

PRIDE (**P**ossibilities, **R**espect, **I**ntegrity, **D**etermination, **E**ffort) challenges young guys to think about the man they want to be and the values they want to be known for.

The program develops their self-awareness and exposes them to valuable life skills to help them identify and cultivate constructive personal behaviours, while eliminating destructive ones. These skills will help them build and maintain healthy relationships and improve connectedness with their family, friends, school and community.

Structure

PRIDE is comprised of 12 modules as listed in the table below.

The program is based around five 'Core' and seven 'Elective' modules. Elective modules can either be determined by the school, or selected by the group based on their interests

PRIDE addresses many of the general capabilities listed under the Personal and Social Capability section of the F-10 Curriculum of the Australian Curriculum.

Core Modules	Elective Modules
Session 1 – A Values-based life	Session 6 – Positive Coping
Session 2 – Self Awareness (Part 1)	Session 7 – Dealing with Anger
Session 3 – Self Awareness (Part 2)	Session 8 – Communication Skills
Session 4 – Man Up	Session 9 – Risky Business
Session 5 – Girls and other relationships	Session 10 – Your Digital Tattoo
	Session 11 – Bullying
	Session 12 - Body Image

PRIDE is highly flexible and can be tailored to meet individual school requirements.

Sessions are based on a standard 58 minute school period to fit in with school schedules. The sessions can be delivered on a weekly basis to span a school term, or combined to deliver the program over a shorter period. For example modules can be combined and delivered as double sessions, whole morning, afternoon or even whole day programs.

Modules can also be combined into short course programs to address specific issues a school may be dealing with.



Delivery

The program uses facilitated discussions and group activities to engage groups of up to eight young guys on with the topics under discussion. PRIDE sessions rely heavily on the sharing of personal stories by the facilitator and participants in a safe environment to illustrate the impact of constructive and destructive approaches to dealing with life's challenges.

Following graduation, PRIDE graduates have access to continued mentoring from the facilitator during regular school visits as agreed with the school. These sessions can also be used to catch up on sessions that were not covered in the formal program, as well as address issues of particular concern to PRIDE graduates.

Resources

Schools will be requested to provide a suitable venue for the program that provides enough space for participants to move around freely; seating and work areas for participants; participant work materials including butchers' paper, markers, pens etc; and teaching aids such as whiteboards and projection screens.

A member of school staff will also be required to assist the Menslink presenter and provide support to the participants as required.

Menslink can provide a laptop and projector for PowerPoint presentations and videos if required.

On graduation each participant is presented with a certificate, a USB drive with key program materials and Maggie Dent's *Kitbag for a very bumpy ride*, and Ben Sedley's book *Stuff that Sucks*.

Costs

PRIDE is supported by corporate sponsorships and donations. It is delivered free of charge to participating schools.

Facilitator

PRIDE is currently delivered by Menslink's Education Program Coordinator, Michael Aichholzer, who also developed the program and trialled it throughout 2017.

Michael is a highly experienced public speaker, leader and facilitator. He is a combat veteran with over 35 years of service in the Royal Australian Navy and brings a wealth of life experience to the sessions he conducts.

He has a proven track record in being able to engage with young guys on issues that concern them on a daily basis.

What people have said about PRIDE

"Students have made a strong connection with Michael and felt that they could communicate with him. They were engaged with the program and sat through sessions and were quietly discussing this afterwards and were able to elaborate with staff afterwards what they had been working through... We would love to have PRIDE in our school on a consistent basis."

Caroline Chisholm School



“Really impressed by the organisation of the facilitator and his ability to relate and deal with all students... The kids love it and the relationship they have with the facilitator. They are keen to attend. “

Melrose High School

“I liked how we all learnt new skills to deal with stuff we didn’t understand and that we learnt new values to push us to be a better person.”

“[It] was more like a chat to get things off my chest rather than it being class.”

“I liked how we had time to talk about life.”

“[We] learnt about social problems and how to deal with them.”

Participants

