

It Takes a Village



Giving Our Babies The Best Chance



Facilitator manual



It Takes a Village: Giving our babies the best chance (ITAV) was an effort developed by the Utah Department of Health and Human Services (DHHS) Office of Health Equity, formerly the Utah Department of Health Office of Health Disparities, to address birth outcomes disparities among Utah’s Native Hawaiian/Pacific Islander (NHPI) communities. In collaboration with organizations and individuals from the NHPI community, DHHS OHE created ITAV to raise awareness and educate NHPI families and community members about maternal and infant health in the context of Pacific Islander cultural beliefs and practices.

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It Takes a Village project

The *It Takes a Village: Giving our babies the best chance* project was an effort developed by the Utah Department of Health and Human Services (DHHS) Office of Health Equity, formerly the Utah Department of Health Office of Health Disparities to address birth outcomes disparities among Native Hawaiian/Pacific Islander (NHPI) communities in Utah. In collaboration with organizations and individuals from NHPI communities, DHHS OHE created this project to raise awareness and educate NHPI families and community members about maternal and infant health in the context of Pacific Islander cultural beliefs and practices.

Target population

This project is intended for adults 18 and older who consider themselves part of Pacific Islander communities. The project is tailored to Tongans and Samoans who represent the largest Pacific Islander communities in Utah and experience the most infant deaths among Pacific Islanders in Utah.(1)

It is recommended participants in the project have at least a high school education and be able to speak and understand English. This ensures that participants have an adequate reading and comprehension level to learn and understand the information presented.

All genders, generations, and marital statuses are combined in the project. This creates an environment where different thoughts, opinions, experiences, and knowledge can be shared, learned, and appreciated by all. It is especially helpful for males who may not be familiar with the topics to be exposed to new information and to learn from experienced individuals.

Project structure

The *It Takes a Village* project is divided into four (4) workshops. Each workshop is about two (2) hours long. The workshops should be held as close as possible to each other and completed within a two-week period to encourage participation and adherence.

Facilitators present the workshops. Each facilitator should have at least one co-facilitator. Ideally, co-facilitators should be familiar with one another and work well together. The project is designed for 6–12 participants. Because many activities are designed for pairs, it is important that all participants have at least one other participant who they already know. Couples, friends, and relatives are encouraged to participate in the project together.

For maximum effectiveness, participants should be on time, stay for the entire length of each workshop, and attend all four (4) workshops. Participants should make arrangements for childcare and if possible, young children and infants should not be permitted in the workshops in order to reduce distractions.

Facilitators should consider if incentives will encourage participation. Incentives should be tailored to specific communities and the resources available. Offering incentives may engage participants who otherwise would not be reached.

Expectations

Through the project, participants will gain awareness, knowledge, and skills about maternal and infant health in the context of Pacific Islander cultural beliefs and practices. This will enable each participant to become a valuable resource in their community and commit to address birth outcomes disparities faced by Pacific Islanders in Utah. After the project, participants should be able to champion the cause in their community and provide advice and guidance to family and community members about maternal and infant health information and how to access related resources.

Evaluation and objectives

The project can be evaluated using pre- and post-questionnaires. The evaluation plan is as follows:

1. Collect pre-intervention, post-workshop, and post-intervention measures of awareness, knowledge, and self-efficacy related to perinatal health among individuals who participate in the intervention.
2. Assess changes in awareness, knowledge, and self-efficacy related to perinatal health among individuals who participate in the intervention to evaluate intervention outcomes.

Determining objectives

In most instances, and with this intervention, there is a lack of secondary data that can be used as baseline data to guide the development of outcome objective targets. Determining objectives should be based on pilot project data. If no pilot project is planned, it is best to use pre-questionnaire data as the baseline data to determine objectives. In this instance, baseline data is defined as the percentage of total participants who answer the pre-questionnaire questions correctly.

Outcome objectives should be established according to the following criteria:

- If the baseline data is $\leq 25\%$, the objective should aim for a $\geq 50\%$ increase.
- If the baseline data is $> 25\%$ and $\leq 50\%$, the objective should aim for a $\geq 75\%$ increase.
- If the baseline data is $> 50\%$, the objective should aim for a $\geq 90\%$ increase.

Project objectives template

Workshop 1 objectives

- Objective 1: By the end of Workshop 1, at least __% or more of workshop participants will know the correct definition of infant mortality.
- Objective 2: By the end of Workshop 1, at least __% or more of workshop participants will correctly identify Native Hawaiians/Pacific Islanders as one of the communities with the highest infant mortality rate in Utah.
- Objective 3: By the end of Workshop 1, at least __% or more of workshop participants will know the correct definition of perinatal conditions.
- Objective 4: By the end of Workshop 1, at least __% or more of workshop participants will identify perinatal conditions as the top cause of infant mortality among Native Hawaiians/ Pacific Islanders in Utah.

Workshop 2 objectives

- Objective 1: By the end of Workshop 2, at least __% or more of workshop participants will know the correct definition of preconception health.
- Objective 2: By the end of Workshop 2, at least __% or more of workshop participants will feel more confident talking to a family member about pregnancy and birth-related issues.

Workshop 3 objectives

- Objective 1: By the end of Workshop 3, at least __% or more of workshop participants will know the correct definition of prenatal care.
- Objective 2: By the end of Workshop 3, at least __% or more of workshop participants will correctly identify when a woman should start prenatal care.
- Objective 3: By the end of Workshop 3, at least __% or more of workshop participants will know the recommended spacing between pregnancies.
- Objective 4: By the end of Workshop 3, at least __% or more of workshop participants will feel more confident finding trusted information and resources for before, during, and after pregnancy.

Workshop 4 objectives

- Objective 1: By the end of Workshop 4, at least __% or more of workshop participants will feel more confident talking with community members about birth-related issues.
- Objective 2: By the end of Workshop 4, at least __% or more of workshop participants will feel more confident coaching family members about birth-related issues.
- Objective 3: By the end of Workshop 4, at least __% or more of workshop participants will feel more confident coaching community members about birth-related issues.
- Objective 4: By the end of Workshop 4, at least __% or more of workshop participants will identify infant mortality as a health problem in their communities and will recognize they have the tools to do something about it.

Facilitator manual

This document is the facilitator manual. It presents information for project facilitators about how to prepare for and implement the workshops. Ideally facilitators are trusted members of NHPI communities who are familiar with Pacific Islander cultures and traditions.

Facilitators play a crucial role in the project. They are expected to clearly present and share information, prompt and engage participants in discussions, manage time, be well prepared, maintain confidentiality, and respect individuals' opinions, cultural beliefs, and practices. Facilitators should study and become familiar with this manual to give community members the best possible opportunity to understand, appreciate, and apply the information and skills presented.

Workshops or fono

During the first workshop, project participants become members of a village council and in turn, the workshops become village council meetings or *fono*.⁽²⁾ Each workshop or *fono* becomes an opportunity for the participants or village council to learn about birth outcomes disparities in the context of Pacific Islander cultures. Each *fono* has information, discussions, activities, and a homework assignment. During the final *fono*, the village council plans a village project.

Fono content

Workshops or fono lesson plan outline	Length
Fono 1: Our village, our legacy	2-2.5 hours
Welcome, consent forms and roll	10 min.
Pre-assessment	15 min.
Introductions	15 min.
Project overview	10 min.
Fono rules	10 min.
Cultural concept <i>vā</i>	10 min.
Video: <i>The unspoken truth</i>	15 min.
PowerPoint presentation on infant mortality	10 min.
Break (optional)	5 min.
Communication activity	25 min.
Fono assignment	5 min.
Post-questionnaire and conclusion	5 min.
Fono 2: Nourishing the fonua or fanua before pregnancy	90 min.
Welcome, review, and follow up	15 min.
Cultural concept <i>fonua</i> or <i>fanua</i>	20 min.

Video: <i>It takes a family</i>	20 min.
PowerPoint presentation on preconception health	10 min.
Break (optional)	5 min.
Navigation activity	35 min.
<i>Fono</i> assignment	5 min.
Post-questionnaire and conclusion	5 min.
<i>Fono 3: Strengthening the kaliloa or 'aliloa during and after pregnancy</i>	90 min.
Welcome, review, and follow up	15 min.
Cultural concept <i>kali</i> or <i>'ali</i> and <i>kaliloa</i> or <i>'aliloa</i>	20 min.
Video: <i>From day one</i>	20 min.
PowerPoint presentation on birth spacing	10 min.
Break (optional)	5 min.
Connection activity	30 min.
<i>Fono</i> assignment	10 min.
Post-questionnaire and conclusion	5 min.
<i>Fono 4: It takes a village</i>	90 min.
Welcome, review, and follow up	10 min.
Final review	7 min.
Cultural concept <i>tāno'a</i> or <i>tānoa</i>	13 min.
Video: <i>A healthy community</i>	10 min.
It takes a village project	25 min.
Break (optional)	5 min.
Reflection questions	8 min.
Post-questionnaire	10 min.
Conclusion	2 min.

Fono components

Fono may include the following components:

- Consent forms
- Questionnaires
- Review
- Cultural concepts
- Videos
- PowerPoint presentations that include slides and presenter notes
- Activities
- *Fono* assignments
- Follow up

Consent forms

Consent forms should be used if facilitators plan to keep any information gathered from the workshops. A sample consent form is provided at the end of the first lesson plan in *Fono 1* lesson materials. Facilitators should prepare and print consent forms before the first *fono*. Print enough forms to allow facilitators to collect a copy and the participant to keep a copy.

The consent forms should be reviewed and collected at the beginning of the *fono* before any other activity. Facilitators should give adequate time for participants to read the consent form and then check that they printed their name, signed, and dated the form.

Questionnaires and surveys

Participants are given questionnaires to evaluate changes in awareness of birth outcomes disparities, knowledge of maternal and infant health, and self-efficacy related to project skills. A pre-assessment is given at the beginning of the project. The pre-assessment questionnaire should be completed before any material is covered in the first *fono* so facilitators can accurately capture how participants learn and develop skills.

Post-questionnaires are given after each *fono*. After the final *fono*, a post-assessment is given. Participants should not write their names on the questionnaires. Instead, facilitators should use ID stickers or another method to match pre- and post-questionnaires.

All questionnaires should be completed individually and without any assistance. Facilitators should ensure that participants don't talk to one another and answer the questions to the best of their ability. Facilitators should explain that there is an option for "I don't know/not sure" and emphasize that this is the best choice if they don't know the answer to the question. When

collecting the questionnaires, facilitators should make sure every question is answered completely and clearly.

Facilitators should review the questionnaires after each *fono* to track the progress of their participants. If administered correctly, the questionnaires will help facilitators understand how well their participants are learning *fono* materials and when they need to correct misinformation or review certain topics.

The questionnaires and answer keys are provided in the lesson materials for each *fono*. At the end of the final *fono*, participants are given two evaluation surveys to gather feedback about the project's content and structure as well as the facilitators. Facilitators should make sure participants do not write their names on the surveys or put their ID stickers on the surveys. The evaluation surveys can be found in the lesson materials for the last *fono*.

Review

Starting with the second *fono*, facilitators help participants review the information from previous *fono*. Facilitators should use the post-questionnaires from the previous *fono* to prepare for the review. Review questions are provided in the lesson plan outline. The lesson plan outline also includes questions to help participants review cultural concepts and make connections with the skills and information presented in *fono*. Facilitators should use these questions to understand how well participants related to cultural concepts and applied them to the information presented. Facilitators should review the questions beforehand and think about how they would answer the questions.

Cultural concepts

Each *fono* is deeply grounded in Pacific Islander culture and philosophy. They include specific cultural concepts tied to the topics discussed. Cultural concepts are included to help participants connect with the information and assist in preserving culture through increased knowledge and understanding of the concepts. Cultural concepts are defined and explained in the lesson plan.

- *Fono 1: Vā*: the space in which we relate, or the relationship that connects us (family or community) to one another.(3)
- *Fono 2: Fonua* or *fanua*: all nourishing environments, including the land, physical environment, ecosystem, etc. This includes the mother's womb and baby's placenta. It is also the word for the baby's placenta.(4)
- *Fono 3: Kaliloa* or *'aliloa*: a long wooden headrest. The word for the mother's forearm or the headrest for infants, where knowledge is shared and storytelling takes place.(5)
- *Fono 4: Tāno'a* or *tānoa*: a name for the kavabowl.(6)

Other cultural concepts are included throughout the lesson plans and activities to help participants better relate to the information and apply it in their lives.

It is important to note that participants may have various levels of exposure to Pacific Islander culture. Some may not be familiar with the specific words used to describe the cultural concepts. Facilitators should acknowledge the differences in understanding and help all participants feel comfortable and confident learning and exploring the cultural concepts. There are accompanying questions to help participants better understand and connect with the concepts by sharing examples from their own lives.

Facilitators should become familiar with each of the cultural concepts and be able to explain them. It will be important for facilitators to think about how they themselves relate and connect to the concept, so if necessary, they can share personal experiences to help others understand and connect with the concept. Facilitators may need to provide additional knowledge and examples if they recognize participants are not connecting with the concepts.

Facilitators should give special attention to participants who are not from Tongan or Samoan backgrounds. Facilitators should invite these participants to share the specific words from their culture if they know it. For example, the Hawaiian term for *fono* is *hui* or *'aha*. It is *honua* for *fonua* or *fanua* and *kānoa* for *tāno'a* or *tānoa*.

Videos

DHHS OHE created videos as part of the project's lesson materials to enrich the project with personal experience and validate the information and knowledge presented. The videos were filmed in Salt Lake County in collaboration with the Queen Center (a local Pacific Islander community-based organization) and feature local community members and professionals. Originally, the series included six videos.

- Episode 1: *The unspoken truth* (7:00 min.)
- Episode 2: *It takes a family* (9:00 min.)
- Episode 3: *The earlier the better* (6:05 min.)
- Episode 4: *From day one* (8:21 min.)
- Episode 5: *In this together* (6:25 min.)
- Episode 6: *A healthy community* (5:14 min.)

Only episodes 1, 2, 4, and 6 are used in the current project. The other episodes can be used as references or additional material.

In the lesson plan, each video will be paired with a discussion. In order to help participants prepare for the discussion, facilitators are instructed to ask a specific question **before** they play the video. The questions are outlined in the lesson plan. Facilitators should be prepared to ask follow up questions to engage participants in more discussion if needed.

The videos can be played and downloaded at <https://gov-utah-healthequity-03-02-2022-bucket.s3.us-west-2.amazonaws.com/it-takes-a-village/materials.html>

PowerPoint presentations

PowerPoint presentations were created to share data and information about specific health topics discussed in *fono*. *Fono* 1–3 include PowerPoint presentations.

