

Adapted Activity 7 - Growing Edges
from The Council for Boys and Young Men Activity Guide
Growing Healthy, Going Strong
Session 7
Adapted by Daniel Bland and Kemy Johnson



To All Our One Circle Facilitators

With these difficult times, One Circle Foundation wants to acknowledge you for the great work you continue to do with youth.

In an effort to make that a little easier for you, we are beginning to add Adapted Activities from our curricula in order for you to have the ability to hold Girls Circle and Boys Council sessions online with the youth in your programs. As you know, the creative and experiential activities presented in the Activity Guides require individuals to be in a live, in-person circle. We have begun adapting these activities so the youth can participate from the safety of their homes. These adaptations will be posted and made available to you on the One Circle Foundation website “Virtual Solutions” section, for your easy access.

Each adapted activity will note which Activity Guide they were adapted from as well as which session. We include here an outline of the six steps of the Girls Circle Model and the seven steps of The Council for Boys and Young Men Model for you to use as a guide.

PLEASE NOTE: These adaptations do NOT include the full session; only the **ACTIVITY** step is described; however, you will see in the adaptation that there is an overview of the topic and brief discussion to incorporate into your circles. The objectives of the activity align with the original intent of the session.

Girls Circle:

Opening Ritual
Theme Introduction
Check-In
Activity → ADAPTED
Sharing of Activity
Closing Ritual

The Council for Boys and Young Men:

Opening Ritual
Theme Introduction
Warm-Up
Check-in
Activity → ADAPTED
Reflection
Closing Ritual

We welcome your suggestions and feedback as well as learning of any adapted or original activities you are doing online with the youth you serve. In fact, we invite our community members to share these activities with one another in this forum as well.

We at One Circle Foundation are committed to supporting all of you as we find our new normal. Be safe and continue to reach out for support from One Circle Foundation.

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Topic: Identifying and expressing our own personal comfort zone and the comfort zones of others.

Objectives:

- To encourage and understand male self-expression
- To assist participants in identifying and expressing their own personal comfort zones
- To promote recognition and acceptance of each other's comfort zones with respect to personal expression

Key Learning Points:

- Personal expression can be comfortable or uncomfortable and varies depending on the nature of what is being expressed.
- Adolescent boys tend to restrict their emotional expression and appear less comfortable with visibly expressing emotions.
- Everyone is different; some people show how they feel more openly while others keep it to themselves. When we realize this, we can more easily accept one another.
- Middle school and adolescence is a time when boys feel very self-conscious about what other kids think and don't want to stand out as different from their peers.
- Comfort and discomfort are learned and "growth edges" can be stretched.
- It's normal for men and boys to have emotions.
- It's cool and masculine to express emotions if someone wants to.

Prior to the session starting :

Create an order for your session by choosing a number for each member in your group (1-4 etc.). Then write their names next to **Speaking/Sharing** their number to establish an order for taking turns speaking in **1.** the Council group..

2.

3.

4.

Procedure to Lead Activities:

1. Say: “We will be doing an activity that lets us experience how boys and young men feel in various situations that we will describe to you. It may be useful to pick a time in your life or in the life of the person you are representing and stick to it.”
2. Discuss the meaning of each zone.
 - a. **“It’s Cool”** - this space is a zone where you could easily and effortlessly hang out and chill.
 - b. **“Not So Cool”** - this space is a zone where you could spend some time but is not usually where you would choose to be.
 - c. **“I’m Out of Here!”** - this space is a zone you could barely tolerate. It's a place you would usually avoid at all costs.
3. We will assign hand signals for each zone:
 - a. One finger = Cool
 - b. Two fingers = Not so Cool
 - c. Three fingers = I’m outta here.

(Alternatively you and your group members can decide a different signal for each zone. Either way, once established, ask group members to write the signal down on a piece of paper for quick reference and keep your signals the same throughout the activity.)

4. Begin the actual experience by reading the different situations outlined below, and direct the members to identify the ‘zone’ they feel most fits their response to each situation by simultaneously displaying your agreed-upon signals (putting up one, two, or three fingers, etc.)
5. After each question is asked and the members have identified their zone with the number of fingers, **give them a chance to briefly comment on why they chose that zone.** **Explore and compare participant answers, but keep the activity moving to avoid over processing each situation.**
6. During the activity, make connections between each zone and the potential to grow more comfortable in the “Not So Cool” and “I’m Out of Here!” zones.

LIST OF SITUATIONS

Facilitator says the following and reads situations. Say:

“Tell us how you feel about the following situations by putting up your fingers to identify one of the three zones that most matches your experience of the following situation:”

- Hugging your parent(s) at school
- Telling a family member that you love him/her
- Confronting a friend about something they did or said
- Being acknowledged for your good academic work
- Telling your best friend that you are jealous of them
- Asking for help when you need it
- Telling someone when you feel really down or upset
- Accepting responsibility for a bad choice
- Being complimented on your good looks

- Trying out for a new sport
- Crying
- Feeling afraid

Sharing of Activity:

- ❖ What did you notice was happening during this experience? *Give members a few moments to respond.*
- ❖ How surprised were you with where you ended up as compared to others? *Give members a few moments to respond.*
- ❖ How did it feel to explain your choices about how you responded to certain situations? *Give members a few moments to respond.*
- ❖ In what ways are you someone who likes to stay in the “cool” comfort zone in life, or do you tend to try new things? *Give members a few moments to respond.*

Explore Meanings:

- ❖ Why did you react to similar situations in the way you did? *Give members a few moments to respond.*
- ❖ Who or what had the most influence on you at that time that may have shaped the way you responded to situations or events? *Give members a few moments to respond.*
- ❖ How can exploring reactions to these types of social-emotional experiences help you make deeper and real connections with others? *Give members a few moments to respond.*

Summarize:

Summarize key points that members of the Council have shared, use affirmations and reflective statements, and make remarks to connect them to one another through this shared experience. Reflect what THEY said and affirm.

Application Question:

Use your established speaking order (1,2,3, 4...) to hear from each member of the Council.

Ask:

What is one thing you will do in the next week as a result of this activity?