



MHM-Friendly Schools

Training for primary school administrators and teachers





Our Mission

We are Christians providing access to safe water, and improved sanitation and hygiene, one village at a time.

Our Vision

Safe water for every child. A healthy home for every family. The love of Christ for all.



MHM-Friendly Schools

Revised April 2019

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Introduction

What This Guidebook Is

This manual is intended to contribute to Lifewater’s work in primary schools in Uganda through greater awareness and consideration of the needs of girls. The goal of this manual and the associated training is to support schools to develop and foster a supportive environment for menstrual hygiene management (MHM). We hope schools can be places where girls experience menstruation in a way that is comfortable physically, personally, and socially.

This manual is not an exact formula for how to make schools more supportive of menstruating girls. Each context and each school will have its own set of unique needs, so this manual can be adapted for different contexts. The training involves many participatory activities that seek to determine the unique challenges and assets present at a specific school, in order to develop solutions that are locally appropriate.

This manual is also not a comprehensive examination of all water, sanitation, and hygiene (WASH) needs at schools. This manual focuses specifically on the MHM needs of girls in school, which are linked to WASH infrastructure including latrines, handwashing stations, and water access. However, a full examination of the breadth of school WASH is beyond the scope of this training.

Finally, this manual may not address every need of menstruating girls in school. While it has been written in a way to be adaptable to multiple contexts and inclusive of all students, it may not capture every single experience of menstruating girls. There are specific considerations that need to be made regarding girls with physical disabilities or those with unique experiences of menstruation (e.g., irregularity, pain, etc.).

Who This Guidebook Is For

This manual was created for Lifewater staff to use in school settings and as such, is written for community-based workers promoting WASH. The primary audience/participants of the training are primary school administrators, teachers, and other school staff. Participants can represent one school, or a training could involve staff from multiple schools. If staff from multiple schools are represented, there is guidance within the lessons on how to group the schools for some of the participatory activities.

This manual is intended to guide a one-day or two-day training. The training is broken into two main sessions, with an introduction and 7 separate lessons. Appendix A includes scheduling templates to assist with planning the training.



The following materials are needed for the training:

Lesson	Materials Needed	Before Lesson
<i>Introduction</i>	Flip chart paper Markers	Before the lesson, write out the day's schedule and the introduction questions on a piece of flip chart paper
<i>Lesson 1</i>	Flip chart paper Markers	Before the lesson, draw a tree on a piece of flipchart paper for the Problem Tree activity
<i>Lesson 2</i>	Problem tree from lesson 2 Copy of Appendix B (both pages) Tape	Before the lesson, cut out the "solution" squares in Appendix B
<i>Lesson 3</i>	Flip chart paper Markers <i>One of the following for <u>each</u> participant:</i> Copy of the latrine drawing in Appendix C A pen or writing utensil	Prior to the lesson, review the MHM-friendly school checklist to familiarize yourself with the elements that make a latrine MHM-friendly
<i>Lesson 4</i>	<i>One of the following for <u>each</u> participant:</i> A piece of fabric The patterns in Appendix E. Scissors Permanent markers A needle and thread Fasteners	Cut out the patterns in Appendix E prior to the lesson
<i>Lesson 5</i>	Flip chart paper Markers Copies of Appendix H (one for each school in attendance)	Before the lesson, post 5 pieces of flip chart paper on the walls, spread throughout the room.
<i>Lesson 6</i>	Pens/writing utensils Flip chart paper Markers <i>One of the following for <u>each</u> school:</i> Copy of Appendix D ("MHM-Friendly School Requirements") Copy of Appendix E ("Monthly Monitoring Tool for MHM-Friendly Schools")	Before the lesson, write out the five questions and examples listed in the beginning of lesson 6
<i>Lesson 7</i>	Flip chart paper Markers Post-it notes or small pieces of paper Tape Problem tree with "solution" squares	

Lesson Format

Structure

Each lesson is structured with the following sections:

Preparation and Materials Needed: This will explain any materials that need to be gathered or prepared before the start of the lesson. It is recommended to review these prior to the training so any necessary materials can be purchased, printed, prepared, and brought to the training.

Expected Time: This is the amount of time you should plan for the lesson.

Key Message: These are the main messages the lesson, activities, and discussion intend to communicate.

Review (if applicable): This is the part of the lesson where participants are asked to share the key messages from the previous lesson.

Group Activity (if applicable): Most lessons involve some type of group or interactive activity. Instructions for the activity are included within the lessons.

Discussion: These questions are intended to help participants engage around the topic of the lesson. They are a way to reflect upon any learning that may have taken place. These questions are a guide and can be supplemented with topical questions from the facilitator.

Take-Home Messages: Each lesson will end with a set of “take-home” messages. These are the key points from the lesson to review with the group.

Any text that is noted in *italics* should be communicated to the participants.

Terms

“MHM-Friendly”

The WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) defines adequate menstrual hygiene management as “women and adolescent girls using a clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to facilities to dispose of used menstrual management materials”¹.

¹ JMP. (2012). Meeting Report of JMP post-2015 Global Monitoring Working Group on Hygiene. Paper presented at the WHO/UNICEF Joint Monitoring Programme, Post-2015 Working Group on Hygiene, Washington, DC.



Throughout this training, the term “MHM-friendly” will be used to capture the elements of the definition above: clean and adequate menstrual management materials, privacy for changing, soap and water for washing the body, and disposal of menstrual management materials. In a broader sense, an “MHM-friendly” school represents a school that has physical and social support for menstruating students, so they can fully participate in their studies and interact with peers without fear or shame.

When the term “MHM-unfriendly” is used, it represents a school that does not yet have an environment that supports girls in the above ways.

Resources

This training manual relied, in part, on principles and tools developed by others. Throughout, there are footnote citations indicating which activities or concepts are adapted from others.

Two key resources informed the creation of this training:

1. Schmitt, M.L, Clathworthy, D., Ogello, T. and Sommer, M. (2018, July 25). *Making the Case for a Female-Friendly Toilet*. *Water*: 10 (1193). Retrieved from: https://www.researchgate.net/publication/327472639_Making_the_Case_for_a_Female-Friendly_Toilet
2. UNICEF, WaterAid and WSUP (2018). *Female-friendly public and community toilets: a guide for planners and decision makers*. WaterAid: London, UK. Available at washmatters.wateraid.org/female-friendly-toilets



Session 1: Why MHM-Friendly Schools Matter

Introduction: Setting the Stage

Preparation and Materials Needed:

Flip chart paper and markers. Before the first session, write out the schedule for the day and the introduction questions (listed in the discussion below) on pieces of flip chart paper and post them up in the room.

Expected Time:

30 minutes

Key Objectives:

- To introduce the trainers and get to know the participants
- To provide an overview of the day's schedule
- To gather baseline information on the group's understanding of MHM, their existing beliefs, and current efforts in their schools to address MHM

Discussion:

Begin this first session by thanking the participants for taking the time to attend this training and working to make their schools more friendly for female students. Then, introduce yourself, your role at Lifewater and share a brief summary of Lifewater's program in schools.

Introduce the purpose of this training: *Today we are going to discuss how our schools can best support girls, which means talking about menstrual hygiene management. We recognize this can be a taboo or difficult topic to address and we are grateful for your participation and honesty throughout this day. We are all here because we want students to be successful in our schools and that includes talking about how we can make schools more friendly for girls and their specific needs.*

Ask the participants to introduce themselves to you and the rest of the group by answering the following questions (which are also posted on the flip chart paper):

1. Name
2. School they represent
3. Position at school and length of employment
4. How they learned about menstruation
5. One way they think their school can better support girls

Once everyone has introduced themselves and answered all four questions, discuss the following questions with the group:



1. *Is menstruation talked about among the staff or students at your school? How much? In what ways?*
2. *How do girls typically management menstruation in school?*
3. *Does your school provide any resources for menstrual hygiene management?*
4. *What challenges do you think girls face at school because of menstruation?*
5. *What are some challenges you foresee in supporting girls during menstruation at school?*

The group's answers to these questions can help you, as the facilitator, understand how girls manage menstruation at their school, the level of staff awareness regarding menstruation, and any specific concerns they have about implementing changes to make a school more MHM-friendly.

Conclude this session by thanking the participants for their sharing and honestly. Then, review the schedule for the day (which is posted on the flip chart paper). Ask the group: *Are there any questions about the schedule for the day?*

Lesson 1: When Girls Don't Have Support

Preparation and Materials Needed:

Flip chart paper and markers. Prior to the session, draw a large tree trunk with roots and branches for the problem tree activity

Expected Time:

1 hour

Key Messages:

- When girls do not have enough support for menstruation in school, they experience shame and exclusion.
- Lack of support for MHM in schools can have significant educational consequences.

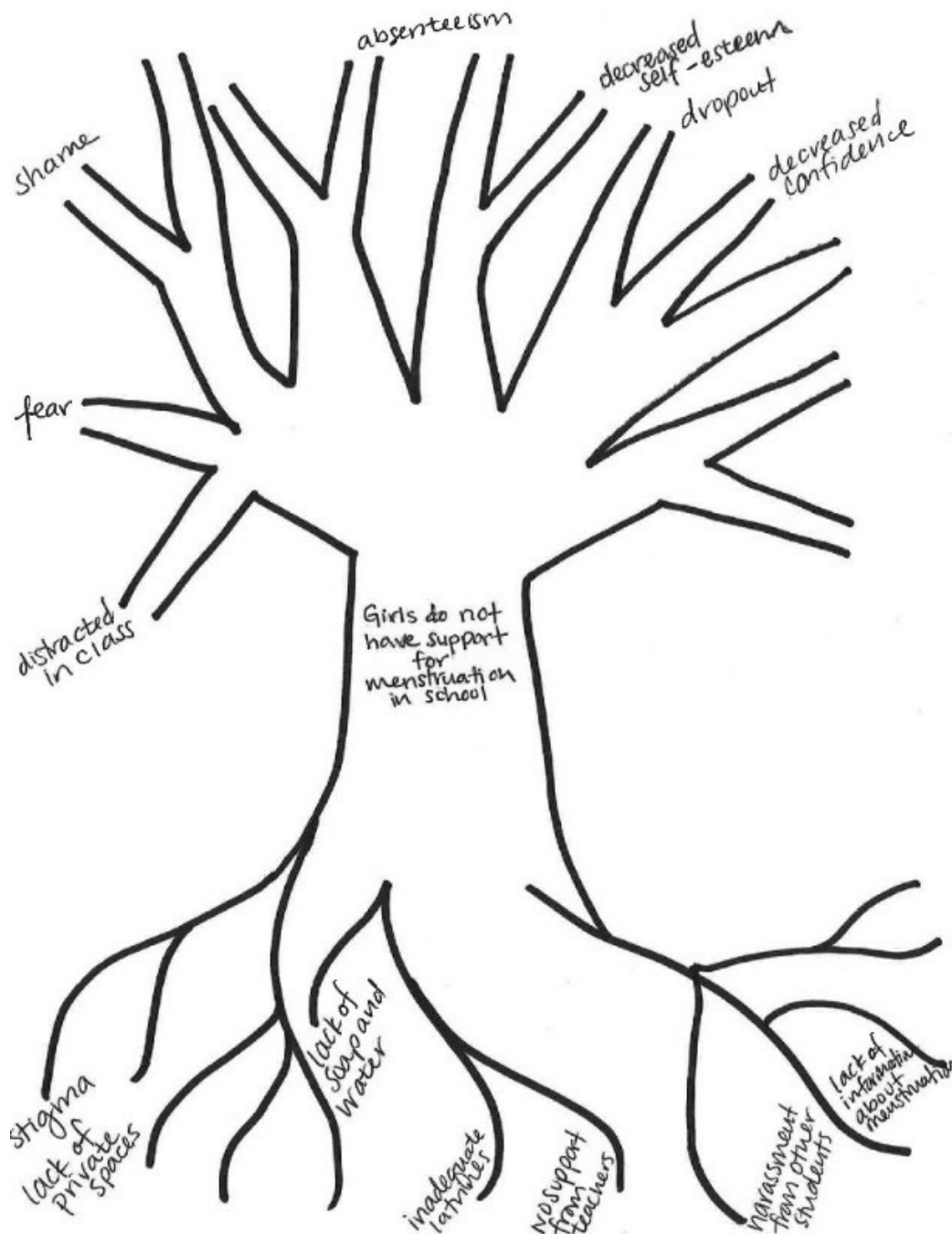
Group Activity:

1. Introduce the topic of this lesson: *First we are going to discuss what happens when girls do not have support for menstruation in school. To do this, we are going to do an activity called a "Problem Tree"². This activity helps us identify the main causes and effects of a problem.*
2. Explain: *We know that globally, girls struggle to have adequate support for menstruation in school. This has negative outcomes for these students.*
3. In the center of the tree trunk, write "Girls do not have support for menstruation in school".
4. Ask: *What are the main causes of this problem?* Write the responses for each main cause on a root of the trunk. Continue adding roots as more main causes are shared. If the group is struggling to think of root causes, some may include: stigma/taboo around menstruation, lack of private spaces for girls to change or clean themselves, and inadequate WASH facilities. If a root cause has its own root causes, as the group: *Why do you think this happens?* Their responses can be added as small roots off the larger root.



