



# Sparking Menstrual Hygiene Management (MHM) in Schools



## A Guidebook for Focal Teacher



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## List of ACRONYMS

FT	Focal Teachers
FAQs	Frequently Asked Questions
GFT	Girl Friendly Toilet
HO	Hand-outs
KPK	Khyber Pakhtunkhwa
MHM	Menstrual Hygiene Management
MTs	Master Trainers
P. E.	Physical Education
PMS	Premenstrual Syndrome
PTA	Parent Teacher Association
SMC	School Management Committee
TN	Trainer Notes
ToFT	Training of Focal Teachers
WASH	Water, Sanitation and Hygiene
WinS	Wash in Schools
WAP	Water Aid Pakistan



## Acknowledgment

The development of this participatory and interactive Module on 'Sparking Menstrual Hygiene Management (MHM) in Schools' would not have been possible without a committed and dedicated team of individuals and organizations who believe that capacities have to be built to address this subject at multiple levels, so that adolescent girls can deal with menses in a safe, hygienic and dignified way.

Deep appreciation is extended to the following:

- Ms Saadia Adnaan Director Trainings, Federal Directorate of Education, who provided the leadership and coordination role in the development of the Menstrual Hygiene Management (MHM) in Schools implementation guidelines, and scaling up action plan.
- Ms. Noor-e-Ain, Principal, Islamabad Model College for Girls Quaid-E-Azam Colony; Ms. Shafia Bibi, Vice Principal, Islamabad Model School, 1-8/1; Ms. Nadia Mazhar, Principal, Islamabad Model School for Girls, Sangjani, and Ms. Riffat, Head Mistress, Islamabad Model School, G 8/2, who facilitated the technical and linguistic review of the document.
- The Master Trainers group from Federal Directorate of Education, who provided innovation, creativity, insights and inputs to further refine and finalize the document.
- The Mojaz Foundation team, who shared their experiences and learning from the pilot project, that became the core content of this module.
- The WaterAid team, including Ms Hina Kausar, Programme Coordinator, and Ms Therese Mohan, Regional Programme Manager South Asia, who provided dedicated inputs and ensured the required financial and technical inputs that could result in a quality product.
- The technical team at Mera Maan Pvt. Ltd, including Ms. Shahnaz Kapadia Rahat and Ms. Shahnaz Akhtar, who provided professional and dedicated inputs to successfully completing the task.





# Introduction

Menstruation is a natural process. However, for many girls the transition into reproductive age is often met with fear and anxiety due to a lack of knowledge about menstruation and the changes that are occurring in their bodies, and a lack of resources to deal with the same. Menstruation is rarely talked about because of inhibitions and cultural taboos. Discussions on menstrual hygiene, i.e. how to manage menstruation safely and with dignity, is largely neglected by the water, sanitation and hygiene (WASH) sector and others working on reproductive health and education. School aged girls in marginalized communities face the largest barriers to Menstrual Hygiene Management (MHM), since many schools do not have the necessary knowledge and understanding, supplies, and facilities to appropriately support girls during menstruation. This negatively impacts their education and ability to stay in schools.

A number of studies<sup>1</sup> suggest that some of the psychological and emotional problems that girls' face may be due to inadequate knowledge about menstruation and hygiene practices. Current trends in educational attainment indicate that Pakistan is under-performing in reducing the gender disparity in education, with the country having the highest number of female out-of-school children in South Asia.<sup>2</sup>

Many barriers exist that prevent MHM in schools, including lack of girls' access to sanitation products and facilities, lack of social support, schools' lack of access to consistent supplies of water, restrooms that are not MHM friendly, and stigmatization of menstruation.

WASH in Schools (WinS)<sup>3</sup> aims to improve the health and learning performance of school-aged children – and, by extension, that of their families – by reducing the incidence of water and sanitation-related diseases. Within this larger mandate, MHM is a specialized and significant focus, especially for adolescent girls.

As a pioneer in the area of MHM in Schools, WaterAid Pakistan (WAP) has implemented a three-year project in 123 girls' middle and high schools in Swat, Muzaffargarh and Islamabad. It is now consolidating its learning to replicate and expand its experience to create a national movement for MHM in Schools. This will require building capacities of Master Trainers (MTs) who can train Focal Teachers (Teachers) to serve as MHM lead in their respective schools. It also requires mobilizing and involving MHM champions and ambassadors from government, civil society, women focused organizations, private sector, legislators.

<sup>1</sup> <http://menstrualhygieneday.org/wp-content/uploads/2017/03/Final-Full-Report-UNICEF-June-2016.pdf>

<sup>2</sup> <https://tribune.com.pk/story/1247881/school-girls-pakistan-ranks-second-world/>

<sup>3</sup> [https://www.unicef.org/publications/files/CFS\\_WASH\\_E\\_web.pdf](https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf)

# Introduction

WaterAid Pakistan, with technical assistance from Mera Maan Pvt. Ltd., has developed a comprehensive national level training module on Sparking Menstrual Hygiene Management (MHM) in Schools. The overall Module comprises of three Guidebooks, i.e. for Master Trainers, for Focal Teachers, and for WASH Club members. This document is a Guidebook to be used by Master Trainers (MTs) to train selected Focal Teachers (Teachers) from public and private secondary schools.

As an FT, you have a critical role to play in Sparking MHM in Schools.

- ● Orient other teachers in their schools about the importance and scope of MHM, and the role they, as teachers, can play in this sparking MHM process.
- ● Establish an MHM agenda in an existing WASH Club/Group, or if one does not exist, then forming a WASH Group with an agenda for sparking MHM in schools.
- ● Continue to motivate, mobilize and support WASH Club/Group members to orient, and inspire behaviour change, in students from Grade 6-10 towards MHM.
- ● Support teachers and WASH Club/Group members to monitor, maintain and advocate for WASH facilities in school, and mobilize resources for the 3rd Connect (behaviour change) activities.
- ● Reformulate the WASH Club/Group at the beginning of each new academic year.

This Guidebook for Focal Teachers comprises the following:

Hand out that are required for the Focal Teachers own training, including their roles and responsibilities, their pledge for MHM, and an action planning form

**Session-1: On boarding School Teachers:** This session provides step by step instructions for how the FT will deliver a session to on board teachers in her school. It covers key MHM messages, why this topic is important to discuss in girls schools, and the role that teachers can play in supporting the WASH Club/Group in sparking MHM in schools.

**Session-2: Activating MHM in WASH Club/Group:** This session is at the core of the 'Sparking MHM in Schools' process. Based on past experience, WaterAid Pakistan is convinced that MHM in schools is possible only through the energy, commitment and consistent efforts of selected students in the school. This session provides Teachers the step-by-step instructions on how to bring the WASH Club/Group members on board, and provides them the overall guidelines on how they can initiate the 1st, 2nd and 3rd connect with other students in the school.

**Additional Responsibility:** The Focal Teacher is also required to bring on board, each year, new girls who would serve the WASH Club/Group. This would require their re-sparking the MHM information process at the beginning of a new year. Some tips are provided for this as well.

# Introduction

Guidebook for the WASH Club/Group – the 3 Connect: One of the major roles of the Focal Teacher is to support and supervise the WASH Club/Group members to play an effective role. The Guidebook for WASH Club/Group members provides the engagement with the students for all three connects as follows:

**1st Connect:** Session-1 will be conducted with every grade 6 class and up. It covers basic concepts on MHM, and is based on WaterAid's well-known material on Aao Baat Karein. Using a Flip Book and an animated Video, Session-1 provides detailed instructions through a session plan on how to lead a participatory discussion on the subject.

**2nd Connect:** Aao Rang Bharein! Session-2 provides instructions on how to set up and facilitate a highly engaging and participatory quiz. The objective of this exercise is to generate discussions that will deepen the students understanding on MHM, and give them an opportunity to ask and respond to questions.

**3rd Connect:** Aao Fun Karein

This sub-module comprises of 14 activities that the WASH Club members could implement throughout the academic year. Most of the activities are designed to directly improve the students understanding and acceptance of MHM and overall health and hygiene.



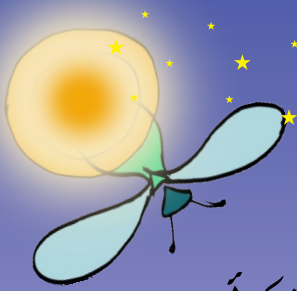
This is a mission, to be done with passion. Therefore, good luck to you!



