





What Are My Values?

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|--------------|------------------------------------|---|
| Activity 2-1 | What's New? |  10-15 minutes |
| Activity 2-2 | Your Goals and Values or | |
| Activity 2-3 | Family Tree |  35-45 minutes |
| Activity 2-4 | Values Voting |  35-45 minutes |
| Activity 2-5 | Feedback/Wrap-up |  10-15 minutes |

Key Concepts

- *Values* are principles or beliefs that people hold about things that really matter to them. Values reflect what a person thinks is right or wrong in a given situation.
- What people value has a lot to do with how they were raised and with what was important to others close to them as they grew up. Remembering where values come from can help us evaluate our behavior. After reflecting on whether our behavior expresses our values, we can explore ways to adapt or change things that are not in accordance with our values.
- A man's values influence all his decisions, including his choice of friends, how he spends his leisure time, and how he develops career goals.
- People who act according to their values are more likely to feel comfortable with what they do.
- Parents who act according to their values are more likely to feel comfortable with what they do.
- Parents who act according to their values send a clearer message to their children than those parents who say one thing and do another.

Materials Checklist

Activity 2-2 **Your Goals and Values**

- Handout, "What I Care About"
 - Pencils (for everyone)
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Activity 2-3 **Family Tree**

- Handout, "Family Tree"
 - Three markers or crayons (red, green, and orange for each participant)
 - Pencils (for everyone)
 - Newsprint
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Activity 2-4 **Values Voting**

- Enough floor space for everyone to move around in
- Leader Resource, "Values Statements"
- 8 1/2" x 11" signs that read "AGREE," "DISAGREE," "UNSURE"

What's New?

Purpose: To give participants an opportunity to talk about what's been happening in their lives since the last session. To review what took place in the last session. To set the agenda for today's session.

Materials: None.

Time: 10-15 minutes.

Planning Note: In Session 2 it is important to continue your efforts to help group members bond together. You could review the men's activities of the past week and respond to their questions or concerns about peer support. As the facilitator, you should make note of who has returned to the group and make some statement about who is missing. If you know why a member is not present, say something like, "Donald couldn't make it today, but he called and said that he will return next week." This gives members the message that they are missed when they are absent, and that they are still important to the group. If there are any new members, it is important to help them feel integrated into the group. You might ask all members to introduce themselves, stating their name, the names and ages of their children, and anything else that they would like to share. Then you could ask for a volunteer to tell the new members about the group's purpose, what has happened since the program began, and what today's session is about. Another way to bring new members into the group is to use the "buddy" system, pairing a senior group member with a new member to help him get established. Before bringing a new member into a group, it is recommended that you meet with him individually and give him an orientation to the group.

At the beginning of each session, participants should be given an opportunity to talk about "leftover thoughts and feelings" from the last session and to share how, if at all, anything from the last session has affected their lives.

Reflecting on the previous session gives participants an opportunity to discuss ideas and reactions that they did not share at the time. They also can use this time to demonstrate how their behavior may have changed as a result of what they learned in the group (for example, a father may have tried out a different way of handling his child's misbehavior, based on what he learned in the last session). Sharing this new information with the group reinforces to other members that change is truly possible. Following the "What's New?" activity, the facilitator should state the goals of the day's session and how they are connected to the overall goals of the program. Say something like, "In today's session we are going to be talking about values. What we value has a lot to do with how we live our lives and how well we can fit into the world. Thinking about our values can help us evaluate our behavior, and it can help us explore how to adapt or change things about ourselves that we don't feel good about."

Procedure: Explain to the group that the beginning of each session is a time for participants to share any good or bad experiences they have had since the last meeting, as they tried to apply what they learned to their daily lives. Use the following questions to "re-group" the group and stimulate discussion.

▼ Discussion Questions

1. Does anybody have anything he would like to say about the last session? Last week we discussed the list of topics we will explore in peer support. Now that you've had some time to think about these topics, does anyone have any comments? Are there any other topics that you would like to discuss?
2. Let's quickly review the ground rules that we developed for ourselves. This way we know that everyone is clear about how we want to work together. Is there any aspect of the rules that isn't clear?

If you did the "Name Game" in Activity 1-4, ask whether anyone wants to take a shot at remembering the names and number of children of each participant. If there are new members in the group, it might be fun to repeat the "Name Game." If you do this, repeat the directions to the group, but this time ask for a volunteer to go last, having to remember and repeat everyone's information.

Your Goals and Values

Purpose: To help participants establish priorities for their goals and values.

