

# passport manhood

**STAGE 1**  
AGES 8-12



**BOYS & GIRLS CLUBS  
OF AMERICA**

Boys & Girls Clubs of America  
1275 Peachtree St. NE  
Atlanta, GA 30309-3506  
404-487-5700  
[www.bgca.org](http://www.bgca.org)

© 2013 Boys & Girls Clubs of America • 2127-12



**BOYS & GIRLS CLUBS  
OF AMERICA**

**Gillette<sub>®</sub>**  
**GREAT STARTS**



### **Important Guidelines for Photocopying**

Limited permission is granted free of charge to photocopy all pages of this guide that are required for use by Boys & Girls Club staff members. Only the original manual purchaser/owner may make such photocopies. Under no circumstances is it permissible to sell or distribute on a commercial basis multiple copies of material reproduced from this publication.

Copyright ©2013 Boys & Girls Clubs of America

All rights reserved. Printed in the United States of America. Except as expressly provided above, no part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission of the publisher.

Boys & Girls Clubs of America

1275 Peachtree St. NE

Atlanta, GA 30309-3506

404-487-5700

[www.bgca.org](http://www.bgca.org)

# passport manhood

**STAGE 1**  
AGES 8-12



# CONTENTS

## Activities (Ages 8 to 12)

Introductory Session: From Boys to Men .....	4
Activity I-A: Understanding Manhood .....	10
Activity II-A: Self-Esteem and Identity .....	22
Activity III-A: Values in Personal Decision-Making .....	34
Activity IV-A: Academic Success .....	52
Activity V-A: Healthy Lifestyles .....	62
Activity VI-A: Responses to Authority .....	74

Activity VII-A: Relationships with Girls .....	82
Activity VIII-A: Fatherhood and the Family .....	92
Activity IX-A: Employment and Careers .....	100
Activity X-A: Diversity .....	114
Activity XI-A: Cooperation and Conflict .....	122
Activity XII-A: Personal Leadership and Community Responsibility .....	130
Closing Session and Graduation: From Boys to Men .....	138



# 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 lion 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; they are more 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 take full responsibility for their actions.

#### 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.

### INTRODUCTORY SESSION | AGES 8 to 12

#### 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
- flip chart and markers
- 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 “rites of passage” program and preview the process they will undergo as they make the transition from boys to adult men. Boys 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. As a prompt for younger members, post a flip chart page with some possible qualities, such as: *enthusiastic, good listener, pitches in and helps, positive attitude, good planner, works hard, knows how to have fun, cares about others, good friend, is loyal to other Club members, curious, artistic, can see different points of view, interested in learning, good imagination, willing to try new things, is creative, can solve problems and likes to explore.*

**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.

INTRODUCTORY  
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 American 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 prepare to let go of attitudes and behaviors of youth and begin to move them toward adult attitudes and behaviors.
7. **STRESS** that one of the foundations of the program — and one of the key indicators 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.

## HANDS-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** guidelines for 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

**NOTE:** Younger members especially may find it difficult to complete this activity without adult guidance. Peer leaders or mentors will need to work with team members — helping them think through their options and asking questions to guide their decisions.

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.

PERSONAL  
CHALLENGE

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. **REMINDE** 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 have a plan for the future (attend college, join the military or learn a profession).*
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.

## INTRODUCTORY SESSION: FROM BOYS TO MEN

### SURVIVAL IN THE WILDERNESS

#### BACKGROUND

**You and your team are on a wilderness trip,** but you have gotten separated from the larger group and the guide. You have no idea where you are, although you know you're hundreds of miles from civilization somewhere in Northern Canada. It's late in the afternoon and getting dark, and the temperature is dropping (about 30 degrees Fahrenheit). Although it's late September and there are still leaves on the ground, it's extremely windy and starting to snow. You've decided to stop near a huge old tree with low branches because it offers some protection from the snow (but not the wind). One of the group members has fallen on a rock and has a bad cut on his leg that is bleeding. Each of you has a book of matches, peanut-butter crackers and two bottles of water in your backpack.

**Your job** is to choose from the items listed below the FIVE items you need most. The immediate goal is to create a shelter to keep out of the snow, build a fire to keep warm, and make yourselves visible by creating an emergency distress signal.

#### RULES

- You cannot use live branches or anything from trees (only wood or leaves on the ground).
- You can use loose rocks but not those that are buried.
- You cannot cause harm to the environment.
- You cannot use any other materials beyond the five selected.
- Shelters should be big enough to hold your entire group and be able to stand up to the weather.

#### MATERIALS (choose FIVE)

- lighter (to light a fire)
- two large plastic tarps with grommet holes at corners and at center (to make a tent)
- newspaper, two sheets (to keep a fire going)
- compass (to find which way to go)
- mirror (to reflect the sun as a signal)
- cell phone (to call for help)
- twine (to make a tent)
- knife (to cut twine)
- flashlight (to see in the dark)
- map of the area (to find out where you are)
- whistle (to signal for help)
- wool blanket (to keep warm)
- water purification system (to make clean drinking water)
- duct tape (to make a tent)
- energy bars (to get energy)
- extra socks for each group member (to keep warm)
- first-aid kit, with antiseptic and bandages (to treat injuries)
- bug spray (to keep bugs away)
- plastic tubing (to funnel water)
- sun screen (to prevent sunburn)





# Session 1

SESSION 1  
UNDERSTANDING  
MANHOOD

## ACTIVITY I-A AGES 8 to 12

## 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 the broader 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” and power over — 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 important for youth to move beyond stereotypes if they are to discover their authentic selves and purpose in life.

### OBJECTIVES

- Recognize common male stereotypes in popular culture.
- Identify the falsehood in male stereotypes.
- Recognize positive qualities of responsible manhood.
- Understand the meaning of responsibility.
- Understand that manhood is more than physical growth.

### KEY MESSAGES

- 💡 A male stereotype is a mistaken way of thinking about how boys and men are “supposed” to be.
- 💡 Labeling or “trapping” someone in with a stereotype is unfair and limiting.
- 💡 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.

### TERMS

#### MALE STEREOTYPE RESPONSIBILITY

### MATERIALS

- *Misleading Male Stereotypes Cards* (p. 16)
- *Finding True North Cards* (p. 19)
- heavy card stock (8½” x 11”)
- index cards
- masking tape
- pens/pencils
- Passport to Manhood passports

### PREPARATION

- ✓ Copy two sets of the *Misleading Male Stereotypes Cards* on heavy card stock and cut apart. Copy two sets of *Finding True North Cards* on heavy card stock and cut apart.
- ✓ Using masking tape, create two 10’ x10’ shapes on the floor, one on either side of the room. These squares represent desert islands, so ideally the shapes should be irregular (if time is short, squares will work). Place a set of *Misleading Male Stereotypes Cards* scattered face down in each square.
- ✓ Tape each set of *Finding True North Cards* face out on a wall nearby each of the squares.

### ESTIMATED TIME

30 to 45 minutes

### ACTIVITY OVERVIEW

Members form two teams. One member of each team stands in an outline marked on the floor, which represents being shipwrecked on an island. He reads aloud a male stereotype, and remains there while his teammates rush to find the statement that will debunk the stereotype and put the shipwrecked boy on the right path to his destination. The *Finding True North Cards* statements correct the mistaken stereotype and, at the same time, describe the qualities of a responsible adult male.



## 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 where we get our ideas about being a man. **POINT OUT** that they come from television, movies, music, friends, parents, teachers and popular culture.
3. **ASK** youth to take a few minutes to write down the messages they have heard about how a man should be. **INVITE** volunteers to share their experiences and observations.
4. **ASK** boys to talk about their favorites superheroes — such as Iron Man, the Hulk, Spider-Man, Falcon, Batman, Black Vulcan and Power Man— and the reasons they like them.
5. **POINT OUT** that movie superheroes often are aggressive and engaged in non-stop violence. **DISCUSS** what these superheroes seem to be saying about manhood. **ASK** the group to think about how these images might influence our ideas of what it means to be a man.
6. **ASK** youth to identify other ideas they hear people use to describe boys or men. **CHALLENGE** them to consider whether these ideas are fair and whether they are true of *all* boys and men.
7. **EXPLAIN** that when someone makes an unfair statement about a group of people, it is a “stereotype.” This is a mistaken way of thinking because not all people in a group are one way.

A **MALE STEREOTYPE** is a mistaken way of thinking about how boys and men are “supposed” to be. Stereotypes are unfair and limiting because we do not see people for who they really are.

## HANDS-ON ACTIVITY

1. **EXPLAIN** that members will explore misleading male stereotypes and identify statements that will correct the falsehood in the stereotype.
2. **SAY** that they will do a fun activity where they imagine being shipwrecked on a deserted island,

waiting to be rescued by their teammates. **EXPLAIN** the guidelines for the activity:

- Members form two teams and stand near one of the “islands” on the floor (if your group has an odd number of participants, one team will have an additional team member).
  - Point out the cards lying face down, and explain that each has a stereotype about men.
  - Boys imagine they are shipwrecked on an island, waiting to be rescued by teammates.
  - Members of each team take turns being shipwrecked on the island. The first one on the island chooses one of the *Misleading Male Stereotypes Cards* and read it aloud.
  - His teammates go to the wall where the *Finding True North Cards* are posted and quickly look for the statement that tells the truth about the stereotype just read.
  - The participant who finds the matching card says “I found it!” and the team returns to the island where their team member waits.
  - The one who found the matching *Finding True North Card* reads it aloud, then he moves onto the island, and the other participant moves out.
  - The team that finds all the matching *Finding True North Cards* first wins.
3. **INVITE** volunteers to talk about how it felt to be on the island while others were looking for the *Finding True North Card*.
  4. **COACH** group members to recognize that while stuck on the island, they felt trapped and frustrated, did not think it was fair, and were not moving or going anywhere. **ASK** boys to talk about how this might be similar to being labeled unfairly or “trapped” by a stereotype.
  5. **POINT OUT** that as participants are making the journey to manhood, it is important not to get thrown off course by stereotypes that try to define who they are and what they can become.
  6. **LEAD** the group in summarizing key learning points of the session.

## PERSONAL CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program.

Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about what kind of man they would like to be when they are older. **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 work with their team mentor or peer leader to select a challenge they would like to take on.
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.

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:

- ? 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 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 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 & 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.

**ACTIVITY I-A: UNDERSTANDING MANHOOD**  
MISLEADING MALE STEREOTYPES CARDS

<b>MEN NEVER CRY, EVEN WHEN THEY'RE IN PAIN</b>	<b>MEN ARE VIOLENT AND LIKE TO FIGHT</b>
<b>MEN DO DANGEROUS THINGS JUST FOR FUN</b>	<b>MEN ARE LAZY</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY I-A: UNDERSTANDING MANHOOD**  
MISLEADING MALE STEREOTYPES CARDS

<b>MEN ARE IN CHARGE — THEY CONTROL OTHERS</b>	<b>MEN DO “DIRTY” JOBS LIKE CONSTRUCTION OR MECHANICS</b>
<b>MEN DON'T DO HOUSEWORK LIKE COOKING AND CLEANING</b>	<b>MEN DON'T TAKE CARE OF CHILDREN</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY I-A: UNDERSTANDING MANHOOD**

FINDING TRUE NORTH CARDS

<p><b>MEN ARE STRONGER THAN WOMEN</b></p>	<p><b>MEN HAVE TO HAVE THEIR OWN WAY ALL THE TIME</b></p>
<p><b>MEN ARE “CLUELESS” — NOT ABLE TO DO MANY THINGS WELL</b></p>	<p><b>MEN NEVER GROW UP — THEY ARE JUST LARGER VERSIONS OF LITTLE BOYS</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY I-A: UNDERSTANDING MANHOOD**

FINDING TRUE NORTH CARDS

<p><b>WHEN A MAN CRIES, IT’S NOT A SIGN OF WEAKNESS, BUT A SIGN OF BEING REAL AND HONEST</b></p>	<p><b>A MAN KNOWS THAT VIOLENCE IS NEVER OKAY</b></p>
<p><b>A MAN TAKES RISKS ONLY FOR SOMETHING VERY IMPORTANT OR WHEN IT WILL HELP SOMEONE</b></p>	<p><b>A MAN WORKS HARD TO MAKE A CONTRIBUTION TO THE WORLD</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.



**ACTIVITY I-A: UNDERSTANDING MANHOOD**  
MISLEADING MALE STEREOTYPES CARDS

<p><b>A MAN RESPECTS OTHERS AND DOESN'T TRY TO CONTROL THEM</b></p>	<p><b>A MAN CAN CHOOSE ANY TYPE OF JOB THAT IS RIGHT FOR HIM</b></p>
<p><b>A MAN ACCEPTS HIS SHARE OF THE RESPONSIBILITY FOR TAKING CARE OF HIS HOME</b></p>	<p><b>A MAN CARES FOR CHILDREN IN MANY DIFFERENT WAYS</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY I-A: UNDERSTANDING MANHOOD**  
MISLEADING MALE STEREOTYPES CARDS

<p><b>A MAN MAY BE PHYSICALLY STRONGER THAN OTHERS BUT DOESN'T USE HIS STRENGTH TO HURT</b></p>	<p><b>A MAN COMPROMISES AND KNOWS THAT HE DOESN'T LOSE POWER IF THINGS DON'T GO HIS WAY</b></p>
<p><b>A MAN IS AWARE AND ABLE TO DO MANY DIFFERENT KINDS OF THINGS</b></p>	<p><b>A MAN IS ALWAYS LEARNING AND GROWING, BECOMING THE BEST PERSON HE CAN BE</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.



# Session II

SESSION 2  
SELF-ESTEEM &  
IDENTITY

## ACTIVITY II-A AGES 8 to 12

## SELF-ESTEEM AND IDENTITY

### IDEAS TO GUIDE SESSION

#### 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 youth often adopt.
- Understand the meaning of identity.
- 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 true identity allows us to be proud of our unique qualities and the things we can do.

### TERMS

**IDENTITY**  
**SELF-ESTEEM**

### MATERIALS

- *Voyage of Discovery: My Identity!* (p. 28)
- *Mask Templates (#1–#5)* (p. 29)
- scissors (*one for each participant*)
- art materials
- stapler
- paint sticks
- heavy card stock (8½" x 11")
- pens/pencils
- Passport to Manhood passports

### PREPARATION

- ✓ Make copies of *Voyage of Discovery: My Identity!* (one for each participant).
- ✓ Make several sets of *Mask Templates (#1–#5)* on heavy card stock.

