

The National Center for Fathering

presents



by George R. Williams, M.S., MFT

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Introduction

Quenching the Father Thirst: Developing a Dad is a breakthrough curriculum developed by the Urban Father-Child Project that trains men to become responsible fathers/father-figures that love and lead their children to success. This researched and theory-based (Paternal Systems Theory) curriculum is useful for guiding programming interventions with fathers.

The curriculum was designed to:

- Provide a framework for understanding the role of the father,
- address the systemic barriers to fathering
- and to provide training in specific skills to become the father his child needs.

Quenching the Father Thirst: Developing a Dad was designed to be useful for fathers in any social service based setting (courts, prisons, employment agencies, hospitals, drug rehabilitation centers, etc.) in any fathering situation (teen, single, married, divorced, non-custodial, step, father-figures etc.). It is a tool to transform the dysfunctioning father into a functioning father and the functioning father into a higher functioning father.

About the Author

George R. Williams, Ph.D. (candidate) in family studies is a man builder, with a M.S. in marriage and family therapy. For over twelve years he has been a fathering practitioner, master trainer and consultant with the National Center for Fathering. He is a nationally recognized fathering expert by the Office of Head Start under the Administration of Children and Families that has inspired and helped thousands across the country with his creative, engaging and passionate presentations and training.

George has been featured in national media including the *Washington Post*, *Los Angeles Times*, *Kansas City Star*, *Ebony*, *Jet*, *Black Enterprise*, *CNN*, *FOX News*, and *PBS*. He has authored numerous fathering articles and curricula including the curriculum, *Quenching the Father Thirst* and is a contributing author for the book, *Why Fathers Count*.

George and his wife Trudy have three sons and one daughter.

Paternal Systems Theory

Paternal Systems Theory (PST) was created by George R. Williams and is used by the Urban Father-Child for the development and evaluation of curriculum and programming aimed at engaging men to be the responsible father their children need. Other intended uses of PST are as an intervention in fathering groups and in family therapy.

The physical ability to be a father is innate but the social capability is learned. Paternal Systems Theory defines the role of the healthy functional father, the multi-system context of the father, the assessment and diagnosis of functional father absence and a change model to provide the interventions to move fathers from dysfunction to healthy functioning.

Paternal Systems Theory is founded on two widely accepted and researched theories and the past decade of research on the negative impact of father absence and the positive impact of father presence on the child. These three principles provide the basis for the purpose and method for interventions with the functional role fathers.

1. **The Role of the Father is Critical** – Over the past decade we have deduced from a landslide of ***Fathering Research*** that father absence is the leading cause of declining child well-being and the driver of many of society's social problems.
2. **The Role of the Father is Learned** – ***Social learning theory*** states that we learn social behavior by observing others and imitating them. Norms are beliefs held by society as to what is correct, acceptable and permissible and these norms set the standard for our society. The norm for fathers in American culture is that fathers provide financially for their children. And yet the healthy role of the father goes beyond the financial and involves social, emotional and moral well-being.
3. **Change a Father - Change a Child** –Bowen ***Family Systems Theory*** teaches that theory or systematic knowledge must guide

therapy or treatment. With the theory as a solid foundation the goal of the therapy is to bring about change in the family, and in Paternal Systems Theory the focus is bringing change through the father.

Multi-System Context of the Father – the father’s role functioning is influenced by a synergistic effect of his whole environment including society, culture, intergenerational family, procreational family and intrapersonal life over chronological time.

Functional Father – is a mature man that provides the leadership to develop and support his child’s physical, emotional, social and moral primary life needs.

Functional Father Absence –is an immature or impaired man who is unable or unwilling to develop or support his child’s physical, emotional, social and moral primary life needs. *(Proposed DSM v code V61.25 for Father-Child Relational Problem. Pattern of interaction with clinically significant impairment in functioning or development.)*

Multi-System Assessment, Intervention and Outcomes for Fathers – effective therapeutic assessment, intervention and outcomes require the inclusion of addressing the environmental, intrapersonal, father-mother, father-child and overall functioning issues.

