

Training on Menstrual Hygiene

Facilitator's Guide



The AstraZeneca Young Health Programme

This publication is a product of the Young Health Programme, AstraZeneca's global community investment programme.

The Young Health Programme is designed to help disconnected young people around the world deal with the health issues they face, protecting their health now and improving their chances for a better life in the future.

The programme is a partnership between AstraZeneca, the Johns Hopkins Bloomberg School of Public Health and Plan International, a leading international, child-centred development organisation.

Plan works in 48 countries across Latin America, Africa and Asia, helping the world's poorest children to move from a life of poverty to a future with opportunity.

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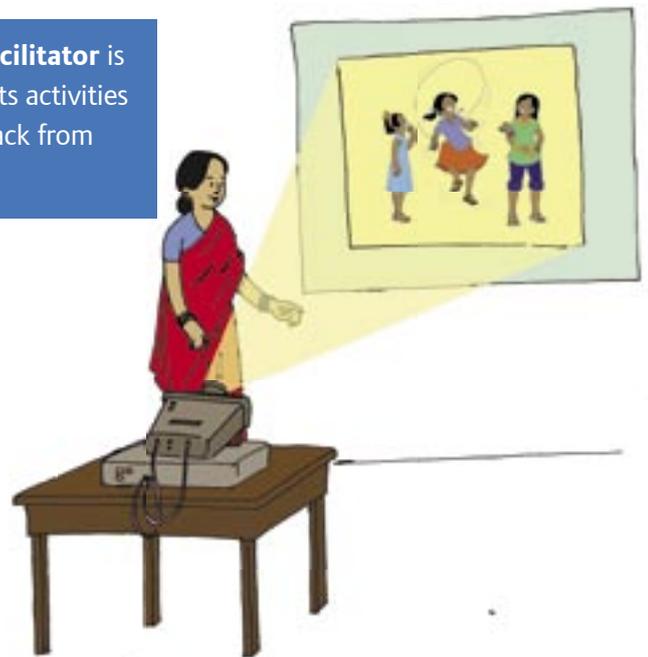
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Who is a Good facilitator?

“A training session is as good as its facilitator”

The facilitator is the backbone of any training session. A **facilitator** is a person who plans the session, conducts the session and its activities in an open and conducive environment and collects feedback from the group.

The **role of the facilitator** is to conduct a learning-enriched session with full enthusiasm and energy. The facilitator should ensure that all the group members are involved in the discussions and leave the room with as much learning as possible. The facilitator should keep the psycho-social needs of the group in mind and should try to address those during the session. The facilitator also has to at times act as a confidant, keeping everything the group shares with him/her confidential.



