



Facilitator Guide Sessions 1-3 & 11-13

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California Department of Public Health

Session 1: Our Heritage Is a Source of Pride

Goals		
<ol style="list-style-type: none"> 1. To begin the process of forming a close and supportive group 2. To increase participants' pride based on their ancestors' history 3. To identify their strengths as women and parents 		
Activities	Time	Materials
1.1 <ul style="list-style-type: none"> • Welcome • Orientation • Your Hopes 	50 Minutes	Participant Handbooks, flip chart and markers, paper and pens
Break Time – 15 Minutes		
1.2 <ul style="list-style-type: none"> • Our Ancestors • Identifying Personal Strengths 	70 Minutes	Laptop and LCD projector, Participant Handbooks, flip chart and markers, paper and pens
1.3 <ul style="list-style-type: none"> • Personal Goal • Gratitude Circle and Closure 	15 Minutes	Participant Handbooks

Activity 1.1 Welcome, Orientation, and Your Hopes

Time: 50 Minutes

Materials: Participant Handbooks, flip chart and markers, paper and pens

Intent of Activity

- a. To meet other participants
- b. To review the program format
- c. To discuss personal hopes related to participating in the BIH Program groups

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

1. Welcome the participants to the group. Show excitement for their presence with a warm welcoming smile and hand shake. Have name tags available for everyone. Referring to people by their name is an extension of their belonging to the group.
2. Ask each participant to respond to the following:

My name is _____.

I am expecting my child on: _____ (Date).

If my baby is a boy, some names I've thought of are: _____.

If my baby is a girl, some names I've thought of are: _____.

[Facilitator Note: Some participants may not feel comfortable sharing names.]

3. Hand out a three ring binder to each participant. Explain that this binder will become their Participant Handbook. Request that they put their names on the Participants Handbooks and decorate it with pictures of their children and any other designs they would like.
4. Explain that there are 10 sessions and that in each session they will receive handouts and reading material that will go in their Handbook.
5. Each session they will also get a Goals and Changes Worksheet. Working toward a personal goal based on what they learned from each session is important for them to grow as expectant moms and as strong, caring and empowered women.
6. Hand out Chapter 1: Our Heritage Is a Source of Pride including Goals and Changes Worksheet and request they put it in their Handbooks.
7. Review the program requirements:

- Attend all sessions—the information from session to session builds upon each other. To have the overall experience of the group, it's important to attend all the sessions. You must make up sessions you miss.
 - You need to bring your Participant Handbook to each session.
 - You must get permission from your prenatal care provider to exercise in preparation for Session 5.
 - We ask that you identify and work toward a personal goal each week. You will choose your goal based on the topics covered that week, which allows you to practice what you learned in session. Working toward your personal goals is empowering and helps you to build healthy and useful skills.
 - There will also be some additional reading that provides more information and may reinforce what was discussed.
8. Review Group Agreements. Ask if there any additions.
- Listen actively -- respect others when they are talking.
 - Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
 - Share your own story and experience.
 - Step up—step back*
 - Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
 - Respect the confidentiality of other participants. Do not share information from the group with people outside the group.
 - Have FUN!

[Facilitator Note: Record Group Agreements on a flip chart and post it during each session]

*"Step up" encourages participants who participate less to participate more, while "step back" reminds participants who are more likely to talk to allow time for those who are less likely to participate.

9. Explain to the group that some activities will use "brainstorming." In using brainstorming, participants should follow four rules:
- a. All ideas are welcome.
 - b. Do not judge or make negative comments about others' ideas.
 - c. It's okay to repeat or build on another's ideas.
 - d. Anything goes – wild and imaginative ideas are good too.
10. Tell the participants they will brainstorm their hopes in participating in the program. Using the flip chart, label one sheet of paper **HOPES FOR ME** and label another sheet of paper **HOPES FOR MY BABY**.

11. Ask each participant to brainstorm to the following statement.

By attending this program, hopes I have for ME are: _____

By attending this program, hopes I have for MY BABY are: _____

[Facilitator Note: Record their responses on each sheet.]

12. Review the ideas to find any patterns or commonalities.

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Facilitator Summary Statements

- A. You are participating in a group of African American women so you can support and encourage each other.
- B. You get most out of the group when you actively participate in the group.

Notes and Suggestions

- A. Refrain from calling the group sessions “classes” because it would infer a teacher and students. The format is designed for the facilitator to engage the women and for them to share their experiences.
- B. It’s important for participants to understand the format and expectations for attending these sessions. Be specific.
- C. Take time to thoroughly discuss group agreements. You may need to explain some of the meanings.
- D. Individuals will probably be nervous about sharing information during the first activity. You may want to respond first to model the depth of information you are seeking from them.

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Activity 1.2 Our Ancestors' Strengths and Our Strengths

Time: 70 Minutes

Materials: Laptop and LCD projector, Participant Handbooks, flip chart and markers, paper and pens

Intent of Activity

- a. To identify our cultural and historical strengths
- b. To identify personal strengths
- c. Understand the value of being empowered from them

Procedures

Part 1: Our ancestors

1. Share with participants that the goal of this activity is to understand how the experiences we have over the course of our lives, and even the experiences that our ancestors have had, can affect our physical health. Although we may not have control over everything in our lives, it is important to recognize what we can change and to realize that we have the strength to overcome many obstacles, just as our ancestors did. Pregnancy can be a particularly special time to be empowered by our ancestors' strengths.
2. Share that brainstorming is something that will be used regularly during the groups. Here are the rules for brainstorming:
 - i. All ideas are welcome.
 - ii. Do not judge or make negative comments about others' ideas.
 - iii. It's okay to repeat or build on another's ideas.
3. Ask participants to brainstorm answers to these questions

What do you know about your African heritage?

What do you think your ancestors dreamed of for you?

What strengths did our African ancestors have?

[Facilitator Note: Write **AFRICAN HERITAGE**, **DREAMS** and **STRENGTHS** on separate flip chart pages and record the responses.]

Part 2: Our Strengths

1. Tell the participants that we will shift from our ancestors' strengths to consider our own personal strengths.
2. Request participants refer to 6 Virtues and 24 Character Strengths in their Participant Handbooks.

[Facilitator Note: A copy of the 6 Virtues and 24 Character Strengths is located at the end of this session.]

3. Tell participants that the goal of this activity is to understand their personal strengths and how to use them in their lives.
4. Review the 24 strengths with examples of their application in women's lives.

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5. Give participants an opportunity to reflect on them and select their top 3 that are effective at work, home, with friends and family.

[Facilitator Note: A copy of the Strengths Exercise worksheet is located at the end of this session.]

6. Ask participants to record their top 3 strengths, why they selected the strength and how they will use it in their lives on their worksheet.

[Facilitator Note: Select a personal strength in advance and share why you selected the strengths and how you will use that strength in the group with them to model what is expected. In addition, it will help you in your own life!]

7. After completing the worksheet, ask each participant to share **ONE** strength and how she plans to use it in her life.

8. Ask participants if they can see other ways that she could use this strength in her life.

[Facilitator Note: This is important to brainstorm with the women about how to maximize strengths in their lives.]

9. Tell the women that these strengths will continue to be used in the group.

Part 3: Empowerment

1. Share with the group that they will learn to feel empowered by understanding your health before, during and after pregnancy. It is critical to view your health over your entire life and not only during your pregnancy or when you have health problems. The group is to help you develop skills to be healthy all the time!

2. Share with participants this definition: Empowered is to be more confident or assertive.

3. Ask participants to brainstorm these questions

How did your ancestors show that they were empowered?

How do you show that you are empowered?

[Facilitator Note: Write **ANCESTORS** and **YOU** on two flip chart pages and record the responses.]

4. The National Empowerment Center identified 15 qualities for being empowered:

- Having decision-making power.
- Having access to information and resources.
- Having a range of options from which to make choices
- Assertiveness.
- A feeling that the individual can make a difference (being hopeful).
- Learning to think critically;
- Learning about and expressing anger.
- Not feeling alone; feeling part of a group.
- Understanding that people have rights.

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- Effecting change in one's life and one's community.
- Learning skills that the individual defines as important.
- Changing others' perceptions of one's competency and capacity to act.
- Coming out of the closet.
- Growth and change that is never ending and self-initiated.
- Increasing one's positive self-image and overcoming stigma.

[Facilitator Note: Share the commonalities in their responses with the National Empowerment Center's qualities.]

Facilitator Summary Statements

- A. It's important to acknowledge and understand our history.
- B. Use our ancestors' strength as a source of strength for you.
- C. We are encouraging you to be empowered and use your personal power in ways that are good for you and will be good for your baby.

Notes and Suggestions

- A. Do not use this exercise to make sweeping generalizations about any difference
- B. It is also important to reinforce the women's similarities related to being African American and being women, which will increase the connection between them. Consider something like: "We are more similar than different."

Activity 1.3 Personal Goal, Gratitude Circle and Closure

Time: 15 Minutes

Materials: Participant Handbooks

Intent of Activity

- a. To assess the participants' knowledge from the session
- b. To set a personal goal based on today's session

Procedures

1. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.

2. Ask participants to refer to Goals and Changes worksheet.

[Facilitator Note: A copy of the Goals and Changes Worksheet is located at the end of this session.]

