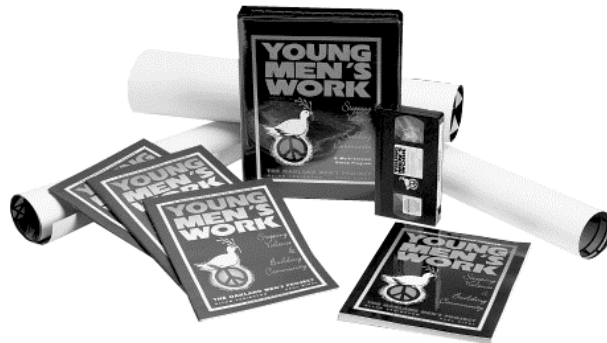
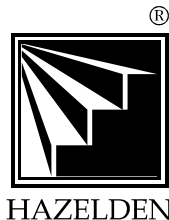

Young Men's Work



Stopping Violence & Building Community

A Multi-Session Curriculum for
Young Men, Ages 14–19

From
HAZELDEN



What is *Young Men's Work*?

Young Men's Work: Stopping Violence and Building Community is a program for young men, ages fourteen to nineteen, who are working together to solve problems without resorting to violence. The program also looks at the underlying messages our society gives adolescent males about what it means to be a man.

By addressing the roots of male violence, this effective curriculum helps young men break the cycle of violence passed from generation to generation. Activities and materials help young men challenge the beliefs that lead to violent behavior and teach them how to successfully resolve conflict.

The curriculum includes 26, 45 to 50 minute sessions, but shorter programs are also possible. The *Young Men's Work* program includes the following components:

Facilitator's Guide

Use this simple, straightforward, and comprehensive manual to get started in implementing a *Young Men's Work* program. This manual provides background information on the topics covered in the curriculum, implementation ideas, and step-by-step session outlines.

Teen Handbook

This handbook serves as a supplement to the curriculum and is where young men can keep a written record of their participation in the program.

Video

This video teaches young men how to challenge the beliefs that lead to violent behavior. The video can be shown as part of the program or used independently of the program.

Posters

These three posters reinforce major themes from the *Young Men's Work* program.

With Whom Would You Use *Young Men's Work*?

The young men you bring together may come from a variety of settings: your school, an athletic program, a treatment program, or a juvenile detention center. They may be athletes, fathers, recovering substance abusers, youth leaders, “problem” youth, or boyfriends or friends of young women who have been victims of violence.

Despite the diversity of backgrounds, they all have one thing in common—they are dealing with violence in some way.

What Is the Focus of Each Lesson?

Part 1:

Session 1: Power and Violence

Session 2: Act Like A Man

Session 3: Being Hurt By Violence

Session 4: Bullies

Session 5: Out of the Box

Session 6: Who Am I?

Session 7: Women

Session 8: Allies to Women

Session 9: Becoming Allies

Session 10: Between Men

Part 2:

Session 11: Re-introduction

Session 12: The Big Boxes

Session 13: Getting By: Men, Class and Money

Session 14: Men, Race and Culture

Session 15: Brothers: Class and Race Alliances

Session 16: Losses

Session 17: Drugs

Session 18: Taking Care of Myself

Session 19: Relationships with Men

Session 20: Creating Relationships, 1

Session 21: Creating Relationships, 2

Session 22: Creating Relationships, 3

Session 23: Creating Family

Session 24: My Future

Session 25: Starting Where You Are

Session 26: Saying Goodbye

Curriculum Scope & Sequence

Session Title	Learner Outcomes
	This session will enable young men to:
Session 1: Power and Violence	<ul style="list-style-type: none"> • give examples of physical, sexual, verbal, and emotional violence • understand the social framework of power and violence • describe the cycle of violence • commit to the group agreements
Session 2: Act Like a Man	<ul style="list-style-type: none"> • understand how boys are trained to be men • identify how they themselves were trained • identify the costs of male socialization • connect the male role to the enforcement of the power system
Session 3: Being Hurt By Violence	<ul style="list-style-type: none"> • describe how they have been abused and how that has affected them • describe the feeling funnel • analyze how drugs relate to feelings • describe the typical responses to being hurt
Session 4: Bullies	<ul style="list-style-type: none"> • identify basic needs and reasons why people resort to force to get their needs met • identify the gains and costs of being a bully • analyze how weapons increase the cost of bullying
Session 5: Out of the Box	<ul style="list-style-type: none"> • describe four basic ways they can get their needs met • recognize when they are getting angry • describe the four steps in taking a time-out • be able to take a time-out when needed • commit to the non-violence pledge
Session 6: Who Am I?	<ul style="list-style-type: none"> • describe and take pride in their ethnic heritage • draw on a male history of resistance to the box from within their heritage • describe how class, racism, and other differences get between men

Curriculum Scope & Sequence (continued)

Session Title	Learner Outcomes
	This session will enable young men to:
Session 7: Women	<ul style="list-style-type: none"> • describe and understand how the Act-Like-A-Lady Box works • acknowledge how they may have contributed to hurting women • understand how women get blamed
Session 8: Allies To Women	<ul style="list-style-type: none"> • describe how violence affects women • understand the effect that being violent has on men • interrupt violence against women without escalating the violence • identify the “next step” in being an ally to women
Session 9: Becoming Allies	<ul style="list-style-type: none"> • give examples of individual and group resistance to violence • describe and give examples of what it means to be an ally • commit to the ally pledge • choose effective, non-violent ways of getting into the mix
Session 10: Between Men	<ul style="list-style-type: none"> • identify how to give and receive support from other guys • caringly challenge other young men about destructive or self-destructive behavior • wind up the group experience on a positive note
Session 11: Re-introduction	<ul style="list-style-type: none"> • define responsibility and community • connect the Power Chart to problems in their community • understand how children are hurt by violence from the adult world • identify their goals for these sessions

Curriculum Scope & Sequence (continued)

Session Title	Learner Outcomes
	This session will enable young men to:
Session 12: The Big Boxes	<ul style="list-style-type: none"> • understand the Big Boxes, or institutions, that reinforce the Act-Like-a-Man Box • describe the function of control in men’s lives • distinguish between power and control • be allies without controlling others
Session 13: Getting By: Men, Class and Money	<ul style="list-style-type: none"> • understand how the class structure operates in this country • find their own place on the Economic Pyramid • understand the impact of economic discrimination on men • celebrate the history of struggle to challenge the Economic Pyramid
Session 14: Men, Race and Culture	<ul style="list-style-type: none"> • examine the concepts of race and culture and their role in violence • build respect for racial and cultural diversity • build interracial communication • understand racism and anti-Semitism and their effects on young men
Session 15: Brothers: Class and Race Alliance	<ul style="list-style-type: none"> • build cross-racial and cross-class alliances • learn cooperation and support through alliance
Session 16: Losses	<ul style="list-style-type: none"> • review the effects of “Act-Like-a-Man” training on young men’s ability to show feelings • identify a broad range of human feelings • understand the healing process in the expression of feelings • identify a personal experience of loss of a relationship • support other young men dealing with loss

Curriculum Scope & Sequence (continued)

Session Title	Learner Outcomes
	This session will enable young men to:
Session 17: Drugs	<ul style="list-style-type: none"> • identify how people use drugs to numb feelings • analyze the personal and social effects of drugs • identify other uses for drugs in our society • understand and take responsibility for how they use drugs in their own lives • make more informed choices about personal drug use
Session 18: Taking Care of Myself	<ul style="list-style-type: none"> • identify basic needs human beings have • understand the physical, emotional, and psychological risks young men learn to take as part of male socialization • complete the Risks Inventory and identify personal risks they take • identify better ways to take care of themselves • make a commitment to other young men to take better care of themselves
Session 19: Relationships with Men	<ul style="list-style-type: none"> • identify men in their lives now and in their past that they have had close relationships with • understand the impact of male socialization upon men building close relationships • describe the impact of homophobia upon men building close relationships • take positive steps toward building non-abusive, close relationships with men in their lives
Session 20: Creating Relationships 1	<ul style="list-style-type: none"> • identify what brings them pleasure • recognize their right to sexual pleasure • understand their personal conditions for intimacy • discuss aspects of men's sexuality and how it is socially constructed • design healthy conditions for being sexually intimate with another person

