

REAL FATHERS INITIATIVE

Mentor Training Curriculum



Using Mentors to Increase
Positive Fatherhood Practices
and Non-Violent Couple
Communication with Newly
Married Young Men

Atiak, Amuru District
Northern Uganda
2013



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The REAL Fathers Initiative

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Introduction to the Curriculum

REAL Fathers Project

The Institute for Reproductive Health at Georgetown University (IRH) and Save the Children are conducting a project called the REAL Fathers project. “REAL” stands for *responsible, engaged and loving*. The project aims to teach young fathers—between ages 16 and 25—parenting and relationship skills that can help improve the health of their families.

The reason for working with young fathers is to support them in their development of positive parenting and relationship skills when they are still young, while their expectations, attitudes and behaviors about relationships are still being developed. Men will learn effective communication and problem-solving skills through the lens of “positive masculinity.” This approach to male involvement recognizes men’s caring nature and the critical role they can play as supportive partners and fathers.

A core activity in the project is mentoring. Mentoring will be carried out by carefully selected men in the community. Mentors are men whom young fathers admire and relate to; they also possess the ability to work well with young men in a non-judgmental, open and proactive way. Through individual conversations with each young father once a month for six months and group discussions, Mentors will offer young fathers the opportunity to reflect on and practice positive communication and conflict-resolution skills, as well as provide specific ways to be supportive partners. Young fathers’ wives will be engaged through two mentoring visits and one group meeting. Mentors will use a structured protocol for home visits and group meetings. Emotion based posters placed in the community will be the basis for the group discussions, will reinforce individual mentoring discussions, and encourage community dialogue to support positive engagement of young fathers.

How to use the curriculum

This training curriculum aims to prepare Mentors to work with young fathers. The curriculum guides a five-day training. A detailed agenda for the five days is found in the first section of this curriculum.

The first three days provide an introduction to key concepts about gender, parenting and relationships, as well as needed skills and resource materials.

The final two days focus on practical use of the Mentor Protocol so that Mentors gain experience with individual and couple home visits and group meetings.

Resource Sheets are included at the end of the curriculum. Resource Sheets are additional information for facilitators and mentors. Not all activities have Resource Sheets.

Each training session is structured with the following information for facilitators:

- *Objectives*: What the training session is expected to achieve.
- *Advance preparation*: What facilitators need to prepare in advance of the training session.
- *Materials needed*: What facilitators need to bring to the session.
- *Time*: How much time the session is intended to take.
- *Instructions*: Steps for facilitators to conduct the session.

AGENDA DAY 1

Understanding Gender Values & Norms

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
1	1	9:00 –9:15	Brief introduction of facilitators and the training	<ul style="list-style-type: none"> To introduce the purpose of the facilitators and the training. 	Flip Chart, markers, ball
2	2	9:15 –10:00	Ice breaker	<ul style="list-style-type: none"> To learn more about participants. 	Manila Papers with drawings of different animals like a lion, giraffe, rabbit, fish
3	3	10:00 – 10:20	Ground rules and review of agenda	<ul style="list-style-type: none"> To inform participants of the agenda, time for each session and when they can expect breaks. To clarify ground rules and norms for the training. To choose daily volunteers and training leaders to coordinate the activities of the participants. 	Flip chart, markers, tape, training agenda
		10:20 –10:45	BREAK		
4	4	10:45 – 11:15	General introduction to program and study	<ul style="list-style-type: none"> To make participants familiar with the program and study. 	None
5	6	11: 15 – 12:15	Gender values clarification	<ul style="list-style-type: none"> To clarify participants' own value systems with regard to men's role in a family and with parenting. 	Signs ("Strongly Agree," "Agree," "Strongly Disagree," "Disagree"), flip chart paper, markers
6	8	12:15- 12:30	How is gender and masculinity related to fatherhood?	<ul style="list-style-type: none"> To connect gender norms to why men are typically not engaged fathers, 	Flip chart, markers
7	9	12:30 - 1:30	Gender roles "Behave like a man, Behave like a woman."	<ul style="list-style-type: none"> To give participants insight into how gender roles and social norms impact decisions and family roles. 	Flip chart, markers, tape
		1:30 – 2:30	LUNCH		
		2:30 – 3:00	Energizer	<ul style="list-style-type: none"> To boost the energy of participants. 	Volunteer or plans for activity
8	11	3:00 – 4:00	What kind of husband and father am I?	<ul style="list-style-type: none"> To have mentors reflect on what kind of husband and father they have been / are. 	Flip chart, markers, tape
		4:00 – 4:30	BREAK		
9	13	4:30 – 5:00	Wrap-up	<ul style="list-style-type: none"> To discuss the day's activities and plan for tomorrow. To conduct the daily evaluation. 	Flip chart and markers; questions put on flipchart to assess day one training activities

AGENDA DAY 2

Happy Fathers, Happy Children

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
10	14	9:00 – 9:20	One thing I learned	<ul style="list-style-type: none"> To recall key points from Day 1. 	Ball
11	15	9:20 – 10:30	Tips and tricks to being a the best father in the village	<ul style="list-style-type: none"> To define ways fathers can “care” for their children and engage in their children’s lives. To reflect on barriers to these tips and tricks to positive fatherhood. 	Flip chart and markers
		10:30 – 11:00	BREAK		
12	17	11:00 -12:30	In it to win it: How fatherhood is like football	<ul style="list-style-type: none"> To be more specific on actions fathers can take to care for children. 	3 baskets, balls and small pieces of paper
13	19	12:30 – 1:00	Discipline styles	<ul style="list-style-type: none"> To define discipline, and the difference between invoking fear and instilling respect. To reflect on their own experiences being disciplined and how they want to discipline. 	None
		1:00 – 2:00	LUNCH		
		2:00 - 2:15	Energizer	<ul style="list-style-type: none"> To boost the energy of participants. 	Volunteer or plans for activity
14	21	2:15 – 3:00	From My Child’s Perspective	<ul style="list-style-type: none"> To reflect on their own discipline style and how their children may view it. To consider the benefits of discipline with love rather than violence. 	Flip chart, markers, pens and paper
		3:00 – 3:20	BREAK		
15	24	3:20 – 4:20	Invisible Wall	<ul style="list-style-type: none"> To reflect on the different things that hinder good fathering practices. Discuss common ways for overcoming such obstacles. 	Flip charts, markers, pens and paper
16	26	4:20 – 5:20	Things your child needs to hear you say	<ul style="list-style-type: none"> To practice saying things that will build children’s self-esteem. 	Ball, tape

AGENDA DAY 3

Happy Homes: Living in Peace

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
17	27	9:00 – 9:20	One thing I learned	<ul style="list-style-type: none"> To review some of the key lessons from Day 2. 	Ball
18	28	9:20 – 10:30	Why do we act this way?	<ul style="list-style-type: none"> To analyze the root causes of bad communication in the home. To brainstorm the positive outcomes from good communication in the home. 	Strips of paper, Flipchart paper, markers, tape
		10:30 – 11:00	BREAK		
19	33	11:00 – 12:00	Dealing with stress and managing our emotions	<ul style="list-style-type: none"> To understand how stress can lead to problems in the household. To brainstorm solutions for managing and coping with stress. To identify when men are angry and how to express their anger in constructive and non-violent ways. 	Flipchart paper, markers, tape
20 Part 1 & 2	35	12:00- 1:15	Don't talk to me that way! Part I	<ul style="list-style-type: none"> To practicing different communication styles. To understand how it feels when people use bad communication. To understand the effects parental arguments and bad communication between parents has on children. 	Scarves, Ball or bag
		1:15 - 2:15	LUNCH		
		2:15 – 2:30	Energizer	<ul style="list-style-type: none"> To boost the energy of participants. 	Volunteer or plans for activity
21	37	2:30 – 3:30	Why do we fight?	<ul style="list-style-type: none"> To understand how wives feel when violence is used against them. To identify ways to resolve differences within couples without violence. 	Balloons
		3:30 – 4:00	BREAK		
22	39	4:00 – 5:00	Good sportsmanship: How the rules of marriage are similar to a game of football	<ul style="list-style-type: none"> To understand good conflict resolution skills. 	Flipchart paper, tape
23	42	5:00 – 5:20	Wrap-up	<ul style="list-style-type: none"> To summarize the day and plan for tomorrow. 	None
	43	Evening	Wang-oo Evening Discussion	<ul style="list-style-type: none"> To discuss the role of a mentor and characteristics of a mentor. 	Location and supplies for a fireside talk

AGENDA DAY 4

Practicum: Putting It All Together

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
24	44	9:00 – 9:10	One thing I learned	<ul style="list-style-type: none">To review some of the key lessons from Days 1-3.	None
25	45	9:10 – 9:30	Mentor Protocol for home visits	<ul style="list-style-type: none">To review and discuss the Mentor Protocol for home visits with young fathers and couples.	Mentor protocol for all participants
		10:30 – 11:00	WORKING BREAK		
26	47	9:30 – 1:30	Home visits with young fathers	<ul style="list-style-type: none">To practice using the tools for home visits with young fathers.	Mentor protocol and Resource Sheets
		1:30 – 2:30	LUNCH		
27	48	2:30 – 5:00	Home visits with couples	<ul style="list-style-type: none">To practice using the tools for home visits with couples.	Mentor protocol
		4:30 – 5:00	WORKING BREAK		
28	49	5:00 – 5:20	Wrap-up	<ul style="list-style-type: none">To summarize the day and plan for tomorrow.	None

AGENDA DAY 5

Practicum: Putting It All Together

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
29	50	9:00 – 9:10	One thing I learned	<ul style="list-style-type: none"> To review some of the key lessons from Day 4. 	None
30	51	9:10 – 9:30	Mentor Protocol for group meetings	<ul style="list-style-type: none"> To review and discuss the Mentor Protocol for group meetings with mentors and fathers. 	Mentor protocol for all participants
		10:30– 11:00	WORKING BREAK		
31	52	9:30 – 1:30	Group meetings	<ul style="list-style-type: none"> To practice using the tools for group meetings with mentors and young fathers. 	Mentor protocol
		1:30 – 2:30	LUNCH		
31		2:30 – 4:00	Group meetings cont.	<ul style="list-style-type: none"> continued 	Mentor protocol
		4:00 – 4:15	Quick Stretch		
32	54	4:15 – 4:45	Feedback	<ul style="list-style-type: none"> To share positive and constructive feedback to fellow participants. 	Flip chart paper, markers
33	55	4:45 – 5:30	Wrap-up	<ul style="list-style-type: none"> To close the training with an overall summary and review of next steps 	None

DAY 1

Understanding Gender Values & Norms

Session 1: Brief Introduction to Facilitators and Training

Objectives:

- To introduce the training facilitators and the purpose of the 5-day training.
- To choose daily volunteers/course leaders.

Advance Preparation: None

Materials needed:

- Flipchart
- Markers
- Ball

Time needed: 15 minutes

Instructions for facilitators:

1. Briefly introduce yourselves as facilitators and the purpose of the training.
2. Introduce the workshop tool:

Ball: A ball can be used to encourage participation and helps to ensure that one person speaks at a time. The ball is passed to the person speaking and can be requested by any workshop participant at anytime during the session.

3. Ask if anyone has any questions about what you have covered.

Session 2: Ice Breaker

Objectives: To learn more about each participant.

Advance Preparation: Choose one or two of the icebreaker games.

