

Rosie's World

MENSTRUAL HYGIENE MANAGEMENT EDUCATION GUIDE



From the initiators of MH Day





EMPOWER GIRLS THROUGH MENSTRUAL HYGIENE MANAGEMENT EDUCATION

Education about menstruation and menstrual hygiene management (MHM) is critical to empower girls to manage their menstruation safely, hygienically and with confidence. Unfortunately, millions of girls in Africa possess little or no knowledge about menstruation when they get their first period. A lack of adequate information about this normal biological process breeds fear and shame. It puts girls' health at risk and negatively affects their education, as many girls miss school during their menstruation, or drop out completely when they reach puberty.

You can help change this. By training girls in good MHM, you can help ensure they become strong women who fully and equally participate in society, and live healthy, productive and self-determined lives.

ABOUT THE MHM EDUCATION GUIDE

Rosie's World was developed by WASH United and has been adapted in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS) for sub-Saharan Africa. Rosie's World is an informal educational guide on the topic of menstrual hygiene management. Girls will learn the story of Rosie and engage in fun activities surrounding the area of menstrual hygiene management.

WASH United is a global social impact organisation working to achieve water and sanitation for all by developing innovative WASH advocacy and education solutions. They are also the initiators of the global Menstrual Hygiene Day, celebrated on 28 May.

Learn more about how your organisation can access and use the MHM Education Guide at www.wash-united.org or by writing to mhmguide@wash-united.org.



WASH United

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THE KEY FEATURES OF THE MHM EDUCATION GUIDE

The MHM Education Guide takes girls aged 9 –17 on a journey that teaches them what menstruation is and how to manage it safely, hygienically and with confidence. The Guide does this by combining a narrated story with different activities and games, supported by educational posters.

What's different about the MHM Education Guide:



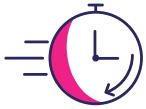
Easy-to-use:

No prior knowledge is required and only minimal preparation is needed (read it once by yourself and then you can read it aloud to a group).



No-cost:

Most of the materials required to implement the Guide are materials that you will already have available, such as paper, stationary and scissors. The only additional item you will need is a ball or two of yarn!



Compact:

The Guide can be implemented in two sessions of 45-75 minutes each.



Exciting and engaging:

The Guide makes education about menstruation and MHM exciting and fun and actively engages the girls throughout the training. They will love it and all of you will have a good time!

ADDITIONAL SUPPORT: MHM RESOURCE BOOK

The MHM Resource Book provides trainers with in-depth knowledge about menstruation and MHM. The book answers more specific questions you may encounter during the training sessions and provides additional advice on how to facilitate the sessions. If you don't have access to the MHM Resource Book – don't worry. It's an additional support tool and the Guide can be implemented without it.

HOW TO USE THE MHM EDUCATION GUIDE

HOW TO STRUCTURE THE TRAINING AND TIME REQUIRED

The training should be done in two sessions:

- 1 The first session includes chapter 1 and will take approximately 45 minutes.
- 2 The second session covers chapter 2 and will take approximately 60–75 Minutes.

There are additional activities and posters that you can use after the training if you have more time.

HOW TO PREPARE FOR THE ACTIVITIES



Prepare yourself:

We recommend that you prepare for the sessions by reading through the entire Guide. If you want to prepare more comprehensively, we suggest that you also read through the MHM Resource Book.



Materials needed:

Bring A4-sized sheets of paper and/or larger sheets of paper, pens or pencils, erasers, sharpeners, and crayons or sketch pens. Or ask the girls to bring their own notebooks and stationery. For the second session (chapter 2), you will also need a scissor and a ball of yarn.

WHERE TO DO THE TRAINING

The training sessions can be carried out anywhere in school or the community - inside a classroom or in an open space outside. You need a bit of space for activity 2 and 5. Ensure that the space is safe and you are not disturbed by others.



HOW TO START



The girls should sit in a circle or semi-circle during the sessions.



Place all stationery and materials in the centre of the circle before starting the training.



Always start with your introduction, then ask the girls to introduce themselves one by one.



Avoid mentioning menstruation or menstrual hygiene in the introduction.



TIPS

- Read the story to the girls. Be expressive while narrating the story.
- Read the story as naturally as possible. Feel free to add local styles of speaking and lingo to make it real for the girls.
- Feel free to change the names of the characters to ones that work for your region.
- Do not interrupt the story unless there is a question or an activity to do.
- It is mandatory to complete all of the activities and games included in the text, and to ask all of the questions, as these will help reach the outcomes of the story. The instructions and tips will help you conduct all of the activities.
- It is important to listen to what the girls have to say when they are asked a question.
- It is okay if the girls do not know the correct answers. Do not prompt answers or judge them in the process. The answers will be in the story.
- It is okay if you don't know all the answers to the girls' questions. If you need further information, please consult the MHM Resource Book.
- Try to engage all of the girls and encourage them to be active participants.
- The Guide includes images that can be shown to the girls. If you want, you can even make some photocopies or draw images on a board.

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Rosie realises that getting a period is a normal biological process.

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- Activity 2: Puberty changes
- Activity 3: My story

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Rosie understands that getting her period is not dirty, but a sign of good health. Also, menstruation need not be a lonely process and it would be easier to manage if girls and women supported each other. She also learns about the different products available to manage her period.

- Activity 4: Make your own song - I Can
- Activity 5: Yarn game
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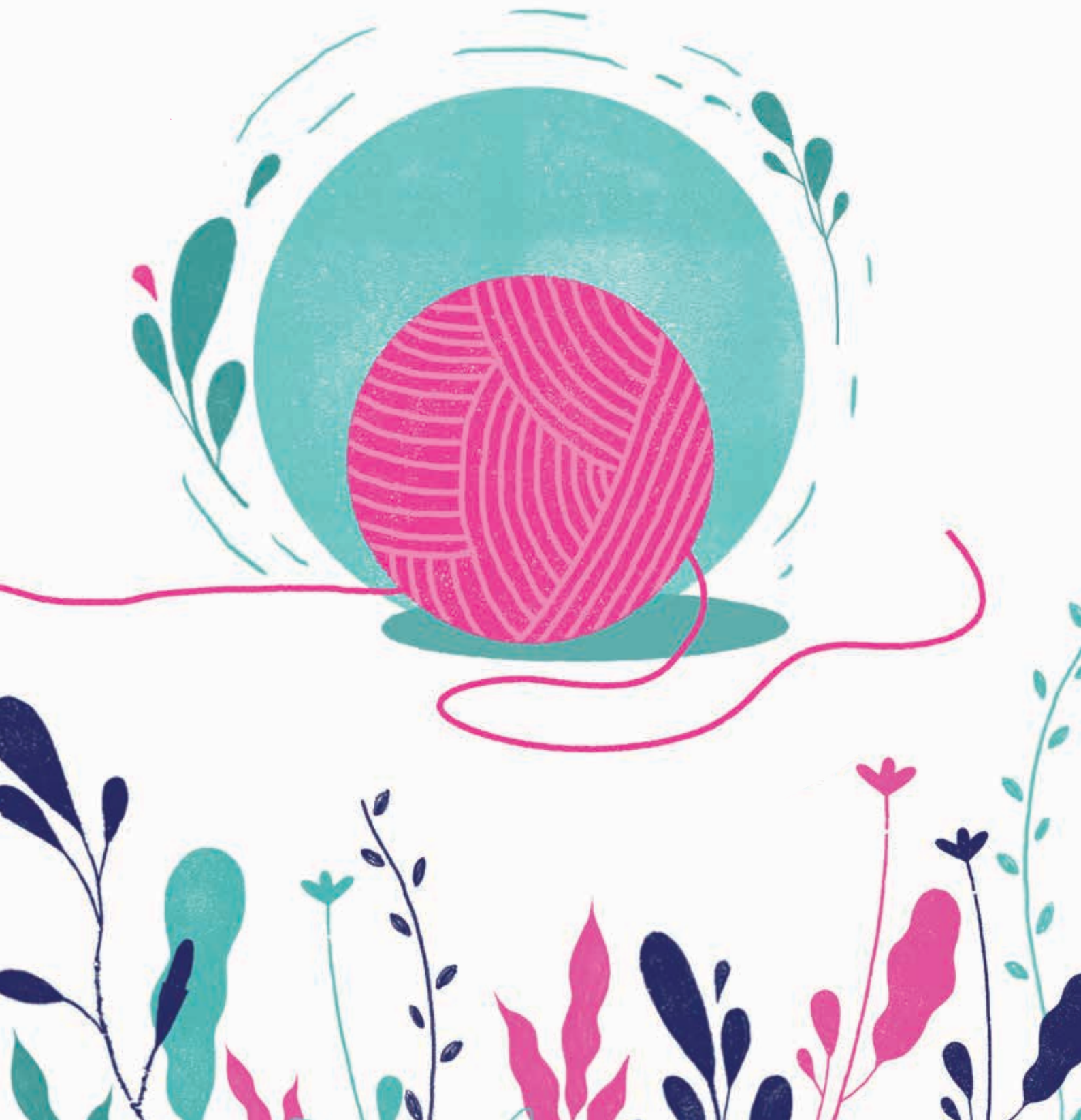
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TRAINING SESSION 1