CAB Change Model – The Cognitive-Affective-Behavior Change model asserts a father is not changed until his thinking, feeling and doing is aligned with each other.

Paternal Systems Theory is used to guide the intervention with fathers within the Quenching the Father Thirst curriculum. The curriculum provides a framework for understanding the role of the father, addresses the systemic barriers to fathering and provides training in specific skills to become the father his child needs.

Quenching the Father Thirst

Father thirst exists within a child when his or her father is absent. This thirst will be quenched in a positive or negative way. The negative way occurs when a father is unable or unwilling to meet his child's primary life needs, which results in negative outcomes for that child. The positive way occurs when a father is able to meet his child's primary life needs, which results in positive outcomes for that child. This is quenching the father thirst and this is the goal of this curriculum.

When a man faces a "survive or die" situation they are not concerned with quality of life concerning themselves or their children. Situations like this that a man faces in his life keeps his attention focused on this problem rather than what his child needs. To help men like this in their fathering requires addressing these situations before they are able to move on to fathering.

Quenching the Father Thirst: Developing a Dad can be divided into two parts:

In **part 1** the first six lessons it addresses those major life issues that can divert attention away from fathering onto the problems. In the first three (3) lessons we work to change what a father knows about the overall condition of fathering in America, what are his child needs and the proper definition of a man as a foundation for fathering.

Changes what the father thinks

Lesson 1: The Father Thirst Epidemic

Lesson 2: What about the Children?

Lesson 3: It Takes a Man to be Dad!

In the next three (3) lessons we work to challenge what a father feels about the barriers that get in the way of him being dad, his relationship with his father and how it shapes his life and his relationship with his mother that shapes how he relates to women.

Challenges what the father feels

Instructor Guide

Lesson 4: Overcoming Life Challenges

Lesson 5: The Father of My Past

Lesson 6: My Mother and Women Relationships

In **part 2** a man goes beyond those problems and learns skills that will bring rewards in his relationship with his child. The goal of the next six (6) lessons are learning important skills relating to the father-mother relationship and the father-child. Through these lessons a father learns how to meet the primary life needs of his child.

Communicates what a father does

Lesson 7: The Father-Mother Partnership

Lesson 8: Physical Development

Lesson 9: Emotional Fulfillment

Lesson 10: Communicating to Connect

Lesson 11: Social Involvement

Lesson 12: Moral Training

Many fathers do not realize but in their child's world the father is a hero. Not an ordinary hero but in most cases a superhero. It does not take very much to keep it this way. But some men because they did not have access to any models of good fathers do not have a clue what to do. Quenching the father thirst will take them on a journey of self-discovery that will uncover the mystery of how to stay their child's hero!

**Quenching the Father Thirst: *Developing a Dad*
Instructor Guide**

The target audience for this curriculum is urban men. The term urban is more an indication of economic status but includes minorities. This curriculum represents years of practical teaching experience with hundreds of fathering groups in urban settings

over the past ten years.

The Facilitator

This curriculum is not directed for a specific ethnicity but address issues that are common to struggling men of all ethnicities. It is the role of the facilitator to adapt the content, approach and delivery to meet the audience's general background. This requires knowing your audience including: cultural background, family status, session timing, word choice and usage, exercise execution, emphasis of material, break timing, etc.

We encourage you to personalize the wording, stories and illustrations, examples and transitions to your audience.

The curriculum was designed to give the facilitator the tools he needs to create a learning environment that will encourage self-discovery. For the facilitator this curriculum is the servant not the master. The facilitator must be aware

This curriculum was specifically designed to be used in a facilitator-led small group. The various learning styles of the men was considered with the object to be relevant, engaging and with the result of being life changing.

The Small Group

Instructor Preparation

- Review Instructor notes and reference material in instructor guide. The wording, transitions, video clips and stories are provided as suggestions.
- See Training Program Agendas for suggested program content and timing. Establish session timing and breaks. Customize the number of sessions and timing to your audience.

