

August 11

Project IMPACT!

Program Trainer's Manual

2010

A no-nonsense straight-forward, yet sensitive and caring approach to engaging the critical thinking processes of Black male youth that are at risk of dropping out of school, life or becoming involved with the criminal justice system.

***A Concerned
Group of
Men©
program***

No part of this training manual should be copied or shared in whole or part without the expressed written consent of Mr. William S. Robinson or one of the original members of A Concerned Group of Men© as doing so would constitute copyright infringement that could result in legal action.

History

During the Summer of 1989, four African American men - Henry Bracey (Grand Rapids, Michigan), Derrick Jackson, Marvin Brown and William S. Robinson (each from different parts of New York) - met in Columbia, South Carolina and began talking about some of the issues confronting the Black community in the city they had all relocated to from an Afro-centric perspective. Each had participated in a program entitled Bridge Builders for the Future, a young professionals group that engaged at-risk students in high school or during their first year of college. A natural attraction was evident as each talked about the importance of knowing African and African American history as a part of preparation for any future success. A Concerned Group of Men© (ACGM) was born as a group of professional, African American men that made a commitment to employ a direct approach to solving problems in the Black community.

In the fall of 1989, A Concerned Group of Men© conducted a conference entitled, *African American Male/Female Relationships*, on the campus of Benedict College in Columbia, SC. This event set the tone for the development and early direction of the group, as during the closing plenary men and women shared their thoughts about relationships in a very open and frank manner. A Concerned Group of Men© was encouraged to build on what it had begun.

During the summer of 1990, the group created *Project Impact!* - a seven-segment, 15-week counseling and life skills intervention program that incorporates strategies, techniques and exercises that has since been presented to a number of churches, schools, community organizations, and at several conferences. The program was first taught at Lower Richland High School (Columbia, SC) during the 1990-91 academic year, where the ACGM targeted young Black men that were most at risk for being expelled from school. After the initial cycle of the program, not a single participant had been lost from school, and nearly all were hard working students by the end of the academic year.

Project Impact! employs a no-nonsense straightforward, yet sensitive and caring approach which engages the critical thinking processes of African American male youth that are at risk of dropping out of school and/or becoming involved with the criminal justice system. The program assisted youth in developing a more positive *purpose and direction* by building and strengthening their *identity, self-esteem, and problem-solving skills*. The program was copyrighted in early 1991. The current program has been updated (in 2010) by one of the original members of A Concerned Group of Men©, William S. Robinson, who has revised the program under the Black Men's Health Initiative.

Procedural Outline for Project Impact! Training

(Full 15- week Program)

SEGMENT ONE

Segment Principle: Orientation

Materials: Orientation Shield, Index Cards or Biographical Data Sheet

Instructor Procedures:

1. Program Overview

- a) Welcome/Introductions- introduce self (and other facilitators, if applicable)
- b) Explain purpose of the program (to help young African American males to develop positive identity, purpose and direction).
- c) Define working definitions of identity, purpose and direction (with group).
- d) Explain duration of the program – based on Ancient African manhood training practices. Personal development is accomplished by fostering positive and responsible behavior through a seven (7) step 15-week process.
- e) Discuss standing ground rules (i.e. level of commitment, participation requirements, parental involvement, and group consensus approach).

2. Establish a group identity from the principles of Nguzo Saba (Principles of Kwanzaa).

Choices are:

Principle

Meaning

Umoja

Unity

Kujichagulia

Self-determination

Ujima

Collective Work & Responsibility

Ujamaa

Cooperative Economics

Nia

Purpose

Kuumba

Creativity

Imani

Faith

3. Individual Participant Identity Activity (shield):

- a) Distribute shield to participants. Allow ten (10) minutes for completion of questions on shield
- b) Explain purpose of shield activity - to facilitate a greater understanding of *self* and *peers* in the group. Review group responses aloud. Turn in shields to facilitators, as they will be revisited near end of program.

Questions on Shield:

1. How would you like others to see you?
2. Who is the person you admire most?
3. Who or what is your biggest motivator?
4. How do you see yourself?
5. Why are you in this group?
6. Where would you like to be in five (5) years?

4. Biographical Data Sheet:

- a) Have each participant complete (confidential contact information -form or index card).
- b) Explain confidentiality, purpose and use.

