

TWO01 BASKETBALL ACADEMY, INC.

8-Week Leadership Development Course

Empowering Young Men of Color to Lead with Purpose

A Transformative Program for Young Men Ages 14-18
Inner City & Northern New Jersey Communities

EDUCATIONAL • EMOTIONAL • SPIRITUAL • PHYSICAL

Table of Contents

Section	Page
Program Overview	3
The Four Pillars of Leadership	4
Facilitator Guidelines	5
Week 1: Identity, Brotherhood & the Leadership Mindset	6
Week 2: Academic Ownership & Goal-Setting	8
Week 3: Emotional Intelligence & Self-Control	10
Week 4: Communication, Conflict Resolution & Accountability	12
Week 5: Purpose, Values & Spiritual Foundation	14
Week 6: Physical Discipline, Wellness & Performance Habits	16
Week 7: Community Leadership, Mentorship & Decision-Making	18
Week 8: Capstone, Leadership Pledge & Celebration	20
Growth Tracker & Assessment Rubric	22
Parent & Guardian Engagement Guide	23
Course Completion Certificate	24

Program Overview

The Two01 Basketball Academy, Inc. 8-Week Leadership Development Course is a structured, high-impact program designed specifically for young men of color, ages 14 to 18, living in inner city neighborhoods and historically underserved communities across Northern New Jersey. This program recognizes that the same qualities that make a great basketball player -- discipline, vision, resilience, teamwork, and the drive to improve daily -- are the exact qualities that make a great leader in life. Through eight weeks of intentional curriculum, participants will develop the tools, mindset, and habits to lead themselves, their peers, and their communities toward excellence.

Program Duration	8 Weeks (One 2-hour session per week)
Target Participants	Young men of color, ages 14-18
Service Area	Northern New Jersey inner city communities
Session Format	Group instruction, basketball integration, hands-on activities
Group Size	10-20 participants per cohort
Four Pillars	Educational, Emotional, Spiritual, Physical
Facilitators	Trained mentors, coaches, and guest speakers
Final Deliverable	Leadership Capstone Project & Certificate of Completion

Program Mission

To cultivate the innate leadership potential within young men of color by providing a structured pathway for growth across four developmental pillars -- educational, emotional, spiritual, and physical. We believe that every young man carries within him the capacity to lead. Our role is to create the environment, provide the tools, and walk alongside him as he develops the discipline and vision to transform himself, his family, and his community. Basketball is not just our medium -- it is our metaphor. The court teaches lessons that the world rewards: accountability, preparation, adaptability, and the understanding that individual excellence serves the collective good.

Program Outcomes

Upon completion of this 8-week course, participants will be able to:

- **Articulate a personal leadership identity** grounded in self-awareness, cultural pride, and a clear sense of purpose.

-
- **Set and pursue academic and personal goals** using structured planning frameworks and accountability systems.
 - **Recognize and regulate emotions** in high-pressure situations, applying conflict resolution and effective communication strategies.
 - **Define a personal value system** and spiritual foundation that guides decision-making and service to others.
 - **Demonstrate physical discipline** through wellness habits, nutrition awareness, and athletic performance routines.
 - **Identify as community leaders** capable of mentoring younger peers, making positive decisions, and creating change.
 - **Present a Leadership Capstone Project** that applies course concepts to a real-world challenge in their community.

The Four Pillars of Leadership

The Two01 Leadership Development Course is built on four interconnected pillars. Each week of the program touches on multiple pillars, ensuring that participants grow holistically -- not just as students or athletes, but as complete young men prepared to lead in every arena of life.

EDUCATIONAL

Academic Mastery & Intellectual Growth

Participants develop the study habits, time management skills, and academic mindset needed to excel in the classroom. They learn to see education not as a requirement but as a tool for liberation and self-determination. Topics include goal-setting, college and career exploration, financial literacy foundations, and the connection between athletic discipline and academic achievement.

EMOTIONAL

Self-Awareness, Intelligence & Regulation

Participants build emotional vocabulary, learn to identify and manage their feelings, and develop the interpersonal skills that distinguish leaders from followers. Topics include emotional intelligence, conflict resolution, stress management, empathy building, and the mental health awareness that is too often unavailable to young men in underserved communities.

SPIRITUAL

Purpose, Values & Inner Foundation

Participants explore questions of identity, meaning, and personal values. This pillar is non-denominational and honors all faith traditions while helping each young man develop a moral compass rooted in integrity, service, and connection to something greater than himself. Topics include values clarification, community service, mindfulness practices, and the spirituality of perseverance.