- *Fono* 1 presentation: Infant mortality
- *Fono* 2 presentation: Preconception health
- *Fono* 3 presentation: Birth spacing
- *Fono* 3 presentation: Prenatal care (optional)

Fono 3 presentation: Prenatal care is an optional presentation that facilitators can use to enrich their personal knowledge of the topic or if participants need additional information and resources on the topic.

The PowerPoint presentations are presented by the facilitators. Facilitators should read the presenter's notes and practice the PowerPoint in advance. It will be obvious to participants if the facilitators are unfamiliar with the PowerPoint and have not practiced it before presenting it.

The PowerPoint presentations can be viewed and downloaded at <https://gov-utah-healthequity-03-02-2022-bucket.s3.us-west-2.amazonaws.com/it-takes-a-village/materials.html>.

Presenter notes

Each PowerPoint has presenter notes at the bottom of the PowerPoint slides. These notes instruct the presenter on how to present the information. On certain slides, a specific script is provided for the presenter to follow. Facilitators should carefully read the instructions and scripts before presenting and refer to them during the presentation.

Activities

Each *fono* includes activities intended to help participants build skills related to addressing birth outcomes disparities among NHPI communities. Every activity has instructions for the facilitator to follow. Facilitators should carefully read the instructions provided. These instructions include specific steps to follow and how much time to allocate for each activity. Facilitators should also practice the activity beforehand. Participants can follow the activity in their workbooks.

- *Fono* 1: Communication activity
- *Fono* 2: Navigation activity
- *Fono* 3: Connection activity
- *Fono* 4: It Takes a Village project

Fono assignments

At the end of each *fono*, participants are assigned activities to work on outside of class. These are to be completed before the next class so participants can share and discuss their experiences.

- *Fono* assignment 1: Use what you have learned in the communication activity to talk with someone in your family and find out if anyone in your family has experienced infant mortality. Come ready to share what you learned at the next *fono*.
- *Fono* assignment 2: Use what you learned in the navigation activity as a way to nourish your *fonua* or *fanua*. Your voyaging skills will help you navigate resources about prenatal care and prepare to help others. Notice any obstacles you face while navigating these resources. Come ready to share what you learned at the next *fono*.
- *Fono* assignment 3: Use your table worksheet from the connection activity to choose one of your community circles. Decide how you will share what you have learned in the *fono* with that community circle. Come ready to share your experience at the next *fono*.

Fono assignments give participants the opportunity to share what they are learning and to develop skills learned in *fono*. Facilitators should make every effort to encourage participants to complete *fono* assignments. Facilitators should follow up with each participant to determine whether they completed the *fono* assignment, resolve any problems, and remind participants to complete *fono* assignments. If a participant does not complete a *fono* assignment, facilitators should make an effort to include the participant in the discussion by asking what they were planning on doing, who they were going to talk to, whether they have any thoughts or comments, etc.

Village project

At the end of the fourth *fono*, instead of completing a *fono* assignment, participants will be encouraged to complete a village project. All participants work together as a village to develop a project aimed at sharing what they have learned with the larger Pacific Islander community. Instructions for the village project are included in the lesson plan for *Fono* 4. Facilitators should review the instructions and be prepared to guide participants through the project. Examples of projects include presentations, booths, flyers, videos, artwork (in any form), etc. During each *fono*, facilitators should remind and prepare the participants for the upcoming village project.

Participant workbook

A participant workbook was developed to accompany the lesson plan. The workbook is a guide to assist participants through the project. It includes the *fono* outlines, cultural concept explanations, videos, PowerPoint presentation material, activities, assignments, etc. Participants should use the workbook to follow facilitator directions, write notes, and share information. The lesson plan includes references to the participant workbook noted as Workbook (WB) p.#. Facilitators should direct and encourage participants to use their workbooks.

The participant workbook can be viewed and downloaded at <https://gov-utah-healthequity-03-02-2022-bucket.s3.us-west-2.amazonaws.com/it-takes-a-village/pdf/participant-workbook.pdf>.

Guidance for facilitators

Once again, facilitators play a crucial role in the project. They are expected to clearly present and share information, prompt and engage participants in discussions, manage time, be well prepared, maintain confidentiality, and respect individuals' opinions, cultural beliefs, and practices. Facilitators should study and become familiar with the content in this facilitator manual to give workshop participants the best possible opportunity to understand, appreciate, and apply the information and skills presented.

Preparation

Being well prepared for *fono* is essential. Each lesson plan has detailed step-by-step instructions. Many of the discussions, PowerPoints, and activities will not be as effective if facilitators are not prepared. Facilitators can refer to the Preparation section at the beginning of each *fono* to best prepare for *fono*.

Many items should be organized before starting the project. Facilitators must make arrangements to show or project the PowerPoints and videos with sound. It is best to download the videos in advance to avoid streaming issues. The consent forms, attendance roll, questionnaires, workbooks, etc. must be printed in advance.

Facilitators should take time to practice all parts of the lesson plan, especially the cultural concepts, PowerPoint presentations, and activities. Because of the detailed nature of the lesson plans, the quality of the sessions will be greatly diminished if the facilitator has not practiced the lesson plan in advance.

Facilitators should also prepare to adhere to time limits within the lesson plan. All of the material must be covered in the assigned *fono*. If the material is not covered, participants will not be prepared for the post-questionnaires and may find less benefit from the project.

Facilitators should also take the time to become familiar with the geography of the Pacific and basic cultural information about Tonga and Samoa or other places like Hawai'i, Fiji, and Marshall Islands, etc. as applicable. In addition, information about the modern migration history of Pacific Islanders to the U.S. (or specifically Utah) will be very helpful in contextualizing and connecting with the lives of participants.

Facilitation

Facilitators are to facilitate the learning and development of each project participant. This means not taking over or talking too much. Facilitators should guide participants through the project and encourage maximum participation and discussion. Instead of reading all of the information, the facilitator can ask participants to read from their workbooks and the PowerPoint. Facilitators

should be aware of how much they are contributing to the conversation and make sure that participants are contributing to the discussion as much as possible.

Facilitators should be prepared in advance to help all participants engage in the project. They should consider:

- What can I do if there is too little discussion?
- What can I do if there is too much discussion?
- What can I do if the discussion gets off topic?
- What can I do if one participant is dominating the discussion?
- How can I help everyone to participate?
- How can I specifically help males contribute to the conversation?
- How can I help the participants understand and connect to the cultural concepts?

Facilitators should help the participants learn and apply the information, especially through *fono* assignments. As such, facilitators should consider:

- How can I help participants remember to do the *fono* assignment?
- What should I do if participants do not complete the *fono* assignment(s)?


Part of the facilitation process is understanding the background, needs, and dynamics of the group. Facilitators should be aware of the group's strengths, weaknesses, and interactions in order to make adjustments and optimize learning. A thoughtful, engaged, and observant facilitator can really help a group succeed.

Questions

Participants may ask questions that facilitators will not be able to answer. Facilitators should explain that they do not know the answer but will come prepared to answer the question to the best of the ability at the next *fono*. If there are specific questions about maternal and infant health, facilitators can use or refer to the Reliable resources for health before, during, and after pregnancy list in *Fono 2* lesson materials.

Additional considerations

Facilitators should be aware that some of the information presented can trigger emotions such as sadness, grief, anger, guilt, and frustration. Additionally, facilitators should be aware that for some participants, this may be the first time they have shared their personal experiences in a public setting. Facilitators should be sensitive and respectful to participants experiencing these emotions and sharing these experiences. When appropriate, facilitators can refer participants



for additional help.

Some *fono* assignments invite participants to share what they are learning with family, friends, coworkers, etc. Some participants may have individuals in their families and community who disagree with the information or express disinterest. Facilitators should be aware that this may be discouraging for participants. Be prepared to address these situations by providing encouragement and engaging the whole group in a mini discussion to address the issue.

Fono lesson plan outline

Each *fono* is organized into similar lesson plan outline as described below.

Fono 2: Nourishing the fonua or fonua before pregnancy

Fono objectives

- Educate members of the village council about preconception health.
- Introduce the village council to tools for resources and information.

Fono evaluation objectives

Objective 1: By the end of Fono 2, at least ___% or more of workshop participants will know the correct definition of preconception health.

Objective 2: By the end of Fono 2, at least ___% or more of workshop participants will feel more confident talking to a family member about pregnancy and birth-related issues.

Key elements

- Welcome, review, and follow up
- Cultural concept fonua or fonua
- Video: *It takes a family*
- Presentation on preconception health
- Break (optional)
- Navigation activity
- Fono assignment
- Post-questionnaire

Materials needed

- Roll
- Poster paper and markers
- Laptop setup and projector
- Video: *It takes a family*
- Fono 2 presentation: Preconception health
- Post-questionnaires

Preparation

- Review the post-questionnaires and prepare to share the results
- Review the slides and notes for Fono 2 presentation: Preconception health
- Review the navigation activity instructions
- Arrange your meeting space and ensure the projector and sound work
- Hang up the fono rules for the village council to see

Cultural concepts

- Fonua** (Tongan) or **Fonua** (Samoan): all nourishing environments, including the land, physical environment, ecosystem, etc. This includes the mother's womb and baby's placenta. It is also the word for the baby's placenta. (4)

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Each *fono* has *fono* objectives and *fono* evaluation objectives. These outline the purpose and goals of each *fono*.

Each *fono* has a list of key elements and materials needed. The key elements list the activities for that *fono*. The materials needed lists everything needed to complete the *fono*. The materials should be prepared in advance.

Each *fono* has cultural concepts. These are listed along with their definition.

Facilitators need to prepare for each *fono*. A list of what needs to be prepared is at the beginning of each *fono* outline.

Fono lesson plan outline

Each *fono* is organized into similar lesson plan outline as described below.

Fono 2: Nourishing the fonua or fonua before pregnancy lesson plan (90 min.)

Fono assignment (5 min.)

- Explain the fono assignments:

As a village council, you are asked to complete a fono assignment after each fono. Do the assignments outside of the fono and complete them before the next fono. Each village council member will be given the opportunity to share their experience at the beginning of the next fono. Think of these fono assignments as an opportunity to share and apply what you are learning. They will also help you develop skills and experience for the final village project.
- Ask the village council members to turn to WB p. 34 and introduce Fono assignment 2.

Fono assignment 2: Use what you learned in the navigation activity as a way to nourish your fonua or fonua. Your voyaging skills will help you navigate resources about prenatal care and prepare to help others. Notice any obstacles you face while navigating these resources. Come ready to share what you learned at the next fono.
- Let village council members form three groups.
- Let each group choose one of the following scenarios:

Scenario 1: (1) What is prenatal care? (2) Who can provide prenatal care? (3) When should prenatal care start? (4) What is the difference between preconception health and prenatal care?

Scenario 2: (1) Why is prenatal care important? (2) What happens at prenatal care visits? (3) How many prenatal care visits are suggested?

Scenario 3: (1) How can you pay for prenatal care? (2) What resources are available for low-cost or free prenatal care in Utah and who qualifies? (3) What resources are available for assistance with prenatal care in Utah specifically for the Pacific Islander community?
- Let each village council member choose a partner to help remind and follow up on their fono assignments.

Post-questionnaire and conclusion (5 min.)

- Explain post-questionnaires will be give after each fono to help improve the project.
- Tell members of the village council **not** to write their names on the questionnaire. Assure participants that their personal information will be kept secure and confidential.
- Tell members of the village council to fill out every question by themselves. Ask them to

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Each *fono* outline has a time limit for the whole *fono* as well as time limits for each activity.

Each *fono* has several numbered main activities. Instructions for each activity follow below. Read the instructions carefully to prepare for each *fono*.

Sometimes instructions refer to a page in the participant workbook. WB stands for workbook.

Fono 1: Our village and our legacy lesson plan

Fono objectives

1. Assess pre-project awareness, knowledge, and self-efficacy.
2. Introduce the project, establish expectations, and form the village council.

Fono evaluation objectives

Objective 1: By the end of *Fono 1*, at least __% or more of workshop participants will know the correct definition of infant mortality.

Objective 2: By the end of *Fono 1*, at least __% or more of workshop participants will correctly identify Native Hawaiians/Pacific Islanders as one of the racial/ethnic groups with the highest infant mortality rate in Utah.

Objective 3: By the end of *Fono 1*, at least __% or more of the village council will know the correct definition of perinatal conditions.

Objective 4: By the end of *Fono 1*, at least __% or more of the village council will identify perinatal conditions as the top cause of infant mortality among Native Hawaiians/Pacific Islanders in Utah.

Key elements

- Welcome, consent forms, and roll
- Pre-assessment
- Introductions
- Project overview
- *Fono* rules
- Cultural concept *vā*
- Video: *The unspoken truth*
- Presentation on infant mortality
- Break (optional)
- Communication activity
- *Fono* assignment
- Post-questionnaire

Materials Needed

- Consent forms and pens
- Roll and ID stickers
- Pre-questionnaires
- *Fono* folders
- Poster paper and markers
- Laptop setup and projector
- Video: *The unspoken truth*
- *Fono 1* presentation: Infant mortality
- Conversation ball
- Post-questionnaires

Preparation

- Prepare the roll, ID stickers, and *fono* folders.
- Write the introduction outline on poster paper and prepare the order for introductions.
- Review the slides and notes for *Fono 1* presentation: Infant mortality.
- Create the conversation ball and review the communication activity instructions.
- Arrange your meeting space and make sure the projector and sound work.
- Place the consent forms and pens out for each participant.

Fono 1: Our village and our legacy lesson plan

Cultural concepts

- **Fono**: a meeting where village issues are discussed.(2)
- **Vā**: the space in which we relate, or the relationship that connects us (family or community) to one another.(3)
- **Tauhi 'a e vā** (Tongan) or **tausi le vā** (Samoan): the act of nurturing and developing the *vā*, relationship.(3)

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

Welcome, consent forms, and roll (10 min.)

1. Welcome participants as they enter the *fono*.
2. Explain to participants that they must be 18 or older and sign a consent form to participate. If anyone is younger than 18, excuse them from the *fono*.
3. Ask participants to thoroughly read the consent form, sign, and date it.
4. Check and collect all consent forms.
5. Send around the roll for participants to fill out as they complete the consent forms.
6. When all consent forms are collected, review the consent form on the next page and emphasize the bolded words.
7. Answer any questions.

Pre-assessment (15 min.)

