

TEACHING MANUAL

FOR FLIPCHARTS TARGETED AT GIRLS



Ghana Education Service



The Ghana Education Service and UNICEF have developed the following training materials, on menstrual hygiene management, for the education of female school children as well as audiences who influence their behaviors such as boys and men as well as community members in general. This document will serve as a manual, for the facilitators on the use of the flipchart targeted at girls only.

The manual contains information on the teaching aids that would be used alongside the flipchart, details of how the teaching aids will be used and the time that would be spent on each module.

Aims / Objectives

By the end of this study

- Girls should have an understanding of what menstruation is and what to expect.
- Girls should know how to use the various menstrual materials.
- Girls should be able to dispose of menstrual materials appropriately.
- Girls should have an understanding of personal hygiene during menstruation.

Nature of Guide

- This course will be carried out in 6 sessions (module 1- 6).
- Sessions vary in time but should not last over 1 hr 30 minutes.
- Before every session the facilitator should agree with participants on some ground rules.
i.e No speaking over each other.
- The time allocated for each session should serve as a guide. Facilitators can spend more time on an activity if students are engaged however this time should be within the maximum 1hr 30minutes.
- An ice breaker will be used in every session.
- An average of 20 participants per session.

MODULE 1:

WHAT IS PUBERTY?

Learning Objective:

- For Girls to understand the basics of menstruation

Module Details:

	Activity	Description	Time Allocated
1.1	Ice breaker (Passing the ball)	A ball game	10 mins
1.2	What is puberty?	Use of flip-chart to communicate key messages.	10 mins
1.3	What is Menstruation?	Use of flip-chart to communicate key messages.	25 mins
1.4	How do you keep track of your cycle?	Use of flip-chart to communicate key messages. Demonstration with a calendar on how to calculate the menstrual cycle.	15 mins
Total Time			60 mins

1.1 Ice Breaker (Passing the Ball)

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another and listening when one is speaking.
- The teacher holding the ball says his/her name.
- The ball is then passed across the classroom from pupil to pupil.
- Each pupil will say their name, age and class, when they get hold of the ball.



1.2 What is Puberty?

Time Allocated: **10 mins**

Details:

- Facilitator will show the pictures on the first page.
- Ask pupils to mention some of the body changes that occur during puberty, as shown in the picture.
- Proceed to flip to the back page and further explain what puberty is.

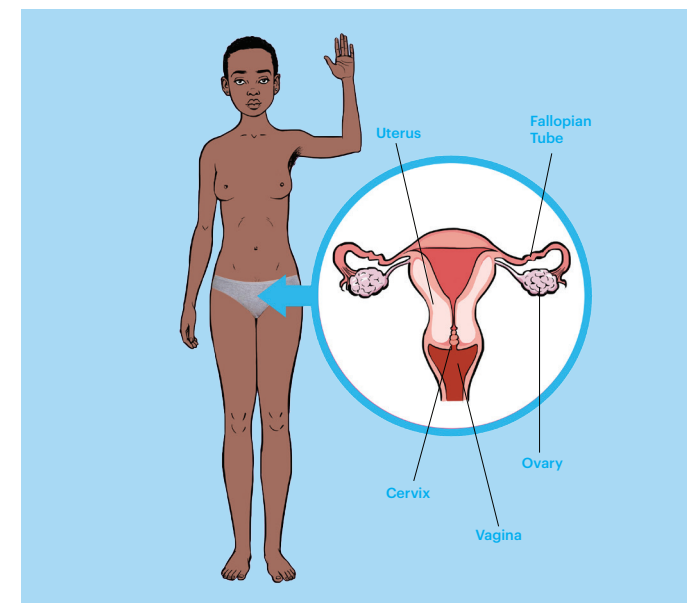


1.3 What is Menstruation?

Time Allocated: **25 mins**

Details:

- Show pupils the picture side of the flipchart.
- Facilitator to ask pupils what they know about menstruation and write their answers on the board.
- Proceed to flip to the back page to reveal text and further explain what menstruation is.

