



Menstrual
Hygiene
Matters



TOOLKIT: Menstrual
Hygiene
Management

FOREWORD

One of the challenges identified in both the 2013 MHM pilot study (Ministry of Education, 2013) and 2014 MHM research was lack of knowledge about menstruation among female learners expressed through what their reactions were at onset of menstruation. Revelations from the 2014 study showed that those that claimed to have adequate knowledge do not; in fact it appears that the knowledge about menstruation is often associated with myths and taboos. Providing information on menstruation will, therefore, equip female learners with relevant information needed to help them manage menstruation and also enable male learners and teachers offer the necessary support. It will also help dispel myths and taboos associated with the subject.

This toolkit is the result of the ‘WASH in Schools for Girls: Advocacy and Capacity Building for MHM through WASH in Schools Programmes’ (WinS4Girls), supported by UNICEF in 14 countries and funded by the Government of Canada. It was developed following research conducted by Centre for Infectious Disease Research in Zambia (CIDRZ), an organisation with vast experience in conducting research in health. Formative qualitative research was conducted in six schools of Mumbwa and Rufunsa Districts, with technical support from Emory University, USA and the University of Zambia’s Department of Gender studies. Previous MHM studies and tools were reviewed including the MHM Toolkit developed by the USAID funded Schools Promoting Learning Achievements through Sanitation and Hygiene (SPLASH) programme in the Eastern Province. The toolkit development followed a consultative process steered by the Ministry of General Education’s Menstrual Hygiene Management Thematic Working Group (MoGE MHM TWG) with active participation of different line ministries, cooperating partners, non-governmental and community based organisations.

In a bid to ensure equitable access to education, the toolkit provides relevant information and facts on menstruation. The toolkit has four modules. Module 1, an introductory and assessment module, outlines steps towards making a school MHM friendly. It describes how to evaluate a school to qualify for being classified “MHM Friendly”. It guides how to integrate MHM into the School WASH Club. Module 2 provides basic knowledge on puberty and menstruation. Module 3 presents key elements of ‘MHM friendly toilets’ and ‘washing areas’. Module 4 discusses ways in which menstruating girls can manage leaks and stains while at school. It also stipulates how schools can ensure access to appropriate, affordable, hygienic menstrual materials and discusses their disposal. This toolkit is meant to complement the National MHM Guidelines.



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ACRONYMS

CDF	Constituency Development Fund
EHT	Environmental Health Technicians
FP	Focal Point
HW	Handwashing
MHM	Menstrual Hygiene Management
MoGE	Ministry of General Education
PTA	Parent Teacher Association
SHN	School Health and Nutrition
SLTS	School Led Total Sanitation
WASH	Water Sanitation and Hygiene
ZICS	Zonal in-Service Coordinator

INTRODUCTION

Purpose of the toolkit

The Menstrual Hygiene Management (MHM) toolkit is a practical guide providing information on MHM at schools. The toolkit together with the accompanying MHM national guidelines were developed by the MHM Thematic Working Group under the Ministry of General Education (MoGE) following a formative research conducted in Rufunsa and Mumbwa Districts. The tool kit is aimed at improving MHM at the school level through the provision of basic practical solutions to the challenges girls face at school when they start their menstruation.

How to use the toolkit

The toolkit has been designed for use at the school level by Teachers, Pupils (boys and girls) with support from relevant trained facilitators at Zonal and District levels. The toolkit is organized into four modules or sessions. Each module has a set of activities that the pupils and/or teachers have to work through to achieve the module objective. The modules are based on the challenges identified during the formative reach and are as follows:

- **Module 1:** Getting Started with Menstrual Hygiene Management in School is an introductory and assessment module targeting the MHM focal point (FP) teacher aimed at assessing the eligibility of the school as MHM Friendly and introducing MHM in the Water Sanitation and Hygiene (WASH) Clubs.
- **Module 2:** Knowledge on Menstruation is aimed at providing basic information on puberty and menstruation.
- **Module 3:** MHM Friendly Toilets and Washing Areas highlights emphasizes on key elements required for MHM toilets and personal MHM.
- **Module 4:** Materials and Disposal aims at improving girls' access to appropriate, affordable, hygienic materials and teaches how to manage stains and leaks.

The introductory page to each module has three key framing notes including the **Objective** of the module; the **Duration** it will take for all activities in the module to be conducted; and the **Materials** needed for the activities to be conducted. Furthermore, each tool is preceded by **Guidance Notes** that are important notes to the user to facilitate the each activity. Facilitator notes are also included for selected tools to assist the facilitator to conduct the session.

FACILITATORS' ORIENTATION

Who is involved?

It is important that District staff undergoes training and orientation of the toolkit and guidelines prior to implementation in schools. MoGE with support from UNICEF will identify and train district level facilitators that shall be responsible for training the schools in the use of the toolkit.

Who should be the Facilitator?

The facilitators should be identified from the District level. The role of facilitator can scan be done by anyone deemed suitable by the District Education Board Secretary. The Environmental Health Technician involved with the School health Services from the Ministry of Health can also be trained to be a facilitator. All MHM facilitators shall receive the following training:

1. Orientation Training in MHM Guidelines
2. Orientation Training in MHM Toolkit:-

What is the role of the Facilitator?

The facilitator/s shall be responsible for conducting orientations with teachers in the Toolkit as well as supporting the schools and their communities to fully integrate MHM in the SHN programme. Orientation shall also involve going through MHM tools with the head-teacher, focal point person, and pupil representatives of the WASH club.. They will also be responsible for introducing the toolkit and guidelines to the Head Teacher and should facilitate the selection of an MHM focal point at the school level. Lastly, the facilitator should work to ensure that MHM activities are merged in other relevant clubs for example the WASH and SHN club.

What is the role of the Head-Teacher?

The Head Teacher is the custodian of all MHM activities at the School level and he/she should be trained in conducting MHM activities together with the MHM focal point Teacher. A representative from the Parent Teacher Association (PTA) can also be trained in the Toolkit and can act as the focal point person in the absence of the MHM focal point person. The Head Teacher should be involved in the assessment of the school as MHM Friendly and in the MHM programme. he/she should be key in advocating for and mobilizing financial resources for MHM activities in the school. Furthermore, he/she should support the mobilization of the community through the PTA and other organisations including the Constituency Development Fund (CDF) Committee.

Who will be the MHM focal point person at school level?

At the school level, each school shall identify and designate at least two MHM focal point teachers, Preferably the Guidance and Counseling Teacher and the SHN Coordinator. Please note:

- If the Guidance and Counseling Teacher is male and the SHN is female, the SHN can be the main point of contact while the Guidance Teacher can help with facilitating MHM activities..
- If both Guidance Teacher and SHN Coordinator are male, a female teacher shoule be identified as the MHM focal point person while the Guidance Teacher and SHN Coordinator facilitate the MHM activities.
- Where possible, a representative from the PTA can also be designated as the MHM foyal point person.

The MHM focal point at the school level shall be responsible for conducting the activities of the MHM programme. They will also support girls needing guidance and counseling. However, care must be taken to avoid duplication of roles/responsibilities. (see also guideline #5 Guidance and Counselling)

THE MHM TOOLKIT MODULES

MODULE	ACTIVITIES	TOOLS	TARGET	USERS
MODULE 1: Getting started with Menstrual Hygiene Management in the school	School		Head Teachers	
	Assessment and Introduction of MHM Club activities	Tool 1: Checklist Is Our School MHM Friendly Tool 2: Checklist Starting your WASH-MHM Club Meeting	Senior teachers, SHN focal point person, WASH focal point persons	MHM Facilitators
MODULE 2: Knowledge on menstruation		Tool 3: Checklist Physical changes during Puberty		
		Tool 4: Flash card Human biology		
		Tool 5: Flash card Stages of development		
	Talking about menstruation	Tool 6: Fact sheet Menstruation	MHM Club Members	Teachers, SHN/ MHM focal point
		Tool 7: Flash card Female reproductive system		
		Tool 8: Calendar Menstrual Cycle Calendar		
		Tool 9: Fact sheet Myths and Misconceptions		
MODULE 3: MHM Friendly toilets and washing areas	Activity 1: Toilets, Soap and Water	Tool 11: Line Drawing - MHM friendly toilet	Boys and girls	MHM Focal Point Teacher
		Tool 12: Line Drawing - MHM Unfriendly Toilet		
	Activity 2: Keeping the toilet clean	Tool 13: Fact sheet What every Girl must know about MHM Friendly toilets	Boys and girls	SHN/MHM Focal Point Teacher
		Tool 14: Comic Strip/Play Hygienic(clean) and un-Hygienic (dirty) Toilets		
MODULE 4: Menstrual hygiene – materials and disposal		Tool 15: Checklist Care and Disposal of used Menstrual Material	MHM club members	
	Activity 1: Stains, Leaks and used	Tool 16: Checklist Managing Stains and Leaks – Teachers Guide		
		Tool 17: Checklist Managing Stains and leaks – Pupils Guide	Girls of menstrual age	MHM Focal Point Teacher/ Teacher
	Activity 2: Making washable	Tool 18: Comic/Play Building Girls’ Confidence		
		Tool 19: Sewing Instructions Making Washable Pads		
		Tool 20: Sewing Instructions Making a Padini	Boys and Girls	

MODULE 1

GETTING STARTED WITH MENSTRUAL HYGIENE MANAGEMENT IN THE SCHOOL



OBJECTIVE

Assist the school in starting up the menstrual hygiene management programme



DURATION

Variable



MATERIALS

Tool 1: Checklist – Is Our School MHM Friendly

Tool 2: Checklist – Starting your WASH-MHM Club Meeting



GUIDANCE NOTES

Using the Checklist – Is Your School MHM Friendly?

In order to help girls manage their menstruation well, you need to ensure that your school is MHM friendly. Tool #1 is a sample checklist to assess whether your school is MHM friendly. You can conduct the assessment before and after implementing all the tools of the MHM toolkit.

