



THE
COUNCIL
FOR BOYS AND YOUNG MEN

Journey of the Great Warrior

Empowering Minority &
Disenfranchised Youth



18-SESSION FACILITATOR

ACTIVITY GUIDE

For Ages 13-18

By Rainiero Miranda, Ph.D., LMFT

with Beth Hossfeld, LMFT
& Giovanna Taormina

Written: 2010



Session 12: AWAKENING TO A NEW POWER

Having changed and strengthened their relationship with the Home Base, council members begin to assimilate new life-skills that can aid in their future survival and self-fulfillment. They will create a vision based on dreams, hopes and goals and identify the knowledge, skills, and action plan needed to fulfill the vision successfully. They will enact the maturity process by which the Warrior strives toward his goals, encounters distractions and doubts, yet perseveres with his strengths, resources, and planning, in order to achieve success.

ACTIVITY: Vision Chart; The Rise of the Great Warrior

MATERIALS: Talking piece, the Magic Boxes from Session 2, index cards, pens or pencils, paper, flip chart paper for drawing, at least one sheet per member; colored pastels or markers; one copy of Conditions for Success sheet, four steady platforms each of a successively higher level such as a raised mat, a platform, a chair, and a table, or alternatively, one stepping stool with at least four levels. MP3 or CD player and instrumental music such as flutes, drums, or nature sounds.

PURPOSE

- To continue to support members on their commitment toward transformation
- To identify and develop council members' dreams and the conditions required to meet those dreams
- To design an effective plan of action toward fulfillment of a goal
- To experience progress and success step by step in moving towards greater inner strength, confidence, self-direction, fulfillment, and empowerment

FACILITATOR PREPARATION

- 1 Choose a Warm-Up Activity from the tabbed section of this guide.
- 2 Prepare two flip charts as follows:

Flip chart #1

Conditions for Success vs. Their Opposites

- Vision vs. Stagnation
- Belonging vs. Isolation
- Self-esteem vs. Self-doubt
- Perseverance vs. Distractibility
- Collective Empowerment vs. Self-Centered Power



Session 12: AWAKENING TO A NEW POWER

Flip chart #2

Vision	Belonging	Self Esteem	Perseverance	Collective Empowerment
Stagnation	Isolation	Self Doubt	Distraction	Self-Centered Power

- 3 Read the Conditions for Success at the end of this unit. You can use the information when you explain the criteria for success during Activities 1 and 2.

Notes to Facilitator:

- a) During the Check In step beginning this week and continuing through Session 18, there will be an additional goal. Along with their usual check in as to how they are doing or feeling, they will be invited to share with the group their progress and challenges with the goals they wrote on their index cards last session.*
- b) This session focuses on council members' dreams and visions. For those group members who express that they have none or don't know, suggest that they make up an example and go through the process as if this was indeed their goal. Use a phrase such as: "I know there is nothing that interests you right now but if you were to have a goal in life at all what would it be?" It is important in this exercise to show the process for identifying dreams and developing reasonable goals toward achieving them.*



Session 12



OPENING RITUAL

Open with your chosen ritual that marks the beginning of your Council.



THEME INTRODUCTION

Introduce the theme of the session – Awakening to a New Power.

Explain that members have prepared themselves to now begin to identify life dreams and to develop plans toward their attainment.



WARM-UP ACTIVITY

Choose from tabbed section.



CHECK-IN

Invite the council members to pass the talking piece and check in one at a time.

Additionally, during this session and all subsequent sessions, invite the council members to check in about the goals they set during Session 10 (written on index cards and kept in their Magic Boxes). Say:

- Remember when we wrote goals down on the index cards and placed them in the Magic Boxes? During that session, each of you stated one goal from these cards. How did that go for you?
- If any of you were able to accomplish these, what helped you to do so? If not, what might have gotten in the way?

Acknowledge all members that expressed efforts and actions toward their commitments. If members want feedback from the group on this issue, invite others to provide feedback from their own experience and to make recommendations as to how their goals could be successfully accomplished in the future.



ACTIVITY 1

Vision Chart

In this exercise, council members use markers or pastels to create a Vision Chart that shows a dream for their life and explores the conditions that are considered necessary to achieve them.

