

THE MALEBOX

Gender-Specific Treatment and Education

For Boys and Men

FACILITATOR'S GUIDE

For

STAFF TRAINING

**Dedicated
to**

*Tim and Terry
And All the Men in the Box*

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The MaleBox: Facilitator's Guide

Welcome to The MaleBox. The MaleBox is a **Journey into a deeper understanding of boys and men**, a look “behind the mirror” at why males do the things we do, why we get into the trouble we often get into, and what it is going to take to build a true Road to Recovery and Healing for males of any age.

This *Facilitator's Guide* is designed to provide a framework for use in building a training program for counselors/teachers who are working professionally with boys or men. (A separate Guide is also available to facilitate community education sessions and we have developed a 10-session curriculum for boys and men who are engaged in a formal treatment/recovery program/process).

Qualifications: If you are facilitating a training group utilizing the MaleBox DVD, there are **minimal qualifications** which you must meet. Failure to meet these qualifications can and will result in a process which is not facilitative to the learning which we want to occur through this program, and it also will risk the potential for emotional harm to participants. The minimal qualifications for a MaleBox Facilitator are:

1. You are a male or if you are a female, you are working with a male co-facilitator who also meets the minimal qualifications for this role;
2. You have either taken the full class known as Men and Addiction (provided through Portland Community College) or you have utilized alternative methods to increase your personal understanding of yourself as a man (these could include individual/group therapy focused on issues related to being male, specialized workshops or training which provided the opportunity for in depth personal exploration and learning beyond a cognitive understanding of principles/concepts, and/or participation in a facilitated men's support group which also helped you move from theoretical to personal understanding of yourself as a man). If you are a female co-facilitator, you will have met the same criteria but or have utilized alternative methods to increase your personal understanding of men and of your own personal values/beliefs about men.
3. You have read at a minimum the primary recommended resources for this course (listed on page 14):
 - a. The Male Brain
 - b. Myth of Male Power
 - c. Boys Adrift
 - d. Why Gender Matters
 - e. Raising Cain
 - f. I Just Don't Want to Talk About It
 - g. Real Boys
 - h. How Do I Help Him?

This may seem like a lot, but the truth is that if you are not willing to make this level of investment in becoming knowledgeable about boys, men, and the male experience, then you are not ready to facilitate the Journey for others.

Role of Facilitator: The role of Facilitator is very specifically prescribed to maximize the outcomes for participants in the program. Facilitator comes from the French word “facile” which means “to make easy”. Your job is not to direct, to inform, to instruct, to push, to force, or to be an expert—one of my primary biases about this area is that there are no real experts. Rather, you are there to “make easy” the risks which participants must take in order to learn. This is not a course in “Men’s Issues”—but a process to deepen men’s understanding of themselves and women’s understanding of how to work and relate effectively with boys/men.

It is important for the facilitator to serve as a role model for group members: not a role model for how to be a “perfect male” or a “perfect female working with men”, but a role model for the process. This involves a willingness to share your own feelings/emotions, to share your own personal life experience, and your willingness to take risks including mistakes you have made or do make working with your group.

Overall Structure for each Session: There are four Sessions in the MaleBox DVD:

- 1) Introduction and Overview: Why is it Essential to Study Boys and Men;
- 2) Biological and Brain Differences Between Males and Females;
- 3) The MaleBox (Socialization of Boys/Men); and
- 4) Elements and Processes of Gender Specific Education/Treatment.

Each session runs 1-1.5 hours and Groups which use the MaleBox DVDs are designed to run for 1.5-2.5 hours. For professional training, we believe that you should plan for adequate time to benefit fully from the experience which often means 2-3 hour blocks. The time will vary depending on how many of the support exercises you choose to do and how long you process them. Males love structure and ritual, so it is important to utilize the same format for each session including an opening, activities, and a closing. We have found that it encourages more exploration and engagement if the topics/exercises are first processed in a dyad and then in the full group. Some of the dyads are recommended as same gender pairs and others are cross-gender pairs depending on the topic.

