

**DECIDE. COMMIT. WIN.™**

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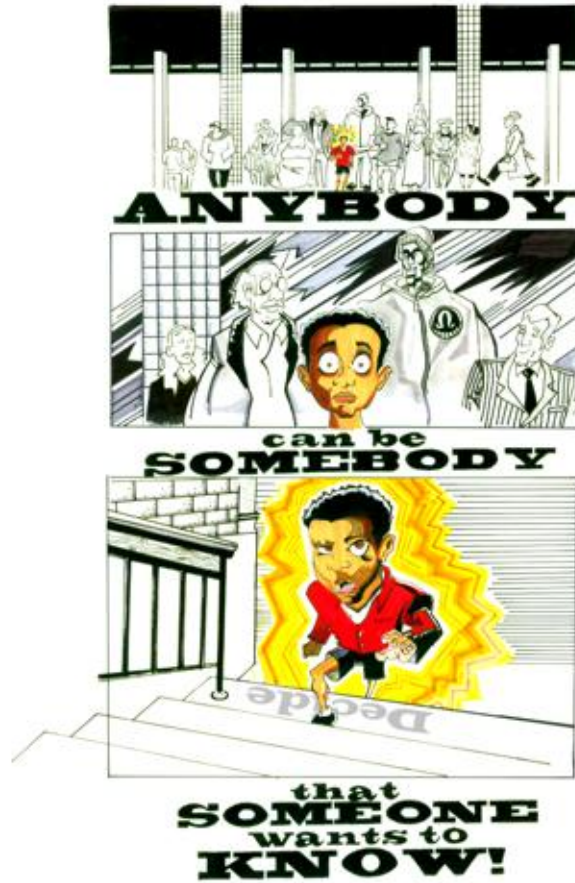
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# NOTES

# NOTES

# Chapter 1



**"The road to success begins with a decision."**



# **RULES FOR STEP UP PARTICIPATION**

Every person is a neighbor to someone. What type of neighbor are you? STEP UP is about becoming someone that other people value, no matter where we start. It is about becoming honest with the most important person on the planet, YOU.

**“Leave your ego in the wastebasket outside the door as we learn from each other.”**

Understand that we are young adults, not boys and girls or female and male children anymore. Adults by definition are designed to fix, not make, problems.

**The active definition of “respect” in STEP UP is:** A series of actions that prompt others to provide you the attention, advice, resources and support you need to begin stepping in a productive direction.

***The one single goal of STEP UP is to aid every participant to:***

“Begin a step-by-step process to map out and begin the journey towards adulthood and its responsibilities and privileges.”

## **DURING STEP UP**

**Speak about what you feel...**

**Address ideas ...**

**Learn ...**

**Listen. Really Listen ...**

**Value time ...**

**Focus to create strengths...**

**Create realistic plans...**

**Stop useless dreaming...**

## NO DOUBT GUARANTEE

The STEP UP experience helps every *willing* male who participates:

1. To better plan ways to achieve the *basic skills required of adults* in this society.
2. To know clearly when he is *acting as a child* AND when he is making decisions *as a young adult*.
3. To become the person people want to help reach their goals.

Every participant who experiences the STEP UP program and follows the planning charts in the STEP UP Workbook will be:

- Better able to map out a real plan to achieve dreams.
- Better able to interact in a world to achieve his dream—not become a barrier to other men achieving theirs.
- Better able to serve others in every community in which he is a part.
- Better able to ask for the assistance needed to achieve short and long term goals.
- Better able to see how his behaviors have a direct impact on basic freedoms all Americans are trained to enjoy.
- Better able to determine where his efforts will produce the most short and long term rewards.

**LEARN ... ALWAYS BE ON THE LOOKOUT FOR POSITIVE INFORMATION**

# WHEN I STEP, THE BOOTS HURT

Have you ever worn shoes that did not fit?

YES

NO

Have you ever worn shoes that didn't fit what you were doing?  
(Example: Playing basketball in slippers.)

YES

NO

Ever worn shoes that made you feel clumsy?

YES

NO

Our feet have connections to every part of our body. Wearing the right shoes is important in order to get to where you're headed. **But before you even start the journey you have to know where you want to go.** Heading to the park to go swimming and deciding to play tennis in the slippers you wore to the pool will get you outstanding blisters.

**STEP UP is not about your feet. It is about your journey to manhood.** The shoes you wear on the first step is not as important as the decision about where to go. Decisions you are making today are not helping you become an adult. How you make decisions about your life, your career, your family, and your dreams may help you create plans that turn these decisions and dreams into reality.

Match the following ACTIVITY with the best SHOE or BOOT

- |   |                    |
|---|--------------------|
| _____ 1. Playing Baseball                   | A. Track Cleats    |
| _____ 2. Swimming                           | B. Work Boots      |
| _____ 3. Playing Tennis                     | C. Baseball Cleats |
| _____ 4. Building a House                   | D. Cross Trainers  |
| _____ 5. Having Dinner at a Nice Restaurant | E. Rubber Boots    |
| _____ 6. Running the 100 yard Dash          | G. Dress Lace Ups  |
| _____ 7. Cleaning a Flooded Room            | H. Cowboy Boots    |
| _____ 8. At a Skating Rink                  | I. Roller Blades   |
| _____ 9. Working on a Ranch                 | J. Fins            |

Making sure shoes fit is no different from making sure behavior fits. When your actions do not fit the place they are used, these actions result in life blisters instead of foot blisters.

# CHOICES

There are 10 choices below, rank them 1-10 with 1 being the most important to you and 10 the least **right now**. Under the Year column, rank them again looking down the road, **one year from now**.

NOW	YEAR	
		Make sure that I am aware of my actions or lack of action that get me in trouble.
		Make sure that I am in charge of failures and successes in my life.
		Make sure that I can find people to help me.
		Make sure that I have a clear path to a college and career.
		Make sure that I have a dependable car.
		Make sure that I have money.
		Make sure that I safely live through the next six months.
		Make sure that my children are fed and have good care.
		Make sure that my family has all they need.
		Make sure that people where I live know I respect them and deserve it in return.

NOW	YEAR	
		If the table you just completed did not contain challenges you face today, please write those in the space below and rank again from 1 most serious and 5 least serious. Look again at one year from now.
		Make sure I quit using _____ . (Example)

**Accepting our faults and strengths and dealing with the faults is part of growing older.**

How we make choices has to be where we first begin to explore. The choices and rankings you made provide a window into what you value, and what is important in your life.

Identifying reasons why we make some of those choices may be important in **changing choices that bring about loss of privileges that others take for granted.**

We have choices from the moment we wake until we go to sleep every day. Many of the choices are easy, but some are more difficult and **take practice to master the risks** they bring. We make hundreds of choices every day we live. How we get to a place in our lives where all choices make it easier to step toward your goals, dreams and visions, is our starting point of the journey.

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## Chapter One Read Aloud Exercise

### **That Man**

Who knew when he crossed each day  
That there were several burdens he carried?  
Momma sick, baby sick and hours cut to his pay  
We never knew because he never seemed worried.

We never knew the times he sat on the porch  
When everyone else was sleeping  
When he thought his dreams had been torched  
And he let go of the rivers he was keeping.

Inside he knew that plans and thoughts  
Were the foundations for his future,  
But the days and pains and doing without  
Felt like walking on nails for torture.

But his inspiration lived next door  
Just twenty long steps away  
A brother who collected cans behind liquor stores  
And then gave them away each day.

This brother had lost four fingers  
An arm and a leg were missing too  
He never let his limits linger  
Or stop him from what he meant to do.

Loanbho, May 20, 2013

1. What did the author mean by “He never let his limits linger...?”
2. Are there people you know who do more “with less” than other people? Describe them.
3. Does That Man make you think of any person struggling today who is still moving toward a dream?

#### **Chapter 1 Review: Rules for STEP UP**

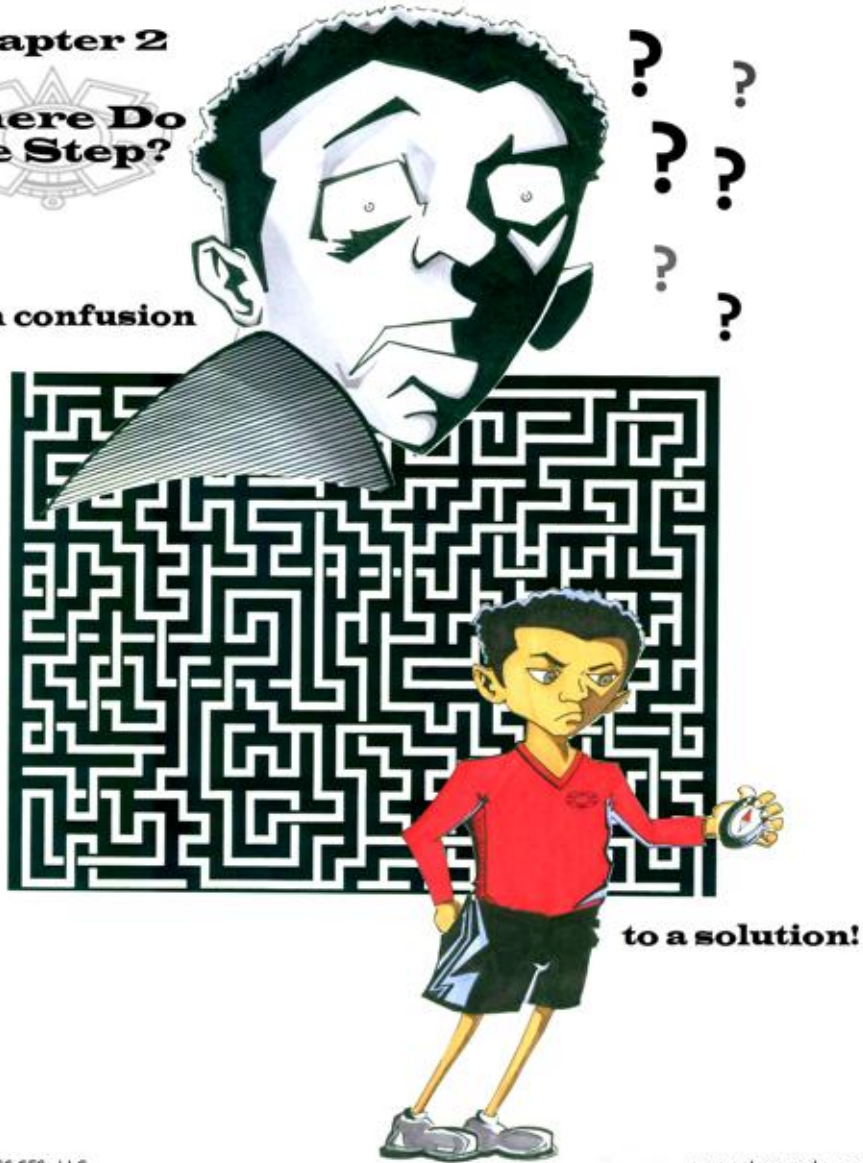
1. What does “leave your ego outside in the wastebasket” mean to you?
2. What is the hardest part about listening to others you do not know?
3. Are you ready to look at your successes and failures?
4. Talk about one situation you were not prepared to handle.
5. Describe three Choices you have to make within the next month about your life journey.

