

The Bishesta campaign

Training manual



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Acknowledgements and copyright

The Bishesta campaign is a collaboration between WaterAid, the London School of Hygiene and Tropical Medicine (LSHTM) and the Down Syndrome Society, Nepal. Raju Shakya produced the Bishesta campaign visuals. The campaign is part of the Disabling Menstrual Barriers research, led by Jane Wilbur (LSHTM). The research and campaign has been funded by the Bill and Melinda Gates Foundation.

SECTION 1 INTRODUCTION

1.1 Background

WaterAid and the London School of Hygiene and Tropical Medicine (LSHTM) did research on the barriers that people with disabilities face when they are menstruating in the Kavre District, Nepal. The research showed there is not enough information or support on menstrual health and hygiene for people with intellectual impairments. The Bishesta campaign aims to address this.

The campaign materials are based on resources used in high-income countries, but they have been adapted for the Nepal context. This training manual explains how to deliver the Bishesta campaign.

The Bishesta campaign has been piloted with ten people who have an intellectual impairment and 8 of their carers in the Kavre District in Nepal. An evaluation found that the campaign is feasible and acceptable for that group. It has not been tested outside that setting, or adapted for other contexts.

1.1.1 Who is the Bishesta campaign for?

The Bishesta campaign is for people with intellectual impairments who menstruate, and anyone who supports them.

1.1.2. What should you do before delivering the campaign?

1. Carry out formative research to understand if the Bishesta campaign target behaviours are relevant for your target group. If they are not, revise the campaign, including the target behaviours, target groups and content to reflect your context. The Behaviour Centred Design manual for practitioners is a helpful step by step guide for developing a behaviour change campaign¹. If the target behaviours are relevant, but the campaign visuals are not, revised them to reflect your culture and context. Test these new visuals with your target group to ensure they are acceptable
2. Explore who could deliver the campaign. Experience of working with people with intellectual impairments and carers, and experience of delivering menstrual health and hygiene programmes is advisable across the facilitation team. The Lead Facilitator and Support Facilitator terms of references includes the roles, responsibilities and skills needed
3. Map out what disability and water, sanitation and hygiene referral services exist where you will deliver the Bishesta campaign. Include these in the 'referral matrix' and ensure all facilitators are aware of it. If participants need services, facilitators must put them in touch with the services on the referral matrix
4. Ensure all facilitators comply with organisational safeguarding checks and procedures

1.1.3 Adapting the Bishesta campaign for a different setting

If you are not working in Nepal, you may want to revise the campaign visuals to better suit your context. You may also change the names of the campaign characters: Bishesta (meaning 'extraordinary' in Nepali) and Perana (meaning 'motivation' in Nepali), to better suit your setting. Try to pick names that have similar meaning.

1.1.4 Scale of delivery

The Bishesta campaign was designed, delivered and evaluated in Nepal. Five facilitators delivered the campaign to 10 young people and 10 carers. All supporting materials to deliver the campaign are based on these numbers. This includes the production quantities, materials needed for, and timings

¹ Aunger et al (2017), *Behaviour Centred Design: A practitioner's manual*.
<https://www.lshtm.ac.uk/sites/default/files/2017-03/BCD%20Manual.pdf>

of the group training sessions. You can increase or decrease the number of facilitators and participants depending on your available resources, but you will need to consider this when using the supporting materials.

1.2 Campaign concept

The Bishesta campaign is based on two characters: Bishesta (a person with an intellectual impairment) and her carer, Perana. The campaign concept is a story that brings them to life. This is the Bishesta campaign concept:

Bishesta is a girl with an intellectual impairment with hidden, and extraordinary talents. She gets her menstrual product and pain relief from her carers; she uses them properly. She feels comfortable and confident at home and in public. She lives a dignified life. She is loved by all her family members and everyone in the village. She is an inspiration to others as she is learning to be as independent as possible. Whenever she needs support to understand the changes she faces when growing up, Perana motivates and helps her.

Perana provides information and emotional support to Bishesta. She also offers enough menstrual products and provides pain relief when Bishesta needs it. When Perana does this, Bishesta shows her love. Perana feels confident that Bishesta is more able to take care of herself. The family is happy and they are respected in the community.

1.3 Campaign target groups and behaviours

The campaign aims to improve menstrual health and hygiene of people with intellectual impairments. Table 1. shows the target groups and behaviours we want to achieve.

Table 1.	
Target group	Target behaviour
Person with an intellectual impairment	Uses a menstrual product
	Does not show menstrual product in public
	Uses pain relief
Carer	Provides enough menstrual products
	Provides pain relief options
	Provides emotional support

1.4 Human motives

The Bishesta campaign is designed using the Behaviour Centred Design model². It focuses on human motives (e.g., nurture: desire to care for your child or another person; affiliation: desire to fit in and belong in society; status: desire to improve one's social standing), which are used to increase the reward associated with the target behaviour. The relevant Bishesta campaign motive is included in each session summary.

1.5 Campaign intervention

The campaign consists of three training modules and household monitoring visits. The training modules will be delivered to groups or in the homes of people who are unable to attend the group sessions. Every household will be visited to monitor their progress in adopting the key behaviours. Table 2. Sets this out.

² Aunger and Curtis (2016), *Behaviour Centred Design: towards an applied science of behaviour change*

Table 2. Overview of the campaign intervention			
Session	Details	Attendees ³	Month ⁴
Group session 1	Part A	5 people with an intellectual impairment 5 carers	Sept
Group session 1	Part B	5 people with an intellectual impairment 5 carers	Sept
Household mop up session 1	Mop up of people who could not attend the group session	TBC	Sept
House to house	Monitoring visits	All participants	Sept
Group session 2	Part A	5 people with an intellectual impairment 5 carers	Oct
Group session 2	Part B	5 people with an intellectual impairment 5 carers	Oct
Household mop up session 2	Mop up of people who could not attend the group session	TBC	Oct
House to house	Monitoring visits	All participants	Oct
Group session 3	Part A	5 people with an intellectual impairment 5 carers	Nov
Group session 3	Part B	5 people with an intellectual impairment 5 carers	Nov
Household mop up session 3	Mop up of people who could not attend the group session	TBC	Nov
House to house	Monitoring visits	All participants	Nov

1.6 Household training sessions

Some participants may be unable to leave their home so cannot attend the group training sessions. These people must be visited in their homes by two facilitators. It is important that two facilitators visit one house. It is safer and the two people can ensure that all aspects of this training is covered.

See Section 2 for details of how to conduct the household training sessions.

1.7 How to use this manual

This manual includes four sections:


1. Introduction
2. Group and household training sessions
3. Process monitoring

³ Based on delivering the campaign to 10 people with an intellectual impairment and 10 carers

⁴ Timings are suggested and can be changed. E.g. there could be two or three months between the group training sessions so that participants can work on adopting the target behaviours across a number of menstrual cycles.

4. Household monitoring visits

At the start of each session, there are pictures of the materials you need for that session, a 'to-do' checklist and a summary box giving the purpose, materials needed and key messages. The detailed content is beneath that. At the end there is a checklist on things to complete.



You must cover every point in this manual. This will ensure that the training sessions are run exactly the same way every time.

This is very important to ensure the campaign is delivered as intended.

Text in italic are action points for the facilitators. You should not read out the italic text.

5

1.8 Language

We use the term 'self-advocate' rather than a person with a disability or an intellectual impairment. A self-advocate as someone who⁶:

- Says what they think and feel
- Speaks up for things they believe in
- Takes responsibility for their own life
- Makes decisions that affect their life
- Helps to improve their life
- Tries to change the way things are done

1.9 Session timings

Session timings for the group and household mop up sessions are in Annex 1. The ability to stick to time and cover all the training content depends on who is in the room. Be flexible. You're working with people who have difficulty remembering and concentrating. They may find busy, loud rooms distressing; they may not want to engage. Always be respectful of their wishes.

1.10 Setting up the venue

Before people arrive, the venue must be set up in this way:

- Put the campaign banner up at the entrance
- Hang flags around the entrance
- Hang the dangles in the training room
- Put the water on the side
- Ensure snacks are ready

When participants arrive, create a sense of excitement. Welcome them to the Bishesta campaign. Give each participant a badge at the first training session. Give each participant a key ring at the second training session.

⁵ Copyright: Clipart

⁶ <https://www.disabilityrightsuk.org/self-advocacy>

Quiet space

At group training sessions, a creative space and a quiet room should be set up for self-advocates. A quiet room is for self-advocates to withdraw to. Make it as comfortable and quiet as possible.

Creative space

Set up a creative space for self-advocates in a corner of the training room. People can go there if they don't want to take part in the training. Put chairs around tables. Put plain paper and colouring pencils on one table. Put plasticine on another table. It is the self-advocate's space to relax and create whatever they want. When support facilitators are not contributing to the group session, go to the creative space. Blow party bubbles for the self-advocates.

1.11 Ways of working

- Encourage people to talk to each other; this is an opportunity for peer to peer support and networking.
- Always show each other respect.
- This is an opportunity to build the self-advocate's confidence. Recognise their contribution, whatever they say. Make them feel valued.
- Always use positive language when talking about menstruation. Call it 'menstruation'. Ask the group to do the same. Don't use euphemisms (i.e. woman's sickness, time of the month). These encourage secrecy. Using the correct words help people feel more comfortable talking about menstruation.
- Serve refreshments during each break.



Always buddy up with another facilitator when training. When one is leading a session, the other can make sure she covers all the content.

1.12 Keeping records

At the start of each training event, support facilitators must complete an Attendance Sheet (Annex 2).

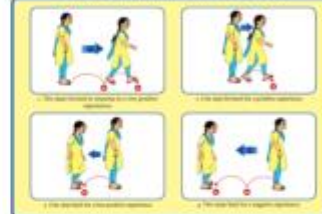
At the end of every training event, support facilitators must complete the 'provision of the Bishesta campaign' form (Annex 3).



Game of life - instructions on where to stand



Game of life: instructions on steps





Remember to complete
Attendance Sheet

Session 1 Introduction

Session 1	Introduction
Person leading the session	Lead facilitator
Purpose	<ul style="list-style-type: none"> • Facilitators and participants to introduce themselves • Share the agenda • Agree how the group will work together • Develop trust and respect within the group • Explain about the break out areas • Do the campaign ritual
Time allowed	25 minutes
Tips for room layout	<ul style="list-style-type: none"> • Chairs placed in a circle so all participants can see each other
Materials needed	<ul style="list-style-type: none"> • Name badges and marker pen • Quiet room and creative space posters • Blue tack • Journey poster • Agreeing ways of working together poster • Large Bishesta doll
Campaign components to hand out	<ul style="list-style-type: none"> • None
Preparation	<ul style="list-style-type: none"> • Put the journey poster and agreeing ways of working together on the wall near the group • Put key behaviour 1 card on the wall • Put the large Bishesta doll near the lead facilitator • Give each participant a name badge or ask them to write their name on a sticker and wear it during the session
Method	<ul style="list-style-type: none"> • Facilitated group discussion
Session outline	<ul style="list-style-type: none"> • Welcome, agenda and agree principles of working together: 10 minutes • Campaign ritual and explaining the breakout rooms: 15 minutes
Key messages	<ul style="list-style-type: none"> • We all have something to learn from each other • The workshop is a supportive space where people can talk about menstruation and caring for another person's menstruation • A good carer shows the person she looks after love. Supporting her to manage her menstruation is part of being a good carer
Target behaviours	<ul style="list-style-type: none"> • Give the self-advocate emotional support
Motivators	<ul style="list-style-type: none"> • Nurture • Affiliation • Dignity • Reward

Welcome, agenda, agree principles of working together
(10 minutes)

HOUSEHOLD TRAINING

Lead facilitator:

1. Hello. Welcome to the Bishesta campaign where we will talk about menstruation and how to manage it. Are you all comfortable? The toilets are *[give directions]*. There is water to drink if you'd like it *[point to the water]*.
2. My name is *[insert your name]*. I am the lead facilitator for these sessions. These are my colleagues.

