



MANAVTA

EDUCATION PROGRAMME

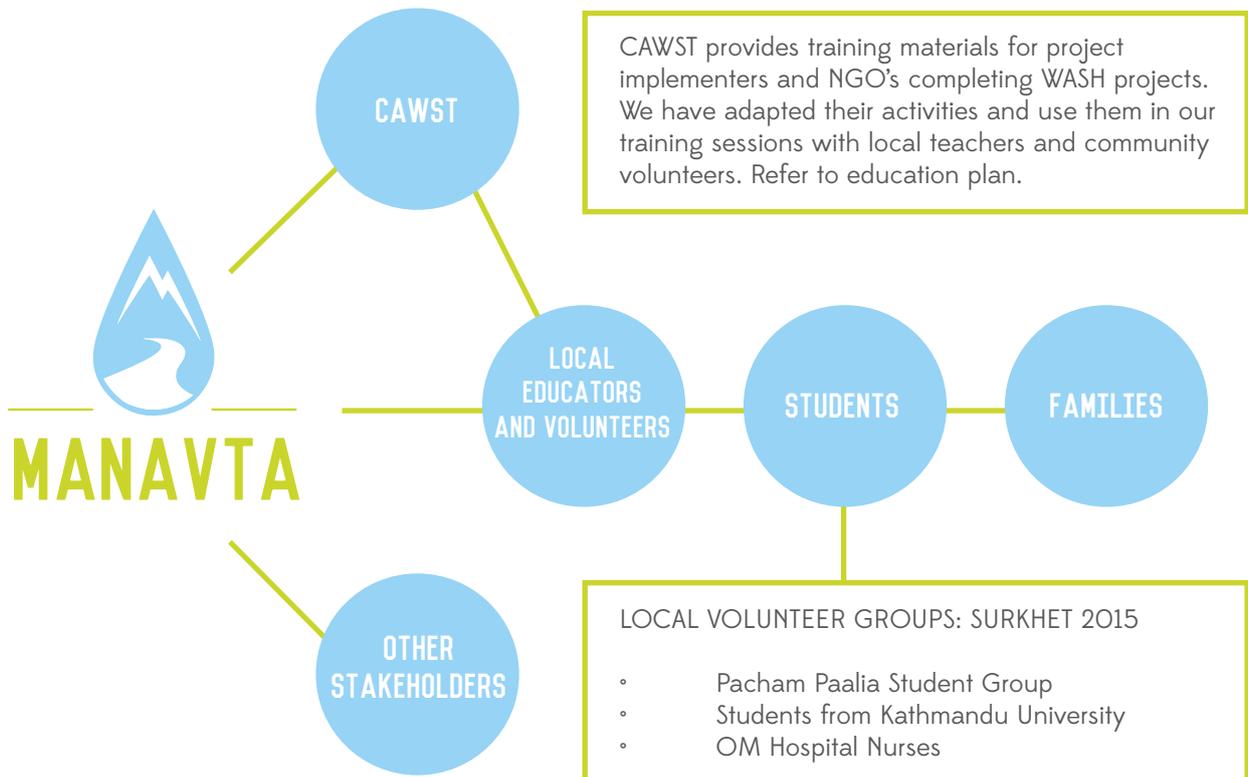


SUPPORTING SCHOOLS AND EDUCATION

Second to the family, schools are the most important places of learning for children. Schools are central fixtures in their communities. When sanitary facilities are present in schools, they often serve as a model for the broader community. Further, classroom teaching of good sanitation and hygiene practices has a particularly positive impact on the education opportunities of young girls, who are disproportionately affected by the lack of sanitation facilities. Our Educational initiatives include activities that emphasize the importance of sanitation while simultaneously encouraging advocacy and engaging every member of the communities in which we work.



WASH IN SCHOOLS OVERVIEW



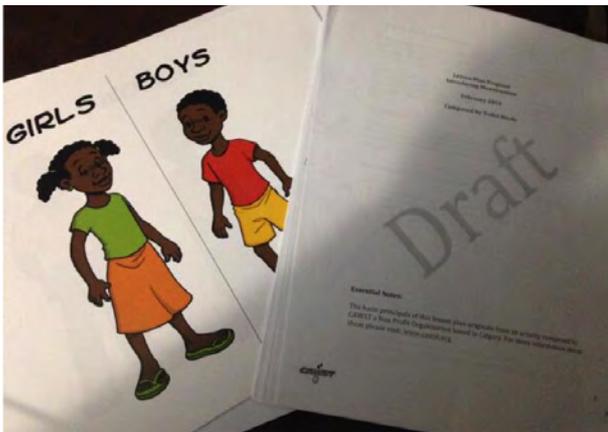
WASH in schools is recognized as a key intervention to promote children's right to health and a clean environment and to influence a generational change in health promotion behavior and attitudes. If school children have access of clean and appropriate toilets, functioning hand washing-facilities with soap, sufficient safe drinking water and developed adequate skills on hygiene, those children will:

- 1) Be more healthy
- 2) Change their hygiene behaviors
- 3) Bring about positive changes in hygienic practices in their homes, family members and their community.

Children are very eager to learn to help others through their active, energetic, enthusiastic, curious and communicative behavior. Childhood, therefore, is the best time to learn about hygiene behavior and sanitation facilities practice for habit formation. Children are parents of the future and what they learn is likely to be applied and passed on to the next generation.

A. SUPPORT FOR TEACHERS

Educators in rural communities often have inadequate training and information in the field of health education as a result of a multitude of cultural and institutional obstacles. Teachers are the focal point of passing on knowledge to students, and their understanding of the importance of sanitation and their access to educational resources is vital. Manavta staff uses thoroughly researched and effective training resources. Our partner CAWST has developed an extensive database of WASH resources for project implementers, local educators and NGO's alike. Building educators' knowledge and awareness is vital to the success of any of our projects and ensures that there will be a lasting figure in the community.



B. SUPPORTING STUDENTS

The students are the focal point of all our projects and ultimately make it a rewarding experience. Carrying out unique WASH initiatives is our goal at Manavta. Our program designers and educators have been working to come up with engaging, creative and community-oriented activities. Using sport, drama and local folk songs to creatively engage students, we have been blessed to have local artists and students from Kathmandu University who have volunteered their time. Moreover, with the invaluable

Assistance of nurses from OM hospital in Kathmandu students of the schools participate in hand washing clinics that demonstrate how good hygiene and sanitation practices contribute to better health.

