

# GROWING INTO MANHOOD

Social Emotional Learning Curriculum for African American Young Men, Ages 11-17

## OUR PURPOSE

Since 2008, The 180 Degrees Program has been enhancing the lives of young people across the country and around the world through a proven social emotional learning curriculum. While the benefits of these lessons have helped thousands of teens, great work remains undone. Virtually every measure of health—whether social, financial, emotional, or physical—shows a deep-rooted illness affecting Black males coast to coast. Because well-developed social emotional skills are an essential piece of the cure, the 180 Degrees Program sought to tailor its curriculum to speak directly to Black youth. The nation has heard the cries to recognize and nurture the preciousness and magnificence of Black lives. *Growing Into Manhood* responds to the call in form and function, providing a solid and culturally relevant starting point for Black boys' self-articulation, discovery, and determination.

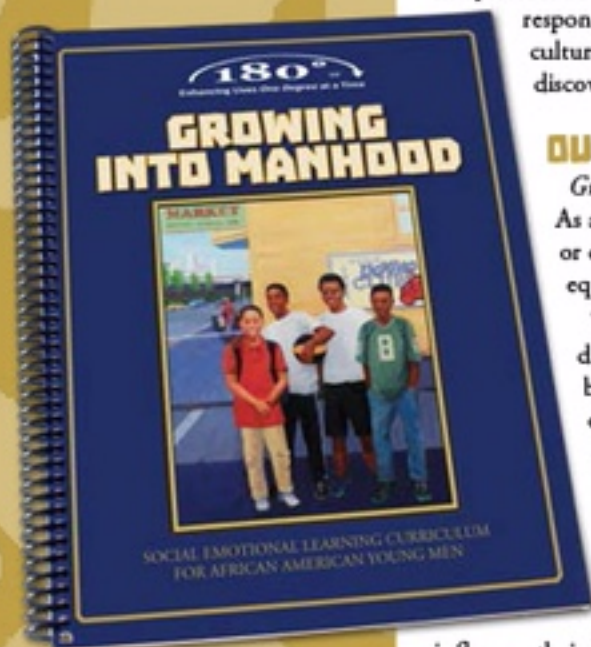
## OUR PROGRAM

*Growing Into Manhood* provides mentorship and teaching. As a structured program that is aligned with a school setting or community organization, it provides trained facilitators equipped with an innovative, interactive course manual.

The facilitators connections to the participating students drive the success of the program, and those connections must be authentic. So as situations arise—whether headline news or hallway gossip—facilitators can adapt the course to address those circumstances while maintaining the overall agenda.

As young people interact with those who have walked their same paths, they recognize obstacles and options in advance.

The curriculum provides structure, content, and focus to these interactions. Students are challenged to deeply examine what matters to them, how those values influence their behaviors and choices, and how much their ideal selves match the people the world actually sees. Likewise, students express and explore how their social groups—from friends and family to community and nation—influence who they are and who they can be. This social emotional education is therefore rooted in the principle, "I am because we are," exploring the individual and collective, internal and external factors in a young man's life and how they work to create his identity and self-perception. Participants graduate with enhanced awareness, critical thinking, and life skills.



230 page interactive curriculum

## OVERVIEW

- The course leverages the students' experiences to make them critically aware of who they are, what they do, and what is happening around them.
- The content fills an academic year, with a minimum of three hours of course time per week.
- The course is designed for ease of use and alignment with academic courses.
- The course seeks to pair Black facilitators with groups of at least twenty Black students.
- 180 Degrees Program facilitators attend a four-day certification training.
- The program records several student measurements to monitor and maximize their growth.

The 180 Curriculum Writers



*"It is easier to build strong children than to repair broken men."*

-Frederick Douglass



## DEVELOPMENT

The task force that developed *Growing Into Manhood* framed the guiding principles of The 180 Degrees Program with a host of personal life experiences. A group of Oakland accomplished teachers, school administrators, parents, coaches, counselors, and mentors brought the stories and ideas necessary to make universal wisdom resonate in a specific way to a particular audience. Part autobiographical, part testimony, the lessons and stories of this edition come from someplace real in order to address the real. The book's exercises and activities have been proven by the best practices of this group. They recognize the lesson's delivery matters as much as its content, and the stakes are too high for anything but the best.

