


A Young Man's Guide to Self-Mastery




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Today's Training




- AYMG is a manualized curriculum that includes a facilitator's guide and workbook
- Purchasing materials is not required for the training
- As a result of this training you will have some exercises and tools you can use with clients

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Safety Plan

Some things you can do if you experience triggers or discomfort



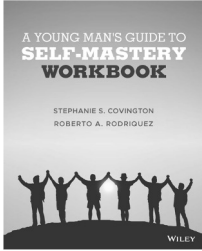
- Breathing
- Safe place in your imagination
- Seeking support
- Grounding exercise
- Self-soothing
- Prayer, meditation

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A Young Man's Guide to Self-Mastery

- Four Modules
- Myself
- Communications and Connections
- Relationships
- Healthy Living




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Training Structure


- Description and Background Information
- Facilitation and Co-Facilitation
- Large Group Exercises
- Small Group Activities
- Large Group Processing
- Implementation



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What would you like to take away from this experience?




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Objectives

- Introduce and describe the AYMG curriculum
- Provide interactive opportunities for learning
- Provide key take-aways for implementation
- Provide interactive exercises participants can use immediately




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Introduction for the Facilitator

Part 1: Trauma in the Lives of Boys and Young Men
 Part 2: Theoretical Foundation
 Part 3: The Program




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Introduction & Description

- Facilitator’s Guide and an interactive Participant’s Workbook
- Created to help participants explore issues relevant in their world
- Utilizes strength-based approaches to help build resilience
- Can be used in outpatient and residential treatment centers, schools, correctional facilities, and private practice
- Can be adapted for use with individual clients



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Introduction & Description (cont.) 

- Provides a basic understanding of the issues that the participants raised as boys or young men face
- Includes 14 sessions in 4 modules
- Each module provides introductory material for facilitators and describes theoretical concepts while offering guidelines for conducting group sessions and activities
- Includes 8 appendices containing supplemental and optional materials for certain sessions and activities

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Overview of Sessions 

- Quiet time & Grounding
- Check-in
- Sharing Reflections
- Interactive lectures, small and large group discussion
- Creative arts activities and presentations
- Grounding & Reflection
- Between-Sessions Activity & Closing

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Considerations For Facilitators 

- Reliability
- Emotional consistency
- Predictability and structure
- Style
- Cultural awareness
- Collaborative leadership
- Trauma and re-triggering awareness

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Considerations For Facilitators (cont.) 

- Conflict tolerance
- Preparedness
- Welcoming and dealing with challenges
- Active participation in self-care
- Clinical supervision & consultation
- Reframing participant's behaviors as adaptations to adverse experiences and/or trauma

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Gender and Gender Expression 

Some shifts that have become evident in society are touched on throughout this work. In today's world, young people especially are looking at a variety of ways to express gender.

- Gender and Gender Expression land on a spectrum
- Gender is no longer discussed as being binary, simply male and female
- New terminology examples: Gender Fluid, Non-Binary, Trans

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Gender and Gender Expression (cont.) 

Considerations For Facilitators

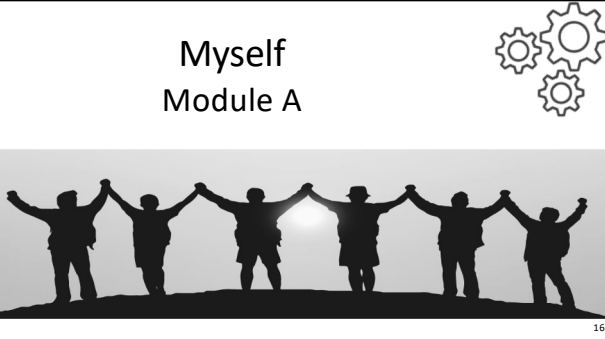
It is suggested that:

- Facilitators discern if it is safe to identify as anything other than what is traditional or normal to their facility
- Facilitators be mindful of the level of safety in your agency or institution
- Facilitators state clearly which pronouns are appropriate for them
- Facilitators give each group member the opportunity to do so as well

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Myself
Module A




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Module A Sessions

1. Welcome, Introductions, Building Our House
2. A Sense of Self
3. A Boy's World
4. Introduction to Trauma




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Session One
Introductions & Building Our House

Session Goals

- Understand the purpose and structure of the program
- Become acquainted with one another and the facilitator(s)
- Understand the program materials and how to use them
- Create a list of mutual group agreements
- Learn a simple, self-regulating skill




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Session One Overview

- Welcome and Introductions
- Participant's Workbooks, Overview of Materials and Program, and Background Information
- Discussion: Being Ourselves in a Group
- Activity: Building Our House (Mutual Agreements)
- Interactive Lecture: Why Are We Here?
- Activity: Word Cloud
- Participant Introductions
- Grounding Activity: Five Senses
- Reflection
- Between-Sessions Activity and Closing




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Creating A Safe Place

- Activities, lectures and discussions designed to help build a sense of trust and to help participants bond quickly
- Being Ourselves in a Group
- Building Our House
- Why are We Here?
- Word Cloud




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Being Ourselves in a Group


- Normalizes participant's initial responses to being in a group
- References the impact of temperament and attachment style on how participants may experience a group setting
- Facilitator's first opportunity to establish credibility and connection
- Modeling respect of self, co-facilitator, and others



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Building Our House




- Creative arts activity where participants create the group's mutual agreements (formerly Group Rules)
- Through discussion and creative art work, participants take more ownership of their agreed-upon conduct and have an appealing visual display for future reference
- Requires that facilitators create a space for this artwork to display until completion of the program

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Building Our House




COMPASSION	Confidentiality	Openness	Honor one another's stories	COMPASSION
No Judgement				
RESPECT				

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Introductory Word Cloud Activity

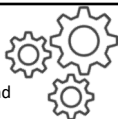


- Designed to overcome the discomfort of initial introductions
- Provides early bonding opportunity for participants
- Rich in assessment data
- Facilitators should participate in the activity by having a completed Word Cloud which can be shared with the group
- Provides an opportunity for facilitator transparency
- Begins to normalize the process of sharing

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Create Your Own Word Cloud



- Use words or symbols that you think describe your hobbies and your other interests
- Qualities, interests, or characteristics that are evident or you find easy to share should be LARGE and COLORFUL and easy to read
- Those things about you that you find difficult to share or are embarrassed about should be smaller and harder to read
- When you are finished, share with the person next to you

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Large Group Processing



- How was that for you?
- If you did not know the person you shared with, what did you learn about them?
- If you knew the person you shared your Word Cloud with, did you learn something new about that person?
- How do you think this might help the persons and group members you work with?

