

STOMP OUT BORING!

*Interactive Childbirth Education with Liz Lull,
from Passion for Birth*

GROUND RULES

- Cell phones quiet
- Choose 2 pieces of paper, use one to make a name tent
- Be kind
- Have fun
- Ask questions
- Stretch and move as needed
- Eat your chocolate, but save the wrapper
- Listen and share

WHO AM I? LIZ LULL, CD(DONA), LCCE, BDT(DONA), IBCLC

- Founder of Enlightened Mama
- DONA Birth Doula & Trainer
- Childbirth Educator and Trainer with Passion for Birth
- Lactation Consultant & Instructor of Lactation Studies with University of California-San Diego
- Mama of Four



Are you a **traditional** or a **facilitative** educator?

Which sounds more like you??

A. I primarily present lots of standardized content.

B. I primarily support collaborative learning by the participants

A. I want to provide consistent content.

B. I want to develop activities that support the group to learn on its own.

A. My course design of content and activities is predetermined and is consistently implemented.

B. My course design is only a suggested safety net. Final design organically evolves during the session.

A. A standard set of precisely stated goals and objectives are specified for all participants.

B. Session begins with broad goals that are modified through the group's input.

A. Content is the most important element. Based on task analyses, accurate and need-to-know content is delivered through participant manuals, slides and standardized trainer presentations

B. Content is given lesser importance than the process. Content is obtained from different types of existing resources, including participants' current expertise and experience.

Are you a **traditional** or a **facilitative** educator?

A. Activities are given lesser emphasis than content. When there is a time crunch, I will have to skip the activities or reduce the time spent on them.

B. Activities are considered to be the most important factor that contributes to learning. These activities require participants to gather, generate, process and apply the content.

A. Frequent interactions between the participant and the content are required.

B. Frequent interactions among the participants are required.

A. A standard set of questions is interspersed throughout the session. These questions control the direction of presentations and discussions.

B. I make up and use open-ended questions. Participants are encouraged to generate their own questions.

A. Questions from participants are generally discouraged or postponed. I respond to participants' questions with standard answers.

B. Questions from participants are encouraged and used to change the direction of presentations and discussions. I encourage them to discover the answer.

A. I stick to a set sequence of content.

B. I modify the sequence of content to suit the needs and preferences of participants.

Mostly A's?? Traditional Mostly B's? Facilitative A Combo? A good balance!!!

CAN YOU READ THIS?

- Prganency poidrevs an oittoprpnuy for mreoths and frathes to beign fniomrg lfie-lnog bodns with their bebais.



HOW ABOUT THESE?

- Pnaegrncy is a nrmaol, nuratal lfe enevt.
- Wo'nmes boedis are pteelrfcy dinsgeed to noisurh and ntrurue teihr beaibs tghrouh pennacrgy.
- The mhotns of parcenngy are nsesaercy for bbaies to dovelevp and gorw, for weomn's bdeios to prpraee for btirh and for wemon to boceme mhoetrs.

LET'S DO THESE TOGETHER...

- A good spuprot sesytm, a hahethly lsiyftele and the ailbity to cpoe wtih the setessts of lfie pomrote a hhtlaey pgcenrany, a hhaetly brtih and a hhtaley bbay.
- The hetalh crae system and crae podevrir an ircseane or dinimsih woen'ms cinnecefode in the nramolcy or pgnaicnry and in tiher alibty to hvae a hltaiiehy bbay.
- Lmaaze ecduoiatn epwmeors wmeon to gian cdifncneoe in tiehr bodies, to tsrut teihr iennr woisdm and to make imerfond diniosecs aubot prgcaenny, btrih, bdafsetnreieg.

DEPENDENT VS. INDEPENDENT VS. INTERDEPENDENT

Dependent Learning

- Too much pressure on the leader/teacher as only source
- Frustration for those who want to share but can't

Independent Learning

- Too much pressure on student to learn on their own
- Doing independent reading, watching videos without processing limits learning

Interdependent Learning

- Everyone learns together with interaction
- Students learn from each other AND teacher
- Optimal for childbirth education!



HOW DO ADULTS LEARN?

- Fun/humor/informality
- Great visual aids
- Builds on what I know
- Practical/relevant
- Lots of different types of teaching strategies
- Time for individual reflection
- Time spent getting to know others in the group
- Group stays on topic generally (occasional side tracks)
- Great written materials to augment session
- Open ended agenda with input from the group
- Lots of interaction
- Comfortable environment (relaxed)
- Clear agenda and objectives
- Intellectually stimulating and challenging
- Well organized
- Structured
- Immediate application to “my” life – fits “my” goals
- Learner centered vs. teacher centered
- Networking encouraged
- Life experiences/knowledge are shared
- Hands-on practice
- Frequent breaks (with great refreshments)
- Ground rules – safe and supportive
- Positive reinforcement
- Knowledgeable instructor
- Respect
- OK to ask questions
- Instructor available before/after/during breaks
- Lots of smaller group activities
- Enthusiasm is contagious
- Inspiring DVDs



WHICH ONES ARE EASIER TO READ? WHY??

