

BIRTH class
5 sessions, 2 1/2 hours each

THE BIG IDEAS

Movement

during class—to make it fun and engaging; pregnancy—for health; and birth—the ability to work with your body and your baby

Mingling

social atmosphere makes learning more fun and builds a community to process new and exciting information; one of the unique features offered by learning in a group class setting

Music

helps make experiences, including classes, more fun and memorable

Mother

at the center of this experience and therefore, this class; the role of those working with her to prepare for or attending her in birth is to pay attention to her and attend to her needs so she can do her work; BBB classes provide an opportunity to reflect on how she can customize her care, whom she would like to be present with her and how they can be part a productive, helpful part of her flow experience up through the initial meeting of the new family

BIRTH session 1
you & your baby

SESSION OUTLINE

session length: 2 ½ hours

I	Mingle and Muse/Informal Introductions	10 min
II	Formal Introductions/Question Mapping/Class Overview	15 min
III	Anatomy Exploration	35 min
IV	Breathing Practice	10 min
V	Break	5 min
VI	What I Can Do Now to Prepare for the Birth	50 min
	a. nutrition	
	b. moves	
	c. consider	
	d. care (questionnaire and sharing)	
VII	The Flow Experience (Introduction)	15 min
VIII	Birth Slideshow	10 min

I Mingle and Muse/Informal Introductions

10 min

Objective: To provide an opening experience that is a glimpse into the enjoyable, social, adult-oriented, mother-centered mood of the class; showing that answering our clients' important questions is the course's central mission

🎵 Cocktail music playing when clients enter (jazz, Fred Astaire, etc.)

- Instructor welcomes clients who are invited to:
 - place their belongings at a their station
 - get name tags and write on them a tidbit of personal info as determined by instructor (for ex. where born: city/birthplace type)
 - get drinks
 - circulate writing their questions at the different topic posts
 - fill out entrance form if didn't complete it
- Music fades and instructor invites clients to be seated at their stations
- Note: even if clients are late, it is critical to begin the next activity no later than 10 minutes after the start of class time to set the standard for the rest of the class series

II Formal Introductions/Question Mapping/Class Overview

15 min

Objective: To create a sense of comfort among the participants and show the scope and sequence of the course, in particular with an eye towards when their important questions will be addressed

- Very quick name game/intro activity (for example state where you were born if prefer to keep everyone seated or line up in order of height, birthday, etc. if want to get everyone active) or just go around room to say names
- Collect index cards/post-its on each topic, shuffle and hand out to clients; add question cards from Essential Questions if more cards are needed to make this a thorough activity
- Going around the room, participants say name (plus additional tidbit if you prefer), and read the question on their card
- Instructor takes question card and tapes it under the session header in which it will be discussed or on the side under BODY or BABY header if outside the purview of this class (highlighting why sign up for BODY/BABY)
- *It is critical not to answer the questions at this time or the flow and organization of the class will immediately be set off course.*
- When all questions have been mapped, turn to class overview in BIRTH

portfolio and quickly review the course outline

- Address client questions about class procedures and organization.
Reminder: even though it is difficult to refrain, this is not the time to answer content questions, simply to point out *when* they will be addressed
- Save the questions on index cards/post-its for recap activity in the last class

III Anatomy Exploration

35 min

Objective: To lay the foundation for understanding the process of birth by becoming familiar with the relevant maternal and fetal anatomy, the range of normal ways in which these anatomical parts act and interact and to highlight a few key issues that will be addressed in greater depth throughout the course.

♪ Beausoleil (energetic, driving cajun)

- Poster is displayed on the wall with body parts pinned on wall next to poster
- Pregnant participants each receive an information card and read them in order as birth attendants come up, find the corresponding part and pin it in the right place on the mother poster
- Educator adds comments on relevant points and answers questions using Educator set of cards that have additional information on the back
- Cards correspond to the following body parts:
 1. Pelvis
 2. PC muscle
 3. Uterus
 4. Cervix
 5. Amniotic sac and fluid
 6. Placenta/ Umbilical cord
 7. Baby
 8. Birth canal/Vagina
 9. Bladder/Rectum
 10. Breasts
- Give out Anatomy handout

IV Breathing Practice

10 min

Objective: A short break after the major intellectual exercise of the anatomy activity and a way to visualize and internalize the information.