### ESTIMATED TIME

30 to 45 minutes

### ACTIVITY OVERVIEW

Boys work in small groups to create masks depicting stereotypical male identities. They then set aside the stereotypes to create an "unmasked man" showing one or two qualities of their individual identity.

## GETTING STARTED

1. **ASK** youth to identify different groups in their schools (geeks, jocks, punks, loners, posers, players, etc.), why these groups exist, and if boys feel pressured to fit into one of these groups.
2. **EXPLAIN** that it is natural to enjoy hanging out with others with similar interests, and groups also can help us learn more about who we are and what we like. **DISCUSS** whether some groups are thought to be better than others and why. **REMINDE** youth that these are usually ones that reflect male stereotypes (being tough, strong, athletic, rebellious, etc.).
3. **ASK** boys what the downside is of being in a group. **POINT OUT** that labels can be hurtful, and boys often feel they have to act a certain way to avoid being labeled (for example, if a boy is really smart and is called a “nerd” by kids in school, he may try to hide that part of himself).
4. **SAY** that even if it is considered a good thing to be part of a certain group, a boy may think he has to act a certain way to fit in (for example, if a boy wants to be considered a “tough guy,” he may bully others — even though he knows it is wrong — just to be accepted).
5. **REMINDE** youth about stereotypes. **DISCUSS** how we limit ourselves when we are defined by a label — because people see only the label and not our real selves.
6. **REMINDE** youth that, on any journey, a traveler is expected to show his ID card to prove he is who he says he is. **EXPLAIN** that the same is true on this journey — as boys move to adulthood, they will discover who they are, their true identity — not a stereotyped image they put on like a mask. **POINT OUT** that, by taking off the masks they wear and revealing themselves, they are more likely to discover who they are.
7. **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 — the qualities that make them uniquely who they are.

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

## HANDS-ON ACTIVITY

1. **CALL** group members’ attention to the blank masks you have copied. **EXPLAIN** that masks are used all over the world in different cultures. **DISCUSS** how masks are most often used for disguise, protection and performance.
2. **TELL** them that people often use a kind of mask to hide themselves from others, and the labels just discussed are those kinds of masks. **EXPLAIN** that the activity will explore these masks.
  - Boys will work in groups of three.
  - Each boy will create his own mask by: a) choosing a different group or label to represent; b) using one of the different mask templates for the mask; c) using the art supplies to illustrate the mask; and d) stapling the finished mask to a paint stick.
  - Boys will share their masks with their small-group members.
3. **TELL** boys that their real identity, not the masks they wear, relates to self-esteem — a sense of being proud of who they are. **DEFINE** self-esteem for the group:
 

**SELF-ESTEEM** is being proud of who you are, valuing yourself and feeling good about your unique qualities and the things you can do.
4. **TELL** youth that they will now complete the activity by creating an “un-masked man” who represents their true identity and the things they are proud of about themselves. **SHOW** them the blank card stock and **PROVIDE** guidelines:

- Boys will work in the same groups of three.
  - Each boy will create an “un-masked man” by: a) cutting a face hole in the blank card stock; b) thinking about one or two qualities of his personality; c) using the art supplies to write or illustrate the qualities around the edges; and d) stapling it to a paint stick.
  - Boys will share their “un-masks” with their small-group members.
5. **LEAD** the group in summarizing key learning points of the session.

## PERSONAL CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

➔ **Amazing Kids**

[www.amazing-kids.org](http://www.amazing-kids.org)

➔ **Compassionate Kids**

[www.compassionatekids.org](http://www.compassionatekids.org)

➔ **Generation On**

[www.generationon.org](http://www.generationon.org)

➔ **Kids Consortium**

[www.kidsconsortium.org](http://www.kidsconsortium.org)

➔ **Kids Helping Kids, Inc.**

[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

➔ **Kids Cheering Kids**

[www.kidscheeringkids.org](http://www.kidscheeringkids.org)

➔ **Ripple Kids**

[www.ripplekids.org](http://www.ripplekids.org)

➔ **Team Kids**

[www.teamkids.org](http://www.teamkids.org)

➔ **The Volunteer Family**

[www.volunteerfamily.org](http://www.volunteerfamily.org)

➔ **Yes Kidz Can!®**

[www.yeskidzcan.com/](http://www.yeskidzcan.com/)

1. **ASK** youth to spend a few minutes journaling about one thing they are proud of about themselves. **INVITE** volunteers to share their thoughts with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.
4. **REMINDE** 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:

- ? 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 & 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-A: 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 and the unique qualities that make you different from everyone else on the planet.

You have an *outer* identity, usually something obvious, that has to do with being:

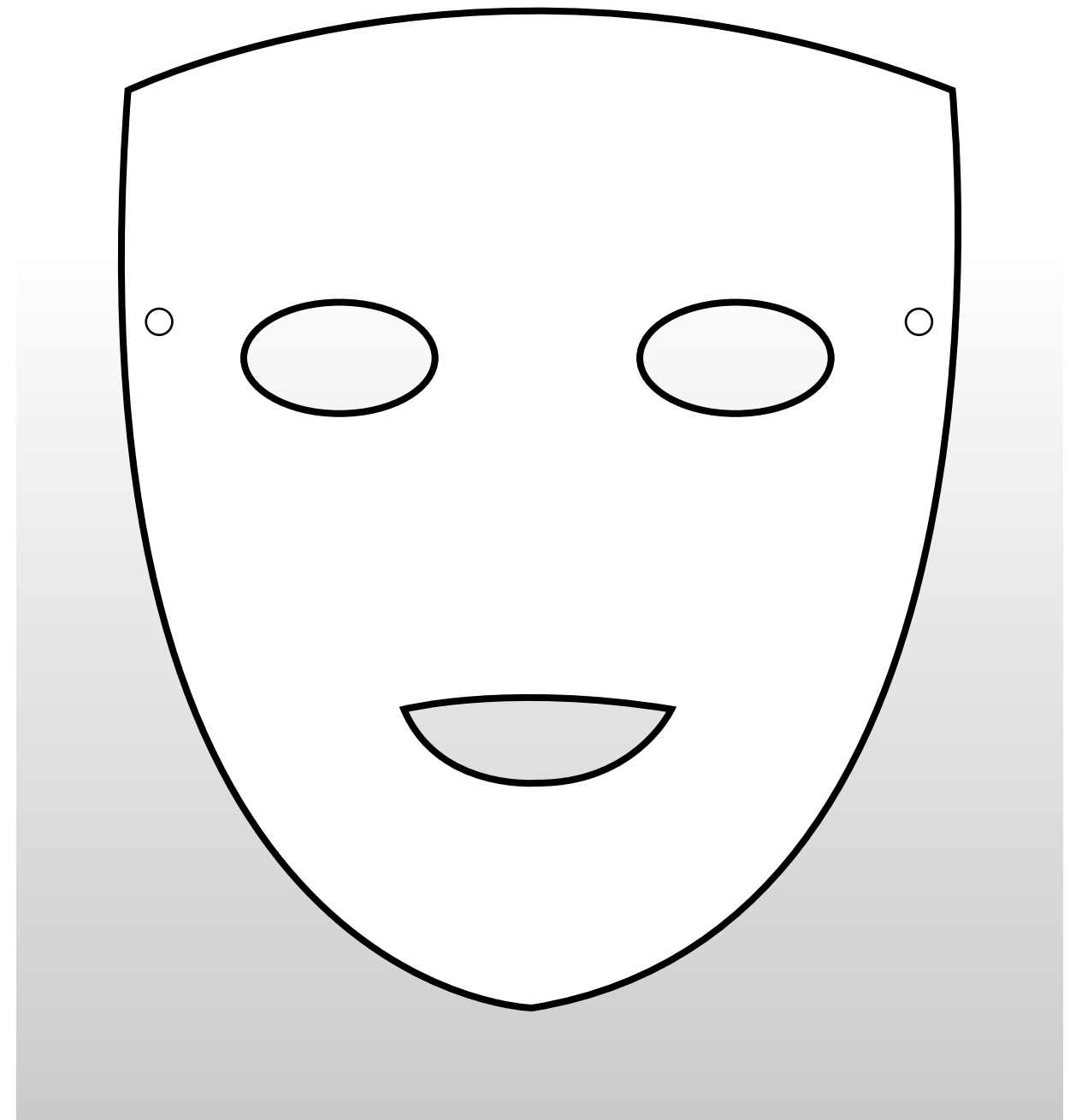
- a boy
- a member of a certain family
- a son of your particular parents
- a student
- a certain race or ethnicity
- a person living in the U.S.
- a Boys & Girls Club member
- an only child or a brother

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

- personality (*happy, outgoing, energetic, hard-working, etc.*);
- cultural background (*nationality and cultural customs, 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*).

