

Menstrual Hygiene Management



Orientation Guide For Teachers

THIS MATERIAL IS NOT FOR CIRCULATION



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Introduction

This orientation guide was developed by Department of Education Bureau of Learner Support & Services – School Health Division (DepEd BLSS-SHD), in partnership with UNICEF Philippines and Center for Health Solutions & Innovations Philippines (CHSI), for teachers and class advisers of Grade 5 learners who are teaching Menstrual Hygiene Management (MHM). Menstrual hygiene management refers to management of hygiene associated with the menstrual process where women and adolescent girls are using a clean menstrual management material to absorb or collect menstrual blood that can be changed in privacy as often as necessary for the duration of a menstrual period, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. As part of MHM, women and adolescent girls understand the basic facts linked to the menstrual cycle and manage it with dignity and without discomfort or fear.¹

As part of the package of the MHM learning delivery tools, this resource material will complement DepEd’s integrated health and nutrition program, and sexuality education in the K-12 Basic Curriculum. It serves as a guide for teachers in the Schools Division of Northern Samar in conducting face-to-face orientation sessions with parents and guardians on the use of MHM learning delivery tools under the distance learning program. It provides the teachers with creative processes to surface and discuss issues related to adolescent sexuality & reproductive health particularly menstruation. The main objective of the material is to strengthen the partnership between teachers and parents/guardians in promoting the health and well-being of children amidst the pandemic.

This job aid is supported by powerpoint presentations and links to video resources. A separate flyer, which summarizes the important points discussed during the MHM orientation, will be given to parents/guardians. This job aid is guided by UNESCO’s International Technical Guidance on Sexuality Education, and UNICEF’s Strategy for Water, Sanitation & Hygiene 2016–2030, and Guidance on Menstrual Health & Hygiene.

¹ UNICEF (2019) Guide to Menstrual Hygiene Materials. p. 8. Available at [1 https://www.unicef.org/wash/files/UNICEF-Guide-menstrual-hygiene-materials-2019.pdf](https://www.unicef.org/wash/files/UNICEF-Guide-menstrual-hygiene-materials-2019.pdf)

Rationale

The Department of Education identifies the lack of access to adequate water supply, insufficient toilet and proper handwashing facilities, and non-practice of hygiene behavior as key contributors to hygiene and sanitation challenges. This situation also leads to anemia, stunted growth, and higher incidence of absenteeism which consequently impede a child’s learning and ability to stay in school.² This puts the child at a disadvantaged situation – affecting her/his development and capacity, which limits the child’s economic opportunities in the future. Indeed, poor sanitation and hygiene are directly linked to poverty.

To address these challenges, DepEd has crafted a holistic program for personal health and care, and environmental sanitation in schools. Entitled Policy and Guidelines for Comprehensive Water, Sanitation and Hygiene in Schools or DepEd Order No. 10 s 2016, this program was able to set standards for proper and correct health practices in schools that covers not just handwashing, toothbrushing and deworming but also food handling/preparation, menstrual hygiene management, health education and capacity building.

The Wash in Schools Policy introduces Menstrual Hygiene Management (MHM) as a new component that underscores the right of girl children to safe and dignified management of menstruation. By providing girls with correct information, access to menstrual materials, aided by clean and adequate water supply, with safe and private spaces for personal hygiene use and provision of sanitary pad disposal, MHM will provide them with opportunities to adopt and practice WASH behaviors in schools.

Together with partners agencies and stakeholders, DepEd hopes to empower young girls in managing their menstruation through positive behavior change, improved WASH facilities and personal hygiene supplies; and to promote reproductive health and gender equality among schoolchildren.

² Department of Education (n.d.). About WinS. Available at <https://wins.deped.gov.ph/about/>

Session Overview

Activity 1: Ice breaker (Buzz Questions)

- What were the changes in the body that you experienced during adolescence?
- What were your reactions to these changes?

Activity 2: Processing/Discussion

- Group Reflection
- Kwentong #MeronAko
 1. The right to Menstrual Hygiene Management
 2. The effects of menstruation on both girls and boys in school
 3. The roles of parents/guardians on Menstrual Hygiene Management
 4. #MeronAko Project

Activity 3: Input/Discussion

- KwenTuruan Modyul para sa mga Mag-aaral na nasa Ika-5 Baitang.

Activity 4: Energizer

- Quick Survey

Activity 5: Input/Discussion

- Gabay ng Mga Magulang o Tagapag-alaga para sa KwenTuruan sa Kalusugan
- Important reminders during Kwenturuan session
- Pre-activity Form and Feedback Form
- Other MHM Learning Materials

Activity 6: Review & Synthesis

- Fact or Bluff (Review)
- Synthesis



Pre-Orientation Reminders

(Face-to-face Orientation)

Prepare the materials and logistical/technical needs

Prepare the materials and other logistical/technical needs of the session. Secure a space, preferably an outdoor space with good ventilation, that can accommodate the size of the group, process of the orientation, and health protocols. Select a space that is free of structures such as posts or pillars that may obstruct participants' views. Observe a U-shape seating arrangement to give a good view of the participants. Test LCD projector or TV/computer monitor and sound system before the session. Refer to each activity for list of materials and visual aids.



Study the entire session flow including activities, procedures and discussion points/key learning messages

Review the procedures, discussion points and key learning messages of each activity. Practice how to give instructions and how to use the learning materials including visual aids, powerpoint presentations and/or videos. Familiarize yourself with the content and sequence of the slides. Rehearse as needed.



Get the attendance of the participants

Ask the participants to sign-in their names using the provided attendance sheet (see Annex 1) before the start of the activity. Use this form to identify the basic profile of the participants.



Keep everybody safe

Observe local health protocols e.g., physical distancing, limited number of people in mass gathering, wearing of face mask and face shield at all times, provision of alcohol, hand sanitizer or soap and water for handwashing before and after activity, foot baths. Read DepEd's Specific Measures for COVID-19 Prevention and Mitigation in Schools (see Annex 5).



MHM Orientation Session

The KwenTuruan Orientation session aims to provide the participants with basic knowledge/perspective, skills and attitude on Menstrual Hygiene Management (MHM) Learning Delivery Tools. Participants are expected to use these tools to effectively facilitate the child-parent learning sessions on MHM. Parent/guardian of Grade 5 pupil will be given a set of KwenTuruan materials at the end of the session. The MHM orientation would run for 1 hr & 15 minutes.

