

24:7 DAD[®]

Third Edition

{P.M.}



National
Fatherhood
Initiative[®]



24:7 DAD[®]

FACILITATOR'S MANUAL

Third Edition

{P.M.}

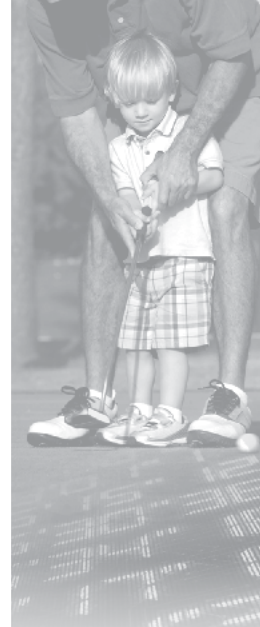


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24/7 Dad® Fatherhood Program

Now in its Third Edition!

Curriculum Kits include everything you need to facilitate the program “out-of-the-box”!

- ▶ Facilitator's Manual with Program and Session Guides
- ▶ 10 Fathering Handbooks with Pocket Cards the dads can keep (both available in Spanish!)
- ▶ CD-ROM with an evaluation tool, marketing resources, and worksheets for the dads (all in Spanish, too!)
- ▶ DVD with videos to enhance program delivery



\$649

Complete
Curriculum Kit

Developed by parenting and fatherhood experts, 24/7 Dad® A.M. and P.M. teaches men the characteristics they need to be good fathers 24 hours a day, 7 days a week. Used by a wide variety of organizations across the country, research shows that 24/7 Dad® successfully changes fathers' attitudes, knowledge, and skills.

The 24/7 Dad® Philosophy

24/7 Dad® is based on a philosophy that supports the growth and development of fathers and children as caring, compassionate people who treat themselves, others, and the environment with respect and dignity. This philosophical basis of caring and compassion forms the underlying structure that constitutes the values that are taught in the 24/7 Dad® programs. Each 24/7 Dad® Program consists of 12 group-based sessions that build on each other.

24/7 Dad® AM Focuses on Key Fathering Topics:

- Family History
- What it Means to Be a Man
- Showing and Handling Feelings
- Men's Health
- Communication
- The Father's Role
- Discipline
- Children's Growth
- Getting Involved with your Child(ren)
- Working with Mom & Co-Parenting

24/7 Dad® PM Covers More Advanced Fathering Topics:

- Fathering and the 24/7 Dad
- Boyhood to Manhood
- Dealing with Anger
- Knowing Myself (Self-Worth)
- Family Ties
- Sex, Love, Relationships
- Power and Control
- Competition and Fathering
- Improving My Communication Skills
- Fun with the Kids



The 24/7 Dad® curriculum will require each man to really examine himself, his relationship with his children and the relationship with the mother of his children. If every man who enters this program is open to change, I have no doubt in my mind he will change and for the better.

—Sterling Alexander, Vice-President, M.E.N.

If I had to rate this program [24/7 Dad®], one word: 'priceless.' It's absolutely priceless. I would say that every father, potential father and anyone thinking about being a father should be a part of this program.

—Howard Tayari, 24/7 Dad® attendee



Access FREE samples at:
www.fatherhood.org/247-dad-am-sample and www.fatherhood.org/247-dad-pm-sample

To Order: www.fathersource.org | call 301-948-0599 | fax 301-948-6776
PO Box 37635 | PMB 84123 | Philadelphia, PA, 19101-0635 | www.fatherhood.org

WHAT'S NEW IN 24/7 DAD® A.M. AND P.M.

YOU ASKED, WE ANSWERED! *24/7 Dad® was updated based on feedback from facilitators like you.*

More Engaging Content!

The programs contain more engaging content than ever.

- ▶ The addition of more than 30 videos **to each program** (more than 60 videos combined): **More engaging for dads and enhances their learning. They also make the programs easier and more fun to facilitate!** NFI added nearly 20 visually engaging, animated videos to each program that help facilitators add variety to how they engage fathers during the sessions.
- ▶ NFI added **more than 10 “Stories of Impact” to each program: Videos that facilitators can use to motivate fathers to stay in the program.** These stories show the impact of the programs on diverse fathers in diverse settings across the country. The new Session Guides in the improved Facilitator's Manuals show exactly where and when to use the videos for maximum impact.

More Evidence-Based and Evidence-Informed Content!

NFI staff constantly monitor the latest research and evaluations of fathering and parenting interventions, as well as, evidence from the behavioral and social sciences on strategies and tactics that positively influence behavior. The third editions integrate research and evidence on **habit formation and motivation that will help you increase dads' motivation** to be involved in their children's lives and develop and sustain the habits of an involved, responsible, committed father.

The My 24/Dad® Checklist!

Research shows that the use of checklists increases individuals' ability to ingrain pro-social habits through deliberate practice. The primary content addition is the My 24/Dad® Checklist, a powerful tool integrated into each session that helps dads develop the habits of an involved, responsible, committed father. **This checklist encourages dads to identify actions, based on what they learn during each session, that they can take on a periodic basis** (i.e. daily, weekly, monthly, and one time) to increase their engagement with their children. NFI created hard copy, online, and mobile versions for use during the program and after it ends.

