



Association La Villa



LEVERAGING MUSIC AS A TOOL OF INCLUSION

ACTIVITIES FACILITATOR'S GUIDE



Funded by
the European Union

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INTRODUCTION

Welcome to this Facilitator Guide: Leveraging Music as a tool of Inclusion

This manual brings together the exercises, methods, and creative practices explored during our training course on **Music as a Tool for Inclusion of Migrants and Refugees**. It is designed as a practical, adaptable resource for youth workers, educators, artists, and facilitators who wish to use music to foster connection, expression, and belonging in their communities.

Throughout this training, participants from four partner organisations came together to reflect, create, and share inclusive approaches to working with young people from diverse backgrounds — especially those with lived experience of displacement, migration, or marginalisation. The sessions combined theory with hands-on experimentation, focusing on musical tools that are **accessible, collaborative, and emotionally safe**.

In these pages, you will find:

- Icebreakers and group-building activities
- Music and movement games that require no prior musical experience
- Tools for exploring identity, emotion, and storytelling through music
- Activities that incorporate digital tools for music-making
- Guidelines for trauma-informed facilitation

All the activities have been tested and refined during the course, with attention to **adaptability, cultural sensitivity, and creative freedom**. Where needed, we include facilitator tips, alternative formats, and suggestions for inclusion based on ability, language level, or emotional readiness.

We hope this guide helps you bring music into your practice — not as a performance goal, but as a **living, shared experience** that can build bridges across cultures and open space for healing, joy, and community.

Let it be loud. Let it be quiet. Let it be yours.



ICEBREAKERS AND GROUP-BUILDING ACTIVITIES

INCLUSIVE MUSIC QUIZ

A **music quiz** is a fun and engaging way to bring people together, spark memories, and celebrate musical diversity. Here's how to run one that's inclusive, low-pressure, and suitable for participants with different cultural backgrounds, language levels, and confidence.



✂ What You Need:

- A speaker or sound system
- A playlist of 30–40 songs
- A way to keep score (optional)
- Pens and paper or group answer sheets

🌍 How to Make It Inclusive:

- **Use songs from different cultures** – include well-known hits from the participants' countries or regions
- **Mix genres and decades** – pop, traditional, instrumental, theme songs, etc.
- **Avoid lyrics-based questions only** – not everyone will know the language
- **Play in teams** – it reduces pressure and encourages cooperation
- **Keep it playful** – award points for best dance moves, closest guesses, or team spirit

🧠 Sample Question Types:

- “Guess the song title or artist”
- “Which country is this song from?”
- “Is this song happy, sad, or something else?”
- “Which instrument do you hear first?”
- “Which decade is this song from?”

👉 Bonus Tip:

Make sure everyone can participate in some way — allow dancing, miming, drawing, or just listening as valid contributions.

A music quiz is not just a game — it's a way to validate different cultural knowledge and create joyful, shared experiences through sound.



WALKIE-TALKIE



Get to know each other through curious questions & moving conversations

🕒 Duration: 30–40 minutes

👥 Group Size: 3–4 participants per group

🌟 Purpose: Build connection through storytelling and active listening in a relaxed, low-pressure format

☑️ How to Play

1. *Form small groups* of 3 or 4 participants. Each group will walk and talk together.
2. The facilitator hands out a list of *open-ended personal questions*.
3. Participants take turns picking a question and answering it. Everyone gets a chance to speak.
4. Encourage natural conversation — follow-up questions and stories are welcome!
5. Optionally, at the end, invite a few volunteers to share a fun answer or surprising moment with the whole group.

📁 Optional Materials

- Printed question cards or handouts
- Pens and a clipboard (if participants want to note ideas or make a journal reflection later)

? Sample Questions

🌍 Life & Curiosity

- What is the strangest food you tried in your life? Why did you like or not like it?
- What was the strangest place you stayed overnight in?
- If you were granted a two-way ticket anywhere in the world, where would you go and how long would you stay? Why?
- What's something I would never guess about you?
- What is the dumbest way you've been injured?

🎵 Music & Identity

- Do you play an instrument, sing, or make music? If not, would you like to?
- What's a type of music you secretly enjoy but rarely admit to others?

🎬 Imagination & Storytelling

- If Hollywood made a movie about your life, what genre would it be? What's the plot?



- What's your most unusual talent or habit?
- If you could form a band, what would its name be and what genre would it play?

Reflection & Fun


- What were your least favorite school subjects — and why?
- If you could spend one day as any musician (dead or alive), who would it be and what would you do?
- Who would you take with you to a deserted island? Why?
- How do you like to spoil yourself or take care of yourself?


Facilitator Tips


- Encourage groups to *talk naturally* — it's about connection, not finishing all the questions.
- Make the tone *light, playful, and voluntary* — participants can always skip a question.
- This activity works well as an *energizer*, a *morning connector*, or part of a reflective moment.
- Use it to *gather stories*, *build trust*, and break down barriers through humour and shared vulnerability.



MUSIC AND MOVEMENT GAMES

 **Title:** *Exercises for Performing: Nonverbal Expression, Music, and Emotional Storytelling*

 **Total Duration:** 2 x 90-minute sessions

 **Target Group:** Youth workers or participants using music, movement, and emotion for inclusion and self-expression

SESSION I – Tableaux Vivants & Nonverbal Expression

Duration: 90 minutes

Objective: Explore body language and frozen images as storytelling tools to express emotion without words


1. Energizer: Emotional Walk Through the Room (10 min)

Setup:

- Divide the room into 4 invisible zones: *Joy, Anger, Sadness, Calmness*
- Play soft background music

Instructions:

Participants walk through the space. As they step into a new emotion zone, they adjust their movement (speed, posture, rhythm) to embody that feeling.

 Encourage full-body expression — no words.

2. Mini Input: What is Performance? (10 min)

Facilitator briefly introduces:

- Body language and nonverbal storytelling
- Examples from theatre, dance, mime, or silent film
- Key questions:
 - How can we express meaning without speaking?
 - What emotions are most visible in the body?

Use photos, GIFs, or short clips for visual support if available.



3. Silent Reflection: “When did you feel something without words?” (10–15 min)

Instructions:

Invite participants to close their eyes and reflect on a recent moment when they *felt something strongly* — without anyone speaking.

 Optional: Share in pairs or as a popcorn-style round (no pressure to speak).