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Introduction to Grounding The Five Senses

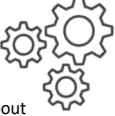


5 things	
4 things	
3 things	
2 things	
1 thing	

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Reflection and Between-Sessions Activity 

Reflection
 In your workbook, there's a place for you to write or draw about your group experience today. Think back to what had the most impact on you, what you want to remember, what you felt, and so on.

Between-Sessions Activity
 Take time between now and the next session to practice the Five Senses grounding technique at least once per day. Be ready to share about your experience.

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Session Two
A Sense of Self 

Session Goals

- Explore their ideas of self and to hear one another's stories
- Understand and be able to describe how people, events, and experiences have influenced their belief systems and how they interact with the world around them
- Identify where they learned the roles they play in their present lives
- Understand the benefits of grounding techniques

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Session Overview 

- Check-In
- Sharing Reflections
- Small-Group Discussion: Feelings, Beliefs, and Values
- My Castle, Inside and Outside
- Grounding Activity: My Place (Variation)
- Reflection
- Between-Sessions Activity and Closing

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Background Information



- The young persons you are trying to help bring with them a history of unique experiences that influence how they think of themselves and how they interacts with his world.
- Although they may be aware of how some people, places, and events have influenced the development of their beliefs and values, some of their experiences may have had less apparent, yet significant, influences on their choices and behaviors.
- They may have difficulty identifying the labels that the process of male socialization has encouraged them to create in order to feel a sense of security.

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Feelings, Beliefs and Values



Form into small groups and answer the following questions:

- Who were the people that influenced the way you see yourself today?
- What are the places you've been that you really remember and why do you remember them?
- What experiences do you think have shaped your feelings, beliefs, and values?
- What are some of your values?

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What Began to Happen in Your Group?



- How was that activity for you?
- What did you learn about yourselves as you discussed the answers and listened to other's answers?

Some exercise goals: Create connection, gain insight, become comfortable with sharing deeper aspects of themselves.

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My Castle Activity Helps participants to:



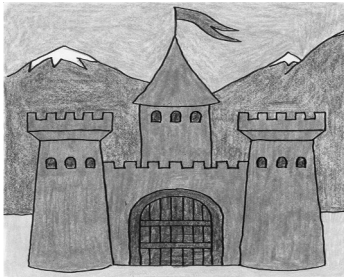
- Connect their past experiences to the way they interact with their world
- Become more comfortable about sharing fears and other emotions they've suppressed.
- Begin to explore desired changes
- Identify inner resilience and ability to change.

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My Castle



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Between-Sessions Activity




Take time between now and the next session to answer the following:

- What are the personal values you listed in your group discussion?
- What are some ways in which your behaviors match and also don't match your values?
- What are some changes you can make so that what you do matches what you value?
- Be ready to share about your experience with the group in the next session.

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Session Three
A Boy's World 

Session Goals

- Identify the messages they received as young persons about what it means "to be a man"
- Understand how the messages they heard about masculinity influenced how they felt about themselves and affected their choices and behaviors
- Create art activities to help them explore how gender expectations may have influenced their lives and their development
- Begin to understand their anger more effectively

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Session Overview 

- Quiet time
- Self-Mastery Activity: Palms Up, Palms Down
- Check-In
- Sharing Reflections
- Creative Art Activity: Collage of Gender Expectations
- Discussion: What Does It Mean to "Act Like a Woman" or "Act Like a Man"?
- Lecture and Discussion: The Anger Funnel
- Self-Mastery Activity: The Container
- Reflection
- Between-Sessions Activity and Closing

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Background Information 

- Despite recent enlightenment regarding the construct of masculinity, there still exists an overwhelming drive to treat boys differently from girls
- The process of creating a limited sense of masculinity begins in the the nursery
- Boys often learn what it means to be a man from their fathers, their mothers, and other influential adults in their lives
- They are also highly influenced by television, movies, social media, their neighborhoods, and their peers
- Boys often are taught to play violent and aggressive games. They experience peer violence more often than girls do

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The Container Activity


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Between-Sessions Activity

Sometime between now and the next session, if you become angry take time to draw your own Anger Funnel

- Write or draw what happened or what was said [the event] into the opening at the top
- Write what you thought about it on the upper right side
- Try to identify and list the emotions you felt before the anger and put those on the left, at the top of the funnel
- Next, place a mark on the line to indicate how much anger you felt
- Then, on the right side of the funnel, list any thoughts you might have thought instead so that you would not be as angry




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**Session Four
Introduction to Trauma**

Session Goals

- Discuss the prevalence of trauma in the lives of boys, men and non-binary young persons
- Identify various types of trauma
- Use the ACE Questionnaire to help participants understand how their childhood experiences may affect their future lives
- Identify how trauma can influence belief systems and adaptive behaviors, including substance use




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Session Overview

- Quiet Time
- Check-In
- Sharing of Between-Sessions Activity
- Lecture: The Importance of Breathing
- Self-Mastery Activity: Breathing
- Interactive Lecture: Trauma and PTSD
- Activity: The ACE Questionnaire
- Lecture: Other Traumatic Events
- Lecture: How Trauma Can Shape Our Belief Systems
- Reflection
- Between-Sessions Activity and Closing




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Background Information

- The overwhelming majority of young persons we work with may be mimicking adults who never learned how to master their responses to their own troubling circumstances
- These ingrained ways of responding to problems may have led to trouble and caused some participants to blame themselves for responses they had no control over




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Background Information

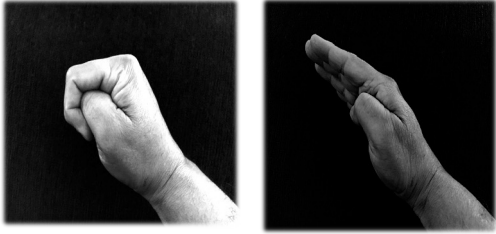

- Physical and verbal violence in their homes and neighborhoods is common
- Lack of proper nutrition, and lack of educational opportunities often provide fertile ground for dysfunction, criminality, the shaping of negative self-images, and counterproductive belief systems



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Flip Your Lid

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The Importance of Breathing
<https://www.youtube.com/watch?v=RVA2N6tX2cg>




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Trauma and PTSD

- *Traumat—Wound*
- Trauma happens when a something terrible occurs suddenly and forcefully, and we feel overwhelmed
- For some, the trauma is not a onetime event, but a recurrence or series of events
- *A Young Man's Guide to Self-Mastery* provides data and statistics to help participants become acquainted with the prevalence of trauma and to begin identifying possible personal proximity to trauma



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Trauma and PTSD (Cont.) 