What to Do:

- a) Copy the checklist on a paper or a flip-chart to put it in the head teachers' office**
- b) When going through the list, if the item is present in your school tick under “Yes” in the space provided. If the item is not present in your school tick under “No” in the area provided.**
- c) Discuss each item with the school management team. Together you can find solutions on how to improve MHM in areas that are lacking. In the last column (Notes and Date to Turn No to Yes!) you can indicate some notes on your plans to improve the school to MHM where lacking. Also add a date on when you plan to ensure that the item on the list is MHM friendly.**
- d) Repeat the same exercise at the end of the toolkit implementation and find out if you have attained the MHM Friendly Status**

TOOL #1

CHECKLIST - IS OUR SCHOOL MHM FRIENDLY?

Objective : To determine to what extent a school is MHM friendly

Target : MHM Focal Point Person, Head Teacher, Pupils

User : MHM Focal Point Person

MHM School Program Elements in place	Yes/No	Notes and Date for Turning No to Yes!
Is there a trained MHM focal point Teacher present in the school?		
Is there a WASH / SHN or any other existing club with MHM activities?		
Does the school provide information for girls and boys on menstrual hygiene?		
Does the school have visual aids or tools on MHM?		
Has the recommended average of one toilet to 30 female pupils been met?		
Are there separate toilets for girls and boys?		
Are there separate toilets for higher grades (grade 5 and above)?		
Are there HW facilities with water and soap?		
Does the school have a WASH/MHM schedule in place (for cleaning, filling up water facilities etc?)		
Do girls & female teachers have access to hygienic toilets with washing facilities to manage their menstrual hygiene privately?		
Is there water & soap in girls' toilets?		
Does the school provide for discrete disposal of used menstrual materials?		
Does the schools have a supply of emergency menstrual materials?		
Does the school PTA, school boards and teachers regularly discuss menstrual hygiene in their meetings?		
Is sewing of washable pads included in school activities?		
Have pupils been oriented in MHM?		
Are their school funds available for MHM?		



In order to promote MHM in your school, you can set up some MHM club activities within your WASH or School Health Nutrition (SHN) club.

a) Recruitment of club members:

As MHM is a relatively new topic, you can recruit other pupils who are interested in MHM into the WASH club.

b) Gender

Boys and girls are free to join MHM club activities. do not restrict the club to only one gender.

c) Activities within the MHM club:

The MHM Toolkit has information and activities around MHM that can be used within the club. The club members will decide what activities they will conduct. For the first club group you will conduct you, you can use material from the MHM toolkit to educate on menstruation.

d) Club rules

The MHM club members will be responsible for setting club rules.

e) Number of club members

The MHM FP Person and Head Teacher will decide the maximum number of members within the club.



TOOL #2

CHECKLIST - STARTING YOUR MHM CLUB

Objective : To conduct MHM activities in the WASH club or and other relevant club

Target : Teachers & Pupils **Target:** MHM Club Members

User : MHM Focal Point Person

Step 1: Welcome the Club Members and conduct introductions.

Say:

- Welcome to the MHM Club Meeting, we are happy to have you here
 - Let's introduce ourselves to one another! (Allow for students to introduce themselves)
 - Tell us why you are interested in this MHM group (Allow for students to share interests)
 - Explain the purpose of the meeting and why you are forming the MHM club
-

Step 2: Establish what the group knows about menstruation

Ask:

- Can someone tell me what menstruation is? (Allow for only two or three responses)
 - What stories do we know about menstruation? (Allow for only five or less responses. write all responses on the board but do not go through the stories until the next step)
 - Does anyone want to add any comments to the list?
-

Step 3: Tell the group why you are meeting

Say:

Before we go into the stories on the board, we should know the barriers that girls face in managing menstruations. These barriers are:

- 1. Firstly, girls do not know what is happening to their bodies and usually become scared, sad, shy, and worried. Does this sound familiar? (2 min discussion; assess club's familiarity with the barrier)**

Share a positive follow-up message by saying:

- A girl should be happy to have their periods because it is a mark of GIRL POWER! All of us were born from a woman that menstruates. Without menstruation, a girl cannot have children. A menstruating girl is a healthy girl.

- 2. Girls do not always find menstrual material when they are in school. Do you guys think that's true? (2 min discussion; assess club's familiarity with the barrier).**

Share a positive follow-up message:

- Just as everyone has the right to wear underwear/pants to feel comfortable, every girl has the right to have menstrual material to feel comfortable. **Now ask:**
- Can you imagine coming to school without trousers or dresses? What will people do if they saw you like that? Wait for answer.

Now say:

If a girl starts her period at school, she will only be comfortable if she knows that the school will help her with menstrual material.

3. Girls cannot use the toilet to clean themselves or to change their used menstrual materials because the toilet is usually dirty with no water, soap or privacy. Have you experienced that? (2 min discussion; assess club's familiarity with the barrier).

A Positive Follow-up message:

- Everyone should be able to use clean toilets in school whether you're a boy or a girl. When we asked some girls how they manage their menstruation in school, they told us that they had to go home or to the neighbor's house to use the toilet because the toilets were too dirty. Others said that they had to stay with the menstrual material the whole day because they couldn't use the toilet. Imagine that you have an accident and diarrhoea in your pants. **Now ask:**
 - Can you stay like that the whole day? Wait for the pupils to answer.

Now say:

We believe that every menstruating girl has to have access to a clean toilet that has water, soap and privacy.

4. Girl's are teased by boys when they begin their period or when they have accidentally stained their uniforms/dresses with blood while in class. This makes them feel bad and then they miss classes or stop school (2 min discussion; assess club's familiarity with the barrier).

A Positive Follow-up message:

In a good school, boys and girls are friends and respect one another. In a good school boys and girls help one another. We should be a good school and stop boys from teasing girls when they are in their menstruation.

Step 4: Club Membership

At this point I would now like to ask, who is interested in supporting girls manage their menstruation by helping them through whatever problem they may have? If you agree, please write your name on the MHM club membership form.

Step 5: Activities of the Week

Now plan the activities that you will conduct on MHM this week using the MHM Toolkit.

MODULE 2

BASIC KNOWLEDGE ON MENSTRUATION



OBJECTIVE

Provide basic knowledge and understanding of menstruation amongst teachers and pupils, both girls and boys.



DURATION

N/A



MATERIALS

Tool 3: Checklist	Physical changes during Puberty
Tool 4: Flash card	Human biology
Tool 5: Flash card	Stages of development
Tool 6: Fact sheet	Menstruation
Tool 7: Flash card	Female reproductive system
Tool 8: Calendar	Menstrual Cycle Calendar
Tool 9: Fact sheet	Myths and Misconceptions
Tool 10: Questions	MHM quiz



GUIDANCE NOTES

Tools # 3, 4 and 5: Physical changes during puberty

- Tools 3, 4 and 5 should be used together to talk about puberty.**
- These tools will help you to describe the different physical changes that take place in boys and girls during puberty.**
- Before talking about menstruation it's important for pupils to understand puberty.**
- You can conduct a session on puberty in a classroom where boys and girls are both present or in a MHM club with both boys and girls. You can start this session with a brief discussion of puberty, ask the pupils:**
 - Who can explain what puberty is?**
 - What are some of the changes that will show that a girl or a boy is going through puberty?**

Let the group/class know that puberty is the stage in a boy or girl's development /growth when a number of physical changes take place to prepare the body for becoming a young man or woman.

After discussion, use the Fact Sheet on Puberty to go through each of the physical changes that take place during puberty with the class.

- The Place Card on Human Anatomy will help you to show the different changes that take place in boys and girls.**

Facilitators' Notes:

- The facilitator should be able to define puberty as a biological process where boys' and girls' experience rapid growth and their bodies begin to develop and look more like adults
- That boys and girls experience puberty differently
- The age of puberty also varies between boys and girls. Girls may experience puberty earlier at about 10-11 years and boys could vary from 11 years to 12 years

TOOL #3

CHECKLIST – PHYSICAL CHANGES DURING PUBERTY

Objective : This tool is designed to educate pupils on the physical changes associated with puberty and to show the link between menstruation and puberty.

