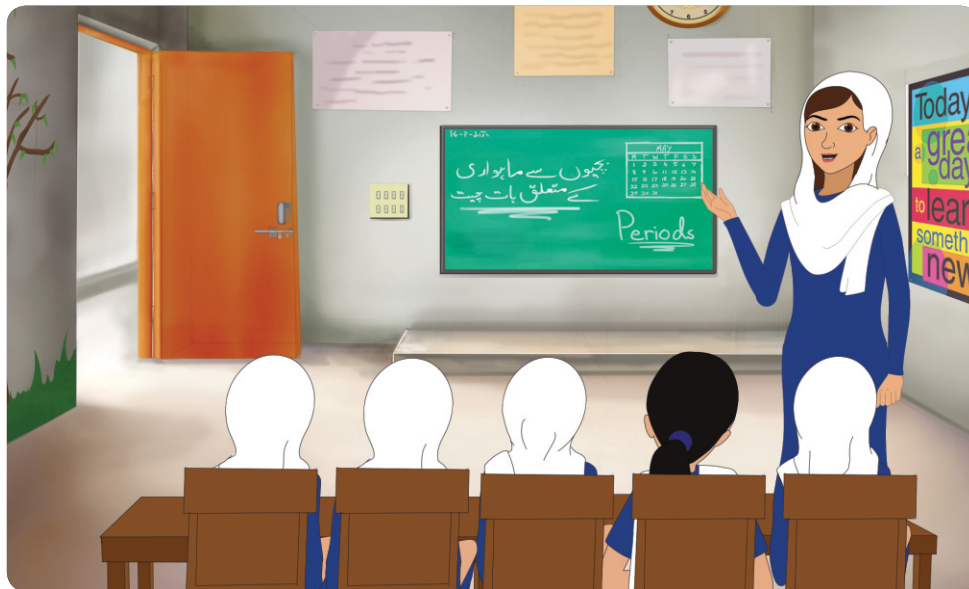




Sparking Menstrual Hygiene Management (MHM) in Schools



A Guidebook for WASH Club

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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:

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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 studies¹ 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 Asia².

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)³ 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 (FTs) 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.

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.

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

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

³ https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

Introduction

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 (FTs) from public and private secondary schools.

This Guidebook for WASH Club/Group members comprises of material they need to facilitate the strengthening of their own WASH Club, as well as spark the overall process of MHM in Schools. In addition to hand outs that will be referred to during their own training by the Focal Teacher, the Guidebook contains instructions for leading the 3 Connect with students, 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

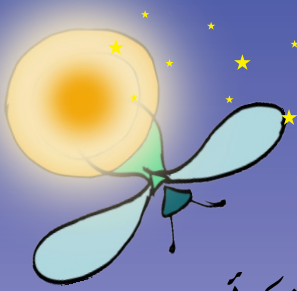
This sub-module comprises of 14 activities that the WASH Club members could implement throughout the academic year. Most of the activities are designed to directly improve the students understanding and acceptance of MHM and overall health and hygiene.



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

Hand outs for WASH Club Members

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

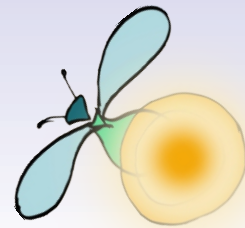


ٹہنی پہ کسی شجر کی تنہا
کہتا تھا کہ رات سر پہ آئی
پہنچوں کس طرح آشیاں تک
سن کر بلبل کی آہ وزاری
حاضر ہوں مدد کو جانِ دل سے
کیا غم ہے جو رات ہے اندھیری
اللہ نے دی ہے مجھ کو مشعل
بلبل تھا کوئی اداس بیٹھا
اڑنے چگنے میں دن گزرا
ہر چیز پہ چھا گیا اندھیرا
جگنو کوئی پاس ہی سے بولا
کیڑا ہوں اگرچہ میں ذرا سا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

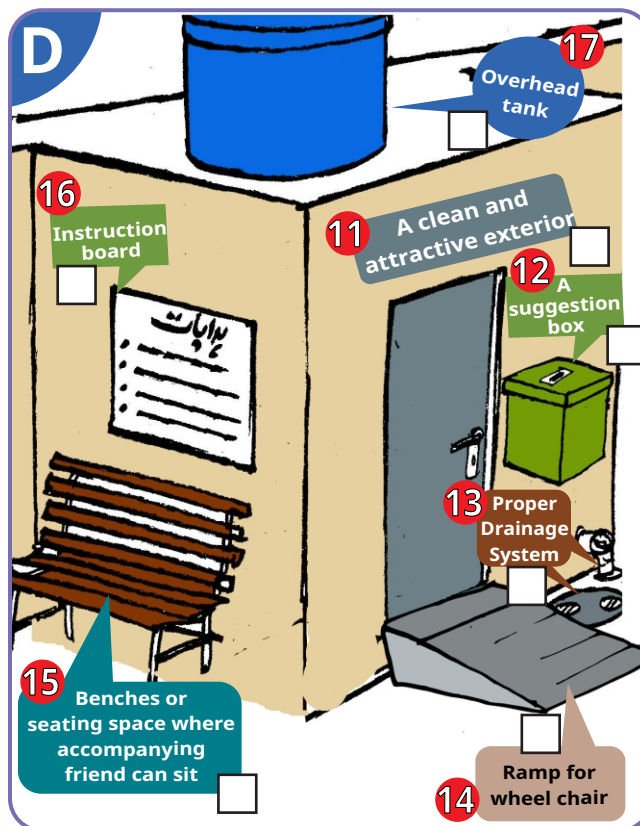
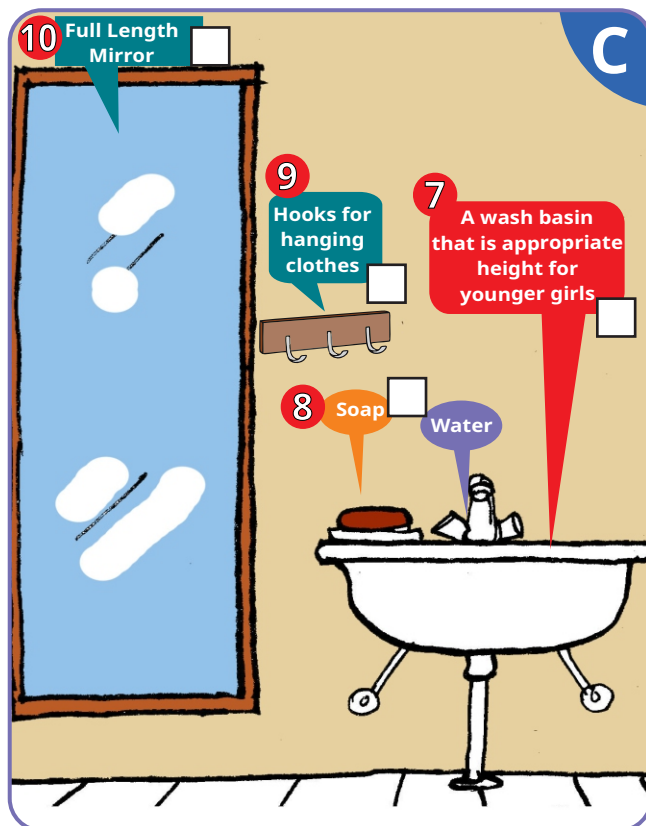
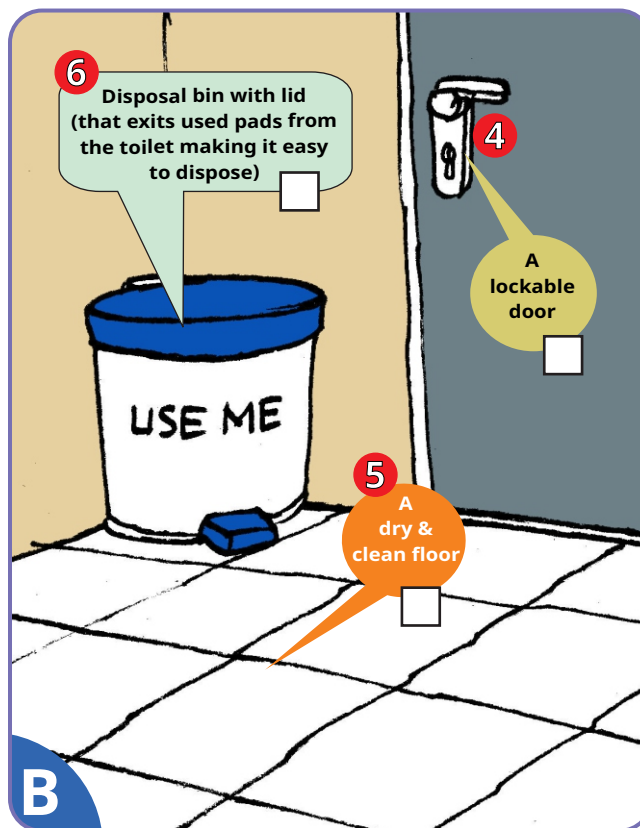
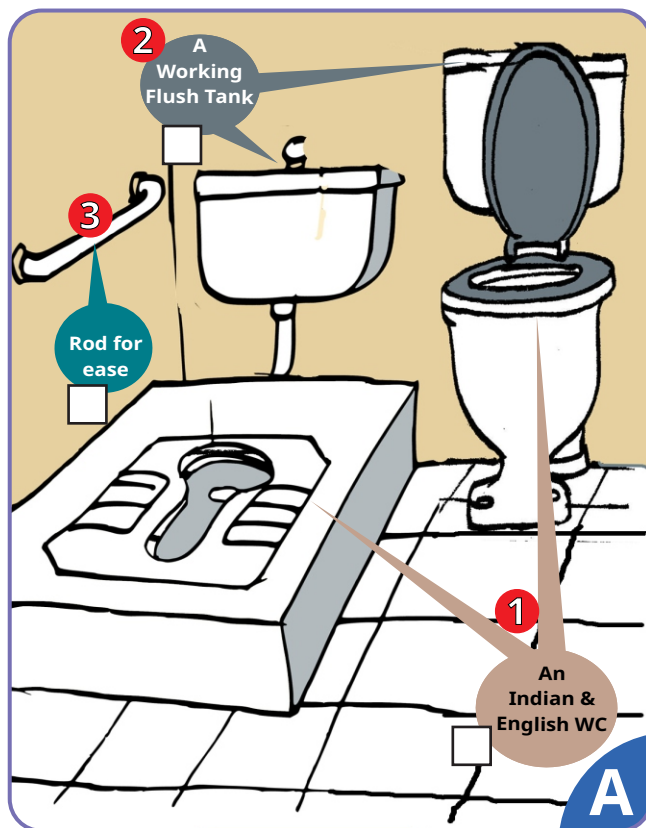


