

*Hello***Birth**
TEACHING GUIDE

SAMPLE

INFO@HELLOBIRTHCLASS.COM



How to Use This Guide

Welcome! We are so pleased you have decided to bring HelloBirth classes to your community. We are excited to partner with you to create an enriching classroom experience for your students.

The HelloBirth Teaching Guide is your roadmap for facilitating these experiences. Whether virtual or in-person, we suggest keeping a copy of this guide at your fingertips so that your technology can be free to use for other presentation elements.

The right-hand side includes suggested talking points for you to follow, inside a border to remind you of its purpose. The left-hand side shows the text students see in their digital Class Guide.

The Class Guide includes a minimal amount of descriptive text. Your classes offer a chance to fill in more details, with visual elements, activities, demonstrations and lively conversation. Encourage them to use the Class Guide both during and after their class to record their experience, feelings, and preferences. Students will also have a physical book, *The Ultimate Guide to Hypno-Birth*. There are several opportunities to point to this book during your classes and encourage them to use it during their birth. They should also be using it each week as it contains their written scripts for a partner to read.

Review your Teaching Guide before each class and practice in front of an audience if you can. (Even pets make a great audience!) The point is to hear yourself talking out loud so you can become comfortable with how you will run your class and get a feel for the pacing.

Key:



display slide

SAMPLE TEXT

Sample text

teacher tip or reminder

SAMPLE

Class 1: HelloBelly

Student Guide:

[image]:
a couple relaxing together, a pregnant belly with a partner's hand resting on the belly

[text]:

Take a deep breath. Sigh it out.

Welcome to class! The goal of HelloBirth is to introduce an approach that can help you to move through pregnancy, birth, and postpartum with more ease. Everyone's pregnancy journey is unique, so just remember it's OK to feel whatever comes up for you during as well as after your class time. Let's start by checking in with ourselves.

TAKE HOME MESSAGE

You have permission to do what feels right for you.

Lesson summary: Students have a chance to identify how they're feeling and explore ways to respond to their experiences with a focus on stress reduction. We'll explore the language of pregnancy and birth, healthy prenatal self-care, and building a community of support.

HelloBirth Toolset #1: Rapid Relaxation

Activities: Journaling, Visualize a Comforting Place session, baby movement counting, map your pelvis, adjust your pelvis, map your belly, easy hip exercise, carry in arms, connect to your breath, recipe trade, role play provider questions, fill out support system sheets

How to prepare for this class: Make sure each registration is confirmed, class fee is paid, and Ultimate Guides have shipped. Practice how you'd like to introduce yourself to the class. If in person, arrange your seating and leave a copy of The Ultimate Guide at each seat. Practice the Comforting Place visualization and Pregnancy Comfort demos to decide if you want to play a video or do them yourself. Review My Support System practitioner categories and get your referrals ready.

What to bring / use (if desired): music to play while students journal, a timer for class pacing, blank journals & pens (if preferred versus typing in ebook), recipes to share, baby doll, pelvis model, local support resources to recommend, red / green items and feelings/emotions on index cards (see below).

Section A: Teacher Intro & Ice Breaker



Pacing: 5 minutes

- Introduce yourself. State your pronouns if you wish to model that it's safe for non-binary individuals to share theirs.
- This class is all about stress reduction!
- Have each student introduce themselves and how they found HelloBirth.
- First you can do the ice breaker: common household items (pen, hat, folder) in red and green. Give one of each color to each person. Green item = represents a positive emotion, red item = negative
- Everyone's stressed at times! Talk about the importance of naming your feelings as a first step for learning stress reduction strategies. I'm going to hold up an index card with something like: excited, scared, nervous, happy. If you feel it, hold up your red or green item, or both! Sometimes you might have mixed feelings.

ICE BREAKER

Red item if you feel __
Green item if you feel __

SAMPLE

Today I feel ...

(Optional): Today my partner feels ...

As I move through my pregnancy day to day, I feel most concerned about

As I think about giving birth, my instinct tells me ...

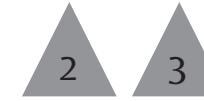
As I begin to make plans for bringing a baby into the world, right now ... feels most important to me.

blank space in their ebook to type / journal

SAMPLE

- You can use The Feelings Wheel to create your index cards (10 or 12 should suffice). WheelofNames.com is an option instead of index cards for a virtual class. For a virtual class, their class confirmation email would ask them to each have a red and green item handy and their journals if they prefer to write instead of type.

Section B: Student Intros & Journal



Pacing: 15 minutes

Part 1 (5 minutes):

- If they've engaged with the ice breaker, they will feel more comfortable introducing themselves and may be more likely to share out loud what they write in their journals. (Easy first, harder next.)
- With couples, give them 5 minutes to write down as much or as little as they want about how they're feeling today, each taking a turn and sharing their words/phrases quietly to each other.

Part 2 (10 minutes): if you still have time

Suggested intro:

“Take a moment to take a few breaths. Just notice your breath moving in and out. Take the feeling you just noticed. See if you can channel that emotion into answering these questions. Write down whatever comes to mind.”

The remaining time can be spent writing about any or all of the three detailed prompts.

- Ask the participants if anyone is willing to share out loud with the group about something they wrote down.

Option 1	Option 2
Journal prompts on slides 2 and 3. Read aloud.	Write journal prompts yourself on chart paper / white board. (Gives them more time to think)
Play music while students journal	
Use paper & pen	Digital space provided in Class Guide