



**THEME BASED MONTHLY CALENDAR FOR ADOLESCENT GIRLS'
GROUPS ON EDUCATION / COUNSELLING UNDER SAG-KP
CONVERGENCE PROGRAMME
DECEMBER 2022**

Theme: Secured and Safe Menstrual Health, Hygiene and Management including Sexual & Reproductive Health Rights of Adolescent Girls.

Week -1 - Key Information & Messages on Menstrual Health & Hygiene

Week -2 - Steps to follow for better health and hygiene during Menstruation

Week - 3 - Personal Hygiene

Week -4 - Sexual & Reproductive Health (SRH) Rights of Adolescent Girls

**Department of Women & Child Development and Social Welfare
Government of West Bengal**



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Theme: *Secured and Safe Menstrual Health, Hygiene and Management including Sexual & Reproductive Health Rights of Adolescent Girls.*

Month	Topic of Weekly Meeting / Activity	Material to be used	Week -1	Week -2	Week - 3	Week -4	Facilitator	Mentor / Guide	Methodology
December 2022	Key Information & Messages on Menstrual Health & Hygiene	Handout					Girls' Group (KS/ KC) Leader	AWW / ASHA /Nodal Teacher / PC / FF	Group Facilitation and discussion
	Steps to follow for better health and hygiene during Menstruation	LGG Training Module					Do	Do	Game on MHM
	Personal Hygiene	Handout					AWW / ASHA /Nodal Teacher	ICDS Supervisor / PC / FF	Group Facilitation and discussion
	Sexual & Reproductive Health (SRH) Rights of Adolescent Girls	LGG Training Module					AWW / Nodal Teacher/ PC / FF	ICDS Supervisor / PC / FF	Game on SRH



MENSTRUAL HYGIENE



Department of Women & Child Development and Social Welfare
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MENSTRUAL HYGIENE

STEPS – 1

Use question game to assess the knowledge on menstruation – 10 minutes

Welcome once again girls! In the last two games, we became familiar on our own bodies and especially how a female body has different functions. Let us move forward to discuss a very important function that affects all the girls during adolescence. Now please form 4 groups and choose your leader.

Once the girls have formed 4 groups and 4 leaders, then say:

I have 4 pieces of folded papers. Each leader should come and pick up one paper. Then go back to your group, and read out the question written on the paper. Discuss the answer amongst yourselves, and then write your group' answers on the back of the paper. I will give each group one pen / pencil. You will have 3 minutes to discuss and write. Please remember that we do have some knowledge from our last two games.

Please give each group a pen or pencil to write. Questions to be written one on each paper are:

- *What do you understand by menstruation or monthly bleeding? Is it normal?*
- *Why does monthly bleeding happen in adolescent girls and women?*
- *Do all of us have same type of bleeding? If no, then what types do we experience?*
- *Do we face any restrictions in our normal life during monthly bleeding? If yes, then what are these?*

Once each group has finished writing on the paper, collect the papers and share with the large group. Thank them for their active participation.

Thank you for sharing your experience and knowledge on monthly bleeding. Please come back to the larger group. Without naming the groups, I am going to read out some of the answers and then the key messages on normal monthly bleeding.

Objectives

By the end of this Learning Game, girls will have:

1. Discussed how to maintain hygiene during menstruation
2. Reviewed the products to be used during bleeding/menstruation with hygienic disposal

Preparation

- Picture 1: Sanitary napkin in open position
- Picture 2: Cotton cloth pad
- Picture 3: Disposal method of sanitary napkin
- Picture 4: Reuse method of cotton cloth pad
- Keep 4 pieces of pen or pencil

Methods

- Step 1: Question game – 10 min
- Step 2: Discussion around Anjali's story- 10 min
- Step 3: Review of health products and proper disposal – 10 min
- Step 4: True/False game to review learnings – 7 min
- Step 5: Commitment - 3 min.

Time : 40 minutes





Key Messages on Normal Menstruation

- Menstruation is a normal function of a matured female body. It can start from any age between 10 and 16 years and end at any age between 45 and 55 years.
- It occurs once a month normally and there is a gap of 22 and 35 days in between 2 bleedings. The average number of days is 28. The bleeding may last between 3 to 7 days on an average.
- Menstruation implies that a girl is growing normally and has the capacity to bear a child
- However, the uterus is not mature enough to bear a normal baby till the girl reaches the age of 18 year. So, having a baby before 18 years will have health risks.
- Menstruation is not an illness but if a girl does not clean her body properly, she can get a bad infection and become very ill.
- There could be pain in the lower abdomen just before or during the monthly bleeding. There could be very heavy or very scanty bleeding. All these may happen normally in the first few months or year.
- If these problems last or do not get less, then consult the nearest health workers or visit a doctor or an visit **Anwasha clinic. Do not keep these problems to yourself**

👉 Do you have any question on the key messages I gave just now?

