BOYS & GIRLS CLUBS
OF AMERICA

Youth for Unity

A Planning Guide
for 2021 and beyond

Supported By

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Introduction: Youth for Unity

This Youth for Unity Planning Guide can be used to incorporate diversity, equity and inclusion experiences in your Club or Youth Center. In this guide, you will find activities and helpful tips and resources to help you plan. The full Youth for Unity targeted program consists of a youth curriculum, a peer leader program, a parent workshop and staff training. The full program can be accessed at BGCA.net/YouthForUnity. Thanks to the generous support of the Darden Foundation, additional resources will be added throughout 2021.

This Youth For Unity Planning Guide will help your Club youth explore each of these themes by providing the following:

1. An overview of diversity, racial equity and inclusion
2. Tips for facilitating Youth for Unity diversity, equity and inclusion activities
3. Sample check-ins for gaging participants' emotional wellness during activities
4. A sample schedule to incorporate these activities into the week
5. Activities for each theme that allow youth to learn, practice and apply the skills needed to cultivate individuality, build cultural identity and appreciate diversity

We live in a diverse world. It is important to help young people act with respect and in ways that promote equity and inclusion for all people. Young people may need help learning to act in these ways toward people whose race, ethnicity, country of origin, religion, age, physical ability, mental ability, gender, class, appearance or culture differ from their own. Youth benefit from broadening their worldview by building meaningful relationships with adults and peers, engaging in service-learning opportunities, high-yield activities and conversations that help them recognize the experiences and traditions of others. Boys & Girls Clubs of America is committed to creating safe spaces that are grounded in diversity, equity and inclusion practices in all Clubs and Youth Centers. Youth for Unity was created to promote three primary youth outcomes:

1. **Cultivate individuality*:*** Youth learn to value their individuality, which is the unique combination of qualities that makes them who they are.
2. **Build cultural identity:** Club members respect the beliefs, traditions and values of the culture they belong to.
3. **Appreciate diversity:** Young people learn about diverse cultures and groups and begin to appreciate the richness and depth that diversity brings to our society.

Youth for Unity activities fall into four central themes:

1. **See What's Special and Unique in Every Individual:** These activities will help youth practice self-awareness and recognize their individuality, discover how others perceive them, and explore their unique traits. When young people know who they are, they can begin to see others more clearly and appreciate the similarities and differences among all people. They also begin to develop a positive self-identity based on who they are as unique individuals.

2. **Understand Our Society's Diversity**: These activities will help youth recognize and appreciate the uniqueness of others, help them appreciate diversity and give them a chance to engage in different experiences to connect with people unlike themselves. As Club members begin to see the great variety of people in their communities and neighborhoods, they understand that diversity is what makes the world an interesting and exciting place to live.
3. **Recognizing Bias and Unfairness**: These activities will help youth trace the roots of bias, and recognize bias in themselves and society. By exploring the faulty beliefs behind biased attitudes and becoming aware of the how we use words to hurt others, youth learn to identify and change assumptions that lead to bias and stereotypes.
4. **Take Personal Leadership in Confronting Bias**: These activities will help youth understand their leadership potential, encourage them to recognize the qualities of a strong leader and teach them to confront bias on both a personal level and in society.

Examining Diversity, Inclusion and Racial Equity

Black, Latino, Native and other youth of color, and their families and communities, historically have been and still are confronted with racism and its negative impacts. Institutional, or systemic, racism is a structural and systematic practice of creating and denying opportunities, and assigning value, based on race. Boys & Girls Clubs of America is on a journey to help combat racial inequities by dismantling institutional racism within our walls and ensuring that all youth have equal access and opportunity to achieve their dreams. The Youth for Unity Targeted Program and resources support Clubs in creating a more diverse, inclusive and racially equitable environment for youth to grow and thrive.

Diversity can be defined as the differences that exist among human beings, including differences in race, ethnicity, country of origin, religion, age, physical and mental ability, gender, class and appearance. Diversity also includes variation in other physical characteristics, mannerisms, facial expressions, styles of dress, language, communication styles, gestures, geographic location, work experience, lifestyles, learning styles and personality. Boys & Girls Clubs of America's Diversity, Equity and Inclusion Council defines diversity as the presence of varied identities in a culture that respects and celebrates all characteristics that make us uniquely individual and collectively successful.

