

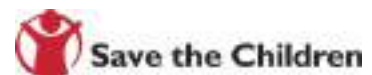


REAL FATHERS

Mentor Training Manual

Using Mentors to Increase Positive Fatherhood Practices and Non-Violent Couple Communication with Youth Fathers

Adapted to include early childhood development (ECD) content.
September 2021



The Republic of Uganda



Preface

The REAL Fathers Mentor Training Manual is intended to equip community level mentors with the information and skills they will need to mentor young fathers (16-25 years) who are parenting young children (1-3 years).

One reason for working with young fathers is to support them while their expectations, attitudes, and behaviors about relationships and parenting are still being developed. Through mentor-led home visits and group education sessions, young fathers enrolled in the REAL Fathers program learn effective communication and problem-solving skills through the lens of “positive masculinity.” This male involvement approach recognizes men’s caring nature and the critical role they have in being supportive partners and fathers.

A core activity in the program is mentoring. REAL Father Mentors are carefully selected from the community. One criterion for their selection is that they be admired by, and relatable to, young fathers. Mentors must also possess the ability to work well with young men in a non-judgmental, open, and proactive way. After a comprehensive training, mentors are assigned 3-4 mentees.

Mentors connect with their mentees twice a month over a period of seven month (14 contacts total). Each month, mentors visit with fathers individually in their homes using a structured home visit protocol. Together, 3-4 mentors facilitate group education sessions with their mentees.

Mentors offer young fathers the opportunity to learn about and practice positive communication and conflict-resolution skills, as well as provide specific ways to be supportive partners. The wives of participating fathers are also engaged in the program through three of the home seven visits and three of the seven group education sessions. This particular edition of REAL Fathers (2021) integrates information about early childhood development and how fathers can support their toddlers in reaching key milestones.

Another component of the program is the placement of emotion-based posters in the community. The posters serve several purposes. They: 1) provide an input for discussion during the group education sessions, 2) reinforce individual mentoring discussions, and 3) encourage community dialogue about father involvement and positive parenting.

The implementation of the REAL Fathers intervention, including the mentor training detailed in this manual, is under the supervision of District Level Community Development and Education offices. At the policy level, the REAL Fathers intervention supports the National Male Engagement Strategy by the Ministry of Gender, Labour and Social Development, the Ministry of Education and Sports, and the Ministry of Health among others. I therefore recommend the REAL Fathers intervention, including the use of this mentor training manual.

Signed:

**The Permanent Secretary
Ministry of Gender, Labour and Social Development**

Acknowledgements

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The REAL Fathers Initiative

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REAL Fathers + ECD was adapted to include early childhood development content by University of California San Diego for use and distribution by partners in the REAL Fathers Initiative.

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Glossary

1. **Child Development:** The sequence of changes that occur in a child from birth to the beginning of adulthood. These changes occur in the following four (4) areas: physical growth and movement, thinking and problem solving, relating to others and managing feelings, and communication.
2. **Communication:** The process by which information is exchanged between individuals. It can be spoken and unspoken (non-verbal body language or signals).
3. **Developmental Milestone:** Things most children can do by a certain age. This includes skills such as taking a first step, smiling for the first time, waving “bye-bye” and saying their first word.
4. **Emotions:** Feelings such as happiness, anger, fear, and excitement.
5. **Family Planning:** The practice of controlling the number of children in a family and the timing between pregnancies.
6. **Father Involvement:** The participation of a father in child care and parenting.
7. **Gender:** Male or female.
8. **Gender Norms:** The rules that our communities have created for men and women’s behaviors.
9. **Gender Roles:** The roles people take on in society based on gender expectations.
10. **Group Education Session:** Monthly meetings with mentors and mentees from the same sub-parish.
11. **Home Visit:** Monthly visits between mentors and young fathers assigned to them at either of their homes.
12. **Intimate Partner Violence (IPV):** Physical, sexual, or psychological harm to a person by a current or former partner or spouse.
13. **Mentee:** Someone who receives guidance, teaching, counselling, coaching and/or support from a mentor.
14. **Mentor:** Someone who guides, teaches, counsels, coaches, and/or supports someone who is usually less experienced or younger than them.

A mentor builds trust during his relationship with a mentee and serves as a role model.

15. **Positive Discipline:** Setting rules and limits that help children to behave well. To teach or guide or correct.
16. **REAL:** Responsible, Engaged And Loving
17. **Stress:** A state of mental or emotional strain caused by adverse circumstances.
18. **Toddler:** A child between 1 and 3 years old.
19. **Violence:** The intentional use of power to harm or gain control of someone else. Violence can be physical (e.g., hitting, pushing, slapping), emotional or psychological (e.g., ridiculing, insults, threats), or sexual (e.g., inappropriate or unwanted touch, rape).
20. **Violence Against Children (VAC):** All forms of physical, sexual and emotional violence against children

About REAL Fathers

REAL Fathers' Goal

REAL Fathers is a four-component intervention designed for fathers (aged 16-24 years) of children (1-3 years). The goals of the program are to: 1) increase fathers' ability to use positive parenting techniques with their children, 2) develop healthy, gender-equitable relationships with the mothers of their children, and 3) stop intimate partner violence (IPV).

REAL Fathers' Evaluation

The REAL Fathers intervention was rigorously evaluated in Northern Uganda between 2013 and 2015. Men participating in REAL Fathers demonstrated significant reductions in IPV and physical child punishment at the study's end line compared to fathers who did not participate in the intervention.²

Intervention Components

REAL Fathers is a comprehensive intervention that takes place over seven months and includes four components.

1. Mentor Training

Master Trainers facilitate a five-day training for community mentors. Mentors also receive follow-up booster training and supportive supervision. For more information about the Mentor Training, see the *REAL Fathers Mentor Training Manual*.

REAL Father Mentors

One unique aspect of the REAL Fathers intervention is the engagement of community mentors to serve as role models and teachers.

Mentors are carefully selected from the community with one selection criterion being that they are admired by, trusted by, and relatable to young fathers from the same community. They must also possess the ability to work well with young men in a non-judgmental, open, and proactive way.

Each mentor is assigned to 3-4 mentees with whom to work.

2. Home Visits

Mentors conduct four home visits with the young fathers assigned to them and three home visits with fathers and mothers (total of seven visits).

¹ REAL stands for **R**esponsible, **E**ngaged **A**nd **L**oving

² Ashburn K, Kerner B, Ojamuge D, Lundgren R. Evaluation of the Responsible, Engaged, and Loving (REAL) Fathers Initiative on Physical Child Punishment and Intimate Partner Violence in Northern Uganda. *Prev Sci*. 2017 Oct;18(7):854-864. doi: 10.1007/s11121-016-0713-9. PMID: 27738782; PMCID: PMC5602091.

Before starting the home visits schedule, there is a short inception visit where mentors and the couple become acquainted with each other and the program.

Through monthly home visits, mentors provide young fathers the opportunity to reflect on and practice newly learned positive communication and relationship skills, as well as specific ways to support their partners. Along with their wives, they are also encouraged to try new parenting and discipline skills, and become more involved in child care.

Eight themes frame each of the home visits and the group meetings. They are:

1. Fatherhood
2. Tips and Tricks to Being a REAL Father
3. Family Dreams
4. Loving My Family
5. Communication
6. Parenting
7. Family Planning
8. Early Childhood Development (ECD)

For each theme (except ECD, which is weaved into the other seven themes), there is one home visit and one group meeting. Every month, for seven months, the mentor conducts one home visit and one group meeting on a theme. For example, the mentor will conduct a home visit on fatherhood for each father he mentors in the first month.

3. Group Meetings

Mentors from the same sub-parish facilitate four group education meetings with their mentees and three group education meetings with their mentees and their wives. These monthly meetings reinforce new information and skills discussed during home visits and provide social support for young fathers to make positive changes.

At the end of the program, there is a closing ceremony with community members. During the ceremony, fathers commit to being REAL Fathers.

4. Community Poster Campaign

Posters promoting positive parenting norms are posted around the community. They are designed to spark discussions in the community at large and the during the group education meetings.

Resource Sheets

Mentors received 13 easy-to-read resource sheets. Mentors can reference these resource sheets as needed, as well as share them with their mentees

during home visits and group education sessions. The titles of the resource sheets are listed below.

1. Tips and Tricks to Being a Great Father
2. Train, Improve, and Score! Fatherhood Is Like Football!
3. Fatherhood Discipline Styles
4. Positive Discipline
5. Communicating with Children Ages 1-3
6. When Parents Hit Children
7. Kind and Assuring Words Daughters AND Sons Need to Hear from their Fathers
8. Home Communication Conduct
9. Communication Skills
10. The Rules of Football vs. The Rules of Marriage
11. How Toddlers Grow
12. What Fathers Can Do to Support their Toddlers Growth
13. Uganda Policies and Strategies Related to Positive Fatherhood and Violence Prevention

There is also a booklet titled *Teaching Aides to Support Early Childhood Development*. The booklet contains several activities and resources to support a toddler's physical growth and movement, thinking and problem-solving, relationships and managing feelings, and communication. Mentors are free to share the booklet with their mentees.

Topics

Using interactive learning methods (e.g., role play, critical reflection, small group work), mentors engage fathers in learning information and skills related to parenting young children, positive discipline, gender-equitable relationships, communication skills (with child and spouse), family planning, and joint decision-making.

This edition of the REAL Fathers Intervention (2021) integrates an early child development (ECD) lens. An ECD lens, corresponding to the ECD content in this manual is also added to the Home Visit Protocol, Group Education Discussion Guide, Resource Sheets and Community Posters. This was done to facilitate expansion of REAL through Uganda ECD programs and to contribute to government priorities.

Rationale

There are few programmes focusing on the development and parenting of children 0 - 3 years, yet these years are a critical time for children's physical growth, and ability to think and problem solve, relate to others, manage emotions, and communicate. Engaged fathers can have a positive impact on all of these areas of development. REAL Fathers + ECD (2021) recognizes the need for an intervention that teaches fathers about early childhood

development while also addressing its original aims of preventing violence against children (VAC) and violence against women (VAW). The two goals combine well together as experiencing or witnessing violence can have multiple negative effects on all areas of child's development.

REAL Fathers + ECD incorporates family and community engagement through the selection of respected mentors from the communities, home visits, group education session, and a community poster campaign. The intervention recognizes that the home is at the center of healthy childhood development. This programming approach aligns well with the National Integrated Childhood Development (NIECD) policy aimed at reducing VAC and VAW.

In addition to being aligned with NIECD policy, REAL Fathers + ECD is aligned with Uganda's Vision 2040 which aspires to have a progressive and developmental culture that blends traditional beliefs and national values. Ugandans aspire for a future in which men, women, youth, children, and persons with disabilities are empowered to participate as equal partners in development. This can only be achieved if families are stable, children are healthy and educated, and parents are engaged in eliminating VAC and VAW. REAL Fathers + ECD is one programme that can support the government in this direction. Lastly, REAL Fathers + ECD is also aligned with two National Development Plan (NDP) programmes—Human Capital Development (HCDP) and Community Mobilization and Mindset Programme (CMMP).

Program Resources

A list of REAL Father Intervention Resources is listed below.

1. Mentor Training Manual
2. Mentor Home Visit and Group Meeting Protocol
3. Mentor Group Discussion Guide for Less Literate Mentors
4. Resources Sheets (13)
5. Community Posters (6)
6. Implementation Guidelines for Adaptation and Use

For More information

For more information about the REAL Fathers intervention, contact:

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Introduction to the Mentor Training Manual

How to Use this Mentor Training Manual

This manual guides a five-day training aimed at preparing Mentors to work with young fathers. A detailed agenda for the five days is found in the first section of this manual.

The **first three days** of the training provide an introduction to key concepts about gender, parenting and relationships. During these three days mentors will learn about the skills they need to implement the program as well as review program resources.

The **final two days** of the training focuses on how to use the *Mentor Home Visit and Group Meeting Protocol*.

Each training session is structured with the following information:

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

Resource Sheets are included at the end of the manual. Resource Sheets are additional information for facilitators and mentors (see list below). Not all sessions have Resource Sheets.

1. Resource Sheet #1: Tips and Tricks to Being a Great Father
2. Resource Sheet #2: Train, Improve and Score! Fatherhood Is Like Football
3. Resource Sheet #3: Fatherhood Discipline Styles
4. Resource Sheet #4: Positive Discipline
5. Resource Sheet #5: Communicating with Children Ages 1-3
6. Resource Sheet #6: When Parents Hit Children
7. Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Their Fathers
8. Resource Sheet #8: Home Communication Conduct
9. Resource Sheet #9: Communication Skills
10. Resource Sheet #10: The Rules of Football Versus the Rules of Marriage
11. Resource Sheet #11: How Toddlers Grow
12. Resource Sheet #12: How Fathers Can Support their Toddlers Growth
13. Resource Sheet #13: Uganda Policies and Strategies Related to Positive Fatherhood and Violence Prevention

A booklet titled *Teaching Aides to Support Early Childhood Development* contains several activities and resources to support a toddler's physical growth and

movement, thinking and problem-solving, relationships and managing feelings, and communication. Mentors are free to share the booklet with their mentees.

Five-Day Training Agenda

Over the next few pages, you will find detailed agendas for each training day. The agendas provide the time required for each training session, the names of the activities within the session, objectives, and materials needed. Each training day (and its agenda) is assigned a distinct color.

AGENDA DAY 1

Understanding Values and Norms

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
9:00am– 9:10am	1. Facilitator and Training Introductions	<ul style="list-style-type: none"> • Explain the purpose of the 5-day training • Identify and select daily volunteers/course leaders 	Flip chart, markers, ball
9:10am – 9:40am	2. Ice Breaker	<ul style="list-style-type: none"> • Identify each other by name • Report feeling more comfortable sharing with each other 	Tape and manila papers with drawings of different animals like a lion, giraffe, rabbit, fish
9:40am – 10:00am	3. Ground Rules and Agenda	<ul style="list-style-type: none"> • Explain the training agenda including timing • State the ground rules for the training 	Flip chart, markers, tape, training agenda
10:00am – 10:05am: BREAK			
10:05am – 10:45am	4. Introduction to REAL Fathers and Research Study	<ul style="list-style-type: none"> • Explain what violence is and is not • Identify the difference between IPV and other forms of VAC • Explain the role fathers play in preventing violence against children and women • Define what it means to be a mentor • Explain what a REAL Father mentor does 	Training Agenda

AGENDA DAY 1

Understanding Values and Norms

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
10:45am – 11:45pm	5. Gender Values Clarification	<ul style="list-style-type: none"> State their values associated with men's roles in the family 	Signs ("Strongly Agree," "Agree," "Strongly Disagree," "Disagree"), flip chart paper, markers
11:45pm – 12:15pm	6. Gender Roles and Household Decision-Making	<ul style="list-style-type: none"> State three examples of how gender norms affect father engagement Describe men' and women's roles in a family 	None
12:15pm – 1:15pm	7. Behave Like a Man, Behave Like a Woman	<ul style="list-style-type: none"> Define "gender role" and "social norms" and explain how the two terms are different. State one example of how gender roles and social norms impact how they make decisions about their roles in a family 	Flip chart, markers, tape
1:15pm – 2:15pm: LUNCH			
2:15pm – 2:30pm: ENERGIZER			
2:30pm – 3:30pm	8. What Kind of Husband and Father Am I?	<ul style="list-style-type: none"> Articulate what type of husband and father they would like to be and how this relates to their values State three characteristics of a good father and good husband. 	Copy of matrix on page 25-26
3:30pm – 4:00pm: BREAK			
4:00pm – 4:30pm	9. Wrap-up	<ul style="list-style-type: none"> State one key takeaway from today's training Describe the plan for Day 2 of the training 	None

