

PACER CENTER'S  
**TEENS**  
**AGAINST**  
**BULLYING** "Tribe"

Lyrics and activity developed by 15 year old Hayley Reardon  
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**Tribe**

I don't know when I all of a sudden  
stopped belonging here  
with all of these faces I was one in the same  
as I rearranged they disappeared  
and no one knows me  
anymore

When I got tired  
of thinking like everybody else  
I'd block my ears  
and whisper to myself

Why don't you let  
let it go little girl  
cause what this world needs  
is for you to be exactly who you want to  
Let, let it go little girl  
and when the voices multiply and crowd around her  
promise me she is gonna sing a little louder

And so I've grown  
and come to know a different kind of home  
where we're not alone

You're not alone  
never alone little girl  
you see our blue blood it sparkles with this art  
and words written up and down our arms  
and we are yours  
yes you belong little girl

Let, let it go  
and when the voices multiply and try to drown her  
she's gonna sing  
she'll sing until the tribe has found her

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"This song was written about me learning for myself that the best things we have to offer to the world are the things that make us different, and then learning to accept and be proud of those things. If we can learn to embrace our own individuality, hopefully we can then learn to seek out and value the individuality of the students around us."

**Classroom activity:**

- Pass out a list of classmates to every student.
- Ask them to look at each name on the list and write what makes each person an asset to the class.
- Encourage them to think "what would change if this person was no longer in this class, in this school, or in my life?"
- **Positive answers only.**

Collect the responses from each student. Compile the comments into an individual sheet for each student to take home and always be reminded of what their classmates found special, positive, and irreplaceable about them. This also gives the teacher the chance to screen each student's answers and ensure that only positive comments get seen.

Or, another option to share the responses, is to read a few of them to the class, without indicating the classmate to whom the characteristic is attached, to show the diversity of assets that classmates have to offer.

"The point of this is to get them thinking about the irreplaceable, one of a kind characteristics that even the students they don't know very well have to offer. The goal should be to think and write something deeper than simply "nice" or "funny." Especially after completing the "Where the Artists Go" drawing exercise, they should have uncovered some new pieces of each other's character to influence what they write. I think that this exercise is effective regardless of whether or not the students see what their classmates wrote about them because they are being encouraged to think about and value the things that make everyone in the room different."