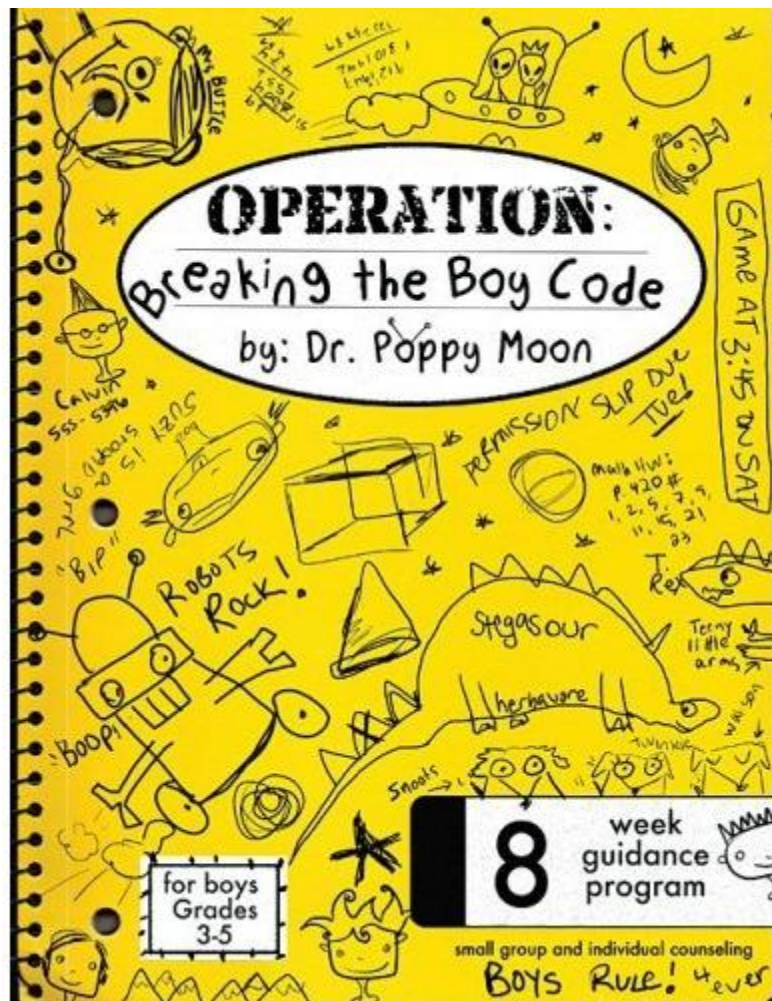


# OPERATION: BREAKING THE BOY CODE

ADAPTED FROM BREAKING THE BOY CODE  
BY DR. POPPY MOON



## **Lesson 1: The Boy Code Brotherhood (BCB)**

Objectives: Boys will understand the purpose of the group  
Boys will meet and learn more about other group members

Materials: Container to hold game cards  
Game Cards

Procedure:

1. Have group sit in a circle
2. Play Ungame.
3. Pre-test
4. Explain the purpose of the group (being a boy, masculinity, feelings, being a good friend). .  
Explain some of the cool projects. Explain about confidentiality. Explain that though I am not a boy, I am excited to talk and learn with them.
5. Pass out the BCHB (Boy Code Handbook). Explain about it.

Processing:

Ask students how they feel about being selected to be in a group like this.

Ask students if they have any questions for me or about the group.

Walk students back to class.

## Lesson 2: Knights of the Round Table

Objectives: Boys will examine the legend of King Arthur and the Knights of the Round Table, colors, and symbolism

Boys will discuss characteristics of the King and his Knights

Boys will create their own knight's tunic

Materials: Large paper for tunics  
Art Supplies  
Character traits handout  
Legend of King Arthur  
Colors and their meaning  
Symbols and their meaning

Procedure:

1. Discuss handshake ideas
2. Discuss Character traits handout. Give students time to read and respond. After, share if students feel comfortable.
3. Read the legend of King Arthur

Processing:

Ask questions:

What kinds of qualities do you think a King must possess?

What qualities did King Arthur have?

The Knights had courage. What is courage? Why would it be important for a knight to have courage?

Do you think King Arthur and the Knights were ever afraid? Why or why not?

Can you be brave and afraid at the same time?

Why did King Arthur have all of his knights sit at a round table?

Do even the best of friends have conflicts?