Use of Movies: There are many great movies which can also be used to support the learning in this process. You may want to alternate with one week using MaleBox and the next watching/discussing a movie or segments of a movie related to the topic area. Or you may want to do all four of the MaleBox sessions first and then look at various movies as a follow-up. This guide has a list of some movies which we recommend for this purpose but this is a constantly growing list and you may find others (old or new) that are better fitted to your particular group and purpose. The value of movies is that they demonstrate publicly many of the core themes described in MaleBox and these themes can then be brought back into the reality of the men and women in your group.

Feedback: As you utilize the MaleBox DVDs and the Facilitator’s Guide, I encourage you to let us know how it is working. We consider this a constantly evolving learning process with a goal of broadening the understanding of the unique needs of boys/men in schools, in

treatment programs, in families, and in relationships—and the more feedback we have from you, the more we are able to keep tailoring the program to achieve these outcomes.

Disclaimers: 1) There are some minor parts of the MaleBox where profanity is used (only in quoting what a man has actually said in a real-life situation...including myself). These are very limited and you may choose to skip those sections if you believe your audience may be offended by the language; 2) The data presented comes from a variety of sources. I am not an expert or a scientist, so there may be instances where the statistics have not been updated from older information or where I misquote the exact number or percent—the intent of this program is not to engage in a discussion of numbers but rather to promote a different way of viewing and approaching our work with boys/men. Even if the numbers have changed, the trends and themes which are represented have not, and it is not useful to allow groups to become focused on a single statistic. In my work, I simply ask groups to “entertain the possibility that even some of this might be true” and then to reflect on what that might mean for boys/men; 3) The most embarrassing error of the entire program is a reference in the introduction to Session II where I quote a Bruce Springsteen song “Born to Run”—unfortunately, since this was only added on the day we were taping, I referenced the song “Born to Be Wild”. Please apologize profusely to your groups for this glaring error...and Bruce, if you’re watching, Thanks for the Inspiration!

Session I: Introduction and Overview

- 1) **Introduce yourself** (facilitators) to the group and talk about why/how you came to be in this role and what the program/topics covered in the program mean to you.
- 2) **Explain** that you will be using a DVD with a series of Sessions and that there will be opportunities during and after the DVD to process insights/learning both individually and as part of the whole group. This processing will include both interactions and sharing in dyads and within the whole group and may also include written Journal Assignments.
- 3) **State** explicitly that this is NOT THERAPY but rather a learning opportunity and that each person will be totally in control of the amount and degree of participation and learning which they gain from the program. It is helpful if you can be very explicit about the Purpose of conducting/leading the particular group: how it relates to treatment, to enhancing counselor knowledge/skills, helping teachers create more effective classroom experiences, parents be more capable in raising their boys, etc.
- 4) **Start DVD** for Session I.
- 5) **Stop Session I immediately after the Overview of what is contained in the four sessions (and before introduction of Groundrules).** Use the following format for each group member in your group to introduce him/herself:
 - Name
 - Training/experience working with boys/men
 - “I feel ___ about working with boys/men because ____.”
- 6) **Resume** DVD and stop after Groundrules are discussed. Review with the group the following Groundrules for participation. Note: there are more Groundrules listed below than on the DVD. Use this list for your groups:
 - a. Ask questions to learn: There are no questions too dumb to ask and no questions too politically incorrect. Silence promotes denial and ignorance. Ultimately, the goal of the program is to promote more questions than to provide answers—because these questions will continue the learning long beyond the training process.
 - b. Take Risks: You can only learn new things when you reach outside of your comfort zones. Taking risks results in anxiety and anxiety is essential for true learning.
 - c. Self-Care: Too much anxiety can send us into a “lockdown” which can block learning—so it’s important for each member to be in charge of how much risk he/she is willing to take. The group and facilitator will always respect personal choices and boundaries when we know what they are for you.
 - d. Respect: Respect means that every person has an equal voice and a right for that voice to be heard. This is particularly difficult in gender because we tend to respond almost immediately to people with different opinions than ours in a judgmental fashion. Remember Steven Covey’s mantra: “Seek first to understand, then to be understood.”

- e. Confidentiality: Set clear parameters that are appropriate for your group. Note that in the workplace, personal sharing is strictly voluntary and that Confidentiality regarding this sharing is even more important.
- f. The Ungolden Rule: This is explained in detail in Session I. Re-emphasize that the concept is not that women cannot talk but that women cannot speak for men. This means that men in the group will have to be more active than they may typically be to share what it is really like to be a male.

