



# Real Dads Read **CLUBS**

**GRADES K-5**

**An Afterschool Literacy Program**

**Created by Fathers Incorporated**

[www.fathersincorporated.com](http://www.fathersincorporated.com)



# About the Curriculum



Social constructivism teaches that “all knowledge develops as a result of social interaction and language use, and is therefore a shared, rather than an individual, experience.”

Its simple, yet effective approach ensures that educators and school personnel, community organizations and/or faith-based groups alike can assist fathers in promoting literacy and child pro-social well-being through interactions with their children.

Real Dads Read (RDR) curriculum is designed to encourage literacy, life-skills and healthy interactions between fathers and their children. This curriculum is best used in school settings engaging educators, fathers and students. It is designed to assist young readers in developing literacy skills but its purpose is also to assist with character building and development and to address social justice issues.

RDR curriculum is based in social constructivist theory and best practices, research on fatherhood and literacy and draws upon similar curriculum.

This curriculum is a tool to prompt fathers to both read with their children (positively impacting literacy) and to help children build self-esteem, self-awareness and knowledge about social justice. Activities within the curriculum are intended to

- Increase dialogue,
- Prompt critical thinking, and
- Provide calls to action for fathers and children.

This Real Dads Read curriculum offers a unique opportunity for schools, faith-based communities and community groups to impact several things at once: father/child relationships, literacy, character development and social justice.

Utilizing this curriculum will provide stakeholders with book recommendations, suggested activities and specific instructions for moderators and fathers to interact with students and for children to grow and to develop.

# Literacy And Life Skills Training

## **Q: Why is it necessary to have a workbook in schools and communities that specifically addresses life skills and social justice?**

**A:** Educational research suggests that father engagement with their children results in positive academic and social outcomes. Creating an opportunity for fathers to read with their children would not only impact them academically but will help them develop positive character outcomes (i.e. gratitude, acceptance, etc.). Furthermore, this curriculum also addresses important social justice issues (i.e. racial profiling, etc.). Introducing fathers and children to readings around these issues and prompting them to have necessary conversations can be the beginning of healthy and necessary dialogue that leads to development and/or intentional action.

## **Q: Why does the workbook address elementary school age youth?**

**A:** This workbook is designed to address youth in elementary school at a time when parental and adult interaction matters most. Studies suggest that by middle school youth are more likely to be impacted by their peers. Promoting literacy and character development through father/child interaction will likely be especially impactful during these earlier years.

## **Q: What is a major goal of the workbook?**

**A:** The goal of this workbook is to prompt fathers and children to read and engage in activities together. It is also designed to help youth develop positive character traits like being courteous, having gratitude and being adaptable. Lastly, the goal is to address relevant social justice issues. These goals will be accomplished through fathers and children reading together, engaging in supplied activities and through interactions with other father/child pairs.

## **Q: Who should use the workbook?**

**A:** Educators, youth-service providers, father and community-based organizations and fathers.

## **Q: How does literacy positively impact youth?**

**A:** Literacy promotes life long learning among youth, promotes health and wellbeing and provides the opportunity for youth to be lifted out of poverty.





# Overview

Real Dads Read is a comprehensive tool for educators, community groups and faith-based organizations to engage youth in literacy-based activities around character development and social justice. Literacy is an important factor for the academic wellbeing of youth. Father involvement in literacy can be an especially effective means for translating the importance of reading and applying it to everyday life.



This curriculum was developed in an effort to engage fathers and children in critical conversations that will not only build skills but would strengthen the father/child bond.

Real Dads Read curriculum is based in social constructivist theory. Social constructivism is a learning theory that stresses the need for collaborative learning. Learning is promoted through collaboration among students, and between students and teachers. In this curriculum, youth learn as they engage in literacy and collaborative activities with fathers and, at times, with other father/child dyads.

The benefits of social constructivism are many. Youth participate in active learning and have the opportunity to come up with questions on their own. Students learn advanced skills like critical thinking and evaluation. Lastly, they learn to reflect on important concepts and have the opportunity to develop diverse points of view.