Pocket Reference Cards Inside Every Fathering Handbook!

New Pocket Reference Cards remind dads of the 5 characteristics of the 24/7 Dad and offers 10 affirmations dads can give to their children on a regular basis. A great tool for use beyond the program sessions!

ALL Materials for Dads Now in Spanish!

The updated Flash Drive includes worksheets and evaluation tools for dads in Spanish (not previously available). And as always, the fathering handbooks can be purchased separately in Spanish.

Optional Introductory Session on Flash Drive!

Use this session to ease fathers into the program. It also helps facilitators learn more about the dads that comprise each unique group, including what motivated them to enroll and what will motivate them to keep coming back.

The 24/7 Dad® Framework!

For facilitators interested in learning more about the behavior-change theories that underlie the programs, and for researchers interested in further evaluating the impact of the programs, the **new Program Guides in the improved Facilitator's Manuals describe the behavioral theories that create the overall framework** upon which NFI built the programs.

More Practitioner Input!

NFI designed the first editions and second editions with input from practitioners who facilitate fatherhood programs.

- ▶ NFI continued to use practitioner feedback to create the third editions by gathering ongoing feedback from 24/7 Dad® facilitators across the country who work with diverse fathers, particularly low-income, non-residential and/or non-custodial fathers.
- ▶ NFI staff has conducted training institutes for more than 1,100 organizations on how to use the programs. Practitioners provided feedback on the curriculum during these institutes that NFI incorporated into the third editions.

24/7 DAD® AM SESSION GUIDE

SESSION 1: Family History

- 1.1 Welcome and Warm-up
- 1.2 What it means to be a man and my role
- 1.3 Roles of Dad and Mom
- 1.4 The 24/7 Dad®
- 1.5 Closing, Comments, and Evaluation

SESSION 2: What It Means to Be a Man

- 2.1 Welcome and Warm-up
- 2.2 Today's Man
- 2.3 Body Image
- 2.4 My 24/7 Dad® Checklist Items
- 2.5 Closing, Comments, and Evaluation

SESSION 3: Showing and Handling Feelings

- 3.1 Welcome and Warm-up
- 3.2 Holding feelings inside
- 3.3 Grief and loss
- 3.4 My 24/7 Dad® Checklist Items
- 3.5 Closing, comments and evaluation

SESSION 4: Men's Health

- 4.1 Welcome and Warm-up
- 4.2 Stress and Anger
- 4.3 Physical Health
- 4.4 My 24/7 Dad® Checklist Items
- 4.5 Closing, Comments and Evaluation

Session 5: Communication

- 5.1 Welcome and Warm-up
- 5.2 Ways to Communicate
- 5.3 Talking with Children
- 5.4 My 24/7 Dad® Checklist Items
- 5.5 Closing, Comments, and Evaluation

Session 6: The Father's Role

- 6.1 Welcome and Warm-up
- 6.2 The Ideal Father
- 6.3 What Kind of Father and Partner Am I?
- 6.4 Benefits of Marriage
- 6.5 My 24/7 Dad® Checklist Items
- 6.6 Closing, Comments and Evaluation

SESSION 7: Discipline

- 7.1 Welcome and Warm-up
- 7.2 Morals and Values
- 7.3 Rewards and Punishment
- 7.4 My 24/7 Dad® Checklist Items
- 7.5 Closing, Comments and Evaluation

SESSION 8: Children's Growth

- 8.1 Welcome and Warm-up
- 8.2 Goals and Self-Worth
- 8.3 Nature or Nurture?
- 8.4 My 24/7 Dad® Checklist Items
- 8.5 Closing, Comments and Evaluation

SESSION 9: Getting Involved

- 9.1 Welcome and Warm-up
- 9.2 Ways to be Involved
- 9.3 Helping My Child Do Well in School
- 9.4 My 24/7 Dad® Checklist Items
- 9.5 Closing, Comments and Evaluation

SESSION 10: Working with Mom and Co-Parenting

- 10.1 Welcome and Warm-up
- 10.2 Parenting Differences
- 10.3 Walking a Mile in Her Shoes
- 10.4 I'm Okay, She's Okay
- 10.5 My 24/7 Dad® Checklist Items
- 10.6 Closing, Comments and Evaluation

SESSION 11: Dads and Work

- 11.1 Welcome and Warm-up
- 11.2 Work and Family
- 11.3 Balancing Work and Family
- 11.4 My 24/7 Dad® Checklist Items
- 11.5 Closing, Comments and Evaluation

SESSION 12: My 24/7 Dad® Checklist

- 12.1 Welcome and Warm-up
- 12.2 Skills I Learned
- 12.3 Assessing My Fathering Skills (OPTIONAL)
- 12.4 My 24/7 Dad® Checklist
- 12.5 Celebrate (OPTIONAL)

APPENDIX

Ages and Stages

24/7 DAD® PM SESSION GUIDE

SESSION 1: Fathering and the 24/7 Dad

- 1.1 Welcome and Warm-up
- 1.2 My Story
- 1.3 My Fathering Skills
- 1.4 The 24/7 Dad®
- 1.5 Closing, Comments, and Evaluation

