Introduction to the Mothers and Babies Course

CLASS OUTLINE

I. Group Introductions
II. Purpose and Overview
III. Class Guidelines
IV. Video: “My Parents, My Teachers”
V. Stressors and the Mother-Baby Relationship
VI. Managing My Personal Reality
VII. How this Course Can Help You
VIII. Personal Project: Quick Mood Scale
I. Group Introductions

1. What is your name?
2. Where are you from?
3. How long have you lived in this area?
4. What activities do you like to do in your free time?
5. What is your favorite food?
6. If you are pregnant, how many months are you pregnant and when are you due?
7. If you are a mother, how many children do you have? How old are they?
8. What kind of mother would you like to be?
9. What would you like to learn from this class?

NOTES:
II. Purpose and Overview

Purpose

During the course, you will learn:

1. Ways to think about and interact with your baby to create an emotionally and physically healthy reality for him or her.
2. Helpful information about your pregnancy and your baby’s development.
3. Ways to manage life stress and improve your mood so:
   - you can feel better and enjoy life more.
   - you can teach your baby how to manage life stress as he or she grows up.
   - you can avoid mood problems such as depression.

You will also have the opportunity to talk with many other women. Some of them already have a baby, and others are expecting. Share with them your ideas and concerns before and after childbirth, so that you can give your baby and yourself all the support you need.

Overview

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introduction to the Mothers and Babies Course</th>
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<tbody>
<tr>
<td><strong>THOUGHTS</strong></td>
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<tr>
<td>Class 2</td>
<td>Thoughts and My Mood</td>
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<td>Class 3</td>
<td>Fighting Harmful Thoughts and Increasing Helpful Thoughts that Affect My Baby and Myself</td>
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<td><strong>ACTIVITIES</strong></td>
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<td>Class 4</td>
<td>Activities and My Mood</td>
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<td>Class 5</td>
<td>Pleasant Activities Help Make a Healthy Reality for My Baby and Myself</td>
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<td><strong>CONTACT WITH OTHERS</strong></td>
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<td>Class 6</td>
<td>Contact with Others and My Mood</td>
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<td>Class 7</td>
<td>How to Get Support for Me and My Baby</td>
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<td>Class 8</td>
<td>Planning for the Future and Graduation</td>
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</table>
IIII. Class Guidelines

1. **Try to come to every class.**
   If you cannot make it to the class, please call us at _________________.

2. **Come on time.**

3. **Respect confidentiality** (what is said in the group stays in the group)
   **EXCEPTIONS:** Things leaders cannot keep confidential:
   - If we hear about child abuse or neglect.
   - If we hear an older adult (over 65) is being abused or neglected currently or in the future.
   - If we hear someone is in danger of hurting themselves or someone else currently or in the future.

4. **Listen to and support each other.**

5. **Be respectful of your classmates’ viewpoints.**

6. **Share your ideas and let others share theirs.**

7. **Complete your personal project for the week.** (So you can get the most out of class).

8. **Let us know if you’re unhappy or uncomfortable with any aspect of the classes.**
REACTIONS: What did you like the most? What do you remember the most?

• The first 3 years of your baby’s life are the most important.

• Teaching a baby something new makes their neurons (brain cells) grow and make connections.

• Each child is different.

• Children’s “work” is to play.

• Reading, playing and singing with your baby will help your baby’s physical and emotional development.

• Every mother is capable of giving what her child needs.
V. Stressors and the Mother-Baby Relationship

- Too Much Work
- Money Problems
- Household Chores
- Lack of Social Support
- Problems with Your Partner or Other People
- Headaches or Other Health Problems
- Time Pressures
- Problems with Breastfeeding
VI. Managing My Personal Reality

- It is important to understand our moods. How do they influence our lives?
- To have a healthy mood, or positive feelings, it is important to learn to how to manage your own reality.
- Our personal reality is divided into two parts:

1. The reality of our mind:
   - what we think
   - our internal reality

2. The reality of our world:
   - what we do
   - with whom we relate
   - our health
   - what happens in our world
   - our external reality

**MY PERSONAL REALITY**

Promote parent-infant bonding using cognitive-behavioral strategies

This drawing demonstrates how we understand the relationship between our personal reality and our mood.
But we can learn to manage stress and feel better and more balanced by making changes in:

- the way we **behave**
- the way we **think** about and understand the stressors
- the **support** we receive from other people
**Instructions:** Track your mood every day using the Quick Mood Scale. It will help you learn to be aware of how you feel, so that you can learn to have healthier moods and teach your baby to balance his/her moods.

- The seven columns represent each day of the week.
- Write down the date above each of the seven columns.
- Every night, before going to bed, circle the number (between 1-9), which indicates how you feel on that day. For example:
  - if your **mood is average**, (neither high nor low), circle **number 5**
  - if it is **better than average**, circle **a number higher than 5**
  - if it is **worse than average**, circle **a number lower than 5**
- The number you choose will only reflect how you feel that day—there is no right or wrong answer. We find that it is easiest to keep the scale by the bed, so that before you go to bed, you can think about your day and rate your mood for the day.

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**OPTIONAL PROJECT:**
1. Discuss the Mothers and Babies Course with a friend or a family member. Talk about what you learned in today’s class.
THOUGHTS AND MY MOOD

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last class?

- Stress can affect your relationship with your baby. You can learn to manage stress by making certain changes in your life. We will talk more about these changes in this course.
- Parents are their children’s first teachers. These are some of the things your baby needs from you:
  - Good communication
  - Reading
  - Music
  - Play
- You can learn more about how to manage your personal reality, which has two parts: an internal and external reality. Your personal reality can affect your mood.
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you talk with anyone about the Mothers and Babies Course?
3. If you did not do the personal project, what were some of the obstacles to doing it?
4. What could help you to do it next week?

NOTES:

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What is relaxation?
Relaxation is a method we can use to manage stress and to reach a healthy balance in our lives. Relaxation exercises can help you deal with stressful situations when they occur. Relaxation is an enjoyable and pleasant activity that you can share with your baby, so that he/she will not only learn to benefit from these exercises, but will also have wonderful memories of you. Children can be taught how to do relaxation exercises from a very young age, similar to how they are taught to brush their teeth, how to pray, how to be polite, how to eat regularly, etc.

III. Relaxation Exercise

1. Practice, Practice, Practice!
2. The goal: to relax without doing the exercise.
3. As you prepare to relax:
   - Choose a quiet, comfortable environment where there are few distractions.
   - Choose a time of day when you are least likely to be disturbed, and not too soon after a meal. For example, try relaxing upon awakening or when you are ready to go to sleep. Also, try relaxing during the middle of the day, particularly just before you have to do something difficult or just after you have had to face a stressful situation.
   - Select a comfortable position.
   - Try not to worry about how well you are doing. If you begin to experience distracting thoughts, slowly return your mind to the task of relaxing.

A FEW THINGS TO KEEP IN MIND ABOUT LEARNING TO RELAX
1. Practice, Practice, Practice!
2. The goal: to relax without doing the exercise.
3. As you prepare to relax:
   - Choose a quiet, comfortable environment where there are few distractions.
   - Choose a time of day when you are least likely to be disturbed, and not too soon after a meal. For example, try relaxing upon awakening or when you are ready to go to sleep. Also, try relaxing during the middle of the day, particularly just before you have to do something difficult or just after you have had to face a stressful situation.
   - Select a comfortable position.
   - Try not to worry about how well you are doing. If you begin to experience distracting thoughts, slowly return your mind to the task of relaxing.

Ramos, Diaz, Urizar, & Muñoz (2002). Relaxation Methods for Managing Stress. SFGH/UCSF.
USING YOUR BREATH TO LEARN TO RELAX

STEPS TO FOLLOW:

• Sit quietly in a comfortable position.

• Close your eyes.

• Relax all your muscles as fully and deeply as possible. Start with either end of the body (your feet or your head) and move systematically all the way up or down, focusing on each muscle, and relaxing each one.

• Breathe easily and naturally through your nose. Become aware of your breathing. As you breathe out, say a brief word you have chosen to repeat (for example, the word “one” or the word “relax”).

• Continue for about ten minutes at first, until you get used to producing the feeling of relaxation. Your goal is to be able to produce this feeling in one minute or even less at any time you choose. This way, you can provide yourself with a moment of relaxation as often as you wish throughout your day.

