

KAUFFMAN SCHOLARS, INC.

Males to MEN Fraternity



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A: INTRODUCTION



An innovative male mentoring curriculum and strategy that works with multiple levels of mentors around four universal values of manhood and education.

BRIEF OVERVIEW

No one would argue the fact that a college education is an opportunity to position our youth for winning in life. However, the national data shows that many of our youth are losing out on this opportunity because they don't even finish high school. Break down the national data by gender and you find a higher percentage of males are at risk of losing out on education (Orfield, Larson, Swift, & Swanson, 2004).

Something needed to be done for both males and females to help them win in education and win in life and Kauffman Scholars, Inc. took on the challenge by creating a plan. Because the problem is more pronounced with males the plan began with a males to men initiative pilot program and was followed by a females to women initiative pilot program.

The Males to Men (M2M) Fraternity program helps the male students win in education and win in life. M2M Fraternity supplements the Kauffman



Scholar's comprehensive programming by bringing in male facilitators to intentionally help re-educate and re-socialize these males in the knowledge, values and skills around becoming a mature man to position them for winning success in their education and personal life (Mincy, 2006).

Additionally, M2M Fraternity works with academic coaches, life coaches and parents, particularly fathers and father figures to learn ways they can bring additional support to the students (McClanahan, 2003).

M2M Fraternity begins with a twelve (12)-unit curriculum that can be completed in four (4) sessions. The curriculum is based on four universal values of respect, responsibilities, relationships and righteousness (Williams, 2006) and integrates the topics of education, manhood, and life skills (Josephson, 2002). At the completion of the twelve (12) units the males are brought into the M2M Fraternity that meet once a month for on-going support and service including recruiting and future mentoring elementary age male students in similar curriculum topics to set them on course to win through college (Tindale, et. al., 1998).

The Author and Acknowledgement

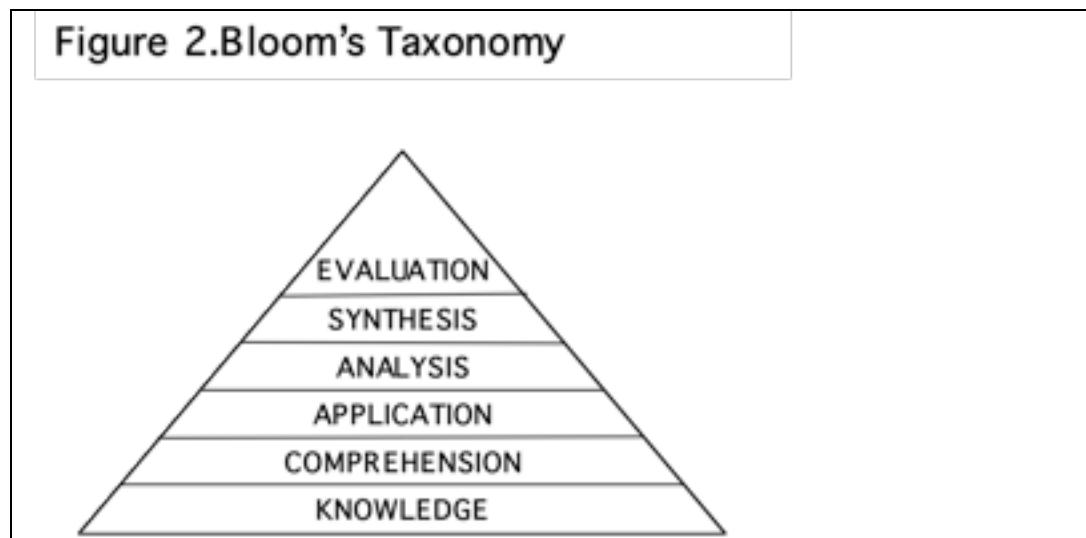
George R. Williams, MS is the director of urban father training at the National Center for Fathering. As a marriage and family therapist he is a recognized expert in working with urban fathers, and has spoken and taught nationally on the subject. He is a Ph.D. student at Kansas State University in Family Studies.



As the author, George based the framework of the Males to Men Fraternity curriculum on his own *Man Up: A Male Mentoring Character Education Curriculum*. This framework includes the four values or respect, responsibility, righteousness and relationships, the format of the facilitator guide and student journal and some of the lesson content and exercises.

Beyond Recall to Application

In the education field there has been a need identified to move beyond mere information recitation to information understanding and the ability to analyze and apply the information (Lord & Baviskar, 2007). In 1956, a team of theorists led by Benjamin Bloom developed a series of six learning levels for categorizing degrees of educational objectives (Bloom et al. 1956). Bloom's taxonomy can be used as a hierarchical tool in the design, assessment and evaluation of student learning (Figure 2).



Each level can be thought as building upon the next. In the knowledge level, the students are required to recall facts pertaining to the topic that



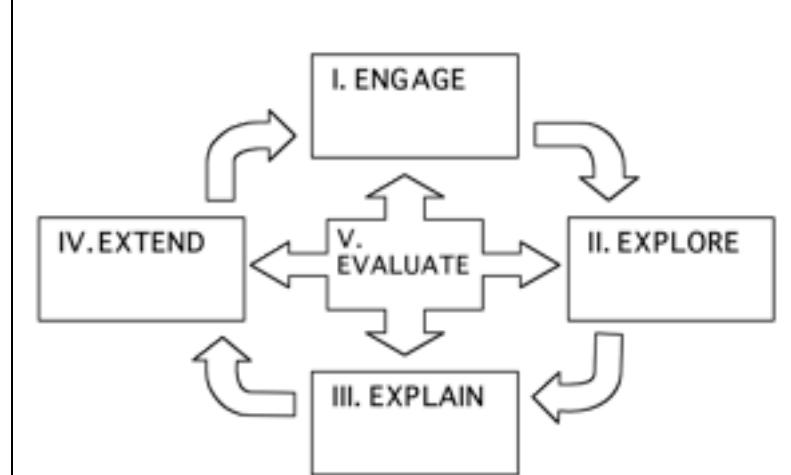
has been taught (Lord & Baviskar, 2007). In the comprehension level, the students are required to reword and explain in a meaningful manner something they have learned (Lord & Baviskar, 2007). In the application level, students are required to think holistically about the concepts learned and apply them to novel situations (Lord & Baviskar, 2007).

The M2M Fraternity curriculum only addresses the first three levels of Bloom's taxonomy. The remaining levels: analysis, synthesis and evaluation are addressed in the next stage of the MEN Fraternity meetings.

About the Learning Cycle

The lessons in the M2M Fraternity curriculum are organized around the learning cycle. The learning cycle is a research-supported method for education. The learning cycle has five overlapping phases (Figure 3).

Figure 3. The Learning Cycle



1. **Engaging** students interest and establish the topic.



2. **Exploring** the student's construction of knowledge through facilitated questioning and observation.
3. **Explaining** what students have discovered and instructor leads a discussion of the topic to refine the student's understanding.
4. **Extending** what the students learned to different but similar situations and the instructor guides the students toward the next discussion topic.
5. **Evaluating** throughout the cycle in which the instructor observes each student's knowledge and understanding, and leads students to assess whether what they have learned is true.

Lesson Learning Format

Most adult learners develop their preference for learning that begins in childhood. It springs from individual differences and early learning experiences as children and continues to be influenced throughout their adulthood (Edmunds, Lowe, Murray & Seymour, 2007).

These differing aptitudes, abilities, and experiences influence individuals to prefer one learning style to another from the three learning styles of auditory, visual and kinesthetic learning (Edmunds, Lowe, Murray & Seymour, 2007).

The visual learner prefers, enjoys and sometimes requires graphic illustrations, outlines, drawings and especially video to help them learn. Every lesson contains a video per the scholar focus groups and the need to support visual learners (Edmunds, Lowe, Murray & Seymour, 2007).



Visual Presentations for Each Lesson

L1	Antwone Fisher	L7	Antwone Fisher
L2	Pride	L8	In America
L3	Coach Carter	L9	Akeelah and the Bee
L4	A Raisin In the Sun	L10	The Hurricane
L5	Hotel Rwanda	L11	The Great Debaters
L6	The Pursuit of Happiness	L12	Pride

Next the auditory learners prefer, enjoy and sometimes require verbal presentation of information through lecture, discussion groups and oral reports to learn. Every lesson contains these elements to support the auditory learners (Edmunds, Lowe, Murray & Seymour, 2007).

And finally the kinesthetic learners, prefer, enjoy and sometimes require movement, hands-on experiences, role-playing and frequent breaks to learn a task. Every lesson contains these elements to support kinesthetic learners (Edmunds, Lowe, Murray & Seymour, 2007).

Kinesthetic Exercises for Each Lesson

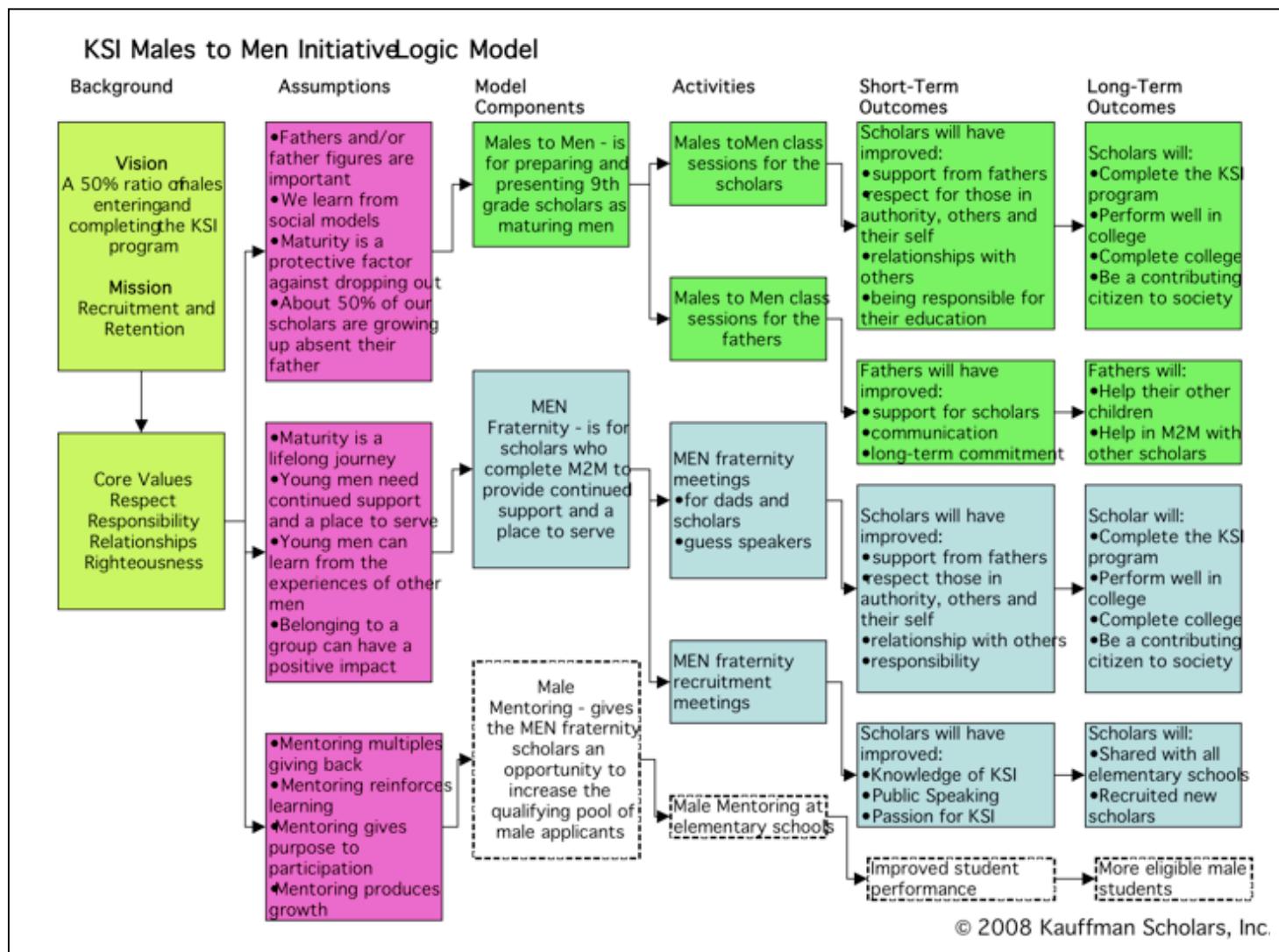
L1	The Values Auction	L7	The House of Cards
L2	The Experiment	L8	Who Do You Care For?
L3	Power Poker	L9	Escape the Matrix
L4	The Blame Game	L10	Truth or Lie Dice
L5	The Fatherhood Simulator	L11	More Money
L6	The Assembly Line	L12	Out of Control



M2M Logic Model

A logic model is a plausible and sensible model of how a program will work under certain environmental conditions to solve an identified problem (Bickman, 1987). The Males to Men logic model describes the approach of this program to address recruitment and retention of male scholars. This model was prepared at the end of the first cycle of the program and is intended to be used revised through the second cycle of the program as more information is collected.

Figure 1.





SI: RESPECT

Treat others the way you want to be treated.

Learning Goal: Respect is unconditional acceptance that results in proper treatment of others and myself.

Purpose: Respect guides how I treat others and myself and leads me down the pathway to success.

Outline:

Lesson 1: Respecting Myself

Lesson 2: Respecting Others

Lesson 3: Respecting those in Authority

American society suffers under the burden of a generation of youth who are not respectful. This lack of respect can be brought on by many factors within our society that range from not knowing any better to a deliberate striking out against their world because of their own pain. Hurt people hurting others. In this section the former is addressed through this curriculum. To address the latter requires an intervention beyond the scope of this curriculum.

This lack of respect can be directed at three different groups of people beginning with self, peers and those in authority. A disrespectful or

respectful attitude will have different consequences and may exhibit itself through a variety of ways.

A student may be disrespectful toward his own self. A low self-image may be reflected by speech that puts self down, actions that have negative consequences and the attitude of the student. If the student is resigned to that image he may not care how he looks, what he does or says or what others think about him.

A student can be disrespectful toward his peers. This may again be motivated by a low self-image that he attempts to raise by putting others down. He becomes a verbal, emotional and physical bully. Inflicting psychological or physical harm to others.

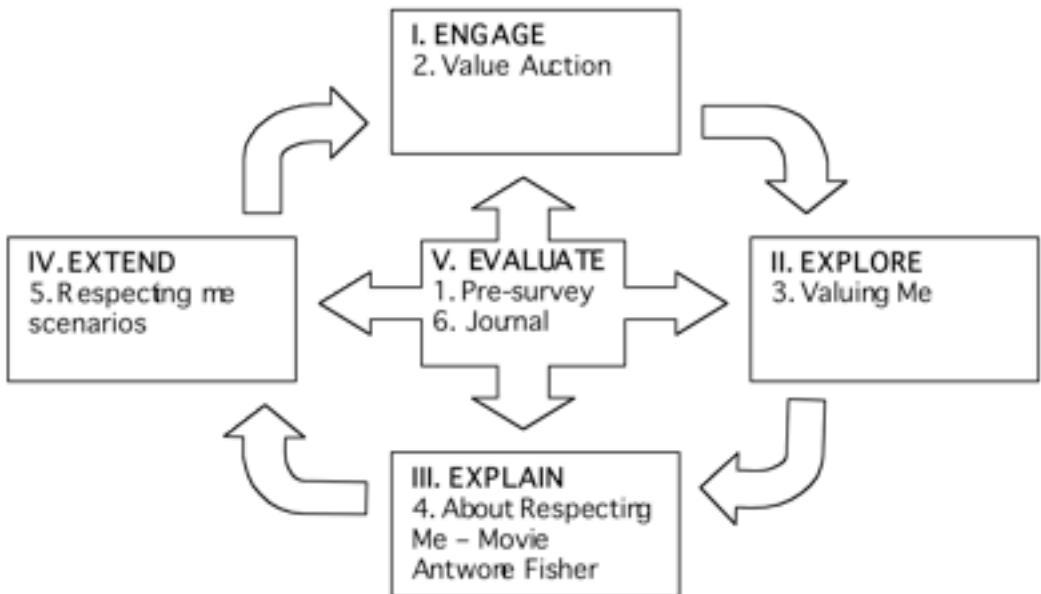
A student can be disrespectful towards those in authority. Our first encounter with authority is from our parents. Lacking a positive male view of authority from a father who sets loving but firm boundaries can incite a rebellious attitude against authority. The root of this type of respect is because the student is doing something wrong and will not submit to being corrected in attitude or action.

The underlying message of respect is that all humans have value and worth and should be treated as such. This begins with the student understanding the value of his own self and demonstrates that value in what he believes, says and does about himself. With a proper view and treatment of himself he is able to treat his peers proper and those in authority.

L1: RESPECTING MYSELF

LESSON 1

L1: Learning Cycle Outline



MATERIALS:

All: Pen or pencil
A2: Play money (5 bills each) Marker board or Poster paper
A4: Movie Antwone Fisher

L1: Background

PURPOSE: The goals for knowledge, value and skill are: Knowing that a necessary part of manhood is self-respect, adopting this value and learning the skill of acceptance through my words, attitudes and actions. *Self-respect is unconditionally accepting myself through my positive words, attitude and actions.*

Activity 1: Pre-Survey (evaluate)



PURPOSE: Completed pre and post surveys are necessary for the evaluation of this program. A four-digit birthday in the format

MM/DD is required to match a specific pre-survey with a post-survey.

NOTE: The survey can be done individually or as a group. Taking the survey as a group means everyone will complete the survey at the same time and allows facilitator to clarify any questions along the way.



INSTRUCT: Open your journals to page 2. At the top of the page write down your birthday in the following format: MM/DD.

INSTRUCT: Use the scale at the top of the page to respond to the statements. For example, question one states, I am mostly satisfied with myself. Circle the one if you strongly agree with this statement; circle the two if you agree; circle the three if you are undecided; circle the four if you disagree and circle the five if you strongly disagree.

INSTRUCT: For the benefit of our program we need you to thoughtfully respond to the statements in this males to men survey.

MALES TO MEN JOURNAL**PRE-SURVEY**

Birthday mm/dd ____ / ____

Instructions: Circle the number that best
represents your answer.

1=strongly agree 2=agree 3=undecided 4=disagree 5=strongly disagree

1	2	3	4	5	Q1	I am mostly satisfied with myself.
1	2	3	4	5	Q2	I look for healthy ways I can grow.
1	2	3	4	5	Q3	I have a positive outlook for my life.
1	2	3	4	5	Q4	I value people for who they are.
1	2	3	4	5	Q5	I look for ways to help other people.
1	2	3	4	5	Q6	I treat people the way I want to be treated.
1	2	3	4	5	Q7	I work to improve or contribute to my community.
1	2	3	4	5	Q8	I am careful what I put into my body.
1	2	3	4	5	Q9	I take care of what I own.
1	2	3	4	5	Q10	I take ownership for my decisions good or bad.
1	2	3	4	5	Q11	I do the best job I can for every work assignment.
1	2	3	4	5	Q12	I complete every work assignment I begin.
1	2	3	4	5	Q13	I am satisfied with my relationship with my father.
1	2	3	4	5	Q14	I have a significant male role model in my life.
1	2	3	4	5	Q15	I know how to forgive hurtful relationships.
1	2	3	4	5	Q16	I am practicing abstinence until marriage.
1	2	3	4	5	Q17	I treat females with equality and respect.
1	2	3	4	5	Q18	I mostly get along with family and friends.
1	2	3	4	5	Q19	I obey law and rules.
1	2	3	4	5	Q20	I often put other people's interests before my own.
1	2	3	4	5	Q21	I make hard choices to control myself.
1	2	3	4	5	Q22	I don't quit even when it gets tough.
1	2	3	4	5	Q23	I listen to people who are in authority.
1	2	3	4	5	Q24	I express and maintain an attitude of gratitude.

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INSTRUCT: Once you have completed the survey, tear
the page out of the journal and turn it into one of the
leaders.

ASK: Does anybody have a question?