Instructor Guide

- Review PowerPoint presentation content. Use book material, personal experiences and instructor guide to provide emphasis and clarity.
- Personalize instruction by adding appropriate stories, including your own examples and stories.

Instructor Materials

- Order materials from NCF- (see order form in ordering information section).
- Instructor Guide
- PowerPoint Presentation
- DVD's
- ABC World News Tonight DVD
- Optional video clips to emphasize key points
- Laptop Computer, Projector and screen
- DVD player & TV unless using laptop
- Whiteboard or flip chart

Instructor Guide Format

Instructor dialogue

State: Anything the instructor says appears in this bold font and it will be indented. *Emphasize the statement if it appears in highlighted reverse text.*

Instruct: Instructions will appear in same bold font.

Ask: Do you understand? *Answers appear in italics.*

Transition: Next we will talk about instructor notes.

Instructor Notes

Note: Any tips, information and suggestions for instructor when conducting or preparing for program appear in this font.

Instructor Guide



POWERPOINT SLIDES

1. Symbol quickly identifies PowerPoint slide
2. PP stands for PowerPoint
3. ## is the slide number
4. 9 Min. represents the estimated number of minutes for the slide
5. The actual contents of the slide appears in this font

SUPPLIES NEEDED

**Need for L1-A:
Extra blank copy
paper to make
airplanes**

1. Box in left margin signals trainer supplies needed for the activity
2. Heading "Need for L1-A" represents Lesson 1 activity "A"



THE DAD GUIDE (PARTICIPANT'S MANUAL)

1. Symbol quickly identifies Dad Guide
2. Pg. ## represents the page number in the Dad Guide
3. 9 Min. represents the estimated number of minutes for the activity
4. The actual contents of the Dad Guide appears in this font
5. The answers are in **bold** and **underlined**



ACTIVITY

1. Symbol quickly identifies an activity
2. L1-A represents the Lesson 1 activity "A"
3. 9 Min. represents the estimated number of minutes for the activity



DVD Clips

1. Symbol quickly identifies video clips
2. *The point where to cue and end the clip appears in this font*
3. **Anything an instructor describes or any question relating**

to the video appears in this text

4. 9 Min. represents the estimated number of minutes for the activity



Group Exercise and Group Discussion Questions

1. Symbol quickly identifies a group exercise or group discussion questions
2. 9 Min. represents the estimated number of minutes for the activity

Class Requirements

In order for this class to be a successful experience the participant must comply with these four requirements.

1. Attendance – you have to be here to get anything out of the class
2. Participation –participate, don't vegetate or dominate.
3. Memory work – remembering the skills will help you to use them. There will be some short memory work we will do.
4. Confidentiality – anything that is shared in this room needs to stay in the room. The only exception to this rule is any report of child or elderly abuse.

CLASS PLEDGE (*participants must be willing to work towards fulfilling this pledge.*)



QUENCHING THE FATHER THIRST PLEDGE

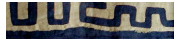
I am a Man and Father, who is dealing with my past,
Creating a positive legacy in my child that will last
I will quench my child's Father thirst,
By remembering to keep my child's needs first.
I will help my child develop in every way,
Making time to listen and watching what I say.
I will be involved in my child's life,
Working with my child's mom without any strife.
I will change what I am responsible for,
And develop as a Dad reaching for more.

Instructor Guide

I will be a Dad that never gives up,
Emotionally filling my child's Father cup.



Lesson 1 – The Father Thirst Epidemic



BACKGROUND READING

Note: Read prior to class for your own understanding.

Need for L1-A:
Building Blocks
Bag Content there
are 5 – eight point
blocks, 10 – four
point blocks and 6
– two point blocks.
The color of the
blocks does not
matter.