AGENDA DAY 2

Happy Fathers, Happy Children

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
9:00am – 9:20am	10. One Thing I Learned	<ul style="list-style-type: none"> 1. State at least one thing they learned during yesterday's training 	Ball
9:20am – 10:30am	11. Tips and Tricks to Being the Best Father in the Village	<ul style="list-style-type: none"> State at least three ways fathers can "care" for their children and actively be engaged in their children's lives Identify barriers to good fatherhood Use positive fatherhood tips and tricks 	Flip chart and markers
10:30am – 11:00am: BREAK			
11:00am – 12:30pm	12. In It to Win It: How Fatherhood Is Like Football	<ul style="list-style-type: none"> Identify at least three actual actions fathers can take to care for their children 	3 baskets, balls and small pieces of paper
12:30pm – 1:00pm	13. Disciplining Your Child with Love	<ul style="list-style-type: none"> Define positive discipline. Describe the differences between invoking fear and instilling respect. Describe how their own experiences of being disciplined. Describe how they want to discipline their children 	None
1:00pm – 2:00pm: LUNCH			
2:00pm – 2:15pm: ENERGIZER			

AGENDA DAY 2

Happy Fathers, Happy Children

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
2:15pm – 3:00pm	14. From My Child's Perspective	<ul style="list-style-type: none"> • Explain how their parenting and disciplinary style influences their child from the perspective of their child • Make a conscious decision about their parenting and disciplinary styles • List the benefits of discipline with love rather than with violence 	Flip chart, markers, pens and paper
3:00pm– 3:20pm: BREAK			
3:20pm – 4:20pm	15. The Invisible Wall	<ul style="list-style-type: none"> • Identify at least three things that hinder good fathering practices • Identify common ways for overcoming such obstacles 	None
4:20pm – 5:20pm	16. Things Your Child Needs to Hear You Say and Wrap Up	<ul style="list-style-type: none"> • State at least things that will build children's self-esteem. 	Ball, tape, resource sheet #7: "Kind And Assuring Words Children Need To Hear From Fathers" for all participants

AGENDA DAY 3

Happy Homes: Living in Peace

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
9:00am – 9:20am	17. One Thing I Learned	<ul style="list-style-type: none"> State at least one key lesson from Day 2 	Ball
9:20am – 10:30am	18. Why Do We Act This Way?	<ul style="list-style-type: none"> Analyze the root causes of bad communication in the home State at least three positive outcomes from good communication in the home 	Flip charts, markers, tape
10:30am – 11:00am: BREAK			
11:00am – 12:00pm	19. Dealing with Stress and Managing Our Emotions	<ul style="list-style-type: none"> Explain how stress can lead to problems in the household State at least three ways to manage and cope with stress Recognize when they feel anger State at least three ways to express anger in constructive and non-violent ways 	Flip charts, markers, tape
12:00pm – 1:15pm	20. Don't Talk to Me That Way!	<ul style="list-style-type: none"> Use different communication styles Explain how it feels when people use bad communication styles Explain how parental arguments and bad communication between parents' affect children 	Scarves, ball or basket
1:15pm – 2:15pm: LUNCH			
2:15pm – 2:30pm: ENERGIZER			

AGENDA DAY 3

Happy Homes: Living in Peace

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
2:30pm – 3:30pm	21. Stronger Couples through Communication	<ul style="list-style-type: none"> • Explain how wives feel when violence is used against them • State at least three ways to resolve differences within couples without violence 	Balloons
3:30pm – 4:00pm: BREAK			
4:00pm – 5:00pm	22. Good Sportsmanship: How the Rules of Marriage Are Similar to a Game of Football	<ul style="list-style-type: none"> • Describe at least three effective ways at resolving conflict 	Flip charts, tape
5:00pm – 5:20pm	23. Wrap-up	<ul style="list-style-type: none"> • Summarize what they learned during the day's sessions • State the plan for tomorrow training 	None
Evening	Wang-oo Evening Discussion	<ul style="list-style-type: none"> • Explain the role and characteristics of a mentor • Describe how they will set up group meetings with young fathers in their sub-parish and the potential challenges 	Location and supplies for a fireside talk

AGENDA DAY 4

Practicum: Putting It All Together

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials
9:00am – 9:10am	24. One Thing I Learned	<ul style="list-style-type: none"> State at least one key lesson from Day 3. 	None
9:10am – 9:40am	25. Home Visit Protocol	<ul style="list-style-type: none"> Explain the Home Visit Protocol for young fathers and couples 	Mentor Home Visit and Group Meeting Protocol for each participant, flip chart
10:40am – 11:00am: WORKING BREAK			
9:40am– 1:30pm	26. Home Visits with Young Fathers	<ul style="list-style-type: none"> Use the tools for home visits with young fathers 	Mentor Home Visit and Group Meeting Protocol and Resource Sheets #1-13
1:30pm – 2:30pm: LUNCH			
2:30pm – 5:00pm	27. Home Visits with Couples	<ul style="list-style-type: none"> Use the tools for home visits with couples 	Mentor Home Visit and Group Meeting Protocol and Resource Sheets #1-13
4:30pm – 5:00pm: WORKING BREAK			
5:00pm – 5:20pm	28. Wrap-up	<ul style="list-style-type: none"> Summarize what they learned during the day's sessions State the plan for tomorrow training 	None

AGENDA DAY 5

Practicum: Putting It All Together

Time	Session	Session Learning Objectives <i>After completing this session, mentors will be able to:</i>	Materials Needed
9:00am – 9:10am	29. One Thing I Learned	<ul style="list-style-type: none"> State at least one key lesson from Day 4 	None
9:10am – 9:30am	30. Group Meetings Discussion Guide	<ul style="list-style-type: none"> Describe the Group Meeting Protocol 	Mentor Home Visit and Group Meeting Protocol for each participant, flip chart
10:30am – 11:00am: WORKING BREAK			
9:30am – 1:30pm	31. Group Meetings	<ul style="list-style-type: none"> Facilitate group meetings with mentors and young fathers 	Mentor Home Visit and Group Meeting Protocol and Resource Sheets #1-13
1:30pm – 2:30pm: LUNCH			
2:30pm – 4:00pm	Group Meetings (continued)		
4:00pm – 4:15pm: QUICK STRETCH			
4:15pm – 4:45pm	32. Feedback	<ul style="list-style-type: none"> Share positive and constructive feedback with fellow participants 	None
4:45pm – 5:30pm	33. Wrap-up	<ul style="list-style-type: none"> Summary key learnings from the training. Describe next steps 	None

DAY I

Understanding Values & Norms

Session 1: Facilitator and Training Introductions

Learning Objectives

After completing this session, mentors will be able to:

1. Explain the purpose of the 5-day training.
2. Identify and select daily volunteers/course leaders.

Advance Preparation: None

Materials

- Flip chart
- Markers
- Ball

Time: 5 minutes

Facilitator Instructions

A. Introductions (5 minutes)

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 any time during the session.
3. Ask if anyone has any questions about what you have covered.

Session 2: Ice Breaker

Learning Objectives

After completing this session, mentors will be able to:

1. Identify each other by name.
2. Report feeling more comfortable sharing with each other

Advance Preparation

- Choose one or two of the icebreaker games.

Materials

- Manila papers with drawings of different animals like a lion, giraffe, rabbit, fish (These animal images can be drawn by the trainers or printed from the internet and then cut into cards.)
- Tape

Time: 30 minutes

Facilitator Instructions

A. Ice Breaker (10 minutes)

1. **Say** something like:

- This next session is an “ice breaker” to help us get to know each other. (Select one or two of the icebreakers described below or use one of your own.)
 - **Animal Game:** Print out pictures of different animals (e.g., a Lion, Giraffe, Rabbit, Fish) and tape them to different areas of the room. Ask the mentors to 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.

Optional ECD Adaptation: After fathers complete this activity, ask a few to pick an animal to describe their young child and why.

- **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!

Optional ECD Adaptation: Ask all fathers to briefly share how old their young child is and their birthday (less than 5 seconds each).

- **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.

Optional ECD Adaptation: After the activity, simply each father to share the name of his young child (less than 5 seconds each).

B. Roles and Responsibilities (5 minutes)

1. After the icebreaker, explain the daily volunteer roles and responsibilities by **saying** something like:
 - Daily volunteers include 1 timekeeper and 2 "shepherds".
 - Timekeepers will 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.
 - 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.
2. Select one timekeeper and two shepherd volunteers for Day 1.

Session 3: Ground Rules and Agenda

Learning Objectives

After completing this session, mentors will be able to:

1. Explain the training agenda including timing
2. State the ground rules 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

- Flip chart
- Markers
- Tape

Time: 5 minutes

Facilitator Instructions

A. Overview of the Week's Training Plan Ice Breaker (10 minutes)

1. **Say** something like:
 - I want to give you a brief overview of the REAL Fathers Mentor Training and a general idea of your role as a mentor.
 - For the rest of **today (Day 1)**, we will talk about gender roles and how being a man affects the way we view the world and act as husbands and fathers.
2. **Ask** the group:
 - Does anyone know what the word "gender" means? (Take a few responses.)
 - Does anyone know the difference between "gender" and "sex?" (Take a few responses.)
3. **Say** something like:
 - Gender is not the same as "sex". Sex is based on our biology—male or female. Gender is based on artificial (or made up) expectations made up by the communities we live in. In fact, we will talk about some of the gender messages our children receive about what it means to be a boy or a girl starting from infancy.

- An example of a stereotypical message that children receive is that girls should play with dolls (teaching girls how to be nurturing) and boys should play sports (teaching boys to be physical and competitive). All of these characteristics are important—the problem arises when we limit what boys and girls play or value one characteristic over the other.
 - Gender roles refers to the roles people take on in society based on gender expectations. An example of a stereotypical gender role is that women should take care of children. Fathers who attempt to take on this role are often seen as weak or henpecked in the community. We will learn about how these artificial gender roles harm fathers, mothers, and children.
 - Because norms about gender are created by the community they can change. In fact gender norms have changed over time here in Uganda and around the world.
4. Continuing explaining the mentor training by **saying** something like:
- 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.

B. Group Agreements (5 minutes)

1. **Say** something like:
- During our time together we are going to have small-group and large-group discussions. We are going to talk about our experiences, our ideas, and our opinions. I want everyone to feel comfortable, open, and respected during each one of these discussions.
 - Let's create a list of things we can all do to guide our discussions and help all group members feel comfortable and encouraged to participate. (Record participant response on a piece of flip chart titled "Group Agreements").

Possible Group Agreements

- Be on time.
- Silence mobile phones.
- Be respectful to each other.
- Listen to each other; do not interrupt.
- Avoid insults, put downs, or discriminating remarks about anyone.
- Ask questions.
- Keep confidentiality

2. After the list of group agreements is completed, ask participants to raise their hands or nod their heads if they are in agreement with the list.
3. Then **say** something like:
 - We will post these group agreements during all eight of our sessions. We should all feel free to refer to them as we need to. We can also edit or add to the list as we need to.

Session 4: Introduction to REAL Fathers and Research Study

Learning Objectives

After completing this session, mentors will be able to:

1. Explain what violence is and is not
2. Identify the difference between IPV and other forms of VAC
3. Explain the role fathers play in preventing violence against children and women
4. Define what it means to be a mentor
5. Explain what a REAL Father mentor does.

Advance Preparation: None

Materials

- Agenda

Time: 30 minutes

Facilitator Instructions

A. An Overview of the REAL Fathers Program (10 minutes)

1. **Ask** participants:
 - What does “violence” mean to you? (Take a few responses.)
2. Define violence by **saying** something like:
 - Violence is the intentional use of power to harm or gain control of someone else. Violence can be physical (e.g., hitting, pushing, slapping), emotional or psychological (e.g., ridiculing, insults, threats), or sexual (e.g., inappropriate or unwanted touch, rape).
 - Violence is not “natural” or “uncontrollable.” A person always has the choice to use violence or not. There is always an alternative way to deal with conflict and manage strong emotions. Other than in cases of self-defense, violence is never justified.
3. **Ask:**
 - Has anyone had the experience of violence (physical or psychological) being perpetrated against them (ask for show of hands)?
 - How did it feel?
 - Now that we understand what we mean by violence, what do you think the impact of intimate partner violence (IPV) and violence against

children (VAC) is on children? Families? Communities? (Take a few responses).

4. Explain:

- IPV and VAC exact a serious toll on the health and well-being of families across Uganda. One in three girls (33.8%) and boys (36.0%) experienced emotional violence by a parent, adult caretaker, or other adult relative before the age of 18. According to population survey data, 60% of Ugandan women in union reported ever experiencing intimate partner violence (IPV) physical, emotional, or sexual violence—by their current partner or spouse, and 45% reported experiencing IPV in the past year.³
- Women who experience intimate partner violence risk physical injury, depression, anxiety, trouble sleeping, somatic symptoms like headaches or stomach pain, other health problems, low self-esteem, and in some cases death.
- Children who experience or witness violence are at risk for the same negative consequences as women and are also less likely to do well in school, become involved in crime, have an unintended pregnancy, have problems with alcohol use, and use violence themselves.

5. Continue to explain by **saying** something like:

- Fathers have a major role to play in the prevention of violence in their families. In fact, there are several national policies and strategies in Uganda that support positive father involvement and the prevention of violence. Examples include: 1) The National Integrated Early Childhood Development (ECD) Policy of Uganda,⁴ 2) The National Parenting Guidelines,⁵ and 3) The National Male Involvement Strategy for the Prevention and Response to Gender Based Violence in Uganda.
- REAL Fathers is a program that aligns with Uganda's national policies. Moreover, it's a program that works. In an evaluation of REAL Fathers in the Karamoja and Northern regions of Uganda, researchers found that program participants are significantly less likely to perpetrate IPV after one year, and more likely to practice positive parenting more frequently.

³ Uganda Bureau of Statistics 2012.

⁴ National Integrated Early childhood development policy of Uganda (2016).

⁵ Nurturing care for early childhood development A global framework for action and results (2018).

Facilitator Note

- For more information about the REAL Fathers program see the description [above](#) as well as a program brief [here](#).
- For more information about Uganda's policies and strategies that align with REAL Fathers' goals see **Resource #13: Uganda Policies and Strategies Related to Positive Fatherhood and Violence Prevention**.
- For more information about the REAL Fathers evaluation see the published peer-reviewed journal article [here](#).

B. Opening Introduction to Being a REAL Fathers Mentor (10 minutes)

1. **Say** something like:

- Now that you know more about the REAL Fathers program, let's talk about this week's training. 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.

2. **Ask:**

- Who has heard of the word "mentor?" What do you think the role of a mentor is? (Take a few responses.)

3. Share the definition of a mentor by saying something like:

- A mentor is someone who guides, teaches, counsels, coaches, and/or supports someone who is usually less experienced or younger than them. A mentor builds trust during his relationship with a mentee and serves as a role model.

In REAL Fathers, 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.

4. Continue to explain the role of a REAL Fathers Mentor by **saying** something like:

- As a REAL Fathers Mentor, you will:
 - Create opportunities for young fathers to reflect on and discuss the **importance of positive young father involvement** in the lives of their children, and how to show respect and love towards their wives.
 - Guide young fathers in **planning and making decisions about how to be involved in their children's lives** so that their children, and their

families, can thrive. Since men have been taught that it is not their role to actively take care of children, we believe it is important that men learn more about caregiving, as well as reflect on how a father's role in the family has changed over time.

- Coach men in **what they can do and what they can say to their children** so they grow up in an environment where they can thrive.
- Coach young fathers in **communicating non-violently with their wives, as well as share family decisions** that affect their children. Since children learn from how mothers and fathers behave and communicate, we want fathers and mothers to model healthy communication.
- Teach young fathers about **how young children's bodies and minds develop**. As children grow, they learn more and more about how to use words to communicate, think and problem solve, relate to others, and manage their emotions. These changes happen quickly and are very exciting to watch. Fathers have an important role in helping their children excel in each of these areas of childhood development.
- **Empower men** to be the best possible father they can be.

C. Overview of Mentors Roles and Responsibilities (10 minutes)

1. **Say** something like:

- 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 benefit from learning 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 years of experience is the key to helping the next generation of young fathers make decisions and plans for themselves as men, fathers and husbands.
- Your responsibilities will be to:
 - Visit your four mentees in their homes six times.
 - Team up with 2-3 other mentors in your village to conduct six group sessions with all of your young father mentees.

