

*Brotherly Love: See It, Experience It, Produce It*

# BROTHERLY LOVE: YOUNG MEN'S INSTITUTE

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INSPIRING YOUNG  
PEOPLE TO BE  
LOVE.

2014 - 2015



# BROTHERLY LOVE YOUNG MEN'S INSTITUTE

Brotherly Love Inc. is establishing a new institute starting fall 2014. The Young Men's Institute (YMI) was founded by two University of Southern California Doctor of Education students with the intention to inspire and transform young men into the next generation of professional world leaders.

YMI's program objective is to produce a more enlighten, educated, and equipped young man that is prepared to pursue and achieve their aspirations. This **free year-long program** will provide high school aged young men with the needed tools to enhance their leadership abilities as well as complete their A-G requirements for acceptance into higher education.

The **12 Focus Areas** outline the discussion topics to be covered over the course of the program. The topics will be covered in a single or in multiple sessions. The activities will include but are not limited to: group mentoring, academic coaching, educational field trips, vocational and occupational opportunities, exposure to higher education, and special presentations by successful role models in various fields of expertise.

## 12 focus areas

sessions are approx. 4 hours in length  
meeting twice a month on saturday

### focus 1

#### Overview & Inspiration

This area will be the building block for all other areas. It establishes the mission and vision of the program, builds the youth capacity as well as develop group cohesion among participants.

### focus 2

#### Identity Development

Self-Value is the focus of area two. Each youth participants will be taken through steps that address the good, bad, and ugly of our thoughts, so one can get to the core of our self-value.

### focus 3

#### Academic Enrichment

The Academic Enrichment area will educate as well as foster new thoughts, new goals, and a failure is not an option attitude. The youth will be instructed on how to set one's academic goals high and attain them.

### focus 4

#### Leadership & Empowerment

Youth participants will learn one's strengths/weaknesses and begin to build their leadership character through interaction and teambuilding activities. This area is designed to bring out the leader that is within.

## key components

Mission & Vision  
Capacity Building  
Group Dynamics

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Self-Esteem  
Self-Worth  
Self- Praise

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Navigating High School  
Study Habits  
College Bound

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Character Building  
Strength & Weaknesses  
Teamwork

## focus areas cont'd

### focus 5

#### Career Preparation

One's future depends on one's preparation.

Focus five prepares the youth for their future careers, providing them with instruction in such areas as attire to a firm handshake because preparation is the key to success.

### focus 6

#### Young Entrepreneur

Opportunity and advancement comes through

prior knowledge and so, this focus area is designed to encourage entrepreneurship and instruct the youth on how to make you dreams reality.

### focus 7

#### Financial Literacy

Through hands on activities the youth will learn

the importance of financial health, which includes saving, spending, and budgeting.

### focus 8

#### Health & Wellness

One's self-esteem can be contingent on one's

health and wellness and so area seven will address the dangers of not taking care of yourself. This interactive learning area will focus on obesity, physical fitness, harmful substances, and healthy living.

### focus 9

#### Teen Issues

Teens are face with new issues on a daily basis.

This area will discuss the harmful dangers that affect teen development. In an open forum Brotherly Love will facilitate dialogue that will address the below issues as well as any other issues that arise.

### focus 10

#### Etiquette

First impressions and manners matter. Focus area

10 provides insight and information on how to carry oneself.

### focus 11

#### Community Engagment

The youth will be provided an opportunity to take

action by developing and implementing a community project.

### focus 12

#### Public Speaking

The final area of focus is overcoming one's fear of

public speaking. The participants will be afforded opportunity to plan, practice, and present on various topics throughout the program.

## key components

Resume  
Interviews  
Job Application

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Basic Business Principals  
Goal Setting & Planning  
Time Management

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Financial Health  
Saving & Spending  
Budgeting

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Nutrition/Physical Fitness  
Substance Abuse  
Social/Emotional Wellness

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Teen Pregnancy  
Social Media  
Alcohol, Tobacco & Drugs

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Dining Etiquette  
Grooming  
Good Manners

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Serving  
Engaging  
Action Planning

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Articulate  
Eye Contact  
Practice

evaluation  
participation  
journals  
progress  
reports  
testing  
group work  
conference



## EVALUATION

Course evaluation procedures vary by sessions. One or more of the following methods will be used to evaluate the students:

### PARTICIPATION

Students will be required to participate in activity sessions and/or group discussions. Therefore, regular attendance and active involvement is essential for both individual learning and the learning of others in the program.