3. Tell participants that each week they will choose a goal to work towards, based on what they learned in session that day. The following week, we will regroup and discuss whether we were able to accomplish our goal, why or why not, what worked and what didn't, etc. This will provide opportunity for us to share ideas and strategies as well, so that we can continue working towards these goals. The goals may be something like walking for 15 minutes a few times a week. Doing this helps us to practice what we learned in session and create positive changes in our lives—all helping us to become empowered, healthy women!

This week, we're requesting that you select one of the three strengths you identified earlier and practice using it.

4. Recommend that they read Chapter 1 in their Handbooks.
5. Share that Session 2 will outline the problems facing African American pregnant women and provide tips for how to understand and handle stress.
6. Ask participants to consult their prenatal care provider about exercising in preparation for Session 5.
7. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. Gratitude is important because focusing on the good in our lives will make us much happier.

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Notes and Suggestions

- A. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- B. This is an important time to process any fears or ambivalence participants may have about the group process.
- C. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- D. Praise everyone for their attendance, sharing, and commitment to becoming great participants.

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6 Virtues and 24 Character Strengths

Virtue/Character	What it Means
1. Wisdom & Knowledge	Learning and applying information, insight, and good judgment
1. Creativity	Thinking of creative, new and useful ways to do things
2. Curiosity	Being interested in what is around you; exploring
3. Open-mindedness	Thinking things through and viewing them from all sides; not jumping to conclusions
4. Love of learning	Learning new skills, topics, and knowledge
5. Perspective	Being able to provide wise advice and guidance to others
2. Courage	Trying to accomplish goals when you face obstacles, from yourself or from others
6. Authenticity	Telling the truth; being genuine
7. Bravery	<i>Not</i> shrinking from threat, challenge, difficulty, or pain; speaking up for what is right, even if others do not agree
8. Persistence	Not giving up
9. Zest	Approaching life with excitement and energy; feeling alive
3. Humanity	Love; reaching out to and befriending others, taking care of others
10. Kindness	Doing favors and good deeds for others; taking care of others
11. Love	Valuing close relations with others
12. Social intelligence	Understanding how you feel and how others feel; being aware of what will make others upset
4. Justice	Civic or community strengths that create a healthy group
13. Fairness	Treating all people the same, with fairness and justice
14. Leadership	Organizing group activities and seeing that they happen
15. Teamwork	Working well as member of a group or team
5. Temperance	Virtues that protect against unwise excess
16. Forgiveness	Forgiving those who have done wrong
17. Modesty	Letting your accomplishments speak for themselves; not “bragging”
18. Prudence	Being careful about your choices; <i>not</i> saying or doing things that you might later regret
19. Self-Regulation	Controlling how you feel and what you do
6. Transcendence	Connecting to the larger universe, making life meaningful
20. Appreciation of beauty & excellence	Noticing and appreciating beauty, excellence, and/or skill. This can be anything from nature to art, to everyday experiences
21. Gratitude	Being aware of and thankful for good things that happen; taking time to express thanks
22. Hope	Expecting the best and working to achieve it; believing in a good future
23. Humor	Liking to laugh and tease; bringing smiles to other people
24. Religiousness	Believing in a higher purpose and meaning of life
<i>Adapted from: Peterson, C. & Seligman, M.E.P. (2004) Character Strengths and Virtues: Handbook and Classification. Oxford University Press. (pp. 29-30)</i>	

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Strengths Exercise

[To be completed in the group session]

1. _____

Why is this a strength for me?

How will I use it in my life?

2. _____

Why is this a strength for me?

How will I use it in my life?

3. _____

Why is this a strength for me?

How will I use it in my life?

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Session 1: Goals and Changes Worksheet

1. Select one way you are empowered and practice using it. If you don't remember what empowerment means, think of the word **power** (em**POWER**ed). How do you have power? Use your power in a positive way.

2. Each week, try to record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you felt your baby kick for the first time. They might be emotional, like your family is excited about the new baby. You can even talk about social changes, such as spending time with other pregnant women. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:

Session 2: Using Our Challenges as Our Opportunities

Goals		
<ol style="list-style-type: none"> 1. To understand the poor birth outcomes of African Americans 2. To increase awareness of stressful life situations 3. To build skills in handling stress 		
Activities	Time	Materials
2.1 <ul style="list-style-type: none"> • Welcome • Check-In 	15 Minutes	Participants Handbooks
2.2 <ul style="list-style-type: none"> • Influences 	50 Minutes	Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
Break Time – 15 Minutes		
2.3 <ul style="list-style-type: none"> • Understanding Stress • Handling Stress 	50 Minutes	Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
2.4 <ul style="list-style-type: none"> • Personal Goal • Deep Breathing • Gratitude Circle and Closure 	20 Minutes	Participants Handbooks

Activity 2.1 Welcome and Check-In

Time: 15 Minutes

Materials: Participants Handbooks

Intent of Activity

- a. To reflect on Session 1: Our Heritage Is A Source of Pride
- b. To review their personal goal from the Goals and Changes Worksheet

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

1. Welcome the participants to Session 2. Check in with the women about their pregnancies.
2. Tell participants that they will begin a one-minute meditation exercise, which helps them relax and leave the outside world behind. The intent is to have them be present in the space. Ask participants to do the following:
 - Find a place of peace and calmness
 - Be seated
 - Place your legs in a comfortable position
 - Sit up straight and comfortably
 - Listen for tone to begin (have a chime)
 - Place your hands in a comfortable position
 - Relax your eyes (closed or open)
 - Focus all your attention on breathing and exhaling deeply
 - When the chime sounds, stop.
3. Check-in: Go around the circle and ask each participant to respond to the following statements:
 - a. Right now I am feeling_____
 - b. One thing I want to share about me and my pregnancy is_____.
4. Allow participants the opportunity to discuss problems or successes encountered in completing their personal goals.
5. Remind participants about last week's session when issues of race and pride were discussed.
6. Hand out Chapter 2: Using Our Challenges as Our Opportunities including Goals and Changes Worksheet and request they put it in their Handbooks. Hand out Relaxation Techniques for them to include in their binders.

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It's important to share both successes and challenges to allow opportunities for support and encouragement.

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C. Supporting and encouraging ourselves and others is empowering.

Notes and Suggestions

- A. This is an important opportunity for the women to start to share their success and support each other in the group.
- B. Be very supportive of the women’s efforts toward achieving their personal goals. Share the value of becoming aware and practicing new skills.

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Activity 2.2 Empowering You to Have a Healthy Baby

Time: 50 Minutes

Materials: Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- a. To understand what influences health
- b. To understand what influences birth outcomes

Procedures

Part 1: What Influences Health?

1. Explain to participants that the goal of this activity is to understand the different things that influence health.
2. Ask participants to brainstorm things that positively and negatively influence their health. Remind them about the rules for brainstorming:
 - i. All ideas are welcome.
 - ii. Do not judge or make negative comments about others' ideas.
 - iii. It's okay to repeat or build on another's ideas.

[Facilitator Note: Write **POSITIVE** and **NEGATIVE** on separate flip chart pages.]

4. Most factors identified will be behaviors that are under the control of the women. There are some social and environmental factors that are more difficult to control:
 - Being discriminated against due to race and gender;
 - The kind of relationships we have;
 - The amount of money we make, and the neighborhoods we live in.These factors not only influence whether we make healthy choices but may also have a direct impact on our health over the course of our lives.
5. Reflecting on the qualities of strengths and empowerment from last week, share that making healthy choices and adopting a positive attitude will help us to deal with these stressful situations. Emphasize that strength and empowerment can counterbalance negative influences on health.

Part 2: What Influences Birth Outcomes?

1. Explain to participants that the goal of this activity is to understand the different things that influence birth outcomes.
2. Ask participants to brainstorm things that positively and negatively influence their birth outcomes—think about what they have heard from their doctor, families and friends.

[Facilitator Note: Write **POSITIVE** and **NEGATIVE** on separate flip chart pages.]

3. Share with participants that there are too many African American babies born too small (low birth weight, less than 5.5 pounds) or too early (pre-term or preemies, born before 37 weeks of pregnancy). Some of the causes include stress and isolation. This group will give them some tools to decrease stress, provide support and encourage empowerment.

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4. There is still much we don't know about why differences exist for infant mortality and maternal mortality. It is possible that a woman can do everything right and still have a baby that is not healthy. However, there are many steps mothers can take to increase her chances of having a healthy baby. Many of these are under our control, such as visiting our doctor for prenatal care, not smoking or drinking alcohol, managing stress, etc. We'll learn more about what we CAN do in this group.
5. Ask participants to identify **one** thing they will do to improve their chances of having a healthy baby.

[Facilitator Note: Write **ONE GOOD THING** on a flip chart page and record the responses.]

Facilitator Summary Statements

- A. African American babies are more likely to be born too early or too small than babies from other racial/ethnic groups, which can lead to health problems or higher death rates.
- B. Being born too early or too small isn't just related to income or prenatal care, but may be related to factors such as stress, discrimination, or other factors that we don't yet understand. These factors may be outside of our control, but there are still many things that we can do, which are within our control. Even though we can do everything right and still have a poor birth outcome, we can increase our chances of having a healthy pregnancy and baby if we do what we can.

