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This book contains a number of activities that may be dangerous. These activities should be carried out under strict adult supervision only. The author and publishers expressly disclaim liability for any injury or damages that result from engaging in the activities contained in this book. It's up to you to carry out Risk Assessments as appropriate (see page 127 for more details).

## HOW TO USE THIS RESOURCE



You will need the ManMade DVD for this activity's Print Sheet.



You will need the ManMade DVD for Voxpops.



**Warning!** Care should be taken.



Approximate time allocated for this activity.

# FOREWORD

## BECOMING A MAN

When does a boy become a man? It's one of those questions that make us feel uncomfortable... the kind of question that infiltrates a deep insecurity. 'Am I really a man?' And if so, 'when did I become one?' Was it something magical that took place on my 18th birthday? Was it leaving home for the first time and learning to fend for myself? Or was it the first time I got drunk or kissed a girl? For some it might be their first sexual experience; for others their first vote or getting behind a steering wheel.

I remember that in my teenage years I thought I had arrived as a man. I had surmised that if I could grow sideburns, buy beer, smoke cigarettes, and do 'man' stuff, then I was a man. Then, in my early 20's, I reverted back to feeling young and immature in the big, bad world. Struggling to find a job and living at home with my parents, it felt as if I was backsliding into adolescence. I wish there had been something like ManMade to have helped me define and mark my journey.

Jewish tradition sees the importance of this journey. The Bar (means Son) Mitzvah (Commandment) ceremony marks a coming of age for a boy at 13 (as he traditionally enters puberty). For girls there is a Bat Mitzvah (Daughter of the Commandment). Yet the idea of preparing for and celebrating the journey into adulthood is missing for most of us. While there are common features in this for boys and girls there are good reasons for including a single sex approach. ManMade offers you the opportunity to do this for boys – but don't neglect the girls.

Over the past year, Darren and I have wrestled with what it really is to be a man. Psychologists Sanford and Lough have helped us think about this clearly using their four dimensions which a young male must grapple with in becoming a man:

- The Physical Dimension - the changes that occur to the body through puberty
- The Social Dimension - achieving financial independence and a social identity
- The Psychological Dimension - establishing a distinct identity, separate from parents
- The Spiritual Dimension - finding a way of connecting with the divine order.

ManMade tackles these four dimensions as it helps teenage boys navigate the journey into manhood. Being a man is more than the ability to grow stubble and procreate; it requires a holistic understanding that invades every area of life.



We have presented Jesus as the ultimate male role model. In my journey into manhood, I found Jesus to be challenging and comforting. The six values adopted for ManMade are centred on the character of Jesus - **Passion, Humility, Courage, Respect, Control and Responsibility\***.

Transition into adulthood is often associated with ‘rites of passage’. The exploration of these values will help prepare young men as they reach these milestones that mark their teenage years. Starting preparation early, perhaps as young as twelve, is essential.

The ManMade concept includes an invitation to take time out and go away to explore and mark this change in status from boyhood to manhood. The hope is that this experience will form a ‘rites of passage’ moment.

My prayer is that ManMade will help the Church journey with a generation of young males who are wrestling with questions, insecurities and confusion – and that it will give them and you much enjoyment.

**Foreword written by Andy Frost, SJI**

\* These values are not gender-specific but the authors believe that they are foundational to many male lifestyle choices.

# INTRO / PREP THE COURSE

## THE SESSIONS

ManMade's six sessions are built around the core values of Passion, Humility, Courage, Respect, Control and Responsibility.

Each value can be explored indoors (MadeReal) or during a field trip (MadeWild). Leaders can mix and match so that activities are selected that suit their group. The Rites of Passage Experience then offers an opportunity to complete the process by taking time out from everyday life.

### MADEREAL (PAGES 9-92)

There is sufficient choice of content to suit a wide variety of groups. You could profitably spend two hours per session, although it would be possible to select options that enable completion in a minimum of sixty minutes. Make your choices in line with your group's abilities. BUT, this flexibility needs to be used carefully so as to ensure that the aims of ManMade are achieved. It would be possible to spend far too long on the 'fun' activities and miss out on the opportunity to encourage thought and enable young people to make positive life choices. The essential sections are Get Connected and Man of the World.

