BOYS & GIRLS CLUBS

# Culture, Identity and Self-Esteem

## Discussion Guide

Four scripted discussion sessions designed to supplement Passport to Manhood, or be used on their own, to help young people examine the relationship between cultural norms and expectations, identity and self-esteem.

Ages
**10-18**

**4**
Sessions

PASSPORT TO MANHOOD

# Passport to Manhood

Boys & Girls Clubs of America's Passport to Manhood program, first released in 1999, has been implemented by thousands of Club staff to guide youth on their journey from adolescence to adulthood. The program gives young people practice in making healthy decisions related to their physical, cognitive, emotional and social development. As they build and practice life skills for decision-making, conflict resolution and healthy relationships, youth learn the essential attitudes, values and skills they need to become responsible adults.

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# 1

# Introduction

# Introduction

## Overview

As youth move from adolescence to adulthood, their bodies go through a period of hormonal changes called puberty. The changes youth experience during puberty can cause them to question many things, particularly regarding relationships and their own identity. When young people go through the confusing experiences of puberty, their need to feel a sense of belonging – and to feel that someone understands what they're going through – becomes ever more critical. Any time young people experience a major transition like puberty, supportive adults have an incredible opportunity to help them build their self-esteem and sense of identity, and to nurture their capacity as confident leaders.

The topics in this discussion guide do not address puberty directly. But they do engage participants in conversations about culture, identity and self-esteem to build a greater sense of belonging. Keeping a cohort of young people of similar ages together as they mature – such as in a Passport to Manhood group – allows them to build camaraderie and a sense of togetherness. Being surrounded by a group of supportive adults and peers can make the tumultuous experience of puberty a little less overwhelming.

This discussion guide is designed to supplement the Passport to Manhood targeted program. You can host these discussions as stand-alone activities or incorporate them into your Passport to Manhood programming. In these discussion sessions, participants will:

- Discuss cultural norms related to clothing choices
- Examine the connection between physical appearance and self-esteem
- Consider the purpose of male-only spaces in a community
- Discuss the power and necessity of using positive and uplifting words

***Positive Youth Development Supports Character and Social-Emotional Development***

All Boys & Girls Club or Youth Center programs offer opportunities for youth development professionals to model, recognize, reinforce and reflect on character development. Positive youth development provides direction for how you interact with, engage and model behavior for youth. You get to shape the lives of young people every day. As a result, you set the expectations and show youth what essential character traits (e.g., caring, citizenship, fairness, respect, responsibility and trustworthiness) mean, and how they look. These character traits come to life when youth practice social-emotional skills like teamwork, conflict management and emotional regulation.

The discussion sessions in this guide promote the development of the following social-emotional skills:

- **Self-Awareness:** Recognizing one's feelings, needs and thoughts, and how they influence one's behavior
- **Perspective-Taking:** Understand the perspective(s) of others
- **Communication:** Sharing information both verbally and non-verbally and listening well to others

***Practice Positive Youth Development to Create Inclusive Clubs or Youth Centers***

Inclusion is a core component to build a safe, positive environment in your Clubs or Youth Centers. In order to fulfill our mission, Clubs or Youth Centers must create safe, positive and inclusive environments for all youth and teens – including every race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status and religion. By creating inclusive environments at our Club or Youth Center, we improve the overall experience for all young people. When youth development professionals use positive youth development practices, they help ensure that all youth:

- Feel represented
- Have a sense of belonging
- Can meaningfully participate in programming

As you implement Passport to Manhood, consider strategies that help youth feel affirmed, safe and engaged with Club or Youth Center experiences. For more information on building and sustaining an inclusive environment, download the **Program Basics BLUEprint** at **BGCA.net/ProgramBasics**.

## Maintaining a Safe Environment for Program Facilitation

Asking youth to discuss their emotions may make them uncomfortable. Due to the nature of this material, BGCA strongly recommends the following best practices, implementation guidelines and facilitation tips when using this content.

***1. Prioritize Physical and Emotional Safety:***

Before facilitating the emotional wellness activities, review your Club or Youth Center's safety policies. Be prepared to respond and report, should youth disclose past or current abuse, or urgent mental health issues. For immediate safety and life-threatening mental health concerns, call 911. For concerns of past abuse or ongoing abuse, neglect or endangerment, follow your state's mandated reporting requirements. Also, report safety-related incidents according to your organizational policies, and use BGCA's Safety Helpline for additional support by calling 866-607-SAFE.

For more information that can support you in creating physically and emotionally safe program environments, visit **BGCA.net/ChildSafety** for the latest resources on:

- Safety Policies and Actions
- Mandated Reporting
- Disclosures of Abuse

If you have questions about using these resources in your Club or Youth Center, or general safety questions, please reach out to the safety team at **childsafety@bgca.org**.

***2. Make Referrals, When Needed:***
The conversations that take place while using the guide provide youth with an outlet to express their ideas, thoughts and emotions around culture, identity and self-esteem. However, these conversations are not a therapy or counseling tool and should not be used in these ways. Understanding your role and ability as a youth development professional is critical.

During an activity, youth may become emotional, share personal stories about past trauma, or even open up about their mental health. It is important to keep in mind that you are not expected to take on the role of a therapist or counselor, nor would it be ethical for you to do so. You should, however, be able to recognize when youth are disclosing abuse or another traumatic event and report it as appropriate.

If you have a social worker or therapist on staff, ask them to reach out to the Club's engagement channels to support youth. If you do not have a social worker or therapist on staff, consider familiarizing yourself with the local agencies in your area. If you are unsure where to start, use the following resources:

- BGCA Incident Response Guide, available on **BGCA.net/ChildSafety**.
- Visit **211.org** for more information on local resources.
- For non-life-threatening mental health concerns, consider using the free Crisis Text Line by texting CLUB to 741741. You will then be in touch with a trained crisis counselor who is available 24/7.

***3. Create a Safe Space:***
Whether you are using a virtual, in-person or hybrid program model, you can create inviting spaces where youth feel safe by doing the following:

- Tell participants they are in a safe program space. Before each session, try saying something like, "This is a space where you can feel safe, talk about your emotions and ask for help. All feelings are normal and healthy and there is no wrong way to feel. You are always welcome to pass if you are not comfortable sharing in front of the group. I am here to help if you want to talk about anything during or after the program. Does anyone have any questions before we start?"

- Be an active listener throughout the activity and following up afterward with any youth who appear to need additional support. Do this by stepping aside with youth to discuss how they are feeling and then determine how you can help.
- Use a co-facilitator if possible. Having a second Club staff respond to youth, clarify directions and provide support during an activity can be helpful and enhance safety.
- Use all the elements of a high-quality session. You may need to adapt or shorten some components of the session, but make sure to facilitate a Community Builder, and provide time for youth to reflect on their experiences and recognize each other.
- Establish and revisit your Group Agreements. These are essential so that all youth know how to interact during emotional wellness activities. If your Passport to Manhood group does not already have Group Agreements in place, run the Group Agreements session in the Appendix of this guide before engaging in the discussions.
- Use Emotional Check-ins as a way for youth to pause and reflect on how they are feeling.
- Give youth opportunities to "pass" or sit out of activities if they are feeling uncomfortable or are unwilling to share during a component of the session.

***4. Focus on Engaging Youth During Activities***

Enhance your engagement with these tips:

- Listen actively during the session and focus on relationship building. Make sure the group is connecting. It's okay if you spend as much time connecting as you do on the Main Activity.
- Aim for session groups of no more than 10 when facilitating discussions to allow for more meaningful conversations.
- Encourage youth to provide feedback in nonverbal ways as you facilitate. Allow them to use emojis or reaction buttons on digital platforms. They can even give a visual signal, such as a thumbs-up, to indicate they're agreeing or having fun.
- Keep youth engaged with frequent interactions like polls, open-ended questions and opportunities for youth to lead the conversation.

## Implementation Guidance

This section provides suggestions for successfully implementing a discussion session, covering four topics:

- Before the Session
- During the Session
- After the Session
- Virtual Implementation Guidance

***Before the Session***

- Prepare to establish an emotionally safe environment for youth during the discussion. Consider providing manipulatives for youth to play with during discussions. Provide youth with opportunities to pass during the discussion, while acknowledging that this is a place where they can openly talk about their feelings. Follow up with youth after the discussion as needed.
- Group youth by ages. The recommended age groups are 10-12, 13-14 and 15-18. Breaking the youth into similar age groups allows for age-appropriate open dialogue.
- Review the Resources section for additional tools to help you prepare to facilitate the sessions.
- Consider adapting the sessions to make them unique for your youth. This may also increase the comfort level of youth as they have intimate discussions with their peers. You can adapt the sessions in any of the following ways:
    - Invite youth to lead the conversation.
    - Provide a snack or meal for youth to eat during the discussion.
    - Allow youth to reflect on the conversation by providing journals or trackers.
    - Provide paper and markers for drawing.
    - Add an element of movement to the conversation.
    - Ask youth to build something individually or as a group while they have discussions (e.g., put together a puzzle.)

***During the Session***

- Create a safe space by co-developing Group Agreements with youth to determine how they want to feel during the conversation. If your Passport to Manhood group does not have a Group Agreement in place, use the Group Agreement session in the Appendix of this guide to create one.
- Reference the Group Agreements at the beginning of each session and allow new participants to contribute and commit to them.
- Discuss one topic at a time and facilitate the corresponding discussion questions before moving on to the next topic.
- As the discussion is taking place, invite youth to share. Encourage them to speak freely when responding to the discussion questions. If youth are shy about speaking, offer your response to the question and then ask if anyone else would like to share.
    - If you choose to answer a question, model appropriate self-disclosure about your experiences by refraining from sharing personal stories or experiences. Instead, share a possible perspective that a youth might be feeling. Then listen and ask questions to help them process. As a facilitator, your key role is to make connections between youth and provide a space to process. Don't share your specific experiences or perspectives.
- Encourage questions if youth are still hesitant to share their response. Ask them what questions came to mind for them as they listened to the discussion.
    - Giving youth an opportunity to ask questions allows them to speak without the pressure of discussing their personal experience.
- Once all youth who want to share have had the opportunity, move on to the next topic and set of discussion questions.
- After discussing all topics, encourage youth to suggest additional topics they would like to discuss during future sessions. Collect these suggestions.