Find out if there is any question to be clarified, thank them and move on.

STEPS – 2

Group discussion on Anjali's story addressing menstrual hygiene – 10 minutes

Ask the girls to form the 4 groups again with new leaders. Once formed, say:

Remember the story of Anjali, who was 14 years old and had started her first bleeding? Let me share her story further to find out more about her hygiene practice.

Anjali's story – Part 2

Anjali was not allowed to attend school nor go out to play during her bleeding period. She would get depressed staying all alone at home. One day, Anjali's close friend Sutapa visited her home to enquire why, Anjali was not attending school before her exams. When she heard the reason, she was shocked and told Anjali's mother that if she watched TV, she would find the government has been stating that menstruation is a natural part of female reproductive cycle that allows normal process of growing up. It is absolutely safe to go out and play during this period.

Sutapa also explained that to lead a normal life, we need to use clean cloths/sanitary pad during periods, change underwear daily and wash sanitary cloths every day and dry them under the sun in order to prevent any infections. Anjali's mother shared her own experiences of adolescence, when this was considered impure and dirty and her mother never allowed her to go out. Sutapa added that girls are taught in their class about menstrual hygiene practices. During this period if a girl does not take care of her personal hygiene she can easily get infected from the germs that may enter through the bleeding area.





Anjali was very happy to get such useful information from her friend. She also told Sutapa that she gets a discharge from her vagina on the days when there is no bleeding. Sometimes the discharge is watery sometimes it is thick and sticky. Sutapa explained that this discharge is quite normal for any girl or woman who has monthly bleeding. However, if the colour of the discharge changes to dark yellow or greenish yellow, if there is itching and a foul smell or if the discharge looks curdy, then one should suspect infection and should go for treatment.

So, this was Anjali's story. Now I will ask you three questions. Please discuss among your group members for 2-3 minutes and depute one member to answer the questions.

- **Why was Anjali not allowed to attend school?**
- **What did Anjali's friend Sutapa share about menstrual hygiene practice?**
- **What did we learn about white discharge other than bleeding during normal days?**

Thank the girls for answering the above questions and ask them to come back to the large group.

Now I am going to ask you another question in the large group. Let me see who among you feel free to share with all of us.

- **What is your experience in hygiene practice during menstruation?**

Request the girls to raise their hands if they are interested to share, and ask them to speak one by one. If no one responds, come back later in the session with the same question or ask at least 3 volunteers to write down and submit their answers to you without writing their names.

Now, we all have come to know the benefits of good hygiene practice during menstruation that prevents various infections and helps to lead a healthy life. If you want to know more about menstrual hygiene, then you can freely talk to local health workers like ANM, ASHA, AWW or a doctor or **You can also visit Anwasha clinic along with your close guardian** in the hospital where they address any health and hygiene issues of adolescent girls. **Never ever keep your problems to yourselves as this may lead to bigger consequences.**

STEPS – 3

Review of sanitary product, hygiene maintenance and hygienic disposal of used sanitary item/product through picture game – 10 minutes

Ask 2 girls to volunteer. One girl will stand on your left side holding picture 1 (cotton cloth pad) while the other girl will stand on your right side holding picture 2 (sanitary napkin or pad).

I will request the rest of the girls to stand up and stay at one end of the corner. When I say 1,2,3, and go! You need to stand besides one of the pictures based on what you use. If you use sanitary pads, then stand near picture 2. If you use cotton cloth pads, then stand near picture 1. If you use some other products, then stay where you are. If you do not use anything then come and stand near me.

Say, 1,2,3 and Go! Once the girls have changed their positions, ask the following question to the girls standing near picture 1, then to girls near picture 2 and then to girls who have not moved.





- ④ **Why do you use this product?**
- ④ **What is the advantage of using this product?**
- ④ **What are the disadvantages of using this product?**
- ④ **How do you dispose of your product once you finish using it?**

Once you get the answers from all three groups, ask the girls who are near you. If no girl is standing near you, this means all of them are using some products and so the following question need not be asked.

- ④ **Why you do not use any product? What do you do to avoid getting soiled?**

Finally, the facilitator will summarize the leanings for the participants to remember and adopt menstrual hygiene practice.

