

KAUFFMAN SCHOLARS, INC.

Males to MEN Fraternity



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SAMPLE

Table of Contents

A: INTRODUCTION	1
BRIEF OVERVIEW	1
The Author and Acknowledgement	2
Beyond Recall to Application	3
About the Learning Cycle	4
Lesson Learning Format	5
M2M Logic Model	7
SI: RESPECT	8
L1: RESPECTING MYSELF	10
L1: Background	10
Activity 1: Pre-Survey (evaluate)	10
Activity 2: The Value Auction (engage)	13
Activity 3: Valuing Me (explore)	16
Activity 4: About Respecting Myself (explain)	18
Activity 5: Respecting Myself Scenarios (extend)	22
Activity 6: Reflection Journaling	24
L2: RESPECTING OTHERS	26
L2: Background	26
Activity 1: L1 Respecting Myself Review	26
Activity 2: The Experiment (engage)	29
Activity 3: Respect Talk (explore)	32
Activity 4: About Respecting Others (explain)	34
Activity 5: Respecting Others Scenarios (extend)	40
Activity 6: Reflection Journal	42
L3: RESPECTING AUTHORITY	44
L3: BACKGROUND	44
Activity 1: L2 Respecting Others Review	44
Activity 2: Power Poker (engage)	46
Activity 3: Respecting Authority Experience (explore)	49

Activity 4: About Respecting Authority (explain) _____	51
Activity 5: Resolving Conflict (extend) _____	55
Activity 6: Reflection Journal _____	57
SII: RESPONSIBILITY _____	59
L4: Responsible for Myself _____	61
L4: Background _____	61
Activity 1: L3 Respecting Authority Review _____	61
Activity 2: The Blame Game (engage) _____	64
Activity 3: Responsible for Myself Experience (explore) ____	66
Activity 4: Being Responsible for Myself (explain) _____	68
Activity 5: Responsible for Myself Scenarios (extend) _____	71
Activity 6: Reflection Journal _____	73
L5: Responsible to Serve _____	75
L5: Background _____	75
Activity 1: L4 Responsible for Self Review _____	75
Activity 2: The Fatherhood Simulator (engage) _____	77
Activity 3: Responsible to Serve Experience (explore) ____	79
Activity 4: About Responsible to Serve (explain) _____	81
Activity 5: Responsible to Serve Scenarios (extend) _____	84
Activity 6: Reflection Journal _____	87
L6: Responsible to Work _____	89
L6: Background _____	89
Activity 1: L5 Responsible to Serve Review _____	89
Activity 2: The Assembly Line (engage) _____	91
Activity 3: Responsible to Work Experience (explore) ____	94
Activity 4: About Responsible to Work (explain) _____	96
Activity 5: Responsible to Work Scenarios (extend) _____	99
Activity 6: Reflection Journal _____	101
S3: RELATIONSHIPS _____	103
L7: RELATIONAL TRUST AND FORGIVENESS _____	107
L9: Background _____	107
Activity 1: L6 Responsible for Work Review _____	107
Activity 2: The House of Cards (engage) _____	109
Activity 3: Relational Trust & Forgiveness Experience (explore) _____	112
Activity 4: About Relational Trust & Forgiveness (explain) _____	115

Activity 5: The Letter (extend) _____	118
Activity 6: Reflection Journal _____	120
L8: RELATIONAL CARING _____	123
L8: Background _____	123
Activity 1: L7 Relational Trust & Forgiveness Review ____	123
Activity 2: Whom Do You Care For? (engage) _____	125
Activity 3: Relational Caring Experience (explore) _____	127
Activity 4: About Relational Caring (explain) _____	129
Activity 5: Relational Caring Scenarios (extend) _____	132
Activity 6: Reflection Journal _____	133
L9: RELATIONAL COMMUNICATION _____	135
L9: Background _____	135
Activity 1: L8 Relational Trust & Forgiveness Review ____	135
Activity 2: Escape the Matrix (engage) _____	138
Activity 3: Relational Communication Experience (explore) _____	139
Activity 4: About Relational Communication (explain) ____	141
Activity 5: Responsible for Me Scenarios (extend) _____	144
Activity 6: Reflection Journal _____	146
S4: RIGHTEOUSNESS _____	149
L10: RIGHTEOUS HONESTY _____	151
L10: Background _____	151
Activity 1: L9 Relational Communication Review _____	151
Activity 2: Truth or Lie Dice (engage) _____	154
Activity 3: Righteous Honesty Experience (explore) _____	155
Activity 4: About Righteous Honesty (explain) _____	157
Activity 5: Righteous Honesty Scenarios (extend) _____	160
Activity 6: Reflection Journal _____	163
L11: RIGHTEOUS FAIRNESS _____	165
L11: Background _____	165
Activity 1: L10 Righteous Honesty Review _____	165
Activity 2: More Money (engage) _____	168
Activity 3: Righteous Fairness Experience (explore) _____	169
Activity 4: About Righteous Fairness (explain) _____	171
Activity 5: Righteous Fairness Scenarios (extend) _____	174
Activity 6: Reflection Journal _____	176