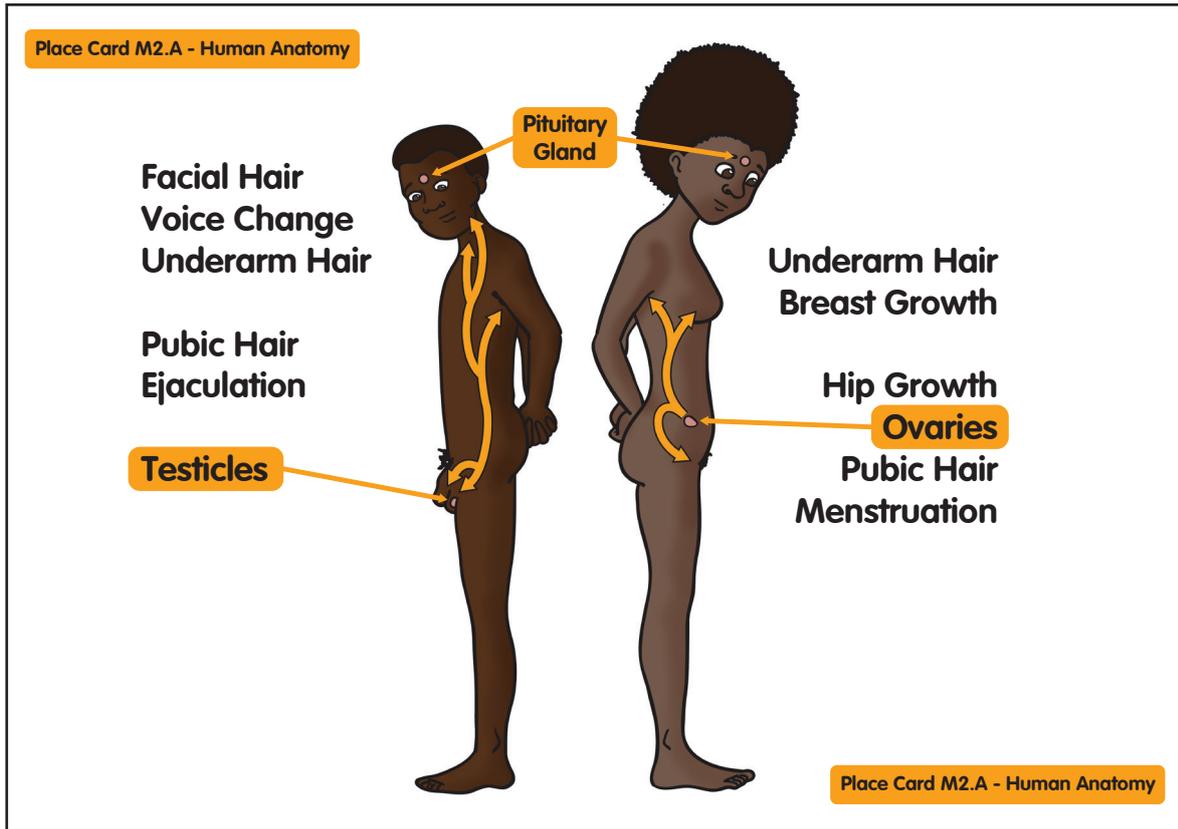
Target : All Pupils

User : Teachers/MHM Focal Point Person/Pupil mentored in MHM

Boys	Girls
Enlargement of the testes	Breasts starts to grow
Changes in texture and color of scrotum	Hips start to get much rounder/wider
Increase in size of penis	Increased size of uterus, vagina, labia, clitoris
Appearance of pubic hair	Appearance of pubic hair
Boys are able to produce sperm	Girls start menstruating or have monthly periods
Growth of facial hair	Changes in skin texture
Deep voice	Chest broadens
Increase in the body height	
Changes in skin texture	
Chest broadens	

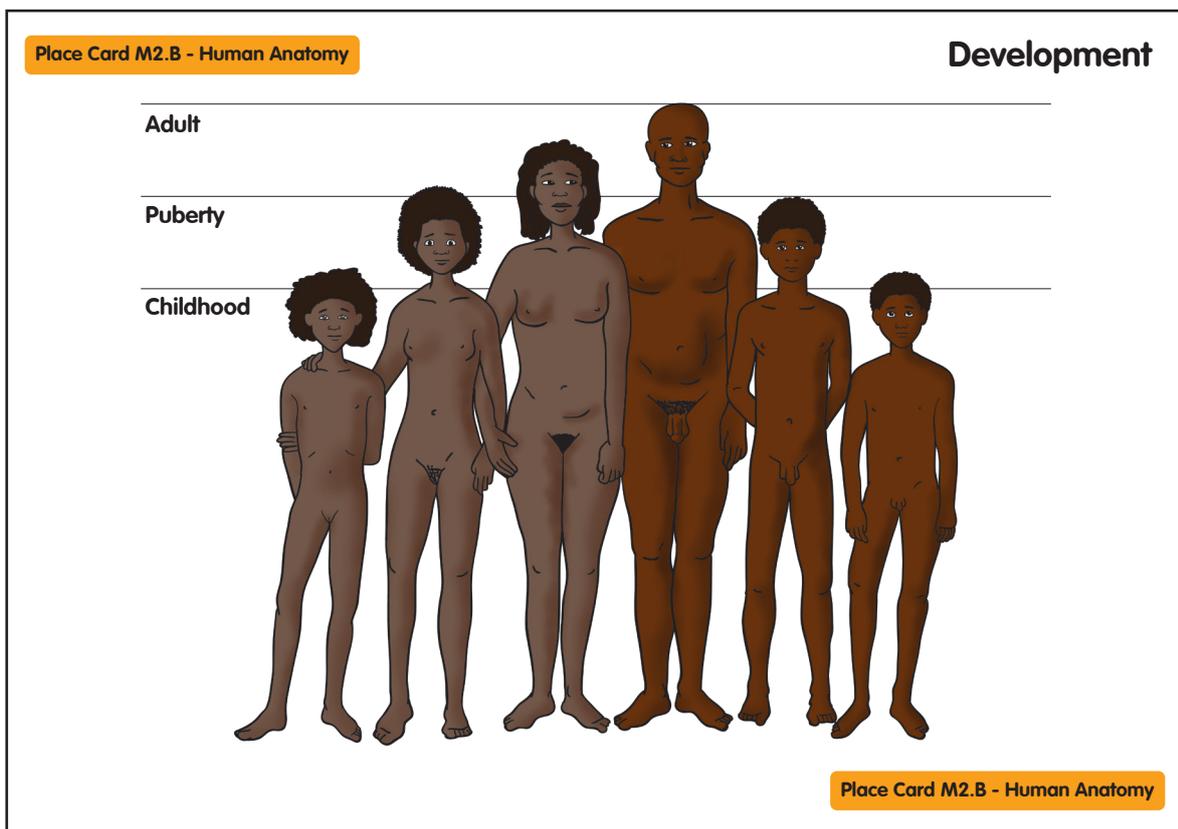
TOOL # 4: FLASH CARD

Human Anatomy Showing Physical Changes During Puberty



TOOL # 5: FLASH CARD

Stages of Development Showing Physical Changes





GUIDANCE NOTES

How to Use Tool 6, 7 & 8: Fact Sheet – Menstruation, Female reproductive Organs and Menstrual Calendar

Tool 6, 7, and 8 are designed to give information to both boys and girls pupils on the facts about menstruation. When girls start their menstruation they usually do not know anything about menstruation. Therefore they experience negative feelings of sadness, disappointment and sometimes fear. Equally girls that have already started menstruation have limited knowledge on the purpose of menstruation or why females menstruate. It is important that this information is given both to girls that have not yet started menstruation and those that have already started menstruation.

(Emphasize to the boys that they need to understand girls' moods may be as a result of their menstruation)

- a) These tools can be used through a simple talk with pupils. You can start your talk with a few discussion questions below:
 - Can someone tell us what menstruation is?
 - What other terms are used to describe menstruation?
- b) The flash card on the Female Reproductive Organ is a tool that will help explain how girls menstruate and where the blood comes from.
- c) You can also use the sample calendar to explain the whole menstrual cycle. Mention that menstruation the average menstrual cycle is 28 days and that this cycle can sometimes change and a girl can miss her monthly period.
- d) Mention some reasons why a girl would miss her period such as pregnancy, illness- when a girl has low blood levels (anaemia) she would miss her period, stress and geographical changes during travel can also affect some girls.
- e) You can count your period using the cycle below: (At this point distribute the calendars to the class).
- f) Conduct an exercise with the whole group/class:

Example 1: Jelita starts her period on the 1st of May, when does she get her next period?

Note: Using the calendar count 28 days from the 1st of May. Answer is 28th May.

Exercise 1: If Jelita starts her period on the 6th of May, when does she get her next period? (Count 28 days from the 6th of May)

Answer: is 2nd June

TOOL #6

FACT SHEET - MENSTRUATION

Objective : To educate pupils on the facts about menstruation

Audience : All pupils including those who have not yet started menstruation.

User : Teachers/MHM Focal Point Person/Pupil mentored in MHM

1. Menstruation happens to each and every girl during puberty, usually between 10 and 15years. In some cases, it may start earlier than 10years and later than 15years.
2. It is a normal or natural process by which girls bleed through the vaginal canal.
3. The first menstruation is called menarche.
4. The uterus is a body part which is shed during menstruation as menstrual blood (show the class the female reproductive organ tool).
5. Every month the uterus grows a wall to prepare for menstruation.
6. A girl bleeds every month after she begins her menstruation in the absence of pregnancy or illness.
7. Another term for menstruation is monthly period.
8. Menstruation usually occurs every 28 days. However, for some girls it can come earlier than 28days and for others later than 28days. The menstrual cycle sometimes irregular for the first and second year after menstruation starts. (*Practice counting the days using the Place Card M2.A-menstrual calendar*)
9. Menstruating girls bleed between 2 to 7days with some lighter and heavy flows.

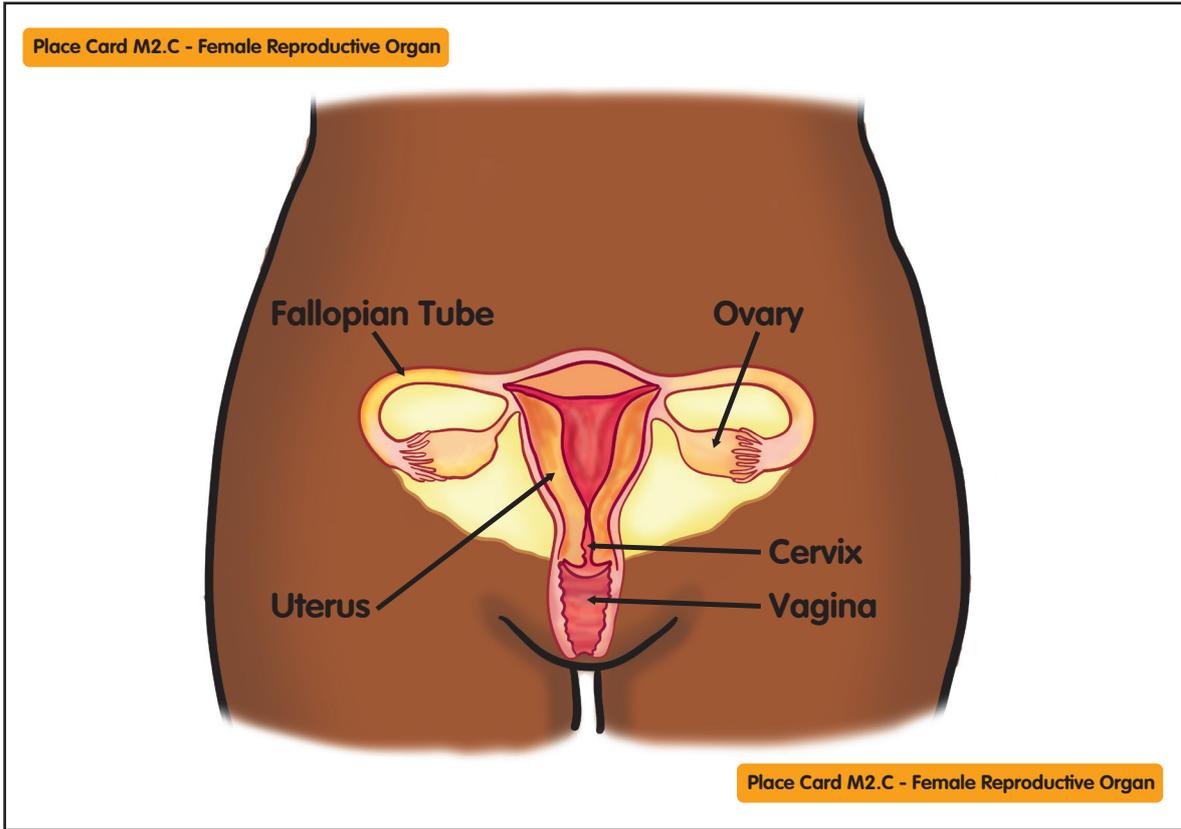
What does a girl experience during menstruation?

