



SECTION 2

# ENGAGED FATHERHOOD

Group Education for Fathers and  
their Partners



## About Section 2

This section is the second of three in the Program P Manual. It is a complement to *Section I: Fatherhood in the Health Sector – A Guide for Health Professionals on Engaging Men*. While Section I focuses on work with health professionals such as doctors, nurses and midwives, Section II is for those who want to facilitate groups of fathers and couples to create spaces for reflection around masculinity and fatherhood. Ideally, positive messages delivered in the consultation space would be reinforced in the groups, and vice versa. In health centers providing group education

for expectant and existing fathers, providers should also assist in recruiting participants by making referrals available to the groups.

Section II provides the content, methods and guidelines necessary to facilitate group sessions with fathers who accompany their partner to prenatal (antenatal) care visits. Many of these activities can also be conducted with couples, allowing mothers and fathers to share and learn together. The group education activities in this section are intended to be carried out by a facilitator, such as a community health worker, and the instructions accompanying each activity are designed to guide facilitators and anyone interested in working with men to change norms around fatherhood and caregiving. The group activities provide a safe space for men and their partners to critically reflect on the social and cultural norms that define their roles as fathers. As stated in the Introduction to Program P, these norms can prohibit men from being equal partners in caregiving and even encourage the use of violence against their partners and against children.

The introduction to the topic is followed by several methodological recommendations pertaining to the role of the facilitator, participating parents and the logistics and the structure of each session. The ten theme-based sessions address parenthood, pregnancy, childbirth and child-rearing within the framework of shared parental responsibility, active fatherhood, non-violence and gender equality.

### **The section is divided into the following parts:**

- 1. Introduction**
- 2. Before you begin... Some Considerations**
- 3. The 11 Sessions: Structure and Content**
  - a. Appendix 1: Ice Breakers**
  - b. Appendix 2: Energizers**
  - c. Appendix 3: Using Media to Enhance Group Sessions**
- 4. Monitoring And Evaluation (M&E): Measuring Change In Your Program P Fathers Group**

## 1. Introduction

Several studies in North America, Europe and Asia find that programs inclusive of both parents elicit greater changes in behaviors and attitudes than those working with men alone. Group sessions provide a space for men to share their concerns and discuss the challenges they face in their parental roles. In these sessions, men can get the support they need by learning from the experiences of other fathers in facing and resolving issues, by experiencing the comfort of belonging to a group, and by gaining insight from the facilitator. Besides learning from shared experiences, each father acquires new and useful information about relationships, parenting and child care. Fathers can use the space as a forum to air their anxieties and celebrate their successes in parenting, decision-making and balancing work and family.

Men can be encouraged to participate in activities with other parents by highlighting the benefits they can gain by joining these groups. Often, an additional way to motivate a father is to invite the mother to the sessions.

Many men crave deep relationships with their children and want to play a more active role in their lives. But how can they do so if society promotes traditional gender roles in which women are considered the primary caregivers and men the breadwinners? How can a father be deeply involved in his children's lives if he has to work all day away from home and children, to pay for the family's expenses? How can the conflicts that arise about the upbringing and education of children be resolved without violence? These are precisely the types of questions and thoughts that can be shared by men in groups and used as springboards to practice methods of positive communication between the men and their partners.

All fathers (and mothers) have questions regarding the upbringing and education of their children. Fathers wonder, "If my son screams at me, should I be the authority figure and shout back even more loudly to make him learn to respect me, or should I tell him how I feel and ask what is wrong? Can I bathe my two-year-old daughter or is that something that only women should do?" Many men do not have someone with whom to discuss such issues in an open and safe manner. One of the most rewarding outcomes of participating in group discussions with other parents and their partners is the freedom to discuss parenting concerns in a supportive environment. Even when there may be no single correct answer, listening to a variety of men proposing different solutions to a dilemma helps fathers arrive at their own conclusions.

As discussed in the first section of this manual, a committed father is a benefit to children, adolescents, the mother, family, and the man himself. Groups for fathers (and their partners) are resources that help men overcome the obstacles that stand between their desire to be a committed father and actually being one every day.



## 2. Before you begin...Some Considerations

### Who can be a facilitator?

A facilitator is not a teacher or instructor. He or she is not necessarily a content “expert,” though expertise is important. She or he is someone who can create a safe environment, someone who is a good listener, someone who wants to encourage discussion more than hear himself or herself speak.

That being said, many of the activities that are included in this manual touch on parents’ personal qualities and sensitive life experiences. Therefore, groups should be led by facilitators who are comfortable working with these issues, have experience in working with parents, and have the support of their organizations and/or other professionals. Facilitators have a responsibility to create an open and respectful environment: an environment where parents can feel comfortable enough to share and learn from their own experiences and challenge long-held beliefs about parenting, fatherhood, gender and masculinity. The facilitator must also have the skills to handle conflicts that may arise.

It is critical that the facilitator has a solid foundation of the concept of “gender” as well as of the different social and health issues to be addressed during the sessions. As part of their training, facilitators must also go through a process of self-reflection about their own experiences and concerns with regard to gender, masculinity and parenting. This will allow the facilitator to discuss these issues in a calm and open manner.

Similarly, facilitators should be sensitive and responsive to the participants. The facilitator should be alert to the possibility that participants may require specific attention apart from the group and, in some cases, may require referral to professional services and guidance counseling.

## Male or female facilitators?

Is it advisable to use male facilitators when working with groups of men? In some contexts, men prefer to interact with a male facilitator who will listen and, at the same time, serve as a model. However, other evidence suggests that the quality of the facilitator – the ability to mobilize the group, listen and motivate them – is a more important factor than sex. One recommended possibility is to have both male and female facilitators working as a team to show that it is possible to work together, and to model equality and respect. Nevertheless, it is not always possible to have more than one facilitator, or to form a collaborative pairing, so it is advisable to train and utilize as many qualified persons as possible in advance who are willing, available, and motivated to lead a group process.

## How long should the group education process last?

The duration of a group education program can range from a single discussion group to ongoing weekly sessions. The practice of conducting several sessions, with a brief rest period of a few days to a week between each session, seems to be the most effective; it allows participants time to reflect on and apply the topics discussed in real life scenarios, and then return to the group and continue the dialogue.

One study has shown that group education sessions lasting two or two-and-a-half hours per week, for a period of 10 to 16 weeks, is the most effective "dose" with respect to sustained attitude and behavior change (Barker, et al., 2007). Other studies have shown an impact in terms of changing attitudes in just 2-6 sessions. We believe that a greater number of sessions allows for more effective acceptance of the issues, and provides more time during the week and between sessions to reflect on the issues and discuss them with partners – all of which increases the likelihood of producing favorable results.

## Who should be in the groups?

Since the sessions address topics from pregnancy until early childhood, it is ideal that the program begin with a group of fathers and/or couples who are pregnant, so that some sessions may be conducted before birth and some conducted after. However, the order and the composition of the sessions are up to the facilitator. Some groups may be open, meaning that fathers can join at any point in the session cycle. In this case, the group will have some participants who are expecting a child and others whose children may have just been born. If this is the case, take advantage of men who already have children: ask them for examples of how they resolve issues and give them the space to speak about their experiences.

## What is the ideal number of participants?

Groups of 5 to 15 participants are recommended. If classes are inclusive of couples, a minimum of 4 couples and a maximum of 10 should be invited to participate. The creation of the groups will depend on the context in which the activities are implemented and on the particular characteristics of the participants. Working with large groups is not recommended, because the size can make it very difficult to conduct the sessions and achieve learning objectives in a confidential, intimate and mutually supportive atmosphere.



## Is it better to work with single parents, with groups of men, or in mixed groups with the mothers?

All options are fine. Although the language of this manual is primarily directed at working with groups of men, this participation model can be flexible and adapted for mixed groups. Men and women live and work together; some are couples while others exist in families with different structures and arrangements. As educators, teachers and professionals who work with young people, we must encourage interactions that promote respect and equality, either in groups of only men or only women, or in mixed groups.



Mixed groups allow women and men to hear the perspectives of the other sex. They can also serve as a bridge to fill the communication gap between men and women, and provide the opportunity for both to collaboratively explore and understand their relationships and gender attitudes.

Although mixed groups provide a unique set of advantages, in some cases it is best to work with separate groups of men or women. Some men feel more comfortable or safer discussing topics such as sexuality and violence, or expressing their emotions, without the presence of women. On the other hand, there are also some young men who may be more engaged in discussing certain topics if women are also around.

Thus, although the presence of women in the group can create a more enriching experience, their presence can make men express themselves less and, in turn, may inhibit some groups of women from talking more about intimate matters. In some groups, the few men who are more at ease may take the role of being the "ambassadors" for other men who may delegate the expression of their emotions.

In summary, experience has shown that mixed groups as well as those constituted only by men or women can have a positive impact. Therefore, the model should be chosen in response to the needs of the specific context in which it will be implemented.



## What is the ideal length of time to carry out the activities?

While a minimum of 90 minutes to perform each activity is recommended, various factors in each group or context will affect the reduction or increase of time allotted. Therefore, the activities can be adapted to fit the facilitators' available time or the time period they consider appropriate for the group. Each activity includes a recommended time allotment.

## The cycle of group sessions with fathers:

Ideally, parents will participate in a cycle of eleven group sessions, two hours each, on a weekly basis.

The group can be open, in which participants may engage in any of the sessions, or closed, which requires the same participants to complete the course in its entirety. As stated under the subheading above, "Who should be in the groups," consider starting a session cycle with fathers who are expecting children. If they are being recruited from prenatal care visits, this should not be a problem. However, if the session is open and there are fathers who already have children, take advantage of their experience and ask them to share personal stories about fatherhood as you go through the activities. Integrate new members by inviting them to write down their questions before the workshop begins in order to understand their concerns, and learn what topics motivated them to join the group.

Since it is possible that some men may attend only a single meeting, it is important to plan sessions such that each one is meaningful and useful in itself.

## How should I prepare the physical space?

Activities should take place in a spacious and pleasant environment with few distractions, where participants can move about freely but also have privacy. For groups taking place in the health clinic, ensure that you pick a space that has little to no foot traffic. To make spaces more inclusive and warm, hang posters on the walls that contain images of men caring for children. There are many posters available to download on MenCare's website: [www.men-care.org](http://www.men-care.org).

It is recommended that, during the sessions, participants are offered some type of refreshment and engage in physical activity and motion. Beverages and food tend to be highly valued by participants, and help them stay in the group process.

## Flexibility, creativity and contextualization of activities:

The structure proposed in this manual for the implementation of activities should serve as a general guide to action; it is not necessary to apply it verbatim. Facilitators can change the order of certain activities' elements, or alter the listed examples, to make them more relevant to the reality of their group and to reflect their own knowledge and skills. Additionally, if the group appears to lack energy, lose interest, or becomes less responsive, facilitators can adapt the session by including an energizer activity, as listed in Section 2: Appendix 2, or a MenCare film listed in Section 2: Appendix 3.

If the topics and examples presented in these activities come across as too abstract or removed from the reality of the facilitators themselves, facilitators should adapt them to resemble more closely their daily lives and experiences, so that they will be more emotionally involved and identify more closely with the material. Issues should be addressed as specifically as possible, and should focus on the current circumstances of group members (as individuals, and members of their, group, family, institution and community) rather than projecting too far into the future.

## Creating ground rules:

It is recommended that, at the start of the first session of group work, participants generate their own “ground rules” to create a sense of safety in the group. The facilitator guides participants by asking questions such as,

“What will make you feel welcome and comfortable?”

“What would encourage you to talk in the group?”

“What would discourage you from talking the group?”

“What could happen that would make you want to leave the group?”

Record the responses on the flipchart or chalkboard and, once agreed on, place them in a conspicuous part of the room.

## Here are some examples of basic rules that you can use:

- \* Respect all participants in the group.
- \* No insults of other people or their ideas. Each person has the right to think and freely express their opinions. Respectfully challenge ideas you disagree with (See “Values of the Group”).
- \* Listen attentively; avoid interruptions because they take time away from others in the group.
- \* Each person has the right to pass; no one will be forced to participate in any activity or exercise.
- \* Practice empathy: put yourself in another person’s shoes.
- \* Always speak in the first person tense. For example, use phrases like, “I feel,” “happens to me...,” “I went through an experience in which...”
- \* Commit to confidentiality: another person’s experience cannot be discussed outside of the group.
- \* Commit to punctuality and full attendance.

## Values of the group:

Though there will be plenty of topics that group participants will disagree on, many of which will have no right or wrong answer, there are some issues that are “non-negotiable” and not up for debate. They are the following:

- Men must be active caregivers and nurturers at all times: when planning to have a child, during pregnancy, during labor and delivery and after the child is born.
- Men should assume equal and joint responsibility of domestic chores.
- Men come in many forms. They are heterosexual, gay or lesbian, bisexual or transgendered; they live with their partner or separately, or with their parents; they have adopted children; they have custody of children, and so on.
- Men support gender equality and value the rights of women and children.
- Men oppose any form of violence against women and children.

# Running each session – some basics

Listed here is an outline of basic tips on how a facilitator should run each session. Before beginning each session, re-read this section to remember the key points.

1. **Start Punctually.** Parents are busy, so it is important to respect the reality that fathers may not have more than the allotted time set aside for the session.
2. **Start each session with a check-in. It could be a general quick question:** “How are you doing this week?” “How is your baby doing?” The facilitator should include himself or herself in this, and model an open and honest response. Some participants will check in with their own troubles, and it is important to give them the space to express themselves without taking over the whole group.
3. **Reflect on the last session.** Ask, “Any more thoughts on our topic from last week?”
4. **Introduce the session’s theme and the objectives.**
5. **At the end of the session, remind participants of any homework.**
6. **Close.** Go around the group quickly to transition out of the current issue to the topic of the next session by asking something like, “What is one thing you are looking forward to this week or weekend?”

### 3. The 11 Sessions: Structure and Content

The sessions are organized to facilitate full understanding and implementation. Some sessions include more than one activity. The purpose of including more than one activity is to facilitate deeper group understanding and reflection of the topic at hand.

Each session in this manual includes the following aspects:

**Title:** Indicates the main theme of the meeting or session. In a phrase or sentence, the title summarizes the scope of the session, and the main topics to be addressed.

#### OBJECTIVES

Describe specific information, ideas and skills to be addressed; these outline the learning goals for each session. Unless the session's instructions say otherwise, the facilitator should share the objectives with the participants at the beginning of each meeting.

#### RECOMMENDED DURATION

Suggested time interval for conducting the session. Depending on the number of participants and other factors, the recommended duration for each session may vary. It is important to adapt the length of each session to the work rate of the participants.

#### MATERIALS NEEDED

Materials required for carrying out the activity or activities. If not otherwise specified, basic materials, such as paper and marker pens, should be made available. In cases where the materials listed may not be easily acquired, the facilitator has the freedom to improvise. For example, a flip chart can be replaced by cardboard, newspaper or a chalkboard.

#### SESSION STRUCTURE

The stages or steps for performing the activity or activities during a session. In general, the activities are designed to be easily adaptable to groups with different proficiency levels in reading and writing, and the facilitator must carefully assess whether or not the steps are feasible and appropriate for participants. The structure is broken down further into "Part 1, Part 2" and so on, for easy reading.

## Key Ideas

A summary of key educational messages that should be conveyed during a session and reiterated at the close. These help the facilitator to be clear on the primary messaging points for each meeting.

## Close and Homework

Additional guidance for closing the session. At the end of each meeting, the participants will be guided through a task; experiences from these tasks will be shared at the following meeting. Homework helps put into action and reinforce the new practices developed during class. Not all sessions will end with homework.

## Notes for Facilitators

- \* Supportive commentary for facilitators, which includes information or evidence on key topics and conceptual distinctions. This will allow the facilitator to feel more comfortable with the subject, especially if it is an unfamiliar topic. Note that not all sessions contain notes for the facilitator.

## Supporting Information for Facilitator

Additional information and tools that complement the activities are offered in some sessions. Some handouts are for the participants' use and others are for the facilitators only. If a handout is meant for participants, it will be indicated on the document.