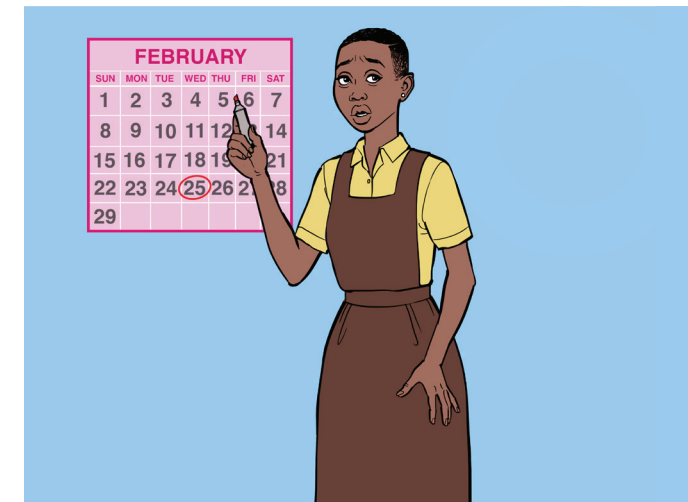


1.4 How Do You Keep Track Of Your Cycle?

Time Allocated: **15 mins**

Details:

- Show pupils the picture side of the flipchart. Ask them what they think the girl is doing?
- Give out the “Be Amazing. Period!” calendar.
- Flip the chart to reveal text on the back of flipchart image.
- Show girls how to calculate their cycle with the calendar.
- Close the session by asking pupils to state some of the things they have learnt from this exercise .



Year _____



MENSTRUAL CYCLE TRACKER

Mark an "s" for start date of period and an "e" for end date

MONTH	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
January																															
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MONTH	Flow			Acne	Bloating	Cramps	Headaches	Constipation	Diarrhea	Mood Swings	Concerns/Irregularities
	Light	Normal	Heavy								
January											
February											
March											
April											
May											
June											
July											
August											
September											
October											
November											
December											

MODULE 2:

SOME THINGS TO EXPECT WITH MENSTRUATION

Learning Objective:

- For girls to be able to differentiate between normal and abnormal menstrual happenings

Module Details:

	Activity	Description	Time Allocated
2.1	Ice breaker (Question)	Question and Answer	10 mins
2.2	What to expect during menstruation	Use of flipchart to communicate key messages.	15 mins
2.3	What I should not expect to see during menstruation	Use of flipchart to communicate key messages	10 mins
2.4	How can you manage menstrual pain?	Use of flipchart to communicate key messages.	10 mins
Total Time			45 mins

2.1 Ice Breaker (Question)

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another when one is speaking.
- Facilitator explains the icebreaker.
- Participants, each, answers the question, and say something they learnt from the previous session.

Question: If you had the opportunity to visit any place in the world, where would you choose and why?

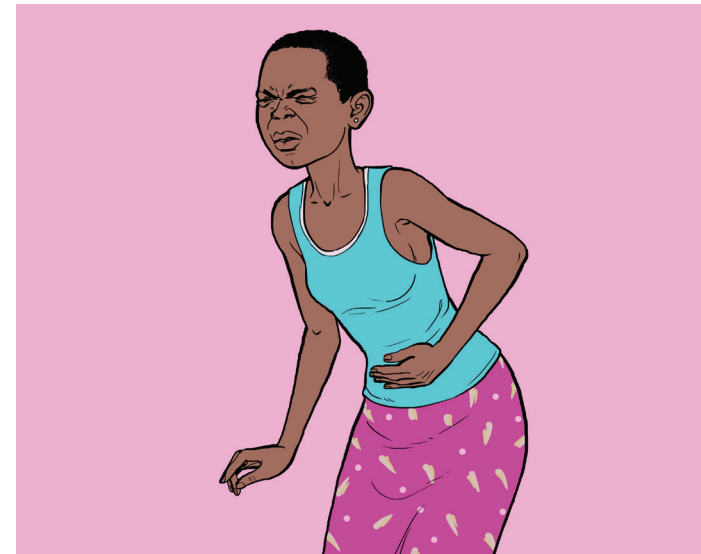


2.2 Some Things To Expect With Menstruation

Time Allocated: **15 mins**

Details:

- Show pupils the picture side of the flipchart. Allow for comments on what may be happening in the picture.
- Flip to text side of the flipchart to explain PMS and more things to expect during menstruation.



2.3 How Can We Manage Menstrual Pain?

Time Allocated: **10 mins**

Details:

- Show the image on the flipchart, allow girls to share views on why they think the girl in the picture is in pain.
- Flip to the back of the page with text, to further explain how girls can manage menstrual pain.
- Close the session by asking pupils to state some of the things they have learnt from this exercise.

