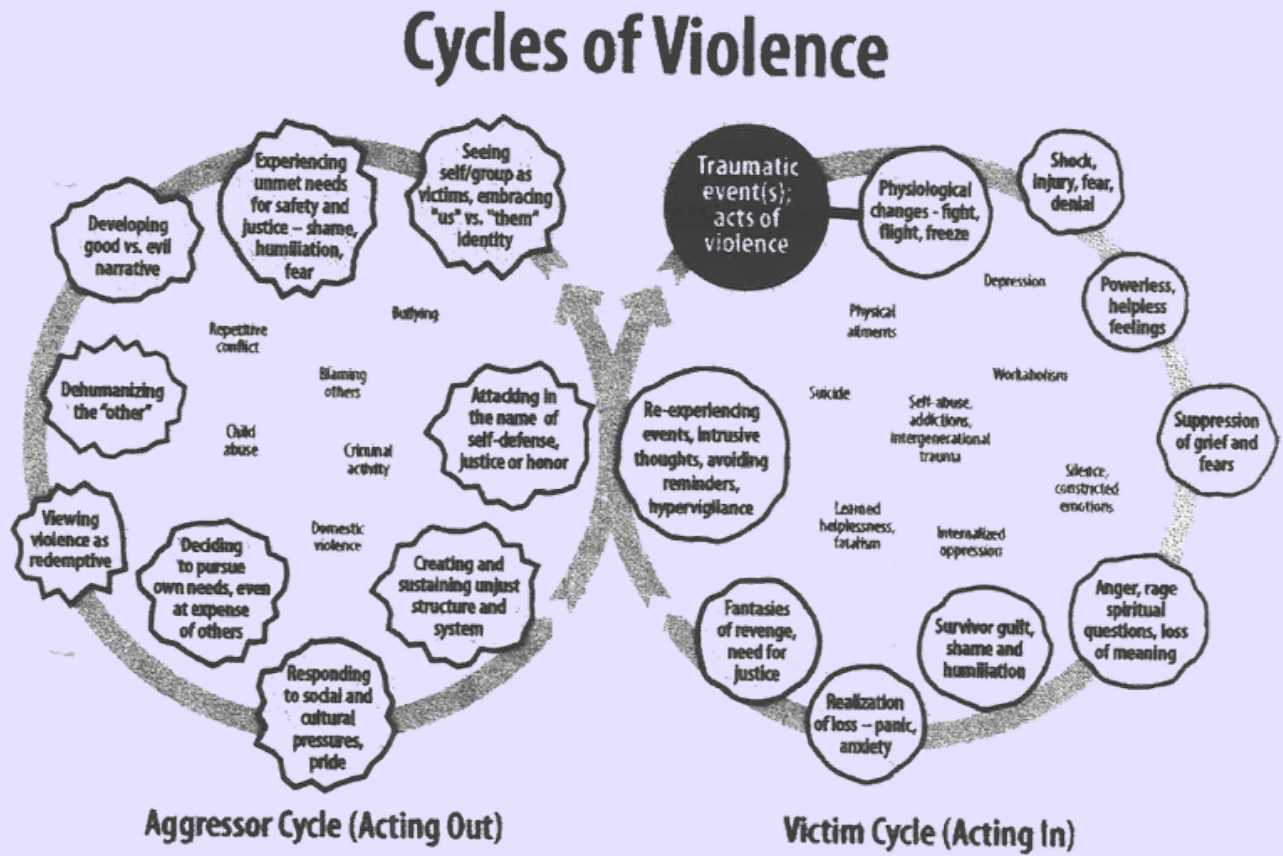
Truth Telling — telling the truth about our history not only to bring colonial conflict and dispossession to light but to acknowledge the strength and resilience of oppressed peoples. Truth telling is part of a process of reparation, reconciliation, renewal, and growth.

Transformative Justice — a series of practices and philosophies designed to create change in social systems.

Victim — a person harmed, injured, or killed as a result of a crime, accident, or other event or action.

Wrongfully Convicted — a person who is a victim of a miscarriage of justice in a grossly unfair criminal proceeding, such as the conviction and imprisonment of a person for a crime they did not commit.

Cycles of Violence:



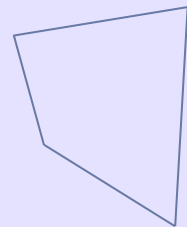
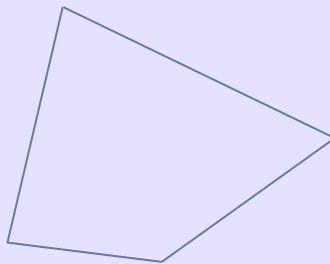
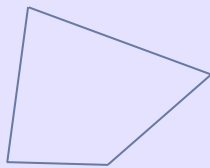
© Carolyn Rieder and the STAR Team at Eastern Michigan University. Adapted in part on the writings of Olga Boscharova, Ph.D., Linda Marie Volkan, and Walter Dill Scott.



The above image illustrates that there is no separation between the victim and aggressor cycles with regards to the cycle of violence. Rather, almost invariably, people who cause harm are acting out of their experience of harm. The people we see as aggressors, perpetrators, or offenders, are also victims and survivors of often serious interpersonal violence and harm. Whether victim or aggressor, it is very easy to live trapped in one cycle or the other. Breaking free is not an individual responsibility, but a collective one. Whether aggressor or victim, there is a need for a space of safety to examine each of the ragged bubbles that make up a person's unique experience of acting out or acting in. There needs to be a space for trauma healing.

MODULE 1

The starting place of our journey is trauma: a deeply distressing or disturbing experience that may have been witnessed, experienced, or imagined and may have long-term psychological impacts, including unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea. Trauma may be induced by interpersonal, historical, natural/environmental, systemic, and/or intergenerational events. The frequency, intensity, and duration of the trauma, alongside the presence and absence of co-occurring resiliency factors, influence the prevalence of harm and its potentially lasting harmful effects on the mind, body, and spirit.



JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 1:

Introduction of selves and terms, community agreements, and the topic of trauma

Opening Quote/Poem/Somatic Grounding: “If you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together.” — Lilla Watson (5 minutes)

Opening Round: Please share your name, pronouns, and answer the following question: What are you hoping to get from this class as it relates to trauma, healing, and/or forgiveness?. (10 minutes)

Community Agreements: Starting with some basics (i.e., listen with attention, speak with intention, lead with heart/compassion, and honor the value of all), what do you need to feel safe, brave, and open in our community? The Community Agreements is a living document, so as the needs of the group change, so too can the Agreements. We can revisit them as the class progresses and will lean into the Agreements to keep us grounded in community and mutual accountability as the weeks progress. We will reach consensus before moving into the next part of the session. (10 minutes)

Review of Terms: Let’s take a few minutes to review the terms laid out at the beginning of this syllabus. Did any stand out as unclear, confusing, concerning, or inaccurate according to your understanding? (10 minutes)

Watch in Class: [How childhood trauma affects health across a lifetime](#) | Nadine Burke Harris (16 minutes)

Breakout Groups: (20 minutes)

- What was new information from the Harris video?
- What resonates with your life experience?
- What might her presentation have missed in relation to the effects of trauma?

Note: Learn more about ACEs and find your score in the assignments section below. Please refrain from finding your score during class, since there is some important framing that we will engage in together.

Guided Discussion: Please share some new understandings that were reached in your breakout session. (10 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)



Watch in Class: [The Real Risk of Forgiveness—And Why It’s Worth It](#) / Sarah Montana | TEDxLincolnSquare. (16 minutes)

Breakout Groups: (20 minutes)

- What resonates with you in Sarah’s experience of trauma?
- How does Sarah’s presentation of the power of forgiveness impact you?
- What helps someone overcome trauma?
- What are some of the ways that trauma, drama, and intensity hook us?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (10 minutes)

Closing Round: What is one thing you can do to take care of yourself between now and the next class? (10 minutes)

Closing Quote/Poem/Somatic Grounding: *“At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”* – **Albert Schweitzer**
(5 minutes)

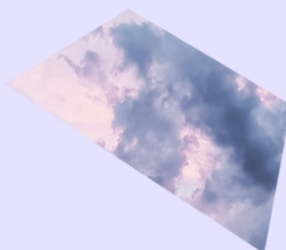
ASSIGNMENTS:

- **Reflect** on your own experiences and **score** your Adverse Childhood Experiences (ACEs) – [Finding Your ACE Score](#)
- **Write** a paragraph or two about how your ACE results affect your thoughts and/or emotions (you are not required to share results with the group, but encouraged to do so if comfortable). Probe for historical, generational, environmental, and other structural factors impacting interpersonal trauma.
- **Read** [National Child Maltreatment Statistics](#).

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

How might our experience of trauma hook us into creating it as well?



RADICAL LOVE

How can community help someone overcome trauma and what role can you play in the process?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 2:

Discussion of literature/materials; structural/historical and climate/environmental contributions to trauma

Opening Quote/Poem/Somatic Grounding: Invite participants to close their eyes for a few moments, to feel the connection to the Earth from however they are positioned. Whether sitting or standing, feel the points of connection, the pressure of gravity. Name that pressure “solid”. We, collectively, in this moment are able to feel solid and peaceful. Breathe into the solidity. Let this be a noted moment of community connection, each of us connected through that physical grounding to the earth. Spend a few moments here before inviting participants to open their eyes, take a deep cleansing breath, and begin. (5 minutes)

Opening Round: Please share your name, pronouns, and one thing you would like to know more about in relation to trauma. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Review in Class: National Child Maltreatment Statistics(10 minutes)

Watch in Class: What If Black Boys Were Butterflies? by DaeQuan Collier (3 minutes)

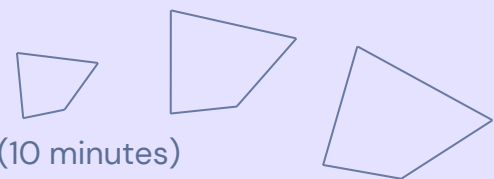
Breakout Groups: (15 minutes)

- Do you think everyone is equally affected by trauma?
- Are some groups more likely to experience it than others?
- How can understanding triggers help you to prevent and reduce harm?
- What do you consider child abuse?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (10 minutes)

BREAK:

Move around, do what you need to do to take care of yourself. (10 minutes)



For the next two activities, record your initial thoughts in your journal and refer back to these notes during the following breakout group discussions.