Trauma affects us in several ways.

- It affects our inner selves: our thoughts, feelings, beliefs, and values
- It affects our outer lives: our relationships and behaviors

No two individuals will experience trauma the same way

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Symptoms of PTSD 

- Memories of the bad stuff that happened
- Avoiding reminders of the bad thing that happened
- Feeling irritable or edgy when thinking about the past
- Getting angry easily
- Being very watchful
- Feeling paranoid
- Startling easily

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Symptoms of PTSD (cont.) 


- Jumping when someone comes up behind me
- Flinching when someone touches me
- Having trouble trusting people
- Never really feeling safe
- Feeling numb
- Checking out

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PTSD and Relationships with Others

- Will have trouble connecting
- Will feel “different”
- Will feel like an outsider
- Will feel like he doesn’t belong
- Will have trouble trusting
- May hurt others with his words
- May physically hurt others




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“Big T” and “little t”

Big “T”
“If a boy _____, he may grow up to think that he is _____.”

Little “t”
“If a boy _____, he may grow up to think that he is _____.”




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ACE Questionnaire


During your first 18 years of life:

1. Did you suffer emotional abuse?
2. Did you suffer physical abuse?
3. Were you sexually violated?
4. Did you feel unloved by your family, that you were not important, or that your family didn’t care for one another or support each other?
5. Were your basic needs neglected, or were your parents too drunk or high to take care of your medical needs?



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ACE Questionnaire (cont.) 

During you first 18 years of life:

6. Were your parents ever separated or divorced?
7. Did either of your parents physically abuse the other, did either threaten each other with bodily harm?
8. Did you live with someone who had problems with alcohol or other drugs?
9. Was someone in your household depressed or mentally ill or did anyone in your home attempt suicide?
10. Did a household member go to prison?

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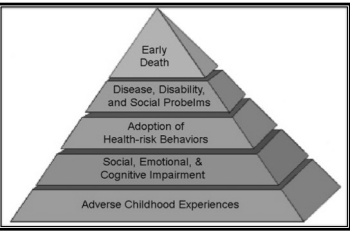
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Adverse Childhood Experiences 

Death

↑


Conception



Mechanisms by Which Adverse Childhood Experiences influence Health and Well-being Through the Lifespan.

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ACE Study
(Adverse Childhood Experiences) 

- Collaboration between
 - Centers for Disease Control and Prevention
 - Kaiser Permanente HMO in California
- Largest study of its kind ever conducted
- 17,000 adult members participated

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ACE Study (cont.) 

Results
 ACEs have a profound effect many years later, although now transformed from psychosocial experience into organic disease, social malfunction, and mental illness.

- Smoking
- Alcohol and other drug misuse
- IV drug use
- Obesity

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ACE Study (cont.) 

If a child raised as male has six or more “yes” answers, his risk of becoming an IV drug user increases by 4,600% compared to one with a score of zero.

(Felitti & Anda, 2010) 65
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Traumatic Events 

- Being abandoned or neglected as a child
- Accidents (cars, bicycles, playgrounds)
- Serious injuries (sports, gunshots, broken bones)
- Inner city, warlike conditions
- Mugging, robbery
- Rape or assault
- Living in fear of being exposed to violence or loss

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Traumatic Events (cont.) 

- Fear of being outed because of your gender or sexual identity
- Gang activity
- Fights, being arrested, being jailed
- Witnessing murders or being forced to commit murder
- Domestic violence or emotional, sexual, or physical abuse
- Death of a loved one (even a pet)
- Immigration

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Traumatic Events (cont.) 

- Historical trauma (intergenerational or cultural) that happens to groups of people

In the US, this includes African Americans, Native Americans, Native Alaskans, and Native Hawaiians.

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How Trauma Can Shape Our Beliefs 

If a boy _____, he may grow up to believe _____.

Examples:

- If a boy gets put down by his peers, caregivers, or relatives, he may grow up to believe he is bad, always wrong, or not worthy.
- If a boy often witnesses violence at home or on the street, he may grow up to believe the world is dangerous and that the only way to be safe or to be a man is to be aggressive or violent.

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Small Group Discussions



In your groups of 2 or 3, discuss the following questions:

- In thinking of your most difficult young male client, which of his beliefs about the world or about being a man did you find most troublesome?
- What do you know about his early childhood experiences and how they may have shaped his belief system?

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Large Group Discussion



- How was that experience for you?
- What did you learn from each other?
- How do you think this will impact you as a helping professional?

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Between-Sessions Activity




Sometime between now and the next session, when you find that you are feeling tense or anxious, do the breathing activity that your group did in this session. Remember to scan your body for tension or sensations, then feel your heartbeat and your temperature. As you breathe deeply and smoothly, notice how your heart may slow down and your temperature may cool, and your body sensations may ease.

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Community and Connections
Module B




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Module B Sessions

5. Communication and Connections
6. Abuse and Conflict
7. Mothers
8. Fathers




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Session Five
Communication and Connections

Session Goals

- Engage participants in exploring the importance of living a value-based life
- Help participants to understand verbal and nonverbal communication cues in order to better communicate with others
- Teach participants about effective and ineffective styles of communication




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Session Overview

- Quiet time
- Self-Mastery Activity: Healing Light
- Check-In
- Sharing of Between-Sessions Activity/Reflections
- Interactive Lecture: Living Our Values
- Interactive Lecture: Barriers to Healthy Connections
- Activity: Emotional Charades
- Lecture: Other Ways We Communicate
- Lecture: Communication Styles
- Activity: Practicing Communication Styles
- Self-Mastery Activity: Progressive Muscle Relaxation
- Reflection
- Between-Sessions Activity and Closing




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Background Information

- The young persons we are attempting to help come to us with specific sets of adaptive strategies developed as a result of their life experiences.
- They have often been influenced by others who have harmed them or taken advantage of their young and easily-influenced minds.
- Among the many difficulties that boys and young men face is the inability to effectively interpret facial and body cues in order to determine another's emotions.
- Many will have normalized dysfunctional and traumatic experiences, leading to difficulty in adapting to different environments.
- Their emotional vocabulary is often very limited.




