



Quick Lesson Plan

Part 1 Objective :

A gentle birth is important for mum, partner and baby. The value of keeping things as uninterrupted as possible.

| Timing | Activity | Process |
|------------|---|---|
| 15 minutes | Introductions | <p>Introduce yourself and everyone in the class and housekeeping.</p> <ul style="list-style-type: none"> • How many weeks? • Where they are having their baby? • Is this their first baby? • Make sure partners introduce themselves as well and are included. |
| 10 minutes | Automatic responses about birth | <p>Give everyone two post it notes, so that they can write something on each piece of paper. A word that springs to mind when you say "your word". Emphasise that however silly allow it to be. Make sure that they know it's anonymous.</p> <p>"Labour"</p> <p>Use these post it notes to reiterate, that this class is as much about the baby as it is for the parents.</p> |
| 10 minutes | Actively managed labour v undisturbed birth | <p>Hypnobirthing is about allowing baby to come in their own time, without unnecessary interruption or unnecessary intervention. Reminding the group that baby is landing on an alien planet and keeping things quiet and calm in those early moments reduces stress. It explores ways of supporting mothers through massage, self-belief, choice, patience, environment, respect not interfering in the process but allowing it to unfold.</p> <p>Talk about: • Mother's smell (amniotic fluid) • Mother's voice • Father's voice • Dim lights • Softness of skin • Skin to skin and oxytocin</p> |
| 15 minutes | Leveller—Hot Potato Exercise | <p>You will need three A3 posters up, ideally prepare them before the class starts to give yourself more time. Divide the group into three group. Give each group a minute per poster, then move on to the next poster for 1 minute....</p> <ol style="list-style-type: none"> 1. Describe your birth hormones 2. Explain the different stages of birth 3. Tell me about your birth brain - what does it need? <p>10 minutes discussion afterwards. Ensure that they understand the role of oxytocin and that this class is about creating the environment for oxytocin to flourish. Leave the posters up and encourage them to photograph them.</p> |

Part 2 Objective:

Introduce hypnosis, mindfulness and the three basic techniques - ready to use throughout the day.



| Timing | Activity | Process |
|------------|--|--|
| 5 minutes | Suggestibility Test | See handbook for script |
| 15 minutes | Discussion about Hypnosis and Suggestion | <p>Talk to them about how incredible it is that they can change their physical reactions just by using their imagination.</p> <ul style="list-style-type: none">• Being open to suggestion not suggestible, open to the experience.• State of change, unlike mindfulness which is about acceptance, being an observer, hypnosis is about changing a habit or behaviour in direct way. Usually by third party suggestion. Awake hypnosis, in hypnosis most of the time because we are not present.• Stage hypnosis is just that staged!• Ask if anyone has had any experiences of hypnosis that they are willing to share.• Talk about what it feels like |
| 20 minutes | Introduction of the three techniques | <ul style="list-style-type: none">• Breathing• 3, 2, 1• Deepener <p>Refer to their infographics in their journal and online. Ask for feedback, use hypnotic suggestions for example "Isn't it amazing how quickly they make a difference. If you can do that today in a room you've never been in before with people you've never met before imagine how well it's going to work when you have been practising them regularly"</p> |
| 10 minutes | BREAK | |

Part 3 Objective:

To understand the different aspects of pain and the impact of your thinking about pain on experience.



| Timing | Activity | Process |
|------------|---|--|
| 15 minutes | Understanding the difference between pain and fear. What happens in the brain and body. | Ask the class if anyone has a phobia. If not use public speaking as an example. Ask the person what happens if they were triggered. Write these down on the board. Make it very clear to the class that the person very often knows that the thing that they are phobic of, will not hurt them, but they cannot stop that behaviour even if they try. They need to understand that this is an automatic response and is a fight, flight, freeze or survival response. Use your expanding circle to demonstrate this reactive nature of the Amygdala. |
| 10 minutes | Deeper look at how pelvic floor muscles work and how tension affects the birthing process. <i>Pelvic muscle picture</i> <i>Ribbon</i> | For this you will need your balloon, picture of the muscles in the pelvis and the ribbon (which you will give to the couples). <ul style="list-style-type: none"> • Blow balloon up and show longitudinal and circular muscle movement. • Show picture of the pelvis, noticing the psoas. • Do the arm movement demo to show muscle changes. • Use the soft ribbon as a muscle demonstration. • Give them the ribbon as an anchor during birth - hands soft ribbon soft. |
| 5 minutes | How Tension in hands transfers to pelvis | Demonstrate how tension in the hands and body can transfer to the pelvis Close your eyes and focus on your hands, relax your hands, and turn you focussed attention to your pelvis, now soften your hands, keeping your focus on the pelvis, now tense them again, do this a few times just being aware of the physical change in your pelvis. |
| 5 minutes | Expectation and Experience | Story: Tomato Ketchup and Blood (or use your own story) |
| 5 minutes | Alter your experience | When working with hypnosis we can alter our experience through several different methods. <ol style="list-style-type: none"> 1. Change your expectation (through stories, experiences, naming the sensation. 2. Distraction 3. Visualisations or Imaginations 4. Switch or Dial |
| 5 minutes | Change unwanted sensation | See handbook for script |