TRANSITION: The value RESPECT guides how I treat others and myself and will lead me down the pathway to success. RESPECT is unconditional acceptance that results in the proper treatment of others and myself. The next three lessons are on RESPECT beginning with Self-Respect.

Activity 2: The Value Auction (engage)



PURPOSE: Introduce the interesting concept of values to the scholars by establishing the values that are important to them and how much of a set amount of money they are willing to pay for those values.

POINT: Values are valuable because there is usually a cost associated with obtaining that value and a reward for having it.

NOTE: *To provide the scholars with a kinetic learning experience in this activity, give each of the scholars play money. The play money can be created using word processing software.*

The scholars will create a list of values that they will then bid. Be sure the values RESPECT, responsibility, righteousness and relationships make it on the list.

Here is a list of possible values: Trustworthiness, Respect, Responsibility, Faith, Love, Honesty, Relationships, Family, Peace, Patience, Perseverance, Rights, Consistency, Faithfulness, Caring, Giving, Gratitude, Girl Friend, Prayer, Friends, Humility, Sports, ,

Fame, Manhood, Creativity, Determination, Endurance, Forgiveness, Generosity, Gentleness, Honor, Life, Happiness, Justice, Security, Self-Control, Wisdom, Tolerance, Service, Fearlessness, Caution, Order, Punctuality, Money, Contentment, Integrity.



INSTRUCT: Please turn to page 3 in your journal. What are a few values that are important to you? Take a minute to write down three values that are important to you, for example: hard work, faith and education.

Males to Men Journal

ACTIVITY 2: THE VALUE AUCTION

Instructions: Write down at least three values that are important to you. An example, three values are hard work, faith and education.

A. My values are:

- 1.
- 2.
- 3.

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INSTRUCT: Now that you have written down your three values we are going to make one master list of values. One at a time raise your hand and I will ask you one of your values.

ACTION: (Write the values in columns on the marker board or poster with space to write a dollar value next to it.)

NOTE: Try to get at least one value from everyone. Encourage them to think up one if the three values they wrote down are used.

ACTION: (Once done writing down conduct the auction.)

INSTRUCT: Our first value is... And we will start the bid at ... dollars. Who will give me ...dollars.

ACTION: (At the completion of the auction lead with the following discussion questions.)

NOTE: Do not forget to affirm the answers and look for ways to summarize what they say.



DISCUSSION QUESTIONS:

- 1) Which value cost the most money? Why?**
- 2) Which value cost the least money? Why?**
- 3) What is the most important value to you?**
- 4) Would you be willing to give all you own for that value?**

SUMMARIZE: Values are valuable because there is usually a cost associated with obtaining a value and a reward for having it.

TRANSITION: An important value from this list is the value of respect. RESPECT is unconditional acceptance that results in the proper treatment of others and myself.

Activity 3: Valuing Me (explore)



10 min

PURPOSE: The purpose is to give the scholars an opportunity to consider if they respect who they are and why.

POINT: The intrinsic value of a person is not because of what they can do but simply because they exist, therefore how we see ourselves and the way we treat ourselves should be respectful.

NOTE: *The scholars need to answer the questions in a thoughtful and honest way, not in the way they think we want them to answer.*



P. 4

INSTRUCT: Please turn to page 4 in your journal. Take about three minutes to answer the questions thoughtfully and honestly.

NOTE: *Make sure those that finish early are not a distraction to those that are still working. Consider playing some type of neutral instrumental music.*

Males to Men Journal

ACTIVITY 3: VALUING ME

Instructions: Answer the questions and fill in the blanks.

A. What is self-respect?

B. Why is self-respect important?

C. What are three things I wish I could change about myself?

- 1.
- 2.
- 3.

D. What are three things I like about myself?

- 1.
- 2.
- 3.

E. I must value myself not because of what I _____ but because of who I _____.

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Notes: The purpose is to let the scholars teach. They should carry the discussion. Facilitate by asking question but resist giving information.

**JOURNAL CONTENT FOR:
Activity 3: Valuing Me**

ACTION: (Discuss the following questions.)

A. What is self-respect?

B. Why is self-respect important?

C. What are three things I wish I could change about myself?

D. What are three things I like about myself?

INSTRUCT: Fill in the blank:

E. I must value myself not for what I do but for who I am.

SUMMARIZE: The intrinsic value of a person is not because of what they can do but simply because they exist. I am valued for who I am so I will myself with respect and dignity.

TRANSITION: Respecting self is only the beginning of the journey to respect. Let's refine our understanding of respect.

Activity 4: About Respecting Myself (explain)



PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about respecting themselves.

POINT: Self-respect is unconditionally accepting myself with an attitude and actions that reflects my value.

NOTE: *Attempt to bring into this discussion some of the scholars' discoveries to reinforce the main points.*



INSTRUCT: We are going to watch a 5 minute movie clip of Antwone Fisher. How many have seen the movie? We will watch two scenes from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: *Antwone Fisher* is inspired by the true life experiences of its title character, a troubled sailor who is ordered to see a naval psychiatrist about his volatile temper which leads him on a emotional journey to confront his painful past and connect with the family he never knew.

ACTION: (Start the movie at chapter 2 and play through chapter 3 of the Antwone Fisher movie. The length is about 5.5 minutes.)



DISCUSSION QUESTIONS:

- 1) Did you observe anyone in this video that you would say had self-respect? Why?**

- 2) Who were the people who had self-respect? Why?**



INSTRUCT: Please turn to page 5 in your journal. Let me give you a definition of self-respect.

Males to Men Journal

ACTIVITY 4: ABOUT RESPECTING MYSELF

Instructions: Fill in the blanks or write the answer.

A. Self-Respect is unconditionally accepting myself through my positive _____, _____ and _____.

B. What are the _____ for no self-respect?

- 1.
- 2.
- 3.

C. What are the _____ of having self-respect?

- 1.
- 2.
- 3.

D. There are four _____ for self-respect.

- 1. The P_____** (Positive actions toward self that reflect value)
- 2. The E_____** (Positive, happy and optimistic attitudes)
- 3. The S_____** (Self attitude and actions effecting others)
- 4. The M_____** (Avoid harmful attitudes and actions)

INSTRUCT: Write three benefits of self-respect.

JOURNAL CONTENT FOR:

My Experience with Authority

Instructions: Fill in the blank or write the answer.

ACTION: (State the following.)

A. Self-respect is unconditionally accepting myself through my positive, words, attitude and actions.

INSTRUCT: Self-respect starts on the inside with a positive attitude. You have to love and like yourself. This does not mean that you are perfect but accept where you are with plans to become better. This attitude then influences your positive choices and actions toward yourself.

B. What are the consequences of lacking self-respect?

INSTRUCT: Lacking self-respect can result in a negative attitude and actions. Let's try to come up together with three consequences of lacking self-respect.

C. What were the benefits of having self-respect?

INSTRUCT: Having self-respect can result in a positive attitude and actions. Let's try to come up together with three consequences of having self-respect.

D. Self-respect occurs in four domains.

1. The Physical domain

INSTRUCT: In the physical domain we take positive actions in how we dress, hygiene, talk, eat and exercise that reflect the value and acceptance of self.

2. The Emotional domain

INSTRUCT: In the emotional domain we carry an attitude that is positive, happy and optimistic and reflects our value and acceptance of self.

3. The Social domain

INSTRUCT: In the social domain our self-respect shown by positive attitudes and actions affect others who want to be connected with us.

4. The Moral domain

INSTRUCT: In the moral domain because we accept self we avoid attitudes and actions that would bring harm to self and others. This is the reason we don't consider suicide, tobacco, alcohol and substance abuse, poor diets, violence, negative talk and so on.

SUMMARIZE: Self-respect is unconditionally accepting myself through my positive attitude and actions.

TRANSITION: There is a world of difference between saying something and doing it. In the next activity we are going to get practice in self-respect.

Activity 5: Respecting Myself Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Self-respect is not self-respect until self is shown respect.

NOTE: *The scholars are going to get into groups of at least three to create a scenario that shows self-respect. Encourage the scholars to use four domains on page 7 of the journal to guide them in creatively show what a scene of self-respect looks like. Also take the pressure off by encouraging them there is no right or wrong scene.*

INSTRUCT: You will have five minutes to choose or create a role-play about self-respect. The role-play should not be more than one minute. Use the four domains of physical, emotional, moral or social as a guideline to create your role-play about self-respect.



INSTRUCT: Please turn to page 6 in your journal. Let me give you a definition of self-respect.

Males to Men Journal

RESPECTING YOURSELF SCENARIOS

INSTRUCT: You will have five minutes to choose or create a role-play about self-respect. Following are five you can choose from:

1. You don't feel good about yourself. There are so many things you want to change about how you look and your abilities. What should you do?
2. You are constantly putting yourself down. The two most used words in your vocabulary are, "I can't". How can you change what you

say?

3. You like to keep up with the latest trends. You just want to be you and make a statement. You have noticed in the media and neighborhood others sagging their pants. At one time you thought it was dumb but now you want to sag. Is it okay to sag your pants? Why or why not?
4. You learned all about hygiene and the importance of keeping yourself clean and smelling nice but sometimes you forgot or just don't feel like doing it. You have missed your fair share of not taking showers and skipped a few times brushing your teeth. And maybe you have worn some dirty, wrinkled clothes once too often. Why is this topic important?
5. You notice that you are maturing and that you are taking on more responsibilities at home. Some of your acquaintances that are in upper grades have started smoking cigars. You've seen it in the media and it looks cool. One day you are offered one by a friend. What do you do?

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Self-respect is not self-respect until self is show respect.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing self-respect in our life will help you to grow and develop as a man.

Activity 6: Reflection Journaling



PURPOSE: The purpose of this activity is for the student to assess what they have learned and how to apply it to their own personal lives.

POINT: Application of learning.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 7. You will have five minutes to think about and write and application of what we have talked about today. Finishing the statement will provide some guidance.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

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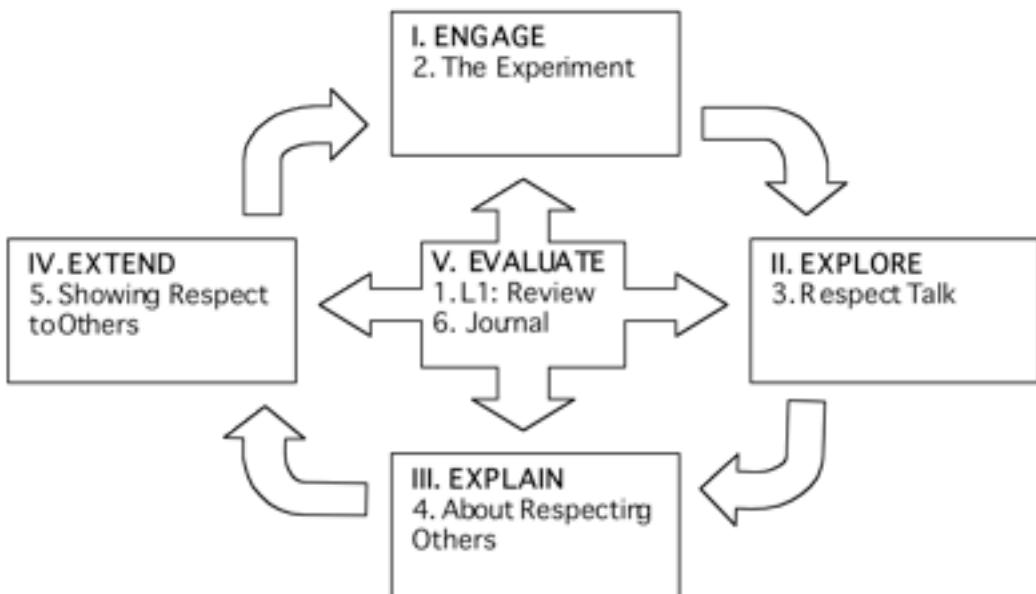
NOTE: Walk around the room and encourage writing.

SUMMARIZE: Respect is unconditional acceptance that results in proper treatment of others and myself. Self-respect is unconditionally accepting myself through my positive attitude and actions.

LESSON 2

L2: RESPECTING OTHERS

L2: Learning Cycle Outline



MATERIALS:

A4: PRIDE movie

L2: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is respecting others, adopting this value and learning the skill of accepting others through my words, attitudes and actions. *Respecting others is unconditionally accepting others through my words, attitude and actions.*



Activity 1: L1 Respecting Myself Review

PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson One: Respecting Myself* are committed to memory for the scholars. Within Bloom's taxonomy we want to achieve the

knowledge level of simply knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.



P. 8

INSTRUCT: We are going to take a short review quiz from Lesson One: Respecting Myself. Please turn to page 8. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: L1 Respecting Myself Quiz

1. Values often have a _____ with obtaining them and a _____ for possessing them.
2. I must value myself not because of what I _____ but because of who I _____.
3. Self-respect is unconditionally accepting myself through my positive _____ and _____
4. There are negative _____ of lacking self-respect.
5. There are positive _____ for having self-respect.
6. There are four _____ for self-respect.
 - a. P _____
 - b. E _____
 - c. S _____
 - d. M _____

ACTION: (Wait three minutes give them a wrap up

warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Two: Respecting Others is the second installment in our respect series. Giving unconditional regard for others, in other words accepting them for who they are and having your attitudes and actions that reflect their value.

Activity 2: The Experiment (engage)



PURPOSE: The purpose of this activity is to interest the scholars in

the powerful influence of values and words. From this premise we then will introduce respecting others through what we say and do.

NOTE: Remember that there is a risk associated of failure with all experiments. If that should happen in this experiment then be prepared to share the results of this same experiment with others.



INSTRUCT: Turn to page 9. We are going to all going to participate in an experiment. We will start by doing a self-evaluation on your mood.

ASK: How are you feeling right now? Take a little time to rate how you feel on the following seven-point scale. Circle the number that best represents your state right now. Be as honest as you can.

1. Very Sad	2. Sad	3. A Little Sad	4. Not Happy or Sad	5. A Little Happy	6. Happy	7. Very Happy
-------------	--------	-----------------	---------------------	-------------------	----------	---------------

INSTRUCT: Now we will read the following sentences, one at a time, and briefly consider whether you agree or disagree with the statement right now.

NOTE: Don't dwell too long on any sentence, but don't hurry either.

INSTRUCT: On page 9 read them aloud together slowly and gently, and ask yourself right after reading, "Do I agree with this right now?"

NOTE: Set the example in leading by putting feeling and body language into these statements.

Males to Men Journal

AFFIRMATIONS

- 1. God made me.**
- 2. I like me.**
- 3. I accept who I am.**
- 4. I take care of myself.**
- 5. God loves me.**
- 6. I know people love me.**
- 7. I know people care about me.**
- 8. I know people respect me.**
- 9. I have survived hard times.**
- 10. I am a strong person.**
- 11. I am more than a survivor.**
- 12. I am proud of my accomplishments.**
- 13. I am thankful for all I have.**
- 14. I love to smile and laugh.**
- 15. I have a great sense of humor.**
- 16. I am really a friendly person.**
- 17. I enjoy having fun.**
- 18. I do the right things.**
- 19. I am a responsible person.**
- 20. I value all my relationships.**
- 21. I have a promising future.**

INSTRUCT: Now, how do you feel? Once more, rate your mood on the seven-point scale below by circling the number that best represents your state right now:

1. Very Sad	2. Sad	3. A Little Sad	4. Not Happy or Sad	5. A Little Happy	6. Happy	7. Very Happy
-------------	--------	-----------------	---------------------	-------------------	----------	---------------

NOTE: Process this exercise with the scholars through discussion questions.



DISCUSSION QUESTIONS:

- 1) How does your rating on the first scale compare to the rating on the second scale?**
- 2) How do you explain that repeating this statement could put you in a better mood?**
- 3) Which statement was the most meaningful to you?**
- 4) Can you relate this experiment to respecting yourself or others?**

SUMMARIZE: Most people notice a marked improvement in their mood. The research is in full support of Self Talk as a way to improve our lives. For many years, athletes have practice self talk to improve their performance. Athletes and practitioners understand words can have a powerful influence on self. Words can also have a powerful influence on others. It has been said the power of life and death is in the tongue.

TRANSITION: Next we are going to give you some time to personally reflect on what words you have said to others in your past and the impact on them of those words.

Activity 3: Respect Talk (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore the importance of what we say to others and ourselves.

NOTE: *Stress the importance of taking time to think about our past experiences relating to the power of words.*

ASK: **Is it true that sticks and stone may break our bones but words will never harm us?**



INSTRUCT: The reality is that words can have a lasting impact on our life. In this next exercise it is important for you to really try to think of examples from your own life.

Take five minutes to complete the exercise on page 10.

Males to Men Journal

ACTIVITY 3: RESPECT TALK

Instructions: Fill in the blank or write out your answer.

A. What does it mean to respect others?

B. Why should you respect others?

C. Choose one of the following to write about:

1. Write about a specific incident where someone said something negative or disrespect to you.

2. Write about a specific incident where someone said something positive or respectful to you.

3. Write about a specific incident where you said something negative or disrespectful to someone.

D. Write out a positive or respectful statement you could make to someone.

**E. Respectful talk _____ a person up while
disrespectful talk _____ a person down.**

INSTRUCT: Would anyone like to share one of your experiences and what you learned from the experience?

ACTION: (Involve the scholars in answering the question and affirm their answers.)

JOURNAL CONTENT FOR:

ACTIVITY 3: RESPECT TALK

Instructions: Fill in the blank or write the answer.

ACTION: (Have the scholars share their answers.)

A. What does it mean to respect others?

B. Why is respecting others important?

C. Choose one of the following to write about.

ACTION: (Have scholars share their experience.)

E. Respect talk builds a person up while disrespect talk tears a person down.

NOTE: *Give the scholars a chance to practice respect talk.*

INSTRUCT: Share with at least five others in the group the positive statement in D. you wrote down in your journal.

ASK: Was sharing that statement easy or difficult? Why?

TRANSITION: One key way we show respect to others is what we say to them and how we say it. Next we will look a little deeper at a framework for how we can respect others.

Activity 4: About Respecting Others (explain)

PURPOSE: The purpose of this activity is to use a handshake to demonstrate some of the characteristics of respect while allowing the scholars to discover and refine their knowledge about respecting others.

POINT: Respecting others is unconditionally accepting others with an attitude and actions that reflects how I value them.

NOTE: *Attempt to bring the scholars in the discussion.*

INSTRUCT: We are going to watch a movie clip of Pride. How many of you have seen this movie? We will watch a



scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: “Based on true events, PRIDE is the inspiring story of Jim Ellis, a charismatic schoolteacher who changed lives forever when he founded an African-American swim team in one of Philadelphia’s roughest neighborhoods.”

ACTION: (Start the movie at chapter 1 or 00:45 into the movie. The movie clip last for four minutes.)

DISCUSSION QUESTIONS:

- 1) How did others disrespect Jim?**
- 2) Who showed respect for others in this movie clip?**
- 3) How does disrespect produce disrespect?**
- 4) What could have been done to handle this situation respectfully?**

INSTRUCT: Turn to page 11 in your journal. Now take one minutes to write down what you think is the moral to this video clip. This is no wrong answer.



Males to Men Journal

ACTIVITY 5: ABOUT RESPECTING OTHERS

Instructions: Finish the statement and fill in the blanks.

A. PRIDE

The moral of story is...

**B. The Golden Rule is to _____ others, as you want to be
_____.**

C. The Golden Key (Respecting Others)

1. HEART: I show respect to others by _____ or accepting them for who they are.

2. HEAD: I show respect for others through my _____.

3. TALK: I show respect for others through my
_____.

4. WALK: I show respect for others through my _____.

D. Respecting others is unconditional acceptance of others
through my _____, _____ and _____.

JOURNAL CONTENT FOR:

Activity 5: ABOUT RESPECTING OTHERS

Instructions: Fill in the blank or write the answer.

ACTION: (Wait two minutes and give wrap up warning.)

ASK: Who would like to share your moral?

NOTE: Listen and affirm each response. If the moral is exceptionally good then write it down in your instructor guide for future updates.

INSTRUCT: A possible moral of this story is: Respect is the golden key that opens doors of possibility. Disrespect is a rusty lock that shuts opportunity off.

