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Activities (Ages 13 to 17)

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INTRODUCTORY SESSION

FROM BOYS TO MEN
IDEAS TO GUIDE SESSION

1. RITE OF PASSAGE
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. Native American boys go on a vision quest, Aborigines in Australia send adolescent boys on a walkabout, and Maasai boys in Kenya go on a ten hunt to mark their entry into manhood. Through these ancient traditions, boys come of age through overcoming various challenges that often involve physical, mental, emotional and spiritual tests.

2. PURPOSE OF PROGRAM
In the U.S. today, there are few rites of passage for adolescent boys. Instead many people believe that adulthood comes automatically with high school graduation, getting a driver’s license, having a first drink, being able to vote, or turning 21. Passport to Manhood is specifically designed to guide boys on their journey to manhood, encouraging and supporting them as they face specific challenges related to becoming an adult man.

3. TRANSITION TO ADULTHOOD
Becoming a man does not happen just by getting older. Some people grow older but never truly become adults. The transition to adulthood involves letting go of a boy’s way of thinking and acting, facing various challenges that call forth one’s inner strength and resilience, and consciously adopting attitudes and behaviors of adulthood.

4. BOYS VS. MEN
Boys typically seek attention and acknowledgment; many are likely to exhibit self-centeredness, resist authority, attempt to exert power before others or shirk responsibilities. Men know the world does not revolve around them, respect and value authority, understand that real power is inner strength and resilience, and consciously adopting attitudes and behaviors of adulthood.

5. IMPORTANCE OF RESPONSIBILITY
Becoming an adult happens when young men become responsible for themselves — able to be in charge of their own lives, ready for the consequences of their choices and actions, and able to decide between right and wrong on their own.

6. GOALS OF THE JOURNEY
Each boy is on a journey to himself and his purpose in life. Some are afraid to make the journey, so they put themselves to sleep with video games, alcohol or drugs, too much doing, and other distractions. The goal of the journey is for each boy to become aware of his unique gifts, to seek ways to contribute to his family, and learn how to become a valuable member of the community. In a rite of passage like this one, boys are supported 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.

OBJECTIVES
• Become aware of the process of becoming a man as a “rite of passage.”
• Define what it means to be a responsible adult male (positive qualities of manhood).
• Begin to form a bond with other members of the team.

KEY MESSAGES
❖ A rite of passage is a way to mark the time when a boy leaves childhood and enters manhood.
❖ Becoming an adult male does not happen automatically — it happens when a young man chooses to be responsible for his own life and is ready for the consequences of his choices and actions.
❖ Each boy is on a journey to himself and his purpose in life.

TERMS
RESPONSIBILITY

MATERIALS
❖ Survival in the Wilderness (p. 9)
❖ construction paper
❖ scissors
❖ masking tape
❖ pens/pencils
❖ Passport to Manhood passports

PREPARATION
✔ Cut pieces of construction paper into two-inch by 12-inch strips.
✔ Make copies of Survival in the Wilderness (one per team).

ESTIMATED TIME
30 to 45 minutes

ACTIVITY OVERVIEW
This introductory session lays the foundation for the program by giving youth the opportunity to explore the meaning of manhood, understand the purpose of a “rite of passage,” and preview the process they will undergo as they make the transition from boys to adult men. Teens form several teams — which will provide ongoing support and kinship for youth throughout the program — and complete a simple activity to bond with their team members.

GETTING-TO-KNOW-YOU ICEBREAKER
Distribute a strip of paper and pencil to each boy as he enters the room and ask him to write on it something he can contribute to the group. When everyone has gathered, ask youth to stand in a circle. Talk about the importance of each member’s contribution to the session and the program — in the form of participation, active engagement and leadership.

Share what you wrote on your slip of paper, then tape the ends together to form a round paper link. Ask the youth standing to your right to do the same, sharing his contribution and linking his paper link with yours. Continue until all members have shared and connected their links. Close by discussing the value of keeping commitments and participating as an active member throughout the program — those who do not are “weak links” in a strong chain.
Although mentors are not mandatory to implement Passport to Manhood, they are especially important for this opening session, as youth are beginning to form relationships that will support them throughout the program. The mentor’s role is to connect with boys on their team, help them get to know one another, support them in completing the activity and encourage them as they think of an appropriate name for their team. As always, mentors are essential for modeling strong leadership and positive male authority for youth. Boys need this modeling as they take turns in leadership roles in later sessions.

If adult mentors are not available, it also is valuable to enlist older youth as peer mentors, particularly those who participated in Passport to Manhood when they were younger.

If a Club chooses to implement the program with both age groups (ages 8 to 12 and ages 13 to 17) at the same time, youth in the older group can serve as peer mentors for younger members. This peer mentoring can be the Personal Challenge older members take on at the end of each session.
GETTING STARTED

1. **WELCOME** youth to the Passport to Manhood program, and **ASK** what they think it is about.

2. **INVITE** youth to discuss what is involved in becoming a man. **ASK** them to talk about what they think are the differences between boys and men, and how boys become adult men.

3. **DISCUSS** how someone knows when he has reached adulthood. **POINT OUT** that in U.S. culture today, there often is no meaningful sign to indicate when a boy becomes a man.

4. **ASK** boys whether they have ever heard of a walkabout, vision quest, or pilgrimage. **DISCUSS** rites of passage that have been used for centuries around the world.

5. **TELL** youth that over the next few months, they are going to make the journey to adulthood together. **POINT OUT** that Passport to Manhood will be like the rites of passages used throughout history to help boys make the transition to adulthood.

6. **POINT OUT** the goal of the program is first and foremost to make them aware of what it means to be a man. **SAY** that it also will help them let go of attitudes and behaviors of youth, and move them toward adult attitudes and behaviors.

7. **STRESS** that a foundation of the program — and a key indicator of manhood — is responsibility:

   **RESPONSIBILITY** means being in charge of something, being trusted with something important, or being able to choose for yourself between right and wrong.

HANDBS-ON ACTIVITY

1. **DIVIDE** the large group into small teams (four to five members in each). **EXPLAIN** that each team will be like a “band of brothers” to provide friendship, support and mentoring for each other throughout the program.

2. **SAY** that this introductory activity gives team members a chance to get to know each other and form a bond by accomplishing a task together. **DISTRIBUTE** copies of *Survival in the Wilderness* and **EXPLAIN** the activity.
   - Youth imagine they are in the wilderness and must work together as a team — using their inner resources and creativity — to come up with a plan to help them survive.
   - Team members read the situation described on the handout and figure out what they need most in order to survive.
   - Before making any decisions, they should use the S.T.O.P. approach:
     - **SLOW DOWN** – Take time to take care of immediate needs, seeking safety or shelter.
     - **THINK** – What are the important factors, such as time of day, weather or injuries?
     - **OBSERVE** – Which resources are available to you that may be useful for survival?
     - **PLAN** – How can you best use your resources and your energy?
   - Teams have 15 minutes to complete the activity.

3. **ASK** teams to share their decisions with the large group and give rationale for their choices. **ENCOURAGE** them to talk about whether they could actually survive given these supplies.

4. **LEAD** the group in summarizing key learning points of the session.

1. **INVITE** teams to come up with a name describing their group and what is important to them.

2. **POINT OUT** that teams will have a chance to check in with each other after each of the sessions in the program. **SAY** that members will take turns informally leading the team.

3. **EXPLAIN** that even this early in the program, youth can be thinking about what kind of men they want to be when they are older — and what qualities will be part of who they are.

4. **ASK** youth to take a few minutes to talk with team members about their goals for the future. **REMIND** teams that one member will lead the discussion each time they meet.

5. **DISTRIBUTE** passports to youth. **SAY** that as youth complete activities in this program, their passports will be “stamped” to show they are getting ready to enter manhood.

6. **INVITE** youth to write a short-term and a long-term goal related to manhood. **GIVE** an example of a short-term goal: My goal, by the time I finish this program, is to be able to say clearly what it means to be a responsible adult man. **SUGGEST** a possible long-term goal: By the time I turn 18, my goal is to know how to choose for myself between right and wrong.

7. **SUGGEST** that youth write their goals in their passports. **STAMP** and sign each member’s passport for the session.
Although mentors are not mandatory to implement Passport to Manhood, they are especially important for this opening session, as youth are beginning to form relationships that will support them throughout the program. The mentor’s role is to connect with boys on their team, help them get to know one another, support them in completing the activity and encourage them as they think of an appropriate name for their team. As always, mentors are essential for modeling strong leadership and positive male authority for youth. Boys need this modeling as they take turns in leadership roles in later sessions.

If adult mentors are not available, it also is valuable to enlist older youth as peer mentors, particularly those who participated in Passport to Manhood when they were younger.

If a Club chooses to implement the program with both age groups (ages 8 to 12 and ages 13 to 17) at the same time, youth in the older group can serve as peer mentors for younger members. This peer mentoring can be the Personal Challenge older members take on at the end of each session.
SESSION 1

UNDERSTANDING MANHOOD

IDEAS TO GUIDE SESSION

1. MALE STEREOTYPES
   Boys and young men often form their ideas of manhood and masculinity based on male stereotypes that dominate American culture. A male stereotype is a simplified and distorted idea about how men are “supposed” to be. These ideas are learned at an early age and are influenced by family, peers, education, religion, the media and popular culture.

2. POSITIVE VISION OF MANHOOD
   Challenging these stereotypes needs to happen early in adolescence in order to help boys gain a positive vision of manhood, form a healthy understanding of masculinity, learn positive responses to conflict and authority and develop respectful ways of relating to others.

3. POWER AND CONTROL
   Male stereotypes often are built on ideas of power (through wealth, influence, celebrity status or sexual attractiveness), control, strength and independence — and are reflected in behaviors such as denying emotions, taking unhealthy or unsafe risks, using violence to resolve conflict, resisting authority, being sexual early in life, seeing women as sexual objects and having multiple sexual partners.

4. BEYOND STEREOTYPES
   There are many ways to become a man and live in the adult world. Too much emphasis is put on athletic achievement and “winning,” when there are so many other talents and skills that demonstrate a young man’s worth. As participants make the journey to manhood, it is important that they not get derailed by male stereotypes that try to define who they are and limit who they can become. It is also important for youth to move beyond stereotypes if they are to discover their authentic selves and purpose in life.

OBJECTIVES

- Recognize idealized male stereotypes in the popular culture.
- Understand the impact of these images on a young man’s idea of masculinity.

KEY MESSAGES

- Celebrities and idealized images of manhood influence young men’s ideas about masculinity.
- Many idealized images of masculinity in our culture involve power, control, and independence.
- It is important for youth not to get derailed by stereotypes that try to limit who they can become.

TERMS

MALE STEREOTYPE

MATERIALS

- Destination “Real” Man (p. 15)
- Flip chart and markers
- Sticky notes
- Kraft paper
- Markers and other art materials
- Pens/pencils
- Passport to Manhood passports

PREPARATION

- Make copies of Destination “Real” Man (one for each participant).
- Cut the Kraft paper into 10-foot lengths (one per team).

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Members discuss the impact of celebrity and “ideal man” stereotypes on young men’s ideas about masculinity. They then work in groups to identify the falsehood inherent in these images. They create a large graffiti or mural that communicates creatively their ideas about what it means to be a “real” man.
**GETTING STARTED**

1. **SAY** that one of the biggest challenges youth face on their journey to manhood is making sense of all the messages they hear about how a man is supposed to be.

2. **ASK** youth to take a few minutes to write down where they have learned about what it means to be a man and what are the messages they have heard about how a man should be. **INVITE** volunteers to share their experiences and observations.

3. **POINT OUT** that there is an image of man in the popular culture — a stereotyped image of masculinity that you will call “ideal” man. **ASK** youth to volunteer examples of celebrities — actors, musicians, athletes, politicians, etc. — who fit this stereotype.

4. **INVITE** participants to identify the characteristics of “ideal” man — such as:
   - is tough
   - is competitive
   - is aggressive
   - does not show feelings
   - never asks for help
   - succeeds at everything
   - does not back down
   - uses strength to intimidate
   - takes charge
   - does not make mistakes
   - takes whatever comes his way
   - does not cry
   - has sex with lots of women
   - is in control
   - is aggressive
   - never asks for help
   - does not back down
   - uses strength to intimidate
   - takes charge
   - does not make mistakes
   - takes whatever comes his way
   - does not cry
   - has sex with lots of women

5. **DRAW** a rough outline of a body on the flip chart. **INVITE** youth to come up all at once, take a post-it note, write a characteristic of an “ideal” man and place it on the outline.

6. **INVITE** volunteers to talk about how this “ideal” man stereotype makes them feel and how it affects their understanding of how they are supposed to look and act.

7. **POINT OUT** to youth that it is important not to get derailed on the journey to manhood by stereotypes that try to define who they are and what they can become. **REMIND** youth of the meaning of a male stereotype.

**HANDS-ON ACTIVITY**

1. **TELL** youth to form small groups of three (these are not the same as “brotherhood” teams).

2. **DISTRIBUTE** copies of Destination “Real” Man to each participant. **EXPLAIN** the activity.
   - Team members look at the qualities of “ideal” man and consider the falsehood in each stereotype. For example, a “real” man knows that he may be strong, but never uses his strength to hurt or intimidate others.
   - Remind youth that qualities considered “weaknesses” for an ideal man are in fact “strengths” for a real man because they are authentic, human and honest.
   - Once they have listed their “real” man qualities on the worksheet, team members work together to create a graffiti or large mural that graphically represents their ideas.
   - Distribute Kraft paper and art materials to group members.
   - Small groups take turns representing their creations to the large group.

3. **LEAD** the group in summarizing key learning points of the session.

**PERSONAL CHALLENGE**

1. **ASK** youth to spend a few minutes journaling about what kind of man they would like to be, and which qualities and characteristics they would like to have as they enter manhood. **INVITE** volunteers to share their thoughts with the large group.

2. **INSTRUCT** youth to gather in their teams. **REMIND** them that team members are to take turns informally leading the discussion.

3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:
   - ★ Write an article for the school paper or the local newspaper about the damage done to boys and men by male stereotypes in the culture.
   - ★ Plan an outing with a parent or mentor to go hiking, climbing or kayaking.
   - ★ Become a “big brother” to a younger Club member, classmate, neighbor or friend.

**NOTE:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMIND** youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — **SLOW DOWN**, **THINK**, **OBSERVE** and **PLAN** — as they face various personal challenges.

5. **STAMP** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- What were the earliest lessons you learned about becoming a man?
- Was there a moment in your life when you knew you had become a man?
- How do you know if you are a man today?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of the time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.

- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.

- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**RELATED BGCA PROGRAM RESOURCES**

- **SMART Moves**

**ENHANCEMENT STRATEGIES**

Invite a small group of business leaders, community representatives and ordinary citizens to form a panel for the introductory session. These men can share with boys their understanding of what it means to be a man, and provide a brief overview of their own journeys to manhood.
SESSION II

SELF-ESTEEM AND IDENTITY

1. EXPLORING “WHO AM I?”
   The most important task of adolescence is the development of positive self-identity. 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. As he grows and matures, a boy learns to abandon these “masks” in favor of his true identity.

2. IMPACT OF STEREOTYPES ON IDENTITY
   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 and how he should behave. It is important for each youth to understand that trying to act a certain way, trying to be someone he is not or covering up aspects of his character or personality are all ways of not being himself.

3. UNIQUE INTERESTS AND STRENGTHS
   An adolescent boy tends to compare himself with others instead of discovering his own identity — his unique interests, passions, and strengths. Discovering his own interests and gifts is an important step for a boy in knowing who he is. If a boy learns that each person has a collection of possibilities and qualities that determine who he is — his uniqueness as a human being — he will begin to explore his own interests and unique qualities.

4. SELF-ESTEEM
   As a boy discovers his own interests and unique abilities, he also 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 boy’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?

OBJECTIVES
- Recognize stereotypical male identities adolescents often adopt.
- Explore elements of one’s own individual identity.
- Become aware of the connection between identity and self-esteem.

KEY MESSAGES
- Trying to act the way a group tells us to act — like “tough guy” or “jock” — hides who we really are.
- Each of us has an individual identity, unique qualities that make us different from everyone else.
- Discovering our identity allows us to be proud of who we are and the things we can do.

TERMS
IDENTITY
SELF-ESTEEM

MATERIALS
- Voyage of Discovery — My Identity! (p. 21)
- Found-Word Poem Sample (p. 22)
- flip chart and markers
- magazines
- scissors
- glue sticks
- paper
- pens/pencils
- Passport to Manhood passports

PREPARATION
- Make copies of Voyage of Discovery: My Identity! (one for each participant).
- Gather a wide variety of different types of magazines so youth will be able to find words and ideas that represent the diversity of the group.