- 1 Briefly inquire by saying:
 - Let's have a show of hands: how many of you have ever had a dream or vision of something you'd like to do or become in your life?
 - Major League Baseball pitcher and Cy Young award winner Barry Zito said, "When you dream, set your sights really high, extremely high, and go for it. That way, you're going to reach a higher level of success than you might have ever thought possible."*
 - What does the word "success" mean to you?



Session 12

- 2 Share the following statements regarding conditions for success:
 - Success begins with a dream and is ultimately measured by a person's ability to develop a plan of action to acquire the kind of knowledge and skills that will prepare and equip him to better reach his dream.
 - Success depends on how a person's support system encourages him in his pursuit of his dreams, his level of self-confidence while doing it, his ability to stay focused, and his motivation for wanting to achieve any particular goal.
- 3 Follow the step by step instructions below:

STEP	INSTRUCTION TO GROUP
1	Read the five conditions listed on Flip chart #1.
2	Explain that these are Conditions for Success in reaching dreams, and their opposite conditions. Ask for definitions of these words and clarify meanings.
3	Provide a sheet of flip chart paper and markers or pastels to each member; have them spread out around the room at tables if available.
4	Show Flip chart #2 and ask group members to copy the chart onto their sheets. They can use initials to label each box, e.g., V for Vision.
5	<p>Say:</p> <ul style="list-style-type: none">• You will be drawing your own Vision Chart – your personal conditions for success in the sections ABOVE the line. You will show your own personal conditions of the opposite, or what would hold you back, in the sections BELOW the line. This will make more sense to you as we go along.• You can use colors, shapes, lines, symbols, words, images, to express your dreams and the steps that will be involved. This activity does not require artistic ability; dreams and creativity are unique and diverse in form. The point is connecting with your visions and dreams and finding your own way to express these. Let's support one another in our visions and creativity, let's not shut anyone's visions down. When we vision, we are opening our minds and hearts to a possibility. Only with vision, is something possible.



Session 12

6	<p>Say:</p> <ul style="list-style-type: none">• I will keep the pace moving along – not rushing, but moving along. Try to keep up if you can.
7	Begin playing instrumental music.
8	<p>Say:</p> <ul style="list-style-type: none">• The first condition is VISION vs. STAGNATION. Provide a brief explanation. Now I will ask some questions; please respond in the Vision box.• What do you hope or dream of doing or becoming in your life? Show this using your pastels or markers. If you don't know, just make up a dream you could imagine having.• Show the kind of knowledge and skills you will need.• Show what you are willing to do to support yourself while you work toward your dream. <p>Now, in the Stagnation box below, please show:</p> <ul style="list-style-type: none">• Show the circumstances you are in that might keep you stuck or feeling stuck from moving toward your dream.
9	<p>State the second condition, BELONGING vs. ISOLATION. Provide a brief explanation. Respond in the box marked B:</p> <ul style="list-style-type: none">• Show who will support you in your dream. Respond in the Belonging box.• Show the feelings you have toward that person and their support of your dreams. <p>For this next question, respond in the Isolation box below:</p> <ul style="list-style-type: none">• Show what you feel, if and when you think you have no one or nothing to count on. Who or what do you think is responsible for these feelings?



Session 12

10	<p>State the third condition, SELF-ESTEEM vs. SELF-DOUBT. Provide a brief explanation. Ask the group to show their responses by drawing in the Self-Esteem box in the middle column.</p> <ul style="list-style-type: none">• Show the strengths you have that will help you pursue your dream (i.e., talent, family in the business, knowledge, burning passion, experience, etc.) <p>Now, ask the members to respond to the next question inside the Self-Doubt box below:</p> <ul style="list-style-type: none">• Show how you put yourself down.• Show the difficulties in your life that might get in the way of your success.
11	<p>State the fourth condition, PERSEVERANCE vs. DISTRACTION. Read the condition and its opposite. Provide a brief explanation. Ask the group to show their response in the Perseverance box:</p> <ul style="list-style-type: none">• Show how you plan to stay focused on achieving your goals toward your dream. <p>Now ask members to respond in Distraction box for this following question:</p> <ul style="list-style-type: none">• Show the distractions most likely to get in your way of staying focused on your dream and goals.
12	<p>State the fifth condition, COLLECTIVE EMPOWERMENT vs. SELF-CENTERED POWER. Provide some explanation. Then ask, in the Collective Empowerment box:</p> <ul style="list-style-type: none">• Show the benefits of achieving your dream, not only for yourself but also people in your Home Base (family or others who are supportive) or other people in society.• Show how reaching your own personal dream inspires other people to end injustices, oppression, and violence in our society. <p>Now in the Self-Centered Power box:</p> <ul style="list-style-type: none">• Please show how achieving this dream could possibly isolate or distance you from the people and things you care about.
13	<p>Provide another minute for members to complete the Vision Chart. Invite the group to bring their charts and gather for the next activity.</p>



