

Becoming an Ally

Note: In Youth for Unity, young people build a better understanding of diversity and learn to recognize and confront bias and unfairness.

Before implementing the **Youth for Unity: Tween** activities, we highly recommend running the **Journeys: Paths to Adulthood** program with your youth. Journeys: Paths to Adulthood is an identity development program that provides young people with the space, support, and tools they need to navigate the journey of adolescence and emerge strong, healthy young adults. This targeted program for ages 10-14 helps youth develop healthy attitudes and lifestyles they will carry into adulthood. It includes foundational information that will be helpful for youth to learn before diving into Youth for Unity.

About This Module

Overview	This module consists of a comprehensive, broad-based set of activities and conversation starters that help members learn how to be allies and create inclusive environments for all!
Guiding Questions*	<ul style="list-style-type: none"> • What does it mean to be an ally? • How can listening to the opinions of others help make you a better friend and ally? • What are additional ways we can help to ensure everyone feels welcome and included in all spaces?
Activity 1	<p>Leading With Kindness</p> <p>Youth will explore the importance of kindness and fair treatment of all people by participating in group scenarios.</p>
Activity 2	<p>Can You Hear Me?</p> <p>Youth will practice listening to others' perspectives while playing a group game where they respectfully discuss their differing opinions.</p>
Activity 3	<p>I Value ...</p> <p>Youth will practice self-advocacy by creating posters that highlight a topic that is of value to them.</p>
Activity 4	<p>A Club for Me</p> <p>Youth will think about what makes them unique and advocate for what they want and need. Participants next work in small groups to design a Club that is inclusive of their collective needs.</p>
Activity 5	<p>Amazing Allies</p> <p>Youth will discuss ways to be allies in their community and they will create a community mural depicting ways they can help others.</p>

*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the module. Keep these questions in mind so you can help youth make connections and capture key takeaways relating to the topic.

Key Terms

Word	Definition
Diversity	Different characteristics, experiences and identities that make us unique individuals.
Kind	Being nice, thoughtful and considerate of others.
Fair	Treating people with respect, without discriminating against a person.
Discrimination	The unjust treatment of others; often because of how a person looks or behaves.
Values	What you believe in and find to be important to you. Values can change as you grow and experience new things.
Self-advocacy	The ability to clearly communicate and champion your needs and wants.
Inclusion	Ensuring that everyone feels like they are a part of the group and has their voice heard.
Community	A group of people who may live in the same place or have characteristics in common.
Ally	A person or group that gives help and supports equal rights for other persons or groups; a friend who is willing to stand up for what is right.

Supplies

Activity 1	Handouts	<ul style="list-style-type: none"> Kindness Scenarios (1 copy)
	Supplies Needed	<ul style="list-style-type: none"> Scissors
Activity 2	Handouts	<ul style="list-style-type: none"> This or That Statements (1 copy)
	Supplies Needed	<ul style="list-style-type: none"> Marker Blank paper (2 sheets) Tape
Activity 3	Handouts	<ul style="list-style-type: none"> None
	Supplies Needed	<ul style="list-style-type: none"> Assorted items (10) Blank paper (1 sheet per participant) Markers, crayons and/or colored pencils (assortment per participant)
Activity 4	Handouts	<ul style="list-style-type: none"> None
	Supplies Needed	<ul style="list-style-type: none"> Blank paper (1 sheet per participant) Pen or pencil (1 per participant) Poster or flipchart paper (1 per small group) Markers, crayons and/or colored pencils (assortment per small group) Tape (optional)
Activity 5	Handouts	<ul style="list-style-type: none"> None
	Supplies Needed	<ul style="list-style-type: none"> Whiteboard or flipchart paper and markers Markers, crayons and/or colored pencils Painting supplies (i.e., paint, brushes, cups, water, cloth for tables) (optional) Long sheet of butcher paper or several sheets of flipchart paper Tape

Resources

For more information on topics covered in this module, please visit:

- **Listening for Justice** (learningforjustice.org)
- **Project Implicit – Harvard University** (implicit.harvard.edu/implicit/research)
- **Teaching People’s History – Zinn Education Project** (zinnedproject.org)
- **“Minding The Gap – Stereotypes”** (pbs.org/video/minding-gap-race-class-culture-and-identity)
- **“White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh** (nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf)
- **Stereotype Facts for Kids – Kiddle** (kids.kiddle.co/Stereotype)
- **Race, Ethnicity and Culture – Sesame Workshop** (sesameworkshop.org/topics/race-ethnicity-and-culture)

Social-Emotional Skills

- Respect for others
- Self-confidence
- Empathy
- Social awareness

Extension Activities

- **Provide** books to youth of a variety of ages that explore diversity, inclusion, disabilities and allyship.
- Do you run Torch Club at your Club or Youth Center? If not, **check out** this small-group leadership service club for youth ages 10-13 by searching “Torch Club” on BGCA.net and ClubPrograms.org.
- **Encourage** older Club members to lead activities with younger Club members. Older members can read stories, lead art activities, or play games that encourage fairness and listening skills with younger members.
- **Help** youth write and put on a play that covers topics included in these activities.
- **Encourage** youth to participate in a community service project. They can organize a food or clothing drive or a community cleanup. Since Activity 5 asks youth to participate in an accessibility assessment of their Club or Youth Center, consider organizing a project focused on an identified area of improvement.