♪ Arvo Part, Te Deum (classical minimalist vocal)

- Brief review of abdominal breathing
- Read circulating the life breath (*Mind Over Labor*, p. ???)
- Hand out practice scripts suggested individually for each client and their birth attendants based on their comfort level and experience.

V Break

5 min

Objective: To give clients a chance to stretch their legs and begin socializing.

VI What I Can Do Now to Prepare for the Birth

50 min

Objective: To give clients practical ideas they can take home and begin utilizing immediately that build on the knowledge they acquired in this session and that will positively impact the birth of their baby; to lay the foundation for some of the ideas that will be returned to in future weeks.


1. Nutrition

(10 min)

- Using outline of nutrition flower, ask participants to name food groups, uncovering the petals as they call them out
- Quickly review nutrition worksheet and how to fill out (do 3 times a week—one weekend day and 2 weekdays so one sheet per week)
- Why is this an important part of your work now?

2. Moves

(25 min)

- ♫ Fun music: salsa, Synchronicity by The Police or Childsplay (1st track, driving Irish fiddle, 2nd track a slow waltz perfectly timed for stretching segment)
- Do posture you do most during the day; daily postures review with flashlights
- BAKS exercises sheet 
- Flow from one late pregnancy move to the next (handout)
 - SIFT: sifting/relaxing/hands and knees/rebozo
 - CIRCLE: circling/opening/seated/birth ball

- LIFT: resting/lifting and repositioning/open-knee chest/pillows

3. Consider

(5 min)

- Hand out "Past Circumstances that can affect birth"
- Offer to serve as a resource

4. Care (questionnaire and sharing)

(10 min)

- Distribute questionnaires and give 3 minutes to think about answers to the following questions:
 - Who's your midwife or doctor?
 - Why did you choose them?
 - What do you like about them?
 - Where are you planning to give birth to your baby?
 - What do you want know more about?
- Go around the room sharing answers (including attendants)
- Introduce and give out care providers spreadsheet

VII The Flow Experience (Introduction)

15 min

Objective: To bring in the idea (with which some participants may already be familiar) of the flow experience and introduce the idea that birth can be just such an optimal life experience.

- Begin with the idea that clients are here because this is a very special time—possibly the most important experience of their lives
- Ideal when the special/important experiences can also be “optimal” life experiences
- Introduce the definition and idea of the ‘flow experience’
- Go around the room, each participant reading one of the 9 common elements of flow experiences
- Ask participants to think about a past flow experience
- Relate to sleeping, running, etc. and what mode we are in for those activities/experiences
- What is the connection?: This is about understanding the birth experience. Generally speaking how being in that mode can help with make the birth experience an optimal life experience

 “Go with the Flow”

VIII Birth Slideshow 📄

10 min

Objective: To show birth as a flow experience utilizing the new lens this class has already offered and to counteract the many other images our clients have probably seen in the past.

📺 A birth that 'flows'—little narrative, everyone "into it." Emily shows: *Birth Day* or *Born in the USA* first 2 ½ minutes and home birth at 30 minutes in

Thank all participants for their contribution to a wonderful first class. Ask birth attendants to return all client stations items to proper place and collect name tags for next week. See you next week.

Suggested Reading

For teacher: Study Guide and teacher resource articles

BIRTH session 2 **the process**

SESSION OUTLINE

session length: 2 ½ hours

I	Opening: Re-Introductions/Short Flow Experiences	10 min
II	Mountain Majesty Slideshow	5 min
III	The Process of Birth	40 min
IV	Break	10 min
V	Portraits of Labor	30 min
VI	View Some Births	15 min
VII	Introduce Birth Storytelling Activity	5 min
VIII	Flow in Childbirth	30 min
IX	Who's Who Game	9 min
X	Closing: ???	1 min

I Opening: Re-Introductions/Short Flow Experiences

10 min

Objective:

- Very quick name game/intro activity or just go around room to say names
- 'Go with the flow' imagery visualization/relaxation
- Short Flow Experience
 - Just doing it, not too much analysis at this point (3 min)
 - Some examples:
 - Puzzle
 - Molding clay
 - Brief discussion (2 min)

II Mountain Majesty Slideshow

5 min

Objective: To set up an analogy—there are many different mountains in the world and the experience of climbing each of them would be physically different even though there might be similar elements in the experiences and sense of accomplishment might be the same, of course depending on the individual; there are also different ways of getting up to the top where the view can be awe-inspiring. This slideshow will convey the sense of awe appropriate for birth and visually sets up the Portraits of Labor.

