Women Be Healthy II

A Curriculum for Women with Intellectual Disabilities & Other Developmental Disabilities

Facilitator’s Manual
Women Be Healthy

Historically, women with intellectual and developmental disabilities (IDD) have been considered asexual and their reproductive healthcare needs have been largely overlooked. Special education programs typically omit courses on basic health, and preventive healthcare. Often parents and support staff members are uncomfortable discussing, much less explaining, issues relevant to women’s health such as menstruation, gynecological exams, breast self-exams and mammograms. As a result, many women with IDD neither understand nor feel comfortable with their bodies and they tend to take a passive role in their healthcare. Women with IDD have the same risk of cancer as the rest of the population but they do not participate in preventive or early detection screenings because they do not have the information they need. The Women Be Healthy curriculum was developed to teach women with IDD about health and breast and cervical cancer screenings to promote active participation in their healthcare.

Curriculum Goal

This curriculum is designed to increase women’s knowledge and use of cancer screening services. This goal is met in three ways:

1) First, reproductive health education is taught. Women learn about general health concerns, their bodies, hygiene, breast self-examinations, clinical breast exams, the gynecological exam, and mammograms.

2) Secondly, fear and anxiety associated with medical procedures is reduced. This is accomplished through progressive exposure to medical instruments, procedures, and settings. Women learn effective techniques for coping with mild discomfort or pain that they might experience during a medical visit.

3) Finally, women learn to be assertive in medical situations through role-play situations. In this manner, they gain confidence and learn to identify health-related problems and solutions.

Following this curriculum, participants will be familiar with the risks and steps to get screened for breast and cervical cancer and they will be empowered to take care of this aspect of their healthcare.

Structure of Groups

- **Schedule:** Groups meet two days per week for over 11 weeks.

- **Participants:** Participants are women with mild to moderate IDD, with good expressive language skills. It is important that the women have some abstract reasoning ability in order to understand that role-play activities are just pretend. Of course, women should be interested in participating in a group of women who are learning to take care of their bodies.

- **Size:** The minimum group size is 5 women; maximum is 10.
Curriculum Outline

Class 1: Welcome and Orientation to group
Class 2: Health
Class 3: The Breast
Class 4: Mammograms
Class 5: Preparing for a mammogram
Class 6: A visit with a mammography technologist
Class 7: Clinical Breast Exam
Class 8: Know what is normal for you
Class 9: Live a healthy lifestyle
Class 10: Breast Health review
Class 11: Healthy lifestyle review
Class 12: The Pelvic Parts
Class 13: Cervical Cancer Screening
Class 14: Cervical Cancer Screening
Class 15: Preparing for cervical cancer screening
Class 16: Cancer screening barriers
Class 17: Talking with your doctor
Class 18: Field trip to a doctor’s office
Class 19: Pelvic parts review
Class 20: Review and screening plan
Class 21: Review and Screening Plan
Class 22: Graduation
Women Be Healthy

The Women Be Healthy curriculum was developed to teach women with intellectual and developmental disabilities about health.

Specifically, the course focuses on women getting breast and cervical cancer screenings according to the guidelines for all women.

During class, we discuss topics such as:

- What can I expect to happen at these screenings?
- Have I had these screenings - Pap test and mammogram?
- Is it time for me to have these screenings?
- How can I make an appointment?
- Where do I make an appointment?
- How do I talk to the doctor or mammography tech while at the screening?

The women also learn ways to stay calm at the doctor and how to speak up.

Please support the Women Be Healthy student to get her Mammogram and Pap test.

These screenings can save a woman’s life.
Early Detection Works!

**Breast Cancer** is the leading cause of cancer death in women

- Over 200,000 women in the U.S. will be diagnosed with breast cancer this year.
- Breast cancer deaths have declined, probably as a result of earlier detection and improved treatment.

**Cervical Cancer** will affect 12,000 women in the U.S this year

- Cervical cancer deaths have declined significantly due to more women getting the Pap test.

- Women with developmental disabilities have the same or greater risks for breast and cervical cancer as women without disabilities.

- Women with developmental disabilities get breast cancer screening (clinical breast exam & mammogram) less often than women without disabilities.
  - Many have never received a mammogram
  - Many have never visited a gynecologist

- Women with developmental disabilities get cervical cancer screening (Pap test) less often than women without disabilities.

- Women with developmental disabilities often do not receive health education information that they can understand.

- Women with developmental disabilities have the right to the same cancer prevention opportunities as women without disabilities. They deserve to be informed and prepared to stay healthy.

**Women Be Healthy!**

“Women Be Healthy” classes are one strategy to ensure that women with developmental disabilities learn about reproductive health and breast / cervical cancer screenings and to promote active participation in their healthcare. The 22 one-hour classes run for 11 weeks.
**RECOMMENDED HEALTH SCREENINGS FOR WOMEN WITH DISABILITIES**

*ALL WOMEN* need regular checkups and health screenings. Read the guide below. Learn when you need to see your doctor or nurse and make an appointment today!

Be a partner with your doctor or nurse to decide when you need your screenings. Share your family history, speak up, talk about your concerns, and *ALWAYS ASK QUESTIONS*. If you are wondering if you need certain screenings, ask your doctor or nurse.

<table>
<thead>
<tr>
<th>Screening Tests</th>
<th>Ages 19-39</th>
<th>Ages 40-49</th>
<th>Ages 50-64</th>
<th>Ages 65 and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check up or Physical</td>
<td>Every year or more often. Talk with your doctor.</td>
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<td>Heart Health:</td>
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<td>Blood Pressure</td>
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<tr>
<td>Pap test/pelvic exam</td>
<td><strong>Ages 19-29</strong>&lt;br&gt;ALL women should have Pap tests every 1-2 years if they are having sex.&lt;br&gt;ALL women should have Pap tests every 1-2 years by age 21.&lt;br&gt;<strong>Age 30-39</strong>&lt;br&gt;At least every 2-3 years. Talk with your doctor.</td>
<td>At least every 2-3 years. Talk with your doctor.</td>
<td>At least every 2-3 years. Talk with your doctor.</td>
<td>Women over 70 should talk with their doctor.</td>
</tr>
<tr>
<td>Breast Health</td>
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<tr>
<td>Mammogram</td>
<td>Women with a family history should be screened. Talk with your doctor.</td>
<td>Every year. Talk with your doctor.</td>
<td>Every year. Talk with your doctor.</td>
<td>Every year. Talk with your doctor.</td>
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<tr>
<td>Screening Tests</td>
<td>Ages 19-39</td>
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<td>Oral Dental Health</td>
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<td></td>
<td>Every 6 to 12 months. Talk with your dentist.</td>
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<tr>
<td>Eye and Ear Health</td>
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<td>Eye Exam</td>
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<td></td>
<td>Talk with your doctor.</td>
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<td></td>
<td>At age 40 and 2-4 years after</td>
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<td>Every 2-4 years</td>
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<td>Every 1-2 years</td>
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<td>Hearing Screening</td>
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<td>Every 10 years</td>
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<td>Colorectal health</td>
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<td></td>
<td>Talk with your doctor about which test is right for you.</td>
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<tr>
<td>HIV test</td>
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<td></td>
<td>At least once to find out your HIV status. Talk with your doctor.</td>
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For more information: National Women’s Health Information Center [www.womenshealth.gov]; American Cancer Society [www.cancer.org]; American College of Obstetricians and Gynecologists [www.acog.org]; American Heart Association [www.heart.org]; American Dental Association [www.ada.org]

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COMMUNICATION TIPS
FOR INTERACTING WITH PERSONS WHO HAVE
INTELLECTUAL DISABILITIES

- Be patient. Take the time necessary to make sure the individual understands.

- Give the person time to put her thoughts into words, especially when she is responding to a question.

- Use precise language with simple words. When possible, use words that relate to things you both can see. For example, “during the Pap Test the doctor brushes some cells off the cervix. That is what I am doing here with the cervical model”.

- Avoid using directional terms like right and left. Instead say, “Her office has a blue door.”

- Be prepared to give the person the same information more than once in different ways. For example, “Find the person with a puzzle piece that matches your puzzle piece” or “Look at your puzzle piece. What is it a picture of?” “Find someone in the room with a puzzle piece that looks like your piece.”

- When asking questions, phrase them to elicit accurate information. People with cognitive disabilities may be eager to please and may tell you what they think you want to hear. Verify responses by repeating each question in a different way. For example, “What could you do today to get some physical activity?” or “Which activities could you do today to get some exercise – sweeping, walking, riding a bike, or swimming?”