# Hand outs for Focal Teachers



## Hand out-1: The Poem - Aao Kuch Kar Jayein

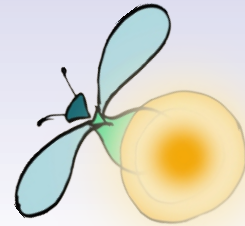


ٹہنی پہ کسی شجر کی تنہا  
کہتا تھا کہ رات سر پہ آئی  
پہنچوں کس طرح آشیاں تک  
سن کر بلبل کی آہ وزاری  
حاضر ہوں مدد کو جانِ دل سے  
کیا غم ہے جو رات ہے اندھیری  
اللہ نے دی ہے مجھ کو مشعل  
بلبل تھا کوئی اداس بیٹھا  
اڑنے چگنے میں دن گزرا  
ہر چیز پہ چھا گیا اندھیرا  
جگنو کوئی پاس ہی سے بولا  
کیڑا ہوں اگرچہ میں ذرا سا  
میں راہ میں روشنی کروں گا  
چمکا کے مجھے دیا بنایا

ہیں لوگ وہی جہاں میں اچھے

آتے ہیں جو کام دوسروں کے

ڈاکٹر علامہ محمد اقبال  
(ماخوذ از ولیم کوپر)



## Hand out-2: One person can make a difference!

Musarrat was 10 years old when she left for Dubai with her family. When she was 20, her family moved back to Pakistan. By then, Musarrat had completed her Bachelors Degree. When the government announced teaching jobs, she applied and was selected as a teacher. She was posted at a peri-urban school in Samanabad. In her first week at school, Musarrat was oriented to the teachers, students and support staff. She was happy to see that the school was full of flowers and trees. She learnt that the students participated in intra school sports competitions and arts, and the academic results were good enough to enable some of the girls to transition to a college.

Musarrat was however concerned about some challenges she saw around her, for example:

She learnt that there was increased absenteeism among girls in grade 6 and above (or after girls reach puberty).



The toilets were dirty with sanitary pads and used tissues thrown all over the place, sometimes even in the commode, water tank or hidden behind doors.

No soaps were available in any of the bathrooms. Stagnant water was visible in and around the



Paper and plastic bags, and other garbage could be seen all around the compound.

As the weeks went by, Musarrat realized how much she loved her work, and the people around her, specially the girls who studied there. But she also kept thinking of how to find a way to overcome the sanitation and hygiene conditions in the school. She really wanted the girls who studied in the school to have a healthy and hygienic environment and facilities. Finally, one day, she decided to raise her concerns with the Principal, who was attentive and encouraged Musarrat to come up with a solution, but one which did not require any major funds.

While Musarrat was still thinking about what to do, she met Jamila, a young and energetic teacher in the school. The two of them started discussing the hygiene situation in the school, and Musarrat told Jamila about her meeting with the Principal. Since Jamila had already been teaching at the school for three years. She was familiar with the other teachers and the girls. Jamila suggested to Musarrat to take the other teachers on board and inspire selected girls in coming up with a solution to the many identified problems. The two then went to the Principal to seek her approval, and they received the same.



## Hand out-2: One person can make a difference!

In the lunch break that day Musarrat spoke to the other teachers, requesting their support in establishing a WASH Club/Group in the school. Some of the teachers were sceptical, but most were positive. Musarrat requested the teachers to nominate 1 student per class as a WASH Club/Group member. Once the 20 students came together, Musarrat and Jamila oriented them to some basic concepts on menstrual hygiene management, and the issues with regard to keeping the existing toilet and compound facilities clean. They requested the girls support to improve this situation, by orienting their class fellows, mobilizing required resources, and becoming sanitation and hygiene monitors for the school.

Given a specific direction and targets, the Wash Club/Group members became charged! Within a month, they had oriented their fellow students on sanitation and hygiene. By the end of the second month, many of the classes had made, and contributed, dustbins for their classes, corridors and compound; posters with messages on how to keep the bathrooms clean, and how to manage their menses. Some classes collected a few rupees to buy 'class soap' so that every girl could wash her hands properly. And some classes started putting together both personal and class MHM kit including soap, towel, an underwear, a pad and tissues. The sanitation and hygiene monitors started checking cleanliness at toilet and compound levels, and reporting on the same to their class teachers, who in turn reported the same to administration.

Within four months there was a visible difference. The school compound, the toilets and the hand washing areas looked so much cleaner. Sanitary pads were being properly disposed off in closed bins. Adolescent girls were comfortable knowing that they had access to resources to manage their menses with dignity and hygiene, and that they could talk to someone if they needed support. Many of the girls shared stories of how, earlier, they would not drink water for an entire day for fear of going to the toilet. With cleaner toilets that issue was also resolved. And the best part was that those girls who were absent from school during their menses, no longer did so, thus reducing overall absenteeism in schools.

When the Principal congratulated Musarrat for her efforts, she told the Principal that the real she-heroes of this story were Jamila, the other teachers and the WASH Club/Group members.



What role did Musarrat play in sparking MHM and hygiene promotion in the school?



Is it possible for 1-2 persons to bring about such change?



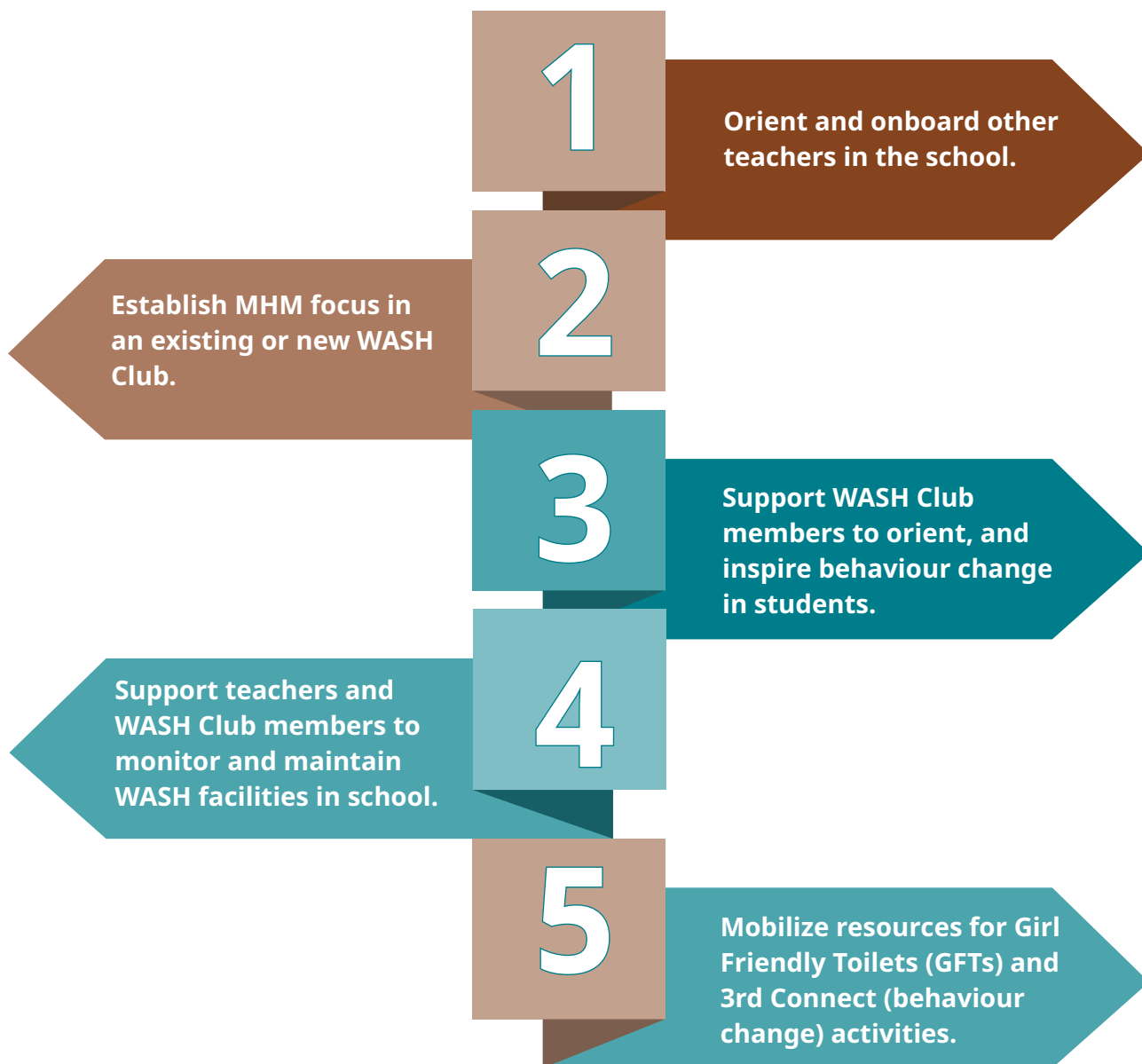
What do you think are some personal qualities needed to be able to manage such a change process?