1. Give participants their ID stickers.
2. Explain they will place their ID stickers on all of the questionnaires.
3. Explain the pre-questionnaire is not a test. The pre-questionnaire helps improve the project.
4. Tell participants **not** to write their names on the questionnaire. Let participants know their personal information will be kept secure and confidential.
5. Tell participants to fill out every question by themselves. Ask them to **not** to talk to each other while they fill out the pre-questionnaire.
6. Tell participants it's not a problem if they don't know an answer. It is completely OK to answer "I don't know."
7. Explain if participants have a question to raise their hand and you will come help them.
8. Hand out the pre-questionnaires and answer questions.
9. Check and collect all pre-questionnaires. Make sure each participant puts their sticker ID somewhere on their pre-questionnaire.

Introductions and icebreaker activity (15 min.)

1. Be creative in choosing the order for introductions (e.g., use a ball, draw numbers out of a hat, etc.).
2. Invite each participant to introduce themselves to the group by saying (1) their name, (2) what they do for a living, (3) their Pacific Islander heritage and/or their connection to Pacific Islander communities, and (4) a family tradition they want to pass on or create that contributes to being healthy (emphasize that it is a healthy tradition).

Consent to participate form

It Takes a Village: Giving our babies the best chance

You are invited to participate in *It Takes a Village: Giving our babies the best chance*, a four-workshop project originally developed by the Utah Department of Health and Human Services Office of Health Equity. The purpose of this project is to raise awareness about birth outcomes disparities among Native Hawaiians and Pacific Islanders along with influential factors in order to build community-capacity to eliminate these disparities.

You will also be asked to participate in four workshops lasting two (2) hours where attendance will be taken. You will be asked to fill out a questionnaire at the beginning of the first workshop and at the end of each workshop. After four workshops, you will be invited to complete a final project. We will not disclose any information that can be identified with you, nor connect your identify to any information we present.

You will be one of approximately [insert number (#)] people participating in this group and [insert number (#)] total people participating in the project.

Your decision whether to participate will not affect any services you now receive nor any services you will receive from [insert name of organization] or any other health service provider. If you decide to participate, you are free to discontinue participation at any time. We want you to feel comfortable while participating. Please let us know if you are uncomfortable. You do not have to answer any questions that make you feel uncomfortable. You may leave the group at any time if you need a break.

Any content from the workshops you reuse must credit the Utah Department of Health and Human Services Office of Health Equity *It Takes a Village: Giving our babies the best chance* project.

If you have any questions feel free to contact [insert name] at [insert contact information]. Your signature indicates you have read all the information provided above and have decided to participate in the project. You may keep a copy of this form.

Name of participant (print in capital letters)

Signature _____ Date _____

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

It Takes a Village overview (10 min.)

1. Give each village council member a *fono* folder and explain the contents.
2. Invite the village council members to pull out the workbook. Go over the workbook and places where they can take notes.
3. Ask participants to turn to workbook (WB) p. 2 and read together about the project.

Welcome to It Takes a Village: Giving our babies the best chance. This project was developed by the Utah Department of Health and Human Services Office of Health Equity, formerly the Utah Department of Health Office of Health Disparities.

It is deeply grounded in Pacific Islander culture and philosophy and was created to raise awareness about problems that affect the health of our Pacific Islander mothers and babies here in Utah, which in turn affects our families and our communities.

During this project, you will learn about these problems and work toward addressing them and making a difference in your own families and communities.

4. Have participants turn to WB p. 3 and read together the village and *fono* concepts.

The village

The name of the project It Takes a Village was chosen by community members like yourselves and mirrors the Pacific way of life.

In many Pacific Islander societies, towns, and districts were often divided into village communities. This communal, reciprocal, and collective practice was critical for survival in the land around the vast Pacific Ocean.

The purpose of the It Takes a Village project is to establish and maintain this communal bond you will find woven throughout the Pacific in this concept of a village.

Deep-sea, long-distance migrations were successful because of communal practices. In modern migration, Pacific Islanders continue to help and support one another. This bond with your larger Pacific Islander community in Utah will be central to addressing the problems affecting the health of our mothers and babies.

Together, as a village, we will build relationships, communicate, and implement solutions that will maintain this bond on an individual, family, and community level.

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

Fono

As Pacific Islanders, we engage in the practice of meeting in councils as families, extended families, clans, and church members. In the islands, important village issues, like the one facing our community in Utah, are discussed by members of the village council at a village meeting or *fono*.

From this moment on, consider yourselves as members of a village council, and the workshops you attend as village meetings or *fono*.

During each *fono*, your village council will learn about and discuss important issues affecting your larger village community here in Utah. Each issue will be explained in the context of Pacific Islander cultural beliefs and practices.

These cultural concepts will improve your understanding of the issues and strengthen your motivation to develop skills to address them.

At the end of each *fono*, you will apply what you are learning in your daily life through a *fono* assignment. At the final *fono*, you will be asked to make a larger difference in your community as a village council through a village project. Details about the village project will be given in the final *fono*.

We invite you to use these *fono* as an opportunity to gain knowledge, develop skills, and connect with your culture in a way that will benefit your village community. Ultimately, you will become a valuable resource for others.

5. Answer any questions.

Fono rules (10 min.)

1. Have the village council turn to WB p. 5 to introduce the village name and *fono* rules.

As a village council, together, you will choose a village name that will connect you. You will also decide on housekeeping rules that you feel may be important for you to bond in this space and to learn from each other.

2. Encourage a group discussion and help them decide on a village name. The village council may or may not come up with a name during this *fono*. Let them know they need to decide on a name by the fourth *fono*.
3. Engage the group in a discussion to set the council's rules, expectations, and commitments (e.g., acknowledging personal experiences, engaging everyone in the discussion, being on time, confidentiality, etc.).
4. As a facilitator, **do not** make the rules. Let the village council come up with, agree on, and commit to their own rules.
5. Write down the village name and *fono* rules on a poster paper for everyone to see during each *fono*.
6. Answer any questions.

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

Cultural concept (10 min.)

1. Explain we will now start our first *fono*.
2. Ask the village council to turn to WB p. 1 and read the overview of the first *fono* from key elements.
3. Explain we will now learn about the first issue of our *fono*. We will start by going over the cultural concept of *vā*.
4. Acknowledge that everyone has a different level of exposure to Pacific Islander culture.

As Pacific Islanders, we all have different levels of exposure and experiences that connect us to our Pacific Islander cultures. Many of us have experienced some parts of the cultural concepts we will be going over in our everyday lives, but we may not know the actual word attached to the concept. For the purpose of this project, we encourage you to keep an open mind, be willing to learn, and respect each other. Remember, we are all here to learn and grow together as Pacific Islanders in this village.

5. Ask the village council members to turn to WB p. 8 and read together the cultural concept of *vā*.

Vā

Throughout our different island cultures, you will find a strong practice of maintaining and nurturing relationships, especially with members from ones' kin, church, school, and villages.

This is the pan-Pacific concept of *vā*. *Vā* literally means space. It is the space in which we relate and it's how we interact with each other. It touches every aspect of Pacific Islander life through our relationships with our families and community and is carried on from one generation to the next.

Vā is often strongest with kin members and people with genealogical ties.

Tauhi 'a e vā (Tongan) or *tausi le vā* (Samoan) is the act of nurturing and developing the *vā*. When we *tauhi vā* or *tausi vā*, we purposefully build, strengthen, and maintain the relationships that connect us to one another.

6. Gauge whether the village council is connecting with the concept of *vā* by asking: What are ways you have witnessed Pacific Islanders *tauhi vā* or *tausi vā* or how they nurture and maintain relationships?
7. Answer any questions.

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

Video and discussion (15 min.)

1. Ask the members of the village council turn to WB p. 10 and introduce Episode 1: *The unspoken truth* (7 min.).

Let's watch a video that explains how *tauhi vā* or *tausi vā* preserves Pacific Islander ways of life in families and throughout generations. It shows the importance of passing on our legacies on to our children.

The unspoken truth is the first episode in this community education and engagement series. The title refers to the silence that surrounds infant mortality and its impact among Utah's Pacific Islander communities. It was filmed in Salt Lake County, Utah with the collaboration of local community-based organizations and features local community members.

2. Before you start the video, ask the village council members to think about: (1) How do you feel when you hear about the death of an infant in your family or community before his or her first birthday? (2) Do you think your community knows about the issue of infant mortality?
3. Invite the village council members to write down their notes, thoughts, and questions in their workbooks (WB p. 11).
4. Play Episode 1: *The unspoken truth* (7:00 min.).
5. Lead a discussion after the video on: (1) How do you feel when you hear about the death of an infant in your family or community before his or her first birthday? (2) Do you think your community knows about the issue of infant mortality?
6. If time allows ask for other thoughts or impressions.
7. Answer any questions.

PowerPoint presentation on infant mortality (10 min.)

1. Introduce *Fono 1* presentation: Infant mortality. Let's learn more about infant mortality among our Pacific Islander communities here in Utah.
2. Present *Fono 1* presentation: Infant mortality.
3. Let the village council members know the information from the PowerPoint is on WB p. 12.
4. Engage the village council members in a short discussion about their thoughts and reactions to the information presented in the PowerPoint.
5. Answer any questions.

Break (optional) (5 min.)

Communication activity (25 min.)

1. Ask the village council members to turn to WB p. 14 for the communication activity.
2. Go to *Fono 1*: Communication activity instructions (turn to next page).

Fono 1: Communication activity instructions (20 min.)

Introduce Fono 1: Communication activity

Now we will do an activity that will help us *tauhi vā* (Tongan) or *tausī vā* (Samoa). By using open communication, we will nurture the relationships that connect us to each other. This activity will be a place to begin to help us feel confident about how to talk more openly about infant mortality with our community.

Review the fono rules for the discussion. (2 min.)

Review the *fono* rules to prepare for the discussion. Additional rules may include respect for privacy of others and not sharing what is said outside of the group.

Conversation ball activity. (5 min.)

Explain that this activity will loosen everyone up to speak openly. Have everyone hold up their right thumb. Tell them, “when you catch the ball, answer the question that your right thumb lands on.” After you answer the questions, toss the ball to another person. (See smarterparenting.com for more information)

Create a safe space activity. (10 min.)

Fofola e fala (kae talanoa e kāinga) is a Tongan metaphor that means, “roll out the mats (so the kin can dialogue).” It describes the act of creating a safe and healthy space for dialogue to occur. (10)

‘O le ‘upega ‘ua fili i le pō ‘ae tatala i le ao is a Samoan metaphor meaning, “the fishing net can only be untangled in the daylight.” It teaches that family and community issues can only be sorted out when brought to light and discussed openly. (11)

The “create a safe space activity” invites open dialogue. It is done in pairs with two people who are familiar with each other. Pairs choose one person to start. Everyone hears an incomplete sentence. The first person restates the sentence with their own ending to their partner. The partner restates the same sentence with their own ending. Sentences start off simple and then go deeper to more difficult topics. Go in order. Demonstrate with your co-facilitator using the example sentence. Have pairs put their workbooks away, go to a private space, and face each other when talking. Explain the rules again and begin.

Example sentence:

Your best characteristic is . . .

Fono 1: Communication activity instructions (20 min.)

Sentences to use:

Your most attractive feature is . . .

You help me be a better person by . . .

You make me smile when you . . .

I love you because . . .

When you are in pain, I feel . . .

When you need help, I want you to . . .

I can talk to you about anything because . . .

Discussion (2 min.)

Ask the group to share what they experienced.

Conclusion (1 min.)

Explain the different levels of communication. Some things are easier to talk about than others. It is easier to talk about the weather than to tell someone you care about them or admit you need help. In the conversation ball activity, we talked about easier topics like your favorite food or movie. In the create a safe space activity, we practiced saying things that are sometimes harder to express like trust and concern for someone. The way we approached this activity gave you a safe space and purpose for talking about these more difficult topics, which you might have never talked about before. We can create safe spaces like this among our families or friends to start talking about more sensitive topics like infant mortality.

Fono 1: Our village and our legacy lesson plan (2-2.5 hrs.)

Fono assignment (5 min.)

1. Explain the *fono* assignments:

As a village council, you are asked to complete a *fono* assignment after each *fono*. Do the assignments outside of the *fono* and complete them before the next *fono*. Each village council member will be given a chance to share their experience at the beginning of the next *fono*. Think of these *fono* assignments as an opportunity to share and apply what you are learning. They will also help you develop skills and experience for the final village project.

2. Ask the village council members to turn to WB p. 17 and introduce *Fono* assignment 1.

Fono assignment 1: Use what you have learned in the communication activity to talk with someone in your family and find out if anyone in your family has experienced infant mortality. Come ready to share what you learned at the next *fono*.

3. Let each village council member choose a partner to help remind and follow up with them on their *fono* assignments.

Post-questionnaire and conclusion (5 min.)

1. Explain post-questionnaires will be given after each *fono* to help improve the project.
2. Tell members of the village council **not** to write their names on the questionnaire. Let participants know their personal information will be kept secure and confidential. Tell members of the village council to fill out every question by themselves. Ask them to **not** to talk to each other while filling out the questionnaire.
3. Tell members of the village council it's not a problem if they don't know an answer. It is completely OK to answer "I don't know."
4. Explain that if members of the village council have a question to raise their hand and you will come help them.
5. Hand out the post-questionnaires and answer questions.
6. Make sure the members **do not** talk to one another while taking the post-questionnaires.
7. Check and collect all post-questionnaires. Make sure each participant put their sticker ID somewhere on their post-questionnaires.
8. Thank the members of the village council for their contributions to the *fono*.
9. Remind members of the next *fono*.

Fono 1 lesson materials

- Sample consent form
- Sample roll/attendance sheet
- Sample ID stickers
- Pre-questionnaire
- Pre-questionnaire answer key
- *Fono* 1 presentation: Infant mortality
- Instructions for creating a conversation ball
- Post-questionnaire workshop #1
- Post-questionnaire workshop #1 answer key

Consent to participate form

It Takes a Village: Giving our babies the best chance

You are invited to participate in *It Takes a Village: Giving our babies the best chance*, a four-workshop project originally developed by the Utah Department of Health and Human Services Office of Health Equity. The purpose of this project is to raise awareness about birth outcomes disparities among Native Hawaiians and Pacific Islanders along with influential factors in order to build community-capacity to eliminate these disparities.

You will also be asked to participate in four workshops lasting two (2) hours where attendance will be taken. You will be asked to fill out a questionnaire at the beginning of the first workshop and at the end of each workshop. After four workshops, you will be invited to complete a final project. We will not disclose any information that can be identified with you, nor connect your identify to any information we present.

You will be one of approximately [insert number (#)] people participating in this group and [insert number (#)] total people participating in the project.

Your decision whether to participate will not affect any services you now receive nor any services you will receive from [insert name of organization] or any other health service provider. If you decide to participate, you are free to discontinue participation at any time. We want you to feel comfortable while participating. Please let us know if you are uncomfortable. You do not have to answer any questions that make you feel uncomfortable. You may leave the group at any time if you need a break.