# NOTES

**Chapter 2**

**Where Do We Step?**

**From confusion**



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# KNOWING WHERE YOU ARE AND RULES THAT GO WITH PLACES

## Where Do We Step?

***You step where you live.*** What is “life or living” supposed to be? We step into life getting ideas about it, but never really defining it. We get ideas about life from where we are raised and who is raising us. Very few folks take time to get a real definition of what life is supposed to be, they accept their PRESENT state as the definition.

**“As young adults, you can no longer “parrot” other people. Researching and creating your own opinions and sets of facts about life is your responsibility.” Loanbho, 2004.**

What is the actual definition of this word we use so often, life?

“**Life/Live,**” according to Webster’s Dictionary for Students can be looked at in several different ways.

1. The state characterized by the ability to get and use energy, reproduce, grow and respond to change
2. The period during which a person or thing is alive or exists
3. All the experiences that make up the existence of a person: the course of existence
4. Existence as a living being
5. A way of living
6. The time when something can be used or enjoyed
7. Energy and spirit

**Where You Step—Place:** Write a brief statement about each of the places listed below...

1. You live in a **world**.
2. You live in a **country** of the world.
3. You live in a **state**, in a country of the world.
4. You live in a **county**, in a state, in a country of the world.
5. You live in a **city**, in a county, in a state, in a country of the world.
6. You live in a **neighborhood**, in a city, in a county, in a state, in a country of the world.
7. You have a **bed** in a...

**Finish number 7...** Write down the ending for yourself or share with other mates in the program...

## **Where You Step and Rules that Go with Places: Do you agree or disagree with rules that go with places below?**

- You step in a country where everyone below 18 years of age is required to attend school.
- You step in a country, state, and town where all people are required to drive motor vehicles on the right side of the roadway.
- You step in a nation where the people who make a living off of criminals are usually the ones who have the most political connections to make, to debate, and to enact new laws.
- You step in a country and state where folks convicted of felony crimes often lose their right to vote and have no say about new laws.
- You step in a country, state, county, city, house, where a number of rules are in place regarding how people can live, work and obtain the “things” they want while living.
- You step in a country where it is said that every person has a chance to become President.
- You step in a county where there are groups that have been historically very poor and other groups that have been traditionally very wealthy.
- When we step outside of the rules, local, state, federal, and international governments have kept the right to place folks in foster care, youth homes and ranches, jail and in some cases, put them to death in the name of the state or country.
- When we step outside of the rules at schools, we begin to lose privileges at those schools.
- When we step outside of the rules at work, we can be fired.
- When we step outside of the rules at home, getting kicked out can be a punishment.

**As long as we breathe we take steps toward adulthood.** Finding the balance between being a good son/daughter, brother/sister, mother/father, wife/husband, friend, student, worker, builder, and servant isn't easy. The majority of us will experience each of those roles in our lifetime as we shed childhood dependence from our minds and actions.

**Everyone on the planet enters and steps alone** even when raised in a family of fourteen. Each of those fourteen children has an individual path and purpose here. Since there is no rule that you must end up where you start, have you begun to plan your own path?

**Harriet Tubman said she could have freed more slaves if they had admitted they were slaves.** She meant that people do not do anything about problems they keep in their lives until they admit that they are ignoring those problems. In her case, accepting slavery as their only option kept them from looking beyond what they knew and considered a normal life.

**How does this apply to addressing your behaviors that cause folks to want to punish or harm you?**

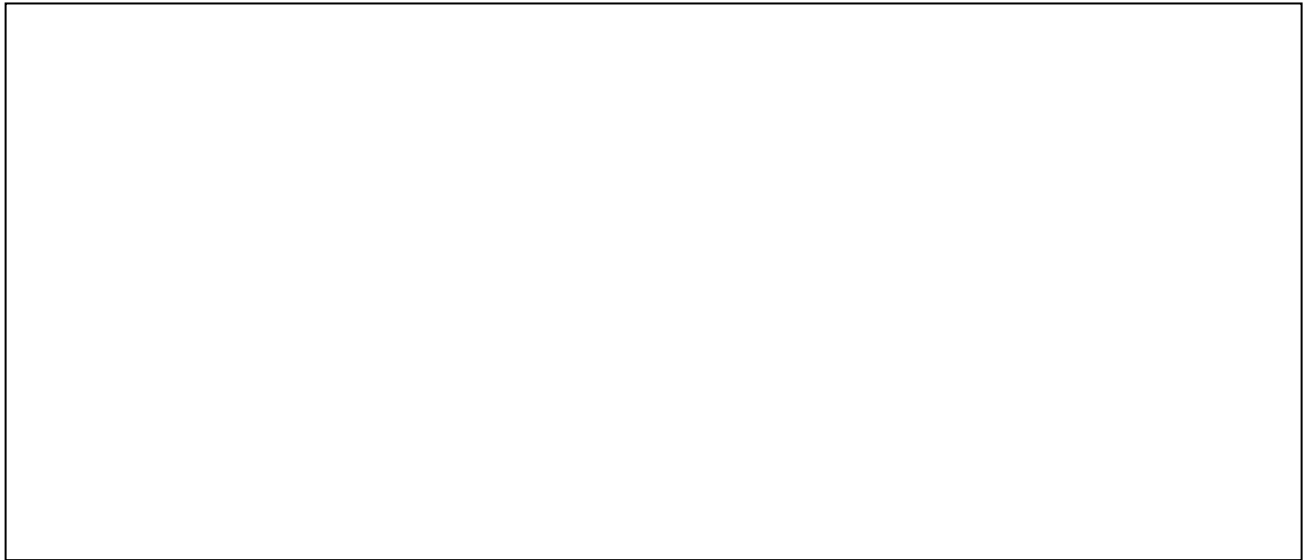
## STEPPING WITH FOCUS

It is difficult to ride a bike with your eyes covered. When we know where we're going, it's a lot easier to get there, especially if we're walking. As you walk through young adult years in school, just getting a diploma is not enough to move you towards your best. What career or job is your education preparing you to get is a much better question to ask as you travel through the school years. Some might have to go to college, others may not. Knowing where school is supposed to place you after graduation helps you seek out and learn what you need, to get to those careers or jobs.

**“Focus on a point in the future and run toward it like horses with blinders.” Loanbho, 1984.**

**Knowing where we step** is as important as how to step. Life calls for us to act differently in different places, even in our own homes. What we wear in our bedrooms with shades down is less important than what we wear when we cut the grass outside. We should act differently based on where we meet other folks. Compare a grocery store meeting with an old friend to meeting him during church services. Another good one, yelling about snakes at a zoo will get different reactions than yelling about snakes in a movie theater. You get the point, now use it.

Draw a new sign below that you would like to see posted right outside the door of where you live now.



**Learning to step towards gold, not glitter** will save many rough miles on your journey. Few cities in America will decide to train their students to drive on the left-hand side of the road. Few will ever let folks use violence to steal money or objects from other people. When we step without focus, the glitter of “fast money” and thoughts of “easy jobs” become big rocks on our path to success in life.

**Learning how to step with direction** as a young man requires only that we throw away the carefree steps of a child who runs in the park with his mother or father always watching him. ***Stepping as a man requires that we know where we are now and where we wish to be.*** We will use this concept again and again. Let it sink in deep and begin moving with direction, at all times.

## Chapter Two Read Aloud Exercise

### Seven Words Over and Over

We marched silently asking for the key  
They responded putting us in cold cells.  
Picked fruit we wanted to taste relaxing  
Schools we cleaned we wanted to attend.  
We marched silently stopped picking their fruit  
Children starved for days for a future.  
Cleaned halls stayed dirty until we got in  
As students and proud janitors and professors.  
We marched for an equal chance only  
No handouts no gimmes no fake wins.  
We step in a future already here  
For those who saw ugly signs removed.

We step in a place of chance  
Not equal but chance changed from limits.  
We live when bottled air and water  
Have become more valuable than gold jewelry.  
We step for ancestors who could not  
Without fear of losing ankles or legs.  
We speak for the silenced who spoke  
Of dignity gentle life birth and death.

We walk in a future well lit  
With paths unmarked choices left to each.

