



BOYS & GIRLS CLUBS  
OF AMERICA



# REACHING EQUITY IN OUR DIVERSITY

KEYSTONE NATIONAL PROJECT GUIDE 2022-23

## LETTER FROM YOUR NATIONAL KEYSTONE ADVISORS

Dear Keystone Family:

As we enter another charter year, we celebrate the commitment of Keystone Clubs throughout the U.S. and around the globe for doing your part to make the world a better, safer, cleaner, fairer and kinder place.

**Teamwork** is at the core of the Keystone Club. It involves working on common goals with youth and adults of diverse races, ethnicities, genders, identities, sexualities, classes, ages, physical abilities and other dimensions of identity. Diverse people bring different passions, skills and experiences, all of which contribute to successful, meaningful projects that benefit all of our communities.

Understanding how our identities and experiences have been shaped by **race** is vital. Societies use race to establish and justify systems of power, privilege, disenfranchisement and oppression.

Every year the Keystone Community has an opportunity to leverage their platform to address a critical issue facing our communities. This year they chose Racism. Racism is a system of advantage based on race. It operates at multiple levels – individual, interpersonal, institutional and systemic. It can be intentional, clear and direct, or it can be expressed in subtle ways the person might not even be aware of.<sup>1</sup>

Racism is a deeply rooted problem that shapes our daily lives. The path to reaching equity involves recognizing, accepting and celebrating our differences. It means directly addressing race and racism – within ourselves and in our relationships. In this year’s National Keystone Project: Reaching Equity in Our Diversity, we break down race and racism – what it means, how it affects all of us, and what we can do as individuals and as Keystone Clubs to take action in our communities – **today**.

We engaged the 2022 National Keystone Steering Committee about their hopes in taking on the issues of race and racism and outcomes for this year’s National Keystone Project.

Here are the key takeaways of what they wanted to accomplish:

- ▶ **Raise** consciousness that racism exists and understand that it affects all of us
- ▶ **Find** your voice in part of the solution through conversations in a safe and inclusive space
- ▶ **Recognize** our power to take action, and that we don’t have to wait
- ▶ **Realize** we are connected through understanding and respecting our differences

**“We want teens to feel unified in this topic. By recognizing racism we have the opportunity to unite.”**

— Keystone Steering Committee Member

Thank you for your leadership in addressing long-standing issues of race and racism in our communities. We wish you a successful charter year – one filled with learning, compassion and growth.

**Laurie Rodriguez and Lisa Sunarth**  
*National Keystone Advisors*

# TABLE OF CONTENTS

## 1

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### INTRODUCTION TO THE 2022-23 KEYSTONE NATIONAL PROJECT

- 1 The Topic: Race and Racism
- 7 Definitions and Core Concepts
- 10 Resources for Youth Anti-Racism Activation

## 11

---

### EXPLORING RACE AND RACISM CONVERSATION STARTERS

- 11 Facilitator Preparation Guidelines
- 14 Sample Agenda
- 15 Key Facilitation Practices for Conversations About Race and Racism

## 17

---

### CONVERSATION STARTERS

- 17 TOPIC 1: Creating a Safe and Inclusive Space
- 19 TOPIC 2: Identity
- 22 TOPIC 3: Race
- 24 TOPIC 4: Racism
- 26 TOPIC 5: Being an Effective Ally
- 29 TOPIC 6: Taking Action

## 31

---

### PLANNING YOUR KEYSTONE PROJECT

- 33 Youth-Led Project Ideas
- 35 Host a Project Orientation
- 35 Select Two Teen Leaders

## 37

---

### SUPPORT FOR YOUR KEYSTONE PROJECT

- 37 Guidelines for Promoting Your Project
- 37 Recruitment Strategies
- 37 Non-Member Teen Recruitment Strategies
- 37 Community Recruitment
- 38 Submitting Your Keystone Project

## 39

---

### ACKNOWLEDGMENTS

## 40

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### SOURCES

# INTRODUCTION TO THE 2022-23 KEYSTONE NATIONAL PROJECT

Each year, Keystone members identify a relevant, critical issue impacting youth and the communities where they live so Keystone Clubs can design and implement a project. Keystone members register their input through a survey, and the highest ranked topic is selected. Projects are youth-led, in partnership with the Keystone advisor and other Club staff, and with the support of other adults, caregivers and the community.

As a Keystone Advisor, you are an active partner with youth in design and implementation of their project. To help you prepare, please read the following overview that includes core concepts and key terms you can explore with youth in a series of Conversation Starters. The conversations detailed on page 17 help young people think about issues of race and racism and guide them toward identifying a specific topic they want to address in the Reaching Equity in Diversity Keystone Project.

## THE TOPIC: RACE AND RACISM

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We live in a moment of interconnected pandemics – this era of the COVID-19 pandemic has provided a window into the pandemics of policing, poverty and racism. The convergence of these public health crises continues to underscore how systemic racism and bias exists today in America, with deep racial injustices in every system. Events have ignited national movements against police brutality and continuing acts of racism. It has forced the U.S. and countries around the globe to confront the inequities experienced by Black/African Americans and communities of color including Asian, Middle Eastern, Latino, Native American/Alaska Native, Pacific Islander, Indian and Multiracial. We have an opportunity to go even further toward transformational change by viewing these interconnected pandemics as a gateway to a more just world.<sup>ii</sup>

In this year's National Project Creating Equity in our Diversity, Keystone Clubs are taking the opportunity to go even further to address race and racism in our communities. This section highlights key issues explored in the Guide's Conversation Starters – a series of topics that intentionally help young people think about race and racism and guide them toward identifying their Keystone Project. Make sure to read this entire Guide and Facilitator Preparation Guidelines on pages 11-13 before engaging in Conversation Starters.

## RACE MATTERS

Understanding how our identities and experiences have been shaped by race is vital. Race is an important part of who we are. In our society, race is used to establish and justify systems of power, privilege, disenfranchisement and oppression.

The concept of race operates in real and definitive ways that grant benefits and privileges to some and withhold them from others. It's important to understand how race affects our experiences and others' so we can actively work together to address embedded inequity in all of our systems – wealth, the criminal justice system, employment, housing, health care, politics and education.<sup>iii</sup>

The topic of race, always simmering in our national consciousness, has moved squarely to the front burner. Our Keystone Clubs, through their selection of this year's topic, have made it clear they agree about its importance. Youth explore race in Conversation Starters Topic 3: Race.

This guide provides an introduction to and a framework for raising consciousness about race and racism as youth identify a specific topic they want to address in their Keystone Project. Content was developed using input from multiple sources: listening sessions with the Keystone Steering Committee and military-connected youth and advisors; research and literature review; and a review of best practices for addressing race and racism among youth and best facilitation practices for creating a safe and inclusive space for conversations about race and racism. Youth and advisor input should inform the key concepts, definitions, Conversation Starter topics, project ideas and desired outcomes.

**“Race is important to how we identify.”**

Keystone Youth

**“Race matters. Race matters ... because of persistent racial inequality in society – inequality that cannot be ignored.”**

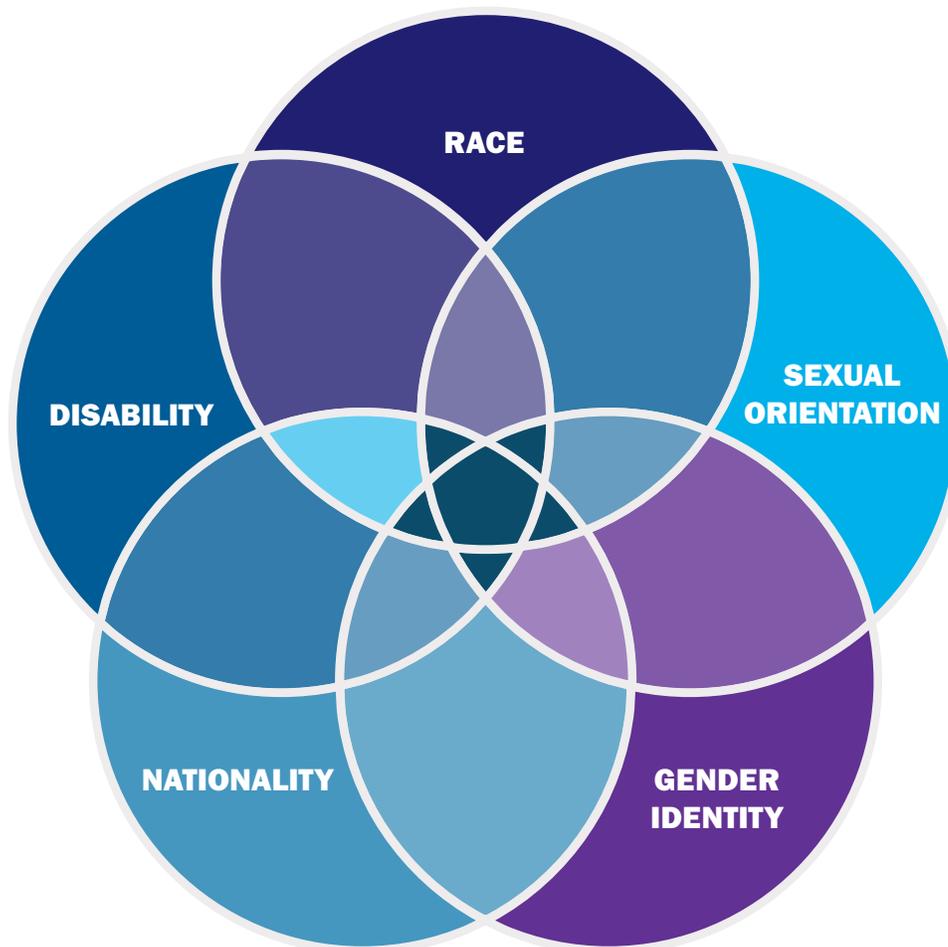
Justice Sonya Sotomayor  
United States Supreme Court



## INTERSECTIONALITY

Intersectionality is how multiple identities interact to create unique patterns of oppression. Originally coined by American scholar and lawyer Kimberle Crenshaw, who drew inspiration from Black feminist movements in the U.S., the term highlights how race, gender, class and other factors are interconnected. Intersectionality highlights how discrimination and exclusion are not simple and can't be solved by focusing on a single issue.<sup>iv</sup>

The purpose of understanding intersectionality is to bring visibility to the different aspects of one's personal identity and how these may change the way they experience the world – and the barriers they might face as a result. Youth explore identity in Conversation Starters Topic 2: Identity.