ASK: How do we open the doors of opportunity?

INSTRUCT: We open the doors of opportunity with the Golden Key, by treating others the way we want to be

treated.

B. The Golden Rule is to treat others, as you want to be treated.

INSTRUCT: I am going to demonstrate respecting others using a business handshake.

C. The Golden Key

ACTION: (Stand in front of the group and ask for a volunteer to demonstrate a handshake.)

INSTRUCT: Respect like a handshake begins in the heart with my attitude. How do I feel toward the other person? Just like self-respect I should have an attitude that values and accepts them for who they are. It does not matter what they have done or not have done.

1. HEART: I show respect to others by valuing or accepting them for who they are.

INSTRUCT: The second part of respecting others is what head and my body language communicates. What does my face express? Do I have any measure of care for you? I should be an initiator extending my hand. I should give you caring eye contact and a friendly smile.

2. HAND: I show respect to others through my body language.

INSTRUCT: The third part of respecting others is by what I say. One of the best words a person can hear is his or her name. We need to learn and use a person's name. And when we they

are an elder we use titles like sir or mister. And the best sound a person can hear his own voice. We should not only speak to people but also take time to listen.

3. TALK: I show respect to others through my words.

INSTRUCT: The fourth part of respecting others is personal space. Sometimes people want to be together and sometimes they want to be alone. Sometimes they want to have contact with others and sometimes they do not.

4. WALK: I show respect to others through my actions.

INSTRUCT: Let's get in a little practice. Find five people to shake hands with remember heart, head, talk and walk.

D. Respecting others is unconditional acceptance of others through my, words, attitude and actions toward them.

TRANSITION: Next you will have a chance to think about and personalize your application of respecting others.

Activity 5: Respecting Others Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Respecting others involves my unconditional acceptance shown through my attitude and actions toward them.

ACTION: (Have the scholars get into groups of at least three to create a scenario of showing respect to others. Encourage the scholars to use four parts of the Golden Key to respecting others on page 9 of the journal to guide them in developing a creative scene of respecting others. **Also use characters in the role play that some people might not normally be accepted.)**

NOTE: *Also take the pressure off by encouraging them there is no right or wrong scene.*



INSTRUCT: Please turn to page 12. You will have five minutes to choose or create a role-play about respecting others. The role-play should not be more than one minute. Use the four parts of the Golden Key to respecting others: inside, outside, speech and space as a guideline to create your role-play about respecting others.

Males to Men Journal

ACTIVITY 5: RESPECTING OTHERS SCENERIOS

INSTRUCT: You will have five minutes to choose or create a role-play about respecting others. Following are five you can

choose from:

1. Your friends are making fun of someone who is in a different group while this person is walking down the hallway. What should you do?
2. Someone has called you an offensive name. People around you laughed at it. What should you do?
3. Everyone makes fun of a certain person who sits by you during lunchtime. What should you do?
4. Someone is trying to pick a fight with you by pushing you. What should you do?
5. You're playing a pick up basketball game and someone puts down the way you play. It has been an off day and you usually play much better. What do you do?

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Respecting others is unconditional acceptance of others through my words, attitude and actions.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing respecting others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal



PURPOSE: The purpose of this activity is for the student to assess what they have learned and how to apply it to their own personal lives.

POINT: Respecting others is what I practice and it begins today.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 13. You will have five minutes to think about and write and application of what we have talked about today. Finishing the statement will provide some guidance.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

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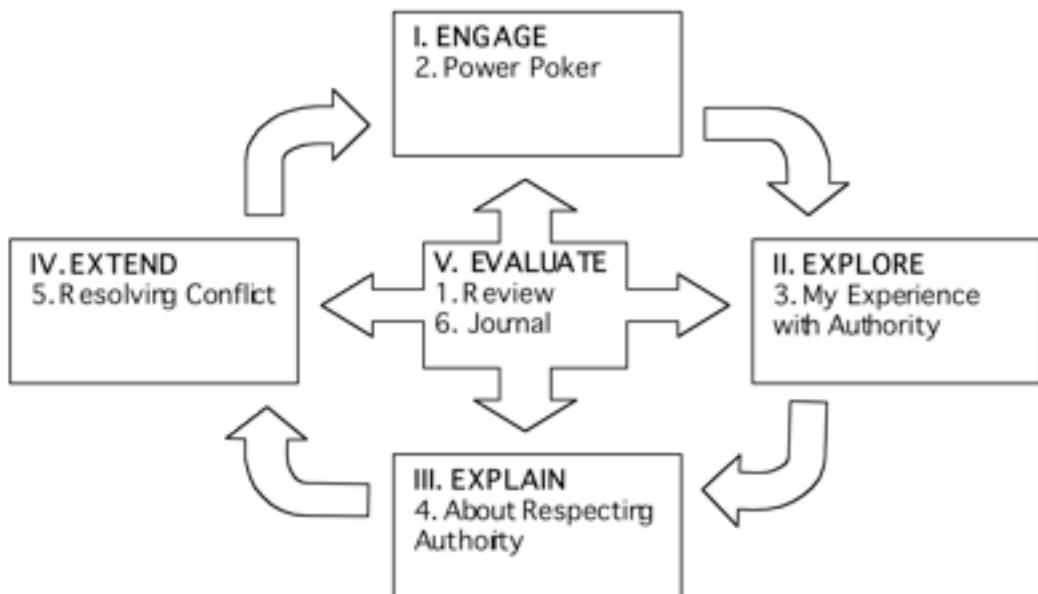
NOTE: Walk around the room and encourage writing.

SUMMARIZE: Respecting others is unconditional acceptance of others through my words, attitude and actions.

LESSON 3

L3: RESPECTING AUTHORITY

L3: Learning Cycle Outline



MATERIALS:

A2: A deck of playing cards
A4: Movie Coach Carter

L3: BACKGROUND

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is respecting authority and adopting this value and learning the skills of showing respect and resolving conflicts. *Respecting authority is accepting the leadership of another through my words, attitude and actions.*

Activity 1: L2 Respecting Others Review



PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Two: Respecting Others* are committed to memory for the scholars. Within Bloom's taxonomy the goal is to achieve

the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.

INSTRUCT: We are going to take a short review quiz from Lesson Two: Respecting Others. Please turn to page 14. Fill in the blank quiz. You will have three minutes to complete this quiz.



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Males to Men Journal

ACTIVITY 1: L2 Respecting Others Quiz

Instructions: Fill in the blanks.

1. Respectful talk _____ a person up while disrespectful talk _____ a person down.
2. The Golden rule is to _____ others, the way you want them to _____ you.
3. HEART: I show respect to others through my _____.
4. HEAD: I show respect for others through my _____.
5. TALK: I show respect for others through my _____.
6. WALK: I show respect for others through my _____.
7. Respecting others is unconditional acceptance of others through my _____, _____ and _____.

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ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together.

I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: *Get feedback on how well the scholars remembered the last session.*

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Three: Respecting Authority is the final installment in our respect series. Respecting authority is a way to receive knowledge and experience for others in return for your respect.

Activity 2: Power Poker (engage)



PURPOSE: Capture the interest of the scholars around the concepts of good and bad authority.

POINT: Authority is usually given to some who deserves it and is meant to protect you and cause you to better yourself.

NOTE: This is a non-gambling game. This activity supplies the scholars with a hands-on learning experience through the playing cards. One deck of cards can be used with up to 20 scholars.

INSTRUCT: We are going to play a non-gambling game of Power Poker. It is similar to Texas Hold'em. You will receive two cards from me as the dealer and I will reveal and additional five cards. You can use any three of the dealer's cards to build your hand of five cards.

ACTION: (Pass out two cards to each scholar. Next discard the first card and reveal three cards, called the flop where all the scholars can see. Next discard another card and reveal the fourth card, called the turn. Next discard another card and reveal the fifth card, called the river.)

NOTE: Here is a list from lowest hand to highest hand to determine the winner:

1. **High Card** - The highest card with 2 being the lowest and Ace being the highest.
2. **Two of a Kind** - Two of the same value card. Example 3(♠) - J(♣) - J(♥) - 2(♥) - 5(♦) is a pair of J's.
3. **Two Pairs** - Two sets of two of the same value card. Example: 4(♥) - 4(♦) - 9(♠) - 9(♣) - A(♣) is two pairs of 4's and 9's.
4. **Three of a Kind** - Three of the same value cards. Example: 6(♣) - 6(♦) - 6(♣) - 3(♠) - J(♣) is three 6's.
5. **Straight** - Cards running in order of any suit. Example: 5(♣) - 6(♣) - 7(♣) - 8(♦) - 9(♥) is a straight.
6. **Flush** - 5 cards of all the same suit. Example: 5(♥) - 7(♥) - 9(♥) - J(♥) - Q(♥) is a flush.
7. **Full House** - Three of a kind and a pair. Example: 7(♥) - 7(♣) - 7(♠) - Q(♥) - Q(♦) is a full house.
8. **Four of a Kind** - 4 cards all with the same value. Example: J(♥) - J(♠) - J(♣) - J(♦) - 5(♣) is four of a kind
9. **Straight Flush** - Same as a straight, but all cards are of the same suit. Example: 3(♥) - 4(♥) - 5(♥) - 6(♥) - 7(♥) is a straight flush.
10. **Royal Flush** - Same as a straight flush, but the cards are the

ace, king, queen, jack and ten. Example: 10(♣) - J(♣) - Q(♣) - K(♣) - A(♣).

NOTE: In the event of a tie you will have more than one winner with the highest hand. You may also want to supply a small prize such as a stick of gum for the winner.

INSTRUCT: Who has the highest hand? Since you have highest hand you win and are granted power over the rest of the group. You can give us a command to do anything you want us to do either positive or negative and technically we are supposed to do it.

ACTION: (Perform any positive command but DO NOT do a negative command. Repeat playing the game up to four times to get different response from the group.)

INSTRUCT: Playing cards involves ranking. The high card is in charge, the Ace. And like cards many parts of our life involves an order to follow. Our game of cards served to determine who was in charge by who won.

ACTION: (Process this activity through the questions).

DISCUSSION QUESTIONS:

- 1) What does it mean when someone has authority over you?**
- 2) Who are the people in your life that have authority over you?**
- 3) What are some of the ways in life that people get selected to be in charge?**
- 4) What is the purpose of good authority?**
- 5) How do I benefit from good authority?**

SUMMARIZE: Authority is usually given to some who deserves it and is meant to protect you and cause you to better yourself.



TRANSITION: One of our most powerful learning experiences is when we exam principles with our own life experience.

Activity 3: Respecting Authority Experience (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore the importance of respecting authority and what it has meant in their own life.

POINT: Learning for the experience of others.

ASK: Do you agree with this statement, nobody is the boss of me? Why?

INSTRUCT: Please turn to page 16.



Males to Men Journal

Activity 3: Respecting Authority Experience

Instructions: Fill in the blank for A. Select option B or C and write it.

A. What is authority?

B. Why do we need authority?

C. Choose from one of the following to write about:

1. Think about and write down an experience where someone DID NOT RESPECT YOUR authority.

2. Think about and write down an experience where you DID NOT RESPECT SOMEONE'S authority.

**D. Respecting all authority is a way to be _____ and
_____ through the knowledge and experience of others.**

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**JOURNAL CONTENT FOR:
My Experience with Authority**

Instructions: Instructions: Fill in the blanks.

ACTION: (Discuss the following questions only highlight what is shared. It is not time to instruct.)

A. What is authority?

B. Why do we need authority?

ACTION: (Have the scholars share their answers.)

**D. Respecting all authority is a way to be protected
and mature through the knowledge and experience
of others.**

SUMMARIZE: Respecting all authority is a way to be
protected and mature through the knowledge and
experience of others.

TRANSITION: Thank you for sharing your experience.
Let's look a little deeper at what it means to respect
authority.

Activity 4: About Respecting Authority (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about respecting authority.

POINT: Respecting authority is critical to success in every area of life.

NOTE: Attempt to bring the scholars in the discussion.



INSTRUCT: We are going to watch an 8-minute movie clip of Coach Carter. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: “Based on an incredible true story, Coach of controversial basketball coach Ken Carter, who received both high praise and staunch criticism when he made national news for a gymnasium “Lockout” of his entire undefeated team for poor academic performance. With the players, the parents, and the community rallying to get the team back on the court, Carter must overcome the obstacles of his environment and show the young men a future that stretches beyond gangs, drugs, prison and even basketball.”

ACTION: (Start the movie at Chapter 3 at 8:00 minutes into the movie and stop at chapter 4. This clip last for 7 minutes.)

DISCUSSION QUESTIONS:

1) Series of questions:

- a. Did the young men show Coach Carter respect?
- b. Which of the young men were disrespectful?
- c. What did they do to disrespect the Coach?

2) What was Coach Carter trying to accomplish with the group?



- 3) What was the cost of their disrespect?**
- 4) Describe what the video clip would have looked like had the young men been respectful?**
- 5) Was Coach Carter a good or bad authority figure?**

NOTE: A challenging situation that can arise in any relationship is conflict. In this next part we will focus some considerations for working through conflict.

INSTRUCT: Turn to page 17 of your journal.



INSTRUCT: A major challenge in relating to those in authority and any other relationship is conflict.

Sometimes our differences create problems but the conflicts are not the problem-the problem is how we deal with it.

Males to Men Journal

ACTIVITY 4: ABOUT RESPECTING AUTHORITY

A. Respecting authority is accepting the _____ of another through my words, attitude and actions.

B. THE CONFLICT OPTIONS

1. A LOSE-LOSE situation results and no one got their way because the situation was _____.

2. A YOU-LOSE situation results because you gave the other person their way by _____.

3. A YOU-WIN situation results because you got your way by using _____.

4. A WIN-WIN situation results because you worked together in _____.

C. CONFLICT RESOLUTION STEPS

1. Anger is not the _____ it is what you do with it that can be the _____.

2. Learn to _____:

- a. **S**-_____ from reacting.
- b. **T**-_____ about your options of how you should respond.
- c. **O**-_____, select the best option to resolving the conflict.
- d. **P**-_____ that option to the best of your ability.

JOURNAL CONTENT FOR:

ACTIVITY 4: ABOUT RESPECTING AUTHORITY

Instructions: Fill in the blanks.

A. Respecting authority is accepting the leadership of another through my words, attitude and actions.

INSTRUCT: The conflict matrix shows us four outcomes of a conflict. In other words, based on how you handle the conflict four things can happen.

B. Conflict Options

1. A LOSE-LOSE situation results and no one got their way because the situation was circumvented.

2. A YOU-LOSE situation results because you gave

the other person their way by conceding.

3. A YOU-WIN situation results because you got your way by using coercion.

4. A WIN-WIN situation results because you worked together in collaboration.

NOTE: Talk through each answer. Be sure to include scholars in the dialogue.

B. CONFLICT RESOLUTION STEPS

1. Anger is not the problem it is what you do with it that can be the problem.
 2. Learn to STOP:
 - a. S-top from reacting.
 - b. T-hink about your options of how you should respond.
 - c. O-option, select the best option to resolving the conflict.
 - d. P-perform that option to the best of your ability.
-

SUMMARIZE: Seek the win-win solution by Stopping, Thinking, Option selection and Perform that option to the best of your ability.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to you life. The following conflict scenarios will allow you to practice your response to these scenarios.

Activity 5: Resolving Conflict (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with various scenarios and resolving the conflict with someone in authority.

ACTION: (Have the scholars get into groups of at least three to create a scenario of showing respect to others. Encourage the scholars to use four parts of the Golden Key to respecting others on page 9 of the journal to guide them in developing a creative scene of respecting others. **Also use characters in the role-play that some people might not normally be accepted.)**

NOTE: *Also take the pressure off by encouraging them there is no right or wrong scene.*

INSTRUCT: You will have five minutes to create a role-play about respecting others. The role-play should not be more than one minute.

INSTRUCT: You may create your own scenario or chose from one of the following:

Males to Men Journal

ACTIVITY 5: RESPECTING AUTHORITY SCENARIOS

Instructions: Choose or create a scenario.

- 1. Your parent has been getting on you about chores you were asked to do but you have to be continually be reminded about them. Right in the middle of your favorite television show your parent turns off the television and ask in a loud voice, "When are you going to do your chore?" How should you respond?**
- 2. You live in California. You normally wear a helmet but today you rushed out the house. You are stopped by an upset police officer because you were illegally riding your bicycle without a helmet. He says to you, "Don't you know how stupid it is to ride your bike without a helmet? What is your name?" He is asking you because he is writing you a ticket. How do you respond?**
- 3. Today is a particularly noisy day in the classroom. The teacher has repeatedly told the class to quiet down. You have a question about an assignment the teacher just gave so you asked a friend about the assignment. The teacher yells at you for talking in class and gives you detention. What do you do?**

NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Respecting Authority involves my accepting the leadership of another through my words, attitude and actions.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing respecting others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal



PURPOSE: The purpose of this activity the student assess what they have learned and how to apply it to their own personal lives.

POINT: Applying what I have learned.

NOTE: Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.



INSTRUCT: Turn to page 19. You will have five minutes to think about and write and application of what we have talked about today. Finishing the statement will provide some guidance. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

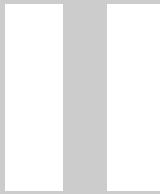
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NOTE: Walk around the room and encourage writing.

SUMMARIZE: Respecting authority is accepting the leadership of others through my words, attitude and actions.

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SII: RESPONSIBILITY

You must be about taking care of your business.

Learning Goal: Being responsible is owning my situation and choices and taking action to succeed.

Purpose: There comes a point in our life were our success will depend on our ability to take ownership for our life. When we take increasing responsibility we mature. If we remain dependent or look for others to take our responsibilities we stay immature.

Outline:

1. **Lesson 4: Responsible for Self**
2. **Lesson 5: Responsible to Serve**
3. **Lesson 6: Responsible to Work**

When I was a child I spoke as a child I reasoned as a child but when I became a man I put away childish things. Irresponsibility is something we could afford to be as a child because others took responsibility for us. As we mature into manhood we must begin to take ownership for every aspect of our own lives.

This is critical for success in life and education. There are three areas that we must take responsibility. The first is taking responsibility for

our words. We should watch over our words carefully. As we learned in the first session about respect, there is power in our words to help and to hurt. Another aspect of our words is that we must carry them out. If we say that we will do something then people need to count on us to do it whether it is in the classroom or at home.

The second area that we must take responsibility for are our actions. For every action we take there is a consequence. While it is easy to take ownership for our good actions, as a mature man we must take ownership for our bad actions. If we broke something then we need to fix it or replace it. If we hurt someone then we need to reconcile. If we make a mistake then we need to learn from it and correct it.

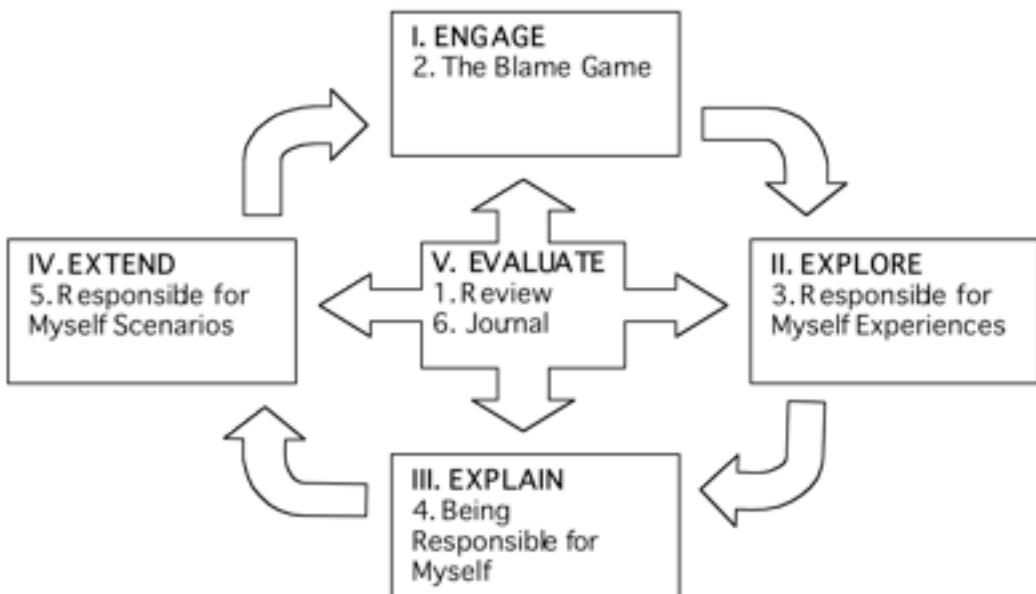
And finally we need to take care of people and our property. Sometimes we are given responsibility for our younger brothers and sisters. We must step to the plate and put their interest and well being before our own. Other times it is our friends we are given responsibility. Whether or not we are being responsible in our friendships can be answered by whether or not they are better off having us for a friend.