Loanbho, May 20, 2013

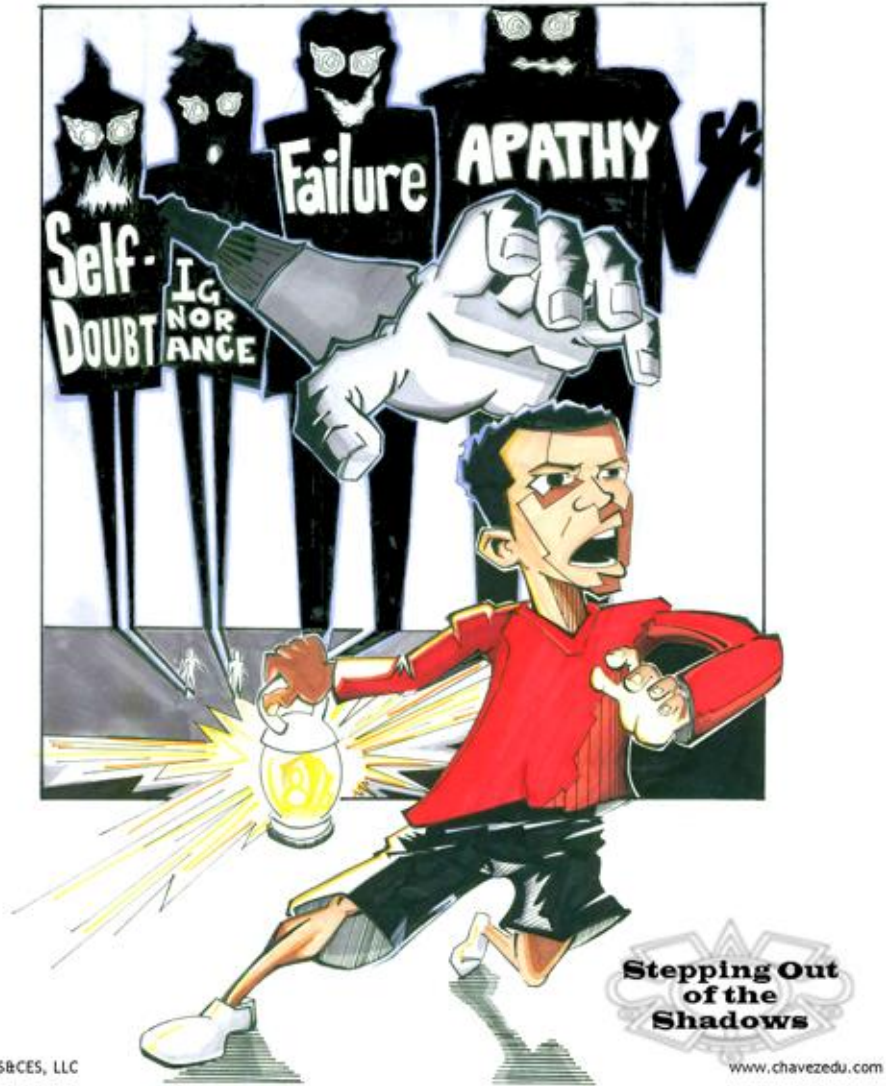
1. What pictures do you remember most after reading this poem?
2. Who is the author talking about?
3. What does the author suggest with this line: "With paths unmarked choices left to each ...?"

#### Chapter 2 Review: Where Do We Step?

1. Are there rules where you live that cause you problems?
2. Can you change this rule or find a way to get around it?
3. What new actions must you take in order to avoid breaking rules?
4. Describe one new rule you wish existed. Why?

# NOTES

### Chapter 3





# ICA

## INFANT, CHILD AND ADULT

We roll first in strollers. We then hold hands of those trying to teach us to keep our balance. And then we walk side by side, but sometimes in the shadow of adults who give us our first glances about who we might become as full-blown adults. Infants need constant care. Once infants have learned to walk, talk and go to the bathroom alone, they become children. We normally forgive infants and children for their mistakes; this is not true for “adults” no matter how young. Knowing when we cross the line from child to adult may be more than just reaching the legal age of eighteen. Life may call for you to become an adult much earlier and allow others to remain children, way past the legal adult age. There are no in-between human stages. These three are our only choices.

Put check marks under the column(s) that fit different actions in our life.

Task	Infant	Child	Adult
Walks to the bathroom alone			
Crawls on knees			
Washes the laundry			
Eats steak with knife and fork			
Dresses, choose clothes on their own			
Pay rent			
Knows alphabet			
Counts from 0 to 100 and 100 to 0			
Ride a skateboard			
Drives a car			
Ride a motorcycle alone			
Cook fried chicken on a stove			
Get rocked to sleep at night			
Play Little League baseball			
Has to work to eat			
Get a job paying minimum wage			
Buy home for family			
Sucks thumb for comfort			
Goes to the grocery store alone			
Cannot be left alone while awake			
Schedules and get homework completed			
Cries to get attention			
Wears Batman pajamas			
Owens a car			
Cares about what friends believe			
Can watch any movie			
Buys groceries for family			
Steals from others			
Joins the Marines, Air Force, Army or Navy			

## ICA Cycles

Children are treated differently than infants or adults in most societies. Ours is no different. One of our problems though is to determine when we move from one stage to the next. When do we become adults? Is it at 18 years old as most American laws set as the point? Could it be earlier or later? How do we know? This is important because people sometimes treat you based on how old they believe you look or act or dress.

Early conditions determine how many steps we need to take in order to get to enjoy our lives as adults. Early conditions do not determine final results.

How would you rate your experience as an infant based on what you have been told?

Very Bad	Pretty Bad	Alright	Pretty Good	Outstanding
----------	------------	---------	-------------	-------------

How would you rate your experience as a child based on what you remember?

Very Bad	Pretty Bad	Alright	Pretty Good	Outstanding
----------	------------	---------	-------------	-------------

Where do you rate your chances of enjoying life as an adult?

Very Bad	Pretty Bad	Alright	Pretty Good	Outstanding
----------	------------	---------	-------------	-------------

### Infant Cycle

Responsibility Level:      Very Low Care Need Level:            Very High
--

### Childhood Cycle

Responsibility Level:      Low Care Need Level:        High
--

### Adulthood Cycle

Responsibility Level:      Very High Care Need Level:        Very Low to Very High
---

## Cycle Choices:

During our lives as **infants**, we have very few choices to make and spend most of our time responding to people around us. We get people to notice us by:

- 1.
- 2.
- 3.
- 4.
- 5.

As **children**, we have learned to talk, walk, read and “take care of many of our basic needs.” How do we get people to respond to our needs when we cannot take care of them ourselves?

- 1.
- 2.
- 3.
- 4.
- 5.

As adults, we should be able to take care of our needs and desires. Many adults are not in a position to do so. Describe mistakes that might put **adults** in a situation where they cannot care for themselves.

- 1.
- 2.
- 3.
- 4.
- 5.



## **The Replacement Theory:**

Begin the changes necessary in your mind by changing words you use about your dreams, thoughts or simple feelings. Words are more important than we know. The words we choose to use can limit or propel us. Make the following terms more meaningful in your life and replace old terms that only brought about negative consequences. What words do you use now that could be replaced by the following five terms?

- Over-standing (ability to get your own information to make up your mind)
- Character (ability to care for yourself and others)
- Humility (ability to ask for and give help)
- Perseverance (ability to get up and try again and again and again)
- Self-directed determination (ability to stand alone to achieve a dream or goal or point)

**Learn How You Learn ... It is the only way to begin teaching yourself.**

# STEPPING INTO YOUR OWN BRAIN

You have been tested since you began school. You need to have someone review results of those tests with you. Schedule a time to speak with your school counselor about your test results. The information in those tests will start you on your way to learning “how you learn.”

*We can all learn. You must believe that in your very **core**.* We all have different learning styles. Sometimes how we are taught doesn't help us learn the information. If you got the information in a different way, it might be easier for you to understand the material. You should begin to do your **research** to see if anyone has already identified your “**learning style**.”

Let counselors know about your **quest**, to learn how you learn **best**. Do not stop there. Use the information from the counselor to look inside your own brain. You have already learned to learn but haven't thought about it. Name one thing you know how to do that you did not take a class to learn. You can name hundreds if you have the time.

- You can begin to **observe** yourself in school subjects where you do well compared to those you do not.
  - When you **reflect** on the classes or places you were attempting to learn new information, when was it easiest?
  - We do know that your **interest** has much to do with whether you enjoy certain areas, but **focus** on goals gets you past **disinteresting** subjects.
  - **Mastering** the information folks put in front of you in US high schools is not a difficult task, especially after you've unlocked the mystery of how to teach yourself.
- 
- Some of us learn best by doing, by touching, by taking apart and putting together.
  - Some of us learn and remember based on **seeing something done**, YouTube, video, movie, etc.
  - Some of us have to talk about it and listen to someone describe the task or operation in a way that our mind gets it. We **overstand** it better than our own names.
  - Some of us have to read **details** and see pictures to **capture** it in our minds.
  - Some of us use a **combination** of the types of “learning” to learn ways to solve math problems, fix broken furniture, replace wiring on broken lamps, and learn how to operate a sewing machine and even how to tie a necktie.
  - Drawing is an example of using a combination, **visual** (seeing) and **touching** (kinesthetic) to show understanding.
  - Today's **information** based world provides opportunities for us to get information to fix or repair any object or aspect of our life.
  - **Discovering** how you learn is an important step into manhood.

Write down all the **BOLDED** words in this section.

Take time to create a sentence using each word. Learning how to increase the words you use is an important part of learning. Increasing your choice of words to express the “same thing” is learning to master language. How important is this?

Second to your appearance are words you use when speaking to other people. Being able to choose different words for different groups of people or different places is a definite sign of manhood growth.

## **Chapter Three Read Aloud Exercise**

### **Jefferson High School Dance**

Choosing what shirt to wear to our first real dance  
Ironing the black Christmas slacks  
Then changing to the baggy pants.

Lifting that arm and taking a whiff  
Making sure the shower was tight  
Shaving every hair on the face specially round the lips.

This man will be stepping tonight  
Hanging with every cool sister and Bro  
Hoping to catch Ms. Just Right.

You pass her every day with two sisters at her side  
But Her cologne alone is the one you smell  
You carry this scent with pride.

You check the wallet to see cash in place  
Wondering how the night will begin  
Or who will begin the chase.

Just three years ago you shied away  
From being on a stage or stepping out alone  
That young child has become a man today.

Loanbho, May 20, 2013

1. Did you ever attend a school dance? Would you attend another? Why?
2. Do you remember when you were embarrassed when guys saw you show interest in a girl?
3. What does the author suggest that you have to do to attract others?

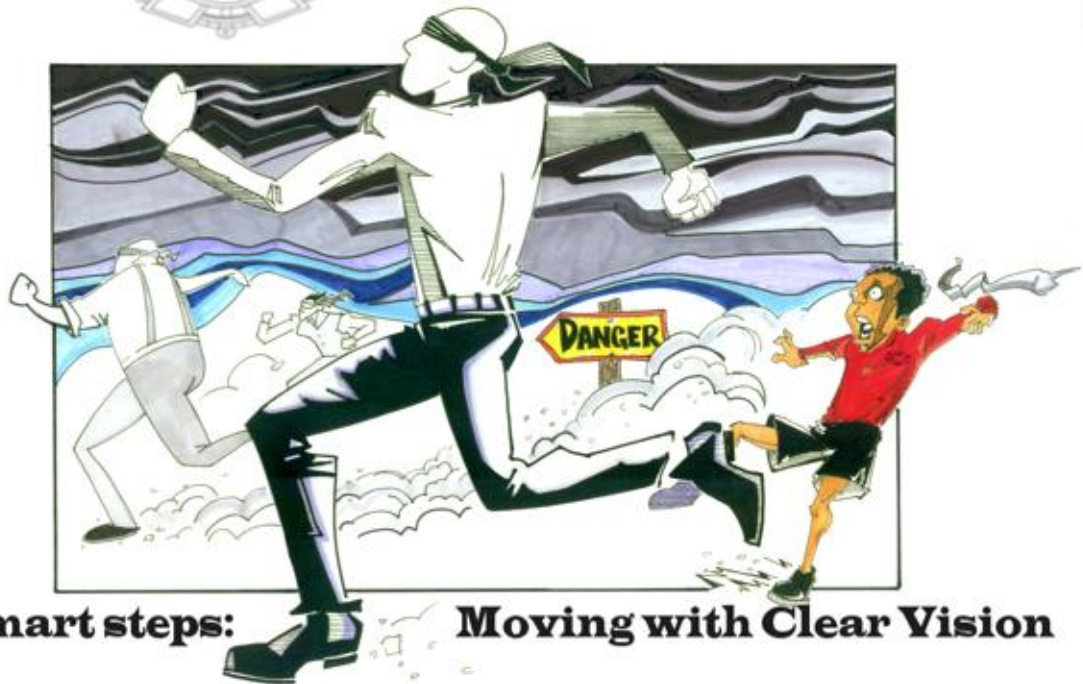
### **Chapter 3 Review: Stepping Away from Shadows**

1. How do you know when you move from childhood to adulthood? Is it easy to avoid responsibilities?
2. Describe three actions that adults have to take that children cannot make.
3. List three mistakes you have seen adults make that keep them treated as children.