Valuing diversity means valuing all people. It requires more than tolerance and more than acceptance. When you value diversity, you value the ideas, beliefs, traditions and abilities of those who are similar to you and those who are different. An appreciation of diversity involves seeing all people for who they are, as unique individuals, each of whom contributes to the rich tapestry of our society.

It is important for Club staff to collaborate with youth to create a safe, supportive and inclusive environment. Within such an environment, young people also need practical and relevant opportunities to practice building social-emotional skills, specifically self-awareness, inclusion and empathy for others. BGCA's Youth for Unity targeted program and resources provide participants with dynamic experiences to help them better understand diversity and combat prejudice, bigotry and discrimination.

Implementation Tips

Discussions about diversity, bias and unfairness can cause strong emotions for young people. Due to the nature of Youth for Unity activities, BGCA strongly recommends following these implementation guidelines and facilitation tips.

Understand the Impact of Historical Trauma. Trauma is a life experience that involves actual or perceived threats to the safety and wellbeing of an individual or someone close to the individual. More than half of all young people have experienced some form of childhood trauma, often referred to as Adverse Childhool Experiences, or ACEs. Typical ACEs include physical, emotional or sexual abuse; physical or emotional neglect; and such household dysfunctions as divorce, substance abuse, mental illness, violence toward one's mother, or the incarceration of a relative.

Historical trauma is the collective, cumulative, multigenerational experience of emotional and psychological injury in communities. Many ACEs can be a direct consequence of historical trauma. Some groups in the United States that are directly affected by historical trauma are African Americans, Indigenous Americans, Asian Americans and Latinos. Additionally, these groups of people continue to be traumatized by systemic racist policies and practices.

In other words, experiencing the effects of racism is traumatic for young people. Clubs and the positive relationships that youth develop with the adults there can play an important role in helping youth feel safe. Nevertheless, talking about traumatic experiences or similar issues can be re-traumatizing, especially if a conversation happens in an environment that is not emotionally safe and supportive. As a youth development professional, you can help prevent re-traumatization by using trauma-informed practices such as working with youth to establish ground rules for discussion, checking in with participants to see how they're feeling during activities, and following up with any young person who might need additional support.

Prioritize Physical and Emotional Safety: Before facilitating these activities, review your Club or Youth Center's safety policies. Be prepared to respond and report, should youth disclose past or current abuse, neglect or mental health issues. For immediate safety and life-threatening mental health concerns, call 911. For concerns of past abuse or ongoing abuse, neglect or endangerment, follow your state's mandated reporting requirements. In addition, make sure to report safety-related incidents according to your organizational policies, and use BGCA's Safety Helpline (866-607-SAFE) for additional support.

For more information about creating physically and emotionally safe program environments, visit the Safety page on BGCA.net, where you'll find the latest resources on:

- Safety Policies and Actions
- Mandated Reporting
- Disclosures of Abuse

If you have questions about using this resource in your Club or general safety questions, please reach out to the BGCA Safety Team at childsafety@bgca.org.

Make Referrals When Needed: These activities provide an opportunity for youth to focus on diversity, equity and inclusion practices. Some conversations about diversity, bias and unfairness can be triggering for youth. Understanding your role and professional ability as a youth development professional is critical. During an activity, youth may become emotional, share personal stories about past trauma or open up about current negative or potentially harmful experiences. It is important to keep in mind that you are not expected to take on the role of therapist or counselor, nor would it be ethical for you to do so. You should, however, be able to recognize when youth are disclosing abuse or another traumatic event and report and refer as appropriate. If you have a social worker or therapist on staff, ask them to reach out via the Club's engagement channels to support youth. If you do not have a therapist on staff, consider familiarizing yourself with the local agencies in your area. The following resources may be helpful:

- BGCA Incident Response Guide
- Visit 211.org for more information on local resources.
- For non-life-threatening mental health concerns, consider using the free Crisis Text Line by texting CLUB to 741741 to text with a trained crisis counselor 24/7.
- Visit programbasicsplanner.com/back/ to schedule a topical Club consultation with a BGCA staff.

Create a Safe Space: Whether you are using a virtual, in-person or hybrid program model, it is important that all youth feel safe and welcomed. You can create inviting spaces by taking the following steps.