Watch in Class: What is the Difference Between Acute, Chronic, and Complex Trauma? | Todd Grande. (4 minutes)

Listen in Class: "Mass Incarceration" by Andre Hicks. Read along below. (3 minutes)

"Mass Incarceration" by Andre Hicks

The government has a plan, they call it mass incarceration, they say we're evaluating while I sit in segregation, I talk to myself, I'm my own communication, I see no one else unless the guard brings my plate, I think I'm going insane, I think my heart's filling with hate, as the love that use to pump in veins fading away, I'm in cuffs and chains, and it don't matter what I say. I'm locked in a cage, wait, I think I'm their new slave, This is no longer my life, I cant say what's on my mind, I can't say it don't seem right, to the rules I must comply. I'm dying inside, I miss my family, kids and wife, I don't feel alive, this is death, it can't be life.

Other slaves want to fight , cause I'm new, so I'm a mark, but I never been on punk, I'll show them I'm a patriarch, I'll show who's the hardest, I was swinging at the guards, they took me to the judge, he said three more years behind bars, I'm so lost, I'm on the phone with my mom, she said are you okay? Andre, you seem a little off, I said mom I'm going crazy, and I really hate this place, I think I might take my life, so my soul can fly away, like a bird out of a cage, there's got to be a better way

,She said there is, talk to the lord, and then started to pray, I said thanks, went back to my cell, started to pace, pictured my kids faces on the playground where we played, I think look at what I've done to our lives, I'm such a waste,

I wrote a note that said, put here lies a waste right on my grave, it said I prayed, tell my wife, kids, and mom I can't be saved, ripped the sheets, thought, right after count thought, I'll fly away, then somebody yelled, hey, what up? I yelled hey, they said you can find freedom after this captivity, what an MPAC, that got my soul and mind back on track, I learned I could help abolish the system by using facts, I'll speak on the politicians, corporations and big business that found a way to make slavery exist, and it's prison, I'm an abolitionist, that's my gang, we go against, ignorance and oppression from the cage right to the fences, from confinement to the lynching, slave labor, lets mention, the police, DA politicians and their henchmen, I'm a get em, I'm a end this disgrace, and we can all be freed from this mass incarceration.

Breakout Groups: (20 minutes)

- How does identifying a person or group of people as “other” create and exacerbate the issue of trauma?
- What within the song "Mass Incarceration" resonates with you?
- Do you believe that folks in the prison system can have both experienced harm and committed harm?
- What do you think contributes to a culture of incarceration?
- What other systems or structures contribute to the effects of trauma?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (10 minutes)

Journal: Reflecting on the following two pieces of artwork, what are they saying to us about trauma and what it does to us? What aspects of trauma are represented here? (5 minutes)

These artworks appeared in the UMVA Gallery exhibition, Freedom & Captivity: Maine Voices Beyond Prison Walls, from September 3 – October 29, 2021.

A disclaimer from the curatorial team notes: Due to the current Maine DOC policy directive, we are prohibited from sharing the full names of the incarcerated people who participated in this exhibition.



Artwork #1



AA
Muslim in America
2018.
Acrylic with collage on canvas
20 x 24 in.
Warren, ME

Artwork #2



Steve
Knuckle Sandwich
n.d.

Open Sharing: An invitation for a couple of people to share their reflections with the group. (5 minutes)

Closing Round: What is one lesson you want to share with others between now and next class? (10 minutes)

Closing Quote/Poem/Somatic Grounding. See yourself through the eyes of those who love you. They see all of the goodness in you when you fail to see it. They see the best in you when you see the worst. They are always ready to lift you up even before you fall down. They see every reason why you deserve happiness, love, and joy when you may feel that you're the furthest thing from deserving all of that goodness..." – Najwa Zebian, Mind Platter (5 minutes)

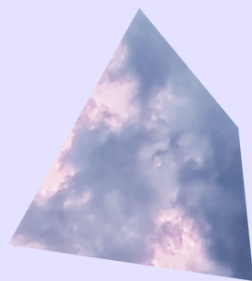
ASSIGNMENTS:

- **Watch and read** *historical silencing II* by Veronica Perez
- **Read** Hanif's Abdurraqib's 2018 article "Why Do We Expect Victims of Racism to Forgive?"
- **Write** initial thoughts on how these pieces reflect race, culture, and trauma.

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

How does identifying a person or group of people as "other" create and exacerbate the issue of trauma? How can we stop othering people?



RADICAL LOVE

Most trauma takes place with more than one person involved. How can we use conversation to help with the healing process?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 3:

Reviewing the interconnected nature of trauma and resilience

Opening Quote/Poem/Somatic Grounding: “Beyond a wholesome discipline, be gentle with yourself. You are a child of the universe no less than the trees and the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. Therefore be at peace with God, whatever you conceive Him to be. And whatever your labors and aspirations, in the noisy confusion of life, keep peace in your soul. With all its sham, drudgery and broken dreams, it is still a beautiful world. Be cheerful. Strive to be happy.” – Max Ehrmann (1927) (5 minutes)

Opening Round: Please share your name, pronouns, and one thing you would like to know more about in relation to trauma. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Watch in Class: [Lunch with Leo Hylton](#) (5:54–19:11; 24:45–33:02). Touches on the sense of failure, the need to find forgiveness to move forward, and the need for community. (22 minutes)

Breakout Groups: (20 minutes)

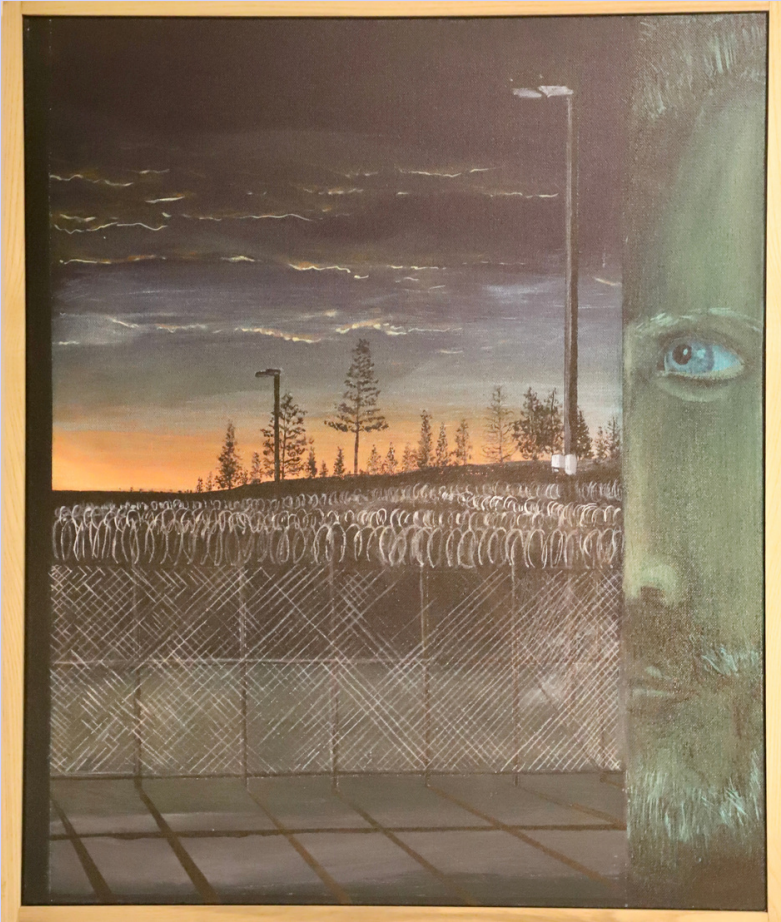
- How do you see trauma and resilience show up in Leo’s relaying of his story and work?
- How have you seen trauma and resilience show up in your own experience (or someone else’s if you’re not comfortable sharing your own)?
- Can the concept of resilience keep people trapped in their trauma? If so, how can we avoid this harm?
- How might a carceral or traumatic setting complicate the development of resiliency?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Journal: Reflect on the following two pieces of artwork. What are they saying to us about isolation, trauma, and/or resilience? What aspects of trauma and/or resilience are represented here? (5 minutes)





Colin
Stands Alone
n.d.



Colin
Force Burn
2018
Acrylic on canvas
8 x 10 inch
Warren, Maine

These artworks appeared in the UMVA Gallery exhibition, *Freedom & Captivity: Maine Voices Beyond Prison Walls*, from September 3 – October 29, 2021. A disclaimer from the curatorial team notes: Due to the current Maine DOC policy directive, we are prohibited from sharing the full names of the incarcerated people who participated in this exhibition.

Breakout Groups: (20 minutes)

- What internal attributes do you have that help you to overcome the adversity of your life?
- What external resources and supports help you to bounce back and thrive?
- What communities do you belong to that help support your development of resilience?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)

Closing Round: If at all, how has this session shifted your self-awareness around your personal resilience? (10 minutes)

Closing Quote/Poem/Somatic Grounding: "It is in community that we find strength."
– Leo Hylton (5 minutes)

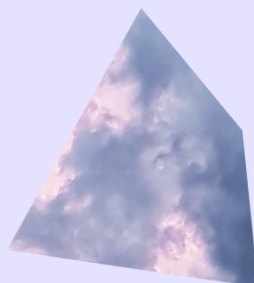
ASSIGNMENTS:

- **Read :** [Positive and Adverse Childhood Experiences \(PACEs\) – PACEs Science 101](#)
- **Optional:** [Complete The Resiliency Quiz – Resiliency in Action | Nan Henderson, MSW, Ph.D.](#)

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

Do you see resilience as an individual or collective responsibility? Why or why not? If collective, how does that translate into action?

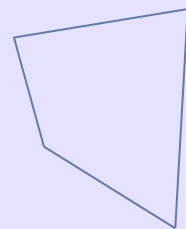
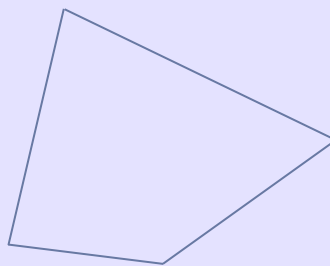
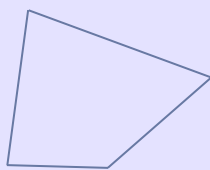


RADICAL LOVE

How can you translate your personal strength into support for others in their efforts to overcome personal and/or systemic traumas?

MODULE 2

In order to move out of the trauma in our journey, one step is learning how to articulate our experience. Too often, people get trapped in their traumatic experiences through an inability to find the words—or the space—to share what happened to them. We have experienced the ineffable and don't know what to do about it. As a bridge between trauma and healing, it is vital to name the dark shadows that keep us trapped. Sometimes these shadows are intrapersonal (inside ourselves); sometimes they are interpersonal (shared with others); and sometimes they are structural or systemic (caused by structures and systems of oppression). To free ourselves, we must take ownership of shaping our narrative. Finding words to describe the indescribable, we shine a light on the darkness and dispel the shadows by exposing hard truths and telling our story. Our way.



JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 4:

Clarify the definitions and connections of Truth-Telling and Storytelling

Opening Quote/Poem/Somatic Grounding: "Compassion and love are not mere luxuries. As the source both of inner and external peace, they are fundamental to the continued survival of our species. On the one hand, they constitute non-violence in action. On the other, they are the source of all spiritual qualities: of forgiveness, tolerance, and all the virtues. Moreover, they are the very thing that gives meaning to our activities and makes them constructive. There is nothing amazing about being highly educated; there is nothing amazing about being rich. Only when the individual has a warm heart do these attributes become worthwhile." Excerpt From: Dalai Lama XIV. "Ethics for the New Millennium." p. 130-131 (5 minutes)

Opening Round: Please share your name, pronouns, and something about yourself that is not readily apparent. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Watch in Class: Maine Wabanaki-State Child Welfare Truth & Reconciliation (WTRC) (6 minutes)

Journal: Take a few minutes to write down your initial thoughts around the truths that were revealed in this video, as well as what hopes were shared by those planning the TRC. (5 minutes)

Watch in Class: Truth, Healing, and Change: Reflections from the Maine Truth Commission (8 minutes)

Breakout Groups: (20 minutes)

- What historical truths revealed in the Maine TRC did you not know about before this week?
- How has this knowledge been included (or not) in your education to date? What impact do you think this has had on your worldview?
- What is the power that exists in listening—bearing witness—to the truth of another person? [*continues on next page*]

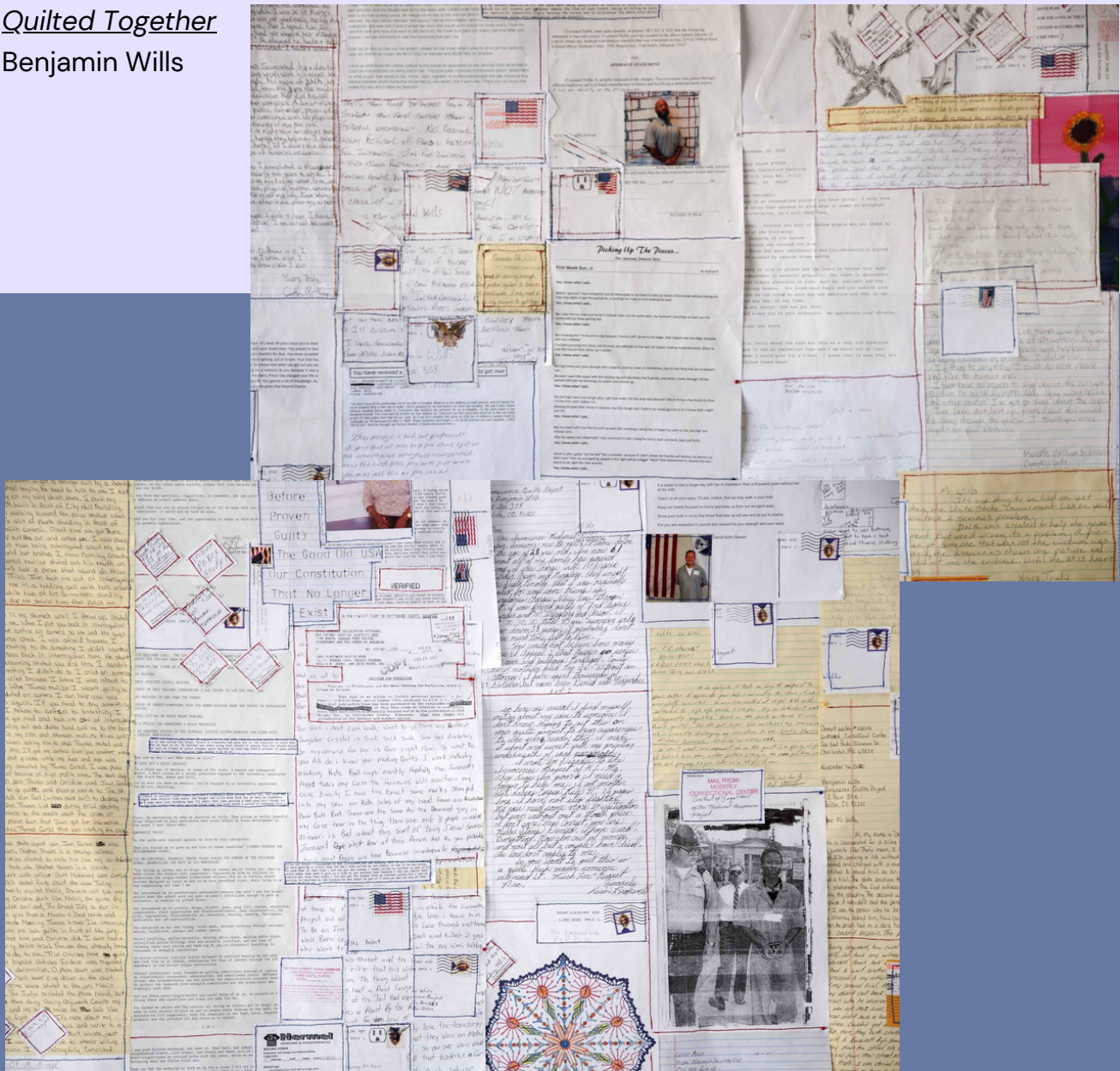
- If we all have something to contribute to a truth telling effort, what can you contribute?
- When truths are exposed, what obligation does that place on the hearer, if any?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Journal: Reflecting on the piece below, take a few minutes to draw the nature of story—who and what make up your story? Must stories be individual or collective? Is story bound by truth? Be creative! (5 minutes)

Quilted Together
Benjamin Wills





Artist Statement

In *Quilted Together*, I explore the narrative structure of quilts. In the same way that the patchwork of quilts have historically functioned to tell stories, the paper material I receive through this correspondence (letters, drawings, magazine clippings, book pages, etc..) is cut into patterns, and using a sewing machine, threaded together to create 110" x 96" quilts. As in my project *Airplanes*, after a viewer's close up and far away investigation, each quilt becomes a physical impression of its contributors. *Quilted together* is voices giving firsthand accounts of America's problematic penal system.

Working with the clients of the Innocence Project, these quilts will draw attention to the thousands of humans who are wrongfully incarcerated. The inmates who participate are credited as contributors and will receive photographs of the final products, along with images of the quilts when exhibited.

Quilt Participants

Andra L. Bates, Jack Beadle, Tyler Block – Patton, Luther Bradley, Richard Bobbitt, Arthur P. Bowles, Kevin Bromwell, Brian Brown, Levert Brown, Russell Bryant, Vasun Buford, Larry Burks, Kenneth Bush, Brent Carter, James Clemons, Damon Collier, Michael Clay, David Davis, Mr. Maurice Dean, Richard Decaro, Frank Deiterman, Kevin Dixon, Nicholas Dupree, Wallace Gardner Jr., Kendrick Gillum Sr., Webber Gilmer, Lorenzo J. Gilyard, John Gipson,

William Hanes, Howard Harmon, Steven Haywood, Mr. Christopher Hunt, William Irving, Michael J Jackson, Antwann Johnson, Mr. Bobby Johnson, Elvis L. Johnson, Willie B. Jones, Lathon Jordana Sr., Taqwa K. Khalifah, Mr. John R. King Sr., William Laramore, Melvin Lockhart III, Norma Lopez, Joseph Mabery, Cornell Manley Jr., Larry F. Martin, Mr. Brandon C. McGuire, Kwasi McKinney, Terese Meadows, Richard Mercer, Shohn Metalf, Inman Mohammad, Sheik Mark S. Moore El, George Myers, Roger Nichols, Leonard Noble, William C. O'Tool, Jerry Ousley, Joanne Palmer, Eddie Parker, Melvin R. Patton, John Chris Peeler, Eddie Poindexter, Artavia Polk, Gerry D Reece, T. Remmert, Janetta Roberts, Cornelius Rodgers, Deverick Scott, Terry Sellers Sr., John W. Selvy, Martez Shadwick, Johnny Smith, Tyrone Smith, CJ Stewart, Daniel Keith Stewart, Nick Tarkington, Clarence Taylor, William Taylor, Marshall A Tillman, Kenny Travis, Demont Waites, Alonzo Watson, George Wells, Carol Wilkins, K. R. Wilson, Clint Woods, DeMarrio Wright, Jeremy Zapata.

Artist Bio

Rooted in nostalgia, environment, and social justice, my projects generate a contemporary portrait of American institutions. I examine how art operates as a narrative device within these systems while considering how electronic and digital systems engage with the physicality and materiality of art and community. Looking at what strategies artists are employing to create digital lives for their projects: through website construction, digital cataloging, creative coding, and social media functionality, I am interested in the intersections between poetics, labor, and education. More at www.benjamintoddwills.com.

Breakout Groups: (20 minutes)

- What is the power of story?
- How can truth-telling build community?
- What do you see as the relationship between individual and collective stories?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)

Closing Round: Briefly, what is one way you can embrace the power of truth-telling and story in your life? (10 minutes)

Closing Quote/Poem/Somatic Grounding: "It is in the process of embracing our imperfections that we find our truest gifts: Courage, Compassion, Connection." — Brené Brown, *The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are* (5 minutes)

ASSIGNMENTS:

- **Journal: about the differences between** storytelling vs. truth telling? In what systems can you tell the truth without fear of retaliation? How do you see the themes of storytelling and truth seeking building on the work of the Truth and Reconciliation Commission in Maine? PUT IN GOOGLE DOC FOR APPROVAL

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

Now that you have been exposed to the truths uncovered by the Maine TRC, what is something you can do to effect change and/or prevent further harm?