- Use information and skill that you learn in this training 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.
 - Explain to fathers how important the toddler years are for children to learn and develop and how fathers play a critical role during this time of learning.
 - 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 facilitating 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 program 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.
2. **Ask** if anyone has any questions about the agenda or program.

Session 5: Gender Values Clarification

Learning Objective

After completing this session, mentors will be able to:

1. State their values associated with men's roles in the family.

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.
- Pick about five of the statements on the list below to use during this activity (or as many as time allows).

Materials

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

Time: 1 hour

Facilitator Instructions

A. Opening Discussion (20 minutes)

1. **Say** something like:
 - 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?"
 - We mentioned a few of the gender roles we are expected to follow a little while ago. Let's talk more about these expectations.
2. **Ask:**
 - What are some examples of how men and women are expected to behave in society?
 - Where did we learn these rules?

- Who created these rules?
 - When do we start learning about these rules?
3. **Say** something like:
- In fact, children begin to learn about how they are supposed to act as a girl or boy very early. Think about the color of clothing some parents assign to girls (pink) and boys (blue), the toys we give them to play with (trucks vs. dolls), and how we expect them to express themselves (girls can cry, boys are supposed to be tough and hold in their emotions). These are just examples of some common expectations based on our gender— they may not be true for all families.
 - All of these messages affect how children develop.
 - For example, when a girl learns to play sports, she exercises her body (this affects her physical development) and she learns about competition and teamwork (this affects her emotional and social development). When girls play with dolls they learn about how to nurture (this affects their emotional development).
 - Both types of play contribute to childhood development and should not be exclusive to girls or boys— as all of these lessons are an important part of being a human being – regardless of your sex. Girls and boys should have all options open to them.

B. Agree/Disagree Activity⁶ (40 minutes)

1. Explain:

- We are going to play a game that will help us recognize how we feel about family relationships.
 - I am going to read a statement aloud. After you hear the statement, move to the sign that best represents how you feel (Strongly Agree, Agree, Disagree, Strongly Disagree). (Point out the signs in the room.) Please act upon your own feelings and not those of the entire group. Do not feel pressured to go where the majority goes if you do not agree. Everyone has a right to his own opinion, thus, there are no “right” or “wrong” answers.
2. After reading each of the statements you have selected, and participants have moved to the sign that represents their opinion, **ask** a few participants to share the reasons why they feel the way they do.

⁶ Adapted from “DRAFT MAP Peer Educator Training: A Resource for the Nawalparasi Men as Partners Project” by EngenderHealth, Jan 2007.
REAL Fathers + ECD Mentor Training Manual (2021)

If all participants seem to agree with one another on a particular statement, you can play “devil’s advocate” by offering a different perspective.

Allow participants to change opinions when they want to.

STATEMENTS

1. Men must make all decisions in the household.
2. 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.
3. It's the man's responsibility to earn all the money needed for the home.
4. It's the women's responsibility to take the lead in providing care for the children.
5. When a child does something wrong, hitting them will quickly teach them not to do it again.
6. Men can cook dinner for the family.
7. Men do not know how to take care of a toddler without a woman.
8. When a wife does something wrong, the best way to let her know you are upset is by sitting down and discussing the issue.
9. Men do not like to use violence but alcohol is what makes men hit women and children.
10. It is considered disrespectful for a woman to beat her husband no matter what he does.
11. Men who are seen playing, dancing, or singing with their children are considered to be behaving like women.
12. Men who are actively involved in their families and children's lives are admired by their male friends and neighbors.
13. It is shameful to be found by friends and neighbors washing your wives' clothes.
14. A woman wants you to beat her to show how much you love her.
15. When a child watches his father insult his mother or hit his mother, his emotional development suffers.
16. Hitting children are hit by their parents, they learn that violence is an acceptable way to deal with conflicts.

4. After completing the game, ask father to sit down again and **lead a discussion** with the questions below.
 - Who or what creates the rules about how men and women should relate to each other? How should fathers and their children should relate to each other?
 - How do your attitudes about some of the statements affect the way you treat your wife? Your children?
 - How do you think some of these attitudes affect the wellbeing of your wives? Your children? Your relationship with your wives and children?
5. End the session by **saying** something like:
 - 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 and report being happier in life.

Involved fathers are also more likely to raise children who are healthy, happy, smart, and able to reach their full potential.

Session 6: Gender Roles and Household Decision-Making

Learning Objectives

After completing this session, mentors will be able to:

1. State three examples of how gender norms affect father engagement
2. Describe men' and women's roles in a family

Advance Preparation: None

Materials: None

Time: 30 minutes

Facilitator Instructions

A. Opening Discussion (15 minutes)

1. **Say** something like:
 - We are going to talk some more about the rules, or gender norms, that our communities have created for men and women's behaviors.
2. **Ask** the participants:
 - What do you see in your own house with respect to roles for men and women?
 - Does everyone always follow all of these rules?
 - What happens if a man or woman doesn't follow these rules?
 - How can a man provide for his wife and children, besides bringing in money and food?
 - What does it mean for a man to love, care, and support his wife and children?
 - Do you think children ages 1-3 learn about how they are supposed to act as a girl or boy? How do they learn?
 - How do you think abiding to rigid ideas about being a boy or girl can affect children's development – mind, body, emotions and relationships?

B. Discussion about Men's and Women's Roles in the Home (15 minutes)

1. Explain how the rules about being a man or a woman are directly related to household decision-making. They are also related to how we treat our wives and our children by **saying** something like:
 - As men, we learn from our elders, family, friends and other people in society about how to act like a man. Traditionally, in Africa, men are often the ones who make final decisions in their families. But these ideas about what it means to be a REAL man might not always work for every person all the time. Also, ideas of what it means to be a REAL man are shifting. h
 - But decisions about how to care for children are often left to women because men have been excluded from learning the information and skills needed to care for children. Men are capable of being very caring and nurturing; however, in the past men have often been discouraged to develop or show this side of themselves. And women are very capable of being decision-makers if given the opportunity.
 - 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. Fathers can be caregivers of their children and can also teach their children, play with their children, and comfort their children. Fathers are powerful role models.

2. Ask:

- There are many benefits when fathers are involved in helping their children grow. What do you think some of these benefits are? (Take a few responses.)
- There are also many benefits when husbands support their wives. What do you think some of these benefits are? (Take a few responses.)

3. Continue explaining by **saying** something like:

- During this training, we will continue to explore what it means to be a REAL man in our communities and also reflect on the influence of these expectations on family wellbeing. Together, we will discover that a REAL father and husband is Responsible, Engaged and Loving."

4. Ask:

- Can anyone give an example of how the traditional/cultural ideas of "being a man" can get in the way of men talking to wives respectfully and kindly or being involved in caring for children on a daily basis? (Take a few responses.)

Session 7: Gender Roles: Behave Like a Man, Behave Like a Woman

Learning Objectives⁷

After completing this session, mentors will be able to:

1. Define “gender role” and “social norms” and explain how the two terms are different.
2. State one example of 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 participant responses.

Materials

- Flip Chart
- Markers
- Tape

Time: 1 Hour

Facilitator Instructions

A. Introduction to Gender Boxes (20 minutes)

1. **Lead a discussion** with the questions below.
 - Have you ever been told to “behave like a man? (Ask for a show of hands.)
 - Does anyone have an experience they would like to share in which someone has said “behave like a man” or something similar?
 - Why do you think the individual say this?
 - What did you think when your heard this? What did you feel?
2. **Say** something like:

⁷ Adapted from “Men as Partners: A Program for Supplementing the Training of Life Skills Educators,” pp. 59-60, EngenderHealth
REAL Fathers + ECD Mentor Training Manual (2021)

- 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 puts many restrictions on how men and women can behave and express themselves. This applies not only to adults but also to children and adolescents. As we stated earlier, the conditioning on the rules related to gender start very early in life.

B. Gender Box Brainstorm and Discussion (40 minutes)

1. Put up the piece of flip chart paper entitled “Behave Like a Man.”

2. **Ask** the participants to share their ideas. Write the meanings of “act like a man” generated by participants inside the box drawn on the flip chart. Remind them that these are messages that society send about expectations of who men should be, how men should act, and what men should feel and say.

Some Possible Responses to Behave Like a Man

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

Facilitator prompts:

- How does society expect men to act? Feel? Dress? Talk? Do?
 - How about his clan? Family?
 - How do you expect your son to act?
 - How do you think these messages affect him?
3. After you have brainstormed your list, **lead 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?
 - Think about the messages your son receives about what it means to be a boy. Are there any messages that you think are not so good for his growth and development?
 - What could you do, as a father, to counteract those messages?

4. 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, feel and say. Record participant responses inside the box drawn on the flip chart.

Facilitator prompts:

- How does society expect women to act? Feel? Dress? Talk? Do?
- How about her clan? Family?
- How do you expect your daughter to act?
- How do you think these messages affect her?

Some Possible Responses to Behave Like a Woman

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

5. After you have brainstormed your list, **lead a discussion** by asking the following questions:

- Can a woman be expected to behave in this manner all the time? Why or why not?
- How can “acting like a woman” affect a woman’s relationship with her husband? Her children?
- What happens if a woman chooses not to “act like a woman”?
- What happens when girls say they want to play with trucks? Be a doctor (as opposed to a nurse, drive a motorcycle)?
- Can women do things differently than expected by her family/clan/society? Is it possible for women to challenge and change existing gender roles?
- Think about the messages your daughter receives about what it means to be a girl. Are there any messages that you think are not so good for her growth and development?
- What could you do, as a father, to counteract those messages?

6. Summarize the activity by **saying** something like:

- 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. The box limits us unnecessarily. The box also has an impact on our child’s development.
- 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. As men, husbands, and fathers we can play a role in supporting others break from the confines of the box and realize all their potential as a human being.

7. End the activity, by asking mentors (voluntarily) to answer the two questions below.
 - What is one thing you can do to help other men step outside the box?
 - What is one thing you can do to help your children step outside the box?

Session 8: What Kind of Husband and Father Am I?⁸

Learning Objectives

After completing this session, mentors will be able to:

1. Articulate what type of husband and father they would like to be and how this relates to their values
2. State three characteristics of a good father and good husband.

Materials

- A copy of the matrix (below) for each participant

Advance Preparation: None

Time: 1 hour

Facilitator Instructions

A. Opening Statement (15 minutes)

1. **Say** something like:
 - In this activity, we are going to do one of the hardest things for anyone to do— look into the mirror and examine ourselves on how we have been as husbands and fathers. The goals of the exercise are to: 1) applaud ourselves for all we are doing well as husbands and fathers, and 2) 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.
 - We are not here to judge each other. The exercise is not about feeling bad about ourselves or our past behaviors. Rather we are here to learn and grow as men, husbands and fathers. This is going to be an exciting opportunity for us.

B. Childhood Reflection (30 minutes)

1. **Say** something like:
 - First, let's reflect on our own childhoods. I know most of us have had challenging childhood in one way or another. We have lived through the either poverty, violent homes, parental bullying, violent neighborhood and so we have some level of 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.

⁸ Adapted from The National fatherhood Initiative's 24:7 DAD® Fathering Handbook A.M. Second Edition, pp 26 - 27
REAL Fathers + ECD Mentor Training Manual (2021)

2. **Lead a discussion** with the questions below.

- I would love for some volunteers to share a few memories of a time your father treated your mother nicely.
- How about a memory of a time when your father treated you nicely?
- How do these memories make you feel?
- What is one thing your father taught you about how to do something, be in relationships, cope with your emotions? In other words, what did your father do to help you grow from a child into an adult?
- What is unique about these memories?

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
• 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.
• Talk with my wife about how we should raise our children.	• Play with my children
As a husband, I...	As a father, I...
• Make joint decisions with my wife, including decisions about money.	• Am involved with my child's health care
• Talk to my wife about family planning	• Spend time teaching my child new things

As a husband, I...	As a father, I...
<ul style="list-style-type: none"> • Help my wife when she is tired or not feeling well. 	<ul style="list-style-type: none"> • Comfort my child when they are hurt or scared

- Are these memories the way your father or father figure ALWAYS acted?
- How would you describe the way your father typically treated your mother? 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?

C. As a Husband, As a Father... (15 minutes)

1. **Say** something like:

- 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.

2. After the exercise, **lead a group discussion** with the questions below.

- 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?

3. **Ask:**

- We did a lot of reflection today. Let's define the traits and characteristics together of today's **REAL father**. Please share what you think these are as I record them on the flip chart.
- Let's define the traits and characteristics together of **today's REAL husband**. Please share what you think these are as I record them on the flip chart.

4. Summarize the session by **saying** something like:

- 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 their children's lives – including being a teacher, caregiver, and nurturer.

- A REAL Man is a **husband** 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 works in partnership with his wife to raise their children.
- A REAL Man is a **father** who is 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. A REAL Man teaches his children new things, talks to them, plays with them, soothes them when they are sad or frustrated, and cares for their health. 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 positive role model for their children.
- 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

After completing this session, mentors will be able to:

1. State one key takeaway from today's training
2. Describe the plan for Day 2 of the training

Advance Preparation: None

Materials: None

Time: 30 minutes

Facilitator Instructions

A. Day 1 Closure (30 minutes)

1. **Say** something like:
 - Today we explored our values and how gender norms are related to fatherhood, fathers' important role in the growth and development of their children, 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 gender box. Finally, we talked about how to be a REAL Man, REAL Husband, and REAL Father.
 - 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."
2. 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

Learning Objective

After completing this session, mentors will be able to:

1. State at least one thing they learned during yesterday's training.

Advance Preparation: None

Materials

- Ball

Time: 20 minutes

Facilitator Instructions

A. One Thing I Learned (20 minutes)

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 will 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. **Say** something like:
 - Yesterday, we talked about how young children develop during the years of 1-3. How do you think a ball, like the one we are using today, could be used to help young children develop physically? Take one or two responses. What about other common things we can find around our house ... like a stick or a kitchen pot and spoon?
 - Many people think children's toys are just about having fun. But toys also help children develop their brains and bodies! You can think of toys as teaching tools. We can tell that a child is growing because they grow taller. Inside their bodies their muscles and bones are growing. Exercises like throwing a ball (big muscles in their arms), putting beans into a cup (small muscles in their fingers) are excellent ways to help their muscles and bones grow.
 - Sometimes ordinary house household items or items you find outside can be toys. For example, a young child can learn many things from playing with a box, or pot and spoon, or a bowl or beans, etc.

4. Ask:

- Have you thought of this before? (Take a few responses.)
- Is there something you do with your child that helps them develop their bodies? What do you use?

5. **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

Learning Objectives⁹

After completing this session, mentors will be able to:

1. State at least three ways fathers can “care” for their children and actively be engaged in their children’s lives.
2. Identify barriers to good fatherhood.
3. Use positive fatherhood tips and tricks.

Advance Preparation

- Make flip charts 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

Respect your child’s mother
How can I do this?

When I do these things, how does it affect my child?

- Post the flip charts around the room before the session begins.
- Copies of **Resource Sheet #1: Tips and Tricks to Being a REAL Father.**

Materials

- Flip chart
- Markers

Time: 70 minutes

⁹ Inspired and adapted from the National Fatherhood Institutes pamphlet: “10 Ways to be a Better Dad”

Facilitator Note

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 provide care.

Facilitator Instructions

A. Tips and Tricks (20 minutes)

1. **Say** something like:
 - 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 six tips for how to be a REAL father and to show care and love. Read the six 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 flip charts. Pass out markers. (Note: Pair participants who are not confident writing with ones who are confident.)

B. Tips and Tricks Debrief Discussion (30 minutes)

1. When everyone is finished, spend about five minutes per flip chart **reviewing** as a group what everyone wrote and use these discussion questions:
 - Is anything missing?
 - How 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 benefits do you think these actions would bring to children? Fathers? The couple?
 - What would make you more comfortable in doing these actions?