# NOTES

# NOTES

## Chapter 4



**Smart steps:**

**Moving with Clear Vision**

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# PARTS OF YOU: ID YOURSELF – WHO AM I?

## Parts of You: Self-Concept

Michael Jackson wrote a song titled, “Man in the Mirror.” He talked about the importance of starting changes in the world, but starting them within ourselves. “Take a look at yourself and make that change.” As we take our Baby Steps toward important changes, knowing where we are is very important. Knowing how others see you is less important than how you view yourself. Both are important, but like the airlines, STEP UP demands that you take care of you before trying to give aid to others.

**How do you see yourself in the many roles you play every day?**

Ranking Roles You Play Every Day	<b>1</b> <i>Great</i>	<b>2</b> <i>Good</i>	<b>3</b> <i>OK</i>	<b>4</b> <i>Poor</i>	<b>5</b> <i>Real Bad</i>
<b>Son</b>					
<b>Brother</b>					
<b>Father</b>					
<b>Student</b>					
<b>Worker</b>					
<b>Uncle</b>					
<b>Friend</b>					
<b>Boyfriend</b>					
<b>Teammate</b>					
<b>Roommate</b>					
<b>Driver</b>					
<b>Passenger</b>					
<b>Babysitter or Caregiver</b>					
<b>Other Roles:</b>					

If you use this like a roadmap, the largest scores should be your targets. We play many roles from the moment we wake each morning. Learning to get better in each of them can only strengthen the whole you.

# WHO AM I?

Many believe that you cannot begin to choose solid friends until you have taken a real good look at what you bring to the table as a friend as well. What qualities do you believe attract others to be your friend? No matter how many times you wish you were someone else, that person in the mirror does not change too much physically. How we act, speak and present ourselves can change if we want to make those changes.

List five things about yourself that **attract people to you**.

- 1.
- 2.
- 3.
- 4.
- 5.

List five things you do that may **cause others to stay away** from you.

- 1.
- 2.
- 3.
- 4.
- 5.

List up to five things people **WHO DON'T KNOW YOU** may judge you to be, based on how you look.

- 1.
- 2.
- 3.
- 4.
- 5.

List up to five reactions you get when **people hear you speak**.

- 1.
- 2.
- 3.
- 4.
- 5.

In this section it is important to STEP UP to recognize YOUR strengths and weaknesses, to explore why others may treat you in a certain way, based on how they view, EXPERIENCE or hear you.

## PARTS OF YOU: FRIENDS ARE YOU

As young men in their teens, people also judge you by your friends. Many of us rarely think about how we choose our *friends*. We seem to just end up hanging out with those people we call friends. Important questions about those you call friends must be asked to make sure you are building a team of people around you to help you turn dreams into visions. Let's see first how the dictionary defines FRIEND:

*Friend*: noun, 1: a person who has a strong liking for and trust in another person. 2: a person who is not an enemy. 3: a person who helps or supports something.

If we remove an "r" from friend, we get another definition that we need to know in order to begin to know the real differences between the two. Check this out.

*Fiend*: noun, 1: DEMON. 2: a very wicked or cruel person. 3: Fanatic

The quality of our friends is almost as important as "how we see ourselves." Many of us see who we are through our friends and families. It's a two- way highway here. Friends inside and outside of our families come to "expect" certain things from us. It is important that friends bring support in many ways; we must do the same to maintain long and healthy friendships.

Check out your CLOSEST friends, how do you rate them according to the definition of friend on a scale of 1 to 5? 1: *Always* 2: *Sometimes* 3: *Don't Know* 4: *Usually Not* 5: *Never*

NAME	I TRUST	HELPS ME	SUPPORTS ME

Starting with our first friends, our family members, is very difficult for some. The quality of our family friends can and must be questioned as well. Check out this next example of "family friends."

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## ***THE SHORT STORY OF A THIRD BROTHER***

Three brothers, same mother, different fathers all three ... Two of these brothers decided their lives would include heavy drugs, crime in between jobs, and time served for those crimes when they were caught or associated with others who were caught.

The third brother knew he could learn to use money and keep a vision like his one brother who was heavy into ALL drugs. This same drug brother kept a vision to buy enough equipment with his illegal earnings to open his own detail shop. This brother spent his time while locked up, always planning ways to improve that detail shop. Plans and equipment were in place to own and operate the detail shop, but drug use ended a life before 35.

The third brother learned how to laugh at himself from the other brother. This brother could almost predict when he was taking on a stupid burglary job but could not stop himself from becoming a part of it...He never cried about his lack of success, in fact, made great jokes about these mistakes. He could bring the third brother to tears with stories about their childhood or mistakes since. Why cry about a mistake, move on to the next one, laugh and learn a little bit in the process. A simple and elegant way to see life, especially when the vast majority is being spent locked away from everything precious outside those bars.

The third brother decided early on that there was very little he could do if he spent his time hanging with them, except to do what they did. Family stuff was family stuff and usually safe to participate, outside of that, the third brother knew he had to build a life using other tools. The most important tool being his mind; taking care of his mind and training his mind, gave him an ability to make clear choices. Not an angel by any means, he learned to take risks and more importantly, to do without objects or people he could not afford.

What lesson might you take from this short story? Take a few moments to jot down some thoughts about the three brothers?

# QUALITY OF YOUR FRIENDS

Use this scale to rank your FRIENDS IN YOUR FAMILY:

<i>Outstanding</i>	<i>Very Supportive</i>	<i>Sometimes Support</i>	<i>Don't Support</i>	<i>Mess Up Plans</i>
_____%	_____%	_____%	_____%	_____% = 100%

If you have brothers and sisters or plenty of cousins or people you call cousins or relatives because of how long you have known them, looking at your relationships with them is a great starting point.

Use this scale to rank your FRIENDS OUTSIDE OF FAMILY:

<i>Outstanding</i>	<i>Very Supportive</i>	<i>Sometimes Support</i>	<i>Don't Support</i>	<i>Mess Up Plans</i>
_____%	_____%	_____%	_____%	_____% = 100%

Thinking differently about building your circle of friends or another supportive network is a positive step toward manhood. A few items to remember as you begin the process of looking at all of your friendships.

- Many of us believe that our friends have to think the same way as we do. Do not get it twisted.
- If you know who you are and are comfortable in your own skin, being with people who are different, think different, and may act differently, can be a rich way to expand the number and type of people in your “circle of friends and supporters.”
- Let us be very clear, we choose and are chosen as friends.

You have many decisions in both roles, whether chosen or doing the choosing. Be clear that this is not something that happens by itself because friendship has costs. Remember the definition we read earlier. Sometimes friends make sacrifices for each other; this is a cost to consider.

Being clear about your own standards and what you are willing to give to keep a friendship enjoyable and useful, will help you begin to ask for and expect a level of respect from people you invite into your circle. People who can bring skills and strengths to help you step towards your vision are a necessary bunch in your life. These are folks who will help you take baby steps until you can walk on your own.

# PARTS OF YOU: WHERE YOU LIVE

## You are a part of your environment

*We know that our environment really does affect what we can and do achieve in our lifetimes.* But it is not the most important condition. In order to judge the direction of our steps or the distance we must travel, we need to know where we are stepping. Let us explore your personal environment in two important places, your home/community and school.

Learning to step in harmony with folks at home is one of our first life challenges. If you leave and stay elsewhere, you have to learn to live or step in harmony with your new mates, parents, or counselors. If you are viewed by teachers, counselors, custodians, school guards and coaches at the school as a problem, very few folks will come to expect much in your future. Home and schools are the first social places we have to learn to move. When we fail to meet these expectations on a regular basis, both home and school can become unpleasant places for young people and adults.

## Environment: Home and School

In the following section we will look at each of these places and how you are using them to turn your dreams into visions. We hear it said often and it's almost always true, no person gets to their destination without help. **No one!**

How people in the different environments you live in see you determines how much help you will receive from them. As much as we do not want to admit it, our behavior, appearance, speech, and others things about us will affect how people see us, whether or not they get a chance to meet us personally.

People do and will continue to judge you even if they never get a chance to speak or eat with you personally. We must live with this reality or keep jumping off of steep cliff walls trying to ignore it. If we choose to ignore that other people will form opinions of you and make decisions based on those opinions, we just have to hope we don't hit our heads on the bottom of the pool or river we are diving into.

# WHO DO THEY SEE AT HOME?

**Home:** *Where I eat, sleep and leave my belongings.*

On a scale of one to five (1 to 5) rate yourself in the following areas:

People in my house are usually happy or glad when they hear me come home.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house can normally count on me to fulfill my responsibilities.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house can trust that I will respect their privacy and property.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know that I am glad for everything they do for me.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know I am willing to help anyone if they ask me.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know that I give back, return favors, whenever possible.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house share information about issues or things that bother them.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know that I never ask for more than I am willing to give.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know that I take care of anything that I mess up or break.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my house know I am the neatest one living there.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

**Add the numbers of each response in this section:**      **Total** \_\_\_\_\_

**Is there a score you could achieve with real effort?**      **Projected Score:** \_\_\_\_\_

Describe 3 steps you could take upon exiting this class today to begin to improve your score in the Home or where you live.

- 1.
- 2.
- 3.