RADICAL LOVE

How can love motivate the uncovering of hard and painful truths? How can you bear witness to, and empower, the story of another?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 5:

Exploring the processes of personal and political Truth-Telling and Storytelling

Opening Quote/Poem/Somatic Grounding: "Spend a few moments sitting with this quote: "Be ruthless with systems, be kind with people." – Michael Brooks (5 minutes)

Opening Round: Please share your name, pronouns, and one thing that sustains you when times are hard. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Watch in Class: [The power of sharing your story](#) | LeRon L. Barton | TEDxWilsonPark (9 minutes)

Journal: Take a few minutes to write down your initial thoughts around what power exists in sharing your story. (5 minutes)

Watch in Class: [Collage of Pictures](#) (4 minutes)

Open Discussion: Describe a time when you experienced or witnessed the power of sharing your story. (30 minutes)

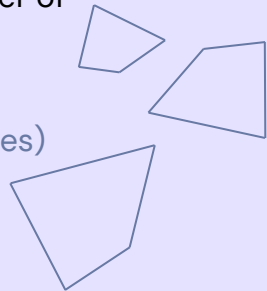
BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Watch in Class: [Truth Telling Project Hearings](#) | Valanah Smith (4 minutes)

Breakout Groups: (20 minutes)

- How does trauma function to prevent TT/S?
- What are the requirements of TT/S? (An audience, even though the initial telling may be to ourselves? Requirements will be different and unique for each person.)
- What is the danger that exists in focusing solely on a single story?
- What are some of the narratives you have heard about the criminal legal system that need to be dispelled by TT/S?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)



Closing Round: What is a positive experience that has helped shape you as a human being? (10 minutes)

Closing Quote/Poem/Somatic Grounding: "When everyone has a say, everyone has power" 🙌 LeRon L. Barton (5 minutes)

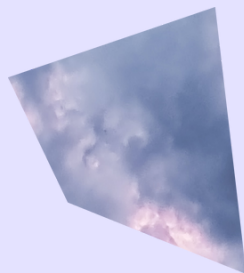
ASSIGNMENTS:

- **Watch** [The power of vulnerability](#) | Brené Brown and [Truth Telling Project Hearings](#).
- **Read** "In Truth and Reconciliation, First Things First—The Truth" by Cori Bush, David Ragland, Melida Salazr
- **Reflect** on [Living Monuments](#) by Chris Revelle and [Welcome to 2030](#) by Eno Laget
- **Listen** to "[Looking in Your Eyes](#)" by Andre Hicks.
 - After listening to the song, **write** about the kind of harm that happens in this story. Is there mutual harm? Whose story is being told? What else would you want to know to seek the truth?

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

Where in your life is there a need for the telling or hearing of hard truths? What can you do to start meeting that need?



RADICAL LOVE

When engaging in painful truth-telling processes, is one more important than the other: the person sharing or the audience? Why is love necessary for holding space for the sharing of hard truths?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 6:

Addressing race and oppressive systems

Opening Quote/Poem/Somatic Grounding:

"Trauma in a person, decontextualized over time, can look like PERSONALITY. Trauma in a family, decontextualized over time, can look like a FAMILY TRAIT. Trauma in a people, decontextualized over time, can look like CULTURE." -Resmaa Menakem, *My Grandmother's Hands* (5 minutes)

Opening Round: Please share your name, pronouns, and your first recognition of systemic racism. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Journal: Reflecting on [CSTI's Somatic Abolitionism One-Sheet](#) on the next page, take a few minutes to write down your initial thoughts around somatic abolitionism and White Body Supremacy (WBS). (4 minutes)

Watch in Class: [Resmaa Manakem: Somatic Abolitionism | Sounds True](#) (2:30 - 18:40) (16 minutes)

Breakout Groups: (20 minutes)

- What would happen if we—individually and collectively—slowed down and examined our bodily reactions to hurt?
- Where do you see the hurt and pain in your life being “blown through” into the people and the world around you?
- What comes up for you when you hear the distinction between “white bodies” and “bodies of culture”?
- How does “diversity” and “inclusion” support WBS? (hint: in order to diversify away from___, or to include in____, we need to start from somewhere.)
- What is your understanding of how somatic abolition can cure us collectively of WBS?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (30 minutes)



Understanding Somatic Abolitionism

Somatic Abolitionism is a living, embodied philosophy that requires endurance, stamina, and discernment. These can be built, day by day, through reps. These reps will temper and condition your body, your mind, and your soul.



What Somatic Abolitionism Is

- Somatic Abolitionism is a living, embodied philosophy—a way of being in the world.
- It is a return to the age-old wisdom of human bodies respecting, honoring, and resonating with other human bodies.
- It is not an attitude, a belief, a strategy, a movement, or a political position.
- Somatic Abolitionism is the resourcing of energies that are always present in your body, in the collective body, and in the world.
- Somatic Abolitionism is an emergent process.
- Somatic Abolitionism is a form of growing up.



Why We Need Somatic Abolitionism

- Nearly all of our bodies—bodies of all colors—are infected by the virus of white-body supremacy.
- This virus was created by human beings in a laboratory—the Virginia Assembly, in 1691—then let loose upon our continent. It quickly infected people of all colors, backgrounds, and economic circumstances.
- Today, the WBS virus remains with us—in the air we breathe, the water we drink, the foods we eat, the institutions that govern us, and the social contracts under which we live. Most of all, though, it lives in our bodies.



What Somatic Abolitionism Does

- Somatic Abolitionism begins in your body, then ripples out to other bodies, and then to our collective body.
- Somatic Abolitionism requires activity—and repeated practice. Through repetition, you build resilience, discernment, and the ability to tolerate discomfort.
- Somatic Abolitionism heals our bodies of the WBS virus—and then inoculates our bodies against new WBS infections.



BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Watch in Class: [The Danger of a Single Story | Chimamanda Ngozi Adichie](#)
(10 minutes)

Breakout Group (15 minutes):

- How might the lack of multiple narratives affect those who are incarcerated?
- What might be the effect on people who are not incarcerated?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes):

Closing Round: What is one personal realization you've had in our exploration of somatic abolitionism and WBS? (10 minutes)

Closing Quote/Poem/Somatic Grounding: As a way to release ourselves from whatever tension may have built over the course of this discussion, let's have a moment of connecting in light and love. Invite participants to close their eyes. Envision a small orb of light appearing right next to your heart in the center of your chest. With each breath you take, the orb grows. Starting at the size of a golf ball, it gradually grows to an orange, a grapefruit, and then changes shape as it begins to fill your chest cavity. And, as you breathe, let the light reach to your sides, up to your shoulders, and down to your waist, and that light expands down your arms and legs, up through your neck warming the base of your skull. Allow the light and warmth to fill you completely. And as that light reaches your fingertips and toes and the crown of your head, let it build for a moment. Then, collectively, allow that light and warmth to extend to fill the space shared, whether physical or virtual. Now, let our light connect. Let us feel the interconnectedness that exists between us. That is our power. Rest in this warmth for a few moments. Then, invite participants to open their eyes and see the warmth shared between us. (5 minutes)

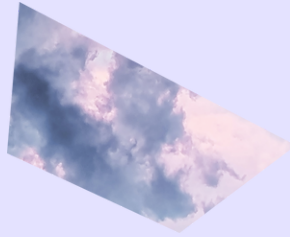
ASSIGNMENTS:

- **Read** [Cultivating Peace and Nonviolence in the Field of Education](#) or [Teaching Privilege Without Perpetuating Privilege](#).

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

What did you learn about your place of power and/or privilege and how will that apply to your life after this?

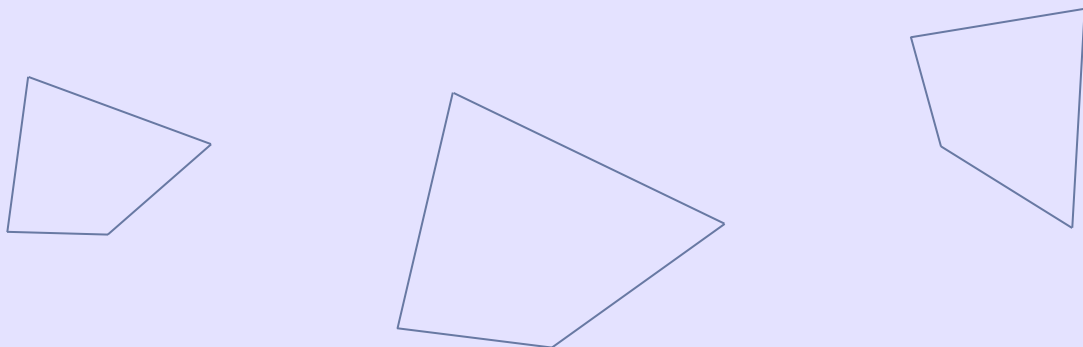


RADICAL LOVE

How can building community and relational power disrupt systems of harm and oppression without pushing people toward internalizing that oppression?

MODULE 3

Developing language for the ineffable is empowering and can lead to healing. However, it can be incredibly difficult, if not feel impossible, to envision a healed future when a person has never felt empowered. We may ask the questions, “How will I know when I have healed?” or “When will I know that I have been empowered?” Part of the eternal frustration of this journey is that there is no one-size-fits-all answer to either of these questions. There is no step-by-step instruction guide. Well, there is, but each one is to be engaged with extreme skepticism. Healing, empowerment, the cultivation of personal agency; engaging in this trauma healing journey will look different for everyone. Each person is unique. Each experience impacts individuals differently. As a bridge between truth telling, the power of story, and forgiveness, discovering and embracing our power and leaning into a healing-centered intention can help lay the foundation for a fully integrated future.



JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 7:

Empowerment and Healing – What are they really?