² Adapted from: CAWST, Community Health Promotion for Trainers: A CAWST Participant Manual (Alberta, Canada: Centre for Affordable Water and Sanitation Technology, 2009), A1- 69

5. Once the group feels they have identified all the main causes and listed them on the roots of the tree, you can move on to the branches. Explain: *The branches are the effects of this problem (Girls do not have support for menstruation in school). They are what happens as a result of this problem.*
6. Ask: *What are the main effects of this problem?* If the group is struggling to think of effects, some may include: harassment from other students, school absenteeism, dropout, inability to focus on school work, embarrassment, and exclusion. An example is included below:



7. When the tree has been finalized, review the following with the group:

- Globally, girls struggle to manage menstruation due to structural and social challenges.
- Many schools lack the clean water, soap, latrines, privacy, and disposal facilities need for girls to manage menstruation. In Uganda, 60% of girls report needing better facilities in school³.
- Experiencing menstruation without proper support and information often has lasting consequences, including a decreased sense of self-esteem, confidence, and educational attainment.
- Girls in lower- and middle-income countries report skipping school during menstruation, interrupting attendance, and participation. In Uganda, girls miss 1 – 3 days of primary school per month³. This means missing 11% of learning in the year due to menstruation.
- Girls are often teased because of menstrual leaks or smells. Leaks or the fear of teasing from other students can disrupt girls' engagement in class.

Discussion:

Discuss the following questions with the group:

1. *What do you think about the root causes (the roots) of this problem?*
2. *Did any root cause surprise you?*
3. *Do you see any of these root causes in your school?*
4. *What do you think about the effects (the branches) of this problem?*
5. *Did any effect surprise you?*
6. *Do you see any of these effects in your school?*

Explain: *In the next lesson we will explore ways to address this problem in school and begin to explore solutions to this problem.*

Take-Home Messages:

Review the following message with the group:

- *The lack of support for menstruation in schools is a significant problem for girls, with serious consequences, both academically and socially.*

³ Report from the 1st National Menstrual Hygiene Management Conference. 2014, August 14-15. The Republic of Uganda.

Lesson 2: The Case for MHM-Friendly Schools

Preparation and Materials Needed:

Problem tree from the previous activity. Prior to the session, cut out the “solutions” squares located in Appendix B (both pages). Tape is needed after the lesson.

Expected Time:

1 hour

Key Messages:

- Girls can experience menstruation with dignity and comfort at school
- Girls do not have to experience restrictions or missed opportunities due to menstruation
- Schools can create a supportive environment that allows all students to participate fully in their education

Review:

Ask the group: *Can one person summarize the main point of our last lesson?*

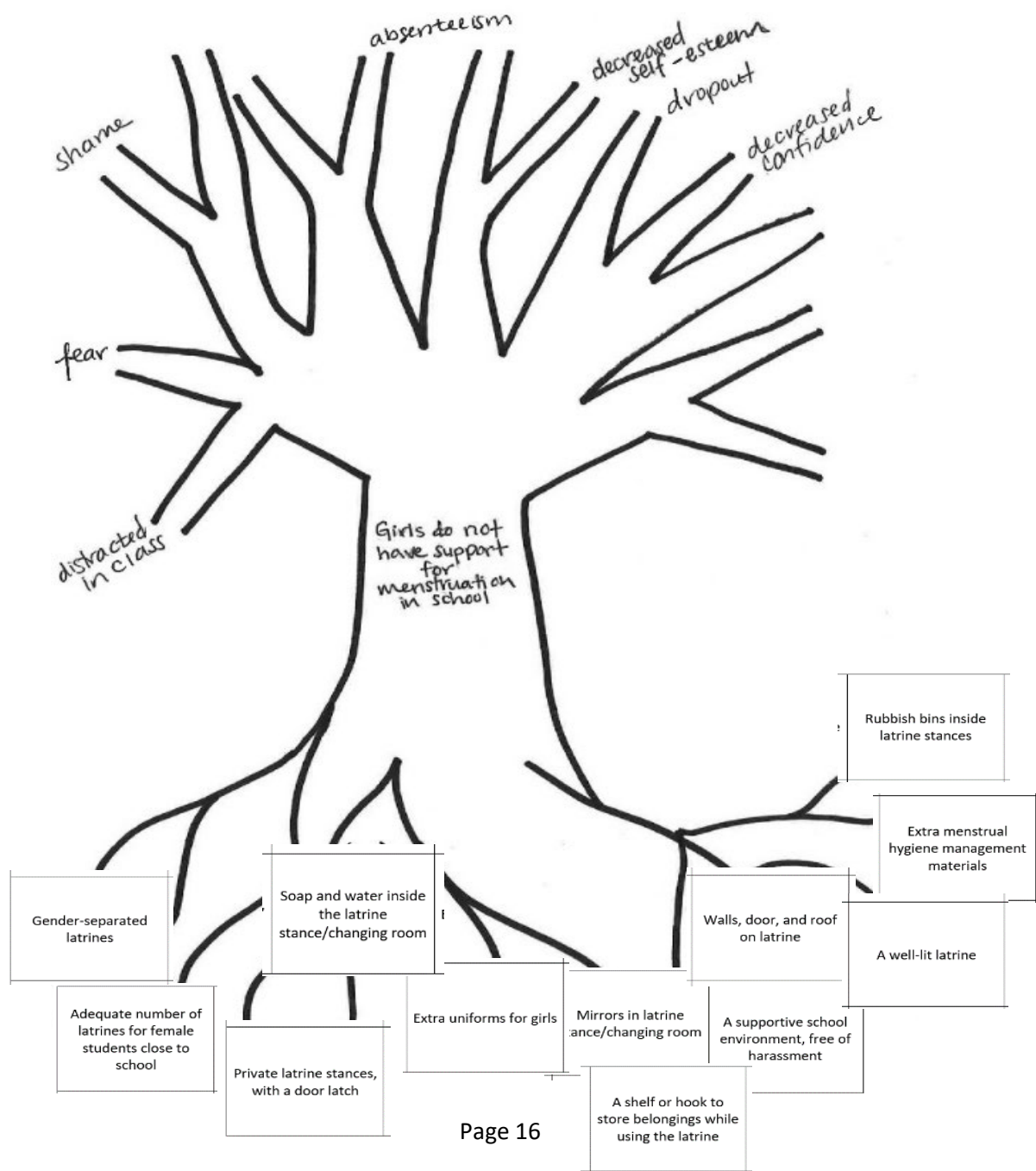
Group Activity:

1. Introduce the topic of this lesson: *In the last lesson, we discussed the causes and effects of girls not having enough support for menstruation in school. In this lesson, we will focus on what it takes for girls to have support for menstruation in school. This activity will help us review the problem tree we created in the last session and turn it into a “Solution Tree”⁴. We will review the root causes you identified in the previous lesson and determine how to address them.*
2. Pass out the “solutions” squares you prepared before the lesson. Explain: *These are some possible ways to address the root causes on your problem tree. These are not the only solutions, but the ones we will focus on today.*
3. Explain that the group should work together to decide which of the elements on the squares address the “roots” they previously identified. Once they decide, they can place the solution over the root cause. The group has two of each solution in case it will impact multiple “roots”. For example, if the group identified “lack of private spaces for girls to change or clean themselves” as a root cause in the problem tree, they could consider placing the “walls, door, and roof on latrine” or “gender-separated latrines” on top of that root cause.
4. While the group is discussing, make yourself available to answer questions and provide guidance. As they place squares on the tree, ask why they chose to put the square where they

⁴ Adapted from: CAWST, Community Health Promotion for Trainers: A CAWST Participant Manual (Alberta, Canada: Centre for Affordable Water and Sanitation Technology, 2009), A1- 70

did. For example, you could ask, “How do walls, doors, and a roof on a latrine help girls have support for menstruation in school?”. The purpose is to have the participants think critically about how these elements can impact girls’ experiences at school.

5. Once at least one of each type of “solution” has been placed on the tree or all the roots have been fully covered, move on to the discussion questions. If the group struggles to place some of the elements, work with them to see if they can address any of the root causes.
6. After the lesson, tape the “solution” squares in place and save the tree. It will be used again in lesson 5.





Discussion:

Discuss the following questions with the group:

1. *Did any of the “solution” squares surprise you? Which ones? Why?*
2. *Which of these “solutions” are currently present at your school?*
3. *If these “solutions” are all in place, do you think that would change the “problem” in the center of the trunk? Would it change the “outcomes”?*
4. *Which of these “solutions” do you think you can bring about? Which “solution” can you and your school do something about?*
5. *Which of these “solutions” would be the most challenging for your school?*

Thank the group for their contributions and explain: *In the next lesson we will talk specifically about these “solutions” and what it takes to make a school MHM-friendly.*

Take-Home Messages:

Review the following messages with the group:

- *School can be a place where girls experience menstruation with dignity and comfort.*
- *There are ways to make schools friendlier for menstruating girls.*

Session 2: Components of MHM-Friendly Schools

Lesson 3: MHM-Friendly Latrines

Preparation and Materials Needed:

Prior to this day of training, make copies of the latrine drawing in Appendix C, so there is one for each person. Make sure each person has a pen or writing utensil. Before the training, hang a piece of flip chart paper up and have a marker available. Prior to the lesson, review the MHM-friendly school checklist to familiarize yourself with the elements that make a latrine MHM-friendly.

Expected Time:

30 minutes – 1 hour

Key Messages:

- There are specific ways to make latrines more friendly for girls
- Small adjustments to school latrines can have a big impact on how girls experience menstruation at school

Review:

Ask the group: *Can one person summarize the main point of our last lesson?*

Group Activity:

1. Introduce the group activity: *This lesson will start with an individual activity, in which we will each make a latrine more friendly for girls.*
2. Pass out a latrine drawing to each participant.
3. Instruct participants to add – either in words or drawings – elements that would make this latrine stance more supportive for girls during menstruation. Explain they will be given 10 minutes to do this and then will discuss their drawings with the group.
4. When 10 minutes have passed, ask each person to share with the group what elements they included in their drawing. This should be a short time of sharing, where participants simply list the elements they included. While participants list the elements of their latrine, write those elements on the flip chart paper. As elements are repeated (e.g., a rubbish bin), add tick marks to count how many times those were shared.



5. Once everyone has shared and all the latrine elements are listed on the flip chart paper, go through each item and ask about the item, “How does this support girls at school?”
6. Review the MHM-Friendly School Requirements in Appendix D. If there are items included on this list that are not represented in the participants’ list, propose them to the group. For example, if they did not include a hook/shelf for storing belongings, you can ask, “What about a hook or shelf? Do you think that could support girls at school? How so?”
7. Once you have gone through all the elements listed and had the group discuss how they specifically support girls at school, move on to the discussion questions.