# The 11 proposed themes are as follows:

Session Number	
1	<b>Theme: Expectations</b>
	<b>Main Activity:</b> My Needs and Concerns as a Father
	<p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>* Receive feedback on the needs, expectations and motivations of participants.</li> <li>* Use the expressed needs and interests of men to encourage their participation and to answer their most pressing questions.</li> <li>* Get input from the participants on planning or adapting future sessions to address the particular needs of this group.</li> </ul>
2	<b>Theme: Father's Impact/Legacy</b>
	<b>Main Activity:</b> My Father's Legacy
	<p><b>Session Objectives:</b></p> <ul style="list-style-type: none"> <li>* Reflect upon the influence that fathers or other male authority figures have had on the participants while they were growing up.</li> <li>* Discuss how participants can take the positive aspects of their fathers' influence, as well address the negative impacts so as not to repeat harmful patterns.</li> </ul>



Session Number	
3	<b>Theme: Pregnancy</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* Parenting Stories</li> <li>* Asking a Health Professional</li> <li>* My Father Can do Everything</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Normalize men’s involvement in maternal health and the prenatal period.</li> <li>* Address many of the concerns men have about the experience of pregnancy, such as couple conflict and stress, loss of sexual desire, and more.</li> </ul>
4	<b>Theme: Birth</b>
	<b>Main Activity:</b> Delivery Room Role Play
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Share ideas and experiences about the role of a father during birth, and prepare the father for his role as a companion for the mother.</li> <li>* Address concerns men have about childbirth.</li> <li>* Highlight the importance of physically and emotionally bonding with their sons and daughters.</li> </ul>

Session Number	
5	<b>Theme: Family Planning</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* Father by Accident or by Choice?</li> <li>* Presentation on Contraception</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Reflect upon the benefits of family planning and the value of couples' communication in this process; talk about the use of condoms and other methods of birth control.</li> <li>* Remind the couple that, even if their first child was not planned with the use of birth control methods, they can decide when to have other children, or they can make the decision not to have any more children.</li> <li>* Invite a reproductive health professional to speak at the session, in order to increase the participants' knowledge of available birth control methods.</li> </ul>
6	<b>Theme: Caregiving</b>
	<b>Main Activity:</b> Caring for my baby- Practice Makes Perfect
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Learn about a baby's care needs, and reflect upon men's capacity to satisfy these needs.</li> <li>* Question the stereotype that women are naturally better equipped to provide better care and upbringing for children than men.</li> </ul>

Session Number	
7	<b>Theme: Gender</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* Gender and Toys</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Reflect upon norms of gender socialization, i.e. the different ways in which we treat and educate our children based on gender.</li> <li>* Reflect upon the communication and affection between parents and their sons and daughters.</li> </ul>
8	<b>Theme: Non-violence</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* Violence Clothesline</li> <li>* Resolving Conflict – A role play</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Reflect on the violence that occurs in families, among couples (mostly of men against women), and violence against children. (It is recommended that this activity be undertaken by men without the mothers so that men may express themselves more freely and honestly).</li> </ul>
9	<b>Theme: The Needs and Rights of Children</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* My Child in 20 Years</li> <li>* Put it into Practice: Positive Parenting</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Make connections between the long-term goals fathers and mothers have for their children (ages 0-4) and how harsh discipline affects those goals.</li> </ul>

Session Number	
10	<b>Theme: Division of Caregiving</b>
	<b>Main Activities:</b> <ul style="list-style-type: none"> <li>* Hours in a Day</li> <li>* Mother of My Child and Me – Working as a Team</li> </ul>
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Reflect upon the time men dedicate to caring for and attending to their children, and compare it to the time spent by women. Reflect on male involvement in these activities and discuss the sexual division of labor.</li> <li>* Analyze the relationship and communication fathers have with the mothers of their children, in order to identify weaknesses and strengths.</li> <li>* Discuss the devaluation of daily housework in society.</li> <li>* Make one to two commitments to participate more equally in domestic work.</li> </ul>
11	<b>Theme: Final Reflections</b>
	<b>Main Activity:</b> The Father's Web
	<b>Session Objectives:</b> <ul style="list-style-type: none"> <li>* Reflect on the experiences participants have had in this cycle of sessions.</li> <li>* Make a commitment to be a more involved father.</li> <li>* Encourage the participants to continue to meet after the session ends.</li> </ul>

Consider the above list of proposed themes as a flexible template for sessions; the order may vary. After the first session, which aims to investigate men's needs, the order of the following sessions can be flexible. For example, the theme, "the mother of my child," may be reassigned a new place in the order of the sessions, if appropriate. Issues of greater interest can be emphasized.

In fact, sessions 2, 7 and 8 should be considered as cross-cutting themes that can be integrated into the other sessions if necessary, even though they are important and relevant enough to stand alone.

The topics of sessions 3, 4, 6, 7, and 9 should be addressed in that order, as they are designed to follow the chronology of life events: pregnancy, birth, baby and growing child.

Rather than use this manual to implement two-hour-long weekly sessions, facilitators may choose to cover the material in one workshop lasting two days. In this case, the two-hour sessions are incorporated throughout the day (four sessions on the first day and three sessions on the second day).

### **After the session cycle ends:**

After the course cycle ends, encourage the group to continue to participate in the process. Exchange contact information and, if appropriate, create a Facebook page where the participants can continue communicating and sharing experiences of parenthood.



# SESSION 1: Expectations

## Main Activity: My needs and concerns as a father

### OBJECTIVES

1. Receive feedback on the needs, expectations and motivations of participants.
2. Use the expressed needs and interests of men to encourage their participation and to answer their most pressing questions.
3. Get input from the participants on planning or adapting future sessions to address the particular needs of this group.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

Flipchart and markers, or chalkboard and chalk, or cardboard and markers

## SESSION STRUCTURE

### Part 1 – Welcoming the Group

1. During the first session, start by introducing yourself, explaining the purpose of the meetings and facilitating an activity or game that helps participants to build trust in the group (see the Section entitled, “Running Each Session – Some Basics,” and the Appendix at the end of this section for a description of five “Ice Breaker” activities that can be used in this or subsequent sessions).
2. Provide an overview of the day’s objectives.

### Part 2 – “Who like me...” Ice Breaker

3. Use the activity, “Who like me...,” as the first exercise of the session, which is performed as follows: Form a circle and have all participants stand up.
  - Explain that spontaneously, one by one, participants can move to the center of the circle asking the question, “Who like me...?” They will complete the question with a detail about their family

situation or experience of fatherhood, for example, "Who like me has twins?" In this example, all men who also have twins would join the man in the center of the circle.

- As facilitator, start the activity from the center of the circle by asking a question, "Who like me...?"
- Then, encourage others to move to the center and ask their own questions, "Who like me..."

### Part 3 – Creating Ground Rules

**4.** Use this first session as a time to collectively build group guidelines (see “Creating Ground Rules” in the Introduction above under the sub-heading, Methodological Recommendations)

### Part 4 – Main Activity: My Needs and Concerns as a Father

**5.** Divide the participants into groups of 3 or 4 people and ask them: “What would you like to reflect on, learn, share or understand in these sessions together?” Tell them they have five to ten minutes in their groups to discuss.

If the session is with couples, ask each couple to turn to his or her partner and discuss the question among themselves and report back to the group.

**6.** After the five to ten minutes are up, ask for a volunteer from each group to report back two to three questions or comments from the group.

**7.** Record the comments and questions on a chalkboard or flipchart paper.

**8.** Once all groups have had a chance to report back, read the first question and answer it, modeling the behavior for the group (using “I” statements, validating that it is a good question to ask).

**9.** For the rest of the questions, invite volunteers to answer from their own experience and perspective by asking, “Who would like to share their experience on how they were able to resolve this issue?” or “What do people think about this comment?”

**10.** After the group members have finished answering the question, you can summarize and highlight the key ideas and those that best exemplify ideals of gender equality and shared responsibility.

**11.** The most important piece of this activity is that the questions move the group to share their personal experiences. If time permits, measure and give equal attention to all shared experiences, in an attempt to answer all questions.

### Part 5 – Group Discussion

- How did it feel to hear about the experiences of your peers? Did you learn anything new?
- Was there any comment that surprised you?

- Why do men talk so little about their concerns about fatherhood?
- Are there any more questions?

**12.** Using a large poster board, whiteboard, or flip chart, present the remaining sessions and their key topics.

## Homework

At the end of each session, explain that the participants will be assigned a task that will be reviewed during the following session. The two assignments this week are:

### Assignment #1

1. Converse with your partner or the mother of your child, and share with them a concern or fear with regard to fatherhood; invite her to share with you as well (if not already done in the group).
2. Ask your partner or the mother of your child what is expected of you as a father. Listen to her.
3. Come prepared to share voluntarily in the next session (if applicable) your experiences about the conversation.

### Assignment #2

Bring an object that you associate with your father or main male role model to the next session. This could be a tool, a book, a set of car keys, a strap used for punishment, etc. Come prepared to the next session ready to tell a story about the object and about your father.

## Close

- ✓ Using the Key Ideas, thank all participants for sharing their questions, concerns and experiences.
- ✓ Express appreciation for the environment of respect and trust they have sustained throughout the session, and encourage participants to take part in future meetings.
- ✓ Explain that you will use all questions posed in these activities to further inform and shape the coming sessions.
- ✓ Remind the group about confidentiality, and the importance of keeping what it said during the group sessions within the group.
- ✓ Finally, mention that all sessions will include a critical reflection on gender socialization, i.e. how boys and girls are raised and educated.



## Key Ideas

**Sharing experiences with other parents provides a valuable educational opportunity for men participating in these sessions: they become more aware of and responsive to each other's concerns, and benefit emotionally from the supportive environment.**

## Notes for Facilitators

- \* In any group, the first challenge is to build a secure group framework so that participants feel they may share their feelings and experiences in confidence. If this confidence framework is built from the beginning, then it is much easier to maintain the environment as the group becomes self-regulating. Also, the facilitator functions as the moderator of the framework; he/she must refocus the group if participants stray from the agreed-upon rules. Typical cases in which to intervene or take control are: when a participant verbally assaults another when interpreting the experience of a participant, or when someone "steals the microphone" and takes time away from the others. Intervention is also necessary if sexist views are expressed or any of the values of the sessions are rejected (See "Values of the Group"); in this case, ask other group members how they view that person's comments, and reflect on what his partner would think about these views. Invite others to question the views in a supportive manner, without confronting the person who expressed them.
- \* The participants' experience is the raw material of any group learning process.
- \* Individuals are much more likely to change their attitudes and behaviors when sharing and analyzing their own experiences and those of others, than when simply digesting facts.
- \* The recruitment process is a challenge when constructing any group of men. If only one participant attends, consider conducting an interview or counseling dialogue on fatherhood. If two or more participants can make the session, you can proceed as planned, although the session will likely take less time to complete. We do not suggest conducting this session with more than 15 participants, as it becomes difficult to maintain the proper atmosphere and to give every participant the opportunity to share his experiences.

## Supporting Information for Facilitator:

### BENEFITS OF AN INVOLVED FATHER

- Boys and girls with involved and loving fathers perform better academically, and show better social and emotional development.
- Having a non-violent father helps boys reduce aggressive behavior and question sexism.
- For girls, having close and positive relationships with their fathers or male authority figures is associated with having healthy and non-violent relationships in their adult lives, and gives them a greater sense of personal empowerment.
- Couples are happier when they share the responsibilities of child care.
- Involved fathers live longer and report having less mental and physical health issues, such as high blood pressure, heart disease and alcohol abuse.
- In violent neighborhoods, young fathers who have motivated themselves to care for their children are more likely to be able to leave violent gangs.



# SESSION 2: Father's Impact

## Main Activity: My Father's Legacy

### OBJECTIVES

1. Reflect upon the influence that fathers or other male authority figures have had on the participants while they were growing up.
2. Discuss how participants can take the positive aspects of their fathers' influence as well address the negative impacts so as not to repeat harmful patterns.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

Flipchart paper and markers

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “*Running Each Session – Some Basics*” subheading included in the “Before you begin” subsection. Revisit the previous week’s session and review homework assignment #1 from Session 1. Also review the ground rules.
2. Provide an overview of the day’s objectives.

### Part 2 – Main Activity: “My Father’s Legacy”

3. Taking into account that this exercise requires an emotional openness and concentration, it is recommended that you use an “Ice Breaker” to open the session, one where participants can have physical mobility, stretch, take a deep breath and relax. Take a look at Appendix 1 for ideas.
4. Next, ask each participant to bring out the object that they associate with their father (Assignment #2 from Session 1). For those who did not bring an object, give them a few minutes to think about what that object might be. This object may be a tool, a book, a set of car keys, a strap used for punishment, etc.

5. Going around in a circle, ask each participant to share a story about the object and how it relates to their father, or main male role model from their early lives.
6. Once everyone has finished sharing, write on a piece of flipchart paper the following statements:
  - “One thing about my father that I want to take into my relationship with my children is...”
  - “Something about my father I do not want to repeat with my children is...”
7. Read the statements out loud. Then, with the person sitting next to them, ask the pairs to share their thoughts.

### Part 3 – Group Discussion

- What are the positive things about your relationship with your father that you would like to put into practice or teach to your children?
- Which things would you rather leave behind?
- How do traditional definitions of manhood impact the way our fathers and other male role models cared for children?

*Some examples: Men cannot cry; men should not express physical affection to sons such as kissing or hugging; men use violence to resolve conflict.*

- How do traditional definitions of manhood impact the way women are raised and cared for?

*Examples: Women belong in the home, not in the workplace. Women are more weak, etc.*

- How can we “leave behind” harmful practices to be more involved and gender equitable partners? And more involved and gender equitable parents for our children?

#### **Adaptation for Activity: My Father’s Legacy (when the session is conducted with couples (mothers and fathers))**

1. Ask the group to form a “fishbowl” where the mothers will sit in a circle, inside a circle formed by the fathers.
2. Facilitate a discussion among the women where they share their object, and tell the fathers to listen attentively.
3. Next, ask the group to change places, and facilitate the same discussion with the fathers.
4. Next, with the entire group reflect upon the differences and commonalities between the mothers and fathers responses.
5. Resume at Part 3 until Close.

## Homework

Ask participants to share with someone they trust how they plan to emulate the positive actions of their fathers, and how they want to learn from and transform the negative experiences in order not to repeat them.

If a participant expresses the desire to discuss their reflections from the session with his own father, say that it is a personal decision, and add that if they feel the need to, they should do so, especially if they have resentful feelings toward their father.

## Close

- ✓ Using the Key Ideas, close the session with a positive message, helping to give a positive meaning to a painful experience as an opportunity for personal development and to replace negative attitudes and beliefs with positive attitudes and beliefs of respect and equity.

## Key Ideas

**It is important that men talk about their relationship with their fathers, to heal and learn from their experiences, and to apply this new awareness to their own roles as fathers. Making this reflection will allow men to identify those positive aspects of their life stories they want to replicate for their children, as well as those negative aspects they do not want to repeat.**

## Notes for Facilitators

- \* This activity can have a serious emotional impact on participants and facilitators because violent experiences or other traumatic life events, such as abandonment, may be recollected. Therefore, it is important to give the participants emotional support during this process. Generally, this can be achieved by respectfully listening to the participants, without judging or pressuring them.
- \* Overall, create an atmosphere where participants are validated for sharing personally emotional and intimate details. The confidentiality commitment should also be reiterated, so that the participants are reminded not to comment on what was said during the session once they leave. For those who shared traumatic experiences, acknowledge the fact that they were able to press on and continue with their lives despite facing such adversity.
- \* If a participant begins to break down and cry in front of the group, normalize the experience by giving them room to express that emotion. Consider saying, *"Thank you for being brave and trusting us with that story. I'm sure many of the people in this room have had similar experiences like yours."* Others in the group may also feel the need to support this person, and encourage them to do so if it feels appropriate. Often, these moments are what binds a group together. Additionally, explain that you are available and willing to have a separate conversation in private with any participant who requests it, and offer more personalized support by referring those who may need it to professional counseling or therapy.
- \* If a participant begins to take over a group by spending too much time with a story, find an opening and kindly say, *"It sounds like you have a lot of valuable experiences to share with the group. That is great! Do others have similar or different stories they would also like to share?"* This technique can be used in any session.
- \* Recommend to all that they take care of themselves (especially immediately following the session), take time to rest, take a shower and drink enough water. Tell them it is possible that some of them may feel traumatized after the session, and that this is a normal reaction after remembering difficult experiences. If there is no pressure, only those who are ready to share will do so.

