

# COINS, COPS & COMMUNITIES



Spring 2022

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An updated toolkit with activities and supplemental activities for exploring the costs of policing in Chicago and what real safety could look like beyond policing.

Created by the Chicago Peacebuilding program of the American Friends Service Committee's summer 2021 youth interns, staff, and supportive partners across the city. It includes new activities and updated resources from the original 2016 version.

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**PART ONE**

**PREPARE**

## Introduction to the 2022 Edition

So much has happened since “Coins, Cops and Communities” was released in the summer of 2016. At the time, our toolkit was just a small offering to help carry forward important work that We Charge Genocide and young Black leaders in Black Youth Project 100 had carved out in Chicago, and beginning to name and interrupt the cycle of police budgets receiving a blank check from City Hall.

Then from 2017-2019 in Chicago the #NoCopAcademy campaign helped elevate this demand by opposing the use of \$95 million dollars to build new facilities for police, at the same time schools and mental health clinics for young Black people and communities of color stayed closed. Hundreds of people took action, filling city hall in an attempt to stop business as usual.

By 2020, the COVID-19 pandemic began to shake our world, and elected officials continued to fail to enact measures to protect people over profit. In the wake of the police murders of George Floyd and Breonna Taylor, hundreds of thousands of people participated in a wave of Black-led global uprisings against white supremacy and policing. The demand to “defund the police” has taken center stage. In Chicago, the #DefundCPD campaign has trained thousands of people across the city, and revealed that 87% of Chicagoans want to divest from policing in a city-wide survey.

So it's time to update our toolkit. We hope it's useful for anyone that's still trying to understand the demand to defund the police, especially in classrooms or youth groups. Over the past five years, partners and collaborators across Chicago report that they've used our original toolkit as a teaching tool, some have adapted the activities to expand the lessons, and most recently it was featured in the “Lessons in Liberation” toolkit for preK-12 educators published by AK Press.

What's different in the 2022 edition? The hard truth is that the police budget in Chicago has gone up—from \$4 million per day in 2015, to \$5 million per day in 2022. We've also added an activity from the People's Budget Chicago, since they've been holding conversations with hundreds of community members about their budget priorities since the summer of 2020. We include instructions for how to carry out art activities to accompany

the budget activity discussions. We've added a glossary in case it's helpful to review budget-specific vocabulary before using the toolkit, and an overview of campaigns—since that's a critical method through which people have been elevating the call to divest from policing and win transformative change in the city. The small group research activity highlights five active campaigns in Chicago that young Black people are involved in to shift funding away from policing and towards the programs and services that would actually help end cycles of harm, disinvestment and violence.

We hope this toolkit can serve as a resource to youth workers, educators, organizers, and young people themselves who want to empower their community to challenge policing and win the resources and investments we deserve. We also hope that although this toolkit is focused on Chicago, organizers across the country might take inspiration and tailor the activities to their own contexts, with support from the additional resources offered at the end.



# Vocabulary Review

We use a lot of language throughout the toolkit that is specific to budgeting and community organizing, that participants may or may not be familiar with. Feel free to incorporate any or all of these words into some kind of vocabulary review activity before beginning, or offer these pages as a reference.

## **ALLOCATE** (verb)

To divide and give out (something) for a special reason or to particular people, companies, etc.

- » Ex. “Each child was allocated two cookies.”
- » Ex. “The government allocated funds for emergency housing.”

## **BUDGET** (noun)

A plan for the coordination of resources and spending. The two main parts of a budget are the money that is gathered/collected (revenue) and the money that is spent/distributed (expenses).

## **REVENUE** (noun)

The money that is raised or gained, through sales, grants, or taxation, in order to operate a budget. In a city budget, revenue is another word for income, or the money that the government is able to collect through various methods, most often through taxing businesses or people. When looking at a city budget, the revenue is the people’s money, because those are taxes that we pay!



## **EXPENSES** (noun, plural)

The money that is spent from a budget to carry out operations and activities! In a city, this includes the money spent on social services, roads, parks, hospitals, schools, and everything needed for a city to run. Since we pay the taxes and live in the city, we should get to decide how to spend the money!

## **CAMPAIGN** (noun)

A specific goal that a specific group of people are trying to achieve, that takes place over a period of time, with a clear target who has the power to make decisions to give people what they want. Often a community organizing campaign is attempting to win improvements in people's lives, change a harmful law or policy, or shift people's thinking about an issue.

» Ex. #NoCopAcademy or #DefundThePolice are campaigns. Read more on page p.36

## **CARCERAL** (adjective)

Of, relating to, or suggesting a jail or prison. The “carceral system” refers to the systems of policing, courts, criminalization and surveillance that lead to the arrests and incarceration of Chicagoans.

» Did you know? “La cárcel” means jail in Spanish!

## **CONSENSUS** (noun)

A general agreement about something: an idea or opinion that is shared by all the people in a group.

» Ex. “Can we come to a consensus about this issue?”

## **CRIMINALIZATION** (noun)

- » Turning an activity into a criminal offense by making it illegal, or turning someone into a criminal by making their activities illegal.
- » Ex. “the criminalization of gang membership” happens when extra layer of punishment is added to a crime if someone is believed to be part of a gang.
- » Ex. “the criminalization of youth” is when activities that young people are involved in are made illegal or restricted, such as going to the mall in downtown Chicago without parental supervision. (<https://abc7chicago.com/water-tower-place-chicago-mag-mile-magnificent/5013822/>)

## **DEMOCRACY** (noun)

A form of government in which the people have the authority to deliberate and decide on policies and legislation, including budgets, or choose governing officials to do so. In a democracy, the people impacted by decisions have power to influence those decisions.

## **DIVEST** (verb)

To take something away from someone or something. To cause someone or something to lose or give up something.

- » Ex. To divest from the police department means to take away money from them, or to diminish their power.

## **INFRASTRUCTURE** (noun)

The basic equipment and physical structures (such as roads and bridges) that are needed for a country, region, or organization to function properly. In this case, we are talking about the roads, pipes, sidewalks, etc in the city of Chicago.



## **INVEST** (verb)

To spend money with the expectation of achieving a profit or material result by putting it into financial plans or property, or by using it to develop a commercial or public project.

- » Ex. “The school district is going to invest in Sullivan high school by fixing the hole in the ceiling.”

## **SOCIAL SERVICES** (noun, plural)

Government services or resources provided for the benefit of the community, such as education, medical care, and housing. These government-funded programs and activities aim to promote the welfare and well-being of residents, especially those that are at a disadvantage. Throughout this toolkit, we sometimes refer to social services as “community resources” and use those terms interchangeably.

### **Sources:**

<https://www.merriam-webster.com/dictionary>  
<https://languages.oup.com/google-dictionary-en>

**PART TWO**

**DREAM**

**NOTE:**

We have two approaches to this similar activity. Option A allows participants to work in small groups and then share out their budget priorities, while Option B allows groups to really practice consensus decision-making. Option B asks participants to create a budget altogether, and then make adjustments as needed in order to all come to agreement. Both activities end with a ‘reveal,’ which shows the actual amount of city spending which goes to policing vs. other areas.

**OPTION A**  
**IMAGINE AN IDEAL COMMUNITY**  
**+ CITY BUDGET IN PENNIES ACTIVITIES**

Emphasizes creativity in deciding what the budget categories should be, smaller groups for allocating the funds, and gallery walk + discussion together. You’ll need a roll of 100 pennies for each small group!

**OBJECTIVE:**

To empower young people to think creatively about what a city budget that reflects their values can look like and to learn about the city of Chicago’s current spending priorities.

**ACTIVITY TIME:** 30 minutes

**MATERIALS:**

Ziploc bags with 100 pennies each, one bag per team of 2

Markers

Paper

Scissors

Chicago Operating Budget Informational Strips

([Download/View Here](#), or reach out to DSouthern@afsc.org for printed copies)

Divide participants into groups of two (count off or have folks pair up with the person next to them).

Distribute paper, markers, scissors, and one ziploc bag containing 100 pennies to each pair. Explain that each pair has been given 100 pennies, with each penny representing 1% of the city budget.

Ask participants to think about the city's budget. Thinking about all the elements of an ideal community, what things would the city budget need to fund? Each team should come up with their own budget categories and write down each category onto a slip of paper (use scissors). If you need some starters, you could include: Education, Housing, Healthcare, etc, and then ask them to keep creating others.

