

PROGRAM KIT

Sample Contents

FACILITATOR'S MANUAL

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MOTHER'S HANDBOOK

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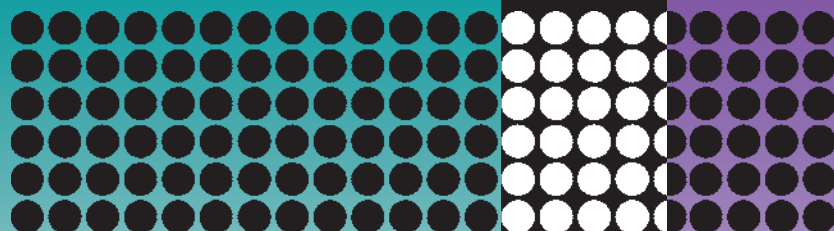
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Session 5: The Impact on My Children



**National
Fatherhood
Initiative®**

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UNDERSTANDING **DAD**[™] An Awareness & Communication Program *for Moms*

FACILITATOR'S MANUAL



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I. Introduction

“What do you have for mothers?” is a question NFI staff has heard countless times through the years. *“We help create involved, responsible, committed fathers for their children”* has been our answer. The mission of National Fatherhood Initiative (NFI) is, after all, to improve the well-being of children by increasing the proportion of children growing up with involved, responsible, committed fathers in their lives. Consequently, we create resources specifically for fathers and resources that organizations can use with fathers.

Nevertheless, even as we created high-quality father-specific resources and improved those resources, we began to ask, *“How can we respond to that question differently? Can we create resources for mothers and avoid mission creep?”* We realized we could respond differently and create a program that helps mothers improve the relationships they have with fathers for the benefit of their children. In other words, we could help mothers and fathers improve the relationship that is the blueprint for the relationships children will form as they age and the one that directly affects children’s well-being. These resources would help us even more in pursuit of our mission.

Our initial foray into the world of mother-specific resources was in 2008 with the release of the three-session **FatherTopics™** workshop called **Mom as Gateway™**. The workshop helps mothers understand the importance of fathers in the lives of children and to increase fathers’ access to their children. (To learn more about this workshop and to purchase it, visit www.fatherhood.org/mag.) Organizations acquired it in droves. As organizations facilitated the workshop and received positive feedback from mothers who participated in it, their staffs started to ask us, *“Is there more? Do you have longer programs (curricula) for mothers?”* Those questions challenged us ask, *“What more can we do?”*

In early 2012 we decided to survey facilitators and organizations that use our programs and ask whether NFI should offer a line of mother-specific resources that improve the relationships mothers have with the fathers of their children. More than 95 percent of the respondents said that we should create this line of resources, and that they would not find it strange or odd that NFI—a father-focused organization—would create such a line. Moreover, they told us that they needed resources that would improve communication between mothers and fathers (e.g. improve mothers’ communication skills).¹ Nearly 70 percent of respondents were in need of a high-

¹ This desire is supported by the research on healthy marriages and relationships that has found that one of the most critical factors in the success of relationships is the ability to effectively communicate and handle conflict with others.

intensity resource/program (e.g. six or twelve sessions/weeks).

Later that year we created **Understanding Dad™: An Awareness and Communication Program for Moms**. We're very excited about the potential of this program to improve the lives of children through improved relationships between their mothers and fathers. And, of course, we're also excited about its potential to improve mothers' and fathers' lives. Please provide us with feedback as you facilitate it. We will constantly seek to improve it, as we do with all of our resources.

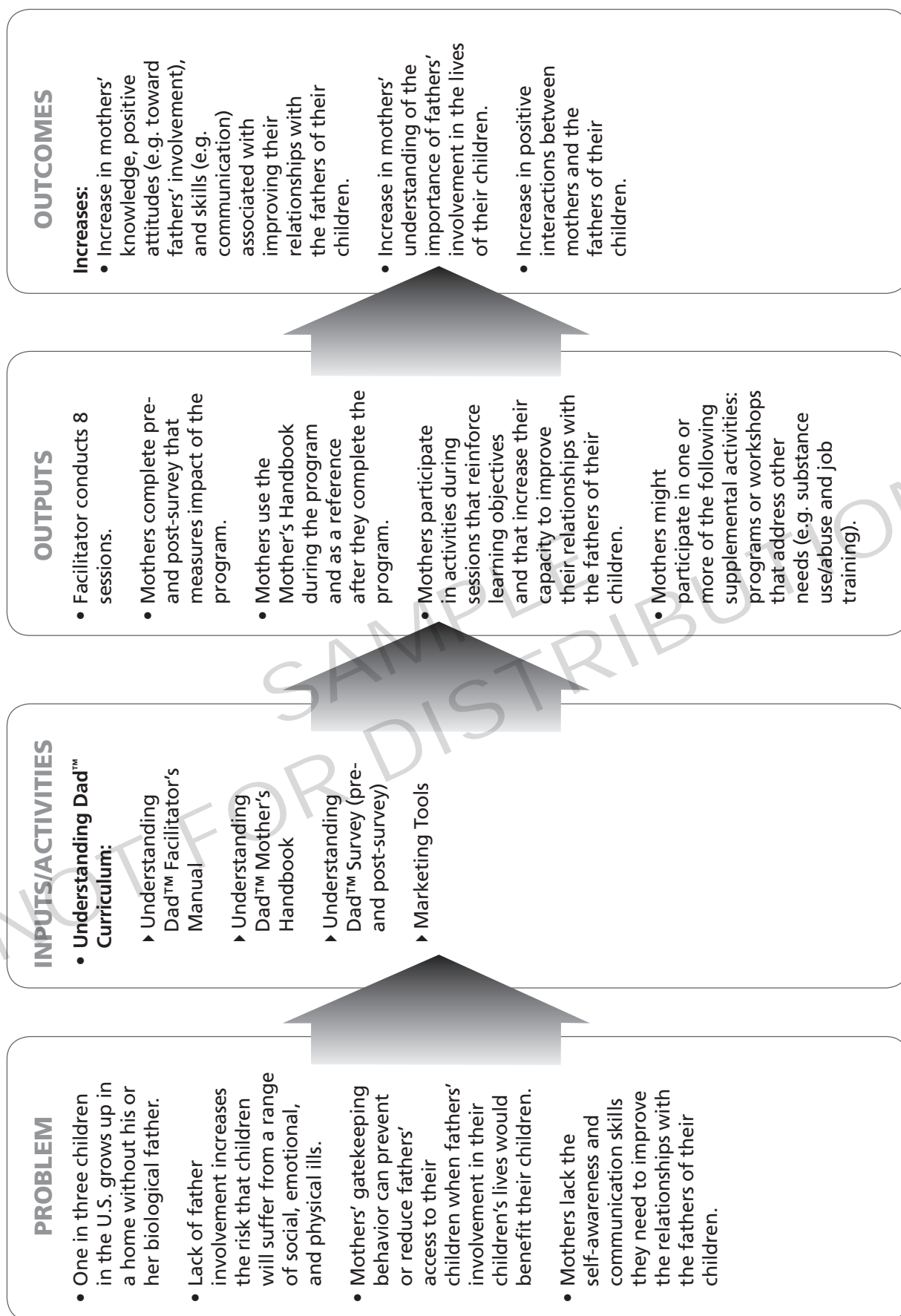
UNDERSTANDING DAD™ LOGIC MODEL

The most effective programs, regardless of what they seek to address, have logical underpinnings that explain how they work. Logic models are common tools used by program developers to describe how programs work. Although the basic components of logic models vary somewhat, they all describe what goes “in” to a program and what comes “out” of it.