SESSION 2: Boyhood to Manhood

- 2.1 Welcome and Warm-up
- 2.2 Differences Between the Male and Female Brain
- 2.3 Learning to be a Man and Dad
- 2.4 My 24/7 Dad® Checklist Items
- 2.5 Closing, Comments, and Evaluation

SESSION 3: Dealing with Anger

- 3.1 Welcome and Warm-up
- 3.2 This is Anger
- 3.3 Showing and Dealing with Anger
- 3.4 My 24/7 Dad® Checklist Items
- 3.5 Closing, Comments, and Evaluation

SESSION 4: Knowing Myself

- 4.1 Welcome and Warm-up
- 4.2 Building Self-Worth
- 4.3 Self-Worth Survey
- 4.4 My 24/7 Dad® Checklist Items
- 4.5 Closing, Comments, and Evaluation

SESSION 5: Family Ties

- 5.1 Welcome and Warm-up
- 5.2 Building Closeness
- 5.3 A Plan for Family Ties
- 5.4 Closing, Comments, and Evaluation

SESSION 6: Sex, Love and Relationships

- 6.1 Welcome and Warm-up
- 6.2 Sexual Self-Worth
- 6.3 A Healthy Relationship
- 6.4 My 24/7 Dad® Checklist Items
- 6.5 Closing, Comments, and Evaluation

SESSION 7: Power and Control

- 7.1 Welcome and Warm-up
- 7.2 The Difference Between Power and Control
- 7.3 Positive Power and Control
- 7.4 Power Struggles
- 7.5 My 24/7 Dad® Checklist Items
- 7.6 Closing, Comments, and Evaluation

SESSION 8: Competition and Fathering

- 8.1 Welcome and Warm-up
- 8.2 Competitive and non competitive fathering
- 8.3 Living through my children
- 8.4 My 24/7 Dad® Checklist Items
- 8.5 Closing, Comments, and Evaluation

SESSION 9: Improving My Communication Skills

- 9.1 Welcome and Warm-up
- 9.2 Criticism vs Confrontation
- 9.3 Negotiation
- 9.4 Identifying and Solving Problems
- 9.5 My 24/7 Dad® Checklist Items
- 9.6 Closing, Comments, and Evaluation

SESSION 10: Fun with the Kids

- 10.1 Welcome and warm up
- 10.2 Fathering and Fun
- 10.3 A Plan for Fun
- 10.4 My 24/7 Dad® Checklist Items
- 10.5 Closing, Comments, and Evaluation

SESSION 11: Stress, Alcohol and Work

- 11.1 Welcome and Warm-up
- 11.2 Drinking and Stress
- 11.3 Work and Stress
- 11.4 My 24/7 Dad® Checklist Items
- 11.5 Closing, Comments, and Evaluation

SESSION 12: My 24/7 Dad® Checklist

- 12.1 Welcome and Warm-up
- 12.2 Skills I Learned
- 12.3 Assessing my Fathering Skills (OPTIONAL)
- 12.4 My 24/7 Dad® Checklist Items
- 12.5 Celebrate (OPTIONAL)

APPENDIX

Ages and Stages

24/7 DAD® LOGIC MODEL

PROBLEM

- One in three children in the U.S. grow up without their biological father.
- Lack of father involvement increases the risk that children will suffer from a range of social, emotional, and physical ills.
- Lack of pro-fathering knowledge, skills, and attitudes reduces the likelihood that fathers will be involved, responsible, and committed to their children.

INPUTS/ACTIVITIES

- 24/7 Dad® Curriculum:
 - ▶ 24/7 Dad® Facilitator's Manual
 - ▶ 24/7 Dad® Fathering Handbook
 - ▶ My 24/7 Dad® Checklist
 - ▶ E valuation Tools
 - ▶ Marketing Posters and Postcards

OUTPUTS

- Facilitator conducts 12 sessions (if A.M. or P.M.) or 24 sessions (if A.M. and P.M.) that cover a holistic approach to fathering.
- Men complete pre and post-assessments that measure impact of program.
- Fathers use Fathering Handbook during the program, for homework, and to refer to after they complete the program.
- Fathers participate in activities during sessions that reinforce learning objectives and that increase the frequency with which they interact with their children.
- Fathers develop and refine their My 24/7 Dad® Checklist as they progress through the program for use after they complete the program.
- Fathers might participate in one or more of the following supplemental activities: programs or workshops that address other needs (e.g. child-support and job training).

OUTCOMES

- Increases:**
- Increase in the habits of good fathering/father involvement.
 - Increase in pro-fathering knowledge, skills, and attitudes.
 - Increase in fathers' frequency of and healthy interaction with children.
 - Increase in healthy interaction with the mother of fathers' children.
- Decreases:**
- Decrease in the habits of poor fathering/father absence.
 - Decrease in anti-fathering knowledge, skills, and attitudes.
 - Decrease in the social, emotional, and physical ills of children.



