

BF-000- 51 CCNE: Breastfeeding: It's Only Natural – New Mom Discussion Group

This is a motivational and educational client-centered nutrition education lesson targeting African American families. It uses methods like group discussions and activities to engage participants in learning. This outline starts with a **Snapshot of the Session**, and then includes two parts:

Part 1: Planning the Nutrition Education Session - The first section prompts the nutrition educator to think about the learning objectives, materials, and preparation necessary to carry out the session.

Part 2: Session Outline - The second section outlines the key parts of the session. The nutrition educator uses this outline to lead the session.

Snapshot of Group Session:

CCNE Lesson title: CCNE: Breastfeeding: It's Only Natural – New Mom Discussion Group

Developed by: State Agency

Date Developed: 6/2014

Approved by: State Agency

NE Code: BF-000- 51

Class Description: This class uses facilitated discussion to provide African American families with an opportunity to engage with their peers in an honest and open discussion that fosters support and encouragement. While the title references a new mom discussion group, please encourage participants to bring their partners, parents and other support people. This discussion group should be led by an African American breastfeeding educator, preferably a peer counselor.

Target Audience: Pregnant women, fathers and other support people; and new moms who have recently given birth.

Type of Learning Activities: Discussion

Part 1: Planning the Nutrition Education Session

Lesson: BF-000-51 CCNE: Breastfeeding: It's Only Natural – New Mom Discussion Group.

Item	Notes for Planning the Session
<p>Learning Objective(s) – <i>What will the clients gain from the class?</i></p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Identify one breastfeeding benefit for African Americans. • Identify personal barriers to breastfeeding, and discuss methods for overcoming those barriers. • Identify family members, friends and organizations that will be there to support their breastfeeding efforts after they have their baby.
<p>Key Content Points – <i>What key information do the learners need to know to achieve the learning objective(s)? Aim for three main points.</i></p>	<ol style="list-style-type: none"> 1. Breastfeeding is the healthiest choice for moms and babies and breastfeeding can decrease the risk of diseases that are common among the African American community. 2. Breastfeeding support network is critical for a successful breastfeeding experience. 3. WIC Peer Counselors and other resources are available if questions or concerns arise. Request help early; do not delay.
<p>Materials – <i>List what you will need for the session (i.e. visual aids, handouts, supplies). Attach supplemental materials.</i></p>	<ul style="list-style-type: none"> • LaTosha video found at http://www.dshs.state.tx.us/wichd/nut/bflessons-nut.shtm or videos found at http://womenshealth.gov/itsonlynatural/index.html • <i>Support Your Daughter</i> brochure (Stock #13-06-12080) • <i>Support Your Partner</i> brochure (Stock #13-06-12081) • <i>Your Baby Your Gift</i> brochure (Stock#13-06-12079) • <i>It's Only Natural</i> materials and Leaders Guide found at http://womenshealth.gov/itsonlynatural/index.html
<p>Resources – <i>Review current WIC resources or other reliable resources like WIC Works.</i></p>	<p>http://womenshealth.gov/itsonlynatural/</p> <p>http://www.blackmothersbreastfeeding.org/</p> <p>http://www.facebook.com/BMBFA</p>

	http://www.dshs.state.tx.us/wichd/bf/african_americanbf.shtm http://www.cdc.gov/breastfeeding/data/reportcard.htm
<p>Class Flow & Set Up – Consider the flow of the session & room set-up. Note any extra preparation that may be needed.</p>	<p>Set classroom up in a circle or u-shape; leave room to move around, for family members, and/or for strollers.</p> <p>You may find it helpful to set up a white board, chalkboard, etc. to write down key concerns or information provided by the participants' introductions.</p> <p>The class will remain as one large group with the facilitator acting as a guide.</p>

Part 2: Session Outline

Lesson: BF-000-51 CCNE Breastfeeding: It's Only Natural – New Mom Discussion Group.