# SESSION 3: Pregnancy

**\*NOTE:** There are multiple activities in this session.

- 1. Parenting Stories
- 2. Asking a Health Professional
- 3. My Father Can Do Everything

Refer to each activity for its objectives, recommended time and materials needed.

## Main Activity #1: Parenting Stories

OBJECTIVES	<ul style="list-style-type: none"><li>1. Normalize men’s involvement in maternal health and the prenatal period.</li><li>2. Address many of the concerns men have about the experience of pregnancy, such as couple conflict and stress, loss of sexual desire, and more.</li></ul>
RECOMMENDED TIME	Two hours
MATERIALS NEEDED	None

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

- 1. Welcome everyone back to the group. Check in with the participants, referencing the “*Running Each Session – Some Basics*” subheading included in the “Before you begin” subsection. Revisit the previous week’s session and review homework assignment. Also review the ground rules.

2. Provide an overview of the day's objectives.

## Part 2 – Main Activity #1, “Parenting Stories”

3. Introduce the guests you invited to today's session – two or three involved fathers from the community.

Note: These fathers will serve as role models for your group members. When selecting these fathers ensure that each of them is a parent and has been so since pregnancy. For example, it is desirable that the fathers participated in prenatal health check-ups, were present in the delivery room (if permitted by their hospital), share domestic chores, do not use corporal punishment against their children, and believe in gender equality. If it is not possible to invite involved fathers to the group, prepare a realistic story of an involved father from the community. Read this story to the group and continue onto the Group Discussion.

Each invited father should come prepared to tell his story about his involvement in his partner's pregnancy. What were the things he did to support his partner? What about pregnancy was stressful to the relationship? How did he acquire information about pregnancy? How did other men in the community view his involvement?

4. Next, divide the participants into groups of three or four and assign a father to each group. Once all groups are arranged, the invited fathers should introduce themselves again and tell their story. Groups should be dynamic and participants should feel free to ask questions to the invited fathers.

## Part 3 – Group Discussion

5. Once the invited fathers have finished their stories and the group participants have asked their questions, invite everyone back to the larger group. Ask the following questions:

- What affected you about the panelists' answers? Did you learn anything new? Was there anything you heard that made you feel uncomfortable?
- How was what you heard different from what you experienced during your partners pregnancy, or what your own father experienced? Why was this different?
- How does pregnancy affect the quality of the couple relationship?
- Was there anything you heard that you could do now?
- Is there anything that you cannot do?
- How can you go home and talk with your partner about what you heard today?

6. Conclude the activity by thanking the guest fathers and the group participants for their participation and by summarizing the key ideas. Continue to say that, in the next activity, participants will have an opportunity to think more deeply about what they can do specifically to support their partner during pregnancy.



## Main Activity #2: Asking a Health Professional

For those men who were not recruited from a prenatal clinic, it may be necessary to invite a maternal health professional to your group so that they can ask questions. This could be an obstetrician, nurse, or midwife able to give information about the nine months of pregnancy, touching upon the following:

Try to invite a specialist who believes that fathers should play a more active role during and after the pregnancy.

- \* The importance of prenatal visits. Fathers: come to appointments with your written questions!
- \* The most important biological and hormonal changes for the mother and baby during these nine months
- \* How the father can support the health of the mother during the pregnancy
- \* Sexual relations and pregnancy, including a discussion of cultural norms, and de-bunking myths (see Supporting Information for Facilitator, “Fun Facts about Sexual Pleasure during Pregnancy”)
- \* Facts about postpartum depression

If it is not possible to have an obstetrician, nurse or midwife at the session, collect online resources or informational pamphlets from a clinic in your community to share with the participants. Most of all, try to empower the participants to look for more information on their own, and remind them of the importance of providing support for the mother during pregnancy.



## Main Activity #3: My Father can do Everything (Inspired by Father School: Step by Step)

### OBJECTIVE

Indicate specific ways that men can provide support to their partners during pregnancy.

### RECOMMENDED TIME

45 minutes

### MATERIALS NEEDED

Flip chart and markers

## SESSION STRUCTURE

### Part 4 – Activity #3: My Father can do everything

1. Prepare a flip chart with two columns: on one side, write “Mother,” and on the other side, write “Father.”
2. Explain that, during pregnancy, a woman has many tasks and responsibilities: some that biologically only she can do, and others that are socially assigned to her because of her gender.
3. Ask the participants, “What can women do to ensure a healthy pregnancy?” and write down their answers.

Here are some topics to include:

- Attend prenatal classes
- Live in a home free from physical, verbal or psychological violence
- Eat healthy and nutritious foods
- Abstain from drinking alcohol
- Get plenty of rest
- Drink plenty of water

- Abstain from smoking cigarettes
- Do light exercise
- Stay away from others who may have a cold or other infectious sickness, and wash hands with soap and water often
- Refrain from using cleaning supplies that have harmful fumes, and work in a well-ventilated area and wear safety clothes (such as gloves and a mask)
- Take vitamins
- Limit caffeine intake (such as coffee)
- Avoid undercooked meat or raw fish

Now that you have a list, ask the fathers what role they can play to help support the mother in each of these tasks.

#### 4. Compare the two lists.

### Part 5 – Group Discussion

- What makes an impression on you when you observe the two lists?
- How can father's participation in pregnancy promote their involvement in the child's life after he or she is born?
- How can couple conflict such as physical violence impact the health of the mother and the child?
- What effects would it have on the mother if fathers took more responsibility in taking care of domestic chores and caring for children? What impact would it have on the father?
- Based on the list, what are some things you can do now to provide support for the mother? (E.g. cooking meals, taking children to school, cleaning, providing emotional support and going to prenatal care visits.)

### Homework

Propose as homework one of these options:

1. Inquire about the development and experiences of unborn babies as well as the special needs that pregnant women have by asking the mother of their child, a health professional, or by searching for this information in other sources (magazines, Internet, library, books, etc.).
2. For those men whose partners are currently pregnant, their homework will be looking for a new way to provide support, loving care and security to the mother based on today's session. Be prepared to come to the next session to talk about this experience.

## Close

- ✓ Using the Key Ideas, close the session by emphasizing that pregnancy can be a stressful and emotional time for the mother as she is experiencing both physical and hormonal changes in a short time span. Men can be supportive partners by engaging in domestic house work such as cooking, cleaning, taking care of children living in the home (e.g. taking them to school, reading to them) and accompanying the mother to prenatal care visits. Not only with the mother benefit, but the father will as well!

## Key Ideas

- \* **During pregnancy, the mother must live an environment with healthy physical, environmental, nutritional, emotional and social conditions. For the optimal development of the fetus during pregnancy, the mother must feel relaxed, at ease, and emotionally supported.**
- \* **Pregnancy is a joyful experience, but is also a stressful time for a couple – especially for first-time parents. It can deepen the emotional connection between partners, but can also create new tensions due to uncertainties about parenting, heighten economic stress, etc. It is important to remain patient and talk openly about issues that may cause conflict. In later sessions, participants will have an opportunity to explore more deeply issues related to violence.**
- \* **Men, in their roles as partners and/or fathers of the baby, can play an important role in promoting the physical health and emotional stability of the mother and the child during the pregnancy.**
- \* **It is essential that men participate actively during pregnancy by: making their partner feel cared-for and emotionally supported, talking about their future child, giving massages, accompanying the mother to prenatal check-ups, and planning for the birth of the child and welcoming him or her into your home.**

## Notes for Facilitators

- \* Facilitators are not expected to be experts on these topics. However, group participants will find it useful if they know where to get information about reproductive and maternal health on their own. If time and resources permit, take the initiative to seek out information from a reproductive health expert prior to the session to share with the group.

## Supporting Information for Facilitator:

### FUN FACTS ABOUT SEXUAL PLEASURE DURING PREGNANCY<sup>4</sup>

- Most women can continue to have sex up until they go into labor. Sexual activity will not hurt the baby. The baby is kept safe by the amniotic sac, cervix, and uterine muscle. There is also a thick mucous plug that seals the cervix and protects the baby from infection.
- It is normal for sexual desire in women to decrease in the first trimester due to breast tenderness, fatigue nausea. Other women find the freedom of not having to worry about birth control or conceiving makes sex more enjoyable. By the second trimester, many women feel less nausea and experience heightened sexual desire.
- Fathers can support and/or raise their partner's self-esteem about their changing body by offering positive comments.
- As the body changes during pregnancy, couples may need to try different sexual positions to find what is comfortable for her. Some women discover new or increased sexual pleasures during pregnancy because of such experimentation. "Spooning" while sitting up offers plenty of room for manual stimulation, sidelying allows for comfortable oral stimulation, and experimenting with pillows and support devices can help enhance and support a variety of positions and activities.
- Due to a sense of fullness, some women find vaginal penetration uncomfortable at some points during pregnancy and opt for manual, oral, or self-pleasuring sex instead
- Some cramping after making love is normal throughout pregnancy. The uterus contracts during orgasm and these contractions might be more noticeable during pregnancy as the uterus gets bigger.
- If the partner is at risk of experiencing pregnancy complications (vaginal bleeding, leakage of amniotic fluid, etc) the health provider will advise you to stop having sex. Be open with your health provider and ask what sexual activity can be done instead.

<sup>4</sup> Excerpted from Chapter 6: Relationships, Sex, and Emotional Support in Our Bodies, Ourselves: Pregnancy and Birth © 2008 Boston Women's Health Book Collective

# SESSION 4: Birth

## Main Activity: Delivery Room Role Play

### OBJECTIVES

1. Share ideas and experiences about the role of a father during birth, and prepare the father for his role as a companion for the mother.
2. Address concerns men have about childbirth.
3. Highlight the importance of physically and emotionally bonding with their sons and daughters.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

A pillow, copies of the Supporting Information for Facilitator, "Father's Backpack" and "Breathing Techniques," for the participants. If showing a film on the birth process, have a laptop or television monitor to screen for the group.

### Suggestion: Do this session with couples

This session is best done with the expectant partner as it loosely simulates the birthing process. It may induce bouts of laughter and feelings of silliness, which are completely normal! However, if you feel that it is not appropriate for an all-male group to do this activity (as it may elicit feelings of discomfort) consider showing a film about the birth process instead. Continue on with Group Discussion questions provided.

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants, referencing the “Running Each Session – Some Basics” subheading included in the “Before you begin” subsection. Revisit the previous week’s session and review homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today’s session.

### Part 2 – Main Activity: Delivery Room Role Play

3. Explain that, participants will play different roles today, such as: mother, fathers, midwives, and other health professionals, and simulate what goes on in the delivery room when a woman is ready to give birth.
4. Ask the participants to form groups of three. If there are groups of less than three participants, assign them to other groups to form groups of four or more.
5. Ask each group to assign the following roles to its members:
  - The mother giving birth
  - The father
  - The midwife, traditional or faith healer, nurse or doctor
  - If there are more than three people in a group, assign the remaining individuals the role of other health professionals

Emphasize that once the participants have been assigned a role, they are actors, and not themselves. In order to act, they will need to “become” the character they have been assigned.

7. Next, set the scene: *“It is 22:00 in the evening. Your partner is in the delivery room and in some pain because she is about to give birth. The doctor and midwife are preparing to deliver the baby. The father is also present.”*
8. Tell participants that, on the count of “three,” they will act out the scene in their groups. “One, two, THREE!” Give the groups 5 minutes to act out the scene.

### Part 3 – Group Discussion, Part 1

9. After 5 minutes, ask the participants to return to the circle. Ask everyone to “step out” of his or her roles. And ask the following questions:
  - How did it feel to play the roles in this exercise?
  - For those who played the father, how did it feel to play the supportive partner?
  - How did the mothers feel giving birth?







- And health professionals?
- Was there anything you would do differently, if you could do it again?

**10.** Next, pass out the Supporting Information for Group on breathing exercises.

- Read through the information with the group and practice some of the tips.
- Emphasize some of the main points from the Supporting Information for Facilitator, “With The Father Involved, Everyone Wins!”
- Overall, encourage fathers that, after the mother has had an opportunity to physically bond with the child, they should do so as well (if they feel comfortable) by practicing skin-to-skin contact (See Section 1), singing or rocking the baby, or doing whatever they feel comfortable.

## Part 4 – Main Activity, Continued

**11.** Ask for three volunteers to re-enact the birth scene again using the information they received.

**12.** Have everyone give them a big round of applause.

## Part 5 – Group Discussion, Part 2

- What are your anxieties as a father about your partner giving birth? Or, what anxieties did you have? For example, some men and women believe seeing their partner give birth will impact the couple's sexual desire for one another.
- Do you think it is important for fathers to be present at the birth of their child? If so, why? If not, why not? (For the child, for the mother, for the father?)
- For those who were present at the birth of their child, and those who were not present, ask those men to reflect on those experiences.
- What types of support do mothers need during birth, and what kinds of support can the father provide?

## Homework

Find out if the local health center or hospital has policies that permit or prohibit women from being accompanied during childbirth. Come prepared to share what is learned to the next session.

For those fathers whose partners are approaching their delivery dates, begin to prepare the backpack with things to bring to the hospital or clinic (see Supporting Information for Facilitator, “Father’s Backpack”).

## Close

- ✓ Share the key ideas listed for this session and summarize the practical suggestions given during this session about how men can participate in the labor and delivery process.

## Key Ideas

- \* **The process of labor and delivery is usually very physically demanding for the mother. The most important aspect of the process is to provide the mother with the physical and emotional support she needs.**
- \* **Birth is also stressful for babies! Emphasize with participants that skin-to-skin contact with both parents is not only essential for parents to physically bond with the child, but also has health and developmental benefits for the child as well. Consider that, if the bonding is not possible at the birthing center, it will be possible at home.**
- \* **Men's presence in the delivery room helps to build an emotional bond between the father and child. Men should speak with their partners about being present in the delivery room and receive her consent. It is also fundamental that the health care provider is in agreement, and supports the participation of the father during birth. In order to accomplish this, it is necessary to have had a conversation prior to the delivery.**
- \* **In some health centers or hospitals, the father is not allowed in the delivery room. In others, fathers are expected to be present. It is important that each father ask the health center if a companion is allowed, and, as long as the mother is in agreement, request access to the delivery room.**

## Notes for Facilitators

- \* Fathers often experience anxiety during delivery, but this can be alleviated by giving them the opportunity to discuss their feelings in a safe space with knowledgeable men who have had similar experiences. It is important that each father shares his emotional experience during the exercise (in a role, building the physical bond, etc.). If there are jokes, make them brief; remind the group that the sharing of emotional experiences should always be respected.

## **Supporting Information for Facilitator:**

### **WITH THE FATHER INVOLVED, EVERYONE WINS!**

When fathers are involved and present during the prenatal period and birth, the benefits are tremendous.

#### **For the mother:**

- Involved fathers contribute to reducing maternal stress during pregnancy.
- Mothers who are accompanied during prenatal visits usually attend more of them, compared to mothers who are not accompanied.
- When the fathers are present in the delivery room to help the mother, mothers have a more positive experience and feel less pain during childbirth than when they are alone.

#### **For children:**

- Infants with involved fathers have better cognitive functions.
- Infants with involved fathers more frequently develop into children with high self-esteem who can resolve conflicts without violence.
- Children with involved fathers generally have fewer behavior problems.

#### **For the father:**

- Fathers involved in their children's lives are more satisfied and more likely to stay involved.
- Involved fathers have better health: they take fewer drugs, consume less alcohol, live longer, and feel mentally and physically healthier.
- Some studies show that fathers involved in caregiving have more satisfying relationships with their partners, feel more connected to their families and report better sex lives with their partner.

## Supporting Information for Group:

### THE FATHER'S BACKPACK: WHAT SHOULD I TAKE?

(Adapted from “Father School: Step By Step”)

The couple should prepare their backpacks before going to the hospital or clinic to give birth. The health care provider should give the mother a list of things that she should bring with her to the hospital. And the fathers who will accompany their partners should also be ready. Below are some suggestions for the things you, the father, should have during your stay at the hospital.

