POSITIVE COMMUNICATION PRACTICES PRESENTS

“Exploring The Father Wound”

An Exploration of how Grief & Trauma Impact Fatherhood
There is a trauma wound affecting more people than drugs or alcohol combined. It cuts deeper than flesh and bone and works its way to the soul. It affects both the rich and poor alike without prejudice. It is the father wound, and it leaves a wake of destruction in its path more devastating than any natural disaster.

“The Father Wound”
The father wound is the deficiency or absence of love from your birth father, whether intentional or unintentional.
Objectives

The goal of the training,

- Define the “Father Wound”

- Give examples of the trauma and impact of the Father Wound on children and adults

- Identify tools and practices to support the facilitation of Fatherhood Groups
Effects of the Father Wound

Low self-esteem & low confidence

Anxiety

Low mood / depression

Anger & rage

Parenting – repeating the pattern.

Distorted reality

Emotionally unavailable

Limited interactions with Men
Group Facilitation

- Arrange room as desired
- Establish how you would like to greet the participants
- Maintain a safe learning environment (review agreements, or expectations that have been established)
- Develop and maintain an age appropriate relationship with participants
Group Facilitation

• As a facilitator, one chooses to walk the road of a teacher, guide, and positive role model.

• It is important that facilitators understand the significance of a self-care practice

• Provide a safe place for relationship building and transformational engagement

• Provide new information and teachings, to support new experiences (below the fear and anger are often pain and sadness)
Group Facilitation

• Maintain flexibility when engaging and presenting

• Begin with a check in and end with a check out question

• The curriculum is a helpful learning tool and not a substitute for therapy

• Be mindful of personal beliefs this includes religious or spiritual ideas.
Positive Communication Practices

Date: _______________  Location: _______________

My New Friend

Interviewer’s Name: ____________________________

New Friend’s Name: ____________________________

1. In what city were you born? ____________________________

2. What is your favorite food? ____________________________

3. What food do you hate? ____________________________

4. What is your favorite song? ____________________________

5. Who is your favorite music artist? Why? ____________________________

6. What is your favorite basketball team? ____________________________

7. If you could be an animal, what would you be? ____________________________

8. What would you like other people to know about you? ____________________________
   __________________________________________
   __________________________________________

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Man “Unbox”

Framing: Healthy masculinity is needed to support the development of boys to men. To foster the pathway to manhood, masculinity must be examined and redefined. This lesson will offer boys the opportunity to unlearn and learn to create a new canvas for masculinity.

Objective:

- To highlight and/or display the male experience
- To explore male socialization
- Provide participants the opportunity to provide a voice male experience

C.A.R.M.A. Principle
Culture and Identity- to enhance identity and a sense of self in relationship to the world

Duration:
60 minutes (activity can be shortened or extended depending on the facilitator)

Materials:

Tape (preferably colored)
Journals
Video Clip- https://youtu.be/td1PbsV6880
Prepared statements

I grew up without my father.
My father had a strong presence in my life
I have called a woman a bitch.
I fear being called pussy or bitch.
I fear being called weak.
I have been hit or experienced pain as a child and told not to cry.
I was taught to never show weakness.
I fear having my manhood questioned.
I’ve struggled with my journey through manhood.
I have been pressured to prove my masculinity.
I was taught to be tough.
I was encouraged to fight.
I believe or believed having sex made me a man.
I was expected to be a man before I knew what it meant to be a man.
I was expected to be a man before I was man.
I’ve been told to man up.
I’ve been afraid to cry.
I carry pain that I don’t share.
I say I got it when I don’t.
I don’t ask for help when I need it.
I am most comfortable expressing anger.

Prompts can be changed
Lesson/Experiential

Instructions:

Preparation: put a line of tape down the center of your room, making sure that all your students could fit back to back on the line.

This exercise is to be facilitated in silence. Participants should silently choose a side to be on and go. Make sure they choose a side.

Read each of the following statements. Allow participants to move and establish eye contact, then go to the next statement. (Periodically ask the participants to “look who’s with you, and look who is not”)

Instructions: (to be read aloud by the facilitator) This activity is simple. I will read a statement. If the statement is something that you agree with, take a step across the line. We will then reset and read the next statement.

We do have a few ground rules for the activity. The first involves LISTENING. Let’s have silence throughout the exercise – no talking, snickering, giggling, etc. Silence will allow all of us to participate fully. Silence will also enable us to experience our personal thoughts and feelings more deeply.

The second guideline is RESPECT. It is imperative that we respect the dignity of each person who is here. Everything that is shared should remain confidential. Nothing that is offered should leave this room. However, if having gone through the activity – you truly need to talk to a particular individual about something he or she has shared, be sure you ask that person’s permission and do have that conversation privately.

Each statement will require you to make the decision of crossing or not crossing the line. Each of the statements may have some “gray areas.” Define the terms we state as YOU understand them. Remember that there are no right or wrong answers. NO PRESSURE. No one here is under any pressure to respond in any particular way to any of the questions. If you have any doubts about sharing some part of yourself, you should feel perfectly comfortable with your decision not to step forward. Be aware, though, that to learn and grow, we must
sometimes challenge ourselves to take risks. You are encouraged to participate fully during each question, but you should only share what is comfortable.

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Journal

Head-Heart-Feet

Instructor will provide the following instructions:

This activity is designed to provide student time to reflect.

Head-Heart-Feet represents

Head- what is one thing you’re thinking?
Heart- what is one thing you’re feeling?
Feet- what is one new thing you’re excited about doing or implementing?
Breakout Group Questions

What feeling came up for you while watching the video?

What is to be understood about his journey?

As a facilitator, how might you support this young person?
My son asked, "Dad, how did you know how to be a great dad when your dad wasn't?"

I reply, "I gave you what I longed for."