## **The key features in this curriculum are as follows:**

- It is a community-based curriculum developed from an educational framework.
- Schools, community organizations and fathers collaborate on the planning and implementation of the project.
- The curriculum consists of 18 sessions. The curriculum should be completed within a 9-month cycle.

Literacy is important for the academic wellbeing and for the future of youth. This curriculum will assist educators, community groups and fathers in collaborating to ensure youth are reading, developing positive character traits and social justice issues.

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# Introduction

Real Dads Read (RDR) is a two-generation approach to engaging and improving outcomes for both men and the children for which they are responsible.

Our program goals are:

- To encourage children to develop a love of reading.
- To improve children's literacy skills and educational outcomes.
- To strengthen bonds between fathers/caregivers and their children.

## Real Dads Read Clubs (RDR-C)

An extension of the RDR program. Fathers and their children will meet virtually meet in person to engage in activities, read aloud and discuss book content together.

## Common Core

Real Dads Read Clubs incorporates common core standards for English Literature in the curriculum to include: reading: informational texts; reading: foundational skills; speaking and listening; language; and, standard 10: range, quality and perplexity.

## OUTLINE FOR EACH SECTION

A. Coordinator/Theme Introduction (10 min.)

B. Literacy Enrichment Activity (40 min.)

- Choose a Story
- Read the Story
- Discuss the Story
- Apply the Story
- Wrap up the Story

C. Coordinator Wrap-Up (10 min.)

## READING GUIDE [40 MINUTES]

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### Choose a story

Choose a book from a recommended pair that fits the theme for the week.

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### Read the story

Read the story aloud OR (father and/or child).  
Define new words/concepts.

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### Discuss the story

Discuss the key concepts using the questions provided.

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### Apply the story

Pair will engage in an activity that helps them apply the key concepts in the story.

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### Wrap up the story

Discuss how the kids can put some of the concepts into action in the upcoming week.



# Moderator's Guide

The role of the moderator is to introduce the day's topic, give instructions to the father/child groups and to guide the closing discussion.

## Opening Activity

Ask for a show of hands of those who have ever participated in a book discussion. Next, discuss how book discussions can help build literacy skills and bonds between fathers and children.



How can book discussions build literacy skills and bonds between fathers and children?

Dads play a critical role in their children's literacy development by modeling reading, sharing stories, exploring the world together, and engaging in meaningful conversations that build critical thinking skills.

## FACILITATING THE GROUP

- Provide the topic of the day (i.e. respect, etc.).
- Ask for a volunteer father/child to read aloud a book related to the topic.
- Once the book is read aloud, read through the suggested activities and discussion questions and dismiss the fathers/children to work together (40 minutes).
- During the last 10 minutes, bring the group back together and read through the wrap-up questions/activities.
- Ask for volunteers in the group to respond to the wrap-up questions.

## Closing Activity

Tell the group the topic for the next session. Thank them and encourage them to attend the next group. Dismiss the session.

## Bi-weekly Topics

# Monthly Curriculum



**Week 01: Building Good Character**

**Week 03: Race / Social Justice**

## LET'S GET STARTED

- Review the “Reading Guide.”
- Choose the book recommended for your child’s age group.
- Read the book aloud and consider some of the “main ideas” and the themes in the book.
- Revisit these themes during your discussion and activities.
- You and your child may discover other themes as you read.
- Refer to the Real Dads Read (RDR) Coordinator for assistance.

## Stop and Listen

- Allow your child to talk and ask as many questions as needed. It may be necessary to allow time to explore your child’s thoughts and questions.
- Feel free to make the activities and discussions appropriate for your child.

Month 01 / Week 01  40 minutes

## LEARNING TO ACCEPT YOURSELF



Choose a family to read aloud. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- The Other Side by Jacqueline Woodson
- Loser: Why Fit In When You Can Stand Out by Jerry Spinelli

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Acceptance (10 minutes)

- Define the word “acceptance.” How did the character(s) show acceptance?
- Which is harder for you, accepting others or accepting yourself? Why?
- What do you want others to know about the importance of acceptance? Describe a time that you were not accepted.
- How did you feel? How can you use that experience to help others feel accepted?