# WHO DO THEY SEE AT SCHOOL? R+ M<sup>2</sup>

## Reading, Mathematics and Manners

**Question:** *What are schools?*

**Answer:** *Places where basic speaking, writing, thinking, and social skills are learned.*

“If you master reading, you conquer writing. If you master math, you master thinking. If you master manners, you are never alone in your efforts to make dreams come true.”

Loanbho, 2008

What are schools intended to do? Schools at the elementary, middle and high school levels are supposed to do **two** things:

1. Pass on a basic set of skills, basic packages of information, and exposure to ways each student might earn a basic living.
2. Help students who know what they want to do to gain the right preparation to pursue their dream/vision.

**Reading:** Check with your counselor to find out your reading level. If you are below where you believe you should be, find a tutor or online reading program to improve this basic skill. Reading is FUNDAMENTAL. This is also the key to writing.

Always carry a dictionary and thesaurus. Refuse to leave a conversation, reading session or homework assignment without a complete “overstanding.” Others can easily tell how much you read by the words you choose to use while speaking and writing. Unlock your reading skills and people will always understand what you write and speak.

**Math:** There are thousands of high school students who pretend to hate the one subject that unleashes thinking skills in everyone who completes them. Math is the “thinking subject.” You are right or wrong in your answers. There is no in between. When we get wrong answers on a regular basis we begin to dislike the subject. This is natural, Math is also something we use every day in our lives and more as we get older and start to purchase with cash or use credit to buy things. Learning to use a ruler or basic cooking requires math. Math is always, addition, subtraction, multiplication and division at its basics. The better you are with those operations, the easier to advance to higher levels of math.

STEP UP encourages all males to complete Elementary Algebra, Geometry, Intermediate Algebra and Statistics during their middle and high school years at a MINIMUM. Those who advance to Trigonometry, Math Analysis, Pre-Calculus and Calculus will find many more doors open to them.

**Manners:** Teachers and others who work at school are human beings. They react to other people the same way we do. There are behaviors that attract help and others that push away

people. Mastering **R+M<sup>2</sup>** can help you be seen as someone worthy of time these teachers spend with you.

Basic skills include:

1. Raise your hand to speak,
2. Ask to be excused to use the restroom,
3. Stand patiently in line,
4. Let others have their turn and
5. Attack ideas not people.

School is a part of our lives right after we learn to stand on our own, taking our first baby steps. If we do not begin to open our minds to develop plans about how to use the school to reach our dreams by the sixth grade, we get lost and our drive to excellence gets buried beneath a pile of pointed fingers and misplaced blame.

Education seen in a simpler light would be: *Instruction designed to become knowledge and used to better one's self, family, community, state and nation.*

## School:

On a scale of one to five (1 to 5) rate yourself in the following areas:

People at my school are usually happy or glad to know I am there.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People at my school can normally count on me to fulfill my responsibilities.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class have trust that I will respect their privacy and property.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know that I return everything I borrow.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know I am willing to help anyone if they ask me.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know that I give back and return favors, whenever possible.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class share information about issues or things that bother them.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know that I never ask for more than I am willing to give.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know that I take care of anything that I mess up or break.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

People in my class know I am the best study partner in the class.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

**Add the numbers of each response in this section: Total \_\_\_\_\_**

**Is there a score you could achieve with real effort? Projected Score: \_\_\_\_\_**

Describe 3 steps you could take upon exiting this class today to begin to improve your score at School.

- 1.
- 2.
- 3.

## Design Your School:

Drawing or building exercise.

- What would your school look like?
- Describe what would be taught there.
- Who would teach the classes?
- How you would offer your classes?
- Who should graduate?

Share your design with other scholars, tell why it is built as you have designed it, and what type of subjects, class schedule, or type of teaching make it different from the schools you have experienced.

Draw a “Blueprint.” Outline of your school below. Be sure to label your important buildings.



## **Chapter Four Read Aloud Exercise**

### **Commit**

Sticks and stones will break bones  
And the Internet cannot alone  
Replace all books and serious study.

Everyone who shares a lie  
Or repeats a lie they have been given  
Does nothing to improve theirs or the receivers' vision.

Knowing who we are and how we look to others  
Is second to how we feel inside  
Neither however can be issues we feel we have to hide.

Humans have walked and lived for thousands  
If not millions of years  
No one on the planet is immune to human fears.

Fears when given legs and arms  
When allowed to sleep on beds  
Have a way of taking over every thought in an untrained head.

The issue is not to try and fail  
Or sit back and watch others try  
Knowing none will live forever is not an alibi.

Every bump hurdle and canyon  
Can be crossed with bridges or rope  
A plan a will some energy interlaced with solid hope.

Loanbho, May 20, 2013

1. How do people “train” their heads as the author suggests?
2. Do you have fears about being able to take care of yourself as an adult?
3. What does the author mean, “Knowing none will live forever is not an alibi...?”

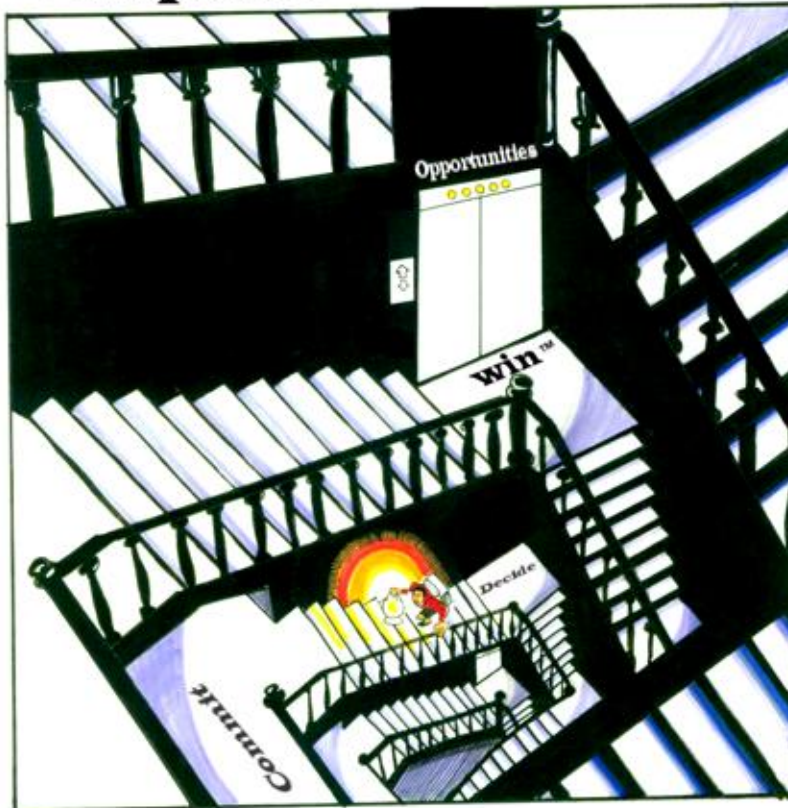
### **Chapter 4 Review: Baby Steps**

1. **When you ranked yourself at Home which items do you want to change first?**
2. **When you ranked yourself at School which items do you want to change first?**
3. **Where do you need to devote the most attention to during the next month, Home or School?**
4. **Describe one change in schools that you would like to see beginning next month.**
5. **Describe one change in manners toward teachers that you can put in place today.**

# NOTES

# NOTES

## Chapter 5



### Sure Steps: Moving to Reclaim Possibilities

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## BEING READY FOR A FEW COMEBACKS

Many of us hear “get rich quick schemes” every day. Someone always has an idea about how to get “paid” for doing little or no work. Unless you win the lottery or inherit a fortune from a relative, the “quick schemes” rarely bring anything but disappointment.

Even when we start out with solid plans and use our best efforts and skills to make them come true, unexpected problems cause delays. Do we give up? When direct roads to get somewhere are closed, being an adult means finding another way to get there, not giving up the journey.

We know that no one completes their journey or their dreams alone. Every person on the planet today needs this help. Beginning to improve your image in your community is a good place to start. Some may begin to reach out to help you when they see your new efforts. Only folks stuck in between childhood and adulthood believe they can do everything on their own.

FIRST QUARTER	
YOU	14
THEM	38

FINAL SCORE	
YOU	62
THEM	61

If all of your plans work out the first time, you are very talented. Most of us have to fall down a few times to learn our craft to learn it well. There are people who respect effort, find them where you live.

# WHAT GOOD AM I TO MY COMMUNITY?

## HOW DO PEOPLE WHERE I LIVE SEE ME?

CIRCLE the NUMBER INSIDE EACH BOX to represent your answer to the following questions:

1. People you know on your block or neighborhood can count on you for help.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

2. People on your block who do not look like you, invite you to their parties.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

3. People on your block offer words of greeting or kindness whenever they see you.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

4. People on my block treat me as if I am invisible.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

5. People on my block treat me as if I am dangerous.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

6. People on my block do not trust friends I hang out with.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

7. People on my block say bad things about me and my friends.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

8. My family makes up my community and is always there to "bail" me out of tough times.

1. Never	2. Almost Never	3. Sometimes	4. Usually	5. Always
----------	-----------------	--------------	------------	-----------

**Could you improve people's perception (view) of you in the community? Yes No**

**Do you have a desire to change how folks see you in the community? Yes No**

**One year from today, what will be your score? Projected Score \_\_\_\_\_**

**Describe one person in your community that you can recruit to be on your team.**

# KNOW YOU WILL STUMBLE

## *But You Do not Have to Stay on the Ground*

There are very few people who rode a bicycle without training wheels successfully the very first time. But after learning the skill, scars were forgotten. The same process has to be put in place to make the changes in your perception, behaviors and beliefs. All of these pieces have to be changed in order to produce footsteps and running in the correct direction. How we see, how we react to what we see and what we believe we have accomplished by our actions must be examined closely.

When people begin to make changes many of them try to change everything at once and when it does not work out, they go back to their old behaviors after a few days or a week. If we look at change as a replacement process, we find something to fill the time or attention our old habits used to take. First step to changing is controlling anger, frustration, embarrassment, hurt or shame. If you lashed out when feeling those emotions in the past, your actions hurt you more in the long term. Let us not start with controlling our life, STEP UP demands that you **learn only to control thirty seconds** at a time. Most adults can hold their breath for this long.

## MASTER 30

Master 30 seconds! Master the 30 seconds after something hurts real badly. You must master the 30 seconds after you feel wrongly disrespected. Master 30 seconds after feeling embarrassed. Master 30 seconds after being wronged. You cannot stop the hurt, but you can control the reaction to the pain.