Adapted from: [ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me](http://ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me).

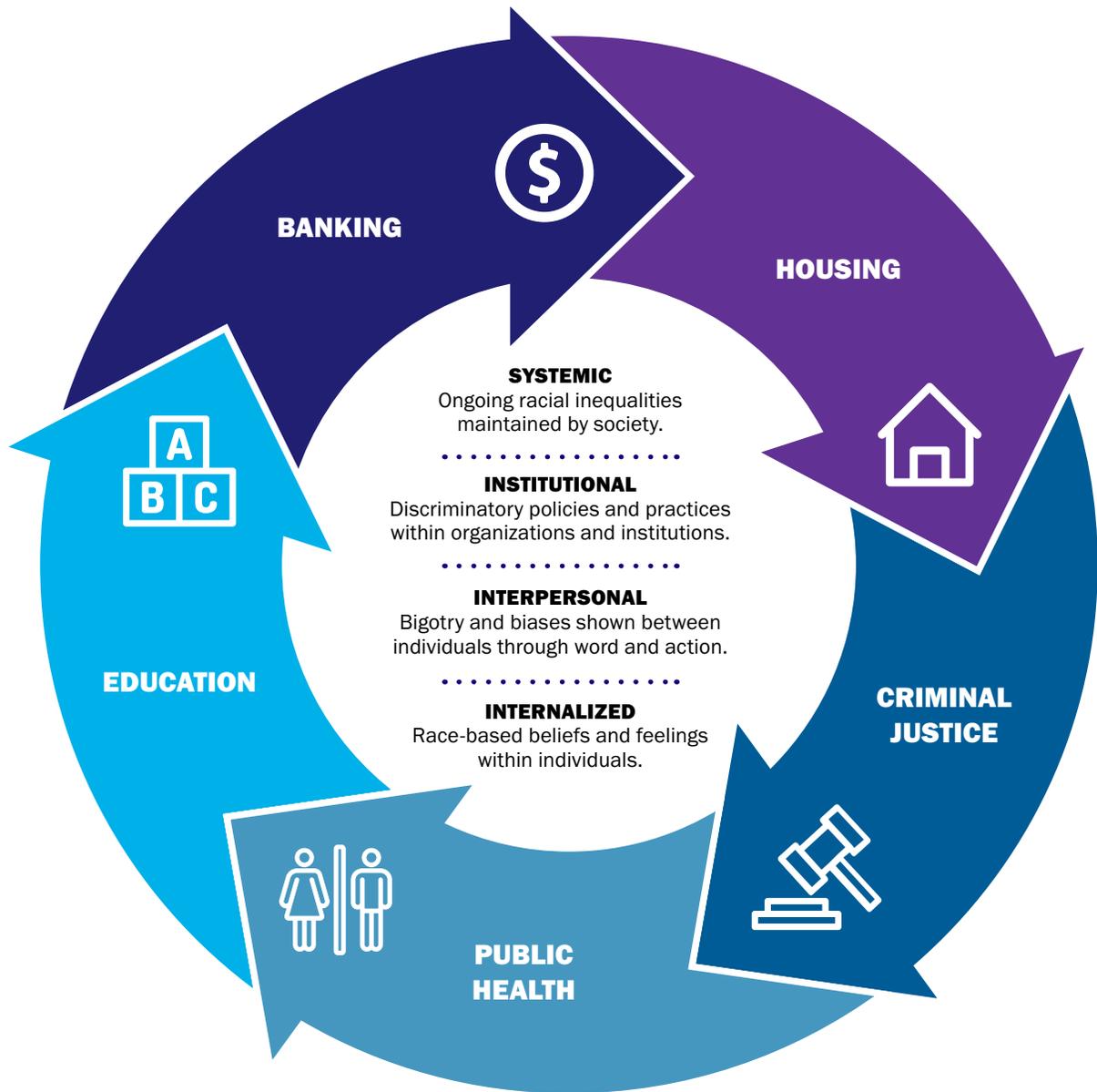
**“There is no such thing as a single-issue struggle because we do not live single-issue lives.”**

Audre Lorde  
American writer, feminist and activist

# RACISM AS A SYSTEM

The concept of racism is widely thought of as simply personal prejudice, but it is a complex system of racial hierarchies and inequities. At the micro level of racism, or individual level, are internalized and interpersonal racism. At the macro level of racism, we look beyond the individual level to the broader dynamics, including institutional and systemic racism.

Racism in this country has had a profound and negative impact on communities of color. The impact is pervasive and deeply embedded in our society – affecting where one lives, learns, works, worships and plays. It has created inequities in access to a range of social and economic benefits – such as housing, education, wealth and employment. Youth explore racism in Topic 4: Racism.



Adapted from: [fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/What%20Racism%20Looks%20Like%2010.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/What%20Racism%20Looks%20Like%2010.pdf)

## WE ARE PART OF THE SYSTEM

While the system of racism operates at deep, interconnected, complex levels, it is critical to recognize that the systems are made up of individuals. The Keystone Club affirms youth as leaders – individuals with a voice and a purpose who can create change within themselves and bring change to their families, schools and communities. The Keystone project harnesses their power as change agents.

Youth of all races, ethnicities, genders, identities, sexualities, classes, ages and physical abilities are invited to engage in conversations about race and racism. Youth explore race and racism in Conversation Starter Topics 3: Race and Topic 4: Racism.

**“Finding your voice is part of the solution through conversations in a safe and inclusive space.”**

Keystone Youth

## WHY WE NEED TO TALK ABOUT RACE AND RACISM

Continued, open conversation can bring people into a racially just framework that acknowledges racism and its oppressive outcomes, which impact us all. Talking is an entry point to move us into higher consciousness. Consciousness is the state of being awake and aware of one’s surroundings. With a higher consciousness, taking responsible action becomes easier. You become conscious of your behaviors and can more consciously choose how to treat yourself and others.<sup>vi</sup>

This paves the way to shift attitudes and behaviors that have a positive impact on others and our communities. Creating a safe and inclusive space for this level of conversation is the first, essential step. Youth explore creating a safe and inclusive space in Conversation Starter Topic 1: Creating a Safe and Inclusive Space.



Adapted from: [caringacross.org/blog/talking-about-race](https://caringacross.org/blog/talking-about-race)

**“It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences.”**

Audre Lorde  
American writer, feminist and activist

## TAKING ACTION

**“Racism is still being fought. It takes time. It’s not utopia. But we are all in this together.”**

Keystone Youth

Consciousness is an ongoing commitment supported by continued open conversation in a community that holds us accountable for the changes we want to make. To make lasting change and be our best selves, we need an environment that supports us. This includes family, friends, co-workers and others in our daily lives who support us to be conscious. We’re all capable of action if we see an incident of racism. Youth will explore how to be effective allies and take action for racial equity in Conversation Starter Topics 5 and 6.

BGCA’s Keystone Team will offer staff training webinars this fall. Register at the [bgca.net/sites/community/Keystone%20Online%20Community/KeystoneZone/\\_layouts/15/start.aspx#](https://bgca.net/sites/community/Keystone%20Online%20Community/KeystoneZone/_layouts/15/start.aspx#).



# DEFINITIONS AND CORE CONCEPTS

Establishing a shared vocabulary builds a foundation for constructive conversations about race and racism. Because people approach language from their own understanding, there is no universally agreed upon language for issue related to race and racism, however this guide includes some of the widely used definitions and core concepts from literature and research.<sup>viii</sup> The Conversation Starters provide opportunities for youth to explore concepts and definitions in more depth, particularly what they mean to youth in an everyday context.

Take time to reflect on each definition and core concept as you read. Notice any emotions or experiences that emerge for you. Consider your personal experiences before engaging youth in conversations so that those experiences do not impact your ability to be an effective facilitator. (See Facilitator Preparation Guidelines on pages 11-13.)

## DIMENSIONS OF IDENTITY

### RACE

Race is a socially constructed system of categorizing humans largely based on observable physical features, such as skin color and ancestry. There is no scientific basis for or discernible distinction between racial categories.

**Examples:** White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or other Pacific Islander

### ETHNICITY

An ethnic group is a social group that shares a common and distinctive culture, religion or language, often tied closely to one's or one's family's national origin.

**Examples:** Latino, Arab, Jewish, Irish, Han Chinese, French, Italian, Russian, Dutch, Swedish, Korean, Japanese, Greek

### GENDER IDENTITY

Refers to a person's internal felt sense or understanding of their gender. Many cultures tend to assume that if a person is born male, their gender identity is a boy or man. Although this is often true, a person's gender identity may differ from their biological sex. Some examples of gender identity are man, boy, woman, girl, nonbinary, gender-fluid or gender queer.

### SEXUAL ORIENTATION

A term that describes a person's romantic or sexual attraction to people of a specific gender or genders. Lesbian, gay, bisexual and straight are examples of sexual orientations. Sexual orientation and gender identity are separate, distinct parts of a person's overall identity.

### SOCIO-ECONOMIC CLASS

People having the same social, economic or educational status.

**Examples:** upper class, middle class, working class, lower class

### NATIONAL ORIGIN

The nation where a person was born or where their ancestors lived.

### INTERSECTIONALITY

Intersectionality is how multiple identities interact to create unique patterns of oppression. Originally coined by American scholar and lawyer Kimberle Crenshaw, who drew inspiration from Black feminist movements in the U.S., the term highlights how race, gender, class and other factors are interconnected. Intersectionality highlights how discrimination and exclusion are not simple and can't be solved by focusing on a single issue.

## RACISM

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### RACISM

The concept of racism is widely thought of as simply personal prejudice, but it is also the systemic oppression of a racial group to the social, economic and political advantage of another. At the micro level of racism, or individual level, are internalized and interpersonal racism. At the macro level of racism, we look beyond the individuals to the broader dynamics, including institutional and structural racism.

### INTERNALIZED RACISM

Internalized racism describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases and prejudices are all within the realm of internalized racism.

