

# Session One

## LIST OF RESOURCES

### 1. Session One Trainer's Guide

### 2. Handouts

- Parenting Course Goal Sheet
- Parenting Program Anticipation Guide
- Early Childhood Development Notes
- Perceptions in My Community

### RECOMMENDED READING

Ball, Jessica (2007). Beginning the Journey: Indigenous Fathers in Canada Learning Fatherhood.

Eccles, Jacquelynne S., Janis E. Jacobs, and Rena D. Harold. "Gender role stereotypes, expectancy effects, and parents' socialization of gender differences." *Journal of Social Issues* 46.2 (1990): 183-201.

Engle, Patrice et al. "Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries." *The Lancet*, 378.9799: 1339-1353.

Evans, Judith. Men in the Lives of Children. Coordinators' Notebook No. 16, 1995.

Grantham-McGregor, Sally, et al. "Developmental potential in the first 5 years for children in developing countries." *The Lancet* 369.9555 (2007): 60-70.

Mondschein, Emily R., Karen E. Adolph, and Catherine S. Tamis-LeMonda. "Gender bias in mothers' expectations about infant crawling." *Journal of Experimental Child Psychology* 77.4 (2000): 304-316.

Richter, Linda. "The importance of fathering for children." *Edited by Linda Richter and Robert Morrell* (2006): 53.

Tenenbaum, Harriet R., and Campbell Leaper. "Parent-child conversations about science: The socialization of gender inequities?" *Developmental Psychology* 39.1 (2003): 34.

UNICEF. "Inequalities in Early Childhood Development," 2012.

Walker, Susan P., et al. "Inequality in early childhood: risk and protective factors for early child development." *The Lancet*, 378.9799 (2011): 1325-1338.

# Session One: What is Child Development and Why is It Important?

## OBJECTIVES

Participants will be able to:

- Define child development and provide two reasons why it is important.
- Explain how cultural expectations of gender can create developmental changes in children.
- Provide two ways mothers and fathers are beneficial for child development.

## OVERVIEW

Child development is the process by which a child learns and grows through normal developmental processes, interactions with their environment, and their relationships with others, namely their parents. This session will aid parents in exploring how different relationships and environments can enhance or alter a child's development such as cultural practices, ascribed gender roles, and the presence of fathers.

## KEY CONCEPTS

- ECD is important as it provides caregivers strategies to ensure their behavior and actions lead to the health and well-being of the child.
- Knowledge of developmental norms and monitoring of developmental milestones is important because early diagnosis and intervention can help a child overcome delays.
- There are few biological differences developmentally between the sexes. Disparities exist mainly as a result of cultural norms and practices.
- The presence of a father is important for the normal development of the child.

## SESSION OUTLINE

This session should last approximately two hours in a group setting or one hour in an individual setting. Topics to cover with the parents include:

1. What is child development
2. Why child development is important
3. Child development and its relationship with:  
Gender  
Fathers

## MATERIALS NEEDED

- Early Childhood Development Introduction and Overview PowerPoint
- Gender and Fathering PowerPoint
- Projector
- Flipchart paper
- Markers

## TO BE HANDED OUT:

- Perceptions in My Community

## ACTIVITIES TO ENGAGE PARENTS

**Gender Activity**—Participants will be provided with a slip of paper with either a common boy's name or a common girl's name. They will also be presented with an image of a young child, preferably in a location that is visible to all participants. Participants will be asked a series of questions under the assumption that this child is the same gender as the name on their slip of paper. Participants will then be told that they were assigned different genders. This activity will help parents analyze how the view gender and gender roles and how it may affect their parenting.

**Perceptions in My Community**—Participants will work in small groups to determine what cultural beliefs their community has about different gender roles.

## FREQUENTLY ASKED QUESTIONS

1. What should I do if I my husband/father of my child is not around/no longer alive, etc.?
  - The person in the father role does not have to be the child's biological father. Any male within your family can develop a strong attachment with your child and help fulfill this role.

## ADDITIONAL READING FOR FACILITATORS

*The following resources are recommended for additional reading. Many may be found in a university library or online for purchase.*

### ARTICLES

- Ball, Jessica (2007). Beginning the Journey: Indigenous Fathers in Canada Learning Fatherhood.
- Clarke-Stewart, K. Alison. "And daddy makes three: The father's impact on mother and young child." *Child development* (1978): 466-478.
- Eccles, Jacquelynne S., Janis E. Jacobs, and Rena D. Harold. "Gender role stereotypes, expectancy effects, and parents' socialization of gender differences." *Journal of Social Issues* 46.2 (1990): 183-201.
- Engle, Patrice L., and Cynthia Breaux. "Fathers' involvement with children: Perspectives from developing countries." *Social Policy Report: Society for Research in Child Development* 12.1 (1998): 1-24.
- Engle, Patrice et al. "Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries." *The Lancet*, 378.9799: 1339-1353.
- Evans, Judith. Men in the Lives of Children. Coordinators' Notebook No. 16, 1995.
- Grantham-McGregor, Sally, et al. "Developmental potential in the first 5 years for children in developing countries." *The Lancet* 369.9555 (2007): 60-70.
- Grossman, F. K., Pollack, W. S., & Golding, W. (1998). Fathers and children: Predicting the quality and quantity of fathers. *Developmental Psychology*, 24, 82-91.
- Hunt, Janet G., and Larry L. Hunt. "Dilemmas and contradictions of status: The case of the dual-career family." *Social Problems* (1977): 407-416.