- Control 30 seconds after you make a decision to perform an action that does not move you closer to your dream and ultimate vision.
- Memorize all 50 states, repeat them for 30 seconds. After you master the states, add the state capitols. There is another 30 seconds ... then memorize the counties in your state. There's another 30 seconds of control. These are your "reaction controllers."
- Practice these reaction controllers. Know them like you know your name.
- Prepare to have others react to you differently when you use 30 seconds of control.
- Find something valuable to replace your old reactions or they will surface again.

# SURE STEPS

When you master **R+M<sup>2</sup>** in school, you will have basic tools to begin to form your own plans and opinions. Libraries are still the place to get information, not only from the books but from the librarians.

When you decide on a career:

1. Check out books to help map out a path to your goal.
2. Use the internet to find as much information as you can.
3. Make contact with someone who is already in that job and you can get information about it that cannot be found in books.
4. Use your reading and thinking skills to make sure you have at least two paths to get to your chosen career.

### ***Three paths to becoming a Medical Doctor:***

Path A	Path B	Path C
High School	High School	High School
4 year college (BA or BS)	Military Service	Incarceration
Medical School	Community College	Community College
Residency	4 year college (BA or BS)	4 year college (BA or BS)
Go into the Medical Practice	Medical School	Medical School
	Residency	Residency
	Go into the Medical Practice	Go into the Medical Practice

There is no doubt that Path A and B would be the least expensive routes. Path C has serious delays but do not deny the chance to become doctors. These two paths are an example where **D<sub>2</sub> ≠ D** thinking must be put in place to keep focused during negative periods.

Map out a path to two careers you are interested in right now.

Career A: \_\_\_\_\_ Career B: \_\_\_\_\_

Path A.1:

Path A.2:

Path B.1:

Path B.2:

# STAND AND DELIVER YOUR OPINION

You will begin to make decisions about important social issues when you turn 18 years of age. The right and responsibility to vote requires that R+M2 skills be used to gather information. Sharing opinions helps us sort out our thinking and **listening to people who know** can provide you directions to get more information on your own. You already have opinions and ideas about many topics important to young and old alike. Learning to see if others share the same opinions and how we differ from folks who do not, is a part of the process of becoming a full-fledged adult.

## Take A Stand!

Use the symbols: **SA** to **strongly agree**; **SD** to **strongly disagree**; and **N** to show your opinion is a tossup **or neutral reaction** to the statements below.

### Take A Stand Statements

1. Housing should be free to every American citizen.
2. Any kind of welfare or public free money should be against the law.
3. Some people are automatically labeled as criminals if they are poor.
4. Healthcare should be free to every American citizen.
5. There should be no law against people using, taking or selling any drugs.
6. More children should be awarded to the father when couples divorce or separate.
7. Men should have at least 50% of the say when it comes to having an abortion.
8. Minorities get blamed whenever this country has a major problem.
9. No person under the age of 16 should ever be sent to prison for any reason.
10. In America, no one forces religious laws down your throat.
11. All people who want to marry should be allowed to marry any other human.
12. Most people who go to jail or prison once never return.
13. The majority of women in America today raise children on their own.
14. The age for making legal contract decisions should be lowered to 16.
15. Students who do poorly in school should be given career training.
16. Most people in my family expect me to go to college.
17. Military training should be required for every 18 year old regardless of gender.
18. You can't get respect without being willing to hurt someone else.
19. Having friends of different "colors" brings more hassles than joys.
20. The men in my family have been great role models for me.

**Write 5 opinions or "facts" you believe and have classmates react to them.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## **Chapter Five Read Aloud Exercise**

### **Growing**

The first time you rode your bike no trainers  
Those scars are still worn with pride  
The first time you stole and got caught  
Was not so easy to erase or hide.

The embarrassment that fell over your face  
When your spelling test was the lowest in the class  
Was wiped away almost instantly  
When this score was still a pass.

You set the bars that no one sees  
That no one else can describe  
You set the standards for win and lose  
And select the things that bring you pride.

The issue is not win or lose  
The issue is not to stand on the side  
The mirror looks every morning back at you  
Trying to see what you have inside.

Loanbho, May 20, 2013

1. Were there experiences in your life where you learned, but pain caused the lesson?
2. Describe the types of pain that “learning” has brought into your life?
3. What does the author suggest in the line: “The mirror looks every morning back at you ...?”

#### **Chapter 5 Review: Sure Steps**

1. Do you have any “stumbles” in your past that cause you to worry about making it to your future career?
2. Do you see how important mapping out paths can be to help keep focus?
3. List three people you need to speak to about your chosen career?
4. What have you taught yourself? What resources did you use to learn this skill?
5. What is your favorite source of information?

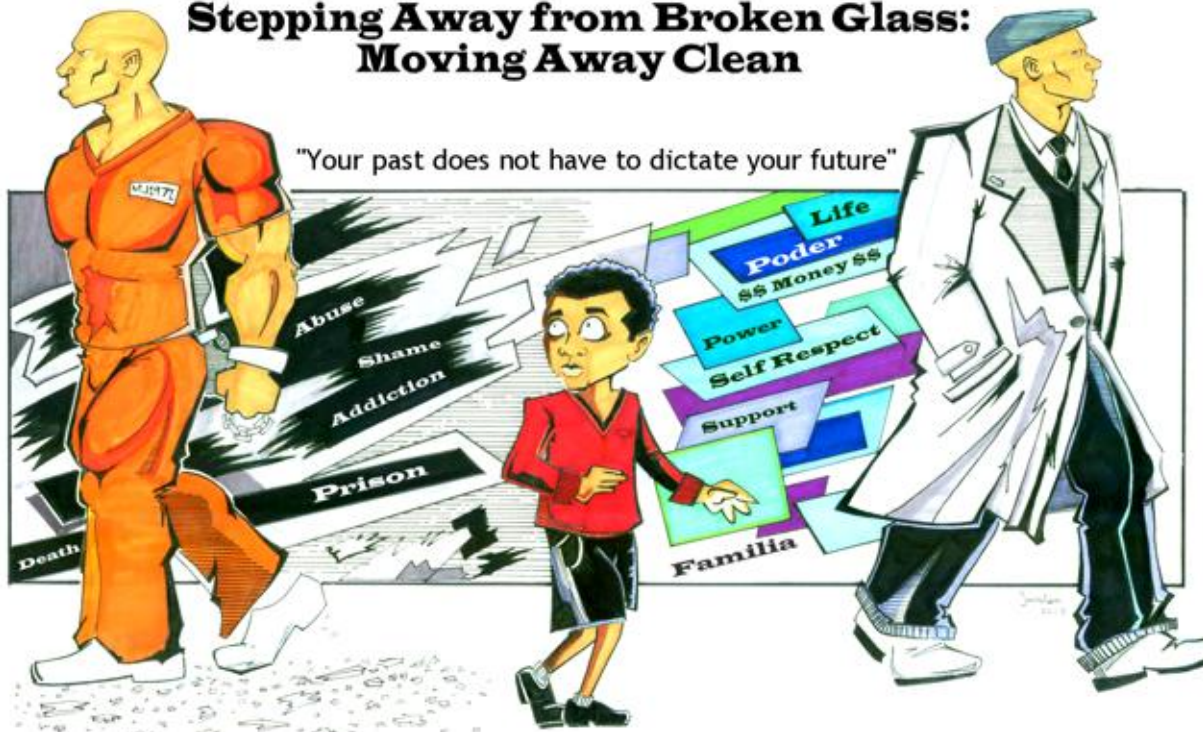
# NOTES

# NOTES

# Chapter 6

## Stepping Away from Broken Glass: Moving Away Clean

"Your past does not have to dictate your future"



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## **CLEAN UP FORMULAS**

Far too many times, we are told to do something without getting clear instructions on how to do it. Cleaning up a life is no different than cleaning up a house. We usually clean one room at a time unless we have help in the others. As we clear away actions or attitudes that lead to negative behaviors, cleaning up the vision that maps our journey will set our feet on a solid path.

You have already been provided several formulas in STEP UP. Can you recall what they mean? ICA or the stages of our lives;  $R+M^2$ , or Reading, Mathematics and Manners; were two that have been discussed. Formulas are just short versions of plans. They are like signs along the highway or street. Check out one of the most important formulas you will learn during the STEP UP program in the next section.

Learn these formulas and what they mean in order to Master 30 Seconds of control. Mastering thirty seconds, then sixty seconds, and then minutes at a time will put you in the driver's seat of your life.

*Aim High  
Stay Focused on Goals*

# USING A FORMULA TO MAP SUCCESS

$$“V + P_{(A)} = H_4 \text{ or } V - P_{(A)} = H_2”$$

Review the following terms. These definitions will help you understand the mathematics type formula above.

**VISION:** *An ability to clearly see a way, set of steps, or path, to finish uncreated objects, uncompleted tasks, and journeys yet untaken. A map, timetable, and plan all rolled into one.*

**PROPER ACTION:** *To work with faith and concrete plans to complete steps necessary to bring visions to life.*

**PAST – PRESENT – FUTURE:** *Taking yesterday’s conditions, looking at them today, and determining changes or improvements necessary to move dreams and nightmares into livable visions.*

**HAPPINESS<sub>(4)</sub>:** *A state of being where contentment, satisfaction, feelings of worth are connected to a reality base where basic human needs are being met..*

**HALLUCINATION<sub>(2)</sub>:** *A belief or point of view that has no connection to reality on anything but a “dream or story” level.*

Do you agree or disagree with this statement: Dreams are to Visions as Boys are to Men?

Write a short answer in the space below.

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“Actions speak louder than words.” What does the author mean from your point of view?

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**V – P<sub>(A)</sub> = H<sub>2</sub>**  
**(V)ision minus (P)roper<sub>(A)</sub>ction = (H)<sub>2</sub>allucination**

Vision ... *summary*

1. What is Vision? \_\_\_\_\_

2. What is Proper Action? \_\_\_\_\_

3. What is a Hallucination? \_\_\_\_\_

Your vision will begin to emerge as you think about what you most enjoy doing and what talents you most enjoy using.

What Vision do you have of your future?

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What Proper Action will you have to take to achieve your Vision?

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What do you enjoy doing most? Why?

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List your proudest achievement:

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Why did it make you feel proud?

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What Proper Action did you do to accomplish this achievement?

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# P+S+C= IA

## A. Personal

*What kind of person do you want to be?*

## B. Social

*"Tell me who you hang out with... and I'll tell you who you are".*

## C. Career

*"You are what you do."*

Taking Control of Personal, Social and Career questions creates an:

## D. Independent Addult

*"Free to choose personal standards of success."*

**Below write down at least five things you could do to succeed in life. Number one in each case must be something you can do beginning today.**

### Personal:

- 1.
- 2.
- 3.
- 4.
- 5.