- Give exact instructions. For example, "Be back from lunch at 12:30," not "Be back in 30 minutes."

- Give one piece of information at a time. Too many directions at one time may be confusing. For example, first find the name and phone number for your local mammography site. Then get someone to help you call them to make a screening appointment. Then write the appointment time on a calendar.

- Some people prefer information in written, picture, or verbal form. Ask the person how you can best give the information. It may be helpful to use more than one method, such as words and pictures.

- If someone is quiet or shy, find ways to encourage them to participate. For example, asking them questions about things they enjoy or allowing them to help you with materials or handouts.

- Review the class material prior to the class. This will help you be prepared for what you will be teaching and give you the ability to appropriately modify language and questions while teaching.
Visit with a Mammography Technologist

During class 1 or 2, being making plans for Class 6: a visit with a mammography technologist. Below are 3 options:

**Option 1:** Schedule a field trip for Class 6 to visit a mammography center in your community. This gives the women an opportunity to see the actual medical setting and equipment, decrease anxiety about the unknown, and ask questions to the mammography technologist.

**Tips for the Field Trip:**

- **Identify a mammography center by the 1st week of WBH classes.** This activity takes time to plan. It may be necessary to ask several sites.

- **Ask the mammography practice for the opportunity to bring your class to their office for a 30-minute visit.**
  - Tell them about the WBH course, students, and goals.
  - Send the provider the summary handout about the WBH course, a copy of class 4 about mammograms and tips for communicating.

- **Be flexible about the field trip time and day, if possible. Arrange the field trip to occur after class 6,** so that the students will have learned some information about mammograms before the visit. It may be necessary to consider an alternative class time based on the schedule of the mammography practice.

- **Arrange for transportation.**
  - Find out if your program can provide transportation
  - Identify other transportation options in your community
  - Find out if you need a transportation release form signed by students and/or guardians.

- **Discuss the field trip with the students the week before the field trip**

- **Use the Job for Health in week 5 to help each student to write one question for the mammography field trip.**

- **Attend the field trip with your class**
  - The instructor and, if possible, at least one other instructor, family member or staff should attend.

- **At the field trip, consider dividing the class in half**
  - One half sits in waiting / reception area and practices relaxation & completing forms.
  - The other half of class visits with mammography technologist in exam room, sees equipment, and asks their questions. Then rotate.
Option 2: Invite a local mammography technologist to visit during Class 6. Before a technologist accepts the invitation to speak to the class, inform her about the purpose of the class and the student population. Give her the date, time, and location. And send her the Class 4 outline, WBH summary, and Tips for Communicating. Let her know that the visit will last about 20 minutes.

The class visit is an opportunity for the technologist to listen to the concerns of and answer questions from the women. In Class 5, the Job for Health asks the students to bring a question to ask the technologist.

- The class is a time for students to ask general mammography questions. Technologist should generalize answers and encourage women to talk to their personal doctor about individual health concerns. The technologist should do her best to speak in simple language.
- Technologist is not expected to know the solution to every question. However, she should provide information the best she can.
- Technologist should refrain from answering participants’ personal health questions.
- As the instructor, you can assist the technologist with simplifying language as needed, keeping up with class time, and organizing questions from the women.

Option 3: If you cannot find a technologist to come to the WBH class, consider option 3. Invite a radiology technology student from a local Community College to visit during Class 6. Give her the date, time, and location. Send her the Class 4 outline, WBH summary and Tips for Communicating. The visit will last about 20 minutes.

The class visit is an opportunity for the radiology student to listen to the concerns of and answer questions from the women. In Class 5, the Job for Health asks the students to bring a question to ask the radiology student.

- The class is a time for WBH students to ask general mammography questions. Radiology student should generalize answers and encourage women to talk to their personal doctor about individual health concerns. The radiology student should do her best to speak in simple language.
- Radiology student is not expected to know the solution to every question. However, she should provide information the best she can.
- Radiology student should refrain from answering participants’ personal health questions.
- As the instructor, you can assist the radiology student with simplifying language as needed, keeping up with class time, and organizing questions from the women.
Doctor's Office Field Trip

Schedule the field trip to occur either for Class 18 to visit a health care provider who provides either breast or cervical cancer screening. This gives the women an opportunity to see the actual medical setting and equipment, decrease anxiety about the unknown, and ask questions to the healthcare provider. Plan ahead!

Tips for the Field Trip:

☐ Identify a healthcare provider prior to the beginning of the course or during the 1st week. This planning can take time. It may be helpful to ask your own healthcare provider. You should choose a provider that provides either breast or cervical cancer screening. Providers that do these screenings include:
  - Family practice MD, FNP, or PA
  - Internal Medicine MD, FNP, or PA
  - OB-GYN

☐ Ask the provider for the opportunity to bring your class to his/her office for a 30-minute visit.
  - Tell them about the WBH course, participants, and goals.
  - Send the provider the summary handout about the WBH course.
  - Send the provider, if they do pelvic exams, a copy of Table Manners and Beyond, http://www.bhawd.org/sitefiles/TblMrs/cover.html

☐ Be flexible about the field trip time and day, if possible. Arrange the field trip to occur for Class 18 if at all possible. If flexibility is needed, have the fieldtrip, within 3 weeks of Class 17 so that the students will have learned some information about breast and cervical cancer screening. You may also need to be flexible with your usual class time.

☐ Arrange for transportation.
  - Find out if your program provides transportation
  - Identify other transportation options in your town

☐ Discuss the field trip with the students during the class prior to the field trip
  - As Job for Health this week, ask each student to write one question for the healthcare provider that they should bring on the field trip.

☐ Attend the field trip with your class
  - The instructor and, if possible, at least one other instructor, family member or staff should attend

☐ At the field trip, consider dividing the class in half
  - One half sits in waiting / reception area and practices relaxation & completing forms
  - The other half of class visits with healthcare provider in exam room, sees equipment, and asks their questions. Then rotate.
## Supplies for Women Be Healthy II Educational Kit

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Check out Items present</th>
<th>Return Items present</th>
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</thead>
<tbody>
<tr>
<td>ABC Cup Breast Models</td>
<td>1 Set</td>
<td></td>
</tr>
<tr>
<td>Mammograms chart</td>
<td>1</td>
<td></td>
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<tr>
<td>Female Reproductive Health chart</td>
<td>1</td>
<td></td>
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<tr>
<td>Female Breast Anatomical chart</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>“Breast Health Care Easy to Read Easy to Understand”</td>
<td>8 pamphlets</td>
<td>NO return</td>
</tr>
<tr>
<td>“What Every Woman Should Know” DVD</td>
<td>1</td>
<td></td>
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<tr>
<td>Cervical Models</td>
<td>1 Set</td>
<td></td>
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<tr>
<td>GYN exam supplies</td>
<td>1 Set</td>
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<td>• Cytobrush</td>
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<td>• Spatula</td>
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<td>• Speculum</td>
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<tr>
<td>• Vinyl gloves</td>
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<tr>
<td>Teach-a-bodies dolls</td>
<td>1 Male, 1 Female</td>
<td></td>
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<tr>
<td>Laminated magazine pictures</td>
<td>1 Set</td>
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<tr>
<td>Speak-Up Pin-Sticky Name Tags</td>
<td>8</td>
<td>NO return</td>
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<tr>
<td>Yarn String</td>
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<tr>
<td>Red light/Green Light on Craft Sticks</td>
<td>8 Red</td>
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<td></td>
<td>8 Green</td>
<td></td>
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<tr>
<td>Characters on Craft Sticks</td>
<td>4</td>
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<tr>
<td>Puzzle Cards</td>
<td>4 Sets of 2</td>
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<tr>
<td>Breast Awareness Beaded Necklace</td>
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<tr>
<td>Pap Test Laminated Sentence Strips</td>
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<tr>
<td>Mammogram Laminated Sentence Strips</td>
<td>1 set</td>
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<tr>
<td>Stickers</td>
<td>2 Packs</td>
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</tr>
<tr>
<td>Mammogram laminated collage pictures</td>
<td>1 set</td>
<td></td>
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<tr>
<td>Relaxation postures laminated</td>
<td>1 page</td>
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</tbody>
</table>
Class 1
Introduction to Group and
What is a Healthy Woman?