We are sitting in a circle, what does that say about our group?

Activity: Make a Tunic

1. Hand out the colors and symbols sheet and discuss.
2. Hand out tunics.
3. Let students decorate.

Processing:

Share your tunic. How did you choose the colors/symbols that you did?

What do you like best about your tunic?

Pick someone else's tunic—what do you like about theirs?

### Lesson 3: Wisdom of the Tribe

Objectives: Boys will discuss Native American tribes and the importance of individual traits  
Boys will learn about totem animals and their characteristics  
Boys will create their own group totem pole

Materials: Art supplies  
Wisdom of the Tribe  
My totem animal sheet

Procedure:

1. Sit in a circle
2. Talk about Native Americans
3. Read *The Tribe of the Same*
  - a. Process: What did the young Indians learn from their experience? Why did the young men not listen to the elders? What happened because all the members were the same? What would life be like if we were all the same?
4. *Make a group totem.*
  - a. Hand out the My Totem Animals worksheet
  - b. "I am most like a \_\_\_ when I \_\_\_."
  - c. Pick an animal and illustrate
  - d. Compile them to make a totem pole.

Processing:

Ask questions:

Tell us about your animal. What made you select that particular animal?  
What do you find interesting about another member's animal?  
What does our totem say about the group as a whole?

## Lesson 4: The League of Extraordinary Heroes (Part 1)

### Objectives:

- Boys will investigate the meaning of the word hero
- Boys will discuss the characteristics of heroes and superheroes
- Boys will create their own personal superhero

Materials: Paper  
Superhero Idea Sheet  
Me-The Superhero

### Procedure:

1. Attempt to define “hero.” (Be sure HERO is being defined NOT SUPERHERO.
  - a. Agree or Disagree:
    - i. A hero is courageous and strong.
    - ii. A hero is never scared or afraid of a situation.
    - iii. A hero always tries to help others, even if the situation is dangerous
    - iv. A hero never cries.
    - v. Heroes never get angry.
    - vi. Heroes are brave.
    - vii. Heroes are liked by everyone.
    - viii. Give me some examples of heroes in your everyday life. How are they heroes?
  - b. What is the difference between heroes and superheroes?
    - i. Superheroes have extraordinary powers or abilities, however they do not have to be supernatural—like the ability to fly.
2. Hand out the Superhero Idea Sheet. Have them write down their answers as it is discussed aloud.
3. Hand out the Me—The Superhero worksheet. Let them complete it.
4. Make a comic book cover.

### Processing:

Tell us about your superhero. What were your reasons for selecting your colors, powers, and name? What do you find interesting about another member’s superhero? How could your superhero work with another member’s superhero to fight crime?

## Lesson 5: The League of Extraordinary Heroes (Part 2)

Objectives: Boys will discuss bullying and its effects  
Boys will develop their own superhero comic book related to bullying  
Boys will examine each member's book and discuss personal meaning

Materials: Comic book covers from last week  
Long paper  
Bullying—a super hero sized problem sheet  
Comic book planning sheet  
Comic book page template

### Procedure:

1. We created our own superheroes last week. This week, we are going to make a comic of our character facing a problem—BULLYING.
2. Pass out “Bullying—a superhero sized problem” sheet.
  - a. Define Bullying
  - b. Types of Bullies
  - c. Examples of each
  - d. Why do you think bullies act the way they do?
  - e. What is a target?
  - f. What are some characteristics of a target? MUST they display these characteristics?
  - g. How can you avoid being a target?
  - h. How can you deal with a bully?
  - i. What is a bystander?
  - j. How can a bystander be a hero?
3. Pass out Comic Book planning sheet. Allow time for students to work.

### Processing:

Tell us about your comic. How did your superhero deal with Bullytor? What do you find interesting about another member's comic? Would your solution work in real life? Why/Why not? How do you know?

## Lesson 6: Final Meeting

Objectives: Boys will discuss their experience in the group  
Boys will reflect on what it means to be a hero at Cary Elementary School

Materials: Quick Quote Sheet  
Comic Books from Last week

### Procedure:

1. Give time and opportunity for boys to share comic books from last week if there was not time before.
2. Discuss Quick Quote by E Hillary. What does that mean?
3. Post Test
4. If time, Ugame.

### Processing

What did you like from this group? Dislike? What did you learn? What will you take with you?  
Any other thoughts?