Materials Needed:

- Manila Papers with drawings of different animals like a lion, giraffe, rabbit, fish
- Tape

Time Needed: 45 minutes

Instructions for Facilitator:

1. "This next session is an "ice breaker" to help us get to know each other."
2. **Animal Game:** Print out pictures of different animals (i.e. a Lion, Giraffe, Rabbit, Fish) and tape them to different areas of the room. Have all the mentors group themselves next to the animal that best describes their traits and characteristics. Let each person state their names and explain why they have chosen the animal they stood next to.
3. **Birthday Game:** Explain that we will all get to know each other by figuring out who is the oldest person in the room and who is the youngest. But we will do this without talking! The task is for everyone to get up in complete silence and through body language and visual signs, to line up in order of your birthdays starting with the youngest person in the front of the line. Once everyone thinks they are in line according to their birthdays, the first person will introduce themselves, say where they are currently living (name of village), then state their birthday and one thing they like about being a father. Everyone will continue in order introducing themselves, and the group will see how well they communicated without words!
4. **Name Game:** Everyone will get in a big circle. Explain that this game will test how well we can remember each other's names. Choose one person to start. They will state their name and their favorite food. For example; "My name is Dennis and I like to eat pork." Then the next person has to repeat the first person's name and favorite food before introducing themselves. For Example: "That is Dennis and he likes to eat pork. My name is Dickens and I like to eat kaloo." Each subsequent person must repeat everyone who came before them before stating their own names and the food they like to eat.
5. When the icebreaker is over, explain the daily volunteer roles and responsibilities and choose day 1 volunteers (Daily volunteers include 1 timekeeper and 2 "Shepherds")
 - a. Timekeepers: They help the facilitators by keeping an eye on the time and the daily agenda. The timekeeper should remind the facilitator when time is almost up for a session.
 - b. Shepherds: Shepherds are used to remind all participants when breaks are finished and actively ask everyone to return to the room. The Shepherds also actively encourage everyone to return to the workshop when lunch is finished. They can be assigned any other duties recommended by the participants.

Session 3: Ground Rules and Agenda

Objectives:

- To inform training participants of the agenda, time allocated to each session and when they can expect breaks.
- To clarify ground rules and norms for the training.

Advance Preparation: Write the daily agenda on a flip chart and post it at the front of the room so all can see.

Materials Needed:

- Flip chart
- Markers
- Tape

Time Needed: 15 minutes

Instructions for Facilitator:

1. Overview of the week's training plan

I want to give you a brief overview of the workshop and a general idea of your role as a Mentor.

- For the rest of today, we will talk about gender roles and how being a man affects the way we view the world and act as husbands and fathers.
- On Day 2, we will cover the tips and tricks of being an involved father.
- On Day 3, we will explore ways to communicate with wives that lead to happy homes.
- On Day 4, we will practice the tools you will use to make home visits to fathers and couples.
- On Day 5, we will practice the tools you will have to facilitate group discussions with young fathers.

2. Create ground rules for the 5-day training through a participatory brainstorm: Ask all participants to think about and share ground rules that everyone should follow to have an effective training. Write all the responses on a flip chart. When everyone agrees, review all the responses and post on the wall.

Session 4: Introduction to the Program and Research Study

Objectives: To provide the participants with an overview of the training and their role as Mentors.

Advance Preparation: None

Materials Needed: Agenda

Time Needed: 30 minutes

Instructions for Facilitator:

1. **Opening Introduction to being a Mentor:**

During the next 5 days, we will train you to be “Mentors” for young fathers with young children, specifically children between 1 year to 3 years of age.

As a Mentor, you will create an opportunity for reflection and discussion on the importance of positive young father involvement in the lives of their children, and how to show respect and love towards their wives.

Since men have been taught that it is not their role to actively take care of children, we feel it is important that men learn more about this. Specifically, they will learn how to make plans and decisions to be involved as fathers in a way that will lead to the best well-being for their children and families.

More importantly, we want you as Mentors to feel comfortable coaching men in what they can do and say to their children so they grow up in the best possible environment.

Since children learn from how mothers and fathers behave and communicate, we want to also give young fathers the skills to communicate non-violently with their wives and share family decisions that affect their children.

In other words, as Mentors, you will empower men to be the best possible father they have the potential to be, reflecting on how a father’s role in the family has changed over time.

2. **Overview of Mentors Roles and Responsibilities**

As Mentors, you will be assigned 3-5 young fathers who have been selected because they are between the ages of 16 – 25 AND they have children ranging from 1 - 3 years old. We are focusing on young fathers because they represent the future of our homes, clans, communities and society. It is very important for you to know that they have not been selected because they have demonstrated problems or need change. In fact, parenting is one of the most challenging things that any person faces in life, and everyone can learn parenting skills. For men around the world, being a father presents challenges, especially since these days we get little guidance on how to be fathers. That is why your experience is the key to helping the next generation of young fathers make decisions and plans for themselves as men and for their families.

Your responsibility will be to visit these four men in their homes six times. You will also team up with 2 - 3 other mentors in your village to conduct six group sessions with all of your young fathers. You will use the tools that you learn in this workshop to encourage men to talk with their wives non-violently and to

make shared decisions about the family, while also practicing positive parenting and fatherhood. All couples who will be visited will also participate in an interview with our research team before and after the program. Most importantly, as mentors, you will not force or make a man feel like they have to take on new behaviors. These changes need to come from the men themselves. You will be providing them with new information and facilitate dialogue and reflection on how they want to be seen as fathers, and give them the space to make changes in their own lives, if they choose. This initiative is designed to test/try new types of activities and support for young fathers. It is important that you follow the guidelines closely, so that we learn what works well and what can be improved in the future for this district and others.

3. **Ask if anyone has any questions about the agenda or program.**

Session 5: Gender Values Clarification

Objectives: To clarify the participants' own value systems with regard to men's role in a family and as a parent.

Advance Preparation:

In large letters, print each of the following titles on cards (or pieces of paper), one title per card: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Display the signs around the room, leaving enough space between them to allow a group of participants to stand near each one.

Materials Needed:

- Four forced-choices signs ("STRONGLY AGREE," "AGREE," "DISAGREE," and "STRONGLY DISAGREE")
- Flip chart paper
- Markers

Time Needed: 1 hour

Instructions for Facilitator:

1. **Opening Discussion:** Men and women are treated differently in Uganda and throughout the world. We will start to explore our own values and attitudes about what it means to be a man or a woman. These ideas are very important because they often lead us to act in a particular way. They also lead to our expectations for how our wives and children should act. We all seem to know what is expected of us as men, don't we? Ask the participants to give some examples of how men and women are expected to behave in society. But where did we learn these rules? Who created these rules?
2. **Agree/disagree activity***: We are going to play a game that will help us recognize how we feel. Please feel comfortable to act upon your own feelings and not those of the entire group.

This activity asks that participants share their opinions. Remind them that everyone has a right to his own opinion. After reading each statement below, ask participants to stand next to the sign that most closely represents their opinion. Once the participants have made their decision, ask them to share the reasons why they feel the way they do. If all participants seem to agree with one another on a particular statement, you can play "devil's advocate" by offering a different perspective.

STATEMENTS:

- i. Men must make all decisions in the household.
- ii. It's the woman's duty to make sure there is food for dinner. If she does not, she deserves to be disciplined through beating by the husband.
- iii. It's the man's responsibility to earn all the money needed for the home.
- iv. It's the women's responsibility to take the lead in providing care for the children.
- v. When a child does something wrong, hitting them will quickly teach them not to do it again.
- vi. Men can cook dinner for the family.
- vii. Men do not know how to take care of a toddler without a woman.
- viii. When a wife does something wrong, the best way to let her know you are upset is by sitting down and discussing the issue.
- ix. Men do not like to use violence but alcohol is what makes men hit women and children.
- x. It is considered disrespectful for a woman to beat her husband no matter what he does.
- xi. Men who are seen playing, dancing, singing with their children are considered to be behaving like women.

* adapted from "DRAFT MAP Peer Educator Training: A Resource for the Nawalparasi Men as Partners Project" by EngenderHealth Jan 2007

- xii. Men who are actively involved in their families and children's lives are admired by their male friends and neighbors.
- xiii. It is shameful to be found by friends and neighbors washing your wives' clothes.
- xiv. A woman wants you to beat her to show how much you love her.

3. Ask the following discussion questions:

- Why do you feel this way?
- Who created these rules about men and women?
- How do your attitudes about some of the statements affect the way you treat your wife and children?
- What would your peers/father/wives think or how would they react if you acted like this?

4. **End the session with this statement:** There is no one way to be a REAL man, a REAL husband or a REAL father. Only you can write the rules about what kind of father and husband you want to be. What we know is that husbands and fathers who care, show love and are involved in their families are admired by their neighbors and report being happier in life.

Session 6: Gender Roles and Household Decision-Making

Objectives: To reflect on session 5 and connect gender norms to why men are typically not engaged fathers.

Advance Preparation: none

Materials Needed: None

Time Needed: 15 minutes

Instructions for Facilitator:

1. **Open the session:** We are going to talk some more about the rules that our communities have created for men and women's behaviors.
2. **Ask the participants:**
 - Why did we just discuss some of these expectations on men and women?
 - What do you see in your own house with respect to roles for men and women?
 - Does everyone always follow all of these rules?
 - How can a man provide for his wife and children, besides just bringing in money and food?
 - What does it mean for a man to love, care and support his wife and children?
3. **Explain** how the rules about being a man or a woman directly related to household decision-making, and how we treat our wives and our children.

"As men, we learn from our elders and friends on how to act like a man. But the ideas of a REAL man might not always work for every person all the time. And the ideas of a REAL man are changing in society. Research has shown that in Africa, men are most often the decision-makers for the health and well-being of their families. This is especially true in deciding when to have children. But decisions about how to care for children are often left to women because men have been excluded from learning how to cope with the many challenges of caring for children. Also, although men can be very caring and supportive, in the past men have often not been encouraged to develop or show this side of themselves. These days, families are realizing that men have important roles to play in caring for children, communicating with their families, and generally being more involved at home. There are so many benefits to the families and to the men themselves who do this. Can we say that REAL men today do such things? During this training, we will continue to explore what it means to be a REAL man in our communities but also challenge how these rules often get in the way of men communicating nicely with wives and being involved in children's lives. Together, we will discover that a REAL father and husband is Responsible, Engaged and Loving."

4. **Ask a participant to give an example** of how the traditional/cultural ideas of "being a man" can get in the way of men talking to wives nicely or fully being involved in caring for children on a daily basis.

Session 7: Gender Roles: “Behave Like a Man, Behave Like a Woman.” *

Objectives: To give participants insight into how gender roles and social norms impact how they make decisions about their roles in a family.

Advance Preparation: On the top of one flip chart, write “Behave like a Man.” On the top of a second flip chart, write “Behave like a Woman.” Draw a large box on each paper where you will write down the participants’ responses.

Materials Needed:

- Flip Chart
- Markers
- Tape

Time Needed: 1 Hour

Instructions for Facilitator:

1. **Ask:** “Have you ever been told to “behave like a man?” Ask them to share some experiences in which someone has said this or something similar to them. Why did the individual say this? What did the participant think when they heard this?
2. **Tell the participants:** We are going to look more closely at the phrases “behave like a man” or “behave like a woman.” By looking at them, we can begin to see how society can make it very difficult to be either male or female.
3. Put up the piece of flip chart paper entitled “Behave like a Man.” **Ask the participants** to share their ideas about what this means. These are society’s expectations of who men should be, how men should act, and what men should feel and say. Write the meanings of “act like a man” generated by participants inside the box drawn on the paper.

Facilitator prompts can include:

- How does your family expect men to act?
- How does society expect men to feel? Behave?
- What does your clan expect you to achieve?
- How does society expect men to act?
- How would you expect a son to act?

Some responses might include the following:

- Be tough.
- Do not cry.
- Show no emotions.
- Earn money for the family.
- Do not back down.
- Have many children.

* Adapted from “Men as Partners: A Program for Supplementing the Training of Life Skills Educators,; pp. 59-60, EngenderHealth

4. Once you have brainstormed your list, initiate a discussion by asking the following questions:
 - What are the consequences of always living in this box?
 - What are the benefits of acting in ways that are outside the box?
 - What do male friends say when you are not “behaving like a man”? How does this influence your behaviors?
 - Is it possible for men to challenge and change the rules of what it means to be a REAL man? What would make it easier to do so?
5. Now, put up the piece of flip chart paper entitled “Behave like a Woman.” Ask the participants to share their ideas about what this means. These are society’s expectations of who women should be, how women should act, and what women should feel and say. Write the meanings of “act like a woman” inside the box drawn on the paper.

Facilitator prompts can include:

- How does your family expect women and girls to act? Dress? Talk? Do?
- How does society expect women to act?
- How would you expect a daughter to act?