PHYSICAL

Discipline, Wellness & Athletic Excellence

Participants learn that the body is the vessel for leadership and that physical discipline translates to mental discipline. Through basketball and wellness education, they develop habits of nutrition, fitness, rest, and recovery. Topics include athletic training principles, nutrition education, sleep hygiene, substance avoidance, and the connection between physical health and leadership presence.

Facilitator Guidelines

Facilitators are the heart of this program. Your role is not simply to deliver content but to model the leadership qualities this course seeks to develop. The young men in this program will learn as much from who you are as from what you teach.

Session Structure

Each weekly session follows a consistent 2-hour structure:

Time	Segment	Description
0:00-0:15	Circle Check-In	Opening circle, mood check, brief recap of previous week's challenge
0:15-0:45	Core Lesson	Interactive instruction on the week's theme with discussion
0:45-1:00	Basketball Integration	On-court activity or drill that reinforces the lesson concept
1:00-1:30	Group Activity	Hands-on exercise, role-play, or collaborative project
1:30-1:45	Reflection	Journal writing, small-group sharing, and facilitated discussion
1:45-2:00	Challenge & Close	Take-home leadership challenge, closing circle, commitment

Facilitator Principles

1. Lead by Example

Model the discipline, emotional regulation, and respect you ask of participants. They watch what you do more than they listen to what you say.

2. Create a Brotherhood Culture

Foster an environment of mutual respect, vulnerability, and accountability. Use the term "brother" intentionally to build belonging.

3. Honor Their Lived Experience

Never dismiss the realities of growing up in underserved communities. Validate their experiences while expanding their vision of what is possible.

4. Challenge with Care

Push participants beyond their comfort zones while providing the support they need to succeed. High expectations paired with high support produces growth.

5. Make It Relevant

Every concept should connect to their daily lives -- school, neighborhood, family, basketball, social media, and future aspirations.

6. Protect the Space

What is shared in the circle stays in the circle. Establish confidentiality on Day 1 and enforce it consistently.

7. Celebrate Growth

Acknowledge effort and progress, not just outcomes. Public recognition of small wins builds confidence and momentum.

Materials Needed (Per Cohort)

- Basketballs (1 per 2 participants), cones, and court/gym access
- Participant journals (notebooks for weekly reflection)
- Whiteboard or flip chart with markers
- Printed handouts for each week's activities
- Guest speaker contacts (community leaders, professionals, former athletes)
- Snacks and water for each session
- Two01 Basketball Academy t-shirts or jerseys for participants
- Certificate of completion for final ceremony

WEEK 1: IDENTITY, BROTHERHOOD & THE LEADERSHIP MINDSET

Leadership Pillars: Emotional, Spiritual, Physical | Duration: 2 Hours

EMOTIONAL

SPIRITUAL

PHYSICAL

Session Objective

Participants will explore who they are, where they come from, and who they are becoming. They will begin building the brotherhood culture that sustains the program and develop a foundational understanding of what leadership means in their context.

Learning Objectives

- Define leadership in their own words and identify leaders who inspire them
- Articulate at least three personal strengths and two areas for growth
- Establish group norms, confidentiality agreements, and the brotherhood code
- Understand the connection between self-knowledge and effective leadership
- Begin a leadership journal that will be used throughout all 8 weeks

Session Agenda

Time	Segment	Description
0:00-0:15	Opening Circle	Welcome, introductions, name + one word that describes you. Establish the circle as sacred space.
0:15-0:40	Who Am I?	Guided self-reflection exercise. Participants complete an identity map: family, culture, neighborhood, passions, values, dreams.
0:40-0:55	Basketball Drill	"Trust Dribble" -- partners are blindfolded and guided through dribbling by their partner's voice. Debrief on trust, communication, and leadership.
0:55-1:25	Brotherhood Circle	Group establishes norms, confidentiality agreement, and the "Two01 Brotherhood Code" -- a set of commitments to each other.
1:25-1:45	Leadership Definition	Facilitated discussion: "What is leadership?" Participants share leaders they admire and why. Create a collective definition.
1:45-2:00	Journal & Close	First journal entry: "The leader I want to become is..." Closing circle with one word commitment.

Basketball Connection

Just as a team must establish trust, roles, and shared identity before it can win, this session lays the foundation for everything that follows. The blindfolded dribble drill physically demonstrates that leadership requires both speaking up and trusting others -- a lesson that applies on and off the court.