Any content from the workshops you reuse must credit the Utah Department of Health and Human Services Office of Health Equity *It Takes a Village: Giving our babies the best chance project.*

If you have any questions feel free to contact [insert name] at [insert contact information]. Your signature indicates you have read all the information provided above and have decided to participate in the project. You may keep a copy of this form.

Name of participant (print in capital letters)

Signature

Date

ID	Full name and contact info	Attendance	W1	W2	W3	W4
VRT10	1. Phone	Stayed				
	1. Email	Notes				
	2. Phone	On time				
E97AJ	2. Email	Notes				
	3. Phone	On time				
	3. Email	Notes				
GT39E	4. Phone	Stayed				
	4. Email	Notes				
	5. Phone	On time				
VDSGO	5. Email	Notes				
	6. Phone	Stayed				
	6. Email	Notes				
989J7	6. Phone	Stayed				
	6. Email	Notes				

It Takes A Village: Giving our babies the best chance roll/attendance sheet
 [insert name of group]

ID	Full name and contact info	Attendance	W1	W2	W3	W4
CS38Y	7.	On time				
	Phone	Stayed				
	Email	Notes				
YDVEY	8.	On time				
	Phone	Stayed				
	Email	Notes				
PQ8GE	9.	On time				
	Phone	Stayed				
	Email	Notes				
VQQQ8	10.	On time				
	Phone	Stayed				
	Email	Notes				
TDA00	11.	On time				
	Phone	Stayed				
	Email	Notes				
90F3J	12.	On time				
	Phone	Stayed				
	Email	Notes				

Sample ID stickers

VRT10	VRT10	VRT10
VRT10	VRT10	VRT10
E97AJ	E97AJ	E97AJ
E97AJ	E97AJ	E97AJ
GT39E	GT39E	GT39E
GT39E	GT39E	GT39E
VDSGO	VDSGO	VDSGO
VDSGO	VDSGO	VDSGO

Sample ID stickers

OLGV0	OLGV0	OLGV0
OLGV0	OLGV0	OLGV0
989J7	989J7	989J7
989J7	989J7	989J7
CS38Y	CS38Y	CS38Y
CS38Y	CS38Y	CS38Y
YDVEY	YDVEY	YDVEY
YDVEY	YDVEY	YDVEY

Sample ID stickers

PQ8GE	PQ8GE	PQ8GE
PQ8GE	PQ8GE	PQ8GE
VQQQ8	VQQQ8	VQQQ8
VQQQ8	VQQQ8	VQQQ8
TDA00	TDA00	TDA00
TDA00	TDA00	TDA00
90F3J	90F3J	90F3J
90F3J	90F3J	90F3J

Pre-questionnaire

It Takes a Village: Giving our babies the best chance

This questionnaire is de-identified. Answer the questions on your own and be honest.

1. Gender Male Female Other

2. Age _____ (fill in blank)

3. Are you? Single Married Divorced Widowed Other

4. How do you identify yourself? (Check ALL that apply):

Chamorro/Guamanian	Fijian	Maori
Micronesian	Native Hawaiian	Samoan
Tahitian/French Polynesian	Tongan	
Other Pacific Islander _____ (specify)		
Other race/ethnicity _____ (specify)		

5. Highest level of education completed:

Less than high school	High school diploma/GED	Some college
Associate degree	Bachelor degree	Master's/doctoral degree

6. What is your ZIP code? _____ (fill in blank)

7. Check the box that best shows what you think (Check only one box)

The Native Hawaiian/Pacific Islander (NHPI) communities have many health problems, but infant mortality **is not** one of those problems.

The NHPI have many health problems, and infant mortality **is** one of those problems.

Infant mortality is a problem among NHPI communities, and I would like to do something about it, but I do not know what to do.

Infant mortality is a problem among NHPI communities, and I have the tools to do something about it.

8. Infant mortality is the (Check only one box)

Death of a fetus before birth

Death of a baby before the first birthday

Death of a toddler (1–3 years of age)

All of the above

Not sure/don't know

9. According to what you know, check the two racial/ethnic groups with the highest infant mortality rate in Utah.

Asian	American Indian/Alaska Native	Black/African American
Hispanic/Latino	White Caucasian	Native Hawaiian/Pacific Islander
Not sure/don't know		

10. Perinatal conditions are (Check only one box)

Maternal conditions related to pregnancy or delivery

Infant conditions related to pregnancy or delivery

Both

None of the above

Not sure/don't know

11. What is the top cause of infant mortality among NHPI in Utah? (Check only one box)

Injuries and accidents

Perinatal conditions

Sudden Infant Death Syndrome

All of the above

Not sure/don't know

12. Preconception health is (Check only one box)

Taking steps to get healthy before pregnancy

Promoting the health of women of reproductive age before conception

A woman's health before she becomes pregnant

All of the above

Not sure/don't know

13. Prenatal care is the (Check only one box)

Healthcare that a baby receives after the baby is born

Healthcare that a pregnant woman receives during pregnancy

Healthcare that a pregnant woman receives after the baby is born

All of the above

Not sure/don't know

14. When should a woman start prenatal care? (Check only one box)

During the second trimester of pregnancy

During the third trimester of pregnancy

As soon as she finds out she is pregnant

After the baby is born

Not sure/don't know

15. After having a baby, a woman has a better chance of having a healthy pregnancy and a healthy baby if she waits (Check only one box)

- At least three months (3) before becoming pregnant again
- At least six months (6) before becoming pregnant again
- At least twelve months (12) before becoming pregnant again
- At least eighteen months (18) before becoming pregnant again
- Not sure/don't know

16. How confident do you feel talking with family members about pregnancy and birth-related issues? (Circle the number that best represents you)

Not at all confident 1 2 3 4 5 Extremely confident

17. How confident do you feel talking with community members about pregnancy and birth-related issues? (Circle the number that best represents you)

Not at all confident 1 2 3 4 5 Extremely confident

18. How confident do you feel finding trusted information and resources for before, during, and after pregnancy? (Circle the number that best represents you)

Not at all confident 1 2 3 4 5 Extremely confident

19. How confident do you feel coaching (providing advice and guidance to) family members about steps that could be taken to have healthy babies? (Circle the number that best represents you)

Not at all confident 1 2 3 4 5 Extremely confident

20. How confident do you feel coaching (providing advice and guidance to) community members about steps that could be taken to have healthy babies? (Circle the number that best represents you)

Not at all confident 1 2 3 4 5 Extremely confident

Pre-questionnaire answer key

It Takes a Village: Giving our babies the best chance

8. Infant mortality is the (Check only one box)

- Death of a fetus before birth
- Death of a baby before the first birthday
- Death of a toddler (1–3 years of age)
- All of the above
- Not sure/don't know

9. According to what you know, check the groups with the highest infant mortality rate in Utah.

- Asian
- Hispanic/Latino
- Not sure/don't know
- American Indian/Alaska Native
- White Caucasian
- Black/African American
- Native Hawaiian/Pacific Islander

10. Perinatal conditions are (Check only one box)

- Maternal conditions related to pregnancy or delivery
- Infant conditions related to pregnancy or delivery
- Both
- None of the above
- Not sure/don't know

11. What is the top cause of infant mortality among NHPI in Utah? (Check only one box)

- Injuries and accidents
- Perinatal conditions
- Sudden Infant Death Syndrome
- All of the above
- Not sure/don't know

12. Preconception health is (Check only one box)

- Taking steps to get healthy before pregnancy
- Promoting the health of women of reproductive age before conception
- A woman's health before she becomes pregnant
- All of the above
- Not sure/don't know

13. Prenatal care is the (Check only one box)

- Healthcare that a baby receives after the baby is born
- Healthcare that a pregnant woman receives during pregnancy
- Healthcare that a pregnant woman receives after the baby is born
- All of the above
- Not sure/don't know

14. When should a woman start prenatal care? (Check only one box)

- During the second trimester of pregnancy
- During the third trimester of pregnancy
- As soon as she finds out she is pregnant**
- After the baby is born
- Not sure/don't know

15. After having a baby, a woman has a better chance of having a healthy pregnancy and a healthy baby if she waits (Check only one box)

- At least three months (3) before becoming pregnant again
- At least six months (6) before becoming pregnant again
- At least twelve months (12) before becoming pregnant again
- At least eighteen months (18) before becoming pregnant again**
- Not sure/don't know

Fono 1 presentation: Infant mortality



What is infant mortality?

"The death of a baby before his or her first birthday" . . . "after being born alive."^{1,2}



Fono 1 presentation: Infant mortality

Did you know?

- Pacific Islanders have the highest infant mortality rate in Utah, along with Black/African American populations.³
- For every 1,000 babies born, we lose 11.³
- This is double the rate of other Utah communities.³



Fono 1 presentation: Infant mortality

What are the leading causes of infant mortality among NHPs in Utah?⁴

- Perinatal conditions or conditions during the time of and around pregnancy
- Birth defects or problems that “happen while a baby is developing in the [womb]”⁵
- Sudden infant death syndrome (SIDS)
- Medical conditions of the infants



State of Utah

Pacific Islanders



What are perinatal conditions?

“A maternal or infant condition related to pregnancy or delivery”⁶

Examples:

- Preterm birth
- Low birth weight



Fono 1 presentation: Infant mortality

What is preterm birth?

- Infants “. . . born at less than 37 weeks.”³

Preterm birth is also known as⁷

- Preterm baby
- Premature birth
- Premature baby
- Preemie
- Prematurity



Fono 1 presentation: Infant mortality

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7. U.S. National Library of Medicine. (2016). Premature infant. Retrieved August 15, 2017 from <https://medlineplus.gov/ency/article/001562.htm>



Did you know?

- Pacific Islanders have one of the highest infant preterm birth rates in Utah.³
- More than 1 in 10 of our babies are born too early.³
- “Preterm birth is the leading cause of . . . death in otherwise normal newborns.”³



Instructions for creating a conversation ball

1. Find or buy a ball that can be easily tossed and can be written on with permanent marker.
2. Choose questions from the following list
(Source: <https://www.smarterparenting.com/resources/communication-ball-starters-child/>)
 - Are you afraid of heights?
 - Are you more like mom or dad?
 - Do you know how to ride a bike?
 - Do you like cats or dogs better?
 - Do you like to dance?
 - Do you like to draw or paint?
 - Do you like to spend time inside or outside?
 - Do you like to swim?
 - If I gave you \$10, what would you do with it?
 - If we had an airplane to go on vacation, where would you want to go?
 - If you could be an animal, which one would you be?
 - If you could have a superpower, what one would it be?
 - If you could have any animal for a pet, what would it be?
 - If you could spend the day with anyone, who would it be?
 - What do you like to do for fun?
 - What do you want to be when you grow up?
 - What food don't you like?
 - What is the favorite thing you do with the family?
 - What is your favorite animal?
 - What is your favorite color?
 - What is your favorite food?
 - What is your favorite holiday?
 - What is your favorite season?
 - What was your least favorite class in school?
 - What was something fun you did this week?
 - Who is your best friend?
3. Write the questions on the ball using a permanent marker. Write the questions large enough so participants can read them easily.

Post-questionnaire workshop 1 It Takes a Village: Giving our babies the best chance

1. **Infant mortality is the** (Check only one box)
 - Death of a fetus before birth
 - Death of a baby before the first birthday
 - Death of a toddler (1–3 years of age)
 - All of the above
 - Not sure/don't know
2. **According to what you know, check the two groups with the highest infant mortality rate in Utah.**

Asian	American Indian/Alaska Native	Black/African American
Hispanic/Latino	White Caucasian	Native Hawaiian/Pacific Islander
Not sure/don't know		
3. **Perinatal conditions are** (Check only one box)
 - Maternal conditions related to pregnancy or delivery
 - Infant conditions related to pregnancy or delivery
 - Both
 - None of the above
 - Not sure/don't know
4. **What is the top cause of infant mortality among NHPI in Utah?** (Check only one box)
 - Injuries and accidents
 - Perinatal conditions
 - Sudden Infant Death Syndrome
 - All of the above
 - Not sure/don't know

Post-questionnaire workshop 1 answer key
It Takes a Village: Giving our babies the best chance

1. Infant mortality is the (Check only one box)

- Death of a fetus before birth
- Death of a baby before the first birthday
- Death of a toddler (1–3 years of age)
- All of the above
- Not sure/don't know

2. According to what you know, check the two groups with the highest infant mortality rate in Utah.

- Asian
- Hispanic/Latino
- Not sure/don't know
- American Indian/Alaska Native
- White Caucasian
- Black/African American
- Native Hawaiian/Pacific Islander

3. Perinatal conditions are (Check only one box)

- Maternal conditions related to pregnancy or delivery
- Infant conditions related to pregnancy or delivery
- Both
- None of the above
- Not sure/don't know

4. What is the top cause of infant mortality among NHPI in Utah? (Check only one box)

- Injuries and accidents
- Perinatal conditions
- Sudden Infant Death Syndrome
- All of the above
- Not sure/don't know

Fono 2: Nourishing the *fonua* or *fanua* before pregnancy

Fono objectives

1. Educate members of the village council about preconception health.
2. Introduce the village council to tools for resources and information.

Fono evaluation objectives

- Objective 1: By the end of *Fono 2*, at least __% or more of workshop participants will know the correct definition of preconception health.
- Objective 2: By the end of *Fono 2*, at least __% or more of workshop participants will feel more confident talking to a family member about pregnancy and birth-related issues.

Key elements

- Welcome, review, and follow up
- Cultural concept *fonua* or *fanua*
- Video: *It takes a family*
- Presentation on preconception health
- Break (optional)
- Navigation activity
- *Fono* assignment
- Post-questionnaire

Materials needed

- Roll
- Poster paper and markers
- Laptop setup and projector
- Video: *It takes a family*
- *Fono 2* presentation: Preconception health
- Post-questionnaires

Preparation

- Review the post-questionnaires and prepare to share the results
- Review the slides and notes for *Fono 2* presentation: Preconception health
- Review the navigation activity instructions
- Arrange your meeting space and make sure the projector and sound work
- Hang up the *fono* rules for the village council to see

Cultural concepts

- **Fonua** (Tongan) or **fanua** (Samoan): all nourishing environments, including the land, physical environment, ecosystem, etc. This includes the mother's womb and baby's placenta. It is also the word for the baby's placenta.(4)

Fono 2: Nourishing the *fonua* or *fanua* before pregnancy lesson plan (90 min.)

Welcome, review, and follow up (15 min.)

1. Welcome the village council back for *Fono 2*.
2. Review the information from the past *fono* by asking the village council to answer the following questions. Spend more time on questions the village council members answered wrong on the last post-questionnaire.

