

Passport manhood



PROGRAM
RESOURCE GUIDE



**BOYS & GIRLS CLUBS
OF AMERICA**

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**BOYS & GIRLS CLUBS
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FOREWORD

Dedicated in Memoriam to:
 James Daniel Cox
 September 24, 1947 to August 19, 2011

This revised edition of Passport to Manhood is proudly and lovingly dedicated in memory of the late Jim Cox, Senior Strategist for Program & Youth Development Services for Boys & Girls Clubs of America (BGCA).

As a member of the professional staff of the Boys & Girls Club Movement for almost 30 years, Jim was an inspiration and fierce advocate for many. As a servant leader for the Hillside community at Boys & Girls Club of Greater Milwaukee and a pioneer of the character development for children, young people, families and communities at BGCA, Jim never forgot our mission and our unique responsibility to relentlessly serve the underserved.

Passport to Manhood, an innovative rites-of-passage program for boys, was originally created by Jim Cox and published in 1999. It was his ingenious brainchild that immediately resonated with the Boys & Girls Club Movement and received a groundswell of support because it emphasized the developmental needs of boys ages 11-14. The novelty of devising a "passport" for young men to document their personal journey along life's multi-faceted, meaningful experiences was an instant and resounding success with Clubs nationwide.

Jim spent his entire professional career espousing the belief that positive, supportive relationships with caring adults could make a monumental difference in providing positive outcomes, a safety net and guidance that children need to succeed. He admirably adopted a quote from the great Frederick Douglass, "It is easier to build strong children than to repair broken men."

The Passport to Manhood program has been revised, and it is now developmentally appropriate for boys ages 8-12 and 13-17 years old. The updated materials are a contemporary treasure chest of ideas and interactive activities to help young men navigate the uncertain personal journey from tweens to adolescence to adulthood. Such a period of maturation and growth can be littered with obstacles and cluttered with roadblocks as young men confront life's challenges. However, this rites-of-passage program is shaped by what it takes to act responsibly and achieve the critical priority outcome areas of Academic Success, Good Character & Citizenship and Healthy Lifestyles.

The cutting-edge research of Passport to Manhood illustrates the kinds of issues young men face as they grow up. Twelve interactive and influential activities include sessions addressing: Understanding Manhood; Self-Esteem and Identity; Values in Personal Decision-Making; Academic Success; Healthy Lifestyles; Responses to Authority; Relationships with Girls; Fatherhood and the Family; Employment and Careers; Diversity; Cooperation and Conflict; and Personal Leadership/Community Responsibility.

Boys & Girls Clubs of America is fortunate to have the sponsorship of Gillette and is indebted to them for their amazing philanthropic support. Their unwavering confidence that Passport to Manhood will indeed have a profound impact on the lives of thousands of young men for many years to come energizes us to serve a new generation and continue to change their trajectory by providing great decision-making skills, hope and infinite opportunity.

We cannot thank you enough for your conscientious determination to be a mentor for all young people, especially those who need us most!



Judith J. Pickens, M.Ed.
 Retired Senior Vice President
 Program & Youth Development Services
 Boys & Girls Clubs of America



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INTRODUCTION

I. PROGRAM BACKGROUND

Boys & Girls Clubs of America's Passport to Manhood program, first released in 1999, has been implemented by thousands of Club staff to instill in boys a strong moral compass to guide them on their journey from adolescence to adulthood. The original program fosters positive values and responsible behavior in youth ages 11 to 14 years and, at the same time, gives them practice in making healthy decisions related to their physical, cognitive, emotional and social development. As they build and practice life skills for decision-making, conflict resolution and healthy relationships, boys learn the essential attitudes, values and skills they need to become responsible adult men.

Overview of Passport to Manhood

The revised and updated Passport to Manhood builds on the basic philosophical framework and content of the original program.

Through the generous support of Gillette, BGCA has developed a revised Passport to Manhood curriculum that builds on the basic philosophical framework and content of the original program. Like the earlier version, the updated program features a series of interactive sessions that focus on a specific aspect of manhood. Additionally, the expanded program offers learning experiences designed for two separate age groups: 8-to-12-year-olds and 13-to-17-year-olds. The revised program reflects the latest research on boys in the adolescent and teen years — the specific issues boys face today, what they hope for and what they need, and the ways in which supportive adults can help them grow into productive and responsible adult men. Most importantly, the updated version of Passport to Manhood has an even greater emphasis than the original on the importance of engaging

mentors in youth learning experiences. As boys move toward manhood, they have the opportunity to connect with adult male role models who can offer support, guidance and inspiration for the journey.

Transition to Adulthood

American boys are expected to initiate themselves into adulthood. Without clear guidance, they are left to adopt ideas of masculinity they find in the broader popular culture.

For thousands of years, adolescent boys around the world have been initiated into manhood through "rites of passage," special practices or observances to mark the time when a boy leaves childhood and enters manhood. In some tribal and aboriginal cultures, for example, this transition is a process of hands-on teaching and mentoring from parents, extended family and members of the community.

Through these ancient traditions, boys come of age through overcoming various challenges that often involve physical, mental, emotional and spiritual tests. As their bodies and brains are undergoing enormous changes, adolescent boys are guided toward adulthood, learning important lessons along the way — personal values and morals, relationship skills, knowledge of individual strengths and limitations, strategies for handling anger and aggression, the role of the male in the community, and the life work that is part of that role. In family- and community-oriented cultures like these, the transition to manhood is a spiritual passage that is honored through special events and practices that mark a young man's initiation into adult life.¹

The transition to adulthood is very different for boys living in the U.S. Youth may learn some of these teachings, but not enough from which to model their manhood. In this culture, boys typically are considered to have become men when certain physical changes have occurred, or when they join the military, become part of a gang, get their first car, turn 21 or have their first sexual experience. Without the guidance of parents, family and community members and other supportive adults to teach them what it means to be a man, American boys are expected to initiate *themselves* into adulthood. They often are left to adopt ideas of masculinity they find in the broader popular culture — male stereotypes that distort ideas about how men are "supposed" to be. These stereotypes often are built on ideas of power, control, and independence, and are reflected in behaviors such as denying emotions, taking risks, using violence to resolve conflict, resisting authority, being sexual early in life, seeing women as sexual objects and having multiple sexual partners.

These stereotypes should be challenged early in adolescence to help boys gain a healthy understanding of self (self-identity), learn positive responses to conflict and authority and develop respectful ways of relating to others. In order for adolescent boys to make a successful transition to adulthood, they need to learn who they are and what it means to be a responsible adult man. They need to gain the specific knowledge, skills and attitudes necessary to thrive in adulthood.

Passport to Manhood is a rites of passage program designed to guide boys on their journey to manhood, supporting them as they begin to let go of adolescent ways of thinking and acting, face various challenges that call on their strength and resilience and consciously adopt the attitudes and behaviors of adulthood.

The Passport to Manhood program is designed to instill in Club members the understanding, skills and strategies they need to make a successful transition to adulthood:

- ✓ a vision of positive manhood;
- ✓ a clear sense of identity and self-esteem;
- ✓ the ability to make positive, values-based decisions and choices;
- ✓ strategies and motivation for academic success;
- ✓ an understanding of health and wellness;
- ✓ practices for responding to authority;
- ✓ ways to relate to and communicate with girls;
- ✓ an understanding of positive fatherhood;
- ✓ tools to explore career possibilities;
- ✓ an appreciation of diversity;
- ✓ skills for communication, conflict and cooperation; and
- ✓ an understanding of personal responsibility and leadership.²

Each boy is on a journey to himself and his purpose in life. The goal of the journey is for each boy to become aware of his unique gifts, seek ways to contribute to his family and learn how to become a valuable member of the community. As they undertake this journey, boys are encouraged by male mentors and peers and, at the end, return with a greater sense of self and purpose, an increased awareness of their own inner resources and a deeper understanding of what it means to be a man.

Passport MANHOOD

The Importance of Mentors

Youth who “successfully transition to the adult world of work and good citizenship are consistently distinguished by the presence of a caring adult in their lives.”³

Studies have shown consistently that children and adolescents benefit greatly from the positive influence of caring adults in their lives. As more and more youth are born into single-parent households or live with just one parent during part of their childhood, the need for caring, supportive adults becomes even more critical. Passport to Manhood provides an ideal opportunity to connect youth with role models and mentors — particularly responsible adult males who can offer guidance on the road to manhood in the form of personal connectedness, supervision and guidance, skills training, career opportunities or cultural enrichment, a knowledge of spirituality and values, a sense of self-worth and perhaps most important—goals and hope for the future.

This type of positive mentoring has been shown to contribute to a wealth of benefits for youth:

- increased high school graduation rates;
- lower high school dropout rates;
- better attitudes about school;
- improved behavior, both at home and at school;
- stronger relationships with parents, teachers, and peers;
- higher college-enrollment rates and higher-education aspirations;
- enhanced self-esteem and self-confidence;
- healthier relationships and lifestyle choices;
- improved behavior, both at home and at school;
- improved interpersonal skills; and
- decreased likelihood of initiating drug and alcohol use.⁴

The mentoring component of Passport to Manhood gives adolescent boys the opportunity to reach their full potential through a structured and trusting relationship with a mentor who helps them develop their competence, confidence, connection, character, caring and contribution.⁵



Youth who successfully transition to the adult world of work and good citizenship are consistently distinguished by the presence of a caring adult in their lives.

II. UNDERSTANDING ADOLESCENT MALES

Stages of Development

As youth enter adolescence, they gain a sense of their own abilities, a greater awareness of others, more mature reasoning and a growing awareness of their roles in life.

Youth aged 8 to 12 years. The years between ages 8 and 12 are filled with a number of cognitive changes. A wave of brain development that occurs just prior to puberty results in more reasoned perceptions among boys aged 8 to 12 years. Although middle-school youth continue to have literal “black-and-white” thinking — understanding the world around them in factual and tangible ways — they begin to use simple logic to solve problems in their lives, and have greater access to functions such as planning, impulse control and reason. At the same time, other changes are occurring that involve the way the brain processes rewards and pleasure so that rewards feel more rewarding and pleasure feels more pleasurable. It is this impulse that can lead boys to take risks and seek pleasure. While this may seem at odds with boys’ increased thinking abilities, eventually the two systems — the one processing pleasure and the other regulating impulses — learn to work together. But this occurs very gradually over time and is not completed until a young man is in his mid-twenties.

In terms of a boy’s social and emotional development, these years are about a struggle between industry — the need to be hard-working and productive — and inferiority — feelings of being lazy, worthless and destructive. Boys in this age group begin to identify their own abilities and strengths, feeling proud of their achievements and experiencing the satisfaction of successfully accomplishing a task. Winning becomes important for many boys, and competitive sports become more interesting. At the same time, a boy at this age often feels he cannot do anything right, and his black-and-white thinking pulls him in two directions at once, causing him to wonder whether he is important and productive or worthless and destructive.

Closely related to this struggle is a boy’s sense of self-esteem as he endeavors to master the skills that he needs to succeed in his family and community, he begins to think of himself as either competent or incompetent, productive or inadequate.

A boy in this age group starts to understand the needs, values and feelings of other people, and he comes to care about the opinions of those around him. This new awareness begins to be reflected in a boy’s actions. Approval of and attention from peers becomes very important at this age.⁶

Youth aged 13 to 17 years. Cognitive changes continue to occur rapidly among high school youth. Boys’ thinking in the early teen years becomes more abstract, with better reasoning and more intellectual curiosity. Teen boys are beginning to grasp the hypothetical as well as the real — understanding concepts like religion or love.

As they become more able to see the bigger societal picture, boys may show an interest in justice, history, politics or patriotism. Although they are gaining a greater sense of fairness at this time, they continue to have a black-or-white, right-or-wrong sense of morality. Their newfound thinking abilities allow teen boys to question rules and argue about whether those rules are reasonable or fair. As they get older, boys can envision the future and logical outcomes, and are better able to set goals, think about their roles in life and consider various career options. Teen boys become more independent, gaining a more realistic sense of themselves as adults.



Social and emotional changes in teen boys bring new social skills and an expanded social world. They continue to develop and maintain close, supportive friendship with peers and the social acceptance they seek from friends is important to their growing sense of self-esteem. Although they seek independence and try to establish a sense of identity separate from their families, teen boys still look to parents for affection, values, and guidance — continuing to find security in the structure and limit setting of parents and other adults. Dating and sexual experimentation may begin as boys’ sexual awareness increases.⁷

Identity Formation in Adolescence

As an adolescent boy begins to explore the question of “Who am I?”, he often attaches himself to a group that reflects his growing understanding of self.

Between the ages of 10 and 17 especially, the most important task facing boys is the development of a positive self-identity that is distinct from his parents. As an adolescent boy begins to explore the question of “Who am I?”, he often attaches himself to a group that reflects his growing understanding of self. He may “borrow” or “try on” different identities as he tries to discover what he is good at, how others perceive him and what kind of person he is. A group allows him to feel that he has a unique identity and it is this identity, he feels, that allows him to stand out from the crowd in some way.

A boy at this stage is self-conscious, concerned with fitting in and being liked, sensitive to criticism and feeling a strong pull to conform to stereotypical images of who he should be. As a result, he tends to compare himself with others instead of discovering his own interests, passions and unique strengths. If a boy is taught to value his uniqueness, he will begin to explore his own interests and characteristics.