Group Activity

Identity Map Creation -- Each participant draws a personal identity map on large paper, filling in circles for family roots, cultural heritage, neighborhood, talents, values, people who influence them, and their vision for the future. Maps are shared in pairs and then displayed.

Reflection & Journal Prompt

Journal Prompt: "The leader I want to become is someone who..." Write at least 10 sentences describing the kind of leader you aspire to be. What qualities do you have now that can help you get there?

Take-Home Leadership Challenge

Leadership Challenge: Before next session, have a conversation with an adult you respect (parent, coach, teacher, mentor) and ask them: "What do you think makes a good leader?" Write their answer in your journal and bring it to share.

Materials Needed

Large paper or poster boards, markers, blindfolds (or bandanas), basketballs, participant journals, printed identity map template

WEEK 2: ACADEMIC OWNERSHIP & GOAL-SETTING

Leadership Pillars: Educational, Physical | Duration: 2 Hours

EDUCATIONAL

PHYSICAL

Session Objective

Participants will learn to take ownership of their education, set meaningful academic and personal goals, and understand the direct connection between the discipline they bring to basketball and the discipline required for academic success.

Learning Objectives

- Set at least one short-term (30-day) and one long-term (1-year) academic goal using the SMART framework
- Create a weekly time-management schedule that includes study, practice, rest, and family
- Identify academic strengths and barriers, and develop a specific plan to address one barrier
- Understand how athletic discipline (practice, repetition, coaching) directly transfers to academic success
- Learn basic financial literacy concepts: budgeting, saving, and the cost of college vs. earning potential

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 1 challenge. Share one thing learned from the adult interviewed about leadership.
0:15-0:40	Own Your Education	Discussion on education as a tool for liberation. Explore statistics on earning potential by education level. Participants identify their current GPA, strengths, and academic obstacles.
0:40-0:55	Basketball Drill	"Free Throw Goals" -- Participants set a target number of free throws to make in 2 minutes, then execute. Debrief on how goal-setting works the same in academics and athletics.
0:55-1:25	SMART Goal Workshop	Participants learn the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound) and write 2 academic goals and 1 personal goal. Partners review and refine each other's goals.

1:25-1:45	Time Management Mapping	Create a weekly schedule mapping school, homework, basketball, family time, rest, and screen time. Identify time wasters and reallocate.
1:45-2:00	Journal & Close	Write: "One thing I will change about how I approach school starting tomorrow is..." Closing circle.

Basketball Connection

The discipline of a jump shot -- hundreds of repetitions, focused on form, coached and corrected -- is identical to the discipline of studying. Participants learn that the student who reviews notes daily is doing the same thing as the player who shoots 100 free throws: building muscle memory through repetition. The gym and the classroom demand the same work ethic.

Group Activity

Goal-Setting Vision Board -- Participants create a visual goal board with their SMART goals, including a dream college, dream career, GPA target, and basketball aspiration. They identify the specific daily, weekly, and monthly actions needed to achieve each goal.

Reflection & Journal Prompt

Journal Prompt: "If I treated my education the way I treat basketball practice, what would my life look like? What is one habit I need to start, and one I need to stop?"

Take-Home Leadership Challenge

Leadership Challenge: Implement your new weekly schedule for the next 7 days. Track your study time daily. Bring your completed schedule and time log to next session. Also, research one college or trade program you are interested in and write down the admission requirements.

Materials Needed

Goal-setting worksheets, SMART goal template, weekly schedule template, poster boards, magazines for vision boards, glue, scissors, markers, basketballs, journals

WEEK 3: EMOTIONAL INTELLIGENCE & SELF-CONTROL

Leadership Pillars: Emotional, Physical | Duration: 2 Hours

EMOTIONAL

PHYSICAL

Session Objective

Participants will develop emotional vocabulary, learn to recognize and regulate their emotions under pressure, and understand how emotional intelligence separates good leaders from great ones -- both on the basketball court and in life.

