FUNDAMENTALS FOR GOOD DADS©

LEARNING OBJECTIVES

Upon completion of Module 2,
participants will be able to do the following:

- Recognize that a family, like any winning team, needs a game plan with goals to ensure success.
- Explain why rules and standards matter to a team and to families.
- Define "value" and describe the relationship between values and standards.
- Identify personal values and explain why they are important to a safe, stable and happy home.
- Describe the importance of shared couple values and standards to good parenting.
- Understand the influence of family of origin values to one's adult values.
- Explain how and why values change as one matures.
- Relate how the values of a parent might influence a child's wellbeing.

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MODULE 2 OVERVIEW

GOALS FOR THE SEASON—VALUES

5 min.

I. What's New with the Team?

Use this time for participants to share with the group what is going on in their lives. Facilitators should ask about work, relationships, children, etc.

20 min.

II. The Value of Values

Introduce the lesson and view the Coaching Clip. Discuss the six values associated with a winning season.

20 min.

III. Recognizing and Ranking Values

Participants determine the attributes they value as *very important*, *somewhat important* and *least important*. In groups, participants will share their *most important* and *least important* values.

30 min.

IV. Value Audibles

Participants stand on an imaginary line according to what standard they believe or value. The goal is to explore unexamined beliefs and assumptions.

10 min.

V. Reviewing Your Game

Participants use remaining time to reflect on their takeaways from the lesson. Facilitators should solicit questions from the group.

MATERIALS CHECKLIST

- ☐ Coaching Clips
- ☐ Equipment to show Coaching Clips
- ☐ Music
- ☐ Whiteboard and/or newsprint
- ☐ Pens
- ☐ Colored markers
- ☐ Smaller markers, crayons, and/or colored pencils (optional)
- ☐ Blank sheets of printer paper
- ☐ Participant Guides

I. WHAT'S NEW WITH THE TEAM?

Use this time for participants to update each other about what is going on in their lives. Facilitators should ask about work, relationships, etc.

II. THE VALUE OF VALUES *Pages 1–2 Participant Guide*

Make the following key points:

Successful teams connect their goals and values to strategies that make them successful.

Successful teams have goals and standards. They know where they are going and what they believe as a team. They also realize the beliefs they hold as individuals may not be beneficial to the team as a whole. Most, if not all, teams begin the season with a goal of success. Some are much better than others at understanding how to connect their values and beliefs to implementing the actual strategies that will make them successful.

Successful families—those with strong, safe, secure relationships—know how to connect their values and with standards and behaviors that make them successful.

The same can be said about successful families. Most people want a happy family. They want strong, safe, secure relationships with the people they love. Some are just much better at connecting this goal with the actual values and activities that help them achieve their dreams. In this module, you will identify the standards and values that will help you and your team—that is, your family—be successful.

View Coaching Clip #2

ASK: Coaches from the clip listed six values they associate with a winning season. After watching the video, use the space below each value on page 1 of the Participant Guide to define it in your own words. What kinds of things might you add yourself?

1. Self-evaluation is required.

2. Teamwork is a priority.

3. Accept your role; don't settle.

4. Set rewarding, realistic goals.

5. Daily work, routine and strategies.

6. Working well together takes time.

IDEAS FOR FACILITATORS:

1) Do this as a whole group exercise, especially if the group is small.

2) Work together in small groups to do this task.

3) Divide participants into six groups and have each group work on one statement for a few minutes. Then share the answers with the whole group.

ASK: What are some other values or standards associated with a winning season?

Our values, the things that are important to us and the standards for our behavior, influence everything from our choice of job, the type of food we eat and the person we chose to marry.

Some values, such as punctuality, are needed to do well in certain jobs, but this value may not be as critical to someone who paints pictures or composes music for a living. Because values differ from person to person, it's important to reflect on the things you value and why they are important to the way you live your life.

ASK: When you hear the words "value" or "standards," what other words come to mind?

ASK: What would you say are the values or standards important to the way you live your life?

ASK: How are these values and standards important to your daily life?

