

Man Up

rites-of passage, responsibility
& healthy masculinity

for secondary school



Values for Life Incursions

Values for Life is an educational program that provides student incursion workshops and teaching resources. These enable young people to develop community building values, make wise choices and fulfil their potential.



Incursion Details

- * Sessions are interactive and involve a variety of games, stories, discussion and multi-media to engage and educate
- * Catering for single, half-day or full-day sessions
- * Recommended duration is between 45 and 90 minutes – flexible to your timetable
- * Follow-up lesson plans and resources for teachers are included
- * Parent sessions are also offered on a number of topics
- * Costs are calculated on the number of sessions and location. Call or email us for a quick quote.



Values for Life

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Learning Focus

The **Man Up** incursion examines the array of messages that young men receive about what it means to be a man in Australia today. We promote the need for students to focus on their character traits including being authentic, responsible, courageous and compassionate rather than just their skill set and status. Through a variety of **interactive activities, games, discussion, stories, multi-media, and video** the workshop aims to explore rites-of-passage to adulthood and promote the importance of having good role-models, healthy values and considering their impact on others and their future.

The incursion can be tailored to meet the needs of students from year 7 to 12. In addition to this student incursion, a **complimentary teacher resource manual & curriculum** is provided that can be implemented & modified by the school to extend the learning outcomes in the classroom over several weeks.

Rationale

This session is designed to provide a safe and fun environment where young men (generally years 8-10) can start to question and explore what it means to be a man today in the western culture. It provides healthy alternative messages and values to what most of them are being exposed to through media and their peers. We want students to leave understanding how to investigate questions such as: "Who am I? What influences me? What are my goals and priorities? What is important to me? What difference will I make?"

Key concepts covered in the session:

- ▶ Discussing the qualities of being a man and asking students to think what should they be
- ▶ Exploring cultural messages including 4 major stereotypes
- ▶ Highlighting the importance of healthy self-worth including setting priorities and values.
- ▶ Looking at key factors in identity formation including peers, role models and individual values
- ▶ Defining what a real hero is - with the focus being on character rather than perception
- ▶ Exploring rites-of-passage for young men and highlighting healthy ways in which we can become a responsible adult
- ▶ Promotion of resilient factors and encouraging students to be a good role model to others - particularly younger students

Essential Learning Standards

The incursion presents a student learning program that intertwines elements of all strands of the curriculum with the key focus on the following:

- **Building social relationships** (Interpersonal Development),
- **Reflection, evaluation and metacognition** (Thinking Processes)

The table below shows these dimensions addressed and the emphasis provided:

Strand	Domain	Dimension	Included	Major Focus	Teacher Manual
Physical, Personal & Social Learning	Health & PE	* Movement & physical activity	X		
		* Health knowledge & promotion		X	X
	Interpersonal Development	* Building social relationships		X	X
		* Working in teams	X		X
Personal Learning	Personal Learning	* The individual learner		X	X
		* Managing Personal learning		X	X
Civics & Citizenship	Civics & Citizenship	* Civics knowledge and understanding	X		X
		* Community engagement		X	X
Discipline-based Learning	The Arts, English, Humanities, LOTE, Maths & Science	* Knowledge, understanding & skills gained through the domains		X	X
Interdisciplinary Learning	Communication	* Listening, viewing & responding		X	X
		* Presenting	X		X
Thinking Processes	Thinking Processes	* Reasoning, processing & inquiry		X	X
		* Creativity, reflection & metacognition		X	X