

FATHERS ROCK



Fathers' engagement in the Role of Care  
Keeping mothers and children safe

# Manual for Fathers' Groups

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## Introduction

This manual for fathers' groups was developed in the course of the EU project FATHERS ROCK (Fathers' engagement in the Role of Care Keeping mothers and children safe).

Under the chapter "General Information" the concept of the workshop series in the course of the project is explained as well as the implementation of the evaluation, followed by explanations about the concept of maximum flexibility in the arrangement and content of the individual units and suggestions on a guiding red thread through the workshop-series.

In the main part of the manual first an overview to each unit is given followed by a more detailed description of the content of each unit.

The penultimate chapter of the manual deals with the evaluation, i.e. the pre- and post-evaluation.

Finally, the appendix to the manual presents other methods that can be used as alternatives in the course of fathers' groups.

## General Information

### Workshop Series

Ideally, a workshop series should have **6 units of 90 minutes each** (compare figure 1). Since this is not always possible, there should also be the option of organising workshop series with less than 6 units. It should be considered, however, that at least one third of the shortened workshop series deals with



Figure 1:  
1 Serie = 6 Units

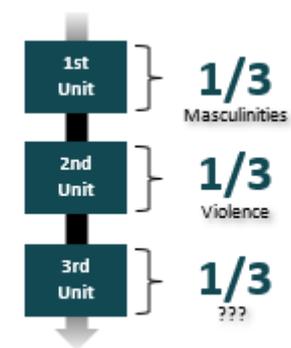


Figure 2:  
1/3 Violence & 1/3 Masculinities

the topic of violence and one third with the topic of masculinities (compare figure 2). This means that in a workshop series of 3 units, one unit should deal with violence, one unit with masculinities and the third unit can be designed as needed. In this way we ensure that both central themes of Fathers Rock (**violence AND masculinities**) are covered in each workshop series. In extreme cases, if a workshop series has only one 90-minute unit, it should cover at least 30 minutes of violence topics and at least 30 minutes of masculinities.

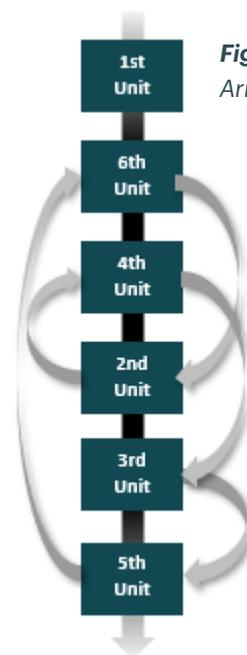
## Evaluation

Each workshop series consists of a pre-evaluation and a post-evaluation and should ideally find time in the first unit of a workshop series and in the last unit of a workshop series so that the response rate is as high as possible. However, since workshop series consisting of only one unit only have 90 minutes available, the participants should (if possible compulsorily) already fill in the evaluation forms before or after the unit in order to save time.

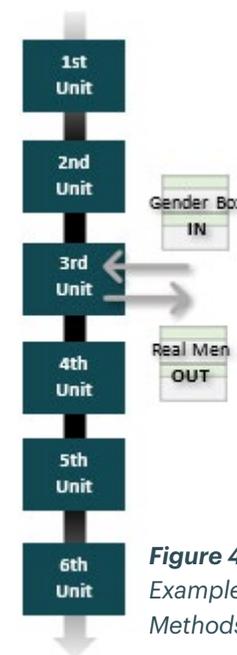
## Flexibility in the arrangement and content of the individual units

The idea is to give each country maximum flexibility in the arrangement and content of the individual units in order to be able to adapt the fathers' groups to the country context in the best possible way. The arrangement of the units can be changed (compare figure 3) and individual methods (e.g. gender box instead of real men) and inputs (e.g. adding homosociality to the input on traditional hegemonic masculinities) can be adapted and integrated to your context (compare figure 4).

You can find alternative methods in the appendix of this manual. Despite all the changes, please make sure that at least one third of a workshop series deals with the topic of violence and one third with the topic of masculinities.



**Figure 3:** Change in Arrangements of Units



**Figure 4:** Example of Adaption of Methods and Inputs

## Guiding Red Thread

In order to create a guiding thread through the whole workshop series, it is important that you visually and verbally point out where there are connections to other contents and units of the fathers' groups (compare figure 5).

**Note**  
This is very much connected what we discussed in Unit 3 about positive parenting!



Another idea to create a thread is to use a fictional family (the Faro family as a reference to Fathers Rock; compare figure 6).

Introduce the Faro family by name in the first session (e.g. Emma, Sofia, Lucas & Hugo Faro) and let them accompany the participants throughout the workshop series by asking questions like "How does it feel like for Sofia when Lucas behaves like this?" (compare figure 7) or "How does this affect Hugo's development?" (compare figure 8). This is to enable the participants to also put themselves in the perspective of a partner, a baby or a toddler.



Figure 5: Note about Connection to other Units

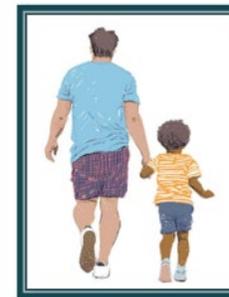


Figure 6: Create a fictional family



Figure 7: Sofia's Point of View



Figure 8: Hugo's Point of View

## Overview First Unit: Masculinities (and Fatherhood)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5-15 min	Participants arrive and find a place & hardware is checked.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get to know your background, your institution & the Fathers Rock Project.	<ol style="list-style-type: none"> <li>1. Your introduction (Name, Profession, etc.) &amp; your institution.</li> <li>2. Introduction of Fathers Rock (aims, offers, duration, funding, involved partner organisations, etc. of FR )</li> </ol>	<p>1. &amp; 2. Used Media: Flipchart, PPP or without freestyle.</p> <p>Tipp: If you use a flipchart, it has the advantage that you can easily hang it up with the other units: if someone new participates, you can point it out to the person.</p>	About 1: This shall happen at the beginning of each unit, but shorter.
10 min (15 min)	Participants get to know each other & we learn their expectations.	<p>Introduction round of participants:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Age &amp; number of kids</li> <li>• How did you come across FR?</li> <li>• What are your expectations of FR?</li> </ul>	Address which expectations can be fulfilled in the course of FR (perhaps also in other units) and which cannot. If you have tips for the unfulfilled ones where they can be fulfilled, share this with the group (or the individual at an opportunity).	Address which expectations can be fulfilled in other units.

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min (30 min)	Group rules are agreed with the participants to facilitate joint working, participants get an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Participants are first introduced to the Concept of Brave Spaces and its rules.</li> <li>2. Then the participants are asked if these rules are OK for them or if they want to add something.</li> <li>3. A short overview of today's unit.</li> </ol>	<p><i>Tip: We recommend using a flipchart: Thereafter you can easily hang it up and keep it present the whole time and you can also hang it up in other units keeping it present.</i></p> <ol style="list-style-type: none"> <li>1. Present the Concept of Brave Spaces and its rules (see Content First Unit section) via Flipchart or PPP.</li> </ol> <p><i>Tip: We recommend to use a flipchart: Therefore you can easily hang it up and keep it present the whole time and you can also hang it up in other units keeping it present.</i></p> <ol style="list-style-type: none"> <li>2. Collect further group rules of the participants on a flipchart.</li> <li>3. Present an overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	Use the Brave Space Flipchart to keep it present in other units.
15 min (45 min)	Getting to know the status-quo of the participants (pre-evaluation).	Evaluation of the status-quo of the participants (pre-evaluation).	Used Media: Evaluation on paper sheets or via Online Media (google forms, etc.).	

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
20 min (65 min)	Via the method Real Men participants get to know the diversity of masculinities and the difference between traditional-hegemonical and Caring Masculinity based on their own experiences.	Method Real Men	Real Men (see Appendix)  Used Media:  1. Paper and pens and a basket to throw the paper balls into.  2. Flipchart to collect characteristics of page 1 (traditional) and page 2 (caring masculinity).	Real Men is linked to every other unit.
20 min (85 min)	The participants get to know the Diversity of Masculinities, privileges and costs of traditional (hegemonic) masculinity and the alternative Caring Masculinity	Input on Diversity of Masculinities, privileges and costs of traditional (hegemonic) masculinity and the alternative Caring Masculinity.	Used Media: PPP (see therefore in the content first unit sections of an example)	The input is linked to every other unit.
5 min (90 min)	The participants get a résumé and an idea What is Coming in the next units.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. Give a short outlook on what will happen in the next units.</li> <li>3. If time: Ask participants for short feedback on the first unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

## Overview Second Unit: Fatherhood (and Masculinities)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min	Participants arrive and find a place & checking of the hardware.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get welcomed, a reminder what happened at the first unit & the rules of the brave space and an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Welcoming of the group.</li> <li>2. Short résumé on the content of the first unit.</li> <li>3. Reminder on the group rules (flipchart of the brace space).</li> <li>4. A short overview of today's unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Use the PPP or Flipchart you used for the résumé at the first unit.</li> <li>3. Just point at the flipchart of the rules of the brave space.</li> <li>4. Present of overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Used in 1. Unit.</li> <li>3. Used in 1. Unit.</li> </ol>

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
30 min (45 min)	<p>Participants reflect on the influence of one's own father (or other important "male persons") in the near social environment and therefore on their influence on their kid.</p> <p>Participants reflect on the self-experienced positive aspects of their fathers (or other men*) for the upbringing of their own children and not to repeat the destructive aspects of their fathers in dealing with their children.</p>	Method Fathers's Icon.	<p>Father's Icons (see Appendix)</p> <p>Used Media:</p> <p>Objects or photos that express different aspects of fatherhood and father child relationships.</p>	
20 min (65 min)	<p>Via the method Real Fatherhood participants get to know the difference between the traditional-hegemonical Idea of Fatherhood and Fatherhood by Caring Masculinities based on their own experiences.</p>	Method Real Fatherhood.	<p>Real Fatherhood (see Appendix)</p> <p>Used Media:</p> <ol style="list-style-type: none"> <li>1. Paper and pens and a basket to throw the paper balls into.</li> <li>2. Flipchart to collect characteristics of page 1 (traditional) and page 2 (caring Fatherhood).</li> </ol>	Refers to Real Man Method used in Unit 1.