1. What is infant mortality?
Answer: The death of a baby before the first birthday after being born alive.
2. Which two groups in Utah face the highest rates of infant mortality?
Answer: Pacific Islander and Black/African American communities.
3. What causes the most infant deaths in Utah's Pacific Islander community?
Answer: Perinatal conditions or conditions during the time of and around pregnancy.
4. What are perinatal conditions?
Answer: Maternal or infant conditions related to pregnancy or delivery such as preterm birth or low birthweight.

3. Follow-up on the *fono* assignment and invite participants to share their experiences.

Fono assignment 1: Use what you have learned in the communication activity to talk with someone in your family and find out if anyone in your family has experienced infant mortality. Come ready to share what you learned at the next *fono*. (WB p. 17)

4. If a village council member experienced pushback or disinterest from someone they talked to during their *fono* assignment, hold a mini-discussion with the group about how to react and handle these types of situations.
5. Review the cultural concept of *vā* and its connection to open communication and infant mortality by asking the following questions:
 - How does open communication strengthen *vā* in your relationships?
 - Why is it important to start conversations in our community about infant mortality?

Cultural concept (20 min.)

1. Explain we will now start our second *fono*.
2. Ask the village council members to turn to WB p. 19 and read the overview of the second *fono* from the key elements.
3. Explain that now we'll learn about the second issue of our *fono*. We will start by going over the cultural concept of *fonua* or *fanua*.

Fono 2: Nourishing the *fonua* or *fanua* before pregnancy lesson plan (90 min.)

4. Acknowledge that everyone has a different level of exposure to Pacific Islander cultures.

Remember, as Pacific Islanders, we all have different levels of exposure and experiences that connect us to our Pacific Islander cultures. Many of us have experienced some parts of the cultural concepts we will be going over in our everyday lives, but we may not know the actual word attached to the concept. For the purpose of this project, we encourage you to keep an open mind, be willing to learn, and respect each other. Remember, we are all here to learn and grow together as Pacific Islanders in this village.

5. Ask the village council members to turn to WB p. 20 and read together the cultural concept of *fonua* or *fanua*.

Fonua or *fanua*

Land is a central part of Pacific Islander identity. When we care for the land and environment, that care comes back to the people.

"The purpose of this relationship and exchange between the environment and [its people] is to maintain harmony in life in sustainable ways."

Fonua (Tongan) or *fanua* (Samoan) means all nourishing environments, including the land, physical environment, ecosystem, etc. This includes the mother's womb and baby's placenta.

Fonua or *fanua* is also the word for the baby's placenta. The placenta is an organ formed during pregnancy, which connects the mother and baby. Through the placenta, the mother provides oxygen and nutrients to the baby.

"In the world of the womb, the baby is sustained by her *fonua* [*fanua*], the placenta. The baby is later born into the [land], where she experiences life and builds relationships with the *fonua* [*fanua*]: the entire ecology, including its human inhabitants. As part of the birth process, the remains of the [placenta] that sustained the baby are returned by burial to the [physical land] . . . Upon her death, she is returned to her *fonualoto* [*tu'ugamau*] (land within the land), or her grave."

6. Gauge whether the village council members are connecting with the concept of *fonua* or *fanua* by asking: How are Pacific Islanders connected to the *fonua* or *fanua* or land and environment?

Fono 2: Nourishing the *fonua* or *fanua* before pregnancy lesson plan (90 min.)

Video and discussion (20 min.)

1. Ask members of the village council to turn to WB p. 22 and introduce Episode 2: *It takes a family* (9 min.).

Let's watch a video that explains some ways each mother-to-be and family can have healthy relationships and exchanges with the *fonua* or *fanua* to prepare for the healthiest pregnancy possible.

It takes a family is the second video in the community education and engagement series for *It Takes a Village: Giving our babies the best chance*. It focuses on the importance of doing all you can before pregnancy to make sure the mother, baby, and family are healthy.

2. Before you start the video, ask members of the village council to think about: What did you do **before** pregnancy to be healthy for your baby, OR if you have never been pregnant, what have you seen other people do **before** pregnancy to be healthy for their baby?
3. Invite the village council members to write down their notes, thoughts, and questions in their workbooks (WB p. 23).
4. Play Episode 2: *It takes a family* (9:00 min.).
5. Lead a discussion after the video: What did you do **before** pregnancy to be healthy for your baby, OR if you have never been pregnant, what have you seen other people do **before** pregnancy to be healthy for their baby?
6. If time allows ask for other thoughts or impressions.
7. Answer any questions.

PowerPoint presentation on preconception health (10 min.)

1. Introduction *Fono 2* presentation: Preconception health: Let's learn more about being healthy before pregnancy or nourishing the *fonua* or *fanua* before pregnancy.
2. Present *Fono 2* presentation: Preconception health.
3. Let the village council members know that information from the PowerPoint is on WB p. 24.
4. Engage the members of the village council in a short discussion about their thoughts and reactions to the information presented in the PowerPoint.
5. Answer any questions.

Break (optional) (5 min.)

Navigation activity (35 min.)

1. Have the village council members turn to WB p. 27 for the navigation activity.
2. Go to *Fono 2* navigation activity instructions (turn to next page).

Fono 2: Navigation activity instructions (30 min.)

Introduce Fono 2: Navigation activity (30 seconds)

Now we'll do an activity that will help us nourish our *fonua* or *fanua*. In a western context, we have many different opportunities to nourish our *fonua* or *fanua* or the space in which we live. This activity will help us gain skills to navigate the resources available in this western space that will encourage our *fonua* or *fanua* to thrive.

Pacific Islanders were master navigators (1 min.)

It is well documented that Pacific Islanders were master navigators who traveled the world by ocean voyages. On these journeys, they studied the ocean's wave patterns, the position of the sun and the stars, as well as the movements of the clouds, birds, and fish to decide which way to go. To be a navigator, one must be committed and dedicated to studying indigenous astronomy, marine science, meteorology, etc. We must learn and use similar voyaging skills to navigate resources in this estern space.(7)

Learning how to navigate health resources (5 min.)

Ask the village council members to consider: "How do I navigate health resources?" Turn to WB p. 28. Ask a village council member to read "How do I navigate health resources?" Explain that we must navigate to find trustworthy health resources and we can do so by asking five quick questions. Read "Navigating a health website: Five quick questions."

Practice navigating (15 min.)

Explain there are resources to help community members nourish the *fonua* or *fanua*. But community members may not know about them and may need additional help (e.g., uninsured, do not speak English, need financial help, etc.). **Your experience navigating resources can help others.** The workbook contains group scenarios. Read the instructions carefully. Groups should use the list of resources in the back of the workbook to answer the questions. Ask them to go to at least one website **and** attempt to talk/text/chat with at least one representative.

Direct group members to put themselves in the shoes of someone who has trouble accessing or navigating resources. Allow the council to break into groups and assign the scenarios. Let members know they will be asked to share what they learned, which resources they navigated, and how they knew the resources were trustworthy. If pairs end early, invite them to use more of the resources or complete another scenario.

Discussion (8 min.)

Give each group 2–3 minutes to discuss their experiences navigating. Invite them to answer what information or resources were most helpful and what barriers (if any) did you face?

Conclusion (30 seconds)

Explain again that your experience navigating resources can help others. It is important to develop your voyaging skills by understanding all you can about resources. Know their purposes, programs, and qualifications. You can become a master navigator for your community.

Fono 2: Navigation activity

How do I navigate health resources?

"Health information, whether in print or online, should come from a trusted, credible source. Government agencies, hospitals, universities, and medical journals and books that provide evidence-based information are sources you can trust. Too often, other sources can provide misleading or [wrong] information. If a source makes claims that are too good to be true, remember—they usually are. There are many websites, books, magazines, [and social media platforms] that provide health information for the public, but not all of them are trustworthy. Use the resources provided below to [protect] yourself when reviewing sources of health information."

.gov = a government-sponsored site (trustworthy)

.edu = an education institution (trustworthy)

.org = a non-commercial organization (maybe)

.com = a commercial organization (maybe)

Google is not a source. It is a search engine that provides a list of sources that **may or may not** be credible.

Navigating a health website: Five quick questions

If you're [navigating] a health website for the first time, these five quick questions can help you decide whether the site is a helpful resource.

Who? Who runs the website? Can you trust them?

What? What does the site say? Do its claims seem too good to be true?

When? When was the information posted or reviewed? Is it up-to-date?

Where? Where did the information come from? Is it based on scientific research?

Why? Why does the site exist? Is it selling something?

Reliable resources for health before, during, and after pregnancy

- DHHS Maternal and Infant Health Program: mihp.utah.gov
- Baby Your Baby: babyyourbaby.org 1-800-826-9662
- MotherToBaby Utah: mothertobaby.utah.gov 1-800-822-2229
- DHHS Medicaid: medicaid.utah.gov 1-866-608-9422
- DHHS Utah Women, Infants and Children (WIC) Program: wic.utah.gov 1-877-942-5437
- DHHS Office of Home Visiting: homevisiting.utah.gov
- United Way 2-1-1: 211utah.org Dial 2-1-1
- Help Me Grow Utah: helpmegrowutah.org 801-691-5322
- Office on Women's Health: womenshealth.gov

Fono 2: Navigation activity

Imagine you are a community member struggling with barriers that make it challenging to access or navigate resources. Practice navigating resources for preconception health. Use your voyaging skills for each scenario. Go to at least one website **and** talk/text/chat with at least one representative.

Scenario 1: Getting to your healthy weight

You and your partner want to have kids. How do you find out if you both are at a healthy weight? Who or what can help you get to a healthy weight if you live in a poor or unsafe neighborhood?

What did you learn? _____

What resources did you use and how did you know they were reliable? _____

Scenario 2: Folic acid

You and your partner just got married and want to have kids someday. You've heard about folic acid. What is it and how do you get it? Keep in mind that you do not speak English.

What did you learn? _____

What resources did you use and how did you know they were reliable? _____

Scenario 3: Preconception health visit

You and your partner plan to become pregnant in a few months and want to go in for a preconception health visit. You **do not** have health insurance. Where can you go for care?

What did you learn? _____

What resources did you use and how do you know they were reliable? _____

Reflect

What information or resources were most helpful? _____

What barriers did you encounter while navigating? _____

Fono 2: Nourishing the *fonua* or *fanua* before pregnancy lesson plan (90 min.)

Fono assignment (5 min.)

1. Explain the *fono* assignments:

As a village council, you are asked to complete a *fono* assignment after each *fono*. Do the assignments outside of the *fono* and complete them before the next *fono*. Each village council member will be given the opportunity to share their experience at the beginning of the next *fono*. Think of these *fono* assignments as an opportunity to share and apply what you are learning. They will also help you develop skills and experience for the final village project.

2. Ask the village council members to turn to WB p. 34 and introduce *Fono* assignment 2.

Fono assignment 2: Use what you learned in the navigation activity as a way to nourish your *fonua* or *fanua*. Your voyaging skills will help you navigate resources about prenatal care and prepare to help others. Notice any obstacles you face while navigating these resources. Come ready to share what you learned at the next *fono*.

3. Let village council members form three groups.
4. Let each group choose one of the following scenarios:

Scenario 1: (1) What is prenatal care? (2) Who can provide prenatal care? (3) When should prenatal care start? (4) What is the difference between preconception health and prenatal care?

Scenario 2: (1) Why is prenatal care important? (2) What happens at prenatal care visits? (3) How many prenatal care visits are suggested?

Scenario 3: (1) How can you pay for prenatal care? (2) What resources are available for low-cost or free prenatal care in Utah and who qualifies? (3) What resources are available for assistance with prenatal care in Utah specifically for the Pacific Islander community?

5. Let each village council member choose a partner to help remind and follow up on their *fono* assignments.

Post-questionnaire and conclusion (5 min.)

1. Explain post-questionnaires will be given after each *fono* to help improve the project.
2. Tell members of the village council **not** to write their names on the questionnaire. Let participants know their personal information will be kept secure and confidential.
3. Tell members of the village council to fill out every question by themselves. Ask them to

Fono 2: Nourishing the fonua or fanua before pregnancy lesson plan (90 min.)

- not** to talk to each other while filling out the questionnaire.
4. Tell members of the village council it's not a problem if they don't know an answer. It is completely OK to answer "I don't know."
 5. Explain that if members of the village council have a question to raise their hand and you will come help them.
 6. Hand out the post-questionnaires and answer questions.
 7. Make sure the members **do not** talk to one another while taking the post-questionnaires.
 8. Check and collect all post-questionnaires. Make sure each participant put their sticker ID somewhere on their post-questionnaires.
 9. Thank the members of the village council for their contributions to the *fono*.
 10. Remind members of the next *fono*.

Fono 2 lesson materials

- *Fono 2* presentation: Preconception health
- Printable resource list for navigation activity
- Post-questionnaire workshop #2
- Post-questionnaire workshop #2 answer key

Fono 2 presentation: Preconception health




Preconception health
It Takes a Village: Giving our babies the best chance

Utah Department of
Health & Human Services
Health Equity

The graphic features a yellow background. In the top left is a stylized black and white icon of a baby in a stroller. In the top right is a circular photograph of a woman and a man smiling. The text is centered in a clean, sans-serif font. At the bottom right is a small baby icon.

What is preconception health?

It focuses on women and men taking steps now to protect the health of a baby they might have sometime in the future.¹




The slide has a yellow background. The text is in a dark, sans-serif font. A small baby icon is in the bottom right corner.

Fono 2 presentation: Preconception health

What is preconception health?


- It emphasizes a woman being healthy **before** she becomes pregnant.¹
- It promotes the health of women and girls of reproductive age.¹



The slide has a yellow background. The text is in a dark, sans-serif font. A small baby icon is in the bottom right corner.