ESTIMATED TIME
30 to 45 minutes

ACTIVITY OVERVIEW
Participants explore common identities adopted by adolescent boys and discuss their impact on an individual’s authenticity and self-esteem. Youth then work individually to create “found-word” poems that reflect their unique personal identities.
GETTING STARTED

1. ASK group members to think about what it means to “just be yourself.” DISCUSS whether it is easy or difficult for teens to just be themselves.

2. POINT OUT that this is one of the challenges they face in the journey to manhood — being themselves in the face of pressure to be like others.

3. ASK youth to identify different groups in their schools (geeks, jocks, punks, loners, posers, players, etc.), why these groups exist and whether teens feel pressured to fit into one of these groups.

4. DISCUSS how belonging to these groups — or not belonging — relates to “just being yourself.”

5. ASK youth to take a few minutes to write about any time they felt they had to hide who they really are or pretend to be different. INVITE volunteers to share with the group how this felt.

6. DEFINE identity. DISTRIBUTE copies of Voyage of Discovery: My Identity! EXPLAIN that each person has an outer identity — things they have in common with others, such as being a BGCA member — and an inner identity — qualities that make them uniquely who they are.

7. DISCUSS how a person’s family and family history influence who they are.

8. DISCUSS how identity relates to self-esteem — being proud of who they are. DEFINE self-esteem:

IDENTITY is who you are, the unique qualities that make you different from everyone else.

SELF-ESTEEM is being proud of who you are, valuing yourself and feeling good about your unique qualities and the things you can do.

9. ASK youth to talk about things they are proud of about themselves. DISCUSS various ways to build self-esteem, such as doing the best you can, being honest, helping others, volunteering, trying new things, standing up for what you believe in and setting and achieving goals.

HANDS-ON ACTIVITY

1. SAY that poetry, drawing, painting, music, dance and other artistic activities are great ways to express identity. EXPLAIN that self-expression helps others get to know us and who we are.

2. SHOW group members the Found-Word Poem Sample. TELL them that they will create individualized “found-word” poems to express their identities. EXPLAIN the activity.
   - Teens work in small groups as they look through magazines to find words and phrases they think express their individual personality — unique qualities that make them who they are.
   - Each teen identifies several words and phrases, cuts them out, arranges them and glues them onto paper to create a “found-word” poem.
   - Participants write their names on the back of their poems and give them to you.

3. SHARE the poems one by one, and see if group members can guess who they represent.

4. LEAD the group in summarizing key learning points of the session.

PERSONAL CHALLENGE

1. ASK participants to spend a few minutes journaling about something they are proud of about themselves. INVITE volunteers to share their thoughts with the large group.

2. INSTRUCT youth to gather in their teams. REMIND them that team members are to take turns informally leading the discussion.

3. ASK team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. SUGGEST the following Personal Challenges:

   • Talk to an older member of your family and listen to the story of her or his life.
   • Create a painting, play, poem, dance or musical piece that expresses who you are.
   • Ride the bus or train to an unfamiliar town.

NOTE: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. REMIND youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. STAMP and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- What are the characteristics, beliefs, interests and values that make up your personal identity?
- When did you begin to see the qualities that make you special, your unique gifts, and the pattern in your life that makes you who you are?
- What are you most proud of about yourself?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

### Related BGCA Program Resources

- **SMART Moves**

#### Enhancement Strategies

Invite a college-age student or Club graduate to speak briefly to the group about the various “masks” and stereotyped identities he has observed among his peers and to share how he learned to look beyond the stereotypes and become an authentic young man.

### Activity II-B: Self-Esteem & Identity

**Voyage of Discovery — My Identity!**

One of the goals of your journey to manhood is to discover your true identity — who you are, the unique qualities that make you different from everyone else on the planet.

You have an *outer* identity, usually something obvious, that you share in common with others, like:

- a boy
- a member of a certain family
- a son of your particular parents
- a student
- a certain race or ethnicity
- a person living in the U.S.
- a Boys & Girls Club member
- an only child or a brother

But you also have an *inner* identity that has to do with qualities that are unique to you — including what you feel, act like, think, and say, and other qualities like these:

- personality (happy, out-going, energetic, hard-working, etc.);
- feelings about yourself (simple, confident, positive, logical, etc.);
- ways you respond to challenges (never give up, etc.);
- how you communicate (talkative, noisy, quiet, etc.);
- how you deal with others in your life (friendly, approachable, distant, loner, etc.);
- your connections to others (have many close friends, have a lot of acquaintances, etc.); and
- your relationships (loyal, a good friend, a supportive brother).
ACTIVITY II-B: SELF-ESTEEM & IDENTITY
FOUND WORD POEM SAMPLE

YOUR JOURNEY TO YOU
find YOUR ROOTS
YOUR PAST IS A WINDOW
as YOU WALK
Into THE PUZZLES OF LIFE
START Learning to Fly
Imagine Adventures
LEAP make the FUTURE
your FRIEND

NOTES
VALUES IN PERSONAL DECISION-MAKING

IDEAS TO GUIDE SESSION

1. MODELING POSITIVE VALUES
   Teens need parents and other important adults in their lives to model positive values. Studies have shown that individuals
   with a strong moral compass are happier, more successful in relationships and more likely to make positive contributions to
   the community than those without positive values.

2. IMPORTANCE OF A MORAL STRUCTURE
   Adolescents and teens often see right behavior and positive values as doing their duty, showing respect to authority figures
   and keeping order. Although youth may rebel at this age (especially against their parents), they still believe in values and the
   moral structure of a family, group or community.

3. DIFFERENT TYPES OF VALUES
   It is helpful for youth to understand that there are different types of values: Society values are those that are accepted by
   everyone living in a society. In the U.S., for example, people value freedom. Group values are those held by members of a
   smaller group, like a church, a club, or a sports team. The group’s values might include friendship, loyalty, or teamwork.
   Personal values are those held by an individual, and that are made by choice. These might include getting good grades,
   being physically fit, or being close to one’s family.

4. BEING GUIDED BY PERSONAL VALUES
   As teens mature, they are influenced less by peers and the media, and they begin to be guided by their own personal values,
   those that are chosen freely result from carefully weighing choices, are positive for them and affect decisions in all areas of
   their lives. In following their own personal values, youth choose for themselves what is right, rather than making decisions
   based on what others think.

5. VALUES AND RESPONSIBILITY
   The journey to manhood involves making responsible choices, especially about things that really matter — like doing well
   in school, staying healthy or pursuing a career. Strong values are what help teens make responsible choices that will move
   them toward the future they want.

OBJECTIVES

• Distinguish personal values from values of the popular culture, parents/family and friends.
• Identify important personal values.
• Practice making values-based decisions.

KEY MESSAGES

- Values guide our actions, helping us decide how to act in a given situation.
- Choosing for ourselves what is most important is part of keeping to our personal values.

TERMS

VALUE

MATERIALS

- Values Olympics Scenarios (p. 29)
- three bells or buzzers (or other unpleasant-sounding noise-maker like bicycle horns)
- simple gold medal, silver and bronze medal (for three teams)
- pens/pencils
- Passport to Manhood passports

PREPARATION

✔ Set up chairs so that three teams can sit in groups facing you in the center.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Youth compete in teams to distinguish between decisions made based on personal values vs. decisions made based on the values of parents/ families, friends and popular culture, and they learn to apply their own personal values in deciding how they would respond to a challenging situation.
GETTING STARTED

1. **ASK** teens to define a value. **CLARIFY** that a value is not a thing, but an idea we have about what is important to us and what is not, and what is wrong and what is right.

A **VALUE** is an idea about what’s important to you and what’s not, what’s wrong and what’s right.

2. **DISCUSS** how values help us decide the best thing to do in a specific situation, using an example: Say you’d like to run for the cross-country team at school and you train on Saturdays, but you’re invited to go somewhere on a Saturday with your best friend’s family. What do you do?

3. **ASK** the group where teens most often learn values (from parents/families, from friends and from culture/media), and **DISCUSS** values youth have learned from these sources.

4. **ASK** youth whether they know how personal values differ from values we learn from parents/families, friends and popular culture, and **DISCUSS** values youth have learned from these sources.

5. **INVITE** youth to spend a few minutes writing about their top three values.

6. **STAMP** and sign each member’s passport for the session.

HANDS-ON ACTIVITY

1. **TELL** youth that they will play a game that will allow them to: a) distinguish between choices based on personal values and choices based on the values of parents/families, friends and popular culture, and b) say how they would apply their own personal values in responding to a challenging situation.

2. **EXPLAIN** the guidelines for the game.
   - Youth will form three teams and sit in groups of chairs facing you in the center.
   - You will read a brief statement from Values Olympics Scenarios, and teams will compete to answer a series of three questions.
   - Give each team a bell or buzzer and explain that team members will use it to signal that they want to answer question #1: What type of value is driving this person’s choice?
   - Possible responses are: 1) parents’ values, 2) friends’ values or 3) popular culture values.
   - The team that rings or buzzes first gets a chance to answer, but team members should talk about possible responses before ringing or buzzing.
   - If the team answers correctly, that team earns one point and gets a chance to answer question #2 (worth two points): What would you do in this situation?
   - If the team answers correctly, it goes on to questions #3 (worth three points): What type of value is driving this person’s choice?
   - If the team answers incorrectly, play moves to the next team.
   - Award a gold medal to the first-place team, a silver medal to the second-place team and a bronze medal to the third-place team.

3. **ASK** teen members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:
   - Find a spot where there are no distractions (such as a place in nature, the library, your room, a church, temple or masjid) and sit quietly for 30 minutes.
   - Take a break from computers, phones and video games for a weekend.
   - Decide to be kind to others for an entire day and observe how it feels.

**NOTE:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMEMBER** that team members are to take turns informally leading the discussion.

5. **STAMP** and sign each member’s passport for the session.

PERSONAL CHALLENGE

1. **ASK** youth to spend a few minutes journaling about their top three values.

2. **INVITE** volunteers to share their values with the large group.

3. **INSTRUCT** youth to gather in their teams. **REMEMBER** them that team members are to take turns informally leading the discussion.

4. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:

   - Find a spot where there are no distractions (such as a place in nature, the library, your room, a church, temple or masjid) and sit quietly for 30 minutes.
   - Take a break from computers, phones and video games for a weekend.
   - Decide to be kind to others for an entire day and observe how it feels.

**NOTE:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMEMBER** that team members are to take turns informally leading the discussion.

5. **STAMP** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- Do you remember the values taught to you by your parents, teachers and other adults?
- When were you aware of forming your own personal values, not those you got from others?
- What are some of your core values now? What matters most to you?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**Related BGCA Program Resources**
- SMART Moves
- Keystone Clubs

**Enhancement Strategies**
Have youth research various values-related events and projects such as “Pay-It-Forward Day” (http://payitforwardday.com) or check out organizations like The Random Acts of Kindness Foundation® (http://www.randomactsofkindness.org/).

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**Activity III-B: Values in Personal Decision-Making**

**Values Olympics Scenarios**
Participants’ responses to Questions 2 and 3 will vary, but a few possibilities are suggested below.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian tells his friend Reggie about a problem he’s having in school. Another friend wants to know what Brian said, and Reggie tells him because his Mom always said it’s important never to have secrets.</td>
<td>Privacy</td>
<td>Parents</td>
<td>Not tell anyone else</td>
</tr>
<tr>
<td>Brian tells his friend Reggie about a problem he’s having in school. Another friend wants to know what Brian said, and Reggie tells him because his Mom always said it’s important never to have secrets.</td>
<td>Loyalty</td>
<td>Pop Culture</td>
<td>Buy a regular pair of jeans</td>
</tr>
<tr>
<td>Brian tells his friend Reggie about a problem he’s having in school. Another friend wants to know what Brian said, and Reggie tells him because his Mom always said it’s important never to have secrets.</td>
<td>Friendship</td>
<td>Alejandro’s friend Sal is into saving the earth, so he asks him to help pick up litter in the park across the street from school. Alejandro decides to help, but he’s mad the whole time because he’s missing the chance to hang out with his other friends.</td>
<td>Maturity</td>
</tr>
<tr>
<td>Brian tells his friend Reggie about a problem he’s having in school. Another friend wants to know what Brian said, and Reggie tells him because his Mom always said it’s important never to have secrets.</td>
<td>Responsibility</td>
<td>Doug is doing poorly in science class and his parents really want him to bring his grades up. Right before the final exam, one of his classmates steals a copy of the exam and offers to give Doug a copy. But he doesn’t want to cheat because if his parents found out they’d be furious.</td>
<td>Doug is doing poorly in science class and his parents really want him to bring his grades up. Right before the final exam, one of his classmates steals a copy of the exam and offers to give Doug a copy. But he doesn’t want to cheat because if his parents found out they’d be furious.</td>
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**Please do not tear out sheets. Make copies for multiple use.**
Activity III-B: Values in Personal Decision-Making
Values Olympics Scenarios
Participants’ responses to Questions 2 and 3 will vary, but a few possibilities are suggested below.

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<th>Q2 What would you do?</th>
<th>Q3 Specific value reflected</th>
</tr>
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<tr>
<td>Alex’s friends come over to his house on a Friday night when his parents are out, and they all decide they want to vandalize a local park across the street. Alex says they shouldn’t do it because the neighbors will tell his parents and he’ll get in trouble.</td>
<td>Parents</td>
<td>Tell friends that it’s wrong</td>
<td>Respect, Leadership, Responsibility</td>
</tr>
<tr>
<td>Greg has a brand new cell phone that his parents just gave him, but he really wants an iPhone. He asks his friend who works at Best Buy if he can steal one for him, because after all, this is America and everybody should have one.</td>
<td>Pop Culture</td>
<td>Not steal; keep the cell you have</td>
<td>Honesty, Gratitude, Practicality, Integrity</td>
</tr>
<tr>
<td>A student in the third-period math class is giving the answers to the exam to all the students in the fifth-period class. Calvin takes the answers because all his friends are doing it.</td>
<td>Friends</td>
<td>Not take the answers</td>
<td>Honesty, Integrity, Fairness, Leadership</td>
</tr>
<tr>
<td>Keung’s parents really want him to go to the same private liberal-arts college they attended, but he wants to go to a specialized music school and play piano professionally. He decides to go along with his parents, though, because getting the best education is so important to them.</td>
<td>Parents</td>
<td>Talk to parents about goals</td>
<td>Honesty, Maturity, Self-Respect, Individuality</td>
</tr>
<tr>
<td>After basketball practice one night, Jeffrey sees a couple of teammates vandalize a teacher’s car. The coach knows Jeffrey saw them and threatens to kick him off the team unless he names the students who did this. Jeffrey remembers his father always telling him there’s nothing worse than a rat.</td>
<td>Parents</td>
<td>Tell the coach</td>
<td>Honesty, Responsibility, Loyalty</td>
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Activity III-B: Values in Personal Decision-Making
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<tr>
<td>Brent is a track star who has been running for several years. He lifts weights but wants to be faster and stronger, and his workouts aren’t producing results fast enough. He knows that a lot of professional athletes use steroids so he decides to try some to boost his endurance so he can train longer.</td>
<td>Pop Culture</td>
<td>Not take steroids</td>
<td>Honesty, Fairness, Self-care, Integrity, Sportsmanship</td>
</tr>
<tr>
<td>No one sees Justin find a $20 bill on the locker room floor. He thinks about what to do with it, then remembers that his friend Peter had kept the money he found in class a few weeks ago — so he decides to keep it.</td>
<td>Friends</td>
<td>Turn the money into Lost and Found</td>
<td>Honesty, Fairness, Integrity</td>
</tr>
<tr>
<td>Samuel has waited for weeks to go to a big party, but he finds out it’s the same night as an important religious celebration in his family. He decides to lie to his parents and say he has to work so his friends won’t make fun of him.</td>
<td>Friends</td>
<td>Not go to the party this time</td>
<td>Honesty, Faith, Family, Respect for tradition</td>
</tr>
</tbody>
</table>
SESSION IV

ACADEMIC SUCCESS

IDEAS TO GUIDE SESSION

1. MORE OPTIONS FOR THE FUTURE

Some of the concrete things youth value and want for the future — like having a nice place to live, a car to drive, enough money to go places and do things — are possible if they have a good job and make enough money to have what they want. Having a good education, including a college degree, gives teens more options for jobs in the future. Not only will they have the skills and knowledge to work in the career they choose, but also employers will be more willing to hire them if they have a good education.