- **Something to eat or drink.** Keep in mind that labor may take several hours. After deciding with your partner on your presence during delivery, make sure you prepare or buy what is needed. Ask the clinic or hospital staff if they have a microwave oven you can use if needed. Keep in mind that your partner cannot eat during this period of time, so please find a place outside of the delivery room where you can eat.
- **Cellular phone.** While several people will wait for your call, some people will actually call you. You cannot use your mobile phone in the delivery room. If you have to use it, please do so outside of the delivery room, so that your conversation does not bother other patients or interfere with staff work.
- **Camera or video camera.** If you want to take photos to record these memorable moments, it is better to do so before and after birth – with your partner’s permission, of course! Please disable the flash feature before taking pictures of the baby – the baby’s arrival into the world is stressful enough.
- **Clothing.** It is usually possible to stay at the clinic or hospital for one or two nights. You will need extra sets of clothes in your backpack, so that you will not have to go home to get them.

## Supporting Information for Group:

### BREATHING EXERCISES AND OTHER PAIN ALLEVIATION TECHNIQUES DURING DELIVERY (From Father School: Step by Step)

The breathing exercises optimize oxygen intake into the mother's body and help to alleviate the pain of labor contractions. During a contraction, your partner must take slow and deep breaths. It is very difficult to maintain a steady rhythm of breath, so you must help her relax while she is having contractions.

**For the partner:** Your partner must maintain a breathing rhythm, and complete a cycle every four seconds.

- Breathe in through your nose in the first second.
- Exhale through your mouth in short intervals while counting two three and four seconds.
- Exhale for a longer period of time during the fourth second.
- Repeat.

#### At the same time, the father must:

- Breathe with his partner.
- Make sure his partner is softly exhaling air in his face.
- Help her relax in between contractions.
- 

You need to watch your partner, and you should hold her hands or place her hands gently over your shoulders. She can continue the breathing pattern as she inhales through her nose and softly exhales air in your face. Practice this during the pregnancy. This may feel strange at the beginning, and both of you may feel awkward or shy. Nonetheless, breathing jointly with your partner is a wonderful technique to use while she is giving birth, especially at times when she feels she can no longer continue.

**Positioning:** If your partner feels pain in her lower back caused by contractions, she will need to adjust her position to help alleviate the pressure. This could involve leaning forward, positioning herself on all fours, leaning against a table or chair, or stretching her arms forward and holding on to your shoulders. She can also try sitting on a big exercise ball during contractions.

#### Massaging:

- The mother can use both her hands to massage her belly starting from the bottom of her pelvis and working her way up on both sides of her belly (left and right).
- You can massage your partner's back in a diagonal direction with a closed fist or using the palms of your hands.
- The mother can take a shower with lukewarm water or place a bottle filled with hot water on her lower back (or a towel soaked in lukewarm water).
- You can caress her abdomen with your fingertips in time with your shared breathing rhythm.
- You can also massage her hips and inner thighs in a circular motion.
- Massage her gluteal area with a closed fist. This massage can be either soft or firm, depending how the mother feels.

# SESSION 5: Family Planning

**\*NOTE:** There are multiple activities in this session.

- 1. Father by Accident or by Choice?**
- 2. Presentation on Contraception**

Refer to each activity for its objectives, recommended time and materials needed.

## Main Activity #1: Father by Accident or by Choice?

### OBJECTIVES

1. Reflect upon the benefits of family planning and the value of couples' communication in this process; talk about the use of condoms and other methods of birth control.
2. Remind the couple that even if their first child was not planned with the use of birth control methods, they can decide when to have other children, or they can make the decision not to have any more children.
3. Invite a reproductive health professional to speak at the session, in order to increase the participants' knowledge of available birth control methods.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

Sticking tape and two loaves of bread, or any object that represents a family's resources (e.g. pencils, books, pieces of paper representing cash)

### Important Note About this Session:

As with Session 3, the activity, “Father by Accident or by Choice?” may induce bouts of laughter and feelings of silliness, which are completely normal if this is done with an all-male group. However, if you feel that it is not appropriate for an all-male group to do this activity (as it may elicit feelings of discomfort), consider having the female partner in this session. Continue with Group Discussion questions provided.

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “Running Each Session – Some Basics” subheading included in the “Before you begin” subsection. Revisit the previous week’s session and review the assigned homework. Also review the ground rules.
2. Introduce the session’s objectives.

### Part 2 – Main Activity #1: Father by Accident or by Choice?

3. To begin the activity, construct two squares on the floor with tape to represent a house big enough to accommodate four people standing upright.
4. Explain that the participants will be telling a story about two couples (i.e. John and Rosa, Peter and Mary). One person in each couple will be the mother and the other will be the father. Ask four volunteers to take on these roles.
5. Say that, on the count of “three,” the actors will begin the scene. “One, two, THREE!”
6. Begin the story by saying, “*John and Peter are brothers, and so they decided to get married on the same day: Peter married Mary and John married Rosa.*” Ask the volunteers to enter their assigned “house” (box with tape) and to dance in it. Have the participants clap together to create music.
7. Now, say, “*In the first year of marriage, the two couples each had their first child.*” Ask for two volunteers from the group to play the part of these children, adding a participant to each house.
8. Continue, “*John and Rosa make the decision to use family planning. Mary and Peter did not initiate family planning, and Peter refused to even talk about this issue. In the second year of marriage, Peter and Mary had their second child*” (another participant is added to their home). “*In the third year of*

*marriage, Peter and Mary had their third child” (another participant stands in their home). “In the fourth year of marriage, both couples had a child each.” And so on, until Peter and Mary have seven children while John and Rosa have three.*

**9.** Finally, give the mother or father of each family a loaf of bread, or the object representing the family’s resources, and tell them to distribute it among the family members. Then, ask the participants to show these pieces to the group, so that they can appreciate the differences in quantity.

### **Part 3 – Group Discussion**

**10.** If this is a session with couples, create space for couples to talk among themselves about their expectations regarding having children (e.g. if they are satisfied with the birth control method they have chosen, the number of children they wish to have, etc.). After several minutes, ask the couples to share any insights from the discussion with their partner.

Tell participants now to “step out” of their roles and discuss how the role play went.

#### **Ask the families:**

- How did it feel to do this activity? Was there anything that you noticed about how you acted during this activity?

#### **Ask the group:**

- What did you notice, or what impacted you as you were watching this role play?
- What effects can lack of family planning have on a family?
- Is there something wrong with having a large family?
- Should people plan how many children they want to have and space them, i.e. take some time (two to three years) before having another child?
- In what ways can men contribute to family planning?
- Why do some men (and some women) ignore the issue of family planning?
- What does the community believe about male-focused contraception such as vasectomies? Condoms? How does this connect with norms around what it means to be men? What does the community believe about contraception for women?
- Why is it important to ensure a woman and her partner's right to access quality sexual and reproductive health services such as family planning?
- What is one thing that you can do now with your partner to plan a family and avoid unexpected pregnancies?



## Main Activity #2: Presentation on Contraception

Invite a professional with knowledge of reproductive health to give a 30-minute presentation on birth control methods. If possible, ask the presenter to bring birth control samples. The presentation should include information about:

- \* Contraceptive methods
- \* Intrauterine devices
- \* Barrier methods
- \* Natural methods, including periodic abstinence
- \* Tubal ligation and vasectomy

For activities modeled around contraception, please reference the Sexuality and Reproductive Health Module in Program H, available for download in Portuguese, English and Spanish here: <http://www.promundo.org.br/en/activities/activities-posts/program-h-manuals-download/>

For another excellent resource, see EngenderHealth's Trainer's Resource Book to accompany Introduction to Men's Reproductive Health Services – Revised Edition. This handbook provides basic information on a variety of reproductive health issues relevant to reproductive health services for men, including sexuality, gender, anatomy and physiology, contraception, and sexually transmitted infections. It is downloadable at [http://www.engenderhealth.org/files/pubs/gender/mrhc-1/mrh\\_trainers\\_manual.pdf](http://www.engenderhealth.org/files/pubs/gender/mrhc-1/mrh_trainers_manual.pdf).

### Homework

No homework assigned.

## Close

- ✓ Talk about the importance of taking responsibility for finding information about contraception, and emphasize that avoiding unwanted pregnancy is both women's AND men's responsibilities
- ✓ Tell participants to talk with their partners about the risk of pregnancy. Communication is key. The best way to prepare for parenthood is for couples to decide when they want children and when they are ready for that responsibility.
- ✓ Fatherhood before a person is ready, or young fatherhood, are risk factors for absence from the parental role, poor relationships with children, and high levels of stress. Men and women who have children before they are ready may feel that they are losing out on other opportunities in life (school, recreation, etc.).

## Key Ideas

- \* **Each individual and couple is responsible for looking up information about contraception, and for informing himself or herself about how to avoid unwanted pregnancies. Engaging in conversation with sexually active couples about the possibility of a pregnancy is also essential for the facilitator, as is encouraging them to be candid about their intentions.**
- \* **Using contraceptives continues to remain within the woman's domain of responsibilities. It is important to discuss how beliefs around manhood and sexuality affect men's willingness to participate in contraceptive use.**
- \* **The strongest foundation for parenthood is laid when a couple consciously decides they want to have children and are prepared to undertake the responsibilities that come with that decision.**
- \* **Parenthood at an early age and unplanned childbearing are risk factors which may lead to parents having troubled relationships with their children, as well as high levels of stress and irritability. A man with children that he did not plan for and expect may feel as though he has been cut off from exploring other opportunities in school, work, leisure, relationships with other partners, etc.**

## Notes for Facilitators

- \* Do some research around family planning and consult with professionals in the community prior to the session. If no health professional is available to speak at the meeting, bring materials to hand out to the group. It is not necessary to be an expert in family planning, but it is crucial to know where participants can find more information on the topic and to encourage them to seek out information on their own. For more information, go to [www.ippf.org](http://www.ippf.org), [http://www.who.int/topics/family\\_planning/en/](http://www.who.int/topics/family_planning/en/) and the Men as Partners curriculum at <http://www.engenderhealth.org/files/pubs/gender/ppasamanual.pdf>.



# SESSION 6: Caregiving

## Main Activity: Caring for my baby– Practice Makes Perfect

### OBJECTIVES

1. Learn about a baby's care needs and reflect upon men's capacity to satisfy these needs.
2. Question the stereotype that women are naturally better equipped to provide better care and upbringing for children than men are.
3. Reflect on how gender stereotypes influence a father and mother's behavior towards his and her son or daughter.

### RECOMMENDED TIME

Two hour and a half hours

### MATERIALS NEEDED

Several baby dolls (wearing real diapers) or pillows to represent babies, copies of Supporting Information for Group, a device to play music (this can be a stereo, a cassette or CD player, an iPhone, or any such device)

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “Running Each Session – Some Basics” subheading included in the “Before you begin” subsection. Revisit the previous week's session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today's session.

### Part 2 – Main Activity: Caring for my Baby – Practice Makes Perfect

3. Play relaxing music. Break into groups of two or three participants and provide a baby doll wearing a diaper to each group. Explain that you will do two exercises: the first is how to change a diaper, and the second is how to properly hold a baby. If possible, try to have one experienced father in each group.

4. First, explain how to change a diaper. Give a demonstration of each of the following steps listed in the Supporting Information for Group, “Useful ‘How To’s’,” or ask an experienced father to do so.
5. Each person from the group must take a turn.
6. If time permits, do the second exercise: Tell the participants they will practice how to hold and carry the baby properly, using the dolls. Follow the steps listed in the Supporting Information for Group, “Useful ‘How To’s’,” or ask an experienced father to demonstrate.

### Part 3 – Group Discussion

- Did anyone learn anything new, or want to comment on anything you noticed while you were doing this activity?
- Why don’t fathers participate more in taking care of young children particularly babies? What makes it difficult for fathers to participate in caregiving?
- How is the community and how we are socialized play a role in this?
- How does having a new child in the family affect the couple relationship?
- Examples: babies cry all the time and require constant attention, and parents become very tired.
- Imagine this: It is 2 o’clock in the morning. Your child is crying and you are not sure why. Your partner is exhausted because she has been breastfeeding all day and night. You have to get up in a few hours to go to work. As a father, what can you do?
- Who has more difficulty providing care for a baby? The mother or the father? Why?
- Can one get angry with the baby? Does your level of emotion differ if your baby is a boys versus a girl? Why or why not?
- Can one get angry with the mother?
- What do you do if you get angry? What are the options?
- What are one or two things you can do to be more involved in caregiving of your newborn? How will this affect the mother? What are 1-2 things you can do together with the baby?
- How can men support each other in their caring roles?
- What are some ways that we can be more responsive to the needs of our young children?

## Homework

Share the Supporting Information for Facilitator, “The Importance of Breastfeeding.”

You should practice a new way to care for babies (or older children). For example, if you are in charge of bathing the baby, take on a new task such as washing the baby’s clothes. If you do not know how to perform this task, ask for help. Come prepared to talk about those experiences in the next session.

Also, if you plan to proceed to Session 7 the following week, please ask participants to each bring a toy that their child plays with, such as a doll, ball, etc.

## Close

- ✓ Using the Key Ideas, conclude the session by stating that caring for a newborn can be an exciting, but also exhausting and stressful period in mothers’ and fathers’ lives. A baby cannot express himself or herself with words, so they cry. Some babies cry a lot, while other babies cry less. Many times, babies do not even know why they are crying! The most important thing a parent can do is provide warmth through physical affection (e.g. hugging, cradling, and rocking the child), and try his or her best to figure out what the baby needs. Men should spend quality time every day with his child.
- ✓ Men are capable of caring for babies and can satisfy all their babies’ needs (except for breastfeeding). The roles of motherhood and fatherhood are social constructs, i.e. they are formed by society; with enough practice, any man can become a competent caretaker.

### **Adaptation for Activity: Practice Makes Perfect (when the session is conducted with couples (mothers and fathers))**

After the activity, ask the mothers: How did you feel when you saw your baby's father change the baby’s diaper and hold the baby in his arms? Are there some instances when women may make it difficult for men to equally participate in the care of their baby and in performing domestic tasks? Why?

## Key Ideas

- \* **Parenthood can be a very stressful time for many couples. Babies cry and require constant attention and love from both mother and father. It is important to remember that the best thing to do is to respond to the baby with affection, and try to figure out what the baby needs.**
- \* **The world is changing. Before, parental roles were not flexible: men went to work and women took care of domestic affairs, but now, the only thing men cannot do is breastfeed. The acceptance of men as involved caregivers is growing.**
- \* **Gender equality includes sharing domestic responsibilities. If both father and mother work outside the home, they should equally share child care and domestic tasks.**
- \* **Even for fathers who work outside the home, it is necessary to dedicate at least 30 minutes daily to the baby (including activities such as feeding, bathing, singing, rocking and dressing) in order to develop the emotional connection necessary to form a special relationship with the baby.**
- \* **If paternity or flexible family leave is offered, encourage men to take those days to spend time with his partner and child.**
- \* **The father and baby should spend time bonding every day.**
- \* **The father can respectfully remind individuals who want to place him in a secondary role that it is his responsibility to care for his baby and communicate with him/her.**

## Notes for Facilitators

- \* During the actual activity, make sure to place added emphasis that participants wipe the baby clean only from the front to back, and that they should take care to support the baby's head at all times. There are many videos available online, searchable on websites such as [www.youtube.com](http://www.youtube.com), that present this topic with visuals on how to both change a diaper and to hold a baby correctly.
- \* If paternity leave is available in your community, encourage fathers to take the days offered.
- \* After the conclusion of the session, men and women may have questions about how to better respond to the needs of their young children. See Section 1: *Fatherhood in the Health Sector* that references Positive Parenting.

## **Supporting Information for Group:**

### **USEFUL 'HOW TO'S'**

#### **How to Change a Diaper**

1. Wash your hands with soap and lukewarm water. Use clean towels to dry your hands. Always use a paper towel to close the faucet.
2. Prepare the changing room/space. Make sure that you have all necessary materials and that a trash can or garbage bag is within your reach.
3. Place the child on the changing area. Do not use safety straps. Always maintain physical contact with the child.
4. Remove the diaper. Use wet towels to clean the child from front to back. Use a clean towel each time you wipe. Throw away any dirty items in the trash bin or garbage bag.
5. Wash your hands with soap and lukewarm water from the faucet only if you can maintain physical contact with the child. Otherwise, use disposable wet towels.
6. Place a clean diaper on the child and dress him/her.