- Karraker, K., Vogel, D., Lake, M. (1995). Parents' gender-stereotyped perceptions of newborns: The eye of the beholder revisited. *Sex Roles*, 33, 687-700.
- Kennedy, E., and Peters, P.E., 1992. "Household Food Security and Child Nutrition: the Interaction of Income and Gender of Household Head." Development Discussion Paper No. 417, Harvard Institute for International Development, Cambridge. Harvard University.
- Mboya, Mzobanzi M., and Ralinho I. Nesengani. 1999. Migrant labor in South Africa: a comparative analysis of the academic achievement of father-present and father-absent adolescents, *Adolescence* 34: 763-767.
- M. A. Milkie, S. M. Bianchi, M. J. Mattingly, and J. P. Robinson. The Gendered Division of Childrearing: Ideals, Realities, and the Relationship to Parental Well-Being. *Sex Roles*, 47:21-38, 2002.
- Mondschein, Emily R., Karen E. Adolph, and Catherine S. Tamis-LeMonda. "Gender bias in mothers' expectations about infant crawling." *Journal of Experimental Child Psychology* 77.4 (2000): 304-316.
- Olmsted, P.P and D.P. Weikart. *Families Speak: Early Childhood Care and Education in 11 Countries*. High/Scope Press, 1995.
- Palkowitz, R. (2002). *Involved fathers and men's adult development: Provisional balances*. Mahwah NJ: Erlbaum.
- Pleck JH, Masciadrelli BP. Paternal involvement by U.S residential fathers: Levels, sources, and consequences. In: Lamb M, editor. *The role of the father in child development*. 4th. New York: John Wiley & Sons; 2004. pp. 222-271.
- Posel D, Devey R. The demographics of fatherhood in South Africa: An analysis of survey data, 1993-2002. In: Richter L, Morrell R, editors. *Baba: Men and fatherhood in South Africa*. HSRC Press; Cape Town: 2006. pp. 38-52.
- Ramphele M. *Steering by the stars: Being young in South Africa*. Tafelberg Publishers; Cape Town: 2002.
- Richter, Linda. "The importance of fathering for children." Edited by Linda Richter and Robert Morrell (2006): 53.
- Rubin, J., Provenzano, R., & Luria, Z. The eye of the beholder: Parents' views on sex of newborns. *American Journal of Orthopsychiatry*, 1974, 44, 512-519.
- Seltzer, J. A., & Bianchi, S. M. (1988). Children's contact with absent parents. *Journal of Marriage and the Family*, 50, 663-677.
- Tenenbaum, Harriet R., and Campbell Leaper. "Parent-child conversations about science: The socialization of gender inequities?." *Developmental Psychology* 39.1 (2003): 34.
- Townsend, Nicholas W. 2002. *The Package Deal: Marriage, Work and Fatherhood in Men's Lives*. Philadelphia: Temple University Press.
- UNICEF. "Inequalities in Early Childhood Development," 2012.
- Walker, Susan P., et al. "Child development: risk factors for adverse outcomes in developing countries." *The Lancet* 369.9556 (2007): 145-157.
- Walker, Susan P., et al. "Inequality in early childhood: risk and protective factors for early child development." *The Lancet* ,378.9799 (2011): 1325-1338.
- Zeitlin, S., & Williamson, G.G. (1994) *Coping in young children: Early intervention practices to enhance adaptive behavior and resilience*. Baltimore, MD: Brookes.

## MEDIA

- Education in Sub-Saharan Africa, Early Childhood Development <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/XTAFRREGTOPEDUCATION/0,,contentMDK:22779764-menuPK:7670653-pagePK:34004173-piPK:34003707-theSitePK:444708,00.html>
- Fatherhood Institute <http://www.fatherhoodinstitute.org/>
- Guma, Mthobeli, and NomvoHenda. "The socio-cultural context of child abuse: A betrayal of trust." *Sexual abuse of young children in southern Africa* (2004): 95-109. [http://books.google.com/books?hl=en&lr=&id=rhznn\\_8QJY4C&oi=fnd&pg=PA95&dq=guma+and+henda&ots=ENiTczo4VT&sig=YzBLOxEovI6bTqGpknvIM8tiKD4#v=onepage&q=guma%20and%20henda&f=false](http://books.google.com/books?hl=en&lr=&id=rhznn_8QJY4C&oi=fnd&pg=PA95&dq=guma+and+henda&ots=ENiTczo4VT&sig=YzBLOxEovI6bTqGpknvIM8tiKD4#v=onepage&q=guma%20and%20henda&f=false)

## WHAT IS YOUR PARENTING GOAL? (40-55 MINUTES)

### INTRODUCTIONS (5 MINUTES)

**Trainer Action:** Prior to the session beginning, hand each participant a nametag or piece of cardstock to write down their names. Have participants use/display these names during the duration of the session.



*“Welcome to the first session of our parenting class. I am sure that some of you may be nervous or are not sure what to expect. This class is a safe place for everyone to discuss what parenting means to you, talk about things that may be stressful for you, as well as learn ways to help improve our interactions with our children. My name is \_\_\_\_\_, and I will be your facilitator for the next \_\_\_\_\_ weeks.”*

*“Before we begin with our session, I would like everyone to please say your name.”*

**Trainer Action:** Have each participant say his/her name only.



### ICEBREAKER (5-10 MINUTES DEPENDING ON ACTIVITY SELECTED)



*“Now that we know each other’s names, let’s take a few minutes to learn a little bit more about each other. We will be spending eight sessions together during which time I would like you to participate and share ideas with members of the class. To help everyone feel more comfortable with each other, we will do a short activity.”*

**Trainer Action:** Select one of the ice breaker activities from the appendices based on class size and demographic.

- If the ice breaker selected is related to any topics/skills relevant to the course, ask participants to share how this activity was helpful.



### PARENT GOALS (5-10 MINUTES)



*“Now that we have taken a few minutes to get to know each other, let’s discuss why we are all here. Although we are all in this class together, we may be here for different reasons. Please take the next few minutes to fill out the goal sheet I will hand out. Consider why you are taking this course and what you hope to learn from it.”*

**Trainer Action:** Hand out the parenting course goal sheet. Give participants 5-10 minutes to fill out the sheet. Call on a few volunteers to share their responses. Remind participants that there are no right or wrong answers.



*“It sounds as though many of you are in this class because you want to learn how to improve your relationship with your child and manage his/her behavior. Each session will focus on different type of strategies to do just that.”*

## PROGRAM GOALS AND SESSION FORMAT (5-10 MINUTES)

**Trainer Action:** Hand out sample agenda for Session One as an example/or use a typed version on a projector/overhead.



*“The purpose of this parenting course is to help you think about the parenting skills you already have and what techniques we can help you practice at home in order to strengthen both your communication and your relationship with your child.”*

*“Although each session will discuss a different topic on parenting, they will follow approximately the same format. Each session will begin with a few minutes to reflect on something we learned or discussed during the previous class. We will then go over the home assignment and listen to a few volunteers discuss their experiences at home. We will then go over our topic for the day. This will usually involve time to work in both groups and individually as well as time to practice different parenting strategies. Approximately half way through the class we will take a five-ten minute break after which we will finish the rest of our topic. After finishing our topic, we will discuss the next home assignment and spend some time reviewing what we have learned for the day.”*

*“Are there any questions?”*



## GAUGING PRIOR KNOWLEDGE ACTIVITY (20 MINUTES)

**Trainer Action:** Give each participant a copy of the anticipation guide.



*“Before we begin with our first topic, let’s take a few minutes to see how much we know already. In front of you is a worksheet with a series of statements on it about child development and parenting strategies. There are no right or wrong answers. Mark down whether you agree or disagree and write down a few notes as to why you feel that way.”*

**Trainer Action:** Give participants five-ten minutes to fill out the worksheet. Designate one side of the room to indicate “agree” and the other side to indicate “disagree.” Make sure participants know which side is which. After participants are finished, read through the questions. After each one let participants move to side of the room which matches their response. Call on a few volunteers to explain why they selected that choice. Remind participants to pay attention to each session to learn more about each question that was asked.