Understanding Dad™ is no exception. The logic model on page 4 describes how NFI designed the program to work. Use the logic model to increase your understanding of what the program addresses (the problem), how the program works (inputs/activities and outputs), and what the program should produce (outcomes) so you can effectively communicate about it to your coworkers, colleagues, funders, and evaluators.

HOW TO USE THE PROGRAM GUIDE

This portion of the Facilitator's Manual is your guide to facilitating **Understanding Dad™**. The primary focus of the guide is to help you become a good, effective facilitator of the program. There are “note” sections throughout this guide that you can use to record observations, “pearls of wisdom,” and ideas that pop into your mind as you facilitate it. You can also use these sections for notes from technical assistance on the program that you might receive from NFI staff.





SESSION 5

The Impact on My Children

SESSION DESCRIPTION:

This session connects the Moms to the impact (past, present, and future) that their relationships with the fathers of their children have on their children. They learn why fathers are so important to children in general. They explore how similar and different they are from the fathers of their children as people and parents, and they explore the impact of the similarities and differences on their children. They start to see the relationships they have with their children's fathers through the eyes of their children.

PRE-SESSION PROCEDURES:

1. Review the standard pre-session procedures in Chapter III of the *Program Guide*.
2. On the flip chart, write the names of the facilitator(s).
3. On the flip chart, write the questions and statements you will ask the Moms to complete during Activities 5.1, 5.2, and 5.3.
4. Set aside enough markers or crayons of different colors for use during Activity 5.4.

ACTIVITY 5.1 Welcome and Warm-Up
TIME: 20 Minutes
MATERIALS: Flip chart, markers, pens and pencils, Mother's Handbook

FACILITATOR'S GOAL:

To welcome the Moms to Session 5 and connect them with the impact (past, present, and future) that their relationships with the fathers of their children have on their children.

LEARNING COMPETENCIES:

1. Moms increase their awareness and understanding of the impact that their relationships with the fathers of their children have on their children.
2. Moms increase their capacity to identify why their relationships with the fathers affect their children in mostly positive/good or negative/bad ways.
3. Moms increase their capacity to identify why fathers in general are so important to children's well-being.

PROCEDURES:

1. Welcome the Moms to Session 5 and explain that the focus of today's session is on the impact that their relationships with the fathers of their children have on their children.
2. Ask the Moms the following questions that you wrote on the flip chart in preparation for this activity. Ask the 1st question, and write their answers to it on the flip chart before you ask the second one. Write the answers to the second question on the flip chart as well.



NOTE TO FACILITATOR:

Look for answers to the 1st question such as poverty, poor performance in school, drug and alcohol abuse, becoming pregnant as a teen (girl) or getting someone pregnant as a teen (boy), injury, certain illnesses (e.g. asthma), and suicide. Look for answers to the 2nd question such as lower risk of poverty, better performance in school, lower risk of alcohol and drug abuse, lower risk of becoming pregnant as a teen (girl) or getting someone pregnant as a teen (boy), and lower risk of injury, certain illnesses, and suicide. Share with the Moms the answers that they do not mention. (These and other data regarding father absence and involvement can be found in NFI's *Father Facts: Sixth Edition*. To order a copy, visit www.fathersource.org.) Be sure to note that every child who grows up in a home without an involved, responsible, committed father isn't doomed to failure but that on average, when compared to children who grow up with an involved, responsible, committed father, these children are at higher risk of a range of poor outcomes.





- When children do not have involved, responsible, committed fathers in their lives, what outcomes are they at greater risk for, on average?

- When children have involved, responsible, committed fathers in their lives, what outcomes are they more likely to have, on average?

When children do not have involved, responsible, committed fathers in their lives, what outcomes are they at greater risk for on average?

When children have involved, responsible, committed fathers in their lives, what outcomes are they more likely to have on average?



3. Tell the Moms to complete the following statements that are in the Mother's Handbook (pg. 22) and that you wrote on the flip chart in preparation for this activity.



- The overall impact on my children of the relationship between their father and me is mostly_____.
- The main reason for this impact is _____.

The overall impact on my children of the relationship between their father and me is mostly:

4. Ask for volunteers to share what they wrote.

5. Go over the information on page 22 in the Mother's Handbook underneath the heading "Why Dads Are So Important." Ask the Moms to read along with you, or ask one or more of the Moms to read the information aloud to the group.

The main reason for this impact is:

NOTES:

CORRESPONDING PAGE IN MOTHER'S HANDBOOK**SESSION 5** | The Impact on My Children

SESSION 5

The Impact on My Children

The Impact on My Children

1. The overall impact on my children of the relationship between their father and me is mostly _____ .
(positive/good or negative/bad)
2. The main reason for this impact is _____ .

_____ .

Why Dads Are So Important

At this very moment, more than 24 million children live without fathers in their lives. Father absence isn't just one issue, it's many. Father absence is a crisis—for these children and for our nation. Children with involved, responsible, committed fathers do better, on average, across a range of issues of well-being than children who grow up without their fathers.

Let's look at the issues.

Child Abuse

Children who grow up without a father are at greater risk of child abuse. Children who grow up with their fathers have a lower risk that they will be abused. One reason for this fact is that fathers "protect" their children. Children are safer when their dads are around.

**Crime**

Often, the "story behind the story" of a violent crime is an absent father. Children who grow up

The information in this section of the handbook is drawn from studies cited in NFI's *Father Facts* and *Father Factor* publications. To access these publications, visit www.fathersource.org.



ACTIVITY 5.2

Same and Different as People and Parents

TIME:

30 Minutes

MATERIALS:

Flip chart, markers, pens and pencils, Mother's Handbook

FACILITATOR'S GOAL:

To help the Moms explore how similar and different they are from the fathers of their children as people and parents.

LEARNING COMPETENCIES:

1. Moms increase their awareness and understanding of the similarities and differences between them and the fathers of their children as people and parents.
2. Moms increase their capacity to identify the similarities and differences between themselves and the fathers of their children.

PROCEDURES:

1. Have the Moms form pairs, turn to page 25 in the Mother's Handbook, and locate the survey titled "Same and Different as People Checklist." (Completing this checklist provides the Moms with some insight into the differences they have with the fathers of their children as people, not parents.) Have the Moms in each pair interview each other. Tell them to exchange their handbooks so they can write their partner's responses in their partner's handbook during the interview. Tell them that if they don't have contact with the fathers of their children, to think about their current partner who might be a father figure for their children.
2. Ask a few pairs to volunteer to share insights they might have gained about how similar or different they are from the fathers of their children. Encourage them to share other insights they might have had about similarities and differences not captured in the checklist.