Brief slideshow of some awesome mountains around the world with inspirational music. Mention flow as part of mountain climbing experience, different trails up the same mountain. Show elevation of one of them and use to discuss The Process (below.)

III The Process of Birth

40 min

Objective: To describe what happens during the process of birth—what it feels like, looks like, etc.—in the most useful way possible utilizing an experience our clients may have had in the past—mountain climbing—so that they can join in the discussion about what they experienced and the instructor can relate how that connects to the birth experience.

Using the example of climbing the mountain elevation above and the poster of that elevation or draw freehand as you go, the instructor talks the group through the process of the physical experience of climbing, biking, hiking the mountain, etc. asking clients the following questions:

- What have you done to prepare for this journey?
- For each segment of the journey ask these questions:
 - o What does it feel like?
 - o What does it look like?
 - o What would be helpful?
 - o Then the instructor fills in the information on—in labor what is happening here?

Mother

- Contracting, Opening, Pushing, Bonding

- Psychological/Emotional

Baby

- Rotating, Navigating, Preparing, Bonding
- Psychological/Emotional

Birth Attendants (primary)

- Quiet presence, safe space to usher in baby and new mom
- Brainstorm ideas on how to do this
- Psychological/Emotional

- What is the baby doing?

Guiding questions document

Handout with the four questions and that they together affect the overall 'taste'—handed out at start

Optional recap activity: The 4 B's

- Split into 3 groups each representing group above

IV Break

10 min

Objective: Leg stretch and social time

V Portraits of Labor

30 min

Objective: To make the general process described above concrete using some examples of real births and showing how each is entirely unique and how the narrative is transcribed into a labor graph.

- Introduce idea of the portraits
- Using labor graphs, instructor charts one of her birth experiences or one she attended. In pairs or together as a group, clients select a Portrait from the gallery on the wall and analyze 1-2 more labor graphs and describe what the birth experiences might have been like for mother, baby and birth attendants. Portrait analysis page/adjective choice sheet; Timeline with baby

VI View Some Births

15 min

Objective: To see how the process unfolds, get some examples of Portraits

📺 From youtube.com or videos we have; ideally 2-3 births in excerpt with medical and non-medical, home and hospital, etc. Analyze for flow, how the process unfolds, what it might look like as a portrait, etc.

VII Introduce Birth Storytelling Activity

5 min

Objective: For clients to apply their knowledge about the Process, familiarize themselves with a few particular labors, and learn to listen without spreading “the birth trauma virus” (Pam England)

- What common words appeared between the stories?
- Were those words used in the same way?
- How did you react to their stories?

Hand out Birth Interviews assignment sheet

VIII Flow in Childbirth

30 min

Objective: To apply the flow information from class session 1 to the new knowledge about the birth process and what a woman in labor and her birth attendants can do to 'flow' through childbirth

1. Another look at the elements of flow

(10
min)

Using the 8 elements, have clients brainstorm what in birth relates to each of the elements and then connect to items in list below:

2. What to do in Labor and why *with practice!* (Part I—cover what you can here and return to the rest in the next class session)

(20
min)

- Positions (PracticePositions signs)
- Deep abdominal breathing
- Relaxation Techniques for During Contractions
- Water
- Massage, touch, counter pressure, acupressure
- Praise and encouragement/verbal support
- Skin-to-skin/breastfeeding with baby
- 3 R's or other flow video?

IX Who's Who Game (aka "Who are the People in your Labor Room" 🎵) **9 min**

Objective: To review the realities and think through who the laboring woman wants with her through the birth experience including how it might affect her flow in childbirth and start off a good discussion that clients can talk about on the way home and think through during the week

- On a piece of paper or card, make a list of all the people who they think will be at their birth; ask questions to tease out all the other people they may not have thought of
- Hand out gameboards and have clients work with their birth attendants to fill in the stickers
- Brief discussion pointing out important things such as most OBs don't arrive until pushing, stat from Childbirth Connections survey on how many moms don't know person who caught their baby, etc.
- Give them something to work on/report back at the next class with this activity

X Closing: ??? **1 min**

??? A reading? Song? Something super-short to end on a happy note

Ask birth attendants to return all client stations items to proper place and collect name tags for next week