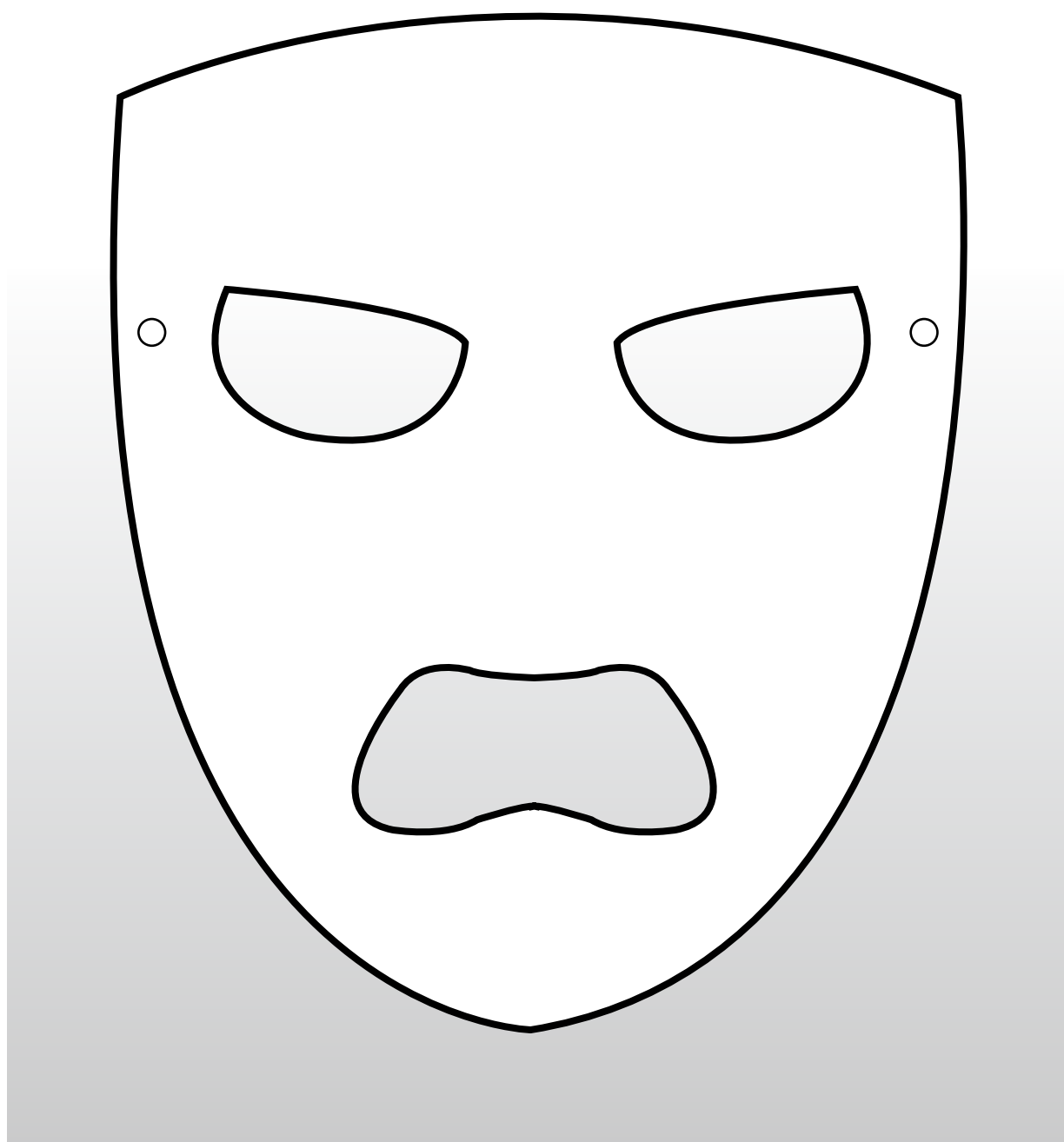
## ACTIVITY II-A: SELF-ESTEEM & IDENTITY

### MASK TEMPLATE 1



## ACTIVITY II-A: SELF-ESTEEM & IDENTITY

MASK TEMPLATE 2



PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

## ACTIVITY II-A: SELF-ESTEEM & IDENTITY

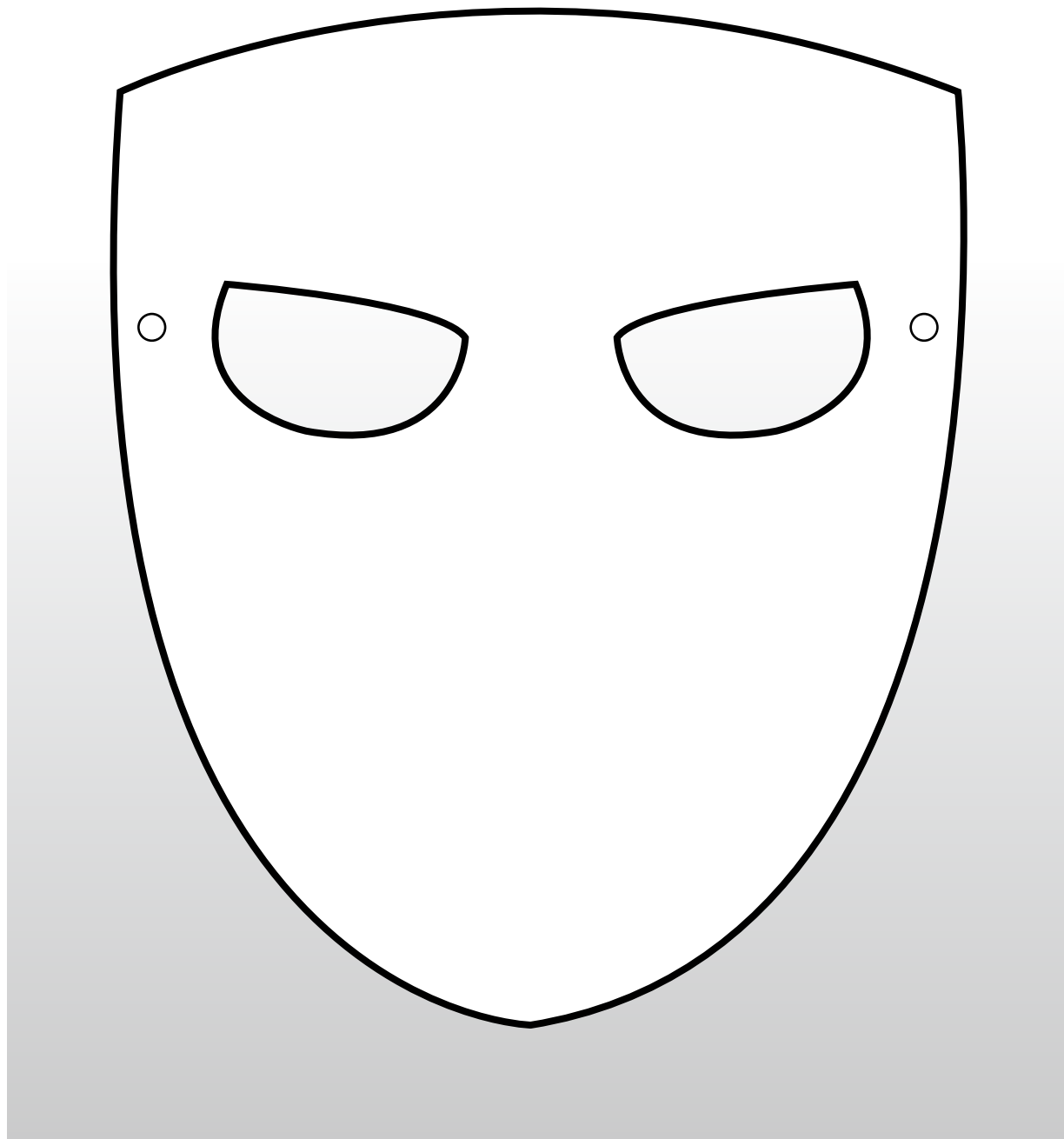
MASK TEMPLATE 3



PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

## ACTIVITY II-A: SELF-ESTEEM & IDENTITY

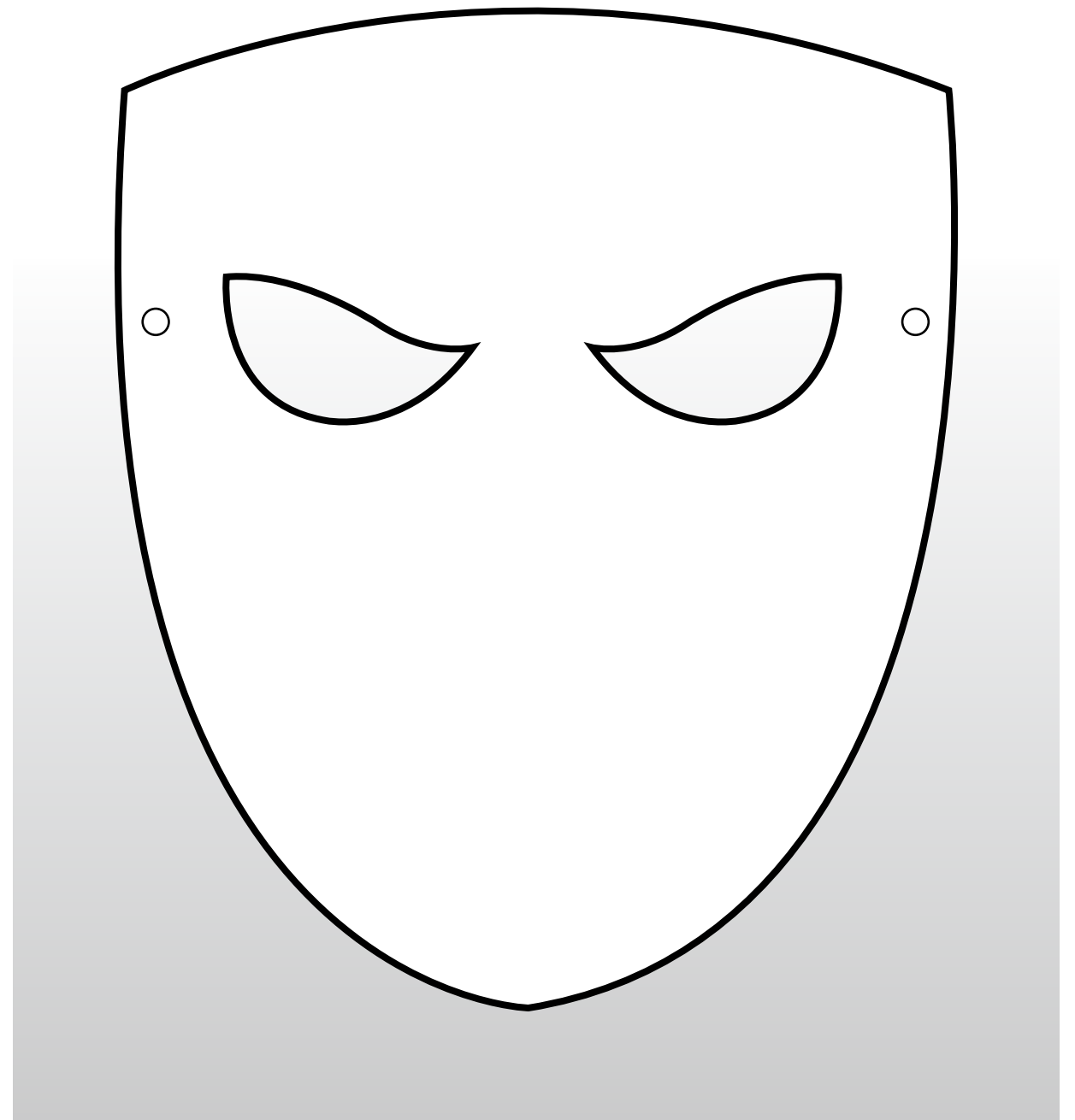
MASK TEMPLATE 4



PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

## ACTIVITY II-A: SELF-ESTEEM & IDENTITY

MASK TEMPLATE 5



PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

# Session III

## VALUES IN PERSONAL DECISION-MAKING

### IDEAS TO GUIDE SESSION

#### 1. MODELING POSITIVE VALUES

Boys 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. Adolescents 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.

#### 2. DEVELOPING A MORAL CONSCIENCE

Up until about age 8, children are like sponges that absorb and accept as true much of what they learn, especially from their parents. Between the ages of 8 and 13, though, youth begin to be more discerning in testing the values of parents and others — not accepting them blindly as they did when they were younger, but trying out new ideas temporarily to see how they feel. Boys at this age continue to seek approval, wanting to be seen as “good” boys or “nice” boys, and they know how to behave in order to gain that approval. At the same time, they also are beginning to develop a conscience about values and behaviors that are most suitable and most important to them.

#### 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. 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 boys make responsible choices, the choices that will move them toward the future they want.

### ACTIVITY III-A AGES 8 to 12

#### OBJECTIVES

- Recognize the meaning and importance of values.
- Learn what it means to make values-based decisions.
- See how values relate to responsibility.

#### KEY MESSAGES

- 💡 Values guide our actions, helping us decide how to act in a given situation.
- 💡 Having strong values helps us be responsible.
- 💡 Choosing for ourselves what is most important is part of being responsible.

#### TERMS

**VALUE  
RESPONSIBILITY**

#### MATERIALS

- Adventure-Action Cards (p. 42)
- Adventure-Value Cards (p. 46)
- heavy card stock (8½" x 11")
- scissors
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Copy Adventure-Action Cards and Adventure-Value Cards onto heavy card stock and cut apart (make one set of Adventure-Action Cards and one set of Adventure-Value Cards for each team). If possible, copy each type of card on a different color of card stock.

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Members play a small-group game similar to “Concentration” to see who can match up an action with a value underlying the action.



## GETTING STARTED

1. **ASK** boys to define a value. **CLARIFY** what a value is:

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

2. **ASK** boys whether they can name some important values. **COACH** them to consider qualities such as honesty, friendship, loyalty, courage, caring, generosity, etc.
3. **DISCUSS** how values help us decide the best thing to do in a specific situation. **GIVE** 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?* **EXPLAIN** to boys that there are no right answers, that the choice depends on whether they value their fitness goals more or their friendship more.
4. **EXPLAIN** that our personal values relate to our identity — the unique characteristics that make us different from others — because what we value influences who we are.
- If a boy values loyalty, he is probably a good friend and a supportive brother.
  - If someone values courage, he may like to try new things.
  - If a boy values caring for the environment, he may really enjoy being outdoors.
5. **SAY** that we develop our values from the people around us and from our experiences. **INVITE** volunteers to say some of the values they have and to identify where they learned them.
6. **REMIND** participants of the meaning 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.

7. **POINT OUT** that becoming a man involves making responsible choices, especially about things that really matter — like doing well in school, staying healthy or pursuing a career. **SAY** that strong values are what help boys make responsible choices.

## HANDS-ON ACTIVITY

1. **TELL** boys that they will do an activity to explore what it means to have personal values guide our actions. **EXPLAIN** the game:

- Boys form small groups (with three to four players each).
- Give each group a set of *Adventure-Action Cards* and *Adventure-Value Cards*. Show teams how to place the cards face up, with *Adventure-Action Cards* all together on the left and *Adventure-Value Cards* all together on the right. Youth should be able to see all the cards easily when standing in one spot.
- Explain that the cards on the left side represent actions we do, and those on the right represent values that cause someone to do a particular action.
- Tell small group members that they will take turns selecting one *Adventure-Action Card* from those on the left, reading aloud the behavior described. The player then finds a matching *Adventure-Value Card* from those displayed on the right. Each player then tells the other group members the match-up they have made.
- All players have to agree that the match-up is the right one; if not, the player returns both cards to their proper places.
- The player on each team who has the most correct match-ups is the winner.

2. **ASK** boys to talk about any new values they learned about during the activity. **INVITE** volunteers to talk about the values that are most important to them and why.
3. **LEAD** the group in summarizing key learning points of the session.

**Optional Alternative:**

Half of the group members are given an *Adventure-Action Card* and the other half receives an *Adventure-Value Card*. To the beat of music, participants then mingle with each other and try to find the appropriate matching card — the action that reflects a particular value OR the value that underlies a particular action. (There are 24 of each card, so for smaller groups, you can distribute more than one card to each participant.)

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

➔ **Amazing Kids**

[www.amazing-kids.org](http://www.amazing-kids.org)

➔ **Compassionate Kids**

[www.compassionatekids.org](http://www.compassionatekids.org)

➔ **Generation On**

[www.generationon.org](http://www.generationon.org)

➔ **Kids Consortium**

[www.kidsconsortium.org](http://www.kidsconsortium.org)

➔ **Kids Helping Kids, Inc.**

[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

➔ **Kids Cheering Kids**

[www.kidscheeringkids.org](http://www.kidscheeringkids.org)

➔ **Ripple Kids**

[www.ripplekids.org](http://www.ripplekids.org)

➔ **Team Kids**

[www.teamkids.org](http://www.teamkids.org)

➔ **The Volunteer Family**

[www.volunteerfamily.org](http://www.volunteerfamily.org)

➔ **Yes Kidz Can!®**

[www.yeskidzcan.com/](http://www.yeskidzcan.com/)

1. **ASK** youth to spend a few minutes journaling about a few values that are most important to them. **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 work with their team mentor or peer leader to select a challenge they would like to take on.

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.

**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:

- ? 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 & 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
- Torch Clubs

**ENHANCEMENT STRATEGIES**

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

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<p><b>YOU ASK THREE CLASSMATES TO FORM A HOMEWORK/STUDY GROUP</b></p>	<p><b>YOU HELP A CLASSMATE GAIN CONFIDENCE TO TRY OUT FOR A SPORTS TEAM</b></p>
<p><b>YOU KEEP YOUR ROOM CLEAN AND NEAT</b></p>	<p><b>YOU START TALKING TO YOUR PARENTS ABOUT GOING TO COLLEGE</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<p><b>YOU SET A GOAL TO READ FOUR BOOKS THIS SUMMER</b></p>	<p><b>YOU DONATE SOME BOOKS AND CLOTHES TO CHILDREN IN NEED</b></p>
<p><b>YOU ORGANIZE A GROUP TO DO A NEIGHBORHOOD CLEAN-UP</b></p>	<p><b>YOU DO INTERNET RESEARCH ON A TOPIC THAT INTERESTS YOU</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<b>YOU GO ON A CAMPING TRIP</b>	<b>YOU WORK OUT AT LEAST FIVE DAYS A WEEK</b>
<b>YOU STAY HOME ON A SATURDAY NIGHT TO HANG OUT WITH YOUR BROTHER</b>	<b>YOU HELP A DISABLED PERSON IN YOUR NEIGHBORHOOD WITH GROCERY SHOPPING</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<b>YOU OPEN THE DOOR FOR SOMEONE ELSE</b>	<b>YOU VISIT A FRIEND IN THE HOSPITAL INSTEAD OF GOING TO THE GAME</b>
<b>YOU STAND UP FOR A FRIEND WHEN OTHERS CRITICIZE HIM</b>	<b>YOU LISTEN TO YOUR NEIGHBOR TALK ABOUT LOSING HIS DOG</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.