C. SUPPORTING THE COMMUNITY

Without the support of the broader community, our projects could never be Successful. Likewise, building toilets is ineffective without educational resources. As the school is the center of most communities, it also serves as an important model. Students are encouraged to advocate for safe sanitation in their villages by communicating and involving their families. It is of the utmost importance that the community understands how to properly maintain the facility. In working with the school and our local educators, we strive to produce a simple and understandable maintenance manual.

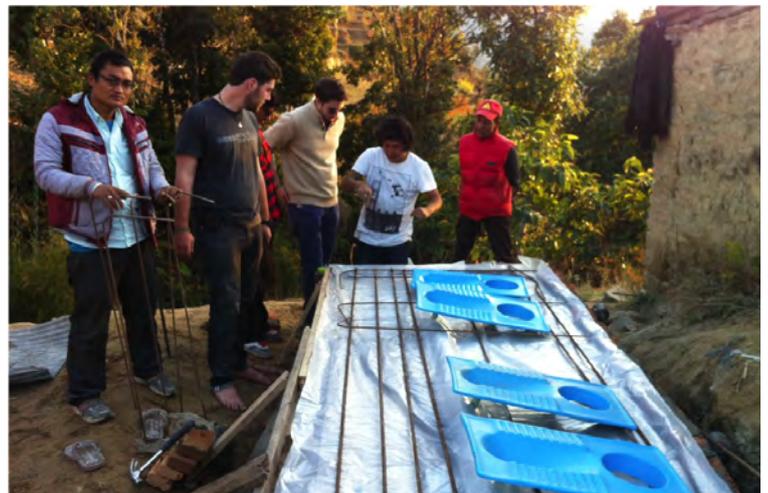


EXHIBIT A: EDUCATOR TRAINING SESSIONS



TRAINING LENGTH: 2 - 3 DAYS.

Resources used:

http://resources.cawst.org/system/files/Sanitation_Technical%20Brief_Handwashing_2014-08_en.pdf

INTRODUCTION

The teachers and community volunteers are essential for the successful implementation of any water, sanitation or hygiene project. Hence training them is an important and comprehensive step. Teachers must be well trained in latrine use, latrine maintenance and hand washing. Teachers must use the facilities properly themselves in order to be examples to the students. It reviews the fundamentals of global water issues, water quality, disease transmission, water treatment, proper hygiene and basic sanitation. Emphasis is placed on behavior change, participatory learning and action tools that can be used with students. We integrate creative learning and sports to enhance our engagement level with the students.



OBJECTIVES

Upon completion of the workshop, participants will be able to:

- Describe how to prevent illness through improved water, sanitation and hygiene
- Describe how to operate, maintain and troubleshoot water treatment and sanitation facilities.
- Describe the role of Teachers and volunteers in the community.
- Identify skills, knowledge and attitudes required to conduct Community Health promotion
- Discuss factors that influence behavior change
- Apply various participatory learning and action tools to effectively work with households

METHODS OF INTRODUCTION

The workshop includes theory, classroom exercises, demonstrations, role-playing, small group work, open discussion, and case studies. Active participant engagement in learning activities is encouraged.

CONTENT

The following is a tentative list of the topics to be covered in the workshop. A specific agenda will be developed for each workshop depending on the demographics of participants.

A) Water, Sanitation, and Hygiene

- Global and local issues
- Water quality and disease transmission
- Improved hygiene and sanitation

B) Water Treatment

- Understanding locally available technologies (Bio Sand Filtration)
- Multi Barrier approaches (with focus on household uses)

C) How to be a Community Health Promoter

- Role of the Community Health Promoter
- Key skills, knowledge and attitudes
- Model of open defecation behavior change
- Participatory learning and action tools
- Facilitation techniques
- Social marketing and communication methods
- How to work with various community groups to change open defecation behavior.

SAMPLE ACTIVITIES:

By the end of this session, participants will be able to:

1. Identify different ways that water is contaminated by human activities.
2. Describe disease transmission routes related to water.
3. Identify ways that water-related diseases could be prevented.
4. Explain the importance of good sanitation practices and technologies to ensure good health.
5. Identify different options for latrines and other good sanitation practices.
6. Identify good personal and domestic hygiene habits.
7. Demonstrate how to facilitate group activities.
8. Demonstrate how to use various participatory learning tools.



MATERIALS:

- Sanitation ladder (3 laminated sets)
- Three pile sorting (3 laminated sets)
- Transmission routes (3 laminated sets)

INTRODUCTION

- These activities focus on the key knowledge that community health promoters need to have when working in water, hygiene and sanitation.
- The purpose of the activities is to learn new information about water, hygiene, and sanitation.
- This is a safe place to practice facilitating activities with community groups.

ASK PARTICIPANTS TO BRAINSTORM THE FOLLOWING

- How are water-related diseases transmitted?
- What is the process of development that is used?
- What is the role of education in water-related projects?
- Is there anything you would do differently as a community health promoter?



ACTIVITY 1: SANITATION LADDER

WHAT IS IT?

The sanitation ladder helps people to identify options for improving sanitation in their community and realize that this can be a gradual process.

THIS ACTIVITY HELPS PARTICIPANTS TO:

- Describe the community's sanitation situation
- Identify options for improving sanitation
- Discover that improvements can be made step-by-step

DIRECTIONS:

1. Depending on how many people and/or groups you are working with, print out as many copies as you need so that each group has a complete set of cards.
2. Introduce the exercise to the participants. Give the participants the pictures depicting on the various methods of excreta disposal. It may be useful to have some paper and pen so that participants can draw other methods, which are not included in the set of drawings.
3. Ask the participants to sort the pictures into steps according to improvements in sanitation practices. Participants can take 15 – 20 minutes for this work.
4. When the groups have completed this task, ask the group to explain the sanitation ladder to the other participants.
5. After the presentations, encourage a group discussion covering: The similarities and differences in the way the options have been arranged in steps. The options that have been identified as best for the community
6. Explain to the group that the next activity will help it to develop a plan to get from where it is now to the situation it would like to have in the future.