We are given possession or we purchase them. As a responsible young man we must learn to see the value of our possessions and the possessions of others to take care of them.

LESSON 4

L4: Responsible for Myself

L4: Learning Cycle Outline



MATERIALS:

A2: A die for selecting a turn

A4: A Raisin in the Sun Movie

L4: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is being responsible for myself, adopting this value and learning the skill of ownership for my situation and actions. ***Being responsible for myself is when I own my situation and choices and take action to succeed.***

Activity 1: L3 Respecting Authority Review



PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Three: Respecting Authority* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to

achieve the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.

INSTRUCT: We are going to take a short review quiz from Lesson Three: Respecting Authority quiz. Please turn to page 20. You will have three minutes to complete this quiz.



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Males to Men Journal

ACTIVITY 1: RESPECTING AUTHORITY QUIZ

Instructions: Fill in the blanks.

A. Respecting authority is accepting the _____ of another through my words, attitude and actions.

B. THE CONFLICT OPTIONS

1. A LOSE-LOSE situation results and no one got their way because the situation was _____.

2. A YOU-LOSE situation results because you gave the other person their way by _____.

3. A YOU-WIN situation results because you got your way by using _____.

4. A WIN-WIN situation results because you worked together in _____.

C. CONFLICT RESOLUTION STEPS

1. Anger is not the _____ it is what you do with it that can be the _____.

2. Learn to _____:

- a. **S**-_____ from reacting.
- b. **T**-_____ about your options of how you should respond.
- c. **O**-_____, select the best option to resolving the conflict.
- d. **P**-_____ that option to the best of your ability.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Four: Responsible for Self is the first of a three lessons about responsibility. Being able to

take responsibility for self is a necessary part of manhood and success in school. Being responsible is taking ownership and care of what belongs to me.

Activity 2: The Blame Game (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about responsibility. This is accomplished by playing a game about not accepting the responsibility for their actions or circumstances.

POINT: The buck stops with me.

NOTE: *This game has six primary players but everyone else may participate through the players.*

INSTRUCT: We are going to play the most popular game show in life, the Blame Game.

The objective of the Blame Game is to excuse yourself and blame someone else.

The theme for the game is public education in America.

ACTION: (1. Set up six chairs in a circle based on using option six or nine players. 2. Select the six players for the game. 3. Have them sit in a chair. 4. Give them a role. 5. Have the other scholars stand outside the circle to observe.)

INSTRUCT: Your role is: 1) the Administration of the President of the United States of America, 2) the Superintendents and School Boards, 3) the Principals, 4) the Teachers, 5) the Parents and 6) the Students.

PLAYING THE GAME: This Blame Game centers on the high percentage of students in public school who are not being able to perform at grade level.

Your goal is to excuse yourself and blame someone else.

The Student starts the game by standing in the circle rolling the die. Whoever number he gets is the person he will blame. If he rolls his own number then goes to the next highest number if he is a six he goes to one.

The student first begins by telling everyone why it is not his fault that he is performing below grade level and then blames the person whose number he rolled. Once he is done the person whose number he rolled gets up and rolls the die. He then tells everyone why it is not his fault and blames it on the person whose number he rolled.

We will play for five minutes.

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)

DISCUSSION QUESTIONS:

- 1) Describe what this game was like for you?**
- 2) Who is the winner in the game?**
- 3) How should this game be played?**
- 4) What could be learned from this game?**



SUMMARIZE: The Phrase, “Passing the Buck” is said to have originated with the game of poker, in which a marker or counter, frequently in frontier days a knife

with a buckhorn handle, was used to indicate the person whose turn it was to deal. If the player did not wish to deal he could pass the responsibility by passing the "buck", as the counter came to be called, to the next player. President Harry S. Truman popularized the phrase, "The Buck Stops Here" with a sign on his desk. The responsibility is something we must keep and not pass.

TRANSITION: Some of our best learning is gained from our own experiences. We are going to take the time to think back on our own experiences about responsibility.

Activity 3: Responsible for Myself Experience (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore being responsible for self.

INSTRUCT: Please turn to page 21 in your journal. For the next few minutes you are going to fill in the blanks and write about your experience with being responsible for yourself.



Males to Men Journal

Activity 3: Responsible for Myself Experience

Instructions: Fill in the blanks and write out your answer.

- A. You made your bed, now sleep in it!

B. What is the meaning of being responsible for self?

C. Why is being responsible for self so important?

D. Select one of the following to write about:

1. Write about an experience where you did something wrong but DID NOT TAKE RESPONSIBILITY for it. In other words you said it was not your fault and blamed it on someone else.

2. Write about an experience where you did something wrong but TOOK RESPONSIBILITY for it. In other words you said it was your fault and handled the consequences.

**JOURNAL CONTENT FOR:
Responsible for Myself Experience**

Instructions: Fill in the blanks and write out your answer.

A. You made your bed, now sleep in it.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and are looking for an easy out instead of facing the responsibility.

B. What is the meaning of being responsible for myself?

C. Why is being responsible for myself important?

ACTION: (Have the scholars share their answers to either option under D.)

SUMMARIZE: Being responsible for myself means that I take ownership for my own actions and do better rather than blaming others for them and staying the same.

TRANSITION: Thank you for sharing your experience. Let's look a little deeper at what it means to be responsible for me.

Activity 4: Being Responsible for Myself (explain)

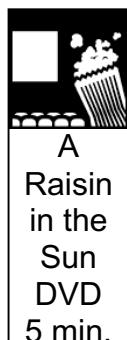
PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about being responsible for self.

POINT: If it is to be it is up to me.

NOTE: Attempt to bring the scholars in the discussion.

INSTRUCT: We are going to watch a movie clip of A Raisin in the Sun. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who



have not seen it: “Dreams can make a life work living, but they can also be dashed by bad decisions. This is the crossroads where the Younger family find themselves when their father passes away and leaves them with \$10,000 in life insurance money. The family wants to buy a new home and pay for medical school tuition. Walter who has a son and a baby on the way wants to buy a liquor store. While no choice is easy, life on the South Side of Chicago in the 1950s is even harder.”

INSTRUCT: Walter was given the money by his mother and instructed to put it in the bank. After the video we will discuss Walter and responsibility.

ACTION: (Start the movie at chapter 23 or 1:43 into the movie. The movie clip last for five minutes)

DISCUSSION QUESTIONS:

- 1) In what ways was Walter irresponsible?**
- 2) How did Walter’s irresponsibility affect others?**
- 3) How did it affect himself?**
- 4) What should have Walter done?**
- 5) How can he take ownership for his actions?**

INSTRUCT: Turn to page 22 of your journal. We are going to discuss ownership, why we need it and how we take ownership.



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Males to Men Journal

L4: ABOUT BEING RESPONSIBLE FOR MYSELF

Instructions: Fill in the blanks.

- A. Being responsible for myself is when I own my situation and choices and take action to succeed.**

B. Why do I need to take ownership?

1. To not be irresponsible and overly dependent on others.
2. To help me mature even through my mistakes.
3. To get things done.

C. How do I take ownership?

1. Recognize that if it is to be it is up to me.
2. Admit to your mistakes.
3. Take care of business.

JOURNAL CONTENT FOR:

L4: ABOUT RESPECTING AUTHORITY

Instructions: Fill in the blanks.

A. Being responsible for myself is when I own my situation and choices and take action to succeed.

B. Why is ownership important?

1. To not be irresponsible and overly dependent on others.
2. To help me mature even through my mistakes.
3. To get things done.

C. How do you take ownership?

1. Recognize that if it is to be it is up to me.
 2. Admit to your mistakes.
 3. Take care of business.
-

SUMMARIZE: If it is to be it is up to me.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to you life. The following responsibility scenarios will allow you to practice your response to these scenarios.

Activity 5: Responsible for Myself Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with various scenarios and being responsible for me.

ACTION: (Have the scholars get into groups of at least three to create a scenario of showing responsibility for self.)

NOTE: *Also take the pressure off by encouraging them there is no right or wrong scene.*



INSTRUCT: Please turn to page 23. You will have five minutes to choose or create a role-play about being responsible for self. The role-play should not be more than one minute.

Males to Men Journal

Activity 5: Responsible for Myself Scenarios

- 1. You started smoking. You thought it was harmless at first but now you find that you crave smoking and get a real urge to smoke when you don't. You learned how harmful smoking was for your health but now it is hard to stop. What do you do?**

- 2. You have your own laptop. You have heard how others laptops were stolen or ruined by being dropped, screen cracked or something spilled on it. How should you take care of yours?**

- 3. You know that you are not healthy especially by the way you feel. Your parents have told you that you need to eat healthier and exercise but it is hard. What do you do?**

- 4. You disobeyed your parents. You know that they were looking out for your best interest and you hurt them and endangered yourself. Since you are older they are asking for your input in your discipline. What do you think should happen to you?**

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Respecting others involves my unconditional acceptance shown through my attitude and actions toward them.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing respecting others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: Learning and application.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 24. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

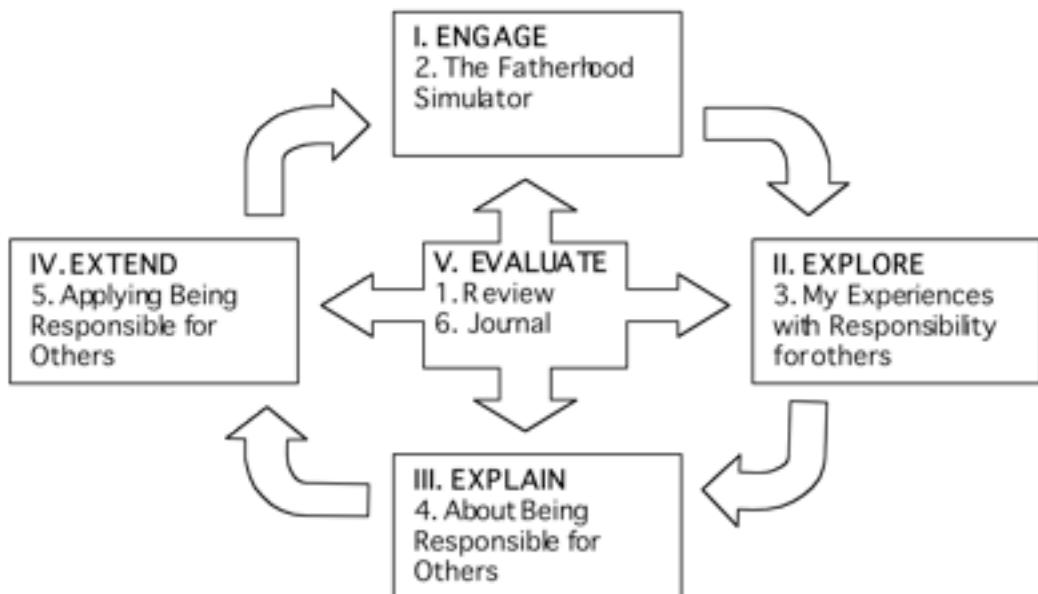
ACTION: (Walk around the room and encourage writing).

SUMMARIZE: A necessary part of manhood is being responsible for self through taking ownership.

LESSON 5

L5: Responsible to Serve

L5: Learning Cycle Outline



MATERIALS:

A2: Paper baby cut-out.
A4: Hotel Rwanda Movie

L5: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is being responsible to serve, and adopting this value and learning the skills of service and dependability. ***Being Responsible to Serve is when I am a benefit to the community around me.***



Activity 1: L4 Responsible for Self Review

PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Four: Responsible for Self* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to

achieve the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.



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INSTRUCT: We are going to take a short review quiz from Lesson Four: Responsible for Self. Please turn to page 25. The L4: Responsible for Self Quiz is a multiple-choice fill in the blank quiz. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: RESPONSIBLE FOR MYSELF QUIZ

Instructions: Fill in the blanks.

A. Being responsible for myself is when I own my situation and choices and take action to succeed.

B. Why do I need to take ownership?

1. To not be irresponsible and overly dependent on others.
2. To help me mature even through my mistakes.
3. To get things done.

C. How do I take ownership?

1. Recognize that if it is to be it is up to me.
2. Admit to your mistakes.
3. Take care of business.

ACTION: (Wait three minutes give them a wrap up

warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Being responsible for self is a good start but it is not enough. Manhood is maturity. Men must learn about and take action for being Responsible to Serve.

Activity 2: The Fatherhood Simulator (engage)



PURPOSE: The purpose of this activity is to engage the interest of the scholars around being Responsible to Serve through an introductory exercise to fatherhood. This is by no means to

encourage early fatherhood but to discourage it.

POINT: It's not just about me but others.

ACTION: (Pass out the tear out babies.)



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Males to Men Journal

Activity 2: The Fatherhood Simulator

Instructions: Your objective is to spend the next few minutes performing five tasks for your paper baby.

STEP 1: The first step is to carefully tear out your baby the best you can without “hurting” the baby.

STEP 2: You need to use your imagination and try to be as realistic as possible.

STEP 3: Next perform the following five tasks with your newborn baby:

1. Bath your baby.
2. Feed your baby.
3. Play with your baby.
4. Change your baby’s solid diaper.
5. Put your baby to sleep.

1=failure 2=poor 3=fair 4=good 5=excellent

1. _____ Bath your baby.

2. _____ Feed your baby.
 3. _____ Play with your baby.
 4. _____ Change your baby's solid waste diaper.
 5. _____ Put your baby to sleep.
- _____ total

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ACTION: (Ask the following questions giving scholars a chance to answer. Encourage their responses and ask follow-up questions to help them express their point clearly.)

DISCUSSION QUESTIONS:

- 1) What was the experience like for you?
- 2) How difficult would it be if you had to be responsible for a baby while in school?
- 3) What does it mean to be responsible for someone else?
- 4) What happens when you fail to be responsible for someone else?
- 5) What does it take to be equipped to be responsible?

SUMMARIZE: Others depend on us and when we fail it can have serious consequences for others. It takes a mature person to stop always receiving and to give.

TRANSITION: Taking your learning from this exercise and examine your own experience.

Activity 3: Responsible to Serve Experience (explore)

PURPOSE: Take time to think about meaningful experiences from your past around this topic and share your lesson learned.



POINT: Learn from your past and the past of others.



INSTRUCT: Please turn to page 27 of your journal.

Males to Men Journal

Activity 3: Responsible to Serve Experience

Instructions: Write your answer and fill in the blanks.

A. What does it mean to serve others?

B. Why is it important to serve others?

C. Choose from one of the following:

1. Write about an experience where you failed to be responsible for someone else. Include who, what, when, where, how and why.

2. Write about an experience where someone failed to be responsible for you. Include who, what, when, where and how.

D. Our failure to be dependable can have serious consequences for others.

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JOURNAL CONTENT FOR:

A3: Responsible to Serve Experiences

Instructions: Write the answer and fill in the blanks.

A. What does it mean to serve others?

B Why is it important to serve others?

C. Choose from one of the following:

1. Think and write about an experience where you failed to be responsible for someone else. Include who, what, when, where, how and why.

2. Think and write about an experience where someone failed to be responsible for you. Include who, what, when, where and how.

D. Our failure to be dependable can have serious consequences for others.

ACTION: (Have volunteers share their experiences. Ask questions and be affirming. At the end of their sharing ask the following question.)

ASK: What did you or could you learn from your experience?

SUMMARIZE: A smart man will learn from his own experiences, a smarter man will learn from the experiences of others.

TRANSITION: Let's take some time to dig a little deeper and learn about being Responsible to Serve.

Activity 4: About Responsible to Serve (explain)

PURPOSE: To provide a framework for the youth to practice being Responsible to Serve.

POINT: Recognize opportunities to practice being Responsible to Serve.

INSTRUCT: We are going to watch a movie clip of Hotel



Rwanda. How many of you have seen this movie?

ACTION: (Share the following synopsis for those who have not seen the movie.)

NOTE: *Don Cheadle gives a riveting performance as Paul Rusesabagina, the manager of a European-owned hotel in Rwanda, who created a secret refugee camp for the Tutsi people during the brutal genocide committed against them by the Hutu people in 1994. His efforts helped to save 1200 lives out of close to a million who were killed. HOTEL RWANDA shows this man's courage, while also capturing the political events that occurred between April and September '94.*

INSTRUCT: After the video we will discuss Paul and responsibility.

ACTION: (Start the movie at chapter 6 or 22 into the movie. The movie clip last for about nine minutes when the man says, “You are in charge now.”)



DISCUSSION QUESTIONS:

- 1) What motivates a man to take on responsibility for others?
- 2) What were the costs of Paul’s actions?
- 3) What were the benefits of his actions?
- 4) What did he do for others?

INSTRUCT: Turn to page 28 of your journal.



Males to Men Journal

ACTIVITY 4: ABOUT RESPONSIBLE TO SERVE

Instructions: Fill in the blanks.

A. Being Responsible to Serve is when I am a _____ to the community around me.

B. Why is service important?

1. Service is an important quality in manhood and _____.
2. We serve to make our community a _____ place.
3. We serve to _____ our neighbors.
4. We serve to _____ back.
5. We serve because we _____ about others.

C. How should I serve?

1. We should serve with a good _____.
2. Serve by being _____ of the needs of others.
3. Serve by not waiting to be asked but by taking the _____.
4. Serve by being _____ to get the job done.
5. Serve by not looking for a _____.

**JOURNAL CONTENT FOR:
L5: ABOUT RESPONSIBLE TO SERVE**

Instructions: Fill in the blanks.

A. Being responsible to serve is when I am a benefit to the community around me.

B. Why is service important?

1. Service is an important quality in manhood and leadership.

2. We serve to make our community a better place.

3. We serve to help our neighbors.

4. We serve to give back.

5. We serve because we care about others.

C. How should I serve?

1. We should serve with a good attitude.

2. Serve by being aware of the needs of others.

3. Serve by not waiting to be asked but by taking the initiative.

4. Serve by being dependable to get the job done.

5. Serve by not looking for a payback.

SUMMARIZE: Being Responsible to Serve is about being motivated by care to serve others and be someone who is dependable.

TRANSITION: There is a great divide between knowing to do something and actually doing it. In this next activity we are working to apply what we have learned about being Responsible to Serve in various situations.

Activity 5: Responsible to Serve Scenarios (extend)

PURPOSE: The purpose of this activity is to extend what the students have learned to different but similar situations.

POINT: Get some practice with various scenarios and being

Responsible to Serve.

NOTE: Make sure the scholars don't feel pressure to give an academy award winning presentation.

ACTION: (Have the scholars get into groups of at least three to create a role-play of a scenario showing responsibility for others.)

INSTRUCT: Turn to page 29 of your journal.



Males to Men Journal

A5: Responsible to Serve Scenarios

Instructions: Get into groups of three and create a role-play for one of the following scenarios.

1. Baby sitting.
2. Elderly neighbors.
3. Nursing homes.
4. Mentoring or recruiting school-aged children.
5. Siblings.
6. The Sick or injured.
7. The Environment.
8. Animals.
9. Homeless.
10. School.

JOURNAL CONTENT FOR:**A5: RESPONSIBLE TO SERVE SCENARIOS**

Instructions: Get into a group of three. Pick one of the following topics and create a role-play.

