



# Young Man With a Plan

## CURRICULUM: SAMPLE LESSON

### Accountability

#### LEARNING OBJECTIVES

##### What is Accountability?

*Young men should leave the session with a better sense of accountability and its importance as it relates both high school and life.*

#### DESCRIPTION OF ACTIVITIES

- Ask the group to **define accountability in their own words** and to **explain a time in which they were held accountable. How did it make you feel?**
- Ask the group, **does anyone know someone who isn't held accountable? What's their life like?**
- Talk about **what happens when you're not held accountable.**
- **Who holds you accountable? Who is allowed to?**
- **What is an accountability partner?**

#### MATERIALS NEEDED

- Enough chairs and/or space to make an efficient circle
- List of benefits of being held accountable
- Music

#### EVALUATION / FOLLOW-UP:

*To be completed by presenters following group*

- What worked well?
- What should be changed?
- What came up to address in next group?





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## CURRICULUM: SAMPLE LESSON

### Ethics

#### LEARNING OBJECTIVES

##### **What are Ethics? Why are they important?**

*Young men will leave with knowledge on ethics and the importance of ethics in their lives.*

##### **Ethics vs Morals**

*Definition of Ethics: a set of moral principles; a theory or system of moral values; the principles of conduct governing an individual or a group; a guiding philosophy*

*Definition of Morals: a person's standards of behavior or beliefs concerning what is and is not acceptable for them to do (more personal than ethics)*

#### DESCRIPTION OF ACTIVITIES

The facilitator will give an **example of ethics** as it relates to home, classroom, YMWAP, and life.

He will present examples of ethics **on the playing field** or as represented **in a movie that will relate to the room**. He will discuss the **pros and cons of being ethical**.

Ask the **young men: What are your thoughts?**

Ask any **adults in the room: Would you like to share your thoughts?**

Then ask the following questions:

*(Everyone might not want to share out loud; especially they are still new to the group)*

- **How do you know, learn, or decide what is ethical behavior?**
- **Can you remember a situation that made you think about ethics and ethical behavior?**

Provide some **suggestions on what they should do if they're not feeling comfortable with the ethics present in a specific space or environment**. Give them advice on how to be ethical.





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## CURRICULUM: SAMPLE LESSON

### Writing/Self-Reflection

#### LEARNING OBJECTIVES

This lesson combines the 5-paragraph essay overview with self-reflection.

#### DESCRIPTION OF ACTIVITIES

##### Review the 5 Paragraph Essay:

- **Intro:** Introduce topic and declarative thesis statement
- **Body paragraph:** Detail/evidence sub-topic A on topic
- **Body paragraph:** Detail/evidence sub-topic B on topic
- **Body paragraph:** Detail/evidence sub-topic C on topic
- **Conclusion:** Restate thesis (differently) and offer another deeper thought and connection to wider world/life

Ask students to **use the 5-paragraph essay to address this topic:**

***“In my family I am the one who....”***

*You may read an essay that you have written on the topic as an example.*

**Give students 45-60 minutes to complete the writing.**





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## CURRICULUM: SAMPLE LESSON

### Love

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#### LEARNING OBJECTIVES

##### **What is Love?**

*Young men should leave with an understanding of what healthy love is.*

*They should leave the session with a better sense of the definition of love, the importance of a healthy relationship and of love languages, and how they apply to their lives.*

#### DESCRIPTION OF ACTIVITIES

The facilitator must employ humility and **share a story** of when he was their age and was in love or thought he was in love.

Hand out the paper and ask them to describe: **What do you think love is?**

**Give them 4-5 minutes and then collect their papers.**

Share the dictionary definition of love. Share your definition of love.

- **Wanting someone to have the best life for them even if it doesn't include me**
- **Being in love means willing to compromise and work to build with a person**
- **Understanding that they will continue to grow and they are still an individual**
- **As much as I'm in love, I have no control over the duration, just the experience**

##### Love Languages

Then ask the following questions:

- **How do you show someone you love them?**
- **How is love of a family member different from love of a person your age?**
- **Can love happen too fast?**
- **How do you tell someone that you like them but don't love them?**
- **How do you react when someone you love doesn't love you?**
- **Is all love supposed to last forever?**
- **Describe your ideal high school girlfriend. Describe your ideal life partner. How are they the same? How are they different? Why?**

*Everyone might not want to share out loud if they are still new to the group*

Provide some **examples of unhealthy relationships** and then provide an **example of a healthy relationship** and let them **discuss/judge whether they think the relationships are healthy or unhealthy.**