### Social:

- 1.
- 2.
- 3.
- 4.
- 5.

### Career:

- 1.
- 2.
- 3.
- 4.
- 5.

## **T.O.Y.S. = CLEARER VISIONS**

This section is about Taking Off Your Sunglasses (TOYS), looking at that “Man in the Mirror” and taking stock of how well this person you see every morning is prepared to move towards making his dreams become visions and one day, realities.

Being able to plan requires putting pieces of the plan in proper order. If you believe you should have the new Porsche before you have obtained a career or proper method of earning funds, you have already committed to finding illegal ways of getting the car. Learning how to put tasks in order or learning how to put solid plans together is an “adult art.” With patience and experience we learn how to get things done in a reasonable order. Controlling what we want is crucial to mastering this process.

### ***Immediate Versus Delayed Gratification Exercise 1***

<b>Men</b>	<b>Behavior</b>	<b>Boys</b>
	Will think first about stealing or taking versus buying something.	
	Will react immediately to failure with anger.	
	Will take time to write down a plan to achieve a goal.	
	Would work for free to learn a craft that they could use for a lifetime.	
	Has to have the newest phone, shoes, pants or music CD, as soon as it comes to public notice.	
	Would spend food money for others on a bargain jacket for themselves.	
	Believes that being late to work or school should have no effect on those who judge him.	
	When faced with having to learn something new for which they are not prepared, is willing to give up.	
	Lives as if there is no tomorrow.	
	Gets angry with his mother, girlfriend or wife for not purchasing something he desires.	
	Takes no care about who he’s having sex with or whether it might produce a child or disease.	
	Spends more time plotting about getting something with violence than earning it.	

Some of these issues may be easier to identify than others. Which ones cross-over between men and boys?

- 1.
- 2.
- 3.
- 4.

## ***D<sub>2</sub>≠D***

### **“DELAY DOES NOT EQUAL DENIAL”**

**Delays**, something doesn't happen when we believe it should, it often paired with another emotion, **disappointment**. In STEP UP we call this pair “Delay and Disappointment,” D<sub>2</sub>. Learning to be flexible, to change plans but stay on track despite setbacks is another skill that has to be learned, practiced.

When you do not have bank accounts to do whatever is necessary to reach your goal, being creative allows you to avoid the “Big D,” or **Denial**. When you deny yourself your own dream, you do more to stop becoming the Independent Adult we are each destined to become.

To **deny** is to prevent or stop something. **To delay is simply to change** a calendar, no more, no less. This formula is designed to help us understand that delay does not have to be a partner to disappointment, but if they do, the two cannot stop a focused journey.

Create a few goals related to: Where you live, School/Education, Career, that you could do with two different timelines: Today and Within 4 Years from Today. List at least two examples for each category, more if you can think of them.

#### ***Immediate versus Delayed “Gratification” Exercise 2***

<b>Categories</b>	<b>Today</b>	<b>Within Four Years</b>
Where you Live	Example: Clean Under Bed	Have my own apartment
School	Example: Put in 2 hours at library for History test	Have my grade point average around 3.5
Career	Example: Heavy Equip Operator, get online and look for training	Identify school or company where I will work to get license to operate

## **BR = STAR**

We must remember when thinking about ourselves that we are the last person we ever need to fool with lies. Taking stock of who we are, how well we respect this opportunity called life, how long we plan to be here, how we plan to live while here, all of these issues have to be dealt with soberly. BR stands for **Being Real** to you and will fuel you to your chosen personal, social and career destinations. STAR: **Staying Tuned And Ready**.

Know what you know, go find answers to what you do not know. Be ready to accept information from many sources, but listen to those who know. Information in this age is everywhere. Libraries and internet give us wide open access to information people did not have even twenty years ago.

Take time below and talk about these four items.

1. DEAD-ENDS:                    *Places or actions that destroy chances of Manhood.*
  
2. OPPORTUNITIES:            *Chances to take advantage of preparation.*
  
3. SOCIAL:                      *Care for others, help for others and help from others.*
  
4. CAREER:                      *Receive money in return for time, physical, mechanical or mental efforts.*

## Chapter Six Read Aloud Exercise

### Find the Compass

Outside scars will heal if given proper care  
It's those that touch the core of our souls  
Those take much more time to repair.

As men we walk a fine line amidst our humankind  
Being the more physical of our race  
We have to balance many invisible parts of our mind.

We hold in check an angry boy who lives inside a man  
We learn to hold our breath and walk slowly away  
Instead of dealing pain with our maddened hands.

Changing traits and behaviors that bring us pain and fear  
Takes a plan, a will to exercise  
With strangers bumped or loved ones held close and dear.

If scars and tattoos tell your story's life as the only source of pride  
Ask the family not to shed tears at car washes on the block  
When you leave their lives with every dream dreamt for you  
In a copper lined box with you inside.

Loanbho, May 20, 2013

1. The things that happen to us that we want no one to know about...How easily do these scars heal according to this author?
2. Is it easy to change from the angry boy to the productive man?
3. The author suggests that in our pain we can hurt our families or others we love. Has this been your experience?
4. What do you use as a compass today to know if you're headed in the right direction?

### Chapter Six Review: Stepping Away From Broken Glass

1. List the different formulas discussed in this chapter.
2. Which of those formulas means most to you now?
3. Describe one action you could take today that would result in rewards ten years from now.

# NOTES

# NOTES

# Chapter 7



**Stepping with Purpose:  
Moving Beyond Survival**

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## LACING UP A NEW NETWORK

Finishing what we begin is a lifetime struggle, not just one for young adults. “Getting laced up,” **means being ready to finish plans or work.** A team of supporters, a plan to pay for your plans and daily determination will move you beyond survival thinking. Bears and other wild animals survive, you are destined for more.

Learning how to look at your life in pieces, parts or compartments will help you keep energy focused on real goals. Trying to fix our whole life with one solution may seem too big a job. Looking at our life in parts that we can fix one at a time makes the job appear a bit easier. Finding people who can help with fixing those parts is called **networking.**

You share your need for help with one person or two; they put time into helping you find others who might come to your aid. Instead of one person working for you, you have many folks helping you finish the efforts you put in place to change your life.

Networks are like the laces in your shoe to keep your shoe on while you use it. Parents of friends, teachers and other people in your community need to be aware of what you need. Be willing to give back in your own way for the help you receive from others. This give and take is what allows networks to grow and prosper way beyond survival.

## PLANS FOR BUILDING YOUR SUPPORT TEAM

This next section **looks at life in parts or compartments.** Trying to handle everything at once only leads to confusion, disappointment and no movement or growth. Gathering and beginning to use other people to help in all of those compartments is what is called **networking.** Networking is a give and take activity. As you choose folks to help you in certain areas, you are always seeking a way that you might give back these “loaned” efforts and attention.

Here are a few of the parts or compartments in our lives. Each of these can be broken down further.

School      Work      Family      Home      Fun      Skills      Dreams

As an example: A student in school has responsibilities to:

1. Develop his mind and academic talents to the best of their abilities
2. Represent families that feed, clothe and ensure their well-being
3. Respect rules of each city that keeps schools in operation
4. Respect rules of the school and each classroom teacher
5. Respect rights of other students

There are more roles if the scholar has younger brothers and sisters to care for; has chores at home, has a job, or has to work extra time to rise to the top of his class. Planning for each of these roles by:

- Writing down schedules and time commitments and sticking to them.
- Making sure time conflicts are taken care of well in advance.
- Taking care of your body so your mind keeps working.

If all things fell into place like a jigsaw puzzle that would be great. They usually do not. Putting together daily **parallel plans** allows you to have problems solved before they arrive. Finding a partner to help in each compartment will provide you double back up to make sure you reach your goals. Complete the following chart to see where you need help.

# Identifying Network Targets

Compartment Chart	Number 1	Back Up
<b>School</b>		
Getting to school daily	Bus	Uncle
Getting help with math homework	Mr. Gomez	Robert G.
<b>Family</b>		
<b>College Dreams</b>		
<b>Court Issues</b>		
<b>Living on My Own</b>		
<b>Making Money</b>		



# PAYING FOR YOUR SHOES

Getting a job is one way of getting the cash you need to pay for your shoes and other things. Starting a business is another. Going to college after high school to prepare for professional work or going directly to the military are other options to get the cash for items you need to live. Shoes will be easy to purchase, but how about a home, car, clothing or medical care?

Taking time to map out plans to pay for the types of clothes, car, apartment or home that you want becomes even more important after high school graduation. If your parents continue to pay for your future, then they have a right to decide how this money is spent and what you should do with it. Independent Adults do not have someone playing this role as personal bankers; they bank on their own efforts.

## Living Questions Chart

How much education will it take to enter your chosen career?	
How will you pay for this education?	
Where will you live after high school?	
How will you pay for this housing?	
Who will buy your clothes and food after high school graduation?	
How will you pay for clothes and food on your own?	
What kind of car do you want to drive?	
What is average cost of this type of car?	
What type of neighborhood do you want to live in as an adult?	
Will you buy or rent a home?	

# POLISHING PLANS

## Shine

Whether or not you are aware of it, people do make judgments about you based on whether your shoes are shined or cleaned. The same is true about plans you share with your network contacts. If your plans are solid steps mapped out and you are clear when talking about it, you will find more people willing to help you on your journey.

If you have heard the term, “a shining example,” this is what you want to become. A “shining example” is someone who “stands out” in a positive way. Stand out by making sure the most important steps in your journey are clearly mapped out.

You have a place to live, you have funds coming in to pay life expenses, and you are already aware of all requirements to reach your career or profession, these are pieces of your plan that must be in place to convince others to support you.

### Rate Your Shine:

1. Give lots of attention
2. Give some attention
3. Don't Know
4. People think too much about appearances
5. I really don't care about what others think.

### Average Daily Basic Appearance

Item/Condition	How You Rate You	How Others May Rate You	Overall Need
Hair			
Hat			
Jacket			
Pants			
Shoes			
Shorts			
Slacks			
Smell/Odor			
Smile			

# LIFE BUDGET

There are certain costs we have to pay when no longer living with our parents or other people who pay our bills. Here are samples of bills you have to pay to live. When you know what it costs to live, you have a better idea of what you have to “bring home” from your work paychecks to cover these costs.