Ask if there are any other Ground Rules which group members would like to add to feel safe. Then ask for a clear and visible commitment (e.g. raise hands or stand) for members to show their commitment to follow these Ground Rules.

- 7) At the end of Session I, ask the group if there are any feelings, thoughts or reactions to what they have seen so far. After brief processing, Facilitator can summarize and then take a break. After the break, reconvene to do the Stereotype Exercise. (This Exercise will take approximately 1 hour to complete. You can choose to not do this exercise at all or to complete it in a separate session, but it is more powerful for learning when done immediately after the video. If it is difficult to “find enough time” to fully run this training program, then the agency/school needs to check on your actual level of commitment to enhancing knowledge/skill in working with boys and men. Graduate schools have required classes on topics like this (just not this one) which take 30+ hours and are required before you enter the field as a professional (teacher or counselor). If we as organizations are not prepared to invest the time necessary to train staff in working more effectively with boys and men, then that is a clear message to staff and ultimately to students/clients about the value we place on them and on the training).

8) Stereotype Exercise

- a. Start by explaining that this is a SILENT EXERCISE: participants are only to talk when they are instructed to do so and are not to side-talk, make jokes, etc. while the exercise is occurring. Explain that the material and exercises often create anxiety or other feelings and that talking/joking is a way of avoiding them—instead, we want them to take the time to reflect on what feelings they are having and why. If you see/hear someone talking/joking during the exercise, ask them to notice what they are feeling.
- b. Divide the group into two: males and females. For each group provide flip-chart paper on the wall or an easel and marking pens to write with. Assign someone to write for each group. Tell the groups that this is a brainstorming exercise, not a thoughtful one. When you say “Go”, you want them to write down as many negative stereotypes about men as they can in the next 5 minutes. Don’t debate the stereotypes or explain—just call them out and the writer puts them on the list. Say “Go” and start timing. The maximum time allowed is 5 minutes, but some groups will begin to slow down around 3—if both groups are running out of ideas, it’s okay to stop earlier.
- c. Say “Stop” and immediately ask them to “Hold the silence and notice what you are feeling.” Give them a few seconds to reflect on their personal feelings—but don’t ask for sharing.

- d. “Now we will share our stereotypes with the other group. I would like someone to volunteer to read your list. First we will start with the women. As you read the list, I would like you to use the following language (periodically if it’s a long list—e.g. at the top of each column): **‘We women see you men as…….’** As you are reading the list, I would like the women to look at the male group and make eye contact with one or more men in this group. Do not look at me, at the list, or at the reader.” Ask her to begin. At the end, ask both groups to hold the silence and reflect on what they are feeling.
- e. “Next we will ask the men to share their list with the women. I would like a volunteer to read the list. As you read the list, I would like you to use the following language (periodically if it’s a long list—e.g. at the top of each column): **‘We men see ourselves as…….’** As you are reading the list, I would like the men to look at the female group and make eye contact with one or more women in this group. Do not look at me, at the list, or at the reader.” Ask him to begin. At the end, ask both groups to hold the silence and reflect on what they are feeling.
- f. **For small groups** (less than 6), you can adapt this process by asking each person in the group to write down 3-5 negative stereotypes about men. Ask each person to stand and read their top 3 negative stereotypes (for larger groups you can limit to top 1 or 2). Each person starts their list with the language: “We women see you men as_____” (for females) or “We men see ourselves as_____” (for males).
- g. At the end, ask for silence and ask the group to close their eyes. Ask them to think about how easy it was to do this (make the lists) and how many they named in only 5 minutes. Ask them to reflect on: “Who do these stereotypes represent: our fathers, sons, brothers, friends, partners, uncles, and for the men in the group, our self. For professional groups, these lists also represent every male client you will see or every male student you will teach—boys/men know this is how we see them and then we expect them to trust us.” People often want to distance themselves from the lists: Tell them that what we know is that “What is in your head directly impacts on your behavior toward others—and everything on these lists came out of someone’s head in this room. In working with boys and men, it is NOT what is in your head that makes you dangerous—it’s what is in your head that you aren’t aware of which is toxic.” Do not process any reactions yet in the large group—immediately ask them to pair up in dyads.
- h. Debrief by pairing up in Dyads (for mixed groups do cross gender dyads). In each Dyad, each person answers a question to their partner. Ask each partner to answer Question 1 first, then each partner answers Question 2, and then Question 3. This is not a discussion, the questions are specifically designed to promote deeper understanding about self and about work with men. The questions are:
 - i. How did you feel during this exercise?
 - ii. What did you learn about boys/men from this exercise?
 - iii. What did you learn about yourself?
- i. After 7-10 minutes of time to process (longer if the group is using the time productively), use the same 3 questions to debrief in the full group. Ask Question 1 to the full group and solicit responses. Balance the responses between males/females. Then do Question 2 and finally Question 3. In the debriefing, note