**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<p><b>YOU TRY OUT FOR THE SCHOOL PLAY EVEN THOUGH YOU'VE NEVER ACTED BEFORE</b></p>	<p><b>YOU MAKE FRIENDS WITH KIDS WHO ARE DIFFERENT FROM YOU</b></p>
<p><b>YOU GO TO CHURCH, TEMPLE, OR OTHER PLACE OF WORSHIP ON YOUR OWN</b></p>	<p><b>YOU FIND SOME MONEY AT SCHOOL AND YOU TURN IT INTO THE LOST AND FOUND</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-ACTION CARDS

<p><b>YOU STOP TO TALK TO AN OLDER MAN AND WOMAN SITTING ON A BENCH</b></p>	<p><b>YOU HELP YOUR MOM PAINT A ROOM AND TAKE TIME TO DO A GOOD JOB</b></p>
<p><b>YOU RUN FOR STUDENT BODY PRESIDENT</b></p>	<p><b>YOU ARE NEVER LATE FOR YOUR BABYSITTING JOB</b></p>





PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

 <p><b>TEAMWORK</b></p>	 <p><b>ENCOURAGEMENT</b></p>
 <p><b>BEING CLEAN</b></p>	 <p><b>EDUCATION</b></p>





PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

 <p><b>KNOWLEDGE</b></p>	 <p><b>GIVING</b></p>
 <p><b>MAKING A DIFFERENCE</b></p>	 <p><b>FITNESS</b></p>





PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

 <p><b>CURIOSITY</b></p>	 <p><b>FAMILY</b></p>
 <p><b>NATURE</b></p>	 <p><b>HELPING OTHERS</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

 <p><b>BEING COURTEOUS</b></p>	 <p><b>FRIENDSHIP</b></p>
 <p><b>LOYALTY</b></p>	 <p><b>EMPATHY</b></p>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

<b>COURAGE</b>	<b>DIVERSITY</b>
<b>FAITH</b>	<b>HONESTY</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY III-A: VALUES IN PERSONAL DECISION-MAKING**  
ADVENTURE-VALUE CARDS

<b>KINDNESS</b>	<b>CAREFULNESS</b>
<b>LEADERSHIP</b>	<b>BEING ON TIME</b>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

# Session IV

## ACADEMIC SUCCESS

### IDEAS TO GUIDE SESSION

#### 1. BOYS IN THE CLASSROOM

In the past 10 to 15 years, educators have begun to recognize that the traditional learning environment may not be a good fit for many boys. Because most elementary classroom teachers are women, their teaching tends to favor girls' interests, preferences and learning styles — and boys often fall behind. Several other differences between boys and girls contribute to the struggle some boys experience in the classroom:

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

#### 2. MORE OPTIONS FOR THE FUTURE

Some of the things youth want for the future are possible if they have a good job and make enough money to have what they want. Having a good education gives youth 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. How much a person earns as an adult often is tied to their education — over a lifetime, a college graduate earns \$1 million more than a high-school graduate.<sup>1</sup>

#### 3. OTHER BENEFITS OF EDUCATION

Education relates to other things youth value — making a difference in the world, being leaders and gaining knowledge. Boys 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.

#### 4. 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. Youth can get where they want to go by staying with and doing what they need to do to accomplish their desired goals.

### ACTIVITY IV-A AGES 8 to 12

#### OBJECTIVES

- Recognize the importance of doing well in school.
- Learn why education matters in having the future one wants.
- Learn how doing one's best in school relates to personal values.
- Set a goal for improving study habits.

#### 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

- Education — All Aboard! Game Board (p. 58)
- Education — All Aboard! Answer Key (p. 59)
- Education — All Aboard! Game Cards (p. 60)
- heavy card stock (8½" x 11")
- scissors
- cardboard
- glue stick
- small items to use as game board markers (paper clips, coins, stones, checkers, etc.)
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Copy Education — All Aboard! Game Board onto heavy card stock; glue onto cardboard (if possible, enlarge the copy 200 percent to create a larger game board).
- ✓ Copy Education — All Aboard! Game Cards onto heavy card stock, cut apart (two sets). Shuffle all cards together into one deck.

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys play a board game in which they advance while learning about the benefits of education, the importance of good study habits, and the link between academic success and a positive future.

1. Burnsed, Brian. "How Higher Education Affects Lifetime Salary," U.S. News & World Report (August 5, 2011), U.S. News & World Report, Education/Colleges, <http://www.usnews.com/education/best-colleges/articles/2011/08/05/how-higher-education-affects-lifetime-salary>, accessed on July 26, 2012



## GETTING STARTED

1. **ASK** group members to recall the earlier conversation about values. **REMINDE** them they explored the values boys get from parents/families, from friends and from the culture in general.
2. **REMINDE** 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.
3. **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. **INVITE** volunteers to discuss their feelings about education, some of their top academic achievements, and the challenges they face in school.
4. **REMINDE** 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.
5. **DISCUSS** how education affects the future, the benefits of a good education (including increased earning). **DRAW** a timeline on the flip chart, with “you in middle school” on the left and “you as an adult” on the right. **DISCUSS** how education is a series of steps that lead to the life they want:
  - ✓ 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.
6. **TELL** youth that making the most of their education now — doing their best in school, earning good grades, maintaining a high grad -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. **REMINDE** 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

**Optional Alternative:** If space allows, this game can be adapted to be a floor-size game. Using 8½” x 11” pieces of paper, markers, and masking tape, recreate the *Education — All Aboard! Game Board*, and allow children to move physically around the board.

1. **TELL** boys they are going to play a fun board game that will help them learn about the benefits of education, the importance of good study habits, and the link between academic success and the positive future they want. **DIVIDE** the large group into teams of three players each.
2. **SHOW** participants the *Education — All Aboard! Game Board* and the *Education — All Aboard! Game Cards*. **EXPLAIN** the rules for the game.
  - Boys play the board game in teams of three players.
  - Each team chooses which marker it wants to use for the game.
  - The first team player chooses a game card from the deck and reads it aloud to his team mates, and the team has three seconds to fill in the missing word.
  - The number of blank spaces on each card is equal to the number of letters in the missing word.
  - If the team identifies the missing word, they can move three spaces on the game board.
  - As teams identify words, write them on a flip chart page.
  - The next team player does the same thing, and teams keep moving around the board.
  - The first team to advance to the end wins.

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

**NOTE:** If the large group has more than 10 to 12 boys, you may want to have two games at once, each with several teams of three playing on one game board. When forming groups, it is important to make sure that there is a balance of ages in each so the competition is fair. With youngest members (particularly 8-year-olds), it is a good idea to provide first-letter clues to help get them started.

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about a goal to improve their study habits and performance in school. **INVITE** volunteers to share their goals with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.
4. **REMINDE** 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.

**Optional Alternative:** Another way to encourage youth to set a goal for doing their best in school and graduating on time is to have them take photographs of each other (either Polaroid or digital). Participants can then print out the photos and glue them to construction paper, adding their names and year of high school graduation.

**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:

- ? 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 & 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).

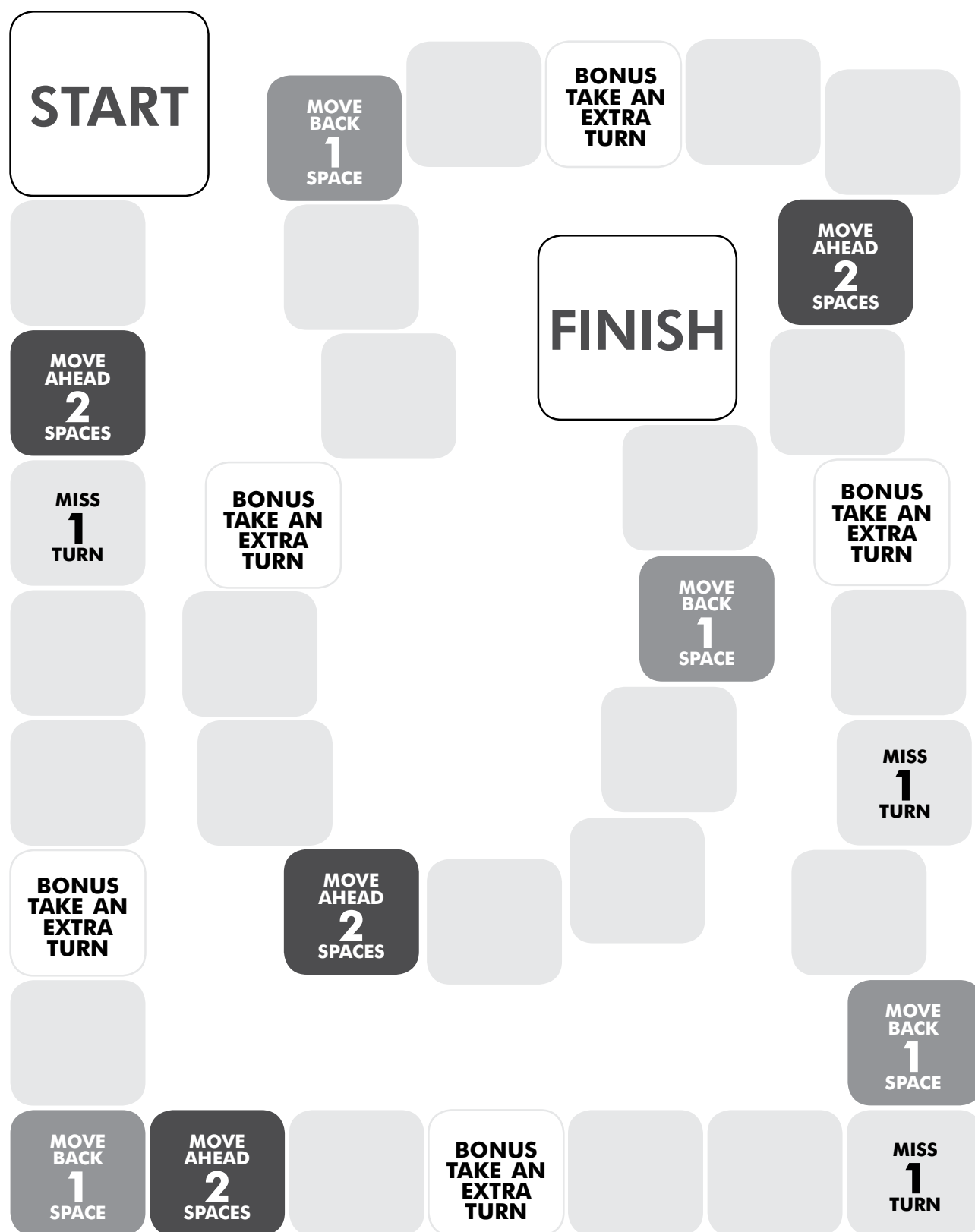
**RELATED BGCA PROGRAM RESOURCES**

- BE GREAT: Graduate
- Power Hour: Making Minutes Count
- Project Learn

**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.

## ACTIVITY IV-A: ACADEMIC SUCCESS



**PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.**

## ACTIVITY IV-A: ACADEMIC SUCCESS

- \* Doing well in school now can help me move toward the life I want later.
  - \* Doing my best in school helps me improve my grades.
  - \* Goals help me plan for the future.
  - \* Getting to class on time means I won't miss anything important.
  - \* Being careless or sloppy in my homework affects my grades.
  - \* If I want to be a good student, I should study for quizzes and tests.
  - \* It's important to ask questions if I don't understand something.
  - \* Getting involved in class discussions helps me understand new ideas.
  - \* Doing my homework every night helps me review what I have learned.
  - \* If I make a to-do list, I'll remember my homework assignments better.
  - \* Taking notes in class helps me learn and remember important points.
  - \* Getting good grades now is important if I want to go to college when I'm older.
  - \* Getting a good education improves my chance of getting a good job when I'm an adult.
  - \* Studying with a friend may help me stay focused.
  - \* If I use my study time well, I'll turn in my homework assignments when they are due.
  - \* I should ask for help when I need it — from parents, teachers or tutors.
  - \* If I take notes in class and review them, I'll be better prepared for quizzes and tests.
  - \* It's a good idea to focus on one homework assignment at a time.
  - \* If I put my schoolwork first, I'll learn more and get better grades.
  - \* It's good to know what subjects are hard for me so I can focus on those.
  - \* Before a test, I should study the textbook and my class notes.
  - \* Listening in class will help me remember important ideas.
  - \* When I have a lot of schoolwork, it's good to break it up into smaller tasks.
  - \* If I study in a quiet place, there will be fewer things to distract me.
  - \* It's important to check my homework before turning it in.
  - \* When studying for a long time, it's a good idea to take short breaks.
  - \* It's a good idea to write down all homework assignments so I don't forget anything.
  - \* It's good to follow directions so I'm sure to do what the assignment requires.
  - \* It's important to finish my homework before hanging out with friends or playing video games.
  - \* Planning my study time will allow me to get more schoolwork completed.
  - \* It helps to highlight key points when reading the textbook for a class.
  - \* Being prepared for quizzes and tests will help me get better grades.

**PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.**

ACTIVITY IV-A: ACADEMIC SUCCESS  
EDUCATION — ALL ABOARD! GAME CARDS

DOING WELL IN SCHOOL NOW CAN HELP ME MOVE TOWARD THE _____ I WANT LATER.	DOING MY BEST IN SCHOOL HELPS ME IMPROVE MY _____.	GOALS HELP ME PLAN FOR THE _____.	GETTING TO CLASS ON TIME MEANS I WON'T _____ ANYTHING IMPORTANT.
BEING CARELESS OR SLOPPY IN MY _____ AFFECTS MY GRADES	IF I WANT TO BE A GOOD STUDENT, I SHOULD _____ FOR QUIZZES AND TESTS.	IT'S IMPORTANT TO ASK _____ IF I DON'T UNDERSTAND SOMETHING.	GETTING INVOLVED IN CLASS _____ HELPS ME UNDERSTAND NEW IDEAS.
DOING MY HOMEWORK EVERY NIGHT HELPS ME REVIEW WHAT I HAVE _____.	IF I MAKE A TO-DO LIST, I'LL REMEMBER MY _____ ASSIGNMENTS BETTER.	TAKING _____ IN CLASS HELPS ME LEARN AND REMEMBER IMPORTANT POINTS.	GETTING GOOD GRADES NOW IS IMPORTANT IF I WANT TO GO TO _____ WHEN I'M OLDER.
GETTING A GOOD EDUCATION IMPROVES MY CHANCE OF GETTING A GOOD _____ WHEN I'M AN ADULT.	STUDYING WITH A _____ MAY HELP ME STAY FOCUSED.	IF I USE MY STUDY TIME WELL, I'LL TURN IN MY HOMEWORK ASSIGNMENTS WHEN THEY ARE _____.	I SHOULD ASK FOR _____ WHEN I NEED IT — FROM PARENTS, TEACHERS, OR TUTORS.