Pnaegrncy is a nrmaol, nuratal lfe enevt.

Wo'nmes boedis are pteelrfcy dinsgeed to noisurh and ntrurue teihr beaibs tghrouh pennacrgy.

The mhotns of parcenngy are nsesaercy for bbaies to dovelevep and gorw, for weomn's bdeios to prpraee for btirh and for wemon to boceme mhoetrs.

Prganency poidrevs an oittoprpnuy for mreoths and frathes to beign fniomrg lfe-lnog bodns with their bebais.

A good spuprot sesytm, a hahethly lsiyftele and the ailbity to cpoe wtih the setessts of lfe pomrote a hhtlaey pgcenrany, a hhaetly brtih and a hhtaley bbay.

The hetalh crae system and crae podevrir an ircseane or dinimsih woen'ms cinnecfode in the nramolcy or pgnaicnry and in tiher alibty to hvae a hhtaiehy bbay.

Lmaaze ecduoiatn epwmeors wmeon to gian cdifncneoe in tiehr bodies, to tsrut teihr iennr woisdm and to make imerfond diniosecs aubot prgcaenny, btrih, bdafsetnreieg and prntanieg.

Gacyrnenp si a loranm, aulrant leif nteve.

Wemns0' edisob aer ptcyerlfe sgdeedni ot nuosrhi dna urertun trihe ibebsa rutghoh ygncpaenr.

Hte nmoths fo erangpyn era ycssrneeaa ofr besaib ot oedplve adn ogrw, rfo monew's loedsb ot peaerrp orf bitrh dan ofr enmow ot beecom eomstrh.

Pyecngnra psireodv na ioputtnorpy fro srhoetm adn hefsrat ot gnibe mogrfn leif-ongl snblod tihw theri sbbiae.

A godo uosptpr system, a ahihyte tfelleiys nda eth bilaiyt ot ocep hwit the stessers fo leif roopmet a thelyha cyrenpagn, a eyhahit htibr nad a hthayel abyb.

Eth taelhh aerc emtsys and acer rvpedior anc ieraecns ro dmhiiiiis w'nosem endoeiencf ni eth lrmnacyo fo gcenrynpa dna ni rhite ytablii ot veah a ehalyth ybba.

Alaemz oitceudna erpwsmeoe wneom ot igna oenndfceci ni etrhi dseibo, ot rtrust hrtie nnrie dsoimw da not eamk omeidrnf enssdicio buota regnpyneca, htbri, einaedgfrbtes nda rningptae.

THE LEARNING MYTH

What is **YOUR** learning style?

I am a:

Visual learner

Kinesthetic learner

Auditory learner

THE LEARNING REALITY

A. Psychomotor—skill, do

B. Affective—attitude, feel

C. Cognitive—knowledge, think

___ Describe the common biological, psychological, and social responses to pregnancy, birth, and postpartum.

___ Demonstrate pushing techniques that support the physiological process of second stage of labor.

___ Discuss mother-to-be reaction to touch massage

___ Demonstrate relaxation techniques designed to minimize tension.

___ Define vocabulary terms useful in facilitating communication with health care providers

___ Mother-to-be and labor partner discuss their reactions to a birth viewed on a DVD.

Which teaching strategy fits primarily with which domain?

___ Demonstrate/return demonstrate

___ Role-play

___ Lecture

___ Labor stations

___ Mother-to-be/partner communication activity

___ DVDs

GOOD TRUMP-ISMS!!

6 Learning Principles That “Trump” Traditional Teaching

- **Movement trumps sitting**
- **Talking trumps listening**
- **Images trump words**
- **Writing trumps reading**
- **Shorter trumps longer**
- **Different trumps same**



Check out more by Sharon Bowman: [Using Brain Science to Make Training Stick](#) and [Teaching from the Back of the Room](#)

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EXPERIENTIAL EDUCATION CYCLE

1. Do something – the activity

2. Share observations - now what? what?

3. Reflect on feelings and reactions – so what?

4. Apply it!

* * Never go from activity to activity for the sake of being active without pausing to share, reflect and apply what they just did!

REMEMBER THE M'S!!!

- Be Memorable!
- Be Magical
- Be Meaningful
- Be Marketable
- Be Measurable!