that people often want to deny that the stereotypes “belong” to them or think that they were “tricked” by the exercise. It is important not to defend or explain the process—rather ask participants to pay attention to their feelings and their learnings in the moment. Remind them again that the important thing is that every single stereotype came out of someone’s head in the room and that we know that what is in your head directly impacts on your behavior toward others. In the area of gender differences, it is not what is in your head that makes you dangerous (as a partner to a male or as a counselor or teacher)—it’s what is in your head that you don’t know about that can make you dangerous.

- j. Summarize for the Group: What is the impact of these stereotypes? They form the walls of The MaleBox which we will see in action in Session III. This Box is a job description given to every boy in America at birth which tells him how to be a “real man”. It is a stainless steel container which traps the boy and ultimately the man inside in an attempt to contain male biology—and it shrinks over time resulting in male suicide rates higher than women at every age and increasing during the lifespan—with men over 85 killing themselves 14 times more than women. Welcome to the World of Men.
- 9) JOURNAL ASSIGNMENT: Writing is a key tool for working with boys/men. The Journal Assignments are provided for staff to experience the power of this tool and to make a real commitment to extending the learning beyond the training period. Tell them that the Journals are private—they may be asked to share their process and learning but no one will force them to read or share what they actually write. The Topic for this Session is: “Write about a time when you experienced yourself being treated like you were one of these stereotypes (or for females, write about a time when you have treated a man you cared about like one of these stereotypes).”
- 10) Book Resources: It is important to make at least the core books available for staff now and in the future. Show the groups which books you have and let them know how they can access them. For instance, we bought a set of the core books for each program component of our agency and encouraged supervisors to keep these easily available for staff to access. Likewise, a good follow-up to the training can be discussion of books or DVD’s (Raising Cain has both book and DVD; The Journeyman DVD is an excellent resource for further discussions around gender-specific treatment/education).

Session II: Brain and Biological Differences

- 1) **Welcome folks back.** If you did Journal Assignments, ask them to again break into cross-gender Dyads and discuss their Journal Assignment. Focus on feelings and learnings. Then return to large group and debrief with individual sharing regarding how they felt stereotyped as a man or did stereotype a male. Ask for examples they have seen since the last session: in their own lives and specific examples in your own treatment program or school (facilitator should come prepared with some personal examples he/she can share to lead this off).
- 2) If you did not require Journal Assignment (check yourself for why not: if it's worthwhile for clients, why would we expect anything less for/from staff?), then start the group with a brief review of last session (Boys stats, co-occurring treatment, and the stereotyping exercise). Then ask them to break into cross-gender dyads and talk about examples they have seen of the stereotyping process in their own lives or in their treatment program/school. Encourage specificity: when did you as a man feel stereotyped? When did you as a woman find yourself applying a stereotype to a male? Where have you seen examples of this in our program/school? Then return to the large group and debrief with individual sharing about these same questions.
- 3) **Introduce** Session II—explain we will watch it through entirely and then discuss.
- 4) At the end of Session take a **short break**.
- 5) Form same-gender Dyads and share an example from own life about how they have seen one or more of these biological or brain differences play out as a man or, for females, how they have seen it play out in a relationship with a man. If time allows, ask for examples from the treatment program/school environment (think not only about client behavior but also staff behavior, policies, procedures—for instance a First Grade Teacher told me after the workshop that he quit trying to get his boys to make a perfect line in the hallway—it worked a lot better for the students, but he took a lot of grief from other teachers for his “lack of control”). Debrief in large group.
- 6) **JOURNAL ASSIGNMENT:** “What my parents taught me about being a man” or (for females) “What my parents taught me about men”. Note that the “teaching” could be from a variety of sources: modeling, parental marriage relationship, discussions or “warnings”, limits/boundaries, differential treatment of children based on gender, etc. Parental training is the origin of our beliefs about self and others—we cannot fully understand what it means to “be a man” or to “be with a man” if we cannot begin to access this early learning. The Journaling should involve looking at what the specific messages were about being a man or being with a man but also what the rewards and punishments were and how those messages impact on the person’s life today. For staff working in counseling programs, the assignment extends to taking at least one message they received about being a man (for men) or about being with men (for women) and then to “grow the message up”. This means that they examine specifically how that childhood message would or does impact on their relationships in working with a male client today.