Information to be collected:

- a. Name (and nickname)
- b. Address
- c. Phone Number (of best person to contact)
- d. Age
- e. Family Size/Both Parents Home?/Which one is not?
- f. Educational Goal
- g. Career Goal
- h. Favorite school subject
- i. Hobbies
- j. Last Book Completed

SEGMENT TWO

Principle: Self-Concept

Materials: Selected Books, Videos (clips), and/or Magazines, Pre-labeled Index Cards, Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Suggested Books: “New Visions for Black Men” – Dr. Na’im Akbar
“Conspiracy to Destroy Black Boys” – Dr. Jawanza Kunjufu
“Malcolm X” – Alex Haley
“Up from Slavery” - Booker T. Washington
“Dreams of my Father” – Barack Obama

Suggested Material Supplements: could include video clips that illustrate positive and/or negative male images, Ebony Magazines (issues that focus on Black men), posters (i.e. Budweiser’s Kings of Africa series).

Instructor Procedures:

1. Segment Overview:

- Discuss importance of self-concept (encourage participation)
- Ask group: Why is self-concept important?
[Explain that one’s view of oneself becomes the key reference point around which all experiences and actions are rooted. Guide discussion about how views of self help determine a person’s life direction. Participants will explore how self-concept contributes to achieving a meaningful and fulfilling life].

2. Self-Identity Exercise:

- a) Pre-stack cards with different category names (Negro, Colored, Black, African American and African)
- b) Split participants into equal number groups
- c) Randomly distribute cards to the groups so that each group has one identity card
- d) Allow 15 minutes for each group to define themselves in terms of a land base, language, culture and history, based on card identity
- e) Conduct “kitten” exercise

3. List three (3) components of Self-Concept:

- Identity
- Purpose
- Direction

a) **Identity:**

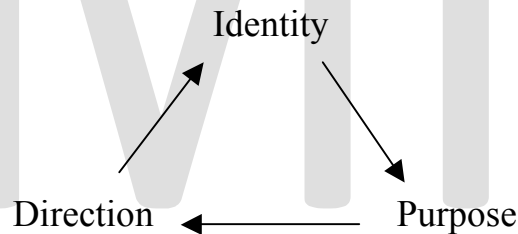
- Discuss question: *What does identity mean to you?*
- Have participants describe Black male *identity* from family, school, community and historical perspectives utilizing suggested materials and via open dialogue
- Discuss how external 'labeling' can influence one's identity
- Discuss how advertising can influence one's identity
- Discuss how discipline influences one's identity (*Who is in control?*)

b) **Purpose:**

- Facilitate a participant discussion on how self-identity influences one's *purpose* within both personal and larger community contexts - reference family, neighborhood, nation, and world. Facilitators should share (and elicit from participants) personal experiences and the contribution of others that illustrate a life that is or was driven by *purpose*.

c) **Direction:**

- Explain that *direction* is the result of a well defined identity and purpose. That there is a cause and effect relationship that exists between identity, purpose, and direction (i.e. crabs in a barrel, NIKE advertising)
- Discuss the relationship of identity, purpose and direction with participants
- Discuss methods that can change direction (behavior) from negative to positive
- Review and discuss vicious cycle diagram:



- Discuss the necessary components of *Parent Empowerment* and how it relates to self-concept. Explore if the participants think they have received from their parents.

- *Hope*
- *Consistency*
- *Quality Time*
- *High Expectations*

SEGMENT THREE

Principle: “African” American History and Culture

Materials: Reference Books, Articles, Magazines, Artifacts, Handouts, Art, Select Video(s), Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Suggested Books: “The Middle Passage” – Tom Feelings
“They Came Before the Mayflower” – Lerone Bennett, Jr.
“The Teachings of Phahotep” – Dr. Asa Hilliard
“Civilization and Barbarism” – Dr. Cheikh Anta Diop
“Afrocentricity” – Dr. Molefi Asante
“The Psychological Chains of Slavery” – Dr. Na’im Akbar
“ROOTS” – Alex Haley
“Remembering Slavery” – Smithsonian Institute
Newsweek Magazine featuring article on “Eve”

Suggested Videos: “Found Voices” – ABC Nightline News Segment
“Remembering Slavery” – Audio Tapes
“Slavery in the Making of America” – Video Series
“Amistad”
“Montgomery to Memphis”

Instructor Procedures:

The purpose of this segment is to give the participants a global understanding of Black history beginning with the genetic mother of all civilizations (“Eve”) in Africa through present day. In this segment, it is critical to make the connection between the Continent where human-kind began, the early history of that period, and how it impacts upon what occurs today. The level of expertise will depend upon the facilitators of the group, who should take time to do extensive research if not already familiar with these time periods. This component has been deemed by the creators of this program as the most significant, as it provides a critical body of knowledge that is too often absent from educational curriculums.