**Examples:** For people of color, internalized oppression can involve believing in negative messages about oneself or one's racial group. For white people, internalized privilege can involve feeling a sense of superiority and entitlement or holding negative beliefs about people of color.

### IMPLICIT BIAS

We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people. Implicit bias occurs when people assume certain characteristics about someone based on their race or ethnicity.

**Example:** When people believe that all Latino individuals are English-language learners.

### INTERPERSONAL RACISM

Interpersonal racism is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias – whether intentionally, visibly, verbally or not – we engage interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.

### MICROAGGRESSION

Microaggressions are the everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.

### INSTITUTIONAL RACISM

Institutional racism is racial inequity within institutions and systems of power, such as places of employment, government agencies and social services. It can take the form of unfair policies and practices, discriminatory treatment and inequitable opportunities and outcomes.

**Example:** A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers compared to the educational opportunities of white students.

### STRUCTURAL RACISM

Structural racism (or structural racialization) is the racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege white people and disadvantage people of color.

### SYSTEMIC RACISM

Systemic racism is a form of racism that is embedded in the laws and regulations of a society or an organization. It manifests as discrimination in areas such as criminal justice, employment, housing, health care, education and political representation.

### RACIAL PRIVILEGE AND RACIAL OPPRESSION

Like two sides of the same coin, racial privilege describes race-based advantages and preferential treatment based on skin color, while racial oppression refers to race-based disadvantages, discrimination and exploitation based on skin color.

## DIVERSITY, EQUITY AND INCLUSION

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### DIVERSITY

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment or political perspective.

### EQUITY

Equity is defined as “the state, quality or ideal of being just, impartial and fair.” The concept of equity is synonymous with fairness and justice.

### EQUITY VERSUS EQUALITY

Equity involves trying to understand and give people what they need to enjoy full, healthy lives. Equality, in contrast, aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things.

## JUSTICE

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### RACIAL JUSTICE

Racial justice is the systematic fair treatment of people of all races that results in equitable opportunities and outcomes for everyone. All people are able to achieve their full potential in life, regardless of race, ethnicity or the community in which they live.

### SYSTEMIC EQUITY

Systemic equity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes.

**Example:** Communities with a sizable portion of incarcerated residents are economically burdened and, consequently, lack resources to support families appropriately.

### INCLUSION

Inclusion is the action or state of including or of being included within a group or structure. More than simply diversity and numerical representation, inclusion involves authentic and empowered participation and a true sense of belonging.

### SOCIAL JUSTICE

Social justice refers to promoting fairness, equality, equity and rights across multiple aspects of society, including economic, educational and workforce opportunities.

## SOURCES FOR DEFINITIONS AND CORE CONCEPTS

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- ▶ [bit.ly/aecf-blog-racial-justice-definitions](https://bit.ly/aecf-blog-racial-justice-definitions)
- ▶ [bit.ly/msw-usc-edu](https://bit.ly/msw-usc-edu)
- ▶ [n.pr/3dOFdiC](https://n.pr/3dOFdiC)
- ▶ [bit.ly/perception-org](https://bit.ly/perception-org)
- ▶ [bit.ly/adl-education-resources](https://bit.ly/adl-education-resources)

# RESOURCES FOR YOUTH ANTI-RACISM ACTIVISM

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Learning for Justice, (formerly Teaching Tolerance)  
[learningforjustice.org](https://learningforjustice.org)

National Museum of African American  
History and Culture  
[nmaahc.si.edu/learn/talking-about-race/topics/  
being-antiracist](https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist)

[nmaahc.si.edu/learn/talking-about-race/audiences/  
parent-caregiver](https://nmaahc.si.edu/learn/talking-about-race/audiences/parent-caregiver)

[nmaahc.si.edu/learn/talking-about-race/topics/race-  
and-racial-identity](https://nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity)

[nmaahc.si.edu/learn/talking-about-race](https://nmaahc.si.edu/learn/talking-about-race)

Common Sense Education  
[commonsense.org](https://commonsense.org)

Teaching for Change  
[teachingforchange.org](https://teachingforchange.org)

Project Implicit  
[implicit.harvard.edu/implicit/education.html](https://implicit.harvard.edu/implicit/education.html)

The Obama Foundation  
[obama.org](https://obama.org)

My Brother's Keeper Alliance  
[obama.org/mbka](https://obama.org/mbka)

Racial Justice in Education Resource Guide  
[neaedjustice.org/wp-content/uploads/2018/11/  
Racial-Justice-in-Education.pdf](https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf)

Racial Justice in Education Framework  
[nea.org/sites/default/files/2020-08/Download%20  
the%20complete%20Framework.pdf](https://nea.org/sites/default/files/2020-08/Download%20the%20complete%20Framework.pdf)

Teaching the New Jim Crow  
[learningforjustice.org/magazine/publications/  
teaching-the-new-jim-crow](https://learningforjustice.org/magazine/publications/teaching-the-new-jim-crow)

Race in America  
[whatisessential.org/resources/race-america-free-  
dialogue-guide](https://whatisessential.org/resources/race-america-free-dialogue-guide)

Let's Talk! Discussing Race, Racism and Other Difficult  
Topics With Students  
[learningforjustice.org/sites/default/files/general/  
TT%20Difficult%20Conversations%20web.pdf](https://learningforjustice.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf)

Dialogue on Race  
[justice.gov/file/1376321/download](https://justice.gov/file/1376321/download)

How to Create Safe Spaces to Hold Courageous  
Conversations  
[globalonlineacademy.org/insights/articles/how-to-  
create-safe-spaces-for-students-to-hold-courageous-  
conversations](https://globalonlineacademy.org/insights/articles/how-to-create-safe-spaces-for-students-to-hold-courageous-conversations)

How to Explain Structural, Institutional and Systemic  
Racism  
[msw.usc.edu/mswusc-blog/how-to-explain-structural-  
institutional-and-systemic-racism](https://msw.usc.edu/mswusc-blog/how-to-explain-structural-institutional-and-systemic-racism)

Being "Color Blind" Doesn't Make You Not Racist – In  
Fact, It Can Mean the Opposite  
[oprahdaily.com/life/relationships-love/a32824297/  
color-blind-myth-racism](https://oprahdaily.com/life/relationships-love/a32824297/color-blind-myth-racism)

Guide to Allyship  
[guidetoallyship.com](https://guidetoallyship.com)

10 Young Racial Justice Activists You Should Know  
[dosomething.org/us/articles/10-racial-justice-  
activists-you-should-know](https://dosomething.org/us/articles/10-racial-justice-activists-you-should-know)

Youth for Unity – BGCA's MyFuture  
[myfuture.net/activities?idPrograms=25](https://myfuture.net/activities?idPrograms=25)

# EXPLORING RACE AND RACISM CONVERSATION STARTERS

Engage youth in conversations on the following topics to raise consciousness and explore race and racism. This is a great starting place to understand deep, complex issues. The Conversation Starter topics are listed in an order that will intentionally help youth expand their thinking. Engaging in these Conversation Starters helps guide youth toward identifying the specific topic they want to address in the Reaching Equity in Our Diversity Keystone Project.

## **FACILITATOR PREPARATION GUIDELINES**

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### **ENGAGE CLUB/YOUTH CENTER LEADERSHIP IN THE PROJECT**

Ensure that your Keystone Club has the support and buy-in of Club/Youth Center leadership before beginning conversations and planning with Keystone youth. Due to the nature of this topic, it is important that you take time to bring everyone on board. Community engagement is a key component of Keystone Projects. Before you initiate partnerships, Club/Youth Center leaders must be fully engaged and informed.

Begin by sharing this guide and the goals and outcomes expressed by Keystone youth, shared in the Letter from Your National Advisor at the beginning of this publication. Explain that teens have demonstrated leadership in choosing this difficult but critical topic. Underscore that teens will need support from staff and leadership at all levels of the Club/Youth Center to have a successful project.

Engage the Keystone Club to develop a presentation and prepare for a conversation with the leadership, along with you as their advisor. Work with youth ahead of time so they are prepared to share the goals and outcomes for the project, and address questions. Give the leadership the opportunity for conversation, input and questions.

## PREPARE YOURSELF

- ▶ **Read** the entire project guide. Pay particular attention to this section, Facilitator Preparation Guidelines, before using Conversation Starters.
- ▶ **Review** the Conversation Starter Topic and each step of the facilitated meeting design. (See sample agenda on page 14.)
- ▶ **Reflect** on the Conversation Starter Topic in advance. This is an opportunity for you to uncover and identify personal bias. A bias is a prejudice for or against something. When bias is present, it impacts our ability to be an effective facilitator and successfully guide the conversation so that each person is heard.
- ▶ **Engage** in staff training. A comprehensive leadership training program for staff is recommended to develop and strengthen key competencies necessary for effective facilitation that addresses personal bias.
  1. Start with yourself! Reflect on your own stereotypes, prejudices and discriminations.
  2. Educate yourself by checking out a few of the following resources:
    - ▷ Breaking Prejudice – Teaching [breakingprejudice.org/teaching](http://breakingprejudice.org/teaching)
    - ▷ Check Our Bias to Wreck Our Bias [nytimes.com/video/us/100000004818668/check-our-bias-to-wreck-our-bias.html](http://nytimes.com/video/us/100000004818668/check-our-bias-to-wreck-our-bias.html)
    - ▷ Watch Verna Myers: How to Overcome Our Biases? Walk Boldly Toward Them on YouTube [youtu.be/uYyvbglNZkQIn](http://youtu.be/uYyvbglNZkQIn)
  3. Practice mindfulness. Pay attention to the thoughts and associations you have about people with different characteristics and identities.
- ▶ **Begin** with Conversation Starter Topic 1: Create a Safe and Inclusive Space on page 17 that guides youth through the process of developing Group Agreements. A safe and inclusive space is a critical first step before engaging youth in conversations about race and racism.

### Review BGCA's Sensitive Topic Disclosure

Talking about race and racism may be upsetting for youth, and can lead to a variety of strong emotions. Before your discussion, say something like:

*“This is a safe space where you are safe to feel and talk about your emotions and ask for help. Today we are going to talk about some things that may cause you to feel some strong emotions. Everyone has a different experience with these topics, and there is no wrong way to feel. You can pass and take a break at any point if you feel uncomfortable or overwhelmed. Both [insert name] and I are here to help. Does anyone have any questions before we start?”*

This statement should acknowledge that talking about these topics may be difficult, and it should encourage them to take breaks as needed and to talk about their feelings with adults they trust.