Need for L1-E: Two
styrofoam cups

How wide-spread is father absence? A quote from the New York Times in 1971 says it all, “Most American children suffer too much mother and too little father.” In other words children are missing out on the full benefits of a father. Fathers are critically important to children. We are their superheroes. Children want and need their fathers. “Nothing can replace a father spending time with his children.”¹

Another word for the wide-spread nature of father absence is epidemic. Fathers need to understand the magnitude and scope of father absence. If fathers do not see a problem they will not attempt a solution. Father absence is a topic most will never learn about. Fathers must learn the facts of the far reaching nature of father absence so they can do something about it.

We have all been affected by the epidemic of father absence but the greatest brunt of the impact falls on the children. When fathers are absent children suffer in many ways. The statistics of the negative outcomes for children when fathers are absent are unacceptable. Children from fatherless homes are more likely to live in poverty;² perform poorly in school;³ become involved in drug and alcohol abuse;⁴ and suffer from health and emotional problems.⁵ Boys are more likely to become involved in crime,⁶ and girls are more likely to become unwed teen mothers.⁷

Yet, the statistics never show us the real faces of the children who are suffering. We must work to spare our children from this type of harm. This is accomplished when a father is present. Father presence not only reduces negative outcomes but promotes positive outcomes for children. Children from father present

Instructor Guide

homes; have a higher self-esteem;⁸ do better in school;⁹ and over all well-being.¹⁰ Men are more likely to become responsible fathers themselves.¹¹

Thirst is the absence of a felt need for a drink. This is something we can only physically survive a few days without. Father thirst is a child's felt unmet needs by the father. Felt needs that the father must meet. We all have experienced it to some degree.

Father absence creates father thirst. Not only physically absent but also emotionally, socially or morally absent. The developmental areas of the physical, social, moral and emotional are the four whole-life needs of a child. These unmet needs caused by father absence result in suffering and trouble. The four whole-life needs are like a vacuum that our children will get met one way or another, even if it harms them.

There are reasons behind the absence we need to understand so we can change it. Most men, father the best way they know how. So how can they father another way unless they know another way? And how can they know another way unless someone shows them another way?

Our goal is to stop the generational cycle of father absence. We must help fathers learn that father-thirst is quenched when a father is available physically, emotionally, socially and morally to meet the needs of his child. Let's involve in the quenching of the father-thirst for the sake of our children!



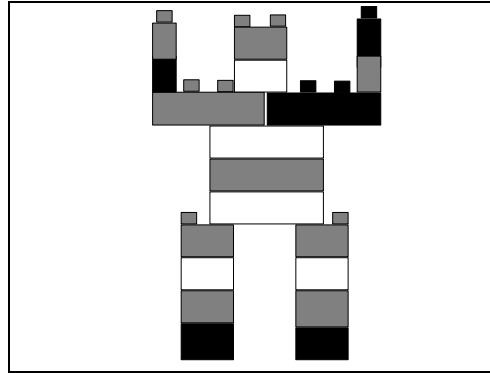
Lesson 1 – The Father Thirst Epidemic

State: Let's start with a building block exercise. Listen to the simple instructions about the bag of building blocks before you do anything.



L1-A: Building Block Learning

The purpose of this activity is to make a comparison being given blocks to build and a being given a baby to father.



Note: Build the above building blocks model and hide from view of the class. Do this before class. During this exercise answer any questions about what they are to build by only repeating the statement, “Put the building block pieces together.” Give them 1 minute for this exercise.

Instruct: Open the bag. Pour the building blocks out. Put the building block pieces together. When I tell you to stop, quit right where you are. Ready? Build.

Notes: Have the men display what they made. Then give them plenty of process time for the follow-up questions.

Ask: Why did you build what you built?

Ask: How would you compare this experience with fathering?



L1-B: Group Discussion Questions

Note: Discuss the following points if they were not mentioned.

- 1. Ask: Are fathers given adequate instructions about fathering?**
- 2. Ask: Do fathers ask for help? Why?**

3. Ask: How would it help fathers to see a model? (*Reveal your model of a father.*)
4. Ask: How do men father differently?
5. Ask: How much time do we get to finish our fathering task?