Critical time periods to cover:

- 1. Ancient Africa - Golden Ages**
- 2. Colonization of Africa**
- 3. The Middle Passage/Tran-Atlantic Slave Trade**
- 4. Slavery in America**
- 5. Civil War and Reconstruction**
- 6. Jim Crow Era/Segregation**
- 7. Civil Rights Era/Integration/Black Power Movement**
- 8. Post-Civil Rights Era**
- 9. Election of 1st Black U.S. President – 2008**

During each time period: play video, read book excerpts, make PowerPoint presentations and allow the participants to openly discuss the Black male contributions they learn about, what influence these contributions had, and if the contributions impact the condition of Black males today.

NOTE 1: Allow as much time as necessary to facilitate this segment. The Founders found it better to cut time from other segments to allow for full and open discussion in this area, as the participants become empowered by information they may have never heard before. Schedules should be adjusted accordingly.

NOTE 2: If Project Impact! is run in a school-based setting, it is prudent to have an in-service training for faculty and staff prior to facilitating the program. Why? Many times the young men that have been selected to participate have been deemed to have the worst academic attitude. During this segment is when it normally “clicks” for participants, and we have found them openly challenging teachers with information they have received via the program. To avoid any further disciplinary issues for the young men its best to alert those in the school setting about what will be shared, that sensitivity around the new information is necessary during this time, and that program facilitators should be contacted if there is a problem. Many suspensions and expulsions were avoided by incorporating in-service training into school-based facilitation.

SEGMENT FOUR

Principle: Value Clarification

Materials: 42 Negative Confessions handout or poster, Principles of Maat Handout, Video clips, DVD and/or VCR Player, Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Instructor Procedures:

- a) Define *value system* as – an integrated network of behavior(s) that, when conducted, establishes relationships with humanity, the natural environment, and a Supreme Being
- b) Review the 42 Negative Confessions. Explore the value of the Confessions. Explore the relevance of the Confessions today, and some of the factors that exist that contribute to Black men turning away from values
- c) Discuss where values come from (i.e. parents, school, place of worship, where else?)
- d) Facilitate a discussion on the importance of understanding values inherent in African culture (i.e., Principles of Maat and 42 Negative Confessions) and if they are relevant today. List Principles of Maat:
 - * Truth
 - * Justice
 - * Righteousness
 - * Harmony
 - * Balance
 - * Order
 - * Propriety
 - * Reciprocity
- e) Ask participants, Why values are important to self, family, neighborhood, and nation?
- f) Describe the criteria for good values:
 - must be realistic
 - something that is cherished
 - something you will state publically
 - something you are willing to act on
 - something that preserves life

Are your current values something you would die for?

SEGMENT FIVE

Principle: Problem Solving and Decision-Making

Materials: Videoclips (i.e. YouTube), DVD or VCR, Role-play scenarios, shared stories, handouts, current news/events, Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Instructor Procedures:

- a) Introduce topic and objectives of this segment. Explain that this segment is designed to offer an operational framework for making good decisions and offering a variety of strategies to assist with solving problems. Explain that participants will be required to role-play through a number of situations that the facilitators create during the segment (scenarios should be problems and/or challenges that relate to situations the participants might encounter during their daily activities).
- b) List and review the *Steps of the Decision-Making Process*:
 - * recognize and define *challenge* or *problem*
 - * gather pertinent facts about the situation
 - * interpret/analyze facts
 - * develop alternatives based on facts (creating options)
 - * select a course of action(s)
 - * implement the action plan
 - * evaluate results of action(s)
 - * modify plan, if necessary
- c) Discuss “*standards, norms and values*” of society and how they impact the decision making process (i.e. No Snitchin’, How do you handle pressure to join a gang?, What do I do if my sibling is beat up?, How do I handle a forward young lady?). Facilitate group participation. Engage role-play scenarios, when appropriate.
- d) Discuss *cultural perceptions* and how they effect the decision making process. Role-play, when appropriate (i.e. “iceburg” exercise).
- e) Explain the difference between *culture* and *society* and how they impact the decision making process. Provide examples. Role play, when appropriate.