3. Tell the Moms to stay in their pairs and to complete the following statement (that you wrote on the flip chart in preparation for this activity) in their own Mother's Handbook (pg. 26).

- **The father of my children (or my partner) and I are more _____ than _____ as people.**
(similar or different) (similar or different)

The father of my children (or partner) and I are more _____ than _____ as people.
(similar or different) (similar or different)

4. Now have the pairs turn to page 26 in the Mother's Handbook and locate the survey titled "Same and Different as Parents Checklist." (Completing this checklist provides the Moms with some insight

CORRESPONDING PAGE IN MOTHER'S HANDBOOKThe Impact on My Children | **SESSION 5**

- Girls raised with their dads are less likely to become pregnant as teens. Boys who live with their fathers are less likely to get girls pregnant.
- Girls who live in homes with their dads go through puberty later and are more likely to delay having sex.

**Education**

A famous proverb says, "A father is worth more than a hundred school masters." Children with involved dads are more likely to get As, to behave well in school, and stay in school. Pre-school children who live with their fathers are more likely to be read to every day. Children who live with their fathers are less likely to get behind in school or to repeat a grade. These children are also less likely to be suspended or expelled.

Same and Different as People**1. Same and Different as People Checklist**

Complete the following questions by rating yourself on a scale of 1 (low) to 5 (high) in each of the following areas. Next, rate the father of your children on the same area. Rate the father based on your view of his traits, not what you think he would say.

1 = very low and 5 = very high. (Circle your answer.)

	Me					Him				
Takes time for self.	1	2	3	4	5	1	2	3	4	5
Finds life to be spiritual.	1	2	3	4	5	1	2	3	4	5
Finds it easy to communicate.	1	2	3	4	5	1	2	3	4	5
Is open to new ideas.	1	2	3	4	5	1	2	3	4	5

The information in this section of the handbook is drawn from studies cited in NFI's *Father Facts* and *Father Factor* publications. To access these publications, visit www.fathersource.org.

www.fatherhood.org

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into the differences they have with the fathers of their children as parents, not people.) As with the checklist they just completed, have the Moms in each pair interview each other. Tell them to exchange their handbooks so they can write their partner's responses in their partner's handbook during the interview.

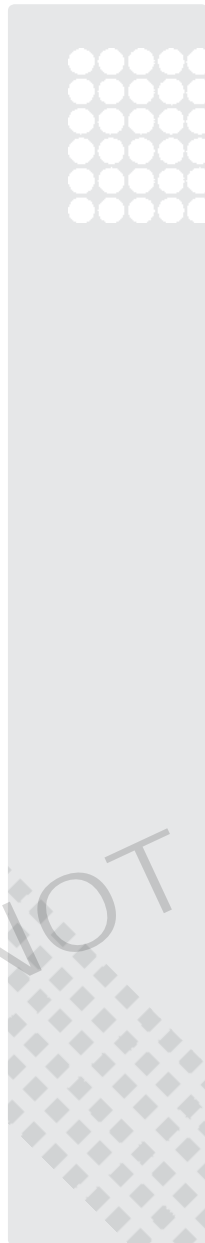
5. Ask a few pairs to volunteer to share insights they might have gained about how similar or different they are as parents from the fathers of their children. Encourage them to share other insights they might have had about similarities and differences not captured in the checklist.
6. Tell the Moms to stay in their pairs or to return to their seats and complete the following statement (that you wrote on the flip chart in preparation for this activity) in their own Mother's Handbook (pg. 26).

- **The father of my children (or my partner) and I are more _____ (similar or different) than _____ (similar or different) as parents.**

The father of my children (or partner) and I are more _____ (similar or different) than _____ (similar or different) as parents.

7. Ask for volunteers to share what they learned from completing the 2 checklists and thinking about how alike and different they are from the fathers of their children. Allow as many Moms to share as time permits.
8. To wrap up this activity, ask the Moms whether the relationships they have with the fathers of their children are more alike or similar to the kinds of relationships that their own mothers and fathers had with each other or with partners in their lives.

NOTES:

CORRESPONDING PAGE IN MOTHER'S HANDBOOK**SESSION 5** | The Impact on My Children

	Myself					My Partner				
Is able to give and receive intimacy.	1	2	3	4	5	1	2	3	4	5
Feels comfortable being sexual.	1	2	3	4	5	1	2	3	4	5
Is able to receive love.	1	2	3	4	5	1	2	3	4	5
Is able to give love.	1	2	3	4	5	1	2	3	4	5
Shares power and control.	1	2	3	4	5	1	2	3	4	5
Enjoys having fun.	1	2	3	4	5	1	2	3	4	5
Enjoys being a parent.	1	2	3	4	5	1	2	3	4	5
Enjoys being a partner.	1	2	3	4	5	1	2	3	4	5
Handles stress well.	1	2	3	4	5	1	2	3	4	5
Keeps work at work.	1	2	3	4	5	1	2	3	4	5
Enjoys life.	1	2	3	4	5	1	2	3	4	5

2. The father of my children (or my partner) and I are more _____ than _____
 (similar or different)
- _____ as people.
 (similar or different)

Same and Different as Parents**1. Same and Different as Parents Checklist**

Rate yourself and the father of your children based on your view, not what you think he would say.



NOTE TO FACILITATOR

Look for answers related to conflict, such as problems, issues, fights, arguments, yelling, etc. As the Moms share, ask for examples from their relationships.



ACTIVITY 5.3 Handling Conflict

TIME: 40 Minutes

MATERIALS: Flip chart, markers, pens and pencils, Mother's Handbook

FACILITATOR'S GOAL:

To help the Moms continue to explore the similarities and differences they have with the fathers of their children and the impact of those relationships on their children.

LEARNING COMPETENCIES:

1. Moms continue to increase their awareness and understanding of the similarities and differences between themselves and the fathers of their children.
2. Moms increase their awareness and understanding of the ways in which they and the fathers of their children handle conflict.
3. Moms increase their capacity to identify how they and the fathers of their children handle conflict and the impact it has on their children.

PROCEDURES:

1. Tell the Moms that this activity continues to focus on the similarities and differences between themselves and the fathers of their children. They will also focus on the impact of those relationships on their children.
2. Ask the Moms to reflect on the earlier sessions during which they explored the role that unmet expectations and control issues can have on relationships in general and especially on their relationships with the fathers of their children. Tell them to complete the following statement (that you wrote on the flip chart in preparation for this session) in the Mother's Handbook (pg. 28).



- **The expectations that I have of my children's father and control issues I have in my relationship with him can cause _____.**

Ask the Moms to share their answers, and write them on the flip chart. If a Mom says "conflict," congratulate her. If no one says "conflict," share this answer with the Moms. Tell the Moms to write "conflict" next to or underneath the blank in the handbook if they didn't write it in the blank already.



The expectations that I have of my children's father and control issues I have in my relationship with him can cause . . .