# Hand out-3: Visual Overview of 'Sparking MHM in Schools'

Over one Academic Year



## Hand out-4: Roles and Responsibilities of a Focal Teacher



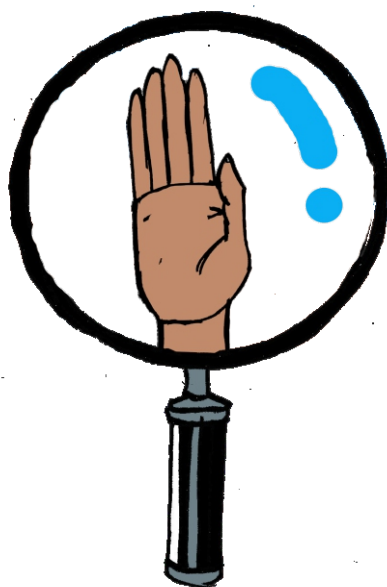
## Hand out-5: A Focal Teacher's Pledge

Date

Name of school

### Sparkling Menstrual Hygiene Management in Schools

#### A Focal Teacher's Pledge



**I hereby pledge  
that I will:**

1

Actively engage with students, their mothers, and if required the community, to dispel existing myths and fears about MHM.

2

Bring other teachers on board in a positive way, giving them credit for their hard work.

3

Train and mentor WASH Club members to promote MHM related activities in school.

4

Act as a monitor, and support the management to provide Girls Friendly Toilets (GFTs) in school.

5

Mobilize resources from the school and others to ensure MHM personal and class kits are made.

*Signature here*

# **Session-1:**

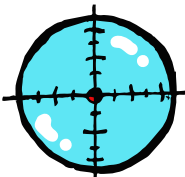
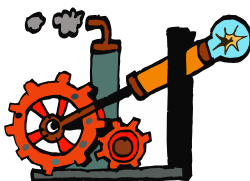


## **On boarding School Teachers**



## Session-1: On boarding School Teachers



**Duration**  
120 minutes

	<b>Preparation Sheet</b>	
 <p><b>Objectives</b></p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> <li>● List the key messages that they must give to other teachers in their school;</li> <li>● Describe the step-by-step process of how they will conduct, upon return to the school, a session with teachers.</li> </ul>	
 <p><b>Methodologies</b></p>	<ul style="list-style-type: none"> <li>● Use of video</li> <li>● Quiz show</li> <li>● Audit exercise – Dekho to Jaano</li> <li>● Plenary discussions</li> </ul>	
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>● Paper caps</li> <li>● 4-questions on 4-cards</li> <li>● Flip chart with jar and #s on it (Trainer Note-1)</li> <li>● Numbers on folded slips (Trainer Note-2)</li> <li>● Questions and answers on MHM (Trainer Note-3)</li> <li>● Video on Aao Baat Karein</li> <li>● Multimedia projector</li> <li>● Whiteboard &amp; flipcharts</li> <li>● Markers</li> <li>● Guidebook for Focal Teachers</li> <li>● Posters on Girls Friendly Toilet (GFT) &amp; Teachers Pledge</li> </ul>	
 <p><b>Trainer Notes</b></p>	<ul style="list-style-type: none"> <li>● Trainer Note-1: Chart with Jar and #s on it</li> <li>● Trainer Note-2: Numbers on folded slips</li> <li>● Trainer Note-3: Questions and answers on MHM</li> <li>● Trainer Note-4: Girls Friendly Toilet (GFT)</li> <li>● Trainer Note-5: A Teachers Pledge</li> </ul>	





## Session Plan: On Boarding School Teachers

#	Steps
1	<p><b>(3 minutes)</b> Thank the teachers for taking time out from their busy schedule. Tell them that you are glad that they are here since 'Sparking MHM in Schools' program is important for girls' quality education, and is therefore a priority for the Education Department. Tell them that since the school is one of the chosen ones where the programme is being implemented, it is imperative that everyone works together to show effective results.</p> <p>Write on the board Menstrual Hygiene Management (MHM) and ask the teachers what they understand by the term? Encourage responses and conclude as follows:</p> <p>It is the management of menstruation, a normal process in the lives of adolescent girls and women. MHM allows girls to manage their monthly menses in a safe, private, and healthy manner, with respect and dignity, leading to safety for self and others. Emphasize that to be able to this, one needs information and awareness, relevant and adequate facilities, materials, and family and social support.</p>
2	<p><b>(18 minutes)</b> Tell the Teachers that in order to discuss this topic in greater detail you will organize them into 4 groups, where each group will be given one question. Their task is as follows:</p> <ul style="list-style-type: none"> <li>● Discuss the question for 8 minutes amongst themselves</li> <li>● Have one person note main points on a pad or a flipchart</li> <li>● Nominate one person to report to the plenary</li> </ul> <p>Beforehand write the four questions (given below) on four different cards, or on top of a flipchart, and distribute one per group.</p> <ul style="list-style-type: none"> <li>● Why do some people feel uncomfortable talking about Menstruation? What could be some implications of this discomfort or silence?</li> <li>● What are some myths and fears that people have about menstruation? What are the implications of such beliefs?</li> <li>● Should MHM be discussed in schools? Why or why not?</li> <li>● How can teachers or students be involved in sparking MHM in schools?</li> </ul> <p>After 8-10 minutes, have the groups conclude their discussions and present their responses. Invite group 1 first, then 2, then 3 and then 4.</p> <p>After each presentation, conclude as follows:</p>

## Session Plan: On Boarding School Teachers

#	Steps
1.	<p><b>Why do some people feel so uncomfortable in talking about Menstruation? What could be some implications of this discomfort or silence?</b></p> <p>Many will tell you that it is a private subject, or a topic that is associated with body parts that one does not discuss in public. Agree that while this is so, mismanagement of menstrual hygiene can be detrimental for the physical and emotional health of a person and others. Highlight that most girls and young women are silent about how to manage menstruation, leading to unnecessary stress and unhygienic practices that could prevent women and girls participating fully in their daily lives and cause problems for them. .</p>
2.	<p><b>Why are there so many myths and fears about menstruation? What are the implications of such beliefs?</b></p> <p>The problem is that what we cannot understand or question creates doubt, fear and misunderstandings. There is a lot of taboo and silence around a normal natural process, i.e. menstruation. When it is not possible to question these, they become shrouded in mystery, and is whispered to one ear to understand. Information and truth is often lost in the process, giving birth to myths and fear. The result of such fear is a lack of dignity, confidence and self-worth.</p>
3.	<p><b>Should MHM be discussed in schools? Why or why not?</b></p> <p>Other than their parents, most children trust their teachers. Sometimes a girl will seek advice from a teacher rather than ask their mother or other relatives. Since most girls between the age of 9 and 17 are in schools, teachers have a major role to play to ensure that they are properly oriented to manage menstrual hygiene. Some mothers and female relatives may not have the information or facts to fully support the girls.</p> <p>Explain that education is, or should be, about life-skills or the ability to live with dignity and confidence. Teachers, who are an essential part of the school system, should be able to play a role in the change or transition that happens to adolescent girls. Because if MHM is not properly understood and managed, it can affect attendance, retention, participation, and cleanliness at school level.</p> <p>Explain that a program on MHM should not only provide information. It should be designed to lead to a change in behaviour. Such a program should be implemented over a period of time for change to happen. MHM requires a supportive environment, e.g. access to appropriate material, clean and private toilets, ideally with full sized mirror, waste disposal (e.g. dustbin and/or incinerator), lockable door, water and soap for hand washing and MHM kits (pad or spare cloth, underwear, a small paper bag to dispose the used pad, or a plastic bag to take home the soiled cloth) at personal and classroom levels.</p>