4. Group Activity: Tableaux Vivants (50–60 min)

Step-by-Step:

- 1. Group Formation & Themes (5 min)**
 - Divide into 4 groups (4–5 people each)
 - Assign a theme: *Freedom, Isolation, Connection, Anger, Trust*
- 2. Scene Creation (20 min)**
 - Each group creates a *freeze-frame image* (tableau) representing their theme
 - Include: body positioning, expression, symbolic placement
 - Think about a backstory: “What happened just before this?” and “What happens next?”
- 3. Presentation & Guessing (30 min)**
 - Groups present their tableau
 - Others guess: “What do you see? What emotion? What could be the story?”
 - Discuss interpretations and reveal the intended theme
- 4. Transition into Movement (10 min)**
 - Each group animates the freeze-frame: how the scene evolves
 - Optional: Invite other participants to suggest or enact alternate continuations

SESSION II – Dancing the Invisible

Duration: 90 minutes

Objective: Connect body movement, rhythm, and emotion in expressive, wordless storytelling

1. Energizer: The Human Machine (15–20 min)

Instructions:

- One person begins a repetitive movement with a matching sound (e.g. clapping & “tch”)



- One by one, others join with their own sound and movement
- Create a living machine

🌀 Variations:

- One speeds up the machine
- Another “breaks” it (chaotic movement)
- Another resets it

💡 Great for group rhythm and listening

🎵 **2. Music & Movement: Emotions in Motion (15–20 min)**

Instructions:

Phase 1 – Free Movement (5 min):

- Play instrumental or ambient music
- Ask participants to move freely — let the music guide them

Phase 2 – Movement with Emotion (7–10 min):

- Play the same music
- This time, ask them to *move with a specific emotion* (e.g. anger, joy, fear, grief)
- Optional: Have small groups explore different emotions

🧠 Discuss:

- “How did your body shift between emotions?”
- “Was it hard to ‘go against’ the music’s mood?”

🗣️ **3. Creative Group Work: Your Scene – Your Sound – Your Story (45–60 min)**

Instructions:

- In groups of 4–6, choose a theme (e.g. *Goodbye, A Secret is Revealed, They Don’t Understand Me*)
- Choose a short piece of music
- Choreograph a short *nonverbal scene* (1–2 minutes) using:
 - Movement
 - Body language
 - Space
 - Emotion



Presentation:

- Groups perform for each other
- After each performance, brief reflection:
 - “What was the emotion/theme?”
 - “How did the music enhance the story?”

🎯 *Goal:* Build confidence in performance, connect music and movement with storytelling, and foster empathy through shared experience.



TOOLS FOR EXPLORING IDENTITY, EMOTION, AND STORYTELLING THROUGH MUSIC

MY MUSIC, MY STORY

🕒 Duration: 60–90 minutes

👥 Group Size: 10–12 participants per group

🎯 Purpose: By the end of this session, participants will share personal stories and experiences through music, deepen group trust and cultural awareness, reflect on the emotional and social power of music, explore music as a non-verbal tool for identity and inclusion

🔧 What You Need

- Phone/Laptop + internet access
- Bluetooth speaker or sound system
- Projector (optional for displaying prompts)
- Flipchart and markers
- Printed prompt cards (optional)
- Access to music platforms (Spotify, YouTube, etc.)



🔮 Detailed facilitation steps

🎵 Welcome & Framing

Say something like:

“Music is a powerful emotional language. It helps us remember who we are, express what we feel, and connect across cultures. Today, you’ll each share a song that’s meaningful to your story.”

Clarify:

- You do *not* need to perform or sing.
- You can choose any genre, language, or moment from your life.
- It’s okay to just play the song and say a few words—or more, if you like.

Set the tone:

- Be warm, non-judgmental, and enthusiastic.
- Ensure participants know this is a *safe, voluntary* space.

📝 Personal Reflection (10–15 min)

Invite participants to think about:

- A song that reminds you of *home*
- A song that helped you through *change or challenge*



- A song that represents your *values, beliefs, or dreams*
- A song that always makes you feel *yourself*

Questions are in annex

- ◆ Give them time to find the song (on their phone or online)
- ◆ You can play soft background music while they reflect

Sharing Time (50 min)

Option A – Whole Group (12 people max)

- Sit in a circle
- Each person plays a 30–60 second clip of their song
- They share their story (or let the music speak for itself)
- Encourage listeners to *acknowledge respectfully* after each story

Option B – Small Groups (15+ people)

- Split into groups of 4–5
- Each group appoints a *timekeeper* and *listener*
- Everyone has approx. 10 minutes (including music + story)
- After all stories are shared, regroup in plenary

Facilitator tips

- Model vulnerability by sharing your own example first.
- Use gentle prompts for those unsure what to say (e.g., “Where did you first hear this song?” or “What feeling does it bring?”).
- Thank each person sincerely after they share.

Group Debrief & Reflection

Facilitate a whole group reflection:

- “How did it feel to share your music?”
- “What surprised or moved you today?”
- “What common emotions or themes did you notice in the group?”
- “How might this kind of activity support inclusion in your own work?”

Record key words or insights on a flipchart. Expect themes like:

➔ Belonging, nostalgia, loss, pride, resilience, community, memory, identity

Wrap-Up & Playlist

Conclude with:

“When we share music, we share something deep about ourselves. In a group, it becomes a bridge—a way to listen to each other beyond language.”

Optional:

- Ask participants to send you the title and artist of their chosen songs.
- Compile a Spotify or YouTube playlist: “*Our Stories in Sound*” and share it with the group after the session.



💡 Tips for Inclusion

- Allow different forms of sharing: speaking, writing, drawing, or just playing the song.
- Encourage participants to share in their *own language* if they prefer (and translate if possible).
- Be prepared for *emotional moments*. Acknowledge them with care, but don't push for vulnerability.

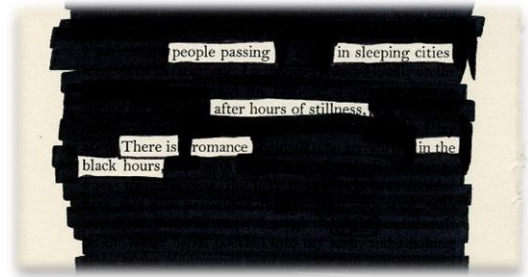


WRITING LYRICS USING BLACKOUT POETRY

Workshop Series: Experiencing Song Lyrics through Creative Writing

🕒 **Total Duration:** 4 Sessions (approx. 90 minutes each)

🎯 **Overall Goal:** Use blackout poetry as a gateway to creative expression and collaborative songwriting, culminating in a shared group piece.