- **Tell youth it is a safe program space:** Before each session, try saying something like, "This is a safe space where you are safe to feel your feelings, talk about your experience and ask for help. All feelings are normal and healthy and there is no wrong way to feel. You are always welcome to pass if you don't feel comfortable sharing something in front of the group. I am here to help and support you if you want to talk about anything during or after program time. Does anyone have any questions before we start?"
- **Be an active listener throughout the activity:** Follow up with any youth afterward who appear to need additional support. Step aside with them to discuss how they are feeling and determine how you can help.
- **If possible, use a co-facilitator:** Having a second Club staff present to respond to youth, clarify directions and provide support during activities can be helpful and enhance safety.

- **Use all the elements of a high-quality session:** You may need to adapt or shorten some components of a session or activity, but make sure to facilitate a Community Builder, give youth time to reflect on their experiences, and recognize each other.
    - **Establish and revisit your Group Agreements.** Remind youth how they want to be treated as they interact with others.
    - **Use Emotional Check-ins** as a way for youth to pause and reflect on how they are feeling.
- **Give youth opportunities to "pass**": Remind youth that they can always pass if they are feeling uncomfortable or unwilling to share during an activity.
- **Immediately address any and all bias or racist behavior:** In the course of Youth for Unity activities, participants examine and discuss real-life examples of bias and stereotypes. Remind youth that, while it's not always easy to deal with such sensitive topics, you – and their peers – are counting on each of them to not make intentionally hurtful comments.

Focus on Youth Engagement: Regardless of the program model you are using, enhance your engagement with youth by trying these tips.

- **Listen actively throughout the activity and focus on relationship building.** It's OK if you spend as much time connecting as you do completing the activity.
- **Aim for groups of no larger than 10 youth** to allow for meaningful conversations.
- **Encourage youth to respond in non-verbal ways.** They can use emojis or reaction buttons on digital platforms or give visual signals like a thumbs up to indicate they agree or that they are having fun.
- **Use different engagement methods** such as polls, small-group conversations, open-ended questions, and inviting participants to act as youth leaders and co-facilitators.

Celebrate and Support Diversity, Equity and Inclusion Efforts: Programs and activities should always be culturally responsive, inclusive, adaptive and interesting. They should reflect the youth who are participating. Activities should provide opportunities for youth to explore the various aspects of their identities. A young person's daily and life experiences, and how they see themselves and others, may be heavily influenced by several factors, including: their race, ethnicity, gender, socio-economic circumstances, language or being LGBTQ. Activities should also address and critique stereotypes and biases regarding identity and culture.

As you implement Youth for Unity look for ways to:

- **Elevate youth voice.** Allowing young people to shape and influence programs makes them more relevant and helps youth better understand their own experiences.
- **Incorporate cultural traditions** important to the groups of young people your Club or Youth Center serves.
- **Involve families, caregivers and community members** whose varied backgrounds and experiences can support the Club's diversity, equity and inclusion efforts.
- **Use trauma-informed practices** to avoid racial re-traumatization.
- **Promote awareness** of inequities, racial or otherwise, at any level of the Club, as a first step toward addressing such issues.

Sample Emotional Check-Ins

Start each Youth for Unity activity with a check-in. A check-in allows youth to pause, reflect and practice self-awareness. Check-ins give the facilitator an opportunity to get an idea of each young person's frame of mind before the activity starts.

Color Me: Ask, "If your personality was a color, what color would it be?" Give everyone a chance to think and then share with the group. Youth can choose to explain or elaborate on their choice or not.

Animal Match: Ask, "What animal best represents who you are?" Give everyone a chance to think and then share with the group. Youth can choose to explain or elaborate on their choice or not.

Travel Plans: Ask, "If you could travel anywhere in the world, where would you go and what would you do there?" Give everyone a chance to think and then share with the group.

Highs and Lows: Ask youth to think of their "high and low" of the day. Their "high" is the best thing that happened to them, and their "low" is the worst thing that happened to them. Give everyone a chance to think and then share with the group. If someone's high or low sounds similar to their own, ask youth to hold up two fingers (indicating "me too!").

Song Selection: Ask, "What song would be your personal anthem right now?" Give everyone a chance to think and then share with the group. Youth can choose to explain or elaborate on their choice or not.

Hero Match: Ask, "Who is someone you consider a hero in your life?" Give everyone a chance to think and then share with the group. Youth can choose to explain or elaborate on their choice or not.