L12: RIGHTEOUS SELF-CONTROL	179
L12: Background	179
Activity 1: L10 Righteous Fairness Review	179
Activity 2: Out of Control (engage)	182
Activity 3: Righteous Self-Control Experience (explore)	184
Activity 4: About Righteous Self-Control (explain)	186
Activity 5: Righteous Self-Control Scenarios (extend)	189
Activity 6: Reflection Journal	191
References	26

SAMPLE



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).

Figure 2. Bloom's Taxonomy



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

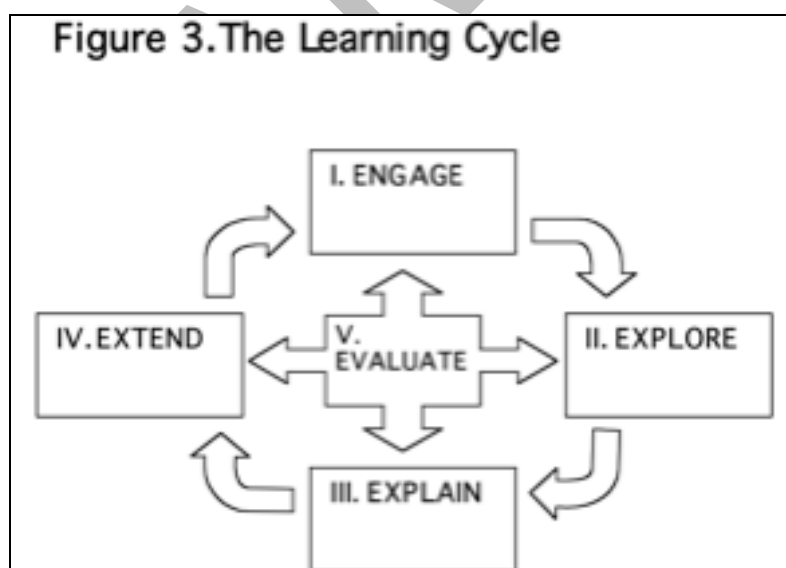


has been taught (Lord & Baviskar, 2007). In the comprehension level, the students are required to reword and explain in a meaningful manner something they have learned (Lord & Baviskar, 2007). In the application level, students are required to think holistically about the concepts learned and apply them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



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

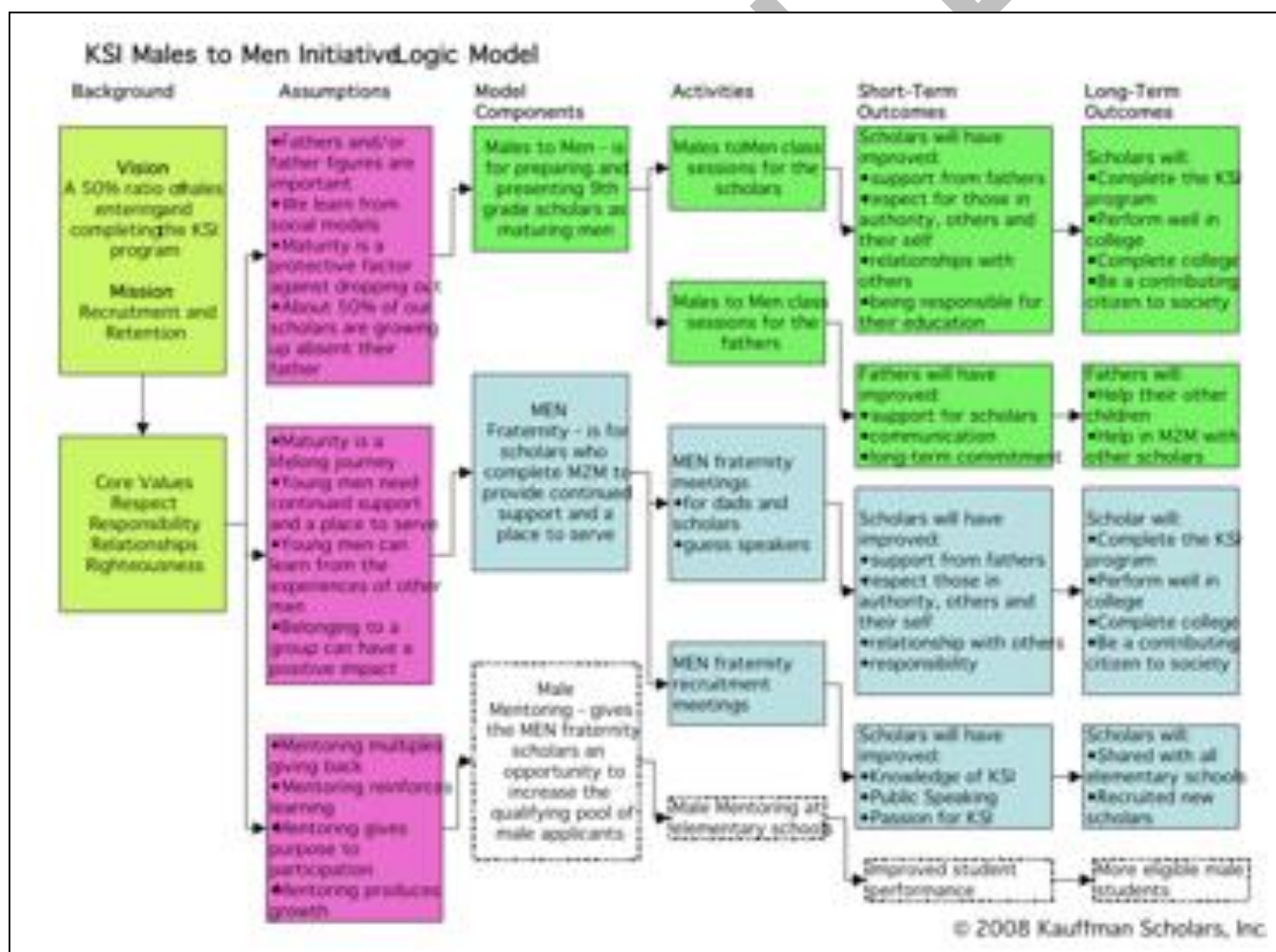
L1	The Values Auction	L7	The House of Cards
L2	The Experiment	L8	Who Do You Care For?
L3	Power Poker	L9	Escape the Matrix
L4	The Blame Game	L10	Truth or Lie Dice
L5	The Fatherhood Simulator	L11	More Money
L6	The Assembly Line	L12	Out of Control