Discussion:

Discuss the following questions with the group:

1. *Did any of the elements shared surprise you? Which ones? Why?*
2. *Do you think these elements can be incorporated at your schools?*
3. *What are some barriers to adding these elements to latrines in your school?*
4. *How can those barriers be addressed?*

Thank the group for their contributions and explain: *In this lesson we discussed the physical elements of a latrine that are supportive of menstruating girls. However, other types of support are needed, including support for menstrual management materials. In the next lesson, we will practice making reusable menstrual pads, so you can train students to do the same.*

Take-Home Messages:

Review the following message with the group:

- *While it takes initiative on the part of school staff, school latrines can be made to be MHM-friendly and make menstruation a more positive experience for girls.*

Lesson 4: MHM-Friendly Materials

Preparation and Materials Needed:

Prepare the following materials for each participant:

- A piece of fabric
- The patterns in Appendix E (already cut out)
- Scissors
- Permanent marker
- A needle and thread
- Fasteners

Expected Time:

1 – 1.5 hours

Key Messages:

- Schools can support girls by providing extra uniforms, which can help girls stay at school if leaks during menstruation soil pupil's clothing
- Reusable Menstrual Pads (RUMPS) can help girls manage menstruation in school
- Girls can be taught to make their own pads, improving their ability to manage menstruation

Review:

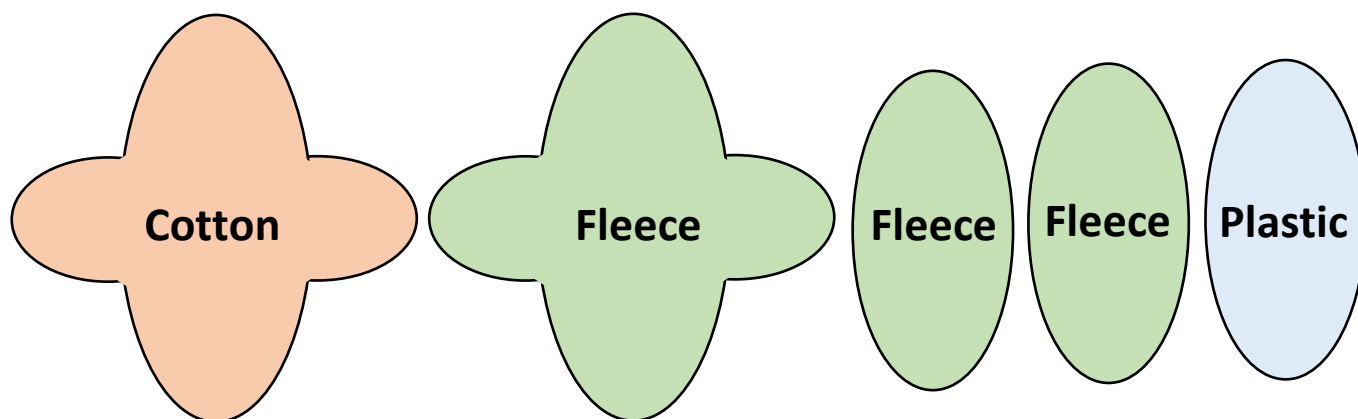
Ask the group: *Can one person summarize the main point of our last lesson?*

Group Activity:

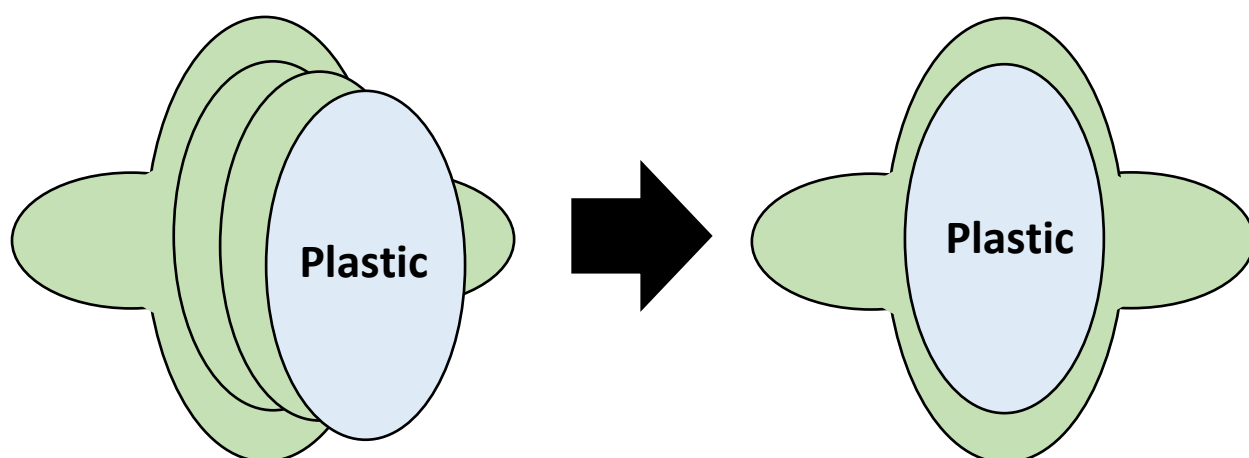
1. Ask the group: *Who has heard of reusable menstrual pads, or RUMPS?*
2. Explain to the group that reusable menstrual pads are easy to make and provide an inexpensive, locally available way for girls to manage their menstruation. In school specifically, they allow girls to attend class while menstruating, because they do not have to fear leaks or discomfort.
3. Explain that the purpose of this lesson is for everyone to learn how to make RUMPS, so they can train students to make them⁵.
4. Pass out the fabric, patterns, scissors, markers, needles, thread, and fasteners to each participant.
5. First, explain they will be cutting 5 shapes out of the fabric: 2 of the cross shapes and 3 of the oval shapes. Ask them to plan how they will cut out each with the fabric they were given. They can use the marker to trace the shape on to the fabric.

⁵ Adapted from Wilson-Smith, E. (2013). Reusable Pad Training Resource, Second Edition. *Irise*.

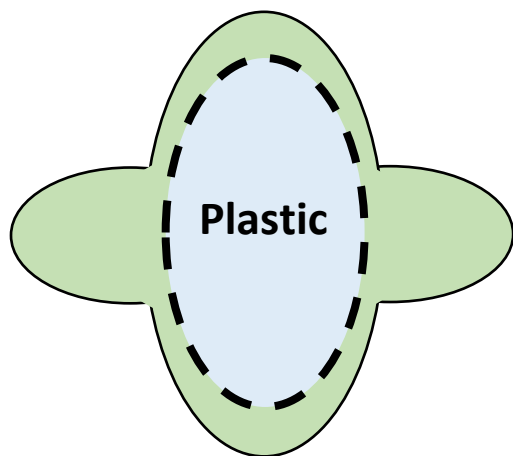
6. Ask the group to proceed and cut out those 5 shapes from the fabric (2 of the cross shapes and 3 oval shapes). Walk through the room to make sure everyone understands the steps and is cutting out the shapes correctly. Be sure to mention that the shapes they are using for this activity are not the exact size to use when making actual RUMPs.
7. Once everyone has cut out their 5 shapes, they will write the name of the material on the fabric. Explain: *On one of the cross shaped pieces, write "Fleece". On the other cross shaped piece, write "Cotton". On 2 of the oval shaped pieces, write "Fleece". On the last oval shaped piece, write "Plastic".* Wait until everyone has completed this step. Explain that these are the actual materials that will need to be used when making RUMPs.



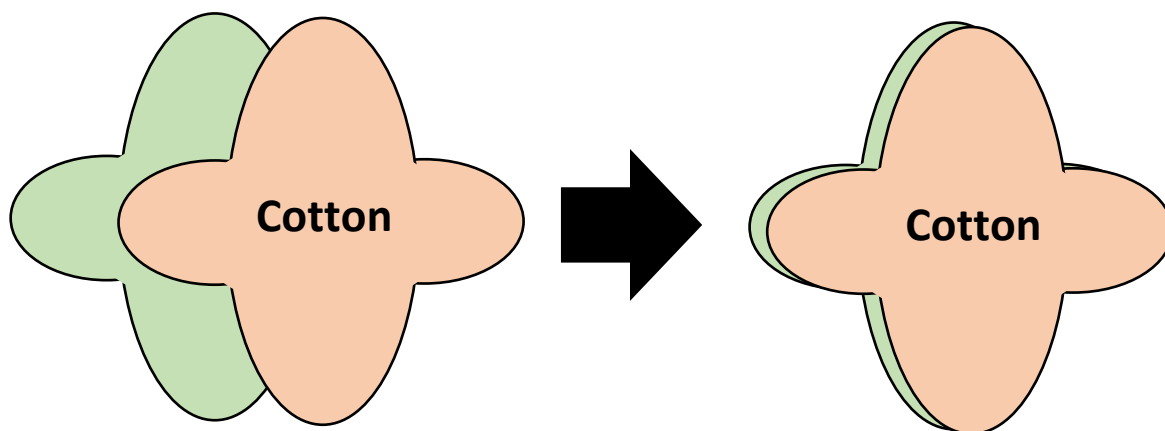
8. Instruct the group to place the fleece cross piece flat on the table. Then place the 2 fleece oval pieces in the center of the cross. Finally, place the 1 plastic oval piece in the center of the cross. Walk through the room to ensure everyone has the materials stacked correctly. It should look like this:



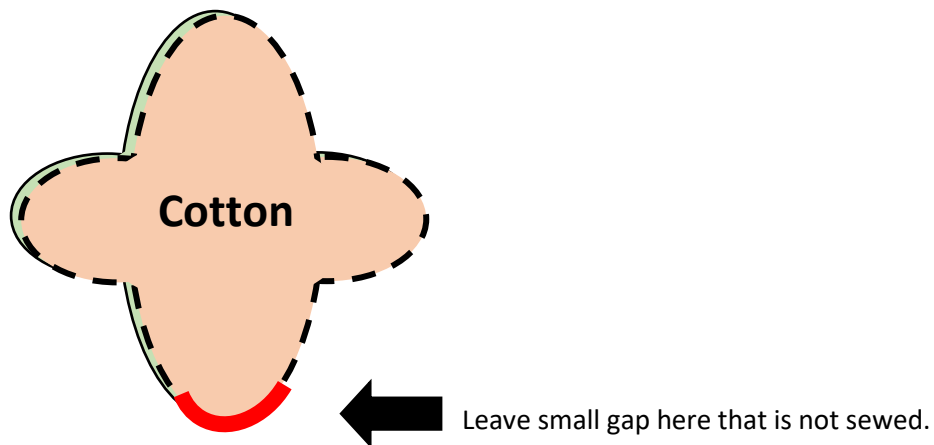
9. Next the participants will sew the stack of ovals to the cross. They will sew along the dotted line indicated below:



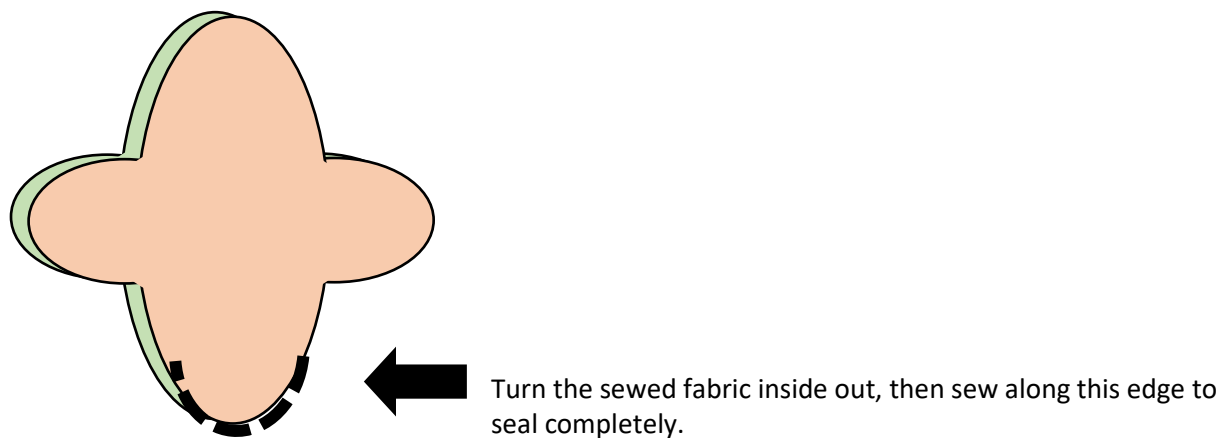
10. Once they have finished sewing, they will turn the sewed piece upside down, so the plastic oval is touching the table. Then they will place the cotton cross on top of it. Walk around to see if this has been done correctly



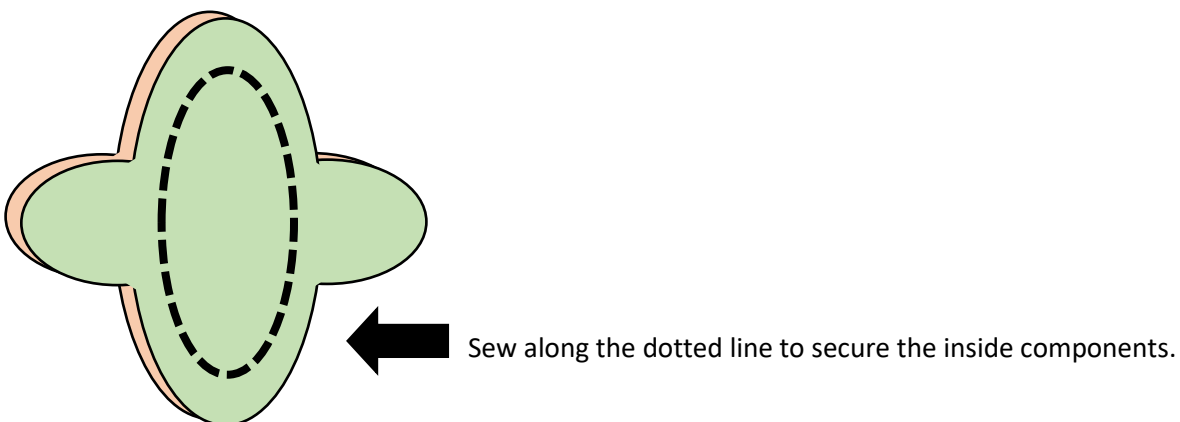
11. Next, the participants will sew around the outside of the crosses, attaching the cotton to the fleece, but leaving a small gap. They will sew along the dotted line indicated below:



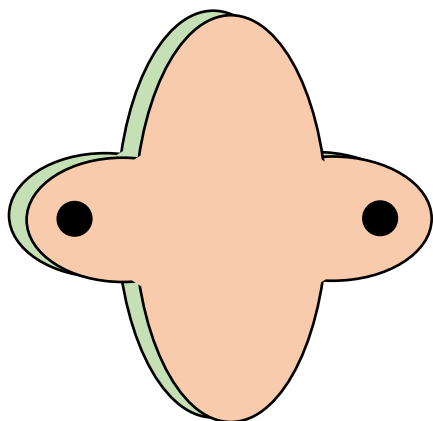
12. Instruct the group to turn the pad inside out, pulling it out through the hole they left open in the last step. Then they will sew along that opening.