- ▶ **Consider** the following when you would like support from another adult (Club staff or trained professional such as a school counselor) in the Conversation Starter:
  - ▷ Be clear about why you are seeking additional support. Is it because you need additional information about the topic? Do you need a co-partner in facilitation?
  - ▷ Because of the sensitive nature of this topic, introducing a new person may impact the group's ability to share in confidence, so engage with someone who you know personally or someone who has a connection to the youth in the Club/ Youth Center.
  - ▷ Talk with youth ahead of time and give them an opportunity to be part of the decision – that is true for anyone who is new and joins the group.
  - ▷ Reach out to the person in advance so that you can connect on the topic and discuss roles.
  - ▷ The conversation or topic will bring up emotions for youth. It is OK when this happens. If you are concerned about a young person's well-being, talk with them separately after the conversation. Avoid answering questions or engaging in back and forth dialogue – allow the young person to speak about their experience.

## PREPARE THE SPACE

- ▶ **Identify** a space in the Club/Youth Center. Ensure Keystone members can speak freely without interruption. Maintain the confidentiality of everyone present.
- ▶ **Form** chairs in a circle so that people can look to see each other's faces and build a sense of community.

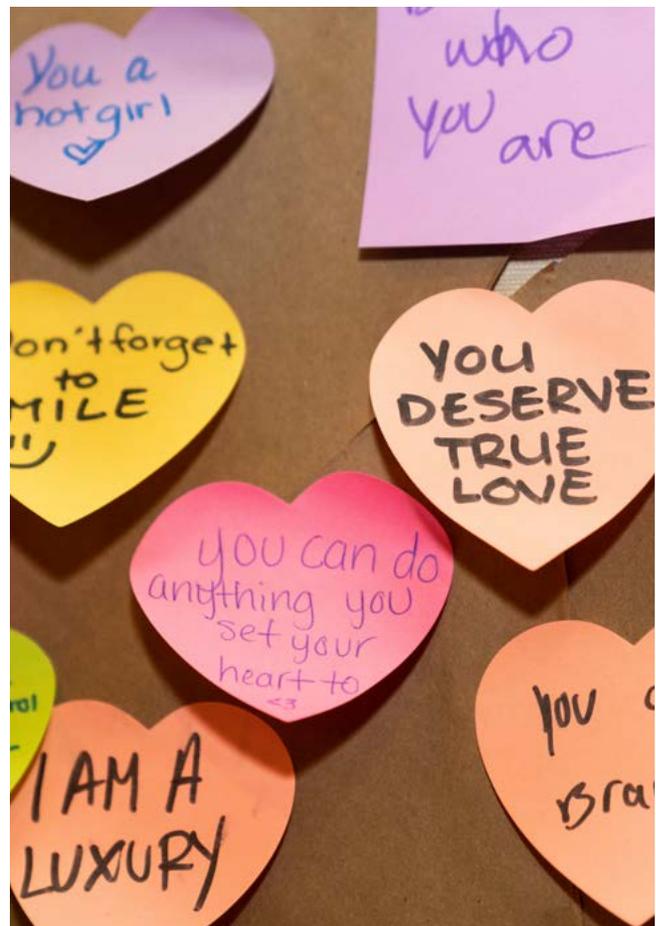
## CHOOSE AN OPENING ACTIVITY

An opening activity creates the environment and sets the tone for the conversation. Because conversations will be highly interactive and facilitated in a brief period of time, there isn't a designated community builder, although one can be used if desired. An opening should be intentional and connect to the topic. For example, open Conversation Starter Topic 1: Creating a Safe and Inclusive Space with mindful breathing or a body scan (described below), or open Topic 2: Identity with a song or video that embraces diversity. As conversations progress, you can ask youth to lead an opening that connects to the topic.

## SAMPLE OPENING ACTIVITIES

Youth can also engage in these practices throughout the day in the Club/Youth Center or at home. They can help remain present by bringing attention to their breath and body.

- ▶ **Mindful Breathing**  
Pay attention to your breath. This can create a calm and clear state of mind. Physiologically, mindful breathing can help regulate your breathing if it becomes shallow. Sit comfortably, close your eyes and start to deepen your breath. Inhale fully and exhale completely. Focus on your breath entering and exiting your body. Start with five minutes and you can build up from there. You can engage in this practice regularly to stay aware of your breath.
- ▶ **Body Scan**  
Practice a body scan to help release tension, quiet the mind and bring consciousness to your body in a systematic way. Close your eyes. Start with your toes and notice how they feel. Are they tense? Are they warm or cold? Focus your attention here for a few breaths before moving on to the sole of your foot. Repeat the process as you travel from your foot to your ankle, calf, knee and thigh. Bring your attention to your right foot and repeat the process. Continue to move up your hips, lower back, stomach, chest, shoulders, arms, hands, neck and head – maintaining your focus on each body part and any sensations there. Breathe into any areas that are holding stress and try to release it. You can engage in this practice regularly to stay attuned to what's happening in your body. You can spend 10 minutes or longer doing a body scan.



# SAMPLE AGENDA

To facilitate conversations using the Conversation Starters.

<b>TIME ESTIMATE: 50 MINUTES</b>	<b>CONTENT POINTS</b>	<b>MATERIALS, ACTIVITIES</b>
<b>Opening</b> 3 minutes	Select an opening that sets the tone for the topic.	
<b>Welcome and Introductions</b> 5 minutes	<ul style="list-style-type: none"> <li>▶ Welcome the group. Include introductions if there are new members of the Keystone Club.</li> <li>▶ Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.</li> </ul>	
<b>Learning Objectives</b> 3 minutes	See Learning Objectives for each topic.	
<b>Group Agreements</b> 3 minutes	See Topic 1: Creating a Safe and Inclusive Space. The conversation guides the group through developing Group Agreements that will be posted in a visible location and referred to throughout the conversations.	
<b>Introduce Topic</b> 5 minutes	Use facilitator guidelines to introduce the topic. Address only one topic per meeting. Facilitate conversations in the order listed to guide and evolve the conversations.	
<b>Facilitate Conversation</b> 25 minutes	Use facilitator guidelines to facilitate the conversation.	
<b>Reflection</b> 5 minutes	Use facilitator guidelines to lead the reflection.	
<b>Closing</b> 3 minutes	<ul style="list-style-type: none"> <li>▶ See the Facilitator Note under Closing for each topic.</li> <li>▶ Select a closing that supports the present environment (calm, upbeat, reflective).</li> </ul>	

# KEY FACILITATION PRACTICES FOR CONVERSATIONS ABOUT RACE AND RACISM

Youth of all races, ethnicities, genders, identities, sexualities, classes, ages and physical abilities participate in the Keystone Club. All these young people have had different experiences with race and racism. It's essential to create a safe and inclusive space and use facilitation practices that allow each youth to speak and be heard.

## ACTIVE FACILITATION

Guide the conversation and participate along with youth. This creates an authentic and transparent environment that sets the tone for youth to share and build a community of trust. Use your judgment about how much information to share, with the goal of demonstrating to youth that you are also actively participating in the conversation – you are not an outsider. Your job is not to know everything – your job is to share your experience and support youth as they talk about their experience. Youth will appreciate the transparency you demonstrate throughout these conversations. Offer every youth the opportunity to share. Youth may decide not to share, or there may be youth who need encouragement before they share.

## USE A VARIETY OF TECHNIQUES FOR YOUTH ENGAGEMENT

Youth express themselves in different ways. Taking time to get to know each youth and their unique communication styles helps you to be an effective facilitator. In addition to verbal input, use a variety of techniques to engage youth. Prompts are provided to invite group conversation in the facilitation section of the Conversation Starters. You can also use prompts such as journaling by using “write it before you say it” (WIBYSI) or small group dialogue to invite independent reflection. It's important to come back to the large group after using these techniques to give them a chance to share. Coming back together helps with group cohesion and allows people who feel comfortable sharing to do so.

## STAY WITH YOURSELF. SHARE YOUR OWN EXPERIENCE.

(Included in Group Agreements developed in Conversation Starter Topic 1: Create a Safe and Inclusive Space) Support each youth to stay with themselves and share their own experience. As the facilitator, you can model this. The intent of the conversations is to allow each youth to explore race and racism for themselves. In this way they become leaders of the changes they want to make. Listening, as opposed to engaging in debate or comparing experiences, gives youth space to emerge their truth and find their own way with the support of the team. Change becomes lasting because it originates from each youth, who is then supported by the group.

## CONSCIOUS LISTENING

Conscious listening is the act of being intentionally present during communication between yourself and another while being aware of your own and the other person's feelings and needs. Conscious listening is related to mindful listening, which is allowing another to express themselves without interrupting, judging, refuting or discounting.<sup>ix</sup>

- ▶ If you notice a youth is interrupting another youth while they are talking, pause and acknowledge them. They may interrupt by saying, “That happened to me too,” or “I'm so sorry that happened to you.” Ask that youth what they experienced while they were listening. Then return to the speaker.
- ▶ When something happens to bring up emotions in the speaker or in the youth who are listening, acknowledge it. Ask the group to pause, take a breath (including you) and allow the emotion to have space. Then return to the speaker.
- ▶ Remind the group that it's important that each voice is heard. Affirm that we are learning how to consciously listen.

## **BUILD SUPPORTIVE RELATIONSHIPS**

As conversations evolve, youth learn about themselves and each other. This strengthens relationships and fosters teamwork. Investing time in building relationships creates a foundation of trust for youth to have conversations in a safe and inclusive space. It is a launching pad for design and implementation of their Keystone Project. Youth learn what it takes to create equity in diversity, and in turn, bring these learnings to the community through their projects.

## **ADAPT MEETING DESIGN**

Meetings are designed to take place within the regular Club/Youth Center day during a regular Keystone Club meeting. The sample agenda on page 14 allocates 50 minutes for each conversation. It's important to designate the full 50 minutes for each topic to set the learning objectives and facilitate the conversation so that each youth has an opportunity to share. You should continue some topics in the next Keystone Club meeting. As you pay attention to the flow of conversation and time remaining, ask the group if they want to extend the time, or continue into the next Keystone Club meeting. Your Group Agreements should include a process for deciding whether to extend time.

