



Men Taking Action™ in child care and protection.

A guideline for conducting group discussions

Perspective on Fatherhood

Introduction

The purpose of this section of the manual is to give a general orientation about the importance of father involvement.

The increase of father absence is a global phenomenon. In the USA the percentage of children, growing up without a father, have more than tripled; from 12 per cent in 1960 to almost 40 per cent in 1995 (McLanahan, 1997). This trend of father absence has generated a huge concern among policymakers, due to evidence that link children, who grow up without fathers, to poorer developmental outcomes.

Research on an international level has illustrated a lack of engagement with men and the constructions of masculinities. Research in the Democratic Republic of Congo has revealed lots of back lashing against women, where gender initiatives only for women were implemented (Lwambo, 2013). Interventions that contribute to greater gender equality within couple-relationships have proven to be a very important aspect of parenting programmes. Men's positive involvement in fatherhood and care-giving can improve gender dynamics and contribute to gender equality, decrease violence, and improve the health and wellbeing of women, men and children (SOAF 2015).

The Three P's of Parenting

Presence

- Showing up and letting your children know you care;
- Being a gentle, caring parent;
- Providing physical and emotional care.

Partner support

- Supporting your partner emotionally;
- Providing physical support by sharing childcare and housework;
- Building a strong parenting partnership.

Preventing violence

- Using positive discipline techniques;
- Understanding what triggers your anger and how to calm yourself.
- Committing to non-violent parenting.

Principles underlying changing gender norms

- Gender equality is a complex, complicated, and wide-ranging issue involving a multitude of factors embedded in culture, economy, law; and most intractably our cultural constructions of femininity and masculinity.
- Accordingly, women and men must be *addressed* and *involved* in the effort in order to make the comprehensive social changes necessary to achieve gender equality.
- Gender equality is neither a women's-only or men's-only issue, but a society-wide issue.

- This work with women, girls, men and boys should be gender transformative, i.e. seeking to transform gender norms towards more equitable behavior.

Ethos and approach

For parenting groups:

- Promote gender equality within the parents' relationship, with gender-equitable division of caregiving and house work.
- Improve parents' self-confidence and skills in caregiving for the child to develop and thrive.
- Increase parents' awareness of the stages of child development.
- Promote positive parenting and healthy relationships with children through the rejection of corporal punishment of children and other forms of violence against children.
- Prevent violence against women and promote healthy and happy relationships.
- Encourage parents to teach the values of gender equality to their children and to model such equality in their relationships.

For fathers and male caregivers:

- Be active caregivers and nurturers: when planning to have a child, during pregnancy, during labour and delivery and after the child is born.
- Assume equal and joint responsibility for domestic chores and in the development of a happy, healthy and caring relationship with their partner
- Support gender equality and value the rights of women and children.
- Oppose any form of violence against women and children.

For Men Taking Action (MTA) facilitators:

- Create dialogues and relationships with men and women that discourage the use of violence to resolve conflict.
- Promote the perspective that caregiving of children is the responsibility of both men and women.
- Believe that men can express emotions other than anger and can express anger in ways other than using violence. Men can be vulnerable; men can seek help, from either friends or professionals when it is necessary.
- Should strive to live or model the principles of engaged parenting in their own lives.

How to conduct Men Taking Action (MTA) Groups



Introduction

In this section we provide information about MTA Facilitators, how to structure parenting groups, how to facilitate group sessions, and we provide some useful general tips to use in your sessions.

Who can be a MTA Facilitator?

Tick the statements that apply to you.

- I can create a safe, open and respectful environment in which people feel comfortable to speak about their issues and concerns, learn from their experiences, and challenge their long-held beliefs about parenting, fatherhood, gender roles and masculinity.
- I am a good listener.
- I can stop talking and encourage others to talk openly.
- I have experience in working with parents.
- I am comfortable working with other people's personal qualities and life experiences.
- I have the skills to handle conflicts that may arise.
- I have a solid understanding of the concept of "gender", as well as of important social and health issues that affect men and women.
- I am prepared to go through a process of self-reflection, looking at my own experiences and concerns with regard to gender, masculinity and parenting.
- I am prepared to discuss these issues in a calm and open manner with others.
- I am sensitive and responsive to others and their concerns.
- I know where to refer participants who may need extra assistance, for professional services and guidance counselling.

n I have the support of my organization and/or other professionals to undergo the training needed to run MTA parenting groups.

MTA facilitators are not teachers or instructors. They are not necessarily content “experts, but their expertise is important. But if you ticked most of the above questions, you may be ready to undergo training as a MTA facilitator.

SECTION 1

How to facilitate a MTA parenting session

We suggest that before you begin each of your own sessions, you re-read these tips to remember the key points.

Before for the session

1. Prepare yourself for the session

- † Read the session plan, instructions, information and handouts.

2. Prepare for the workshop

- † Prepare flipchart sheets or prepare materials for your activities.
- † Make sure you have all the relevant stationery and materials such as:
 - Flipchart and markers
 - † □□ Paper and pens
 - † □□ Snacks and drinks if you are providing them □
 - † □□ Any other supplies for planned activities

1. Make copies of handouts

- † Attendance Register
- † Plus/Delta Evaluation Chart
- † Taking Action Charts for participants †
- Session Handouts for participants

Where to find these handouts

You can find the Session Handouts at the end of each session. These are numbered for easy reference. The other documents are in the Handouts section at the end of this Guide.

Monitoring and evaluation

If you have monitoring and evaluation forms, remember to make photocopies for each participant.

1. Prepare the venue

- † Arrive early before your participants are scheduled to arrive.
- † Set up the room properly and get all your material ready.

2. Keep an Attendance Register

- † At the beginning of the session, ask participants to fill in the Attendance Register so that you have a record of who is attending each session. This helps you to keep track of the group and to keep proper records for reporting.
- † Put the completed Attendance Register from each session into a folder or a file.

SECTION 1

Conduct the session

1. Start punctually: Always keep to the allocated time for the session. Ask one participant to be the timekeeper if necessary – he or she can call out when 30; 60; 90 minutes have passed.
2. Start with a check-in: This is usually a quick question or enquiry that requires a brief answer from each participant. For example: “How are you doing this week?” “Choose three words that describe how you feel right now?” Include yourself in the check-in and model an open and honest response. Some participants will check in with their own troubles. While it is important to give them the space to express themselves you need to ensure they do not take over the whole group. Rather suggest that the person comes to talk to you after the session.
3. Reflect on the last session. Encourage participants to sum up what was discussed or what was done in the last session, or ask a question like: “What other thoughts have you had about our last session?”
4. Introduce this session’s theme and objectives.
5. Conduct the session: Watch timing.
6. Taking Action. The Taking Action Chart can be used throughout an activity and at the end of the session to help participants focus on, write down, and make a commitment to actions they will take after the session. Make sure each participant has a copy.
7. Close the session. Do a quick go-around to help participants transition out of the session and into their lives. For example, ask: “What is one thing you learned from this session that you want to implement this week?”

After the session

1. Evaluate the session. Use the Plus/Delta Evaluation Chart to note down what worked well in the session and what could be improved.
2. Keep contact with participants. Check in with them between sessions to see how they are doing and to remind them about the next session. Use e-mails, SMSs or phone calls. Make sure you get a response.
3. Follow up absent participants. If a participant does not come to a session, call and invite the person back. Find out if there is a problem preventing him/ her from coming. It might be timing or transport, or maybe the participant doesn’t feel comfortable in the group. Encourage the participant to come back and help resolve any obstacles. But leave it up to the participant if he/ she chooses not to come back.

IMPORTANT NOTE

Do not take it personally if a participant does not come to sessions. Make the effort to find out if there are any problems, but remember that MTA Groups do not fit everyone yet. And remember it is not because you are doing something wrong!

Helpful hints for MTA facilitators

Use process questions

- † Boost group discussion by asking questions rather than by giving lectures. Questions open up discussion and encourage active participation.
- † Be careful not to ask questions that simply require a 'yes' or 'no' response – these close down discussion. For example: "Are there any more thoughts about the last session?" Answer: "No." Rather ask more probing questions that encourage discussion. Use the 5 "Why" question words – what, why, where, when, who; and how!
- † Before the session, write up a number of probing questions that will encourage participants to think more deeply about the topic and relate it to their own lives. For example: "What do you mean?" "Why?" "In what way?" "Can you talk more about that?"

Encourage active participation

- † Ensure that everyone has a chance to participate.
- † If one participant dominates, ask for someone else's opinion. Or, ask a new but related question, and specifically ask another participant to comment.
- † Be aware of people who consistently do not participate in the group. Maintain good eye contact with the person so he does not feel alienated but at the same time don't make him feel awkward.
- † Check that you are not dominating or talking too much. Be quiet and wait for participants to take up the discussion.

Unblock the process

- † Avoid spending too long on one issue. Not everyone will be interested, so keep the conversation moving.
- † If the process or discussion gets blocked, suggest a short break, a 'leg-stretch'. This gives you time to look over your material or think of a way to unblock the discussion.

Respect diversity

- † Respect the diversity in the group. Recognize and acknowledge any differences without allowing them to negatively impact the group. Try to find equitable solutions to any differences.
- † Insist that all participants are treated with respect and dignity regardless of their gender, race, religion, national or ethnic origin, education, language, and disability or learning challenges.
- † Never allow any personal verbal attacks, insults, or humiliating comments.

Model positive attitudes and behaviour

- † Model respect and dignity.
- † Be aware of your own attitudes and leave your fixed opinions and biases outside the group.
- † Ask yourself: Am I passing judgment on statements made by participants? Am I passing judgment on their behaviour or appearance? Am I passing judgment on the way they talk or on grammatical errors? Am I labelling opinions as "right" or "wrong"?

SECTION 1

Ground rules and group values

Creating Ground Rules

A clear set of ground rules create a sense of safety in the group. But participants will feel a greater commitment towards ground rules that they create themselves. Guide participants in creating their own ground rules by asking questions such as:

- What would make you feel welcome and comfortable?
- What would encourage you to talk in the group?
- What would stop you from talking in the group?
- What could happen that would make you want to leave the group?