Part 4 Objective:

To understand why belief matters and how to change it. Understanding how beliefs affect decision making.

Choice can be made from knowledge not fear.



| Timing | Activity | Process |
|------------|--|--|
| 15 minutes | Brain Filtering and Tree handout Filing Cabinet | <p>Practise and preparation creates strong roots – a positive reference section on birth. The more you practice, the stronger the roots get. However strong the wind blows your roots stay strong and your tree sways but stays firm</p> <p>Talk to your partner about the top of the tree – how you wish to be, to respond during the birth, what characteristics you want to bring to it Think about the words that are right for you – do you want to feel confident, centred, in control...?</p> <p>Our brains filter info all the time (selective attention test basketball players) Cocktail party effect – someone mentions your uncle’s name you switch to that</p> <p>Our brain filters information that’s consistent with our beliefs Eg. people who think they are lucky research Richard Wiseman</p> <p>So by changing your beliefs about birth you are able to receive more positive messages and information about it</p> <p>Exercise – Handout of filing cabinet.</p> <p>Show filing cabinet picture, think about those negative messages. (Then give 2nd filing cabinet handout with blanks – if you were to shred all the negative things on your list – what would you put in your reference section instead?)</p> <p>How will you do this?</p> <p>Affirmations , mp3s unfollowing unhelpful/negative pages... You’re feeding the roots of the tree</p> |
| 20 minutes | Fear release | <p>See handbook for script</p> <p>The final part of this section is the fear release. Make sure that they go to the loo before beginning and get comfortable. It is useful if they have bought yoga mats, blankets and pillows for this exercise.</p> |
| | | End of day 1 |

Part 5 -

Objective: To understand why the role of the birth partner is so important and how to be a compassionate birth partner.

| Timing | Activity | Process |
|------------|---------------------------------------|---|
| 20 minutes | Partner's role in birth | <ul style="list-style-type: none"> • how important the birthing partner's role is • Partners often feel that they don't know what to do • important to respect the dad's choices as well (being there or not, etc) <p>The main job is to keep adrenaline at bay and oxytocin flowing by ensuring that mum is calm and the environment is dark and quiet.</p> |
| 20 minutes | Different dad roles | <p>Break them up into two groups, there are two posters, the mothers and their partners. Then ask each group to write on what they expect to be doing, and what their partners want them to do.</p> <p>Practical/Protective/Mindful Partner</p> <p>Then come back together to compare Practical (Self-care, room ready, hypnosis, bags, parking etc) Mindful Partner (compassionate partner, I love you I am here for you, having awareness own feelings being able to observe and keep out of space)</p> |
| 10 minutes | BRAINS and birth preferences | Go through in relation to Protective partner |
| 10 minutes | Why he'll be a great birthing partner | <p>Ask the women to sit quietly and write down why the dad will be a good birthing partner, then give it to them to keep.</p> <p>Say they don't have to share this with the class.</p> |

Part 6 Objective:

To understand environment and why it matters. Creating positive associations with the environment that allow oxytocin to flow

| Timing | Activity | Process |
|------------|------------------------|---|
| 10 minutes | The role of oxytocin | <p>The class needs to understand the role of oxytocin and adrenaline and how our unconscious associations can affect our physical response. Being in an oxytocin rich environment where you feel safe, private and undisturbed will enable oxytocin to flow. Whereas if you are in an environment that triggers adrenaline, even very slight, it can affect the progress and experience of birth</p> <p>See handbook for graphic flow of oxytocin</p> |
| 10 minutes | A good night sleep | <p>Exercise: See handbook for script Have a discussion about what those things are - do they need the curtains closed, the doors locked? Why? If someone they didn't know was watching them go to sleep could they do it? •</p> <ul style="list-style-type: none"> • Comfort • Dark • Partner • Water • Temperature • Sounds |
| 15 minutes | Your birth environment | <p>Follow with the ENVIRONMENT Exercise: Separate the groups into the women and their partners, then ask them to put the feeling with the image. When they are done turn it over. Discuss how to change the environment.</p> <p>Exercise: Flippy Hormones</p> |
| 10 minutes | | Break |