General Props needed for each class:

- Folders/binders for students to hold class papers
- Flip chart with schedule
- Flip chart with ground rules
- Nametags and markers
- Construction paper
- Easel with flip chart paper
- Tape

INTRODUCTIONS AND WELCOME
Time: 10 min

Materials:
- Flip chart
- Topic icons

Steps

The instructor should begin the first group by introducing herself, welcoming class members, and briefly introducing the goals of the Women Be Healthy Course. In this class you will learn

- how to take care of our bodies
- about breast and cervical cancer screening and how to make an appointment to get screened
- how to calm ourselves when we feel nervous at the screening appointment
- how to speak up at a doctor's appointment and
- how to take responsibility for our health.
About Women Be Healthy

Tape flip chart with learning objectives and session themes (with pictures icons) to the wall. Pass out worksheet overview in a folder/binder for each woman. Briefly explain topics for each class of Women Be Healthy course.

- *This Women Be Healthy course meets for 22 classes/times. Each week adds to what we learned the week before, so I hope that you can come for all classes.*
- *The Women Be Healthy course handout has a list of the class dates, times and topics for that day. It also has a phone number to call if you can’t come that day.*
- *You can see the classes listed on the handout. Keep that in your folder.*

The **Women Be Healthy** course is about health, breast and cervical cancer screening, learning to relax when we get scared, and how to speak up at the screening appointment and doctor’s office. Each class will have different fun activities.

Make flip chart of all classes and attach the appropriate picture icons for that class.

*(Place Icons on Flip Chart for each class; picture Icons are in Appendices for weeks 1-22)*

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Meet</th>
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<tbody>
<tr>
<td></td>
<td>Rules</td>
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<td></td>
<td>Health</td>
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<table>
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<tr>
<th>Class 2</th>
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<th>Class 3</th>
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<th>Class 4</th>
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<tr>
<th>Class 5 etc.</th>
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*You’ll notice we will have a graduation ceremony planned on the last class.*
It will be a time to celebrate your accomplishment of taking this class. Your family members, staff, friends, and partners will be invited to come, if you like. We will plan the graduation celebration closer to that day.

As you may have noticed, there aren’t any scheduled breaks in the class. If you need to use the restroom, please tell me and do so. But please hurry back because we have a lot of exciting activities planned. The restroom is located ..................

ICE BREAKER: GETTING TO KNOW YOU
Time: 15 min

Materials:
Puzzle cards (cut in half); one half for each student

Steps
Now we are going to have some fun and get to know each other better. Some of you may already know other class members. For others, there may be some new faces here today. By the end of the Women Be Healthy course, we will know each other better. We are going to start by asking another person some questions.

- Ask the group to brainstorm a list of things they would like to know about other people in the room.
  - What would we like to know about the people here today?

- Write list of possible ideas on the flipchart. Examples might be hobbies, where you live, do you work? If yes, where do you work? Do you have a pet, are you a Comp Ed student, do you go to community rehab program? What you do for fun?

- Pass out puzzle cards (only enough for each class member to have one half of a matching puzzle piece). Break into pairs by asking each person to take their half card and find the person with the other half of their card.
  - Please take one half of a card. To find your partner, find the person with the other half of their card. You can spread out in the room.

- Explain that the two people with the matching puzzle cards will ask each other questions.
  - Each of you will ask your partner questions.
  - You can use our list as suggestions.
  - I will keep track of time and tell you when to switch so that both of you have time to ask questions.
  - One person begins.
• Allow 5 minutes for pairs to interview each other. Keep track of time.

• Bring attention back to the whole group.
  ▪ Now, let’s hear about everyone in our group. Introduce your partner. Tell us what you found interesting or surprising about your partner.

• Thank class members for sharing.
  ▪ It is a benefit for our group to have such a range of personalities, experiences, and opinions. Thank you.
  ▪ Another thing that helps people learn in a group is developing ground rules. Ground rules help a group create a safe and comfortable place to learn.

**Ground Rules**

Some of the students will have had little experience discussing their bodies, sexually-related issues, or breast and cervical health. It is important for all class members to feel safe so that they can take risks in learning, contribute their experiences, and openly ask questions.

Ground rules are guidelines developed by the students to be used within the class setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently. Examples of ground rules include:

• Start on time
• Allow each person time to talk
• Don’t interrupt
• Keep on the topic
• Laughter is OK
• Be open minded
• Take chances
• Don’t be afraid of mistakes
• Ask for help when you need it
• Give people positive feedback
• Listen
• Keep what is said private
• No comment is stupid
• It’s okay to disagree respectfully
• If someone disagrees with you, don’t take it personally
• Each person is in charge of her own learning (take breaks, ask questions, right to pass)
While many ground rules exist for many classes, it is important that the group develop ground rules that reflect what is important for them to feel safe. It is important that the ground rules be clearly written and visibly posted during classes. At the beginning of each class, the instructor should point out the ground rules and ask the group if there are any changes.

**DEVELOPING GROUND RULES**

**Time:** 10 min

**Materials:**
- Flip Chart
- Markers

**Steps**
- Explain to the group what ground rules are. Give two examples of possible ground rules. Explain importance of ground rules to feel safe.
- *Ground rules are guidelines that we create to help us work well together and feel safe. Some ground rules might be “Don’t interrupt” or “Start on time”.*
- *It is important for us to create ground rules that we can agree to use throughout the class.*
- *Let’s brainstorm some rules for our class.*
- Write each ground rule on the flip chart.
- Ask students if there are any other ground rules they would like to add to the list.
- Ask students if they have any questions or need any explanation on any of the ground rules.
- Instructor can suggest other ground rules that may be helpful, but have not been named. *Does anyone want me to add this to our list?*
- Ask students if they agree with the ground rules. Discuss any that students do not feel good about. Ask students if they understand the rules.

- *It is important that we all agree about the ground rules. How do you feel about the ground rules so far?*
- *Let us take a vote about our ground rules so far. Raise your hand if you agree with the ground rules*
- *Great! We can change the ground rules as we think of new ones. During each class, they will be posted on the wall.*

**BEING A HEALTHY WOMAN**

**Time:** 10 min

**Materials:**
- Flip chart
- Markers
- Laminated magazine pictures depicting health
Steps

- Introduce activity
  - We are here today to begin learning what it means to be healthy.
- What does it mean to be a healthy woman? (BRAINSTORM) WRITE ON FLIP CHART.
  Examples may include:
  - Feeling good
  - Not being sick
  - Everything is working right
  - Don’t smoke
  - Don’t drink alcohol
  - Eat healthy foods…So what are some healthy foods?
  - Fruits, vegetables
  - Eat foods that are low in sugar, fat, and salt
  - Don’t eat too much fried food
  - Eat three meals a day, plus healthy snacks
  - Eat slowly
  - Be physically active
  - Wear a seatbelt in the car
  - Wear a helmet when riding a bike
  - Wear sun screen
  - Drink a lot of water
  - Brush your teeth twice a day
  - Go to the doctor when you are sick
  - Go to the doctor for regular check-ups
  - Get regular screenings such as breast and cervical cancer screening
  - Take medications regularly, as the doctor told you

- Whose job is it to keep us healthy?
  - It is mainly our job to keep ourselves healthy.
  - Staff and families can help us stay healthy too.
  - The doctor can also help us stay healthy.

Laminated Health Pictures

- Begin with showing laminated pictures of healthy activities. The instructor should choose a picture and hold it up for the class to see.
- Ask the group what is shown and why it is a good symbol of a healthy activity/woman.
- Pass around different pictures to the women and have them tell about how the picture relates to health.
OUR STORIES

Time: 5 min

- Your thoughts and experiences are very important to this class.
- This is the time you may share a story related to our topic. For today, does anyone want to share something about what you know about being healthy?
- Thanks for sharing.

JOB FOR HEALTH

Time: 5 min

Make copies of Job for Health and give to each participant.
- Each week you will get a Job for Health – which is a way to practice being responsible for your own health between classes.
- This will be a little job for you to do during the week that we will talk about the next class. It is important for you to think about and do the jobs before you come to class.
- Share the handout for this week with the students and talk more about it.

This week’s Job for Health is to:
- Think about what makes your body feel healthy. Bring in 1-2 magazine pictures so you can make a healthy women collage next class.
- Think about 2 things you do in your life that are healthy. You can share those ideas next week during check in.

Begin calling local mammography centers to schedule a field trip to visit a mammography technologist during Class 6 for 20-30 minutes. Begin scheduling a 2nd field trip to doctor’s office in class 18. See handouts for further information.
Class 1
What is a Healthy Woman?