Some girls experience the following:

- Heavy or light blood flow
- Pain in the lower part of the stomach and/or lower back.
- Emotional changes

TOOL# 7: FLASH CARD

Female Reproductive Organ



TOOL# 8: MENSTRUAL CYCLE CALENDAR

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



GUIDANCE NOTES

How to use tool 9: Myths and Misconceptions

There are a number of myths and misconceptions that exist among different community groups in Zambia. Some of these myths hinder the safe management of menstruation and menstrual hygiene among girls.

The purpose of this checklist is to encourage discussion around myths and misconception and dispel the negative ones.

- a) You can conduct this session in a classroom or MHM club.**
- b) Use the provided fact sheet on myths and misconceptions but do not show to the group before the discussion**
- c) Kick start the discussion on myths and misconceptions by asking the class/group to mention some myths and misconceptions that they know about menstruation.**
- d) Ask the group for each myth that is brought out if they believe the myth is true or not.**
- e) You can then use the fact sheet to mention other myths and misconceptions and the facts about them.**

Note: As you discuss myths related to menstruation, cease the opportunity to discourage child marriages and teenage pregnancies

TOOL #9

FACT SHEET – MYTHS AND MISCONCEPTIONS

Objective : To dispel negative myths and misconceptions hindering safe practice of MHM

Target : All Pupils

User : Teachers/MHM FP Person/Pupil mentored in MHM

Myths and misconceptions	Facts
Menstruating girls are unclean.	Menstruation is a natural and healthy process.
Disposal of used sanitary material in public places may lead to ritual activities that make girls bleed continuously	A girl cannot menstruate continuously for life, unless she has a serious illness or infection. Girls can only menstruate for 2-7 days a month but it is still important to dispose used safely to keep a clean and healthy environment
Disposal of used sanitary materials by burning or burying leads to infertility.	Infertility has nothing to do with burning because menstruation is a sign of fertility. Burning used sanitary materials is the safest way to dispose.
Menstruating girls should not eat certain foods e.g. yogurt, vegetables, drink cold water etc.	Menstruating girls need to eat iron-containing foods such as vegetables fruits; yogurt etc. to replace iron lost due to bleeding. Girls will continue to drink water to replace the lost fluids and not be thirsty.
Menstruating girls should not add salt to the food because they can cause a prolonged cough in men	Girls can cook food while on their menses. Adding salt cannot cause a cough in males. Practicing good hygiene when handling food is important.
Starting menstruation means you are ready to marry.	Menstruation is an important stage in a girl's growth. It does NOT mean a girl is ready for marriage. It's a process of growing up but it doesn't mean that girls are ready for marriage or getting pregnant.
Taking a bath during menstruation causes infection or infertility.	Taking bath during period is necessary. It actually prevents a girl from infection and keeps her clean, fresh, and smelling good!
Menstruating girls smell	Menstruating girls do not smell. The smell will only occur when the sanitary napkin has been worn for a long time without changing
Girls should not move around during menstruation to avoid the menses taking many days	Girls moving around has nothing to do with the length of menses! Actually, when girls move around while on menses, it keeps them healthy and relieves menstrual cramps.



GUIDANCE NOTES

How to conduct tool 10 - The MHM Quiz

Procedure:

- a) Divide pupils into two groups**
- b) Have each group pick a representative**
- c) You can ask 5 questions at a time for each quiz**

Note: Feel free to create additional questions for the quiz.

Then give the following Instructions/rules:

- d) Ask each group one question at a time**
- e) Representative from the group is allowed to give an answer for each given opportunity**
- f) Each question is to be answered within 10 seconds**
- g) If one group gives an incorrect answer, the question will be transferred to the other group**
- h) Every correct answer will carry 5 marks and every wrong answer will carry 0 marks**
- i) If both groups don't know the answer, no one gets marks; do NOT explain wrong or unknown answers until the very end)**
- j) At the end of the quiz, tally the marks and announce the scores to the teams; proclaim one team as the winning team**
- k) If both teams draw, go into sudden death by asking each team additional questions. If one team does not get the answer, the other automatically wins.**
- l) If the class is too big the teacher should take the initiative to split the class in smaller groups.**

Note: Inform the groups that the winning team will receive a reward from the club (you could use soft rewards such as promotions or creating 'champions' who will oversee MHM activities such as cleaning toilets. Initiatives on rewards to motivate pupils are welcome.

TOOL #10

QUESTIONS – MHM QUIZ

Objective: this is a game aimed at assessing how much pupils know after learning about puberty and menstruation.

Audience: All pupils

User: Teachers/MHM Focal Point Person

Question	Answer
List 4 changes that boys and girls experience during puberty (4 for each)	
What is menstruation?	
At what age does menstruation start in girls?	
Another commonly used term for menstruation is.....	
On average, how long is a menstruation cycle?	
True or False: Sometimes boys also menstruate.	
Will you be cursed if you burn used sanitary materials and why?	
Which body organ sheds mensuration blood?	
Why does a girl need to eat more fruits and vegetables, and drink more water, while menstruating?	

MODULE 3

MHM FRIENDLY TOILETS AND WASHING AREAS



OBJECTIVE

Promoting privacy, safe and clean toilets and washing areas that are accessible by girls who are menstruating



DURATION

N/A



MATERIALS

Tool 11: Line drawing

MHM friendly toilet

Tool 12: Line drawing

MHM unfriendly toilet

Tool 13: Fact sheet

What every Girl must know about MHM Friendly toilets

Tool 14: Comic Strip/Play

Hygienic(clean) and un-Hygienic (dirty) Toilets



WHAT TO DO

You will conduct talks and have discussions with pupils (boys and girls) on the toilets, the washing areas and the use of toilets. You will also use comic strips and possibly conduct plays designed to motivate pupils to keep toilets clean.



GUIDANCE NOTES

How to Use tool 11 & 12 Line drawings: The MHM Friendly and unfriendly Toilets

- a) **The line drawings are designed to show the main features of an MHM friendly toilet. In order to educate girls on this, you will play a game called “Spot the Difference” using two line drawings. Tool 11 shows all the features of an MHM friendly toilet and tool 12 shows a toilet that does not have all the features.**
- b) **To play this game, follow the following steps:**
- c) **Make photocopies or have the drawings redrawn by a good artist, an Art teacher or pupil can also be used.**
- d) **Divide the pupils in 2 or 4 groups depending on the number, at least 4-5 pupils in each group and give them each group one line drawing, either tool 11 or tool 12**
- e) **Allow the pupils to spot the MHM features or what is not supportive of MHM using the two tools, they can write their answers on the piece of paper or flip chart if available.**
- f) **Let the groups present and allow time for discussion, other groups can be asked to make contributions if they have any additions or subtractions.**
- g) **Conclude the exercise by telling the pupils what makes the toilet MHM friendly.**

Facilitators' Notes:

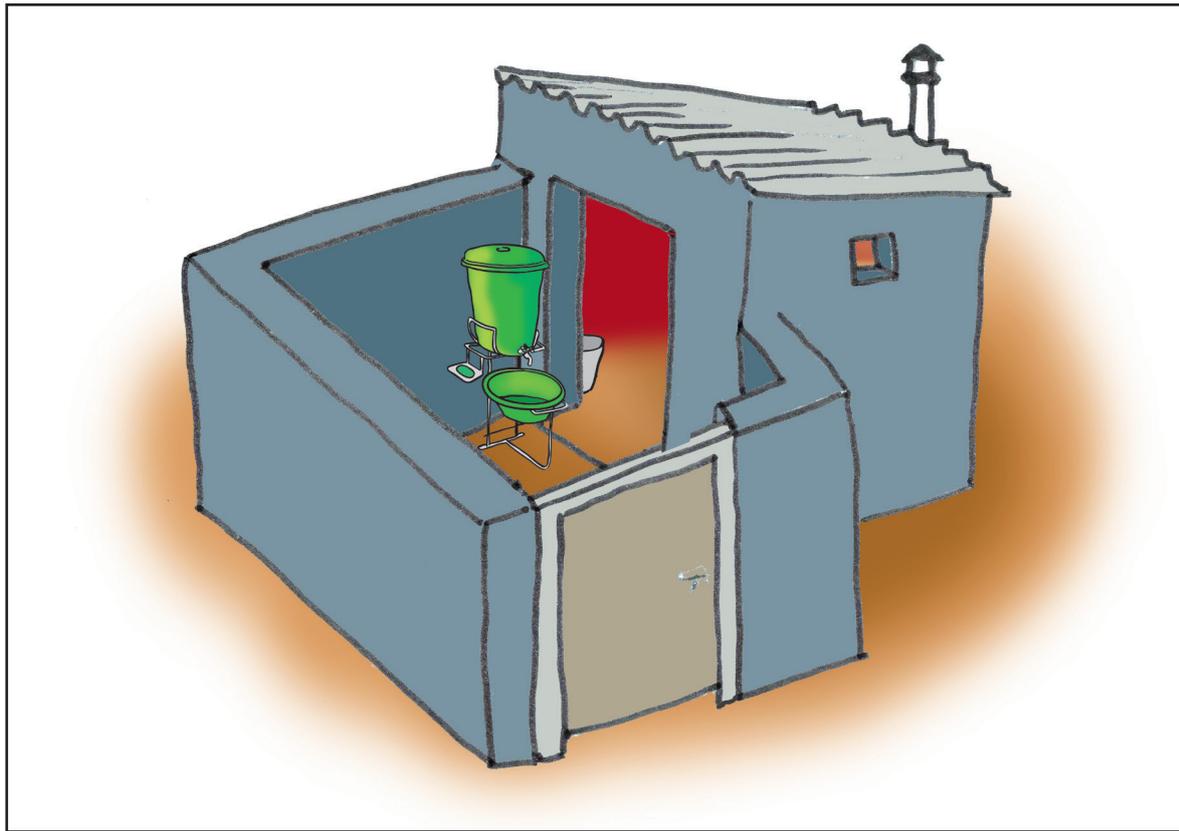
- a) The facilitator should be able to know all the features of MHM friendly WASH facilities which every school should be aiming to achieve in order to support/improve the girls' learning outcomes.
- b) The design and features of toilets for girls at schools should be able to cater for their menstruation needs, therefore, the following features must be part of the girls' toilets;
 - Water for MHM within the facility, in situations where there is no running water, the 20lt Kalingalinga bucket or an alternative PVC container should be used, include soap for maintaining personal hygiene including handwashing.
 - Screen wall and lockable door for privacy
 - Means of disposal for used menstrual materials eg. Bin with liner of incinerator for burning.

(Refer to the MHM guideline 1 – WASH facilities and Disposal)

- c) Tool 11 and 12 can also be done as flash/flip cards with the drawing at the front and the writing which the teacher uses at the back of the card.

TOOL# 11: LINE DRAWING

MHM Friendly Toilet



FLASH CARD A: TOOL # 11

MHM friendly toilet or not? Find the differences

THIS IS AN MHM FRIENDLY TOILET BECAUSE...

The toilet and washing area is private: there is a fence or a wall.

- If there is no private area, the school can build a grass fence or a wall to create a private area
- Ideally there should be a door that can be locked from the inside

Girls are able to change menstrual material in private. In some schools there are private washing rooms instead of a fence or a wall.

There is a washing stand with a basin:

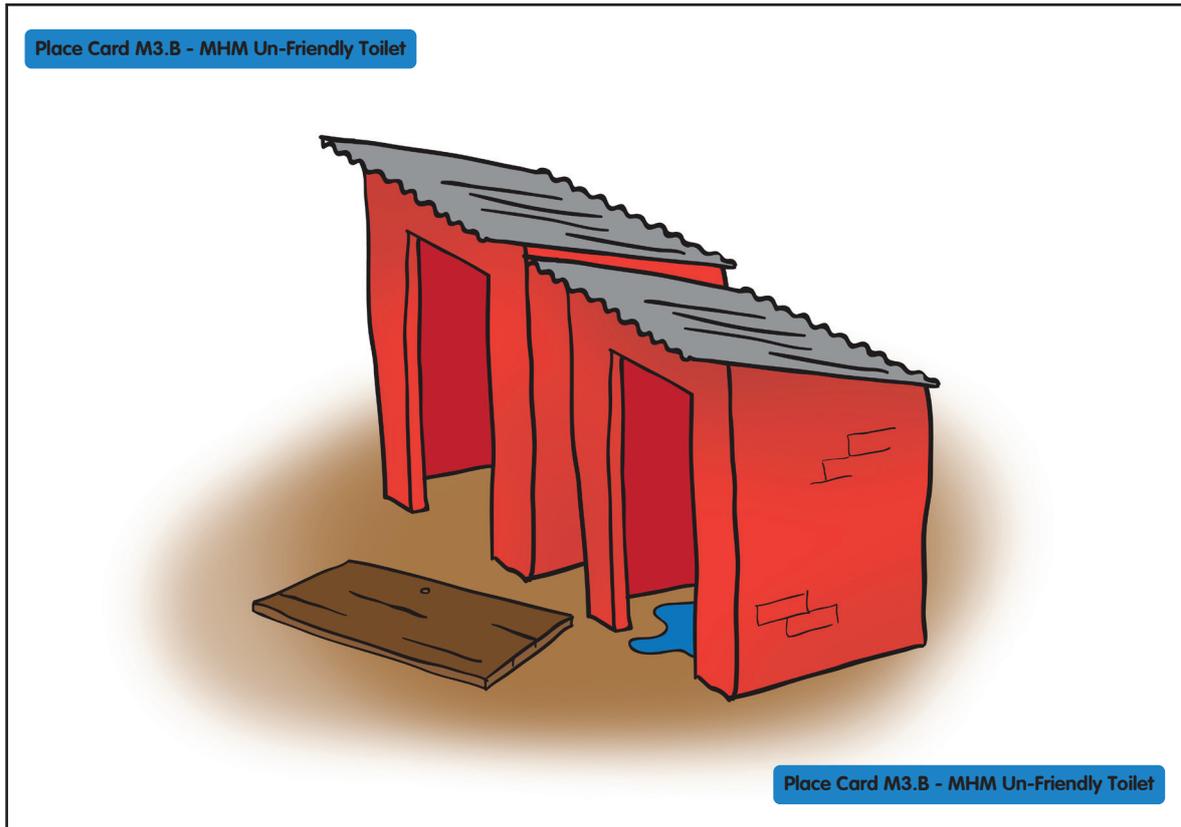
- The washing stand needs to be filled with water each day
- Use soap and water to wash during menstruation

The toilet is clean:

- The school has a cleaning schedule and toilet brooms
- The toilet is cleaned with water every day (1 or 2 times daily)

TOOL# 12: LINE DRAWING

MHM Un-friendly Toilet



FLASH CARD B: TOOL # 12

MHM friendly toilet or not? Find the differences

THIS IS A MHM UN-FRIENDLY TOILET BECAUSE...

The toilet and washing area is NOT private:

- There are no doors or the doors are not lockable
- There is no washing area that is private

Girls are NOT able to change menstrual material in private.

There is NO washing stand with a basin

The toilets are NOT clean

- The school HAS NO cleaning schedule

TOOL #13

QUESTIONS – MHM QUIZ

Objective : To educate pupils on MHM

Target : All Pupils

User : MHM Focal Point Person/Teachers/Pupils mentored in MHM

Question	Answer
What is Menstrual Hygiene Management?	The use of clean materials to absorb or collect menstrual blood, Be able to change menstrual material in private Use soap and water to wash during menstruation Safe care and disposal of menstrual material
How can I make our school toilets MHM friendly?	PRIVACY <ul style="list-style-type: none"> • Separate boys and girls toilets. Make sure there is a door, a wall or a fence • Throw your menstrual pads in the waste bin provided
	FLUSH TOILETS <ul style="list-style-type: none"> • Remember to clean your urine/wee wee if you have messed up the toilet seat • Flush or pour water in the toilet ball to let faeces/poo poo and urine pass away • Mop any water that has spilt in or on the toilet
	PIT LATRINES <ul style="list-style-type: none"> • If you have messed the area around the toilet hole with urine, sweep it with the toilet broom, clean it with water • If faeces/poo poo is on the toilet floor, pour sand on it and sweep it in the hole • Mop any water that has spilt on the toilet floor • Throw your menstrual pads in the waste bin provided
What things make a Good WASH room?	Bucket and basin in girls' toilet Water must be available for girls to clean and wash where necessary and for washing hands after toilet use. Soap is needed to wash away germs. Privacy is important for a girl to feel comfortable to change her menstrual material. Waste bin should be present to discard of disposable sanitary wear.



In order to help pupils keep the toilets clean, you can use the comic strips (Tool 14) to educate on the importance of leaving the toilet clean. You can also try and act out this play. The purpose is to trigger emotions so pupils are motivated to keep the toilets clean.

To act out this comic strip as a play you will need:

- 5 people
- Some mud in a container, leaves and water
- Paper, crushed into a ball
- Cloth, broom, bin
- 2 desks

Instructions for the Play:

- a) The actors will act out this skit in the classroom and will pretend that they are using the toilet.**
- b) The first actor enters the room and pretends that s/he is using the toilet. He/she will leave mud (feces) or water (urine) when they use the toilet.**
- c) The Actor will then come out without washing his/her hands and return to his/her desk.**
- d) The actor will then go and join the rest of the group.**
- e) The second and third actor will repeat this.**
- f) The fourth actor will do the same but will clean the toilet with a broom and cloth after use and wash his/her hands. S/he will also discard the paper ball into a bin.**
- g) The fifth actor will repeat this good behaviour. This is all to happen in front of the audience.**

After acting out the comic strip/play ask the following questions:

- **How do you feel when you enter a clean toilet?**
- **How do you feel when you enter a dirty toilet?**

TOOL #14 PLAY

Hygienic and Un-hygienic Toilets



TOOL #14 PLAY

Hygienic and Un-hygienic Toilets



MODULE 4

Menstrual Hygiene Material and Disposal



OBJECTIVE

Improving girls' use and access to appropriate, affordable, hygienic menstrual materials and disposal options



DURATION

N/A



MATERIALS

Tool 15: Checklist

Tool 16: Checklist

Tool 17: Checklist

Tool 18: Comic/Play

Tool 19: Sewing Instructions

Tool 20: Sewing Instructions

Care and Disposal of used Menstrual Material

Managing Stains and Leaks – Teachers Guide

Managing Stains and leaks – Pupils Guide

Building Girls' Confidence

Making Washable Pads

Making a Padini



WHAT TO DO

- In this module you will teach girls how to care for their used material and what they need to do when they have accidentally stained themselves.
- Using a comic strip or play, you will also teach girls and boys how to help a girl when she has had an accident.
- Another activity you will enjoy is how to sew washable pads and making a padini!