Month 01 / Week 01  40 minutes

# LEARNING TO ACCEPT YOURSELF



## Activity (10 - 15 minutes)

Questions for child to ask his/her father:

- Have you ever felt unaccepted?
- What are some ways you felt unaccepted?
- How did it make you feel?
- How did you deal with it?
- How do you think you are unique?
- What do you like best about yourself?

 **Material Needed**

Pen and paper

## Wrap up the story

Have the child write down 1 thing for which they want others to accept them. Discuss one way s/he can be accepting of others.

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Month 01 / Week 03  40 minutes

## LEARNING ABOUT SOCIAL JUSTICE



Choose a family to read aloud. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- The Hate You Give by Angie Thomas
- Daddy, There's a Noise Outside by Kenneth Braswell

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Understanding Police Brutality (10 minutes)

- Which character did you relate to? Why?
- Discuss the importance of police for a community.
- What does the term “police brutality” mean? Talk about good ways you can interact with police.
- Talk about fears children may have related to what they learned.

Month 01 / Week 03  40 minutes

# LEARNING ABOUT SOCIAL JUSTICE



### Activity (10 - 15 minutes)

List 3 fears on an index card that students have about relationships with the police.

- On the other side of the index card, brainstorm about 3 things they could do to overcome those fears.

*Example: Visit a police department*

▶ **Material Needed**

Index Cards and Pen

### Wrap up the story

Finish the conversation and answer any questions that arise.

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Month 02/ Week 01  40 minutes

## LEARNING TO ADAPT TO CHANGE



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Changes, Changes by Pat Hutchins
- The Thing You Couldn't Do by Ashley Spires

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Adaptability (10 minutes)

- Discuss the importance of adaptability in the book.
- How did the characters have to adapt?
- What was the outcome?

Month 02/ Week 01  40 minutes

## LEARNING TO ADAPT TO CHANGE



### Activity (10 - 15 minutes)

Share a story with each other about when you needed to adapt to a situation.

- How did you handle it?
- What was hard about it?
- What did you learn from it?

 **Material Needed**

N/A

### Wrap up the story

Finish the discussion.

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Month 02/ Week 03  40 minutes

## WHY IS IT IMPORTANT TO PROTEST



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Peaceful Fights for Equal Rights by Rob Sanders
- Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camarini

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Protest (10 minutes)

- How does the book describe protest?
- What happened to the characters in the story?
- Can anyone protest?

Month 02/ Week 03  40 minutes

## WHY IS IT IMPORTANT TO PROTEST



### Activity (10 - 15 minutes)

Create a protest journal. Have students decorate a journal.

- Identify 3 things he or she feels passionate about (i.e. climate change, racism, etc.).

▶ **Material Needed**

Journal, Pen/Pencil

### Wrap up the story

Ask the student to use the journal during the week to research and brainstorm about whatever they are passionate about.

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Month 03/ Week 01  40 minutes

## WHY I SHOULD BE GRATEFUL



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- The Little Book of Gratitude by Dr. Robert A. Emmons
- Don't Say a Word Mama' by Joe Hayes

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Gratitude (10 minutes)

- How did the characters show gratitude in the story?
- How did it positively impact the story?
- Discuss the importance of showing gratitude.

Month 03/ Week 01  40 minutes

## WHY I SHOULD BE GRATEFUL



### Activity (10 - 15 minutes)

Create a gratitude journal. Use these prompts to write statements of gratitude and discuss.

- A person I'm glad to have in my life.
- A place where I feel safe.
- A book that I loved reading.
- A life lesson I have learned.

▶ **Material Needed**

Pen and journal

### Wrap up the story

Discuss what you learning from the story and the activity. Then discuss ways to show gratitude to family, friends and/or others.

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Month 03/ Week 03  40 minutes

## YOU MATTER



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- I Am Enough by Grace Byers
- I Like Myself by Karen Beaumont

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Loving Yourself (10 minutes)

- What things happen in the book that make the character doubt himself/herself?
- What do they do? How do the characters decide to love themselves?