2. EARNING POWER

How much a person earns as an adult often is tied to how much education they have — over a lifetime, a college graduate earns $1 million more than a high school graduate.1

3. OTHER BENEFITS OF EDUCATION

Education relates to some of the other things youth value — things like making a difference in the world, taking on leadership roles, and being knowledgeable. Teens can learn important skills in school that help them live their day-to-day lives more effectively. Education also helps them know how to live and work with others who are different from them, and how to make an important contribution to the world.

4. GETTING TO THE LIFE TEENS ENVISION

Education is a series of stepping-stones that can help teens move from where they are now to the life they want in the future:
• doing well in school;
• earning good grades;
• maintaining a high grade-point average;
• graduating from high school;
• attending college, graduate, or professional school;
• working in a professional field or career;
• earning a good salary and benefits; and
• being able to live where you want and how you want.

5. SELF-DISCIPLINE

Sometimes youth think of discipline as something bad — being disciplined at home for bad behavior or forcing themselves to do something they do not want to do. But discipline means doing important things because they are important. Youths can get where they want to go by staying with and doing what they need to do to accomplish their desired goals.

OBJECTIVES

• Understand the importance of doing well academically.
• Explore the ways education shapes one’s future.
• Set a goal to take more responsibility for study habits, test preparation and class participation.

KEY MESSAGES

Education is important for helping youth create the future they want.
Developing positive habits will have a positive influence on grades and academic success.
Youth can move toward academic success by adopting positive habits now.

TERMS

SELF-DISCIPLINE

MATERIALS

• Steps to Academic Success (p. 37)
• Academic Success Ticket (p. 38)
• Grand Central Station #1, Pennsylvania Station #2, Union Station #3, King Street Station #4, Cincinnati Union Station #5, Reading Station #6, Kansas City Union Station #7, Los Angeles Union Station #8, Terminal Station #9, and Mount Royal Station #10 (pp. 39-48)
• Steps to Academic Success Questions and Scoring Key (p. 49)
• flip chart and markers
• masking tape
• pens/pencils
• Passport to Manhood passports

PREPARATION

✓ Make copies of Steps to Academic Success and Academic Success Ticket (one for each participant).
✓ Write Grand Central Station #1 at the top of a flip-chart page, and continue with nine additional individual pages, labeling them Pennsylvania Station #2, Union Station #3, King Street Station #4, Cincinnati Union Station #5, Reading Station #6, Kansas City Union Station #7, Los Angeles Union Station #8, Terminal Station #9, and Mount Royal Station #10.
✓ Print one copy each of Grand Central Station #1, etc. (enlarging them if possible). Tape each copy to its matching flip-chart page and then post the completed flip-chart pages around the room.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Members move around the room to 10 different stations where they make choices about study habits, class participation and other components of academic success — keeping track of their responses on an Academic Success Ticket. At the end, the facilitator reviews the choices with the group, and participants add up their scores (miles earned) on their tickets.


GETTING STARTED

1. **ASK** group members to recall the earlier conversation about values. **REMIND** them that they explored the values teens get from parents/families, from friends and from popular culture.

2. **REMIND** youth that a positive value we get from our parents and society is education — our parents tell us we need an education and the law says we have to go to school. **POINT OUT** that, at the same time, we get messages from popular culture that say it is “uncool” for boys to be smart and do well in school.

3. **REMIND** participants that part of becoming a responsible adult means deciding for themselves what is important, what is right and what is valuable. **POINT OUT** that, at a certain point, education will become one of their personal values something they see as important.

4. **INVITE** volunteers to discuss their feelings about education, some of their top academic achievements, and the challenges they face academically.

5. **DISCUSS** the benefits of getting a good education, and how it is a stepping stone to the future many teens envision for themselves.

6. **TELL** youth that making the most of their education now — doing their best in school, earning good grades, maintaining a high grade point average — means having self-discipline. **DEFINE** self-discipline for the group:

   **SELF-DISCIPLINE** is thinking about your words and actions, and then making choices that are right for you and others.

7. **REMIND** participants that self-discipline is similar to responsibility because it means knowing what is the right thing to do and being grown-up enough to do what needs to be done.

**HANDS-ON ACTIVITY**

1. **ASK** participants to form into pairs. **DISTRIBUTE** copies of Steps to Academic Success and briefly **REVIEW** with participants.

2. **GIVE** each youth a copy of Academic Success Ticket. **EXPLAIN** the guidelines for the activity.
   - Each participant moves from one “station” to the next, reads the brief scenario, and decides on the best option.
   - Individual participants keep track of their choices on the Academic Success Ticket.
   - When all participants have moved through the 10 stations, they gather as a group.

3. **REVIEW** responses and tell youth how many points (“miles”) they have earned for their travel.

4. **READ** the “What you can’t predict” feature that accompanies certain questions, asking youth to deduct points due to an unexpected life circumstance. **DISCUSS** the importance of setting priorities and the fact that youth cannot always predict what may interfere with their plans.

5. **REMIND** youth to tally their scores. **SAY** that those with 500 to 650 points (“miles”) have reached the platinum frequent-flyer level, those with 675 to 825 points (“miles”) have reached the silver medallion level and those with 850 to 1000 points (“miles”) have reached the gold level.

6. **LEAD** the group in summarizing key learning points of the session.

**PERSONAL CHALLENGE**

1. **ASK** youth to spend a few minutes journaling about their top three goals related to academic success — such as improving one letter grade in a difficult subject, achieving a certain score on a standardized test such as the SAT or ACT, or earning an “A” on a mid-term exam. **INVITE** volunteers to share their goals with the large group.

2. **INSTRUCT** youth to gather in their teams. **REMIND** them that team members are to take turns informally leading the discussion.

3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:

   ✱ Create a team study group, mentoring and helping each other improve in certain areas.

   ✱ Decide to work toward earning an “A” on an upcoming test or exam.

   ✱ Focus for a week on an academic area you have avoided that is particularly challenging.

**NOTE:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMIND** youth to keep in mind the **S.T.O.P.** technique they learned in the introductory activity — **SLOW DOWN, THINK, OBSERVE** and **PLAN** — as they face various personal challenges.

5. **STAMP** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- What kind of student were you when you were younger?
- What were your struggles in school and where did you seek help?
- When did you begin to see that school mattered and could make a difference in your future?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**ENHANCEMENT STRATEGIES**

To help youth envision education as a stepping-stone to their future, arrange to take the group to visit a local community college or another higher-education institution.

**RELATED BGCA PROGRAM RESOURCES**

- BE GREAT: Graduate
- Diplomas to Degrees (d2D)
- Power Hour: Making Minutes Count
- Project Learn

**ACTIVITY IV-B: ACADEMIC SUCCESS**

**STEPS TO ACADEMIC SUCCESS**

1. If you **make schoolwork a top priority** in your life, you’ll be more likely to learn more and earn good grades in school.

2. **Participate in class** — ask questions, actively listen, take notes and join in. If you do, your time in class will be easier and more interesting.

3. **Study smarter** — reserve a place for study, make a schedule, avoid distractions, divide work into manageable tasks, stay focused, take breaks and check your work.

4. **Know strengths and weaknesses** — be aware of which subject areas are most challenging for you and focus on improving them.

5. **Ask for help when you need it** — from parents, teachers or tutors — for subjects and topics you don’t understand.

6. **Keep up with schoolwork** — write down all assignments, make a to-do list and keep a daily schedule.

7. You’ll do better if you **prepare for quizzes and tests** by taking notes, reviewing regularly, asking questions, highlighting and outlining textbook chapters.

8. **Study with a buddy.** Partner with a classmate, mentor, coach, tutor or friend to make study more fun and productive.

9. Plan ahead and **manage your time.** Do your most important work first, and make sure you have plenty of time for a big paper or test.

10. **Doing well in school means exercising self-discipline** — making choices for knowledge and long-term personal improvement rather than for immediate gain or convenience.
### ACTIVITY IV-B: ACADEMIC SUCCESS

**ACADEMIC SUCCESS TICKET**

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#### GRAND CENTRAL STATION #1

You have a big test tomorrow that you studied for last week. You feel ready, and your friends want you to go to the movies with them. What do you do?

1. Have confidence that you’re ready and take a break from schoolwork to go to the movies with your friends.

2. Spend an hour reviewing for the test, then go out with your friends.

3. You’ve been at school all day, so you take a break to go to the movies and decide to get up early tomorrow to review.
**ACTIVITY IV-B: ACADEMIC SUCCESS**

**PENNSYLVANIA STATION #2**

You’re shy and don’t like to talk in class. What do you do?

1. Decide to prepare enough for each class so you’ll have the confidence to raise your hand at least once and ask a question or make a comment.

2. Work extra hard to do well on tests and decide not to worry about talking in class.

3. Talk to the teacher and tell her you’re shy and don’t want to talk.

**ACTIVITY IV-B: ACADEMIC SUCCESS**

**UNION STATION #3**

You have a big paper to write and need to focus. What do you do?

1. Invite a group of friends over to study so you won’t be bored.

2. Go to the library or find a quiet place at home, free from distractions.

3. Try to get it done during study periods at school.
**ACTIVITY IV-B: ACADEMIC SUCCESS**

**KING STREET STATION #4**

You’ve always known you’re not that good at math. What do you do?

1. Go to summer school and take an extra class on the subject.
2. See if you can get help from a friend who’s good at math.
3. Talk to your teacher about getting a tutor to help you each week.

**CINCINNATI UNION STATION #5**

You’re having trouble in your biology class, and the final exam is only a week away. What do you do?

1. Check out some biology books from the library and try to skim them.
2. Study extra hard.
3. Go to the teacher with specific questions you have.
**ACTIVITY IV-B: ACADEMIC SUCCESS**

**READING STATION #6**

You have so much studying to do this weekend you don’t know how you’ll ever get it all done or even where to start. What do you do?

1. Just do a little bit Friday, Saturday, and Sunday and you’ll get it all finished.

2. Write everything down, make a to-do list, and decide when you’re going to do what.

3. Ask one of your teachers if you can turn something in later.

**ACTIVITY IV-B: ACADEMIC SUCCESS**

**KANSAS CITY UNION STATION #7**

There’s a huge U.S. history test coming up and you need to prepare. What do you do?

1. Review your class notes only.

2. Watch a TV program on the subject showing on the History Channel.

3. Reread the chapters, highlighting key ideas, review your notes and search out answers to questions you have.
**ACTIVITY IV-B: ACADEMIC SUCCESS**

**LOS ANGELES UNION STATION #8**

You have to study this weekend and know you’ll have trouble making yourself focus. What do you do?

1. Go to your girlfriend’s house to study.
2. Invite a group of friends over so it’ll be more fun for everyone.
3. Invite a friend who is a good student to study with you.

**ACTIVITY IV-B: ACADEMIC SUCCESS**

**TERMINAL STATION #9**

You have a big paper due next Tuesday and two quizzes that same day. Today is Wednesday, so what do you do?

1. Decide to get the paper done by Friday so you can study over the weekend.
2. Decide to write the paper over the weekend and study Monday night for the quizzes.
3. Ask whether you can have more time on the paper.
ACTIVITY IV-B: ACADEMIC SUCCESS
MOUNT ROYAL STATION #10

You’re getting Bs in all your classes and your parents think you could get all As if you put in more time, but you’re really too tired when you come home after basketball practice to do any studying. What do you do?

1. Do a little more studying to keep your parents happy.
2. Realize that your parents’ expectations aren’t the same as your expectations.
3. Make a schedule for weekdays and weekends, and find some time when you can study a few hours each day.

ACTIVITY IV-B: ACADEMIC SUCCESS
STEPS TO ACADEMIC SUCCESS QUESTIONS AND SCORING KEY

1. You have a big test tomorrow that you studied for last week. You feel ready and your friends want you to go to the movies with them. What do you do?
   a. Have confidence that you’re ready and take a break from schoolwork to go to the movies with your friends. (50)
   b. Spend an hour reviewing for the test, then go out with your friends. (100)
   c. You’ve been at school all day, so you take a break to go to the movies and decide to get up early tomorrow to review. (75)

   **What you can’t predict:** When you get up the morning of the test, you have a cold and feel really tired and fuzzy-headed — but you have to go to school and take the exam anyway. You wish you’d studied a bit extra last night so you’d be clearer about the material. **Deduct 25 points.**

2. You’re shy and don’t like to talk in class. What do you do?
   a. Decide to prepare enough for each class so you’ll have the confidence to raise your hand at least once and ask a question or make a comment. (100)
   b. Work extra hard to do well on tests and not worry about talking in class. (75)
   c. Talk to the teacher and tell her you’re really shy and don’t want to talk. (50)

3. You have a big paper to write and need to focus. What do you do?
   a. Invite a group of friends over to study so you won’t be bored. (50)
   b. Go to the library or find a quiet place at home, free from distractions. (100)
   c. Try to get it done during study periods at school. (75)

4. You’ve always known you’re not that good at math. What do you do?
   a. Go to summer school and take an extra class on the subject. (75)
   b. See if you can get help from a friend who’s good at math. (50)
   c. Talk to your teacher about getting a tutor to help you each week. (100)
ACTIVITY IV-B: ACADEMIC SUCCESS
STEPS TO ACADEMIC SUCCESS QUESTIONS AND SCORING KEY

5. You’re having trouble in your biology class, and the final exam is only a week away. What do you do?
   a. Check out some biology books from the library and try to skim them. (75)
   b. Study extra hard. (50)
   c. Go to the teacher with specific questions you have. (100)

   What you can’t predict: As you read through the topics the teacher has said will be on the test, you realize that several of them don’t appear in your textbook or your notes. It’s 10 p.m. the night before the exam, you don’t have a computer at home and the library has already closed. The test is at 8 a.m., so there’s no time to study these topics before Deduct 25 points.

6. You have so much studying to do this weekend you don’t know how you’ll ever get it all done or even where to start. What do you do?
   a. Just do a little bit Friday, Saturday and Sunday, and you’ll get it all done. (75)
   b. Write everything down, make a to-do list and decide when you’re going to do what. (100)
   c. Ask one of your teachers if you can turn something in later. (50)

   What you can’t predict: The coach calls an extra practice for this weekend that will take all day Saturday and, at the last minute, your parents decide to go visit relatives Sunday and insist you go along with them. Deduct 25 points.

7. There’s a huge U.S. history test coming up and you need to prepare. What do you do?
   a. Review your class notes only. (75)
   b. Watch a TV program on the subject showing on the History Channel. (50)
   c. Reread the chapters, highlighting key ideas, review your notes and search out answers to questions you have. (100)

   What you can’t predict: You’ve got the paper written by the end of the weekend, but your computer crashes and you aren’t able to print it out in time for class. Deduct 25 points.

ACTIVITY IV-B: ACADEMIC SUCCESS
STEPS TO ACADEMIC SUCCESS QUESTIONS AND SCORING KEY

8. You have to study this weekend and know you’ll have trouble making yourself focus. What do you do?
   a. Go to your girlfriend’s house to study. (50)
   b. Invite a group of friends over so it’ll be more fun for everyone. (75)
   c. Invite a friend who is a good student to study with you. (100)

9. You have a big paper due next Tuesday and two quizzes that same day. Today is Wednesday, so what do you do?
   a. Decide to get the paper done by Friday, so you can study over the weekend. (100)
   b. Decide to write the paper over the weekend and study Monday night for the quizzes. (75)
   c. Ask if you can have more time on the paper. (50)

   What you can’t predict: You’ve got the paper written by the end of the weekend, but your computer crashes and you aren’t able to print it out in time for class. Deduct 25 points.

10. You’re getting Bs in all your classes and your parents think you could get all As if you put in more time, but you’re really too tired when you come home after basketball practice to do any studying. What do you do?
    a. Do a little more studying to keep your parents happy. (75)
    b. Realize that your parents’ expectations aren’t the same as your expectations. (50)
    c. Make a schedule for weekdays and weekends, and find some time when you can study a few hours each day. (100)
1. **TAKING RESPONSIBILITY**

Adolescence is a time when youth want independence but still need guidance for making positive choices. Teens may know all the facts about nutrition, fitness, alcohol, tobacco, hygiene, and overall well-being, but they may not always choose what is best for them. Adolescent boys need to see that learning to become a mature adult involves understanding their responsibility to care for themselves.

2. **ENERGY BALANCE**

Just as teens take in energy through foods and beverages, they burn off energy through physical activity — walking, running, playing sports, climbing stairs, even from breathing, thinking, resting, and sleeping. In order to stay healthy, teens must balance “energy in” with “energy out.” They need to take in enough calories to do all the things they want to do and to keep growing (energy in) and they need to balance that with the right amount of activity (energy out).