## **INCLUDE REFLECTION, CLOSING AND NEXT STEPS**

- ▶ If there are youth who did not share (for whatever the reason) during the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ Always include time for reflection. Several prompts are listed at the end of each conversation. Reflection helps youth gain insight and see how to move forward.
- ▶ At Closing, ask the group if anyone needs additional support after leaving, and ask for the specifics: time alone, a hug, a phone call or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.

**“Once we move out in the community and engage partners in our community project, it’s important that all Keystone youth are on the same page.”**

Keystone Advisor



# CONVERSATION STARTERS

## TOPIC 1:

# CREATING A SAFE AND INCLUSIVE SPACE

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Keystone youth and advisors echoed that creating a safe and inclusive space to talk about race, racism and interrelated topics is a critical first step. “The practice of establishing ground rules or guidelines and behavior is foundational to diversity and social justice learning activities” was also affirmed in the literature.<sup>x</sup>

## PREPARATION/MATERIALS

- ▶ Flipchart
- ▶ Paper/pens

## LEARNING OBJECTIVES

- ▶ **Explore** practices that create a safe and inclusive space
- ▶ **Develop** Group Agreements

1. Opening, welcome and introductions.
2. Acknowledge that the topics of race and racism are deep and complex, and that everyone has had different experiences.
3. Share that we are creating a safe and inclusive space for everyone that allows each person to speak their truth. This means that youth may say things they have never said before, or they may say things that bring up strong emotions. These conversations may be familiar, unfamiliar, scary or somewhere in between. Affirm that moving through these conversations builds relationships and helps the team get on the same page for the project. Group Agreements help them create and maintain a safe and inclusive space.
4. Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.
5. Use the sample Group Agreements on page 18 to begin the conversation. As the group identifies each agreement, check for understanding and encourage feedback and questions. Make sure each voice is included in creating the Group Agreements. Also include a process the group will use if someone breaks an agreement.

## 6. Reflection

- ▷ What did you notice as you were talking?
- ▷ What did you notice as you were listening?
- ▷ What did you learn about creating a safe and inclusive space?

## 7. Closing

### SAMPLE GROUP AGREEMENTS

- ▶ Maintain confidentiality. Everything that is shared here, stays here.
- ▶ Everyone is invited to share.
- ▶ Each person chooses how/when/if to share.
- ▶ If something emerges and you don't have the words to describe what is happening, you can choose a hand signal that lets the group know you need to pause.
- ▶ There may be silence before someone begins sharing or silence in between people sharing. That's OK.
- ▶ Emotions may come up – in you or in other youth. Emotions are OK.
- ▶ Stay with yourself. Share your own experience.
- ▶ Practice conscious listening.
- ▶ Ask open-ended questions instead of making assumptions. For example, "How are you feeling?" instead of "You look mad."
- ▶ All questions are welcome and help shape this experience; we are learning together.
- ▶ We use our hands and affirmation sounds to let you know we are here (Keystone snap!).
- ▶ Take care of yourself. Move, eat or use the restroom as needed.
- ▶ Mute or silence cellphones. If you need to take a call or respond to a text, please step out of the room.
- ▶ Expand on "Stay with yourself. Share your own experience" and "Conscious listening." These are core practices for engaging in conversations. See page 15-16.
- ▶ Ask if there are other things youth want to add to ensure they feel safe to share and ask if there are questions.
- ▶ Once the Group Agreements are complete, review and affirm these with the group. Display Group Agreements in a visible place. Refer back to them at the beginning of each meeting. See the Sample Agenda on page 14.

### FACILITATOR NOTES

- ▶ If there are youth who did not share (for whatever the reason) at the end of the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.

## TOPIC 2:

# IDENTITY

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There are many dimensions to our identity – race, ethnicity, gender, identity, sexuality, class, age, physical ability and more. Other factors shape our identity such as life experiences, relationships, hopes and interests. Sharing about who we are with our Keystone Club helps us know each other better; build supportive relationships and strengthen the team. Use the structure below to guide the conversation. It is important that each person self-identify to break down assumptions based on skin color, gender, sexual orientation, etc.

## PREPARATION/MATERIALS

- ▶ Group Agreements posted in a visible location
- ▶ Print copies of the following Social Identity Wheel: <https://tide.wordpress.ncsu.edu/files/2020/03/social-identity-wheel-handout.pdf>

## LEARNING OBJECTIVES

- ▶ Explore identity
  - ▶ Build supportive relationships
1. Opening, welcome and introductions.
  2. Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.
  3. Recap Topic 1. In the previous topic, Creating a Safe and Inclusive Space we created Group Agreements to talk about race and racism. In this conversation, we continue to get to know each other and how we identify.
  4. Ask youth to share their response to one of the following prompts, or they can respond using their own prompt:
    - ▷ What are you passionate about?
    - ▷ What gives you energy and joy?
    - ▷ What are you proud of?
    - ▷ What do you hope for?
  5. Put youth into pairs.

### Example Grouper: Milling to Music

1. Play music from a cell phone or computer. Upbeat music without words tends to work well.
2. While the music plays, have young people move around the room – they don't have to dance or even move to the beat; they simply mill about.
3. When the music stops, ask them to form a pair with the person closest to them.
4. Ask pairs to respond to one of the four prompts above, or they can respond using their own prompt.
5. Ask pairs to take a few minutes to ask and answer the question to each other.
6. Start the music again to signal participants to "mill." You can repeat this for several rounds.

6. Bring everyone back to the large group. In addition to learning about each other's passions, interests and hopes, identity is another aspect of who we are. It's important that we know how each person identifies – race, ethnicity, gender, identity, sexuality, class, age, physical ability and more.
7. Sharing about who we are with our Keystone Club helps us to know each other better, build supportive relationships and strengthen the team.
8. Hand out copies of the Social Identity Wheel. Sharing the wheel is intended to guide you in reflecting on the many parts of who you are.
9. Go through each identity in the wheel. Review definitions and core concepts on pages 7-9. Check for understanding and ask for feedback or questions.
10. It's important to note that we are not assigning value to any one identity. The activity prompts us to embrace all the different parts of who we are.

#### **FACILITATOR NOTE**

Intersectionality is how multiple identities interact to create unique patterns of oppression. The purpose of understanding intersectionality is to bring visibility to the different aspects of one's personal identity and how they might interact to change the way they experience the world – and the barriers they might face as a result.

11. Ask youth to reflect silently on each identity or write their answers in the space provided (identities on the wheel: race, ethnicity, socio-economic class, gender, sexual orientation, age, national origin, first language, physical, emotional, developmental ability, religion or spiritual affiliation.)
12. Facilitate the conversation by doing one of the following three sections. You can also facilitate all three if you have time.
  - ▷ PART I: Ask youth to share responses – it can be one or all dimensions of the wheel.
  - ▷ PART II: Ask youth to share a response to one of the four follow-up prompts on the wheel:
    - Identities you think about most often
    - Identities you think about least often
    - Your own identities you would like to learn more about
    - Identities that have the strongest effect on how you see yourself as a person
  - ▷ PART III: Ask, “Why that is so?” Example, “Why do you think about that identity most often?”

It is important that each person self-identify to break down assumptions based on skin color, gender, sexual orientation, etc. Sharing our identities and how those impact our daily lives helps us get to know each other better.

13. Conclude conversation

#### 14. Reflection

- ▷ What did you notice as you were talking?
- ▷ What did you notice as you were listening?
- ▷ What did you learn about yourself?

#### Example Reflection Strategy: Think-Pair-Share

1. Use a grouping strategy, like Fold the Line.
2. Instruct youth to form a line.
3. If there are an even number of participants, instruct the youth at one end to fold the line by moving to stand across from the youth at the other end of the line. The rest of the line follows, with each youth facing another youth in the line.
4. If there are an odd number of participants, have the person exactly in the middle step out of the line and join a group after everyone is paired off.
5. Form your pairs by separating groups of participants from the folded line. Those across from each other can form pairs.
6. Youth discuss their answers to the reflection prompts above.
7. Ask a few youth to share their answers to the reflection prompts. It's important that youth don't speak for each other, only for themselves.

#### 15. Closing

##### **FACILITATOR NOTES**

- ▶ If there are youth who did not share (for whatever the reason) by the end of the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.

## TOPIC 3:

# RACE

Race is an important part of who we are. Sharing our diverse experiences with race helps us get to know each other and build supportive relationships.

## PREPARATION/MATERIAL

Group Agreements posted in a visible location

## LEARNING OBJECTIVES

- ▶ Explore racial identity
  - ▶ Build supportive relationships
1. Opening, welcome and introductions.
  2. Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.
  3. Recap Topic 2. In the previous topic, Identity, we reflected on many dimensions of our identity. In this conversation, we focus on race. Talking about our racial identity brings visibility to an important part of who we are. We learn how our racial identity impacts our everyday lives.
  4. Facilitate the conversation by asking youth to share their response to one of the following prompts:
    - ▷ When were you first aware of your race?
    - ▷ What aspect of your race makes you the most proud?
    - ▷ In what ways does being (race identity) impact your everyday life?



It's important for us to self-identify when it comes to our race because it helps break down assumptions as we listen to each youth's unique experiences with race.

**5.** Conclude conversation

**6.** Reflection

- ▷ What did you notice as you were talking?
- ▷ What did you notice as you were listening?
- ▷ What did you learn about yourself?

**Example Reflection Strategy:** Bus Stop

1. Post three large sheets of paper around the room, each labeled with the three reflection prompts above.
2. Ask youth to stand by the station that they most closely identify with or are interested in discussing.
3. Have participants spend some time discussing with others at their station.
4. Ask a few youth to share their answers to the reflection prompts. It's important that youth don't speak for each other, only for themselves.

**7.** Closing

**FACILITATOR NOTES**

- ▶ If there are youth who did not share (for whatever reason), offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.



## TOPIC 4:

# RACISM

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It's important to establish a framework to understand racism. Because it is a large, deeply embedded system, it can be hard to know where to begin. A key first step is to ensure that everyone has an understanding of what it is. As we move deeper into the conversations we explore how racism shows up in our daily lives.