#### **How to Hold and Carry a Baby**

1. Always hold the baby's back and head when carrying him/her. The baby's neck is not able to hold up the head on its own for approximately the first three months.
2. With one hand, hold the baby's back and with your other hand support the baby's head so that it doesn't wobble.
3. Once you have the baby in your hands, support all of the baby's body in one of your arms, placing its head on the crease of your forearm while you support below the back with the other hand. When you have acquired enough practice, you can hold the baby with one arm.\*

(\*From Bebes y Más ([www.bebesymas.com](http://www.bebesymas.com)))



## **Supporting Information for Facilitator:**

### **MEN ARE BIOLOGICALLY ABLE TO CARE FOR THEIR BABIES**

#### **How to Change a Diaper**

Women are not the only ones who are biologically able to care for their babies when they become mothers. A new study has revealed that fatherhood produces hormonal changes in men, such as decreased testosterone, to help them become better fathers. This reduction in testosterone does not mean that men lose their sexual desire, nor does it hinder sexual performance. This reduction of testosterone facilitates a stronger father-baby bond, and makes the father's body more open to developing a strong biological and psychological connection with the baby.

According to scientists at Northwestern University in the United States, this “abrupt reduction” of the male hormone makes men more inclined to stay at home with their families. Also, the study showed a significant reduction in levels of testosterone when men were more involved in caring for their babies. “Raising a child is a difficult task; therefore, it is one that must be done jointly. And our study demonstrates that men are biologically able to help raise a child,” researchers say. Many men report having a positive experience, and they feel a sense of tranquility at this time. In addition to a reduction in testosterone, men who have close physical contact with babies or young children also show an increase in other hormones such as vasopressin that allows them to bond with children.

Source: Authors' translation of online article, BBC Mundo (BBC Health), “La paternidad reduce la testosterona,” Tuesday, September 13, 2011. [http://www.bbc.co.uk/mundo/noticias/2011/09/110913\\_paternidad\\_testosterona\\_men.shtml](http://www.bbc.co.uk/mundo/noticias/2011/09/110913_paternidad_testosterona_men.shtml).

## Supporting Information for Group:

### FATHERS PLAY AN IMPORTANT ROLE IN BREASTFEEDING<sup>5</sup>

Supporting the health of your family is a great responsibility: you want to make healthy choices. This is why you, the father, should encourage your partner to breastfeed.

Some fathers may feel left out if their partner breastfeeds the new baby, but there are many other ways you can help your partner care for your baby, including the following:

1. **Help with the housework and cooking.**
2. **Help limit the number of visitors and visiting time.** New mothers need plenty of rest!
3. **Bathe and dress your baby. Change the diapers. Sing and talk to your baby.** If you see the baby searching for mother's breast, sucking his fist, or making sucking noises, take him/her to mother for a feeding. It takes time for a mother to learn how to breastfeed. If your partner is uncomfortable or experiences pain while breastfeeding, it may be because the baby is not latching on correctly or because the breast is engorged with milk. Many new mothers need help in the beginning. Contact a breastfeeding counselor who can help the new mother stay on track, such as a midwife.
4. **Take the baby to his/her mother when ready to feed.** Look at your baby's tiny fist and remember that it is about the same size as his/her stomach! The baby will need to nurse often, every 1 to 3 hours, around the clock.
5. **A mother's early milk, called colostrum, is expressed from the beginning and is the only food a baby needs.** Colostrum's special role is to help your newborn stay healthy. It is filled with important vitamins, minerals, proteins and immunities. Between the third and fifth days after birth, the mother will start to feel fullness in her breasts, indicating her milk has come in.
6. **If possible, do not give your baby water or formula in the first six months.**
7. **Feeding the baby anything other than breast milk interferes with a mother's ability to produce enough milk.**
8. **Let your partner know how proud you are!** Breastfeeding is a loving commitment. Sometimes mothers worry that their babies are not getting enough milk. You can reassure her that the baby is getting plenty of breast milk in a number of ways:
  - a. Baby is interested in feeding every 1 to 3 hours, around the clock.
  - b. Baby wakes to feed.
  - c. Mother can see or hear baby swallowing.

<sup>5</sup> Source: United States Department of Agriculture, Food and Nutrition Service, Special Supplemental Program for Women, Infants and Children (WIC). (2002). <http://www.fns.usda.gov/wic/fathers/MakingtheDecision-brochure.pdf>.

- d. Baby appears satisfied and content after feeding.
- e. Mother's breast softens during the feeding.
- f. Baby has 3-5 wet diapers and 3-4 soiled diapers by 3-5 days of age.
- g. Baby has 4-6 wet diapers and 3-6 soiled diapers per day by 5-7 days of age.
- h. Baby's excrement is yellow and seedy (by day 3).

Do not worry if your baby loses a little weight in the first few days. After about 5 days, the baby should gain 4–8 ounces or more per week with breast milk. After 6 weeks, the number of dirty diapers may decrease.

**9. You can bond with the baby too!**

- a. Babies love skin-to-skin contact with their fathers!
- b. Talk, sit, sing, rock, read to, burp, or diaper the baby.
- c. Make some time in the day just for you and your baby – babies need cuddling and hugs from their fathers too.

**Breast Milk is Healthiest for Babies**

- a. Breast milk is easier to digest than formula. Breastfed babies have less diarrhea, constipation, and colic than babies who are not breastfed.
- b. Breast milk contains antibodies to fight infections.
- c. Babies may have less risk of becoming obese, having diabetes, and developing other diseases.
- d. Breastfed babies have a lower risk of asthma, allergies, and certain cancers.
- e. Breast milk contains special ingredients to promote brain growth.

**Breastfeeding is Healthiest for the Mother**

- a. Breastfeeding helps the mother's uterus shrink to its pre-pregnancy size.
- b. It may help the mother lose weight faster.
- c. It reduces her risk for breast and ovarian cancer, and osteoporosis (brittle bones) later in life.

**Breastfeeding Saves Money**

- a. It saves on formula, bottles, utilities, and medical bills.
- b. It reduces sick days used by working mothers.
- c. It's good for the environment because there is less trash and plastic waste.

# SESSION 7: Gender

## Main Activity: Gender and Toys

### OBJECTIVES

1. Reflect upon norms of gender socialization, i.e. the different ways in which we treat and educate our children based on gender.
2. Reflect upon the communication and affection between parents and their sons and daughters.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

Traditionally masculine and feminine toys.

### A Note on Preparation:

In the previous session, you asked that participants bring a toy that their child uses (optional). Facilitators can also bring toys to the session. Bring a variety of toys for participants, i.e. toys that are popular, and viewed as suitable for one gender over the other. For example, some toys traditionally selected for boys are toy guns, balls and video games, while girls traditionally are given toy irons, toy dish sets and dolls. You can also print out online images of toys, or cut out magazine pictures of toys.

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “Running Each Session - Some Basics” included in the “Before you begin” section. Revisit the previous week’s session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today’s session.

## Part 2 – Main Activity #1: Gender and Toys

3. Ask participants to bring out the toys they brought (homework from the last session), and place all toys in the middle of the room.
4. Ask participants to think of a game they like to play with their children. Give them a few minutes to think about it. Next, ask participants to choose a toy to play this game.
5. Ask participants to form pairs and assign the role of “child” or “father” to either person in the pairing. Instruct the “parent” to ask the “child” to play together using the selected toy.
6. Before letting them role play, say that, on the count of “three,” they must begin acting. “One, two THREE!” Give them five minutes to play these roles.

## Part 3 – Group Discussion

Form a circle and ask each pair to show the toys, or describe the toys, they played with to the group. Reflect upon the similarities or differences in the toys used to play with boys and the girls by asking the group:

### To those who played the “child”:

- How did it feel to play this activity?
- Did you play the role of a girl or boy? Why did you choose this gender? In what ways did the toy you selected influence this?

### To those who played the “father”:

- How did it feel to play this activity?
- How would you have played with your partner differently if he/she had been a boy rather than a girl?
- When you were a boy did you ever play with dolls? Is it okay for a boy to play with dolls? Why or why not?
- Is it okay for girls to play with toy guns, soccer balls, etc.? Why or why not?
- What do you think your child learned about being a girl or boy during playtime?
- What do these toys say about social expectations of being a male child or a female child, and being a grown man or woman?
- How can these social expectations be harmful to girls? And to boys?
- As fathers, how can we communicate positive messages about equality to our children? Equality meaning that our daughters have the same opportunities for a successful future as our sons do (i.e. have access to quality health services, education, good employment, an environment free from violence, etc.), and that sons are allowed to show their feelings including pain and vulnerability.

## Close

✓ Close this activity by emphasizing the Key Ideas.

### Key Ideas for Main Activity #1: Gender and Toys

- \* Many toys are designed for children with gender in mind, and socialize children such that boys play masculine roles with plastic guns and toy soldiers, and girls play feminine roles with similarly ascribed gendered toys, like baby dolls. Equally, the games that caregivers play with boys or girls shape ideas of what is considered to be appropriate roles for boys and girls. The manner in which we play with boys and girls is a socialization process that, if gender roles are rigidly enacted in play, can foster unequal and unjust relationships later between grown men and women.
- \* However, we all play when we are children; it is only as we grow older that we forget how to play. Games are a very important part of life. They are crucial for our own well-being, and help us as adults have a better connection with our children. Games/playtime serves as a special bridge for communicating with children. . As parents, it is important to remain conscious of how we play and that underlying messages about inequality are not being communicated to children.

### Adaptation for Activity: Gender and Toys (when the session is with conducted with couples (fathers and mothers))

During discussion, provide time for parents to reflect and discuss how they play with their sons and daughters. Is there a difference based on the gender of the child? How do the children play with their father and with their mother? How can parents and children work together to break traditional roles? For example, consider having a weekly family meeting. Ask that each couple share their plan.

# SESSION 8: Non-violence

**\*NOTE: There are multiple activities in this session.**

1. **Violence Clothesline**
2. **Resolving Conflict – A role play**

Refer to each activity for its objectives, recommended time and materials needed.

## Main Activity #1: Violence Clothesline

### OBJECTIVE

Reflect on the violence that occurs in families, among couples (mostly of men against women), and violence against children. (It is recommended that this activity be undertaken by men without the mothers so that men may express themselves more freely and honestly).

### RECOMMENDED TIME

One and a half hours

### MATERIALS NEEDED

Rope to form a clothesline, an object to hang paper on the clothesline such as paperclips, pencils, colored markers, and sheets of paper; copies of the Supporting Information for Group

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “*Running Each Session - Some Basics*” included in the “Before you begin” section. Revisit the previous

week's session and review the homework assignment. Also review the ground rules.

**2.** Provide an overview of the objectives of today's session.

## **Part 2 – Main Activity #1: Violence Clothesline<sup>6</sup>**

**3.** Explain that there will be two clotheslines, and that participants will be asked to draw images on pieces of paper and then hang them up on the clotheslines. If they would like, they can also write down words instead.

**4.** Hand out the sheets of paper and markers, pens or pencils to each participant and explain that this exercise will focus on experiences of violence in the family.

**5.** Ask the participants to describe their first experience of family violence from childhood on the first sheet. It does not have to be in writing or an image depicting violence. It could be shapes or colors representing emotions and feelings. It can be any type of violence: physical, verbal, psychological, sexual, etc. They do not need to put their names on any of these papers.

**6.** On another sheet of paper, ask participants to write, draw or color to describe how they felt at that moment of violence.

**7.** Then, on a third sheet of paper, ask participants to write or draw an instance of family violence that they acted out as adults (may be violence against a partner or against a son or daughter).

**8.** Assign approximately 10 minutes for each task.

**9.** With the strings, form two clotheslines and on each one, hang the following titles:

- Violence I have witnessed or experienced.
- Violence I have carried out.

**10.** Ask the participants to attach their responses to the corresponding clothesline, and after everyone has placed their answers on the clotheslines, invite the participants to describe what they drew, or simply ask participants to make a tour of the clotheslines.

## **Part 3 – Group Discussion**

**11.** While sitting in a circle, invite participants to reflect on what they read and what they recalled from their personal experiences. You may ask:

- How was it for you to talk about the violence used against you or that you have witnessed, and the violence you carried out?
- How do you feel when you perform an act of violence?

<sup>6</sup>Adapted from Promundo. Program H Manual.



- What are the common factors that provoke violence against women in intimate relationships and violence against children?
- How acceptable is it in our communities for men to use violence against women? And what about violence against children?
- Is there a connection between the violence that you do and the violence done against you?
- Some researchers say that violence is a cycle, i.e. victims of violence are more likely to commit violent acts later in life. If this is true, how can we break this cycle of violence?
- What can we do about the violence we witness?

## Main Activity #2: Resolving Conflict – A Role Play

### OBJECTIVE

Conduct a role play to practice non-violent ways to react when we become angry (see Supporting Information for Group for this activity).

### RECOMMENDED TIME

1 hour

### MATERIALS NEEDED

A pre-prepared situation to dramatize, copies of Methods to Control Anger (#1) and Communication Style (#2) Supporting Information for Group

## SESSION STRUCTURE

### Part 4 – Main Activity #2: Resolving Conflict – A Role Play

1. Pass out the Supporting Information for Group for this activity, “Practical Methods to Control Anger” and “Communication Styles.” Read through the information with the group.
2. Next, explain that the activity you will do now involves a role-play with two volunteers. Present a scenario like this:  
"David and Jeanette are disagreeing about who is responsible for bathing the children tonight."
3. Ask the two volunteers to first act in impulsive ways, e.g. by venting their anger against a partner without reaching an agreement on who will bathe the children.
4. Next, ask all participants to get into groups of two or three and prepare and act out a situation

in which the couple comes to a mutual agreement, taking into account the methods included in the Supporting Information for Group, or other non-violent forms of conflict resolution.

**5.** If time permits, do one or two more role plays with different situational disagreements about housework or caregiving including one between a father and child.

## **Part 5 – Group Discussion**

**6.** Ask the actors:

- How did the first scenario compare with the second situation? How did you feel in the first versus the second scenario?

**7.** Ask the group:

- Generally speaking, is it difficult for men to express their frustration or anger without using violence? Why or why not?
- Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
- What are the main causes of disagreement or conflict in your home?
- Are these methods for preventing arguments from escalating realistic? Why or why not?
- What are the benefits of communicating in an assertive way versus in a passive or aggressive way?
- Can anyone provide an example in which they disagreed strongly with their child or partner on something, but resolved it without yelling or using violence?
- What is one way in which men can control difficult emotions such as frustration or anger against their partner?
- What about against their child?

## **Homework**

As homework, invite men to have a conversation with either their partners or ex-partners and with their sons or daughters. During this conversation, they may share how they felt when remembering an act of verbal, psychological or physical violence that was done against them. This would be an excellent opportunity to make a promise within the family that disagreements will always be resolved without using violence and with respect for the other person's right to disagree.

Additionally, recommend that men practice one or two of the techniques from the Supporting Information for Group from this session with their partner this week. Tell them to advise their partner when they will practice it! Come back ready to explain their experiences.

## Key Ideas

- \* There is no excuse for violence. Under no circumstances is it justifiable. We have a responsibility to control ourselves when we feel angry. We can learn more effective ways to communicate and resolve conflicts. Communicating in a more assertive way is much more powerful than being passive or aggressive. Everyone, big or small, deserves respect and protection against any kind of aggression whether physical, verbal, psychological, sexual or other. To live a life free from violence is a human right that is never lost, even when we make mistakes.**
- \* Although most men have experienced violence in their childhoods and thereby may have learned to deal with conflict primarily through violence, they have a duty not to reenact this violence. It is possible to stop, get help, and cut the chain of violence between generations. Our sons and daughters are not guilty of their parents' past or present problems, and we must not take our past experiences out on them.**
- \* Violence against children is usually manifested in the form of physical punishment and justified as a measure of disciplinary correction. This type of violence is still legal in most countries, and is perceived as acceptable behavior. The cycle of violence creates the conditions for violence against women in intimate relationships, because children who are physically punished learn that the stronger or more powerful person can punish the weaker one.**
- \* This approach to conflict resolution is learned during childhood and can continue into adult relationships in families.**
- \* The behavior witnessed since childhood by adults who are fighting, taught us to associate anger or rage with violence. Usually the violence children experience or witness is accompanied by anger. It is possible to separate the feelings of anger from violent behavior; one does not have to lead to another. We can learn to manage our anger, calm down and channel it in a useful, constructive way, without threatening or assaulting others. Perhaps we have succeeded in controlling our anger with certain people who have authority over us (a boss, a public official, etc.), but we easily unleash our anger with our closest family members.**

## Notes for Facilitators

- \* Like Session 2, this session can trigger strong emotional reactions due to remembering painful experiences. It is important to create an atmosphere of respect and confidentiality. While some participants may express relief at being able to reflect and share past experiences, some may choose to comment but not give details. Participants should never be forced to share more than they feel comfortable. Talking about the violence they have committed can be even more difficult. Men may try to justify their violent behavior or to blame others for instigating the conflict. However, it is essential to remind participants that they must own their emotions and walk away from situations that may otherwise provoke them to use angry words or physical violence. It is important to have resources on hand to refer those who may need additional counseling or therapy.
- \* For additional advice, refer to “Notes for the Facilitator” in Session 2.