## WHAT IS CHILD DEVELOPMENT & WHY IS IT IMPORTANT

### WARM-UP (5 MINUTES)



“Complete the following statement by either agreeing or disagreeing and explaining why:

*My culture does/does not determine how I raise my child because... Take 2 minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After 2 minutes are up, I will call on volunteers to share their responses with us.” (Responses will vary)*

*“This week we will briefly discuss early childhood development and why it’s important. For the rest of this session we will focus on how our culture about parenting and the way we were raised can affect how we treat and interact with our children. Before we get started, let’s take a few minutes to review our home assignment from last session.”*



Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Session One PowerPoint**.



“Today we will focus on early child development and how it can be altered by our perceptions of gender and presence of a father figure.”

“First we will discuss what early child development is and why it is important.”

**Trainer Action:** Read this slide to participants.



**ECCD** refers to “Early Childhood Care and Development” and is often used interchangeably with ECD

### What is Early Childhood Development (ECD)?

- ECD focuses on supporting young children’s development.
- ECD links the young child’s cognitive, social, emotional, and physical processes with the care (by families, communities, and the nation) required for supporting their development.
- ECD is interdisciplinary. It includes health, nutrition, education, social science, economics, child protection, and social welfare and social protection.
- The ECD field strives to ensure young children’s overall wellbeing during the early years, thereby providing the foundation for the development of adults who are healthy, socially and environmentally responsible, intellectually competent, and economically productive.

Consultative Group on Early Childhood Care and Development. (2010)



**Trainer Action:** Read this slide to participants.

## Early Childhood

### Conception to age eight

- This timeframe is consistent with the understanding within developmental psychology of the ways in which children learn.
- Including the ages of 6-8 allows educators and planners to address children's needs for an adequate transition from early care and education settings to primary school.



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*“The most effective way to help a child grow and learn is to understand how they grow and how they learn. Early childhood development helps parents and caregivers understand a child’s developmental process.”*

*“What does development mean to you? What are different areas a child can develop in?”*

**Trainer Action:** Give participants 2 minutes to discuss these questions with the person sitting to their right. Call on several peers to share their thoughts with the rest of the class.



Use the following slide for a model response.


**Trainer Action:** Read this slide to participants.

## Development

The *process of change* in which the child comes to master more and more complex levels of moving, thinking, feeling, and interacting with people and objects in the environment. Physical growth, mental, social, emotional and spiritual growth are crucial in a child’s overall development.

*\*Note that different governments and organizations may define different areas of development.*



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Emphasize that with CRS Early Child Development, social, physical, emotional, cognitive, and spiritual growth (SPECES) are the domains that are focused on. Here mental and cognitive are used interchangeably. These domains will be covered in greater detail in **Session Three**. Different governments and organizations may define different areas of development.




*To know whether or not a child is developing normally in each of these areas, we use developmental milestones. These are...*

### Developmental Milestones

- Where we want babies and children to be by certain ages
- Vary only slightly across cultures
- Screening for any delays early on allows for early intervention, which increases the chances for recuperation of skills
- These will be covered more in the following days by age group.



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*Besides telling us whether or not our child is on track to developing normally, early childhood development is also important for the following reasons...*

### Key ECD messages

- Exposure to biological and psychosocial risks affects the developing brain and compromises the development of children.
- Inequalities in child development begin prenatally and in the first years of life.
- With cumulative exposure to developmental risks, disparities widen and trajectories become more firmly established.




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**Trainer Action:** Read this slide to participants.

### Key ECD Messages (continued)

- Reducing inequalities requires early integrated interventions that target the many risks to which children in a particular setting are exposed.
- The most effective and cost efficient time to prevent inequalities is early in life before trajectories have been firmly established.
- Action or lack of action will have lifetime consequences for adult functioning, for the care of the next generation and for the wellbeing of societies.

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Taken from two Lancet papers from the 2011 series on “Child Development 1: Inequality in early childhood: risk and protective factors for ECD” and “Child Development 2: Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries.”




*While we know the ECD is important and have ample research that tells us how a child grows and develop, shockingly...*

### Most Quoted ECD Fact

*“More than 200 million children younger than 5 years from low-income and middle-income countries are not attaining their developmental potential...”*

2007 Series on ECD in *The Lancet*

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*“There are several factors which put children at risk for not developing normally and ‘attaining their developmental potential.’ What do you think some of these factors may be? Why?”*

**Trainer Action:** Have participants spend 2 minutes discussing this question with their previous partner. Call on several volunteers to share what they discussed.



“You all came up with several important factors that can affect a child’s development. Let’s look at a few other factors that can affect growth and development.”

**Trainer Action:** Read those bullet points participants did not provide.

### Risks to Reaching Developmental Potential



- Poverty
- Nutritional deficiencies
  - *Stunting, iodine deficiency, and iron-deficiency anemia*
- Inadequate learning opportunities
  - *Lack of cognitive stimulation*

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Biological and psychosocial risk factors associated with poverty lead to inequalities in ECD which undermine educational attainment and adult productivity, thereby perpetuating the poverty cycle. Need to focus on modifiable risks affecting large numbers of children <5 years in LMIC.



Other risk factors include...

### Additional Risk Factors



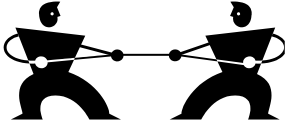
- Maternal malnutrition
- Malaria
- Lead exposure
- HIV infection
- Maternal depression
- Institutionalization
- Exposure to violence

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**Trainer Action:** Read this slide to participants.