III. RECOGNIZING AND RANKING VALUES *Pages 3–4 Participant Guide*

FACILITATOR DIRECTIONS: Instruct participants to consider each item in the table on page 3 of the Participant Guide. Have them place a checkmark in each row to indicate if the value is "Very Important," "Somewhat Important," or "Least Important" to them. *(OPTIONAL: Have participants use a different color pen or marker to make the same ratings for their partner, i.e., they mark what they think their partner will mark for themselves.)* There is room at the bottom of the table for participants to write up to two more values that aren't already listed.

When everyone has had time to make checkmarks, have participants go back through the list to choose five values most important and five that they deem least important, writing them in the space at the top of the facing page. Give couples time to share with responses with each other. Consider asking for a show of hands: *"Who marked personal appearance as **very important**?"*

What I Value	Very Important	Somewhat Important	Least Important
Being well-known in the community.			
Personal appearance.			
Having successful children.			
Being happily married/in a committed relationship.			
Being a great dad or mom.			
Having fun.			
Having the respect of others.			
Financial security.			
Having an enjoyable job.			
Spending time with friends.			
Helping others in the community.			
Having a nice car.			
Living by my faith/beliefs.			
Having a good/healthy sexual relationship with my partner.			
Getting along with my extended family.			
Expressing my creativity (music, writing, drawing, etc).			
Having trustworthy friends.			
Being fit and healthy.			
Living according to my cultural traditions.			
Attaining higher education (anything after high school).			
Caring for aging parents.			
Owning a home.			
Traveling.			

SAY: In groups of three or four, answer the following questions. Be ready to share what you discussed with the rest of the class.

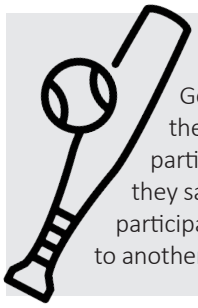
1. How are your values similar or different from the family in which you grew up?
2. How do your values influence your day-to-day decisions?
3. Which values are more difficult to reflect in your day-to-day life?

IV. VALUE AUDIBLES *Page 5 Participant Guide*

What standards do you stand for?

If you hold a certain belief or value, it is important to know why you hold that value. Are you just saying it because you heard your parents say it, or do you truly stand by it? You may hold a belief or value someone else finds controversial. When talking about beliefs and values it is important we understand that others may not agree with us, but by having a calm, clear discussion, both parties can gain knowledge and understanding of each other.

FACILITATOR DIRECTIONS: The following statements are designed to help participants see what they value. Choose 4–5 likely to resonate with your group for this activity. After each statement, participants should rank their agreement with the on a scale from 1 to 10, with 1 being *"Strongly Disagree"* and 10 being *"Strongly Agree."* Ask the group to be ready to explain their choices.



Hit it Out of the Park!

Get participants up from their seats by reframing the activity so it requires the group to move based on their stance. This activity is most effective when participants actually stand on an imaginary line according to what standard they say they believe or value. Doing this requires a room large enough for participants to stand and physically move themselves from one side of the room to another. If that is not possible, use the activity on page 5 of the Participant Guide.

1. Men and women can care for children equally.
2. Once you have a child, you become an adult.
3. Men who father children should be forced to pay child support.
4. It works out better if a woman stays home with the children and a man goes to work.
5. A man who shows his emotions too often should be considered weak.
6. It is a woman's responsibility, not a man's, to use birth control.
7. It's a problem when a woman makes more money than her partner.
8. A man should take any job available to support his family.
9. There are things you should never tell your partner.
10. Marriage messes up good relationships between men and women.

V. REVIEWING YOUR GAME *Page 6 Participant Guide*

FACILITATOR DIRECTIONS: At the end of each module is room for reflections and takeaways. Use the remaining time in each session for participants to think about the week's discussion and to write on one or more of the provided questions. This is a good opportunity for participants to record personal thoughts that they don't want to share with the group.

SAY: After the activity on page 5, you may begin to question some of the values you hold or become even firmer in your beliefs and why you do the things you do. In the time left before dismissal, think about what you value and write on one or more of the following questions:

- Does my behavior in the real world fit in with how I ranked valuable audibles?
- Can I explain any discrepancies between what I wrote and how I behave?
- What happens when I do not behave according to my values?
- What values did I have before I had a child? Have my values changed?
- What values do I want to pass on to my children? Are there any I want to change so they do not inherit them?
- How will I communicate and coach my children in my most important values?