

## Booster Session #2

### CLASS OUTLINE

- I. Welcome and catch up (20 min)**
- II. Creating Healthy Relationships (75 min)**
  - A. What are relationships? (10 min)
  - B. Signs of healthy and unhealthy relationships (15 min)
  - C. Tips for creating healthy relationships (20 min)
  - D. Getting your needs met (10 min)
- III. Wrapping up (25 min)**

#### Goals for instructors:

- Review how relationships affect mood.
- Help participants understand the difference between healthy and unhealthy relationships and help them explore ways to create healthy relationships and improve unhealthy relationships.
- Encourage participants to keep in touch and provide social support for each other.

#### Materials needed:

1. Participant manuals
2. Pens or pencils and paper for the “snowball fight” activity
3. Dry erase board, or flip chart to present material to class
4. Sheet for participants to list their contact info
5. Copies of CES-D or other mood questionnaires (optional)
6. Evaluation/feedback forms (optional)

## I. WELCOME AND CATCH UP (20 min)



### Overview

Welcome group members and lead the “snowball fight” activity.



### Key Points

- Welcome participants and reinforce their coming to the group.
- Have participants do an activity that involves identifying something positive that has happened to them in the last 3 months and interacting with each other.



### Participant Manual

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### Information

Directions for the “snowball fight” activity: Give each participant a piece of paper and a pen or pencil. Ask the participants to write down one positive thing that has happened to them between the end of the group and today, but not to put their names on the paper. Once everyone has finished writing, tell the group to crumple up their papers, that they are going to have a snowball fight and that on the count of three they should start throwing. Count to three. After a few minutes, yell “stop,” and ask each participant to pick up one snowball. Gather the group together and have the participants take turns reading the paper that they ended up with to the group. Have participants guess which person wrote each snowball.



### Step by Step

**Step 1: Welcome group members and give an overview of the session.**

#### Suggested Wording

*Welcome back everyone! I’m glad you were able to make it tonight; it’s good to see you!*

*We’re going to spend the majority of our time together today talking about relationships and how to create healthy relationships.*

**Step 2: Lead the “snowball fight” activity.**

#### Suggested Wording

*First we’re going to spend some time talking a little bit about what’s been going on in your lives since the last time we met. Does everyone remember the activity we did last time, the snowball fight?*

Pass out the paper and pens/pencils.

*Please write down one positive thing that has happened in your life between the end of the group and today but don’t write your name. [Wait for women to finish writing.] Okay, now crumple up your paper into a ball, we’re going to have a snowball fight. On the count of three, start throwing your snowball [Count to three and then let women throw the paper balls around for a minute or two before telling them to stop.]*

*Stop! Everyone pick up a snowball. Each person will read their snowball to the group and the rest of us will guess who wrote that snowball. Who wants to start?*

The participant who starts should read what is written on the paper and then she and the others can guess who wrote that snowball. When someone guesses correctly, ask the woman whose snowball it was to tell the group a little bit more about the positive event.

**Step 3: Highlight the importance of the positive event and help women see the connection between the event and their mood (and if applicable, their relationship with their baby).**

Suggested wording

*That's great [participant's name]! How did that affect your mood and what else was going on in your life? [If applicable...] How did that affect your baby and your relationship with your baby?*

Continue until all of the snowballs are read.

## II. CREATING HEALTHY RELATIONSHIPS (75 min)

### II.A. WHAT ARE RELATIONSHIPS? (10 min)



#### Overview

Help participants clarify their understanding of the term 'relationship.'



#### Key Points

- Relationships are part of our outer reality.
- To have a healthy mood or positive feelings, it is important to learn how to create and maintain healthy relationships.
- There are benefits of having relationships.



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#### Step by Step

**Step 1: Ask participants what role relationships play in their personal reality.**

Suggested Wording

*Please turn to the first page in your manual. Does everyone remember the graphic on the bottom of the page? How do your relationships with others affect your personal reality? [Elicit responses.]*

Highlight that our relationships with others are part of our outer reality and affect our thoughts and our emotions, which in turn affect what we do and how we feel.

**Step 2: Ask participants to define the term 'relationship.'**

Suggested Wording

*What does the term relationship mean to you? [Elicit responses.]*

Highlight the following:

- A relationship involves a connection between people.
- Although we come into contact with many people in our daily lives, only a few encounters will result in relationships.
- Some people have many relationships, a wide circle of friends and acquaintances, and others

- prefer to have only a few close friends.
- We can decide whether or not we want to have a relationship with someone.