Opening Quote/Poem/Somatic Grounding: "Freedom of mind is the real freedom. A person whose mind is not free though he may not be in chains, is a slave, not a free man. One whose mind is not free, though he may not be in prison, is a prisoner and not a free man. One whose mind is not free though alive, is no better than dead." – BR Ambedkar (5 minutes)

Opening Round: Please share your name, pronouns, and briefly what comes to mind when you hear the words "empowerment" and "healing." (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Watch in Class: Reimagine Belonging: Community Care and Power in a Pandemic [Overview of MIO 6:27–14:17; Joe Jackson 15:48 – 18:43; Stacy – 48:06–53:55]. (18 minutes)

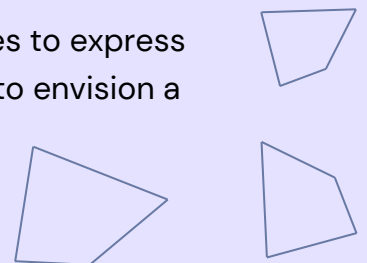
Breakout Groups: (20 minutes)

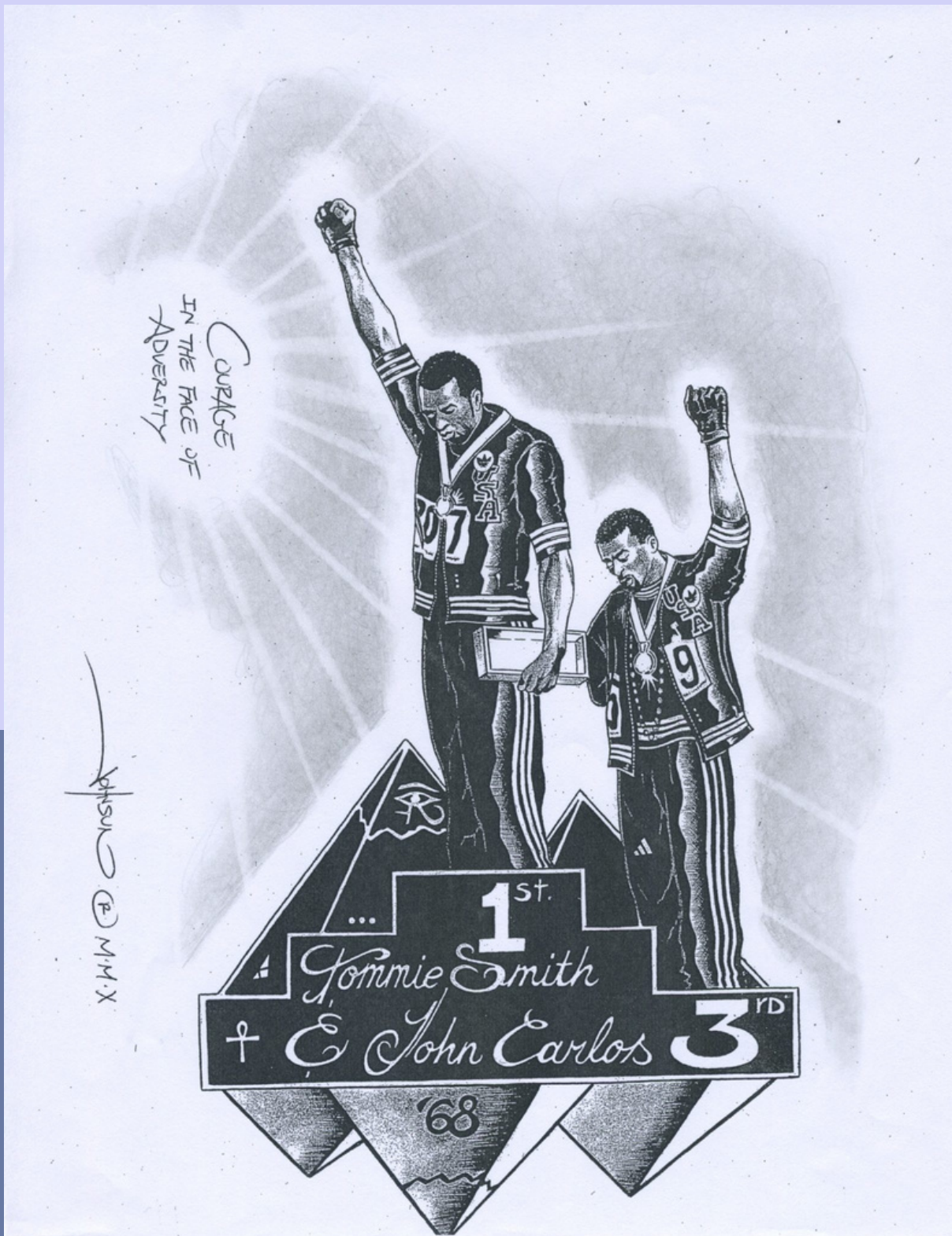
- What does empowerment feel like?
- How do you know when you have started your healing journey?
- What is required for a person to experience empowerment?
- What are some vital aspects of trauma healing?
- What does it mean to be "healed"?
- How can people in positions of power help empower others?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Journal: Reflecting on the following two pieces of art, take a few minutes to express what it takes to stand up when the world is telling you to sit down and to envision a better future when the present feels bleak. Be creative! (5 minutes)





Courage in the Face of Adversity, John P. Gomes, n.d.

Artist Statement: They was the first "Kap" – using their platform to bring awareness.



Under a new sun..., [Ayling Dominguez](#), documentation of plywood and chalk installation and community participation, 2021.

Artist Statement: Abolition is not about absence, but presence. Abolition is not a fixed point somewhere down the road that we will reach and drive past one day on our way to and eventual arrival at a supposed utopia; abolition is a constant process and living out of radical care for each other. Perhaps the reason abolition is so hard to grasp for so many people is because it is a universal one-size-fits-all matter. What it looks and sounds like changes from one community to the next. So, how do we go about inspiring abolitionist imagination far and wide?

In Candy Chang's "Before I Die" project, she describes her walls propped up in communities and cities world-wide as, "a public ritual that invites us to restore perspective in distracting times and consider the things which connect us." Imagine, then, a wall that boasts several lines of the open-ended prompt, "Under a new sun, there will be _____."



This art piece is inspired by Octavia E. Butler's quote, "There is nothing new under the sun, but there are new suns." Ms. Octavia E. Butler knew too well the wonders and imaginative, liberatory capacity of science-fiction. She urged us (those who know that our current reality and social structures are unjust, but who also still hope for better) to not retreat into the despair of lack of change in the present, but to push forward and (re)imagine what new worlds might look like and offer us and our communities who, all too often, do not get to imagine for lack of time and encouragement.



Bio: Ayling Zulema Dominguez (she/they/ella/elle) is a first-generation Chicana-Dominicana from Bronx, New York, with roots in many places. As a poet and creative in an abolitionist mindset, her work has long been the stuff of forging community; of affirming belonging as the first step toward liberation; of imagining new, better, and more radically loving worlds. Knowing that a sense of belonging is counterfactual and ephemeral if we do not work to liberate others, her writing and creative work do not only celebrate joyful resistance, but also push her readers to actively oppose systems of oppression. She has been a Featured Performer, Speaker, and Radical Poetry Workshop Facilitator with organizations United We Dream, the Writers Guild Initiative, and Make the Road NY, as well as been awarded grants to attend Cave Canem workshops, and had the honor of being a 2020 DreamYard Rad(ical) Poetry Consortium Fellow. Ayling currently teaches a poetry and visual arts workshop with students at the International Community High School in the Bronx. Select poems of hers have been published in Moko Magazine, La Galería Magazine, The Protest Review, The Mujerista, 433 Magazine, Latino Rebels, The Bronx Free Press, and Alegria Magazine's Latinx Poetry Anthology. More at @rhymeswithmean.

Breakout Group: (20 minutes)

- What are your healing practices, if you have any?
- What are some of the ways you have learned to heal, on your own and/or with others?
- Share your definition of empowerment vs. power?
- How are power and empowerment related and/or different?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes):

Closing Round: What is one aspect of healing and/or empowerment that you learned from a fellow participant during this gathering? (10 minutes)

Closing Quote/Poem/Somatic Grounding: "Healing is embracing what is most feared; healing is opening what has been closed, softening what has hardened into obstruction, healing is learning to trust life." – Jeanne Achterberg (5 minutes)

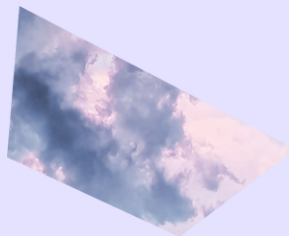
ASSIGNMENTS:

- **Read, reflect, and journal** on the poem, "[Reflections on One.](#)"

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

In what area of your life would taking accountability help foster healing in an important relationship?



RADICAL LOVE

Describe a time when you experienced radical love and it contributed to your healing?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 8:

Accountability and Punishment – What are their roles?

Opening Quote/Poem/Somatic Grounding: "You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." – Bukminster Fuller (5 minutes)

Opening Round: Please share your name, pronouns, and one word each that you associate with "accountability" and "punishment" (one word for each). (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Listen in Class: Freedom & Captivity Podcast Episode 2: 'Love is What the Transformation's Got to Be: On Accountability and Punishment [from 8:34–24:21 discussing accountability and punishment; community accountability; justice for all]. (16 minutes)

Breakout Groups: (20 minutes)

- What does accountability look like to you?
- Is there a difference between accountability and punishment? If so, what is it?
- Does justice require punishment, accountability, or both? Why?
- How can we move from individual to collective accountability?
- What kinds of harm do we punish in the US? Which do we not?
- What might a system of accountability look like rather than a system of punishment?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Listen in Class: Freedom & Captivity Podcast Episode 4. 'Why Do We Need To Be Punishing People?': Abolitionist Feminism and the Last Girl [from 31:30–49:20]. (18 minutes)

Breakout Group: (20 minutes)

- How is survival criminalized?
- How does poverty lead to punishment?
- What does safety look like for last girls?
- How can we create safety for last girls and encourage their ability to dream?
- What can community do to cultivate safety and provide care to those who are harmed within it?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes):

Closing Round: What is one aspect of healing and/or empowerment that you learned from a fellow participant during this session? (10 minutes)

Closing Quote/Poem/Somatic Grounding: (5 minutes)

"Path of Ground"

Comparison sets the bar
between the haves and the have-nots
when the measure is biased towards
standards held by the high ground

appearance associated with the face
or movements set by mark of grace
offer a hill to look upon
stating merit is miles above

those contrasts of altitude
focused on beatitudes
those attributes of blessedness
perceived by those with less

the answer is to celebrate
qualities that separate
identity is held by the one
accountable to their patch of ground.

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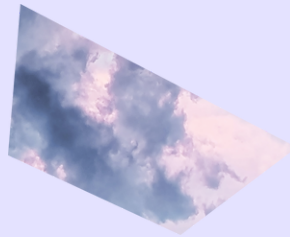
ASSIGNMENTS:

- **Read and journal** about one quote from the following categories (next page):
Punishment and Accountability

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

Describe a time when you were accountable for something you had avoided because of shame or fear of punishment.



RADICAL LOVE

Describe a time when your use of radical love helped someone heal. This can be about loving oneself.