JOB FOR HEALTH

1. I will think about what makes my body feel healthy and bring in more magazine pictures for a collage.

2. I will think about 1-2 things I can do this week to make me healthy.

Being Healthy Means Getting Screened
Class 2
What is a Healthy Woman?

WELCOME
Welcome everyone to Women Be Healthy again.
Briefly highlight the ground rules posted on the wall where everyone can see them.
Ask if anyone has any questions, additions or changes.

REVIEW
Time: 5 min
Review agenda and key messages from Class 1. Refer to chart on the wall.
Ask if anyone has any questions or concerns from the previous class.
- Let us take a look back at what we did last class? What did we talk about?
- Does anyone have any questions?
- Tell me about your Job for Health. What did you learn? What challenges did you have?

WOMEN’S HEALTH COLLAGE
Time: 15 min

Materials
- Magazines
- Scissors
- Glue
- Construction paper

Steps
Remind the women of last week’s activity where they looked at the magazine pictures and thought about how they were healthy. (Show them laminated pictures).

- After this introduction, provide magazines to cut out pictures and make their own health collages. Women may use pictures they brought to class.
- Be sure to have diverse pictures of women of different ages, weights, races, etc.
- If not completed today, women can continue working on their collage in future weeks such as during arrival time.
THINGS THAT CAN GO WRONG WITH HEALTH

Time: 10 min

Materials
- Pictures of outline of woman’s body, copy one for each participant
- Flip Chart
- Markers

Steps
Now let’s talk about what can go wrong with our health.
What kinds of things can go wrong with our health? On the outside of our bodies? On the inside of our bodies? Women can mark on the body pictures as reminders.
Example answers might include:
- Colds
- Upset Stomach
- Diarrhea
- Constipation
- Flu
- Headache
- Cancer (specifically focus on breast and cervical cancer)

CANCER

Time: 15 min

Materials
- Yarn

Steps
In the next weeks, we are going to learn about health and certain kinds of cancer some women get – breast cancer and cervical cancer.
- If these terms are unfamiliar, do not worry.
- We will explain each word in our classes.
- Raise your hand if you have heard of cancer.
- What types of cancers have you heard of? Some of you may even know someone who has had cancer.
- Cancer occurs when cell in your body change and grow out of control.
- This is when those parts of the body may have lumps that start growing and they won’t stop growing.
- Breast and cervical cancer can are serious but can be treated if found early by a doctor.
- You can’t tell by looking at someone that they have cancer — only a doctor can tell with tests.
- It is important for women to get breast and Pap tests to look for breast and cervical cancer. This is called breast and cervical cancer screening.
Cell Growth Activity

- Place a piece of yarn on the floor in a circle, the size of a small hoola hoop.
- *Let's pretend each of us is a cell in the breast.* One person pretends to be a cell in the breast and stands inside the yard circle. Have the next person stand in the yarn circle (breast). Then the next. Eventually, there will be too many people that can fit into the circle. (Make the circle small enough so that all students cannot fit).
- *This is how cancer works. It grows and grows and sometimes it won't stop growing unless a doctor can help with medicine or other treatments.*
- Have women sit down once everyone has tried to fit inside the circle.
- *Does anyone have any questions about cancer?*

RELAXATION EXERCISE

**Time:** 15 min

**Materials**
- Kleenex tissue

*The topics we will be talking about in this group can make us feel nervous and uncomfortable, so we are going to work on how to feel more in control and relaxed. This relaxation activity helps different parts of your body relax. When your body relaxes, you feel less nervous.*

**Tissue**

- Every person in the group will hold a tissue up in front of their mouths so they can see what happens as they breathe in and out. The instructor should take note of anyone having problems and encourage family or staff to help them at home.

*The most important thing about relaxing is remembering to breathe. Does anyone here forget to breathe when they feel nervous? (Discuss.) How about hyperventilating? (Demonstrate.) How does that make you feel? (Discuss.) Today we are going to practice easy breathing.*

- Take this tissue and pretend it is a flower.
- Everybody sniff the flower, nice and smooth. That is how we breathe in easy.
- Now blow on the tissue, nice and gentle. That is how we breathe out easy.
- To breathe in, we smell the flower and to breathe out we blow gently on the tissue.
- Everybody try that.

The instructor should watch to see if anyone is having trouble with the concept of breathing slowly and deeply.
Behavioral Relaxation
- The next important thing about relaxing is helping our bodies to feel relaxed.
- One way to do this is to put your body in relaxed positions. Each week we will do a guided relaxation exercise to help us feel relaxed.
- Today we will learn 4 relaxed body positions.
- Next class we will learn the other 4 positions and practice them every week. The more you practice, the better you get at this!
- We will relax in every class and often have you do it at home for a job for health.

The instructor leads this exercise. Do not rush this exercise. Make sure you maintain a slow, soothing tone of voice for the relaxation exercises.

If you need to calm yourself before a mammogram or a Pap test, you could do this relaxation while waiting in the waiting room or in the exam room. Today we are going to practice the first 4 of 8 positions (Show all eight on positions chart in appendix).

(The first 4 positions)

A. BODY
The first relaxed posture is called “body.” Your body is relaxed when your chest and hips are straight in the chair with no movement. (Demonstrate)

Please relax your body. Do the best you can.

Feedback for each person: (Positive) Good, now take a few moments to notice the way your body feels as you relax your body. (Corrective) You seem to be a little twisted to the right/left. Or you are moving your body? (Demonstrate). Good job!

B. HEAD
The next relaxed posture is called “head.” Your head is relaxed when it is resting against the wall or facing straight. (Demonstrate)

Please relax your head. Do the best you can.

Feedback for each person: (Positive) Good, now take a few moments to notice the way your neck feels as you relax your head. (Corrective) That is close but your head is titled slightly. Can you move your head like this? (Demonstrate). Good job!
C. Quiet
The next relaxed posture is “quiet.”

You are quiet when you are not making any noise such as talking, loud sighs, or snores (Demonstrate).

All right, please show me quiet for the next few moments. Do the best you can.

Feedback for each person: (Positive) Good job. Notice the relaxed feelings in your throat and chest as you relax quietly. (Corrective) Try to be quiet while relaxing. (Demonstrate). Good job!

D. Breathing
The next relaxed posture is called “breathing.”

Your breathing is relaxed when it is slow and regular (Demonstrate)

Please show me how you can do relaxed breathing. Do the best you can.

Feedback for each person: (Positive) Good job. Notice the relaxed feelings in your chest as you breathe in a relaxed way. (Corrective) You need to breathe slowly like this (Demonstrate). Please take a deep breath slowly when I say “in” and breathe out slowly when I say “out.” Good Job.
Our Stories
Time: 10 min

- Your thoughts and experiences are very important to this class.
- This is the time you may share a story related to our topics today, such as things that can go wrong with your health such as cancer or ways to relax.
- For today, does anyone want to share something about something that is wrong with your health or someone you know? Or someone you know who has had cancer?
- Thanks for sharing.

JOB FOR HEALTH
Time: 5 min

Materials
- Copy Job for Health handouts, one for each participant

Steps
Hand out the Job for Health – Class 2.

This week, our Jobs for Health are:
- Practice relaxing and practice breathing with a tissue.
- Look at your body in the mirror, when showering, and get familiar with it. Try this with and without clothes on. It is helpful to get to know what the places that are usually covered with clothes look like, even though this can be hard for some of us!
Class 2
What is a Healthy Woman?

JOB FOR HEALTH

1. I will practice relaxing and breathing slowly with a tissue

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
</table>

2. I will look at my body in the mirror in a private place.

I will learn more about my body
What can go wrong with health?
Class 3

Women Have Special Bodies

WELCOME
Welcome everyone to Women Be Healthy again.
Briefly highlight the Ground Rules posted on the wall where everyone can see.
Ask if anyone has any questions, additions or changes.

REVIEW
Time: 5 min
Review agenda and key messages from previous class. Refer to chart on the
wall to remember last class topics and today’s agenda. Place icons on chart for
this week. Ask anyone has any questions or concerns from the previous class.
  • Let us take a look back at what we did last class. What did we talk about?
  • Does anyone have any questions?
  • Tell me about your Job for Health. Did you do it? What challenges did
    you have?
  • Thanks for sharing.

