

# FATHERLESS BY DESIGN TO FATHERHOOD BY INTENTION WORKSHOP

Presented by Jordan Thierry on April 26, 2011

Workshop curriculum written by Jordan Thierry and Ty Gray-EL

<b>Workshop Objective:</b>	The goal of this workshop is to build awareness among participants of the systematic challenges facing family life and to engage participants to think critically about the roles within the family unit and core values essential to family sustainability.
<b>Workshop Total Time</b>	4 hours (with breaks)
<b>Materials:</b>	Television and DVD player OR projector and screen, large chart paper pad, scrap paper, markers.

<b>Host Organization:</b>	Phi Beta Sigma Fraternity Inc at Southern Illinois University at Edwardsville, Epsilon Pi chapter.
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<b>Getting to Know Each Other (15 mins)</b>	
Participants will go around the room and introduce themselves, and BRIEFLY answer the question: Who is your favorite TV family? Why?	
<b>Part 1: Introduction to Issue (75 mins)</b>	
<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>• As with other cultures, black people have a unique history and tradition of fatherhood and family life.</li> <li>• There are cultural as well as systematic problems affecting black family strength today.</li> <li>• There is a broad array of models and definitions for masculinity and fatherhood that one can use to build her or his own.</li> </ul>	<p><b>Method (how will you get your points across effectively to your students?):</b></p> <ol style="list-style-type: none"> <li>1. Screen the documentary film: The Black Fatherhood Project.</li> <li>2. On a scrap paper, participants will write down 10 “lead” words that they hear or think of while viewing the film.</li> <li>3. After film, in large or small groups, students provide general feedback on the film and write one of the LEAD words on the large chart paper (they must write a word that hasn’t been used yet).</li> <li>4. SNACK BREAK</li> </ol>
<b>Part 2: No Family is Perfect (30 mins)</b>	
<p><b>Facilitator:</b></p> <ol style="list-style-type: none"> <li>1. First, the facilitator will set forth the safe space policy: that information shared will stay within the group and will all will show respect without judgment.</li> <li>2. Facilitator will begin by showing a short scene from a TV family show like The Cosby Show, and discuss why he/she does not really accept this as a realistic common family experience.</li> <li>3. The facilitator will then share his/her own unique family experience, and aspects that they thought were positive and negative.</li> </ol>	<p><b>Participants:</b></p> <ol style="list-style-type: none"> <li>1. Break into small groups and each share one aspect of a family (could be their own, could be a family they know well, etc) that they thought was healthy and positive, and one aspect that they thought was not healthy and positive.</li> <li>2. Participants share out voluntarily: Did you all find any commonalities in your responses?</li> </ol>

### Part 3: Exploring Cultural and Family Values (60 mins)

#### Facilitator:

1. Facilitator presents a selection of media or literature to lead off segment of workshop.
2. The facilitator returns to the LEAD words and participants circle which ones could be considered “values”.
3. Facilitator selects the five or so values that are most common within the groups. Assigns participants to break into NEW small groups based on the different values, and create a Definition for that particular value.
4. Facilitator will ask participants about the challenges of coming to a consensus on the definition of that value, and explain that while it is ok to have different perspectives, when two or more people decide to raise a family together, they must work to come to a consensus on the values they wish to instill in their children and daily family life.

#### Participants:

1. Participants and facilitator discuss the notion of a particular VALUE that is relevant to the media selection. This introduces the concept of values.
2. Participants return to small groups assigned with the task of listing core values important to family sustainability. A spokesperson shares them out for each group.
3. Each table will be given one of the values, and participants will go to the table that they wish to work on the definition for. Once they come up with a definition together, they will write it on the Chart paper and a spokesperson will present to large group.
4. SNACK BREAK