ACTIVITY 1: Buzz Questions

Objectives	<ol style="list-style-type: none"> 1. Identify different changes in the body that occurred during their adolescence. 2. Describe their reactions to these physical changes.
Time Allotment	15 minutes
Material	<ul style="list-style-type: none"> Visual aids (printed answers, see possible answers - color coded: male, female, both) Emoji cutouts (happy, sad, angry, scared, cool, embarrassed, disgusted)

Instructions:

1. Welcome and thank the participants before starting the activity. Provide a brief introduction of orientation session on Menstrual Hygiene Management (MHM).
2. Begin the activity by asking **Buzz Question 1: What were the changes in the body that you experienced during adolescence? (Anu-ano ang mga pagbabagong nararanasan sa katawan noong kayo ay nagdalaga at nagbinata?)**

Possible Answers		
Girls Only	Both	Boys Only
<ul style="list-style-type: none"> Paglapad ng balakang Paglaki ng suso Pagdating ng regla 	<ul style="list-style-type: none"> Pagtangkad at pagbigat Body odor Pimples at Acne Buhok sa kilikili Buhok sa paligid ng ari 	<ul style="list-style-type: none"> Paglaki o paglalim ng boses Pagtubo ng bigote Paglaki ng muscles

3. Instruct them to raise their hands if they want to speak. Call them one at a time. Clarify answer if necessary.

4. Reveal the visual aid that corresponds to the answer. Ask them if the changes are experienced by both girl and boy.
5. Ask the group with **Buzz Question 2: What were your reactions to these changes? (Ano ang mga naging reaksiyon o emoji natin sa mga pagbabagong nararanasan noong tayo ay nagdalaga o nagbinata?)**

Possible Answers

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none"> Natuwa Feeling cool | <ul style="list-style-type: none"> Nahiya Natakot | <ul style="list-style-type: none"> Nalungkot Nainis | <ul style="list-style-type: none"> Nagalit |
|--|---|---|---|

6. Put the emoji cutout on the visual aid that corresponds to the answer. Clarify if necessary.
7. Give the group a round of applause. Summarize the activity.



- Lahat tayo ay nakaranas ng mga pagbabago sa katawan (pisikal) noong tayo ay nagdalaga o nagbinata.
- May mga pagbabagong pisikal na babae lang o lalaki lang ang nakaranas. Pero may pagbabago rin na parehas na nararanasan ng babae at lalaki.
- Iba't iba ang mga naging reaksiyon natin sa mga pagbabagong naganap sa ating katawan noong tayo ay nagdalaga o nagbinata.



ACTIVITY 2: Processing/Discussion

Objectives	<ol style="list-style-type: none"> 1. Reflect on the different changes in the body and their reactions to these physical changes that occur during adolescence. 2. Identify the issues, challenges and interventions around menstrual hygiene management.
Time Allotment	10 minutes
Material	<ul style="list-style-type: none"> ▪ Visual aids used in Activity 1

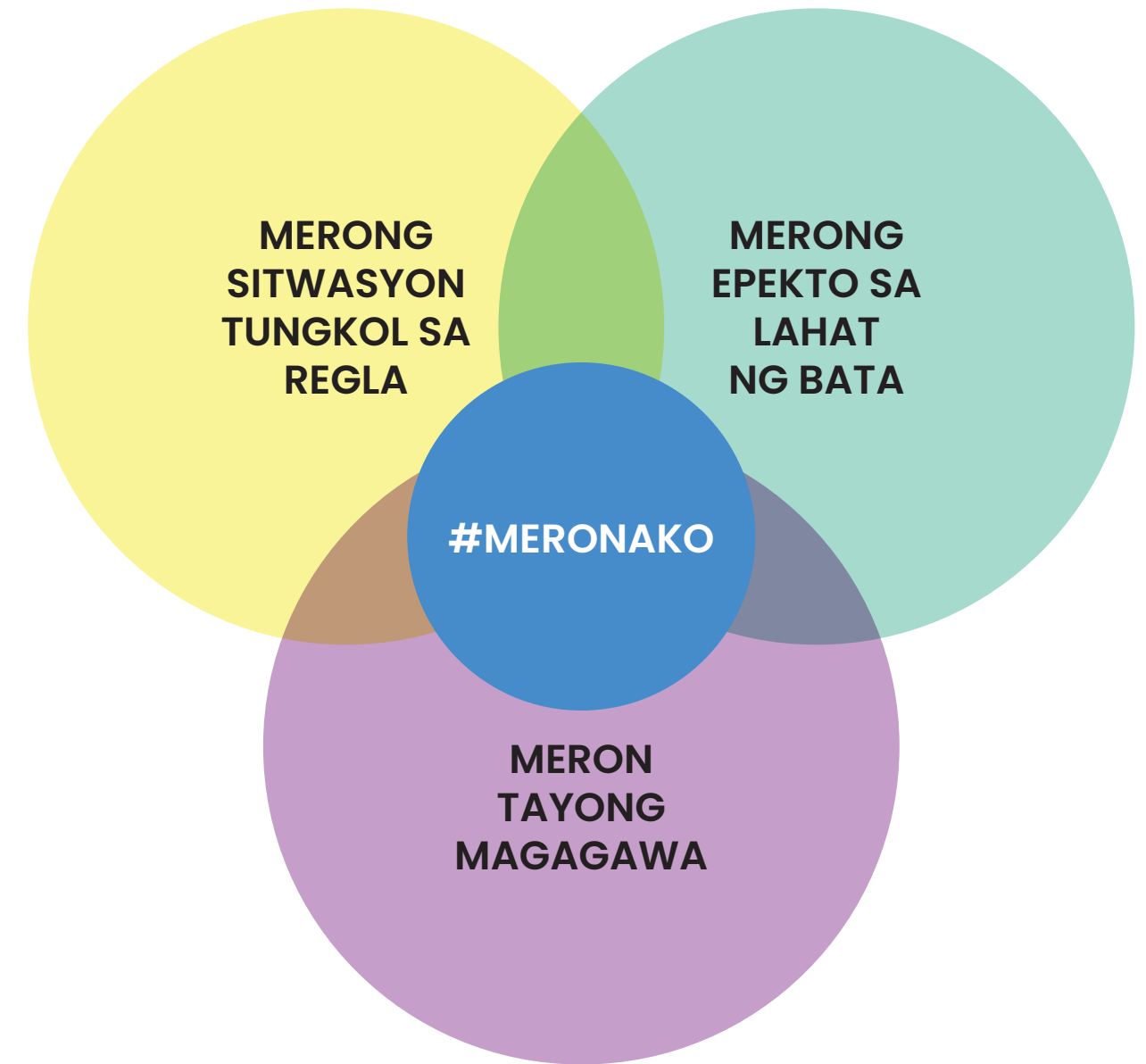
Instructions:

1. Review the answers of the group from the previous activity. Ask them to reflect on their answers.
2. Tell them that these changes in the body happened in a period called **puberty**—the time the body begins to develop and change as a person moves from being child to becoming an adult. Puberty starts between ages 8 and 13 in girls, and ages 9 and 15 for boys. Since people are different from each other, individuals don't all develop in the same way. Everyone changes at his/her own pace.
3. Direct the attention of the group to the visual aid "Regla." Ask them why this topic had the following emoji/reactions.

Possible Answers	
<ul style="list-style-type: none"> ▪ Nagbago na ang tingin sa bata (pagiging ganap nang dalaga) ▪ May nagpaliwanag (kapamilya, kaibigan, guro o ibang tao) ▪ May nabasa o nakita na nakatulong 	<ul style="list-style-type: none"> ▪ Unang nagkaregla sa mga kaklase/kaibigan ▪ May sakit na naranasan ▪ Napagtawanan o napahiya o na-"bully" ▪ Hindi alam ang gagawin ▪ Hindi maganda ang naging karanasan ▪ Hindi nakatulong sa nagkaregla

4. Give them a series of **Follow-up Questions** to reflect on:
 - Ganito rin kaya ang magiging reaksyon ng ating mga anak sa regla?
 - Paano haharapin ng ating mga anak ang pagkakaroon ng regla?
 - Bakit ito dapat pag-usapan?
 - Bakit kailangang isama ang mga batang lalaki sa usapin ng regla?
 - Ano ang maaaring gawin ng mga magulang o tagapag-alaga tungkol dito?

5. Tell them that you will answer these questions using the **Kwentong #MeronAko Concentric Circles**. See Input 1.
6. Ask for questions, clarifications or insights from the group.



INPUT 1

Kwentong #MeronAko

CIRCLE #1: MERON KASING SITWASYON...

Menstruation is a natural fact of life and a monthly occurrence for the 1.8 billion girls and women of reproductive age. Yet millions of them across the world are denied the right to manage their monthly menstrual cycle in a dignified, healthy way.³

Gender inequality, discriminatory social norms, cultural taboos, poverty and lack of basic services often cause girls' and women's menstrual health and hygiene needs to go unmet. Adolescent girls may face stigma, harassment and social exclusion during menstruation. All of these are far-reaching negative impacts on the lives of those who experience menstruation. These restrict their mobility, freedom and choices; it affect their attendance and participation in school and community life; and, it compromise their safety which, causes them stress and anxiety.⁴



³ UNICEF (2019) Guide to Menstrual Hygiene Materials. p. 13. Available at <https://www.unicef.org/wash/files/UNICEF-Guide-menstrual-hygiene-materials-2019.pdf>; ⁴Ibid.

We need to understand menstrual hygiene within the context of human rights and gender equality. This will give us a holistic approach to enable different actors in the community who are not normally familiar with MHM concerns. When young girls and women have difficulty exercising their rights to water, sanitation and education, they will likely have difficulty managing their menstruation.⁵ Their basic rights to education, work and health are negatively affected. By engaging parents, teachers, school officials, and local leaders, we are creating a supportive environment for girls and women on MHM.

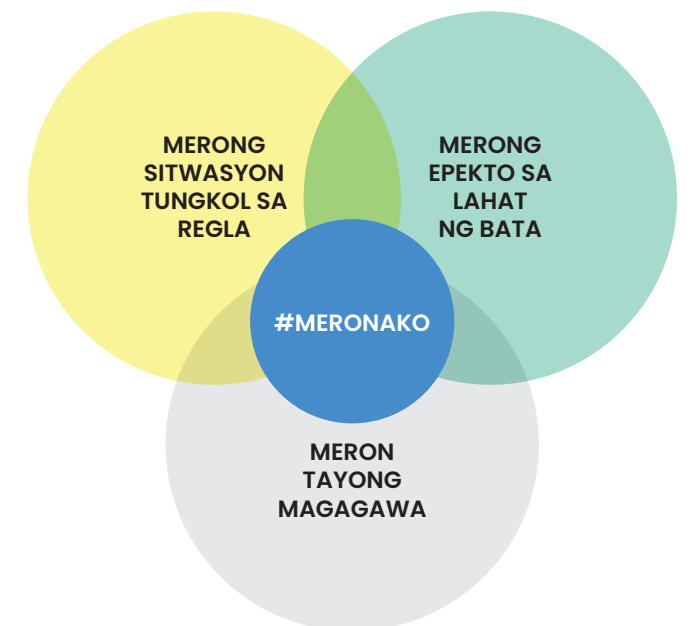
CIRCLE 2: MERONG EPEKTO SA MGA BATA...

Menstruation has physical, psychological and social effects on both girls and boys in school.

For girls, the lack of knowledge about puberty and menstruation, and inadequate options for MHM are barriers to education in most developing countries. Girls may be absent or less attentive in school during menstruation due to a lack of WASH facilities, poor sanitation and/or lack of access to good sanitary products. This affects their education, which has an impact on their economic opportunities in the future. The unhygienic practices and poor sanitation products would put girls susceptible to reproductive tract infections.⁶

The lack of basic knowledge about menstruation may also contribute to early and unwanted pregnancy of girls; the stress and shame associated with menstruation can also negatively affect their mental health.⁷ They are further disadvantaged due to negative social norms and cultural taboos surrounding menstruation—preventing them to fully participate in the community. Hence, MHM becomes an important gender issue since girls are disempowered and opportunities to reach their full potential

⁵Ibid., p 14; ⁶Ibid., p 15; ⁷Ibid.