Hand out-2: Visual Overview of 'Sparking MHM in Schools'

Over one Academic Year

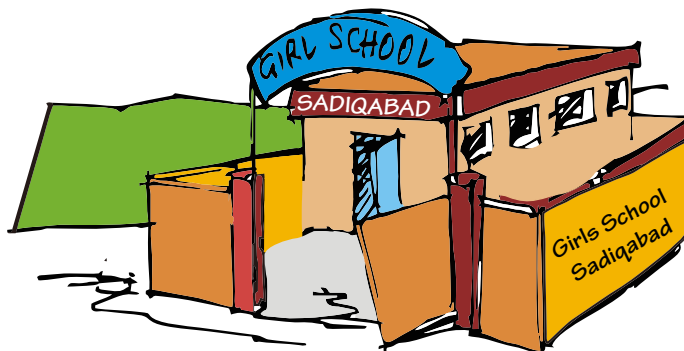


Hand out-3: Girls Friendly Toilet (GFT)



Hand out-4: A Tale of Two WASH Clubs

Two Focal Teachers in two neighbouring schools set up a WASH Club at around the same time. The process of selecting and orienting the WASH Club members was almost the same. However, one WASH Club/Group was successful while the other was unable to take off. Read the two stories and in your groups discuss why you think one WASH Club/Group succeeded while the other did not.

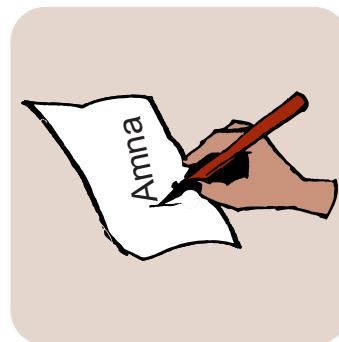


After receiving an orientation from the Focal Teacher, the WASH Club members decided to meet the very next day. They set the meeting agenda as follows:

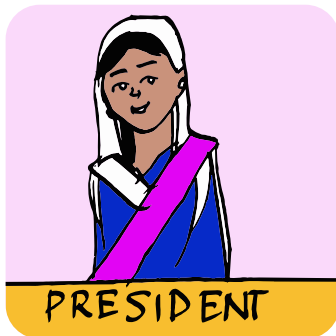
To select a management team: The WASH Club members realized that one or two persons would have to lead the Club. Everyone agreed to a process of selection, i.e. members would first nominate 2 or more people to stand as President and Secretary of the WASH Club/Group. The members nominated Salma and Aliya as WASH Club President.

1

It was agreed that the person with the highest votes would be President and the person with the second highest votes would be Secretary. Everyone was then given a slip of paper and asked to write on it the person that they would choose as President. The slips were opened and the votes counted. Amna received more votes and was designated President. Everyone agreed that Aliya should become Secretary.



2



To assign responsibilities: Everyone agreed that the WASH Club President should deal with the school management. This would include obtaining resources for the Club, getting permissions to engage with the students, external resource persons and other schools. As Secretary, Aliya would set the date and time for WASH Club meetings, inform everyone, and maintain records, e.g. record of decisions at a meeting, maintaining a register, taking photographs, etc. The members would be responsible to take on all WASH Club activities, particularly with their respective classes, and take on all tasks assigned by the WASH Club President.

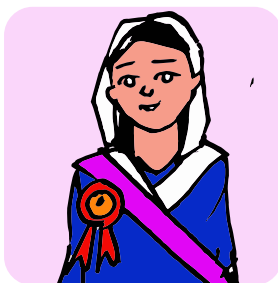
Hand out-4: A Tale of Two WASH Clubs

To create an Identity for the WASH Club: The girls realized that no one would know about the WASH Club, what it was meant to do, or who the members were, unless they advertised the same. They decided to do the following:

- Make a poster to announce the launch of their WASH Club, with a brief description of what the WASH Club would do. They also made a poster to announce the WASH Club members. The poster had the names of the WASH Club members and the class they represented.



3



The members also realized that they should put on a badge and a sash so that others could recognize them from a distance. One girl was good at embroidery and volunteered to make badges for everyone. Another girl whose mother could sew said that she would have sashes made for all. Everyone agreed to contribute Rs. 50 for a pink sash and a badge.

- Finalize meeting schedule and venue: Everyone reviewed their study calendars, and agreed on a date and time when the WASH Club should meet up. The President and General Secretary met the Principal, who agreed to the following:
 - To give them a place where they could meet regularly.
 - To give them a small cupboard where they could place their kit box, register and other training material.
 - To create an MHM corner in the library which would contain brochure and other material on MHM for students reference



4

The WASH club called mothers group/SMC members/PTAs of the 2 senior classes to talk about the MHM initiative by the school and required community support. Mothers brought 6 simple plastic dustbins to be placed in the toilets and ensured the full community support.

5

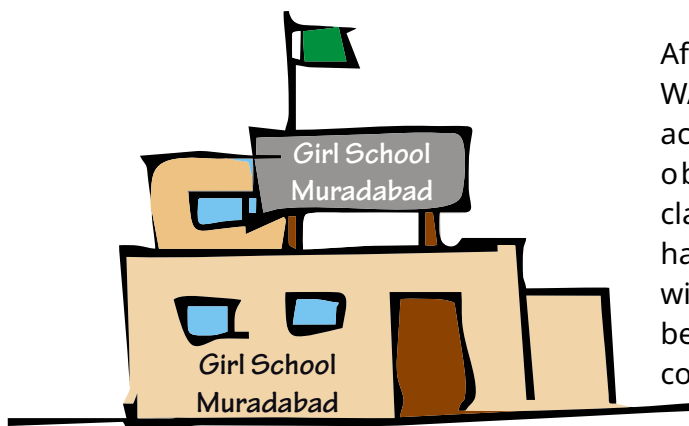
The group decided to ask the Principal's permission to request students to voluntarily contribute to the Kit Boxes that would be placed in the library and in the respective classes.

6

The members then approached the Focal Teacher to set up time for the class-by-class engagement by the WASH Club, so that they could begin the process of sparking MHM in their schools.



Hand out-4: A Tale of Two WASH Clubs



After the MHM orientation by the Focal Teacher, the WASH Club members went back to their day-to-day activities. They individually passed on some of the obtained information to their friends and classmates. No one was aware that a WASH Club had been formed. The Focal Teacher became busy with her regular work, and the WASH Club members became involved in their studies. The MHM process could not be sparked.

Result/impact

Four months after the WASH Clubs were established, the Principals of Sadiqabad and Muradabad met at an event. The discussion geared towards WASH Clubs/Groups and MHM. The Sadiqabad Principal proudly announced the progress towards sparking Menstrual Hygiene Management in her school. She talked about how active her WASH Club was, and the fact that the school was much cleaner and the girls more confident in their management of menstrual related hygiene. The Muradabad School Principal could not understand why her school's WASH Club was not successful, whereas the other WASH Club/Group was



1

In your groups discuss what were some specific steps that the Sadiqabad WASH Club took that made it more successful than the Muradabad WASH Club. Why do these steps matter?

2

What steps will your WASH Club take for a successful sparking of MHM in your school? What will you do to select a management team, assign responsibilities and create an identity?

Hand out-5: WASH Club Member's Pledge

Date

Name of school

Sparkling Menstrual Hygiene Management in Schools

A WASH Club Member's Pledge



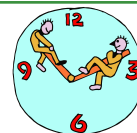
**I hereby pledge
that I will:**

- 1 Lead MHM related activities in school with motivation and commitment.
- 2 Coordinate with the Focal Teachers, Class Teachers and Management to ensure the 3-connect activities with students.
- 3 Help monitor school facilities, and promote Girl Friendly Toilets (GFTs).
- 4 Support the development of MHM personal and class kits.
- 5 Support the mobilization of resources to support Sparking MHM in the School.
- 6 Ensure equity and inclusion, of all students, regardless of income, religion, and different abilities.

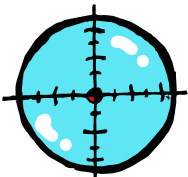
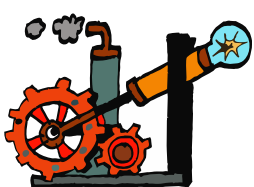

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1st Connect Aao Baat Karein

1st Connect: Aao Baat Karein



Duration
45 minutes

	Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● Inviting them to talk about a subject that is generally considered to be taboo, i.e. Aao Baat Karein; ● Informing them about the importance of ensuring effective hygiene and management during their menses 	
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Animated Video and Discussions ● Plenary Discussions 	
 <p>Materials</p>	<ul style="list-style-type: none"> ● Flip Book Aao Baat Karein ● Aao Baat Karein - Animation Video Film ● Multimedia Projector ● Poster on Visual Overview of Sparking MHM in Schools ● Poster of Girls Friendly Toilet (GFT) ● A Guidebook for WASH Club/Group members ● Template for life cycle cut outs 	

