

# Country Boys

A film by  
David Sutherland



## Discussion Guide

**ITVS COMMUNITY ENGAGEMENT CAMPAIGN**

Get involved at [www.itvs.org/outreach/countryboys](http://www.itvs.org/outreach/countryboys)



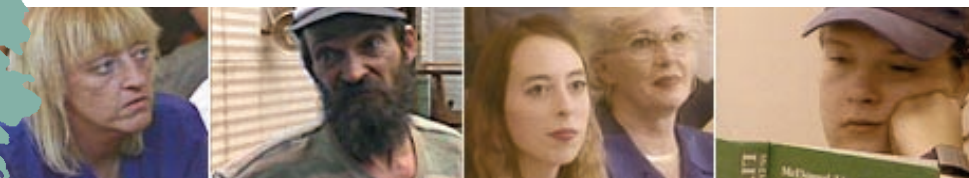


## Table of Contents

Letter from the filmmaker .....	2
Introduction to the Film .....	3
Cody and Chris .....	3
Using <i>Country Boys</i> for Outreach .....	4
Using This Guide .....	5
A Few Notes About Facilitation .....	5
Discussion Prompts .....	7
General Prompts .....	7
Supporting Adolescents – Community and Institutional Efforts .....	7
Handout: Transitioning to Adulthood .....	8
Supporting Adolescents – Personal Practice .....	9
Handout: Using <i>Country Boys</i> to Examining Mentoring Opportunities .	10
Supporting Adolescents – Public Policy .....	11
Handout: Thinking About Interventions .....	12
National Partners and Resources .....	13
Acknowledgements and Credits .....	15

## Letter from the Filmmaker

Just before “The Farmer’s Wife” aired for the first time, one of my funders conducted a test screening. The response was generally positive, but a large number of viewers said that the Buschkoettters, didn’t “look poor”. I was surprised, to say the least, because even though they sent their children to parochial school, the family lived way below the poverty line and often didn’t have enough food to eat. So I began thinking, “what does poverty look like?” I remembered the photos on the covers of Life and Look magazines in the late ‘50s and early ‘60s, when the media had enough money to send correspondents down to West Virginia and the rest of Appalachia, and how over the last 25 years poverty has taken on an urban face. I don’t mean to say that urban poverty isn’t a problem – but over the past decade or so media coverage has focused more and more on breaking news and urban issues and less and less on the plight of the rural poor. That convinced me to go to Appalachia.



After “The Farmer’s Wife” aired, I worked with many rural mental health groups to speak with family farmers in the Midwest, and through this work I was introduced to a network of preachers and service groups that extend across Appalachia. With their help, I gained access to backwoods hollows where reporters and filmmakers usually don’t go. As I began my search for subjects, which took me into every county in West Virginia and Eastern Kentucky. I read several syndicated columns about how rural America is being left behind in the technology age. I am a portraitist, not an investigative reporter, but what I saw totally belied the articles. For example, in 1999, much of Magoffin County, Kentucky was at or below the lowest poverty level in the United States, and 70% of that county was wired for the internet, which was way above the national average at that time. No matter how poor the conditions in which these families lived, everyone had MTV and all the kids understood my 60’s lingo. Nothing was what I had assumed it would be. The teenagers in these areas were sophisticated on the computer in a way that even affluent college students sometimes are not. They were buying strings for their guitars on the same website as David Bowie, I mean, they knew everything. I had originally wanted to do a portrait of a small hollow, but I was so struck by the sophistication level of the high school kids, and by their media perceptions of themselves through the outside world, that I shifted my focus entirely. I guess I was most interested in the commonality between Appalachian kids and kids all over the US.