***After the Session***

- Follow up with any youth who appear to need additional support. Step aside with them to discuss how they are feeling and determine how you can help.
- Read over the suggestions that youth provided for future sessions.
- Follow up with youth to gain insight into their suggestions.
- Continue the conversation by inviting youth who submitted suggestions to help co-create future sessions.
- Develop age-appropriate sets of questions for the new topic areas.
- Gather your group together again to facilitate conversations around the topics they suggested.

***Virtual Implementation Guidance***

- Pick a technology platform to deliver your program.
- Gather and test your digital tools.
- Follow all your Club or Youth Center's policies and see BGCA's guidance for creating a safe virtual Club experience, available at **VirtualClubPlanner.org**.
- Prepare an emotionally safe virtual environment, including a set of Virtual Group Agreements.
- Set expectations for how youth should participate virtually. For example, should they "raise their virtual hand" using a feature of your virtual platform? Or, should they raise their hands in the video so the facilitator can call on them? Make sure you have established expectations and norms for participation. Below are some example norms for virtual sessions.

| Virtual Session Norms | |
|---|---|
| **Check Your Tech**<br>• Do you know where the mute button is? Be sure to use it when there is noise in your background.<br>• Are you in the best location possible? Are you away from distractions like televisions or music?<br>• Is there background noise interrupting the entire group? Ask for help if you need it, but don't let the tech wreck the meeting. | **Be Kind Online**<br>• Respond to comments and ask questions to follow up.<br>• Remember that it is hard to know what someone meant when they type something, especially when you are not in the same place, so choose your words carefully.<br>• Be patient with others as the group learns new ways to interact! Be patient with the adults. (We're learning too!) |
| **Listen Actively!**<br>• It's easy to get distracted when you aren't in the same place. Show the same respect virtually as you would if you were in the same room with someone.<br>• Limit your digital engagement to the one device you are using for this activity. Try not to check other social media or text notifications. | **Speak Up!**<br>• It is hard to know when it is your turn to speak. If you have been talking a lot, pause to allow others to jump in the conversation.<br>• If you haven't shared yet, look for an opportunity to let others know you are there and interested in what's going on. |

# Discussion Sessions


Discussion Session 1: It's Just Us ..... 10

Discussion Session 2:
Dressing for the Culture ..... 13

Discussion Session 3:
Reflecting and Projecting ..... 16

Discussion Session 4: Word Up ..... 19

# Discussion Session 1: It's Just Us



**TIME**
50 minutes



**SIZE**
2-10



**HANDOUTS**
None

## Session Objective: Consider the role(s) of male-only spaces in a community.

### 1 Warm Welcome *(2 minutes)*

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversations.

***For virtual facilitation***

- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

### 2 Community Builder: Pop Culture *(10 minutes)*

- **Ask,** "If your current mood were a song or movie, what would it be? For example, if you're having a great day, your song could be "Happy" by Pharrell, or if you're feeling lost, your movie could be *Finding Nemo*."
- **Give** everyone a chance to think, and then have everyone share with the group.
- **Allow** youth to either explain and elaborate on their feelings or opt-out if they do not want to share.

### 3 Group Agreements Review *(3 minutes)*

- **Reference** the Group Agreements for this program or your program area to remind youth of their commitment to one another.
- **Use** the following prompts to review the Agreements with your group:
  - **Ask,** "Does everyone commit to our Agreements today?"
  - **Ask,** "Is there anything we need to add?" (Youth who joined the program after the Group Agreements session may add their ideas to the Group Agreements now if they wish.)
  - **Ask,** "Is there anyone who still needs to commit to the Agreements?" (Youth who joined the program after the Group Agreements session may commit to the Group Agreements now by adding their name to the Agreements.)

***Optional Prompt***

**Ask,** "Which Agreements have we, as a group, done a particularly good job of honoring during our time?"

### Supplies Needed

None

### Links to Resources

YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)

### Social–Emotional Skills

- Self-Awareness
- Perspective-Taking
- Communication

### Key Terms

None

**Session 1**
Ages 10-18

**10**

## 4 Main Activity: Male-Only Spaces *(25 minutes)*

***Introducing Youth to the Activity***

- **Say,** "In many communities, there are places where people of different genders don't typically gather together. Some of these places might include schools, places of worship, sports teams, or even barbershops and beauty salons."
- **Say,** "Today we are going to discuss some of the reasons why these spaces might exist."
- **Remind** youth that this is a safe space where they are encouraged to express their thoughts and speak freely.

## 5 Step-by-Step Directions *(20 minutes)*

**Step 1: Start** the conversation by asking the following questions:

- Is there a location where you gather with only boys or men?
- How is your experience there different from when you gather with women and girls present?
- How are the activities and conversations the same or different in male-only spaces than in spaces with women and girls?
- What do you enjoy about being in spaces intended for men and boys?

**Step 2: Continue** the conversation with these questions about barber shops or another male-only space in your community:

- If you have been to a barbershop, what was your experience?
- What did you notice about the relationship between the barbers and their clients?
- If you have not been to a barbershop, who maintains your hairstyle, and what is your relationship with them?
- What role does the barbershop play in your community?
- If you do not have a barbershop in your community, what is another place where mostly men gather? What is the role of this place in your community?

**Step 3: Prompt** youth to think critically about the roles of male-only spaces with the following questions:

- What is the benefit of having a place like Passport to Manhood at your Club or Youth Center?
- Why do you think these male-only places exist?

## 6 Reflection *(5 minutes)*

**Ask** the following questions or generate your own to help youth reflect on the session:

- What? – What surprised you today as you talked about male-only spaces?
- So What? – Why is it important to think about the places you gather?
- Now What? – How will you use today's conversation to think about male-only spaces?

## 7 Recognition *(3 minutes)*

**Ask** youth to recognize at least one other participant during the session who contributed to the conversation in a way they appreciated.

## 8 Closing *(2 minutes)*

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

# Discussion Session 2: Dressing for the Culture

**TIME**
50 minutes

**SIZE**
2-10

**HANDOUTS**
None

### Supplies Needed
None

### Links to Resources
YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)

### Social–Emotional Skills
- Self-Awareness
- Perspective-Taking
- Communication

### Key Terms
- **Culture:** the way of life of a group of people who share common behaviors, beliefs and customs
- **Best self:** acting in a way that fits with the person you want to be and how you want to be seen by others

**Session 2**
Ages 10-18



## Session Objective: Discuss various cultural norms around clothing choices.

### 1 Warm Welcome *(2 minutes)*
- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversations.

***For virtual facilitation***
- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

### 2 Community Builder: #CurrentMood *(10 minutes)*
- **Ask,** "If your current mood were a hashtag, what would your hashtag be? For example, if you're feeling inspired, your hashtag could be #BeTheChange, or if you're feeling annoyed, your hashtag could be #NotToday."
- **Give** everyone a chance to think, and then have everyone share with the group.
- **Allow** youth to either explain and elaborate on their feelings or opt-out if they do not want to share.

### 3 Group Agreements Review *(3 minutes)*
- **Reference** the Group Agreements for this program or your program area to remind youth of their commitment to one another.
- **Use** the following prompts to review the Agreements with your group:
  - **Ask,** "Does everyone commit to our Agreements today?"
  - **Ask,** "Is there anything we need to add?" (Youth who joined the program after the Group Agreements session may add their ideas to the Group Agreements now if they wish.)
  - **Ask,** "Is there anyone who still needs to commit to the Agreements?" (Youth who joined the program after the Group Agreements session may commit to the Group Agreements now by adding their name to the Agreements.)

***Optional Prompts***
- **Ask,** "Which Agreements have we, as a group, done a particularly good job of honoring during our time?"
- **Ask,** "What are some examples of problems the Agreements have helped us resolve?"

## 4 Main Activity: Clothes and Culture *(25 minutes)*

***Introducing Youth to the Activity***

- **Say,** "Each of us has a unique way that we present ourselves to the rest of the world. How we dress and style our hair often makes an impression before we speak."
- **Say,** "Many of the choices we make are influenced by our community. Although we want to express our uniqueness, we often follow norms, or unwritten rules that are accepted by the people around us."
- **Say,** "Today we are going to discuss how we dress and style our hair and how that reflects who we are to our friends, family and community."
- **Remind** youth that this is a safe space and encourage them to express their thoughts and speak freely.

***Step-by-Step Directions (20 minutes)***

**Step 1: Begin** the conversation using the following questions:

- What comes to mind when you think about how you, your family and friends dress or style their hair?
- How might your way of dressing or styling your hair be the same or different from those around you?
- How might culture play a role in the way someone dresses or styles their hair?
    - › What most influences you when you're getting dressed or styling your hair?

**Step 2: Encourage** youth to delve deeper into the topic with the following questions:

- What can you tell about a person by how they dress or style their hair? Do you think those things are based on stereotypes?
- What are some ways of dressing that all men should follow, and why?
- Why do you think a man might not follow these ways of dressing?
- What are some guidelines for hairstyles that all men should follow, and why?
- Why do you think a man might not follow these guidelines?

**Step 3:** Finally, **ask** participants to consider:

What are some ways that you present yourself, with either your clothing or hairstyle, that make you feel like you're representing your best self?

### 5 Reflection *(5 minutes)*

**Ask** the following questions or generate your own to help youth reflect on the session:

- What? – What surprised you today as you talked about culture, hairstyle and ways of dressing?
- So What? – Why is it important to think about how you dress and style your hair as it relates to your culture?
- Now What? – How will you use today's conversation to make decisions about how you dress and style your hair?

### 6 Recognition *(3 minutes)*

**Ask** youth to recognize at least one other participant who contributed to the conversation in a way they appreciated during the session.

### 7 Closing *(2 minutes)*

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

# Discussion Session 3: Reflecting and Projecting



**TIME**
50 minutes



**SIZE**
2-10



**HANDOUTS**
None

## Session Objective: Discuss cultural norms related to personal style and self-esteem.

### 1 Warm Welcome *(2 minutes)*

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversations.

***For virtual facilitation***

- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

### 2 Community Builder: Alter Ego *(10 minutes)*

- **Say,** "Sometimes we don't feel like ourselves and we wish we could be someone else."
- **Say,** "If you could be anyone in the world, who would you be? This person could be real or a character from a movie, book or comic."
- **Give** youth a moment to think of who they would like to be today.
- **Say,** "I'll start. Today I would like to be _____ because _____."
  - "For example, 'Today I would like to be Miles Morales from Spider-Man because he was a regular teen who made a big difference in his community.'"
- **Say,** "Who would like to share next?"