### Risks and Resiliency




Children who don't receive the proper nutrition, stimulation, education, environment, etc., have greater risks for long-term development

BUT....

Children are resilient and many overcome odds to become thriving and productive adults.

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*“So even though it may seem challenging or impossible for a child to grow and develop normally when he/she is exposed to additional risk factors, remember that there are several techniques and strategies that ECD can provide in addition to other protective factors which can help a child develop normally.”*

*“What might some of these protective factors be? Things that would allow a child to develop normally even when exposed to say violence or poverty? Let’s brainstorm some ideas.”*

**Trainer Action:** Call on several participants and write down their responses in a visible location.



*“Those are great ideas. Let’s look at some other protective factors that can help a child develop normally despite being exposed to risk during development.”*



**Trainer Action:** Read those bullet points participants did not provide.


**LMIC** refers to low resource protective factors that are applicable in low and middle income countries.

### Protective Factors

- Many protective factors are the inverse of risk factors
- Many more studies in high income countries identifying protective factors
- LMIC protective factors include:
  - Breastfeeding
  - Maternal education
  - Early cognitive and social-emotional stimulation



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Risk factor = insecure attachment; protective factor = secure attachment

Maternal education: linked to reduced child mortality, higher levels of cognitive development—while ECD interventions do not do much to change mother’s education level, this should remain an important point for advocacy and policy change for ECD.


**Trainer Action:** Read this slide to participants.

### Conclusion About Risks and Protective Factors

“The greater the exposure to cumulative risks the greater the inequality, suggesting that early interventions that prevent inequality are more effective than later intervention which attempt to remedy cumulative deficits.”

“Risk factors are likely to co-occur, emphasizing the importance of integrated interventions involving the simultaneous reduction of multiple risks.”

*Inequality in early childhood: risk and protective factors for early child development. Lancet 2011 series, September 23, 2011*

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From “Inequality in early childhood: risk and protective factors for early child development” Lancet 2011 series, September 23, 2011

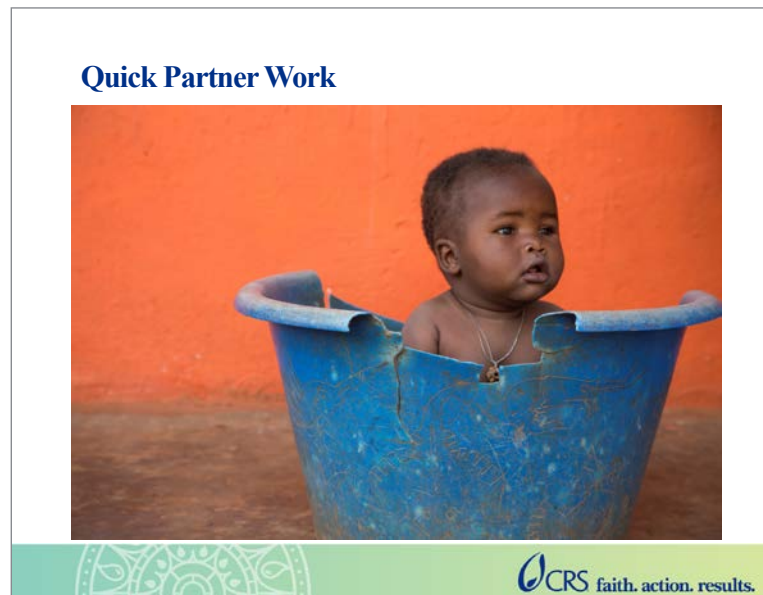


*“According to this slide early intervention or trying to prevent developmental delays earlier in a child’s life are more effective than doing it when a child is older. For this reason, one of the most important interventions for early child development are parenting sessions like this one which focus on providing parents with strategies and materials to promote age appropriate activities and positive discipline measures.”*

## CHILD DEVELOPMENT AND GENDER



Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Session One PowerPoint**.



**Trainer Action:** Give participants a piece of paper with either a male or female name on it. Make sure approximately half of the class has one or the other. Tell participants that the name of the baby is the same as what is on their paper. Do not have participants share their paper.



*“I will now ask you a series of questions about this baby in the picture. I would like you to silently think about each one. We will then share our thoughts about each question.”*

- *What do you think the baby is feeling in this picture?*
- *What do you think is happening around the baby?*
- *What are some things this baby will never be able to do?*

**Trainer Action:** Randomly select participants to share their responses. Responses will most likely be split along the gender participants were provided. Write the responses to these questions in a visible location.



*“Why do you think everyone came up with such different responses? **(At this point tell participants that they were assigned different genders.)** Do we tend to approach child care for male and female children differently? **(Responses will vary depending on the community.)**”*

*“Although in some cultures we may think girls and boys develop differently, research indicates that there are few actual differences. Let’s take the next few minutes to see what differences do exist.”*


**Trainer Action:** Read this slide to participants.

## Gender Differences in Development?

Overall there are only small differences between boys' and girls' processes of development.

For example, girls are more verbally-oriented than boys throughout life. They are talking 1 to 2 months earlier than boys, but boys have as much language by age 4 to 5 years.



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**Trainer Action:** Read this slide to participants.

## Variability and Overlap

- While there are differences overall on some skills between boys and girls, there is also a great deal of overlap.

For example, many boys are better than many girls at language and many girls are better than many boys at visual-spatial abilities.

- There is larger variation in the ability of boys overall than in girls overall.

For example, boys are more likely to be found at the top AND the bottom of the distribution of abilities.



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Sex differences in the brain are reflected in the different developmental timetables of girls and boys. By most measures of sensory and cognitive development, girls are slightly more advanced: vision, hearing, memory, smell and touch are all more acute in female than male infants. Girl babies also tend to be more socially attuned, responding more readily to human voices or faces, or crying more vigorously in response to another infant's cry. Girls generally lead boys in the emergence of fine motor and language skills.



**Trainer Action:** Read this slide to participants.

## Riddle

A son and his father are in a car accident. Two ambulances arrive and take them to two separate hospitals. When the son arrives at the hospital, he is taken into surgery. The surgeon says, "Wait! I can't operate on him! He's my son!"

*How is that possible?*

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**Trainer Action:** Have participants talk to their partner to determine a response. Call on several volunteers to provide an answer (Note: the surgeon is his mother).



*"How is this riddle related to our conversation on child development and gender? Do we immediately think that the surgeon could be a woman? Why or why not?"*

**(Responses will vary)**


**Trainer Action:** Read this slide to participants.

## Role of Culture

Culture has a strong influence on the development of abilities.