Write responses on flipchart paper. If possible, write the rules up as broad statements. There shouldn't be more than 10. Once there is group agreement on the list, write it up neatly and put the rules up in a part of the room where it can be easily seen by everyone. Here are some examples of ground rules:

1. Respect all participants in the group.
2. 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.
3. Listen attentively. Avoid interruptions because they take time away from others in the group.
4. Each person has the right to pass. No one will be forced to participate in any activity or exercise.
5. Practice empathy: put yourself in another person's shoes.
6. Always use "I-statements". For example, say "I feel," "this happened to me..." "I went through an experience in which..."
7. Commit to confidentiality: another person's experience cannot be discussed outside of the group.
8. Be punctual and commit to full attendance.

Setting Group Values

There will be many issues that have no fixed right or wrong answers, and participants will not always agree. There are, however, some issues that are "non-negotiable" and not up for debate. These are the values of the group. MTA values are as follows:

- We believe that men must be active caregivers and nurturers at all times: when planning to have a child, during pregnancy, during labour and delivery and after the child is born.
- We agree that men and women should assume equal and joint responsibility for domestic chores.
- We support gender equality and value the rights of women and children.
- We oppose any form of violence against women and children.

The Workshop Sessions



This Guide will help you work with mother and fathers in the Parenting groups. It draws on your skills as an experienced facilitator, but also provides you with suggested activities and discussion questions which help participants fully understand and process the information you are presenting. There are 11 workshop sessions of approximately 2-2 ½ hours each. The sessions are organised in a particular order that is best to follow, However, you can make adjustments to suit the needs of your group.

Course structure, completion and graduation

There are two possible ways to conduct this 11-session programme:

- † Conduct one session per week
- † Conduct all sessions over two or three days

Participants can graduate from the course if they have not missed more than three of the 11 sessions.

How each session is structured:

The structure is as follows:

Session name: Each session is organized around a main theme or topic. The name of the session indicates the main theme, summarizes the scope of the session and the topics to be addressed, for example, My father's legacy.

Activities: Each session consists of one or more main activities which are designed to facilitate deeper understanding and reflection. The activity name indicates the main aim of the activity, for example, My needs and concerns as a father/mother.

Objectives: These describe the goals of the session. Share these with participants so that they have a clear idea of what to expect.

Time: Each session is designed to last between 2-2 ½ hours. But this is simply a guideline and is not fixed. Your sessions may vary, depending on the number of participants, your location, how fast participants work, and other factors. You will need to adapt the length of the session and of each discussion or activity bearing in mind participants' time constraints.

Materials: This is a list of materials you need to carry out the activities. Always have basic materials available for participants, such as paper and pens. If you do not have the listed materials, improvise, for example, a flipchart can be replaced by cardboard, newspaper or a chalkboard. Occasionally you are asked to prepare something in advance of the session.

Session structure: The session has step-by-step instructions to follow. The main headings or parts provide a suggested structure for the order in which the session should be run, for example: Welcome and Check-in, Main Activity, Group discussion, Homework, Close. Before the session carefully assess whether or not this structure is appropriate and adapt if necessary. We suggest you follow the steps in the order in which they are written.

Group discussion: Use these questions to deepen discussion or insight on a topic.

Close the session: Remind participants where and when the next session will take place and give them information about the topic if appropriate.

Key ideas: There is a summary of the key messages that should be conveyed at the end of a session. These are the most important take-home messages.

Concepts: Sometimes in the Facilitator's Notes you will find a list of concepts, their meanings or definitions, that are covered in the activity.

Facilitator's Notes: These give you background or additional information about a topic. They help you to prepare for the session content and anticipate what issues you might need to help participants deal with. Read these notes and think through the issues before the session.

Homework: At the end of each session, participants may be given a homework assignment, which puts into action and reinforces the new skills and understanding they have developed during the session. Their experiences from these assignments are shared at the following session. Note that not all sessions end with a homework assignment.

Handouts: These include either additional information or tools to complement the activities. Some are for the participants and others are for the facilitators only. If a handout is meant for facilitators only, it will be indicated on the document.

Resources for the 11-week MTA Parenting Programme

- Handouts 1 – 19
- Take Action Charts, Plus/Delta Evaluation Charts, Attendance Register
- Monitoring and evaluation forms (if using)
- Flipchart/News print paper
- Markers/Kokis
- Pens and/or pencils
- A4 paper
- Crayons, pencil crayons, kokis
- Scissors
- Prestik / Masking tape
- Glue stick (e.g. Pritt)
- Sellotape (thick)
- A pillow
- A stuffed toy
- Several baby dolls (wearing real nappies) or pillows to represent babies
- Traditionally masculine and feminine toys
- String/Fishing line
- Clothes pegs or large paper clips
- A ball of wool, ribbon or brightly coloured string.
- Information pamphlets e.g. about pregnancy, contraception, family planning
- Real household objects e.g. dustbin, dustpan, mop and dish cloth
- Samples of contraceptives (request samples from local clinic)
- A device to play music, e.g. a CD player, iPhone, MP3 player with speakers.
- A laptop and data projector or a TV and DVD player (If showing a video)

The Welcome Session

OBJECTIVES

1. Discuss participants' expectations of the sessions and set ground rules.
2. Help participants identify their needs and concerns as parents.

TIME: 2.5 hours

MATERIALS:

- Flipchart and markers, or chalkboard and chalk, or cardboard and markers.
- Handout 1 for the facilitator.

MAIN ACTIVITY: My needs and concerns as a father/mother



SESSION STRUCTURE

Part 1 – Welcome the group

1. Start by introducing yourself, explaining the purpose of the group, and facilitating an activity or game that helps participants begin to build trust in the group.
2. Provide an overview of the session objectives.

Group Work Idea

Bring a soft toy to each session. When there is a group discussion, the person talking can hold the soft toy. When a person is holding the soft toy, the group must respect his or her space to talk without interrupting.]

Read about how to conduct sessions

Before each session, read over the tips on *How to facilitate a MTA parenting session* at the beginning of this Guide.

Part 2 – Ice Breaker: Who like me...?

1. Use the icebreaker: "Who like me...". Follow these steps:
 - a) Form a circle and ask all participants to stand up.
 - b) Explain that anyone can move to the center of this circle and complete the question, "Who like me...?" giving one detail about his/her family or experience of parenting, for example, "Who like me has twins?" All participants who also have twins join the participant in the center of the circle. Then another participants moves to the center and repeats the question, giving a detail about his/her family.
 - c) First model how to do the activity by standing in the centre of the circle and completing the question, "Who like me [give one *[detail about your family or experience of parenting]*]"
 - d) Then, encourage the next person to move to the centre and complete the question.

Part 3 – Create ground rules and discuss group values

1. Use this first session to collectively build group ground rules.
2. Remember to put up a flipchart with the Ground Rules in the room.
3. Clarify the group values. Remember that these are non-negotiable and not up for discussion. Anyone who challenges any of these values should discuss this separately with the facilitator after the session.

Read about how to establish *Ground Rules and Group Values* at the beginning of this Guide.

Part 4 – Main Activity: My needs and concerns as a father /mother

1. Divide participants into small groups of 3 or 4 people. Tell them that they have 5-10 minutes to discuss the following in their groups:

- What are your needs and concerns as a father or a mother?
- What would you like to learn, share, talk about or reflect on in these parenting sessions together?

If there are any couples, they can choose to discuss the questions as a pair and then report back to the group.

2. After about 5-10 minutes, ask for a volunteer from each group to report back on some of their responses to the big group.
3. Record responses on flipchart paper.
4. After report back, allow space for further discussion. Encourage discussion or debate by asking questions such as, "Who would like to share their experience about this issue?" or "What do people think about this comment?" (For more questions, see the Group Discussion questions below.)
5. After the group discussion, summarize and highlight the main needs and concerns of the group. Make sure you include any comments about gender equality, shared responsibility, and non-violent parenting.

The most important part of this activity is for participants to share their personal experiences about parenting.

Part 5 – Group Discussion

1. Ask these questions:

- How did it feel to hear about the experiences of other parents? Did you learn anything new?
- Was there any comment that surprised you?
- Why do men talk so little about their concerns about fatherhood?
- Why do women often talk about their concerns about men and their role as fathers?

2. Use a flipchart to present the map of all the remaining sessions and their key topics.

SESSION 1

Use participant's input about their needs and concerns to plan and to adapt future sessions to address the needs of this group.

Part 6 – Homework

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

Assignment #1

For fathers:

1. Share with your partner or the mother of your child, a concern or fear you have about fatherhood. Invite your partner to share their concerns with you as well.
2. Ask your partner or the mother of your child what is expected of you as a father. Listen to her.
3. Come to the next session prepared to share what happened during the conversation.

For mothers:

1. Share with your partner or the father of your child, a concern or fear you have about motherhood. Invite your partner to share their concerns with you as well.
2. Ask your partner or the father of your child what is expected of you as a mother. Listen to him.
3. Come to the next session prepared to share what happened during 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 to the next session prepared to tell a story about what the object means to you.

Part 7 – Close

1. Use the Key Ideas (below) to sum up.
2. Thank participants for sharing.
3. Thank participants for the environment of respect and trust they have sustained throughout the session. Encourage them to take part in future meetings.
4. Explain that you will use all comments from these activities to inform and shape the coming sessions.
5. Remind the group about confidentiality, and the importance of keeping what it said during group sessions in the group.
6. Finally, mention that in all sessions you will encourage participants to think critically about how boys and girls are raised and education - explain that this is called gender socialisation.

KEY IDEA

- 1 Sharing experiences with other parents provides a valuable opportunity for men and women participating in these sessions.
- 1 Everyone becomes more aware of and responsive to each other's concerns, and benefits emotionally from the supportive environment.
- 1 Although parents have different situations and experiences, they have similar needs and concerns.

FACILITATOR'S NOTES

Your first challenge may be recruiting participants to join the group. This is always a difficult process when constructing any group. If only one participant attends, then have a discussion on parenting and involved fatherhood. If two or more participants attend, 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 experiences.

A second challenge in any group is to build a sense of security so that participants feel they can share their feelings and experiences in confidence – this is partly done through establishing ground rules. If you develop this sense of security from the beginning, then it is much easier to maintain as the group becomes self-regulating. You also need to protect this framework of security and to refocus the group if participants move away from the agreed ground rules.

Always intervene or take control when:

- 1 A participant verbally assaults another
- 1 someone dominates the group and takes time away from the others
- 1 sexist views are expressed
- 1 Any of the group values are rejected.

Ask other group members what they think and feel about the person's actions or comments, and reflect on what his/her partner would think and feel about these views. Invite them to question the views in a supportive manner, without confronting the person who expressed them.

Participants' experiences are 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.