## GUIDING PRINCIPLES

- Integrity
- Trustworthiness
- Citizenship
- Respect
- Fairness
- Caring
- Personal Accountability and Responsibility
- Commitment
- Purposeful Action


## KEY FEATURES OF THE CURRICULUM

This textbook is designed to be captivating and engaging. Its color and art grab readers' attention, while its language and tone welcomes conversation and consideration. The content applies Dr. Janice Hale's strategies from her work *Learning While Black: Creating Educational Excellence for African American Children*, and it does so in a way that keeps Black history, heritage, and cultures front and center. See for yourself what we mean.

**CHAPTER EIGHT**

The things you do in order to feel better about your emotions are called coping strategies. Some are good, some are bad, and some are in between. You can learn to use coping strategies to help you feel better about your emotions.

**PROCESSING EMOTIONS**




**WHEN IT'S SAID AND DONE**

There are a lot of ways to feel better about your emotions. Here are some of the best ones:

- Use coping strategies that are good for you.
- Use coping strategies that are bad for you.
- Use coping strategies that are in between.
- Use coping strategies that are good for you and bad for you.
- Use coping strategies that are bad for you and good for you.
- Use coping strategies that are in between and good for you.

**ADWD, CALMNESS**

The Adinkra symbol for calmness is a circle with a vertical line through the center. It is a symbol of calmness and peace. It is a symbol of the Adinkra people, who are a part of the Akan people of West Africa.



**WHAT ARE EMOTIONS?**

Emotions are feelings that we have. They are a part of who we are. They are a part of our lives. They are a part of our hearts. They are a part of our minds. They are a part of our souls. They are a part of our spirits. They are a part of our bodies. They are a part of our souls. They are a part of our spirits. They are a part of our bodies.

**Emotions:**

- Happiness
- Sadness
- Anger
- Fear
- Surprise
- Disgust
- Love
- Hate
- Jealousy
- Envy
- Greed
- Power
- Lust
- Pride
- Shame
- Guilt
- Shame
- Fear
- Anger
- Sadness
- Happiness

**EMOTIONAL VOCABULARY**

The words in this list are used to describe emotions. They are a part of our lives. They are a part of our hearts. They are a part of our minds. They are a part of our souls. They are a part of our spirits. They are a part of our bodies. They are a part of our souls. They are a part of our spirits. They are a part of our bodies.

1. Fearful	21. Proud
2. Nervous	22. Proud
3. Anxious	23. Proud
4. Angry	24. Proud
5. Frustrated	25. Proud
6. Disappointed	26. Proud
7. Upset	27. Proud
8. Sad	28. Proud
9. Lonely	29. Proud
10. Bored	30. Proud
11. Tired	31. Proud
12. Hungry	32. Proud
13. Thirsty	33. Proud
14. Hot	34. Proud
15. Cold	35. Proud
16. Itchy	36. Proud
17. Painful	37. Proud
18. Itchy	38. Proud
19. Itchy	39. Proud
20. Itchy	40. Proud

**COMMUNITY DEFINITIONS**

Our definition of a group is based on the idea that a group is a collection of people who share a common identity. This identity is based on shared experiences, values, and beliefs. It is a part of who we are. It is a part of our lives. It is a part of our hearts. It is a part of our minds. It is a part of our souls. It is a part of our spirits. It is a part of our bodies. It is a part of our souls. It is a part of our spirits. It is a part of our bodies.



**THE MASCULINE EFFECT**

The masculine effect is a phenomenon that occurs when a man is in a position of power. It is a part of our lives. It is a part of our hearts. It is a part of our minds. It is a part of our souls. It is a part of our spirits. It is a part of our bodies. It is a part of our souls. It is a part of our spirits. It is a part of our bodies.