### Part 4: Exploring Systematic Challenges and Solutions (60 mins)

#### Facilitator:

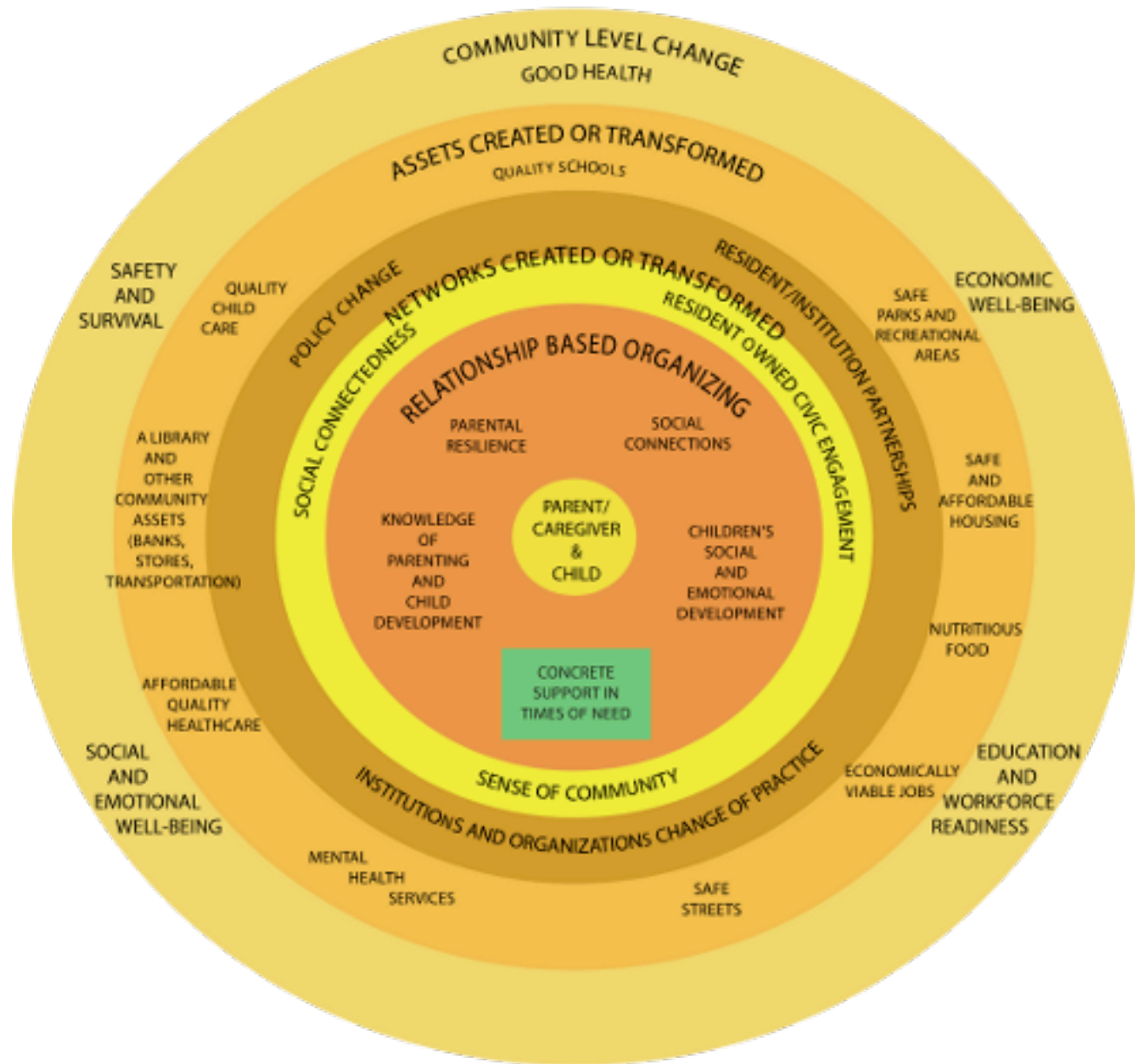
1. Facilitator presents a selection of media or literature to lead off segment of workshop.
2. Facilitator assigns participants to create a web that lists the socio-economic-political challenges that influence family sustainability.
3. Facilitator presents the Community Level Change Model (see below) to the participants, and explains the model briefly.

#### Participants:

1. Participants discuss one aspect of a particular systematic challenge/barrier that is relevant to the media selection.
2. Participants break into NEW small groups and create a web listing the socio-economic-political challenges that influence family sustainability. When finished, a spokesperson from each group shares the web.
3. Participant groups select one of the challenge/barriers in their web, and identify where it exists on the model.
4. Participants go back to the small groups and create a solution plan for that particular challenge/barrier (solutions can range from policy ideas, action groups, media campaigns, whatever—we encourage creativity and possibility.)
5. Participants present their ideas and receive feedback on them from other groups.

**Closing:** Facilitator provides list of resources for continued engagement on the topic of family sustainability. Group reflects by sharing out take-aways, and filling out the exit form.

# COMMUNITY LEVEL CHANGE MODEL



Development facilitated by Patricia Bowie and Cheryl Wold in partnership with The Children's Council, the Magnolia Place Network, and First 5 LA

Name (optional) \_\_\_\_\_

**Exit Slip**

1. What did you expect from this workshop?
2. What did you get out of this workshop?
3. What did you want more of?
4. What part could you have done without?
5. What, if any, actions will you take as a consequence of participating in this workshop?