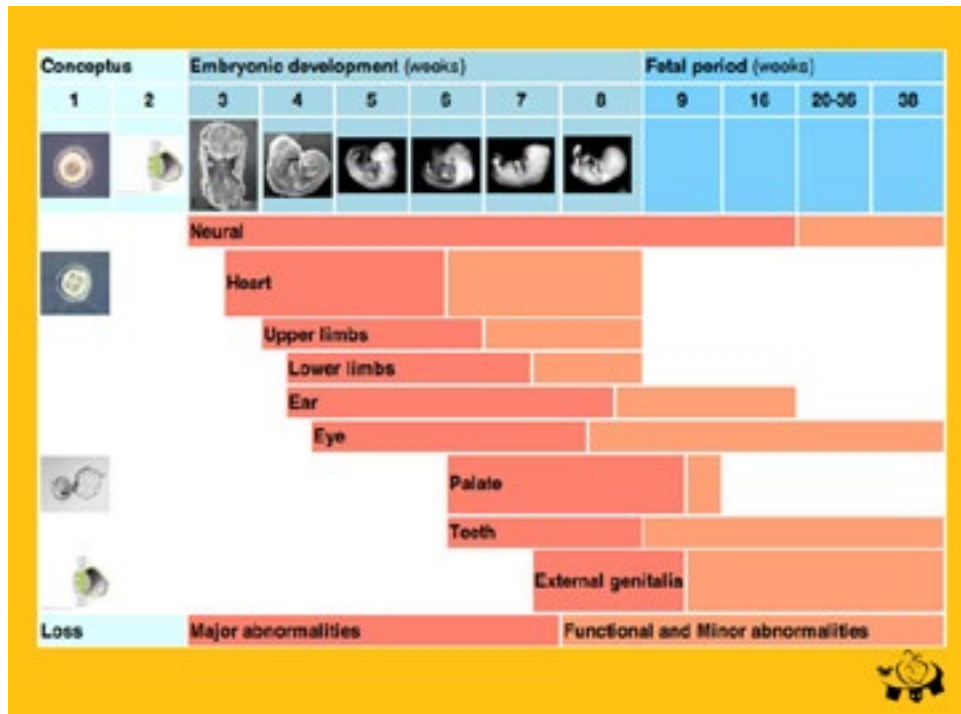
Why is preconception health important?

- Prenatal care starts too late to prevent many of the poor pregnancy outcomes.²
- Women who have better health before pregnancy have healthier outcomes.³
- Unhealthy behaviors and certain exposures during the first few weeks of pregnancy can negatively affect the baby's development and pregnancy outcomes.³



The slide has a yellow background. The text is in a dark, sans-serif font. A small baby icon is in the bottom right corner.

Fono 2 presentation: Preconception health



Fono 2 presentation: Preconception health

Why is preconception health important?

- Fathers have an important role in caring for the *fonua* or *fanua*, meaning both the land and the placenta.*
- Fathers, the family, and the community care for the health of all women, mothers-to-be, and the environment.

Why is preconception health important?

- Each mother-to-be has a personal relationship with her *fonua* or *fanua* or land and environment.
- Starting well before pregnancy, even as a young woman, the mother-to-be can have positive exchanges with her *fonua* or *fanua* or land and environment.

Why is preconception health important?

- Caring for the *fonua* or *fanua* will reciprocate that care so mothers and their bodies are prepared to have the healthiest pregnancy possible for when that time comes.
- When that time does come, mothers are prepared to create their baby's placenta or *fonua* or *fanua* and become its nourishing environment or *fonua* or *fanua*, from which the baby will receive the nourishment needed to sustain life.

Fono 2 presentation: Preconception health

How can I be as healthy as possible before pregnancy?⁵

- Schedule a preconception health visit
- Visit your doctor **at least 3 months before you become pregnant.**
- This gives you the chance to talk about your plan to get pregnant.



Fono 2 presentation: Preconception health

How can I be as healthy as possible before pregnancy?⁵

- Get to your healthy weight
 - “Being overweight or obese can make it harder to get pregnant and increase your risk of experiencing problems.”³
 - Pacific Islanders have the highest maternal obesity rate in Utah (52.7%).⁶



How can I be as healthy as possible before pregnancy?⁵

- Know your health history and your family health history
- Give the doctor as much information as possible
 - Past pregnancies, preterm births, miscarriages, etc.
 - Medical conditions and current medications
 - Mental health history
 - Home and workplace environment



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Post-questionnaire workshop 2 answer key
It Takes a Village: Giving our babies the best chance

This questionnaire is de-identified. Please answer the questions on your own and be honest.

1. Preconception health is (Check only one box)

Taking steps to get healthy before pregnancy

Promoting the health of women of reproductive age before conception

A woman's health before she becomes pregnant

All of the above

Not sure/don't know

Fono 3: Strengthening the *kaliloo* or '*aliloo* during and after pregnancy

Fono objectives

1. Educate members of the village council about prenatal care.
2. Educate the village council members about birth spacing.
3. Introduce the village council to tools to share and spread the information and tools gained through the *fono*.

Fono evaluation objectives

- Objective 1: By the end of *Fono* 3, at least __% or more of workshop participants will know the correct definition of prenatal care.
- Objective 2: By the end of *Fono* 3, at least __% or more of workshop participants will correctly identify when a woman should start prenatal care.
- Objective 3: By the end of *Fono* 3, at least __% or more of workshop participants will know the recommended spacing between pregnancies.
- Objective 4: By the end of *Fono* 3, at least __% or more of workshop participants will feel more confident finding trusted information and resources for before, during, and after pregnancy.

Key elements

- Welcome, review, and follow up
- Cultural concepts *kali* or '*ali* and *kaliloo* or '*aliloo*
- Video: *From day one*
- Presentation on birth spacing
- Break (optional)
- Connection activity
- *Fono* assignment
- Post-questionnaire

Materials needed

- Roll
- Poster paper and markers
- Laptop setup and projector
- Video: *From day one*
- *Fono* 3 presentation: Birth spacing
- Post-questionnaires

Preparation

- Review the post-questionnaires and prepare to share the results
- Review the slides and notes for *Fono* 3 presentation: Birth spacing
- Review the connection activity instructions
- Arrange your meeting space and ensure the projector and sound work
- Hang up the *fono* rules for the village council to see

Cultural concepts

- ***Kali*** (Tongan) or '***ali*** (Samoan): a wooden headrest used as a pillow in Pacific Islander cultures.(5)
- ***Kaliloo*** (Tongan) or '***aliloo*** (Samoan): a long wooden headrest. The word for the mother's forearm or the headrest for infants, where knowledge is shared and storytelling takes place.(5)

Fono 3: Strengthening the *kaliloa/aliloo* during and after pregnancy lesson plan (90 min.)

Welcome, review, and follow up (15 min.)

1. Welcome back the village council members.
2. Review the information from the past *fono* by asking the village council to answer the following questions. Spend extra time on questions the village council members answered wrong on the last post-questionnaire.

1. What is preconception health?
Answer: Health before pregnancy. It is promoting the health of women of reproductive age before pregnancy by making sure they take steps to get healthy before pregnancy.

2. Does preconception health only focus on women's health?
Answer: No. It focuses on any person of reproductive age (including men).

3. Follow-up on the *fono* assignment and invite participants to share their experiences. Specifically ask participants to share what resources they used.

Fono assignment 2: Use what you learned in the navigation activity as a way to nourish your *fonua* or *fanua*. Your voyaging skills will help you navigate resources about prenatal care and prepare to help others. Notice any obstacles you face while navigating these resources. Come ready to share what you learned at the next *fono*. (WB p. 34)

Scenario 1: (1) What is prenatal care? (2) Who can provide prenatal care? (3) When should prenatal care start? (4) What is the difference between preconception health and prenatal care?

Scenario 2: (1) Why is prenatal care important? (2) What happens at prenatal care visits? (3) How many prenatal care visits are suggested?

Scenario 3: (1) How can you pay for prenatal care? (2) What resources are available for low-cost or free prenatal care in Utah and who qualifies? (3) What resources are available for assistance with prenatal care in Utah specifically for the Pacific Islander community?

4. Correct any incorrect information and comment on the resources used. You may reference *Fono 3* presentation: Prenatal care and the video *The earlier the better* to get ready to correct any misinformation or use as a resource if the group needs more education on prenatal care.
5. Emphasize the Utah Tobacco Quit Line as an available resource for tobacco cessation

Fono 3: Strengthening the *kaliloa/aliloo* during and after pregnancy lesson plan (90 min.)

before and during pregnancy.

6. After all the presentations emphasize the following:
 - Preconception health is the health of men and women **before** pregnancy.
 - Prenatal care is the healthcare a woman receives during her pregnancy.
 - Prenatal care is **not** before or after pregnancy. Again, it is **during** pregnancy.
 - A woman should start prenatal care as soon as she finds out she is pregnant.
 - Nearly half (44.8%) of our Pacific Islander babies in Utah are born without early prenatal care.(2)
 - There are many programs and resources to help pay for prenatal care such as the Baby Your Baby program, Medicaid, and low-cost clinics.
7. Review the cultural concept of *fonua* or *fanua* and its connection to navigating resources and preconception health by asking the following questions:
 - Why is it important to understand how to nourish the *fonua* or *fanua* space or both the outside environment/*fonua* or *fanua* (place) as well as the inner environment/*fonua* or *fanua* (womb, placenta) of the child before pregnancy?
 - How is navigating the ocean similar to navigating the resources (websites, agencies, etc.) in this Western context?

Cultural concept (20 min.)

1. Explain this is the third *fono*.
2. Ask the members of the village council to turn to WB p. 37 and read the overview of the third *fono* from the key elements.
3. Explain that we will now learn about another issue of our *fono*. We will start by going over the cultural concept of *kaliloo* or *aliloo*.
4. Acknowledge that everyone has a different level of exposure to Pacific Islander cultures.

Remember, as Pacific Islanders, we all have different levels of exposure and experiences that connect us to our Pacific Islander cultures. Many of us have experienced some parts of the cultural concepts we will be going over in our everyday lives, but we may not know the actual word attached to the concept. For the purpose of this project, we encourage you to keep an open mind, be willing to learn, and respect each other. We are all here to learn and grow together as Pacific Islanders in this village.

5. Ask the members of the village council to turn to WB p. 40 and read together the cultural concept of the *kaliloo* or *aliloo*.

Kaliloo or *aliloo*

Fono 3: Strengthening the *kaliloo*/*'aliloo* during and after pregnancy lesson plan (90 min.)

Our ancestors, grandparents, parents, and elders practiced and valued passing on cultural knowledge and wisdom to their descendants. Parents fostered close relationships by spending quality time with their children talking.

This began right after birth, where on the mother's forearm, knowledge, teachings, and cultural wisdom was passed on to the child through storytelling. This practice was the child's first introduction to education.

In Pacific Islander culture, wooden headrests called *kali* (Tongan) or *'ali* (Samoan) are used as pillows. Long headrests are called *kaliloo* (Tongan) or *'aliloo* (Samoan). *Kaliloo* or *'aliloo* is also the word for the mother's forearm or the headrest for infants, which is long because it continues to support the child throughout the child's life.

When children were strong culturally, physically, and mentally, Pacific Islander mothers were praised for preserving the culture and sharing wisdom through the *kaliloo* or *'aliloo*.

The *kaliloo* or *'aliloo* is how Pacific Islanders passed on cultural wisdom within the home and invested quality time with children.

6. Gauge whether the village council is connecting with the concept of *kaliloo* or *'aliloo* by asking: How important is it to Pacific Islanders to invest in their children and to pass on Pacific Islander values from one generation to the next?

Video and discussion (20 min.)

1. Ask the members of the village council to turn to WB p. 42 and introduce Episode 4: *From day one* (8:21 min.).

Let's watch a video that demonstrates the transition from the *fonua* or *fanua* through birth to the *kaliloo* or *'aliloo*. It shows the importance of the bond between mother and baby.

From day one is the fourth video in the community education and engagement series. It focuses on the importance of doing all you can to make sure the mother and baby are healthy after and between births.

2. Before you start the video, ask the village council members to think about: (1) How close were your children born to each other or how close were you born to your siblings? (2) Why would it be important to give some time between the birth of one child and the beginning of the next pregnancy?
3. Invite the village council members to write down their notes, thoughts, and questions in their workbooks (WB p. 43).
4. Play Episode 4: *From day one* (8:21 min.).
5. Lead a discussion after the video on: (1) How close were your children born to each other or how close were you born to your siblings? (2) Why would it be important to give time between the birth of one child and the beginning of the next pregnancy?

Fono 3: Strengthening the *kaliloo*/*'aliloo* during and after pregnancy lesson plan (90 min.)

PowerPoint presentation on birth spacing (10 min.)

1. Introduce *Fono 3* presentation: Birth spacing: This PowerPoint will help us learn more about birth spacing.
2. Present *Fono 3* presentation: Birth spacing.
3. Explain the information from the PowerPoint is on WB p. 44.
4. Engage the village council in a short discussion about their thoughts and reactions to the information presented in the PowerPoint.
5. Answer any questions.

Break (optional) (5 min.)

Connection activity (30 min.)

1. Ask the village council members to turn to WB p. 46 for the connection activity.
2. Go to *Fono 3*: Connection activity instructions (turn to next page).

Fono 3: Connection activity instructions (30 min.)

Introduce Fono 3: Connection activity (1 min.)

Now we'll do an activity to help us share the experiences we have had in our *fono*. Just as mothers have a responsibility to pass on their knowledge and wisdom to their children through the *kaliloa* or *'aliloa*, we each have a responsibility to pass on what we have learned to our kin members and community through our connections.

The ocean connects us (2 min.)

Moana is a pan-Pacific term for ocean encompassing both its depth and vast openness. Pacific Islanders are often referred to as "Oceanians" or people of the ocean. Despite the way in which the Western world views the Pacific, Oceanians view the ocean not as something that separates our islands from one another, but as something that connects us all. The ocean is in us and continues to deeply connect us no matter where we are in the world.

Who am I connected to? (10 min.)

Ask the village council members to use the circles to see who they are connected to. Explain that we can look at our community as the ocean. We are in the center of the ocean. We can reach different community members through waves and ripples represented by each circle (e.g., one may be family, one may be neighbors and friends, and one may be a religious affiliation or community center). Explain that the ocean starts at a small point and ripples its way out. Those closest to you will feel your waves and ripples first. Give the village council members (and you) time to map out the circles. This should be completed individually without talking to others. Ask everyone to share their community waves circles.

How can I expand my ocean? (5 min.)