## Session Plan: On Boarding School Teachers

#	Steps
	<p><b>1. How can teachers be involved in sparking MHM in schools?</b></p> <p>Most teachers have influence over the girls and can play an effective role in helping adolescent girls manage this transition in their lives, where their bodies are maturing from that of a girl to that of a young woman. They can provide tips and skills to manage the menstruation process. They can provide relevant information on MHM, and answer questions that arise when girls first experience menstruation. They can help address FAQs, myths and fears.</p>
3	<p><b>(2 minutes)</b> Show the teachers the visual overview of sparking MHM in schools (make hand outs or use a chart/poster). Explain the role that teachers play in this process, and how important their role is to not only activate, but also support, a group of students to take forward the MHM agenda through a WASH Club.</p>
4	<p><b>Activity-1: Aao Rang Bharien!</b></p> <p><b>(2 minutes)</b> Tell the teachers that to support the process of Sparking MHM in School, they must have knowledge and clarity about MHM, including with regards to the frequently asked questions and myths and fears. They must have their facts correct so that they can effectively guide their students and related community. Tell them that to build their knowledge, you would like them to engage in a competitive activity called ' Aao Rang Bharien!'</p>
5	<p>Set up the <b>Aao Rang Bharien!</b> Activity as follows:</p> <p>Put up the chart with the jar and #s on the board using Trainer Note-7. Tell the participants that currently the jar is colourless. Through today's activity you are asking them to colour the jar, i.e. Aao Rang Bharien!</p> <p>Organize the participants into 5 groups. Give each group a colour, e.g. yellow, orange, green, purple and pink. Make sure that you have the crayons for the assigned colours. Make sure you have an assistant who can help you colour the jar. In a bowl have slips with numbers from 1-45 on it.</p>
6	<p><b>(25 minutes)</b> Tell the Teachers that you will ask each group to pick five slips at a time. The number relates to a question or a myth or fear related to MHM.</p> <p>Once the groups have picked their numbers, begin the quiz show. To add some drama, ask for the group that has number 1, then 2, then 3 and so on. Then ask the question linked to the number in hand out 7 of the FT Guidebook.</p>

## Session Plan: On Boarding School Teachers

#	Steps
	<p>Encourage the group members to consult, and give their answers within 10 seconds. If the answer is correct, have your assistant colour the corresponding number on the Aao Rang Bharien Jar. If the group is unable to answer, allow another group the chance to respond, and if correct their colour will apply to the jar. If the response is still incorrect, and more clarity is needed, facilitate a discussion and ensure everyone's participation.</p> <p>Ask the Teachers what are some other myths and fears that they know of? Encourage a discussion, and if new myths or fears are discovered add these to your FT Guidebook.</p>
7	<p><b>Activity-2: Aao Baat Karein</b></p> <p><b>(18 minutes)</b> Tell the teachers that you would now like them to participate in a second exercise, where they will watch a short animation video film 'Aao Baat Karein'. Tell them to watch the video carefully, and note at least three MHM and related messages. You will ask them for these during a later discussion.</p> <p>Show the teachers the video. Once over, ask them to share with you what were, for them, some key messages. Note their messages on the board or flipchart, and make sure that the following points have been raised:</p> <ul style="list-style-type: none"> <li>● Menstruation is one of the reasons why girls are sometimes absent from school</li> <li>● Menstruation is seen as a disease or illness rather than a natural process</li> <li>● As girls grow up, there are physical changes that become obvious</li> <li>● Menstruation is a natural biological process and a sign of good health, but many still see it as a problem or issue, mainly due to social and cultural factors.</li> <li>● Some girls and women may experience health problems related to menstruation, and must know when they should seek medical advice.</li> <li>● Schools should have all the necessary items required to manage menstruation, e.g. pads/cloth, soap, paper and plastic bags, tissue, underwear, and a girl friendly washroom.</li> <li>● Pad or cloth that is used as protection should be changed every 4-6 hours (depending on flow).</li> <li>● Regular bathing with warm water and soap is very important during menstruation.</li> <li>● WASH Club and its members can play a positive role in Sparking MHM in Schools, e.g. like Salma Baji.</li> <li>● Students who are confident and articulate can play a role in orienting other girls to menstrual management.</li> </ul> <p>Parents or community may still be sensitive to talking about menstruation.</p>

## Session Plan: On Boarding School Teachers

#

### Steps

**(13 minutes)** Tell the teachers that as shown in the Overview of the Sparking MHM in Schools visual, it is students or WASH Club members who take forward the MHM agenda. It is energetic and confident students like Salma Baji who bring about a change.

Ask the teachers what qualities are needed in girls who could effectively lead the MHM agenda in the school? Note their points on the board, and make sure that the following has been covered:

The girls should be:

- Active and articulate
- Able to get on with all girls
- Able to encourage shy or less confident girls to participate
- Good in studies so that she can engage in extra curricula activities without compromising grades
- In grade 7 and above
- Has had menstruation for at least 7-8 months, so that she can bring her experience into discussions
- Has effective communication skills, is friendly, helpful and approachable, and popular amongst the other girls
- Is respected and trusted by class teacher and class fellows
- Has a good rapport and coordination with teachers and management

8

Before concluding the discussion, ask the teachers to identify at least 2 girls per class from grades 7-10, who like Salma Baji, could be trained on MHM so that they could engage with the students in their own and other classes. Note the names on a flip chart.

Assure the teachers that over a period of 6 months, the girls would be required to put in a maximum of 12-15 hours of her free time during school hours to the MHM agenda.

- Is respected and trusted by class teacher and class fellows
- Has a good rapport and coordination with teachers and management

Before concluding the discussion, ask the teachers to identify at least 2 girls per class from grades 7-10, who like Salma Baji, could be trained on MHM so that they could engage with the students in their own and other classes. Note the names on a flip chart.

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## Session Plan: On Boarding School Teachers

#

### Steps

#### Activity-3: Are Our Toilets Girl Friendly?

**(17 minutes)** Tell the teachers that you would like them to undertake one final activity, i.e. an Audit Exercise to assess if the current toilets are girl friendly or not.

Ask the teachers what they understand by a 'Girl Friendly Toilet (GFT)? Encourage responses and note these on the board or a flip chart. Conclude the discussion by using **Trainer Note-10** (give as hand out or use a flip chart/poster) and providing a quick overview of a GFT:

Tell the teachers that during their special days girls require toilets that provide them with a clean place and maximum privacy, and which have some special features as follows:

A girl friendly toilet (GFT) has specific features, e.g.

- 1** A Indian and English Toilet
- 2** A working flush tank
- 3** Rod or railing for those with sight or physical impairments
- 4** A lockable door
- 5** A dry and clean floor
- 6** Disposal bin with lid (that exits used pads from the toilet making it easy to dispose)
- 7** A wash basin that is appropriate height for younger girls
- 8** Water and soap for washing
- 9** Hooks for hanging clothes or menstrual kit whilst changing
- 10** Full length mirror for checking clothing for stains
- 11** A clean and attractive exterior
- 12** A suggestion box
- 13** Proper drainage system
- 14** Ramp for wheel chair
- 15** Benches or seating space where accompanying friend can sit
- 16** Instruction board
- 17** Overhead tank

If time permits, tell the teachers that you would like them to undertake in groups one last activity, i.e. an audit exercise, to assess how GFT are the current school toilets, and what measures could be taken to make them more appropriate.

Give the Groups 10 minutes to visit an existing toilet and auditing the same. Upon their return, debrief as follows:

- Was the toilet girl friendly?
- If not, what were some major issues/missing facilities?
- What could be done to make the toilets more GFT?

9

## Session Plan: On Boarding School Teachers

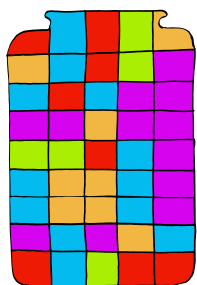
#	Steps
	<ul style="list-style-type: none"> <li>• What simple, inexpensive measures that can have immediate results?</li> <li>• What role can teachers and WASH Club members play to make toilets more GFT?</li> <li>• Who is capable to solving the bigger issues? PTA or SMC? Education department?</li> </ul> <p>Responses may include: change the broken lock; add a full length mirror; make sure that the dustbin had a lid on it; make sure that the toilet floor is dry and clean so that those girls who need to change their pads can do so; reset the wash basin so that it is appropriate for shorter younger girls, etc.</p>
10	<p><b>(5 minutes)</b> Tell the teachers that a common issue for many girls face is that of being caught unawares with their menses. They spend the entire day being tense and uncomfortable. This program will address the issue by promoting, through activities, the concepts of a personal and class MHM kit.</p> <p>Tell them teachers that you would also like their support to develop a resource pack on MHM, to be placed in the library for easy access and reference for any of the girls who are interested to explore the subject more deeply.</p>
11	<p><b>(5 minutes)</b> Now put up the poster with the Teacher's Pledge on it. Use <b>Trainer Note-11</b> (refer to hand-out 9 in the FT Guidebook), i.e. A Teacher's Pledge. Ask the teachers to stand up and move to a place where everyone can stand in a circle.</p> <p>Ask the teachers to raise their right hand, and read out loudly the pledge. Once the promise is made, ask the teachers to sign the pledge. Make sure that the pledge is dated, and there is enough space for all the teachers to sign.</p> <p>Count the number of signatures on the poster, and encourage everyone to sign it. Roll the pledge and save it for handing over to the WASH Club for prominent display in their assigned space.</p>
12	<p><b>(2 minutes)</b> Conclude the session by thanking the teachers for their time and attention, and reiterate how important their role will be in successfully sparking the MHM initiative in the school.</p> <p>Tell the teachers that your next step is to activate the WASH Club, or if the Group already exists, to spark the MHM agenda in the group.</p>