HANDOUT 1: BENEFITS OF INVOLVED FATHERHOOD

1 Boys and girls with involved and loving fathers perform better academically and show better social and emotional development.

1 Having a non-violent father helps boys reduce aggressive behavior and question sexism.

1 For girls, having close and positive relationships with their fathers or male authority figures helps them to have healthy and non-violent relationships in their adult lives, and gives them a greater sense of personal empowerment.

1 Couples are happier when they share the responsibilities of childcare and housework.

1 Involved fathers live longer and report having fewer mental and physical health issues, such as high blood pressure, heart disease and alcohol abuse.

1 In violent neighborhoods, young fathers who have motivated themselves to care for their children are more likely to be able to leave violent gangs.

Father's impact/ legacy

OBJECTIVES

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

TIME: 2.5 hours

MATERIALS

- Flipchart paper and markers
- Prestick



MAIN ACTIVITY: My father's legacy

SESSION STRUCTURE

Part 1 – Welcome and check-in

1. Welcome everyone back to the group and check in with participants. Review the ground rules.
2. Revisit the previous week's session and review homework assignment #1 from Session 1.
3. Provide an overview of the session objectives.

Part 2 – Main Activity: My father's legacy

1. This activity requires both emotional openness and concentration, so it is recommended that you start with an icebreaker -- one where participants can move around, stretch, take a deep breath and relax.

Icebreakers and energisers

Use icebreakers to encourage participants to relax, get used to being in the group, and to get mentally prepared to participate.

Use energizers to wake up the group if energy levels are low, for example after a long discussion. You can find ideas for icebreakers and energizers at the end of this Guide.

2. Next, ask each participant to show the object that they associate with their father or other male authority figure from their early lives (Assignment #2 from Session 1). For those who did not bring an object, give them a few minutes to think about what object they would choose. Remind them that it could be a tool, a book, a set of car keys, a strap used for punishment, etc.
3. Go around in a circle, and ask each participant to share a story about how the object relates to their father or main male role model from their early lives.
4. Once everyone has finished sharing, write on a piece of flipchart paper the following statements:
 - "Something about my father I do not want to repeat with my children is..." (What are the positive things about your relationship with your father that you would like to put into practice or teach your children?)

n “One thing about my father that I want to take into my relationship with my children is...”
(Which things would you rather leave behind?)

5. Read the statements out loud. Ask participants to share their thought about each statement with the person sitting next to them.

KEY IDEAS

n Mention how traditional definitions of manhood and womanhood impact on the way:

n our fathers and mothers acted in the home, related to their partners, and raised their children?

n Ask participants how we can “leave behind” harmful practices that we experienced as children? How can we be more involved parents? How can we break down traditional gender roles and build gender-equal parenting partnerships?

n If participants want to discuss their reflections with their own fathers, explain that this is a personal decision, but they should do this if they feel the need, especially if they have resentful feelings toward their fathers.

ALTERNATE METHOD FOR THE MAIN ACTIVITY

1. Ask the group to form a “fishbowl” where the mothers sit inside a circle formed by the fathers.
2. Facilitate a discussion among the women where they share their stories about their object. 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.

Part 4 – Homework

1. Ask participants to share some of the activity with their families (what it was about and how it made you feel). Tell them that the purpose of the activity was to reflect on the positive as well as the harmful parenting practices that they may have inherited.
2. Ask them to share some of things that they feel are harmful and some that they feel may be affecting them in a harmful manner.
3. Discuss with a friend you trust or a professional how you can improve on some of the harmful practices.

Part 5 – Close

1. Use the Key Ideas to close the session with a positive message.

SESSION 2

KEY IDEAS

- 1 It is important that parents talk about their relationship with their fathers so as to heal and learn from negative experiences, and to apply this awareness to their own roles as parents.
- 1 We should all try to identify those positive aspects of our life stories that we can replicate with our own children, as well as the negative aspects that we do not repeat.
- 1 For our personal development we can try to replace negative experiences, attitudes and beliefs with positive ones which honour respect and equity.

FACILITATOR'S NOTES

This activity can have a deep emotional impact on participants who may recall violent experiences or other traumatic life events, such as abandonment. It is vitally important to give participants emotional support during this process. Here are some suggestions on how to do this:

- 1 Create an atmosphere in which participants are validated for sharing personal emotional and intimate details.
- 1 Listen respectfully to them, without judgement or pressure. If there is no pressure, only those who are ready to share will do so.
- 1 For those who share traumatic experiences, acknowledge that they were able to press on and continue with their lives despite facing such adversity.
- 1 If a participant breaks down and cries in the group, allow them space to express that emotion. Consider saying something like, "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 and feel like you do now."
- 1 Others in the group may also feel the need to support this person. Encourage them to do so if it feels appropriate. Often, these moments are what bind a group together.
- 1 Explain that you are available and willing to have a private conversation after the session.
- 1 Refer anyone who made need it for professional counselling.
- 1 If a participant spends too much time with a story, find an opening and gently say: "It sounds like you have a lot of experiences to share with the group. Thanks for sharing with us. Do others have any experiences they would also like to share?"
- 1 Remember to acknowledge, affirm and be genuine.
- 1 Repeat the confidentiality commitment.
- 1 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 completely normal to feel sad, tearful or emotional after remembering difficult experiences.

Pregnancy



MAIN ACTIVITIES:

1. Changing Bodies
2. Road to A Healthy Pregnancy
3. My Father Can Do Everything

ADVANCE PREPARATION

IMPORTANT NOTE ABOUT INVITING GUESTS TO THIS SESSION For main activity 1 and 2:

Invite a maternal health professional to your group so that participants can ask questions. This could be an obstetrician, nurse, or midwife who can give information about the 9 months of pregnancy. Ask the person to speak about the following information:

- The importance of prenatal visits. Fathers and mothers: come to appointments with your written questions!
- The most important biological and hormonal changes for the mother and baby during the 9 months of pregnancy.
- How the mother can support her own health during the pregnancy.
- How the father can support the health of the mother during the pregnancy.
- Sexual relations and pregnancy, including a discussion of cultural norms, and debunking myths (Handout 2: Sexual Pleasure during Pregnancy).
- Facts about postpartum depression.

If it is not possible to have an obstetrician, nurse or midwife at the session, collect information pamphlets from a clinic in your community to share with the participants.

MAIN ACTIVITY 1: Changing Bodies

SESSION STRUCTURE

Part 1 – Welcome and check-in

1. Welcome everyone back to the group. Review the ground rules.
2. Revisit the previous week's session and review homework assignment.
3. Provide an overview of the session objectives.

Part 2 – Main Activity 1: Changing bodies**OBJECTIVES**

1. To understand the changes that the female body undergo during pregnancy.
2. To reduce pregnancy related anxiety
3. Address concerns men and women have about the experience of pregnancy, such as couple conflict and stress, and loss of sexual desire.
4. Brainstorm all the changes that the female body undergo during pregnancy and record on flipchart.
5. Ask participants if there are any specific experiences that they want to share.

TIME: 30 minutes

MATERIALS:

- Flipchart
- Pens/ markers

KEY IDEAS

Mention the fact that every pregnancy is different

Even the same person may not experience the same changes and effects with each pregnancy.

This means that we should listen to the mother to determine what she is experiencing during the pregnancy.

Part 3 – Main Activity 2: Road to A Healthy Pregnancy**OBJECTIVE**

1. Discussing the things that are necessary to ensure a healthy pregnancy.
2. Enable participants to look for more information about pregnancy.

TIME: 30 minutes

Main Activity 2

1. Divide participants in two groups. Ask:
 - ▮ Participants to write down steps that prospective parents can take to ensure a healthy pregnancy.
 - ▮ Each group to nominate one or two presenters.
 - ▮ Presenters to give feedback to the larger group on their discussion.
2. Conclude by thanking the groups for their presentations. Explain that in the next activity participants will have an opportunity to think more deeply about what men can do specifically to support their partner during pregnancy.

Part 4 – Main Activity 3: My father can do everything**OBJECTIVE**

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

TIME: 60 minutes

SESSION 3

MATERIALS

- Flip chart and markers

SESSION STRUCTURE

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 of these only she can do because of her biological make up, and others society says only women can do.
3. Ask: “What can women do to ensure a healthy pregnancy?” Write up their answers on the flip chart under “Mother”.

Here are some topics to include, if not mentioned:

- 1 Attend prenatal classes
- 1 Live in a home free from physical, verbal or psychological violence
- 1 Eat healthy and nutritious foods
- 1 Abstain from drinking alcohol
- 1 Get plenty of rest
- 1 Drink plenty of water
- 1 Abstain from smoking cigarettes
- 1 Do light exercise
- 1 Stay away from others who may have a cold or other infectious illness, and wash hands with soap and water often
- 1 Avoid using cleaning supplies that have harmful fumes, and work in a well-ventilated area and wear safety clothes (such as gloves and a mask)
- 1 Take vitamins
- 1 Limit caffeine intake (such as coffee)
- 1 Avoid undercooked meat or fish

4. Now ask the fathers what role they can play to help support the mother in each of these tasks. Write up their answers on the flip chart under “Father”.
5. Together compare the two lists.

Part 5 – Group Discussion

1. Discuss these questions:

- 1 What stands out for you when you look at the two lists?
- 1 How can the father’s participation in pregnancy promote his involvement in his child’s life after birth?
- 1 How can conflict and violence affect the health of the pregnant mother and developing child?
- 1 If fathers took on more domestic chores and caring for children, what impact would it have on the pregnant mother? What impact would it have on the father?
- 1 For fathers: Based on the list, what are some things that 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?

n For mothers: Based on the list, what are some things that your partner can do now to provide support you?

Part 6 – Homework

Give these options as homework:

For mothers

1. Ask another mother, a health professional, or read information about:

How the unborn baby grows and develops.

b) The special needs pregnant women have.

2. How would you like your partner to provide support, loving care and security to you during your pregnancy? How can you ask for this support? Try to express to talk to your partner about this. Be prepared to come to the next session to talk about your experience.

For fathers

3. Ask the mother of your child, a health professional, (or read information about:

a) How the unborn baby grows and develops.

b) The special needs pregnant women have.

4. For men whose partners are currently pregnant, find ways to offer support, loving care and security to the mother. Be prepared to come to the next session to talk about this experience.

Part 7 – Close

2. Use the Key Ideas (below) to close the session.

3. Emphasize 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.

4. Men can be supportive partners by sharing the housework, taking care of children living in the home and accompanying the mother to prenatal care visits. Not only will the mother benefit, but the father will as well!