Curriculum Scope & Sequence (continued)

Session Title	Learner Outcomes
	This session will enable young men to:
Session 21: Creating Relationships 2	<ul style="list-style-type: none"> • understand what male privilege is • identify the costs of male privilege to women • see how the Big Boxes reinforces male privilege, sexual harassment, and sexual assault
Session 22: Creating Relationships 3	<ul style="list-style-type: none"> • understand the dynamics and effects of sexual harassment and sexual assault • reject the division of women into good girls and bad girls • accept that no means no when a woman wants to stop sexual activity • make a commitment to one specific action to stop violence against women
Session 23: Creating Family	<ul style="list-style-type: none"> • acknowledge the diversity of families in the world • describe the qualities of both caring and unsupportive families • describe the kind of family they want to create • identify the positive and negative pressures to have children • identify their own reasons for having or not having children
Session 24: My Future	<ul style="list-style-type: none"> • think about their future • recognize and value their personal strengths • begin thinking of job and educational possibilities • connect family planning to education and job opportunities
Session 25: Starting Where You Are	<ul style="list-style-type: none"> • evaluate the support, safety, and obstacles they face in their current situation • decide how to best further their plans • strategize about actions to support other young people • recognize and deal with resistance against their success
Session 26: Saying Goodbye	<ul style="list-style-type: none"> • describe and give examples of what it means to be an ally • re-commit to the Ally Pledge • begin to take responsibility for being allies to younger brothers • conclude the group experience on a positive note

Meeting National Academic Standards With the *Young Men's Work* Program**

Using the *Young Men's Work* program, you will meet the following standards:

Health Education Standards (Grades 7–8):

- understands how peer relationships affect health (e.g., name calling, prejudice)
- understands how various messages from the media, technology, and other sources impact health practices
- knows strategies to manage stress and feelings caused by disappointment, separation, or loss
- knows characteristics and conditions associated with positive self-esteem
- knows appropriate ways to build and maintain positive relationships with peers, parents and other adults
- understands the difference between safe and risky or harmful behaviors in relationships
- knows techniques for seeking help and support through appropriate resources
- knows potential signs of self- and other-directed violence
- knows the various possible causes of conflict among youth in schools and communities, and strategies to prevent conflict in these situations
- knows how refusal and negotiation skills can be used to enhance health
- knows conditions that may put people at higher risk for substance abuse problems
- knows factors involved in the development of drug dependency and the early, observable signs and symptoms
- knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs
- knows strategies for coping with concerns and stress related to the changes that occur during adolescence.

Health Education Standards (Grades 9–12):

- understands methods to facilitate the transition from the role of a child to the role of an independent adult in the family
- knows skills to communicate effectively with family, friends, and others, and the effects of open and honest communication
- knows strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
- knows possible causes of conflicts in schools, families, and communities, and strategies to prevent conflict in these situations
- knows strategies for solving interpersonal conflicts without harming self or others
- knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations
- understands the short- and long-term consequences of safe, risky, and harmful behaviors
- knows the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs
- knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community
- understands that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions
- understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality

Life Skills Standards (Grades 7–12):

- identifies alternative courses of action and predicts likely consequences of each
- selects the most appropriate strategy or alternative for solving a problem
- examines different alternatives for resolving local problems and compares the possible consequences of each alternative
- challenges practices in a group that are not working
- demonstrates respect for others in the group
- identifies and deals with causes of conflict in a group
- determines the causes of conflicts
- displays empathy for others
- displays friendliness and politeness with others
- uses emotion appropriately in personal dialogues
- avoids overreacting to criticism

**Standards are taken from Kendall, John S. and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education (3rd Edition)*. Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.