SESSION 3 DEALING WITH ANGER

SESSION DESCRIPTION:

This session increases the Dads' capacity to recognize and appropriately express their anger. Dads discuss how they can be a good role model for their children on how to appropriately express anger.

24/7 Dad® CHARACTERISTICS (3):

- Self-awareness
- Caring for Self
- Fathering Skills

PRE-SESSION PROCEDURES:

1. Review the standard pre-session procedures in Chapter VI of the *Program Guide*.
2. Write the names of the facilitator(s) on the flip chart as a reminder. This should be the last time you need to write the names on the flip chart.
3. Write the statements that you will ask the Dads to complete during Activity 3.1 and 3.2 on the flip chart.
4. Write the "fact" statements that you will ask the fathers about during Activity 3.3 on the flip chart.
5. Make enough copies of the "Anger-Management Plan" handout, for use during Activity 3.3., located on the 24/7 Dad® Flash Drive, for every Dad to have at least one copy. Consider making enough copies for every Dad to have two of them so he can write as many ideas as he desires.
6. If you plan to use the videos to deliver Activity 3.1 or 3.3, cue up the video(s) for play on the digital projection system.



NOTE TO FACILITATOR:

Some of the Dads might have anger-management issues. This session could make Dads who know they have these issues uncomfortable or bring to the surface issues that some of the Dads aren't aware that they have. Be prepared to refer Dads to an anger-management group or counseling in case they need more in-depth help with managing their anger. If some of the Dads have been incarcerated—especially recently—be aware of and sensitive to the fact that they might have a lot of anger. Facilitators of NFI's InsideOut Dad® program for incarcerated fathers report that anger is one of the primary issues they must address in their work with incarcerated fathers. These dads can be very angry about their incarceration, build up of child support arrears, lack of access to their children, and other issues arising from their incarceration.

ACTIVITY 3.1

Welcome and Warm-up

TIME:

20 Minutes

MATERIALS:

Flip Chart, markers, Fathering Handbook, (optional) video and digital projection system

FACILITATOR'S GOAL:

To welcome the Dads to Session 3 and to start a discussion on the kind of role model they are for their children for the expression of anger.

LEARNING COMPETENCY:

Dads increase their capacity to identify the role model they exhibit to their children especially when it comes to expressing anger.

PROCEDURES:

1. Welcome the Dads to Session 3 and mention that today's session focuses on handling anger, but first ask the Dads whether they had any additional thoughts on items to revise, add, or eliminate in their *My 24/7 Dad® Checklist*. If any of the Dads share, ask them why they revised, added, or eliminated an action item(s).
2. The model that my father or main caregiver showed of anger was _____.
3. Ask each Dad to complete the following statements in his Fathering Handbook (page 13).
 - The model that I present to my children to show anger is _____.
 - What I hope my children learn by watching me is _____.
 - What I fear my children learn by watching me is _____.
3. Ask the dads for their responses and write them on the flip chart. Discuss common responses.

**NOTE TO FACILITATOR:**

If some of the Dads don't have access to their children, they might have difficulty responding to these statements because they can't model anger without access. Consider inserting "would" before the verb in each statement (e.g. The model that I would present...)

An alternative set of questions, regardless of the kinds of Dads in the group, are the following ones that connect them to the model their father or main caregiver provided and its impact on how they model anger.

- The model that my father or main caregiver showed of anger was _____.
- What I learned from that model was _____.
- The effect of what I learned on how I model anger for my children is _____.





ACTIVITY 3.2 This is Anger

TIME: 30 Minutes

MATERIALS: Flip chart, magic markers, Fathering Handbook

FACILITATOR'S GOAL:

To increase the capacity of the Dads to recognize their feelings of anger.

LEARNING COMPETENCY:

Dads increase their capacity to recognize feelings of anger.

PROCEDURES:

- Mention that the discussion will focus on the feeling of anger and ways Dads can present a good role model for their children on how to show it.
- Ask the Dads to complete the following statements in their Fathering Handbook (page 13).
 - To me, the feeling of anger is (describe it) _____.**
 - When I get angry, it usually is because _____.**
- Explain that anger is a secondary emotion that is usually the result of past pain or hurt that is not dealt with. Anger is the face of the past hurt or pain. Give some examples, such as the ones below, and ask the Dads to discuss each one after you share them.

To me, the feeling of anger is (describe it) ...

When I get angry, it usually is because ...

 - #1 Your boss criticizes your work. You think the comments are unfair, but you don't want to say anything. You come home and yell at the children for not doing their homework.⁵**
 - #2 The mother of your children or her mother always seems to put down your parenting. You feel hurt, but don't say anything, and just grin and bear it. One day the person makes a joke about something that has nothing to do with your parenting and you explode.**
- Get examples from the Dads on times they became angry but didn't see it at the time. Then ask them the following questions:

How did you handle the anger then?

How would you handle that anger differently if the same thing happened tomorrow?