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Living our Values

- Trust
- Honesty
- Friendship
- Dependability
- Loyalty
- Love
- Family
- Hard Work
- Consistency
- Commitment




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Barriers to Healthy Connections

- No trust
- Fear of rejection
- Not knowing what to do
- Not knowing how the other person feels




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Emotional Charades Activity

- 3 x 5 index card listing an emotion
- Participants will have to “Charade” the emotion, not talking, or pointing, simply posing as the emotion, paying attention to facial expression




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Other Ways We Communicate

- Tone and volume
- Facial expressions, body language and position
- A request can be heard differently depending on these and other variables


“Quiet, please”



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Effective Communication




- Maintaining eye contact
- Nodding your head
- Clearly giving the speaker your full attention
- Leaning slightly toward the speaker to indicate your interest
- Not interrupting
- Not making faces or gestures (such as crossing your arms) that indicate boredom or disagreement
- Not looking at your watch
- Silencing your cell phone and putting it away

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Communication Styles




- Passive
- Passive-Aggressive
- Aggressive
- Assertive

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Between Session Activity




- Review Word Cloud. Now that you've learned more about connecting with others, are there any words you might want to add to or remove from your Word Cloud? If you feel like it, you can share any changes you've made during our next session.
- Teach someone you feel comfortable with two of the grounding activities you've learned and ask the person about his or her experience with them. Record your findings.

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Session Six
Abuse and Conflict




Session Goals

- Acquaint the participants with types of abuse in relationships
- Affirm the value of grounding/self-mastery techniques in times of stress and conflict
- Help participants to understand the value of conflict-resolution techniques
- Teach the participants the STARE strategy for conflict resolution

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Session Overview




- Quiet Time
- Check-In
- Self-Mastery Activity: Square Breathing
- Sharing of Between-Sessions Activity
- Lecture: Abusive Relationships
- Discussion: Abusive Relationships
- Interactive Lecture: Soothing and Grounding Techniques
- Activity: Practicing Grounding Techniques
- Lecture: Conflict Resolution (STARE)
- Demonstration: Conflict Resolution
- Activity: STARE Role-Play
- Reflection
- Between-Sessions Activity and Closing

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Background Information




- Boys who are mistreated and abused are more likely to suffer disruptions in brain functions, struggle with cognitive functioning, have poor ability to recognize and regulate emotions, struggle with forming attachments, and struggle with maintain peer and romantic relationships.
- Participants in your group may have experienced, witnessed, been accessories to, or committed some of the abuses described in the lecture.
- In some of their environments, these behaviors may have been normalized.
- Your challenge will be to balance the discussion. This means not shaming or pathologizing them while helping them to be accountable and to explore changing.

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Types of Abuse


- Emotional Abuse
 - Intellectual
 - Psychological
- Cyber Abuse
- Physical Abuse
- Sexual Abuse



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Sexual Abuse Continuum



<u>Psychological</u>	<u>Covert</u>	<u>Overt</u>
<ul style="list-style-type: none"> • Sexual jokes • Verbal harassment • Violating boundaries • Telling child inappropriate sexual information 	<ul style="list-style-type: none"> • Inappropriate touching • Voyeurism • Ridicule of bodies • Sexual Hugs • Pornography 	<ul style="list-style-type: none"> • Exhibitionism • French kissing • Fondling • Oral Sex • Penetration


Source: Covington, S. S. (2016). *Beyond trauma: A healing journey for women* (pp. 262–264). Center City, MN: Hazelden.

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Soothing and Grounding Discussion


- Soothing activities
- Mental grounding
- Physical grounding
- Grounding tips
- Practicing



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STARE Conflict-Resolution Guide




- **S**tart positively
- **T**ell the person
- **A**sk for a solution
- **R**eview the solution
- **E**nd positively

Source: Covington, S. S., & Rodriguez, R. A. (2016). Exploring trauma: A brief intervention for men (p. 143). Center City, MN: Hazelden.

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Between-Sessions Activity




- Practice some of the grounding and self-soothing activities you learned about in this session. Make some notes in your workbook about which ones worked best for you.
- Do some experimenting with the differences between mental grounding and physical grounding. Notice how you feel after doing each type. Make some notes here about this.

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Session Seven
Mothers



Session Goals

- Help participants to be more aware of limiting social expectations about motherhood
- Encourage participants to explore their relationships with their mothers
- Help participants understand how their relationship with their mothers may influence their relationships with girls and women
- Encourage participants to begin to reconcile any differences with their mothers

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Session Overview



- Quiet Time
- Check-In
- Self-Mastery Activity: Breathing
- Review of Between-Sessions Activity
- Activity: What Do Mothers Do?
- Activity: My Mom
- Activity: Letter to My Mom
- Grounding Activity: The Container
- Reflection
- Between-Sessions Activity and Closing

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Background Information



- Most boys and young men begin to form opinions about women in their families of origin, by observing how their mothers (or mother substitutes) are treated by their husbands or boyfriends or partners and how the women respond.
- The media and their peers also provide messages about females.
- These observances and interactions reinforce a view of women that may be limited and/or distorted, which affects their future relationships with women.
- There persists an overall perception of women as primary caregivers, whose work is valued less and who are subordinate to the will of men.

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What Do Mothers Do?



- For some participants, mother figures may include older sisters, grandmothers, aunts, or foster mothers.
- Some participants may have stressed, conflicted, or cut-off relationships with their mothers or mother figures.
- Includes a discussion on "Mother Myths"

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Mothers – Small Group Discussion



- Think back to when you were a little kid. What was your relationship with your mother (or the person who played the role of your mother) like then?
- If your mother is still alive, how would you describe your relationship with her now?
- What do you know about your mother's life when she was a child, a teenager, and an adult?
- What did you learn about being a man from your mother?

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Mothers – Large Group Discussion



- How did it feel to talk about your moms?
- What things were similar or different?
- How did this help you to see your mother differently?
- What stood out for you about another group member's relationship with his or her mom?

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Mother Letters Activity



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Between-Sessions Activity 

Take a few minutes to answer the following questions:

- How has what you learned about mother myths changed the way you might think or feel about your mother?
- Do you think that women get the same chance to make their dreams come true as men do?
- If you could, what would you do to change that?