Suggested Reading

BIRTH session 3 **effective tools & techniques**

SESSION OUTLINE

session length: 2 ½ hours

I	Opening: Go with the Flow	15 min
II	Flow Defined/Elements of Flow Review	15 min
III	Flowing in Labor and Birth	40 min
IV	Break	10 min
V	Listening to our Language	10 min
VI	Pain	10 min
VII	Translating the Managed Birth Model	15 min
VIII	Another Look at the Portraits: Through the looking glass	15 min
IX	Guided Practice	15 min
X	Closing: ???	5 min

I. Opening Experience: Go with the Flow

15 min

Objective: An opportunity for clients to experience flow so they can reflect on the experience and extrapolate to the birth guided practice they will do in today's class session

Instructor may have one choice or stations with a number of options for students to select an activity in their comfort zone.

- A) Wet on wet watercolor painting—instructions to students: fill the paper with color and paint anything you want
- B) As students come in, get to select one station to work in, ideally, stations are not visible to one another, but instead have some privacy
 - Tennis balls to toss back and forth
 - Music to dance
 - Yoga/tai chi movements
 - Wet on wet watercolor painting (kinesthetic)
 - Doing a puzzle
 - Perler beads (circle template)

II. Flow Defined/Elements of Flow Review

15 min

Objective: Reflect on the opening flow experience and the past flow experience clients have had and want to share with the group so they can begin to think about customizing their birth to maximize what they need to flow

With Elements of Flow poster displayed, talk about the opening experience, past flow experiences in the group and take an example, such as sleep, running a marathon, etc. and identify elements that are helpful or need to be overcome for that particular example

III. Flowing in Labor and Birth

40 min

Objective: Applying knowledge of flow to birth in preparation

1. What to do in Labor and why (Part II—continue going through techniques and ideas from last session)

- Basic positions rehearsal (sitting, standing, moving, lying); incorporate into each:
 1. What birth attendants can do
 2. Techniques
- Positions (Practice Positions signs)
- Deep abdominal breathing
- Relaxation Techniques for During Contractions
- Water
- Massage, touch, counter pressure, acupressure
- Praise and encouragement/verbal support
- Skin-to-skin/breastfeeding with baby

2. How Your Birth Attendants Affect the Flow of Labor

3. Video

 The 3 Rs

IV. Break **10 min**
Objective: Stretch, snack, socialize

V. Listening to our Language **10 min**
Objective: To think about the profound effect that the language of birth can have on the experience itself

- On cards, show 2 sets of terms for same things
- Hold up one card in a set at a time and have students discuss the difference in connotations
- After complete, flip cards to show how used to describe managed birth vs. normal birth (OB/Medical Model vs. Midwifery Model of Care)
 - Irritable/easily excitable UTERUS
 - Late/Ready DUE DATE
 - Distress/Pressure (or force, power, strength, vigor?) FETUS
 - Failure/Perseverance LABOR
- What might be the psychological effect on hearing these different terms might have on a woman in labor?
- What might be the effect on flow on hearing these different terms might have on a woman in labor?
- Brainstorm list of words used in connection with labor and birth

BabyBodyBirth educator cards

@BabyBodyBirth 4/7/08 * card 27 of 50

- Take out a few more cards that, all used to describe the same thing
 - Intensity/Wave/Pain LABOR
- Let's expand on the example of the word "pain" (see next activity)

VI. Pain

10 min

Objective: To deal head on with one of the most common ideas and concerns about birth

- Pain is one word very commonly associated with birth
- Pain as a signal
- Perception of pain in our culture/brief historical background/other cultures
- What causes pain—refer to anatomy and procedures (interventions) poster
- The range of pain relief
- Pharmaceutical pain relief: opioids and the epidural
- How to avoid unnecessary pain—see what to do and why (handout: complete)
- Alternative pain relief methods in cancer patients and practice (in study guide; create talking points doc)

VII. Translating the Managed Birth Model

15 min

Objective: With the background of the normal birth process in mind, examine and attempt to understand an alternate, but prevalent model

- Using the elevation drawing used to describe the process, draw 3 “finish lines” (later we will have the Managed Birth race to the finish poster) at the spot in which the “3 Stage of Labor” would conclude.
- Talk through the birth process translating the words that would be used describing these as 3 stages where the finish lines are and write below the lines:

Stage 1: cervix = 10 cm and 100% effaced

Stage 2: baby is out

Stage 3: placenta is out

- State and write down under the finish line the times allocated in your area for each of these “races” and then mention the real range we see in Portraits/real life; in my area:

Stage 1:

Managed expectations: usually approx 24 hours unless water is broken, then *max* of 12

Normal range: hours to weeks

Stage 2:

Managed expectations: 1-2 hour average; 2 hour cutoff; some will go to 3

Normal range: 15 minutes to 5 hours (??)