Some responses may include the following:

- Be passive.
- Be the caretaker.
- Be intelligent, but not too intelligent.
- Be quiet.
- Listen to others.
- Make dinner.
- Be the homemaker.

6. Once you have brainstormed your list, initiate a discussion by asking the following questions:
 - Can a woman be expected to behave in this manner all the time? Why or why not?
 - What emotions are women not allowed to express?
 - How can “acting like a woman” affect a woman’s relationship with her husband and children? What about choosing not to “act like a woman”?
 - Can women do things differently than expected by her family/clan/society? Is it possible for women to challenge and change existing gender roles?
7. **Close the activity** by summarizing some of the discussion and sharing any final thoughts. A final comment and question could be as follows:

“The roles of men and women are changing in our society. We can say that the expectations by society of a man and of a woman could be considered like being trapped in a box. It has slowly become easier to step outside of the box, meaning not just following the rules and expectations that society sets for men and women. Still, it is hard for men and women to live outside of these boxes. What would make it easier for men and women to change some gender roles for the health of the family and themselves?”

Session 8: What kind of husband and father am I?*

Objectives: To have Mentors look inwards and reflect on what kind of husband and father they have been as a basis for discussion and values clarification so they can move forward and mentor new fathers.

Materials Needed: A copy of the matrix (below) for each participant

Advance Preparation: None

Time Needed: 1 hour

Instructions for Facilitator:

1. "We will do one of the hardest things for anyone to do: look into the mirror and examine ourselves and how we all have been as husbands and fathers. The goal is not for us to feel bad about the way we have behaved in the past, but to be able to think about our own behaviors, why we act the way we do and how we can help other men redefine how they want to behave as husbands and fathers. It is also a time to applaud ourselves for all we are doing well as husbands and fathers. We are not here to judge each other"
2. "First, let's reflect on our own childhoods. I know we have a disturbing past here in Northern Uganda. We have lived through the war with you and have many unpleasant memories. I am not asking that we dig up all those memories, but I do want you to think back to your own father or father figure from when you were young. If possible, I would love for some volunteers to share a few memories of a time your father treated your mother nicely. Also share a memory of a time when your father treated you nicely."

Follow up questions:

- What is unique about these memories?
 - Are these memories the way your father or father figure ALWAYS acted?
 - How would you describe the way your father typically treated your mother and you/your siblings?
 - Today is a new time; a time of renewal. What is one thing you have decided to do in your life as a husband or father based on what you saw growing up?
3. "Now let's think about what kind of father and husband you are. Please join up in pairs with the person next to you. As I read through the statements, you can both decide if you agree or disagree with the statement. If there is something too personal, you can choose not to share it."

As a husband, I...	As a father, I...
Listen to my wife's point of view and opinion	Listen to my children's point of view
Am clearly in charge	Am clearly in charge
Expect my wife to follow the rules I set down	Expect my children to follow the rules I set down
Demand respect from my wife	Demand respect from my children
Show respect to my wife	Show respect to my children

* Adapted from The National fatherhood Initiative's 24:7 DAD® Fathering Handbook A.M. Second Edition, pp 26 - 27

Share with my wife what I think and feel often	Tell my children what I think and feel often
Am willing to change my ideas after listening to my wife	Am willing to change my ideas about raising children
Show love to my wife	Show love to my children
Like being in control	Like being in control
Enjoy spending time with my wife	Enjoy spending quality time with my children
Am caring and supportive of my wife	Am caring and giving to my children
Can have fun and laugh with my wife	Can have fun and laugh with my children.

Follow up questions:

- What surprised you during this exercise?
- Was there a time when you agreed or disagreed but were embarrassed to state your position with your partner?
- Today is a new time. A time of renewal. What is one thing you have decided to do in your life as a husband or father based on your reflection of your own behaviors?

4. Let's define the traits and characteristics together of today's REAL father.
5. Let's define the traits and characteristic together of today's REAL husband.
6. "As Mentors, you will be talking with other men and encouraging them to be a REAL Man. Specifically, you will be encouraging them to communicate better with their wives and be more involved in child care. A REAL Man is a man who can communicate with his wife about family decisions but also listens to his wife's thoughts and desires for the family. A REAL Man does not make decisions for his wife; rather, a REAL Man listens to his wife and realizes the importance of making decisions together. A REAL Man does not discipline his children through violence and fear; rather, a REAL Man disciplines his children through respect and love. A REAL Man is a father who can get involved in the daily life of his children, regardless of how difficult it can be, and accept that raising children is something that is easier done when husbands and wives do it together. In the next few days, we will learn more about positive fatherhood skills and non-violent communication with wives. Most importantly, we will learn how to be a REAL Man and REAL Father, "Wege ki Kome."

Session 9: Wrap-up

Objectives: To discuss the day's activities and plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. "Today we explored our values and how gender norms are related to fatherhood, marriage partnerships and household decision-making. We talked about how it might be challenging for men and women to live up to the expectations society has created for them and ways we can break out of the box. Finally, we talked about how to be a REAL Man and REAL Father.
2. "Tomorrow, we will talk about responsible fatherhood, and explore how fathers can interact with their children and feel like a REAL Father. Happy fathers make happy families. We want all men we work with to be more engaged in their children's lives and be happy about their choices."
3. Ask if there are any questions about today's sessions or about tomorrow.

DAY 2

Happy Fathers, Happy Children

Session 10: One thing I learned

Objectives: To recall key points from Day 1.

Advance Preparation: None

Materials Needed: Ball

Time needed: 20 minutes

Instructions for Facilitator:

1. Sit in a circle and use the ball to invite participation.
2. Ask one participant to share one thing they learned or something that was new to them from Day 1. After one person shares something they learned, they toss the ball to someone across the circle. Participants cannot repeat what others say however they are allowed to build on what others have mentioned.
3. Wrap up the session by emphasizing one or two points from the previous day. Also answer any concerns raised by the participants.

Session 11: Tips and Tricks to being the best father in the village*

Objectives:

- To define ways fathers can “care” for their children and actively be engaged in their children’s lives.
- To reflect on barriers to good fatherhood.
- Practices tips and tricks to positive fatherhood.

Advance Preparation:

- Make flipcharts with the following titles on the top as per the diagram to the right:
 1. Respect your child’s mother
 2. Respect your child
 3. Spend time with your child
 4. Discipline with love
 5. Be a role model to your child
 6. Be a teacher to your child
 7. Talk and listen to your child
 8. Show love
- Post the flipcharts around the room before the session begins.
- Copies of [Resource Sheet #1: Tips and Tricks to being a REAL Father.](#)

<p><u>Respect your child’s mother</u> How can I do this?</p> <hr/> <p>When I do these things, how does it affect my child?</p>

Materials Needed:

- Flip chart
- Markers

Time needed: 70 minutes

Instructions for Facilitator:

1. “All day today we will talk about how to be the best possible fathers we can be. We are going to learn some tips and tricks that will help us be REAL Fathers, “Wege ki Kome.” By REAL Fathers, I mean **Responsible, Engaged and Loving Fathers.** ”
2. Explain that around the room, there are flip charts with 8 tips for how to be a REAL father and to show care and love. Read the 7 tips out loud to everyone. Tell the participants that they will spend about 20 minutes walking around the room in pairs and writing their thoughts on flipcharts. Pass out markers. (Note: Pair participants who are not confident writing with ones who are confident.)

Note to the Facilitator

As trainers and mentors, we must be careful not to reinforce stereotypes about men’s roles and fatherhood through our actions and words. First, recognize that there are many fathers who are actively caring for children on a daily basis. When we base our definitions of caregiving on the way women provide care, we often send the message that men do not provide care or do not know how to provide care to children. We must take time to understand how men define care and identify those things that men already do to provide care. While many young men want to be involved in caring for their children, they were most likely brought up not seeing men do these actions and have heard their whole lives that men provided financially to a family while the women provides the care.

* Inspired and adapted from the National Fatherhood Institutes pamphlet: “10 Ways to be a Better Dad”

3. When everyone is finished, spend about 5 minutes per flipchart reviewing as a group what everyone wrote and use these discussion questions:
 - Is anything missing?
 - Is it easy to do all of these actions?
 - What makes it hard to do these actions?
 - How often do we see men doing all of these actions?
 - What would make you more comfortable in doing these actions?
4. After some discussion, end the dialogue with three main points*:

“We were taught our whole lives that women have their work in the kitchen and take care of the children, while men take care of the home. Because of this, boys and new fathers are often denied the opportunity to learn the skills to be a REAL Father. The tips and tricks we discussed are just a few simple skills a father can do to provide care to his child and be seen as a REAL Man, and be the best father in the community! Give participants copies of [Resource Sheet #1: Tips and Tricks for being a REAL Father](#).

Note to the Facilitator

Boys and girls are taught from an early age that girls do most of the domestic work while boys do more of the physical work outside the home. Yet many studies have shown that men who are involved in caring for their children report a greater satisfaction in their relationships with their partners and enjoyment in their daily lives.

Providing love is just as important as providing material things. Men often hear that their role is to assure that nothing is lacking at home. Because of this, men are seen as incapable of performing child care and are culturally and socially authorized not to perform these tasks. And even when men want to play an active role in the home, families, communities and institutions often deny them this possibility. But being a father means more than just financially providing for your children. Remember, children need you more than they need things. Studies show that children who receive love and care from fathers, in addition to motherly care, have increased confidence.

Caring is a skill that is learned during the course of one's life. Girls have more opportunities to learn and practice these skills because their communities believe it is their role. They are taught these roles by all the women in their families. On the contrary, boys are actually taught early on not to show emotion and to use power and force to solve problems. As they grow up, this power and force can cause problems in their lives.

5. Throughout the day, we will start to redefine the ways that fathers can care for their children and still feel like men. Caring is not about doing all the work for children but about sharing the responsibilities with your wife when it comes to caring for children.
6. As facilitators and Mentors, let's recognize that men can learn the skill of caring and that it is our role to provide opportunities for this to happen. Together, we will realize that when young men become fathers, they do not feel free to demonstrate care for a child through affection, kindness or words. They seldom receive support from friends or communities to do so. Together, we will work to create this supportive network for men who care.

* Inspired from Program H's chapter on Fatherhood and Caregiving; What and Why section, pages 87 - 102

Session 12: In it to win it: The Football Game of Life

Objectives:

- To be more specific on actual actions fathers can take to care for their children.

Advance Preparation:

- Write statements from the Resource Sheet #2 on strips of paper
- Label three baskets with the follow statements:
 1. *Train: Prepare yourself and your home for children*
 2. *Improve: Continue building skills on good fatherhood*
 3. *Score: You've made it! You are a REAL (Responsible, Engaged And Loving) Father*
- Copies of [Resource Sheet #2: Train, Improve and Score! How Fatherhood is like Football](#)

Materials Needed:

- Ball
- 3 baskets
- small pieces of paper

Time Needed: 90 minutes

Instructions for Facilitator:

1. Have the men sit in a circle.
2. "In this next session, we are going to talk about football and how to score a goal. But we will also talk about how being a father is like being a football player."
3. "Football players know how to see a goal and what to do to get there. They know how to train, control, pass the ball and score. They do this by always keeping their goals realistic and focusing in on them. Without knowing what our own goals are as fathers, we will not be able to discuss with other fathers about their goals and what type of fathers they want to be."
4. Ask everyone to state one goal they have for themselves as fathers. Once they state their goal, they can throw the football to someone else in the circle who can then state their goal. Continue like this until every mentor has had a chance to state a goal. The trainers can model the activity by starting with an example such as: "*My goal as a father is to be more present for my children than other fathers my age.*" (Note: If any participants are not fathers of young children, they can make other goals related to their families.)
5. Just like football players, to be REAL fathers, we have to train, improve and score to be respected and valued. Up here in the front of the room, I have three baskets labeled as:
Train: prepare yourself and your home for children
Improve: continue building skills on good fatherhood
Score: You've made it! You are a REAL (Responsible, Engaged and Loving) father

I am going to hand out many pieces of paper with different statements on them. I want you to decide which basket you think it should go into: Train, Improve or Score.