ACTIVITY IV-A: ACADEMIC SUCCESS  
EDUCATION — ALL ABOARD! GAME CARDS

IF I TAKE NOTES IN CLASS AND REVIEW THEM, I'LL BE BETTER PREPARED FOR QUIZZES AND _____.	IT'S A GOOD IDEA TO FOCUS ON ONE HOMEWORK _____ AT A TIME.	IF I PUT MY SCHOOLWORK FIRST, I'LL _____ MORE AND GET BETTER GRADES.	IT'S GOOD TO KNOW WHAT _____ ARE HARD FOR ME, SO I CAN FOCUS ON THOSE.
BEFORE A TEST, I SHOULD STUDY THE TEXTBOOK AND MY CLASS _____.	LISTENING IN CLASS WILL HELP ME _____ IMPORTANT IDEAS.	WHEN I HAVE A LOT OF SCHOOLWORK, IT'S GOOD TO _____ IT UP INTO SMALLER TASKS.	IT HELPS TO _____ KEY POINTS WHEN READING THE TEXTBOOK FOR A CLASS.
IF I _____ IN A QUIET PLACE, THERE WILL BE FEWER THINGS TO DISTRACT ME.	IT'S IMPORTANT TO _____ MY HOMEWORK BEFORE TURNING IT IN.	WHEN STUDYING FOR A LONG TIME, IT'S A GOOD IDEA TO TAKE SHORT _____.	IT'S A GOOD IDEA TO WRITE DOWN ALL _____ ASSIGNMENTS SO I DON'T FORGET ANYTHING.
IT'S GOOD TO FOLLOW _____ SO I'M SURE TO DO WHAT THE ASSIGNMENT REQUIRES.	IT'S IMPORTANT TO FINISH MY HOMEWORK _____ HANGING OUT WITH FRIENDS OR PLAYING VIDEO GAMES.	PLANNING MY _____ TIME WILL ALLOW ME TO GET MORE SCHOOLWORK COMPLETED.	BEING _____ FOR QUIZZES AND TESTS WILL HELP ME GET BETTER GRADES.



# Session

## HEALTHY LIFESTYLES

### IDEAS TO GUIDE SESSION

#### 1. TAKING RESPONSIBILITY

Adolescence is a time when youth want independence but still need guidance for making positive choices. Boys 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 boys take in energy through foods and beverages, they burn off energy through physical activity — walking, running, playing sports, climbing stairs, and even from breathing, thinking, resting and sleeping. In order to stay healthy, boys 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 as a young person can lead to heart disease or diabetes later in life; 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 do 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 boys, 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.

### ACTIVITY V-A AGES 8 to 12

#### OBJECTIVES

- Become familiar with the basics of healthy eating and physical activity.
- Recognize the benefits of 60 minutes of activity per day.
- Learn the relationship between energy intake and energy output.
- Become aware of the importance of self-care.
- Recognize positive habits for personal hygiene and grooming.

#### 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 getting heart disease, emphysema, anemia or other diseases later on.
- 💡 Personal hygiene/grooming is important because 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

- *Adventurer Cards* (p. 68)
- *Energy Cards* (five different types) (p. 69)
- heavy card stock (8½” x 11”)
- scissors
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Copy *Adventurer Cards* onto heavy card stock and cut apart (one set per team).
- ✓ Make two sets of the five types of *Energy Cards* for each team. Copy onto heavy card stock, cut apart and shuffle into one deck. Make one deck (total of 90 cards) for each team.

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

In small groups of four, boys play a card game similar to Pokemon, in which they try to find matching pairs of *Energy Cards* for their Adventurer, Explorer, Voyager or Journeyer characters. The first person to find matching sets for all four types of *Energy Cards* (*Nutrition, Fitness, Well-being and Hygiene*) wins.



## GETTING STARTED

1. **ASK** boys 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 boys make now about their health make a difference in the future.

**ENERGY BALANCE** is balancing “energy in” (energy taken in through the food we eat) with “energy out” (energy burned through physical activity).

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

**PERSONAL HYGIENE/GROOMING** involves keeping your body clean, well-maintained and neat.

7. **POINT OUT** that this is one of the challenges of becoming a man — boys do not really think that much about their health, but adults understand the importance of taking care of their bodies.

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. **REMIND** 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.

## HANDS-ON ACTIVITY

1. **TELL** youth that they will play a fun game similar to Pokemon that helps them learn more about healthy lifestyles. **EXPLAIN** the rules of the game:

- Youth form into small groups of four.
- Give each team a set of four *Adventurer Cards* (one for each player on the team), and a deck of *Energy Cards*.
- Instruct players to lay their *Adventurer Card* face up on the table in front of them.
- The dealer gives five *Energy Cards* to each player, placing the others face down in a stack the middle.
- Players take turns drawing from one card from the deck and discarding one, with the goal of finding matching pairs.
- As players find matching sets, they place them face up next to their *Adventurer Card*.
- The Bonus cards are not for matching, but boys are to follow the instructions on those cards when they draw one.
- The player who gets a matched set of all four types of *Energy Cards* (*Nutrition, Fitness, Well-being, and Hygiene*) is the winner.

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

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** boys 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 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 work with their team mentor or peer leader to select a challenge they would like to take on.
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.

**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 & 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
- Jr. RBI
- SMART Moves
- Triple Play: A Game Plan for the Mind, Body and Soul
- WANNA PLAY?™

**ENHANCEMENT STRATEGIES**

Invite a health teacher from the local middle-school to come speak to the boys about personal hygiene/grooming and to answer any questions they may have.

**ACTIVITY V-A: HEALTHY LIFESTYLES**  
ADVENTURER CARDS

<div>EXPLORER</div>	<div>ADVENTURER</div>
<div>VOYAGER</div>	<div>JOURNEYER</div>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY V-A: HEALTHY LIFESTYLES**  
ENERGY CARDS

<div>NUTRITION</div> <div>EAT BALANCED MEALS WITH FOODS FROM ALL THE FOOD GROUPS</div>	<div>NUTRITION</div> <div>EAT BREAKFAST EVERY DAY (WITH FOODS FROM THREE FOOD GROUPS)</div>	<div>NUTRITION</div> <div>BE CAREFUL NOT TO EAT PORTIONS THAT ARE TOO LARGE FOR YOU</div>
<div>NUTRITION</div> <div>BE SURE TO GET ENOUGH FLUIDS TO STAY HYDRATED</div>	<div>NUTRITION</div> <div>DRINK NON-FAT OR LOW-FAT MILK</div>	<div>NUTRITION</div> <div>AVOID EATING FOODS WITH TOO MUCH ADDED SUGAR</div>
<div>NUTRITION</div> <div>EAT THE RIGHT AMOUNT OF FOOD FOR YOUR AGE, GENDER, WEIGHT AND ACTIVITY</div>	<div>NUTRITION</div> <div>LIMIT THE AMOUNT OF FAST FOOD YOU EAT</div>	<div>NUTRITION</div> <div>EAT FRUIT AND VEGETABLES EVERY DAY</div>

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

ACTIVITY V-A: HEALTHY LIFESTYLES  
ENERGY CARDS

<b>FITNESS</b> DO PHYSICAL ACTIVITY AT LEAST 60 MINUTES EACH DAY	<b>FITNESS</b> STAY ACTIVE EVERY DAY OF THE WEEK	<b>FITNESS</b> TRY NEW SPORTS AND ACTIVITIES
<b>FITNESS</b> PLAN A PHYSICAL ACTIVITY ONCE A WEEK WITH A FRIEND	<b>FITNESS</b> GET MORE ENERGY WITH VIGOROUS WORK-OUTS	<b>FITNESS</b> BALANCE “SCREEN” TIME WITH PHYSICAL ACTIVITY
<b>FITNESS</b> TAKE A 10-MINUTE ACTIVITY BREAK FOR EVERY HOUR YOU SIT	<b>FITNESS</b> BALANCE ENERGY TAKEN IN (FOOD) WITH ENERGY BURNED (PHYSICAL ACTIVITY)	<b>FITNESS</b> WALK, BIKE, OR RUN WHENEVER YOU CAN

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

ACTIVITY V-A: HEALTHY LIFESTYLES  
ENERGY CARDS

<b>WELL-BEING</b> GET OUTDOORS WHENEVER YOU CAN	<b>WELL-BEING</b> MAKE SURE YOU GET AT LEAST 8 HOURS OF SLEEP EACH NIGHT	<b>WELL-BEING</b> SPEND TIME WITH YOUR FAMILY
<b>WELL-BEING</b> CONNECT WITH A FRIEND IN PERSON, NOT BY PHONE OR TEXT	<b>WELL-BEING</b> FEEL GOOD ABOUT WHO YOU ARE	<b>WELL-BEING</b> DO SOMETHING NICE FOR SOMEONE
<b>WELL-BEING</b> STAY AWAY FROM TOBACCO	<b>WELL-BEING</b> MAKE HEALTH A TOP PRIORITY IN YOUR LIFE	<b>WELL-BEING</b> STAY AWAY FROM ALCOHOL

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY V-A: HEALTHY LIFESTYLES**  
ENERGY CARDS

<b>HYGIENE</b> BRUSH YOUR TEETH AT LEAST TWICE A DAY	<b>HYGIENE</b> WASH YOUR FACE ONCE A DAY	<b>HYGIENE</b> WASH YOUR HAIR EVERY DAY OR EVERY OTHER DAY
<b>HYGIENE</b> USE DEODORANT OR ANTI-PERSPIRANT	<b>HYGIENE</b> WASH YOUR HANDS AFTER USING THE RESTROOM	<b>HYGIENE</b> TAKE A BATH OR SHOWER EVERY DAY
<b>HYGIENE</b> WEAR CLEAN CLOTHES EVERY DAY	<b>HYGIENE</b> KEEP YOUR NAILS TRIMMED AND CLEAN	<b>HYGIENE</b> WASH YOUR HANDS AFTER COUGHING OR SNEEZING

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.

**ACTIVITY V-A: HEALTHY LIFESTYLES**  
ENERGY CARDS

<b>BONUS</b> TRADE ONE CARD WITH THE PERSON ON YOUR LEFT	<b>BONUS</b> LOSE YOUR TURN	<b>BONUS</b> GIVE ONE CARD TO THE PERSON ON YOUR RIGHT
<b>BONUS</b> DRAW AN EXTRA CARD	<b>BONUS</b> GIVE ONE CARD TO THE PERSON ON YOUR LEFT	<b>BONUS</b> LOSE YOUR TURN
<b>BONUS</b> LOSE YOUR TURN	<b>BONUS</b> TRADE ONE CARD WITH THE PERSON ON YOUR RIGHT	<b>BONUS</b> DRAW AN EXTRA CARD

PLEASE DO NOT TEAR OUT SHEETS. MAKE COPIES FOR MULTIPLE USE.



# Session VI

## RESPONSES TO AUTHORITY

### IDEAS TO GUIDE SESSION

#### 1. BENEFITS OF AUTHORITY

Boys need to accept the fact that authorities are often leaders who are necessary because they teach something important — like a teacher assigning homework to students. Authority figures provide a 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 boy 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 testing and forming values and character, boys also need to understand that certain behaviors can result in harmful consequences. An essential lesson in an adolescent boys' growth is learning to assume responsibility for his actions while respecting others, and honoring those who act appropriately in roles of authority.

#### 3. ATTITUDE

Boys 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. Boys' attitudes are their future — choosing to respond to authority appropriately can profoundly change their lives, today and in the future.

### ACTIVITY VI-A AGES 8 to 12

#### OBJECTIVES

- Learn the meaning of authority.
- Recognize examples of negative authority.
- Become aware of ways to respond to 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

- *Making Connections: Authority Scenarios* (p. 80)
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Make copies of *Making Connections: Authority Scenarios* (one per team).
- ✓ 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 work in small teams to prepare and present simple skits in which they demonstrate different ways to respond to authority.

## GETTING STARTED

1. **ASK** participants whether they know what power is. **DEFINE** power for the group:

**POWER** is the ability to act or do something.

2. **SAY** that everyone has the power to do certain things — for example, a boy may have the power to go to the park and play basketball with his friends. **EXPLAIN** that there is another kind of power, and this involves having control or influence over another person. **SAY** that the same boy who is able to go to the park to play basketball may have a parent who tells him he cannot go — because his parent has influence over what he does.
3. **ASK** whether anyone knows what authority is. **REVIEW** the definition with the group:

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

4. **ASK** youth for examples of authority figures in the home, school and community. **COACH** them to recognize parents, teachers, principals, coaches, sports referees, employers, police officers, firefighters and others in public office as having authority.
5. **EXPLAIN** that authorities often are leaders we need because they teach us something important — like a teacher assigning homework to the class. **POINT OUT** that authority figures also provide a 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.
6. **ASK** boys what these authority figures have in common. **COACH** the group to consider that authorities often have these qualities:
  - They have power over us.
  - They usually are older and more mature.
  - They can decide punishments or consequences for our actions.
  - They may have more experience or knowledge.
  - They may have a set of rules, and it is their job to enforce them.

7. **POINT OUT** that sometimes people do not have the right — the authority — to tell others what to do,

but they try to do that anyway. **ASK** group members for examples of someone using power over someone without having the authority to do so.

8. **ASK** youth to talk about what happens when an authority figure tells them to do something. **INVITE** volunteers to talk about how they typically respond to someone in authority. **ASK** boys whether they have ever had an experience of someone using their authority in a negative way.
9. **TELL** participants that there are appropriate ways to respond to authority figures, and **ASK** boys whether they can identify any positive ways. **REFER** to the list you prepared earlier:

- Listen carefully and pay attention.
- Stand up straight.
- Look the person in the eye.
- If necessary, ask questions 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.

## HANDS-ON ACTIVITY

1. **TELL** boys they are going to do an activity in which they practice responding to authority. **EXPLAIN** the activity.
  - Participants form into small teams of three members each.
  - Give each team a copy of *Making Connections: Authority Scenarios*.
  - Boys collaborate to develop a skit based on one of the situations described on the handout (team members may choose one of the three).
  - One person on the team plays the authority figure, and the other two play themselves responding to authority — one in a negative way and one in a positive way.
  - Encourage boys to be creative and to use the strategies discussed in the group.
  - Youth can refer to the flip-chart page with suggested ways to respond to authority.
  - Teams then present their skits to the large group.
  - After each presentation, discuss how well the team members illustrated appropriate use of the strategies for responding to authority.
2. **LEAD** the group in summarizing key learning points of the session.

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about one new way to respond to authority that they would like to try (such as standing up straight, making eye contact, etc.) **INVITE** volunteers to share their thoughts with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.