Stage 3:

Managed expectations: 45 minute max

Normal range: 15 minutes to 1 1/2 hours (is that the right end?)

- Address questions such as: what happens if you go over the cutoff times, etc.
- Brainstorm the effects of having these timeframes upon birth expectations and realities (physical and psychological effects)
- Mention that we will go into all the details of the procedures during the next class session; have clients write down any pressing questions on index cards/post-its and collect them to make sure all the questions get answered

VIII Another Look at the Portraits: through the looking glass

15 min

Objective:

- Taking another look at a few portraits from last week, identify the “stages” and address issues that may have been diagnosed through a medical pair of glasses

IX. Guided Practice

15 min

Objective: To end on a positive note

X. Closing Activity

5 min

Objective: Something upbeat to give the feel of the awesome post-birth rush and special time with baby; new family slideshow with uplifting music?

Ask birth attendants to return all client stations items to proper place and collect name tags for next week

Suggested Reading

Online article database: Study on hand holding to reduce pain

BIRTH session 4

conditions for effective labor/birth

SESSION OUTLINE

session length: 2 ½ hours

I	Opening: Guided Practice	15 min
II	Save the Environment	20 min
III	Debriefing	10 min
IV	Biochemistry of Labor (Hormone) Game	15 min
V	Lining Up Baby	10 min
VI	Break	10 min
VII	Getting Back into Flow	40 min
VIII	Share Birth Interviews	15 min
IX	Video	5 min
X	Tumbling Tower of Relaxation/Getting Back into Flow Practice	10 min
XI	Closing Activity	5 min

I. Opening Experience: Guided Practice

15 min

Objective: A flow practice for labor.

- Ideal generic birth environment set up when students enter
- Begin with addressing differences in laboring preferences—active vs. introspective or may be different at different points in labor
- Explain how the practice will run and that 15 minutes in, the instructor will begin interjecting some realistic distractions or interruptions; their job is to maintain what they are doing and their mental state despite any disturbances
- Birth attendants get set of cards with 2 choices for mom—active or introspective
- Moms choose which one to do for this contraction
- (Flip over if need help/flip chart at front of room with ideas/choices???)
- Don't pigeonhole yourself, now or in labor—see which works or which you feel like trying at this moment

II. Save the Environment

20 min

Objective: Practice skill of keeping/returning to flow state even when there are interruptions.

- Continue working with ideal generic birth environment
- Labor rehearsal that picks up flow from previous class, but now pick other option to see how it feels, attendant make sure she gets a sip of water or goes to bathroom in between
- Teacher assists by 'messing up' one factor at a time:
 - Pulsox (clothespin on finger)
 - IV (yarn on wrist tied to water in zip lock bag, tied to pole)
 - Monitor (belt around belly)
 - Oxygen mask (pollen/paint mask)
 - TV on loud
 - Lights on
 - Music off
 - Lack of privacy
 - Take away bottles of water

III. Debriefing

10 min

Objective: To reflect on the experience of an uninterrupted practice, interrupted practice and think through ways to keep flow going or be able to return to it no matter the circumstances.

- Any questions or comments about the beginning of the practice session?
How did it feel to be in the moment?
- Once the interruptions began, what was the most surprising thing? What was most annoying?
- Answer questions or fill in information using the real supplies or pictures of real supplies
- How might this affect the flow of your labor? On a biochemical level? Offer an overview on how hormones affect the process (hormone poster?)

IV. Biochemistry of Labor (Hormone) Game

15 min

Objective: To understand the complex interrelationship between hormones and the birth process and why chemically stimulating one aspect may not and does not replicate the entire intricate process. Focus on the overall complexity, rather than remembering the details

- Using colorful ribbon, “draw” the outline of a pregnant woman
- Hand out all cards to clients
- As they read the cards in order, reader delivers the hormone to the right place in the body

V. Lining up Baby

10 min

Objective: To emphasize what they can do to help labor go as effectively as possible

- Review late pregnancy bodywork as another strategy for setting the stage for an effective labor—the better position baby is in prior to labor, the less work for baby to do once it begins
- In labor: abdominal lift, open knee chest, lunges, stair climbing, etc.—cover posterior profile if not reviewed fully in previous class

VI. Break **10 min**
Objective: stretch, snack, socialize

VII. Getting Back into the Flow **40 min**

Objective: To discuss how each of the below things can interrupt flow and brainstorm strategies for getting back into the flow if it is interrupted.