## Session Plan: On Boarding School Teachers

#	Steps
	<b>Continue the Session: On Boarding School Teachers</b>
13	<p>(6 minutes) Have the FTs take off their caps, and become FTs once more. Ask them to reflect on the Mock Session Rollout as follows:</p> <ul style="list-style-type: none"><li>• Do you have any questions about the session or how it is to be conducted for the teachers in your schools?</li><li>• What messages do you think will work well?</li><li>• What might be some challenges in conducting this session?</li><li>• How can such challenges be overcome?</li></ul> <p>Conclude the session by reiterating the important role that teachers must play in this entire sparking MHM in schools process.</p>



# Trainer Note-1: Aao Rang Bharein



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11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45

## Trainer Note-2: Numbers on folded slips

1 FAQs about Menstruation	2 FAQs about Menstruation	3 FAQs about Menstruation	4 FAQs about Menstruation	5 FAQs about Menstruation	6 FAQs about Menstruation
7 FAQs about Menstruation	8 FAQs about Menstruation	9 FAQs about Menstruation	10 FAQs about Menstruation	11 FAQs about Menstruation	12 FAQs about Menstruation
13 FAQs about Menstruation	14 FAQs about Menstruation	15 FAQs about Menstruation	16 FAQs about Menstruation	17 FAQs about Menstruation	18 FAQs about Menstruation
19 FAQs about Menstruation	20 FAQs about Menstruation	21 FAQs about Menstruation	22 FAQs about Menstruation	23 FAQs about Menstruation	24 FAQs about Menstruation
25 Myths & Fear about Menstruation	26 Myths & Fear about Menstruation	27 Myths & Fear about Menstruation	28 Myths & Fear about Menstruation	29 Myths & Fear about Menstruation	30 Myths & Fear about Menstruation
31 Myths & Fear about Menstruation	32 Myths & Fear about Menstruation	33 Myths & Fear about Menstruation	34 Myths & Fear about Menstruation	35 Myths & Fear about Menstruation	36 Myths & Fear about Menstruation
37 Myths & Fear about Menstruation	38 Myths & Fear about Menstruation	39 Myths & Fear about Menstruation	40 Myths & Fear about Menstruation	41 Myths & Fear about Menstruation	42 Myths & Fear about Menstruation
43 Myths & Fear about Menstruation	44 Myths & Fear about Menstruation	45 Myths & Fear about Menstruation			

## Trainer Note-3: Questions and answers on MHM

### FAQs about Menstruation

#### 1. What is menstruation?

Menstruation is a natural bodily function for the reproductive health of women and adolescent girls. It is both normal and healthy for girls.

#### 2. What is a menstrual cycle?

Each month, a girl's menstrual cycle begins with menstruation, which typically lasts between 3 and 10 days, with some lighter flow and some heavier flow days. Following menstruation, tissue and blood start to line the walls of the uterus to prepare the uterus for receiving a fertilized egg. Around day 14 of each cycle an egg is released from one of the ovaries (ovulation) and moves into the uterus through the fallopian tubes. If the egg is not fertilized, the lining of the uterus then detaches and is shed through the vagina along with blood. The cycle is often irregular for the first year or two after menstruation begins.

#### 3. How long is a menstrual cycle?

The menstrual cycle is usually around 28 days but can vary from 21 to 35 days.

#### 4. Should one be worried if menses do not occur on the same date each month?

No, there is no need to worry! It is normal for menses not to come on the same date every month. This is because menses come in cycles rather than in months. A cycle is calculated from the first day of one menses to the first day of the next menses. A cycle is usually about 28 days, but because the menstrual cycle is controlled by hormones, emotions, diet, health and lifestyle, they can be shorter or longer.

#### 5. What age do girls menstruate? When does menstruation start and end?

Girls typically start to menstruate during puberty or adolescence, usually between the ages of 9 and 17. At this time, they experience physical changes (eg growing breasts, wider hips and body hair) and emotional changes due to hormones. Menstruation continues until they reach menopause, when menstruation ends, usually between their late 40s and 50s.

#### 6. If a person has menses for two days only, will she have problems in conceiving a baby?

Not really, unless your menses are irregular. Ideally, menses should last from three to seven days with normal flow. However, if your menses are only for two days but are regular (follow the 28-day cycle of menstruation), there is no need to worry. But if your menses are irregular or you experience heavy or scanty flow, consult the doctor.

#### 7. A girl is 14-year-old. Her menses are irregular and she has severe menstrual cramps. Should she consult a doctor?

Menstrual cramps are a normal phenomenon, However if pain is unbearable, she should consult a doctor. The pain is caused due to shedding of the inner lining of the uterine wall.

## Trainer Note-3: Questions and answers on MHM

### FAQs about Menstruation

**8. Is it normal for menstrual flow to be different for different people, i.e. for some it is heavy and for others it is light?**

& having a heavy menstrual flow can be normal for some women, while for others it may be normal to have a light flow. However, if your flow is very heavy and painful, we recommend that you talk to your doctor. Similarly, if your flow is very light and or you frequently miss menses, we recommend that you talk to your doctor.

**9. I have lots of clots/clumps in my menstrual flow. Is it normal?**

It is normal to have blood clots! Many women have clots in their menstrual blood from time to time. The clots may be bright red or dark in colour. Often, these clots are shed on the heaviest days of bleeding. The presence of multiple clots in your flow may make your menstrual blood seem thick or denser than usual, but it is nothing to be concerned about as long as your blood flow is normal.

**10. What does it mean if a girl misses her menses one-month?**

Girls can miss menses if they are feeling stressed, if they become too thin or they have been travelling. It is also possible when girls' bodies are developing that their menses may not be regular at first, and can skip months.

**11. Why do some girls become sad and angry before they get their menses?**

This is because changes in the levels of hormones in a girl's body can affect her moods. Some feel sad, while others feel irritable and get angry for no real reason. Some girls' breasts feel swollen and sore. This is natural and should not be a worry.

**12. What is menstrual hygiene management? How can I stay clean and safe during menstruation?**

When girls begin to menstruate, they need to take a few steps to deal with their menstrual flow and to maintain general hygiene. Here are some tips for managing your hygiene and health during your menses:

- Bathe regularly if possible; wash your areas with soap and water.
- Use clean undergarments and change them regularly.
- Change your pad or cloth when required, at least every 3 to 6 hrs.
- Eat a balanced diet to provide the body essential nutrients.
- Maintain an active lifestyle while avoiding stress and tension.

**13. Some say that you should not bathe during menses. Is it true?**

False! Taking a bath/shower/washing the body during menstruation is necessary. It helps to prevent infection and keeps you clean and comfortable.

## Trainer Note-3: Questions and answers on MHM

### FAQs about Menstruation

#### 14. Why do pads need to be changed regularly during your menses?

Bacteria thrive in the dark, warm and moist environment and this is why pads/cloth should be changed every four to six hours.

#### 15. What should be used to absorb blood during menses?

There are lots of options to absorb menstrual blood! These need to be tried out to see what works best for you. Some options are:

- Disposable sanitary pad: This is an absorbent pad that is typically attached to the inside of your underwear by a sticky tape. It cannot be reused.
- Reusable cloth pad or piece of cloth: This is a sanitary pad made of cloth that can be washed and reused. These can be bought or made from cloth. It is best to use pure cotton cloth. Avoid silk or synthetic material.
- Homemade cotton pads: These are simple and can be made by wrapping cotton in a piece of cloth. Or you can stitch a pad with 'wings' and poppers to attach it more securely to your underwear and with a removable, washable upper layer to absorb the blood.

#### 16. How do I dispose of a used pad?

If you are using a pad, tissue or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be disposed with other rubbish or burnt later. Do not drop pads or cloth in the latrine pit as this can choke or block the pits or drains. Do not throw the used pads or cloth behind doors or in flush tanks.