### 3 Group Agreements Review *(3 minutes)*

- **Reference** the Group Agreements for this program or your program area to remind youth of their commitment to one another.
- **Use** the following prompts to review the Agreements with your group:
  - **Ask,** "Does everyone commit to our Agreements today?"
  - **Ask,** "Is there anything we need to add?" (Youth who joined the program after the Group Agreements session may add their ideas to the Group Agreements now if they wish.)
  - **Ask,** "Is there anyone who still needs to commit to the Agreements?" (Youth who joined the program after the Group Agreements session may commit to the Group Agreements now by adding their name to the Agreements.)

### Supplies Needed

None

### Links to Resources

YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)

### Social–Emotional Skills

- Self-Awareness
- Perspective-Taking
- Communication

### Key Terms

**Self-esteem:** confidence in one's worth or abilities

**Session 3**
Ages 10-18

***Optional Prompts***

- **Ask,** "Which Agreements have we, as a group, done a particularly good job of honoring during our time?"
- **Ask,** "What are some examples of problems the Agreements have helped us resolve?"

## 4 Main Activity: Personal Style and Self-Esteem

*(25 minutes)*

***Introducing Youth to the Activity (5 minutes)***

- **Say,** "Our style and appearance are often a reflection or projection of how we feel about ourselves. Sometimes we show people who we want to be, and sometimes we show people who we are."
- **Say,** "Today we are going to discuss how personal style affects our self-esteem."
- **Remind** youth that this is a safe space and they are encouraged to express their thoughts and speak freely.

***Step-by-Step Directions (20 minutes)***

**Step 1: Begin** the conversation by talking about personal style. Use the following questions:

- What do you think people notice about you first? Why?
- What do you want people to notice about you first? Why?
- What do you currently think about your outward appearance? Why?
- How would you define your personal style?

**Step 2: Prompt** youth to consider self-esteem; ask them:

- How do you define self-esteem?
- In what ways do you think your style plays a role in how you feel about yourself?
- Do you think your self-esteem and personal style play a role in how others view you?

**Step 3: Connect** the ideas of personal style and self-esteem to culture by asking:

- What culture(s) do you identify with? Does that shape your style?
- In what ways does culture impact your self-esteem?

## 5 Reflection *(5 minutes)*

**Ask** the following questions or generate your own to help youth reflect on the session:

- What? – What surprised you today as you talked about personal style and self-esteem?
- So What? – Why is it important to think about your culture, personal style and self-esteem?
- Now What? – How will you use today's conversation to determine how you think about yourself? How will you use today's conversation to determine how you present yourself to others?

## 6 Recognition *(3 minutes)*

**Ask** youth to recognize at least one other participant who contributed to the conversation in a way they appreciated during the session.

## 7 Closing *(2 minutes)*

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

# Discussion Session 4: Word Up

**TIME**
50 minutes

**SIZE**
2-10

**HANDOUTS**
None

### Supplies Needed
None

### Links to Resources
YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)

### Social–Emotional Skills
- Self-Awareness
- Perspective-Taking
- Communication

### Key Terms
- **Affirmation:** statements of positive emotional support or encouragement
- **Best self:** acting in a way that fits with the person you want to be and how you want to be seen by others.

## Session Objective: Discuss the importance of using positive and uplifting words.

### 1 Warm Welcome *(2 minutes)*
- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversations.

***For virtual facilitation***
- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

### 2 Community Builder: Words and Actions *(10 minutes)*
- **Say,** "Words have power and can affect the way we feel. Think of a word that represents your current mood and a movement that represents this word."
- **Give** youth a moment to think of their word and movement.
- **Demonstrate** your movement and ask youth to guess the mood your movement represents.
- **Invite** youth to guess your mood. After a few guesses, reveal your mood.
- **Say,** "Who would like to share next?"

### 3 Group Agreements Review *(3 minutes)*
- **Reference** the Group Agreements for this program or your program area to remind youth of their commitment to one another.
- **Use** the following prompts to review the Agreements with your group:
  - **Ask,** "Does everyone commit to our Agreements today?"
  - **Ask,** "Is there anything we need to add?" (Youth who joined the program after the Group Agreements session may add their ideas to the Group Agreements now if they wish.)
  - **Ask,** "Is there anyone who still needs to commit to the Agreements?" (Youth who joined the program after the Group Agreements session may commit to the Group Agreements now by adding their name to the Agreements.)

**Session 4**
Ages 10-18

***Optional Prompts***

- **Ask,** "Which Agreements have we, as a group, done a particularly good job of honoring during our time?"
- **Ask,** "What are some examples of problems the Agreements have helped us resolve?"

## 4 Main Activity: Positive Words *(25 minutes)*

***Introducing Youth to the Activity***

- **Say,** "We all have times in our lives when we don't feel like our best selves and could use a pick-me-up. During these times, it is important to have coping strategies to help us manage our strong emotions."
- **Say,** "Today we are going to discuss how affirmations or positive statements can affect our mood and self-esteem."
- **Remind** youth that this is a safe space and they are encouraged to express their thoughts and speak freely.

## 5 Step-by-Step Directions *(20 minutes)*

**Step 1: Begin** the conversation.

- **Ask** youth to think of a time when they felt like their best self.
- **Share** a time you felt like your best self to start the conversation.
- **Invite** youth to share their experience with the group. Then ask:
  - What was it about this time in your life that made you feel like your best self?
  - Where were you? What were you doing? Who was present?
- **Continue** until all youth who want to share have done so.
- **Say,** "Now that we've talked about examples of feel-good moments, let's think about how we can recreate these times when we are not feeling our best self."

**Step 2: Encourage** youth to delve deeper into the topic.

- **Say,** "One way to change your mood is to use positive statements, uplifting words or affirmations. An affirmation can provide positive emotional support or encouragement."
- **Invite** a volunteer to read one of the following statements aloud:
  - **I am enough.** I will not change or lower my standards to fit in or attract anyone who does not accept me for who I am.
  - **I am worthy.** The color of my skin does not determine where I belong in this world. No one will be allowed to disregard my presence or silence my voice based on the color of my flesh.

- **I will surround myself with positive people.** If there is anyone in my life who tries to disturb or threaten my peace, I will walk away from them and focus on those who have my best interests in mind.

- **Lead** youth through a conversation using the following questions:
  - What came to mind when you heard the affirmation?
  - How did the affirmation make you feel?
  - When would you use the affirmation?
  - How could you modify the affirmation to make it more relevant to you?
  - How could you use the affirmation you heard or another affirmation to encourage a friend?

**Step 3:** Repeat Step 2.

- **Invite** a new volunteer to read another affirmation from the list and then ask the set of questions again.
- **Say,** "Thank you for sharing today! I encourage each of you to use the affirmations you heard today or create your own."

## 6 Reflection *(5 minutes)*

- **Ask** the following questions or generate your own to help youth reflect on the session:
  - What? – What surprised you as you talked about affirmations today?
  - So What? – Why is it important to think about affirmations?
  - Now What? – How will you use today's conversation to determine how you will use affirmations in the future?

## 7 Recognition *(3 minutes)*

**Ask** youth to recognize at least one other participant by complimenting them on something they said or did during the session, elsewhere at the Club or in school.

## 8 Closing *(2 minutes)*

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

# Appendix

# Session: Building Our Group Agreements

**TIME**
60 minutes

**SIZE**
5-25

**HANDOUTS**
None

### Supplies Needed

- Paper
- Writing utensils (1 per youth)
- Markers/crayons/colored pencils
- Sticky notes
- Poster board/flip-chart paper
- Stickers, glitter, glue (optional)

### Links to Resources

- YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)
- **BGCA.net/ClubClimate**

### Social–Emotional Skills

- Youth Connections
- Adult Connections
- Identifying Emotions
- Communication

### Key Terms

None

## Session Objective: Youth will create Group Agreements.

### Preparation

Have supplies laid out and available for youth to use and create a space for youth to work.

***Facilitator Guidance for Group Agreements Session***

- Group Agreements are a shared vision created by a group to build an emotionally supportive environment. The Group Agreements focus on feelings and behaviors that help to create the expectations for how everyone will treat each other.
- It is a tool that can bridge the gap between how youth are feeling and how they want to feel. Agreements allow youth to define what feeling emotionally safe means to them and how they can support each other.
- It's important for youth who work together in a program area to complete Group Agreements as a way to build a safe, positive emotional climate and bolster group connection in the program.
- Be ready to review how Agreements differ from rules. Most rules are meant to keep everyone in the Club or Youth Center physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club or Youth Center, and that's where Group Agreements come in.

### 1 Warm Welcome *(2 minutes)*

- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

***For virtual facilitation***

- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

## 2 Community Builder: Food Moods *(10 minutes)*

- **Ask** youth to say their name and list their favorite food.
- **Encourage** them to include a special dish that their family makes or a meal at their favorite restaurant. They can also just type their favorite food.
- **Say,** "Think about how you're feeling today. Then, think about what kind of food this is most like. For example, are you feeling like spaghetti noodles because you're feeling a bit sad and droopy? Or are you feeling like popcorn because you're bursting with energy?"
- **Give** youth a moment to think about their food mood.
- **Ask** youth to go around the room and share their food moods with the large group.
- **Remind** youth that they can choose to share why they selected their food or not.

## 3 Main Activity: Building Our Group Agreements *(35 minutes)*

***Introduce Youth to the Activity (5 minutes)***

- **Say,** "For this next activity we are going to talk about how we want to feel and treat one another in our Passport to Manhood group in order to make sure that it is a safe space to share and do activities with each other."
- **Say,** "Everyone take a minute to think about the rules in our Club. What are some Club rules you can think of?"
- **Allow** youth time to respond and thank them for participating. Examples:
  - Don't run inside.
  - No fighting.
- **Say,** "Most rules are meant to keep everyone in the Club or Youth Center physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while here."
- **Say,** "We are going to create Group Agreements that help us define what it means for us all to feel emotionally safe. We will share how we want to feel and create expectations for how everyone will treat each other in our Passport to Manhood group."
- **Say**, "We are going to answer the following three questions:
  - How do we want to feel during our Passport to Manhood group?
  - What will we do in order to feel this way?
  - What will we do when there is conflict?"