Month 03/ Week 03  40 minutes

# YOU MATTER



### Activity (10 - 15 minutes)

Fathers discuss a time when you doubted yourself because of some characteristic (i.e. race, etc.).

- How did it make you feel? How did you change your mind?
- Now, allow the child to discuss a time when he/she doubted himself/herself.
- Why is important to embrace who you are?

 **Material Needed**

N/A

### Wrap up the story

Answer any questions that arise and close out.

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Month 04/ Week 01  40 minutes

## LEARNING TO COOPERATE



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Teamwork Isn't My Thing And I Don't Like to Share by Julia Cook
- The Hard Hat for Kids by Jon Gordan and Lauren Gallagher, Ph.D.

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Cooperation (10 minutes)

- What does cooperation mean?
- Which character in the story did you like most? Why?
- How did they show cooperation?



Month 04/ Week 03  40 minutes

## LEARNING ABOUT UNSUNG HEROES



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Hidden Figures: The True Story of Four Black Women and the Space Race by Magot Lee Shetterly and Laura Freeman
- Ron's Big Mission by Corinne Naden and Rose Blue

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Excellence (10 minutes)

- Why is it important to strive for excellence in life?
- How did the characters in the book show that excellence is important?
- How did they help the world?

Month 04 Week 03  40 minutes

# LEARNING ABOUT UNSUNG HEROES



### Activity (10 - 15 minutes)

#### 3 Stars and a Wish

- First, your child comes up with 3 “Stars,” or things she already does well. This can be anything from running fast to solving math problems to comforting her friends when they’re feeling sad.
- Talk to your child about HOW she became so good at these “Stars.” Did she have to practice? Did it take her time to learn? Or did she magically acquire these skills overnight?
- Next, have your child come up with a “Wish.” The “Wish” is something that your child needs or wants to work on (a goal).
- Ask your child WHAT she can do to help make her wish come true. Explain to her that this isn’t chance; it’s choice. She can choose to take steps that will lead to the fulfillment of her wish.

▶ **Material Needed**

N/A

### Wrap up the story

Discuss how children will strive for excellence in their “wishes.”

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Month 05/ Week 01  40 minutes

## LEARNING TO BE COURTEOUS



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Be Kind and Polite by Cherie Meiners
- Dude, That's Rude. Get Some Manners by Pamela Espeland and Elizabeth Verdick

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Courteous (10 minutes)

- What are examples of being courteous to others?
- How did the characters learn to be courteous?
- What happened in the story?
- How does that apply to you?



Month 05/ Week 03  40 minutes

## LEARNING ABOUT RACISM



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- All American Boys by Jason Reynolds and Brendan Kiely
- Race Cars by Jenny Devenny, LSW

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

**Main ideas suggested by the story.**

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### Discuss the Importance of Talk about Privilege and Racism (10 minutes)

- Using the story as a backdrop, discuss how people are treated differently because of race.
- Next discuss the proper way to interact with authority figures, especially police officers.

Month 05/ Week 03  40 minutes

# LEARNING ABOUT RACISM



### Activity (10 - 15 minutes)

Create a scenario in which children may come into contact with an authority figure who says something negative about their race.

- Role-play how the child may respond productively to the situation.
- Discuss ways in which the child responds and give advice about how he/she could improve. Reiterate why ones response is important.

 **Material Needed**

Scenario Card

### Wrap up the story

Connect the story and the scenario. Finish the conversation answering any questions the child may have.

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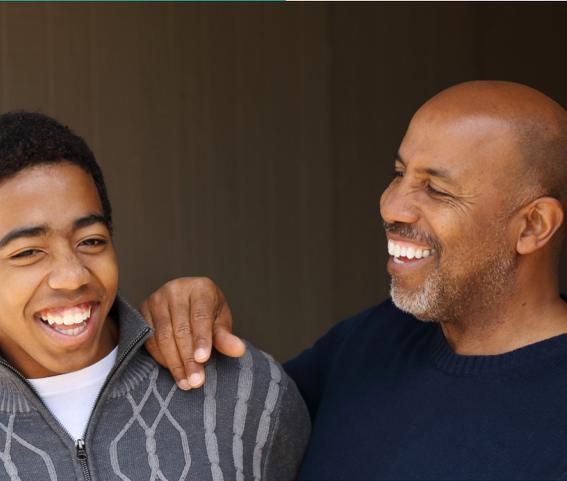
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Month 06/ Week 01  40 minutes

## LEARNING TO BE KIND



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Last Stop on Market Street by Matt de la Pena
- A World of Kindness by Rebecca Bender and Suzanne Del Rizzo

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Kind (10 minutes)

- Use the characters in the book to discuss why it is important to be kind.
- How do the characters display kindness?