### **Step 3: Ask participants to list some benefits of relationships**

#### Suggested Wording

*What are some benefits of relationships?* [Elicit responses and write on the flip chart/board.]

The list may include some of the following:

- Love
- Companionship
- Safety
- Shared interests
- Affection
- Sharing hopes, dreams, problems
- Someone being there for you
- Shared culture or religion
- Someone to have fun with

## **II.B. SIGNS OF HEALTHY AND UNHEALTHY RELATIONSHIPS (20 min)**



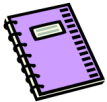
### Overview

Help participants identify the characteristics of healthy and unhealthy relationships.



### Key Points

- Not all relationships are healthy.
- Healthy and unhealthy relationships have different effects on our mood.
- It is important to identify healthy versus unhealthy relationships because we can decide if we want to continue to have a relationship with someone if it is unhealthy.



### Participant Manual

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### Step by Step

**Step 1: Divide participants into two groups; have one group brainstorm characteristics of healthy relationships and the other group brainstorm characteristics of unhealthy relationships.**

#### Suggested Wording

*We just talked about the benefits of relationships. But not all relationships have benefits associated with them, some relationships may be negative or unhealthy and we don't get very much out of them. Let's explore characteristics of healthy and unhealthy relationships.*

[Divide the participants into two groups and give each group a large piece of paper from a flip chart and a pen or pencil.] *I'm going to give you 3-4 minutes to work as a group; Group 1, please write down as many characteristics of healthy relationships that you can think of, and Group 2, please write down as many characteristics of unhealthy relationship that you can think of. There are no right or wrong answers; just write down whatever you think.*

[Give the groups a few minutes to brainstorm as many characteristics as possible.]

**Step 2: Bring the groups back together and review the lists.**

Suggested Wording

*Let's come back together and go over the lists. Group 1, will you please come up and present your list?*

[Put the paper on the easel/flip chart or tape it onto the wall. After the first group presents their list, ask the second group if they have anything to add to the list - if so, add the characteristic(s) to the list. Repeat the same process with the second group.]

**Step 3: Go over the lists in the manual.**

Suggested Wording

*Please turn to page 2 in your manual. Are there any characteristics listed there that we didn't come up with? Do you agree with all of the characteristics listed?*

**Step 4: Lead a discussion based on the questions on p. 2**

## II.C. TIPS FOR CREATING HEALTHY RELATIONSHIPS (35 min)



**Overview**

Help participants learn skills for creating healthy relationships.



**Key Points**

- Communication is key to healthy relationships.
- You can learn how to be a good communicator, but it takes practice.
- With practice, your relationships can keep getting better!



**Participant Manual**

pp. 3,4



**Step by Step**

**Step 1: Ask the participants to pair up in groups of two for an activity.**

Suggested Wording:

*Now we're going to do a short activity. I want one partner in each pair to be the Speaker and the other partner to be the Listener. So go ahead and choose who's who. [Pause a moment so that the women in each pair can choose their roles.]*

*I'd like all the Listeners to step outside the room with me for a moment. [Leave the room with the Listeners and give them instructions.]*

*We're going to be doing a "listening" exercise. Your partner will talk to you about something for a few minutes, but your task is to NOT listen (even if you want to!). Instead of paying attention, I want you to act distracted or bored. You can look around the room, check your watch or your text messages, or do anything else that shows you aren't really paying attention to what your partner is saying.*

[Bring the Listeners back into the room.]

**Step 2: Give instructions to the whole group.**

Suggested Wording:

*I'd like each of the Speakers to spend a few minutes telling your partner about something that happened to you over the past week. It could be something positive or something negative, whatever you feel like sharing.*

[Give the group members 3-5 minutes to engage in the activity, then stop them.]

**Step 3: Process the activity.**

Suggested Wording:

*Speakers, what was that like for you?*

[Ask for volunteers in the Speaker role to describe their experience. They will probably describe feeling frustrated or hurt by their partner's reaction. Then ask for volunteers in the Listener role to explain what their instructions were.] *Speakers, what cued you in to the fact that you weren't being heard?*

[Write women's responses on the flip chart. You can also elicit feedback from the Listeners about how the experience felt for them and about what behaviors they used to communicate that they weren't paying attention.]

*So what did you learn from that activity?* [Elicit comments about how hard it is to communicate with someone who isn't a good listener.]