Session 12



ACTIVITY 2

The Rise of the Great Warrior

In this activity, each participant has an experience of pursuing his dream, overcoming adverse conditions, and progressing forward, just as the Great Warrior contends with his challenges in his pursuits.

- 1 Tell the group they will be using their Vision Charts in this activity. Keep the copy of the Facilitator Reference: Conditions for Success available for additional examples and information.
- 2 Tell the group:
 - Now that we have named dreams, opposing conditions, and plans, we are going to have an experience of what it's like to progress forward and upward toward the attainment of personal goals.
 - Just as the Warrior faces adverse conditions in his pursuits, you too will be challenged with adversity at each step of your own pursuit of your dream. However, you **can** prepare and overcome the adversity and obstacles and continue making progress.
- 3 Arrange a set of 4 steps with ascending heights simulating a “ladder of success.” Use a raised pad, a stand, a chair, and a stable table to stand on, placing the steps close to each other so that the person climbing the ladder can go from one step to the other without touching the floor. Alternatively, use a stepping stool.
- 4 Request for one volunteer to begin the exercise as a Great Warrior and ask him to stand on the ground in front of the first step. Have him hold up his Vision Chart so that others can also view it and use it to support him and for the devil's advocate to have information. Group members gather on either side of him while another group member volunteers to act as the Great Warrior's “devil's advocate” and stands behind him.
- 5 Explain that the job of the devil's advocate is to simply express the opposite side of each condition in order to encourage the Great Warrior to think and plan accordingly.
- 6 Explain that the role of the rest of the council members is to help the Warrior make his points regarding how he can complete the different conditions for success, especially after the devil's advocate presents the opposing side of each condition. Council members can be the voices coming from the participant Warrior's Home Base, supporting and encouraging him along the way.
- 7 The Great Warrior begins with the first condition, **Vision vs. Stagnation**, by reading or stating his vision from his Vision Chart for the future. Have him include:
 - What he hopes to become or do in the future
 - What kind of knowledge and skills he thinks he will need to acquire in order to accomplish his dream



Session 12

- What he would be willing to do in the mean time to prepare himself or to make a living.

EXAMPLE:

Warrior says, “I want to be a rapper. I need to learn about how the music industry works. I can work on computers and build websites for people while I work on my raps.”

- 8 Next, the devil’s advocate brings up the opposite side of having a vision, which is “stagnation,” and asks questions about what to do or how to deal with the issues that cause the Warrior to be stuck.

EXAMPLE:

Devil’s Advocate says, “Yeah, but what about how you don’t feel like making up music ‘cuz you’re high so often?”

- 9 The Warrior and devil’s advocate discuss the situation and work to resolve the issue of how his vision can be kept intact and attainable. Council members help out with the challenge to assist the Warrior to effectively address the opposing force.
- 10 As the Great Warrior resolves the matter, he climbs to the first level of the ladder of success (the raised mat or step) and introduces the second condition for success, which is **Belonging versus Isolation**. Repeat the same process with the devil’s advocate, emphasizing *feelings rather than thoughts* with this condition.
- 11 The process continues for the Warrior with each of the conditions and their opposites, climbing up each level or step successively until he is on top of the table (or highest step).

He proceeds to explain how he will work toward **Collective Empowerment vs. Self-Centered power**. Keep the discussion going until a good number of benefits of collective empowerment are stated.

- 12 When the Great Warrior reaches the top level/step, the entire council cheers and congratulates him for having completed this difficult process.
- 13 Repeat the whole process with the rest of the participants. Have the devil’s advocate from the previous rotation wait one or two turns before participating himself as the Warrior.