- 1. Baby sitting.**
 - 2. Elderly neighbors.**
 - 3. Nursing homes.**
 - 4. Mentoring or recruiting school-aged children.**
 - 5. Siblings.**
 - 6. The Sick or injured.**
 - 7. The Environment.**
 - 8. Animals.**
 - 9. Homeless.**
 - 10. School**
-

***NOTE:** Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.*

SUMMARIZE: Being responsible to serve involves my unconditional acceptance shown through my attitude and actions toward them.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learned into practice is greater. Practicing being Responsible to Serve will help you grow and develop as a man.

Activity 6: Reflection Journal



PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.

POINT: Learning and application.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 30. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

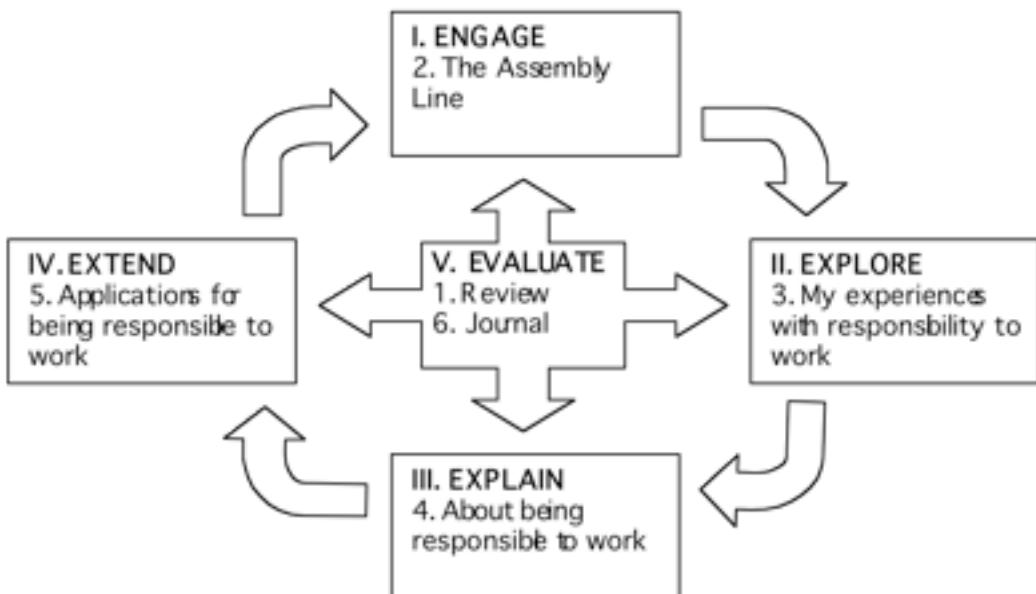
ACTION: (Walk around the room and encourage writing).

SUMMARIZE: A necessary part of manhood is being
Responsible to Serve through care, service and
dependability.

LESSON 6

L6: Responsible to Work

L6: Learning Cycle Outline



MATERIALS:

A2: about 15 sheets per team 8 ½ x 11 scrap paper
A4: Pursuit of Happiness Video



L6: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is being responsible to work, adopting this value and learning the skills of excellence and promptness.

Being responsible to work is focused determination to do it right and do it right now.

Activity 1: L5 Responsible to Serve Review

PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Five: Responsible to Serve* are committed to memory for the scholars. Within Bloom's taxonomy we want to



achieve the knowledge level of simply knowing the principles.

INSTRUCT: We are going to take a short review quiz from Lesson Five: Responsible to Serve. Please turn to page 31. The L5: Responsible to Serve Quiz is a multiple-choice fill in the blank quiz. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: L5 RESPONSIBLE TO SERVE QUIZ

Instructions: Fill in the blanks.

A. Being Responsible to Serve is when I am a _____ to the community around me.

B. Why is service important?

1. Service is an important quality in manhood and _____.
2. We serve to make our community a _____ place.
3. We serve to _____ our neighbors.
4. We serve to _____ back.
5. We serve because we _____ about others.

C. How should I serve?

1. We should serve with a good _____.
2. Serve by being _____ of the needs of others.
3. Serve by not waiting to be asked but by taking the _____.
4. Serve by being _____ to get the job done.
5. Serve by not looking for a _____.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Six: Responsible for Work is the capstone lesson on responsibility. How responsible you are about your work will determine the level of success you achieve in life.

Activity 2: The Assembly Line (engage)



PURPOSE: The purpose of this activity is to engage the interest of the scholars around being responsible for work through an introductory exercise that requires working together with a standard of timeliness and excellence.

POINT: The goal of our work should be to do it well and in a timely manner.

NOTE: This is a teamwork game and requires six team members for each team.

ACTION: (Give each team a stack of at least 20 sheets of scrap paper.)

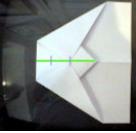
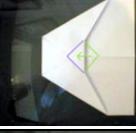


INSTRUCT: Turn to page 32 of your journal. For this activity there are two stages the first is the preparation and the second is the competition. For the preparation stage you have three minutes to do the following:

- 1) Get into a team of six.
- 2) Select a team leader.
- 3) Get assigned a position in the assembly line.
- 4) Step through the assembly line by building one practice plane.

ASK: Any questions? If not then the clock is ticking.

Paper Airplane Assembly Line		
1	Team Leader	Oversees and helps team members build the planes.
2		FOLD 1 Fold a standard piece of scrap paper (8.5 by 11 inches) vertically in half and crease.
		FOLD 2 Open up the paper so that the crease is pointing up and fold two adjacent corners to the middle crease .
3		FOLD 3 Fold the point made in the previous step down to the crease so that the flaps are tucked under this fold. Should look similar to the back of an envelope.

		FOLD 4 Fold the two corners created by the previous step to the center crease so that the points are about 2/3 of the way down the center crease flap.
4		FOLD 5 Fold up the point that has been covered in the previous step so that it secures the flaps against the crease.
		FOLD 6 Fold the paper airplane in half so that all the folds made in the previous steps are facing outwards
5		FOLD 7 Fold the wings down to the bottom so that the wings are perfectly aligned with the bottom of the airplane.
		FOLD 8 Unfold the wings slightly so that they are perpendicular to the body of the airplane and form a flat surface next to each other.
6		FLY 9 Test fly to get the feeling of how to throw the airplane by starting rather gently so that it glides along in the air, then experiment with medium to hard throws.

and the second is the competition. For the competition stage you have three minutes to do the following:

- 1) The team must build as many quality planes as possible.**
- 2) The team with the most planes wins.**
- 3) Team members can only work on their assigned area.**
- 4) The team leader is the only one who can help team members.**
- 5) Planes can be thrown out if they do not meet a high standard of quality.**

ASK: Any questions? Ready? Build!

ACTION: (Give three minutes to build planes.)



#6

DISCUSSION QUESTIONS:

- 1) Why did the team win?
- 2) What could your team have done to win?
- 3) How important is it to be in the right position?
- 4) What can happen when a team member does not do a good job?
- 5) Which is more important speed or quality?
- 6) What can we learn from this activity?

SUMMARIZE: In our previous two lessons we discussed being responsible for self and to serve, this lesson is a discussion about being responsible for the work we do.

TRANSITION: There is a saying that if you do not work then you should not eat. What has been your experience with work? The next activity is a time to explore our own experiences with work.

**Activity 3: Responsible to Work Experience
(explore)**

PURPOSE: Take time to think about meaningful experiences from your past around this topic and share your lesson learned.

POINT: Learn from your past and the past of others.



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INSTRUCT: Please turn to page 33 of your journal.

Males to Men Journal

Activity 3: Responsible to Work Experience

Instructions: Fill in the blanks.

A. What is our responsibility to work?

B. What is so important about working?

C. Choose from one of the following:

1. Write about an experience when you were responsible to work and did a good job. Include who, what, when, where, how and why.

2. Write about an experience where not responsible to work and did a poor job. Include who, what, when, where and how.

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JOURNAL CONTENT FOR:

A3: Responsible to Work Experience

Instructions: Write out your answers.

A. What is our responsibility to work?

B. What is so important about working?

C. Choose from one of the following:

1. Write about an experience when you were responsible to work and did a good job. Include who, what, when, where, how and why.

2. Write about an experience where not responsible to work and did a poor job. Include who, what, when, where and how.

ACTION: (Have volunteers share their experiences. Ask questions and be affirming. At the end of their sharing ask the following question.)

ASK: What did you or could you learn from your

experience?

SUMMARIZE: A smart man will learn from his own experiences, a smarter man will learn from the experiences of others.

TRANSITION: Let's take some time to dig a little deeper and learn about being Responsible to Serve.

Activity 4: About Responsible to Work (explain)

PURPOSE: To provide a framework for the youth to practice being responsible for work.

POINT: Recognize opportunities to practice being responsible for work.

INSTRUCT: We are going to watch a movie clip of Pursuit of Happiness. How many of you have seen this movie?

ACTION: (Share the following synopsis for those who have not seen the movie.)



NOTE: *Chris Gardner (Will Smith) is a bright and talented, but marginally employed salesman. Struggling to make ends meet, Gardner finds himself and his five-year-old son evicted from their San Francisco apartment with nowhere to go. When Gardner lands an internship at a prestigious stock brokerage firm, he and his son endure many hardships, including living in shelters, in pursuit of his dream of a better life for the two of them.*

INSTRUCT: After the video we will discuss Chris and responsibility.

ACTION: (Start the movie at chapter 16 or 00:57 minutes



#4

into the movie and stop at the end of chapter 17 or 1:05 minutes into the movie. The movie clip last for about 8 minutes.)

DISCUSSION QUESTIONS:

- 1) What were some of the things that Chris did in the movie to set apart his work?**
- 2) What does it cost a person to produce high quality work?**
- 3) What does it benefit a person to produce high quality work?**
- 4) What can you take away from this video?**



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INSTRUCT: Turn to page 34 of your journal.

Males to Men Journal

L6: ABOUT RESPONSIBLE TO WORK

Instructions: Fill in the blanks.

**A. Being responsible to work is focused _____ to do it
and do it right _____.**

B. Why is work important?

1. The quality of our work creates a _____.
2. There is no such thing as a free _____.
3. If you don't work you don't _____.
4. To make a _____ life for others and yourself.
5. Allows us to make our _____ in this world.

C. How should I work?

1. We should work with a good _____.
2. Strive for _____ in what you do.
3. Don't _____ but get it done as soon as possible.

4. _____ work with other areas of your life.
5. Don't _____.

JOURNAL CONTENT FOR:

L6: ABOUT BEING RESPONSIBLE FOR WORK

Instructions: Fill in the blanks.

A. Being responsible to work is focused determination to do it right and do it right now.

B. Why is work important?

1. The quality of our work creates a reputation.
2. There is no such thing as a free lunch.
3. If you don't work you don't eat.
4. To make a better life for others and yourself.
5. Allows us to make our mark in this world.

C. How should I work?

1. We should work with a good attitude.
 2. Strive for excellence in what you do.
 3. Don't procrastinate but get it done as soon as possible.
 4. Balance work with other areas of your life.
 5. Don't give up.
-

SUMMARIZE: Being Responsible to Work is focused determination to do it right and do it right now.

TRANSITION: There is a great divide between knowing to do something and actually doing it. In this next activity we are working to apply what we have learned about being Responsible to Work in various situations.

Activity 5: Responsible to Work Scenarios (extend)

PURPOSE: The purpose of this activity is to extend what the students have learned to different but similar situations.

POINT: Get some practice with various scenarios and being Responsible to Serve.

NOTE: *Make sure the scholars don't feel pressure to give an academy award winning presentation.*

ACTION: (Have the scholars get into groups of at least three to create a role-play of a scenario showing responsibility for others.)

INSTRUCT: Turn to page 35 of your journal.



Males to Men Journal

A5: Responsible to Work Scenarios

Instructions: Get into groups of three and create a role-play for one of the following scenarios.

1. Doing poor work.
2. Being late.
3. Getting fired.
4. Job interview.
5. Working hard.
6. Doing an excellent job.

7. Getting done with a task ahead of schedule.

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JOURNAL CONTENT FOR:

A5: RESPONSIBLE TO WORK SCENARIO

Instructions: Get into a group of three. Pick one of the following topics and create a role-play.

1. Doing poor work.

2. Being late.

3. Getting fired.

4. Job interview.

5. Working hard.

6. Doing an excellent job.

7. Getting done with a task ahead of schedule.

***NOTE:** Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.*

SUMMARIZE: Being Responsible to work involves my unconditional acceptance shown through my attitude and actions toward them.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learned into practice is greater. Practicing being Responsible to Serve will help you grow and develop as a man.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: the point is

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*

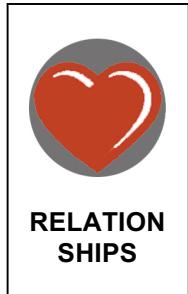


INSTRUCT: Turn to page 36. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal REFLECTION JOURNAL What I have learned today and what I will do is...
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ACTION: (Walk around the room and encourage writing).

SUMMARIZE: Being responsible to work is focused
determination to do it right and do it right now.



S3: RELATIONSHIPS

People need people.

Learning Goal: To understand what are the skills that are responsible for helping to build relationships

Purpose: Successful in life and education requires people. Students will get into settings where they will need to build relationships.

Outline:

1. Lesson 7: Trust and Forgiveness
2. Lesson 8: Caring
3. Lesson 9: Communication

The first role males experience is as a son. As a son we start out fully dependent on two key adults in our lives, our parents. They are the two most emotionally significant people in our lives. No one can help us more or hurt us more than our mothers and fathers. We cannot escape the fact that we need them and they make a permanent impact on our lives.

No man is an island. We need other and others need us. But what if you had a bad relationship with your father and did not want to open your life to any other person. Can a person survive without others? The answer is not in a healthy way. If we have any bad relationships

they can foster into emotional wounds that need to be addressed. Because many children have grown up absent their biological father, many young men have issues with their fathers.

This section reviews important relational skills that are helpful in all relationships. As the scholars travel throughout their educational journey they will need the ability to create new relational support structures with people. Three relational skills will be examined.

The first is forgiveness and the process of forgiveness begins when we recognize that another has hurt us. We specifically look at this subject as it relates to a father-son relationship in addition to other relationships. Many people find it difficult to forgive others they do not understand what forgiveness is and is not. Forgiveness is a choice to heal from hurt by releasing the offense but not responsibility for the offense and no longer dwelling on it. Forgiveness does not reestablish trust or reconciliation.

Read this short poem that asks some pointed questions. It's called "Forgiving Our Fathers," written by Dick Lourie.

Do we forgive our fathers?
Do we forgive them for leaving us too often -- or
 forever -- when we were little?
Shall we forgive our fathers for scaring us with
 unexpected rage or making us nervous because
 there never seemed to be any rage there at all?
Do we forgive them for marrying or not marrying our
 mothers? For divorcing our mothers?

Shall we forgive our fathers for their excesses of
warmth or coldness?

Do we forgive them for pushing or leaning, for shutting
doors, for speaking through walls or never speaking
or never being silent?

And shall we forgive our fathers in our age or in theirs
or their deaths?

I hope the answers to the questions in this poem is a
resounding YES. Forgiveness is the best path to
freedom from the past and a full life.

The second relational skill is trust. Trust is the foundation of all relationships is gradually given but must be earned to maintain. This is the risky part of a relationship that can pay off or make us pay. The two sides to trust are that we must give trust and be worthy to receive it.

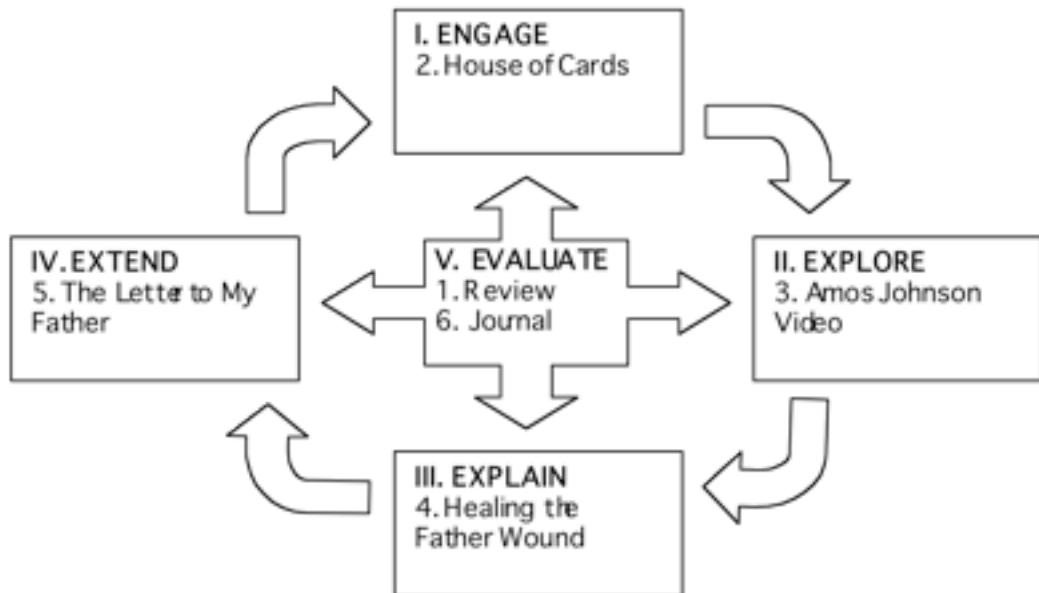
The final relational skill builds trust and caring through communication. Communication means to hold something in common. It is a two-way bridge that connects the world of two people. It is a bridge in which the goals of understanding and being understood are traded back and forth. As the exchange is made the bridge becomes stronger to take on heavier conversations that help us to grow.

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L7: RELATIONAL TRUST AND FORGIVENESS

LESSON 7

L7: Learning Cycle Outline



MATERIALS:

A2: About 15 index cards for each participant
A3: Amos Johnson Video
A4: Antwone Fisher Video
A5: Paper and Envelopes

L7: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is trust and forgiveness, adopting these values and learning the skills of trust and forgiveness. ***Relational trust is the security of allowing others into my life and relational forgiveness is a choice to heal from a violated trust.***

Activity 1: L6 Responsible for Work Review

PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Six: Responsible to Work* are committed to





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memory for the scholars. Within Bloom's taxonomy we want to achieve the knowledge level of simply knowing the principles.

INSTRUCT: We are going to take a short review quiz from Lesson Six: Responsible to Work. Please turn to page 37. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: RESPONSIBLE TO WORK QUIZ

Instructions: Fill in the blanks.

**A. Being responsible to work is focused _____ to do it
_____ and do it right _____.**

B. Why is work important?

1. The quality of our work creates a _____.
2. There is no such thing as a free _____.
3. If you don't work you don't _____.
4. To make a _____ life for others and yourself.
5. Allows us to make our _____ in this world.

C. How should I work?

1. We should work with a good _____.
2. Strive for _____ in what you do.
3. Don't _____ but get it done as soon as possible.
4. _____ work with other areas of your life.
5. Don't _____.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Seven: Relational Trust and Forgiveness starts with the beginning and ending of a relationship. Being relational is all about making healthy connections with the people in your life.

Activity 2: The House of Cards (engage)



PURPOSE: The purpose of this activity is to engage the interest of the scholars around what is necessary for a good relationship.

POINT: Relationships are built on trust and repaired by forgiveness.

NOTE: This is a teamwork game and requires six team members for each team.

ACTION: (Give each team a stack of at least 20 sheets of scrap paper.)



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INSTRUCT: Turn to page 38 of your journal. For this activity there are two stages the first is the preparation and the second is the competition. For the preparation stage you have three minutes to do the following:

- 1) Get into a team of six.
- 2) Select a team leader.
- 3) Get assigned a position in the assembly line.
- 4) Step through the assembly line by building one practice plane.

ASK: Any questions? If not then the clock is ticking.

The House of Cards		
1	 A photograph showing two rectangular cards standing upright at their bases and leaning towards each other to form a narrow V-shape. The cards are light-colored with some dark markings.	Place them so that they are about 2 inches (5 cm) apart from each other at the base, and lean them together into an upside-down "V". The "Λ", or apex, should balance independently when placed down on the surface.
2	 A photograph showing four rectangular cards arranged in a larger V-shape. Two cards are at the base forming a smaller V, and two more are placed above them to form a larger, wider V-shape. The cards are light-colored with some dark markings.	Construct another apex beside the first; place about 1cm of space between them.