Each MadeReal session has six sections:



**Warmin' Up:** Choose from 4 activities that introduce and illustrate the session's core value.



**Get Connected:** Show the Voxpops or print out the Scenarios.



**Men of the World:** Debate each core value using personality profiles of well-known men.



**Man of the Word:** Reflect upon the core value with an exploration of the character of Jesus.



**Makin' the Point:** Use an interactive activity to consolidate learning.



**Join the journey:** Help the core value to become a reality for each young person with activities to do before the next session.



## **MADEWILD (PAGES 93-106)**

Alternatively, these values can be explored through six MadeWild excursions.

### **rites of passage experience (pages 107-125)**

The Rites of Passage Experience offers time out to go away after completion of the ManMade sessions. This follows anthropologist Arnold Van Gennep's research who coined the term 'rites of passage' and identified three clear stages:

#### **1. SEPARATION**

Take your group away for a weekend or at least 24 hours. Ideally, this trip should involve leaving your local area, although you may adapt the programme for a sleepover style event in a hall.

#### **2. TRANSITION**

The programme includes a set of trials linked to the six core values which concludes with a period of silence and a verbal promise to live as young men.

#### **3. RE-INTEGRATION**

Ideally, for Christian groups, they should arrive back in time for Sunday worship, so that they are 're-integrated' into their church community and recognised as being on their journey into adulthood. For other groups it would be good to have some occasion where this recognition can be made. (Note: where the young men are drawn from mixed sex groups we strongly recommend that an alternative is made available for the girls.)

ManMade Dog-Tags (order at [www.manmadejourney.com](http://www.manmadejourney.com)) are available to recognise completion of ManMade. The Dog-Tags should be awarded at the homecoming event and should act as a continuous reminder of the core values.

This should also be seen as an opportunity for the church fellowship to demonstrate its commitment to youth work and interest in young people.

# INTRO / PREP THE COURSE

## GETTING STARTED

### THE GROUP

- ManMade is designed for work with 6-12 males
- Ideally it should be used with younger teens
- The activities can be used for those who are Christians and those who are not
- ManMade should work with both church and un-churched groups
- Individuals need to commit to the whole journey
- There should be sufficient leaders who can invest sufficient time

### BEFORE THE COURSE STARTS

- Plan together as a leadership team, ensuring that relevant adults (e.g. church leaders) are ready to support the group (showing them pages 4-5 & 124-125)
- Prepare a budget and raise necessary funds
- Promote the course to people who may be interested. This could include personal invitations to young people or playing the promotional clip on the DVD at youth events or church services.
- Agree the venues, dates and times for sessions and Rites of Passage Experience
- Ensure you follow all normal procedures for trips away (e.g. parents' consent forms) and all leaders comply with child protection procedures (See page 127)
- Register your group at [www.manmadejourney.com](http://www.manmadejourney.com) (See page 126)
- Encourage people to be praying for the course

### BEFORE EACH SESSION

- Recap and reflect on the previous session with the leaders
- Pray for the session and the young people
- Choose which aspects of MadeReal or MadeWild you wish to use
- Buy or gather all equipment needed for the session

### AFTER THE COURSE HAS FINISHED

- Ensure the group has occasions where they meet as young men (e.g. single sex Bible study/discussion for church groups)
- Keep in contact with ManMade online at [www.manmadejourney.com](http://www.manmadejourney.com)