I never have an agenda, and I knew that the social issues raised in an area with drastically limited opportunities would resonate with people from all walks of life. In much of Appalachia you don’t have things like the YMCA and certain other support systems you find in the city. The opportunities that one might have elsewhere are, though not completely absent, fewer and further between. I needed the type of access where I could film the classroom and home scenes close up and intimate like in the TV series “My So Called Life”, with universal issues about curfew, sexuality, and grades, except that was fiction and this film is real life. Chris Johnson and Cody Perkins both had strong personalities and strong voices – they were able to speak clearly and effectively about what was going on in their lives. I always trust my instincts, and when I found them I knew they would be in it for the long haul. Besides the usual drama of teenage life, both kids had troubled pasts involving school and family, and I knew that if I followed them, there would be a drama that would be universal while keeping true to the unique character of Appalachia.

– David Sutherland, Filmmaker, *Country Boys*

## Introduction to the Film

*Country Boys* is a gripping coming-of-age story about two boys from Eastern Kentucky's Appalachian region. Viewers see three key years in the lives of two adolescents – Cody Perkins and Chris Johnson – as they grapple with daunting emotional and physical obstacles related to their unique family lives and the economic circumstances of the region in which they live.

The boys' stories offer valuable insights into some of the complex challenges common to most American teens: figuring out love, getting through school, forming an independent identity, feeling that no one understands except your close friends, wanting to both belong and be different at the same time, listening to music that your elders don't quite understand, and even obtaining a drivers license. Anyone who remembers their high school years will see parts of their own experience in Chris' and Cody's stories.

Some people will also recognize the unique frustrations that the boys experience as they deal with alcoholic family members, violence, and poverty. Much of the film looks at what it takes to help meet the needs of young people in these destructive circumstances. While both boys attend a private, alternative school run under state guidelines with philanthropic funds, Cody seeks additional support in his church. Both young men test the patience of their support systems - teachers, pastors, caregivers and friends whose quiet persistence is inspirational in the face of Cody's occasional flares of temper and Chris's heartbreaking pattern of self-defeat.

*Country Boys* is a portrait of adolescence that gets beyond statistics and news headlines. As such, it is a great tool for sparking discussions about how communities, institutions, and individuals can better meet the needs of youth. The film allows people who work with or care about teens an opportunity to reflect on how circumstances influence behavior and choices. Viewers can gain clarity about cause and effect and how they can better support young people in their own lives and communities.



**Cody Perkins** is an orphan whose tragic circumstances began with his mother's postpartum suicide. Twelve years later, his father murdered his seventh wife (Cody's step-mother) and then turned the gun on himself. After being passed among relatives, Cody chose to live with his former step-grandmother, Liz, who opened her heart and home to him. By offering unconditional love and strict maternal guidance, over the course of the film Liz helps transform Cody from an angry, depressed child into a compassionate young adult. Cody's handpicked family also includes his girlfriend, Jessica, and her parents, Ray and Tammy Riddle. Cody is a deeply spiritual person, having found God several years after his father's death, and his Christian heavy metal band serves as an outlet for both his anger at his circumstance and his need to use his own faith to help others.



**Chris Johnson** lives in a rundown trailer with his mother, a high school dropout who works as a maid at a local hotel, and his father, an alcoholic diagnosed with terminal cirrhosis of the liver. With both parents often absent, Chris, barely 16 years old, finds himself thrust into the role of caretaker for his younger brother and sister, emotionally and economically supporting his family on his meager SSI check and a string of low-paying jobs. A bright student who is torn between devotion to his family and desire for an education, he dreams of attending college, but reality often stands in his way. He searches, often in vain, to find a path where he can meet all his family responsibilities without losing his sense of self.



## Using Country Boys for Outreach

### Topics

This guide is part of the ITVS Community Engagement Campaign for *Country Boys*. Both the campaign and the guide are specifically designed to help audiences more deeply consider how they might help build support systems in their community for young people facing the challenges of growing up. In particular, you might use the materials in this guide to help viewers:

- Collaborate with youth development and faith-based organizations in your community to increase the number of adult mentors creating caring relationships with youth.
- Support discussion and build awareness of the developmental and emotional needs of boys and how they can be nurtured through adolescence.
- Support alcohol, tobacco and other drug abuse prevention efforts through the implementation of effective substance abuse prevention programs and policies in schools and communities.
- Promote dialogue on how schools can nurture the success of all students, especially those at greater risk of academic failure.
- Support initiatives that provide economic development opportunities and educational access to rural areas.