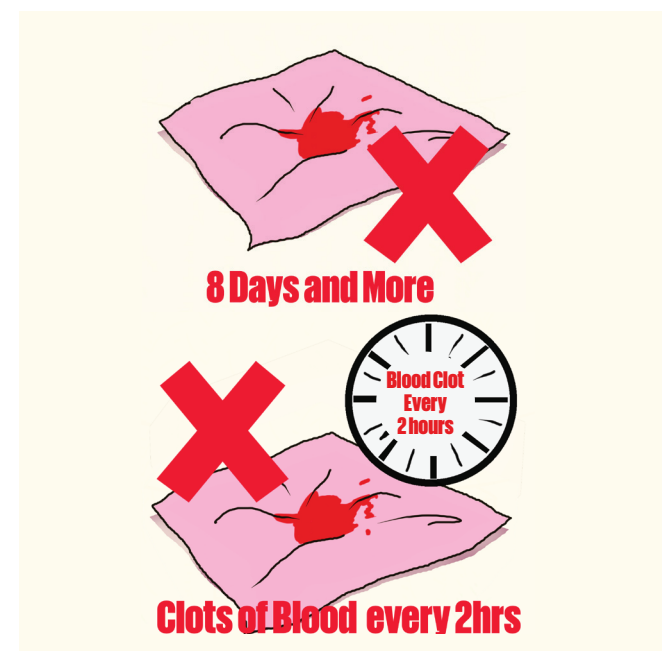


2.4 What I Should Not Expect To See During Menstruation

Time Allocated: **10 mins**

Details:

- Show pupils the picture side of the flipchart. Allow for comments on what they think the image is about.
- Facilitator to flip to text side of the flipchart and share some of the things you should not see during your menstruation.
- Facilitator to stress the importance of visiting a health facility to seek medical attention if pupils notice any of the aforementioned.





MODULE 3:

MANAGE YOUR MENSTRUATION WELL

Learning Objective:

- For girls to feel more comfortable talking about menstruation.
- For girls to know the appropriate menstrual materials.

Module Details:

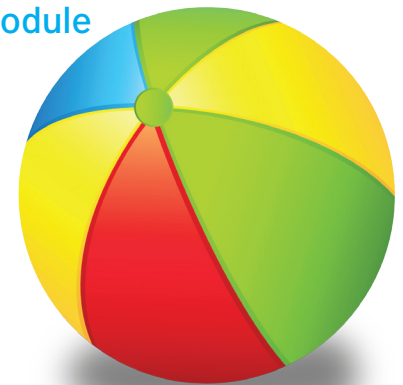
	Activity	Description	Time Allocated
3.1	Ice breaker (ball)	A ball game	10 mins
3.2	Manage your menstruation well	Use of flipchart to communicate key messages. Discussion of key issues in groups and present key ideas to larger group.	20 mins
3.3	What Materials Can You Use During Your Menstruation	Use of flipchart to communicate key messages. Demonstration of how to fold a menstrual cloth.	30 mins
Total Time			60 mins

3.1 Ice Breaker (Passing the Ball)

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another when one is speaking.
- The teacher holding the ball says his/her name.
- The ball is then passed across the classroom from pupil to pupil.
- Each pupil will say their name, age, class and key lesson from the previous module when they get hold of the ball.



3.2 Manage your Menstruation Well

Time Allocated: **20 mins**

Details:

- Allow pupils to describe what they can see on the flipchart.
- Divide pupils into two groups. Allow each group to come up with suggestions on the following:
 - What might make it hard to talk about menstruation?
 - What kind of questions can you ask?
 - Who would you usually talk to about menstruation?
 - Why is it easier to talk to this person or persons?
- Allow each group to present their ideas to the larger group.
- Flip to the back to reveal text .



3.3 What Materials Can You Use During Your Menstruation?

Time Allocated: **30 mins**

Details:

- Allow pupils to describe what they see on the flipchart.
- Display sanitary materials and allow girls to review and identify each one.
- Teach girls how to fold a menstrual cloth.
- Close the session by asking girls to state some of the things they have learnt from this exercise.



MODULE 4:

HOW TO MANAGE SANITARY MATERIALS

Learning Objective:

- For girls to know how to dispose of sanitary materials.
- For girls to know how to prepare re-useable materials for next use.