 - How did you handle the anger then?**
 - How would you handle that anger differently if the same thing happened tomorrow?**

CORRESPONDING PAGE IN FATHERING HANDBOOKDealing with Anger | **SESSION 3****SESSION 3****DEALING WITH ANGER****Welcome and Warm-up**

1. The model that my father or main caregiver showed of anger was

2. The model that I present to my children to show anger is

3. What I hope my children learn by watching me is

4. What I fear my children learn by watching me is

This is Anger

1. To me, the feeling of anger is (describe it)

2. When I get angry, it usually is because

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ACTIVITY 3.3

Showing and Dealing with Anger

TIME:

50 Minutes

MATERIALS:

Flip chart, markers, Fathering Handbook, Anger-Management Plan handout located on the 24/7 Dad® Flash Drive, (optional) video and digital projection system

FACILITATOR'S GOAL:

To increase the Dads' awareness and knowledge of and capacity to appropriately express anger.

LEARNING COMPETENCIES:

1. Dads increase their awareness and knowledge of appropriate ways to express anger.
2. Dads increase their capacity to practice non-violent ways to express anger.

PROCEDURES:

1. Ask the Dads to respond to the following statements by: 1) giving a "thumbs up" if they agree; 2) giving a "thumbs down" if they disagree; or 3) giving a "thumbs to the side" (knuckles up, palm down) if they are not sure. Don't share the answers until all the Dads respond.

a. Men often have a more difficult time expressing their feelings of hurt than women.¹⁵

Fact: Generally speaking, men often have a more difficult time expressing all feelings in comparison to women and children. Get examples from the Dads.

b. Boy babies usually exhibit more fussy behavior, are more easily excited, have a more difficult time calming down and respond to change with less ease than girl babies.¹⁶

Fact: Generally, boy babies tend to exhibit more fussy behavior, are more easily excited, have a more difficult time calming down and respond to change with less ease than girl babies. As a result, boys are "hushed" to be quieter and girls are encouraged to be more expressive. Get examples from the Dads.

c. Boys are taught not to cry; girls are taught it is okay to cry.¹⁷

Fact: Again, generally speaking, boys are taught to keep their tears inside. To cry



NOTE TO FACILITATOR:

These facts are based on averages for the U.S. population. They do not speak to individual men/boys or women/men. Studies show that there is great variation in how males and females express emotion, in how parents raise their children, and in how males and females show anger and act violently. Moreover, there is cultural variation regarding these facts as well. Nevertheless, these facts are well supported when considering the average U.S. population.

¹⁵ Source: Reeves, Jamie (2008). Women more likely than men to put emotion into motion. Vanderbilt News.

¹⁶ Source: Sonna, Linda (2002). *The Everything Toddler Book*. Adams Media Corporation: Avon, MA.

¹⁷ Source: Murray, Bridgett (1999). *Boys to Men: Emotional Miseducation*. Monitor Online: American Psychological Association.

CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 3** | Dealing with Anger**Showing and Dealing with Anger**

1. There are differences in the way we raise boys and girls to show their anger. Boys are taught to show their anger energy in aggressive and sometimes violent ways, such as hitting something.



2. Boys are also taught that it's okay to get angry in contact sports, such as football and hockey, and to take their anger out on their opponent. Although most boys and men are able to leave their anger "on the field" or "between the lines," some boys and men allow their anger to carry over into their personal lives.

3. Girls are taught not to show their anger at all and that to do so is not okay. Raising girls in this way creates a lot of stress for girls and women because they aren't allowed to show their anger.



4. **Three Goals of Anger Management**

- To recognize feelings of hurt when they happen and show them in healthy ways at all times. When you suppress, ignore, or deny hurt, it leads to anger.
- To recognize feelings of anger when they first happen and to show anger in healthy ways. It is not okay to use aggressive or violent behavior, such as hitting, yelling, name calling, or any other form of abuse.
- To help you teach your children how to show their hurt and anger in healthy ways by being a good role model.

5. **Two Steps to Show Anger**

- Step 1 is the release of anger.
- Step 2 is to talk about what led to or caused the anger.



might be seen as a sign of weakness and a loss of masculinity. Get examples from the Dads.

d. When boys express their anger, they are generally more violent than girls.¹⁸

Fact: Statistics kept on violent crimes overwhelmingly indicate males are over represented. Anger is the emotion most commonly associated with male violence.

2. After you share the facts above, point out that they can review these facts in their Fathering Handbook (page 14).
3. Then say that there are differences in the way we raise boys and girls to show their anger. Tell the Dads that boys are taught to show their anger energy in aggressive and sometimes violent ways, such as hitting something. Ask the Dads for examples of how boys are taught to show their anger.
4. Next point out that boys are also taught that it's okay to get angry in contact sports, such as football and hockey, and to take their anger out on their opponent. Although most boys and men are able to leave their anger "on the field" or "between the lines," some boys and men allow their anger to carry over into their personal lives. These are people with anger issues who probably would have those issues whether they played sports or not. Nevertheless, tell the Dads that society has created ways for boys and men to show their anger and to do so in aggressive and violent ways. Ask the Dads for other examples of how boys and men are allowed to show their anger.
5. Now tell the Dads that girls, on the other hand, are taught not to show their anger at all and that to do so is not okay. Raising girls in this way creates a lot of stress for girls and women because they aren't allowed to show their anger. Ask the Dads for examples of how girls and women aren't allowed to show their anger.
6. Tell the Dads that there are ways that they and other men can learn to learn how to spot when they start to become angry and to deal with their anger in healthy ways. Ask the Dads the following questions and write their responses on the flip chart.