Sample Weekly Schedule

To add more diversity, equity and inclusion opportunities into your Club programming, we recommend using a weekly schedule that allows youth to learn, practice and apply the skills of self-awareness, empathy, self-advocacy, inclusion and social responsibility learned through the Youth for Unity themes.

Monday: See What's Special and Unique in Every Individual: Start the week with an activity that lets youth share what makes them unique and special. This will help youth build self-awareness and self-advocacy.

Tuesday: Understand Our Society's Diversity: Build in an activity on Tuesday that allows youth to recognize the similarities and differences they share with their peers. This will help youth build empathy and inclusion.

Wednesday: Recognizing Bias and Unfairness: Plan an activity on Wednesday that lets youth talk about where they see bias and unfairness in their lives. This will help youth build self-awareness, empathy and inclusion.

Thursday: Take Personal Leadership in Confronting Bias: Lead youth in an activity on Thursday that allows them to identify ways they can take action against bias and unfairness to make their world a better place. This will help youth build self-advocacy and social responsibility.

Friday: Club Culture Celebration: End the week with a celebration to honor and recognize the culture(s) of your Club members and their families. Host a potluck night, an arts exhibit or a workshop for youth and families. Such events can help youth celebrate their own culture and, if your Club has a diverse population, expose them to other cultures. Ask youth for their ideas for cultural celebrations.

Activities

A list of activities is included for each theme and age group: 6-9, 10-12, 13-15 and 16-18. Each activity includes three parts:

Purpose: States the goal of the activity and why it is important for youth.

Activity: Provides brief instructions on how to implement the activity.

Reflection: Includes questions to help drive the purpose and get youth thinking about the activity and how they can use what they learned in their own lives.

Activity Theme: See What's Special and Unique in Every Individual

ACTIVITY TITLE: MVP
Age: 6-9

Purpose: Youth identify a special talent or skill they have. This allows them to share something important about themselves.

Activity

- **Tell** each youth to illustrate a "MVP" card showing the special skill or talent they have, such as singing or playing soccer.
- **Highlight** that their talent or skill makes them a "most valuable player."
- **Encourage** youth to share the talent or skill they illustrated or represented on their MVP card.

Reflection
Ask youth why they think it's important to share their special talent or skill with others.

ACTIVITY TITLE: TRADITION SHOW AND TELL
Age: 10-12

Purpose: Youth have a chance to share a family tradition they practice. This helps them build awareness of other families, cultures and traditions.

Activity

- **Tell** youth that they will share an object or picture that represents a family tradition they practice.
- **Have** each youth share their family tradition and why it's important to them.
- **Encourage** other youth to ask questions focused on the youth who is sharing after each show and tell.
    - For example, "What type of food do you make for that holiday?" or "Do you celebrate with other families or just your family?"

Reflection
Ask youth to reflect on how some of these traditions are similar to their family traditions.

ACTIVITY TITLE: SELF-PORTRAIT COLLAGE
Age: 13-15

Purpose: Youth create a multimedia representation of themselves made up of things that make them unique and special.

Activity

- **Have** youth create a multimedia self-portrait of words, objects, pictures and other objects that they feel best represent who they are.
- **Tell** them to use objects and pictures they find around their house or a collage of pictures, gifs or emojis.
- **Let** them know that collages should have at least three different types of media.
- **Encourage** youth to share their collages, noting their favorite aspects.

Reflection

- **Ask** youth to reflect on how their collage is unique to who they are.
- **Ask** youth to name some of the similarities and differences they saw in other people's collages.

ACTIVITY TITLE: BIO-POEM
Age: 16-18

Purpose: Youth will create a 10-line poem that shares who they are.

Activity

- **Have** youth write a 10-line poem.
- **Tell** youth that each line should start with "I am."
- **Encourage** youth to write lines that represent the most important elements of who they are and what makes them unique.
- **Ask** for each youth to share their favorite line from their poem after everyone is done.
- **Compile** all the favorite lines into one poem for the group.

Reflection
Ask youth to reflect on why their favorite line best represents them.

Activity Theme: Understand Our Society's Diversity

ACTIVITY TITLE: THE SAME BUT DIFFERENT
Age: 6-9
Purpose: Youth identify the similarities and differences they share with their peers.