CHAPTER 1

ROSIE REALISES THAT GETTING A PERIOD IS A NORMAL BIOLOGICAL PROCESS.





ACTIVITY 1: Draw yourself

🕒 Duration: 5-7 minutes

📋 Things required: Paper and stationery

PURPOSE:

To help the girls visualise the story of Rosie that they will hear today.

HOW TO START:

- Distribute paper and ask girls to draw themselves using materials placed in the centre of the circle.
- All the girls are to name the girl in their drawing as Rosie.

TIP: Rosie will be the same age as the girl who creates the drawing. Hence, the age of each drawn Rosie may differ, yet the name Rosie will remain the same for every drawing. For the purpose of the story, she is 10 years old.



I am Rosie and I am 10 years old. I have an elder sister Grace who is two years older than me and a brother, Boni, who is three years younger than me. I live with my mother, father, and my siblings.

I like to draw, play hide and seek and most of all I like to study, but I don't have too many friends. My older sister Grace is not very good at studies but she is very popular and good at sports. My brother is too young to be good at anything. My sister and I are very close.



My sister is a great runner and she is part of the school relay team. She was preparing for the inter-school athletics competition and I supported her in every possible way. Sometimes I did her chores at home so she could train.

As the day of the competition came closer, Grace became more disciplined. Then three days before the race, something happened. She did not go for training and was sitting at home when our aunty visited. She whispered something to aunty and they had an argument. I heard aunty say, "It's because you should not play sports and you should stop playing with boys." Grace broke down and cried inconsolably. I tried talking to her, but she didn't want to. She shut herself off in one corner and did not speak to anyone.



That night, Grace was not allowed to prepare food and had to stay in the house for three days. I was confused. I did not know what was happening. The next day, Grace did not go to school and handed me a letter for the teacher. It said she could not participate in the race because she was unwell. I felt terrible for her.

Because I am very good at studies and do not have too many friends, I am very close to my teachers. My teacher saw that I was upset and asked me what was wrong. I told her that Grace could not be in the race even though she had worked very hard for it. My teacher asked me to bring Grace to school to meet her the next day.

? **QUESTION 1:**

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What do you think happened to Rosie’s sister Grace?”

TIP: You may not get the right answer at this point. Just try to get as many answers as possible.

Now let’s find out what has happened to Rosie’s sister, Grace.

The next day, Grace came to school with me. I thought she was walking strangely and looked weak and sad. When my teacher met her, once again, she had tears in her eyes. Our teacher sat both of us down.

Teacher: Why are you looking so sad?

Grace: I can’t do sports anymore. I think I have a disease.

Teacher: Can you tell me what has happened to you? Maybe I can help.

Grace whispered into the teacher’s ears.

Teacher: (With a smile on her face) Grace, what has happened to you is absolutely normal. It’s called a period.

Grace: (Looking puzzled) Really? What is that?



QUESTION 2:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

**“How many of you know what a period is?
What do you call a period in your local
language?”**

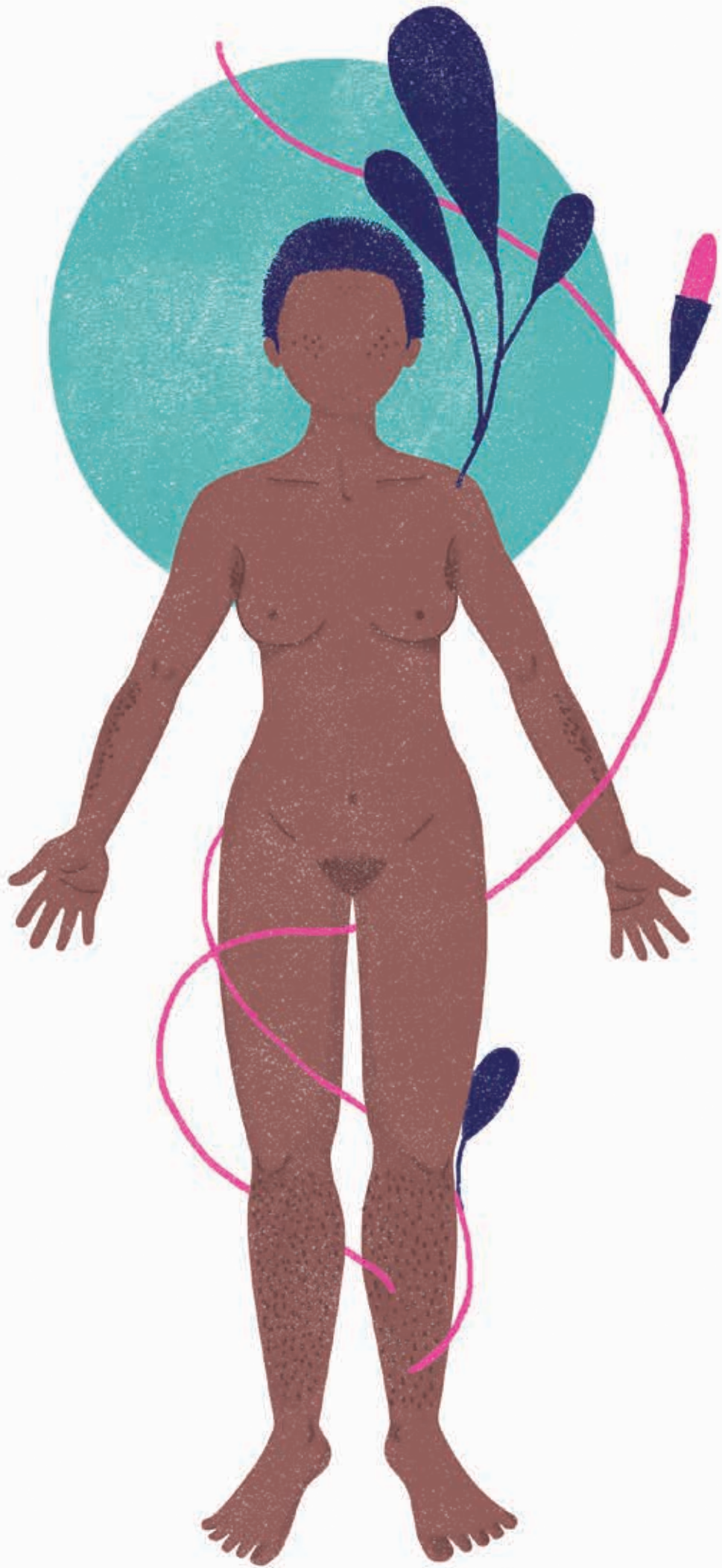
TIP: Replace the word ‘period’ in the story ahead with the word girls use for a period in their local language.

Teacher: A period (_____) happens to every woman – to your mother, your aunty, your neighbour and your friends in school too.