SEGMENT SIX

Principle: Health and Hygiene

Materials: 5lb bags of flour or sugar (one for each participant), magazines that include Black men, scissors, glue, poster paper/boards, Food Pyramid, African balanced living chart, handouts, DVD/VCR player, Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Instructor Procedure(s): (Part One)

Facilitate an open discussion by asking, *What is Health?* and *What is Hygiene?* Record responses. Introduce the segment's objective as the one that ties everything else together, explaining that without a real sense of well-being, nothing else is possible.

- a) Discuss the importance of establishing practices that will lead to a healthy life for self and off-spring –what does this include?
- b) Discuss the importance of having an outward image of well-being, including what makes up “well-being” and “good health”.
- c) Discuss the Ancient African components of “well-being/good health” – *spiritual, intellectual/mental, and physical* – and why its important to work on all at the same time all the time (**balanced living chart**). Provide examples of Black males who did not practice balanced well-being and the consequences suffered as a result.
- d) Lead discussion on elements of good hygiene and grooming (i.e. hands, feet, teeth, hair, skin) providing good and bad examples of both. Have participants assess each other's level of hygiene. Discuss what happens when proper hygiene is not practiced (i.e. bad breath, ashy skin, dirty nails, bunyons, body odor, etc.)
- e) Break participants up into groups and facilitate creation of collages reflective of their group, incorporating examples of good and bad health and hygiene. Have each group showcase and explain their collage.

Before the participants break for the day, give them each a sack of sugar or flour (depending on what was purchased for the segment). Let them sit with the sugar/flour for a few minutes without indicating what its for. Place an identifying mark or stamp on the sugar/flour to assure that participants can't replace it during the week.

After a few minutes, explain that the bag of sugar/flour:

- Is their child for a week
- Will need to be fed (every 2 hours), burped, diaper changed (every 2-4 hours), take naps, and be clothed daily

- Should be in your possession and/or visual sight at all times
- Is to be brought back the following week – without exception

Instructor Procedure(s): (Part Two):

As participants arrive, check to see if they are in possession of their child. If not, make them wait outside the room until all other participants have arrived. Any participant that is childless should remain outside the room. The participants that returned with their ‘children’ should collectively decide what should happen to those who did not. Once a decision is made, the childless participants should be allowed in the room and informed that a collective decision was made regarding their consequences (i.e. carry child for another week, write an essay as to why their child is not with them, not allow them to participate in Part Two activities, require some physical activity, etc.). The consequences should be announced *by a program facilitator*. Pay close attention to the reaction of those who forgot their children and discuss their reaction(s) if necessary or deemed beneficial.

***NOTE 3:** There is another level of bonding that occurs at this time. If all participants return with their ‘children’, then there is a deep sense of camaraderie that normally follows. For those who did not, there is some sense of isolation in them, while there may be sentiments of disappointment amongst the others. Be more conscious of potential splits in the group and be ready to address, as one of the overall objectives is group success.*

- a) Facilitate open discussion about participants’ experience in being ‘a parent’ the previous week. Make sure participants share their challenges, problems, how situations were resolved, and any successful experiences. Again, note the reaction and level of participation of the ‘childless’ participants, ensuring to ask how they feel and engaging them as well.
- b) Discuss the difference between **food, diet** and **nutrition**, and how they all contribute to health. Review the basic food groups, preparation of food, and concept of moderation as it relates to food.
- c) Discuss the impact of drugs on self, family and community. Ask participants questions that pertain to drugs and/or drug use (i.e. What is a drug? Name some? What are they used for? Why? Anyone in your family dealing with drugs? Do you use drugs?). The objective here is to ensure participants understand all classifications of drugs – legal and illegal – and the impact they have on health (video clips of different drug use in popular film can be very powerful here).

Provide and discuss examples of drug addiction, including:

- * family clues
- * social clues
- * occupational clues
- * personal clues
- * HIV/AIDS

d) Refer to SEGMENT FIVE and discuss the relationship of wellness to good decision making and problem solving with regard to sexual behaviors. Discuss both intimate and non-intimate sexual behavior(s), and make sure participants are aware of both. Be sure to address:

- Intimate:** kissing/petting/intercourse
- Non-intimate:** how you refer to women/how you treat women/ how you treat parents of women/ how you treat your woman/ how you treat the parents of your woman/language you use to communicate with women/calling, texting, “sex-ting” and other uses of social media when interacting with women.