### Country Boys will be of particular interest to:

- College / University Departments of Education, Health, Social Work, Sociology, etc.
- College / University Student Groups
- Educators, Alternative School Leaders
- School District Officials
- Faith Communities
- Kinship Care Advocates
- Local Legislators, Government Staff, Mayors, and Local Elected Officials
- Mentoring Organizations
- Parents
- Policymakers
- Professional Licensing Programs for Educators, Social Workers, Youth Development Professionals, etc.
- Psychologists
- Rural Communities
- Family-Based organizations
- Social Service Agencies
- Social Workers
- Substance Abuse Professionals
- Youth Agencies
- Youth Development Professionals

## Using this Guide

This guide is written for adults in a variety of circumstances. Rather than try to do everything it suggests, select a few questions or activity prompts that best meet the needs of your group and feel free to adapt questions as necessary. This guide assumes that outreach based on *Country Boys* will be most effective for

- Raising community awareness;
- Increasing community engagement; and
- Professional development training.

To make it easier to find questions that meet your goals, discussion prompts are divided into four sections:

**GENERAL** – Prompts designed to initiate discussion.

**SUPPORTING ADOLESCENTS – COMMUNITY AND INSTITUTIONAL EFFORTS** – Prompts designed to help participants consider the role that community agencies, groups, and institutions (e.g., schools, houses of worship, clubs, municipal government, etc.) can play in providing support for young people.

**SUPPORTING ADOLESCENTS – PERSONAL PRACTICE** – Prompts designed to help participants explore what individuals can do to provide support for young people.

**SUPPORTING ADOLESCENTS – PUBLIC POLICY** – Prompts designed to help participants consider the impact of laws and institutional policies on young people’s ability to thrive.

Each of the sections includes discussion questions based on *Country Boys*, as well as a handout that can be reproduced for more in-depth exploration of specific issues.

### A Few Notes About Facilitation: Preparing to Facilitate

Effective facilitation looks easy when done well, yet requires the coordinated use of several skills at the same time—active listening, thinking ahead, paying attention to the needs of individuals while moving the whole group forward and monitoring ground rules, to name a few. It becomes much easier, however, when you are well prepared and have thought ahead of time about the event and the audience. The reminders below can help facilitators of community viewings thoroughly prepare to guide a thoughtful and engaging discussion of *Country Boys*.

#### A. Preparing for the Viewing Session

- Work with a co-facilitator and create a diverse facilitation team.
- Learn what you can about your audience before the viewing: Who will be there? How many will be there? What is your audience’s level of awareness on mentorship, substance abuse and youth development issues? What are their goals and objectives for viewing *Country Boys*?
- View the series and read the guide’s discussion questions beforehand so that you are not processing your own reactions at the same time that you are trying to facilitate a discussion.
- Prioritize the discussion questions you want to use in advance, taking into account your audience.
- Visit the viewing space to survey the seating arrangement and the technical setup.
- Prepare the agenda, materials and handouts in advance. Have a newsprint pad, magic markers and masking tape available for activities.



### **B. Creating an Inclusive and Welcoming Environment**

- Let people know the purpose and time frame for the session, including the length of the segment they will be viewing. End the session on time unless you've negotiated a change with the group.
- Set ground rules as a group to establish shared ownership of the process and a shared understanding of the expectations. The ground rules should be written on newsprint and put on the wall where everyone can refer to them during the discussion. Some useful ground rules to suggest are:
  - Listen actively, with full attention.
  - Work to understand others' perspectives.
  - Avoid generalizations; speak from personal experience.
  - Respect our limited time; try not to repeat what has already been said.
  - Respect confidentiality.
  - Encourage and invite participants who haven't had a chance to contribute to the discussion.
  - Beware of turning the discussion into a dialogue between you and each speaker.
  - Let people know that the issues up for discussion may evoke challenging emotions and assure them that they can choose not to participate in any activity.
  - Allow participants to talk in pairs or small groups before whole-group discussions. This gives them a chance to refine their ideas before sharing them more publicly.