SANITATION LADDER 1



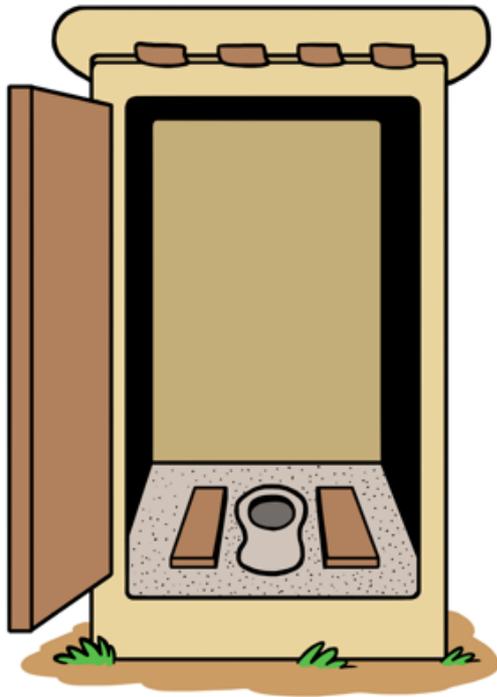
SANITATION LADDER 2



SANITATION LADDER 3



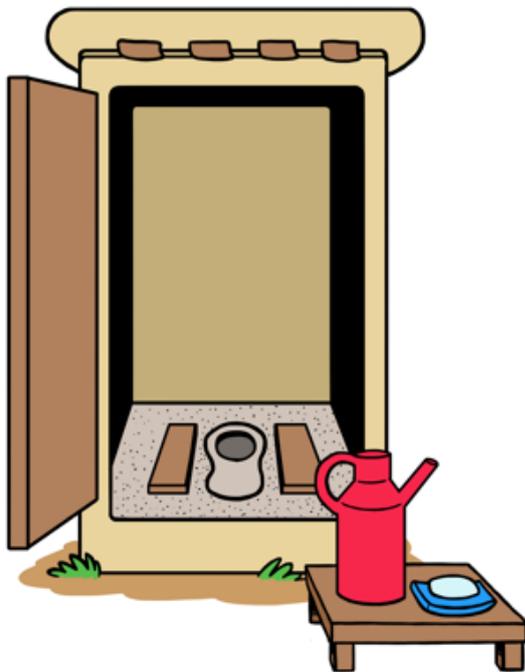
SANITATION LADDER 4



SANITATION LADDER 5



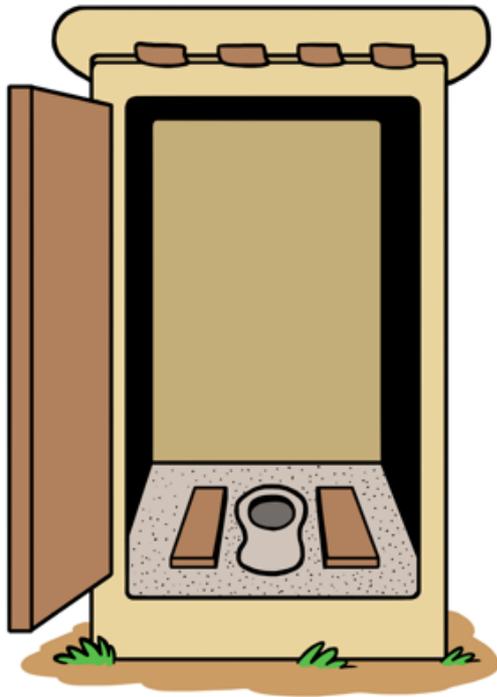
SANITATION LADDER 6



SANITATION LADDER 7



SANITATION LADDER 8



SANITATION LADDER 5



SANITATION LADDER 6



SANITATION LADDER 7



SANITATION LADDER 8



ACTIVITY 2: THREE PILE SORTING

This activity allows participants to exchange information and discuss common water, hygiene and sanitation practices according to their good and bad impacts on health. The aim is not to test people's knowledge or to correct personal habits, but rather to provide a starting point for a discussion of local hygiene and sanitation beliefs and practices.

OBJECTIVES:

- assess people's understanding of water, hygiene and sanitation practices and the impact on health
- provide a way to explore issues about water, hygiene and sanitation
- start discussions about local beliefs and practices

HOW TO USE IT

1. If you intend to use this as a teaching activity with one group then one set of cards is suitable. If you intend to complete this using several groups at the same time, then print out as many versions as you need so that each group has a complete set of cards.
2. Give out the sets of three pile sorting drawings, and three heading cards – one with the word “good”, another with the word “bad” and third with the word “in-between”. (Symbols to represent these qualities are also printed on each card i.e.: smile, sad, no expression.)
3. Ask the participants to sort the pictures into three piles.
 - Good – those, which they think, show activities that are good for health.
 - Bad - those, which they think, show activities that are bad for health.
 - In-between - those, which they think, are activities that are neither good nor bad for health or which they are not sure about.
4. After 20 – 30 minutes ask the participants to explain their selections and why they made these choices. Let the group answer any questions that the other participants Rise.
5. Facilitate a discussion on the way the participants have sorted the drawings. This discussion will provide a chance for participants to share what they know with the rest of the group. Clarify any misconceptions about disease transmission routes, and encourage the group to think carefully about the choices moving cards from one pile to another if necessary. The group may realize there are knowledge gaps and look for ways to fill these.



GOOD



BAD



IN-BETWEEN













ACTIVITY 3: TRANSMISSION ROUTES

INTRODUCTION

This tool is to educate about fecal-oral transmission routes using the diagrams. It helps students understand how disease and fecal bacteria is transferred in an ecosystem. The name “Diagram” only works in English and stands for feces, food, flies, fields, fingers, fluids, and face. Call this game Transmission Routes or something similar in another language.

OBJECTIVES:

Participants discover and analyze how diarrheal disease can be spread within an environment

MATERIAL:

- Flip Board to write down key concepts and ideas
- Diagram Cards (Included)

DIRECTIONS:

1. Cut the F-Diagram into individual components, including the arrows, before starting the activity
2. In groups/depending on the size brainstorm ideas on how fecal matter contaminates our water, and potentially food. Introduce the discussion by talking about the open defecation situation in the community. Make sure to reconvene with the whole group to brainstorm all points put forward.
3. Introduce the diagram itself: Explain that there are many ways in which pathogens can be transmitted from the feces to the mouth. Place the feces picture at one end of the table/floor and the mouth picture at the other end Explain that each group has to complete the diagram and place the correct card in the correct spot.
4. When the groups have made their diagrams, ask each group to show and explain its diagram to the other groups. Let them discuss the questions raised, differences between the diagrams.
5. Ensure everyone understands the transmission route that is outlined. Hold a discussion about the transmission routes that exist in the community and behaviors that are putting people risk of infection.
6. Ask each group to go back to the diagram that has been corrected and determine strategies and practices that can break the transmission routes



7. When the groups have made their diagrams, ask each group to show and explain its diagram to the other groups. Let them respond to questions raised by the other groups.

8. Discuss the similarities between the various diagrams. Encourage discussion to find out why participants placed the blocking cards where they did.