### REFLECTIVE JOURNALS

Journal assignments will be administered periodically and will require students to submit written reflections about what they learned during class discussions and activities. The journal submission provides the students with opportunity to share their personal thoughts and will not be shared. Each submission will receive comments and feedback from the facilitator.

### PROGRESS REPORTS

Progress Reports will be sent out to the teachers of the students, which will allow the facilitators to be active participants in the student's progress in school. Furthermore, this method will assist in evaluating student's goals and plan.

### PROGRESS TEST

Embedded in some sessions are progress test that assess the students knowledge, learning, and growth. The program facilitators and staff will develop the tests.

### PEER EVALUATION: GROUP ASSIGNMENTS

Students will regularly participate in group projects and monitor each other's participation. This method reinforces team dynamics, leadership skills, and reinforces open communication. The peer evaluation process requires peers giving feedback on group work and assignments.

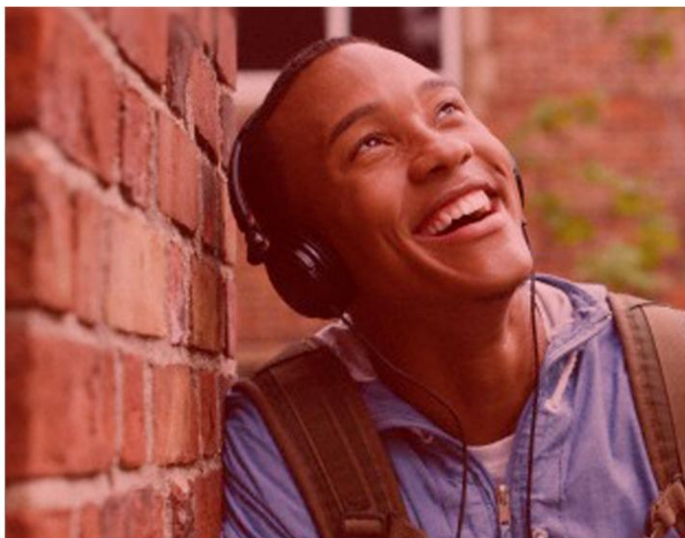
### ONE-ON-ONE EVALUATION CONFERENCE

Occasionally, students will participate in one-on-one evaluation conferences with parents, facilitators, and school advisors. At this time students will be given the

**“opportunity to  
share their  
personal thoughts”**

# strategies for retention

The following are strategies that will be implemented within the UNITS/SESSIONS to keep the participants engaged and energized throughout the ten-month period.



## REMOVE PARTICIPATION BARRIERS

Program will meet once a week at pre-arranged time during school hours. Occasionally, students will participate in extra activities such as one-on-one mentoring, luncheons, and workshops on identified early dismissal days.

## PROVIDE INCENTIVES

Incentives not only encourage and support participation but also build on the strengths and outcomes of the program. The following incentives will be used to reinforce development and learning.

**Recognition:** Students will be acknowledged openly and ceremoniously throughout the program for completion of units, academic achievement, behavior, and approved attendance.

**Field Trips:** Field trips will benefit the participants in many ways. They will enrich learning, build community, and keep participants engaged. They also provide students with opportunity to enhance their academic goals by connecting them with practical resources within the community.

**Birthdays:** Students will be acknowledged individually and corporately for their birthday. Additionally, facilitators will be thoughtful in how they celebrate birthdays respecting student's dietary or cultural observances.

**Rewards:** Rewards are a simple way to keep students motivated and involved in their learning process.

## SKILL BUILDING OPPORTUNITES

Students will have the opportunity to participate in leadership opportunities, community opportunities, and presentations. These opportunities will provide the students with a chance to apply newly acquired skills as well as enhance old ones.

## GUEST SPEAKERS/PRESENTATIONS

Occasionally, throughout the ten-month program presenters will be brought in to enhance and reinforce students learning. These presentations will promote academic success, career development, and goal setting. Furthermore, participants will be afforded opportunity to present to lower grades about the importance of higher achievement.

# OUTCOMES

After participating in the program, participants will:

Develop a positive sense of self that will promote and motivate improvement.

**sense of self**

Engage and be active participants in their local community.

**community**

Learn to be accountable and responsible.

**responsibility**

Obtain job training, which will assist them in acquiring and retaining a job.

**job skills**

Rise to their academic level and graduate from high school.

**graduate**

meeting location:  
**9502 S. Figueroa St.**  
Los Angeles CA 90003

for information visit:  
**[www.brotherlylove.org](http://www.brotherlylove.org)**