**Group Agreements**

Ages 10-18

**24**

# Group Agreements

Ages 10-18

# 25

***Step-by-Step Directions (25 minutes)***

> ***Important Note About Emotional Safety:*** *Be an active listener during this activity. Pay attention to red flags that could indicate safety issues. Be sure to follow your Club or Youth Center's policy for mandated reporting if a young person discloses anything related to abuse, neglect or their personal safety.*

**Step 1:** How do we want to feel during our time together?

- **Ask,** "How do we want to feel in our Passport to Manhood group?"
- **Instruct** youth to take a few moments to personally reflect on how they are CURRENTLY feeling while they are at the Club or Youth Center.
- **Have** youth draw a T-chart on a piece of paper and write, "How I currently feel at the Club" on the top left-hand side of the chart.
- **Tell** youth to write down three-to-five words that describe how they currently feel in the left column.
- **Give** youth a few moments to personally reflect on how they WANT to feel when they are at the Club or Youth Center in their Passport to Manhood group.
- **Tell** youth to write, "How I want to feel in my group" on the top right-hand side of the T-chart.
  - Tell youth to think about how they want to feel, especially when sharing their thoughts in group discussions.
  - If youth have a positive feeling in their "Current" column, encourage them to write that feeling in their "Want" column, too.
  - If youth have a negative feeling in their "Current" column, encourage them to think about what feeling would help them counter their current emotion.
- **See** the example below:

| How I currently feel at the Club | How I want to feel in my group |
|---|---|
| • Sad | • Happy |
| • Disrespected | • Respected |
| • Left Out | • Included |

- **Distribute** five sticky notes to each youth.
- **Have** youth transfer the words that they want to feel while in their Passport to Manhood group from the right column of the T-chart onto separate sticky notes.
- **Write** the heading, "How We Want to Feel in Our Group," on a dry-erase board/chalkboard or flip-chart paper.
- **Instruct** youth to post the feeling words they came up with on the dry-erase board/chalkboard or flip-chart paper.
- **Review** the sticky notes as a large group and collectively narrow down the top five feelings that your group shares.
- **Write** these five shared group feelings down on a poster board or flip-chart paper.

**Step 2:** What will we do in order to feel this way?

- **Ask,** "What will we do in order to feel this way?"
- **Divide** youth into small groups or pairs and assign each group one of the five feelings words.
- **Instruct** each group or pair to come up with at least two positive behaviors that would help the group feel this way.
    - For example: If the feeling word is "Respected," the behavior could be, "We make sure everyone has a chance to be heard by taking turns."
- **Give** the groups or pairs two-to-three minutes to come up with their responses.
- **Bring** the whole group back together and discuss the behaviors that their small group created.
- **Write** these behaviors down on the poster board or flip-chart paper.
- **Create** specific and realistic behaviors for the Agreements that are easy to measure against to make sure youth stay on track.
    - For example: Instead of "Be nice to everyone," a more specific behavior could be, "Take time to talk to someone in the group if you notice they are having a bad day."

**Step 3:** What will we do when there is conflict?

- **Ask,** "What will we do when there is conflict?"
- **Instruct** youth to take a few moments for individual reflection and brainstorming to think about what makes them feel better when there is conflict or when they are not feeling the way they want to feel.

# Group Agreements

Ages 10-18

- **Bring** everyone back together once they had time to think and come back with at least three specific behaviors that help with conflict resolution.
- **Share** an example:
  - The behavior for what to do when you are not feeling respected could be, "I talk to the person who made me feel disrespected to let them know how I feel and try to find a solution together," or, "I seek out a trusted adult and tell them how I am feeling."
- **Write** down the three main conflict resolution behaviors, once the group decides, on the poster board or flip-chart paper.

**Step 4: Formalize the Group Agreements**

- **Say,** "Now that you have answered the three questions, you are on the last step of the Group Agreements process!"
- **Divide** youth into three different groups.
- **Assign** each group one of the Group Agreements questions:
  - How do we want to feel during our Passport to Manhood group?
  - What will we do in order to feel this way?
  - What will we do when there is conflict?
- **Instruct** each small group to review the answers from their assigned question and create a final product that represents the responses for that question that the entire large group will sign.
- **Encourage** groups to be creative! Their Group Agreements could be a poster, an interactive wall, a bulletin board, a video or anything else they can think of.
- **Inform** youth that they do not have to write down everything they came up with while answering the three questions for this final product. They can choose what works best for their group.
- **Instruct** youth that they will have five minutes to create their product.
- After the new Group Agreements product has been created, **tell** each group to add their product to the written Group Agreements.
- **Have** all youth sign each product to show that they are agreeing to the Group Agreements and display all of the products together as the Group Agreements in your program area.
- **Remind** youth that they will see the Group Agreements every time they are in their Passport to Manhood group to make sure they are being followed.
- **Tell** youth the Group Agreements will help them hold themselves and each other accountable, and they can also make updates as needed. If a new youth joins the group, they can add to it.

# Group Agreements

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## 4 Reflection *(5 minutes)*

> ***Facilitator Note:*** *"What" questions ask about what happened during the activity; "So What" questions ask why the learnings from the activity were important; "Now What" questions ask how to apply the learnings from the activity to "real life."*

- **What?** – What did you learn about how people want to feel when they are in Passport to Manhood?
- **So What?** – Why do you think it is important to express how we want to feel? Why is it important to create expectations for how everyone will treat each other in Passport to Manhood?
- **Now What?** – How might hearing how people want to be treated in Passport to Manhood affect the way you treat people throughout the whole Club?

## 5 Recognition *(5 minutes)*

- **Ask** youth to stand in a circle.
- **Say,** "At the end of each of our sessions together, we will recognize and celebrate each other by offering a quick 'PET,' which stands for 'Positive Affirmation, Encouragement or Thankfulness.' PETs are quick ways we can acknowledge each person for something they brought to our session together!"
- **Define** the components of a PET:
  - **Positive Affirmation:** A positive comment for someone else that makes them feel good. For example, "You are such a smart person to have in our group!"
  - **Encouragement:** A word of support to someone who may be feeling low. For example, "Even though you are feeling sad during the session, it helped me feel better when you shared your emotions."
  - **Thankfulness:** Saying thank you to someone for a way they helped you today. For example, "Thank you for helping keep score during our game about emotions today."
- **Ask** a volunteer to go first by offering another person in the circle one of the three kinds of PETs.
  - Youth can choose if they want to share a Positive Affirmation, Encouragement or Thankfulness with another youth; they should not do all three.

**Group Agreements**

Ages 10-18

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- **Ask** the person who received the PET to offer a PET to another youth, and then be seated to indicate they have received the PET.
  - Only those youth who remain standing are eligible to receive a PET as the activity goes on so that everyone has a chance to receive one.
  - Make sure this activity moves quickly; PETs should take no more than 15 seconds per youth.
- After each youth has had a chance to receive a PET, **thank** the group as a whole.

### 6 Closing and Transition *(2 minutes)*

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.

## Group Agreements

Ages 10-18



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# Health and Wellness

Programs in this Core Program Area focus on building the physical, social and emotional wellness of youth. These programs provide opportunities to build the foundational skills of developing relationships, regulating emotions and solving problems. These programs also focus on health promotion skills, such as communication and decision making, through exploring a range of health topics and behaviors, including substance use, sexual behavior and violence. Targeted Programs and High-Yield Activities in this area are linked to the Healthy Lifestyles priority outcome area.

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**HEALTH AND WELLNESS**

BOYS & GIRLS CLUBS

# THERE'S MORE THAN ONE WAY TO BE A MAN

## A TEEN GUIDE FOR EXPLORING CULTURE AND MASCULINITY

THIS BELONGS TO:

PASSPORT TO MANHOOD

# A Note to Advisors

## This guide is not for you

It's written primarily for teens – to prioritize their voices and agency – as they plan and lead a community discussion about masculinity, what it means to "be a man," and how those concepts are influenced by race and other cultural factors. Along the way, participants have a chance to build key social-emotional skills such as teamwork, goal-setting and communication.

The content in this guide is designed to help the teens in your Club's Passport to Manhood group:

- Form a youth planning team
- Define their goals for a community event
- Shape discussion questions
- Promote, facilitate and evaluate their event

While teens can do much of this by themselves, they will likely need your support in key areas, including:

- Facilitating a session to develop Group Agreements if your Passport to Manhood group does not have Agreements in place. (See Appendix I.)
- Determining – based on Club policies and local public health recommendations – whether the event should be held virtually or in-person.
- Securing and booking a location (for in-person events) or accessing technology for a virtual event.
- Ensuring that any virtual event adheres to the safety guidelines outlined in the VirtualClubPlanner.org.
- Promoting the event though the Club's social media and other communication channels.
- Leading participants through a reflection exercise after the event.

As the Passport to Manhood advisor, you should keep a copy of this guide on hand and familiarize yourself with all the steps and requirements of the event-planning process. Boxes labeled "Facilitator's Note" point out specific ways that an adult should support the youth planning team at various phases. Above all, your role as an advisor is to make sure the experience is physically and emotionally safe for participants.

Thank you for supporting teens as they take on this exciting opportunity.

# 1 Intro


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**02** **How to Use This Guide**


# 3 Planning and Hosting Your Event


**04** **Step 1:** Build the Team
**06** **Step 2:** Set Your Goals
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# INTRO

**There's no one right way to be a man. Everyone defines masculinity differently, and individual men and boys have different ways they gain self-esteem, express their emotions, interact with others, and participate in their community.**

Media, stereotypes or other people's expectations – rather than boys' own personal experiences and values – influence their ideas about what it means to "be a man." It's important to explore these ideas with others and learn about the many different ways men and boys express their gender. Then you can choose the ways to express your masculinity – that is, "how to be a man" – that feel authentic, positive and right to you.

Your Passport to Manhood group can invite your peers and community members to the Club or Youth Center to learn more about masculinity, how culture and race affect male identities, and the different ways individuals can choose to "be a man." Follow the steps in this guide to plan and host an event with a panel discussion featuring male leaders in your community.

**By participating in this project, you will achieve the following things:**

- **Plan and host an event with local community members.**
- **Lead a discussion about your community's perceptions, expectations and stereotypes about men and boys, and how you and your peers can change those expectations in positive ways.**
- **Learn new definitions of, and ideas about masculinity and how those ideas are influenced by culture and race.**
- **Reflect on your experiences planning and executing the community event to apply to other situations at the Club or Youth Center, at school or in a future workplace.**

## Goals of Participation

You will also have chances to practice the following skills that are important in the Club, at school and in life:

- Self-Awareness
- Teamwork
- Respect
- Communication
- Perspective-Taking
- Planning
- Goal-Setting

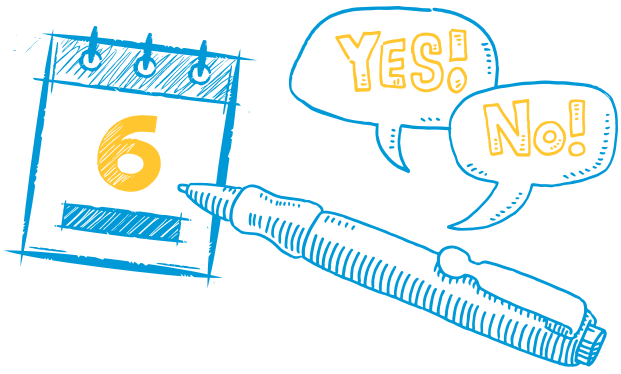
## How to Use This Guide

This resource provides step-by-step guidance to Passport to Manhood participants (that's, you!) to plan and host your event.

