

PROJECT MALE INSTRUCTIONAL GUIDELINES

To Project MALE Instructors:

Thank you for agreeing to facilitate your particular Project MALE session on the designated Saturdays. Below are a few things that we would like to emphasize as we move forward with a targeted and interactive curriculum for our students. Some of you may have received this information via discussions by phone or in person; others of you are receiving this information as presented herein.

Goals and Objectives:

In May, we will evaluate the students to see where they are relative to the following objectives for the program:

- Ability to read, research, or discuss information and define a problem.
- Ability to (after defining a problem) use data and information to solve a problem.
- Ability to answer questions in complete sentences and with correct grammar.
- Ability to contribute to a group discussion by sharing ideas and thoughts.
- Ability of the student to follow basic rules for working with others
- The student can define successes and/or challenges of African-Americans. (This is a major emphasis of our Black History activities.)
- The student can identify ways the world and/or community has been improved by the contributions of others.

The plan is to have students evaluated in these areas in May. More information will be shared during the month of February.

Area Identified for Improvement (Student Presentations):

Based on observations of prior sessions, we would like to see student presentation skills improve in the Closing General Assembly. Students should share with their parents/guardians and to others what they've learned in their respective sessions. Ladies, who are educators, are available to attend the last part of your sessions to assist the students in forming what they will share during the Closing General Assembly. They will also assist with the use of correct grammar. Improvement in the student presentation skills will contribute toward the accomplishment of the aforementioned goals and objectives.

Lesson Strategy We Want to Include in Future Sessions (Self-Introductions)

At our last session, several Instructors suggested that we return to a previous practice where, at every session, the young boys/men are asked to introduce themselves to someone. A suggested scrip that Mentors can use during their time with students is as follows:

As young men, you need to increase your ability to introduce yourselves to others and to engage in meaningful conversations with them. So, do the following:

1. State your first and last name.

(Hello: My name is _____.)

2. Name the school you attend.

(I attend _____ School and I am in the _____ grade.)

3. State at least one thing you're interested in or like to do.

(In my free time, I love to _____.)

4. State a goal.

(One of my goals is to _____.)

5. State something that you are most proud of.

(One of the things that I've done that I'm most proud of is:

_____.)

The above script may be modified for the various age groups.

Arrival Time:

We would like to have Instructors available at 9:00 am to share with the Mentors your particular strategy that you will use to facilitate the lesson that day. Also, this is a good time to discuss the Incentive Program. It's imperative that each Instructor and Mentor are knowledgeable of the Incentive Program criteria, etc.

A typical session schedule is as follows:

Time	Activity
9:00 am – 10:00 am	Instructor/Mentor Huddle
9:30 am – 10:00 am	Registration for First-Time Students & Parents
10:00 am – 11:45 am	Mentor Time/Classroom Instruction
11:45 am – 12:00 pm	Transition to Multi-Purpose Center
12:00 pm – 12:30 pm	Closing General Assembly
12:30 pm	Dismissal

Financial Literacy Session: February 4, 2017:

Emphasis will be placed on the following:

1. Values: What do I think about money? What does money mean to me?
2. Sufficiency: Do I have enough money?
3. Sustainability: How long will my money last?
4. Appropriateness: Am I making the right decisions with the money I have?