13. Once the outside has been completely sewed, instruct the group to place the cotton side face down on the table and sew along the insert again, connecting the two outside pieces together. This will help make the pad secure and strong.



14. Next, instruct the group to attach the fasteners to the side pieces.



Explain the following use and care guidelines to the group:

- Pads should be changed at least once every 8 hours.
- To wash the pads, it is best to soak them in water, then wash them with soap and water.
- The pads should be placed in the sun to dry. This helps them dry completely and can kill any bacteria they may contain.
- Girls should make sure pads are completely dry before reuse. This will help prevent any irritation or marks on clothing.



Discussion:

Discuss the following questions with the group:

1. *What was your experience making these reusable pads?*
2. *Do you think you can teach this to girls in school?*

Briefly lead a discussion for the schools to plan to train students to make reusable pads in school:

1. *How will you prepare to train students to make these pads?*
2. *What materials will you need? How will you get the materials?*
3. *When do you plan to train students?*

When the discussion has concluded, pass out copies of Appendix F, which includes a full list of materials and instructions.

Thank the group for their contributions and explain: *We have discussed the physical elements of making a school supportive of menstruating girls. In the next lesson we will talk about creating a supportive school environment.*

Take-Home Messages:

Review the following message with the group:

- *Making reusable menstrual materials is a way to support girls to manage menstruation in school. It provides a new skill and gives them more control over their experience of menstruation.*



Lesson 5: MHM-Friendly Environments

Preparation and Materials Needed:

Flip chart paper and markers. Prior to the lesson, post 5 pieces of flip chart paper on the walls, spread around the room. Make copies (one for each school) of the lessons included in Appendix H (“MHM Lessons for Students”).

Expected Time:

1 hour

Key Messages:

- Being an MHM-friendly school goes beyond having adequate latrine facilities. The school environment is also very important for girls’ experience of menstruation.
- If a school is MHM-unfriendly, there may be harassment of menstruating students. This can lead to feelings of shame among girls and even absenteeism.
- School leadership is responsible for creating an environment that supports, celebrates, and protects girls.

Review:

Ask the group: *Can one person summarize the main point of our last lesson?*

Group Activity:

1. This group activity will help the school staff members to think critically about the various roles they hold and how those positions can be used to foster a supportive environment in school.
2. Begin by asking the group what staff positions exist at their schools. For example, respondents can list teachers, administrators, facility caretakers/cleaners, cooks, teaching assistants, etc.
3. Once the group has developed a list of staff positions, divide the entire group in to 3 – 5 smaller groups, depending on the number of participants and the number of staff member types they listed. You will want one group for each type of staff member, but no more than 5. If there are more than 5 staff types, try to combine similar types of positions such as teachers and teaching assistants or groundkeepers and cleaners. If there are only a few types of staff members listed, but there are many participants, multiple groups can focus on one type of staff member. Try to have the groups contain a mix of staff from different schools, if possible.
4. Ask each of the groups to move to one of the flip chart papers spread throughout the room.
5. Explain to the group: *For this activity, you are going to think about a specific staff member and how their job can help create a supportive environment for menstruating girls.*

6. Assign each group a specific staff member from the list they came up with in step 2.
7. Ask the groups to draw a picture of that type of staff member. They should use most of the flip chart paper to do this, leaving some room around the outside to write on later. Give the groups 3-5 minutes to complete their drawings.
8. Ask the groups to write, next to the staff member's head, what that staff member should know about girls experiencing menstruation at school. Give the groups 5-7 minutes to complete this list.
9. Next, ask the groups to write, next to the staff member's heart, what that staff member should feel about girls experiencing menstruation at school. Give the groups 5-7 minutes to complete this list.
10. Finally, ask the groups to write, next to the staff member's hands, what that staff member should do about girls experiencing menstruation at school. Give the groups 5-7 minutes to complete this list.



11. Once the groups have completed their three lists on the drawing, ask a member of each group to summarize their lists by answering this question: "How can [insert type of staff member] better support girls experiencing menstruation at school?" Have each group share their answer to that question.
12. Participants can return to their regular seats and conclude with the discussion questions.

Discussion:

Discuss the following questions with the group:

1. *What are some of the elements needed to make a school environment MHM-friendly?*
2. *How do you think these elements can be incorporated in your schools?*
3. *How would an MHM-friendly environment impact the experience of girls at school?*

Inform the group that we have prepared a few lessons specifically on MHM for students. They are available for the participants at the end of the lesson, if they would like additional guidance on teaching students about MHM in school.



Thank the group for their contributions and explain: *We have discussed both the physical and social elements of making a school supportive of menstruating girls. In the next lesson, we will work on plans to make your specific school MHM-friendly.*

Take-Home Messages:

Review the following messages with the group:

- *All staff have a responsibility to create an environment that supports girls during menstruation.*
- *Supportive school environments can contribute to reduced absenteeism during menstruation.*

Lesson 6: Making Your School MHM-Friendly

Preparation and Materials Needed:

Make copies of Appendix D (“MHM-Friendly School Requirements”) and Appendix G (“Monthly Monitoring Tool for MHM-Friendly Schools”) so there is at least one of each for each school represented. Make sure all participants have a pen or writing utensil. In advance of the lesson, write out the five questions and examples listed below on a piece of flip chart paper. You can keep this hidden and to the side until you reach the action plan part of the lesson, at which point this should be hung up on the wall.

- **What?** *What tasks need to be carried out to complete your step?*
- **How?** *How will/could those tasks be carried out? What resources are needed?*
- **Who?** *Who is going to carry them out?*
- **Where?** *Where will the work be done?*
- **When?** *When is the work going to be done?*

Expected Time:

1 hour

Key Messages:

- Making your school MHM-friendly requires initiative and follow-through, but it is possible!

Review:

1. Ask the group: *What are the components of MHM-friendly school latrines?*
2. Ask the group: *What are the components of MHM-friendly materials?*
3. Ask the group: *What are the components of MHM-friendly school environments?*

Group Activity:

1. Ask the group to sit with any other staff members from their school.
2. Explain: *During this last lesson of the day, you are going to work together, with the other staff from your school, to assess the current “MHM-friendliness” of your school. Then, we will discuss how to make your school more friendly for girls.*
3. Pass out the MHM-Friendly School Requirements table. Ask each group to go through the list, with their school in mind, and mark each item as “Achieved”, “Needs Improvement”, or “Absent”. Give the group 10 minutes to complete the checklist. Be available if they have any questions.
4. Ask: *Were any of you surprised at how MHM-friendly your school currently is? Were you surprised at how your school may be MHM-unfriendly?*



5. Instruct the group to review the table and pick one element from the “Needs Improvement” or “Absent” column they want to address first.
6. Explain they are going to make an action plan to address this element using the “Five Finger Planning” method. Show the group, using your fingers to represent the 5 elements of an actionable plan: What? How? Who? Where? When?
7. Hang up the flip chart paper you prepared in advance with these questions written out.
8. Ask each group to develop an action plan to address the MHM-friendly school element they chose, answering the posted questions, and prepare to share their plan with the group.
9. Give the groups 15 minutes to develop their action plans. While they work together, walk around and ask questions as you see fit. For example, if a plan seems unrealistic, ask further questions to help the group develop an achievable plan.
10. When all the groups have developed an action plan, ask one member of each group to present their action plan to the rest of the participants. Allow approx. 2-3 minutes for each group.
11. Explain that this five-finger planning tool can be used to address each of the “Needs Improvement” or “Absent” elements from their lists.
12. Next, pass out a copy of the monthly monitoring tool (Appendix G) for each school. Explain that this tool can be used to track the MHM-friendly status of their school once they have addressed all the elements. There is a column indicating how often that element should be monitored and a place to designate the person(s) responsible for ensuring that criteria is met. The school staff should decide who is responsible for the monitoring of the MHM-friendly elements and following up with the person(s) responsible if the criteria are not met. This process will help ensure that MHM-friendly status is maintained throughout the school year.

Discussion:

Discuss the following questions with the group:

1. *What MHM-friendly element will you address next?*
2. *How will you go about addressing these remaining MHM-friendly elements at your school?*
3. *How will you address challenges you may face in making your school MHM-friendly?*

Take-Home Messages:

Review the following messages with the group:

- You have the tools to make your school MHM-friendly!

Lesson 7: Results of an MHM-Friendly School

Preparation and Materials Needed:

Flip chart paper, markers, post-it notes or small pieces of paper, tape, and the tree with “solution” squares.

Expected Time:

30 minutes

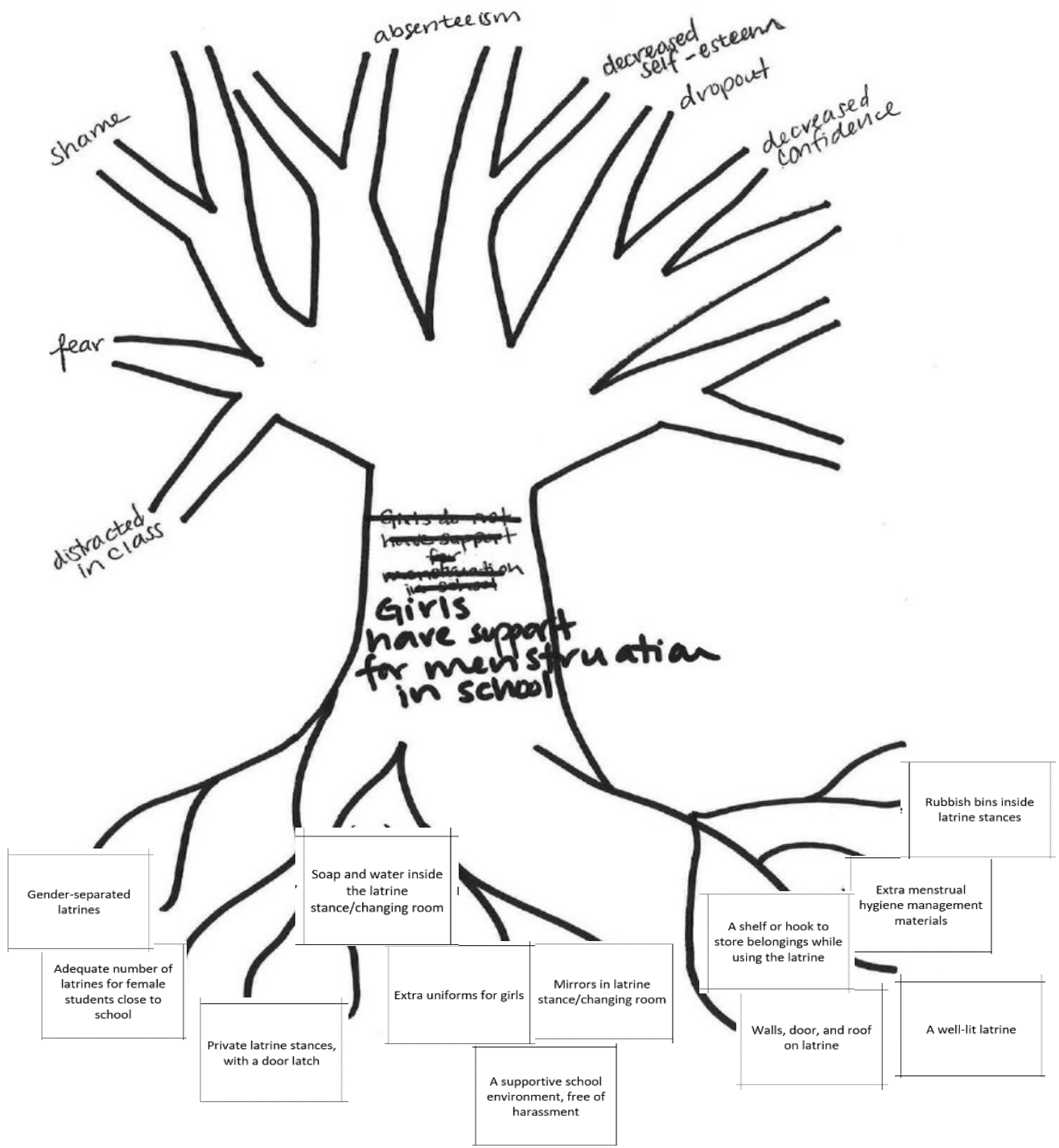
Key Messages:

- MHM-friendly schools improve the lives of girls!

