Student National Medical Association

Brotherhood Alliance for Science and Education (BASE)

National Protocol Training Manual

Engagement

Achievement

Service
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Introduction

Health disparities often affect minorities the most by way of perception of health, the healthcare system and access to care (Smedley, Stitch, Colburn, et al., 2001). For a half a century, the 25,000 Blacks or African-Americans that have graduated from medical school, were more likely to work in underserved communities than their white peers (Xierali, Nivet, 2018). Black and African Americans are not just necessary to perform their medical roles, they are also necessary in establishing quality care. According to the National Academies of Sciences, Engineering and Medicine, minorities receive lower quality of care despite age, income and insurance status which partly contributes to their rising death rates (The National Academies of Sciences, Engineering and Medicine, 2002). Unfortunately, from birth Black and African American men have the lowest life expectancy than their female and white male and female counterparts (Bond, Jermane, Herman, 2016).

In the context of these statistics, the Brotherhood Alliance for Science and Education (BASE) was developed to respond to the many factors that impede the educational development of minority men including the lack of educational opportunities, lack of encouragement, lack of positive role models, and misguided messages about manhood and achievement. This program aims to address these and other factors with the aforementioned goals and the following objectives in mind:

1. To strengthen current ties between underrepresented minority medical students and undergraduates with an emphasis on mentoring undergraduate men
2. To collaborate with Minority Association of Pre-medical Student (MAPS) chapters to achieve the above objectives
3. To target young males in elementary, middle and high school and expand relationships with middle and high schools engaged with HPREP and YSEP programs
4. To oster continued community/parental support and participation by engaging parents at each level of the planning and preparation stages
5. To collaborate with local National Medical Association chapters/faculty as a source of guidance, support and mentoring relationships for all levels.

The BASE program is designed to engage young people that identify as men and boys from primary education through the undergraduate level and offer them tangible skills and intangible support by medical students, residents and faculty. Additionally, the BASE protocol is designed to utilize the SNMA’s existing pipeline programs such as HPREP, YSEP and/or PMED in order to further offer them mentorship and guidance.
Program Goals

BASE programming is designed to…

- Increase the number of underrepresented minority males (Black, Latino, Native American) advancing through grade school and higher education, with the ultimate goal of increasing their representation in medicine.
- Foster and develop mentoring relationships among members of the pipeline and those beyond to provide a personal source of guidance and support at each level.
- Present higher education, professional development, and health careers as attainable and worthwhile goals for young men and their parents.
- To instill the importance of community service, community empowerment, and “giving back” in the target population.

These program goals will be accomplished through three primary focuses:

1. Engagement

   It is important to engage both the young men and their parents on a personal level to establish strong mentoring relationships. This is achieved by gaining constant input from parents and students, fostering one-on-one mentoring relationships with each student, and providing regular fun activities including basketball tournaments, trips to amusement parks, and cultural activities.

   a. The engagement component should move beyond simply allowing the students and parents to have input in the process, but instead should evolve into parent planned activities that address parental concerns, or student planned activities that emphasize certain topics, such as community service activities, retreats, etc.
   b. Ultimately, it would be ideal to have the students govern themselves and create their own expectations, and programmatic agenda. However this can only happen if the students are engaged in the program from the onset and they have developed a proper understanding of “the right way to do things.”

2. Achievement

   a. Engage the student to identify their personal and professional goals. The student(s) first have to know what they hope to accomplish before taking steps to help them achieve those goals through BASE.
      i. Suggested activities may include weekly tutoring sessions on the medical school campus, SAT prep, assistance with college applications and other career building opportunities based on individual interests and goals.
ii. If you plan to tutor students on a weekly basis, DO NOT depend on the students to bring their work for you to go over. Whether they have their work or not, always have something for them to do (workshops, practice SATs, etc.) Aim to recruit one tutor for each student or for every 2-3 students in the group. Individualized tutoring sessions lead to more productive learning for the students. Recruit medical students, undergraduates and other potential sub-coordinators early to ensure maximal participation.

b. The coordinators should designate one person to be responsible for making up the lesson plan each week for the students. This will ensure a structured session that will keep them properly focused on the task at hand and also make sure that the time spent with the students is efficient.

i. Do not reinvent the wheel: Participation in already established YSEP, HPREP, and MAPS programs can be part of the program. By utilizing existing programs, you can also potentially remove some of the added burden some of the coordinators may feel because of the stringent time commitments involved with this program.