Planning and Conducting the Session

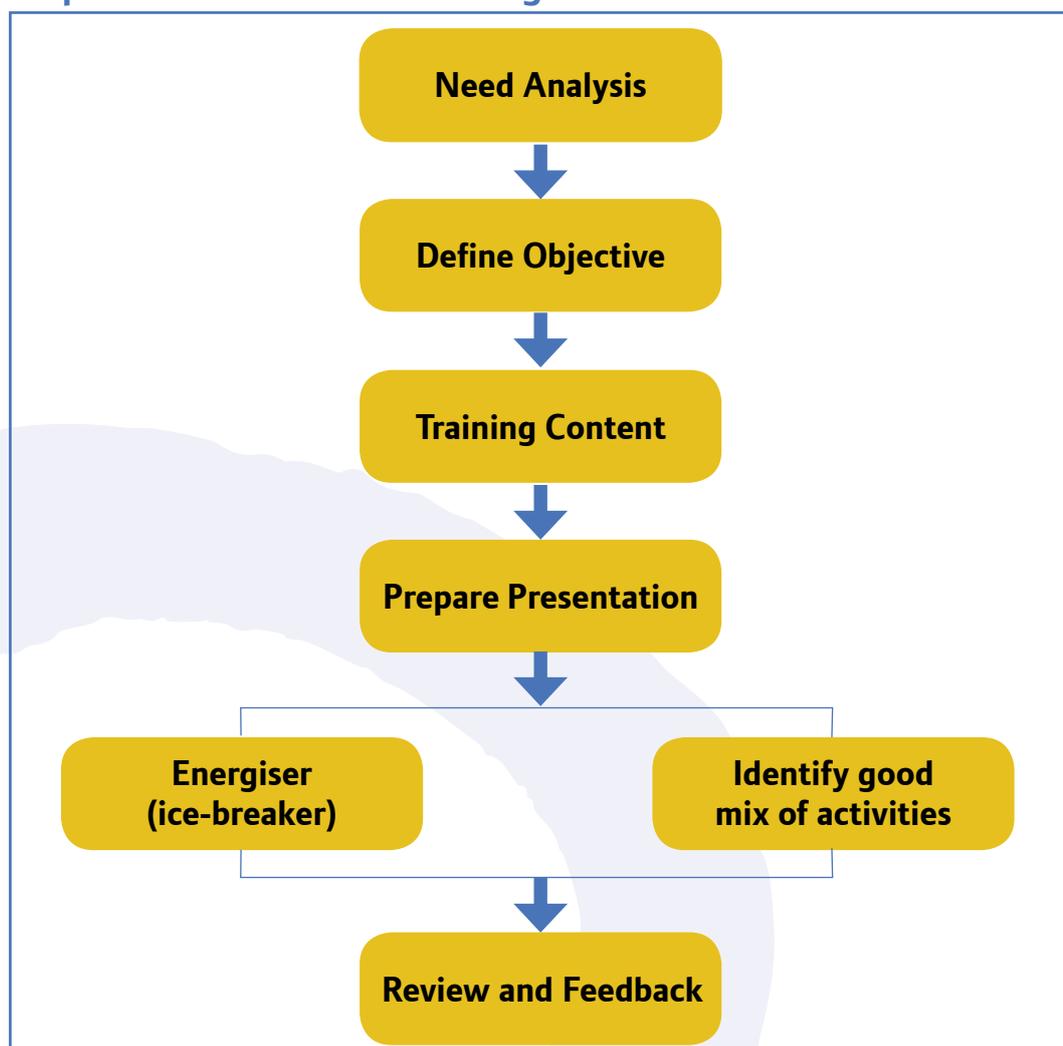
As a facilitator, a person should follow the following steps in order to plan and conduct a learning enriched session:

- Need analysis of the beneficiary group – While doing a need analysis, it is important to know the knowledge of beneficiary groups, about different issues, and the challenges they face, keeping the age, socio-economic background and culture of the group in mind. The training programme is developed based on the psycho-social needs identified for the group.
- Define the objectives of the training session.
- Work on the content for the training session, i.e. going through the module thoroughly.
- Develop your presentation before hand according to various objectives and read it thoroughly.
- Decide the energiser or ice breaker you will use to start the session. The energiser should set the tone of the session.
- Identify activities that you would use to conduct the session, according to the following criterion:

- Total time for the session: No activity should be so long that the group loses interest
 - Materials required for each activity
 - Age
 - Gender
 - Socio-economic background
 - Psycho-social needs of the group
- While choosing activities, always use a mix of different activities, such as some which involve physical activity while others which address personal issues. It is important to remember that all the activities are experiential and participatory in nature.
 - Decide on how are you going to review your session, i.e. how to take the feedback from the group.
 - Do a self-review of the session, i.e. what were the good things that you will like to repeat in the next session and what are the points that you will not like to repeat or need to improve upon.

Always go through all these steps while designing a training session. Each step is important and should not be overlooked at any cost.