## PREPARATION/MATERIALS

- ▶ Group Agreements posted in a visible location
- ▶ What Racism Looks Like [fpg.unc.edu/publications/what-racism-looks-infographic](http://fpg.unc.edu/publications/what-racism-looks-infographic) (print copies or display via computer)

## LEARNING OBJECTIVES

- ▶ Establish understanding of racism
- ▶ Build supportive relationships

1. Opening, welcome and introductions.
2. Ask the group if anyone needs to share a thought or feeling to remain present before beginning today's conversation.
3. Review Group Agreements. Underscore that it's important that we create a safe and inclusive space for these conversations. Are there any agreements that need to be clarified or added?
4. Recap Topic 3: Race. We talked about our racial identity, which is an important part of who we are – what we are proud of and our diverse experiences. In this topic, we explore our understanding of racism and how it operates.
5. Introduce concept of racism. **Racism** is the systemic oppression of a racial group to the social, economic and political advantage of another. Internalized and personal racism are at the micro, or individual level of racism. At the macro level of racism, we look beyond the individuals to the broader dynamics, including institutional and structural racism.
6. Share the systemic racism visual from page 4. The important takeaway is that racism operates at every level of society.
7. Introduce the following four levels of racism. Following each definition, ask youth to share what stands out and what it means to them.
  - ▶ **Internalized** – Race-based beliefs and feelings within individuals
  - ▶ **Interpersonal** – Bigotry and biases shown between individuals through word and action
  - ▶ **Institutional** – Discriminatory policies and practices within organizations and institutions
  - ▶ **Systemic** – Ongoing racial inequalities maintained by society

8. Racism can be intentional, clear and direct. Examples of racism are bigotry, hate speech or racial violence. Racism can be expressed in more subtle ways, such as assuming certain characteristics about someone based on their race or ethnicity, also called implicit bias.

### **FACILITATOR NOTE**

The group is moving deeper into the conversations about race and racism. Experiences are diverse. A white youth may share, “I don’t see color.” A youth of color may share, “Race and racism have been a reality that I grew up learning to deal with.” It is essential that the group remain a safe and inclusive space for each youth to speak and be heard. Facilitation Practices: Stay with yourself, sharing your own experience and conscious listening are essential. See pages 15-16. Affirm that the purpose for this conversation is to hear each person’s understanding of racism. In order to effectively address race and racism through the Keystone project we need a shared foundation.

9. Facilitate the conversation by asking the following questions adapted from Race in America a Dialogue Guide from Essential Partners:

- ▷ What is an example of racism? It can be an early memory or a recent example – an act of racism you saw/ experienced within a person, between people or within an institution (e.g., school, sports club, etc.).
- ▷ How did it make you feel?
- ▷ How are you impacted by that experience?
- ▷ What does it mean to be talking about that experience here?

10. Conclude conversation

Understanding what racism is and how it operates is an important step. One of the most important actions we can take to uproot racism is to become an effective ally. In the next Conversation Starter: Being an Effective Ally, we examine the qualities of an ally and behaviors and actions we can take to become an effective partner against racism.

11. Reflection

- ▷ What did you notice as you were talking?
- ▷ What did you notice as you were listening?
- ▷ What is one thing you want to continue thinking about, talking about or working on related to the four levels of racism?

12. Closing

### **FACILITATOR NOTE**

- ▶ If there are youth who did not share (for whatever the reason) by the end of the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.

## TOPIC 5:

# BEING AN EFFECTIVE ALLY

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Understanding our experiences related to identity, race and racism is a powerful step in becoming more conscious. Consciousness is the state of being awake and aware of one's surroundings. With a higher consciousness, taking responsible action becomes easier. In this topic we explore what an ally is and actions we can take to be effective partners in addressing racism.

**“Being an ally doesn’t necessarily mean you fully understand what it feels like to be oppressed. It means you’re taking on the struggle as your own.”**

Guide to Allyship  
[guidetoallyship.com](http://guidetoallyship.com)

### FACILITATOR NOTE

As in previous conversations about identity, race and racism, the guide does not bring attention to a specific race or identity to leave it open for youth of all backgrounds to explore these topics. It is essential that the group remain a safe and inclusive space for each youth to speak and be heard. Facilitation Practices: Stay with yourself, share your own experience and practice conscious listening. See pages 15-16.

## PREPARATION/MATERIALS

- ▶ Group Agreements posted in a visible location
- ▶ Paper, pencils and Post-it Notes

## LEARNING OBJECTIVES

- ▶ Explore what it means to be an ally
- ▶ Identify actions to be effective partners against racism

1. Opening, welcome and introductions.
2. Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.

3. Recap Topics 2, 3 and 4. In previous conversations, we explored identity, race and racism. Understanding our experiences related to these topics is a powerful step in becoming more conscious. Consciousness is the state of being awake and aware of one's surroundings. With a higher consciousness, taking responsible action becomes easier. In this topic we explore what an ally is and actions we can take to be effective partners in addressing racism.
4. Share one definition of being an ally: a person, group or nation associated or united with another in a common purpose.<sup>xii</sup>
3. Further expand on the definition:<sup>xiii</sup>  
Allyship is a proactive, ongoing and incredibly difficult practice of **unlearning** and **re-evaluating**, in which a person of privilege works in **solidarity** and **partnership** with a historically marginalized group of people to help take down the systems that challenge that group's basic rights, equal access and ability to thrive in our society.
4. Check for understanding and encourage feedback and questions.
5. Let's break down key concepts of allyship from this definition.
  - ▷ Allyship is a lifelong process of unlearning and reevaluating attitudes and behaviors.
  - ▷ Allyship is centered on building relationships based on trust, consistency and accountability with marginalized individuals and/or groups of people. Historically marginalized communities are communities excluded due to race, gender identity, sexual orientation, age, physical ability, language and/or immigration status. It's important to understand that the system of racism excludes people – so the work is to fix the system – not the people.
  - ▷ Privilege describes benefits that belong to people because they fit into a specific social group or have certain dimensions to their identity. You can have (or lack) privilege because of your race, gender, sexual orientation, ability, religion, wealth and class, among many other characteristics.
  - ▷ Allyship is centered on taking down the systems that challenge a group's basic rights, equal access and ability to thrive in society.

**“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”**

Lilla Watson

Indigenous Australian visual artist, activist and scholar

6. Use the Reflection Strategy: Bus Stop to facilitate exploration of the four key concepts of allyship.
  - ▷ Post four large sheets of paper around the room, each labeled with the four key concepts of allyship.
  - ▷ Ask youth to stand by the station that they most closely identify with or are interested in discussing.
  - ▷ Have youth spend some time discussing with others at their station.
  - ▷ Ask a few youth to share their reflections on the key concepts. It's important that youth don't speak for each other, only for themselves.

7. Encourage youth to continue reflecting on these key concepts and share insights as they feel comfortable. Affirm that consistent self-reflection and self-awareness are essential qualities of an effective ally. Doing our personal work helps build relationships based on trust with historically marginalized communities.
8. Introduce the self-reflection activity. Invite youth to write about or reflect silently on the following:
  - ▷ What does an ally mean to me?
  - ▷ If I don't see myself as an ally, what steps can I take to become one?
  - ▷ What privileges do I have?
  - ▷ What do I need to continue thinking about, talking about, learning or working on?
9. Conclude conversation  
Being an effective ally means standing firm in our belief that everyone should be treated fairly. Every action is a step in creating a more just and fair world. It starts with each one of us. In the next Topic: Taking Action, we explore community action and the focus of our Keystone project.
10. Reflection: Share highlights and learnings from these series of conversations.
11. Closing

#### **FACILITATOR NOTE**

- ▶ If there are youth who did not share (for whatever the reason) by the end of the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call, a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.



## TOPIC 6:

# TAKING ACTION

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This is the last conversation in the series and prepares youth to move into design and implementation of their Keystone project. Through these conversations, we raised consciousness about the impact of race and racism within ourselves and in relationships. We created a safe and inclusive space for each of us to speak and listen to each other's experiences. We understand what it takes to create equity in our diversity. Now, we translate those learnings into action as we embark on our project to promote Reaching Equity in Our Diversity.

## PREPARATION/MATERIALS

Group Agreements posted in a visible location

## LEARNING OBJECTIVES

- ▶ Identify the area of focus for Keystone Project
  - ▶ Brainstorm ideas for projects
1. Opening, welcome and introductions.
  2. Open by appreciating the team for the work they have put in to create a safe and inclusive space to have these necessary conversations about race and racism. Let them know that now they'll translate those learnings into action as we embark on our project to promote Reaching Equity in Our Diversity in our community.
  3. Ask the group if anyone needs to share a thought or feeling in order to remain present before beginning today's conversation.
  4. Recap the topics we discussed in our conversations:
    - ▷ Creating a Safe and Inclusive Space
    - ▷ Identity
    - ▷ Race
    - ▷ Racism
    - ▷ Being an Effective Ally
    - ▷ Taking Action
  5. Facilitate the conversation by asking the following questions:
    - ▷ Reflect on your experiences in talking about these topics.
    - ▷ What do we want people to feel, think and do as a result of participating in our project? These answers help us identify our project goal.