- **Have you heard the term "anger management?"**

- **What does it mean?**

Have you heard the term "anger management?"

What does it mean?

7. Next, tell the Dads that there are three goals of anger management:

- **To recognize feelings of hurt when they happen and show them in healthy ways at all times. When you suppress, ignore, or deny hurt, it leads to anger.**
- **To recognize feelings of anger when they first happen and to show anger in healthy ways. It is not okay to use aggressive or violent behavior, such as hitting, yelling, name calling, or any other form of abuse.**
- **To help you teach your children how to show their hurt and anger in healthy ways by being a good role model.**

¹⁸ Source: Report from the Federal Bureau of Investigation (2008).
See http://www.fbi.gov/ucr/cius2008/offenses/violent_crime/murder_homicide.html.

CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 3** | Dealing with Anger**Showing and Dealing with Anger**

1. There are differences in the way we raise boys and girls to show their anger. Boys are taught to show their anger energy in aggressive and sometimes violent ways, such as hitting something.



2. Boys are also taught that it's okay to get angry in contact sports, such as football and hockey, and to take their anger out on their opponent. Although most boys and men are able to leave their anger "on the field" or "between the lines," some boys and men allow their anger to carry over into their personal lives.

3. Girls are taught not to show their anger at all and that to do so is not okay. Raising girls in this way creates a lot of stress for girls and women because they aren't allowed to show their anger.



4. **Three Goals of Anger Management**

- To recognize feelings of hurt when they happen and show them in healthy ways at all times. When you suppress, ignore, or deny hurt, it leads to anger.
- To recognize feelings of anger when they first happen and to show anger in healthy ways. It is not okay to use aggressive or violent behavior, such as hitting, yelling, name calling, or any other form of abuse.
- To help you teach your children how to show their hurt and anger in healthy ways by being a good role model.

5. **Two Steps to Show Anger**

- Step 1 is the release of anger.
- Step 2 is to talk about what led to or caused the anger.



8. Tell the Dads that you'll cover some of the ways in which they can deal with hurt and anger in healthy ways but that there are two steps you'd like to share first.

Tell the Dads that they should use the two steps to show anger, write them on the flip chart, and ask the question that follows. (The steps also appear in the Fathering Handbook on page 14.)

- **Step 1 is the release of anger.**
- **Step 2 is to talk about what led to or caused the anger.**
- **What are your thoughts on talking about what caused your anger?**

Step 1 is the release of anger.

Step 2 is to talk about what led to or caused the anger.

Say that they might have to do Step 2 before Step 1.

9. Now say that when they have mild anger—they feel a little angry—they can go straight to Step 2 and talk about it. But when they have moderate or high anger—they feel pretty or a lot angry—that they should take Step 1 and release it before they talk about it.
10. Tell the Dads that they and other men already know unhealthy ways to deal with anger, such as getting drunk or doing drugs; yelling at or hitting someone; and hitting, kicking, or otherwise breaking something that they or someone else owns. Tell them they also know of at least a few ways to deal with hurt and anger in healthy ways. Ask the Dads for ideas and write them on the flip chart and then share some or all of the ideas below if they don't share them. They can follow along in the Fathering Handbook (page 15).

What are your thoughts on talking about what caused your anger?

How to Deal with Hurt and Anger in Healthy Ways

- **Do something physical, such as working out, jogging, or playing a sport with friends.**
- **Take a long walk.**
- **Breathe slowly and deeply for 5 or 10 minutes using the belly. Breathe in through the nose and out through the mouth.**
- **Don't talk to just anyone. Find a good friend or a counselor you trust to talk to about your hurt or anger.**

11. After the Dads share their ideas, say that they should try one or two of the ideas they have found or think they would find useful the next time they see that they feel hurt or angry. Ask the Dads if they remember the tip you shared in Session 2 on finding their **Sweet Spot** to build self-worth. Tell them the same idea applies here: find what works for you and that you enjoy to deal with feelings of hurt and anger.

12. End the activity by giving the Dads at least one copy of the "Anger-Management Plan" handout. Tell them to write at least three ideas/ways they will role model for their children how to deal with anger in healthy ways. Tell them to include "Who Else" they need to involve to make the idea happen. Tell them to choose from the ideas and tips shared so far and that this will be their plan to deal with anger or their "Anger-Management Plan."



CORRESPONDING PAGE IN FATHERING HANDBOOK

Dealing with Anger | **SESSION 3**

When they have mild anger—they feel a little angry—they can go straight to Step 2 and talk about it. But when they have moderate or high anger—they feel pretty or a lot of angry—they should take Step 1 and release it before they talk about it.

6. How to Deal with Hurt and Anger in Healthy Ways

- Do something physical, such as working out, jogging, or playing a sport with friends.
- Take a long walk.
- Breathe slowly and deeply for 5 or 10 minutes using the belly. Breathe in through the nose and out through the mouth.
- Don't talk to just anyone. Find a good friend or a counselor you trust to talk to about your hurt or anger.
- Find what works for you and that you enjoy to deal with feelings of hurt and anger.