Cotton cloth pad (Advantages)
Easily available, no cost or low cost, washable and reusable, wearable without underpants
Cotton cloth pad (Disadvantages)
Gets soaked fast, difficult to change, repeated use causes abrasions in the thigh, improper washing, drying and storage causes infections
Sanitary Napkin (Advantages)
Safe and hygienic, high soaking capacity, comfortable, convenient to change, convenient to carry, easily available (except in some remote areas), light weight
Sanitary Napkin (Disadvantages)
Costly (<i>branded one</i>), not bio-degradable making disposal difficult, prolonged use of a single napkin causes infection and diseases, not reusable. Latrine, toilet and drain can get choked if napkins are disposed there, can cause environmental pollution.
Hygienic way to reuse the cotton cloth pad
Soak the soiled materials (<i>blood stained cloths</i>) in soapy water for 20 minutes. Ensure there is enough soap in water with a lot of bubbles when you stir the water with your hand. Wash the soiled materials as you would normally with soap and water, allow the cleaned materials to air-dry in the sun and throw the water in the toilet. Wash, your hands thoroughly with water and soap.
Hygienic disposal of Sanitary Napkin
Remember, girls should not throw soiled cloths or napkins in latrines, toilets, open drains or water bodies such as streams, rivers and ponds as it may spread the diseases and create environmental pollution.
If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sunshine or iron it dry if possible. If you are using a pad, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be disposed of with other rubbish or burnt later.

So, remember sanitation, hygiene and healthy practice is the result of healthy behavior and promotes better health of any individual.

Invite a few responses and clarify as needed.





STEPS – 4

Play true/false game to review menstrual hygiene practice - 7 minutes

Let us play a game to review the information we discussed. I will read out some statements. For each one, tell me if the statement is true or false and explain why to support your answer.

Have girls sit in a circle. Ask for a volunteer to stand up and leave her place in the circle unfilled. The volunteer should walk outside the circle, around the group, and gently tap the head of each girl she passes and say “Duck”. When she taps a girl’s head and says “Goose”, she must quickly run back to her sitting space before the other girl catches her.

- *If the other girl catches her, the first girl must answer the review question before returning to her sitting place. Then the second girl walks around the group and the process is repeated.*
- *If the other girl does not catch her before she’s seated again, the second girl must answer the review question. After answering, she now walks around the group and the process is repeated*

No.	Statement	Answer
1	A woman must change her sanitary pad once a day to maintain her hygiene during menstruation period.	FALSE A woman must change her sanitary pad at least thrice a day or when fully soaked and should also change her underwear daily during menstrual period.
2	Any female who is menstruating should not bathe during bleeding period as it can invite infection to female body.	FALSE Any female during menstruation cycle, must bathe regularly using soap to clean her private parts (vulva) and hands properly to maintain personal hygiene.
3	Use of sanitary pad or cloth is necessary to maintain menstrual hygiene during menstrual cycle.	TRUE It is healthy to use sanitary pad/cloths to maintain one’s menstrual hygiene in order to prevent any infections and lead a healthy and normal life like other women.
4	Like Sanitary pad, sanitary cloth cannot be used again	FALSE Sanitary cloth can be reused but remember, sanitary napkin/pad can’t be used again. So, sanitary cloth needs to be washed with soap and clean water on a regular basis and it must be kept under sun to dry up for reuse.
5	Used sanitary pad/cloth can be disposed of in any nearby ponds, rivers, wells, open drain and waterbodies.	FALSE Used sanitary pad should not be disposed of in any local pond, open drain, water bodies and wells as it can spread infections. Therefore, it is important to dispose of used sanitary pads either in solid waste disposal facility or it can be buried in dug pit in order to protect any environmental hazards.

Thank the girls for participating and then say:

Now I think all of you have a clear understanding about menstrual hygiene practice. Thank you for your active participation.





STEPS – 5

Commitment to share learnings on menstrual hygiene – 3 minutes

Before we end this useful session, we should make a commitment. Please stand in a circle with space in between. I will ask you a question. If you agree then come forward with your right hand stretched and say 'I'. Make sure that you touch others hand while extending.

Ask:

- **Who is willing to share the menstrual hygiene methods with your friends, neighbours and relatives in your community?**

Once the girls come forward with stretched hand thank them and ask them to return to the original circle. Then say:

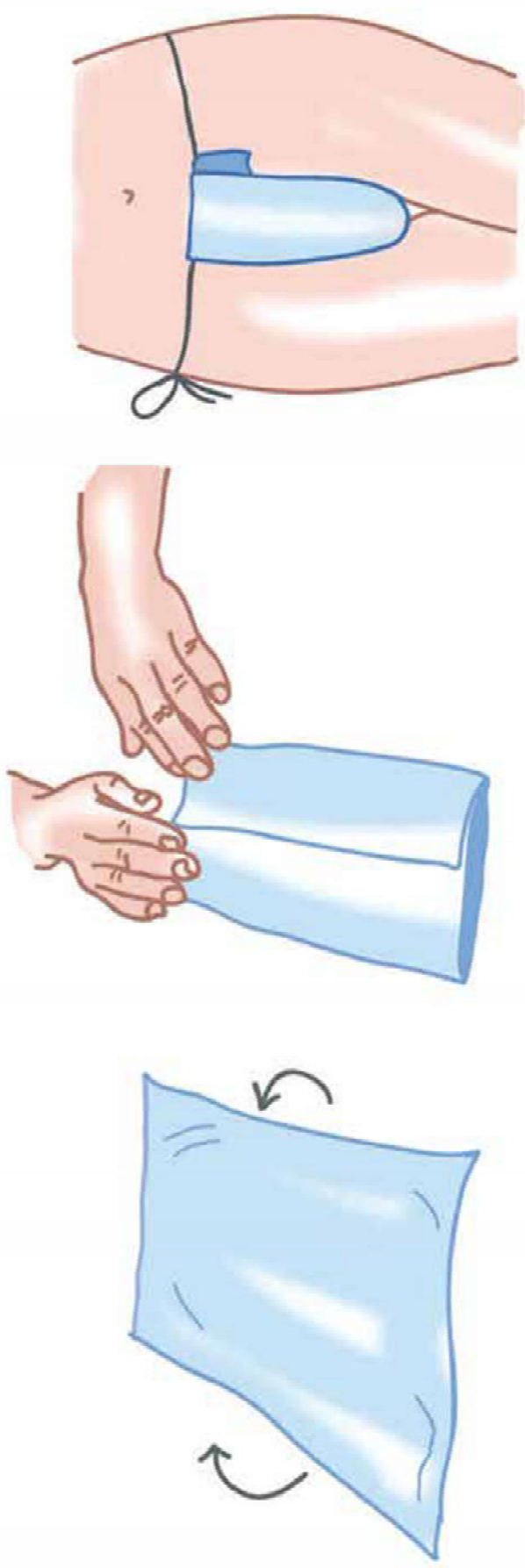
All girls please raise your right hand and repeat after me three times, *“Ensure menstrual hygiene for better health!”* Then crouch down, jump up and say, *“Chalo!”*





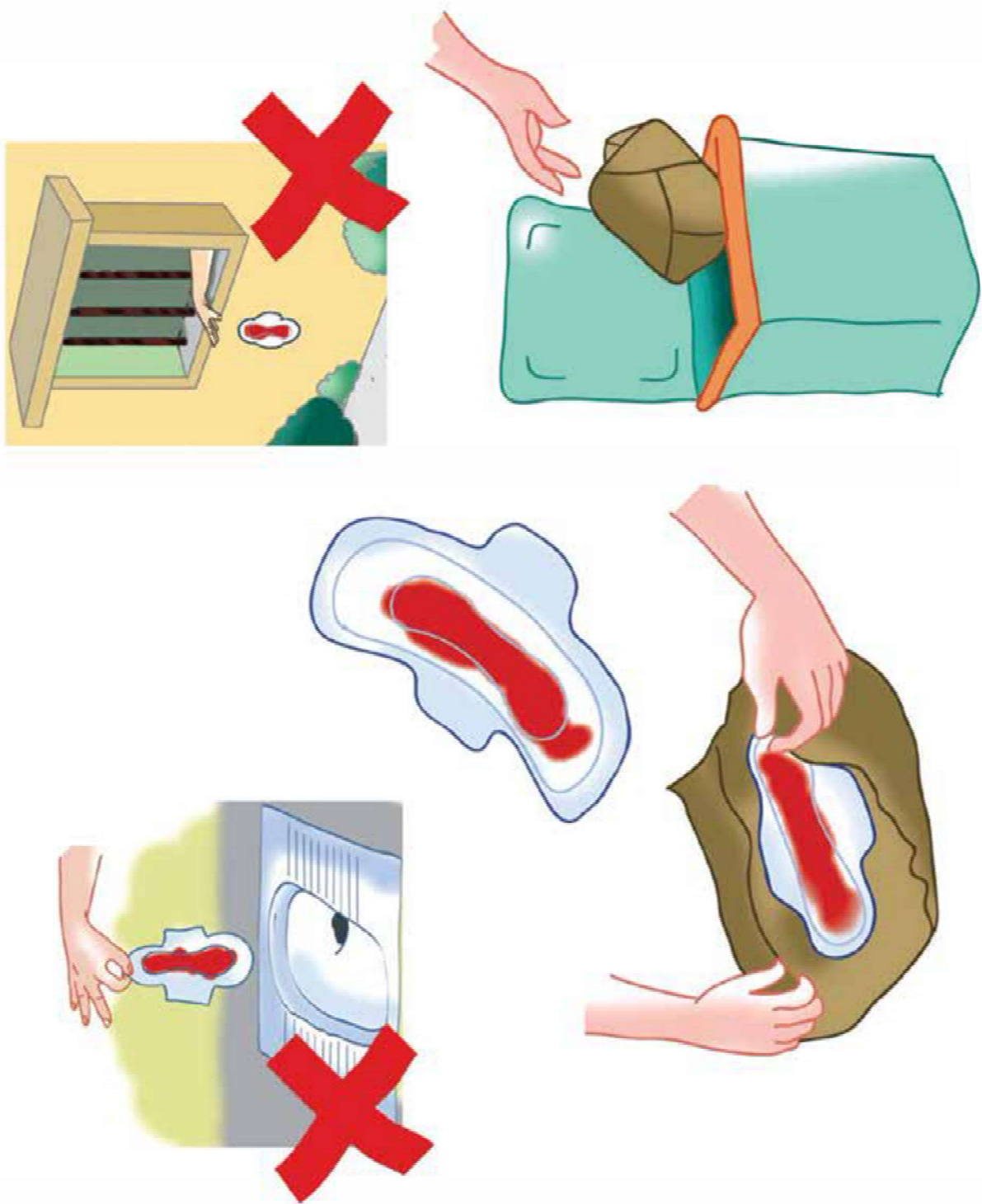
Picture 1: Sanitary napkin in open condition