#### 17. Does it hurt to have my menses?

Some girls feel no pain at all when they have their menses, some have slight pains below their naval and in their lower back, and some have a lot of pain and may need to take pain-relieving medicine. The contracting of the muscles of the uterus causes cramps. It is this contraction that pushes out the lining of the uterus each month. Usually, the pain is not intense, and generally it is temporary.

#### 18. Is it normal to have pain during menstruation?

Yes! Many women and girls suffer from menses pains such as abdominal cramps, nausea, fatigue, feeling faint, headaches, back ache and general discomfort. Some may also experience emotional and psychological changes (e.g. heightened feelings of sadness, irritability or anger) due to changing hormones. This varies from person to person and can change significantly over time.

#### 19. What should a person do if she has pain during menstruation?

Put a bottle with hot water on your lower abdomen area when resting. Try to do some light exercises and keep your body active. If the pain is extreme consult a parent or teacher as you may need pain relief medication. You may have to see a doctor. .

## **Trainer Note-3:** Questions and answers on MHM FAQs about Menstruation

**20. What should a person eat during menses?**

All types of food as one would normally eat. Menstruating girls need to eat foods that contain iron to replace iron losses during bleeding like red meat, red lentils, and green leafy vegetables. Eating fresh fruits and foods high in calcium can help keep a person healthy and alleviate some symptoms of premenstrual syndrome (PMS).

**21. What food items should I NOT eat during menstruation?**

You can eat all food during your menses.

**22. Would eating cold food cause cramps?**

Eating cold food will not give a menstruating woman/girl cramps.

**23. Can I exercise or participate in physical education (P.E.)/gym class during menstruation?**

Yes. Light exercise helps to regulate your blood flow and may help you to manage pain and cramping. However, one should avoid heavy exercises and weight lifting during the first two days.

**24. Can I go to school when I have my menses?**

Yes! Menstruating girls are free to participate in any normal activity. To be prepared at school, you might want to keep essential items like underwear, sanitary pads or cloth, soap, tissues and anything else you normally need to manage your menses in your school bag. If you are unprepared for your menses, ask a WASH Club/Group member, friend or teacher for help.

## Trainer Note-3: Questions and answers on MHM

### Myths & Fear about Menstruation

**25. Should I be afraid to have my first menses?**

Don't be afraid. It can be scary to see the blood on your underwear, but it is normal and natural. Talk to other girls and women, such as your mother, sister, aunt, grandmother, female friend or older woman in your community. If at school, tell the focal teacher/principle, class teacher or fellow student. Be proud! Your body is developing into that of a young woman.

**26. Should I feel ashamed when I have my menses?**

Your menses is nothing to be ashamed of! It means that your body is healthy and strong. Did you know that in some places in the world, there are even menses pride celebrations? Become a champion in your community and help your friends and neighbours to feel confident about their menses, too!

**27. Why are there so many myths about menstruation?**

Menstruation was a mystery before science could explain it. So a lot of different ideas and beliefs were created to explain menses in ancient societies and cultures. Many such ideas and beliefs have been proven wrong by science, but they are still followed in current societies. We call these ideas menstrual myths or taboos. Many myths tend to suggest that menstruation is a disease or a curse and it leads up to beliefs like a woman's body is polluted when she is experiencing menses. Such beliefs cause discrimination against women and at times can lower their self-esteem and opportunities for growth. Talk to your teacher and your friends to plan how you can help to dispel these myths!

**28. I heard that a menstruating woman is impure, dirty, sick or even cursed. Is this true?**

No! This has no scientific basis. Menses are natural and normal for women. Menstrual fluid is just ordinary blood and tissue. This myth is often used as a reason to stop women, who are having their menses, from taking part in various social events, work or school. Talk to your teacher and your friends to plan how you can help to dispel these myths!

**29. Will taking a bath/shower/washing the body during menstruation cause infection or infertility?**

This is false! Keeping clean during menstruation is necessary and helps prevent women from getting infections.

**30. Does improper disposal of a pad/cloth cause bad impact on a girl or her community?**

This is false! It is important to dispose of menstrual blood hygienically to keep yourself and your environment clean, but it will not cause any bad impacts on you. Burning or burying is a safe and hygienic method of disposing used sanitary materials.

## **Trainer Note-3:** Questions and answers on MHM

### Myths & Fear about Menstruation

**31. Does menstruation mean that a girl is ready to get married?**

This is false. A girl's body is still growing and developing after she has started menstruating. Getting married and having a baby before the age of 18 can lead to health problems for the mother and child. Menstruation is an important stage in a girl's growth. It does NOT mean a girl is ready for marriage or getting pregnant.

**32. Should a woman eat/sleep/stay separately from her family during menstruation?**

There is no scientific basis for this belief. There is no reason for a woman or girl to eat or otherwise live separately while having her menses.

**33. Should a girl having menses not touch or go near plants because they will die?**

Plants do not discriminate. They thrive on good care like all of us, irrespective of where the care comes from.

**34. Menstruating girls should not eat certain foods such as yogurt or vegetables, or drink cold water. True or false?**

False. Menstruating girls need to eat iron-containing foods such as vegetables, fruits, and yogurt to replace the iron lost due to bleeding. Girls should continue to drink water to replace the lost fluids and not be thirsty.

**35. Disposal of used sanitary materials by burning or burying leads to infertility. True or false?**

False. Infertility has absolutely nothing to do how used sanitary material is disposed. Burning used sanitary materials is the safest way to dispose them.

**36. Menstruating girls should not enter the kitchen and cook for any one. True or false?**

False. Girls can cook food during menstruation. However, good hygiene must be practised when handling food.

**37. One should not eat eggs, fish, and meat or drink milk during menses. True or false?**

False. During menses, one needs more and more healthy food than on normal days.

**38. Menstruating girls smell. True or false?**

False. Menstruating girls do not smell. The smell will only occur when the sanitary napkin has been worn for a long time without changing. Smells and unhygienic situations can be prevented if schools are able to support the girls in practicing safe menstrual hygiene management.

**39. Girls should not move around or be active during menstruation. Otherwise the bleeding will continue for several days. True or false?**

False. Physical movement has nothing to do with the duration of menses! On the contrary, movement allows free flow of blood and prevents or relieves menstrual cramps.



## **Trainer Note-3:** Questions and answers on MHM

### Myths & Fear about Menstruation

**40. Telling a girl about menses before they start will scare her. True or false?**

False. What's more likely is that if you don't talk to her first, she may be scared when she starts bleeding! It's always a good idea to be open and honest with adolescent girls about menses. Because girls typically begin menstruation any time between ages 9 and 16 (for most girls, between 11 and 13), it's hard to know when she will have the first menses.

**41. Looking in the mirror during menses will make you ugly. True or false?**

This is untrue. A mirror has no such power.

**42. It is OK to have blood clots in your menses?**

Your menstrual menses starts when hormones trigger your body to start shedding the uterine lining, exposing small blood vessels and causing them to bleed. Generally speaking, if the clots are of a small size (one paisa coins), and there are not a lot of them, it should not worry.

**43. Having menses is always painful. All women suffer from cramps and pain during menstruation. True or false?**

Menstruation pain and discomfort will vary from woman to woman. Some women can easily enjoy daily activities, and experience very little or no pain. Other women may face discomfort and intense pain.

**44. Women get emotional or moody while on their menstrual cycle? True or false?**

Most women experience some sort of bloating, cramps, discomfort, headache, breast sensitivity, food cravings, fatigue or acne due to hormonal changes. If symptoms are mild, it is of no worry. If not, a doctor should be consulted.

**45. Menstruating girls should not eat pickles. True or false?**

No, false, if you like, you can eat pickles.