**LEARN THE SKILL**


The skill of listening is a part of our lives. It is a part of our hearts. It is a part of our minds. It is a part of our souls. It is a part of our spirits. It is a part of our bodies. It is a part of our souls. It is a part of our spirits. It is a part of our bodies.

- Listen to what the speaker is saying.
- Do not interrupt the speaker.
- Ask questions if you do not understand.
- Show that you are listening by nodding and making eye contact.

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### ADINKRA SYMBOLS

These West African icons characterize each chapter and represent universal wisdom in a culturally significant way.

### WHEN IT'S SAID AND DONE

Clear, skills-based learning objectives set the agenda for each chapter.

### AN EMPHASIS ON CONVERSATION

Paired with writing exercises, in-depth discussion helps students give form to their ideas and provides more perspectives for classmates to consider.

### VIVID COLOR & ART

Dr. Ajuan Manor's art from *1001 BLACKMEN: An Online Sketchbook at 8-rock.com* invites teens to explore each page, discovering positive images and an original portrait style.

### DOZENS OF REAL LIFE SCENARIOS

Stories ask students to consider their choices and actions in situations that speak to their experiences.

### THOROUGH EXPLANATIONS OF IDEAS

By defining concepts like reflection, emotions, and love, all participants get a useful, shared starting point for discussion and discovery.

### DEEP CONVERSATIONS ON RELATIONSHIPS

One chapter builds relationships within the class, another to heal those marked by sexism, masculinity, and colorism.

### COLLECTIVE ACTIVITIES

Not just group work, these exercises have students teach each other and rely on each other to complete engaging objectives.

### LESSONS IN BLACK HISTORY & CULTURES

Hesous and sheros (Langston Hughes, J Dilla, Desmond Tutu, Kamala Harris, among them) exemplify core principles, and attention to historical context helps students appreciate various phases of the Black Freedom Movement.

### SERVICE LEARNING THROUGHOUT

Students engage with service early and often, benefiting others and themselves.

## CONTENTS

- CHAPTER 1**  
Creating Our Space
- CHAPTER 2**  
Learning Through Reflection
- CHAPTER 3**  
Knowledge of Self
- CHAPTER 4**  
Learning in Service
- CHAPTER 5**  
Staying True to Yourself
- CHAPTER 6**  
Thinking Critically
- CHAPTER 7**  
Improving Judgment
- CHAPTER 8**  
Processing Emotions
- CHAPTER 9**  
Healing Relationships
- CHAPTER 10**  
Achieving Our Goals
- CHAPTER 11**  
Managing Time
- CHAPTER 12**  
Dealing with Pressure
- CHAPTER 13**  
Communicating Effectively
- CHAPTER 14**  
Developing Leadership

## OUTCOMES

The 180 Degrees Program delivers measurable changes for participants. An online database tracks changes in attendance, grade point average, and disciplinary episodes. Students, parents, teachers, and 180 facilitators also complete a qualitative survey assessing ten key qualities before, during, and after the student takes a 180 course. These steps indicate the effectiveness of the program and progress of the students. Overall, seven years of data shows that 180 students, on the whole, are moving in the right direction. Grades and attendance go up. Disciplinary episodes go down. Self esteem, optimism, and engagement improve, too. *Growing Into Manhood* takes these measurements and adds more. By explicitly and purposefully acknowledging race and gender, participants in this course will develop a fuller knowledge of self. They'll develop a new pride in themselves and their cultures. They'll develop critical thinking skills to exercise in their immediate social lives and beyond. They'll develop relationships and leadership. They'll develop their communities and their study habits, and they'll develop a strong sense of purpose.



## CAN YOU SEE YOURSELF USING THIS COURSE?

If *Growing Into Manhood* sounds like a useful course for you, consider some additional details:

- The curriculum is provided on a sliding scale fee.
- Schools and organizations can register for as little as one semester at a time.
- This curriculum will be available starting in the Spring of 2015.



Enhancing Lives One Degree at a Time

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