Materials: Handout, “What I Care About”; pencils (for everyone).

Time: 35-45 minutes.

Planning Note: It is important to create an environment where differences of opinion are encouraged and accepted. During the discussion questions, part of the facilitator’s task is to help participants think through what gets in the way of their efforts to live by their values or accomplish their goals. Be sure to distinguish between obstacles over which the men have little control (such as job discrimination) and personal obstacles (such as not following through on interviews when they say that they value “having a good job” or not showing up for visits with their children when they value “providing for my children’s needs”). Because this activity comes early in the curriculum, when you are still getting to know the participants, pay attention to any “inconsistencies” that you might hear in their statements. Yet it is premature to confront any individual about “negative” values or about statements that seem contradictory. Instead, make general observations about what you are hearing, and remind the men that there will be ample opportunity to address specific values, attitudes, and beliefs throughout the peer support sessions. Consider repeating this activity toward the end of the program, to assess whether participants have made any changes regarding their goals and values. The handout includes blanks at the end. Add additional values that you think may be of relevance in the group.

Procedure: Tell participants that in this session they will try to identify what they want out of life. Say something like, “In this session, you’ll look at a list of goals and values and decide which ones are most important to you.”

Distribute the handout “What I Care About.” Review the directions, and then instruct participants to read and rate each item. Tell them *not* to write their names on the handouts, because you will collect them later. As instructed at the bottom of the handout, tell the men to put a star next to the three goals or values that are most important to them.

After 10 minutes of working individually, ask participants to pair off or work in small groups to share their responses for another 10 minutes or so. Suggest that they ask each other *why* they rated something “really important” or “makes no difference.” (If you prefer, keep the men together to share their responses in the large group.)

Reconvene the large group to discuss the following questions.

▼ Discussion Questions

1. Which values or goals did you rate as “really important”? Why?
2. Which items did you rate “makes no difference”? Why?
3. Are there any “really important” goals that you think will be hard for you to achieve?
4. Are there any values that you consider “really important” but that you find difficult to live by?
5. What kinds of things get in the way of your ability to live by your values?
6. How does being a parent influence your goals and values? (Would you value different things if you did not have children? Would you have different goals?)

What I Care About

Directions: Please indicate how you feel about each of the following values or goals by putting a check mark in the appropriate column. For now, ignore the blank spaces in the right-hand column.



**Really
Important**



Important



**Makes No
Difference**

| | | | | |
|---|-------|-------|-------|-------|
| 1. Making money | _____ | _____ | _____ | _____ |
| 2. Being popular | _____ | _____ | _____ | _____ |
| 3. Looking good | _____ | _____ | _____ | _____ |
| 4. Having more children | _____ | _____ | _____ | _____ |
| 5. Being married/having a life partner | _____ | _____ | _____ | _____ |
| 6. Doing a good job of raising my children | _____ | _____ | _____ | _____ |
| 7. Having fun | _____ | _____ | _____ | _____ |
| 8. Getting a job I enjoy | _____ | _____ | _____ | _____ |
| 9. Traveling to new places | _____ | _____ | _____ | _____ |
| 10. "Partying" | _____ | _____ | _____ | _____ |
| 11. Doing something that makes a difference in the world | _____ | _____ | _____ | _____ |
| 12. Having a nice car | _____ | _____ | _____ | _____ |
| 13. Having good sexual relationship(s) | _____ | _____ | _____ | _____ |
| 14. Being a good athlete | _____ | _____ | _____ | _____ |

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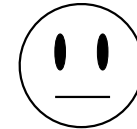
HANDOUT



**Really
Important**



Important



**Makes No
Difference**

| | | | | |
|--|-------|-------|-------|-------|
| 15. Living by my religion | _____ | _____ | _____ | _____ |
| 16. Staying out of trouble with the law | _____ | _____ | _____ | _____ |
| 17. Getting along with my family | _____ | _____ | _____ | _____ |
| 18. Expressing my creative side (dancing, music, etc.) | _____ | _____ | _____ | _____ |
| 19. Having friends I can count on | _____ | _____ | _____ | _____ |
| 20. Making it on my own | _____ | _____ | _____ | _____ |
| 21. Owning my own home | _____ | _____ | _____ | _____ |
| 22. Having a good education | _____ | _____ | _____ | _____ |
| 23. Living my life by the traditions of my culture | _____ | _____ | _____ | _____ |
| 24. Taking care of my parents in their old age | _____ | _____ | _____ | _____ |
| 25. Staying healthy throughout my life | _____ | _____ | _____ | _____ |
| 26. Having a career, not just a "job" | _____ | _____ | _____ | _____ |
| 27. _____ | _____ | _____ | _____ | _____ |
| 28. _____ | _____ | _____ | _____ | _____ |
| 29. _____ | _____ | _____ | _____ | _____ |
| 30. _____ | _____ | _____ | _____ | _____ |

Now that you've finished, go back and put a star (*) in the right-hand column to mark the three goals or values that are most important to you — the ones that you wouldn't want to live without.