Activity

- **Invite** youth to find others with similar clothing or shoes as themselves.
- **Begin** by saying, "Find others in the room who are wearing (INSERT Color) shoes/shirt/pants/shorts/socks/laces/etc."
- **Repeat** until you have created at least three different groups.
- **Ask** each group to share what differences they notice between their group and the others.
- **Ask** each group to share what similarities they notice between their group and the others.

Reflection
Ask youth what it felt like to point out the differences and similarities of people in the room.

ACTIVITY TITLE: PUZZLE PIECE PASSIONS
Age: 10-12
Purpose: Youth identify key passions that are special to them and connect to their identity and then understand how that fits together to make a unique and special group.

Activity

- **Have** each youth illustrate a puzzle piece with drawings or collage images of one of their favorite foods, music and holiday.
- **Highlight** that each puzzle piece represents each youth and when put together, the pieces make one group of unique and special individuals.
- **Encourage** youth to share their favorite items or passions they illustrated or represented on their puzzle piece.

Reflection
Ask youth why they think someone might want to learn about what is special about others.

ACTIVITY TITLE: OUR COOKBOOK
Age: 13-15

Purpose: Youth will share similarities and differences while creating a cookbook about all the different ways you can prepare a common favorite food.

Activity

- **Lead** youth in a brainstorming activity to identify a favorite food they all have in common.
- **Invite** youth to create a cookbook page with instructions on how that food is prepared in their family (e.g., if the food is rice, youth could have a page on rice and beans or rice and peas).
- **Tell** youth that each cookbook page should have a picture (collage or drawn by youth) of the dish. List what ingredients go into the dish and write a note about when they usually make that dish.
- **Share** a few examples from other cultures to add to the discussion.
- **Compile** the pages together for youth to have their group's cookbook after each youth shares their page.

Reflection

Ask youth what they think after learning many different ways their favorite food can be prepared and what new recipe they might want to try at home with their family.

ACTIVITY TITLE: LUNCH GUEST

Age: 16-18

Purpose: Youth reflect on leaders who broke down barriers in their career.

Activity

- **Explain** that throughout history leaders have been breaking down barriers by joining a career field full of people who were different from them.
- **Give** a few examples of people who were among the first of their race, gender, religion or identity to break into a specific career.
- **Ask** youth to brainstorm examples of famous professionals (or professionals they know) who overcame prejudice in their careers.
- **Ask** them to pick one of the leaders identified and write down five questions they would ask them if they were at lunch together.
- **Break** youth into pairs. Have group A role-play the famous person and have group B ask interview questions, and then switch.

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Reflection

Choose one of the people we discussed. How would you feel if you were them? What would you want others to know about you?

Activity Theme: Recognizing Bias and Unfairness

ACTIVITY TITLE: MOVING FORWARD
Age: 6-9

Purpose: Youth will recognize when one group has an unfair advantage over another.

Activity

- **Ask** youth to form a line side-by-side. They should be arms length apart on one side of the room, gym or field.
- **Create** a finish line a distance away from the youth and tell them they will be competing to get to the finish line first, but must listen for the directions for how to move.
- **Instruct** youth how to move based on the color of their shoes.
- **Tell** youth with dark shoes to take more steps forward.
- **Tell** youth with light shoes to take fewer steps forward.
- **Ask** all youth why some people reached the finish line faster.

Reflection
Ask youth how they would change the rules of the game to make it fair for all players.

ACTIVITY TITLE: REWRITE THE STORY
Age: 10-12

Purpose: Youth will identify a variety of real-life biased or unfair situations and be given opportunities to suggest more positive ways to address those situations.

Activity

- **Write** a short, fictional story about a young person who faces some bias and unfair situations throughout their day.
- **Give** youth a paper heart before you read the story. Every time they hear something in the story that is unfair or biased, they should make a tear in their paper heart.
- **Pause** at each bias situation in the story and ask youth to suggest a more positive way the story could be rewritten when you read the story a second time.
- **Take** notes of the rewrites and then read the new story youth contributed to.

Reflection
Ask youth to think about what it takes to rewrite bias and unfair situations into more positive ones.

ACTIVITY TITLE: TAKE A CLOSER LOOK
Age: 13-15

Purpose: Youth will become more aware of bias information shared through media and recognize how outside factors contribute to their biases.