3. Service

It is important to teach the young men in the program the importance of community service.

a. BASE students should be involved in quarterly and longitudinal community service activities. The students should participate in all community service activities the SNMA chapter performs and you should use them to help with the logistics and planning for your events. Students may also choose to create their own projects for SNMA members to support and volunteer with.

b. Many of the students need to fulfill a certain amount of community service hours prior to graduating and this is one way they can meet those requirements. Also, these events can be listed on their resumes as they prepare for college.

c. The purpose of community service is for BASE students can gain perspective and purpose by giving back to the community. Encourage them to do community service projects out of their comfort zone so they can gain a greater sense of their own power as well as a greater perspective on giving back to their communities.
Suggested Chapter Approaches for Implementation of BASE

1. The Chapter should designate approximately six dedicated persons comprising an Executive Committee (i.e. 2 administrative coordinators, 2 school liaisons, 2 curriculum coordinators) and other individuals of the chapter(s) serving as counselors.
   a. The Executive Committee will develop the program format and oversee contact between the SNMA/MAPS chapter(s) and targeted schools.
   b. This committee may review applications and help to enforce guidelines and/or penalties.
   c. The committee should create and approve a budget for the program. Consider writing letters to different drug companies, foundations, etc. or apply to SNMA grants to fund programs and events.
   d. The committee, in coordination with targeted schools, should try to prepare a chapter protocol with curricular elements, sample letters and a list of contacts for subsequent programs.

2. Seek support from the SNMA/MAPS chapter faculty mentor, school Dean or Minority Affairs Office in utilizing phones and using the office as a base to receive any incoming messages concerning the project. Consider setting up a unique email address for contact as well.

3. Contact the local schools and school districts to pitch the program and solicit support via financial assistance, transportation, and increased student participation.

4. Once you’ve gotten commitments in writing from the school, a parents meeting should be held to orient the parents to the program and establish contact.
   a. Parents should be an integral part of the program; each member of the executive committee should have a parent that they keep in touch with on a regular basis.
   b. You may designate one parent as the parent liaison. This person will serve as a chaperon on the trips, and will also coordinate involvement from the parents.

5. Prepare a specific agenda of the program to be mailed out to students and parents upon acceptance
   a. Identify your workshop speakers, faculty mentors and student member counselors and invite them to participate.
   b. Make room reservations for the desired dates. Dates should try and be in compliance with first and second years' schedules, since they will probably make up the majority of the counselors.
   c. Make arrangements for catering during the program, provided that funds are available.
   d. Develop mechanisms for receiving feedback and tracking students after they complete the program. Feedback and tracking is essential to program design.
i. Documenting the planning, implementation, and results of this program will allow for: 1) improvement of the program; 2) evidence of the project value; and 3) fulfillment of sponsor requirements for documentation of effort/expenditures.

6. Host programs and arrange an awards banquet
   a. Have certificates printed for distribution to participants who complete the program.
   b. Take pictures at each session to be used for recruitment the following year and also for the displays at the SNMA AMEC. Provide copies of all pictures, essays, and statements to your regional community service liaison for record keeping purposes.

7. Collect feedback and initiate systematic tracking (survey, email and/or telephone) to monitor their progress during and after the program.

Suggested Timelines

Elementary School Component

Spring
- Identify Target Elementary School(s)
- Meet with principal, guidance counselors, teachers, PTA - to discuss program and identify participants for following school year (~15 boys, 3-5th grade)
- Hold individual focus groups with teachers, parents, and students to develop programming for the upcoming school year.

Summer
- Finalize programming for upcoming school year
- Follow-up with schools, parents, and participants
- Schedule one day a week that the group will meet and make sure that you have a list of all of the students' responsibilities (band, sports, work, etc.) so that you can achieve maximum participation.
- Outline your programmatic plan for the summer and identify a potential reward or motivational activity at the end of the summer for those who fully participate. Let the students know what they must do to meet the demands of the program.