Family Tree

Purpose: To help fathers identify values that have been passed down by family members and to increase their awareness of family accomplishments and family ancestry. To help fathers clarify for themselves what they value in their lives.

Materials: Handout, “Family Tree”; colored markers or crayons (red, green, and orange) and pencils (for everyone); newsprint.

Time: 35-45 minutes.

Procedure: In your own words, say something like, “Who we are as people, as parents, as friends, or as spouses is greatly influenced by the values held by the people in our family and by family friends and close neighbors. For some, this means that we adopted the qualities of our parents, grandparents, aunts, uncles, teachers, etc. For others, it means that we swore *not* to be like the people who were significant in our lives. In the “Family Tree” activity, we will identify *who* the important people were in our development and what *values* or *principles* these people lived by. From this, we will develop a list of values that we want to live by as people and as parents. Our values, in turn, will influence how our children grow up and what they will be like as adults.”

Give each man a copy of the “Family Tree” handout. The tree is made up of circles that list behaviors or values. Instruct the men first to write down under “People in My Life” (at the bottom of the tree) the names of people who influenced them as they were growing up. Next, instruct the men to write down in each circle the names of all the people they knew who *strongly* held the value or demonstrated the behavior listed in that circle. Finally, tell them to use the blank circles on the tree to fill in *additional* values or behaviors that were important to their family and community.

When everyone has completed his circles, distribute three markers or crayons (red, green, and orange) to each man. Ask everyone to put a ring around each circle with a color to indicate how important that value is to his life, in the following order:

Red: *very important*

Green: *somewhat important*

Orange: *not important*

Copy this guide on newsprint, using the colored markers, and post it in front of the room for reference.

Make sure that everyone understands the instructions before starting, and allow about 15 minutes for this. If you do not have enough markers to go around, tell the men to code their circles as follows:

Star (*): *very important*

Check mark: *somewhat important*

X mark: *not important*

When the men have finished, reconvene the large group to discuss the following questions.

▼ Discussion Questions

1. Who are the people you placed on your Family Tree? What values did they live by?
2. Which values on the Family Tree were easy to connect with someone in your life?
3. Which values were most important to the people in your life as you grew up?
4. Which values are most important to you now? How many red circles (or stars) are on your Family Tree? Why are these values most important to you?
5. Which values are not important to you now? How many orange circles (or X marks) are on your Family Tree? Why are these values not important to you?
6. With which people's values did you agree as your grew up?
7. With which people's values did you disagree as you grew up?
8. What does this activity tell you about how your own values developed? Did you adopt the values of people who were close to you, or did you reject their values?
9. Of the values you rated "very important," which do you think are hard to live by? Why? What gets in the way?
10. Which of these values do you want to pass on to your children? How do you plan to do that?
11. Does the way you live your life reflect the values that you now have? How would you have to change your behavior to reflect your values?

Remind the group that there is great diversity among families when it comes to defining values and that they should respect this diversity. Knowing our ancestors' values helps us understand our own values and can give us a sense of direction and purpose.

