

**Activity from LESSON 3– It Takes a Man to be Dad**

**The MASK of Masculinity versus a REAL MAN**

**The Mask of Masculinity**

*The purpose is to show what real manhood is NOT.*

**THE MASK OF MASCULINITY**

*Provide the following set of 5 questions as a Fill in the Blank worksheet.*

*Instructions: Have dads choose from the following list to fill in the blanks.*

(violence, alone, emotions, admit, risks, uncommitted)

1. The mask is that men are **uncommitted** and not "tied down" with a woman or a child.
2. The mask is that men settle matters with **violence**.
3. The mask is that men are "hard" and stuff their **emotions**. (*don't cry, love is weakness, don't smile or be happy*)
4. The mask is that men work things out **alone** and don't **admit** when they are wrong.
5. The mask is that men take **risks** with their lives to prove they are men.

**Instructor ask: How do these myths of manhood hinder us from being good Dads? How can they interfere with meeting the physical, social, emotional and moral needs of your child?**

*(Fighting and taking life-threatening risks affect all needs; lack of commitment impacts physical needs, doing it alone- impacts social needs, Not admitting wrongs-impacts moral needs.)*

**Instructor state: Here are some qualities of a real man.**

**A REAL MAN**

*The purpose is to show the qualities of a REAL MAN.*

**A REAL MAN**

*Provide the following set of 5 questions as a Fill in the Blank worksheet.*

*Instructions: Choose from the following list to fill in the blanks.*

(peacemaker, help, commitment, identity, honest)

1. A real man can make a life time **commitment** to a wife or child and keep it.
2. A real man is a protector and a **peacemaker**.
3. A real man is open and **honest** in expressing and managing his emotions.
4. A real man knows his limit and seeks and receives **help** from other men when necessary.
5. A real man values his life and knows his **identity** so it is never necessary to prove it.

**Instructor ask: How do the qualities of a real man help him meet the needs of his child?**

**Transition: These qualities in a “real” man help him to be the father his child needs. It takes a real man to be a father who never gives up.**

**Activity from LESSON 5– My Father and Past History**

“A father whether good or bad, present or absent makes a permanent impact on his children.” – *Dr. Ken Canfield*

**Instructor state: This section begins with our father. How did he shape me to be the man and father I am? He shapes us whether it is being like him or our trying not to be like him.**

**My father is like a . . . & Like Father Like Son  
My father is like a . . .**

*The purpose of this activity is to challenge the fathers to think about their relationship with their father.*

**MY FATHER IS LIKE A . . .**

*Instructions: In the box provided draw a picture of a non-living object that represents the type of father your father was during your childhood. List three ways the object represents your father. Be prepared to share with the class.*

**State: Examples of non-living objects are a rock, door, tool, etc.**

Three ways my father is like a . . .

1.
2.
3.

**Transition: Thank you for sharing about your fathers. Next, we will look at ways that we are like our father and ways that we are different.**

### **Like Father Like Son**

*The purpose of this exercise is to help men understand the degree to which their fathers impacted them; what the positive characteristics their father were, and our awareness of the decisions we make to be different from our father.*

### **LIKE FATHER LIKE SON**

**Instructor state: Let's review some points about our next activity. The instructions are to take three minutes to write down characteristics we have that are similar to and different from our father/father figure in each column. Here is some help for this activity.**

*1. Identify similarities and differences*

*Take three minutes to write down characteristics we have that are similar to and different from our father/father figure in each column.*

*Examples:*

- *Physically – facial features, height, build, color*
- *Psychologically – hot tempered, hold emotions in*
- *Socially – education, financial status, outgoing*
- *Spiritually – practice faith, attend religious services*
- *Behaviors – walk, posture*