Punishment Quotes:

1. "If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed." — *Albert Einstein*
2. "Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment." — *Mahatma Gandhi*
3. "Punishment is justice for the unjust." — *Saint Augustine*
4. "The punishment which the wise suffer who refuse to take part in the government, is to live under the government of worse men." — *Plato*
5. "Let the punishment be equal with the offense." — *Marcus Tullius Cicero*
6. "It is an open question whether any behavior based on fear of eternal punishment can be regarded as ethical or should be regarded as merely cowardly." — *Margaret Mead*
7. "Every sin brings its punishment with it." — *George Herbert*
9. "Punishment is the last and the least effective instrument in the hands of the legislator for the prevention of crime." — *John Ruskin*
10. "Distrust all in whom the impulse to punish is powerful." — *Friedrich Nietzsche*
11. "All in all, punishment hardens and renders people more insensible; it concentrates; it increases the feeling of estrangement; it strengthens the power of resistance." — *Friedrich Nietzsche*
12. "I think capital punishment works great. Every killer you kill never kills again." — *Bill Maher*
13. "Misbehavior and punishment are not opposites that cancel each other - on the contrary they breed and reinforce each other." — *Haim Ginott*
14. "Capital punishment is our society's recognition of the sanctity of human life." — *Orrin Hatch*
15. "Criminals should be punished, not fed pastries". — *Daniel Handler*
16. "Don't let us rejoice in punishment, even when the hand of God alone inflicts it. The best of us are but poor wretches, just saved from shipwreck. Can we feel anything but awe and pity when we see a fellow-passenger swallowed by the waves?" — *George Eliot*
17. "Pain and suffering are always inevitable for a large intelligence and a deep heart. The really great men must, I think, have great sadness on earth." — *Fyodor Dostoevsky*
18. "Punishment - The justice that the guilty deal out to those that are caught." — *Elbert Hubbard*
19. "Any punishment that does not correct, that can merely rouse rebellion in whoever has to endure it, is a piece of gratuitous infamy which makes those who impose it more guilty in the eyes of humanity, good sense and reason, nay a hundred times more guilty than the victim on whom the punishment is inflicted." — *Marquis de Sade*
20. "If he who breaks the law is not punished, he who obeys it is cheated. This, and this alone, is why lawbreakers ought to be punished: to authenticate as good, and to encourage as useful, law-abiding behavior. The aim of criminal law cannot be correction or deterrence; it can only be the maintenance of the legal order." — *Thomas Szasz*

Accountability Quotes:

1. "It is wrong and immoral to seek to escape the consequences of one's acts." — *Mahatma Gandhi*
2. "Leaders inspire accountability through their ability to accept responsibility before they place blame." — *Courtney Lynch*
3. "Accountability breeds response-ability." — *Stephen R. Covey*
4. "When it comes to privacy and accountability, people always demand the former for themselves and the latter for everyone else." — *David Brin*
5. "When we fail to set boundaries and hold people accountable, we feel used and mistreated. This is why we sometimes attack who they are, which is far more hurtful than addressing a behavior or a choice." — *Brené Brown*
6. "It is not only what we do, but also what we do not do, for which we are accountable." — *Moliere*
7. "A body of men holding themselves accountable to nobody ought not to be trusted by anybody." — *Thomas Paine*
8. "Most people do not really want freedom, because freedom involves responsibility, and most people are frightened of responsibility." — *Sigmund Freud*
9. "Accountability is the measure of a leader's height." — *Jeffrey Benjamin*
10. "The reason people blame things on the previous generation is that there's only one other choice." — *Doug Larson*
11. "Take accountability... Blame is the water in which many dreams and relationships drown." — *Steve Maraboli*
12. "What you do, tells me everything about you." — *Jerry Fernandez*
13. "Action springs not from thought, but from a readiness for responsibility." — *Dietrich Bonhoeffer*
14. "The pride of man hopes but to blame God for the evils of the world, and to praise himself for the good." — *Criss Jami*
15. "Ninety-nine percent of all failures come from people who have a habit of making excuses." — *George Washington Carver*
16. "Being responsible sometimes means pissing people off." — *General Colin Powell*
17. "The worst thing that can happen to you as a young person is to refuse to grow up. You refuse to grow up when you believe that someone else must take responsibility for your life and life circumstances." — *Saidi Mdala*
18. "You are the reason of your own good-luck and bad-luck; success and failure; happiness and pain. Your choices are responsible for your present. Don't blame someone else for your sufferings or failures." — *Sanjeev Himachali*
19. "The man who complains about the way the ball bounces is likely to be the one who dropped it." — *Lou Holtz*
20. "Responsibility equals accountability equals ownership. And a sense of ownership is the most powerful weapon a team or organization can have." — *Pat Summitt*

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 9:

Avenues and Practices of Empowerment and Healing

Opening Quote/Poem/Somatic Grounding: *"Hope is the strongest driving force for a people. Hope which brings about change, which produces new realities, is what opens [our] road to freedom."* – Oscar Arias (5 minutes)

Opening Round: Please share your name, pronouns, and one thing that supports you in your healing journey. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Listen in Class: Freedom & Captivity Podcast Episode 3. 'Prisons Don't Actually Fix Anything: Ending Youth Incarceration' (1:10-14:14 – what led to this work; 24:25-29:47 – activist journeys) (17 minutes)

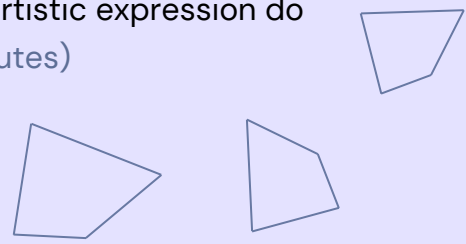
Breakout Groups: (20 minutes)

- How can structural violence lead to the criminalization of youths?
- What harms are caused by criminalizing youths?
- Why is it important to cultivate leadership in our youth?
- How can activism serve as an avenue of empowerment and healing?
- What can you do to interrupt the criminalization of youths?
- What can you do to cultivate leadership in our youth?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Journal: Take a few minutes to reflect on the following pieces of art; how can art serve as a practice or avenue of empowerment and healing? What can artistic expression do for us that the written or spoken work cannot? Be creative! (5 minutes)

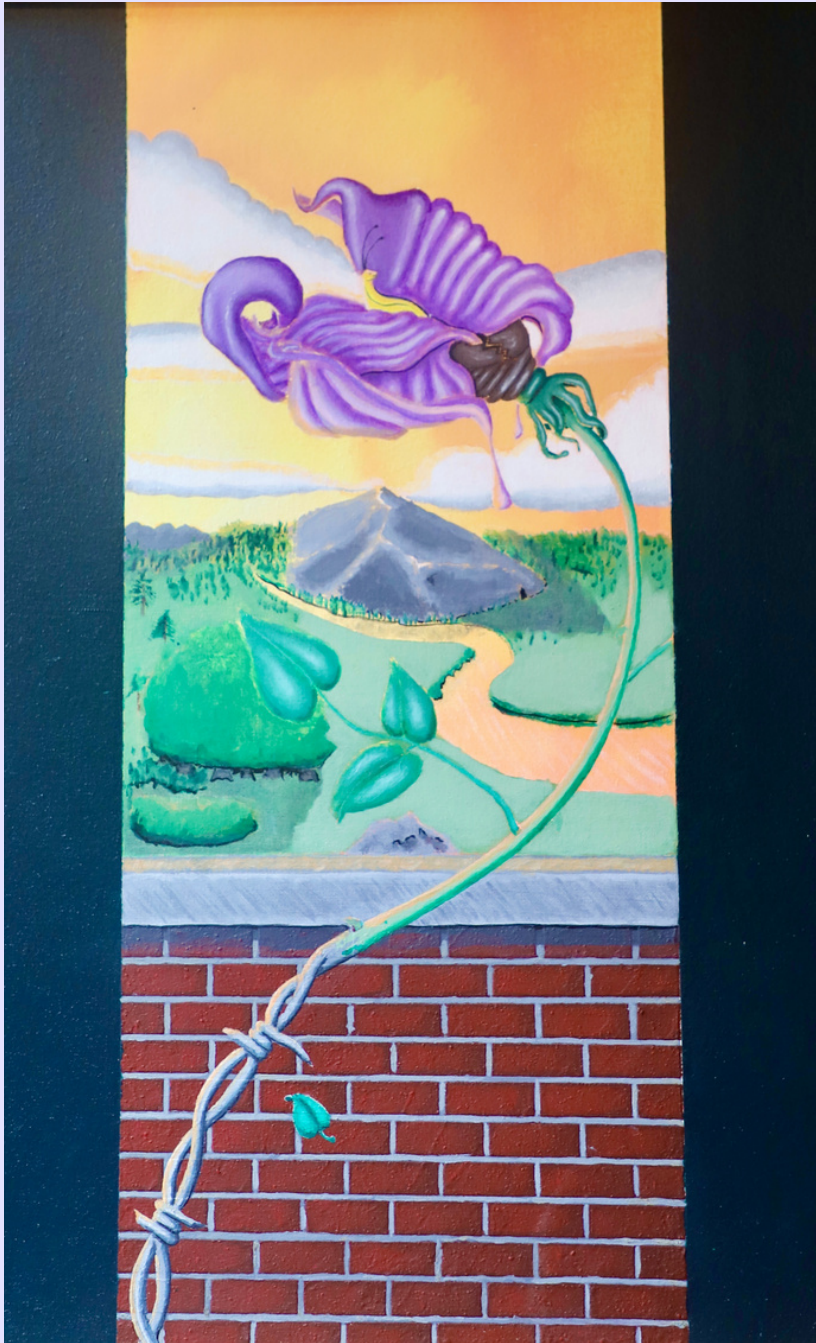




Steve
Aha Moment
n.d.



Abdi
Yin and Yang
n.d.



Christopher
Metamorphosis
N.D.

These artworks appeared in the UMVA Gallery exhibition, *Freedom & Captivity: Maine Voices Beyond Prison Walls*, from September 3 – October 29, 2021. A disclaimer from the curatorial team notes: Due to the current Maine DOC policy directive, we are prohibited from sharing the full names of the incarcerated people who participated in this exhibition.

Breakout Group: (20 minutes)

- How can art create a feeling of freedom?
- Is there an underlying theme in these three pieces of art? If so, what is it?
- How can art serve as a practice or avenue of empowerment and healing?
- What can artistic expression do for us that the written or spoken work cannot?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (20 minutes)

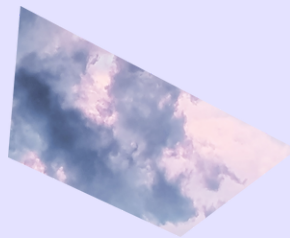
Closing Round: What is one thing you learned (or understand more) about yourself after this discussion? (10 minutes)

Closing Quote/Poem/Somatic Grounding: “There is no way we can do this [create a society or a culture where prisons are no longer justifiable] if we don’t do it together.” – Kempis “Ghani” Songster. [Video: Kempis Songster: Returning Community Members Pledge](#) (5 minutes)

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

How can you use the practice(s) and avenue(s) of empowerment and healing you know to cultivate leadership in youths?