REFLECTION

Bring the group together to sit in council. Ask:

- What was it like to be the Warrior and progress through your journey toward your dream?
- What was it like for you to have the devil’s advocate bringing up the opposing conditions?



Session 12

- What experiences have you had in your life thus far that resemble these steps toward success? What obstacles did you encounter and how did you persevere to get past them?
- Ask the group to look at the transformation goals they wrote down and placed in their Magic Boxes in Session 8. Ask them to choose a transformation goal that they are willing to commit to working on this coming week. Encourage them to choose one which ultimately will help them on their path toward realizing their vision and dream.

Pass the talking piece one last time around the circle and ask:

- If you believe there is no limit to what you can achieve of your dreams, which goal related to transformation, are you willing to commit to taking action on this week before our next session?

Acknowledge all members and offer support as they work toward these commitments. Remind them that next session we will check in to see how it goes with their transformation commitments.



CLOSING RITUAL

Bring the council together for your final closing ritual.

*Barry Zito made statement as guest of The Ronn Owens Show, KGO Radio, 12.16.09



Conditions for Success vs. Their Opposites

VISION vs. STAGNATION: This condition illustrates the difference between a person who feels clear about what he wants to be or do in life which can change as opposed to a person who feels confused about the future, or perhaps trapped in addictive patterns of behavior.

Example: *“I want to be a songwriter. I need to learn how to work on my first recording” vs. “I’m doing so many drugs that my head gets in a daze and I’m going to get to a point where I can’t create any music.”*

BELONGING vs. ISOLATION: This condition refers to having a strong and reliable support system that is provided by the Home Base as opposed to feeling alone or disconnected.

Example: *“I feel hopeful and supported every time I talk with my Uncle Joe about what I want to do in my life because he always believes in me,” vs. “I feel rejected and discouraged when I think about how my father chooses his drugs over being interested in what I want.”*

SELF-ESTEEM vs. SELF-DOUBT: This condition is about focusing on one’s strengths as opposed to weaknesses when navigating the vicissitudes of pursuing dreams.

Example: *“I am so smart and know how to make good rhymes when I write my songs,” vs. “I don’t have what it takes to be an artist. Besides, there is so much competition out there I will never get my chance.”*

PERSEVERANCE vs. DISTRACTIBILITY: This condition refers to the person’s ability to postpone the temptation of immediate gratification for the sake of long-term gains, in contrast to being easily side tracked by distractions. People who reach their goals are those who think instead of react. Persevering is about executing a plan of action that will face obstacles along the way and still try to deal with them effectively.

Example: *“I will make a commitment to write three rap verses per day and write at least one rap song per month,” vs. “My girlfriend wants to hang around with me during all my free time and I usually go along with it and neglect my music.”*

COLLECTIVE EMPOWERMENT vs. SELF-CENTERED POWER: This condition makes a striking contrast between feeling empowered to stay safe and obtain necessities to survive and thrive, as opposed to achieving power at the expense of others or for purely self-serving reasons. When one achieves power at the expense of others, the usual outcome is the creation of enemies or fierce competitors who will stop at nothing to take our place. When the concern is primarily caring only for oneself, the tendency is to neglect other people who might be able to serve us in the future. Collective empowerment may slow individual progress in achieving power due to securing the safety and well-being of others who are part of one’s support system (the Home Base). However, with this approach, one can count on support from others when encountering serious setbacks along the way.

Example: *“When I’m rich I will buy my mother a house, and my rap songs will be famous or motivating kids to get out of violent gangs,” vs. “With the money I make when I’m famous I will make sure that I will get recognized as the leader of my gang and I’ll start more businesses to get as rich as possible so I can do anything I want.”*



Session 13 (N): AWAKENING TO A NEW POWER

In this session, group members apply their cognitive and creative abilities to design a “bridge” and move across from one point to another. The activity symbolizes the process in which people acquire specific knowledge and skills – whether through education or apprenticeship – toward reaching personal goals and aspirations. While the session focuses on attaining a personal goal, it relies on cooperation and teamwork from other group members in order to achieve success. The session also demonstrates the importance of work or task specialization in preparation for a career and participation in society. Group members will continue to plan the ecological project to be implemented on Session 17N.