KEY IDEAS

n During pregnancy for both the mother and the unborn child, the mother must live in an environment that is healthy, she must be physically healthy and eat enough nutritious food, and she must live in emotionally and socially healthy circumstances in which she feels relaxed and supported.

n Pregnancy is a joyful experience, but it can be a stressful time too, especially for first-time parents. It can deepen the emotional connection between partners, but can also create new tensions due to uncertainties about parenting, increased financial stress, and so on. It is important for couples to be patient and talk openly about issues that may cause conflict.

n Men, in their roles as partners and/or fathers of the baby, can play an important role in promoting the physical and emotional health of the mother and the child during the pregnancy.

SESSION 3

It is essential that men participate actively during pregnancy, for example by making their partner feel cared-for and emotionally supported, talking about their future child, giving the partner massages, going with the mother to prenatal check-ups, planning for the birth, and welcoming the newborn into the home.

FACILITATOR'S NOTES

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

Birth



OBJECTIVES

1. Discuss the role of a father during birth, and prepare the father for his role as a companion for the mother.
2. Address concerns about fathers being present during childbirth.
3. Highlight the importance of fathers bonding physically and emotionally with their children.

TIME: 2.5 hours

MATERIALS

- Handout 3 and 4 for each participant.
- Handout 5 for the facilitator.
- If showing a video on the birth process, ensure you have a laptop or television monitor.

MAIN ACTIVITY: Delivery room role play

BE SENSITIVE ABOUT PAIRING UP PARTICIPANTS

consider showing a video about the birth process instead or invite a midwife/nurse to talk about the birthing process.

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Review the ground rules. Check in with participants. Revisit the previous week's session and review the homework assignment.
2. Provide an overview of the objectives of today's session.

Part 2 – Main Activity: Delivery Room Talk

1. Play the video or let the health personnel give the talk about the birthing process
2. If people are comfortable enough, let them act out the process of birthing

(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.

3. Next, set the scene: "It is 22:00 in the evening. The mother 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

Part 3 – Group Discussion: Part 1

1. After 5 minutes, ask the participants to come back into the larger group. Tell everyone to “step out” of their roles and ask the following questions:
 - How did it feel to play the roles you were given?
 - 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?
 - What did the rest of the group observe?
 - Discuss if there are things that anyone in the room would have done differently?
2. Give each participant Handout 3 (on breathing, and massaging).
3. Read through the handout with the group and together practice some of the tips.
4. Emphasize some of the main points from the Handout 5 (For facilitators: “With the Father Involved, Everyone Wins!”)
5. Explain that after the mother has had an opportunity to physically bond with the child, the father should do so as well (if they feel comfortable), e.g. have skin-to-skin contact, hold, sing to or rock the baby.

Part 5 – Group Discussion: Part 2

- For fathers: What are your anxieties as a father about your partner giving birth? Or, what anxieties did you have?
- For mothers: What anxieties do you have about did you have about giving birth? Or what anxieties do you have about giving birth?
- *For example, some men and women believe seeing their partner give birth will affect the couple’s sexual desire for each 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?)

n What types of support do mothers need during birth? What kinds of support can the father provide?

Part 6 – Homework

1. Find out if the local health clinic or hospital has policies that permit or prohibit women from being accompanied during childbirth. Come to the next session prepared to share what you have learned.
2. For fathers whose partners are approaching their delivery dates, begin to prepare the backpack with things to bring to the hospital or clinic (see the Handout 4: Father's Backpack).
3. For mothers who are approaching their delivery dates, talk with your partner about being present at the birth. Encourage him to begin to prepare a backpack with things to bring to the hospital or clinic (see the Handout 4: Father's Backpack).

Part 7 – Close

1. Share the key ideas listed below.
2. Summarize the practical suggestions given during this session about how men can participate in the labor and delivery process.

KEY IDEAS:

n Labor and delivery are usually very physically demanding on the mother. She needs a lot of physical and emotional support.

n Birth is also stressful for babies! Skin-to-skin contact with both parents is absolutely essential for parents to bond physically with the child. It also has health and developmental benefits for the child. If bonding is not possible at the maternity hospital, it will still be possible at home.

n Men's presence at childbirth helps to build an emotional bond between father and child. Before delivery, men should speak with their partners about being present and get their consent.

n In some health centers or hospitals, the father is not allowed in the delivery room. In others, fathers are expected to be present. Prior to the birth, the father must ask for permission from the health care provider to be in the delivery room.

FACILITATOR'S NOTES

Men and women experience pregnancy differently and have different issues and anxieties. Give both the space to share their thoughts, feelings and experiences. Fathers are often anxious about being present during the delivery. Give them the opportunity to discuss their feelings in a safe space with knowledgeable men who have had similar experiences. If there are jokes, make them brief; remind the group that the sharing of emotional experiences should always be respected.

HANDOUT 4: THE FATHER'S BACKPACK: WHAT SHOULD I TAKE?

Prepare your backpack before going to the hospital or clinic to give birth. Your health care provider should give the mother a list of what to bring with to the hospital. Fathers should also be ready. Take the following with you to the hospital:

1 Food and drink. Labor may take several hours, so make sure you prepare or buy what you need. Your partner cannot eat during this period, so find a place outside of the delivery room where you can eat.

1 Cell phone. You cannot use your cell phone in the delivery room. If you need to use it, do so outside the delivery room. Make sure your conversation does not bother other patients or staff.

1 Clothing. You may need to stay at the clinic or hospital for 1 or 2 nights, so pack an extra set of clothes.

HANDOUT 5: 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 whose partners go with them to prenatal visits usually attend more of them, compared to mothers whose do not go with them.
- When the fathers are present and helpful in the delivery room, 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 are more likely to stay involved.
- Involved fathers have better health: they take fewer drugs, drink less alcohol, live longer, and feel mentally and physically healthier.
- Some studies show that fathers who are involved in caregiving have more satisfying relationships with their partners, feel more connected to their families and report better sex lives with their partner.

Caregiving



OBJECTIVES

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

TIME: 2.5 hours

MATERIALS

- Several baby dolls (wearing real nappies) or pillows to represent babies.
- Handout 7 for the facilitator.
- Handout 8 and 9 for each participant.
- A device to play music, e.g. a CD player, iPhone, MP3 player with speakers.

MAIN ACTIVITY: Caring for my baby – practice makes perfect

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Review the ground rules. Check in and revisit the previous week's session. Review the homework assignment.
2. Provide an overview of the objectives of today's session.

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

1. Play relaxing music. Break into groups of 2-3 participants and provide each group with a baby doll wearing a nappy. If possible, try to have one experienced parent in each group.
2. Explain that participants will practice 2 skills:
 - a) How to change a nappy.
 - b) How to hold a baby properly.
3. Explain and demonstrate each instruction about changing nappies in Handout 8 (Useful 'How To's') or ask an experienced father to do so.
4. Give each person a chance to change the nappy.
5. 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 Handout 8 about holding a baby, or ask an experienced parent to demonstrate.

QUESTIONS FOR COUPLES

Ask mothers: How did you feel when you saw your baby's father change the nappy and hold the baby in his arms? Do women sometimes make it difficult for men to participate equally in the care of their baby and in performing domestic tasks? Why?

Part 3 – Group discussion

1. Why don't fathers participate more in taking care of young children, particularly babies? What makes it difficult for fathers to participate in caregiving?
2. Who has more difficulty providing care for a baby? The mother or the father? Why?
3. For fathers: What are 1-2 things you can do to be more involved in caring for your newborn? How will these things affect the mother? What are 1-2 things you can do together with the mother to care for the baby?
4. How can men support each other in their child caring roles?
5. How can mothers encourage men to be involved in caring for their babies?
6. What are some ways that we can be more responsive to the needs of our young children?
7. Imagine this: It is 2 o'clock in the morning. Your baby 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.

For fathers and mothers:

- n Can you get angry with your baby?
- n Does your level of emotion differ if your baby is a boy or a girl? Why or why not?

For fathers:

- n Can you get angry with the mother?
- n What do you do if you get angry? What are the options?

For mothers:

- n Can you get angry with the father?
- n What do you do if you get angry? What are the options?

8. How does having a new child in the family affect the couple's relationship?
Examples: babies cry all the time and require constant attention, and parents become very tired.

Part 4 – Homework

1. Read the Handout 9: The Importance of Breastfeeding.
2. For fathers: Take on a new parenting chore. For example, if you are in charge of bathing the baby, take on the job of washing the baby's clothes. If you do not know how to do this task, ask for help. Come to the next session prepared to talk about your experiences.
3. For mothers: Encourage the father to take on a new parenting chore as described above. Remember to be positive and encouraging.
4. Bring a toy that your child plays with to the next session, e.g. a doll, ball, etc.

Part 5 – Close

1. Use the Key Ideas to conclude the session.

KEY IDEAS

1 Caring for a newborn can be an exciting, but exhausting and stressful period in both the mothers' and fathers' lives. Babies cannot express themselves with words, so they cry. Some babies cry a lot. Many times, they don't even know why they are crying! The most important thing a parent can do is to provide warmth and kindness through physical affection (e.g. hugging, cradling, and rocking the baby), and try to figure out what the baby needs.

1 The roles of motherhood and fatherhood are formed by society. With enough practice, any man can become a competent caretaker. Men are as capable as women of caring for babies and can satisfy all their babies' needs (except for breastfeeding).

1 Gender equality includes sharing household work. If both father and mother work outside the home, they should equally share childcare and domestic tasks.

1 Fathers should spend quality time of at least 30 minutes every day with their baby (feeding, bathing, singing, rocking and dressing the baby). This contact helps fathers to develop an emotional bond with the baby.

1 If paternity or flexible family leave is offered, encourage men to take those days to spend time with his partner and child.

FACILITATOR'S NOTES

During the main activity, emphasize that participants must wipe the baby's bottom 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 that show visually how to change a nappy and to hold a baby correctly.

HANDOUT 7: MEN ARE BIOLOGICALLY CAPABLE OF CARING FOR THEIR BABIES

Women are not the only ones who are biologically able to care for their babies when they become mothers. A new study has shown that fatherhood produces hormonal changes in men to help them become better fathers, such as decreased testosterone. This decrease in testosterone does not mean that men lose their sexual desire, nor does it affect sexual performance. Rather, it 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.

The study also 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 peace 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.