Grace: What happens to all of us?


Teacher: Here is what is happening. Grace, you are growing up and your body is going through changes. These changes are a part of growing up. This stage is called puberty. Can you tell me about some changes that you have noticed in your body?







ACTIVITY 2: Puberty changes

 Duration: 10 minutes

 Things required: Paper and stationery

PURPOSE:

For girls to observe, identify and depict the changes happening in their own and in boys' bodies during puberty.

HOW TO START:

- Ask girls to think about the changes they have noticed in their body in the past year, as well as the changes they may have noticed in boys.

TIP: If the girls find this challenging, ask them if they look the same as they did as four-year-olds. Ask them what has changed, if their hair has grown, if anyone has started wearing glasses, etc.

- Point out three different areas in the room/space: one area representing changes happening to girls, one area representing changes happening to boys, and one area representing changes happening to both boys and girls.
- Then ask each girl, one at a time, to share a change they have noticed in their own or in boys' bodies. The girls then all have to run to the area that they think the statement relates to. If the girls feel shy, the trainer can also call out some of the changes to start the game.

Some examples of these are (more can be found in the MHM Resource Book):

- Breasts develop → run to girls' area
- Oily skin and pimples develop → run to girls' and boys' area
- Facial hair begins to grow → run to boys' area
- After playing the game, ask girls to draw the changes that apply to girls on the drawing they made of Rosie during the first exercise, or create a new drawing to depict these changes.
- Observe, summarise, and share the changes with everyone.

TIP: Depending on the age of the girls and what stage of puberty they are at, there may be different changes indicated in the drawings.

THINGS TO REMEMBER:

- Ask the girls if they are willing to share their drawings with the trainer. If they are, collect the drawings of Rosie at the end of Training Session 1 and share the unique drawings (maximum 20) with WASH United at MHMGuide@wash-united.org. This will help WASH United collect data and develop this product further.

Teacher: Periods (_____) are a part of growing up, just like gaining height and weight. It is also an indication that your body is functioning normally, that you are healthy and don't have any diseases or problems. This means that a period (_____) is nothing abnormal, and is actually good news!

Rosie: But what are periods (_____)?

Teacher: A woman's body goes through a menstrual cycle, which is a regular cycle lasting about 28 days. The last stage of the menstrual cycle is the bleeding part, which is called menstruation, and is commonly known as a period (_____). This part lasts for three to five days, and if it is between two to seven days, that is normal too. And because Grace is 12 years old, it is absolutely normal for her to go through this. The first period can happen between 9 and 14 years of age. If it happens a couple of years before or after, that is normal too.

Rosie: What? Oh, my God! Grace, are you bleeding now, are you going to die?

Teacher: Nothing is going to happen to Grace. She is perfectly normal. She is now going to go through this every month for about three to five days.

Grace: Every month?

Teacher: Yes, every month – this is why it is called a cycle, it keeps coming around again. In the beginning, they will be a little irregular – meaning it doesn't come at the same time each cycle and may sometimes come unexpectedly. It takes some time for menstrual cycles to become regular. It can be irregular during the time when a girl starts her period (_____) or when a woman's periods (_____) come to a complete stop. During this time, a period (_____) can occur after a few months or can happen more than once in a month. This is normal.

Grace: So, will they ever stop?

Teacher: A woman stops having her monthly period (_____) when she becomes pregnant. Also, after giving birth, when a woman starts breastfeeding, for the first few months her period (_____) stops¹. After this, the woman starts her regular menstrual cycle once again and continues till she reaches 42 to 50 years of age. After that age, the menstrual cycle becomes irregular once again and eventually stops completely.

Grace: Oh, that's good, they will stop at some point. (Smiles)

Rosie: Okay, but what is happening to you now? Where is the blood coming from?

Teacher: In the last phase of the menstrual cycle, the uterus releases a small amount of blood and tissue. This blood comes out through your vagina. There are three openings in the lower half of a woman's body. The first opening is called the urethra, which is used to pass urine. The second opening is the vagina, and this is where the blood passes through during a period. The last opening is called the anal opening, which is used to pass stool.

Rosie and Grace: We have three openings in the lower part of our bodies?

Teacher: Yes.

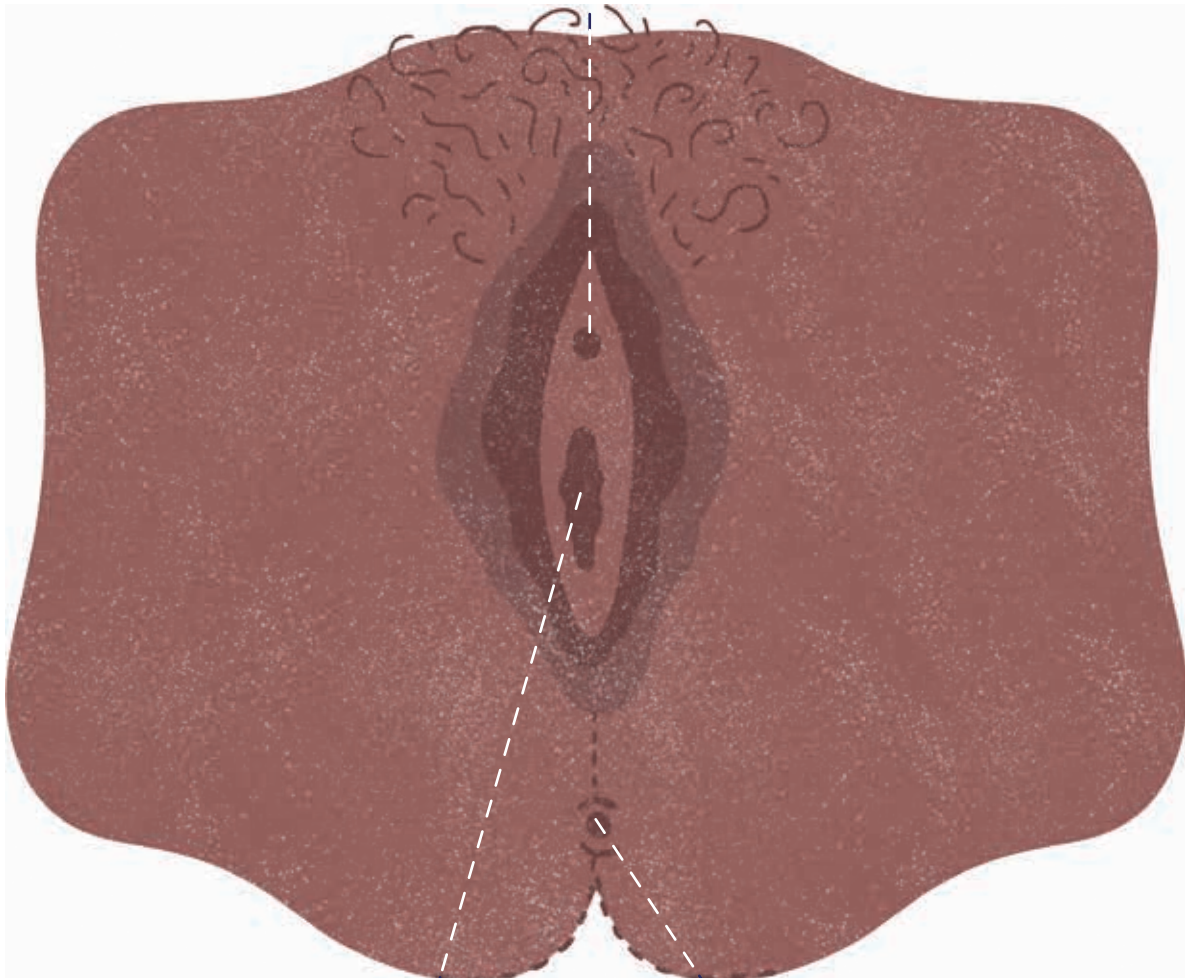


¹ In case the girls ask questions related to sex education, reproductive health, or pregnancy, it is best to inform them that these sessions are for menstrual hygiene management only. More information on this can also be found in the MHM Resource Book.