1. Management Strategies (drugs, procedures and other practices)

Activity utilizes mother poster from class 1 and sets of cards relating to each procedure—1 for student and corresponding card for teacher with additional information to fill-in during the discussion. Hand out cards to pregnant clients and hang procedure mechanisms on wall. As card is read, birth attendants come up, select mechanism and place in position on mother poster. Instructor facilitates discussion on the administration, intended use, and side effects of that procedure, including highlighting the elements that may interfere with the physiological process and flow in labor. At end of activity, be sure to remove all the mechanisms and restore the mother to her original, dignified state.

Some general points to make: (Talking points document to accompany procedures poster chart)

- Can slow labor down by relaxing uterus which can offer a chance to rest but also use up allotted time

- Can change hormonal balance in mother/baby
- Can add stress to baby's physical state or environment
- Can accelerate the clock or lead to cascade effect
- Thinking about your preferences—what would you select among them?
Completely personal decisions
- How to work with these procedures to make them most effective and return to flow

Break up class into groups (ideally 3 per group); offer each group a scenario written on a card, have them select the strategy they would prefer to take and then how to get back into the flow from that.

2. Psychological factors

- Brainstorm list of factors from practice interruptions and other ideas
- Language, tone, mood of birth attendants/birth environment
- Reference Past Circumstances document handed out in class 1
- Tools and strategies for restoring psychological comfort/sense of safety

3. Induction

- Premise is to select and mimic one naturally occurring factor in the process in the hope of jump starting the entire complex process: cervical softening,

opening, uterine contractions

- Sometimes works, sometimes doesn't
- Once process begins, there are physical limitations because of equipment used or necessary monitoring
- How to work with it to make it most effective and return to flow

4. Cesarean surgery

- Using felt layers explain the surgery
- How to return to flow in the bonding time
- Special factors for recovery

VIII Share Birth Interviews

15 min

Objective: To share what they learned from listening to birth stories.

Go around the room and share the overall impressions/findings (not enough time to retell all the stories.)

IX. Video

5 min

Objective: To show a birth story that encountered obstacles but returned to a flow experience

Ideally a mom with who had a birth experience with some interventions or obstacles to overcome but did not have medication for pain

- X. Tumbling Tower of Relaxation/Getting back to flow practice** **10 min**

Objective:

- XI. Closing Activity** **5 min**

Objective:

Is Tumbling Tower a good ending? End with a short reading?

Suggested Reading

Hartford Hospital cesarean video (obtain a hard copy)

BIRTH session 5 **the birth of your baby**

SESSION OUTLINE

session length: 2 ½ hours

I	Opening: Birth Vision	15 min
II	Attendant Notes	10 min
III	The Ebb and Flow for You	10 min
IV	Rehearsing Your Strengths and Challenge Areas/Choose Your Adventure	25 min
V	Rehearsal Debriefing	10 min
VI	Break	5 min
VII	Belly Mapping—where is your baby now?	15 min
VIII	Meeting Your Baby	15 min
IX	How to focus on listening to your signals and feeling confident	5 min
X	Planning for Your Birth	10 min
XI	A Look Back at Our Trail	5 min
XII	Evaluation	10 min
XIII	Closing Ceremony	10 min

I. Opening Experience: Birth Vision

15 min

Objective: provide clients and their birth attendant the opportunity to visualize and discuss the birth they want to have for their baby

- Using posterboard, magazine clippings (the Lamaze Parents and American Baby magazines are great for this!) and glue, create a collage that depicts the image you have for your birth.
- Can play a video during this time such as labor of love
- Hang on wall to dry (take class photo at end with posters as a backdrop)

II. Attendant Notes

10 min

Objective: place focus on the mother at the center of the birth experience and those attending her as serving her in accomplishing her own goals and wishes, helping her see what she can and should expect from them

- Pregnant clients go into a quiet private area with soft/relaxing music playing to write their 'advance' thank you notes/expectation notes
- Based on your birth vision, write a note to each of your attendants stating what you hope from each to help you attain your vision/why you chose them to be there for you/with you
- Have stickers/who's who game (from Session 2) available for reference
- Alternate activity for birth attendants:
 - write cards to classmates? with contact info?
 - separate activity with guest speakers like a dad and doula pair, talk to another birth attendant Q & A, etc.