Notes and Suggestions

- A. Allow the feelings about disparities issues to be shared. If a woman is having extreme difficulty, the co-facilitator should escort her out to the room and process separately. Make sure the woman re-joins the group.
- B. Suggest that participants focus efforts on what they can control which is a quality of being empowered.

Activity 2.3 Understanding and Handling Stress

Time: 50 Minutes

Materials: Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- a. To understand the effects of stress
- b. To learn ways to handle stress more effectively

Procedures

Part 1: Understanding Stress

1. Share that this activity will focus on understanding stress, recognizing how it feels, identifying sources of stress in our lives and learning ways to reduce it.
2. Provide the main points for the activity:
 - a. Stress is a normal part of life.
 - b. There is good stress and bad stress which we call distress.
 - c. Stress during pregnancy may cause babies to be born too early or too small. Being born too small or too early increases the likelihood of health problems or death.
 - d. Stress hormones might trigger early labor, increase blood pressure, and/or leave your body weak and open to infection. Also, stress hormones can reach the baby and may even affect your child's mental and emotional development.
 - e. Pregnant African American women report more stress than women of other racial/ethnic groups. This may be a reason why we have high rates of high blood pressure and infection during pregnancy. We also have high rates of preterm delivery and low birth weight babies.
 - f. While there is some stress that we can't control, there is also stress that we have the power to control. For example, if we're late for the bus and miss it, next time we can leave 5 minutes earlier.
3. Write the word **GOOD STRESS** on a flip chart page in large, bold letters. Ask for examples of good stress from participants. Example: Getting up early to get things ready to go on a picnic; trading in an old car for a new one; getting ready for a date.
4. Write the word **DISTRESS** on a flip chart page in large, bold letters. Ask for examples of distress from participants. Example: No money to pay bills; living in a high crime neighborhood; living in domestic violence.
5. Write **STRESS FEELS LIKE** on a flip chart page in large, bold letters. Using a combination of drama and self-report, ask each participant to stand up, make a body posture of how they look when they feel stress, and then to write one feeling word on the flip chart best describing how they feel inside when they feel stress. Take turns. Ask the participants not to discuss anything just yet, just to demonstrate stress and write one feeling word on the paper.

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6. Share with participants information that they missed related to stress:
 - a. Good stress is the kind that energizes us to fulfill our dreams, accomplish our goals or complete our daily tasks.
 - b. Bad stress, on the other hand, drains our energy and weighs us down. Scientists have learned that stress has a negative impact on your health and well-being. Chronic stress -- stress experienced over a long period of time—causes wear and tear on the body. Scientists are studying this and there is a lot that we don't know. But we do know that part of getting and staying healthy is looking for ways to make your day-to-day life less stressful. And finding ways to cope with stress that cut down on the damage to your body. There are many types of stress that people experience including: financial, emotional, and discrimination.
 1. Financial: Keeping a roof over your head, getting medical care you need for yourself or your family, getting healthy food for yourself and your family, and generally taking care of yourself and your family—these are some of the ways you can experience financial stress.
 2. Emotional: Being in an unhealthy relationship is one major form of emotional stress, as are fear, violence and lack of a safe environment.
 3. Discrimination: A number of very respected scientists believe that the stress of just being African American in this society, and either experiencing discrimination or even just going around constantly being afraid that you or a loved one will experience some form of discrimination which is a major stressor, and could be a big part of the explanation of Black-White disparities in health.

Part 2: Handling Stress

1. Share with participants that this activity will help them develop skills to manage stress.
2. Share with participants that we have all successfully overcome obstacles and challenges. Ask participants to brainstorm these questions.

How to you think our African ancestors managed obstacles?

How do you overcome challenges?

[Facilitator Note: Write **ANCESTORS** and **YOU** on separate flip chart pages and record response.]

3. Provide the main points for this activity:
 - a. We must use effective ways to manage the stress that we can't control.
 - b. While we can't control the source of stress, we can control the impact that it has on our bodies. Physical, mental, social, and spiritual approaches can help us to find freedom from stress in our lives.

- i. Physical: Help your body feel good! Try eating healthier, going for a walk, getting a good night's sleep, or relaxing. Make sure to listen to your body and TAKE CARE OF YOURSELF.
 - ii. Mental: Try to think positively—start with respecting yourself and being realistic about what you can do. Do something you know will help you rather than hurt you in the long run. If you need professional help, talk to BIH.
 - iii. Social: share good times and bad with the people who matter. Meet new people (such as in this group) or volunteer your time to help those less fortunate.
 - iv. Spiritual: if you're spiritual, meditate, pray, or focus on inner peace each day. Do whatever works best for you.
4. Ask participants to work in pairs to identify one approach in each of the four categories that has worked for her at any point in her life and why it worked.
 5. In the large group, share what has worked and why.
 6. Look for commonalities.
 7. Encourage them to think of adding other effective approaches to cope with stress.
 - We'll learn more about managing stress that we can't control.
 - Women who are empowered generally are able to manage their stress better.

Facilitator Summary Statements

- A. Stress is a part of everyone's lives.
- B. There's both good stress and bad stress.
- C. It's important to learn how to identify and manage stress.
- D. Stress management is a skill you have to practice!

Notes and Suggestions

- A. Point out the differences between good stress and distress.
- B. Reinforce that we all have stress and reducing it effectively is a skill we learn. It takes practice to get good at reducing stress!

Activity 2.4 Personal Goal, Gratitude Circle and Closure

Time: 20 Minutes

Materials: Participants Handbooks

Intent of Activity

- a. To assess the participants' knowledge from the session
- b. To set a personal goal based on today's session
- c. To practice deep breathing, a relaxation technique

Procedures

1. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.
2. Ask participants to refer to Goals and Changes worksheet.
3. Reflecting on what participants learned, request that the women select one goal to work on for the week. For example, they may choose to practice an approach to manage stress.
4. Recommend that they read Chapter 2 in their Handbooks.
5. Share that Session 3 will help them advocate for themselves to get their needs met and learn how to take advantage of community resources.
6. Ask everyone to sit comfortably to practice deep breathing, a relaxation technique that will reduce stress. Begin the relaxation by telling participants to find a comfortable position. This may mean sitting in their chair or lying on the floor supported by pillows. When participants are ready, read the following:
 - a. Breathe slowly and deeply. Feel the air fill your chest and abdomen...(repeat 2-3 times).
 - b. Beginning at the top of your head and moving slowly down your body, become aware of any tension you are holding in your body. Tell those muscles to relax and let go.
 - c. Continue moving down your neck ... your arms ... hands .. then move down your chest and abdomen ... letting go of any tension or tightness. Move down your legs ... knees ... and down to your feet ...
 - d. Relax and let go of any tension.
 - e. Continue to breathe slowly and deeply, releasing any tension with each breath. Again, breathe in calm (inhale); breathe out stress (exhale).
 - f. Be aware of thoughts or worries and let go of them for now. Again, breathe in calm (inhale); breathe out stress (exhale).
 - g. Take time to enjoy the feeling of relaxation and feel the warmth and heaviness in your muscles. Again, breathe in calm (inhale); breathe out stress (exhale).
 - h. Continue to enjoy this relaxed state for a few more minutes.
 - i. Stretch your arms and legs, take a deep breath and open your eyes.

[Facilitator Note: Remind women not to exercise lying on their back after the 1st trimester.]

7. Practicing progressive relaxation will help women deal with the pain and discomfort of labor, since we tend to feel less pain when we are relaxed.
8. Remind participants that earlier in the session they were given a handout of relaxation techniques. Let them know they can try these at home.
9. Ask participants to consult their prenatal care provider about exercising in preparation for Session 5.
10. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It is important to practice relaxation techniques and to find one that works for you.
- C. Gratitude is important because focusing on the good in our lives will make us much happier.

Notes and Suggestions

- A. Reading in a slow, deliberate voice will add much to the success of the relaxation activity.
- B. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- C. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- D. Praise everyone for their attendance, sharing, and commitment to becoming great participants.

Session 2: Goals and Changes Worksheet

1. Personal Goal (For example, practice an approach to manage stress, such as deep breathing).

2. Record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you felt your baby kick for the first time. They might be emotional, like your family is excited about the new baby. You can even talk about social changes, such as spending time with other pregnant women. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:

Session 3: Getting Our Needs Met

Goals		
<ol style="list-style-type: none"> 1. To increase participants' knowledge of basic human needs 2. To increase participants' awareness of community and social service resources and ability to access them 3. To increase participants' ability to advocate for their own needs 		
Activities	Time	Materials
3.1 <ul style="list-style-type: none"> • Welcome • Check-In 	15 Minutes	Participants Handbooks
3.2 <ul style="list-style-type: none"> • Nurturing Ourselves • Basic Needs 	50 Minutes	Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
Break Time—15 minutes		
3.3 <ul style="list-style-type: none"> • Getting Social and Community Services Needs Met 	50 Minutes	Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
3.4 <ul style="list-style-type: none"> • Personal Goal • Visualization • Gratitude Circle and Closure 	20 Minutes	Participants Handbooks

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Activity 3.1 Welcome and Check-In

Time: 15 Minutes

Materials: Participants Handbooks

Intent of Activity

- a. To reflect on Session 2: Using Our Challenges as Our Opportunities
- b. To review their personal goal from the Goals and Changes Worksheet

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

1. Welcome the participants to the Session 3. Check in with the women about their pregnancies.
2. Tell participants that they will begin a one-minute meditation exercise, which helps them relax and leave the outside world behind. The intent is to have them be present in the space. Ask participants to do the following:
 - Find a place of peace and calmness
 - Be seated
 - Place your legs in a comfortable position
 - Sit up straight and comfortably
 - Listen for tone to begin (have a chime)
 - Place your hands in a comfortable position
 - Relax your eyes (closed or open)
 - Focus all your attention on breathing and exhaling deeply
 - When the chime sounds, stop.
3. Allow participants the opportunity to discuss problems or successes encountered in completing their personal goals.
4. Remind participants about last week's session when issues of stress were discussed.
5. Hand out Chapter 3: Getting Our Needs Met including Goals and Changes Worksheet and request they put it in their Handbooks.

