

Ma ka Hana ka ‘Ike

Learning by doing

Facilitator's Guide

1 WEEK – HULA & OLA HOU PASSPORT

This week your Kumu Hula will start a new song, and will remind the participants that they will need to practice hula more on their own. To help encourage that effort, the Kumu Hula will pass out a “practice CD” a recording of a previous class to be used by participants. In future weeks, you will need to remind participants to continue to practice their hula, and also as a courtesy you can arrange for the hula practice space to be available before or after the Ma ka Hana classes for participants to use to practice. But, it is not required for participants to attend these practices.

You will distribute the Ola Hou Passport to Health at the end of the class and have them look at it and start recording their blood pressures and bring the book every week to class. The Passport will be discussed in detail in Week 2.

WHAT YOU WILL NEED

- Print and assemble Ola Hou Passports for all participants
- Hula practice CDs for each participant

2 WEEK – VALUES & GOAL SETTING

2.1 UNDERSTANDING & EXPLAINING HOW TO ACHIEVE SELF-REGULATION

Ma ka hana ka ‘ike (*In doing, one learns*) is an ‘olelo no’eau - a traditional saying that communicates the importance our ancestors gave to hands-on learning, and how practicing will lead to an increase of skills and knowledge. In present day, health professionals would describe the process of achieving a behavior change *as self-regulation, the ability to control aspects of the self*. Self-regulation is the ability to monitor and control your own behavior, emotions, thoughts and actions and change them based on the certain situations. This includes the abilities to inhibit first responses, to resist temptations, to maintain motivation and accomplish goals.

Throughout the Ma ka Hana classes you will be using your skills in motivational interviewing and facilitating group discussions to help the participants achieve self-regulation to improve their health conditions. **Review and practice from the handout sheet “Navigating Group Discussions for Facilitators”.**

2.2 CLARIFYING VALUES & TIME MANAGEMENT

Discuss and have participants complete “*He aha nā mea nui*”- Clarifying your values. Explain to participants our values are important to having a happy and good life, and knowing your values will help to achieve their goals and set yourself up long term success. Goals help you focus and allocate your time and resources efficiently, and they can keep you motivated when you feel like giving up. Clarifying goals is also the first step toward effective time management. People typically have priorities involving such things as career, health, home, family, spirituality etc.

After participants explain their values worksheet, the second step is to reflect on how their day is spent through a daily time log. The “*Kau hana o ka la*” time log worksheet is for the participant to estimate how much time they spend on various activities that fill their day. This worksheet can help participants manage their time more efficiently and focus more energy on the activities that relate better to their goals. The worksheet should be given out for participants to complete at home and bring next week.

2.3 SETTING REALISTIC EXPECTATIONS

Discuss the S.M.A.R.T. approach to setting realistic expectations – **Specific** (must have details – how, when, what, who), **Measurable** (how long? how far? how often...), **Achievable** (is it realistic and do-able?), **Relevant** (will it help you achieve your goal?)

Timely (break down when you will achieve each step). Have participants fill out a SMART Goal Setting Worksheet for a physical activity goal.

2.4 REVIEW OLA HOU PASSPORT TO HEALTH & REGULAR BLOOD PRESSURE MONITORING

Go over page-by-page in the Passport and emphasize the importance of regular blood pressure monitoring – once a day, same time each day. Within the passport, there are BP logs for the participant to record their daily BP. Remind them the importance of daily monitoring and how a record of readings taken over time can provide them and their doctors a clearer picture of their blood pressure.

Tip: While explaining worksheets, use your voice to relax and focus participants by adjusting tone, volume, and speed. For example, the first paragraph in the “*He aha nā mea nui*” worksheet asks participants to imagine themselves in their favorite place. Ask participants to close their eyes. Read the first paragraph to them slowly and in a calming tone to bring them to their favorite place in their minds.