Summary: We are not born fathers. We learn to be fathers. How can you be a good father unless you know what is a good father? How can you know what a good father is unless you are shown a good father? Unfortunately, many men do not have access to a model or teaching on how to be a good father.

Note: Review the overall context of this lesson with the class.



Lesson 1 Overview – The Father Thirst Epidemic

“Most American children suffer too much mother and too little father.” – *New York Times*, 1971

Goal: I will quench my child’s father thirst.

State: We will cover the following key points.

- I. The state of fatherhood
- II. When fathers are absent children suffer
- III. I will be a dad who quenches the father-thirst

Note: Give each of the men a bag of the building blocks.

"Ground Rules".....Class Requirements

Note: Please review the following guidelines for an effective class with your participants. Add appropriate guidelines as necessary.

State: In order for this class to be a successful experience the participant must comply with these four requirements.

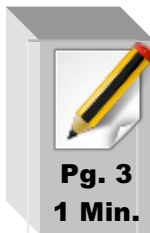
Instructor Guide

1. Attendance – you have to be here to get anything out of the class
2. Participation –participate, don't vegetate or dominate.
3. Memory work – remembering the skills will help you to use them. There will be some short memory work we will do.
4. Confidentiality – anything that is shared in this room needs to stay in the room. The only exception to this rule is any report of child or elderly abuse.



Note: First have class read the pledge on their own. Next have the class repeat together.

QUENCHING THE FATHER THIRST PLEDGE



I am a Man and Father, who is dealing with my past,
Creating a positive legacy in my child that will last
I will quench my child's Father thirst,
By remembering to keep my child's needs first.
I will help my child develop in every way,
Making time to listen and watching what I say.
I will be involved in my child's life,
Working with my child's mom without any strife.
I will change what I am responsible for,
And develop as a Dad reaching for more.
I will be a Dad that never gives up,
Emotionally filling my child's Father cup.

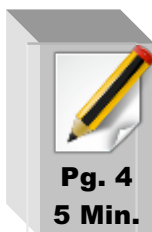
Transition: How do we define a “good” father?

L1-C: Classified Ad for Dad

The purpose of this exercise is to get the father's opinion on the definition of a “good” father.

CLASSIFIED AD FOR DAD

Instructions: You are your child and you are writing a want ad for the type of dad you want your father to be. Please



Instructor Guide

describe the qualifications, job duty and the salary and benefits.

Wanted A Dad:

Summary: These characteristics may have come from our own desire for what we wanted or what we received from our dad. We all have a unique perspective of what is a good father.

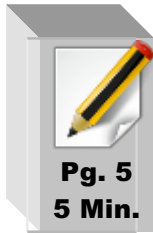
Transition: The converse of a “good dad” is a “bad dad.” What type of dads are the children of our nation getting? Let’s look at the state of fatherhood in America today to find the answer.

I. The state of fatherhood

State: The fatherhood survey is your opinion. This is not a test.

L1-D: Fatherhood Survey

The purpose of this exercise is to explore what the men know about the state of fatherhood.



THE STATE OF FATHERHOOD SURVEY

Instructions: Circle your answer or fill in the blank

1. A Gallup poll revealed the number one social problem in America is _____.

a) drug abuse b) premarital sex **c) absence of fathers** d) child abuse e) none of these

2. Over _____ million children live in homes without their biological fathers.

a) 10 b) 15 c) 2 **d) 24** e) none of these

3. Nearly 40% of those children haven't seen their fathers in _____ at least a year.

a) 1 year b) 1 week c) 6 months d) 1 month e) none of these

4. This past decade, within each ethnicity, **22%** of Caucasian children, **30%** of Hispanic, and **57%** of African American children lived in homes without fathers.

Place the following numbers in the correct order.

30 57 22

5. _____ is a leader in Father Absence.

a) China **b) America** c) South Africa
d) Mexico e) none of these

Note: Read and discuss the following questions with the Dads.

Ask: Which answer surprised you most? Least? Why?

Summary: The state of fatherhood today is unhealthy. The absence of fathers has been a fast spreading epidemic. We have all been affected by the epidemic directly or indirectly.