9. Review barriers to sanitation and good hygiene in the community INCLUDING monetary limitations that some families may have.

10. During this discussion make sure to write all your notes on the flip board and review them at the end of the lesson.

NOTES:

»» Do not be concerned if the groups do not identify all the fecal-oral routes. It is enough if they have identified some of the routes.

»» Do not prompt or direct the groups when they are trying to create their diagrams.

»» If the whole group does not manage to clearly identify the transmission routes, try to find out why. It may be useful to hold a group discussion to evaluate the activity, which then can be tried a second time.

»» It would be a good idea to put the diagrams on the wall so it is easy for everyone to See and refer to later on.

»» This activity can be adapted to investigate other diseases such as intestinal worms, Schistosomiasis, guinea worm disease, and dengue fever.

EXHIBIT B: FOCUSING ON STUDENTS



Conducted by: Manavta Staff and volunteers, community health promoters, teachers, Paschim Paaila students and other stakeholders.

TRAINING LENGTH:

Variable

RESOURCES USED:

http://resources.cawst.org/system/files/Sanitation_Technical%20Brief_Handwashing_2014-08_en.pdf

http://www.unicef.org/wash/files/SLTS_Book_%28Eng%29.pdf

www.unicef.ca/en/press-release/children-dying-daily-because-of-unsafe-water-supplies-and-poor-sanitation-and-hygiene-



INTRODUCTION

Childhood is the best time to learn about hygiene behavior and sanitation facilities practice for habit formation. Children's everyday places and activities affect their development in different ways - physical, emotional, social, and spiritual. Above all, they need to be trained to acquire the skill and knowledge to develop a leadership quality as well as to handle the program from concept to completion by themselves with minimum intervention or facilitation from the teachers, headmasters or parents and teacher associations. Life skills-based hygiene education focuses on the development of knowledge, attitudes and skills that not only support children in taking a greater responsibility for their own lives but also help them to acquire and practice good health behaviors along with an underlying knowledge and a positive attitude.

OBJECTIVES

- Be more healthy
- Use better hygiene practices for the future
- Be capable to oversee, communicate, cooperate and effectively uptake the information
- Brings positive changes in hygienic practices in their homes, family members, and their community
- Learn to perform sanitation related tasks (like clearing of toilets, fetching and boiling water, taking care of sick people)

CONTENT

The following is a tentative list of the topics to be covered in the workshop. A specific agenda will be developed for each workshop depending on the demographics of the participants.

Theme One: Life skills for children

Theme Two: Menstrual Hygiene Management in school

Theme Three: Involving Children in Planning Activities in there School and Community

SAMPLE ACTIVITY 1: INTRODUCTION TO LIFE SKILLS

OBJECTIVE:

Children identify existing capabilities, skills and knowledge. Enhance the leadership quality of school children.

TIME:

30 minutes

TOOLS:

Questions, Answers, and Discussion

MATERIALS:

Visual image of two tortoises. (Material No.1)

DIRECTIONS:

- 1) The facilitator shows children the visual images of two tortoises (Material No. 1). One tortoise is hiding in his shell, afraid to face or deal with difficult situations. While another one has his head stretched high and is smiling, coping well under difficult situation.
- 2) The facilitator asks the children to describe what they understand from the two pictures. By the discussion, children should be able to bring up ideas of confidence, attitude, courage, weakness, shyness etc.
- 3) The facilitator explains that the pictures help to introduce the concept of life-skills because in life we need to have the confidence and skills that enable us to deal with difficult situations and challenges. For this, we need to be able to hold our head high, to communicate with people, to cope with our emotions and we must be able to respond effectively to different situations. We need to know our strengths and our weaknesses

Key Learning

Children become familiar with confidence, attitude, shyness, courage etc and know about behavioral changes brought by these factors.

Material No. 1



Picture 1: Tortoise hiding inside the shell



Picture 2: Tortoise crawling with stretching head.



SAMPLE ACTIVITY 2: COMMUNICATION SKILLS

OBJECTIVE:

Children learn about effective communication and the importance of two-way communication.

TIME:

40-60 minutes

TOOLS:

Sit facing backside to each other, drawing activity

MATERIALS:

Pencils, paper/activity

DIRECTIONS:

- 1) The facilitator makes pairs within the children. The pairs sit facing backside to each other. In each pair one is labeled A and the other B. A is given below toilet picture while B is given a piece of paper and pencil. A describes the drawing procedure to B
- 2) B tries to draw the picture. B can't ask any question to A. A keeps on describing the picture only. After completion of 1 minute B compares the drawn picture with the picture a have.
- 3) Drawing activity is repeated again. But this time to be clear B can ask many questions to A. (Two way communication). After completion A and B compares their pictures.
- 4) Facilitator allows pairs to have discussion with each other for a while. During the discussion the pairs are asked to point out similarities and differences between the first drawing activity and second activity if there's any, if not, why not?



For step 2: At the bottom of the paper, draw a rectangle with the two sides $\frac{2}{8}$ cm. Just above it draw a square having all the sides 4 cm. Just above



SAMPLE ACTIVITY 3: SIX STEPS FOR SOLVING PROBLEMS

OBJECTIVE:

Children understand the six steps of problems solving pertaining to sanitation and hygiene in the community and school.

TIME:

60 minutes

TOOLS:

Discussion, solving the problem

MATERIALS:

Six pictures (Material No. 2)
Material No. 2

DIRECTIONS:

- 1) The facilitator shows the pictures (Material No. 2) portraying hygiene and sanitation problems. For solving the problems, discussion on six steps of problem solving is held. Then the participated children are asked to describe the pictures (Material No.2) in order.
- 2) The facilitator makes 5 groups of participated children and each group is asked to have a discussion on the below by mentioning 5 problems and solving them by using the six steps of problems solving. Finally, how they could come up with a solution in a group is been observed.
- 3) The five problems for discussion are:
 - a. Girl's toilets are always dirty.
 - b. Way to the school is always dirty due to present of garbage and stools on the roadsides.
 - c. Due to diarrhea, students have stopped coming school.
 - d. Some girl students do not attend school because of lack of proper menstrual sanitation facilities or availability of sanitary pads during menstruation.
 - e. Most community houses around the school have no toilets.
- 4) The above-mentioned problems are discussed orderly by applying the 6 steps of problem solving. Process:



Step 1: Discussion



Step 2: Identification of problems



Step 3: Action plan



Step 4: Implementation



Step 5: Re-implementation



Step 6: Monitoring and evaluation





EXHIBIT C: MENSTRUAL HYGIENE MANAGEMENT

OVERVIEW OF MHM.