For example, parents in all societies begin to treat boys and girls differently at birth. They have different expectations for boys and girls.

In many cultures, girls are at the same level as boys through the first grade of school, but a proportion of girls fall behind after puberty.

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*“Although studies indicate there are few actual differences between girls and boys with regard to ability, culture can drastically affect how different sexes are raised and their highest level of education attained.”*

While the purpose of this course is not to demean or negate local cultural practices, it is important to emphasize that developmental differences are mostly attributed to cultural practices and not biological processes.



Use this slide for a model response to the question above.

### Perceptions Matter



This is David /Jessica.

Parents’ perceptions of children’s behavior and emotions will influence their actions towards those children.

This influence will occur even if parents are determined to treat their sons and daughters alike.

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*“Why does it matter if parents perceive their child a certain way because of his/her gender?”*

*“Perceptions matter. You, as a parent, may be completely committed to treating your male and female children equally. But no parents would treat a fearful child the same way they treat an angry child. If knowledge of a child’s gender affects adults’ perception of that child, then male and female children are going to elicit different reactions from the world, different patterns of encouragement. These perceptions matter, even in parents who are committed to treating sons and daughters alike.”*

**Trainer Action:** Read this slide to participants.

## Lessons from Gender Labeling Studies




From the moment of birth, males and females are perceived differently, in ways that work to the disadvantage of females.

### Perceptions aren't everything

Boys and girls learn the same things and develop into men and women with equal aptitude in math and science. **Strong evidence that mathematical and scientific reasoning have a biological basis, shared by males and females.**

Perceptions don't create a sense of maleness or femaleness in children. **Biological sex differences are real.**

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**Trainer Action:** Break up participants into groups of 3-4. Provide each with the ***Perceptions in My Community Sheet***.

Also provide groups with a large sheet of paper and markers. Have groups complete the Perceptions sheet as well as answer the questions on the following slide.

## Discussion

In small groups, discuss the following:

- What are the common adjectives or descriptive words used to describe young boys in your culture? Young girls?
- What are girls believed to do well in your culture? Boys?
- How do you see your culture treating young girls and boys (ages 5 and under) differently?

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**Trainer Action:** Give groups 20 minutes to respond and write down answers to each question. Have each group spokesperson present his/her group's ideas to the rest of the class.



After all groups have presented:

- *What are common adjectives among the different groups?*
- *Were the beliefs the same as well?*
- *What does this exercise indicate about the manner in which culture may affect the development of boys and girls? **(Responses will vary)***

## CHILD DEVELOPMENT AND FATHERS




Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **Session One PowerPoint**.

**Trainer Action:** Read this slide to participants.  
Write down participants' responses in a visible location.

### Discussion

- What is a father?
- What role does he play in a child's life?



The image shows a man in a striped shirt holding a young child. He is also holding a drawing of a horse. The drawing is on a piece of paper and shows a dark horse with a white mane and tail. The man is looking at the drawing and the child is looking at the man.

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- Do you think other cultures have different ideas about who is considered a father and the role he plays in parenting? **(Responses will vary)**
- Where do men in this community learn their role as a father? **(Responses will vary)**

**Trainer Action:** Read this slide to participants.

*"Fathers may very well be the greatest untapped resources in the lives of Indigenous children. If we could support them to get involved and stay connected with their children, that would be a big protective factor for these youngsters as they grow up."*

Ed John, The Grand Chief of the First Nations Summit  
in British Columbia, 2004

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**Trainer Action:** Read this slide to participants.

### Nature Versus Nurture

Fathers have the capacity to provide care early on in a child's life.

There is nothing inherently or biologically different between men and women in terms of their ability to be responsive to children's needs, to nurture and be affectionate.



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*“Although in some cultures parenting focuses on the role of the mother, clearly the role of the father is equally as important and deserves more attention.”*

*“Fathers can be as nurturing and affectionate as mothers; they are as capable as mothers of providing infant care as well as older-child care.”*

*“In what ways might mother-child and father-child interactions be different?”*


**Trainer Action:** Have participants first come up with a response independently and then share with a partner. Call on volunteers to discuss their responses.

**Trainer Action:** Read this slide to participants.

### Interactions *Tend to be Different*

- Fathers tend to engage in more physically active, rough and tumble play, especially with their boys. They may use more direct communication, such as commanding, telling, disciplining, and instructing.
- Mothers try to involve their child in more conversation, asking questions, exclaiming, and reinforcing the child's talking or performance.
- When mothers are engaged with their children, they tend to assume the role of 'teacher, whereas when men are engaged with their children, they tend to assume the role of friend, playmate, and sometimes 'coach.'

**Both parents have an important contribution to make.**

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Research shows some major differences in the ways that fathers interact with their children compared to the ways that mothers interact with their children. In general, fathers tend to engage in more physically active, rough and tumble play, especially with their boys. They may use more direct communication, such as commanding, telling, disciplining, and instructing.

Mothers typically try to involve their child in more conversation, asking questions, exclaiming, and reinforcing the child's talking or performance. Mothers do more of the day to day care giving tasks of soothing, feeding, clothing, as well as taking care of a child's health and illnesses. Some studies show that in general, when mothers are engaged with their children, they tend to assume the role of 'teacher, whereas when men are engaged with their children, they tend to assume the role of friend, playmate, and sometimes 'coach.'



*"Men can contribute to their families in children in two ways, through both direct and indirect contributions."*



*Direct contributions include...*

### **Direct Contribution**

- Men in many cultures contribute to the wellbeing of their children through the provision of income to support the activities of the family.
- However, men are not the only ones who contribute financially to the family. Increasingly women are making substantial and sometimes even majority contributions to the family income.
  - In Madras, India, women contribute 46% to the family income while men contribute 42%, with 12% coming from joint income.
  - In Nepal women contribute 50% of the family income; in the Philippines women's income exceeds men's by 10% when home production is taken into account; and in Ghana women maintain 33% of the households. (Bruce 1994)



*"What are some indirect contributions fathers make?"*

**Trainer Action:** Call on several volunteers for their responses.



Use this slide for a model response.