Also important to an adolescent boy’s growing sense of identity are his relationships with parents, peers and others in his life who can help him begin to understand who he is. Unfortunately, one of the greatest influences on an adolescent’s growing sense of identity is the media, which can inform three key aspects of a boy’s understanding of himself:

GENDER IDENTITY

Adolescent boys’ ideas about gender and identity are influenced heavily by television, music, video games and other forms of media. Boys receive clear messages that shape their understanding of gender roles, male body image, what it means to be masculine or feminine, what their occupational aspirations should be and how men treat women.

SEXUAL IDENTITY

Because adolescence is a time of physical change, boys often look to media for information about their own sexual identity and sexual behavior. Youth can develop a skewed perspective of sexuality, dating, love and how they should behave in a relationship. These ideas can result in boys’ adopting values different from their parents, and may cause them to set unrealistic expectations about relationships and dating.

ETHNIC IDENTITY

Adolescence is a time when youth form an affinity and pride in their cultures of origin. But information on racial, cultural and ethnic groups communicated through the media often is unreliable for several reasons: it often does not reflect the diversity of the U.S. today, it tends to convey messages that are highly stereotypical, and it often presents the values of the majority culture as being universal. Based on these types of messages, adolescent boys may adopt very limited ideas about how they should behave or what they should aspire to become. In addition, youth with limited exposure to peers of different ethnicities may form misconceptions of certain groups drawn from the skewed images they receive from the media.

Adolescent boys benefit from strong guidance in these three areas of identity development. Over time, as a boy makes discoveries about himself, he develops a sense of identity that transcends the many changes in experiences and roles. As he does, he begins to acquire a healthy sense of self-esteem — feeling good about who he is and his achievements — and is better able to accept his own shortcomings.⁸

Gender Gap in the Classroom

In the past 10 to 15 years, educators have begun to recognize that the traditional learning environment may not be a good fit for many boys.

Because most elementary classroom teachers are women, their teaching tends to favor girls' interests, preferences and learning styles — and boys often fall behind. Several other differences between boys and girls contribute to the struggle some boys experience in the classroom:

- Boys generally are less mature socially than girls when they start school.
- Boys have difficulty with attention and focus as compared to girls.
- Boys are much more active than girls and have trouble sitting still for long periods of time.
- Many schools do not offer hands-on learning experiences, giving boys a chance to learn by doing, making, and building things.
- Classrooms are highly language-based, and boys are generally weaker in language than girls.
- Girls use mobile phones, the Internet, and other devices as much as boys, but girls use them more as tools while boys use them as toys.
- Many boys consider it “uncool” to be smart and successful in school.⁹

Challenges Facing Adolescent Boys

Adolescent boys growing up in the U.S. today face more challenges than ever before in the transition to adulthood.

For most adolescent males, the passage from boyhood to manhood is a challenging one, since it requires them to understand and manage a variety of issues and transitions: physical changes in their bodies, changing relationships with authority, friends and members of the opposite sex, greater freedom and responsibility for personal decisions, new expectations for acting more like adults, and preparation for education and careers. They are also challenged with the pressure of knowing how to respond to drugs and other substances, sexual relations, and the acquisition of money and material possessions.

For some youth, the transition to adulthood presents even greater stumbling blocks: academic problems such as underachievement or learning disabilities, arrests for criminal activity or victimization, depression or suicidal thoughts, and problems with alcohol and other controlled substances.



A snapshot of recent statistics provides a glimpse of the challenges facing adolescent boys today:

- Boys are 50 percent more likely than girls to be identified as having a learning disability; a recent study found that nine percent of boys aged 3 to 17 have a learning disability compared to only six percent of girls in the same age group.¹⁰
- Boys drop out of school at a higher rate than girls. Thirty years ago, boys and girls graduated from high school at the same rate, but today the percentage of boys graduating is lower than girls by three percentage points.¹¹
- Men today are less likely to earn college degrees than women — who receive 57 percent of all bachelor's and 60 percent of all master's degrees. By 2020, men's college enrollment is projected to be as low as 41.4 percent, down from 57.7 percent in 1970. By then, millions more women than men will have earned college degrees.¹²
- The rate of illicit drug use is higher among boys aged 12 to 17 than for girls in the same age group; boys aged 12 to 17 also are more likely than girls to be marijuana users.¹³
- High school boys are 20 percent more likely than girls to be cigarette smokers.¹⁴
- Adolescent boys are more likely than girls to be the victims of violent crimes, including assault, robbery and homicide, and their risk of victimization increases as they get older. High school boys are nearly two times as likely as girls to be threatened or injured with a weapon at school and are twice as likely to be injured in a physical fight.¹⁵
- Boys' mental and emotional health is at serious risk. In a recent study, more than 20 percent of high school boys reported feeling sad or hopeless every day for at least two weeks, more than 12 percent had seriously considered attempting suicide, 11 percent had made a suicide plan and 6 percent had attempted suicide.¹⁶
- Boys account for most arrests in the juvenile justice system. Boys represent 70 percent of all juvenile arrests and 83 percent of juvenile arrests for violent crimes.¹⁷

Studies also show that specific subpopulations of boys experience some of these struggles at an even higher rate than the overall population of adolescents, specifically African-American and Hispanic males. It is important to keep in mind that the struggles experienced by young men of color are the result of a complex combination of factors such as institutional/systemic racism, ongoing exposure to racial prejudice and stereotyping, the impact of trauma and violence, and disparities in educational opportunities. (For more information, see “Research Foundations for Passport to Manhood” in the Tools and Resources section.)

III. IMPLEMENTING THE PASSPORT TO MANHOOD PROGRAM

Program Objectives

The Passport to Manhood program is designed to lead to age-appropriate youth outcomes — both external, behavioral outcomes and internal changes in knowledge and attitudes.

Passport to Manhood is designed to produce the following age-appropriate behavioral outcomes:

8-TO-12-YEAR-OLDS

- successful leadership experiences
- set personal goals
- articulate an education goal and a career goal
- acknowledge civic responsibility and leadership as important
- awareness of physical development, health, and wellness

13-TO-17-YEAR-OLDS

- engage in leadership opportunities in the Club, school, and community
- set goals and work toward achieving them
- make decisions in support of education and career goals
- participate in civic events
- practice good nutritional habits and physical fitness

At the same time, the program has been developed to foster in Club members new understandings and attitudes related to the transition to adulthood. Passport to Manhood has been specifically designed to:

- instill in Club members a vision of qualities of positive manhood;
- build an understanding of personal responsibility;
- increase awareness of their personal values, uniqueness, and competence;
- instill a value in education and academic achievement;
- increase their commitment to healthy lifestyles and personal grooming;
- enhance their sense of self-respect and self-esteem; and
- strengthen their ability to make positive, values-based decisions and choices.

Foundations of Passport to Manhood

Passport to Manhood is built on three pillars: building a young man's sense of self and purpose, a sense of the importance of family, and a sense of leadership and responsibility to the community.

- *Self and Purpose.* The most important task of adolescence is the development of positive self-identity. As a boy discovers his own interests and unique abilities, he begins to acquire a healthy sense of self-esteem — feeling good about who he is and his achievements — and also able to accept his own shortcomings. One of the pillars of the Passport to Manhood program is the development of a young man's sense of self and purpose — which he discovers by asking questions such as: *What natural talents do I have that I can build*

on? What strengths have I developed through my life experience? What weaknesses can I push through and turn into strengths?

- *Importance of Family.* An important element of the Passport to Manhood program involves helping youth understand the importance of family. As youth explore the role of a father in healthy families, the responsibilities of fatherhood, the consequences of teen parenthood and the benefits of waiting until the time is right to become a father, they begin to ask questions such as: *Why is family important? What are my responsibilities to family now? What does it mean to be a responsible father when I have my own family in the future?*
- *Leadership and Responsibility to the Community.* As boys in adolescence begin to explore the meaning and purpose for their lives, their individual search for power can be transformed into a commitment to something greater — a commitment to unselfish service that can help make the world better for everyone. One of the foundations of the Passport to Manhood program — in addition to developing a young man's sense of self and purpose, and building a sense of the importance of family — is fostering a sense of leadership and responsibility to the community. As youth ask, *What can I offer to my peers, my community, and society?*, they begin to find a place in their extended family, school, church, and neighborhood, learning to apply their energy and aggression in a positive way.

Organization of Program

The overall program organization mirrors three critical stages in the journey to manhood.

The overall organization of the Passport to Manhood program corresponds to three stages in the journey to manhood:

STAGE ONE

Preparing for the Journey (Introductory Session)

This introductory session lays the foundation for the program by instilling an understanding of manhood and previewing the challenges youth will face. Boys form into teams — designed to provide ongoing support and kinship for them throughout the program — and complete a simple activity that challenges them and allows them to bond with their team members.

STAGE TWO

Encountering Personal Challenges (Program Activities)

Highly engaging, interactive and dynamic experiences encourage open discussion, personal sharing, small-group interaction and use a variety of approaches — technology, games, role-playing, journaling, art projects, sports themes, and other age-appropriate modes of self-expression and learning. Each activity concludes with a Personal Challenge, giving youth a chance to try something bigger than they have ever done before, to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths.

STAGE THREE

Crossing the Threshold (Concluding Session/Graduation)

In this concluding session, members participate in a graduation ceremony to mark their progress on the journey to manhood. Together they adopt a motto or guiding principle to symbolize crossing of the threshold as they progress toward manhood.

NOTE: Although Clubs may select any of the activities to teach as stand-alone modules, it is strongly recommended that you complete the introductory session first. By helping youth understand the meaning of manhood and allowing them to bond with each other, Stage One lays an important foundation for other sessions in this program. You may want to allow extra time to facilitate this session and conduct the activity. After facilitating Stage One: Preparing for the Journey, you may complete the other sessions in any order you choose.

Overview of Sessions/Activities

Session activities focus on topics most critical for adolescent boys. Activities can be completed in 45 minutes or less, are flexible enough to allow for customizing according to group needs and interests, and can be implemented as a complete program or as individual stand-alone modules.

Introductory Session From Boys to Men

Youth explore the meaning of manhood, understand the purpose of a rites of passage program and preview the process they will undergo as they make the transition from boys to adult men.

Session I Understanding Manhood

Club members are introduced to the program. They explore male stereotypes in the popular culture, learn the meaning of responsibility and consider the transition from boyhood to manhood.

Session II Self-Esteem and Identity

Participants learn the meaning of personal identity, explore elements of their own individual identity and become aware that healthy self-esteem and self-image are based on an appreciation of one's own uniqueness.

Session III Values in Personal Decision-Making

Participants learn about guiding values, and consider how values can be applied to personal decision-making and conduct in specific situations.

Session IV Academic Success

Participants consider the importance of doing their best in school, learn how personal values influence study habits and school performance, and explore how education shapes their future.

Session V Healthy Lifestyles

Participants learn the basics of nutrition, fitness and personal wellness, consider the importance of self-care, and recognize

positive habits for personal hygiene and grooming.

Session VI Responses to Authority

Participants learn about authority and power, including ways to respond to outside authority and strategies for gaining personal power.

Session VII Relationships with Girls

Participants become aware of stereotypes of women in the popular culture, and they consider how to relate to girls with respect and as equals.

Session VIII Fatherhood and the Family

Participants form attitudes about what it means to be a responsible father, what roles a father plays in a healthy family and the importance of waiting until adulthood to become a father.

Session IX Employment and Careers

Participants consider individual interests and strengths as clues to potential careers, learn the link between education and careers and consider the steps that will lead to a career they find interesting.

Session X Diversity

Participants consider different types of diversity, discover empathy as a means for responding to difference and learn that appreciating diversity is a sign of responsible adult behavior.

Session XI Cooperation and Conflict

Participants distinguish between cooperation and conflict, and acquire strategies for cooperation in group settings and for conflict resolution.

Session XII Personal Leadership/Community Responsibility

Participants consider positive traits of leaders, explore different types of leadership, and develop an awareness that responsible adults serve their communities.



Closing Session & Graduation From Boys to Men

Youth are recognized in front of their family and friends for completing the program and for their achievements, commitment and hard work.

Each Club member who participates in the program is issued a "passport" to emphasize the idea that he is on a personal journey of maturation and personal growth. At the close of each module, the member's passport is stamped and signed by the group leader as a way to recognize the achievement of another milestone in the passage to manhood.

NOTE: Many of the Passport to Manhood program activities and Personal Challenges require use of the Internet for hands-on practice or information gathering. Although BGCA does not necessarily endorse any third-party websites referenced, it has reviewed all of them and deems them appropriate for Club staff and members. It is important to remember, however, that cited links to other sites may not meet the same standards. Most links are not affiliated with host sites and might contain objectionable material. Some sites may request personal identifying information from users. Please keep in mind that the content of websites changes constantly, so you may not always be able to find a referenced resource, and you should screen any websites before allowing Club members to visit them. Club staff should closely supervise youth when they use the Internet. To ensure safety and appropriate use of your Club's computers, we encourage you to develop and adopt an Acceptable Use Policy. This policy should outline specific guidelines and procedures for staff and members to follow, including securing written permission from parents or guardians for their children to use the Internet at your Club and requiring members to complete an orientation to Internet use prior to receiving access. For guidance on creating an Acceptable Use Policy, visit the Club Tech Planning Resources section of bgca.net.