## Close

- ✓ Thank the participants for sharing their experiences. Recognize the participants’ efforts, what they have learned about their experiences, and how this learning will allow them to approach stressful situations without violence and to instead use dialogue to resolve problems with their families.
- ✓ Use the Key Ideas to reinforce the major points from this session.

## Supporting Information for Group:

### PRACTICAL METHODS TO CONTROL ANGER:

(From "Preventing youth violence: Workshops with gender and masculinities" – CulturaSalud)

#### 1. Step away from the situation, leave or take a walk.

To calm down, walk away and count to 10, breathe deeply, walk around or do a physical activity. This will "cool your head" and clarify your ideas. It is also important that people who are angry share their feelings with the other person involved. For example, they can say, "I am very angry right now and I need to leave. I need to do something now, like go for a walk, so I can release my anger. When I cool down and feel calm, I'd like to talk to resolve this."

#### 2. Use words to express your feelings without attacking.

Express anger without "attacking." For example, you can say, "I am angry because..." or, "I would like you to know..." Another example: if your partner is late in joining you for an appointment, you could yell something like, "You're a fool, you're always late, and I have to wait for you all the time." Or, you can use words without attacking. For example, say, "I'm upset because you were late. I wish you had arrived at the scheduled time or warned me that you were going to be late."

## Supporting Information for Group:

### COMMUNICATION STYLES:

Developing an effective communication style is key in any successful relationship as well as in parenthood! Men can help by clarifying their own desires in nonviolent ways and encouraging their female partners to be more assertive.

- Assertive communication: Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person's rights or put him or her down.
- 
- Passive communication: Expressing your own needs and feelings so weakly that they will not be heard.
- 
- Aggressive communication: Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

# SESSION 9: The Needs And Rights Of Children

**\*NOTE:** There are multiple activities in this session.

1. **My Child in 20 Years**
2. **Put it into Practice: Positive Parenting**

Refer to each activity for its objectives, recommended time and materials needed.

## Main Activity #1: My child in 20 years

### OBJECTIVES

Make connections between the long-term goals fathers and mothers have for their children (ages 0-4) and how harsh discipline affects those goals

### RECOMMENDED TIME

1 to 2 hours

### MATERIALS NEEDED

Pens, markers or pencils, and paper, copies of Stages of Child Development Supporting Information for Group

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “Running Each Session - Some Basics” included in the “Before you begin” section. Revisit the previous week’s session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today’s session.

## Part 2 – Main Activity #1: “My Child in 20 Years”

### 3. Introduce the activity by saying something along the following:

*For new mothers, fathers and other family members, having a young baby is joyful, exhilarating, exhausting and an enormous challenge. Parents feel like they have an extraordinary responsibility to ensure the health and happiness of their child. But few, if any of us, ever received a “How to” guide on how to raise a child. Many learn by instinct, or by remembering how our parents raised and disciplined us. But many instincts related to parenting are emotional reactions that are not thought out. As we explored in “My Father’s Legacy” and “Clothesline of Violence” parents are at risk of repeating harmful behaviors that they themselves experienced during childhood. In this session we will explore how to replace harmful discipline like spanking or yelling that can negatively impact young children with more positive parenting techniques.*

4. Individually, or in couples, ask participants to close their eyes and imagine the following, “Your child is all grown up. You are about to celebrate your child’s 20th birthday. Imagine what he or she will look like at that age. What kind of person do you hope your child will be? What kind of relationship do you want with your children?”

5. Next, ask participants to individually, or in couples, identify 5 characteristics (long-term goals), that they want their child to have when they are 20 years old. Some examples may be:

- Kind and helpful
- Honest and trustworthy
- A good decision-maker
- Caring towards you

6. Give participants a few minutes to discuss with the person sitting next to them, or with another couple, the characteristics they desire for their child.

## Part 3 – Group Discussion

7. Ask the group the following discussion questions:

- What are some of the characteristics you would like your child to have by age 20?
- How does yelling or hitting affect children? How might it impact your long-term goals?
- What does yelling or hitting teach children instead about resolving conflict?
- Is it possible to prevent all misbehavior of children?

**8.** Close the activity by stating a few key points. Be sure to pass out the Supporting Information for Group on Stages of Development as you review the first key point.

- Children constantly change and develop as they grow. It is important to understand what your child is capable of doing at his or her stage of development. Note: Read through the Stages of Child Development Supporting Information with the group.
- Parenting can be especially difficult in the early years because young children cannot verbalize (or even know!) what they want.
- The key to effective discipline is to see short-term challenges such as getting children to eat dinner, pick up their toys, etc. as opportunities to work towards long-term goals.
- When you feel yourself getting frustrated, this is an opportunity to teach your child new skills and work towards your vision twenty years from now!

## Main Activity #2: Put it into Practice – Positive Parenting

### OBJECTIVES

1. Learn and practice different Positive Parenting techniques available to parents
2. Make a commitment to avoid the use of harsh punishments against children

### RECOMMENDED TIME

Two hours

### MATERIALS NEEDED

Flipchart paper and markers, enough copies of Positive Discipline Techniques Supporting Information for Group



## SESSION STRUCTURE

### Part 4 - Main Activity #2: Put it into Practice – Positive Parenting<sup>7</sup>

**1.** Explain to the group that now you will discuss and practice different positive parenting techniques. However, before taking any action, it is important to ask yourself the following questions.

**2.** Write these questions down on flipchart paper and read them aloud to the group.

- Is the child doing something truly wrong? Is there a problem here, or have you just run out of patience?

Say to the group, *“If there is no problem, release the stress away from the child. If there is a problem go onto the next question.”*

- Think for a moment (and refer back to the Stages of Child Development Supporting Information for Group). Is your child really capable of doing what you expect?

Say to the group, *“If you are not being fair, re-evaluate your expectations. If you are being fair, go onto the next question.”*

- Did your child know at the time that he or she was doing something wrong?

Say to the group, *“If your child did not know what he or she was doing was wrong, then help him or her understand what you expect, why it was wrong, and how he or she can do it. Offer to help. If your child knew what she was doing was wrong and disregarded your reasonable expectations, then your child misbehaved.”*

**3.** Ask if there are any questions.

**4.** Next, ask participants to get into pairs and pass out the “Positive Discipline Techniques” Supporting Information for Group.

**5.** Explain that, in groups of 3 or 4, participants will create and then role-play a realistic scene between a child and parent. In the scene, the child is misbehaving and the parent must use positive discipline to address the unwanted behavior. Ask a few groups to volunteer to role-play their scenario for the larger group.

**6.** Give participants 10-15 minutes to design a scene.

<sup>7</sup>Inspired by “Positive Guidance and Discipline” (1998) by Georgia Knight and Jackie Roseboro. North Carolina State University.

## Part 5 - Group Discussion

7. Ask the group the following questions to process the role plays:

- For any of the role plays presented, what other forms of positive discipline could have been used with the child?
- Which technique would be the easiest to use with your own children? Why?
- Which technique would be the most difficult to use? Why? What could you do to make it easier to use?
- What are other ways to discipline children of non-violent and respectful ways?
- What are ways in which we can recognize children for positive behavior?
- How is “warmth,” such as showing physical affection or saying, “I love you” to your child a form of positive reinforcement of good behavior?
- Positive discipline techniques are not what we are used to, they can be difficult to learn, and sometimes don’t work as immediately to quiet the child as hitting, slapping, or yelling. However, those techniques create fear and not understanding. Positive discipline, on the other hand, helps the child learn to become the kind of person you’d like them to be. Parents must be patient, as the rewards of positive discipline can take some time. Even though it may be a new tactic, positive discipline is a technique that everyone can use – mother-in-laws, grandfathers, cousins, teachers, etc. Who do you need to “convince” in your home and community to use positive discipline? How will you do it?

### Homework

With their partners, ask participants to create a personal parenting plan that outlines 1) what they are already doing well as parents and 2) positive discipline techniques they will use with their children. Fathers or couples will come back together for the next session and share their personal parenting plans.

### Close

Using the Key Ideas (on the next page) thank the participants for their active participation and openness around child discipline – an often sensitive subject that is rarely discussed in groups such as this.

## Key Ideas

- \* **Children have the right to protection from all forms of violence. This violence includes physical or humiliating punishment such as spanking, hitting or yelling.**
- \* **Providing warmth such as unconditional love, verbal and physical affection, empathy and sensitivity to children's needs, is an essential part of raising children, encourages your children to cooperate with you and teaches them long-term values**
- \* **Parenting is a lifelong commitment. Fathers and mothers are not expected to change their behaviors overnight, but it is important to put new skills to practice gradually.**
- \* **As you interact with your children, have your life long goals in mind – your vision of your children at age 20 and older.**

## Notes for Facilitators

- \* These activities provide just an introduction to positive discipline. Participants may have more questions throughout and at the end of the session than can be answered through this manual. Take the time to look up resources for positive discipline, or positive parenting, in your country. If there are none available, here are a few resources available in English:
- \* “Positive Discipline – What it is and how to do it” by Joan Durrant, PhD.

This is a simple and easy-to-use manual for both parents and practitioners that explains the principles of positive discipline and how to use it in an age appropriate way with children. [http://seap.savethechildren.se/South\\_East\\_Asia/Misc/Puffs/Positive-Discipline-What-it-is-and-how-to-do-it/](http://seap.savethechildren.se/South_East_Asia/Misc/Puffs/Positive-Discipline-What-it-is-and-how-to-do-it/)

- \* “Global Initiative to End Corporal Punishment of Children” <http://www.endcorporalpunishment.org/>

This website provides factsheets and tools for parents on how to practice positive discipline. The website is also in Spanish.

## Supporting Information for Group

### STAGES OF CHILD DEVELOPMENT<sup>8</sup>

AGE OF CHILD	STAGE OF DEVELOPMENT	HOW I BEHAVE
0-6 months	I am easily frightened so I need to feel safe and protected.	I cry when I need you to know something. I don't know any words.
	I can't understand rules or explanations yet.	Crying a lot is normal. Sometimes I do not even know why I am crying.
	I need unconditional love and affection.	I love to put things in my mouth. It is the way that I explore the world.
6-12 months	I begin to speak sounds like "ba" and "ma."	I like when you speak sounds back to me. It encourages me to communicate with you.
	I need to know that you are close by. This is how I build trust in you.	I cry less and smile more. Sometimes my crying may come at the same time every day. This is my brain "organizing" itself.
	My teeth are beginning to come in. This causes me a lot of pain so I may cry a lot.	
1-2 years	I am an explorer! I begin to talk and walk. I learn lots of new words very quickly.	I want to touch and see everything. I learn the word, "No!" This is a way to tell you how I feel.
	I love my new independence, but I need to do so in a safe environment.	I have tantrums because my frustration builds and I can't communicate in words what I am feeling.
	I don't understand that you are trying to keep me safe when you tell me "No."	
2-3 years	I am beginning to understand my feelings.	If you have to leave the room I may cry because I do not know if you will come back.
	Suddenly I may be afraid of things, like the dark. This is because I understand danger.	If you ask me to say "hello" to someone I do not know I may refuse because I do not know that this person is trying to be friendly.
	I may suddenly become shy around people I do not know. This shows that I understand the difference between people I know and strangers.	
3-5 years	I want to learn everything! This might cause me to get into danger so rules are important.	I ask lots of questions. One of my favorite words is "Why?"
	Playing is an essential part of my brain development. It is how I see other people's point of view and develop empathy.	I love to play imaginary games. I get lost because it feels so real.
		I want to help you do your daily tasks so I can learn important life skills.

<sup>8</sup> Excerpted from "Positive Discipline – What it is and how to do it" (2011) by Joan Durrant. Save the Children-Sweden.

## Supporting Information for Group

### POSITIVE DISCIPLINE TECHNIQUES<sup>9</sup>

The type of discipline a parent uses influences the type of person a child becomes. What type of discipline do you use? What type of person do you want your child to become?

1. **Fix-up:** When children cause trouble or hurt another child, expect them to fix it up - or at least try to help. If they break a toy, ask them to help you fix it. If they make a child cry, have them help with the soothing. If they throw toys around the room, ask them to put them away.
2. **Ignore:** The best way to deal with misbehavior aimed at getting your attention is to simply ignore it. But be sure to give attention to your children when they behave well. Children need attention for good behavior, not misbehavior.
3. **Be firm:** Clearly and firmly state, or even demand, that the child do what needs to be done. Speak in a tone that lets your child know that you mean what you say and that you expect the child to do as he is told. Being firm doesn't mean yelling, nagging, threatening, reasoning, or taking away privileges. Keep suggestions to a minimum, and always speak kindly, even when speaking firmly.
4. **Stay in Control:** Act before the situation gets out of control -- before you get angry and overly frustrated and before the child's behavior becomes unreasonable.
5. **Separation:** When children irritate one another, fight, squabble, hit or kick, have them rest or play apart for a time. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behavior.
6. **Behavior Management:** Talk with children calmly to learn what caused a disagreement. Then talk about ways to deal with it. Come to a solution that's agreeable to both you and the children. This helps children learn to be responsible for their behavior.
7. **Redirection:** When children become too boisterous, stop them, explain why you are stopping them, and suggest another activity. When they knock over paint, give them a cloth and a pail of water to clean up the mess. When they race dangerously indoors, if possible, take them outside for a game of chase. When they throw books at each other, gather them for a story time or organize a game.
8. **Praise:** Give more attention and praise for good behavior and less for naughty behavior. Don't make punishment a reward. Let the child know that you appreciate a good attitude and cooperation. Children respond positively to genuine respect and praise.

<sup>9</sup>Text adapted from "Positive Guidance and Discipline" (1998) by Georgia Knight and Jackie Roseboro. North Carolina State University.

# SESSION 10: Division of Caregiving

**\*NOTE:** There are multiple activities in this session.

1. **Hours in a Day**
2. **Mother of My Child and Me – Working as a Team**

Refer to each activity for its objectives, recommended time and materials needed.

## Main Activity #1: Hours in a Day

### OBJECTIVES

1. Reflect upon the time men dedicate to caring for and attending to their children, and compare it to the time spent by women. Encourage a fairer distribution of such activities.
2. Analyze the relationship and communication fathers have with the mothers of their children in order to identify weaknesses and strengths
3. Discuss the devaluation of daily housework in society.

### RECOMMENDED TIME

Two and a half hours

### MATERIALS NEEDED

White sheets of paper and pencils

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “*Running Each Session - Some Basics*” included in the “Before you begin” section. Revisit the previous week’s session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today’s session.

### Part 2 – Main Activity #1: Hours in a Day

3. Give each participant a blank sheet of paper and ask him to draw a large circle on it. Imagine that the circle is a pie, and that it is cut into slices of time, with the entire pie corresponding to a 24-hour day.
4. Ask participants to draw slices in the pie to reflect the amount of time they spend on daily tasks: work, sleep, eating, recreation, leisure, housework, etc. Also, ask them to identify the time spent on tasks of child rearing, education and playing with children. Show the group a sample of pie you drew. If there are participants who cannot write, the facilitator can help, or these participants may draw their activities.
5. Next, ask participants to draw another pie picture, but this time from the perspective of the mothers of their children. In other words, how do they think the mother divides her time in a 24-hour day?