Module Details:

	Activity	Description	Time Allocated
4.1	Ice breaker (Question)	Question and Answer	10 mins
4.2	Re-useable material	Use of flip-chart to communicate key messages.	15 mins
4.3	Disposable material	Use of flip-chart to communicate key messages	10 mins
Total Time			35 mins

4.1 Icebreaker Question

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another when one is speaking
- Facilitator explains the icebreaker.
- Participants, each, answer the question, and state something they learnt from the previous session.

Question: What is your dream job and why?

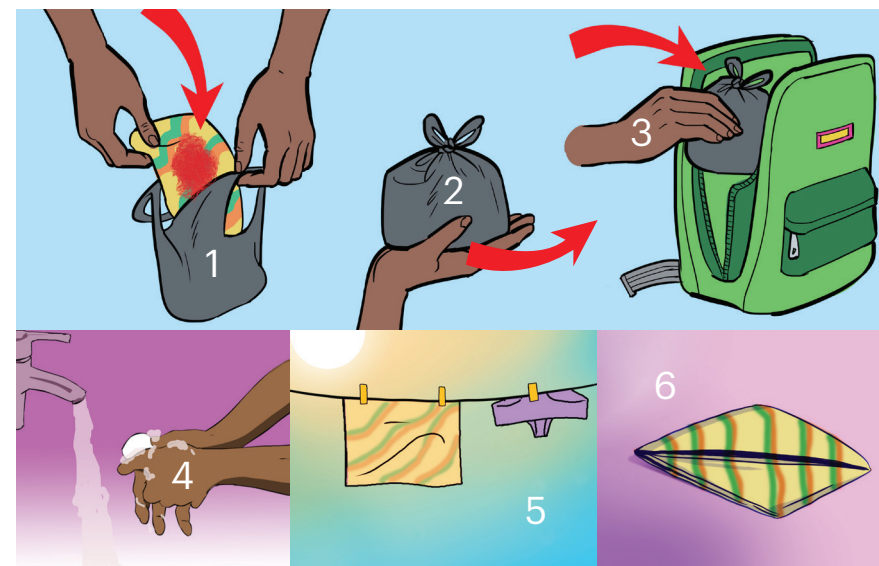


4.2 Re- usable Material

Time Allocated: **15 mins**

Details:

- Allow pupils to describe what they see in the image
- Flip to the back of the page to reveal text and share with pupils how they can manage reusable material.



4.3 Disposable Material

Time Allocated: **10 mins**

Details:

- Allow pupils to describe what they see in the image
- Flip to the back of the page to reveal the text and share with pupils how they should dispose of their sanitary pads.
- Close the session by asking pupils to state some of the things they have learnt from this exercise.



MODULE 5:

PERSONAL HYGIENE DURING YOUR PERIOD



Learning Objective:

- For girls to understand the importance of personal hygiene, especially during the menstruation period.

Module Details:

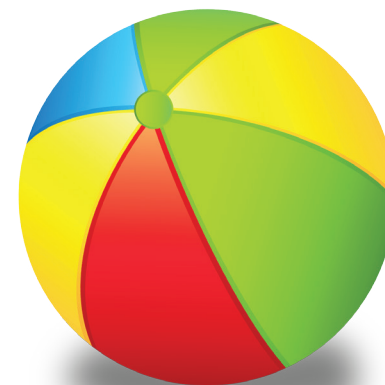
	Activity	Description	Time Allocated
5.1	Ice breaker (Ball)	Ball game	10 mins
5.2	Personal Hygiene During the Period	Use of flip-chart to communicate key messages.	15 mins
5.3	Story (Ama)	Group will read the story and answer some questions.	30 mins
Total Time			55 mins

5.1 Ice Breaker (Passing the Ball)

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another when one is speaking.
- The teacher holding the ball says his/her name and explains how the icebreaker works.
- The ball is then passed across the classroom from pupil to pupil.
- Each pupil will say their name, age, class and key lesson from the previous class when they get hold of the ball.

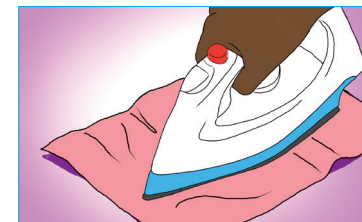
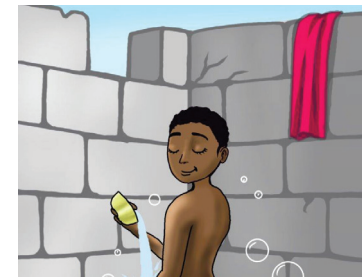


5.2 Personal Hygiene During Your Menstruation

Time Allocated: **15 mins**

Details:

- Allow pupils to describe the images they see in the flipchart.
- Flip to the back of the page to reveal text and share with girls how they can manage good hygiene during their menstrual period.