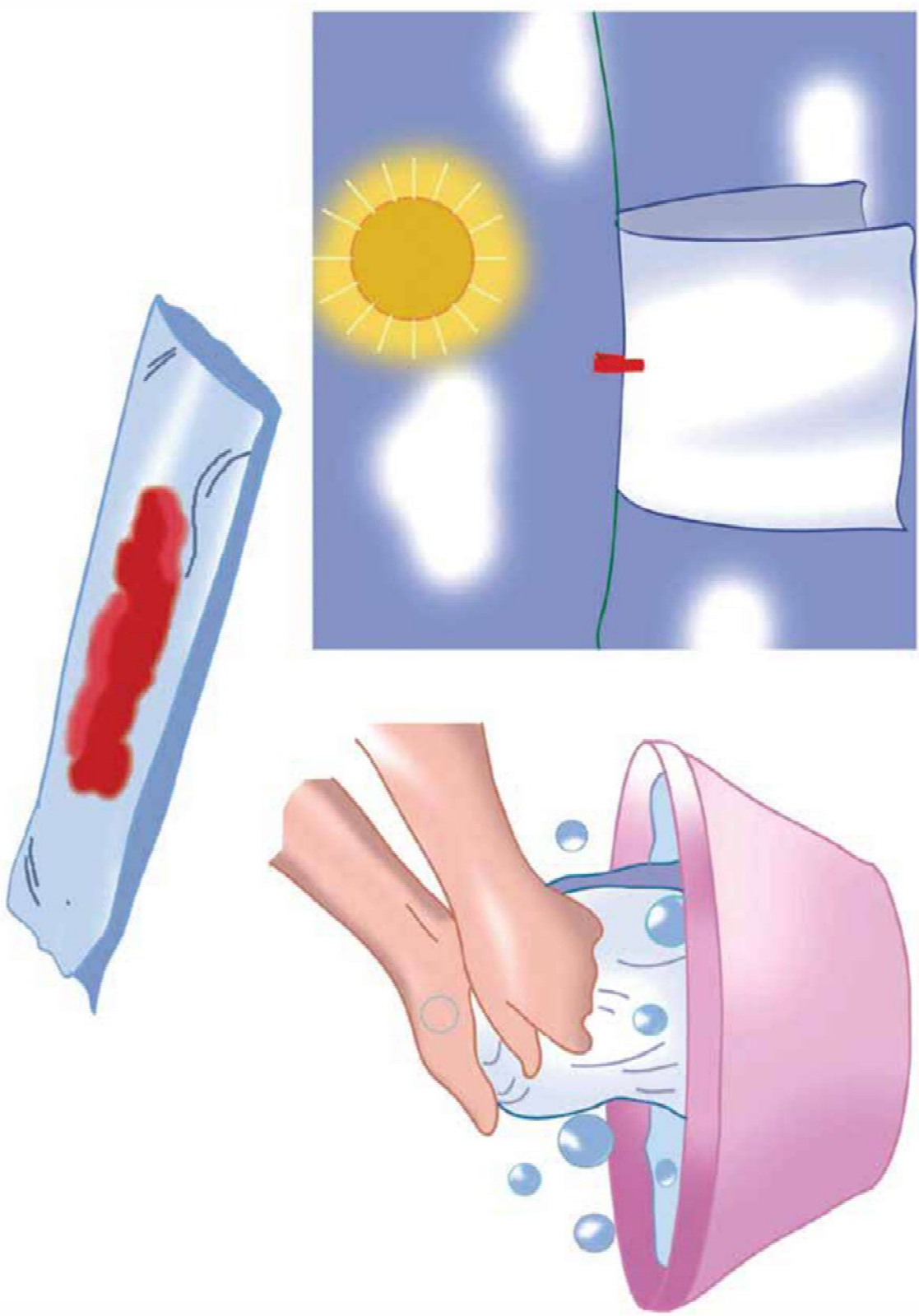
Picture 2: cloth napkin





Picture 3: Method of disposing sanitary napkin



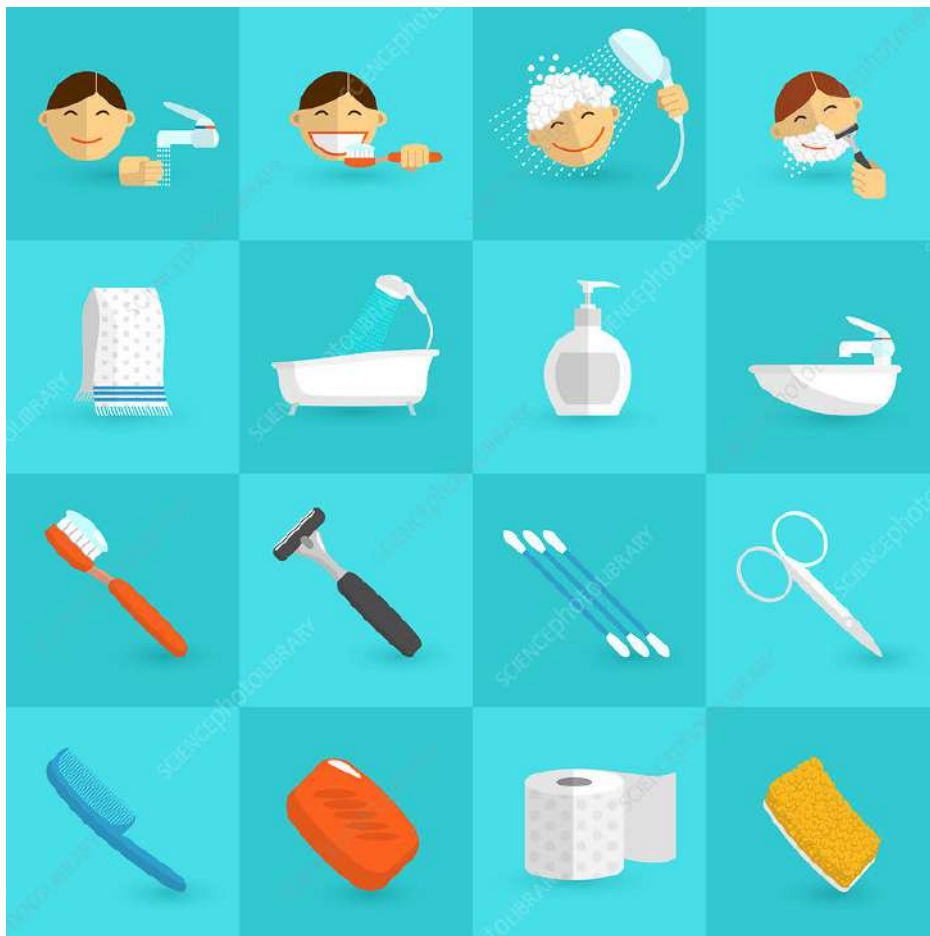


Picture 4: method of reusing cloth napkin





Personal Hygiene (8 steps)



Department of Women & Child Development and Social Welfare
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SESSION - 1

PERSONAL HYGIENE AND SANITATION

PICTURE 1 - Bath



Messages with Picture 1

- Take at least one bath daily
- Use your own towel only
- Use clean water for bathing
- Wear clean clothes after bathing

PICTURE 2 - Oral Hygiene



Messages with Picture 2

- Brush your teeth daily
- Brush your teeth every morning and before going to sleep at night
- Use clean water for brushing

PICTURE 3 - Hand Wash



Messages with Picture 3

- Wash hands with soap
- Wash both sides of your palm, wrist, in between your fingers and also nails
- Wash hands following use of toilet
- Wash hands before eating food
- Wash your hands after coming in contact with animals
- Wash your hands after being in contact with sick person

PICTURE 4 - Nails



Messages with Picture 4

- Cut your nails regularly to avoid dirt and germs from entering your mouth
- During hand washing, remove dirt from underneath the nails
- Do not bite your nails

PICTURE 5 - Cough / Sneeze



Messages with Picture 5

- Cough and sneeze spreads disease
- While coughing use handkerchief or inner side of your elbow
- Wash your hands after coughing

PICTURE 6 - Drinking Water



Messages with Picture 6

- Use clean water from tube well for drinking and cooking
- Store water in clean utensils and always keep it covered
- Do not pollute and waste water
- Ensure proper drainage of used water
- Water should be transported in covered containers