Transition: But what about the children?

II. When fathers are absent children suffer

L1-E: ABC News DVD

Start at the beginning of the segment and play to the end.



Instruct: During the viewing of ABC News “Fatherless America” pick out one item from this video that emotionally impacts you.

Note: Show the video.

Ask: What surprised you the most in this video? Least? Why?

Ask: What happens when fathers are absent?

State: Father absent homes increased the risk of negative outcomes for children.

1. Who are twice as likely to drop out of school
2. Who are twice as likely to have emotional problems
3. Girls are twice as likely to become teen mothers
4. Boys are twice as likely to get in trouble with the law (70% of all prison inmates come from fatherless homes)

Summary: When fathers are absent children suffer.

Transition: What do we mean when we talk about father

absence?

L1-F: Father Absence

The purpose of this exercise is to show how fatherhood goes beyond physical absence.

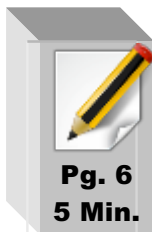
Ask: By a show of hands, how many have ever been thirsty?

Ask: How many have been so thirsty that no one better get in the way of you quenching that thirst?

State: Thirst is the absence of a felt need for water. Water is something we can only survive a few days without. **Father absence creates father thirst.**

State: **Father thirst is a child's felt unmet need by the father. Felt needs that the father must meet. We all have experienced it to some degree. These unmet needs cause suffering and trouble because children will get their needs met one way or another, even if it harms them.**

Transition: There are four ways in which a father's absence is primarily felt. These fathers are simply absent in meeting the **four whole-life needs** of their children.



FATHER ABSENCE

Instructions: choose from the following list to fill in the blanks (socially, morally, physically, emotionally).

1. A father can be **physically** absent in supporting his child by not providing security, financial resources and healthy physical contact.

State: **Physical refers to the body or material things.** This child does not know the security of a Dad in the home, will not have the financial resources of the Dad and will not have the physical contact of being picked up in play or in giving a caring embrace.

2. A father can be **emotionally** absent in supporting his child by not giving him or her unconditional love and acceptance.

State: **Emotional refers to what someone feels.** This child will not hear ‘I love you,’ have the unconditional acceptance of Dad, or develop a sense of who they are and what they will do in life from their father.

3. A father can be **socially** absent in supporting his child by not being a part of his world and inviting him or her into his world and not working together with his or her mother.

State: **Social refers to the relating of two or more persons.** This child does not get a sense that what he or she does is important. The child may not learn valuable social skills from their father and the child will not be able to develop their relationship with him.

4. A father can be **morally** absent in supporting his child by not passing on important values, teaching through life experience and correcting them when they are wrong.

State: **Morals refer to judgments on right and wrong.** This child is lacking in the necessary guidance for his or her life and the development of values that will help him or her succeed in life. This child will not receive the discipline necessary to lovingly instruct them in the right way to go.

Ask: Are any one of these absences more harmful than the others?

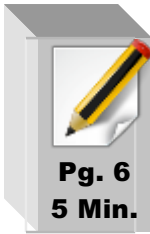
Transition: All children are unique and respond differently to the different types of father absence. Each of the types of father absences is equally harmful because they negatively affect our children.

III. I am part of the Cure

L1-G: Parable of the Cup

The purpose of this exercise is to illustrate father-thirst, the impact and the solution of quenching the father-thirst. Use large and small cup to illustrate.

Note: Don't have them turn to the parable until you are through reading it. Read aloud the parable of the cup but do not read the words in the (parenthesis).



THE PARABLE OF THE CUP

There was once a cup whose life was miserable. Alas most of the cup's misery was tied to the fact that the cup was empty. The cup was empty and was thirsty to be filled with water (*father thirst*).

To say the cup was completely empty was not true because the cup did contain something. The problem was the something it contained was a thin film of acid that was slowly eating the cup away (*father wound*).