1st Connect: Aao Baat Karein

#	Steps
1	<p>(4 minute) Welcome the students to the 1st Connect session of the Sparking MHM in Schools. Show the title page on the Flip Book 'Aao Baat Karein'. Ask the students to read out loudly what is written there. Tell them that you are here to talk with them about an important, but much avoided topic, i.e. Menstrual Hygiene Management.</p> <p>Open to Flip Book Page 2, and similarly write the three words and the abbreviation on the board, i.e. <i>Menstrual Hygiene Management (MHM)</i>. Ask the girls what they understand by these words. Word by word, discuss as follows:</p> <p>Hygiene: What is hygiene? Responses may include keeping clean, keeping healthy, being free of disease, feeling comfortable, and being confident. Tell the girls that when we keep ourselves clean, we invest in personal hygiene.</p> <p>Other area of hygiene is to keep our surroundings clean, e.g. our room, the area outside the house, our school, our bathroom, etc. This is also known as environmental hygiene. Tell the girls that both personal and environmental hygiene are critical for a happy and healthy life.</p> <p>Management: Ask the participants what they understand by the word management. Ask them how students plan for a day at school? Responses may include organize their school bags with required books, copies, pencil, pen, lunch or money for lunch or snacks. Planning also involves finding ways to procure missing items so that studies are not affected. Ask the students how school management plans for a day at school? By making sure that the classes are clean, teachers are present, and all classes are held on time, etc. The important thing is that no matter what their age or status, every person has the ability to manage, and this improves and enhances with time and experience.</p> <p>Menstrual: Ask the girls what they understand by this word. Some girls may not have heard this word before. Ask them if they have heard the word 'menses'? Ask the girls what other words are used for menses? Responses may include period, mahwari, mehman, etc. Different regions may have a different word for menses. Ask what menses are known as in Punjab. Responses may include Kapre, Bimari, Din, Natural Holiday, Jame, Marizi, Charu, Mehman, etc. Different regions may have different words. But a common factor is that in almost all places menses are equated with sickness or ill health.</p> <p>Tell the girls that menstruation is NOT a sickness. If it were, then every time a girl or woman had menses, she would have to go to a doctor. Menstruation is a natural biological process that begins for every growing adolescent girl. Menses are a blessing because they indicate that the girl is now capable to becoming a mother. All healthy, normal girls and women have menses.</p>

1st Connect: Aao Baat Karein

#	Steps
2	<p>(1 minutes) Ask the girls how many of them have had their menses? Tell the girls who have not had the menses to not feel uncomfortable about the topic. Today's discussion would be beneficial for both those who have had menses and those who are still awaiting theirs. Refer once again to the Flip Book title and tell them that every adolescent girl should be aware of this subject and the effective ways for MHM. And that is why the title of today's session is 'Aao Baat Karein'.</p>
3	<p>Activity-1: Aao Baat Karein - Video</p> <p>(9 minutes) Tell the girls that before you proceed further, you would like them to watch a short animation video film. 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 video and then ask the girls to share with you some key messages that they noted. Make sure that the following points have been raised:</p> <ul style="list-style-type: none"> ● Menstruation is seen as a disease or illness rather than a natural process. ● Menstruation is a natural biological process, but many still see it as a problem or issue. ● As girls grow up, there are physical changes that become obvious. ● Menstruation is one of the reasons why girls are sometimes absent from school. ● Schools should have all the necessary items required to manage menstruation, e.g. pads, soap, disposal bags, tissue and a girl friendly washroom. ● Pad or cloth used as protection should be changed every 4-6 hours. ● Regular bathing is very important during menstruation. ● WASH Club and its members can play a positive role in Sparking MHM in Schools, e.g. like Salma Baji. ● Students who are confident and articulate can play a role in orienting other girls to menstrual management. ● Parents or community may still be sensitive to talking about menstruation, but the Principal, Focal and other teachers can change this through careful engagement with the School Management Committees.
4	<p>Activity-2: Aao Baat Karein</p> <p>Physical Changes: (4 minutes)</p> <p>Tell the girls that you would like them to do a quick exercise. Ask them to cluster in 5 groups, and give each group a set of cut out pictures (use Template for life cycle cut outs) for a 'woman's life cycle' (use trainer note to make the cut outs). area, and keeping it dry.</p>

1st Connect: Aao Baat Karein

#	Steps
	<p>Tell the groups to organize the pictures according to age or stage. Give them 3-4 minutes, and then go up to the group to check if everyone got it right. It is likely that all groups will do it correctly.</p> <p>Ask the girls on what criteria did they organize the pictures? They will tell you that it was on the basis of physical changes and possible age. Ask them what changes one can note as a child grows into a girl and the girl grows into a woman. Responses may include an increase in height, weight, chest, hip sizes, hair growth in certain parts of the body, e.g. under the armpits, etc.</p> <p>Refer to Flip Book Page 4, and tell them that every human being, male and female, passes through a life cycle. The first two stages are that of an infant and childhood. Between the ages of 8-14 most girls enter the stage of adolescence or puberty (dore balughat).</p> <p>Tell the girls that these physical changes need to be properly managed for comfort, dignity and hygiene, e.g. the chest begins to expand, and it becomes necessary to wear a shameez or a bra. There is hair growth under the arms and between the legs. Since both areas remain humid and wet, especially in the summer, it is a natural place for the growth of germs and bacteria. It is important to keep this area clean through regularly washing the area, and keeping it dry.</p>
5	<p>Internal Changes: (2 minutes)</p> <p>Tell the girls that in addition to physical changes, there are internal changes that will also happen. Amongst these is the fact that girls have menses. Ask the girls what happens during menses? They will tell you that it is a specific time in the month when blood is released from a female body.</p> <p>Ask the girls at what age do menses begin? Take a few responses and conclude that this can happen anytime between the ages of 9-17. Ask the girls, who had menses at the age of 9? 10? 11? 12? 13? 14? 15?</p> <p>Explain that the age when one first gets her menses varies from girl to girl, and depends on a number of factors, e.g. diet, exercise, life style, and even genetics. Tell the girls that it is important that a girl has had her menses by age 16 or max 17. If this has not happened then she should be shown to a doctor to make sure there are no health problems.</p> <p>Conclude the discussion by again referring to Flip Book Page 4 and explaining that just as menstruation begins, it also stops, generally around the mid-40s to 50s and is called menopause (meno from menstruation and pause meaning stop).</p>

1st Connect: Aao Baat Karein

#	Steps
	<p>The Menses Cycle: (8 minutes) Ask the girls how long should one cycle of menses last? Take a few responses. Emphasize that number of days may vary from person to person, ranging from 3-10 days. It would be affected by a number of factors, including physique, activities, life style, food intake or genetics.</p> <p>A rule of thumb is that it should not be less than 3, or more than 10. If menses are for less than 3 days, or more than 10, it may indicate a problem. Tell the participants that the normal gap between two menses should not be less than, or more than, 25-30 days. In both cases, the matter should be discussed with an elder, preferably the mother.</p> <p>Ask the girls how many of them discuss menses with their mother or an elder sister? If there are girls who do not raise their hands, ask them why. They may say that it makes them uncomfortable or shy. Tell them that they must overcome their discomfort and discuss with someone at home or in the school, especially if they are facing any issues. Unanswered questions or issues may cause a problem.</p>
6	<p>Blindfold Exercise: Set up the exercise in advance by instructing four volunteers to misguide a blindfolded girl so that she is unable to reach a specified destination. A fifth volunteer should also be briefed that when she is asked to guide the girl, she should do it correctly.</p> <p>Role-play the activity by blindfolding the girl and telling her that 4 persons will guide her to the specified destination. The four girls will give mixed and varied messages. After 1 minute, the fifth girl will come in, and guide the girl to the correct destination.</p> <p>Process the exercise by asking the blindfolded girl what happened. She will say that when a lot of people were saying different things, she got confused. Ask her how she reached her destination? That was possible because one person gave accurate information. Reiterate that in life, we need that one person who can give us proper and accurate information. Tell the girls that the FT and WASH Club members have that mandate, and will give students correct information.</p>
7	<p>Pain Management: (2 minutes) Now refer the girls to Flip Book Page 6. Ask them, 'who looks like this when they have their menses?' Why? Expect responses such as: because menses demands extra hygiene efforts, because we feel pain, because it means we will not be able to move around normally. Explain that as discussed before, menses is a normal biological reality for girls and women. It is a blessing. Therefore it should not be treated as a disease, a tension or a problem.</p>

1st Connect: Aao Baat Karein

#	Steps
	<p>Some communities call menses 'mehman' or 'guest'. There may be times when guests come to visit without informing us. It may be inconvenient, but we should remain positive and remember that guests are a blessing.</p> <p>Refer to Flip Book Page 8. Ask the girls what they see. Responses will include that the girl is not feeling well, maybe having cramps. Ask the girls whether they experience any physical or emotional distress during menses. Some responses may include: cramps in the stomach, pain in the back, pain in the legs, anger, depression, headache, etc.</p> <p>Ask them how they manage their pain or moods. Responses may be: drink soup, wear appropriate clothes, drink tea or kawa, have haldi doodh, sponge with hot water, etc.</p> <p>Tell the girls that they have two options: one, to make pain the master, or to master the pain. The important thing is to not let a natural biological process become a tension or an excuse for acting abnormally or missing school. The more you manage your discomfort and pain, the easier it will become for you. If the pain is unbearable, it is important to recognize the same and go to a doctor. It is not advisable to self-medicate or allow a friend to suggest a medicine. Remember, every medicine is specific to a person.</p>
8	<p>Fears and Myths about Menses: (3 minutes)</p> <p>Ask the girls what are some myths about menses that they are aware of? What do people say we can or cannot do? Tell the girls that do's and don'ts are what we call fear or myths, and will be discussed in further detail in the second and third connect activities with them. Ask for some examples of do's and don'ts, and for each offer a brief explanation. Some responses may be as follows, and for each explanation can be given as below:</p> <p>We should take time off from school: No need, because this is not an illness</p> <p>Do not look into the mirror: This is a ridiculous statement and has no truth</p> <p>Do not touch plants - they will die: Try it. You will see that nothing will happen</p> <p>Do not bathe: While it may vary from person to person, bathing with slightly warm water and soap has a soothing effect. If one cannot bathe, then it is important to sponge with clean cloth or towel. It is important to remain clean and comfortable. Imagine someone who has menses for 7 days, and does not take a bath. That person would smell quite terribly, and other people would have a difficult time even sitting next to someone like that.</p> <p>Do not play sports or be active: While one should avoid heavy weight lifting, there is no reason why one cannot be as normally active as otherwise.</p>