Setting Up the Mentoring Component

Taking time to carefully plan the mentoring component of Passport to Manhood will make a significant difference in the effectiveness of your program.

The mentoring component is an essential element of the Passport to Manhood program. The following guidelines are suggestions to help you set up the mentoring component; they can be adapted according to your Club's specific circumstances — target audience, size, staff members, budget, and community resources.

(For more specific help in integrating mentoring into your Passport to Manhood program, see BGCA's Club-Based Mentoring Program Manual and the suggestions in "Additional Resources" in the Tools and Resources section of this guide.)

Decide on the type of mentoring. Different types of mentoring relationships are appropriate for various Club situations, youth populations, and the number of adults available to mentor. One-on-one mentoring pairs one adult with one youth and is appropriate for forming close, sharing relationships. Group mentoring involves one adult with a small group of boys, and these situations lend themselves to teaching, team-building, or recreational activities. Peer mentoring allows for a caring young person to develop a guiding relationship with a Club member, acting as a tutor, teacher, or role model.

Identify purposes for mentoring. Although the adult-youth relationship is the most important element of mentoring, it is important to identify other specific purposes you hope to achieve. There are several potential areas of focus that can shape the mentoring component:

- **Character and Leadership Development**

In this model, mentors are positive role models and life coaches, giving youth a vision of positive manhood and being a caring companion in their lives. The focus in this model is on building the relationship between the mentor and Club member, and activities can include: talking, playing games, completing activities or projects, attending events, or just spending time together. Through this relationship, youth learn about responsibility, character, caring, and leadership.

- **Career Exploration**

In this type of mentoring arrangement, there is a conscious effort to help Club members explore individual strengths, interests, and passions, especially as they relate to potential careers. Mentors may teach youth how to prepare a resume and look for a job; they may allow shadowing at their place of employment, giving them the opportunity to learn more about their occupation; or they may help them arrange for internships or part-time employment opportunities.

- **Academic Success**

In this model, mentors focus on a Club member's academic work, helping him on an ongoing basis with class assignments, homework or school projects. The mentor also talks to the boy about the importance of academic success, important study and work habits, and the connection between education and career.

- **Life Skills**

Mentors can assist youth in developing important skills such as problem solving, decision making, planning, goal setting, communication, conflict resolution, time management and values clarification. By helping youth talk through problems and new experiences, mentors can model responsible approaches to everyday situations.

Offer different options for mentoring involvement.

Mentors are much more likely to become involved if there are various mentoring options available to them:

- choices about working with youth in the areas most important and interesting to them, such as sports, technology, the arts or science;
- options for mentor participation at different levels of engagement, such as volunteering to help with program activities, direct mentoring of boys, or taking a group to an event; and
- opportunities of both short- and long-term duration.

Define qualifications for mentors. As you think about the types of individuals you would like to mentor Club youth, consider looking for individuals with the following characteristics:

- ✓ adult males, ages 18 to 35 years;
- ✓ good listening skills;
- ✓ caring;
- ✓ stable and responsible;
- ✓ able to provide leadership;
- ✓ reliable and trustworthy;
- ✓ committed;
- ✓ nonjudgmental and accepting;
- ✓ discreet;
- ✓ patient; and
- ✓ outstanding employment record.

Write a mentor position description. The characteristics you identify will be part of a mentor position description you create in which you define the qualities that mentors should have. The description should include the following: the desired qualifications, a clear description of functions the mentor will perform, training required for mentoring, options for mentoring, time commitment required (frequency and duration of each meeting and the minimum time commitment for maintaining the relationship) and location of the mentoring sessions.



Recruit potential mentors. Most individuals get involved in mentoring through their affiliation with employers, community groups or faith-based institutions, so the most effective way to locate mentors for your program is to partner with organizations in your community:

- local businesses;
- civic organizations;
- professional organizations;
- universities and schools;
- police and fire stations;
- government agencies;
- fraternities; and
- local faith-based groups (churches, synagogues and masjids).

Identify parameters of mentoring relationships.

Deciding when, where and how often mentors and youth will meet depends on several factors. Because of mentors' work schedules and the time youth are at the Club, most mentoring sessions will take place after school or on weekends. If career exploration is the focus, mentoring may extend into the work day. Depending on the nature and focus of the mentoring relationship, mentors and youth may meet at the Club, at a community event or outside location, or at the mentor's place of employment. It is important that mentors establish a regular schedule so youth can count on their meetings. At a minimum, mentors should meet with youth at least one hour a week for the duration of the program. Youth need to understand from the beginning how long the relationship will last so they can know what to expect. (For specific ideas about mentoring activities and settings, see "Suggested Mentoring Activities" in the Tools and Resources section of this guide.)

Have potential mentors complete an application. All prospective mentors should complete an application that outlines details of their background such as employment

history, personal references, contact information and permission to do background checks. Applications should also outline preferences for the type of mentoring they would like to do, including special interests, times available, and their expectations for the mentoring relationship. (For a sample, see "Passport to Manhood Mentor Application" in the Tools and Resources section of this guide.)

Screen potential mentors. Screening of mentors should include character-reference checks, including employment records, personal references and driving records. Face-to-face interviews allow you to discuss the program's expectations with the prospect and explore the personal qualifications you require. Criminal background histories should include regular state background checks as well as child-abuse registry checks.

Conduct orientation meetings for mentors. Mentors should be given a formal orientation at the Club, and they should be introduced to Club staff, tour the facilities and observe Club activities. Properly oriented and assisted, new mentors can learn to navigate the Club's busy environment and work with their youth's families and communities. Mentors not accustomed to the noise and activity level of a Club can find using the Club facility over-stimulating and distracting. New mentors need a comprehensive orientation to the Club and its rules, access to staff assistance and help in troubleshooting problems. Volunteers need to know the specific individual who will assist them with any issues or questions that may arise.

You may also want to conduct a group training session in which you provide an overview of the program (goals, purpose, etc.), outline the roles and responsibilities of mentors, review your Club's safety and security regulations, talk about cultural sensitivity and discuss potential situations that may arise in the mentoring relationship. (For general guidelines to help mentors in

working with youth, see “Tips for Communicating with Adolescent Boys” in the Tools and Resources section of this guide.)

Involve parents. As much as possible, parents should be actively involved and committed to the program. Club staff members need to explain the mentoring program to parents, encouraging them to agree to let their sons have a mentor and to be involved in the mentoring process. Parent involvement goes beyond permission; it means getting to know the mentor and participating in specified Club events. It also is important to ask parents to agree to make every effort to have their sons at the Club for each mentor visit and to contact the mentor or program coordinator in advance if their sons cannot be present.

Provide parameters for mentors. Mentors need written parameters to help them understand specific program policies that relate to their roles, including rules related to off-site activities.

Match mentors with youth. Mentors and youth can be paired in one-to-one relationships, in groups with one mentor and several youth, or in groups with several mentors and several youth. Youth experience more positive outcomes when they participate in both one-on-one mentoring and in group-mentoring activities. As you begin to match youth with the most appropriate mentors, consider the following criteria for compatibility:

- **Personal Preference**
Mentors and youth may request certain characteristics in their match.
- **Temperament**
Try to match personality and behavior styles.
- **Life Experience and Interests**
Match similarities in hobbies, lifestyle or family makeup.
- **Race or Ethnicity**
Pairing mentors with boys of the same race or ethnicity can help in developing a strong relationship.
- **Monitor mentoring relationships.** It is essential that you or another Club staff member stay in regular contact with mentors, Club members, and parents to see how the mentoring relationships are going — at least once a month for the first six months. Contact can take place by telephone or in person. As you observe mentors interacting with youth in Club activities, you will get a sense of how relationships are developing and whether mentors and youth are compatible. At the end of six months, the Passport to Manhood program coordinator should conduct a formal assessment of the match with the mentor, Club member and parent.¹⁸

IV. Passport to Manhood Program Outcome Model

The Passport to Manhood program is designed to lead to age-appropriate youth outcomes — both external, behavioral outcomes and internal changes in knowledge and attitudes.

Developing sound character, positive behavior and a strong moral compass in youth is an achievable goal. The program outcome model for the Passport to Manhood program (sometimes called a *logic model*) is the Club professional’s guide to ensuring that the program meets its objectives.

When a Club develops and utilizes a model such as this one for program planning, Club staff are better able to see all the components of effective implementation, including the *inputs* or resources required; the *activities* to be completed; the quantifiable *outputs* or products of the program; and the short-term, intermediate, and long-term *outcomes* or benefits for youth who complete the program. The outcome statements should describe how youth are positively affected and changed as a result of participating in the program.

The Club professional can customize the model by identifying and noting the specifics that apply to his or her Club: available resources, such as personnel, staff and/or volunteer time, materials and budget; as well as the number of youth who will participate in the program. The model can guide Club staff in planning for and organizing Club resources, while at the same time keeping in mind achievement of the program’s desired outcomes of helping youth develop sound character and positive behavior as they embark on their journey to manhood.



PROGRAM NEEDS

TARGET POPULATION
Male Club members aged 8 to 17 years

NEEDS

- Vision of positive manhood
- Clear sense of identity and self-esteem
- Ability to make positive, values-based decisions
- Strategies and motivation for academic success
- Understanding of health and wellness
- Practices for responding to authority
- Positive strategies for relating to/communicating with girls
- Understanding of positive fatherhood
- Tools to explore career possibilities
- Appreciation of diversity
- Skills for communication, conflict and cooperation
- Understanding of personal responsibility and leadership

PROGRAM-SPECIFIC RESOURCES

- Youth development staff**
- Supplies and materials**
 - Program Resource Guide
 - passports
 - mentor support packets
- Facilities and equipment**
 - computers, Internet access, LCD projector
 - gamesroom access
 - art materials
 - sports equipment
- Volunteers**
- Mentors**
 - male role models aged 18 to 34 years

MEASUREMENT & EVALUATION

- Outcome measurement**
 - pre-test survey
 - post-test survey
- Evaluation plan**
 - staff assessment rubric

PROGRAM-STRATEGIES

- Staff training**
- Program delivery**
 - pre-test survey
 - introductory session
 - 12 activities for youth aged 8 to 12 years
 - 12 activities for youth aged 13 to 17 years
 - 12 enhancement activities (optional)
 - post-test survey
 - closing session/graduation
- Mentoring program**
 - mentor recruitment
 - mentor orientation
 - mentor appreciation
- Program evaluation**
 - staff assessment rubric

PROGRAM OUTPUTS

PROGRAM QUALITY/FIDELITY OUTPUTS

- Youth participation**
 - youth participating
 - passports distributed
 - youth completing

SHORT-TERM INDICATORS

- Academic success**
 - knowledge of skills, habits needed for academic success
 - understanding of link between education, careers
- Good character/citizenship**
 - understanding of personal and social responsibility
 - enhanced ability to respect and empathize with others
 - greater clarity about values
 - skills for conflict resolution

Healthy Lifestyles

- knowledge of nutrition and fitness basics
- increased skills for engaging in positive health behaviors
- understanding of the importance of self-respect, self-esteem, and self-care
- enhanced quality of relationships with parents, peers, and authority figures

PROGRAM OUTCOMES

INTERMEDIATE-TERM INDICATORS

- Academic success**
 - school attendance
 - school connectedness
 - expectations of success
- Good character/citizenship**
 - conflict resolution skills
- Healthy lifestyles**
 - regular physical activity
 - good nutrition

LONG-TERM INDICATORS

- Academic success**
 - high-school graduation
 - on-time grade progression
- Good character/citizenship**
 - contributions to Club and community
- Healthy lifestyles**
 - physical fitness
 - avoidance of risky behaviors

PROGRAM OUTCOMES

- Seek leadership opportunities in Club, school, community
- Know how to set goals and work toward achieving them
- Make decisions to support education & career goals
- Believe that responsibility and leadership are important
- Practice good nutrition habits, physical fitness, & grooming

Notes

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4. Jekielek, Susan; Moore, Kristin A.; and Hair, Elizabeth C. "Mentoring Programs and Youth Development: A Synthesis" (Washington, DC: Child Trends, 2002), <http://www.childtrends.org/files/MentoringSynthesisFINAL2.6.02Jan.pdf>, accessed on July 1, 2012.
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6. Elium, Don and Elium, Jeanne. *Raising a Son: Parents and the Making of a Healthy Man*, 3rd edition (Berkeley, CA: Celestial Arts, 2004).
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13. U.S. Department of Health and Human Services. "Results from the 2011 National Survey on Drug Use and Health: Summary of National Findings" (Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Behavioral Health Statistics and Quality, 2012), <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.pdf>, accessed on November 1, 2012.
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15. Ibid.
16. Ibid.
17. U.S. Department of Justice. "OJJDP in Focus, Girls' Delinquency" (Washington, DC: Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, 2009), <http://www.ncjrs.gov/pdffiles1/ojjdp/228414.pdf>, accessed on November 1, 2012. U.S. Department of Justice. "Crime in the United States 2009," Table 33 (Washington, DC: U.S. Department of Justice, Federal Bureau of Investigation), http://www2.fbi.gov/ucr/cius2009/data/table_33.html, accessed on November 1, 2012.
18. Suggestions for setting up a mentoring program are adapted from BGCA's Club-Based Mentoring Program (Atlanta: Boys & Girls Clubs of America, 2010); and MENTOR/National Mentoring Partnership, *How to Build a Successful Mentoring Program Using the Elements of Effective Practice for Mentoring™: A Step-by-Step Tool Kit for Program Managers*, 3rd edition (Alexandria, VA: MENTOR/National Mentoring Partnership, 2009), http://www.mentoring.org/program_resources/elements_and_toolkits, accessed on June 8, 2012.



