

TABLE I  
SELECT BAM ACTIVITIES

Activity category	Example activities
Immersive/ experiential	<p><b>The Fist:</b> Students are told to get an object from a partner. Many try to use force. The counselor asks questions to highlight how their partners were willing to give up the object if they calmly requested it.</p> <p><b>Plates:</b> Students reflect on what it has taken to successfully complete group missions and write those attributes on a plate. The plates are placed on the floor, and students must cross the floor by using the plates. However, if no one is standing on a plate, then it is removed (making the task more difficult).</p> <p><b>Trust Walk:</b> Students follow group leaders around the school silently and without disrupting the school. They are told that with freedom comes responsibility.</p> <p><b>Focus Mitt Drill:</b> Students punch focus mitts for an extended period.</p> <p><b>Human Knot:</b> Students stand in a circle and grab the hands of someone standing across from them. They must then untangle themselves without letting go.</p>
Reflective/ introspective	<p><b>Check-ins:</b> Students talk to each other about what they are doing well and areas where they still need to improve. Students must listen patiently while someone else discusses their attributes.</p>
Role-playing	<p><b>Our Story of What Happened:</b> Students imagine a conflict and discuss why the conflict came about. They examine thinking distortions that might have made the conflict worse.</p> <p><b>High School Day:</b> Students do a role-play where a student and administrator have a confrontation. They act out the conflict with “out of control” and “in control” anger expressions.</p> <p><b>\$10 Role-play:</b> Students role play a student borrowing money and then never paying it back.</p>
Skill-building	<p><b>Cognitive Thought Replacement:</b> Students learn how to recognize negative thoughts that arise and how to replace them. It is not necessary to replace negative thoughts with positive thoughts, but rather to instead focus on what can be done to control the situation that is leading to the negative thought.</p> <p><b>Manhood Questions and Rites of Passage:</b> Students discuss the key moments when boys become men and various rites of passage that exist.</p> <p><b>Positive Anger Expression:</b> Students are taught about how to express anger in a controlled way.</p>

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(CONTINUED)

Activity category	Example activities
Stories and discussion	<p><b>Rudy:</b> Students watch and discuss the movie <i>Rudy</i>. Before beginning the movie, the counselor holds up \$2 and asks who wants the money. Even as students raise their hand, he keeps asking who wants it until someone simply takes it from him. He explains that we often overlook opportunities, but the student who took the money saw it as an opportunity and took a chance.</p> <p><b>The Boy Who Cried Wolf:</b> Students listen to and discuss the story where one day a boy pretends that he is being attacked by a wolf. He is amused by how his town responds to this prank. So when he feels bored on another day, he does it again. And again. He promises to stop playing around, but when he feels bored he can't help but do it again. In the end, when he is actually attacked by a wolf, no one responds to his pleas for help.</p> <p><b>Miracle:</b> Students watch and discuss the film <i>Miracle</i> about the U.S. men's hockey team.</p>

with a “check-in.” Youth sit in a circle with the counselor, who reflects on how things in his life are going in various domains. The youth then follow suit. This is an example of what we call “retrospective/introspective” activities, which include various efforts to get youth to talk about the things they are doing well and areas in which they still need to still improve, and also share what others are doing well and need to improve.

Another type of activity in the BAM curriculum we call “immersive or experiential,” of which the fist exercise described above is one example. Another example is called the stick. Youth are divided into two groups and lined up facing each other. They are told to put their arms out chest high and extend their index fingers, and the counselor then lays a 10- or 15-foot plastic pipe across everyone's fingers. The group is then told that they must lower the pipe to the floor but their fingers must be touching the pipe at all times. This leads everyone to put upward pressure on the pipe, which makes it go up rather than down. As youth become immersed in the activity, they can lose themselves in the moment and become frustrated, blaming each other rather than recognizing that each of them contributes to the problem (and that they could help solve the problem themselves by trying to coordinate and lead the group).