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Session Eight Fathers 

Session Goals

- Help participants to explore their relationships with their fathers
- Encourage participants to see their fathers as men dealing with their own issues
- Help participants to recognize the influences their fathers had in shaping who they are
- Encourage participants to reconcile their differences with their fathers

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Session Overview 

- Quiet time
- Check-In
- Grounding Activity
- Review of Between-Sessions Activity
- Activity: Fathers
- Activity: My Dad
- Activity: Letter to My Dad
- Grounding Activity: Square Breathing
- Reflection
- Between-Sessions Activity and Closing

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Background Information



- Participants may have had fathers who were emotionally and/or physically absent.
- They may have conflicted feelings about the messages they received from their father figures regarding how they should behave in order to be men.
- They may have been taught that they need to be strong, powerful, and in control all the time.
- They may have suffered shame when they could not always live up to those expectations.

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What do Fathers Do?



- For some participants, father figures may include older brothers, grandfathers, uncles, or foster fathers.
- Some participants may have stressed, conflicted, or cut-off relationships with their mothers or mother figures.
- Includes a discussion on "Father Myths"

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Father Myths



- How do men feel when they are expected to take care of children and show them how they feel?
- How do children feel when their fathers are not able to show them how they feel?
- How do children feel when their fathers are not in their lives for some reason?
- What happens when the dad has a problem with alcohol or drugs and can't do the things a father is supposed to do?

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Fathers – Small Group Discussion



- Think back to when you were little. What was your relationship with your father figure like at that time?
- If your father (or father figure) is still alive, how would you describe your relationship with him now?
- What do you know about your father's life when he was a child and a teenager?
- Do you know what your father's goals were when he was younger? Was he able to achieve them?
- What did you learn about being a man from your father?

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Fathers – Large Group Discussion



- Talking about our fathers with others can sometimes be difficult. How was that for you?
- Do you feel like you got to know your group members better?
- Would anyone like to share what was discussed?

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Father Letters Activity




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Between-Sessions Activity





Review the list of self-mastery and grounding activities. Choose one or two that you would feel comfortable leading the group through. Practice with someone you trust. You will be asked to volunteer to lead the Self-Mastery activity to open and close the next session.

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**Relationships
Module C**

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Module C Sessions




- 9. Friendship
- 10. Gender and Sexuality
- 11. Barriers to Healthy Relationships

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Session Nine
Friendship




Session Goals

- Understand the different ways in which people interact with one another in terms of power
- Understand the elements and characteristics of effective relationships
- Identify how they engage in relationships
- To envision the kind of friend they want to have and be

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Session Overview




- Quiet Time
- Check-In
- Review of Between-Sessions Activity and Self-Mastery Activity
- Lecture and Activity: Power and Relationships
- Lecture: The Relationship Wheel
- Discussion: Competition
- Activity: My Ideal Friend Collage
- Grounding Activity
- Reflection
- Between-Sessions Activity and Closing

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Background Information




- The young persons in your group may have had difficulty in forming and maintaining functioning relationships.
- Many young men lack confidence about having successful relationships. This lack of confidence can lead them to enter relationships cautiously and never fully.
- Many boys and young men have been exposed to antisocial and criminal behavior during a developmental stage when they were incapable of the critical thinking necessary for making appropriate choices. They may see transactional patterns as normal in relationships and may believe that the only way to be safe in a relationship is to have the upper hand.


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Power and Relationships




One-Up —the person on the left has all the power in the relationship.



One-Down —the person on the right has all the power in the relationship.




Assertive —each person has an equal amount of power in the relationship. No one is dominating the other.



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Guided Discussion




Think of one or two close friendships:

- Who has the power in your relationship?
- Do you compete in your relationship?
- How does that affect your friendship?
- What would the other person say about your friendship?
- Why do you think your friendship turned out that way?
- What would you do differently if you could?

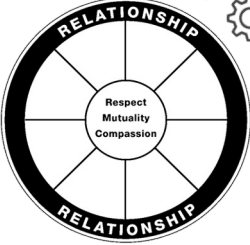
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The Relationship Wheel



- Similarities
- Compatible Values
- Ability To Deal with Change
- Firm Personal Boundaries
- Healthy Sexual Expression
- Shared Quality Time
- Friendship
- Clear Communication
- Effective Conflict Resolution
- Effective Negotiation




Source: Covington, S. S. (2016). *Beyond trauma: A healing journey for women* (p. 377). Center City, MN: Hazelden.

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My Ideal Friend Collage Activity



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Between-Sessions Activity




Sometime between now and the next session, make a list of the qualities that you bring to your friendships. Make a list of the things you have to work on to improve your friendships.

Be sure to include what would be helpful to you as you try to improve.

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**Session Ten
Gender & Sexuality**



Session Goals


- Help participants to become comfortable talking about sex and sexuality
- Help participants to understand the differences among sex, gender, gender expression, and sexual orientation
- Have participants describe the consequences of risky and harmful sexual behaviors
- Encourage participants to articulate the qualities they want in a partner and the qualities they will have to develop to attract an ideal partner

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Session Overview

- Quiet Time
- Check-In
- Self-Mastery/Grounding Activity
- Review of Between-Sessions Activity
- Discussion: Dating and Sexuality
- Lecture and Discussion: Gender Identity and Sexual Orientation
- Lecture and Discussion: Masculinity and Femininity
- Activity: My Ideal Partner
- Self-Mastery/Grounding Activity
- Reflection
- Between-Sessions Activity and Closing




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Background information

- Sexuality is more than mere sexual behavior. Sexuality involves one's identification, biological drive, and orientation.
- Although the young persons in your groups have begun a journey involving perceptions of themselves in terms of gender and sexual identity, it is probably difficult for them to conceptualize a life-long process of exploring sexuality.
- Some boys and young men may have begun to experience sex as an entitled part of being male, often denying a partner a say.
- Because of the traditional male socialization process, they may have used sex to express power and control. They may have willfully or unwittingly abused others sexually.




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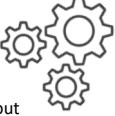
Harmful Sexual Behaviors

- Taking advantage of a drunk or drugged partner
- Date rape
- Dishonest or manipulative actions to have sex
- Infidelity, having affairs
- Unprotected sex
- Other risky sexual behaviors
- Neglecting a partner's needs or desires



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Harmful Sexual Behaviors (cont.) 