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It's important to share both successes and challenges to allow opportunities for support and encouragement.
- C. Supporting and encouraging ourselves and others is empowering.

Notes and Suggestions

- A. This is an important opportunity for the women to start to share their success and support each other in the group.
- B. Be very supportive of the women's efforts toward achieving their personal goals. Share the value of becoming aware and practicing new skills.

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Activity 3.2 Basic Needs and Nurturing Myself

Time: 50 Minutes

Materials: Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- a. To understand and identify our basic needs
- b. To develop a plan to get needs met

Procedures

1. Request participants refer to Chapter 3/Part 1 My Needs in their Handbooks.
2. Share that this activity is about getting your needs met.
3. Provide the main points for the activity:

We all have needs that need to be met. The types of needs we have form the word SPICES:

S ocial	The need for friendship and companionship.
P hysical	The need for food and water, sleep, exercise, and sex.
I ntellectual	The need for stimulation of new ideas or thoughts.
C reative	The need to express one's inner creative self.
E motional	The need for love, praise, security, trust, and other basic emotions.
S piritual	The need to believe in the power of goodness.

4. Request participants brainstorm what we need in life to be happy and fulfilled.

[Facilitator Note: Write **NEEDS** on a flip chart page and record the responses.]

5. The key to being aware of someone's (e.g. your child's) needs is being aware of and getting one's own needs met. Getting one's needs met is the best way to nurture one's self.

6. Have participants complete the exercise titled *Getting My Needs Met Exercise* in their Handbook. Mention the importance of participants getting their needs met.

[Facilitator Note: A copy of the *Getting My Needs Met Exercise* is located at the end of this session.]

7. When completed, ask participants to share their responses; discuss themes as a group.

Facilitator Summary Statements

- A. We all have needs that need to be met.
- B. It's important to identify those needs.
- C. Developing SPICES strategies is a great way to get your needs met.

Notes and Suggestions:

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- A. The need for participants to get their needs met must be examined in the context of ensuring children also get their needs met.
- B. Being a prenatal mom requires special attention to the needs of the developing child.

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Activity 3.3 Using Resources in My Community

Time: 50 Minutes

Materials: Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- a. To understand how to advocate and access community/social services
- b. To identify community and social services that are available to pregnant women

Procedures

1. Request participants refer to Chapter 3/Part 2: Navigating Community Services in their Handbooks.
2. Tell participants that this activity will focus identifying local community services and how to effectively access them.
3. Provide the main points for the activity:
 - a. Self-advocacy is finding your voice--speaking up for yourself.
 - b. This is a skill that has to be learned and practiced.
 - c. To self-advocate takes good communication skills. Some basic skills are:
 - i. Think before you speak.
 - ii. Make direct eye contact.
 - iii. Show your interest in the conversation.
 - iv. Use appropriate volume and tone.
 - d. Accessing services can be challenging at first. Being persistent (keeping your eye on the prize) and keeping records are critical in accessing services. Ask participants to refer to their Handbooks.
4. Ask participants to brainstorm some services they may need while they are pregnant or after they have their baby.

[Facilitator Note: Write **SERVICES** on a flip chart page and record the responses.]

5. Share any services they may have missed and share that their FHA will have a list of contacts for most of these services.
 - Housing
 - Educational Resources
 - Women, Infants, Children Program (WIC)
 - Transportation
 - Parenting Support
 - Medical Care for you
 - Pediatric Care for your baby
 - Child Care
 - Family Planning
 - Medi Cal
 - Temporary Assistance for Needy Families (TANF)
 - Vocational and Employment (jobs)
 - Immunizations

- Mental Health/Substance Abuse
- Legal Assistance
- Dental Care for you and your baby

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6. Tell participants that they can call 211 to find community services that are nearby.
7. Share with participants that there are steps to make accessing services more effective and efficient:
 - a. Locate the services.
 - b. Know what you need and state it very clearly.
 - c. Prepare questions about the services provided by the agency.
 - d. Keep a record of your communication.

[**Facilitator Note:** Inform participants that there is a Sample Record Keeping form in their Handbooks. There is also a copy at the end of this session.]

- e. Complete all agency paperwork as quickly as possible.
- f. Respond to mail or request before deadlines.
- g. Be prepared to wait—whether it is in phone or in person, you will likely have to wait.
- h. The most important thing is to be persistent.

8. Ask participants to break into pairs (one person is the provider and the other is the consumer), select one service and role play how they would effectively advocate for it.

[**Facilitator Note:** Put the Steps to Accessing Services slide on the screen for the participants to follow.]

9. Return to the group and ask participants what was difficult/challenging and what was successful about their role play.

[**Facilitator Note:** Write **DIFFICULT/CHALLENGING** and **SUCCESSFUL** on separate flip chart pages and record the responses ensuring that each participant shares a success.]

Facilitator Summary Statements

- A. You'll need to be a good communicator to get your community service needs met.
- B. There are easy steps to take to be more successful at getting your needs met.
- C. When accessing services, persistence is key. You may not get your needs met with the first call or contact. But if you continue to try, you will generally be successful.

Notes and Suggestions

- A. Reinforce that learning to be an effective communicator and good listener will be a valuable life skill as well as helping be a good parent.
- B. Good communication and assertiveness skills are learned. This is a good time to practice.

- C. Create and maintain a local resource guide of local community and social services that can be shared with participants.

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Activity 3.4 Personal Goal, Gratitude Circle and Closure

Time: 20 Minutes

Materials: Participants Handbooks

Intent of Activity

- a. To assess the participants' knowledge from the session
- b. To set a personal goal based on today's session
- c. To practice visualization, a relaxation technique

Procedures

1. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.

2. Ask participants to refer to Goals and Changes Worksheet.

[Facilitator Note: A copy of the Goals and Changes Worksheet is located at the end of this session.]

3. Reflecting on what participants learned, request that the women select one goal to work on for the week. For example, they may identify a community service and find the phone number for that service.
4. Recommend that they read Chapter 3 in their Handbooks.
5. Share that Session 4 will help them understand how their bodies are changing.
6. Ask everyone to sit comfortably to practice visualization, a relaxation technique.
 - a. Find a private calm space and make yourself comfortable.
 - b. Take a few slow and deep breaths to center your attention and calm yourself.
 - c. Close your eyes.
 - d. Imagine yourself in a beautiful location, where everything is as you would ideally have it. Some people visualize a beach, a mountain, a forest, or a being in a favorite room sitting on a favorite chair.
 - e. Imagine yourself becoming calm and relaxed. Imagine yourself smiling, feeling happy and having a good time.
 - f. Focus on the different senses that you would find in your scene so as to make it more vivid in your mind. For instance, if you are imagining the beach, spend some time vividly imagining the warmth of the sun on your skin, the smell of the ocean, seaweed and salt spray, and the sound of the waves, wind and seagulls. The more you can invoke your senses, the more vivid the entire image will become.
 - g. Remain within your scene, touring its various sensory aspects for five to ten minutes or until you feel relaxed.
 - h. While relaxed, assure yourself that you can return to this place whenever you want or need to relax.

- i. Open your eyes again and then rejoin your world.
7. Request that participants consult with their prenatal care provider about exercise in preparation for Session 5.
8. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It is important to practice relaxation techniques and to find one that works for you.
- C. Gratitude is important because focusing on the good in our lives will make us much happier.

Notes and Suggestions

- A. Reading in a slow, deliberate voice will add much to the success of the relaxation activity.
- B. Address the importance of participants getting their own needs met as adults. Adults who take care of themselves by working on getting their needs met usually have more energy and empathy to help meet the needs of others.
- C. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- D. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- E. Praise everyone for their attendance, sharing, and commitment to becoming great participants!

Getting My Needs Met Exercise

[To be completed in the group session]

A. Social Needs

How important are social needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your social needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your social needs?

1. _____
2. _____

B. Physical Needs

How important are physical needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your physical needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your physical needs?

1. _____
2. _____

C. Intellectual Needs

How important are intellectual needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your intellectual needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your intellectual needs?

1. _____
2. _____

C. Creative Needs

How important are creative needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your creative needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your creative Needs?