### Indirect Contribution

- *Men help avert harm to children.*
  - Children in households in which men are present are much less likely to be abused or exploited by other men in the community than children living only with women.
- *Provide social value.*
  - The mere fact of having a father who acknowledges and lives with them may confer social value on children, especially in societies with very high father absence.
- *Alleviate women's stress.*
  - Women who live with partners tend to report that they are less stressed about child care issues. The benefits of fathers in children's lives, particularly in their early years, might accrue particularly through the supportive influence of a partner on maternal behavior.

Guma and Henda, 2004; Clarke-Stewart, 1978; Richter, 2006.

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*Fathers have been shown to be important for other reasons as well.*

### Impact of Fathers on Children

- Father presence contributes to cognitive development, intellectual functioning and school achievement (Amato, 1998).
  - In South Africa, Mboya & Nesengani (1999) found that boys who lived in father-present households had higher academic achievement than boys who lived in father-absent households.
- Father presence also contributes to emotional well-being/ Children are less likely to manifest emotional and behavioral problems if their father is available to them, and father presence shows a strong relationship with higher self-esteem amongst girls (Hunt & Hunt, 1977).

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**Trainer Action:** Read this slide to participants.

### Impact (continued)

- Father availability tends to have a modulating effect on boys' aggressive tendencies, so that boys who grow up with a father tend to be less aggressive than boys without this male guidance (Seltzer & Bianchi, 1988).
- Father involvement has also been shown to have positive effects on fathers' mental health (Milkie, Bianchi, Mattingly & Robinson, 2002).
- It's also been associated with fewer accidental and premature deaths, fewer criminal convictions, fewer hospital admissions, less substance abuse, and greater sense of well-being (Pleck & Masciadrelli, 2004).
- Girls without present fathers have also been shown to engage in more high risk behavior in general (e.g. sexual activity, alcohol use, drug use).



**Trainer Action:** Read this slide to participants.

### Impact (continued)

- Some studies suggest that it is fathers' psychological care and "emotional generosity" (expressiveness and intimacy) that has the greatest long-term implications for children's development (Grossman, Pollack & Golding, 1988).
- The factors that emerge as significant are the *level of involvement and the type of involvement* the father has with his child, *rather than the amount of time that the father spends interacting with the child.*

Nonetheless...



The literature, on availability and involvement of fathers, is highly consistent with respect to showing benefits for children in school performance, reduced aggressive behaviours in boys and increased self-esteem in girls (Palkowitz, 2002). Some studies suggest that it is fathers' psychological care and "emotional generosity" (expressiveness and intimacy) that has the greatest long-term implications for children's development (Grossman, Pollack & Golding, 1988).

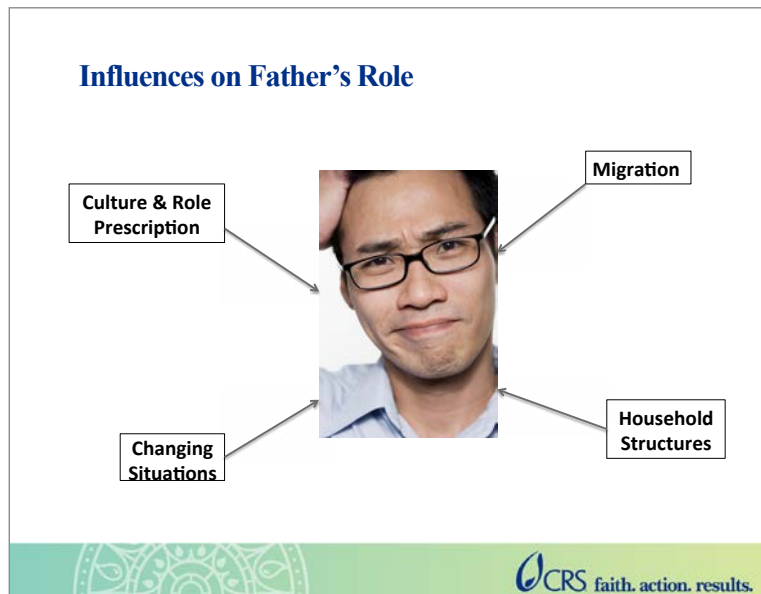


*"There are several different factors which can influence a father's role. With your partner try and list as many factors as you can in the next 3 minutes."*

**Trainer Action:** Call on a few participants to provide their list. Write these down in a visible location.



Use this slide for a model response.



“Let’s look at each factor individually.”

“The first factor we will examine is culture and role prescription. This includes society norms shaped by economics, religion, and power structures.”

**Trainer Action:** Read this slide to participants.

### Culture & Role Prescription

*Authority and Power.* The ascription of power and authority is important in terms of a father's relationship with his family. In many cases this authority has been given to them as a result of the dominant religious beliefs.

*Decision making.* In many cultures men are the decision-makers in terms of what happens both within the family and as the family interacts with the world.

*Economic role* Historically men have been the major providers for the family. If men have difficulties fulfilling the bread-winning role and women increase their capacity to support the family financially, men's authority role is undermined. This sometimes leaves them at a loss in terms of how they should now relate to family members.

*Women's status.* For many women, their status within the community is defined by their parenting role. The woman is respected and given identity based on her ability to care for and nurture her children.

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**Trainer Action:** Read this slide to participants.

### **Culture & Role Prescription (continued)**

Men's involvement in the early care of his children, and his continued close engagement with them during childhood, is largely determined by women.

Wives, mothers and other women in the community, function as gatekeepers who either invite men in and encourage them to take responsibility for children's care, or close them out, making them feel incompetent in matters of children, and less of a man for getting involved (Tom Beardshaw, from Father's Direct [www.fathersdirect.com](http://www.fathersdirect.com)).



**Trainer Action:** Read this slide to participants.

### **Culture & Role Prescription (continued)**

*Religion* interacts with other variables in a given culture to have an impact on the relationship that fathers are likely to have with their children.

- For example, in Northern Pakistan there is strict adherence to differentiation of roles. In fact, for the most part, women are sequestered in the home and are not seen on the streets. Women are not allowed to interact with males outside of their family. The father is the interface for the child between the home and world. To play this role the father needs to have an understanding of the child's needs and take appropriate actions to support the child's development. A parent education program in this part of the world would certainly need to focus on providing the father with appropriate child development information and support him in his role as caregiver.



**Trainer Action:** Read this slide to participants.

### Culture & Role Prescription (continued)

In much of Africa, *fatherhood is a social role*. A father is a man who enacts the responsibility of caring for and protecting a child.