Item	Notes for Conducting the Session
<p>Introduction: Create a respectful and accepting learning environment by welcoming participants, introducing yourself, reviewing agenda exploring ground rules, making announcements, etc.</p>	<p>Introduce yourself and the class topic.</p> <p>Example:</p> <p>Welcome to today's discussion group for African American families and thank you for being here today. My name is _____. This is a discussion-style class so feel free to ask questions and share. (Go over any other ground rules you may have.)</p>
<p>Icebreaker: Anchor the topic to the participants' lives. Use a question or activity likely to bring out positive but brief comments; Can be done as a group or partners.</p>	<p>Ask participants to introduce themselves, tell everyone how many kids they have and their ages, then tell one wish or hope they have for their children.</p>
<p>Activities: For each learning activity, list instructions and include three to five open-ended discussion questions. Keep in mind that activities should enable participants to</p>	<p>Facilitators can use the following questions/topic as a guide to the discussion, and refer to the <i>It's Only Natural</i> website and Leaders Guide for additional ideas and talking points.</p> <p>Pass out <i>Your Baby Your Gift</i> (Stock #13-06-12079), <i>Support Your Partner</i> (Stock #13-06-12081), and <i>Support Your Daughter</i> (Stock #13-06-12080) during the discussion if you need the materials to help start conversations</p>

Item	Notes for Conducting the Session
<p><i>meet the learning objectives.</i></p>	<p>or have them available at the end of the discussion.</p> <p>Question 1: Why do you think breastfeeding is the healthiest choice for moms and babies? Do you think breastfeeding has any effect on dads, the community and the environment?</p> <ul style="list-style-type: none"> • Give them time to talk it over, and then have some participants share their answers. Note the responses on the white board, and discuss it as a class. Validate each concern during the discussion. <p>Question 2: What are some of the difficulties that breastfeeding moms face that prevents them from breastfeeding? How can these difficulties be overcome?</p> <ul style="list-style-type: none"> • Give them time to talk it over and then have some participants share their answers. Note the responses on the white board, and discuss as a class, validating each concern during the discussion. Ask participants to share ideas for how to overcome each barrier and give suggestions when appropriate. • Recognize that breastfeeding can be challenging, and even more so without the support from family, or community. Discuss as a class how lack of support can hinder successful breastfeeding. • Discuss the importance of mothers building a support network in their family and among their friends. Emphasize that the main reason for today’s session is to enable participants talk to their breastfeeding peers, share experiences and build that critical support. Provide information on local community resources that are available for additional support, and encourage the participants to join or form a breastfeeding support group in their local area. • Infant feeding history issues surrounding slavery may or may not come up. If they do, be prepared to steer the conversation to a more positive one by saying something like: <i>“While historical experiences drove many African American women away from breastfeeding, most African American women today are reclaiming their right and their privilege to breastfeed.”</i> <p>Optional Activity: Play the LaTosha video found at http://www.dshs.state.tx.us/wichd/nut/bflessons-nut.shtm or videos found at http://womenshealth.gov/itsonlynatural/index.html and ask participants “What do you feel about this video?” or “How does the video make you feel?” Give them time to talk it over and then have some participants share their answer.</p> <ul style="list-style-type: none"> • Ask if there are other questions or concerns that were not

Item	Notes for Conducting the Session
	<p>addressed.</p> <ul style="list-style-type: none"> • Allow time for questions and answers and shared experiences. • End the class by reminding everyone that breastfeeding should be an enjoyable experience for both mom and baby; and that WIC breastfeeding counselors are available to help them any time they need it.
<p>Review and Evaluations: <i>Invite participants to summarize the key points and share how they will use what they learned in the future. List a question/activity to prompt this. List any community or other resources for clients.</i></p>	<p>How did you feel about today's class? What is the most helpful thing you learned in today's class?</p>
<p>Personal Review of Session (afterward): <i>Take a few moments to evaluate the class. What will you change?</i></p>	<p>What went well? What did not go as well? What will you do the same way the next time you give this class?</p>
<p>Supplemental Information – <i>Describe any attachments and include any other needed information.</i></p>	<p>A Supplemental Information Guide is attached to this lesson. The guide provides background information on the history of infant feeding, common myths among the African American community, and additional information that may be useful for teaching this lesson. Be sure to read the guide before leading the discussion group and be prepared to answer questions, validate concerns, and provide education and encouragement to help participants feel confident and empowered to breastfeed.</p>

Supplemental Information Guide

This is a supplemental guide intended to provide the facilitator with the background information and to help redirect misinformation. This guide is not intended to be a script or a participant handout.