PICTURE 7 - Waste Disposal



Messages with Picture 7

- Throw waste in dustbin
- Always keep dustbin covered
- Do not litter
- Dispose waste properly like in deep pits

PICTURE 8 - Food Safety



Messages with Picture 8

- Wash raw fruits and vegetables with clean water before eating
- Utensils used for cooking should be washed with clean water



SEXUAL AND REPRODUCTIVE HEALTH (SRH) RIGHTS OF ADOLESCENT GIRLS



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SEXUAL AND REPRODUCTIVE HEALTH (SRH) RIGHTS OF ADOLESCENT GIRLS

STEPS – 1

Introduce the topic – 10 minutes

Greetings! I am sure most of you know that all our rights are given in the Indian Constitution. Today we will discuss how some of our basic rights lead to a happy and healthy life.

➤ **What are the basic human rights which ensure a secured life?**

[Right to live, Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Right to health & education]

Encourage the girls to state as many rights as they know. Conclude by saying the answers as given in the brackets. Then ask the next question

➤ **Could you please identify some rights which will help you to lead a healthy and happy life?**

Encourage the girls to find out what rights are needed to lead a healthy life. Thank them and then read out the rights from the box below

Let me share some of the common Rights to lead a healthy reproductive and sexual life

- We have a **right to information and education** that can guide us to take decisions on our sexual and reproductive health.
- We have a **right to privacy** related to our sexual & reproductive health care services including information and counseling.
- We have a **right to choose** whether to marry or not, when to marry and whom to marry.
- We have a **right to decide** whether or when to have children and how many.
- We have a **right to enjoy & control our sexual and reproductive lives**. This should be free from any sexual harassment, forced pregnancy, sterilization and abortion.

➤ **What questions do you have on any of these rights I have mentioned?**

Answer some of their questions if you know the correct answers, thank all participants for their sharing and active involvement. If you do not know the answers of the questions being asked on rights, please promise them to come back with the answers next time you meet them.

Objectives

By the end of this learning session, participants will have:

1. Explained basic rights that lead to a happy and healthy life.
2. Identified situations where and how SRH rights of adolescents are being violated.
3. Stated the steps to address violations of SRH rights.

Preparation

- 7 pieces of papers. In each paper one situation related to violation of sexual and reproductive rights will be written and kept ready. The situations are given in the annexure at the end of this session.

Time : 34 minutes





STEPS – 2

Story telling game to identify the SRH rights – 10 min.

We all have found out that among the basic human rights, which rights in particular are responsible to lead a healthy sexual and reproductive life. Now, I will share a story of a family and you will form two groups to identify which rights are being violated in the story.

Divide all the girls into 2 groups and ask them to sit in 2 small groups. Once the 2 groups are formed, say,

Now that all of you are divided into two groups, I name the group on my left as Group A and group on my right as Group B. In the first story, Group A will identify areas the rights that are being violated while Group-B will give example of such violation once the right is mentioned by Group A. Now listen,

Pratima's Story

Pratima, a 16 year old adolescent girl along with her parents and one sibling named Manas lived in one of the remote villages in West Bengal. Both Manas, a 14 year old boy and Pratima regularly went to school. While Pratima helped her mother and did a lot of household chores, her brother did not have to be involved in any household activity. One day, Subodh, Pratima's father, found a match for his daughter and without getting Pratima's consent, he arranged her marriage. Pratima protested as she wanted to continue her education but her parents remained resistant to her wish as a low dowry was negotiated with groom's family.

Within one year of her marriage, Pratima gave birth to a daughter against her wish, followed by the birth of another baby girl within a gap of barely one year. Though Pratima was mentally and physically not ready for another pregnancy, her in-laws and husband forced her to conceive their second child with a hope of getting a boy. As a result, both the mother and her children were found to be weak and underweight. This situation became more aggravated when her husband and in-laws ill-treated her as she failed to give birth a boy child. Such situation leads her physical and mental agony.

Give 3 min to Group A to identify which SRH rights are violated and 3 minutes to Group-B to come up with the example of such violation from the story. Once both the groups are ready with their answers, say,

Please stand up. Each group should form a line and face each other. The girl from Group A who wants to say the first right should raise her hand. Then she says one right. A girl from Group B who would like to give example of that right violation should then raise her hand and give the example. Then the next girl from Group A will raise her hand and state the second right. Another girl from Group B who wants to give example of that right's violation then raises her hand and states the example. It will go on till Group A thinks that they have covered all the rights. One condition of this game is that no girl from either Group A or Group B should speak more than once. Come on let's start

Find out from the table below if the girls have addressed all the rights and whether they could relate the