1. _____
2. _____

D. Emotional Needs

How important are emotional needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your emotional needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your emotional needs?

1. _____
2. _____

E. Spiritual Needs

How important are spiritual needs to you? (not important) 1 2 3 4 5 (very)
How often do you practice getting your spiritual needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your spiritual needs?

1. _____
2. _____

When finished, review the need areas. Is your value rating higher or lower than your practice rating? Why the difference? Maybe you want to increase your activities in areas where practice is lower than value. Take the information from this exercise and make a plan.

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Sample Record Keeping

Name of Organization _____ Date _____

Person Spoke With _____

Phone Number _____

Questions:

Answers:

Comments (include other information you received, actions you need to take, impression of agency, etc.)



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Session 3: Goals and Changes Worksheet

1. Personal Goal (For example, identify and find the phone number for a service you need) :

2. Record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you felt your baby kick for the first time. They might be emotional, like your family is excited about the new baby. You can even talk about social changes, such as spending time with other pregnant women. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:

Session 11: Our Heritage is a Source of Pride

Goals		
<ol style="list-style-type: none"> 4. To begin the process of forming a close and supportive group 5. To increase participants' pride based on their ancestors' history 6. To identify their strengths as women and parents 		
Activities	Time	Materials
11.1 <ul style="list-style-type: none"> • Welcome • Orientation • Hopes 	50 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
Break Time – 15 Minutes		
11.2 <ul style="list-style-type: none"> • Our Ancestors • Identifying Personal Strengths • 	70 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
11.3 <ul style="list-style-type: none"> • Personal Goal • Closure and Gratitude Circle 	15 Minutes	Participant Handbooks

Activity 11.1 Welcome; Orientation; Hopes & Fears

Time: 50 Minutes

Materials: Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- a. To meet other participants
- b. To review the program format
- c. To discuss hopes and fears related to parenthood

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

13. Welcome the participants to the program. Show excitement for their presence with a warm welcoming smile and hand shake. Have name tags available for everyone. Referring to people by their name is an extension of their belonging to the group.

14. Ask each parent to respond to the following:

My name is _____.

My baby's name is _____.

One hope I have for my child _____.

[Facilitator Note: Write **HOPE** on a flip chart page and record their responses.]

15. Hand out a three ring binder to each participant. Explain that this binder will become their Participant Handbook. Request that they put their names on the Participants Handbooks and decorate it with pictures of their children and any other designs they would like.
16. Explain that there are 10 sessions and that in each session they will receive handouts and reading material that will go in their Handbook.
17. Each session they will also get a Goals and Changes Worksheet. Working toward a personal goal based on what they learned from each session is important for them to grow as moms and as strong, caring and empowered women.
18. Hand out Chapter 11: Our Heritage Is a Source of Pride including Goals and Changes Worksheet and request they put it in their Participants Handbooks.
19. Review the program requirements:

- Attend all sessions—the information from session to session builds upon each other. To have the overall experience of the group, it's important to attend all the sessions. You must make up sessions you miss.
- You need to bring your Participant Handbook to each session.
- We ask that you identify and work toward a personal goal each week. You will choose your goal based on the topics covered that week, which allows you to practice what you learned in session. Working toward your personal goals is empowering and helps you to build healthy and useful skills.
- There will also be some additional reading that provides more information and may reinforce what was discussed.

20. Review Group Agreements. Ask if there any additions.

- Listen actively -- respect others when they are talking.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- Share your own story and experience.
- Step up—step back*
- Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
- Respect the confidentiality of other participants. Do not share information from the group with people outside the group.
- Have FUN!

[Facilitator Note: Record Group Agreements on a flip chart and post it during each session]

**"Step up" encourages participants who participate less to participate more, while "step back" reminds participants who are more likely to talk to allow time for those who are less likely to participate.

21. Tell the participants they will be given the opportunity to discuss their pregnancies and deliveries, as well as their experiences with their babies or as new mothers.
22. Ask each participant to say something about her delivery and experiences as a new mom.
23. Ask participants if any of them are experiencing fatigue that is turning into sadness or depression.

[Facilitator Note: After the discussion, mention that depression can happen to new moms and that there are many opportunities for help available.]

24. Review the ideas to find any patterns or commonalities.

Facilitator Summary Statements

- C. You are participating in a group of African American women so you can support and encourage each other.

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D. You get most out of the group when you actively participate in the group.

Notes and Suggestions

- E. Refrain from calling the group sessions “classes” because it would infer a teacher and students. The format is designed for the facilitator to engage the women and for them to share their experiences.
- F. It’s important for participants to understand the format and expectations for attending these sessions. Be specific.
- G. Take time to thoroughly discuss group agreements. You may need to explain some of the meanings.
- H. Individuals will probably be nervous about sharing information during the first activity. You may want to respond first to model the depth of information you are seeking from them.

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Activity 11.2 Understanding the Social Roots of Our Health and Empowerment

Time: 70 Minutes

Materials: Participants Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- d. To identify our cultural and historical strengths
- e. To identify personal strengths
- f. Understand the value of being empowered from them

Procedures

Part 1: Our ancestors

6. Share with participants that the goal of this activity is to understand how the experiences we have over the course of our lives, and even the experiences that our ancestors have had, can affect our physical health. Although we may not have control over everything in our lives, it is important to recognize what we can change and to realize that we have the strength to overcome many obstacles, just as our ancestors did. Motherhood can be a particularly special time to be empowered by our ancestors' strengths.
7. Share that brainstorming is something that will be used regularly during the groups. Here are the rules for brainstorming:
 - iv. All ideas are welcome.
 - v. Do not judge or make negative comments about others' ideas.
 - vi. It's okay to repeat or build on another's ideas.
8. Ask participants to brainstorm answers to these questions

What do you know about your African heritage?

What do you think your ancestors dreamed of for you as a new mother and woman?

What strengths did our African ancestors have?

[Facilitator Note: Write **AFRICAN HERITAGE**, **DREAMS** and **STRENGTHS** on separate flip chart pages and record the responses.]

Part 2: Our Strengths

10. Tell the participants that we will shift from our ancestors' strengths to consider our own personal strengths.
11. Request participants refer to 6 Virtues and 24 Character Strengths in their Participant Handbooks.

[Facilitator Note: A copy of the 6 Virtues and 24 Character Strengths is located at the end of this session.]

12. Tell participants that the goal of this activity is to understand their personal strengths and how to use them in their lives.

13. Review the 24 strengths with examples of their application in women's lives.

14. Give participants an opportunity to reflect on them and select their top 3 that are effective at work, home, with friends and family.

[Facilitator Note: A copy of the Strengths Exercise worksheet is located at the end of this session.]

15. Ask participants to record their top 3 strengths, why they selected the strength and how they will use it in their lives on their worksheet.

[Facilitator Note: Select a personal strength in advance and share why you selected the strengths and how you will use that strength in the group with them to model what is expected. In addition, it will help you in your own life!]

16. After completing the worksheet, ask each participant to share **ONE** strength and how she plans to use it in her life.

17. Ask participants if they can see other ways that she could use this strength in her life.

[Facilitator Note: This is important to brainstorm with the women about how to maximize strengths in their lives.]

18. Tell the women that these strengths will continue to be used in the group.

Part 3: Empowerment

5. Share with the group that they will learn to feel empowered by understanding your health before, during and after pregnancy. It is critical to view your health over your entire life and not only during your pregnancy or when you have health problems. The group is to help you develop skills to be healthy all the time!

6. Share with participants this definition: Empowered is to be more confident or assertive.

7. Ask participants to brainstorm these questions

How did your ancestors show that they were empowered?

How do you show that you are empowered?

[Facilitator Note: Write **ANCESTORS** and **YOU** on two flip chart pages and record the responses.]

8. The National Empowerment Center identified 15 qualities for being empowered:

- Having decision-making power.
- Having access to information and resources.
- Having a range of options from which to make choices

- Assertiveness.
- A feeling that the individual can make a difference (being hopeful).
- Learning to think critically;
- Learning about and expressing anger.
- Not feeling alone; feeling part of a group.
- Understanding that people have rights.
- Effecting change in one's life and one's community.
- Learning skills that the individual defines as important.
- Changing others' perceptions of one's competency and capacity to act.
- Coming out of the closet.
- Growth and change that is never ending and self-initiated.
- Increasing one's positive self-image and overcoming stigma.

[Facilitator Note: Share the commonalities in their responses with the National Empowerment Center's qualities.]

Facilitator Summary Statements

- D. It's important to acknowledge and understand our history.
- E. Use our ancestors' strength as a source of strength for you.
- F. We are encouraging you to be empowered and use your personal power in ways that are good for you and will be good for your baby.

Notes and Suggestions

- C. Do not use this exercise to make sweeping generalizations about any difference
- D. It is also important to reinforce the women's similarities related to being African American and being women, which will increase the connection between them. Consider something like: "We are more similar than different."

Activity 11.3 Personal Goal, Gratitude Circle and Closure

Time: 15 Minutes

Materials: Participants Handbooks

Intent of Activity

- a. To assess the participants' knowledge from the session
- b. To set a personal goal based on today's session

Procedures

8. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.

9. Ask participants to refer to Goals and Changes worksheet.

[Facilitator Note: A copy of the Goals and Changes Worksheet is located at the end of this session.]

