

Menstrual Hygiene Management TOOLKIT



About SPLASH:

SPLASH (Schools Promoting Learning Achievement through Sanitation and Hygiene) is a comprehensive school-based water supply, sanitation, and hygiene (WASH) project funded by USAID/Zambia through field support. SPLASH is implemented through the WASHplus project, which supports healthy households and communities by creating and delivering interventions that lead to improvements in WASH and household air pollution (HAP). This five-year project (2010-2015), funded through USAID's Bureau for Global Health (AID-OAA-A-10-00040) and led by FHI 360 in partnership with CARE and Winrock International, uses at-scale programming approaches to reduce diarrheal diseases and acute respiratory infections, the two top killers of children under age 5 globally.

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ABOUT THIS TOOLKIT

Menstrual hygiene management (MHM) is an important component of a “WASH-Friendly School.” As a new concept in schools, the USAID-funded Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH) project and Zambia’s Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) are offering various kinds of support to teachers to establish MHM programs and facilities to keep girls and female teachers in school.

This toolkit was designed to help teachers, school health and nutrition (SHN) coordinators, and other school personnel in Zambian primary schools to carry out MHM programs or activities in their school. It is organized into three sections:

- basic information about puberty, menstruation, and MHM
- a checklist for schools to use to ensure that they have all the elements needed for a good MHM program
- interactive games and activities that will engage students to learn about MHM including an activity that shows students how they can make their own pads or sanitary towels

As MHM becomes more established in schools, better tools can be developed and integrated into this toolkit.

WHAT IS PUBERTY?

Puberty is the process that boys or girls undergo to become adults and sexually mature; in essence, the period from childhood to adulthood. Puberty involves a series of physical changes in both boys and girls that lead to the development of secondary sex characteristics, the physical features associated with adult males and females (such as the growth of pubic hair). While puberty involves a series of biological or physical transformations, the process can also have an effect on the psychosocial and emotional development of adolescents.

Adolescents also increase their intellectual capacities and experience moral development during puberty. Social identity is supplemented by the search for a psychological identity. An important dimension of puberty is that young adolescents are able to integrate bodily changes into their self-identity, and to incorporate others' responses to these changes into that self-identity. During the early stages of puberty friendships between same-sex peers become more important due to the shared social, physiological changes including a possible detached relationship with parents. The physical growth experienced during puberty is accompanied by new and complex emotions including sexual desire and gender identity. These changes, combined with peer pressure, may cause adolescents to behave in a certain way.

These changes may effect learning both positively and negatively. Positive changes include the ability to reason and understand complex processes and concepts. On the other hand, the negative effects associated with peer pressure, bullying and arrogance can be experienced by some boys and girls. Adolescents react differently to puberty education. Sometimes boys' behavior enables them to assert their stereotypical masculinity and therefore their power and supposed superiority. In some cultures in Zambia, girls who reach puberty are tutored to present themselves in public—as women or young ladies. There are stereotypes of what behaviors are acceptable for young men and women.

WHEN DOES PUBERTY OCCUR?

Puberty begins when extra amounts of chemicals called “hormones” are produced and lead to physical, emotional, and cognitive changes in the body. A growing adolescent may feel happy one moment, or sad, or confused the next moment. The onset of puberty varies among individuals. Puberty usually occurs in girls between the ages of 8 and 16, while in boys it generally occurs later, between the ages of 12 and 16. Most girls and boys begin to notice changes in their bodies between the ages of 10 and 14 which take place over a number of years. See Table 1 below:

Table 1: What are the changes that take place in girls and boys at puberty?

Changes in Boys	Changes in Girls
<ul style="list-style-type: none">• Breasts look like they're developing a bit• Chest broadens• Penis and testicles start to grow• Ejaculations begin—boys start to experience “wet dreams” while sleeping• Voice “breaks” and deepens• Boys gain weight and grow taller• Body and facial hair appears (armpits, pubic area, moustache, beard, or sideburns)• Shoulders get wider, muscles start to get bigger and stronger	<ul style="list-style-type: none">• Breasts start to develop• Girls gain weight, particularly on the hips• Menstruation starts• Bodies become curvier and hip bones widen• Hair grows in pubic area and armpits• Muscles get bigger and stronger, but they do not show up as much as boys’ muscles

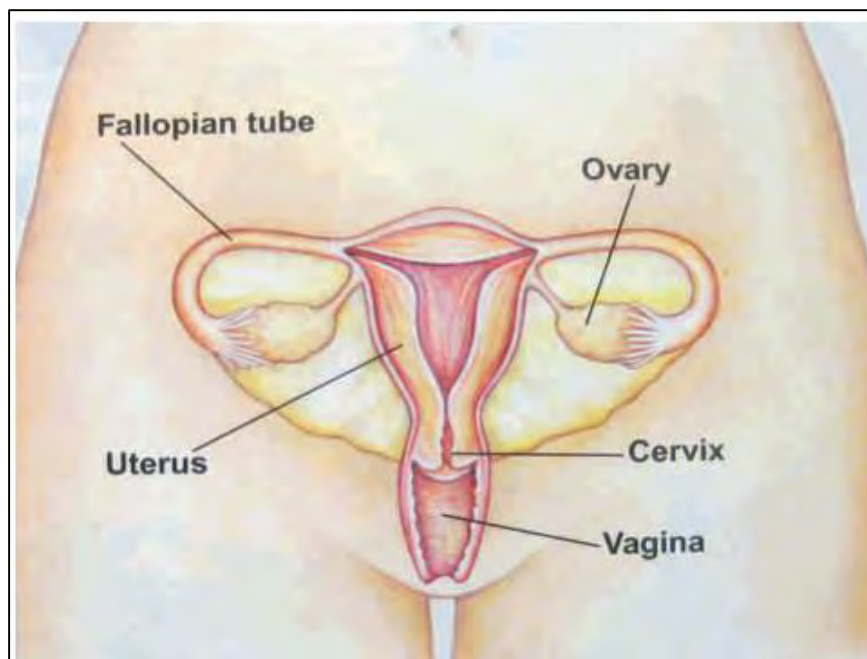
WHAT IS MENSTRUATION?