Ask each facilitator to say her name.

1. We are here because WaterAid and the London School of Hygiene and Tropical Medicine (a University), did some research to understand the issues that people with disabilities face when they are menstruating. The researchers spoke to people with disabilities and their carers in the Kavre district, Nepal.
2. They found that there is not enough information for people like those you look after about how to manage menstruation. There is not enough information for carers on how to manage someone else's menstruation.
3. We have developed the Bishesta campaign to change that.
4. The Bishesta campaign resources will help people manage better are based on things used in the UK, but changed for the Nepali context.
5. The campaign will run for three months. We would like you to come to one meeting per month.
6. There are three group sessions and we will visit you in your home to see if you have adopted the target behaviours.
7. These meetings will be fun and informative. We will be handing out things to help the people we support to manage their menstruation.
8. Over the three months, we will all be on a journey together.

Point to the campaign journey poster (refer to specific images on the poster through this session).

9. This is our journey. Today we start here.

Point to image 1: Bishesta and a light bulb.

Welcome, agenda, agree principles of working together.

Session time: 10 minutes

1. Introduce yourselves
2. Follow group session instructions
3. But say, we will come to your home three times over three months to work on the campaign with you
4. We will visit your home twice to see if you have adopted the target behaviours

Campaign ritual

Session time: 15 minutes

Follow the group session instructions

10. We will talk about why it is important for the person you support to manage their menstruation as independently as they can.

11. We will talk about the Bishesta campaign.

Point to the image 2: Bishesta and Perana.

12. This is Bishesta. This is Perana.

Point to image 3: Bishesta wearing a menstrual pad.

13. With your support, the person you look after will practice changing our Bishesta doll's menstrual pad.

Hold up the Bishesta doll.

14. We will be handing out fantastic resources about menstrual hygiene at the end. I'm sure you'll really like them.

Point to image 4: facilitator handing out a menstrual storage bag.

15. That is what we will cover today. Our ultimate destination is here.

Point to image 8: handing out certificates to Bishesta and Perana at the end of the road.

16. We have a long journey, but we will all be travelling together. I'm excited! Are you?

17. Now we are going to talk about how we will work together and the language we use.

18. At these meetings we are not going to say person with a disability. We will call the person you support, Bishesta.

19. Bishesta is learning to manage her menstruation as independently as possible, with her carer - Perana's support.

Show the group the 'agreeing ways of working together image'. Point to the image of the woman feeling uncomfortable.

20. Many people find menstruation and menstrual hygiene a difficult to talk about.

21. But this is a safe space to talk about these things. You do not need to feel shy or embarrassed.

22. In this workshop we will get to know each other and develop a trusting relationship. We are all here to learn from each other.

Point to the group learning from each other.

23. We all have something we can teach others in the group.

24. Any personal stories or experiences will not be shared outside this group, unless permission is given to do so.

Point to the people not talking to others about what has been discussed and the woman who is now comfortable talking about menstruation.

25. Does anyone have any thoughts on these?

26. Do you want to add anything?

Campaign ritual (15 minutes)

Lead facilitator.

Stand in a circle, with self-advocates next to carers.

1. Now we are going to do our campaign ritual. We will do this at the start of every group training session.
2. Carers, please turn to face the person you support.
3. Carers, please show her some love. Show them you care for her. You can show your love in any way you want.

When everyone has done this, ask the carers:

4. How do you feel when you show her love?

✓ *Aim: carers answer that they feel loved.*

Ask the self-advocates:

5. How do you feel when your carer shows you love?

✓ *Aim: self-advocates say they feel happy.*

6. Showing respect and love to the person you support shows that you are a good carer.

Ask the self-advocates:

7. Would anyone like to introduce themselves?

Give them time to answer. If no one wants to, or if not everyone has been introduced, ask the carers:

8. Tell us about your person. What is her name? What do you love about her?

People may feel shy. Give them time to speak.

9. Thank you. In any family or care home, we love each other. This makes us feel secure and happy. We all want to see our Bishestas lead a dignified life. Supporting her to understand how to manage their menstruation is part of that. You can help your Bishesta lead a more dignified life.

Explaining the break out rooms

Lead facilitator: speak to the self-advocates.

1. We would love you to be with us for every session, but we understand if you don't want to.
2. We have set up a quiet room if you'd like to withdraw.

Show the poster of the quiet room.

3. The quiet room is *[give directions]*.
4. This poster will be outside the room.

Show the poster of the creative space.

5. There is a creative space, where you can draw and make models.
6. This is the creative space *[give directions]*.
7. This poster will be near that space.
8. Please join any of these sessions or use the creative space and quiet room.
9. If you need anything, ask your carer or a facilitator.

Session 2: The game of life

Session 2	The Game of Life
Person leading the session	Lead facilitator
Purpose	<ul style="list-style-type: none"> To help carers see how important it is to help the self-advocate manage her menstruation as independently as possible To introduce the Bishesta campaign and key behaviours To introduce the Bishesta household competition
Time allowed	35 minutes
Tips on room layout	<ul style="list-style-type: none"> Clear the chairs to the side of the room Create a 'corridor' of people in the middle of the room. Use the length of the room for the exercise. Participants should stand along each side of the 'corridor'. Everyone needs to be able to hear and see Four volunteers need space to stand side-by-side in the 'corridor'
Materials needed	<ul style="list-style-type: none"> Neutral and happy Bishesta masks Neutral and happy Perana masks Neutral and sad person with an intellectual impairment mask Neutral and sad carer masks Game of life poster - instructions on where to stand Game of life poster - instructions on steps Key behaviour cards Bishesta and Perana poster Blue tack
Campaign components to hand out	<ul style="list-style-type: none"> None
Preparation	<ul style="list-style-type: none"> Put the 'game of life instructions – where to stand' on the wall Put the 'game of life instructions – instructions on steps' on the wall Put the key behaviour cards on the wall nearby so the group can look at it during the session Put the Bishesta and Perana poster on the wall
Method	<ul style="list-style-type: none"> Activity and facilitated group discussion
Key messages	<ul style="list-style-type: none"> You can be Perana in a Bishesta household Supporting a self-advocate to manage their menstruation more independently, providing pain relief and showing her emotional support can make her more comfortable and confident
Target behaviours	<ul style="list-style-type: none"> Self-advocate: use a menstrual product; use pain relief Carer: provides enough menstrual products, provides pain relief options, provides emotional support
Motivators	<ul style="list-style-type: none"> Dignity Reward Nurture

- Affiliation

HOUSEHOLD TRAINING

Ask four carers to volunteer.

1. Please can I have four volunteers? You will need to stand for about 15 minutes.

Once you have the four volunteers, give them each one of these characters:

- Bishesta
- Perana
- A young woman with an intellectual impairment.
Then call her a 'young woman'
- Her carer

2. This is not a role play. The volunteers will not be representing real individuals in any community.
3. I will give the volunteers a situation.

Show the group the 'game of life instructions on steps' poster.

4. In response to each situation, volunteers should take:
 - Two steps forward for a very positive or successful experience
 - One step forward for a positive or successful experience
 - One step back for a less positive or successful experience
 - Two steps back for a negative or unsuccessful experience

5. Is that clear? Do you have any questions? Shall I repeat the instructions?
6. Remember volunteers, you are not representing individuals.

There are three masks for each character. The masks have different expressions (see the session plan). Give each volunteer a set of their character's masks.

7. I have given each volunteer masks. They are faces of their character. There is a mask with different expressions.
8. Please put on the neutral mask to start.

Point to the image of the volunteers standing in one line with a small gap between them.

9. Bishesta and Perana, stand side by side.
10. Carer and young woman, please stand side by side.

The two groups need to be on the same line.

11. This is Bishesta, Perana, a young woman and her carer. They live in rural Nepal. They don't have a lot of money.

Session time: 35 minutes

1. Follow group session instructions
2. But use two volunteers instead of four
3. Volunteers are Bishesta and the young person with an intellectual impairment
4. Ask the carer to be Bishesta
5. The second facilitator is the young person

Scenario one

1. One day, the girl turns ten years old. In the Bishesta household, Perana explains that she will soon menstruate. She tells Bishesta that she will bleed from her vagina. Perana says it is normal and nothing to be scared about. It is nothing to be ashamed of. It is natural. Girls usually start menstruating between ten and 18 years old. Bleeding lasts for four to seven days each month.

Perana shows Bishesta a menstrual pad and explains that it's worn to absorb the menstrual blood. Perana helps Bishesta practice wearing a menstrual pad. She shows her where to dispose of a used menstrual pad and wash her hands with soap and water after. Perana goes through this a number of times before Bishesta's first menstruation.

Perana explains that Bishesta might have stomach cramps when she menstruates. This is normal. It's nothing to be afraid of. Perana says she will help Bishesta by giving her pain relief. Perana explains that Bishesta must eat iron rich foods when she is menstruating. If she feels tired, she should rest. Perana tells Bishesta there is nothing she cannot do when she is menstruating. They do not follow menstrual restrictions.

In the other household, the carer does not tell the young girl about menstruation and she does not show her menstrual pads, or how to use them.

2. Does anyone have any questions? Would you like me to repeat the situation?

If no one has any questions, move on.

3. One day, the young woman menstruates for the first time. How do you think they feel?
4. Bishesta and the young woman, please take your steps.

Point to the instruction on steps.

5. Perana and the carer, please stand by your young woman's side.

Note what might happen:

- *The young woman who did not have information before puberty, is scared and doesn't know what's happening to her. She feels uncomfortable wearing a menstrual pad so takes it off. Two steps back.*
- *Bishesta is a bit scared, but she knows that she has begun menstruating and that it is normal. She knows it is nothing to be ashamed about. She is comfortable and confident. One step forward.*

Address the volunteers:

6. Bishesta and young woman, why did you take your steps?

Allow time for a discussion.

7. What do other people think? Do you agree with the steps?

Allow the rest of the group time to react and comment. If there is a disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. The facilitator's role is to assess when to intervene to clarify reasons for decisions and to bring out any points to discuss. After the group discussion, continue. In the discussion, bring out the points under 'note what might happen' above.

Pass the happy mask to Bishesta and Perana. Give the sad mask to the carer and young woman.

Scenario two

1. Now for the next situation. Both young women have menstrual cramps. Both of them are upset, withdrawn and they refuse to eat.
2. Perana reassures Bishesta and shows her love. She gives her a hot water bottle for her stomach and hot water to drink. Perana encourages Bishesta to rest. Their household does not follow menstrual restrictions.
3. In the other household, the carer does not know why her daughter is behaving that way and gets cross with her. This household follows menstrual restrictions.
4. Take your steps.

Note what might happen:

- *Bishesta feels reassured and loved. The hot water bottle and drink eases her pain. Two steps forward.*
- *The young woman feels confused, angry and is in pain. She does not understand the menstrual restrictions. Her carer is frustrated with her. Two steps back.*

5. Why have you taken these steps?

Allow time for answers.