The cup often wondered how a person before him could treat another with such cruelty as to place the acid within him. This person long passed must have not known the cup's need and intense longing for cool, crystal clear and refreshing water (*quenching the father thirst*).

In times of reflection the cup remembered when he would receive some water from other sources (*father figure*). Those times were great but there never seemed to be enough water. The water would make the cup feel good for a short time but then would either evaporate or be diluted by the acid.

In the cup's frustration of water LESS ness, the cup would attempt to fulfill its thirst for water with other things (*self-healing*). This always resulted in more frustration for the cup and amplified its thirst for real water.

One day in the life of the cup, the cup became

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responsible for another cup. This other cup was exactly like the first (*becoming dad*). The only difference was the other cup was much, much smaller.

The cup enjoyed the company of the little cup but did not know how to relate to it. The cup also recognized that the little cup was looking to him for something he needed. The little cup was thirsty for water also.

The cup desired the best for the little cup, but alas he had nothing to offer the little cup. Accidentally over time, the acid that was in the cup spilled over into the little cup. In cup's own hurting for the little cup, the cup could take it no longer and left the little cup. He thought the little cup would be better off without him. Unknown to the cup, this is exactly what had happened to him.

Later in his life the cup came to the realization that he needed to take the responsibility to get rid of the acid and find a source of water. After much searching the cup did just that. He found out how to get rid of the acid and found a source of water (*healing and father education*). The cup became empty of the acid and full of water or to put it another way, water FULL.

The cup joyfully returned to the little cup. He purposely helped the little cup empty himself of the acid and filled him with the water the little cup needed. And when it came time for the little cup to have his own little little cup, the little cup knew what to do for the little little cup and had the water to do it with.

Together the family of cups lived happily ever after from generation to generation with a legacy of water FULL ness.

Ask: Considering father absence, how do you interpret this story?

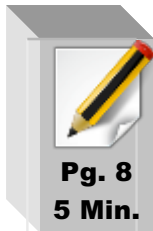
L1-H: Group Discussion Questions

The purpose is to discuss the following points if they were not mentioned.



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1. Ask: What did the water represent? *The father thirst – the unmet needs of a child that only a father can meet.*
2. Ask: What was the acid? *The father wound – the wound from not having a father meet a child's needs.*
3. Ask: What ways do we attempt to quench or thirst? *Self-healing the father wound or self-quenching the father thirst – attempting to substitute other addictive or destructive behaviors to meet your needs.*
4. Ask: If little cup never got what he needed would he be able to help future cups? *Generational cycle – how father absence can repeat generation after generation.*
5. Ask: How can you learn to quench the thirst? *Father education – a program like the one you are participating in now.*



L1-I: Father Presence

The purpose is to define father presence.

FATHER PRESENCE

Instructions: Choose from the following list to fill in the blanks. (morally, emotionally, physically, socially).

Father presence is when a father is available to help meet the four whole-life needs of his children physically, emotionally, socially and morally until death parts them.

State: Here is another way of looking at defining a dad.

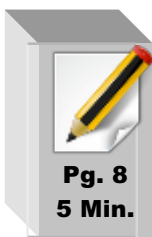
DEFINING A “REAL” DAD

Instructions: Read this definition of a dad.

A Dad does not give up in getting over his past and any challenges in his life; and is present to make a life long commitment to the priority of his child's; physical needs, emotional health, social involvement and moral development.

Summary: This definition sets the course for where we are headed. Father absence equals father thirst. Father thirst is the unmet felt needs of a child. Father presence equals quenching the father thirst. Quenching the father thirst is about being a “Real Dad” who meet the four whole-life needs of his child. Fathering is a life sentence, that is not always easy but the rewards are great as well!

Transition: Today, we have learned about quenching our child's father thirst. It is time to put what we have learned into action for this week. Let's review some guidelines for action tips.



L1-J: “Being Dad” Action Tips Guidelines

“BEING DAD” ACTION TIPS GUIDELINES

Instructions: From the list below fill in the blanks.