C. Summary and Resource Sheet (20 minutes)

1. After some discussion, end the dialogue by **stating** three main points¹⁰:
 1. 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.
 2. Because of this, boys and new fathers are often denied the opportunity to learn the skills to be a REAL Father.
 3. 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!
2. Give mentors copies of **Resource Sheet #1: Tips and Tricks for being a REAL Father**. Review the tips and tricks briefly.

Facilitator Note

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 love and care, have increased confidence, do better in school, and are healthier.

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.

3. **Say** something like:

¹⁰ Inspired from Program H's chapter on Fatherhood and Caregiving; What and Why section, pages 87 - 102
REAL Fathers + ECD Mentor Training Manual (2021)

- 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.
- As we learned yesterday, Fathers play a crucial role in helping their children meet their development milestones. And as we know, the better children move through these milestones, the happier, healthier, and more successful they will be.
- 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."

Session 12: In It to Win It: The Football Game of Life

Learning Objective

After completing this session, mentors will be able to:

1. Identify at least three 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

- Ball
- 3 baskets
- small pieces of paper

Time: 90 minutes

Facilitator Instructions

A. Opening Activity (20 minutes)

1. **Ask** the men sit in a circle.
2. **Say** something like:
 - 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."
 - Football players know how to see a goal and what to do to get there. They know how to train, control and pass the ball, and score. They do this by always keeping their goals realistic and focusing on them. Without knowing what our own goals are as fathers, we will not be able to discuss fathers' goals and what type of fathers they want to be.
3. 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.)

4. After the activity, **say** something like:
 - 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

B. Train, Improve, Score (70 minutes)

1. 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.
2. After all the statements have been placed in the baskets, **lead a group discussion** with the questions below.
 - What makes it easy to do these actions as fathers?
 - What makes it hard to do these actions as fathers?
 - Where can fathers learn these skills?
3. Refer participants to **Resource Sheet #2: Train, Improve and Score!** for more information.
4. **Say** something like:
 - 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.
 - A father needs to 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.

- A father also has a responsibility to pay attention to his child's developmental milestones and support them in achieving them. And as we know, the better children move through these milestones, the happier, healthier, and more successful they will be.
- 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 your 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 Your Child with Love¹¹

Learning Objectives

After completing this session, mentors will be able to:

1. Define positive discipline.
2. Describe the differences between invoking fear and instilling respect.
3. Describe how their own experiences of being disciplined.
4. Describe how they want to discipline their children.

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: None

Time: 30 minutes

Facilitator Instructions

A. Opening Discussion (10 minutes)

1. **Say** something like:
 - 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. Punishment often instills shame and fear in children. While it may immediately stop misbehavior, it does not teach the child.
 - Positive discipline helps children in their development. Punishment does not.
 - Being able to use positive discipline means understanding appropriate/developmentally normal behavior for children 1-3 years old and appropriate techniques to correct misbehavior.

2. Continue by **saying** something like:

¹¹ Adapted from The National Fathers Institute's 24:7 Dad® Fathering Handbook {A.M.} REAL Fathers + ECD Mentor Training Manual (2021)

- 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 10 minutes to discuss the questions.

Discussion questions:

- What is one time that you were disciplined with love? How did this feel?
- What is one time you were disciplined with violence? How did this feel?
- What is one time you were proud of how you disciplined your child? Why did you feel proud?
- *What is one time when you thought the way you disciplined your child helped them learn something? What did you do?*
- One time you were not proud of how you disciplined your child. Why didn't you feel proud?

B. Four Discipline Types (10 minutes)

1. After this discussion, **say** something like:

- Now, I want to introduce a few discipline styles.

2. Give participants a copy of **Resource Sheet #3: Fatherhood Discipline Styles**. Review each of the discipline styles on the resource sheet (also written below with the discussion questions for each).

3. Read Father #1: Dictator.

- This father is always strict and never nurtures or cares for the children. He leads with control and enforces rules without discussion. He mostly seems to be angry and yells at the children a lot. He does not seem to have an understanding of what is appropriate behavior for his children's ages. His children know what he does NOT want them to do, but they are not clear about 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!"

4. Ask:

- Do you know a dad like this? (Ask for a show of hands.)
- How do you think the child perceives this kind of discipline? How does the child perceive his father?
- How do you think this kind of disciplining affects a child's emotional or psychological development?

- What does the child learn when this type of discipline is used?

5. Read Father #2: The Teacher

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

6. Ask:

- Do you know a dad like this? (Ask for a show of hands.)
- How do you think the child perceives this kind of discipline? How does the child perceive his father?
- How do you think this kind of disciplining affects a child's emotional or psychological development?
- What does the child learn when this type of discipline is used?

7. Read Father #3: The Joker

- This father is never strict and rarely nurtures. When he is around, it's all about fun. 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."

8. Ask:

- Do you know a dad like this? (Ask for a show of hands.)
- How do you think the child perceives this kind of discipline? How does the child perceive his father?
- How do you think this kind of disciplining affects a child's emotional or psychological development?
- What does the child learn when this type of discipline is used?

9. Read Father #4: The Invisible

- This father is never strict and never nurtures. He ignores his roles as a teacher, designer, and gardener. He lets the mother take the lead on discipline and doesn't get involved. His children do not know what he expects of them. He says, "Do whatever Mom says."

10. Ask:

- Do you know a dad like this? (Ask for a show of hands.)
- How do you think the child perceives this kind of discipline? How does the child perceive his father?
- How do you think this kind of disciplining affects a child's emotional or psychological development?
- What does the child learn when this type of discipline is used?

C. Discussion (10 minutes)

1. After reviewing each of the four scenarios, ask participants to form pairs, and take 10 minutes to reflect on the questions below.
 - What kind of discipline did you grow up with?
 - What kind of discipline do you want for your child?
 - What kind of father do you want to be (or wish that you had been)?
2. Give participants a copy of **Resource Sheet #5: Communication with Children** and review it with them.

D. Optional ECD-focused Activity (30 minutes)

1. **Say** something like this:
 - Yesterday we learned about the four areas of child development: 1) physical growth and movement, 2) thinking and problem solving, 3) relating to others and managing feelings, and 4) communication (point to the four areas of development on the flip chart posted on the wall).
 - I'd like to read two more stories. One is about a father named John and his one-year-old son, William. The other is about a father named Peter and his three-year old daughter, Rose.
 - As I read each story, think about the developmental stage the child is in and how the father's use of discipline is appropriate or not. I want you to think about what kind of behavior one can reasonably expect from a two-year old child.
 - After each story, we will have a discussion. Together, I'd like us to come up with a few points of advice for each father
2. **Read** each story below slowly to the mentors, and then lead a large group discussion with the question below the story.

- Before reading the story of John and William, ask mentors to briefly review the key points on [Resource Sheet #11: How Toddlers Grow – 1 Year.](#)

- **John and His Son William**

John and his wife have a one-year old son William. William is an energetic and curious child. He recently started walking and is very mobile! One morning William was playing in the kitchen while John was eating his breakfast. William was getting close to the stove and John said, "William, get away from there." William looked at John with a blank stare and went to the stove anyway and touched a hot pan and burned himself. William let out a big cry. John went over to William and smacked his bottom and told him: "I told you not to go near the stove. What's wrong with you?" William started to cry even louder.

3. Then **lead a group discussion** with the questions below.

- Why did William touch the hot pan?
- Was William intentionally disobeying his father?
- What do you think of the discipline techniques that John used? Were they appropriate for a one-year-old?
- How do you think John's discipline affected William's development with regard to thinking? Moving? Feeling? Communicating?
- When John first saw William approach the stove, what could he have done that would have been more effective than simply saying "get away from there"?
- Let's pretend, we are good friends with John. He tells you this story and knows that he didn't handle it correctly. He asks you for advice. Let's come up with three points of advice for John. (Record pieces of advice on a flipchart with the name John written on top).

4. Before reading the story of Peter and Rose, ask mentors to briefly review the key points on [Resource Sheet #11: How Toddlers Grow – 3 Years.](#)

- **Peter and His Daughter Rose**

Peter and his wife have several children. Rose is their youngest child. She just turned three years old. Rose is a very active child and enjoys playing games with her older brothers outside. One Saturday, Rose was outside and wanted to play a game with her 8-year-old brother Richard. Richard was doing something else and didn't want to play with her. She kept asking him, but Richard just didn't want to play. At one point, Rose hits Richard out of frustration and runs to her father crying, complaining that Richard won't play with her. Peter ignores Rose. Richard follows Rose and complains that his sister just hit him. Peter ignores Richard as well. Peter thinks if you just ignore these kinds of petty arguments that children have, they will stop.

5. Then **lead a group discussion** with the questions below.

- What do you think of the way Peter disciplined Rose in the story?
- How do you think Peter's discipline affected Rose's development with regard to thinking? Moving? Feeling? Communicating?
- Do you ever get frustrated when you can't get something you want? What do you do when you are in that situation?
- Rose was frustrated that her brother didn't want to play with her. She may have also had hurt feelings. But, at three years old, Rose is still learning how to manage her emotions. What opportunity does Peter have to teach Rose about managing frustration? What could Peter say to her?
- Hitting her brother is not acceptable behavior. How could Peter use positive discipline to teach Rose about not hitting others?
- Let's pretend, we are good friends with Peter. He tells you this story and knows that he didn't handle it correctly. He asks you for advice. Let's come up with three points of advice for Peter. (Record pieces of advice on a flipchart with the name Peter written on top).

6. Conclude the session by **saying** something like:

- 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.
- Positive discipline helps children develop and grow with their abilities to think, move, feel, and communicate. Punishment does not.
- 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

Learning Objectives

After completing this session, mentors will be able to:

1. Explain how their parenting and disciplinary style influences their child from the perspective of their child.
2. Make a conscious decision about their parenting and disciplinary styles.
3. List 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

- Flip chart
- Markers
- Pens
- Paper

Time: 45 minutes

Facilitator Instructions

A. Child's Perspective – Part A (10 minutes)

1. **Say** something like:
 - 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 they think their child felt about it, from the child's perspective.¹²
3. **Ask** participants to reflect on and answer the 5 questions at the bottom of the worksheet and share their answers with their neighbor.

B. Child's Perspective – Part B (10 minutes)

¹² Adapted from National fatherhood Institute's 24:7 Dad Fathering Handbook {A.M}
REAL Fathers + ECD Mentor Training Manual (2021)

1. **Say** something like:

- I would like you to continue imagining that you are in the shoes of your 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.¹³ (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 with my father
3. My father is fair	3. My father is unfair
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
8. My father cares about me.	8. My father doesn't care about me.

4. After each statement, **lead a group discussion** with the questions below.

- Why would your child feel this way?
- How do you feel as a father if your child feels this way?
- How well is a father fulfilling his role as a teacher and nurturer of his child's development?

5. **Ask:**

- Why do you think people hit children to discipline them in your community?
 - Are there other ways to discipline them without hitting? Give us some examples.
6. 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**.

¹³ Adapted from *Shedding Abuse: A course for men who use domestic violence* (2006); www.networklearning.org
REAL Fathers + ECD Mentor Training Manual (2021)

7. **Say** something like:

- Today's take-away messages are:
 1. Children often feel anxious and afraid.
 2. Children may learn to hide their real feelings from their parents.
 3. Children may not listen carefully; they only respond when there is something to fear.
 4. Children may feel humiliated and seek to humiliate others to feel more in control.
 5. Children may move closer to another side of the family, and learn from them instead of you.
 6. Children may feel angry and aggressive, and grow up to use violence themselves.
 7. Children may learn that violence is the best way to get what they want.
 8. Children begin seeing fathers as enemies and run away or only do work whenever they appear.
 9. Children may become delayed in their development with regard to thinking, moving, feeling and communicating.

C. Practice (25 minutes)

1. **Say** something like:

- Now that we have learned about positive discipline, let's take some time to practice it.
- I am going to read you three stories (pick one story from each of the three age categories below). One story will be about a father and his one-year-old child, then a father and his two-year old child, and then a father and his three-year-old child.
- After I read the story, I'd like you to turn to the father next to you (or you can form groups of 3 or 4) and take about 5 minutes to discuss the questions here on this flip chart (read the three discussion questions – the same for each scenario).

2. **Say** something like:

- Before I read you the first story, I'd like us to first quickly review **Resource Sheet #11: How Toddlers Grow – 1 Year**.

3. **Read** one of the two stories below and then lead a discussion.

Story 1 – One-year-old: A one-year-old picks up a knife that is on the table and starts to put it in her mouth. Or a child accidentally pours salt in boiled milk prepared for visitors.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all one-year-olds?
- How can the father discipline (teach) with love?

Story 2 – One-year-old: You take your one-year-old to the market. You are holding him and sometimes letting him walk on his own- always keeping an eye on him. You stop to buy some vegetables and have to put him down in order to pay. Before you know it, you can see him. He is hiding under a box about 20 feet away.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all one-year-olds?
- How can the father discipline (teach) with love?

4. **Say** something like:

- Now let's talk about two-year-olds. I'd like us to first quickly review **Resource Sheet #11; How Toddlers Grow – 2 Years**.
- Read one of the two stories below and then lead a discussion. –

Story 1 -Two-year-old: Two-year old is playing outside and falls on a rock. The child is crying. The child's father told his child he will go with her and play in a few minutes, right after he finishes a chore.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all two-year olds?

- How can the father discipline (teach) with love?

Story 2 -Two-year-old: Two-year-old wants to feed himself but makes a mess and half the food falls on the floor.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all two-year olds?
- How can the father discipline (teach) with love?

5. **Say** something like:

- Now let's talk about three-year-olds. I'd like us to first quickly review **Resource Sheet #11; How Toddlers Grow – 3 Years.**
- Read one of the two stories below and then lead a discussion.

Story 1 – Three-year-old: Three-year-old is crying and crying. You ask him what's wrong and doesn't say anything – he keeps crying.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all two-year olds?
- How can the father discipline (teach) with love?

Story 2 – Three-year-old: A father asks his three-year-old daughter to pick up some eggs laid by the chickens. She picks up 5 eggs (without something to put them in) and two fall on the floor and break as she walks back to house.

Discussion Questions

- What is happening in this situation with regard to child development?
- Is the two-year old behaving as would be expected for all two-year olds?
- How can the father discipline (teach) with love?

6. Summarize the session by **saying:**

- 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.
- 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.
- 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.
- REAL fathers care about their children's development. They do not hit their children. They discipline with love so that their children grow and develop to their potential – ability to think for themselves and solve problems, manage their feelings, move and use their bodies and communicate effectively.

Worksheet: My Discipline from my Child's Perspective



1. My style of discipline is:

2. I use this style because:

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

4. OPTIONAL ECD Adaptation

How can I use discipline to help my child think and problem solve?

How can I use my discipline to keep my child physically safe?

How can I use my discipline to help my child express and manage feelings?

How can I use my discipline to help my child be a good communicator?

Session 15: The Invisible Wall

Learning Objectives¹⁴

After completing this session, mentors will be able to:

1. Identify at least three things that hinder good fathering practices.
2. Identify common ways for overcoming such obstacles.

Advance Preparation: None

Materials: None

Time: 60 minutes

Facilitator Instructions

A. Introduction (10 minutes)

1. **Lead a group discussion** with the questions below (about 5 minutes).
 - What are the purposes of walls and fences?
 - Have you ever heard of an invisible wall?
 - Do you think invisible walls exist?

B. Invisible Walls (15 minutes)

1. **Say** something like:
 - Although we cannot see invisible walls, they do exist and can be felt. Maybe you have felt an invisible wall before. I am going to read an example of an invisible wall now and then we will reflect on it.

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.

¹⁴ 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
REAL Fathers + ECD Mentor Training Manual (2021)

Reflection Questions

- Has anyone ever felt this way?
- What makes us feel this way?
- What can we do to change these feelings?
- What does the father lose by allowing the invisible wall to stop him?
- What does the child lose?

2. **Say** something like:

- Let's discuss another invisible wall story.