- Child-rearing is the shared responsibility of the extended family. A man is a father because he has responsibility for a child
- Through collective parenting, a father's brother is also a child's father. These other men are addressed as father and are expected to behave in a manner deserving of being called father
- A man may father a child but never live in the same home with them; or he may live with a woman and care for her children from another man and, at the same time, support the children of his brother in a different household.

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*“Another factor to consider is the age of the child. Why might this affect the role of the father?”*

**Trainer Action:** Have participants discuss this question with their partner. Give participants 3 minutes to discuss for asking for volunteers to share their responses.



Use this slide for a model response.

### Culture & Role Prescription (continued)

*The age of the child matters.*

- The father generally has a more limited role in infant and young child care than the mother.
- The younger the child, the less the father is involved in the child's care.
- As children get older, the father's role increases, particularly when the child is being socialized.
- Fathers often play a key role in disciplining the child.

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*Another factor affecting the role of the father is the structure of the household.*


## Household Structure

Who is present, how the household is organized, and expectations of males and females in that setting—all contribute to a definition of how men relate to young children.

Types of households:

- From extended to nuclear families
- The mother-in-law dominated household
- Female-headed households



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*“What does household structure mean? What kind of a household structure do you have? How do you think this affects the way your child is raised/develops?”*

**Trainer Action:** Call on several participants to share their thoughts. Use the following slides for model responses.

## From Extended to Nuclear Families

In traditional families with an extended family system, in which there are grandmothers, aunts and/or other wives available to help care for young children, the father's role is limited and prescribed. However, as families become more nuclear in composition, caregiving roles traditionally taken on by others may fall on the father.

- In Nigeria the move to urban living and the nuclear family meant that fathers had to change their roles. Some became more involved in the lives of their children; others withdrew. If there had been more support for fathers in the transition, perhaps more of them would have been comfortable in increasing their involvement with their children. (Zeitlin, 1993)



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**Trainer Action:** Read this slide to participants.

### The Mother-in-Law Dominated Household

The incorporation of the young family within the husband's household of origin. Here the mother-in-law plays a dominant role in determining how the household is run and how children are cared for.

In many instances fathers are systematically excluded from providing care for their children, although they may play with children and be a part of the socialization process as the child grows older.

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*The next factor is migration.*

### Migration

- Patterns of migrant labor in the colonial period and the disruptions and displacements caused by war and famine, have made it difficult for many men to meet the societal expectation of a father as an economic provider.
- For men working far from home their conceptions of a father are of a man who cares for and gives financial support to his family, refrains from unacceptable behavior such as beating children, and who guides his children and sets a good example for them
  - In southern Africa, where migrant labor systems have been in place for many generations, a large proportion of men are absent from the households in which their children live. Fathers are absent from nearly a third of households in several southern African countries, and from more than half of all households in Namibia and South Africa. (Posel & Devey, 2006).

 **OCRS** faith. action. results.



In some cases the shame of being unable to provide for families has driven men away from their children, seeking solace in drink and other women (Ramphela, 2002). Another development is that amongst some younger men, respect for fathers and their own sense of responsibility for their own children has diminished, and it is now tragically common for young men to turn their backs on pregnant girlfriends and the children that they share.



*“What might happen to children who do not have fathers at home to help raise and guide them? What might be the consequences of an absent father?”*



Use this slide for a model response.

### Children Without Present Fathers

- Children are not invariably better off in male-headed households, because men's decisions about how resources are allocated in a household, and between members of the household, do not always benefit children. Men tend to allocate less money to food, school fees and clothes than do women who have charge of money (Kennedy & Peters, 1992).
- "Children are not necessarily disadvantaged by the absence of their father, but they are disadvantaged when they belong to a household without access to the social position, labor and financial support that is provided by men" (Townsend 2002, p. 270).



*The last factor is society's changing expectations of the role of men as fathers.*

### Society's Changing Expectations

- Expectations of men are influenced by the images of fathering perpetuated by television, radio, and movies.
- Some family intervention programs have successfully taken advantage of this trend.



They are seeking ways to balance family and work. Fledgling support groups on many T.V. shows have portrayed men who find themselves in the role of single parents or as active parents within nontraditional households, and the topic has made the rounds of talk shows, magazine articles, and nonfiction bestsellers.


**Trainer Action:** Read this slide to participants.

### Men's Desire to Change Their Role

- Over the past 20 years or so, there has been a shift on the part of men in North countries toward greater recognition of their influence on the development of their children.
- Many men have realized that they are missing out on an important experience by not being involved in the day-to-day lives of their children.
- They are beginning to redefine fathering and look for social support in taking fathering more seriously.

*Is this a trend that is also happening in your country?*



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**Trainer Action:** Split participants into groups of three to four individuals to answer this question as well as determine what they can do to help change norms about fathers in their community or in a community where fathers do not play a strong role. Provide groups with markers and large paper to write down their responses. After 15 minutes, have each group present its response. Compare and contrast responses from different groups.




*One of the most important ways to increase the role of fathers in the growth and development of his child is for mothers help them become more involved.*

*“The mother’s attitude toward the father’s role in childcare can play a major role in his interactions with his children. Women who accept, encourage, and even model behaviors with children may have more involved spouses.... Mothers (are) more influential than fathers in deciding that the husband should take on a nontraditional primary caregiving role.”*

(Engle and Breaux, 1994, 33)



 faith. action. results.



**Trainer Action:** Read this slide to participants.

### Summary

- A positive connection between fathers and their children contributes to the overall well-being of the family, even when all family members may not be living under one roof.
- Getting fathers positively involved in the lives of their children will be rewarding for the father and child, but it takes time
- Involving fathers does not come easily and programs should start with small steps.
- Parenting programs should ensure that they are actively seeking parent involvement and including fathers whenever possible.

## EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

**Trainer Action:** Hand out the home assignment. This can either be as a packet or week by week.



*“At home this week, you will consider the gender roles within your community and within your home. Think about how you treat your son or daughter according to these norms and what you would like to do to change this. Make sure to write down what you do and how your child reacts. We will go over this during our next session.”*

## CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

**Trainer Action:** Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



*“Take the next five minutes to think about the following questions:”*

1. *Why is it important that both parents are actively involved in the growth and development of a child?*
  - Improves the overall well-being of the child even if both parents do not live together, it helps a child socialize appropriately, etc.
2. *What are some ways to increase the role of a father in the growth and development of his child?*
  - **(Responses will vary)**

**Trainer Action:** Spend the next 5 minutes selecting participants at random to respond the following questions for review.