Concluding Activity:

Conclude the training with this final activity:

1. Retrieve the problem tree with the “solution” squares and post it on a wall. In the middle of the tree, the problem “Girls do not have support for menstruation in school” will still be visible. Cross it out and write “Girls have support for menstruation in school”. An example is included on the next page.
2. Explain to the group that this has changed from a “Problem Tree” to a “Solution Tree”.
3. Explain: On the roots, they have placed elements that will help girls have support for menstruation in school. Now they will consider the outcomes, or branches, of those elements. Ask: *What happens as a result of girls having support for menstruation in school?*
4. Ask the participants to list the outcomes, write them on a post-it note and place them over the existing outcomes on the tree. If participants struggle to think of new positive outcomes, they can try to think of the opposite of the existing outcomes. For example, if a branch says, “girls miss school”, a new outcome, or branch, could be “girls attend school”.
5. Once all the old outcomes have been covered up with new outcomes as a result of girls having support for menstruation in school, share the following with the group: *These outcomes are achievable in your schools! You have worked together to identify the challenges for girls and now have a set of solutions and a way to plan to implement those solutions. As you have all demonstrated, the result of your actions to make your schools MHM-friendly are tremendous.*





Conclusion:

- Invite the group to share encouragements with one another, as they work to make their schools MHM-friendly.
- Conclude by thanking the group for their time, participation, and commitment to making schools more friendly for girls.



Appendix

Appendix A: Training Planning Template – One Day Training

This template can be used to prepare for the training, working with the school staff and host location. Each party can be aware of their responsibilities and the materials/preparation that need to happen prior to the day of the training.

<i>Time</i>	<i>Time Needed</i>	<i>Activity</i>	<i>Led By</i>	<i>Materials / Preparation Required</i>
Session 1: Why MHM-Friendly Schools Matter				
9:00am – 9:30am	30 minutes	<i>Introduction: Setting the Stage</i>	Lifewater Staff	
9:35am – 10:30am	1 hour	<i>Lesson 1: When Girls Don't Have Support</i>	Lifewater Staff	
10:30am – 10:45am	15 minutes	Tea Break		
10:45am – 11:45pm	1 hour	<i>Lesson 2: The Case for MHM-Friendly Schools</i>	Lifewater Staff	
11:45pm – 12:45pm	1 hour	Lunch Break		
Session 2: Components of MHM-Friendly Schools				
12:45pm – 1:15pm	30 minutes	<i>Lesson 3: MHM-Friendly Latrines</i>	Lifewater Staff	
1:30pm – 1:45pm	15 minutes	Break		
1:45pm – 2:45pm	1 hour	<i>Lesson 4: MHM-Friendly Materials</i>	Lifewater Staff	
2:45pm – 3:45pm	1 hour	<i>Lesson 5: MHM-Friendly Environments</i>	Lifewater Staff	
3:45pm – 4:00pm	15 minutes	Activity (e.g., energizer or tour of school)	Host School Staff	
3:30pm – 4:30pm	1 hour	<i>Lesson 6: Making Your School MHM-Friendly</i>	Lifewater Staff	
4:30pm – 5:00pm	30 minutes	<i>Lesson 7: Results of an MHM-Friendly School</i>	Lifewater Staff	



Appendix A: Training Planning Template – Two Day Training

This template can be used to prepare for the training, working with the school staff and host location. Each party can be aware of their responsibilities and the materials/preparation that need to happen prior to the day of the training.

<i>Time</i>	<i>Time Needed</i>	<i>Activity</i>	<i>Led By</i>	<i>Materials / Preparation Required</i>
Day 1: Why MHM-Friendly Schools Matter				
9:00am – 9:30am	30 minutes	<i>Introduction: Setting the Stage</i>	Lifewater Staff	
9:35am – 10:30am	1 hour	<i>Lesson 1: When Girls Don’t Have Support</i>	Lifewater Staff	
10:30am – 11:00am	30 minutes	Tea Break		
11:00am – 12:00pm	1 hour	<i>Lesson 2: The Case for MHM-Friendly Schools</i>	Lifewater Staff	
12:00pm – 1:00pm	1 hour	Lunch Break		
1:00pm – 2:00pm	1 hour	<i>Lesson 3: MHM-Friendly Latrines</i>	Lifewater Staff	
2:00pm – 2:30pm	30 minutes	Activity (e.g., tour of school)	Host School Staff	
Day 2: Components of MHM-Friendly Schools Continued				
9:00am – 9:30am	30 minutes	<i>Summary of previous day</i>	Lifewater Staff	
9:30am – 11:00am	1.5 hours	<i>Lesson 4: MHM-Friendly Materials</i>	Lifewater Staff	
11:00am – 11:30am	30 minutes	<i>Tea Break</i>		
11:30am – 12:30pm	1 hour	<i>Lesson 5: MHM-Friendly Environments</i>	Lifewater Staff	
12:30pm – 1:00 pm	1 hour	Lunch		
1:00pm – 2:00pm	1 hour	<i>Lesson 6: Making Your School MHM-Friendly</i>	Lifewater Staff	
2:00pm – 2:30pm	30 minutes	Activity (e.g., energizer)	Lifewater Staff	
2:30pm – 3:00pm	30 minutes	<i>Lesson 7: Results of an MHM-Friendly School</i>	Lifewater Staff	

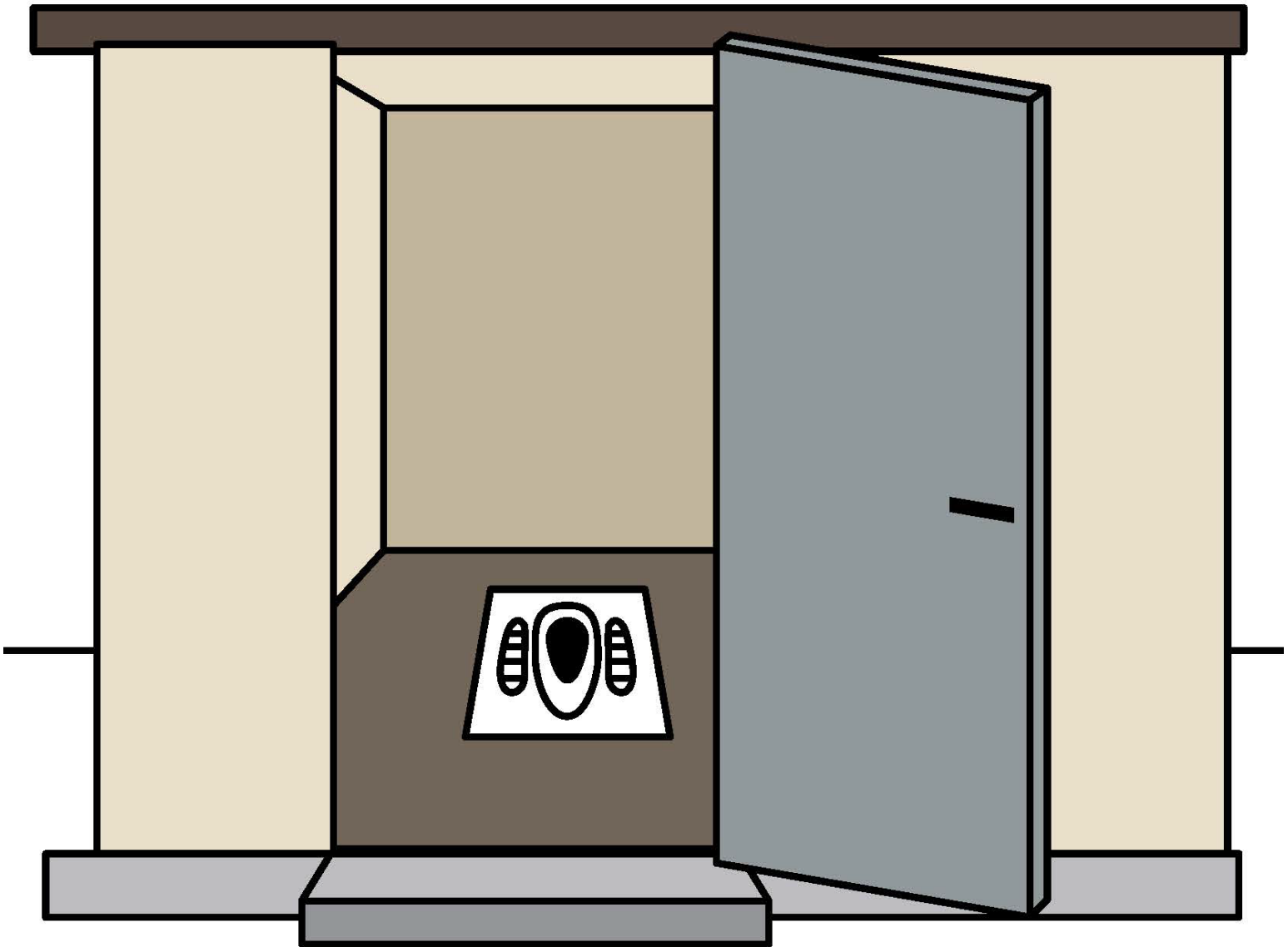
Appendix B: “Solutions” for Problem Tree⁶

Adequate number of latrines for female students close to school	A shelf or hook to store belongings while using the latrine	Rubbish bins inside latrine stances	Mirrors in latrine stance/changing room
Gender-separated latrines	A well-lit latrine	Walls, door, and roof on latrine	Extra menstrual hygiene management materials
Private latrine stances, with a door latch	Soap and water inside the latrine stance/changing room	Extra uniforms for girls	A supportive school environment, free of harassment

⁶ Adapted in part from: Schmitt, M.L, Clathworthy, D., Ogello, T. and Sommer, M. (2018, July 25). *Making the Case for a Female-Friendly Toilet*. *Water*: 10 (1193). Retrieved from: https://www.researchgate.net/publication/327472639_Making_the_Case_for_a_Female-Friendly_Toilet

<p>Adequate number of latrines for female students close to school</p>	<p>A shelf or hook to store belongings while using the latrine</p>	<p>Rubbish bins inside latrine stances</p>	<p>Mirrors in latrine stance/changing room</p>
<p>Gender-separated latrines</p>	<p>A well-lit latrine</p>	<p>Walls, door, and roof on latrine</p>	<p>Extra menstrual hygiene management materials</p>
<p>Private latrine stances, with a door latch</p>	<p>Soap and water inside the latrine stance/changing room</p>	<p>Extra uniforms for girls</p>	<p>A supportive school environment, free of harassment</p>