3. **HEALTHY HABITS**

Habits for keeping the body healthy include: maintaining a nutritious diet, getting at least 60 minutes of physical activity daily, balancing energy taken in with energy burned, staying in a healthy weight range and getting enough sleep. Habits that are not good for the body include eating too many foods with a lot added sugar, sodium or fat, not eating the right amount and type of food for age, gender and physical activity, following fad diets, having too much “screen time” vs. physical activity, using tobacco or alcohol and not getting enough sleep.

4. **HEALTH PROBLEMS LATER IN LIFE**

Maintaining a healthy body as a young person is extremely important because some diseases that occur later in life are directly linked to behaviors that begin in childhood. Being overweight or obese in youth can lead to heart disease or diabetes, too much exposure to the sun can cause skin cancer, a lack of calcium can cause a weakening of the bones and osteoporosis, not getting enough iron in the blood can cause anemia, and smoking can cause cancer, gum disease or emphysema.

5. **PERSONAL GROOMING/HYGIENE**

Men pay attention to hygiene and grooming because it makes them look and feel their best — and it gives them a sense of confidence. While it is not necessarily right to judge people by their appearance — teachers, employers and other adults often assess young people based on how they appear. For this reason, personal grooming and hygiene can influence a young person or a man’s success. Important personal grooming/hygiene habits teens, in particular need to focus on are bathing/showering regularly, washing their hands, brushing their teeth, taking care of their skin, keeping their hair clean and neat, shaving (if necessary), wearing deodorant or antiperspirant, and wearing clean clothes.

### OBJECTIVES

- Recognize the importance of self-care.
- Practice making positive choices related to personal wellness and self-care.
- Set goals related to health and wellness.

### KEY MESSAGES

- It is important to balance energy in (foods eaten) with energy out (calories burned through physical activity) in order to maintain a healthy weight.
- Taking care of the body now reduces the risk of having health problems later on in life.
- Personal hygiene/grooming is important; it builds confidence by helping youth look and feel their best.
- Youth need to decide for themselves why it is important to take care of their bodies.

### TERMS

- **ENERGY BALANCE**
- **PERSONAL HYGIENE/GROOMING**

### MATERIALS

- Pre-departure Check-up: Healthy Lifestyles Quiz (p. 57)
- masking tape
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

### PREPARATION

- Create a start line for the activity on the floor using masking tape.
- Prepare two flip charts with grids: three columns across the top for the three teams (leave room for team names) and 12 rows down for the quiz questions. The first flip chart will have rows labeled (on the left) 1 to 12 and the second flip chart will have rows labeled (on the left) 13 to 24. Make sure there is enough room in the grid for team members to record their responses.

### ESTIMATED TIME

30 to 45 minutes

### ACTIVITY OVERVIEW

Youth compete in teams to take a Healthy Lifestyles Quiz, giving them a chance to see how well they are making positive choices related to their health and well-being. They then discuss their choices, focusing on areas they would like to improve and identifying reasons for making more positive choices.
GETTING STARTED

1. **ASK** youth to discuss some reasons it is important to take care of their bodies. **PROMPT** them to recognize that eating well means they will be more alert and able to do better in school; staying fit means they will have the energy and endurance for sports and other activities; and taking care of their personal grooming and hygiene means they will look and feel their best.

2. **REVIEW** briefly some of the health problems that can occur later in life — that start in childhood. **DISCUSS** how the choices teens make now about their health make a difference in the future.

3. **ASK** youth what they remember about healthy lifestyles from other programs. **PROMPT** them to recall the basics of nutrition and fitness. **REMEMBER** them about the importance of energy balance.

4. **REMEMBER** participants that activity is important for energy balance and that all kids should move around for 60 minutes every day — walking, running, bike riding, swimming, playing sports, etc.

5. **DISCUSS** habits that are good for keeping the body healthy — and habits that are not good for the body. **GIVE** youth a chance to talk about any obstacles to choosing healthy habits.

6. **DISCUSS** what youth think about personal hygiene/grooming and why it is important.

7. **POINT OUT** that this is one of the challenges of becoming a man — teens do not really think that much about their health, but adults understand that it is their job to take care of themselves.

8. **ASK** youth to spend a few minutes writing in their journals: a) first, to rate on a scale of 1 to 10 how important their health is to them now; b) what the obstacles are to choosing a healthy lifestyle; and c) what it would take for them to move their rating a bit higher right now.

9. **REMEMBER** youth that, as they move toward manhood, they are responsible for making decisions around their own health. **POINT OUT** that each person has to decide for himself why it is important to make positive choices related to self-care.

**NOTE:** Because most boys and young men do not make regular visits to a doctor, it is important to emphasize to participants the importance of getting routine medical check-ups.

**HANDS-ON ACTIVITY**

1. **TELL** group members that they are going to play a competitive game to see how well they are doing in making positive choices related to their health. **EXPLAIN** the guidelines for the activity:
   - Youth form three small teams (with three to four players in each).
   - Each team chooses its own name and writes it on the prepared flip-chart pages.
   - Each team forms a line behind the masking-tape line.
   - Give the first player in each line a marker.
   - You read questions, one by one, from Pre-Drop Off Care-Up: Healthy Lifestyles Quiz.
   - The first player on each of the three teams quickly runs to the flip chart and writes a response — either A, B or C — depending on the answer he chooses.
   - Play continues until you have read all the questions.
   - Team members tally their A, B and C responses, and you tell what the scores mean.
   - Group members talk about areas in which they would like to improve their choices, discussing any obstacles they see and why they want to make self-care a priority.

2. **LEAD** the group in summarizing key learning points of the session.

**PERSONAL CHALLENGE**

1. **ASK** youth to spend a few minutes journaling about a goal related to healthy lifestyles that they are willing to start working toward. **INVITE** volunteers to share their goal with the large group.

2. **INSTRUCT** youth to gather in their teams. **REMEMBER** them that team members are to take turns informally leading the discussion.

3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:
   - **✱** Plan and train to run a race, marathon, or designated distance.
   - **✱** Fast from junk food for one week, or give up chocolate, sodas or something you enjoy.
   - **✱** Try a solo sport, such as swimming, running or skateboarding.

   **NOTE:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMEMBER** youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — **SLOW DOWN**, **THINK**, **OBSERVE** and **PLAN** — as they face various personal challenges.

5. **STAMP** and sign each member’s passport for the session.
ENGAGING MENTORS

By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- How did you learn about nutrition and fitness when you were growing up? What about grooming and personal hygiene?
- At what point did you realize the importance of self-care — that you were responsible for taking care of yourself in order to stay healthy?
- What motivates you today to stay healthy?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

✱ Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.

✱ Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.

✱ Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

RELATED BGCA PROGRAM RESOURCES

- Triple Play Healthy Habits
- SMART Moves
- Triple Play: A Game Plan for the Mind, Body and Soul
- RBI: Reviving Baseball in Inner Cities

ENHANCEMENT STRATEGIES

Invite a health teacher from the local high school to come speak to the boys about personal hygiene/grooming and to answer any questions they may have. Ask a nurse or dietician to talk about the importance of nutrition and fitness, or invite a personal trainer to teach teens basic 30-minute workouts they can do on their own.

ACTIVITY V-B: HEALTHY LIFESTYLES

PRE-DEPARTURE CHECK-UP: HEALTHY LIFESTYLES QUIZ

NUTRITION

1. Your diet consists of:
   - a) Balanced meals with lots of fruits and veggies
   - b) Foods from some of the food groups, but generally healthy
   - c) Whatever’s around and quick

2. Do you have breakfast every morning?
   - a) You have a nice healthy breakfast
   - b) You do manage a quick breakfast most of the time
   - c) No time for it

3. What kind of foods do you usually have?
   - a) You usually have healthy foods like veggies, lean meats and low-fat milk
   - b) You try to eat healthy foods but can’t always do it
   - c) You love junk food like burgers and fries

4. How many meals do you have in a day?
   - a) You have five meals a day, breakfast being the most important
   - b) You have three meals in a day, dinner being the most important
   - c) You eat whenever you can

5. How often do you eat fast food in a week?
   - a) You try to find alternatives to fast food
   - b) About three to four times
   - c) About seven to eight times
ACTIVITY V-B: HEALTHY LIFESTYLES
PRE-DEPARTURE CHECK-UP: HEALTHY LIFESTYLES QUIZ

6. Do you include fruits in your daily diet?
   ❍ a) You eat fruit pretty much every day
   ❍ b) Not daily, but you make it a point to have fruits several times a week
   ❍ c) You drink as many fruit smoothies as possible

7. Along with a meal, what do you usually have as liquid?
   ❍ a) Low-fat or non-fat milk
   ❍ b) Water or 100-percent fruit juice
   ❍ c) Diet or regular soda

FITNESS

8. It’s good to exercise because:
   ❍ a) It helps you to stay healthy
   ❍ b) It helps you lose weight
   ❍ c) It’s something to do

9. You stay active by:
   ❍ a) Working out at least 60 minutes a day
   ❍ b) Playing sports once or twice a week
   ❍ c) Walking places during the day

10. You believe that:
    ❍ a) It’s important to keep moving — at least 60 minute of physical activity a day
    ❍ b) Staying as active as you can, even if it’s just a little, is helpful
    ❍ c) You need to already be in good shape to benefit from regular exercise

ACTIVITY V-B: HEALTHY LIFESTYLES
PRE-DEPARTURE CHECK-UP: HEALTHY LIFESTYLES QUIZ

HYGIENE

11. You wash your hands:
    ❍ a) Multiple times a day
    ❍ b) Every time you go to the bathroom
    ❍ c) Once in a while

12. How many times a day do you brush your teeth?
    ❍ a) Three times
    ❍ b) Twice
    ❍ c) Once

13. You wash your hair:
    ❍ a) Every day
    ❍ b) Every other day
    ❍ c) When it needs it

14. You come home from a long, hot day, but all you want to do is go to bed. You:
    ❍ a) Take a shower first
    ❍ b) Skip the shower but wash your face
    ❍ c) Crash immediately

15. When you put on the shirt you’re wearing today, it was:
    ❍ a) Wrinkle-free because you ironed it
    ❍ b) Straight out of the dryer
    ❍ c) A little smelly, and now it’s even smellier

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.
**ACTIVITY V-B: HEALTHY LIFESTYLES**
**PRE-DEPARTURE CHECK-UP: HEALTHY LIFESTYLES QUIZ**

16. How do you feel if you happen to skip a bath for a day?
   - a) You don’t know the feeling because you’ve never skipped a bath
   - b) A little yucky, but as a makeshift situation, it’s okay
   - c) It doesn’t bother you

17. Would you ever use a friend’s razor to shave if you didn’t have one and you needed it?
   - a) No, the emergency can never be too big for you to borrow your friend’s personal toiletries
   - b) Only if you were really desperate
   - c) Yes, if you wash it thoroughly, it doesn’t matter

**OVERALL WELL-BEING**

18. On average, how many hours of sleep do you get each night?
   - a) Eight hours or more
   - b) Seven hours
   - c) Six hours or less

19. Do you blow up easily?
   - a) You get mad but can handle your feelings pretty well
   - b) You only get mad once in a while
   - c) You have a short temper and can’t help it when you get mad

20. When was the last time you felt relaxed?
   - a) Today
   - b) Last week
   - c) You can’t remember

21. How much work do you think you have to do?
   - a) You budget your time, so it’s manageable
   - b) You’ve got a lot to do, but it’ll get done somehow
   - c) It’s over the top and you’re overwhelmed

22. Do you spend quality time with your family?
   - a) You devote a lot of time to your family
   - b) You manage an hour every evening
   - c) Rarely

23. You believe that:
   - a) Smoking is a very unhealthy habit
   - b) You have to smoke a lot of cigarettes to become addicted
   - c) Smoking isn’t that bad for you

24. In your opinion:
   a) It’s best to wait until you’re an adult to drink
   b) It takes a lot of alcohol to get really drunk
   c) Everyone drinks — how much can it hurt?

**SCORING**

If your group had 16 or more “A” responses, most of you are doing a pretty good job of making positive choices related to nutrition, fitness, hygiene and overall well-being.

If your team had 12 or more “A” responses, you are making positive choices about half of the time.

A score with fewer than 12 “A” responses suggests that your group members are not taking responsibility for their own health and well-being.
SESSION VI

RESOURCES TO AUTHORITY

IDEAS TO GUIDE SESSION

1. BENEFITS OF AUTHORITY
   - Youth need to accept the fact that authorities often are leaders who are necessary because they teach something important — like a teacher assigning homework to students. Authority figures provide structure in our homes, schools or communities so things can run smoothly — like when the principal asks students to be quiet in the halls during class.

2. QUESTIONING AUTHORITY
   - One of the hallmarks of adolescence is a young person’s need to question moral authority. Adolescence is the developmental stage when a young person begins to form his own moral and ethical stance, and the process often includes testing and rebelling against authority figures as a way of establishing a sense of self. While it is important to recognize the need to challenge authority as a way of forming values and character, young men also need to understand that certain behaviors can result in harmful consequences. An essential lesson in an adolescent boy’s growth is learning to assume responsibility for his actions, while respecting others and honoring those who act appropriately in roles of authority.

3. SPEAKING OUT
   - Youth also need to be able to discern when authority and power are being used inappropriately. They must learn strategies for thinking critically, forming opinions and speaking out in a mature and level-headed way. In the case of confronting unreasonableness, youth can learn to speak out in a way that shows respect for the other party, clarity about their purpose and the power to choose a positive attitude or a negative one. Teens’ attitudes are their future — choosing to respond to authority or ideas to guide session
   - Power to choose a positive attitude or a negative one. Teens’ attitudes are their future — choosing to respond to authority appropriately can profoundly change their lives, today and in the future.

4. PERSONAL POWER
   - Authority is one kind of power — granted by someone or something outside of us. There is also another kind of power — personal power — and this is what allows us to act. No one can take this power away from us. Personal power is not about controlling others or having “power over” someone else. It is about self-control — making thoughtful decisions about the most appropriate and best way to respond in a given situation. People who have these qualities have no need to shout or use violence — because they have true personal power that allows them to make positive change in the world. As teens mature and become adults, their personal power develops and it becomes grounded in inner strength, confidence and commitment to non-violent, disciplined actions.

5. ATTITUDES
   - Teens need to understand that attitude is the one area of their lives they have complete and total control over. External events can affect what they do, where they live and how they live. Authority figures influence them to accept certain routines or ideas. But attitude is different, because no one can make them accept an attitude they do not want. Everyone has the power to choose a positive attitude or a negative one. Teens’ attitudes are their future — choosing to respond to authority appropriately can profoundly change their lives, today and in the future.

SESSION VI-B

OBJECTIVES

- Define the meaning of authority.
- Understand the distinction between authority and power.
- Identify examples of negative authority.
- Develop strategies for responding to authority.
- Understand the role of personal power in challenging authority.

KEY MESSAGES

- Power is the ability to do something; authority is the right to use that power to influence others.
- Authority figures are often leaders who teach us something important or provide structure we need for things to run smoothly.
- People in authority have responsibility for something important, so they should be respected.

TERMS

POWER

AUTHORITY

MATERIALS

- Bridging the Gap — Authority Scenarios (Team A) (p. 67)
- Bridging the Gap — Authority Scenarios (Team B) (p. 68)
- Bridging the Gap Cards (p. 69)
- heavy card stock (8½” x 11”)
- masking tape
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

PREPARATION

- Make copies of Bridging the Gap — Authority Scenarios (Team A) for each participant on Team A and make copies of Bridging the Gap — Authority Scenarios (Team B) for each participant on Team B.
- Copy Bridging the Gap Cards onto heavy card stock and cut apart (five cards per participant).
- Using masking tape, create a line down the center of the room.
- Prepare a flip-chart page with the following bullet points:
  - Listen carefully and pay attention.
  - Stand up straight.
  - Look the person in the eye.
  - Ask questions, if necessary, to understand what the person is saying.
  - Before you respond, remember to slow down and take a breath to think about what to say.
  - Use a calm tone of voice.
  - Show respect through your language and gestures.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Participants discuss the meaning of authority and power. They then do a small-group activity in which they stand in pairs opposite one another on either side of a line on the floor, with line representing a divide or gap between them. One member of the pair role-plays a brief scenario related to authority, and the other member of the pair uses basic strategies for responding. The teen in the role of authority evaluates how well his partner responded, determining whether he “bridged” the gap between the two of them. After a few scenarios, players switch places.
GETTING STARTED

1. **ASK** participants what they think the word **power** means. **DISCUSS** this definition.

2. **POINT OUT** that there are two types of power: the first is power granted or given by someone or something outside of us. **SAY** that this power is called **authority**. **REVIEW** the definition:

   AUTHORITY is the right to use power to influence or control someone else’s behavior.