ACTIVITY: Crossing the Bridge, Planning an Ecological Project

MATERIALS: Talking piece; three copies of JOB ASSIGNMENT and DESCRIPTIONS at end of unit. If playing “Pairs Tag” for Warm Up as recommended, sufficient supply of bandanas or rope for tying pairs of members’ ankles together.

PURPOSE

- To encourage group members to use their creative thinking capacities to complete a personal challenge and to achieve a goal in the spirit of collaboration
- To fulfill a particular role and task in a shared activity
- To continue to promote young men’s involvement in stewardship of the natural world by planning and designing the ecological project to be performed on Session 17N.

FACILITATOR PREPARATION

- 1 Make 3 copies of JOB ASSIGNMENTS and DESCRIPTIONS at end of unit. Use one copy for your own reference. With the remaining two copies, cut the individual descriptions of job assignments into separate strips, creating two sets of job assignments – one for each team in the activity.
- 2 Find a place in nature where there is a lot of debris, large logs, and rocks. A city park may not work with this activity since they are usually kept clean of such debris. Locate two stations such as two trees that are separated by at least twenty yards.



Session 13 (N)



OPENING RITUAL

Open with your chosen ritual that marks the beginning of the Council.



THEME INTRODUCTION

Introduce the theme of the session – Awakening to a New Power.

Explain that today's activity will provide council members with an experience of assuming individual roles and job assignments while working in teams to achieve a goal. The experiences in nature will symbolize real life challenges while also having potential for some fun.



WARM-UP ACTIVITY

Choose a Warm Up activity from the tabbed section of the guide.

Suggested: Pairs Tag



CHECK-IN

Bring the Council together to sit in a natural area. Using the talking piece, invite the council members to check in one at a time.



ACTIVITY 1

Crossing the Bridge - OVERVIEW

- 1 Explain that this activity will involve two teams. The purpose of this exercise is for each team member to move from Point A, (their own station,) to Point B, (other team's station,) without touching the ground. They will move across a bridge that has been built half way by their team and half by the other team. The bridge will be made of only natural materials and debris.
- 2 Suggest that Points A and B represent two "stages" of a life goal – one, where a goal has yet to be achieved, and two, where the goal has already been achieved.
- 3 In order for participants to move from Point A to point B, the bridge will need to be constructed and then crossed.
- 4 Each team will be positioned at opposite stations and will build half the bridge, and the two half bridges will connect to construct the whole bridge. Each member of the team will have a specific role in the construction of the bridge. Once constructed, a member of each team will attempt to cross the bridge simultaneously, passing each other in the middle of the bridge and continuing to reach the opposite station. When all team members have successfully crossed, the activity is complete. *(If the teams are uneven, one person from the team with fewer members will cross the bridge twice or a facilitator can join that team.)*

Begin the Activity:

- 1 Divide the group randomly into two teams.
- 2 Identify each team's station. The stations should be at least twenty feet apart.



Session 13 (N)

3 Say:

- You will be asked to collaborate with your team members in the search for materials, construction of the bridge, and coming up with the right plan so that everyone is successful in crossing to the other side.
- There are four roles or job responsibilities in the task: **Researchers, Strategists, Builders, and Negotiators**. You will decide amongst your team who will play which of the roles or responsibilities.
- **The Researcher Job:** To look for and gather the right materials for the construction of the bridge.

The Strategist Job: To design how the bridge should be built so that everyone is successful in moving to the midpoint between the two stations.

The Builder Job: To construct the bridge only half way.

The Negotiator Job: To collaborate with the other team to connect both sides of the bridge.

4 Pass out one set of job assignment descriptions to each team. Give the teams 3 minutes to determine their assigned roles.

5 Once the teams have assigned roles to each member, reconvene the group and point to the two stations. Identify and mark the midpoint where the two half-bridges will be constructed to meet.