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 later 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.

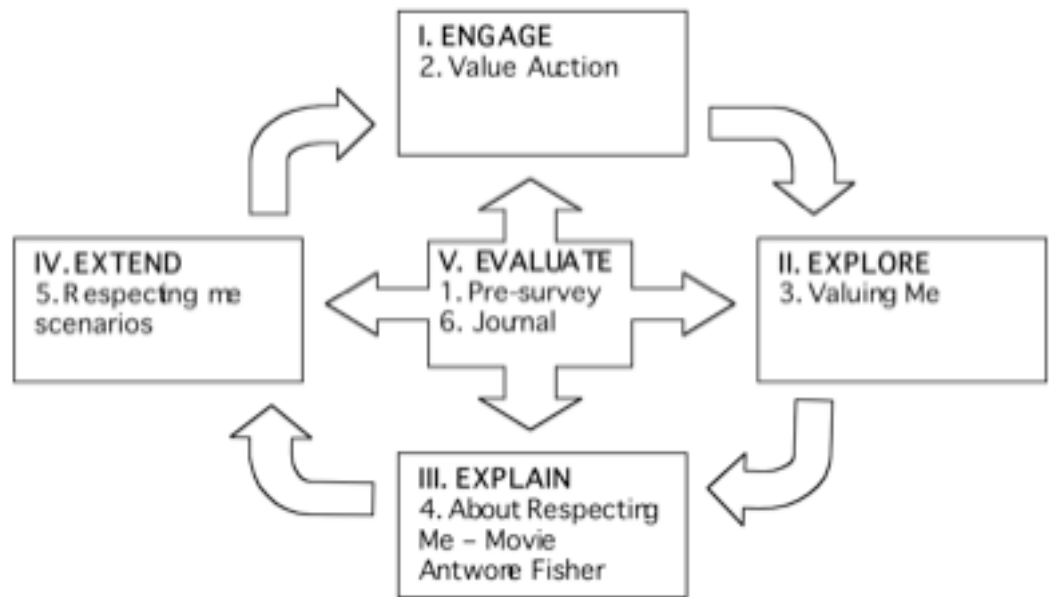
The underlying message of respect is that all humans have value and worth and should be treated as such. This begins with the student understanding the value of his own self and demonstrates that value in what he believes, says and does about himself. With a proper view and treatment of himself he is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



10 min

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.

2008 KAUFFMAN SCHOLARS, INC. P. 2

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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p. 3

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)



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.*



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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p. 4

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)

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p. 5

INSTRUCT: Write three benefits of self-respect.

JOURNAL CONTENT FOR:

My Experience with Authority

Instructions: 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 SCENERIOS

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 to 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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p. 6

***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 the student 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 an 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...	
2008 Kauffman Scholars, Inc.	p. 7

***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.



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