4. **REMINDE** 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:

- ? What were your struggles with authority figures when you were growing up?**
- ? Where did you learn how to relate to authority? From friends, movies, parents?**
- ? 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 & 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**

- Torch 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.

ACTIVITY VI-A: RESPONSES TO AUTHORITY  
MAKING CONNECTIONS AUTHORITY SCENARIOS

SCENARIO A — SCHOOL OFFICIALS

BOY 1

Your friend grabs you after your social studies class and tells you to come with him because he wants to show you something. You find out that he has the combination to a classmate’s locker and he wants you to go with him while he opens it to steal some stuff. You don’t want to do this.

BOY 2

You found out the combination to a classmate’s locker, and since he’s been really mean to you all year, you want to take something from his locker just to teach him a lesson and make him get off your back. You bring your friend along to watch out while you open the locker.

SCHOOL OFFICIAL

You are the principal at the middle school and you hear from a teacher that two boys broke into a classmate’s locker and stole some clothes. You confront the two boys between classes one day.

SCENARIO B — PARENTS

BOY 1

You’re hanging out with a friend at his house after school. He takes you down to the basement and lights up a cigarette and offers one to you. You tell your friend you don’t want to smoke. Now his mom is coming down the stairs and you’re worried she’ll think this is your fault since she doesn’t know you very well.

BOY 2

After school, you and your friend are hanging out at your house. Your mom is at work and won’t be home for a couple of hours, so you decide to go to the basement to smoke a cigarette, thinking that the smell will be gone by the time she gets home. All of a sudden, you hear her coming downstairs so you put out the cigarette and stuff it in your pocket.

PARENT

You come home from work on a Friday afternoon and smell smoke coming from the basement. When you go downstairs, you find your son there with a friend from school. You ask them if they’ve been smoking cigarettes.

ACTIVITY VI-A: RESPONSES TO AUTHORITY  
MAKING CONNECTIONS AUTHORITY SCENARIOS

SCENARIO C — LAW ENFORCEMENT

BOY 1

You and your best friend are outside the movie theatre waiting for a ride home. It’s pretty late and everyone else has already left. You see a patrol car circle the parking lot, then stop, and two police officers walk toward you. You’re not doing anything wrong, but your friend has a bad temper and you’re worried he might be disrespectful to them.

BOY 2

As you’re waiting for a ride after a late movie, two policemen stop to check on you and your friend. You haven’t done anything wrong, but you know they’re going to give you a hard time. You’ve had bad experiences with the police before. You’re sure they’re out to get you and you think they’re going to accuse you of vandalism or something worse.

PARENT

You and your partner are patrolling the parking lot at the mall late on a Friday night, and you notice two kids standing around. They’re too young to be there on their own so you stop to see what they’re up to or if they need any help. You ask them what they’re doing there so late.



# Session VII

## RELATIONSHIPS WITH GIRLS

### IDEAS TO GUIDE SESSION

#### 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. 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.



### ACTIVITY VII-A AGES 8 to 12

#### OBJECTIVES

- Become aware of stereotyped images of girls in popular culture.
- Recognize how boys and young men learn negative attitudes about girls.
- See the connection between female and male stereotypes.
- Explore new ways to think about and communicate with girls.

#### KEY MESSAGES

- 💡 Girls, like boys, are negatively influenced by stereotypes in popular culture that tell them how they should look and act.
- 💡 Boys learn negative attitudes about girls through the media and popular culture.
- 💡 It is important to look beyond the stereotypes, to see girls as equals, and to appreciate their individual talents and abilities.

#### TERMS

#### RESPECT

#### MATERIALS

- *Ride the Respect Train — Every Girl Every Boy* (p. 88)
- *Steering a New Course Cards* (p. 89)
- heavy card stock (8½" x 11") in different colors
- scissors
- flip chart and markers
- Kraft paper (cut in six-foot lengths)
- art materials
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Make copies of *Ride the Respect Train — Every Girl Every Boy* (one per participant).
- ✓ Copy *Steering a New Course Cards* onto heavy card stock and cut apart (Group A cards on one color and Group B cards on another color).

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys look at several popular children's movie and fairy-tale stories, paying attention to the female characters. They then work in small groups to rewrite the stories, designing and drawing characters who do not have stereotypical qualities.



## GETTING STARTED

1. **REMINDE** the group of the discussion earlier about stereotyped images of boys and men — particularly in the media. **DISCUSS** how this kind of stereotyping also is true for girls.
2. **DISTRIBUTE** copies of the *Ride the Respect Train — Every Girl Every Boy* poem to participants. **ASK** a few volunteers to read it aloud (if you have seven volunteers, for example, each can read one stanza).
3. **INVITE** volunteers to comment on what they think about the poem. **ENCOURAGE** them to get past their embarrassment about the content and answer honestly about what it says. **POINT OUT** that many of the unfair stereotypes boys face are the flip side of the stereotypes girls face.
4. **INVITE** boys to identify some popular stereotypes of girls as portrayed in the media (television, movies, music or video games) and what these ideas suggest about how girls should be. **DISCUSS** how songs, movies, video games and television all depict girls in certain ways:
  - Girls are supposed to be pretty and are meant to be admired and looked at.
  - Girls are only valuable if they are attractive and thin.
  - Girls are not leaders.
  - Girls are passive rather than active, weak rather than strong.
  - Girls only care about getting a boy to like them.
  - Girls are interested in “girly” things — like makeup, clothes and romance.
5. **STRESS** to the group that, in addition to showing girls as passive, weak, unintelligent, or incapable of leadership, the media also often shows boys and men treating girls very poorly. **POINT OUT** that this behavior includes:
  - using disrespectful language toward girls,
  - treating them as less than boys;
  - ignoring girls;
  - insulting them; or
  - abusing and being violent toward girls.
6. **ASK** boys how they think these messages affect their attitudes about girls. **CHALLENGE** them to see how they may think of girls as less than them, make fun of them or ignore them.
7. **STRESS** that respect is key to all relationships. **POINT OUT** that all people deserve to be treated with respect.

**RESPECT** is being courteous to someone and honoring them just for who they are as persons.

## HANDS-ON ACTIVITY

1. **ASK** boys to form four groups and **GIVE** each group two of the *Steering a New Course Cards* (one from Group A and one from Group B).
2. **DISCUSS** each of the characters on the *Group A* cards and their stories. **ASK** youth whether they saw these movies or heard the fairy tales when they were little kids.
3. **CHALLENGE** groups to identify qualities of the female character described on the *Group A* cards. **POINT OUT** the following:
  - They are always rescued by a man.
  - They are helpless.
  - They fall in love with princes.
  - They rely on other people to help them with a problem.
4. **DISCUSS** how kids (both boys and girls) see these kinds of characters over and over, and assume that all girls are like this and begin to think of girls in a certain way.
5. **DISCUSS** what is different about the female characters described on the *Group B* cards.
6. **EXPLAIN** the guidelines for the activity.
  - Each group makes up a new story for the characters on the *Group A* cards.
  - They give the female and male characters new names.
  - They consider the characteristics of the female and male characters and identify new qualities for each of them that are not stereotypes (using *Group B* cards as inspiration).
  - For the female character especially, they should envision her as equal to the male, and give her individual talents, strengths and abilities that are not stereotypically female. They also should not assume that she needs to marry, have a boyfriend or fall in love.
  - Using art materials and Kraft paper, team members create a mural showing their characters — what they wear and what they look like. They also show an interaction between them — how the female speaks to the male, and vice versa.
  - Teams present their murals to the large group when they are finished.
7. **LEAD** the group in summarizing key learning points of the session.

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about one thing they would like to change in how they speak to and behave with girls/young women. **INVITE** volunteers to share their thoughts with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.
4. **REMINDE** 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:

- ? 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 & 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 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.

## ACTIVITY VII-A: RELATIONSHIPS WITH GIRLS

RIDE THE RESPECT TRAIN EVERY GIRL EVERY BOY

For every girl who is tired of acting weak when she is strong,  
there is a boy tired of appearing strong when he feels vulnerable.

For every boy who is burdened with the constant expectation of knowing everything,  
there is a girl tired of people not trusting her intelligence.

For every girl who is tired of being called oversensitive,  
there is a boy who fears to be gentle, to cry.

For every boy who feels he has to compete to prove he's a man,  
there is a girl who is called unfeminine when she competes.

For every girl who throws out her E-Z Bake oven,  
there is a boy who wishes to find one.

For every boy struggling not to let advertising tell him who he is,  
there is a girl facing the media's attacks on her self-esteem.

For every girl who takes a step toward her liberation,  
there is a boy who finds the way to freedom a little easier

Adapted from "Strong Women and Gentle Men," *Teaching Tolerance*, a project of the Southern Poverty Law Center, [www.tolerance.org/activity/strong-women-gentle-men](http://www.tolerance.org/activity/strong-women-gentle-men).

## ACTIVITY VII-A: RELATIONSHIPS WITH GIRLS

STEERING A NEW COURSE CARDS (GROUP A)

### SLEEPING BEAUTY

A wicked witch puts a curse on the King and Queen's new baby. According to the curse, she is to die on her 16th birthday. But she has good fairies who take her to live with them in the forest until her 16th birthday has passed. The wicked witch catches up with the princess anyway, and she falls into a sleep, which she can only awaken from if she is kissed by her one true love. The prince kisses her, she wakes up, and they live happily ever after.

### SNOW WHITE

When Snow White's mean stepmother tries to have her killed, Snow White goes to the forest, where she meets seven dwarves, who say she can stay with them if she cleans and cooks. One day, her stepmother comes disguised as an old woman selling apples. Snow White does not know the apples are poisoned, takes a bite, and passes out. Finally, a prince arrives, kisses her, and wakes her from her sleep.

### CINDERELLA

Ever since her father died, Cinderella has had to work as a servant for her stepmom and step-sisters. When all single girls are invited to a ball, her stepmom tries to keep her from going. But Cinderella's fairy godmother arrives to help her, so she goes to the ball, where a handsome prince falls in love with her. When Cinderella leaves the ball at midnight, she loses her shoe. But the prince finds it and searches the kingdom until he finds the owner. They marry and live happily ever after.

### THE LITTLE MERMAID

All the mermaid can think about is the world above the ocean. She wants to see how humans live, especially when she rescues a handsome prince who has been shipwrecked. She makes a deal with a Sea Witch to become human, and she dreams of a day when she and her prince can be together. If she can make the prince fall in love with her and marry her, she can be human all her life; if he loves and weds someone else, she will die.

## ACTIVITY VII-A: RELATIONSHIPS WITH GIRLS

STEERING A NEW COURSE CARDS (GROUP B)

## HUA MULAN

When her father is called to serve in the army, free-spirited Hua Mulan breaks tradition by taking his place. She manages to prove herself as a skilled warrior and fights for 10 years, impressing her fellow soldiers. The emperor offers her a job, but she turns it down, saying that she would prefer to return home and be with her family. Hua Mulan finally reveals her identity to her fellow warriors, who are shocked

# GERDA AND THE SNOW QUEEN

A mean Snow Queen comes upon a sister and brother. The boy is tempted by the Snow Queen and taken to her ice palace. His sister Gerda looks for him and, after travelling many miles and having many adventures, she finally finds him. Through her love for her brother, her courage, and her persistence, Gerda defeats the Snow Queen, saves her brother, and they return safely home.

## POCAHONTAS

Based on the life of a real girl named Matoakaa, the legend of Pocahontas tells of a member of the Powhatan Indian tribe and the daughter of Chief Powhatan. When she is only a young girl, Pocahontas rescues one of the European settlers who have come to find gold, and she prevents him from being killed. Pocahontas becomes known for daring and courage at a young age.

## ÉOWYN

In the Lord of the Rings stories, Éowyn is an experienced shield-maiden who wants to defend her country, so she disguises herself as a man to follow her friends into battle. Brave and spirited, she confronts the Witch-king of Angmar, who brags that “no living man” can hinder him.” Éowyn removes her helmet and reveals that she is a woman before engaging in battle and killing the Witch-king.

## NOTES

[illegible]



# 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.



### ACTIVITY VIII-A AGES 8 to 12

#### OBJECTIVES

- Learn about the roles fathers play in healthy families.
- Explore the characteristics of a good father.
- Become aware of the type of father they would like to be someday.

#### KEY MESSAGES

- 💡 There are many different types of families, and fathers play a role in all of them.
- 💡 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

- *Travel Scrapbook — Family, Fatherhood and the Future* (p. 98)
- flip chart and markers
- magazines
- scissors
- glue sticks
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Gather a wide variety of magazines so youth will be able to find images that represent the diversity of the group.
- ✓ Make copies of *Travel Scrapbook — Family, Fatherhood and the Future* (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 qualities that are important for fatherhood — particularly the characteristics they themselves would like to embody when they become parents — and work in small teams to create a giant collage that represents their vision of positive fatherhood.



## GETTING STARTED

1. **DISCUSS** family and what it means to be part of one. **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. **ASK** youth to 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** youth to consider the responsibilities of a father and **RECORD** their ideas on a flip chart.
  - 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.
7. **ASK** boys to consider what they think are the qualities of a good 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.

## HANDS-ON ACTIVITY

1. **TELL** boys that they will do an activity to explore the characteristics of a good father. **EXPLAIN** the process for the activity.
  - Boys form small groups of three.
  - Distribute copies of *Travel Scrapbook — Family, Fatherhood, and the Future* to youth.
  - Give each team a piece of flip chart paper, scissors, glue sticks and draw their attention to the magazines you have collected.
  - They consider the qualities most important for fatherhood — especially the qualities they themselves would like to have — making notes on the worksheet.
  - They identify words and images in magazines that represent the qualities, and put them together to make a large collage depicting their vision of family and fatherhood.
  - Each team member includes words or images that relate to his own vision of the kind of family he would like and the type of father he would like to be in the future.
  - Teams will present their collages to the large group when completed.
2. **ASK** team members, after they have presented their collages, to discuss why it is important to wait until the time is right to have a child.
3. **DISCUSS** the fact that being a good father requires a man to be mature, responsible, capable of, and willing to care for a family.
4. **LEAD** the group in summarizing key learning points of the session.

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about what kind of father they would like to be when they are older. **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 work with their team mentor or peer leader to select a challenge they would like to take on.
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.

**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 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 & 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.