• Before you open your eyes, remind yourself to retain this feeling of deep relaxation and simultaneous alertness when you return to your normal activities.

This method is nicely described in a book called The Relaxation Response by Herbert Benson (New York: Avon Books, 1975).
## IV. Violet and Mary’s Days

### Instructions:
Violet and Mary are both 3 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

<table>
<thead>
<tr>
<th>VIOLET’S DAY</th>
<th>MARY’S DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>I don’t want to get up.</td>
<td>I don’t want to get up.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>I don’t feel like facing the day.</td>
<td>After my shower I’ll feel better.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>I don’t want to speak to anyone.</td>
<td>Hello? Carmen, I don’t have anymore morning sickness. My pregnancy is going well.</td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>I feel so sad and lonely.</td>
<td>I am happy that I have friends that support me.</td>
</tr>
</tbody>
</table>
# Common Mood Problems and After Birth

## POSTPARTUM BLUES or BABY BLUES

**Description:**
- Mild mood shift
- Occurs 3-7 days after giving birth
- Symptoms last less than 2 weeks

**Symptoms:**
- Mood disturbances
  - Tearfulness
  - Anxiety
  - Sadness
  - Irritability
  - Emotional ups and downs
- Poor appetite
- Fatigue
- Headaches
- Sleep disturbances/insomnia
- Low self-esteem
- Negative feelings about family members (including the baby)
- Miss being pregnant

**How common is it?**
- After giving birth, 3 to 8 out of 10 women will have postpartum blues

**What to do:**
- Get help and support from family members, friends, and other mothers
- Try to do pleasant activities
- If symptoms worsen or persist beyond 2 weeks, see your doctor

## POSTPARTUM DEPRESSION (Specific type of Major Depression)

**Description:**
- Serious mood disorder
- Occurs after pregnancy—up to 4 weeks after giving birth
- Symptoms last more than 2 weeks

**Symptoms:**
- Similar symptoms as in “Baby Blues” but lasting longer
- 5 or more of the symptoms listed under “Major Depression”

**How common is it?**
- After giving birth, 1 to 2 out of 10 women will have this type of depression

**What to do:**
- See a doctor, nurse, therapist, or counselor as soon as possible
- Get help and support from family members, friends, and other new mothers
- Try to do pleasant activities

## MAJOR DEPRESSION

**Description:**
- Serious mood disorder
- Can happen at any point in our lives
- Symptoms last more than 2 weeks

**Symptoms:** (5 or more of these 9 symptoms)
- Feel depressed nearly every day
- Loss of interest or pleasure in activities
- Significant change in appetite
- Change in sleep (too much/too little)
- Change in the way you move (restless or slowed down)
- Constantly tired, fatigued
- Feelings of worthlessness or excessive guilt
- Hard to concentrate or make decisions
- Repeated thoughts of death or suicide

**How common is it?**
- In a group of 10 women, 1 to 3 will suffer from major depression sometime during her life

**What to do:**
- See a doctor, nurse, therapist, or counselor as soon as possible
- If your symptoms get serious enough that you are afraid you might hurt yourself, you may need to stay in the hospital until these symptoms are treated
- Get support from others
V.B. The Path That Leads to a Healthy Mood

Your personal reality is continually being built or shaped from moment to moment.

• In each moment of our life, we decide what to think, do, say, and how to treat other people.

• Each decision we make improves or worsens our emotional well-being or keeps it the same.

• In general, each decision we make has a minimum effect on us. However, as our decisions accumulate, they can create a strong change in our emotional well-being.

The path that leads to a NEGATIVE mood

Example: Violet’s Day
1. Wakes up.
2. Stays in bed.
3. Ignores the phone.
4. Stays home.
5. Feels sad and lonely.
6. Starts to cry.

The path that leads to a HEALTHY mood

Example: Mary’s Day
1. Wakes up.
2. Takes a shower.
3. Answers the phone.
4. Talks to a friend.
5. Goes out.
6. Feels better.

The thoughts that we have each day help us shape the reality of that day!
V.C. What Are Thoughts?
Do Different Thoughts Affect Our Mood?

- Thoughts are all the things we tell ourselves (as if we were having a conversation in our head).
- We can have several thoughts at any given moment.
- We are conscious of some thoughts and not of others.
- Our thoughts can help us or harm us.
- Our thoughts almost always affect our mood.
- If we become aware of the many types of thoughts we have, we can learn to use them to achieve a healthier mood.

Pregnancy is a …
time in my life…
**V.D. Types of Thoughts**

**Instructions:** Think about how you might react in another situation and how these different ways of thinking would affect your mood.

<table>
<thead>
<tr>
<th>BETTER MOOD</th>
<th>Constructive</th>
<th>Necessary</th>
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<tbody>
<tr>
<td>HARMFUL</td>
<td>Puts you together</td>
<td>Helps you do what you have to do.</td>
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<tr>
<td>HEALTHY</td>
<td>Positive</td>
<td>Necessary</td>
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<tr>
<td></td>
<td>Makes you feel better</td>
<td>Helps you do what you have to do.</td>
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<tr>
<td>WORSE MOOD</td>
<td>Unnecessary</td>
<td>Destructive</td>
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<td>Does not change anything (no matter how much you think)</td>
<td>Tears you apart, destroys you</td>
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**The Situation:** “I Am Pregnant”

- **NORMAL**
  - I’m bringing a new life into the world!
  - I can buy new clothes!
  - I should see my doctor frequently during my pregnancy.
  - I look ugly!
  - I’m going to suffer during my entire pregnancy!
  - I’m going to have a difficult baby—he/she already kicks me a lot!

- **HARMFUL**
  - I look ugly!
  - I’m going to suffer during my entire pregnancy!
  - I’m going to have a difficult baby—he/she already kicks me a lot!

- **HEALTHY**
  - I’m bringing a new life into the world!
  - I can buy new clothes!
  - I should see my doctor frequently during my pregnancy.
  - I look ugly!
  - I’m going to suffer during my entire pregnancy!
  - I’m going to have a difficult baby—he/she already kicks me a lot!

- **WORSE MOOD**
  - I look ugly!
  - I’m going to suffer during my entire pregnancy!
  - I’m going to have a difficult baby—he/she already kicks me a lot!

The Mothers and Babies Course Participant Manual • Thoughts and My Mood
**Instructions:** Some thoughts help us to feel more positive about our lives—they give us energy and hope. Other thoughts can make us feel more negative—they can make us feel depressed and tired. Try to think of some helpful and harmful thoughts that you may have and list them in the boxes below.

<table>
<thead>
<tr>
<th>HELPFUL Thoughts</th>
<th>HARMFUL Thoughts</th>
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## V.F. Types of Harmful Thought Patterns and Talking Back

<table>
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<tr>
<th>Harmful Thought Patterns</th>
<th>Talking Back to Your Harmful Thought Patterns</th>
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<tbody>
<tr>
<td><strong>ALL OR NOTHING THINKING:</strong></td>
<td>Try to engage in more balanced thinking. What’s in the middle? Are there more shades of grey?</td>
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<td>Thinking in extremes (only at one end of the scale, top or bottom). Not balanced. All good or all bad. The best or worst. Perfect or a failure.</td>
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<td><strong>OVERGENERALIZATION:</strong></td>
<td>Ask yourself: Am I assuming that every situation and every person are the same? This is just one situation, one person. Can I remember other situations and people that were different?</td>
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<td>Taking one negative characteristic or event and seeing it as a never-ending pattern: Somebody betrayed me. I don’t trust anyone. I couldn’t do this one thing. I can’t do anything.</td>
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<td><strong>BLAMING ONESELF:</strong></td>
<td>Am I to blame for everything that turns out badly? Do only bad things happen to me? Remember the good that has happened to me and that I have achieved.</td>
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<td>Thinking that when negative things happen they are always my fault.</td>
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<td><strong>NEGATIVE FORTUNE TELLING:</strong></td>
<td>Can I really predict the future? Why not find out how it will turn out rather than just imagine the worst? Things could change.</td>
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<td>Thinking that you can see how things will be in the future and that they are sure to turn out badly.</td>
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Adapted from David D. Burns (1980). Feeling Good: The New Mood Therapy, Morrow.
How to Give Myself Good Advice

Wait a minute! I’m not a mother yet! I don’t know what kind of mother I’ll be. There are probably things that I can do to be the best mother that I can be to my baby.