6. Once all the statements have been placed in the baskets, we will read them all together discuss:
 - a. What makes it easy to do these actions as fathers?
 - b. What makes it hard to do these actions as fathers?
 - c. Where can fathers learn these skills?
7. Refer participants to [Resource Sheet #2: Train, Improve and Score!](#) for more information.
8. In order to be REAL Fathers you need continuous practice with fatherhood skills, the same way football players are always practicing. There is no such thing as a perfect father, but by practicing and always being a part of the game, you will get better and better. You need to show love and care for your child and ensure that the child lives and grows in a secure and safe environment. Make time to be with your child. Take time to show your love and care. Hold, sing and play with your child. As they grow up remember to guide them by disciplining with love. Above all, respect the mother of your child. Remember that mothers should not be doing all the household chores. The more you do to help care for child - like cooking for the child, feeding the child, washing their clothes - the closer you will feel to them and your wife. Spare time every day to discuss with your wife about the wellbeing of your child. Don't forget to communicate how you feel.

Session 13: Disciplining a Child with Love*

Objectives:

- To define discipline, and the differences between invoking fear and instilling respect.
- To reflect on the participants' own experiences being disciplined and how they want to discipline.

Advance Preparation:

- Copies of [Resource Sheet #3: Fatherhood Discipline Styles](#) for participants
- Copies of [Resource Sheet #4: Positive Discipline](#) for participants
- Copies of [Resource Sheet #5: Communication with Children](#) for participants

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. "Discipline means setting rules and limits that help children to behave well. The aim of discipline is to improve children's' behavior in the future. Discipline is not the same as punishment. Discipline means to teach or guide or correct. Punishment means to penalize for doing something wrong."
2. "We will consider how we want to discipline our children and reflect on how we were disciplined. Everyone choose a partner to discuss a few questions I will read before you start. You will have 15 minutes to discuss. "

Discussion questions:

- One time that you were disciplined with love.
 - One time you were disciplined with violence.
 - How you felt when you were disciplined in these ways.
 - One time you were proud of how you disciplined your child.
 - One time you were not proud of how you disciplined your child.
3. "Now, I want to introduce a few discipline styles."
 4. Read these four discipline styles to the group. Give participants a copy of [Resource Sheet #3: Fatherhood Discipline Styles](#).

Father #1: The Dictator

This father is always strict and never nurtures and cares for the children. He leads with control and enforces rules without discussion. He seems to be angry and yelling at the children mostly. His children know what he does NOT WANT them to do but they are not clear what he WANTS them to do. The children are scared to ask questions and do not learn to solve problems themselves. He says: "This is how I want things done!" "You must behave and listen to what I say."

Ask: (1) Do you know a dad like this?

(2) What are the good and bad things about a dad like this (from a child's perspective)?

* Adapted from The National Fathers Institute's 24:7 Dad® Fathering Handbook (A.M.)

Father #2: The Teacher

This father is strict but also nurtures his children when needed. He leads by example and shares teachings /guidance regularly as the children grow up. His children know what he wants them to do and what he wants them not to do. He also allows the children to ask questions on things they do not understand. He says: "Let me show you the way".

Ask: (1) Do you know a dad like this?

(2) What are the good and bad things about a dad like this (from a child's perspective)?

Father #3: The Joker

This father is never strict and rarely natures. When he is around, it's all about fun, and he also jokes and makes fun of the children. His children don't know what he doesn't want them to do, nor do they know what he wants them to do. He says: "Let's just have fun."

Ask: (1) Do you know a dad like this?

(2) What are the good and bad things about a dad like this (from a child's perspective)?

Father #4: The Invisible

This father is never strict and never nurtures. He lets the mother take the lead on discipline and doesn't get involved. His children do not know what he expects for them. He says: "Do whatever Mom says."

Ask: (1) Do you know a dad like this?

(2) What are the good and bad things about a dad like this (from a child's perspective)?

5. In pairs, each participant will have 10 minutes to reflect on:
 - What kind of discipline did you grow up with?
 - What kind of discipline would you want for your child?
 - What kind of father do you want to be (or wish that you had been)?
6. Give participants copies of [Resource Sheet #4: Discipline](#) and [Resource Sheet #5: Communication with Children](#).
7. In conclusion, remind the participants that "some Fathers are feared by their children and they think that earns them respect in the household. But lifelong respect from children comes from showing respect to your child. Choosing non-violent ways of disciplining - where children clearly know how you expect them to behave and not behave, and corrective action is modeled through loving actions and words instead of beating - is what truly leads to respect. It also leads to more confident and respectful children, as they will learn to use this same behavior in their relationships and with peers. This type of respect is harder to earn as it takes more time and effort, but it will enhance the love between you and your child. God has blessed fathers with a child, and the father respects this blessing through love."

Session 14: From My Child's Perspective

Objectives:

- To reflect on how their parenting and disciplinary style influences their child from the perspective of their child.
- To make a conscious decision about their parenting and disciplinary styles.
- To consider the benefits of discipline with love rather than with violence.

Advance Preparation:

- Photocopy worksheet (on the last page of this session).
- [Resource Sheet #6: When Parents Hit Children](#)

Materials Needed:

- Flip chart
- Markers
- Pens
- Paper

Time needed: 45 minutes

Instructions for Facilitator:

Activity 1

1. "Sometimes it is hard to remember what we felt as a child. So let's all take a moment to 'step into a child's shoes' and see what our discipline style is like from their perspective." (If some Mentors are not fathers of young children, they can reflect from their past experience or from a relative's experience.)
2. Give each participant a worksheet. Ask everyone to think about one time they disciplined their child. Ask everyone to draw a picture that shows how their child felt about it, from the child's perspective.*
3. Ask participants to reflect on and answer the 5 questions at the bottom of the worksheet and share their answers with their neighbor.

Activity 2

4. Ask the men to continue imagining that they are in the shoes of their own children. On each side of the room there a few statements. "As I read through the statements, choose the side of the room where you think your child would stand."† (Read numbers 1 first from each side, then use the discussion questions. Then proceed with the second statements from each side, and so on.)

Right	Left
1) I feel safe with my father	1) I feel scared of my father
2) I feel happy with my father	2) I feel unhappy my father
3) My father is fair	3) My father is unfair

* Adapted from National fatherhood Institute's 24:7 Dad Fathering Handbook {A.M}

† Adapted from Shedding Abuse: A course for men who use domestic violence (2006); www.networklearning.org

4) My father looks after mother	4) My father hurts mother
5) My father listens to me	5) My father isn't interested in me
6) My father seems happy	6) My father seems sad
7) My father seems hopeful	7) My father seems hopeless

5. After each statement, invite the men to:
 - Why would your child feel this way?
 - How do you feel as a father if your child feels this way?

6. Why do you think people hit children to discipline them in your community?
 - Is there other ways to discipline them without hitting?

7. After viewpoints from the participants, explain that parents may feel that the only way to correct their children is to hit them. This might make parents feel like they have done their job, but it does not always make children behave better. Also it can make the relationship between parents and children bad. Give participants copies of [Resource Sheet #6: When Parents Hit Children](#). Today's take-away messages are that when parents hit their children:
 - Children often feel anxious and afraid.
 - Children may learn to hide their real feelings from their parents.
 - Children may not listen carefully; they only respond when there is something to fear.
 - Children may feel humiliated and seek to humiliate others to feel more in control.
 - Children may move closer to another side of the family, and learn from them instead of you.
 - Children may feel angry and aggressive, and grow up to use violence themselves.
 - Children may learn that violence is the best way to get what they want.
 - Children begin seeing fathers as enemies and run away or only do work whenever they appear.

8. Mention "there are many ways to discipline children that are positive and non-violent. Talking to your children about their behavior and explaining the consequences of their behavior will help them learn. When old enough, giving them an extra chore or taking away their time to play will help them learn that they may lose some freedom from misbehaving, but they will never lose your love. If you threaten to take something away, you must do it so they learn you are consistent with rules. This helps develop trust and bonds between you and your child, and stability so they know what to expect from you."

9. "Parenting a child is one of the most difficult but rewarding things you will do in your life. Although it is a difficult job, there are many things you can do that make it easier to raise your children. There is no such thing as a perfect parent. Everyone learns something new about being a parent every day. You and your children will both make mistakes – and learn from them."

10. You have many things to do every day. You may feel tired, and your children will sometimes irritate you. You might speak to your children in ways that hurt them, without wanting to. But as parents we can learn to communicate better with our children so that we do not do this.

Worksheet: My Discipline from my Child's Perspective

My style of discipline is:

I use this style because:

With my style of discipline, I want to make sure my children learn:

I am afraid they might be learning:

How else I could teach them with love:

Session 15: The Invisible Wall*

Objectives:

- To reflect on the different things that hinder good fathering practices.
- Discuss common ways for overcoming such obstacles.

Advance Preparation:

- none

Materials Needed:

Time Needed: 60 minutes

Instructions for Facilitator:

1. Ask these questions to the Mentors and only allow 5 minutes for discussion:
 - a. What are the purposes of walls and fences?
 - b. Have you ever heard of an invisible wall?
 - c. Do you think invisible walls exist?
2. Although we cannot see invisible walls, they do exist and can be felt. Maybe you have felt an invisible wall before. Here is an example of an invisible wall:

Invisible wall #1:

Komakech is sitting out in the family compound talking with his friends. He sees his wife trying to make dinner while his 18-month-old son is crying. His wife continues to cook so she can get dinner ready in time for everyone to eat. Komakech wonders why the baby keeps crying. Maybe he is hungry? Maybe his knickers are wet? Maybe he is hot on his mother's back? Komakech wonders if his wife is able to finish preparing dinner and take care of his son at the same time. He wants to go over and take his son to see what is wrong, but then he feels an "invisible wall" that stops this action. He wonders what his friends would say if he took his son. So Komakech decided to do nothing.

Reflection questions:

- Has anyone ever felt this way?
- What makes us feel this way?
- What can we do to change these feeling?

Invisible wall #2:

John Bosco, who is well known in the community as JB, has just returned from the garden with the neighbor men and they are finishing up a discussion about a program they heard on the radio. His 3 year old daughter runs over to him excited to see him, pulls on his trouser leg and screams "daddy, play with me." JB is excited to see her and wants to stop and play with her. But then he feels an "invisible wall" that stops this action. What would his friend's think if they saw him do this? Would they say he is spoiling his child to give her this attention? So instead of stopping his discussion and bending down to

* Adapted from CHOICES: Empowering boys and girls to change gender norms, A curriculum for 10 to 14 year olds in Nepal (2009); Save the Children

play with his daughter, JB screams to his wife: "Woman, control this child. I am talking to my friends!" However, inside, JB wonders how this makes his daughter feel.

Reflection questions:

- Has anyone ever felt this way?
 - What makes us feel this way?
 - What can we do to change these feeling?
3. After discussing these two examples of invisible walls, ask the participants to get into groups of five to share examples with each other of invisible walls that they have experienced or seen.
 4. End the session by stating: "Invisible walls are created by societal values and attitudes held by individuals and they keep us from trying new behaviors, from helping others, and from doing what we feel is right in our hearts. Invisible walls can keep us from being the best possible fathers and husbands we can be. Fear of what others might say or think keeps us from removing invisible walls. Children grow up fast. You only get one chance to be involved in their lives and show them how much you care. All fathers can think about the invisible walls that hold us back, from showing our children we care. All fathers can use their strength and courage to take down these walls and be REAL Fathers."

Session 16: Wrap up: Things your child needs to hear you say.

Objectives: To practice saying things that will build children's self-esteem.