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
20 min (85 min)	The participants get to know the costs of traditional (hegemonic) masculinity on Fatherhood and the alternative Active Fatherhood as one part of Caring Masculinity.	Input on Costs of traditional (hegemonic) masculinity on Fatherhood and the alternative Active Fatherhood as one part of Caring Masculinity.	Used Media: PPP (see therefore in the content sections of an example)  Also Videos where fathers describe their experience in paternity leave should be used.	Refers to in Unit 1 input on Diversity of Masculinities, costs of traditional masculinity and Caring Masculinity.
5 min (90 min)	The participants get a résumé and an idea of what is coming up in the next units.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. Give a short outlook what will happen the next units.</li> <li>3. If time: Ask participants for short feedback on the second unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

## Overview Third Unit: Parenting (and Fatherhood)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min	Participants arrive and find a place & hardware is checked.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get welcomed, a reminder of what happened at the second unit & the rules of the brave space and an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Welcoming of the group.</li> <li>2. Short résumé on the content of the second unit.</li> <li>3. Reminder on the group rules (flipchart of the brace space).</li> <li>4. A short overview of today's unit</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the PPP or Flipchart you used for the résumé at the second unit.</li> <li>2. Just point at the flipchart of the rules of the brave space.</li> <li>3. Present overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Used in 2. Unit.</li> <li>3. Used in 1. Unit.</li> </ol>
10 min (25 min)	By showing the Welfare state regulations regarding early paternity leave, paternity leave, etc. the participants get aware of possibilities	Input on possibilities of being an active father (legal situation in the participating country about early paternity leave, paternity leave, etc.)	Used Media: PPP (see therefore in the content sections of an example)	Refers to Unit 2 Active Fatherhood

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
20 min (45 min)	This input is intended to provide participants with a reflective option to take in situations of overwhelm or frustration with their children and therefor avoid violence.	Input on positive Parenting	Used Media: PPP (see therefore in the content sections of an example)	Refers to Unit 2 Active Fatherhood & 5th and 6th Unit about Violence and Resilience
30 min (75 min)	By using a short video, like the "Quarks Experiment - Are we pushing children into gender roles?" the participants get an idea how we unconsciously push our children into gender roles already as babies and thereby get encouraged to reflection on what parents can do to ensure that the own child is not reduced to gender stereotypes in terms of his*her possibilities.	Method Short Video on how we are pushing children into gender roles (i.e. in German: "Quarks Experiment - Are we pushing children into gender roles?")	Used Media:  1) A beamer for the projection of the video (Since the video is in German, it would be important to show other videos in the native language of the participants of the workshop, but with the same content (pushing children into gender roles) as the Quarks experiment).  2) PPP or Flipchart	
10 min (85 min)	By giving a short input with facts of how we push children into gender roles and how this limits their possibilities the participants become aware and can decide what they want to contribute to avoid that.	Short input on gender sensitive education.	Used Media: PPP (content still needs to be developed).	

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min (90 min)	The participants get a résumé and an idea of what is coming in the next units.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. Give a short outlook what will happen the next units.</li> <li>3. If time: Ask participants for short feedback on the third unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

## Overview Fourth Unit: Partnership (and Parenting)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min	Participants arrive and find a place & checking of the hardware.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get welcomed, a reminder of what happened at the third unit & the rules of the brave space and an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Welcoming of the group.</li> <li>2. Short résumé on the content of the second unit.</li> <li>3. Reminder on the group rules (flipchart of the brave space).</li> <li>4. A short overview of today's unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Use the PPP or Flipchart you used for the résumé at the third unit.</li> <li>3. Just point at the flipchart for the rules of the brave space.</li> <li>4. Present of overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Used in 3. Unit.</li> <li>3. Used in 1. Unit.</li> </ol>
30 min (45 min)	Participants reflect on the time devoted to caring for and looking after children and analyse the relationship and communication with the child's other parent.	Method "Hours in a Day - Day Cake"	<ul style="list-style-type: none"> <li>• Paper and Pencils</li> <li>• Flipchart and Pencils (or something similar but digital)</li> </ul>	Refers to 5th and 6th Unit about Violence and Resilience

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
20 min (65 min)	Participants should get an idea on the benefits of equal share of care.	Short Input on equal share of care.	Used Media: PPP (content of PPP still needs to be developed).	Refers to 5th and 6th Unit about Violence and Resilience
10 min (75 min)	Participants should reflect on sexual consent and how sexuality changes through pregnancy and birth.	Method Tea Consent (see appendix).	Used Media: PPP	Refers to 5th and 6th Unit about Violence and Resilience
10 min (85 min)	Participants should get an idea of how to talk about sexuality with the partner and where to get support for that (literature, counselling, etc.).	Short Input on "How to talk about Sexuality with the partner".	Used Media: PPP (content of PPP still needs to be developed).	Refers to 5th and 6th Unit about Violence and Resilience
5 min (90 min)	The participants get a résumé and an idea of What is Coming in the next units.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. Give a short outlook what will happen the next units.</li> <li>3. If time: Ask participants for short feedback on the fourth unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

## Overview Fifth Unit: Resilience (and Partnership)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min	Participants arrive and find a place & hardware is checked.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get welcomed, a reminder of what happened at the fourth unit & the rules of the brave space and an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Welcoming of the group.</li> <li>2. Short résumé on the content of the second unit.</li> <li>3. Reminder on the group rules (flipchart of the brace space).</li> <li>4. A short overview of today's unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Use the PPP or Flipchart you used for the résumé at the fourth unit.</li> <li>3. Just point at the flipchart of the rules of the brave space.</li> <li>4. Present an overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Used in 4. Unit.</li> <li>3. Used in 1. Unit.</li> </ol>
25 min (40 min)	The participants learn to recognize violence in its different forms. Knowing and identifying violence is an indispensable way to prevent it. Gender-based violence is explicitly addressed through the given examples. The participants reflect their own assessment and experience with violence.	Method "Traffic Light of Violence - Understanding what violence is" (see appendix).	<ul style="list-style-type: none"> <li>• Flipcharts or PowerPoint with definitions of violence</li> <li>• Flipcharts for the case vignettes</li> <li>• Paper or Objects in the colours red, yellow and green</li> </ul>	Refers to 3rd and 4th Unit about Parenting and Partnership.

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
10 min (50 min)	Participants should get an idea what violence is, and which forms fall under violence.	Short Input on the definition and forms of Violence.	Used Media: PPP (see therefore in the content sections of an example)	Refers to 3rd and 4th Unit about Parenting and Partnership.
20 min (70 min)	Participants get strategies on how to act constructively on conflicts to avoid acting violently.	Method "The conflict from the cup's point of view" (see appendix).		Refers to 4th Unit about Partnership.
15 min (85 min)	Participants should get strategies on how to avoid acting violently.	Input on the ABC-Model.	Used Media: PPP (see therefore in the content sections of an example)	
5 min (90 min)	The participants get a résumé and an idea of What is Coming in the next units.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. Give a short outlook what will happen the next units.</li> <li>3. If time: Ask participants for short feedback on the fifth unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

## Overview Sixth Unit: Resilience (and Selfcare)

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
5 min	Participants arrive and find a place & hardware is checked.	<ol style="list-style-type: none"> <li>1. Individually welcoming of the participants to the workshop.</li> <li>2. Checking if the "Hardware" (Laptop, Beamer, etc.) is working.</li> </ol>		
10 min (15 min)	Participants get welcomed, a reminder what happened during the fifth unit & the rules of the brave space and an overview of today's unit.	<ol style="list-style-type: none"> <li>1. Welcoming of the group.</li> <li>2. Short résumé on the content of the second unit.</li> <li>3. Reminder on the group rules (flipchart of the brace space).</li> <li>4. A short overview of today's unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Use the PPP or Flipchart you used for the résumé at the fifth unit.</li> <li>3. Just point at the flipchart of the rules of the brave space.</li> <li>4. Present of overview of today's unit via Flipchart or PPP. If you use a Flipchart this has the advantage that you can leave it hanging and the participants always have an overview of where you are in the unit.</li> </ol>	<ol style="list-style-type: none"> <li>2. Used in 5. Unit.</li> <li>3. Used in 1. Unit.</li> </ol>
30 min (45 min)	Participants learn to distinguish the emotion of anger from violence as an action we choose to use. The participants explore ways to avoid the use of violence even when angry and learn to calm their minds and bodies and, eventually, using "time out" if necessary.	Method "Cola Bottle Exercise" (see appendix).	<ul style="list-style-type: none"> <li>• Cola Bottle</li> <li>• Cups for later</li> <li>• Flipcharts and Pencils (or digital)</li> </ul>	Refers to 3rd and 4th Unit about Parenting and Partnership.

Duration	Aim	Content	Method & used Media (PPP, Flipchart, etc.)	Link to other Units
30 min (75 min)	Participants learn about different coping strategies. It raises consciousness for the significance of self-care and treating oneself well. The participants reflect on their wellbeing and mental health and share their strategies to maintain those.	Method "Piano/Flower of Self-Care" (see appendix).	<ul style="list-style-type: none"> <li>• Sheets with printed-out black and white piano keys for each participant or a flower with white leaves &amp; Pencils</li> <li>• Flipcharts and Pencils</li> </ul>	Refers to 3rd and 4th Unit about Parenting and Partnership.
10 min (85 min)	Getting to know the behavioural changes through the fathers group of the participants (post-evaluation).	Evaluation of the behavioural changes through the fathers group of the participants (post-evaluation).	Used Media: Evaluation on paper sheets or via Online Media (google formulare, etc.).	
5 min (90 min)	The participants get a résumé.	<ol style="list-style-type: none"> <li>1. Give a short résumé on what happened today.</li> <li>2. If time: Ask participants for feedback on the last unit.</li> </ol> <p><i>IMPORTANT: The last slide of your PPP should always be about institutions where men can find support (Men's counselling, etc.).</i></p>	1. & 2.: You can use a PPP or Flipcharts for that.	

# Content First Unit

## Concept of Brave Space

### Brave Space



1. 'Agree to disagree & controversy with civility': Dignified disputes! (see also "Dignity" in Charter of Fundamental Rights of the European Union)
2. 'Owning intentions and impacts': The intention of an action is separated from its effect!
3. 'Challenge by choice': Members of the group decide for themselves when to enter and leave the discussion!
4. 'Respect': Members of the group show respect for others and reflect actively on what respect looks like!
5. 'No attacks': Members of the group agree not to harm each other, to be open to criticism & not to dismiss criticism as personal attacks!

Source: Brian Arao & Kristi Clemens (2013). *The Art of Effective Facilitation: Reflections from Social Justice Educators*.