This program is designed to be taught in separate groups – boys in one group and girls in the other. The program is divided up into 5 lessons that can be taught back-to-back. The goal of this program is to help boys and girls understand the purpose of the menstrual cycle, dispel myths that lead to poor menstrual hygiene management and to understand the impact that menstrual hygiene management has on both genders and their responsibilities.

Ideally, teachers and mothers would volunteer to learn the material and then teach this curriculum annually in their local school. Whether mothers volunteer to learn and teach or are invited into the classroom to participate in the learning, it is important that mothers also have the opportunity to learn about menstrual hygiene management as they are often the source of their daughters' information.

GIRLS' PROGRAM

Lesson 1 - Introduction

Lesson 2 - Myths about Menstruation

Lesson 3 - Puberty & the Menstrual Cycle

Lesson 4 - Menstrual Hygiene Management – Products, Tracking & Pain Management

Lesson 5 - Consequences of Poor Menstrual Hygiene Management

BOYS' PROGRAM

Lesson 1 - Introduction

Lesson 2 - Myths about Menstruation

Lesson 3 - Puberty & the Menstrual Cycle

Lesson 4 - Consequences of Poor Menstrual Hygiene Management

Lesson 5 - Menstrual Hygiene Management – how does it affect you?

CONDUCTED BY:

Manavta Staff and local teachers (Female and Male), community health promoters, OM Hospital Volunteers.

TRAINING LENGTH:

Variable

RESOURCES USED:

<http://www.wateraid.org/what-we-do/our-approach/research-and-publications/view-publication?id=02309d73-8e41-4d04-b2ef-6641f6616a4f>

http://resources.cawst.org/asset/menstrual-hygiene-management-technical-brief_en

Lesson Plan #1: Introduction - Role Playing Activity

 20 minutes total

Lesson Description



In this introduction, students will participate in an activity that creates the same feelings a girl who is menstruating might feel at school. It addresses feelings of shame, self-consciousness, fear, and embarrassment.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe how a menstruating girl might feel while at school
2. Identify helpful ways of supporting menstruating girls and how to show respect.

Materials



- Role Playing cards printed and cut
- Post-It Note, or clothespin, or paper clip – some object to be attached to a student

Preparation



- Print out a set of Role Playing Cards and cut them apart
- Find an object that can be attached to a student (e.g. Post-It note, clothespin, paper clip)
- Take each student with a role to play aside, individually, and make sure they understand their ro



Activity

10 minutes



1. Hand out roles to each of the students in the class and ensure that each student understands their role.
2. Begin teaching a lesson – perhaps a basic math lesson, or have students take turns reading from a book. Ask students to stand when they read or when called upon to answer a question.
3. Students might begin to snicker. The bully should begin to tease the student with the object on their clothing. The friends of the student with the object on their clothing should protect their friend. The student with the object on their clothing should be shy about standing up to read or ask questions.
4. Student with the object on their clothing should stand and ask to be excused to use the washroom. Ask the student why they need to be excused.

Review

10 minutes

1. Once the role-playing has gone on for 10 minutes or so and the student with the object has been excused to use the washroom, lead a time of discussion.
 - a. Ask the students playing the role of general students to describe what they observed.
 - b. Ask the participants playing the general students to describe what they felt.
 - c. Ask the participant with the object to describe how it felt to hide their object from others and then be teased about it.
 - d. Ask the bully to describe how it felt to tease the other student
 - e. Ask the friend to describe how it felt to support the other student when the teacher and bully were teasing them.
 - f. Ask the group to discuss what impact this could have on a student's attendance at school and their education.



Reflection:

A) Discuss what personal (internal) and outside (external) things the student needed to be more equipped to cope with the situation.

Intrinsic: Motivation, courage, confidence, self-esteem, and determination

Extrinsic: Encouragement, support, knowledge, skills, rewards/incentives, consequences, environment, social influences

***B) Ask the group to identify what this role-play activity is similar to in real life?**

Desired answer is Menstruation

- g. Girls group: How many of you have felt this way before at school?
 - h. Boys group: Once they make the connection to menstruation, ask them how they can support their fellow female students.
-



Role Playing Cards

Introduction Activity: Role Play Cards



You are a 14 year old student in a classroom with other boys and girls. You have an object stuck to your clothes which is very embarrassing and shameful in your culture. You need to try to hide the object from your classmates and teacher and not discuss it with anyone else.

After a few minutes in the role play, raise your hand to ask the teacher if you can leave the classroom for a personal reason. You secretly want to remove the object from your clothes, but do not say why you need to leave the class.

You are a 14 year old student in a classroom with other boys and girls. One of your classmates has an object stuck to their clothes which is very embarrassing and shameful in your culture. They are trying to hide the object from everyone. Try to identify this student and tease them in front of the class when you notice the object.

You are a 14 year old student in a classroom with other boys and girls. One of your friends has an object stuck to their clothes which is very embarrassing and shameful in your culture. They are trying to hide the object from everyone. Provide support to your friend if they are bullied by others and try to make them feel more comfortable.

You are a 14 year old student in a classroom with other boys and girls. Participate in the lesson and follow the teacher's instructions.



Lesson Plan # 2: Myths about Menstruation 32 minutes total

Lesson Description



This lesson discusses what the students already know about menstruation and helps to separate the truth from the myths.

Learning Outcomes



At the end of this session participants will be able to:

1. Identify cultural myths about menstruation
2. Determine what information they have about menstruation is myth and what is truth.

Materials



- Flipchart or chalk board and markers/chalk

Preparation



- Choose/find a common myth known by all the students. In Canada, you might choose Santa Claus, the Easter Bunny or the Boogie Man. It could also be something like, “If you eat the seeds of a watermelon, a tree will grow inside of you.”

Introduction

10 minutes

-  1. Ask the students to tell you about your chosen myth—have them tell you the full story of the myth. Who did they learn this myth from?
2. Once they have told you the full story, ask them, “Is this story true, or is a myth?” Ask them to explain how they know whether it is true or a myth. If they used to believe it was true, what changed their minds?