### **C. Facilitating the Discussion**

- Let the interests of the group guide the discussion topics.
- Appreciate that silences might be necessary thinking time—avoid jumping in to fill them.
- Model a spirit of inquiry and seek to truly understand each person's views.

### **D. Working with Video**

- Test your setup to see that it is in good working order and connected properly and that you are comfortable with the equipment. Cue the tape to the correct starting point and use the counter on the VCR in case you want to return to a particular point on the tape.

### **For *Country Boys*, you will want to especially consider the following:**

- **Be clear about the difference between facilitation and teaching.**

Being a facilitator is not the same as being a teacher. A facilitator remains neutral, helping move along the discussion without imposing their views on the dialogue. A facilitator can help people think more deeply about what they learn from the film, but should not be expected to present content, especially content that is not explicitly included in the film.

In contrast, a teacher's job is to convey specific information. For example, if you want to use a screening of *Country Boys* to provide a venue to recruit and train mentors, then you will want to provide an opportunity at your event for a specialist to teach about mentoring. To find people who can teach specific content at your event, check the national partners listed in the resource section at the end of this guide or on the web at [www.itvs.org/outreach/countryboys](http://www.itvs.org/outreach/countryboys).

- **Arrange to involve all stakeholders.**

It is especially important that people be allowed to speak for themselves. If your group is planning to take action that affects people other than those present, be sure to plan how will you give voice to those not in the room.

- **Schedule time to plan for action.**

Planning next steps can help people leave the room feeling energized and optimistic, even when the discussion has been difficult. Many of the discussion prompts and handouts ask participants to think about actions they could take. Be sure to leave time during your event to plan specific next steps that individuals or the group can take to implement at least one of their ideas.



## Discussion Prompts

### General

- If you could ask anyone in *Country Boys* a question, who would you ask, what would you ask them and why are you interested in the answer to that particular question?
- Share a moment from *Country Boys* that gave you hope, made you angry and/or that you found particularly moving.
- If you had the power to do one thing for either Chris or Cody, what would you do and why?

### Supporting Adolescents —Community and Institutional Efforts

- What can people of faith do in your community to better help young people who are struggling to succeed and thrive?
- What kinds of challenges do Chris and Cody face that their female peers would not face and vice versa? What kinds of guidance and support would the boys need that might differ from guidance or support appropriate for girls? Which of the people and institutions in the film (and in your community) provide this kind of gender-specific support? What might you do to help those people or institutions better serve your community?
- What kinds of things do teachers and administrators in Chris' and Cody's school do to support them as students? What do they do to support the boys as individuals outside the classroom? How are these actions similar to or different from how your school supports its students? How might your school district support a Chris or Cody?
- What do you notice about the boys' experience of work? In what ways is their employment a positive first step towards a lifetime of fulfilling work that will pay at least a living wage? In what ways is it not? What kinds of employment opportunities are available to youth in your community? What might employers in your community do to create jobs that would help young people build a positive relationship to the world of work?
- What kinds of experiences do the boys have that make it possible or impossible for them to remain in their community after they complete their education? What kinds of conditions make it desirable or undesirable for them to stay? How do these elements compare to those that make it possible or impossible, desirable or undesirable for young people considering making a life for themselves in your community?
- List the factors that are challenges for Cody and Chris at school, work, or home. List the things you see that help shield them from or mitigate those obstacles. In your own community, what kinds of shields or mitigation efforts exist? What might you do to strengthen those efforts?
- How do school and family members try to draw out skills and behaviors from Chris or Cody that help them towards success (e.g., providing opportunities to demonstrate leadership, responsibility, confidence, organization)? Which individuals provide those opportunities in your community and what might you do to support their work?
- What are local government agencies currently doing to help young people succeed and thrive? Who in your community is best positioned to show leadership in seeing the quality and quantity of services for young people increase?