**ACTIVITY VIII-A: FATHERHOOD & THE FAMILY**  
TRAVEL SCRAPBOOK FAMILY, FATHERHOOD, & THE FUTURE

Positive Qualities of Fatherhood

---

---

---

---

---

---

---

---

Qualities I Would Like to Have

---

---

---

---

---

---

---

---

Type of Family I Would Like to Have

---

---

---

---

---

---

---

---

# Session IX

## 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 learn about jobs in the community and 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:

- \* It provides a reality check about specific jobs and their requirements.
- \* It expands their horizons, exposing them to careers they were unaware of.
- \* 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.

### ACTIVITY IX-A AGES 8 to 12

#### OBJECTIVES

- Explore individual interests and strengths.
- Consider individual interests and strengths as clues to potential careers.
- Discover various career options.
- Learn the link between education and careers.
- Recognize the steps involved in career exploration.

#### KEY MESSAGES

- 💡 Personal goals, unique strengths and individual interests usually drive the career a person chooses.
- 💡 Exploring questions about goals, strengths and interests helps in identifying 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 benefit us in our ultimate careers.

#### TERMS

#### CAREER EXPLORATION

#### MATERIALS

- Career Depot #1 – Career Depot #4 (p. 106)
- Career Match-Up Cards (Team 1) – Career Match-Up Cards (Team 4) (p. 110)
- heavy card stock (8½" x 11")
- four #10 envelopes
- masking tape
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Write *Career Depot #1* at the top of a flip-chart page and continue with three additional individual pages, labeling them *Career Depot #2*, *Career Depot #3*, and *Career Depot #4*.
- ✓ Print one copy each of *Career Depot #1 – Career Depot #4* (enlarging them if possible). Tape each copy to its matching flip-chart page and post the completed flip-chart pages around the room.
- ✓ Copy *Career Match-Up Cards (Team 1)* onto heavy card stock, cut apart, shuffle, and place in an envelope labeled "Team 1." Do the same with *Career Match-Up Cards (Team 2)*, *Career Match-Up Cards (Team 3)*, and *Career Match-Up Cards (Team 4)* — cutting, shuffling and placing cards in envelopes for each team.

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys learn about the process of exploring jobs and the steps involved in finding a satisfying career. They play a fun matching game in which they work in small groups to match up interests, strengths and personal characteristics with different careers/jobs.



## GETTING STARTED

1. **REMINDE** youth that before people take any kind of trip, they research different aspects of travel — how they are going to get there, where they will stay, what they will take along with them. **DISCUSS** how finding out about what kind of job they might like also takes planning. **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.

2. **EXPLAIN** that because each of us is unique, we all have personal goals, unique strengths and individual interests. These factors usually drive the careers people choose.
3. **ASK** group members how many of them have already done part-time work (babysitting, mowing lawns, walking dogs, etc.), volunteer work or activities in the community. **DISCUSS** how these kinds of experiences can teach us more about our strengths, abilities and interests.
4. **STRESS** that while many think of work as something they have to do, when we find work that meets our goals, strengths and preferences, it becomes fun and satisfying. **SAY** that one step in career exploration is paying attention to our strengths and interests.
5. **STATE** that another step is becoming aware of various work opportunities that are available. **DISCUSS** how being aware of different jobs helps spark ideas about possibilities for the future.
6. **TELL** participants that there are other steps they can begin to take right now to pave the way for their future job or career. **COACH** boys to recognize that it is important for them to:
  - Do their best in school.
  - Earn good grades.
  - Find ways to use their strengths and develop their interests (in and out of school).
  - Graduate on time.
  - Attend college or another higher-education institution.

7. **REMINDE** participants that education is the most important step in planning for a career. **POINT OUT** that it is important to start planning as early as middle school because performance in school and choices about college influence the type of work people are able to do as adults.

## HANDS-ON ACTIVITY

1. **TELL** youth that they will do an activity to learn more about how personal interests, strengths and qualities related to career choice. **EXPLAIN** the guidelines for the activity:
  - Boys form four separate small groups.
  - Assign each team to Career Depot #1, #2, #3 or #4 and instruct team members to stand near the station they have been assigned.
  - Give each team the appropriate envelope containing the match-up cards.
  - Team members take the cards from the envelope and work together to match up the cards with the appropriate job listed on the flip chart.
  - Each team has six jobs listed on the flip chart — and each job will have four cards indicating interests, strengths, and personal qualities that relate to that particular job.
  - You work with groups if they need help with match-ups (Each of the *Career Match-Ups* pages — before being cut apart — shows the recommended responses; responses in the top row correspond to the first job, the second row the second job, etc.)
  - After everyone has made their match-ups, volunteers can share with the large group.

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

**Optional Alternative:** Have youth do Internet research on various jobs that interest them. Good websites to start with are:

- 1) **Career Kids**, [www.careerkids.com/careers](http://www.careerkids.com/careers);
- 2) **Bureau of Labor Statistics**, [www.bls.gov/k12](http://www.bls.gov/k12); and
- 3) **Kids.gov**, [kids.usa.gov/teens-home/jobs](http://kids.usa.gov/teens-home/jobs).

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about potential careers they might like to explore in the future. **INVITE** volunteers to share their thoughts with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.
4. **REMINDE** 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:

- ? 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 & 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**

- Torch Clubs

**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-A: EMPLOYMENT & CAREERS

CAREER DEPOT #1 (TEAM 1)

<b>ACCOUNTANT</b> Accountants keep track of a company’s money	<b>ARCHITECT</b> Architects work with others to design houses and buildings
<b>ATHLETE</b> Professional Athletes play baseball, football, basketball, tennis, or another sport	<b>CAR MECHANIC</b> Car mechanics fix cars and trucks
<b>FIREFIGHTER</b> Firefighters put out fires	<b>SOCIAL WORKER</b> Social workers help people with problems make their lives better

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER DEPOT #2 (TEAM 2)

<b>ARTIST</b> Artists make art to inspire other people	<b>BGCA YOUTH DEVELOPMENT PROFESSIONAL</b> Youth development professionals work with children and teens in after-school programs
<b>COUNSELOR</b> Counselors listen to people and help them with their problems	<b>ENVIRONMENTAL SCIENTIST</b> Environmental scientists fix pollution and other problems with air and water
<b>LAWYER</b> Lawyers do research on the law and defend people in court	<b>TEACHER</b> Teachers teach children to read, write, do math and learn other skills

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER DEPOT #3 (TEAM 3)

<p><b>DOCTOR</b></p> <p>Doctors examine people who are sick and help them get better</p>	<p><b>LIBRARIAN</b></p> <p>Librarians help people find books, videos, websites and other information</p>
<p><b>MARINE BIOLOGIST</b></p> <p>Marine biologists study fish and other ocean life</p>	<p><b>MUSEUM WORKERS</b></p> <p>Museum workers plan and prepare exhibits for museums</p>
<p><b>MUSICIAN</b></p> <p>Musicians and singers compose, sing and play music</p>	<p><b>WRITER</b></p> <p>Writers write stories, books and magazine articles</p>

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER DEPOT #4 (TEAM 4)

<p><b>ACTOR</b></p> <p>Actors perform in plays, television, and in movies</p>	<p><b>NURSES</b></p> <p>Nurses take care of sick and injured people</p>
<p><b>RECREATION WORKER</b></p> <p>Recreation workers plan activities that people can enjoy in their free time</p>	<p><b>REPORTER</b></p> <p>Reporters gather information and write news stories</p>
<p><b>VETERINARIAN</b></p> <p>Veterinarians take care of sick and injured animals</p>	<p><b>PILOT</b></p> <p>Pilots fly people and cargo from place to place</p>

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER MATCH-UP CARDS (TEAM 1)

LIKE TO BE INSIDE	GOOD AT MATH	LIKE TO WORK WITH NUMBERS	MATHEMATICAL
LIKE TO DRAW	GOOD AT ART	LIKE TO WORK WITH OTHERS	CREATIVE
GOOD AT SPORTS	LIKE TO GO TO SPORTS EVENTS	LIKE TO WORK AS PART OF A TEAM	ATHLETIC
LIKE TO FIX THINGS	GOOD AT ELECTRONICS	LIKE TO WORK WITH TOOLS	PROBLEM SOLVER
LIKE TO HAVE RESPONSIBILITY	GOOD AT HELPING OTHERS	LIKE TO WORK WITH EQUIPMENT	BRAVE
LIKE TO MAKE A DIFFERENCE	GOOD AT HELPING OTHERS	LIKE TO WORK WITH PEOPLE	SENSITIVE

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER MATCH-UP CARDS (TEAM 2)

GOOD AT ART	LIKE TO GO TO ART MUSEUM	LIKE TO WORK WITH MY HANDS	CREATIVE
LIKE TO WORK WITH OTHERS	GOOD AT TAKING CARE OF PEOPLE	LIKE TO WORK WITH BABIES	CARING
LIKE TO LISTEN	GOOD AT HELPING OTHERS	LIKE TO WORK WITH ADULTS	PATIENT
LIKE TO BE OUTSIDE	GOOD AT SCIENCE	LIKE TO GO TO THE MOUNTAINS	PROBLEM SOLVER
LIKE TO DO RESEARCH	GOOD AT PUBLIC SPEAKING	LIKE TO WORK WITH LAWS	INTELLECTUAL
LIKE TO LEAD PEOPLE	GOOD AT TEACHING	LIKE TO WORK WITH CHILDREN	CONFIDENT

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER MATCH-UP CARDS (TEAM 3)

LIKE TO MAKE A DIFFERENCE	LIKE TO WORK WITH OTHERS	GOOD AT SCIENCE	COMPASSIONATE
GOOD AT READING	LIKE TO GO TO LIBRARIES	LIKE TO WORK WITH BOOKS	QUIET
LIKE TO BE OUTSIDE	GOOD AT SWIMMING	LIKE TO GO TO THE OCEAN	SCIENTIFIC
LIKE TO BE INSIDE	GOOD AT ART	LIKE TO GO TO ART MUSEUMS	ARTISTIC
LIKE TO SING	GOOD AT MUSIC	LIKE TO GO TO CONCERTS	TALENTED
LIKE TO THINK ABOUT IDEAS	GOOD AT WRITING	LIKE TO WORK WITH WORDS	IMAGINATIVE

ACTIVITY IX-A: EMPLOYMENT & CAREERS

CAREER MATCH-UP CARDS (TEAM 4)

LIKE TO BE ON STAGE	GOOD AT ACTING	LIKE TO GO TO PLAYS	DRAMATIC
LIKE TO MAKE A DIFFERENCE	GOOD AT TAKING CARE OF PEOPLE	LIKE TO WORK AS PART OF A TEAM	CARING
LIKE TO LISTEN	GOOD AT ORGANIZING	LIKE TO GO HIKING	ADVENTUROUS
LIKE TO WORK WITH OTHERS	GOOD AT WRITING	LIKE TO WORK WITH WORDS	QUICK LEARNER
LIKE TO WORK WITH ANIMALS	GOOD AT SCIENCE	LIKE TO GO TO THE ZOO	SCIENTIFIC
LIKE TO HAVE RESPONSIBILITIES	LIKE TO GO TO AIRPORTS	LIKE TO WORK WITH MACHINES	RESPONSIBLE



# Session #

## 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.



### ACTIVITY X-A AGES 8 to 12

#### OBJECTIVES

- Learn the meaning of diversity.
- Discover different types of diversity.
- Learn the importance of appreciating difference.
- Discover empathy as a means for appreciating difference.

#### KEY MESSAGES

- 💡 Diversity is what makes the world an interesting and fun place to live.
- 💡 People are different in many ways — background, physical appearance, ability, interests, languages spoken, race, culture — and the combination of these differences make us who we are.
- 💡 No differences are any better than any other differences.
- 💡 Empathy — standing in someone else's shoes — is a way to respond to difference.

#### TERMS

##### DIVERSITY

##### EMPATHY

#### MATERIALS

- *It's a Small World Bingo Card* (p. 120)
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Make copies of *It's a Small World Bingo Card* (one for each participant).

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys play a game of bingo, walking around the room to find group members who can answer the questions on their bingo card differently from them; they then get those individuals to sign their cards. The first one to complete his card wins.

## GETTING STARTED

1. **REMINDE** boys that people all over the world have things in common. **DISCUSS** some commonalities among people (we are all human beings, we all need food to eat, we all need air to breathe, we all use language to communicate, we all grow old, we all have relationships, etc.).
2. **POINT OUT** that while people have things in common, there are many things that make them different from each other. **DEFINE** the term diversity for the group:

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

3. **DISCUSS** the many ways people are different from each other: **a)** *differences in background* such as gender, race, age, 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.
4. **TELL** youth that one of the hallmarks of becoming a man is the openness to accept and appreciate people who are different from him. **POINT OUT** that boys often do just the opposite — they exclude or make fun of people who are different.
5. **EXPLORE** the reasons many boys do this. **DISCUSS** the fact that boys 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.
6. **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.
7. **TELL** boys that this activity will help them see that right in this group there are many different experiences, backgrounds and preferences.

**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. **DISTRIBUTE** a pen/pencil and a copy of *It's a Small World Bingo Card* to each participant. **EXPLAIN** the guidelines for the activity:
  - Boys walk around the room with the bingo card, talking to other group members.
  - The goal is to find two group members to give a different answer from them for each of the questions on the card.
  - If they are right-handed, for example, the goal is to find two people who are left-handed and get them to sign their names in the appropriate box on the bingo card.
  - Youth can use each name more than once if that individual fits both categories.
  - Participants can use the blank boxes to fill in their own ideas, but they still must find two people with something different from that characteristic.
  - The first person to get the entire card completed is the winner.
2. **ASK** boys to consider whether there is anything bad about any of the differences they found. **POINT OUT** that there is *nothing* bad about any of the differences among people, and that it is wrong for people to think less of others based on the qualities they possess.
3. **INVITE** volunteers to say how they would feel if they saw someone treating a friend or classmate poorly because he was different.
4. **DISCUSS** empathy — putting yourself in someone else's shoes and seeing things from his 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.

5. **CHALLENGE** boys to think about the meaning of responsibility they learned earlier: being able to decide for themselves what is right and what is wrong.
6. **COACH** the group to see that treating others poorly because of difference is not a responsible or respectful thing to do.
7. **LEAD** the group in summarizing key learning points of the session.