10. Tell participants that each week they will choose a goal to work towards, based on what they learned in session that day. The following week, we will regroup and discuss whether we were able to accomplish our goal, why or why not, what worked and what didn't, etc. This will provide opportunity for us to share ideas and strategies as well, so that we can continue working towards these goals. The goals may be something like walking for 15 minutes a few times a week. Doing this helps us to practice what we learned in session and create positive changes in our lives—all helping us to become empowered, healthy women!

11. Recommend that they read Chapter 11 in their Handbooks.

12. Share that Session 12 will outline the problems facing African American women and provide tips for how to understand and handle stress.

13. Ask participants to consult their primary care provider about exercising.

14. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

C. Personal goal setting is a new skill that when practiced can be mastered.

D. Gratitude is important because focusing on the good in our lives will make us much happier.

Notes and Suggestions

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- E. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- F. This is an important time to process any fears or ambivalence participants may have about the group process.
- G. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- H. Praise everyone for their attendance, sharing, and commitment to becoming great participants.

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6 Virtues and 24 Character Strengths

Virtue/Character	What it Means
Wisdom & Knowledge	Learning and applying information, insight, and good judgment
25. Creativity	Thinking of creative, new and useful ways to do things
26. Curiosity	Being interested in what is around you; exploring
27. Open-mindedness	Thinking things through and viewing them from all sides; not jumping to conclusions
28. Love of learning	Learning new skills, topics, and knowledge
29. Perspective	Being able to provide wise advice and guidance to others
Courage	Trying to accomplish goals when you face obstacles, from yourself or from others
30. Authenticity	Telling the truth; being genuine
31. Bravery	Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right, even if others do not agree
32. Persistence	Not giving up
33. Zest	Approaching life with excitement and energy; feeling alive
Humanity	Love; reaching out to and befriending others, taking care of others
34. Kindness	Doing favors and good deeds for others; taking care of others
35. Love	Valuing close relations with others
36. Social intelligence	Understanding how you feel and how others feel; being aware of what will make others upset
Justice	Civic or community strengths that create a healthy group
37. Fairness	Treating all people the same, with fairness and justice
38. Leadership	Organizing group activities and seeing that they happen
39. Teamwork	Working well as member of a group or team
Temperance	Virtues that protect against unwise excess
40. Forgiveness	Forgiving those who have done wrong
41. Modesty	Letting your accomplishments speak for themselves; not "bragging"
42. Prudence	Being careful about your choices; <i>not</i> saying or doing things that you might later regret
43. Self-Regulation	Controlling how you feel and what you do
Transcendence	Connecting to the larger universe, making life meaningful
44. Appreciation of beauty & excellence	Noticing and appreciating beauty, excellence, and/or skill. This can be anything from nature to art, to everyday experiences
45. Gratitude	Being aware of and thankful for good things that happen; taking time to express thanks
46. Hope	Expecting the best and working to achieve it; believing in a good future
47. Humor	Liking to laugh and tease; bringing smiles to other people
48. Religiousness	Believing in a higher purpose and meaning of life
<i>Adapted from: Peterson, C. & Seligman, M.E.P. (2004) Character Strengths and Virtues: Handbook and</i>	

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Strengths Exercise

[To be completed in the group session]

1. _____

Why is this a strength for me?

How will I use it in my life?

2. _____

Why is this a strength for me?

How will I use it in my life?

3. _____

Why is this a strength for me?

How will I use it in my life?

Session 11: Goals and Changes Worksheet

1. Personal Goal (For example: what is one way that you are empowered and how do you use that in your life?)

2. Each week, try to record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you are losing your baby weight. They might be social, like strangers being more polite and engaging to you with a newborn. You can even talk about emotional changes, such excitement about your baby cooing at you. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:



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Session 12: Turning Our Challenges into Power

Goals		
4. To understand the poor health conditions of African Americans 5. To increase awareness of stressful life situations 6. To build skills in handling stress		
Activities	Time	Materials
12.1 <ul style="list-style-type: none"> • Welcome • Check-In 	15 Minutes	Participant Handbooks
12.2 <ul style="list-style-type: none"> • Health Disparities 	50 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
Break Time – 15 Minutes		
12.3 <ul style="list-style-type: none"> • Understanding Stress • Handling Stress 	50 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
12.4 <ul style="list-style-type: none"> • Home Practice • Deep Breathing Exercise • Gratitude Circle and Closure 	20 Minutes	Participant Handbooks

Activity 12.1 Welcome and Check-In

Time: 15 Minutes

Materials: Participant Handbooks

Intent of Activity

- c. To reflect on Session 11: Our Heritage Is a Source of Pride
- d. To review their personal goal from the Goals and Changes Worksheet

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

7. Welcome the participants to Session 12. Check in with the women about how they are adjusting to life as new moms.

[Facilitator Note: Participants will naturally want to talk about their babies, but also give them the opportunity to talk about themselves.]

8. Tell participants that they will begin a one-minute meditation exercise, which helps them relax and leave the outside world behind. The intent is to have them be present in the space. Ask participants to do the following:

- Find a place of peace and calmness
- Be seated
- Place your legs in a comfortable position
- Sit up straight and comfortably
- Listen for tone to begin (have a chime)
- Place your hands in a comfortable position
- Relax your eyes (closed or open)
- Focus all your attention on breathing and exhaling deeply
- When the chime sounds, stop.

9. Allow participants the opportunity to discuss problems or successes encountered in completing their personal goals.

10. Remind participants about last week's session when issues of race and pride were discussed.

11. Ask participants to share any new thoughts, perceptions or changes they have regarding themselves and their babies as a result of last week's session.

12. Hand out Chapter 12: Turning Our Challenges into Our Power including Goals and Changes Worksheet and request they put it in their Handbooks. Hand out Relaxation Techniques for them to include in their binders.

Facilitator Summary Statements

- D. Personal goal setting is a new skill that when practiced can be mastered.

- E. It's important to share both successes and challenges to allow opportunities for support and encouragement.
- F. Supporting and encouraging ourselves and others is empowering.

Notes and Suggestions

- C. This is an important opportunity for the women to start to share their success and support each other in the group.
- D. Be very supportive of the women's efforts toward achieving their personal goals. Share the value of becoming aware and practicing new skills.

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Activity 12.2

Health Disparities

Time: 50 Minutes

Materials: Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- c. To understand the health disparities affecting the African American community

Procedures

1. Ask participants to refer to Chapter 12 in their Handbooks.
2. Explain that the goal of this session is to have participants understand the health disparities in the African American community and to identify and use your personal strengths to work toward overcoming them.
3. Share the main points of the activity:
 - a. African Americans have some health challenges to overcome.
 - b. The stress of racism and discrimination has an impact on our health and the health of our children.
 - c. African Americans are more likely to become overweight or obese. This is one reason why African Americans are also more likely to develop diabetes, heart disease, and high blood pressure.
 - d. To help prevent these conditions from happening or getting worse, eat healthy foods and exercise everyday. Nutrition and exercise will be discussed more in session 14.
4. Ask participants the following questions:

How do you think racism and discrimination impacts your health?

How do you think where you live impacts your health?

How do you think your income impacts your health?

[Facilitator Note: Write each question boldly on separate flip chart pages and record the responses.]

5. You can make a difference:
 - a. Kids need to be healthy to become healthy adults. Believe it or not, what you do now will influence the health of your child now and in the future.
 - b. There is a higher degree of stress that goes with having little money and worrying about making ends meet,
 - c. Neighborhoods that have high crime, bad role models for kids, no full-service grocery stores selling fresh foods, and no safe places to play and exercise—all contribute to poorer health status
 - d. More education means higher income and generally taking better care of yourself and your children,

6. Ask each participant to respond to these questions:
One thing that I will do to live a healthier life is?

One thing that I will do for my baby to live a healthier life is?

[Facilitator Note: Write **FOR ME** and **FOR MY BABY** on separate flip chart pages and record the responses.]

7. Look for commonalities in their responses.

Facilitator Summary Statements

- A. There are things out of our control that influence health.
- B. There are things that you can do to live a healthier life for you and your baby. To know and address the health issues affecting our communities is empowering.

Notes and Suggestions

- A. Some of this information may be difficult for some women to hear and they may feel that they do not have any influence over their lives. Ask them to focus on a small thing that they can control.

Activity 12.3 Understanding and Handling Stress

Time: 50 Minutes

Materials: Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- c. To learn about the unhealthy effects of stress on our health, emotions, and behavior
- d. To identify approaches to handle stress

Procedures

Part 1: Understanding Stress

7. Share that this activity will focus on understanding stress, recognizing how it feels, identifying sources of stress in our lives and learning ways to reduce it. Stress impacts how you parent your child.
8. Provide the main points for the activity:
 - a. Stress is a normal part of everyday life. Stress is tension, pressure or strain caused by an event or situation. Stress can affect our emotions, our behavior and our health.
 - b. Since stress will always be a part of our lives, it is important to know ways that work for you to handle stress when it arises.
9. Write the word **EMOTIONAL**, **PHYSICAL**, and **BEHAVIOR** on three different flip chart pages in large, bold letters.
10. Ask each participant to make a face that reflects their idea of STRESS and have them look around the room at each other.