School-year
- 4 sessions over September-October: fun in-school activities, tutoring, health education, partnering of boys with medical student mentors
- 4-5 Saturday field trips over the year: wild life (aquarium, zoo), cultural activities
(museums, plays, concerts), engagement in chapter, regional and national events (e.g. Regional Conference, AMEC)

○ If you plan to send the students to SNMA National Conference, make sure to contact National Headquarters at least 6-8 weeks prior to conference so they may book your travel and hotel accommodations, and register your BASE students and potential chaperones. Do not assume that everything will be taken care of for you. You must be proactive to make sure that your BASE students’ accommodations and registration is taken care of.

● Community Service Activity: encourage participation of students and mentors from all levels of education and training
● Individual Mentoring activities: regular interaction/communication between medical students and assigned mentees.
● Awards Banquet: Ideally each BASE group should have an awards banquet that focuses on their chapter’s students. Consider applying to the Pipeline Mentoring Institute or Community Service grants to fund this banquet.

Middle and High School Component

Spring
● Target Schools with HPREP or YSEP protocols first. If existing programs don’t exist within your community, seek schools with identified need
● Meet with principal, guidance counselors, teachers, PTA to discuss the BASE program and identify participants (~15 MS, ~15 HS)
  ○ (Potential target groups include students showing potential but lacking motivation, students that are struggling academically, students with an interest in health professions.
  ○ Keep in mind that the number of students that can be accommodated depends on the number of coordinators etc.
● Hold individual focus groups with teachers, parents, and students to develop programming for upcoming school year

Summer

● National Leadership Institute/College Tour
● Fun event
● Pairing SNMA and MAPS members with identified student mentees
● Finalize programming for upcoming school year
● Follow-up with schools, parents, participants

School-year
Quarterly after school activities: movie + discussion, sports game/tournament, etc.

Career Day: Faculty, medical students and undergraduates present during existing high school career days or the chapter can organize their own

Advising Sessions: SNMA and MAPS mentors provide advising sessions for student at schools at the frequency of the school and chapter’s choosing

Community Service Activity: encourage participation of students and mentors from all levels of education and training

Awards Banquet: Ideally each BASE group should have an awards banquet that focuses on their chapter’s students. Consider applying to the Pipeline Mentoring Institute or Community Service grants to fund this banquet.

Undergraduate Component

- Join medical students in reaching out to high school, middle school, and elementary school populations.
- Individual mentoring relationships: upwards with medical students and downwards with elementary, middle and high school students)
- Advising sessions upward and downward. Medical students should hold advising sessions for undergraduates focusing on the medical school admissions process, and undergraduates should hold advising sessions for the high school and middle school students focusing on the college application process.
- Make one of the undergraduate members a co-coordinator. This will ensure an appropriate liaison to the undergraduate members and can also relieve some of the burden imposed by the time commitment.
- Involvement in MAPS: encourage every undergraduate BASE student to join or start at MAPS chapter in order to see the full benefits of SNMA involvement

Suggested Workshops

Every workshop should be age-appropriate and catered to the needs of the student. If you need ideas for how to structure a workshop or require assistance in accessing materials, contact the Pipeline Mentoring Institute at pmi@snma.org.

- Personal Goals and Behavior: this session gives students the opportunity to explore their personal goals and how they hope to grow. Students will be encouraged to journal during this session with the S.M.A.R.T framework in mind.
- Career Goals and Entrepreneurship: this workshop
encourages students to clearly identify their professional career aspirations. Not every student will be able to readily identify medicine as their career choice and that is okay! It is the responsibility of the SNMA members to give the students structure around their career goals with the S.M.A.R.T framework in mind and present themselves as a resource no matter their professional aspirations.

- Business and Social Etiquette: this workshop equips students with tools and tips for conducting themselves in the workplace. Topics in this workshop may include styles of dress, how to navigate the workplace, dining etiquette, golf and other common recreational activities or grooming.
- Healthy Decision Making: this workshop explores social pressures and other situations that may affect a young man’s health. Topics may include safer sex instruction, alcohol, substance use, bullying, sexuality and gender expression or self-care.
- Financial Awareness and Responsibility: this workshop gives students insight into financial health and stability. Students should leave with awareness about financing higher education, building credit and balancing a budget.
- Essay Writing: essays are sure to be a part of every step of a students’ academic journey. This session will equip students with tangible skills for writing essays and personal statements.
- Public Speaking: this session gives students tools for effective and comfortable public speaking
- Resume Preparation: this session will teach students how to write, update and perfect their resume. Every student should leave this session with a solid resume or CV drafted
- Colleges and higher education: this session gives students insight into college and graduate education. The workshop may focus specifically on applications, life during school, scholarships or other topics relevant for the student audience
- Interviewing Skills: this may be a stand alone mock interview workshop or a didactic session focused on tips and tricks for succeeding during interviews

Suggested Requirements for Participation

The following requirements may be presented to school staff, students and parents. Requirements may change based on the program design.

- Submit an application to participate with the following components. See Appendix A
- Attend the awards banquet of the conclusion of the program
- Attend Chapter, National, or Regional SNMA events
- Attend all workshops
  - If a student is not able to participate in a scheduled workshop, notice must be given at least 2 weeks in advance
○ Failure to attend workshops may barr the student from participating in the awards banquet, field trips or other fun events
○ Chapters may choose to enforce attendance with sign-in sheets or other attendance logs. Whatever the attendance policy is, it should be made known to participants and parents in the beginning and enforcement should be fair and consistent. Counselors should make the same type of commitment

● Submit required materials for YSEP or HPREP as appropriate
● Complete Community Service Project(s)
● Adhere to Deadlines
● Attend the End-of-Year Banquet

**Reporting**

Chapter Report Forms (CRFs) should be completed online for review by the National Board of Directors and Pipeline Mentoring Institute Committee. CRF templates can be found [https://snma.org/page/crf](https://snma.org/page/crf). CRFs will be due on January 15, April 15, July 15, September 15 to report on the 3 months prior to the due date.

Reports should include:

- number of students who applied
- number of participants accepted
- racial breakdown of participants
- description of sessions
- funding used
- dates of the program
- thoughts, comments and concerns about activity (can include medical student feedback forms)

Evaluation research will provide the best opportunity to judge the effects of this educational and motivational intervention as well as to generalize the findings of this project. Documenting the planning, implementation, and results of this program will allow for: 1.) improvement of the program; 2.) provide evidence of the project value; and 3.) fulfill sponsor requirements for documentation of effort/expenditures.
The Student National Medical Association (SNMA) was established because of a need to produce an increasing number of culturally sensitive and excellent physicians to serve minority and indigent communities. The communities suffer disease, illness and deprivation which, in comparison to the majority community, is both appalling and unacceptable. From the realization of the unique concerns, generally non-academic, endured by minority medical students, and the lack of a mechanism by which to address these problems, the SNMA was founded.

The SNMA chapter of [YOUR SCHOOL] is searching for motivated minority students that identify as boys and men who are interested in the sciences to participate in its Brotherhood Alliance for Science and Education. The Program consists of [NUMBER] workshops once a week during the months of [DATES]. During this time, students will hear lectures on different issues in medicine, participate in group activities and discussions, and receive information concerning college and other program opportunities. Participants will also be required to [INSERT PROGRAM REQUIREMENTS HERE].

To apply, please send the following application materials by [DEADLINE] to the address below:

- Application page
- ≤300 word essay
- Signed contract agreeing to comply with program requirements
- Copy of high school transcript (if applicable)
- Signed liability waiver to be completed by parents and students
- Letter of recommendation from a teacher or counselor

Name of Student Participant: ________________________________

Phone number: (___) ___-_____ ○ home ○ cell ○ other: ____________

Email Address: __________________________

School Grade for [SCHOOL YEAR]: _______

Date of Birth: __________________________
Ethnicity: ☐ Hispanic ☐ Non-hispanic

Race (select all that apply):

Black
☐ African-American ☐ African ☐ Afro-Caribbean ☐ Other: 

Native/Indigenous
☐ Native American ☐ Pacific Islander ☐ Native Hawaiian ☐ Other: 

Latinx
☐ Mexican ☐ Puerto Rican ☐ South American ☐ Central American ☐ Other:

☐ White

Asian
☐ East Asian ☐ Southeast Asian ☐ South Asian

☐ Other/Not Listed

☐ Prefer Not to Say

Gender: 

Hobbies and Interests (please include all extracurricular activities):

____________________________________________________________________

____________________________________________________________________

For high school participants, list Current Classes, place (*) next to two favorite courses.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Please tell us why you are interested in participating in this program. Attach an additional sheet if necessary. (≤300 words)
Please attach a Letter of recommendation from teacher or school counselor, High School transcript (if applicable) and a signed liability form (see below).

I realize that BASE is a program that requires my full participation. I commit to attend all scheduled meetings unless extenuating circumstances prevent my attendance. I promise to put forth a great effort to get the most out of this unique, worthwhile experience.

**Student Signature:** _________________________________

I understand the effort and time commitment required of my child and I give permission for him/her to participate. I will see to it that he/she attends all of the required sessions.
Parent/Guardian Name (print): __________________________________________

Parent/Guardian Signature: __________________________________________

The application and materials may be emailed to [MEDICAL STUDENT OR
ADMINISTRATIVE CONTACT EMAIL] or mailed to:

Student National Medical Association

[SCHOOL ADDRESS: STREET #, STREET NAME, CITY, STATE, ZIP CODE]

ALL APPLICATIONS MUST BE POSTMARKED BY [DEADLINE].

Brotherhood Alliance for Science and Education

LIABILITY WAIVER, PROMOTION RELEASE AND EMERGENCY
CONTACT FORM

I, (Name of Releaser), the parent and/or guardian of ____________________________, hereinafter referred to as “WE” and/or “US”, hereby acknowledge that WE have voluntarily agreed to participate in activities or events which are sponsored, authorized or run by Brotherhood Alliance for Science and Education and/or Student National Medical Association hereinafter referred to as “BASE” and “SNMA”, respectively. These events and activities may include but are not limited to the following: training or instruction, meetings and all activities and functions of any kind or manner which are sponsored, operated, managed or promoted by BASE and/or SNMA before, during, and after the Annual Medical Education Conference to be held in San Francisco, CA.

1. Indemnification: In consideration of being permitted by BASE and SNMA to participate in the activities and functions of the event, the UNDERSIGNED AGREE TO HOLD HARMLESS, RELEASE, DEFEND, AND INDEMNIFY BASE, SNMA, and any of their affiliated organizations, subsidiaries, insurers, officers, directors, shareholders, employees, agents and volunteers (each hereinafter “RELEASED PARTIES”) from ANY AND ALL LIABILITY and/or claims arising from injury or death to persons or damage to property arising from my participation in the activities, including those injuries and damages caused by any RELEASED PARTIES alleged or actual NEGLIGENCE OR BREACH OF ANY EXPRESS OR IMPLIED WARRANTY.

2. Food: We are aware that certain food will be provided at the conference and that it is our responsibility to ask about ingredients in all food we choose to ingest. We acknowledge and understand the WARNING
(that in the preparation of said samples or foods, items may be used which could cause an allergic reaction) concerning the risks of known and unknown food allergies. It is our responsibility to inquire about the ingredients before sampling and such items or foods. Adults bringing minors are responsible for the above as it relates to all accompanied minors.

3. Promotional Use: We irrevocably grant BASE, without any compensation being due to us, the right of publicity (including but not limited to print, radio, television, and web promotions), resale and the right to own, copyright and use any representation of us (with or without captions or credit), audio and/or visual, in any medium (including film, videotape and/or still photographs) while attending and or participating in any activity sponsored, operated, managed or promoted by BASE.

We expressly agree that the foregoing release, waiver and indemnity agreement is intended to be as broad and as inclusive as is permitted by the laws of the State of California and/or the State of Maryland, and that if any portion of it is held invalid, it is agreed that the balance shall notwithstanding continue in full legal force and effect. We further agree that ANY AND ALL CLAIMS for injury and/or death arising from our participation in the activities shall be GOVERNED BY MARYLAND LAW and any claim shall be in the DISTRICT COURT where the alleged incident occurred or in the FEDERAL COURT FOR THE STATE OF MARYLAND. (We hereby acknowledge that our association with BASE does not in any way include or guarantee to us any insurance coverage of any kind.)

1. We authorize any RELEASED PARTIES and/or their authorized personnel to call for medical care for the participant or to transport the participant to a medical facility or hospital if, in the opinion of such personnel, medical attention is needed. We further agree that upon transport to any such medical facility, BASE and SNMA will have no further responsibility to me and will not be responsible for any costs associated with treatment received by me or the participant.

2. If I am signing this liability release on behalf of a minor less than eighteen (18) years of age (the “minor”), I represent that I am the parent and/or legal guardian of such minor; I understand that I am waiving certain legal rights on behalf of the minor that the minor might otherwise have. I accept responsibility for all of the minor’s medical expenses incurred in connection with any related events or activities sponsored by BASE and/or SNMA. Furthermore, I agree to indemnify BASE and SNMA for any and all claims brought by the minor and I agree to indemnify BASE and SNMA for any and all claims brought by a third party arising in connection with the minor.

3. By execution of this release, the undersigned AGREES TO DEFEND AND INDEMNIFY EACH RELEASED PARTIES from any and all claims and/or any third party claim(s) arising from my participation in the activities.

WE HAVE CAREFULLY READ THE FOREGOING LIABILITY RELEASE, UNDERSTAND ITS CONTENTS, AND ARE AWARE THAT WE ARE RELEASING CERTAIN LEGAL RIGHTS THAT I AND/OR MY MINOR CHILD MAY HAVE.

Printed name of participant and/or Minor: ____________________________
Signature of participant and/or Minor: ____________________________ Date: ________________
Printed Name of parent/guardian: ____________________________
Signature of parent/guardian: ____________________________ Date: ________________
Printed name of participant and/or Minor: ____________________________
Emergency Contact Info:

________________________________________
Name

________________________________________
Phone Number                           Email Address
Appendix B. Workshop Feedback Form

This form should be collected after every workshop session.

SNMA BASE WORKSHOP FEEDBACK

Session Date: __________

Session #: ______

Subject: ______________________________________________________________________

Lecturer: _____________________________________________________________________

Please answer the following questions as completely as possible so that we may incorporate your suggestions in the planning of future sessions.

Did you find today's lecture informative? (Yes/No) If yes, what did you learn?

Did you find the group discussion informative and productive?

If you had to rate today's session on a scale from 1 (poor) to 10 (excellent), how would you rate it?

1 2 3 4 5 6 7 8 9 10

What changes would you recommend in today's session, if any?

Do you recommend that this lecture/activity be conducted again? (Yes/No) Why or why not?
Appendix C. Pre- and Post-Program Questionnaires

SNMA BASE Pre-Program Questionnaire

Please answer the following questions. Be as complete as possible.

Name: ______________________
Grade: __________
School: ______________________________________________

What type of job or career would you like to do when you finish school?

Have you participated in any activities related to the above job/career?

Do you have any concerns as to whether or not you will be able to reach your goal?

What do you see yourself doing 15 years from now?
SNMA BASE: Post Program Questionnaire
Please answer the following questions. Be as complete as possible.

Name: ______________________
Grade: __________
School: ______________________________________________

What type of job or career would you like to do when you finish school?

Do you have any doubts or concerns as to whether or not you will be able to reach your goal? Why/why not?

What do you see yourself doing 10 years from now?

Has this program benefited you in any way with regard to information, role models, goals? (Yes/No) Please describe.

Would you recommend that this program continue next year?

Do you recommend any suggestions for changes and/or improvement of the BASE program?
Appendix D. Motivational Poems

If

If you can keep your head when all about you Are losing theirs and blaming it on you, If you can trust yourself when all men doubt you But make allowance for their doubting too, If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise: If you can dream--and not make dreams your master, If you can think--and not make thoughts your aim; If you can meet with Triumph and Disaster And treat those two impostors just the same; If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings And risk it all on one turn of pitch-and-toss, And lose, and start again at your beginnings And never breath a word about your loss; If you can force your heart and nerve and sinew To serve your turn long after they are gone, And so hold on when there is nothing in you Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue, Or walk with kings--nor lose the common touch, If neither foes nor loving friends can hurt you; If all men count with you, but none too much, If you can fill the unforgiving minute With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it, And--which is more--you'll be a Man, my son! --Rudyard Kipling

Invictus

Out of the night that covers me,
    Black as the pit from pole to pole,
I thank whatever gods may be
    For my unconquerable soul.
In the fell clutch of circumstance
    I have not winced nor cried aloud.
Under the bludgeonings of chance
    My head is bloody, but unbowed.

Beyond this place of wrath and tears
    Looms but the Horror of the shade,
And yet the menace of the years
    Finds and shall find me unafraid.

It matters not how strait the gate,
    How charged with punishments the scroll,
I am the master of my fate,
    I am the captain of my soul.
References