Advance Preparation:

- Cut out these sentences and tape them on a ball:*
 1. I am so proud of you!
 2. Well Done!
 3. You are beautiful/handsome
 4. You are intelligent/brave/creative
 5. You are kind and thoughtful
 6. Thank you for helping
 7. I believe in you/I trust you
 8. You can do it!
 9. I will always be there for you, no matter what
 10. You are so special to me
 11. I'm glad that you are my son/daughter
 12. I appreciate you so much
 13. The day you were born was one of the best days of my life.
- [Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers](#) for all participants

Materials Needed: Ball and tape

Time needed: 30 minutes

Instructions for Facilitator:

1. Ask all the participants to come stand in a circle.
2. "We are going to end day 2 of our training. I know today might have been really challenging for many of you. It can be hard to reflect on our own lives, and even harder to figure out ways to change. I am really proud of all of you for your participation today."
3. "Today we talked about being a REAL Father. Tomorrow we are going to talk about being a REAL Husband, and how we communicate with our wives. It will be another challenging, but fun, day."
4. "Before we leave today, I want us to end by having everyone say some positive words. We have talked all day about different ways we discipline children, which might have felt like we were talking about all the things we fathers do wrong. Let's practice saying positive and nice things to children."
5. "Taped on my ball are 13 positive things all children need to hear from parents, especially fathers. When hearing these, children feel confident and loved. They know to trust and respect their father."
6. "To end our day, I want everyone to get at least one chance to practice saying something nice which you can later say to children. When I pass the ball, read the statement facing you, and then pass it to someone else. We will proceed like this until everyone has had two chances to say something nice."
7. Give participants [Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers](#).
8. End the session by appreciating everyone's participation, and remind the mentors that, just like we feel extolled when we hear people compliment us positively, the same applies to children. Children who are praised by their fathers feel supported and grow with confidence.

* Adapted from The National Fathers Institute's 16 affirmations children need to hear from Dad.

DAY 3

Happy Homes: Living in Peace

Session 17: One Thing I Learned

Objectives: To review some of the key lessons from Day 2.

Advance Preparation: None

Materials Needed: Ball

Time Needed: 20 minutes

Instructions for Facilitator:

1. Stand in a circle and use the ball to invite participation. Stand in the middle of the circle and welcome participants to the third day. Mention one thing that you recall from the previous day. Toss the ball to one individual who in turn comes to the middle to share one thing they learned or something that was new to them from Day 2. After one person shares something they learned, they toss the ball to someone across the circle. Participants cannot repeat what others say. Everyone should get a chance to say something, but each individual has less than 1 minute to speak.
2. Encourage participants to ask questions they may have to clarify their understanding on issue that remained unclear from the previous day, and wrap up the session by emphasizing the key subjects that may have been missed by the participants the previous day.

Session 18: Why do we act this way?

Objectives:

- To analyze the root causes of bad communication in the home.
- To brainstorm the positive outcomes from good communication in the home.

Advance Preparation:

- On a flipchart, sketch a “good communication problem tree” and “bad communication solution tree.”
- Cut a strip of blue paper to be placed on the trunk of the tree and label it “bad communication.”
- Using brown paper, cut out strips for the participants to use to write root causes (6 pieces per person) of bad communication.
- Using green paper, cut out strips men can use to write effects (6 pieces per person) of bad communication.
- Cut pieces of tape before the session starts to tape up responses.
- Do the same for the good communication solution tree.

Materials Needed:

- Flip charts
- Markers
- Tape

Time Needed: 70 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:
“Young men say that they do not want to use violence in their homes, and want to have loving relationships. But they also want to keep their status and power in the relationship. Today, we will talk about ways we can deal with these feelings, and ways we can use positive, nonviolent habits to foster a strong, mutual relationship, so that our children do not grow up in a home full of violence. We often forget that when we interact with our wives, every word and every action is being watched by our children. They learn the rules of a home through our actions. We have all witnessed violence in our lives, and grew up seeing violence in our homes and neighbors’ homes. It’s a new day, and a new time to show our children how to live in peace, starting with how we act in our homes.”
2. Inform participants that peace starts in our homes with the way we communicate. To figure out how to have good communication, we will first seek to understand the root causes of our poor communication as well as talk about the positive outcomes when using good communication. Note that communication can be spoken and unspoken (non-verbal body language or signals). Ask for some examples.
3. Tell participants that in order to tease out the root causes of *bad communication*, which can lead to conflict in relationships, we will be using a tool called “The Problem Tree”^{*} and to understand all the good things that come from our *good communication*, we will use a tool called “The Solution Tree.”

^{*} “Problem Tree’s” are a well-known participatory technique to understand root causes. The steps in this guide are being adapted from the GREAT project Community Action Cycle Guide: Explore Phase.

4. Show the flip chart with the tree diagrams and describe the idea of the tree; the trunk stands for the issue being discussed; the roots stand for the causes of the issue; and the branches stand for the effects.

Part One: "Bad Communication Problem Tree"

5. Ask everyone to look at the bad communication problem tree and write down three things that would cause men to have poor communication with their wives on the brown strips of paper. Show the example on the tree. (Make sure these causes are added by the men: stress, alcohol use, holding in feelings/anger, fear the wife will laugh at him, fear the wife will get too powerful, saw it as a child)
6. Then ask participants in pairs to write down three outcomes and consequences of bad communication with their wives on the green strips of paper. Show the example on the tree. (Make sure these outcomes are added by the men: misunderstanding, loss of trust or bonds between the couple, less teamwork as a couple, shouting, exchanging harsh words, and regret for what was said. These consequences can lead to more severe outcomes, such as more drinking, fighting, regret, shame for hitting your children, children seeing violence in the home, children fearing their father, or the wife leaving the husband)
7. Ask the men to come up to the tree and tape up their responses. Give everyone time to gather around the tree to read all the responses.
8. Take one cause at a time, explaining that people can also look at the secondary causes of a problem by asking the question "why?" For example, if the use of alcohol is used as a cause of bad communication, ask everyone "Why do men use alcohol?" Probe for responses like peer influence, stress, etc. And then to that answer, ask "why" again. Continue in this way until men feel that all the causes have been discussed. (Note: if time permits, take extra time to discuss the causes and effects of alcohol use).
9. The facilitator should ask the Mentors to now consider the effects in the same way. Taking each effect one at a time, explain that people can also look at the secondary effects by asking the question "what is the effect of this?" Continue in this way until men feel that all the effects have been discussed.
10. At the end of the exercise, the facilitator can give an overall description of the tree with all its roots and branches. The Mentors will aid in connecting the root causes of bad communication and the effects of these behaviors.
11. Explain that since we will be Mentors for newly married men, we want to focus on the solutions to the issues we just discussed, so that men can be the best husbands and fathers that they can be. Therefore, in the last half of the session, we would like to turn our *"bad communication tree to a good communication tree."*

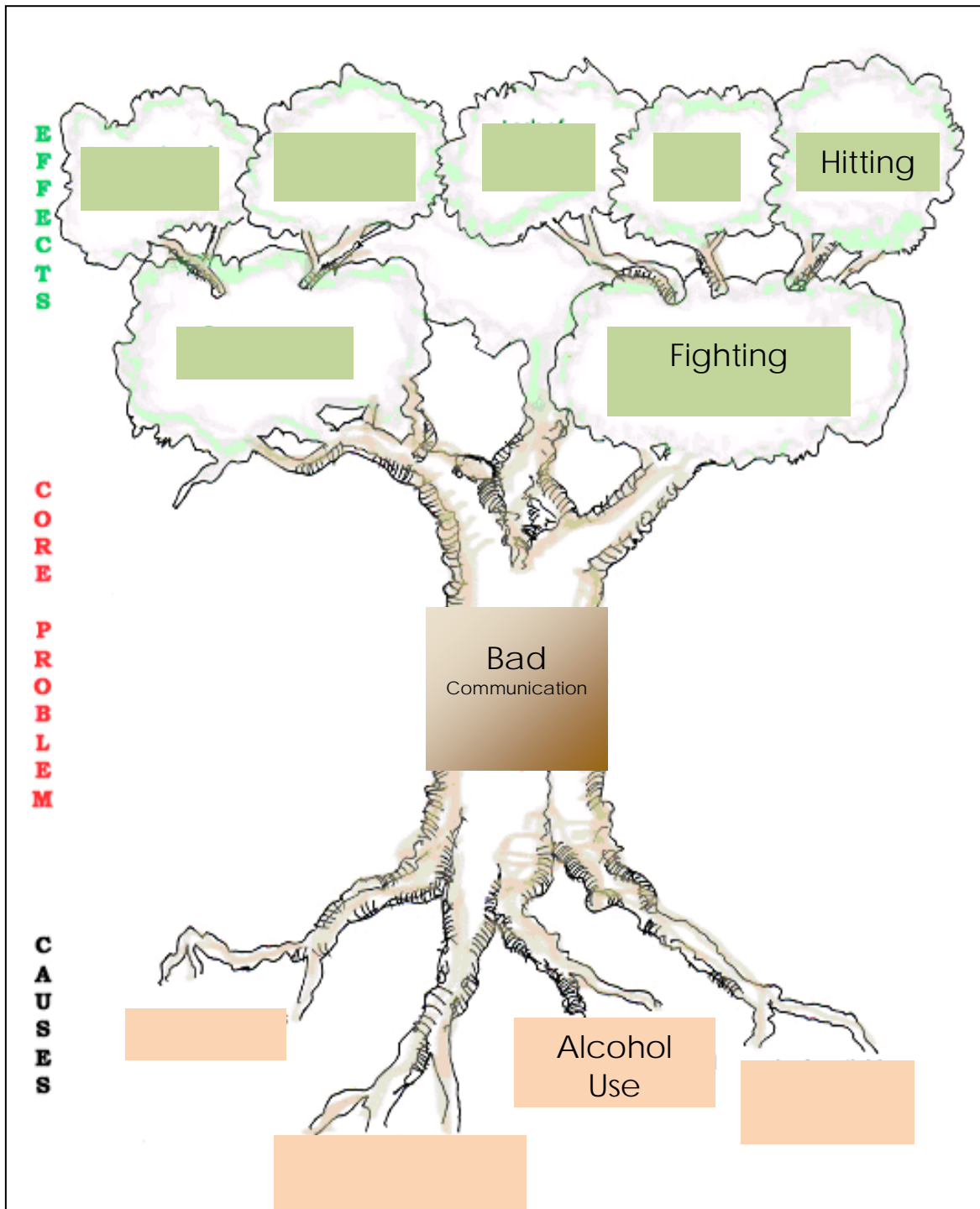
Part 2: "Good Communication Solution Tree"

12. Introduce the "Good Communication Solutions Tree" and follow steps 5 through 10 from above to develop the solution tree. Guide the participants to turn the root causes into positive attributes that cause good communication, and in turn let the participants generate positive effects as fruits of good communication between a man and his wife.
13. Make sure the problem tree is still hanging in a place where everyone can see it.
14. End the session with the following statement:

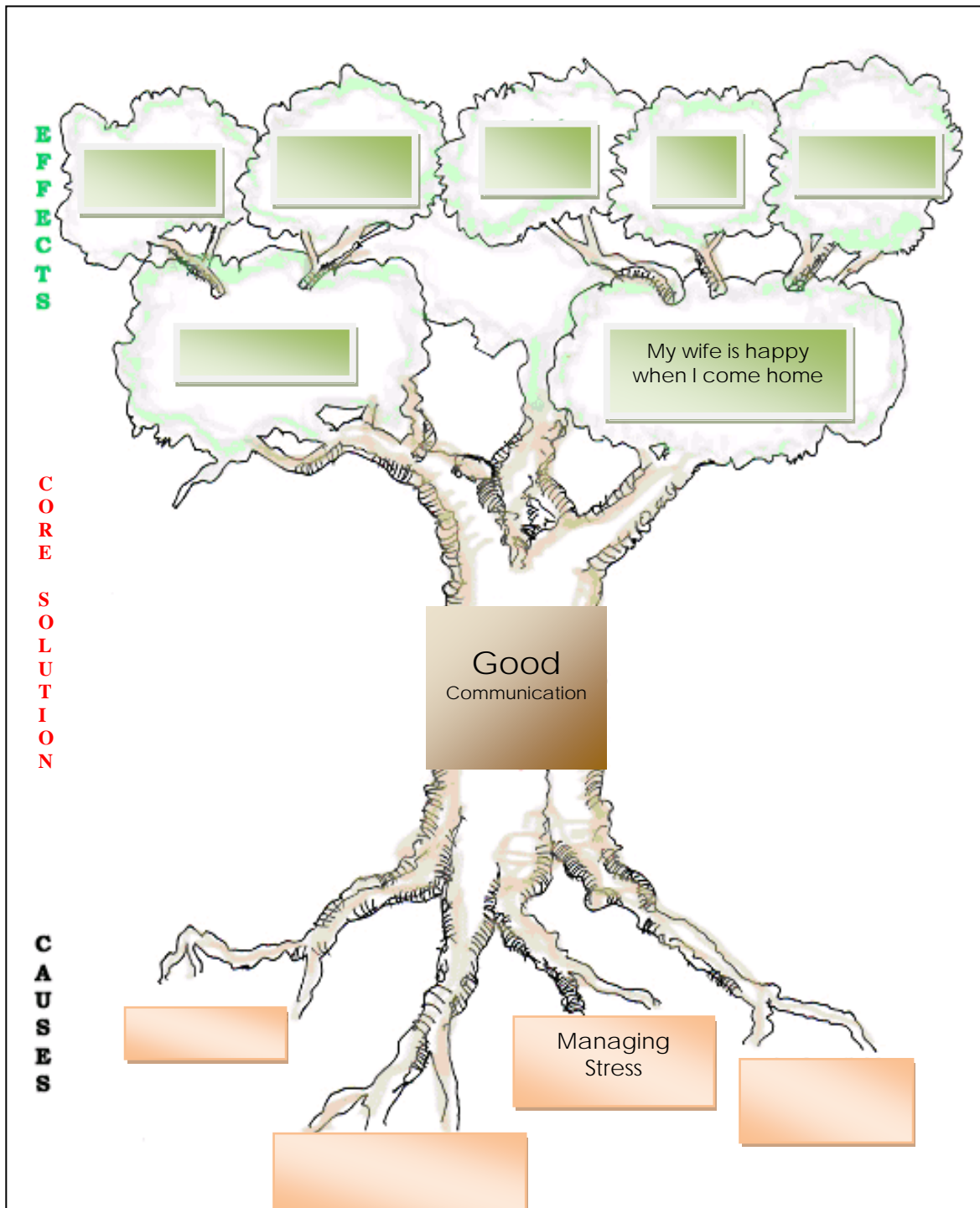
"As your trainers, and for you the Mentors, we want to recognize that men can create happy homes free of violence, shame and fighting. The first and central step to this is good communication between a husband and wife. While communication involves two people, men can control their own behaviors and influence their wives to also use caring and loving communication through leading by example.

The more good communication men use, the better the effects (like the fruits on the tree) and the happier they will be while at home. Once the men and their wives are happy, the children will also be happy. This is the best way to teach children to have strong relationships in the future. Today we will continue to think about how to minimize the causes of bad communication."

"Bad Communication Problem Tree"



Good Communication "Solution Tree"



Session 19: Dealing with stress and managing our emotions*

Objectives:

- To understand how stress can lead to problems in the household.
- To brainstorm solutions for managing and coping with stress.
- To identify anger and how to express it in constructive and non-violent ways.

Advance Preparation:

Write the following phrases on a flip chart:

- Now I am feeling _____
- One feeling I can easily handle is _____
- One feeling I have trouble dealing with is _____
- When I feel this emotion, I usually _____

Write the following phrases on a separate flip chart:

- I feel stressed because _____
- When I am stressed, I behave _____
- To deal with my stress, I _____

Materials Needed:

- Flip charts
- Markers
- Tape

Time Needed: 60 minutes

Instructions for Facilitator:

Activity 1

1. Make the following introductory remark:
"All feelings are okay. They're neither good nor bad, they're just feelings. It is the way that we show and handle our feelings that can cause problems. Because men and women process their feelings differently, husbands don't deal with their feelings in exactly the same way as their wives. As boys, many men were taught to be tough and not show their feelings and emotions. When we feel frustrated or sad, we are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through shouting or physical aggression (or drinking too much alcohol)."
2. Ask participants in confidence to write their feelings using the phrases written on the flip chart.
 - a. Now I am feeling _____
 - b. One feeling I can easily handle is _____
 - c. One feeling I have trouble dealing with is _____
 - d. When I feel this emotion, I usually _____
3. Then in pairs, ask the men to discuss their answers to these questions.
4. Ask a few volunteers to report back on what they discussed, focusing on their behaviors when they have a certain feeling or emotion.
5. Again in confidence, ask participants to answer the following questions:

* Inspired and adapted from the National Fatherhood Institutes 24:7 fathering handbook (page 10: Showing and handling feelings) and Program H (page 184: What Do I do When I am Angry)

- a. I feel stressed because _____
 - b. When I am stressed, I _____
 - c. To deal with my stress, I _____
6. Back in new pairs, ask the men to discuss their answers.
 7. Ask a few volunteers to report back on what they discussed, focusing on the negative behaviors that were mentioned as stress relievers.

Activity 2

8. Now ask each man to close their eyes and, as individuals, to listen to your questions and take a few minutes to think of an answer to the questions. (Read one question at a time and give them time to think about a response before reading the next question.)
 - a. Think of a recent situation with your wife when you were angry. What happened?
 - b. Try to remember what you were thinking and feeling during the incident. Think of one or two feelings that you felt in your body when you were angry.
 - c. Very often after we feel angry, we react immediately with shouting, throwing something, or hitting something or someone. Sometimes we can even become depressed or silent. Think about the incident that made you angry. How did you demonstrate your anger? How did you behave?
9. Divide the mentors into groups of 4 and ask them to do a role play based on some of their responses. One of the men can share their situation and they can act it out, pretending to be a husband and wife. Have them act out the situation with the real emotions that were used; then act it out again thinking of ways they could calm down without using violence. Allow only 20 minutes for this activity.
10. As a group, finish the exercise by brainstorming a list of positive solutions for dealing with stress. The facilitator can write this on a flip chart. (Answers might include: sports or exercise, taking a breath of fresh air, walking away, telling a trusted friend how you are feeling, praying over it.)
11. End the session by saying:

“Many men feel stress because of the pressures on them to provide for their family, grow up, and take on new roles, like being a father and husband. Some are not even aware that they feel this stress, and then little things can make them react strongly, or treat other in ways they would not like.

We cannot control our feelings, but we can control how we express our feelings. The first step is to recognize what we are feeling. Many men confuse anger and violence, thinking they are the same things. Anger is an emotion - a natural and normal emotion that every human being feels. There are many ways to manage and express anger. Some ways do not hurt anyone, like talking about it, and some ways hurt others, like violence. Learning to express anger is an important skill. It is also important to recognize stress and manage your stress in constructive ways. Violence is one way of expressing anger, which usually leads to negative outcomes.

Men might think their violence leads to control and respect, but in actuality it leads to fear and disrespect. There are many other ways of expressing anger and not letting it get trapped up inside our bodies, where it can build up until we explode.

Learning to express anger is one trick; another is coming up with solutions to managing the stressors that make you angry. I hope this session helped us all learn from each other's positive stress management tips, and we will use those tips for mentoring young fathers.”

Session 20: Don't talk to me that way! (Part 1)

Objectives:

- To practice different communication styles.
- To understand how it feels when people use bad communication styles.
- To understand how parental arguments and bad communication between parents effect children.

Advance Preparation:

- Print this list (or [Resource Sheet #8: Home Communication](#)), cut it into strips, and put in a basket.
1. Your children will do better in life if they have the support of you and their mother.
 2. Your child will have less stress if you and the mother value each other.
 3. Tell your children often that they should love and respect their mother.
 4. Show the child how to love and respect their mother through your communication with her.
 5. Never tell the child that they caused a problem between you and the mother
 6. Listen to your wife every day.
 7. Don't break an agreement between you and your wife without talking with her first.*
 8. Don't talk badly about the mother to your child.
 9. Save your arguments for nighttime when the child is sleeping (avoid exchanging words when the child can hear).
 10. If you have a fight with your wife in front of the child, remember to tell your child that you love her and them, even when you and their mother have arguments.
 11. Discuss important issues with your wife before making decisions so that your child learns that you respect her.
- Copies of [Resource Sheet #8: Home Communication Conduct](#)
 - Copies of [Resource Sheet #9: Communication Skills](#)

Materials Needed:

- Scarves
- Ball or basket

Time Needed: 75 minutes

Instructions for Facilitator:

Activity 1

1. In this session, we are going to experience firsthand how we communicate with each other and how it feels to be on the receiving end of someone else's communication style.
2. Take the participants outside. Ask the men to get into pairs. Tell them that they will blindfold each other, and then direct each other towards an object.
3. Ask one man to blindfold the other and then throw an object (like a pen) 5 meters in front of him. The man not blindfolded directs his partner through words only to get the pen. Then the pairs switch roles.
4. Bring the men back together and ask:
 - a. How did you feel your partner communicated with you?
 - b. What did they do well? What could they have done better?
 - c. Was there a moment you were frustrated when you were blind folded? Why?

* Adapted from The National Fatherhood Institutes 24:7 fathering handbook (page 61:For the sake of children tips)

Activity 2

5. The facilitator should ask one volunteer to the front of the room. Tell them they will be blindfolded and you will direct them to get an object, but you are going to put a few chairs on the way to make it more challenging.

[Note to the facilitator: Use more aggressive language. Act like you are getting frustrated with them. Tell them “you are not listening” in an angry voice. Call them names, like “stupid” and “idiot.”]

6. When the first man has reached the chair, thank them and ask a second volunteer to come up for the same activity. Tell the audience that you are going to use a different form of communication this time.

[Note to the facilitator: Use “soft and caring words” when directing the participant. Be supportive and forgiving. Tell them they are doing a good job.]

7. Ask both men to stay at the front of the room.
8. First ask the audience to answer this question:
 - How did the audience feel when they observed the two styles of communication being used?
 - What were some good communication and bad communication skills you witnessed me using?”
9. Then ask the two men to answer the following questions:
 - a. How did you feel about how I communicated with you?
 - b. What did I do well?
 - c. What could they have done better?
 - d. Was there a moment you were frustrated when you were blind folded? Why?
10. Ask the audience to put themselves in the shoes of their wives:
 - a. Can we reflect on how we have been communicating with their wives?
11. Ask the men to sit in a circle and pass around the basket. Tell everyone that we will pull out and read one tip on how to improve relationships and the family by the way we communicate with our wives.
12. End the session by stating:

“In any relationship, communication is very important, and it goes on all the time between husbands, wives and even with children. There are different styles of communication which we apply daily when we interact with other people. When we communicate in a careful and polite manner, and listen to our wives without interrupting - even if you don’t fully agree with her - it leads to a good cordial and mutually agreed conclusion. On the other hand, a man who keeps on interrupting before his wife is finished talking, and remains defensive, domineering and abusive, will not benefit from the good communication. The way we communicate to both our wives and children determines the way they respond and react. Also remember that when we communicate with our wives, we are being watched by our children. The way we communicate in front of our children has serious effects on them that we might not have realized.”

Session 21: Stronger Couples through Communication

Objectives:

- To understand how wives feel when violence is used against them.
- To identify ways to resolve differences within couples without violence.

Advance Preparation: Prepare scenarios and the values clarification exercise to read aloud.

Materials Needed: Balloons

Time Needed: 60 minutes

Instructions for Facilitator:

1. Distribute balloons to the participants. After they have blown up and tied their balloons, tell them that they will be playing a 5-minute game. Divide the participants into four teams that will each select 1 participant to compete in the game while others cheer. The objective of the game is to collect as many balloons as possible. The player with the maximum number of balloons at the end of the 5 minutes is the winner. There are no points for burst balloons.*
2. After the 5 minutes, stop the game, calm all the men down and find the winner.
3. Ask the men:
 - a. How did the winner get so many balloons? If you interacted with him, how did he act?
 - b. Did anyone get pushed, shoved or hit during the game? Why do you think this happened?
 - c. Are men naturally violent?
4. Tell the men that this activity was just a silly way to open up a very serious discussion about violence and the times when men use violence against their wives.
5. "I am going to read a series of scenarios to help us talk about situations that might end up with violence as a way to help us discuss this serious matter. I will read you a scenario from the perspective of a man, and then I will read the same scenario from the perspective of their wife."
6. Read the scenario:

Scenario1: From Okello's perspective
Okello and Akech are married and have a 3 year old son. Okello has been very frustrated lately because he is struggling without success to make enough money for his family because the war left him with no land. Since returning to his village in 2010, he has been digging in the gardens with his nephew. He feels that life these days is too difficult as a young married man trying to support his family. Yesterday, after missing another day digging because of land quarrels, Okello's friend pressured him to come and drink at the nearby trading centre at the roadside. It was midnight by the time he arrived home. On arrival, Akech asked Okello where he had been. Okello arrogantly answered Akech, "I have been with other men and it is none of your business". Akech was furious at him and refused to serve him food. They began to argue and shout at each other. The fight quickly escalated.[†]
7. Use these questions for a discussion;
 - a. What could happen during this fight?
 - b. Do you think Akech was right to deny Okello food?
 - c. Who was wrong, Akech or Okello?
 - d. Could Akech have reacted differently in this situation?