Menstruation is the monthly flow of blood from the uterus through the vagina in girls and women from puberty to menopause.¹ It is a normal process for women and girls, and it starts at puberty or adolescence. Girls tend to start their menstrual periods between the ages of 10 and 14, and this continues until they reach menopause usually between their late forties to mid-fifties. Menstruation is also sometimes known as menses or a menstrual period. During adolescence, a girl's body starts to change. Along with physical changes (such as growing breasts, wider hips, and body hair) the girl will also experience emotional changes due to hormones.

The cycle for menses is usually around 28 days but can vary from 21 to 35 days. Each cycle involves the release of an egg (ovulation), which moves into the uterus through the fallopian tubes. The body's tissues and blood start to line the walls of the girl's uterus for fertilization. If the egg is not fertilized, the lining of a girl's or woman's uterus is shed through the vagina along with blood. The bleeding usually lasts between two to seven days each month, with some lighter flow and some heavier flow days. The menstrual cycle for girls during their first year or two is often irregular.²

¹ Ministry of Health, Zambia Reproductive Health Glossary, 2013 page 2

² House, Cavill, and Mahon. 2012. *Menstrual Hygiene Matters*. UK: WaterAid.



Source: Kanyemba A. 2011. *Growing Up at School, a Guide to Menstrual Management for School Girls*. Zimbabwe: Water Research Commission, South Africa.

MENSTRUAL HYGIENE MANAGEMENT

Menstruation has critical implications for girl's educational outcomes. Menstrual hygiene materials must be made available; linkages to health services must be formed; and safe latrines with water and soap, adequate sanitation and disposal mechanisms must be provided. These objectives benefit all members of the school community, including learners and staff. Furthermore, failure to meet them puts girls at risk of not having a high-quality educational experience.

MHM in school includes the facilities, products, education, training, and support necessary for girls to manage their menstrual periods away from home. MHM is gaining recognition globally as a critical human rights and development problem, one that influences poverty levels and even a country's GDP. Around the world, stigmas and taboos have defined how menstruation is viewed and experienced. Now, a movement is growing, bringing the topic into the open and addressing menstruation as a normal part of being female.

Let's take a closer look:

What is menstruation?	<p>Menstruation is:</p> <ul style="list-style-type: none">• A natural biological function of <u>all</u> females worldwide• A natural process where the female body sheds the lining of the uterus every month if a fertilized egg does not plant itself there and grow into a baby• When the lining of the uterus, rich in blood and other matter ready to nourish a baby, flows out through the vagina every 28 days if conception has not occurred• Sometimes painful because the uterus cramps up to shed the lining <p>Menstruation is <u>NOT</u>:</p> <ul style="list-style-type: none">• An illness or a curse• Shameful• A reason to keep girls and women from school, household activities, or work
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<p>What is MHM in school?</p>	<p><i>MHM in school is a program that provides:</i></p> <ul style="list-style-type: none"> • Proper girl-friendly facilities: separate toilets for boys and girls • Washrooms for girls with water and soap available • Access to sanitary pads or towels, or other products for discretely absorbing the menstrual flow • Means for disposal of used menstrual absorption products • Training in MHM for teachers, especially SHN coordinators and guidance staff • Education about menstruation for girls and boys, Parents’ and Teachers’ Associations (PTAs), and other parent/community structures • Booklets and other support materials for pupils and teachers • WASH Clubs with MHM activities
<p>Why is MHM important?</p>	<ul style="list-style-type: none"> • Lack of MHM is a big reason why girls stay home from school. They can lose up to five days per month, then they lose track of their school work and eventually drop out. • Having access to MHM increases a girl’s confidence, sense of value, and self-worth. • MHM is a main strategy for keeping girls in school and increasing the numbers of educated girls and women in our country • An educated woman contributes significantly to her family’s health and to the development of her country
<p>What are the challenges that girls face managing menstruation at school?</p>	<p><i>Menstruating girls frequently experience:</i></p> <ul style="list-style-type: none"> • Fear of standing up to answer questions, in the classroom, in case they have stained their skirt • Bullying and teasing from boys • Shame and fear of people finding out that they are “on their menses” • Lack of accurate information and fear about what is happening to them • Health problems related to inability to change their pads regularly i.e. urinary tract infection, vaginal candida, etc. • Taboos on what they can and cannot do, where they can and cannot be, during their menses • Lack of support and understanding from the adults in their lives: families, and teachers

What are small doable actions for MHM?

While waiting for permanent structures or programs, a school can:

- Engage local stakeholders (local counselors, traditional leaders, civic leaders) in a discussion forum on MHM issues
- Create girl-friendly corners or clubs
- Create sanitary pads out of local materials
- Come up with appropriate and sustainable ways to support MHM in schools
- Carry out awareness education for parents and the community at large
- Create linkages with service providers for support (health practitioners, local business leaders)
- Engage local radio stations to broadcast appealing MHM messages

MHM SCHOOL CHECKLIST

A good MHM in-school program should have the following elements. Check to see if your school has:

MHM Program Elements	✓ Yes	✓ No	Notes/Plan and Date to Turn No to Yes!
Informational program for school, PTA, and community			
MHM-themed community events (theater, radio)			
Washrooms for girls			

Water and soap in girls' washrooms			
Disposal place for used pads			
Emergency pads in a place where girls know to find them			
Comfort kits (bag with pads, panties, soap, booklet on puberty)			
A local pad production program			
Guidance teacher or counselor designated for MHM			
School Health Nutrition (SHN) coordinator trained in MHM			
MHM training for all teachers			
WASH Club with MHM activities			
Talks on MHM from local nurses or environmental health technicians			
Approved medications for menstrual pain with guidance or SHN teacher			
Mentoring by older girls for younger girls			
Booklets on puberty for boys and girls			
Guidance materials for teachers			
Visual aids on menstruation and puberty			
Inclusion of menstruation and puberty in classroom subject teaching			
School funds raised and set aside for MHM support (for example, pad purchase)			

Income-generating activities related to MHM (local pad production)			
<i>Add your own ideas!</i>			

ACTIVITIES, GAMES, AND FUN

1. ROLE-PLAY

(Suggested Time: 50–60 minutes not including preparation time)

→Session Objectives

1. Describe the basic bodily function of menstruation
2. Through a role-play and discussion, list challenges girls face in managing their monthly menses (periods) in school
3. Identify small doable actions to address these challenges

→Preparations/Materials Needed

- Volunteer actors (7)
- *Chitenge* cloth

PLEASE NOTE: ADVANCE PREPARATION REQUIRED. This session involves a role-play/drama on a sensitive topic. The script follows the training session guide. The play requires three males and two females to play the role of pupils, plus one additional participant (male or female) to play the role of teacher. The actors must be comfortable role-playing on the topic of menstruation. They should receive the script in advance and be asked to rehearse at least once as a group in preparation.