1st Connect: Aao Baat Karein

#	Steps
	<p>Those having menses are unclean because of unclean blood: Tell the girls that when we cut our finger and bleed, is that blood unclean? The answer is no. During menstruation, the blood oozes from the same body. So the blood is not different to other blood that comes from your body. What you must make sure is that the blood is absorbed, and any materials used to absorb the blood are properly disposed of.</p> <p>Some girls may argue that if the blood is not unclean, then why can we not pray, recite the Quran, or fast when we have our menses? One positive way to deal with this question is that Allah is merciful and beneficent. He realizes that when a girl has her menses, and she is bleeding, she has to make extra efforts to manage herself. She is losing blood and needs more sustenance, nutrition and water. He therefore gives us relaxation from our obligations to offer prayers, recite the Quran, or fast. (However, every person has their specific aqeedah and must follow the same).</p>
9	<p>Managing your Menses: (3 minutes)</p> <p>Tell the girls that skills are needed to effectively manage their menses. However, just as a new student needs time to make friends in a new school, similarly it will take 6 months to a year for the body and the mind to adjust to menses. There could be many issues in the beginning, e.g. no regularity, lack of flow, too much flow, etc. Such conditions should be reported to an adult person or a doctor.</p> <p>Personal Calendar: Another action to be taken is to maintain a personal calendar where you note the dates for the start and end of menses, and the number of days it lasted. This will allow them to be prepared for their menses. It will also alert them to issues. Tell the girls that the first 1-2 years of menstruation may not be regular. In that case they should talk to their mother, teacher, or a senior WASH Club member.</p> <p>Proper Diet: Remember that menses are a time when we are losing blood that has a lot of minerals, nutrients, etc. This loss has to be adjusted through a healthy diet, and increased intake of water, vegetables and fruits. Unfortunately, most girls stop drinking water so that they don't have to go to the washroom.</p> <p>Proper Protection: Refer to Flip Book Page 12 and ask the girls what they use during their menses? They could be using either cloth or pads, but in either situation they should be conscious about using hygienic and comfortable materials and keeping the environment clean.</p>

1st Connect: Aao Baat Karein

#	Steps
	<p>Ask the girls how many of them change pad/cloth in school? Many may say that they do not do so because the bathrooms are unclean, and therefore wear the same pad for 8 hours or more.</p> <p>Ask the girls how often they think the pad/cloth should be changed? Tell them that just as there is an expiry date on food, similarly there is an expiry time for used pad/cloth as well. And it is maximum 4-6 hours.</p> <p>For some girls a frequent change of pads may seem expensive. Explain that one way to manage that is to invest in a mix of pads, so that the overall cost can be reduced. For example, some pads are very effective for a heavy flow, others may be appropriate for a normal flow, and cloth and cotton pads could be fine for a low flow. Pad/cloth used for more than 4-6 hours would leave the body open to germs.</p> <p>Proper Disposal: Explain that, as with all waste material, it is really important to dispose pad or cloth in a manner that is both dignified and safe for others. Ask the girls how they dispose of their pads? Because they want to hide the pad, there have been instances when the pad has been put in the commode, hoping to flush the same, or in the flush tank with the hope to hide it, or behind the bathroom door, etc. These are unacceptable ways to dispose the pads. Such irresponsible disposal dirties the toilets and chokes the drains. Ideally, used pad should be put in a paper bag and thrown in a closed lid bin, while cloth that will be reused can be put in a plastic bag, to be washed and reused.</p>
10	<p>Girl Friendly Toilets: (3 minutes)</p> <p>Refer to Flip Book Page 14 and tell the girls that with a little effort, it is possible to make existing toilets girl friendly. And this is something that most school management teams are moving towards. However, even they can take small measures are following:</p> <p>A girl friendly toilet (GFT) has specific features, e.g.</p> <ol style="list-style-type: none"> 1 An 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

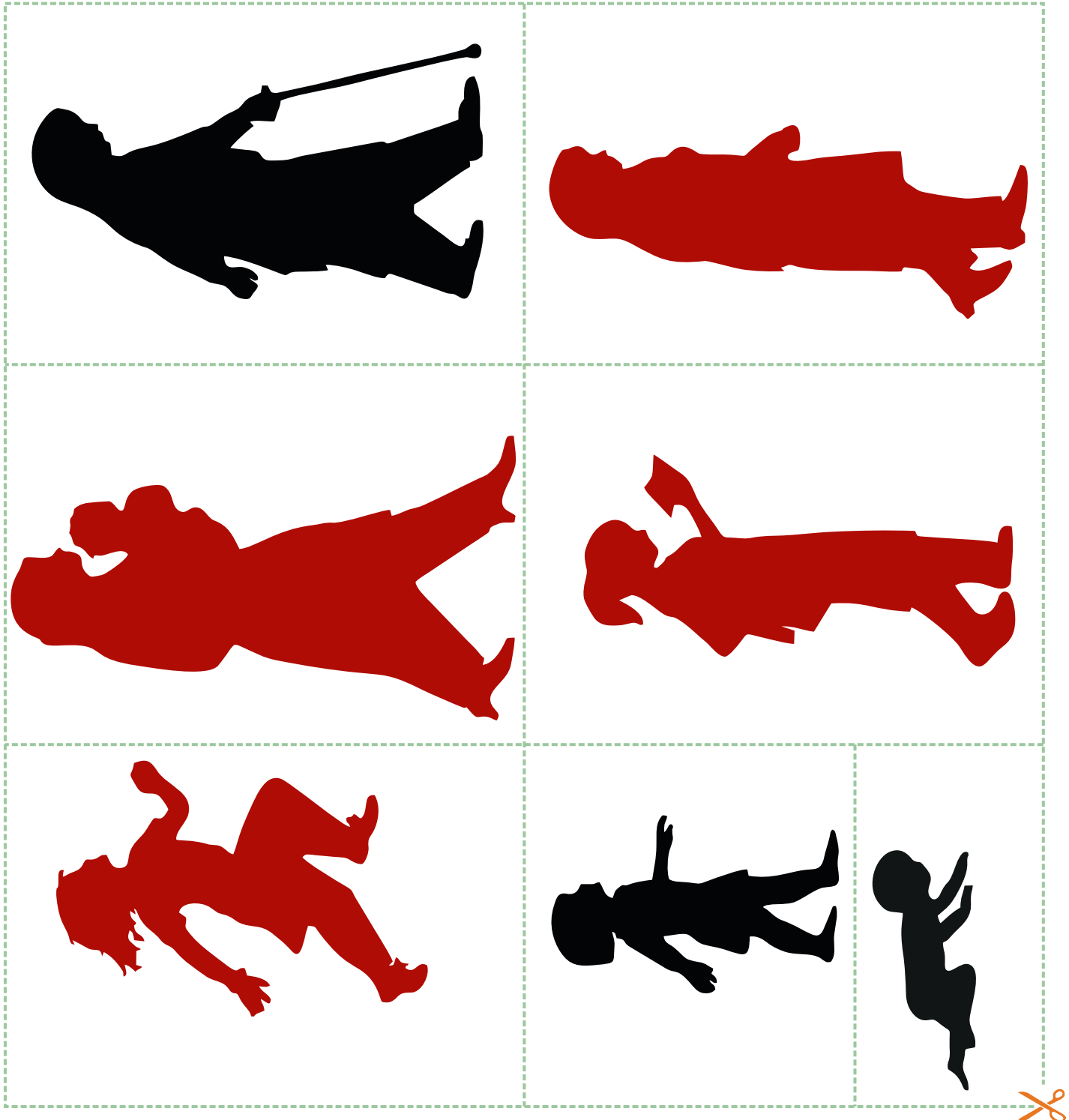
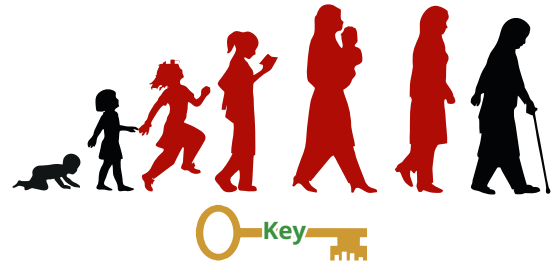
1st Connect: Aao Baat Karein

#	Steps
	<ul style="list-style-type: none"> 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
	<p>Appropriate Resources: (3 minutes)</p> <p>Full Length Mirror: Ask the girls why a full-length mirror is important. Generally debaters or presenters rehearse in front of full-length mirror. Girls who have menses often want to check to make sure that there are no spots at the back of her kameez. Often girls are asking their friend to check their kameez. And if there are any spots, then you want to remove them and change your pads. For this, you need pad or cloth, underwear, soap, cotton, tissue, etc.</p> <p>Undergarments: Tell them the following story to highlight the importance of wearing an underwear:</p> <div style="border: 1px solid orange; padding: 10px; margin: 10px 0;"> <p>On her 10th birthday, Naila's mother gave her a beautifully wrapped box. Naila was very excited, and wondered what it would contain, maybe jewellery, maybe chocolates, maybe a wallet. But when she opened the box, it contained three underwear's and 3 sanitary pads. She was taken aback and asked her mother "Mama, do you want to make me superman?" And her mother answered, "Not a superman, but a super girl!"</p> </div> <p>Ask the girls, why do we wear clothes? To look good, and to protect and cover ourselves. Just as clothes protect you, the underwear will protect you, as will the pads when you get your menses. It will make you feel like a super girl! It will assist you during your menses no matter whether you use pad or cloth. But remember to keep your underwear very clean.</p> <p>Personal and Class Kits: Resources needed during menses should be accessible at all times so that one can remain tension free. Introduce the concept of a personal MHM kit, which every adolescent girl should carry in her bag. This kit should have a pad/cloth, underwear, tissue, and a piece of soap. Ideally, every class should also maintain an MHM Kit, where the girls can contribute the items. Anyone borrowing from the class MHM Kit would have to replace the same.</p>

1st Connect: Aao Baat Karein

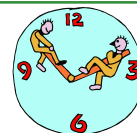
#	Steps
	<p>Use of Cloth:</p> <p>Refer to Flip Book Page 16 and tell the girls that many of them may be using cloth for protection during their menses. Tell them that if they are reusing the cloth, then they must make sure that it is washed properly with surf or soap, ensuring that no blood remains on the cloth. If possible, the cloth should be put for 2-3 minutes in hot water. And then dried out in the sun.</p>
12	<p>Feedback/Suggestion Box: (1 minute)</p> <p>Tell the girls that there may be many questions that they will have about MHM. Tell them that you have placed 'Aao Pooche ' boxes around the school. When they have a question or suggestion or complaint about WASH and MHM related matters, they should write it on a piece of paper and put it in that box. Once a month, the WASH Club will collect these comments, cluster them, and first share the same with the MHM Focal Teachers. Once approved, the WASH Club members will present the clustered comments and questions (with responses) to the students in an assembly meeting.</p>
13	<p>Conclude: (2 minutes)</p> <p>Ask the girls if they liked the session? If yes, ask them what they liked? Tell them that this was the beginning, and that you will be working with them, throughout the academic year, doing some fun activities on MHM. Show them the Overview of Sparking MHM in Schools poster. Tell them that you will come back to do a 2nd connect activity with them (Aao Rang Bharien) and then a number of activities (Aao Fun Karein). Tell them to think about today's session and note the questions they still have about MHM. Wish them all the best.</p>

Template for life cycle cut outs

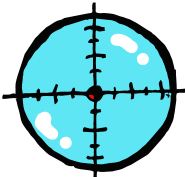
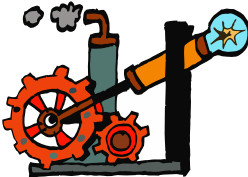

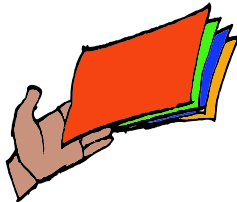


2nd Connect Aao Rang Bharein!