3. **DISCUSS** the types of people who have authority in our culture (parents, teachers, police, etc.) and the positive things these authority figures provide.

4. **ASK** whether they have ever had an experience of someone using their authority in a negative way. **DISCUSS** examples of people using authority negatively (such as Adolf Hitler or Ila Amin).

5. **ASK** youth to talk about what happens when an authority figure tells them to do something. **E x p l a i n** that players on one side of the line take turns, first role-playing authority figures and then role-playing boys responding to authority.

6. **S A Y** that the line represents a divide or a gap between the authority figure and the boy, and the goal of the boy responding is to bridge the gap between them rather than widen the divide.

7. **TELL** teens that there is another kind of power that does not come from outside. **S A Y** that this is personal power, the power within oneself. **D I S C U S S** how personal power allows people to have a positive impact and talk about examples of people who have used their personal power — often challenging authority — to make change (such as Martin Luther King, Jr. or Rosa Parks).

**HANDS-ON ACTIVITY**

1. **ASK** participants to form two rows on either side of the line you have made on the floor and **A S S I G N** pairs to stand opposite each other. **E x p l a i n** that players on either side of the line take turns, first role-playing authority figures and then role-playing boys responding to authority.

2. **S A Y** that the line represents a divide or a gap between the authority figure and the boy, and the goal of the boy responding is to bridge the gap between them rather than widen the divide.

3. **G I V E** each youth a copy of Bridging the Gap — Authority Scenarios and five Bridging the Gap cards. **E x p l a i n** the guidelines for the activity.

   - **Al l players on Team A** begin by role-playing an authority figure (using the first five situations on the Bridging the Gap — Authority Scenarios (Team A) handout).
   - **Players on Team B** standing opposite them role-play themselves (using the first five scenarios on the Bridging the Gap — Authority Scenarios (Team B) handout).
   - **When role-playing themselves, boys use the guidelines for responding to authority and role-play a response to the situation that will bridge the gap between the two.**
   - **After each role-play, the participant representing the authority figure decides whether his partner bridged the gap; if so, he gets a Bridging the Gap Card.**
   - **If he has not, he gets the chance to try again in order to get a Bridging the Gap Card.**
   - **When teams have role-played the first five scenarios, they switch places.**
   - **Discuss a few of the scenarios and what the consequences are of ignoring authority or responding inappropriately.**

4. **L E A D** the group in summarizing key learning points of the session.

1. **ASK** youth to spend a few minutes journaling about their attitude toward authority figures and how they typically respond. **I N V I T E** volunteers to share their thoughts with the large group.

2. **I N S T R U C T** youth to gather in their teams. **R E M I N D** them that team members are to take turns informally leading the discussion.

3. **A S K** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **S U G G E S T** the following Personal Challenges:

   - **Initiate a conversation with a teacher, coach, friend’s parent or other adult about a book, movie, event or activity you are engaged in.**
   - **Make a commitment to respond to your parents or other authorities in your life using the techniques explored in this session.**
   - **Become a “big brother” to a younger Club member, classmate, neighbor or friend.**

**N O T E:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **R E M I N D** youth to keep in mind the **S . T. O. P.** technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. **S T A M P** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

1. What were your struggles with authority figures when you were growing up?
2. Where did you learn how to relate to authority? From friends, movies, parents?
3. What are some positive strategies you learned about relating to authority?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

* Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.

* Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.

* Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**Related BGCA Program Resources**
- Keystone Clubs

**Enhancement Strategies**
Arrange to have the group visit the police department, fire department or a local military base and talk to representatives about their authority, and why it is important.

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**Activity VI-B: Responses to Authority**

**Bridging the Gap: Authority Scenarios (Team A)**

**Authority Role**
1. You’re a new teacher at the high school. As you’re getting ready to leave around 7 p.m. on a Wednesday evening, you notice one student hanging around the gym by himself. He looks suspicious and nervous, and you’re wondering what he’s up to.
2. You’re the history teacher. It’s Friday, so you remind students of the assignment you told them about yesterday so they’ll remember to do it over the weekend. One student starts to ask a lot of questions and you remind him you talked about this yesterday, and he should just review his notes.
3. Your son Jose has never missed his curfew and is always home when he says he’ll be. It’s a Saturday night, and he’s just arrived 45 minutes late. You’re really angry that he didn’t call you. That’s why you gave him a cell phone — for situations like this.
4. You’re a local police officer and you notice a few kids hanging out in front of the pizza restaurant fairly late one night. The restaurant is closed, they look like they’ve been drinking, and they are definitely underage, so you stop to talk to them.
5. You’re the high school principal and you think Charles may have been involved in vandalism that occurred on the school premises after football practice one night. You know he’s friends with Damien, Ray and Curt—known troublemakers at the school.

**Student Role**
1. You and your friends are talking and having fun outside your apartment building, and one of them has some fireworks. You warn him not to set them off because you’re the one who’ll get in trouble if the neighbors hear them.
2. Your uncle is staying with you while your parents are away, and he wants you to turn off the TV and do your homework. But you’ve already done your homework and your parents say it’s okay for you to watch TV until 10 p.m.
3. You’re walking around the mall, minding your own business and waiting for your friends. The security guard is watching you, though, and you know what he’s thinking. Now you start to get really nervous, even though you’re not doing anything wrong.
4. You and your friends go to McDonald’s almost every night because it’s too cold to hang around outside. Now the manager is mad and telling you that you all have to leave. But you’re paying customers, so you don’t see why you should get kicked out.
5. You and your friends have ridden your bikes at the forest preserve and are resting. You know the park closes at 8:00 p.m., but the park ranger approaches you and tells you that you have to leave now. It’s only 7:30 p.m.
ACTIVITY VI-B: RESPONSES TO AUTHORITY
BRIDGING THE GAP: AUTHORITY SCENARIOS (TEAM B)

Student Role

1. You’re waiting for a ride from a friend after basketball practice, and everyone else has gone home. One of the teachers you don’t know sees you and asks you why you’re hanging around the gym by yourself.

2. You were absent yesterday when the History teacher described to the class the assignment you’re supposed to complete over the weekend. The teacher has forgotten that you weren’t there, and is annoyed that you’re asking questions.

3. Your dad is really mad that you’re getting home late and hasn’t given you a chance to explain what happened.

4. You and your friends are hanging out — not doing anything wrong — after having pizza on a Friday night. A police car comes by and you notice the officer glaring at all of you.

5. The principal thinks you were involved in vandalism at the school — and he’s already assumed that your friends Damien, Ray and Curt are responsible for it.

Authority Role

1. Your neighbor’s son and his friends are hanging around right in front of your apartment building late one night, like they do every night. Tonight they set off some fireworks right in the middle of the street, so you’ve decided to call the police.

2. You’re staying with your 14-year-old nephew while his parents are out of town. He’s watching TV until late, and you think he should do his homework and then go to bed.

3. You’re a security guard at a local mall. You see a young man walking around in baggy clothes, and he’s watching you. You start to suspect that he’s thinking of stealing something, so you follow him and then stop him.

4. You’re the manager at the McDonald’s in the neighborhood and see the same group of teens sitting in the corner every night. They never buy anything but sodas, but they sit there and take up seats other customers could use — and they make a lot of noise. You tell them they have to leave.

5. You’re the park ranger at the forest preserve, and there are several teens with their bikes sitting around on park benches. The park is supposed to close at 8:00 p.m., but it’s already 7:30 and you want them to get out of there now.
SESSION VII-B

RELATIONSHIPS WITH GIRLS

1. FEMALE STEREOTYPES
   Because boys already have explored stereotyping of boys and men in popular culture, they should be more open to understanding how stereotyping occurs for girls and women, and how it affects them. It is important for youth to see that girls and women often are portrayed in the media as objects of desire, intellectually inferior to men, overly emotional, dependent and not fully engaged in the world of business or sports. Some of the stereotypes are holdovers from long-standing biases against women, and others are more contemporary portrayals offered by television, movies, music and video games.

2. DISRESPECT TOWARD GIRLS AND WOMEN
   Some media portray that it is acceptable to use disrespectful language toward girls, to treat them as less than boys, to ignore them, to insult them, and even to inflict violence on them. Boys need to understand that the disrespect, abuse and violence expressed toward girls and women in the media — thereby being understood as “normal” in the popular culture — are absolutely unacceptable and wrong.

3. SEXUALITY
   Boys also learn a lot about sexuality from television, movies, and music, which means they may emulate behaviors that are portrayed in the media as normal and attractive. The frequent portrayal of girls and women as sex objects — or as willing to give themselves away sexually in return for attention, affirmation, and material things — suggests to boys and young men that it is acceptable to treat girls and young women disrespectfully.

4. RESPECT
   Adolescent boys approach school, athletics, their communities, extended families, and friendships. Many engage in high risk activities to gain respect, and will reject institutions or groups in which they do not feel respected. Because their need for respect from peers and adults is so important (even if they are not conscious of it), adolescent boys should be able to understand that it is what every person wants and deserves. As they begin to recognize that respect is being courteous to people and honoring them just for who they are as human beings, they can begin to see that one of the hallmarks of responsible manhood is being strong and confident enough to always treat girls and women respectfully — speaking to them courteously, treating them as equals, and never putting them down or belittling them.

OBJECTIVES
- Identify stereotyped images of girls/women in popular culture.
- Acknowledge the source of negative attitudes about girls/women.
- Recognize respect as essential for communicating and relating to girls/women.
- Explore values related to sexuality and relationships with girls.

KEY MESSAGES
- Girls, like boys, are negatively influenced by stereotypes in the popular culture that tell them how they should look and act.
- Boys often learn negative attitudes about girls through the media and popular culture.
- It is important to speak to and treat girls/women with respect and honesty.
- Boys’ attitudes about sexuality are influenced by outdated and negative stereotypes about how boys/men should relate to girls/young women.

TERMS
RESPECT

MATERIALS
- Respect — Get on Board (p. 75)
- flip chart and markers
- masking tape
- pens/pencils
- Passport to Manhood passports

PREPARATION
- Make copies of Respect — Get on Board (one per participant).
- Write one of the nine numbered statements from Respect — Get on Board at the top of nine separate flip chart pages. Post the pages around the room.

ESTIMATED TIME
30 to 45 minutes

ACTIVITY OVERVIEW
Youth work in small groups of three to identify disrespectful attitudes related to sexuality and girls. They then write new statements that reflect a more respectful attitude toward girls/young women.
GETTING STARTED

1. **TELL** participants that one of the challenges for boys as they become men is learning how to relate to girls and women authentically and respectfully.

2. **REMEMBER** the group of the discussion earlier in the program about stereotyped images of boys and men — particularly in media and the popular culture. **INVITE** boys to identify some popular stereotypes of girls as portrayed in the media (television, movies, music or video games).

3. **INVITE** teens to talk about how they think these stereotyped images affect girls. **POINT OUT** that trying to live up to these images causes problems for girls — not only distorted ideas about how they should look and act, but also eating disorders, depression and low self-esteem.

4. **DISCUSS** ways in which the media — particularly music, movies, and TV programs — shows boys and men communicating with and treating girls and women. **INVITE** youth to talk about how these images affect their attitudes, language and behaviors toward girls and women.

5. **STRESS** that respect is key to all relationships. **REMEMBER** the group of the meaning of respect: **RESPECT** is being courteous to someone and honoring them just for who they are as persons.

6. **POINT OUT** to teens, just as they want others to treat them with respect, it is important to realize that everyone deserves to be treated with respect. **STRESS** that if others are being disrespectful to girls and women, it is especially important to model respect.

7. **ASK** youth to spend a few minutes journaling about their attitudes toward girls and women — and where they learned these attitudes. **CHALLENGE** them to think about whether they have different attitudes toward their mothers, grandmothers, sisters, friends, teachers, etc. **INVITE** volunteers to share their insights with the group.

8. **DISCUSS** common ideas many young men have about sexuality and relationships with girls. **ASK** teens how the attitudes of boys/young men about sexuality relate to stereotypes of power, control, manliness, etc.

9. **DISCUSS** how speaking to and behaving toward girls disrespectfully is considered by some boys/young men as making them look “cool,” powerful or manly. **CHALLENGE** teens to see that treating girls disrespectfully does not reflect a boy’s power or strength, but instead show his insecurity and weakness.

HANDBS-ON ACTIVITY

1. **TELL** youth that in this activity, they get a chance to explore stereotyped ideas that some boys/men have about sexuality and decide whether they reflect respectful or disrespectful attitudes toward girls/young women. **EXPLAIN** the guidelines for the activity.

   - Teens form into small groups of three.
   - Distribute copies of Respect — Get on Board (one to each youth).
   - Teammates discuss the statements on Respect — Get on Board and decide whether they reflect respectful or disrespectful attitudes toward girls/young women.
   - Group members move around the room, and at each flip chart page, write a statement that reflects a more respectful attitude toward girls/young women.
   - After small groups have written on all nine flip chart pages, the large group reviews and discusses the statements.

2. **LEAD** the group in summarizing key learning points of the session.

   - **REMEMBER** youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:

   - ✯ Make a decision to treat the girls/women in your life with respect and honesty.
   - ✯ Participate in a race or charity event that benefits girls or women.
   - ✯ Write an article for the school newspaper about the ways you see boys speaking to or treating girls unfairly and why it is wrong.

   **NOTE**: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMEMBER** youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. **STAMP** and sign each member’s passport for the session.
**Boys & Girls Clubs of America**

**WITH GIRLS**

**SESSION 7**

**Passport to Manhood | Activities Ages 13 to 17**

**Activity VII-B: Relationships with Girls**

**RESPECT — GET ON BOARD**

Circle (R) for "respectful" if you believe the statement reflects a respectful attitude toward girls/young women. Circle (D) for "dis" if you think the statement reflects a disrespectful attitude.

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<tr>
<td>R</td>
<td>D</td>
<td>1. The success of a date with a girl/young woman is judged by how sexual it was.</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>2. When a girl/young woman says no to sex, it means she is playing “hard-to-get.”</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>3. If a boy/young man spends a lot of money taking a girl/young woman out on a date, sex should be given in return as a “reward.”</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>4. If a girl/young woman flirts or acts interested in a boy/young man, it means she wants to have sex with him.</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>5. When a girl/young woman says no to sex, it really means “maybe,” and “maybe” really means “yes.”</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>6. A “real” boy/young man is one who has had sex with a girl/young woman.</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>7. A girl/young woman who dresses in a sexy way is asking for sex.</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>8. If a girl/young woman accepts an invitation to go to somebody’s house alone, she is expected to have sex.</td>
</tr>
<tr>
<td>R</td>
<td>D</td>
<td>9. It is the boy/young man’s responsibility to decide how sexual a relationship becomes.</td>
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**Engaging Mentors**

By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- Who taught you how to interact with and talk with women?
- How did you learn about relationships with women in your life?
- What is an important lesson you have learned about relating to women?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**Related BGCA Program Resources**

- Date SMART
- SMART Moves

**Enhancement Strategies**

Invite a representative from a battered women’s shelter or domestic-violence resource center to come to the group to speak with boys about violence against women.
SESSION VIII

FATHERHOOD AND THE FAMILY

IDEAS TO GUIDE SESSION

1. IMPORTANCE OF FAMILY

An important element of the Passport to Manhood program involves helping youth understand the importance of family. As a boy begins the transition from boyhood to manhood, he starts to ask: 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?

2. DIFFERENT TYPES OF FAMILIES

Young boys today are increasingly experiencing various types of living arrangements — from traditional two-parent families to single-parent households, blended families and extended families. As the result of divorce, separation, or death, some youth live with one or even no parents. Census reports from 2011 show that only 69 percent of children under the age 18 lived with both parents, and this number is decreasing.

3. PARENTAL ROLES

The roles of mothers and fathers within families are changing. More and more, youth are seeing wives and mothers employed full-time as the primary wage earners. They also see fathers assuming more responsibility for child care and household maintenance. Adolescents may become confused over their expected roles as fathers, particularly within the context of the family. Fatherhood may prove even more confusing to boys whose fathers are absent from their lives. Without a positive role model for fathering, adolescents may adopt attitudes from the negative stereotypes of fathers they see in popular culture.

4. RESPONSIBILITIES OF FATHERHOOD

Boys need to understand the enormous responsibilities involved in being a father: supporting the family financially, providing a home, protecting the child from harm, disciplining and teaching the child and providing for the child’s education and health care. A father is responsible not only for physical and financial support, though, but also for loving and nurturing a child, ensuring his or her well-being, growth and development.