7. Anger-Management Plan

**Be sure
to follow
your Anger-
Management
Plan!**



ACTIVITY 3.4

My 24/7 Dad® Checklist Items

TIME:

10 Minutes

MATERIALS:

My 24/7 Dad® Checklist Worksheet located before the *What I Learned Log* in this session of the Fathering Handbook

FACILITATOR'S GOAL:

To help the Dads use what they learned during today's session to identify action items they will consider including in their final *My 24/7 Dad® Checklist*.

LEARNING COMPETENCIES:

Dads demonstrate the capacity to identify action items that, given their unique situation, will help them develop the habits of an involved, responsible, committed father.

PROCEDURES:

1. Tell the Dads to locate the *My 24/7 Dad® Checklist Worksheet* in their Fathering Handbook.

2. Tell the Dads to work alone, in pairs, or in groups of three (your choice) and use what they learned during today's session to identify up to three actions they can take to develop the habits of an involved, responsible, committed father—a 24/7 Dad. Emphasize that they should:

- Identify actions they can take on a daily, weekly, monthly, or one-time basis that will have the most impact on their ability to be involved in their children's lives. When they write down an item, they should check whether they will do it daily, weekly, monthly, or only one time. Explain that it's okay if they can't identify three items. The most important thing is that the items they identify will have the most impact.
- Focus primarily on daily and weekly actions. The more frequently they take actions, the easier they will find it to be a 24/7 Dad.
- Identify actions that are realistic, given their unique situation, and as easy to do as possible. Tell them to set themselves up for success not failure.
- Identify actions that are clear, specific, and—except for those that will only occur one time—repeatable.



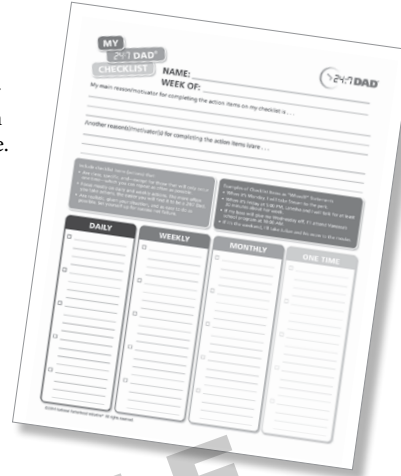
NOTE TO FACILITATOR:

Stress the importance of identifying actions that are simple to perform. Tell the Dads that there are four elements to consider in determining whether an action is simple: time, money, effort (physical and mental), and how easy it is to repeat the action. Dads should identify actions they have the time to complete, that they can afford, that don't take a lot of effort, and that they can repeat often.

The influence of these elements will differ depending on each father's unique situation (e.g. custodial, residential, marital, and financial status).

CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 3** | Dealing with Anger**My 24/7 Dad® Checklist Worksheet**

1. Include checklist items (actions) that are clear, specific, and—except for those that will only occur one time—which you can repeat as often as possible.
2. Apply what you learned during this session to create checklist items that you could perform on a daily, weekly, monthly, or one-time basis that will help you to become a 24/7 Dad.
3. Include checklist items that:
 - Are clear, specific, and—except for those that will only occur one time—which you can repeat as often as possible.
 - Focus mostly on daily and weekly actions. The more often you take actions, the easier you will find it to be a 24/7 Dad.
 - Are realistic, given your situation, and as easy to do as possible. Set yourself up for success not failure.
4. Examples of Checklist Items as “When/If” Statements:
 - When it’s Monday, I will take Steven to the park.
 - When it’s Friday at 5:00 PM, Latesha and I will talk for at least 30 minutes about her week.
 - If my boss will give me Wednesday off, I’ll attend Vanessa’s school program at 10:00 AM.
 - If it’s the weekend, I’ll take Julian and his mom to the movies.



☐ Daily ☐ Weekly ☐ Monthly ☐ One Time

☐ Daily ☐ Weekly ☐ Monthly ☐ One Time

☐ Daily ☐ Weekly ☐ Monthly ☐ One Time

- Use the “When” and “If” formats for their actions. The structure of these formats helps create clear, specific actions that include a trigger (reminder) to take the action. (If this is the first time the fathers have used the worksheet, share the examples of “When” and “If” statements at the top of the worksheet. Create your own examples to share.) Ask the Dads if they’re clear about how to use the “When” and “If” formats.
- Consider actions they already perform that connect them to their children.

Before you turn them loose, remind them that they are working on the items they might include on their final checklist and shouldn't be concerned about listing an action they might not include in their final checklist. They should be comfortable listing anything that they want now because they'll have a chance during Session 12 to refine their list (e.g. cut things out).