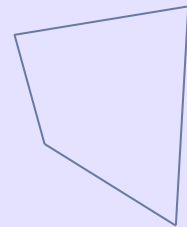
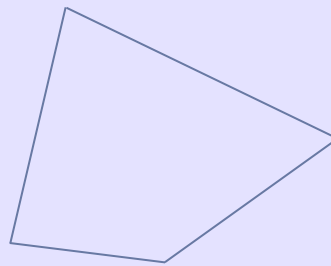
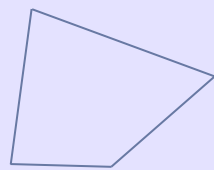


RADICAL LOVE

How can your healing journey serve to support others in their healing?

MODULE 4

Building on our foundation of empowerment and healing, we come to the question of forgiveness. What is forgiveness? And, equally important: what is forgiveness NOT? What stands in our way and prevents the giving and/or receiving of forgiveness? Do we even need it? If so, how do we go about the process(es)? Who determines the right pathway for each of us, individually? And how do we know what journey will lead to forgiveness? Can we know? This module seeks to raise more questions than to provide answers. It is up to each one of us to develop the answers. Our hope is to establish a feeling of strength in our community, where we can engage in this exploratory work in solidarity and mutual support.



JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 10:

Personal and Societal Obstacles to Forgiveness

Opening Quote/Poem/Somatic Grounding: *"Forgiveness is not always easy. At times, it feels more painful than the wound we suffered, to forgive the one that inflicted it. And yet, there is no peace without forgiveness."* – Marianne Williamson (5 minutes)

:

Opening Round: Please share your name, pronouns, and one thing you know about forgiveness. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Watch in Class: [The Struggle With Forgiveness | Why It's So Hard To Forgive](#) (16 minutes)

Breakout Groups: (20 minutes)

- What is forgiveness?
- What is forgiveness NOT?
- Who benefits most from forgiveness? Why?
- What are the obstacles to forgiveness?
- How can refusing to forgive cause harm?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Watch in Class: [Jacinta Panel Discussion](#) [2:45–3:50; Jacinta's first comments; 11:20–20:55 – Gordon Smith's comments on Opioid addiction, Jonathan Sahrbeck on addiction and diversion, additional comments from Jacinta] (10 minutes)

Journal: Take a few minutes to write down your initial thoughts around what societal obstacles were in Jacinta's way. (5 minutes)

Read or Listen in Class: "We try to control forgiveness because we know we need it" | Fred Clark [[listen here](#)] (8 minutes)

Breakout Group: (15 minutes)

- When thinking about forgiveness, we tend to overlook the societal and/or systemic barriers to forgiving others –or ourselves. What stood out to you as societal and/or systemic barriers from this session’s materials? For Jacinta and others like her? For Hanif and BIPOC people in the US?
- What are your immediate reactions to the assertions made by Clark about fear, oppression, and forgiveness?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

Closing Round: What is one aspect of forgiveness you want to explore more? (10 minutes)

Closing Quote/Poem/Somatic Grounding: *“Holding on to anger, resentment and hurt only gives you tense muscles, a headache and a sore jaw from clenching your teeth. Forgiveness gives you back the laughter and the lightness in your life.”* – Joan Lunden (5 minutes)

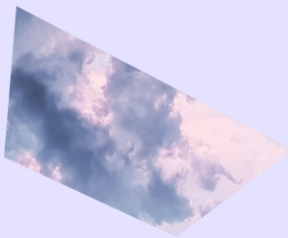
ASSIGNMENTS:

- **Watch:** [Straight Talk: Forgive and Forget? | Steve Harvey](#)
- **Listen** to [“A guide in life” by Andre Hicks](#)

**POP-UP QUESTIONS:
ACCOUNTABILITY & RADICAL LOVE**

ACCOUNTABILITY

What can you do to help remove a societal barrier to forgiveness?



RADICAL LOVE

Who is one person you are ready to love through forgiving them?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 11:

Processes – Forgiving Others and Ourselves

Opening Quote/Poem/Somatic Grounding: *“The practice of forgiveness is our most important contribution to the healing of the world.” – Marianne Williamson* (5 minutes)

:

Opening Round: Please share your name, pronouns, and one connection between love and forgiveness. (10 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

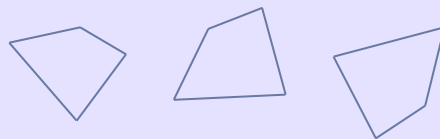
Watch in Class: [3 Lessons of Revolutionary Love in a Time of Rage | Valarie Kaur](#) (22 minutes)

Breakout Groups: (20 minutes)

- Is forgiveness a one-time event, or is it an ongoing process?
- Do we need to forgive everything?
- Can you forgive something that was done to somebody else?
- What is the role of previous or ongoing relationships in the process of forgiveness?
- Can I accept the humanity of the person who harmed me?

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)



Watch in Class: [How to Forgive Yourself of the Past | Echart Tolle Teachings](#) (9 minutes)

Breakout Groups: (15 minutes)

- Is it different to forgive someone else than it is to forgive yourself?
- What is the difference between “Forgive and Forget” and “Remember and Let Go”?

- If you are struggling with forgiveness, would you find it helpful to ask yourself, “Will this matter to me in ten years?” Why or why not?
- Understanding that forgiveness can be a gift of freedom that you give yourself, what benefit do you see in asking yourself the question, “Do I want to continue to carry this hurt and pain?”
- If you are ready to examine a relationship that still carries pain and unforgiveness, it might be helpful to ask, “What is the hurt I am feeling and what were the causes/reasons?”

Guided Discussion: Please share some new understandings that were reached in your breakout session. (15 minutes)

Closing Round: What is one act of revolutionary love you are ready to do today? (10 minutes)

Closing Quote/Poem/Somatic Grounding: [5 Minute Guided Meditation | Forgive Yourself & Others Using the POWER of HO’OPONOPONO HEALING](#)

For more information: [Understanding Ho’oponopono; What Does Ho’oponopono, the Hawai’ian Phrase, Mean](#) (5 minutes)

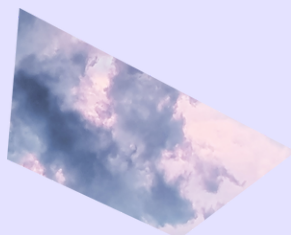
ASSIGNMENTS:

- **Listen** to “[Forgiveness](#)” by Andre Hicks (and [read lyrics here](#))
- **Read** Borris, Eileen R. 2003. “[The Healing Power of Forgiveness,](#)” Occasional Paper No. 10, Institute for Multi-Track Diplomacy. October.

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

What is one thing you are ready to start forgiving yourself for?



RADICAL LOVE

What is one step you can take toward practicing revolutionary love?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 12:

Multiple Journeys Toward Love and Forgiveness

Opening Quote/Poem/Somatic Grounding: *"Forgiveness is a process, and a slow one at that. We cannot rush forgiveness. If we do it becomes insincere. It takes time, patience and mercy and it is never an easy journey to make."* – Sister Jan Craven
(5 minutes)

Opening Round: Please share your name, pronouns, and one step you have taken in your trauma, healing, and/or forgiveness journey since starting this class. (15 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

Note: Note: This talk contains graphic language and descriptions of sexual violence. Viewer discretion is advised. We chose this video because of Thordis' power in telling her story and her strong display of agency in creating her own path towards forgiveness and reconciliation. According to society, this is not supposed to be possible in facilitating someone's trauma healing. But our pathways cannot and should not be dictated by societal expectations.

Watch in Class: [Our story of rape and reconciliation | Thordis Elva and Tom Stranger](#)
(19 minutes)

Breakout Groups: (25 minutes)

- What is the role of accountability in giving or receiving forgiveness?
- How can denial and/or silence stand in the way of giving or receiving forgiveness?
- Is there/can there be a time limit on when we can/must forgive? How important is it to honor feelings of rage and vengeance in the process?
- How can forgiveness release us from the powerful grip of trauma?
- What role can society/community play in preventing harm and facilitating forgiveness?

Guided Discussion: Please share some new understandings that were reached in your breakout session. Due to the heightened sensitivity of this topic, please remember our community agreements and honor the confidentiality of any stories shared in the small groups. (10 minutes)

Watch in Class: [Why Forgiveness is Unnecessary | Carmelle Kemp at TEDxBearCreekPark](#) (15 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Watch in Class: [How to Forgive Someone Who Hurt You \[An Insight on Forgiveness.\] | Sadhguru](#) (5 minutes)

Breakout Groups: Review these models of forgiveness. Pick one that resonates most with your personal definition and write a brief personal reflection on forgiveness: why we do/don't need it. Discuss. (20 minutes)

- [The Fourfold Path of Forgiveness](#) (excerpted from The Book of Forgiving: The Fourfold Path for Healing Ourselves and Our World, by Desmond Tutu and Mpho Tutu):
 - Tell the story
 - Name the hurt
 - Grant forgiveness
 - Renew or Release the relationship
- b. [The Enright Forgiveness Process Model](#):
 - Uncovering phase
 - Decision phase
 - Work phase
 - Deepening phase
- c. [The Worthington REACH Forgiveness Model](#):
 - Recall
 - Empathize
 - Altruistic gift
 - Commit
 - Hold onto forgiveness
 - (Repeat the stages)
- d. [How To Forgive Yourself: 17 No Bullsh*t Tips!](#):
 - 1. Get specific about what needs to be forgiven.
 - 2. Realize that you are not infallible.
 - 3. Don't judge yourself with hindsight.
 - 4. Admit your wrongdoing openly.
 - 5. Don't punish yourself.
 - 6. Ask how you can make amends.

- 7. Don't tie self-forgiveness to the forgiveness of others.
- 8. Accept that forgiveness is the right way forward.
- 9. Don't dwell on the past.
- 10. Silence your inner critic.
- 11. Treat yourself like your best friend.
- 12. Put things in perspective.
- 13. Learn the lesson from your mistake.
- 14. Work through your shame.
- 15. Take care of yourself.
- 16. Receive your forgiveness.
- 17. Be patient.

Closing Round: Who is one person you need to forgive or extend love to? And if you feel slightly less than comfortable doing so, please share why. (10 minutes)

Closing Quote/Poem/Somatic Grounding: "As I walked out the door toward the gate that would lead to my freedom, I knew if I didn't leave my bitterness and hatred behind, I'd still be in prison." — Nelson Mandela (5 minutes)

ASSIGNMENTS:

- **Read** "Forgiveness: A Precious Gift from God, to Others, and to Self" by Leo Hylton
- **Complete the activity:** Reflect on this session's discussion and the quotes below to create your own definition of forgiveness.