Topic 1 - Menstruation Myths

20 minutes

-  1. Ask the students to tell you what they know about menstruation. Write what they say on the flipchart or blackboard. (Hopefully, some of the items are accurate facts about menstruation and some are myths).
 - a. Questions to prompt the students:
 - i. What causes you to menstruate?
 - ii. How often does it happen?
 - iii. When does it start?
 - iv. Were you expecting your first period? If so, who told you about it?
 - v. What happened when you first got your period? How did your mom/friends react?
 - vi. Why do girls menstruate? What is the purpose of menstruation?
 - vii. How does it make you feel when you menstruate?
 - viii. What are some of the things you do/or don't do when you're menstruating?
 2. Once they have told you everything they can think of, ask them where they learned thing written on the board – did they learn it from their mom? From school? From a friend?
 3. On the blackboard, or flipchart make two columns – one-labeled “Facts” and the other labeled “Myths.” Depending on the size of your class you



can divide them into groups of 4 to discuss which things listed on the board are facts and which are myths and then have a group discussion where they list out their facts and myths or you can do this as a class from the start.

4. As they list myths vs. facts, ask them how they know which is which. If they list any myths as facts, don't worry about correcting them yet.
5. Keep this list for review later. (If using a chalkboard, write down the completed lists on a piece of paper so you can re-write it on the board in a later lesson).

Review**2 minutes**

1.  In groups of three or four, come up with a couple of ideas of how to get rid of menstrual myths. What needs to happen to end myths?
-



Lesson Plan #3: Puberty and the Menstrual Cycle

65 minutes total

Lesson Description



This lesson will teach the students about puberty and the role that menstruation plays in puberty and how it relates to fertility.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain what puberty is.
 2. List the parts of the female reproductive system.
 3. Describe the role and purpose of menstruation.
-

Materials



- Woman Poster
 - Girl Poster
 - Man & Boy Poster
 - Menstruation Poster
-

Preparation



- Print out posters – if you are planning to deliver this workshop many times, it may be worth having these pictures laminated to be used many times.
-



Introduction 10 minutes



1. Hold up the poster of the girl and ask them what the picture is of.
Answer: Girl
2. Hold up the poster of the woman and ask them what the picture is of.
Answer: Woman.
3. Tapes these two pictures to the chalkboard and ask the students, “How do you know that one is a girl and one is a woman? What makes them different?”
 - a. The woman is taller than the girl
 - b. The woman has breasts and the girl doesn't
 - c. The woman has wider hips than the girl does
4. Why does a woman need breasts and hips? What purpose do they serve?
 - a. They are needed to give birth and feed babies – reproduction
5. So what happens to change a girl into a woman?

Puberty

10 minutes

Puberty begins between the ages of 8 and 13 for girls and ages 10 and 15 for boys. It is caused when the body begins to produce specific hormones – growth hormone (GH), testosterone, estrogen

1. Signs of puberty include (show the picture of the boy and man as you discuss changes that puberty brings):
 - a. Growth spurt
 - b. Growth of pubic hair and facial hair for
 - c. Girls begin to menstruate
 - d. Girls develop breasts
 - e. Girls' hips widen
 - f. Boys' voices become lower
 - g. Acne
 - h. Emotional Changes

Menstruation

15 minutes



1. “Now this is where it gets scientific and might be hard to wrap your mind around, but stick with me for a few minutes here.” Inside everyone woman she has a uterus (womb), a vagina, a cervix, fallopian tubes and little eggs. Show the class the poster of the menstrual cycle – you could even hold it up against your body to show whereabouts it is inside of you.
2. Each month the ovaries release an egg. The egg travels through the fallopian tubes to the uterus. If the egg is fertilized (through sex), it will attach to the side of the uterus and begin to grow into a beautiful little baby
3. The uterus or the womb is where a baby lives before it is born. When girls reach an age where they are able to become pregnant, their body creates a soft and thick lining in the uterus to nourish the baby.
4. Every month that a girl/woman does not become pregnant, her body gets rid of this lining. This is what comes out of their vagina each month. It is a mixture of blood and tissue.
5. Menstruation is normal and is a size that a girl is healthy and becoming a woman.
6. Menstruation should happen once every 29 to 31 days. For the first couple of years, when a girl is still young, it might be irregular. It should last for 3-5 days each month.
7. When a woman becomes too old to bear children (like a grandma) she stops menstruating, usually somewhere between her 40s and 60s.

Emotional Changes

10 minutes



1. Becoming more sensitive/overly sensitive and self-conscious
 - a. Your body is changing and you might feel like everyone is noticing
 - b. More easily irritated or depressed

- 
2. More concerned with what your friends think/more influenced by peer pressure
 3. Looking for an identity – beginning to think about the future
 4. Mood swings – happy, sad, frustrated, angry
 5. Getting sexual feelings – finding the opposite sex attractive, having crushes

What to do when you first get your period (girls only)

5 minutes

1. Feel proud of yourself – this means you're healthy and growing into a beautiful, young woman!
2. Tell another woman or girl that you trust
3. Choose what kind of menstrual hygiene management option is most comfortable for you
4. Carry a supply of pads or tampons with you so that you are not caught unprepared
5. Track your period on your calendar so that you know when to expect your next period.

Review

15 minutes

Lesson Plan #4: Menstrual Hygiene Management – Products, Tracking, & Pain Management



80 minutes total

Lesson Description



This lesson will give girls practical information on what options they have to manage their menstrual cycle, how to track it in order to be prepared and how to manage pain. Feeling as though they are in control will help them adjust well and are more likely to keep them in school during their menses.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the different products available for MHM.
2. Know how to track their periods.
3. Explain the pain management options they can use.

Materials



- A pad, a tampon, a menstrual cup, rags, leaves, reusable pad
- Pros and Cons Chart of options
- Individual calendars
- Tylenol, chamomile and mint tea, fenugreek seeds, hot water bottle, ginger, basil and parsley, cinnamon, fennel seeds, glass of water

Preparation



- Find out what menstrual hygiene products are used and if any of them are considered inappropriate for girls to use.

- 
- Print outs of the Sanitary Product Options
 - Print out or buy pocket-sized calendars – one for each girl
 - Ask the teacher for a list of 10 spelling words that the students maybe or will be learning

Introduction

10 minutes



1. Ask students to open their notebooks/get their individual blackboards/piece of paper and a pen/pencil
2. Announce that you are giving a pop-spelling test. Read out the ten spelling words that the teacher gave you.
3. When you have gone through all ten words, ask the students how they felt about the surprise assignment. Ask them how they think they did on the test. Ask them if they would have done better and felt less stress if they had been given time to study/prepare for the test.
4. Explain that there are things that can be done to prepare for your period so that it doesn't take you by surprise. They will feel better and in more control if they aren't caught by surprise each month.

Tracking your Period

10 minutes



1. Give each girl a calendar and have her open it to the current month and find the date.
2. Explain that we count menstrual cycles from the first day of your period to the first day of the next period. Most menstrual cycles are 25-31 days long. Draw a calendar on the chalkboard or flip chart and give them an example of tracking their period.
3. When your period starts, circle that day on the calendar. From that day, count 25 days and put a question mark on that day. A few days before you get to the day with a question mark on it, make sure you have



restocked your backpack/purse with feminine hygiene products and be expecting your period.