First, the guide breaks the whole process down into five steps and explains what you'll need to do for each one. The steps are:

1. Build the Team
2. Set Your Goals
3. Get Organized
4. Go Live!
5. Reflect and Process

Then, an appendix section provides an agenda you can personalize, a "day of" checklist and other samples so you don't have to start from scratch writing speaker invitations, an audience survey and more. There's even an activity for reflecting on your experience and what you've learned after the event is over.



# PLANNING + HOSTING YOUR EVENT

# STEP 1
# Build the Team

Before you begin planning, you'll need to put together a team of people to help you. Follow the steps below to find the members of your Passport to Manhood planning team, and decide ways you will work together to put on this event.

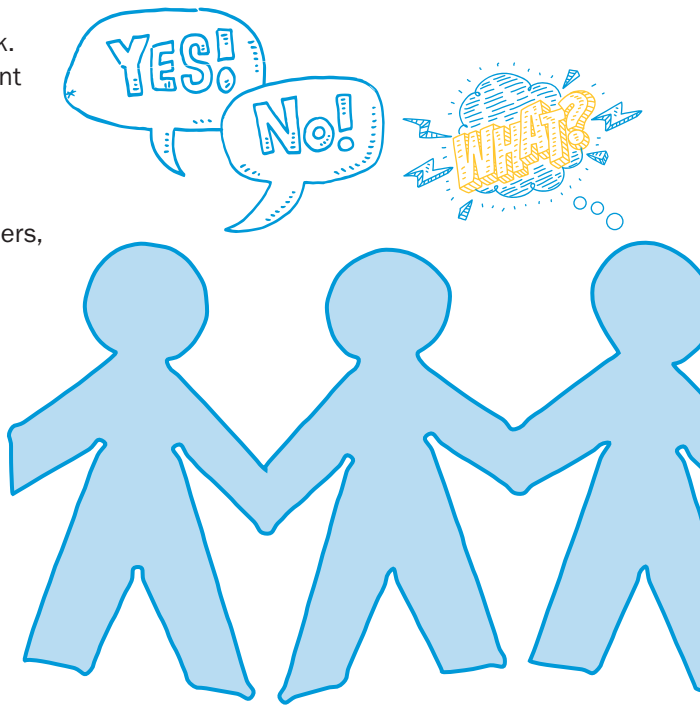
**Form the planning team.** The first step in planning this community event is to decide who will be a part of the planning team. You could ask members of your Passport to Manhood group to be part of your planning team or you could choose to open it up to other members of your Club or Youth Center.

- When you have found members interested in being on the planning team, set a date and time for your first meeting. You could plan your first meeting during or after your Passport to Manhood group session.
- Plan to have 5-10 members on the planning team so that there are enough people for all of the jobs, but not so many that it becomes difficult to make decisions.

**Create Group Agreements.** It will be helpful to develop a set of agreements to help the team interact in respectful and supportive ways. If your Passport to Manhood group doesn't already have a set of Group Agreements, you can create them in your first planning meeting. Ask your advisor to lead you through the process using the Group Agreement session in Appendix I.

**Assign roles.** Once the final members of the planning team have been chosen, make sure everyone has a role that interests them. Consider fair ways to assign roles, including using a sign-up sheet, asking people to volunteer, or having small groups or pairs work together on a single task. Make sure you assign someone – or a team – to each of these important roles. (Find complete role descriptions in Appendix A.)

- **Project Manager** – Leads the planning process and ensures tasks are completed
- **Promotions Team** – Promotes the event in the Club, with key partners, and on the Club's social media channels
- **Guest Services Team** – Reaches out to the guest speakers and greets them on arrival
- **Facilitation Team** – Leads the live conversation during the event
- **Note Taker** – Keeps records of all decisions that were made during meetings and key actions to take
- **Evaluation Team** – Creates and distributes the audience survey



## Step 1, Cont.

**Build a timeline.** Give yourself at least six weeks to plan, ensure guest speakers are available and promote the event. Set goals to complete certain tasks each week. Start with this sample timeline; write in specific dates for each week and add additional tasks or notes as needed.

| | |
|---|---|
| Week 1 | • Establish planning team<br>• Set event goals |
| Week 2 | • Develop social media plan<br>• Check in with advisor |
| Week 3 | • Promote event<br>• Write evaluation survey |
| Week 4 | • Order materials for the event (food, decorations, supplies, technology rental)<br>• Check in with advisor |
| Week 5 | • Confirm roles for the day of the event |
| Week 6 | • Set up event space<br>• Go live! |
| Week 7 | • Reflect and process |

# STEP 2
# Set Your Goals

Next you'll want to narrow down the theme of your event. Decide what you want attendees to get out of the event and set a goal to make it happen. Determine the best people to serve on your discussion panel.

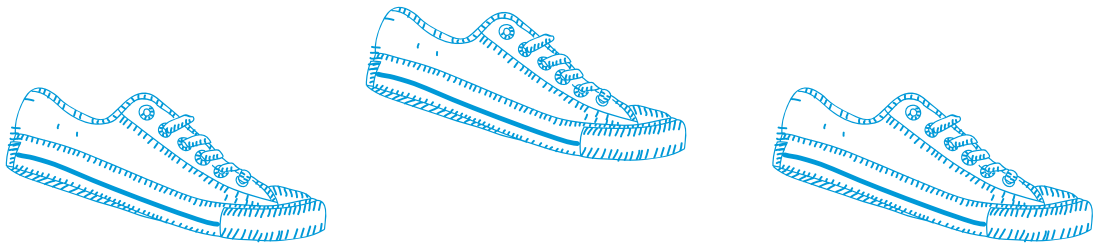
**Choose your goals.** Decide the purpose of this event for your Club or Youth Center. The broad goal is to explore masculinity, culture and race – but you have choices about how to structure the conversation. Since you won't have time to cover every idea in a single event, what are a few key things you'd really like to discuss or learn more about? Ask for input from people at your Club who aren't on the planning team but may have questions or ideas they want to learn more about.

Here are some sample goals you might choose:

- To discuss the many positive ways masculinity may be demonstrated, in order to broaden our concept of what it means to "be a man."
- To discuss the ways our culture affects how we think men and boys should act.
- To discuss the ways race, including racial stereotypes, affects how we define masculinity.

**Choose your questions.** The main activity of your event will be a panel discussion with local male leaders. Once you've narrowed down your goal, decide what key questions you would like to discuss with the local leaders and Club leaders who will serve on your panel. Think of the kinds of questions they might ask a guest speaker who is there to talk about masculinity. Example questions could include:

- How do you define masculinity? What does, "Be a man," mean to you?
- How do you demonstrate respect for people who express their gender differently than you? In what ways are you inclusive and welcoming of all men?
- How does your expression of masculinity affect others?
- How does your race, and stereotypes about your race, influence your masculinity? Are these positive or negative influences on your masculinity?



## Step 2, Cont.

- What are some of the key characteristics or traits of being a man? In what ways does your culture influence this?
- Men are often made fun of for showing emotion. They feel like they can only show one type of emotion, such as anger. How do you show emotion? In what ways have you benefited by showing emotions to others?
- Many men feel like the only way to be a leaders is to make a lot of money or have a high-influence career. Do you think that's true? Why or why not?
- Many men feel like they have to be providers for those they care about. Do you think that's true? Why or why not?

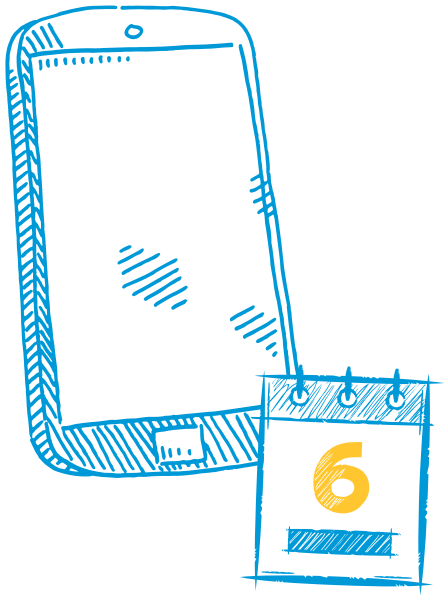
**Choose your panelists.** After you decide on the goal of your event, you will have a better idea of which guest speaker to invite. Make sure you have a diverse group of speakers, including local leaders and Club leaders who can provide different perspectives on masculinity. This will create thoughtful dialogue in which all attendees feel like they can learn something. Consider inviting:

- A local artist or someone who works in a creative field
- A college professor
- A local business person
- A professional working in wellness (e.g., yoga instructor, therapist or counselor)
- A local politician or community activist

When you're ready to send out speaker invitations, use the sample in Appendix B. When guest speakers confirm their attendance, ask for their bios so you can say something about them and their background at the event. Provide them with details about how your event will be organized and what they can expect.

# Step 3
# GET ORGANIZED

After you nail down your event goals, you can plan the logistical details of your event (e.g., the who, what, when and where)! Decide what to include in your agenda, and promote your event!



**How big will it be, and where?** Discuss locations or virtual platforms with your advisor. If it is safe to have an in-person event, you can request to host it at your local Clubhouse or Youth Center. If not, your advisor can help you find a way to host it virtually.

Consider the following as the planning team chooses a space:

- Make sure the platform you are using meets the safety guidelines and encourage people to register.
- Make sure the number of people you're inviting can fit comfortably and safely in the space.
- Make sure the space is accessible for all people and seating is available.
- Make sure you have access to technology – specifically microphones – so guest speakers can be easily heard.
- Based on your goals, will you have a fun name or theme for your event? If so, decide on the theme now and find or buy any materials you may need to support the theme.
- It's important to know who you will invite to participate in your event to make sure your location is the right size. Make sure you've decided whether you'll be inviting the following groups to account for the room size: other Clubs and Youth Centers near you, families, other after-school Clubs or sports teams.

