

TANZANIA

Girl POWER:

Peer-Owned Workshop &
Education Resource



Girl POWER

Girl POWER is a year-long ushauri (mentorship) program designed to (1) empower Tanzanian girls with information about puberty, menstrual hygiene management (MHM), nutrition, healthy relationships, consent, gender inequity, and sexual and reproductive health and (2) start to break down the cultural stigma around these topics. POWER stands for Peer-Owned Workshop & Education Resource. The name reflects the fact that Girl POWER is structured around peer education and interactive learning. The program is primary school-based and is overseen by a teacher (or multiple teachers if they so choose). The teacher is in charge of facilitating sessions and preparing the peer educators, who are known as washauri (mentors), to implement material. Washauri are selected volunteers from standards 6 and 7 who display strong leadership skills and possess the ability to work effectively as part of a team. Each mshauri (mentor) is assigned to a small group of participants from standards 3, 4, and 5. The number of mentors and mentees in each ushauri group will vary based on program size but should not exceed four younger girls per mshauri.

This sample curriculum divides program material into 18 modules. These modules are intended to build on one another and generally increase in complexity as the year progresses.

Peer-Owned Workshop & Education Resource (POWER) reflects that it is structured around peer education and interactive learning.

It is recommended that program sessions be held twice a month (every 2 weeks) throughout the school year. The benefit of the biweekly format is that session times on 'off weeks' can be used as training and preparation blocks for the peer educators and facilitator. Modules always open with an ice breaker, which is intended to help students connect or to introduce the day's topic. A wrap up activity closes out each session. Wrap up activities offer girls the opportunity to wind down and decompress and are especially important following more sensitive or intense modules. The meat of the session involves a combination of lessons, discussions, activities, and reflections. These pieces are designed for either the whole group or the smaller ushauri groups. The curriculum specifies whether activities are intended to be teacher-led or peer-led.

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MODULE 5: Menstrual Hygiene Management (MHM)



Learning objectives:

- Learn about the different types of MHM products
- Discuss worries related to MHM in school
- Understand the importance of MHM, including the danger of infection
- Practice properly using and cleaning a menstrual cloth

ACTIVITY	DESCRIPTION	TIME
5.1 Ice Breaker	One word story	10 mins
5.2 Lesson: MH Products	Peers demonstrate how to use and clean menstrual hygiene products	10 mins
5.3 Discussion: MHM in schools	<i>Ushauri</i> groups discuss challenges and potential solutions	15 mins
5.4 Lesson: importance of MH	Teacher explains the consequences of poor MHM	10 mins
5.5 MHM relay race	<i>Ushauri</i> groups race to demonstrate proper menstrual cloth care	10 mins
5.6 Wrap up	Rose, bud, thorn	10 mins
		65 mins

5.1 Ice Breaker: One word story (10 mins)

Details:

- Girls gather in large circle to start the meeting
- Teacher introduces the day's topic (MHM)
- One *mshauri* is chosen to start a story by saying a single word
- Going clockwise around the circle, girls take turns adding one word at a time to keep the story going

5.2 Peer-led lesson: Menstrual hygiene products (10 mins)

Details:

- *Washauri* show an example of a commercially produced disposable pad (if available) and a homemade menstrual cloth
- Using a pair of clean underwear, *washauri* demonstrate how each type of product is used to manage menstrual flow
- Example items are passed around for girls to see up close
- One *mshauri* demonstrates the steps of proper cloth care- washing one's hands, washing the cloth with soap and running water, hanging the cloth up to dry (the last step, washing oneself, is explained verbally)
- Questions are welcomed

5.3 *Ushauri* group discussion: MHM in schools (15 mins)

Details:

- Girls divide into *ushauri* groups and pick an area to hold a private conversation
- *Washauri* introduce the topic of MHM in school and ask what worries girls have or challenges they foresee
- If the conversation isn't flowing, *washauri* can offer ideas and encourage reflection (e.g. 'How would you feel if your period suddenly started at school? What would you do?')
- *Washauri* lead the girls in brainstorming solutions to challenges they've discussed
- The discussion closes with a reflection on whether the girls feel more prepared to handle MHM during school- if not, what would they need to feel ready?