Keep in mind that each penny represents 1% of the city budget, each group should place pennies by each slip of paper (budget category) according to their ideal community's priorities. Which categories need more funding than others? (Participants should feel free to continue to cut slips of paper to add more budget categories throughout the exercise).

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### Gallery Walk and Debrief (10 minutes)

**Perform a gallery walk (3-5 minutes):** Ask participants to walk around and view the work of their peers. Ask them to take note of similarities, differences, and things that stand out to them.

Bring everyone back to a large group to debrief their process and discuss their findings from the gallery walk.

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### Questions/Prompts:

- » What are some interesting budget categories you saw in the gallery walk?
- » How did your budget decisions compare to the other groups'?
- » How did your team decide on budget categories and allocation of funds? Was it difficult?
- » Did anyone include police in their budget? Why/why not?

## BIG REVEAL (5 minutes)

Distribute [Chicago Operating Budget informational strips](#), or show on screen. Leave room for reactions, and discuss:

- » How does the city's spending on police compare to spending on other services?
- » Is the disproportionate amount of spending on police surprising to anyone?

Compare and contrast the city's current budget priorities with those of the group:

- » What impact does the information from the budget strip have on your sense of safety?
- » How does police spending affect our communities?

Be sure to emphasize that increased police presence is both an effect of and made more dangerous by militarization. Exorbitant spending on police means less resources channeled towards other foundational aspects of community safety.



## **OPTION B**

### **PEOPLE'S BUDGET ACTIVITY**

*Adapted from Chicago United For Equity*

Gives participants a chance to shift where funds are allocated, and practice consensus as they decide on budget priorities together. You'll need ten tokens of some kind for each participant.

#### **MATERIALS:**

Paper & Markers

100 Tokens (candy works, pennies could work, be creative!) divided evenly amongst participants

People's Budget Handout (p.19)

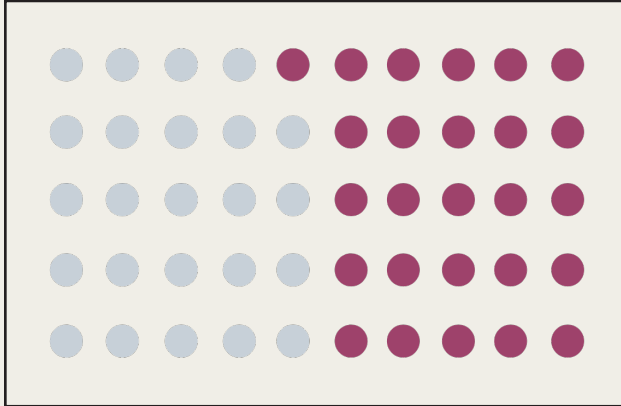
A board or large butcher paper which spells out all six budget areas, with spacing between each: Health, Housing, Education, Infrastructure, Community Resources, Carceral System"

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### **Part 1 / Visioning: What does our community need to be safe & thriving?**

Welcome everyone! Before we get started, I want to make sure we all know each other, so let's go around and share: our names, our pronouns, how long we've lived in the neighborhood, and why we came out to join this budget party.

The People's Budget Chicago is a citywide campaign for all of us to get involved in deciding how our city spends money for our future. Every fall, the mayor proposes a budget for the next year, and the City Council has to vote on that budget. It takes 26 votes to pass a budget, and alderpeople in City Council can decide their vote with or without our voices. Typically, the Council votes to approve the Mayor's budget without a ton of changes. Last year, (2021), City Council was pretty divided and this culture shifted—with the Mayor ultimately getting her proposed budget passed with 29 votes out of the 50 City Council. This budget was 13.5 Billion dollars.



It takes **26 votes** to pass a budget, and alderpeople in City Council can decide their vote with or without our voices.

We know that a budget that serves us can't be made without us, so we're here today to learn about the budget and to share our voices on what we want to see prioritized.

Let's get started! First question for all of us: What is your favorite (sound, time of day, food to eat, local spot) in our neighborhood? (Anyone answers, let the group vibe and don't interrupt between speakers.)

Ok, second question. This time, let's reflect by ourselves first before we talk. (If in person, hand out paper + markers to write down their answer. If digital, ask them to write it down on their own first.)

The question is: "What does our community need to be safe and thriving?"

*(One-two minutes of silence, wait until people are putting their markers down.)*

*(Share out what you wrote + why.)*

### **DISCUSSION PROMPTS:**

- » What do we notice about the types of things that make people feel safe?
- » What didn't come up? Why might that be?

Invite folks to take a selfie with their paper before we move on and if they'd like to post, with #PeoplesBudgetChicago.



## Part 2 / Budget Game: What is our community budget?

Alright, now it's time to take what we said we need and turn it into our budget. Let's start by looking at the different categories of the budget: Health, Education, Housing, Infrastructure, Community Resources, and Carceral System. [For this budget, education only includes early childhood education.] We're going to decide how much of our tax dollars should go to each [distribute evenly 100 chips/tokens among total participants. See below a few examples of distribution].

- » 10 participants x 10 chips = 100 chips total
- » 8 participants x 12 chips = 96 chips total (keep 4 for the group to decide at the end)
- » 5 participants x 20 chips = 100 chips total

### STEP 1: BIGGEST PRIORITY

Each of us have \_\_\_ chips; each chip represents \$1 to invest in what you think is most important to build a safe and thriving community. Let's start with your first dollar—go ahead and put \$1 / 1 chip in the category you think is most important.

Discussion: What category did you choose? Why is that most important to you?

### STEP 2: INDIVIDUAL BUDGETS

It's pretty hard to pick just one, but we know we have the money to invest in multiple places. Now, we're going to decide how much to invest in each category.

**(in-person)** One person at a time, go up and put your remaining chips on the board. As you go, tell us how much you're putting in each category. (Facilitators, very important to make sure each category is narrated, i.e. "Ms. Washington put \$5 in housing, \$10 in infrastructure...").

**(virtual)** Of the \$20 you have, how much do you want to spend in each category? Write down how much for each category. (Share out 1 at a time, facilitator records this on a white board, a poster, or a screenshare to keep a tally.)

Discussion: How did you decide where to put your dollars?

### STEP 3: COMMUNITY BUDGET

Now, we're going to decide on our full community budget. But first we have to decide how we're going to resolve things if we disagree. If someone wants to move something around in the budget, should each of us decide individually or should we vote on it together? If voting: How many votes should it take to move our community budget? Should we use a majority vote or consensus?

Alright, let's take a look. Putting everyone's dollars together, we have a total community budget that looks like this: (Read each category and total in that category.)

Discussion: *Should we accept this as the community budget? Or would you want something about this to change to represent our community's values?*

(Facilitators step back and allow people to debate, lobby each other, and convince each other to move things around. As needed, remind folks of the community agreements and the decision-making process they chose to change the budget. Move to next part after community budget is agreed upon + documented.)

### STEP 4: REVEAL CITY BUDGET

Ok are you all ready to see what our city spent in each of these categories this year?

Facilitators:

Pass out fold outs (p.19)

Show where to fill out their community budget in the section with the blank squares.

Use this as a call and response with you counting up and announcing each category of their community budget, then asking -- How much did Chicago invest in that?

Ask everyone to unfold the part that has the city budget.

**Example:** Your community budget had a total of \$20 in health. How much did Chicago invest in health? (Let group respond by finding the answer in the chart on the sheet.)