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 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 feelings?
 - What does the father lose by allowing the invisible wall to stop him?
 - What does the child lose?
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 **saying**:

- 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: Things Your Child Needs to Hear You Say and Wrap Up

Learning Objective

After completing this session, mentors will be able to:

1. State at least things that will build children's self-esteem.

Advance Preparation

- Cut out these sentences and tape them on a ball:¹⁵

• I am so proud of you!	• Well done!
• You are beautiful.	• You are intelligent.
• You are kind and thoughtful.	• Thank you for helping.
• I believe in you.	• You can do it!
• I will always be there for you, no matter what.	• You are so special to me.
• I'm glad that you are my son/daughter.	• I appreciate you so much.
• The day you were born was one of the best days of my life.	• You are so strong.
• You are brave.	• I trust you.
• You are creative.	• I love it when you talk to me.

Materials

- Ball
- Tape
- **Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers** for all participants

Time: 30 minutes

Facilitator Instructions

¹⁵ Adapted from The National Fathers Institute's 16 affirmations children need to hear from Dad. *REAL Fathers + ECD Mentor Training Manual (2021)*

A. Closing Activity (30 minutes)

1. **Ask** all the participants to come stand in a circle.
2. **Say** something like:
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.
3. Give participants **Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers** and review it with them.
4. End the session by **appreciating** everyone's participation. 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.

DAY 3

Happy Homes: Living in Peace

Session 17: One Thing I Learned

Learning Objective

After completing this session, mentors will be able to:

1. State at least one key lesson from Day 2.

Advance Preparation: None

Materials

- Ball

Time: 20 minutes

Facilitator Instructions

A. One Thing I Learned (20 minutes)

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.
2. Tell mentors that you would like them to mention one thing that they recall from the previous day.
3. 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 one minute to speak.
4. Encourage participants to ask questions they may have to clarify their understanding on issues 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.
5. Conclude by **saying** something like:
 - Yesterday we talked about how a ball can be used to support your child's physical development. How do you think a ball could be used to develop a child's ability to think and learn? For example, how could a ball teach a young child about colors and shapes?

Session 18: Why Do We Act This Way?

Learning Objectives

After completing this session, mentors will be able to:

1. Analyze the root causes of bad communication in the home.
2. State at least three positive outcomes from good communication in the home.

Advance Preparation

- On a flip chart, 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

- Flip charts
- Markers
- Tape

Time: 70 minutes

Facilitator Instructions

A. Introduction (15 minutes)

1. Introduce the session by **saying** something like this:
 - 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. As we talked about earlier, a child's development is negatively affected by both witnessing and experiencing violence.

- 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. **Say** something like:
 - 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.
 3. **Ask:**
 - Communication can be spoken and unspoken (non-verbal body language or signals). What are some examples of non-verbal communication or ways we use our body (not our words) to communicate?
 - Young children use both verbal and non-verbal communication. For example, young children cry more often than older children. What do you think the crying communicates?
 - Are there other ways you have seen your child communicate without using words?
 4. **Say** something like:
 - 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"¹⁶ and to understand all the good things that come from our *good communication*, we will use a tool called "The Solution Tree."
 5. 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.

B. Bad Communication Problem Tree" (30 minutes)

1. 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.

¹⁶ "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. *REAL Fathers + ECD Mentor Training Manual (2021)*

2. Then ask participants to form pairs and 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)

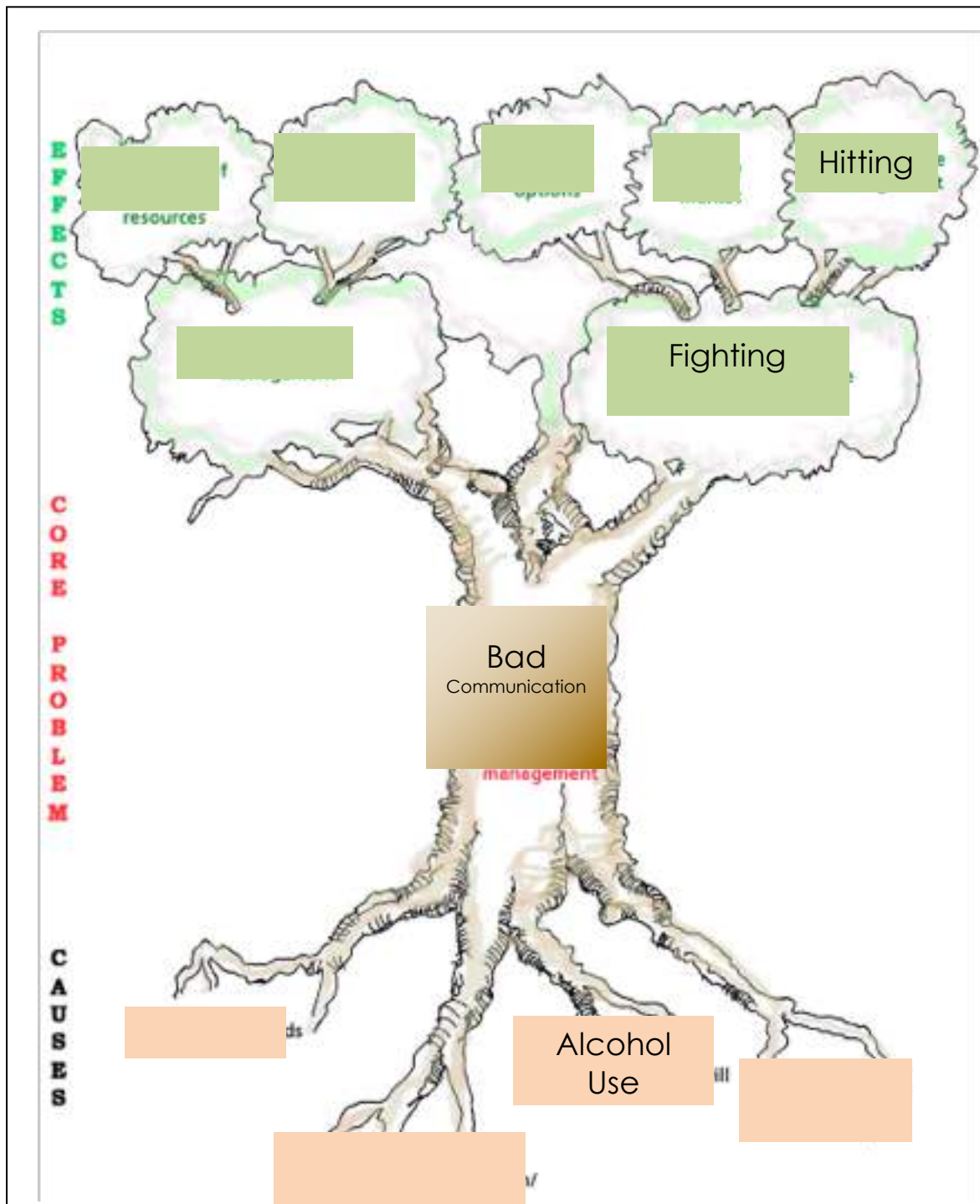
3. Ask the men to come up to the tree and tape up their responses. Give everyone time to gather around the tree to read all the responses.
4. Take one cause at a time, explaining that people can also look at the secondary causes of a problem by asking the question “why?” For example, if the use of alcohol 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).
5. 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.
6. 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.
7. 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.*”

C. Part 2: “Good Communication Solution Tree” (15 minutes)

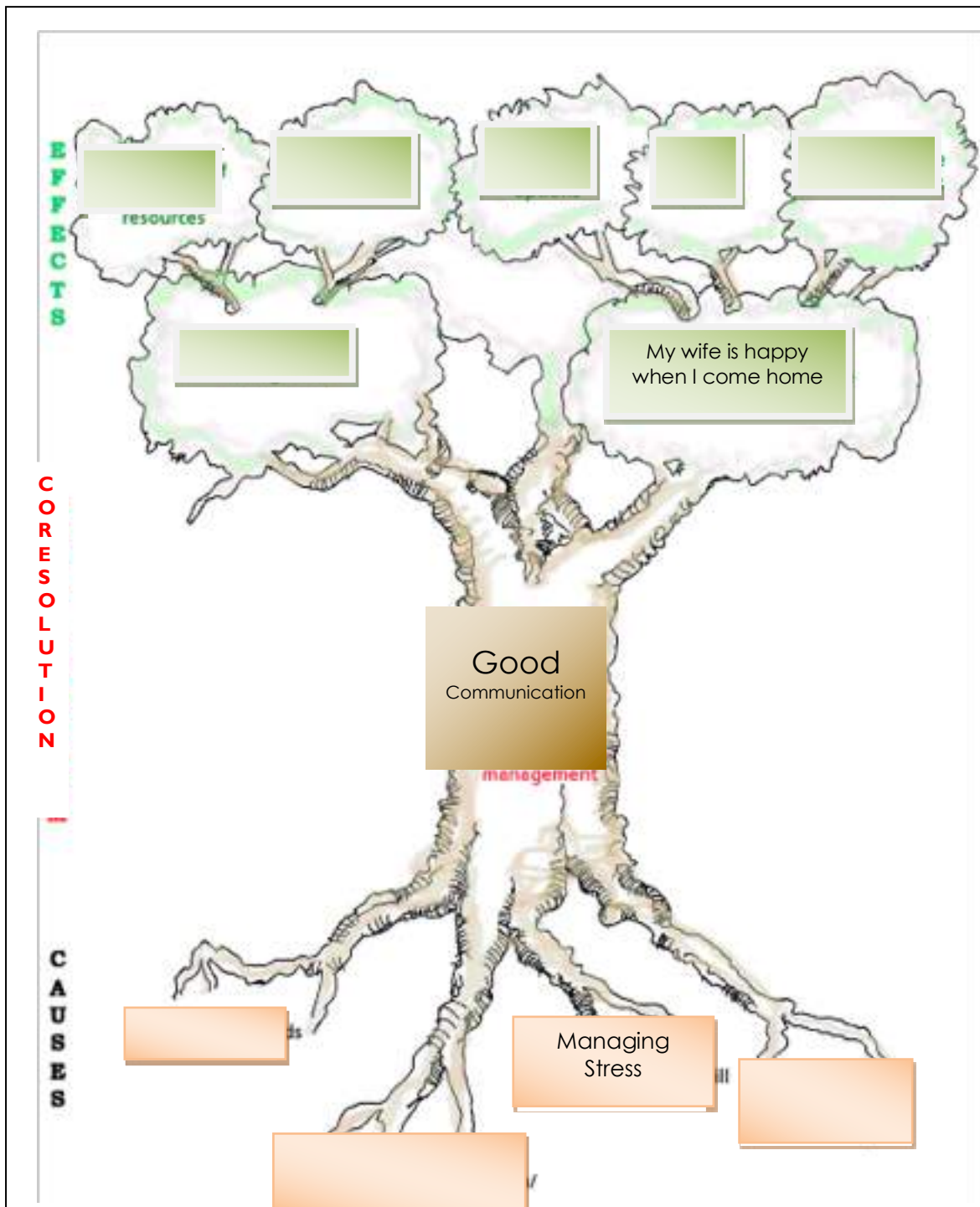
1. Introduce the “Good Communication Solutions Tree” and follow steps above to develop the solution tree. Guide the participants to turn the root causes into positive attributes that cause good communication, and in turn let the participants generate positive effects as fruits of good communication between a man and his wife.
2. During this activity, **ask:**

- How do you think good communication between fathers and mothers affects a child's development? What does it teach young children?
3. Make sure the problem tree is still hanging in a place where everyone can see it.
 4. End the session by **saying** something like:
 - 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

Learning Objectives¹⁷

After completing this session, mentors will be able to:

1. Explain how stress can lead to problems in the household.
2. State at least three ways to manage and cope with stress.
3. Recognize when they feel anger.
4. State at least three ways to express anger 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

- Flip charts
- Markers
- Tape

Time: 60 minutes

Facilitator Instructions

A. Feelings (20 minutes)

1. **Say** something like:
 - 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.

¹⁷ 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) *REAL Fathers + ECD Mentor Training Manual (2021)*

- 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. If you do, you are seen as weak. 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). Holding in our emotions is not good for our physical health or our mental health.

Examples of Feelings

- Happy
- Joy
- Sad
- Angry
- Fear
- Satisfaction
- Frustrated
- Disappointed
- Proud
- Jealous
- Hopeful
- Disgusted
- Triumphant

2. **Ask** participants to shout out all the different kinds of emotions they have experienced or have observed their children experience. Record their ideas on flipchart. The point of this activity is to bring awareness to all kinds of emotions before moving onto the next activity.
3. **Ask** participants to write their feelings using the phrases written on the flip chart privately on a piece of scrap paper or simply in their minds.
 - 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 _____
4. Then in pairs, ask the men to discuss their answers to these questions.
5. Ask a few volunteers to report back on what they discussed, focusing on their behaviors when they have a certain feeling.
6. Again, **ask** participants to answer the following question individually:
 - I feel stressed because _____
 - When I am stressed, I _____
 - To deal with my stress, I _____
7. Ask participants to find a new partner and discuss their answers.
8. Ask a few volunteers to report back on what they discussed, focusing on the negative behaviors that were mentioned as stress relievers.

B. Guided Imagery (40 minutes)

1. 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.)
 - Think of a recent situation with your wife when you were angry. What happened? *(Pause for a few seconds.)*
 - 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. *(Pause for a few seconds.)*
2. **State** and then **ask**:
 - Very often after we feel angry, we react immediately with shouting, throwing something, or hitting something or someone. This is especially true for some men who have been taught that it is OK for men to aggressive or violent and to always be the person that wins (never be a loser). Sometimes we can even become depressed or silent, especially if we have never been taught how to identify and express our emotions.
 - Think about the incident that made you angry. How did you demonstrate your anger? How did you behave? *(Pause for a few seconds.)*
3. Divide the mentors into groups of four and ask them to take 20 minutes 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.
4. 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.
5. **Ask**:
 - What can fathers teach their young children about expressing and managing their feelings - especially feelings of anger and frustration? For example, what could you teach a child who gets angry at his sister for taking away his toy and starts to cry or hits his sister?
6. End the session by **saying**:

Examples of Ways to Cope with Stress

- Sports or exercise
- Taking a breath of fresh air
- Taking a walk
- Walking away
- Talking with a trusted friend how you are feeling
- Praying over it
- Listening to music
- Taking a nap if you are tired.
- Taking 10 deep breaths
- Meditate
- Having something to eat if you are hungry

- 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 others 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 how to express anger in a healthy way 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 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.
- Fathers have an important role in modeling effective ways to deal with stress and other strong emotions as well as teaching their children ways to identify, communicate about, and manage stress and strong emotions. These are all things fathers can teach their children to support healthy development.

Session 20: Don't Talk to Me That Way!

Learning Objectives

After completing this session, mentors will be able to:

1. Use different communication styles.
2. Explain how it feels when people use bad communication styles.
3. Explain how parental arguments and bad communication between parents' effect children.

Advance Preparation

- Copies of **Resource Sheet #8: Home Communication Conduct**
- Copies of **Resource Sheet #9: Communication Skills**
- 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. Talk to your wife before breaking an agreement.¹⁸
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.

¹⁸ Adapted from The National Fatherhood Institutes 24:7 fathering handbook (page 61: For the sake of children tips).

Materials

- Scarves
- Ball or basket

Time: 75 minutes

Facilitator Instructions

A. Blindfold Activity (30 minutes)

1. **Say** something like:
 - 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.
 - We are going to go outside for this activity. Let's go!
2. **Divide** the men to get into pairs. Then tell them that they will take turns blindfolding each other with a scarf. They will then direct each other towards an object.
3. **Invite** one man to blindfold the other and then throw an object (like a pen) five 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:
 - What do you think about how your partner communicated with you?
 - What did they do well?
 - What could they have done better?
 - Was there a moment when you were frustrated by being blindfolded? Why?

B. Modeling Communication Styles (45 minutes)

1. 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 in the way to make it more challenging.

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."

Facilitator Note

Be mindful about participants bumping into the chairs. Don't allow them to hurt themselves.

2. 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.

Use "soft and caring words" when directing the participant. Be supportive and forgiving. Tell them they are doing a good job, encourage them.