6 Further instruct the teams with the following rules. Say:

- Only the person whose job it is to do a particular task can do it.
- While the bridge is being constructed for the first time, there is minimal talking between the strategist and builder. If the bridge needs re-design and re-construction, team members can discuss the task more.
- Once the bridge is constructed, only two of you at a time, one from each side, will be able to cross the bridge. When the two of you meet in the middle, you should talk to each other about how you will pass each other without falling to the ground.
- If any of you fall or step to the ground from either side at any point, the whole exercise must start from the beginning. If the fall occurred *before* reaching the midpoint, your team should come together and discuss how to redesign the bridge. Depending on what the problem is, only the member assigned to that role is allowed to do his particular job. For example, if more material is needed, only the researcher is allowed to look for more material, and only the builder can place the material in the right place as instructed by the strategist.



Session 13 (N)

- If the fall was caused when you attempted to pass each other at the midpoint, the two negotiators from each side come together to talk about what the problem is and how to solve it. (For example, some of the problems can be caused by bad design of the bridge, poor strategy, or lack of cooperation.) In such cases, the negotiators should come back to their respective teams and explain how to be successful the next time around in crossing the bridge.
- 7 The exercise is completed when each team has crossed to the other side of the bridge without falling.
 - 8 Emphasize the importance of each person doing his particular job. Team members should follow commands from those team members who have the responsibility of directing the work.
 - 9 **Begin the exercise** by sending the two researchers to work (one from each team). They will have 7 minutes to look for material and the strategist and the builder will have about 5 minutes to construct the half-bridge. Proceed through the activity as described above. Once all team members have successfully crossed the bridge, the activity is complete.
 - 10 At the end of the activity, announce that there is one final job in which everyone is expected to participate equally. This is the job of the Ecologist or Advocate for the Earth. Have everyone return each object of the bridge to its original place and attempt to leave the site of the activity as it was – as if nothing had happened there.



REFLECTION

Bring the group together in council. Ask:

- What happened during this challenge?
- What strengths did both teams exhibit?
- How did it feel being under someone else's command? How did it feel to be in charge of directing someone else?
- Can you think of a real life situation in which you moved from one stage in your life to another?
- How did cooperation matter during the activity? How did power and control matter?
- As we observe the many conflicts and wars that occur in our neighborhoods and around the world (i.e. Democrats against Republicans, Whites against Blacks, Americans against Iraqis or Taliban, etc.), what did you learn in this exercise about resolving disagreements and different worldviews successfully?



Session 13 (N)

- How did you feel about being the ecologist or advocate for the earth at the end of the exercise?
- Say:
Today we had the opportunity to experience how knowledge, skills, creativity, and working in the spirit of cooperation can be very empowering in achieving personal goals and participating in the building of our communities and culture.

Pass the talking piece one last time. Ask:

- What is one thing you are willing to do to discover what your future role in life may be, and what tools would you need to accomplish this?



ACTIVITY 2

Planning an Ecological Project

Discuss the plan for the ecological stewardship project for session 17N which was identified during the previous nature session. Provide any updates and information for the group. Identify the roles that council members will carry out for the project. These will vary according to the local issues of each group. Discuss general responsibilities and specific goals that will be performed.



CLOSING RITUAL

Bring the council members together for your closing ritual.



Session 13 (N)

JOB ROLES Researchers, Strategists, Builders, and Negotiators

One member per team will assume a role. If there are more members than roles, members should share a role. If there are fewer members than roles on each team, then members should double up on roles. Make 3 copies. Keep one, and with the remaining two copies cut each job role into strips. Have two sets of job role descriptions, one per team, for the activity.

The RESEARCHER looks for and brings the right materials for the construction of the bridge. He may look for materials more than once, depending on the success of the bridge design.

The STRATEGIST designs how the bridge should be built so that everyone on his team is successful in moving toward the *midpoint* between the two stations. When necessary, he makes the decision about how to redesign the bridge and can accept some suggestions from the **Builder**. When re-designing the midpoint of the bridge at the connection point, he should follow the command of the **Negotiator**. He should also inform the **Researcher** what kind of material is needed for the re-design of the bridge.

The BUILDER constructs the bridge to the half way point. He can also make some suggestions to the **Strategist** regarding the design of the bridge when the bridge needs to be re-built.

The NEGOTIATOR collaborates with the other team in order to connect both sides of the bridge. When the midpoint needs re-design by the **Strategist**, the **Negotiator** makes the final command.