6. Share examples of project goals and project ideas. See more Youth-Led Project Ideas on pages 31-32.
  - ▷ **Goal:** Raise Consciousness
    - Media vs. Reality Project elevating the impact of the media on our worldview, how it reinforces stereotypes and the actions we can take to address racism on social media.
  - ▷ **Goal:** Advocacy for Community Issues
    - Voting rights for youth of color.
  - ▷ **Goal:** Celebrate Diversity
    - Community event celebrating different races and cultures; feature Keystone youth honoring their racial identity and culture.
  - ▷ **Other Goals**
7. Brainstorm with the group and identify project ideas to work toward a common goal. Use flipchart paper, an eraser board or have someone take notes for the brainstorming session. Remind the group to practice conscious listening to make sure everyone's ideas are heard without interruption.
  - ▷ Step 1: Capture project ideas. Don't limit the number of ideas. Leave it open for as many ideas as youth have. You are not discussing or critiquing ideas in Step 1, only identifying possibilities.
  - ▷ Step 2: Discuss and critique each idea. Discuss the benefits and the challenges of implementing the idea. Consider:
    - Time and number of people needed to implement the project
    - Community involvement
    - Materials and resources
    - Other considerations
  - ▷ Step 3: Narrow the full list of project ideas down to four. Use a sticker vote to vote for the top four.
  - ▷ Step 4: Narrow four project ideas down to one project idea.
    - Post four large sheets of paper around the room, each labeled with the four project ideas selected from Step 3.
    - Ask youth to stand by the project idea that they most closely identify with or are interested in implementing.
    - It may be clear which project idea is most supported based on the number of youth standing by each station.
    - However, make sure to give time for one youth from each station to share the benefits and challenges of each project idea.
    - Select the final project idea.
    - If you need more time to select the project idea, continue the process in your next Keystone Club meeting.
  - ▷ Step 4: Bring the final selected project idea into the planning process outlined in Teens Take the Lead Service Learning Guide.
8. Conclude conversation
 

In the next phase of the process, we translate our goals and ideas into our Keystone Project. We will use the tools from Teens Take the Lead Service Learning Guide to guide us through design and implementation of our project.
9. Reflection: Share appreciation for your teammates.
10. Closing

#### **FACILITATOR NOTE**

- ▶ If there are youth who did not share (for whatever the reason) by the end of the meeting, offer them the first opportunity to speak at the next meeting.
- ▶ At Closing, ask the group if anyone needs additional support after leaving this space. Suggest the following: time alone, a hug, a phone call, or a check in the next day.
- ▶ Take care of yourself. Set up your self-care plan following the meeting – a check in with a trusted co-worker, family or friend, time alone, a nice meal, etc.

# PLANNING YOUR KEYSTONE PROJECT

We recommend Keystone advisors use BGCA's Teens Take the Lead Service Learning Guide to help youth design and implement their projects to address race and racism. The guide takes youth through the process of a sustained service-learning project. This step-by-step approach supports youth through the three-step Passion + Problem = Project formula.

## PASSION + PROBLEM = PROJECT



The Teens Take the Lead Service Learning Guide details nine interactive 45- to 60-minute service-learning sessions and three 45- to 60-minute group work sessions. Each features a collaborative leadership structure for youth and staff to work together. Fillable checklists, tip sheets, worksheets and templates are included for each session in this easy-to-use resource.

## STEP 1: PASSION

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In this step, Keystone members discover what makes them come alive – interests, strengths, skills they want to learn – and things they want to change in their community.

- ▶ Session 1: Team Leadership . . . . .page 19
- ▶ Session 2: What is Your Passion? . . . . .page 23

## STEP 2: PROBLEM

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In this step, Keystone members explore the specific aspects to address in their Keystone project, and they dig deeper to understand some of the root causes.

- ▶ Session 3: What Does Our Community Need? . . . . .page 25
- ▶ Group Work Session 1: Research . . . . .page 29
- ▶ Session 4: A Closer Look at Our Community Need . . . . .page 42
- ▶ Session 5: Conduct Additional Research . . . . .page 45

## STEP 3: PROJECT

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In this step, Keystone members design the project, addressing their selected aspects of their project; join a committee; develop a plan for action; and facilitate the project. Once the project is complete, they prepare for and lead a final presentation for the Club, other youth, their families and the community to showcase highlights of what they learned. As a final step, Keystone members submit their project to the Keystone Online Community and National Project Award.

- ▶ Session 6: Design the Service Learning Project . . . . .page 47
- ▶ Session 7: Plan for Action . . . . .page 53
- ▶ Group Work Session 2: Committee Work . . . . .page 58
- ▶ Session 8: Get Ready for the Service Learning Project . . . . .page 61
- ▶ Session 9: Do the Project! . . . . .page 63
- ▶ Group Work Session 3: Prepare for the Presentation and Celebration . . . . .page 64
- ▶ Session 10: Presentation and Celebration . . . . .page 67

## ADDITIONAL RESOURCES FROM TEENS TAKE THE LEAD

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- ▶ Promoting Member Participation . . . . .page 68
- ▶ Recruitment Strategy Template . . . . .page 70
- ▶ Tips for Recruiting Other Members . . . . .page 71
- ▶ Marketing and Promoting Your Project . . . . .page 72
- ▶ Using Social Media to Promote Your Project . . . . .page 73
- ▶ Online Resources. . . . .page 78
- ▶ Reference Materials . . . . .page 78

# YOUTH-LED PROJECT IDEAS

Here are some project ideas to help raise consciousness about race and racism and support community action. Your Keystone Club may choose to use one of these topics for their National Project, or these topics can be used as a starting point to help youth brainstorm another project idea. Projects are focused on creating meaningful change in youths' communities, Clubs or Youth Centers, and at home.

## RAISE CONSCIOUSNESS

- ▶ Presentation in Club/Youth Center to showcase learnings about creating equity in our diverse Keystone Club.
- ▶ Media vs. Reality Project to elevate the impact of the media on our world view, specifically how it reinforces stereotypes and the actions we can take to address racism on social media. Provide guidelines for parents/caregivers/youth to address racism on social media. For example, unsubscribe to specific channels and create safe and inclusive spaces for conversations to address stereotypes.
- ▶ Story time at the Club/Youth Center to promote cultural consciousness. Keystone members read books to younger members that portray diverse races and cultures.
- ▶ Form an advisory group to provide input to Club/Youth Center staff to ensure programming is diverse and inclusive of members. Establish regular monthly meeting or attend a portion of a regularly scheduled staff meeting. For example, incorporate international food weeks for youth to bring food from their culture.

## ADVOCACY

- ▶ Voting rights: Educate younger members on the importance of voting and host mock voting polls for Keystone officers, Torch Club officers, etc. From there, the Keystone Club can expand and encourage community members to register to vote and participate in letter writing campaigns that benefit youth.
- ▶ Community issues: Ask youth for their input on key issues affecting their community. Research actions and policy change that youth can engage in for their project. For example, attend city council meetings, attend school board meetings or start a petition.



## CELEBRATE DIVERSITY

- ▶ Host a diversity fair celebrating different races and cultures. Create passports that youth carry to each learning station (feature history, food, clothing and music that represents the culture). Receive a stamp after you hear the presentation and go to next learning station.
- ▶ Celebrate heritage month celebrations throughout the year [edib.harvard.edu/heritage-months](http://edib.harvard.edu/heritage-months).
- ▶ Connect with organizations that support racial equality  
[verywellmind.com/10-organizations-that-support-racial-equality-5071298](http://verywellmind.com/10-organizations-that-support-racial-equality-5071298)
  - ▷ NAACP  
[naacp.org](http://naacp.org)
  - ▷ Black Youth Project  
[blackyouthproject.com](http://blackyouthproject.com)
  - ▷ The Las Americas Immigrant Advocacy Center  
[las-americas.org](http://las-americas.org)
  - ▷ The American Civil Liberties Union  
[aclu.org](http://aclu.org)
  - ▷ Kids in Need of Defense (KIND)  
[supportkind.org](http://supportkind.org)
  - ▷ Advancement Project  
[advancementproject.org](http://advancementproject.org)
  - ▷ Color of Change  
[colorofchange.org](http://colorofchange.org)
  - ▷ Life Free USA  
[livefreeusa.org](http://livefreeusa.org)
  - ▷ National Coalition on Black Civic Participation  
[nbcpc.org](http://nbcpc.org)
  - ▷ Black Lives Matter  
[blacklivesmatter.com](http://blacklivesmatter.com)
  - ▷ Supporting LGBTQ Youth of Color  
[glsen.org/lgbtq-youth-color](http://glsen.org/lgbtq-youth-color)
  - ▷ Stop Asian American and Pacific Islander (AAPI) Hate  
[stopaapihate.org](http://stopaapihate.org)
  - ▷ Respecting Aboriginal Values and Environmental Needs (RAVEN)  
[raventrust.com](http://raventrust.com)

**Keystone Clubs have approximately 12 months to complete their service projects – beginning Sept. 1, 2022, and ending Aug. 31, 2023.** Schedule a regular Keystone Club meeting for each session. Depending on Keystone Club members' interests, needs and availability, collectively determine the cadence (e.g., monthly, bi-weekly, weekly) for running each session. A best practice is to allow approximately six months from start to finish to run a meaningful and effective service-learning project. When developing your project plan, consider school events, holidays, breaks and summer programming, as well as events in individual youth and staff lives. See the Sample Project Plan Worksheet on page 55 of Teens Take the Lead Service Learning Guide for a timeline of the key action steps to assist in your planning.

## HOST A PROJECT ORIENTATION

An orientation is a great kick-off event to begin your Reaching Equity in our Diversity Keystone Project. Once your Keystone Club is formed, host a project orientation for Keystone members:

- ▶ Officially introduce and orient youth to the national topic of race and racism
- ▶ Review/discuss the goals of your Keystone Project
- ▶ Review/discuss the leadership skills and benefits youth will have the opportunity to discover or strengthen
- ▶ Review/discuss commitments for participation
- ▶ Confirm Keystone Club membership and/or form a Keystone Club

The orientation should be fun and interactive. Incorporate youth voice by including Keystone members or other youth who champion service. Orientation can be designed for Keystone members who have already committed to the Keystone Club or other youth who are interested. If you are still forming your Keystone Club, review the Keystone Club Planner for guidelines on how to get started.

Consider the following:

- ▶ **Goal of the Project**  
Review the Keystone Project objective, which is to explore members' passions, skills and strengths; identify a community need; and work as a team to develop a project that makes a positive difference in our community.
- ▶ **Leadership Skills and Benefits**  
Review the following leadership skills that youth will have an opportunity to discover or strengthen:

Discover who you are	Include others
Explore your passion	Set personal goals
Leverage your voice	Exercise your citizenship
Practice active listening	Discover your purpose
Work on a team	

- ▶ **Commitments for Participation**  
Be upfront about the commitments for participation (e.g., time requirements, attendance, arriving on time, following through on tasks, putting in additional work as needed, etc.). Ideally, have a working calendar that includes the dates and times for the service-learning sessions and the date for the service-learning project. Review the Club calendar and consider school holidays, major holidays and other community events.

### ▶ **Criteria**

A core criterion is that youth express an interest, willingness and commitment to learn about their community and strengthen their leadership skills. Refer also to the commitments for participation from the previous paragraph.

### ▶ **Create Meaningful Change in Our Communities**

Help youth understand that their contributions matter and can make a big difference in the community. Make sure they understand that this program is for all interested youth.