I’m not going to be a good mother. I won’t be able to take good care of my baby!

• You can learn ways to decrease harmful thoughts throughout your day.
• You can learn to talk back to harmful thoughts to improve your mood.
• Thoughts are part of my internal reality.
• Some thoughts make my mood worse.
• Some thoughts make my mood better.
• If I can find out which they are, I can use my thoughts to improve my mood.
• I can learn ways to talk back to my harmful thoughts to improve my mood.
**VII. Personal Project: Quick Mood Scale**

**Instructions:** Every night, before going to bed, circle the number that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many helpful and harmful thoughts you have each day. See if there is a relationship between your mood and the helpful and harmful thoughts you have each day.

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<tr>
<td>WORST MOOD</td>
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Number of HELPFUL Thoughts: ______  ______  ______  ______  ______  ______  ______  ______
Number of HARMFUL Thoughts: ______  ______  ______  ______  ______  ______  ______  ______

**OPTIONAL PROJECTS** (pick one of the following):
1. Use your cards to keep track of your helpful and harmful thoughts this week. Write your healthy thoughts on one side of the card and your harmful thoughts on the other side.
2. Talk to someone about what you learned about your thoughts and mood today.
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CLASS 3

Fighting Harmful Thoughts and Increasing Helpful Thoughts That Affect My Baby and Myself

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last session?

• There are common mood problems in the postpartum period. It’s important to talk to someone if you experience postpartum depression.

• Your thoughts, activities, and mood all affect how you view the world. How does what we think affect how we feel?

• At any time, you can have thoughts that affect your mood. Harmful thoughts are likely to decrease your mood, while helpful thoughts are likely to improve your mood.
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you keep track of your helpful and harmful thoughts?
3. Did you talk to someone about what you learned last week?
4. Did you practice any relaxation exercise?

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III. Relaxation Exercise: A Favorite Place

Sit in a comfortable chair with your arms at your side or lie down on your bed in a comfortable position with your arms and legs uncrossed. You can also choose any other position in which you feel totally comfortable.

- Close your eyes. This will allow you to concentrate and to keep your mind from wandering.
- Put one hand on your abdomen. Now take a deep breath and feel your abdomen rise slowly as you inhale and go down as you exhale. You can mentally say to yourself “in” with each inhalation through your nose and “out” with each exhalation through your mouth (Pause).
- Begin to focus on your breathing. Inhale deeply through your nose and exhale slowly through your mouth. Each breath you take leaves you more and more relaxed…it purifies your whole body and mind.
- Imagine being in your favorite place.
- What do you see, hear, taste, smell?
- What thoughts do you have when you are in your favorite place?
- How does being in your favorite place affect your mood?

Ramos, Diaz, Urizar, & Muñoz (2002). Relaxation Methods for Managing Stress. SFGH/UCSF.
**IV. Violet and Mary’s Days**

**Instructions:** Violet and Mary are both 4 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

### VIOLET’S DAY

<table>
<thead>
<tr>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Panel" /></td>
<td><em>I don’t want to get up.</em></td>
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<td><img src="image2.png" alt="Panel" /></td>
<td><em>I don’t feel like facing the day.</em></td>
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<tr>
<td><img src="image3.png" alt="Panel" /></td>
<td><em>I’m not a good person. I don’t want to do anything.</em></td>
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<td><img src="image4.png" alt="Panel" /></td>
<td><em>I feel so sad and lonely.</em></td>
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</table>

### MARY’S DAY

<table>
<thead>
<tr>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Panel" /></td>
<td><em>I don’t want to get up.</em></td>
<td></td>
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</tr>
<tr>
<td><img src="image6.png" alt="Panel" /></td>
<td><em>I don’t feel like facing the day, but I’ll feel better if I take care of myself and my pregnancy.</em></td>
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<tr>
<td><img src="image7.png" alt="Panel" /></td>
<td><em>Hello? Yes, I will go to my prenatal checkup today. I am taking care of me and my baby.</em></td>
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<tr>
<td><img src="image8.png" alt="Panel" /></td>
<td><em>It was good that I went to my checkup today. I am happy my baby is growing well.</em></td>
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</table>
Our thoughts affect the way we perceive life and how we will be as mothers.

As you become a mother, you can decide what kind of mother you will be. For example, you can decide:
- how to think about you, your baby and your relationship.
- how you want to treat your baby and what to teach him or her.
- what you want to feel for your baby and those emotions you like to teach him or her.

Remember that learning to think is like learning to talk. Babies learn to think and talk by observing how their mothers think and talk.

If the baby is raised listening to words of affection, the baby will learn to be affectionate.

Your baby will learn from you. Remember, you are his/her first teacher!

You can teach your baby to think in such a way that he/she will feel good about him or herself.

As a mother, you can be an example to your baby. You can help your baby “shape” his/her thoughts so that he/she develops a healthy, internal world.
**Instructions:** There are different ways to think that can help you enjoy your pregnancy and your baby more. Write down some harmful and helpful thoughts that you have had about pregnancy, giving birth, and becoming a mother in the boxes below. When you find yourself having harmful thoughts, remind yourself of some of your helpful thoughts.

<table>
<thead>
<tr>
<th>HARMFUL Thoughts</th>
<th>HELPFUL Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About Pregnancy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>About Giving Birth</strong></td>
<td></td>
</tr>
<tr>
<td><strong>About Becoming a Mother</strong> (For the first time or again)</td>
<td></td>
</tr>
</tbody>
</table>
HELPFUL THOUGHTS DURING PREGNANCY:
This is a very special time in my life.
I am getting ready to be a good mother.
I am so happy I am bringing a new life into this world.
I want to take good care of myself so I can have a healthy baby.
Giving birth is such a normal process; I don’t need to be so nervous.

HELPFUL THOUGHTS DURING MOTHERHOOD:
I am so eager to hold my baby in my arms.
From birth, my baby will know he/she is loved.
I am a good mother.
I am taking good care of my baby.
I am so excited about all the things I am going to teach my baby.
I will teach my baby to be proud of herself, her family, and her culture.
I am going to teach my baby to be polite, respectful, and above all, to enjoy life!
Just as your thoughts affect your mood, your child’s thoughts affect his/her mood. You can teach your child to think in a healthy way that will make him/her happy.

<table>
<thead>
<tr>
<th>Methods to reduce harmful thoughts:</th>
<th>How to teach your child to have a healthy mood:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Thought Interruption:</strong></td>
<td>Notice how your baby is feeling and to teach him/her what feeling s/he is having. For example, if your baby begins to feel frustrated because s/he is tired and is sleepy, ask your child, “Honey, are you tired? It’s time for your nap. Once you rest, you will feel a lot better.” This way, your baby learns that something can be done to feel better when s/he is upset or has negative thoughts.</td>
</tr>
<tr>
<td>There are times when we get into a rut with a certain thought, usually a negative one, which keeps bothering us throughout the day and makes us feel bad. When this happens, try to stop this thought by distracting yourself.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Worry Time:</strong></td>
<td>Take a few minutes a day to focus on your problems and worries when your baby is asleep and when you will not be interrupted. That way the baby will be less likely to learn to worry.</td>
</tr>
<tr>
<td>Sometimes, it’s necessary to think about the things that have an effect on your mood. Yet, it’s important not to do it too often. It is possible to limit the amount of time you spend on these thoughts to 5 or 10 minutes per day. Also, try not to do it when you are with your baby.</td>
<td></td>
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<tr>
<td><strong>3. Time projection:</strong></td>
<td>It’s important that your baby learns that life will bring them good and bad things. They can enjoy the good things and remember that the bad moments will pass by.</td>
</tr>
<tr>
<td>Sometimes when we get sad or depressed, it seems that things are terrible and that they will always be terrible. When this happens, it is helpful to imagine ourselves moving forward in time to a time when things will be better.</td>
<td></td>
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<tr>
<td><strong>4. Self-instructions:</strong></td>
<td>The way that you speak to your baby will teach him/her to understand you better as s/he grows. It’s true that your baby will not understand everything you say, but it’s good to start practicing now. One example is to tell yourself, “I want to raise my baby with a lot of love, so when s/he needs to be disciplined s/he won’t think s/he is not loved.”</td>
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<tr>
<td>Talking to yourself is something that we all do. It does not mean you are crazy. It can be like giving yourself helpful directions. You can remind yourself to use these techniques. You can remind yourself how you want to handle things. Children also learn to control themselves by giving themselves instructions such as “don’t touch,” “hot” and so on. We also give ourselves instructions, especially when we are doing something new.</td>
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</table>
Our mind is our internal reality, our inner world, and our personal environment.