(e.g. for a man, if the message was “big boys don’t cry”, then the male counselor might change the subject or make jokes if the client begins to show too much sadness; if the female’s message was “you can’t trust men”, then she will often be more doubting of the seriousness of issues which a male client may disclose to her resulting in her looking judgmental or confronting a male sooner about his perceived shortcomings).

Session III: Inside the MaleBox

1. **Welcome folks back.** Review briefly the areas of biological and brain differences from Session II:
 - a. Seeing
 - b. Hearing
 - c. Brains
 - d. Speech/Emotions
 - e. Testosterone and Sex
 - f. Relationships
 - g. Conflict
 - h. Hijacking

Ask how they felt after leaving last week? Who did they talk with about the material? Did they see any of these elements playing out in their life?

2. **Break** into cross-gender Dyads and share/discuss their journal assignment (What my parents taught me). Debrief in large group focusing on feelings and learnings. If you are not using Journals, use Dyads to discuss the Journal Topic itself and then debrief with the larger group.
3. **Introduce** Session III: The Box—this is our chance to look at how we in American society raise our boys into “Real Men”. Show Session III.
4. **Take a break** at end of Session III DVD.
5. Form same-gender Dyads. The topic for sharing is: “How do I see this Box impacting on my father? How do I see it impacting on myself as a male or (for females) on an important man in my life (e.g. partner, son, brother)”. Then debrief in large group with a focus on “How did you feel as you learned about the box?” and “What did you learn about men?” and “What did you learn about yourself?”
6. Journal Assignment: Write a letter to your father based on what we have learned so far about male biology and the box. Even if your father is dead, you have important information to share with him. Even if you grew up without a father, he has impacted on you—if you saw him today, what would you want to say? You do not have to send this—but this assignment is one of the core elements of our Gender-Specific Male Treatment Curriculum. Terrence Real in “I Don’t Want to Talk About It” describes the intergenerational wound which gets passed from father to son (or daughters)—this is a chance to look deeply at your wound and the gifts your father gave you and to reflect on how you see him now given what you are learning about men.

Session IV: Elements of Healing

1. **Welcome folks back.** Have a picture of The Box (e.g. drawn on a chartpack/whiteboard or shown on Powerpoint). Briefly review the four walls, separation from self and others, and the feelings trapped inside the box. Remind group that this is The Box for white males in American culture—and that feedback from racial/ethnic minorities or sexual minority males has described their status as a “box within a box” or “a box within a box within a box” (e.g. for a gay African American male). Ask for sharing from the group in terms of what they thought/felt after leaving last week and some examples of how they have seen the Box “in action” (Facilitators should come prepared with examples preferably from personal life regarding how it has impacted on them or things they have done to boys/men that were part of socializing into the Box). Some men will say they are not in The Box and some women will report male relationships with friends/partners who they do not see as being in The Box. Remember, according to Gurian, 20% of men are “sensitive boys or men” representing a “cross-over brain”. This does not mean that they are not in The Box, just that it does not dominate for them like other boys/men. Even these sensitive men must deal with society’s perception of them as “out of the box” which often raises serious emotional stress especially for boys and teens.
2. **Break into cross-gender Dyads** and discuss the Journal Assignment (Letter to Dad). Debrief in the full group focused especially on feelings that came up/come up. How do people see their father now in light of the Box? How does it help them understand behavior (maybe even violent behavior or chemical dependency) on the part of Dad? Summarize: Brains and Bio are based on science, Box is based on Dennis’ personal theory—but hundreds of men have responded positively to this model as a way of understanding themselves and of being more helpful for the boys/men in their lives (as have an equal number of women). The Box is a container for male biology because American culture has stripped away the traditional methods of raising boys into manhood in a healthy way which links them into their tribe and which provides positive roles and role models for them. Today’s session is focused on what we would need to do to help create families, schools, and treatment programs which are designed for the male brain and biology—not how to escape the Box because much of it is an integral part of being a man, but how to help boys/men escape the life sentence (or death sentence) of separation from self and others.
3. **Show Session IV: Gender Specific Treatment for Boys and Men.**
4. **Take a Break.**
5. **Making Gender-Specific Treatment and Education for Boys and Men a Reality:** Form groups with like professionals (counselors, teachers, mentors) or with other colleagues from your school, program, agency. Discuss the Elements and Processes of Gender Specific Treatment: where are you doing this? Are there places you are doing this but have not “named it”? (often effective programs have intuitively developed many of the Elements and Processes—but by not “naming” them, we diminish the impact on students/clients and it is very difficult to train new staff about why these elements are so