2nd Connect: Aao Rang Bharein!



Duration
45 minutes

	Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● Provide the students an opportunity to deepen their knowledge about MHM; ● Give the students an opportunity to discuss their personal issues or questions, with each other and the WASH Club/Group members. 	
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Quiz Show ● Small Group Discussions 	
 <p>Materials</p>	<ul style="list-style-type: none"> ● Flip chart with jar and #s on it (Trainer Note-1) ● Set of coloured crayons ● A Bowl ● Numbers on folded slips (Trainer Note-2) ● Questions and answers on MHM (Trainer Note-3) ● Board ● Guidebook for WASH Club Members 	
 <p>Handouts</p>	<ul style="list-style-type: none"> ● Hand out-7 Chart with Jar and #s on it ● Hand out-8 Numbers on folded slips ● Hand out-9 Questions and answers on MHM 	

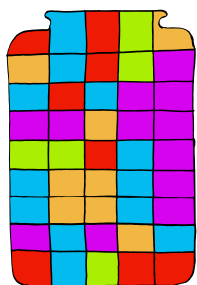
2nd Connect: Aao Rang Bharein!

#	Steps
1	<p>Before the session make sure that you have arranged the following:</p> <ul style="list-style-type: none"> • A chart with a jar with numbers on it, as depicted in Trainer Note-1. • A set of crayons with at least six colours. • MHM related Questions (see Trainer Note-2) on folded slips. • Answers to MHM related Questions, as given in Trainer Note-3.
2	<p>(3 minutes) Remind the participants of your 1st connect with them, where you gave them an overview on MHM by introducing them to key messages in the Flip Book and Video titled Aao Baat Karein. Ask the girls the following questions:</p> <ul style="list-style-type: none"> • What were some MHM related messages that you found useful? • What were some messages that caused confusion? • Did you discuss this information with anyone else? Why? • What more would you like to know?
3	<p>Set up the Aao Rang Bharien! (3 minutes)</p> <p>Tell them that today you would like to engage with them in what is called a 2nd Connect. The activity is a fun and competitive quiz, where they will be asked questions, and given answers, to further deepen their knowledge about MHM.</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. Appoint an assistant who can help you colour the jar. In a bowl have slips with numbers from 1-45 on it.</p>
4	<p>Implement Quiz: (25 minutes)</p> <p>Tell the participants that you will ask each group to pick nine 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. Encourage the group members to consult, and give their answers within 10 seconds.</p>

2nd Connect: Aao Rang Bharein!

#	Steps
	<p>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 other groups a 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 students 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 Guidebook.</p>
5	<p>Tell the students that there are many other activities that they can engage in, with the help of the WASH Club/Group members, their class teacher and the MHM Focal Teacher. Remind them of the other activities (refer to Guidebook for WASH Club/Group Members). Ask the class which activity they would like to engage in next, and schedule it in the WASH Club/Group Action Plan.</p>

Hand out-7: Aao Rang Bharein



1	2	3	4	5
6	7	8	9	10
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

Hand out-8: Numbers on folded slips



Hand out-9: 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.

Hand out-9: 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.

Hand out-9: 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. .

Hand out-9: 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.

Hand out-9: 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.

Hand out-9: 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.

Hand out-9: 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.

Hand out-9: Questions and answers on MHM

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Hand out-9: Questions and answers on MHM

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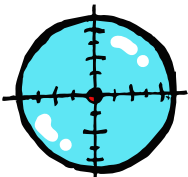
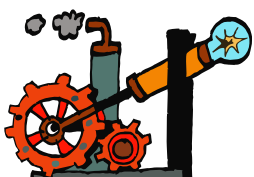

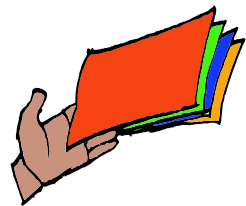
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**3rd Connect
Aao Fun Karein**

3rdConnect: Aao Fun Karein



Duration
Depending

	Preparation Sheet	
 <p>Objectives</p>	<p>The 3rd Connect is an important part of the MHM in Schools program. The 14 suggested activities, and those creatively thought about by the WASH Club/Group members, will be implemented throughout the academic year. Their main objectives will be:</p> <ul style="list-style-type: none"> ● To keep alive the debate, discussions and confidence building with regard to MHM. ● To bring about behaviour change with regard to MHM. 	
 <p>Methodologies</p>	<p>A range of different methodologies have been suggested, from hands-on doing, to painting, to expressing through role plays, to observing, etc.</p>	
 <p>Materials</p>	<p>Each Activity describes the material needed.</p>	
 <p>Handouts</p>	<ul style="list-style-type: none"> ● Hand out-10 Activity 1 Be Equipped! ● Hand out-11 Activity 2 Bin Your Trash! ● Hand out-12 Activity 3 Let's Debate! ● Hand out-13 Activity 4 Aao Pooche ● Hand out-14 Activity 5 Act It Out! ● Hand out-15 Activity 6 Say It Through Art! ● Hand out-16 Activity 7 Let's Visualise! ● Hand out-17 Activity 8 A Tug of Myths! ● Hand out-18 Activity 9 Aao Banaye aur Dikhaye ● Hand out-19 Activity 10 Honour the Day! ● Hand out-20 Activity 11 Hand Hygiene ● Hand out-21 Activity 12 Dekho Tou Jaano! ● Hand out-22 Activity 13 Aao Dosti Karein ● Hand out-23 Activity 14 Managing Self 	

3rd Connect: Aao Fun Karein

#	Steps
1	<p>Review the Hand outs for the 14 proposed activities. Each hand out is designed to inform you about the activity as follows:</p> <ul style="list-style-type: none"> ● Title ● Time Required ● Purpose ● Description ● Preparation (including instructions, materials needed) ● Notes for Debrief/Learning
2	<p>Please understand the following:</p> <p>It may not be possible to implement all the activities, with all the classes, in an academic year. You may have to give the class the choice for 2-3 activities.</p> <p>Some activities are linked to 1st and 2nd Connect, e.g. the making of MHM Kits and Dustbins are generally assigned after 1st Connect. The Poocho toh Jaano will be introduced during 2nd Connect.</p> <p>Talk to your Class Teachers and your Focal Teachers to roll out the other activities, e.g. Celebration Days, Debate, Show and Sell, Say It Through Art, etc.</p>
3	<p>Some of the activities will require resources. Talk to the class teachers/Focal Teacher on how to manage this. One way is to request the girls to mobilize some resources, e.g. a rope and balloons for the Tug of Myths, etc.</p>
4	<p>Make a poster with all 14 Activities listed and visualized on it so that you can remember these activities, and visually share them with the students. Add to these activities each year so that you can build on the existing resources.</p>
5	<p>Have a lot of fun, and continue to make a difference!</p>

Hand out-10: Aao Fun Karein

Be Equipped!

In addition to education about menstruation, girls need to be able to practice good menstrual hygiene. This particularly holds true at the institution that has the most power to transform their behaviour and impact their lives. Certain actions must be taken so that the girls have access to menstrual hygiene products in the school.



Time : Home Task

Description of Activity:

WASH Club/Group members will explain to students about the importance of having access to materials for safe and dignified management of menses in school.

Preparation for the Activity:

The activity is to be conducted by the WASH Club/Group under the supervision of FT or class teacher. The class will organize an MHM kit for their class to help fellow students in emergencies. The students may agree to pool some money and purchase a kit, or each girl may bring an item to organize an MHM kit. The third option is to contact the School Management Committee (SMC) or the Parent Teacher Association (PTA) to secure some resources for an MHM kit per class.

The class should agree to have some specific items in their kit, e.g.:

- At least 6 underwear
- 12 sanitary pads
- 2 pieces or bars of soap
- A packet of small plastic bags to carry used cloth, or paper bags to dispose used pads

Once complete, the Class MHM Kit should be introduced to the students as a friend and support in times of emergency, e.g. a Help Box, or with a sign 'Don't worry, I am here'. The class kit should remain in the custody of the class representative of the WASH Club. It should be available at all times for any student to use. Students must know that they should, without hesitation, ask for an item in case of an emergency, but that they also must replace the used item/s the very next day.

Similarly, the students in the class should agree that each student should carry her Personal MHM Kit in her school bag. This is required to meet their MHM needs, and to help their peers in case of an emergency. The personal kits should contain 1-2 underwear, sanitary pads, plastic and paper bags, and a bar of soap.

Note: The importance of being organized and prepared for an emergency should be reiterated to the students.

Activity # 1

Hand out-11: Aao Fun Karein

Bin Your Trash!

The lack of proper bins is one of the reasons why people do not appropriately dispose of litter or trash. The other is their careless attitude. This session raises both issues, and allows the classes to participate in making bins for dry waste items using recycled items found in homes and schools.



Time : 45 Minutes

Description of Activity:

The physical environment of the school, its grounds and corridors, could have considerable impact on the overall health, safety and emotional wellbeing of students and teachers. This activity will emphasize the importance of putting rubbish in a bin. The idea here is to provide students instructions on how to create a variety of simple, low-cost dustbins to place in the classrooms and around the school. Access to a large number of bins will create the habit of putting trash in bins.