## Transitioning to Adulthood

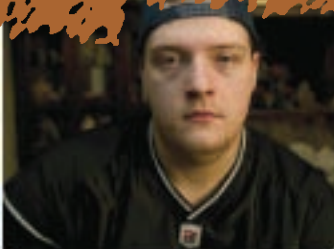
As a group, generate a short list of the specific skills and traits an adult needs to function as a successful worker, citizen, and family member in the U.S. Check off the skills or traits that Chris or Cody appear to possess. Look at the remaining items and brainstorm ways that their community might help them gain the skills they currently do not have.

Then assess the resources available to young people like Cody or Chris in your own community. Who is providing opportunities for skill development and how might you support their work?

**What can the following people or institutions in your community do to help increase the chances of a successful transition to adulthood for young men like Cody and Chris?:**

<b>School Board</b>	
<b>School Superintendent</b>	
<b>School Principal</b>	
<b>Houses of Worship</b>	
<b>City Council / Town Board</b>	
<b>Mayor</b>	
<b>Police Department</b>	
<b>Juvenile Court or Family Court Judges</b>	
<b>County Board</b>	
<b>County Commissioner</b>	
<b>Community College</b>	
<b>Fraternal Organizations (e.g., Lions, Kiwanis, etc.)</b>	
<b>Veterans Groups</b>	
<b>Civic Clubs (e.g., Rotary, Jaycees, etc.)</b>	
<b>Sports Leagues</b>	
<b>Youth Organizations (e.g., Boys and Girls Clubs, Scouts, 4-H, etc.)</b>	
<b>Community Centers</b>	
<b>Other:</b>	

From this list, choose and contact one or two of the groups. Schedule a meeting to share your group's ideas and offer assistance.



## Supporting Adolescents — Personal Practice

- How do you define “being a man”? What kind of messages do you think Chris and Cody are getting about what it means to “be a man”? Where are those messages coming from? What are the sources of messages about what it means to “be a man” in your community?
- From what you see in *Country Boys*, what is the impact of a parent’s abuse of alcohol on the family? Identify how each person in the family copes with the challenges of living with an alcoholic. Which of those coping strategies are helpful? Which exacerbate existing problems? Which institutions or people in Chris’ and Cody’s lives offer helpful approaches? In your own community, where might the child, siblings or friend of someone abusing drugs or alcohol go for help? What might you do to make sure that those with substance abuse needs get assistance?
- Both Cody and Chris have encountered significant challenges in their lives. From what you see in the film, what strengths does each young man possess that helps him cope, persist and envision a better future in the face of those challenges? In your view, what are the sources of their strengths? What could people around them do to help nurture those strengths?
- Imagine that you could write a happy ending to Chris’ or Cody’s story. What would that ending look like? How are you defining success? What would the boys need to get themselves from where they are now to your imagined happy ending?
- As you watch Cody and Chris, which of their behaviors enhanced their chances of success? Which of their behaviors created obstacles? Discuss what each of the following people in the boys’ lives did or might have done to support success-enabling behaviors: teacher, peer, mentor, mother, father, clergy, girl friend.

Which of these roles do you play in the lives of friends, loved ones, students, or clients? What insights have you gained from viewing *Country Boys* about your own ability to provide support?

- Play a clip of either Cody or Chris explaining a situation. Stop the tape. Ask participants to jot down what they think they heard and share their insights. Are there differences or did everyone hear exactly the same thing?

Replay the clip and let people assess the accuracy of their conclusions. Then ask them to write why they think that Chris or Cody said what they said (i.e., what are the motives behind what they are saying). In other words, ask participants to “read between the lines” and go beyond surface level to detect any deeper messages that might be conveyed.

Again, ask people to share their conclusions and note whether or not everyone read the speaker’s body language, tone of voice and word choice the same way. Discuss how our own experiences color how we interpret what others say. How do our own interpretations of non-verbal cues influence the way we relate to others, especially others who are different from ourselves?