3. Ask both men to stay at the front of the room.
4. First, **ask** the mentors to answer these questions:
 - 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?
5. Then **ask** the two mentor volunteers to answer the following questions:
 - How did you feel about how I communicated with you?
 - What did I do well?
 - What could they have done better?
 - Was there a moment you were frustrated when you were blindfolded? Why?
6. **Ask** the audience to put themselves in the shoes of their wives:
 - Let's reflect on how we have been communicating with our wives. What do we do well?
 - What could we do better?
7. **Ask** the men to sit in a circle and pass around the basket.
8. **Say** something like:
 - Each of us will pull out one strip of paper and read the tip on how to improve relationships and the family by the way we communicate with our wives. (Discuss each tip with participants and ask for examples when needed.)
9. End the session by **saying**:

- 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 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 impacts their development especially related to language, communication, managing emotions, and problem solving. Fathers have many opportunities to model, which effectively teaches children about good communication skills.

Session 2 I: Stronger Couples through Communication

Learning Objectives

After completing this session, mentors will be able to:

1. Explain how wives feel when violence is used against them.
2. State at least three ways to resolve differences within couples without violence.

Advance Preparation

- Prepare scenarios and the values clarification exercise to read aloud.

Materials

- Balloons

Time: 60 minutes

Facilitator Instructions

A. Balloon Contest (60 minutes)

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. The objective of the game is to collect as many balloons as possible.
2. **Divide** the participants into four teams that will each select one participant to compete in the game while others cheer. The player with the maximum number of balloons at the end of the five minutes is the winner. There are no points for burst balloons.¹⁹
3. After five minutes, stop the game, and find the winner.
4. **Ask:**
 - How did the winner get so many balloons? If you interacted with him, how did he act?
 - Did anyone get pushed, shoved or hit during the game? Why do you think this happened?
 - Are men naturally violent? Or is violence something that is learned?
 - Are men and women typically equally violent? Why or why not?
 - Think about infants – boys and girls. As they grow, what do boys learn about the use of violence? Girls? What about fighting? Being the winner?

¹⁹ From EngenderHealth's curriculum: Engaging Men as Partners to Reduce Gender Based Violence: A Manual for Community Workers. (2006)
REAL Fathers + ECD Mentor Training Manual (2021)

- How does this affect their development into older childhood, adolescence, and adulthood?

5. **Say** something like:

- 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.
- I am now 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. After I read each perspective, we will have a discussion about it.

6. **Read** the scenario:

Scenario 1: 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 he has 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.²⁰

Discussion Questions

- What could happen during this fight?
- Do you think Akech was right to deny Okello food?
- Who was wrong, Akech or Okello?
- Could Akech have reacted differently in this situation?
- What else could Okello have done when coming home late?
- Could the couple agree on home rules, and try to follow them?
- If the couple's child, say 2 years old, was watching this fight, what do you think she or he would learn about communication?

²⁰ Inspired by the GREAT Project formative research in Northern Uganda.
REAL Fathers + ECD Mentor Training Manual (2021)

- How do you imagine the child would feel emotionally?
7. **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 10:00 pm after working all day. They agreed as a couple that he would not come home after 10:00 pm.

One night, Okello comes home after drinking after 10:0 pm. 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.

Discussion Questions

- What do you think Akech was feeling when Okello arrived home late?
 - Could couples agree on how to react when another person breaks a 'rule' they agreed on, for example by listening to each other?
8. (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 are 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.²¹

Discussion Questions

- Do you think Benon was right to hit Susan?
- What were Benon and Susan fighting about?
- What do you think Benon was feeling that prompted the violence?
- Could Benon have reacted differently in this situation?
- Is the use of violence "natural" for men, uncontrollable, or is it a choice?
- Is a husband ever justified to hit his wife?

²¹ From EngenderHealth: Engaging Boys and Men in Gender Transformation: A Group Education manual (2008)
REAL Fathers + ECD Mentor Training Manual (2021)

- If the tables were turned and a wife hit her husband, what would we say?
- If the couple's child, say 2 years old, was there watching this fight, what do you think she or he would learn about communication?
- How do you imagine the child would feel emotionally?

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

Scenario 3: 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 lied down next to her and also fell asleep.

When Benon got home that evening, it seemed that nothing was prepared. He noticed that Susan looked tired, but he was 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.

Discussion Questions

- Do you think Benon was right to hit Susan?
- What were Susan and Benon fighting about?
- What do you think Susan was feeling when Benon arrived home and was upset?
- Could Benon have reacted differently in this situation?
- How could Benon help out in this situation?

10. Conclude by **saying** something like:

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

Session 22: Good Sportsmanship: How the Rules of Marriage Are Similar to a Game of Football

Learning Objective

After completing this session, mentors will be able to:

1. Describe at least three effective ways at resolving conflict

Advance Preparation

- Create two flip charts, 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

- Flip charts
- Tape

Time: 60 minutes

Facilitator Instructions

A. Football and Marriage (10 minutes)

1. Say something like:
 - 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.
2. 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.

3. **Say** something like:

- Now, we are really going to see how similar football is to marriage. Look at the two flip charts at the front of the room. One is called "Good Sportsmanship Rules" and 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 flip chart papers.

(See lists of rules for sportsmanship and home conduct below.)

Football and Marriage

Sportsmanship Rules	Good Home Conduct Rules
<p>Play Fairly</p> <ul style="list-style-type: none"> • Do unto others as you would have others do unto you. • Show respect for others if you expect it yourself. • Take responsibility for your actions. Don't blame others for your mistakes or find excuses for poor behavior. • Win with class. Lose with dignity. • Win without boasting. Lose without excuses. <p>Appreciate Each Other</p> <ul style="list-style-type: none"> • Recognize and appreciate good performances. • Encourage all surrounding people to display these rules and behaviors. <p>Support Each Other</p> <ul style="list-style-type: none"> • Show concern for an injured person • Never laugh at a teammate or name call. • Enjoy yourself and encourage enjoyment for others. <p>Communicate with Each Other</p> <ul style="list-style-type: none"> • Never use disrespectful or derogatory comments. • Never display temper when you or someone else is not successful. • Never use profanity or display anger in an abusive way. • Remember, it's only a game and not a war. Sometimes you win, sometimes you lose. 	<p>Fight Fairly</p> <ul style="list-style-type: none"> • 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 if it has nothing to do with the current argument or issue. • Work together. • Keep calm and end the talk if one of you becomes angry. <p>Appreciate Each Other</p> <ul style="list-style-type: none"> • Recognize and appreciate all that the other person does each day. • Respect each other. • Show love and appreciation for the other person each day. • Count your blessings as a family. <p>Support Each Other</p> <ul style="list-style-type: none"> • Be kind and tenderhearted. • Comfort one another. • Be supportive of one another. • Look after each other. • Treat each other like you treat your friends. • Love each other deeply from the heart. • Be true to each other • Bear each other's burdens. • Forgive and forget. <p>Communicate with Each Other</p> <ul style="list-style-type: none"> • Ask each other a question each day and listen to the answer with interest. • Always be honest with each other. • Speak the truth and keep your promises.

4. After participants have finished putting up their rules, review the flip charts together. **Debate** if there are any that do not belong, or on the wrong list.

5. Then focus on the “home conduct” list. **Lead a group discussion** with the questions below.
 - Are the ways of home conduct we see here realistic?
 - What makes it hard to follow these instructions?
 - Which instructions do you see most men following?
 - Which instructions are most difficult for men to follow?
 - What could help them follow the instructions more?
6. Give participants copies of **Resource Sheet #10: The Rules of Football versus the Rules of Marriage** and review it with them.
7. **Say** something like:
 - Even for the best rule followers, there will still be times when you have disagreements with your wife. THIS IS NORMAL. But how we deal with and react during these disagreements is really how we are going to be judged as husbands, fathers, and men.

B. Introducing the “Yellow Card”²² (30 minutes)

1. **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 may include:

- The man is greeted rudely when coming home.
- The wife does not agree for her husband to sell their grain (or other household item).
- The husband feels stressed about getting soap for the home this week.
- The husband believes that the wife is not working as hard in the garden as she could.
- The wife asks the husband where he has been.
- The wife is upset that the husband broke their home rule of coming home late.
- 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.
- The wife suspects that her husband has another girlfriend.

²² Inspired by Peter Gotter's “Red Card” program from Madagascar (AED); <http://c-changeprogram.org/sites/default/files/The%20Red%20Card%20Success%20Story.pdf>

8. Then **brainstorm** all the ways these men could have stopped things before getting so heated. Use the questions below to help start the brainstorm.
 - What could a husband do to react calmly? (stop, listen, discuss...)
 - 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.
10. **Explain** that they will be giving a few yellow cards to each man to use when either the man or his wife wants to nonverbally 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.
11. **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.

C. End the Day (20 minutes)

1. End the session by having all the men stand in a circle. Tell the mentors that you are going to ask them some questions that will help them reflect on what they learned today.
2. **Ask:**
 - What is one thing you can commit to change in your life (i.e., one thing they would do differently) to have less violence and more good communication in your home?
 - What is one piece of advice you could give your mentees who may be in the same situations?
 - Do you think you could make the same changes that you just advised your mentees? Why or why not?
 - Think about what you learned today about communication between husbands and wives. Which of the communication techniques also apply to father-child relationships?

Session 23: Wrap-up

Learning Objectives

After completing this session, mentors will be able to:

1. Summarize what they learned during the day's sessions
2. State the plan for tomorrow training.

Advance Preparation: None

Materials: None

Time: 20 minutes

Facilitator Instructions

A. Wrap-up (20 minutes)

1. **Say** something like:
 - 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 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's 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: 1) to show mentors how they will set up the group meetings with young fathers in each sub-parish, and 2) to discuss the role of being a mentor in an informal and meaningful way.

Discussion topics could include:

1. 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?

2. 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?

3. Knowledge a Mentor Needs

- Are you comfortable in denouncing violence? In other words, do you feel comfortable teaching men that violence is never acceptable (not wives, not children), except in rare cases of self-defense?
- Are you comfortable talking about teaching about communication, relationships, positive discipline, and early childhood development?
- If you answered “no” to either of the questions above, how could you become more comfortable?

4. 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?

5. 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?

6. **Knowing Your Limits**

- How well do you know the resources and services available in your area?
- How comfortable are you in making referrals to these resources?
- As mentors, you will feel like you want to help the fathers you work with as much as you can. However, sometimes the help fathers need is not something you are trained to give. How will you know when you need to get help from an expert such as a lawyer, health care provider, mental health professional, etc?
- How comfortable are you in saying "I can't help you with that, but I can refer you to someone who can?"

DAY 4

Practicum: Putting It All Together

Session 24: One Thing I Learned

Learning Objective

After completing this session, mentors will be able to:

1. State at least one key lesson from Day 3.

Advance Preparation: None

Materials: None

Time: 10 minutes

Facilitator Instructions

A. One Thing I Learned (10 minutes)

1. **Explain** that this exercise will be brief today. Stand in a circle and welcome participants to the fourth day.
2. Ask the mentors to mention one thing they learned from Day 3.
3. Then ask participants to share one thing they want to role model to their children (e.g., communication, stress management, non-violence, etc.)
4. Encourage participants to ask any urgent question from the previous day.

Session 25: Home Visit Protocol

Learning Objective

After completing this session, mentors will be able to:

1. Explain the Home Visit Protocol for young fathers and couples.

Advance Preparation: None

Materials

- A Mentor Home Visit and Group Meeting Protocol for each participant
- Flip chart paper listing the eight themes of the protocol

Time: 30 minutes

Facilitator Instructions

A. REAL Father Themes, Home Visits and Group Meetings (15 minutes)

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 14 times: 7 home visits and 7 group meetings.
 - Each mentor will visit the home of each young father seven times. Four visits will be one-to-one with the father. Three visits will be with the father and his wife as a couple.
 - For the seven 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.
2. Continuing explain by **saying**:
 - The *Home Visit and Group Meeting 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.
 - There are eight themes in the protocol. Show participants the list of themes on the flip chart paper:
 1. Fatherhood
 2. Tips & Tricks to Being a REAL Father
 3. Family Dreams,
 4. Loving My Family
 5. Communication

6. Parenting
7. Family Planning
8. Early Child Development (integrated within the other themes)

3. Ask:

- Do you recall discussions in the previous days of the training related to these themes? Can you give us a few examples of training activities that addressed these themes? (If not mentioned, add that they have already discussed the key issues in the training and give a few examples).

4. Say something like:

- The *Home Visit and Group Meeting 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.

5. Pass out the *Home Visit and Group Meeting Protocol* to each participant. Give participants a few minutes to look at the table of contents.

6. Say something like:

- Each theme has one home visit and one group meeting—except for early childhood development which is a theme that is weaved through the other themes. In one month, mentors do home visits with the young fathers assigned to them related to one theme.
- Then at the end of the month, mentors working in the same sub-parish will hold a group meeting with all of their fathers on that same theme addressing the same theme they addressed during home visits.
- Does anyone have any questions about the REAL Fathers themes, home visits or group meetings?

B. Inception Visit (15 minutes)

1. Say something like:

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

2. Ask:

- Can anyone explain the reason for this introductory visit to the father and his wife?

3. Explain:

- To prepare the home visit 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.
4. **Ask** participants if they have any questions.
 5. **Explain** the protocol of the first home visit on Fatherhood. Ask a volunteer to read the heading aloud. Explain that the protocol for all seven home visits is organized in this same way:
 - Preparation
 - Time (Note that the suggested time is only an estimate.)
 - Homework check-in (not during the first home visit)
 - Introduction (The introduction and wrap-up sections can be read to the father or couple.)
 - Activities
 - Homework (Homework is one or two things fathers or couples will agree to try on their own until the next visit)
 - Wrap-up
 6. Ask participants if they have any questions.

Session 26: Home Visits with Young Fathers

Learning Objective

After completing this session, mentors will be able to:

1. Use the tools for home visits with young fathers.

Advance Preparation: None

Materials

- Home Visit and Group Meeting Protocol
- Resource Sheets #1 - #13

Time: 3 hours, 50 minutes

Facilitator Instructions

A. Introduction (20 minutes)

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.

B. Modeling Home Visit #1 (60 minutes)

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.
2. 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.

C. Modeling Home Visit #2 (60 minutes)

1. Facilitators demonstrate Visit 2 for participants for 30 minutes. Again, explain that usually it will be longer.
2. Then ask pairs or small groups to practice on their own for 30 minutes, with different roles from the previous round. Remind participants to use the Resource Sheets as appropriate, especially #1, #4 and #5.

D. Modeling Home Visit #3 (60 minutes)

1. Facilitators (or a pair of volunteers) demonstrate Visit 3 for all participants for 30-40 minutes.

E. Modeling Home Visit #4 (30 minutes)

1. 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

Learning Objective

After completing this session, mentors will be able to:

1. Use the tools for home visits with couples

Advance Preparation: None

Materials:

- Mentor Home Visit and Group Meeting Protocol
- Resource Sheets #1 - #13

Time: 2.5 hours

Facilitator Instructions

A. Introduction (30 minutes)

1. **Read** the following statement to participants:
 - Earlier we practiced home visits 1, 2, 3, and 4 with one person playing the role of a mentor and another as a young father. Now we will practice home visits 5, 6 and 7. Home visits 5, 6 and 7 are with the mentor and the couple: the father and his wife.

B. Modeling Home Visit #5 (30 minutes)

1. 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.)
2. 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.

C. Modeling Home Visit #6 (60 minutes)

1. Facilitators (or three volunteers) demonstrate Visit 6 for 30 to 40 minutes.
2. If time permits, groups of three people practice Visit 6 for 40 minutes. One person plays the mentor while two people play the couple.