🧠 **Session 1 – Blackout Poetry Creation**

Objectives:

- Introduce blackout poetry as a playful and meaningful tool for creative writing.
- Encourage participants to extract meaning from found text.
- Build individual confidence in expression using random, limited material.

Materials:

- 1 page per participant from old English books or magazines
- Black markers or pens
- Optional: printed or projected examples of blackout poetry

Flow:

1. **Introduction & Inspiration (10 min)**
Present examples of blackout poetry. Explain that the goal is to find a message hidden in a random page, not to be “perfect” or poetic.
2. **Hands-On Creation (30 min)**
Each participant receives a page and uses the blackout technique to highlight selected words/phrases and cross out the rest. Calming background music can help focus.
3. **Sharing & Reflection (30 min)**
Gather in a circle. Invite participants to read or show their poems. Ask:
 - “How did it feel to create from randomness?”
 - “What emotions or surprises came up?”

Inclusion Tips:

- Let participants choose pages (shorter, easier vocabulary).
- Non-verbal sharing is welcome (e.g. display poem, don’t read aloud).
- Support unfamiliar vocabulary or cultural references.

🎤 **Session 2 – From Poetry to Group Lyrics**

Objectives:

- Use blackout poems as a springboard for collaborative lyric writing.
- Foster listening, empathy, and group creativity.



Flow:

1. *Group Formation (5 min)*
Divide participants into mixed groups of 4–5.
2. *Exchange & Inspiration (15–20 min)*
Each member shares their blackout poem. As a group, discuss recurring themes, emotions, or words.
3. *Collaborative Lyric Writing (35 min)*
Groups combine fragments or feelings from their poems to write short original lyrics. No need to rhyme or follow a structure.
4. *Presentation & Reflection (20 min)*
Each group shares their lyrics. As a whole group, reflect:
 - “What do these lyrics say about our group?”
 - “Were there shared experiences or messages?”

Inclusion Tips:

- Offer lyric starters or frames if needed.
- Illustrations or keywords may help for non-verbal participants.
- Normalize diverse contributions: everyone brings value.

Session 3 – Final Song Composition

Objectives:

- Merge lyrics and messages from all groups into a single, co-created song.
- Practice collaborative authorship and co-creation.

Flow:

1. *Review All Materials (10 min)*
Display all blackout poems and group lyrics. Let participants walk around and read them.
2. *Collective Songwriting (40 min)*
Build one unified song together. Choose key lines and messages from previous work. Develop:
 - Intro (spoken or sung)
 - Verses (individual/group voices)
 - Chorus (a collective message)
3. *Meaning Discussion (15 min)*
As a group, reflect:
 - “What does this song mean to us?”
 - “Who is this song for?”

Inclusion Tips:

- Allow flexibility in format (spoken word, chant, rap).
- Support those with limited English or verbal skills with drawing or rhythm.
- Use visual aids or mapping to structure the song.



GUIDELINES FOR TRAUMA-INFORMED FACILITATION

MUSIC FOR INCLUSION: A TRAUMA-INFORMED APPROACH



Duration: 30 minutes

Format: Facilitator input + guided discussion

Materials: PowerPoint slides, flipchart/whiteboard for participant input

◇ Why Music for Inclusion?

Begin by framing the training with a **shared understanding of what inclusion means**, especially in the context of Erasmus+ and youth work with migrants, refugees, and displaced young people.

Key Messages to Share:

- Inclusion goes beyond participation — it means feeling **seen, safe, and valued**.
- Participants may face **barriers** such as language, cultural dislocation, identity loss, discrimination, trauma, and more.
- **Music** is a powerful tool for inclusion because it:
 - Transcends language
 - Is participatory and body-based
 - Builds connection, expression, identity, and joy
 - Can help **regulate emotions** and promote well-being — but also must be handled with care to avoid emotional overwhelm

Facilitator Tips:

- Use real-life examples or stories (anonymized) to illustrate how music has helped foster belonging or expression in past workshops.
- Ask participants:
 - 🗣️ *“When did music make you feel included or connected?”*This can lead to brief sharing or a group brainstorm on a flipchart.

◇ What Is Trauma & Why Does It Matter? (15 minutes)

Explain why a **trauma-informed approach** is essential when working with migrant and refugee youth.



Key Messages to Share:

- **Trauma** is not just an event — it's the lasting impact of an overwhelming experience (e.g. war, violence, displacement, loss).
- Youth affected by trauma may show:
 - Emotional withdrawal
 - Hyperactivity or anger
 - Difficulty concentrating
- Music can both **soothe or re-activate** trauma — so our role is to create **emotionally safe spaces**.

🎓 Present the 6 Trauma-Informed Principles

Introduce the 6 principles that should guide all your music-based inclusion activities:

1. **Safety** – Predictability, respectful boundaries, and mindful use of sound
2. **Trustworthiness & Transparency** – Clear intentions, no surprises, and honest communication
3. **Peer Support** – Fostering shared experiences, cooperation, and validation
4. **Collaboration & Mutuality** – Equal power, participatory methods, and co-creation
5. **Empowerment, Voice & Choice** – Offering multiple forms of expression and the right to opt out
6. **Cultural, Historical & Gender Sensitivity** – Respect for all expressions, avoidance of tokenism, and awareness of cultural norms

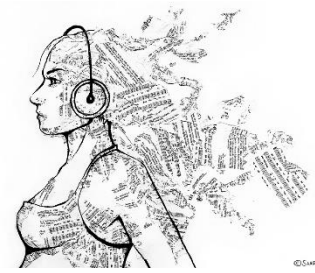
Use the corresponding slide visuals to present these in accessible language, and invite the group to share concrete examples of how these principles might look in a music workshop.



MUSIC & THE BODY: EMOTIONAL SOUND EXPERIENCE

🕒 Duration: 60–90 minutes

Goal: Reflect on how music can soothe or trigger emotional responses



Activity:

- **Play 2 contrasting music** clips (e.g., soft ambient vs. chaotic percussion)
- Invite participants to **close eyes** and focus on body sensations
- After each, participants write down :
 - How did your body feel during the music? (e.g., relaxed, heavy, calm, sleepy, tense...)
 - Did your breathing or heart rate change? (slowed down, became deeper, stayed the same?)
 - Did any images, memories, or feelings arise? (positive, neutral, emotional, surprising?)
 - What emotions or sensations did you feel while listening? (energized, inspired, overwhelmed, alert...)
 - What part of your body felt most active or awake? (hands, feet, chest, head?)
 - Did you feel like moving, singing, or staying still?