[Facilitator Note: This is intended to be funny, so have fun with it.]

11. Ask them to talk about how stress looked.
12. Ask participants to brainstorm emotional, physical and behavioral effects of stress.
13. Share your list, looking for similarities.

Here are some of the effects of stress:

Emotional	Physical	Behavioral
Nervousness	Headaches	Poor concentration
Anxiety	Stomachaches	Poor sleep
Depression	Racing heart	Poor diet
Feeling overwhelmed	Tiredness	Lack of exercise
Fear	Diarrhea	Alcohol and/or drug use

14. Share these points:

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- Scientists have learned that stress has a negative impact on your health and well-being.
- Chronic stress--stress experienced over a long period of time—causes wear and tear on the body.
- Scientists are studying this and there is a lot that we don't know. But we do know that part of getting and staying healthy is looking for ways to make your day-to-day life less stressful.
- Finding ways to cope with stress that cut down on the damage to your body. There are many types of stress that people experience including: financial, emotional, and discrimination.
 - Financial: Keeping a roof over your head, getting medical care you need for yourself or your family, getting healthy food for yourself and your family, and generally taking care of yourself and your family—these are some of the ways you can experience financial stress.
 - Emotional: Being in an unhealthy relationship is one major form of emotional stress.
 - Discrimination: A number of very respected scientists believe that the stress of just being African American in this society, and either experiencing discrimination or even just going around constantly being afraid that you or a loved one will experience some form of discrimination which is a major stressor, and could be a big part of the explanation of Black-White disparities in health.

Part 2: Handling Stress

8. Share with participants that this activity will help them develop skills to manage stress.
9. Share with participants that we have all successfully overcome obstacles and challenges. Ask participants to brainstorm these questions.

How do you think our African ancestors managed obstacles?

How did you overcome challenges?

[Facilitator Note: Write **ANCESTORS** and **YOU** on separate flip chart pages and record response.]

10. Provide the main points for this activity:
 - c. We must use effective ways to manage the stress that we can't control.
 - d. While we can't control the source of stress, we can control the impact that it has on our bodies. Physical, mental, social, and spiritual approaches can help us to find freedom from stress in our lives.
 - v. Physical: Help your body feel good! Try eating healthier, going for a walk, getting a good night's sleep, or relaxing. Make sure to listen to your body and TAKE CARE OF YOURSELF.
 - vi. Mental: Try to think positively—start with respecting yourself and being realistic about what you can do. Do something you know will

help you rather than hurt you in the long run. If you need professional help, talk to BIH.

- vii. Social: share good times and bad with the people who matter. Meet new people (such as in this group) or volunteer your time to help those less fortunate.
- viii. Spiritual: if you're spiritual, meditate, pray, or focus on inner peace each day. Do whatever works best for you.

11. Ask participants to work in pairs to identify one approach in each of the four categories that has worked for her at any point in her life and why it worked.

12. In the large group, share what has worked and why.

13. Look for commonalities.

14. Encourage them to think of adding other effective approaches to cope with stress.

- We'll learn more about managing stress that we can't control.
- Women who are empowered generally are able to manage their stress better.

Facilitator Summary Statements

E. Stress is a part of everyone's lives.

F. There's both good stress and bad stress.

G. It's important to learn how to identify and manage stress.

Notes and Suggestions:

A. Point out that stress impacts our health, emotions and behaviors.

B. Reinforce that we all have stress and reducing it effectively is a skill we learn.

It takes practice to get good at reducing stress!

Activity 12.4 Personal Goal, Gratitude Circle and Closure

Time: 20 Minutes

Materials: Participant Handbooks

Intent of Activity

- a. To assess the participants' knowledge from the session
- b. To set a personal goal based on today's session
- c. To practice deep breathing, a relaxation technique

Procedures

11. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.

12. Ask participants to refer to Goals and Changes Worksheet.

[Facilitator Note: A copy of the Goals and Changes Worksheet is located at the end of this session.]

13. Reflecting on what participants learned, request that the women select one goal to work on for the week. For example, they may choose to practice an approach to manage stress.

14. Recommend that they read Chapter 12 in their Handbooks.

15. Share that Session 13 will help them take care of themselves, so that they can take care of their baby.

16. Ask everyone to sit comfortably to practice deep breathing, a relaxation technique that will reduce stress. Begin the relaxation by telling participants to find a comfortable position. This may mean sitting in their chair or lying on the floor supported by pillows. When participants are ready, read the following:

- a. *Breathe slowly and deeply. Feel the air fill your chest and abdomen...* (repeat 2-3 times)
- b. *Beginning at the top of your head and moving slowly down your body, become aware of any tension you are holding in your body. Tell those muscles to relax and let go.*
- c. *Continue moving down your neck ... your arms ... hands .. then move down your chest and abdomen ... letting go of any tension or tightness. Move down your legs ... knees ... and down to your feet ...*
- d. *Relax and let go of any tension.*
- e. *Continue to breathe slowly and deeply, releasing any tension with each breath. Again, breathe in calm (inhale); breathe out stress (exhale)*
- f. *Be aware of thoughts or worries and let go of them for now. Again, breathe in calm (inhale); breathe out stress (exhale)*

- g. Take time to enjoy the feeling of relaxation and feel the warmth and heaviness in your muscles. Again, breathe in calm (inhale); breathe out stress (exhale)*
- h. Continue to enjoy this relaxed state for a few more minutes. When you are ready to get up, stretch your arms and legs, take a deep breath and open your eyes.*

17. Remind participants that earlier in the session they were given a handout of relaxation techniques. Let them know they can try these at home.

18. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

- D. Personal goal setting is a new skill that when practiced can be mastered.
- E. It is important to practice relaxation techniques and to find one that works for you.
- F. Gratitude is important because focusing on the good in our lives will make us much happier.

Notes and Suggestions

- F. Reading in a slow, deliberate voice will add much to the success of the relaxation activity.
- G. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- H. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- I. Praise everyone for their attendance, sharing, and commitment to becoming great participants.

Session 12: Goals and Changes Worksheet

1. Personal Goal (For example, you may choose to practice an approach to manage stress.)

2. Each week, try to record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you are losing your baby weight. They might be social, like strangers being more polite and engaging to you with a newborn. You can even talk about emotional changes, such excitement about your baby cooing at you. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:

Session 13: Taking Care of Myself

Goals		
<ol style="list-style-type: none"> 1. To increase participants' knowledge of basic human needs 2. To help participants understand and express anger 3. To help each participant to accept praise 		
Activities	Time	Materials
13.1 <ul style="list-style-type: none"> • Welcome • Check-In 	15 Minutes	Participant Handbooks
13.2 <ul style="list-style-type: none"> • Needs 	50 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
Break Time—15 minutes		
13.3 <ul style="list-style-type: none"> • Anger 	50 Minutes	Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens
13.4 <ul style="list-style-type: none"> • Personal Goal • Accepting Praise • Gratitude Circle and Closure 	20 Minutes	Participant Handbooks

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Activity 13.1 Welcome and Check-In

Time: 15 Minutes

Materials: Participant Handbooks

Intent of Activity

- a. To reflect on Session 12: Turning Our Challenges into Power
- b. To review their personal goal from the Goals and Changes Worksheet

Procedures

Note: Prior to the participants entering the room, arrange chairs in a U-shape around the table, such that no participants have their backs to the screen.

1. Welcome the participants to Session 13. Check in with the women about how they are adjusting to life as new moms.

[Facilitator Note: Participants will naturally want to talk about their babies, but also give them the opportunity to talk about themselves.]

2. Tell participants that they will begin a one-minute meditation exercise, which helps them relax and leave the outside world behind. The intent is to have them be present in the space. Ask participants to do the following:
 - Find a place of peace and calmness
 - Be seated
 - Place your legs in a comfortable position
 - Sit up straight and comfortably
 - Listen for tone to begin (have a chime)
 - Place your hands in a comfortable position
 - Relax your eyes (closed or open)
 - Focus all your attention on breathing and exhaling deeply
 - When the chime sounds, stop.
3. Allow participants the opportunity to discuss problems or successes encountered in completing their personal goals.
4. Remind participants about last week's session when stress was discussed.
5. Ask participants to share any new thoughts, perceptions or changes they have regarding themselves and their babies as a result of last week's session.
6. Hand out Chapter 13: Taking Care of Myself including Goals and Changes Worksheet and request they put it in their Handbooks.

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It's important to share both successes and challenges to allow opportunities for support and encouragement.

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C. Supporting and encouraging ourselves and others is empowering.

Notes and Suggestions

- A. This is an important opportunity for the women to start to share their success and support each other in the group.
- B. Be very supportive of the women’s efforts toward achieving their personal goals. Share the value of becoming aware and practicing new skills.