## Ask Your Advisor

An adult should determine whether your event is in-person or virtual, and help you choose an appropriate venue or technology platform. For an in-person event, you need a location that:

- Can comfortably and safely fit the attendees
- Has easy-to-use technology
- Is accessible for all people
- Is free or low-cost

If the event will be virtual, your advisor should review BGCA's policies for safe virtual experiences at **VirtualClubPlanner.org**.

PLANNING AND HOSTING YOUR EVENT



**Fill in your event agenda.** To make this event fun and meaningful, use the "fill in the box" agenda in Appendix C. The recommended agenda includes the following components (each can be adapted for virtual facilitation):

- **Warm Welcome** – Greet people in a friendly way.
- **Community Builder** – Break the ice and help people feel comfortable with each other.
- **Group Agreements** – Provide guidelines for how to interact with others.
- **Main Activity** – Panel discussion
- **Reflection** – Provide time for attendees to think and/or talk about what they just heard.
- **Recognition** – Acknowledge the powerful conversation and exchange of ideas that has just taken place.
- **Closing** – Thank the panelists and participants.

**Promote your event.** It's important to let people know about your event. Marketing is how you spread the word about your event to potential attendees. The more time you spend promoting the dialogue, the more likely people are to attend. Make sure you have several ways to promote your event, such as flyers, social media posts, Club or community announcements, and messages that go out regularly to Club members and their families. Some examples are provided in Appendix E. Use promotion opportunities that match your goals and the audience you're trying to reach.

**Create an audience survey so you can evaluate your event.** At the end of your event, you'll want to know how the attendees felt about it. Create and hand out a survey that allows people to provide feedback on the event and key things they've learned. You can use the evaluation survey template provided in Appendix H as an example and make small changes so that it fits your Club or Youth Center. Evaluating your event is critical so you know how to make changes for future events.

## Ask Your Advisor

Talk to your advisor about promoting your event through your Club's social channels.

# Step 4
## GO LIVE!

After all your hard work, the day of your event is finally here! Use the tips below to help you during your event.

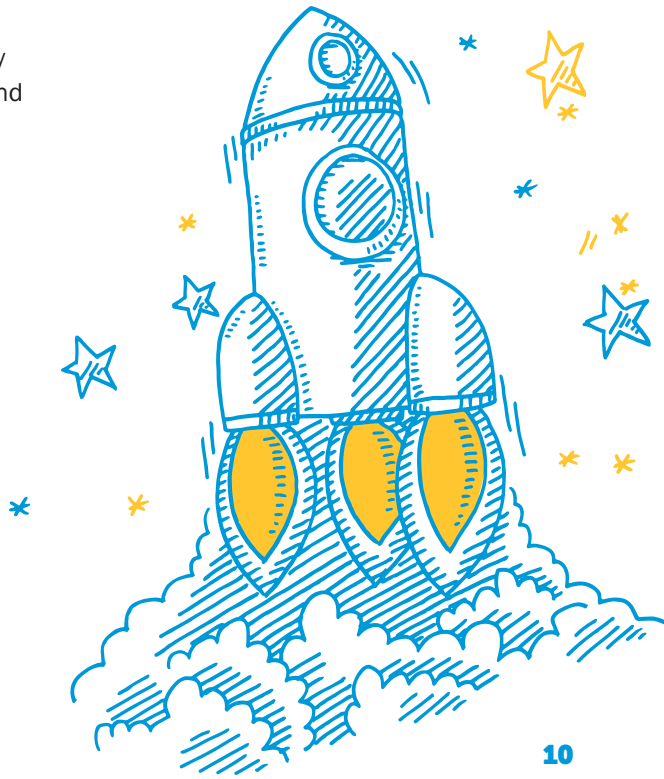
**Set up a tech rehearsal.** If your event is virtual, a tech rehearsal will allow you to practice using technology. A tech rehearsal will also allow the facilitator to practice their script.

**Use your event checklist.** You may be feeling overwhelmed on the day of the event. Using a checklist will help you remember all the details. Use Appendix F to make sure you have everything you need.

**Remember these important tips:**

- Speak slowly and with confidence.
- Practice in advance. Many parts of your event will be scripted so you will have a chance to review and practice. Review the bio of each guest, the instructions for the activity you're leading, or the questions for the panel in advance.
- Expect that things will not go as planned. When you anticipate the bumps, you can more easily come up with creative solutions.
- Have fun! This event is designed to let you demonstrate your leadership in the community. When you have fun, your attendees will also.

**Distribute and collect follow-up surveys.** Print copies of your survey or set up a digital way to collect feedback. For paper surveys, assign a team member to distribute and then collect them. Leave time for attendees to fill out the surveys. Make sure they know where to submit them before they leave. If the event is virtual, put the link to the survey in the chatbox. Remind people to fill it out before they log off!



## Step 5
# Reflect and Process

This section of the Event Guide is intended to be used a week after the event has taken place. This gives the planning team member or advisor time to review and compile the feedback from the evaluation surveys.

**Do a post-event reflection activity.** It's important to think about how the event went when it's over. Reflection is an opportunity to consider the impact the event had on your own life. Take time to reflect with your planning team or Passport to Manhood group. Use the activity in Appendix H. Ask your advisor to lead the activity if you would rather have all group members participate.

**Read the surveys.** Take a minute to review the feedback from your attendees. Use the feedback to consider things that were successful and things you might change. Have the Note Taker record successes to use for your next event. Discuss the impact the event had on your community.

**Send thank-you notes to speakers.** Don't forget this essential step! Sending a thank you is a kind and respectful way to show your appreciation for guest speakers. Consider including a positive remark from the evaluation surveys to demonstrate their impact. If your Club has a budget, consider a small thank-you gift too.

**Promote any exciting lessons learned or impactful stories with the community.** The promotions team should create a way to share exciting snippets from the event on social media or other public channels.



# APPENDIX

# APPENDIX A
# Key Roles and Responsibilities

An organized and dedicated planning team is essential to the success of your event. Here are some possible leadership roles to include on your team. You may already have individuals or committees playing some of these roles in your Passport to Manhood program. As your team divides roles, make sure that you and your peers find ways to align each role with their strengths.

## Project Manager

**(one or two people who will share a leadership role)**

- Guide the planning process
- Ensure that tasks are completed
- Serve as the key contact to answer questions and confirm event attendance
- Help team implement "next steps" after the event

## Facilitation Team

**(two to three people; along with others who may have small roles during the event)**

- Lead audience through the Community Builder
- Facilitate and inspire discussion among participants
- Keep the conversation focused on the topic
- Pose discussion questions

## Promotions Team

**(one to three people)**

- Market and promote the event
- Record and photograph the event and, if desired, the process of producing the event
- Develop social media plan
- Prepare press release

## Note Taker

**(one person)**

- Record key points of the discussion
- Organize notes to present to others
- Present findings and help guide next steps after the event

## Guest Services Team

**(two to three people)**

- Welcome and assist arriving participants
- Introduce the intent and goal of the event
- Introduce speakers

## Evaluation Team

**(one to two people)**

- Pass out and collect surveys
- Compiles survey data or questions
- Drafts the evaluation survey and distributes it during the reflection session
- Helps group think about next steps

# APPENDIX B
# Sample Guest Speaker Invitation

Dear (Insert Name),

On behalf of the (Insert name of Boys & Girls Club Organization), we want to extend an invitation to your group to join a special event our Club is hosting, a youth-led conversation focused on exploring and expanding definitions of masculinity.

The goal of our event is to present various definitions of positive masculinity and discuss how culture, stereotypes and race influence the ways men express their gender. We hope to create a conversation that is collaborative, safe and respectful as we build community and support the members of our Passport to Manhood group as they express their masculinity in independent ways.

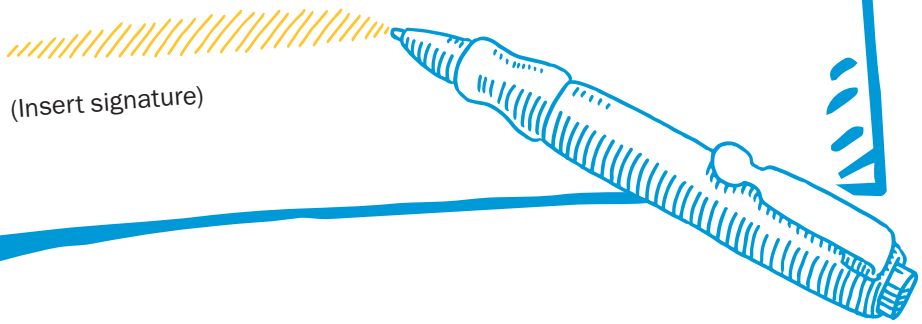
This event is entirely youth-led, and we appreciate your support of our Passport to Manhood members in planning and facilitating this important conversation. Below you will find key details for our event.

(Insert name, date, time, location and contact person).

If you are interested in attending, RSVP by (insert date) to (contact person). We are excited to have you join the conversation and look forward to hosting you.

Kind regards,

(Insert signature)



# APPENDIX C
# AGENDA

Fill in your event details on this sample agenda. You may choose to use the scripting and other suggestions provided for each event component or replace with your own. After the agenda, you'll find complete instructions for the Community Builders and Reflection Activities. (Choose one of each or create your own.) Choose one Recognition Activity or create your own.

## Event Components

### 1. Warm Welcome (as attendees enter)

Start the event by making sure each person who attends feels welcomed and appreciated and the environment of the event feels inviting and inclusive.

Here are a few ideas to create a space like this:

- Play music as people enter.
- Have several people assigned as greeters to welcome each participant. Talk to each person who attends in a meaningful way. If you're virtual, assign someone to greet attendees in the chatbox.
- Have a name badge station for each attendee to create their nametag for the event.
- If you're using a slide presentation, upload photographs of the members of your Passport to Manhood group.

**Person/People Responsible:** _____ _____ _____

### 2. Community Builder (15 minutes)

Start the event by welcoming all attendees. Explain that you will open the event with a Community Builder to break the ice, and help attendees get to know each other.

**Suggested Script:**

"Welcome to our community conversation about culture and masculinity (or alternative event name here), sponsored by the (Club or Youth Center name here). We're very glad you've joined us. My name is (name here), and we'll get started by leading you in a community building activity to break the ice and make introductions."