## Trainer Note-3: Questions and answers on MHM

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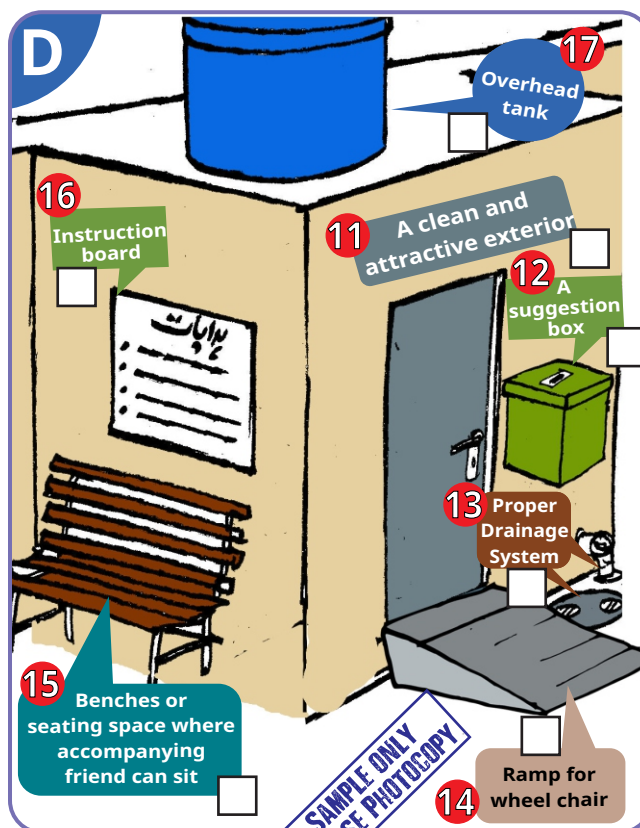
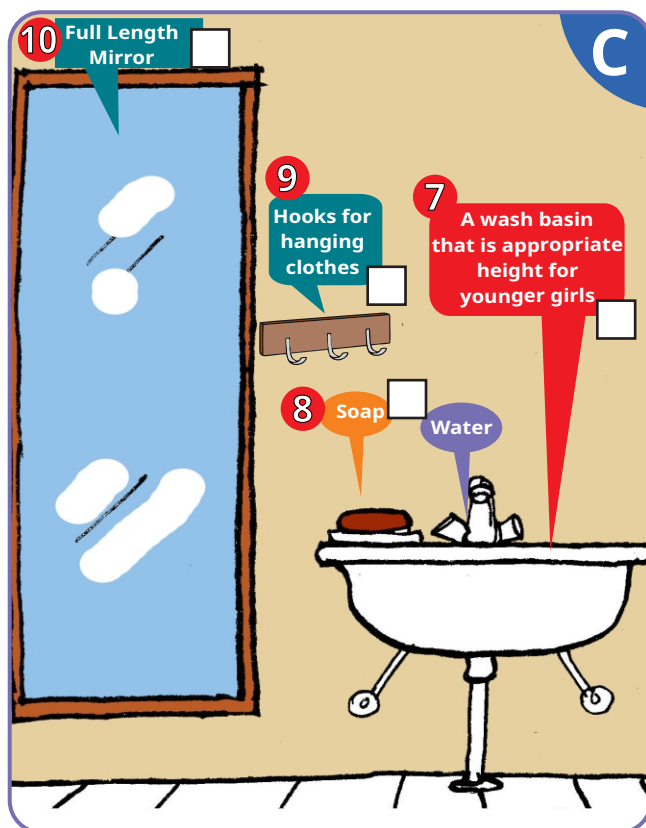
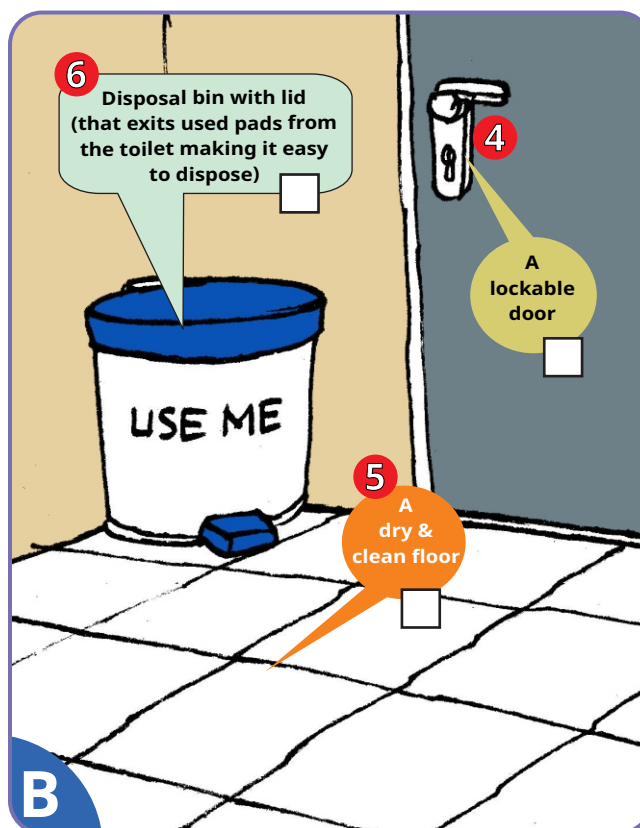
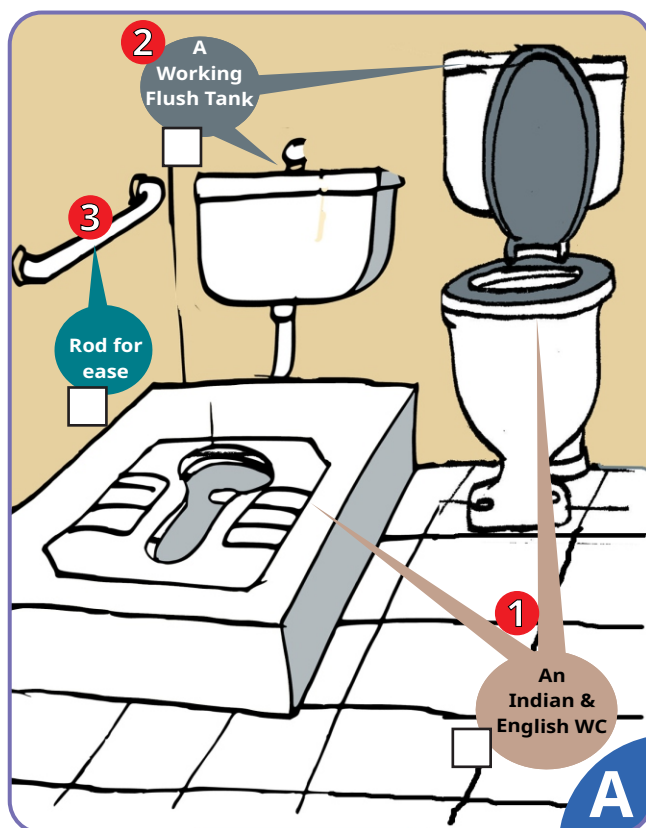
## Trainer Note-3: Questions and answers on MHM

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32. <https://www.facebook.com/notes/u-report-nigeria/answers-to-frequently-asked-questions-on-menstrual-hygiene-management-house-maho/1950330545221801/>.
33. <https://www.facebook.com/notes/u-report-nigeria/answers-to-frequently-asked-questions-on-menstrual-hygiene-management-house-maho/1950330545221801/>.
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39. <https://www.thehealthsite.com/diseases-conditions/hygiene-during-menstrual-menses-10-things-you-should-know/>.
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44. <https://www.drelist.com/blog/menstrual-facts-myths/>.
45. <https://www.drelist.com/blog/menstrual-facts-myths/>.



## Trainer Note-4: Girls Friendly Toilet (GFT)



SAMPLE ONLY  
PLEASE PHOTOCOPY

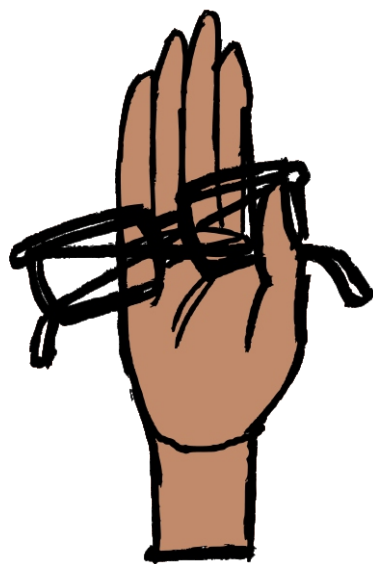
## Trainer Note-5: A Teacher's Pledge

Date

Name of school

### Sparking Menstrual Hygiene Management in Schools

#### A Teacher's Pledge



**I hereby pledge  
that I will:**

1

I will be available and welcoming to the girls who want to talk about MHM.

2

I will reduce confusion and sense of stigma about menstruation, and instill a sense of dignity and confidence.

3

I will support and supervise my class to receive the 3 connect.

4

I will monitor school facilities to ensure availability of Girl Friendly Toilets (GFT).

5

I will support MHM Focal Teacher to mobilize resources for MHM personal and class kits and 3rd connect activities.