6. What do others think of this? Do you agree with the steps?

Allow the rest of the group time to react and comment. If there is a disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. Points to cover in the discussion:

7. Perana helps Bishesta to be comfortable and happy. When she does this, Bishesta shows Perana love.
8. The other young woman feels confused, angry and is in pain. She does not understand the menstrual restrictions. Her carer is frustrated with her. It becomes a negative cycle.

The volunteers continue wearing the same masks as before.

Scenario three

1. Perana reminds Bishesta how to use a menstrual pad and when it needs changing. She puts clean menstrual pads near Bishesta's bed. She shows Bishesta where they are.
2. In the other household, the carer changes the young woman menstrual pad first thing in the morning and last thing at night. She does not store clean menstrual pads and does not show the young woman where she can get clean pads.
3. Are there any questions? Would you like me to repeat it?
4. Perana and the carer need to go to work. They leave Bishesta and the other young person alone at home. Both young women are menstruating and have a heavy blood flow.
5. The two young women go out into the community. Bishesta is wearing a clean menstrual pad. She feels happy and confident.
6. The other young woman is not wearing a clean menstrual pad and has blood on her clothes.
7. Take your steps.

Note what might happen:

- *Bishesta greets people. She does not have blood stained clothes and people are happy to see her. Two steps forward.*
- *The young woman who is not wearing a clean menstrual pad greets people. But they are surprised that she has blood on her clothes and are not friendly to her. One step back.*

8. Please explain why you have taken your steps.

Allow time for answers.

9. Do others agree with this? Is there anything else you want to add?

Hand out the masks. Allow the rest of the group time to react and comment. If there is a disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. Points to include in the discussion:

10. Bishesta gets her menstrual pads from Perana. She uses them properly. She feels comfortable and confident at home and in public. She lives a dignified life. She is loved by all her family members and everyone in the village. She is an inspiration to others as she is learning to be as independent as possible.
11. Whenever Bishesta needs support to understand the changes she faces when growing up, Perana motivates and helps her.
12. Perana provides information and emotional support to Bishesta. She also offers enough menstrual products and provides pain relief when Bishesta needs it. When Perana does this, Bishesta shows her love. Perana feels confident that Bishesta is more able to take care of herself. The family is happy and they are respected in the community.
13. In the other household, the young woman greets people with blood stained clothes. They are surprised that she has blood on her clothes and turn away from her. Her family is embarrassed.
14. Which household do you want to be?

✓ *Aim: they all say the Bishesta household.*

15. Can we all be Bishesta households? Yes!

16. In the Bishesta household, Perana provides enough menstrual products.

Hold up the key behaviour 3 card.

17. Perana provides pain relief to Bishesta and show Bishesta love.

Hold up key behaviour 4 and 5.

18. Bishesta uses a menstrual product.

Hold up key behaviour 1.

- Bishesta use pain relief and does not show her menstrual blood in public. Menstrual blood is not shameful. Sometimes menstrual blood does leak on your clothes. People should not be scolded when this happens. But we want encourage the people we care for to use menstrual pads because these are more absorbent than clothes.
- Menstrual pads can be more comfortable and effective as they are more absorbent. They can help prevent clothes becoming stained.
- Menstrual pads need to be made of clean, soft, absorbent material and stay in place without rubbing. To keep them clean and comfortable, they need to be washed and dried thoroughly after use.

Hold up key behaviour 2.

19. Now you have all entered the campaign competition.

20. Households that performs all the key behaviours will win [*point to the key behaviours*].

21. Those households will be the Bishesta household. They will be celebrated.

Point to the image of Bishesta and Perana.

22. From now on, we will refer to the young women you look after as 'Bishesta' because we are all working towards being Bishesta households.

23. Thank you very much for your participation. We are going to have a 20-minute break now. There are refreshments and snacks over there. Please take time to get to know each other. We are all here to support each other.

Session 3 The Bishesta doll

Session 3	The Bishesta doll
Person leading the session	All trainers leading four groups
Purpose	<p>Introduce the Bishesta doll, the menstrual storage bag, menstrual shoulder bag and menstrual bin.</p> <p>Helps self-advocate:</p> <ul style="list-style-type: none"> • Know when a pad needs to be changed • Practice changing a menstrual pad and re-dressing Bishesta • Understand where a person feels menstrual cramps • Understand that menstrual symptoms can make you feel sad, angry, tired, possibly more organised • Understanding that pain relief options may help <p>Helps carers:</p> <ul style="list-style-type: none"> • Understand when to give pain relief • Understand when to provide emotional support
Time allowed	35 minutes in total
Tips on room layout	<ul style="list-style-type: none"> • Each group, including the facilitator should sit in a small circle • If the self-advocates do not like the noise, take that group to the quiet space • Groups should be in different corners of the room to avoid distraction
Materials needed	<ul style="list-style-type: none"> • Menstrual storage bag • Bishesta washing her hands card • Menstrual bin • 1 large Bishesta dolls with all the components per group (clean and used menstrual pads, pain symbols, blood symbols, expressions, hot water bottle, clothes) • Key behaviour cards
Campaign components to hand out	<ul style="list-style-type: none"> • Menstrual storage bag • Menstrual bin • Campaign mirror • Small Bishesta doll • Dangles
Preparation	<ul style="list-style-type: none"> • Put the key behaviour cards on the wall or floor where the group can see it • Make sure the Bishesta doll is not wearing a menstrual pad, but is dressed • All the materials needed are near the facilitators
Method	<ul style="list-style-type: none"> • Split the group into five groups. Each group has one carer and one self-advocates • One facilitator in each group • Five groups working at the same time
Session outline	<ul style="list-style-type: none"> • Introduction and overview (lead facilitator) • Group work

	<ul style="list-style-type: none"> • Putting a menstrual pad in the underwear (10 minutes) • Changing / disposing of a used menstrual pad; menstrual storage bag; washing hands (15 minutes) Pain relief (10 minutes)
Key messages	<ul style="list-style-type: none"> • Self-advocates can manage their own menstruation more independently if carers support them • Self-advocates can feel more comfortable and confident at home and in public when they are menstruating if carers and self-advocates follow the key behaviours
Target behaviours	<ul style="list-style-type: none"> • Self-advocate: use a menstrual product; use pain relief • Carer: provides enough menstrual products, provides pain relief options, provides emotional support
Motivators	<ul style="list-style-type: none"> • Nurture • Dignity • Reward • Affiliate

Lead facilitator:

1. In Bishesta households, Bishesta uses a menstrual product.

Point to key behaviour 1 card.

2. Bishesta uses pain relief.

Point to key behaviour 2 card.

3. Perana provides enough menstrual products and pain relief. She also provides emotional support to Bishesta.

Point to key behaviour 3 and 4.

4. We are going to practice doing these things with our Bishesta doll.
5. This is our Bishesta doll (*show it to the group*).
6. Bishesta has clothes and underwear. She has clean menstrual pads (*show these to the group*).

Split into your smaller groups (one facilitator with one self-advocate and one carer)

HOUSEHOLD
TRAINING

Session time: 25 minutes

Follow the group session instructions.

Putting a menstrual pad in the underwear

Pass the clean menstrual pad around the group. Encourage the self-advocate to look at it and hold it, but don't push them if they don't want to.

Ask the self-advocates:

1. Bishesta is menstruating.
2. Where do you think the clean menstrual pad should go?

✓ *Aim – that the self-advocates put the clean menstrual pad inside the doll's underwear.*



Whatever the self-advocate says, acknowledge it with encouragement. If they do not know, gently suggest it. Ask them what they think of that suggestion.

To carers:

3. If your Bishesta needs help, please guide them. But don't do it yourself. It is important that Bishesta does it herself so she can learn.

4. If your Bishesta is physically unable to change the menstrual pad, you will have to do it for her. But you must explain what you are doing to the person you support, so she knows what is happening.

When the self-advocate has put the menstrual pad in the underwear, put the happy expression on the doll.

If any have been unable to do it, say:

5. It's ok that you have not been able to do it this time. There is lots of time for practice.
6. Carers, please help your Bishestas put a clean pad on the doll.

Changing / disposing of a menstrual pad; menstrual storage bag; washing hands

When every self-advocate has put a clean menstrual pad on the doll, show the group the used menstrual pad.

1. This is a used menstrual pad. It is not real blood. Have a look, touch it.

Pass the used menstrual pad round the group. Then show them the full menstrual storage bag.

2. This is our menstrual storage bag. We keep these in our home, near our beds. We have one of these for each of you to take home.
3. This is where you can find a clean menstrual pad.
4. Carers, it is your responsibility to keep this storage bag full, and keep it next to Bishesta's bed at all times. This is part of being a Bishesta household.

Show the group the menstrual bin.

5. This is our menstrual bin.
6. You will each get one of these bins.
7. When you take off a used pad, you must put it in your menstrual bin.
8. Carers, these bins must be near Bishesta's bed. You must empty and clean this bin often when Bishesta is menstruating.
9. Carers, you must wash the used menstrual pads with soap and water regularly. Then hang them to dry thoroughly in direct sunlight to prevent bacteria. Or support your Bishestas to do this.

Show the card of Bishesta washing her hands.

10. We always wash our hands with soap and water after changing a menstrual pad.
11. Now we are going to change the Bishesta doll's used pad. We will get a clean menstrual pad out of the menstrual storage bag.

Put the used menstrual pad on the doll. Put the pained expression on her face.

Put the clean menstrual pad and the menstrual bin next to the doll. Put the Bishesta washing her hands card near the doll.

To the self-advocates:

12. What do you think is wrong with Bishesta?

13. What do you think she should do?

To the carers:

14. If your Bishesta needs help please guide her. Please only make suggestions, do not give her the answers or tell her what to do. If she gets it, please celebrate this. If she tries, please encourage her.

Make sure it is the self-advocate who takes the pad on / off. The carer must not take over. If the self-advocate can't change the pad, say it is ok and move on. There will be more time to practice later.

Every time the self-advocate has removed the used menstrual pad, ask her what she should do with it now? Show her the menstrual bin. Congratulate the self-advocate when she puts the used menstrual pad in the bin.

When the self-advocate has put the used menstrual pad in the bin, ask:

15. What would you do now?

Show the self-advocate the Bishesta washing her hands card.

✓ *Aim: self-advocate: wash my hands*

16. Well done.

17. What do we need to do now?

18. Bishesta needs to wear a menstrual pad when she is menstruating.

19. Is Bishesta wearing a clean menstrual pad?

20. Where are the clean menstrual pads?

Have the menstrual storage bag near the doll.

To carers:

21. If your Bishesta needs help putting a clean menstrual pad on the doll, please guide her. Remember your Bishesta must do it herself and lead the process.

When the clean menstrual pad is on the doll, put the happy expression on the doll.

If the doll is only wearing underwear, ask the self-advocates:

22. What does Bishesta need to do now?

23. Is Bishesta dressed?

24. Do you think she should get dressed?

25. Can you dress her please?

Encourage the self-advocates to dress the doll. Carers can help if needed. Congratulate everyone on completing the task.

Pain relief

1. Put the pained expression on the doll.

Ask the self-advocate:

2. What is wrong with Bishesta?

If no one answers, put the pain symbol on the doll's stomach. Bend the doll over and put her hands on her stomach

Ask the self-advocates:

3. What do you think is wrong with Bishesta?

To self-advocates and carers:

4. Do you think she has menstrual cramps?
5. That's right, she does have menstrual cramps. This is normal. Most people have cramps when they menstruate.