SEGMENT SEVEN

Principle: Goal Setting

Materials: Handouts, Eraser/Chalkboard, Large Post-it Notes or Newsprint Paper

Instructor Procedures:

- a) Introduce this as the final segment of the program, and last step to master in being prepared for manhood. Write the following African Proverb in a place where all can see, ***“If you do not know where you are going, any road will take you there”***. Ask participants what they think it means.
- b) Introduce *goal-setting* as the articulation of a vision to move from one point to another and the foundation for making any plan operational. Discuss steps of successful goal setting (referring back to SEGMENT FIVE), but here adding a stated time element to the processes.
- c) Discuss *internal* and *external* factors that affect goal setting, including how and why, using the following lists:

Internal

Ability
Attitude
Age
Health
Persistence

External

Family
Friends
Culture
Financial Resources
Physical Resources

- d) Engage participants in an exercise to develop a Blueprint for Goals (BoG) that incorporates the following components:
 - Spiritual
 - Intellectual/mental – education/well-being
 - Physical – diet and exercise
 - Recreational – constructive hobbies (why important?)
 - Social – (why important?)
 - Family– encourage continued discussion at home
 - Financial
 - Business and Professional – personal, family, community
 - Community and Civic

- e) Discuss the significance of timeframes in goal setting. Differentiate between hourly, daily, weekly, monthly, annually, and longer range goals and how to determine which is most appropriate. Have participants apply timeframes to the Blueprint for Goals they just developed – assigning *short, intermediate* or *long range* time frames to the individual components.
- f) Describe, discuss and review the process(es) for setting and achieving stated goals.
- g) Give participants a new Identity Shield to complete. Allow 15 minutes for completion. Return the Identify Shields completed during the initial meeting, and have participants compare responses. Discuss.

End of Training

Inform participants that the bulk of the program has been completed, but the most critical aspect of the program remains – determining who in the group is prepared, based on his performance in the program, for manhood. Inform the group that this determination will be made by two different groups of men – the facilitators (who will make the final determinations), and the men that have participated in the group. Ask if everyone is in agreement with the process, and let them know that the participant evaluation of other participants is to happen before departing.