REMIND PARTICIPANTS TO BRING THEIR HEART HEALTH EDUCATION BOOKLETS

WHAT YOU WILL NEED

- “*He aha nā mea nui*” – Clarifying Your Values Worksheet
- “*Kau hana o ka la*” – Time Management Worksheet
- “*E ho’opa’ā i kāu pahuhopu*” – SMART Goal Setting Worksheet
- Guide to Navigating Group Discussion for Facilitators (for facilitators only)
- Extra copies of Passport

3 WEEK – REVIEW OF HEART HEALTH – MODULE 1

This week you will review the “*Kau hana o ka la*” time management worksheet that was assigned in week 2. You will also review module 1 from Ola Hou Heart Health Education which is about hypertension and physical activity. After going over the module, have the participants get out their SMART worksheet from last week and share or modify their action plan. Was it too easy? Too hard? Decided that they wanted a different goal?

This would be a good week to have a sample of a low-salt recipe.

WHAT YOU WILL NEED

- Ola Hou Heart health booklets – to lend if some participants forgot their copy
- Extra copies of “*E ho’opa’a i kāu pahuhopu*” – SMART Goal Setting Worksheet
- *OPTIONAL – Low sodium Recipe and supplies*

4 WEEK – PEER LED DISCUSSION

This week will be a peer led discussion. You may stay in the room, but not at the discussion table. The goal is for the participants to demonstrate initiative and leadership.

Identify a peer leader to choose a discussion topic. The discussion topic can include anything from the past several weeks, successes, challenges, recipes, or any meaningful topic. If the topic becomes irrelevant to the content of the class, suggest a topic from the *Week 4 Discussion Topic List* or a topic specific to the participants.

This would be a good week to have the participants prepare for themselves a low sodium snack like popcorn seasoned with spices.

WHAT YOU WILL NEED

- Week 4 Discussion Topic List (for facilitators only, not to be passed out)
- *OPTIONAL – Supplies and instructions for a low-sodium snack*

5 WEEK – KUMU HULA LED CLASS

This week your Kumu hula will return and teach a new verse and review all the dances learned so far. The topic of a pa‘ina or ho‘ike should be shared by Kumu or facilitator.

REMIND PARTICIPANTS TO BRING THEIR HEART HEALTH EDUCATION BOOKLETS

6 WEEK – REVIEW HEART HEALTH EDUCATION MODULE 2

6.1 REVIEW MODULE 2

Review the medication management module. Remind participants how important it is to take their medications as it has been prescribed. Explain that changing dosage – by cutting pills in half, or skipping days may cause side effects or may make the medication not work how it supposed to. Help problem-solve barriers, and see if doing a medication SMART Goal setting would be helpful.

6.2 CHECK-IN WITH PHYSICAL ACTIVITY GOAL

Ask how participants are doing with their physical activity goal. Have them modify their action plan for physical activity if needed.

This would be a good week to have a sample of low-salt recipe.

WHAT YOU WILL NEED

- Ola Hou Heart health booklets – to lend if some participants forgot their copy
- Extra copies of “*E ho’opa’a i kāu pahuhopu*” – SMART Goal Setting Worksheet
- *OPTIONAL – Low sodium Recipe and supplies*

7 WEEK- STRESS MANAGEMENT

7.1 REVIEW OF STRESS & NEGATIVE EMOTION MANAGEMENT

Like we mentioned earlier, hypertension can affect your emotional well-being. Hypertension causes physical problems that affect your sense of well-being and can also cause you to experience negative feelings or emotions such as depression and anxiety.

Learning how to deal with these emotions is part of taking control of hypertension.

7.2 VALUES & PRIORITIES

Share with participants that recognizing signs of stress can be important to reaching goals, since depression, stress, anxiety can interfere with reaching goals. Have participants review their Values Worksheet from Week 2 and remind them about the importance of goal setting and establishing their values. Did any of their key values change over the past 5 weeks in terms of priority?

Practice Breathing – HĀ

Breathing exercises have been found to be effective in reducing generalized anxiety disorders, panic attacks, depression, irritability, muscle tension, headaches and fatigue. There are several breathing techniques that are used to aid specific symptoms. Deep breathing is one of the best ways to lower stress in the body. When you breathe deeply, it sends a message to your brain to calm down and relax.

- The way you breathe affects your whole body. Breathing exercises are a good way to relax, reduce tension, and relieve stress.
- Breathing exercises are easy to learn. You can do them whenever you want, and you don't need any special tools or equipment to do them.
- You can do different exercises to see which work best for you.

Practice with participants the “*Count to Four*” meditation. Do it one time during the class and again just before the end of class. Here are the directions, and they are also on the handout.