HANDOUT 8: USEFUL 'HOW TO'S'

How to Change a Nappy

1. Wash your hands with soap and lukewarm water. Use clean towels to dry your hands. Always use a paper towel to close the tap.
2. Prepare the changing area. Make sure that you have all necessary materials and that a rubbish bin or garbage bag is within your reach.
3. Place the baby on the changing area. Make sure you do not leave the baby unattended – even for a second. Always maintain physical contact with the baby.
4. Remove the nappy. Use a wet cloth to clean the baby's bottom from front to back. Use a clean cloth each time you wipe. Throw away any dirty items in the rubbish bin or garbage bag. Soak any fabric cloths in warm water with detergent to kill germs.
5. Wash your hands with soap and lukewarm water from the tap only if you can maintain physical contact with the baby. Otherwise, use disposable wet towels.
6. Place a clean nappy on the baby and dress him/her.

How to Hold and Carry a Baby

1. Always hold the baby's back and head when carrying him/her. For the first 3 months at least, the baby's neck is not strong enough to hold up the head on its own.
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. With enough practice, you can hold the baby with one arm.

HANDOUT 9: THE IMPORTANCE OF BREASTFEEDING

How a father can play a role in breastfeeding

Supporting the health of your family is a great responsibility: you want to make healthy choices. One of these healthy choices is to encourage your partner to breastfeed. Sometimes fathers feel left out when their partner breastfeeds the new baby, but there are many other ways you can help your care for your baby, such as:

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 the baby. Change the nappies. Sing and talk to your baby. Take the baby to the mother for a feeding if you see the baby searching for mother's breast, sucking his fist, or making sucking noises.
4. 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 nappy the baby.
 - c. Make some time in the day just for you and your baby – babies need cuddles and hugs from their fathers too.

About breastfeeding

1. A mother's early milk is called colostrum. It comes in immediately after the birth and is the only food a baby needs for the first few days. Colostrum's special role is to help your newborn stay healthy. It is filled with important vitamins, minerals, proteins and immunities.
2. Between day 3-5 after birth, the mother will start to feel fullness in her breasts. This means that her milk has come in.
3. 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 health care professional or midwife who can help the new mother stay on track.

HANDOUT 9: (cont...)

4. If possible, do not give your baby water or formula in the first 6 months.
5. Do not feed the baby anything other than breast milk as this interferes with a mother's ability to produce enough milk.
6. Let your partner know how proud you are! Breastfeeding is a loving commitment.
7. Sometimes mothers worry that their babies are not getting enough milk. You can reassure her that the baby is getting plenty of breast milk if:
 - a) Baby is interested in feeding every 1 to 3 hours, around the clock. Look at your baby's tiny fist and remember that it is about the same size as his/ her stomach! This is why the baby needs to feed often, every 1 to 3 hours, around the clock.
 - b) Baby wakes to feed.
 - c) Mother can see or hear baby swallowing.
 - d) Baby appears satisfied and content after feeding.
 - e) Mother's breast softens during the feeding.
 - f) Baby has 3-5 wet nappies and 3-4 soiled nappies by 3-5 days of age.
- g) Baby has 4-6 wet nappies and 3-6 soiled nappies per day by 5-7 days of age.
 - h) Baby's excrement is yellow and seedy (by day 3).
8. Don't 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 nappies may decrease.

The benefits of breastfeeding

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.

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.

HANDOUT 9: (cont...)

- 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.

If the mother is HIV+, she must follow her health practitioner's advice about breastfeeding.

While it is true that breastfeeding is a positive, healthy choice, sometimes parents must choose to bottle feed using formula, for example, if the mother has health problems, or if the baby is hospitalized or born very premature. Remember, if it is not possible to breast feed, there is no blame or shame from using other healthy methods to feed and nurture your baby.

Gender roles



OBJECTIVE FOR MAIN ACTIVITY 1:

1. Explore and clarify gender values.

TIME: 1 hour

MATERIALS

- Four signs which you have prepared (see below)

- n Flipchart,
- n Masking tape/ prestick
- n Pencils or pens for participants
- n Handout 10 for each participant

ADVANCE PREPARATION

Prepare these four large signs:

AGREE

DISAGREE

STRONGLY AGREE

STRONGLY DISAGREE

MAIN ACTIVITIES

1. Clarify Gender Roles
2. Gender and Toys

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Review the ground rules. Check in with participants. Revisit the previous week's session and review the homework assignment.
2. Provide an overview of the objectives of today's session.

Part 2 – Main Activity: Clarify Gender Roles

1. Put up the four signs around the room. Leave enough space between each sign to allow a group of participants to stand near each one.
2. Explain that this activity will help participants explore their values and attitudes about gender. Clarify that everyone understands the word, 'values' (give and ask for examples). Remind participants that everyone has a right to their own opinion, and that no response is right or wrong.
3. Ask participants to stand in the centre of the room. Explain that you want them to think about whether they strongly agree, strongly disagree, agree or disagree with each statement you will read out to them.
4. Read Statement A (only) below out loud. Ask participants to go stand next to the sign that shows what they think about this statement.
 - A. Girls should help with the family chores like washing dishes, doing laundry and cooking. Boys should not do "women's work".
 - B. All violence against women and girls is wrong and must be stopped. This includes dating violence, sexual violence and violence in the home or domestic violence.
 - C. A woman is more of a woman once she has had children.
 - D. Relationships based on equality and respects are far more satisfying than relationships based on fear and domination.
5. Once everyone is at a sign, ask one or two participants next to each sign to briefly explain why they are standing there and why they feel this way about the statement. When the participants are all finished explaining their

reasoning, ask if anyone wants to change their mind and move to another sign. Let them do this. They should explain why they changed their mind if they want to.

6. Bring everyone back together into the center of the room and read Statement B. Repeat steps 4 and 5. Continue in this way for the other statements.

Part 3 – Group discussion

1. After discussing all of the statements, lead a discussion about values and attitudes about gender by asking these questions:
 - Which statements did you feel most strongly about? Why? How does this feeling affect the way you behave towards girls and women?
 - How can you be involved in helping to change these attitudes and values, and the actions they lead to?
 - What are the traditional definitions of manhood/ being a man? How does our society expect men to think, feel and behave? Some examples: *Men don't cry; Men should not express physical affection to sons such as kissing or hugging; Men use violence to resolve conflict.*
 - What are the traditional definitions of womanhood/ being a woman? How does our society expect women to think, feel and behave? *Some examples: Women belong in the home, not in the workplace; Women are the weaker sex; Girls should not be tomboys.*
 - What do you think you'll do differently as a result of this exercise?
2. Refer participants to Handout 10: Clarify gender values and ask them to complete the worksheet.
3. Encourage participants (whether male or female) to talk about actions they can take to improve gender equality and to reduce violence against women and children.

MAIN ACTIVITY 2: Gender and Toys

1. Ask participants to place the toys that they brought with them in the middle of the room.

OBJECTIVES FOR MAIN ACTIVITY 2

1. Examine gender norms and gender socialization, i.e. the different ways in which we relate to our children based on gender.
2. Reflect on the how parents communicate with their sons and daughters through play.

TIME: 1.5 hours

MATERIALS

- Traditionally masculine and feminine toys
- Handout 11 for participants

ADVANCE PREPARATION

In the previous session, you asked participants to bring a toy that their child plays with.

Collect a variety of toys to bring to the session yourself. Bring toys that are popular or well-known; as well as toys that are traditionally seen as “boys’ toys” e.g. toy guns, balls, action figures and video games, and “girls’ toys” e.g. dolls, toy irons, Barbie dolls, toy tea sets. You can also print out online pictures of toys, or cut out pictures of toys from shopping catalogues.

ACTIVITY STRUCTURE

Part 4 – Main Activity 2: Gender and Toys

1. Create two circles in the middle of the room.
2. One circle should be marked boys and the other girls.
3. Ask participants to decide whether the toys they have brought are appropriate for boys or girls to play with.

Part 5 – Group discussion

¶ Ask the group what they notice just by looking at the groups. What are the differences between the toys that boys play with than the toys that the girls play with?

¶ Why did you place your toy where you did?

¶ I sit okay for a boy to play with dolls? Why or why not?

¶ I sit okay for girls to play with toy guns, soccer balls, etc.? Why or why not?

¶ What do you think your “child” (in the role play) learned about being a girl or boy during playtime?

¶ What do these toys show us about how society expects a male child or a female child to be? And a grown man or woman?

¶ As parents, how can we communicate positive messages about equality to our children?

¶ How can we communicate to our daughters that they have the same opportunities for a successful future as our sons do? That they have equal access to quality health care services, education, employment, an environment free from violence?

¶ How can we communicate to our sons that they are allowed to show their feelings including pain and vulnerability? How can we tell them they can show feelings without being emotionally or physically violent?

¶ How can we raise our sons and daughters to let go of limiting definitions of what it means to be a boy and a girl? How can we teach them to treat all people with respect and equality?

ACTIVITY SUGGESTION FOR COUPLES

During discussion, provide time for couples to reflect on 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 together break traditional roles? For example, consider having a weekly family meeting. Ask that each couple share their plan.

SESSION 7

Part 6 – Close

1. Give participants Handout 11 and read the letter.
2. Close the session by emphasizing the Key Ideas.

KEY IDEAS

1 Many toys are designed for boys or for girls and socialize children into fixed gender roles. For example, that boys play masculine roles with toy guns and toy soldiers, and that girls play feminine roles with baby dolls. The games that we play with our children and the way we play these games also shape their ideas about appropriate roles for boys and girls. Toys and game are part of the gender socialization process. If we act out and reinforce fixed gender roles during play, we can encourage unequal and unfair relationships later between grown men and women.

1 Play is a very important part of life. We all play when we are children; it is crucial for our learning and well-being. As we grow older, we forget how to play. When we have children, we can learn to enjoy play again. Games and playtime help us to have a better connection with our children. They help us communicate with children. As parents, it is important to be conscious of how we play. We should be aware that we must avoid imprinting fixed gender roles onto our children that give underlying messages about inequality.

HANDOUT 10: CLARIFY YOUR OWN GENDER VALUES

Tick whether you strongly agree, strongly disagree, agree or disagree with each statement below.

What are these... men values and attitudes?



	Strongly agree	Strongly disagree	Agree	Disagree
It is better to be a man than a woman.				
Women make better parents than men.				
A woman is more of a woman once she has had children.				
Girls who wear short skirts are partly to blame if boys sexually harass them or they get raped.				
Girls should help with the family chores like washing dishes, doing laundry and cooking.				
Boys should not do "women's work" in the home.				
The head of the family is both parents – as a team.				
If a father hits a child or a partner to discipline them is abuse.				
A boy or man cannot be raped.				
.				