Month 06/ Week 01  40 minutes

## LEARNING TO BE KIND



### Activity (10 - 15 minutes)

Sending a Postcard to a Loved One

- Cut thick paper or cardstock into rectangles.
- Decorate one side of the postcard with a picture or words or collage.
- Messages can be: Thinking of you! Or Can't wait to see you soon! Or I hope you are having a great day! Emphasize messages of kindness and good feelings.
- Pass out the postcards to cousins, aunts and uncles, grandparents and friends.

### ▶ Material Needed

Card stock or thick paper or blank postcards; pencils, crayons or markers. Stamps.

### Wrap up the story

Answer any questions that arise and close out.

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Month 06/ Week 03  40 minutes

## EMPOWERING YOUTH TO SPEAK UP



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Be a Changemaker: How to Start Something that Matters by Laurie Ann Thompson
- The Juicebox Bully: Empowering Kids to Stand Up for Others by Bob Sornson and Marie Dismondy

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Empowered (10 minutes)

- What kind of change did the characters make?

Month 06/ Week 03  40 minutes

## EMPOWERING YOUTH TO SPEAK UP



### Activity (10 - 15 minutes)

Discuss the following questions:

- Have you ever been bullied?
- How did you respond?
- How did it make you feel?
- Did you speak up? Why or why not?
- What changes would you like to see made in your life?
- How can you help make those changes?

 **Material Needed**

N/A

### Wrap up the story

Discuss ways to empower children to speak up when it is needed.

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Month 07/ Week 01  40 minutes

## LEARNING TO BE HONEST



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- The Honest to Goodness Truth-Patricia C. McKissack
- A Day's Work-Eve Bunting and Ronald Himler

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Telling the Truth (10 minutes)

- Why was it important for the characters in the story to tell the truth?
- What happened when they didn't?

Month 07/ Week 01  40 minutes

# LEARNING TO BE HONEST



### Activity (10 - 15 minutes)

Ask the groups to discuss the following scenario: A child buys a drink and notices that the clerk accidentally gives them too much change. Their parent is present, but is distracted. Each group decides what is to happen, and acts out what the child does. Do they tell the clerk and give the money back? Do they take the money and not tell anyone? Do they tell their parent?

Now answer these questions:

- What are the main values that are being tested here?
- Would it make a difference if they take the money to buy something they need?
- What if they take the money to give to someone who needs it?
- What does it mean to the clerk if the money is taken?
- What would the child do if they got caught by the clerk? or the parent?
- What are the consequences of each action taken and how might it make each person feel?
- Does it make a difference to your behavior if someone is watching?

### ▶ Material Needed

N/A

### Wrap up the story

Finish your time together discussing how important it is to always tell the truth. Make a pact together that you will be honest and open with one another.

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Month 07/ Week 03  40 minutes

## USING YOUR VOICE



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Amina's Voice by Hena Kahn
- Brave by Svetlana

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

**Main ideas suggested by the story.**

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**Discuss the Importance of Speaking Up (10 minutes)**

- Give one example of when you needed to speak up in a situation.
- What did you do? Did it take courage?

Month 07/ Week 03  40 minutes

## USING YOUR VOICE



### Activity (10 - 15 minutes)

Identify a scenario when a child might need to speak up.

Ask them to speak up using “I” statements like:

“I feel \_\_\_\_\_”

“I need \_\_\_\_\_”

- Reflect on ways that your child did well.
- Repeat the scenario and have the parent speak up.
- Discuss ways to be assertive in the situation using kind words and speaking positively.