THE THREE OPENINGS OF THE FEMALE GENITAL AREA

Urethra

The opening to pass urine.



Vagina

The opening below the urethra is the vagina. Menstrual blood flows out of the vagina.

Anal opening

To pass stool.



ACTIVITY 3: My story

🕒 Duration: 10 minutes

📄 Things required: Paper and pen/pencil

PURPOSE

To enable girls to open up and identify challenges they go through when starting their periods.

HOW TO START:

- For girls who have started their periods – ask the girls to recall their experiences of seeing period blood for the first time.
- For girls who have not started their periods – encourage the girls to recall the first time they heard about periods.
- Encourage the girls to write a few lines about this experience.

TIP: Make sure every girl writes her own experience and doesn't copy from another girl.

OPTIONAL

- If girls are willing to share their write-ups with the trainer, collect the write-ups and share the unique ones (20 maximum) with WASH United at MHMGuide@wash-united.org. This will help WASH United collect data and develop this product further. This information will not be used externally.

Let us find out how Rosie's sister is feeling.

Grace: Teacher, but why do I feel sick? My thighs hurt and sometimes there are painful cramps.

Teacher: During a period (_____), hormonal changes are taking place in the body. This can cause discomfort for some girls, and nothing for others. It is common to have stomach cramps, feel bloated and have pain in the thighs and back. Some girls also have headaches, constipation, nausea, dizziness and in extreme cases may faint. Other girls may feel tense, angry or emotional before and during their period. It is also normal to have less energy, tender breasts and acne. There are girls and women who feel none of these symptoms and function just like on every other day. That is normal as well.

Grace: Is there anything I can do stop feeling like this?

Teacher: Yes, you can do a lot! Staying healthy every day will help with your cramps during your periods. Get regular exercise, drink plenty of water and eat iron-rich food.

Grace: Iron-rich food? Like what?

Teacher: Liver or other organ meats, shellfish and any green, leafy vegetables like spinach, (_____ - insert local example) and beans.

Rosie: Yuk! I don't like beans.

Teacher: It doesn't matter which ones you eat as long as you are eating enough of these food to keep you healthy.

Grace: But if the pain is still there, can I take medicine?

Teacher: Not without consulting a medical professional like a doctor or nurse. If the pain is too much for you to function, you should definitely ask for help. Most times, the pain can be eased by applying gentle heat to your abdomen using, for example, a warm towel or taking a warm bath. Now do you feel better?

Grace: Well, I know what is happening to me is not my fault and that I didn't do anything wrong. But I'm still sad that I cannot take part in the inter-school competition.

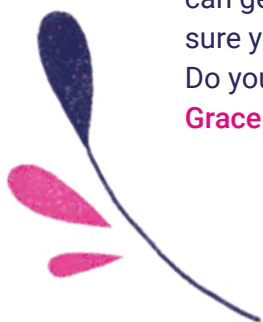
Rosie: I'm also really sad.

Teacher: Why would you not take part in the competition? Some girls find that exercise helps relieve cramps and makes them feel better in general. While you should avoid activities that put direct pressure on the abdomen, you can participate in any physical activity that you feel comfortable doing.

Grace: My parents would never agree. They don't want me to play with boys.

Teacher: Ah, I see. Periods have nothing to do with sports. It's up to your comfort if you can play or run during your periods. And there is nothing wrong with playing with boys. What your parents want you to know is that when your periods start, it also means you can get pregnant. They are worried about you. What you need to remember is to make sure you take your time before you have sex so that you don't get pregnant accidentally. Do you really feel ready to have children right now?

Grace: No way! I'm not ready to take any responsibilities.



 **QUESTION 3:**

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“Should Grace take part in the running competition?”

Teacher: Yes. Now you need to talk to your mother and explain it to her. People may tell you not to do this or that during your period (_____), but the truth is, you are the best person to decide what works for you and what doesn't. If you feel comfortable doing something, go ahead and do it. Just be responsible. Your period (_____) need not limit you in any way!

Rosie: Yay! Grace can participate in the competition now!

 **QUESTION 4:**

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What do you think Rosie has learned?”

Then summarise the key takeaways:



1. Periods (_____) are normal.



2. Periods (_____) are a sign of health and wellbeing – it is actually good news!

END OF SESSION 1

TRAINING SESSION 2

CHAPTER 2

ROSIE UNDERSTANDS THAT GETTING HER PERIOD IS NOT DIRTY, BUT A SIGN OF GOOD HEALTH. ALSO, MENSTRUATION NEED NOT BE A LONELY PROCESS AND IT WOULD BE EASIER TO MANAGE IT IF GIRLS AND WOMEN SUPPORTED EACH OTHER. SHE ALSO LEARNS ABOUT THE DIFFERENT PRODUCTS AVAILABLE TO MANAGE HER PERIOD.



TIP: IF YOU START THE SESSION 2 AFTER A BREAK, YOU MIGHT WANT TO START LIKE THIS:



? **QUESTION**

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

**“Do you remember Rosalie?
Can you share what you remember
from the previous session?”**

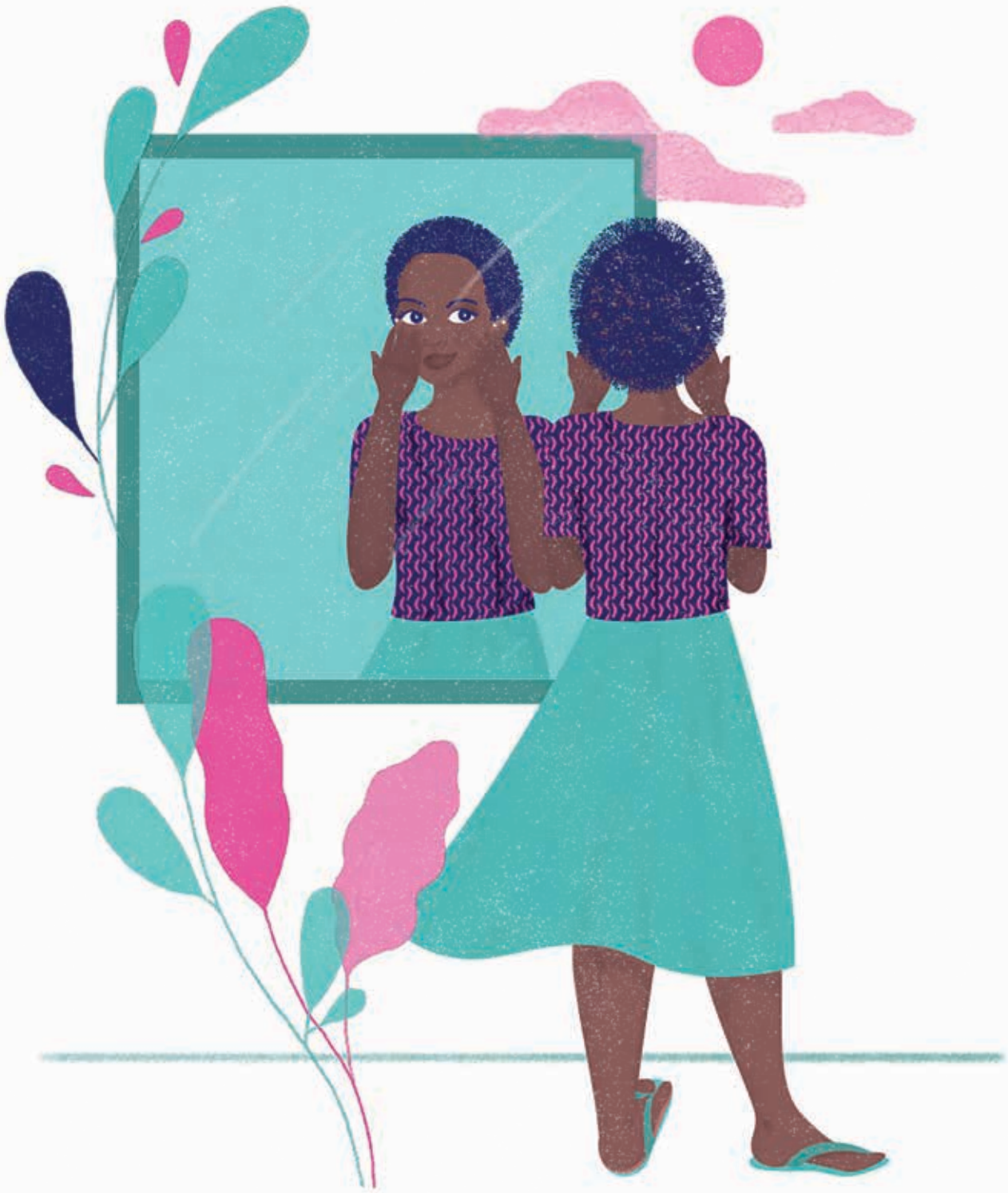
Exams were about to start in a few days and all the children were busy with their studies.