THINGS THAT MAKE WOMEN SPECIAL
Time: 10 min

Materials: Anatomically correct dolls (male and female)

Steps
  • We are all in this class for one reason. We want to keep ourselves
    healthy. Next, let’s talk about what makes a woman’s special and different
    from men.
  • Show the women the anatomically correct dolls. Undress the dolls. Talk
    about how their bodies are different. Allow women to give feedback.

What makes a woman’s body different from a man? (Use dolls and
drawings)
  • Women have a menstrual period
  • Women have breasts
  • Women can have babies
  • Women can nurse babies
• Women have a vagina rather than a penis
• Women have smooth faces rather than beards or mustaches
• Some women have curvy bodies

Note: Included here are common answers above highlighted with a bullet mark. The instructor should invite the class members to give as many answers as they can think of. In most cases, the answers provided are not the only ones that could be given by students. However, the instructor should bring up the listed answers that are bulleted, if not spontaneously provided by the women.

BREASTS

Time: 15 min

Materials:
• Breast chart/poster
• Breast anatomy handouts, copy for each participant
• Crayons
• Anatomically correct female doll

Steps
• Last week, we said that one of the things that made women special is that they have breasts. So let’s talk about our breasts now.
• First, let’s look at a poster and see if we can name some of the parts. Look at the doll too.
• As we name the part, find it on your handout. We can decide what color to make it. There are crayons on the tables.

Breast Parts
• The areola (pronounced ah-re’o-lah) is the big round circle in the center of the breast. It might be pink or brown.
• The nipple is the raised part in the center of the areola.
• The milk glands make milk when a woman has a baby. The baby can nurse milk from her mother’s breasts.
• Fat is around the breast and makes it feel soft

What color should we make these parts on our handout? (Instructor has handout with key answers)
• Have group agree on color for areola. Color that.
• Have group agree on color for nipple. Color that.
• Have group agree on color for milk glands. Color that.
• Have group agree on color for fat. Color that.

All About Breasts
What are breasts for? Example answers:
• Mammary glands in the breasts produce milk for mothers to feed their babies.
• Breasts are full of sensitive nerves that may feel good when touched.

How do you take care of breasts? Example answers:
• Wash underneath them and dry carefully afterwards
• Wear the right size bra

Why do we wear bras? Example answers:
• A comfortable bra feels good.
• Our clothing looks better with a bra on.
• A bra can stop our clothes from being see-through.
• When our breasts are large or heavy it feels better to have support.
• Wearing a bra and supporting our breasts can be good for our backs, especially if we have large breasts.

When do we not wear bras? Example answers:
• When we go swimming
• When we take a shower
• When we sleep

What problems can you have with your breasts on the outside? Example answers:
• Your bra may not fit right.
• You might have problems using / closing the fasteners on your bra.
• Soreness in your breasts during your period.
• A rash underneath your breasts.

What can you do if you have a problem with a bra? Example answers:
• Ask your staff or family to take you to buy a new bra.
• Sales people can help you to find bras that are easy to fasten and fit right.
• You can buy a sports bra with no fasteners.
• See the doctor for a breast rash or other problem that you don’t know how to make better.

BUILDING SKILLS
Time: 10 min

During this course, we will try to solve some problems that may come up with your health. We will practice how to talk to the doctor about a health problem. How to advocate for yourself. It’s OK if you don’t know how to do this or feel shy because we will help you along the way. So let’s try some.

The instructor will read each scenario. The instructor then asks, “What would you do?”

1. Your bra is leaving red marks on your skin that will not go away.
2. There is a liquid coming out of your nipple
3. Your breasts are bigger the last few weeks.
4. Your breasts are sore.
5. There is a painful spot on your breast.
Think about what you could do if you had one of these problems and then say what you would do to ask for help. The class members than share their ideas

SUMMARY
There are some problems we can take care of ourselves, like a bra that does not fit. If there is something wrong that we can’t see (remember, when our insides hurt or don’t feel like they normally do), or we see something that is not normal for our body (such as a rash) we need go to the doctor and tell the doctor.

RELAXATION EXERCISE
Time: 10 min

Some things we talk about in this class can make us feel nervous and uncomfortable, so we are going to work on how to feel more in control and relaxed. Sometimes people get nervous when they go to the doctor. This relaxation activity helps different parts of your body relax. When your body relaxes, you get less nervous. Today we are going to practice the next 4 relaxed positions – show on positions chart.

Behavioral Relaxation
Ask students to recall the relaxation positions learned last week. Praise accurate descriptions or demonstrations. Now show and practice the next 4 relaxed postures (refer to postures chart)

If you need to calm yourself before a mammogram or a Pap test, you could do this relaxation while waiting in the waiting room or in the exam room.

Behavioral Relaxation Technique, last 4 relaxed positions

E. FEET

The next relaxed posture is “feet.”

Your feet are relaxed when both heels are resting on the floor with the toes pointed away from each other like this (Demonstrate). They should make a “V”. Do the best you can.

Your feet are not relaxed if your toes are pointing straight up or turned outward too much or if your ankles are crossed (Demonstrate).

Please show me relaxed feet.
Feedback for each person: (Positive) Great. Now just relax and take a few moments to notice the way your feet and legs feel when you relax your feet. (Corrective) Your toes are pointing up too much. Just let your legs and feet flop (Demonstrate). Good job!

Repeat the above sequence until students have learned the relaxed posture.

F. Hands
The next relaxed posture we are going to learn is “hands.”

Your hands are relaxed when you rest them on the arms of the chair, or in your lap, with your fingers slightly curled in a claw like position (Demonstrate). Your hands are not relaxed when if the fingers are flat or curled into a ball. Do the best you can. (Demonstrate).

Please show me relaxed hands.
Feedback for each person: (Positive) Good. Now just relax and take a few moments to notice the way your hands and arms feel when you relax your hands. (Corrective) Not quite, curl your fingers a little more so that it looks like this (Demonstrate). Good job!

Repeat the above sequence until all women have learned the relaxed posture.

G. SHOULDERS
The next posture is called “shoulders.”

Your shoulders are relaxed when they are resting against the chair and are rounded with the tops in a straight line. First, lift your shoulders up as high as you can and then let them drop (Demonstrate). Your shoulders are not relaxed if they are raised or twisted if is one shoulder is higher than the other (Demonstrate). Do the best you can. Alright, can you show me relaxed shoulders?

Feedback for each person: (Positive) Good. Now just relax and take a few moments to notice the way your shoulders and neck feel. (Corrective) Your left shoulder appears to be higher than your right one. Your shoulders look a little crooked (Demonstrate). Good job!

Repeat the above sequence until women have learned the relaxed posture.
H. Eyes
The last relaxed posture is called “eyes.”

Your eyes are relaxed when the eyelids are closed and smooth. (Demonstrate). Your eyes are not relaxed when they are tightly shut or if there is eye movement beneath the eyelids.

Please relax your eyes.

Feedback for each person: (Positive) Good job. Notice the relaxed feelings in your eyes and forehead as you relax for a few moments. (Corrective) Your eyelids are closed a little too tightly. Make them smooth, like this (Demonstrate). Do the best you can. Good Job.

Repeat the above sequence until women have learned the relaxed posture.

Our Stories
Time: 5 min

Steps
- Your thoughts and experiences are very important to this class.
- This is the time you may share a story related to our topic today.
- For today, does anyone want to share something about something about your breast? Experience talking to your doctor? How it was to relax? Thanks for sharing.
JOB FOR HEALTH
Every week we will have a Job to do before the next group meeting. It is to help everybody practice some of the things we learn in class while at home.

Copy and hand out the Job for Health—Class 3, for each participant. (Appendices).

This week, our Jobs for Health are:

- Practice relaxing and breathing slowly with a tissue.
- Look at your breasts in the mirror. Notice their shape, size and colors.

Close the class by thanking everyone for attending. Ask if there are any questions. Remind everyone to do their Job for Health and the next class date, time and location.
Class 3
Women Have Special Bodies

JOB FOR HEALTH

1. I will look at my breasts in the mirror and notice their size, shape, and colors.

2. I will practice relaxing and breathing slowly with a tissue.

I will relax and help myself feel better
Class 4
Mammograms

WELCOME
Welcome everyone to Women Be Healthy again. Briefly highlight the ground rules posted on the wall where everyone can see. Ask if anyone has any questions, additions or changes.