Facilitator explains:

What did you learn about your own body's response to sound?

- How can you use this awareness when facilitating music with groups, especially those who may be sensitive or vulnerable?
- What would you do to adapt the musical environment to meet your group's needs?

"Music affects the nervous system. For youth with trauma, a song or sound can either **regulate** or **re-trigger** their stress response. That's why being **trauma-informed** matters."



REDESIGN ACTIVITIES FOR INCLUSION & SAFETY

Session Type: Group Work & Plenary Sharing

Duration: 20–30 minutes

Group Size: Small groups of 3–4 participants

Session Objectives

- To develop participants' ability to *recognize potential emotional and cultural risks* in music-related activities
- To *apply trauma-informed principles* by adapting existing activities for greater inclusion and safety
- To foster *peer learning and critical thinking* around facilitation methods

Materials Needed:

- Pre-printed *Activity Cards* (each describing a music-based activity that may contain risks – e.g. “Everyone sings a personal song in front of the group”)
- Blank paper or flipchart sheets for each group
- Markers/pens
- (Optional) A wall or board space for displaying each group's redesign

Step-by-Step Instructions:

1. Introduction (3–5 min)

Begin by framing the session:

“Even well-intentioned music activities can unintentionally exclude or trigger participants. Today, we'll practice identifying risks and redesigning activities to make them safer and more inclusive — especially for young people who may be migrants, refugees, or have experienced trauma.”

Briefly review the *6 trauma-informed principles* (if not already fresh in participants' minds).

2. Group Work: Redesign Challenge (10–15 min)

- Split participants into small groups of 3–4.
- Give *each group one Activity Card*. Cards should describe an original activity with built-in risks (e.g. forced performance, cultural tokenism, emotional triggering, etc.).
- Task for the group:
 1. *Identify potential risks* (emotional, cultural, accessibility-related)
 2. *Redesign the activity* to make it more trauma-informed, inclusive, and empowering



3. *Write down the new version*, clearly explaining what was changed and why

You can guide them with these prompts:

- What might feel uncomfortable or unsafe in this activity?
- How can we offer choice, reduce pressure, or make it more inclusive?
- Can the activity still meet its goal — but in a gentler or more flexible way?

3. Sharing in Plenary (10–15 min)

Each group shares:

- The *original activity*
- The *risks* they identified
- Their *adapted version* and *why they chose those changes*

Encourage the rest of the group to offer ideas, questions, or affirmations.

Facilitator should highlight creative, empathetic approaches and draw links to trauma-informed principles.

Wrap-Up Tips:

- Affirm that *there is no perfect activity*, only facilitators who are *responsive and thoughtful*.
- Emphasize that inclusion is not about removing all difficulty — but about offering *choice, dignity, and emotional safety*.
- Consider collecting all redesigned activities and compiling them into a *collaborative best-practice resource*.

Activity cards are in annex



ACTIVITIES THAT INCORPORATE DIGITAL TOOLS FOR MUSIC-MAKING

CREATING MUSIC: FINDING FREE MUSIC RESOURCES & CREDITING ARTISTS



🎯 Objectives

- Learn where to find **safe, royalty-free music resources** (loops, samples, beats)
- Understand the basics of **Creative Commons** licensing
- Practice **crediting artists properly**
- Try out one platform with a **hands-on group demo**

🎵 Introduction & Purpose

- Welcome participants and introduce the importance of using **legal, ethical music resources**
- Ask:

“Have you ever downloaded a beat or sample online? Did you know if you were allowed to use it?”
- Show 2 quick examples:
 - A sample that’s free but requires attribution
 - A commercial track that’s copyrighted

🔗 Where to Find Free Samples & Loops

Recommended sites:

Free Music & Sound Resources (Royalty-Free & Creative Commons)

1. [Free Music Archive \(FMA\)](#)

- **Type:** Full tracks (various genres)
- **License:** Mostly Creative Commons (check individual track)
- **Best for:** Background music, mood pieces, workshops



2. [Freesound.org](https://freesound.org)

- **Type:** Individual sound effects, loops, ambient sounds
- **License:** Mix of CC0, CC BY, and CC BY-NC
- **Best for:** Audio collages, soundscapes, “audio postcards,” intros

3. [Looperman](https://Looperman.com)

- **Type:** Free loops, samples, and acapellas
- **License:** Free to use for personal/non-commercial use; **some allow commercial** with attribution
- **Best for:** Beats, rhythm sections, remixing

4. [Incompetech](https://Incompetech.com)

- **Type:** Royalty-free original compositions by Kevin MacLeod
- **License:** Free with credit (CC BY); paid option to use without attribution
- **Best for:** Background tracks, presentations, youth videos

6. [YouTube Audio Library](https://YouTube.com/audiolibrary)

- **Type:** Free music and sound effects for YouTube & more music for videos
- **License:** Some require attribution, others are CC0
- **Best for:** Content creators, video music, school projects

What is Royalty-Free? What is Creative Commons?

Use a simple visual or slide:

- **Royalty-Free ≠ Free of Rights**
 - Some allow free use, others require a license
- **Creative Commons Licenses:**
 - CC0 (no credit needed)
 - CC BY (credit required)
 - CC BY-NC (non-commercial only)



Give out a 1-page cheat sheet



How to Credit Artists Properly

1. Introduction

Say something like:

“Even when music is free to use, we often still need to credit the person who made it. Crediting shows respect, protects us legally, and helps others discover new artists.”

Briefly explain:

- *What is attribution?* – Saying who made the music and under what terms
- When it’s required:
 - Always with *CC BY*, *CC BY-NC*, or *free-with-credit* licenses
 - Not required with *CC0* (but it’s still a nice gesture)

2. The Golden Rule

“If you didn’t make it, say who did – and link back when possible.”

Use this simple format (also known as *TASL*):

- *Title* – name of the work
- *Author* – who created it
- *Source* – where to find it (link)
- *License* – the license name + link

Example Credit:

“Ocean Wave Loop” by *user123* – freesound.org
Licensed under CC BY 3.0

3. Practice Activity

Distribute 2–3 example music samples from different platforms (Freesound, Pixabay Music, Looperman). Ask participants to:

- Look up the license
- Write a proper credit line

Exploration Challenge

In pairs or small groups, ask participants to choose *a platform* to explore

On each platform, participants find:

- **One sample/song that they like**
- **One sample/song that they don’t like**
- **One sound that feels energizing or powerful**
- **One sound that’s “weird,” surprising, or funny**

Play your chosen sounds to each other and discuss:

- What do you like about them?