TOOLS AND RESOURCES

I. LETTER TO PARENTS/CAREGIVERS

How to use this template: *This letter is intended to inform parents, guardians and other caregivers about their son's participation in the Passport to Manhood program and to encourage support of new knowledge, skills and attitudes their son is gaining. Re-type the following, filling in the information in parentheses with your Club's information, print it out on Club letterhead, and distribute to members' parents/caregivers.*

(Club logo)

(Your Club's name)

Passport to Manhood Program

Dear (Caregiver name):

(Member's name) has chosen to take part in the Passport to Manhood program at the Club. This program, first released in 1999, has been implemented by thousands of Club staff to guide boys on their journey from adolescence to adulthood. The program fosters positive values and responsible behavior in youth aged 8 to 17 years, and gives them practice in making healthy decisions related to their physical, cognitive, emotional and social development. As they build and practice life skills for decision-making, conflict resolution and healthy relationships, boys learn the essential attitudes, values and skills they need to become responsible adult men.

In addition, boys will be engaging with adult mentors as part of their learning experiences. These individuals will be carefully screened by Club staff and will receive thorough training in preparation for their work with youth. As boys move toward manhood, they will have the chance to connect with these adult males who can offer support, guidance and inspiration for the journey.

Because the program uses a team approach that involves Club staff, volunteers and mentors, we are sending this letter to you to ask for your help in making this program a success. There are a number of ways you can be of assistance and we would appreciate anything that you can do help make Passport to Manhood even more effective.

For example, (member's name) may wish to talk to you about some of the topics we will address, including responsible manhood, personal values, academic success, health and wellness, responding to authority, relating to girls, fatherhood and family, employment and careers, diversity, conflict and cooperation, and personal responsibility and leadership. Anything you can do to encourage boys to explore these issues further would be greatly appreciated!

Thank for your time and support. Our success at (your Club's name) begins at home.

Sincerely,

(Your name)

II. PASSPORT TO MANHOOD PRE- AND POST-TEST SURVEY

Instructions

Purpose and Overview

The pre-test and post-test survey tools seek to measure changes in participants over time. Test questions focus on members' attitudes, knowledge and skills in the following content areas: understanding manhood, self-esteem and identity, values in personal decision-making, academic success, healthy lifestyles, responses to authority, relationships with girls, fatherhood and the family, employment and careers, diversity, cooperation and conflict, personal leadership and community responsibility. Members are asked to rate a series of statements on a three-point scale (agree, disagree, not sure) or to rate how frequently they have done a specific behavior on a four-point scale (never, 1 or 2 times, 3 or 4 times 5 or more times).

Members complete the pre-test survey at the beginning of the program and complete the post-test survey at the end.

Using a pre-test/post-test design is an efficient and effective way to measure the extent to which participants have achieved the desired outcomes. The test data informs BGCA's understanding of what aspects of the program are most effective and for whom, and how the program can be improved.

Data Collection The pre- and post-test surveys will be completed by members on paper. When administering this tool with youth, make sure you give clear instructions to the group (*read the instructions out loud*). Remind members to include their ID numbers on the first page. We recommend using a combination of the first letter of their first names, first letter of their last names and birth dates. This is critical for the purpose of data analysis. Without an ID number, you will not be able to match the pre-test and post-test surveys for individual youth.

Data Analysis Data collected from pre-test and post-test surveys require statistical analysis. You need a statistical software package (e.g., SPSS or Excel) to be able to analyze quantitative data. If your Club does not have the staff or technological capacity for statistical analysis, we recommend that you explore the resources at local colleges and

universities. In particular, faculty and/or graduate students from the social sciences programs (e.g., psychology, social work, education) can be helpful resources and often are looking for opportunities to partner with community-based organizations. The following describes the basic steps to help you organize and analyze data from pre-test and post-test surveys:

- Questions in the surveys are organized into categories. Each category contains items that measure a specific topic or desired outcome for the program. With the exception of the background section, you can compute an average score for each category for all youth.
- **Question 1** gauges members' understanding concepts about masculinity and manhood.
- **Question 2** gauges members' understanding of the process of becoming a man.
- **Question 3** measures members' attitudes about topics related to responsible adulthood.
- **Question 4** measures members' behaviors that will move them toward manhood.
- **Question 5** measures members' knowledge of various dimensions of adulthood.
- It is important to note that, in order to compare youth pre-program and post-program results, you will only include in the analysis those who have completed both types of surveys.
- Demographic information of the youth: the items in the background section can provide demographic information for youth in the program (e.g., grade level, age, gender).
- If you do not have a statistical software package or professional help with scoring, you can do a simple calculation to determine whether there has been improvement in youth's responses in different outcome areas by comparing the percentage of increase in the responses to questions. For example, if on the pre-test 17 out of 20 members responded that they believe "real men are strong and always in control," and on the post-test, three out of 20 members responded the same way, the percentage of change from 17 out of 20 respondents to three out of 20 respondents is an overall decrease of 70 percent. There are several online percentage change calculators you can use to help with these calculations.

Passport to Manhood Pre-test Survey

Before we begin the Passport to Manhood program, we'd like you to take this survey. The survey asks you questions about your attitudes and understandings about manhood.

This is not a test!

There are no wrong answers.

Your answers are confidential.

No one will know what you write.

If you have any questions, please raise your hand.

Let Club staff know if you have questions or need help.

Please tell us about yourself.

ID _____ *first letter of your first name + first letter of your last name + birthday (month/day/year)*

AGE _____

RACE/ETHNICITY

- Latino/Hispanic
- White
- Asian/Pacific Islander
- Native American
- African-American
- Bi-racial/Multiracial/Mixed Heritage
- Other _____

GRADE

- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

1. Which of the following statements do you consider to be most true?

- Real men are strong and always in control.
- Real men are independent and do not need anyone to help them.
- Real men are powerful and confident.
- Real men are all different — unique and honestly themselves.
- Real men are responsible for themselves, their families and their communities.

2. Which of the following statements is most true for you?

- No one can “teach” me how to become a man.
- Becoming a man will happen automatically when I reach a certain age.
- I learn about how a man is supposed to act from TV, movies, music and friends.
- Adult role models can show me what a man is supposed to be.
- Adult mentors, teachers, coaches and friends can help me become the best man I can be.

3. How much do you agree with the following statements?

	AGREE	DISAGREE	NOT SURE
a. Education is important for helping me have the future I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Taking care of my body now will help me stay healthy later in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I see girls as equals and appreciate their talents and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I respect people in authority because they have responsibility for something important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I plan to wait until the right time to become a parent. To be a good father, I have to be mature, responsible and able to take care of a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Diversity is what makes the world an interesting and fun place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Part of living in community is giving back through service or volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often did you do the following last year?

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE
a. Set an academic goal and work toward achieving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a positive choice related to healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make a commitment to staying physically active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Think about or explore careers I might be interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Resolve a conflict without anger or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Volunteer or participate in a community-service project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Take a leadership role at school, at the Club or in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How much do you agree with the following statements?

	AGREE	DISAGREE	NOT SURE
a. Becoming an adult male happens when a young man chooses to be responsible for his own life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Each of us has an individual identity — unique qualities that make us different from everyone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Values guide our actions, helping us decide how to act in a given situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is important to balance energy in (foods eaten) with energy out (calories burned through activity) to maintain a healthy weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Authority figures are often leaders who teach us something important or provide help to make things run smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Empathy — standing in someone else's shoes — is a way to respond to others who are different from us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A leader does not always have to be in control; there are many different ways to lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the survey!

Passport to Manhood Post-test Survey

Now that you've completed the Passport to Manhood program, we'd like you to take this survey. The survey asks you questions about your attitudes and understandings about manhood

This is not a test!

There are no wrong answers.

Your answers are confidential.

No one will know what you write.

If you have any questions, please raise your hand.

Let Club staff know if you have questions or need help.

Please tell us about yourself.

ID _____ first letter of your first name + first letter of your last name + birthday (month/day/year)

AGE _____

RACE/ETHNICITY

- Latino/Hispanic
 White
 Asian/Pacific Islander
 Native American
 African-American
 Bi-racial/Multiracial/Mixed Heritage
 Other _____

GRADE

- 3rd 8th
 4th 9th
 5th 10th
 6th 11th
 7th 12th



1. Which of the following statements do you consider to be most true?

- Real men are strong and always in control.
- Real men are independent and do not need anyone to help them.
- Real men are powerful and confident.
- Real men are all different — unique and honestly themselves.
- Real men are responsible for themselves, their families and their communities.

2. Which of the following statements is most true for you?

- No one can “teach” me how to become a man.
- Becoming a man will happen automatically when I reach a certain age.
- I learn about how a man is supposed to act from TV, movies, music and friends.
- Adult role models can show me what a man is supposed to be.
- Adult mentors, teachers, coaches and friends can help me become the best man I can be.

3. How much do you agree with the following statements?

	AGREE	DISAGREE	NOT SURE
a. Education is important for helping me have the future I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Taking care of my body now will help me stay healthy later in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I see girls as equals and appreciate their talents and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I respect people in authority because they have responsibility for something important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I plan to wait until the right time to become a parent. To be a good father, I have to be mature, responsible and able to take care of a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Diversity is what makes the world an interesting and fun place to live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Part of living in community is giving back through service or volunteer work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often did you do the following last year?

	NEVER	1 OR 2 TIMES	3 OR 4 TIMES	5 OR MORE
a. Set an academic goal and work toward achieving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Make a positive choice related to healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make a commitment to staying physically active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Think about or explore careers I might be interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Resolve a conflict without anger or violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Volunteer or participate in a community-service project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Take a leadership role at school, at the Club or in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How much do you agree with the following statements?

	AGREE	DISAGREE	NOT SURE
a. Becoming an adult male happens when a young man chooses to be responsible for his own life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Each of us has an individual identity — unique qualities that make us different from everyone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Values guide our actions, helping us decide how to act in a given situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is important to balance energy in (foods eaten) with energy out (calories burned through activity) to maintain a healthy weight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Authority figures are often leaders who teach us something important or provide help to make things run smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Empathy — standing in someone else’s shoes — is a way to respond to others who are different from us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. A leader does not always have to be in control; there are many different ways to lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the survey!

III. RESEARCH FOUNDATIONS FOR PASSPORT TO MANHOOD

“The “Boy Code”

Researchers have found that boys are socialized from a very young age to adapt to a stereotyped concept of what it means to be a man. This “boy code” keeps boys in a box, limiting their emotional development and hindering their ability to form relationship skills.

Studies suggest that although boys want relationships and are capable of attachment, they learn very early how to mask feelings with the code of masculinity. Boys know that those who step outside the box in any way pay the price by being labeled, shamed, teased or bullied. They modify their sense of self, their actions, and their relationships along the lines of these culturally-constructed ideas of masculinity, becoming strategic in what they reveal of themselves and to whom. This unconscious accommodation of cultural norms and expectations can cause boys to feel disconnected from their own thoughts, feelings and desires, and at its extreme, can lead to boys being unaccountable to themselves or anyone else.

- Kindlon, D. and Thompson, M. *Raising Cain: Protecting the Emotional Life of Boys* (New York: Ballantine Books, 1999).
- Pollack, W. *Real Boys: Rescuing Our Sons from the Myths of Boyhood* (New York: Random House, 1998).
- Shaffer, S. M. and Gordon, L.P. *Why Boys Don't Talk and Why We Care* (Chevy Chase, MD: Mid-Atlantic Equity Consortium, Inc., 2000).
- Way, Niobe, Chu, J.Y., and Kimmel, M. *Adolescent Boys: Exploring Diverse Cultures of Boyhood* (New York: New York University Press, 2004).

The Crisis in Boys' Education

Focused studies on the crisis in boys' education in recent years have revealed disturbing trends. There is a widening literacy gap between boys and girls, with boys trailing significantly behind in reading and writing test scores. Boys are much more likely than girls to encounter problems in school — being diagnosed more frequently with ADD/ADHD, being referred to a school psychologist more, and being characterized more often as having learning disabilities or social/emotional disturbances. Boys are involved in 70 percent of school suspensions, and account for 85 percent of school violence.

Boys are seen by (mostly-female) teachers as “problems,” difficult to deal with and taking up more than their share of space in the classroom. No accommodations are made for the fact that boys develop some skills later than girls (this is seen as a problem rather than a developmental issue) nor is there any accounting for the differing learning styles of boys, including their need for more activity and movement in order to learn. When boys do not do well in school, they experience shame and may disengage, becoming less emotionally connected to their families, schools and work.