**Person/People Responsible:** _____

_____

_____

**Options:**

Select **one** of the Community Builders in Appendix D to use at the start of your event or pick one of your favorites that your Club or Youth Center uses often. Instructions for leading the Community Builder are included after this agenda:

- ☐ **Good to Meet You, Gotta Go!**
- ☐ **All My Friends and Neighbors**
- ☐ **What Matters to Me?**

### 3. Group Agreements (5 minutes)

It's important that you establish some expectations for how attendees will interact with each other during the event. These expectations should focus on how participants will engage during the panel and discussion. Start by introducing the following Group Agreements and add any that are specific to your Club or Youth Center.

Make sure to include:

- One person speaks at a time
- Share the mic
- Disagree respectfully
- Be willing to learn new ideas
- (Insert additional Group Agreements that are important to your Club here)

Consider writing these down on flip-chart paper, typing them into the chatbox, or having them on a PowerPoint in the background so you and your attendees can refer to them during the event.

**Suggested Script:**
Before we begin, we want to make sure that we're setting expectations for our conversation this evening. Let's take a look at the Group Agreements that we are committing to following today. (Go over the Group Agreements list.) Are there others you would like to add?"

**Person/People Responsible:** _____ _____ _____

### 4. Main Activity (25 minutes)

The Main Activity is the main portion of your event. Your Club or Youth Center can have a lot of influence over what gets covered in this section based on your guest panelists and the questions you prepare in advance. Make sure it includes the following components:

**Facilitator Introduction:** Introduce yourself and share a bit about yourself and your role on the planning team.

**Speaker Introductions:** Introduce each speaker by reading their bios. Make sure you ask for these in advance.

**Facilitated Questions:** Ask the pre-prepared questions that your team chose in the "Set Your Goals" section. Make sure all the guests have at least one question or allow all guests to respond. If it feels appropriate, provide short responses to the guests after they answer.

**Audience Q&A:** Make sure the audience has time to ask a few questions. If you'd like to screen these in advance (or if your technology would make it difficult to hear), ask attendees to put their questions on index cards and hand them to the facilitator to read. In a virtual event, the facilitator can choose from questions that audience members type into the chat feature.

**Person/People Responsible:** _____ _____ _____

## 5. Reflection (10 minutes)

**Suggested Script:**

"To give all of you a chance to talk about what you heard during today's discussion, we'll be leading an activity focused on reflecting and sharing."

**Person/People Responsible:** _____

_____

_____

**Options:**

Choose **one** of the three reflection activities below to gain more meaning from the session. Instructions for leading the Reflection Activity are included after this agenda:

- ☐ **I Like, I Wish, I Wonder**
- ☐ **Reflection Snowballs**
- ☐ **Elevator Pitch**

## 6. Recognition (5 minutes)

**Suggested Script:**

"Before we close, let's take a minute to celebrate and recognize each of you for your willingness to be open and contribute to today's conversation as a participant."

**Person/People Responsible:** _____

_____

_____

**Options:**

Choose **one** of the three recognition activities below to lead with the attendees to thank them for their contributions:

- ☐ **Group High Five:** Ask each attendee to high five into the air at the same time (on the count of three)!
- ☐ **Group Thanks:** Ask each person to say "thank you" to the person sitting on their right and left. They can even add a compliment if they would like.
- ☐ **Special Club Ritual:** If your Club or Youth Center has a special way to recognize members, use it to close out the event.

# APPENDIX D
# Community Builders and Reflection Activities

## Community Builders

### Good to Meet You, Gotta Go

This is a good introductory Community Builder if you have a very large audience or you have a group that is unfamiliar with one another.

- **Ask** attendees to stand in a circle.
- **Ask** each person to introduce themselves to someone else by sharing their name and one thing they like to do (it can be serious or silly). For example, "My name is Christopher and I like to play video games," or "My name is Tyrik and I like to draw comic book illustrations."
- **Instruct** each person to listen carefully to their partner as they introduce themselves because they will need to assume this person's identity when they find a new partner.
- **Ask** each person to find a new partner and introduce themselves as the person they just met. They should then share the same fact they told the last person.
- **Ask** participants to walk freely around the room and continue to meet new people. They should always introduce themselves as the person they most recently met. Allow the participants to play the game for five minutes.
- **Call** the group back together and ask for a volunteer to tell the last person they met that person's special fact. Allow that person to raise their hand and be identified.
- **Ask,** "What did it feel like to pretend to be someone you weren't?" Let a few participants respond.
- **Summarize** by saying, "Sometimes our understanding of being a man is influenced by what others think. One way to be authentic to yourself is to define your masculinity for yourself."

### All My Friends and Neighbors

This activity is another fun way to help participants learn a little bit about each other before the discussion starts.

- **Ask** participants to stand in a circle.
- **Ask** one volunteer to stand in the middle. This person will be "it."
- **Instruct** the person in the middle to say, "I'm looking for all my friends and neighbors who…" and then fill in the blank with something that applies to them, such as, "love to play baseball," "have traveled to at least three states," or "go to Chapelville Academy."
- **Explain** that everyone in the circle who matches the description, including the person in the middle, must step into the middle of the circle and switch spots with another vacant space.
- **Explain** that the last person to find a new space is left as the new "it" person in the middle.

- **Allow** participants to play the game for five minutes.
- **Ask,** "Did playing this game feel more like cooperation or competition?" Allow a few participants to respond.
- **Summarize** by saying, "One way we can demonstrate male leadership is by supporting other men. Let's consider the ways we cooperate to support each other and our communities."

**What Matters to Me?**

This Community Builder is the most intense, and therefore is best for a group in which participants know each other well. This option works great as a Virtual Community Builder. Allow youth attendees to work together in a large digital group to rank their values and discuss.

- **Divide** attendees into three groups. Ask attendees to count off as, "Lions," Tigers" or "Bears." Ask each group to sit together and introduce themselves.
- **Give** a set of value cards to each of the three groups.
- **Ask** each group to discuss the values on the card and then work together to put the values in order based on what is most and least important to them.
- **Remind** attendees that there are no right or wrong answers. Acknowledge that it's okay if they disagree about which value is most important.
- **Give** attendees eight minutes to discuss and order their values and then call the group back together.
- **Ask,** "What values were most important to you? Were these the same or different than the values of your group?
- **Summarize** by saying, "It's okay to disagree with others about which values are important because everyone is different. We come from different families, different cultures and different perspectives. Our values play a big role in how we think about masculinity."

## Reflection Activities

**I Like, I Wish, I Wonder**

- **Provide** participants with three sheets of scrap paper and ask them to write down short, bulleted answers to the following prompts based on the ideas that were discussed during the event:
  - I liked ...
  - I wish ...
  - I still wonder ...

- **Ask** participants to make two concentric circles. One circle should be inside the first. The participants in the outside circle should face the inner circle and the participants in the inner circle should face outward toward a person in the outside circle.
- **Ask** participants to share what they "liked" with their partner in the circle.
- **After** one minute, ask the outside circle to move one person to the left, so that each person has a new partner.
- **Ask** participants to share what "they wish" with their new partner in the circle.
- After one minute, **ask** the outside circle to move a final time to the next person on their left, so they have a third and final partner.
- **Ask** the last set of partners in the circle to share what they "still wonder."

**Reflection Snowballs**

- **Ask** participants to write down something they thought was interesting or something they learned from the event on a piece of paper. Ask participants not to sign their name.
- **Tell** participants to ball up the piece of paper so it looks like a snowball.
- **Ask** participants to make a circle and bring their snowballs with them.
- **Ask** participants to toss their snowballs into the middle of the circle.
- **Ask** each participant to pick up someone else's snowball and come back to the circle.
- **Ask** each person to take turns reading the snowball they selected out loud. They should then add a follow-up thought, such as whether they agree and why.
- **Continue** reading individual snowballs until you run out of time.

**Elevator Pitch**

This one is best for virtual facilitation! Allow attendees to write down their ideas and share their pitches.

- **Explain** to participants that "elevator pitches" are quick ways to explain an idea to someone in the time it takes to ride an elevator.
- **Ask** each person to summarize a new idea they learned in under 60 seconds.
- **Give** participants three minutes to draft their idea.
- **Ask** participants to find a partner. They should do this by finding another person whose first name starts with the same letter as their own. If they can't find someone, they can use their last names.
- **Ask** participants to share their "elevator pitch" with their partner. Their partners should share what they liked about the pitch.

# APPENDIX E
# Sample Social Media Posts



# APPENDIX F
## Day of the Event Checklist

Preparing a checklist for the day of your event will help make it run more smoothly. As you build your timeline, it may be helpful to create a checklist of everything your planning team will need to consider, prepare and plan to facilitate the event. Your checklist might include:



# APPENDIX G
# Post-Event Reflection Activity

**TIME**
20 minutes

### Materials
- Flip-chart paper
- Markers (one per participants)

## Preparation:
Label each flip-chart paper with one of the following and place them around the room.

- How did the event impact you?
- How did the event impact how you think about yourself as a leader at school?
- How did the event impact how you think about yourself as a leader in your future career?

## Instructions:
- **Distribute** a marker to each young person and ask them to walk individually to each poster.
- **Ask** participants to write a few words, or draw an image about how planning and leading the event impacted them, their thoughts about their academic self, and their future as a professional.
- **Give** youth about five minutes to complete each poster. Play soft music while they write to encourage them to do this task individually, without talking to others.
- At the end of the five minutes, **ask** participants to walk around the room and see what all of their peers wrote. After they've walked around, ask them to stand by the poster they liked the most.
- **Ask** participants the following discussion questions:
  - What do you like best about the reflections that are on this poster?
  - In what ways did planning and leading the event impact you?
  - In what ways did planning and leading the event impact how you think about school?
  - In what ways did planning and leading the event impact how you think about your future career?
- **Thank** participants for sharing their reflections.
- **Tell** them that you're available to continue the conversation if needed.