What gender roles do these clothes give to baby boys and baby girls?



Non-violence



OBJECTIVE FOR MAIN ACTIVITY 1:

Violence and Caring Clothesline

1. Reflect on the violence and caring that occurs in families.

TIME: 1 hour

MATERIALS

- 1 Rope, string or fishing line for two clotheslines.
- 1 Strong tape to attach string to wall.
- 1 Pegs or paperclips to hang paper on the clothesline.
- 1 Pencils, colored markers, and sheets of paper.

MAIN ACTIVITIES:

1. Violence & Caring Clothesline.
2. Resolving Conflict

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with participants. Revisit the previous week's session. Review the ground rules.
2. Provide an overview of the objectives of today's session.

Part 2 – Main Activity 1: Violence and Caring Clothesline

1. Put four clotheslines up-labelled:
 - a. Caring I have received
 - b. Caring I have given
 - c. Violence I have used
 - d. Violence used against me
2. Explain to participants that we're going to be exploring our understanding of and experiences of the effects of caring and violence in families and in the household. Remind them that full participation is encouraged but that talking
3. About violence can be difficult and that no-one should feel pressured to disclose anything they are not ready to talk about.
4. Ask participants to identify different types of gender-based violence. Begin to write the different forms of violence identified on the flip chart. Help the group to identify the following forms of violence: physical, verbal, psychological/emotional, financial and sexual.
5. Hand out sheets of paper and markers, pens or pencils to each participant and explain that this exercise will focus on the effects of caring and violence that are experienced in families and in the household that they remember. They do not need to put their names on any of these papers.
6. Ask participants to think about the first childhood experience of caring that they received from someone in their family and how it made them feel. It could be any type of caring: physical, verbal, psychological, or even nutritional; and they could have received it from anyone in the family. They

can choose how they want to show the experience on paper, e.g. with words, pictures, shapes or even colours that represent the mood of the experience.

7. On a second sheet of paper: Ask participants to write draw and/or use colours to describe the caring they give to their family, and how it makes them feel.
8. On the third piece of paper: Ask participants to think about the first childhood experience of violence in their family or home and how it made them feel. It could be any type of violence and they could have received it from anyone in the family. They can choose how they want to show the experience on paper, e.g. with words, pictures, shapes or even colours that represent the mood of the experience.
9. On a fourth sheet of paper: Ask participants to write, draw and/or use colours to describe the violence that they have used or use at home, and how it made or makes them feel.
10. Give approximately 5 minutes for each task.
11. Ask participants to attach their responses to the corresponding clothesline. After everyone has placed their papers on the clotheslines, invite participants who want to share to describe what they drew, or simply ask participants to make a tour of the clotheslines.

Part 3 – Group discussion

1. Sit in a large circle and invite participants to reflect on what they saw on the clotheslines and what they recalled from their personal experiences. You may ask:

- ¶ How did you feel when you remembered the caring you received from someone in your family?
- ¶ How did you feel when you thought about the caring you give to your family? How do you feel when you care for others?
- ¶ How acceptable is it in our communities for men and women to show that they love and care for their families (their partner and children)?
- ¶ What is the connection between the caring you give and the caring you receive?
- ¶ How did you feel when you remembered the violence you received from someone in your family?
- ¶ How did you feel when you thought about the violence that you used on your family?
- ¶ Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
- ¶ Generally speaking, is it difficult for men to express their frustration or anger without using violence? Why or why not?

Part 4 – Main Activity 2: Resolving Conflict

OBJECTIVE FOR MAIN ACTIVITY 2

1. Discuss and practice non-violent ways to react when we become angry.

TIME: 1.5 hours

SESSION 8

MATERIALS

- ▮ A pre-prepared situation to dramatize.
- ▮ Handouts 12 and 13 for each participant.

ACTIVITY STRUCTURE:

In groups of 4-5 participants discuss the following and present the key points of your discussion to the rest of the group (Use the handout 12 as a discussion guide)

- ▮ Practical methods to control anger
- ▮ Resolving conflict without using violence
- ▮ Methods of improving communication

Part 6 – Homework

1. Ask participants to share with their partners and children their memories of having caring experiences during their childhood and how these made them feel. This would be an excellent opportunity for the family to agree to try to always resolve disagreements in a caring way, without using violence and with respect for the other person's right to disagree.
2. Recommend that participants practice 1 or 2 techniques from the handouts for this session with their partner. Tell them to let their partner know when they will be practicing! Ask them to be ready to talk about this homework exercise in the next session.

Part 7 – Close

1. Thank participants for sharing their experiences. Recognize their efforts and affirm what they have learned from their experiences.
2. Use the Key Ideas to reinforce the major points from this session.

KEY IDEAS

▮ Violence as an approach to conflict resolution is learned during childhood and can continue into adult relationships in families. For example, children may witness adults using violence as the primary way to deal with anger, disagreement or conflict, and they often go on to use violence as a method to resolve conflict with their partners or children. Or children who are physically punished (justified as “discipline”) learn that the stronger or more powerful person can punish the weaker one. This creates the conditions for violence against women in intimate relationships, because women are usually physically weaker than men. But it is possible to stop, get help, and break the cycle of violence between generations.

▮ There is no excuse for violence. Under no circumstances is it justifiable. We have a responsibility to control ourselves when we feel angry and to channel our anger in a useful and constructive way, without threatening or assaulting others.

▮ We can all 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 - physical, verbal, psychological, or sexual.

FACILITATOR'S NOTES

It is important to create an atmosphere of respect and confidentiality in this session as it just may trigger some intense emotions, especially when discussing conflict and ways of dealing with it.

Never force participants to share more than they feel comfortable.

Talking about the violence they have committed can be very difficult for them. Men may try to justify their violent behavior or 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 provoke their violence.

It is important to have resources on hand to refer those who may need additional counselling or therapy. See Session 2 for more information.

HANDOUT 12: PRACTICAL METHODS TO CONTROL ANGER

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

- a) To calm down, walk away and count to 10.
- b) Breathe deeply, walk around or do a physical activity to “cool your head” and clarify your ideas.
- c) Communicate your feelings of anger with the other person involved. For example, you 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.”


HANDOUT 13:

COMMUNICATION STYLES

Developing an effective communication style is the key to a successful relationship with our partners and children. Men can help by clarifying their own desires in non-violent 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.

The needs and rights of children



MAIN ACTIVITIES

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

OBJECTIVES

1. Identify long-term goals parents have for their children's characters. (0-4 years)
2. Understand how harsh discipline can negatively impact those goals.

TIME: 2.5 hours

MATERIALS

- n Pens, markers or pencils and paper.
- n Handout 14 for each participant.
- n Handout 15 – read as preparation.

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with participants. 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

1. Introduce the activity by saying something like:

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 parents learn by instinct, or by remembering how our parents raised and disciplined us. But often our instincts are emotional reactions; we act without thinking clearly. We have already seen how parents often repeat the harmful behaviors that they themselves experienced during childhood. In this session we will explore how to replace harmful discipline like spanking or yelling with more positive parenting techniques.

Part 3 – Group Activity

1. Divide participants into groups of 4 – 5 participants (depending on number of participants).
2. Hand each group some flipchart paper and pens/markers
3. Ask them to record the disadvantages and advantages (if any) of shouting and hitting will have on your child.
4. Ask groups to present to the group.

Part 4 – Group Discussion

1. Ask the group the following discussion questions:

- What does yelling or hitting teach children about how to resolve conflict?
- What are better ways to teach them about how to resolve conflict?
- Is it possible to prevent all children's mis behavior?

2. Use the key points below to close the activity. Give each participant Handout 14 on Stages of Development as you review the first key point. [Note: Read through Handout 14 on Stages of Child Development with the group after the first key point.]

KEY POINTS FOR ACTIVITY 1

- Children constantly change and develop. It is important to understand what children are capable of doing or understanding at each stage of development.
- Parenting can be especially difficult in the early years because young children cannot say in words (or even know!) what they want. Sometimes we think they are misbehaving, but they are really trying to communicate with us.
- The key to effective discipline is to set short-term challenges, for example, get your children to eat dinner, pick up their toys, etc.). These short-term goals help you and your children to work towards longer-term goals.
- When you feel yourself getting frustrated, don't yell or hit out. Calm down and see this is an opportunity to teach your child (and yourself) new skills that will help work towards your vision 20 years from now!

MAIN ACTIVITY 2 – PUT IT INTO PRACTICE – POSITIVE PARENTING**OBJECTIVES FOR MAIN ACTIVITY 2:**

1. Learn and practice different positive parenting techniques.
2. Make a commitment to avoid the use of harsh punishments against children.

TIME: 2 hours

MATERIALS

- Flipchart paper and markers.
- Handout 16 for each participant.

A. Is the child doing something truly wrong? Is there a problem here or have YOU just run out of patience?

NO: If there is NO problem,
YES: If there IS a problem,
 release the stress away
 go to question B.
 from the child.

B. Is the child really capable of doing what you expect? (Refer back to the Handout 14: Stages of Child Development.)

NO: If you are being
YES: If you are being FAIR,
 UNFAIR, re-evaluate your
 go to question C.
 expectations.

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

NO: If the child did NOT
 KNOW the behaviour was
 the behaviour was wrong
 wrong, then explain why
 and disregarded your
 it was wrong and what
 reasonable expectations,
 behaviour you expect in the
 then your child
 future. Offer to help.
 misbehaved.

YES: If your child DID know

ADVANCE PREPARATION

Prepare the following on a flipchart.

SESSION STRUCTURE

Part 5 – MAIN ACTIVITY 2: Put it into Practice – Positive Parenting

1. Put up the flipchart that you have prepared. Explain that now you will discuss and practice different positive parenting techniques. The first technique is that before you take any action to correct a child, YOU MUST STOP, think and ask yourself the questions on the flipchart.
2. Go through each question slowly. Show that if you answer NO to a question, then you need to let go of the problem and not take action. If the answer to a question is YES then you go on to the next question, until the final question which tells you whether in fact your child has misbehaved or not.
3. After going through the chart, ask if there are any questions so far.
4. Next, ask participants to work in pairs and give them Handout 16: Positive Discipline Techniques.
5. Assign one or two techniques to every pair.
6. Explain that you want the pairs to create a realistic scenario and explain how they will implement the positive discipline technique to address the unwanted behaviour
7. What other ways are there to discipline children that are non-violent and respectful?