TRAINER'S NOTE: *This topic might be quite difficult, even embarrassing, to discuss. For this reason, we provide detailed notes to help. We encourage you to prepare and be confident. In the end, participants most often react very well and express relief and gratitude to have the opportunity to address a topic that is rarely talked about but that people understand is very important.*

Introduction and Overview to MHM (5 min)

Say: This training session covers an important hygiene practice that is often overlooked, menstrual hygiene management—what females must and can do to manage their monthly periods in a safe, private, and healthy manner. This topic can make boys and girls, men, and women uncomfortable to talk about in the beginning, because it is a topic we don't often discuss in public.

Between the ages of 10 and 14 most girls and boys begin to notice changes in their bodies and in their emotions. These physical and emotional changes take place over a number of years. It is a normal growing up process and it is all part of becoming ready for adulthood.

Changes take place at different ages for different children. Girls start to develop the body of a woman, and that includes beginning to have a monthly menstrual period. Monthly bleeding is perfectly normal, not something to be scared of. It lasts four to seven days, and usually happens every month.

Even though it's normal, menstruation can present real challenges to girls in school.

Let's watch a play that will highlight some of these challenges that girls face around managing menstruation in school.

A MENSTRUAL HYGIENE MANAGEMENT DRAMA (25 min)

A Role-Play in Three Acts

Characters

School Girl 1..... *add names*
School Girl 2.....
School Girl 3.....
School Girl 4 (absent)*no actor required*
School Girl 5 (absent)*no actor required*
Teacher
School Boy 1.....
School Boy 2.....

Setting Up

With the desks and chairs of the training room, set up a simulated classroom and put the rest of the chairs around the classroom scene so the participants can be spectators. Scene 2 is in the school yard so make sure you can play both the classroom scene and the school yard scene without moving too much furniture around.

Scene 1: A Grade 7 Classroom

Teacher calls pupils to class. **Girl 3** has a stain on the back of her skirt.

Teacher calls roll of all girls and boys. **Two girls 4 and 5** are absent. She notices.

Teacher is giving a lesson. She is explaining something and asks a question.

Boys 1 and 2 raise their hands quickly and want to be recognized.

Teacher: “Not always the same boys! Let’s hear from some girls. Stand up, **Girl 3**, and tell us what you know!”

Girl 3 stands up and the boys see the stain on her skirt and start mocking and teasing her.

Girl 3 is completely embarrassed and ashamed. She closes her books, sits down, and refuses to participate anymore.

Teacher understands what happened and calls a break. **Teacher** helps **Girl 3** to leave last and hands her a *chitenge* wrapper or large shawl to wear.

Scene 2: Girls in the School Yard

Girl 1 and 2 are waiting for **Girl 3** to come out of the classroom.

The girls talk about the embarrassing moment **Girl 3** just faced. Then they each share their own experience. Examples:

Girl 1: “During my last menses, I had such pain I couldn’t come to school, so I stayed home for 2 days.”

Girl 2: “I hate the toilet facilities here. There is no privacy. How am I supposed to clean up and change my pad? It stinks in there, and those boys tried to follow me and laughed and mocked me.”

The girls talk about their absent classmates. One girl passed by the house of an absent one in the morning and tells what her problem was: She had cramps, she wouldn’t walk to school for fear of soaking her pad that is made from strips of old *chitenge* cloth.

One girl said she heard an awful story of a pupil in their village who got her menses for the first time and used the same pad for 7 days and came to school. She got an infection that destroyed her reproductive system.

Girl 3: "Today was the last straw. I am leaving now to go home. I can't go back in that classroom."

Girl 3 leaves to go home. The girls go back in the classroom.

Scene 3: Back in the Classroom

Teacher decides to talk to the boys and girls about what happened to **Girl 3** before recess.

Teacher: "This girl had her menses (monthly period), do you know what that is? We learned about this in Growth and Development.

Boys, how do you think Girl 3 felt about the teasing and about her skirt stain?

Do you think it was her fault?

Is she alone? No, every single girl experiences menstruation and it is completely normal."

The boys respond by saying that they feel bad about their behavior now that they understand.

The girls also say things about how they viewed the earlier embarrassing episode, and tell why the other girls are absent today.

The girls complain to the teacher about the school's poor facilities and lack of support and information.

Teacher: "We clearly have a big problem. I know it's hard to talk about this with your families. Let's talk to the head teacher and see if we can come up with a plan."

END OF ROLE-PLAY

After the Role-Play ... Decide what MHM Actions Are Doable and Feasible (20–30 min)

Ask/Discuss: What just happened?

What problems/challenges/issues did you notice related to menstrual hygiene management?

What makes it hard for a girl or female teacher to privately manage menstruation?

TRAINER'S NOTE: *Make sure to touch upon problems related to the following topics:*

- *Sanitation facilities*
- *Products*
- *Rules or school policy*
- *Ignorance*
- *Shaming and bullying*

Ask: Do you think this is an issue in our school?

What are some actions—especially **small doable actions**—schools and/or parents can carry out to improve the situation? Refer to the list of topics and make sure problems related to each one are addressed through a small doable action.

Write: Suggestions on the flipchart.

Note: This is not a detailed planning exercise.

Ask: Are there any questions before we wrap up?

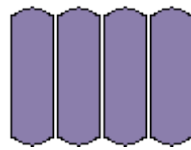
Wrap up session.

Say: Thanks for being willing to dive into this important aspect of hygiene, and thanks to the actors! Let's use what we decided to make a plan for our school.