Activity

- **Ask** youth to find a commercial for their favorite product and reflect on the following:
    - Who is the intended audience?
    - What assumptions does the company make about the consumer?
    - Does the ad reinforce stereotypes about a specific group?
    - Who is not represented in the commercial?
    - Would you buy this product based on this ad alone?
- **Invite** youth to play their commercial and share their reflection with the group.

Reflection
Ask youth how they will think more critically about the products they buy based on their commercials.

ACTIVITY TITLE: STRAIGHT FROM THE HEADLINES
Age: 16-18

Purpose: Youth will role-play a debate to understand other perspectives and communicate differing views.

Activity

- **Brainstorm** current events that are rooted in bias and unfair treatment. Invite youth to select which headline they want to discuss as a group.
- **Ask** youth to determine the two opposing sides of the current event.
- **Do** a quick grouper to create three groups of at least three people, groups A, B and C.
- **Tell** each group that they should have a:
    - Reporter – the person who will share the summary of your group's stance with the entire group.
    - Recorder – the person who takes notes.
    - Spokesperson – the person who will represent the group in a debate with the other groups.
- **Say**, "Group A supports the issue, Group B opposes the issue and Group C decides who won the debate."

Reflection
Ask youth why they think people can witness, experience or hear about the same event and draw different conclusions.

Activity Theme: Take Personal Leadership in Confronting Bias

ACTIVITY TITLE: WHAT'S FAIR IS FAIR
Age: 6-9

Purpose: Youth consider examples of unfairness and injustice and identify positive ways to respond.

Activity

- **Work** with youth to make a list of ways to be fair (e.g., play by the rules, treat others with respect and kindness, listen while someone else is talking).
- **Working** in teams of three, give each group a situation that is unfair (e.g., Jarrell always gets to help the teacher, positions in a game never rotate, a group of girls won't let any boys play a specific game in the gamesroom).
- **Tell** each team to identify how the situation could be fair to everyone and what they would say or do to show that fairness.
- **Ask** each group to act out a two-minute skit that reflects a fair situation.

Reflection
Ask youth what they could do next week to be more fair to others.

ACTIVITY TITLE: PROMOTING POSITIVITY POSTERS
Age: 10-12

Purpose: Youth create posters to address potential biases that take place in their lives.

Activity

- **Brainstorm** bias situations they have seen in their lives.
    - For example, teachers favoring only "smart students," store owners not trusting youth, coaches favoring the fastest athlete.
- **Ask** youth to break into pairs to create a poster that addresses that bias.
- **Help** youth as they brainstorm what might be on their posters and allow youth to use magazines, photos or other media to create their poster.
- **Ask** for volunteers to share their posters.

Reflection
Ask youth how and where they might promote their positive poster on confronting bias.

ACTIVITY TITLE: COMMITMENTS MURAL
Age: 13-15

Purpose: Youth will identify specific behaviors they can commit to that will help model fairness and inclusivity for others and create a group mural.

Activity

- **Refer** youth to the group collaborative activity and share that a code of commitments can be a list of practices they can commit to doing in order to model fairness and inclusivity for others.
- **Have** youth write five commitments that start with "I will."
- **Have** youth share their commitments with the group.
- **Tell** youth to work together to create a mural with words and images that represent their commitments (e.g., kindness, patience, listening).
- **Ask** youth to illustrate the words by using a fun font or adding images, gifs or emojis that represent their commitments.

Reflection
Ask youth to identify a commitment someone else made and why that commitment would help model fairness and inclusivity to others.

ACTIVITY TITLE: LESSONS IN LYRICS
Age: 16-18

Purpose: Youth will find positive messages in their favorite songs that could address bias or unfair scenarios they witness in their lives.

Activity

- **Brainstorm** a list of bias or unfair scenarios that youth have witnessed (e.g., a person of color being pulled over because of their race, someone being teased because of clothes they wear, etc.).
- **Have** youth agree on one scenario they want to use for the activity.
- **Tell** youth that once the scenario is identified, they should think of a lyric from one of their favorite songs that could be said to positively address the scenario. For example, "I'm a survivor, I'm not gonna give up," from Destiny's Child's song *Survivor,* or "We got our feet on the ground, and we're burning it down," from Alicia Keys' song *Girl on Fire.*
- **Ask** youth to share their lyrics.

Reflection
Ask youth to reflect on the lyrics that resonated with them, and why.