* From EngenderHealth's curriculum: Engaging Men as Partners to Reduce Gender Based Violence: A Manual for Community Workers. (2006)

† Inspired by the GREAT Project formative research in Northern Uganda.

- e. What else could Okello have done when coming home late?
- f. Could the couple agree on home rules, and try to follow them?

8. Read the same scenario from the wife's perspective:

Scenario 1: From Akech's perspective:

Akech and Okello are married. She works very hard to dig, to keep their home clean, and to take care of their son. She always prepares food for the family to eat by nightfall, and likes to sleep by 10pm after working all day. They agreed as a couple that he would not come home after 10pm. One night Okello comes home after drinking after 10pm. She greets him nicely, although she is not happy that he broke the rule and he answers her rudely. She decides that she will not serve him food. It is late, and they do not have that much charcoal to use. She tried to explain but he started shouting at her.

- a. What do you think Akech was feeling when Okello arrived home late?
- b. Could couples agree on how to react when another person breaks a 'rule' they agreed on, for example by listening to each other?

9. (Optional) If time permits, read Scenario 2 to further the discussion.

Scenario 2: From Benon's perspective

*Benon and Susan are married. Benon's parents/home people is coming over to their home for dinner. He is very anxious that they should have a good time and he wants to show them that his wife prepares nice food. When he gets home that night, nothing is prepared. He noticed that Susan is tired, but he is upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight quickly escalates and Benon hits her.**

10. Use these questions for a discussion;

- a. Do you think Benon was right to hit Susan?
- b. What was the cause of the violence?
- c. What do you think Benon was feeling that prompted the violence?
- d. Could Benon have reacted differently in this situation?

11. (Optional) Scenario 2 from the wife's perspective:

Scenario 2: From Susan's perspective

Benon and Susan are married. Benon's maternal grandmother and uncles are coming over to their home for a visit to come and see the youngest child. Susan sensed that Benon was anxious for the past week about the visit and he kept demanding what Susan was going to collect from the garden and start preparing some food for the visitors. That morning before Benon left to look after the cows, Susan said that she wasn't feeling very well, but Benon ignored her and rushed out to drive the animals to the bush. That day, their 2 year old child was crying a lot and Susan developed a fever. She had a very hard time concentrating on everything. Despite not feeling well, she was still able to clean the house with their daughter on her back and start to cut all the food so it was ready to cook. She was so fatigued that when their baby was napping, she lay down next to her and also fell asleep. When Benon gets home that evening, it seemed that nothing is prepared. He noticed that Susan looks tired, but he is very upset. She tried to tell him what was happening that day, but Benon just would not listen, calling her lazy and a bad wife. The fight quickly escalates and Benon hits her on the head. She blacks out and falls down."

12. Use these questions for a discussion;

- a. Do you think Benon was right to hit Susan?
- b. What was the cause of the violence?
- c. What do you think Susan was feeling when Benon arrived home and was upset?
- d. Could Benon have reacted differently in this situation?
- e. How could Benon help out in this situation?

13. In the next session, we will identify ways that men can handle these situations more calmly.

* From EngenderHealth: Engaging Boys and Men in Gender Transformation: A Group Education manual (2008)

Session 22: Good sportsmanship: How the rules of marriage are similar to a game of football

Objectives:

- To understand good conflict resolution skills.

Advance Preparation:

- Create two flipcharts, one labeled, "Good Sportsmanship Rules," the other labeled "Good Home Conduct."
- Print out and cut the "Home Conduct" and "Good Sportsmanship Rules" statements into strips of paper, one rule per strip.
- Pre-cut strips of tape.
- Copies of [Resource Sheet #10: The Rules of Football versus the Rules of Marriage](#)

Materials Needed:

- Flipcharts
- Tape

Time Needed: 60 minutes

Part 1:

Instructions for Facilitator:

1. "After a few years of being married, maybe you have already realized that there are many similarities between a football game and marriage. Let's brainstorm together what some of those similarities are." Take 5 – 10 minutes to brainstorm and write the Mentors' responses on a flip chart.

Possible responses:

- Football is played in teams, just like a husband and a wife are a team.
- It takes teamwork to play well.
- It takes communication to play well.
- It takes practice to play well.
- It takes trust to play well.
- All team members work together for the same goal.
- Success and failure are shared -- if one person succeeds the others succeed. If one person fails, it affects everyone on the team.
- Every contribution to the team is very important. No one person can do it alone.
- Only a few people are born expert players, most people have to practice hard to get good at playing and we have to continuously practice.
- There are rules to good sportsmanship.
- You never start or leave a game mad or angry. You always shake the other teams hand before leaving and respect the effort they put into the game.
- We appreciate the efforts of everyone on the team.

2. Now, we are really going to see how similar football is to marriage. Look at the two flipcharts at the front of the room: one is called "Good Sportsmanship Rules;" the other is called "Good Home Conduct." I am going to hand out some strips of paper with some "rules" on them. Your job is to decide which list it belongs to. Come to the front and tape up your rule onto one of the flipchart papers.
3. Once participants have finished putting up their rules, review the flipcharts together. Debate if there are any that do not belong, or on the wrong list.

4. Then focus on the "home conduct" list. Discuss:
 - a. Are the ways of home conduct we see here realistic?
 - b. What makes it hard to follow these instructions?
 - c. Which instructions do you see most men following?
 - d. Which instructions are most difficult for men to follow?
 - e. What could help them follow the instructions more?
5. Give participants copies of [Resource Sheet #10: The Rules of Football versus the Rules of Marriage](#).
6. Finally, tell all the men that even for the best rule followers, there will still be times when you have disagreements with your wife. THAT IS NORMAL. But how we deal with and react during these disagreements is really how we are going to be judged as husbands and men.

Good sportsmanship rules in football

- ✓ Do unto others as you would have others do unto you.
- ✓ Show respect for the others, if you expect it yourself.
- ✓ Enjoy yourself and encourage enjoyment for others.
- ✓ Take responsibility for your actions. Don't blame others for your mistakes or find excuses for poor behavior.
- ✓ Recognize and appreciate good performances.
- ✓ Encourage all surrounding people to display these rules and behavior behaviors.
- ✓ Show concern for an injured person.
- ✓ Win with class - lose with dignity.
- ✓ Win without boasting. Lose without excuses.
- ✓ Never use disrespectful or derogatory comments.
- ✓ Never make a display of temper when you or someone else is not successful.
- ✓ Never laugh or name call.
- ✓ Never use profanity or display anger.
- ✓ Remember, it's only a game.

Good Home Conduct

- ✓ Don't verbally attack the other person.
- ✓ No name calling.
- ✓ Stick to the subject of an argument and agree to resolve it within 15 -30 minutes.
- ✓ Don't bring up past arguments or problems these are unrelated to the current argument.
- ✓ Work together.
- ✓ Keep calm and end the talk if one of you becomes angry.
- ✓ Recognize and appreciate all that the other person does each day.
- ✓ Respect each other.
- ✓ Ask each other a question each day and listen to the answer with interest.
- ✓ Show love and appreciation for the other person each day.
- ✓ Always be honest to each other.
- ✓ Count your blessings as a family.
- ✓ Bear each other's burdens.
- ✓ Forgive and forget.
- ✓ Be kind and tenderhearted.
- ✓ Comfort one another.
- ✓ Speak the truth and keep your promises.
- ✓ Be supportive of each other.
- ✓ Be true to each other.
- ✓ Look after each other.
- ✓ Treat each other like you treat your friends.
- ✓ Love each other deeply from the heart.

Part 2: Introducing the “Yellow Card”*

7. Ask the Mentors to think about the men they will be visiting who will have similar situations as the ones we talked about today (in the scenarios in the previous session). Ask the Mentors to think about the reasons the men they will be visiting might have had arguments in their homes. Potential answers will include:
 - a. The man is greeted rudely when coming home.
 - b. The wife does not agree for her husband to sell their grain (or other household item).
 - c. The husband feels stressed about getting soap for the home this week.
 - d. The husband believes that the wife is not working as hard in the garden as she could.
 - e. The wife asks the husband where he has been.
 - f. The wife is upset that the husband broke their home rule of coming home late.
 - g. The husband brings water for his wife’s bath when she says she is unwell, but suspects that she just wants him to wait on her and is actually fine.
 - h. The wife suspects that her husband has another girlfriend.
8. Then brainstorm all the ways these men could have stopped things before getting so heated. Potential answers include:
 - a. What could a husband do to react calmly? (stop, listen, discuss...)
 - b. What could a mentor do if he hears such as situation come up
9. Introduce the Yellow Card and explain that this is a simple tool that they will have to offer the men they are working with. Explain that the concept of the yellow card is the same as a yellow card in football: a warning for violating the “rules” of the game. Explain that they will be giving a few yellow cards to each man to use when either the man or his wife wants to non-verbally show that they need to take a break from an argument, or if they feel the other is not acting in ways that lead to good couple communication.
10. Review the prompting discussion questions on the back of the card with all men. Discuss if this can be an effective way to get husbands and wives to communicate better in situations that could escalate to an argument or even violence.

End the day

11. End the session by having all the men stand in a circle and ask them to commit to change one thing in their lives (i.e. one thing they would do differently) to have less violence and more good communication in their homes. Before committing to one thing, think about what you would advise the men you will be visiting when they have these situations. Think about if you could also make this change.

* Inspired by Peter Gotter’s “Red Card” program from Madagascar (AED); <http://c-changeprogram.org/sites/default/files/The%20Red%20Card%20Success%20Story.pdf>

Session 23: Wrap-up

Objectives: To summarize the day's sessions and to discuss the plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 20 minutes

Instructions for Facilitator:

1. "On Day 1, we talked about different roles and expectations on men and women. Yesterday we talked about how to be the best fathers possible for our children. Today focused more on how the husbands can use caring and loving words with their wives and how to communicate in order to work well together, keep the relationship strong, and to avoid violence. We hope that these three days will give you the foundation to be the best Mentors possible for the men you will be working with. Tomorrow and Friday, we will be going over your roles as Mentors, what is expected of you, and the activities you will use with men in the community."
2. Ask if anyone has any questions about today sessions or the plan for tomorrow.
3. Thank participants for their active participation, openness and cooperation.
4. Invite participants to the evening Wang-oo.

Evening Wang-oo

A wang-oo can be used for two purposes: to show Mentors how they will set up the group meetings with young fathers in each sub-parish, and to discuss the role of being a Mentor in an informal and meaningful way.

Discussion topics could include:

- Role of a Mentor
 - What does it mean to be a Mentor?
 - How is a Mentor like a football coach?
 - What could Mentors do well?
- Characteristics of a Mentor
 - What type of Mentor would you like for yourself?
 - What are other characteristics for Mentors of young fathers?
 - Are there rules for Mentors we should discuss and agree to?
 - What type of behaviors do you need to exhibit in your own life to ensure your credibility as a Mentor?
- Methods of working
 - How do you like to get advice from others?
 - How will you give advice, guidance and coaching to young fathers?
 - How can you as Mentors, and us as facilitators, support each other to be successful?
- Anticipating challenges
 - What would you do if you visit a home and believe that there may have been violence toward a wife or child?
 - What could you do if you think violence may occur after you leave a home?
 - What could you do if a father asks you for support (including financial support) for something, for example, to call his wife back from her family?
 - What would you do if you notice that the family is going through a difficult or stressful time?
 - What are other challenges that may arise? How could Mentors handle these challenges?