GUIDANCE NOTES

How to Use tool #15: Care and Disposal of used Menstrual Material

Tool # 15 will be used as a teaching aid to girls only.

- a) You will arrange to meet with a group of girls and carry along kit containing the following items:
 - **Pads**
 - **Cotton Wool**
 - **Cloth Material**
 - **Washable pads**
 - **Tampons**
- b) With each sample use the checklist to describe how to care for it.
- c) You can also ask the girls to find out if they are familiar with the items and what they have done in the past to care for the used items.

TOOL #15

CHECKLIST - CARE AND DISPOSAL OF USED MENSTRUAL MATERIAL

Objective : To educate pupils on how to care for and dispose of used menstrual material

Audience : Girls Only

User : MHM Focal Point Person/Teachers/Pupils mentored in MHM

Disposable sanitary napkin or pad



Source: By derivative work: Saibo (Δ) Maandverband.jpg: Original uploader was Michiel1972 at nl.wikipedia - Maandverband.jpg, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=4577340>

Usage:

- Pad should be placed comfortably on the pant in a position to properly collect blood
- Pad should be changed after a few (4-6hours) hours to avoid staining and bad smell. If blood flow is heavy change the pad often.

Disposal:

- Pads should be burnt after use
- At school, pads should be thrown in a bin and the school will burn the used pads.
- Throwing pads in the pit latrine can make the pit fill up quickly.
- Throwing pads in a flush toilet can cause blockages in the pipes.

Cotton Wool



Source: https://commons.wikimedia.org/wiki/File:Cotton_Roll_-_Kolkata_2003-10-30_00526.JPG; accessed May 2016

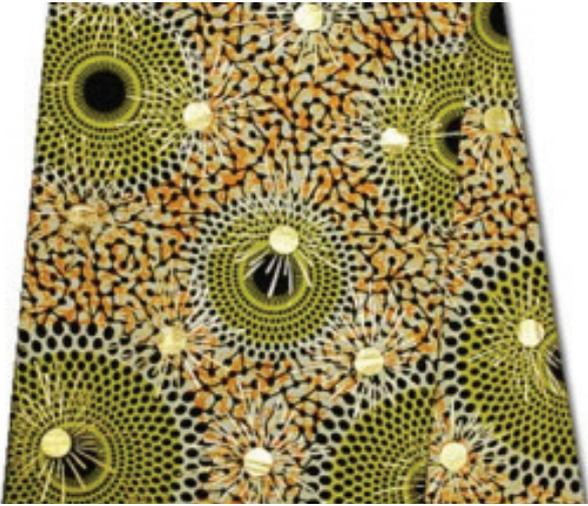
Usage:

- Get a thick piece of cotton wool and make it into a shape of a pad (rectangle).
- Cotton wool should be changed after a few hours (4-6hours) to avoid staining and bad smell. If blood flow is heavy change the pad often.

Disposal:

- Cotton wool should be burnt after use
- At school, cotton wool should be thrown in a bin and the school will burn the used cotton wool.
- Throwing cotton wool in the flush toilet can cause blockages in the pipes.

Cloth Material



Usage:

- Cloth should be folded into a long thick layer and placed in the elastic of a pant.
- If you have no pants see Tool #20 (Making a Padini)
- Cloth should be changed every few hours (4-6hours) depending on the blood flow. If stayed for a long time it presents a bad odor.

Disposal:

- Cloth should be washed with soap and water after use and hanged in sunlight
TIP: Hang the cloth under a piece of clothing on the washing line.
- Cloth can also be burnt if user will not use it again.
- At school, girls should carry a little plastic bag where they can put their used cloth after a change. The cloth can be washed at home.

Tampon



Usage:

- Tampons should be inserted in the vagina with the string hanging out.
- The string helps you pull out the tampon when it's full.
- A tampon should be changed every few hours (4-6hours) depending on the blood flow.

Disposal:

- Tampons should be burnt after use.
- At school, throw tampons in the bin and the school will burn used tampons
TIP: Hang the cloth under a piece of clothing on the washing line.



Tool #16 is a guide for teachers when dealing with pupils who accidentally stain their uniforms/clothes with menstrual blood.

Here are some of the important things you should **SAY** to make a girl comfortable;

- a) It's a normal and natural process for a girl to menstruate**
- b) If the pupil is experiencing menstruation for the first time say that it is a normal process that happens to each and every girl.**
- c) Ask how do you feel about what has happened?**
- d) Say: You should be happy that you are now a grown up girl!**

Below are some of the **important things you should DO:**

- a) Provide the pupil with a sanitary pad. Demonstrate how the pad should be used.**
- b) You Can Say: This is a pad that girls wear to prevent themselves from staining their dresses. You put it on your pants. The sticky part is placed on your pant.**

How do you deal with Teasing?

If an incident arises where a female pupil is being teased because she had a menstrual accident, you can speak to the whole class and say:

- a) Menstruation is a normal process**
- b) Be kind to a pupil who has experienced a menstrual accident**
- c) Teasing a girl who has had a menstrual accident can lead to punishment.**

TOOL #16

CHECKLIST – WHAT EVERY TEACHER MUST KNOW ON MANAGING STAINS AND LEAKS

Objective : This tool is designed to help teachers to handle menstrual accidents at school.

Target : Male and Female Teachers

User : MHM Focal Point Person, All Teachers

What is a Menstrual Accident?	<p>A menstrual accident happens when a girl unknowingly stains her dress with menstrual blood. It can happen to any girl! It can happen when:</p> <ul style="list-style-type: none">• A girl starts her first period• When a girl does not know her cycle• The material is not absorbent enough• A very heavy menstrual flow
How Do Girls Behave When They Have a Menstrual Accident?	<ul style="list-style-type: none">• Girls become very quiet• Girls will not stand up if told to do so by the teacher if they know they have stained their dresses.• Girls disappear from class the without giving a reason.• Girls do not conduct in any physical activity even during break time.
How can I help a girl who has a menstrual accident?	<ul style="list-style-type: none">• Take the girl to a separate room where she is comfortable to talk without any disturbance.• Explain to the girl what menstruation is using Tool 3.• Give the girl a sanitary pad and explain how to use it using Tool 8.• Tell the girl to always carry a spare pad/material in her bag at all times.
Should I send the pupil home?	<ul style="list-style-type: none">• Use your discretion to assess whether the pupil needs to go home or not.



GUIDANCE NOTES

How to Use Tool #17: Pupils Guide on Managing Leaks and Stains

- a) Girls are usually scared and embarrassed when they experience menstrual accidents. Therefore, Tool #17 - Checklist on Managing Leaks and Stains is designed to help the girls on how best to deal with a menstrual accident.
- b) Tool #17 can also be used by MHM Focal Points or Teachers to educate boys on how they can support girls who experience menstrual accidents.
- c) The checklist on managing leaks and stains is best used in a classroom setting where both boys and girls are present.

TOOL #17

CHECKLIST - WHAT EVERY PUPIL MUST KNOW ABOUT MANAGING STAINS AND LEAKS

Objective : This tool is designed to help pupils to handle menstrual accidents at school.

Target : Boy and Girl Pupils

Users : Pupils

BOYS AND GIRLS	
What is a Menstrual Accident?	A menstrual accident happens when a girl unknowingly stains her dress with menstrual blood. It can happen to any girl! It can happen when: <ul style="list-style-type: none"> • A girl starts her first period • The material is not absorbent enough • A very heavy menstrual flow
What do I do if my fellow pupil has a menstrual accident?	<ul style="list-style-type: none"> • Do not laugh at her because it is not deliberate and this will make her feel bad. • Politely pull her to the side and whisper to her that she has a stain on her dress. • Tell her to go and see the MHM Focal Point Person
GIRLS ONLY	
What should I do if I have a menstrual accident?	<ul style="list-style-type: none"> • Do not panic • Tie a jersey around your waist and go and see a teacher you are comfortable with who will give you a pad.
What do I do if my fellow pupils tease me?	<ul style="list-style-type: none"> • Teasing is a punishable offense. Go and report to the MHM Focal Person on anyone that is teasing you for having a menstrual accident. If you are not satisfied with the response, you can report to the Head Teacher



GUIDANCE NOTES

How to use Tool# 18: Comic Strip and Play on Building Girls' Confidence

The comic strip is a visual tool designed to motivate boys and girls to help girls when they experience menstrual accidents.

There are two comic strips.

- a) Comic Strip 1: shows a scenario where a girl has stained her dress and her friends notice. They mock her and laugh at her, she starts crying and runs away.**
- b) Comic Strip 2: shows a scenario where a girl has stained her dress and her friends notice. They tell her about the stain in a polite way and escort her to the Teacher. She is a happy girl.**
- c) You can ask volunteers from the class to act out each comic strip in the classroom for the pupils to gain more benefit.**
- d) After showing or acting out both comic strips/plays, ask the following questions:**
- e) Who of you are the friends in the first scene? Lift up your hands.**
- f) Who of you are the friends in the second scene? Lift up your hands.**

Now discuss the following points with the class:

- a) How would you have felt if you were the girl in the first comic/play? What would you do after being laughed at? Can you come back to school the next day?**
- b) How would you feel if you were the girl in the second comic/play?**
- c) What is the best way to support a girl who has stained her dress at school?**
- d) Boys – How would you support a girl who has experienced a menstrual accident?**

TOOL #18 COMIC STRIP 1

Build Girls' Confidence



TOOL #18 COMIC STRIP 1

Build Girls' Confidence





GUIDANCE NOTES

How to use Tool #19: Sewing Instructions for Washable Pads

This is a fun activity that is designed to teach pupils how to make their own washable pads.