 **Material Needed**

N/A

### Wrap up the story

Ask children if they have questions and encourage them to speak up when it is necessary.

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Month 08/ Week 01  40 minutes

## LEARNING TO BE GENEROUS



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Books for Katje by Candace Fleming
- The Giving Tree by Shel Silverstein

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Generous (10 minutes)

- What does it mean to be generous? Why is it important?
- How were the characters generous in the book?
- In what ways can you be more giving in your life?

Month 08/ Week 01  40 minutes

# LEARNING TO BE GENEROUS



### Activity (10 - 15 minutes)

Come up with three people to whom children can write a thank you letter.

- Help them brainstorm what they would include in the thank you letter.
- Once the session is over, mail the letters out.

 **Material Needed**

Paper and pen/pencil

### Wrap up the story

Discuss how the people receiving the thank you notes might feel. How would they feel if they received a thank you note? Wrap up the conversation about being generous.

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Month 08/ Week 03  40 minutes

## LEARNING TO BE COURAGEOUS



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Courage by Bernard Waber
- The Bravest of Us All by Marsha Dianne Arnold

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Having Courage (10 minutes)

- How were the characters able to overcome fear?
- How did they display courage?
- Discuss why having courage is important.

Month 08/ Week 03  40 minutes

# LEARNING TO BE COURAGEOUS



### Activity (10 - 15 minutes)

Discuss 3 things you are scared to do and the fears related to them.

- Next, discuss how you can overcome those fears.
- Lastly, fathers, discuss one fear you have had to overcome and how you overcame it.

 **Material Needed**

N/A

### Wrap up the story

Answer any questions that came up regarding courage and relate them to the story/activity.

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Month 09/ Week 01  40 minutes

## LEARNING TO BE PATIENT



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- Waiting by Kevin Henkes
- Are We There Yet? by Dan Santat

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Patient (10 minutes)

- How did the characters in the book learn about patience?
- How did they show patience?
- What did you learn from the story?

Month 09/ Week 01  40 minutes

# LEARNING TO BE PATIENT



### Activity (10 - 15 minutes)

Don't Crack Up

- Have a staring contest. See who can stare at each other the longest without laughing.

### ▶ Material Needed

N/A

### Wrap up the story

What are some of the things that made you laugh during the game? Was it the funny face your opponent made? Maybe it was the awkwardness of staring deep into someone else's eyes? Maybe it was the fact that you sat there forever, just hoping they would get distracted and laugh.

It can be difficult when we want something to happen, but it doesn't happen in our own timing. Patience is something that everyone struggles with. It's harder and harder to be patient because of our instant gratification society.

*Share another example of something that makes you impatient and discuss.*

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Month 09/ Week 03  40 minutes

## LEARNING TO BE RESPECTFUL



Choose the book that best fits the age group of the child. Build curiosity and excitement about reading with the child.

### Book Recommendations:

- What If Everybody Did That? by Colleen Madden
- Big: A Little Story About Respect and Self-Esteem by Ingo Blum

### Read the story (10 minutes)

Read the story aloud or (father and/or child).

Define new words/concepts. Write down any main ideas suggested by the story.

### Main ideas suggested by the story.

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### Discuss the Importance of Being Respectful (10 minutes)

- How did the characters in this book show respect?
- Why is that important?



## Children Books by Fathers Incorporated

# Daddy, There is a Noise Outside



**Written By: Kenneth Braswell**

Kenneth Braswell's newest venue "Daddy, There's a Noise Outside," takes the complex issue of protesting and breaks the conversation down so that a 1st grader can understand.

The story begins when two children are awakened by noises in the middle of the night coming from outside the window of their inner-city neighborhood. Both their Dad and Mom spend the next morning explaining to them what was taking place in their community.

### Download Parent / Teacher Guide:

[www.fathersincorporated.com/free-resources/daddy-theres-a-noise-outside-guide/](http://www.fathersincorporated.com/free-resources/daddy-theres-a-noise-outside-guide/)



Children Books by Fathers Incorporated

# Daddy Is Feeling Blue



Written By: Kenneth Braswell



According to the CDC, Heart Disease is the leading cause of death for men in the United States. In addition, half of the men who die suddenly of coronary heart disease have no previous symptoms.