(practice, perform, specific, ability)

1. Choose a “Being Dad” action tip within your ability.
2. Write out your specific “Being Dad” action tip.
3. Be sure you can practice your action tip this week.
4. Don't quit until you are able to perform your action tip.

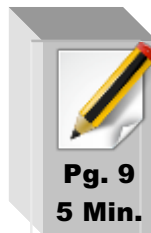
Transition: Review the “Being Dad” action tips and write out your plan for the week.

L1: “Being Dad” – I will quench my child’s Father thirst



L1: “BEING DAD” – I WILL QUENCH MY CHILD’S FATHER THIRST

Instructions: Review the action tips and answer the two following questions.



1. Verbally share with another dad your desire to be a “good” Dad.
2. Tell someone about the importance of quenching the father-thirst.
3. Write a quality of a good Dad you can work on.
4. Think of a Dad who is a good role model for you.
5. Which area of father presence (physical, social, emotional, moral) would you like to strengthen?
6. Go to the NCF website at www.fathers.com and learn more about fathering. Sign up for their weekly email.

1. What is one thing new or important you have learned today? Write it down.
2. What is one thing you can do with what you have learned this week? Write it down.

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Instruct: Turn to back of the Dad Guide and write one action item on the review card for this week's lesson. Cut out the review card to carry with you this week.

Dad Review Cards 1-6

<p>Lesson 4 – My Challenges as a Father Goal: I will never give up being Dad.</p> <ul style="list-style-type: none">I. Challenges of a DadII. My three choices to challengesIII. I will overcome these challenges <p>My Action Plan</p>	<p>Lesson 1 – The Father Thirst Epidemic Goal: I will quench my child’s father thirst.</p> <ul style="list-style-type: none">I. The state of fatherhoodII. When fathers are absent children sufferIII. I am part of the cure. <p>My Action Plan</p>
<p>Lesson 5 – My Father and Past History Goal: I will forgive my father and family.</p> <ul style="list-style-type: none">I. My father shaped meII. I am part of my family pictureIII. I will resolve issues of my past <p>My Action Plan</p>	<p>Lesson 2 – What about the Children? Goal: I will put my child’s needs first.</p> <ul style="list-style-type: none">I. My child is valuableII. My child has many types of needsIII. I will sacrifice to meet my child's needs <p>My Action Plan</p>
<p>Lesson 6 – My Mother & Women Relationships Goal: I will have healthy relationships with women.</p> <ul style="list-style-type: none">I. The woman I'm looking forII. Why the drama with womenIII. My mom the basis of female relationships <p>My Action Plan</p>	<p>Lesson 3 – It takes a Man to be Dad Goal: I am a man called to be Dad.</p> <ul style="list-style-type: none">I. Becoming a manII. What is a real man?III. I will be that man <p>My Action Plan</p>

Dad Review Cards 7-12

<p>Lesson 10 – Communicating to Connect Goal: I will take time to listen and make time to talk. I. I will learn about communication II. I will use communication as a bridge III. I will connect with my child My Action Plan</p>	<p>Lesson 7 – The Father-Mother Partnership Goal: I will respect and team with my child's mother. I. The broken gate II. My child caught in the middle III. Repairing the broken gate My Action Plan</p>
<p>Lesson 11 – Involving in Social Modeling. Goal: I will be involved with my child. I. I will speak my child's language of play II. I will be a part of my child's world III. I will invite my child into my world My Action Plan</p>	<p>Lesson 8 – Commitment to Physical Development Goal: I will help my child develop in every way. I. I will commit to my child for life II. I will step over barriers to commitment III. I will quench my child's physical needs My Action Plan</p>
<p>Lesson 12 – Consistent Moral Training Goal: I will invest my life in my child. I. I will pass my values II. I will counsel my child III. Discipline means training my child My Action Plan</p>	<p>Lesson 9 – Sharing Emotional Encouragement Goal: I will be emotionally healthy towards my child. I. I am an emotional being II. I will manage my negative emotions III. I will quench my child's emotional needs My Action Plan</p>

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