For advanced groups, consider in what ways the following influence how we interpret the speech and behavior of others: gender, age, culture, ethnicity, race, religious belief, socioeconomic class and upbringing.

## Using Country Boys to Examine Mentoring Opportunities

### Prior to viewing:

Review the role of a mentor and the difference between a mentor and a parent, teacher, or therapist.

According to MENTOR/National Mentoring Partnership, mentoring is a structured and caring relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. By sharing fun activities and exposing a youth to new experiences, a mentor encourages positive choices, promotes high self-esteem, supports academic achievement, and introduces the young person to new ideas.

Mentors are not meant to replace a parent, guardian or teacher. They don't discipline or make decisions for a child. Instead, as part of a team of caring adults, a mentor echoes the positive values and cultural heritage parents and guardians are teaching.

### After viewing:

1. Describe examples of mentoring that you saw in *Country Boys*.
2. Describe instances where a mentor might have been helpful but none was present. What might a mentor have done?
3. As a group, brainstorm the kinds of things you would have done and/or said if you were a mentor for Cody. Post your list for the entire group to see. Then generate a similar list for Chris. Looking at the lists, consider the following:
  - What is different in each list? In your view, what accounts for the differences?
  - Does the list account for the special needs of adolescent boys? If so, how? If not, what might need to be added?
  - In your view, which items on the list would best help each boy address the impact of substance abuse on their lives and why?
4. How might you apply what you know about mentoring from watching Chris and Cody to mentoring a young person in your community? What specific steps can you take to become a mentor in your community?
5. What adult mentoring programs exist in your community? How have those programs been successful in recruiting youth to participate? How can you recruit adults to serve as mentors? If there are no current adult mentoring programs in your community, what persons or agencies are the best candidates to develop such a program?



## Supporting Adolescents — Policy Issues

- Examine one or more of your state or local laws governing youth behavior, e.g., curfew or rules tying driver's licenses to high school performance. Do these laws affect all young people equally, or is the impact very different depending on socioeconomic class and/or geographic location (rural, suburban, urban)? Which laws might benefit Chris or Cody? Which laws would make life more difficult for them? If you could introduce laws that would protect youth in your community, what kinds of legislation would you propose and why?
- Neither Cody nor Chris was able to succeed at their public school, yet both demonstrate the academic ability needed to graduate. If you could write education policy that would best support the academic needs of youth like Cody or Chris, what would that policy include?
- Both Chris and Cody receive Social Security benefits. In what ways do these benefits help the boys? In what ways do they create obstacles? If you were in charge of the benefits and the way that they are administered, what kinds of social welfare policies and programs would you create to help young men like Cody and Chris get the support they need to become healthy, productive, and engaged citizens?
- Consider Chris' conflicts around balancing work and school and which should take priority. After viewing a scene about this work/school dilemma from *Country Boys*, break into small groups. Ask each breakout team to assume the role of a key figure involved in the situation (e.g., Chris, his mother, the school principal, Chris' boss) and re-tell the event(s) from their assigned perspective to the full group.

### **After, talk about what you learn from looking at a situation from various people's perspectives:**

- How are the adult perspectives different from and similar to Chris' point of view? How are the perspectives of outside supporters (e.g., the principal or boss) different from and similar to the family's point of view?
- Whose interests are best served by existing regulations about employment of minors?
- Do current labor laws serve Chris well in the short-term, long-term or not at all? If they don't serve Chris' long-term interests, what changes might you propose? What steps might you take to see that those changes are enacted?

## Thinking About Interventions

Imagine that you have been sent into the community you see in *Country Boys* as a youth worker/organizer or substance abuse prevention specialist, and that, as you view, you could stop the film, jump into the picture and change things in ways that would improve Chris' or Cody's lives. What would you do, when would you do it and why?

Use the grid below to clarify your thinking on what kinds of actions would best help support the young men. Pinpoint a specific moment, then note in the appropriate box the kind of change or intervention you envision.