**SAMPLE ONLY  
PLEASE PHOTOCOPY**

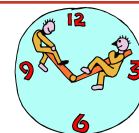
*Signature here*

## **Session-2: Activating MHM in WASH Club**

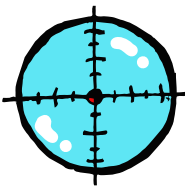
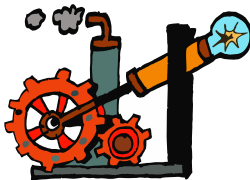






## Session-2: Activating MHM in WASH Club





**Duration**  
90 minutes

	<b>Preparation Sheet</b>	
 <p><b>Objectives</b></p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the messages that WASH Club/Group members must receive to on-board students;</li> <li>• Specify the roles and responsibilities of a WASH Club/Group for taking forward the MHM Agenda;</li> <li>• Describe the 1st, 2nd and 3rd connect activities that WASH Club/Group must undertake at school level.</li> </ul>	
 <p><b>Methodologies</b></p>	<ul style="list-style-type: none"> <li>• Video showing</li> <li>• Participatory Discussions</li> <li>• Case Scenario</li> <li>• Small Group Discussions</li> </ul>	
 <p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Paper head bands with WASH Club/Group members written on one side and students written on the other</li> <li>• Paper head band with Focal Teacher and WASH Club/Group member written on it</li> <li>• Guidebook for Focal Teachers</li> <li>• Flip Book Aao Baat Karein</li> <li>• Video Aao Baat Karein</li> <li>• Multimedia Projector</li> <li>• Whiteboard &amp; Flipcharts</li> <li>• Markers</li> <li>• Guidebook for Wash Club Members</li> </ul>	
 <p><b>Trainer Notes</b></p>	<ul style="list-style-type: none"> <li>• Trainer Note-6: Planning for Action</li> </ul>	



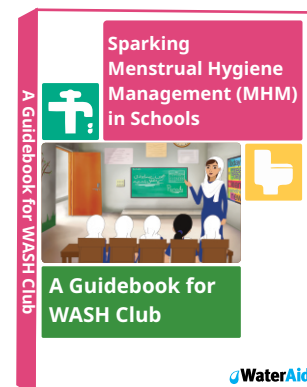
## Session Plan: Activating MHM in WASH Club

#	Steps
1	<p><b>(2 minutes)</b> Welcome the WASH Club members to the session on sparking MHM in their schools. Tell the girls that MHM means Menstrual Hygiene Management. Write <i>Menstrual Hygiene Management (MHM)</i> on the board and ask the girls what they understand by it. Encourage responses, and conclude as follows:</p> <p>It is the management of menstruation, a normal process in the lives of adolescent girls and women. MHM allows girls to manage their monthly menses in a safe, private, and healthy manner, with respect and dignity, leading to safety for self and others.</p>
2	<p><b>(3 minutes)</b> Tell the participants that for effective MHM, there is a need for information, awareness, and relevant and adequate facilities, materials, and family and social support. Ask the girls what role a WASH Club can play a role in effective implementation of MHM in schools? Take some responses and then show them the visual overview of the sparking MHM in schools. Highlight the following:</p> <ul style="list-style-type: none"> <li>• The role of the FT in on-boarding the teachers and WASH Club members (i.e. them)</li> <li>• The significant role of the WASH Club members to on-board the students through the three connect activities, i.e. Aao Baat Karein (1st connect), Aao Rang Bharein (2nd connect), and Aao Fun Karein (3rd connect).</li> </ul> <p>Tell the girls that this session will provide them information on MHM, and in the process also orient them to the session they will help conduct, with the support of the FT and teachers, for the students. Tell them that you will brief them separately on the 2nd and 3rd connect activities later.</p>
3	<p><b>(1 minute)</b> Tell the girls that you will now role-play the session that they are to conduct with students. For this, the roles are as follows:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>For you</b></p>  <p>'WASH Club Member'</p> </div> <div style="text-align: center;"> <p><b>For the Participants</b></p>  <p>'Student'</p> </div> </div>

## Session Plan: Activating MHM in WASH Club

### # Steps

For Mock Rollout, use Steps 1 – 13  
from the WASH Club Guidebook  
1st Connect - Aao Baat Karein



#### Activity-3: Overview of 2nd and 3rd Connect

**(5 minutes)** Ask the participants to turn their caps so that you are once again in the following roles:

**For you**



'Focal Teacher'

**For the Participants**



'WASH Club member'

4

Tell the participants that this MHM program is NOT only about imparting information. It is about bringing a change in thinking and behaviour. That is why the MHM program is designed for a 7-month implementation period, rather than as one session rollout only. Refer participants to the Visual Overview of the Sparkling MHM in Schools. Introduce them to the 2nd and 3rd connect exercises as follows:

#### 2nd Connect: Aao Rang Bharien!

This is a quiz show, implemented in an interesting way. The objective is to generate discussions to deepen the girls understanding on MHM, as well as give them the opportunity to ask and respond to questions.

#### 3rd Connect: Aao Fun Karein

This sub-module comprises of 14 activities that the WASH Club members would implement over a period of 3 months. Most activities are designed to improve the students understanding and acceptance of MHM and overall health and hygiene. Read out the titles of the 14 activities and participants an overview of what each activity will comprise of.

## Session Plan: Activating MHM in WASH Club

#	Steps
	Tell the WASH Club members that the above activities would require the class and Focal Teacher's permission and support. These could be undertaken during free periods or breaks. Highlight that while all the activities could be done for individual classes, many could also be organized as competition between two or more classes. This should be pre-arranged with their class teachers.
5	<p><b>Activity-4: Managing an Effective WASH Club</b></p> <p><b>(3 minutes)</b> Ask the participants why do they think they were selected as WASH Club members? Note their responses on the board. Reiterate that they were selected because they are known to be active, articulate and on good terms with students, teachers and management.</p>
6	<p><b>(26 minutes)</b> Tell the participants that to effectively implement this program, they must have a strong platform, i.e. a strong WASH Club. Ask them what are some criteria of an effective WASH Club? Encourage responses.</p> <p>Organize participants into 4 groups. Give them 15 minutes to read the story in <b>Trainer Note-12</b>, and discuss the three questions given there. Then process the questions in the plenary and make sure that the following points have been covered:</p> <ul style="list-style-type: none"> <li>• There should be a transparent process to elect appropriate people to lead the WASH Club</li> <li>• Everyone should be assigned responsibilities, and be held accountable</li> <li>• An identity should be created for the WASH Club and its members</li> <li>• Meeting schedule, venue and agenda are a must to avoid wasting time and resources</li> <li>• The WASH Club should be strengthened as a vehicle to drive the change process</li> </ul>
7	<p>(5 minutes) Tell the girls that the WASH Club be effective only if the members of the WASH Club are committed to the cause, in this case MHM. Ask them if they are committed to 'sparkling MHM in their school'? If all the girls agree, ask them to make a pledge. Put up a chart with the WASH Club Member's pledge on it. Ask everyone to silently read the pledge in the WASH Club Guidebook, and see if they agree with it. Then ask them to stand up, move to an open place, and stand in a circle. They should then raise their right hand, and speak out loudly the pledge.</p> <p>Finally hand out to the participants the planning for action forms (make photocopies) and refer in their Guidebook. Tell them that each class representative of the WASH Club must finalize, with their class teacher, this Action Plan. They should then submit a copy to this to you, the Focal Teacher. Set a time for the next meeting with the WASH Club, and wish them all the best.</p>

## Session Plan: Orientation in New Academic Year

#	Steps
	<p>A new academic year is an opportunity to review the progress made in the previous year in terms of what worked and what needs to be changed. In collaboration with other active teachers, the Focal Teacher should assess the following:</p> <ul style="list-style-type: none"> <li>● How did the WASH Club members perform? Will the membership change (senior girls may leave and new girls may join. If so, they will need to be re-oriented and the names of newly selected WASH Club members should be put on a poster and prominently displayed.</li> <li>● What new knowledge, skills and behaviour change messages should be added in the new academic year? What worked well in the previous year? Which are the classes that need more focus and attention?</li> </ul> <p>Based on the above assessment, the following is recommended:</p> <ul style="list-style-type: none"> <li>● A detailed meeting with the WASH Club members to review the three connect activities, and creatively identify new information and activities that can be added, so that the 3 connect can be repeated for those classes that have received these inputs before.</li> <li>● This meeting and orientation should take place as soon as the new session begins so that the WASH Club has adequate time to revise and plan the activities for a new year.</li> <li>● Obtain feedback from the students in the various classes so that the previous year's activities can be further improved and adjusted for maximum impact.</li> </ul> <p>On the basis of the above the Focal Teacher and WASH Club members would together develop an Action Plan for the new academic year.</p>

Date from: \_\_\_\_\_ to: \_\_\_\_\_

**SAMPLE ONLY  
PLEASE PHOTOCOPY**