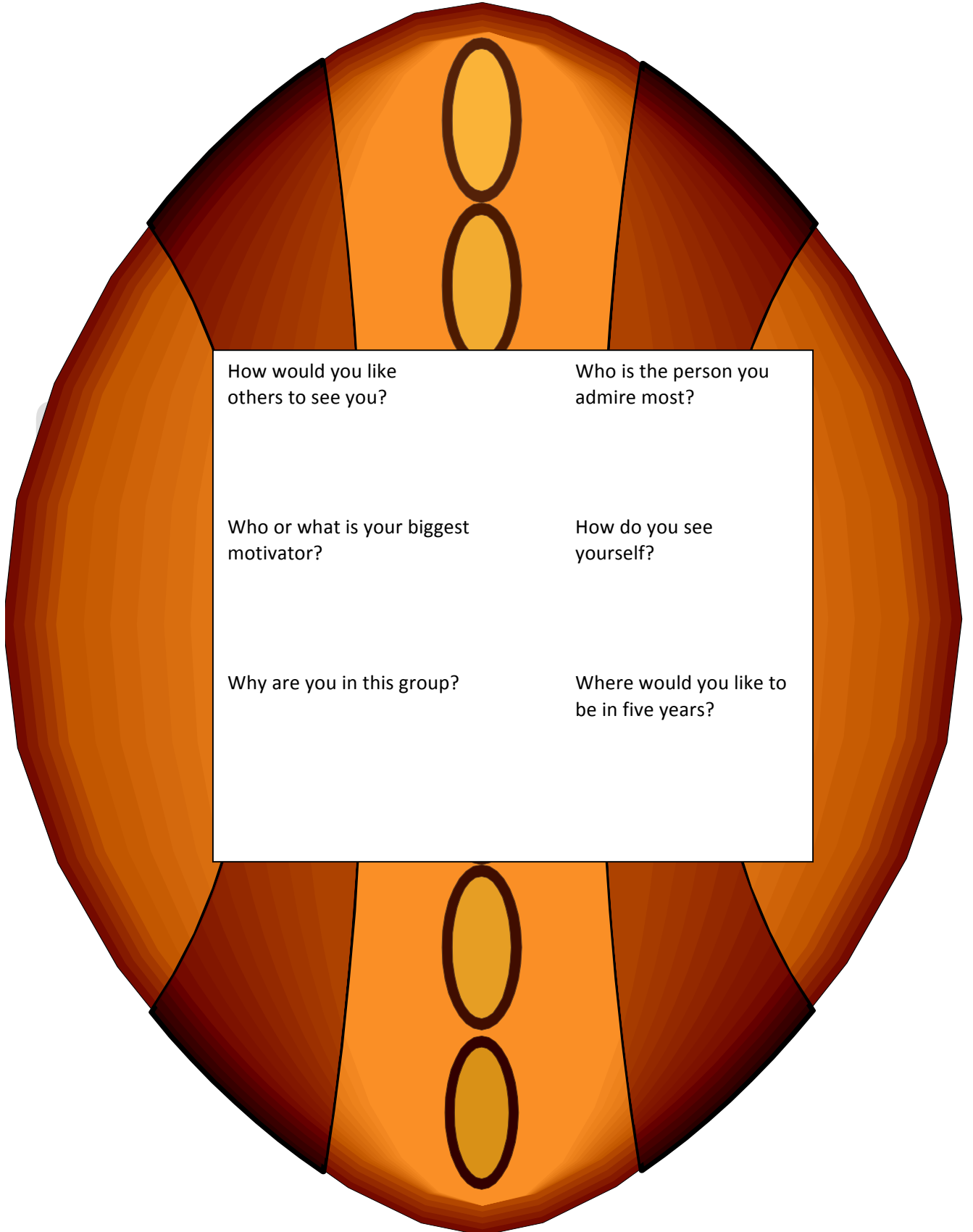
Ask, if someone is prepared to begin this process. *A facilitator* calls out a person's name and allows each participant to make comments regarding their thoughts about the readiness, or not, of that participant. No one is allowed to abstain from the process. The process is repeated until all participants have been evaluated by fellow participants. **NOTE 4:** *Facilitators may want to take notes during this self-evaluation.*

As the final training activity, participants should form a circle (preferred arrangement for all group activities and discussion), stand up, and hold hands facing each other. A facilitator should then declare that the training portion of the program has concluded, quickly highlight the experiences of the training, and end with a prayer, African Proverb or some combination of both.

Participants should then be dismissed and informed they will be contacted during the following week to learn if they will be invited to the graduation ceremony – indicating they have successfully completed the program.

Name: _____

Date: _____



How would you like others to see you?

Who is the person you admire most?

Who or what is your biggest motivator?