- Using drugs to enhance sexual experiences
- Using alcohol or other drugs to give oneself permission to act out sexually
- Compulsive sexual behavior
- Going along with a peer group's behavior in violation of personal values
- Avoiding intimacy other than physical interaction
- Avoiding physical relationships

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Defining Gender 

Sex	Biological differences, primarily based on your visible sex organs
Gender Identity	Gender a person feels he or she is
Gender Expression	Experience of growing up with all the social messages about how one should be female or male
Gender Nonconforming	Gender expression is perceived as inconsistent with cultural norms.

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Defining Gender (cont.) 

Cisgender	Gender identity and expression match the sex assigned at birth.
Transgender	Identifies as a sex other than that which was assigned at birth.
Sexual Orientation	Describes the sex of those to whom a person is physically attracted, whether it is persons of the same sex and/or the opposite sex or both.

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Sexual Orientation




Straight or Heterosexual	Someone who is attracted to persons of the opposite sex.
Homosexual	Someone who is physically attracted to persons of the same sex. A homosexual male often is referred to as "gay," and a homosexual female often is referred to as "lesbian."
Bisexual	Someone who is physically attracted to persons of both sexes.

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Masculinity and Femininity




Masculine Feminine

←—————→

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Between-Sessions Activity




- Between now and the next session, consider some questions you may have about sex, sexuality, gender, gender expression, and sexual orientation. Make a list of questions.
- You can write your questions in your workbook. In the next session, you can write them on a separate sheet of paper that you can hand in anonymously.

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Session Eleven
Barriers to Healthy Relationships




Session Goals

- Understand some barriers to healthy relationships
- Understand the effects of privilege, power, control, violence, and abuse on their present and future relationships
- Identify alternatives to ineffective relational patterns
- Explore possible changes to the ways in which they participate in relationships

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Session Overview




- Quiet Time
- Check-In
- Self-Mastery/Grounding Activity
- Review of Between-Sessions Activity
- Discussion: Teen Equality Wheel
- Discussion: Control and Abuse
- Interactive Lecture: Supportive Relationships
- Activity: Relationship Maps
- Lecture and Discussion: Ending Relationships
- Self-Mastery/Grounding Activity
- Reflection
- Between-Sessions Activity and Closing

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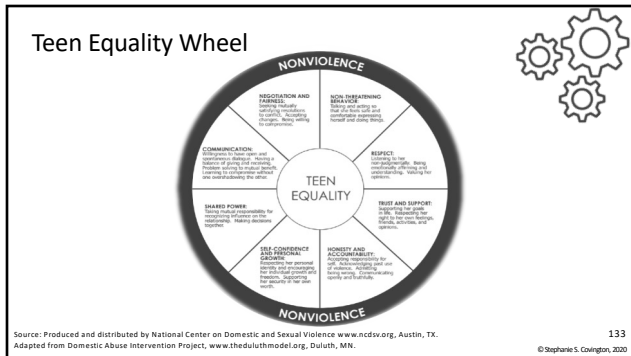
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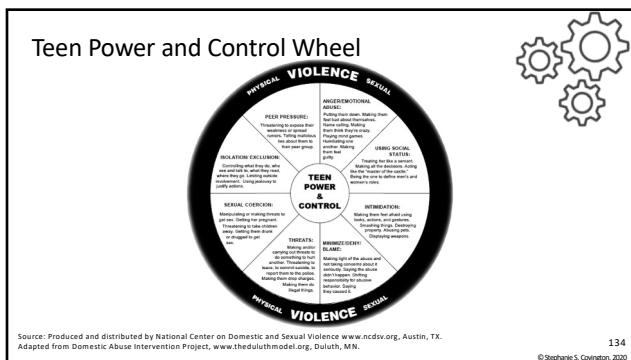
- Psychological and emotional growth in young persons raised as boys is highly influenced by the ways in which they experience relationships.
- If they have experienced deprivation and poverty, some boys and young men will have a difficult time in considering their inherited male privilege.
- This session encourages conversation by helping them talk about other people who have been abusers of or victims of abuse.
- You will then help them to identify and begin to implement more fulfilling ways of engaging in relationships.
- Provide a container in which the participants can place their questions about sexuality.

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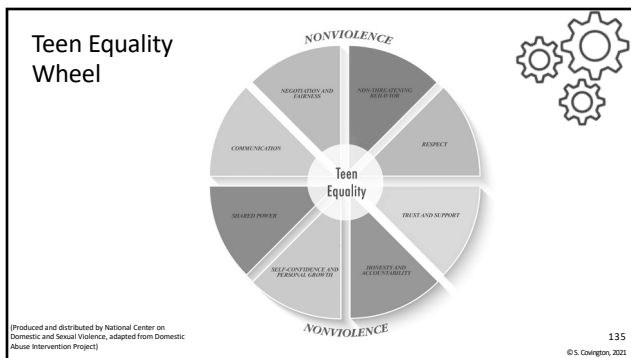
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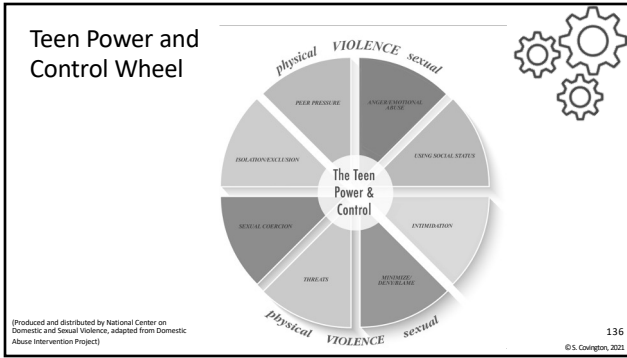
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Supportive Relationships

- Those that help us to expand and grow.
- They help us to feel better about ourselves without hurting other people.
- Help us to see ourselves and others better.
- They help us to appreciate our self-worth, because others treat us as if we are worthwhile.