Health Impacts of Breastfeeding

To discuss health impacts of breastfeeding, refer participants to *Your Baby Your Gift*, *Support Your Partner*, and *Support Your Daughter* brochures and review together the benefits of breastfeeding for moms, dads and grandparents.

Despite the many health benefits associated with breastfeeding for both mom and baby, the breastfeeding rates among African Americans are still low, especially for those women living in the South. According to February 2014 Texas WIC data, only 74% of African American WIC participants report initiating breastfeeding compared to 81% of White participants and 86% of Hispanic participants. (For more current rates, visit <http://www.dshs.state.tx.us/wichd/qi/qi1.shtm>)

Breastfeeding Barriers among the African American Community

Resources: <http://womenshealth.gov/itsonlynatural/index.html>

While breastfeeding may be a long standing tradition for some African American families, it is a practice outside the cultural norm today for many African American women. Despite a lot of evidence indicating that breastfeeding reduces many different health risks for mothers and babies, many barriers exist that stem from African American history.

Cultural barriers

- Traditionally in the African culture, breastfeeding was considered important and African women breastfed their babies. A mother with an abundant breastmilk supply was considered blessed.
- When Africans were sold as slaves and relocated to America, families were broken and the dynamics of breastfeeding changed.
- Female slaves were not allowed to nurse their babies, because they were expected to work in the fields and instead, the babies were given a mixture of vegetable juice.
- Female slaves were forced to nurse the masters' babies. They were also forced to serve as mistresses for their masters, and made pregnant as frequently as possible to increase the number of laborers and their masters' wealth. They were then forced to wean the children they had birthed to feed the children of the master.

- Female slaves sometimes wet nursed white American babies for a very minimal fee (\$1.50 per month). After slavery was abolished, many African American women continued work as wet nurses for the privileged through the mid-1900s, but with the birth of formula, wet nursing was no longer considered important. Formula became more highly valued than breastfeeding or wet nursing. As a result, African American women completely stopped breastfeeding and opted to formula feed. The shift from breastfeeding their own children, to nursing the master's baby, to wet nursing, and then to ultimately not breastfeeding at all is thought to be the reason for the low breastfeeding rates among African American communities. Formula feeding thus became the cultural norm among African Americans.
- Most African American women in mid-1900s rejected breastfeeding because of what it meant to them historically. The connection between being African American and breastfeeding was not positive for them. Some African American grandmothers of today may still reject or be outraged at the idea of breastfeeding so it is very important to involve grandparents in breastfeeding education.

Lack of breastfeeding support

- African American breastfeeding rates have increased significantly in the last 40 years however; mothers of today may be the first who have breastfed in their families in decades. They often have no role models and multigenerational support for breastfeeding because their mothers may not have breastfed them and they may not have any aunts, sisters or friends who breastfed. It can be difficult if they have no one in their family to turn to when they have questions about breastfeeding. Thus, it is very important to encourage African American women to seek out family and friends who did breastfeed so they can turn to them for support when they need it. It is equally important to educate dads and grandparents about breastfeeding. When dads and grandparents learn about the importance of breastfeeding, they are far more likely to be supportive of the mom's breastfeeding efforts.

Common breastfeeding myths among African Americans

- Review the myths addressed in *Your Baby Your Gift*, *Support Your Partner*, and *Support Your Daughter* brochures and see <http://womenshealth.gov/itonlynatural/addressing-myths/myths-in-the-african-american-community.html> for additional myths and talking points. Be prepared to validate participant concerns and provide education to address each myth.