- The way we think has been shaped by many influences since childhood.
- What we see, what we hear, and the way in which we are treated shape our internal reality.
- What we learn can be useful or it can be harmful. Some cause us great burdens or even pain and sorrow.
- Now that we are adults, we can decide if we want to continue thinking in the manner we were taught as children.

Now that you have a baby, you can decide how you would like to shape your baby’s internal reality.

- You can choose:
  - From the things your parents and family members taught you.
  - From your culture (in your country of origin, if you were not born here).
  - From the society you live in now.

While there is no way of guaranteeing that your child will think in one way or another, there are ways of increasing the possibility that your baby will think in a certain way.

- Unfortunately, parents sometimes teach their children to think, talk, and behave in unhealthy ways without being aware that they are doing this.
- In this course, you can reflect on how you think and talk so that, even before your baby is born, you can decide what you want to teach him or her.
**V.F. Thinking About Your Future**

**Instructions:** Think about what kind of life you would like to have in the future (say 5 years from now) and what kinds of things you do and do not want for yourself. Then, think about the steps you need to take in order to have the life you really want.

**EXAMPLE:**

“I would like to have a great computer job”

“I will sign up for a computer class now”

<table>
<thead>
<tr>
<th>MY IDEAL FUTURE (5 years from now)</th>
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<tbody>
<tr>
<td><strong>What I want:</strong></td>
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<table>
<thead>
<tr>
<th><strong>What I don’t want:</strong></th>
<th><strong>What I need to avoid doing now:</strong></th>
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**Instructions:** Think about what kind of life you would like your baby to have. Then think about the steps you need to take now in order to help your child have an ideal future.

**EXAMPLE:**

“I want my child to enjoy reading”

“I will read to my child now”

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<table>
<thead>
<tr>
<th>My Baby’s Ideal Future (5 years from now)</th>
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<tbody>
<tr>
<td><strong>What I want for my baby:</strong></td>
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<td>----------------------------------------</td>
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<table>
<thead>
<tr>
<th><strong>What I don’t want for my baby:</strong></th>
<th><strong>What I need to avoid doing now:</strong></th>
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VI. Take Home Message

• I can help shape my internal reality and my baby’s internal reality.
• My thoughts can affect both myself and my baby.
• I can change my thoughts to improve my mood and my relationship with my baby.
• If I think about how I want my future and my baby’s future to be, I can increase the chance that we will have a healthy and happy life.
VII. Personal Project:
Quick Mood Scale

**Instructions**: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column, you will find lines where you can keep track of your healthy thoughts and harmful thoughts. See if there is a relationship between how you feel each day and your thoughts.

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<td>BEST MOOD</td>
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<td>AVERAGE</td>
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<tr>
<td>WORST MOOD</td>
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</table>

Number of HEALTHY Thoughts: ________ ________ ________ ________ ________ ________ ________

Number of HARMFUL Thoughts: ________ ________ ________ ________ ________ ________ ________

**OPTIONAL PROJECTS** (pick one of the following):
1. Practice how to reduce harmful thoughts by using two of the methods we discussed in class today.
2. Talk to someone about what you learned about your thoughts and mood today.
VIII. Feedback and Preview

NOTES:

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CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last class?

• You can communicate in healthy ways with your baby verbally and nonverbally to help your baby learn to think about him/herself and the world.

• By spending time now to think about how you would like your baby’s future to be, you can improve your baby’s chances of having a healthy life. You can also spent time thinking about how to improve your future.

• If you can learn to identify when you are having certain types of thoughts, you can learn to manage your moods better.

• There are several ways to change harmful thoughts that can affect you and your baby. Can you identify what are the 4 ways to reduce harmful thoughts?
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you talk to someone about what you learned about thoughts and mood?
3. Did you use any of the methods to reduce harmful thoughts?
4. If you did not do the personal project, what were some of the obstacles to doing it?
   What could help you to do it next week?

NOTES:

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Most of us walk a lot throughout the course of the day. Therefore, walking can be an activity that can be used to practice relaxation. The following exercise can be done at any time. For example, when you are running an errand or when you are walking in the park with your baby in the stroller. This exercise incorporates walking, breathing, and counting.

• Focus on your breathing before or while you are walking. Take deep full breaths: inhale through your nose and exhale through your mouth.

• It is recommended you walk at a slower pace as you begin to do this exercise.

• Continue concentrating on your breathing. Breathe deeply through your nose and exhale slowly through your mouth. Repeat five times.

• Now that you are aware of your breathing, count your steps while you breathe deeply.

• Inhale while you walk and say to yourself “1…2…3…” and now exhale and take three more steps “1…2…3…” Repeat this and continue breathing deeply and slowly.

Continue counting your steps while breathing through your nose and exhaling through your mouth. This will help make you feel more relaxed.

Ramos, Diaz, Urizar, & Muñoz (2002). Relaxation Methods for Managing Stress. SFGH/UCSF.
## IV. Violet and Mary’s Days

**Instructions:** Both Violet and Mary are 5 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

<table>
<thead>
<tr>
<th>VIOLET’S DAY</th>
<th>MARY’S DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Panel 1" /></td>
<td><img src="image2.png" alt="Panel 1" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Panel 2" /></td>
<td><img src="image4.png" alt="Panel 2" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Panel 3" /></td>
<td><img src="image6.png" alt="Panel 3" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Panel 4" /></td>
<td><img src="image8.png" alt="Panel 4" /></td>
</tr>
</tbody>
</table>

**Notes:**
- **VIOLET’S DAY**
  - I don’t want to get up.
  - I don’t feel like facing the day.
  - I don’t want to speak to anyone.
  - I feel so sad and lonely.

- **MARY’S DAY**
  - I don’t want to get up.
  - After my shower I’ll feel better.
  - Hello Carmen, of course I would like to go shopping.
  - It was good to go shopping for my baby.
V.A. How Does What We Do Affect How We Feel?

- When people do pleasant activities:
  - They often feel happier.
  - They are more likely to have positive thoughts about their lives.
  - They are more likely to have positive contacts with other people (but there are also pleasant activities that people can do alone).

- When you are feeling down or tired, it is often hard to get the energy to do pleasant activities BUT it may help you feel better and less tired.

- Many activities are pleasurable because they offer us the chance to experience a sense of mastery or a sense of meaning.
V.B. What Do You Like To Do?

Instructions: Write down things you enjoy doing. Try to think of some things you can do alone or things you can do with others. There is no right answer—only you know what you enjoy doing!

1. __________________________________________ 6. __________________________________________
2. __________________________________________ 7. __________________________________________
3. __________________________________________ 8. __________________________________________
4. __________________________________________ 9. __________________________________________
5. __________________________________________ 10. _______________________________________

Now write down things you could do after you have your baby. For example, what pleasant activities could you do in the month after giving birth? For mothers, write down what pleasant activities you can do with your baby.

1. __________________________________________ 6. __________________________________________
2. __________________________________________ 7. __________________________________________
3. __________________________________________ 8. __________________________________________
4. __________________________________________ 9. __________________________________________
5. __________________________________________ 10. _______________________________________

The Mothers and Babies Course Participant Manual • Activities and My Mood

CLASS 4.7
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<tbody>
<tr>
<td><strong>DATE:</strong></td>
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</tr>
<tr>
<td>1. Read a book or magazine</td>
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<tr>
<td>2. Daydream</td>
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<tr>
<td>3. Watch TV</td>
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<tr>
<td>4. Prepare a new dish or a special dish</td>
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<tr>
<td>5. Complete a puzzle or a crossword puzzle</td>
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<tr>
<td>6. Take a shower or a warm bath</td>
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<tr>
<td>7. Talk about old times</td>
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<tr>
<td>8. Listen to music</td>
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<tr>
<td>9. Spend time with friends</td>
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<tr>
<td>10. Sing</td>
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</tr>
<tr>
<td>11. Go to church or pray</td>
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</tr>
<tr>
<td>12. Read the newspaper</td>
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</tr>
<tr>
<td>13. Go for a walk</td>
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<tr>
<td>14. Exercise</td>
<td></td>
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<tr>
<td>15. Tell stories about my country</td>
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<tr>
<td>16. Take a nap</td>
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<tr>
<td>17. Work outdoors (e.g., gardening)</td>
<td></td>
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<tr>
<td>18. Get a manicure or pedicure</td>
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<tr>
<td>19. Go to the library</td>
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<tr>
<td>20. Eat in a restaurant</td>
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</tr>
<tr>
<td>21. Practice a relaxation exercise</td>
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<td>22. Dance</td>
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<td>23. Play with my baby/children</td>
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<td>24. Other: ____________________________</td>
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<td>25. Other: ____________________________</td>
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</table>
Instructions: There are things that we have to do and things that we want to do in our everyday lives. The key is learning how to balance both of these! Try to come up with a balanced list of things you have to do and things that you want to do.