## PERSONAL CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!**<sup>®</sup>  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling 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. **INVITE** volunteers to share their thoughts with the large group.
2. **INSTRUCT** youth to gather in their teams. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.
4. **REMINDE** 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:

- ? 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 & 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**

- 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.freechild.org/YouthVoice/diversity.htm](http://www.freechild.org/YouthVoice/diversity.htm), a movement led by young people around the world that is designed to give everyone a voice.

## NOTES

[illegible]



# Session #1

## 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. 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.



### ACTIVITY XI-A AGES 8 to 12

#### OBJECTIVES

- Distinguish between cooperation and conflict.
- Learn when healthy competition is appropriate.
- Learn ways of managing and resolving conflict.
- Become aware of strategies for cooperation in a group.
- Learn 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.
- 💡 There are many ways to resolve conflicts, but the most effective is creative collaboration.

#### TERMS

#### COOPERATION CONFLICT

#### MATERIALS

- *Flags of Many Colors — Resolving Conflict* (p. 128)
- *Making Connections Word Cards* (p. 129)
- heavy card stock (8½" x 11")
- envelopes (one per team)
- flip chart and markers
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Make copies of *Flags of Many Colors — Resolving Conflict* (one per participant).
- ✓ Copy *Making Connections Word Cards* onto heavy card stock and cut apart (one sheet has 24 cards). Place one set of 24 words into a separate envelope and seal. Make enough envelopes so that each team has a complete set of 24 word cards.

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys play a cooperative game in which they work in teams to accomplish a task. Each team is given a set of word cards, and the goal is for players to swap words so that the team winds up with four complete sentences.



## GETTING STARTED

1. **ASK** boys whether they know what it means to cooperate with another person or group. **DISCUSS** how cooperation often involves helping someone else, doing something as a team, working on a project together or working toward a common goal. **DEFINE** cooperation for the group:

**COOPERATION** is acting or working together for a common goal or purpose.

2. **DISCUSS** the benefits of cooperation: it helps us achieve more than we could alone, it helps us make better decisions and it teaches us new ways of thinking.
3. **POINT OUT** that although every situation can benefit by the use of cooperation, it is not always possible. **SAY** that sometimes conflicts arise. **DEFINE** conflict:

**CONFLICT** arises when two or more people express opposing interests, views or opinions.

4. **ASK** boys for examples of conflicts in their own lives or times when they disagreed with someone about an issue or problem. **INVITE** them to share their feelings about conflicts they experienced.
5. **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.
6. **EXPLAIN** that there are several common ways of dealing with conflict, and some are more effective than others. **DISTRIBUTE** copies of *Flags of Many Colors — Resolving Conflict* and **DISCUSS** the three approaches, asking youth for examples of each.
7. **ASK** youth which of these solutions seems most effective to them. **POINT OUT** that being strong is the best option because no one gets hurt and no one gives in.

## HANDS-ON ACTIVITY

1. **EXPLAIN** that the purpose of the activity is to get them to think about the importance of every person’s contribution to the completion of a project. **EXPLAIN** the guidelines for the activity.

- Boys form into groups of three.
- Every team receives an envelope with word cards in it.
- Each member of the team takes a few cards and lays the words out in front of him.
- Team members work together to form sentences using the word cards.
- Sentences have to do with the benefits of cooperation.
- As they work, they help each other complete their sentences by swapping words.
- When the cards are arranged correctly, the words will make four complete sentences (with six words in each).
- Team members may not talk or use hand signals.
- Participants cannot ask for or take another team member’s cards; they can only swap.
- The game is not finished until the team has four complete sentences.

2. **DISTRIBUTE** the envelopes you have prepared in advance (one envelope per team).
3. **CHECK** to see that all groups have been able to assemble the following sentences:
  - Alone we can do so little.
  - Together we can do so much.
  - Sticks in a bundle are unbreakable.
  - Most great learning happens in groups.
4. **ASK** participants about how it felt to cooperate with team members in this way. **DISCUSS** what the sentences say about the benefits of cooperation.
5. **LEAD** the group in summarizing key learning points of the session.

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!®**  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about a potential conflict in their lives and how they might resolve it. **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 work with their team mentor or peer leader to select a challenge they would like to take on.

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.

**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:

- ? 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 & 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).

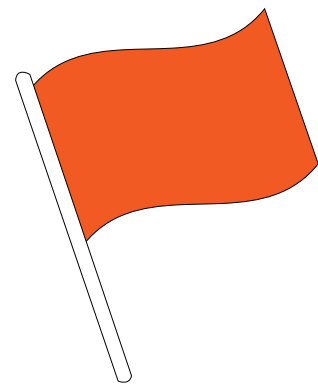
**RELATED BGCA PROGRAM RESOURCES**

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

**ENHANCEMENT STRATEGIES**

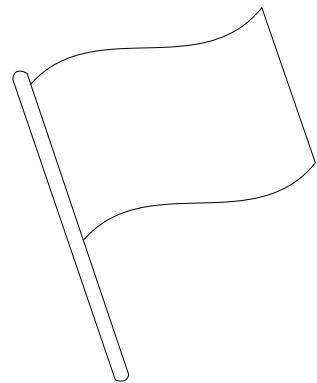
Encourage youth to explore conflict resolution further; they can start with the Women and Children's Health Network website [www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=287](http://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?&p=287), which walks them through various steps for resolving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

ACTIVITY XI-A: COOPERATION & CONFLICT  
FLAGS OF MANY COLORS — RESOLVING CONFLICT



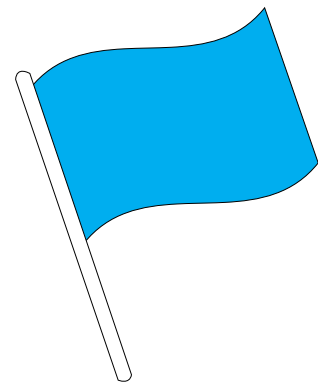
RED FLAG — GET MEAN

Doing something to hurt another person (their body or their feelings) or using force to make somebody do something they don't want to do



WHITE FLAG — GIVE IN

Going along with what someone else wants you to do even though you'd rather do something else



BLUE FLAG — BE STRONG

Being nice and respecting the other person while standing up firmly for yourself — your rights and your interests

ACTIVITY XI-A: COOPERATION & CONFLICT  
MAKING CONNECTIONS WORD CARDS

ALONE	TOGETHER	STICKS	MOST
WE	WE	IN	GREAT
CAN	CAN	A	LEARNING
DO	DO	BUNDLE	HAPPENS
SO	SO	ARE	IN
LITTLE	MUCH	UNBREAKABLE	GROUPS

# Session #11

## 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, youth 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 emphasizing the importance of *family* — is fostering a sense of belonging and responsibility to the *community*. As boys 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.



### ACTIVITY XII-A AGES 8 to 12

#### OBJECTIVES

- Learn what it means to live in community.
- Discover the importance of responsibility for the community.
- Consider ways to take responsibility in the community.
- Discover what it means to be a leader.
- Learn about different kinds of leadership.

#### 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

- *Tic-Tac-Toe Questions (and Answer Key)* (p. 136)
- index cards
- tape or straight pins
- pens/pencils
- Passport to Manhood passports

#### PREPARATION

- ✓ Set up nine chairs in the form of a tic-tac-toe grid. Prepare several index cards with an “X” on them, and another set with an “O” on them (enough for all members to have one).

#### ESTIMATED TIME

30 to 45 minutes

#### ACTIVITY OVERVIEW

Boys play a game of tic-tac-toe, with one team representing the “X” team and the other representing the “O” team. Teams compete against each other to see who can answer questions about leadership and community responsibility and take a place on the tic-tac-toe grid.



## GETTING STARTED

1. **ASK** boys 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. **STRESS** that a leader does not always have to be in control. **DISCUSS** the many ways to lead:

- **Manager** – leads by taking command (*a military leader or president of an organization*).
- **Guide** – leads by guiding decisions of a group (*expert on a certain subject*).
- **Influencer** – leads by influencing goals and activities of a group (*member of work team*).
- **Coach** – leads by encouraging others to do their best (*sports coach*).
- **Problem-solver** – leads by suggesting best way to get things done (*consultant*).
- **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 offering conclusions.

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 for the group:

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

5. **ASK** boys 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 back through service or volunteering. **ASK** youth about volunteer activities they have participated in — either through the Club or through school — and why they think it is important to volunteer.

7. **REMINDE** 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.

8. **DISCUSS** 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).
9. **ASK** group members how responsibility relates to the idea of community. **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 learn more about leadership and community responsibility. **EXPLAIN** the guidelines for the game:

- Boys play a game of tic-tac-toe (*with chairs*) to see what they know about leadership and community responsibility.
- Divide the large group into two teams.
- Give players on one team the index cards you have prepared with "Xs" and the other team the index cards with "Os."
- Team members attach the cards to their shirts using tape or straight pins.
- Ask true or false questions, and whoever answers correctly takes a seat on the tic-tac-toe grid.
- The first team to get three in a row wins.
- Using the *Tic-Tac-Toe Questions (and Answer Key)*, ask questions and continue in several rounds until both teams have had a chance to win a game.

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

PERSONAL  
CHALLENGE

**NOTE:** The goal of the Personal Challenge is to give boys a chance to try something bigger than they have ever done before, and to stretch beyond their normal comfort level so they can tap into inner resources and build on emerging strengths. Because youth in the 8- to 12-year-old group will need assistance in selecting and completing a challenge activity, it is important for a peer leader or team mentor to guide them through the Personal Challenge. Depending on the scope of the activity the team chooses, they may not complete one per week; instead, they may decide to choose a larger project that extends for the duration of the Passport to Manhood program. Suggest the following to team mentors or peer leaders as resources to find ideas for challenges:

- ➔ **Amazing Kids**  
[www.amazing-kids.org](http://www.amazing-kids.org)
- ➔ **Compassionate Kids**  
[www.compassionatekids.org](http://www.compassionatekids.org)
- ➔ **Generation On**  
[www.generationon.org](http://www.generationon.org)
- ➔ **Kids Consortium**  
[www.kidsconsortium.org](http://www.kidsconsortium.org)
- ➔ **Kids Helping Kids, Inc.**  
[www.kidshelpingkidsct.org](http://www.kidshelpingkidsct.org)

- ➔ **Kids Cheering Kids**  
[www.kidscheeringkids.org](http://www.kidscheeringkids.org)
- ➔ **Ripple Kids**  
[www.ripplekids.org](http://www.ripplekids.org)
- ➔ **Team Kids**  
[www.teamkids.org](http://www.teamkids.org)
- ➔ **The Volunteer Family**  
[www.volunteerfamily.org](http://www.volunteerfamily.org)
- ➔ **Yes Kidz Can!**<sup>®</sup>  
[www.yeskidzcan.com](http://www.yeskidzcan.com)

1. **ASK** youth to spend a few minutes journaling about what type of leader they want 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. **REMINDE** them that team members are to take turns informally leading the discussion.
3. **ASK** team members to work with their team mentor or peer leader to select a challenge they would like to take on.

4. **REMINDE** 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 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 & 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
- Youth of the Year

**ENHANCEMENT STRATEGIES**

Get youth motivated about community responsibility and leadership by connecting them with organizations like generationOn [www.generationon.org/kids](http://www.generationon.org/kids), where they can find creative and inspiring ideas for ways to get involved in social change.

ACTIVITY XII-A: PERSONAL LEADERSHIP & COMMUNITY RESPONSIBILITY  
TIC-TAC-TOE QUESTIONS (AND ANSWER KEY)

1. Leaders know how to always get their way. .... 1. F
2. Only men are strong enough to be good leaders. ....2. F
3. A leader is someone who guides a group toward a common goal. ....3. T
4. A goal of service is to encourage others to be less involved in community life. ....4. F
5. A problem-solver leads by suggesting the best way to get things done.....5. T
6. A leader must be smarter than everyone else. ....6. F
7. A community is a group of people with common values. ....7. T
8. Leaders should never adapt to change, but should hold fast to their convictions.....8. F
9. Being an adult male means being responsible for one’s family and community. ....9. T
10. A leader is always in charge, telling others what to do. ....10. F
11. Women can only lead children and other women. ....11. F
12. A good leader is open to new ideas. ....12. T
13. Leaders help others do their jobs better.....13. T
14. Community service involves taking care of the community in some way. ....14. T
15. Leaders never stop learning. ....15. T
16. A good leader leads by encouraging others to do their best. ....16. T
17. Cleaning up the environment is a form of community service.....17. T
18. A good leader makes all the decisions on his own.....18. F
19. It is important to volunteer because it improves life for others in the community.....19. T
20. Leaders are people who keep everyone happy and try not to make waves. ....20. F

NOTES

# CLOSING SESSION

## GRADUATION: FROM BOYS TO MEN

### IDEAS TO GUIDE SESSION

**1. COMPLETING THE JOURNEY** Adolescents 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 the next stage of the journey manhood by acknowledging what they have learned and how far they have come.

**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 family 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 MOTTO** 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. Boys can explore their own ideas or they may want to use a quote such as one of the following:

- The spirit is there in every boy; it has to be discovered and brought to light. (*Robert Baden-Powell, founder of the Boy Scout movement*)
- A man should look for what is, and not for what he thinks should be. (*Albert Einstein, physicist*)
- A man is but the product of his thoughts. What he thinks, he becomes. (*Mahatma Gandhi, leader of Indian nationalism*)
- A man who stands for nothing will fall for anything. (*Malcolm X, human rights activist*)

- A man who does not think for himself does not think at all. (*Oscar Wilde, writer and poet*)

- The greatest day in your life and mine is when we take total responsibility for our attitudes. That's the day we truly grow up. (*John C. Maxwell, author and leader*)

**4. CODE OF CONDUCT** Boys may want to develop a Code of Conduct to use to guide their personal decisions and actions. Encourage creativity among youth on ways to reinforce the code through activities such as designing a “coat of arms” for the code or replicating it on a large banner, or displaying it prominently at the Club. To inspire the group’s thinking about its own code of conduct, share an example, such as: “A responsible boy is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent.”

**5. GUIDING PRINCIPLE** Youth may want to adopt the **S.T.O.P.** approach they learned in the introductory activity as a guiding principle for making important decisions in their lives:

**SLOW DOWN** – Take time to carefully consider the situation.

**THINK** – Think about all the important issues involved.

**OBSERVE** – Observe what is happening around you.

**PLAN** – Plan the best way to respond to the situation.

**6. 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.

## CLOSING SESSION

AGES  
8 to 12

CLOSING  
SESSION

### 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.