1. Multiply the Weekly Cost by four (4) to get the Monthly Cost.
2. Multiply the Monthly Cost by twelve (12) to get the Yearly Cost.
3. Adding each column from top to bottom gives you Weekly, Monthly and Yearly totals.

Category	Weekly Cost	Monthly Cost	Yearly Cost
Clothing			
Housing			
Transportation			
Entertainment			
Health Care			
Cleaning Supplies			
Fast Food			
Groceries			
Home Entertainment			
Cable or Satellite TV			
Car Payments			
Educational Costs			
<b>Total Costs</b>			

Local newspapers or online advertisements will help you find prices for these items if you do not already pay for them yourself. Ask others around you who already pay these costs to give you help to complete this form.

# PAYING FOR LIFE COSTS

If you have done the necessary work, college financial aid will be used to pay for most of the costs you have after high school graduation. If you decide to work after graduation, be aware of the actual amounts you will bring home from different hourly pay rates. Employers will take out your state income taxes, federal income taxes, Social Security payment, Workman's Compensation, and retirement contributions from your pay before you receive it. These deductions will determine the actual amount you receive in your paycheck.

Most people will work forty-hour work weeks, the chart below uses forty hours as the base for the numbers in the chart.

1. Multiply the hourly rate by forty (40) to get the Weekly rate.
2. Multiply the weekly total by four (4) to get the Monthly income
3. Multiply the monthly total by twelve (12) to see what the Yearly rates will be for the different hourly pay rates.

Pay Rate	Weekly Income	Monthly Income	Yearly Income
\$16.00 Per Hour			
\$16.50 Per Hour			
\$17.00 Per Hour			
\$17.50 Per Hour			
\$18.00 Per Hour			
\$19.00 Per Hour			
\$20.00 Per Hour			
\$25.00 Per Hour			
\$30.00 Per Hour			
\$35.00 Per Hour			
\$45.00 Per Hour			
\$55.00 Per Hour			
\$65.00 Per Hour			
\$75.00 Per Hour			

## FINDING VALUE IN YOUR STREET DEGREE

Many of the activities that got you in trouble still required skills to make them happen. Turning those skills into activities that bring legal paychecks allows you to use knowledge you already possess. Check out your Street Degree to find skills that can be used in real jobs or private businesses. Be embarrassed or be creative, which is more valuable to your future?

<b><i>Street Activity</i></b>	<b><i>Skills Used</i></b>	<b><i>Equipment Used</i></b>
Example: Home Break-ins	Investigative, burglar alarm study, transportation arrangement, street pricing valuables, team work	

**List five jobs or private businesses that use employees with skills you have identified.**

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. |    |

**If you HAD to work for yourself with the skills you have right now, what type of business could you create? Jot down a few ideas below.**

Your Present Skills:

Your Present Business:

## **Chapter Seven Read Aloud Exercise**

### **Starting Line Has No Chains**

Some were born into comfort  
Others born into pain  
From the very first breath  
Both had spirits the same.

We each entered this world through a lottery birth  
Millions had chances to become what became you  
The excitement was more than an escaped lion from the zoo  
It was more like when saber tooth tigers ruled the earth.

This road full of potholes  
Or those with bricks of gold  
Are visions we know from life  
Or find other ways to behold

When you have found that new passion  
That drives every breath  
Starve if you must  
To do it until death.

Loanbho, May 21, 2013

1. Has life itself seemed like a gift to you? Explain why or why not.
2. If you could choose a life to be born into, where would you have been born? Describe the family you would have joined.
3. If money was not the issue, what gift would you contribute to the world every day “as your labor?”

### **Chapter 7 Review: Beyond Survival**

1. How do you stand out from others today? Dress style? Haircut? Speech?
2. Has standing out the way you do caused others to help you reach your goals?
3. Have you thought about being on your own?
4. Do you have plans already to move out of your present situation?
5. Have you reviewed steps necessary to apply to colleges or training programs?
6. What skill do you already have that matches jobs people perform for paychecks?

## **STEP UP PLEDGE**

“I live by the creed, Decide, Commit and Win at all times. Even when I lose, I pledge to be the best me possible. I promise to improve my self-discipline, my friendships and my family in a new way, every day. I promise never to be the reason why others fail to reach their dreams or intentionally block the path to my own. I promise to STEP UP as a MAN in my Home, School and Community. I do this for me, my family and others who will appreciate me in special ways in the future.”

Loanbho, 2012



# Check In and Check Ups

How do you rate yourself in the following areas? Date: \_\_\_\_\_

**1. Barely think about it. 2. My efforts are few. 3. No opinion 4. Working on it. 5. Accomplished**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Developing into a “man” physically.					_____
Developing into a “man” responsibly.					_____
Exploring personal beliefs.					_____
Recognizing personal goals.					_____
Obedying rules where I live.					_____
Learning to use new words.					_____
Learning how decisions at school are made.					_____
Knowing names of leaders of our city.					_____
Recognizing names of state leaders.					_____
Writing or talking to local leaders.					_____
Giving opinions at meetings.					_____
Knowing how I learn best.					_____
Writing down things I need to remember.					_____
Learning a new word every day.					_____
Getting rid of my fear of mathematics.					_____
Learning how to write so people understand.					_____
Learning how to find meanings of new words.					_____
Learning what I like about this city.					_____
Learning what I want to do five years from now.					_____
Learning how to ask questions easily in school.					_____
Having an opinion that no one agrees with.					_____
					<b>Total Score</b> _____

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Obeying rules where I live.				_____
Learning to use new words.				_____
Learning how decisions at school are made.				_____
Knowing names of leaders of your city				_____
Recognizing names of state leaders.				_____
Writing or talking to local leaders.				_____
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Recognizing personal goals.				_____
Obeying rules where I live.				_____
Learning to use new words.				_____
Learning how decisions at school are made.				_____
Knowing names of leaders of your city				_____
Recognizing names of state leaders.				_____
Writing or talking to local leaders.				_____
Giving opinions at meetings.				_____
Knowing how I learn best.				_____
Writing down things I need to remember.				_____
Learning a new word every day.				_____
Getting rid of my fear of mathematics.				_____
Learning how to write so people understand.				_____
Learning how to find meanings of new words.				_____
Learning what I like about this city.				_____
Learning what I want to do five years from now.				_____
Learning how to ask questions easily in school.				_____
Having an opinion that no one agrees with.				_____ <b>Total Score</b> _____

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**1                      2                      3                      4                      5**

Developing into a "man" physically. \_\_\_\_\_

Developing into a "man" responsibly. \_\_\_\_\_

Exploring personal beliefs. \_\_\_\_\_

Recognizing personal goals. \_\_\_\_\_

Obedying rules where I live. \_\_\_\_\_

Learning to use new words. \_\_\_\_\_

Learning how decisions at school are made. \_\_\_\_\_

Knowing names of leaders of your city. \_\_\_\_\_

Recognizing names of state leaders. \_\_\_\_\_

Writing or talking to local leaders. \_\_\_\_\_

Giving opinions at meetings. \_\_\_\_\_

Knowing how I learn best. \_\_\_\_\_

Writing down things I need to remember. \_\_\_\_\_

Learning a new word every day. \_\_\_\_\_

Getting rid of my fear of mathematics. \_\_\_\_\_

Learning how to write so people understand. \_\_\_\_\_

Learning how to find meanings of new words. \_\_\_\_\_

Learning what I like about this city. \_\_\_\_\_

Learning what I want to do five years from now. \_\_\_\_\_

Learning how to ask questions easily in school. \_\_\_\_\_

Having an opinion that no one agrees with. \_\_\_\_\_ **Total Score** \_\_\_\_\_

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Learning how to find meanings of new words.					_____
Learning what I like about this city.					_____
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Having an opinion that no one agrees with.					_____ <b>Total Score</b> _____

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## ABOUT THE AUTHORS



**Charles “Chuck” L. Moore, Jr., M.Ed.**

Born Charles L. Moore, Jr., in Merced, California in 1955; he is known for enthusiastic support of education of all types: vocational, professional, or general. Chuck Moore has spent the past 30 years working directly with young people and their families, as a teacher, independent college counselor and enrollment management specialist at five university campuses. Mentored by many men and women throughout his careers, giving advice and guidance to young people comes easily.

Born fifth into a family of nine in rural California, first in his family to achieve a bachelor's degree, and first to purchase a home, Moore worked since fourteen years of age to get through high school and college. Twelve years ago, he created his own private company, working part-time to help kids who were falling through the “cracks” even though they demonstrated college level skills. Moore Educational Services was born out of a desire to do more than work for a living every day. His company works directly with schools, school districts and families to craft programs designed to increase the number of students eligible to go to college upon high school graduation. Creating STEP UP took four years of testing exercises designed to address topics young people brought up in other workshops. It is a program and process that is an extension of his early experiences.

Moore completed his bachelor's degree in African History and Ethnic Studies at UC Davis. He obtained a Master's degree and Social Studies Teaching Credential from UCLA. He currently works with youth on a wide spectrum; those incarcerated and in other juvenile detention facilities as well as scholars from middle and upper class families still trying to navigate their way through middle and high school. Learning how to create, cultivate and cull relationships throughout our lives is required because no single person can take care all of their own needs. STEP UP is a guide that will provide focus and direction throughout many life hurdles, falls and tumbles. Moore is a father of four, two college graduates so far; the final two are well on their way as well to make names for themselves in this country.



**Alejandro Chávez Yañez, M.S., P.P.S.**

Alejandro Chávez Yañez was born in Torreón, Coahuila, México, in 1977. The son of immigrant parents, Chávez learned the value of respect and humility. Growing up in the urban areas of East Los Angeles and Norwalk provided many obstacles as a youth. Chávez learned how to take advantage of those disadvantages. Chávez has spent over 20 years working with at-risk youth, whom he prefers to call “at-promised.” Chávez challenges youth to have pride in whom they are and where they come from, and use that as a motivational tool to succeed.

Chávez earned his Bachelor's degree in Criminal Justice with a minor in Public Administration from California State University of Fullerton in 2000. He went on to complete a Master's of Science in Educational Counseling in 2002 along with a P.P.S. credential. Chávez currently works in a large urban California school district as a Head School Counselor and co-created a counseling program which started in 2003. The program grew from 100 students to 9,800 students in 2007. Previously he worked for the Los Angeles County Probation Department. Chávez started Chávez Educational Services, LLC in 2006 and has provided motivational counseling services to thousands of students from various school districts, regional learning centers and correctional facilities. Chávez is excited to bring the STEP UP program to youth and start to change their mindset. He hopes to encourage more males to become hardworking, responsible members of society.

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