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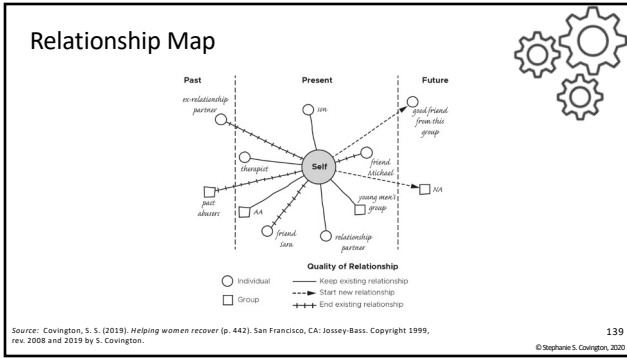
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Non-Supportive Relationships

- Makes a person feel confused and not connected.
- It tears the person down and leads the person away from accomplishing his or her goals and dreams.

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- ### Ending a Relationship
- Be direct and honest.
 - Speak using "I" statements rather than "You" statements.
 - Express the feelings you're experiencing in the present.
 - Assume personal responsibility for change.
 - Decide on the level of intimacy or contact you want with the person in the future.
 - Act in a timely way and agree on a time for the change to happen. (Example: "I'll move out by next Friday.")
 - Let the other person know what you appreciate about him or her.
 - Let the other person know what you appreciated about the relationship.
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- ### Between-Sessions Activity
- Between now and the next session, take some time to review your Relationship Map. Ask yourself:
- How are these relationships helping me become the kind of man I want to be?
 - If you find that you need to redefine or end a relationship, how are you going to do it?
 - Will you need help in doing so? If so, who can help you?"
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Healthy Living
Module D




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Module D Sessions

12. Our Bodies
13. Dealing with Life as it Happens
14. Endings and Beginnings




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Session Twelve
Our Bodies

Session Goals

- Become comfortable with talking about their bodies
- Appreciate their bodies for more than just the way they look
- Understand the effects of healthy and unhealthy eating habits
- Understand how they deal with and express their emotions




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Session Overview

- Quiet Time
- Check-In
- Self-Mastery/Grounding Activity
- Review of Between-Sessions Activity
- Activity: Healthy Living Scale
- Activity and Reading: Body Image
- Lecture: Healthy and Unhealthy Eating
- Lecture and Activity: Emotional Wellness
- Activity and Discussion: Expressing Feelings
- Self-Mastery/Grounding Activity
- Reflection
- Between-Sessions Activity and Closing




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Background Information

- Our society places great importance on physical appearance, for boys and men as well as for girls and women.
- About one third of teenage boys use unhealthy methods to control their weight.
- Eating-disorder behaviors that do not meet clinical diagnoses are almost as prevalent in young males as they are in young females.
- It is important to provide a safe environment in which boys and young men can discuss body image, their feelings about their own bodies, and the conflicting narratives they hear about men's bodies.
- If a young man is hampered by negative body image, it is more likely that he will engage in compensating self-destructive behaviors.



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Healthy Living Scale

	Not at all	Just a little	Pretty much	Very much
I keep up my physical appearance				
I exercise regularly				
I eat healthy meals				
I get restful sleep				
I go to work/school				
I can adapt to change				
I keep up my living space				

Source: Covington, S. S. (2019). *Helping women recover* (p. 163). San Francisco, CA: Jossey-Bass. Copyright 1999, rev. 2008 and 2019 by S. Covington.

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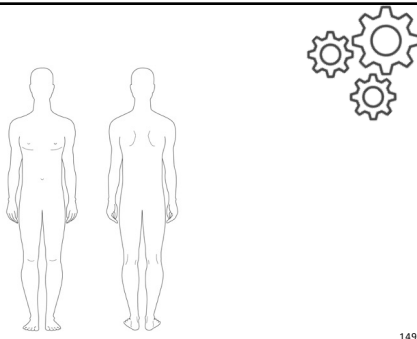
Healthy Living Scale (cont.)

	Not at all	Just a little	Pretty much	Very much
I take constructive criticism well				
I can accept praise				
I laugh at funny things				
I acknowledge my needs and feelings				
I engage in new interests				
I can relax without drugs and alcohol				
I value myself				

Source: Covington, S. S. (2019). *Helping women recover* (p. 163). San Francisco, CA: Jossey-Bass. Copyright 1999, rev. 2008 and 2019 by S. Covington. ©Stephanie S. Covington, 2020

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Body Image



Adapted from Covington, S. Griffin, D. and Dauet, R. (2011). *Helping men recover*. San Francisco, CA: Jossey-Bass. ©Stephanie S. Covington, 2020

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Healthy and Unhealthy Eating


- Anorexia nervosa
- Bulimia
- Orthorexia nervosa
- Compulsive overeating

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Five Steps to Emotional Wellness



1. Tune in to your feelings.
2. Name the feeling.
3. Locate the feeling in your body.
4. Express the feeling.
5. Learn to contain the feeling.



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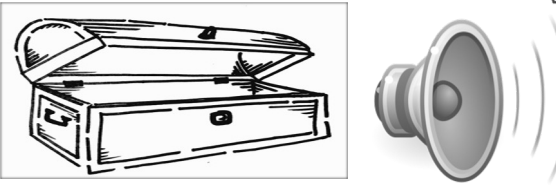
Feelings and Body



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Expressing Feelings



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Between-Sessions Activity 


People choose to use alcohol, tobacco, and other drugs for all kinds of reasons. People may use as a way to change how they feel, to experiment, to feel older, to fit in, to feel more confident or sexy, to cope with intense or difficult feelings, or to get high or drunk. They may assume that if everyone else in their group is doing it, it's okay.

Although alcohol and other drugs may seem to “work” in the short term by giving a person a high or an escape from difficult feelings, substance use often causes more problems, such as an increased risk for abuse and addiction, physical health issues, mental health issues, and involvement in crime. In the long run, it creates more stress and difficulty in one's life.

Make a list of the costs and benefits of choosing to use alcohol, tobacco, or other drugs.

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Session Thirteen
Dealing With Life As It Happens 

Session Goals

- Understand typical risk factors for addiction
- Explore different ways of coping with stress, including the practice of spirituality
- Understand self-care and its benefits

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Session Overview 

- Quiet time
- Check-In
- Self-Mastery/Grounding Activity
- Review of Between-Sessions Activity
- Lecture and Activity: Understanding Addiction
- Activity and Lecture: Coping with Stress
- Discussion: Spirituality
- Activity: SEEDS Collage
- Self-Mastery/Grounding Activity
- Reflection
- Between-Sessions Activity and Closing

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Background Information




- The young persons in your group may have chosen to use alcohol, tobacco, or other drugs for a variety of reasons.
- Substance misuse alters their experience and limits their ability to be connected to themselves and others.
- Both genetics and environment play a role in determining whether a person becomes addicted to substances.
- Much of what boys learn about alcohol, tobacco, and other drugs comes from their families.
- The boys and young men in your group will share their own experiences with addiction or those of family members or friends.