# INTRO / PREP THE COURSE

## 10 TOP TIPS

- 1. Think Learning Style:** People learn differently; by listening, talking, watching, doing... plan the sessions in the best way in which your group learns.
  - 2. Preparation:** Prepare, prepare and prepare well! Everyone is busy but nothing beats enough time spent on preparation.
  - 3. Be flexible:** Make sure that each session has enough activity but that you know what can be dropped if time is running short. Make sure you do the essential sections. Know where the clock is AND ask one leader to stay aware of time.
  - 4. Facilitate discussion:** Don't preach, encourage everyone to share their viewpoint and although discussion may go deeper, make sure you leave the group wanting more. Encourage the group to build each other up.
  - 5. Send out reminders:** Whether by Facebook, email or text, remind people to turn up!
  - 6. Eh?!** Use accessible language rather than church or youth work lingo.
  - 7. Delegate:** Encourage your co-leaders to take responsibility and to lead different aspects. This will help them to feel more involved.
  - 8. Don't fly solo:** Get help! Build a leadership team who understand the vision. Have a barbecue as you prepare together!
  - 9. Space:** Think about how to maximise the use of your environment.
  - 10. Be expectant:** God will do great things through ManMade. Prayerfully be open to what God is saying and doing.
- And as a bonus...
- 11. Afterwards:** Think through how to continue supporting your ManMade group. See [www.manmadejourney.com](http://www.manmadejourney.com) for ideas.

# INTRO / START THE COURSE AND SO IT BEGINS...

At the start of the first session play the ManMade Promo clip to remind everyone about the purpose of ManMade and excite them about the coming weeks.



## **MANMADE DVD: PROMO**

Film Clip: Play 'ManMade Promo' (2 mins)

*NB: The ManMade DVD could also be used at youth events or church services to encourage prayer and interest.*

**After this, introduce the concept of becoming a man by asking:**

- What words describe a real man?
- At what age do you think you become a man?
- What is the difference between a man and a boy?

**Explain the set up of ManMade by covering the following points:**

- Over the six sessions we will explore what it means to be a man
- These sessions will unpack six core values that are important in becoming a man (briefly mention them)
- The six sessions will finish with a weekend away/sleepover (describe as appropriate)
- Once you've completed ManMade, you will have explored much about the transition to manhood and we want to mark this with a presentation
- ManMade will be loads of fun



# MADEREAL

## SESSION 1 / PASSION

—noun.

an extravagant fondness, enthusiasm, or desire.

Sometimes we get passionate about sport, hobbies and new gadgets. At other times, men are known for lacking a real passion for anything. Passion is a value that impacts the way we live our lives and if we want to make a difference in the lives of others, we must become passionate men. Life is short. Without passion life can easily pass us by.



For MadeWild session on Passion, see pages 94-95

# SESSION 1 / PASSION FOREWORD

"... I have come that they may have Life and Life in all its fullness."

- Jesus Christ, John 10:10

Jesus' agenda for our lives is that we embrace the fullest, most liberating, most energising life possible, and when Jesus speaks about this kind of life He's not just talking about Heaven. This is not just pie in the sky when you die – it's cake on a plate while you wait. Jesus wants us to experience His very best life now, across every part of our lives - our work, rest and play – a life of passion, where we embrace all that God created us to be and do.

Living life God's way is a great adventure where we get the privilege of partnering with Him to achieve amazing things for His Kingdom.

How did we get to the place where people perceive the Christian life to be dull and boring? You were born for a purpose – to be God's agent of change in the world, using your gifts and abilities to make a difference.

Jesus' purpose for your life is not to give you comfort, safety or boredom. Jesus invites His followers into a radical, risk-embracing, world-changing, water-walking, danger-accepting adventure. Fullness of life is not for the faint-hearted or the lazy – only the courageous should apply – and this is the challenge we want our young men to understand.

Only Jesus offers true fulfilment when we discover our self-worth, significance and security is found in Him. Our passion in life should be to know Christ, become like Christ and live like Christ in the world.

So let's inspire our young men to dare to be different and not play it safe. To be willing to stand out in the world, empowered by the Spirit and partnering with God in His Kingdom activity to rescue this world from all of its brokenness.

Foreword written by Matt Summerfield, Urban Saints

# SESSION SET-UP

## AIMS

By the end of this session each young person should be challenged to:

- think about their passions and how they impact their lives.
- explore their life goals, ambitions and role models.
- understand how passionate people impact the world.

## ITEMS YOU MAY NEED:

### General items:

- Registration forms for emergency contact
- First Aid kit
- DVD player and TV/projector
- Bibles
- ManMade DVD
- Session Print Sheets
- A stack of A4 paper for notes
- A pen for each member of your group
- Prizes for games (suggestions: chocolate, sweets...)