Learning Objectives

- Identify and name at least 10 emotions beyond "happy, sad, and angry"
- Understand the five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills
- Learn at least three techniques for emotional regulation in high-pressure situations
- Recognize triggers that lead to reactive behavior and develop response strategies
- Practice empathy by listening to and validating others' emotional experiences

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 2 challenge. Share one thing that changed when you implemented your schedule.
0:15-0:40	Emotion Vocabulary	Group builds an emotion word wall. Discussion: "What emotions do men 'get permission' to feel? What emotions are we taught to hide?" Explore how suppressing emotions harms leadership.
0:40-0:55	Basketball Drill	"Pressure Situations" -- Run high-pressure scrimmage scenarios (down 2, 10 seconds left). After each, players rate their emotional state 1-10. Debrief on how emotions affect performance and decision-making.
0:55-1:25	Trigger Mapping	Participants identify personal triggers -- situations, words, or interactions that cause emotional reactions. They map: Trigger Physical Response Emotional Response Current Reaction Better Response.
1:25-1:45	Regulation Toolkit	Learn and practice three techniques: (1) Box breathing (4-4-4-4), (2) The 10-second pause, (3) Reframing (changing the story you tell yourself about what happened).

Basketball Connection

A player who gets a technical foul after a bad call has lost emotional control -- and often loses the game. The player who takes a deep breath, refocuses, and makes the next play is demonstrating emotional intelligence. This session teaches participants that the greatest basketball players (and leaders) are not the ones who never feel anger, frustration, or fear -- they are the ones who know how to manage those emotions and channel them productively.

Group Activity

Trigger & Response Role-Play -- In groups of 3, participants role-play common scenarios: being disrespected by a peer, receiving a bad grade, getting benched, being stopped by police. After each role-play, the group discusses alternative responses and practices emotional regulation techniques in real time.

Reflection & Journal Prompt

Journal Prompt: "Think about the last time you lost control of your emotions. What happened in your body before you reacted? What would have happened if you had paused for 10 seconds? Write about a time when staying calm helped you, or when losing control hurt you."

Take-Home Leadership Challenge

Leadership Challenge: For the next week, practice box breathing at least once daily -- especially before something stressful. Also, when you feel triggered, use the 10-second pause before responding. Journal each instance: what happened, how you felt, and what you did.

Materials Needed

Emotion word cards or list, scenario cards for role-play, basketballs, timer/stopwatch, journals, printed trigger map worksheet

WEEK 4: COMMUNICATION, CONFLICT RESOLUTION & ACCOUNTABILITY

Leadership Pillars: Emotional, Educational | Duration: 2 Hours

EMOTIONAL

EDUCATIONAL

Session Objective

Participants will learn how leaders communicate, how to resolve conflicts constructively, and how to hold themselves and others accountable -- the skills that determine whether a team (or a community) rises together or falls apart.

Learning Objectives

- Learn and practice active listening skills (reflect, clarify, summarize)
- Understand the difference between aggressive, passive, and assertive communication
- Learn a 5-step conflict resolution model and practice it in role-plays
- Develop accountability practices: how to give and receive honest feedback
- Understand how miscommunication escalates conflicts and how to de-escalate

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 3 challenge. Share one time this week you used breathing or the pause technique.
0:15-0:35	Communication Styles	Learn aggressive vs. passive vs. assertive communication. Participants identify their default style and practice assertive "I" statements: "I feel ___ when ___ because ___."
0:35-0:50	Basketball Drill	"Silent Offense" -- Run a 5-on-5 scrimmage with NO talking allowed for 5 minutes, then with full communication for 5 minutes. Debrief: Which was more effective? What happens without communication?
0:50-1:20	Conflict Resolution Model	Learn the 5 steps: (1) Stop and breathe, (2) Listen to understand, (3) Express your perspective using "I" statements, (4) Find common ground, (5) Agree on a solution. Practice in pairs with real scenarios.
1:20-1:45	Accountability Circle	Partners practice giving and receiving feedback using the SBI model (Situation, Behavior, Impact). Each partner shares one thing the other is doing well and one thing to improve.
1:45-2:00	Journal & Close	Write: "A conflict I need to resolve is with ___. Using the 5-step model, my plan is..." Closing circle.

Basketball Connection

Basketball is a communication sport. Point guards call plays, defenders call switches, teammates call out screens -- and when communication breaks down, the team breaks down. The player who can communicate clearly under pressure, hold teammates accountable without alienating them, and resolve conflicts quickly is the player who becomes a captain. This session teaches that communication is a skill that can be practiced and mastered -- just like a jump shot.

Group Activity

Real Conflict Resolution -- Participants identify a real conflict in their life (with a friend, family member, teacher, or teammate) and work through the 5-step conflict resolution model to develop a plan. Pairs role-play the conversation, with the partner playing the other person. Each participant leaves with a concrete plan and practiced words.