3		Place a card horizontally on top of the two points.
4		Construct another apex on top of the card laid horizontally. Now you have a second story.
5		Add another apex next to the two existing points and repeat the process. Make the base three points wide and you will have the potential of going three stories tall, make your base four points wide for going four stories tall, and so on.

The objective of this activity is to build a house of cards and have your partner jump over the house without knocking it down.

- 1) Pair up with a partner.**
- 2) Each must build their house.**
- 3) You can help each other.**
- 4) Once the house is built your partner must jump over the house without knocking it down.**
- 5) If your partner knocks the house down then you must repair the house.**

ASK: Any questions? Ready? Build!



#5

ACTION: (Give three minutes to build the house of cards and jump over them.)

DISCUSSION QUESTIONS:

- 1) How would you compare this exercise to building a relationship?**
- 2) How are relationships built?**
- 3) What could you compare the falling down of the house of cards to in a relationship?**
- 4) How do you rebuild a relationship that has “fallen down”?**
- 5) In your opinion what is the most important ingredient in a relationship?**

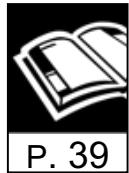
SUMMARIZE: Relationships are not easy to build and two important ingredients are trust and forgiveness. Trust is the foundation and building block for any relationship and forgiveness repairs any flaws in the building.

TRANSITION: The most critical relationships for any man are his relationship with his mother and fathers. In the balance of this lesson we are going to focus on ensure know and can begin practicing a healthy relationship with your father.

Activity 3: Relational Trust & Forgiveness Experience (explore)

PURPOSE: Take time to think about meaningful experiences from your past around this topic and share your lesson learned.

POINT: Learn from your past and the past of others.



INSTRUCT: Please turn to page 39 of your journal.

Males to Men Journal

Activity 3: Relational Trust & Forgiveness Experience

Instructions: Write out your answers.

A. Define the two terms trust and forgiveness.

B. How would you describe your father in one word? Why would you use that word?

C. How did your father shape who you are?

D. Why do you think your father was the way he was?

E. What would it take to heal or strengthen your relationship with him?

JOURNAL CONTENT FOR:

A3: My Experience with Responsibility for others

Instructions: Fill in the blanks or write out the answer.

Activity 3: Relational Trust & Forgiveness Experience

Instructions: Write out your answers.

A. Define the two terms trust and forgiveness.

B. How would you describe your father in one word? Why would you use that word?

INSTRUCT: We are going to watch a video about a man's relationship with his father.

ACTION: (Share the following synopsis of the video.)



NOTE: *Amos Johnson III is a middle-age man who shares the journey of his relationship with his father and its impact on his life.*

C. How did your father shape who you are?

D. Why do you think your father was the way he was?

ACTION: (Have volunteers share their experiences. Ask questions and be affirming. At the end of their sharing ask the following question.)

ASK: What did you or could you learn from your

experience?

**E. What would it take to heal or strengthen
your relationship with him?**

SUMMARIZE: A smart man will learn from his own experiences, a smarter man will learn from the experiences of others.

TRANSITION: Let's take some time to dig a little deeper and learn about trust and forgiveness.

**Activity 4: About Relational Trust & Forgiveness
(explain)**

PURPOSE: To provide a framework for the youth to practice trust and forgiveness.

POINT: Recognize opportunities to practice trust and forgiveness.

INSTRUCT: We are going to watch a movie clip of *Antwone Fisher*. How many of you have seen this movie?

ACTION: (Share the following synopsis for those who have not seen the movie.)

NOTE: *Antwone Fisher* tells the compelling story of a troubled sailor who is ordered to see a naval psychiatrist about this volatile temper. Little does he know that his first step into the doctor's office will lead him on a remarkable emotional journey to confront his painful past and connection with the family he never knew.



INSTRUCT: After the video we will discuss Chris and responsibility.

ACTION: (Start the movie at chapter 20 or 1:11 minutes into



the movie and stop at the end of chapter 21 or 1:23 minutes.
The movie clip last for about 12 minutes.)

DISCUSSION QUESTIONS:

- 1) How do you interpret Antwone's poem?**
- 2) What did the doctor say he needed to do to heal?**
- 3) Why did the doctor stop meeting with Antwone?**
- 4) Where was Antwone's pain rooted?**

INSTRUCT: Turn to page 40 of your journal.



Males to Men Journal

L6: ABOUT TRUST AND FORGIVENESS

Instructions: Fill in the blanks.

1. Relational trust is the _____ of allowing others into my life.
2. Trust is the _____ of all relationships.
3. Trust takes _____ to build.
4. When trust is _____ people get emotional hurt.
5. Hurt people _____ other people.
6. Relational forgiveness is a _____ to heal from a violated trust,
 - a. not remember and
 - b. be free.
7. Forgiveness is a _____ that,
 - a. recognizes the offense,
 - b. explores the hurt and
 - c. changes us for the good.

JOURNAL CONTENT FOR:

L6: ABOUT BEING RESPONSIBLE FOR WORK

Instructions: Fill in the blanks.

1. Relational trust is the security of allowing others into my life.
2. Trust is the foundation of all relationships.
3. Trust takes time to build.

INSTRUCT: In our house of card activity it was not easy to build. It was the same way with the relationships in Antwone Fisher's life and your today. It took time and effort, work.

4. When trust is broken people get emotional hurt.

INSTRUCT: Whenever trust is broken there is a loss. Either something was done that should not have been done or something was NOT done that should have been done.

5. Hurt people hurt other people.

INSTRUCT: If someone knocked down you house of cards what does that make you want to do. That only continues the cycle of hurt. The only way out is forgiveness.

6. Relational forgiveness is a choice to heal from a violated trust,
 - a. not remember and
 - b. be free.
7. Forgiveness is a process that,
 - a. recognizes the wrong,
 - b. explores the hurt and

c. changes us for the good.

SUMMARIZE: When trust is damaged there is hurt in the relationship that needs to be repaired through the choice and process of forgiveness.

TRANSITION: There is a great divide between knowing to do something and actually doing it. In this next activity we are working to apply what we have learned about being Responsible to Serve to various situations.

Activity 5: The Letter (extend)

PURPOSE: The purpose of this activity is to extend what the students have learned about trust and forgiveness and apply it directly to their relationship with their father.

POINT: Begin or take another step on the journey of forgiveness.

***NOTE:** Make sure the scholars don't feel pressure to write the letter if they really do not want to. As an alternate they can write a letter to a father figure or mother.*

ACTION: (Pass out the paper and envelopes.)

INSTRUCT: Turn to page 41 of your journal.



**Males to Men Journal
A5: The Letter**

Instructions: Write a letter of appreciation or forgiveness to your fathers.

Following are some reasons I may need to forgive my father:

1. He died when I was young.
2. I never knew who he was.
3. He was divorced or separated from me.
4. He was physically absent from me.
5. He was emotionally absent from me.
6. He was never involved in my life.
7. He did not spend any time teaching me important lessons I needed to learn.

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**JOURNAL CONTENT FOR:
A5: THE LETTER**

INSTRUCT: Write a letter to your father. In the letter either write a letter of appreciation or forgiveness.

Instructions: Write a letter of appreciation or forgiveness to your fathers.

INSTRUCT: Use the following reasons as guidelines if you need to write a letter of forgiveness.

Here are some reasons you may need to forgive your father:

1. He died when I was young.
2. I never knew who he was.
3. He was divorced or separated from me.
4. He was physically absent from me.
5. He was emotionally absent from me.
6. He was never involved in my life.

7. He did not spend any time teaching me important lessons I needed to learn.

INSTRUCT: The purpose of this letter is to give you an opportunity to fully explore your feelings of gratefulness or hurt regarding your relationship with your father.

What you do with the letter is up to you. You may give this letter to your father or you may dispose of it by burning or burying it.

In the letter ask questions and share feelings that will allow you to take a step in forgiveness.

***NOTE:** Give the group reminders of how much time is left for writing the letter. When the time is up ask for volunteers to share their letter. Remind the scholars to be respectful and learn from their letter.*

SUMMARIZE: Appreciating or forgiving my father allows me to be free to become a better man and future father.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learned into practice is greater. Practicing being Responsible to Serve will help you grow and develop as a man.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: the point is

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 42. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal
REFLECTION JOURNAL
What I have learned today and what I will do is...

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ACTION: (Walk around the room and encourage writing).

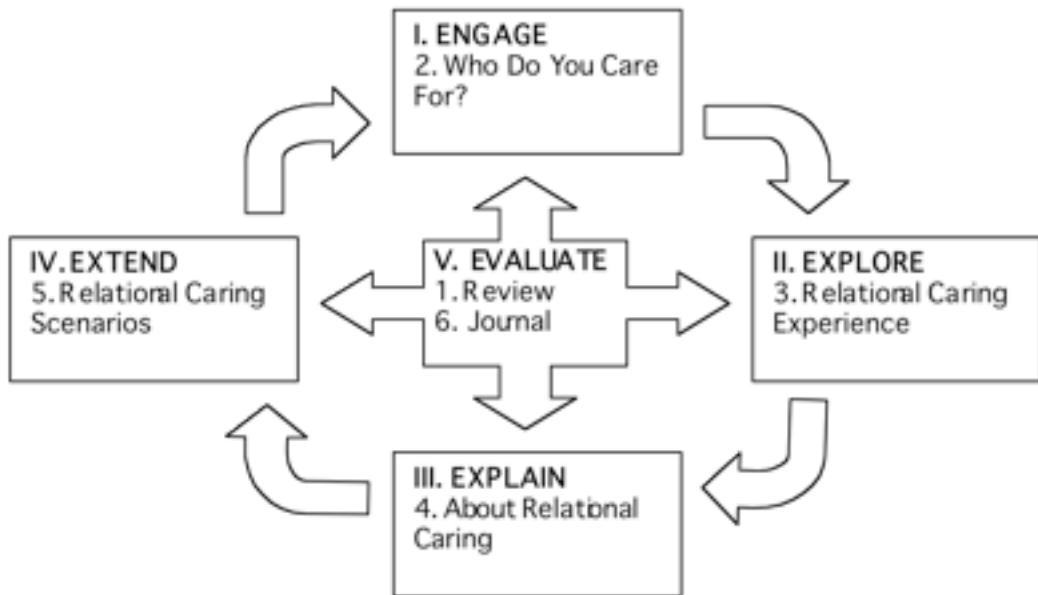
SUMMARIZE: Relational trust is the security of allowing others into my life and relational forgiveness is a choice to heal from a violated trust.

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L8: RELATIONAL CARING

LESSON 8

L8: Learning Cycle Outline



MATERIALS:

A2: Chairs or journals for markers
A4: In America Movie

L8: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is caring, adopting this value and learning the skills of empathy, helping and giving to others.

Relational caring is empathetic caring that motivates to help and give to others.

Activity 1: L7 Relational Trust & Forgiveness Review

PURPOSE: The purpose of this activity is to ensure that the main



points of *Lesson Seven: Relational Trust & Forgiveness* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to achieve the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.



INSTRUCT: We are going to take a short review quiz from Lesson Seven: Relational Trust & Forgiveness.
Please turn to page 43. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: TRUST AND FORGIVENESS QUIZ

Instructions: Fill in the blanks.

1. Relational trust is the _____ of allowing others into my life.
2. Trust is the _____ of all relationships.
3. Trust takes _____ to build.
4. When trust is _____ people get emotional hurt.
5. Hurt people _____ other people.
6. Relational forgiveness is a _____ to heal from a violated trust,
 - a. not remember and
 - b. be free.
7. Forgiveness is a _____ that,
 - a. recognizes the offense,
 - b. explores the hurt and
 - c. changes us for the good.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

Activity 2: Whom Do You Care For? (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about relational caring. This is accomplished by playing a game about that has the scholars identify a group and then

share a caring statement.

POINT: I care for others.

NOTE: Any number of players can play this game.

INSTRUCT: We are going to play the game “Whom do you care for?”

The objective of the game is to get out of the middle.

ACTION: (Organize the chairs in a circle for each participant minus one. Select one person to start the game. Explain how to play.)

1. We need a volunteer to start.
2. Everyone else finds a chair to sit in.
3. Everyone asks in unison the person in the middle, "_____, whom do you care about?"
4. The person in the middle will then respond by describing people, "I care about those who love math."
5. If you love math then you must do the following three things 1) Get up from their chair, 2) Express a caring statement to someone and 3) sit in a different chair.
6. The person who is left without a chair is the person in the middle and starts over the game.
7. The caring statement may contain offers of empathy, help or giving. For example, "How do you feel today?" or "May I help you with your math?"

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)

DISCUSSION QUESTIONS:

- 1) Describe what this game was like for you?



#3

- 2) Was it difficult coming up with different expressions of care? Why or why not?**
- 3) What could you learn from this game?**

SUMMARIZE: In American society it is not the norm for men to have discussions about the caring side of men. Yet the idiom the iron fist in the velvet glove makes room for this discussion.

TRANSITION: In this lesson we will look at a man's relational caring as a way to feel, help and give to others.

Activity 3: Relational Caring Experience (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore caring for others.

POINT: Learn from your past and the past of others.

INSTRUCT: Please turn to page 44 of your journal.



Males to Men Journal
Activity 3: Relational Caring Experience

Instructions: Write down your answers.

- A. What does it mean to be a caring person?
- B. Why do we need to be caring?

C. Write about an experience when you were caring toward someone else. What did it do for them and what did it do for you?

D. Write about an experience when someone was caring toward you. What did it do for you?

JOURNAL CONTENT FOR:

Activity 3: Relational Caring Experience

Instructions: Write out your answers.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and are looking for an easy out instead of facing the responsibility.

A. What does it mean to be a caring person?

B. Why do we need to be caring?

C. Think about and write about an experience where you were caring toward someone else. What did it do for them and what did it do for you?

D. Think about and write about an experience when

someone was caring toward you. What did it do for them and what did it do for you?

ACTION: (Have the scholars share their answers.)

SUMMARIZE: This is so important that it bears repeating again. Being caring means empathically giving and helping others for the good of the community.

TRANSITION: Thank you for sharing your experience.
Let's look a little deeper at what it means to be caring.

Activity 4: About Relational Caring (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about caring for others.

POINT: If it is to be it is up to me.

NOTE: Attempt to bring the scholars in the discussion.

INSTRUCT: We are going to watch a movie clip of In America. How many of you have seen this movie? We will watch a scene from the movie.



NOTE: You can give this brief synopsis of the movie for those who have not seen it: "A personal and poignant tale of a poor Irish family searching for a better life In America. Through the eyes of their daughters, two anguished parents find hope and the ability to once again believe in love and magic...even amidst the dangers of New York's harrowing Hell's Kitchen."



INSTRUCT: In this movie clip we will watch the two daughters going trick or treating in their apartment and visiting a isolated man who is dying from HIV AIDS. Think about these questions as you watch the clip.

DISCUSSION QUESTIONS:

- 1) Describe the empathy you saw in this movie clip?
- 2) How did the young daughters help this man?
- 3) What were the things that were given?
- 4) What can you learn about caring from this movie clip?

ACTION: (Start the movie at chapter 12 or 42 minutes into the movie. The movie clip last for six minutes)



P. 45

INSTRUCT: Turn to page 45 of your journal. We are going to discuss the how-to's of caring.

Males to Men Journal

ACTIVITY 4: ABOUT RELATIONAL CARING

Instructions: Fill in the blanks.

A. Relational caring is _____ caring that motivates to help and give to others.

B. Why is caring important?

1. Our _____ would be a better place.

2. It is more blessed to _____ than receive.

3. Strengths our _____ with others.

C. How do we express care?

1. Trying to _____ how others feel.
2. _____ others through our service.
3. _____ our resources to help meet the need of others.

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JOURNAL CONTENT FOR:
L4: ABOUT RELATIONAL CARING
Instructions: Fill in the blanks.

- A. Relational caring is empathetic caring that motivates to help and give to others.
- B. Why is caring important?
4. Our communities would be a better place.
5. It is more blessed to give than receive.
6. Strengths our connection with others.
- C. How do we express care?
1. Trying to understand how others feel.
2. Helping others through our service.
3. Giving our resources to help meet the need of others.

SUMMARIZE: If it is to be it is up to me.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to you life. The following responsibility scenarios will allow you to practice your response to these scenarios.

Activity 5: Relational Caring Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with a caring scenario.

ACTION: (Have the scholars get into groups of at least three to create a scenario of showing relational caring.)



INSTRUCT: Turn to page 46 in your journals. You will have five minutes to create a role-play about relational caring. The role-play should not be more than one minute.

Males to Men Journal
Activity 5: Relational Caring Scenarios

Instructions: Get into groups of three and create a role-play for one of the following scenarios.

1. Your best friend has been diagnosed with cancer.
2. An acquaintance at school lost a family member to random violence.
3. Your friend broke-up after years in a serious relationship.

4. One of your teammates was cut from the basketball team after the second try out.
5. Your sister is having a hard time in her relationship with your mother.
6. Your friend is in serious trouble with the law.
7. A foreign exchange student frequently has lunch by himself.

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: *Relational caring is empathetic caring that motivates to help and give to others.*

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: Learning and application.

NOTE: Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.



INSTRUCT: Turn to page 47. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

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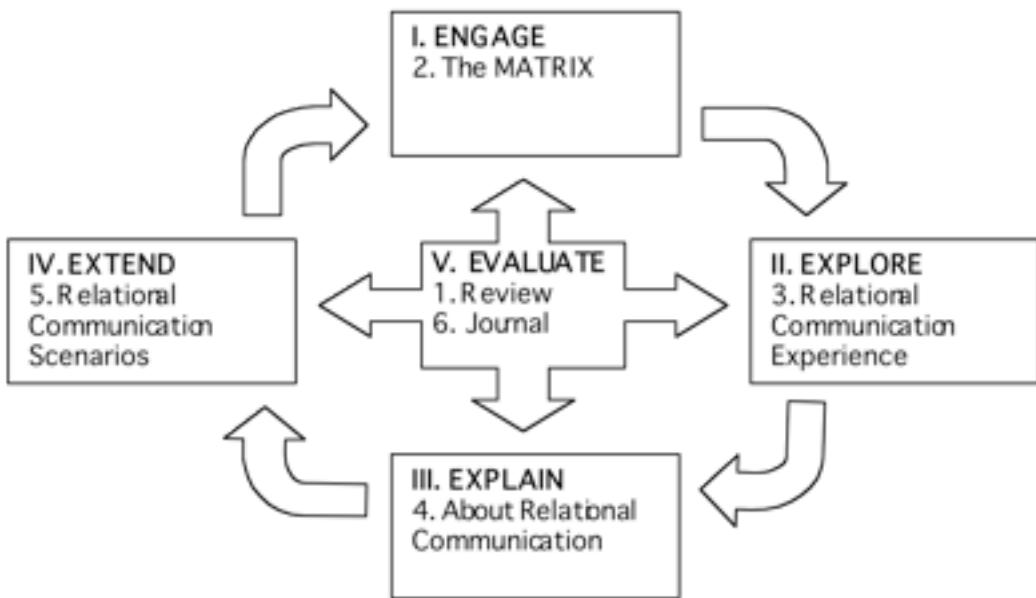
ACTION: (Walk around the room and encourage writing).

SUMMARIZE: *Relational caring is empathetic caring that motivates to help and give to others.*

L9: RELATIONAL COMMUNICATION

LESSON 9

L9: Learning Cycle Outline



MATERIALS:

A2: The Matrix mat
A4: Akeelah and the Bee

L9: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is communication, adopting this value and learning the skills of connecting through speaking and listening.
Relational communication is a healthy exchange of thoughts and feelings that strengthens the connection in our relationships.

Activity 1: L9 Relational Caring Review



PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Eight: Relational Caring* are committed to memory

for the scholars. Within Bloom's taxonomy our goal is to achieve the knowledge level of knowing the principles.

***NOTE:** Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.*



P. 48

INSTRUCT: We are going to take a short review quiz from Lesson Eight: Relational Caring. Please turn to page 48. This quiz is a fill in the blank quiz. You will have three minutes to complete this quiz.