Preparation for the Activity:

Begin the session with two short role play as follows:

- ● Scene-1: Put a lot of waste items on the floor. Show that two people are walking, and one says to the other - "look how terrible this is. People have no sense and they litter everywhere!" The other will say, well, "if there were a bin this would not happen!"
- ● Scene-2: Now put a bin where there is waste. But leave the waste outside the bin. The same two people are walking, and again one says - "look how terrible this is. People have no sense and they litter everywhere!" The other says, "there is a bin and this is still happening. How awful".

Ask the students, what they saw and what it means. The key point to highlight is that two things need to happen. There should be more bins so that people can throw waste in it. And a mind set change must happen so that people throw their waste into the bins. Tell the girls that this is especially true about disposing pads in school. In spite of their being a bin, there are times when pads and dirty tissue papers lie all over the bathroom floor. This is both insensitive and unhygienic.

Hand out-11: Aao Fun Karein

Making Bins:

Tell the students that one of the contributions they can make to the school is by creating more bins, and making sure that waste is thrown in the dustbin and not out. As an individual, group or class project, ask the students to make a bin. Tell them that you would like this to be a competition, where the most creative and affordable bin will be placed in the class or corridor.

Tell them that before they make the bin, they must be clear whether it is for dry waste or wet waste. If it is for wet waste then it will have to be made from plastic or tin. In any case, the material used should allow the bin to stand upright, be visible, and be easy to clean. Tell them that they can make a square, round or rectangular dustbin. They can paint it, or paste items on it.

The criteria of a good dustbin are:

- It can hold waste items without falling over
- It looks good
- It can be cleaned easily
- It is made with waste material and is low cost
- The students can create these in their homes, with friends or family

If time and resources permit, give a demonstration of making a dustbin in class.

Once again remind the students of the role-play where in spite of having a bin, people threw waste outside the bin. Tell them that if they see anyone doing that, they should go up to them and politely ask them to pick the trash and put it in the bin.

Note:

In case there is no time to make dustbin in the class, explain the task and give it as home work in small groups of 2-4 participants.

Hand out-12: Aao Fun Karein

Let's Debate!

The primary goal of this classroom debate is for students to use logical and critical thinking with regard to the primary issue of 'why, or why not, should MHM be taught in schools?'



Time : 45 Minutes

Description of Activity:

Students will be divided into 2 groups, i.e. one group that will argue in favour of MHM in schools, and another that will argue why MHM should not be taught in schools. For the purpose of the debate students do not need to have to necessarily agree with the position they are taking in the debate. They may think it is important but they can argue against it by thinking of the things that some people might say. This will help them to develop their skills to convince everyone. However, should some students think that MHM shouldn't be taught in school, we need to hear their reasons and have them openly discuss these.

The classroom debate topic will be: 'Why, or why not, should MHM be taught in schools?'

Preparation for the activity:

- Divide the classroom into two groups. One group will take the position that MHM should be taught in school, while the other group will argue that MHM should not be taught in schools.
- Ask both groups to select a Speaker. Tell them they will have exactly 7-minutes for their debate.
- Ask the group members to guide the speakers as to what points she may cover.
- Give the groups 15-minutes to prepare for the verbal battle! Ask them to create structured arguments and keep their debate on the topic!

Note:

If possible, bring in a focal teacher, external class teacher or WASH Club/Group members to serve as the judges. Ask the judges to provide the group feedback on the strength of their argument and relevance to the topic.

Hand out-12: Aao Fun Karein

Debate Etiquettes:

- Do not offend, disrespect, or insult another debater or mediator.
- Do not speak out of turn or interrupt another debater or mediator.
- Present facts truthfully. Do not falsify or distort the facts.
- Stay focused on the topic or question up for debate.
- Do not become emotional in your appeals.
- Control your tone of voice.
- Avoid quarrelling and bickering. Do not point fingers at anyone.
- Focus on the topic, not another debater or mediator.
- Avoid personal attacks.
- Do not discuss physical attributes or limitations.

Conclude:

Appreciate the students for their effort and ask your judges to pick a winner.

Add Variations:

Feel free to own this activity! Add variations based on your preferences. You may alter the discussion topic, as long as it invites students to critically think about the issue of MHM in Schools.

Hand out-13: Aao Fun Karein

Aao Pooche

The objective of this activity is to allow students who are hesitant, shy or unwilling to speak, an opportunity to anonymously ask questions and engage in the discussions on MHM in schools.



Time : 40 minutes

Description of Activity:

In consultation with the Focal Teacher, the WASH Club will put 'Aao Pooche' boxes in accessible locations, e.g. near the toilets, near the canteen, or outside the library. The students will be encouraged to write questions, suggestions or complaints they may have with regard to overall hygiene or MHM, and put these in the boxes. The suggestions will be collected, processed, and discussions will be held with the students.

Preparation for the Activity:

- Ensure the safe collection of queries from the boxes.
- Cluster the questions/concerns/suggestions based on a common theme/topic.
- Take time to prepare an appropriate responses or presentation for the collected queries.
- Bring on-board a Focal Teacher or class teacher to guide and assist you in the process.
- After consulting the school Principal, class teachers and the Focal Teacher, select a day and time for each class presentation.

Note:

The class presentations can take any form. It can be a simple recitation of the queries, you may re-create a scenario, design a short-play/skit, conduct a role-play, etc. Make sure that this is both a learning and a fun activity!

Hand out-14: Aao Fun Karein

Act it Out!

'Role-play' takes place between two or more people, who act out roles to explore or present a particular situation, opinion or message. It is a great activity to help students prepare for unfamiliar or difficult conversations about MHM.



Time : 45 Minutes

Description of Activity:

It is easy to set up and run a 'role-play' session by following the five simple steps below!

- Step 1:** Identify the Situation:- Gather people together in a circle, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.
- Step 2:** Add Details:- Next, set up a scenario in enough detail for it to feel 'real'. Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.
- Step 3:** Assign Roles:- Once you have set the scene identify the various fictional characters to be involved in the scenario. Some of these may be people who have to deal with the situation when it is actually happening, while others will represent people who are supportive or hostile, depending on the scenario.
- Step 4:** Act Out the Scenario:- Each person will then assume a role, and act out the situation. You could test and practice different approaches for handling situations so that you can give all the participants an experience of handling such scenarios.
- Step 5:** Discuss What You Have Learned:- When you finish the role-play, discuss what you have learned, so that you or the people involved can learn from the experience.

Rules of the Game:

- Each situation/scenario should not exceed more than 15 minutes.
- Students must be confident in their acting.

Scenario Example:

"A girl has experienced menses for the 1st time. She had no idea what menses are, and is therefore very scared. Her reaction, and roles of WASH Club/Group members and Focal teacher, are highlighted in this scenario".

Hand out-15: Aao Fun Karein

Say It Through Art!

Art and craft activities have always been a favoured medium to stimulate and develop creativity within students. Poster making, and poster presentations, is one such activity that is recommended to educate students to MHM.



Time : 45 Minutes

Description of Activity:

Poster making can be done in pairs or groups with students working on a common topic or separate MHM related topics. The flow of ideas will encourage out-of-box thinking amongst the students. The poster presentation can happen within a class, or even between classes as a competition or discussion forum.

Preparation for the Activity:

Divide the classroom into manageable groups, and assign each group a topic related to MHM in Schools. Hand the students the necessary arts & crafts material to create their posters, or ask them a week before to bring such material to school. Encourage the students to be creative and demonstrate through art their ability to think out of the box. Inform the groups that in addition to showing the poster, they will be asked to make a short presentation about their work of art.

Note:

If possible, invite a Focal Teacher, an external class teacher or some other WASH Club/Group members to serve as the judges in the Poster Making Competition. Ask the judges to provide the groups feedback on the strength of the message, their creativity, and out-of-the-box thinking.

Some Creative Ideas:

- Ask students to create a poster to 'break the myths associated with MHM'.
- Ask students to create a poster-infographic to explain statistics or share the results of a study related to MHM in Schools.
- Ask students to create a poster with 5-10 tips on how to manage menstruation in a safe and dignified manner.

Hand out-16: Aao Fun Karein

Let's Visualize!

To give the girls an opportunity to exhibit their creative and artistic skills, and to ensure the sustainability of the behaviour change interventions of the WASH Club/Group.



Time : One Week

Description of Activity:

The purpose of this activity is to paint an existing wall in the School as an 'MHM Mural'. Although this activity will be undertaken by the WASH Club/Group, they will call upon the assistance of the Focal Teacher/Arts & Craft teacher, and some students who are good at drawing. The activity will be first approved by the Principal and senior management. Steps include:

- A date, location and time will be announced for the students to register for the creation of the MHM Mural.
- The Focal Teacher, together with the arts/home economics teacher, will facilitate the WASH Club/Group in first conceptualizing the activity, mobilizing required resources, and of course in making this activity a success.
Students who opt for participating in this activity will make sample posters and show it to the Focal Teachers for final selection.
- The best idea will be selected for the mural, and under the supervision of the Focal Teacher and arts teacher, the students will be given a week to complete the task.

Some Creative Ideas:

MHM murals are considered one of the best communication vehicles to popularize and create awareness on issues relating to water, sanitation, menstrual health & hygiene, promote access to tools and plumbing equipment and materials, diffuse information regarding water quality, improve sanitation installations and domestic technologies and promote better habits at a local level. Encourage students to think along these lines and illustrate some of the key messages on MHM /hygiene in their murals.

Requirements:

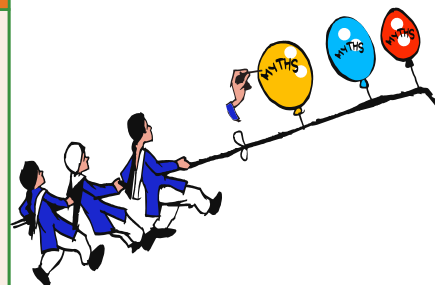
- | | |
|-----------------|-----------------|
| ● Oil paints | ● Poster paints |
| ● Eraser | ● Spray paints |
| ● Lacquer spray | ● Pencils |
| ● Ruler | ● Paint brushes |
| ● Scissors | ● Kerosene oil |

Activity # 7

Hand out-17: Aao Fun Karein

A Tug of Myths!

To provide students an opportunity to distinguish between myths and realities, and to burst various preconceptions/myths about menstruation, thus addressing unnecessary fear, shame and frustration.



Time : 45 Minutes

Description of Activity:

This activity is meant as a competition between two sections of a class, from classes 6 through 10. It is to be facilitated by the WASH Club/Group members, under the supervision of the Focal Teacher, and to be supported by the class teachers.