Reflection & Journal Prompt

Journal Prompt: "Think about a conflict you had recently. How did you handle it? If you could redo it using the 5-step model, what would you do differently? What does it mean to be accountable to your brothers, your team, and yourself?"

Take-Home Leadership Challenge

Leadership Challenge: Actually have the conversation you planned in the conflict resolution activity. Use the 5-step model. Journal what happened: Did it go as planned? What was different? Also, give one piece of honest, constructive feedback to a teammate or friend this week using the SBI model.

Materials Needed

Communication style handout, conflict resolution model cards, scenario cards, basketballs, journals, printed SBI feedback worksheet

WEEK 5: PURPOSE, VALUES & SPIRITUAL FOUNDATION

Leadership Pillars: Spiritual, Emotional | Duration: 2 Hours

SPIRITUAL

EMOTIONAL

Session Objective

Participants will explore questions of purpose, meaning, and personal values. They will develop a moral compass that guides decision-making and begin to understand how a spiritual foundation -- rooted in integrity, service, and connection to something greater than themselves -- sustains leaders through adversity.

Learning Objectives

- Identify and articulate their top 5 core personal values
- Write a personal purpose statement that answers: "Why am I here, and what am I meant to contribute?"
- Understand how values and purpose guide decision-making when no one is watching
- Explore spiritual practices (mindfulness, prayer, meditation, gratitude) as tools for resilience
- Learn about servant leadership: the idea that true leaders serve those they lead

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 4 challenge. Share what happened when you attempted your conflict resolution conversation.
0:15-0:40	Values Clarification	Card sort activity: participants narrow 50 value cards down to their top 5 core values. Discussion: "How do your daily choices align or conflict with your values?"
0:40-0:55	Basketball Drill	"The Assist" -- Run a scrimmage where only assisted baskets count. No isolation scoring. Debrief on servant leadership: the best players make others better. The best leaders do the same.
0:55-1:25	Purpose Statement Workshop	Guided writing exercise to craft a personal purpose statement. Framework: "I exist to ___ so that ___." Participants draft, share, and refine. This becomes a touchstone for the rest of the program.
1:25-1:45	Spiritual Practices Circle	Introduction to mindfulness, gratitude practice, and (for those who choose) prayer. Discussion of how spiritual practices have sustained leaders through history. Practice 5-minute guided meditation together.

Basketball Connection

The greatest basketball players are not the ones who score the most points -- they are the ones who make everyone around them better. Magic Johnson, Bill Russell, and Tim Duncan all understood that their purpose was not individual glory but team success. This is servant leadership in action. The assist is a spiritual act: choosing to elevate someone else above yourself. When participants understand this, basketball becomes not just a game but a practice ground for purpose-driven leadership.

Group Activity

Values Card Sort & Purpose Statement -- Participants complete a values card sort (50 cards, narrowed to top 5), then use their values to write a personal purpose statement. The statement is written on a card they keep in their wallet/phone case as a daily reminder. Each participant shares their purpose statement with the group and receives feedback.

Reflection & Journal Prompt

Journal Prompt: "What are my top 5 values? Do my daily actions -- the way I treat people, how I spend my time, what I post online -- align with these values? Write your personal purpose statement and reflect on what it would mean to live it every day."

Take-Home Leadership Challenge

Leadership Challenge: Read your purpose statement every morning this week. Perform one act of service for someone in your family or community without being asked and without seeking recognition. Journal about how it felt. Consider: what spiritual or mindfulness practice will you commit to trying daily?

Materials Needed

Values card sort set (or printed values list), purpose statement template, meditation timer/app, basketballs, journals, index cards for purpose statements

WEEK 6: PHYSICAL DISCIPLINE, WELLNESS & PERFORMANCE HABITS

Leadership Pillars: Physical, Educational | Duration: 2 Hours

PHYSICAL

EDUCATIONAL

Session Objective

Participants will learn that their body is the instrument of their leadership. They will develop habits of nutrition, fitness, sleep, and recovery that sustain high performance -- on the court, in the classroom, and in life. They will understand that physical discipline and mental discipline are one and the same.