Example from the story	Violations of SRH Rights
<ul style="list-style-type: none"> Subodh arranged a match for his daughter without getting Pratima's consent. 	We have a right to choose whether to marry or not, when to marry and whom to marry (Consensual marriage)
<ul style="list-style-type: none"> Within one year of her marriage, Pratima was forced to get pregnant by her husband 	Decide whether or not, and when, to have children
<ul style="list-style-type: none"> Despite her physical weakness and mental trauma, Pratima was forced to conceive a second child completely against her wish 	Decide whether to have children or not and when to have children
<ul style="list-style-type: none"> Against her wish and consent, she was impregnated twice 	Right to decide to be sexually active or not and right to have consensual sexual relation
<ul style="list-style-type: none"> Despite such trauma (both physical and mental), she did not seek any counseling, information support regarding reproductive sexual health 	Right to information and education regarding sexual reproductive health issues

violation of those rights with Pratima's story. Read out the summary below after the game.

I hope it is clear to you on some of the important sexual and reproductive rights. Thank you for sharing your valuable points with active participation in this exercise.

STEPS – 3

Addressing violation of SRH rights through a game -12 min.

All of you have come to know violations of various sexual and reproductive health rights of adolescents and now we will see what possible steps can be taken in addressing the violations of these rights.

➤ Can anyone share what steps we can take if our rights are violated?

Facilitator will wait for some responses and then say,

If our sexual and reproductive health rights are violated, we first need to discuss with someone who is very close to us. We need to explain why this is a violation and how such violation affects us mentally and physically. We need to learn more on how we can address our grievance and where to go for this. Let me explain.

Use the contents of the box below to explain





Addressing at the family and individual level is the first step: These consist of parents, husband if the girl is married, close relatives, peers, trusted friend, teachers, Anganwadi worker, health worker, neighbours etc who a girl can approach and feels comfortable to talk with about violation of rights.

With the help of family or individuals, seeking support from institutions can be considered as the next step: *These consist of school, Anwasha clinic, ICDS centre, KishoriSamooch, NGO, local club, health centre, self-help groups, community organisations, etc.*

Approach to the higher authority can be the final step: These consist of Child Line, Panchayat, local police station, child protection officer, child welfare officer, counselors, human rights commission, etc. This approach can also be taken directly if a girl fails to get support at the individual or at the community institutional levels satisfactorily.

Note for the Facilitator: *It is often difficult for adolescent girls to approach at the individual, community and higher authority level regarding violation of SRH rights. Violation of Right to Consensual Marriage, violation of right to information and education regarding SRH can be addressed and even resolved at these three levels. But for rest of the cases, girls did not have that courage to raise their voice against other SRH rights as well as community and even Higher authority are not ready enough to handle the cases. Therefore, while dealing with SRH rights, facilitator should have that level of sensitivity towards individual and community. So, much emphasis needs to be put on delivery mechanism, the language of the module and receptivity of the audience.*

*For the next game, please ensure that you have 7 pieces of papers where 7 different situations related to sexual and reproductive rights violations have been mentioned. **7 situations are given in the annexure at the end of this session.***

Let us play a game to see if we have understood what approach we shall should take to address the violation of our sexual and reproductive rights. Please make 2 groups, A and B. Each group will stand in a line facing the other group.

Once the two groups are formed and stand in line facing each other, put 7 pieces of papers in the centre and continue to say

There are pieces of papers kept in the centre. When I say Start! The girl closest to me from both groups will say 1, the second girl from both groups will then say 2, the third girl will then say 3 and then so on. They will continue to count till I say stop! The girl from group A, who counted last when I asked them to stop, will pick up a piece of paper from the heap and read out loud an example of sexual and reproductive rights violation. The girl from group B, who counted last will then try to answer what steps she will take. If she fails, someone else from Group B will then try. Once this is over, again I will say Start! And the girls will again start counting loudly. This time when I say Stop! The girl from Group B who counted last will pick up another piece of paper and read aloud, the girl who counted last in Group A will have to answer. This will go on till we finish the papers

Ensure that the girls have understood your instruction. If needed please repeat or ask someone from the girls to repeat what you have said. After the game, thank all the participants for their active participation





STEPS – 4

Commitment - 2 minutes

Today we discussed what our basic rights of sexual and reproductive health are and how we can address them to lead a happy and healthy life. Now please stand up and make a circle. I will ask you a question. If you agree to commit to the question then please extend your right hand inside the circle so that you can touch each other's hands and say 'I'.

- **How many of you will promise to share the sexual and reproductive rights with your family members and neighbours before we meet again?**

After the girls touch their hands to show their commitment, ask them to stand back in the circle and say

Let us now stay in the circle, raise your right hand and repeat after me three times, "We have rights to be happy and healthy throughout our lives". Now crouch low and jump and say "chalo". Thank you all for your great participation.