It's a great idea to engage Keystone members, or other youth who are passionate about service, to help design and facilitate the orientation. Also consider inviting parents/caregivers to the orientation. It's an excellent opportunity to involve them in the project and gain their support.

Share that the project is co-created by all youth who participate – the diversity of the group contributes to an exciting and engaging experience.

## SELECT TWO TEEN LEADERS

**YOUTH VOICE  
AND CHOICE ARE  
CENTRAL TO THE  
SERVICE-LEARNING  
EXPERIENCE.**

We recognize all Keystone members and all youth as leaders. To facilitate an effective service-learning project, we recommend identifying two teen leaders to work in partnership with the Keystone advisor or designated Club staff member to co-lead the service-learning process.

The teen leader is an important component of the leadership structure. This position raises the visibility of youth leadership and enhances peer-to-peer learning. When youth see people who look like them in leadership roles, they are more inclined to listen and stay engaged.

This is a great opportunity to pair youth whose skills are complementary (e.g., public speaking, technology, graphic design). You may have Keystone members in mind who would be a good fit for this role. A few guidelines may be helpful as you reach out to youth to co-lead the project. Remember that although just two participants will serve as teen leaders, every young person in the service-learning team is considered a leader and should be supported. You can also consider rotating the teen leaders. Decide this and the following criteria collectively with the group.

- ▶ **Designate teen leader responsibilities.** The teen leaders' primary responsibility is to take a leadership role in the service-learning process. Their responsibilities should be mutually agreed upon by youth and staff. Keep in mind that any tasks should be aligned to youths' passions, skills and strengths. Aligning skills fosters engagement and makes it a fun experience. Some of the teen leaders' key tasks may include the following:
  - ▷ Lead the Community Builder and Reflection activities. This may include being the first person to participate and providing a positive quote or thought to close each activity. As the process progresses, it's important for all youth to have an opportunity to lead in these areas, but it is helpful if the teen leaders set the foundation.
  - ▷ Be willing to be one of the first voices in the circle when questions are asked or feedback is requested. Active participation is key.
  - ▷ Help lead group work sessions to focus on specific tasks.
  - ▷ Serve as an ambassador for the service-learning project. Be visible in the project's leadership and outreach to family, friends and community members.
  - ▷ Review the service-learning activities and provide feedback on how they could be improved or modified to speak to youth.
  - ▷ Lead a portion, or all, of an activity as agreed upon by staff and fellow teen leaders.
  - ▷ Meet with staff and other teen leaders before each activity to connect and determine each person's responsibility. See the Teen Leader Tip Sheet (page 18 of Teens Take the Lead Service Learning Guide). Also set up other times to check the process and address any challenges.
- ▶ **Review time commitments.** Since youth lead busy lives, it's important to have a transparent conversation about the time commitment. Design a leadership structure that works for both staff and teen leaders. For example, schedule a longer block of time to check in on a weekend, spread it over several afternoons in the Club, or meet 15 minutes prior to or after each activity. It's important to designate time for regular check ins, but be creative and flexible with the time structure.
- ▶ **Consider necessary skills.** Active and aspiring teen leaders who show an interest in maintaining the commitment are great candidates for the teen leader role. Youth who have demonstrated skills to take initiative, modeled respect and listened actively while working effectively with peers will greatly benefit the program. If you have a seasoned leader in your Keystone Club, you may want to pair that person with an emerging leader. Consider the balance of skills and experiences of each person. It's also important for each Keystone member to have an opportunity to choose this role, rather than having this role forced on them.
- ▶ **Collaborate with Keystone advisors or designated Club staff and youth.** Perhaps one of the most important roles of the two teen leaders is to collaborate with each other and Club staff to facilitate the service-learning experience. Teen leaders will work together to share responsibilities for leading activities in each session, initiate conversations by sharing first and engage their peers to do the same. Teen leaders and Club staff will establish a meeting or check in prior to and following each session to ensure each person is comfortable with the next session and their role. And each party will set up a process for ongoing communication.

# SUPPORT FOR YOUR KEYSTONE PROJECT

## GUIDELINES FOR PROMOTING YOUR PROJECT

Marketing and promotion are important components of a successful Keystone Project. Projects elevate the importance of the issue, as well as root causes, and provide tangible ways for youth, adults/caregivers and the community to take action toward making a difference. See page 72 of Teens Take the Lead Service Learning Guide for marketing strategies and activities; guidelines for using social media; and choosing social media platforms such as Twitter, Instagram, Facebook, LinkedIn and Snapchat.

## RECRUITMENT STRATEGIES

Determine how your Keystone Club plans to recruit different groups for the project. Recruiting non-Club members to participate will require different strategies.

## NON-MEMBER TEEN RECRUITMENT STRATEGIES

- ▶ Promote the project through #WeOwnFriday events on social media.
  - ▶ Connect with the local high school student body/student council to see if they can be involved in the focus group and collaborate on various projects that can be implemented at the high school and in the community.
  - ▶ Connect with your city's local Youth Advisory Board (YAB). These boards consist of various teens in the community from surrounding high schools.
  - ▶ Collaborate with your local community leaders to help build supportive relationships. These leaders can provide additional resources when your Keystone Club begins to implement the project.
- ▶ Promote your project at community events where teens are gathered (e.g., back-to-school events, community fairs, local parks, coffee shops).
  - ▶ Establish incentives for those who become registered Club members after they have participated in your project, especially for those who participate in developing the project.
  - ▶ Create marketing materials that appeal to and target teens. Look at current trends or have a competition for artwork you can use in your promotions.

## COMMUNITY RECRUITMENT

- ▶ Have Keystone members attend community events and local discussions that relate to the topic. Members should network to promote the Keystone movement and invite community partners to your Keystone Club meetings.
- ▶ Invite community leaders and various school groups to attend #WeOwnFriday. Create a fun experience in the Club with team-building activities and a raffle for gift cards for those who post on social media using the hashtag #WeOwnFriday.
- ▶ Host an information table at Club pick-up times to educate families.

## SUBMITTING YOUR KEYSTONE PROJECT

In the spirit of sharing best practices and key things you learned among all Keystone Clubs, Boys & Girls Clubs of America requests that all Keystone Clubs report their project by completing an online form located on the Keystone Zone. Through your shared successes and lessons learned, BGCA can better serve Keystone Clubs through technical assistance calls, ongoing communication and customized training. For additional information, advisors can send an email to [keystoneclubs@bgca.org](mailto:keystoneclubs@bgca.org).



**THE DEADLINE  
TO SUBMIT YOUR  
2022-23 KEYSTONE  
PROJECT IS  
AUG. 31, 2023**

The online report form is a simple reporting tool for all Keystone Clubs and a requirement for silver-level chartering. Please complete the following:

- ▶ **Project Description:** Fully describe your project. Include how Keystone members have educated themselves about the topic, their involvement in the planning and implementation, and how your project has addressed the topic on a local, national or global scale.
- ▶ **Key Things Learned:** Explain what your teens learned as a result of participating in this project. Describe any growth that occurred in the teens who planned and/or participated in this project. What did they learn or experience that may have been different from what they previously experienced? Share stories and quotes from your teens about how the project impacted themselves and others.
- ▶ **Community Engagement:** Describe how your project meets the needs of your members and/or community. Briefly show how your project helped other youth in your Club and/or community. Include other agency involvement and partnerships.

# ACKNOWLEDGMENTS

The members of the Keystone Steering Committee provided valuable input into the 2022-23 Reaching Equity in Our Diversity National Keystone Project to ensure the voices of teens in our Boys & Girls Clubs were heard. The Keystone Steering Committee serves a local advocate for the direction of the National Keystone Program.

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USAG-Rheinland-Pfalz CYS Services  
Wetzel Teen Center

# SOURCES

<sup>i</sup> [nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity](https://nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity)

<sup>ii</sup> [cfr.org/blog/viral-convergence-interconnected-pandemics-portal-racial-justice](https://cfr.org/blog/viral-convergence-interconnected-pandemics-portal-racial-justice)

<sup>iii</sup> [nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity](https://nmaahc.si.edu/learn/talking-about-race/topics/race-and-racial-identity)

<sup>iv</sup> [globalcitizen.org/en/content/what-is-intersectionality-explained/?gclid=CjwKCAjwrfCRBhAXEiwAnkmKman3nJUXfMWW3XTfLNoELNaBGBq9nVDIUA\\_g2vmHue4NEx2QWWn95RoC7VoQAvD\\_BwE](https://globalcitizen.org/en/content/what-is-intersectionality-explained/?gclid=CjwKCAjwrfCRBhAXEiwAnkmKman3nJUXfMWW3XTfLNoELNaBGBq9nVDIUA_g2vmHue4NEx2QWWn95RoC7VoQAvD_BwE)

<sup>v</sup> [cdc.gov/healthequity/racism-disparities/index.html](https://cdc.gov/healthequity/racism-disparities/index.html)

<sup>vi</sup> [forbes.com/sites/forbescoachescouncil/2020/07/27/raising-your-consciousness-requires-more-than-hot-air/?sh=60a752ce3e45](https://forbes.com/sites/forbescoachescouncil/2020/07/27/raising-your-consciousness-requires-more-than-hot-air/?sh=60a752ce3e45)

<sup>vii</sup> Adapted from [caringacross.org/blog/talking-about-race](https://caringacross.org/blog/talking-about-race)

<sup>viii</sup> [racialequitytools.org/glossary](https://racialequitytools.org/glossary)

<sup>ix</sup> [consciouscapitalismchicago.org/page-18114#:~:text=Conscious%20listening%20is%20the%20act,the%20other's%20feelings%20and%20needs](https://consciouscapitalismchicago.org/page-18114#:~:text=Conscious%20listening%20is%20the%20act,the%20other's%20feelings%20and%20needs)

<sup>x</sup> [gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf](https://gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf)

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<sup>xii</sup> [www.merriam-webster.com/dictionary/ally](https://www.merriam-webster.com/dictionary/ally)

<sup>xiii</sup> [thetoolkit.wixsite.com/toolkit/beyond-allyship](https://thetoolkit.wixsite.com/toolkit/beyond-allyship)

**GREAT FUTURES START [HERE.](#)**



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