Learning Objectives

- Understand the connection between physical health, mental clarity, and leadership performance
- Learn basic sports nutrition: what to eat for energy, recovery, and brain function
- Develop a personal fitness routine that includes strength, cardio, flexibility, and rest
- Understand the impact of sleep on athletic and academic performance
- Learn about the dangers of substances (alcohol, drugs, vaping) and how they undermine potential

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 5 challenge. Share the act of service you performed and how it felt.
0:15-0:35	Nutrition Workshop	Guest speaker or facilitator-led session on sports nutrition. Learn what to eat before games, after workouts, and during study sessions. Participants complete a 24-hour food recall and identify one change.
0:35-0:50	Basketball Drill	"Conditioning Ladder" -- Structured conditioning session with sprints, defensive slides, and core work. Debrief on how physical fitness directly impacts confidence and leadership presence.
0:50-1:20	Sleep & Recovery Science	Learn the science of sleep: why teenagers need 8-10 hours, how sleep affects memory, mood, and athletic performance. Create a personal sleep plan. Discuss recovery: ice, stretching, hydration, and rest days.

1:20-1:40	Substance Awareness	Honest discussion about the pressures to use alcohol, drugs, vaping, and other substances in their communities. Explore how substances derail athletic, academic, and leadership potential. Practice refusal skills.
1:40-2:00	Journal & Close	Write: "One physical habit I will commit to changing is..." Create a 30-day wellness commitment. Closing circle.

Basketball Connection

No basketball player reaches the next level without mastering his body. Nutrition, sleep, hydration, and recovery are what separate good players from great ones -- and good students from great students. A player who stays up until 2 AM on his phone will be slow on the court and foggy in the classroom. A player who fuels his body with real food will have the energy to lead. This session makes the connection explicit: the discipline you apply to your body is the same discipline you apply to your mind, your relationships, and your future.

Group Activity

Personal Wellness Plan -- Each participant creates a 30-day wellness plan that includes: (1) A daily nutrition goal (e.g., drink 8 glasses of water, eat breakfast, limit sugar), (2) A sleep goal (e.g., phone off by 10 PM, in bed by 10:30), (3) A fitness routine (3 days/week minimum), (4) One substance-free commitment. Plans are reviewed by a partner and signed as a commitment.

Reflection & Journal Prompt

Journal Prompt: "How do you currently treat your body? What would change if you treated your body like it was the most important tool you own -- because it is? What is one physical habit you know you need to change, and what has been stopping you?"

Take-Home Leadership Challenge

Leadership Challenge: Execute your 30-day wellness plan for the next 7 days. Track your sleep, water intake, and exercise daily in your journal. Prepare and eat at least one healthy meal. If you use any substances, commit to stopping for the remainder of the program. Journal how your body and mind feel differently.

Materials Needed

Nutrition handouts, food recall worksheet, sleep plan template, wellness commitment cards, basketballs, cones, timer, water bottles, journals

WEEK 7: COMMUNITY LEADERSHIP, MENTORSHIP & DECISION-MAKING

Leadership Pillars: Spiritual, Emotional, Educational | Duration: 2 Hours

SPIRITUAL

EMOTIONAL

EDUCATIONAL

Session Objective

Participants will understand that leadership is not a position but a responsibility to one's community. They will learn how to mentor younger people, make sound decisions under pressure, and identify concrete ways to create positive change in their neighborhoods.

Learning Objectives

- Understand the concept of community leadership and their role in creating change
- Learn a decision-making framework for high-stakes choices
- Develop basic mentoring skills to guide younger peers
- Identify a community issue they care about and begin planning their capstone project
- Learn from guest speakers who are leaders of color from Northern New Jersey

Session Agenda

Time	Segment	Description
0:00-0:15	Check-In Circle	Recap Week 6 challenge. Share one physical change you noticed from your wellness plan.
0:15-0:40	Guest Speaker	A community leader of color from Northern New Jersey shares their leadership journey, challenges, and lessons learned. Q&A; with participants.
0:40-0:55	Basketball Drill	"Coach the Drill" -- Participants take turns coaching a drill for younger players (or peers). They must give instructions, demonstrate, correct, and encourage. Debrief on the difficulty and power of leadership.
0:55-1:25	Decision-Making Framework	Learn the PAUSE model: (P)ause, (A)ssess options, (U)nderstand consequences, (S)eek counsel, (E)xecute with confidence. Apply to real scenarios: peer pressure, street conflicts, academic choices.
1:25-1:45	Capstone Planning	Participants identify a community issue they want to address (violence, education gap, food access, mentorship, mental health). Begin outlining their Leadership Capstone Project: problem, solution, action plan.
1:45-2:00	Journal & Close	Write: "The change I want to create in my community is..." Closing circle with capstone ideas shared.