### Items for “Restricted Use”

- A roll of masking tape
- A football

### Items for “Spoons”

- An identical spoon for each member
- A pack of playing cards

### Items for “Chef Roulette”

- Cups & saucers
- Items of strange food
- Items of fun food

## PLAN YOUR SESSION

Choose the activities from pages 12-21 and use the time chart below to make sure that your session has the right amount of material.

*NB: Select only those parts of the session which best suit your group and will also fit within your timescale. It is unnecessary to do every section.*

10 MINS											
1HR						1.5HRS			2HRS		



# SESSION 1 / PASSION WARMIN' UP

Before starting this section, choose a selection of activities that will work best for your group in the time available. Make sure that they will work in your venue and that you have all the necessary resources.

The aim of this section is to communicate the importance of being passionate.

10MINS

## OPTION 1: RESTRICTED

**Items needed:** A football, masking tape

**Intro:** When we are passionate about something, we won't give up when things become tough.

**Step 1:** Gather the group into a circle.

**Step 2:** Ask the group to warm up by throwing and catching the ball.

**Step 3:** Tape the wrists of each player together.

**Step 4:** Stand in a circle and throw the football around the group. Each person must catch it in their arms. Passes must be catchable.

**Step 5:** When someone drops the ball, they must continue, standing on one leg.

**Step 6:** When someone drops it a second time, they must continue playing whilst kneeling.

**Step 7:** If someone drops the ball a third time, then they are out.

**Step 8:** The winner is the last person left.

*NB: If the game is too easy, make them stand further and further away from each other.*

## ASK THE GROUP:

Q1: How did it feel trying to catch the ball with your arms tied?

Q2: Did you ever feel like giving up? Why?

Q3: What can restrict us from doing the things we're passionate about?

## OPTION 2: SPOONS

**Items needed:** Spoons (one for each member of the group), a pack of playing cards

**Intro:** This game is all fast paced and requires you to keep focused. If you fail to focus you will soon lose!

**The object is to collect four cards of the same rank (e.g. all the fours)**

**Step 1:** Separate a rank for each person playing.

**Step 2:** Gather the group into a circle and place enough spoons for all but one player into the middle.

**Step 3:** Shuffle and deal the cards that you have sorted so that each player has four cards.

**Step 4:** Every player is given a moment to look at their cards.

**Step 5:** The leader then says “1, 2, 3... switch.”

**Step 6:** On the word “switch” each player has to pass one card to their right.

**Step 7:** There should now be a card on their left hand side which they must pick up. They must then choose which card they want to pass on at the next call.

**Step 8:** The leader continues to call “1,2,3... switch” until someone has a set.

**Step 9:** As soon as somebody has a set they must grab a spoon.

**Step 10:** As soon as one person grabs a spoon, everybody can grab a spoon.

**Step 11:** The person who fails to grab a spoon is out of the game.

**Step 12:** Repeat the game taking out one set of cards and one spoon each time.

**Step 13:** The winner is the person who gets the final spoon.

*NB: The leader should call “1, 2, 3... switch” progressively faster.*

### ASK THE GROUP:

Q1: How did it feel when you didn't get a spoon?

Q2: What do you think this game shows us about passion?

Q3: What opportunities in your life have you missed?

Q4: How did it feel when you missed an opportunity?

# WARMIN' UP (CONT)

10MINS

## OPTION 3: WHAT'S YOUR PASSION?

Items needed: [Print Sheet: PAS-01](#)



**Intro:** Life is full of choices. Some decisions are easy to make but others are much harder. Every choice that we make has an implication. Have you ever thought about what drives the choices that you make?

**Step 1:** Use the 'Would You Rather' options on [Print Sheet: PAS-01](#).

**Step 2:** Gather the group together in the middle of the room.

**Step 3:** Read from the sheet the two possible 'Would You Rather' options and ask them to move to either side of the room to indicate which option they have chosen.

**Step 4:** When everyone has chosen to go to either side of the room, ask them why they have chosen that option.

**Step 5:** Once people have shared, the young people can switch sides if someone has won them over with their argument.

**Step 6:** Repeat this exercise through the 'Would you Rather' options.

### ASK THE GROUP:

Q1: What kind of decisions are hardest to make?

