



pureman

courageous: course information

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## **What does the course cover?**

There are 8 main sessions which creatively explore different aspects of manhood, with optional introductory and follow up sessions. It is aimed at small groups consisting of approximately eight boys of similar age, between 11 and 16.

We recommend two male facilitators co-ordinating each group and leading the one-on-one sessions.

## **How long will sessions take?**

Each group session is designed to last for an hour, followed by two 30-minute one-on-one sessions. The group sessions enable introduction to concepts and themes, and allow for discussion and exploration of these concepts and themes, whilst the one-on-one sessions enable relationships to be formed between participant and facilitator, to help the participant apply these concepts and themes to their individual context.

We recommend that each session be organised weekly allowing for the timetable of the school or youth group.

## Session One: One-on-one Sessions

### **This session will help participants to:**

- Build rapport with the facilitators outside the group setting.
- Establish an outline for the programme: purpose, themes and expectations.
- Jointly develop ground rules with the facilitators and align expectations of participants and facilitators.
- Discuss confidentiality.
- Develop an interest to participate and explore the topics to be discussed.

## Session Two: Building Rapport

### **This session will help participants to:**

- Review ground rules in the group setting and agree on codes of conduct, boundaries and confidentiality.
- Develop an appreciation and respect for the other participants in the programme.
- Develop a greater awareness of the value of team-work and communication skills within the group.
- Understand that our views on masculinity have an impact on our perception of self and others.
- Articulate personal dreams, aspirations and desires.
- Identify potential problems that might prevent them from achieving their aspirations and appreciate the need for addressing these problems.

## **Session Three: Vision of Manhood I: Puberty & Male Stereotypes**

### **This session will help participants to:**

- Appreciate the normal physical and developmental changes involved in puberty
  - Explore the effects of puberty on the development of male identity
  - Appreciate that models of masculinity are diverse, varied and complex
  - Critically evaluate popular male stereotypes and explore the effects of narrow views on masculinity on identity, relationships and decision-making
  - Explore, identify and review personal views on masculinity, and the positive and negative influences that shape these views
  - Communicate discrepancies between personal self-image and popular stereotypes of masculinity
  - Understand that all men feel the full spectrum of emotion including vulnerability, fear and dependency, and acknowledge that the presence of these emotions are neither masculine or feminine
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## Session Four: Vision of Manhood II: Self Identity

### **This session will help participants to:**

- Explore how they feel about themselves
- Appreciate that labels are narrow descriptions of who we are and can be restrictive if not explored and challenged
- Communicate discrepancies between personal self-image and external views
- Recognise lack of self-esteem in others
- Understand that negative beliefs about ourselves can prevent us from achieving our dreams and aspirations and develop healthy methods of reviewing these beliefs
- Appreciate that our identity comprises of diverse, varied and complex factors

## Session Five: Relationships with Women

### **This session will help participants to:**

- Identify different influences that affect views and opinions about women
- Explore and critically review personal views and expectations of women
- Evaluate how media, popular culture and pornography influence views on women, sex and relationships
- Understand that sex portrayed in pornography is not based on reality and can dictate stereotypical gender roles i.e. men as domineering and women as subservient
- Appreciate that sex is a powerful contributing factor to healthy relationships
- Identify the physical and emotional risks associated with sex
- Understand that having sex is always a decision and boys can also say no

## Session Six: Relationships with Authority

### **This session will help participants to:**

- Share thoughts and feelings about personal experiences with authority figures in their lives
- Reflect on how past experiences can affect relations with authority figures
- Analyse personal views on authority and how they correlate with experiences with parents, especially fathers as authority figures
- Consider and appreciate other perspectives on authority
- Explore possibilities of changing perspectives
- Acknowledge difficulties in changing perspectives

## Session Seven: Overcoming Challenges

### **This session will help participants to:**

- Identify the challenges or struggles that affect society in general, and men in particular
- Identify underlying issues that make these challenges difficult to overcome
- Understand that each individual has a responsibility to identify how these issues affect them specifically
- Develop strategies for dealing with the different challenges faced on a daily basis
- Appreciate that there are many resources available for overcoming challenges, and that this is not necessarily a solitary activity

## **Session 8: Building Your Toolkit: Dealing with Anger and Failure**

### **This session will help participants to:**

- Recognise their own experience of anger
- Develop a healthy understanding of anger
- Recognise personal reactions to different triggers/situations that make them angry
- Recognise underlying causes of anger
- Identify different tools and strategies to manage anger in a healthy manner
- Appreciate the benefits and limitations of risk
- Understand the detrimental effects of risk-taking behaviours
- Explore key failures of significant men in history and how they overcame their challenges

## **Session 9: Graduation**

### **This session will help participants to:**

- Review the course of the programme
- Reflect on the lessons learnt over the previous weeks
- Identify areas of personal change
- Devise a plan for continued personal development

## Session 10: Follow Up

### **This session will help participants to:**

- Review of personal development plan
  - Identify areas of progress following the programme
  - Feel encouraged to continue implementing the tools and strategies developed in the programme
  - Identify potential areas they require further input
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### **Here is a sample session of the Golden ticket:**

- Using the template provided, encourage the participant to write the date five years from now and to imagine what their life will look like then.
- Use the four categories of: Working, Learning, Playing and Giving. These act as a guide to help the participant imagine this life and encourage the participant to dream. The golden ticket represents the best possible life they could be living in five years.
- Use closed questions at the beginning if the participant finds it difficult to imagine this life. Questions like the following can be helpful:

**Where are you working? Doing what? Who with?**

**What does your job involve?**

**Are you in university or studying?**

**Who are the people around you?**

**Are you near family/friends?**

**What does your social life involve?**

**Are you in one place or many places?**

**Are you doing any voluntary work?**

**Are you helping others in any way?**

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- After this exercise, turn the ticket to reveal the following questions:

**In achieving all my goals the biggest obstacle I overcame was...**

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- Try to encourage the participant to think about any problem or fear that they would have had to overcome to achieve this life. Relate this to current problems or fears the participant might be facing at the moment:

**I overcame this by...**

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- Hypothetically, how did the participant overcome this problem? By thinking objectively, the participant is able to identify solutions to problems that they might be facing at the moment.

**The people who helped me were...**

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- Help the participant identify avenues of help: teachers, friends, family members, GP, specialist services. Include yourself in this list to enable the participant to see that you are on their side.

**The first step I took was...**

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- It is sometimes overwhelming to think of the solutions to a big problem. However, it is a lot easier to identify the first step. Encourage the participant to identify this step even if it is just an awareness of the problem.
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## Reaching my goals

- **The biggest problem I faced was...**
  - **I overcame this by...**
  - **The people who helped me were...**
  - **The first step I took was...**
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## Price List

### Basic cost:

£200 Training, resources and licence for 1 year.

£50 2 facilitator handbooks and 8 workbooks

£100 2.5 hrs of online support time.

**Total**      **£350** (*or get all this and three year licence for £450*)

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### Extra costs:

£100 Licence for each additional year

£40 For 8 workbooks per 10 weeks course - *this is necessary if you will be running the course more than once*

£100 Additional facilitators to attend the training

£20 Per half hour for online/skype support

*Payment can be agreed in monthly instalments or one off payment.*

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