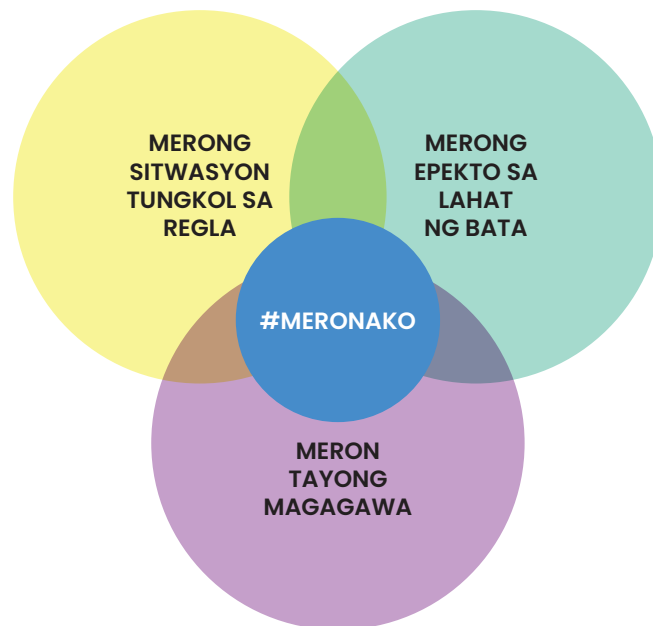
as individuals and as members of society are limited by issues that surround menstruation.

Meanwhile, boys are often left behind when it comes to discussions on menstruation. They often receive inaccurate and insufficient information. The secrecy surrounding the topic contributes to the stigma on menstruation. Boys need to be educated and involved in MHM while at school as their perspectives and feelings about menstruation also need to be brought to light.⁸ Learning the topic together with their female classmates will foster inclusive learning, develop empathy, build trust and respect, and provide opportunities to practice communication with each other about sensitive topics. Male involvement is essential to effectively promote MHM and the WASH agenda at home, schools and communities. **When everyone is included in the MHM dialogue, this fosters greater support and cooperation; and leads to empowerment of the whole community especially young girls.**



CIRCLE 3: MERON TAYONG MAGAGAWA...

Talking about personal subjects like periods (menstruation) can make parents and kids feel a little uncomfortable⁹, especially if the family doesn't engage in conversations about personal subjects. But the children need reliable information about menstrual hygiene from family and trusted adults. We recognize that parents/guardians play an important role in shaping a healthy approach to MHM. As the primary source of information, support and care at home, they can teach basic hygiene messages, and provide personal experiences and real-life contexts to deepen the conversation about MHM.



⁸ These observations and suggestions were cited in a study conducted by Mason, L. Sivakmi, M. Thakur, H. et al. in 2017 entitled "We do not know": a qualitative study exploring boys perception of menstruation in India. The material is available at <https://reproductive-health-journal.biomedcentral.com/articles/10.1186/s12978-017-0435-x>; ⁹ KidsHealth (2018) Talking to Your Child about Periods. Available at <https://kidshealth.org/en/parents/talk-about-menstruation.html>

These are the interventions that parents/guardians can do:

- **Parents/guardians can teach/reinforce personal hygiene practices at home** by encouraging children to wash their hands with clean water and soap at critical times (e.g., before eating, after toilet use); and, giving them access to private, clean and well-lighted wash area/toilet so they can practice positive hygiene behaviors.
- **Parents/guardians can serve as facilitators of MHM learning process.** Their stories, discoveries and insights as a young person once and their parental instincts are useful in discussing MHM through the blended-learning approach. **There are learning delivery tools that will help them provide learners with reliable information and child-friendly processes.** Parents/guardians should not be purveyors of myths and misconceptions. With guidance from teachers, these materials aim to increase the parent-child communication on personal matters.

Helping children understand their maturing bodies and practice basic hygiene behaviors will empower them to make good and informed decisions about their health. This will also encourage them to adopt positive values and behaviors on sexuality and reproductive health. **Parents/guardians and schools will always work together to promote the safety and well-being of children.**



CIRCLE 4: #MERONAKO

The Department of Education, together with school teachers and leaders, and partners agencies i.e. UNICEF, CHSI are working together to support and guide the parents/guardians in this undertaking.

The **#MeronAko Project is a school-based communication campaign on Menstrual Hygiene Management**, which was launched in selected schools in Northern Samar in 2018. This school year, #MeronAko will be expanded to cover all public elementary schools in the Division of Northern Samar. **This will complement DepEd's integrated health and nutrition pro-gram, and comprehensive sexuality education in the K-12 basic curriculum.**

ACTIVITY 3: Input/Discussion – KwenTuruan Self Learning Module for Grade 5 Learner


Objectives	1. Familiarize themselves with MHM learning delivery tool for Grade 5 learners.
Time Allotment	10 minutes
Material	<ul style="list-style-type: none"> Visual aids used in Activity 1

Instructions:

1. Show to the group a sample of the **KwenTuruan Modyul para sa mga Mag-aaral na nasa Ika-5 Baitang**.
2. Explain the important points of the module. See Input 2.
3. Tell them that all materials will be distributed after the session.
4. Ask for questions, clarifications or comments from the group.
5. Prepare for the next activity.



INPUT 2

Title	KwenTuruan Modyul para sa mga Mag-aaral na nasa Ika-5 Baitang
User	Grade 5 learners (boys and girls)
Description	A 4-part distance learning material that contains information on puberty, menstruation and menstrual hygiene management. The module is linked to the learning competencies indicated in the K-12 Basic Curriculum / MELC and Comprehensive Sexuality Education. It is a supplement material to DepEd learning modules on puberty, menstruation, reproductive health, and personal hygiene under the following learning areas: Science, Health and Home Economics for 2nd Quarter.
Process	<p>Child-Parent learning</p> <ul style="list-style-type: none"> (learners together with their parents/guardians discuss each topic) <p>Interactive</p> <ul style="list-style-type: none"> (activities are interactive and uses participatory arts processes) <p>Sequence of activities</p> <ol style="list-style-type: none"> 1. Magkwento (share personal stories/experiences related to the topic) 2. Pag-usapan (clarify/process/reflect on the stories/experiences) 3. Unawain (read information about the topic provided in the module) 4. Gumawa (create output/small project to apply learning into practice or transform information into useful and practical things)
Output	<p>KwenTuruan Portfolio Collation of journals, creative outputs and MHM product created by the learner. Pre-activity & feedback forms accomplished by parent/guardian will be included in the portfolio.</p> 

Role of parents/guardians	As facilitator
	<ol style="list-style-type: none"> 1. Supervise the learning process and help learner use the module. 2. Monitor the progress of learning and output of the child. 3. Ensure the submission of KwenTuruan portfolio at the end of the week.
	As Participant

1. Interact and join learner in specific activities indicated in the module.

Important Note: A separate job aid (Gabay ng Mga Magulang o Tagapag-alaga para sa KwenTuruan sa Kalusugan) will be given to parent/guardian to guide them in each lesson.