3. Share the following point with the Moms.

- **How people handle conflict in their relationships has a lot to do with**

CORRESPONDING PAGE IN MOTHER'S HANDBOOK**SESSION 5** | The Impact on My Children**CRITICAL POINT**

How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

2. The father of my children (or my partner) and I are more

_____ than
(similar or different)

_____ as parents.
(similar or different)

Handling Conflict

1. The expectations that I have of my children's father and control issues I have in my relationship with him can cause _____

_____.

2. How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

3. The way the father of my children and I handle/ handled conflict is/was _____

(very good, good, bad, very bad)

4. The way we handle/handled conflict has/had a _____

_____ impact on our children.
(very good, good, bad, very bad)

How Do You and the Father of Your Child Handle Conflict?► **The Turtle—The Withdrawer**

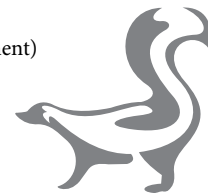
Like a turtle puts its head inside a shell in self-defense, this person...

- Withdraws during conflict
- Might get up and walk out of the room
- Feels hopeless and defeated at the start of conflict (believes he/she will lose an argument)

► **The Skunk—The Attacker**

Like a skunk sprays in self-defense, this person...

- Attacks the other person with words





NOTE TO FACILITATOR

There is, in fact, a lot of research that shows that couples' (particularly married couples) ability to handle conflict is the most important predictor of quality and longevity in relationships. This research can be found at www.healthy marriage info.org, the website of the National Healthy Marriage Resource Center.

whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationship than any other factor.

4. Ask the Moms to complete the following statements in the Mother's Handbook (pg. 28). If you have Moms who don't know who the fathers of their children are or if they don't have contact with them, tell those Moms to think of their current partners or recent past partners who might be father figures for their children. If they have children by more than one father, tell them to think of the father they are married to or currently live with, or the most recent father they lived with, and to write his name in the handbook so they remember which father they thought of.



- **The way the father of my children and I handle/ handled conflict is/was** _____
(very good, good, poor, very poor)
- **The way we handle/handled conflict has/had a** _____
impact on our children. (very good, good, bad, very bad)

Ask for volunteers to share what they wrote and to share examples of the way they and the fathers of their children handle/handled conflict impacts their children.

5. To deepen the Moms' understanding of the ways in which they handle conflict with the fathers of their children, tell them to turn in the Mother's Handbook to page 28 and to follow along as you read the following descriptions of the 5 different types of people based on how they handle conflict. Tell the Moms that after you read the descriptions they will reflect on which types they and the fathers represent. (Consider asking 1 or more of the Moms to read the descriptions aloud to the group.)

► THE TURTLE—The Withdrawer

Like a turtle puts its head inside a shell in self-defense, this person...

- **Withdraws during conflict**
- **Might get up and walk out of the room**
- **Feels hopeless and defeated at the start of conflict (believes he/she will lose an argument)**



CRITICAL POINT

How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

—continued

CORRESPONDING PAGE IN MOTHER'S HANDBOOK**SESSION 5** | The Impact on My Children**CRITICAL POINT**

How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

2. The father of my children (or my partner) and I are more

_____ than
(similar or different)

_____ as parents.
(similar or different)

Handling Conflict

1. The expectations that I have of my children's father and control issues I have in my relationship with him can cause _____

_____.

2. How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

3. The way the father of my children and I handle/ handled conflict is/was _____

(very good, good, bad, very bad)

4. The way we handle/handled conflict has/had a _____

_____ impact on our children.
(very good, good, bad, very bad)

How Do You and the Father of Your Child Handle Conflict?**► The Turtle—The Withdrawer**

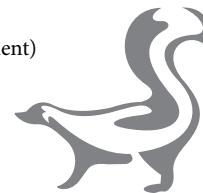
Like a turtle puts its head inside a shell in self-defense, this person...

- Withdraws during conflict
- Might get up and walk out of the room
- Feels hopeless and defeated at the start of conflict (believes he/she will lose an argument)

**► The Skunk—The Attacker**

Like a skunk sprays in self-defense, this person...

- Attacks the other person with words





NOTE TO FACILITATOR

These types appear in the book *10 Great Dates to Energize Your Marriage* by David and Claudia Arp. Even though the book is on marriage, these types can describe conflict-resolution styles of individuals in any relationship, even non-romantic (e.g. between parents and their children) and professional ones (e.g. a boss and his or her employee).

► THE SKUNK—The Attacker

Like a skunk sprays in self-defense, this person...

- Attacks the other person with words
- Attacks instead of being open to her/his own issues/problems
- Uses sarcasm and put-downs
- Focuses on what the other person does/did rather than his/her own part that led to the conflict

► THE CHAMELEON—The Yielder

Like the chameleon blends into surroundings in self-defense, this person...

- Agrees with whatever the other person says/the other person's opinions
- Rarely shares own opinion because he/she wants to fit in
- Goes along with the crowd
- Always or almost always gives in

► THE OWL—The Intellectualizer

Like an owl puffs its feathers and uses sharp talons in self-defense, this person...

- Avoids feelings
- Uses/deals with hard-hitting facts, facts, facts
- Always or almost always "in her/his head"

► THE GORILLA—The Winner

Like a gorilla roars, beats its chest, and breaks branches in self-defense, this person...

- Manipulates and intimidates (might throw and break things)
- Wants to look good and win at all costs
- Points out past hurts, wrongs, and grudges caused by the other person
- Loves to be right and tells the other person he/she is wrong

Ask whether the Moms understand the types and the differences between them before continuing with this activity. Emphasize that most people are not solely one type but are a combination of types with 1 of them being their main or dominant type.



6. Tell the Moms to form pairs, triads, or small groups of 4-5 and discuss the types that best describe them and the fathers of their children. Allow

CORRESPONDING PAGE IN MOTHER'S HANDBOOKThe Impact on My Children | **SESSION 5**

- Attacks instead of being open to her/his own issues/problems
- Uses sarcasm and put-downs
- Focuses on what the other person does/did rather than his/her own part that led to the conflict

► **The Chameleon—The Yielder**

Like the chameleon blends into surroundings in self-defense, this person...

- Agrees with whatever the other person says/the other person's opinions
- Rarely shares own opinion because he/she wants to fit in
- Goes along with the crowd
- Always or almost always gives in

► **The Owl—The Intellectualizer**

Like an owl puffs its feathers and uses sharp talons in self-defense, this person...

- Avoids feelings
- Uses/deals with hard-hitting facts, facts, facts
- Always or almost always "in her/his head"

► **The Gorilla—The Winner**

Like a gorilla roars, beats its chest, and breaks branches in self-defense, this person...

- Manipulates and intimidates (might throw and break things)
- Wants to look good and win at all costs
- Points out past hurts, wrongs, and grudges caused by the other person
- Loves to be right and tells the other person he/she is wrong*

1. The way I handle conflict is most like this animal:

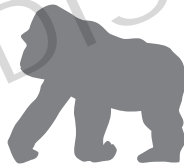
_____.

2. The way the father of my children handles/handled conflict is most like this animal: _____.

*These animal types appear in the book *10 Great Dates to Energize Your Marriage* by David and Claudia Arp.

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UNDERSTANDING DAD™ MOTHER'S HANDBOOK | **29**





this discussion to go on as long as you have time for and as long as seems productive. Then ask the pairs, triads, or groups to share what they discussed.