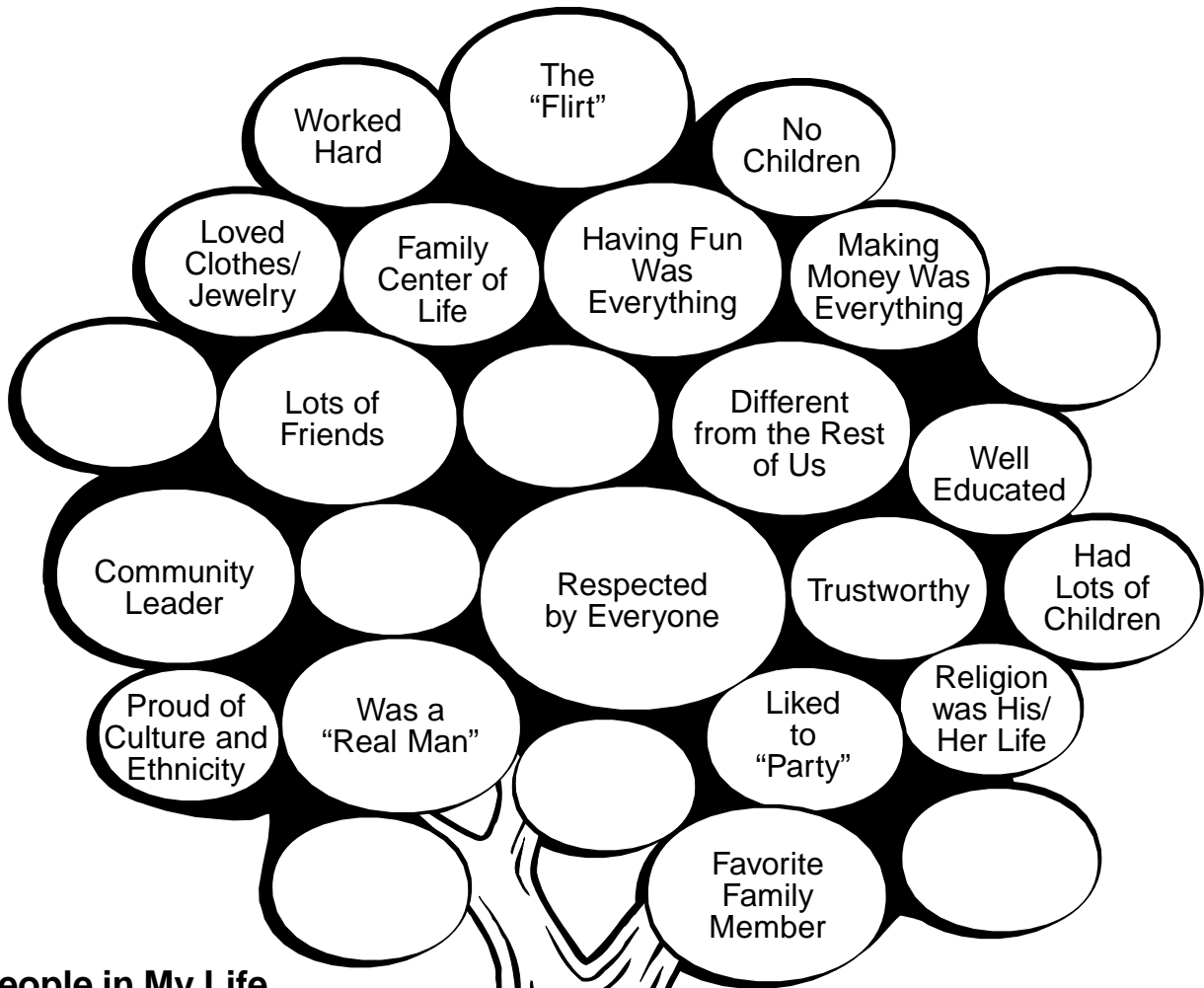
Optional Activities **Family Tree**

1. After completing Activity 2-3, ask each participant to draw his own Family Tree, filling in all the values that reflect how he is living now as well as the changes he hopes to make. Either give each participant a blank copy of the handout “Family Tree,” or reproduce it on a large sheet of newsprint and create a Group Family Tree. This tree can then symbolize the changes that the men are seeking to make, particularly through their involvement in your program. The Group Family Tree should be posted where everyone can refer to it throughout the peer support sessions.
2. After completing Activity 2-3, tell the participants that they are now going to look at the Family Tree through the eyes of their children. Ask them to think about all the people who currently influence their children’s lives. Who are these people? What kinds of role models are they? What values do they hold? What behaviors do they demonstrate to the children?

Give each participant a blank copy of the handout “Family Tree,” and ask him to complete it with his children. When the men have completed the handout with their children, they should bring them to a later session for discussion with the group.

The goal of this activity is to get the men thinking about the values and behaviors of the people who are currently shaping the lives of their children.

Family Tree



People in My Life

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Values Voting

Purpose: To encourage participants to explore their personal values.

Materials: Enough floor space for everyone to move around in; Leader Resource, “Values Statements”; 8 1/2" x 11" signs that read “AGREE,” “DISAGREE,” “UNSURE.”

Time: 35-45 minutes.

Planning Note: Keep the following points in mind when conducting this activity.