Grace was not allowed to take part in the inter-school competition. Rosie was very sad, but Grace was fine with it. She knew that she needed to keep talking to her mother about what the teacher had told her. There were times when her mother would get angry and tell her that she should not discuss these things with people outside the home. Grace knew that it was only a matter of time, even the teacher had told her so. So she didn't give up. Now her mother lets her play during her period (_____), but still asks her to be careful with boys.

When she has questions, she goes to the teacher to get answers, and later shares them with her mother.

Now exams and holidays are over.





Rosie: I have started noticing changes in my own body. Somewhere inside me I have been feeling really excited about growing up. I sometimes spend time in front of the mirror looking at how my body is changing. I feel more interested in creating my own look, and I'm inspired by the fashion and makeup of Lupita Nyong'o (_____)².

² You can replace the name of Lupita Nyong'o with the name of a local actress or singer.



There is a new girl in our class called Maria. Her father got transferred here because of work and she joined our school. I think that she is a beautiful person and I secretly admire her. I want to become her friend.

One morning, when I reached school, there was a huge argument going on between some girls. There was a sports day being held in the big neighbouring school. I heard one of the girls from our class, Amina, ask Maria not to attend because she was having her period (_____), or she would shout out loud. It sounded very confusing. Maria asked her why.

Amina: You will start bleeding all over and smelling if you go out in the sun. You'll embarrass all of us!

Maria: I don't believe in all of this. How do you think the sun knows I have my period? Tell me, what else do you not do?

Amina: Do you climb trees during your period (_____)?

Maria: Yes.

Amina: Oh, no! The tree will stop flowering.

Maria: How? How will the tree know?

Amina: Do you hold babies also?

Maria: Yes, of course.

Amina: Oh no, the baby will start belching! Do you eat peanuts, too?

Maria: Not a lot, but if I feel like it, I get some from the kitchen.



Amina: You mean you enter the kitchen, too?

Maria: Why not? It's just me and my dad at home. My mom lives in the city. If I don't serve myself, I won't be able to eat.

Amina: Your dad is clueless, that's why you do all of these things.

Maria: My dad is very smart and my mom is too. My mom works in the city and does everything on her own. If she isn't allowed to cook, who will make her food? When I started my period, my aunty asked me not to enter the kitchen, but my mom and dad explained to her that these are just superstitions. Being on your period does not mean you are dirty. And my dad also knows about all of this. We live together, after all! If I don't tell him what is going on, who will help me if I need anything?

Amina (to the other girls): This girl seems different from all of us. You can be friends with her if you like. I won't be.



QUESTION 5:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“Is Maria doing the right thing when she has her period?”

Rosie knows this is her chance to be Maria's friend. She goes to her and says:

Rosie: Hi, I'm Rosie. I'm in your class.

Maria: I am Maria.

Rosie: I heard everything.

Maria: (Looking sad) What do I do now?

Rosie: Come, I have an idea.

Rosie and Maria look for the class teacher and tell her everything. The teacher comes to the class.

Teacher: I want to teach you all a special lesson today. Is that okay?

Students: (Happily) Yes!

Teacher: I heard that there were some differences between some of you this morning.

Students: (Everyone is quiet. There are some whispers.)

Teacher: Don't worry, we will do something all of you love.

Students: What? Yay!

Teacher: When we have our period (_____), what are some of the things we don't do?



QUESTION 6:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What are some of the things you don’t do or avoid doing when you have your period (_____)?”

TIP: Discuss this briefly and move on to the next activity that is related to this question.



ACTIVITY 4: Make your own song – I Can

Duration: 15 minutes

Things required: Paper and stationery

PURPOSE:

To give girls the space to learn about each other’s misconceptions regarding period (_____) practices and to support each other in making their wishes come true.

HOW TO START:

- Encourage the girls to identify the activities they wish they could do during their periods (_____).

TIP: Create an ideal situation where no one will stop them, put pressure on them or check on them.

- Divide the girls into groups of four to five girls each.
- Ask the girls to write down what they wish they could do during their periods. They can formulate these as “I can” statements, helping to show that their wishes can be realised.

TIP: For example, these can be:

- I can play
- I can eat salty food
- I can swim
- I can pray

- In the group ask them to write a song about the things they wish they could do during their periods (_____).

TIP: If this is too difficult, they can also clap along the statement, or create a poster, etc.

- Encourage the girls to share with each other experiences of having overcome any period (_____) restrictions or misconceptions.

- If time permits, have the girls present to the entire group.

After the performances, the following can be discussed:

- Did they learn anything new from the other groups?
- Do they have any questions following the performances?
- The trainer can also use this discussion to clarify any myths or taboos that may have come up during the activity.

TIP: Keep the discussion positive and solution-oriented.


Teacher: You have to be smart, not shy!


Promise me that you will all help each other in times of need. Will you do that?

Students: Yes, we will!



ACTIVITY 5: Yarn game

 Duration: 20 minutes

 Things required: One or two balls of yarn (ideally magenta-coloured)

PURPOSE:

To enable girls to identify, understand and question their current period (_____) practices and support each other in overcoming certain obstacles.

HOW TO START:

- Ask the girls to stand in a circle. A circle should consist of a maximum of 10 girls. If you have more than 10 girls, form multiple circles. Give one girl in each circle a ball of yarn.
- Ask the girls to pass the yarn within the circle to form a web. Every time the yarn is thrown, the girl throwing should say out loud what she learned from Rosie's story as she passes the yarn to another girl.

TIP: Each girl must get the ball of yarn at least once. The ball of yarn should not be passed to an adjacent girl and must be used up by the end. Encourage each girl to share a new learning from the story as she passes the ball of yarn to the next girl.

- When a web is formed, encourage the girls to share the significance of the web that they have created.

TIP: This means that all the girls are connected to each other, directly or indirectly. They are strong together. They all have their periods, or will start soon.

- The trainer should then cut one cord of the web.