Discussion (1 question at a time):

*What's your reaction seeing this?*

*What are the biggest differences between our community budget and Chicago's budget?*

*Does this make you want to change our community budget in any way? (If so, use agreed upon decision-making process.)*

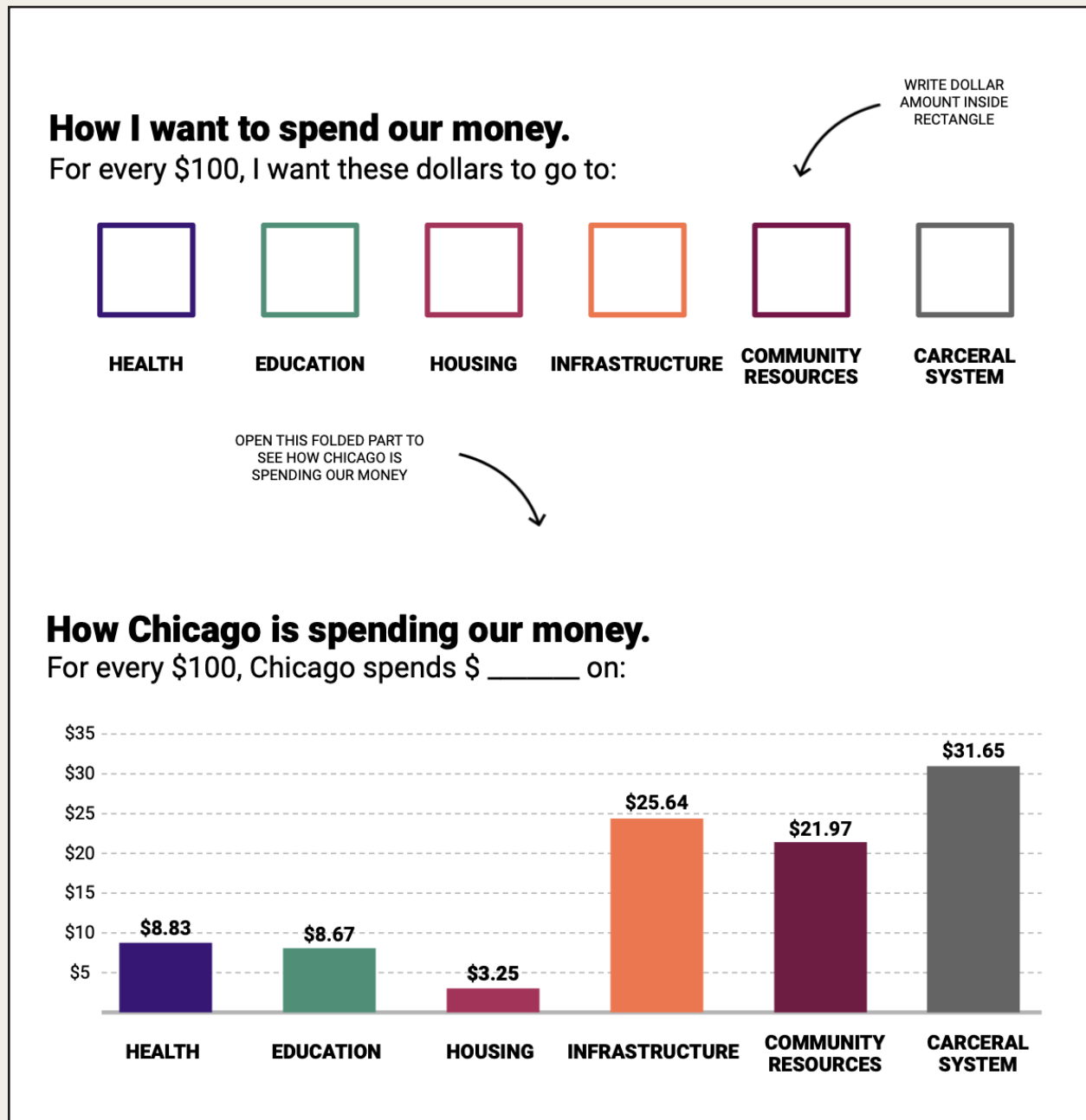
Now, in real life, our city's budget wasn't \$100 this year—it was \$13.5 Billion. That includes all the categories we had here on this board, plus some other big ones (like general financing, which includes Chicago paying interest on the loans we have as a city, paying pensions, and other costs that we've slacked on over the years). This covers about 37 city agencies and depts and this budget is passed all at once, by City Council approval no later than Dec. 31st.

But it turns out there's MORE money that City Council never touches. While they approved \$12.6 Billion last year in the city budget, another \$12 Billion was approved by separate boards for Chicago Public Schools, CTA, CHA, City Colleges, and Chicago Park District. This \$12 billion is approved in separate processes by separate unelected boards, each appointed by the Mayor.

# PEOPLE'S BUDGET HANDOUT

If you print these, we recommend that you fold them in half, so the actual numbers are facing down. Then after they've added their desired budget numbers, the reveal opens the bottom flap and shows the difference.

If you use a screen to project this image, you can fill in the blanks then reveal the total together after you've done that.



**PART THREE**

**INVESTIGATE**

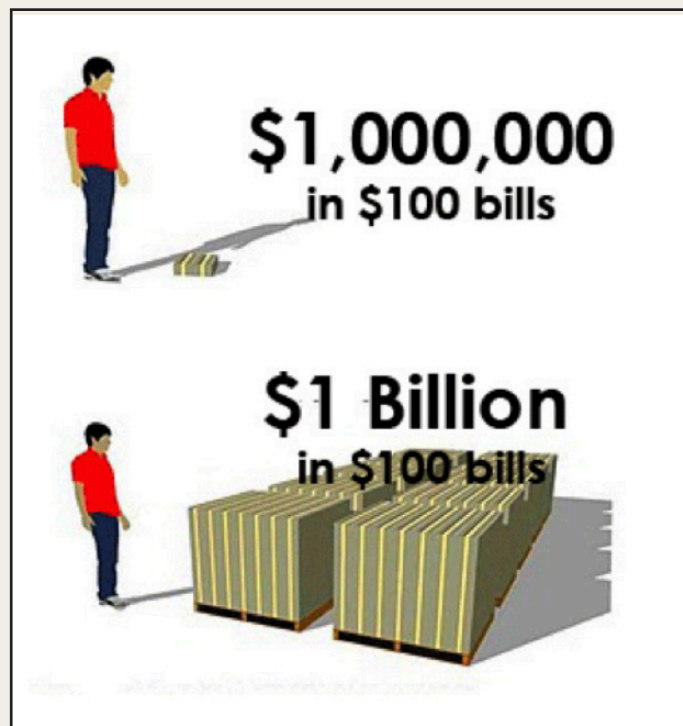
## “What Does the City of Chicago Spend Money On?”

According to the 2022 Budget:

“Public Safety” - \$2,988,831,491. Almost \$3 Billion!

- » Includes Police, Fire Department, and Emergency Management
- » Chicago Police Department: \$1,899,239,226 (almost \$2 Billion)
- » Chicago Office of Police Accountability: \$14,728,193
- » Police Board: \$579,608
- » Community Commission for Public Safety and Accountability: \$3,433,907
- » Total Police Expenses: \$1.9 Billion