# APPENDIX H
## Sample Survey

| Circle how much you agree or disagree with the following statements: | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| There are many ways to express masculinity | 1 | 2 | 3 | 4 |
| I feel confident in the ways I express my masculinity | 1 | 2 | 3 | 4 |
| I can express my masculinity in positive ways | 1 | 2 | 3 | 4 |
| I can "be a man" in ways that have a positive impact on others | 1 | 2 | 3 | 4 |
| I can describe how stereotypes affect society's views on masculinity | 1 | 2 | 3 | 4 |
| I can ignore the ways stereotypes may negatively impact the way I express my masculinity | 1 | 2 | 3 | 4 |
| My culture plays a positive role in the way I express my masculinity | 1 | 2 | 3 | 4 |
| I respect how others demonstrate their masculinity | 1 | 2 | 3 | 4 |
| Share one thing you learned | | | | |
| Share one thing you can't wait to tell a friend or family member | | | | |

# APPENDIX I
# Building Our Group Agreements


**TIME**
60 minutes


**SIZE**
5-25


**HANDOUTS**
None

### Supplies Needed
- Paper
- Writing utensils (1 per youth)
- Markers/crayons/colored pencils
- Sticky notes
- Poster board/flip-chart paper
- Stickers, glitter, glue (optional)

### Links to Resources
- YDToolbox: **ydtoolbox.goodbarber.com** (or download from the Apple Store or Google Play)
- **BGCA.net/ClubClimate**

### Social–Emotional Skills
- Youth Connections
- Adult Connections
- Identifying Emotions
- Communication

### Key Terms
None

## Session Objective: Youth will create Group Agreements.

### Preparation
Have supplies laid out and available for youth to use and create a space for youth to work.

***Facilitator Guidance for Group Agreements Session***
- Group Agreements are a shared vision created by a group to build an emotionally supportive environment. The Group Agreements focus on feelings and behaviors that help to create the expectations for how everyone will treat each other.
- It is a tool that can bridge the gap between how youth are feeling and how they want to feel. Agreements allow youth to define what feeling emotionally safe means to them and how they can support each other.
- It's important for youth who work together in a program area to complete Group Agreements as a way to build a safe, positive emotional climate and bolster group connection in the program.
- Be ready to review how Agreements differ from rules. Most rules are meant to keep everyone in the Club or Youth Center physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club or Youth Center, and that's where Group Agreements come in.

### 1 Warm Welcome *(2 minutes)*
- **Greet** youth by name as they enter your program area.
- **Engage** in meaningful conversation.

***For virtual facilitation***
- **Greet** attendees warmly as the session starts or the video begins.
- **Ask** youth to greet each other in the chat box.
- **Consider** playing music through your computer as another way to welcome youth into the virtual space.

## 2 Community Builder: Food Moods *(10 minutes)*

- **Ask** youth to say their name and list their favorite food.
- **Encourage** them to include a special dish that their family makes or a meal at their favorite restaurant. They can also just type their favorite food.
- **Say,** "Think about how you're feeling today. Then, think about what kind of food this is most like. For example, are you feeling like spaghetti noodles because you're feeling a bit sad and droopy? Or are you feeling like popcorn because you're bursting with energy?"
- **Give** youth a moment to think about their food mood.
- **Ask** youth to go around the room and share their food moods with the large group.
- **Remind** youth that they can choose to share why they selected their food or not.

## 3 Main Activity: Building Our Group Agreements *(35 minutes)*

***Introduce Youth to the Activity (5 minutes)***

- **Say,** "For this next activity we are going to talk about how we want to feel and treat one another in our Passport to Manhood group in order to make sure that it is a safe space to share and do activities with each other."
- **Say,** "Everyone take a minute to think about the rules in our Club. What are some Club rules you can think of?"
- **Allow** youth time to respond and thank them for participating. Examples:
  - Don't run inside.
  - No fighting.
- **Say,** "Most rules are meant to keep everyone in the Club or Youth Center physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while here."
- **Say,** "We are going to create Group Agreements that help us define what it means for us all to feel emotionally safe. We will share how we want to feel and create expectations for how everyone will treat each other in our Passport to Manhood group."
- **Say**, "We are going to answer the following three questions:
  - How do we want to feel during our Passport to Manhood group?
  - What will we do in order to feel this way?
  - What will we do when there is conflict?"

***Step-by-Step Directions (25 minutes)***

> ***Important Note About Emotional Safety:*** *Be an active listener during this activity. Pay attention to red flags that could indicate safety issues. Be sure to follow your Club or Youth Center's policy for mandated reporting if a young person discloses anything related to abuse, neglect or their personal safety.*

**Step 1:** How do we want to feel during our time together?

- **Ask,** "How do we want to feel in our Passport to Manhood group?"
- **Instruct** youth to take a few moments to personally reflect on how they are CURRENTLY feeling while they are at the Club or Youth Center.
- **Have** youth draw a T-chart on a piece of paper and write, "How I currently feel at the Club" on the top left-hand side of the chart.
- **Tell** youth to write down three-to-five words that describe how they currently feel in the left column.
- **Give** youth a few moments to personally reflect on how they WANT to feel when they are at the Club or Youth Center in their Passport to Manhood group.
- **Tell** youth to write, "How I want to feel in my group" on the top right-hand side of the T-chart.
  - Tell youth to think about how they want to feel, especially when sharing their thoughts in group discussions.
  - If youth have a positive feeling in their "Current" column, encourage them to write that feeling in their "Want" column, too.
  - If youth have a negative feeling in their "Current" column, encourage them to think about what feeling would help them counter their current emotion.
- **See** the example below:

| How I currently feel at the Club | How I want to feel in my group |
|---|---|
| • Sad<br>• Disrespected<br>• Left Out | • Happy<br>• Respected<br>• Included |

- **Distribute** five sticky notes to each youth.
- **Have** youth transfer the words that they want to feel while in their Passport to Manhood group from the right column of the T-chart onto separate sticky notes.
- **Write** the heading, "How We Want to Feel in Our Group," on a dry-erase board/chalkboard or flip-chart paper.
- **Instruct** youth to post the feeling words they came up with on the dry-erase board/chalkboard or flip-chart paper.
- **Review** the sticky notes as a large group and collectively narrow down the top five feelings that your group shares.
- **Write** these five shared group feelings down on a poster board or flip-chart paper.

**Step 2:** What will we do in order to feel this way?

- **Ask,** "What will we do in order to feel this way?"
- **Divide** youth into small groups or pairs and assign each group one of the five feelings words.
- **Instruct** each group or pair to come up with at least two positive behaviors that would help the group feel this way.
    - For example: If the feeling word is "Respected," the behavior could be, "We make sure everyone has a chance to be heard by taking turns."
- **Give** the groups or pairs two-to-three minutes to come up with their responses.
- **Bring** the whole group back together and discuss the behaviors that their small group created.
- **Write** these behaviors down on the poster board or flip-chart paper.
- **Create** specific and realistic behaviors for the Agreements that are easy to measure against to make sure youth stay on track.
    - For example: Instead of "Be nice to everyone," a more specific behavior could be, "Take time to talk to someone in the group if you notice they are having a bad day."

**Step 3:** What will we do when there is conflict?

- **Ask,** "What will we do when there is conflict?"
- **Instruct** youth to take a few moments for individual reflection and brainstorming to think about what makes them feel better when there is conflict or when they are not feeling the way they want to feel.

- **Bring** everyone back together once they had time to think and come back with at least three specific behaviors that help with conflict resolution.
- **Share** an example:
  - The behavior for what to do when you are not feeling respected could be, "I talk to the person who made me feel disrespected to let them know how I feel and try to find a solution together," or "I seek out a trusted adult and tell them how I am feeling."
- **Write** down the three main conflict resolution behaviors, once the group decides, on the poster board or flip-chart paper.

**Step 4: Formalize the Group Agreements**

- **Say,** "Now that you have answered the three questions, you are on the last step of the Group Agreements process!"
- **Divide** youth into three different groups.
- **Assign** each group one of the Group Agreements questions:
  - How do we want to feel during our Passport to Manhood group?
  - What will we do in order to feel this way?
  - What will we do when there is conflict?
- **Instruct** each small group to review the answers from their assigned question and create a final product that represents the responses for that question that the entire large group will sign.
- **Encourage** groups to be creative! Their Group Agreements could be a poster, an interactive wall, a bulletin board, a video or anything else they can think of.
- **Inform** youth that they do not have to write down everything they came up with while answering the three questions for this final product. They can choose what works best for their group.
- **Instruct** youth that they will have five minutes to create their product.
- After the new Group Agreements product has been created, **tell** each group to add their product to the written Group Agreements.
- **Have** all youth sign each product to show that they are agreeing to the Group Agreements and display all of the products together as the Group Agreements in your program area.
- **Remind** youth that they will see the Group Agreements every time they are in their Passport to Manhood group to make sure they are being followed.
- **Tell** youth the Group Agreements will help them hold themselves and each other accountable, and they can also make updates as needed. If a new youth joins the group they can add to it.

## 4 Reflection *(5 minutes)*

> ***Facilitator Note:*** *"What" questions ask about what happened during the activity; "So What" questions ask why the learnings from the activity were important; "Now What" questions ask how to apply the learnings from the activity to "real life."*

- **What?** – What did you learn about how people want to feel when they are in Passport to Manhood?
- **So What?** – Why do you think it is important to express how we want to feel? Why is it important to create expectations for how everyone will treat each other in Passport to Manhood?
- **Now What?** – How might hearing how people want to be treated in Passport to Manhood affect the way you treat people throughout the whole Club?

## 5 Recognition *(5 minutes)*

- **Ask** youth to stand in a circle.
- **Say,** "At the end of each of our sessions together, we will recognize and celebrate each other by offering a quick 'PET,' which stands for 'Positive Affirmation, Encouragement or Thankfulness.' PETs are quick ways we can acknowledge each person for something they brought to our session together!"
- **Define** the components of a PET:
  - **Positive Affirmation:** A positive comment for someone else that makes them feel good. For example, "You are such a smart person to have in our group!"
  - **Encouragement:** A word of support to someone who may be feeling low. For example, "Even though you are feeling sad during the session, it helped me feel better when you shared your emotions."
  - **Thankfulness:** Saying thank you to someone for a way they helped you today. For example, "Thank you for helping keep score during our game about emotions today."
- **Ask** a volunteer to go first by offering another person in the circle one of the three kinds of PETs.
  - Youth can choose if they want to share a Positive Affirmation, Encouragement or Thankfulness with another youth; they should not do all three.

- **Ask** the person who received the PET to offer a PET to another youth, and then be seated to indicate they have received the PET.
  - Only those youth who remain standing are eligible to receive a PET as the activity goes on so that everyone has a chance to receive one.
  - Make sure this activity moves quickly; PETs should take no more than 15 seconds per youth.
- After each youth has had a chance to receive a PET, **thank** the group as a whole.

## 6 Closing and Transition *(2 minutes)*

- **Ask** youth to clean up the space and be sure to put all the materials in designated spaces.
- **Provide** youth with clear instructions for the transition to their next program area or activity.



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