III. The Ebb and Flow for you

10 min

Objective: to bring together knowledge of the process, flow experience and personal choices/preferences to think of what may be helpful for birth/the upcoming in-depth labor rehearsal

- What worked in the past for you, what do you think will work for you during birth?
- What are some strengths you bring? What challenges do you anticipate and what tools that you now possess can be utilized to handle them?

IV. Rehearsing Your Strengths and Challenge areas/Choose your Own Adventure

25 min

Objective: an in-depth labor rehearsal that begins with possible early signs of labor all the way through the first hours of bonding with new baby

- Set up station signs for clients to use as desired
- Clients start off with a card describing initial labor signs and can either proceed through the rehearsal following their own interests or use the other cards set out on the welcome table (placed in piles by general part of the process) to get ideas on how labor might be going
- Instructor to make general suggestions about what part of the process clients are entering when they are ready to do so, so that clients have the opportunity to follow the rehearsal all the way through to the end of the process when they are basking in their baby and birth experience

V. Rehearsal Debriefing

10 min

- Review the first sign cards that each client received, discuss any other options
- Review what worked, what clients are still thinking about and any remaining questions or points to address about the process or techniques

VI. Break

5 min

Objective: a few minutes to stretch legs and use the bathroom;; keeping it short because time will be allotted to socializing at end of today's session

VII. Belly Mapping—where is your baby now?

15 min

Objective: to get excited about meeting the baby and that the mother is the best person to assess her baby and how her body can tell her a great deal of information about her baby

- Using Gail's rose compass and the client's description of her baby's movement pattern, draw the baby's position; map each client's belly or if large class, do 2 examples and then let clients work on mapping on their own. The 2 already mapped can join to help another client do her mapping
- Review why/ fetal positioning can impact the birth and briefly mention the bodywork that can be done to help with this until the moment of and even during the birth
 - Late pregnancy daily bodywork
 - In labor

VIII Meeting your baby

15 min

Objective: to provide a visual image of what newborns look like to further the feeling of excitement and realistic understanding of newborn babies so that it is understood that babies are already amazing little people from the moment they emerge (and even before...)

- Pictures or video of newborns (excerpts from Your Amazing Newborn? Or Delivery Self Attachment); point out that the BABY class offers an in-depth look at newborns, the first hours and the post-partum period
- Some brief notes on making the first hour memorable

IX. How to focus on listening to your signals/feeling confident

10 min

Objective: to offer ways of feeling confident about how the baby is doing, whether this is labor, etc. emphasizing that the mother knows best and has the best access to the relevant information

- Fetal movement counting, etc.

X. Planning for your birth

10 min

Objective: to give clients productive things to work on until the birth of the baby including ways to prepare for life after the baby joins the family and that slowing down now will help a great deal towards that goal

- Your roadmap/trail map—setting your goals for the time until the birth
- Telling your birth story—the importance of a mother telling the story from her point of view and being listened to; cite Penny Simkin study

XI. A Look back at our trail

5 min

Objective: for clients to see how much material the class has covered and reflect on how much they have mastered and put into preparation for meeting the baby

- Review the original post-it questions from the first class and questions we have answered along the way

XII. Evaluation

10 min

Objective: to receive true feedback on how our classes and teaching are serving our clients

- Fill out class evaluations
- Are there any thoughts about our time together that you would like to share with the group?

XIII Closing ceremony

10 min

Objective: to offer a sense of culmination in completing the course and confidence that clients have done a great deal to be the best qualified to birth and care for their baby

- Hand out diploma/receiving blanket or compass/certificate, water bottle, trail mix (“for the road”) on the journey to meet your baby
- Take class photo in front of Birth Vision poster wall
- Birthday cake with one candle per baby, sing “happy birthdays,” blow out the candles, etc.
- Enjoy the snacks together and say goodnight and keep in touch! hand out cards from classmates.
- ‘Happy trails’ reading?

- Play a concluding song/few songs

Suggested Reading



In *BBB Student Materials* (folder for now)



Available via BBB website



Audio/music



Video element



In development (coming soon)



Refer to teacher resource