- After the Moms finish sharing, have them complete the following statements in the Mother's Handbook (pg. 29). Remind the Moms who don't know who the fathers of their children are, or who don't have contact with them, to think of their current partners or recent past partners who might be father figures for their children. If they have children by more than one father, tell them to think of the father they are married to or currently live with or the most recent father they lived with and to write his name in the handbook so they remember which father they thought of.

- The way I handle conflict is most like this animal: _____.
- The way the father of my children handles/handled conflict is most like this animal: _____.



8. As time permits, ask for as many volunteers to share what they wrote.
9. To close out this activity, ask the Moms to share what they learned from this activity. Then remind them that the rest of the program focuses on how to effectively communicate with the fathers of their children. Emphasize that the communication skills they will learn will help them to more effectively address unmet expectations and issues of control that they have in their relationships with the fathers, and will help them to better handle conflict with the fathers and others.

NOTES

Blank lined paper for writing.

CORRESPONDING PAGE IN MOTHER'S HANDBOOKThe Impact on My Children | **SESSION 5**

- Attacks instead of being open to her/his own issues/problems
- Uses sarcasm and put-downs
- Focuses on what the other person does/did rather than his/her own part that led to the conflict

► **The Chameleon—The Yielder**

Like the chameleon blends into surroundings in self-defense, this person...

- Agrees with whatever the other person says/the other person's opinions
- Rarely shares own opinion because he/she wants to fit in
- Goes along with the crowd
- Always or almost always gives in

► **The Owl—The Intellectualizer**

Like an owl puffs its feathers and uses sharp talons in self-defense, this person...

- Avoids feelings
- Uses/deals with hard-hitting facts, facts, facts
- Always or almost always "in her/his head"

► **The Gorilla—The Winner**

Like a gorilla roars, beats its chest, and breaks branches in self-defense, this person...

- Manipulates and intimidates (might throw and break things)
- Wants to look good and win at all costs
- Points out past hurts, wrongs, and grudges caused by the other person
- Loves to be right and tells the other person he/she is wrong*

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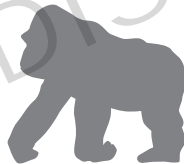
_____ .

2. The way the father of my children handles/handled conflict is most like this animal: _____ .

*These animal types appear in the book *10 Great Dates to Energize Your Marriage* by David and Claudia Arp.

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NOT FOR SAMPLE DISTRIBUTION



CRITICAL POINT

Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their father is for the sake of your children.

ACTIVITY 5.4 My Children's View

TIME: 10 Minutes

MATERIALS: Markers or crayons of different colors, pens and pencils, Mother's Handbook

FACILITATOR'S GOAL:

To help the Moms see, through the eyes of their children, the relationships they have with their children's fathers.

LEARNING COMPETENCIES:

1. Moms continue to increase their awareness and understanding of how the relationships they have with their children's fathers impact their children.
2. Moms increase their capacity to identify how their children view the relationships the Moms have with their children's fathers.

PROCEDURES:

1. Tell the Moms that this short activity focuses on helping them see, through the eyes of their children, the relationships they have with the fathers of their children.
2. Tell the Moms to turn to page 30 in the Mother's Handbook and locate the page titled "My Children's View of My Relationship with Their Father." Tell them to use the crayons or colored markers you set out in preparation for this activity, and ask them to draw, from their children's point of view, the relationships they have with the fathers of their children. In other words, they should draw how they think their children see the Moms' relationships. They can draw anything—a face, object, scene, etc. Remind the Moms who don't know who the fathers are, or who don't have contact with them, to think of their current partners or recent past partners who might be father figures for their children. If they have children by more than one father, tell them to think of the father they are married to or currently live with, or the most recent father they lived with, and to write his name in the handbook so they remember which father they thought of. Give them about 5 minutes to make their drawing, and then ask some of the Moms to stand up and share their drawings and what they mean/reflect.
3. Close out this activity and session with the following point.
 - **Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their father is for the sake of your children.**



CORRESPONDING PAGE IN MOTHER'S HANDBOOK

SESSION 5 | The Impact on My Children

My Children's View of My Relationship with Their Father

Large empty rectangular box for writing or drawing.



ACTIVITY 5.5

Closing, Comments, and Evaluation

TIME:

20 Minutes

MATERIALS:

Mother's Handbook (*What I Learned Log*), small strips of paper or sticky/post-it notes

FACILITATOR'S GOAL:

To bring the session to a close by evaluating whether the Moms acquired the learning competencies of the session and allowing the Moms to comment on and end the session.

LEARNING COMPETENCIES:

Moms demonstrate the capacity to complete the *What I Learned Log* entries for Session 5, located in the Mother's Handbook.

PROCEDURES:

1. Ask the Moms to write their answers to the knowledge questions on a strip of paper or sticky/post-it note. Tell the Moms to write down the number of each question and the letter associated with their answer—they don't need to write the actual answer. Tell them that this is not a test but a way for you to make sure they learned the most important information in the session. Tell them not to share their answer with anyone else or ask someone else for the answer.
2. Ask the following questions and provide the answers slowly and **exactly as written**. After you read each question, call out the letter of each answer followed by the response (e.g. "Answer A is...") so that the Moms will know which letter corresponds to the correct answer. Read the question and the responses **at least twice** to ensure that the Moms understand the question and responses and have adequate time to record their answers. Collect their answers (e.g. have them pass their answers to you or put them in a hat, bucket, etc.).
 - **QUESTION #1:**
How a mother and father handle _____ in their relationship has a lot to do with whether their relationship is successful.
 - a. sex
 - b. conflict
 - c. issues with money (finances)
 - d. raising their children
 - e. none of the above
 - f. I'm not sure

Correct Answer: b

—continued

CORRESPONDING PAGE IN MOTHER'S HANDBOOKPatterns of Communication | **SESSION 6**

1. Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their father is for the sake of your children.

What I Learned Log

1. One new thing I learned today is _____

2. On a scale from 0 - 5, how likely am I to use what I learned?

0 = Not at all likely

5 = Very likely

0 1 2 3 4 5

3. The "Action Steps" I need to take are:

- _____

- _____

- _____

**CRITICAL POINT**

Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their fathers is for the sake of your children.

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NOTE TO FACILITATOR

An alternative approach is to write the questions on the flip chart before the start of the session and to record the Moms' responses on it or on a separate piece of paper. This approach is ideal with Moms with literacy challenges or simply to mix things up a bit.

• **QUESTION #2:**

Your relationship with the father of your children is like a _____ for the relationships your children will form during their lives.

- a. stop sign
- b. warning
- c. power source
- d. blueprint
- e. none of the above
- f. I'm not sure

Correct Answer: d

3. Ask each Mom to take five minutes and complete the following statements in her *What I Learned Log* in the Mother's Handbook..

- **One new thing I learned today is _____.**
- **On a scale from 0 - 5, how likely am I to use what I learned?**
(0 = Not at all likely; 5 = Very likely)
0 1 2 3 4 5
- **What I learned will help me be a better dad because: _____.**

- 4. Ask some of the Moms to share what they learned and to give you their rating on how likely they'll be to use it. If a Mom gives you a rating of 3 or lower, ask her why she chose that rating. Her response can provide insight into barriers that will prevent her from using what she learned. Consider helping the Mom outside the group to address the barrier or ask other Moms as you close the session for suggestions on how to address it.
- 5. Spend the remaining time asking each Mom if she has any comments on today's session.
- 6. Thank the Moms for attending the group, and remind them of the time and date of the next session.

NOTES

CORRESPONDING PAGE IN MOTHER'S HANDBOOKPatterns of Communication | **SESSION 6**

1. Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their father is for the sake of your children.

What I Learned Log

1. One new thing I learned today is _____

2. On a scale from 0 - 5, how likely am I to use what I learned?

0 = Not at all likely

5 = Very likely

0

1

2

3

4

5

3. The "Action Steps" I need to take are:

- _____

- _____

- _____

**CRITICAL POINT**

Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their fathers is for the sake of your children.

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UNDERSTANDING DAD™ MOTHER'S HANDBOOK | **31**



UNDERSTANDING DAD™

An Awareness &
Communication Program
for Moms

MOTHER'S HANDBOOK



**National
Fatherhood
Initiative®**

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How to Listen 53

SESSION 5

The Impact on My Children

The Impact on My Children

1. The overall impact on my children of the relationship between their father and me is mostly _____ .
(positive/good or negative/bad)
2. The main reason for this impact is _____

_____ .

Why Dads Are So Important

At this very moment, more than 24 million children live without fathers in their lives. Father absence isn't just one issue, it's many. Father absence is a crisis—for these children and for our nation. Children with involved, responsible, committed fathers do better, on average, across a range of issues of well-being than children who grow up without their fathers.

Let's look at the issues.

Child Abuse

Children who grow up without a father are at greater risk of child abuse. Children who grow up with their fathers have a lower risk that they will be abused. One reason for this fact is that fathers “protect” their children. Children are safer when their dads are around.

Crime

Often, the “story behind the story” of a violent crime is an absent father. Children who grow up



The information in this section of the handbook is drawn from studies cited in NFI's *Father Facts* and *Father Factor* publications. To access these publications, visit www.fathersource.org.

without their fathers are more likely to commit crimes. Good fathers “regulate” aggression, especially in boys. But it isn’t just boys who need dads to keep them out of trouble. The fastest growing prison population is women and girls, many of whom grew up without their fathers. Children who grow up with their dads are less likely to go to prison.



Poverty

Children who grow up with their fathers are less likely to live in poverty. Nearly 50 percent of children under the age of 6 who grow up without their fathers live in poverty. The rise in homeless families—almost all of which are headed by single mothers with young children who live in poverty—has links to the rise in fatherless homes.



Physical Health

Even a child’s health is tied to his or her father’s presence.

- Children born to families with fathers are less likely to suffer from low birth weight. One reason for this fact is that a pregnant mother is more likely to get prenatal care when the father is involved in her pregnancy (such as goes to prenatal visits with her).
- Children who grow up with their fathers are less likely to suffer from certain illnesses (such as asthma) and to be injured.
- Children’s weight is linked to a father’s weight. If a father has a healthy weight, his children are more likely to have a healthy weight. Fathers

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often teach children about the importance of physical activity (exercise) because of the rough-and-tumble way they play with their children.

Drugs and Alcohol

Children are more likely to use and abuse alcohol and other drugs when they grow up without a father. Children might use drugs and alcohol to numb the pain they have from growing up without their fathers. And it isn't just whether a father is around. Closeness matters. The closer a child is to his or her father the less likely the child is to smoke and to use alcohol and other drugs.

Emotional and Behavioral Problems

Children who grow up without their fathers often suffer from “father hunger” which can cause nightmares, problems sleeping, and night terrors. Children who grow up with their fathers are less likely to suffer from mental problems and engage in anti-social behavior (such as aggression). Children with involved dads are more likely to get along well with others, be confident, and have good self-control. These children are also less likely to try to kill themselves.

Sex

A father's actions and values affect his daughter's views about boyfriends and husbands. His son learns about how to treat girls and women and what kind of father and husband he should become. When a father isn't around, his children can have a hard time seeing and finding good male role models.



The information in this section of the handbook is drawn from studies cited in NFI's *Father Facts* and *Father Factor* publications. To access these publications, visit www.fathersource.org.

- Girls raised with their dads are less likely to become pregnant as teens. Boys who live with their fathers are less likely to get girls pregnant.
- Girls who live in homes with their dads go through puberty later and are more likely to delay having sex.



Education

A famous proverb says, “A father is worth more than a hundred school masters.” Children with involved dads are more likely to get As, to behave well in school, and stay in school. Pre-school children who live with their fathers are more likely to be read to every day. Children who live with their fathers are less likely to get behind in school or to repeat a grade. These children are also less likely to be suspended or expelled.

Same and Different as People

1. Same and Different as People Checklist

Complete the following questions by rating yourself on a scale of 1 (low) to 5 (high) in each of the following areas. Next, rate the father of your children on the same area. Rate the father based on your view of his traits, not what you think he would say.

1 = very low and 5 = very high. (Circle your answer.)

	Me					Him				
Takes time for self.	1	2	3	4	5	1	2	3	4	5
Finds life to be spiritual.	1	2	3	4	5	1	2	3	4	5
Finds it easy to communicate.	1	2	3	4	5	1	2	3	4	5
Is open to new ideas.	1	2	3	4	5	1	2	3	4	5

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	Myself					My Partner				
Is able to give and receive intimacy.	1	2	3	4	5	1	2	3	4	5
Feels comfortable being sexual.	1	2	3	4	5	1	2	3	4	5
Is able to receive love.	1	2	3	4	5	1	2	3	4	5
Is able to give love.	1	2	3	4	5	1	2	3	4	5
Shares power and control.	1	2	3	4	5	1	2	3	4	5
Enjoys having fun.	1	2	3	4	5	1	2	3	4	5
Enjoys being a parent.	1	2	3	4	5	1	2	3	4	5
Enjoys being a partner.	1	2	3	4	5	1	2	3	4	5
Handles stress well.	1	2	3	4	5	1	2	3	4	5
Keeps work at work.	1	2	3	4	5	1	2	3	4	5
Enjoys life.	1	2	3	4	5	1	2	3	4	5

2. The father of my children (or my partner) and I are more _____ than _____
(similar or different)
- _____ as people.
(similar or different)

Same and Different as Parents

1. Same and Different as Parents Checklist

Rate yourself and the father of your children based on your view, not what you think he would say.

1 = very low and 5 = very high. (Circle your answer.)

	Me					Him				
Takes time for the children.	1	2	3	4	5	1	2	3	4	5
Listens to the children.	1	2	3	4	5	1	2	3	4	5
Respects the children's views.	1	2	3	4	5	1	2	3	4	5
Enjoys playing with the children.	1	2	3	4	5	1	2	3	4	5
Enforces the rules.	1	2	3	4	5	1	2	3	4	5
Is good with discipline.	1	2	3	4	5	1	2	3	4	5
Comforts the children when needed.	1	2	3	4	5	1	2	3	4	5
Is a good role model.	1	2	3	4	5	1	2	3	4	5
Respects the other parent in front of the children.	1	2	3	4	5	1	2	3	4	5
Has the children's respect.	1	2	3	4	5	1	2	3	4	5
Praises the children.	1	2	3	4	5	1	2	3	4	5
Shows anger in healthy ways.	1	2	3	4	5	1	2	3	4	5
Gives healthy touch to the children (hugs, kisses).	1	2	3	4	5	1	2	3	4	5
Tells the children to take healthy risks.	1	2	3	4	5	1	2	3	4	5
Builds self-worth in the children.	1	2	3	4	5	1	2	3	4	5





CRITICAL POINT

How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.

2. The father of my children (or my partner) and I are more _____ than _____
(similar or different)
- _____ as parents.
(similar or different)

Handling Conflict

1. The expectations that I have of my children's father and control issues I have in my relationship with him can cause _____

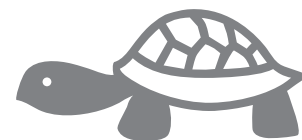
_____.
2. How people handle conflict in their relationships has a lot to do with whether their relationships are successful. Some research on couples shows that the way they handle conflict has more to do with the quality of their relationships than any other factor.
3. The way the father of my children and I handle/ handled conflict is/was _____
(very good, good, bad, very bad)
4. The way we handle/handled conflict has/had a _____ impact on our children.
(very good, good, bad, very bad)

How Do You and the Father of Your Child Handle Conflict?

► The Turtle—The Withdrawer

Like a turtle puts its head inside a shell in self-defense, this person...

- Withdraws during conflict
- Might get up and walk out of the room
- Feels hopeless and defeated at the start of conflict (believes he/she will lose an argument)



► The Skunk—The Attacker

Like a skunk sprays in self-defense, this person...

- Attacks the other person with words



- Attacks instead of being open to her/his own issues/problems
- Uses sarcasm and put-downs
- Focuses on what the other person does/did rather than his/her own part that led to the conflict

► **The Chameleon—The Yelder**

Like the chameleon blends into surroundings in self-defense, this person...

- Agrees with whatever the other person says/the other person's opinions
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► **The Owl—The Intellectualizer**

Like an owl puffs its feathers and uses sharp talons in self-defense, this person...

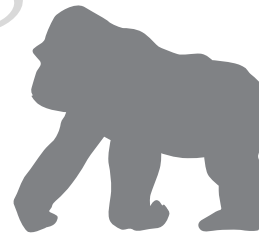
- Avoids feelings
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- Points out past hurts, wrongs, and grudges caused by the other person
- Loves to be right and tells the other person he/she is wrong*



1. The way I handle conflict is most like this animal:

_____ .

2. The way the father of my children handles/handled conflict is most like this animal: _____ .

*These animal types appear in the book *10 Great Dates to Energize Your Marriage* by David and Claudia Arp.



My Children's View of My Relationship with Their Father

SAMPLE
NOT FOR DISTRIBUTION

1. Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their father is for the sake of your children.

What I Learned Log



1. One new thing I learned today is _____

2. On a scale from 0 - 5, how likely am I to use what I learned?

0 = Not at all likely

5 = Very likely

0 1 2 3 4 5

3. The "Action Steps" I need to take are:

- _____
- _____
- _____



CRITICAL POINT

Your relationship with your children's father is the blueprint—the roadmap—that your children follow to form their own relationships. The main reason to improve your relationship with their fathers is for the sake of your children.



Do you serve mothers who struggle to understand and communicate with the fathers of their children?

NFI, the nation's #1 provider of resources for fathers, has developed a unique program that helps mothers improve the relationships they have with fathers, for the benefit of their children.

Over the years, National Fatherhood Initiative (NFI) has been asked, "What do you have for Mothers?" In response, we surveyed our customers and partners regarding the concept of a fatherhood organization creating resources for mothers. With overwhelming support for creating these resources, we proceeded to create a program designed specifically for mothers, to help them improve the relationships they have with fathers, for the benefit of their children.

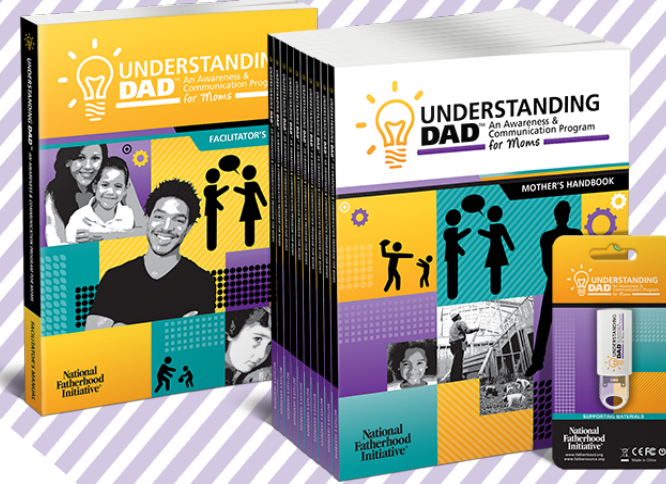
Data shows that one in three children in the U.S. grows up in a home without his or her biological father, and the lack of father involvement increases the risk that children will suffer from a range of social, emotional, and physical ills.

Unfortunately, many times it's the mothers' gatekeeping behavior that can prevent or reduce fathers' access to their children—when fathers' involvement in their children's lives would actually benefit their children. In addition, mothers can lack

the self-awareness and communication skills they need to improve their relationships with the fathers of their children.

Enter Understanding Dad™ a Complete Program Kit consisting of eight sessions, each lasting approximately two or three hours, with the goal of accomplishing four objectives that are vital to improving the relationships between mothers and fathers:

- Increase mothers' knowledge, positive attitudes (e.g. toward fathers' involvement), and skills (e.g. communication) associated with improving their relationships with the fathers of their children.
- Increase mothers' awareness of the impact that their upbringing (e.g. their relationships with their own fathers) has had on their relationships with the fathers of their children and men in general.
- Increase mothers' understanding of the importance of fathers' involvement in the lives of their children.
- Increase positive interactions between mothers and the fathers of their children.



The Complete Program Kit includes:

- Understanding Dad™ Facilitator's Manual
- 10 Mother's Handbooks for use during the program and that the moms can keep
- USB FLASH DRIVE with an evaluation tool, marketing resources, video content for some sessions, and more!

Uses:

- Run Understanding Dad™ as a stand-alone program for moms.
- Offer Understanding Dad™ for moms as a complementary program to your fatherhood program, such as NFI's 24/7 Dad® program.
- Combine Understanding Dad™ with NFI's Mom as Gateway™ FatherTopics™ Workshop: a 3-session add-on workshop which moves mothers from being a "gatekeeper" regarding fathers' access to their children to a "gateway," thus increasing fathers' access to their children.

COMPLETE PROGRAM KIT
\$659

ADDITIONAL MOTHER'S HANDBOOKS
\$12⁹⁹ EACH



For more information, or to order, visit www.fathersource.org or call 240-912-1263. For questions about starting or expanding your fatherhood program, contact Program Support at programsupport@fatherhood.org or call 240-912-1290.