To the carers:

6. Having menstrual cramps is normal. But if your Bishesta is in a lot of pain, take her to a doctor.

To the self-advocates:

7. When you menstruate, where do you have pain?

Give the pain symbol to the self-advocate.


8. Put the pain symbol where you think she might feel pain.

Say the following if she gets it right and put the pain symbol in the relevant place on the doll. If she cannot answer, put the pain symbol on the relevant body part and tell the self-advocate that she can feel pain in these places when menstruating.

9. Yes, that's right – Bishesta might have a headache when she is menstruating.
10. Yes, that's right – Bishesta might have a stomach ache when she is menstruating.
11. Yes, that's right – Bishesta might have a sore back when she is menstruating.
12. Yes, that's right – Bishesta might have tender breasts when she is menstruating.
13. Do you ever feel like that?

Have the hot water bottle nearby.

14. Carers what would you do if Bishesta expresses that she has menstrual cramps?

 *Aim: the carer - provide pain relief options. They might say that their Bishestas will not take any pain relief and withdraws. If that is the case, encourage the carer to provide emotional support and show love to her Bishesta so that she feels calmer.*

15. That's right – there are a number of pain relief options: hot water bag, hot water to drink and rest. All of these will help your Bishesta feel better.

16. Now we will try this out with the Bishesta doll.

Put the pained expression and pain symbol on Bishesta's stomach and back. Ask the self-advocate:

17. What do you think is happening?

18. What do you think Bishesta should do?

19. Carers, please support Bishestas if they need it.

✓ *Aim: self-advocates expresses that the Bishesta doll is in pain to her carer. If she does not do that, ask the carer to encourage her to do that. When she does communicate that the Bishesta doll is in pain, say:*

20. Good, Bishesta has shown Perana that she is in pain. Now Perana can help.

To the carers:

21. What would you do now?

Put the hot water bottle near the doll.

✓ *Aim: Carers give Bishesta the hot water bottle*

22. Is there anything else you would do?

✓ *Aim: carers let Bishesta rest, shows her love and reassures her.*

23. Perana shows Bishesta love and reassures her that the pain is normal.

24. When Perana does this, Bishesta shows her love.

25. Bishesta is happier and more comfortable.

26. If you do these things you are a good carer like Perana, because you support Bishesta to be as independent as possible during menstruation. You will be seen as a role model.

27. Providing pain relief and showing Bishesta love when she's menstruating is part of being a Bishesta household. If you do these things, you will be a Bishesta household.

To the self-advocates:

28. Good. How do you think Bishesta will feel now?

29. Put the happy expression on the doll and take off the pain symbols.

30. Does anyone have any questions?

31. Thank you very much for your participation.

Give the self-advocate:

- A menstrual storage bag
- A small Bishesta doll (if she wants it)

Give the carer:

- A menstrual bin
- A campaign mirror.
- Dangles.

To carers:

32. This is a campaign mirror [hold it up]. Put it near Bishesta's bed. When you or Bishesta look at it, you will see Perana or Bishesta looking back.
33. Hang these dangles near your Bishesta's bed. These dangles are visual reminders that you are both working towards being a Bishesta households.
34. Put the menstrual storage bin and the menstrual storage bag next to Bishesta's bed.
35. When we visit your homes we will be checking that these things are in place. If you have them in place, you will get points for being a Bishesta household.

Session 4. Close the training session

Session 4	Close the training session
Person leading the session	Lead facilitator
Purpose	<ol style="list-style-type: none"> 1. Remind the participants what has been covered in the training 2. Encourage a sense of competition 3. Explain about the household monitoring visits 4. Share the next training session date. Encourage people to come 5. Thank participants for their active participation
Time allowed	15 minutes
Room layout	<ul style="list-style-type: none"> • Chairs in a semi-circle
Materials needed	<ul style="list-style-type: none"> • Menstrual storage bag • Menstrual bin • Campaign mirror • Dangle
Campaign components to hand out	<ul style="list-style-type: none"> • Nothing
Preparation	<ul style="list-style-type: none"> • Have materials needed lined up near the lead facilitator
Method	<ul style="list-style-type: none"> • Facilitated discussion
Session outline	<ul style="list-style-type: none"> • Ask participants to recall content from the day's training • Reiterate the key behaviours • Promote the competition • Share the next training date
Key messages	<ul style="list-style-type: none"> • We can all be Bishesta households • It is important to come to the next training session
Target behaviours	<ul style="list-style-type: none"> • Self-advocate: use a menstrual product; use pain relief • Carer: provides enough menstrual products, provides pain relief options, provides emotional support
Motivators	<ul style="list-style-type: none"> • Affiliate • Dignity • Nurture

Lead facilitator:

Bring the group back together. Self-advocates can stay in the separate area if they prefer.

1. This is the last session. I hope you have enjoyed it.

Running over the campaign components

2. You now have the menstrual storage bag, menstrual bin, dangle and Bishesta mirror.
3. Where do all these things need to go?

✓ *Aim: carers - next to Bishesta's bed.*

To carers:

4. What do you need to do with the menstrual storage bag?

✓ *Aim: carers - put it next to our Bishesta's bed, make sure it is always full.*

5. What do you have to do with the menstrual bin?

✓ *Aim: carers - empty and clean it often.*

6. We also spoke about menstrual cramps and pain relief.

To carers:

7. How will you relieve her pain?

✓ *Aim: carers - with pain relief options, helping her Bishesta rest, showing her love and reassuring her that the menstrual cramps are normal and will pass.*

8. You have the Bishesta mirror. Put it up in your house. When you look at it, see Perana. When the young person looks at it, she sees Bishesta.

9. These resources will help you achieve the key behaviours. What key behaviour is this?

Point to the key behaviour 1. When they get it correct, move onto the next key behaviour. Continue until you have gone through all five key behaviours.

10. If you do all these key behaviours, Bishesta will feel comfortable and confident at home and in public. She will lead a dignified life. She will be loved by all her family members and everyone in the village. She will be an inspiration to others as she is learning to be as independent as possible.
11. Perana always supports Bishesta whenever she needs it. She helps Bishesta understand the changes she faces when growing up, Perana motivates and helps her.
12. Carers, if you do this you will be seen as a good carer by the community. You will be a role model and people will respect you.

HOUSEHOLD SESSION

Session time: 15 minutes

1. Follow the group session plan
2. But, when talking about the competition, say they are in competition with other households taking part in the campaign
3. Ones that become Bishesta households and follow the target behaviours will be celebrated.

13. We will be visiting your homes to see if these resources are in the right place and if they are being used.
14. Those that are will be celebrated as the Bishesta households at our next meeting.
15. The next group session is on *[insert date]*. Please come. We will be handing out more things that will help our Bishesta's manage their menstruation more independently.
16. Thank you so much for your participation today. We have really enjoyed working with you all!



Remember to complete:

1. Attendance Sheet
2. The provision of the Bishesta campaign form

Materials needed

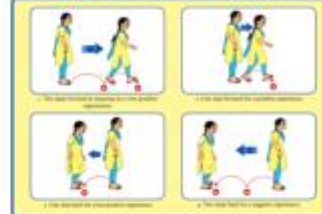
Materials needed





Game of life - instructions on where to stand

Game of life: instructions on steps







Remember to complete
Attendance Sheet

When participants arrive, hand a campaign badge to each participant.

Session 1 Introduction

Session 1	Introduction
Person leading the session	Lead facilitator
Purpose	<ul style="list-style-type: none"> • For facilitators and participants to greet each other • Share the agenda • Remind the group how to work together • Carry out the campaign ritual • Explain about the break out areas
Time allowed	25 minutes
Tips for room layout	<ul style="list-style-type: none"> • Chairs placed in a circle so all participants can see each other
Materials needed	<ul style="list-style-type: none"> • Name badges and marker pen • Quiet room and creative space posters • Blue tack • Campaign journey poster • Agreeing ways of working together poster • Large Bishesta doll • Key behaviours cards
Campaign components to hand out	<ul style="list-style-type: none"> • None
Preparation	<ul style="list-style-type: none"> • Put the journey poster and agreeing ways of working together on the wall near the group • Put key behaviours on the wall • Give each participant a name badge or ask them to write their name on a sticker and wear it during the session
Method	<ul style="list-style-type: none"> • Facilitated group discussion
Session outline	<ul style="list-style-type: none"> • Welcome, agenda, breakout rooms and agree principles of working together: 10 minutes • Campaign ritual: 15 minutes
Key messages	<ul style="list-style-type: none"> • We all have something to learn from each other • The workshop is a supportive space where people can talk about menstruation and caring for another person's menstruation • A good carer shows the person she looks after love. She is a role model. Supporting Bishesta to manage her menstruation is part of being a good carer.
Target behaviours	<ul style="list-style-type: none"> • Give the self-advocate emotional support
Motivators	<ul style="list-style-type: none"> • Nurture • Affiliation • Reward

Welcome, agenda, agree principles of working
together (10 minutes)

HOUSEHOLD
TRAINING

Lead facilitator:

1. Hello. Welcome back to the Bishesta campaign! Are you all comfortable?
2. The toilets are *[give directions]*. Water is over there if you'd like a drink *[point to the water and glasses]*.
3. Bishestas, we would love you to join every session. But if you don't want to, you can go to the creative space or the quiet room.
4. The creative space is there *[point to the location]*. Look for this poster *[hold up the creative space poster]*.
5. The quiet space is there *[point to the location]*. Look for this poster *[hold up the quiet room poster]*.
6. You may remember, my name is *[insert your name]*. I am the lead facilitator for these sessions. These are my colleagues *[each facilitator says her name]*.

Ask people to look at the campaign journey poster.

7. This is our journey. At the last session we talked about how important it is for Bishesta to manage their menstruation as independently as possible.

Point to the image 1 on the campaign journey.

8. We learnt about the Bishesta and Perana campaign.

Point to the image 2.

9. Then we used the Bishesta doll to learn how to change a menstrual pad.

Point to image 3 on the campaign journey.

10. We gave out some campaign components.

Point to image 4.

11. We practiced getting the clean pads out of the menstrual storage bag.

12. Carers, do you remember what you had to do with the menstrual storage bag?

✓ *Aim: carers – put it next to Bishesta's bed and make sure it is always full.*

13. Yes, that's right. The menstrual storage bags must be next to your Bishesta's beds. You must always make sure that it's full.

Point to key behaviour 3 card.

14. We worked on disposing of the used menstrual pads in the menstrual bin.

*Welcome, agenda, agree
principles of working
together*

Session time: 10 minutes.

1. Follow the group session instructions
2. If this household is a Bishesta household (doing the target behaviours), present them with a certificate
3. If this household is not a Bishesta household, tell them how many households in the competition have already won

Campaign ritual

Session time: 15 minutes

Follow group session
instructions

15. We worked on communicating pain and providing pain relief.

Point to key behaviour 4.

16. Carers, we worked on showing love and emotional support.

Point to key behaviour 5.

17. We did a lot last session!

18. Today we are continuing on that journey.

If some households have become Bishesta households complete the following steps. If not, skip to 'show image 5 and 6 on the campaign journey'.

19. But first. We have been visiting your homes to see if you have adopted the target behaviours.

20. There are already some households that have already become Bishesta households!

Announce the winners and hand out the certificate.

21. This is excellent progress! Well done Bishesta households!

22. Today we will be doing more exercises to make adopting these key behaviours even easier. We will give more resources to help you.

Show image 5 and 6 on the campaign journey.