If the session is conducted with couples (both parents), have each one develop their pies of time separately, and then share their pies in pairs to talk about the differences between their pies.

### Part 3 – Group Discussion

6. Make time for each participant to share his reflections. If the activity is carried out with couples, invite each pair to share what they observed when they compared their pies with their partner’s. Then ask the following questions:
  - What did you realize when doing this exercise about how men and women use their time differently?
  - How do you feel about the differences in the way in which time is spent between men and women? Do you feel these differences are fair? Why or why not?
  - How does your partner feel about the current time distribution of household tasks? (If the partner is present, ask them this question directly)

- Why do we tend to undervalue domestic work such as cooking or cleaning, and time spent caring for children? And why is paid work seen as having more value?
  - What would you do to change how you currently distribute your time?
  - What can men gain from being more involved in domestic work like cooking and cleaning? Why would women benefit?
- 7.** Next, explain that in the next activity, you will all do a role play about this very activity – housework!
- How did it feel to play this activity?

## Main Activity #2: Mother of My Child and Me – Working as a Team

### OBJECTIVES

1. Reflect on the amount of time men are devoting to the care and attention of their children and compare it with the time spent by women. Encourage a more equitable distribution of housework.
2. Reflect on male involvement in these activities and discuss the sexual division of labor.
3. Make one to two commitments to participate more equally in domestic work.

### RECOMMENDED TIME

One hour

### MATERIALS NEEDED

There will be “role play” about domestic work. Although not essential, it is advisable to include real objects in the scene, such as a garbage can, dustpan, mop and dish drying cloth.





## SESSION STRUCTURE<sup>10</sup>

### Part 4 – Main Activity #2: The Mother of my Child and Me – Working Together as a Team

1. Ask a few participants to represent members of a household doing housework and caregiving. Each participant should be assigned a role, such as babysitting, ironing, cooking, washing clothes, cleaning the house or shopping. Say that they will begin the role play on the count of three, “One, two, THREE!”
2. All participants begin doing housework. After one minute, ask one of the participants to stop doing housework, and tell the rest of the participants to divide his/her share among themselves. Meanwhile, the non-working participant listens to a radio, sits around the “house” or rests.
3. Ask another participant to stop working as well. He or she may also rest somewhere, dance, sleep. And, again, his/her share is to be distributed among the remaining participants.
4. Continue this sequence until there is only one participant left, while the others take naps, read the newspaper, or talk on their cell phones.
5. Finally, ask the last person to stop working.

<sup>10</sup>Exercise taken from Program H. Promundo

## Part 5– Group Discussion

**6.** Ask the participants to “step out” of their roles, and ask them the following questions:

### Role Play Participants:

- How did you feel doing this exercise?
- How did the working participants feel when the others stopped working?
- How did the last worker feel?

### Questions for the group:

- Which of the staged activities do you perform at home?

Note: Some men may note that some housework is carried out by men such as repairing a light fuse or fixing a broken motorbike. Make sure to probe how these tasks also reinforce gender inequalities between men and women.

- Who generally performs these activities? Why?
- Is it realistic for men to do this work? Why or why not?
- In what ways can men participate more fairly in the home, even when they work full time?
- There is some evidence that boys who saw their fathers participate in housework were more likely to do it later in life themselves. What are your thoughts on this?
- What effect would your doing housework have on daughters’ future relationships?
- There is some evidence that women who have male partners who participate in housework have greater sexual satisfaction in their relationship. Why do you think this is?
- What are one or two things you can do this week in the home?

### If partners are present:

- What do you expect of men in relation to housework? Or what would you like them to do?

## Homework

For homework, ask participants to observe how tasks are distributed among themselves and their partners at home. Then, they should perform at least one domestic activity that they usually never do. What is the partner's reaction? They should come to the next session with a reflection to share.

## Close

- ✓ Using the key ideas, thank the participants for their participation and stress that it is essential for men to devote time to not only caregiving tasks but domestic tasks as well. Though it may not be possible to devote an equal amount of time, the key is to negotiate and communicate a fair distribution of tasks within the family.

## Notes for Facilitators

- \* There are no additional notes for this session.

## Supporting Information for Facilitator

### THREE WAYS TO INCREASE PARTICIPATION IN PARENTING AND HOUSEWORK:

1. Perform incidental or sporadic tasks and increase frequency over time.
2. Distribute some tasks more evenly, or perform routine tasks usually completed by women.
3. Share the responsibilities equally (or as fairly as possible) between men and women, which will need planning, organization, management, and realization of a group of interrelated tasks.
4. Open communication with your partner is key when discussing the reshuffling of tasks.

Source: Jorge Ruiz, Yolanda Sánchez Utazú y Josefa Valero Picazo. (no date). Trabajo doméstico. Román Reyes (Dir): Diccionario Crítico de Ciencias Sociales. Madrid, Spain. [http://www.ucm.es/info/eurotheo/diccionario/T/trabajo\\_domestico.htm](http://www.ucm.es/info/eurotheo/diccionario/T/trabajo_domestico.htm)

## Key Ideas

- \* It is essential that men devote a significant amount of time on parenting, education and domestic tasks. Ideally, men and women would devote an equal amount of time, but working conditions and wage differences do not always permit this. Women also have to accept and give their male partners space to participate in domestic tasks.
- \* Equity, understood as fairness in the family, does not always mean equal time spent; sometimes it must take into account the family's situation. The key is to negotiate, communicate, and to be fair, considering the obligations of each person within and outside of the home.
- \* Many men do not bear the same responsibility as women, because many couples live in an unequal and gendered society that assigns men the role of breadwinners. In contrast, women are usually expected to fulfill the role of motherhood and housekeeper.
- \* Changing the way men prioritize their time usually affords men more opportunities to spend time with their children.
- \* If work keeps men from being more involved, remember that spending “quality time” with children is what really matters: for example, ignoring the telephone or television when the children are present.
- \* With the arrival of children, satisfaction levels in a couple's relationship can change, sometimes improving and sometimes worsening. There are men who are jealous of the attention that mothers pay to their children. There are women who resent the domestic workload that a child may bring. Some couples may disagree on how to educate their children.
- \* In cases of conflict, men must learn how to negotiate in a non-violent manner in order to reach decisions about parenting arrangements, keeping in mind the welfare of their children. Emphasize the importance of respecting the child's mother and being attentive to her, regardless of whether the father is part of a couple or an ex-partner, or had no more than a sexual encounter with the mother.

# SESSION 11: Final Reflections

## Main Activity: The Father's Web

### OBJECTIVES

1. Reflect on the experiences participants have had in this cycle of sessions.
2. Make a commitment to be a more involved father.
3. Encourage the participants to continue to meet after the session ends.

### RECOMMENDED TIME

One to two hours

### MATERIALS NEEDED

A ball of yarn, ribbon or brightly colored string

## SESSION STRUCTURE

### Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with the participants referencing the “Running Each Session - Some Basics” subheading included in the “Before you begin” subsection. Revisit the previous week’s session and review the homework assignment. Also review the ground rules.
2. Provide an overview of the objectives of today’s closing session.

### Part 2 – Group Discussion

3. Ask participants to form a circle and ask each of them to complete the following phrases:
  - “My favorite moment of this group was...”
  - “Something unexpected that happened in the group was...”
  - “I will be a better and more involved father by...”
  - “Something I feel proud of is ...”

### Part 3 – Main Activity: The Father’s Web

4. Next, holding the ball of string, say that this will be the last activity that you will do together as a facilitated group, but you hope the group will continue to meet after the session cycle concludes.
5. Say that, for this activity, everyone will mention one thing that they learned while in this group that they will take with them back to their families. They will then hold on to the end of the yarn and toss the ball to another person in the group. This will continue until everyone has had something to say.
6. Begin the activity by saying, “One thing I have learned from this group that I will take with me to my family is...”
7. Once everyone has finished saying what they learned, a web will have formed. Explain that this web represents the sum of their experiences in this group, and how they are all now connected because they have acquired a new definition of what it means to be a father.
8. Optional: Cut the web into pieces and tie it into bracelets for each of the participants.

### Part 4 – Exchanging Contact Information

9. Encourage participants to continue meeting and providing support to one another. This will help them to fulfill their commitments to the group and serve as a source of emotional support in difficult moments.
10. Give participants time to exchange contact information, such as mobile numbers, Facebook details and other contact information.. If you can do this ahead of time, set up a contact information sheet with Name, Mobile number, Home number, and other contact information that you can then distribute to the entire group (with the permission of all participants).

#### Close

- ✓ There is a chance that participants may want to share what they have learned with the larger community. If this is the case, see Section 3 on mobilizing the community and starting a community campaign. This may be a good way to change community norms around masculinity and men’s caregiving.
- ✓ Above all, thank participants for their openness and participation. It takes a lot of strength to be vulnerable and to share experiences in a group. Even if one attitude that participants have concerning fatherhood and parenting has changed, or one participant has become more informed, the program will have been a success.



# Appendix 1 To Section 2:

## Ice Breaker Games

### The Name Game

**Time:** 15-20 minutes

**Objective:** The purpose of this game is to share everyone's names in a fun way. This game helps to learn the names of the participants.

**Description:** There will be two rounds in which the group plays “catch,” while everyone has a chance to say their names.

In the first round, each person says his or her name before throwing the ball. So, one by one, each participant says his name and then throws the ball to someone else. The facilitator can begin, in order to better demonstrate the game. This round ends when everyone has had a chance to say their name, and has passed the ball back to the facilitator. Repeat the game for the second round, but after a participant says his name, he should put his hand on his head to signal that he has already gone. Continue the second round until everyone has had a turn.

### The Bus of Emotions

**Time:** 10-15 minutes

**Objective:** This game helps the participants interpret or express different emotions, and help each other to do the same.

**Description:** Ask four participants to “role play” people getting on a “bus.” Each person should approach the bus while expressing a different emotion. When the driver and passengers see this emotion, they are infected by it, and begin to express it as well. Follow this pattern for each additional volunteer.

At the end, to process this game, ask the participants what they observed, and then ask them how they felt during this exercise.



<b>The Postman</b>	<b>Time: 15-20 minutes</b>
	<b>Objective:</b> The objective of this game is for participants to share their personal information and to get to know each other a little more in a fun way.
<p><b>Description:</b> The participants are placed sitting in their chairs in a circle. Only the facilitator stands. The facilitator explains that he/she is going to start playing the role of "the postman" and that the postman will bring a letter to various people. Those people called by the postman have to change seats. For example, if the postman says: "Bring letters to all the people who like ice cream," all people who love the ice cream will change places. When people get up and go to change seats, the postman will take out a seat so another person will be left standing. The person left standing becomes the postman, and the game continues.</p>	
<b>About my Family</b>	<b>Time: 15-20 minutes</b>
	<b>Objective:</b> To learn about other people in the group.
<p><b>Description:</b> Ask participants to form pairs, and then turn to the person next to them and share their name, number of children, and three other facts about themselves that others might not know. Allow 3-5 minutes for this. Then, have each pair introduce each other to the group. This helps to get strangers acquainted and people to feel safe – they already know at least one other person, and did not have to share information directly in front of a big group at the beginning of the meeting.</p>	

<b>Two Truths and a Lie</b>	<b>Time: 15-20 minutes</b>
	<b>Objective:</b> To have the group get to know one another better.
<p><b>Description:</b> In a large group, have everyone write down two true statements about themselves and one false one. Then, every person reads their statements and the whole group must guess which one is false. This helps participants get acquainted and relaxed.</p>	
<b>Vote with your Feet</b>	<b>Time: 15-20 minutes</b>
	<b>Objective:</b> To clarify values around fatherhood.
<p><b>Description:</b> In a large group have everyone stand in one long line. They will listen to one statement. Those who “agree” with the statement will step forward from the line. Those who “disagree” with the statement will step back from the line. Have volunteers explain why they agree or disagree.</p> <p>Sample statements:</p> <ul style="list-style-type: none"> <li>• Men are less emotional than women.</li> <li>• Men are less able to care for children than women.</li> <li>• Men are better at raising boys than raising girls.</li> <li>• Spanking a child is a necessary form of discipline.</li> <li>• Women are better able to carry out domestic work, such as cleaning, than men.</li> </ul>	

# Appendix 2 To Section 2: Energizers

**Energizers change the routine, get people in motion, and relieve fatigue and boredom. They take only a few minutes:**

## Spaghetti

**(In groups of 5-10 people)**

The group forms a tight circle. Everyone sticks their hands into the center. With one hand, everyone grabs the hand of another person. Then, using the other hand, grab a hand of someone different.

The object of the game is to get untangled without letting go. By climbing, crawling, and wriggling around, participants can create one large open circle or, sometimes, two unconnected ones.

If they are totally stuck, you can tell them they can choose to undo one link, and then reconnect once that person has turned around, and see if that works.

This energizer is fun and creates a nice physical bond between participants. It also subtly communicates ideas of working together to accomplish a task.

## Shrinking iceberg

**(In groups of 5-8 people)**

Put a blanket or several sheets of newspaper on the floor. Ask the group to stand on it. Then explain this is an iceberg that is melting away, reducing its size by half every month. Their object is to see how long they can all stay on it. You ask them to get off it and fold the blanket in half or remove half the paper. Each time, reduce the area by half and see how they can find ways to support each other to allow everyone to stay on.

## The Scream

**(Good to let off tension – only use where others won't be disturbed!)**

Ask group members to stand. Tell them to close their eyes. Breathe slowly and deeply. Ask everyone to breathe in unison. Ask them to keep breathing together while they stretch their arms as high as possible. Ask them to jump up and down together and, finally, to scream as loudly as they can.

## The Rainstorm

**(Physical, but a calming exercise. Can be used as a closing.)**

Ask the group to stand in a circle with their eyes closed. Say that a rainstorm is approaching. Ask everyone to rub their palms against their pant legs. Then ask them to lightly pat their thighs with their fingertips. Ask them to do it harder. Now, ask them to pat their hands against their thighs. Now start slapping your hands faster and faster against your thighs. After a while, go back to lighter slapping, then patting, etc., to reverse the whole order until it is quiet again and the storm has passed. [At first the wind was blowing the trees, then light rain started, then heavier rain, then a downpour, and then the whole thing slackened off.]

## Exercising

More basic than all the rest. Ask someone to lead the group in some simple stretching.

# Appendix 3 To Section 2: Using Media To Enhance a Program P Session

As with Energizers and Ice Breakers, using media, such as short films, is a great way to make sessions more dynamic and spark dialogue amongst participants. Included in this Appendix is a suggested discussion guide and list of short films (each no more than 12 minutes long in length) and cartoons to show in your group.

## MATERIALS NEEDED

Video player (TV monitor and DVD player, or projector and computer). Most of the MenCare films are either viewable online or downloadable from the MenCare website ([www.men-care.org](http://www.men-care.org)).

## EXAMPLE DISCUSSION GUIDE FOR MENCARE FILMS

After presenting the videos, initiate group reflection by asking the following questions:

- What do you think this film is about?
- What similarities are there between the father in the film and our own fathers, or other fathers in our community? What are the differences?
- What are some of the positive things fathers are doing in our community now?
- What are some of the harmful things that fathers are doing?
- What needs to change in our community for men to be better and more involved fathers?
- What changes can we all make to be better and more involved fathers?
- What changes can we all make to be better and more involved partners?

## Notes for Facilitators

- \* Images can be very powerful. Videos help to illustrate and analyze cases that are based on the actual behavior of men and their families.
- \* Videos can be useful for group activities and for the purpose of facilitating general reflections on the subject of fatherhood. There are many videos to choose from. Many videos are available on the Internet, from websites like [www.youtube.com](http://www.youtube.com) or [www.vimeo.com](http://www.vimeo.com). You may choose to show some of the following videos:

### MenCare Films

- \* **MenCare Brazil Film: Marcio's Story.** Marcio narrates the importance of men's involvement in the lives of their families, even if it goes against traditional expectations. Produced in Brazil by the MenCare Campaign. (6 minutes). (<http://men-care.org/Media/MenCare-Films.aspx>).
- \* **MenCare Nicaragua Film: Carlos' Story.** Carlos speaks out about young men's and boys' experiences with sexual exploitation and abuse, and how men can serve as allies to help survivors heal. Produced in Nicaragua by the MenCare Campaign. (6 minutes). (<http://men-care.org/Media/MenCare-Films.aspx>).
- \* **MenCare Rwanda Film: Landuwari's Story.** Landuwari journeys to an understanding that sharing the work at home, supporting women's economic empowerment and girls' education benefits the entire family. Produced in Rwanda by the MenCare Campaign. (11 minutes). (<http://men-care.org/Media/MenCare-Films.aspx>).
- \* **MenCare Sri Lanka Film: Steven's Story.** While his wife works abroad to support the family financially, Steven has learned the struggles and joys of being the primary caregiver for his children. Produced in Sri Lanka by the MenCare Campaign. (7 minutes). (<http://men-care.org/Media/MenCare-Films.aspx>).