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Activities




- Understanding Addiction
- Coping With Stress
- Spirituality
- SEEDS Collage

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Understanding Addiction




- Biological factors
- Psychological factors
- Environmental factors

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Coping with Stress

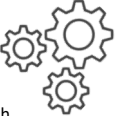


- Eat a healthy diet.
- Take a break from electronics and social media.
- Get regular exercise.
- Ask for help when you need it.
- Balance life between school or work and fun.
- Use self-mastery techniques.
- Schedule your time in a realistic way; learn to manage your time.

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Coping with Stress (cont.)




- Accept things you can't change or control.
- Pay attention to your body's warning signs (headaches, stomach aches, feeling tired).
- Listen to music.
- Talk with a friend or a person you trust.
- Work on problems or challenges that are bothering you.
- Avoid keeping secrets.
- Don't isolate yourself.

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Spirituality




Spirituality can be defined as a sense of oneness, wholeness, or connection to the universe; a belief in something greater than yourself; or a trust in a higher or deeper part of yourself.

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Spirituality (cont.)




Examples include:

- Quiet time
- Prayer
- Meditation
- Centering
- Activities such as singing and music;
- Being out in nature
- Keeping a journal
- Attending a church, synagogue, mosque, or temple
- Helping others in need

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S.E.E.D.S.



S Social connectivity: being in connection and relationship with others

E Exercise: thirty minutes a day can make a big difference

E Education: learn something new each day


D Diet: the food we eat either nourishes or starves our brains

S Sleep: our brains and our bodies need to rest and regenerate each day

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Between-Sessions Activity




People choose to practice spirituality in many ways. Between now and the next session, interview two people and write about their answers to these questions:

- How do they practice spirituality?
- How does spirituality help them in their lives?

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Session Fourteen
Endings and Beginnings 

Session Goals

- Help participants to create healing visions for their futures
- Encourage participants to explore more effective decision-making
- Help participants to resolve their reservations about asking for support
- Encourage participants to express appreciation and support for one another

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Session Overview 

- Quiet time
- Check-In
- Self-Mastery/Grounding Activity
- Review of Between-Sessions Activity
- Activity: Healing Masks
- Discussion: Decision-Making
- Activity: Celebrating One Another
- Closing

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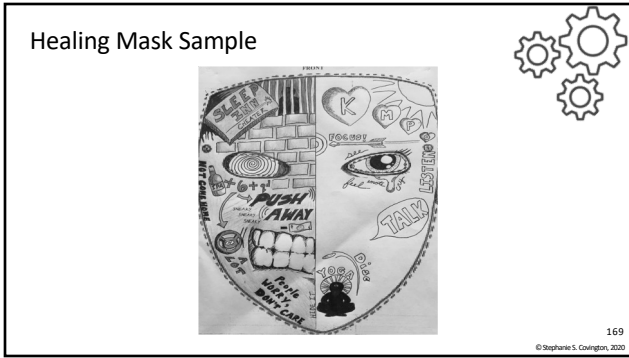
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Background Information 

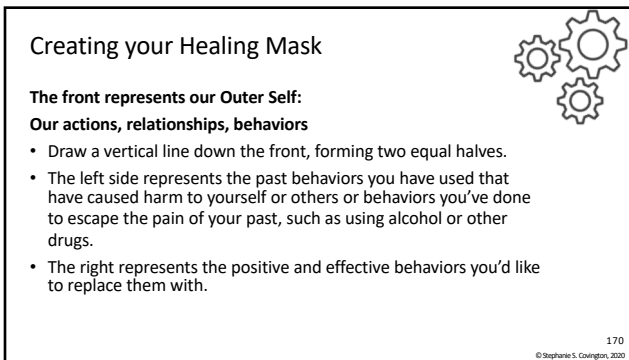
- Your group members have learned a lot about trauma, adverse experiences, emotions, thoughts, behaviors, relationships. You have helped explore concepts such as values and spirituality.
- They have learned much about where they come from and where they've been but they may struggle with envisioning different futures for themselves. They may have never given themselves permission to do this. Even if they want to do some things differently, they may not know how to make decisions that help them to achieve what they desire.

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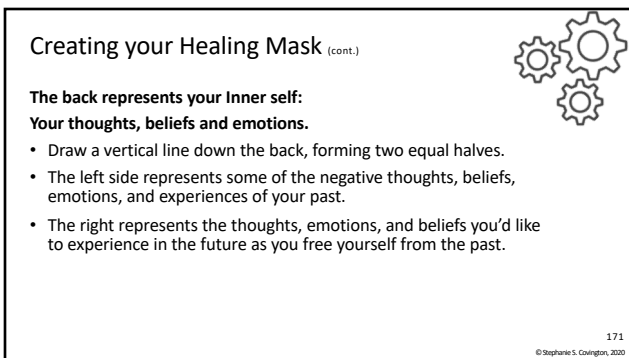
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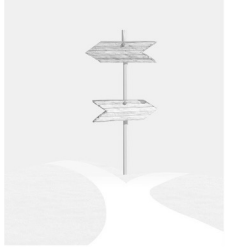


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Decision Making



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Decision Making



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Decision Making Tips

- Don't try to be perfect; mistakes and failures are our greatest teachers.
- Pay attention to the details; it's the little things that help us do big things.
- Remind yourself that you are in charge of the person you will be ten years from now, that your decisions now will shape your future.
- Do a cost-benefit check.
- Find someone who has gone through the same thing as you are experiencing and ask about how and what the person decided and how it worked out for that person.
- Get a second opinion. Talk to more than one person. Try to include someone who has a different point of view from the first person you asked.
- Make a plan and stick to it.

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Celebrating One Another



All of you have been important to the group, and your sharing has made this a rich experience.

Write messages of support and admiration for your small group members. You may want to include something you learned from each person and something you admire that person. Go ahead and do that now.

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Appendices



1. Five Senses Cards
2. Local Resources
3. Self-Mastery Techniques
4. Yoga Poses
5. Power Activity (Optional)
6. Redefining Gender
7. Healing Mask
8. Push and Pull of Gang Life (Optional)

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