important). What are areas you are weak in? Each group identify 1-3 specific things they could and will commit to doing in order to begin making a change in their organizational environment. Return to large group and each person share the commitment they are willing to make. For agencies with various programs, each program can develop a road map or work plan of how they can start. Then, the Manager/Supervisor should be responsible for reporting back to the management team or staff meeting on specific progress and learnings—in order to be effective, there must be a commitment by both staff and organization to a long-term cultural change in how we see and work with boys/men. The Facilitator of the Training is responsible for creating a written commitment or plan that details out the ongoing strategy for achieving this goal.

6. **The GUY PACT**: We know that suicide is one of the primary causes of death for both boys and men—that 80% of lifetime suicides are male and that most of these men die in the loneliness of The Box without every reaching out for help. Part of our healing process is to create a new generation of boys and men who are willing to **break this cycle** of death: death of our sons, death of our brothers, death of our husbands/partners, and death of our fathers through the creation of **THE GUY PACT**. **The GUY PACT** is simply this: every man agrees that if/when he ever considers taking his own life, he identifies at least one man in his own life he will call/contact first. The pact must be sealed by a handshake or preferably a hug and kiss! Ask each man in the room to identify someone in this room they can make their **Guy Pact** with—or someone outside of this room who they will contact and make the Pact with. Every man must then go to the man in the room and seal the pact—or, if your support guy is outside the room, the man must go to another man in the room and tell him who the man is that he will contact and when he will make the contact AND must report back to the group member when this has been completed.
7. Re-tell the Peter Pan story from the end of Session IV, remind everyone in the room that they are the next generation of Peter Pans—if they are willing to see and find the lost boys/men...and that with a little Fairy Dust, every boy can truly fly.

Recommended Reading List

Strongly Recommended:

Brizendine, Louann, MD. [*The Male Brain*](#). Broadway Books: New York, 2010.

Farrell, Warren. [*The Myth of Male Power*](#). Berkley Books: New York, 1993. (out of print – Link takes you to Kindle version)

Farrell, Warren. [*Women can't hear what men don't say*](#). Jeremy P. Tarcher/Putnam: New York, 1999.

Gurian, Michael. [*How do I Help Him?*](#) Gurian Press: Spokane, 2011.

Gurian, Michael. [*What Could He Be Thinking?*](#) St. Martin's Griffin: New York, 2003.

Kindlon, Dan and Thompson, Michael. [*Raising Cain Protecting the Emotional Life of Boys*](#). Ballentine Books: New York, 2000.

Osherson, Samuel. [*Wrestling with Love, How Men Struggle with Intimacy*](#). Fawcett Books: 1993.

Real, Terrence. [*I Don't Want to Talk About It: Overcoming the Secret Legacy of Male Depression*](#). Scribner: New York, 1997.

Pollack, William. [*Real Boys: Rescuing our Sons from the Myths of Boyhood*](#). Hold and Company: New York, 1999.

Sax, Leonard, MD. [*Boys Adrift*](#). Basic Books: Philadelphia, 2007

Vincent, Norah. [*Self Made Man*](#). Viking Penquin: New York, 2006.

Additional Recommendations:

Canada, Geoffrey. [*Reaching Up for Manhood : Transforming the Lives of Boys in America*](#). Boston: Beacon Press, 1998.