Basketball Connection

A coach is the ultimate community leader. They see potential in young people before the young people see it in themselves. They make decisions under pressure, mentor, correct, and believe. When participants coach a drill this week, they step into that role for the first time. They learn that leadership is not about being the best player on the court -- it is about making everyone else better. That is what community leadership means: using your gifts, your story, and your discipline to lift up the people around you.

Group Activity

Capstone Project Planning -- Each participant (or small group) identifies a real community issue and begins developing a capstone project. They complete a project planning canvas: (1) The Problem, (2) Who is affected, (3) My proposed solution, (4) Resources needed, (5) First 3 action steps, (6) How I will measure impact. Facilitators provide guidance and feedback.

Reflection & Journal Prompt

Journal Prompt: "What is one problem in your community that breaks your heart? If you had unlimited resources, what would you do about it? Now -- what can you do about it with the resources you have right now? Who in your community can you mentor or help, starting this week?"

Take-Home Leadership Challenge

Leadership Challenge: Begin implementing your capstone project. Take at least one concrete action step this week (make a phone call, write a plan, reach out to someone). Also, identify one younger person you can mentor -- a younger sibling, cousin, or neighbor -- and spend at least 30 minutes with them this week, sharing something you have learned in this program.

Materials Needed

Guest speaker bio, capstone project planning canvas, PAUSE model handout, basketballs, coaching whistles, journals

WEEK 8: CAPSTONE, LEADERSHIP PLEDGE & CELEBRATION

Leadership Pillars: Educational, Emotional, Spiritual, Physical | Duration: 2 Hours

EDUCATIONAL

EMOTIONAL

SPIRITUAL

PHYSICAL

Session Objective

Participants will present their Leadership Capstone Projects, take the Two01 Leadership Pledge, and celebrate their growth over 8 weeks. This session transforms participants into graduates who carry the tools, brotherhood, and commitment to lead in their communities.

Learning Objectives

- Present a completed Leadership Capstone Project to peers, facilitators, and family
- Articulate personal growth across all four pillars over 8 weeks
- Take the Two01 Leadership Pledge as a public commitment to continued growth
- Provide and receive final feedback from brothers in the cohort
- Receive Certificate of Completion and celebrate the brotherhood

Session Agenda

Time	Segment	Description
0:00-0:15	Opening Circle	Full cohort circle. Each participant shares one word describing their journey over 8 weeks. Facilitator reflects on the growth witnessed.
0:15-1:00	Capstone Presentations	Each participant presents their Leadership Capstone Project (5 minutes each): the community issue, their solution, action taken, and impact. Peers and family provide feedback.
1:00-1:15	Basketball Celebration	All-cohort scrimmage or skills showcase. Pure joy, brotherhood, and the game that brought them together. Facilitators participate.
1:15-1:35	Leadership Pledge Ceremony	Each participant reads and signs the Two01 Leadership Pledge. They state their purpose statement and one commitment for the next 90 days. The brotherhood affirms each pledge.
1:35-1:50	Final Feedback Circle	Each participant gives one piece of appreciation and one piece of growth feedback to the person to their left. Honest, specific, loving.
1:50-2:00	Certificate Ceremony	Certificates of Completion are presented. Group photo. Closing words from facilitator. The brotherhood continues beyond the program.

Basketball Connection

Championships are not won in the final game -- they are won in every practice, every early morning, every decision to show up when it would be easier to quit. This 8-week course has been the practice. The capstone presentation and the Leadership Pledge are the championship game. But the real season begins now: when these young men walk out of this gym and back into their communities as leaders. The game never ends -- it just changes courts. And they are ready.

Group Activity

Capstone Presentations -- Each participant presents their completed Leadership Capstone Project to the group and any invited family members. Presentations include: the community problem identified, the solution developed, the action steps taken, and the impact achieved (or planned). Projects are evaluated using the capstone rubric. The presentation itself is a leadership act -- standing before others, speaking with clarity and conviction.

Reflection & Journal Prompt

Final Journal Entry: "Eight weeks ago, I wrote about the leader I wanted to become. Today, I am..." Reflect on your growth across all four pillars: How have you grown educationally? Emotionally? Spiritually? Physically? What is one thing you will carry from this program for the rest of your life? What is your commitment to yourself, your brothers, and your community for the next 90 days?

Take-Home Leadership Challenge

Final Leadership Challenge: Your capstone project does not end today. Commit to continuing your project for the next 90 days. Schedule a check-in with a brother from this cohort within 30 days. Live your purpose statement daily. Remember: leadership is not a certificate -- it is a daily choice. The Two01 Brotherhood is for life.