2. PATTERNS FOR MENSTRUAL PADS

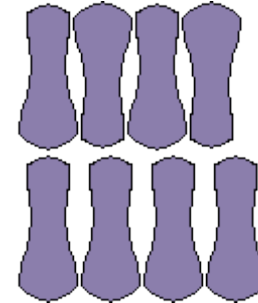
Making Your Own Cloth Pads—How to Lay Out the Patterns

How you lay out your pattern pieces depends on how much fabric you have and the shape and size of your pattern.

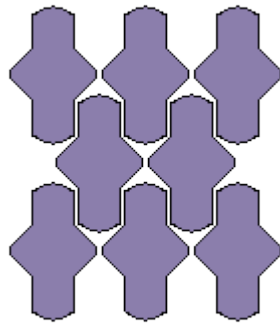


A core or oblong pad shape will be easy to lay out, and doesn't waste much fabric at all. You can cut the core pieces with a square edge, but I find rounding them makes a neater and less pokey finish.

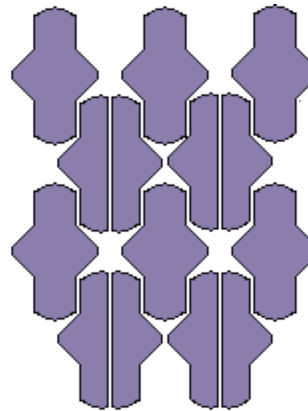
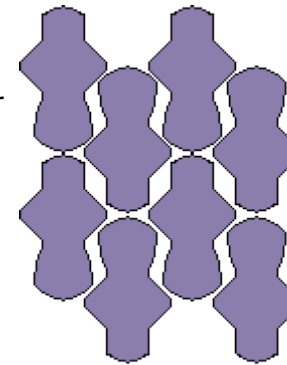
A contoured wingless pad can be “top and tailed” to use up a little less fabric. The top part of the image shows the top & tailed ones, the bottom shows how they would be if laid out all the right way up. It doesn't save much, but every bit helps.



You can see from this wingless example and the winged example below how much more fabric winged pads take up. You might be able to get 8 wingless pads out of the same piece of fabric you could get only 6 winged pads from.



Standard winged pads should fit together well (left). Patterns with a flared end will generally slot well into each other if you have to put some pieces upside down to make them fit (right).



Pocket pads need 2 back sections, which are each wider than half a pad but they can be laid out efficiently, too.

How much fabric you will need will depend on how many pads you want to make from it, and also the pattern you are using. You can work that out by measuring the width and length of your patterns, and estimating how many you'll be able to cut out from your fabric. Always allow extra for shrinkage and the fact you'll probably lose some to fraying in the wash. It's really frustrating if you can't get a pad in

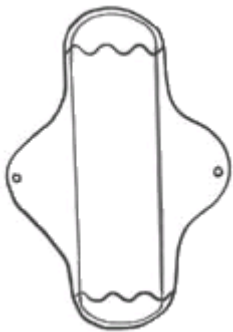
because your fabric is *just* that little bit too small for what you need.

Fabrics & Styles

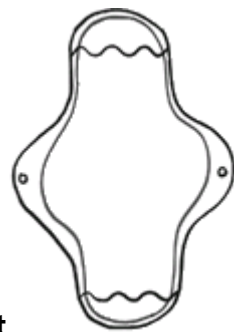
Suggested Fabrics

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.

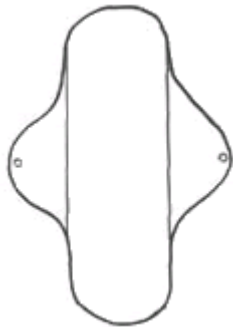
Styles



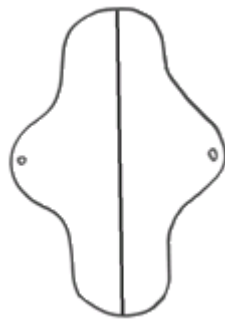
a) **Wrap & insert**



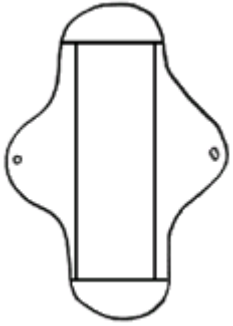
b) **Wrap & winged insert**



c) **All-in-one**



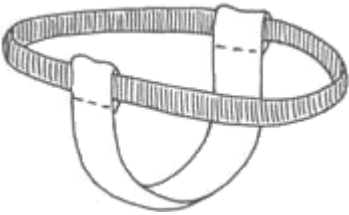
d) **Envelope**



e) **Wrap & insert**



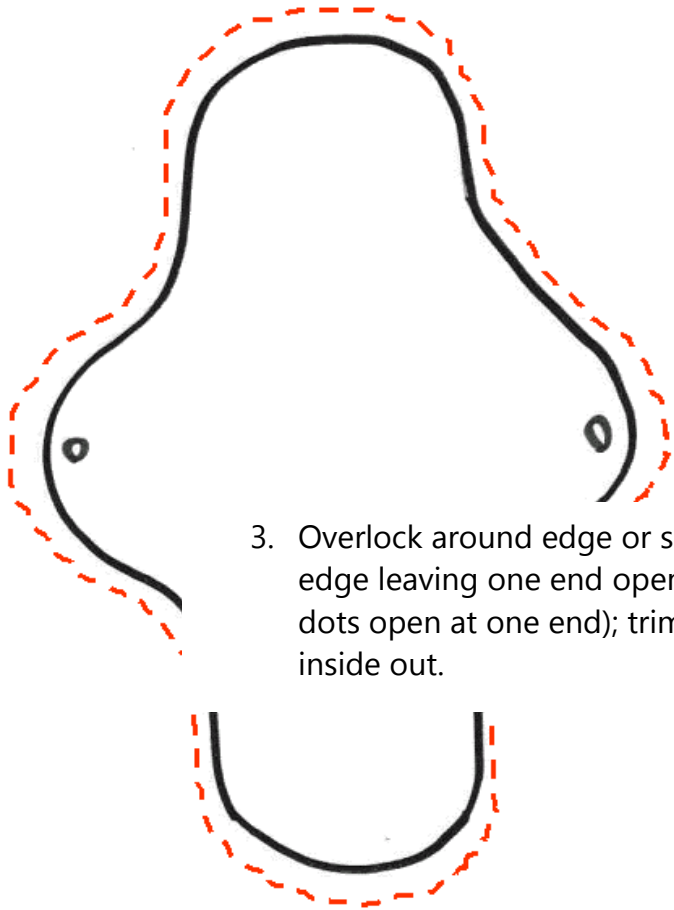
f) **Padded pants**



g) **G-style**

Medium Wrap

1. Trace this pattern and place the printed sides of the fabric facing each other.
2. Cut around leaving seam allowance (outside dots). Actual size if over stitching edges.