### What’s the difference between one million and one billion?

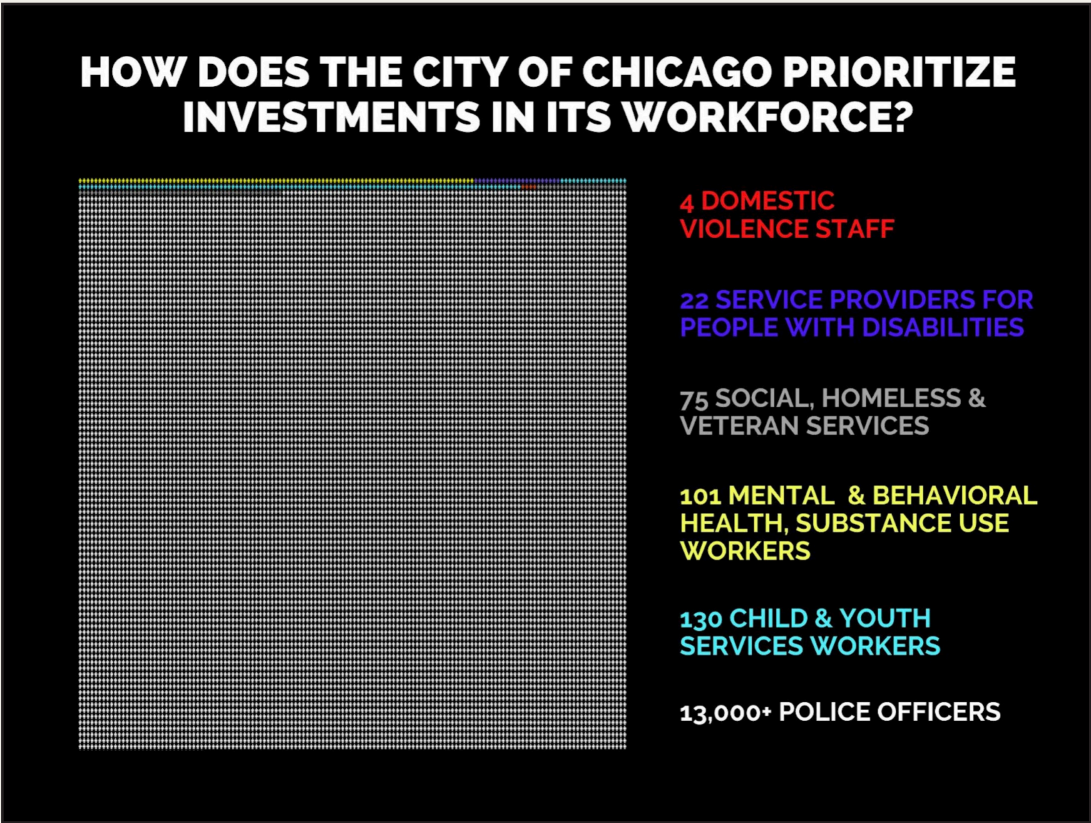


| <b>ONE YEAR of city spending on...</b>   | <b>Equivalent of city spending on police in...</b> |
|--|--|
| Employment Services for People with Disabilities: \$569,729                        | Less than 3 Hours                                  |
| Substance Abuse Treatment: \$4,750,635   | One Day  |
| Workforce Services (assistance with finding jobs for the unemployed): \$37,452,292 | One week   |
| Domestic Violence Services: \$51,216,089   | Ten days   |
| Senior Service Programs (services for elderly people): \$69,317,726                | Two weeks  |
| Mental Health Services: \$71,824,556   | Two weeks  |
| Youth Services (includes after school programs): \$150,591,413                     | One Month  |
| Homeless Services: \$183,845,544   | Five weeks   |

<https://chicityclerk.s3.amazonaws.com/s3fs-public/O2021-4239.pdf>



# Budget Breakdown by City Employees



This chart was created by the [Workers Center for Racial Justice](#)

## What does “Defund the Police” really mean, anyways?

By now, almost everyone has heard this demand and has an opinion about it. But few people have a chance to unpack where the demand came from, and what it’s all about. This activity allows participants to watch and respond to a [short, animated video](#) that illuminates clearly what defunding the police is really about.

The video opens with emphasis on how identity, especially racial identity, can influence one’s experiences with, and thus opinions of, policing. Facilitators also have the option of using this discussion guide created by Project Nia with the video, instead of the questions listed below.

### OBJECTIVES:

To offer young people concise, clear information about spending on policing versus other resources and give them a chance to develop more nuanced opinions about the phrase “defund the police.”

To offer participants a chance to think about how their own identity affects their opinions on policing.

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### MATERIALS:

Load and/or download this video by Project Nia ahead of time: <https://www.youtube.com/watch?v=bT0YpOmk8NA>

Screen and Speakers

### ACTIVITY TIME:

30 minutes

## SCREENING:

Introduce the video. This video is made by activists who have been trying to end the criminalization of young people for a long time. It's four minutes long, and is called "Defund the Police." As you're watching, please notice what reactions you have and how it makes you feel.

Watch it together.

**Pair & Share.** (5 minutes) Turn to someone near you and take a few minutes to discuss your initial reactions. What feelings came up for you as you watched it, and what made you feel that way?

**Group discussion.** (20 min) Let's come back together now to talk as a whole group. Take a few responses to each of the following questions.

- » What feelings came up for you as you watched this?
  - Did anyone feel frustrated when they watched this? Which part made you feel that way?
  - Did anyone feel clarity when you watched this? Which part made you feel that way?
  - Did anyone feel angry when you watched this? Why? Why not?
- » How did it feel when they talked about how our identity can shape how we experience the police? What came up for you?
- » Did anyone learn any new information from watching this? If so, what was it?
- » Did this bring up new questions for anyone that you want to keep exploring? What are some of those?

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## CLOSING:

We're going to close out the discussion now. Let's have three volunteers share out something new they heard or learned today, from someone else in the group. These are like appreciations, to let people know you're listening to each other and that what you say and think matters here. Can I get those three volunteers to shout out one thing they're leaving with from the discussion today, and who influenced your thinking?

## A Youth Perspective in Chicago

This activity offers participants a chance to hear directly from a youth organizer about her perspectives on the city budget, and ways she's taken action to change budget priorities in Chicago.

### OBJECTIVES:

To highlight youth activism related to the Chicago city budget.

**TIME:** 45 minutes

### MATERIALS:

Handout copies of her article or share link to her article

**INTRODUCTION:** Introduce the activity. So now that we've begun discussing what all is involved in creating a budget, let's take a moment to hear directly from a young person who decided to take action in Chicago regarding the city's budget priorities.

Distribute the handout and/or article link. (Note: the handout is a shortened version of the article, so just keep that in mind as you decide which to use). Another option is to read it aloud together, and have different volunteers read each paragraph.

### DISCUSSION:

- » What stood out to you from this article?
- » In what ways did Asha take action for things she cares about?
- » How did the Mayor's actions, as described by Asha, make you feel?
- » What did Asha observe about the young people's opinions about the budget across Chicago?
- » How did those observations compare to the budget we created together?
- » Did you learn any new information as a result of this article? (Hint: COVID spending going to police)
- » How do you think communities can get the Mayor to listen or make different budget decisions?
- » Anything else you want to share?

## “Creating a People’s Budget in Chicago”

By Asha Edwards

October 6th, 2021

[Originally published on afsc.org](#)

The city’s discretionary budget is the people’s budget; every person who resides in Chicago deserves to know and have a say in where this money goes. Why? Because it’s our money, our tax dollars, helping to sustain this city.

Chicago Mayor Lori Lightfoot is now working to pass next year’s budget through City Council. And keeping with the political machine tradition, there are minimal ways for regular people to actually have a say in where our city’s funding goes.

Two years ago, right after being elected, the mayor seemed to care about community engagement when she invited young people to a forum on the budget--claiming she wanted to hear from us.

At the time, I was a senior attending Whitney Young High School and [I had a lot to say](#), as well as tangible questions for the mayor, including “Will you freeze police spending and fund year-round youth jobs instead?” I also pointed out that if the city wants community safety, then the city should invest more in community resources and services which were only receiving 8% of the budget at the time, and not more cops. We need the basics. When my two minutes at the microphone were up, [the mayor ignored my concerns and literally said “Next question.”](#) What I learned from this was that the mayor only wanted to engage with those who do not challenge her with experience and evidence that her policy decisions have been harmful. I haven’t gone to a mayoral forum since.

Instead, I’ve been organizing with my peers and community to defund police and instead invest in things we actually need. This year, I decided to collaborate on a project called the “People’s Budget.” Together we generated a series of community engagement events to discuss the city budget. Compared to Lightfoot’s budget forums, we went for a holistic, safe, and artistic approach—to create a space where young people felt like they had the tools and experience to articulate where they believe budget funding should go in their neighborhoods.

We hosted pop-up budget discussion events on the West and South sides of the city, where people are more often than not left out of the conversation on the investments their communities deserve.

Youth who participated in these art activities first were even more open to ideas around defunding police once we began discussing together. That’s because they had actually taken the time to visualize some alternatives of what community wellness and safety could look like.

We also had a budget activity where we gave young people the chance to create a budget together. We gave them tokens that they could then allocate to different categories, each representing portions of the discretionary Chicago budget. Those included health, early childhood education, housing, infrastructure, community resources, and carceral systems (aka policing!).

Once everyone had allotted their tokens, people had the chance to debate whether they wanted to rearrange or move them so they could come up with a budget everyone present agreed on. An overwhelming majority made a consensus decision to prioritize funding in community resources, health, and housing. Policing received zero or a single percentage point of the people’s budget in each youth pop-up—and frequently the most passionate debate was whether to give just one token to the police.

When we tallied up all the people that took part in the activity over the summer, we found that the priorities of people in Black and Brown communities in Chicago were extremely different from how the city is currently proposing to allocate resources. As you’ll see in this graph, they’re almost opposites!