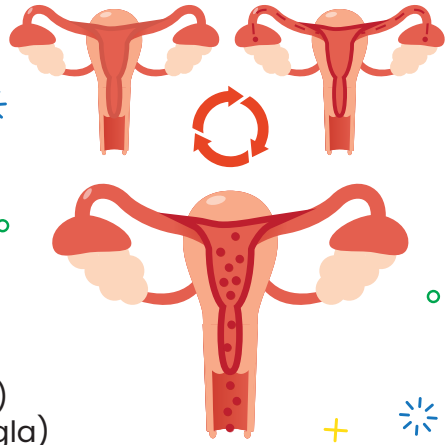
CONTENT OVERVIEW (KwenTuruan Self Learning Module)

Related Learning Competencies

Lesson 1	<ul style="list-style-type: none"> Describes the physical, emotional and social changes during puberty. H5GD-lab-1 Accepts changes as a normal part of growth and development. H5GD-lab-2 Show positive attitudes towards sexual and reproductive bodies, and the changes during puberty. CSE A1A1
Lesson 2	<ul style="list-style-type: none"> Explains the menstrual cycle. S5LT-llc-3 Describes sexual and reproductive system (structure and functions). CSE K1A1 Explains puberty or sexual maturation – effects on body, emotions, thinking and social relationships, including bodies' preparation for re-production. CSE K1A2
Lesson 3	<ul style="list-style-type: none"> Describes common misconceptions related on puberty. H5GD-lcd-3 Discusses the importance of seeking the advice of professionals/trust-ed and reliable adults in managing puberty-related health issues and concerns. H5GD-li-11
Lesson 4	<ul style="list-style-type: none"> Gives ways of taking care of the reproductive organs. S5LT-lld-4 Demonstrates ways to manage puberty-related health issues and concerns. H5GD-li-9 Practices proper self-care procedures. H5GD-li-10 Nasasabi ang mga kagamitan at wastong paraan sa paglilinis at pag-aayos ng sarili. HEPP5HE-Oc-5-1

Learning Objectives

Lesson 1	<ol style="list-style-type: none"> 1. Describe changes in the body during puberty. 2. Recognize positive attitudes toward changes in the body during puberty
Lesson 2	<ol style="list-style-type: none"> 1. Explain menstruation and menstrual cycle. 2. Identify reproductive organs and its functions related to menstruation 3. Describe phases of menstrual cycle

<p>Lesson 3</p>	<ol style="list-style-type: none"> 1. Identify myths and misconceptions related to menstruation 2. Analyze the basis of myths and misconceptions related to menstruation 3. Recognize the importance of seeking the advice of health professionals /workers in managing menstruation
<p>Lesson 4</p>	<ol style="list-style-type: none"> 1. Identify common symptoms of menstruation 2. Describe ways to effectively manage menstrual hygiene at home, school and community 3. Enumerate menstrual hygiene materials/supplies
<p>Topics and Content Outline</p>	
<p>Lesson 1: Pagbabagong Nagaganap sa Nagdadalaga at nagbibinata</p>	<p>Maikling Pagpapakilala ng Aralin Sariling Inaasahan sa Aralin</p> <p>MAGKWENTUHAN Mga Pagbabago habang Nagdadalaga at Nagbibinata</p> <p>PAG-USAPAN Pagpapalalim ng Kwentuhan</p> <p>UNAWAIN Tandaan ang Mahahalagang Konsepto</p> <p>GUMAWA</p> <ul style="list-style-type: none"> ▪ Pagbubuod ng Natutunan ▪ Malikhaing Gawain 1 (Self-Talk Emoji) ▪ Malikhaing Gawain 2 (Ang Galing Niya!) ▪ Subukang Gawin! (Ano'ng BMI Mo?) 
<p>Lesson 2: Ang Regla at ang Siklo ng Regla o Menstrual Cycle</p>	<p>Maikling Pagpapakilala ng Aralin Sariling Inaasahan sa Aralin</p> <p>MAGKWENTUHAN Ang Unang Dalaw</p> <p>PAG-USAPAN Pagpapalalim ng Kwentuhan</p> <p>UNAWAIN Tandaan ang Mahahalagang Konsepto</p> <p>GUMAWA</p> <ul style="list-style-type: none"> ▪ Pagbubuod ng Natutunan ▪ Malikhaing Gawain 1 (Name Acrostic) ▪ Malikhaing Gawain 2 (Ako at ang Regla) 

<p>Lesson 3: Mga Paniniwala at Sabi-sabi Tungkol sa Regla</p>	<p>Maikling Pagpapakilala ng Aralin Sariling Inaasahan sa Aralin</p> <p>MAGKWENTUHAN Mga Paniniwala at Sabi-sabi tungkol Regla</p> <p>PAG-USAPAN Pagpapalalim ng Kwentuhan</p> <p>UNAWAIN Tandaan ang Mahahalagang Konsepto</p> <p>GUMAWA</p> <ul style="list-style-type: none"> ▪ Pagbubuod ng Natutunan ▪ Malikhaing Gawain (Mga Payo kay Sam) 
<p>Lesson 4: Pangangalaga sa Katawan Tuwing may Regla</p>	<p>Maikling Pagpapakilala ng Aralin Sariling Inaasahan sa Aralin</p> <p>MAGKWENTUHAN Mga Palatandaan ng Regla</p> <p>PAG-USAPAN Pagpapalalim ng Kwentuhan</p> <p>UNAWAIN Tandaan ang Mahahalagang Konsepto</p> <p>GUMAWA</p> <ul style="list-style-type: none"> ▪ Pagbubuod ng Natutunan ▪ Malikhaing Gawain 1 (#MeronAko Budgeting) ▪ Malikhaing Gawain 2 (DIY Pasador) ▪ Subukang Gawin! (Tulongan sina Samantha at Samuel) ▪ Subukang Gawin! (Kasaysayan ng Pasador at Sanitary Pad) 