Males to Men Journal

ACTIVITY 1: RELATIONAL CARING QUIZ

Instructions: Fill in the blanks.

A. Relational caring is _____ caring that motivates to help and give to others.

B. Why is caring important?

1. Our _____ would be a better place.

2. It is more blessed to _____ than receive.

3. Strengths our _____ with others.

C. How do we express care?

1. Trying to _____ how others feel.

2. _____ others through our service.

3. _____ our resources to help meet the need of

others.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Nine: Relational Communication examines the importance of communication as a necessary part of manhood and success in school.

Activity 2: Escape the Matrix (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about relational communication. This is accomplished by playing a game that requires communicating without words.

POINT: We need to communicate.

NOTE: *Any number of players can play this game.*

INSTRUCT: **We are going to play the game “Escape the Matrix.”**

The objective of the game is to determine the hidden path through the matrix and have your whole group escape.

ACTION: (Set up the matrix mat.)

- 1. No talking.**
- 2. Every one starts on one side of the matrix.**
- 3. One person at a time and you must follow the same order.**
- 4. Only one square move at a time.**
- 5. When you get beeped you stepped on an incorrect square.**
- 6. When you get beeped you must exit the matrix the same way you entered.**
- 7. No talking.**

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)



#3

DISCUSSION QUESTIONS:

- 1) Describe what this game was like for you?
- 2) Would it have been easier if you could have talked?
Why or why not?
- 3) What could you learn about communication from this game?

SUMMARIZE: Without communication it is difficult to get any task complete. Our activity highlighted the importance of communicating as a way to help one another accomplish work.

TRANSITION: In this lesson we will explore communication as a way to help us connect with others around us for their benefit and our own.

**Activity 3: Relational Communication Experience
(explore)**



10 min

PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore caring for others.

POINT: Learn from each other's experiences.

INSTRUCT: Please turn to page 49 of your journal.



P. 49

Males to Men Journal**Activity 2: Relational Caring Experience****Instructions:** Write out your answers.

- A. What is communication?

- B. Why is communication important?
- C. Think about and write down an experience when communication broke down between you and someone else. What did it do for them and what did it do for you?
- D. What are some barriers to communication?

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**JOURNAL CONTENT FOR:
My Experience with Authority**

Instructions: Instructions: Answer the question or fill in the blanks.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and are looking for an easy out instead of facing the responsibility.

- A. What is communication?

- B. Why is communication important?
- C. Think about and write down an experience when communication broke down between you and someone else. What did it do for them and what did it do for you?
- D. What are some of the barriers to communication?

ACTION: (Have the scholars share their answers.)

SUMMARIZE: This is so important that it bears repeating again. Being caring means empathically giving and helping others for the good of the community.

TRANSITION: Thank you for sharing your experience. Let's look a little deeper at what it means to be communication.

Activity 4: About Relational Communication (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about communication.

POINT: Maturity requires that I know others and am known by others.

NOTE: Attempt to bring the scholars in the discussion.



INSTRUCT: We are going to watch a movie clip of *Akeelah and the Bee*. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: “*Akeelah Anderson’s love for words leads her to enter a number of spelling contests. Tutored by many and opposed by some, Akeelah unwittingly unites a neighborhood in her daring quest to compete in the Scripps National Spelling Bee.*”

INSTRUCT: In this movie clip Akeelah is having a conversation with her spelling coach. Think about these questions as you watch the clip.



DISCUSSION QUESTIONS:

- 1) What are some of the feelings in this movie?
- 2) Was this positive or negative communication? Why?
- 3) What can you learn about communication from this movie clip?

ACTION: (Start the movie at chapter 5 or 17 minutes into the movie. The movie clip last for 4 minutes)



INSTRUCT: Turn to page 50 of your journal. We are going to discuss the how-tos of caring.

Males to Men Journal

Activity 4: ABOUT RELATIONAL COMMUNICATION

Instructions: Fill in the blanks.

A. Relational communication is a healthy _____ of thoughts and feelings that _____ the connection in our relationships.

B. Why is communication important?

1. Communication helps us to _____ with people.
2. Communication can help our relationships to
_____.
3. Communication helps us to _____ each other.

C. How do we communicate?

1. _____ contact requires us to pay attention.
2. _____ contact requires that we listen.
3. _____ contact requires us to empathize.
4. _____ contact requires us reach back and respond.

**JOURNAL CONTENT FOR:
L9: ABOUT RELATIONAL COMMUNICATION**
Instructions: Fill in the blanks.

A. Relational communication is a healthy exchange of thoughts and feelings that strengthens the connection in our relationships.

B. Why is communication important?

1. Communication helps us to connect with people.
2. Communication can help our relationships to grow.
3. Communication helps us to understand each other.

C. How do we communicate?

1. Eye contact requires us to pay attention.
 2. Ear contact requires that we listen.
 3. Heart contact requires us to empathize.
 4. Hand contact requires us reach back and respond
-

SUMMARIZE: If it is to be it is up to me.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to your life. The following responsibility scenarios will allow you to practice your response to these scenarios.

Activity 5: Responsible for Me Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with a caring scenario.

ACTION: (Have the scholars get into groups of at least three to create a scenario of showing relational caring.)

NOTE: *Also take the pressure off by encouraging them there is no right or wrong scene.*



INSTRUCT: Please turn to page 51. You will have five minutes to create a role-play about relational caring. The role-play should not be more than one minute.

Males to Men Journal

Activity 4: ABOUT RELATIONAL COMMUNICATION

Instructions: Get into groups of three and create a role-play for one of the following scenarios.

1. You feel like your parents favor your brother over you.
2. Your parents let you go out but while you were out your plans have changed.
3. You lost the information package about upcoming parent events you were supposed to give to your parents.
4. You think your friend might be mad at you for dating his ex-girlfriend he broke up with last summer.
5. You suspect that your teacher doesn't like you.
6. You feel coach is playing you out of position.
7. You think that your teacher did not fairly grade you're the research paper.

NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Relational caring is showing through my words, feeling and actions empathetic help and giving to others.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing caring for others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: Learning and application.

NOTE: Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.



INSTRUCT: Turn to page 52. You will have five minutes to think about and write and application of what we have

talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal
REFLECTION JOURNAL
What I have learned today and what I will do is...
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ACTION: (Walk around the room and encourage writing).

SUMMARIZE: *Relational caring is empathetic caring that motivates to help and give to others.*

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RIGHTEOU
SNESS

S4: RIGHTEOUSNESS

Do the right thing.

Learning Goal: Being righteous is doing the right thing at the right time for the right reasons.

Purpose: In a time where many have failed in business and politics it is important that the character of our youth rises above the shame to stand strong in integrity.

Outline:

1. **Lesson 10: Honesty**
2. **Lesson 11: Fairness**
3. **Lesson 12: Self-Control**

In our culture we are programmed to have a negative focus on life rather than positive. Daily through the news we view, read and hear through television, newspapers and radio almost exclusively negative stories.

And this negative focus carries over to our relationships. It is far easier to see what others are doing wrong and make that the focus rather than and on what they are doing right.

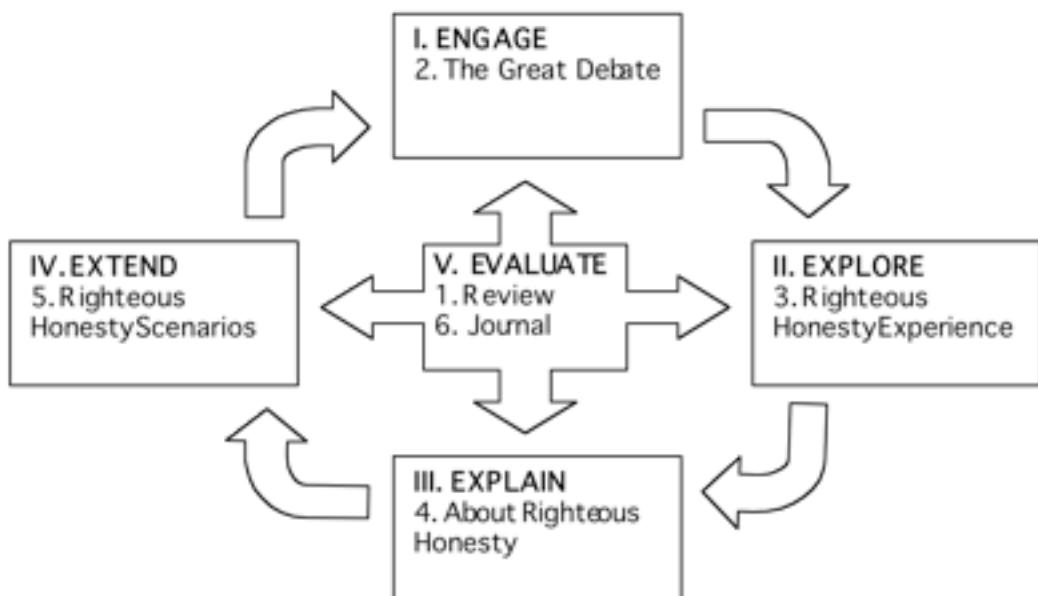
We find it easy to say phrases that contain negative messages like “you never,” or “you didn’t” or “you should have.” People need to hear more phrases where we encourage and build them up with positive messages. We need more good phrases like, “I appreciate” or “I thank you” or “I love you.”

But in order for these phrases to be possible requires that more people have an inward character of righteousness that makes it outward. There are three character qualities that this section focuses on and they are honesty, fairness and trustworthiness. These character qualities are in direct response to the growing percentage of students who admit to lying, cheating and stealing at school and at home.

LESSON 10

L10: RIGHTEOUS HONESTY

L10 Learning Cycle Outline



MATERIALS:

A2: Dice
A4: The Hurricane Movie

L10: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is honesty, adopting this value and learning the skills of honesty and listening. ***Righteous honesty is living truthfully because it is the right thing to do no matter what the consequences.***



Activity 1: L9 Relational Communication Review

PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Eight: Relational Communication* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to

achieve the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.

INSTRUCT: We are going to take a short review quiz from Lesson Nine: Relational Communication. Please turn to page 53. This quiz is a fill in the blank quiz. You will have three minutes to complete this quiz.



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Males to Men Journal

Activity 4: RELATIONAL COMMUNICATION QUIZ

Instructions: Fill in the blanks.

A. Relational communication is a healthy _____ of thoughts and feelings that _____ the connection in our relationships.

B. Why is communication important?

1. Communication helps us to _____ with people.
2. Communication can help our relationships to _____.
3. Communication helps us to _____ each other.

C. How do we communicate?

1. _____ contact requires us to pay attention.
2. _____ contact requires that we listen.
3. _____ contact requires us to empathize.

4. _____ contact requires us reach back and respond.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Ten: Righteous Honesty examines the importance of righteousness as a necessary part of manhood and success in school. Righteousness means

doing the right things at the right time for the right reasons.

Activity 2: Truth or Lie Dice (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about honesty. This is accomplished by playing a game that requires lying or bluffing in order to win.

POINT: Lying may be good for games but not real life.

NOTE: *Any number of players can play this game.*

INSTRUCT: We are going to play a version of the game “Truth or Lie Dice.”

The objective of the game is to give everyone three OUTS.

1. The value of the roll is determined by forming a 3-digit number from the dice in order from highest to lowest. (e.g. a four and a five is 54)

2. A double is higher than any other roll because you add a zero to the two digits. (e.g. double two is 220)

3. If you roll a one and a two you must remove the one from the cup so everyone can see. The roll is a 21 and is called a restart.

ACTION: (Explain how the game is played. One player starts and play continues clockwise.)

4. Everyone rolls a die to determine who goes first. Ties are re-rolled.

5. The game starts by one person rolling two dice under a cup to keep the results hidden from the next player. The roller then places the cup over his dice and tells the

player what he rolled (but he may bluff).

6. The next player may do one of two things:

A) He says, “lie” and reveals the dice rolled. If it was a lie the roller gets an OUT. If it was the truth the player gets an OUT and play restarts with the next payer.

B) He says, “truth” and tries to roll something higher than was claimed.

7. Play continues as the rolls or claims get higher and higher until someone rolls or claims a 21 or “RESTART” or calls a bluff.

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)

DISCUSSION QUESTIONS:

- 1) Describe what this game was like for you?
- 2) How did lying help you in this game?
- 3) How does lying help you in life?
- 4) How does lying hurt you in life?
- 5) What could you learn about honesty from this game?

SUMMARIZE: Lying appears to be the easy way out of a situation but in the end the web of lies created to cover other lies comes tumbling down.

TRANSITION: In this lesson we explore the alternative of a life of lies, which is a life of honesty. And in any generation honesty is still the best policy.

Activity 3: Righteous Honesty Experience (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore honesty.

POINT: Learn from each other's experiences.

INSTRUCT: Please turn to page 54 in your journal.



Males to Men Journal

Activity 3: Righteous Honesty Experience

Instructions: Write out your answers.

- A. What is honesty?
- B. Why is honesty important?
- C. Write down an experience when you were honest and the difficulty that you faced.
- D. Write down an experience where you were dishonest and the problems that resulted.

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**JOURNAL CONTENT FOR:
Righteous Honesty Experience**

Instructions: Answer the question or fill in the blanks.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and are looking for an easy out instead of facing the responsibility.

Instructions: Write out your answers.

A. What is honesty?

B. Why is honesty important?

C. Write down an experience when you were honest and the difficulty that you faced.

D. Write down an experience where you were dishonest and the problems that resulted.

ACTION: (Have the scholars share their answers.)

SUMMARIZE: This is so important that it bears repeating again. Honesty is living truthfully because it is the right thing to do no matter what the consequences.

TRANSITION: Thank you for sharing your experience. Let's look a little deeper at what it means to be honest.

Activity 4: About Righteous Honesty (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about honesty.

POINT: Maturity requires being able to make the right decisions.

NOTE: Attempt to bring the scholars in the discussion.

INSTRUCT: We are going to watch a movie clip of The Hurricane. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: “Rubin “Hurricane” Carter, a man who, in the prime of his boxing career finds himself wrongfully convicted of murder. Sentenced to life in prison, Carter’s published memoir, *The Sixteenth Round*, inspired a teenager from Brooklyn and three Canadian activist who believed in the truth, to join forces with Carter to prove his innocence. Their extraordinary efforts ultimately secure his release, leaving “Hurricane” to sum up his 20 years in prison for a crime he didn’t commit by simply stating, “Hate got me into this place, love got me out.”

INSTRUCT: In this movie clip the Hurricane’s friends are looking at his case. Think about these questions as you watch the clip.



DISCUSSION QUESTIONS:

- 1) Why were a web of lies weaved?**
- 2) What was the cost of honesty?**
- 3) What can you learn about honesty from this movie clip?**

ACTION: (Start the movie at chapter 15 or 1:46 minutes into the movie. The movie clip last for about 7 minutes, when the detective threatens the trio.)

INSTRUCT: Turn to page 55 of your journal. We are going to discuss the how-tos of caring.



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Males to Men Journal

Activity 4: ABOUT RIGHTEOUS HONESTY

Instructions: Fill in the blanks.

A. Honesty is living truthfully because it is the right thing to do no matter what the _____.

B. Why is honesty important?

1. The truth sometimes _____ but in the end it will heal.
2. A lie always _____.
3. Honesty builds a good _____.

C. How do we practice honesty?

1. Have the _____ to be honest.
2. Build a reputation so you can be _____.
3. Be _____.

JOURNAL CONTENT FOR: L9: ABOUT RIGHTEOUS HONESTY

Instructions: Fill in the blanks.

A. Honesty is living truthfully because it is the right thing to do no matter what the consequences.

B. Why is honesty important?

4. The truth sometimes hurts but in the end it will heal.
5. A lie always kills.
6. Honesty builds a good reputation.

C. How do we practice honesty?

1. Have the courage to be honest.
 2. Build a reputation so you can be reliable.
 3. Be honest.
-

SUMMARIZE: If it is to be it is up to me.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to your life. The following responsibility scenarios will allow you to practice your response to these scenarios.

Activity 5: Righteous Honesty Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with an honesty scenario.

ACTION: (Have the scholars get into groups of at least three to choose or create a scenario of honesty.)

NOTE: *Also take the pressure off by encouraging them there is no right or wrong scene.*

INSTRUCT: You will have five minutes to choose or create a role-play about honesty. The role-play should not be more than one minute.

INSTRUCT: Turn to page 56 of your journal. We are going to discuss the how-tos of honesty.



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Males to Men Journal

ACTIVITY 5: RIGHTEOUS HONESTY SCENARIOS

Instructions: Fill in the blanks.

- 1) You have a lot of homework tonight. You know it's your turn to do the dishes but everyone lost track of whose turn it was. Your mother ask you, "Is it your turn to do the dishes?" What do you tell her?
- 2) Entering the talent show is important to our best friend. At rehearsal he asks you to watch his talent, a performance in which he gave it his all. At the end of his performance he asks you, "ell, what do you think?" In your opinion he stinks but what do you tell him?
- 3) In the job you are applying for the applicant must be 16 years age. You are 15 but you will turn 16 in the next two

months. You have to decide whether to put 16 on the application or talk to the manager about making an exception. What do you do?

- 4) At school you witnessed some of your friends putting up graffiti in the bathroom. You thought it was funny but harmless since it was not profanity. The teacher suspected them and privately pulled you aside to ask you if you know who did it. What do you tell her?
- 5) You are at a store making a small purchase with a five-dollar bill. The clerk gives you back change for a twenty-dollar bill. You only realize this as you are exiting the store. What do you do?

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: *Righteous honesty is living truthfully because it is the right thing to do no matter what the consequences.*

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you

learn into practice is greater. Practicing caring for others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal



PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.

POINT: Learning and application.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 57. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

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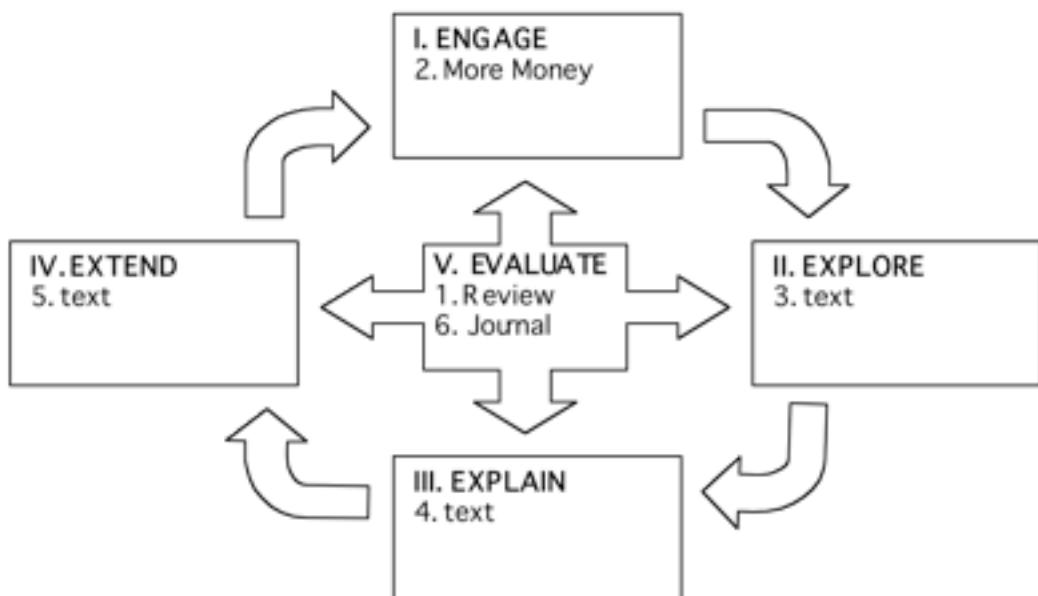
ACTION: (Walk around the room and encourage writing).