5. CONSEQUENCES OF TEEN PARENTHOOD

Teen parenthood takes its toll on both the parents and the child. Teen mothers are more likely to drop out of high school and live in poverty. Teen fathers often must put their future and career plans on hold — and both parents can experience emotional crises, worries about the future, depression, exhaustion, employment problems, and substance abuse. Studies show that children of teen parents face severe health, economic and social challenges — and are a disadvantage from the start. They often experience health problems and developmental delays and are more likely to live in poverty than children born to adult parents.

SESSION VIII-B

ACTIVITY

OBJECTIVES

• Recognize the importance of family.
• Discover the responsibilities of fatherhood.
• Recognize the relationship between being a good father and being a responsible father.
• Become aware of the type of father youth would like to be someday.
• Acknowledge the importance of waiting until the right time to father a child.

KEY MESSAGES

❖ There are many different types of families, and they all provide support, love and connection.
❖ Fathers play an important role in families.
❖ A man becomes a responsible father when he chooses to accept the responsibilities of parenting.
❖ It is important to wait until the right time to become a parent — being a good father requires a young man to be mature, responsible and capable of caring for a family.

TERMS

FATHER

MATERIALS

❖ Back to the Future — Waiting for the Right Time (p. 81)
❖ flip chart and markers
❖ paper
❖ #10 envelopes
❖ stamps
❖ pens/pencils
❖ Passport to Manhood passports
❖ laptop, LCD projector and Internet connection

PREPARATION

✓ Access the video, “Too Young,” on the website for the National Campaign to Prevent Teen and Unplanned Pregnancy (www.thenationalcampaign.org/tooyoung/).
✓ Make copies of Back to the Future — Waiting for the Right Time (one per participant).
✓ Write the following quote by President Obama on a flip chart: “A father’s job does not end at conception; what makes you a man is not the ability to have a child but the courage to raise one.”

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Boys explore the responsibilities fathers have, the qualities important for fatherhood, and the reasons to postpone fatherhood until they are mature, responsible adults. They watch a video of teen parents talking about the impact of parenthood on their lives and explore the consequences of teen parenthood. Each youth then writes a letter to himself in the future, describing how he hopes his life will be and making a commitment to himself to postpone fatherhood until the time is right.


3. Materials

laptop, LCD projector and Internet connection

4. Consequences of Teen Parenthood

Teen parenthood takes its toll on both the parents and the child. Teen mothers are more likely to drop out of high school and live in poverty. Teen fathers often must put their future and career plans on hold — and both parents can experience emotional crises, worries about the future, depression, exhaustion, employment problems, and substance abuse. Studies show that children of teen parents face severe health, economic and social challenges — and are a disadvantage from the start. They often experience health problems and developmental delays and are more likely to live in poverty than children born to adult parents.

5. Responsibilities of Fatherhood

Boys need to understand the enormous responsibilities involved in being a father: supporting the family financially, providing a home, protecting the child from harm, disciplining and teaching the child and providing for the child’s education and health care. A father is responsible not only for physical and financial support, though, but also for loving and nurturing a child, ensuring his or her well-being, growth and development.

6. Importance of Family

An important element of the Passport to Manhood program involves helping youth understand the importance of family. As a boy begins the transition from boyhood to manhood, he starts to ask: 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?

7. Different Types of Families

Young boys today are increasingly experiencing various types of living arrangements — from traditional two-parent families to single-parent households, blended families and extended families. As the result of divorce, separation, or death, some youth live with one or even no parents. Census reports from 2011 show that only 69 percent of children under the age 18 lived with both parents, and this number is decreasing.

8. Parental Roles

The roles of mothers and fathers within families are changing. More and more, youth are seeing wives and mothers employed full-time as the primary wage earners. They also see fathers assuming more responsibility for child care and household maintenance. Adolescents may become confused over their expected roles as fathers, particularly within the context of the family. Fatherhood may prove even more confusing to boys whose fathers are absent from their lives. Without a positive role model for fathering, adolescents may adopt attitudes from the negative stereotypes of fathers they see in popular culture.

9. Responsibilities of Fatherhood

Boys need to understand the enormous responsibilities involved in being a father: supporting the family financially, providing a home, protecting the child from harm, disciplining and teaching the child and providing for the child’s education and health care. A father is responsible not only for physical and financial support, though, but also for loving and nurturing a child, ensuring his or her well-being, growth and development.

10. Consequences of Teen Parenthood

Teen parenthood takes its toll on both the parents and the child. Teen mothers are more likely to drop out of high school and live in poverty. Teen fathers often must put their future and career plans on hold — and both parents can experience emotional crises, worries about the future, depression, exhaustion, employment problems, and substance abuse. Studies show that children of teen parents face severe health, economic and social challenges — and are a disadvantage from the start. They often experience health problems and developmental delays and are more likely to live in poverty than children born to adult parents.

11. Importance of Family

An important element of the Passport to Manhood program involves helping youth understand the importance of family. As a boy begins the transition from boyhood to manhood, he starts to ask: 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?

12. Different Types of Families

Young boys today are increasingly experiencing various types of living arrangements — from traditional two-parent families to single-parent households, blended families and extended families. As the result of divorce, separation, or death, some youth live with one or even no parents. Census reports from 2011 show that only 69 percent of children under the age 18 lived with both parents, and this number is decreasing.

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SESSION VIII-B

ACTIVITY

OBJECTIVES

• Recognize the importance of family.
• Discover the responsibilities of fatherhood.
• Recognize the relationship between being a good father and being a responsible father.
• Become aware of the type of father youth would like to be someday.
• Acknowledge the importance of waiting until the right time to father a child.

KEY MESSAGES

❖ There are many different types of families, and they all provide support, love and connection.
❖ Fathers play an important role in families.
❖ A man becomes a responsible father when he chooses to accept the responsibilities of parenting.
❖ It is important to wait until the right time to become a parent — being a good father requires a young man to be mature, responsible and capable of caring for a family.

TERMS

FATHER

MATERIALS

❖ Back to the Future — Waiting for the Right Time (p. 81)
❖ flip chart and markers
❖ paper
❖ #10 envelopes
❖ stamps
❖ pens/pencils
❖ Passport to Manhood passports
❖ laptop, LCD projector and Internet connection

PREPARATION

✓ Access the video, “Too Young,” on the website for the National Campaign to Prevent Teen and Unplanned Pregnancy (www.thenationalcampaign.org/tooyoung/).
✓ Make copies of Back to the Future — Waiting for the Right Time (one per participant).
✓ Write the following quote by President Obama on a flip chart: “A father’s job does not end at conception; what makes you a man is not the ability to have a child but the courage to raise one.”

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Boys explore the responsibilities fathers have, the qualities important for fatherhood, and the reasons to postpone fatherhood until they are mature, responsible adults. They watch a video of teen parents talking about the impact of parenthood on their lives and explore the consequences of teen parenthood. Each youth then writes a letter to himself in the future, describing how he hopes his life will be and making a commitment to himself to postpone fatherhood until the time is right.

GETTING STARTED

1. DISCUSS family and what it means to be part of a family. POINT OUT the many different types of families there are.

2. EXPLORE the ways in which families are important. ACKNOWLEDGE that even in families where there is conflict or tension, family members still provide love, encouragement, support, and connection for one another. INVITE youth to journal about what their family means to them.

3. INVITE youth to talk about their understanding of the role of fathers in families, and what it means to be a father. SHOW the group the quote on fatherhood by President Obama you have written on the flip chart.

4. DISCUSS the difference between having a child and becoming a father. CLARIFY that a man becomes a father when he parents a child — and he becomes a responsible father when he chooses to accept the responsibilities of parenting. POINT OUT that a father does not have to be the biological parent — he can be a stepfather, godfather or other adult in the child’s life.

5. DEFINE the term father for the group:

- Being a FATHER involves being responsible for a child’s health, well-being, education, financial security, growth and development.

6. ASK boys to consider what they think are the qualities of a good father. DISCUSS the responsibilities involved in being a father. PROMPT youth to make the important connection between being a good father and being a responsible father.

NOTE: It is important to be sensitive to the fact that some youth may not have positive relationships with their fathers. Even asking youth to think about qualities they consider important to fatherhood can be challenging, because it may bring up unexpressed disappointment and pain in youth whose fathers are absent from their lives. It may be safer to ask boys to think about men they admire — those who have been influential in their lives, or who embody positive qualities of fatherhood.

7. SHOW the video, “Too Young.” DISCUSS the video and the consequences of teen parenthood.

8. POINT OUT that one of the challenges in becoming a man is waiting until the time is right to have a child. DISCUSS the fact that becoming an adult man means a) making informed decisions, b) understanding the consequences of those decisions and c) taking responsibility for those consequences.

9. ASK youth why they think it is important to think about and talk about the issue of teen parenthood. SAY that teen pregnancies often occur because youth do not think ahead of time; instead they make a choice in the moment — and this spur-of-the-moment choice affects their entire lives by delaying their goals for the future.

HANDS-ON ACTIVITY

1. TELL boys that they will do an activity to explore the consequences of having a child as a teen, the process for the activity.

- Distribute copies of Back to the Future — Waiting for the Right Time to youth.
- Participants talk in small groups of three about how their lives would be if they became fathers as teenagers — the financial, social and educational consequences, making notes on the worksheet.
- Teens talk about why youth often do not wait to become parents.
- Group members discuss the possibilities for their lives if they wait to become fathers until the time is right, making notes on the worksheet.
- Distribute paper and pens/pencils to each participant.
- Teens individually write letters to themselves in the future, describing how they hope their lives will be in terms of family, children, education, lifestyle, career, etc.

2. STRESS that being a good father requires a young man to be mature, responsible, capable of and willing to care for a family.

3. LEAD the group in summarizing key learning points of the session.

4. REMIND youth to keep in mind the S.T.O.R.P technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. STAMP and sign each member’s passport for the session.

1. ASK youth to spend a few minutes journaling about their own goals, hopes, and plans for the future, their personal reasons for waiting until the right time to become a father, and the ways becoming a teen parent would alter their future. INVITE volunteers to share their thoughts with the large group.

2. INSTRUCT youth to gather in their teams. REMIND them that team members are to take turns informally leading the discussion.

3. ASK team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. SUGGEST the following Personal Challenges:

- Ask a man in your life (such as your father, an uncle, your grandfather, a coach, a teacher, or Club staff) to talk with you about his experience of being a father.

- Consider your role in your own family and decide on one thing you are willing to do to support your family members.

- Get involved with a group in your community that is devoted to preventing teen pregnancy (check online or with churches, synagogues or health centers).

NOTE: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- How did you learn about what it means to be a father?
- Who were some men in your life who you think were good fathers and why?
- How will you know (or how did you know) when you are ready to become a father?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.

- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.

- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**RELATED BGCA PROGRAM RESOURCES**

- **SMART Moves**

**ENHANCEMENT STRATEGIES**

Invite a teen father to the group to talk to youth about the challenges and sacrifices involved in having a child too early in life.
EMPLOYMENT AND CAREERS

IDEAS TO GUIDE SESSION

1. CAREER AWARENESS

Research shows that parents and other influential adults play a major role in helping youth identify potential career interests. Career awareness should begin as early as the elementary and middle school years, as boys begin to understand that one day they will find their way into the workplace.

2. INTERESTS AND ABILITIES

We all have personal goals, unique strengths and individual interests. This combination of personal goals, strengths and interests are usually what drives the career each person chooses, especially those who are happy at what they do. In the adolescent years, boys begin to explore their individual interests and abilities and connect them to careers. Although boys’ interests may change as they mature — which means that career considerations at this age should be treated as highly fluid and open to change — they are important for focusing boys’ attention on the necessary educational requirements for those careers and for possibly influencing college planning.

3. IMPORTANCE OF CAREER EXPLORATION

Adolescents’ initial career plans are typically uninformed, unrealistic, or unlikely to succeed. Career exploration can help youth in several ways: 1) It provides a reality check about specific jobs and their requirements; 2) It expands their horizons, exposing them to careers they were unaware of; and 3) It saves time and money by guiding youth toward education and training that matches their abilities. Boys need to understand that getting to the career they want takes planning. Jobs and careers do not just happen automatically — people who are happiest in their careers have most likely spent time figuring out what they really want.

OBJECTIVES

- Recognize individual interests and strengths.
- Identify work values.
- Pinpoint beginning career interests.
- Explore various career options related to strengths, values and interests.
- Begin to create a plan to move toward a desired future career.

KEY MESSAGES

- Personal goals, unique strengths, and individual interests usually drive the career a person chooses.
- Exploring questions about goals, strengths and interests can help in discovering potential careers.
- Discovering a career takes time and planning.
- All work — whether or not it is related to career interests, gives us experience and skills that will ultimately benefit us in our careers.

TERMS

CAREER EXPLORATION

MATERIALS

- Roadmap to Success (p. 87-88)
- Flip chart and markers
- Pens/pencils
- Passport to Manhood passports
- Laptop, LCD projector, and Internet connection

PREPARATION

✔ Make copies of Roadmap to Success (one per participant).
✔ Reserve the Club’s Tech Center in advance.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Youth learn about steps or strategies that will move them closer to discovering a career that might interest them in the future. Working in pairs, they interview each other, helping their partners identify potential career possibilities based on interests, strengths, values and other important questions.
GETTING STARTED

1. **ASK** youth to write in their passports why they think a career will be important to them in the future. **INVITE** volunteers to share their responses with the large group.

2. **ACKNOWLEDGE** the fact that money is a primary motivation for almost everyone who works, but beyond that, there are many other reasons people work.

3. **ASK** youth to brainstorm some other reasons people work. **EXPLORE** a variety of motivations such as making a contribution, feeling that your work makes a difference, staying active, meeting other people, being challenged, learning new things or being able to lead others.

4. **STRESS** that, while many think of work as something they have to do, for those who find work that fits their strengths and preferences, it becomes a fun, satisfying and enrichment career.

5. **DISCUSS** what it means to have a passion for something. **POINT OUT** that a passion is a strong liking or commitment to an activity or idea, something a person loves to do that makes them feel happy and alive and fully involved. **EXPLAIN** that whatever a passion is — playing the piano, building model airplanes, or working math problems — is a clue to potential careers.

6. **DISCUSS** how people choose the specific careers they do. **DEFINE** career exploration:

   CAREER EXPLORATION is the process of thinking about and looking at various careers to discover the type of work that is right for you.

7. **POINT OUT** that it is not too soon for even younger teens to begin exploring various careers, because choices about whether to attend college or not, or what educational program to pursue are influenced by thoughts on career.

8. **TELL** youth that there are questions they can ask themselves — and discuss with parents, counselors, teachers, friends and mentors — that will help them identify potential careers:

   - What are your interests?
   - What words do other people use to describe you?
   - What are your strengths?
   - What kind of things do you value about work?
   - What motivates you, excites you, makes you feel alive?
   - What kind of work setting would you enjoy most?
   - What do you see happening in the world that you would like to help change?

9. **SAY** that even though teens do not have all the answer to these questions now, it is a good idea to begin thinking about careers, because once youth have an idea about areas that interest them, they can make more informed decisions about education beyond high school.

HANDS-ON ACTIVITY

1. **TELL** youth that they will do an activity to explore their own strengths, interests and values and how these relate to career choices. **EXPLAIN** the guidelines for the activity:

   - What are your interests?
   - What words do other people use to describe you?
   - What are your strengths?
   - What kind of things do you value about work?
   - What motivates you, excites you, makes you feel alive?
   - What kind of work setting would you enjoy most?
   - What do you see happening in the world that you would like to help or change?

2. **LEAD** the group in summarizing key learning points of the session.


   **Personal Challenge**

   1. **ASK** youth to spend a few minutes journaling about careers they would like to explore in the future and the most important thing they would like to have in their work life. **INVITE** volunteers to share their thoughts with their large group.

   2. **INSTRUCT** youth to gather in their teams. **REMIND** them that team members are to take turns informally leading the discussion.

   3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:

      - Try out a new hobby or activity you have never tried before that might offer clues to a possible career in the future.

      - Think about something you would like to have. Create a budget and make a plan to save the money so you can buy it yourself sometime in the future.

      - Take the initiative to talk to an adult male you know (neighbor, family friend, relative) about his career, especially how he decided his work was right for him.

   **Note:** It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

   **REMIND** youth to keep in mind the **S.T.O.P.** technique they learned in the introductory activity — **SLOW DOWN, THINK, OBSERVE** and **PLAN** — as they face various personal challenges.