5.4 Teacher-led lesson: The importance of MHM (10 mins)

Details:

- The whole group comes together again for a lesson led by the teacher
- The teacher explains that using a clean cloth is important to prevent infections of the reproductive tract (vulva, vagina, uterus) or urinary tract (urethra, bladder)
- Teacher explains that girls should change cloth every 2-6 hrs depending on how much they're bleeding, otherwise they could get irritation, rashes, or infections
- The teacher ends on a positive note, emphasizing that girls have the power to keep themselves clean, safe, and healthy

5.5 Activity: MHM relay race (10 mins)

Details:

- Girls divide into *ushauri* groups again
- Each group is given a stained menstrual cloth (colored liquid represents blood)
- The teacher explains the legs of the relay (additional legs, for example answering a question about MHM, may be added based on group size)- hand washing, cloth washing, and cloth drying
- *Washauri* help the girls assign the legs of the relay amongst themselves
- Groups race to see who can complete the steps of cloth care fastest, while *washauri* cheer them on

5.6 Wrap up: Rose, bud, thorn (10 mins)

Details:

- *Washauri* lead their small groups in a reflection exercise using the following prompts- What was the best part of your week (rose)?
- What is something you're looking forward to (bud)?
- What was the worst part of your week (thorn)? Each girl and *mshauri* takes a turn sharing their three items
- The teacher closes the session by thanking everyone for their participation and encouraging them to attend the next session, on [date], which will be about supporting girls during menstruation

MODULE 6: Supporting Girls During Menstruation



Learning objectives:

- Emphasize that puberty can be a scary time but girls are never alone
- Empower girls to support their friends during menstruation
- Brainstorm solutions to MHM problems girls may face at school

ACTIVITY	DESCRIPTION	TIME
6.1 Ice Breaker	Blob game	10 mins
6.2 Step forward if...	<i>Washauri</i> ask girls whether they relate to certain statements	15 mins
6.3 Activity debrief	<i>Ushauri</i> groups debrief after the activity and talk about feeling alone	20 mins
6.4 What would you do?	<i>Washauri</i> act out scenarios on menstruation or puberty and ask girls how they would feel / react	10 mins
6.5 Wrap up	<i>Ushauri</i> groups do a simple yoga routine together	10 mins
		65 mins

6.1 Ice Breaker: Blob game (10 mins)

Details:

- Girls gather in large circle to start the meeting
- Teacher introduces the day's topic (supporting girls during menstruation)
- The teacher explains the blob game- she will offer a series of silly criteria and ask the girls to gather into groups based on their answer (e.g. favorite season, favorite hair style, favorite color, etc.)
- Five rounds of the game are played before everyone comes back to the circle

6.2 Peer-led lesson: Step forward if you... (15 mins)

Details:

- In the large group circle, *washauri* explain that they will make a series of statements and ask that the girls step forward if it applies to them
- The statements should be a mix of lighthearted and serious- important themes to include are teasing/bullying, family attitudes towards menstruation, and fears related to menstruation

6.3 *Ushauri* group discussion: activity debrief (20 mins)

Details:

- Girls divide into *ushauri* groups and find a place to have a debriefing conversation
- *Washauri* ask the girls how it felt (or how they think it would feel) to be the only one to step forward on a tough question
- *Washauri* ask the girls for ideas on how to help a friend who's feeling alone



6.4 Peer-led activity: What would you do? (10 mins)

Details:

- *Washauri* act out a series of prepared scenes related to MHM and puberty (e.g. standing to answer a question in class when you've bled through your cloth, being made fun of by a boy for smelling funny, encountering a male teacher who won't let you leave class to change your cloth)
- After the problem in each scene is set up, girls are asked to share how they would feel if they were different characters
- *Washauri* then accept and act out ideas on how different characters can react in a way that supports the girl who's menstruating

6.5 Wrap up: yoga stretching (10 mins)

Details:

- Girls divide back into *ushauri* groups and find space to do some stretching
- *Washauri* explain that gentle movement like yoga can help ease cramps / discomfort and anxiety during one's period
- *Washauri* lead the girls in a simple sun salutation routine, encouraging girls to modify the poses as they feel comfortable