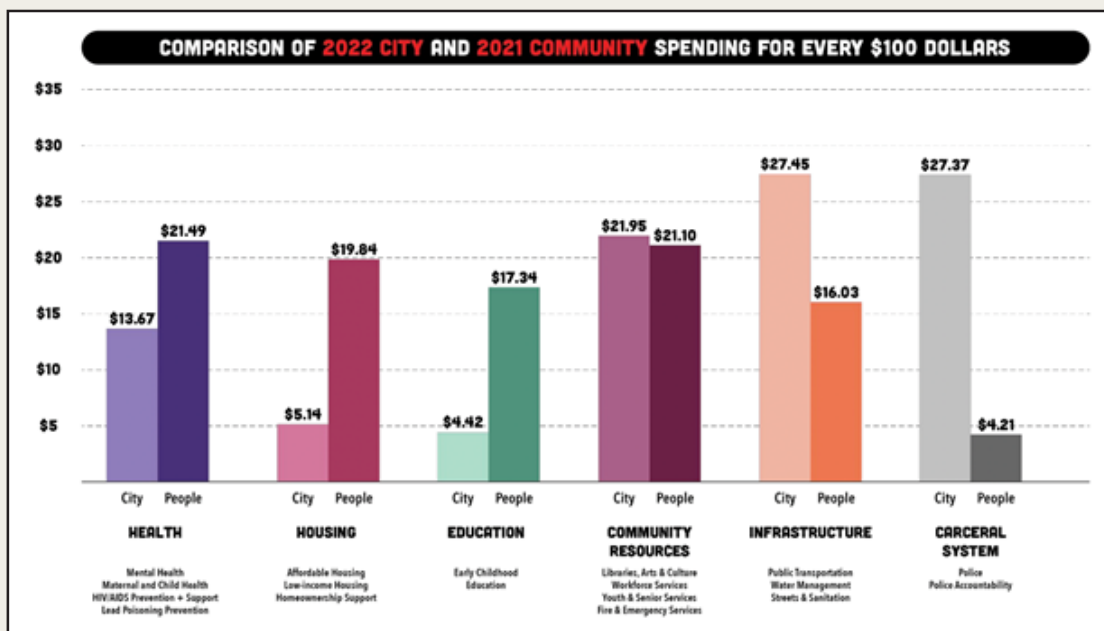


Chart: Chicago United for Equity

For many young people, in Chicago, the city budget may seem like a distant debate that's only meant for elected officials. But where the funding goes impacts every Chicagoan.

With the COVID-19 pandemic causing mass disruption to the day-to-day lives of everyday people, a social net of support was actually offered by the federal government.

Unfortunately, Chicago has spent much of this COVID relief on the wrong priorities. Of the \$600 million dollars Chicago received, [over \\$280 million went to the police.](#)

Today, people across Chicago are calling for the next round of federal COVID relief to fund life-sustaining resources, such as hospital technology, health grants, emergency housing grants, child care, and other vital programs to ease COVID-19's disruption—NOT to more policing or to paying off debt to big banks.

But the Mayor has yet to support us. Young people in Chicago know what we need to keep our communities healthy and safe—and it's time our mayor finally listened to us.

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### **ABOUT THE AUTHOR:**

Asha Edwards is currently an undergraduate student attending the School of Public Health at the University of Illinois at Chicago. She is a visual artist and community organizer. Asha sometimes engages in community-organizing, abolitionist rooted campaigns, and mutual aid as a member of community-based grassroots organizations in Chicago.



**PART THREE**

**ARTIVATE**



## NOTE:

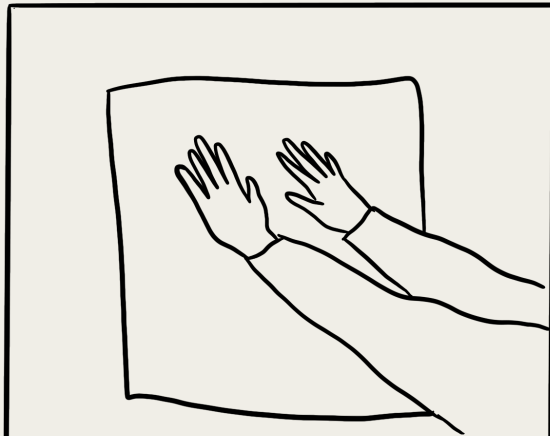
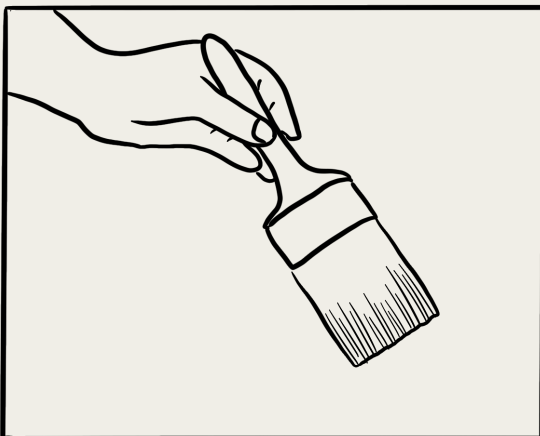
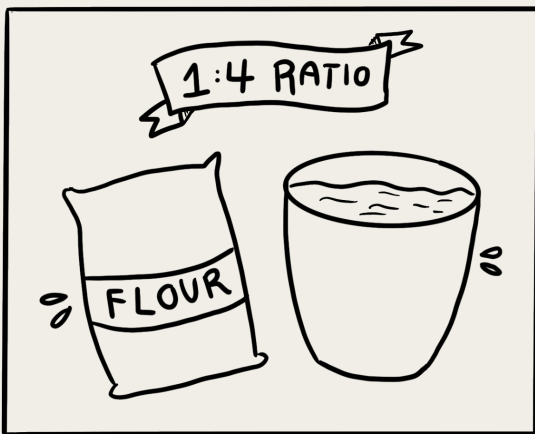
These involve quite a bit of prep and materials, so feel free to skip over this section if you're working in a traditional classroom and/or are tight on time or money. But if you have the ability to get creative with us, we've found these art stations to be fantastic ways to engage folks before and/or after the main budget activity! You can also use these activities some other time since they're awesome.



## Wheatpasting

Did you know? You can make posters stick to walls by making your own glue called “wheatpaste.” All you need is to mix some flour and water (four parts water, one part flour), and add a little sugar to make it extra sticky. You can also use diluted Elmers glue instead of flour. Or if permanently sticking a poster to a wall isn’t an option, there’s always good old fashioned tape. But if you have access to a wall that needs some redecorating, or want to just share this cool skill, here’s some tips!

Once you have your paste, pick the wall or surface you’re pasting your poster onto, apply some paste on the back of the poster, slap it on the wall, and then apply more paste over it until it’s totally covered, especially over all the edges. Let it dry and examine your work!



## MATERIALS:

One cup flour

Four cups water

One tablespoon sugar

Bucket or large jar to mix the wheatpaste

Stir stick

Large paint brushes

Posters/paper to wheatpaste (nothing thicker than conventional printer copy paper)



## USE IT WITH A BUDGET PARTY!

Print posters ahead of time OR allow participants to create their own designs. If you choose for participants to create their own designs, it would be helpful to have blank paper along with templates for anyone who may find the blank page more intimidating.

### [Images and link to poster templates](#)

Decide where you'll wheatpaste them (Is there a wall outside of your building, a vacant storefront that you want to beautify, or do you have some old cardboard lying around that could become your mock wall?)

Let participants take turns with the jar of paste and paste their poster of choice/personal design onto the surface.

Take pictures with participants next to the surface they've beautified.

## Button Making

While button-makers themselves are expensive pieces of equipment, the materials for buttons aren't! If you're in Chicago, reach out to us at the [American Friends Service Committee](#) and we can lend you our button-maker! Everyone loves wearing a pin-backed button that they created themselves.

### MATERIALS:

Button Maker & Materials (If you're in Chicago, contact [DSouthorn@afsc.org](mailto:DSouthorn@afsc.org) to access)

[Button Designs](#) (2.25 inch circles)

Print [these templates](#) for participants to choose from

Print blank circles for participants to design their own



### USE IT WITH A BUDGET PARTY!

Print designs ahead of time and/or have blank circles for participants to design their own.