23. After this group session, we will visit you in your homes to see if you have adopted the key behaviours.

24. There's still time for every one of you to be a Bishesta households if you work on it.

Point to image 8 on the campaign journey.

25. Our ultimate destination is that we are all Bishesta households.

26. We are working towards Bishesta managing their menstruation more independently. So that she can lead a happier and dignified life in the Bishesta households.

27. Perana feels confident that Bishesta is more able to take care of herself. The family is happy and they are respected in the community.

Show the group the 'agreeing ways of working together image'.

28. Do you remember this from the first session?

29. Many people find menstruation and menstrual hygiene a difficult to talk about, but we are getting better at it as we continue our journey together. We all know that menstruation is normal. It is nothing to be ashamed about.

Point to image 1.

30. This is a safe space to talk about these things. You don't need to feel shy or embarrassed.

31. We trust each other.

32. We are all learning from each other.

Point to image 2 and 3.

33. Any personal stories or experiences will not be shared beyond this session, unless permission is given to do so.

Point to image 4 and 5.

Campaign ritual (15 minutes)

Lead facilitator.

Stand in a circle, with self-advocates next to carers.

1. Now we are going to do our campaign ritual. We will do this at the start of every session.
2. Carers, please turn to face the person you support.
3. Carers, please show her some love. Show them you care for her. You can show your love in any way you want.

When everyone has done this, ask the carers:

4. How do you feel when you show her love?

✓ *Aim: carers answer that they feel loved.*

Ask the self-advocates:

5. How do you feel when your carer shows you love?

✓ *Aim: self-advocates say they feel happy.*

6. Showing respect and love to the person you support, shows that you are a good carer.

Ask the self-advocates:

7. Would anyone like to introduce themselves?

Give them time to answer. If no one wants to, or if not everyone has been introduced, ask the carers:

8. Tell us about your person. What do you love about her?

People may feel shy. Give them time to speak.

9. Thank you. In any family or care home, we love each other. This makes us feel secure and happy. We all want to see our Bishestas lead a dignified life. Supporting her to understand how to manage their menstruation is part of that. You can help your Bishesta lead a more dignified life.

Session 2. Menstrual shoulder bag

Session 2	Menstrual shoulder bag
Person leading the session	Facilitators
Purpose	<ul style="list-style-type: none"> • Introduce the menstrual shoulder bag and how it should be used • Self-advocates - practice changing Bishesta's menstrual pad • Carers – understand it is their responsibility to keep the menstrual shoulder bag full and always in the same place
Time allowed	20 minutes per self-advocate and carer
Tips for room layout	<ul style="list-style-type: none"> • Five groups of three chairs in a circle (one chair for the carer, Bishesta and facilitator). • Groups spread around the training room • Facilitator - sit at the top of the circle with the Bishesta doll
Materials needed	<ul style="list-style-type: none"> • Menstrual storage bag • Menstrual shoulder bag • Key behaviours cards • Large Bishesta doll with all the components (clean and used menstrual pads, pain symbols, blood symbols, expressions, hot water bottle, clothes) • Menstrual bin • Bishesta washing her hands poster
Campaign materials to hand out	<ul style="list-style-type: none"> • None
Preparation	<ul style="list-style-type: none"> • Put all materials needed near the facilitator • Put a clean menstrual pad in the large Bishesta doll's underwear
Method	<ul style="list-style-type: none"> • Group work • Five groups of one carers and one self-advocates • One facilitator per group
Session outline	<ul style="list-style-type: none"> • Introduce the menstrual shoulder bag • Self-advocate practices using the menstrual shoulder bag
Key messages	<ul style="list-style-type: none"> • Change your pad • Get your clean menstrual pads out of the menstrual storage bag or shoulder bag • Always take the menstrual shoulder bag out with you when you leave the home when you're menstruating • Carers should ensure that the bags are always full and in the same place
Target behaviours	<ul style="list-style-type: none"> • Self-advocate: uses a menstrual product • Carer: provides enough menstrual products
Motivators	<ul style="list-style-type: none"> • Affiliation • Comfort • Reward • Dignity

Menstrual shoulder bag

HOUSEHOLD TRAINING

Facilitators: break into smaller groups.

1. Do you remember the Bishesta doll?
2. What do you remember about her?
3. Do you remember what we did with her at the last session?

Give the self-advocates time to think and respond. If they can't answer, ask the carers to help them.

Session time: 20 minutes
Follow the group session instructions

4. This is our Bishesta doll. She has clean menstrual pads in her menstrual storage bag [*hold a menstrual storage bag up to the group*]. She wears a menstrual pad.

Show the clean menstrual pad in Bishesta's underwear.

5. Perana always keeps clean menstrual pads in the menstrual storage pad.
6. Bishesta knows where to get them.

Point to key behaviour 3: Perana filling the menstrual storage bag.

7. When Bishesta is in pain, Perana gives her a hot water bottle and lets Bishesta rest.

Put the hot water bottle on the Bishesta doll.

8. Bishesta uses the hot water bottle and drinks warm water for her menstrual cramps. She rests.

Lie the Bishesta doll down with the hot water bottle on her stomach.

9. Perana also shows her love when she is menstruating.

To carers:

10. Please can you show the Bishesta doll love (e.g. stroke her hair).

To self-advocates:

11. Bishesta also has a menstrual shoulder bag.
12. Each of you will get your own menstrual shoulder bag.

Hold up the menstrual shoulder bag.

13. This bag must always be full of clean menstrual pads.
14. Carers, you must ensure that this shoulder bag is always full.
15. You must keep it in the same place, where Bishesta knows where it is.
16. Whenever you [*self-advocate*] are menstruating, you must take this shoulder bag out with you.
17. Carers you must remind your Bishesta to take the shoulder bag out with her when she's menstruating.

Open a menstrual shoulder bag and go through its contents.

18. Inside it there is a plastic bag.

19. If you are out and you need to change your menstrual pad, put the used pad in this bag. It will not smell.

Put the used menstrual pad in the plastic bag.

20. Put the plastic bag in your shoulder bag.

Put the doll's shoulder bag on the doll.

21. When you get home, dispose of the used menstrual pad in the menstrual bin.

Take the used menstrual pad out of the doll's plastic bag and put it in the menstrual bin.

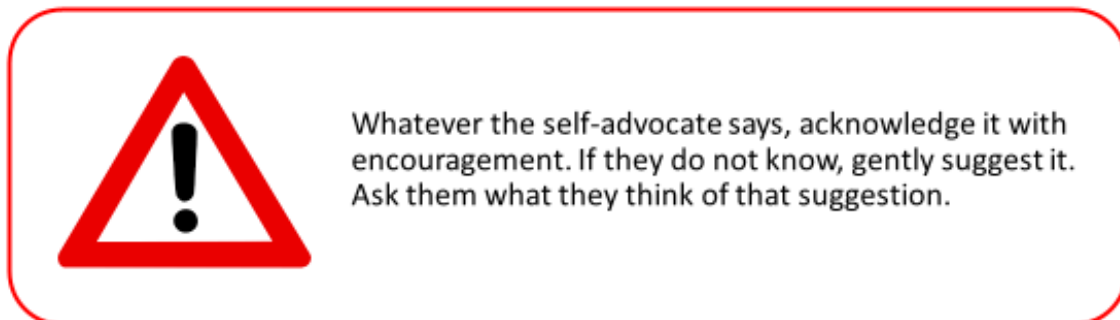
Give a menstrual shoulder bag to the self-advocates and carers so they can look at the contents.

22. Carers, you must wash and air the plastic bag when it has been used.
23. Now we are going to practice using the menstrual shoulder bag with the Bishesta doll.
24. Do you have any questions?
25. Bishesta is menstruating and wants to go out.

Enact the Bishesta doll leaving home without her menstrual shoulder bag. Ask the self-advocate:

26. Is she forgetting something?

✓ *Aim: self-advocate says Bishesta has forgotten the menstrual shoulder bag. If self-advocates say this, put the shoulder bag on the Bishesta doll. Enact her leaving home.*



If the self-advocates do not say the menstrual shoulder bag, ask the carers to guide her to put it on the doll.

27. Carers, remember it is your responsibility to keep the menstrual shoulder bag and menstrual storage bag full of clean menstrual pads at all times.
28. You must put them next to Bishesta's bed. Then she will always know where they are.
29. Now we are going to enact what Bishesta does with a used menstrual pad when she is out.

Put the menstrual shoulder bag on the Bishesta doll. Put a used menstrual pad in the Bishesta doll's underwear. Put the Bishesta washing her hands card nearby.

Ask the self-advocates:

30. Bishesta is out and needs to change her menstrual pad.
31. Can you help her do that?
32. Carers, please help if you need to but give Bishesta time to work it out.

✓ *Aim: Self-advocates take the used menstrual pad off and puts it in the plastic bag inside the menstrual shoulder bag. Then puts a clean menstrual pad on the Bishesta doll and says she should wash her hands with soap and water.*

If the self-advocate is struggling use these prompts:

33. What should Bishesta do with the used menstrual pad *[take it off]*.
34. Good. Where should she put it? There is no bin nearby.
35. Remember there is a plastic bag in her menstrual shoulder bag.
36. Should she put it in the plastic bag? *[Yes]*.
37. Good. Can you put it in the bag please?
38. Well done. Where does she put the plastic bag? *[in the menstrual shoulder bag]*
39. Do you think she should put it in the menstrual shoulder bag? *[Yes]*.
40. Good that's right!
41. Please can you put it in the menstrual shoulder bag?

Enact the doll getting home.

To carers:

42. When Bishesta gets home, what should you do with the menstrual shoulder bag?

✓ *Aim: carers - take the plastic bag out of the menstrual shoulder bag, dispose of or wash the menstrual pad. Wash the plastic bag. Refill the menstrual shoulder bag and put it in the same place, near Bishesta's bed where she can find it. If the carer does not remember these points, prompt her.*

43. Whenever Bishesta leaves home with her menstrual shoulder bag, she is happy and confident. Perana is proud of her.
44. You can become Bishesta households and win the competition if you *[self-advocates]* wear a menstrual pad whenever you are menstruating, and if carers always keep the menstrual storage bag and shoulder bag stocked up with clean menstrual pads. We can do this!
45. Does anyone have any questions?
46. Thank you for your participation. We will have a break now.

Session 3. Menstrual calendar

Session 3	Menstrual calendar
Person leading the session	Lead facilitator
Purpose	<ul style="list-style-type: none"> • Introduce the menstrual calendar and how / why to use it
Time allowed	15 minutes
Room layout	<ul style="list-style-type: none"> • Chairs in a semi-circle in one big group
Materials needed	<ul style="list-style-type: none"> • Menstrual calendar
Campaign components to hand out	<ul style="list-style-type: none"> • Menstrual calendar (one for each carer)
Preparation	<ul style="list-style-type: none"> • Put the pain symbols on the large Bishesta doll's breasts and stomach. Put the unhappy expression on her face. • Put the menstrual calendars in a pile ready to handout
Method	<ul style="list-style-type: none"> • Facilitated discussion with carers
Session outline	<ul style="list-style-type: none"> • Handout the menstrual calendar • Explain what it is and its purpose
Key messages	<ul style="list-style-type: none"> • Tracking the self-advocate's menstrual cycle, helps carers prepare for her menstruation • Carers can help the self-advocates feel more comfortable and confident when they are menstruating. Self-advocates will show you love when you do this
Target behaviours	<ul style="list-style-type: none"> • Carer: provides enough menstrual products, provides pain relief options, provides emotional support
Motivators	<ul style="list-style-type: none"> • Nurture • Reward

Menstrual calendar (15 minutes)

HOUSEHOLD TRAINING

Lead facilitator:

1. Our hormones change throughout the menstrual cycle. This can result in tender breasts, back ache and menstrual cramps.
2. It can make people feel emotional.
3. It can make Bishesta withdrawn, angry or tearful.
4. Tracking Bishesta's menstrual cycle can help you understand what she is feeling and why.
5. It will help you work out how long she usually menstruates, and how many days are usually between her menstruation
6. When she is menstruating, what are your key behaviours, carers?