Arao, Brian and Clemens, Kristi. 2013. *The Art of Effective Facilitation: Reflections from Social Justice Educators*.

## Method Real Men

### Duration

Approx. 20 min

### Goal & Educational Aim

- Participants gain an understanding of the diversity of masculinities.
- Participants reflect on the work it takes to perform and embody gender stereotypes.
- Participants reflect on the characteristics of a hegemonic form of masculinity and how it can change.
- Caring Masculinity becomes evident: participants reflect about characteristics they like about the men\* they know – usually these aspects are relational, emotional and personal parts.

### Preparation & Educational Material

Paper and pens for all participants, a basket.

### Step by Step Description

The methods are framed by short impulses on hegemonic masculinity and caring masculinities. The method should make these concepts visible from the perspective of the participants; trainers give short impulses on this before and after the session.

1. Prepare pens and paper for every participant.
2. **Writing about "men in general":** Hand out sheets of paper and pens to each participant. Ask them to number the two sides of the paper with 1 (front side) and 2 (back side). Ask the participants to think about societal ideas about and expectations of men\* and write them down on page.

*"What do you think society thinks how a real man should be like? What is typically masculine? Describe this on the first page."*

3. **Writing about a "man I like":** Ask the participants to think about a male person they like and to describe this person on page 2.

*"Now please think of a male person from your group of friends, or your family, or from school, or anywhere else that you like very much. Please describe on page 2 why you like him."*

4. **Reading each other's ideas:** Ask the participants to now take their paper and form a ball. Then ask them to throw it in a basket you placed in the middle of group. Collect all the paper balls and ask every participant to take one paper ball out of the basket.

5. **Forming pairs and talking about masculinity concepts:** Ask the participants to now find a partner (ideally someone they do not know very well) and to talk about the following questions:

- Are the characteristics we listed on page 1 the same that we listed on page 2?
- Where are they similar, where do they differ?
- What can it mean when they are different?

6. **Discussion:** Ask participants to share what they have learned from writing, reading and discussing their ideas about "men\* in general" and "a man I like".

During the discussion, you could talk about:

- **"Typical" vs. real-life masculinity** (embodying societal concepts, costs to men\* of attempting to strictly adhere to dominant expectations of masculine ideology)
- **Changing ideas of masculinity over time** and differences in different societies
- **Hegemonic masculinity vs. devalued forms of masculinities** (masculinity that is most dominant at any given time, few men\* are able to live up to the "ideal")
- **Diversity within masculinities** (e.g. in relation to social class, age, family status, ethnic identity, immigration status)
- **Caring masculinities** (self-concepts & societal structures that make it possible/impossible for men\* to embrace and enact values of care in their private and working lives)

● **Masculinities and vulnerability.**

This method should always finish with reflecting on what the people experienced and how they felt about it. Do not end the method without ending clearly (asking participants to leave their role) and checking how people feel.

**Resources & Further Literature**

A Variation from:

- **Bissuti, Romeo/Wöfl, Georg. 2011.** Stark aber wie? Methodensammlung und Arbeitsunterlagen zur Jungenarbeit mit dem Schwerpunkt Gewaltprävention, Bundesministerium für Unterricht, Kunst und Kultur (Abteilung GM/Gender und Schule), Vienna, 2nd Edition.  
<https://healtheducationresources.unesco.org/sites/default/files/resources/22157.pdf>
- **Holtermann, Daniel (ed.). 2019.** Strengthening Boys\* to Pursue Care Occupations. A handbook for teachers and vocational counsellors working with boys\* and multipliers for gender sensitive vocational orientation. With contributions by Daniel Holtermann, Marc Gärtner, Elli Scambor, Josua Russmann, Stefan Pawlata, Erika Bernacchi, Francesca Lamedica, Irene Biemmi, Irene Farsi, Majda Hrženjak, Mojca Frelih, Živa Humer, Roza Dimova, Tatyana Kmetova, Vilana Pilinkaite Sotirovic, Margarita Jankauskaite, Bernard Könnecke and Yannik Markhof.  
[https://www.boys-in-care.eu/fileadmin/BIC/General/Boys\\_in\\_Care\\_2019\\_Strengthening\\_Boys\\_to\\_pursue\\_Care\\_Occupations\\_-\\_Manual\\_onlineversion.pdf](https://www.boys-in-care.eu/fileadmin/BIC/General/Boys_in_Care_2019_Strengthening_Boys_to_pursue_Care_Occupations_-_Manual_onlineversion.pdf)

**Input on Diversity of Masculinities, Hegemonic and Caring Masculinity**

**FAT FATHERS ROCK**

### The Diversity of Masculinities

Raewyn Connells (1993) "Masculinities":  
Qualitative study through interviews → Four Types of Masculinity:

- Men of Reason
- A Whole New World
- A Very Straight Gay
- Live Fast and Die Young

} The different masculinities are in a hierarchy (with Men of Reason on top) and relationship to each other. These relationships are characterised by

- subordination, marginalisation (because of behavior, sexuality, performance) and
- complicity (all masculinities benefit from the oppression of women, for example).

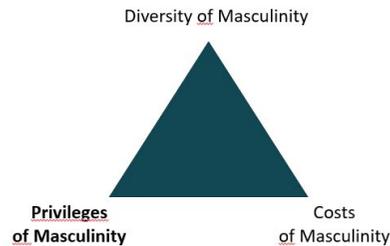
→ **Showing the Diversity of Masculinity**

Source: Connell, Raewyn. 2015. Der gemachte Mann. Konstruktion und Krise von Männlichkeiten. 4. Auflage. Wiesbaden: Springer VS Verlag.

Connell, Raewyn. 2015. Der gemachte Mann. Konstruktion und Krise von Männlichkeiten. 4. Auflage. Wiesbaden: Springer VS Verlag.

By using Raewyn Connell you can explain the diversity of masculinities and hegemonical hierarchy between different masculinities.

### Messner Triangle: Privileges



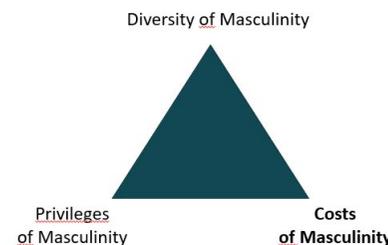
- View examples of **Privileges of Masculinity** (in Styria):
- Men in parttime jobs: 11% (Women: 51%)
  - Gender Pay Gap (general): 40%
  - Gender Pay Gap (fulltime jobs): 15%
  - Pension Pay Gap: 40,5%
  - Only 18,6% of fathers use paternity leave (of which 92.5% under 3 months)
  - Men caring for relatives: 12.6% (Women: 20,3%)
- Source: Quelle: Equal Care Day Konferenz Folder 2023

Source: Scambor, Elli/ Bissuti, Romeo. 2017. Drei Seiten einer Medaille. Standortbestimmung gleichstellungsorientierter Männerarbeit im geschlechterpolitischen Feld. In: Krainz, Ulrich/ Strasser, Irene/ Buchner, Manfred. Kritische Männerarbeit. Positionen, aktuelle Entwicklungen und psychosoziale Praxis. Journal für Psychologie, Jahrgang 25 (2017), Ausgabe 2. S. 102

By using the **Messner Triangle** you can describe Privileges of Masculinity as well as Costs of Masculinity and the idea that it needs all three cornerstones to have a critical masculinity approach.

Scambor, Elli/ Bissuti, Romeo. 2017. Drei Seiten einer Medaille. Standortbestimmung gleichstellungsorientierter Männerarbeit im geschlechterpolitischen Feld. In: Krainz, Ulrich/ Strasser, Irene/ Buchner, Manfred. Kritische Männerarbeit. Positionen, aktuelle Entwicklungen und psychosoziale Praxis. Journal für Psychologie, Jahrgang 25 (2017), Ausgabe 2. S. 102.

### Messner Triangle: Costs



- View examples of **Costs for other genders** by hegemonical Masculinity:
- Violence: Men are significantly more violent than women.
  - Care work: Men do much less paid & especially unpaid care work.
  - Emotionality: Men often have a reduced perception of feelings.
  - ...
- View examples of **Costs for Men** by hegemonical Masculinity:
- Mortality: men die about 5 years earlier
  - Suicide rate: Men commit suicide 3 times as often as women.
  - Crime: 94% of prison inmates are male
  - Addictive behaviour: 88% in gambling addiction; 80% serious addictive toxins; 75% alcohol addiction;
  - Health: men seek help much later (or never!), especially for mental health problems
  - ...

Source: Scambor, Elli/ Bissuti, Romeo. 2017. Drei Seiten einer Medaille. Standortbestimmung gleichstellungsorientierter Männerarbeit im geschlechterpolitischen Feld. In: Krainz, Ulrich/ Strasser, Irene/ Buchner, Manfred. Kritische Männerarbeit. Positionen, aktuelle Entwicklungen und psychosoziale Praxis. Journal für Psychologie, Jahrgang 25 (2017), Ausgabe 2. S. 102

## Caring Masculinities



### What is Caring Masculinity?

- Caring for someone
- Caring for something
- Paid & unpaid care work
- Rejection of violence & dominance

By using the this graphic you can give participants an idea what caring masculinity is about

Quelle: Vgl. Gärtner, Scambor, Warat (ed.), 2021; Scambor, Holter, Theunert 2015; Scambor, Wojnicka, Bergmar Scambor, E., Wojnicka, K. Bergmann, N. (Hg.) (2013). *The Role of Men in Gender Equality – European strategies & insights* the European Union. <https://op.europa.eu/en/publication-detail/-/publication/f6f90d59-ac4f-442f-be9b-32c3bd36eaf1/language-en>

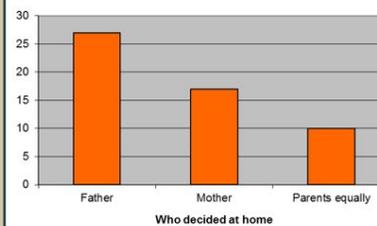
Scambor, Elli/ Wojnicka, K./ Bergmann, Nadja (eds.). 2013. *The Role of Men in Gender Equality – European strategies & insights*. <https://op.europa.eu/en/publication-detail/-/publication/f6f90d59-ac4f-442f-be9b-32c3bd36eaf1/language-en>

You should also show the benefits of Caring Masculinity.

## Benefits of Caring Masculinity



Experience of violence / physical punishment in childhood, by parental equality (percent)  
Gender equality and quality of life 2007, Norway (N=2571)



= Violence prevention.