5.3 Be Amazing Ama (story)

Time Allocated: **15 mins**

Details:

- Participants will be given the above story to read
- Participants will answer some questions and mark each other's work
- Facilitator to emphasise the need to maintain good personal hygiene during the menstrual period.
- Close the session by asking pupils to state some of the things they have learnt from this module



Be Amazing Ama

For three days now, Ama has been very reserved in class and among her friends. She is drawn back from her peers and would not go on breaks. She will sit at her desk till 2:00pm when the school bell rings and the children will disperse to their various homes.

Ama was a bubbly student. She is smart, intelligent and had a lot of potential. She seems to always be ahead of her class during examinations and very fluent in the English language among her peers.

This quiet attitude was noticeable as it was not the Ama that they knew. Mrs. Forson, Ama's class teacher observed the change in her attitude but was hoping she will come out of it.

It is 10:00am; the bell rings for the first break. Ama, let's go for break, Serwaa her sitting partner said. Go ahead, I will join you soon, Ama responded sadly.

All the children have left the class; Mrs. Forson realized that Ama was sitting alone in the class with her lunch pack showing with her untouched sandwich and kalypo drink.

Mrs. Forson closed the classroom door and walked to Ama's desk. Ama, are you okay? I have seen this since Tuesday, you have not been yourself. What is the problem? She burst into tears and placed her head on the table. Mrs. Forson rubbed her hands over Ama's back and said, "It is alright. It is alright Ama." After awhile, Mrs. Forson requested to know what the problem was. Ama eventually opened up, saying she overheard her classmates, Kokui and Naomi gossiping that they noticed an offensive



smell while she was going to urinate. Chatting with Ama, Mrs. Forson realized it was during her menstrual period that her friends gossiped about her odour. After a long chat with Ama, Mrs. Forson realized that Ama does not bath twice a day even during her menstrual period.

Mrs. Forson then asked to have a chat with her after classes. When the class dispersed, she took Ama to the staff common room and offered her a seat. No one else was in the room. She pulled some books from the cupboard and placed them on the table and sat next to her.

Mrs. Forson then educated her on the changes that happen to every girl during puberty, which include menstruation.. She went on to advise her that, during their period, teenagers girls and women are more likely to smell when they do not practice good personal hygiene. To avoid this, you need to take your bath twice a day to smell good.

She pulled a card board paper which illustrates the dos and don'ts of washing the female private parts. The illustration showed that it was good to wash the private part from the front to back and not from the back to front. And while you are washing your private part be careful not to get soap into that area as this can cause infection. Mrs. Forson advised her to wear comfortable clothes and always remember to change her underwear anytime she goes home from school.

She pulled a bottle of water from the drawer and said; water is a necessity during this stage of her life. At this stage sweat glands are becoming larger and more active. 'You therefore need to drink a lot of water to keep your body hydrated and stay healthy", she said.

"So you see Ama, you can be amazing during your menstruation period when you practice good



personal hygiene. You will not need to worry about friends laughing at you because now you know how to manage your personal hygiene during your menstruation,” she assured Ama.

Ama was very happy after her talk with Mrs. Forson and thanked her. , She in turn gave Ama a hug and said to her “be Amazing Ama”.

Questions

1. Give three examples of personal hygiene practices mentioned by Mrs. Forson.
2. Why was Ama sad?
3. What is the best way to clean your private area?
4. Make sure not to get while cleaning your private area (fill in the blank space).
5. What causes body odour?
6. At this stage are becoming larger and more active. You therefore need to drink a lot of to keep your body (fill in the blank spaces)
7. How would you define comfortable clothing?

Answers (For Facilitator only)

1. Drinking a lot of water, cleaning your private part twice daily with water, bathing twice a day with soap and water, wearing comfortable clothing.
2. Because she had body odour and her friends laughed at her.
3. From front to back
4. Soap
5. Sweat, not bathing regularly
6. Sweat glands, water, hydrated
7. Loose clothing.