The Tool includes instructions on how to make a washable pad designs. You can do this activity in an MHM club or any other club that is willing to perform this activity.

Start with a group of maximum 10 pupils. It is advisable to give them a time period in which they are able to make the pads. Once they are finished you can recruit another 10 pupils to make the pads.

You will need to prepare and ensure that all the items needed for sewing the washable pad are contained in the sewing kit as listed below.

Note: All supplies for this activity must be kept by the focal point person for MHM and locked up after each activity.

Facilitators' Notes:

The Facilitator will need to know the contents of the sewing materials for washable pads; the materials include the following items:

- Needle and thread
- Fleece like material or T-Shirt material (instead of fleece)
- Chitenge or cotton fabric or towel
- Button or Velcro
- Scissors
- Marker
- Plastic

Other suggested materials that can be used are;

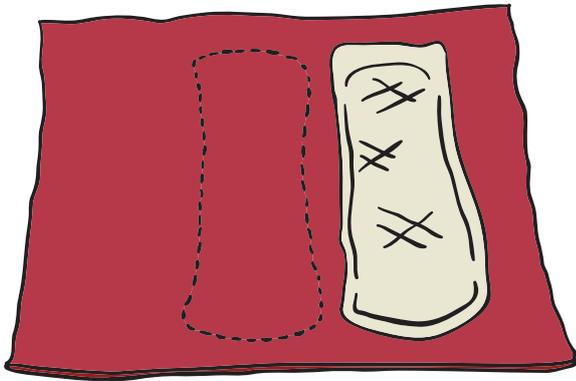
100% cotton fabrics, e.g., old towels, sheets, pajamas, t-shirts, cotton flannel, or hemp, anything you feel is comfortable, soft, and gentle next to your skin.

TOOL #19

SEWING INSTRUCTIONS FOR THE WASHABLE PADS

Target : All Pupils

User : Home Economics Teacher and MHM Focal Person

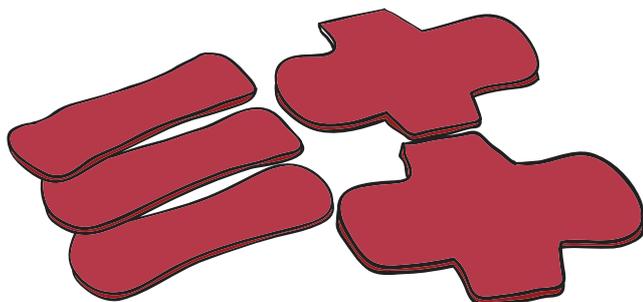
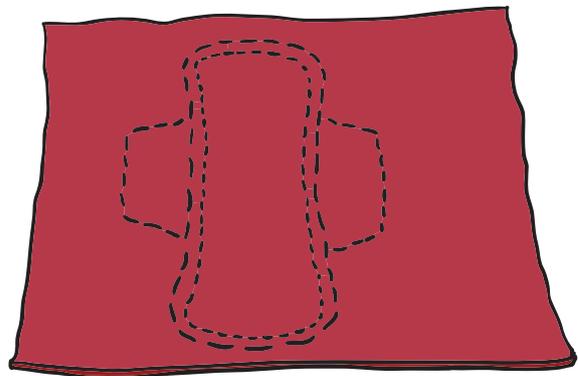


Trace around a disposable pad to use as your pattern.

This will be the pattern used for the middle part of the pad, which is the liner part that does all the absorbing. This will be piece A.

Trace around your pattern again, this time creating a 1 centimeter (half-inch) seam allowance around the pad, and also creating wings.

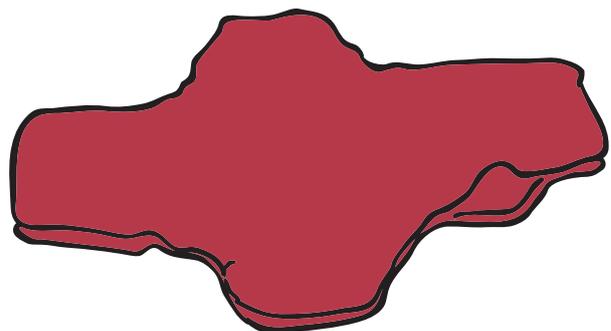
These wings should be wide enough to meet and slightly overlap under the crotch of your underwear. This will be the outside of the pad. This will be piece B.

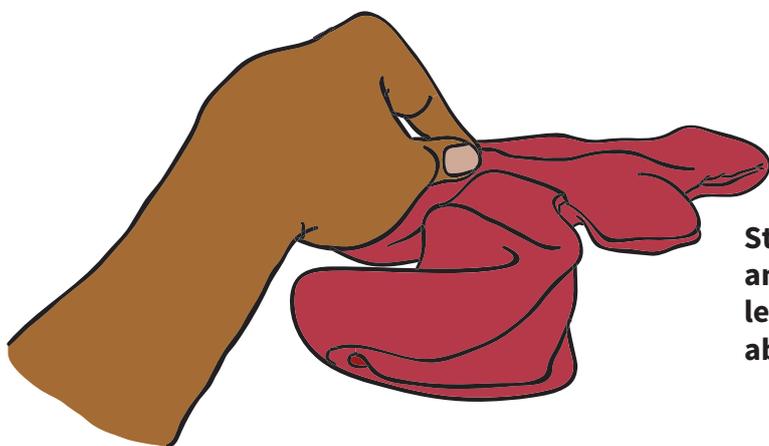


Cut out two of Piece B and 3-5 of Piece A for each pad

Place right sides together (ie: inside out).

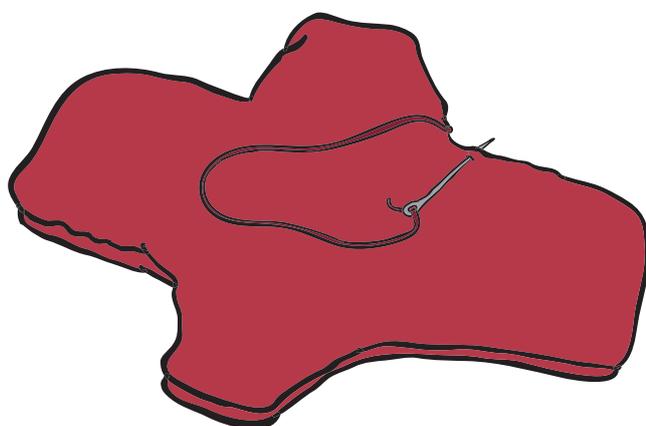
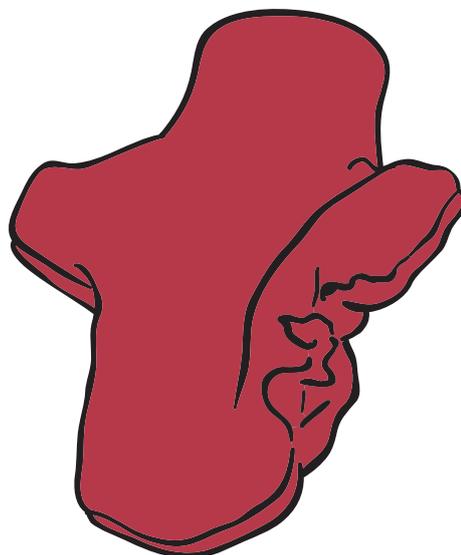
Sew the two pieces of piece B together, leaving a 3 centimeter (1.2 in) gap to turn it right side out again. You may need to use scissors to make a number of small clips and notches around the curvy bits, so that it flattens properly when you turn it the right way out. Press with the clothes iron.





Stack 3 to 5 of piece A on top of each other and slide them in through the gap you left in the outside of the pad, to make the absorbent core.

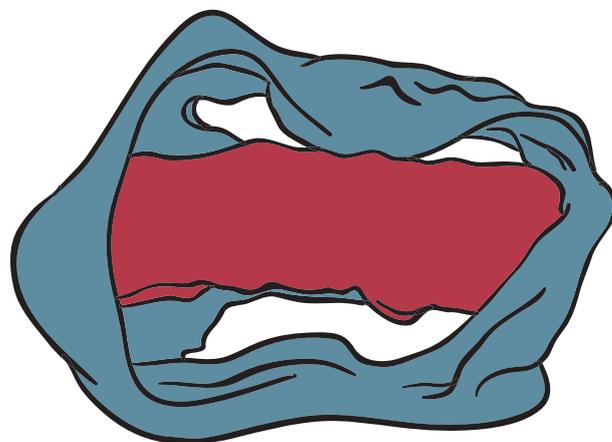
Anchor the core in place by sewing around it on the right side of the pad.



Sew the gap you left closed by hand.

Try them out in a pair of underwear.

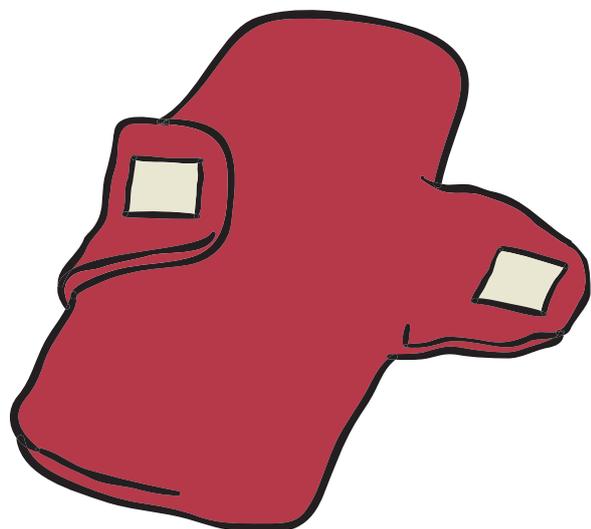
Wrap the wings around the underwear and mark where the wings overlap underneath the underwear.



Sew snaps or a small piece of Velcro to the wings where they overlap, to keep them in place.

If you do not have Velcro to put on the wings you can use buttons.