ACTIVITY 4: Energizer - Quick Survey

Objectives	1. Assess the level of confidence in sharing personal experiences, knowledge and beliefs on topics related to MHM.
Time Allotment	5 minutes
Material	<ul style="list-style-type: none"> Survey visual aids (printed statements, survey legend) Survey record sheet

Instructions:

1. Provide an energizer to the group by doing a quick survey.
2. Tell them that each person will try to rate the level of his/her confidence in sharing their personal experiences, beliefs and understanding on MHM topics to their children.
3. Explain the mechanics of the game. The teacher will ask a question about their level of confidence on a particular MHM topic. Their answers have corresponding hand gesture. Each person will give his/her answer by showing the hand gesture. Use the following legend:



4. Ask the group the following questions one at a time. Use the printed statements as visual aid. Be sure to record their answers. Use the Quick Survey Record Sheet.

Meron ka bang kumpiyansa para magbahagi sa anak ng iyong karanasan, paniniwala at nalalaman tungkol sa...

- Mga pagbabagong nararanasan sa katawan habang nagdadalaga o nagbibinata?
- Pagkakaroon ng regla at skedyul ng pagdating nito?
- Mga sabi-sabi at paniniwala tungkol sa regla?
- Mga gagawin para maayos na pagdaanan ang pagreregla?

5. Ask for comments or insights from the group. Ask them again if they are confident or not confident to share experiences and beliefs on menstruation. Connect their answers to the next activity.

QUICK SURVEY RECORD SHEET					
Mga Tanong Meron ka bang kumpiyansa para magbahagi sa anak ng iyong karanasan, paniniwala at nalalaman tungkol sa...	 Wala pa	 Merong Kaunti	 Sakto Lang	 Meron at Sapat	 Confident with a Heart!
1. Mga pagbabagong nararanasan sa katawan habang nagdadalaga o nagbibinata?					
2. Pagkakaroon ng regla at skedyul ng pagdating nito?					
3. Mga sabi-sabi at paniniwala tungkol sa regla?					
4. Mga gagawin para maayos na pagdaanan ang pagreregla?					
DATE OF ORIENTATION					
NUMBER OF PARTICIPANTS					
NAME OF TEACHER					
NAME OF SCHOOL					

ACTIVITY 5: Input/Discussion

Objectives	<ol style="list-style-type: none"> 1. Familiarize themselves with the parts of Gabay ng Mga Magulang o Tagapag-alaga para sa Kwenturuan sa Kalusugan. 2. Enumerate important notes/tips before, during and after conducting the Kwenturuan learning process.
Time Allotment	5 minutes
Material	<ul style="list-style-type: none"> ▪ Gabay ng Mga Magulang o Tagapag-alaga para sa Kwenturuan sa Kalusugan

Instructions:

1. Show a sample of **Gabay ng Mga Magulang o Tagapag-alaga para sa Kwenturuan sa Kalusugan** to the group. Use the actual job aid when explaining the points under Number 2 below.
2. Explain the following points in the job aid:

Title	Gabay ng Mga Magulang o Tagapag-alaga para sa Kwenturuan sa Kalusugan
User	Parents and guardians of Grade 5 learners
Description	<p>A job aid for parents and guardians involved in the distance learning of Grade 5 learners on Menstrual Hygiene Management. It aims to increase the meaningful engagement between parent/guardian and children during distance learning sessions. Target users are encouraged to attend the local MHM Orientation session conducted by school teacher/s.</p>



Objective	Guide the parent or guardian to facilitate and supervise the child-parent learning process of each lesson of Kwenturuan Self Learning Module on Menstrual Hygiene Management.
Content Outline	<ol style="list-style-type: none"> 1. Panimula 2. Paano Gamitin ang Gabay na ito? 3. Mga dapat tandaan ng magulang/tapag-alaga kapag may Kwenturuan <ul style="list-style-type: none"> ▪ Bago magsimula ang aralin ▪ Habang nagaganap ang aralin ▪ Pagkatapos ng aralin 4. Mga Gabay sa Aralin <ul style="list-style-type: none"> ▪ Aralin 1: Pagbabagong Nagaganap sa Nagdadalaga/Nagbibinata ▪ Aralin 2: Ang Regla at ang Siklo ng Regla o Menstrual Cycle ▪ Aralin 3: Mga Paniniwala at Sabi-sabi Tungkol sa Regla ▪ Aralin 4: Pangangalaga sa Katawan Tuwing may Regla 5. Mga Sanggunian o References
Output	<p>Pre-activity & feedback forms to be included in the Kwenturuan Portfolio</p> <p>Pre-activity form will collect the following information: basic profile of parent/guardian conducting the specific lesson, basic profile of learner, starting time. While the feedback form will collect the reactions of parent/guardian after conducting the session and completion time.</p>
Flyer	#Kwenturuan Orientation Flyer - Summarizes the important points discussed during the MHM orientation. This will serve as an orientation handout to be given after the orientation session and/or module distribution in barangay halls/community pickup points.

3. Ask for questions, clarifications or comments from the group.
4. Mention the different reminders for parents/guardians when conducting the Kwenturuan session. Provide short explanation if necessary.

Important Reminders during Kwenturuan Session

(Mga dapat tandaan kapag may KwenTuruan Session)



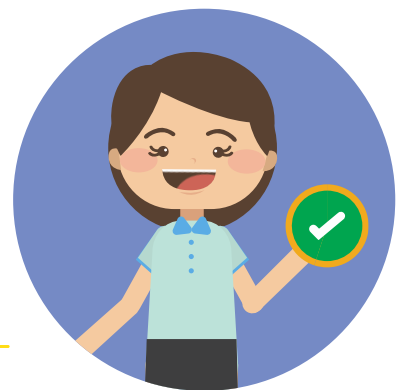
Bago Magsimula ang Aralin

- Ang aking karanasan bilang bata noon na dumaan sa puberty o pagdadalaga/pagbibinata ay mahalaga.
- Ang aking mga kwento ay natatangi, kapupulutan ng mga aral at kahulugan.
- Ang aking karanasan ay bahagi ng aking pagkatao. Ito ay nakapag-bibigay ng inspirasyon sa aking anak/inaalagaan.
- Tatawagin ko sa tamang pangalan ang mga bahagi ng katawan pati na ang nakatago o maseselang bahagi gamit ang wikang Filipino, English o Mother Tongue.
- Ituturo ko ang konseptong: **Mahal ko ang aking katawan. Walang ibang nagmamay-ari nito kung hindi ako. Ang aking katawan ay akin lamang.**
- Babasahin ko ang **Gabay sa Aralin** sa simula upang masundan ko ang daloy ng Kwenturuan.
- Sasagutan ko ang **pre-activity form** bago magsimula ang aralin.