Forgiveness Quotes:

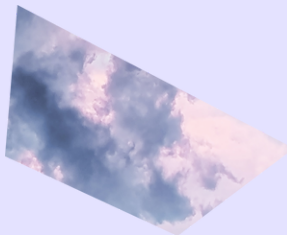
- "Always forgive your enemies; nothing annoys them so much." — Oscar Wilde
- "In the Bible, it says you have to forgive seventy times seven. I want you all to know; I'm keeping a chart." — Hillary Rodham Clinton
- "The weak can never forgive. Forgiveness is the attribute of the strong." — Mahatma Gandhi
- "Forgiveness is not an occasional act; it is a constant attitude." — Martin Luther King Jr.
- "Forgiveness is the fragrance that the violet sheds on the heel that has crushed it." — Mark Twain
- "To love means loving the unlovable. To forgive means pardoning the unpardonable. Faith means believing the unbelievable. Hope means hoping when everything seems hopeless." — G.K. Chesterton

- “Dumbledore says people find it far easier to forgive others for being wrong than being right.” — J.K. Rowling
- “Resentment is like drinking poison and then hoping it will kill your enemies.” — Nelson Mandela
- “There isn’t time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that.” — Mark Twain
- “One of the keys to happiness is a bad memory.” — Rita Mae Brown
- “I have always found that mercy bears richer fruits than strict justice.” — Abraham Lincoln
- “Forgive your enemies, but never forget their names.” — John F. Kennedy
- “To be a Christian means to forgive the inexcusable because God has forgiven the inexcusable in you.” — C.S. Lewis
- “I could easily forgive his pride if he had not mortified mine.” — Jane Austen
- “An eye for an eye, and the whole world would be blind.” — Kahlil Gibran
- “To err is human, to forgive, divine.” — Alexander Pope
- “To be wronged is nothing unless you continue to remember it.” — Confucius
- “One should never do wrong in return, nor mistreat any man, no matter how one has been mistreated by him.” — Socrates
- “True forgiveness is when you can say, “Thank you for that experience.” — Oprah Winfrey
- “As I walked out the door toward the gate that would lead to my freedom, I knew if I didn’t leave my bitterness and hatred behind, I’d still be in prison.” — Nelson Mandela

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

What is one model or practice of forgiveness or love that you are ready to implement today?



RADICAL LOVE

How can you use the love in your heart to foster forgiveness in the world around you?

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

WEEK 13:

The abolitionist self – What do YOU do with this learning?

So what? Now that we have spent 13 weeks building community around our journeys of trauma, healing, and forgiveness, what do we do with this new learning? Where do we go from here?

Opening Quote/Poem/Somatic Grounding: “If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” – Lilla Watson (5 minutes)

Opening Round: This is the same quote that we used to open this course. After traveling this journey together, what do Lilla Watson's words now mean to you? Has their meaning changed? If so, how? (15 minutes)

Community Agreements: A quick review of Agreements, ensuring consensus is maintained. (5 minutes)

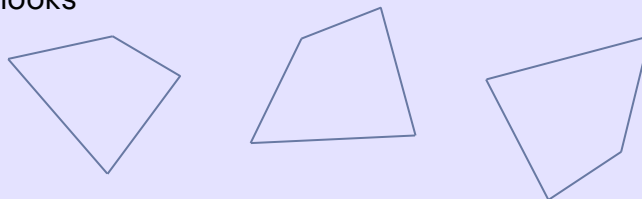
Watch in Class: *I'm Free Now, You Are Free* by Ash Goh Hua (15 minutes)

Guided Discussion: If “all prisoners are political prisoners” as asserted in this film, and our liberation is bound up together (according to Lilla Watson), what is your role and responsibility in pursuing freedom? (40 minutes)

BREAK: Move around, do what you need to do to take care of yourself. (10 minutes)

Open Discussion: Considering our themes of Trauma; Truth-Telling and the Power of Story; Healing and Empowerment; and Forgiveness, what are some lessons you will carry beyond this class? (55 minutes)

Closing Quote/Poem/Somatic Grounding: “For me, forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?” – bell hooks



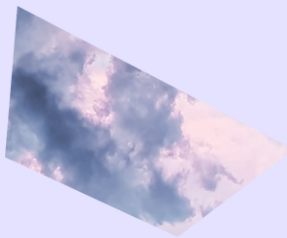
ASSIGNMENTS:

- **Change the world through radical love and accountability!**
- **Suggested reading:** *We Do This 'Til We Free Us* by Mariam Kaba

POP-UP QUESTIONS: ACCOUNTABILITY & RADICAL LOVE

ACCOUNTABILITY

**What is one
accountability practice
you can commit to
engaging in each day?**



RADICAL LOVE

**What is one love
practice you can
commit to engaging in
each day?**

JOURNEYS OF TRAUMA, HEALING, AND FORGIVENESS

COURSE MATERIALS

Podcasts:

- [Lunch with Leo](#) – Touches on the sense of failure and the need to find forgiveness to move forward.(trauma)
- Freedom & Captivity Podcast, Episode 2: '[Love is What the Transformation's Got to Be: On Accountability and Punishment](#) (empowerment and healing)
- Freedom & Captivity Podcast, Episode 4: '[Why Do We Need To Be Punishing People?: Abolitionist Feminism and the Last Girl](#) (empowerment and healing)
- Freedom & Captivity Podcast, Episode 3: '[Prisons Don't Actually Fix Anything: Ending Youth Incarceration](#) (empowerment and healing)

Visuals:

- [Stands Alone](#) by Colin (trauma)
- [Bird on Wire](#) by Colin(trauma)
- [Muslim in America](#) by Abdi (trauma)
- [Knuckle Sandwich](#) by Steve (trauma)
- [Quilted Together](#) by Benjamin Wills (TT/S)
- [Living Monuments](#) by Chris Revelle (TT/S)
- [Welcome to 2030](#) by Eno Laget (TT/S)
- [Under a New Sun](#) by Ayling Dominguez (TT/S)
- [Courage in the Face of Adversity](#) by John P. Gomes (TT/S)
- [Force Burn by Colin](#) (empowerment and healing)
- [Yin and Yang by Abdi](#) (empowerment and healing)
- [Aha Moment by Steve](#) (empowerment and healing)
- [Ancient Tree by Christopher](#) (empowerment and healing)
- [Metamorphosis by Christopher](#) (empowerment and healing)

Presentations:

- [The Real Risk of Forgiveness—And Why It's Worth It | Sarah Montana, TEDxLincolnSquare](#) (forgiveness)
- [How childhood trauma affects health across a lifetime | Nadine Burke Harris](#) (trauma)
- [Trauma, Triggers, and Triumph | Bishop T.D. Jakes](#) (start: 4:18; stop: 7:00) – Explanation/definition of various kinds of trauma (trauma)
- [The power of vulnerability | Brené Brown](#) (TT/S)
- [The power of sharing your story | LeRon L. Barton, TEDxWilsonPark](#) (TT/S)

- [Resmaa Manakem: Somatic Abolitionism | Sounds True \(TT/S\)](#)
- [Visions of Liberation: An Artist Talk + Conversation with Carl Joe Williams \(empowerment and healing\)](#)
- [Straight Talk: Forgive and Forget? | Steve Harvey \(forgiveness\)](#)
- [The Struggle with Forgiveness | Why it's so Hard to Forgive \(forgiveness\)](#)
- [Jacinta Panel Discussion \(forgiveness\)](#)
- [3 lessons of revolutionary love in a time of rage | Valarie Kaur \(forgiveness\)](#)
- [How to Forgive Yourself of the Past | Echart Tolle Teachings \(forgiveness\)](#)
- [Sadhguru - How to Forgive Someone Who Hurt You \[An Insight on Forgiveness\] \(forgiveness\)](#)
- [Our story of rape and reconciliation | Thordis Elva and Tom Stranger \(forgiveness\)](#)
- [Why Forgiveness is Unnecessary | Carmelle Kemp, TEDxBearCreekPark \(forgiveness\)](#)

Videos:

- [What If Black Boys Were Butterflies? By DaeQuan Collier \(trauma and healing\)](#)
- [historical silencing II by Veronica Perez \(trauma\)](#)
- [Truth Telling Project Hearings \(TT/S\)](#)
- [I'm Free Now, You Are Free by Ash Goh Hua \(abolition\)](#)

Poetry/Song:

- ["Mass Incarceration" by Andre Hicks \(trauma\)](#)
- ["Looking in Your Eyes" by Andre Hicks \(TT/S\)](#)
- ["Reflections on One" by Gary K. Farlow \(TT/S\)](#)
- ["A guide in life" by Andre Hicks \(forgiveness\)](#)
- ["Forgiveness" by Andre Hicks \(forgiveness\)](#)

Read:

- [Statistics and Facts About Child Abuse in the US \(trauma\)](#)
- [PACEs Science 101 \(trauma\)](#)
- [The Developmental Assets Framework - Search Institute \(trauma\)](#)
- Abdurraqib, Hanif. 2018. ["Why Do We Expect Victims of Racism to Forgive?"](#) Pacific Standard. November 1. (trauma)
- ["In Truth and Reconciliation, First Things First—The Truth" - Bush, Ragland, and Salazar \(TT/S\)](#)
- [The Somatic Abolition One-Sheet \(TT/S\)](#)
- ["We try to control forgiveness because we know we need it" by Fred Clark \(forgiveness\)](#)

- Borris, Eileen R. 2003. "The Healing Power of Forgiveness," Occasional Paper No. 10, Institute for Multi-Track Diplomacy. October (forgiveness)
- "Forgiveness: A Precious Gift from God, to Others, and to Self" by Leo Hylton (forgiveness)
- How To Forgive Someone: 2 Science-Based Models Of Forgiveness (forgiveness)
- How To Forgive Yourself: 17 No Bullsh*t Tips! (forgiveness)
- Artist Statement of I'm Free Now, You Are Free by Ash Goh Hua (abolition)

Complete:

- The Resiliency Quiz - Resiliency in Action | Nan Henderson, MSW, Ph.D. (trauma)
- Finding Your ACE Score (trauma)

Recommended Resources:

- *Slavery by Another Name* by Douglass Blackmon
- *The New Jim Crow* by Michelle Alexander
- *Until We Reckon* by Danielle Sered
- *We Do This 'Til We Free Us* by Mariam Kaba
- *See No Stranger* by Valarie Kaur
- *All About Love* by bell hooks
- *Felon* by Reginald Dwayne Betts

**& FREEDOM
& CAPTIVITY**