Part 7 Objectives:

To feel confident in how to apply the techniques on the day. (handout the stage of labour)



| Timing | Activity | Process |
|------------|----------------------|---|
| 10 minutes | The Birthing Zone | <p>Talk about their birthing zone and how birth can be a mindfulness practice when we can go within and focus on each moment. Hypnosis is there only if you need it.</p> <p>Have a discussion about contractions:</p> <ul style="list-style-type: none"> • The rise and fall of a contraction that is part of spontaneous birth. • Use examples like a wave or riding a bike up a hill. • Focus on it as it rises, be curious about it, turn your attention inwards NOT outwards. It's much easier to manage when you get into your zone early on in the contraction. • They can stop and start according to your physiology and environment. If all is well trust that they are happening as they should. • See early contractions as interruptions to your day. Think about 'your mind as a spotlight', go for a walk, nest, watch a film, have a bath, even go shopping. (you can use stories here of women who have taken this approach) • Length of labour is often relative, second time mums may have shorter births because in early labour they don't consider labour to have started and their attention is elsewhere. • Reframe, 10 hour, to 4 to 2 approx! |
| 2 minutes | Practice Contraction | <p>Exercise: Contraction Graphic (see journal for graphic)</p> <p>Use the introduction 321 or deepener to get them relaxed. Ask the group to imagine a tightening in their belly rising, then read the contraction infographic out to the pace of 1 minute 30 seconds. Then say smiling "how was that? You can do it can't you - it feels quicker than you think."</p> |
| 5 minutes | Mindful Movements | See handbook for script |
| 5 minutes | Transition | Sometimes we get a rest and be thankful stage. This can last up to 30 minutes without anything happening and is perfectly normal. Talk about how important it is for a partner to recognise the signs and see it as a normal part of labour, nothing to change or feel concern about. Be encouraging and loving. Have a bit of discussion here is needed about how contractions feel, transition, but always positive, reframe any fears with stories or by changing perspective. |
| 10 minutes | Shoulder Anchor | See handbook for script |

| Timing | Activity | Process |
|------------|-------------------------------------|---|
| 10 minutes | Breathing down and the urge to push | <p>Discussion:</p> <p>Many hypnobirthing methods talk about different types of breathing. The most important thing is to relax your jaw and relax your hands, keeping body as soft as possible.</p> <ul style="list-style-type: none"> • Baby will continue to move down through a peristaltic movement. • Urge to push is not feeling a little pushy, it's an I can't stop it feeling. • Use image of the exit button, between the cervix and perineum to illustrate the baby exit reflex. • 10 cm is not always a green light to push, your body will continue to move baby down until it's the right time. |
| 3 minutes | Exit Button | See handbook for script |
| 5 minutes | Baby is born | <ul style="list-style-type: none"> • Keeping the room dark, quiet, warm • Leaving cord to stop pulsing • Baby skin to skin – the Golden Hour • Blanket over shoulders • Enjoy baby! You've done it! |
| 5 minutes | Reinforce practice | <p>Go back to tree handout with partner – look at the words at the top how you want to feel – what will you need from your roots, what do you need to do to feed those leaves?</p> <p>spend 10 minutes thinking about your roots – which techniques from today you'd like to focus on, make a plan for starting your practice</p> |
| 10 minutes | Final Exercise | <p>Give them all two post-its again and ask them to say the first words that spring to mind when they think of birth now.</p> <p>Spread them all out on the floor, say they can take the old ones and tear them up/bin them (if they were negative) or pick up the ones they've just written as a positive reminder of the day.</p> |
| 5 minutes | goodbyes | <p>What happens next...</p> <p>Handouts etc.</p> |

Content time in this example (including 2 short breaks of 10 minutes each) is 350 minutes. = 10 minutes allowance to make adjustments on the day. Suggested length of lunch break at least 30 minutes (which you add as extra time to your course). i.e. 10:00 –16:30 = 6hrs class time (including 2 x 10 minutes break) + 30 minutes break for lunch.

You can change and adapt the timings to suit your style, venue and your clients. This is just a guide!

Notes

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