Habang Nagaganap ang Aralin

- Makikilahok ako sa aralin at mag-eejoy sa bonding namin ng aking anak o inaalagaan.
- Susundan ko ang daloy ng aralin na **Magkwento-Pag-usapan-Unawain-Gumawa** para matutunan ang **Menstrual Hygiene Management**.



Pagkatapos ng Aralin

- I-mo-monitor ko ang aking anak o inaalagaan sa paggawa ng kanyang mga journals (talaan), creative outputs at **Kwenturuan portfolio**.
- Sasagutan ko ang **feedback form** pagkatapos ng bawat aralin.
- Nakahanda akong magbahagi ng karanasan, natutunan at natuklasan sa Kwenturuan session sa ibang mga magulang, tagapag-alaga at guro kung may pagkakataon.

5. Ask for further questions, clarifications or comments from the group.
6. Refer them to other available MHM learning resources they can use. Briefly enumerate these materials. See Table 1: Other MHM Learning Materials.
7. Direct their attention to the unique markings in the **Gabay ng Mga Magulang o Tagapag-alaga para sa Kwenturuan sa Kalusugan**. Explain that these forms are part of the Monitoring and Evaluation process of #MeronAko project. Explain further that the collected data will be used to assess, improve and validate the design and content of the Kwenturuan learning delivery tools. It will also be used to understand parents/guardians' roles in communicating knowledge, information, attitudes and practices regarding menstruation to their children.
8. Reiterate the following tasks:
 - Accomplish the **pre-activity form** before each lesson. (There are 4 lessons in the **Kwenturuan Modyul** so there will be 4 pre-activity forms in total.)
 - Accomplish **feedback form** after each lesson. (4 feedback forms in total)
 - The accomplished pre-activity and feedback forms should be attached to the **Kwenturuan portfolio**, which will be submitted to the teacher at a given date.
9. Ask for questions, clarifications or comments from the group.
10. Prepare them for the last activity.

TABLE 1: OTHER MHM LEARNING RESOURCES

Format	Title	Description
Video	#MeronAko Naming Body Parts	Discusses the similarities of boys and girls and shows how they differ, especially in their reproductive body parts. Gives tips on how to avoid sexual abuse. (Running time: 3 min 19 sec)
Video	#MeronAko Sex & Gender	Explains sex determination and how color assignments came to be. (Running time: 3 min 26 sec)
Video	#MeronAko Menstruation Tips	Teaches girls to be ready with menstruation and how they should manage their periods, including negative reactions, especially from boys. It deals with building a girl's confidence and helping boys to behave responsively toward girls and menstruating. (Running time: 1 min 50 sec)

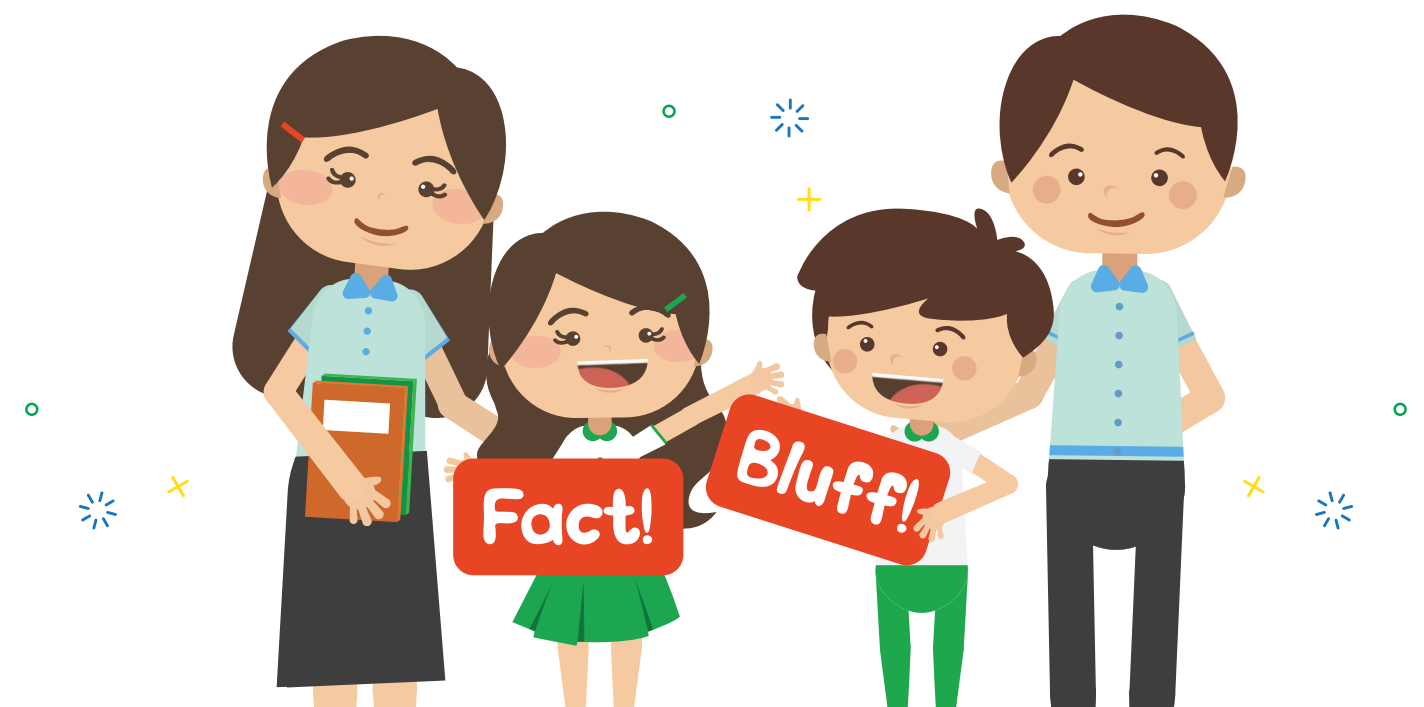
Format	Title	Description
Video	#MeronAko Pagdadalaga ni Sam	Introduces the viewer to menarche, its significance and how it is such a part of normal, healthy growth for all adolescent girls. It explains that “Meron ako” means menstruating in Pilipino and briefly assures that menstruation should not deter a girl from being active. The video also attempts to make adolescent boys better appreciate and understand what menstruation is. (Running time: 6 min 16 sec) <i>Note: All #MeronAko videos can be accessed from CHSI Philippines Youtube page at https://www.youtube.com/channel/UCPMJC9_phR4EkO8R_LalWiw</i>
Flyer	#KwenTuruan Orientation Flyer	Summarizes the important points discussed during the MHM orientation.
Booklet	#MeronAko Learners’ Journal	A supplementary advocacy material for WinS program orientation and briefing. Written in Filipino.
Booklet	Growing Healthy - Things that girls need to know	Raises the awareness of adolescent girls about Menstrual Hygiene Management. It has practical information presented in an approachable manner, covering common questions about menstruation, tips on how to handle the transition, and myths about periods. It also contains a calendar to help girls track their period and predict their occurrence.