Holter, Øystein/ Svare, Helge/ Egeland, Cathrine. 2009. *Gender equality and quality of life: a Norwegian perspective*.



= Better relationship with one's own kids.

Unikid Unicare Austria. 2018. *Väterkarenz*. <https://www.youtube.com/@unikidunicareustria5002>



= More crisis-resistant.

Self-esteem rests on several pillars, not only career.

# Content Second Unit

## Method Father Icons

### Duration

Approx. 30 min

### Goal & Educational Aim

- Reflections on the influence of one's own father or other important "male persons" in the near social environment.
- Using the self-experienced positive aspects of their fathers (or other men\*) for the upbringing of their own children and not to repeat the destructive aspects in dealing with their children.

### Preparation & Educational Material

- Objects or photos that express different aspects of fatherhood and father child relationships,
- Flipcharts and Pencils,
- Index cards and Pencils.

### Step by Step Description

#### PART ONE:

1. Form a circle with the participants.
2. As group leaders, place objects or photos that express different aspects of fatherhood and father child relationships in the center of the circle.
3. Ask participants to choose an object from the center that expresses the influence of their own father or another "fatherly person" in their biography (or else embodies fatherhood as imagined by the participant). Alternatively, ask participants to spend a few minutes focusing on what this item might look like.
4. Ask each participant to share a short story about this item and what it says about their experience of fatherhood, paternal persons, or ideal of their own fatherhood. If someone doesn't want to share, that's okay and should be communicated that way.
5. Once all participants are through with their narratives, present the following statements on the flip chart:

"Something my father gave me along the way that I want to pass on to my children is ..."

"Something from my father that I don't want to pass on to my children is ..."

Ask participants to write down their answers on previously distributed index cards and collect the answers afterwards.

6. The group leaders then read the answers aloud and ask the group which statement they think the answer belongs to. Ask participants to share their thoughts (if they wish).

**PART TWO (optional, if time):**

In the following discussion, the exemplary as well as the aspects experienced as negative in the biographical experience with the father, or "paternal figures", are discussed.

1. First, the following question (recorded on a flip chart) should be discussed:

"To what extent do traditional definitions of masculinity influence how fathers interact with their children?"

Give examples of this:

- Men should not cry
- Men should keep their distance emotionally and physically from their children (not kissing or hugging)
- Men use violence as a form of conflict resolution
- Etc.

Collect the results in key words on the flipchart.

2. Then discuss the following question (record on flipchart):

"To what extent do traditional definitions of femininity influence women's growing up and care behaviours?"

Again, examples can be given:

- Women care about the household and raising children, not about their professional careers
- Women are sensitive and weaker
- etc.

Again, collect the results on the flipchart.

3. This will be followed by discussion on the following questions:

*"How can we fathers succeed in leaving these attitudes behind and live more partnership at eye level?"*

*"How can we fathers succeed in getting more involved in raising children and living partnership at eye level also in raising our children?"*

The results or answers to these questions should also be documented here on the flipchart.

If a participant feels the need to talk to his or her father about this, the group leaders should encourage him or her to do so, especially if negative emotions are also present.

In a final round, the group leaders should refer to the following positive statement: "Self-experienced painful experiences can become the motor for a development that can prevent a repetition of negative father-behaviour and encourage positive father-behaviour".

### Resources & Further Literature

- Kirchengast, Anna/ Lubbock, Annina/ Ignacio, Caroline Ferraz/ Scambor, Elli/ Rentzou, Konstantina/ Jankauskaite, Margarita/ Suppan, Veronika/ Sotirovic, Vilana Pilinkaite/ Trikić, Zorica (2022): Parent European Manual: Promotion, Awareness Raising and Engagement of men in Nurture Transformations.

<https://parent.ces.uc.pt/resource/parent-european-manual/>

### Method Real Fatherhood

#### Duration

Approx. 20 min

#### Goal & Educational Aim

- Participants reflect on the characteristics of a hegemonic form of fatherhood.
- Caring Masculinity becomes evident: participants reflect about characteristics they like about a father figure they know – usually these aspects are relational, emotional and personal parts.

#### Preparation & Educational Material

Open Paper and pens for all participants, a basket.

#### Step by Step Description

1. Prepare pens and paper for every participant.
2. Writing about “fatherhood in general”: Hand out sheets of paper and pens to each participant. Ask them to number the two sides of the paper with 1 (front side) and 2 (back side). Ask the participants to think about societal ideas about and expectations of fatherhood and write them down on page.  
*“What do you think society thinks how a fathers should be like? What are the responsibilities of a father in our society? Describe this on the first page.”*

3. Writing about a "father figure I like": Ask the participants to think about a father figure they like and to describe this person on page 2.

*"Now please think of a father (could be a friend, colleague, also a figure from movies, etc.) you know and like very much. Please describe on page 2 why you like him."*

4. Reading each other's ideas: Ask the participants to now take their paper and form a ball. Then ask them to throw it in a basket you placed in the middle of group. Collect all the paper balls and ask every participant to take one paper ball out of the basket.
5. Forming groups of two and talking about masculinity concepts: Ask the participants to now find a partner (ideally someone they do not know very well) and to talk about the following questions:
  - Are the characteristics we listed on page 1 the same that we listed on page 2?
  - Where are they similar, where do they differ?
  - What can it mean when they are different?

6. Discussion: Ask participants to share what they have learned from writing, reading and discussing their ideas about "fatherhood in general" and "a father I like".

This method should always finish with reflecting on what the people experienced and how they felt about it. Do not end the method without ending clearly (asking participants to leave their role) and checking how people feel.

## Resources & Further Literature

### Resource

An adaption ("real fatherhood" instead of "real men") of:

- Bissuti, Romeo/Wöfl, Georg. 2011. Stark aber wie? Methodensammlung und Arbeitsunterlagen zur Jungenarbeit mit dem Schwerpunkt Gewaltprävention, Bundesministerium für Unterricht, Kunst und Kultur (Abteilung GM/Gender und Schule), Vienna, 2nd Edition.

<https://healtheducationresources.unesco.org/sites/default/files/resources/22157.pdf>

- Holtermann, Daniel (ed.) (2019): Strengthening Boys\* to Pursue Care Occupations. A handbook for teachers and vocational counsellors working with boys\* and multipliers for gender sensitive vocational orientation. With contributions by Daniel Holtermann, Marc Gärtner, Elli Scambor, Josua Russmann, Stefan Pawlata, Erika Bernacchi, Francesca Lamedica, Irene Biemmi, Irene Farsi, Majda Hrženjak, Mojca Frelih, Živa Humer, Roza Dimova, Tatyana Kmetova, Vilana Pilinkaite Sotirovic, Margarita Jankauskaite, Bernard Könnecke and Yannik Markhof.

[https://www.boys-in-care.eu/fileadmin/BIC/General/Boys\\_in\\_Care\\_2019\\_Strengthening\\_Boys\\_to\\_pursue\\_Care\\_Occupations\\_-\\_Manual\\_onlineversion.pdf](https://www.boys-in-care.eu/fileadmin/BIC/General/Boys_in_Care_2019_Strengthening_Boys_to_pursue_Care_Occupations_-_Manual_onlineversion.pdf)

**Input on Costs of Hegemonic Masculinity on Fatherhood and Active Fatherhood**

By using statistics, reports of men\* with experience about active fatherhood you can explain the benefits of active Fatherhood.

**Benefits of Active Fatherhood**  
(a.k.a. Caring Masculinity)

FAT FATHERS ROCK



**= Violence prevention.**

Holter, Øystein/ Svare, Helge/ Egeland, Cathrine, 2009. Gender equality and quality of life: a Norwegian perspective



**= Better relationship with one's own kids.**

Unikid/Unicare. <https://www.youtube.com/@unikidunicareustria5002>



**= More crisis-resistant.**

Self-esteem rests on several pillars, not only career.

Holter, Øystein/ Svare, Helge/ Egeland, Cathrine, 2009. Gender equality and quality of life: a Norwegian perspective.

Unikid Unicare Austria. 2018. Väterkarenz. <https://www.youtube.com/@unikidunicareustria5002>

# Content Third Unit

## Method "Quarks Experiment - Are we pushing children into gender roles?"

### Duration

Approx. 30 min

### Goal & Educational Aim

- Reflection on the construction of gender roles
- Reflection on what you can do as a parent to ensure that your own child is not reduced to gender stereotypes in terms of his or her possibilities

### Preparation & Educational Material

- A Computer and a Beamer
- Flipcharts and Pencils

### Step by Step Description

1. Show a Video in your native language about our subconscious division of children into gender roles, similar to "Quarks Experiment - Are we pushing children into gender roles?":
2. After showing the Video, ask several questions. Before you ask the group it makes sense to write the questions down on flipcharts.

Ask general questions like:

- Is there a difference based on the gender of the child?
- Do fathers\* and mothers\* play differently with the children?
- What can parents do to overcome classic gender roles so that their children have more freedom?
- Etc.

Ask self-reflecting questions like:

- What were you praised for in childhood? (What does this have to do with gender?)
- Were you not allowed to do certain things, play games, because you were a boy\*, a girl\*? From whom did the sanctions or threats of sanctions come if you did dare?
- What expectations were placed on you as a boy, girl?

Before the topics are discussed in the large group, it often makes sense to have the questions discussed in advance in small groups of two, three, etc.