Count to Four

“Count to Four” is a meditation practice you can do anywhere. Set your alarm for every hour. When your alarm rings, stop what you’re doing and start your count to four. Take a deep breath in counting to four in your head and breathing in from your nose. Then, exhale from your mouth counting to four. Repeat for a few minutes, taking time to relax, refocus and bring your blood pressure down. Breathing should come from your

diaphragm, not your chest. To practice breathing from your diaphragm, place your hand on your stomach and take a deep breath. Your stomach should move up and down and your chest should be still.

Meditation – No'ono'o Pono

Meditation is an effective form of stress reduction and has the potential to improve quality of life and health. It can help you feel calm and give you a clear awareness about your life, body, and mind. Meditation has successfully been practiced for the treatment and prevention of health conditions like high blood pressure, heart disease, diabetes, depression, anxiety, etc. When practiced regularly, you become more focused, attentive, and adept at living in the present moment.

WHAT YOU WILL NEED

- Ola Hou Heart health booklets – to lend if some participants forgot their copy
- Extra copies of “*E ho'opa'a i kāu pahuhopu*” – SMART Goal Setting Worksheet
- Breathing techniques and strategy handout
- Stress Management & Negative Emotion handout
- Meditation for Stress Management Handout

8 WEEK – PEER LED DISCUSSION ON MANAGEMENT OF STRESS

This week will be a peer led discussion. You may stay in the room, but not at the discussion table. The goal is for the participants to demonstrate initiative and leadership.

Identify a peer leader to choose a discussion topic. The discussion topic can include anything from the past several weeks, successes, challenges, recipes, or any meaningful topic. If the topic becomes irrelevant to the content of the class, suggest a topic from the *Week 8 Discussion Topic List* or a topic specific to the participants.

WHAT YOU WILL NEED

- Week 8 Discussion Topic List (for facilitators only, not to be passed out)

9 WEEK – KUMU HULA LED CLASS

This week your Kumu hula will return and teach a new verse and review all the dances learned so far. This week the Kumu or the facilitator should talk about having a potluck pa‘ina or ho ‘ike to end the Ola Hou program. The class can decide if they want to invite others, such as family or friends to the pa‘ina – ho‘ike or keep it a small gathering.

10 WEEK - REVIEW HEART HEALTH MODULE 3

Review with participants the Healthy Eating material in Module 3. Have participants make a NEW SMART Goal around reducing sodium in their diet. Have them think about replacing a “not-so-good” food or behavior with a substitute.

Have them make the action plan around something positive, enjoyable, not focused on denying themselves, but focus on the positive replacement. It’s important to emphasize taking small steps to a healthier lifestyle.

For example: Change goals like “I like eat less salt.” → “I will eat baby carrots & dip as a snack”

WHAT YOU WILL NEED

- Ola Hou Heart health booklets – to lend if some participants forgot their copy
- Extra copies of “*E ho’opa’a i kāu pahuhopu*” – SMART Goal Setting Worksheet

11 WEEK - GOING OVER GOALS

Briefly review material from Week 7- Stress and Negative Emotion management. Next, review SMART Goal Plan for Healthy Eating (Week 10). And then review SMART Goal Plan for Physical Activity (Week 2). Lastly, review importance of self-monitoring of physical activity and blood pressure monitoring.

12 WEEK – PANI KA PAPA (CLOSE OF MA KA HANA KA ‘IKE)

Recap Ma ka hana ka ‘ike and strategies for time and stress management. Share how these skills and action planning (“*E ho’opa’a i kāu pahuhopu*” – SMART Goal Setting Worksheet) can be applied across other healthy behaviors. Have participants share their experiences – successes and challenges.

Tip: Highlight the successes of each participant. Find something to reinforce positive behavior. Leave your participants with something about themselves that will strengthen and empower them.

For example: “Uncle, great job checking your blood pressure everyday!”

13 WEEK - PA'INA & HO'IKE

After the 6 month testing session, the following week will be the official closing of Ola Hou I ka Hula. *This will typically be a longer class session.* The Kumu will lead a closing circle where the participants can share their thoughts, appreciation, and concerns. This will be followed by a potluck pa'ina and ho'ike of dances that were learned. The class can decide if they want to invite others, such as family or friends to the pa'ina – ho'ike or keep it a small gathering.