Q2: How does passion impact decision making?

Q3: Is it hard to stick with decisions when things are tough?

## OPTION 4: HOW LAZY ARE YOU?



Items needed: [Print Sheet: PAS-02](#)

**Intro:** Each of us has the same number of hours a day, but how we use our time differs. This quiz will help us discover how effectively we are using our time.

**Step 1:** Print off [Print Sheet: PAS-02](#) (Make enough copies for each member).

**Step 2:** Each person answers the questions by themselves.

**Step 3:** When the group has completed the quiz, read off the scoring system.

**Step 4:** Each young person adds up and shares their score.

**Step 5:** Their score will indicate their laziness rating.

### ASK THE GROUP:

Q1: Do you agree with the rating?

Q2: How do you feel about the outcome of the quiz?

Q3: How could you use your time more wisely?

Q4: Does your use of time reflect your passions?

I HAVE A DREAM  
MARTIN LUTHER KING JR



# SESSION 1 / PASSION

## GET CONNECTED

20MINS

Both of these activities continue to explore the importance of passion. The DVD clip shows different opinions of passion. The scenarios help the young people begin to work through what drives the decisions that they make.



### MANMADE DVD: VOXPOPS ON PASSION

Film Clip: Play the 'Voxpops on Passion' (2mins)

#### ASK THE GROUP:

Q1: Which of these statements do you agree with?

Q2: How do you feel after hearing how others think life should be lived?

Q3: What do you think being described as passionate means?

Q4: Do you think there are some things that we should all be passionate about?

#### GET CONNECTED SCENARIOS:



Read out the scenarios on [Print Sheet: PAS-03](#). Get the group to give honest answers and ask how their decisions would make them feel.

*NB: After the young people have given their answers, ask why they would make those decisions. If conversations emerge from the scenarios, don't rush on to the next question but give the young people space to talk.*

# SESSION 1 / PASSION

# MEN OF THE WORLD



For this section you will need the profiles on **Print Sheet: PAS-04**

20MINS

## INTRO:

Many men have lived passionate lives. When we embrace life with passion, great things can be achieved. It is important, however that we are passionate about the right things. There is also the danger that we fail to embrace life fully because we let our passion slip. In this section we will debate why different characters from history used their lives more effectively.

## DEBATE:

Profile 1: Elvis Presley vs. Profile 2: Martin Luther King Jr

*NB: You may want to design your own profiles that relate to people within your own locality.*

- Split the young people into two groups.
- Give each group one character fact sheet (Elvis Presley or Martin Luther King Jr).
- Tell the young people to read through their profile together.
- Ask someone from each group to give a quick run-through on their character for the other group's benefit.
- Each must now argue why their profile character lived their life more passionately.
- You may need to encourage debate with the following questions.

## QUESTIONS:

Q1: Who is the most famous?

Q2: Who has had the biggest impact on the world?

Q3: How do their passions differ?

Q4: Who do you think was most passionate?

Q5: Would you have rather music lessons from Elvis or history lessons from Martin Luther King Jr?

*NB: The objective of this exercise is not to pass judgement but to examine the value in practice.*



# SESSION 1 / PASSION

## MAN OF THE WORD

20MINS

### INTRO:

- Q1: Which football team do you follow? Why?
- Q2: Which brands of clothing do you like to wear? Why?
- Q3: Which music do you like to listen to? Why?
- Q4: What do you do at lunch time? Why?

There may be a real mix of reasons for your answers but on some level the things that we do are influenced by others... whether they are friends at school, our parents, role models or celebrities. We all follow someone. Who we become is influenced by who we follow.

*NB: We suggest that you share how Jesus influences your life.*

### BACKGROUND:

The Sea of Galilee was a large lake 14 miles long and 7 miles wide. Fishermen were known for being strong, uneducated and rough. At the time of this episode, the teachings of Jesus were becoming well-known throughout Israel.



### MANMADE READING FOR PASSION

Read Matthew 4:17 - 22

### ASK THE GROUP:

- Q1: Why do you think these fishermen chose to follow Jesus?
- Q2: The fishermen left their nets behind. What would you be willing to leave behind to follow a passion?
- Q3: By choosing to follow Jesus, in what ways were the fishermen's passions changing?
- Q4: Do you think their choice to follow Jesus was risky?