D. Modeling Home Visit #7 (30 minutes)

The Visit: Protocol and Timeline

A) Arrival

- Set the tone: **Hello I am happy to visit you today. My name is..... (Name of mentor) and I want to thank you for welcoming me and for sparing your time to participate in our brief discussion.**
- Establish rapport/develop caring relationship: **Don't worry I won't take too much time and the things we are going to share are between myself and the two of you. You can be sure that they won't be shared anywhere else. And as you know I am also from this neighborhood, so feel free to share with me any experiences whether good or bad.**

B) During the Visit

- Review purpose of visit: **We are going to talk about how to keep the family healthy and harmonious and how to support our children as they grow up.**
- Give information: **We will talk together for about 30 minutes. Please feel free to share your thoughts and ideas. Do you feel comfortable moving ahead? How are you both doing, how is your relationship moving? What aspects of your relationship have improved? Are there things that are not going on well? How does the child now relate with you as the Father? What about you as the mother? What are you as the Father going to do differently to have a better relationship with your wife? I want to learn from you about any changes in your children since we started this mentorship?**

C) Concluding the Visit:

- **I have learnt that and that there are still improvements you could make inAm I right?**
- **I also heard that you are going to start/continue and for a healthy and happy family.**
- **I will visit you again in two weeks time so that we can have another conversation. What day and time works for both of you? Okay, I will contact you two days before the coming so that we plan together well.**
- **Alright, Bye bye, have a great day and God bless you.**

D) After the Visit

- Document visit
- Evaluate visit
- Follow-through on referrals, action items, etc.

Session 28: Wrap-up

Learning Objectives

After completing this session, mentors will be able to:

1. Summarize what they learned during the day's sessions.
2. State the plan for tomorrow training.

Advance Preparation: None

Materials: None

Time: 20 minutes

Facilitator Instructions

A. Wrap-up (20 minutes)

1. **Say** something like:
 - 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 Home Visit and Group Meeting 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's 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

Learning Objective

After completing this session, mentors will be able to:

1. State at least one key lesson from Day 4.

Advance Preparation: None

Materials: None

Time: 10 minutes

Facilitator Instructions

A. One Thing I Learned (10 minutes)

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

Session 30: Group Meetings Discussion Guide

Learning Objective

After completing this session, mentors will be able to:

1. Describe the Group Meeting Protocol.

Advance Preparation: None

Materials

- A Home Visit and Group Meeting Protocol for each participant.
- Flip chart paper listing the 8 protocol themes.

Time: 20 minutes

Facilitator Instructions

A. Introduction to Group Meetings (20 minutes)

1. **Read** the following statement to the participants:
 - As we discussed yesterday, Mentors will meet with each young father 12 times: 7 home visits and 7 group meetings. For the 7 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 Group Meeting Protocol.
2. **Ask** participants to turn to the page on Fatherhood (Group Meeting Protocol). Request a volunteer to read the headings aloud.
3. **Explain** that the protocol for all of the group meetings is organized in this same format:
 - Preparation
 - Time
 - Introduction
 - Activities
 - Group Commitment

Session 3 I: Group Meetings

Learning Objective

After completing this session, mentors will be able to:

1. Facilitate group meetings with mentors and young fathers.

Advance Preparation: None

Materials

- Home Visit and Group Meeting Protocol
- Resource Sheets #1 - #13

Time: 4 hours

Facilitator Instructions

A. Introduction (5 minutes)

1. **Say** something like:
 - 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.

B. Modeling Group Meeting #1 (55 minutes)

1. Facilitators demonstrate Group Meeting 1 on Fatherhood for 15 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.
2. 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.

Facilitator Note

Groups will not have time to practice all of the meetings. We suggest practicing four and six, but the facilitators can make this decision.

3. **Community Poster.** Explain the community poster:
 - 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.
4. **Request** a volunteer to read the text under Community Poster 1.
 5. **Ask:**
 - How do you think this image and the words relate to the theme of fatherhood? (Continue this process for all six posters.)

C. Modeling Group Meeting #2 (45 minutes)

1. Facilitators demonstrate group meeting 2 for 15 minutes. (Facilitators play the mentors and volunteer participants play the fathers.)
2. Facilitators show Community Poster 2 and ask a participant to read the text and ask how this image and the words relate to being a REAL Father.
3. Then groups practice Group Meeting #2 for 30 minutes.

D. Modeling Group Meeting #3 (30 minutes)

1. Facilitators demonstrate group meeting 3 for 15 minutes.
2. 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 and Family Dreams.
3. Then small groups practice Group Meeting #3 for 15 minutes.

E. Modeling Group Meeting #4 (30 minutes)

1. Facilitators demonstrate group meeting 4 for 15 minutes.
2. 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 and the wellbeing of the family.

F. Modeling Group Meeting #5 (45 minutes)

1. Facilitators demonstrate group meeting 5 for 30 minutes.

2. 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.
3. Then small groups practice Group Meeting #5 for 30 minutes.

G. Modeling Group Meeting #6 (30 minutes)

1. Facilitators demonstrate the final meeting - the community ceremony - for 30 minutes.
2. 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

Learning Objective

After completing this session, mentors will be able to:

1. Share positive and constructive feedback with fellow participants.

Advance Preparation: None

Materials: None

Time: 30 minutes

Facilitator Instructions

A. Feedback (30 minutes)

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.

Tips on Giving and Receiving Feedback

When giving feedback keep the following in mind:

- Begin with positives.
- Link feedback to any specific feedback requested. For example: "You asked us to look out for whether your instructions were clear. I noticed when you said..."
- Be specific and focus on things the facilitator can change. For example: "You seemed unsure about asking some of the large group discussion questions. One thing you might consider doing is pausing to look at your notes."
- Be descriptive, not judgmental. For example: Rather than saying, "The activity was boring" say, "I noticed that you took more than five minutes to describe X. The curriculum allots two minutes. I think we might lose participants' attention if you take too long to describe X. Maybe with more practice, you can shorten the time."

When receiving feedback make sure to:

- Take a deep breath and listen!
- Check that you have fully understood the specifics of the feedback. For example: "So when setting up role-play assignments, make sure I am clear and succinct with giving directions."
- Do not defend yourself or explain behaviors; try to simply listen.
- Try to avoid taking feedback personally; instead focus on the behavior described in the feedback.
- Check the "fit" of the feedback. Ultimately, you get to decide how to use the feedback you are given.

2. Divide participants 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 **saying** something like:
- 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

Learning Objectives

After completing this session, mentors will be able to:

1. Summary key learnings from the training.
2. Describe next steps.

Advance Preparation

- Invite any leaders and media representatives interested in the training.

Materials: None

Time: 30 minutes

Facilitator Instructions

A. Summary of Key Points (20 minutes)

Summarize the key content that the mentors learned and highlights of the previous discussions.

1. Fatherhood – We have covered what fatherhood entails and what it is not. We discussed the roles and responsibilities that come with fatherhood.
2. Tips and Tricks to Being a REAL Father – we talked about how a father can be helped to become REAL father.
3. Family Dreams – Fathers can help set family goals and joint planning
4. Loving My Family –We have learnt how to help young fathers demonstrate that they love their families.
5. Communication. Respect, listening and caring are important elements of communication.
6. Parenting – we have covered what parenting is, the roles and responsibilities of the father in parenting, and how to help young fathers to become good parents
7. Family Planning – It is important that the couple has the information they need to jointly decide when they want to have children and what family planning method works for them. Mentors now know the importance of child spacing, and how this is linked to family dreams, educating their children, finances and well-being.
8. Early Childhood Development (ECD) – As mentors, we now know what ECD means, the roles and responsibilities of fathers in early childhood development and the implications of not attending to a child early on in life.

B. Congratulate the Mentors *(5 minutes)*

1. Congratulate the participants for completing the REAL Fathers Mentor Training.
2. **Say** something like:
 - 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.

C. Public Commitment *(5 minutes)*

1. Ask participants to make a public commitment to be mentors, who will respect young fathers, listen well, and be positive role models.

APPENDIX

Session on ECD: How Toddlers Grow!

Session at a Glance	
Activity	Estimated Time
A. Introduction	15 minutes
B. Guided Imagery	15 minutes
C. Guided Imagery Debrief Discussion	40 minutes
D. ENERGIZER	5 minutes
E. Discussion about Fathers' Roles in Toddler Development	35 minutes
F. BREAK	15 minutes
G. Review of Two Resource Sheets	15 minutes
H. Four Stations	60 minutes
I. STRETCH	5 minutes
J. Closing	15 minutes
TOTAL TIME	About 4 hours

Learning Objectives

After completing this session, mentors will be able to:

1. List four areas of toddler development, specifically: 1) Physical Growth and Movement, 2) Thinking and Problem Solving, 3) Relationships and Feelings, and 4) Communication.
2. List at least two milestones for each area of toddler development.
3. Describe how fathers can serve as teachers, designers, and gardeners in supporting their toddlers to grow and develop.
4. Describe at least one activity/action a father can do with their children to help them grow in each of the four areas of toddler development.
5. Explain why witnessing or experiencing violence as a toddler can harm their development.

Advance Preparation

1. For [Activities A and B](#), prepare a flip chart by writing "Growth and Movement" at the top. Draw a vertical line down the middle to create two columns. On the left side, write "1 Year", and on the right side, write "3 Years". See diagram to the right.
2. Do the same for another flip chart titled "Communication," another titled "Think and Problem Solve," and another titled "Relationships and Feelings."
3. Prepare three distinct flip charts—one titled "Teacher," another titled "Designer," and another titled "Gardener."
4. Prepare the items for [Activity H: Four Stations](#) (see Facilitator Note below for details – under [Activity F](#)).

Growth and Movement	
1 Year	3 Years

Materials

1. Flip chart paper
2. Markers
3. Tape
4. Various household items for [Activity H: Four Stations](#) (See Facilitator Note under [Activity F](#) for details.)
5. Smartphone or laptop computer to play a short video at the Communication Station ([Activity H](#)).
6. Resource Sheet #11: How Toddlers Grow ([Activity G](#))
7. Resource Sheet #12: What Fathers Can Do to Support their Toddlers Growth ([Activity G](#))
8. Toddler Development Teaching Aids Booklet

Facilitator Instructions

Facilitator Note

This session is partially scripted. It gives facilitators the language to explain information, give activity instructions, phrase questions, transition from one activity to the next, etc. Although the session plan provides a script, it does not mean that the facilitator needs to read the session plan verbatim. In fact, the facilitator is encouraged to put things into his own words and feel natural and comfortable when presenting. The script may be handy for facilitators who are new to facilitation and/or the topic of early childhood development.

Some of the steps in this instructional plan start with: "Say something like:" or "Ask:" or "Lead a discussion with the questions below:" These opening stem statements indicate a script to follow unless you see something that written in parentheses. These parts of the instructional plan are written in the first person.

In other cases, you will find instructional points written in the second person. These points are giving you, the facilitator, instruction on what to do. These points are not a script.

A. Introduction (~15 minutes)

1. Introduce the session by **saying** something like:
 - In this session, we are going to talk about all the ways our toddlers grow. "**Toddler**" is a special name that we give to children between the ages of 1 and 3 years.
 - Many people think that a child's growth is about how tall they become or how much they weigh. It's so easy to see these changes. But children grow or develop in many other ways. By "**develop**," I mean all the new things they can do as time goes on. These new things are more advanced and generally occur in a sequence. For example, from going to baby sounds to speaking words, to speaking sentences.
 - In fact, 80% of a child's brain is formed by age 3!²³ Every action they take during this time, and every experience they have, helps to strengthen their brain. Good nutrition and good health are also essential during this time.
 - As children grow, they also become more independent. Toddlers need a lot of support from their parents (or other caring adults) as they navigate their growing independence and safety during these years.
2. Describe the four areas of child development by **saying** something like:
 - Today we are going to talk about four ways that toddlers grow and develop. As you can see, I have written each of these four areas of toddler development on these pieces of flip charts (point to flip charts).
 - As I briefly explain each of the four areas of child development, you might think that the examples I give also apply to one or more of the other areas. You are most likely going to be right! We will use these four categories to think about how toddlers are developing and what fathers can do to support them grow and be healthy, but they are not always perfectly separate or distinct from each other.

Facilitator Note

This session does not educate parents about physical or developmental delays or disabilities that may begin to show during the toddler years or what to do if they suspect delays or disabilities. Mentors should be advised on how to make referrals for parents who may have concerns about their child's development or health.

- As I just mentioned, toddlers grow in height in weight. Inside their bodies, muscles are growing and becoming stronger, and they can do more and

²³ UNICEF. Retrieved 29 July 2021 from: <https://www.unicef.org/early-childhood-development>
REAL Fathers + ECD Mentor Training Manual (2021)

more things with their bodies. (Point to flip chart that says "**Growth and Movement.**")

Some of our muscles are large—like the muscles in our arms. For example, a three-year-old could not lift a heavy piece of wood, but an older child, with more developed arm muscles could. Other muscles are small—like the muscles in our fingers. A child that is one year old can't hold a pencil to draw, but as she gets older, the muscles in her fingers become stronger, and she can control a pencil in her hand. All of this growth affects how children can move in the world, play, and care for themselves.

- Another way children grow is in their language and how they communicate. (Point to flip chart that says "**Communication.**")

For example, a 1-year-old has few words but can communicate by pointing, crying, or making gestures. Sometimes, parents have to try to guess what their one-year-old needs. A three-year-old has many more words and can more clearly communicate what they want, what they don't want, and their feelings.

- The ability to think and problem solve is another way children grow. (Point to flip chart that says "**Think and Problem Solve.**")

For example, a two-year-old (or even younger) can figure out that in order to drink water, they need to raise the cup to their mouth and tilt it to drink the water. This may sound simple for us, but this is a major accomplishment for a 1-year-old! They solved a problem. They were thirsty and figured out how to get water. Along the way, they had to do some experimenting and probably make a mess as they learned to solve the problem. This is a normal part of their growth.

As they get older, toddlers learn by observing, and they model more of what they see around them. For example, after a child sees people saying "bye-bye," they learn to say "bye-bye" after someone leaves. Or after they see an adult talk on a cell phone, they may mimic the behavior with another object.

- And a fourth way that children grow is in how they relate to others and manage their feelings. (Point to flip chart that says "**Relationships and Feelings.**")

For example, when a child is one, they may be afraid to go to others who are not part of their immediate family. When mom or dad walk away, they may feel fear and start to cry. Having their parents nearby makes them feel secure.

By the time they are three, they are more likely to have friends and show that they want to be independent by playing with friends (rather than you), dressing themselves, and feeding themselves.

They are also learning how to manage their feelings. For example, they might feel frustrated because they can't do something they want to do or

because one of their siblings is bothering them. Rather than ask for help, try doing something again, or compromising, they might cry or hit their sibling. This is normal behavior for a toddler, and it's also an opportunity for a father to teach them how to manage their feelings.

3. Transition from this activity to the next by **saying** something like:

- In this next activity, I am going to ask you about your personal experience in raising toddlers and watching them grow in the four areas I just talked about: 1) Physical Growth and Movement, 2) Thinking and Problem Solving, 3) Relationships and Feelings, and 4) Communication. (Point to each flip chart as you repeat each of the four areas of development.)
- But before we start the next activity, are there any questions about what I just presented? (Answer questions but also feel free to say that the answer to the question is coming later in the session, if appropriate.)

B. Guided Imagery (~15 minutes)

1. Introduce the activity by **saying** something like:

- I'd like us to take a few minutes to remember our children when they were young. First, get comfortable in your chair. If you like, close your eyes so you can concentrate better. And then take a few deep breaths.

2. **One-Year-Old Guided Imagery.** Lead the first part of the guided imagery exercise using the prompts below. Read the prompts slowly and clearly and in a calm voice. Do not rush the reading of the prompts—the mentors will need time to remember. Be sure to pause for a few seconds before moving to the next set of questions.

If the mentor did not have biological children, tell him to think about his nieces or nephews of other children he knows.