Film Moment	Public Policy/ Law	Agency/ Institution Practice	Personal Practice	In a Perfect World (Your Dream Solution)	Other

**After viewing, share your grid results with others in the group.**

- Did you all choose the same moments to intervene?
- What were the differences and similarities in the proposed interventions?
- Would y
- Were there any consensus or common suggestions that might be turned into an action item that members of your group could do to help youth in your own community?

## National Partners and Resources

Visit the website for fact sheets concerning mentoring, substance abuse and youth development. You can also download National Partner Sheets to find out ways to collaborate and get involved. *Country Boys* Community Engagement Campaign: [www.itvs.org/outreach/countryboys](http://www.itvs.org/outreach/countryboys)

### 4-H

[www.national4-hheadquarters.gov](http://www.national4-hheadquarters.gov)

4-H advances knowledge about agriculture, the environment, human health and well-being, and communities by creating opportunities for youth. This youth development component of the U.S. Department of Agriculture brings the knowledge and research of the Land Grant universities to over seven million youth across the U.S and its territories. The “About 4-H” section of the website includes links to regional, state, and local 4-H groups and activities.

### Al-Anon/Alateen

[www.al-anon.alateen.org](http://www.al-anon.alateen.org)

The Al-Anon/Alateen Family Groups provide hope and help to families and friends of alcoholics. In confidential and free group meetings, members share their own experiences to help each other recover from the effects of living with someone else’s drinking. The website includes a questionnaire that teens can use to determine if someone else’s drinking is affecting them: [www.al-anon.org/pdf/S20.pdf](http://www.al-anon.org/pdf/S20.pdf). The Al-Anon/Alateen hotline for help is 1-888-4AL-ANON (1-888-425-2666).

### American Association of Community Colleges (AACC)

[www.aacc.nche.edu](http://www.aacc.nche.edu)

The AACC is the primary advocacy organization for the nation’s community colleges. The association represents 1,100 two-year, associate degree-granting institutions and more than 10 million students. The AACC’s Rural Community College Initiative (RCCI), aims to help community colleges in distressed rural areas to expand access to postsecondary education and help foster regional economic development. You can download the National Assessment of the Rural Community Colleges Initiative at [http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects\\_Partnerships/Current/RuralCommunityCollegeInitiative/RCCI\\_Book.pdf](http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/RuralCommunityCollegeInitiative/RCCI_Book.pdf)

### America’s Promise

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

America’s Promise is an alliance founded in 1997 by General Colin Powell to make children and youth a national priority. The alliance focuses energies, ideas and resources on five essential promises designed to enable all children to live productive, fulfilling lives: caring adults who are actively involved; safe places to learn and play; a healthy start; an effective education that builds skills for success and opportunities for serving the community. The website provides more details on how to volunteer for existing efforts based on these five promises as well as community engagement toolkits to help you start your own initiatives.

### American Psychological Association, Division 51, Society for the Psychological Study of Men and Masculinity

[www.apa.org/divisions/div51](http://www.apa.org/divisions/div51)

SPSMM advances knowledge in the psychology of men and boys, through research, education, training, public policy, and improved clinical practice. Those interested in exploring issues related to men and masculinity may want to check out the group’s newsletter, available on the website.

**Center for Substance Abuse Prevention (CSAP)****[www.prevention.samhsa.gov](http://www.prevention.samhsa.gov)**

CSAP's mission is to bring effective substance abuse prevention to every community, nationwide. The website of this SAMHSA Center includes the National Clearinghouse for Alcohol and Drug Information (NCADI), the largest Federal source of information about substance abuse research, treatment, and prevention available to the public. In addition, SAMHSA's website includes descriptions of proven programs focused on prevention, including many programs designed especially for outreach to young people: [http://modelprograms.samhsa.gov/template\\_cf.cfm?page=model\\_list](http://modelprograms.samhsa.gov/template_cf.cfm?page=model_list).

**Health Ministries Association (HMA)****[www.hmassoc.org](http://www.hmassoc.org)**

HMA is an interfaith membership organization that encourages, supports and develops ministries leading to the integration of faith and health. The organization helps promote whole-person health through faith groups in the communities they serve. Check the website for chapters in your community.