DAY 4

Practicum: Putting It All Together

Session 24: One Thing I Learned

Objectives: To review some of the key lessons from Day 3

Advance Preparation: None

Materials Needed: None

Time Needed: 10 minutes

Instructions for Facilitator:

1. Explain that this exercise will be brief today. Stand in a circle and welcome participants to the fourth day. Mention one thing that you recall from Day 3 and ask volunteers to share what they learned in Day 3.
2. Encourage participants to ask any urgent question from the previous day.

Session 25: Mentor Protocol for Home Visits

Objectives:

- To review and discuss the Mentor Protocol for home visits with young fathers and couples.

Advance Preparation: None

Materials Needed:

- A Mentor Protocol for each participant
- Flipchart paper listing the 6 themes of the protocol

Time Needed: 20 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:

“As we talked about at the start of the training, Mentors will each counsel 3 - 5 young fathers. Mentors will meet with each young father 12 times: 6 home visits and 6 group meetings. Each Mentor will visit the home of each young father 6 times. Four visits will be one-to-one with the father. Two visits will be with the father and his wife as a couple. For the 6 group meetings, Mentors will work together with other Mentors in the sub-parish to hold meetings with all of the young fathers being mentored by them.

The Mentor Protocol is a tool for you to use during home visits and group meetings. In this session we will review the Mentor Protocol on home visits.”

2. Explain that there are 6 themes in the protocol. Show participants the list of themes on the flipchart paper: Fatherhood, Tips & Tricks to being a REAL Father, Family Dreams, Loving My Family, Communication, and Parenting.

Ask participants if they can recall discussions in the previous days of the training related to these themes. If not mentioned, add that they have already discussed the key issues in the training. The Mentor Protocol organizes the issues into a framework for mentoring young fathers. They may find some new activities, but most of the information and activities will be familiar to them already.

3. Pass out the Mentor Protocol to each participant. Give participants a few minutes to look at the table of contents.

Looking at the themes or table of contents, explain that each theme has 1 home visit and 1 group meeting. In one month, Mentors do home visits with their fathers for a theme. Then at the end of the month, Mentors in a sub-parish will hold a group meeting with all of their fathers on that same theme.

Inception Visit

To begin, Mentors can conduct an introductory visit to present themselves to the young father and his wife first, before starting the home visits. Ask a volunteer to turn to that page in the Protocol and read it aloud.

Ask if any participant can explain the reason for this introductory visit to the father and his wife. If not mentioned, add that this was a strong request from fathers. To prepare the protocol, we first talked with fathers. They shared that it is important for their wives to meet the Mentors and understand what the Mentors will be discussing with them, to avoid feeling suspicious. It is also a good opportunity for the wives to learn that Mentors will ask to talk with them as well as their husbands in the final two home visits.

Ask participants if they have any questions.

4. **Home visits:** Turn to the first home visit on Fatherhood. Ask a volunteer to read the heading aloud. Explain that the protocol for all six home visits are organized in this same way:

- Preparation
- Time
- Homework check-in (not during the first home visit)
- Introduction
- Activities
- Homework
- Wrap-up

Review each of the headings. Note that the suggested time is only an estimate. They are the first Mentors to use the Protocol, and changes will be made based on their real experiences.

The introduction and wrap-up sections can be read to the father or couple.

Homework is one or two things fathers or couples will agree to try on their own until the next visit.

Ask participants if they have any questions.

Session 26: Home Visits with Young Fathers

Objectives:

- To practice using the tools for home visits with young fathers

Advance Preparation: None

Materials Needed:

- Mentor Protocol
- Resource Sheets

Time Needed: 4 hours

Instructions for Facilitator:

1. Read the following statement to participants:

“For the next four hours we will practice home visits with young fathers. There are four one-on-one home visits with fathers. We as facilitators will model each visit and activity, and then you will practice.”

2. **Home Visit 1** Facilitators demonstrate Visit 1 for participants for 30 minutes. (Explain to the group that usually the visits will be longer than the practice time allows.) Then divide participants into pairs or small groups to role play and practice Visit 1 on their own. One person plays the Mentor while another person plays the young father. If there are other group members they assist with instructions and act as observers. Give pairs or groups up to 30 minutes.
3. **Home Visit 2** Facilitators demonstrate Visit 2 for participants for 30 minutes. (Again, explain that usually it will be longer.) Then ask pairs or small groups to practice on their own for 40 minutes, with different roles from the previous round. Remind participants to use the Resource Sheets as appropriate, especially #1, 4 and 5.
4. **Home Visit 3** Facilitators (or a pair of volunteers) demonstrate Visit 3 for all participants for 30-40 minutes.
5. **Home Visit 4** Facilitators demonstrate Visit 4 for participants for 30 minutes. Then ask pairs or small groups to practice Visit 4 for 40 minutes.

Session 27: Home Visits with Couples

Objectives:

- To practice using the tools for home visits with couples

Advance Preparation: None

Materials Needed: Mentor Protocol

Time Needed: 2.5 hours

Instructions for Facilitator:

1. Read the following statement to participants:

“Earlier we practiced Visits 1, 2, 3 and 4 with the Mentor and young fathers. Now we will practice home visits 5 and 6. Home visits 5 and 6 are with the Mentor and the couple: the father and his wife.”

2. **Home Visit 5** Facilitators demonstrate Visit 5 for 30 to 40 minutes. (Explain to the group that usually the visit will be much longer; because of time, you will demonstrate a shorter version.) Then participants divide into groups of three to practice Visit 5 for 40 minutes. One person plays the Mentor, while two people play the couple. Remind participants to use the Resource Sheets as appropriate, especially #8 and 9.
3. **Home Visit 6** Facilitators (or three volunteers) demonstrate Visit 6 for 30 to 40 minutes. If time permits, groups of three people practice Visit 6 for 40 minutes. One person plays the Mentor while two people play the couple.

Session 28: Wrap-up

Objectives: To summarize the day's sessions and to discuss the plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 20 minutes

Instructions for Facilitator:

1. "Today we began to put into practice what we learned during the first three days of the training. Today's practice focused on using the Mentor protocol for home visits with young fathers and couples. Tomorrow we will practice the group meetings that you will hold in each sub-parish with Mentors and young fathers. We will finalize our training by the end of tomorrow."
2. Ask if anyone has any questions about today sessions or the plan for tomorrow.
3. Thank participants for their active participation, openness and cooperation.

DAY 5

Practicum: Putting It All Together

Session 29: One Thing I Learned

Objectives: To review some of the key lessons from Day 4.

Advance Preparation: None

Materials Needed: None

Time Needed: 10 minutes

Instructions for Facilitator:

1. Explain that this exercise will be brief today. Stand in a circle and welcome participants to the fourth day. Mention one thing that you recall from Day 4 and ask volunteers to share what they learned in Day 4.
1. Encourage participants to ask any urgent question from the previous day.

Session 30: Mentor Protocol for Group Meetings

Objectives:

- To review and discuss the Mentor Protocol for group meetings

Advance Preparation: None

Materials Needed:

- A Mentor Protocol for each participant
- Flipchart paper listing the 6 themes of the protocol

Time Needed: 20 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:

“As we discussed yesterday, Mentors will meet with each young father 12 times: 6 home visits and 6 group meetings. For the 6 group meetings, mentors will work together with other mentors in the sub-parish to hold meetings with all of the young fathers being mentored.

In this session we will review the Mentor Protocol for group meetings.”

2. Ask participants to turn to the page on Group Meetings on Fatherhood. Request a volunteer to read the headings aloud. Explain that the protocol for all of the group meetings are organized in this same way:
 - Preparation
 - Time
 - Introduction
 - Activities
 - Group commitment

Session 31: Group Meetings

Objectives:

- To practice group meetings with mentors and young fathers

Advance Preparation: None

Materials Needed: Mentor Protocol

Time Needed: 5.5 hours

Instructions for Facilitator:

1. Read the following statement to participants:

"Today we will practice group meetings. There will be 6 group meetings in each sub-parish. Mentors in each sub-parish will work together to organize the meetings with the young fathers whom they mentor."

2. **Group meeting 1:** Facilitators demonstrate group meeting 1 on Fatherhood for 30 minutes. Facilitators play the Mentors and volunteers play the fathers. (Explain that in reality all of the meetings will last longer than the available time for practice.) Then divide participants into small groups to practice group meeting 1 for 30 minutes. Several people play the Mentors while others play the young fathers whom they mentor.

(Note to facilitators: groups will not have time to practice two of the meetings. Four and six are suggestions, but facilitators can select which ones to cover)

3. **Community Poster:** Read the following statement to participants:

"Let's pause a moment to learn about community posters. To help create a supportive environment for young fathers to make changes, we will put up six very large posters at sub-parish meeting points. Each theme will have a community message board. These are called 'community posters' which aim to get the whole community thinking and talking about young fathers and how to support change. As Mentors, you will share the ideas and messages on the community poster with fathers during a group meeting on the same theme. The image is included in the protocol for this purpose."

Request a volunteer to read the text under Community Poster 1. Ask participants how this image and the words relate to the theme of fatherhood. Continue this process to 6.

4. **Group meeting 2:** Facilitators demonstrate group meeting 2 for 30 minutes. (Facilitators play the Mentors and volunteer participants play the fathers.) Facilitators show Community Poster 2 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then groups practice group meeting 2 for 30 minutes.
5. **Group meeting 3:** Facilitators demonstrate group meeting 3 for 30 minutes. Facilitators show Community Poster 3 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then small groups practice group meeting 3 for 30 minutes.
6. **Group meeting 4:** Facilitators demonstrate group meeting 4 for 30 minutes. Facilitators show Community Poster 4 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood.

7. **Group meeting 5:** Facilitators demonstrate group meeting 5 for 30 minutes. Facilitators also show Community Poster 5 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then small groups practice group meeting 5 for 30 minutes.
8. **Group meeting 6:** Facilitators demonstrate the final meeting - the community ceremony - for 30 minutes. Facilitators also show the Community Poster 6 and explain how voluntary commitments to positive fatherhood will be sought from fathers and community leaders at the community ceremony.

Session 32: Feedback

Objectives:

- To share positive and constructive feedback with fellow participants.

Advance Preparation: None

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. Read the following statement to participants:

"We can all learn from and support each other. Comments or feedback from others is a useful way to develop our skills. Feedback goes two ways: giving feedback and receiving feedback.

Giving feedback in a way that the other person finds useful is a skill. Feedback is best used when it is positive and constructive. This means that feedback covers positive aspects – what worked well – and specific areas to improve. The most useful feedback is specific, and focuses on what can be changed. Feedback that is not useful is more general and talks about a person's personality or beliefs.

Receiving feedback is also a skill. When received well, feedback helps us develop. When getting feedback, try to listen, ask for clarification if needed, and acknowledge the feedback. It is not necessary to explain or justify anything.

Today we will practice both. We will start with feedback on home visit practice."

2. Ask participants to divide into pairs or small groups. Request that one person give positive and constructive feedback, while the other person receives the feedback. In a few minutes, ask participants to switch roles.
3. Then ask participants to form new pairs or small groups and repeat this exercise.
4. Ask volunteers to share their experiences and feelings. Suggested questions include:
 - How did you feel to give positive and constructive feedback?
 - How did it feel to receive feedback in this way?
 - How can we continue to improve giving and receiving feedback that is useful?
5. End the session by stating:

As mentors we can support each other to improve our skills. Giving feedback that is positive and specific about what is working well and what can improve is one way to support each other. Receiving feedback by listening and acknowledging, without feeling defensive, is a way to help ourselves improve.

Session 33: Closing

Objectives: To close the training with an overall summary and review of next steps.

Advance Preparation: Invite any leaders and media representatives interested in the training.

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. Summarize the key content that the Mentors learned and highlights of the previous discussions.
2. Congratulate the participants for completing the training to become Mentors for young fathers. Young fathers are an important resource in our communities. They have willingness and potential to become Responsible, Engaged and Loving Fathers. This will help their children, their families, and themselves in achieving their hopes and expectations for the future, and help our communities develop. They need support and guidance from Mentors.
3. Ask any volunteers to make a public commitment to be Mentors, who will respect young fathers, listen well and be positive role models.