4. The more months you track, the better you will be at predicting when your period will start as you have a better idea of how many days long your cycle is.
5. When you are just beginning to menstruate, your periods may be irregular. They may only last for a day or two, or they might last for a full week. It takes several years before you develop a consistent pattern.

Sanitary Product Options

25 minutes



1. In no specific order, hold up a feminine hygiene product and ask the girls if they know the name of this product and if they know how to use it. If they say yes, ask someone to explain how it works. Ask them what they think the pros and cons are of the product. If they do not know, explain how the product works. Refer to the Sanitary Product Options sheet to share a few pros and cons.
2. Once you have discussed each product option, ask the girls to work together in a group to arrange the products in a line from the one that appeals to them the most to which one appeals to them the least – or which one they are most likely to use to least likely to use.
3. Ask them to explain why they have ordered them in the order that they have.
4. Assuming that their top pick is the one they use, ask them what they like about it, what they don't like about it, how accessible is it? Is there another option that appeals more but they cannot access or afford it? What challenges do they have with their current method? How can they address those challenges?
5. Give them each a handout of the Options chart for their reference.
6. How to clean or dispose of your sanitary napkin – pads or cloths or sanitary napkins are the most common product for managing your period. Taking care of these is important to good menstrual hygiene.



- a. If using disposable pads – make sure to dispose of them properly. Burning them or burying them in a deep pit is best. Your family can dig a whole that is a meter deep – this should last for two years. It is best to throw in some leaves and dirt each time you throw away a pad.
- b. If reusing cloth or using reusable pads it is important to clean them properly:
 - i. Soak your soiled material for twenty minutes in hot, soapy water.
 - ii. Wash these materials as you would normally wash clothes with soap and water.
 - iii. Allow cleaned materials to dry in the sunshine – sunlight is a natural disinfectant.
 - iv. Throw the dirty water down the toilet.
 - v. Wash your hands with water and soap.
 - vi. Store your cleaned materials in a clean, dry place until you use them again.

Pain Management

30 minutes



1. Ask the girls if they have had menstrual cramps and if so, what did they do to deal with the pain? Was it effective?
2. Explain that there are many different home remedies for cramps. They should try the different options and choose which one works best for them and which one they like best. As you discuss each option you can pass it around and let the girls look at it/smell it/taste it.
 - a. Tylenol – or any other painkiller. Painkillers should be readily available in the local market, but of course, come at a price.
 - b. Light exercise – light exercise like walking can help reduce cramps and make you feel better.



- c. Staying hydrated – make sure to drink plenty of water during your period.
 - d. Hot beverages – drinking hot drinks can make you feel better. Chamomile tea and peppermint/mint tea are especially good for cramps.
 - e. Hot water bottle – a hot water bottle should be available in the local market. Heat water and pour it into the bottle. Hold it against your stomach or lower back, wherever you feel aching. This will help your muscles relax.
 - f. Fenugreek Seeds – chewing fenugreek seeds or taking them with a glass of warm water in the morning will help reduce cramps.
 - g. Ginger – Ginger is also good for treating cramps. Mixing fresh ginger with hot water can make a ginger tea. Let it steep, and then strain out the ginger. Stir in a teaspoon of honey and drink your ginger tea.
 - h. Cinnamon–cinnamon is an anti-inflammatory and will help with menstrual pain. Sprinkle it on your food or into your tea. Even the smell of cinnamon can make you feel a bit better as it helps you to relax.
 - i. Basil and Parsley – both of these can help with cramps. Use them to make a ‘tea’ or chewing them will help alleviate cramps.
 - j. Fennel Seeds – chewing on fennel seeds can also alleviate cramps.
3. Avoiding caffeine can also help reduce your cramps. Try cutting out coffee and black or green tea from your diet during your period.
 4. Again, ask the students to line up the items from the one they are most likely to use to the one they are least likely to use.

Review**5 minutes**

1. In pairs, share with your partner: 1.) If you have already started menstruating, what did you learn today that you wish you had known before you started menstruating? Or 2.) If you haven't yet started menstruating, what did you learn today that you didn't know before or are glad you know now? Do you feel more prepared?

Sanitary Product Option	Advantages	Limitations
Natural materials (e.g., mud, cow dung, leaves)	<ul style="list-style-type: none"> No initial or ongoing cost Locally available 	<ul style="list-style-type: none"> Difficult and uncomfortable to use Unhygienic May require underwear to keep in place May not be culturally appropriate, if inserted into the vagina
Cloth strips (e.g., old clothes, towels or rags)	<ul style="list-style-type: none"> No initial cost Low ongoing cost Available in the home Easy to use Reusable Require less frequent disposal 	<ul style="list-style-type: none"> Poorly cleaned cloths are unhygienic Require multiple cloths each month for good hygiene Requires private space, water, soap and drying space to clean properly Requires underwear to keep in place
 <p>Disposable pads</p>	<ul style="list-style-type: none"> Sometimes locally available Easy to use 	<ul style="list-style-type: none"> Ongoing cost Not available in some places Difficult to dispose Requires underwear to keep in place Require frequent disposal
Reusable pads	<ul style="list-style-type: none"> No ongoing cost Sometimes locally available Can be locally produced Reusable 	<ul style="list-style-type: none"> Initial cost Not available in some places Requires private space, water, soap and drying space to clean properly May require underwear to keep



Sanitary Product Option	Advantages	Limitations
	<ul style="list-style-type: none"> Require less frequent disposal 	<ul style="list-style-type: none"> in place Poorly cleaned pads are unhygienic
 <p data-bbox="403 533 475 618">Tampons</p>	<ul style="list-style-type: none"> Hygienic if used properly Comfortable to use 	<ul style="list-style-type: none"> Ongoing cost Not available in many places Require frequent disposal May not be culturally appropriate, as needs to be inserted into the vagina Requires water and soap for hand washing for hygienic handling Requires initial instruction for proper use
 <p data-bbox="323 1111 467 1196">Menstrual cups</p> <p data-bbox="196 1395 435 1529">(Credit: Juliana Corrales from the Noun Project)</p>	<ul style="list-style-type: none"> No ongoing cost Reusable 	<ul style="list-style-type: none"> High initial cost Not available in many places Requires private space, water and soap for washing hands and menstrual cup Requires initial instruction for proper use May not be culturally appropriate, particularly for adolescent girls, as needs to be inserted into the vagina



Lesson Plan #4 (Boys) or #5 (Girls): Consequences of Poor Menstrual Hygiene Management



65 minutes total

Lesson Description



This lesson describes the impact that poor menstrual hygiene can have on girls/women and how this impacts their communities. Poor menstrual hygiene management results in physical, social and psychological consequences.