- Aud, S., et al. *The Condition of Education 2012* (Washington, DC: U.S. Department of Education, National Center for Education Statistics), <http://nces.ed.gov/pubs2012/2012045.pdf>, accessed on November 1, 2012.
- Ferguson, A. *Bad Boys: Public School in the Making of Black Masculinity* (Ann Arbor, MI: University of Michigan Press, 2000).
- Flood, C. P. “*Raising and Educating Healthy Boys*” (New York: Educational Equity Concepts, Inc., 2001).
- Froschl, Merle and Sprung, B. *Raising and Educating Healthy Boys: A Report on the Growing Crisis in Boys' Education*

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- Losen, Daniel J. and Orfield, G. (eds.). *Racial Inequity in Special Education* (Cambridge, MA: Harvard Education Publishing Group, 2002).
- Newkirk, T. “*The Quiet Crisis in Boys' Literacy*,” *Education Week*, September 10, 2003.
- Schott Foundation for Public Education. *The Urgency of Now: The Schott 50 State Report on Education and Black Males 2012* (Cambridge, MA: The Schott Foundation for Public Education), <http://blackboysreport.org/urgency-of-now.pdf>, accessed on October 24, 2012.

Thriving in Adolescence

New research also indicates that successful development during adolescence and the transition to adulthood is related to “thriving” — which involves adolescents engaging with their worlds in such a way as to develop competencies, skills and behaviors that are beneficial to them and to the broader society. Dimensions of thriving include: a concern about the rights and welfare of others; engagement in education; participation in civic life/community; and a sense of purpose.

- Benson, P.L. et al. “Positive Youth Development: Theory, Research and Applications.” In W. Damon and R. M. Lerner (eds.), *Handbook of Child Psychology, 6th ed., Volume 1: Human Development Theory*. New York: John Wiley & Sons, 2006).
- Gurian, Michael. *A Fine Young Man: What Parents, Mentors, and Educators Can Do to Shape Adolescent Boys into Exceptional Men* (New York: Jeremy P. Tarcher/Putnam, 1998).
- Gurian, Michael. *The Good Son: Shaping the Moral Development of Our Boys and Young Men* (New York: Jeremy P. Tarcher/Putnam, 1999).
- Gurian, Michael. *The Purpose of Boys: Helping Our Sons Find Meaning, Significance, and Direction in their Lives* (San Francisco: Jossey-Bass, 2009).
- Gurian, Michael. *The Wonder of Boys: What Parents, Mentors, and Educators Can Do to Shape Boys into Exceptional Men* (New York: Penguin, 2006).
- Lerner, R.M. *Liberty: Thriving and Civic Engagement among America's Youth* (Thousand Oaks, CA: Sage Publications, Inc., 2004).
- Pollack, William S. and Cushman, K. *Real Boys Workbook: The Definitive Guide to Understanding and Interacting with Boys of all Ages* (New York: Villard Books/Random House, Inc., 2001).
- Scales, P.C., & Benson, P.L. “Adolescence and Thriving.” In R. M. Lerner & C. Fisher (eds.). *Applied Developmental Science Encyclopedia* (Thousand Oaks, CA: Sage Publications, Inc., 2004).
- Scales, P.C., & Benson, P.L. “Indicators of Positive Youth Development: Prosocial Orientation and Community Service.” In K. A. Morore, & L. Lippman (eds.), *What Do Children Need to Flourish?* (New York: Kluwer Academic/Plenum, 2004).
- Scales, P.C., et al. “Contribution of Developmental Assets to the Prediction of Thriving among Adolescents,” *Applied Developmental Science*, Vol. 4, No. 1 (2000), 27-46.



The Importance of Transition Times

Helping adolescents and teen youth negotiate transitions is an important task of a society. For young people, especially, having guidance through transition times can ease the challenges of change, foster a sense of continuity in life, and reinforce important learning established earlier. Patterns and choices made during transition times also set the stage for later in adult life. Studies have shown, for example, that individuals who avoid substance abuse in adolescence are less likely to have poor physical and mental health in young adulthood than adolescents who use illegal substances.

- Arnett, J. J. "Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties," *American Psychologist*, Vol. 55 (2000), 469-480.
- Elder, G. H., Jr., and Caspi, A. "Human Development and Social Change: An Emerging Perspective on the Life Course." In N. Bolger, et al. (eds.), *Persons in Context: Developmental Processes/Human Development in Cultural and Historical Contexts* (New York: Cambridge University Press, 1988).
- George, L. K. "Sociological Perspectives on Life Transitions," *Annual Review of Sociology*, Vol. 19 (1993), 353-373.
- Hogan, D. P., & Astone, N.M. "The Transition to Adulthood," *Annual Review of Sociology*, Vol. 12 (1986), 109-130.
- Shanahan, M. J. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective," *Annual Review of Sociology*, Vol. 26 (2000), 667-692.

Developmental Assets

For the past several decades, the Search Institute® has conducted extensive research on the needs of children and adolescents, identifying specific elements of their development that can have long-term, positive consequences for them. These "developmental assets" are positive factors in youth, families, communities, schools and other settings that have been found to be important in promoting healthy development — what young people need in order to mature into successful young adults. *(Items in red are those directly addressed or fostered by the Passport to Manhood program.)*

EXTERNAL ASSETS		INTERNAL ASSETS	
SUPPORT Family support Positive family communication Other adult relationships	Caring neighborhood Caring school climate Parent involvement in schooling	COMMITMENT TO LEARNING Academic motivation School engagement Homework	Bonding to school Reading for pleasure
EMPOWERMENT Community values youth Youth as resources in community	Service to others Safety	POSITIVE VALUES Caring Equality & social justice Integrity	Honesty Responsibility Restraint
BOUNDARIES AND EXPECTATIONS Family boundaries School boundaries Neighborhood boundaries	Adult role models Positive peer influence High expectations	SOCIAL COMPETENCIES Planning & decision making Interpersonal competence Cultural competence	Resistance skills Peaceful conflict resolution
CONSTRUCTIVE USE OF TIME Creative activities Youth programs	Religious community Time at home	POSITIVE IDENTITY Personal power Self-esteem Sense of purpose	Positive view of personal future

- Benson, P.L. "Developmental Assets and Asset-Building Communities: Conceptual and Empirical Foundations." In R.M. Lerner & P.L. Benson (eds.), *Developmental Assets and Asset-Building Communities: Implications for Research, Policy, and Practice* (New York: Kluwer Academic/Plenum, 2003).
- Benson, Peter L. and Scales, Peter C. "Executive Summary: Successful Young Adult Development" (A Report Submitted to the Bill and Melinda Gates Foundation), University of Washington, Social Development Research Group, <http://www.search-institute.org/system/files/GatesFdnReport-EmergingAdulthood2004.pdf>, accessed on June 28, 2012.
- Benson, Peter L., et al. "Positive Youth Development So Far: Core Hypotheses and Their Implications for Policy and Practice," *Search Institute Insights & Evidence*, Vol. 3, No. 1 (Nov. 2006), <http://www.search-institute.org/research/insights-evidence/november-2006>, accessed on July 1, 2012.
- Padilla-Walker, Laura M. "Developmental Needs of Adolescents and Media." In Jeffrey Jensen Arnett (ed.), *Encyclopedia of Children, Adolescents, and the Media* (Newbury Park, CA: Sage Publications, Inc., 2006), <http://digitalcommons.unl.edu/psychfacpub/483>, accessed on June 13, 2012.
- Scales, P., & Leffert, N. *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*, 2nd edition (Minneapolis, MN: Search Institute, 1999/2004).
- Sesma, A., Jr. and Roehlkepartain, E. C. "Unique Strengths, Shared Strengths: Developmental Assets among Youth of Color," *Search Institute Insights & Evidence*, Vol. 1, No. 2 (Nov. 2003), <http://www.search-institute.org/research/insights-evidence/november-2003>, accessed on July 1, 2012.

The Benefits of Mentoring

Young people today are experiencing more transient lifestyles, greater anonymity in their neighborhoods and communities, increased media pressure and increased pressures to attain higher educational credentials. Nearly one-third of all public high school students — and nearly one-half of all African-Americans, Hispanics and Native Americans — fail to graduate from public high school with their class. Every 26 seconds another student gives up on school, resulting in more than one million American high school students who drop out every year. More than ever, young people today — especially those from disadvantaged circumstances — are confronted with tremendous obstacles. These challenges have fueled the demand for quality, long-term youth mentoring programs.

One of the most critical steps to keeping young people in school is creating a climate of expectation and support. Adult and peer mentors can make a significant difference in enhancing and increasing the possibility of academic success through tutoring youth, encouraging regular attendance, helping to improve their attitudes toward school and offering emotional support.

Research clearly confirms the societal benefits of mentoring efforts with youth, detailing that youth mentoring programs reduced first-time drug use by almost 50 percent and first-time alcohol use by 33 percent. A study published by Child Trends (2002) reported that youth who have mentors experienced fewer unexcused absences from school, were less likely to abuse drugs and also demonstrated more positive attitudes. These results were more pronounced for mentoring relationships that occurred weekly and lasted longer than 12 months. Other studies confirm the short-term and long-term benefits to youth of having a caring adult mentor: better academic performance, better school attendance, more classroom engagement, improved life skills and decreased violent behavior.

- Anuszkiewicz, Brittany, et al. Finding Resources to Support Mentoring Programs and Services for Youth (Washington, DC: The Finance Project, 2008), <http://www.financeproject.org>, accessed on July 11, 2012.
- Herrera, Carla, et al. Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study (Philadelphia: Public/Private Ventures, 2007), <http://www.bigsister.org/bigsister/file/Making%20a%20Difference%20in%20Schools.pdf>, accessed on July 11, 2012.
- Jekielek, Susan M., et al. "Mentoring: A Promising Strategy for Youth Development," Child Trends Research Brief, February 2002 (Washington, DC: Child Trends), <http://www.childtrends.org/>, accessed on July 11, 2012.
- LoSciuto, Leonard, et al. "An Outcome Evaluation of Across Ages: An Intergenerational Mentoring Approach to Drug Prevention," *Journal of Adolescent Research*, Vol. 11, No. 1 (January 1996), 116-29.
- MENTOR/National Mentoring Partnership. How to Build a Successful Mentoring Program Using the Elements of Effective Practice for Mentoring™: A Step-by-Step Tool Kit for Program Managers, 3rd edition (Alexandria, VA: MENTOR/National Mentoring Partnership, 2009), http://www.mentoring.org/program_resources/elements_and_toolkits, accessed on June 8, 2012.
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- Tierney, Joseph P.; Grossman, Jean Baldwin; and Resch, Nancy L. Making a Difference: An Impact Study of Big Brothers Big Sisters. (Philadelphia: Public/Private Ventures, 2000), http://www.seriousgiving.org/files/unitedstates/BBBS/111_publication.pdf, accessed on July 11, 2012.

The Role of High Self-Esteem

Self-esteem — the evaluation an individual makes about himself and the extent to which he is satisfied or dissatisfied with that evaluation — has been found in several studies to be an important protective factor for youth. One study of teens in grades 7 to 12 suggests that teens with high self-esteem are less likely than youth with low self-esteem to have emotional distress and are less likely to abuse substances such as cigarettes, alcohol and marijuana. Teens who value themselves tend to be more likely than those who do not to resist peer pressure and to engage in harmful behaviors.

- Beane, James A. and Lipka, Richard P. *Self-Concept, Self-Esteem, and the Curriculum* (Boston: Allyn and Bacon, 1984).
- Caliendo, Arthur and Lenson, Barry. *Simple Steps: Ten Things You Can Do to Create an Exceptional Life* (New York: The McGraw-Hill Companies, Inc., 2000).
- Hartley-Brewer, Elizabeth. *Raising Confident Boys: 100 Tips for Parents and Teachers* (Cambridge: Fisher Books, 2001).
- Petersen, Katia S. *Activities for Building Character and Social-Emotional Learning* (Minneapolis: Free Spirit Publishing, Inc., 2008/2012).
- Resnick, M.D., et al. "Protecting Adolescents from Harm: Findings from the National Longitudinal Study of Adolescent Health," *Journal of the American Medical Association*, Vol. 278, No. 10 (1997), 823-32.
- Stringham, Peter. "Model of a Teen Who Can Handle Himself." Adolescent Violence Prevention Page, Boston University Medical Campus, <http://people.bu.edu/pstring/1.html>, accessed on October 26, 2012.

Adolescent Boys: Needs and Barriers

In a study of youth-serving organizations conducted by the World Health Organization, U.S. respondents reported their perceptions of the needs of adolescent boys:

- 1) employment or life skills training;
- 2) reproductive/sexual health information;
- 3) discussion and questioning of gender roles/masculinity;
- 4) a space for adolescent boys to talk in general;
- 5) the opportunity to discuss intimate relationships;
- 6) the need to reconstruct positive images of fatherhood; and
- 7) the chance to address self-esteem and identity issues.

Respondents also reported barriers to addressing these issues as including attitudes on the part of adolescent boys themselves:

- 1) a lack of interest in health issues/health education;
- 2) a lack of self-care behaviors;
- 3) their socialization into traditional male roles;
- 4) a lack of positive adult role models; and
- 5) a general lack of positive identities.

- World Health Organization. *Working with Adolescent Boys: A Workshop Report* (Geneva: World Health Organization, Department of Child and Adolescent Health and Development, 2000).