- When only one or two group members express a particular value, it is important to support this minority viewpoint. Stand beside them to show your support, but make it clear that you do not necessarily support their value as much as the fact that they took the risk and stood up for a value that is unpopular in this group. You might say, “It’s tough to be the only one who feels a certain way, but it shows that you are strong enough to stand up for what you believe.”
- If some commonly held value position is not expressed by anyone in the group, your role as leader is to remind the group convincingly of that position. You can stand in that value position and say, “Some people who would stand here believe that. . . .” In this way, *all* viewpoints will be discussed.
- You may be asked to share your own values with the group. Keep in mind that, as a leader, you are important (and have influence) as a role model for the men. Therefore, it is best to say, “I’m more interested in hearing what *you* believe.” Tell them that your opinions are not “right,” but are only right for you, and that you prefer not to influence their opinions by sharing your personal values.

Review the list of values statements on the Leader Resource, and *choose four to eight statements that are appropriate for your group*. If necessary, create additional statements that reflect the men’s needs and personalities. Discuss each statement fully, but maintain a lively pace to keep the men’s interest.

Before the session, post signs labeled “agree,” “disagree,” and “unsure” in different locations in the room.

Procedure: Explain to the men that this activity will help them explore their personal values. Tell them that you will read several statements for their consideration. When they know how they feel about each statement, they should walk to the sign that best describes their opinion about it. (They may also choose to stand somewhere between two signs, if they are “unsure” but are leaning toward “agree” or “disagree.”)

Emphasize the following points:

- There are no right or wrong answers; there are only opinions.
- No one should “put down” or dismiss a value just because it is different from his own.
- No one should try to influence anyone else’s opinion about a statement. Peer pressure can interfere with a group member’s freedom to express his own opinion.
- However, if someone’s explanation of his position causes someone else to see things differently, the men should feel free to change their position.

Point out the three signs, and read the first statement. Allow all the men to position themselves in response to it. Then, start with the least commonly held viewpoints, and ask those participants to explain why they have chosen to stand where they are. (If this subgroup is very small, ask each person why he chose to stand there.) If some common opinion about that statement is not expressed, you should express it yourself. Before moving on to the next subgroup, commend the first participants for being willing to explain why they chose their position. When you have gotten enough responses, move on to the last subgroup. After the first statement has been discussed fully, go on to the next one. Pacing is important; don’t drag out the discussion, but make sure most points of view have been expressed. Finally, address the following questions to the entire group.

▼ Discussion Questions

1. How easy or difficult was it to vote on these values?
2. Which statement was the hardest to vote on? Why?
3. To what extent does your behavior in the outside world fit with what you've said here in the group?
4. Which of these values do you want to pass on to your children?
5. Which of these values, if you fully expressed them, could get you into trouble?
6. Which values reflect the things that you want to change about yourself?
7. Have you changed your ideas about values over time? If so, how? And why?

Leader Resource

Values Statements

1. Men are as capable of caring for children as women are.
2. By age 13, sons do not need or want their fathers to hug them or say "I love you."
3. Men who father children should be forced to pay child support.
4. A male is more of a man (becomes a man) when he fathers a child.
5. A man's main responsibility to his children is to provide financial support.
6. If a man has been disrespected, it is OK for him to use violence to get respect.
7. In general, men should pay the cost of a date.
8. Crying is a sign of weakness in a man.
9. Police should stop and question anyone who fits the profile of a drug dealer.
10. It's a woman's responsibility, more than a man's, to take care of birth control.
11. Men should use condoms only if they have had sex with a lot of partners.
12. It's OK for a man to date or marry a woman from a different race or cultural background.
13. I would be comfortable carrying a gun to protect myself.

Feedback/Wrap-up

Purpose: To give group members an opportunity to express what they thought about today's session. To review the key concepts. To set up the agenda for the next session. To provide closure for the session.

Materials: None.

Time: 10-15 minutes.

Procedure: In wrapping up Session 2, ask the fathers to describe what they have gained from it. Ask them whether they see any connection between what their values are and how they live. Did the session help them to understand how they are developed their values? Who do they think influenced their choice of values? Finally, do they see that their influence as a father affects their children's value system and how their children feel about themselves?

Ask the fathers for their overall reaction to the peer support group thus far. Is the program meeting their expectations? If not, why not? What would make the sessions better for them?

Thank them for their participation, and inform them that Session 3 will explore how society and their personal experiences and cultural stereotypes have contributed to their own definitions of manhood. Remind them of when the next session will meet.