Materials Needed

Capstone presentation rubrics, Two01 Leadership Pledge cards, Certificate of Completion (printed and signed), refreshments for celebration, basketballs, group photo setup, participant journals (for final entry)

Growth Tracker & Assessment Rubric

The Growth Tracker is a tool for facilitators and participants to measure development across the four pillars throughout the 8-week program. Assessment is strengths-based and growth-oriented -- the goal is not to rank participants against each other but to track individual progress and identify areas for continued development.

Four-Pillar Assessment Rubric

Pillar	Emerging (1)	Developing (2)	Proficient (3)	Mastery (4)
Educational	Attends sessions but lacks academic goals	Sets goals but inconsistent follow-through	Maintains goals, improves study habits	Owens education, mentors peers academically
Emotional	Reactive, struggles to identify emotions	Names emotions, beginning to regulate	Uses regulation tools under pressure	Regulates consistently, helps others regulate
Spiritual	Unsure of values, no purpose statement	Beginning to identify core values	Articulates values and purpose statement	Lives values daily, serves community
Physical	Inconsistent habits, no wellness plan	Beginning to track nutrition and sleep	Maintains wellness plan consistently	Models physical discipline for peers
Leadership	Participates but avoids leadership roles	Takes on assigned leadership tasks	Leads activities and mentors peers	Creates positive change, mentors younger youth

Weekly Progress Tracker

Week	Attendance	Journal Entry	Challenge Complete	Participation	Overall
1				1-4	___
2				1-4	___
3				1-4	___
4				1-4	___
5				1-4	___
6				1-4	___
7				1-4	___
8				1-4	___

Participant Name: _____ Cohort: _____ Facilitator: _____

Parent & Guardian Engagement Guide

The Two01 Basketball Academy Leadership Development Course is most effective when families are engaged and informed. This guide provides parents and guardians with practical ways to support their young man's growth throughout the 8-week program and beyond.

How to Support Your Young Leader

1. Ask About the Program

Each week, ask: "What did you learn in leadership today?" and "What was your challenge?" Show genuine interest in their growth, not just their grades.

2. Reinforce the Pillars

Use the language of the four pillars at home. Ask: "How are you doing educationally, emotionally, spiritually, and physically this week?"

3. Create Space for Reflection

Respect their journaling time. Provide a quiet space for 15-20 minutes after each session for reflection. Do not read their journal -- it is private.

4. Support the Challenges

Each week includes a take-home challenge. Ask about it. Help them follow through. Celebrate when they complete it.

5. Model Leadership

Your young man is watching you. Model the emotional regulation, communication skills, and values the program teaches. Be transparent about your own growth.

6. Attend the Capstone

If at all possible, attend Week 8 capstone presentations. Your presence communicates that you believe in him and his leadership.

7. Connect After the Program

Ask about his 90-day commitment. Help him stay connected to his Two01 brothers. Encourage continued mentorship and community service.

8. Communicate with Facilitators

Share observations about your young man's growth at home. Flag any concerns. Facilitators want to partner with you, not replace you.

Important Reminders for Families

- **This is a judgment-free zone.** Your young man may share struggles he has never shared before. Respond with love, not punishment.
- **Change takes time.** Do not expect transformation overnight. Celebrate small wins and be patient with setbacks.
- **Brotherhood is protective.** Encourage your young man to maintain connections with his cohort after the program ends.
- **Leadership starts at home.** Give your young man age-appropriate responsibilities and leadership opportunities within the family.
- **Your story matters too.** Share your own leadership experiences, challenges, and lessons learned. He needs to see that leadership is a lifelong journey.

The Two01 Leadership Pledge

I, _____, as a graduate of the Two01 Basketball Academy 8-Week Leadership Development Course, make this pledge to myself, my brothers, and my community:

1. I will lead with integrity, knowing that who I am in private is who I truly am.
2. I will treat my education as a tool for liberation and pursue mastery in all I do.
3. I will honor my emotions and the emotions of others, regulating myself under pressure.
4. I will live by my values and purpose, even when no one is watching.
5. I will treat my body as my most important instrument, fueling it, resting it, and protecting it.
6. I will mentor those who come behind me, because leadership is service.
7. I will make decisions with wisdom, seeking counsel before acting in haste.
8. I will stand with my brothers, knowing we are stronger together than apart.
9. I will create positive change in my community, starting wherever I am.
10. I will never forget where I came from, and I will never stop growing toward who I am becoming.

Participant Signature

Date

Facilitator Signature

Date