Once the pad has been designed you can sew a piece of plastic at the bottom of the pad to avoid soiling your pants.





GUIDANCE NOTES

How to use Tool #20: Making the Padini

This is a competition and a fun way of motivating pupils to make a different type of pad called a padini.

- **Divide the pupils in small groups of at least 10 pupils**
- **For each team of 10 pupils you can ask them to make a padini using the sewing instructions below skills they have acquired. Whoever makes it first and makes it right will get a prize determined by you.**

You can show them this tool and ask them to figure out how to make it.

Facilitators' Notes:

The facilitator needs to know what a Padini is, a Padini is a combination of a pad and bikini. It is good for the Facilitator to have a sample of an already made padini in the sewing kit to show the pupils.

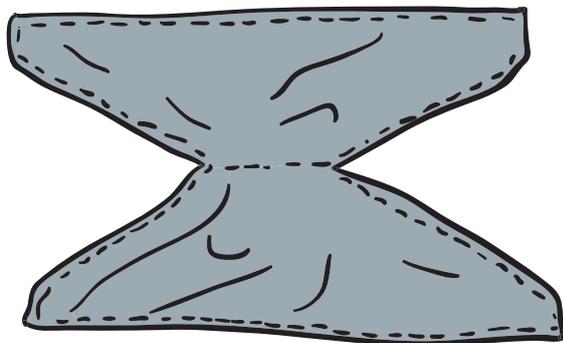
TOOL #20

MAKING A PADINI

Objective : This is a competition designed to enhance skills

Audience : All Pupils

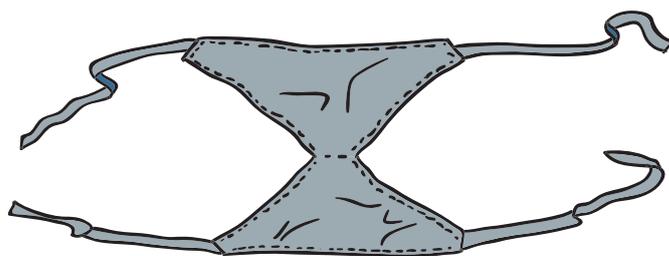
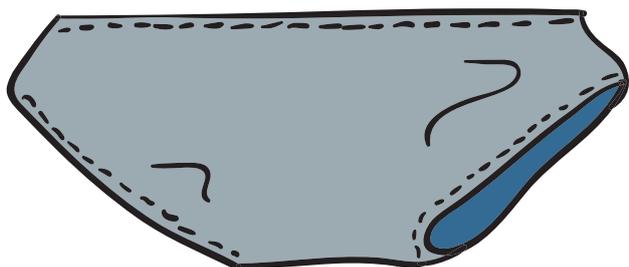
User : Teacher or Parent



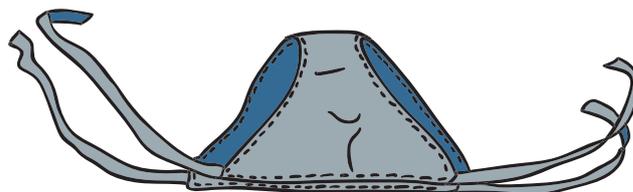
Fold your chitenge material to make two.

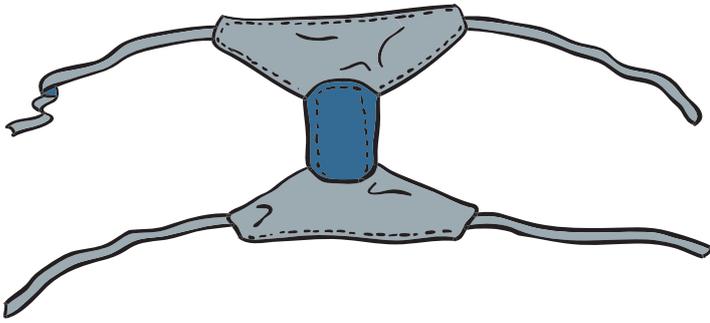
Cut out a rectangular piece, one end should be at least the length from ones forefinger to the elbow and the other according to individual's preferred size.

Fold the material in half twice to get a quarter size of it. Cut out a triangular shape in the bottom end of material you have, a shape such as the one in the picture.

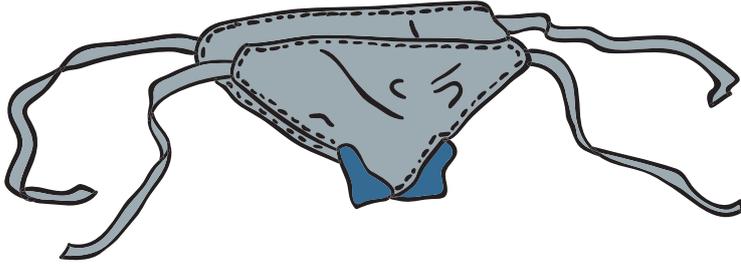


Then roll out the triangular cut material to save as much material as possible and cut out the longer edges giving you four strings. And attach them to all top four ends of your design.





You can securely wear it by tying both right strings together and the left ones. You can further attach your sanitary towel on the middle to prevent menstrual accidents





Guidance Notes

How to use Tool #21: Zipper bag and other toiletry bags

The zipper bags and other alternatives storage bags. These are washable or dump wiped toiletry bags that can be used to carry clean and used pads. You can also use any plastic bags for storage while at school (although these should have plastic lining inside).

Facilitators' Notes:

The facilitator can give options on what to use for storage of pads while in school. They can sew different designs of toiletry bags made from chitenge material, with two provisions inside and with zips to close tightly. This is an option for those who do not want to dispose of their used pads in school but would rather do it at their homes, or those who are taking a re-usable pad home to wash.

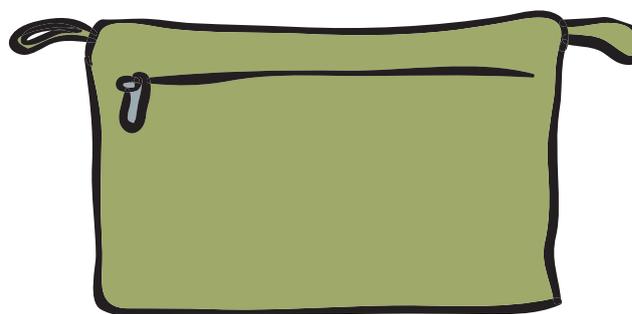
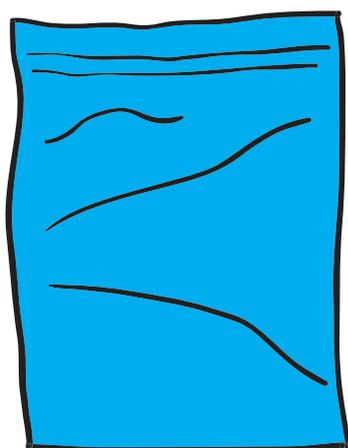
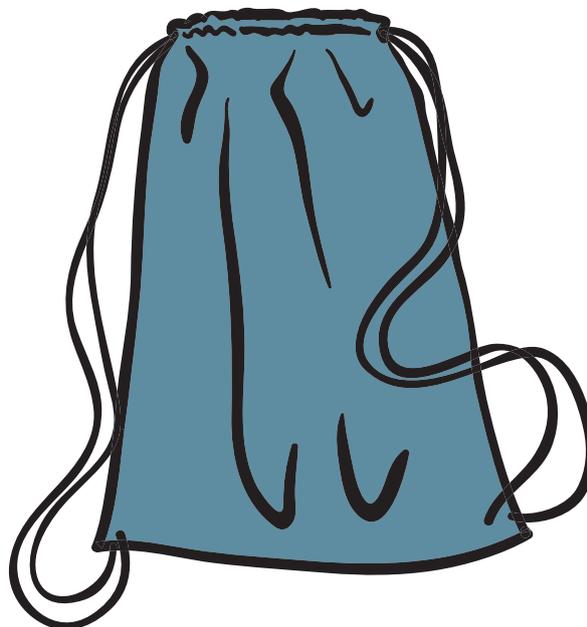
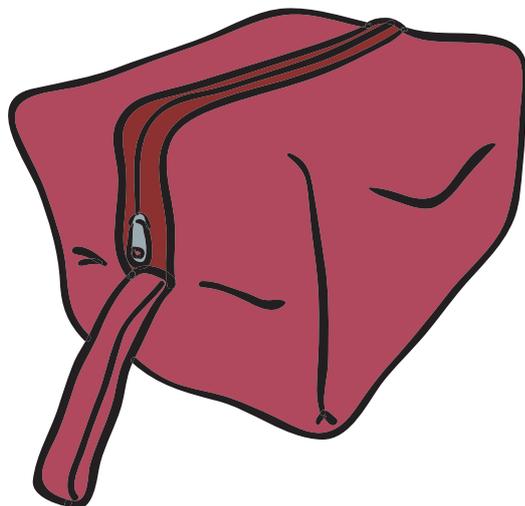
TOOL #21

Zipper Bag and Other Toiletry Bags

Objective : This is a competition designed to enhance skills

Target : All Pupils

User : Teacher or Parent



Usage:

- Have two plastic bags for keeping the used pads and for the clean pads in the zipper bag
- Place the used pad in one of the plastic bags and tie it tightly
- Place the tied plastic bag with used pad in the zipper bag or chitenge-made toiletry bag
- Take out the clean pad for use from the other plastic bag in the zipper bag or chitenge-made toiletry bag

Care:

- Always wash the chitenge-made bag with soapy water, or wipe the inside of the one with the plastic lining with a soapy wet cloth after disposal of pads, or after removing the washable pads
- Rinse in clean water and dry with a clean cloth - both inside and on the outer part (all to have plastic lining inside)
- Air it on the line with the opening side facing downwards to ensure water drains out
- Do not leave the bags in the hot sun for a long time
- Remove from the line immediately when dry in and outside

This document has been developed with the contribution of:



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