REVIEW
Time: 5 min
Review agenda and key messages from previous classes. Refer to chart on the wall. Refer to chart on the wall to remember last class and today's agenda. Add new icons for today. Ask if anyone has any questions or concerns from the previous class.
- Let us take a look back at what we did last class. What did we talk about?
- Does anyone have any questions?
- Tell me about your Job for Health? What did you learn? What challenges did you have?
- Thanks for sharing.

BREAST EXAM called a SCREENING MAMMOGRAM
Time: 10 min

Materials
- Mammogram chart
- DVD

Steps
We can fix little problems on the outside of our breasts like rashes and bras not fitting right, but we cannot see the insides of our breasts to see what is wrong. To see a problem on the inside we need to have a mammogram. The mammography technologist takes the picture and doctor reads the X-ray to check the inside of the breast better than we can at home. The doctor is looking for lumps that could be breast cancer when she examines the x-ray. The x-ray can find tiny lumps that our fingers cannot even feel.

Every woman should have a screening mammogram every 1-2x years once they are 40 years old. If the doctor thinks you need one earlier, he will tell you. You should always tell the doctor if someone in your family has had breast cancer and ask if it is time for your mammogram.
• Show the mammogram chart to demonstrate what the breast picture looks like when taken by a mammography machine.

Points to emphasize about mammography:
• **Ask your doctor how often you should have a mammogram. Ask if it is time?** After the age of forty, women should have a mammogram every year.
• **What would you say to the doctor if he or she said people with disabilities don’t need a mammogram?**
• A mammogram is especially important if there is a history of breast cancer in a family. This means that it’s very important for you to get mammograms if your mother, sister, aunts, or grandmother has had breast cancer.
• **Who is over 40? Who has had a mammogram?**

**Mammogram DVD**

*Let’s Talk About Health: What Every Woman Should Know* has an example of a mammogram which you should show at this point in the curriculum. (on DVD menu)

*In this DVD, we will see a woman getting a screening mammogram.*

**Discussion**

Example of questions for discussion:
• **What did we see in this DVD?**
• **Has anyone here had a screening mammogram before?**
• **If so, what did a mammogram feel like?** (Pinch or pressure.)
• **Why is a mammogram important?** (Because it is the only way to see what is happening inside.) It can find lumps when they are too small to feel with your fingers.
• **How long did her mammogram last?** (Point out that it was less than 1 minute and she made it through; review DVD again and this time count seconds with the class to help them understand how long it takes.)
• **If the lady felt nervous during the mammogram, what could she have done?**
BREAST CANCER AWARENESS BEADED NECKLACE

Time: 10 min

Materials
- Beaded necklace examples (2)
- Breast models

Steps
Show the women the breast model and allow each to feel a lump inside the breast. *Mammograms can find the smallest lumps, ones that are so small that your fingers can’t even feel. A mammogram can save your life by finding cancer very early.*

Next show the beaded necklace. Look at the different sizes of ‘lumps’, focusing on the smallest lumps that can be found by a mammogram.

View the beads:
Allow women to touch the beads.
- Help to identify which size lumps can be found by a mammogram, by a self exam, by a doctor, etc.
- The smaller the lump found, the easier it is for the doctor to make the cancer go away.

Breast Healthcare Pamphlet

Time: 10 min

Materials: *Breast Healthcare: Easy to Read, Easy to Understand*, Pamphlets for each woman, available from NC Office on Disability and Health

Steps
- Give each student a pamphlet
- With the students, read thru the Mammography steps in the Step 2 Get Screened in *Breast Healthcare: Easy to Read, Easy to Understand*. Allow women to follow along in their own pamphlets

BUILDING SKILLS

Time: 10 min.
During this course, we will try to solve some problems that may come up with your health. We will practice how to talk to the doctor about a health problem. How to advocate for yourself. It’s OK if you don’t know how to do this or feel shy because we will help you along the way. So let’s try some.
The instructor will read each scenario. The instructor then asks, “What would you do?”
- Your breasts hurt when the technologist touches them.
- When the technologist says hold your breath, you don’t know how long to hold your breath.
- At your yearly doctor’s appointment, the doctor said that women with disabilities don’t need to get a mammogram. You know this is not right.
- You feel embarrassed taking off your gown to get the mammogram.

_Think about what you could do if you had one of these problems and then say what you would do to ask for help._ The class members then share their ideas.

**RELAXATION EXERCISE**

**Time:** 10 min

**Steps**
_Some things we talk about in this class can make us feel nervous and uncomfortable, so we are going to work on how to feel more in control and relaxed. Sometimes people get nervous when they go to the doctor. This relaxation activity helps different parts of your body relax. When your body relaxes, you get less nervous._

_If you need to calm yourself before a mammogram, you could do this relaxation while waiting in the waiting room or in the exam room._

_Today we will practice 3 of the relaxed postures: body, head, and quiet_

**A. BODY**

_The first relaxed posture is called “body.” Your body is relaxed when your chest and hips are straight in the chair with no movement. (Demonstrate)_

_Your body is not relaxed if it is crooked in the chair, if your back or hips are lifted from the chair, or if you move your body a lot. Do the best you can._

_(Demonstrate)_

_Please relax your body._
Feedback for each person: (Positive) Good, now take a few moments to notice the way your body feels as you relax your body. (Corrective) You seem to be a little twisted to the right/left. Or you are moving your body? (Demonstrate). Good job!

Repeat the above sequence until students have learned the relaxed posture.

B. HEAD
The next relaxed posture is called “head.” Your head is relaxed when it is resting on the wall or facing straight. (Demonstrate)
Your head is not relaxed if it is titled or turned to either side or titled up or down. (Demonstrate) Do the best you can.

Please relax your head.

Feedback for each person: (Positive) Good, now take a few moments to notice the way your neck feels as you relax your head. (Corrective) That is close but your head is titled slightly. Can you move your head like this? (Demonstrate). Good job!

Repeat the above sequence until students have learned the relaxed posture.

C. QUIET
The next relaxed posture is “quiet.”

You are quiet when you are not making any noise such as talking, loud sighs, or snores (Demonstrate).

All right, please show me quiet for the next few moments. Do the best you can.

Feedback for each person: (Positive) Good job. Notice the relaxed feelings in your throat and chest as you relax quietly. (Corrective) You need to try to be quiet while we are relaxing. (Demonstrate). Good job!

Repeat the above sequence until students have learned the relaxed posture.
OUR STORIES
Time: 5 min

Steps
- Your thoughts and experiences are very important to this class.
- This is the time you may share a story related to our topic today.
- For today, does anyone want to share something about something about having a mammogram? Someone else’s experience that you have heard about?
- Thanks for sharing.

JOB FOR HEALTH
Time: 5 min

Every week we will have a job to do before the next group meeting. It is to help everybody practice some of the things we learn in class while at home.

Copy and hand out the Job for Health—Class 4 (Appendices).

This week, our Jobs for Health are:
- Color the smallest lump circles PINK on the mammography handout. These are the smallest size of lumps that a regular screening mammogram can find.
- Bring a question to ask a mammography technologist during next week’s class.
- Find out the local mammography site that you would go to in order to get a mammogram.

Close the class by thanking everyone for attending. Ask if there are any questions. Remind everyone to do their Job for Health and the next class date, time and location.
Class 4
Mammograms

JOB FOR HEALTH

1. I will color the smallest sized lump circles PINK on the mammography handout. These are the size of lumps that a regular screening mammogram can find.

2. I will bring a question to ask a mammography technologist next week.

3. I will find out the local mammography site that I would go to in order to get a mammogram.

Mammography site name: ____________________________

Address: __________________________________________

Phone Number: _____________________________________

Get a Mammogram!
Class 4

Size of Lumps Found by Mammography

JOB FOR HEALTH

Color the size of a lump that can be found by a yearly mammogram.

There is more than 1!
Class 5
Screening Mammography Preparation

WELCOME
Welcome everyone to Women Be Healthy again.
Briefly highlight the ground rules posted on the wall where everyone can see.
Ask if anyone has any questions, additions or changes.

REVIEW
Time: 5 min
Review agenda and key messages previous class. Refer to chart on the wall to remember last class and today’s agenda. Add new icons for today.

Ask if anyone has any questions or concerns from the previous class.
- Let us take a look back at what we did last class.
- Tell me about your Job for Health.
- What did you learn?
- What did you learn from someone else who has had a Pap smear? This class is on mammograms?
- Thanks for sharing.