Daddy Is Feeling Blue continues to stimulate critical and complicated conversations between parents and their young children.

Brandon (father) has a minor heart attack and it creates a situation for the family to learn the importance of encouraging Brandon to pay attention to his health for the sake of himself and family.

## Children Books by Fathers Incorporated

# Daddy's Family Tree: Introducing the Applewhites



Written By: Kenneth Braswell



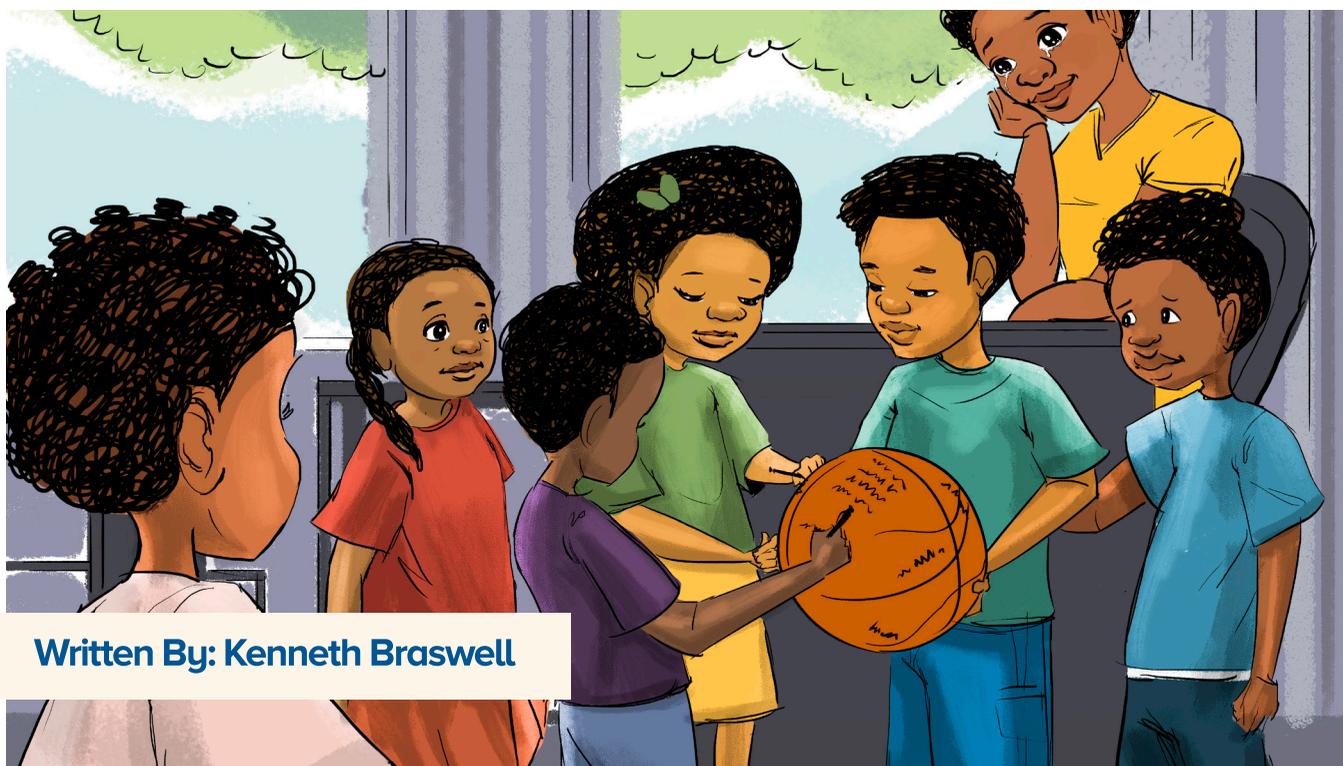
The story begins when Brandon receives an unexpected call from his mother that his estranged father has died.

Daddy's Family Tree is a journey down the process of filling the emptiness in your life created by an absent parent.

The story attempts to help children understand the importance of family. It creates a teaching moment for children who will have a lot of questions. The book allows for a loving and personal conversation about a topic that far too often, parents avoid.