“I HAVE TO DO”

“I WOULD LIKE TO DO”
VI. Take Home Message

- Pleasant activities help shape my external reality.
- I can choose pleasant activities to do alone.
- Doing pleasant activities can improve my mood.
VII. Personal Project: Quick Mood Scale

**Instructions:** Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many pleasant activities you remember doing each day. See if there is a relationship between how you feel each day and the number of pleasant activities you do each day.

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Number of PLEASANT Activities:  

**OPTIONAL PROJECTS** (pick one of the following):

1. Fill out the *Personal Commitment Form* and make sure that you schedule and do your pleasant activity.
2. Talk to a mother of a new baby and find out two things that babies like to do.
3. Complete the *Pleasant Activities Schedule* and keep track of your pleasant activities.
MAKE A PERSONAL COMMITMENT

1) I plan to do the following:


2) I will do it by this date:


3) I feel this is important because:


OPTIONAL: Use the calendar below to schedule the activity to which you have committed yourself.

<table>
<thead>
<tr>
<th>DAY:</th>
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<tbody>
<tr>
<td>MORNING</td>
<td>MORNING</td>
<td>MORNING</td>
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<tr>
<td>AFTERNOON</td>
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<tr>
<td>EVENING</td>
<td>EVENING</td>
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</table>
VIII. Feedback and Preview

NOTES:

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Pleasant Activities Help Make A Healthy Reality for My Baby and Myself

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last class?

- Your mood and your personal reality: Your thoughts, activities, and mood all affect how you view the world. How does what we do affect how we feel?
- Doing pleasant activities can improve your mood. Have you thought any more about pleasant activities that you like to do?
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you try a new pleasant activity and complete your personal commitment form?
3. Did you talk to a mother of a new baby and find out two things that babies like to do?
4. Did you keep track of your pleasant activities by filling out your pleasant activities schedule?

NOTES:
III. Relaxation Exercise: Using Muscle Tension to Learn to Relax

This method involves first tightening and then releasing the muscles throughout your body. You will do the following twice for each part of your body: (a) tense the muscle group, (b) hold and study the tension for 5 seconds, then (c) relax the muscles for 20 seconds, noticing the difference in feeling. It's very important to pay attention to the difference between the feeling of tension and the feeling of relaxation. After tensing and relaxing twice, move on to the next muscle group.

- **Hands.** Tighten your right hand by making a fist and squeezing. Do this twice. Repeat with the left hand.

- **Forearms and back of hands.** With your right arm resting on a chair, and the back of your hand facing up, bend your hand at the wrist, pointing your fingers straight up. Study the tension this creates in the back of your hand and forearm. Repeat. Now do it with the left hand and arm.

- **Biceps.** Flex the large muscles in your upper arm by trying to touch your right shoulder with your right fist, tightening the biceps. Repeat. Right arm first, then left.

- **Shoulders.** Bring your shoulders up, as if to touch your ears with them. Repeat.

- **Forehead.** Wrinkle your forehead by bringing your eyebrows as far as they will go. Repeat.

- **Face.** Wrinkle your nose and close your eyes tightly. Repeat.

- **Lips.** Press your lips tightly together. Repeat.

- **Tongue.** Push your tongue into the roof of your mouth. Repeat.

- **Neck.** Press your head against the back of the chair. Repeat.

- **Chest.** Take a breath that is so deep you can feel it stretch your chest muscles. Hold it. Release it slowly. Feel yourself relax as the air leaves your lungs. Relax and repeat.

- **Stomach.** Suck in and tighten your abdomen, as though preparing to receive a punch in the stomach. Repeat. (*We recommend that you skip this step until after you have delivered your baby*).

- **Back.** Arch your back away from the chair. Repeat.

- **Legs and thighs.** Lift your legs up from the chair, holding them straight out in the air. Repeat.

- **Calves.** Point your toes back toward your chest, creating tension in your lower legs. Repeat.

- **Feet.** Curl your toes downward, as if digging them into sand. Feel the tension in your arches. Repeat.

When you have finished this, notice how you feel all over your body.
**IV. Violet and Mary’s Days**

**Instructions:** Both Violet and Mary are 6 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

**VIOLET’S DAY**

1. I don’t want to get up.
2. I don’t feel like facing the day.
3. I don’t want to speak to anyone.
4. I feel so sad and lonely. I’m glad I asked Carmen to go out with me today.

**MARY’S DAY**

1. I don’t want to get up.
2. After my shower I’ll feel better.
3. Hello Carmen, would you like to go for a walk with me?
4. I’m glad I asked Carmen to go out with me today. I feel a lot better.
Babies learn by:

- Observing and imitating what their parents do.
- Communicating with their parents.
- Following what their parents teach them.
- Feeling supported when they try to do new things.

All the activities you do with your child are opportunities for learning.
Instructions: Write down things that you think babies like to do. Think of some things babies can do alone and things babies can do with mom and with others.

<table>
<thead>
<tr>
<th>AGE IN YEARS</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
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<th>AGE IN YEARS</th>
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### V.C. From Birth to Age 1: Some Things Babies Like to Do

<table>
<thead>
<tr>
<th>AGE</th>
<th>WHAT BABIES LIKE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn</td>
<td>Imitate—make faces, stick out your tongue and watch your baby imitate you&lt;br&gt;Rock—going for a ride in a stroller can also be calming&lt;br&gt;Listen to soft music, a musical toy, or your voice&lt;br&gt;Be touched—gently massage your baby</td>
</tr>
<tr>
<td>1 Month</td>
<td>Track objects&lt;br&gt;Watch mobiles&lt;br&gt;Practice exercising feet using bicycle movements</td>
</tr>
<tr>
<td>2 Months</td>
<td>Play with hand puppets&lt;br&gt;Gently bounce up and down&lt;br&gt;Hold and play with a rattle</td>
</tr>
<tr>
<td>3 Months</td>
<td>Shake a rattle on his/her wrist&lt;br&gt;Listen to music with rhythm&lt;br&gt;Play with toys that are attached with strings and practice batting</td>
</tr>
<tr>
<td>4 Months</td>
<td>Play peek-a-boo&lt;br&gt;Practice rolling from stomach to back&lt;br&gt;Watching bubbles</td>
</tr>
<tr>
<td>5 months</td>
<td>Looking in a mirror&lt;br&gt;Play with a roly-poly toy (a toy that turns up when knocked over)&lt;br&gt;Swing in an infant swing</td>
</tr>
<tr>
<td>6 Months</td>
<td>Play patty-cake&lt;br&gt;Play with other babies&lt;br&gt;Go on piggy back rides</td>
</tr>
<tr>
<td>7 Months</td>
<td>Play tug of war&lt;br&gt;Play &quot;look for the toy after you hide it&quot;&lt;br&gt;Looking at books with lots of pictures and colors</td>
</tr>
<tr>
<td>8 Months</td>
<td>Learn the sounds that animals make&lt;br&gt;Play hiding games&lt;br&gt;Bang on pots and pans</td>
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<tr>
<td>9 Months</td>
<td>Roll a ball back and forth to you&lt;br&gt;Practice standing up</td>
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<tr>
<td>10 Months</td>
<td>Push a car or truck on the floor&lt;br&gt;Tear magazines&lt;br&gt;Blow bubbles</td>
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<tr>
<td>11 Months</td>
<td>Push things with levers&lt;br&gt;Pour things from one container to another (try cereal)&lt;br&gt;Play in the water</td>
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<tr>
<td>1 Year</td>
<td>Play with a big beach ball&lt;br&gt;Toss bean bags or balls (or crumpled up paper) into a container&lt;br&gt;Play with his or her shadow&lt;br&gt;Explore the world around them</td>
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</tbody>
</table>
Babies who do pleasant activities are more likely to have healthy moods.