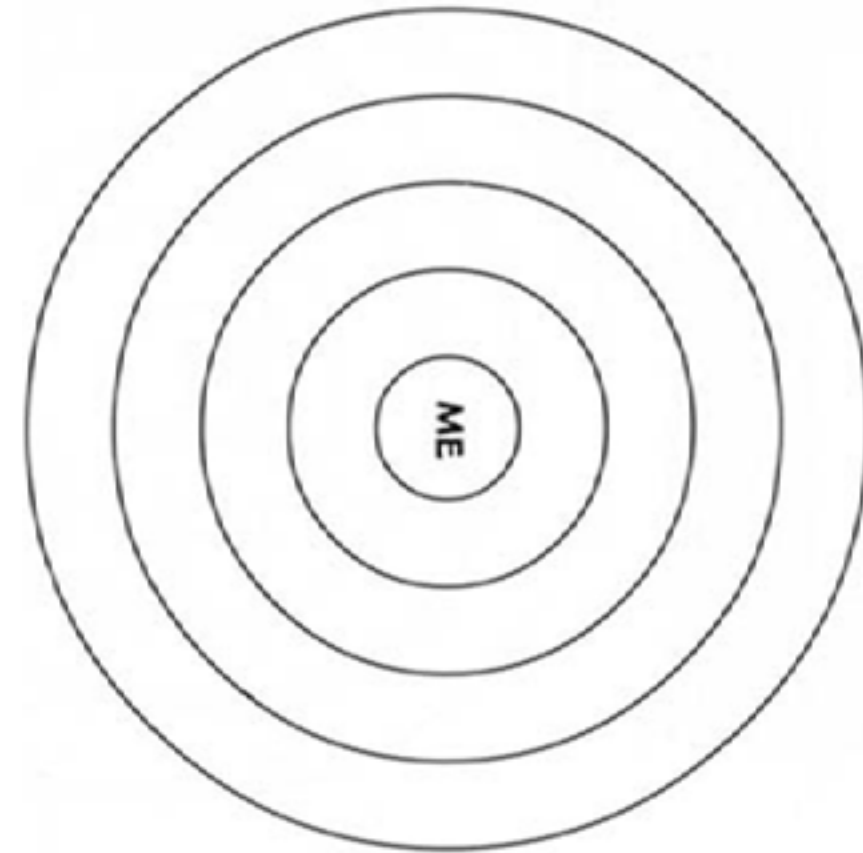
Ask everyone to draw another circle on their worksheet. Invite them to write two ways they could expand their ocean and community waves and ripples. Ask everyone to share their ideas.

How do I share what I have learned with my community? (10 min.)

Explain that each wave and ripple is different. How they communicate with a person may differ depending on the level of trust or intimacy (e.g., a family discussion may be richer in detail while discussion with community leaders may be more formal). Invite the village council members to go to the next page. Give participants time to think about each wave and ripple and how they would share what they have learned (e.g., in a community center they could share what they have learned by decorating a bulletin board, or with their family they could talk around the dinner table). Ask everyone to share at least one idea.

Conclusion (2 min.)

Explain that when we understand that we are the ocean and the ocean connects us, we reclaim the depth and vast openness of our connections with each other as Pacific Islanders. When an issue such as infant mortality affects one of us, it affects all of us. Taking time to decide how to communicate with each level of your community will help the information ripple out to benefit your kin and whole community.



Who am I connected to? Think of your community as the ocean. You are at the center and your waves and ripples reach different levels of your community.

Fono 3: Community circles worksheet

Fono 3: Community circles worksheet

How do I share what I have learned with my community? Each wave and ripple of your community is different. Your communication may be different depending on the level of trust or closeness.

Community level (Circle)							
How will I share what I have learned?							

Fono 3: Strengthening the *kaliloa/aliloa* during and after pregnancy lesson plan (90 min.)

Fono assignment (10 min.)

1. Explain the *fono* assignments:

As a village council, you are asked to complete a *fono* assignment after each *fono*. Do the assignments outside of the *fono* and complete them before the next *fono*. Each village council member will be given the opportunity to share their experience at the beginning of the next *fono*. Think of these *fono* assignments as an opportunity to share and apply what you are learning. They will also help you develop skills and experience for the final village project.

2. Ask the village council members to turn to WB p. 50 and introduce *Fono* assignment 3.

Fono assignment 3: Use your table worksheet from the connection activity to choose one of your community circles. Decide how you will share what you have learned in the *fono* with that community circle. Come ready to share your experience at the next *fono*.

3. Give the village council members time to brainstorm.
4. Ask each village council member to share what they plan on doing and commit to it.
5. Answer any questions.

Post-questionnaire and conclusion (10 min.)

1. Explain that post-questionnaires will be given after each *fono* to help improve the project.
2. Tell members of the village council **not** to write their names on the questionnaire. Let participants know their personal information will be kept secure and confidential.
3. Tell members of the village council to fill out every question by themselves. Ask them to **not** to talk to each other while filling out the questionnaire.
4. Tell members of the village council it's not a problem if they don't know an answer. It is completely OK to answer "I don't know."
5. Explain that if members of the village council have a question to raise their hand and you will come help them.
6. Hand out the post-questionnaires and answer questions.
7. Make sure the members **do not** talk to one another while taking the post-questionnaires.
8. Check and collect all post-questionnaires. Make sure each participant put their sticker ID somewhere on their post-questionnaires.
9. Thank the members of the village council for their contributions to the *fono*.
10. Remind members of the next *fono*.

Fono 3 lesson materials

- Fono 3 presentation: Prenatal care (optional)
- Fono 3 presentation: Birth spacing
- Post-questionnaire workshop #3
- Post-questionnaire workshop #3 answer key

Fono 3 presentation: Prenatal care (optional)



Fono 3 presentation: Prenatal care (optional)


Did you know?

- Almost half (44.8%) of our Pacific Islander babies in Utah are born without early prenatal care.²



Why should women get prenatal care?

- Prenatal care can prevent the majority of problems that can cause infant mortality.



Fono 3 presentation: Prenatal care (optional)

When should women start prenatal care?

- As soon as you find out you are pregnant.
- Most clinics will see you at about 8 weeks.



How often will women go in for prenatal visits?

- Weeks 4–28: Once per month
- Weeks 28–36: Once every 2 weeks
- Weeks 36–40: Once per week



Fono 3 presentation: Prenatal care (optional)

What can I expect at a prenatal visit in the first trimester?

- Many questions about your health habits, your life, and your family history
- Physical exam – includes pelvic exam
- Blood and urine tests
- Education on what to expect during pregnancy and future visits
- Ultrasound (6–8 weeks)



Fono 3 presentation: Prenatal care (optional)

What can I expect at a prenatal visit in the third trimester?

- Weight
- Blood pressure
- Baby measurement
- Check for baby's position
- Questions regarding mom and baby's well-being



What can I expect at a prenatal visit in the second trimester?

- Weight
- Blood pressure
- Baby's heartbeat
- Baby measurement (fecundity)
- Test for gestational diabetes
- History regarding mom and baby's physical well-being
- Ultrasound (18–20 weeks)



References

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2. Office of Health Disparities (2021). Utah Health Status by Race and Ethnicity 2021. Salt Lake City, UT: Utah Department of Health. <https://healthequity.utah.gov/wp-content/uploads/2021HealthStatusbyRaceEthnicity.pdf>



Fono 3 presentation: Birth spacing



Birth spacing
It Takes a Village: Giving our babies the best chance

Utah Department of Health & Human Services
Health Equity

Fono 3 presentation: Birth spacing

Did you know?

- 42% of Pacific Islander pregnancies are spaced 18 months apart or less.²

What is birth spacing?

“The amount of time between the birth of one baby and the beginning of the next pregnancy.”¹

**Ancient or modern?
Science or culture?**

- Health professionals recommend mothers wait 18 months after birth to begin another pregnancy to allow their bodies to fully recuperate.¹
- Our Pacific Islander culture and history actually teaches us that our ancestors already knew this was a good practice.

Fono 3 presentation: Birth spacing

Birth spacing is cultural

- Samoan mothers waited “at least two years between the birth of each child.”³
- Hawaiian mothers stopped breastfeeding when their child was able to pick up and throw a stone, 18–20 months.⁴
- It was universal practice in the Pacific Islands for a husband and wife to abstain during the 1–2 years that a child was being nursed.



Fono 3 presentation: Birth spacing

Birth spacing is cultural

- Birth spacing gives mothers the opportunity to invest quality time with their new baby.
- This develops and strengthens the *kaliloa* or *'aliloa* or her influence on the child throughout the child's life.



Birth spacing is cultural

- In the Pacific, the spacing of the planting time of crops in the *fonua* or *fanua* (land) was a common cultural practice, which allowed the *fonua* or *fanua* (land) to recover.⁵
- Birth spacing gives a mother the opportunity to recover and develop and strengthen her *fonua* or *fanua* (placenta, womb, and nurturing environment).



References

1. Maternal and Infant Health Program. Utah Department of Health. Retrieved April 27, 2017. <https://mihp.utah.gov/after-pregnancy>
2. Office of Health Disparities (2021). A Utah Health Disparities Profile: Maternal Mortality and Morbidity among Utah Minority Women.
3. Salt Lake City, UT: Utah Department of Health. Meleisea, M. (1987). *Lagoga: A Short History of Western Samoa*. (Malama Meleisea & Penelope Schoeffel Meleisea, Eds.). Apia, Western Samoa: University of the South Pacific. Retrieved from https://books.google.com/books?id=Gt_BrCAkrtwC&pgis=1
4. Pukui, Mary Kawena. (2011). *Hawaiian Beliefs and Customs During Birth, Infancy, and Childhood*. Literary Licensing.
5. Lukere, V., Jolly, M. (2001). *Birthing in the Pacific: Beyond Tradition and Modernity?* Honolulu: University of Hawai'i Press.



Fono 4: It takes a village

Fono objectives

1. Review the cultural concepts and information about infant mortality, preconception health, prenatal care, and birth spacing.
2. Prepare the village council to complete a village project.
3. Help the village council members reflect on their experiences.

Fono evaluation objectives

- Objective 1: By the end of *Fono 4*, at least __% or more of workshop participants will feel more confident talking with community members about birth-related issues.
- Objective 2: By the end of *Fono 4*, at least __% or more of workshop participants will feel more confident coaching family members about birth-related issues.
- Objective 3: By the end of *Fono 4*, at least __% or more of workshop participants will feel more confident coaching community members about birth-related issues.
- Objective 4: By the end of *Fono 4*, at least __% or more of workshop participants will identify infant mortality as a health problem in their communities and will recognize they have the tools to do something about it.

Key elements

- Welcome, review, and follow up
- Final review
- Cultural concept *tāno'a* or *tānoa*
- Video: *A healthy community*
- It takes a village project
- Break (optional)
- Reflection questions
- Post-questionnaire
- Conclusion

Materials needed

- Roll
- Poster paper and markers
- Laptop setup and projector
- Printed review and reflection questions
- Question bowl
- Video: *A healthy community*
- Post-questionnaires

Preparation

- Review the post-questionnaires and prepare to share the results
- Print and cut the review and reflection questions found in the lesson materials into strips
- Review the *Fono 4: It takes a village* project instructions and guidelines
- Arrange your meeting space and make sure the projector and sound work
- Hang the *fono* rules for the village council to see

Cultural concepts

- **Tāno'a** (Tongan) or **tānoa** (Samoan): a name for the kavabowl.(6)

Fono 4: It takes a village lesson plan (90 min.)

Welcome, review, and follow-up (15 min.)

1. Welcome back the village council.
2. Review the information from the past *fono* by asking the village council to answer the following questions. Spend more time on questions the village council members answered wrong on the last post-questionnaire.
 1. What is prenatal care?
Answer: The healthcare a women receives **during** her pregnancy.
 2. When should a woman start prenatal care?
Answer: As soon as she finds out she is pregnant.
 3. What is the recommendation for birth spacing?
Answer: 18 months between the last birth and the start of the next pregnancy.
3. Follow-up on the *fono* assignment and invite participants to share their experiences.

Fono assignment 3: Use your table worksheet from the connection activity to choose one of your community circles. Decide how you will share what you have learned in the *fono* with that community circle. Come ready to share your experience at the next *fono*. (WB p. 50)

4. If a village council member experienced pushback or disinterest from someone they talked to during their *fono* assignment, hold a mini-discussion with the group about how to react and handle these kinds of situations.
5. Review the cultural concept of *kaliloa* or *'aliloa* and its connection to birth spacing and passing on knowledge and wisdom.
 - How does birth spacing strengthen the *kaliloa* or *'aliloa* or the mother's forearm?
 - How does our deep connection to our families and each other provide us with an opportunity to share the knowledge and wisdom gained in our *fono*?

Final review (15 min.)

1. Help the village council review: We want to take an opportunity to review and solidify the knowledge and wisdom received in the past three *fono*.
2. Pass the question bowl around and have each member answer a few questions. After answers have been given, correct any incorrect answers.

Review questions (turn to next page)

Fono 4: It takes a village lesson plan (90 min.)

- What is infant mortality?
Answer: The death of an infant before his or her first birthday.
- True or False: Pacific Islanders in Utah face high infant mortality.
Answer: True. Infant mortality is one of the health problems faced by Pacific Islanders.
- What causes the most infant deaths among Utah's Pacific Islanders?
Answer: Perinatal conditions.
- What are perinatal conditions?
Answer: Perinatal conditions are maternal or infant conditions related to pregnancy or delivery like preterm birth or low birth weight.
- What is preconception health?
Answer: Health **before** pregnancy. This includes the health of any person of reproductive age. It is taking steps to get healthy **before** pregnancy.
- True or False: Women should prepare for pregnancy at least 3 months in advance.
Answer: True. Unhealthy behavior and certain exposures before pregnancy and during the first few weeks of pregnancy can negatively affect the baby's development and pregnancy outcomes.
- True or False: Prenatal care is given to a woman after giving birth.
Answer: False. Prenatal care is given to a woman **during** pregnancy.
- When should a woman go in for prenatal care?
Answer: As soon as she finds out she is pregnant.
- What is the recommendation for birth spacing?
Answer: Health professionals recommend mothers wait 18 months after birth to allow their bodies to fully recover before the next pregnancy.
- Use your own words to describe what *vā* means.
Answer: The space in which we relate, or the relationships that connect us (family or community) to one another.
- What is the *fonua* or *fanua*?
Answer: The land or environment; also the word for the placenta.

Fono 4: It takes a village lesson plan (90 min.)

- What is the *kaliloa* or *'aliloa* and what does it represent?
Answer: A long wooden headrest; the word for the mother's forearm where knowledge is shared and storytelling takes place.

Cultural concept (20 min.)

1. Explain this is the final *fono*.
2. Ask the members of the village council to turn to WB p. 51 and read the overview of the final *fono* from the key elements.
3. Explain that in this *fono*, we will prepare to make a bigger difference in our community through a village project. We will start by going over the cultural concept of *tāno'a* or *tānoa*.
4. Acknowledge that everyone has a different level of exposure to Pacific Islander cultures.

Remember, as Pacific Islanders, we all have different levels of exposure and experiences that connect us to our Pacific Islander cultures. Many of us have experienced some parts of the cultural concepts we will be going over in our everyday lives, but we may not know the actual word attached to the concept. For the purpose of this project, we encourage you to keep an open mind, be willing to learn, and respect each other. Remember, we are all here to learn and grow together as Pacific Islanders in this village.

5. Ask the members of the village council to turn to WB p. 53 and read together the cultural concept of the *tāno'a* or *tānoa*.

Tāno'a or *tānoa*

In our Pacific culture, the tradition of drinking kava or 'ava was practiced in the islands and has also followed Pacific Islanders in their migrations abroad.