- First, let's go back in time to when one of your children was about **one year old**. You can choose any child to focus on. (*Pause for 5 seconds.*)
- Try to remember what they looked like. What was their personality like? (*Pause for 5 seconds.*)
- Let's focus on their **bodies and their strength** for a minute. What were they able to do with their bodies? For example, was your child able to walk at one? Were they able to feed themselves? How strong were their legs and their arms? (*Pause for 5 seconds.*)
- Now, let's focus on how your son or daughter **communicated**. How did your child communicate with you when they were one? Were they able to say "Papa", "Taata", or "Baba"? How did they let you know that they were hungry? Tired? In pain? (*Pause for 5 seconds.*)

- OK, now let's focus on how they were able to **think and problem solve**. How could you tell you had a smart child? What were they able to do? How were they able to solve problems? Remember, for a one-year-old, figuring out how to drink water from a cup is problem-solving! (*Pause for 5 seconds.*)
- Lastly, let's remember how your one-year-old **related** to others. How did your one-year-old feel safe? How did they react to you? What about people who they did not know? What kind of interactions made them happy? (*Pause for 5 seconds.*)
- OK. You can open your eyes. If you like, stand up for a second and stretch and then sit down again.

3. **Say** something like:

- Let's go back in time one more time. This time, I'd like you to find your memories of the same child when they were *three years old*.
- Let's get comfortable again. If you like, close your eyes so you can concentrate better. And then take a few deep breaths.

4. **Three-Year-Old Guided Imagery.** Lead the second part of the guided imagery exercise using the prompts below. Read the prompts slowly and clearly and in a calm voice. Do not rush the reading of prompts—the mentors will need time to remember. Be sure to pause for a few seconds before moving to the next set of questions.

- At three years old, what did your child look like? What was their personality like? (*Pause for 5 seconds.*)
- Now that two years have gone by, how have they changed? (*Pause for 5 seconds.*)
- What can your daughter or son do now with their **bodies** that they couldn't do when they were one? How are they able to move differently? (*Pause for 5 seconds.*)
- How is your daughter or son able to **communicate** at three? How does this compare to when they were one? (*Pause for 5 seconds.*)
- How about their ability to **think and problem solve**? For example, are they able to distinguish the colors? Can they count to 10? Are they able to figure out how to peel a banana? (*Pause for 5 seconds.*)
- Lastly, how about their ability to **relate** to others? Are they willing to share? Can they play a game with another child? Are they able to ask for what they need? (*Pause for 5 seconds.*)
- When you are ready, you can open your eyes. If you like, stand up and take a quick stretch.

C. Guided Imagery Debrief Discussion (~40 minutes)

1. Take about 20 minutes to **lead a debrief discussion** with the mentors using the questions listed below. (Take a few responses for each question—remember that you have only 20 minutes for the discussion.)
 - We just visited a lot of memories of one of our children!
 - Who would like to share what this experience was like for them?
 - How did reflecting on these memories make you feel?
 - Did anything surprise you?
 - Did you learn anything while you were making the comparisons of your child when he or she was one and then three years old?
 - What are some of the ways your child grew with respect to their **bodies and ability to move**? (Take a few responses and record what the mentors say on the flip chart titled "Growth and Movement." When they mention things that their one-year-old could do, write that thing in the left column. When they say something that their three-year-old could do, write that thing in the right column.)
 - What are some of the ways your child grew with respect to their **ability to communicate and use words**? (Follow the directions above.)
 - What are some of the ways your child grew with respect to their **ability to think and problem solve**? (Follow the directions above.)
 - What are some of the ways your child grew with respect to their **ability to relate to others and manage their feelings**? (Follow the directions above.)
2. Shift the discussion to how violence affects childhood development by **saying** something like this:
 - In some homes, children **witness violence**—maybe they see their father hit their mother or yell or insult her. In other cases, the child **experiences violence**—maybe a parent hits them or threatens to hit them, pushes them, yells at them, insults them, or shames them.
3. Take about 20 minutes to **lead a large group discussion** about violence and childhood with the questions below.
 - How do you think violence affects the development of a toddler?
 - How does violence make children feel? Do these feelings help or hurt their development?
 - Does the use of violence teach, or does it instill fear?

- What is the father (or mother) modeling to the child when they use violence? (Remind the mentors that children are observing all day long and copy behaviors of the people around them.)
- Who uses violence more? Fathers (men) or Mothers (women)? Why do you think this is? How do gender norms affect men and women's use of violence? By "gender norms," I mean society's expectations of how women and girls, and men and boys, should act.
- What would you advise fathers who think hitting their children is a good practice?
- What would you advise fathers who think hitting their wives in front of their children is not a big deal?

D. ENERGIZER (5 minutes)

E. Discussion about Fathers' Roles in Childhood Development (35 minutes)²⁴

1. Continue the discussion with the mentors by **saying** something like:
 - Sometimes, parents have unreasonable expectations of their children because they are not aware of what behaviors are considered normal or typical for the child's age. As a result, they may get frustrated or annoyed by their children and use physical punishment to get them to behave differently. These reactions are inappropriate because these expectations are not ones that the child is capable of doing.
 - Part of our job as mentors is to help fathers understand what appropriate and inappropriate child behavior is. And what fathers can do to support them in their development using their knowledge about toddlers, patience, and love.
 - Today, we are going to talk about three important roles fathers (and mothers) have in raising their children and helping them grow: 1) teachers, 2) designers, and 3) gardeners. (Point to the three flip charts as you state each role.)
2. Explain each of the three roles by **asking** and **saying** something like:
 - A **teacher** shares knowledge, helps the learner become competent in doing something, and models values and character. Can you give me some examples of how a father is a teacher to their toddler? (Record their comments on the flip chart).

²⁴ This activity is informed by: Rolleri, L. & Wilson, P. (2016). *Fathers in Action/Padres in Action*. AVANCE: San Antonio, TX.

Summarize by saying: A father is a teacher when he shows his child how to do new things, helps them explore and discover, corrects them when they make mistakes, and provides praise when they demonstrate good behavior.

- **A designer** plans the form, look, safety, or workings of something, such as a house, farm, or community. They are like architects or engineers. Can you give me some examples of how a father is a designer for their toddler? (Record their comments on the flip chart).

Summarize by saying: A father is a designer when he creates or changes the environment inside and outside their homes to help their children explore and discover their worlds safely.

- Most of us here have experience as farmers or **gardeners**. We know how to grow crops. A gardener spends a lot of time cultivating the seeds that he plants. He tends to the soil, waters them, fertilizes them, and protects them from pests. By doing so, he will have healthy plants that will bear fruit. Can you give me some examples of how a father is a gardener to their toddler? (Record their comments on the flip chart).

Summarize by saying: A father is a gardener when he supports his child's growth by caring for their physical and emotional needs, helping them, consoling them, encouraging them, and protecting them.

- Another role that fathers (and mothers) have is as a **disciplinarian**. We are going to talk more about that role in another session. Today, we are going to focus on the role of teacher, designer, and gardener.

3. **Engage the mentors in a discussion** by applying what you have just discussed about the four areas of child development and three fatherhood roles to actual parenting situations by asking the questions below.

- Let's take a few minutes to combine what we know about the four areas of toddler development and our three roles as fathers.
- For example, let's think about a one-year-old eating and throwing some of their food on the floor.
 - Is this child really "misbehaving?"
 - What could the child be communicating by this behavior?
 - What could they be trying to learn with this behavior?
 - Is it appropriate for a parent to be angry? Yell? Hit the child?
 - How can a father be a **teacher** in this instance?

- As a one-year-old transitions to a two-year-old, they will want to be more independent. Wanting to do things by themselves is a normal part of their development. For example, a two-year-old may reach for something that you do not want them to touch.
- Say there is a motorcycle in front of your house and your child wants to go and explore it. You know the child could get hurt, so you say "no," but he continues to move towards the motorcycle.
 - Is the child deliberately trying to disobey you?
 - How is wanting to touch the motorcycle part of his growth in the area of thinking?
 - Is it then appropriate to punish the child? Yell? Hit?
 - How can a father be a **teacher** in this instance? How can the father be a **designer** in this instance? In other words, how could the father change the environment to keep his child safe, yet also be able to explore?
- No matter how well a parent is as a teacher and a designer, children will fall or slip or mishandle something that can cause an injury (physical or emotional). Or they might get frustrated because they can't do what they want to do or don't know how to do what they want to do. In these cases, a child may cry.
 - Is crying a normal way to communicate when a child is two years old?
 - Is it appropriate for a parent to say "stop crying" or "act like a man, you don't need to cry because you bruised your knee?"
 - How do you think the child feels when they are not allowed to express their emotions?
 - How can a father be a **gardener** to a child in these examples?

4. **Ask:**

- Would a teacher, designer, or gardener ever use violence? Why or why not?

5. Congratulate the group for their good ideas. Let them know that they will have a 20-minute break. After the break, let them know that they are going to practice some things that fathers can ACTUALLY DO to help their toddlers develop in the four areas of child development.

F. **BREAK (15 minutes)**

Facilitator Note

During the break, set up the four stations as described in **Activity H: Four Stations**. You can set up four tables, or four chairs, or simply on the floor in four areas of the room to create the stations. Place a sign at each station— Station 1: Physical Growth and Movement, and so on. In addition to the sign, place the items listed below at each station. If you do not have these items, feel free to substitute them with similar types of things. Some of the stations have many suggestions! Pick 3 or 4 for the station.

- **Station 1: Physical Growth and Movement:** a ball that can be thrown or kicked, plastic cup half full with maize kernel or beans for a child to pick up and put into a container like an empty water bottle or a box or can with a hole in it, box or pot and spoon that can serve a drum, crayon (or pencil) and piece of paper, string and large beads (also can cut up toilet paper rolls into to three or four pieces), three small cups and a small item that can be hidden under one of the cups, a banana, one cup with water and one empty cup.
- **Station 2: Thinking and Problem Solving:** Items from the REAL Fathers ECD Teaching Aides booklet: Colored shapes, counting sheet, flower and cat puzzles. Also, little boxes that can be used for building, a box or a water bottle with an item in it that the child has to figure out how to remove.
- **Station 3: Relationships and Feelings:** Relationship and Feelings photos found in the REAL Fathers ECD Teaching Aides booklet. Select 3 or 4 photos for the station.
- **Station 4: Communication:** Ugandan folktales and Ugandan child songs (see the REAL Fathers ECD Teaching Aides booklet). One recommendation is to have one of the songs or book readings cued up on a smartphone or laptop and ready for mentors to watch when they are at the station. Keep the video clip short. Remember, mentors will only have five minutes. Another option is to have a prayer written on a piece of paper—this will depend on the religiosity of the group.

G. Review Two Resource Sheets (~15 minutes)

1. Welcome everyone back from their break.
2. Give each mentor a copy of **Resource Sheet #11: How Toddlers Grow**.
3. **Say** something like:
 - I am passing out a Resource Sheet that is titled "How Toddlers Grow."
 - This resource summarizes some of the milestones or achievements expected in children 1, 2, and 3 years old with regard to: 1) Physical

Growth and Movement, 2) Thinking and Problem Solving, 3) Relationships and Feelings, and 4) Communication.

- It also gives some tips about what fathers (and mothers) can do to help their toddlers advance through the four areas of child development.
4. **Read** through one example (choose 1, 2, or 3 years old) for one area of child development to demonstrate how the Resource Sheet is organized. Then ask if there are any questions about how to use this resource. Depending on time, you can review each item, ask mentors to read to themselves, discuss with a partner, or assign reading as homework.
 5. Now give each participant a copy of **Resource Sheet #12: What Fathers Can Do to Support their Toddlers Growth**. Briefly **explain** that the resource sheet lists "do" and "don't" actions when raising a toddler. Depending on time, you can review each item, ask mentors to read to themselves, discuss with a partner, or assign reading as homework.

H. Four Stations (~ 60 minutes)

1. Introduce the activity by **saying** something like:
 - Now that we have become experts in how toddlers grow with respect to their ability to move, think, relate, and communicate, let's talk about what fathers can DO as teachers, designers, and gardeners to help their children grow and develop in ways that can help them thrive, be healthy, and be happy!
2. Explain the activity by **saying** something like:
 - Around the room, you will find four stations—each representing one of the four areas of child development. One station has a sign that says "Physical Growth and Movement," another that says "Thinking and Problem Solving," another says "Relationships and Feelings," and the last says "Communication." (Point to the signs at each station as you state them.)
 - In a minute, I am going to divide you into four small groups. Each group will be assigned to a station. At each station, you will find some everyday items, a photo, or a video clip.
 - You will have about five minutes to discuss how fathers could use these items— as teachers, designers, and/or gardeners — to support the particular area of toddler development assigned at your station.

For example, let's say you start at Station 1: Movement and Physical Growth (move to Station 1). You can see that one of the items at this station is a ball. Together, you will discuss how a ball could be used to support a toddler's physical growth and movement. Can anyone give me an idea of how a ball can be used? (Take a response or two and

compliment the mentors for their ideas.) And then move on to the next item. Discuss as many items as you can in five minutes.

- After five minutes have passed, I will ask you to move to the next station. You will do the same exercise, but this time based on the items at the new station and the area of child development assigned to that station.
 - Are there any questions about how to do this assignment?
3. Assign mentors to four small groups and then each small group to a station.
 4. Before starting the activity, ask for one person in each small group to remember at least one of the ideas they came up with at each station (if they like, they can take notes). Ask the volunteer to raise his hand before you start. Thank the volunteer.
 5. Set the groups to work. After five minutes, say something like "time to switch stations." You can also ring a bell or clap your hands. Repeat the process until all four groups have had a turn at each station. Then ask the small groups to sit down.
 6. Take about 20 minutes to **ask each group to report** on their ideas with the questions below.
 - Let's start with **Station 1: Physical Growth and Movement**. I'd like to hear ONE idea of how a father can use ONE of the items at this station to support his child's growth and movement. (Take one response from each small group.)
 - OK, let's move to **Station 2: Thinking and Problem-Solving**. I'd like to hear ONE idea of how a father can use ONE of the items at this station to support his child's ability to think and problem solve. (Take one response from each small group.)
 - OK, let's visit **Station 3: Relationships and Feelings**. I'd like to hear ONE idea of how a father can use ONE of the items at this station to support his child's ability to relate to others and manage their feelings. (Take one response from each small group.)
 - OK, let's visit the last station, **Station 4: Communication**. I'd like to hear ONE idea of how a father can use ONE of the items at this station to support his child's ability to use language and communicate. (Take one response from each small group.)
 7. Pass out the **Teaching Aides to Support Early Childhood Development Booklet** to each mentor. Tell them that the booklet has several of the resources placed at the stations. It's theirs to keep.
 8. Finish this activity by taking about 15 minutes to lead a large group debrief discussion with the questions below.
 - What did you think of this activity?

- What did you learn from this activity?
- Which ideas did you like the best?
- Is there any reason why you could not use any of your ideas for both boys and girls? Is the development of boys and girls in the four areas we talked about today any different?
- Can you think of any other household items that could be used to support toddlers in their development? Explain your idea.
- How comfortable do you feel in sharing some of these ideas with the fathers you will mentor?

I. STRETCH (~5 minutes)

J. Closure (~15 minutes)

1. Summarize the session by **saying** something like:

- We have learned a lot today about how toddlers grow!
- We learned that there are four important ways that toddlers grow. (Point to the four flip charts as you repeat the four areas of childhood development to the group.)
- We also learned that violence could have negative effects on a child's development. Hitting a toddler is never appropriate. There is always an alternative and more loving way to treat a toddler as a teacher, designer, or gardener.
- We also learned about three roles a father has. (Point to the three flip charts as you repeat the roles a father has.)
- Lastly, we learned we could use everyday items to be a teacher, designer, and gardener of children in each of the four areas of childhood development.

2. **Ask:**

- Are there any last questions or comments about what we discussed today?
- What is one of the most important things you learned today (give each mentor a chance to respond briefly)?

3. Invite the mentors to do a **homework** activity by saying something like:

- For homework, take some time observing the inside and outside of your house. As you do, find opportunities to use what you observe to mentor fathers on how toddlers grow and what they can do to support their toddlers.
 - *Alternative homework assignment:* Observe the toddlers in your community. As you observe them, notice their behaviors and how you think those behaviors relate to one of four areas of child development.
4. Conclude the session by **thanking** the mentors for all their excellent work and ideas today.