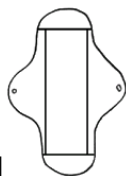
3. Overlock around edge or sew around edge leaving one end open (inside dots open at one end); trim and turn inside out.

Sew up open end

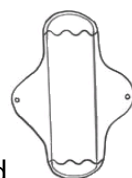
2. Add poppers or snaps to wings

3. Finally, hand sew either:

- a pocket at either end

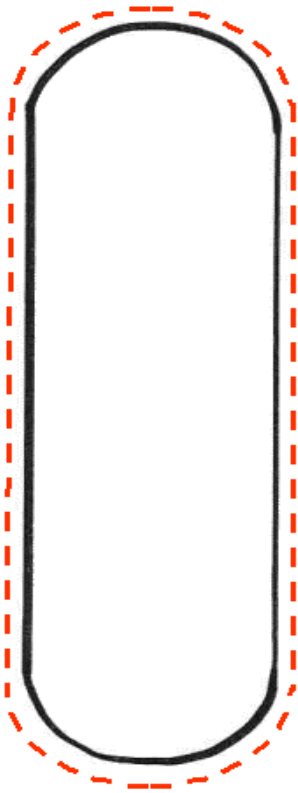


- or attach some rick-rack bands or tape at either end



Inner Pattern: Medium Liner

1. Check the length/width of the pad you just made, as it will be fitting in the pocket
2. Cut fabric to actual size if overlocking (cut round the black line), if not overlocking, add outside seam allowance when cutting (i.e., cut round the red line)
3. Pin to fabric
4. Add four to six layers for light flow, more for medium–to–heavy flow



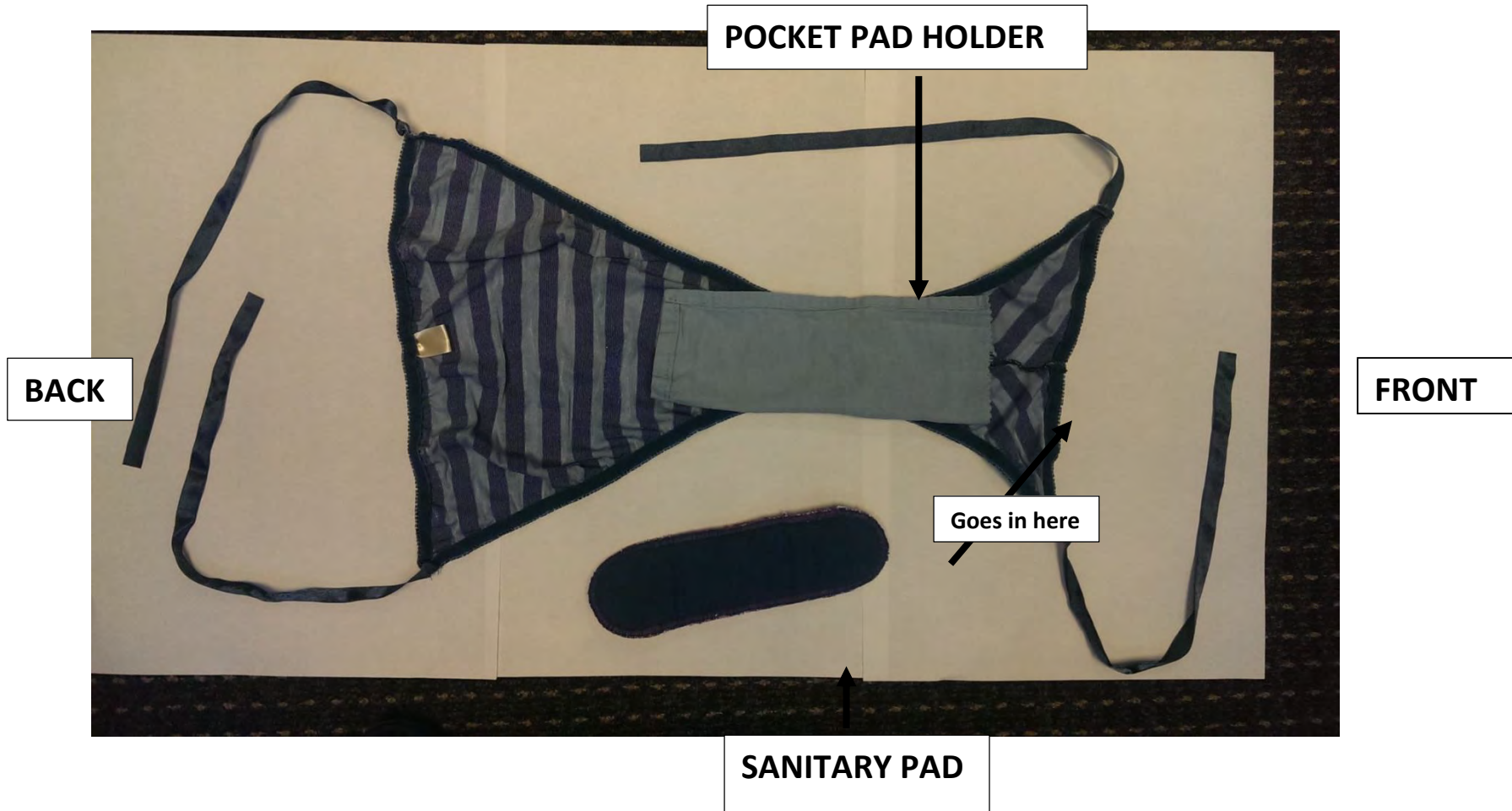
5. Trim, turn inside out, fold in seam, and sew end. For liners with wings use wrap pattern without poppers or snaps.