Alternatively, or in addition to pre-printed designs, participants could use the prompts "Money For \_\_\_\_\_!" or "Fund \_\_\_\_\_ NOT \_\_\_\_\_!" to design their own slogans.

Once they've selected or created a design, cut the circle out.

Assemble in the button maker (instructions depend on the type of button maker)

Pin it to something awesome!



## Banner Painting

Painting is a great communal creative activity, especially at the beginning of an event or workshop. Open the space by having a banner for folks to add to, and you'll help set an inviting, creative tone for future discussion.

### MATERIALS:

**Banner Material.** We suggest using canvas dropcloth from the hardware store. It's cheap and sturdy!

**Paint.** If you're indoors and can't make a mess, use tempera paint. If you want it to last and be something you can carry with you outdoors, use acrylic paint.

**Paintbrushes.** We suggest having a variety of sizes and shapes.



### USE IT WITH A BUDGET PARTY!

Do beforehand: Prep drop cloth with painted prompt in the middle "What does your community need to be safe and thriving?" in the center.

Invite participants to write, draw, and paint their ideas in response as they arrive and after the budget discussion.

Review the banner together at the end with a gallery walk and ask participants what responses stand out to them.

**PART FOUR**

**ACTIVATE**

## What is a Campaign?

A campaign is a specific goal that a specific group of people are trying to achieve, which takes place over a period of time, with a clear target who can give people what they want. A community organizing campaign is usually attempting to win improvements in people's lives, change a harmful law or policy, or shift people's thinking about an issue.

### EXAMPLES:

Fights to stop school closures, defund the police, or get cops out of schools are all examples of campaigns. The Mayor and/or City Council have decision-making power over these things, so there is a way of measuring success, and putting pressure on a target to win.

Marches or rallies to “end gun violence,” are beautiful and important expressions of an important change people want to see. To make it a campaign, it needs to be connected to a clear demand for someone in power to do something specific, and have a clear way to influence that decision-making. For example, “End Gun Violence” is an important goal, but not always a campaign, if there's not a clear individual in power being targeted with a specific demand. The #Peacebook Ordinance is a campaign in Chicago that demands elected officials with decision-making power to do something that would help curb violence, because they want City Council to pass an ordinance that provides new resources for young people that are most impacted by gun violence.






Does that make sense? Community organizing campaigns are one tool that helps participants to start thinking about how to turn dreams about what should be funded into focused demands that we can win.

This activity intends to teach students about the basic elements of a campaign, by researching real examples of campaigns youth have organized around, related to ending police violence in Chicago.



## CAMPAIGN ELEMENTS:

In order to be a campaign, and not just an important issue, or one person's opinion on an issue, a campaign needs several ingredients.

|   |  |
|---|--|
| <b>THE PEOPLE</b><br>    | Get specific. Is there a core group of people working on the campaign, and if so what unites them about it? Ex. Is the campaign mostly made up of young people, Black youth, people in a certain neighborhood or from a certain school, people who've all experienced something? What unites them? |
| <b>THE PROBLEM</b><br>   | What's the core, underlying issue involved? Why do so many people care about it?   |
| <b>THE DEMAND</b><br>  | Campaigns should have a clear, concrete thing they are fighting for. That can be a policy, stopping something harmful, or a solution that hasn't been tried yet. But it should be easy for the public to identify when they hear about the campaign.   |
| <b>THE TARGET</b><br>  | Who is the elected (or appointed) official that has the power to enact the demands being made of them?   |
| <b>THE TACTICS</b><br> | What methods are the people fighting this campaign using to get their message heard, and/or to disrupt business as usual. Some examples include marches, sit-ins, banners, meetings with elected officials, canvassing, and more.  |

There's a lot more involved, but these are some of the essential elements! Be sure to check out the additional resources in the appendix if you want to learn more about how to organize a campaign!

## GROUP EXAMPLE:

Example to review the core elements as a whole group.

Ask volunteers to read the following paragraphs aloud, and then ask the class to identify each of the elements within the campaign together.

From 2017 to 2019, young Black and brown youth in Chicago fought to stop the city from constructing a \$95 million dollar new cop academy in West Garfield Park. Just years before the campaign launched, the city had closed 50 public schools and half the mental health clinics in order to “save money.”

Black and Brown youth, with support from allies across the city, called on then-mayor Rahm Emanuel to stop the cop academy, and put the funds into things that would benefit youth and communities instead of expanding the budget of an already racist and violent police department.

One way they spread the word was through an action called the “train takeover,” where youth would hop onto a CTA train car while chanting and dancing, asking people on the train to take pictures and/or tweet in support, while handing out flyers. The most popular chant was “No Cop Academy, \$95 mil for community!” #NoCopAcademy showed up to City Council meetings and provided testimony about the ways the cop academy would cause harm, and organized so many actions that the campaign became a key issue within the 2019 elections.

When it became clear the Mayor would not stop the cop academy, they focused on city council members who could help slow the project down, by marching in their wards and protesting outside of their fundraisers, and getting 105 community organizations across the city to endorse their demand.

Ultimately, they lost the final vote in March of 2019, when the City Council voted 38-8 (out of 50 possible votes) to award the contract to the company that would build the cop academy. But getting 8 city council members to vote with #NoCopAcademy was still a big deal, and caused a crack in the power establishment, since most votes on policing tend to be unanimous.

Now let’s review together. Try to solicit answers from the class before revealing the correct ones.

|   |   |
|---|---|
| <p><b>THE PEOPLE</b></p>     | <p>Black youth and youth of Color!</p>  |
| <p><b>THE PROBLEM</b></p>    | <p>The city's trying to give another \$95 million to police, while it closes schools and clinics.</p> |
| <p><b>THE DEMAND</b></p>    | <p>#NoCopAcademy! Money for schools, not police.</p>  |
| <p><b>THE TARGET</b></p>   | <p>Rahm Emanuel, and then City council</p>  |
| <p><b>THE TACTICS</b></p>  | <p>Train Takeover, Marches, Tweeting, Testimony at City Council, Protests, and so much more!!!</p>    |

\*\*Want to spend more time on this campaign, and especially all the creative tactics that young people and their supporters came up with? Check out this multimedia, interactive #NoCopACademy Timeline Activity: <https://nocopacademy.com/timeline>

## Small Group Research on Current Campaigns

This activity allows participants to research real-life, active efforts in Chicago that have emerged from 2020-2022, where communities are organizing to move resources away from policing and into resources they need to survive. They will also get a chance to practice analyzing the elements of a campaign, by researching, discussing together, then sharing back with the class in a creative way. The five options we provide are not comprehensive of all of the campaigns in Chicago that relate to divesting from policing.

### **OBJECTIVES:**

To research current organizing related to the Chicago city budget and reallocating funds from the police into community needs. To strengthen understanding of the elements of a campaign.

### **MATERIALS:**

Handouts for each small group on the campaign they will research

Optional: Poster boards and markers for creating a presentation with their findings.

### **ACTIVITY (45 MINUTES):**

For this activity, we're going to research some of the real ways that communities in Chicago are organizing campaigns to get the things they need to survive, and to shift resources away from policing.

Assign and/or allow participants to select small groups, and have each research one of the five campaigns described in pgs. 38-46. In addition to reading the handout together, they should be encouraged to visit and explore the accompanying websites. After they've had ample time to review the campaign materials, have them talk through the discussion questions together.

Then have each group share-back, using the method that best fits the time you have available. If you're short on time, have each group assign a volunteer to summarize the key concepts of the campaign, and have them report-back either with one volunteer summarizing key discussion points. Or, if time, have each group create a poster board about their campaign or share out about their campaign through a skit! If a skit, have the rest of the group/class guess which campaign it was, and review the discussion questions all together again.



## COPS OUT CPS HANDOUT

<https://copsoutcps.com>

[#PoliceFreeSchools](#) is a national campaign dedicated to dismantling school policing infrastructure, culture, and practice; ending school militarization and surveillance; and building a new liberatory education system. Here in Chicago, students are calling for [#CopsOutCPS](#) (Chicago Public Schools). The Board of Education in Chicago, majority appointed by the Mayor, has the power to cancel the contract that all CPS schools have with the Chicago Police Department. Each school's Local School Council (LSC) has the power to determine whether or not to hire police at that school.