### Cartoons about Masculinity and Family Norms

- \* **Once Upon a Boy.** This video presents the story of a young man and the expectations and challenges he faces as he grows up. It addresses a diversity of issues, including domestic violence, homophobia, sexuality, first sexual relationships, unplanned pregnancies, sexually transmitted infections (STIs) and fatherhood. Produced in Brazil by Promundo. (23 minutes). ([www.promundo.org.br](http://www.promundo.org.br)).

- \* **Once Upon a Family.** This no-words cartoon aims to promote critical reflections on personal beliefs, attitudes and behaviors related to the use of physical and psychological punishment as means to discipline and educate children. Produced in Brazil by Promundo. (22 minutes). ([www.promundo.org.br](http://www.promundo.org.br)).
- \* **It's not easy.** This video follows Pedro's story of losing his job, and his experiences with conflict, stress and violence. It is an important tool for promoting reflections and discussions about men's use of violence against women. Produced in Brazil by Promundo. (18 minutes). ([www.promundo.org.br](http://www.promundo.org.br)).

### Other Recommended Films

- \* **Padrísimo.** This is a video collage of reflections on what it means to be a dad. Produced in Mexico by Salud y Genero. (37 minutes). (<http://www.youtube.com/watch?v=24lg3jFlw2w>).



MenCare Rwanda Film - Landuwari journeys to an understanding that sharing the work at home, supporting women's economic empowerment and girls' education benefits the entire family.

# Monitoring And Evaluation (M&E): Measuring Change In Your Program P Fathers Group

Determining whether a particular fathers group was effective in achieving changes in men's and their partner's attitudes and behaviors can be a challenging task. However, evaluation is a fundamental part of program efforts to better work with men in gender equality and health. It can demonstrate the impact or weaknesses of a particular approach, as well as support advocacy efforts around men's engagement.

In this short section, we provide health providers and other program implementers with a short guide on monitoring and evaluating your fathers group as well as a sample pre- and post-test questionnaire.

## SEVEN STEPS TO MONITORING AND EVALUATION<sup>11</sup>

### Step 1 – Developing a Logic Model and Indicators

A logic model presents key information about the project in a clear, systematic and concise way. It is important to develop a logic model using input you gathered from your needs assessment with the community, and in collaboration with your health center or hospital colleagues who will also be involved in the fathers groups. The parts of a logic framework are:

- **Goal:** contribution of the project to a wider problem or situation
- **Outcome:** change that occurs if the output is achieved – the effect.
- **Output:** specifically intended results from project activities
- **Activity:** tasks necessary to achieve output
- **Indicators:** qualitative (from interviews) and quantitative (from surveys) ways of measuring whether the outputs, purpose and goal have been achieved
- **Means of verification:** how and from what sources of information each of the indicators will be confirmed (example: intake sheet, call log)

<sup>11</sup> Adapted from material by Commdev at [http://www.commdev.org/section/\\_commdev\\_practice/monitoring\\_and\\_evaluation](http://www.commdev.org/section/_commdev_practice/monitoring_and_evaluation)



## Example logic framework:

<b>Overall Goal:</b>							
<b>Outcome 1:</b>							
				<b>Budget</b>			
<b>Output 1.1</b>	<b>Activities</b>	<b>Indicators</b>	<b>Means of Verification</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>

The indicators should be created to monitor achievement at every step of the project, from inputs and activities and outcomes. Indicators should also be SMART (Specific, Measureable, Achievable, Relevant and Time-Bound).

## Example Activities and Corresponding Indicators:

**Activity 1:** Presentation to expectant mothers in waiting room. Encouragement to sign register with contact numbers.

- Indicator 1: # of mothers present
- Indicator 2: # of contact numbers collected

**Activity 2:** Follow up call to mother to check intro to partner. Confirmation of attendance by father.

- Indicator 1: # of fathers that confirm their attendance to fathers group

## Step 2 – Conduct a Baseline Assessment

Baseline assessments aim to collect data on the current conditions necessary to measure progress over time. For example, determine the number of fathers who accompany their partners to prenatal care visits in your target health facilities on a monthly basis. Is the consultation room a good place to recruit fathers into your group? Other data to collect would include:

- Quality of maternal health services provided
- The prevalence of contraceptive use

Some of this data can be collected from government databases and Demographic Health Surveys (DHS).

### Step 3 – Set Targets and Scale

After finalizing the list of indicators that will be measured to monitor progress, try to set targets for each indicator that you will try to reach by a certain point in time. An example would be:

**Expected target for Activity #2:** To recruit 25 fathers into fathers groups by the end of the month.

Or

**Expected Target:** Fifty fathers believe that using physical punishment against children is a violation of their rights.

### Step 4 – Pre-Test, Monitor Inputs, Outputs and Outcomes

The frequency with which data collection for your fathers group is carried out will depend on how long the session cycle will last, and on the targets you set for the group. Data collection should also be participatory, meaning that the more you involve members of the community (health volunteers, mothers, fathers, district health officers), the more transparent your project will be and the more buy-in you will receive.

#### Pre-Testing Participants

Once fathers are recruited into your groups, administer a pre-test which will measure the attitudes, behaviors and beliefs they had about gender equality, caregiving and corporal punishment, for example prior to participating in the group. We recommend that a pre-test be administered as part of the Welcome Session (Session #1). This same test (post-test) will be administered again once the session is over. Facilitators can administer the pre- and post-tests themselves. See the sample pre- and post-test questionnaire at the end of this section. If it is not possible to administer a pre- and post-test, consider conducting group interviews with men and whomever else will participate in the session.

### Step 5 – Make Adjustments based on Monitoring Data

Based on the data you collect from the implementation of the fathers groups, what do you notice? Are fathers only showing up for the first session and then not again? What changes can you do to ensure that fathers are attending every session?

This is an iterative process that should be repeated throughout the sessions and session cycles.

### Step 6 – Evaluate the Fathers Group Impacts

Program evaluation will occur once a session cycle has been completed. It is an analysis that helps to explain why the group did, or did not, produce particular results. Unlike monitoring, it is not used for ongoing management, but focuses on final outcomes. This is determined by administering post-tests, conducting follow-up group interviews, or by developing a simple case

study. Some evaluations can be carried out with large scale surveys executed by an external group with statistical and social science expertise, such as a university.

## **Step 7 – Report and Engage Stakeholders**

A final step in M&E is to share information on the impact of your fathers groups with your communities and the public at large through multiple channels. Reporting should not be seen as an end in itself, but rather as an invitation to dialogue with external stakeholders such as national level policymakers and donors. The results of a fathers group intervention can inform the public of the project's impact and provide a platform to discuss lessons learned.

# ITEMS FOR A PRE- AND POST- QUESTIONNAIRE FOR YOUR FATHERS GROUP

This tool can be self-administered or completed with the assistance of an interviewer. When doing the post-test, use the same structure. To protect the identity of the participant, names are not placed on the survey, but rather an identification number or letter is assigned.

<b>1.</b>	How old are you?	___ years old
<b>2.</b>	What is your highest grade or school year completed?	___ Elementary School ___ High School ___ College
<b>3.</b>	What is your employment status?	___ Never worked ___ Unemployed ___ Formally employed ___ Informally employed ___ Retired
<b>4.</b>	How many hours per week do you normally work, including overtime and paid work outside the home?	___ # of hours per week
<b>5.</b>	Do you have a regular or stable partner? By partner we mean boyfriend, girlfriend, or spouse.	___ Yes      ___ No
<b>6.</b>	How old is she/he?	___ years old
<b>7.</b>	Does your partner live with you?	___ Yes      ___ No
<b>8.</b>	How long have you lived with this partner?	___ year(s) ___ month(s)

9.	What is the employment status of your partner?	<input type="checkbox"/> Never worked <input type="checkbox"/> Unemployed looking for work <input type="checkbox"/> Unemployed not looking for work <input type="checkbox"/> Formally employed <input type="checkbox"/> Informally employed <input type="checkbox"/> Retired <input type="checkbox"/> Student <input type="checkbox"/> Studying and working <input type="checkbox"/> On maternity or other leave
10.	Do you have any children with your current partner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	How many children do you have?	<input type="text"/>
12.	What are the genders and ages of your children?	<input type="checkbox"/> Male <input type="text"/> years old <input type="checkbox"/> Female <input type="text"/> years old



**13.** Do you live in the same household as your child(ren)?

☐ Yes

☐ No

Who makes the final decision on how money is spent in your family?

**14.**

	You	Couple	You and your partner	Third party	You and a third party agree	Each person chooses individually	My partner and a third party
a. Food and clothing	1	2	3	4	5	6	7
b. Big investments such as the acquisition of a car, house or appliances	1	2	3	4	5	6	7
c. Activities that involve spending time with family, friends or relatives	1	2	3	4	5	6	7
d. Health visits for your partner	1	2	3	4	5	6	7
e. Health visits for your children	1	2	3	4	5	6	7
f. Family planning methods	1	2	3	4	5	6	7

**15.**

Do you or your partner receive any outside assistance for completing housework, such as cleaning, cooking or child care? Mark all that apply.

☐ Yes, help from child(ren)

☐ Yes, paid housekeeper (employee, babysitter)

☐ Yes, help from other people (family, relatives)

☐ I do not have outside help

Concerning what you and your partner do regarding domestic tasks, how do you divide the following tasks?

	I do everything	Me, usually	We divide it equally, or we do them together	My partner, usually	My partner does everything	Not applicable
a. Washing clothes	1	2	3	4	5	6
b. Fixing things around the house	1	2	3	4	5	6
c. Grocery shopping	1	2	3	4	5	6
d. House cleaning	1	2	3	4	5	6
e. Bathroom cleaning	1	2	3	4	5	6
f. Cooking	1	2	3	4	5	6

16.

17.

What do you think of this division of tasks?

\_\_\_ My partner does significantly more.

\_\_\_ My partner does a bit more.

\_\_\_ My partner does about the same as me.

\_\_\_ I do a bit more.

18.

Are you satisfied with this division?

\_\_\_ Very satisfied

\_\_\_ Satisfied

\_\_\_ Dissatisfied

\_\_\_ I don't know/no response

19.

Do you think your partner is satisfied?

\_\_\_ Very satisfied

\_\_\_ Satisfied

\_\_\_ Dissatisfied

\_\_\_ I don't know/no response

20.	Where were you when your most recent son/daughter was born?	<input type="checkbox"/> In the delivery room <input type="checkbox"/> In the waiting room or in another room in the clinic or hospital <input type="checkbox"/> In my house <input type="checkbox"/> At work <input type="checkbox"/> Traveling or living outside the city <input type="checkbox"/> Other _____
21.	Did you take leave the last time you had a child, and if so how many days?	<input type="checkbox"/> I took _____ days of paid leave <input type="checkbox"/> I took ____ days of unpaid leave <input type="checkbox"/> I took no leave <input type="checkbox"/> I was not employed at the time <input type="checkbox"/> Other (be specific) _____
22.	If you did not take leave, why not?	<input type="checkbox"/> Work did not permit <input type="checkbox"/> Did not want to <input type="checkbox"/> Could not afford <input type="checkbox"/> Other (be specific) _____
23.	Did you accompany the mother(s) of your child(ren) to a prenatal visit during the last or the present pregnancy?	<input type="checkbox"/> I do not know if she had/has prenatal visits <input type="checkbox"/> She did/does not have prenatal care <input type="checkbox"/> Yes, I went/go with her to every visit <input type="checkbox"/> Yes, I went with her to some visits <input type="checkbox"/> No, I did not go on any prenatal care visit



Do the following circumstances apply to your everyday life in your home?						
	Yes	No	Don't know	Not applicable		
24. - 28.	24. I spend too little time with my children on account of my job.	1	0	2	99	
	25. I would work less if it meant that I could spend more time with my children.	1	0	2	99	
	26. Overall, I have the main responsibility for providing for the family.	1	0	2	99	
	27. I am afraid that I would lose contact with the children if the relationship broke up.	1	0	2	99	
	28. My role in caring for my children is mostly as a helper.	1	0	2	99	

  

Not counting the help you and your partner receive from other people, how do you distribute the following tasks and chores regarding child care?							
	Always me	Usually me	Equally or together	Usually my partner	Always my partner	Not applicable	
29.	a. Daily care of the child	1	2	3	4	5	6
	b. Staying home when the child is sick	1	2	3	4	5	6
	c. Picking up the child from school or child care	1	2	3	4	5	6
	d. Taking child to fun activities and events	1	2	3	4	5	6

With what frequency do you perform the following activities with your children, or for your children?

	Never or almost never	Sometimes	Several times a week	Everyday
If you have children between the ages of 0 and 4...				
a. Play with the children at home	1	2	3	4
b. Cook or prepare food for the children	1	2	3	4
c. Change child's diaper or clothes	1	2	3	4
d. Bathe the children	1	2	3	4
If you have children between the ages of 5 and 13...				
e. Play with children at home	1	2	3	4
f. Talk with children about personal matters	1	2	3	4
g. Engage in physical exercise or play outside the home with children	1	2	3	4
h. Help children with their homework	1	2	3	4
i. Cook or prepare food for children	1	2	3	4
j. Wash the children's clothes	1	2	3	4

30.

31.

When was the last time you talked to your partner about problems you are facing in your life?

- \_\_\_ Within this week
- \_\_\_ One to two weeks
- \_\_\_ 2-4 weeks ago
- \_\_\_ More than 4 weeks ago but less than 6 months
- \_\_\_ More than 6 months, or never
- \_\_\_ No answer

32.

When was the last time that your partner came to explain her (or his) problems to you?

\_\_\_ Within this week

\_\_\_ One to two weeks

\_\_\_ 2-4 weeks ago

\_\_\_ More than 4 weeks ago but less than 6 months

\_\_\_ More than 6 months, or never

\_\_\_ No answer

33.  
-  
47.

### Gender Equitable Men Scale

The next set of questions will ask you about your views on relations between men and women. Please indicate if you totally agree, partially agree or disagree with the following statements.

	Attitudes	Totally agree	Partially agree	Disagree
33.	A woman's most important role is to take care of her home and cook for her family.	1	2	3
34.	Men need sex more than women do.	1	2	3
35.	Men don't talk about sex; you just do it.	1	2	3
36.	There are times when a woman deserves to be beaten.	1	2	3
37.	Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility.	1	2	3
38.	It is a woman's responsibility to avoid getting pregnant.	1	2	3
39.	A man should have the final word about decisions in his home.	1	2	3
40.	Men are always ready to have sex.	1	2	3
41.	A woman should tolerate violence in order to keep her family together.	1	2	3
42.	I would be outraged if my wife asked me to use a condom.	1	2	3
43.	A man and a woman should decide together what type of contraceptive to use.	1	2	3
44.	I would never have a gay friend.	1	2	3
45.	If someone insults me, I will defend my reputation, with force if I have to.	1	2	3
46.	To be a man, you need to be tough.	1	2	3
47.	Men should be embarrassed if they are unable to get an erection during sex.	1	2	3

48.

Some people think that spanking as a disciplinary tool is not harmful for the child, as long as it is done in moderation. What do you think?

\_\_\_ **Totally Agree**  
\_\_\_ **Partially Agree**  
\_\_\_ **Partially Disagree**  
\_\_\_ **Totally Disagree**

34.

When using this survey, please cite the following resources:

Barker, Gary, et al. (2011). *Evolving Men: Initial Results from the International Men and Gender Equality Survey (IMAGES)*. Washington, D.C. and Rio de Janeiro: International Center for Research on Women (ICRW) and Instituto Promundo.

Pulerwitz, Julie and Gary Barker. (2008). Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM Scale, *Men and Masculinities* 10: 322–338.