Preparation for the Activity:

Inform the students that they will be competing in a traditional Tug-of-War, with a twist! Invite 8-10 students from each section to participate. The others can observe, applaud and learn. Each group will first have to brainstorm 10-12 myths or taboos with regard to menses. These can be taboos that were discussed in class, or new ones that they may have heard in their own house. Once the WASH Club members receive the list of myths from the two groups, they will screen them and create one list.

Each of these myths will then be written on a balloon, one myth per balloon. To make the exercise more challenging, it is possible to add some realities to the myth, to test if students can distinguish between myths and realities. These balloons will then be tied to a stick in a way that the balloons, and the written myths and realities are very visible. The Tug-of-Myths activity will be set up, where each team will pull the other team across the centre marker. When a team wins, one member of the team will go and burst one of the myth balloons. The WASH Club members will note the number of myths burst by each team. The team that bursts the maximum myths is the winner. The game will continue till all the balloons are burst.

Create the Playing-Field:

Ideally this game should be played in an open ground where the two groups can easily play the game without hurting themselves. Ask the students to place their balloons in a visible place. Make sure that the rope is thick, and long enough for all of the students to tug on, with 5-6 Feet of rope leftover in the middle. Place a visible marker on the ground to determine the point the teams must pull the other team across and tie a centre marker on the rope itself. Only 8-10 girls will tug on each side of the rope, so ensure that the same of number of students are on both sides. Ensure that the ground marker lines up with the centre marker on the rope and both teams must have the same amount of rope to tug on. Once both teams are in position, use a "Ready, Set, Go!" to begin the game.

Debriefing the Exercise: After the activity, lead a 5-minute discussion. Ask how the students liked the activity, and what did they learn from it. Emphasize that myths are developed over time, and it needs someone to take assertive action to burst those myths.

Hand out-18: Aao Fun Karein

Aao Banaye aur Dikhaye

The 'Show and Sell' is a chance for our young girls to display an important resource that must become a friend. The activity will build on their creativity, social skills, confidence and allow them to think 'out of the box'.



Time : 90 Minutes

Description of Activity:

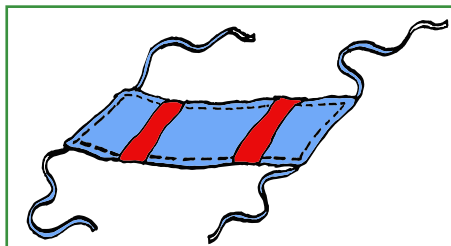
Ask the girls what they use to manage their menses? The two distinct categories that will emerge are: pads and cloth. Ask the girls how many of them make low-cost re-usable sanitary pad at home? Ask for some examples.

Tell the girls that the objective of today's activity is to understand the products and process that could be used to prepare cheap, re-usable and hygienic homemade sanitary pads. In this session, you would demonstrate the making of a low-cost sanitary napkin. Their task would be to observe carefully, and think of other useful ways to make cloth-based pads at home. In the next activity session, you would then give an opportunity to anyone who makes an innovative pad to do a Banaye aur Dikhaye of their pads, i.e. they would have to show their pad and make a pitch as to why the pad they brought to class is the best! They can take support from their home economics teacher of department.

Process:

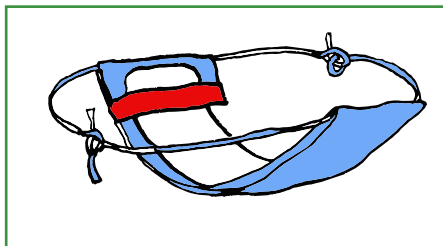
Show the students a sample of the finished re-usable sanitary pad (bring a sample). Explain the two major components they will be making i.e. the protection holder/napkin & the low-cost re-usable sanitary pad.

Protection Holder/Napkin



1. Thick clean cotton cloth
2. Thread
3. Needles for stitching
4. Scissors for cutting cloth
5. Cloth

Low-cost Sanitary Pad



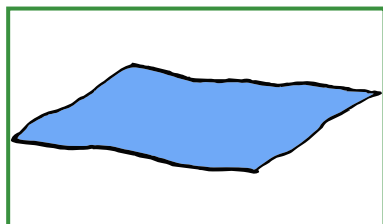
Material Required

1. Cotton/clean cotton cloth
2. Gauze bandage
3. Thread
4. Needles for stitching/Sewing Machine
5. Scissors for cutting cloth

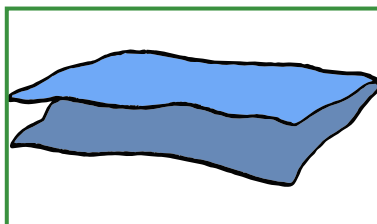
Activity # 9

Hand out-18: Aao Fun Karein

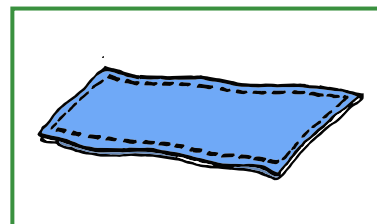
To begin the demonstration on the pad making process, refer to the instructions below in accordance with its diagram. Once concluded, remind students they will have to 'show and sell' something that they have created the next time the WASH Club/Group has an activity with them.



Step - 1

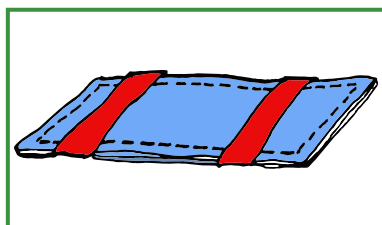


Step - 2

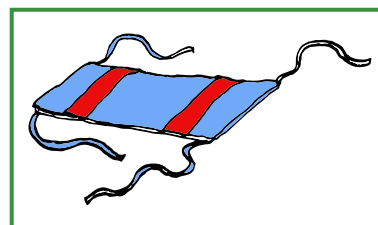


Step - 3

Step 1 - 3: Take a two-fold/double layered piece of cloth of 10X3" dimension. The ends must be folded and hemmed. This would be used as the main body of underwear.



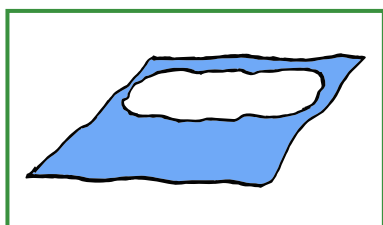
Step - 4



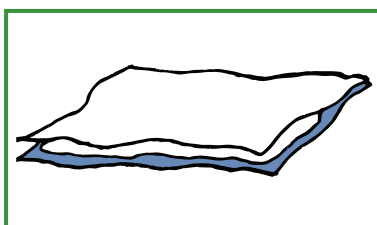
Step - 5

Step 4: Take two narrow strips of cloth and stitch the ends of both strips to edge of the long piece of cloth, so that the napkin placed on the underwear would not slide down or move, ensuring a tight fit.

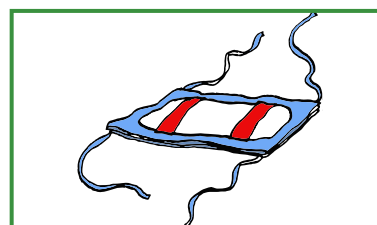
Step 5: Take four narrow strings of cloth and stitch to four edges of the double layered cloth. The length of the string should be appropriate to the body size. Place in the main body of the underwear i.e. the double layered cloth between legs, the two narrow strings of cloth will be tied at the lateral sides of waist.



Step - 6



Step - 7



Step - 8

Step 6: Take a square shaped cloth and cut it into equal pieces.

Step 7: Fold one piece on the other as shown in the picture and stitch all the four sides. Cotton can also be used in place of cloth. This is the most basic type which is recommended for younger and newly adult girls.

Step 8: Add the re-usable napkin / sanitary pad to the double layered piece of cloth by firmly inserting edges under the two narrow strips so that it does not slip and slide, ensuring a tight fit.

Hand out-19: Aao Fun Karein

Honour the Day!

There are many important things in life. Learning, growing, loving, and exploring are all things that each person should take time for. Celebration is another thing that everyone should take time for. Celebration adds an excitement and a lot of fun to life.



Time : Over Two Weeks

Description of Activity:

The purpose of this activity is to celebrate special days that are used to raise awareness on special topics such as the importance of MHM, hand washing, safe drinking water and water conservation, sanitation, women's international day, etc. Such special days give schools an opportunity, through extracurricular activities, to educate students on important life-skills.

Preparation for the Activity:

WASH Clubs/Groups, under the guidance and supervision of the Focal/class teacher, will announce an event to celebrate a certain day, at least two weeks prior to the day. The WASH Club/Group will constitute an organizing committee for the specific event, and select various activities to be conducted by the students (role-plays, debates, painting, MHM / hygiene competitions and quizzes etc.). They will mobilize resources to organize and manage the event, and invite parents and other stakeholders as agreed with the school management. After the event, the Focal and class teachers may conduct a feedback session with class students to reflect on the activity and their individual learning or behaviour change take away.

Global Hand Washing Day (October 15th)



Global Hand washing Day is an annual global advocacy day dedicated to increasing awareness and understanding about the importance of hand washing with soap as an easy, effective and affordable way to prevent diseases and save lives. It is important to promote hand washing with soap, particularly during menses.

Objectives:

To foster and support a global and local culture of hand washing with soap and raising awareness about its benefits.

Menstrual Hygiene Day (May 28th)



Menstrual Hygiene Day (MH Day) is a global advocacy platform that brings together the voices and actions of non-profits, government agencies, individuals, the private sector and the media to promote good menstrual hygiene management (MHM) for all women and girls.

Objectives:

To break the silence, raise awareness and change negative social norms around MHM and involve decision-makers to make actions around it a political priority.

Activity # 10

World Water Day (March 22nd)

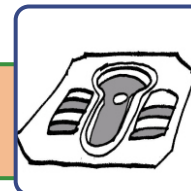


World Water day is celebrated to recognize the vital - and largely underappreciated - role that water plays in our lives. It makes us realize the importance of this resource, and how we must ensure that we use it with care and respect so that it can be conserved and available for future generations.

Objectives:

1. Enhance student's awareness of the importance of water for life in general, and for MHM in particular.
2. Remind the school management and WASH Club/Group members to ensure the availability of water in schools to promote MHM.
3. Raise student's awareness on importance of water conservation.