Or, for an all-in-one towel sew several liners, according to your flow, between the two layers of the wrap, or on the outside.

3. ALL-IN-ONE "PANTYPOCKET"

Easy Pattern for Panty with Sanitary Pad/Towel Holder

Use the ribbons to tie the front to the back.



3. JEOPARDY GAME

→Topics covered:

- Puberty
- Menstruation
- Menstrual hygiene management
- Hygiene

→Timing of activity:

- 30 minutes

→Materials needed:

- Poster board with pencil OR chalkboard with chalk

→Directions:

1. Depending on size of class, split pupils into teams of about 5-8 pupils.
2. Next, determine how long you would like the game to last. Depending on your time constraints, you can choose to have more or fewer categories. Each category has 4 questions under it, so the game takes about 10 minutes per category.
3. The objective of the game is for a team to earn the most points. A team can earn points by answering one of the questions correctly. Each question has a designated point worth assigned to it. The harder the question, the more points it's worth. For example, under category #1, the 400-point question would be a harder question than the 100-point question.

4. Each team takes turns choosing a category and the number of points they would like to earn. The leader will then look at the corresponding question and ask the team to answer. The team will have 1 minute to discuss as a group and decide on its answer. If the guess is correct, then that team is awarded the points. The leader can then write these points on the chalkboard or can record points on a piece of paper. If the answer is wrong, another team has the chance to try to win those points. The second team will be asked to answer the question, after the leader tells the first team that it was wrong.
5. After a team picks a category and a point worth, those points are gone for the rest of the game. So if using a chalkboard, the leader can then cross these points out, or erase them. If using a poster board, the leader can cross off the points with a pencil or something that is erasable (so that the poster game board can be used again in the future).
6. After one team has gone, it is now the next team's turn. And the same process repeats itself.
7. The game ends when all of the questions have been answered. The winning team is the one with the most points!

Additional Notes:

- Encourage the teams to come up with a group name to promote team building, fun, and creativity!
- After each question, make sure to clarify the answer to make sure that the pupils understand what the question was asking and what the answer is. If time permits, you can also give a brief discussion or explanation regarding the subject matter of the question, after it is answered.

Example of game board

Category #1	Category #2	Category #3	Category #4
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

Example Questions. Feel free to come up with your own questions as well, depending on what you are specifically trying to teach your pupils.

QUESTIONS and ANSWERS:

Category #1: When I grow up (puberty)

- 100 points → **Q:** What is the age range at which puberty typically occurs?
A: The age range of 8 to 16 years.
- 200 points → **Q:** Name 2 things that happen to both girls and boys during puberty.
A: Changes that happen to both boys and girls: Get taller. Skin gets oilier and is more prone to acne. Grow hair under armpits and around pubic area. Hormones start developing. Start to develop body odor (see Table 1 of Puberty section).
- 300 points → **Q:** Name 3 changes that happen to girls when going through puberty and 3 changes that happen to boys when going through puberty.
A: Physical changes to boys: voice changes, Adam's apple, testes drop, grow hair under armpits, on chest, and in pubic area, skin gets oilier. Physical changes to girls: Breasts get larger, hair appears under armpits and in pubic area, hips get wider, skin gets oilier, start menstruating (for more answers see Table 1).
- 400 points → **Q:** What gland initiates the start of puberty in both boys and girls?
A: Pituitary gland

Category #2: Let's talk about sex (sexual health)

- 100 points → **Q:** Name 3 sexually transmitted diseases (STDs) or sexually transmitted infections (STIs).
A: Chlamydia, Syphilis, Herpes, HIV, Hepatitis, HPV, Gonorrhea
- 200 points → **Q:** Name 2 ways to prevent getting sexually transmitted diseases and infections.
A: Abstinence, barrier methods, condoms, both partners get tested and then remain mutually exclusive to each other
- 300 points → **Q:** How do you prevent an unwanted pregnancy?

- 400 points → **A:** Condoms, other birth control methods (contraceptives pills or injectables, etc.)
Q: What is the only 100% effective way to prevent pregnancy?
A: To remain abstinent (no sexual relations). No contraceptive is 100% effective, not even a condom.

Category #3: Reproductive health

- 100 points → **Q:** True or False. Once a female reaches puberty, she will have her period for the rest of her life.
A: False. A female's period stops temporarily when she is pregnant and then stops permanently once she has gone through menopause.
- 200 points → **Q:** What is it called when blood flows to the penis and it becomes enlarged and hard?
A: An erection.
- 300 points → **Q:** What is menstruation and how often does it occur?
A: When the lining of the uterus is shed once each month and causes bleeding from the vagina. It occurs on average once every 28 days, but can vary.
- 400 points → **Q:** True or False. If a girl's egg is mature but she has not yet had her first menstrual period, she is still able to become pregnant if she has sexual relations.
A: True.

Category #4: Keep it clean (hygiene)

- 100 points → **Q:** What does MHM stand for?
A: Menstrual hygiene management
- 200 points → **Q:** True or False. It is important to wash yourself daily in order to avoid body odors and getting infections.
A: True.
- 300 points → **Q:** How often should menstrual pads be changed?
A: Pads should be changed at least 2 times a day, if not more.
- 400 points → **Q:** Name 2 places where you can safely and hygienically dispose of pads?
A: Pads should be thrown away in disposal bins, pit latrines, or should be incinerated.