Babies’ brains continue to develop. By doing pleasant activities babies actually learn more and make more connections among their brain cells. They actually get smarter.

Active babies eat better, sleep better, their digestive system works better, and they grow stronger and healthier.

Babies learn through play, and through play, they get to enjoy learning.

When we do pleasant activities with our babies, we strengthen our relationship with them. Doing fun things together leads to enjoying each other more now and in the future.

When our babies get used to doing pleasant activities with us, they are more likely to want to please us. They are more likely to listen to us, which means fewer discipline problems in the future.

When mothers and babies do pleasant activities together, their relationship becomes stronger and more positive.
Sometimes even after we decide to do something pleasant, our plans still fall through. We run into an obstacle or problem, and we don’t do the pleasant activities that we meant to do.

• Try to think of some possible obstacles and possible solutions to overcome them.

<table>
<thead>
<tr>
<th>What is keeping me from doing pleasant activities or from my baby once he or she is born? (Obstacles/Problems)</th>
<th>How can I overcome these obstacles? (Solutions)</th>
</tr>
</thead>
<tbody>
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Solving Problems and Overcoming Obstacles:
1. Identify the problem or obstacle.
2. Think about all the possible solutions.
3. Pick the best solution (the one that’s best for you).
4. Try the solution and see how well it works.
VI. Take Home Message

• Many of the things babies learn as they develop, they learn from us.
• It is important for us to communicate with our babies and encourage them to explore their environment and learn new things.
• Doing pleasant activities can improve my baby’s mood and make the mother-baby relationship grow stronger and more positive.
VII. Personal Project: Quick Mood Scale

Instructions: Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. At the bottom of each column you will find a line where you can make a note of how many pleasant activities you remember doing each day. See if there is a relationship between how you feel each day and the number of pleasant activities you do each day.

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Number of PLEASANT Activities: ______ ______ ______ ______ ______ ______ ______

OPTIONAL PROJECTS (pick one of the following):
1. Pick two new pleasant activities and do them this week.
2. Look for places where you'd like to take your baby. Check them out now.
VIII. Feedback and Preview

NOTES:

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CLASS 6

Contact with Others and My Mood

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last class?

- Many of the things babies learn as they develop, they learn from us. It is important for us to communicate with our babies and encourage them to explore their environment and learn new things.

- Do you remember some fun things that babies like to do? Have you thought of any more new activities?

- Doing pleasant activities can improve your mood and your baby’s mood. There are many benefits to doing pleasant activities with your baby, including the fact that they make the mother-baby relationship grow stronger.

- There may be obstacles to doing pleasant activities, but there are ways to overcome these obstacles.
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you do two new pleasant activities this week?
3. Did you go to places where you’d like to take your baby?

NOTES:
III. Relaxation Exercise: Using Your Breath to Learn to Relax  (From Class 2)

**Relaxation Exercise:** Using Your Breath to Learn to Relax  
*(From Class 2)*

**STEPS TO FOLLOW:**

- Sit quietly in a comfortable position.
- Close your eyes.
- Relax all your muscles as fully and deeply as possible. Start with either end of the body (your feet or your head) and move systematically all the way up or down, focusing on each muscle, and relaxing each one.
- Breathe easily and naturally through your nose. Become aware of your breathing. As you breathe out, say a brief word you have chosen to repeat (for example, the word “one” or the word “relax”.)
- Continue for about ten minutes at first, until you get used to producing the feeling of relaxation. Your goal is to be able to produce this feeling in one minute or even less at any time you choose. This way, you can provide yourself with a moment of relaxation as often as you wish throughout your day.
- Before you open your eyes, remind yourself to retain this feeling of deep relaxation and simultaneous alertness when you return to your normal activities.

This method is nicely described in a book called *The Relaxation Response by Herbert Benson* (New York: Avon Books, 1975).
**Instructions:** Violet and Mary are both 7 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

<table>
<thead>
<tr>
<th>VIOLET’S DAY</th>
<th>MARY’S DAY</th>
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<tbody>
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<td>9</td>
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</table>

I don’t want to get up.

I don’t feel like facing the day.

I don’t want to speak to anyone.

I feel so sad and lonely.

I don’t feel like facing the day, but seeing Carmen will make me feel better.

Hello Carmen, do you want to go to the park with me?

Thanks for coming to the park with me and for being such a good friend.
When we are feeling down we usually:

- Have less contact with others, and we avoid them.
- Have lower tolerance, feel more irritable.
- Act quieter and are less talkative.
- Become more sensitive, others’ behavior affects us more.
- Trust others less.

When we have fewer positive contacts or more negative contacts with others we usually:

- Feel lonely
- Feel sad
- Feel angry
- Feel like no one cares
- Feel more depressed

Does a negative mood cause people to be less sociable OR does being less sociable cause a negative mood?

The answer is probably both. When we feel down, we are less likely to socialize. When we feel depressed, we do even fewer things with people. This continues until we are so depressed that we spend much of our time feeling alone.
**V.B. People in My Life and the Ways They Support Me**

**Instructions:** Write the names of people you know in the circle that best describes your relationship with them.

- **People Closest to Me:** are those whom you can share your thoughts and feelings.
- **Close Friends:** are people whom you feel you can talk to, but maybe not about everything.
- **Friends:** are those who you enjoy doing things with (like going to the movies) even though you don’t share personal details about your life with them.
- **Acquaintances:** are people you see, whom you nod to, and say hi to, but do not know very well.
**V.C. People in My Life and the Ways They Support Me**

**Instructions:** Each square is for a different type of support that people can give you and your baby. Think about the people who fit each square and write their names in the square. The same person can be written in more than one square.

<table>
<thead>
<tr>
<th>PRACTICAL SUPPORT</th>
<th>ADVICE OR INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whom will you ask to:</strong></td>
<td><strong>Whom will you ask for advice/information:</strong></td>
</tr>
<tr>
<td>• drive you to the hospital?</td>
<td>• when you don’t feel well?</td>
</tr>
<tr>
<td>• call to lend you something you need?</td>
<td>• when you don’t understand how to do something?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPANIONSHIP</th>
<th>EMOTIONAL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will:</strong></td>
<td><strong>Who will you look to:</strong></td>
</tr>
<tr>
<td>• walk around the park with you?</td>
<td>• for encouragement?</td>
</tr>
<tr>
<td>• spend the afternoon with you?</td>
<td>• for understanding?</td>
</tr>
<tr>
<td>• help you with chores?</td>
<td>• for help when you’re feeling down?</td>
</tr>
</tbody>
</table>
What's in the box?

### 3 TYPES OF COMMUNICATION STYLES

<table>
<thead>
<tr>
<th>COMMUNICATION STYLES</th>
<th>Respects Wishes of Others</th>
<th>Respects Own Wishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Aggressive</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Assertive</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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</table>

1. What is your main communication style?

2. How does your communication style affect your mood?

3. How does your communication style affect your relationships with others?
• It is okay to ask for what you need.
• To get your needs met, it is better to communicate in a positive, clear, and direct manner.
• When you ask for help from others, the more information you provide the easier it will be for others to help you. For example: “I want to attend a computer class on Wednesday from 1:00-3:00 pm.”
• There is a better chance (but no guarantee) that you will get what you want.
• The person may say “yes” or “no”. You may need to compromise.

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<th>STEPS</th>
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<tr>
<td>1. What do I need?</td>
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<td>2. Who can help me?</td>
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<td>3. Ask for what you need in a way that is clear and direct.</td>
<td>I can’t watch him right after lunch, but I can later in the afternoon.</td>
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<td>4. Respect the other person’s right not to do what you request.</td>
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<td>5. Be willing to compromise.</td>
<td>I would really like it if you would watch the baby while I go for a walk after lunch.</td>
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</table>
V.F. What Keeps You From Expressing Your Needs?

1. How do you express your needs?
2. What situations prevent you from expressing your needs?
3. What would improve your ability to express your needs?
4. Do you feel that other people are able to express their needs better than you do?
5. Do you feel that other people express their needs more than you do?