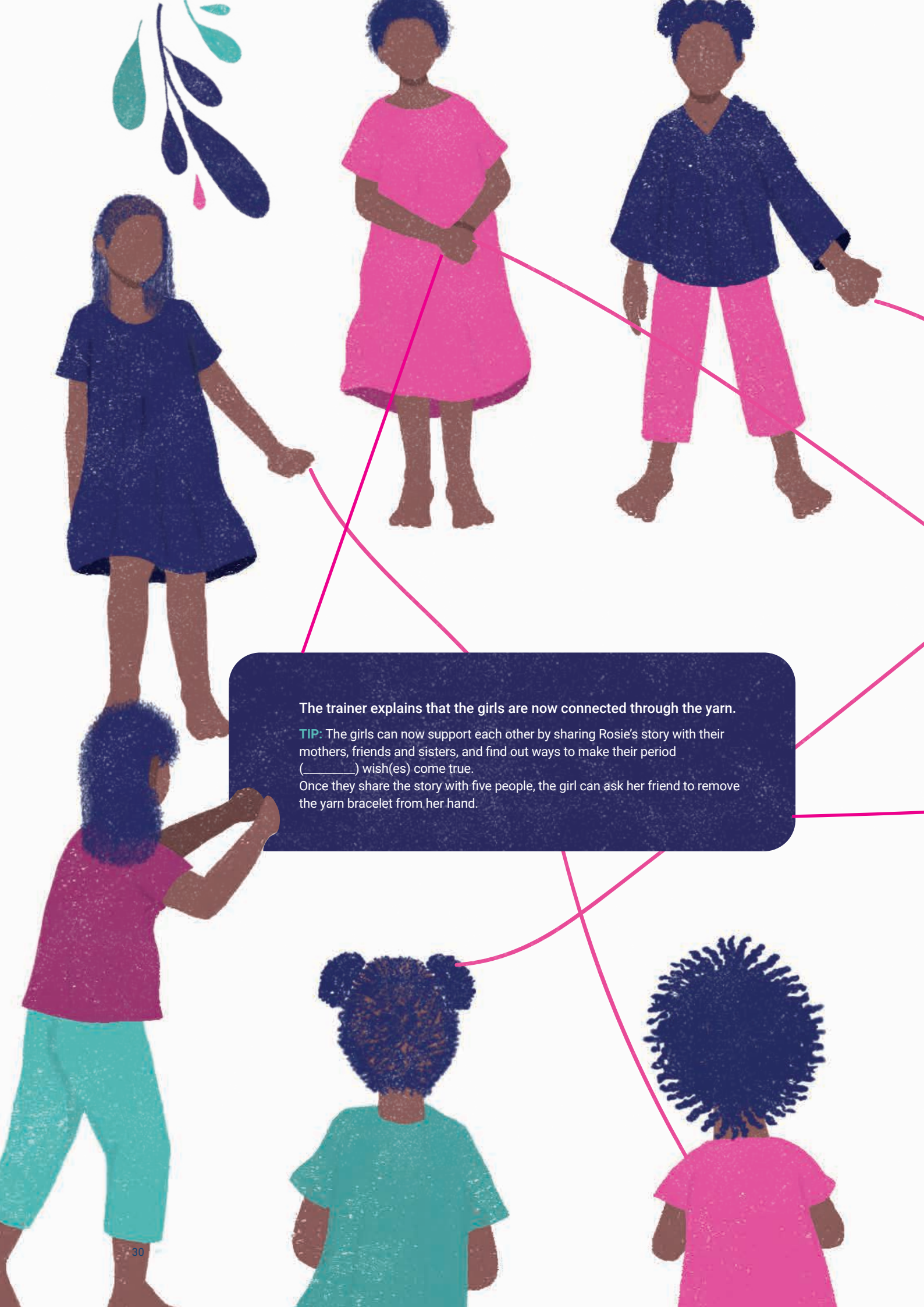
ASK: What does this signify?

TIP: When the cord is cut, the web is broken. The connection between the girls is then broken and thus becomes weak.

- Find a way to join the web again. This should be done in a way where a maximum of two girls can move from their current position in the circle to re-connect the web. Ask the girls to place the re-joined web on the ground.

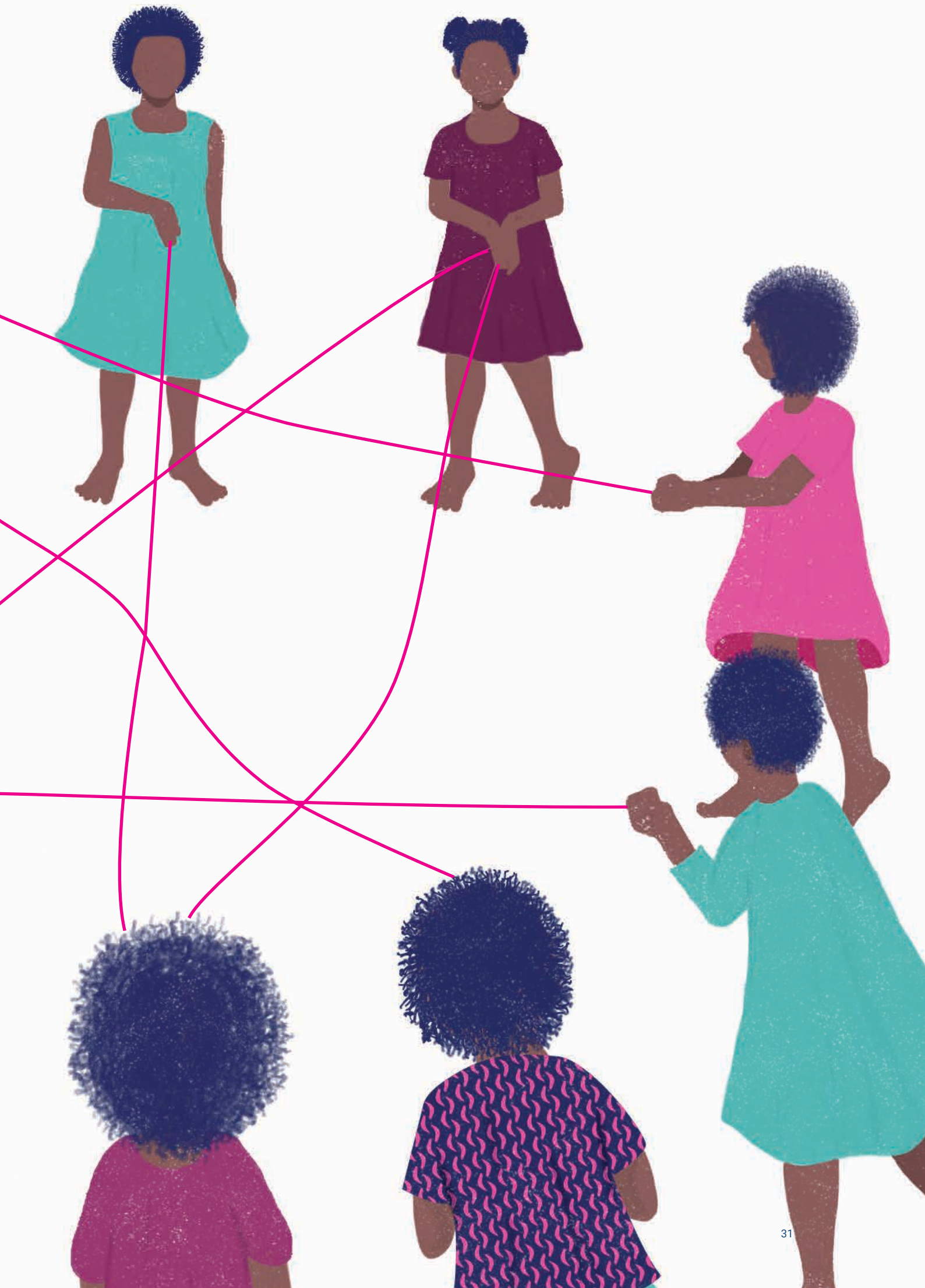
- The girls can now cut a small part of the yarn and tie it to their friend's wrist.

TIP: While the girls tie the yarn onto each other's wrists, the trainer shares how these bracelets are a symbol of their commitment to support each other and help each other through the problems that they may face during their period (_____).



The trainer explains that the girls are now connected through the yarn.

TIP: The girls can now support each other by sharing Rosie's story with their mothers, friends and sisters, and find out ways to make their period (_____) wish(es) come true. Once they share the story with five people, the girl can ask her friend to remove the yarn bracelet from her hand.



The next day, the teacher brings a sanitary pad to the class and shows it to everyone.

Teacher: How many of you know what this is?

Amina: Isn't this bread?

Teacher: (Smiling) It is called a sanitary pad, and it's not bread. I think you should all know how to use it. Look, this is how you use a sanitary pad. You can stick it on to your underwear like this, pull the wings to the side and stick them to the bottom of the underwear.

TIP: A pad-shaped paper cutout is needed for the next session.
You can also bring real sanitary pads and cloth for demonstration.



ACTIVITY 6: How to use a sanitary pad and cloth

🕒 Duration: 15 minutes

📋 Things required: Paper and a pair of scissors

PURPOSE:

To educate the girls on how to use a disposable sanitary pad, a reusable cloth pad, and cloth.

HOW TO START:

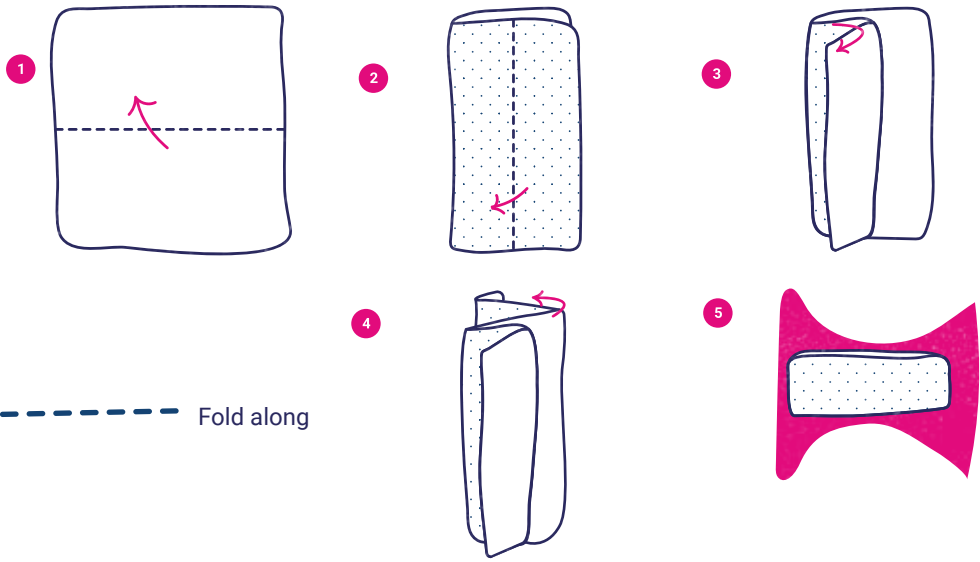
- Demonstrate the application of a pad on underwear using a pad-shaped paper cut-out.

TIP: The trainer must demonstrate the application of pads with wings and without wings and a reusable pad. The same pad cutout can be used for this demonstration.

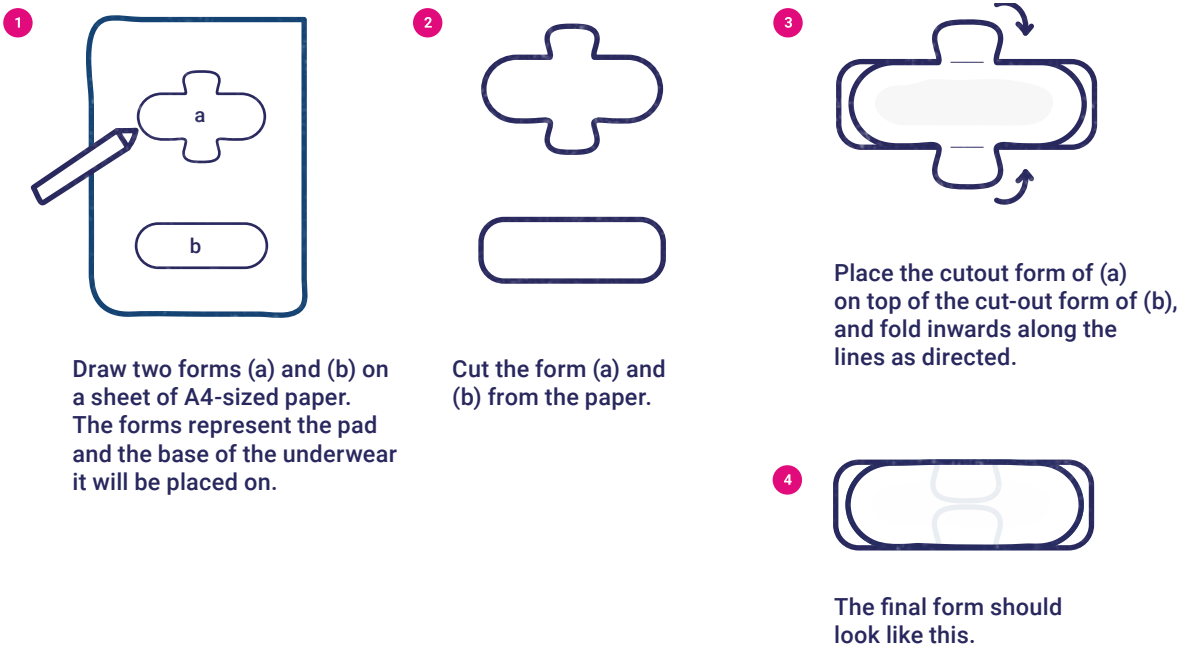
- Also show how to fold and use a cloth, as shown in the MHM Education Guide.



DIY: HOW TO FOLD A CLOTH



DIY: HOW TO PUT ON A PAD



Amina: What if I stain my clothes? What if I smell? I can't even think about it.

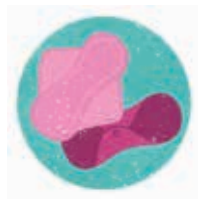
Teacher: Well, periods are a sign that you are growing up. When it comes to taking care of your personal hygiene, you should wash your vagina daily with clean water and should take more care during your period (_____). Do not use any harsh soap or chemicals, just clean water and wash from front to back. After washing, you should dry yourself properly using a clean towel or dry cloth. Also, make sure that you bath daily. It is very important to clean your body every day.

And when you have your period (_____), whatever you use – cloth, disposable or washable pad, menstrual cup³, or tampon³ – make sure to change it after every six to eight hours. Using it for longer can cause infections.

This way there will be no unpleasant smell. You should also remember to wash your hands before and after you change your pad or cloth.



1. Cloth



2. Reusable pads



3. Disposable pads



4. Menstrual cups³



5. Tampons³

Amina: Are you sure if I wash myself daily and use clean underwear I will not smell?

Teacher: That is correct. Also, you should still come to school even when you have your period. If you are absent for three days every month, you will end up falling behind in class. So Amina, you will be fine!

Rosie: Isn't a pad safer than cloth?

Teacher: Both can be safe and harmful as well. It's about how we use them. Just remember, you shouldn't use materials like mattress or wool because those can cause infections. The cloth has to be made of cotton or flannel and be clean and dry. Wash the used cloth in cold water to remove any stains. It has to be cleaned well and dried in the sun. It is very important to dry a cloth and only then is it safe to use. There is also the option of a reusable pad, which is made of cloth and must be changed, washed and dried in the sun like a cloth.

If you use a disposable pad, you should wrap it in newspaper and throw it in the dustbin.

Amina: But doesn't a disposable pad have to be washed and then thrown out?

Teacher: Why would you wash disposable pads? That is just a superstition.

Amina: And what about stains?

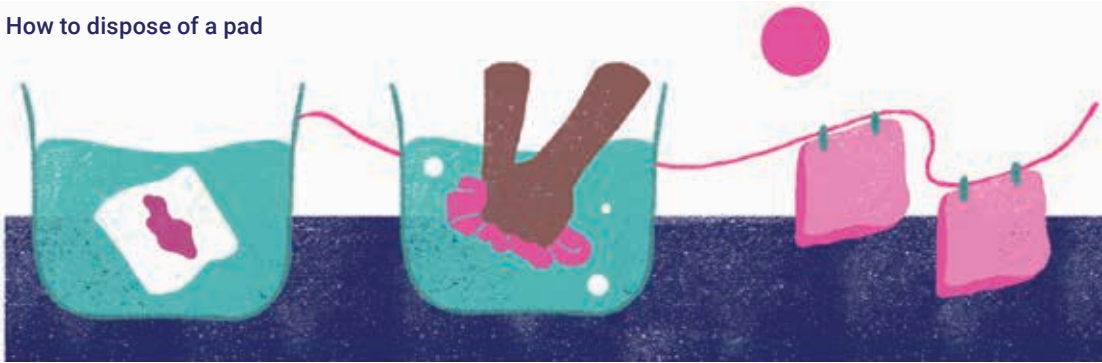
Teacher: If the cloth is folded and pad and cloth placed well in your panties, you won't stain either. Just remember: you need to change both the pad and the cloth regularly. Depending on your period strength and the material, they have to be changed every six to eight hours. Most of us cannot afford so many disposable pads. So you can use a disposable pad at school and a cloth at home. You decide what works best for you.

³ The text focuses on pads and cloths as these are the most commonly used products.

If your students should know what menstrual cups and tampons are, you can also include further explanations on their usage and disposal. Information can be found in the MHM Resource Book.



How to dispose of a pad



How to wash a cloth or washable pad

Amina: But it's so scary!

Teacher: Don't overthink it. Periods (_____) are normal. Every woman gets it every month. There is no point in being shy. You maintain good menstrual hygiene, which is good!

? QUESTION 7:

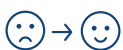
TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What do you think Rosie and Amina learned about managing their period?”

Then summarise the key takeaways:



1. Which product you use to manage the period is your choice. No product is better or worse than the other.



2. Practice good hygiene when you have your periods.

When Rosie got back home that evening, she felt unusually tired. She went through her routine and after a short nap, sat down to study. She felt something strange, something wet between her legs. She jumped up and ran to the toilet. She then yelled:

Rosie: Grace, Graaaaaaaace ..Mommmmmmy!

Grace: (Running to the toilet) what happened?

QUESTION 8:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What do you think has happened to Rosie?”

Rosie: My period has started.

Grace: Are you scared?

Rosie: No, but please help me.

Grace: I will get you a pad. Let me see how well you’ve been trained!

They both laugh as they come out of the toilet and go to tell their mother. This time, she hugs both of them and says:

Mom: Rosie, your period has started, now you need to be smart, not shy.

Grace: See, I have taught Mom, too.

Rosie: Grace, Mom, don’t worry, I am smart already, and I promise not to be shy about it and support others.



TIP: FOLLOW PAGE 37 AND 38 ONLY WITH OLDER STUDENTS WHO HAVE THEIR PERIODS. OTHERWISE SKIP FORWARD TO PAGE 39.

Mom: Just keep track of your period (_____), Rosie. You can use a calendar bookmark.

Grace: Let's make one together for you!



ACTIVITY 7: Track Your Period!

🕒 Duration: 10 minutes

📝 Things required: Paper, pens

PURPOSE:

To help girls track their period (_____) dates with ease and efficiency.

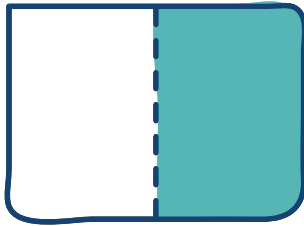
HOW TO START:

- Distribute A4 or A5 sized paper amongst the girls.
- Ask the girls to fold the paper in half.
- Ask the girls to draw a smiling face or some other nice image on one side and a calendar on the other side indicating just the name of the months.
- The calendar should be created in such a way that there is space to write below each month.
- Make a circle below each month.
- Explain to the girls that they should write the start date of their period inside each circle, and write the number of days the period lasted outside each circle.

TIP: If a girl has her period multiple times in a month, she can draw several circles below each month. The girls can write in their preferred language.

- Encourage the girls to share this calendar idea with five women (mother, sister and friends).

1



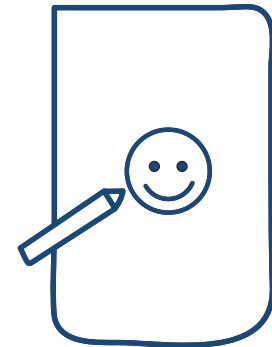
Take an A4/A5-sized sheet of paper, and fold it in half.

2

FRONT

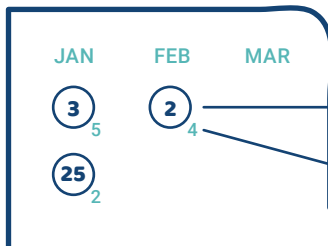


BACK



Ask the girls to draw a smiling face on one side and a calendar on the other side indicating just the months. Your calendar is now ready!

3



Mention the start date of your period under its respective month, and circle it.

Write the number of days your period lasted outside the circle as shown. Or make dots for every day.

Rosie: Nice! And why should I do this?

Mom: A calendar is helpful so you can see how long your menstrual cycle is and how long your period (_____) usually lasts. Then you can be better prepared.

Grace: By using the calendar I noticed that my cycle last 29 days. Sometimes it is 28 or even 30 days. With the calendar I can then estimate the start date of my next period, and on those days I carry an emergency pad with me to school.

See, Rosie, you are not the only smart person in this family!

Rosie (laughs): So glad to have you as my older sister, Grace!



QUESTION 9:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION :

“What did Rosie, her friends and you learn through this entire training?”

Then summarise the key takeaways:



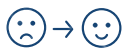
1. Periods are normal!



2. Periods should not be a lonely experience, but one that brings everyone together.



3. Be smart - not shy!



4. Practice good menstrual hygiene.

QUESTION 10:

TRAINER: ASK THE GIRLS THE FOLLOWING QUESTION:

“If you think you learnt something new through this training, would you share this knowledge with others?”

TIP: If the girls answer yes, encourage them to tell what they want to share with whom (mother, father, sister, aunty, friends.)

THE END



ADDITIONAL ACTIVITY

A GREAT HOMEWORK
OR IF YOU HAVE MORE TIME AFTER THE TRAINING.



Letter to Myself

⌚ Duration: 15 minutes

📄 Things required: Paper and pen

PURPOSE:

The purpose of the activity is to recall everything the girls learned through Rosie's World.

HOW TO START:

- Ask the girls to think about the time they started their period (_____).
- Do they wish they knew more about what exactly was happening to their bodies when they were younger?
- If yes, what have they learned during the training that they wish they knew when they got their period or in preparing to get their period (_____)?
- Ask the girls to write this as a letter to their younger selves.

TIP : For girls who have not started their period (_____) yet, ask them whether they feel less nervous and more confident about starting their period (_____) now. Ask them to write a letter to their younger selves to prepare themselves for their period (_____).

- If any of the girls are willing to share, get her to read the letter aloud in front of the entire group.



POSTERS

THERE ARE TWO POSTERS ON THE FOLLOWING PAGES THAT WILL HELP YOU UNDERSTAND WHAT THE GIRLS HAVE LEARNED FROM THE TRAINING. THESE ARE EXAMPLES AND YOU CAN RECREATE ONE OR BOTH OF THE POSTERS YOURSELF ON A LARGE SHEET OF PAPER.

ASK THE GIRLS TO SHARE WHAT THEY HAVE LEARNED BY ANSWERING THE QUESTIONS ON THE POSTERS.

**WRITE A WORD
YOU ASSOCIATE
WITH PERIODS.**

**WHAT ARE THE ACTIVITIES
YOU CAN DO WHILE ON
YOUR PERIOD?**



**WHAT DO YOU DO
IF YOU HAVE PAIN
DURING PERIODS?**



**WHAT PRODUCTS CAN
YOU USE WHEN YOU
HAVE YOUR PERIODS?**

**WHO CAN YOU TALK TO
ABOUT YOUR PERIODS?**



**I MUST SHARE MY LEARNINGS
WITH TWO OTHERS!**

--	--	--	--	--	--	--	--	--	--	--	--

**I CAN PLAY
SPORTS
DURING MY
PERIODS!**

**I BELIEVE
PERIOD BLOOD
IS NOT DIRTY!**

**I AM NOT ASHAMED
OF MY PERIOD!**

**I CAN USE ANY
PRODUCT OF
MY CHOICE.**