4. THE GAME OF LIFE

→ Topics covered:

- The different stages of life and puberty

→ Timing of activity:

- 20 minutes

→ Materials needed:

- Poster board or cardboard (something to act as the game board)
- Paper (for the game cards)
- Marker or pen
- Game pieces (can use any small object)—one for each player
- Pair of dice or other means for counting spaces for turns

→ Directions:

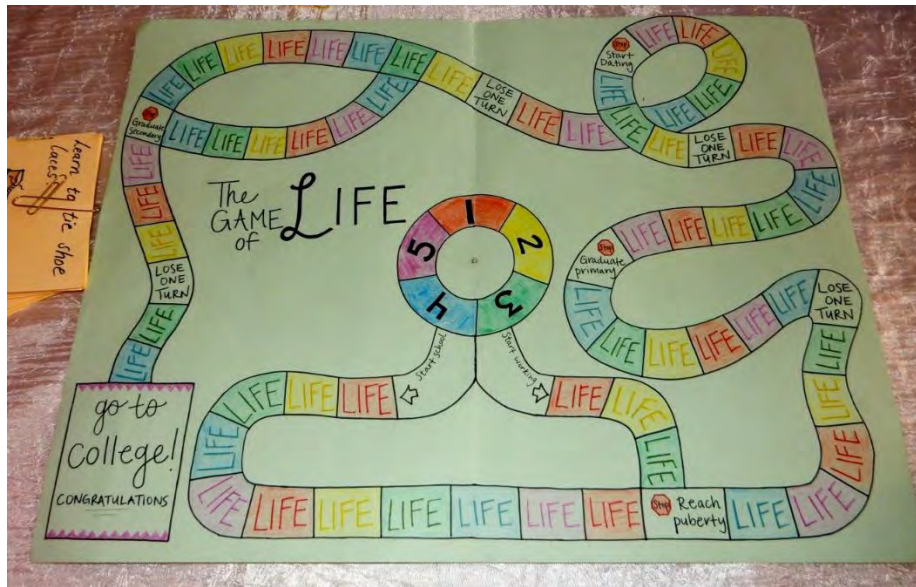
1. The objective of the game is to earn the most “Life” points by the end of the game. Take turns throwing dice to see how many spaces to move. Depending on what spot you land on, draw a card to determine what life moment you have just encountered.
2. When starting the game, choose to either start off with school or start off working. Remember that the object of the game is to get the most “Life” points possible so starting with school will give you more opportunities to earn them.

3. Picking a LOSE ONE TURN card. These are events that you may experience in your life that have a negative impact on your life. When you land on one of these spaces, take 1 "Life" point away from your total score.
4. Picking a LIFE card. These are events that you may experience that are part of everyday life. Add 1 "Life" point to your total score when you land on one of these spots.
5. Stop signs. When a player reaches this point, they must stop. These stops indicate major life events in an adolescent's life.

→ **Additional Notes:**

- When making the game board, try and have about 30 spots, 20 of which are for LIFE cards and 10 of which are for LOSE ONE TURN cards.
- When making the game cards, you want to make as many as possible so that the pupils can play for a longer period of time before having to repeat the cards. Some examples are listed below, but get creative and add different life events that happen alongside puberty. In addition to the puberty-related events, you can also add fun and silly events, like finding 50 Kwacha on the floor! Add pictures and drawings to the cards to make it more fun.
- Also, make sure to indicate on the cards whether or not they are LIFE cards or LOSE ONE TURN cards. When playing the game, the cards will be turned over so that the pupils cannot see them, so it's important to indicate which card is which.
- The point of this game is to provide a fun way to introduce the different life changes that pupils will be going through during puberty. So try and make the game as fun as possible, while also being educationally informative!

Example of LIFE game board.



LIFE Cards

Start growing hair under your armpits.

LOSE ONE TURN Cards

Have unprotected sex and get pregnant.

LOSE ONE TURN

Get your period for the first time.	Have unprotected sex and get Syphilis. LOSE ONE TURN
Your voice changes in sound.	Experiment with drugs. LOSE ONE TURN
Pass your grade with all A's! Way to go genius!	Skip school for three days. LOSE ONE TURN

Go on your first date with a boy/girl that you really like!	Don't shower or bathe yourself for 1 week. LOSE ONE TURN
Have your first kiss with a boy/girl that you really like!	Vandalize the school. LOSE ONE TURN
Start growing pubic hair.	Bully a peer for having a blood stain on her skirt. LOSE ONE TURN

Learn how to make a reusable pad and teach others how to make them as well.	Steal sugar from home. LOSE ONE TURN
Join a WASH Club at school and help to incorporate menstrual hygiene management into school.	Cheat on your boyfriend or girlfriend. LOSE ONE TURN
Because of puberty hormones, your skin gets oilier, so you get more acne on your face and back.	Cheat on a test at school. LOSE ONE TURN

5. WORD SEARCH PUZZLE

→ Topics covered:

- Menstrual hygiene management

→ Timing of Activity:

- 5 minutes for word search puzzle
- 10 minutes for discussion

→ Materials needed:

- Printed word search puzzle (preferably 1 puzzle per pupil)

→ Directions:

- Print out the word search puzzles and have the pupils look for the words in the word box. Words can be found going up and down, and left to right.

→ Additional Notes:

- Use the word search puzzles as a tool to start talking about the various words included. Go word by word and have the pupils discuss what each one of the words means to them and how to incorporate healthy WASH and MHM behaviors into the school setting.

1: Word search puzzle

D	M	E	N	T	S	E
H	E	A	L	T	H	Y
Q	N	B	S	T	Y	S
T	S	O	A	P	G	C
P	T	Y	F	R	I	H
A	R	S	E	L	E	O
D	U	T	X	Z	N	O
W	A	S	H	G	E	L
W	L	D	A	Y	B	U

Word Box:

Menstrual	Healthy
School	WASH
Soap	Hygiene
Boys	Men
Safe	Pad

2: Word search puzzle answer key

D	M	E	N	T	S	E
H	E	A	L	T	H	Y
Q	N	B	S	T	Y	S
T	S	O	A	P	G	C
P	T	Y	F	R	I	H
A	R	S	E	L	E	O
D	U	T	X	Z	N	O
W	A	S	H	G	E	L
W	L	D	A	Y	B	U

6. MATCHING GAME

→ Topics covered:

- Puberty, menstruation

→ Time of activity:

- 10 minutes for game
- 20 minute discussion

→ Materials needed:

- Paper
- Pen or pencil
- Matching cards (ideally you can have 1 set of the matching cards for each small group of 4 or 5 pupils)

→ Directions:

1. Print out cards, or write them on paper, and then cut them into individual pieces. Make sure to shuffle all of them so that none of the pairs are close to each other. Then give the group of pupils the cards and allow them time to match up the correct question and answer pairs.
2. After the pupils have made all of their matches, then go through each question to reveal the correct answer. Make sure to explain any questions that are confusing for any of the pupils or questions that they got wrong.