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Activity 13.2 Basic Needs and Nurturing Myself

Time: 50 Minutes

Materials: Participant Handbooks, laptop and LCD projector, flip chart and markers, paper and pens

Intent of Activity

- c. To learn about basic needs
- d. To understand and identify our needs
- e. To develop a plan to get needs met

Procedures

- 8. Ask participants refer to Chapter 13 in their Handbooks.
- 9. Share that this activity will focus on getting their needs met.
- 10. Provide the main points for this activity:
 - a. We all have needs that need to be met. The types of needs we have form the word SPICES:

Social	The need for friendship and companionship.
Physical	The need for food and water, sleep, exercise, and sex.
Intellectual	The need for stimulation of new ideas or thoughts.
Creative	The need to express one's inner creative self.
Emotional	The need for love, praise, security, trust, and other basic emotions.
Spiritual	The need to believe in the power of goodness.

- b. "It takes a village to raise a child." It is important for you to create a village of caring people to help you raise your child.
 - c. If you have older children, one temptation is to request that they actively help you with your parenting responsibilities.
 - d. It's important to remember that they are children and that they have needs that you must meet as well.
 - e. A good rule of thumb is thinking about what they would do in an emergency situation. If they wouldn't know what to do...they're not ready to handle the responsibility of a child.
 - f. Talk to your BIH staff if you'd like to find out more about organizations in your community that will watch your kids for a little while, so you can go out and do errands or just have some time off.
- 11. Explain to the group that some activities will use "brainstorming." In using brainstorming, participants should follow four rules:
 - a. All ideas are welcome.
 - b. Do not judge or make negative comments about others' ideas.
 - c. It's okay to repeat or build on another's ideas.
 - d. Anything goes – wild and imaginative ideas are good too

12. Write the word **NEEDS** in bold letters on a flip chart page and brainstorm what we need in life to be happy and fulfilled, and record the responses.

13. The key to being aware of someone's (e.g. your child's) needs is being aware of and getting one's own needs met. Getting one's needs met is the best way to nurture one's self.

14. Have participants complete the exercise titled *Getting My Needs Met Exercise* in their Handbook. Mention the importance of participants getting their needs met.

[Facilitator Note: A copy of the *Getting My Needs Met Exercise* is located at the end of this session.]

15. When completed, ask participants to share their responses; discuss themes as a group.

Facilitator Summary Statements

A. We all have needs that need to be met.

B. It's important to identify those needs.

C. Developing SPICES strategies is a great way to get your needs met.

Notes and Suggestions

C. The need for participants to get their needs met must be examined in the context of ensuring children also get their needs met.

D. Being a mom requires special attention to the needs of the developing child.

Activity 13.3 Understanding and Dealing with Anger

Time: 50 Minutes

Materials: Participant Handbooks, laptop and LCD projector, flip chart and makers, paper and pens

Intent of Activity

- c. To understand what anger is
- d. To learn constructive ways to express anger

Procedures

1. Ask participants refer to Chapter 13 in their Handbooks.
2. Share that this activity will focus on how to deal with anger in a constructive ways.
3. Provide the main points for this activity:
 - a. Emotions are feelings that have energy that needs to be expressed.
 - b. Anger is a result of hurt, and depending on how much hurt there is, the anger can come out as mild, moderate or severe.

	Mild	Moderate	Severe
Feeling	Frustration	Anger	Rage
Level of Control	High	Moderate	Low
Tone of Voice	Calm	Raised	Yelling
Ability to Reason	High	Moderate	Low
Judgment	Good	Fair	Poor
Action	Talk	Yelling	Threats, violence
Body's Response	Feel hot in the face Clinch fist Heart races	Tight jaw Heart pounding	Increased breathing Cold hands Shaking

- c. Anger is one of those feelings we all have—the most important thing is how it is expressed.
 - d. Anger does not have to be released through violence, but it often is.
 - i. Constructive ways include exercise, or talking to someone who can help.
 - ii. Destructive ways include physical violence, such as hitting or beating someone or something.
4. Brainstorm with participants constructive versus destructive ways of expressing anger.

[Facilitator Note: Boldly write **CONSTRUCTIVE** and **DESTRUCTIVE** on two separate flip chart pages and record their responses.]

5. Here are some suggested constructive methods:
 - Any exercise or active sport

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- Writing
- Cleaning the house
- Dancing to loud music
- Drawing
- Count to 10 or however long it takes to cool down
- Practice some of the relaxation techniques that you learned in the group sessions

[Facilitator Note: Some clients may choose destructive methods of dealing with anger. The most important issue is to help them identify whether their strategy is constructive or destructive.]

Facilitator Summary Statements

- A. Everyone experiences anger, so it's important to know how to deal with it.
- B. It is important to have constructive methods to deal with anger. Destructive methods will not help you or your baby. In fact they can cause harm.
- C. Any violent act, whether it hurts someone or something, is considered destructive.
- D. It is not okay to hit something even if it's not damaged. Hitting something can easily turn into hitting someone!

Notes and Suggestions

- A. This activity could bring up emotions for women who have experienced violence or are violent.
- B. Allow women to share their experiences.
- C. If a woman is experiencing too much emotion for the group, one of the facilitators may have to take her out of the group to talk.

Activity 13.4 Personal Goal, Gratitude Circle and Closure

Time: 20 Minutes

Materials: Participant Handbooks

Intent of Activity

- d. To assess the participants' knowledge from the session
- e. To set a personal goal based on today's session
- f. To practice giving and accepting praise

Procedures

1. Ask participants how today's session was for them in terms of content, information, activities, being fun. Ask each woman to say one new thing she learned today.

2. Ask participants to refer to Goals and Changes worksheet.

[Facilitator Note: A copy of the Goals and Changes Worksheet is located at the end of this session.]

3. Reflecting on what participants learned, request that the women select one goal to work on for the week. For example, they may choose to practice an approach to manage stress.
4. Recommend that they read Chapter 13 in their Handbooks.
5. Share that Session 14 will help them take care of their health.
6. Write the name of each group member (including facilitators) on a small piece of paper. Put the names in a bag, and ask each participant to select one name. Each participant has to give a compliment to the name on the piece of paper. The recipient of the compliment **MUST** accept the compliment by saying "thank you."
7. Each session ends with a Gratitude Circle. Form a circle and ask every woman to say one thing that she is grateful for. Tell the women that they can go in order or randomly from person to person, but everyone has to say one thing. The facilitator can give a few examples to help (i.e. their baby eats well, a sunny day, a ride to group, time to pray, etc.)

Facilitator Summary Statements

- A. Personal goal setting is a new skill that when practiced can be mastered.
- B. It is important to practice relaxation techniques and to find one that works for you.
- C. Gratitude is important because focusing on the good in our lives will make us much happier.

Notes and Suggestions

- A. Address the importance of participants getting their own needs met as adults. Adults who take care of themselves by working on getting their needs met usually have more energy and empathy to help meet the needs of others.
- B. The Compliment activity is intended to allow participants to give and accept compliments. This may be difficult for some. The facilitator may want to start to model for participants. If a woman cannot identify a compliment for another participant, the facilitator should first use other group members to help. If the group cannot do it, the facilitator can step in to help.
- C. The Gratitude Circle is intended to end the session on a positive note and to ensure that each woman can identify one thing she is grateful for. This may be difficult for some in the beginning. The facilitator may want to start the circle to model for participants. If a woman cannot identify anything, the facilitator should first use other group members to help her identify something. If the group cannot do it, the facilitator can step in to help.
- D. Encourage participants to try their hardest to complete the Changes and Goals Worksheet. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
- E. Praise everyone for their attendance, sharing, and commitment to becoming great participants.

Getting My Needs Met Exercise

[To be completed in the group session]

A. Social Needs

How important are social needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your social needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your social needs?

1. _____

2. _____

B. Physical Needs

How important are physical needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your physical needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your physical needs?

1. _____

2. _____

C. Intellectual Needs

How important are intellectual needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your intellectual needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your intellectual needs?

1. _____

2. _____

C. Creative Needs

How important are creative needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your creative needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your creative Needs?

1. _____

2. _____

D. Emotional Needs

How important are emotional needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your emotional needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your emotional needs?

1. _____

2. _____

E. Spiritual Needs

How important are spiritual needs to you? (not important) 1 2 3 4 5 (very)

How often do you practice getting your spiritual needs met? (never) 1 2 3 4 5 (always)

What are 2 ways that you meet your spiritual needs?

1. _____

2. _____

PLEASE NOTE: THIS IS ONLY SESSIONS 1-3 & 11-13 OF 20 SESSIONS. THIS DOCUMENT IS FOR INFORMATIONAL PURPOSES ONLY AND IS INTENDED FOR USE FOR SAN DIEGO COUNTY BIH RFP ONLY.
THANK YOU CALIFORNIA DEPARTMENT OF PUBLIC HEALTH.

When finished, review the need areas. Is your value rating higher or lower than your practice rating? Why the difference? Maybe you want to increase your activities in areas where practice is lower than value. Take the information from this exercise and make a plan.

DRAFT

Session 13: Goals and Changes Worksheet

1. Personal Goal (For example: For example, you may choose to practice an approach to manage anger constructively).

2. Each week, try to record changes that are happening to you, your baby, and your family. These changes might be physical, for example, you are losing your baby weight. They might be social, like strangers being more polite and engaging to you with a newborn. You can even talk about emotional changes, such excitement about your baby cooing at you. You can talk about changes that are difficult for you. Be thoughtful!

Changes happening to ME:

Changes happening to MY BABY:

Changes happening to MY FAMILY:
