

Rosie's World

MENSTRUAL HYGIENE MANAGEMENT EDUCATION GUIDE



From the initiators of MH Day



28 May
**MENSTRUAL
HYGIENE 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 that they become strong women who fully and equally participate in society, and live healthy, productive and self-determined lives.

ABOUT THE MHM EDUCATION GUIDE

Since 2019, the Iraqi Red Crescent Society and the French Red Cross have made a priority to engage with women, men, girls and boys of the sensitive topic of menstruation. This guide, developed with the support of WASH UNITED, is the latest contribution to empower girls and young women to develop their skills and confidence in a society that enables them to live their menstruation comfortably without shame.

Rosie's World is a menstrual management education guide initially developed by WASH UNITED. It was adapted to the Iraqi context in 2020 by the WASH department of the Iraqi Red Crescent Society with the support of the French Red Cross and European Union MADAD funds. Girls will learn from Rosie's experience and engage in fun activities about menstrual hygiene. After completing the activities of Rosie's World, the girls will engage in the Take Action Project, where each of them will share what they have discovered with at least two other girls among their relatives .

To learn more about how your organization can access and use this menstrual hygiene education guide please visit:

- <https://wash.expertiseinternationale.net/hygiene/mhm>
- www.wash-united.org/MHMGuide

and contact:

- Iraqi Red Crescent Society, WASH department at watsan.dept@ircs.org.iq
- Head of delegation for the French Red Cross at hod-iraq.frc@croix-rouge.fr
- WASH UNITED at info@wash-united.org



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THE KEY FEATURES OF THE MHM EDUCATION GUIDE

The MHM Education Guide takes girls (ages 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, glue 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 LEADER GUIDE

The MHM Leader Guide provides leaders 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 Leader Guide – don't worry. It's an additional support tool and the Guide can also 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.
- 3 Alternatively both chapters can be combined into one session.

Following the completion of chapter 1 and chapter 2, the girls are encouraged to participate in a Take Action Project, where they share what they learned with at least two other girls in their communities. The Take Action section, following the two chapters, provides guidance on how to do this.



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 Leader Guide.



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 glue, scissors and some 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.



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 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 Leader Guide.
- Try to engage all 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.

- Activity 1 : Draw yourself
- Activity 2 : Puberty changes
- Activity 3 : My story

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Chapter 2 23 - 38

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 Wish
- Activity 5 : Yarn game
- Activity 6 : How to use a sanitary pad and a cloth
- Activity 7 : Track your periods!

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- Additional Activity : Letter to myself

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- Posters : Share what you have learned!

Take Action 45 - 70

Now that the girls have completed Rosie's World, they should share what they have learned with other girls in their community. girls should select any one activity from the Take Action section to spread positive messages about MHM and

each must reach at least two other girls.

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 papers 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 Mariam who is two years older than me and a brother, Akram, 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 Mariam 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, Mariam 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." Mariam 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, Mariam 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, Mariam 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 Mariam could not be in the race even though she had worked very hard for it. My teacher asked me to bring Mariam to school to meet her the next day.

QUESTION 1:

LEADER: ASK THE GIRLS THE FOLLOWING QUESTION:

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

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, Mariam.

The next day, Mariam 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?

Mariam: 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.

Mariam whispered into the teacher’s ears.

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

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



QUESTION 2:

LEADER: 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?”

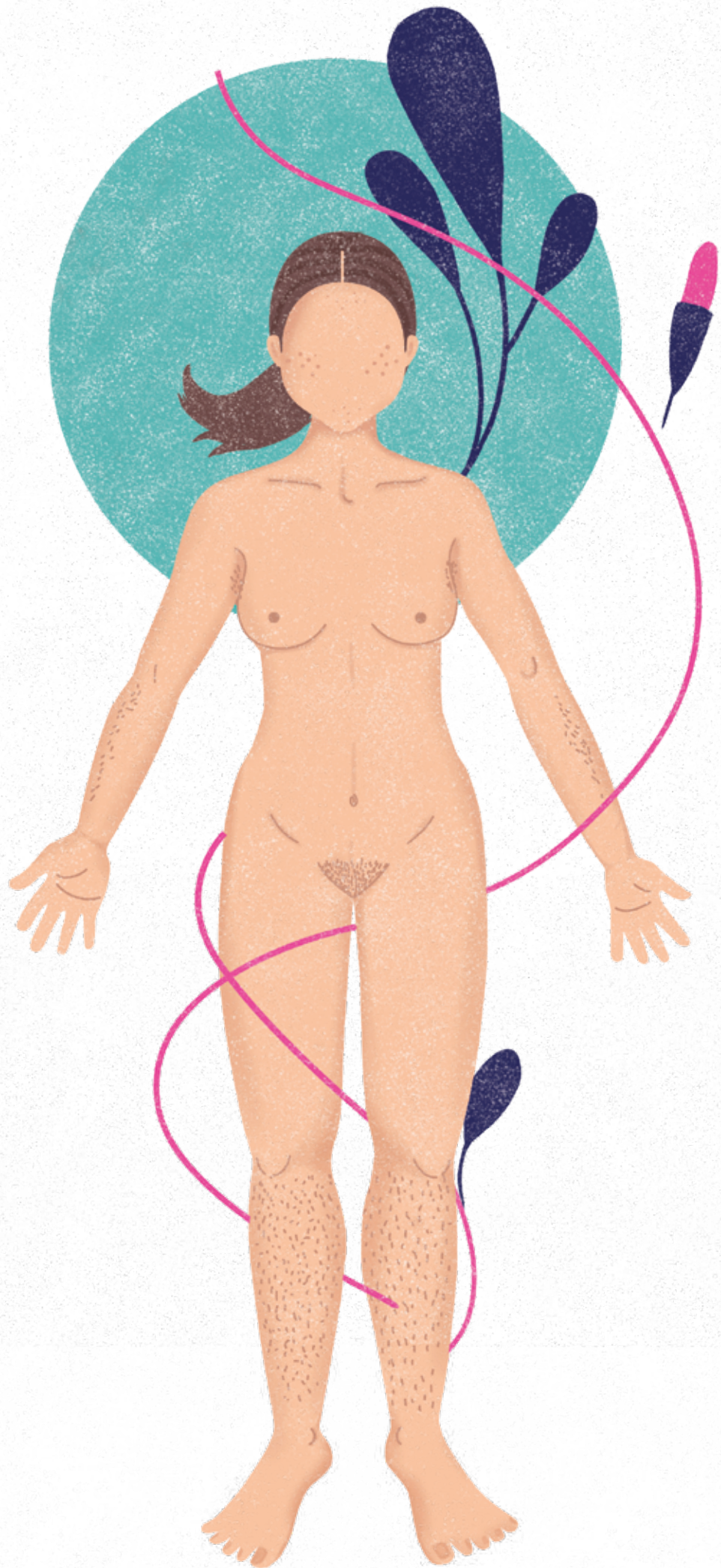
TIP : Replace the word ‘period’ in the story ahead with the word girls use for a period in their local language.

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

Mariam: What happens to all of us?

Teacher: Here is what is happening. Mariam, 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 leader can also call out some of the changes to start the game. Some examples of this are (more can be found in the MHM Leader Guide):
 - 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.

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 Mariam is 12 years old, it is absolutely normal for her to go through this. The first period can happen between 9 to 14 years of age. If it happens a couple of years before or after, that is normal too.

Rosie: What? Oh, my god! Mariam, are you bleeding now, are you going to die?

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

Mariam: 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.

Mariam: 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 () stops ¹. 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.

Mariam: 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 hole, which is used to pass stool.

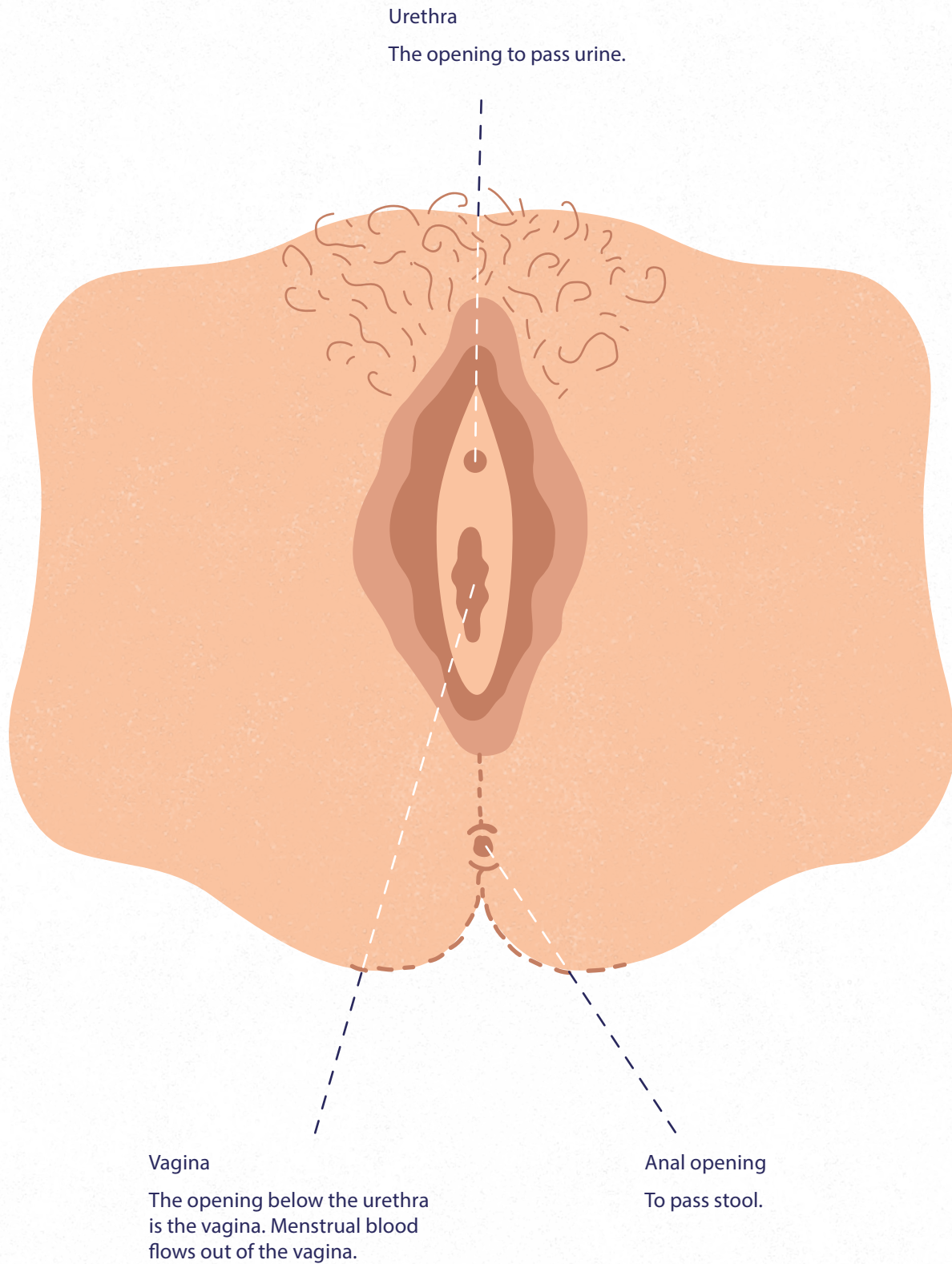
Rosie and Mariam: We have three openings in the lower part of our bodies?

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 Leader Guide.



THREE OPENINGS OF THE FEMALE GENITAL AREA





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.

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

Mariam: 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.

Mariam: So there is nothing I can do to help?

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.

Mariam: Iron-rich food? That is like what?

Teacher: Liver or other organ meats, shellfish and any green-leafy vegetables like spinach, (_____ insert local example) and everyday beans. It doesn't matter which ones you eat as long as you are eating enough of this food to keep you healthy.

Mariam: 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?

Mariam: 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.

Mariam: 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?

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





QUESTION 3:

LEADER: ASK THE GIRLS THE FOLLOWING QUESTION:

“Should Mariam 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! Mariam can participate in the competition now!



QUESTION 4:

LEADER: 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's good news!



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.





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

Mariam 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. Mariam knew that it was only a matter of time, even the teacher had told her so. So she didn't give up. Now Mom 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 Mom.

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 Nancy Ajram (_____)

².

² You can replace the name of Nancy Ajram 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 father 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:

LEADER: 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:

LEADER: 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 Wish/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 (_____).
- Encourage the girls to share experiences of having overcome any period (_____) restrictions or misconceptions and add that to the song.
- If time permits, have the girls sing their song 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 leader 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: 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 leader should then cut one cord of the web.

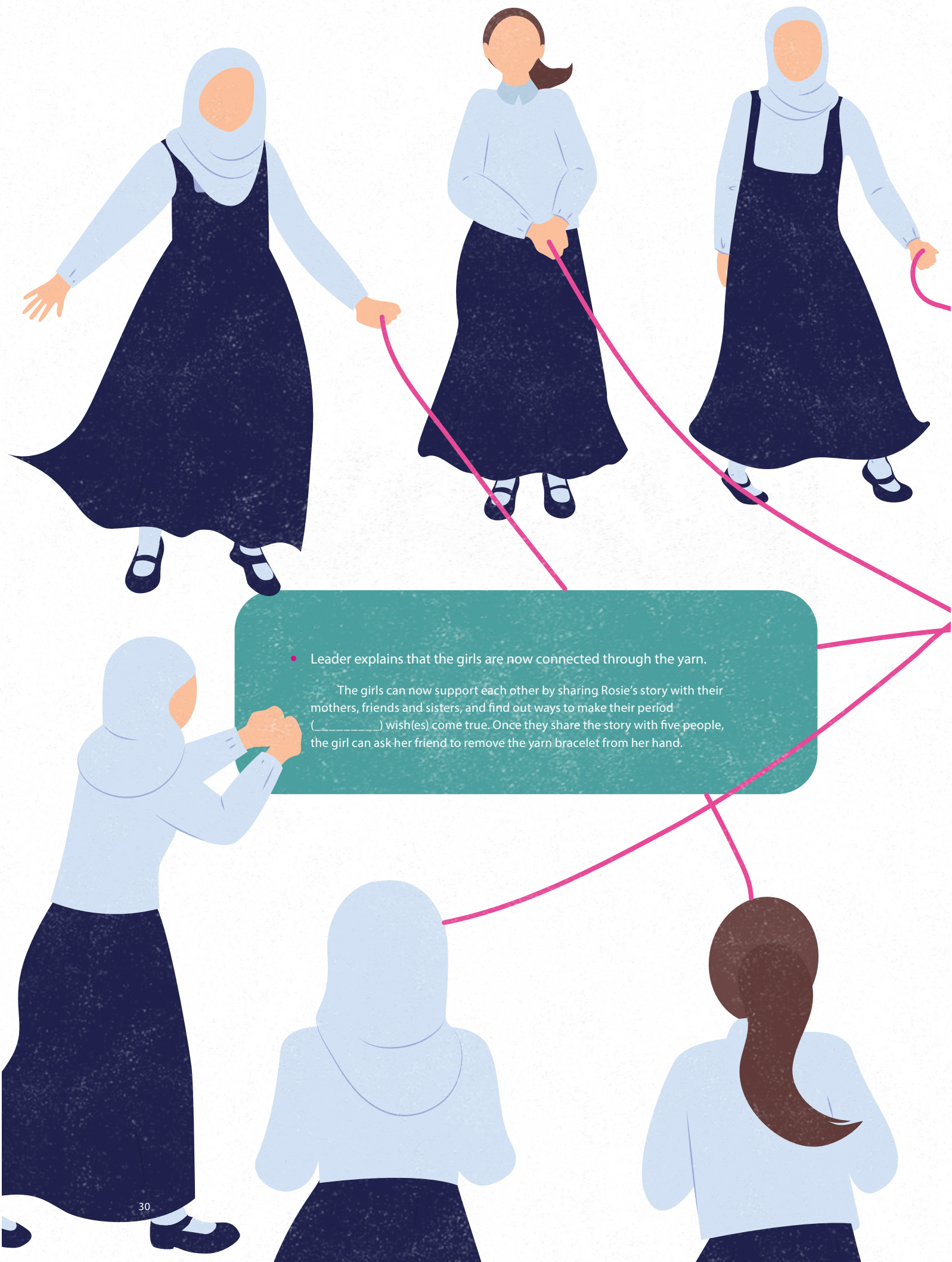
ASK: What does this signify?

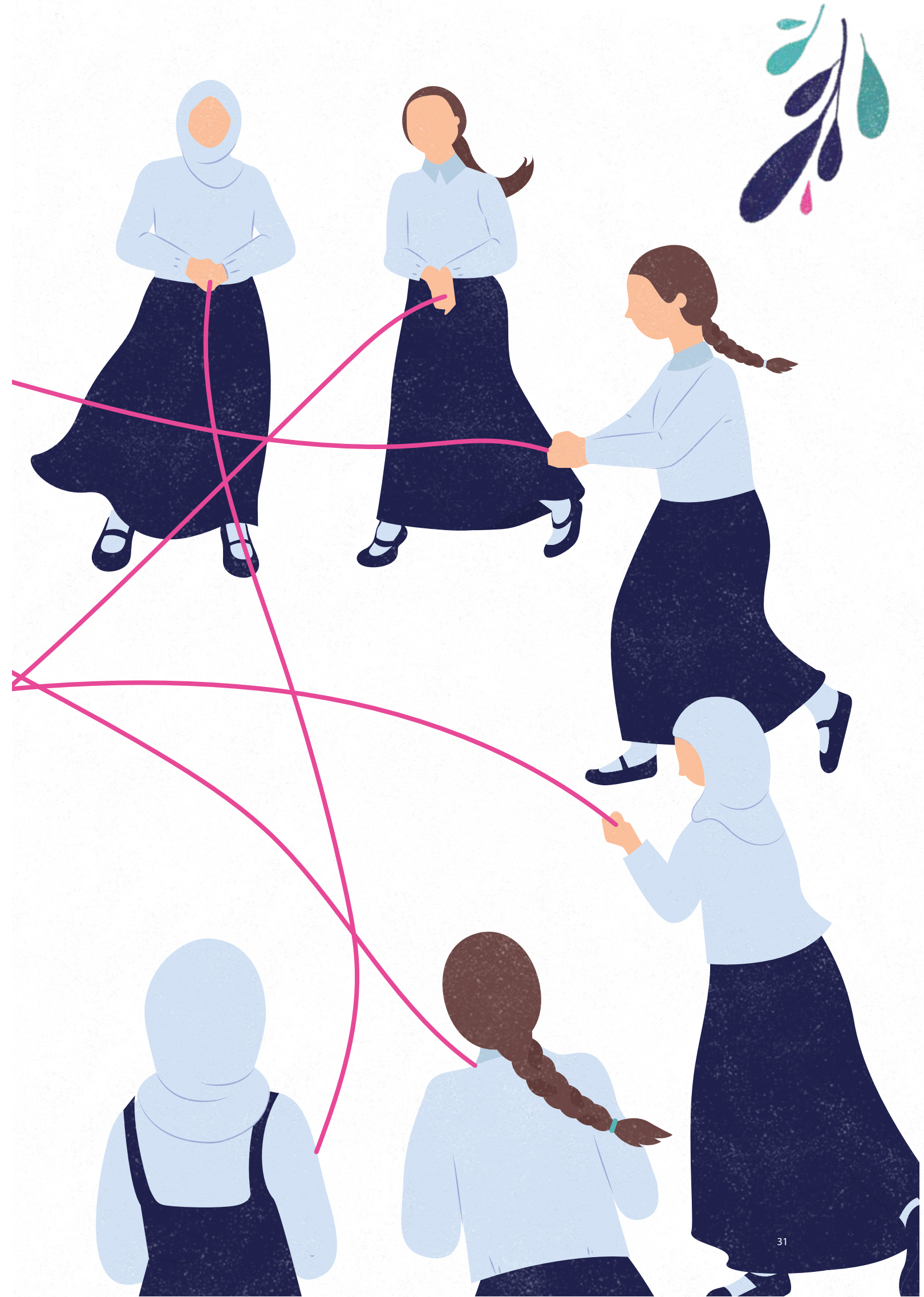
TIP: When the cord is cut, the web is broken. The connection between the girls is then broken and thus becomes weak.

- 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 leader 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 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.

For the leader: A pad-shaped paper cutout is needed for the next session.



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.

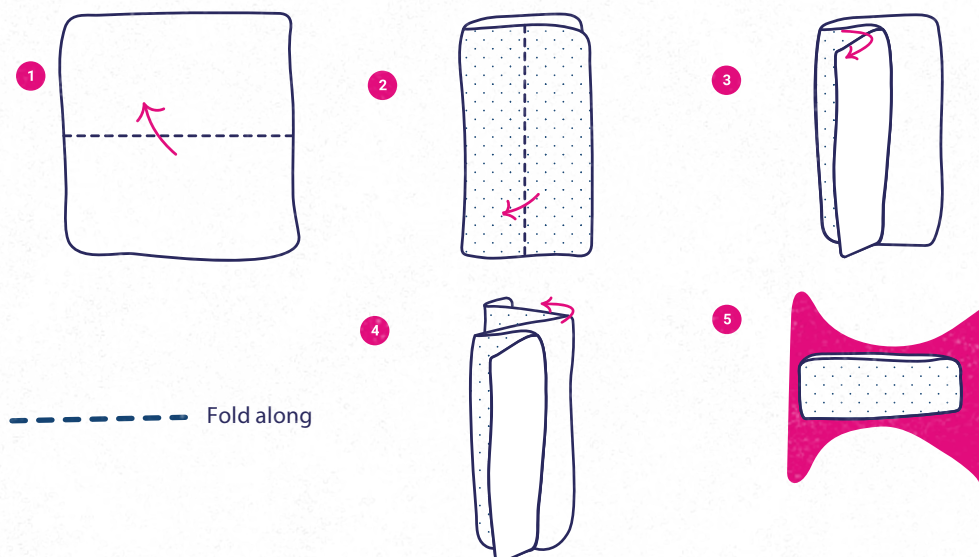
HOW TO START:

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

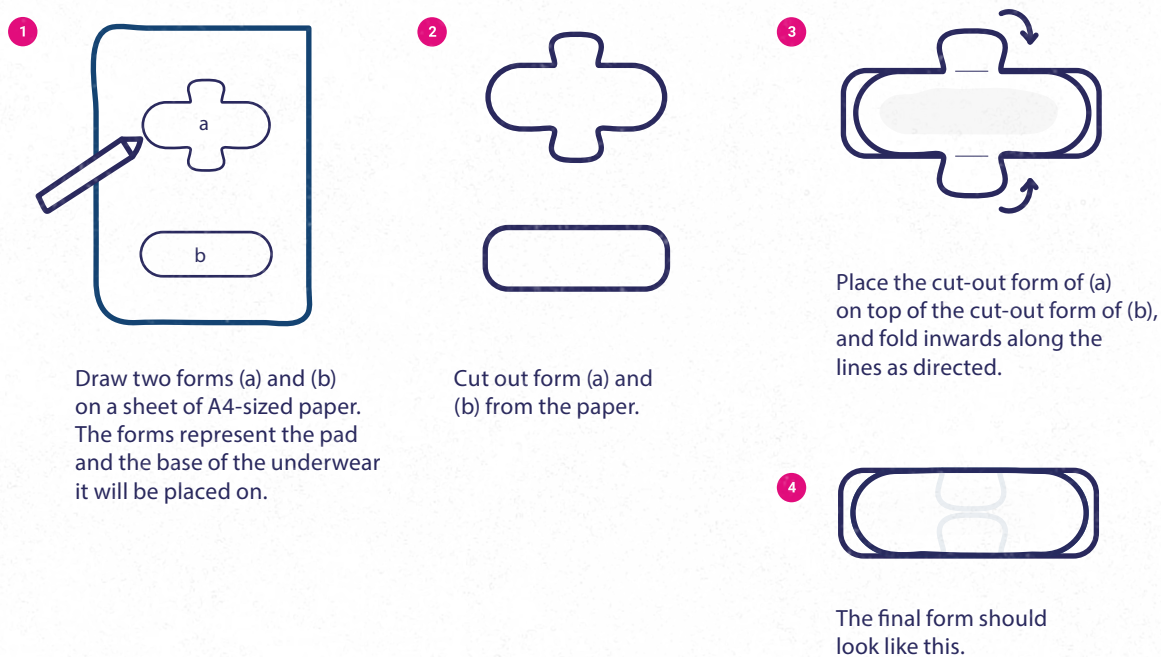
TIP: The leader must demonstrate the application of pads with wings and without wings and a reusable pad. The same pad cut-out can be used for this demonstration.

- 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 bathe daily. It is very important to clean your body every day. And when you have your period (_____), whatever you use – cloth, pad, menstrual cup, or tampon – 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 cups



5. Tampons

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 cotton wool or anything other than clean cloth because those can cause infections. The cloth has to be made of cotton or flannel. Wash the used cloth in cold water to help remove any stains. It has to be cleaned, washed well and dried in the sun. It is very important to sun-dry a cloth and only then is it safe to use. If it is folded and placed well in your panties, you won't stain either. You need to change both the pad and the cloth. A disposable sanitary pad has to be changed every six to eight hours, and most of us cannot afford so many pads. So you can use a disposable pad at school and a cloth at home. Once a disposable pad is used, you should wrap it in newspaper and throw it in the dustbin. 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. There are several options available. You decide what works best for you.



How to dispose of a pad



How to wash a cloth

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: But it's so scary.

Maria: Don't overthink it. Periods (_____) are normal. Every woman gets it every month. There is no point in being shy. Drying the cloth in the sun will prevent diseases, which is good! And just wrap the used pad in newspaper and throw it in the garbage.



QUESTION 7:

LEADER: ASK THE GIRLS THE FOLLOWING QUESTION:

"What do you think Rosie and Amina learned?"

Then summarise the key takeaways:



1. Periods (_____) are not dirty but are natural and healthy.



2. Menstruation should not be a lonely experience, but one that brings everyone together in support.

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: Mariam, Mariaaaaaaam...Mommmmmmy!

Mariam: (Running to the toilet) what happened?

? QUESTION 8:

LEADER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What do you think has happened to Rosie?”

Rosie: My period has started.

Mariam: Are you scared?

Rosie: No, but please help me.

Mariam: 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, Mom hugs both of them and says:

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

Mariam: See, I have taught Mom, too. Just keep track of your dates, Rosie. You can use the calendar bookmark I gave you.





ACTIVITY 7: Track Your Period!

🕒 Duration: 10 minutes

📋 Things required: Paper, a pair of scissors, glue, stationery and yarn

PURPOSE:

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

HOW TO START:

- Distribute paper amongst the girls.
- Ask the girls to cut two rectangles of equal size.
- Stick the two halves together. Ask the girls to draw a smiling face on one side and a calendar on the other side indicating just 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).

TIP: Girls who have not started their periods can gift the calendar to their elder sister or a friend.

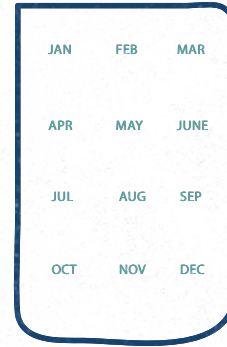
1



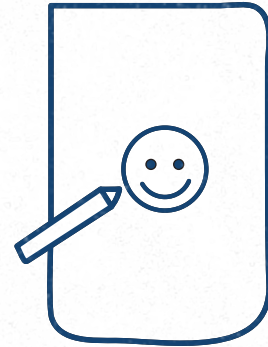
Take an A4-sized sheet of paper,
divide it into two halves.
Stick the two halves together.

2

FRONT

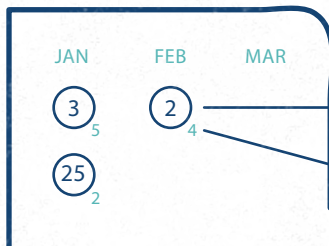


BACK



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!
Its usage is explained in the next step.

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.

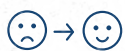


QUESTION 9:

LEADER: ASK THE GIRLS THE FOLLOWING QUESTION:

“What did Rosie and her friends learn
about managing their periods (_____)?”

Then summarise the key takeaways:



1. Which product you use to manage menstrual blood is
your choice. No product is better or worse than the
other. A product is good or bad depending on how
hygienically one uses it.



2. Practice good hygiene when you have your periods
(_____).

ADDITIONAL ACTIVITY

WRITE A LETTER TO YOUR YOUNGER SELF



ADDITIONAL ACTIVITY: 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.
NOTE: 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.



QUESTION 10:

LEADER: 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 share what they have learned with their friends, sister/s, family and friends.

A decorative floral illustration in the top left corner, featuring a long, thin pink stem with several teardrop-shaped leaves in shades of pink and teal.

POSTERS

A decorative floral illustration in the top right corner, featuring a cluster of teardrop-shaped leaves in shades of pink, teal, and dark blue.

THERE ARE TWO POSTERS ON THE FOLLOWING PAGES. THESE ARE EXAMPLES, AND YOU CAN RECREATE ONE OR BOTH OF THE POSTERS YOURSELF ON A LARGE SHEET OF PAPER. THEN, ASK THE GIRLS TO SHARE WHAT THEY HAVE LEARNED BY ANSWERING THE QUESTIONS ON THE POSTER. THIS WILL HELP YOU TO UNDERSTAND WHAT THE GIRLS HAVE LEARNED FROM THE TRAINING, WHICH CAN BE HELPFUL WHEN PLANNING YOUR NEXT TRAINING SESSION.



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?




**WE'RE GOING
PUBLIC WITH
OUR PERIOD!!**

COLOUR IN IF YOU AGREE.

These are some statements regarding periods. Colour in one of the boxes below the statements you agree with.

I CAN PRAY DURING MY PERIODS



**I DON'T HAVE
TO HIDE MY
PERIODS**

I KNOW PERIODS ARE NORMAL!

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**I CAN PLAY
SPORTS
DURING MY
PERIODS!**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

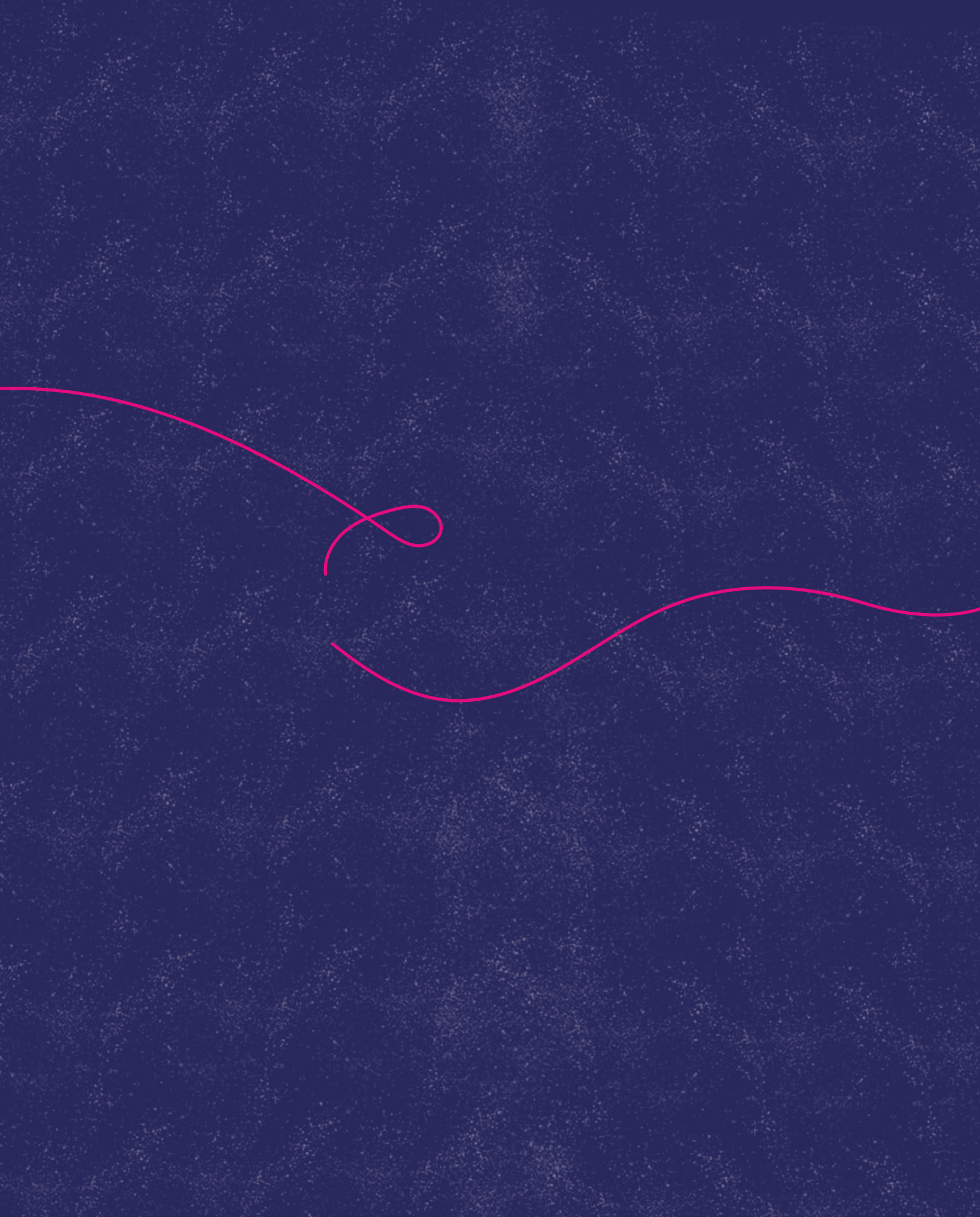
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**I AM NOT ASHAMED
OF MY PERIODS**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TAKE ACTION PROJECT

INTRODUCTION

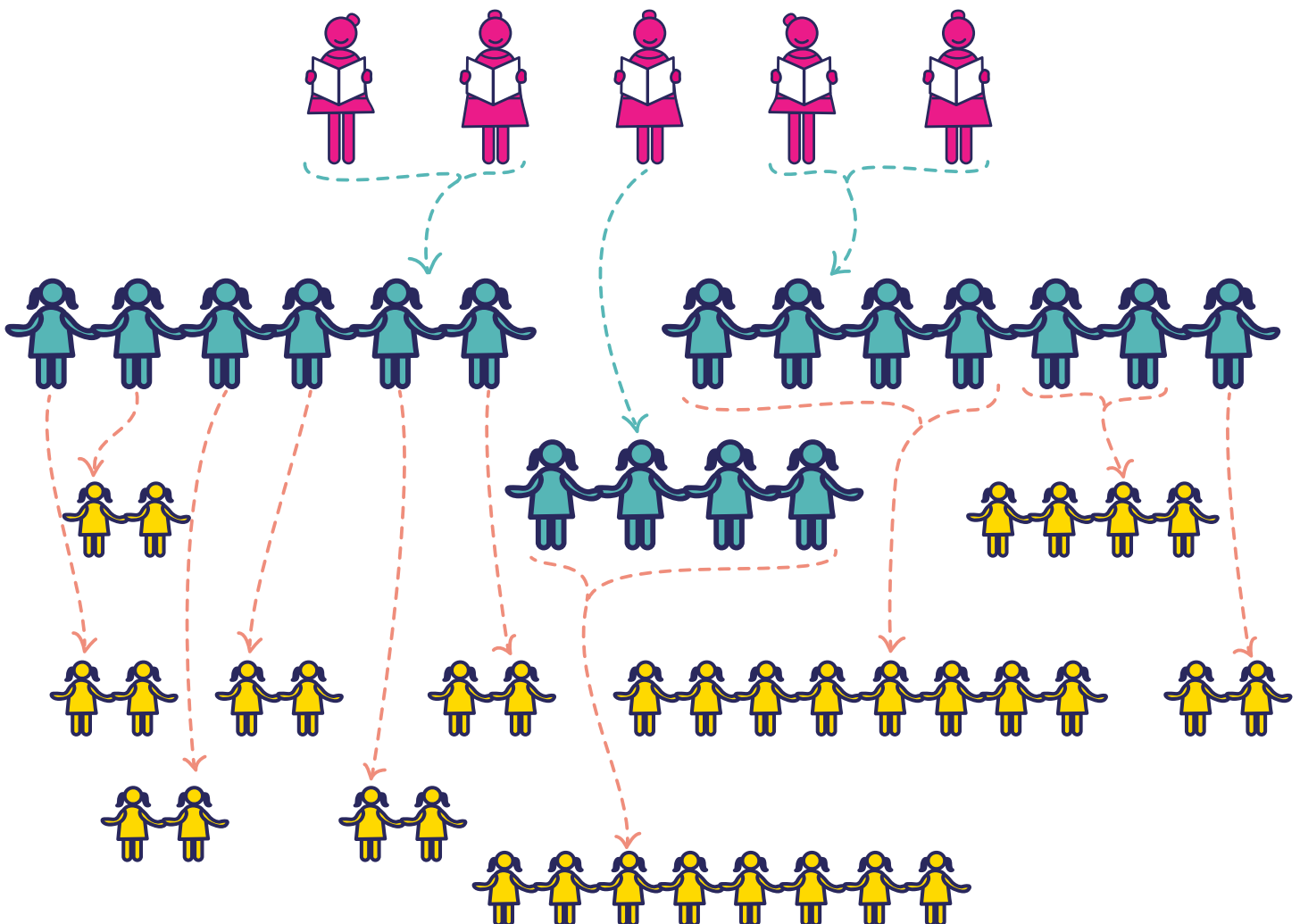
WHAT IS THE TAKE ACTION PROJECT?

The Take Action Project is a set of simple activities that girls who have completed the two chapters of Rosie's World can do with others. Through the Take Action Project, girls can spread the positive menstrual hygiene messages of Rosie's World to even more girls in their local communities.







After you have completed Rosie's World with the girls, you should introduce the Take Action Project to them.

HOW TO PLAN FOR THE ACTIVITY

- Girls select at least one activity from the Take Action section (see following page). If they want to do more, they can always choose to do more than one!
- Each girl should reach at least two other girls who haven't participated in Rosie's World with their Take Action activity.
- Girls can run the activities alone or they can work together as a group. If they conduct the activities in a group, they should still reach two girls each. See below for some suggestions.
- Girls should plan their activities carefully, with your support, to ensure that they have the information and materials needed and have thought about the location, time required and who to invite.



WHAT ARE THE TAKE ACTION ACTIVITIES?

Name of Activity	Purpose	Age Group	Group Size	Time Required
		 9 - 12 years 13 - 17 years		
Make a Card for Your Friend	Share positive messages about periods with others, especially girls who have not started their period yet, by designing lovely cards. There are four examples to inspire the girls.	All ages  9 - 12 years 13 - 17 years	Individual & group	20 minutes preparation
Song or Poetry Presentation	Girls share emotions, feelings, advice and motivation through a song or poetry. There are four examples to inspire the girls.	13-17 years  13 - 17 years	Individual & group	15 minutes preparation 15 minutes presentation
Game: Four Corners	A fun quiz to assess girls' knowledge of periods. Girls run around to answer multiple-choice questions.	All ages  9 - 12 years 13 - 17 years	Individual & group	5 minutes preparation 15 minutes implementation
Skit or Role Play	A skit or role play will enable girls to resolve some typical period-related problems. There are three suggestions, or girls can come up with their own ideas.	13-17 years  13 - 17 years	Group	15 minutes preparation 15 minutes presentation
Radio Talk Show	The girls act out a talk show to share information and answer questions about menstruation. There are four suggestions, or girls can come up with their own ideas.	All ages  9 - 12 years 13 - 17 years	At least two girls	15 minutes preparation 15 minutes presentation

WHERE CAN THE TAKE ACTION ACTIVITIES BE IMPLEMENTED?

Any setting where girls can meet other girls will work well, such as the school assembly, and after school meeting that other girls can be invited to, or at a local community event or simply personal meetings. Ensure that you have consent and the permission of the school and parents - if necessary - to include them in your activities.

WHAT MATERIALS ARE NEEDED FOR THE TAKE ACTION ACTIVITIES?

Many activities can be done without any materials. For some activities, the girls will need locally available materials like sheets of paper (any size), pencils, pens or props.

WHAT IS YOUR ROLE AS LEADER IN THE TAKE ACTION PROJECT?

- Plan the Take Action activities with the girls (see page 51).
- When the girls are doing their activities, provide support as needed.
- The participating girls should inform you about the number of girls each of them reached.
- Report your completion of Rosie's World and the Take Action project to the relevant coordinator in your organisation. It is important to let the coordinator know if your girls were unable to reach two girls each.

Run the activities and have fun!





TO PLAN THE TAKE ACTION PROJECT

 Duration: 15 - 30 minutes.

 Materials required: Dependent on the activities that girls choose.



PURPOSE:

The Leader helps the girls to plan their Take Action project.



HOW TO START:

Tell the girls about the Take Action project.

- “Why? With the Take Action project, you can spread the positive menstrual hygiene messages of Rosie’s World to even more girls in your local communities and schools.”
- “How? Choose at least one activity from the activities I will present. Some of them can be done alone, and some are group activities.”
- “Each of you should then conduct this activity with two girls who have not participated in

Present the five different activities to them by reading out the title and what they are about:

Make a Card for Your Friend

“Design a lovely card to share positive messages about periods with your friends.”

Song or Poetry Presentation

“Come up with a song or poem to share positive emotions, feelings and advice about periods with other girls.”

Game: Four Corners

“Run a fun quiz to find out what other girls know about periods.”

Skit or Role Play

“Create a skit or role play about everyday period-related problems.”

Radio Talk Show

“Host a talk show to share information and answer questions about menstruation.”

Give the girls time individually or in groups to plan their Take Action Project activities. Use the following questions to support them with their planning:

- “Which activity would you like to do?”
- “Do you want to do the activity in a small group or by yourself?” Help the girls form small groups if they choose the first option.
- “What materials do you need?”
- “Who will you do the activity with?”
- “When and where will you do the activity?”
- “What support do you need from your leaders?”



FACILITATION TIPS:

- It is possible to choose different activities among the entire group.
- You can also provide photocopies of the activities (especially Four Corners and Skit or Play). Alternatively, you can show the activity in the booklet to the girls and they can take notes. Role
- If time allows you can use the remaining time to prepare and do a test run of the activity among the group of participants. Remember that they will also need time to do the activity with two other girls.
- It is okay if you don't have correct answers to all the questions that girls might ask while the activities are planned or being conducted. You can always say that you will come back with the right answer when you meet them the next time.




9 - 12 years
13 - 17 years



MAKE A CARD FOR YOUR FRIEND

 Duration: 20 minutes

 Materials required: Use locally available materials like sheets of paper (any size), pencils, pens, paints (if available) and a pair of scissors.



PURPOSE:

To share positive messages about periods with other girls.



HOW TO PLAN FOR THE ACTIVITY:

- Ask the girls to make a card each for two of their friends who have not yet started their period (_____), who have recently started it, or who they know feel negatively about their period.
- They can fold the sheets of paper or cut them into different shapes and styles, and they can use pens, pencils, paints or add any materials they may find.
- Encourage them to write or draw a positive message for their friends.
- Encourage them to decorate the cards to make them look beautiful.
- Help them think about how they want to present the card to their friends (by reading it out, sending it to the girl's home, or placing it on her school desk).



IDEAS & INSPIRATION:

You can show or read out the card examples on the next page. Help the girls and give them ideas for the messages of the cards, like:

- "Think about the lessons from Rosie's World, e.g. periods (_____) are normal!"
- "What would you like to share with your friend?"
- "What do you think is important for her to know about her period (_____) before she starts it?" You can share your personal experiences.



TIPS FOR THE GIRLS:

- It is important to give a positive message about periods to your friend.
- Be creative!



FACILITATION TIPS:

- In case the girls want to create the cards at home, you should still provide them with ideas and inspiration for the messages.



THESE ARE SOME IDEAS THAT THE GIRLS CAN USE TO MAKE THEIR CARDS:

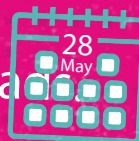
CONGRATULATIONS

ON STARTING YOUR PERIOD (_____)!!

You can share the experience of your first
period (_____) with me!

THINGS TO REMEMBER!

- Carry sanitary pads/reusable pads
- Maintain personal hygiene.
- Remember your period (_____) date.



Periods (_____) \neq stop



#NOMORELIMITS

Periods

(_____)

do not limit
you in any way.

PREPARE YOUR FRIEND

FOR HER PERIOD (_____)! 

- Periods (_____) are normal.
- You can share any problems with me.
- There is no fear and no shame.
- You can continue to do everything you did before.





13 - 17 years



SONG/ POETRY PRESENTATION

Duration: Preparation time - 15 minutes; Presentation time - 15 minutes

Materials required: Use locally available materials like sheets of paper (any size), pencils and pens.



PURPOSE:

This activity can help girls break the silence on menstruation (_____). Girls share what they have learned, their inhibitions and aspirations with others through songs and poems.



HOW TO PLAN FOR THE ACTIVITY:

- Ask the girls to write a song or poem that portrays a positive message about periods (_____). Encourage them to be creative (see below). They can use sheets of paper and pens or pencils to write down the song or poem.
- Motivate the girls to practise their songs and poems beforehand.
- Help them think about an occasion at their school or in their community where they can invite people to present their poems and songs to an audience of girls.



IDEAS & INSPIRATION:

You can show or read out the examples on the next page.

Help the girls and give them ideas for developing a song or poem, like:

- "Think about the lessons from Rosie's World, e.g. periods (_____) are normal, no more limits."
- "Write about what you think people should know about menstruation (_____)."
- "Do you know a song that you can rewrite to include a period message?"



TIPS FOR THE GIRLS:

- Be creative and work as a team.
- Be expressive while presenting your poem or song. Encourage and support each other.



FACILITATION TIPS:

- In case girls want to develop the song or poem at home, you should still provide them with ideas and inspiration for messages and encourage them to practise before they present.



HERE ARE SOME EXAMPLES OF POEMS WRITTEN BY GIRLS JUST LIKE YOU:

Red, red, red, _____
The colour of love, of passion and blood _____
And yet so feared, like it is a curse, a shame for all _____
But we all bleed red, some more than others _____
But this doesn't change who we are, human and alive _____
so I will not be ashamed to tell everyone about my red pride! _____

The flow comes and goes. _____
But the tale of the stain remains _____
The red stains on my sheets _____
And the bigger stains on my pants all used as _____
memories of shame and pull me down the drains _____
Puberty was not just a ride. _____
Nor my menstruation a rite _____
A path that brought me down and pushed me inside _____
Now I know my past _____
And now I know my pride _____
None of the stains were shame _____
But a trophy of pride _____







9 - 12 years
13 - 17 years



GAME: FOUR CORNERS

 Duration: Preparation time - 5 minutes; Implementation time - 15 minutes

 Materials required: Use locally available materials - a large training space, chalk for labelling, paper and pens.



PURPOSE:

To assess the knowledge of the girls regarding periods (_____). Girls can also learn from each other by discussing and sharing what they know.



HOW TO PLAN FOR THE ACTIVITY:

It is best to demonstrate how the game works quickly, so the girls can re-create it more easily by themselves. Do the following as demonstration:

- Label each of the four corners of the training space as A, B, C, and D. You can use chalk, four pieces of paper, or make labels with any other preferred object. The labels must be clear to the girls.
- The girls start by standing in the centre of the training space.
- Read out each question and the possible answers. Each answer has a letter – A, B, C or D.
- The girls have to decide which answer they think is the correct one, and run to the area with the letter that matches their answer.
- Once the girls choose their answer and stand in one of the areas, you will provide the correct answer.
- Discuss the correct answer with the girls.
- Complete the game by asking the remaining questions.
- If you do not have photocopies, help girls prepare by copying the questions and answers onto smaller cards so they can conduct their quizzes.



TIPS FOR THE GIRLS:

- Do not judge the other girls if they don't know the correct answers.
- You can also consult the MHM Leader Guide if you need more information.
- Maintain a positive game-playing environment for each other.



FACILITATION TIPS:

- To make the planning quicker, you can also provide photocopies of the quiz page after the demonstration.
- You can come up with your own questions relating to menstrual hygiene. Each question must have four possible answers, one of which is the correct answer.

LIST OF STATEMENTS/QUESTIONS RELATING TO MENSTRUAL HYGIENE MANAGEMENT

THE CORRECT ANSWERS ARE HIGHLIGHTED

1. How long does a period (_____) cycle last on average?

- A** 28 days B 3 months C 1 year D 2 weeks

2. How often should a sanitary pad be changed?

- A** Every day B Every four hours C Every two days **D** Every four to eight hours

3. At about what age do girls get their first period (_____)?

- A** 6 - 8 years old **B** 9 - 14 years old C 14 - 16 years old D When they get married

4. At about what age do your periods (_____) start to become irregular again?

- A** 30 - 35 years old **B** 42 - 50 years old C 50 - 55 years old D 60 - 63 years old

5. What can help reduce pain and discomfort during your period (_____)?

- A** Gentle exercise B Applying gentle heat to your abdomen C Iron rich food **D** All of the above

6. Which of the following can you use during your period (_____) to maintain good hygiene?

- A** Tampons B A Sanitary Pad C A Clean Cloth **D** All of the above

7. How do you get a cloth ready to be reused?

- A** Wash and dry in the sun
- B** You can't. Throw it away
- C** Wash and dry it indoors
- D** Just leave it to dry after use

8. Which of the following can you do during your period (_____)?

- A** Play with your friends
- B** Prepare food
- C** Hold a baby
- D** All of the above

9. Who can you tell when you get your period (_____)?

- A** No one
- B** Your parents
- C** Whoever you want to
- D** Your friends

10. What do you do with a used sanitary pad?

- A** Throw it on the ground
- B** Wrap in newspaper and put in the bin
- C** Wash it and reuse it
- D** Hide it from everyone

11. How long does a period (_____) last on average?

- A** One day
- B** Three to five days
- C** One to two weeks
- D** One month

6 - 8
years old

9 - 14
years old

AT ABOUT WHAT AGE DO
GIRLS GET THEIR FIRST
PERIOD (_____)?

14 - 16
years old

After they
get married






13 - 17 years



SKIT/ ROLE PLAY

 Duration: Preparation time - 15 minutes; Presentation time - 15 minutes

 Materials required: Use locally available materials like sheets of paper, pens, pencils, props (optional). For example: in Situation 2 you may require a piece of paper or cloth to act as a sanitary pad.



PURPOSE:

To enable girls to resolve everyday period (_____) -related problems.



HOW TO PLAN FOR THE ACTIVITY:

- Divide the girls into groups of five.
- Ask the girls to choose any one option out of three situations given below.
- They can use a sheet of paper to write down the situations, characters, etc. so they can remember them later.
- Ask the girls to carefully read the situation as a group.
- Then they can pick a suitable character for themselves. Each character should be an equal participant in the skit.
- The girls can take 10-15 minutes to prepare the skit as a team and help each other. Each skit should not be longer than five to seven minutes. In case they need some props to make the skit more memorable, help them think what locally available materials they can use.
- Motivate the girls to practise the skit.
- Help them think about an occasion at their school or in their community where they can present their skit to an audience of girls. In case they need some props, encourage them to create or find them.



IDEAS & INSPIRATION:

Encourage the girls to understand the message behind the skit.

- "What do you think happens in the skit and what is the key message at the end?"
- "Think about the lessons from Rosie's World, e.g. periods (_____) are normal, no shame, helping others."
- "Do you want to add another message to the skit? Try to show real life and be solution oriented. End the skit on a positive note."

For older girls, instead of re-enacting one of the three skits, they can also think of any other situation that they have experienced in their lives related to their period (_____) and share it with you. Together, think of the characters and desired positive outcomes to perform it as a skit.



TIPS FOR THE GIRLS:

- Work as a team.
- Always face the audience.
- Deliver the dialogues loud and clear so everyone can understand.
- Make it fun and interesting by using props and different styles of presentation.



FACILITATION TIPS:

- If girls want to develop the skit or role play at home, you should still provide the inspiration for skits and messages to them and encourage them to practise before they present.



THE GIRLS CAN USE THE SITUATIONS IN THE FOLLOWING PAGES TO MAKE THEIR SKITS OR COME UP WITH THEIR OWN:



SITUATION 1

Lara has stained her skirt. As she was going to the toilet, some girls and boys see the stain and laugh and make fun of her. Lara is terribly embarrassed and starts to cry.

CHARACTERS:

Note: These are suggested names. Feel free to name the characters as you like.

- Lara: She is upset and ashamed.
- Friend 1: She has started her period a few months ago. She is a natural leader and is a supportive friend.
- Friend 2: She has not started her period and she is insensitive towards Lara and makes fun of her.
- Teacher: She is an understanding teacher and explains menstruation to Lara.
- Boys in the class: Make fun and laugh at Lara.

SCENE:

Lara has stained her skirt.

SETUP:

It is free time in the school and the teacher is not present in the classroom.

OUTCOME:

Help Lara understand that periods are normal. Make her comfortable as she has stained her skirt. Let the ones who shame know that periods () are normal.

SITUATION 2



Maria's 10 year-old sister is very inquisitive. She has always wanted to know what a pad is. One day she finds a pad in her sister's cupboard and runs around the house waving it around. Maria tried to stop her. Maria is scared her mother will be very upset because her father and aunt were in the house too. Maria knows her aunt will be very angry.

CHARACTERS:

Note: You can also choose different names for your character, or use your name.

- Jane: She is the younger sister and she is 10 years old.
- Maria: She is scared that her mother and aunt will be angry with her.
- Aunt: She is angry and scolds Maria.
- Mother: Firstly, she is very understanding and explains everything to Jane about periods (_____) and how to use a pad. Secondly she also asks Maria to calm down and explains that she has done nothing wrong. Mother introduces other menstrual products to Maria and Jane like reusable pads, tampons and the menstrual cup.
- Father: He supports the mother.

SCENE:

Jane running around the house with a pad in her hand.

SETUP:

It is Maria's home.

OUTCOME:

It is very important for girls who have not started their period (_____) to be educated about periods and how to use a pad. It will prepare them for when they start their period (_____). It is important to be aware about all the menstrual products and make informed choices based on individual preference.





SITUATION 3

Sarah and Suzan are best friends. They are a part of a group that plays football together after school. Charlie has not been coming to play for the past two days. Sarah visits her and gets to know that her parents have asked her to stop going to play with other girls and boys because she has started her period (_____).

CHARACTERS:

Note: You can also choose different names for your character, or use your own name.

- Suzan: She is very upset and sad that she cannot go out and play. She misses her friends.
- Sarah: She is confused about how to help her best friend. She is a supportive friend so she takes Suzan to meet her other friends.
- Friend 1: She explains that periods (_____) are normal.
- Friend 2: She shares the other lessons from Rosie's World.
- Friend 3: She shares her experience from when she started her period (_____) and everyone at home asked her not to play outside anymore and how she overcame it.

SCENE:

Sarah takes Suzan outside her house and explains the situation to her other friends.

SETUP:

An open area outside Suzan's house.

OUTCOME:

Periods (_____) are normal and do not limit us in any way. It is okay to play or perform any activity we are comfortable doing. We should understand what periods (_____) are and also explain the same to our mothers.




9 - 12 years
13 - 17 years



RADIO TALK SHOW

 Duration: Preparation time - 15 minutes; Presentation time - 15 minutes

 Materials required: Use locally available materials and props as per the situation.



PURPOSE:

A talk show to share information and answer questions about menstruation (_____).



HOW TO PLAN FOR THE ACTIVITY:

- Ask the girls to divide themselves into small groups of at least two people.
- Then they should discuss and choose a topic for their radio show. You can take ideas from the list below.
- Inspire girls to choose a fun name for their show.
- Then they can divide the roles: one girl can become an expert; one girl can become the presenter and the rest of the group are the listeners who could call into the show (they can also take turns).
- The presenter and guest expert should prepare what to discuss in the talk show. At the end of the show, the presenter can invite the listeners to ask any questions they may have in relation to menstruation. The presenter has to moderate the show in an engaging way and make sure there is equal opportunity for everyone to participate.
- Motivate the girls to practise the show.
- Help them think about an occasion at their school or in their community where they can present the show to an audience of girls.



IDEAS & INSPIRATION:

Give the girls ideas for developing more context for the expert discussion and questions and answers from the listeners.

- "Think about the lessons from Rosie's World, e.g. periods (_____) are normal, there are a range of products girls can use, a period should not limit a girl!"
- "Decide which aspects of menstruation (_____) the presenter and expert should discuss."
- "Think about and anticipate what listeners might want to ask the expert."

Take inspiration from your favourite radio shows and presenters.



IDEAS FOR THE RADIO TALK SHOW:

IDEA 1



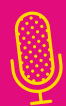
PERIODS ARE NORMAL
AND HEALTHY –
SHARE THE FACTS
ABOUT PERIODS

IDEA 2



I AM CONFIDENT
TALKING ABOUT MY
PERIOD (_____) –
GIRLS CAN SHARE
THEIR FIRST PERIOD
(_____) STORIES.

IDEA 3



**RIGHT CHOICE – TALK
ABOUT DIFFERENT
MENSTRUAL PRODUCTS.
CHECKLIST – PREPARE
YOUR FRIENDS FOR
THEIR FIRST PERIOD**

IDEA 4



**NO MORE LIMITS –
DISCUSS MYTHS AND
HELP GIRLS FIND
THEIR SOLUTIONS.**



TIPS FOR THE GIRLS:

- Think about what your character (presenter, expert, etc.) would sound like. Use music and different styles of presentation to make your show fun and interesting for listeners.
- Stay positive and solution-focused, even when talking about difficult situations.
- In case the radio talk show wants to encourage 'call-ins' from the audience, the presenter should ensure the questions are directly related to periods and menstruation only. The presenter and expert can consult the MHM Leader's Guide. In case the expert doesn't know an answer, it is okay to say that other experts need to be involved in the discussion.



FACILITATION TIPS:

- The radio show is also a great activity to connect with other Take Action activities. In addition to expert discussion, the radio presenter could have different people read out their poems and songs created in the other Take Action activities. Note that implementation will take longer if you choose this option!



CONGRATULATIONS!

YOU HAVE COMPLETED ROSIE'S WORLD AND YOU HAVE TAKEN ACTION!

YOU ARE NOW READY TO MANAGE YOUR PERIOD WITH CONFIDENCE AND YOU HAVE A SUPPORT GROUP OF FRIENDS TO TALK TO ABOUT IT. YOU ARE ALSO EMPOWERED TO CONTINUE TO SHARE WHAT YOU HAVE LEARNED WITH OTHER GIRLS, SO NO GIRL IN YOUR SCHOOL OR COMMUNITY IS LIMITED BY HER PERIOD!



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