Traditionally, the kava or 'ava bowl was referred to as the *tāno'a* (Tongan) or *tānoa* (Samoan). The *tāno'a* or *tānoa* (kava or 'ava bowl) was used as a space for learning and discussing social, political, and cultural issues. Many important family and community conversations took place around the *tāno'a* or *tānoa*.

The *tāno'a* or *tānoa* symbolizes communal learning, continual learning outside of the home, learning from elders (informed individuals) about best practices, and learning about culture.

The *tāno'a* or *tānoa* was traditionally the father's area for educating. This complemented the education received in the home or mother's domain through the *kaliloa* or *'aliloa*. Both were nurturing spaces for children, the future of the clan.

Fono 4: It takes a village lesson plan (90 min.)

6. Gauge whether the village council is connecting with the concept of *tāno'a* or *tānoa* by asking: What are some ways you have experienced Pacific Islanders traditionally gathering around the *tāno'a* or *tānoa*?

Video and discussion (10 min.)

1. Ask the members of the village council to turn to WB p. 54 and introduce Episode 6: *A healthy community* (5:14).

Let's watch a video that shows how our village communities can thrive when we come together and take care of each other. Think of the *tāno'a* or *tānoa* and how we can gather to draw out and share the issues that affect us as Pacific Islanders.

A healthy community is the sixth video in the community education and engagement series. The focus of this video is the community's part in solving the issue of infant mortality among Utah's Pacific Islanders.

2. Before you start the video, ask the village council to think about: (1) What can you do personally to solve the issue of infant mortality among Utah's Pacific Islander communities? (2) What do you think the community can do as a whole to address this issue?
3. Invite the village council to write down their notes, thoughts, and questions in their workbooks (WB p. 55).
4. Play Episode 6: *A healthy community* (5:14).
5. Lead a discussion with the village council on: (1) What can you do personally to solve the issue of infant mortality among Utah's Pacific Islander communities? (2) What do you think the community can do as a whole to address this issue?

Project (25 min.)

1. Have the village council turn to WB p. 56 for the project.
2. Go to *Fono 4: Project instructions* (turn to next page).

Break (optional) (5 Min.)

Fono 4: It takes a village project instructions (25 min.)

Introduce Fono 4: It takes a village project

We will now do our final activity. It will challenge us as a village council to work together and make an impact on our larger community through a village project.

As we discussed in the first *fono*, you are members of a village council who have been working to resolve an issue in your village and community. The issue we have been focusing on is the high rate of infant mortality among Pacific Islanders in Utah.

Each *fono* assignment allowed you to practice connecting culture and health for the benefit of the village and ultimately to give our babies the best chance. They gave you valuable skills and experiences that can be used in your village project.

Review material covered in fono

You have attended four *fono* to learn about the issue. *Fono* have included videos, PowerPoint presentations, and activities to give information on infant mortality, preconception health, prenatal care, and birth spacing, and build skills in communication, navigation, and connection.

All of these have been explained in the context of cultural concepts: the village and *fono*, which bond us together; *vā* reminding us to consciously continue to nurture the space; *fonua/fanua* which we need to nourish for the sake of sustainability; and *kaliloa/aliloa* which can be strengthened to maintain our people and culture.

Today we learned about *tāno'a* or *tānoa*. Cultural ceremonies and practices that would take place around the *tāno'a* or *tānoa* were also used as ways to *tauhi vā* or *tausī vā*, nourish the *fonua* or *fanua* and preserve the culture within the village community.

Pacific Islanders have continually found ways to learn and grow our villages by keeping cultural concepts, such as those learned, as an important component of the Pacific Islander way of life. However, we must remember that the best way to preserve our culture is through the legacy of our children. If infant mortality persists, not all children will get to carry on the legacy.

It takes a village project guidelines

Introduce the village project and give the council 20 minutes to complete the worksheet and 2–3 minutes to explain it.

Each of you is a part of your own village and community and play a specific role. In Pacific Islander culture, everyone is accepted and is given space in the society. Each is appreciated for their different skills and knowledge. It will take a whole village working together to build our culture and our people to give each baby the best chance. You now can work together for a larger impact in your communities through a village project.

Fono 4: It takes a village project instructions (25 min.)

It takes a village project guidelines

- I. Develop a village project that will create awareness about issues surrounding infant mortality experienced in Utah's Pacific Islander communities. This may incorporate some of the cultural concepts discussed. Be as creative as you want.
- II. The project must impact at least 25 people.
- III. Create an action plan and a timeline for the completion of project. It must be completed within 3 months.
- IV. Every village council member must participate. Assign each member a specific role to complete in your project.
- V. Think about how you will know if your project was successful. Make a plan to measure this.
- VI. After 3 months, be prepared to share about your project.
 - A. Project overview and purpose
 - B. Target audience
 - C. Activities (provide visuals as appropriate)
 - D. Outcomes (number of people reached, community changes, etc.)
 - E. What you learned
- VII. Complete the It takes a village project worksheet to be prepared to share briefly about your project at the end of this *fono*.

It Takes a Village project worksheet

- I. Project overview:
 - A. Village name _____
 - B. What is the focus of your village project?

 - C. Who is your target demographic?

 - D. What do you want to do for your project?
- II. Impact:
 - A. How will you impact at least 25 people? Where? When?
- III. Action plan and timeline:
 - A. What actions do you need to do and when do you need to do them by? (Fill in table below)
 - B. Check-in dates.
- IV. Village council participation:
 - A. What will each member in the village council do for this project? (i.e., organizer, social media/marketing) Fill in table below.
- V. Results
 - A. How will you know if your project was successful?
- VI. Share your project
 - A. How will you share the results of your project with others?

It Takes a Village project worksheet

Action steps	By whom?	By when?

Fono 4: It takes a village lesson plan (90 min.)

Reflection questions

1. Help the village council reflect: We want to take an opportunity to reflect on experiences in the past *fono*.
2. Pass the question bowl around and have each member answer a few questions.
 - What was your favorite part of the *fono*?
 - What was the most interesting part of the *fono* for you?
 - What was the hardest part of the *fono* for you?
 - Which cultural concepts—*vā*, *kaliloa/aliloa*, *fonua/fanua*, or *tāno'a/tānoa*—empowered you to do something about infant mortality?
 - How did the *fono* strengthen your identify as a Pacific Islander?
 - What information surprised you most?
 - Which *fono* assignment was most beneficial to you?
 - How do you think your community can benefit from this information?
 - What was the most valuable part of the *fono* for you?
 - Knowing what you know now, what would you have done (or do) differently?
 - What do you plan on doing now that the *fono* are done?
 - How did you grow from attending the *fono*?
 - What tools did you develop to do something about infant mortality in your community?

Post-assessment (15 min.)

1. Explain that the post-questionnaire is not a test. It helps improve the project.
2. Tell members of the village council **not** to write their names on the questionnaire. Let participants know their personal information will be kept secure and confidential.
3. Tell members of the village council to fill out every question by themselves. Ask them to **not** to talk to each other while filling out the questionnaire.
4. Tell members of the village council it's not a problem if they don't know an answer. It is completely OK to answer "I don't know."
5. Explain that if members of the village council have a question to raise their hand and you will come help them.
6. Hand out the post-questionnaires and answer questions.
7. Make sure the members **do not** talk to one another while taking the post-questionnaires.
8. Check and collect all post-questionnaires. Make sure each participant put their sticker ID somewhere on their post-questionnaires.

Fono 4: It takes a village lesson plan (90 min.)

Conclusion (5 min.)

1. Answer any questions.
2. Give participants the two evaluation surveys. Instruct participants NOT to write their name or put their ID stickers on the surveys. Check and collect the surveys.
3. Thank the village council for attending the *It Takes a Village: Giving our babies the best chance* project.

Fono 4 lesson materials

- Review questions
- Reflection questions
- Post-questionnaire
- Post-questionnaire answer key
- Project evaluation: Content and structure

Review questions

- What is infant mortality?
- True or False: Pacific Islanders in Utah face high infant mortality.
- What causes the most infant deaths among Utah's Pacific Islanders?
- What are perinatal conditions?
- What is preconception health?
- True or False: Women should prepare for pregnancy at least 3 months in advance.
- True or False: Prenatal care is given to a woman after giving birth.
- When should a woman go in for prenatal care?
- What is the recommendation for birth spacing?
- Use your own words to describe what *vā* means.
- What is the *fonua* or *fanua*?
- What is the *kaliloa* or '*aliloa* and what does it represent?

Reflection questions

- What was your favorite part of the *fono*?
- What was the most interesting part of the *fono* for you?
- What was the hardest part of the *fono* for you?
- Which cultural concepts – *vā*, *kaliloa/aliloa*, *fonua/fanua*, or *tāno'a/tānoa* – empowered you to do something about infant mortality?
- How did the *fono* strengthen your identity as a Pacific Islander?
- What information was most shocking for you?
- Which *fono* assignment was most beneficial to you?
- How do you think your community can benefit from this information?
- What was the most valuable part of the *fono* for you?
- Knowing what you know now, what would you have done (or do)

Reflection questions

differently?

- What do you plan on doing now that the *fono* are done?
- How did you grow from attending the *fono*?
- What tools did you develop to do something about infant mortality in your community?

Post-questionnaire

It Takes a Village: Giving our babies the best chance

This questionnaire is de-identified. Answer the questions on your own and be honest.

- 1. Gender** Male Female Other
- 2. Age** ____ (fill in blank)
- 3. Are you?** Single Married Divorced Widowed Other
- 4. Race/ethnicity** (Check ALL that apply):
 Chamorro/Guamanian Fijian Maori
 Micronesian Native Hawaiian Samoan
 Tahitian/French Polynesian Tongan
 Other Pacific Islander _____ (specify)
 Other race/ethnicity _____ (specify)
- 5. Highest level of education completed:**
 Less than high school High school diploma/GED Some college
 Associate degree Bachelor's degree Master's/doctoral degree
- 6. What is your ZIP code?** _____ (fill in blank)
- 7. Check the box that best shows what you think** (Check only one box)
 The Native Hawaiian/Pacific Islander (NHPI) communities have many health problems, but infant mortality **is not** one of those problems.

 The NHPI have many health problems, and infant mortality **is** one of those problems.

 Infant mortality is a problem among NHPI communities, and I would like to do something about it, but I do not know what to do.

 Infant mortality is a problem among NHPI communities, and I have the tools to do something about it.
- 8. Infant mortality is the** (Check only one box)
 Death of a fetus before birth
 Death of a baby before the first birthday
 Death of a toddler (1-3 years of age)
 All of the above
 Not sure/don't know

Post-questionnaire answer key

It Takes a Village: Giving our babies the best chance

8. Infant mortality is the (Check only one box)

- Death of a fetus before birth
- Death of a baby before the first birthday
- Death of a toddler (1–3 years of age)
- All of the above
- Not sure/don't know

9. According to what you know, check the two groups with the highest infant mortality rate in Utah.

- | | | |
|---------------------|-------------------------------|----------------------------------|
| Asian | American Indian/Alaska Native | Black/African American |
| Hispanic/Latino | White Caucasian | Native Hawaiian/Pacific Islander |
| Not sure/don't know | | |

10. Perinatal conditions are (Check only one box)

- Maternal conditions related to pregnancy or delivery
- Infant conditions related to pregnancy or delivery
- Both
- None of the above
- Not sure/don't know

11. What is the top cause of infant mortality among NHPI in Utah? (Check only one box)

- Injuries and accidents
- Perinatal conditions
- Sudden Infant Death Syndrome
- All of the above
- Not sure/don't know

12. Preconception health is (Check only one box)

- Taking steps to get healthy before pregnancy
- Promoting the health of women of reproductive age before conception
- A woman's health before she becomes pregnant
- All of the above
- Not sure/don't know

13. Prenatal care is the (Check only one box)

- Healthcare that a baby receives after the baby is born
- Healthcare that a pregnant woman receives during pregnancy
- Healthcare that a pregnant woman receives after the baby is born
- All of the above
- Not sure/don't know

14. When should a woman start prenatal care? (Check only one box)

- During the second trimester of pregnancy
- During the third trimester of pregnancy
- As soon as she finds out she is pregnant
- After the baby is born
- Not sure/don't know

15. After having a baby, a woman has a better chance of having a healthy pregnancy and a healthy baby if she waits (Check only one box)

- At least three months (3) before becoming pregnant again
- At least six months (6) before becoming pregnant again
- At least twelve months (12) before becoming pregnant again
- At least eighteen months (18) before becoming pregnant again
- Not sure/don't know

**Project evaluation: Content and structure
It Takes a Village: Giving our babies the best chance**

Please select the rating for each section based on the following criteria:
5=excellent 4=good 3=average 2=fair 1=poor

Please rate the training on the following:

- | | | | | | |
|---|---|---|---|---|---|
| 1. The usefulness of the information received in the project. | 5 | 4 | 3 | 2 | 1 |
| 2. The structure of the project session(s). | 5 | 4 | 3 | 2 | 1 |
| 3. The pace of the project session(s). | 5 | 4 | 3 | 2 | 1 |
| 4. The convenience of the project schedule. | 5 | 4 | 3 | 2 | 1 |
| 5. The convenience of the project location. | 5 | 4 | 3 | 2 | 1 |
| 6. The usefulness of the project materials. | 5 | 4 | 3 | 2 | 1 |
| 7. The usefulness of the project activities. | 5 | 4 | 3 | 2 | 1 |

- | | | |
|--|-----|----|
| 8. Was this project culturally appropriate for NHPI communities? | Yes | No |
|--|-----|----|

If you said "No" to #8, please explain:

- | | | |
|--|-----|----|
| 9. Was this project appropriate for your level of experience in this area? | Yes | No |
|--|-----|----|

If you said "No" to #9, please explain:

- | | | |
|--|-----|----|
| 10. Do you think this project could be improved? | Yes | No |
|--|-----|----|

If you said "Yes" to #10, please explain what aspects of the project could be improved:

**Project evaluation: Facilitators
It Takes a Village: Giving our babies the best chance**

Please select the rating for each section based on the following criteria:
5=excellent 4=good 3=average 2=fair 1=poor

Please rate the facilitators on the following:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Knowledge of the subject matter. | 5 | 4 | 3 | 2 | 1 |
| 2. Ability to explain and illustrate concepts. | 5 | 4 | 3 | 2 | 1 |
| 3. Ability to answer questions completely. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|--|---|---|---|---|---|
| 4. Ability to encourage participation and interaction. | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|

- | | | | | | |
|---|---|---|---|---|---|
| 5. The facilitators were well prepared. | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|

6. What specifically did the facilitators do well?

7. What recommendations do you have for the facilitators to improve?

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IT TAKES A VILLAGE

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