*"Now we will review what we have discussed today."*

1. *What is early childhood development (ECD)? Why is it important to understand this process?*
  - Links a child's cognitive, social, emotional, and physical processes with the care necessary for supporting his/her growth and development. Understanding the process allows parents and caregivers to provide the appropriate support and guidance at each stage of development to ensure his/her child develops into a health, responsible, and competent adult.
2. *How can gender perceptions affect the growth and development of a child?*
  - Gender perceptions can cause parents to treat male and female children differently, even though there are few biological differences. Differences in treatment can lead to male and female children receiving differing levels of support and care.
3. *Why is it important to include fathers in the upbringing of a child?*
  - **(Responses will vary)**



*"Does anyone have any questions about what we covered today?"*

**Trainer Action:** Thank parents for attending and remind them of the time/date for the next session. Answer any lingering questions not answered in class.



# Session One Handouts

- Parenting Course Goal Sheet
- Parenting Program Anticipation Guide
- Early Childhood Development Notes
- Perceptions in My Community

## Parenting Course Goal Sheet

*To be completed during the first session:*

### **Reflection Questions**

1. Why did you decide to take this course?
2. How are you feeling about this course? Nervous, apprehensive, excited? Why?
3. What are two things you were doing well as a parent before you took this course? How do you know? List a specific example of each thing you did.
4. What are two things you would like to improve?
5. Why would you like to improve these?

*To be completed after the final session:*

Now that you have completed the parenting course, consider how you will continue to practice the techniques you have learned.

- What aspects of parenting would you like to work on?
  
- What is one technique you would like to try to help you improve this?

	PARENTING ASPECT TO IMPROVE (1)	PARENTING ASPECT TO IMPROVE (2)	PARENTING ASPECT TO IMPROVE (3)
<b>PROGRESS NOTES</b> (Write down things that are going well and things you need to work on or are challenging.)	<b>PARENTING TECHNIQUE TO IMPLEMENT</b>	<b>PARENTING TECHNIQUE TO IMPLEMENT</b>	<b>PARENTING TECHNIQUE TO IMPLEMENT</b>
Week 1			
Week 2			

## Parenting Program Anticipation Guide

**Trainer’s Note:** The purpose of an anticipation guide is to engage participants in thinking critically about concepts to be covered throughout the parenting program. It is also effective at gauging the background knowledge of a class, which may indicate which topics should be focused on more extensively. This may be done either as an independent activity followed by a shared response session or as an interactive activity where participants move around the room to indicate their preferences.

**Directions:** Below are statements that are related to each of the eight sessions in the parenting class. Next to each statement are boxes labeled “agree” or “disagree.” Place a check in the box you think corresponds to your answer. Write a sentence explaining why you do or do not agree.

QUESTION	STATEMENT	AGREE	DISAGREE
1	Parents with high responsiveness and high demandedness have children who are better adjusted and have fewer behavior management concerns.		
	Reason:		
2	Parents cannot change their parenting style.		
	Reason:		
3	During infancy a negative experience or the absence of appropriate stimulation can have serious and sustained effects on the child.		
	Reason:		
4	Physical discipline is usually ineffective and has been shown to be harmful.		
	Reason:		
5	While early childhood education is nice for socialization of children, it does not contribute to educational outcomes later in primary school.		
	Reason:		
6	There are only small differences in the ways boys and girls develop.		
	Reason:		

QUESTION	STATEMENT	AGREE	DISAGREE
7	Culture is not important to the development of a child.		
	Reason:		
8	Mothers are more important than fathers to the development of a child.		
	Reason:		
9	It is not important to monitor child development regularly unless there is a problem with the child.		
	Reason:		
10	Early childhood development is most important for children who are of preschool age, but not as important for children under age 3.		
	Reason:		
11	What parents say to their children is more important than what parents actually do.		
	Reason:		
12	Reading to an infant is of little value since they do not understand what is being read to them.		
	Reason:		
13	Interactions with adults is an important part of play.		
	Reason:		
14	Singing and playing with young children aids their development.		
	Reason:		
15	Play and hands on experiences are especially important during the first few years of life.		
	Reason:		
16	It is important for parents to lead all interaction with their children, as parents are the authority and should always demonstrate that they are in charge.		
	Reason:		
17	Interactions between parents and children should be guided by both the parents and the children.		
	Reason:		

QUESTION	STATEMENT	AGREE	DISAGREE
18	Parents should not interact with their infants too frequently, as it may spoil them.		
	Reason:		
19	It's effective to shout at a child when issuing a command.		
	Reason:		
20	It is ok to spank children if they misbehave as long as the children are not physically injured.		
	Reason:		
21	It is better to give a consequence directly without giving a warning.		
	Reason:		
22	Rewards are not effective for behavior management.		
	Reason:		
23	It's better to deal with parenting problems by yourself rather than tell others.		
	Reason:		
24	It is normal to feel frustrated or unfit as a parent at one point or another.		
	Reason:		



## Early Childhood Development

1. **What is it?** Early childhood development education: providing parents with strategies to promote the spiritual, physical, emotional, cognitive, and social growth of a child.
2. Why is it important? ECD provides parents with tools to effectively communicate with their child, improve their relationships, and stimulate growth in spiritual, physical, emotional, cognitive, and social domains. ECD has been shown to help overcome risk factors which may slow down or stunt growth.

3.

RISKS TO DEVELOPMENT	PROTECTIVE FACTORS
Poverty	Breastfeeding
Nutritional Deficiencies	Maternal Education
Inadequate Learning Opportunities	<b>Early Cognitive, Social-Emotional Stimulation</b> (Teach parents how to do this in this parenting program)
Maternal Nutrition	
Exposure to Violence	
Malaria, HIV	

4. Proper developmental support and education can overcome delays associated with environmental deficiencies. This class will provide you with strategies to help you work with your child to develop normally.
5. There are very few developmental differences between male and female children. Differences are based on different cultural practices, not biological differences.
6. Fathers can be as nurturing and loving as mothers. Child develop better when they interact with both parents.

### Perceptions/Beliefs in My Community

	MALE CHILDREN	FEMALE CHILDREN	FATHERS	MOTHERS
What my community thinks about				
What I think about				
What I can do to change this perception				

Why is it challenging to change the perception of:

- Your community?
- Yourself?