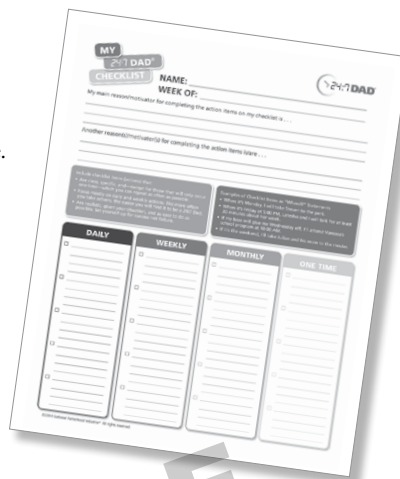
3. If you have time, ask for a show of hands for how many of the Dads identified one, two, and three items. Ask a few of the Dads to share their items. Coach the Dads if they didn't correctly use the "When" and "If" formats.
4. To close out this activity, tell the Dads that they can add or eliminate actions before the next session based on thoughts they might have during the week on actions they should take.

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CORRESPONDING PAGE IN FATHERING HANDBOOK**SESSION 3** | Dealing with Anger**My 24/7 Dad® Checklist Worksheet**

1. Include checklist items (actions) that are clear, specific, and—except for those that will only occur one time—which you can repeat as often as possible.
2. Apply what you learned during this session to create checklist items that you could perform on a daily, weekly, monthly, or one-time basis that will help you to become a 24/7 Dad.
3. Include checklist items that:
 - Are clear, specific, and—except for those that will only occur one time—which you can repeat as often as possible.
 - Focus mostly on daily and weekly actions. The more often you take actions, the easier you will find it to be a 24/7 Dad.
 - Are realistic, given your situation, and as easy to do as possible. Set yourself up for success not failure.
4. Examples of Checklist Items as “When/If” Statements:
 - When it's Monday, I will take Steven to the park.
 - When it's Friday at 5:00 PM, Latesha and I will talk for at least 30 minutes about her week.
 - If my boss will give me Wednesday off, I'll attend Vanessa's school program at 10:00 AM.
 - If it's the weekend, I'll take Julian and his mom to the movies.



☐ Daily ☐ Weekly ☐ Monthly ☐ One Time

☐ Daily ☐ Weekly ☐ Monthly ☐ One Time

☐ Daily ☐ Weekly ☐ Monthly ☐ One Time



NOTE TO FACILITATOR:

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

ACTIVITY 3.5

Closing, Comments, and Evaluation

TIME:

10 Minutes

MATERIALS:

Fathering 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 Dads acquired the learning competencies of the session and allowing the Dads to comment on and end the session.

LEARNING COMPETENCY:

Dads demonstrate the capacity to complete the *What I Learned Log* entries for Session 3 located in the Fathering Handbook.

PROCEDURES:

1. Ask the Dads to write their answers to the knowledge questions on a strip of paper or sticky/post-it note. Tell the Dads 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 fathers will know which letter corresponds to the **correct** answer. Read the question and the responses **at least twice** to ensure the fathers 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, or basket).

• QUESTION #1:

What is the best meaning of anger?

- a. Anger happens when something bad happens to you.
- b. Anger causes people to become violent.
- c. Anger happens when someone buries past hurt.
- d. Anger happens when someone is mean to another person.
- e. I'm not sure

Correct Answer: c



CORRESPONDING PAGE IN FATHERING HANDBOOKDealing with Anger | **SESSION 3****What I Learned Log**

1. One thing new 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. What I learned will help me be a better dad because: _____

Notes





- **QUESTION #2:**
A good way to model anger for your children is:

- a. Hit a punching bag or pillow
- b. Keep it inside
- c. Burn off anger energy
- d. Show your anger in words
- e. Both a and b
- f. Both c and d
- g. I'm not sure

Correct Answer: f

3. Ask each Dad to take five minutes and complete the following statements in his *What I Learned Log* in the Fathering Handbook.

- One thing new 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 Dads to share what they learned and to give you their rating on how likely they'll be to use it. If a dad gives you a rating of 3 or lower, ask him why he chose that rating. His response can give you insight into barriers that will prevent him from using what he learned. Consider helping the Dad outside the group to address the barrier or ask other dads as you close the session for suggestions on how to address it.
5. Spend the remaining time asking each Dad if he has any comments on today's session.
6. Thank the Dads for attending the group and remind them of the time and date of the next session.

NOTES

CORRESPONDING PAGE IN FATHERING HANDBOOKDealing with Anger | **SESSION 3****What I Learned Log**

1. One thing new 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. What I learned will help me be a better dad because: _____

Notes



The Complete P. M. Program Kit Includes:

- **(1) 24/7 Dad® P.M. Facilitator's Manual** complete with information about the program's underlying principles and themes and guided information for facilitating each session.
- **(10) 24/7 Dad® P.M. Fathering Handbooks** that the dads can keep as a reference (additional fathering handbooks in both English and Spanish are available for purchase.)
- **(10) Quick Reference Cards:** Perforated tear-out inside handbook back cover, dads can keep pocket cards to remind them of the characteristics of a 24/7 Dad®. Also includes 10 Affirmations for Their Kids.
- **(1) Thumb drive (flash drive):** Contains evaluation tools and worksheets in English and Spanish, marketing resources, videos to enhance and incorporate into program delivery, and more.



24/7 Dad® P.M. Complete Program Kit

visit: <https://store.fatherhood.org/complete-program-kit-24-7-dad-pm-3rd-ed>