Session time: 15 minutes

Follow the group training session instructions

✓ *Aim: carers - they should provide enough clean menstrual pads, provide pain relief and show Bishesta emotional support. When they say each behaviour, hold up the pictures of the key behaviours. If they are struggling, hold up each key behaviour card.*

7. That's right. You can ensure she has enough clean menstrual pads and provide pain relief.
8. It is important to show Bishesta emotional support and love when she is angry or upset. She might be scared and in need of reassurance.
9. This menstrual calendar can help you track when Bishesta will menstruate.

Hold up the menstrual calendar to the group.

10. This calendar can be used to track Bishesta's menstruation and also your family plans.
11. There is a pen for you to write on the calendar.
12. When Bishesta starts menstruating, circle the date.
13. Then circle every day she is menstruating.
14. When she stops menstruating, stop circling the dates
15. If you do this for a few months, you will begin to see how many days your Bishestas menstruate for, and how many days there usually are between menstruation
16. By tracking this, you will be able to predict when she is likely to start menstruating next
17. Knowing this will help you prepare
18. What kind of things could you do to prepare for your Bishesta's menstruation?

✓ *Aim: carers – fill up the menstrual storage bag and shoulder bag with clean menstrual pads. If they are struggling, hold up the key behaviour card showing Perana filling the menstrual storage bag.*

19. Good!
20. Can you think of a way that you can help your Bishesta's prepare for the next time she menstruates?

✓ *Aim: carers – remind their Bishesta's where the menstrual storage bag, shoulder bag and menstrual bins are. Look at a menstrual pad together. Practice wearing one.*

21. Good! It is important to keep reminding our Bishestas about where to get a menstrual pad, how to use it and dispose of it. They may forget.
22. You may have to remind your Bishestas for a long time before they can remember without help. You may also have to remind them forever. It is important that you keep doing this so your Bishestas aren't scared when they menstruate.
23. Have a look at your calendar. There are also some images at the bottom of the calendar.

Point to the first image: a sad face with an arrow to a heart.

24. What do you think this one is?

✓ *Aim: carer - show Bishesta love. When they answer correctly or if they cannot answer, hold up key behaviour 5.*

25. Yes, that's right – show Bishesta love when she is feeling emotional when she is menstruating.
26. When you do this, Bishesta will show you love too.
27. What do you think this one is?

Point to the second image: one drop of blood pointing to three menstrual pads.

✓ *Aim: carer - ensure Bishesta has enough menstrual pads. When they answer correctly or if they cannot answer, hold up key behaviour 3.*

28. Yes, that's right. Make sure Bishesta has enough menstrual pads.

Point to the third image: three drops of blood pointing to six menstrual pads.

✓ *Aim: carer - change Bishesta's pads regularly when she has a heavy blood flow.*

29. Yes, that's right – Bishesta needs to change her pad every 4 to 6 hours depending on how heavy her blood flow is.
30. She will need to be reminded to do this.
31. You must make sure that there are always enough clean menstrual pads in the menstrual storage bag.
32. It might take a year of reminding her before she's able to do it on her own.
33. It is very important to keep reminding her.
34. If she physically can't change the pad herself, you will need to change her pad every 4 to 6 hours.
35. What is this image saying?

Point to the forth image: pain symbol with an arrow pointing to a hot water bottle.

✓ *Aim: carer - provide pain relief to Bishesta. When they answer correctly or if they cannot answer, hold up key behaviour 4.*

36. Yes, with that – provide pain relief to Bishesta.
37. Encourage her to rest.
38. Does anyone have any questions?

Give one calendar to each carer.

39. Put this up at home.
40. Remember to track Bishesta's menstruation on it each month.
41. A better understanding of Bishesta's menstrual cycle will lead to greater harmony in your home.

Session 5. Close the training session

Session 4	Close the training session
Person leading the session	Lead facilitator
Purpose	<ol style="list-style-type: none"> 1. Remind the participants what has been covered in the training 2. Remind people of the key target behaviours covered 3. Encourage a sense of competition 4. Remind about the household monitoring visits 5. Share the next training session date. Encourage people to come 6. Thank participants for their active participation
Time allowed	15 minutes
Room layout	<ul style="list-style-type: none"> • Chairs in a semi-circle
Materials needed	<ul style="list-style-type: none"> • Menstrual shoulder bag • Menstrual calendar
Campaign components to hand out	<ul style="list-style-type: none"> • Menstrual shoulder bag
Preparation	<ul style="list-style-type: none"> • Put materials needed near the lead facilitator
Method	<ul style="list-style-type: none"> • Facilitated discussion
Session outline	<ul style="list-style-type: none"> • Ask participants to recall content from the day's training and explain what the campaign components are for and how to use them • Get feedback from the participants • Share the next training date
Key messages	<ul style="list-style-type: none"> • We can all be Bishesta households
Target behaviours	<ul style="list-style-type: none"> • Self-advocate: use a menstrual product; use pain relief • Carer: provides enough menstrual products, provides pain relief options, provides emotional support
Motivators	<ul style="list-style-type: none"> • Affiliation

Running over the campaign components

Lead facilitator:

1. This is the last session today. I hope you have enjoyed it.
2. You now have a menstrual calendar.
3. What should Bishesta do with the menstrual shoulder bag?

✓ *Aim: self-advocates / carers - Bishesta takes the menstrual shoulder bag out of the house every time she is menstruating.*

To carers:

4. What must you do with the menstrual shoulder bag?

✓ *Aim: carers – we must keep it full, put it next to Bishesta's bed and encourage her to take it out with her whenever she is menstruating.*

5. Good! How do we use the menstrual calendar?

✓ *Aim: carers – use the calendar to track Bishesta's menstruation. This should be done each month.*

6. That's right. And what is the purpose of tracking Bishesta's menstruation?

✓ *Aim: carers to answer - so that we can prepare and make sure she has enough clean menstrual pads.*

7. What is this key behaviour?

Point to the key behaviour 1. When they get it correct, move onto the next key behaviour. Continue until you have gone through all five key behaviours.

8. If you do all these key behaviours Bishesta will feel comfortable and confident at home and in public.

9. She will lead a more dignified life.

10. She will be loved by all her family members and everyone in the village.

11. She will be an inspiration to others as she is learning to be as independent as possible.

12. Perana always supports Bishesta whenever she needs it. She helps Bishesta understand the changes she faces when growing up, Perana motivates and helps her.

13. If you do this your family will be happy. You will be seen as a role model and people will respect you.

14. We'll be visiting your homes to see if these resources are in the right place and if they are being used.

15. Those that are will be celebrated as the Bishesta households at our next meeting.

16. The next group session is on *[insert date]*. We will be handing out more things that will help our Bishesta's manage their menstruation more independently.
17. Thank you so much for your participation today. We have really enjoyed working with you all!

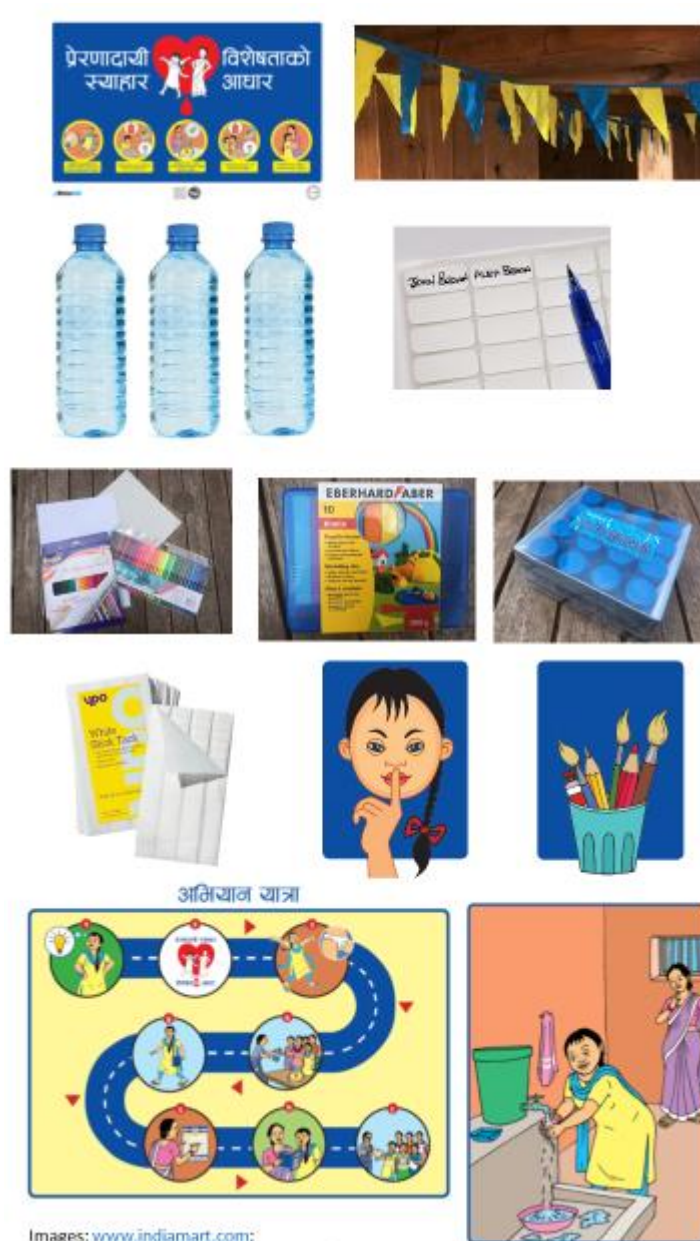


Remember to complete:

1. Attendance Sheet
2. The provision of the Bishesta campaign form

2.3 Group Training 3

Materials needed



Images: www.indiamart.com;
www.nametags4u.co.uk; www.ypo.co.uk





Remember to complete
Attendance Sheet

When participants arrive, hand each person a key ring.