- What made you choose them?

Share & Wrap-Up

Invite 2–3 volunteers to share:

- “What platform did you try?”
- “Was it easy or confusing?”
- “What kind of project could use that sound?”

Wrap up with 3 quick *DOs and DON'Ts*:

- Do check the license
- Do credit the artist if required
- Don't assume “free to listen” means “free to use”



CREATING MUSIC USING BANDLAB

Duration: 90 minutes

Tools Needed:

- BandLab accounts (free)
- Laptops (preferred) or tablets
- Headphones or speakers
- Internet access
- Handout or slides with step-by-step instructions (optional)



🕒 Session Objectives

- Learn to create music using **BandLab's royalty-free sample library**
- Develop basic skills in **arranging loops, layering tracks, and exporting a project**
- Explore music-making as a **low-barrier, inclusive tool** for expression
- Promote **peer support**, experimentation, and creativity

🧩 Session Structure:

🎤 Welcome & Framing

Facilitator explains:

- BandLab is an **online, collaborative DAW** (Digital Audio Workstation)
- The **Sounds library** offers free loops and samples (royalty-free)
- Today's challenge: *"Make a mini-track using ONLY BandLab Sounds — no recording, no external samples."*
- This session encourages **creativity, not perfection**

Optional: Share examples of BandLab tracks or play a short one you've made.

🔧 Live Walkthrough Demo

Facilitator creates a simple track live on screen, narrating steps such as:

- Create a new project in **BandLab Mix Editor**
- Click "**Bandlab sounds**" to open the BandLab Sounds library
- Filter by genre, instrument, key, BPM
- Drag loops into the timeline to build layers: rhythm + bass + melody
- Adjust volume, timing, length, mute/unmute tracks
- Save the project & export (if finished)



💡 *Tip:* Keep the demo simple and slow. Use headphones split into speakers so people can follow the sounds clearly.

🎧 Hands-On Creation Time

Participants now:

- Log in to BandLab on their device
- Create a new project
- Explore loops and create a short composition using **only** BandLab Sounds

🌟 Facilitator Role:

- Circulate to support technical questions
- Encourage experimentation: no rules!
- Remind participants of inclusive principles: everyone works at their own pace, and it's okay to start small

💬 Optional Prompts (for those stuck):

- Choose 3 loops: one rhythm, one melody, one “weird” sound
- Make a “theme song” for a memory, mood, or fictional place
- Build a soundscape for “arriving in a new country” or “dancing alone”

📁 Sharing & Feedback

Options:

- Participants export and share their tracks with the group
- Play excerpts and do a short “show & tell”:

Emphasize **positive, non-technical feedback** (e.g. emotion, vibe, creativity)

🎯 Closing Reflection (5 min)

Ask:

- What surprised you about this process?
- How could you use something like this in your work with youth?

Reinforce that digital tools like BandLab can empower **self-expression**, especially for young people with limited access to instruments, or those who are new to music.



Notes for Inclusion:

- Encourage **headphones** for sensory safety
- Participants who prefer not to create can **observe**, or **pair up**
- Provide a **cheat sheet** for BandLab basics for those who get lost



REIMAGINING & RECORDING A SONG (STUDIO SESSION)

Title: *Voice, Story & Identity: From Rewriting to Studio Recording*

Duration: 6 hours (360 minutes)

Facilitation Team: 1–2 facilitators

Participants: 2 groups of 10 people

Setting: Training venue with microphones, mixer, computer/DAW setup, and quiet recording space(s)

🎯 Objectives

- Empower participants to reinterpret known songs as tools for self-expression and inclusion
- Offer a real studio recording experience with guidance from professional producers
- Foster teamwork and reflection through songwriting, rehearsal, and performance
- Produce creative audio outcomes that participants can share or reflect on

🕒 Part 1 – Introduction & Orientation (30 minutes)

Goal: Clarify the aim, flow, and studio setup.

- Introduce the producers and their role
- Explain the creative task:
 - Each group will **rewrite** a known or royalty-free song and **record** their own version
 - They may change lyrics, structure, language, emotion, tone
- Overview of available equipment: microphones, mixer, DAW software, headphone monitoring, etc.
- Share technical ground rules:
 - Respect mic etiquette (distance, volume)
 - Speak clearly during takes
 - Use the “quiet zone” during recordings

🕒 Part 2 – Group Formation & Song Selection (45 minutes)

Instructions:

- Participants form small groups (3–5 people)
- Choose a song from:
 - Provided list of royalty-free / public domain songs
 - Their own suggestions (checked by facilitators or producers for usability)



🎧 Producers can play short samples if needed.

Task:

Each group decides:

- What will be the **new message or emotional tone**?
- Will the song change **language, structure, or genre**?
- Who will sing, speak, or contribute instrumentally?

🕒 **Part 3 – Lyric Writing & Arrangement (75 minutes)**

Goal: Create new lyrics that tell a personal or collective story.

Instructions:

- Rewrite lyrics together (fully or partially)
- Assign vocal or spoken word parts
- Decide structure: verse, chorus, bridge
- Practice group timing, harmonies, or rhythm

🎤 Facilitator and producer roles:

- Help with translation, rhyme, syllables, phrasing
- Guide musical decisions (tempo, instrumentation)
- Offer optional chord progression or backing track

🕒 **Part 4 – Studio Recording (90 minutes)**

Instructions:

- Groups rotate into the recording room with a producer
- Each group gets:
 - 10–15 minutes setup & rehearsal
 - 15–20 minutes recording time
 - Up to 3 takes if needed

🎧 While waiting:

- Other participants can:
 - Continue rehearsing
 - Record background vocals or ambient sounds
 - Document the process with photos or audio diaries



Producer responsibilities:

- Guide mic positioning and sound check
- Capture clean, expressive takes
- Provide feedback and support
- Lightly mix or save raw audio

Part 5 – Listening & Group Reflection (30 minutes)

Instructions:

- Gather all participants
- Play back selected recordings (with group consent)
- Facilitate reflection using guiding questions:
 - What did your reinterpretation express?
 - How did it feel to perform in a studio setting?
 - What would you change or develop further?