If at any moment it becomes dangerous to speak your thoughts and feelings in a relationship, ask yourself:

- Do you feel that you have the same right as your spouse/partner to speak up about problems in your relationship?
- Do you feel that your needs are as important as the needs of your spouse/partner or other people in your life?
- Do you feel safe expressing your needs?

**REMEMBER: YOU HAVE THE RIGHT TO FEEL SAFE!**

If you or someone you know it is being affected by domestic violence, there are services in the community that specialize in helping people with these problems. Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically or emotionally.
VI. Take Home Message

• Negative mood can cause people to have fewer positive contacts with others, and/or more negative contacts with people. Having fewer positive contacts with people can lead to negative moods.

• I can help manage my external reality by choosing to interact with different people in my life.

• Being assertive can increase the chance that I can get my needs met.
VII. Personal Project: Quick Mood Scale

**Instructions:** Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. See if there is a relationship between how you feel each day and those people you have contact with.

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**Number of POSITIVE Contacts:** _______ _______ _______ _______ _______ _______ _______

**Number of NEGATIVE Contacts:** _______ _______ _______ _______ _______ _______ _______

**OPTIONAL PROJECTS** (pick one of the following):
1. Keep track of the number of positive and negative contacts.
2. Engage in a pleasant activity with someone who gives you support.
VIII. Feedback and Preview

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How to Get Support for Me and My Baby

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. NEW MATERIAL
VI. Take Home Message
VII. Personal Project
VIII. Feedback and Preview
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review

What do you remember most from the last class?

• Negative mood can cause people to have fewer positive contacts with others, and/or more negative contacts with people, and having fewer positive contacts with people can lead to negative moods.
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you count the number of positive and negative contacts that you had?
3. Did you do a pleasant activity with someone who gives you support?

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The Mothers and Babies Course Participant Manual • How to Get Support
CLASS 7.3
III. Relaxation Exercise: Using Mental Images to Relax *(Using Your Imagination)*

*Putting down a load.* Imagine yourself carrying all your responsibilities in a big sack on your shoulders. Once you are ready to begin relaxing your muscles, as you sit quietly with your eyes closed, imagine yourself putting down your load. For the time you have allotted to do relaxation, you do not have to worry about it. You are responsible for nothing. You don't have to do anything but relax.
IV. Violet and Mary’s Days

Instructions: Both Violet and Mary are 8 months pregnant. Circle the number on each panel that represents what kind of mood you think each woman is having.

VIOLET’S DAY

9 8 7 6 5 4 3 2 1

I don’t want to get up.

9 8 7 6 5 4 3 2 1

I don’t feel like facing the day.

9 8 7 6 5 4 3 2 1

I don’t want to speak to anyone.

9 8 7 6 5 4 3 2 1

I feel so sad and lonely.

MARY’S DAY

9 8 7 6 5 4 3 2 1

I don’t want to get up.

9 8 7 6 5 4 3 2 1

I want to be the “best mom in the world.” Maybe I’ll visit Ana and see how things are going with her baby.

9 8 7 6 5 4 3 2 1

Hello Ana, how are you and your baby? Can I visit you?

9 8 7 6 5 4 3 2 1

Ana, you’re a great mom. I’m so happy that I can ask you for help when I have my baby.
V.A. Can We Break this Vicious Cycle?

We are able to break this vicious cycle by:

1. Improving our mood:
   • doing pleasant activities.
   • changing the way that we think.

2. Reducing negative/harmful contacts with others.

3. Having more positive/helpful contacts with others.
**Instructions:** Each square describes a different type of support that people can give your baby. Think about the people who fit each square and write their names in the square.

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<thead>
<tr>
<th>PRACTICAL SUPPORT</th>
<th>ADVICE OR INFORMATION</th>
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<tr>
<td><strong>Whom will you ask to:</strong></td>
<td><strong>Whom will you ask for advice/information:</strong></td>
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<td>• help with babysitting if I don’t feel well and need to rest?</td>
<td>• when my baby is sick?</td>
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<td>• would take me to the hospital if my baby gets sick?</td>
<td>• when something about my baby worries me?</td>
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<th>COMPANIONSHIP</th>
<th>EMOTIONAL SUPPORT</th>
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<td><strong>Who will:</strong></td>
<td><strong>Who will you look to:</strong></td>
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<td>• play with my baby?</td>
<td>• comfort my baby?</td>
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<td>• teach my baby new things?</td>
<td>• make my baby feel loved?</td>
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1. Having a baby can be both a joyous and stressful occasion. Having a baby can change the way you feel about yourself. Becoming a mother is a new role and can affect your mood. How does this role affect you and your mood?

________________________________________________________________________

________________________________________________________________________

2. Are there other role changes or role transitions that are helpful or harmful to your mood?

________________________________________________________________________

________________________________________________________________________

3. **Feelings:** What are your feelings about these changes?

________________________________________________________________________

________________________________________________________________________

• Write down or draw how you feel about these changes.

________________________________________________________________________

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• Common feelings include being glad, mad, sad, anxious, and afraid.

________________________________________________________________________

________________________________________________________________________

• We often have many feelings at the same time.
A Reality Management Approach: How could you mold your reality now that your role has changed? To build a healthy new reality, you can use your thoughts, behaviors, and contacts with others.

4. **Thoughts:** What are your thoughts (helpful and harmful) about these changes?

5. **Behaviors:** What can you do to adapt to these life changes?

6. **People:** Who can help you adapt to these life changes?
Having a baby can change your relationship with other people for the better or the worse. Do you have problems with another person that affect your mood? Do you have problems/conflicts/arguments with another person that contributes to you feeling sad?

1. **Feelings:** What are your feelings about this person?

2. **Thoughts:** Think about the conflict(s) you had with this person over the past week.
   - How does the conflict affect the way you view yourself?
   - How does the conflict affect how you view the other person?
   - How does the conflict affect the way you view the world?

3. **People:** Think about the person you are having problems with.
   - What are his/her good points? What are his/her bad points?
   - How do you think he/she sees the problem? (try to understand his/her point of view; even though you don’t agree with it.)
   - Is there a solution to the problem where you both get something important that you want?

4. **Behaviors:** When you have a problem with this person, how do you behave?
   - Is this how you generally behave when you have problems with other people?
   - When you have problems with this person, how does he/she behave?
   - Are there things that you could do that would help shape the situation into one that is healthier for you?
As you think about the conflict(s) you had, please evaluate your safety during the conflict.

1. Did you feel afraid or worried about your safety this past week?
   Yes    No

2. Did you or someone say something that was humiliating, intimidating or threatening?
   Yes    No

3. Did someone push, shove, kick, or hit you?
   Yes    No

4. Did you push, shove, kick, or hit someone?
   Yes    No

**REMEMBER: YOU HAVE THE RIGHT TO FEEL SAFE!**

If you or someone you know it is being affected by domestic violence, there are services in the community that specialize in helping people with these problems. Tell your group leaders if you are in a relationship in which you are afraid you may be hurt physically or emotionally.
VI. Take Home Message

• There are people who can provide support for me and my baby.
• Having a baby can change my relationships with other people, and at times, can be stressful. I can use my thoughts, behaviors, and contact with others to build a healthy new reality for me and my baby.
• I have the right to feel safe in my relationships.
**VII. Personal Project:**

**Quick Mood Scale**

**Instructions:** Every night, before going to bed, circle the number from 1-9 that best represents how you feel each day. See if there is a relationship between how you feel each day and those people you have contact with.

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**OPTIONAL PROJECTS** (pick one of the following):

1. Choose to do an activity that you can do with another person that will make you feel good. Notice your mood before and after doing the activity.
2. If you have a baby, choose to do an activity with another person with a baby also.
NOTES:
Planning for the Future & Graduation

CLASS OUTLINE

I. Announcements/Agenda and General Review
II. Personal Project Review
III. Relaxation Exercise
IV. Violet and Mary
V. Course Review
VI. NEW MATERIAL
VII. Final Activity
VIII. Graduation Ceremony and Celebration
I. Announcements/Agenda and General Review

Announcements/Agenda

General Review
What do you remember most from the last class?
• There are people who can provide support for me and my baby.
• Having a baby is a major role transition, and at times, can be stressful.
• There may be changes in my relationships that can affect my mood.
II. Personal Project Review

1. Did you complete your quick mood scale?
2. Did you do an activity with another person to make you feel good?
3. For the mothers in the group, did you do an activity with another person with a baby? What was your mood like before and after the activity?