Session 1 Introduction

Session 1	Introduction
Person leading the session	Lead facilitator
Purpose	<ul style="list-style-type: none"> • For facilitators and participants to greet each other • Share the agenda • Remind the group how to work together • Carry out the campaign ritual • Explain about the break out areas
Time allowed	25 minutes
Tips for room layout	<ul style="list-style-type: none"> • Chairs placed in a circle so all participants can see each other
Materials needed	<ul style="list-style-type: none"> • Name badges and marker pen • Quiet room and creative space posters • Blue tack • Campaign journey poster • Agreeing ways of working together poster • Large Bishesta doll • Key behaviours cards
Campaign components to hand out	<ul style="list-style-type: none"> • None
Preparation	<ul style="list-style-type: none"> • Put the journey poster and agreeing ways of working together on the wall near the group • Put key behaviours on the wall • Give each participant a name badge or ask them to write their name on a sticker and wear it during the session
Method	<ul style="list-style-type: none"> • Facilitated group discussion
Session outline	<ul style="list-style-type: none"> • Welcome, agenda, breakout rooms and agree principles of working together: 10 minutes • Campaign ritual: 15 minutes
Key messages	<ul style="list-style-type: none"> • We all have something to learn from each other • The workshop is a supportive space where people can talk about menstruation and caring for another person's menstruation • A good carer shows the person she looks after love. She is a role model. Supporting Bishesta to manage her menstruation is part of being a good carer.
Target behaviours	<ul style="list-style-type: none"> • Give the self-advocate emotional support
Motivators	<ul style="list-style-type: none"> • Nurture • Affiliation • Reward

Welcome, agenda, agree principles of working together (10 minutes)

HOUSEHOLD
TRAINING

Lead facilitator:

1. Hello. Welcome back to the Bishesta campaign! Are you all comfortable?
2. The toilets are *[give directions]*. Water is there *[point to it]*.
3. Bishestas, we would love you to join every session. But if you don't want to, you can go to the creative space or the quiet room.
4. The creative space is there *[point to the location]*. Look for this poster *[hold up the creative space poster]*.
5. The quiet space is there *[point to the location]*. Look for this poster *[hold up the quiet room poster]*.
6. It's lovely to see you again. My name is *[insert your name]*. I am the lead facilitator for these sessions. These are my colleagues *[each facilitator says her name]*.
7. Today we will finish our journey!

Ask people to look at the campaign journey poster.

8. This is our journey. At the first session we talked about how important it is for Bishesta to manage their menstruation as independently as possible.

Point to the image 1 on the campaign journey.

9. We learnt about the Bishesta and Perana campaign.

Point to the image 2.

10. Then we used the Bishesta doll to learn how to change a menstrual pad.

Point to image 3.

11. We gave out some campaign components.

Point to image 4.

12. We practiced getting the clean pads out of the menstrual storage bag.
13. Carers, do you remember what you had to do with the menstrual storage bag?

✓ *Aim: carers – put it next to Bishesta's bed and make sure it is always full.*

14. Yes, that's right. The menstrual storage bags must be next to your Bishesta's beds.
15. You must always make sure that it is full.

Point to key behaviour 3 card.

16. We worked on disposing of the used menstrual pads in the menstrual bin.

Welcome, agenda, agree principles of working together

Session time: 10 minutes

Campaign ritual

Session time: 15 minutes

For both, follow the group session instructions

17. We also worked on communicating pain, providing pain relief and showing love and emotional support

Point to key behaviours 4 and 5.

18. In the last session we used the menstrual shoulder bag.

Point to image 5 on the campaign journey.

19. We also worked out how to track Bishesta's menstruation with a menstrual calendar.

Point to image 6 on the campaign journey.

20. We did a lot last session!

21. Today we have a few more steps before finishing our journey.

Point to image 7 on the campaign journey.

22. We are going to look at visual stories.

23. These will help remind Bishesta about how to manage her own menstruation with dignity.

24. At the end, we'll hand out certificates to our Bishesta households! *(If any households have become Bishesta households).*

Point to the last image on the campaign journey poster.

Show the group the 'agreeing ways of working together image'.

25. Do you remember this?

26. We are getting so much better at talking about menstruation and menstrual hygiene. That's a real achievement.

27. We have a trusting relationship.

28. We are learning from each other.

29. Any personal stories or experiences will not be shared outside the session, unless permission is given to do so.

Campaign ritual (15 minutes)

Lead facilitator.

Stand in a circle, with self-advocates next to carers.

1. Now we are going to do our campaign ritual. We have done this at the start of every group session.
2. Carers, please turn to face the person you support.
3. Carers, please show her some love. Show them you care for her. You can show your love in any way you want.

When everyone has done this, ask the carers:

4. How do you feel when you show her love?

✓ *Aim: carers answer that they feel loved.*

Ask the self-advocates:

5. How do you feel when your carer shows you love?

✓ *Aim: self-advocates say they feel happy.*

6. Showing respect and love to the person you support shows that you are a good carer.

To the carers:

7. Please tell us something you love about your Bishesta?

People may feel shy. Give them time to speak.

8. Thank you. In any family or care home, we love each other. This makes us feel secure and happy. We all want to see our Bishestas lead a dignified life. Supporting her to understand how to manage their menstruation is part of that. You can help your Bishesta lead a more dignified life.

Session 2. I Change My Pad visual story

Session 2	I change my pad visual story
Person leading the session	<ul style="list-style-type: none"> • Lead facilitator for the group of carers • Facilitators – one in each of the small groups
Purpose	<ul style="list-style-type: none"> • Introduce visual stories and how to look at them with a self-advocate • Self-advocate tells the story to the carer • Discuss menstruation more openly
Time allowed	<ul style="list-style-type: none"> • 30 minutes
Tips for room layout	<ul style="list-style-type: none"> • Carers: chairs in a small circle • Small groups: chairs in a small circle
Materials needed	<ul style="list-style-type: none"> • I Change My Pad visual story
Campaign components to hand out	<ul style="list-style-type: none"> • I Change My Pad visual story (one for each self-advocate)
Preparation	<ul style="list-style-type: none"> • Put 10 I Change My Pad visual stories near the lead facilitator
Method	<ul style="list-style-type: none"> • Group work with carers and then in smaller groups
Session outline	<ul style="list-style-type: none"> • Lead facilitator working with carers: 20 minutes • All facilitators working with carers and self-advocates: 10 minutes
Key messages	<ul style="list-style-type: none"> • All self-advocates can lead a dignified life when they are menstruating
Target behaviours	<ul style="list-style-type: none"> • All
Motivators	<ul style="list-style-type: none"> • Affiliation • Comfort • Reward • Dignity • Nurture

I change my pad visual story – introduction (20 minutes)

Lead facilitator:

Hold the 'I change my pad' visual story up so the carers can see it. Don't hand them out yet.

1. This is a visual story of Bishesta menstruating for the first time and how Perana supports her.
2. I'm going to explain how you look at these with Bishesta and then you will spend some time working through it with her.
3. Sitting with your Bishesta, pass the book to them.
4. It is very important that they hold the book themselves. They lead the pace. They turn the page when they are ready.
5. Your role is to guide them, but they should interpret the pictures themselves.
6. Don't use these visual stories to direct or teach your Bishestas. They will learn how to manage their menstruation by looking at the pictures themselves.
7. This is an opportunity to build Bishesta's confidence in managing her own menstruation more independently.
8. Their ideas matter; their thoughts matter.
9. Start at the first picture, ask Bishesta what she thinks is happening in the picture?
10. What does she think will happen next?
11. How will this situation be improved?
12. Whatever your Bishesta says, you should respond positively, even if it is incorrect.
13. We will do a few role plays to explain this.

HOUSEHOLD TRAINING

I change my pad visual story – introduction and role play

Session time: 20 minutes

1. Follow the group session instructions
2. The first role play can be done by the carer and a facilitator
3. Two facilitators should do the second role play

Self-advocates looking at the stories with their carers

Session time: 10 minutes

Follow group training instructions

I change my pad visual story - role play

1. Please pair up with another carer.
2. One of you will be the carer. The other will be Bishesta. Agree who is who.

When they are in pairs, give an 'I change my pad' visual story to the person pretending to be the carer.

3. Carer, turn the pages and talk about what is happening in the pictures.
4. Bishesta, try to turn a page. Carers, don't let them.
5. Bishesta, try to hold the book. Carers, snatch it away.

Once they have done this, bring the group back together. Facilitate a discussion on the exercise.

6. Bishesta – how did that make you feel?

7. Do you think Bishesta would be interested in looking at the book again?
8. Carers – how did that make you feel?
9. Now we are going back into those pairs.

Once they are in pairs, give these instructions:

10. You're pretending to be the same person.
11. Carers, give the visual story to Bishesta.
12. Carers, ask Bishesta what she thinks is happening on a page.
13. Bishestas answer.
14. Carers, tell Bishesta she can turn the page when she wants.
15. Do that a few times.

Once everyone has done this, bring the group back together.

16. Bishesta – how did that make you feel?
17. Do you think Bishesta would be interested in looking at the book again?
18. Carers – how did that make you feel?
19. Which exercise do you prefer?

Allow a few minutes for discussion.

20. Now two facilitators are going to do a role play.

One facilitator is Bishesta, the other is Perana. Bishesta and Perana sit next to each other. Show the group the page where Bishesta is putting the used menstrual pad in the bin.

21. This is the page they are looking at.

Facilitators, follow this script:

Carer: What do you think is happening on this page?

Self-advocate: Bishesta is going to eat the used menstrual pad.

Carer: Don't be stupid. Of course she's not!

Stop the role play. Ask the group:

22. What did you think about that?
23. How would it make Bishesta feel?
24. What do you think it would do to Bishesta's confidence?

Allow a few minutes for discussion.

25. We are going to do another role play. The two facilitators will be the same characters.

Facilitators: One facilitator is Bishesta, the other is Perana. Bishesta sits, Perana stands over her holding the story. Show the group the page where Bishesta is putting the used menstrual pad in the bin.

Follow this script:

26. Carer: Look, here Bishesta is putting her used menstrual pad in the bin. You have to do that too. OK?

27. Bishesta looks at the page but says nothing.
28. *Carer turns the page to Bishesta washing her hands*
29. *Carer: Look at this picture. Bishesta is washing her hands with soap and water. You must do that, ok?*
30. Bishesta looks at the page but says nothing.

Ask the group:

31. What did you think of that?
32. Why do you think the carer tried to direct Bishesta?
33. How do you think Bishesta felt? Do you think she took the information in?
34. These visual stories are not a teaching guide. They are meant to encourage our Bishesta's to work out what is happening themselves. We want them to see Bishesta in the visual story as a role model and do what she does.
35. Now we are going to a final role play.

Follow this script:

Carer: What do you think is happening on this page?

Bishesta: Bishesta is going to eat the pad.

Carer: I can see why you would think that. But I think she might be putting it in the bin. Have another look at the picture. [Pause while Bishesta looks at the page]. What do you think Bishesta is doing with the used menstrual pad?

Bishesta: she is going to put the used pad in the bin.

Carer: I think so too! Well done!

Lead facilitator as the group:

36. What do you think about this?

Allow time for discussion.

37. This way was much better.
38. Perana recognised Bishesta's ideas, but also provided the correct information.
39. This encouraged Bishesta and built her confidence. You should work in this way.
40. At the back of the book there is text to explain what is happening in each picture.
41. Don't look at the text today.
42. Don't worry if you can't read it – the visual story doesn't really need it.

Self-advocates looking at the stories with their carers (10 minutes)

Hand one 'I change my pad' visual story to each carer. Give them a few minutes to look at it.

1. Now you are going to work with your Bishestas. Spend 10 minutes on this.
2. You don't need to get through the whole book. You will be taking these home so you can look at them later.

3. Remember to let Bishesta lead the process.
4. Thank her for any ideas she gives.
5. Welcome her thoughts and provide the correct information if required.

All facilitators:

Float between the groups in case anyone needs help or has any questions.

During this session, spend a couple of minutes with each group doing drama therapy. Act out a scene from the story. Freeze and ask the self-advocate what she thinks will happen next.

At the end of the session, thank the participants for their work and have a break.