The Impact of Trauma on Youth

For many adolescent boys in America today, adversity is an everyday occurrence. Trauma — experiences or situations that are emotionally painful and distressing — can occur in several ways in the lives of boys. It can result from community violence, domestic violence or abuse; from the loss of a parent through death, divorce, or abandonment; from the challenges associated with foster care or adoption; from the debilitating effects of poverty; or from the ongoing pain of discrimination, racism, or oppression. African-American and Latino males are at a higher risk for trauma than White, Asian and Native American youth. African-American males disproportionately experience violence, are five times more likely than Whites to be incarcerated and have the highest unemployment rate. Similarly, Latino males have the lowest rates of high school completion; and are the most likely to live in extreme poverty. Boys and men of color are, in general, disproportionately impoverished, ill, incarcerated, unemployed, undereducated, discriminated against and isolated from the mainstream of society. These types of traumatic events and situations have an adverse effect on a young person's development — on growth of the brain, on personality development on capacity for relationships; and on the formation of moral values and social conduct. With repeated exposure to stress, adolescent and teen boys may cease to believe that they can impact the course of their lives in a positive way, and the damage can continue into their adult lives.

IV. MENTOR MATERIALS — PASSPORT TO MANHOOD MENTOR APPLICATION

(Please type or print)

Date _____

Name of Applicant _____ Date of Birth _____ SS# _____

Address _____

City _____ State _____ ZIP _____

Home phone _____ Home email _____

Employer _____ Occupation _____

Work Address _____

City _____ State _____ ZIP _____

Business phone _____ Fax _____ Business email _____

Preferred Mentoring Day (Monday–Saturday) Choice #1 _____ Choice #2 _____

Best Time of Day to mentor (please check all that apply): Morning Afternoon Evening Do you prefer to be matched with: (check one): 8 to 12 years 13 to 17 years No preference

- On the back of this application or a separate sheet of paper, describe special interests or hobbies that may be helpful in matching you with a mentee (e.g., cooking, crafts, career interests, games, sports, computers, art, needlepoint, languages, music, painting).

List the addresses where you have lived for the last 10 years (beginning with the most recent after the current address listed above). Use the back of the page or a separate sheet if more space is needed:

Dates: from _____ to _____

Address _____

City _____ State _____ ZIP _____

Dates: from _____ to _____

Address _____

City _____ State _____ ZIP _____

Please provide three personal references (other than family members):

1. Name _____ Telephone _____ Relationship _____

Address _____ City _____ State _____ ZIP _____

2. Name _____ Telephone _____ Relationship _____

Address _____ City _____ State _____ ZIP _____

3. Name _____ Telephone _____ Relationship _____

Address _____ City _____ State _____ ZIP _____

Employment History: List the last three places of employment (with the last first):

1. Company _____ Occupation _____ Title _____

Dates from _____ to _____

2. Company _____ Occupation _____ Title _____

Dates from _____ to _____

3. Company _____ Occupation _____ Title _____

Dates from _____ to _____

Mentor Release Statement

I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of the Passport to Manhood Program at the Boys & Girls Club (hereafter known as the "Club"). I understand that the program involves spending a minimum of one hour per week at the Club. Further, I understand that I will attend a training session, keep in regular contact with my mentee, and communicate with staff regularly during this period. I am willing to commit to one year in the program and then may be asked to renew for another year.

I have not been convicted of a) any felony of any kind, or any misdemeanor involving b) harm or threat of harm to another person, c) controlled substances, d) acts of a sexual nature, or e) cruelty to animals. I am not under current indictment. Further, I hereby fully release, discharge and hold harmless the Club, participating organizations and all of their employees, officers, directors, and coordinators from any and all liability, claims, causes of action, costs and expenses which may be or may at any time hereafter become attributable to my participation in the Passport to Manhood Program.

I understand that the Club staff reserves the right to terminate a mentor from the program. The program takes place only at the Club and does not encourage or approve of relationships established between mentor/mentee and family members beyond the organized and supervised activities of the program. I give permission for program staff to conduct a criminal background check as part of the screening for entrance into the program. This includes verification of personal and employment references as well as a criminal check with the authorities. Program staff has final right of acceptance of applicant into the program and reserves the right to terminate a mentor from the program at any time. I have read this Release Statement and agree to the contents. I certify that all statements in this application are true and accurate.

(Mentor Signature)_____
(Date)

SUGGESTED MENTORING ACTIVITIES

Club-based Activities

There is considerable value in working with a boy in his peer and community setting. The Club offers the following opportunities for mentors to engage with boys:

- gym
- swimming
- arts and crafts
- foosball
- billiards
- homework help
- computer games /Internet searches
- computer lab
- lifting weights
- chess
- table tennis
- board games and cards
- reading
- educational games

Neighborhood-based Activities

While some mentors and youth may want to stay within the structured Club setting, others may want to engage in a menu of opportunities of varying intensity and breadth in the immediate neighborhood:

- visit to youth's school classroom
- ice-cream parlor
- attend school band concert
- public park
- visit neighborhood shops
- fast-food restaurants
- tour of the fire station
- movies
- rollerblading
- photo "safari"

Broader Community-based Activities

Experiences that may be outside the Club's immediate neighborhood can involve a variety of social, recreational, cultural and education activities.

Social/Recreational

- restaurants (ethnic foods)
- ice-skating show
- riverboat ride
- racquetball
- NBA game
- hockey game
- haircut at salon
- miniature golf
- swimming at the beach or a lake
- bowling
- marching in parade
- Major League Baseball game
- amusement park
- ropes course

Cultural/Educational

Examples of cultural and education activities and trips include:

- nature conservatory
- musical theater
- job fair
- zoo
- visit to college campus
- bookstore
- company picnic
- visit to mentor's place of employment
- children's theatre
- volunteer at a community fair
- choir festival
- aquarium
- community library
- science museum
- folk festival
- planetarium

Group Activities

Although weekend and evenings may be less convenient, group activities are a great way for youth to do something they would not normally do:

- baseball game
- miniature golf outing
- Halloween activities
- basketball game
- picnic
- monthly pizza party
- trip to ballet
- trip to zoo
- hayride and bonfire
- bike riding in the park
- gift exchange
- scavenger hunt
- holiday party
- ski trip
- bowling party

TIPS FOR COMMUNICATING WITH ADOLESCENT BOYS

Engaging in any type of activity with your mentee gives you the chance to communicate on a variety of topics: his interests and strengths, family and friends, personal values, potential careers, role models, etc. But, even if they are struggling with a problem or concern, adolescent boys often are reluctant to share their feelings with adults. Following these guidelines can help you as you more effectively engage with and communicate with boys:

1. Be respectful

In school, sports, neighborhoods, families and among friends, boys are looking for ways to gain respect. If they feel disrespected in one place, they will try to find status and respect in other arenas. By listening to your mentee's opinions and perspectives, especially if different from yours, you respect his right to see things differently and express his view. Not only are you teaching him to value and respect himself and his opinions, but also you are demonstrating what it means to show respect toward others.

2. Listen to what he has to say

Listening is the most important thing you can do for a boy, and one of the best ways to foster a sense of belonging and connection. Make eye contact, and watch him when he speaks to you. Be curious, and invite a boy to share his ideas, joys, and challenges with you. The less you say the better, but if you do want to respond, you can say things like, "I'm so sorry that happened," or "That sounds like it really hurt," or "It makes sense that you're so upset about that." Do not try to fix it or solve the problem.

3. Connect through activity

Boys often do not want to talk about things that are on their minds. But they love to move around, so doing something together can provide a safe opportunity and a comfort level for boys. Activity helps them open up and break through the masks they often wear, and creates an environment free from the fear of judgment and criticism.

4. Keep conversations informal

Boys are more comfortable talking in informal settings than in a situation that feels like a meeting or counseling session. If possible, sit beside your mentee, rather than face-to-face. Conversations that take place while working on a project together or playing a sport are good for engaging boys in physical activities that help them relax and feel less anxious about communicating.

5. Show trust and caring

Model trust and caring in the mentoring relationship by keeping conversations between you and your mentee confidential, by showing genuine concern for his well-being and by following up on your commitments. A boy learns the meaning of integrity and trustworthiness by observing your actions.

6. Share enthusiasm

Whenever a boy is excited about school, sports, or his social life, it is important for mentors to share his enthusiasm and help him identify what motivates him. Exploring a boy's vision for his life, for example, can be a great way to get him motivated and enthusiastic about possibilities for his future.

7. Recognize his achievements

The natural competitiveness of an adolescent boy can cause him to constantly compare himself with others instead of discovering his own interests, passions and unique strengths. Recognizing a boy's achievements helps him identify what he is good at doing, especially if you focus on the individual strengths that led him to do well. But it is important to focus not only on what he does well, but also on what really excites him. Through specific feedback like this, a boy begins to develop a positive sense of his own uniqueness and a feeling of pride in who he is.

8. Show empathy

Empathy involves understanding the feelings and internal experience of another person — being aware of what that person is doing or feeling and who that person truly is. By showing a boy that you understand some, not all, of what he is experiencing, you validate his feelings and help him feel heard.

9. Pay attention to what a boy does not say

Because adolescent boys often are reluctant to talk, mentors should pay attention to what a boy does not say. Mentees may give a clue that they want to talk about something by being unusually active, nervous or quiet. With open-ended comments like "You seem to have something on your mind today," you may be able to help your mentee open up. But remember, he still may need to warm up first through physical activity or a joint project.

10. Share your own story

Mentors can encourage boys to feel more comfortable talking about personal concerns or sensitive topics by sharing their own stories. By sharing life experiences, including successes and challenges they experienced along the way, mentors can model ways to handle achievements and disappointments. Mentors also can discuss concerns they have had, modeling creative ways to think through a problem. This type of sharing allows boys to see that talking about feelings is acceptable and actually can be helpful. It is important for mentors to choose carefully the stories they tell and how often they do this, always keeping in mind that the focus of the mentoring sessions should be on the boy, not the mentor.

SESSION ACTIVITY AND DISCUSSION CARDS

Session I: Understanding Manhood

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Help adolescent boys move beyond male stereotypes by modeling a positive and realistic vision of manhood. Share your strengths and successes as well as specific challenges and vulnerabilities you have faced and addressed.
- Point out examples of men you know who work in historically female fields such as nursing, elementary school teaching or dance.
- Consciously challenge male stereotypes. Talk to boys about the fact that men cook dinner, change diapers, cry when sad and act in caring, expressive ways.
- Discuss questions such as: “What do your friends say a good man is?”, “When does a boy become a man?” or “What is the role of a man in today’s world?”

Session II: Self-Esteem and Identity

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Help boys explore their passions. Pay careful attention to patterns in a boy’s interests, especially those that are unique to him: “You really like to take photos, don’t you?” or “You’re always talking about boats — they must be your passion.”
- Every boy will benefit from believing he is good at something. Help boys feel proud of their achievements, saying things like “I bet you felt pretty good when you finished that project.” Be specific in giving praise for what he has learned or done or said not just generally how great he is.
- Older adolescents often use music to explore and establish an identity. Ask what kind of music a boy likes, which performers and why.
- A young person’s sense of competence grows when you let him be the expert, sharing his knowledge or demonstrating special skills. Arrange an activity or a time for your mentee to teach you what he knows.
- Ask: “Are there times when you feel forced to be someone you’re not?”

Session III: Values in Personal Decision-Making

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Bring magazines that will appeal to the interests of your mentee — sports, health, lifestyle or culture. Look through them together, find interesting articles or photographs and discuss the values reflected in the stories.
- Help your mentee build decision-making skills. When he is faced with a decision, encourage him to list all the positives in one column and all the negatives in another. Then guide him as he sorts through possible consequences and decides which choice would be best.
- To encourage youth to consider his personal values, bring something special to share — an interesting object or a treasured piece that has special meaning. Share the story behind it and why you value it, and invite your mentee to do the same.
- Discuss questions such as: “What are your core values?”, “What beliefs are you most committed to right now?” or “When you think about the future, what excites you the most?”

Session IV: Academic Success

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Speak with your mentee about the importance of doing his best in school and give him a chance to talk about favorite classes, challenging subjects or helpful teachers. Be enthusiastic about his improvements in school.
- Work on skills your mentee would like to improve. Encourage him to evaluate his own academic performance rather than relying on your opinion.
- Assist your mentee in organizing his school work and making study schedules. You can even show him how to use a business planner or an online planning tool that he can print out and carry with him.
- Help your mentee be accountable for school attendance and work completed. Ask if he has missed school or not completed school work and explore reasons. Help develop goals for the following weeks, and review progress. Be sure to do this in a caring, friendly, non-judgmental way.
- Ask: “What do you love about school?” or “Which parts of school don’t you like?”

Session V: Healthy Lifestyles

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Help adolescent boys learn the value of self-care and the importance of nutrition and fitness by sharing your personal commitment to eating healthy and staying physically active.
- Have an informal discussion about personal hygiene and grooming.
- Sports are an excellent way to bond with mentees and, at the same time, reinforce the importance and fun of physical activity. Any team, one-on-one or outdoor activity is good: basketball, baseball, football, golf, Frisbee, hiking, fishing, kayaking or skateboarding.
- Walk or run in a fundraising event together (especially one advocating for men or supporting men's issues). Training and taking part in an event like this helps your mentee see the benefits of fitness while teaching about civic participation.
- Discuss questions such as: "How are things going with your health?"