Learning Outcomes



At the end of this session participants will be able to:

1. Describe the physical consequences of poor menstrual hygiene
2. Describe the social and psychological consequences of poor menstrual hygiene.
3. Explain some simple ways to improve menstrual hygiene in their community/at their school.

Materials



- Flipchart and markers/ chalkboard and chalk
-

Preparation



- Review (and print out?) “Features of Menstrual Hygiene-Friendly Schools”



Introduction

15 minutes



1. Ask students to take a moment to think about the future. In the next 20 years what do they want to accomplish? Where do they see themselves?
2. Have students share their thoughts. Hopefully most of them mention being married and having children.
3. Ask them, “What are you doing today to make sure that the future you dream of is possible?”

Physical Consequences of Poor Menstrual Hygiene 20 minutes



1. It may not seem like it now, especially if you are a boy, but menstrual hygiene plays a big role in the dream of having children someday. A healthy and normal menstrual cycle is directly related to fertility and the ability to have children.
2. If a girl does not have access to sanitary products to manage her menstrual cycle, and uses unclean rags, leaves, mud, etc. in order to cope with her menses, she introduces unwanted bacteria into her reproductive system.
3. Girls are at a higher risk of infection during her period and poor menstrual hygiene can lead to reproductive tract infections (RTIs), such as:
 - a. Pelvic Inflammatory Disease (PID)- a big name but this disease can lead to infertility, ectopic pregnancies (fertilized egg implants into the fallopian tube rather than the uterus – requires skilled emergency intervention and can result in death),
 - b. Other RTIs can increase a person’s risk of becoming infected with HIV
 - c. RTIs can also result in cervical cancer; acute and chronic infections of the uterus and fallopian tubes; increase the likelihood of miscarriage and result in low birth weight babies.
 - d. Some RTIs can be passed from mother to child during pregnancy, causing infant blindness, neonatal pneumonia and mental



retardation (this is what the CDC says so I'm using the term even though I find it somewhat offensive).

4. What can you do today to help avoid these things? Think of some barriers that might cause girls and women in your community to use unsafe practices when managing their periods. Give students 5-10 minutes to discuss in groups.
5. Have groups share their ideas on how to address poor menstrual hygiene in their community/school/families.

Social Consequences of Poor Menstrual Hygiene

20 minutes



1. Can you think of any social consequences of poor menstrual hygiene or the lack of infrastructure to practice good menstrual hygiene? Give students five minutes to discuss this in groups of 3 or 4.
2. Have them share their ideas and record them on the flipchart or blackboard.
3. Absenteeism from school – menstruation is the most important factor in dropping out of school according to Water Aid. Why do you think this is? What could your school change in order to address this?
 - a. As you lead this discussion, refer to “Features of Menstrual Hygiene-Friendly Schools” at the end of this lesson plan.
4. If girls miss school on a regular basis, what happens? Do you think she is more likely to drop out eventually?
 - a. Dropping out of school will negatively impact her ability to find a job, management the household expenses, etc.
 - b. Studies have shown that the more schooling a girl has, the more likely her children are to attend school, stay in school, and be healthier.
5. If girls are made to hide away during their periods, aren't allowed to touch other people or eat with her family members, how do you think this makes her feel?



- a. Decreases her sense of self-worth; cause depression; decrease her confidence;
- b. What can you do to reverse these consequences?

Review**10 minutes**

1. In groups of 3 or 4, come up with four ideas of how you can make your school Menstrual-Hygiene Friendly – both infrastructure and attitudes.
2. Have each group share their four ideas with the class. Either by vote or by popularity of idea, choose the top two things that you as a class can commit to doing to make your school Menstrual Hygiene Friendly.

Lesson Plan #5 (Boys): Menstrual Hygiene Management - How does it affect you?

 **45 minutes total**

Lesson Description



This lesson plan walks boys through how menstrual hygiene management affects them and how they can support their mothers, sisters, cousins and classmates.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain how they can support their classmates during their menstrual cycles
2. Explain how they can influence their community to make their homes, schools and communities menstrual hygiene friendly

Preparation



- Write the five roles of men in menstrual hygiene management on the top of a large piece of paper – one piece of paper per role.

Introduction

10 minutes



1. What does it mean to be a “champion” of a cause?
 - a. Definition: a person who fights or argues for a cause or on behalf of someone else.

- 
2. What would it look like or what would it mean to be a menstrual hygiene champion in your school/community?
 3. Have students discuss this question in pairs or groups of 3.
 4. Have them share their ideas and record them on the chalkboard/flipchart

The Five Roles of Men in Menstrual Hygiene Management

20 minutes



1. Water Aid suggests that there are five roles that men play in menstrual hygiene management:
 - a. Challenging negative attitudes and perceptions
 - b. Sharing information on good menstrual hygiene management practices
 - c. Participating in local production of menstrual products
 - d. Ensuring that girls can afford and access sanitary materials
 - e. Addressing barriers to water and sanitation for the hygiene management of menstruation with privacy and dignity.
2. Tape up your flipchart papers with the roles of men in menstrual hygiene management. Using the list that you just created with your students, have the students categorize their ideas to the corresponding role.
3. Once you have categorized their ideas, ask them if they have any more ideas, particularly if there is a role that does not have any ideas listed.
4. Which of these things could you do to make your sister, mom, cousin or classmate more comfortable?

Lesson Plan #5 (Boys): Menstrual Hygiene Management – How does it affect you?

 **45 minutes total**

Lesson Description



This lesson plan walks boys through how menstrual hygiene management affects them and how they can support their mothers, sisters, cousins and classmates.

Learning Outcomes



At the end of this session participants will be able to:

1. Explain how they can support their classmates during their menstrual cycles
2. Explain how they can influence their community to make their homes, schools and communities menstrual hygiene friendly

Preparation



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-

Introduction

10 minutes



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 - a. Definition: a person who fights or argues for a cause or on behalf of someone else.

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Obstacles to Becoming a Menstrual Hygiene Champion

10 minutes



1. What obstacles do you face to becoming a menstrual hygiene champion?
 - a. Shame/Embarrassment?
 - b. Teasing?
 - c. Defying cultural norms?
2. Who would benefit from you becoming a menstrual hygiene champion?
How would they benefit?