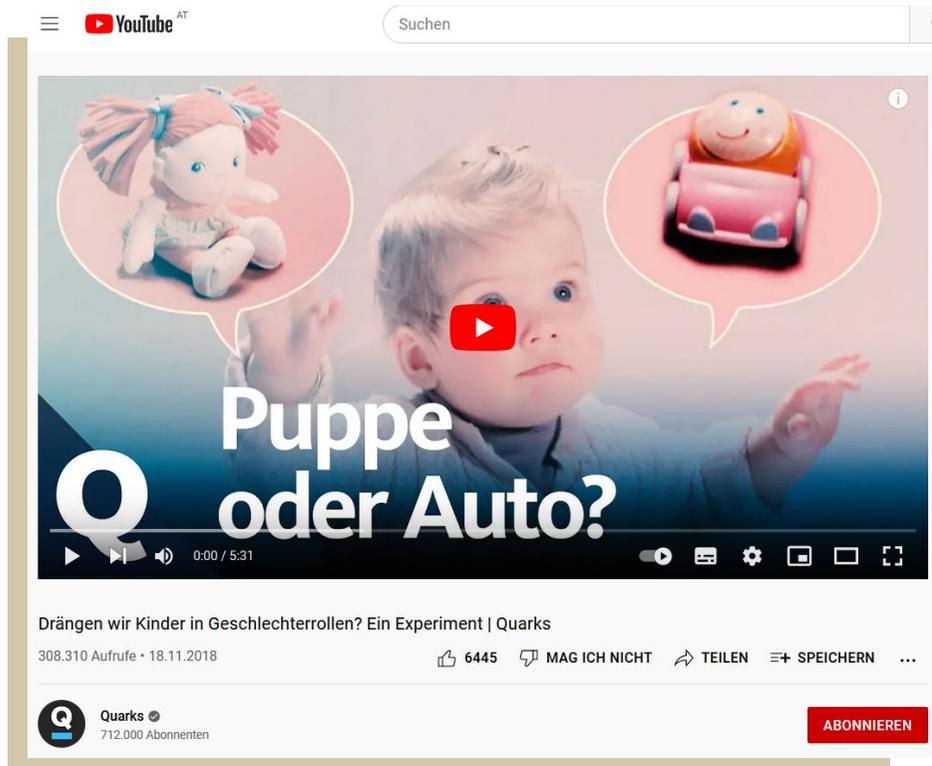


Figure 2: Link: <https://www.youtube.com/watch?v=nCYP9Nxxw2s4>

### Resources & Further Literature

Rau/ Anke. 2018. Drängen wir Kinder in Geschlechterrollen? Ein Experiment. Quarks.

<https://www.youtube.com/watch?v=nCYP9Nxxw2s4>

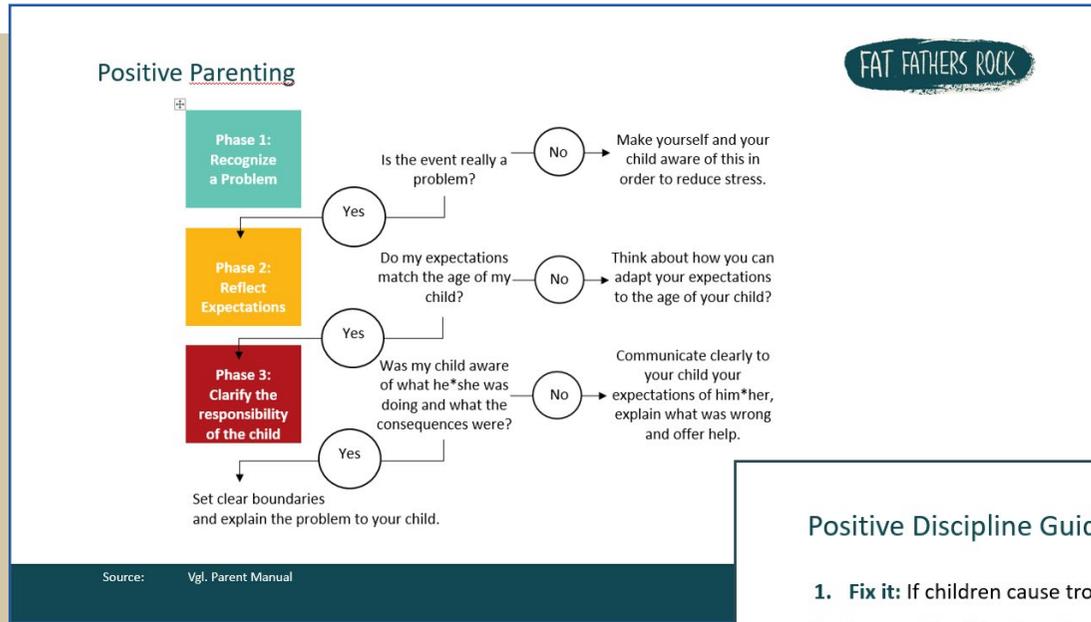
Input on possibilities of being an Active Father

**FAT FATHERS ROCK**

**Legal Situation on Parental Leave & Parental part-time work**

<p><b>Papamonat &amp; Familienzeitbonus in...</b> Arbeiterkammer Österreich</p> <p>▶ <b>on Early Paternal Leave in Austria:</b> <a href="https://www.youtube.com/watch?v=d-0cwN98E28">https://www.youtube.com/watch?v=d-0cwN98E28</a></p>	<p><b>Karenzteilung So funktioniert's!</b> Arbeiterkammer Österreich</p> <p>▶ <b>on Shared Parental Leave in Austria:</b> <a href="https://www.youtube.com/watch?v=n6kTGHX0k0">https://www.youtube.com/watch?v=n6kTGHX0k0</a></p>	<p><b>Elternteilzeit in Österreich   Arbeitsstunden reduzieren ...</b> Arbeiterkammer Österreich</p> <p>▶ <b>on Parental Part-time Work in Austria:</b> <a href="https://www.youtube.com/watch?v=gLYoJlIBDLM">https://www.youtube.com/watch?v=gLYoJlIBDLM</a></p>
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By using videos and websites, etc. show the legal situation on Paternity Leave, etc. in your Country.



Input on positive Parenting

Kirchengast, Anna/ Lubbock, Annina/ Ignacio, Caroline Ferraz/ Scambor, Elli/ Rentzou, Konstantina/ Jankauskaite, Margarita/ Suppan, Veronika/ Sotirovic, Vilana Pilinkaite/ Trikić, Zorica (2022): Parent European Manual: Promotion, Awareness Raising and Engagement of men in Nurture Transformations. <https://parent.ces.uc.pt/resource/parent-european-manual/>

Explain concepts like positive Parenting.

**Positive Discipline Guidelines**

1. **Fix it:** If children cause trouble or hurt another child, expect him/her to repair the damage.
2. **Ignore attention drawing misbehaviour:** The best way to deal with misbehaviour that is designed to get your attention is to simply ignore the child.
3. **Be firm:** Explain clearly that the child has to do what she\*he is asked to do.
4. **Stay in control:** Act before the situation gets out of control.
5. **Separation:** If children provoke, fight, bicker, hit or kick each other, calm them down or separate them for a while.
6. **Behaviour management:** Talk to the children in a calming tone to find out what has led to a disagreement.
7. **Redirection and distraction:** If children become too agitated, stop them.
8. **Highlighting:** Highlight good behaviour.

Source: Vgl. Parent Manual

# Content Fourth Unit

## Method "Hours in a Day - Day Cake"

### Duration

Approx. 30 min

### Goal & Educational Aim

- To reflect on the time devoted to caring for and looking after children.
- To promote a more equitable, equal distribution of such activities.
- To analyze the relationship and communication with the child's mother.
- To discuss the value of unpaid work not only for the family but also for society as a whole.

### Preparation & Educational Material

- Paper and Pencils
- Flipchart and Pencils

### Step by Step Description

Proceed with the exercise as follows:

1. Ask the participants to draw a large circle on a white sheet of paper. This corresponds to 24 hours of the day.
2. Ask the participants to record "pieces of cake" that represent the time they spend each day on tasks such as work, sleep, eating, recreation, leisure, housework, etc. The time should also include time for caring for and raising children, and time for playing with children. Also time for taking care of and raising children and playing with children should be recorded here.
3. Ask participants to draw another pie chart, but this time from the perspective of their child's mother or partner: "What do you think the 24-hour day looks like in a pie chart of your child's mother or partner?"
4. At the end of the exercise, have the participants present their pie charts.

The presentations are followed by a large group discussion. Allow time for each participant to share his or her thoughts with the group. If the exercise is done with pairs, ask the pairs to share their observations Regarding similarities and differences in their diagrams.

Possible questions during the group discussion could be:

- What could you observe in this exercise regarding how each parent uses their time?
- Do you think these differences are fair? Why? Why not?
- How do you think your partners feel about the current allocation of time for household tasks?"

If your resources allow, record key findings from the discussion on a flipchart or whiteboard in key words. Give participants the opportunity to photograph this afterwards, or email participants photos of this documentation.

#### Resources & Further Literature

Kato-Wallace, Jane/ Martins, Marco Aurelio/ Barker, Gary/ Moura, Tatiana/ Aguayo, Pancho/ Kimmelman, Eduardo/ Mendoza, Douglas/ Montoya, Oswaldo/ Reyes, Ruben. 2013. Program P – A Manual for Engaging Men in Fatherhood, Caregiving, Maternal and Child Health.

<https://www.equimundo.org/wp-content/uploads/2014/12/Program-P-A-Manual-for-Engaging-Men-in-Fatherhood-Caregiving-and-Maternal-and-Child-Health.pdf>

#### Method "Tea Consent"

##### Duration

Approx. 20 min

##### Goal & Educational Aim

- Reflection on sexual consent
- Reflection on the change of sexuality through pregnancy and birth

##### Preparation & Educational Material

- A Computer and a Beamer
- Flipcharts and Pencils

##### Step by Step Description

1. Give a short introduction about consent: "Consensus describes something like a win-win situation for all parties involved, i.e. a solution from which everyone benefits. To get closer to the topic of sexual consensus, let's start by showing you a YouTube video on the subject."
2. Show the Video in your native language about consent
  - ENGLISH: <https://www.youtube.com/watch?v=oQbei5JGiT8>
  - GERMAN: <https://www.youtube.com/watch?v=2ovcQglN5G4>
  - ITALIAN: <https://www.youtube.com/watch?v=RhaZDVcGo-o>
  - SPANISH: <https://www.youtube.com/watch?v=E4WTnJCMrH8>

3. After showing the Video, start a discussion with the group about the content of the video. Questions about this will still be worked out and made available.
4. After the discussion give an input about the possible changes in the sexuality of a couple through pregnancy and after birth. For this purpose, information is still being prepared and made available.

### Resources & Further Literature

May/ Emmeline and Blue Seat Studios. 2015. Tea Consent.

ENGLISH: <https://www.youtube.com/watch?v=oQbei5JGiT8>

GERMAN: <https://www.youtube.com/watch?v=2ovcQgIN5G4>

ITALIAN: <https://www.youtube.com/watch?v=RhaZDVcGo-o>

SPANISH: <https://www.youtube.com/watch?v=E4WTnJCMrH8>



## Content Fifth Unit

### Method "Traffic Light of Violence - Understanding what violence is"

#### Duration

Approx. 25 min

#### Goal & Educational Aim

- The participants learn to recognize violence in its different forms. Knowing and identifying violence is an indispensable way to prevent it.
- Gender-based violence is explicitly addressed through the given examples.
- The participants reflect their own assessment and experience with violence.