National Fatherhood Initiative | PO Box 37635 | PMB 84123 | Philadelphia, PA, 19101-0635 | 301-948-4325 fax | info@fatherhood.org | www.fatherhood.org

The Understanding Dad™ Complete Program Kit includes everything you need to facilitate the program for up to 10 mothers.



FACILITATOR'S MANUAL

**SESSION NUMBER
AND TITLE:**

Each session is numbered and named to reflect the session topic.

SESSION DESCRIPTION:
A narrative that provides an overview of what mothers will experience and learn during the session.

PRE-SESSION PROCEDURES: Steps or activities to undertake (e.g. room setup) before the session starts that set the stage for the activities in the session.

PRE-SESSION PROCEDURES:

Steps or activities to undertake (e.g. room setup) before the session starts that set the stage for the activities in the session.

FACILITATOR'S MANUAL

ACTIVITY:
Each activity numbered and labeled.

- TIME:**
 An approximate time the activity should last. (All of the activities add up to a 2-hour session.) The exact time of the session may vary depending on a variety of factors (e.g. size of the group).

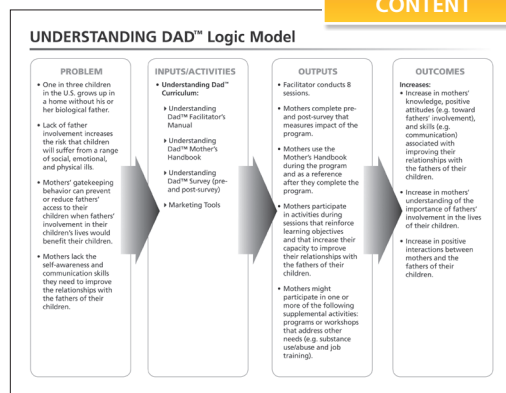
MATERIALS: The materials needed to carry out the activity. Graphics of the materials for the entire session appear at the start of the session and those needed for each activity appear at the start of each activity.

MOTHER'S HANDBOOK

CORRESPONDING PAGE:

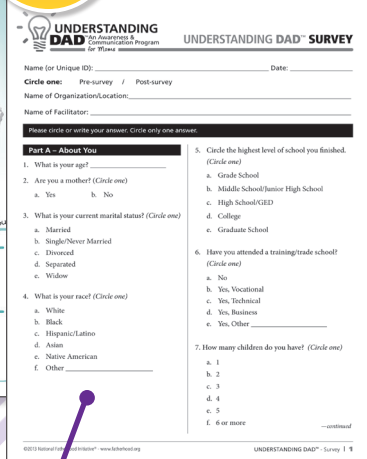
The associated page from the Mother's Handbook is featured in the facilitator's manual to enhance easy facilitation and direction.

THE MOTHER'S HANDBOOK allows mothers to follow along and complete exercises during the program to enhance their learning and emphasize key points, and that they can refer to after the program ends as a reminder.

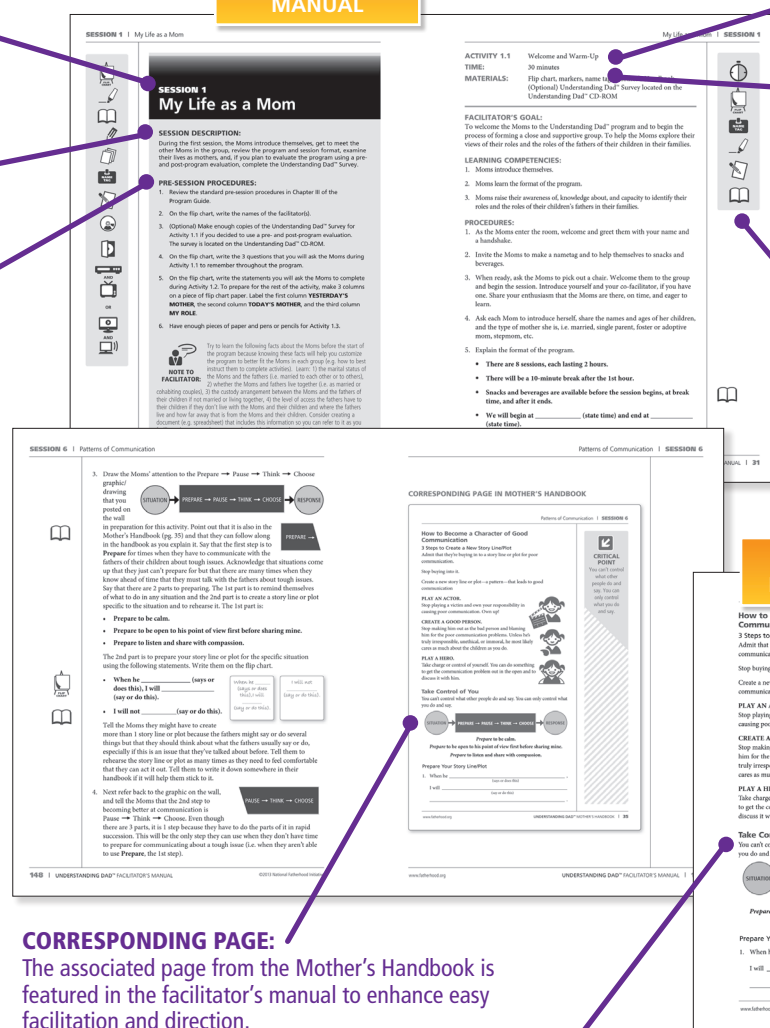


POSTERS:

Editable form fields are included, so you can write your own information in them and print out copies in black and white or color.



PRE- AND POST- SURVEY AND SCORING MATERIALS: Materials to evaluate and score the results of your program.



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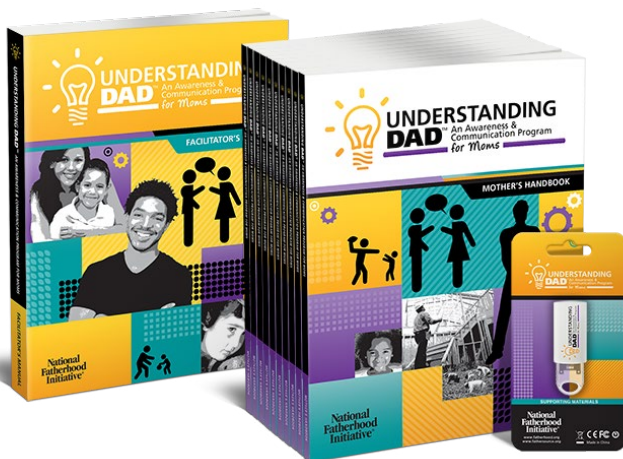
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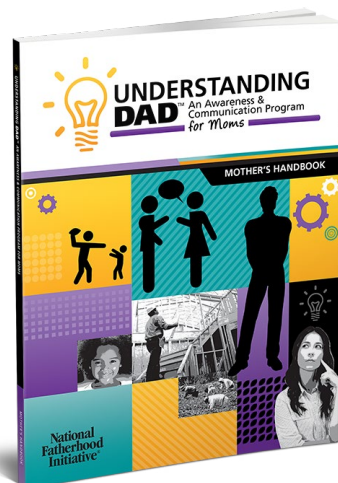
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