## LESSON:

In this passage we see the disciples leave everything behind to follow Jesus. Jesus often said “Follow me”. Following Jesus often meant changing their passions. In letting go of old passions, many found a far better passion, a friendship with Jesus and a challenge to change the world.

## ACTIVITY:

Read the following statements. Pause after each statement and ask the group what might be the underlying passion for Jesus’ actions.

### Statements:

1. Jesus raised people from the dead
2. Jesus went to a party
3. Jesus prayed
4. Jesus claimed He was life
5. Jesus walked on water
6. Jesus died on a cross
7. Jesus came back to life
8. Jesus empowered others

### Passages:

- (John 11:43)  
(John 2:2)  
(Luke 11:1)  
(John 10:10)  
(Matthew 14:25)  
(John 19:33)  
(Mark 16:6)  
(Acts 1:8)

## ASK THE GROUP:

Q1: Why do you think so many people continue to follow the model of Jesus today?

Q2: Is Jesus a good role model to follow? Why?

Q3: What would you do if Jesus turned up right now and invited you to follow Him?

## CONCLUSION:

Jesus is the ultimate role model for men today. He was not a weak wimp but a passionate leader. More than just engaging with life, Jesus said that He came to offer life in all its fullness. With Jesus we find a passion for life and a passion to change the world.



# SESSION 1 / PASSION MAKIN' THE POINT

20MINS

This section reinforces the importance of being passionate. Men of the World looked at historical figures who have thrown all that they are into their passions. In this final activity, challenge the group to eat everything that the chef has prepared.

## CHEF'S ROULETTE

**Prep:** You will need to have a cup for each young person. In each cup there needs to be something for them to eat. Each cup should have either an item of strange food (e.g. Marmite, olives, anchovies, kidney beans, raw onion, edible seaweed, mussels, a lime, etc) or an item of fun food (e.g. chocolate buttons, grapes, peanut butter, etc). The cups must then be covered with a saucer or a piece of card, so that the young people cannot see what is in them.

**Intro:** People get passionate about all sorts of things. Do you get passionate about food? Have you ever done something new and liked it so much that you developed a passion for it? Let's see if you want to do that after this game.

**Action:** One at a time, each member of the group must choose a cup. By choosing a cup, they are committing to eat whatever is inside! After they have discovered what is in the cup, they must eat it.



*NB: Check for food allergies. You may also need a bucket near by in case young people need to spit out their chosen food.*

*NB: It may be a good idea to have cups for the leaders too! If one of the young people refuses to eat what's in their cup, another member of the group can offer to do it for them.*

## ASK THE GROUP:

Q1: How did it feel when you saw what was in your cup?

Q2: What was it like eating the item?

Q3: Do you think you will develop a passion for your food?

Q4: What does it take to develop a passion for something?

# SESSION 1 / PASSION

# JOIN THE JOURNEY



10MINS

Jesus is passionate about changing the world. Are we passionate about changing the world too? Each session we will give you a challenge to carry out! Your first challenge is to see if you can develop a positive passion.

## THE WEEKLY CHALLENGE:

(Choose one of the two options below.)

### OPTION 1:

**Intro:** Push yourself this week to embrace life passionately and say “YES” to an opportunity that you would normally let pass you by. Look for opportunities in your school or at home to try something new and see if you might become passionate about it.

#### For example:

- Find a recipe online and try to cook something new.
- Get creative and take a camera out and shoot photographs of your local area.
- Learn about a new sport and then give it a go.
- Learn how to build a website or create your own vlog (video log).
- Raid the family recycling bin and make a massive scrap sculpture.
- Read the book of Acts each day and ask yourself why the early Christians became passionate about Jesus.

### OPTION 2:

**Intro:** One of the best ways to make sure you get the most out of life is by setting some personal goals. Use [Print Sheet: PAS-05](#) as a basis for thinking through some of your passions, dreams and ambitions. Write on the sheet your goals for the coming year and how you might achieve them. Talk this through with a trusted friend if this helps.