#### Preparation & Educational Material

- Flipcharts or PowerPoint with definitions of violence
- Flipcharts for the case vignettes
- Paper or Objects in the colours red, yellow and green

### Step by Step Description

1. This method starts with a short introduction about violence and its various definitions, e.g. "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation." (WHO definition of violence)
2. In the next step, case vignettes are used which briefly describe scenes all involving violent behavior, but with different levels of legitimacy. Each vignette is written on a separate flip-chart paper. The facilitators or interpreters read out a case vignette and the participants are asked to raise either a red cardboard (meaning: illegitimate, unacceptable, illegal violent behaviour) or a green one (legitimate, acceptable use of violence). After each case, two participants are invited to explain their opposite or same justification. It is the facilitators job to clarify the characteristics of violent behaviour in each specific matter. Possible case vignettes:
  - Birth preparation course: Hanna is now and then described by her partner as dependent and naive. And he obviously doesn't like it when Hanna makes contact with others at the birth preparation course. She hardly says anything while he constantly speaks for her.
  - Ali and Michaela agree at the beginning of their relationship that they will both pool their money. They have a filled bank account that is in Ali's name. He ends up bringing home the rolls while Michaela looks after the three children. For both of them, that's fine.

- A pregnant woman is pressured by her spouse to have sex.
- A couple is sitting next to each other in a childbirth preparation class. The man has his left arm draped over his partner's shoulder, and with his right hand he strokes the woman's belly incessantly. He says, "We are 32 weeks pregnant." The woman is silent during the entire round.
- Etc.

### Resources & Further Literature

FOMEN Manual, adapted from:

Stadlbauer, Johanna and Scambor, Elli. 2019. Men Talk - Leitfaden für Dialogreihen mit männlichen Asylberechtigten, subsidiär Schutzberechtigten & Drittstaatsangehörigen in der Steiermark.

[https://vmg-steiermark.at/de/men\\_talk/2020/module](https://vmg-steiermark.at/de/men_talk/2020/module)

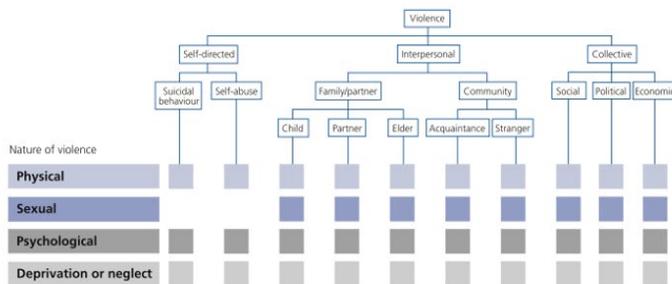
### What is Violence? WHO Definition



#### WHO Definition

"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation."

Typology of Violence  
(WHO Weltbericht 2003)



Source: Krug et al., 2002, S. 5  
WHO Weltbericht 2003

Input on the definition and forms of Violence



Krug et al. 2002. WHO Weltbericht 2003.

Give a low threshold explanation on definitions of violence and forms of violence.

- Physical Violence** • Examples: Punching, kicking, choking ...
- Psychological Violence** • Examples: Threat, humiliation, control,...
- Sexualised Violence** • Examples: Rape, sexual harassment, ...
- Economic violence** • Examples: Ban on work, money withdrawal, ...
- Structural violence** • Examples: Discrimination, ...

## Method “The conflict from the cup’s point of view”

### Duration

Approx. 20 min

### Goal & Educational Aim

- Participants get a signal from others when they are too focused on themselves and lose the other
- Participants develop signals for when someone is shifting blame, denying violence or minimizing their own responsibility
- Participants learn to analyse a conflict from the other’s point of view
- Participants learn to assess other participants’ capacity to focus on the other
- Groups develop mechanisms to move collectively towards accountability

### Preparation & Educational Material

Prepare 5 to 6 short case stories in advance. The method needs space to be able to form a circle, which can be extended if necessary.

### Step by Step Description

1. Participants stand in a circle. One participant stands in the middle of the group. This participant reads the story. The facilitator explains the rules by showing how the exercise works: Please read the story of a recent conflict with your intimate partner. Alternate the focus on you, what you said, did, felt, why you reacted like that, and on other people in the conflict (intimate partner, other friends). The group moves closer or away depending on how ‘self-centered’ or ‘other-centered’ the story is being told.
2. Concretely, while the story is being told, the group moves far away when the story is focused on the narrator’s point of view or if the blame is shifted to another person, the own responsibility is minimized, or own actions are justified. The group comes closer when the narrator focuses on the other’s point of view, shows empathy or takes responsibility for the conflict.
3. For instance: “yesterday my boyfriend visited me, and he had too many things to tell me while I was busy doing my homework. I had an important exam at the next day. I asked him to let me finish my work, but he was continuing to annoy me while I had urgent things to manage, and so I ended up getting angry because he has to learn he can’t expect me to be available all the time (until that point participants might be moving away from the narrator). On the other hand, I understand that many things happened to him just recently, that he wants to share stories and feelings with me, that he probably only needed five minutes of my attention, and that perhaps I could have paused my work. (and in that part the participants might have come closer to the narrator).

- Possible questions for debriefing and follow-up discussion: How did you feel when telling the story of a conflict? How did you feel when you saw the other/s moving away/coming closer? What did you learn from this exercise? What do you think would happen if you were more centered on the other's point of view during a conflict? What happens when you are focused on yourself? What can you do to change that from now on?.

### Resources & Further Literature

Malcor, Olivier. 2021. Scripting violence, rehearsing change – Games and theatrical tools to work with perpetrators of gender-based violence. [https://www.work-with-perpetrators.eu/fileadmin/WWP\\_Network/redakteure/Training/Games\\_Theatrical\\_Tools\\_Manual.pdf](https://www.work-with-perpetrators.eu/fileadmin/WWP_Network/redakteure/Training/Games_Theatrical_Tools_Manual.pdf)

### Input on the ABC-Model

Kirchengast, Anna/ Lubbock, Annina/ Ignacio, Caroline Ferraz/ Scambor, Elli/ Rentzou, Konstantina/ Jankauskaite, Margarita/ Suppan, Veronika/ Sotirovic, Vilana Pilinkaite/ Trikic, Zorica (2022): Parent European Manual: Promotion, Awareness Raising and Engagement of men in Nurture Transformations. <https://parent.ces.uc.pt/resource/parent-european-manual/>

Present a de-escalating model like the ABC-Model.



### ABC-Modell

A... Activating event  
B... Belief  
C... Consequences

Case vignette:  
I am sitting in the tram and a man looks me directly in the eye. I feel provoked and attacked. I feel anger, my heart beats faster, I straighten up, I clench my fist. He sees this and takes a step towards me.

<b>Activating Event</b>	➔	<b>Belief</b>	➔	<b>Consequences</b>	➔	<b>Violence</b>
A man looks at me on the tram		My view on it  I feel provoked  <b>Alternative:</b> <b>Maybe he is just curious</b>		Feelings, body reactions, actions  Anger, rage, powerlessness My heart beats fast I clench my fist  <b>Alternative: I calm down by taking a deep breath. I look away and de-escalate the situation by doing so.</b>		

Source: Kirchengast, A./ Obendrauf, W./ Posch, O./ Theuretzbacher, M./ Saiko, T./ Scambor, E. 2022. PARENT – Promotion, Awareness Raising and Engagement of Men in Nurture Transformations. Ein Handbuch für Expert\*innen aus dem Bereich Geburt, Geburtsvorbereitung und nachgeburtliche Betreuung. Bisher nicht veröffentlicht.

# Content Sixth Unit

## Method "Cola Bottle Exercise"

### Duration

Approx. 30 min

### Goal & Educational Aim

- This method distinguishes the emotion of anger from violence as an action we choose to use.
- The participants explore ways to avoid the use of violence even when angry and learn to calm their minds and bodies and, eventually, using "time out" if necessary.

### Preparation & Educational Material

- Cola Bottle
- Cups for later
- Flipcharts and Pencils

### Step by Step Description

1. The facilitators and trainers prepare a fresh and unopened cola bottle. In front of the group the cola bottle becomes shaken a few times. Then, a participant is asked to open it right away. Most probably he will decline, since he doesn't want the cola being spilled all over the place.

**The metaphor of the shaken cola bottle:** the fizz symbolizes the anger and opening the lid stands for the use of violence, which creates a mess for the people close by who will ultimately have to "clean it up". This metaphor tries to highlight that while anger is a human and necessary (from an evolutionary point of view) emotion, acting it out and letting it spill in the form of violence or abuse is always a choice and has to be avoided.

The anger stands for the fizz at the top of the bottle that spills out if opened but the black liquid underneath is often filled with other emotions which might be more difficult to identify and express (e.g., afraid, helpless, powerless, stressed, hurt, frustrated, anxious, worthless, sad, lonely, rejected, traumatized).

2. In the second part, a reflection round should focus on the strategies which strengthen the lid and let the fizz settle. The participants are asked to remember situations, in which they got very angry but managed to not act violently or abusively and were able to calm their minds and bodies and sooth their anger and / or express it constructively and maybe resolving the possible conflict. All strategies are collected and may be sorted under the categories "calming my body", "calming my mind" and "acting differently".

3. The idea of a "time out" is introduced as a last resort to avoid acting violently. The bottle may be shaken again to create fizz. Immediately, the bottle is being put on the floor or table, in order to let the fizz settle. In a comparable way we may always leave the "shaking" situation to settle until we're calm again without acting out and doing harm to anyone (spilling cola all over the place). When calm again (no fizz – no anger) we return to the situation / person / partner and share our black liquid (e.g., explaining what made us angry and why, our underlying emotions and needs, asking for and trying to understand the other person's feelings and needs and trying to reach a solution to the possible conflict).
4. To symbolize this part, the facilitators may take the bottle up again – now without fizz – and pour some cola into two or more glasses to share with (some of) the participants to symbolize this part. It should be made clear to the group that "time out" cannot be used to avoid a conflict, only to avoid violence.

#### Resources & Further Literature

Theuretzbacher/ Moritz and Scambor/Elli. 2021. FOMEN – FOCUS ON MEN. Intervention and Education Program on Gender Sensitization and Gender Based Violence Prevention with Male Migrants and Refugees. Manual.