The fight to remove cops from schools in Chicago is one articulation of the larger fight to defund policing and invest in Black communities instead. The students organizing for [#CopsOutCPS](#) are strategizing accordingly. Organizations and students who make up the coalition have worked to collect data about CPD in CPS and direct action to advocate to remove SROs in CPS. The coalition published a report which highlighted the well-known racial disparities of school-based policing. The report concludes, "We can't afford to keep investing in policing at the expense of Black students and students of color. It's time to divest from policing and invest in the support systems that will actually provide safety and care to Chicago's students."

### ***In the news:***

From [Southside Weekly](#): 09/16/2020

Youth activists held a demonstration outside CPS' downtown headquarters during the entire seven-hour virtual meeting (of the Chicago Board of Education). Students had also protested outside the homes of (CPS Board members) Revuluri and Truss last week, urging them to change their minds, and two students were among 13 arrested at a demonstration outside CPS' downtown headquarters this week.

Many Black students and activists have said the money spent on policing, even reduced by more than half, would be better used for counselors, social workers and other resources. The board's refusal to remove uniformed police officers from all schools grants the wishes of Lightfoot and CPS leadership but thwarts the efforts of activists and students. Lightfoot and her schools chief, CPS CEO Janice Jackson, have been loath to issue a blanket removal of cops from CPS, arguing instead that each school community best knows its needs.

After votes in recent weeks by dozens of Local School Councils, 17 schools have chosen to remove their officers and 55 have decided to keep theirs. Schools that kicked out their police will not be allowed to keep that money for other programs.

**CAN YOU IDENTIFY THE CAMPAIGN ELEMENTS INVOLVED  
IN THE EFFORT TO WIN #POLICEFREESCHOOLS?**

|   |  |
|---|--|
| <p><b>THE PEOPLE</b></p>     |  |
| <p><b>THE PROBLEM</b></p>    |  |
| <p><b>THE DEMAND</b></p>    |  |
| <p><b>THE TARGET</b></p>   |  |
| <p><b>THE TACTICS</b></p>  |  |

**Discussion Questions:**

How do their goals connect to the demand to defund the police?

What victories have they won and for whom, so far?

How does their work change the narrative about what cities should be spending money on?

## TREATMENT NOT TRAUMA HANDOUT

Website

<https://www.collaborativeforcommunitywellness.org/treatmentnottrauma>

Since the Treatment Not Trauma campaign launched in the fall of 2020, multiple community organizations, local elected leaders and community members across the City have been fighting for the creation of the mental health crisis response and care system. The campaign states its primary demand is for the City to create a “24-hour team of social workers and EMTs to respond to people undergoing a mental health crisis. This response would NOT include police because police are harmful, and often deadly, for people undergoing a mental health crisis. (They) want this program to run out of the public mental health clinics and support a reinvestment in public mental health infrastructure.” Additionally, the #TreatmentNotTrauma campaign wants to use the funding available because there are currently many unfilled positions in the police department, to instead hire non-police crisis response workers.

In the news: June 2021 <http://www.lawndalenews.com/2021/06/rally-urges-mayor-for-treatment-not-trauma/>

“Led by middle and high school youth, the Collaborative for Community Wellness and other grassroots organizations in the Treatment Not Trauma campaign, held a rally at the Logan Square Monument last weekend to demand that the City Council and Mayor Lori Lightfoot create the Mental Health Crisis Care and Response System introduced by Ald. Rossana Rodriguez-Sanchez and stop criminalizing and harming people with mental illness in our communities.”



Treatment Not Trauma vigil,  
October 2021

**CAN YOU IDENTIFY THE CAMPAIGN ELEMENTS INVOLVED  
IN THE EFFORT TO WIN #TREATMENTNOTTRAUMA?**

|   |  |
|---|--|
| <p><b>THE PEOPLE</b></p>     |  |
| <p><b>THE PROBLEM</b></p>    |  |
| <p><b>THE DEMAND</b></p>    |  |
| <p><b>THE TARGET</b></p>   |  |
| <p><b>THE TACTICS</b></p>  |  |

**Discussion Questions:**

How do their goals connect to the demand to defund the police?

What victories have they won and for whom, if any, so far?

How does their work change the narrative about what cities should be spending money on?



## PEACEBOOK ORDINANCE HANDOUT

Website: <https://sign.moveon.org/petitions/pass-the-peace-book-ordinance-now>

The #PeacebookOrdinance is the opposite of the Gang Book. The Peace Book is a regularly-published book (as well as a website and an app) that provides a resource directory identifying wraparound services and job opportunities with the purpose of reducing youth incarceration.

The Peace Book suggests diversion programs and ways to further implement restorative justice practices inside schools, courts, and juvenile detention centers. It documents the inequality that contributes to intergenerational poverty and trauma and proposes solutions. It describes models and instructions regarding how to curate neighborhood-based peace treaties. It identifies Peacekeepers in each ward who have the experience and relationships required to conduct peace negotiation and violence interruption. And it proposes remedies to gun violence, including but not limited to free drug treatment centers, trauma centers, trauma-informed schools, mental health care clinics, standby psychiatrists or therapists, restorative justice, community centers, transformative justice, fair housing, food justice and economic justice.

### **News and Media Coverage:**

<https://news.medill.northwestern.edu/chicago/englewoods-goodkids-madcity-love-march-takes-to-the-streets-to-spread-message-of-love-and-hope/>

“A crowd of close to 100 community activists and residents marched down Ashland near 67th Street, while cars honked in support, during GoodKids MaadCity’s “Love March.”

More than 3,400 people have been shot in Chicago this year alone, according to the Chicago Police Department. That’s nearly 40% more shootings than last year, with almost 65 days left in the year.

But despite the trauma, residents of communities such as Englewood say they are tired of being the sole focus of stories about violence, not change. During the march, they expressed they are tired of feeling forgotten by politicians who promise change but never seem to deliver. Among the issues that are of concern, lack of access to mental health services, fresh food, safe schools, affordable housing and medical care, and job access.

As a proposed solution, GKMC created the “Peace Book Ordinance,” a directive to reallocate 2% of Chicago Police Department funding to support community sponsored programming aimed at reducing gun violence through a comprehensive model that includes restorative justice solutions, substance abuse treatment, mental health services, fair housing and fresh food access.”

**CAN YOU IDENTIFY THE CAMPAIGN ELEMENTS INVOLVED  
IN THE EFFORT TO WIN #PEACEBOOKORDINANCE?**

|   |  |
|---|--|
| <p><b>THE PEOPLE</b></p>     |  |
| <p><b>THE PROBLEM</b></p>    |  |
| <p><b>THE DEMAND</b></p>    |  |
| <p><b>THE TARGET</b></p>   |  |
| <p><b>THE TACTICS</b></p>  |  |

**Discussion Questions:**

How do their goals connect to the demand to defund the police?

What victories have they won and for whom, if any, so far?

How does their work change the narrative about what cities should be spending money on and how we solve gun violence?

## #STOPSHOTSPOTTER HANDOUT

Website: <https://endpolicesurveillance.com>

ShotSpotter is a surveillance system that blankets select neighborhoods with microphones and is supposed to detect the sound and location of gunfire. ShotSpotter sends alerts of supposed gunfire directly to local police.

The City of Chicago has deployed ShotSpotter in 12 police districts. Those districts are the ones with the highest proportion of Black and Latinx residents in the city. ShotSpotter burdens residents on the South and West sides with thousands of high-intensity deployments where police are hunting for supposed gunfire in vain.

Canceling the contract with ShotSpotter would save the City of Chicago almost \$9 million annually, which could instead be invested in programs and services that prevent violence.

### ***In the news:***

From BlockClubChicago, July 30, 2021 (<https://blockclubchicago.org/2021/07/30/activists-demand-city-hall-cancel-shotspotter-contract-adam-toledo/>)

“Gathered near the alley where police fatally shot 13-year-old Adam Toledo months ago, activists from across the city converged Thursday in Little Village to demand officials end a city contract with ShotSpotter.

The protest came three days after Vice Magazine reported instances of ShotSpotter analysts modifying data of shootings after being contacted by police departments, including Chicago police.

ShotSpotter is touted by police for its real-time gunshot detection technology, but an analysis published in May by the MacArthur Justice Center determined it’s too unreliable for routine use. The Vice report concluded ShotSpotter’s not always spot-on in real time—and its data can be changed to suit a police department’s narrative.