KEY POINTS FOR ACTIVITY 2

As parents, we are not used to using positive discipline techniques. They can be difficult to learn, and sometimes they don't work as quickly to stop the child's behaviour as hitting, slapping, or yelling. However, yelling and hitting create fear, 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.

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?

Part 6 – Homework

1. With their partners, ask participants to create a personal parenting plan that outlines:
 - a) What they are already doing well as parents.
 - b) Positive discipline techniques they will use with their children.
2. Ask them to be prepared to share their plans at the next session.

SESSION 9

Part 7 – Close

1. Use the Key Ideas below to close the session.
2. Thank the participants for their active participation and openness around child discipline – an often sensitive subject that is not often discussed in groups such as this.

KEY IDEAS

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

FACILITATOR’S NOTES

These activities provide just an introduction to positive discipline. Participants may have more questions than can be answered through this Guide. Take the time to look up resources for positive discipline, or positive parenting, in your country.

HANDOUT 14: STAGES OF CHILD DEVELOPMENT

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

HANDOUT 14: STAGES OF CHILD DEVELOPMENT (cont...)

Piaget	Monopoly Game	Guidelines for Parents
<p>Sensorimotor Stage (0-2 Years) The stage during which sensory input and motor responses become coordinated.</p>	The child put houses hotels and diece in his mouth and plays with "Chance" card.	Active play with child is most effective at this stage. Encourage explorations in touching, smelling, and manipulating objects. Peekaboo is a good way to establish the permanence of objects.
<p>Preoperational Stage (2-7 Years) The period cognitive development when children begin to use language and think symbolically, yet remain intuitive and ego-centric.</p>	The child plays Monopoly, but make up his own rules and cannot understand instructions.	Specific examples and touching or seeing things continues to be more useful than verbal expectations. Learning the concept of conservation may be aided by demonstrations with liquids, beads, clay, and other substances.
<p>Concrete Operational (7-11 Years) The period of cognitive development during which children begin to use concepts of time, space, volume, and number, but in ways that remain simplified and concrete.</p>	The child understands basic instructions and will play by the rules but is not capable of hypothetical transactions dealing with mortgages, loans, and special, pacts with other players.	Children are beginning to use generalization, but they still require specific examples to grasp many ideas. Expect a degree of inconsistency in the child's ability to apply concepts of time, space, quantity, and volume to new situations.
<p>Formal Operations Stage (11 Years and Up) The period of Intellectual development by a capacity for abstract, theoretical, and hypothetical thinking.</p>	The child no longer plays the game mechanically; complex and hypothetical transactions unique to each game is now possible.	It is now more effective to explains things verbally or symbolically and to help children master general rules and principles. Encourage the child to create hypotheses and to imagine how things could be.

HANDOUT 15: POSITIVE DISCIPLINE

Parents do not receive training

Parenting, especially for first-time couples, can be an exciting, but overwhelming experience. Many of us bring up children by imitating how we were raised, or we take advice from family members and friends, or often we just use pure instinct.

However, if we don't fully understand how children develop and express themselves at different stages of life, when we have moments of frustration and disagreement, we tend to punish our children in physical and/or emotionally harsh ways. Decades of research shows the negative long-term effects negative discipline can have later in a child's life - aggression, unhappiness, anxiety, drug and alcohol abuse (Durrant and Ensom, 2012).

Violent parenting methods have negative consequences

Violent punishment lowers children's self-esteem, interferes with the learning process and as well as with their cognitive and emotional development. It also creates barriers that affect parent-child communication and emotional bonding. It teaches children to associate emotional love with violence, and that violence is an acceptable behaviour that can be used to solve problems. In this way, physical punishment contributes to a cycle of violence that often continues into adulthood. (Ending Physical and Humiliating Punishment of Children - A guide for Action, Save the Children 2005)

As a society, we need to discourage parents from using violent (physical and emotional) discipline against children. This may be a difficult task, as practices such as spanking, threatening and yelling are often socially accepted approaches to discipline. However, often parents themselves do not find these methods to be effective and may welcome an alternative.

What is positive discipline?

Positive discipline is a parenting approach that teaches children and guides their behaviour, while respecting their right to healthy development and protection from violence. It is based on research on children's healthy development, effective parenting, and founded on the principles of the rights of the child. It is about teaching non-violence, empathy, self-respect, human rights and respect for others.

Positive discipline is not permissive parenting, nor is about punishment. It is about finding long-term solutions that develop children's own self-discipline and life-long skills.

RESOURCES ON POSITIVE PARENTING

Positive Discipline – What it is and how to do it by Joan Durrant, PhD.

This is a simple and easy-to-use guide for both parents and other adults. It explains the principles of positive discipline and how to use it in an age appropriate way with children.

http://resourcecentre.savethechildren.se/sites/default/files/documents/s_3rd_edition_positivediscipl1_0.pdf

The approach was developed as part of a campaign to eliminate violent discipline and to strengthen the response to the UNICEF World Report on Violence Against Children (2006), which found that maltreatment occurs in children's homes in every country in the world, and that it is based on deeply-embedded cultural practices as well as a lack of awareness of children's rights.

http://resourcecentre.savethechildren.se/sites/default/files/documents/s_3rd_edition_positivediscipl1_0.pdf

Global Initiative to End Corporal Punishment of Children

This website provides factsheets and tools for parents on how to practice positive discipline.

<http://www.endcorporalpunishment.org/>

World Report on Violence against Children

www.unviolencestudy.org.

HANDOUT 16: POSITIVE DISCIPLINE TECHNIQUES

The type of discipline that 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?

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.

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.

Be Firm - Clearly and firmly tell the child 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 or she 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.

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.

Separation - When children irritate one another, fight, squabble, hit or kick, let them rest or play apart. Being apart for a while lets each child calm down. Then you can use other ways to encourage better behavior.

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.

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.

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.

Division of caregiving



OBJECTIVE FOR MAIN ACTIVITY 1:

1. Use a pie chart to compare the distribution of time spent by mothers and fathers on child care and house work.
2. Reflect on the sexual division of labour and men's contribution to housework and child care.
3. Encourage a fair distribution of child care and housework.
4. Discuss the devaluation of daily housework in society.

TIME: 2.5 hours

MATERIALS

- 11 Blank sheets of paper and pencils.
- 11 Handout 17 for each participant.
- 11 Handout 18 and 19 for the facilitator.

ADVANCE PREPARATION

On a flipchart draw an example of a pie chart to demonstrate the amount of time you spend on daily tasks and on child-rearing. Use the example provided in the Handout 17.

MAIN ACTIVITIES:

1. Hours in a Day
2. Mothers and fathers: Working together as a team

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone. Check in and revisit the previous week's session and review the homework assignment. Review the ground rules.
2. Provide an overview of the objectives of today's session.

Part 2 – MAIN ACTIVITY 1: Hours in a Day

1. Ask each group to imagine a typical day in the lives of a wife and husband. Ask the group to list the tasks performed by women and men in a household over 24 hours on a sheet of newsprint.
2. Tell the participants to fill in the activity that the person is doing at the time indicated and, in the column, next to it say if this activity is paid or unpaid work.
3. After about 10 minutes, ask each group to stick their newsprints on the wall. Ask participants to walk around the room and study the work of the other groups, looking for what is the same and what is different from theirs. Ask participants to talk about what they are learning about how men and women spend their days.

ALTERNATE METHOD FOR COUPLES

If the session is conducted with couples (both parents), ask each partner to develop their lists separately. Then, as a couple, they can share their lists and talk about the differences in them. Instead of using lists the day can also be divided by drawing a pie chart.

Part 3 – Group Discussion

1. Make time for each participant to share his or her reflections. If the activity is carried out with couples, invite each pair to share what they observed when they compared their pies.

2. Then ask the following questions:

n What did you realize when doing this exercise about how men and women use their time differently?

n How do you feel about these differences in the use of time? Are they fair? Why or why not?

n How does your partner feel about the current distribution of household tasks? (If the partner is present, ask them this question directly.)

n Why is paid work seen as more valuable than domestic work such as cooking or cleaning, and time spent caring for children?

n What would you do to change how you currently distribute your time?

n What can men gain from being more involved in domestic work like cooking and cleaning? Why would women benefit?

3. Next, explain that in the next activity, they will all do a role play about this very activity – housework!

MAIN ACTIVITY 2: MOTHERS AND FATHERS: WORKING TOGETHER AS A TEAM

OBJECTIVES FOR MAIN ACTIVITY 2:

1. Reflect on the sexual division of labour and men's contribution to housework and child care.
2. Encourage fathers to make one to two commitments to participate more equally in domestic work.
3. Encourage mothers to ask their partners to make one to two commitments to participate more equally in domestic work.

TIME: 1 hour

MATERIALS

n Real household objects for the role play about domestic work, e.g. dustbin, dustpan, mop and dish cloth.

SESSION STRUCTURE

Part 4 – MAIN ACTIVITY 2: Mothers and Fathers – Working together as a team

1. Ask a few participants to volunteer for a role play about housework and child care.
2. Assign a role to each volunteer, e.g. babysitting, ironing, cooking, washing clothes, cleaning the house or shopping. Say that they will begin the role play (of doing their housework tasks) on the count of 3: "1, 2, 3!"
3. After 1 minute, ask a volunteer to stop and tell the rest of the volunteers to

divide his/her share of tasks among themselves. Meanwhile, the non-working participant listens to a radio, sits around the “house” or rests.

4. After another minute, ask another volunteer to stop and again the rest of the volunteers must divide his/her share of tasks among themselves, while the volunteer rests.
5. Continue like this until there is only 1 volunteer left, while the others take naps, read the newspaper, or talk on their cellphones.
6. Finally, ask the last person to stop working.

Part 5—Group Discussion

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

Role Play Participants:

- How did you feel doing this role play?
- How did the working volunteers feel when the others stopped working?
- How did the last worker feel?

Audience Members:

- Which of the housework tasks do you do at home?
- [Note: Some men may say that some work in the home is carried out by men such as repairing a light fuse or fixing a broken motorbike. 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 see their fathers participate in housework are more likely to do it later in life themselves. What are your thoughts on this?
- If a father shares the housework, what effect would it have on a daughter's future relationships? And a son's?
- 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?
- For fathers: What are one or two things that you can do this week in the home?
- For mothers: What do you expect of men in relation to housework? Or what would you like them to do? Could you ask your partner to do one or two things in the home this week?