Steps for facilitation of a training session



Characteristics of a Good Facilitator

The most important point is to remember that you are the in-charge of the session and therefore it is your responsibility that everyone enjoys the session and learns from it. Taking care of some simple points given below can actually differentiate a good facilitator from just a facilitator:



- Relax before the session: Taking deep breath before the session helps you relax. Eat properly and take rest so that you can take a session with lot of energy and enthusiasm. Be confident of your session and various activities. Always remember that there is always a second chance where you can improve.
- Read the material thoroughly so that you are confident about the material. Be well-versed with the activities and the instructions you need to give to the group. Before giving the presentation, visualise yourself doing an enthusiastic and enriching training program.
- Be ready with all your material before the training session. It is a good idea to be well-versed with the room and the equipment before the session, so that the session can run smoothly.
- Talk to the participants as they arrive in the room. It is easier to speak in front of people you are familiar with than a group of strangers.
- Begin the session with an interesting activity or ice-breaker. As, a good beginning sets the right tone for a good session.
- The key to facilitate effectively is to remember that your role is to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the participants, rather than dominating with your ideas and experiences.
- Always respect the participants and give them a lot of open questions and ideas to speak and think about.
- Encourage the participants to come up with their answers and discussions but also at the always consolidate and summarise the learnings in the end.
- It is ok not to know a few answers and if you don't know then accept in front of the group and tell them you will get back with the right answers.
- Do not ridicule any participant at any cost, i.e. not even a person who gave an incorrect response or who is trying to argue on every point. This may freeze the discussion, as others do not want to take risk responding, for fear of being shut down. To avoid any embarrassment, acknowledge the efforts made by the person and then redirect the question to the whole group. For instance, you might say, "Interesting. I think this is an interesting view. Who else will like to say something?"

At last, catch the pulse of the session. Be flexible, if you feel people are not responding to any activity or are getting bored, then feel free to change your plan. Enjoy your session and others too will enjoy with you.

Chapter
2

Do's and Don'ts

Dos

- ✔ Always be full of energy and meet everyone with a smile.
- ✔ Make sure that the confidentiality is ensured.
- ✔ Respect each participant and be sensitive to their thoughts and ideas.
- ✔ Ask and encourage open-ended questions.
- ✔ Always help the group understand the relevance of the training session being conducted in their life.
- ✔ It is a good idea to encourage your participants to share their views openly.
- ✔ Ensure that appropriate time is given for each activity to all the participants.
- ✔ Give a lot of examples from real life specially the ones which are most suitable for the age group and socio-cultural background of the beneficiaries.
- ✔ Any specific or important issue such as emotional trauma that come up during discussions need to be handled with care in the group or separately with the individuals concerned. Please make sure that such issues are not left midway and handled carefully.
- ✔ Be flexible according to the needs of the group.

Don'ts

- ✘ Do not use negative language, such as, "That's wrong," when responding to the participants.
- ✘ Never insist on names in the beginning, but as the session goes by, try to know their names. By asking participants to say the names in the beginning, you may actually discourage them because you will no be able to remember all the names.
- ✘ Don't let any one participant to do all the talking. Encourage everyone to speak.
- ✘ Don't moralise any issue. Preaching a sermon is the last thing anyone wants to listen in a training programme.
- ✘ Don't let any participant snub or make mockery of any other participant's views.
- ✘ Don't coerce a participant to speak. There is very thin line dividing encouragement and forcing.

Activities for Facilitating the module

Activity 1

Passing Ones Self



Objectives

- Ice-breaker for the group
- Encourage participants to share their ideas openly
- Develop trust amongst participants



Time Required

20 - 30 minutes



Materials Required

Pen, Paper, Music System

Procedure

- The group is asked to sit in a circle.
- Each individual in the group is asked to write their 5 unique characteristics on a chit of paper in 5 minutes.
- After they are through, the facilitator plays music on which everyone is supposed to pass on their chits to the person sitting next to them, till the music plays.
- The facilitator would keep stopping the music at short intervals. As soon as the music stops, any one person reads out the chit they have.
- The group is asked to identify the person whose chit is being read.
- The activity goes on till all the persons in the group are identified.

Instructions to carry out the activity

- The facilitator will ask the group to sit in a circle.
- The facilitator will then tell the group “all of us are unique and though we might have similarities with each other, we also have differences. Let’s start today’s day by finding out how different we are from each other. Write any five things about yourself which you feel are unique to you. Feel free to write whatever comes to your mind”.
- After everyone has written, the facilitator says “now all of you will keep passing on your chit to the person sitting to your right. Once the music stops, anyone would read the chit in his / her hand, and the group has to identify whose chit is it”.