## Children Books by Fathers Incorporated

# Daddy, Can I Cry?

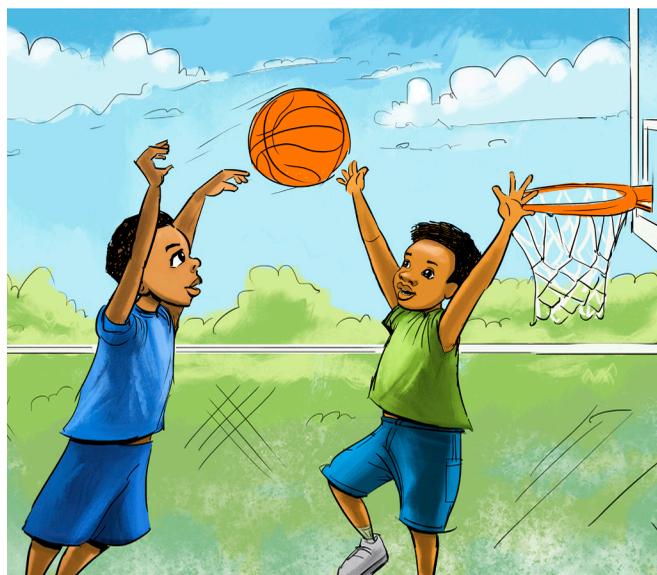


Written By: Kenneth Braswell

Cory and Michael are best friends. Like many young boys, each of them shares a love for basketball. One night a tragic event happens which has a tremendous impact on Cory.

The loss of Cory's best friend forces him to find a way to grief. It also creates an opportunity for Cory and his dad to share a moment that will become a life lesson of manhood.

Daddy, Can I Cry? is a story of friendship and loss. It forces us to take a moment to understand that children grieve and heal in their own way.



## BOOK REFERENCES

**A Day's Work** by Eve Bunting and Ronald Himler

**All American Boys** by Jason Reynolds and Brendan Kiely

**Amina's Voice** by Hena Kahn

**Are We There Yet?** by Dan Santat

**Be Kind and Polite** by Cherie Meiners

**Be a Changemaker: How to Start Something that Matters** by Laurie Ann Thompson

**Big: A Little Story About Respect and Self-Esteem** by Ingo Blum

**Brave** by Svetlana

**Books for Katje** by Candace Fleming

**Changes, Changes** by Pat Hutchins

**Courage** by Bernard Waber

**Daddy, There's a Noise Outside** by Kenneth Braswell

**Don't Say a Word Mama'** by Joe Hayes

**Dude, That's Rude. Get Some Manners** by Pamela Espeland and Elizabeth Verdick

**Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet** by Valentina Camarini

**Last Stop on Market Street** by Matt de la Pena

**Loser: Why Fit In When You Can Stand Out** by Jerry Spinelli

**I Am Enough** by Grace Byers

**I Like Myself** by Karen Beaumont

**Peaceful Fights for Equal Rights** by Rob Sanders

**Race Cars** by Jenny Devenny, LSW

**Teamwork Isn't My Thing And I Don't Like to Share** by Julia Cook

## **BOOK REFERENCES (Cont)**

**The Bravest of Us All** by Marsha Dianne Arnold

**The Giving Tree** by Shel Silverstein

**The Hard Hat for Kids** by Jon Gordan and Lauren Gallagher, Ph.D.

**The Hate You Give** by Angie Thomas

**The Honest to Goodness Truth** by Patricia C. McKissack

**The Juicebox Bully: Empowering Kids to Stand Up for Others** by Bob Sornson and Marie Dismondy

**The Little Book of Gratitude** by Dr. Robert A. Emmons

**The Other Side** by Jacqueline Woodson

**The Thing You Couldn't Do** by Ashley Spires

**A World of Kindness** by Rebecca Bender and Suzanne Del Rizzo

**Waiting** by Kevin Henkes

**What If Everybody Did That?** by Colleen Madden



A program by Fathers Incorporated aimed at elementary children (K-5) and their fathers/male caregivers.