Session VI: Responses to Authority

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Help your mentee understand the idea of personal power by modeling confidence, commitment and courage. Discuss the fact that real power and real status come from an individual's sense of purpose and worth.
- Talk with your mentee about the benefit of authoritative leadership of strong male adults — that each boy, as he develops, needs some sort of instruction to find purpose and direction.
- Arrange to visit a police station or nearby military base. Talk with officers there about the role of authority and discipline in doing their jobs well.
- Discuss questions such as: "Is there anyone in your life right now that you're afraid of or intimidated by?"
- Try not to impose your views. State your ideas, but add something like, "I like it, but what's important is what you think." You can still gently challenge his views, but help him learn that he is becoming the authority in his own life.

Session VII: Relationships with Girls

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Talk with boys about why it is important to honor and respect girls and women, and model a respectful attitude toward every woman you encounter.
- Give boys permission to care for others by modeling a caring attitude. Do not belittle men who take on caring jobs or roles. Challenge boys' thinking that masculinity is associated only with aggression, power, force or violence.
- Encourage boys to express vulnerable feelings. If he likes a girl, for example, ask him if he would like to talk about it and try to "mirror" the feelings he expresses in an empathetic way.
- Discuss questions such as: "How are you getting along with girls?"

Session VIII: Fatherhood and the Family

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Talk about what it means to you to be a responsible father. If you do not have children, you can speak about your own father or an older adult male who was influential in your life.
- Ask your mentee to tell you about the members of his family — who they are and what his relationship with each is like. You may even encourage him to draw an informal family tree to help you see where everyone fits.
- It may take your mentee a while to open up about the subject of fatherhood, particularly if he has a distant relationship with his own father. Use your own judgment about whether it is appropriate to gently prompt him to talk about what kind of father he would like to be when he is an adult.
- Discuss questions such as: "What are the ways a man loves his family?" or "What will be the most important things you do when you are a father?"

Session IX: Employment and Careers

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Assist your mentee with practical tasks such as creating a resume, looking for part-time or summer employment, completing job applications or practicing interviewing skills.
- Attend a career/job fair with your mentee. Visit businesses and educational institutions and set up a meeting for the youth to talk with someone in his chosen career field.
- Bring your mentee to your workplace, give him a tour, introduce him to co-workers and explain what you do in your job.
- Ask questions such as: “What interests you the most right now?”, “What activities make you the most happy?” or “What kind of career in the future seems most interesting to you?”

Session X: Diversity

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Share your cultural traditions with your mentee, explaining special aspects of your heritage and encouraging him to share his.
- Model acceptance and appreciation of difference, and encourage your mentee to practice acceptance of different opinions, talents, physical characteristics, races or ethnicities.
- Discuss different types of insults — including racial slurs, sexist remarks and gay-bashing. Discuss reasons people say these things and the impact they have.
- Discuss the media portrayal of men of color — how these representations affect boys and men of color, and the way the white majority sees men of color.
- Ask questions such as: “What makes you different from other people?” or “How does it feel to be different?” Encourage your mentee to be aware of himself — the ways in which he is like others *and* different from others.

Session XI: Cooperation and Conflict

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Teach ways to resolve conflict. Talk about a time you had a conflict with someone and how you settled the dispute without violence. Help your mentee see that there is strength in collaboration and cooperation, there are healthy responses to conflict and conflict should never lead to aggression or violence.
- Boys who bounce back from challenges are those who have a good sense of their own worth and abilities and believe they have a say in what happens to them. Help your mentee see that he has a choice in most situations and help him find the personal strength to overcome challenge. Helping him see the control he has over his daily life increases his self-confidence.
- Help your mentee figure out assertive things to say in the face of bullies: “I don’t have to listen to you,” or “I don’t know why you feel you need to hurt others.”
- Discuss questions such as: “Are there any situations causing you stress right now?” Work together to find a creative way to deal with a concern in his life.

Session XII: Personal Responsibility/Community Leadership

Adapt these ideas according to the maturity and age level of youth you are mentoring.

- Help your mentee recognize his unique contributions and leadership potential. Discuss with him the many ways to lead and the value of giving back to a community that nurtures and sustains him.
- Getting involved in a community-service or volunteer project with your mentee is a great way to have an ongoing activity that you do together and it is a good way to model civic participation. The possibilities are endless, but you may want to consider packing and distributing food for a food pantry, collecting and distributing clothing, reading to the blind, performing chores for older adults with limited mobility, planting and maintaining a community garden, helping to deliver Meals on Wheels, volunteering for Habitat for Humanity or collecting books, toys and other needed items for victims of natural disasters.
- Discuss questions such as: “In what ways do you think the community needs your talents and gifts?” or “What service can you provide to your family, your community and the world?”

V. PASSPORT TO MANHOOD EVALUATION RUBRIC

PART ONE: BACKGROUND

Overview: This assessment is designed to complement Boys & Girls Clubs of America's Impact Assessment and provide a snapshot of your Club's current practices in implementing the Passport to Manhood program.

1. **Global ID:** Please enter your five-digit Club number.

2. **Email Address:** Please enter your Club email address.

3. **What is your current position?**

- CPO
- Club Director
- Teen Coordinator
- Other (please specify)

4. **How long have you been implementing the Passport to Manhood program at your Club?**

- Less than six months
- Six months to 1 year
- 1 to 3 years
- 3 to 5 years
- More than 5 years

PART TWO: SELF-ASSESSMENT

What does this evaluation measure? The remainder of this survey is an assessment of your Club's Passport to Manhood program. Questions assess your Club's delivery of the program from two perspectives: the positive outcomes observed in Club members and the effectiveness of your Club's practices for making sure youth have every opportunity for success.

What topics are being assessed? The categories in this section cover key topics of the program:

- ✓ understanding manhood;
- ✓ self-esteem and identity;
- ✓ values in personal decision-making;
- ✓ academic success;
- ✓ healthy lifestyles;
- ✓ responses to authority;
- ✓ relationships with girls;
- ✓ fatherhood and the family;
- ✓ employment and careers;
- ✓ diversity;
- ✓ cooperation and conflict; and
- ✓ personal responsibility/community leadership.

The final category assesses your overall implementation of the Passport to Manhood program and general practices that support the program.

How does the rating scale work? You will be asked to rate your implementation of the program using a scale of 1 to 5 (with "1" meaning the least developed/minimally implemented and "5" meaning that your Club consistently implements this practice in an exemplary way). We ask that you rate your current practices in implementing Passport to Manhood as honestly as possible. At the end of each category, please give your overall assessment; this does not have to be the sum total of ratings on all practices in a category, but your general thinking about where your Club is, where it needs to be and where it is doing extremely well in implementing the program.

5. Understanding Manhood — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth are familiar with common male stereotypes in the popular culture.	<input type="radio"/>					
b. Youth can identify the falsehood in male stereotypes.	<input type="radio"/>					
c. Youth recognize the positive qualities of responsible manhood.	<input type="radio"/>					
d. Youth are made aware of the meaning of responsibility.	<input type="radio"/>					
e. Youth know that manhood involves more than physical growth.	<input type="radio"/>					

OVERALL SCORE — UNDERSTANDING MANHOOD

COMMENTS

6. Self-Esteem and Identity — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth recognize stereotypical male identities adolescents often adopt.	<input type="radio"/>					
b. Youth are familiar with the meaning of identity.	<input type="radio"/>					
c. Youth know that each individual has unique qualities that make him different from others.	<input type="radio"/>					
d. Youth explore elements of their own identities.	<input type="radio"/>					
e. Youth are made aware of the connection between identity and self-esteem.	<input type="radio"/>					

OVERALL SCORE — SELF-ESTEEM AND IDENTITY

COMMENTS

7. Values in Personal Decision-Making — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth are made aware of different types of values — society, group and personal.	<input type="radio"/>					
b. Youth know that values help us decide the best thing to do in a specific situation.	<input type="radio"/>					
c. Youth know what it means to make values-based choices and decisions.	<input type="radio"/>					
d. Youth are made aware of how values relate to responsibility.	<input type="radio"/>					
e. Youth can identify personal values that are important to them.	<input type="radio"/>					

OVERALL SCORE — VALUES IN PERSONAL DECISION-MAKING

COMMENTS

8. Academic Success — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth know that education matters in having the future they want.	<input type="radio"/>					
b. Youth recognize the benefits of doing their best in school.	<input type="radio"/>					
c. Youth become familiar with the concept of self-discipline.	<input type="radio"/>					
d. Youth are made aware that doing their best in school relates to personal values.	<input type="radio"/>					
e. Youth know that developing positive study habits influences their success in school.	<input type="radio"/>					

OVERALL SCORE — ACADEMIC SUCCESS

COMMENTS

9. Healthy Lifestyles — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth become familiar with the basics of healthy eating and physical activity.	<input type="radio"/>					
b. Youth recognize the benefits of 60 minutes of activity each day.	<input type="radio"/>					
c. Youth know the relationship between energy intake and energy output.	<input type="radio"/>					
d. Youth are made aware of the importance of self-care.	<input type="radio"/>					
e. Youth recognize positive habits for personal hygiene and grooming.	<input type="radio"/>					

OVERALL SCORE — HEALTHY LIFESTYLES

COMMENTS

10. Responses to Authority — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth know the meaning of authority.	<input type="radio"/>					
b. Youth are made aware of the difference between authority and power.	<input type="radio"/>					
c. Youth know that authority figures serve an important purpose in our lives.	<input type="radio"/>					
d. Youth become aware of appropriate ways to respond to authority.	<input type="radio"/>					
e. Youth become familiar with guidelines for negotiating with authority figures.	<input type="radio"/>					

OVERALL SCORE — RESPONSES TO AUTHORITY

COMMENTS

11. Relationships with Girls — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth recognize stereotyped images of girls in popular culture.	<input type="radio"/>					
b. Youth know how boys and young men learn negative attitudes about girls.	<input type="radio"/>					
c. Youth see the connection between female stereotypes and male stereotypes.	<input type="radio"/>					
d. Youth explore new ways to think about and communicate with girls.	<input type="radio"/>					
e. Youth become familiar with the meaning of respect.	<input type="radio"/>					

OVERALL SCORE — RELATIONSHIPS WITH GIRLS

COMMENTS

12. Fatherhood and the Family — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth are made aware of different types of families.	<input type="radio"/>					
b. Youth know the different roles fathers play in healthy families.	<input type="radio"/>					
c. Youth explore the characteristics of a good father.	<input type="radio"/>					
d. Youth are made aware of the kind of authority fathers have.	<input type="radio"/>					
e. Youth consider the type of father they would like to be someday.	<input type="radio"/>					

OVERALL SCORE — FATHERHOOD AND THE FAMILY

COMMENTS

13. Employment and Careers — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth recognize individual interests and strengths as clues to potential careers.	<input type="radio"/>					
b. Youth know that discovering a career takes time and planning.	<input type="radio"/>					
c. Youth explore different career options.	<input type="radio"/>					
d. Youth are made aware of the link between careers and education.	<input type="radio"/>					
e. Youth consider the steps that will lead to a career they find interesting.	<input type="radio"/>					

OVERALL SCORE — EMPLOYMENT AND CAREERS

COMMENTS

14. Diversity — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth know the meaning of diversity.	<input type="radio"/>					
b. Youth are made aware of different types of diversity.	<input type="radio"/>					
c. Youth know that diversity is what makes the world an interesting and fun place to live.	<input type="radio"/>					
d. Youth know that it is wrong to exclude others because they are different.	<input type="radio"/>					
e. Youth become familiar with empathy as a means for appreciating difference.	<input type="radio"/>					

OVERALL SCORE — DIVERSITY

COMMENTS

15. Cooperation and Conflict — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth know the meaning of cooperation.	<input type="radio"/>					
b. Youth know the meaning of conflict.	<input type="radio"/>					
c. Youth become familiar with different ways to deal with conflict.	<input type="radio"/>					
d. Youth are made aware of the benefits of cooperation.	<input type="radio"/>					
e. Youth know that cooperating with others helps them achieve more than they could on their own.	<input type="radio"/>					

OVERALL SCORE — COOPERATION AND CONFLICT

COMMENTS

16. Personal Leadership/Community Responsibility — Staff ensures that:

	LOW 1	2	3	4	HIGH 5	N/A
a. Youth know the meaning of leadership.	<input type="radio"/>					
b. Youth are made aware of different kinds of leadership.	<input type="radio"/>					
c. Youth become familiar with the qualities of positive leaders.	<input type="radio"/>					
d. Youth can identify different types of communities.	<input type="radio"/>					
e. Youth are made aware of how responsibility relates to the idea of community.	<input type="radio"/>					

OVERALL SCORE — LEADERSHIP AND RESPONSIBILITY

COMMENTS



17. Passport to Manhood Overall Implementation — Staff ensures that they:

	LOW 1	2	3	4	HIGH 5	N/A
a. Are creative in using icebreakers and in presenting activities and games.	<input type="radio"/>					
b. Establish and reinforce group norms: respect, honesty, listening, participation, asking questions, teamwork, having fun.	<input type="radio"/>					
c. Present the material in an age-appropriate manner, modifying if necessary.	<input type="radio"/>					
d. Make material relevant to youth by taking into account their communities, education.	<input type="radio"/>					
e. Model proper behavior: timeliness, professionalism, good grooming and hygiene, ethics, good communication skills, etc.	<input type="radio"/>					
f. Use their personal experiences and insights in a way that fosters youth progress and understanding.	<input type="radio"/>					
g. Involve parents/caregivers regularly by keeping them informed about their son's progress.	<input type="radio"/>					
h. Engage mentors and other supportive adults on a regular basis to provide motivation, guidance.	<input type="radio"/>					
i. Connect PTM activities to other BGCA programs such as Keystone and Torch Clubs.	<input type="radio"/>					

OVERALL SCORE — IMPLEMENTATION OF PTM PROGRAM

COMMENTS

PART THREE: COMMENTS, REFLECTIONS, AND NEXT STEPS

Scoring Summary

If your scores were consistently lower in response to indicators in a particular section, this may be a sign that you need to enhance your program implementation. Here are some strategies to consider:

- ✓ Actively encourage parents/caregivers to be involved in the program, and help them understand the important role they play in transition to manhood.
- ✓ Make sure you are thoroughly familiar with the program content and key messages so you are aware of areas in which youth may need more clarity or explanation.
- ✓ Encourage youth to contact you if they have questions after a session or need assistance in certain areas.
- ✓ Encourage youth to engage and connect with their mentors to find guidance and support.
- ✓ Develop a network of contacts (local colleges, healthcare organizations, etc.) so you are able to provide youth access to resources they might not have otherwise.
- ✓ Support youth with a variety of resources they can use to gather information, ask questions or try out new experiences.