   **STAMP** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- What kind of work did you want to do when you were growing up?
- How did you become interested in your current work or career?
- Who helped you decide what kind of work you wanted to do?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**Related BGCA Program Resources**

- CareerLaunch®
- Junior Staff: Cultivating Tomorrow’s Club Professionals Today

**Enhancement Strategies**

To familiarize youth with different types of jobs and careers, take the group to a job fair at a local community college. You also could invite a panel of business representatives from the community to have an informal discussion with the group about the type of work they do, and the education or training they completed in order to prepare for their careers.

### Activity IX-B: Roadmap to Success

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**Related BGCA Program Resources**

- CareerLaunch®
- Junior Staff: Cultivating Tomorrow’s Club Professionals Today
ACTIVITY IX-B: EMPLOYMENT & CAREERS
ROADMAP TO SUCCESS

STRENGTHS

VALUES

POSSIBLE CAREER INTERESTS

INTERESTS

WORK SETTING PREFERENCES

RESULTS OF CAREER INVENTORY

NOTES

Please do not tear out sheets. Make copies for multiple use.
DIVERSITY

IDEAS TO GUIDE SESSION

1. DEFINITION OF DIVERSITY
   Diversity can be defined as the differences that exist among human beings, including differences in race, ethnicity, country of origin, religion, age, physical and mental ability, gender, class and appearance. Diversity also includes other physical characteristics, mannerisms, facial expressions, styles of dress, language, communication styles, gestures, geographic location, work experience, lifestyles, learning styles and personality. Essentially, diversity is the sum of all the parts that make us who we are.

2. APPRECIATING DIVERSITY
   Appreciating diversity has to do with valuing all people equally. It is more than tolerance or acceptance. It is valuing the ideas, beliefs, traditions and abilities of those who are different from us. Boys need to learn to see others for who they are, as unique individuals. It also is important that they understand and embrace different cultures, backgrounds and lifestyles so they are able to appreciate the richness and depth diversity brings to our society.

3. CONFLICT OVER DIFFERENCE
   People often get into conflict with those who are different from them because they mistakenly believe that certain traits are better than others. Boys need to understand that the pride they feel over belonging to a certain group, speaking a particular language, going to a certain school or practicing one religion as opposed to another should never be distorted into a sense of superiority. There is nothing bad about any of the differences among people, and no difference is better than any other.

4. EXCLUDING AND MISTREATING OTHERS
   Excluding others or mistreating them on the basis of difference is mean. This includes saying bad things about someone’s cultural background, calling someone demeaning names, or making fun of a person’s personal characteristics. It is important for boys to see that making someone feel bad or excluded because they are different from them is unfair, disrespectful and just plain wrong.

5. EMPATHY
   A major premise of this session is that empathy and respect are essential for eliminating prejudice, appreciating diversity and growing into responsible manhood. Empathy is the ability to be aware of and understand someone else’s feelings, and respect is being courteous to people and honoring them just for who they are. Youth need to learn that putting themselves in someone else’s shoes and seeing things from their perspective is a positive way to respond to someone who is different from them.

OBJECTIVES
- Understand the meaning of diversity.
- Explore and identify different types of diversity.
- Understand the importance of appreciating difference.
- Identify common stereotypes.
- Practice using empathy as a way to counteract stereotypes.

KEY MESSAGES
- Diversity is what makes the world an interesting and fun place to live.
- People are different in many ways, and these differences make us who we are as individuals.
- No differences are any better than any other differences.
- Stereotypes are unfair because we cannot know what someone is like based on their age, race, gender, ethnicity, religion, language or other characteristic.
- Empathy — standing in someone else’s shoes — is a way to counteract stereotypes.

MATERIALS
- Different Places, Different Faces (p. 95)
- Flip chart and markers
- pens/pencils
- Passport to Manhood passports

PREPARATION
- Make copies of Different Places, Different Faces (one per team)

ESTIMATED TIME
30 to 45 minutes

ACTIVITY OVERVIEW
In small teams, participants identify stereotypes that are common to certain groups of people. They then decide how to use empathy in situations where someone is stereotyping and showing bias toward an individual in one of the groups.

TERMS
DIVERSITY
EMPATHY
STEREOTYPE
GETTING STARTED

1. DISCUSS the many ways people are different from each other: a) differences in background such as gender, age, race, culture, or religion; b) physical characteristics such as hair color, height, skin color, eye color, or weight; and c) personality traits such as interests, strengths or abilities. DEFINE the term diversity for the group:

DIVERSITY is all the differences among people in our own communities and around the world.

2. TELL youth that one of the hallmarks of a mature adult man is the openness to accept and appreciate people who are different from him. POINT OUT that teens often do just the opposite — they exclude or make fun of people who are different from how they themselves are.

3. EXPLORE the reasons many teens do this. DISCUSS the fact that teens often take pride in belonging to a particular group, team, neighborhood, race, culture, etc. but can also take this pride to an extreme of putting others down who belong to different groups, teams, etc.

4. DISCUSS the fact that people often think one difference is better than another. SAY that there is nothing bad or inferior about any of the differences among people, and it is wrong to treat others poorly based on this faulty thinking. ASK youth for examples of this in their own lives.

5. INVITE volunteers to talk about times when they felt different — like when they wanted to do something different from their friends or they moved to a new school and did not know anyone.

6. DISCUSS why sometimes it is really hard to be different and other times it feels good to be different. POINT OUT that sometimes being authentic — being true to yourself, being a man and standing up for who you are and what you believe — means being different from the group.

7. INVITE volunteers to say how they would feel if they saw someone treating a friend or classmate poorly because he was different. DISCUSS empathy — putting themselves in someone else’s shoes and seeing things from their perspective — and a positive way to respond to difference.

EMPATHY means putting yourself in someone else’s shoes, seeing things from their perspective and being aware of or understanding what they might be feeling.

8. DISCUSS the fact that people in certain groups are often categorized as always being a certain way, and this is called stereotyping. REMIND group members of the meaning of stereotype:

A STEREOTYPE is a mistaken way of thinking about an individual or a group based on their age, race, gender, ethnicity, religion, language or other characteristic.

9. POINT OUT that stereotyping is unfair because it is impossible to know what someone is like based on their age, race, gender, ethnicity, religion, language or other characteristic. DISCUSS how empathy is not only a positive way to respond to difference, but also a means for counteracting stereotypes — because once we put ourselves in someone else’s place and see things from their perspective, we begin to know them as unique individuals.

Note: Leaders should keep in mind that most members of the group have probably been victims of prejudice or stereotyping already at some time in their young lives. It is important to be sensitive to this possibility when discussing conflict about difference.

HANDS-ON ACTIVITY

1. TELL youth that the activity will give them a chance to identify common stereotypes and practice using empathy when someone is stereotyping and showing bias toward an individual.

2. EXPLAIN the guidelines for the activity:
   - B) form into small teams.
   - Give each team a copy of Different Places, Different Faces.
   - Assign each team one of the situations listed on the handout.
   - Team members work together to: 1) identify the individual or group being stereotyped, 2) list the qualities that are often mistakenly assumed to belong to people in that group (for example, overweight people are lazy, like to eat a lot, undisciplined, etc.) and 3) decide what they would say to the person being stereotyped to show empathy.
   - Distribute flip-chart paper and markers to each group.
   - After 15 minutes, teams take turns presenting their ideas to the large group.

3. LEAD the group in summarizing key learning points of the session.

1. ASK youth to spend a few minutes journaling about one thing about themselves that makes them different from their family, friends, and classmates — and how they feel about this. INVITE volunteers to share their thoughts with the large group.

2. INSTRUCT youth to gather in their teams. REMIND them that team members are to take turns informally leading the discussion.

3. ASK team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. SUGGEST the following Personal Challenges:
   - Make a commitment to make friends with a person at school who is different from you.
   - Eat lunch alone at school or at a fast-food restaurant.
   - Take an online inventory to discover if you have racial biases (http://implicit.harvard.edu/implicit/user/featuredtasks/race4/featuredtask.html).

Note: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. REMIND youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. STAMP and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- What was it like where you grew up? Was everyone the same race, culture, or ethnicity?
- Where did you first encounter people very different from you?
- Have you ever felt excluded for being different from the dominant group?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

Situation 1
Some Latino students have asked Steve to join their group to do a math project. Steve thinks because their English isn’t perfect, they can’t be very smart, so he wants to join another group. He’s talking about these students to everyone, making unkind comments about them.

Situation 2
Your friend Michael is a great dancer. One day the PE teacher suggests he might want to consider taking ballet lessons. Michael likes the idea, but when he mentions it in front of a few guys, they immediately start making fun of him.

Situation 3
You invite your friend Faruq over on a Sunday afternoon where your dad and uncle are watching a football game. Your uncle notices that Faruq is Middle Eastern and starts to make anti-Muslim remarks.

Situation 4
Your friend Karen is having trouble in math class. She keeps going for extra help, but her grades are not improving. The teacher tells her it’s okay because girls don’t do well at math.

Situation 5
Younghwan is new to this country and doesn’t speak much English. He’s been teased by a group of guys at school. Now, when he sees them coming, he goes the other way but they’ve started to follow him.

Situation 6
You’re with your friend Mario and two guys he knows, and they start making jokes and saying Italians are stupid and dirty. Mario, who is Italian, doesn’t say anything.

Situation 7
Jerome had surgery on his leg when he was young, so he uses a brace and a cane, and he can’t play sports. Some of the younger students taunt him every day on his way to class. He’s tried ignoring them — after all, they’re a year younger but they keep doing it.

Related BGCA Program Resources
- Youth for Unity

Enhancement Strategies
Encourage youth to check out various movements related to diversity. One place to start is with The FreeChild Project (www.freecchild.org/YouthVoice/diversity.htm), a movement led by young people around the world that is designed to give everyone a voice.
SESSION XI

COOPERATION AND CONFLICT

IDEAS TO GUIDE SESSION

1. CULTURE OF INDIVIDUALISM AND RIVALRY

Situations occur regularly in the lives of adolescents in which they are called upon to cooperate with family members, peers, people in authority, and other groups and individuals for some common goal or purpose. Today, many youth raised are raised in an individual culture that values personal attainment. As a result, many do not develop the skills needed to cooperate with others. Ours is a culture geared toward winners and losers rather than a society of all winners.

2. HEALTHY COMPETITION

Boys and men are often conditioned to enhance their self-image by competing with their peers. Healthy competition through sports and games is important for helping boys grow and mature, but competition taken to the extreme can turn into aggression, anger and even violence.

3. CULTURE OF VIOLENCE

Youth today have grown up with a heavy dose of media violence. Boys, especially, need to understand that violence, considered acceptable and “manly” in mainstream culture, is never an appropriate response to conflict. Teens experience more than double the rates of violence compared to the total population and, while violence from strangers is a concern, most injuries occur between people who know each other, often in a fight resulting from an argument.

4. VIOLENCE PREVENTION

In a conflict situation that is potentially violent, teens need to learn strategies for being both safe and assertive: a) give and get respect in their words and actions; b) be alert and cautious; c) listen to someone who is angry without getting angry themselves; d) keep themselves calm and thinking clearly under stress; e) engage with an aggressor and try to connect with the decent side of him; and f) have the courage to walk away to avoid violence.

5. COOPERATION AND CREATIVE COLLABORATION

In everyday situations of conflict, boys need to be aware of and learn to use strategies that can guide them to resolution, cooperating or collaborating to find a solution that will meet everyone’s needs. Teaching youth creative collaboration with others helps them: a) build interpersonal skills, b) achieve more and feel more confident than they could on our own; c) discover how to work as part of a team; d) make better and more informed decisions; e) learn to trust others; f) move toward a mutual goal; g) learn to accept the different talents and skills of others and h) find new ways of thinking and planning.

OBJECTIVES

- Identify and define different types of conflict.
- Recognize the characteristics of a safe and assertive teen.
- Practice strategies for responding to conflict.
- Develop strategies for cooperation in a group.
- Identify the benefits and importance of cooperation.

KEY MESSAGES

- Cooperation is acting or working together for a common goal or purpose.
- Cooperating with others helps us achieve more than we could on our own.
- Conflict arises when two or more people express opposing interests, views or opinions.
- In conflicts that are potentially violent, teens can keep themselves safe but still be assertive.
- There are many ways to resolve conflicts, but the most effective is creative collaboration.

MATERIALS

- Ticket to Ride — A Safe Assertive Teenager (p. 101)
- Finding Common Ground — Conflict Situation (p. 102)
- “Different Approaches to Conflict” flip chart and markers
- pens/pencils
- Passport to Manhood passports

ACTIVITY XI-B

OBJECTIVES

- Make copies of Ticket to Ride — A Safe Assertive Teenager and Finding Common Ground — Conflict Situation (one per participant).
- Prepare a flip chart page with a heading “Different Approaches to Conflict” and write the following:
  - directing and controlling — refusing to bargain or give in; wanting to win
  - compromising — each giving up something for a solution that meets only some needs
  - accommodating — yielding, giving in to another to meet their needs and not our own
  - avoiding/denying — acting as if the conflict is not there; leaving others to deal with it
  - appealing to greater authority — turning to others who have more authority or influence
- Prepare another flip chart page with the heading “Steps for Creative Collaboration” and write on it:
  - Identify your needs, what you need and why you need it.
  - Present your needs to the other person and listen to what they need.
  - Brainstorm possible solutions.
  - Eliminate solutions that are not acceptable.
  - Choose a solution that will meet the important needs of both people.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Youth work in small groups to identify different approaches to resolving a conflict situation. Team members then prepare a brief skit that demonstrates what creative collaboration in this situation might look like, and what the results might be.
SESSION 11: CONFLICT & COOPERATION

GETTING STARTED

1. POINT OUT to the group that one of the challenges of becoming a man is learning to deal with conflict responsibly. DEFINE conflict: CONFLICT arises when two or more people express opposing interests, views or opinions.

2. ASK teens for examples of conflicts in their own lives, times when they disagreed with someone about an issue or problem. INVITE them to share how the conflict was resolved.

3. DISCUSS why males often think that anger and violence are the only responses to conflict. RELATE this to male stereotypes and the mistaken idea that it is “manly” to be aggressive or to show “power over” others. REMIND youth of the idea of authentic personal power.

4. DISTRIBUTE copies of Ticket to Ride — A Safe Assertive Teenager. ASK youth to take turns reading the statements aloud.

5. DISCUSS what it means to be a safe assertive teenager in a situation of conflict that is potentially violent. INVITE youth to share any experiences they have had in potentially violent situations.

6. SAY that in everyday conflict situations, there are strategies to use to come to an agreement. POINT to the flip chart, “Different Approaches to Conflict,” and DISCUSS the options.

7. POINT OUT that there is another option not listed — collaboration or cooperation — and it is the only approach in which everyone gets their needs met. DEFINE cooperation: COOPERATION is acting or working together for a common goal or purpose.

8. SAY that there are steps to follow in collaborating — working in cooperation to find a solution to meet everyone’s needs. POINT to the flip chart, “Steps for Creative Collaboration.”

   - Identify your needs (what you need and why you need it).
   - Present your needs to the other person and listen to what they need.
   - Brainstorm possible solutions.
   - Eliminate solutions that are not acceptable.
   - Choose a solution that will meet the important needs of both people.

9. REMIND the group of the session on responses to authority — the importance of listening carefully, making eye contact, using a calm tone of voice and showing respect through language and gestures — and DISCUSS how these same strategies also are important in any situation involving personal power.

HANDS-ON ACTIVITY

1. TELL group members that they do an activity to explore different responses to conflict and to see the consequences of creative collaboration. EXPLAIN the guidelines for the activity:

   - Youth form small groups of three to four participants.
   - Distribute copies of Finding Common Ground: Conflict Situation to all team members.
   - Show them the flip chart page you have prepared in advance with the various types of responses to conflict.
   - Team members read the conflict situation and the five different responses.
   - They identify which approach each response represents, writing it on the worksheet.
   - They then discuss what a creative collaboration in this situation would look like and what the results would be.
   - Show them the flip chart page you have prepared in advance with the steps for creative collaboration.
   - They prepare a brief skit (one to two minutes) that demonstrates the use of these steps in creative collaboration.
   - Each team presents their skit to the large group.

2. LEAD the group in summarizing key learning points of the session.

3. ASK team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. SUGGEST the following: Resolve to use creative collaboration this week in any conflicts that arise. Make a commitment to avoid violence in the media for an entire week. Start a violence-prevention group or Club at your school.

NOTE: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. REMIND youth to keep in mind the S.T.O.P. technique they learned in the introductory activity — SLOW DOWN, THINK, OBSERVE and PLAN — as they face various personal challenges.