PREPARING FOR MAMMOGRAM
Time: 25 min

Materials
- Laminated sentence strips with actions associated with getting a mammogram written on them.
- Tape the 2 category titles (“Things I need to know” and “Things I need to do”) on the wall.
- Masking tape

Steps
If you were to meet someone who had never made a sandwich but needed to make a sandwich, how would you tell them do this?
Instructor should ask for very specific instructions:
- What types of sandwiches do you like?
- What are some of the ingredients in your sandwiches?
- Where do you buy these ingredients?
- What equipment do you need to make the sandwich?
- How long does it take you to make a sandwich?
- What is the hardest part of making a sandwich?

Acknowledge multiple steps
What seemed like a simple task actually takes a lot of knowledge and experience. Once the person thinks about what goes into making a sandwich, it will be much easier for the person to make a good sandwich. The more specific the instructions, the easier they are to follow. One job can be broken down into a series of smaller tasks.
- Make connection between how making a sandwich and getting a mammogram involve many small steps.
- It may be easy for someone to say “get a mammogram” but if a woman has not had a mammogram ever or recently, she may not know where to go, how to prepare, or how to make an appointment.

Steps to Getting a Mammogram
- The process of getting a mammogram can be broken down into a number of actions or steps.
- Each of these steps is written on a strip of paper. We are going to read them together and try to put the steps into 2 groups on the wall.
- Group #1 = Things I need to Know and
- Group #2 = Things I Need to do.
- Read each step and have class help decide which group it belongs in. You may have group names taped to the wall. Tape sentence strips on the wall as group decides its location.

Steps written on Sentence Strips (laminated in kit)

Things I Need to Know
- Know what a mammogram is
- Know why getting it is important
- Know how often you should have a mammogram.
- Know when you should begin getting a mammogram (if you are 40 years old or older or have a family history of breast cancer.)
- Know where the local mammography center is located.

Things I Need to Do
- Schedule an appointment.
- Think about questions to ask the mammography technologist.
- If you have tender breasts, ask your doctor about taking 1-2 Advil or Tylenol 1 hour before the appointment.
- Ask someone to go with you.
- Wear a 2 piece outfit to your mammogram. That way you can just remove your top.
- Do not use powder, lotion or deodorant the day of the mammogram.
- Use relaxation skills while waiting for the appointment.
- Use relaxation skills during the mammogram.
- Get a ride.

**BUILDING SKILLS**
**Time:** 10 min

*During this course, we will try to solve some problems that may come up with your health. We will practice how to talk to the doctor about a health problem. How to advocate for yourself. It’s OK if you don’t know how to do this or feel shy because we will help you along the way. So let’s try some.*

The instructor will read each scenario. The instructor then asks, “What would you do?”

*Think about what you could do if you had one of these problems and then say what you would do to ask for help.* Possible scenarios to read to class for this week:

- You want to find a mammography center near you.
- You want to ask the mammography technologist if someone can come with you.
- You forgot and wore deodorant. You want to tell the mammography technologist.
- The mammogram is uncomfortable and you want to tell the mammography technologist.

The class members then share their ideas.

**RELAXATION EXERCISE**
**Time:** 10 min

**Materials:**
- Kleenex tissues, for each woman

**Steps**
Some things we talk about in this class can make us feel nervous and uncomfortable, so we are going to work on how to feel more in control and relaxed. Sometimes people get nervous when they go to the doctor. This relaxation activity helps different parts of your body relax. When your body relaxes, you get less nervous. Today we are going to practice 3 relaxed positions: breathing, feet and hands.
Tissue

- Every person in the group will hold a tissue up in front of their mouths so they can see what happens as they breathe in and out. The instructor should take note of anyone having problems and encourage family or staff to help them at home.

*If you need to calm yourself before a mammogram, you could do this relaxation while waiting in the waiting room or in the exam room.*

**Behavioral Relaxation Technique**

**D. Breathing**

*The next relaxed posture is called “breathing.”*

Your breathing is relaxed when it is slow and regular (Demonstrate). It is not relaxed if it is rapid or if there are interruptions such as coughing, yawning, sneezing, sniffing, or talking.

*Please show me how you can do relaxed breathing. Do the best you can.*

**Feedback for each person:** (Positive) *Good job. Notice the relaxed feelings in your chest as you breathe in a relaxed way.* (Corrective) *You need to breathe slowly like this* (Demonstrate). *Please take a deep breath slowly when I say “in” and breathe out slowly when I say “out.” Good Job.*

Repeat the above sequence until students have learned the relaxed posture.

**E. Feet**

*The next relaxed posture is “feet.”*

Your feet are relaxed when both heels are resting on the floor with the toes pointed away from each other like this (Demonstrate). They should make a “V”. *Do the best you can.*

Your feet are not relaxed if your toes are pointing straight up or turned outward too much or if your ankles are crossed (Demonstrate).
Please show me relaxed feet.

Feedback for each person: (Positive) Great. Now just relax and take a few moments to notice the way your feet and legs feel when you relax your feet. (Corrective) Your toes are pointing up too much. Just let your legs and feet flop (Demonstrate). Good job!

Repeat the above sequence until students have learned the relaxed posture.

F. Hands
The next relaxed posture we are going to learn is “hands.”

Your hands are relaxed when you rest them on the arms of the chair, or in your lap, with your fingers slightly curled in a claw like position (Demonstrate). Your hands are not relaxed when if the fingers are flat or curled into a ball. ( Demonstrate). Do the best you can.

Please show me relaxed hands.

Feedback for each person: (Positive) Good. Now just relax and take a few moments to notice the way your hands and arms feel when you relax your hands. (Corrective) Not quite, curl your fingers a little more so that it looks like this (Demonstrate). Good job!

Repeat the above sequence until women have learned the relaxed posture.

OUR STORIES

Time: 5 min

• Tell about some steps you have done to get a screening mammogram. Celebrate!

• If you have not yet done anything to get screened this year, what step might you start with to plan for your appointment?

• Thanks for sharing.
Every week we will have a job to do before the next group meeting. It is to help everybody practice some of the things we learn in class while at home.

Copy and out the Job for Health—Class 5 (Appendices) for each participant.

This week, our jobs for health are:

- I will practice relaxing and think of something nice to say to myself during my mammogram.
- I will do one step to plan getting a screening mammogram.

Close the session by thanking everyone for attending. Ask if there are any questions. Remind everyone to do their Job for Health and the next class date, time and location.
Class 5
Screening Mammogram Preparation

JOB FOR HEALTH

1. I will practice relaxing and think of something nice to say to myself during my screening mammogram.

![Illustration of a woman meditating]

2. I will do one step to plan getting a screening mammogram. Report to the class.

Remember to get Screened!
Visit with a Mammography Technologist

During classes 1 or 2, plan for Class 6 regarding a visit with a mammography technologist. Options may include:

**Option 1:** Schedule the field trip for **Class 6** to visit a mammography center in your community. This gives the women an opportunity to see the actual medical setting and equipment, decrease anxiety about the unknown, and ask questions to the mammography technologist.

**Tips for the Field Trip:**
- **Identify a mammography technologist before the beginning of the course or during the 1st week.** This planning can take time. It may be helpful to ask several sites, depending upon your location.
- **Ask the technologist for the opportunity to bring your class to her office for a 30-minute visit.**
  - Tell them about the WBH course, participants, and goals.
  - Send the provider the summary handout about the WBH course, a copy of class 4 about mammograms and tips for communicating.
  - Ask her to talk simply about what happens if the screening shows something.
- **Be flexible about the field trip time and day, if possible. Arrange the field trip to occur after class 6, within 3 weeks,** so that the students will have learned some information about mammograms before the visit. You may also need to be flexible with your usual class time.
- **Arrange for transportation.**
  - Find out if your program provides transportation
  - Identify other transportation options in your town
- **Discuss the field trip with the students during the class prior to the field trip**
  - As **Job for Health** this week, ask each student to write one question for the mammography technologist that they should bring on the field trip.
- **Attend the field trip with your class**
  - The instructor and, if possible, at least one other instructor, family member or staff should attend
- **At the field trip, consider dividing the class in half**
  - One half sits in waiting / reception area and practices relaxation & completing forms
  - The other half of class visits with mammography technologist in exam room, sees equipment, and asks their questions. Then rotate.
Option 2: Invite a local mammography technologist to come visit during Class 6. Give her the date, time, and location. Send her the Class 4, Mammograms, outline and WBH summary, and Tips for Communicating. The visit will last about 20 minutes.

- Before a technologist accepts the invitation to speak to the class, inform technologists about the purpose of the class and the population of women.