Encourage applause and validation — it's not about perfection but expression.

Materials & Setup

- 2 studio-quality microphones
- Audio interface + computer (with DAW: BandLab, Logic, Audacity, etc.)
- Headphones for monitoring
- Mixer / soundboard
- Printed lyrics / notebooks
- Song database (royalty-free options)
- Quiet room or isolated corner for recording
- Rehearsal and lyric-writing spaces
- USB drives or cloud folder for saving tracks

Tips for Facilitators & Producers

- Keep energy supportive and relaxed — it's OK if participants are shy
- Encourage a variety of expressions (sung, spoken word, rhythmic, layered vocals)
- Respect emotional safety — no pressure to perform if uncomfortable
- Celebrate process over product
- If possible, share final tracks digitally or at the end of the training



Thanks to the trainers of the training course:

-  **Ezgi Nur Yüksek**
-  **Brian Pittoors**
-  **Wilfried Cuypers**
-  **Rick Brill**
-  **Denis Crovella**

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6 Trauma-Informed Principles



SAFETY

People feel physically and emotionally safe.



TRUSTWORTHINESS & TRANSPARENCY

Decisions are made with transparency to build trust.



PEER SUPPORT

Participants feel supported by others who share similar experiences.



COLLABORATION & MUTUALITY

Everyone is seen as equal in power and contribution.



EMPOWERMENT, VOICE & CHOICE

People are supported to express themselves and make their own choices.



CULTURAL, HISTORICAL & GENDER SENSITIVITY

Be aware of and responsive to cultural, historical, and gender differences.

Activity 1

“Ask each participant to perform a short rap about their migration story.”

Activity 1

⚠ Potential Issues:

- Forced sharing of personal/traumatic experiences
- Performance pressure (especially for those unfamiliar with rap or public speaking)
- Risk of triggering trauma or shame
- Language and cultural barriers may exclude participants

Redesign Suggestions:

- Make it optional and offer alternative themes (e.g., hopes, dreams, favorite food).
- Allow group or pair work instead of solo performance.
- Provide the option to write anonymously or just create beats without lyrics.
- Normalize non-participation: “You can listen, draw, or create silently.”

Activity 2

“Play a memory-linked song and ask people to share what it reminds them of.”

Activity 2

⚠ Potential Issues:

- Unintentional emotional triggers from music associated with grief or trauma
- Lack of choice in participation (feeling forced to share memories)
- Unsafe environment for emotional disclosure without support
- Pressure to speak in front of the group

Redesign Suggestions:

- Give the option to bring a song or choose from a pre-selected list.
- Let participants share privately (writing/drawing) instead of verbally.
- Offer emotion cards or visuals to help name feelings non-verbally.
- Emphasize no one has to share anything they're not comfortable with.

Activity 3

“Everyone must share a personal song from their childhood.”

Activity 3

⚠ Potential Issues:

- Assumes a positive or clear memory of childhood (which some may not have)
- Cultural or emotional disconnection from their past
- Feeling of shame if they don't have a “typical” or “valid” story
- Invasion of personal space or emotional boundaries

Redesign Suggestions:

- Frame it as: “A song that reminds you of a time or place you like.”
- Offer multiple prompts (e.g., a song you recently discovered, or one that makes you smile).
- Make sharing optional, with the option to pass or express through color or image.
- Include non-verbal sharing formats (e.g., show the song cover, don't explain).

Activity 4

“Divide the group into teams and have them compete in a music quiz.”

Activity 4

⚠ Potential Issues:

- Competition can increase stress and social pressure
- Risk of exclusion for participants unfamiliar with the musical references (cultural bias)
- Language barriers may disadvantage some participants
- Undermines cooperation and group cohesion, especially early in a group process

Redesign Suggestions:

- Turn it into a collaborative group challenge instead of a competition.
- Include multiple ways to win (e.g., guessing rhythm, genre, feeling).
- Use music from diverse cultures to reflect all participants.
- Make it low-stakes and playful, with silly answers or props.

Activity 5

“Ask everyone to stand in front of the group and introduce themselves through a short song or chant.”

Activity 5

⚠ Potential Issues:

- Public performance anxiety
- Cultural discomfort with singing or speaking publicly
- Embarrassment or fear of judgment
- Excludes people with vocal or language difficulties
- May feel forced or infantilizing

Redesign Suggestions:

- Offer a menu of intro options: name with rhythm, sound, movement, or emoji.
- Allow participants to opt in as a group, not solo.
- Use group rhythm games where names are said together.
- Normalize opting out: “You can join in when/if it feels right.”

Activity 6

“Play a random playlist of songs and ask participants to identify which one makes them feel something strong and explain why.”

Activity 6

⚠ Potential Issues:

- Lack of participant control over the emotional tone of the music
- Potential emotional triggers from lyrics or sounds
- Pressure to disclose private emotions
- Excludes participants with difficulty naming or identifying emotions

Redesign Suggestions:

- Let participants choose from a curated playlist in advance.
- Offer multiple response options: movement, colors, drawing, or silence.
- Frame it as “respond if you want”, and no one is expected to share deeply.
- Avoid intense emotional tracks unless clearly warned.

Activity 7

“Invite participants to write lyrics about a personal moment of fear or loss and turn it into a group song.”

Activity 7

⚠ Potential Issues:

- Forced disclosure of trauma or vulnerability
- Can re-trigger traumatic memories
- Lack of emotional safety or readiness in group
- Risk of comparison, competition, or judgment of experiences

Redesign Suggestions:

- Use abstract or universal themes: “storm,” “light,” “change,” instead of personal trauma.
- Let people contribute sounds or words anonymously.
- Encourage team songwriting, not solo.
- Offer the option to make instrumental songs with no lyrics.

Activity 8

“Facilitator starts a dance circle; each person must go into the middle and ‘dance their name.’”

Activity 8

⚠ Potential Issues:

- High performance and exposure pressure
- Cultural or gender discomfort with public dancing
- Excludes participants with mobility or body confidence issues
- Can cause embarrassment or shame

Redesign Suggestions:

- Offer group movement (e.g. walking and clapping names).
- Allow for non-movement-based introductions (e.g., rhythmic sounds or props).
- Provide a “pass” option or invite those who feel ready.
- Emphasize that all forms of presence are welcome.

Activity 9

“Play loud, fast electronic music and encourage everyone to ‘let loose’ and move freely.”