Garbarino, James. [*Lost Boys: Why our sons turn violent and how we can save them*](#). Anchor Books: New York, 2000.

Grant, Stephen; Hiton, Howard; and Mortola, Peter. [*BAM! Boys Advocacy and Mentoring*](#). www.HitonAssociates.net: 2006.

Gurian, Michael. [*A Fine Young Man: What parents, mentors, and educators can do to shape adolescent boys into exceptional men*](#). Jeremy P. Tarcher/Putnam: New York, 1999.

Gurian, Michael. [*The Wonder of Boy: What parents, mentors, and educators can do to shape boys into exceptional men.*](#) Jeremy P. Tarcher/Putnam: New York, 1996.

Hafter, David N. [*Growing Balls – Personal Power for Young Men.*](#) Xlibris Corporation. Paperback. 2006.

Kivel, Paul. [*Boys Will Be Men.*](#) New Society Publishers: Canada, 2000.

Moore, Wes. [*The Other Wes Moore: One Name, Two Fates.*](#) Spiegel & Grau/Random House: 2010.

Newberger, Eli H. [*The Men They Will Become: The Nature and Nurture of Male Character.*](#) Perseus Books: Reading, Mass., 1999.

Sax, Leonard. [*Why Gender Matters.*](#) 2006.

Sommers, Christina Hoff. [*The War Against Boys.*](#) Simon and Schuster: New York, 2000.

Norman Ollestad. [*Crazy for the Storm – A memory for Survival*](#)

Esera Tuaolo. [*Alone in the Trenches*](#) [Kindle Version]

Michael Gurian and Kathy Stevens. [*The Minds of Boys*](#)

Derek McGinnis. [*Exit Wounds*](#)

Jawanza Kunjufu. [*Countering the Conspiracy to Destroy Black Boys*](#) by

Education/Teaching Resources:

Gurian, Michael and Ballew, Arlette C. [*The Boys and Girls Learn Differently Action Guide for Teachers.*](#) Jossey-Bass: San Francisco, 2003/2011.

Gurian, Michael and Stevens, Kathy. [*The Minds of Boys: Saving Our Sons from Falling Behind in School and Life.*](#) Jossey-Bass: San Francisco, 2005.

Recommended Movie List

127 Hours

And the Band Played On

Brokeback Mountain

Bucket List

Friday Night Lights

Gran Torino

Patton

Rambo (1)

Rocky Balboa

Seven Pounds

The Fighter

The Messenger

Dennis L. Morrow

Dennis Morrow, M.A.Ed., MBA has been the Executive Director of Janus Youth Programs, Inc. since 1980. The agency has a \$10 million budget, employs a staff of 250 at 21 locations in Oregon and Washington, and provides a wide array of services to high-risk adolescents. Dennis is also a management consultant working with both nonprofit and for-profit businesses, and he serves as an Adjunct Assistant Professor at Portland State University (Institute for Nonprofit Management) and an Instructor at Portland Community College (Alcohol and Drug Counselor Education). He has provided training and workshops for over 25,000 people and hundreds of businesses/organizations ranging from small nonprofits to some of the largest accounting firms in the world. A Licensed Professional Counselor, Dennis has also developed counselor and parent training programs for over 30 years including: *Basic Counseling Skills; Advanced Counseling Skills; Parents-in-Charge; Adult Odyssey* (impact of race and gender on the therapeutic relationship); *Relationships and Addiction; Men and Addiction;* and *Boys Will Be Men: Gender Specific Treatment for Boys*. In 2009, Dennis was recognized by the University of Portland's Pamplin School of Business at their 75th Anniversary as one of the "Significant 75" graduates from the Business School and by Portland State University for Outstanding Contributions to the Division of Public Administration. As a working manager himself and a parent of eight adopted children, Dennis tends to focus on concrete strategies and techniques which can be directly applied for even the most complex organizational/human dynamics. A former student described Dennis as "*a combination of Dirty Harry, the Dalai Lama, and Mr. Rogers...but I never know who is going to show up next!*"

The MaleBox has been developed in cooperation with a variety of former students from Portland Community College but a special thanks goes to Steve Fischer who has come up with the original concept, brought together the planning group, organized the video process, and has continued to volunteer countless hours to keep us all on track and get us across the Finish Line...or rather the Starting Line!