World Toilet Day (November 19th)

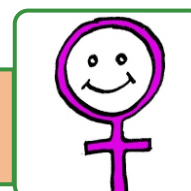


World toilet day is celebrated to highlight the importance of sanitation as a global development priority. The Sustainable Development Goals, launched in 2015, aims to ensure that everyone, everywhere, has access to toilets by 2030. Toilets play a crucial role in improving health and protecting people's safety and dignity, particularly for women's and girls.

Objectives:

1. Raise awareness on the importance of advocacy for funding sanitation activities.
2. Highlight the importance of availability of toilets for MHM.
3. Establish a link for how toilets can prevent disease, increase income and save lives.

Women's International Day (March 8th)



International Women's Day is a global day to celebrate the social, economic, cultural and political achievements of women. The day marks a call to action for accelerating gender parity. It reminds that world that women and girls are to be provided an enabling environment so that they can contribute to the development of the society to its full potential, and MHM is one way of doing so.

Objectives:

1. Celebrating women achievements in the economic, social and political areas.
2. The day is to call for women's rights, equality and awareness.
3. Express love and gratitude towards those who contribute to women's' development in society.

Hand out-20: Aao Fun Karein

Hand Hygiene

In addition to education about menstruation, girls need to be able to practice good menstrual hygiene. This particularly holds true in schools, where the girls spend most of their waking hours. Hand hygiene is regarded as one of the most cost effective, and essential steps towards infection control.



Time : 45 Minutes

Description of Activity:

A simple hand washing exercise to help students understand the importance of effective hand washing for the prevention of infections and ill health. The activity will teach students proper hand washing/soaping methods.

Preparation for the Activity:

The WASH Club/Group, under the supervision of the Focal/Class teacher, will conduct this activity. They will impart key messages as follows:

- Frequent hand-washing is one of the best ways to avoid getting sick or spreading illnesses.
- There are proper techniques for washing and soaping hands. It is also critical to know when to wash hands with soap (e.g. after using the bathroom, changing a pad or cloth, blowing your nose, sneezing, coughing, before eating, after handling animals or insects, after playing outside, before taking medicine and when hands appear dirty).
- Share the World Health Organization (WHO) 'How to Hand-Rub' handout with the students.

Let's Practice:

After students have had a chance to familiarize themselves with the WHO 'How to Hand-Rub' handout, ask them to practice hand washing in small groups. arrange for soap and water, if possible, and ask for a volunteer to come to the front of the class and demonstrate to everyone how to follow the given steps.

Conclude the activity once all the students have carefully understood the learning objectives of this activity.

How to handrub?

Rub hands for hand hygiene! WASH hand when visibly soiled

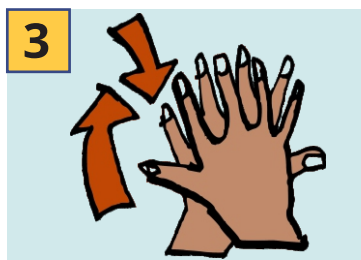
Duration of the entire procedure: 20-30 seconds



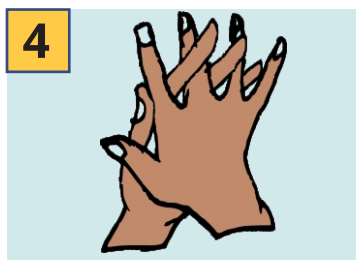
Apply a palmful of the product in a cupped hand, covering all surfaces;



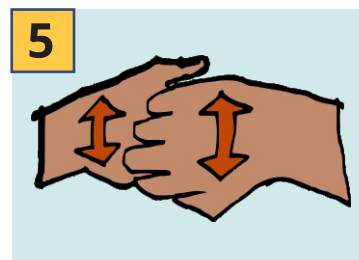
Rub hands palm to palm;



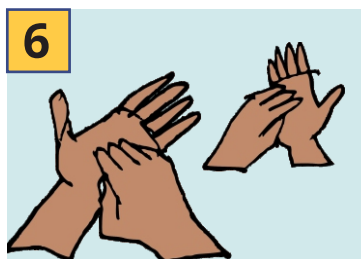
Right palm over left dorsum with interlaced fingers and vice versa;



Palm to palm with fingers interlaced;



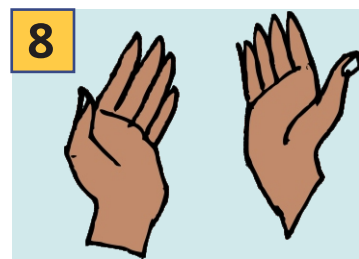
Back of fingers to opposing palms with fingers interlocked;



Rotational rubbing of left thumb clasped in right palm and vice versa;



Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



Once dry, your hands are safe.

Hand out-21: Aao Fun Karein

Dekho Tou Jaano!

Some schools still face issues such as inadequate water for washing, lack of soap, no privacy and non-functioning or insufficient toilets. This causes issues for girls, particularly those who have menses. Adolescent girls need facilities that will allow them safe and dignified access to facilities that will allow them to hygienically manage their menses. Such facilities should be regularly assessed and highlighted so that management can ensure the same.



Time : 45 Minutes

Description of Activity:

Adolescent girls in schools need facilities that provide privacy and security to avoid risk of harassment or inadequacy, which can eventually lead to their being absent from school. Schools should ensure that all girls have clean latrines, water for washing, and access to material during their menses. The concept of a Girl Friendly Toilet (GFT) should be shared with the girls, so that they can visualize and dream the concept, and eventually demand the same.

Preparation for the Activity:

The activity is to be facilitated by the WASH Club members under the supervision of the Focal Teacher or class teacher.

Begin the Activity:

Begin by reminding the students of the concept of GFT, discussed during the 1st Connect exercise. Ask them to remember the features of the GFT, and share with them the visual that depicts a GFT (given in this Guidebook). Divide the class into 4 groups. Ask each group to select a monitor or facilitator. Tell the groups to visit the toilets for 10 minutes, and audit it using the criteria of a GFT. Upon return, ask the groups to prepare a 2-minute presentation for the class focusing on the following two discussion questions:

- What needs to be done to make the school toilets girl friendly?
- What are actions that the school and administration should take?
- What are actions that the girls and the other students can take?

Activity Debrief:

The WASH Club/Group and Focal Teacher can conclude the activity by summarizing the combined findings of all the groups, reiterating that keeping toilets clean and maintained is everyone's responsibility, and that everyone should work together to make toilets girl friendly. The WASH Club/Group should submit the report to the Principal and school administration.

Hand out-22: Aao Fun Karein

Aao Dosti Karein

This activity serves many purposes. It allows girls to share personal information with other in a fun and engaging way. It allows them a visual way to remember menses, a friend, so that they can keep track of their special days.



Time : 40 Minutes

Description of Activity:

One tip for managing menses is to remember when they are due so that you can be prepared for them. One way to do so is to register the date on a personal calendar. Another fun way is to make a MHM dosti band and wear it on your hand.

In this activity, the girls would have an opportunity to make a friendship band. If possible, ask the girls to bring the following:

- Beads in two colours, 7 red beads and 27 of another colour
- A thin elastic band about 10 inches
- Needle with a big eye through which the elastic can be threaded

Implementing the Activity:

Make the girls sit in a circle in small groups. Tell them that the task is to make MHM Dosti Bands as follows:

- Ready the elastic by threading it into the needle.
- Count and set aside the red beads by determining how many days their menses lasts. As discussed in 1st connect, this will vary person by person, and for some it may be 7 days, while for others it may be 3 days.
- Then subtract from 30 the number of days when you have menses, and select s many beads of the other colour.
- Now thread the beads by putting in the red beads first and then the other beads. The total number of beads should be 30.
- Now wear your MHM dosti band.

This activity is fun, visual, and also highlights that everyone may have a different cycle for their menses. It also allows girls to feel comfortable about their menses, and to be able to talk to each other about it.

Hand out-23: Aao Fun Karein

Managing Self

There are times in life when people become moody, irritable, and easily angered. Some girls become particularly sensitive and emotional during their menses. Managing self, particularly with regard to our interactions with others, is important at all times. This activity will highlight the importance of developing, and exhibiting, a positive attitude.



Time : 45 Minutes

Description of Activity:

If possible, set up this activity as a role play, which depicts two girls, i.e. Mehreen and Kulsoom. Show that both girls are studying in the same class, but are very different. Mehreen is rude, often depressed, and always angry. She had practically no friends. She does not bother to look clean, dress well, or smell clean. Kulsoom on the other hand always has a smile on her face, a kind and appreciative word for everyone. She always uses magic words, such as please, thank you, sorry, welcome and excuse me.

Ask the girls who would you like to interact with, Mehreen or Kulsoom, and why? They will highlight that everyone wants to interact with positive people. Ask them if there are days when they may not be feeling so good, or so positive? Ask them when that might be? Agree that many girls feel down and depressed when they have their menses. However, those are the times when it is important to manage yourself and make that extra effort to remain positive, kind, and clean.

Tell them that during menses, hormones are released in the body that affects emotions. Some girls have a difficult time managing their menses at home. Some have limited resources to effectively manage menses, and this may affect their attitude. It is important that if someone is feeling low during those times, friends give them the needed support. Ask the girls, what is an attitude? Tell them that it is a state of mind with which you approach a situation. You can look at half a glass of water and say, 'oh - the glass is half empty' or you can say 'wow - the glass is half full'. It is the same glass and water; what matters is how you look at it.

Only you can control your attitude. So specially on days when you are feeling 'not so good', you have to decide whether you want to be Mehreen or Kulsoom. Ask the girls, why is a healthy attitude so important?

Because:

- It affects how you look, what you say and what you do
- It affects how you feel both physically and mentally
- It largely affects how successful you are in achieving your purpose in life
- It has a direct effect on how you make others feel and how they react to you

Tell the students that happiness is contagious. When we are around happy people, we feel happy too. Unfortunately, the opposite is true as well. Therefore, learn to be happy, and help make others feel happy too.

Ask the girls what they will do to create a positive attitude? Some ideas could be to involve yourself with those things that make you happy, good friends, music, reading books, read positive quotations, believe in self. Tell them that the next time they have periods, they must consciously invest in remaining positive and happy.

Activity # 14