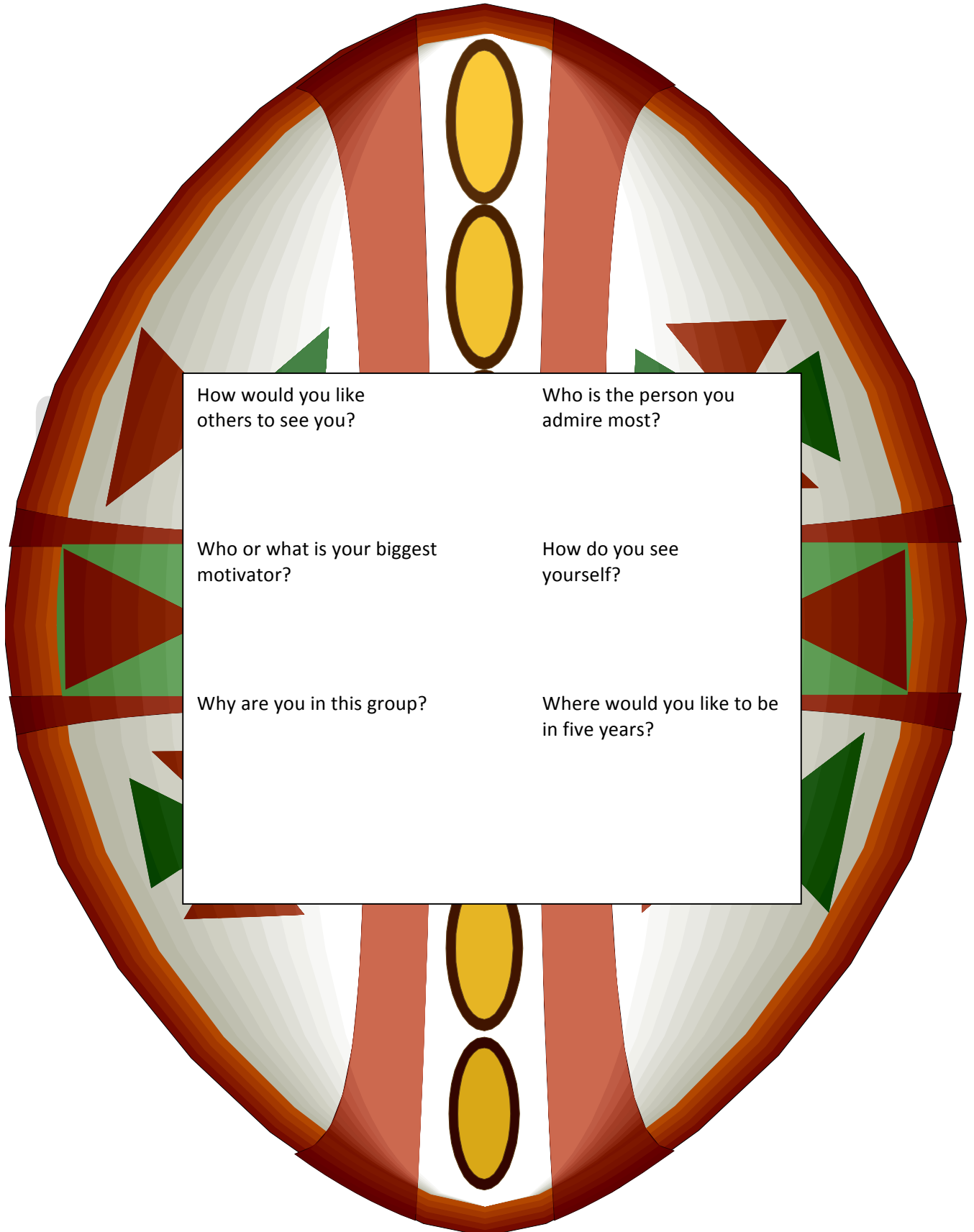
How do you see yourself?

Why are you in this group?

Where would you like to be in five years?

Name: _____

Date: _____



How would you like others to see you?

Who is the person you admire most?

Who or what is your biggest motivator?

How do you see yourself?

Why are you in this group?

Where would you like to be in five years?

**DEPARTMENT OF STUDENT PERSONNEL SERVICES
FAIRFIELD COUNTY SCHOOLS**

**“A CONCERNED GROUP OF MEN”
Project IMPACT! (SAMPLE) AGREEMENT**

Department of Student Personnel Services/Fairfield County Schools and A CONCERNED GROUP OF MEN will enter into an agreement to provide Project IMPACT! for 60-100 at-risk students for the remainder of the 1991-92 academic year. Sessions will be conducted once per week for one and one half hours in duration per session. The facilitators will encompass each of the seven (7) segments of the program, to be administered on Tuesday afternoons between April 7 and June 2, 1992.

Department of Student Personnel Services/Fairfield County Schools agrees to offer support to the program by providing meeting space, obtaining parent permission for each student, and offering assistance with program evaluation.

In addition, the Department agrees to assist with provision of a VCR and television, slide and overhead projectors, and with the monitoring of students during the week they become “parents” as part of the program (each participant is required to carry a 5lb. bag of flour or sugar s their child for one week).

It is further understood that the sessions are to take place between 3:15 and 4:45pm. A parent orientation session is scheduled for the evening of May 5th at 7:00pm, where A CONCERNED GROUP OF MEN will discuss the program with the parents of the participants.

The Department recognizes the program is copyrighted, and will make every effort to protect the copyright from infringement. A CONCERNED GROUP OF MEN is to be contacted prior to and regarding any duplication of the program, in whole or part.

If these terms are agreeable, indicate by signing below.

Department of Student Personnel Services Representative

Date

A CONCERNED GROUP OF MEN Representative

Date

ВМНН