**MENTOR****[www.mentoring.org](http://www.mentoring.org)**

MENTOR is leading the movement to connect America's young people with caring adult mentors. MENTOR exists for the 15.1 million young people in the U.S. today who could benefit from having a caring adult in their lives. Mentoring.org is the nation's most comprehensive source for mentoring information and resources, focusing on the needs of mentors, caring adults, community leaders and mentoring program staff. Includes a Research Corner, with analysis of the latest research in the mentoring field; information on how to advocate for mentoring and secure funding; referrals to online and print resources; an E-mentoring Clearinghouse; and tools for starting, managing, sustaining and evaluating mentoring programs. Its Volunteer Referral Service includes over 4,100 youth mentoring programs and enables prospective mentors to search for a local mentoring program by their ZIP Code and express an interest in learning more.

**The National League of Cities (NLC)****[www.nlc.org/iyef](http://www.nlc.org/iyef)**

NLC is the oldest and largest national organization representing municipal governments throughout the United States. The Institute for Youth, Education, and Families (YEF Institute), a special entity within NLC, helps municipal leaders take action on behalf of the children, youth, and families in their communities. The website includes a variety of reports, case studies, research summaries, and legislative updates on issues related to youth and families. Especially helpful is the Reengaging Disconnected Youth Kit, downloadable from: [www.nlc.org/iyef/program\\_areas/youth\\_development/4630.cfm](http://www.nlc.org/iyef/program_areas/youth_development/4630.cfm).

## Additional Resources:

**Generations United****<http://www.gu.org/>**

Generations United serves as a resource for educating policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation. GU provides a forum for those working with children, youth, and the elderly to explore areas of common ground while celebrating the richness of each generation. Generations United National Center on Grandparents and Other Relatives Raising Children seeks to improve the quality of life of these caregivers and the children they are raising.

**National Association for Children of Alcoholics (NACoA)****<http://www.nacoa.org/>**

The National Association for Children of Alcoholics is the national nonprofit membership organization working on behalf of children of alcohol and drug dependent parents. Our mission is to advocate for all children and families affected by alcoholism and other drug dependencies.

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***Country Boys* will be coming to FRONTLINE on PBS January 9-11, 2006, 9-11p.m. ET/PT. Check Local Listings.**

## ITVS Community Engagement Campaigns

For more than a decade, ITVS has provided independently produced programs to public television that take creative risks, advance social issues and represents points of view not usually seen on television. In addition to funding, ITVS Community Engagement Campaigns develop engaging national outreach campaigns to support a community's interest in educational development and to assure that these programs have lasting impact.

For more information about ITVS Community Engagement Campaigns, contact [outreach@itvs.org](mailto:outreach@itvs.org) or go to [www.itvs.org/outreach](http://www.itvs.org/outreach).

Additional resources for the *Country Boys* Community Engagement Campaign can be found at [www.itvs.org/outreach/countryboys](http://www.itvs.org/outreach/countryboys) or contact Locsi Ferra, National Outreach Coordinator for *Country Boys* to order outreach postcards or video modules, [locsi\\_ferra@itvs.org](mailto:locsi_ferra@itvs.org).

### Guide Credits:

Guide Writer: Faith Rogow, Ph.D., Insighters Educational Consulting

### Additional content and review provided by:

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### Core Reviewers:

- Danielle Troyan- MENTOR/National Mentoring Partnership
- Andrew Moore- National League of Cities
- Locsi Ferra- National Outreach Coordinator, ITVS
- Dennis Palmieri- National Outreach Manager, ITVS
- Jim Sommers- Broadcast and Communications Director, ITVS
- Kelly Brownlee, Community Connections Project, ITVS
- Susan Latton- National Partner Coordinator, ITVS

**Design:** Brad Bunkers Graphic Design, [www.bradbunkers.com](http://www.bradbunkers.com)

**Photo credit:** Michael Lutch