Part 6 – Homework

1. Ask participants to observe how tasks are distributed among themselves and their partners at home.
2. Then, they should perform at least 1 domestic activity that they usually never do. What is the partner's reaction? And the children's? Participants should come to the next session with a reflection to share.

Part 7 – Close

1. Use the Key Ideas below to close.
2. Thank the participants for their participation.

KEY IDEAS

It is essential that men devote a significant amount of time on parenting, education and domestic tasks. Ideally, men and women should devote an equal amount of time but working conditions and wage differences do not always permit this.

Equity (or fairness) in the family does not always mean equal time spent. Sometimes we 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 in the home, because our gendered society assigns men the role of breadwinners, and to women the role of child-rearer and housekeeper.

When men change the way men, they priorities their time they can usually spend more 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. 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.

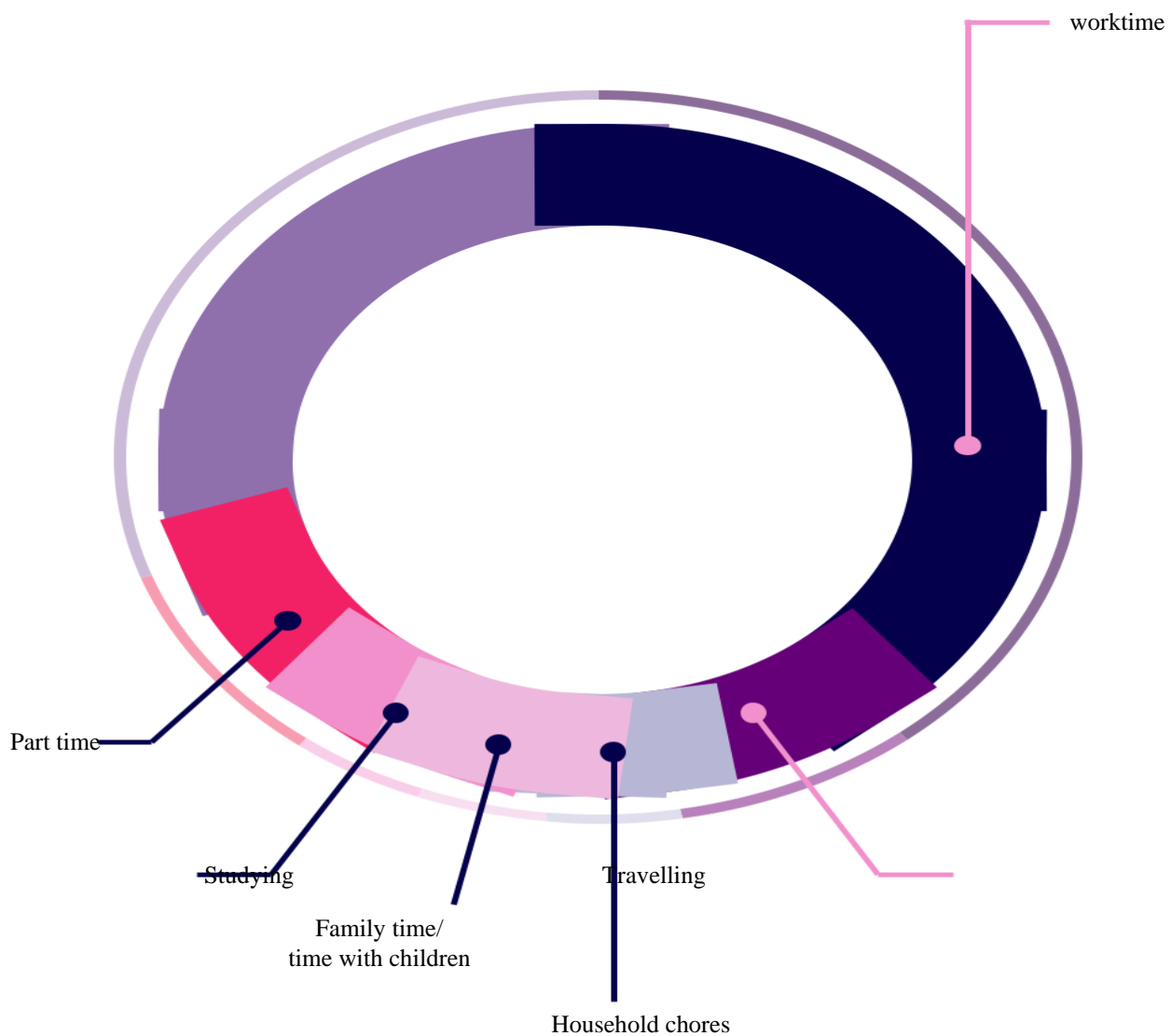
Men must always show respect to his child's mother, regardless of whether they are a couple or ex-couple or had no more than a sexual encounter.

FACILITATOR'S NOTES

There are no additional notes for this session.

HANDOUT 18: MY 24 HOUR DAY - EXAMPLE

Draw this pie chart onto flipchart paper before the session. Remember to discuss the differences between weekday and weekend time.



HANDOUT 19:

FOURWAYS TO INCREASE PARTICIPATION IN PARENTING AND HOUSEWORK

1. Encourage men to perform new housework and parenting tasks now and then, and then increase the frequency of new tasks over time, for example buying bread on the way home from work; playing with children on Saturday afternoons.
2. Distribute housework and parenting tasks more evenly. Encourage men to perform routine tasks usually completed by women, e.g. washing dishes or bathing children.
3. Share the responsibilities equally (or as fairly as possible). This requires planning, organization and management.
4. Open communication is key when discussing how to share housework and childcare.

Final reflections



OBJECTIVE

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

TIME: 1-2 hours

MATERIALS

1 A ball of wool, ribbon or brightly colored string.

MAIN ACTIVITY: THE FATHER'S WEB

SESSION STRUCTURE

Part 1 – Welcome and Check-in

1. Welcome everyone back to the group. Check in with participants. 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 – Group Discussion

1. Ask participants to form a circle. Go around and ask each participant to complete phrase A; go around again and they must complete phrase B and then phrase C in the next go-around:
 - A. "My favorite moment of this group was..."
 - B. "Something unexpected that happened in the group was..."
 - C. "Something I feel proud of is..."

Part 3 – MAIN ACTIVITY 1: The Father's Web

1. Remain in the circle. Explain that this will be the last activity that you will do together as a facilitated group, but that you hope the group will continue to meet after the session cycle concludes.
2. Explain that for this activity one person will start by holding the ball of string and mentioning one thing that they learned in the group that they will take back to their families. The person will hold onto the end of the string and toss the ball to another person. The next person will mention one thing that they learned; hold on to their end of the string and toss the ball to another person in the group. This will continue until everyone has had something to say and everyone is holding on to a part of the string.
3. You can begin the activity by saying, "One thing I have learned from this group that I will take with me to my family is..."
4. Once everyone has said what they have learned, show the group the web linking all the participants. Explain that it 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 parent.
5. Optional: Cut the web into pieces and tie it into bracelets for each of the participants.

Part 4 – Exchanging Contact Information

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

Part 5 – Close

1. If participants want to share what they have learned with the larger community, encourage them to join a MTA community Action Team so that they can mobilize in the community and start a community campaign.
2. Thank participants for their openness and participation.

FACILITATOR RESOURCES

- Ice breaker games
- Energizers
- Using MTA Media in your Parenting Sessions
- Glossary

ICE BREAKER GAMES

The Name Game

Time: 15-20 minutes

Objective: To share everyone's names in a fun way and to learn the names of participants.

Description:

- There are 2 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 to someone else.
- The facilitator can begin, so as to demonstrate the game.
- This round end 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 saying his/her name participants put their hands on their heads to signal that they have already had a chance.
- Continue the second round until everyone has had a turn.

The Bus of Emotions

Time: 10-15 minutes

Objective: To help participants interpret or express different emotions.

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, ask participants what they observed, and how they felt during this exercise.

The Postman

Time: 15-20 minutes

Objective: To share personal information and get to know each other in a fun way.

Description:

- 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". When the postman brings letters to various people and those people must change seats. For example, if the postman says: "Bring letters to all the people who like ice cream," all people who like ice cream change places.

- But when people get up to change chairs the postman removes a seat so 1 person is left standing.
- The person left standing becomes the postman, and the game continues.

About My Family

Time: 15-20 minutes

Objective: To learn about other people in the group.

Description:

- Participants work with the person next to them. They tell the person their name, number of children, and three other facts about themselves that others might not know. Allow 3-5 minutes for this.
- Then each pair introduces 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 do not have to share information directly in front of a big group at the beginning of the meeting.

Two Truths and a Lie

Time: 15-20 minutes

Objective: To get to know one another.

Description:

- In a large group, have everyone write down 2 true statements about themselves and 1 false one.
- Then, every person reads their statements and the whole group must guess which one is false.

Vote with your Feet

Time: 15-20 minutes

Objective: To clarify values around fatherhood.

Description:

- In a large group have everyone stand in one long line. Ask them to listen to 1 statement. Those who "agree" with the statement step forward. Those who "disagree" with the statement step backward.
- Ask volunteers to explain why they agree or disagree.

Sample statements:

- Men are less emotional than women.
- Men are less able to care for children than women.
- Men are better at raising boys than raising girls.
- Spanking a child is a necessary form of discipline.
- Women are better able to carry out domestic work, such as cleaning, than men.

SESSION 11

ENERGISERS

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

- 1. Spaghetti.** (In groups of 5-10 people) (A fun and creative way of forming a physical bond between participants. It also subtly communicates ideas of working together to accomplish a task.) The group forms a tight circle. Everyone puts their hands into the centre. With 1 hand, everyone grabs the hand of another person. Then, using the other hand, they 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 1 large open circle or, sometimes, 2 unconnected ones. If they are totally stuck, tell them they can choose to undo 1 link, and then reconnect once that person has turned around, and see if that works.
- 2. 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. Explain this is an iceberg that is melting away, reducing its size by half every month. They must see how long they can all stay on it. When you ask, they must get off the blanket/paper. Then you fold it in half or remove half the paper. Each time reduce the area by half.
- 3. 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.
- 4. The Rainstorm.** (Physical, but calming exercises. 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 hands faster and faster against their thighs. After a while, go back to lighter slapping, then patting - reverse the 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.]
- 5. Exercising.** Ask someone to lead the group in some simple stretching.