SUMMARIZE: *Righteous honesty is living truthfully because it is the right thing to do no matter what the consequences.*

LESSON **11**

L11: RIGHTEOUS FAIRNESS

L11: Learning Cycle Outline



MATERIALS:

A2: Play Money
A4: The Great Debaters

L11: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is fairness, adopting this and learning the skills of rule following and obedience. *Righteous fairness is doing right by following the rules and giving everyone equal treatment.*

Activity 1: L10 Righteous Honesty Review



PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Ten: Righteous Honesty* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to achieve the knowledge level of knowing the principles.



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NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.

INSTRUCT: We are going to take a short review quiz from Lesson Ten: Righteous Honesty. Please turn to page 58. This quiz is a fill in the blank quiz. You will have three minutes to complete this quiz.

Males to Men Journal
Activity 4: ABOUT RIGHTEOUS HONESTY

Instructions: Fill in the blanks.

A. Honesty is living truthfully because it is the right thing to do no matter what the _____.

B. Why is honesty important?

1. The truth sometimes _____ but in the end it will heal.
2. A lie always _____.
3. Honesty builds a good _____.

C. How do we practice honesty?

1. Have the _____ to be honest.
2. Build a reputation so you can be _____.
3. Be _____.

ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Eleven: Righteous Fairness examines the importance of righteousness as a necessary part of manhood and success in school. Righteousness means doing the right things at the right time for the right reasons.

Activity 2: More Money (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about fairness. This is accomplished by playing a game that requires following the rules. Comparing relationships to the risky exchanges of giving and receiving that happens when playing games of chance for money.

POINT: When you don't play fair it's not fun. And people don't want to play with you.

NOTE: *Any number of players can play this game.*

INSTRUCT: We are going to play a version of the game “More Money.”

The objective of the game is to get more money.

ACTION: (Give each person in the group up to 10 of the \$100's. You can vary the amounts to make point of fairness.)

INSTRUCT: We are going to get a little competitive. In this activity the objective is for each of you to win the most money you can in five minutes.

INSTRUCT: Each of you will receive a few \$100 dollars. You will challenge anyone you want and wager a minimum of \$100 they have to accept. (You can wager more if you both agree.) You will play the game rock, paper, scissors and the first win gets the money.

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)

DISCUSSION QUESTIONS:

1) Describe what this game was like for you?



- 2) What causes us not to play fair?**
- 3) What does cheating do to the game?**
- 4) What could you learn about fairness from this game?**



Activity 3: Righteous Fairness Experience (explore)

PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore fairness.

POINT: Learn from each other's experiences.

INSTRUCT: Please turn to page 59 in your journal. We are going to explore your own experience with fairness.



Males to Men Journal

Activity 3: Righteous Fairness Experience

Instructions: Write out your answer.

A. What is fairness?

B. Why is fairness important?

C. Write down an experience when you were fair and played by rules. What was the benefit?

D. Write down an experience when you cheated and broke the rules. What did it cost you?

JOURNAL CONTENT FOR:
Righteous Fairness Experience

Instructions: Answer the question or fill in the blanks.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and are looking for an easy out instead of facing the responsibility.

A. What is fairness?

B. Why is fairness important?

C. Write down an experience when you were fair and played by rules. What was the benefit?

D. Write down an experience when you cheated and broke the rules. What did it cost you?

ACTION: (Have the scholars share their answers.)

TRANSITION: Thank you for sharing your experience.
Let's look a little deeper at what it means to be honesty.

Activity 4: About Righteous Fairness (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about honesty.

POINT: Maturity requires being able to make the right decisions.

NOTE: Attempt to bring the scholars in the discussion.



INSTRUCT: We are going to watch a movie clip of the Great Debaters. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: “Inspired by a true story, about a radical debate team coach who uses the power of words to transform a group of underdog African American college students into an historical powerhouse that took on the Harvard elite.”

INSTRUCT: In this movie clip the debate team is up against Harvard and the topic of civil disobedience. Think about these questions as you watch the clip.



DISCUSSION QUESTIONS:

- 1) What is the purpose of rules and laws?**
- 2) What are the circumstances when it is permissible to disobey the law? And during times of disobedience should you be exempt from punishment of the law?**
- 3) What can you learn about fairness from this movie clip?**

ACTION: (Start the movie at chapter 23 or 1:45 minutes into the movie. The movie clip last for about 12 minutes to the credits.)

INSTRUCT: Turn to page 60 of your journal. We are going to discuss righteous fairness.



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Males to Men Journal

Activity 4: ABOUT RIGHTEOUS FAIRNESS

Instructions: Fill in the blanks.

A. Fairness is doing right by following the _____ and giving everyone equal _____.

B. Why is fairness important?

1. Rules benefit _____ by attempting to make it fair.
2. We should _____ people like we want to be treated.
3. Fairness helps keep _____ in our society.

C. How do we practice fairness?

1. Embrace and respect the _____ of rules.
2. Treat _____ like you want to be treated.
3. Avoid the consequence of breaking rules by doing the _____ thing.

JOURNAL CONTENT FOR:
L11: ABOUT RIGHTEOUS FAIRNESS

Instructions: Fill in the blanks.

A. Fairness is doing right by following the rules and giving everyone equal treatment.

B. Why is fairness important?

- 1. Rules benefit everyone by attempting to make it fair.**
- 2. We should treat people like we want to be treated.**
- 3. Fairness helps keep order in our society.**

C. How do we practice fairness?

- 1. Embrace and respect the value of rules.**
 - 2. Treat others like you want to be treated.**
 - 3. Avoid the consequence of breaking rules by doing the right thing.**
-

SUMMARIZE: If it is to be it is up to me.

TRANSITION: It is one thing to know the steps to something and another to applying those steps to your life. The following responsibility scenarios will allow you to practice your response to these scenarios.

Activity 5: Righteous Fairness Scenarios (extend)



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with a fairness scenario.

ACTION: (Have the scholars get into groups of at least three to choose or create a scenario of fairness.)



INSTRUCT: Turn to page 61 of your journal. We are going to discuss righteous fairness.

NOTE: Also take the pressure off by encouraging them there is no right or wrong scene.

Males to Men Journal Activity 5: RIGHTEOUS FAIRNESS SCENARIOS

Instructions: You will have five minutes to choose or create a role-play about fairness. The role-play should not be more than one minute.

- 1) You are talking with a group of your friends and a handicap person walks by you and one of your friends begins to make fun of him. Before you know it, the whole group is laughing and making fun of this person. What do you do?

- 2) You have a major project due at school. You had put it off and only have a day to finish it. You remembered that an older friend did the same project you planned to do a year ago. You are talking with that fiend on the phone. What do you do?
- 3) The coach calls you off the bench to put you back in the game. The score is close and there is little time left on the clock. The coach has run out of timeouts and wants you to fake an injury once your get in the game. What do you do?
- 4) You are a good student but had family problems that interfered with you studying for a test. The day of the test you sit next to a straight "A" student and can see his paper without even trying. What do you do?
- 5) Your parent has taught you how to drive their extra car. You have a drier's permit but are too young to legally drive by yourself. You just started a new job and you know your parent cannot take you to work when you need to go. What do you do?

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NOTE: Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: Righteous fairness is doing right by following the rules and giving everyone equal treatment.

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing caring for others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal

PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.



POINT: Learning and application.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 62. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal

REFLECTION JOURNAL

What I have learned today and what I will do is...

ACTION: (Walk around the room and encourage writing).

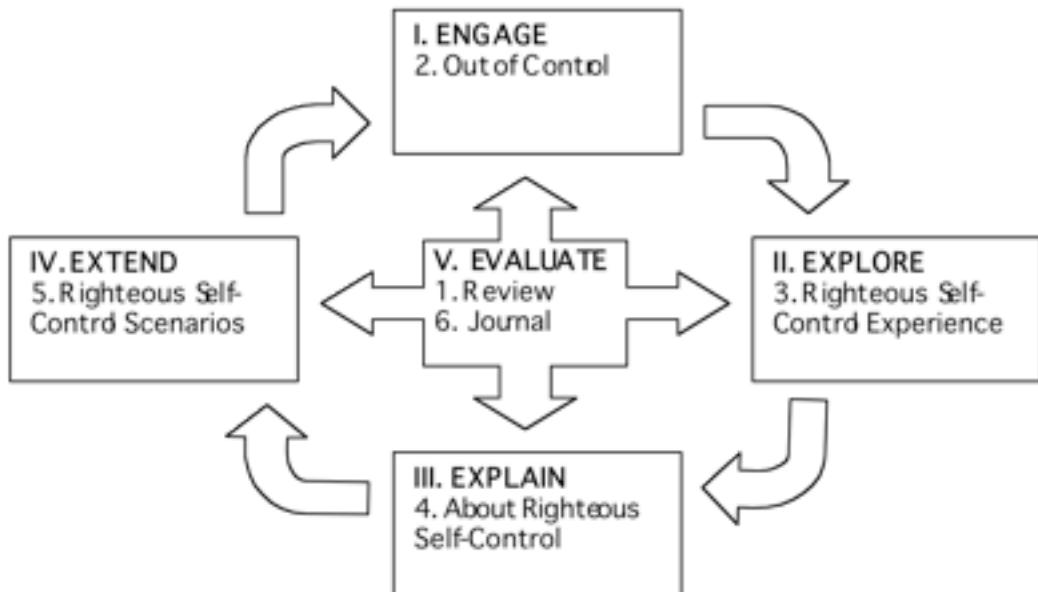
SUMMARIZE: Righteous fairness is doing right by following the rules and giving everyone equal treatment.

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LESSON **12**

L12: RIGHTEOUS SELF-CONTROL

L12 Learning Cycle Outline



MATERIALS:

A2: Play Money
A4: The Great Debaters

L12: Background

The goals for knowledge, value and skills are: Knowing that a necessary part of manhood is self-control, adopting this value and learning the skills of judging when to say no and when to say yes.

Righteous self-control is the ability to say yes to the good and right and no to the bad and wrong.

Activity 1: L10 Righteous Fairness Review



PURPOSE: The purpose of this activity is to ensure that the main points of *Lesson Eleven: Righteous Fairness* are committed to memory for the scholars. Within Bloom's taxonomy our goal is to

achieve the knowledge level of knowing the principles.

NOTE: Give the scholars three minutes to complete this quiz. Once they have completed the quiz they will exchange journals and correct each other's quiz.

INSTRUCT: We are going to take a short review quiz from Lesson Eleven: Righteous Fairness. Please turn to page 63. This quiz is a fill in the blank quiz. You will have three minutes to complete this quiz.



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Males to Men Journal

Activity 1: RIGHTEOUS FAIRNESS QUIZ

Instructions: Fill in the blanks.

A. Fairness is doing right by following the _____ and giving everyone equal _____.

B. Why is fairness important?

1. Rules benefit _____ by attempting to make it fair.
2. We should _____ people like we want to be treated.
3. Fairness helps keep _____ in our society.

C. How do we practice fairness?

1. Embrace and respect the _____ of rules.
2. Treat _____ like you want to be treated.

**3. Avoid the consequence of breaking rules by
doing the _____ thing.**

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ACTION: (Wait three minutes give them a wrap up warning.)

INSTRUCT: We are going to correct the papers together. I would like you to exchange your journal with a person next to you. Place a check mark beside any incorrect answers and write the correct answer on the paper.

ASK: What is the answer to the first questions?

ACTION: (Give different scholars a chance to give the answer. Continue asking for answers to each question until finished.)

NOTE: Get feedback on how well the scholars remembered the last session.

ASK: How many of you checked papers that had no errors? How many of you check papers that had only one error, two or three errors?

INSTRUCT: Well done. Return the journals back to the owners.

TRANSITION: Lesson Eleven: Righteous Fairness examines the importance of righteousness as a necessary part of manhood and success in school. Righteousness

means doing the right things at the right time for the right reasons.

Activity 2: Out of Control (engage)



PURPOSE: The purpose of this activity is to spike the interest of the scholars about fairness. This is accomplished by playing a game that requires following the rules. Comparing relationships to the risky exchanges of giving and receiving that happens when playing games of chance for money.

POINT: When you don't play fair it's not fun. And people don't want to play with you.

NOTE: *Any number of players can play this game.*

INSTRUCT: We are going to play the game “Out of Control.”

The objective of the game is to get more money.

ACTION: (Have participants stand in a circle.)

INSTRUCT: We are going to pair up by pointing at anyone across from you in the circle.

- 1) Keep pointing. That person must now point to someone else across the circle, who must then point at another person and so on.
- 2) No one can point at anyone already pointing at someone else. In other words no two people can point at the same person.
- 3) Next everyone is to fix their eyes on the person they just pointed at. Your job is to keep watching that person. That person is the Role Model.

- 4) You are to watch your Role Models closely and copy their actions and behavior. Ask your learners to stand perfectly still. The only time they move is if their Role Models move. In fact if the Role Model does anything- coughs, twitches a finger, anything at all- the learners must repeat the motion once, and then be still again (unless, of course the Role Model moves another time).**
- 5) Start the game, and let it go for about 5 minutes. What will happen is that small movements will occur here and there. Anytime one does, it will be repeated around the circle endlessly (and usually exaggerated with each repetition). In the end, everyone in the circle should be wagging their heads, moving their arms and scrunching their faces, coughing, giggling and generally acting like a bunch of nuts.**

NOTE: Be sure to give a warning time when exercise is over.

ACTION: (Facilitate the asking of questions.)

DISCUSSION QUESTIONS:



- 1) What just happened? We were supposed to stand still.**
- 2) How many don't know who started some of the movements? [Let your learners argue about when this or that move originated]. In fact there should be lots of arguments about "who started what" during the debriefing.**
- 3) How many knew it was your Role Model who started a given movement? [Note: Sometimes a learner can state confidently, "Charlie started the nose twitch," Ask Charley: "Are you surprised to learn that you're the one who started that? Were you aware of moving?"**

- 4) KEY POINT: Did it matter who started anything, once everybody else adopted it?**
- 5) How did this game model what your group does in real life?**
- 6) How do you play the "who started it" game at work/ in your organization?**
- 7) What are the costs of playing this game?**
- 8) How important is it to you personally to stop participating in this negative cycle? What would you be willing to do to change this norm?**

SUMMARIZE: From this activity we can see how a behavior can be contagious. There are many people in school and society who are doing things that are harmful to them and others. It takes self-control to be about to stand up against these negative influences.

TRANSITION: In this lesson we will look at our final installment of righteousness with the character quality of self-control.

Activity 3: Righteous Self-Control Experience (explore)



PURPOSE: The purpose of this activity is to give the scholars an opportunity to explore fairness.

POINT: Learn from each other's experiences.

INSTRUCT: Please turn to page 64 in your journal. We are going to explore your own experience with self-control.



Males to Men Journal

Righteous Self-Control Experience

Instructions: Write out your answers.

- A. What is self-control?
- B. Why is self-control important?
- C. Write about an experience where you did not exercise self-control. What was the consequence?
- D. Write about an experience where you exercised self-control. What was the benefit?

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JOURNAL CONTENT FOR:

Righteous Self-Control Experience

Instructions: Instructions: Answer the question or fill in the blanks.

ASK: What are your thoughts about the idiom: You make your bed, now sleep in it?

INSTRUCT: This is a moralizing rejection made to someone who has gotten themselves into a situation and

are looking for an easy out instead of facing the responsibility.

Instructions: Write out your answers.

A. What is self-control?

B. Why is self-control important?

C. Write about an experience where you did not exercise self-control. What was the consequence?

D. Write about an experience where you exercised self-control. What was the benefit?

ACTION: (Have the scholars share their answers.)

TRANSITION: Thank you for sharing your experience. Let's look a little deeper at what it means to be honesty.

Activity 4: About Righteous Self-Control (explain)

PURPOSE: The purpose of this activity is to review what the scholars discovered and refine that knowledge about honesty.

POINT: Maturity requires being able to make the right decisions.

NOTE: Attempt to bring the scholars in the discussion.



INSTRUCT: We are going to watch a movie clip of the *Daddy's Little Girls*. How many of you have seen this movie? We will watch a scene from the movie.

NOTE: You can give this brief synopsis of the movie for those who have not seen it: "Monty is a mechanic struggling to make ends meet as he raises his three young daughters. When the court awards custody of his daughters to his shady ex-wife, Monty desperately tries to win them back with the help of Julia, a Ivy league-educated attorney."

INSTRUCT: In this movie clip we. Think about these questions as you watch the clip.



DISCUSSION QUESTIONS:

- 1) Why did Monty need self-control?
- 2) How could self-control kept him out of trouble?
- 3) What does he need to control in this movie clip?
- 4) What could he do to control himself?
- 5) What can you learn about self-control from this movie clip?

ACTION: (Start the movie at chapter 19 or 1:23 minutes into the movie and stop movie at the end of chapter 20 or 1:28 minutes into the movie. The movie clip last for about 5 minutes.)



INSTRUCT: Turn to page 65 of your journal. We are going to discuss righteous self-control.

Males to Men Journal
Activity 4: ABOUT RIGHTEOUS SELF-CONTROL

Instructions: Fill in the blanks.

A. Righteous self-control is the ability to say _____ to the good and right and _____ to the bad and wrong.

B. Why is self-control important?

1. A single bad _____ can end or ruin our life.
2. Doing what is good and right is _____.
3. Doing what is bad and wrong is _____.

C. How do we practice self-control?

1. Stop and _____ before you act.
2. Make your _____ before you are in the situation.
3. Be prepared to work _____.
4. Get back up when you _____.

**JOURNAL CONTENT FOR:
L11: ABOUT RIGHTEOUS FAIRNESS**

Instructions: Fill in the blanks.

A. Righteous self-control is the ability to say yes to the good and right and no to the bad and wrong.

B. Why is self-control important?

- 1. A single bad choice can end or ruin our life.**
- 2. Doing what is good and right is difficult.**
- 3. Doing what is bad and wrong is easy.**

C. How do we practice self-control?

- 1. Stop and think before you act.**
 - 2. Make your choices before you are in the situation.**
 - 3. Be prepared to work hard.**
 - 4. Get back up when you fail.**
-

SUMMARIZE: *Righteous self-control is the ability to say yes to the good and right and no to the bad and wrong.*

TRANSITION: It is one thing to know the steps to something and another to applying those steps to you life. The following responsibility scenarios will allow you to practice your response to these scenarios.

**Activity 5: Righteous Self-Control Scenarios
(extend)**



PURPOSE: The purpose of this activity is extending what the students learned to different but similar situations.

POINT: Get some practice with a fairness scenario.

ACTION: (Have the scholars get into groups of at least three to choose or create a scenario of fairness.)

***NOTE:** Also take the pressure off by encouraging them there is no right or wrong scene.*

INSTRUCT: You will have five minutes to choose or create a role-play about fairness. The role-play should not be more than one minute.

INSTRUCT: Turn to page 66 of your journal. We are going to discuss righteous self-control.



Males to Men Journal
Activity 4: RIGHTEOUS SELF-CONTROL SCENARIOS

Instructions: Choose a topic and create a role-play.

- 1) Homework.**
- 2) Sex.**
- 3) Smoking.**
- 4) Drugs.**
- 5) Community Service.**
- 6) Church.**
- 7) Gangs.**

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***NOTE:** Give the group reminders of how much time is left for creating the role-play. When the time is up ask for volunteers to*

share their role-play for the group. Remind the scholars to be respectful and learn from their work.

SUMMARIZE: *Righteous self-control is the ability to say yes to the good and right and no to the bad and wrong.*

TRANSITION: Our final activity is the most important part of the lesson. Learning is great but putting what you learn into practice is greater. Practicing caring for others in your life will help you to grow and develop as a man.

Activity 6: Reflection Journal



PURPOSE: The purpose of this activity is for the student to assess what he has learned and determine how he will apply it to his personal life.

POINT: Learning and application.

NOTE: *Provide a quiet environment for the scholars to really think about how they can apply this lesson to their life. Instrumental music may facilitate this thinking and writing time.*



INSTRUCT: Turn to page 67. You will have five minutes to think about and write and application of what we have talked about today. Finish the statement. Respect others by keeping this a quiet environment to think and write.

Males to Men Journal
REFLECTION JOURNAL

What I have learned today and what I will do is...
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ACTION: (Walk around the room and encourage writing).

SUMMARIZE: *Righteous self-control is the ability to say yes to the good and right and no to the bad and wrong.*



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