Appendix C: Latrine Drawing



Completed Latrine Drawing

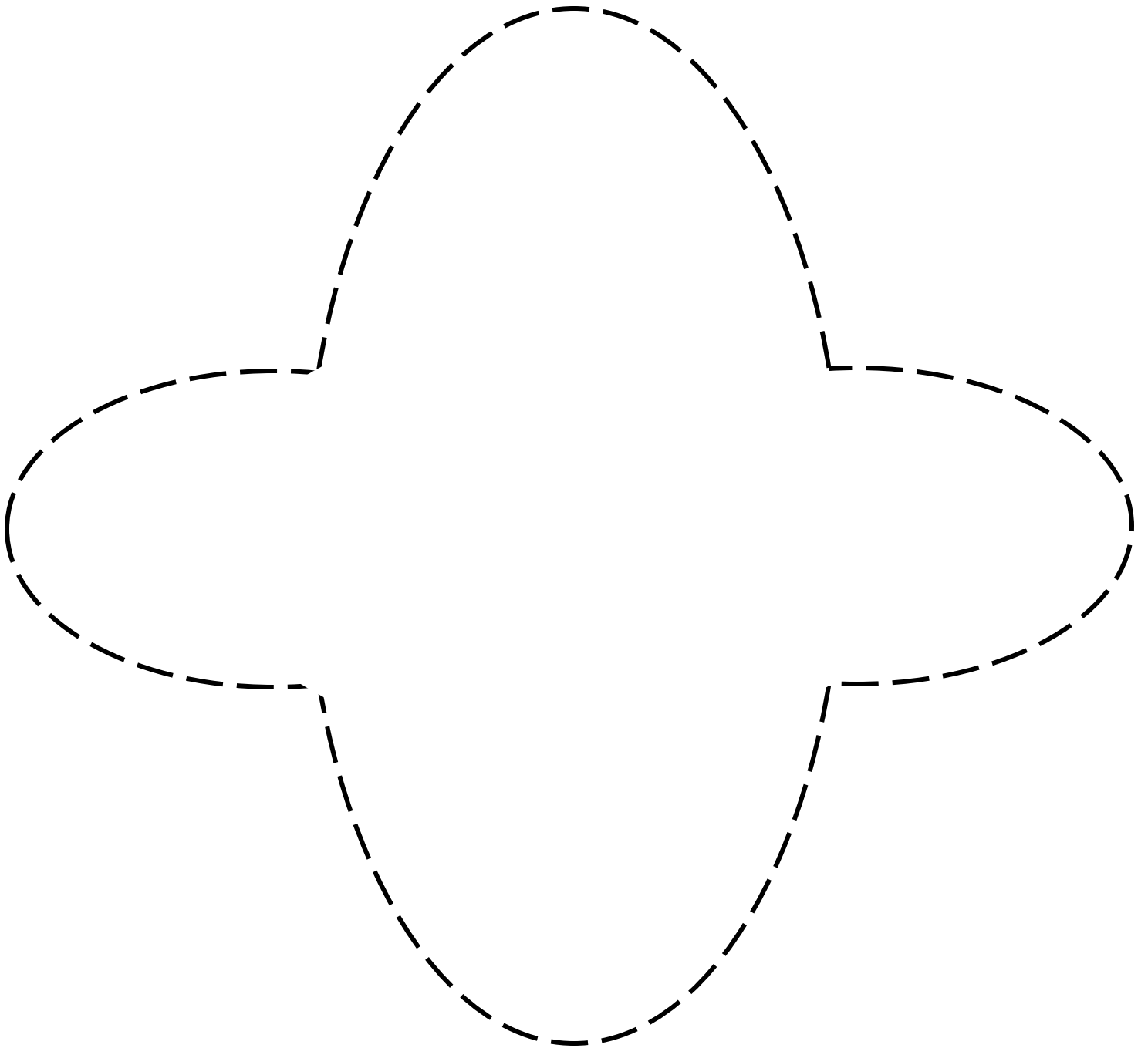


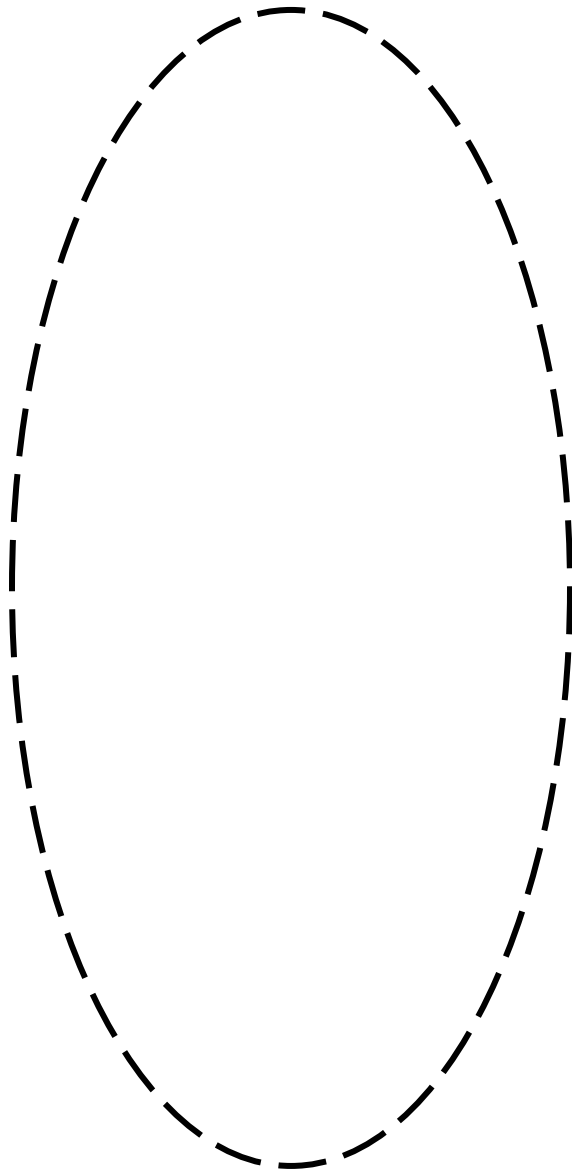
Appendix D: MHM-Friendly School Requirements⁷

School Name			
Date			
<i>MHM-Friendly Element</i>	<i>Achieved</i>	<i>Needs Improvement</i>	<i>Absent</i>
Private and Separate			
Girls have separate latrine stances			
Latrines have doors, walls, and roofs made of non-transparent materials, with no gaps			
Latrines doors have door latches			
Safe			
Latrine block is well-lit, if used at night			
Personal cleaning materials			
Clean water available (either a tap or bucket) in the latrine stance			
Soap available			
Toilet paper or other cleansing material available			
MHM Elements			
Rubbish bin in latrine stance			
Hook/shelf in latrine stance			
Mirror in latrine stance			
Clean			
The latrine area is clean and well-maintained			
A latrine cleaning schedule is in place: includes emptying of the rubbish bin, making sure soap and water are present			
Supportive Environment			
An MHM-safe teacher has been designated			
School has extra MHM materials (pads, etc.)			
School has extra uniforms available for girls			
Harassment of girls is not tolerated			
Girls who miss school due to menstruation are followed-up with and steps are taken to address the causes of absenteeism			

⁷ Adapted in part from: Schmitt, M.L, Clathworthy, D., Ogello, T. and Sommer, M. (2018, July 25). *Making the Case for a Female-Friendly Toilet*. *Water*: 10 (1193). Retrieved from: https://www.researchgate.net/publication/327472639_Making_the_Case_for_a_Female-Friendly_Toilet

Appendix E: Patterns for RUMPs Activity



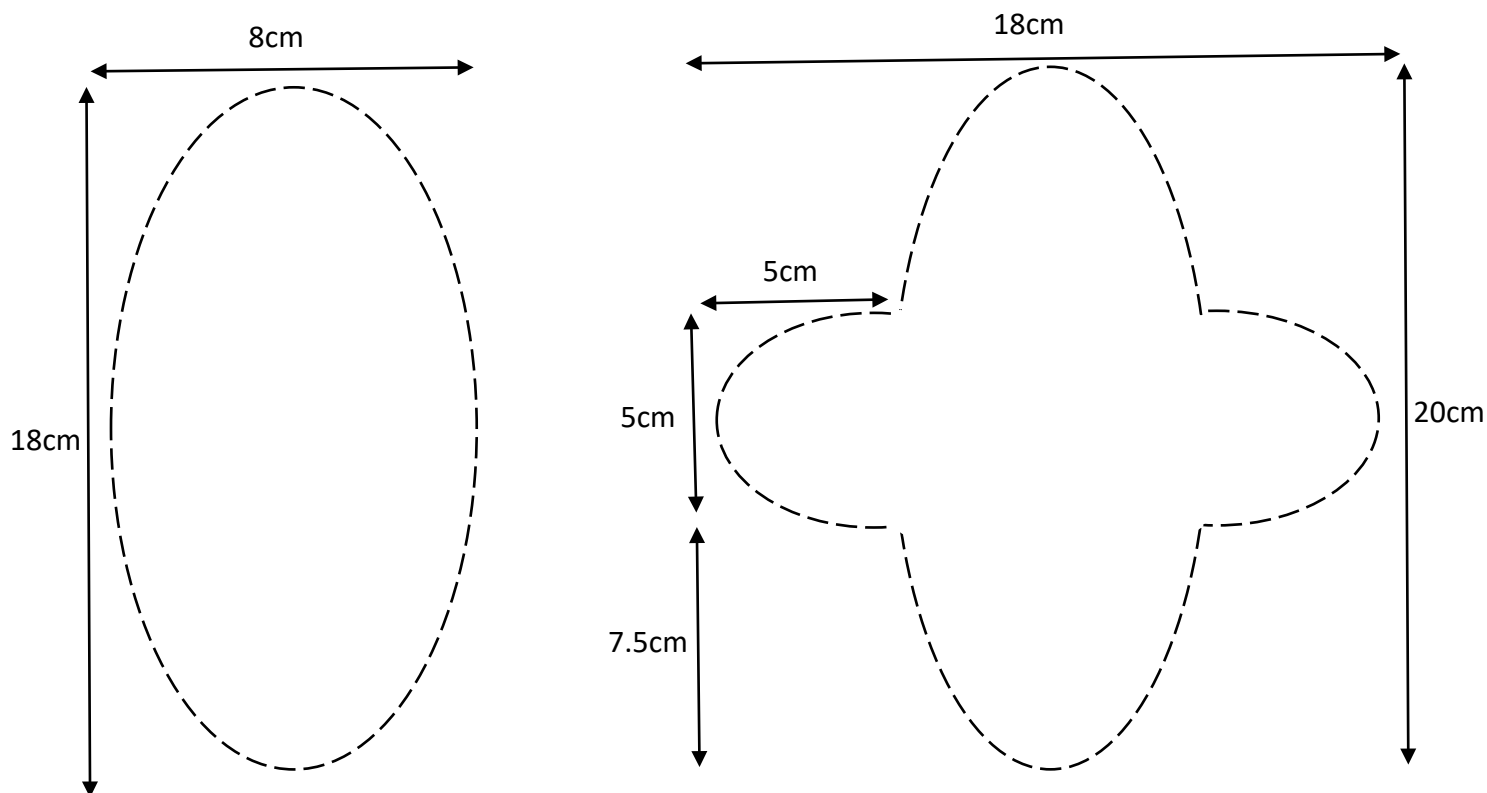


Appendix F: Instructions for Making Reusable Menstrual Pads (RUMPs)⁸

Materials Needed:

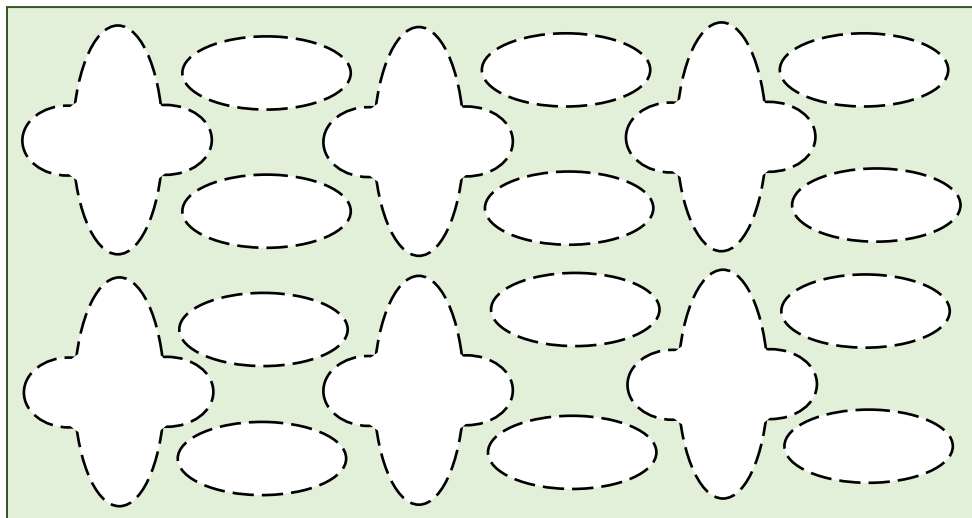
- Scissors
- Measuring tape
- Needles and thread
- Cotton fabric
- Fleece fabric
- Sheets of plastic
- Fasteners

Pattern:



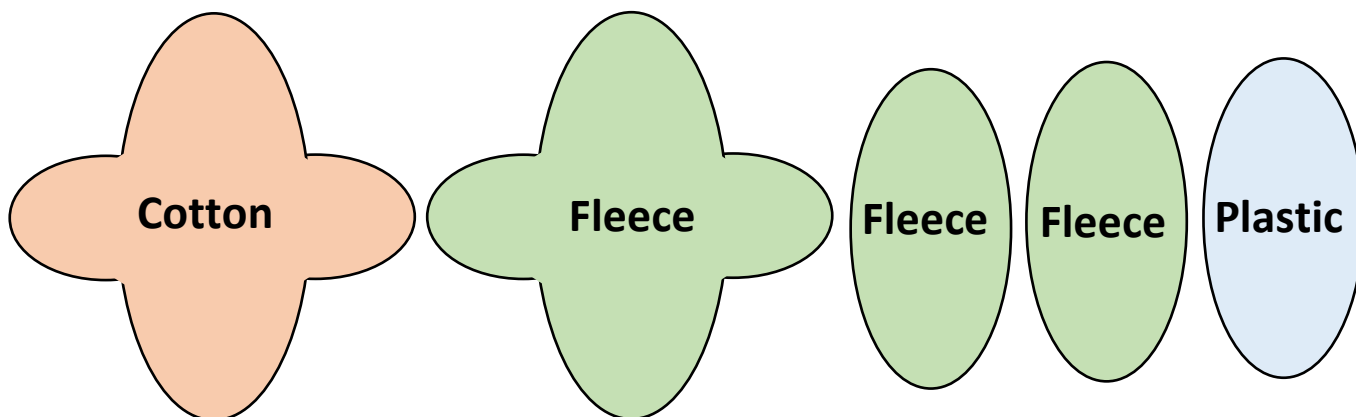
⁸ Adapted from Wilson-Smith, E. (2013). Reusable Pad Training Resource, second edition. *Irise*.