MODULE 6:

EAT IRON-RICH FOOD DURING MENSTRUATION

Learning Objective:

- For girls to understand that, eating the right foods help with some menstrual discomforts.
- To empower girls to feel they can manage their menstruation.
- For girls to understand that mood swings are normal during menstruation and can be managed.

Module Details:

	Activity	Description	Time Allocated
6.1	Ice breaker (Question)	Question and Answer	10 mins
6.2	Your diet matters too	Use of flipchart to communicate key messages.	10 mins
6.3	Stay Happy	Use of flipchart to communicate key messages.	10 mins
6.4	Stay Amazing	Use of flipchart to communicate key messages.	20 mins
Total Time			50 mins

6.1 Question and Answer

Time Allocated: **10 mins**

Details:

- Facilitator explains what the session will be about.
- Establishes some ground rules for the session. i.e. no talking over one another when one is speaking.
- Facilitator explains the icebreaker.
- Participants, each, answer the question, and state something they learnt from the previous session.

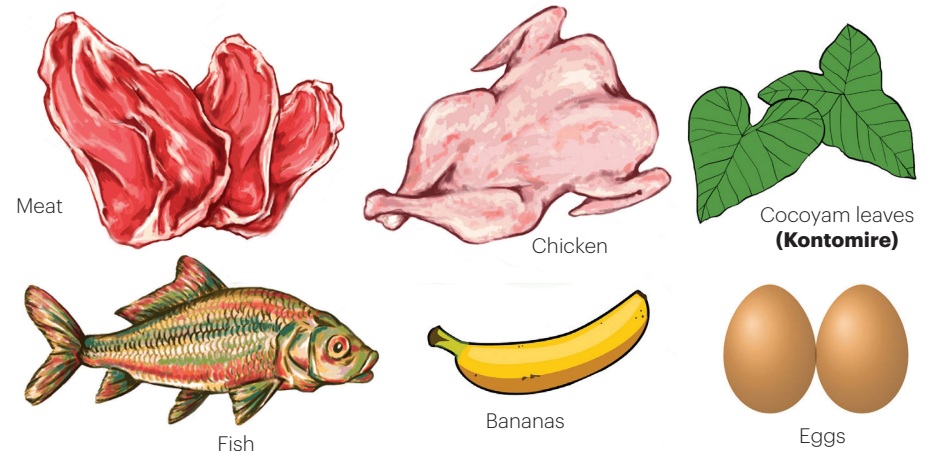


6.2 Eat Iron-Rich Food During Menstruation

Time Allocated: **10 mins**

Details:

- Allow pupils to describe what they can see in the two images.
- Flip to the back to reveal text and further explain ways girls can manage their moods during their menstrual periods.



6.3 Understand Mood Changes, Stay Active

Time Allocated: **10 mins**

Details:

- Allow pupils to describe what they can see in the two images.
- Flip to the back to reveal text and further explain ways girls can manage their moods during their menstrual periods.



6.4 Be Amazing

Time Allocated: **20 mins**

Details:

- Show flipchart with image. Ask pupils why they think the students in the images look happy.
- Facilitator to indicate that they have come to the end of studying menstrual hygiene management for girls.
- Say the Be amazing. Period! Pledge together with the pupils.
- Now allow each pupil to say it.
- Close the session by asking pupils to state some of the things they have learnt from module 1 to 6.





Girls



- By acquiring information on MHM and puberty
 - By using hygienic practices during menstruation
 - By eating well during menstruation
 - By being self-confident and asking for help when needed
 - By taking part in school, social and religious activities during Menstruation
 - By supporting your female classmates during their Menstruation
-

Boys



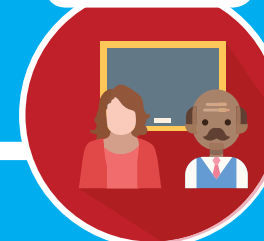
- By understanding puberty and MHM
 - By understanding & empathizing with your female friend during their Menstruation
 - By actively supporting girls in challenging situations during their Menstruation
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Adults



- By educating adolescent girls on MHM before menarche
 - By teaching and supporting her to care for herself during her Menstruation
 - By encouraging your adolescent girl to stay active during her Menstruation
-

Teacher



- By giving timely and right information on MHM to adolescent girls
- By creating an enabling environment to discuss MHM among stakeholders
- By encouraging girls to confide in and open up to you on MHM related issues
- By providing adolescent girls and boys with information on puberty and MHM.

NOTES

www.menstrualhygienegh.org