5. STAMP and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- Where did you learn how to deal with conflict?
- What mistakes did you make dealing with conflict when you were growing up?
- What lessons have you learned about resolving conflicts?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- **Suggested Mentoring Activities** (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- **Tips for Communicating with Adolescent Boys** (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- **Session Activity and Discussion Cards** (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**RELATED BGCA PROGRAM RESOURCES**

- **SMART Moves**
- **Triple Play: A Game Plan for the Mind, Body and Soul**

**ENHANCEMENT STRATEGIES**

Encourage youth to explore conflict resolution further, they can start with the Women and Children’s Health Network website (www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=287), which walks them through various steps for resolving problems and conflicts.

**ACTIVITY XI-B: COOPERATION & CONFLICT**

**TICKET TO RIDE — A SAFE, ASSERTIVE TEENAGER**

- These are adolescents who respect themselves and everyone they meet. In their words and actions they give and get respect.
- They have an attitude that they are highly-valued human beings and that every person they meet also is a highly-valued human being.
- They are alert but not anxious, cautious but not scared.
- They can frequently listen to someone who is angry without getting angry themselves.
- They keep themselves calm and keep thinking clearly under stress.
- Their decisions are usually sensible.
- Safe assertive teenagers are neither victims nor bullies.
- When confronted with conflict they keep themselves calm, see that the aggressor is upset and understand that this person is trying to fight to solve conflicts.
- They may try to get away if the aggressor seems dangerous or unable to listen, but often they talk to the aggressor, trying to connect with the decent side of him.
- They have the courage to walk away from a conflict that seems to be getting out of control.
- They know that sometimes it takes a lot of courage to avoid violence and allow some insults or even to allow yourself to be robbed rather than risk the health and safety of yourself or a friend.
- They know their own injury will cause enormous pain to family and friends, so they keep themselves safe.

Please do not tear out sheets. Make copies for multiple use.
ACTIVITY XI-B: COOPERATION & CONFLICT
FINDING COMMON GROUND — CONFLICT SITUATION

Kevin is a ninth-grade student. He has been having trouble in math and tomorrow there’s a big test. While he is in the living room studying for this test and trying to work out some problems, his older brother, Marshall, comes in from school with a few friends. Marshall, who is in the 10th grade, has had a hard day at school and wants to have some fun and relax. He turns on some music and they begin to sing and dance around. Kevin wants quiet and the music is disturbing him.

RESOLUTION 1
Kevin ignores Marshall and his friends and keeps studying. He figures they’ll eventually go away.
What type of approach to conflict is this?

RESOLUTION 2
Kevin goes to talk to his mother so she can tell Marshall and his friends to leave.
What type of approach to conflict is this?

RESOLUTION 3
Marshall agrees to turn off the music, but he and his friends stay and are talking and laughing. Kevin agrees to wear headphones but he can still hear his brother and his friends anyway. What type of approach to conflict is this?

RESOLUTION 4
Marshall refuses to leave, turns up the music and tells Kevin he’ll just have to deal with it. Kevin is really angry, and he starts throwing rolled-up pieces of paper at Marshall and his friends. What type of approach to conflict is this?

RESOLUTION 5
Kevin doesn’t want to make Marshall angry, so he shuts his books and decides he’s studied enough. What type of approach to conflict is this?
SESSION XII

PERSONAL LEADERSHIP AND COMMUNITY RESPONSIBILITY

IDEAS TO GUIDE SESSION

1. SOCIAL RESPONSIBILITY

Compared to previous generations, youth today have a greater sense of social responsibility — the belief that people and organizations should promote positive change, civic engagement, and service to others. For most of their lives, this generation of youth has been exposed to recycling, technology, social media, and community service as social norms. A recent BGCA study of 10,000 teens — “Teens Speak Up: A National Youth Survey on Civic Engagement and Citizenship” — found that youth understand civic responsibility and have a strong desire to be leaders in their communities. More and more, teens want to impact society and feel that they are making a difference with their lives.

2. MEANING AND PURPOSE

At the same time, boys in early adolescence are at the point in their development where they are beginning to explore meaning and purpose for their lives. As they mature, 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. The boundless energy of adolescent boys can be channeled toward a common goal or a principle they can believe in.

3. BENEFITS OF LEADERSHIP

While learning about leadership and responsibility to the community, youth gain important decision-making and problem-solving skills, self-discipline, respect and empathy, techniques for working cooperatively, awareness of problems in the community, trust and belief in themselves and a sense of belonging.

4. ENGAGEMENT IN COMMUNITY

One of the foundations of the Passport to Manhood program — in addition to developing a young man’s sense of self and building a sense of the importance of family — is fostering a sense of belonging and responsibility to the community. As teens ask, ‘What can I offer to my peers, to my community and to society?’, they begin to find a place in their extended family, school, church, and neighborhood, learning to apply their energy and aggression in the world in a positive way.

OBJECTIVES

• Understand what it means to live in community.
• Consider who has responsibility in a community.
• Discover how personal responsibility relates to social responsibility.
• Understand what it means to be a leader.
• Brainstorm different kinds of leadership.
• Identify the qualities of positive leaders.
• Consider leadership opportunities to seek out in the community.

KEY MESSAGES

• A leader does not always have to be in control; there are many different ways to lead.
• Communities are groups of people who live in the same place or share common values.
• Part of being in community is giving back through service or volunteering.
• An adult male is responsible for himself, for his family and for his community.

TERMS

LEADER

COMMUNITY

RESPONSIBILITY

MATERIALS

• Showing the Way Cards (p. 109)
• Amazing Race Clues (p. 110)
• heavy card stock (8½” x 11”)
• envelopes
• masking tape
• scissors
• pens/pencils
• Passport to Manhood passports

PREPARATION

✔ Copy Showing the Way Cards onto heavy card stock and cut apart.
✔ Make two copies of Amazing Race Clues and cut into strips. Prepare two sets of seven envelopes with one clue inside each, and label the envelopes with the number of the clue it contains. Keep the first clue envelope (two envelopes, one for Team A and one for Team B) to hand to teams at the start of the activity.
✔ Hide the six remaining envelopes with clues (two sets, one for each team) in places throughout the club, being sure to record where each clue is. You may want to tape the envelopes to a restroom door, near the gamesroom, near the computers, near the front door, etc.

ESTIMATED TIME

30 to 45 minutes

ACTIVITY OVERVIEW

Youth play a game similar to the Amazing Race, in which they receive and solve a series of clues — related to leadership and community service — that will lead them to their final destination.
GETTING STARTED

1. **ASK** teens to talk about people they have known who are good leaders who have had a positive impact in their lives. **REVIEW** the definition of leader with the group:

   **A LEADER** is a person who directs, guides or influences a group toward a common goal, achievement or destination.

2. **INVITE** volunteers, one at a time, to select a Shaping the Way Card and read it aloud to the group. **DISCUSS** different ways to lead and **ASK** youth for examples of each type of leader.

3. **DISCUSS** qualities of a good leader, including the following:
   - does not think he has all the answers;
   - is open to new ideas;
   - is creative in thinking of new ways to do things;
   - is fair in dealing with other people;
   - has strong positive values; and
   - is dedicated to the group’s goals.

4. **POINT OUT** that leaders, by definition, cannot act alone, but must involve themselves in a group of people or a community. **REVIEW** the definition of community with the group:

   **A COMMUNITY** is a group of people who live in the same place or share values in common.

5. **ASK** teens to identify groups to which they belong (such as family, school, sports team, Club, etc.). **DECIDE** whether these are groups of people who live in the same place or share values.

6. **DISCUSS** the fact that an important part of being involved in community is to give to the community through service or volunteering.

7. **EXPLORE** what this involves (improving life for others in the community, helping someone else, taking care of the community in some way, encouraged others to get more involved or just being of service to someone who needs help).

8. **REMEMBER** group members that they have been learning about personal responsibility over the course of the Passport to Manhood program. **REVIEW** the definition of responsibility:

   **RESPONSIBILITY** means being in charge of something, being trusted with something important, or being able to choose for yourself between right and wrong.

9. **ASK** youth to summarize the responsibilities of an adult male. **POINT OUT** that being an adult male means being responsible for one’s self, one’s family and one’s community.

HANDS-ON ACTIVITY

1. **TELL** youth that they will do an activity to explore leadership and community responsibility. **EXPLAIN** the guidelines for the activity:
   - Youth play a game similar to the Amazing Race, in which they follow clues to reach their final destination.
   - Divide the large group into two teams (Teams A and B).
   - Give players on both teams the first clue envelope.
   - Players read the clue in the envelope, decide together on the solution, then return to you to check the solution and receive the next clue.
   - They continue this process until all seven clues have been found and solved.
   - The winning team is the one to find and solve all the clues first.

2. **LEAD** the group in summarizing key learning points of the session.

PERSONAL CHALLENGE

1. **ASK** youth to spend a few minutes journaling about what type of leader they would like to be and how they want to give back to the community. **INVITE** volunteers to share their thoughts with the large group.

2. **INSTRUCT** youth to gather in their teams. **REMEMBER** them that team members are to take turns informally leading the discussion.

3. **ASK** team members to discuss a Personal Challenge they would like to take on (or begin) in the next week, either independently or as a team. **SUGGEST** the following Personal Challenges:
   - Help a local charity or non-profit organization set up a website.
   - Interview three community leaders to learn more about critical problems in your area.
   - Visit waystohelp.org and commit to an advocacy project (environment, democracy and equality, health or community issues) you can do alone or as part of a group.

**NOTE**: It is essential that you stress to youth that they must get permission from their parents or guardians for any of the Personal Challenges they plan to do outside of the Club.

4. **REMEMBER** youth to keep in mind the **S.T.O.P**. technique they learned in the introductory activity — **SLOW DOWN**, **THINK**, **OBSERVE** and **PLAN** — as they face various personal challenges.

5. **STAMP** and sign each member’s passport for the session.
By engaging mentors in the program, you can connect youth to positive sources of support, inspiration, and guidance. Involve mentors by asking them to help out in implementing a session — coaching youth during the activity, joining in the group discussion or sharing their own stories. Asking mentors questions like these can provide focus for their personal sharing:

- How and when did you learn about personal responsibility?
- What is the most important lesson you have learned about responsibility?
- What types of leadership roles have been important in your life?

Mentors also can interact with boys one-on-one or in small groups, offering them wisdom and modeling, conversation, and challenge. The following materials (found in the Tools and Resources section of the Program Resource Guide) can help mentors make the most of time they spend with youth:

- Suggested Mentoring Activities (p. 44) — a wealth of ideas for one-on-one and group activities for mentors to do with youth in the Club, in the local neighborhood and in the community.
- Tips for Communicating with Adolescent Boys (p. 46) — 10 helpful guidelines for effectively engaging with and communicating with adolescent and teen boys.
- Session Activity and Discussion Cards (p. 48) — offer tips and conversation starters to help mentors reinforce the specific learning of each session (cards can be copied on card stock and given to mentors prior to their interactions with youth).

**Activity XI-B: Personal Leadership & Community Responsibility**

**SHOWING THE WAY CARDS**

**MANAGER**
Leads by taking command of a group

**GUIDE**
Leads by guiding decisions of a group

**INFLUENCER**
Leads by influencing goals and activities of a group

**COACH**
Leads by encouraging others to do their best

**PROBLEM SOLVER**
Leads by suggesting the best way to get things done

**INITIATOR**
Leads by getting things started, proposing new ideas or suggesting next steps

**ORGANIZER**
Leads by keeping the group on track and on task

**SEEKER**
Leads by identifying information and resources needed

**CLARIFIER**
Leads by clearing up confusion, pulling together ideas or suggesting next steps

**ENHANCEMENT STRATEGIES**
Get youth motivated about community responsibility and leadership by connecting them with organizations like generationOn (www.generationon.org/teens) or The Teenagers’ Guide to the Real World (www.bygpub.com/books/tg2rw/volunteer.htm), where they can find ideas for ways to get involved in social change. Invite a motivational speaker to the group—one who can engage youth with the idea of “answering the call to leadership.”
ACTIVITY XII-B: PERSONAL LEADERSHIP & COMMUNITY RESPONSIBILITY

AMAZING RACE CLUES

**CLUE 1** Give three answers

Name three communities with shared values in common.

1. 
2. 
3.  

**CLUE 2** Fill in the missing word

A _ _ _ _ _ _ _-_ _ _ _ _ _ leads by figuring out solutions to problems or suggesting the best way to get things done.

**CLUE 3** Unscramble the sentence

common toward a person directs destination or influences a group leader who a goal achievement or is a guides

[Hint: First word is “A” and last word is “destination”]

**CLUE 4** Fill in the missing word

Part of being in a community involves giving back through service projects and _ _ _ _ _ _ _ _ _ _ .

**CLUE 5** Give three answers

Name three qualities of a good leader.

1. 
2. 
3.  

**CLUE 6** Unscramble the sentence

things steps leads by ideas getting or by started proposing initiator new or by suggesting an next

[Hint: First word is “An” and last word is “steps”]

**CLUE 7** Fill in the missing words

Being an adult man means being _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ for one’s self, one’s family, and one’s _ _ _ _ _ _ _ _ .
GRADUATION: FROM BOYS TO MEN

IDEAS TO GUIDE SESSION

1. COMPLETING THE JOURNEY
   Adolescents and teens completing the Passport to Manhood program have taken important steps toward learning what it means to be a man. In facing specific challenges related to manhood, they have explored their own sense of self and purpose, discovered ways to contribute to their families and communities, and learned how to become valuable members of society. As the program concludes, youth symbolically step over the threshold into manhood by acknowledging how far they have come on the journey.

2. GRADUATION CEREMONY
   The graduation ceremony is an important part of the journey because it is a time when youth are recognized in front of their families and friends for completing the program, and for their achievements, commitment and hard work. The ceremony should be planned in collaboration with youth and developed in a format appropriate for Club resources.

3. GROUP MOTO
   Some groups may want to adopt a statement, motto or guiding principle to highlight at the graduation ceremony — and to take with them as they move beyond the program. Youth can explore their own ideas, or they may want to use a quote such as one of the following:
   - Each of us is a story, and each day part of that story unfolds. Each of us is the author to the story of our life, holding within us the power to change the plot at any time. When you find the story that you are — you find your life. (Flaming Rainbow, Spiritual Warrior)
   - We have to accept responsibility for uplifting our lives. (Chogyam Trungpa, Tibetan Lama)
   - Never give up. No matter what is happening. No matter what is going on around you. Never give up. (His Holiness the 14th Dalai Lama)
   - The hero’s journey always begins with the call. One way or another, a guide must come to say, ‘Look, you are asleep. Wake. Come on a journey.’ (Joseph Campbell, philosopher and storyteller)
   - We are here because there are things that need our help. Like the planet. Like each other. Like animals. The world is like a garden, and we are its protectors. (M.L. King, blues musician)

4. MENTORS
   Mentors who have journeyed with youth throughout the duration of the program can assist with the graduation ceremony by calling up and introducing participants, or by presenting the Passport to Manhood incentives to youth.

OBJECTIVES
- Acknowledge how far youth have come on the journey to manhood.
- Recognize completion of the program.
- Congratulate youth for their hard work, achievements and commitment.

MATERIALS
- Award certificates for program completion
- Incentives for completing the program (such as Passport to Manhood T-shirts)
- Symbolic objects (rock, feather, coin, or other talisman to symbolize progress toward manhood)
- Refreshments
- Passport to Manhood passports

PREPARATION
- Prepare an exhibition of work completed by participants in the program.
- Highlight any special achievements taken on by teams as part of their Personal Challenges.
- Prepare the room for appropriate seating.
- Explain to mentors the role you would like them to play in the ceremony.

ESTIMATED TIME
30 to 45 minutes

ACTIVITY OVERVIEW
In this concluding session, members participate in a graduation ceremony to mark their progress on the journey to manhood. Youth are recognized in front of their families and friends for completing the program, and for their achievements, commitment and hard work.
GRADUATION CEREMONY

1. **CONDUCT** the Passport to Manhood graduation ceremony. Club staff should conduct the graduation ceremony as planned with members of the program. The following is one possible outline for the ceremony:

- ✓ welcome and introductions;
- ✓ brief overview of the Passport to Manhood program;
- ✓ presentation and discussion of the group motto, code or guiding principle;
- ✓ sharing of some of the program highlights through works completed by members;
- ✓ acknowledgment of Personal Challenges completed by team members;
- ✓ calling up of participants and introductions;
- ✓ recitation of the group motto, code or guiding principle;
- ✓ explanation of the passports;
- ✓ presentation of the passports and accompanying program incentives; and
- ✓ closing remarks and presentation of symbolic objects to participants.

2. **CLOSE** with a reception. The reception should include refreshments and allow audience members to talk with staff, program members, and mentors. It also should allow for visitors to tour the exhibition of projects and works members completed as part of the program.