In order to maximize the number of pads you can make with a piece of fleece, the following arrangement is recommended:

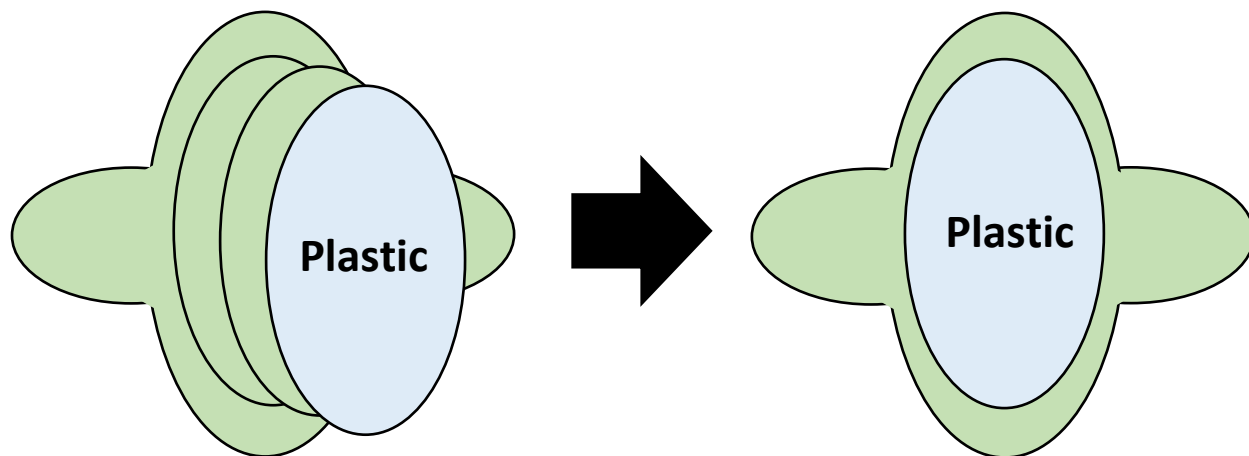


Instructions

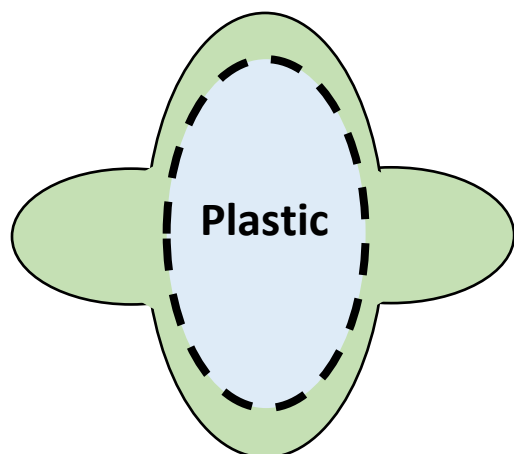
1. Cut the following number of shapes out of each material:
 - 1 cross shape in cotton
 - 2 cross shape in fleece
 - 2 oval shapes in fleece
 - 1 oval shape in plastic



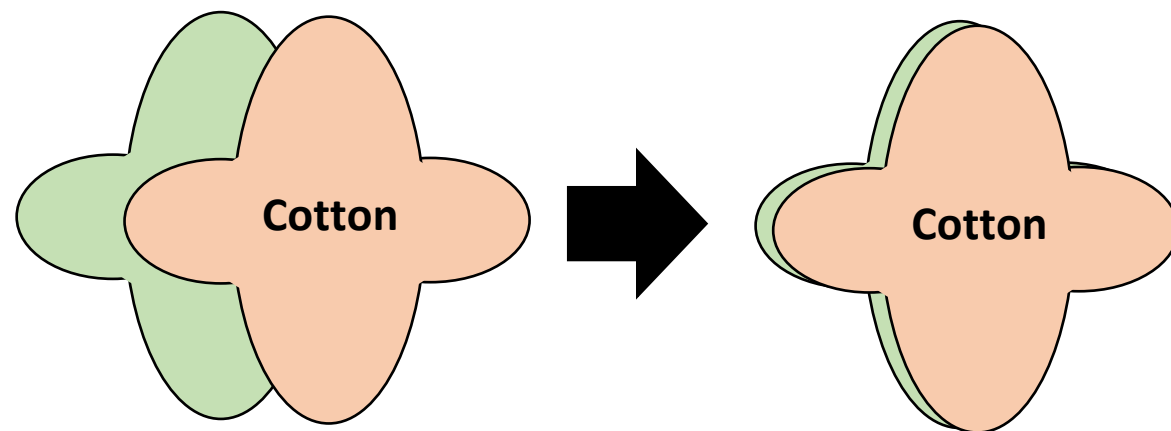
2. Place the fleece cross flat on the table. Then place the 2 fleece oval pieces in the center of the cross. Finally, place the 1 plastic oval piece in the center of the cross. It should look like this:



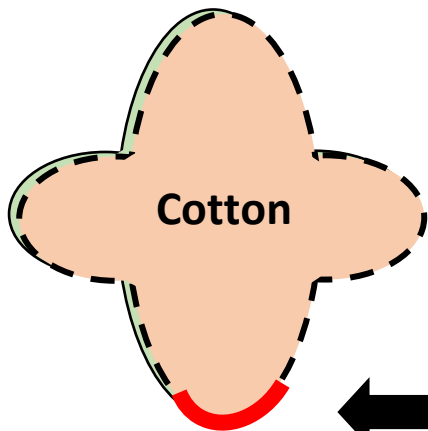
3. Sew the stack of ovals to the cross. Sew along the dotted line indicated below:



4. Turn the sewed piece upside down, so the plastic oval is touching the table. Then place the cotton cross on top of it.

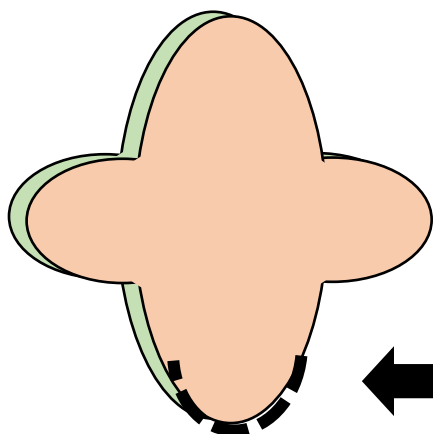


5. Next, sew around the outside of the crosses, attaching the cotton to the fleece, but leaving a small gap. Sew along the dotted line indicated below:



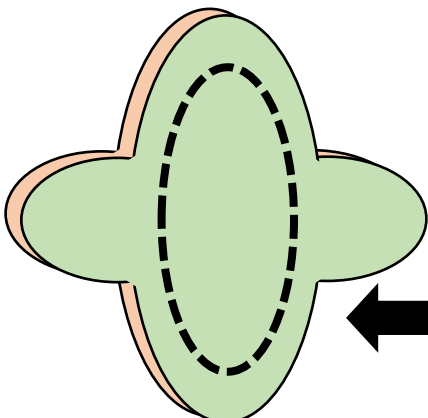
← Leave small gap here that is not sewed.

6. Turn the pad inside out, pulling it out through the hole they left open in the last step. Then, sew along that opening to close the pad completely.



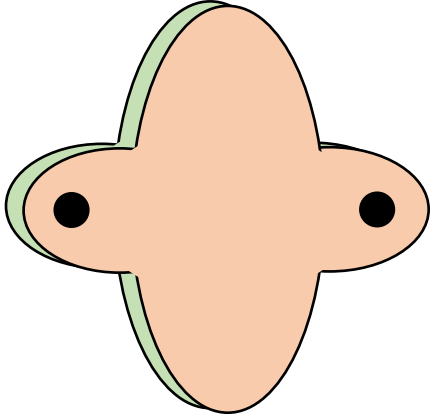
← Sew along this edge to seal completely

7. Place cotton side face down on the table and sew along the insert again, connecting the two outside pieces together. This will help make the pad secure and strong.



← Sew along the dotted line to secure the inside components.

8. Attach fasteners to the side pieces.



Cleaning and Drying Reusable Pads

- Pads should be changed at least once every 8 hours.
- To wash the pads, soak them in water, then wash them with soap and water.
- Place pads to dry in the sun. Make sure they are completely dry before reusing.



Appendix G: Monitoring Tool for MHM-Friendly Schools

For schools to use to monitor MHM-Friendly requirements

School:	Month:		Week 1	Week 2	Week 3	Week 4
<i>MHM-Friendly Element</i>	<i>Responsible Party</i>	<i>Frequency of Monitoring</i>	<i>Meets Criteria? (Yes/No)</i>	<i>Meets Criteria? (Yes/No)</i>	<i>Meets Criteria? (Yes/No)</i>	<i>Meets Criteria? (Yes/No)</i>
Private and Separate						
Girls have separate latrine stances		Annually				
Latrines have doors, walls, and roofs made of non-transparent materials, with no gaps		Monthly				
Latrines doors have door latches		Monthly				
Safe						
Latrine block is well-lit, if used at night		Monthly				
Personal cleaning materials						
Clean water available (either a tap or bucket) in the latrine stance		Daily				
Soap available		Daily				
Toilet paper or other cleansing material available		Daily				
MHM Elements						
Rubbish bin in latrine stance		Monthly				
Hook/shelf in latrine stance		Monthly				
Mirror in latrine stance		Monthly				
Clean						
The latrine area is clean and well-maintained		Daily				
A latrine cleaning schedule is followed: includes emptying of the rubbish bin, making sure soap and water are present		Monthly				
Supportive Environment						
An MHM-safe teacher has been designated		Annually				
School has extra MHM materials (pads, etc.)		Weekly				
School has extra uniforms available for girls		Weekly				
Harassment of girls is not tolerated		Monthly				
Girls who miss school due to menstruation are followed-up with and steps are taken to address the causes of absenteeism		Monthly				

Lesson 1A: Menstruation is Normal!

Girls' Lesson

Separate genders: Lesson 1A is for girls and 1B is for boys

Key Message: “Menstruation is a normal part of maturing.”

Materials

Bring:

- Paper and markers

Review

Ask: What do you know about menstruation?

Ask: Who teaches girls about menstruation?

Game

Play: Musical Chairs

Count the number of girls. Gather one less than that number of chairs and put them in a circle with the backs facing the center of the circle (if there are no chairs available, put pieces of paper in a circle for each girl). Have girls stand around the circle. Sing a song or play music and instruct girls to walk in a circle around the chairs (or paper). When the music stops, each girl must find a chair (or piece of paper). The one who is unable to do so is out. Remove a chair (or paper) and continue to game until there is just one girl remaining—she is the winner!

Discussion

Explain:

- Between ages 10 and 14, girls will notice changes in their bodies including physical and emotional changes.
- One such change is called “menstruation” which means that a girl’s body is preparing for the future when she might decide to become pregnant and have a baby.
- During menstruation, the lining of a girl’s uterus comes out along with blood through her vagina. This can last for 2-7 days and usually happens every month.
- During menstruation, girls can sometimes experience pain or discomfort in their lower abdomen or back.

⁹ Adapted from Lifewater’s WASH Club Guidebook



- In many countries around the world, it is an unmentionable topic and the practical aspects of menstrual hygiene are ignored.
- Monthly bleeding is normal and is not something to fear!