18. Please use this space to write any comments, reflections and, if possible, any next steps that you would like to take in your implementation of Passport to Manhood.

VI. ADDITIONAL RESOURCES

NOTE: BGCA does not necessarily endorse the third-party websites listed, but it has reviewed all of them and deems them appropriate for Club staff and members. It is important to remember, however, that cited links to other sites may not meet the same standards. Most links are not affiliated with host sites and might contain objectionable material. Some sites may request personal identifying information from users. Please keep in mind that the content of websites changes constantly, so you may not always be able to find a referenced resource. You should screen any websites before allowing Club members to visit them. Club staff should closely supervise youth when they use the Internet. To ensure safety and appropriate use of your Club's computers, we encourage you to develop and adopt an Acceptable Use Policy. This policy should outline specific guidelines and procedures for staff and members to follow, including securing written permission from parents or guardians for their children to use the Internet at your Club and requiring members to complete an orientation to Internet use prior to receiving access. For guidance on creating an Acceptable Use Policy, visit the Club Tech Planning Resources section of bgca.net.

UNDERSTANDING MANHOOD

WEBSITES

The Boys Initiative
<http://www.theboysinitiative.org>

Boys to Men Mentoring Network
<http://www.boystomen.org>

From Boyhood to Manhood Foundation
<http://www.usatfbmf.com/TheFromBoyhoodToManhoodFoundation1.php>

The Gurian Institute
<http://gurianinstitute.com/>

The Mankind Project
<http://mankindproject.org>

PRINT MATERIALS

Crossing into Manhood: A Men's Studies Curriculum (curriculum)
Christopher P. Mason, Cambria Press, 2006

A Fine Young Man (book)
Michael Gurian (Tarcher, 1999)

From Boys to Men (book)
Bret Stephenson (Parker Street Press, 2006)

Letters to a Young Brother: Manifest Your Destiny
Hill Harper (Gotham, 2006)

Man-Making: Men Helping Boys on their Journey to Manhood (book)
Earl Hipp (HRD Press, 2012)

The Pact: Three Young Men Make a Promise and Fulfill a Dream
Sampson Davis, George Jenkins, and Rameck Hunt (Riverhead Books, 2002)

Raising Cain: Protecting the Emotional Life of Boys (book)
D. J. Kindlon & M. Thompson (Ballantine, 2000)

Real Boys: Rescuing Our Sons from the Myths of Boyhood (book)
William Pollack (Owl Books, 1999)

Real Boy's Voices (book)
William S. Pollack (Random House, 2000)

The Wonder of Boys (book)
Michael Gurian (Tarcher, 2000)

SELF-ESTEEM AND IDENTITY

WEBSITES

"Building Great Teen Self Esteem," Keys to Living a Healthy Lifestyle.com
<http://www.keys-to-living-a-healthy-lifestyle.com/teen-self-esteem.html>

"Identity Formation," This Emotional Life, Public Broadcasting System (PBS)
<http://www.pbs.org/thisemotionallife/topic/adolescence/identity-formation>

Resource Center for Adolescent Pregnancy Prevention/ETR Associates
<http://recapp.etr.org/recapp/>

"Self-Esteem and Identity," education.com
<http://www.education.com/topic/childrens-self-esteem/>

PRINT MATERIALS

104 Activities that Build Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery and Coping Skills (activity guide)
Alanna Jones (Rec Room Publishing, 1998)

Creative Expression Activities for Teens: Exploring Identity through Art, Craft, and Journaling (book)
Bonnie Thomas (Jessica Kingsley Publishers, 2010)

Crossing the Bridge: A Journey in Self-Esteem, Relationships, and Life Balance (guided journal)
Sandra Negley (Wellness Reproductions and Publishing, Inc., 1997)

Doing and Being Your Best (book)
Pamela Espeland (Free Spirit Publishing, 2005)

The Me I See: Answering Life's Questions (reflection/journal/workbook)
The Wood N Barnes Collective (Wood N Barnes, 2006)

Proud to Be You (book)
Pamela Espeland (Free Spirit Publishing, 2006)

Self-Esteem/Teen Esteem (pamphlets)
Resource Center for Adolescent Pregnancy Prevention/ETR Associates, <http://pub.etr.org/>

Teen Esteem: A Self-Direction Manual for Young Adults (book)
Pat Palmer (Impact Publishers, Inc., 2010)

VALUES IN PERSONAL DECISION-MAKING

WEBSITES

- "The 10 Strongest Values to Teach Kids," Radical Parenting
<http://www.radicalparenting.com/2008/08/09/the-10-strongest-values-to-teach-kids/>
- "Facing Life-Sized Issues: Empowering Teens with Problem-Solving Skills," The International Child and Youth Care Network, <http://www.cyc-net.org/cyc-online/cycol-0600-empowering.html>
- "Teen Values and Responsibilities," FamilyEducation.com
<http://life.familyeducation.com/parenting/teen/34357.html>
- ValuesParenting.com
<http://www.valuesparenting.com/>

PRINT MATERIALS

- 20 Teachable Virtues* (book)
Barbara C. Unell and Jerry L. Wyckoff (Perigee Trade, 1995)
- 101 Ways to Integrate Personal Development into Core Curriculum* (book)
Mary Ann Conroy (University Press of America, 2000)
- The Book of Virtues for Young People* (book)
William J. Bennett (Simon & Schuster, 1997)
- Building Character in Young People* (book)
Philip St. Romain (Pelican Publishing Company, Inc., 1986)
- The How to Book of Teen Self-Discovery: Helping Teens Find Balance, Security, and Esteem* (book)
Doc Lew Childre (HeartMath, 1994)
- Knowing and Doing What's Right: The Positive Values Assets* (book)
Pamela Espeland (Free Spirit Publishing, 2005)
- The Men's Code of Honor: 66 Principles that Make a Man* (book)
Dan Stradford (Whisper Canyon Publishing, 2012)
- What Do You Stand For? For Teens: A Guide to Building Character* (book)
Barbara A. Lewis (Free Spirit Publishing, 2005)

ACADEMIC SUCCESS

WEBSITES

- BAM! Boys Advocacy and Mentoring
http://www.bamgroups.com/bam_site/Home.html
- The Boys Initiative: The National Campaign to Promote Achievement and Health
<http://www.theboysinitiative.org/resources/organizations.html>
- Boys Project
<http://www.boysproject.net/>
- Focus Adolescent Services
<http://www.focusas.com>

PRINT MATERIALS

- Helping Boys Succeed in School* (book)
Terry W. Neu (Prufrock Press, 2006)
- Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education* (book)
Edward W. Morris (Rutgers University Press, 2012)
- Loving to Learn* (book)
Pamela Espeland (Free Spirit Publishing, 2005)
- The Minds of Boys: Savings Our Sons from Falling Behind in School and Life* (book)
Michael Gurian (Jossey-Bass, 2007)
- Teaching Boys Who Struggle in School: Strategies that Turn Underachievers into Successful Learners* (book)
Kathleen Palmer Cleveland (Association for Supervision and Curriculum Development, 2011)

HEALTHY LIFESTYLES

WEBSITES

- "101 Ways to Eat Smart," ETR Associates
<http://pub.etr.org>
- The Boys Initiative: The National Campaign to Promote Achievement and Health
<http://www.theboysinitiative.org/resources/organizations.html>
- "Can You Eat Healthy? Try It Out," ETR Associates
<http://pub.etr.org>
- "Five Ways to Be Active Every Day," ETR Associates
<http://pub.etr.org>
- "Hygiene Basics," TeensHealth
http://www.kidshealth.org/teen/your_body/take_care/hygiene_basics.html
- "Men's Health: Teens and Young Adults," Womenshealth.gov
<http://www.womenshealth.gov/mens-health/teens-fathers-minorities-older-men/teens-and-young-adults.cfm>
- "Take Charge of Your Health: A Guide for Teenagers," Weight-Control Information Network
http://win.niddk.nih.gov/publications/take_charge.htm
- Young Men's Health
<http://www.youngmenshealthsite.org>

PRINT MATERIALS

- American Medical Association Boys' Guide to Becoming a Teen* (book)
American Medical Association/Kate Gruenwald Pfeifer (Jossey-Bass, 2006)
- The Body Book for Boys* (book)
Rebecca Paley (Scholastic Paperbacks, 2010)
- The Boys Body Book: Everything You Need to Know for Growing up YOU* (book)
Kelli Dunham (Applesauce Press, 2007)
- The Boy's Body Guide: A Health and Hygiene Book* (book)
Frank C. Hawkins (Big Book Press, 2009)
- The Boy's Fitness Guide: Expert Coaching for the Young Man Who Wants to Look and Feel His Best* (book)
Frank C. Hawkins (Big Book Press, 2008)

Boys into Men: Staying Healthy through the Teen Years (book)
Mark A. Goldstein (Greenwood, 2000)

From Boys to Men: All about Adolescence and You (book)
Michael Gurian (Price Stern Sloan, 1999)

The Guy Book: An Owner's Manual (Maintenance, Safety, and Operating Instructions for Teens) (book)
Mavis Jukes (Crown Books, 2002)

A Guy's Guide to Life: How to Become a Man in 224 Pages or Less (book)
Jason Boyett (Thomas Nelson, 2010)

My Body, My Self for Boys/What's Happening to My Body? (book)
Lynda Madaras and Area Madaras (William Morrow Paperbacks, 2007)

RESPONSES TO AUTHORITY

PRINT MATERIALS

Parenting Your Out-of-Control Teenager (book)
Scott P. Sells (St. Martin's Griffin, 2002)

Your Defiant Teen: 10 Steps to Resolve Conflict and Rebuild Your Relationship (book)
Russell A. Barkley (The Guilford Press, 2008)

RELATIONSHIPS WITH GIRLS

WEBSITES

"Kid Culture in the Schools: Creating Gender-Friendly Schools,"
<http://www.joemanthey.com/index2.html>

PRINT MATERIALS

Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships (book)
Ruth Bell Alexander (Three Rivers Press, 1998)

How to Talk to Girls (book)
Jonathan Toussaint (Allen and Unwin, 2011)

The Teen Relationship Workbook
National Resource Center for Youth Services
<http://www.nrcys.ou.edu/catalog/home.php>

FATHERHOOD AND THE FAMILY

WEBSITES

California Social Work Education Center (for African-American Fathers)
http://calswec.berkeley.edu/CalSWEC/OtherTraining_AfricanAmFathers.html

National Center for Fathering/Fathers.com
<http://fathers.com>

National Fatherhood Initiative®
<http://www.fatherhood.org>

The National Latino Fatherhood and Family Institute
<http://www.nlffi.org>

The National Responsible Fatherhood Clearinghouse (NRFHC)
<http://www.fatherhood.gov>

PRINT MATERIALS

Breaking the Adolescent Parent Cycle (book)
Jack C. Westman (University Press of America, 2009)

EMPLOYMENT AND CAREERS

WEBSITES

"Exploring Your Career Options," National Resource Center for Youth Services
<http://www.nrcys.ou.edu/catalog/home.php>

Career Kids
<http://www.careerkids.com>

Bureau of Labor Statistics
<http://www.bls.gov/k12/>

Kids.gov
<http://kids.usa.gov/teens-home/jobs/>

DIVERSITY

WEBSITES

"Cultural Diversity and Social Skills Instruction: Understanding Ethnic and Gender Differences," National Resource Center for Youth Services, <http://www.nrcys.ou.edu/catalog/home.php>

"Make a World of Difference: 50 Asset-Building Activities to Help Teens Explore Diversity," National Resource Center for Youth Services, <http://www.nrcys.ou.edu/catalog/home.php>

COOPERATION AND CONFLICT

PRINT MATERIALS

104 Activities that Build Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery and Coping Skills
National Resource Center for Youth Services
<http://www.nrcys.ou.edu/catalog/home.php>

The Kid's Guide to Working out Conflicts: How to Keep Cool, Stay Safe, and Get Along
National Resource Center for Youth Services
<http://www.nrcys.ou.edu/catalog/home.php>

"Relationships and Conflict Resolution" Posters, ETR Associates
<http://pub.etr.org>