Learning Outcomes

The facilitator stresses on how each one of us is different, therefore need to accept each other the way we are. He or she also stresses that in this session, they may discuss a lot of personal issues and information, which all the group members need to hear openly and keep that confidential within the group.

Life Skill to be addressed: Self awareness, Interpersonal relationships

Pointers facilitator needs to discuss:

- The facilitator should stress how all of us spend so much time every day discussing others around us. It is more important to understand one self, so that we can set our goals better in the light of our strengths and interests. Each individual should spend some time every day analyzing their actions, strengths and weaknesses, that needs to be worked on.
- The facilitator should also discuss the importance of accepting everyone the way they are and appreciating differences.

Activity 2

Learning Life



Objectives

- To develop a positive outlook towards adolescence
- To appreciate change in life and get ready to accept challenges
- To understand different stages of development



Time Required

40 minutes



Materials Required

Chart paper, coloured pen

Procedure

- The facilitator divides the group into four sub-groups
- Each sub-group is asked to choose an age group from the following:
 - 4 – 7 years
 - 7 – 9 years
 - 9 – 13 years
 - 13 – 19 years
- They are asked to write, draw or dramatise the characteristics of the chosen age-group in the following areas
 - Physical
 - Psychological
 - Social, and
 - Emotional
- All the groups are given 20 minutes to work on their presentations
- They are asked to make their presentations in 5 minutes each

Learning Outcomes

The facilitator highlights how each age-group undergoes various changes, and how our outlook towards those changes makes them either unacceptable or treats them as challenges. The facilitator may also highlight how each stage acts as a foundation for the next stage, such as if you are taking care of your diet in childhood, chances of you being a healthy adult are higher.

Life Skill to be addressed: Problem Solving, Self awareness

Pointers facilitator needs to discuss:

- The facilitator discusses how each problem in our life should be considered as a challenge and way to learn more about our lives.
- The facilitator highlights various changes we all go through in our lives and how we should be aware of these so that we are better prepared to deal with them.

Activity 3

Looking Within



Objectives

- To understand changes happening in girls during adolescence
- To understand the process of menstruation, and ways to deal with it



Time Required

40 minutes



Materials Required

Chart papers with diagrams of process of menstruation

Procedure

- The facilitator highlights the changes happening in girls during adolescence, specially stressing on menstruation.
- Using the diagrams on the chart paper, the facilitator explains the process of menstruation to the group

Life skill to be addressed: Self awareness, Develop self esteem, Dealing with sexuality

Pointers facilitator needs to discuss:

- The facilitator discusses how being aware of various physical changes prepares us to deal with them in a better manner. She also highlights that our health is a combination of physical, mental, emotional and social well-being and we need to take care of all the aspects.
- The facilitator should ask the group to reflect on the importance of taking various changes positively and empathetically and show sensitivity towards both the genders.
- The stereotypes trainees have about each gender should also be discussed and should be broken encouraging them to think how each gender now is capable of doing different tasks. They should also be told about how we need to think beyond these stereotypes.

- One of the group members is then asked to explain the process again
- The facilitator should encourage open interaction amongst the group members
- The facilitator explains various ways of dealing with menstruation, such as using cloth or sanitary napkins
- The group members are asked to make a table highlighting the benefits and losses of both

Learning Outcomes

The facilitator helps the group understand the changes happening in girls during adolescence, and how having a positive attitude helps in dealing with these changes.

The facilitator helps the group to understand the process of menstruation, and ways to deal with it.

Activity 4

Question Box



Objectives

- To discuss various questions and doubts related to menstruation
- To encourage the participants to clarify their doubts about different aspects of menstruation



Time Required

30 minutes



Materials required

Coloured sheets of paper

Procedure

- The facilitator needs to make small strips of paper.
- On each strip of paper, the facilitator writes a question from the technical document and puts them in a box.
- In another box, the facilitator puts separate chits of paper with answers to each question written on each chit.
- Each participant is asked to pick up one chit from each box.
- After all the participants have picked up the chits, they are asked to sit in a circle and any one participant reads out her question.
- Other participants have to find out who has the answer to that question and then whoever has it reads it out. Once the question and answer matches and is read out and discussed in the group, they are kept in the centre.
- The person who had the answer, reads out her question.
- The activity continues till all the question and answers have been read out and discussed.