Activity 9

⚠ Potential Issues:

- Sensory overload, especially for trauma-affected participants
- Excludes people uncomfortable with unstructured movement
- May feel chaotic or overwhelming
- Lack of clear boundaries or safety signals

Redesign Suggestions:

- Start with quiet, gentle music and let the group build energy if comfortable.
- Provide sensory alternatives (scarves, body percussion, drawing).
- Allow seated participation or stillness as valid responses.
- Check-in: “How are we feeling about volume/tempo?”

Activity 10

“Each participant must teach the group a song from their culture.”

Activity 10

⚠ Potential Issues:

- Cultural tokenism – placing pressure on participants to “represent”
- Not everyone may feel connected to their cultural roots
- Language barriers or musical skill gaps may create stress
- Can reinforce “otherness” instead of inclusion

Redesign Suggestions:

- Reframe as “Share a sound you like or remember.”
- Let people opt to share a song from any place, not necessarily “their” culture.
- Emphasize voluntary participation: invite others to join but never expect it.
- Avoid turning cultural knowledge into a “show and tell.”

Activity 11

“Play a sad song and ask: ‘Who has ever felt like this? Let’s share stories.’”

Activity 11

⚠ Potential Issues:

- Potential emotional reactivation of trauma or grief
- Encourages unstructured emotional sharing without support
- No opt-out option may pressure participants
- Risk of vicarious trauma or emotional contagion in group

Redesign Suggestions:

- Offer optional journaling or silent reflection instead of group sharing.
- Warn participants about emotional tone before playing the song.
- Let them choose between “happy/sad/neutral” songs to reflect on.
- Always remind: “You can share as much or as little as you want—or nothing at all.”

Activity 12

“Facilitator chooses a participant to ‘freestyle’ over a beat in front of the group.”

Activity 12

⚠ Potential Issues:

- Being singled out without consent
- High-pressure and embarrassing for those unprepared
- Language or fluency barriers may create exclusion
- Triggers fear of judgment or failure

Redesign Suggestions:

- Make it a group freestyle, where everyone contributes one sound/word.
- Give participants time to prepare or write in private.
- Turn it into a collaborative beat-making activity with no vocal requirement.
- Ask for volunteers and avoid “picking” participants.

What song reminds you of home?

What music helped you through a difficult time?

What's a song that represents your values or dreams?

What's your "anthem" or "safe song"?



WHAT IS INCLUSION?

IN ERASMUS+, "INCLUSION" MEANS ENSURING THAT **INDIVIDUALS WITH FEWER OPPORTUNITIES HAVE EQUAL ACCESS TO AND CAN FULLY PARTICIPATE IN THE ERASMUS+ PROGRAM.** THIS INVOLVES REMOVING BARRIERS TO PARTICIPATION AND PROVIDING NECESSARY SUPPORT TO ENABLE MEANINGFUL ENGAGEMENT.

IN GENERAL, INCLUSION MEANS ENSURING THAT CITIZENS CAN **PARTICIPATE IN THE ECONOMIC, SOCIAL AND CULTURAL LIFE** AND ENJOY A STANDARD OF LIVING AND WELL-BEING THAT IS CONSIDERED NORMAL IN THE SOCIETY IN WHICH THEY LIVE AND THAT THE MEMBERS OF AN ENVIRONMENT FEEL THAT THEY ARE VALUED, AND RESPECTED REGARDLESS OF THEIR BACKGROUND OR IDENTITY.



BARRIERS TO INCLUSION



DISABILITIES

THIS INCLUDES PHYSICAL, MENTAL, INTELLECTUAL
OR SENSORY IMPAIRMENTS

WHICH, IN INTERACTION WITH VARIOUS BARRIERS, MAY HINDER SOMEONE'S FULL AND
EFFECTIVE PARTICIPATION IN SOCIETY ON THE SAME FOOTING AS OTHERS.



HEALTH PROBLEMS

BARRIERS MAY RESULT FROM HEALTH ISSUES INCLUDING SEVERE ILLNESSES, CHRONIC DISEASES, OR ANY OTHER PHYSICAL OR MENTAL HEALTH-RELATED SITUATION

BARRIERS LINKED TO EDUCATION AND TRAINING SYSTEMS

INDIVIDUALS STRUGGLING TO PERFORM IN EDUCATION AND TRAINING SYSTEMS FOR VARIOUS REASONS, EARLY LEAVERS FROM EDUCATION AND TRAINING, NEETS (PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING) AND LOW-SKILLED ADULTS MAY FACE BARRIERS.

WHILE PERSONAL CIRCUMSTANCES CAN PLAY A ROLE, MOST EDUCATIONAL DIFFICULTIES COME FROM A SCHOOL SYSTEM THAT HAS STRUCTURAL LIMITS AND DOES NOT FULLY MEET INDIVIDUAL NEEDS. STUDENTS MAY ALSO FACE BARRIERS WHEN CURRICULA MAKE IT HARD TO TAKE PART IN STUDY OR TRAINING OPPORTUNITIES ABROAD.



CULTURAL DIFFERENCES

CULTURAL DIFFERENCES CAN BE CHALLENGING FOR ANYONE, BUT THEY AFFECT PEOPLE WITH FEWER OPPORTUNITIES THE MOST. THEY MAY CREATE BARRIERS TO LEARNING, ESPECIALLY FOR MIGRANTS, REFUGEES, MINORITIES, OR PEOPLE WHO STRUGGLE WITH LANGUAGE AND CULTURAL ADAPTATION. SUCH DIFFERENCES CAN DISCOURAGE PARTICIPATION IN PROGRAMMES AND, IN SOME CASES, EVEN STOP PEOPLE FROM APPLYING IN THE FIRST PLACE.



SOCIAL BARRIERS

SOCIAL ADJUSTMENT DIFFICULTIES SUCH AS LIMITED SOCIAL COMPETENCES, ANTI-SOCIAL OR HIGH-RISK BEHAVIOURS, (FORMER) OFFENDERS, (FORMER) DRUG OR ALCOHOL ABUSERS, OR SOCIAL MARGINALISATION MAY REPRESENT A BARRIER.

OTHER SOCIAL BARRIERS CAN STEM FROM FAMILY CIRCUMSTANCES, FOR INSTANCE BEING THE FIRST IN THE FAMILY TO ACCESS HIGHER EDUCATION OR BEING A PARENT (ESPECIALLY A SINGLE PARENT), A CAREGIVER, A BREADWINNER OR AN ORPHAN, OR HAVING LIVED OR CURRENTLY LIVING IN INSTITUTIONAL CARE.