Like My Father

Not Like My Father

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

*2. Identify positives of similarities and differences*

*Circle those things that are positive.*

**Instructor state: The positives are parts of your fathering heritage that you can pass on to your kids. Build on those, and realize they are a gift. Perhaps there are some opportunities to do things differently as you look at the negatives. You have an opportunity to make a decision to stop a cycle of negatives that you do not want to pass on to your kids.**

**Instructor state: Additionally we should remember our father was a son. Most often fathers do the best they know how. We don't say this to excuse our father's shortcomings but to help us understand them. If you could go back and shape your father's life what would you do or say?**

**Activity from LESSON 10– Communicating to Connect**

“It is not a question of whether or not we have the time, because time is all we have. It is a matter of how we choose to spend it.” – *Marikim, Poet*

Goal: I will take time to listen and make time to talk

**I. I will learn about communication**

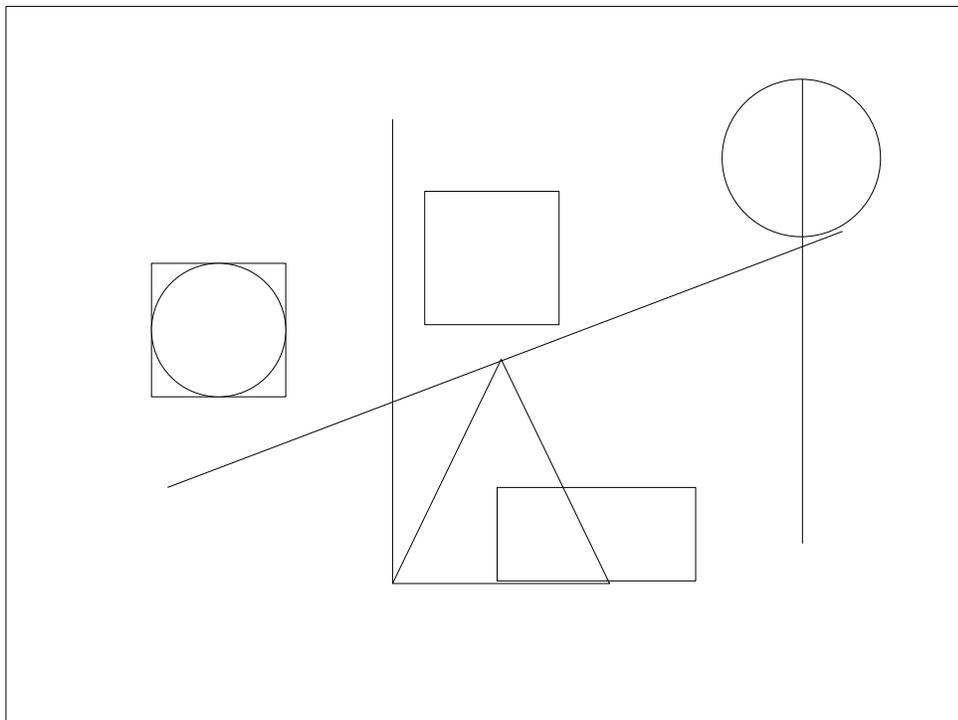
**Listening Drawing**

*The purpose of this activity is to help the Dads see the complexity of communication.*

*Note: Instructor assigns a participant to give instructions to the class on how to draw the Listening Drawing. Make sure the participant understands that he must describe the object using words only. He may not use hand gestures or sketches. He is not allowed to repeat what he says. During this time the class is not allowed to ask any questions or make any comments.*

**LISTENING DRAWING**

*Instructions: You will draw the following diagram according to the instructions given. Do the best you can do without asking any questions or making any comments.*



**Instructor ask: What made this exercise difficult or easy?**

**Instructor ask: How could communication have been changed to make it better?**

**Instructor ask: Would using gestures have helped? Asking questions? Restating instructions?**

**Transition: Words and terms mean different things to different people. Your knowledge of the subject can make communication more effective. It is not just what people say but what is intended and what is heard. Talking without listening can lead to confusion. **Communication is a two-way exchange with a purpose.****