Activists from Unete, GoodKids MadCity, Erase the Gang Database and the Action Center on Race and the Economy demanded the city end its contract with the company and redirect funds to Black and Brown communities.

While the technology is being “framed as a tool to curb gun violence,” it hasn’t effectively prevented violence, said Alyx Goodwin, of the Action Center on Race and the Economy. Instead, it is being used to justify the over-policing of predominantly Black and Brown neighborhoods that have experienced disinvestment over the years, Goodwin said.

“This is not a structural investment in community. This is an expansion of policing,” Goodwin said. “People want jobs, they want trauma-informed health care, quality public schools. ... While ignoring these needs, the city chooses to invest in police surveillance.”

**CAN YOU IDENTIFY THE CAMPAIGN ELEMENTS INVOLVED  
IN THE EFFORT TO WIN #STOPSHOTSPOTTER?**

|   |  |
|---|--|
| <p><b>THE PEOPLE</b></p>     |  |
| <p><b>THE PROBLEM</b></p>    |  |
| <p><b>THE DEMAND</b></p>     |  |
| <p><b>THE TARGET</b></p>   |  |
| <p><b>THE TACTICS</b></p>  |  |

**Discussion Questions:**

How do the goals of this campaign connect to the demand to defund the police?

What victories have they won and for whom, so far?

How does their work change the narrative about what cities should be spending money on, and how to solve violence?

**BONUS:** Can you find on the internet how much the CEO of Shotspotter makes per year?

\*Answer is on the final page of this toolkit!

## #DEFUNDCPD HANDOUT

Website: <https://www.instagram.com/defundCPD>

#DefundCPD is a campaign in the city of Chicago which demands that the City Council defund the police and fund our communities instead. Launched in the summer of 2020 by the [Black Abolitionist Network](#), during the historic global uprisings against anti-Black police violence after the police murders of George Floyd and Breonna Taylor, #DefundCPD mobilized thousands of people across Chicago to take action in order to divest from policing and redefine community safety without the police. They held mass trainings on the city budget, abolition basics, how to talk to elected officials, mutual aid and more; led marches to Mayor Lightfoot's house, rallies outside city hall, and met with dozens of aldermen; and through canvassing had direct conversations with thousands of Chicago residents.

One core demand of the #DefundCPD campaign in 2021 was that the City Council not use COVID relief dollars from the federal government in order to fund the police or banks. Instead, organizers argued, those relief funds should go directly to community members suffering the most during economic crises made worse by the pandemic. Nevertheless, Chicago Mayor Lori Lightfoot gave over 60% of COVID relief funds directly to the Chicago Police Department in 2021, causing an outcry from many city council members and community-based organizations. The fight continues to win more resources for Black and brown communities, and interrupt the toxic relationship between the Mayor, the majority of City Council and the police.

### ***In the news:***

<https://chicago.suntimes.com/politics/2021/8/3/22607956/defund-cpd-campaign-chicago-police-budget-activists>

“At a news conference in the parking lot of Parkman Elementary School in Fuller Park, one of 50 schools shut down under Mayor Rahm Emanuel in 2013, members of the Defund CPD Campaign said that increased police funding will not lead to greater safety in economically depressed areas of the city.

“Simply put, what we are saying is well-resourced communities are safe communities,” said Damon Williams of Defund CPD, a coalition of groups described as “a Black-led grassroots abolitionist campaign.”

“If we want safety in our communities, the answer is very simple: Invest the resources directly into those communities,” Williams said.

**CAN YOU IDENTIFY THE CAMPAIGN ELEMENTS INVOLVED  
IN THE EFFORT TO WIN #DEFUNDCPD?**

|   |  |
|---|--|
| <p><b>THE PEOPLE</b></p>     |  |
| <p><b>THE PROBLEM</b></p>    |  |
| <p><b>THE DEMAND</b></p>    |  |
| <p><b>THE TARGET</b></p>   |  |
| <p><b>THE TACTICS</b></p>  |  |

**Discussion Questions:**

Did you know there was a campaign to #DefundCPD in Chicago? After reading about the campaign, does it appear easy or hard to take funding away from policing in the city?

How does their work change the narrative about what cities should be spending money on, and how to solve violence?

## “Do One Thing”

### CREATE AN ACTION PLAN! (15 MINUTES)

Hopefully by now it's clear that the way we build power is by lots of people taking action in a coordinated way, so that we can get more people to join us and increase our influence, especially over decision-makers, so that they have to act with real accountability towards our communities.

***How will you contribute to the effort to defund the police and fund Black communities in your school, neighborhood or city?***

Hand out copies of the action steps checklist on the following page to the group. Ask them to work in pairs to read through the checklist and determine what step(s) they will take after today's workshop to contribute to the effort to divest from policing and win resources for our communities in Chicago. Ask them to be prepared to share the following information with the larger group:

- » What action steps are you committed to taking?
- » By what date will you take this action?
- » How will your partner know once you've done it? (Working with a partner helps us stay accountable to the goals we set and make sure we follow through!)

Be creative! Feel free to brainstorm other ideas that aren't listed on the worksheet. Once you've had time in your pairs, we will come together as a big group and share out one of our commitments in the big circle.

*(See Handout on Next Page)*



## DO ONE THING –to #DefundThePolice & #FundBlackFutures!

- Give away the “2021 City of Chicago Operating Budget” informational strip to a friend or stranger, and talk with them about spending on police & real community safety.
- Create a meme (using canva.com) that shows what you would spend \$5 million per day on instead of the police.
- Tweet what you learned about one of the campaigns we researched, and mention (@) an elected official when you do it!
- Create a 11”x17” poster about defunding the police. (*Hint: That’s the size of a CTA train or bus ad!*)
- Ask your teacher if you can lead one of these workshops with your class or afterschool club.
- Ask a leader at your church/mosque/synagogue/place of faith if part of an offering or special collection can go to a grassroots campaign next month.
- Call your alderperson and make sure they know that you don’t support any additional funding for police, and want to see more investment in community services. (*Find out who your alderperson is here: <https://webapps1.cityofchicago.org/ezbuy/geoWardLookup.do>*)
- Make a short video about what you would spend \$5 million per day on (instead of the police). Share it online.
- Create a banner and drop it somewhere visible in public to encourage others to rethink our spending priorities.
- Come up with a chant about defunding the police and share it on social media via the hashtags #DefundCPD or #TreatmentNotTrauma
- OTHER:

By this date:

*(How much time do you need to do this, and do it well?)*

- How will others know how it went?
- I’ll share a photo online.
- I’ll email my partner/teacher, letting them know how it went.
- It will be on the news.
- Other:

## ADDITIONAL RESOURCES:

### TOOLKITS

Lessons in Liberation: An Abolitionist Toolkit for Educators: <https://www.akpress.org/lessonsliberation.html>

People's Budget Website & Curriculum: <https://www.peoplesbudgetchicago.com/>

NoCopAcademy Youth Organizing Toolkit: <https://nocopacademy.com/toolkit/>

[DefundPolice.org](https://defundpolice.org/): a one-stop-shop for organizers and advocates looking for tools, resources, trainings, legislation and policies.

Original CCC toolkit: <https://www.afsc.org/resource/coins-cops-and-communities-toolkit>

Cosmic Possibilities: An Intergalactic Youth Guide to Abolition: [https://issuu.com/projectnia/docs/\\_2021\\_\\_ayo-final-combined](https://issuu.com/projectnia/docs/_2021__ayo-final-combined)

### COMMUNITY ORGANIZATIONS MENTIONED IN THIS TOOLKIT

Action Center on Race and the Economy

AFSC Chicago Peacebuilding

Assata's Daughters

Brighton Park Neighborhood Council

BYP100

Chicago United for Equity

#DefundCPD

Erase the Gang Database

GoodKids MadCity

Grassroots Collaborative

Project Nia

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## CLOSING APPRECIATIONS

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## CONTACT INFO FOR PRINT MATERIALS

Want a printed copy of this toolkit, complete with a set of the police spending budget strips, referenced in the first activity? Reach out to [DSouthorn@afsc.org](mailto:DSouthorn@afsc.org) and we'll do our best to get them in your hands.



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