

# KINGS INTRODUCTION

## **Objectives:**

1. Participants will be introduced to the **Kids with Immense Necessary Groundbreaking Self Esteem (KINGS)**.
2. Participants will get to know each other and the instructor.

**Time:** 1 hour

## **Materials:**

1. Toilet paper
2. Chalkboard or flipchart
3. Chalk or flipchart markers
4. Pens, pencils, markers
5. Chairs for participants
6. "Remember the Titans" movie (optional)

**Leader's Notes** – Begin class by introducing yourself as the facilitator of the Kings Program. Tell participants your...

1. Name
2. Occupation
3. Hobbies and Interests
4. What the acronym, Kings, means Kids with Immense, Necessary, Groundbreaking, Self Esteem.
5. The purpose of the program is to empower young men in middle school and high school.
6. The Kings program strives to teach participants that attractiveness incorporates various qualities such as ambition, personality, physical appearance, one's talents and hobbies; etc.
7. Participants will be exposed to self-esteem issues, life skills, health, and hygiene.

**Leader's Notes** – Have participants introduce themselves. Tell participants to tell the group their....

1. Name
2. School
3. Workplace
4. Hobbies and Interest

**Leader Notes** – Tell participants that they will do an icebreaker called "I Like."

## Icebreaker: “I Like”

The purpose of this icebreaker is for participants to experience a fun, light physical activity. This activity is based on participants’ observation of each other.

### *Prior to activity:*

1. Set up chairs in a circle.
2. There should be one less chair than participants.
  - ❖ For example: If there are 15 participants then you should set up 14 chairs.

### *Roles of Facilitator(s) and Volunteer(s)*

1. **Facilitator**- ensure participants understand and are doing the activity; answer questions.
2. **Volunteer(s)**- same as number one.

### *Start of Icebreaker*

1. Tell participants to sit in the chairs.
2. Choose one person to stand in the middle of the circle of chairs.
3. Tell the person standing up that they should tell the group something they like
  - ❖ For example: This person should say, “I like people who are wearing a white shirt.”
  - ❖ For example: This person should say, “I like people who have teeth.”
4. The people who match the description of what the person standing in the middle likes are to run to a different chair.
  - Note: The people who match the description cannot run to a chair that is directly beside them.
  - Note: The people who match the description have to run to a chair that is at least two seats from their original seat at the time.
5. The person standing in the middle needs to find a chair to sit too.
6. There should be one person without a seat
7. The person left without a seat will stand in the center and tell the group what they like.
8. Play this game with as many rounds as you like.

**Leader's Notes** – After the icebreaker have the students settle down. Now it is time to brainstorm with the participants about male attractiveness.

1. Split a chalkboard or flipchart in the middle by drawing a line.
2. On the top left-hand side write “American Standards of Male Attractiveness”.
3. On the top right-hand side write “True Kings”.
4. Ask students to tell you what are “American Standards of Male Attractiveness.”
  - ❖ *Note: If Participants are stuck then suggest the following...*
    - i. Being slim
    - ii. Being built (strong)
    - iii. Well-kept hair
    - iv. Big arms (biceps and triceps)
    - v. Muscular calves
    - vi. Name brand clothes
    - vii. Straight and white teeth
5. Ask participants to tell you what “True Kings” are.
  - ❖ *Note: If Participants are stuck then suggest the following...*
    - i. Being ambitious
    - ii. Having a strong voice
    - iii. Being friendly
    - iv. Intelligence
    - v. Having personal style (physical appearance)
    - vi. Having a certain talent or hobby
    - vii. Being Successful
  - ❖ Ask participants to tell you the difference between “American Standards of Male Attractiveness” and “True Kings.”
  - ❖ Have a brief discussion.
  - ❖ Tell participants that “American Standards of Male Attractiveness” only deals with physical appearance; however, true Kings incorporates inner, outer, and various aspects of a person.
  - ❖ Explain to students that many people spend lots of money going to the gym several times a week to change their outer appearance. Sometimes it is not a person’s outer appearance that makes them feel worthless. At times, it is other issues such as being too concerned about what others think about them.
  - ❖ Explain that it is important for people to highlight their strengths and talents and love themselves.
  - ❖ Explain to students that if you want to correct something about yourself then you should ensure that it is something you truly want.
  - ❖ Tell all the participants they are attractive individuals that deserve respect. This program will help them see this fact.

**Leader's Notes:** Give each student a piece of paper. Tell the students that they have to draw a picture of a car that describes their personality...

1. The car should have the following....
  - a. A color
  - b. What would be in the car (example: a mini fridge because I like to eat)
  - c. How big would the car be? (relate this to personality)
  
2. Have the students present their car to the group

**Leader's Notes:** Show students the "Remember the Titan" movie (optional). Show the part of the movie where they don't want Coach Boone to be the coach of the football team.

1. Have a discussion about this scene of the movie
  - Note: Students should discuss the following
    - i. What is taking place in the scene?
    - ii. Why is there resistance for Mr. Boone to be the new Coach?
    - iii. How does Coach Boone feel about this?
    - iv. How does Coach Boone react to this?
    - v. Why do you think Coach Boone can or cannot do the job?

### **Activity: "Attractiveness within You"**

The purpose of this icebreaker is for participants to find what is attractive within themselves. This activity will encourage participants to think about their strengths and qualities.

#### ***Prior to activity:***

1. Toilet paper roll

#### ***Roles of Facilitator(s) and Volunteer(s)***

1. **Facilitator**- ensure that participants understand and are doing the activity; answer questions.
2. **Volunteer(s)**- same as number one.

#### ***Start of Icebreaker***

1. Tell participants to take as much toilet paper as they like and pass it to the next person.
2. When everyone has toilet paper, tell participants to separate the sheets.
3. Tell participants that they must say something positive about themselves.
4. Tell participants that the number of sheets they have equals the number of comments they must make about themselves.

- ❖ For example: If a participant has 7 sheets, then they must tell the group 7 things that are positive about themselves.
- Note: If the person says they can't think of enough traits that are positive, have the group help that person.