[https://www.focus-on-men.eu/fileadmin/WWP\\_Network/redakteure/Projects/FOMEN/Manual/Fomen\\_Handbuch\\_EN\\_220114\\_web.pdf](https://www.focus-on-men.eu/fileadmin/WWP_Network/redakteure/Projects/FOMEN/Manual/Fomen_Handbuch_EN_220114_web.pdf)

#### Method "Piano (or Flower) of Self-Care"

##### Duration

Approx. 30 min

##### Goal & Educational Aim

- This method aims to embrace the diversity of coping strategies.
- It raises consciousness for the significance of self-care and treating oneself well.
- The participants reflect on their wellbeing and mental health and share their strategies to maintain those.

##### Preparation & Educational Material

- Sheets with printed-out black and white piano keys for each participant or a flower with white leaves & Pencils
- Flipcharts and Pencils

### Step by Step Description

1. Each participant receives a sheet with printed-out black and white piano keys or flower with white leaves. They are asked to think about these questions (each written down on flipcharts):
  - *What are you doing to deal with stress, helplessness and bad memories?*
  - *What's helping you coping with everyday life?*
  - *What gives you energy and what helps you to make life worth living?*
2. On the white piano keys/leaves, the participants write down their list of self-caring strategies. As soon as each participant has labelled the keys/leaves, the slips of paper are lined up and laid out in the form of a long piano/flower field. Whenever the participants feel exhausted or powerless, they can "play a different song" on their piano/watch at a different flower. They don't always have to push the same keys/look at the same flower, but learn about new self-caring strategies from their peers or find out about new ones for themselves.
3. Questions for the reflection round:
  - *What do you notice when you look at the piano/flower?*
  - *Did you learn about new strategies? Is something familiar to you?*
  - *How can we support each other, when we feel helpless, sad or are in a bad temper?*

### Resources & Further Literature

Stadlbauer, Johanna and Scambor, Elli. 2019. Men Talk - Leitfaden für Dialogreihen mit männlichen Asylberechtigten, subsidiär Schutzberechtigten & Drittstaatsangehörigen in der Steiermark.

[https://vmg-steiermark.at/de/men\\_talk/2020/module](https://vmg-steiermark.at/de/men_talk/2020/module)

## Pre- and Postevaluation

### Pre-Evaluation

Your answers to the following questions will be treated confidentially and anonymously. The questionnaire is used to evaluate the FATHERS ROCK project. All personal data of seminar participants\* will be deleted as soon as the project has ended after the contractual term.

Please tick the answer options that apply to you:

#### 1. ID code

Please create a personal ID code. This code is used to be able to compare how your response behaviour has changed before and after the workshops.

The code must consist of **the first letter of your first name, the first letter of your last name and the year of your birth**. For example, if my name is Paula Musterfrau and I was born in 1970, my code would be PM1970. Please note that you will be asked for this code again at the end of the second workshop.

Your ID Code:

---

Your Gender:

Male

Female

Non-Binary

Other:

---

Your Age:

---

In which country were you born?

---

What relationship status do you currently live in?

Married or partnered

Living together as a couple

Separated/ divorced/ not living together as a couple

Widowed

Single

How did you become a father\*mother?

- I am/will be a biological father\*/ mother\*.
- I have adopted a child/children.
- I am/will be a foster father\*/ foster mother\*.
- I am/will be a patchwork father\*/ patchwork mother\*.
- Other form of father\*/ mother\*hood.

Do you already have children?

- No.
- Yes.

If you already have a child/children, how old are your children?  
(Please specify for each child, e.g. 2, 5, 12)

Is your partner currently pregnant?

- No.
- Yes.

If so, in which week of pregnancy is the mother\* of your child/children currently? (Please specify in weeks)

There are different attitudes towards raising children. What is your opinion?  
(Please tick the answer option that applies to you in each line).

	Totally Agree	Rather Agree	Neither	Rather Disagree	Totally Disagree
Children can be raised well without physical punishment.					
Sometimes hitting is the only thing that works in education.					
Children must have the freedom to explore their world safely.					
Children should be able to express their feelings.					
Children who are complimented later think too highly of themselves.					

What is your opinion about the following statements on the roles of men\* and women\*? (Please tick the answer option that applies to you in each line)

	Totally Agree	Rather Agree	Neither	Rather Disagree	Totally Disagree
A man should not have to do housework.					
The most important task of a woman* is to take care of the family.					
All parents should work and take care of housework and childcare.					
Changing diapers, bathing and feeding the children are the responsibility of mother* and father*.					
It is important for a father* to take care of his children.					
Children suffer when the mother* has a full-time job.					
Children suffer when the father* has a full-time job.					

If there is a very important decision in relation to the child(ren) to make, who do you think should make this decisions?

(Please select only ONE answer choice)

The mother\*/ foster mother\*/ adoptive mother\*.

The father\*/ foster father\*/ adoptive father\*.

Sometimes one, sometimes the other parent.

The parents decide together.

Patchwork parent.

Someone else decides.

Now we would like to ask you how you see your own role as a father\*. If you are currently expecting your first child, we would like to ask you to estimate what will probably apply to you after the birth. (Please tick the answer option that applies to you in each line)

	Applies to me	Rather applies to me	Neither	Rather doesn't apply to me	Doesn't apply to me
I don't spend enough time with my kids because of my job or the time I spend looking for work.					
I do not only see myself as a "helper" to my partner, I take on equal tasks and full responsibility in the upbringing of my child(ren).					
My role in caring for my children is to finance the budget and to finance the education of my children.					
I support my partner* in family work and childcare.					

What is your opinion on the following statements? (Please tick the answer option that applies to you in each line)

	Totally Agree	Rather Agree	Neither	Rather Disagree	Totally Disagree
Violent behavior is a choice.					
My partner has the right to take leisure time for oneself					
Breaking things or punching the wall when angry cannot be considered violent behavior.					
When I get angry, I tend to raise my voice and want the last word.					

What has changed in your life since you have become a father? If you are not a father, which are your expectations (Open question)

I miss...

I've gained/learned...

THANK YOU VERY MUCH for filling in the Evaluation-Questionnaire!



### Additional Questions for the Post-evaluation

Did this (online) module/the online modules for fathers\* meet your expectations?

Very well	Well	Average	Rather not fulfilled	Not fulfilled
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Here you can optionally enter a comment on expectations of the module/modules:

To what extent was this (online) module/the online modules helpful for you in your role as (expectant) father\*/ (expectant) mother\*?

Very helpful	Helpful	Average	Rather not helpful	Not helpful
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Here you can optionally enter a comment on this question:

What did you find positive in the (online) module on the FATHERS ROCK father\* workshop?

Positive was ...

What do you see as critical about the online module for the FATHERS ROCK father\* workshop?

Critically I see ...

Further comments, suggestions, etc. on the online module for the father\* workshops of FATHERS ROCK?

THANK YOU VERY MUCH for filling in the Evaluation-Questionnaire!

## Appendix

As described before in “Flexibility in the arrangement and content of the individual units” the idea is to give each country maximum flexibility in the arrangement and content of the individual units in order to be able to adapt the fathers’ groups to the country context in the best possible way. The arrangement of the units can be changed and individual methods (e.g. gender box instead of real men) and inputs (e.g. adding homosociality to the input on traditional hegemonic masculinities) can be adapted and integrated to your context.

Here you can find alternative methods you can use in workshops with fathers.

## Method “The Family Coat of Arms”

### Duration

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Approx. 45 min

### Goal & Educational Aim

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- Review family history, paternity models and values of the family of origin, especially those related to violence.
- Set out the values and relationships they hope to have in their current family and how to reject those who made them suffer.
- Preparation & Education Material
- Paper and pencil
- A large blackboard or markers and adhesive papers

### Step by Step Description

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1. Ask the group what the characteristics and values of their family of origin are.
2. Ask group members to draw the coat of arms of their family of origin. They must represent the different characteristics and values in the shield. They can paint it.
3. The men in the group then must explain to the rest of the group what characteristics and values are represented in the shield. The group is encouraged to ask questions about the shield.
4. When each parent explains their shield, we write a list on a blackboard with all the values and characteristics that are emerging.

5. After finishing the exhibitions, we show the list to the group and ask:

*“What characteristics and values did your families have in common? What was your parents’ role like in these values and characteristics? What do you think has this to do with the fact that they were men?”*

6. After that, ask:

*“In your current family, the one you have formed, what values and characteristics of the list are not present? What values and characteristics do you want to be present? How can being a man hinder or help you to have these values?”*

### Resources & Further Literature

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CONEXUS

## Method "Silhouette"

### Duration

---

Approx. 45 min

### Goal & Educational Aim

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- Review the contradictions between responsible and caring parenthood and hegemonic masculinity.
- Understand the benefits and desires of men to care for their children and how to oppose gender expectations.

### Preparation & Education Material

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Large paper for drawing on the floor or on a large blackboard, markers and adhesive papers

### Step by Step Description

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1. The group is asked what the characteristics of a real man are or those that have been collected in method "Real Men" can be collected again. Ask men to write a feature on each of the adhesive papers you hand to them.
2. Then a second question is asked:  
  
*"What are the characteristics of a good father?"*  
  
Ask parents to write a feature on each adhesive paper that is delivered.
3. Put the large paper on the floor and ask men to jointly make a silhouette of a father. You can ask for a volunteer to lie on the floor and model for the silhouette. Ask men to draw, face, clothing, or other looks on the silhouette.

4. Then ask the men one by one to stick the adhesive papers with the characteristics of a real man on the silhouette, where they think they correspond (on the head, heart, arms, genitals, etc.) and ask why they put it there.
5. When all the adhesive papers of one color have been glued together, ask the men one by one to stick the adhesive papers with the characteristics of a good father to that part of the silhouette to choose and ask why they wrote these and why they stick them there.
6. Finally, ask the men in the group to look at the silhouette and answer and discuss the following questions:
  - "Which parts of the silhouette have the most papers glued together? Why do you think that's the case?"
  - "What contradictions do you see between the papers of one color and another? In which parts do you see it? Why do you think that's the case?"
  - "How do you think men experience the contradictions between being a good father and expectations about how to be a real man?"

### Resources & Further Literature

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CONEXUS

## Method “Look in the mirror”

### Duration

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Approx. 45 min

### Goal & Educational Aim

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- Generate empathy with women, sons and daughters in situations of psychological violence and its consequences.
- Review relationships with partners and sons and daughters from the point of view of power and control.