The class visit is an opportunity for the technologist to listen to the concerns of and answer questions from the women. In the past week’s Job for Health, participants were to bring a question to ask the technologist.

- Technologist is not expected to know the solution to every question.
- However, she should provide information the best she can.
- Technologist should refrain from answering participants’ personal health questions.
- The class is a time for participants to ask general mammography questions. Technologist should generalize answers and encourage women to talk to their personal doctor about their individual health concerns.
- The technologist should do her best to speak in simple language.

As the instructor, you can assist the technologist with simplifying language if needed, keeping up with time, and organizing questions from the women.

Option 3: Invite a local radiology technologist student from Allied Health from a Community College to come visit your Class 6 and talk about mammograms. Give her the date, time, and location. Send her the Class 4 outline, WBH summary and Tips for Communicating. The visit will last about 20 minutes.

- Before a technologist student accepts the invitation to speak to the class, inform her about the purpose of the class and the population of women.

The class visit is an opportunity for the technologist student to listen to the concerns of and answer questions from the women. In the past week’s Job for Health, participants were to bring a question to ask the technologist.

- Technologist student is not expected to know the solution to every question.
- However, she should provide information the best she can.
- Technologist student should refrain from answering participants’ personal health questions.
- The class is a time for participants to ask general mammography questions. Technologist student should generalize answers and encourage women to talk to their personal doctor about their individual health concerns.
- The technologist student should do her best to speak in simple language.

As the instructor, you can assist the technologist student with simplifying language if needed, keeping up with time, and organizing questions from the women.
Class 6
Visit with a Mammography Technologist

WELCOME
Welcome everyone to Women Be Healthy again.
Briefly highlight the ground rules posted on the wall where everyone can see.
Ask if anyone has any questions, additions or changes.

REVIEW
Time:  5 min
Review agenda and key messages from previous class. Refer to chart on the wall.
Refer to chart on the wall to remember last class and today’s agenda. Add new icons for today.

Ask if anyone has any questions or concerns from the previous class.
  • Let us take a look back at what we did last class? What did we talk about?
  • Does anyone have any questions?
  • Tell me about your Job for Health? Did you do it? What did you learn? What challenges did you have? What question did you bring for the mammography technologist?
  • Thanks for sharing.

MAMMOGRAPHY TECHNOLOGIST VISIT
Time:  10 min
A mammography technologist works at a mammography center and does the screening mammogram. She takes x-rays of women’s breast. Then she gives these x-rays to a doctor to check them for breast cancer.

Today we are visiting a mammography technologist, _____________ at ________________________.
She is going to tell us a little bit about her job, how she does a mammogram, and how she helps women feel safe during the exam. She will show us the mammogram machine.
• Mammography tech talks to the women.
  • She talks about what happens during a mammogram.
  • She also talks about what happens if the screening shows something.
• Women ask questions.
• Show the technologist the bracelets and colored handout about the breast.
• Finish up and thank her.

**As noted in Mammography Technologist visit handout, if you are unable to go on a field trip to visit a mammography technologist, consider:

Option 2: Invite a mammography technologist to come visit your class.

Option 3: Invite a radiography student from a Community College to come visit class.

MAKE A THANK YOU CARD (BACK IN CLASS IF THERE IS TIME OR ANOTHER WEEK)
Time: 15 min

Materials

• Pink cardstock
• Pink stickers
• Markers

Steps

• Each woman can create her own thank you card for the technologist using paper, markers, and stickers.
• The instructor assists anyone who needs help.
• Instructor gathers all cards and mails to mammography technologist.

BUILDING SKILLS
Time: 10 min

During this course, we will try to solve some problems that may come up with your health. We will practice how to talk to the doctor about a health problem. How to advocate for yourself. It's OK if you don't know how to do this or feel shy because we will help you along the way. So let's try some.
The instructor will read each scenario. The instructor then asks, “What would you do?”

Possible scenarios to read to class for this week:

- You’re worried how long the screening mammogram will last
- You don’t know when to breathe
- You are scared about the screening mammogram
- You want her to show you how the machine works first

Think about what you could do if you had one of these problems and then say what you would do to ask for help. The class members then share their ideas.

**RELAXATION EXERCISE**

Time: 10 min

**Materials**
- Kleenex tissues, for each woman

**Steps**
*Today we are going to practice 3 relaxed positions – breathing, feet and hands. Refer to relaxation posture chart.*

**Tissue**
- Every person in the group will hold a tissue up in front of their mouths so they can see what happens as they breathe in and out. The instructor should take note of anyone having problems and encourage family or staff to help them at home.

*If you need to calm yourself before a mammogram, you could do this relaxation while waiting in the waiting room or in the exam room.*
Behavioral Relaxation Technique

D. Breathing

The next relaxed posture is called “breathing.”

Your breathing is relaxed when it is slow and regular (Demonstrate). It is not relaxed if it is rapid or if there are interruptions such as coughing, yawning, sneezing, sniffling, or talking. Do the best you can.

Please show me how you can do relaxed breathing.

Feedback for each person: (Positive) Good job. Notice the relaxed feelings in your chest as you breathe in a relaxed way. (Corrective) You need to breathe slowly like this (Demonstrate). Please take a deep breath slowly when I say “in” and breathe out slowly when I say “out.” Good Job.

Repeat the above sequence until students have learned the relaxed posture.

E. Feet

The next relaxed posture is “feet.”

Your feet are relaxed when both heels are resting on the floor with the toes pointed away from each other like this (Demonstrate). They should make a “V”.

Your feet are not relaxed if your toes are pointing straight up or turned outward too much or if your ankles are crossed (Demonstrate). Do the best you can.

Please show me relaxed feet.

Feedback for each person: (Positive) Great. Now just relax and take a few moments to notice the way your feet and legs feel when you relax your feet. (Corrective) Your toes are pointing up too much. Just let your legs and feet flop (Demonstrate). Good job!

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Your hands are relaxed when you rest them on the arms of the chair, or in your lap, with your fingers slightly curled in a claw like position (Demonstrate). Your hands are not relaxed when if the fingers are flat or curled into a ball. (Demonstrate). Do the best you can. Please show me relaxed hands.

Feedback for each person: (Positive) Good. Now just relax and take a few moments to notice the way your hands and arms feel when you relax your hands. (Corrective) Not quite, curl your fingers a little more so that it looks like this (Demonstrate). Good job!

Repeat the above sequence until women have learned the relaxed posture.

OUR STORIES
Time: 5 min

Steps
• Your thoughts and experiences are very important to this class.
• This is the time you may share a story related to our topic today.
• For today, does anyone want to share something about something about talking with the mammography technologist?
• Thanks for sharing.

JOB FOR HEALTH
Time: 5 min

Every week we will have a job to do before the next group meeting. It is to help everybody practice some of the things we learn in class while at home.

Copy and hand out the Job for Health—Class 5 (Appendices).
This week, our jobs for health are:

- I will practice relaxing and saying something nice to myself when I go to the doctor.
- Find out when you had your last screenings: a mammogram, clinical breast exam, and Pap test. Give the job for health to your staff, family, or guardian to help you complete. Bring in next week.

(Instructor may need to send home again or send reminders to get this information. This will be used in Class 22 to help women create a screening plan for the next year.)

Close the session by thanking everyone for attending. Ask if there are any questions. Remind everyone to do their Job for Health and the next class date, time and location.
Class 6
Visit with a Mammography Technologist

JOB FOR HEALTH

1. I will practice relaxing and think of something nice to say to myself when I go to the doctor.

2. I will find out when I had my last breast and cervical cancer screenings and fill out the “When was your last Screening?” Job for Health.

I will give the Job for Health to my staff, family, or guardian so they can help me get the information about when I had these important appointments.

I will bring the screening information to class next week.

Remember to Get Screened!
Class 6
When were my last screenings?

JOB FOR HEALTH

Name: ________________  Age _____

Talk with your family, staff, or guardian to get this information.

Bring to class next week.

1. When was my screening mammogram?
   □ Never; talk to my doctor

   Month: _______  Year: _______
   Mammography Site: ____________________
   Phone number: ________________

2. When my clinical breast exam?
   □ Never; talk to my doctor

   Month: _______  Year: _______
   Doctor’s Office: ____________________
   Phone number: ________________

3. When was my Pap test?
   □ Never; talk to my doctor

   Month: _______  Year: _______
   Doctor’s Office: ____________________
   Phone number: ________________