Learning Outcomes

The facilitator should encourage a lot of discussion among the participants and all the doubts of the participants regarding menstruation should be clarified.

Life skill to be addressed: Critical thinking, Communication skills

Pointers facilitator needs to discuss:

- The facilitator encourages the group to go beyond what is visible and how various changes we go through have different hidden causes and solutions and how we should question it.
- The facilitator should help the group develop skills for effectively talking about various reproductive health issues and how we should openly and sensitively listen to various such issues.

Activity 5

Myth or Reality



Objectives

- To dispel all the myths around menstruation
- To help the participants develop a clear and positive attitude towards menstruation.



Time Required

20 minutes



Materials Required

Chart paper

Procedure

- The facilitator writes various ideas, beliefs and practices about menstruation on different chits of paper.
- Two chart papers are pasted in the front, one acting as the myth wall while the other acting as the reality.
- Each participant reads out her chit and if she thinks it is a myth, then it is pasted on the myth wall and if she thinks it is a reality, she pastes it on the reality wall.
- The group then discusses the chit in detail and reasons for pasting it on either of the walls.

Learning Outcomes

The facilitator needs to dispel all the myths and should also make an effort to pick up the myths in the local community. The facilitator should also help the participants look at menstruation as any other change in the body and therefore needs to be given the same kind of attention.

Life skill to be addressed: Critical thinking, Dealing with sexuality

Important pointers to be discussed:

- The facilitator should encourage the group to dispel all the myths and look for facts to explain various aspects of our life.
- The participants are told how various sexual changes should also be regarded as normal bodily changes.

Activity 6

Healthy-Pretty Girl



Objectives

- To highlight the importance of having healthy diet
- To discuss how can proper hygiene be maintained during menstruation
- To encourage the participants to have a positive attitude towards menstruation



Time Required

20 minutes



Materials Required

Two pictures, one of healthy and clean girl who is looking happy and one of unhealthy, dirty girl who is unhappy

Procedure

- The group is shown both the pictures and asked to find out the differences between the two girls.
- As the group says that one is happy, clean and is looking healthy, ask the group to think about the reasons for their conditions.
- The facilitator then highlights the need for healthy food and types of food girls should eat.
- The facilitator also tries to link the cleanliness of the girl with the importance of proper hygienic practices and how that is the first step in the appearance and self-belief of the person.
- After the group completes their discussion, all the important points should be summarised on the board, as per
 - Healthy diet
 - Hygienic practices

Learning Outcomes

The facilitator should highlight the importance of healthy, nutritious food and hygienic practices in the girl's life. The facilitator should also highlight how all these changes should not bring down the confidence and self-belief of the individual.

Life skill to be addressed: Critical thinking, Building Self-esteem

Important pointers to be discussed:

- The facilitator should encourage the group to think positively about themselves and understand that if we take care of our health, we can enjoy our lives much better.

Chapter
4

My Learning

As a facilitator, it is important for you to reflect on the session and carry your learnings from that session further to next session. Please fill in the boxes given below honestly.

- The good things that happened in the session which should be repeated in the next session

- Things I need to improve upon

- Things that I cannot repeat in the next session

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Plan India's rights based approach helps bring lasting improvements to the lives of vulnerable children and their communities in India, including children living on the streets and those living in urban homeless families; those with disabilities or affected by HIV; those who are exploited and trafficked; the children of sex workers; and child labourers. Plan India also works to help girls overcome the disadvantage and discrimination they face in everyday life within most communities.

Plan India is committed to the principles of child rights and equality, and we work to develop the capacity of civil society to meet their own needs by replicating successful development models.

Plan India is part of Plan International, one of the world's largest community development organisations. Plan's vision is of a world in which all children realise their full potential in societies which respect people's rights and dignity.

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