Session 3. I Manage visual story

Session 3	I Manage visual story
Person leading the session	<ul style="list-style-type: none"> • Lead facilitator for the group of carers • Facilitators – one in each of the small groups
Purpose	<ul style="list-style-type: none"> • Introduce the second visual stories • Reiterate how to use them • Discuss menstruation more openly
Time allowed	<ul style="list-style-type: none"> • 25 minutes
Tips for room layout	<ul style="list-style-type: none"> • Carers: chairs in a small circle • Small groups: chairs in a small circle
Materials needed	<ul style="list-style-type: none"> • I Manage visual story
Campaign components to hand out	<ul style="list-style-type: none"> • I Manage visual story (one for each self-advocate)
Preparation	<ul style="list-style-type: none"> • Put 20 I Manage visual stories near the lead facilitator
Method	<ul style="list-style-type: none"> • Group work with carers and then in smaller groups
Session outline	<ul style="list-style-type: none"> • Working with carers: 15 minutes • Working with carers and self-advocates: 10 minutes
Key messages	<ul style="list-style-type: none"> • All self-advocates can lead a dignified life when they are menstruating • Menstrual blood is not shameful. Sometimes menstrual blood does leak on your clothes. That happens. People should not be scolded for having menstrual blood on their clothes • Menstrual pads can be more comfortable and effective as they are more absorbent and can help prevent clothes becoming stained. But they need to be made of clean, soft, absorbent material and stay in place without rubbing. To keep them clean and comfortable, they need to be washed and dried thoroughly after use
Target behaviours	<ul style="list-style-type: none"> • Self-advocates: use a menstrual pad
Motivators	<ul style="list-style-type: none"> • Affiliation • Comfort • Reward • Dignity • Nurture

I manage visual story – introduction with carers (15 minutes)

HOUSEHOLD
TRAINING

Lead facilitator:

Bring the carers back together.

1. What did you think of the 'I change my pad' visual story?
2. Does anyone want to share something from the session?

Spend a few minutes sharing experiences if people are happy to discuss it. If people do not want to talk, move on. Hold up the 'I manage' visual story. Don't hand them out yet.

3. We have a second visual story – it's called 'I Manage'.
4. It will help Bishesta understand that she must not take her menstrual pad off and show it to others outside the home.
5. Menstrual blood is not shameful. Sometimes menstrual blood does leak on your clothes. People should not be scolded when this happens.
6. But we are working in a context where showing menstrual blood can make people angry at your Bishestas. We don't want that to happen.
7. We want your Bishestas to wear a menstrual pad
8. Menstrual pads can be more comfortable and effective than clothes. They are more absorbent and can help prevent clothes becoming stained.
9. But the menstrual pads need to be made of clean, soft, absorbent material and stay in place without rubbing.
10. To keep them clean and comfortable, they need to be washed and dried thoroughly after use
11. In the long term we want communities to be able to talk openly and positively about menstruation, just like we are doing in these sessions.

Hand out one 'I manage' to each carer.

12. We are going to repeat the exercise we just did for 'I change my pad' for this visual story.
13. Please spend a few minutes looking through it.
14. There is information at the back which explains what is happening in each picture.
15. Don't worry if you can't read it – the visual story doesn't really need it.

After two minutes:

16. Do you have any thoughts or questions?

Pause for questions and answers.

17. Remember that menstrual blood is not shameful. But we want your Bishestas to wear a menstrual pad and change it regularly to help ensure she is comfortable and confident when menstruating.

Pause for reflections and discussions.

Session time: 15 minutes
Follow the group session
instructions

18. Remember, Bishesta must hold the book and set the pace – they decide when to turn the page.
19. Your role is to guide them, but they should interpret the pictures themselves.
20. Acknowledge every contribution they make, even if it's wrong. This is an opportunity to build Bishesta's confidence in managing her own menstruation more independently.
21. Start by asking Bishesta what she thinks is happening in the picture?
22. What does she think will happen next?
23. How will the situation be improved?
24. You don't need to get through the whole book
25. Don't worry if your Bishesta goes back and forth through the story. Remember, she is in control
26. You will be taking these home so you can look at them later too.
27. The more often you look at these visual stories before and during Bishesta's menstruation, the more they will remember them. The more likely they will be to use a menstrual pad.
28. Now spend the next 10 minutes going through the stories with your Bishestas.

All facilitators:

Float between the groups in case anyone needs help or has any questions.

During this session, spend a couple of minutes with each group doing drama therapy. Act out a scene from the story. Freeze and ask the self-advocate what she thinks will happen next. Welcome her thoughts and provide the correct information if required. If you see a carer taking over, gently remind them that Bishesta must lead the process and turn the pages when she is ready.

Session 4. Certificates and close

Session 4	Certificates and close
Person leading the session	Lead facilitator
Purpose	<ol style="list-style-type: none"> 1. Remind the participants what has been covered in the training 2. Remind people of the key target behaviours covered 3. Remind the participants of the campaign components and what they are for 4. Thank participants for their active participation 5. Congratulate people for attending the training
Time allowed	20 minutes
Room layout	<ul style="list-style-type: none"> • Chairs in a semi-circle • Self-advocates and join or stay in the creative space
Materials needed	<ul style="list-style-type: none"> • Certificates • Key behaviour cards
Campaign components to hand out	<ul style="list-style-type: none"> • None
Preparation	<ul style="list-style-type: none"> • Put the key behaviour cards up on the wall • Put the certificates near the lead facilitator
Method	<ul style="list-style-type: none"> • Plenary discussion
Session outline	<ol style="list-style-type: none"> 1. Ask participants to recall content from the day's training and explain what the campaign components are for and how to use them 2. Handout certificates
Key messages	<ul style="list-style-type: none"> • We are all Bishesta households!
Target behaviours	<ul style="list-style-type: none"> • All
Motivators	<ul style="list-style-type: none"> • Affiliate

Lead facilitator

Bring the carers and the self-advocates (if they agree) back to one group.

1. How did you find looking at the visual stories?

Spend two minutes sharing experiences.

2. It's important to look at these stories regularly, even when Bishesta is not menstruating.
3. The more your Bishestas are familiar with them, the more they will be able to apply them when they are menstruating.
4. Keep the stories in a place where Bishesta can look at them whenever they want. Don't lock them away.

To self-advocates:

5. These are your books. You can look at them whenever you want. Keep them near your bed.
6. Thank you everyone for your excellent participation through these sessions.
7. We have all had a lot of fun working with you.
8. This is our final session and we are going to find out who else has become a Bishesta household!

Handout certificates.

9. We have all become Bishesta households!
10. This is wonderful. These are our new behaviours. Please keep up the good work – we have to keep practicing them because we want to stay Bishestas and Peranas!
11. Thank you.

Session time: 20 minutes
Follow the group session instructions



Remember to complete:

1. Attendance Sheet
2. The provision of the Bishesta campaign form

SECTION 3. PROCESS MONITORING

This campaign is being tested to understand if it could be scaled up, so we are monitoring the process. Table 3 sets what will be monitored, why, when, how and who will complete it.

Table 3. Process monitoring plan				
Form	Purpose	When	How	Who
Attendance sheet (Annex 2)	To understand how many of the people went to every session and how often they were exposed to the campaign	Registration at the start of each group training session or house to house mop up sessions	Information entered into spreadsheet	Completed by the support facilitators and checked by the lead facilitator
Provision of the Bishesta campaign (Annex 3)	To understand if the intervention was delivered as planned	Straight after each group training session and house to house mop up visits		
Monitoring indicators	Assess who is adopting the target behaviours and identify the Bishesta households.	Every household monitoring visit		

SECTION 4. HOUSEHOLD MONITORING VISITS

After each group and household training sessions, you must visit each household to assess who has adopted the target behaviours. Those that have are Bishesta households. These will be presented with a certificate at the next training session.

These visits are also an opportunity to reiterate the behaviours, practice using the campaign components, answer self-advocates and carer's questions and run through any of the sessions covered in the group training once more.

Annex 4 is the form that must be completed for every household at every monitoring visit.

Annex 5 is a monitoring checklist to ensure all monitoring visits take place. This must be completed by the lead facilitator.

Annex 1. Group and household session timings

Group training session timings		
Session no.	Session	Total item time
GROUP TRAINING 1		
	Welcome, introductions, agenda, ways of working	10
1	Campaign ritual and explaining the breakout rooms	15
2	The Game of Life	35
	Break	20
	The Bishesta doll: putting a menstrual pad in the underwear	10
3	The Bishesta doll: changing / disposing of a used menstrual pad; menstrual storage bag; washing hands	15
4	Pain relief	10
5	Close the session	15
Total minutes:		105
GROUP TRAINING 2		
	Welcome, introductions, agenda, ways of working	10
1	Campaign ritual	15
2	Menstrual shoulder bag	20
	Break	20
3	Menstrual calendar	15
4	Close	15
Total minutes:		95
GROUP TRAINING 3		
	Welcome, agenda, ways of working	10
1	Campaign ritual	15
	I change my pad visual story (with carers)	20
2	I change my pad visual story (self-advocates reading with carers)	10
	Break	20
	I manage visual story (carers)	15
3	I manage visual story (self-advocates reading to carers)	10
4	Certificates and close	20
Total minutes:		120

Annex 2. Attendance Sheet

Attendance sheet								
<i>Purpose: to understand how many of the people went to every session and how often they were exposed to the campaign</i>								
<i>When: registration at the start of each group training session or house to house mop up sessions</i>								
<i>How: Complete name and carer/Self-advocate and then tick sessions attended</i>								
<i>Who: Completed by the support facilitators and checked by the lead facilitator</i>								
No.	Participant name	Carer / Self-Advocate	Attended group session 1	House to house mop up - group session 1	Attended group session 2	House to house mop up - group session 2	Attended group session 3	House to house mop up - group session 3
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								

Annex 3. Provision of the Bishesta campaign form

Provision of the Bishesta campaign											
<i>Purpose: to understand if the intervention was delivered as planned</i>											
<i>When: Completed straight after each group training session and house to house mop up visits</i>											
<i>How: Information entered into this spreadsheet</i>											
<i>Who: Completed by the support facilitators and checked by the lead facilitator</i>											
No.	Participant name	Carer / Self-Advocate	Session	Dates the session delivered	Was the session carried out by the correct no. of facilitators?	Were all the necessary materials available for the session?	Were materials distributed to participants?	Did all the elements of the session take place?	Did facilitators answer questions competently?	Any logistical challenges that affected the session (time delays, technology, weather etc.)?	Any other comments
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											

Annex 4. Monitoring indicators

Monitoring indicators		
Purpose: to assess who is adopting the target behaviours and identify the Bishesta households		
When: household monitoring visits		
How: After entering the house ask to be shown all items in questions 1-7. Observe and enter yes / no		
If answer to question 8 is YES, this is a Bishesta household		
If answer to question 9 is YES, this is a Bishesta household		
Who: All facilitators		
No.	Indicator	Yes / No
1	Menstrual shoulder bag near self-advocate's bed	
2	Self-advocate can identify the menstrual shoulder bag	
3	Menstrual storage bag near self-advocate's bed	
4	Self-advocate can identify where to get clean menstrual products	
5	Menstrual storage bag is well stocked	
6	Menstrual shoulder bag well stocked	
7	Carers using menstrual calendar to track menstruation	
8	<i>This household has Yes against questions 1-7</i>	
9	<i>This household has Yes against questions 1, 3, 5 - 7</i>	

Annex 5 Monitoring checklist

Monitoring checklist			
Purpose: to ensure all monitoring visits are done			
When: after each monitoring visit			
How: Tick when monitoring visit has been completed			
Who: Lead facilitator			
Form completed by:			
Household no.	Carer's name	Monitoring visit completed	
		1	2
1			
2			
3			
4			
5			
6			
7			
8			
9			
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11			
12			
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20			