### Preparation & Education Material

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Cardboard and ropes or wool to hang posters around your neck and markers

### Step by Step Description

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1. Ask one half of the men to hang around their neck (without looking at it) a card with a phrase symbolizing a form of psychological violence to the mother (see examples like: “You don’t know anything, shut up”; “Look you get stupid”; “You get me on my nerves”; “Listen to me, I know what I’m doing”)
2. In front of each man should sit another man and look at what he has written on the poster. Say:  
  
*“Those of you who don’t have a poster, look at what your partner has hanging and imagine it’s your father and you are your son’s or daughter’s age.”*
3. Ask the men carrying the poster how they feel about the attitude

reflected in the posters without revealing the written phrase.

4. Then ask the men carrying the poster to ask questions to his partner as sons and daughters to guess what is written on the poster. Ask them at the end: “Do you know what phrase you’re wearing?”
5. Play the same game again but change places. Now give new posters to those who didn’t wear posters before and repeat the game.
6. When all the men have done both roles you can start the debate:

*“What feelings have you experienced when you were playing the role of sons or daughters? What feelings have you experienced as parents? What do you like and what do you not like about what your son or daughter tells you? What attitude do you think your son or daughter has received? Do you think you have had or often have this attitude with your family? Do you think these attitudes, these farces, show situations of violence? What effects can they have on the couple and their sons and daughters?”*

### Resources & Further Literature

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CONEXUS

## Method "My Way"

### Duration

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Approx. 60 min

### Goal & Educational Aim

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- Identify the limits of responsible and reflect fatherhood and couple relation in the face of violent attitudes.
- Reflect on the normalization of violence and the commitment not to use it in any form.

### Preparation & Education Material

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Colored cards and markers

### Step by Step Description

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1. Give colored cards to the participants (three green, three yellow, three red, three white).
2. Ask men to write different kind of actions:
  - Three actions that have positive effects on their partners and sons and daughters related to caregiver masculinities (green cards).
  - Three actions that have negative effects on their partners and children but find it difficult to stop doing (e.g. shouting or behaving sharply, etc. Yellow cards).
  - Three actions that involve negative effects on their partners and their sons and daughters but that they do not want to do or that they did once but push themselves (violence, neglect, etc. Red cards).
3. Now make four groups and give each group all the cards of one color.
4. Each group should sort the cards with the actions from most negative to most positive.
5. Each group, first the white cards, then the green cards, then the yellow cards and finally the red cards, have to make a path to the ground with the cards in the order they have chosen.
6. Each group will have to explain why they have chosen the order of actions. Ask:
 

*"Why do you think these actions are more positive or negative?"*
7. Then ask the whole group if they agree or if they would change order on a card and why.
8. Finally, ask each man to place himself in the place on the path in which he feels most identified now and open the debate:
 

*"Why are you standing here now, where you would like to be in the future? How far do you think you could go, what is your limit both negative and positive? What do you think you need or what changes do you need to make to get to that most positive place and avoid reaching the most negative place? What does it have to do with the changes men need to make?"*

### Resources & Further Literature

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CONEXUS

## Method "99 to 55"

### Duration

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Variable, from 5 min to 60 min

### Goal & Educational Aim

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- Participants are involved in a very pleasant and dynamic game
- Sabotage becomes an official game
- Participants define acceptable and unacceptable behaviours
- Participants reflect on their own behaviours in stressful situations or under pressure
- Participants work on how to acknowledge unacceptable behaviour and hold themselves accountable
- Participants learn how to move on and build a healthy relationship after unacceptable behaviour
- Participants discover they cannot decide for the other what is acceptable or not

### Preparation & Education Material

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Flipcharts and pencils

### Step by Step Description

---

1. Participants go into pairs, and one will count from 99 to 55 while the other must interrupt and try to make the one counting make a mistake or stop counting. The goal of the second participant is for the other never reaches 55.
2. Once they have done it one way, they swap roles.
3. Ask "What did you do to disturb the other person?" and make a list on the flipchart.
4. Once you have a list of behaviors that could disturb the other, you can ask: In real life, what is acceptable and what is not? (Emphasize here that it was a game, so we are not blaming the game but trying to understand some life situations better). Is it, for instance, acceptable to mention some body parts or physical aspect of someone while they are paying attention to something else?

Here you could mention a work situation where a woman is constantly told about her appearance and rarely about her professional skills.

Further questions, that can be discussed here:

- *Can you decide for the other what they should consider as acceptable or not?*
- *Are there some things you did in the game that you tend to do in your life? Which? If you become aware you have been disturbing someone, what could you do? How can you build a healthy relationship starting from there?*

5. Then you look at the reversed role. Questions, that can be discussed here:
- How did you feel when you were counting and the other was trying to disturb you? How did you keep your focus? What strategy did you use not to get disrupted?
  - If 55 were your life project, how would you focus on it and avoid getting interrupted? What were the things that disturbed you most while you were counting? What are the main things that could disturb you?
  - If 55 represented for you a life without violence, what are the challenges you are going to face on your way to 55? Did the strategies you used to not get disturbed apply to situations where you might be tempted to use violence? Could they help you to control your behavior?
6. At the end these questions can be answered in pairs or in a group as well:
- If someone has disturbed you or caused you harm, how could you tell them?
  - What would you like them to do? If someone caused you harm but claimed it was kind-hearted and you misinterpreted it, how would you react? How would you feel about that? What would you think about that person? What would you say to that person? If you have been disturbing the other, how do you restore a healthy relationship? What should you do? What should be avoided?

### Resources & Further Literature

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Malcor, Olivier. 2021. Scripting violence, rehearsing change – Games and theatrical tools to work with perpetrators of gender-based violence.

[https://www.work-with-perpetrators.eu/fileadmin/WWP\\_Network/redakteure/Training/Games\\_Theatrical\\_Tools\\_Manual.pdf](https://www.work-with-perpetrators.eu/fileadmin/WWP_Network/redakteure/Training/Games_Theatrical_Tools_Manual.pdf)

## Method “Make together”

### Duration

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Variable, from 5 min to 60 min

### Goal & Educational Aim

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- Participants learn to assess their own capacity to collaborate with someone else.
- Participants playfully discover their controlling tendencies and how this can damage respect and collaboration in a relationship.
- Participants practice learning new skills and get immediate results from their progress.

### Preparation & Education Material

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Sheets of paper

### Step by Step Description

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1. Participants go into pairs with a sheet of paper for each pair and have to build a paper airplane using only one hand each. The other hand should always be behind the back. Facilitators should never intervene in the process unless it is a gentle reminder to keep one hand behind the back.
2. Wait for all the participants to be ready before throwing the planes. Value all the flights, the curvy, the short and long ones. The aim is to see all the different ways in which a relationship can fly. You can repeat this activity as often as you want with the same or different partners.

Afterwards the following questions can be discussed:

- How did it go? What did you need to do to make a good plane?
- How did the work in your pair go? Was there space for both of you to propose strategies? How did you negotiate and decide how to proceed? How did you decide on each move?
- Were you more passive or more aggressive in the process? Are there some other situations in your life where this happens? Do you want to change the way you react? If so, where in this process of building a plane could you have done something differently?
- Do you want to try again? Do you want to try with another partner?

### Resources & Further Literature

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Malcor, Olivier (2021): Scripting violence, rehearsing change. Games and theatrical tools to work with perpetrators of gender-based violence. URL: [https://www.work-with-perpetrators.eu/fileadmin/WWP\\_Network/redakteure/Training/Games\\_Theatrical\\_Tools\\_Manual.pdf](https://www.work-with-perpetrators.eu/fileadmin/WWP_Network/redakteure/Training/Games_Theatrical_Tools_Manual.pdf).

Baim, Brookes and Mountford: The Geese theatre handbook; Drama with Offenders and People at Risk 2002.

## Method "Funnel of Anger"

### Duration

Approx. 30 min

### Goal & Educational Aim

The method is intended to show how masculinity requirements narrow the range of possible feelings, so that often only a few feelings, such as anger or hatred, remain in the end.

### Preparation & Education Material

- Flipchart, papers and pens.
- Maybe a list of (negative) feelings. Here are some suggestions: Fear, Shame, Helplessness Powerlessness, Empty, Stressed, Hurt, Worthless, Scared, Depressed, Incompetent, Sad, Lonely, Insecure, Rejected, Criticized, Condemned, Betrayed, Abused, Made Invisible, Sensitive, Fragile, Offended, Worried, Pessimistic, Confined, Not Taken Seriously

### Step by Step Description

1. The workshop leaders draw a funnel on a flipchart.
2. The participants are asked to name all the feelings that come to their mind. Ask:

*"What (negative/negative connotations) feelings do you know?"*

The workshop leaders may name other feelings or pass around pieces of paper with feelings on them. The named emotions are written on the flipchart where the funnel was drawn. The emotions are written in the funnel.

3. Now the question is asked:

*"What is a "real man" supposed to be like? What does society expect from men?"*

Outside the funnel, masculinity requirements named by the participants are written down and added to by the workshop leaders.

4. Then the following questions to the group are asked:

*"Which feelings have room when boys\* or men\* want to be a "real man", that is, want to meet the requirements? Which feelings then make it through the narrow opening of the funnel? Please cross out any feelings that you feel cannot be expressed."*

Now the workshop leaders remove all feelings from the centre of the funnel that are not compatible with the masculinity requirements. It should become clear that only a few feelings remain, especially feelings such as anger, rage and hatred.

5. Possible questions for the discussion and reflection session are:

- How was that for you? Did you discuss a feeling for a longer time, or did you disagree? Where was that?
- Do the men\* you know talk about their feelings?
- Who do they talk about it with? How do they talk about it?
- How can we widen the funnel? What could help men\* to express (negative) feelings? (Maybe collect those suggestions on the flipchart!)

Emphasize at the end *"It's okay to feel these feelings and everyone should be allowed to express them."*

### **Resources & Further Literature**

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Theuretzbacher, Moritz/ Ajduković, Dean/ Amazzoni, Silvia/ Čarija, Martina/ Geldschläger, Heinrich/ Ponce, Álvaro/ Scambor, Elli/ Syrri, Despina/ Vakil, Daliah. 2021. FOMEN – FOCUS ON MEN. Intervention and Education Program on Gender Sensitization and Gender Based Violence Prevention with Male Migrants and Refugees. Methods and Tools.

[https://www.focus-on-men.eu/fileadmin/WWP\\_Network/redakteure/Projects/FOMEN/Education/FOMEN\\_Education-Intervention-Program\\_Toolkit\\_EN.pdf](https://www.focus-on-men.eu/fileadmin/WWP_Network/redakteure/Projects/FOMEN/Education/FOMEN_Education-Intervention-Program_Toolkit_EN.pdf)

# FATHERS ROCK