ECONOMIC BARRIERS

ECONOMIC DISADVANTAGE LIKE A LOW STANDARD OF LIVING, LOW INCOME, LEARNERS WHO NEED TO WORK TO SUPPORT THEMSELVES, DEPENDENCE ON THE SOCIAL WELFARE SYSTEM, IN LONG-TERM UNEMPLOYMENT, PRECARIOUS SITUATIONS OR POVERTY, BEING HOMELESS, IN DEBT OR WITH FINANCIAL PROBLEMS, ETC., MAY REPRESENT A BARRIER.



BARRIERS LINKED TO DISCRIMINATION

BARRIERS CAN OCCUR AS A RESULT OF DISCRIMINATIONS LINKED TO GENDER (GENDER IDENTITY, GENDER EXPRESSION, ETC.), AGE, ETHNICITY, RELIGION, BELIEFS, SEXUAL ORIENTATION, DISABILITY, OR INTERSECTIONAL FACTORS (A COMBINATION OF ONE OR SEVERAL OF THE MENTIONED DISCRIMINATION BARRIERS).



GEOGRAPHICAL BARRIERS

LIVING IN REMOTE OR RURAL AREAS, ON SMALL ISLANDS OR IN PERIPHERAL/OUTERMOST REGIONS, IN URBAN SUBURBS, IN LESS SERVICED AREAS (LIMITED PUBLIC TRANSPORT, POOR FACILITIES) OR LESS DEVELOPED AREAS IN THIRD COUNTRIES, ETC., MAY CONSTITUTE A BARRIER.

MIGRANTS, REFUGEES, AND DISPLACED YOUTH OFTEN FACE

- LANGUAGE BARRIERS
- CULTURAL DISLOCATION
- LOSS OF IDENTITY
- DISCRIMINATION
- TRAUMA OR INSTABILITY

WHY MUSIC?

- UNIVERSAL LANGUAGE – BRIDGES CULTURES AND LANGUAGE GAPS
- ACCESSIBLE: CAN BE NON-VERBAL, BODY-BASED, PARTICIPATORY
- BUILDS CONNECTION, IDENTITY, JOY, EMOTIONAL EXPRESSION
- CAN HEAL AND REGULATE THE NERVOUS SYSTEM, BUT CAN ALSO TRIGGER EMOTIONS

WHAT'S OUR ROLE AS FACILITATORS?

- MUSIC ALONE DOESN'T GUARANTEE INCLUSION.
- HOW WE FACILITATE MATTERS: WITH INTENTION, EMPATHY, AND SAFETY.
- WE MUST BALANCE FREEDOM OF EXPRESSION WITH EMOTIONAL SAFETY.

WHAT IS TRAUMA & WHY DOES IT MATTER?

- TRAUMA IS AN OVERWHELMING EXPERIENCE (E.G. WAR, LOSS, DISPLACEMENT)
- COMMON SIGNS IN YOUTH: WITHDRAWAL, HYPERACTIVITY, EMOTIONAL OUTBURSTS
- MIGRANT/REFUGEE YOUTH ARE AT HIGHER RISK OF TRAUMA EXPOSURE

THE 6 TRAUMA-INFORMED PRINCIPLES

SAFETY

PEOPLE FEEL PHYSICALLY AND EMOTIONALLY SAFE.


- CREATE A PREDICTABLE ENVIRONMENT (NO SURPRISES OR FORCED SHARING) USE INCLUSIVE, NON-THREATENING LANGUAGE AND MUSIC
- RESPECT PERSONAL SPACE AND EMOTIONAL BOUNDARIES
- BE MINDFUL OF SOUND VOLUME AND TRIGGERING CONTENT

TRUSTWORTHINESS & TRANSPARENCY

DECISIONS ARE MADE WITH TRANSPARENCY TO BUILD TRUST.

- BE CLEAR ABOUT WHAT WILL HAPPEN DURING THE SESSION
- EXPLAIN THE PURPOSE OF ACTIVITIES BEFORE STARTING
- FOLLOW THROUGH ON WHAT YOU SAY YOU'LL DO
- AVOID PUTTING PEOPLE ON THE SPOT OR PRESSURING THEM

PEER SUPPORT



PARTICIPANTS FEEL SUPPORTED BY OTHERS WHO SHARE SIMILAR EXPERIENCES.

- FOSTER CONNECTION AND SHARED EXPERIENCE
- USE GROUP ACTIVITIES THAT BUILD COOPERATION, NOT COMPETITION
- VALIDATE PARTICIPANTS' EXPERIENCES THROUGH MUSIC AND STORYTELLING
- NORMALIZE EMOTIONAL REACTIONS

COLLABORATION & MUTUALITY

EVERYONE IS SEEN AS EQUAL IN POWER AND CONTRIBUTION.

- ENCOURAGE CO-CREATION (E.G., MAKING A GROUP SONG TOGETHER)
- USE FACILITATION STYLES THAT ARE PARTICIPATORY, NOT TOP-DOWN
- SHARE LEADERSHIP IN ACTIVITIES WHEN POSSIBLE
- INVOLVE PARTICIPANTS IN DECISION-MAKING

EMPOWERMENT, VOICE & CHOICE

PEOPLE ARE SUPPORTED TO EXPRESS THEMSELVES AND MAKE THEIR OWN CHOICES.

- OFFER MULTIPLE WAYS TO PARTICIPATE (MOVEMENT, LISTENING, DRAWING, SOUND)
- ALLOW PEOPLE TO OPT OUT OF ANY ACTIVITY WITHOUT JUDGMENT
- ENCOURAGE SELF-EXPRESSION WITHOUT FORCING PERSONAL STORIES
- HIGHLIGHT STRENGTHS, NOT DEFICITS

CULTURAL, HISTORICAL & GENDER SENSITIVITY

BE AWARE OF AND RESPONSIVE TO CULTURAL, RACIAL, HISTORICAL, AND GENDER DIFFERENCES.

- RESPECT ALL MUSICAL AND CULTURAL EXPRESSIONS EQUALLY
- AVOID STEREOTYPES OR TOKENISM IN SONG CHOICES OR ACTIVITIES
- BE SENSITIVE TO CULTURAL NORMS (E.G. AROUND DANCE, VOICE, OR GENDER ROLES)
- INCLUDE DIVERSE MUSIC SOURCES AND ALLOW PARTICIPANTS TO BRING THEIR OWN