Group Activity

Play: True and False

Draw a starting line on the ground. Have the girls stand next to each other behind the start line. Give each girl 2 pieces of paper and have them write “true” on one and “false” on the other. Read one of the true or false statements from below and have each girl hold up their answer. Give the correct answer and have the girls who answered correctly take 1 step forward. If they answered incorrectly, they don’t move. Fully explain why the statement is true or false and continue through the list until complete. The After completing the statements, the girl who has moved the most steps forward is the winner.

- Every girl’s menstrual cycle is different.
Answer: True. Every girl is unique, and she might have a different experience with menstruation than her sister or friend. Menstruation usually occurs for 2-7 days, one time per month.
- A girl should not apply perfume, lotion, or make-up during menstruation.
Answer: False. A girl can continue using these products as she normally does.
- If a girl keeps her first sanitary pad, it can prevent acne or protect her from others’ bad intentions.
Answer: False. There are many false superstitions about the power of menstrual blood, but it is just like any other blood in the human body.
- Laughing, exercising, deep breathing and stretching are good ways to manage mood changes during the menstrual cycle.
Answer: True. Keeping active is very important for mental health.
- A woman menstruates every month while she is pregnant.
Answer: False. Women do not menstruate when they are pregnant.
- Girls should drink plenty of water when they are menstruating.
Answer: True. Drinking water keeps girls healthy and hydrated.
- Menstruation is a disease.
Answer: False. Menstruation is a normal part of being female.
- Girls should be excluded from activities during menstruation.
Answer: False. Menstruation is a normal, regular bodily function in girls, and they can fully participate in any regular activity.



- Eating sour fruit during a girl's menstruation can stop her menstruation.
Answer: False. Menstruation is a normal, regular bodily function in girls, and eating certain foods does not change its occurrence.
- Stress or travel can cause you to miss menstruation. Sometimes, you may miss menstruation for no reason.
Answer: True. Missing menstruation may happen occasionally and does not necessarily mean a girl is pregnant.

Bible Verse

Read: "So God created mankind in his own image, in the image of God he created them; male and female he created them" –Genesis 1:27

Explain: God created men and women uniquely.

Ask: How does it feel to know you are different and special as a woman?

Ask: Knowing this, does it change your perspective of menstruation?

Group Decision

Ask: What is one thing about menstruation that you agree is most important to teach other girls?

Ask: How can we be sure to help others remember that menstruation is normal?

Decision: After learning that menstruation is normal, students will make a commitment to _____. (examples: not tease girls when they are menstruating, be patient with each other when a girl is about to start menstruating)

Lesson 1B: Menstruation is Normal!

Boys' Lesson

Separate genders: Lesson 1A is for girls and 1B is for boys

Key Message: “Menstruation is part of maturing for girls and it is normal.”

Materials

Bring:

- WASH Club Guidebook
- Paper and markers

Review

Ask: What do you know about menstruation?

Game

Play: Musical Chairs

Count the number of boys. Gather one less than that number of chairs and put them in a circle with the backs facing the center of the circle (if there are no chairs available, put pieces of paper in a circle for each boy). Have the boys stand around the circle. Sing a song or play music and instruct boys to walk in a circle around the chairs (or paper). When the music stops, each boy must find a chair (or piece of paper). The one who is unable to do so is out. Remove a chair (or paper) and continue to game until there is just one boy remaining—he is the winner!

Discussion

Explain:

- Children often notice physical and emotional changes in their bodies between ages 10 and 14 for girls and 12 and 16 for boys.
- For girls, one such change is called “menstruation” which means that a girl’s body is preparing for the future when she might decide to become pregnant and have a baby.
- During menstruation, the lining of a girl’s uterus comes out along with blood through her private parts. This can last for 2-7 days and usually happens every month.
- During menstruation, girls can sometimes experience pain or discomfort in their lower abdomen or back and can be irritable.
- Monthly bleeding is normal for girls and it is never okay to make fun of anyone experiencing it.



Boys can and should support their sisters, mothers, and friends when they are experiencing menstruation.

Group Activity

Play: True and False

Draw a starting line on the ground. Have the boys stand next to each other behind the start line. Give each boy 2 pieces of paper and have them write “true” on one and “false” on the other. Read one of the true or false statements from below and have each boy hold up their answer. Give the correct answer and have the boys who answered correctly take 1 step forward. If they answered incorrectly, they don’t move. Fully explain why the statement is true or false and continue through the list until complete. The After completing the statements, the boy who has moved the most steps forward is the winner.

- A girl should not attend school during menstruation.
Answer: False. A girl can continue attending school as she normally does.
- Boys are supposed to make fun of girls when they are menstruating because it is shameful and embarrassing!
Answer: False. Menstruation is completely normal. Boys should support the girls they know who are menstruating and never make fun of them.
- A woman menstruates every month while she is pregnant.
Answer: False. Women do not menstruate when they are pregnant.
- Girls should drink plenty of water when they are menstruating.
Answer: True. Drinking water keeps girls healthy and hydrated.
- Menstruation is a disease.
Answer: False. Menstruation is a normal part of being female.
- Boys should exclude girls from activities during menstruation.
Answer: False. When girls are menstruating, they can fully participate in any regular activity.
- Eating sour fruit during a girl’s menstruation can stop her menstruation.
Answer: False. Menstruation is a normal, regular bodily function in girls, and eating certain foods does not change its occurrence.
- Making fun of girls during their menstrual period is wrong and irresponsible.
Answer: True. It is good and responsible to defend girls and help make them comfortable during menstruation.



Bible Verse

Read: "So God created mankind in his own image, in the image of God he created them; male and female he created them" –Genesis 1:27

Explain: God created men and women uniquely.

Ask: How does it feel to know you are different and special as a man?

Ask: Knowing this, how do you think we should treat girls who are also children of God?

Group Decision

Ask: What is one thing about menstruation that you agree is most important to teach the other students?

Ask: How can we be sure to help others remember that menstruation is normal?

Decision: After learning about how menstruation is normal, students will make a commitment to _____. (examples: not tease girls when they are menstruating, be patient with each other when a girl is about to start menstruating)



Lesson 2A: We Manage Our Menstruation!

Girls' Lesson

Separate genders: Lesson 2A is for girls and 2B is for boys

Key Message: “Girls should have good hygiene practices to be healthy during menstruation.”

Materials

Bring:

- String, yellow beads, and red beads

Review

Ask: Do you remember what you learned last lesson?

Ask: How have you been a changemaker since our last meeting?

Ask: Why is it important to have good hygiene during menstruation?

Game

Play: Fruit Basket

Assign each pupil the name of a fruit: “mango”, “pineapple” or “banana”. Have the students stand in a circle with one person in the middle of the circle and then mark their place with a piece of paper. The person who is standing in the middle of the circle calls out one of the three fruit names. The person in the middle and those who were assigned that name must run and find a new piece of paper to stand on. The person who is unable to find a piece of paper now becomes the fruit caller. At any time, the person in the middle can also yell “fruit basket!” and everyone must run and find a new piece of paper. Continue playing for several rounds or until students grow tired.

Discussion

Ask: What have you been told about how to manage menstruation hygienically?

Ask: Is it possible to get sick from poor menstrual hygiene?

Explain: Maintaining good menstrual hygiene means cleanliness of both your body as well as the materials you use to collect the blood. If private parts or the materials are not cleaned regularly, there is a possibility of urinary tract infections or reproductive tract infections which can have long-term effects.

Ask: What are ways to have good hygiene during menstruation?

Explain:

- Always wash private parts from front to back, never from back to front
- Wash your private area twice a day when menstruating
- Change the material you are using for blood collection at least every 6 hours, or more often if there is heavy bleeding
- Always wash your hands with soap and water after cleaning your private area and after touching menstruation materials

Ask: Does anyone know what premenstrual symptoms (PMS) are?

Explain: Premenstrual symptoms (sometimes called PMS) occur about a week before a girl's menstruation begins. The symptoms are different for every girl but can include irritability, depression, crying, oversensitivity, mood swings, sore breasts, bloating, or headaches.

Ask: What are some ways you can prevent premenstrual symptoms or help make those symptoms better?

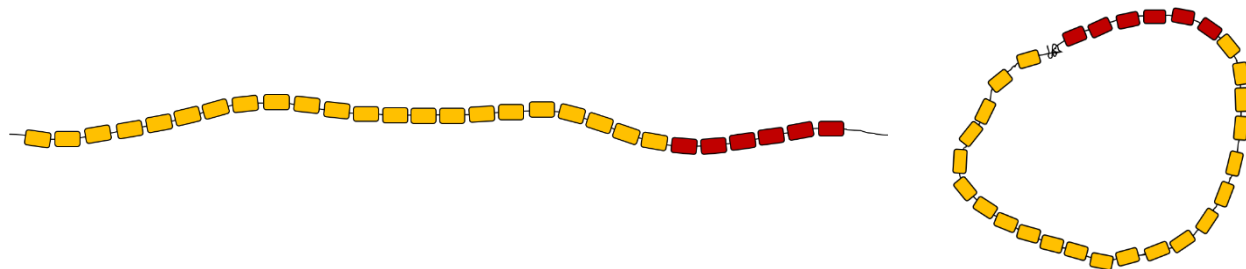
Explain:

- Reducing salt intake can help with the bloating that may accompany menstruation
- Keeping a regular exercise pattern helps ease symptoms during the days prior menstruation
- Warming up a towel and putting it on your stomach may also help with pain in the lower abdomen



Group Activity

Lead: Supply the girls with red and yellow beads and encourage them to make bracelets representing the menstrual cycle. The yellow beads can be used to represent the days they are not bleeding, and the red beads can represent the days they are bleeding. You can encourage girls to make it specific to their own menstruation, but a standard would be 22 yellow beads and 6 red beads. Girls who wear this bracelet can track where they are in their cycle so they know when to expect menstruation to begin. They can also use the bracelets to raise awareness to others about how menstruation is normal.



Bible Verse

Read: “Carry one another’s heavy loads. If you do, you will fulfill the law of Christ.” –Galatians 6:2

Ask: How can girls help other girls who are menstruating?

Group Decision

Ask: What is one thing we can do as a WASH Club to support girls when menstruating?

Decision: After learning that good hygiene during menstruation is important, students will make a commitment to _____. (examples: wash daily when menstruating, always use clean collection materials.)

Lesson 2B: We Support Girls During Menstruation!

Boys' Lesson

Separate genders: Lesson 2A is for girls and 2B is for boys

Key Message: “Smart boys are supportive of girls during menstruation.”

Review

Ask: Do you remember what you learned last lesson?

Ask: How have you been a changemaker since our last meeting?

Ask: Do you know why it is important to be supportive of girls who are menstruating?

Game

Play: Fruit Basket

Assign each pupil the name of a fruit: “mango”, “pineapple” or “banana”. Have the students stand in a circle with one person in the middle of the circle and then mark their place with a piece of paper. The person who is standing in the middle of the circle calls out one of the three fruit names. The person in the middle and those who were assigned that name must run and find a new piece of paper to stand on. The person who is unable to find a piece of paper now becomes the fruit caller. At any time, the person in the middle can also yell “fruit basket!” and everyone must run and find a new piece of paper. Continue playing for several rounds or until students grow tired.

Discussion

Ask: What are some ways boys can support girls when they're menstruating?

Explain:

- Always be kind and nice to girls
 - If you know a girl is not feeling well, ask if you can help with her chores
 - Don't tease a girl if you see she has stained her clothes
 - Give girls privacy if you see them using the latrines
 - Ask them if there is anything you can do to help them
 - If you see a girl washing her underwear or reusable menstrual pads, give them privacy and don't make fun of them
-

Group Activity

Lead: Divide the boys into groups of 2-3 people. Let each group come up with 1 way to help girls when they're menstruating and create a song, dance or drama to represent this idea. Give them 25-20 minutes to complete this and have each group present to all the other groups. If they are having trouble coming up with ideas, use the list below.

- Include girls in activities as usual
- Explain to other classmates why/how menstruation is normal on behalf of your female classmates
- Help girls by getting them clean water to drink so they stay hydrated
- Don't tease girls and stand up for girls against other boys who might tease girls
- Understand that mood changes are normal for girls and be patient with them
- Encourage girls to continue to go to school even when they are menstruating—it can be hard to catch up after missing school days



Bible Verse

Read: “Carry one another’s heavy loads. If you do, you will fulfill the law of Christ.” –Galatians 6:2

Ask: How can boys help carry girls’ heavy loads?

Club Decision

Ask: What is one thing we can do as a WASH Club to support girls when menstruating?

Decision: After learning that good hygiene during menstruation is important, students will make a commitment to _____. (examples: offer to help girls with fetching water while at school, encourage girls to continue to go to school)