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Let’s choose one of your favorite relaxation exercises to do together today.
**IV. Violet and Mary’s Days**

**Instructions:** Both Violet and Mary have a 1 year old baby. Circle the number on each panel that represents what kind of mood you think each woman is having.

### VIOLET’S DAY

1. **I don’t want to get up.**
2. **I don’t feel like facing the day.**
3. **I don’t want to speak to anyone.**
4. **I feel so sad and lonely.**

### MARY’S DAY

1. **I don’t want to get up.**
2. **My baby is acting fussy. I’ll invite Carmen and her baby to see if they can come over.**
3. **Hello Carmen, Would you like to come over for a play date?**
4. **Carmen, I’m glad you came. The babies are having a great time playing together.**
**Internal Reality:** The world of your mind, which is yours and not observable by others. Only you have the “key” to your internal reality!

**External Reality:** The facts: parts of your reality that are observable and measurable.

**Remember:** Your internal and external reality can affect your mood. These realities affect your thoughts, the activities that you do, and your contact with other people. All these things affect:

- You
- Your baby
- The relationship between you and your baby

*Promote parent-infant bonding using cognitive-behavioral strategies*
V.B. Creating a Healthy Reality for Me and My Baby

Internal Reality

External Reality

Thoughts and Mood

Pleasant Activities and Mood

Contact with Others and Mood

Mood

Helpful Thoughts

Mood

Pleasant Activities

Mood

Positive Contacts with Others
VI.A. The Attachment or Bonding Relationship Between Parents and Babies

Bonding or Attachment: The close emotional tie that develops between parents and babies.

“Bonding allows you to transfer your life-giving love for the infant inside to caregiving love for the one outside. Inside, you gave your blood; outside, you give your milk, your eyes, your hands, your voice—your entire self.”

Sears & Sears, 1993, p. 43
VI.B. How to Meet Your Baby’s Needs

Physical Needs

1. **Feed your baby when he/she is hungry, and change your baby when he/she is soiled or wet.**
   - Hold and talk to your baby as you feed him/her. Make eye contact, smile often, and speak in a soothing voice.
   - Talk to your baby about what you are doing as you change him/her. Sing little songs or nursery rhymes. You will be bonding and helping your baby hear the rhythm of language.

2. **Put your baby down to sleep when he/she is tired.**
   - Speak soothingly to your baby as you lay him/her down.
   - Play soft music or sing to lull your baby to sleep.

3. **Give your baby variety in his/her day.**
   - During alert times, occasionally alter your baby’s physical position to give him/her a different view of his/her surroundings.
   - Carry your baby around with you when possible.
   - Alternate quiet activities with more vigorous ones such as reading your baby a book and taking your baby for a walk.

Emotional Needs

1. **All children need to be comforted when they are upset.**
   - Hold your baby.
   - Speak soothingly and calmly.

2. **Spend time with your baby and help him/her explore her world and get to know the people around him/her.**

3. **Young children need consistent routines.**
   - Have a few routines and stick to them. This helps your baby make sense of the world and become confident that events happen in an orderly fashion. For example, having a bedtime routine can make falling asleep easier for your baby.

4. **Be attuned to your baby.**
   - Let your baby see you happy or sad when he/she is feeling these emotions.
   - Your baby will learn that you can share the same emotions he/she has. This will help your baby learn to have empathy for others.

Source: www.enfagrow.com
As children grow, they:

- Become interested in their immediate surroundings
- Develop a sense of self and of belonging to a family
- Develop trust
- Develop a communication system with their parents
- Learn to separate from their parents
- Develop ways to show their emotions
- Watch other children play from a distance
- Play near other children but not with them – often imitating the actions of others
- Play with other children
- State their desires and wants
- Share and take turns
- Use words to solve conflicts and develop control of their emotion
- Learn that it is okay to make a mistake
- Develop self-confidence and self-respect
- Develop respect for others and feelings of empathy
VI.D. Learn About Your Baby’s Temperament

Not all babies are alike. Babies have different ways of responding to the world, something that we call temperament.

Type of Behaviors that Make Up Temperament:

1. **Activity Level**
   Are you always moving and doing, or do you have a more relaxed style?

2. **Biological Rhythms**
   Are you regular in your eating and sleeping habits or somewhat haphazard?

3. **Approach/Withdrawal**
   Do you "never meet a stranger," or do you tend to shy away from new people or things?

4. **Mood**
   Do you often feel negative, or are you generally a positive person? Does your mood shift frequently, or are you usually pretty even-tempered?

5. **Intensity of Reaction**
   Are you very vocal about your positive or negative reactions to situations or calm and quiet?

6. **Sensitivity**
   Are you bothered by stimuli such as loud noises or bright lights or do you tend to ignore them?

7. **Adaptability**
   Can you change your routine or plans easily, or do you need lots of time to change?

8. **Distractibility**
   Are you easily distracted from what you are doing, or can you shut out external distractions and stay with your current activity?

9. **Persistence**
   Do you give up as soon as you have a problem with a task or do you keep on trying?

Source: Child Care Video Magazine
VI.E. Three Types of Temperament: Easy, Slow to Warm Up, and Difficult

The traits described above combine to form three basic temperament types. There are many variations within these three, but here are the basic tendencies of each.

1. EASY (Flexible)
   • Easy children are generally happy. They like to have regular routines but they can adapt to new situations easily. They usually do not make a fuss when their needs are not met. They talk quietly and are not pushy even when they want attention. These children have the same strong feelings as other children but they are quieter about expressing their needs and will easily wait for their turn. They are not usually bothered by outside stimuli and they react calmly to situations. Their mood tends to be positive.
   • As a parent, you will be very pleased with the simplicity of caring for an easy child. This child just needs for you to observe her, provide appropriate activities, and spend some special time with her every day.
   • It is important not to ignore them, as they need your attention as much as other children do.

2. SLOW TO WARM UP (Fearful)
   • Slow to warm up children need time to adapt to new situations. They are often called shy or fearful and they will withdraw if pushed too fast. They need a routine for security. They need an adult that they can depend on to help them with difficult situations.
   • As a parent, you need to be calm and patient and give your child time to observe situations and slowly enter. Your calmness and nearness will slowly give your child the confidence he/she needs to participate. If your child is in childcare, talk to the teacher and ask her to go slowly with your child. She can make your child comfortable by letting him/her have a special place to keep her things and the same primary caregiver every day.
3. DIFFICULT (Feisty)

• Feisty children are easy to spot because they are very active and vocal. When they are happy or sad, the whole world knows it. Whatever they feel, they feel it with great intensity. They are very sensitive to stimuli and easily distracted. Feisty children are moody and aggressive. They do not react well to change, so give them lots of advance notice. They are also irregular in their eating and sleeping habits.

• As a parent of a difficult child, you will often feel that you have your hands full. The key for you is to be very flexible with this child. He/she will move from activity to activity and by being patient and observing him/her to see what he/she is interested in. You can slowly expand the length of time he/she will spend on an activity. Because feisty children are often aggressive, you will need to set limits on unacceptable behavior.

• Try redirecting your child when you notice a developing situation. You redirect by finding an alternative toy, book or activity for him/her. As your child gets older, you can help him/her learn to use words to negotiate and not fists.

• It is also important to keep yourself and your child's home environment as calm as possible. Take him/her to places where she can be very active like the park or a swimming pool.

• Enjoy your time while she/he is napping.

• It is a time for you to recharge your energy. Remember, this child feels emotions very strongly so you will also receive lots of strongly felt love from him/her.

FOR YOUR INFORMATION: About 70% of children fall fairly neatly into one of these three categories. The other 30% are a mixture and every child is an individual and should be treated as one. Look at the world through your child's eyes. Watch your child's reactions to situations. Knowing and understanding how temperament affects our children helps us interact with them in ways that will help them learn to accept themselves in positive ways.
Role models have different meanings for different people. For some people, role models are people (fictional or real) who have positive qualities that make others look up to them and want to be like them. For other people, role models are people who inspire them to behave in ways that make their lives healthier and happier. As a parent, you are your baby’s first teacher and your baby’s first role model!

1. What are role models?

2. Who are your role models?

3. Who would you like your baby to have as role models?

4. How do you protect yourself and your baby from negative or unhelpful influences in your life (example: violent characters on TV)?
VII. Final Activity: What Others Like About You!
VIII.
Graduation Ceremony and Celebration