→ **Additional Notes:**

- Feel free to get creative and make up your own questions as well!
- The more cards there are, the harder and longer the game will be.
- The cards can be printed out, or can be copied onto paper.

Matching Card Examples

What is the age at which puberty typically begins?	The age range is usually 8 to 16 years.	What are breasts?	These body parts grow on a girl's chest during puberty.
What is body odor?	This is the result of sweat mixing with bacteria on a person's skin.	What are pads or tampons?	These can be used by girls to absorb the flow of menstrual blood.
What is acne?	A common skin condition for boys and girls during puberty.	What is the uterus or womb?	The place where a fetus (baby) grows inside a female's body.
What is pubic hair?	This grows in the genital area during puberty.	What is estrogen?	A female sex hormone that increases during puberty.

What are ways to stay healthy during puberty?	Rest, exercise, and good nutrition and hygiene.	What are the ovaries?	Where the eggs/ova are stored in a female's body.
What two male and female body parts should be examined monthly?	The breasts and testicles.	What is menstruation or a period?	When the lining of the uterus is shed each month.
What is the pituitary gland?	The gland that causes puberty to begin.	What is vaginal fluid or discharge?	This keeps the vagina clean and healthy.
What happens when the female and male sex cells (the sperm and the egg) meet?	Pregnancy results if these join during sexual intercourse.	What are the fallopian tubes?	The tubes that carry the egg/ovum from the ovary to the uterus.
What is an erection?	This is when the penis becomes enlarged and hard.	What are the testicles?	Where sperm are produced.
What is a wet dream or nocturnal emission?	This is an ejaculation during sleep.	What is testosterone?	The hormone responsible for most of the changes in boys during puberty.

What is semen?	The fluid produced in the prostate containing sperm.	What is one teaspoon?	The amount of fluid released when a male ejaculates.
What is the larynx?	When this body part grows, a boy's voice gets deeper.	What is the urethra?	The tube that allows for both urination and ejaculation.

7. SNAKES & LADDERS

→ Topics covered:

- Menstrual hygiene management

→ Time of activity:

- 20 minutes

→ Materials needed:

- Paper
- Pens or markers
- Dice

→ Directions:

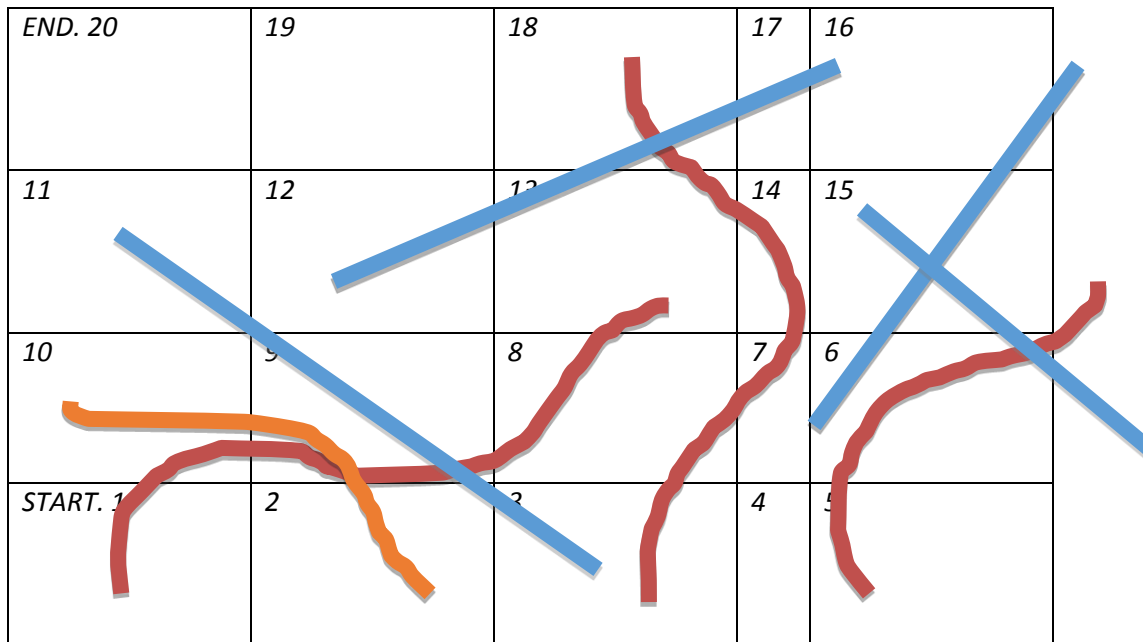
1. The objective of the game is to get to space number 30. Players start on number 1 and take turns rolling the dice to see how many spaces they move. Players keep moving up unless they land on the head of a snake or bottom of a ladder.
2. Lay the corresponding cards on the heads and tails of the snakes, and then the bottoms and tops of the ladders. When a player lands on a head of a snake or the bottom of a ladder, they read the cards placed there. After sliding up or down, they then read the cards on the tail of the snake or the top of a ladder.
3. If a player lands on the head of a snake, they will slide all the way down to the space where the tail of that snake lies.

4. If a player lands at the bottom of a ladder, they will move up to the space where the top of the ladder lies.

→ Additional Notes:

- The ladders correspond to positive behaviors or events that you can do in life relating to menstrual hygiene management or health in general. So when you do something positive, you get to move ahead.
- The snakes correspond to negative behaviors that you can do in life relating to menstrual hygiene management or health in general. So when you do something negative, you move backwards.

Game board





Game cards

Ladder Bottom	Ladder Top	Snake Head	Snake Tail
Acquire knowledge and skills about menstrual issues.	Able to manage menstrual issues confidently.	Have excessive blood loss during menses.	Become anemic.
Learn safe sex practices.	Avoid unwanted pregnancies and STIs/STDs.	Don't bathe or change your pads regularly.	Have bad body odors and get a vaginal infection.
Make reusable pads to use when you have your menses.	Remain confident to attend all lessons.	Remain uninformed on MHM issues.	Lack of correct information and formal training about MHM.
Join a WASH Club and talk about MHM.	Empower yourself and others to live a normal life with your menses.	Have poor diet and little exercise.	Become malnourished and have bad abdominal cramps.