*Do any of you ever have the experience of talking to someone in your life and not feeling heard?* [Elicit responses.]

*Are any of you ever NOT good listeners? When? With who? What happens?* [Elicit responses]

**Step 4: Go over the handout on "Tips for Creating Healthy Relationships".**

Suggested Wording:

*This sheet gives you some good tips on how to communicate well in your relationships—including how to be a good listener!* [Have women go around the table and read the tips.]

*How do you think using these skills might change your relationships?* [Elicit comments.]

## II.D. GETTING YOUR NEEDS MET (10 min)



### Overview

Review with participants that we can get our needs met by being assertive (making positive, clear, and direct requests).



### Key Points

- It's OK to ask for help.
- Asking for help in a positive, clear, and direct way (being assertive) can increase the chance

- that one's needs will be met (but not always).
- One way to ask for help is to do it systematically (step by step approach).
- By being assertive and expressing what you want and how you feel in a respectful way, you can improve relationships with others.



### Participant Manual

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### Step by Step

**Step 1: Being assertive can help to get one's needs met.**

Suggested Wording:

*Part of being assertive is being able to make requests in a clear and positive way. When we do this, we are better able to ask for what we want and need, others know how they can help us, and it increases the chance that we will get our needs met. Of course, it does not guarantee that we will get what we want. The other person may agree to a different compromise, or they may simply refuse, but at least we'll know the answer. Why is it useful to make a request even when the answer might be no?*

Elicit answers from group members. Points to emphasize are listed below:

- They might say yes.
- At least you know what the answer is.
- If they say no, you can move on and think about what else you can do.

**Step 2: Identify steps to being assertive.** Put the 5 steps from page 5 on the board.

Suggested Wording

*There are 5 steps that can help us to become more assertive and communicate in a way that might increase our chances of getting our needs met.*

- 1) *Identify what you want.*
- 2) *Pick who you should ask for help.*
- 3) *Figure out a way to say it in a way that is clear and direct.*

[Discuss the difference between indirect and direct requests. For example, "boy, the trash can is full" and "I wonder when you'll be taking out the trash" are both indirect requests. "Could you please take out the trash in the next half hour" is a direct, specific request. "I sure am worried about my sugar level" is also an indirect request versus "Doctor can you check my sugar level?" which is a direct request.]

- 4) *Respect the other person's right to say no (e.g. "I know you're really busy"). Talk about how this sets the stage for making a request.*
- 5) *Be willing to compromise.*

Have each group member think of someone they would like to request something of this week (e.g., friend, family member, home visitor). Help them decide what they would like to request from this person and think about how they would like to make the request. Have them practice making the request in the group and have participants give them feedback.

### III. WRAPPING UP (25 min)



#### Overview

Help participants reflect on what the group has meant to them and say goodbye.



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#### Step by Step

**Step 1: Have the participants reflect on what the group has meant to them.**

##### Suggested wording

*It's getting near the end of our second booster session, and this is the last time we'll be meeting all together for the Mothers and Babies group. It would be great if you choose to hang out outside of this group, and we'll pass around contact info before we leave today, but I want to acknowledge that the Mothers and Babies group is ending.*

*I want to take some time for each of you to think about what you've gotten from this group. Let's go around the table so that each of you can share your thoughts. Tell us what the group has meant to you, whether you've gotten anything out of it, and how you think it's changed you. Group members—for each person who is talking, let's each give her feedback on changes we may have seen in her. Who wants to start?*

[Go around the table, allowing each woman to speak and then giving time for the other group members to reflect back changes they may have seen in her. The facilitator should also participate in giving feedback to the group members and can also say a few words about what leading the group has meant to her.]

**Step 2: Have the women exchange contact information.**

##### Suggested wording

*I would encourage you to keep in touch with each other. Spending time with each other can be a great way to get in your pleasant activities and also coach each other on using the skills!*

*I'm going to pass around a sheet where you can write down your contact info (phone, email, whatever you'd prefer), and I'll make copies of this sheet for all of you. If any of you don't want to give out your contact info to the group, that's fine too.*

[Pass around a sheet, zerox copies for all group members, and pass them around.]

*Does anyone have anything else they'd like to tell the group before we end?* [See if there are any additional comments.]

*I'd like to thank you all—it's been a wonderful experience leading this group. You've all done great work in here, and I hope you continue to use the skills in your life.*