Activity 6: Review & Synthesis

Objectives	1. Recall the key points discussed in the orientation.
Time Allotment	10 minutes
Material	<ul style="list-style-type: none"> ▪ Visual aids (fact or bluff signage; Kwentong #MeronAko concentric circles) ▪ KwenTuruan learning delivery tools (1 set per learner) ▪ Receiving forms





Instructions:

1. Recall some of the key points discussed by the group through a game - **Fact or Bluff**.
2. Explain the mechanics of the game. The teacher will read aloud some statements. The group will determine whether each statement is correct or incorrect. The group will respond by saying “FACT” and gesturing a big check for statement they deem correct. The group will respond by saying “BLUFF” and gesturing a big X for statement they deem incorrect.
3. Read aloud the following statements one at a time. Provide a short explanation if needed.
4. Give the group a round of applause.
5. Remind the group when to submit the **KwenTuruan Portfolio** of their children and other logistical matters.
6. Show a sample of the **KwenTuruan Orientation flyer** to the group. Explain that this material summarizes the important points discussed during the session. It will be distributed together with the KwenTuruan modules after the session.



Statement	Answer
Lahat tayo ay dumaan sa puberty o panahon na kung saan nagbago ang ating katawan	FACT
Ang pagkakaroon ng regla ng mga babae ay normal at mahalagang pag-usapan.	FACT
Mga babae lang ang naapektuhan ng regla.	BLUFF
Pag-uusapan ang Menstrual Hygiene Management sa bahay gamit ang KwenTuruan Modyul.	FACT
May magagawa tayo upang maunawan at mapangalagaan ng mga bata ang kanilang katawan.	FACT

7. Close the session by giving a short synthesis using the Kwentong **#MeronAko** concentric circles.

-  **Merong sitwasyon** tungkol sa regla. Maraming kababaihan ang hindi nagkakaroon ng maayos, ligtas at may dignidad na karanasan kapag may regla.
-  **Merong epekto** ang regla sa lahat ng bata. Ang kakulangan sa kaalaman ay maaaring maglagay sa batang babae sa isang malungkot at hindi ligtas na sitwasyon. Napag-iiwanan naman ang mga batang lalaki sa talakayan. Pareho itong hindi nakakatulong sa pagpapalakas ng kakayanan ng mga bata.
-  **Meron tayong magagawa** bilang mga magulang at tapag-alaga. Ituro sa bahay ang mga basic hygiene behaviors tulad ng paghuhugas ng kamay gamit ang tubig at sabon. Maaaring talakayin ang mga isyung nakapaloob sa pagreregla kasama ang ating mga anak. Pag-usapan natin ang Menstrual Hygiene Management o MHM gamit ang mga KwenTuruan Modyul at job aids.
-  Mag-enjoy po tayo sa ating family bonding at **KwenTuruan** kasama ang **#MeronAko!**

8. Distribute the Receiving Forms. Ask the group to accomplish it to receive the following MHM delivery tools (One set per learner):

- KwenTuruan Modyul para sa mga Mag-aaral na nasa Ika-5 Baitang
- Gabay ng Mga Magulang o Tagapag-alaga para sa KwenTuruan sa Kalusugan
- Kwenturuan Orientation flyer

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Specific Measures for COVID-19 Prevention and Mitigation in Schools
Source: Department of Education. *Guidelines on the Required Health Standards in Basic Education Officers and Schools*.

**Paglappaad ng
balaakang**

**Paglalki ng
susos**

Regla

**Paglalki o
paglalim ng
booses**

**Paagtuboo ng
bigote**

**Paaglaki ng
muscles**

**Pagtanngkad
at pagbibigat**

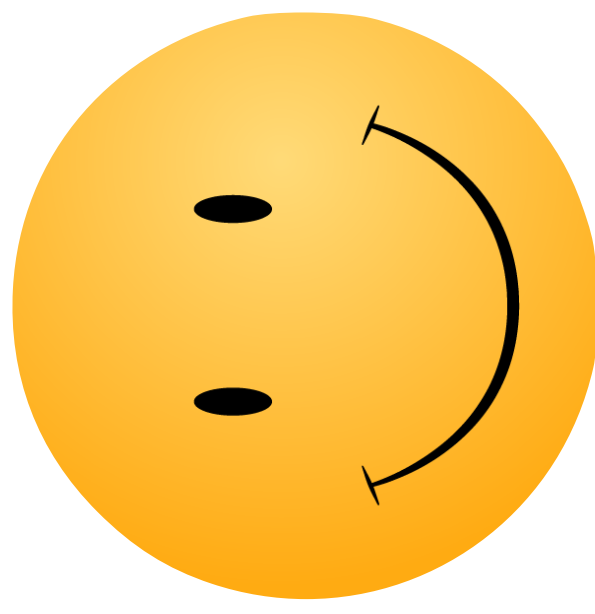
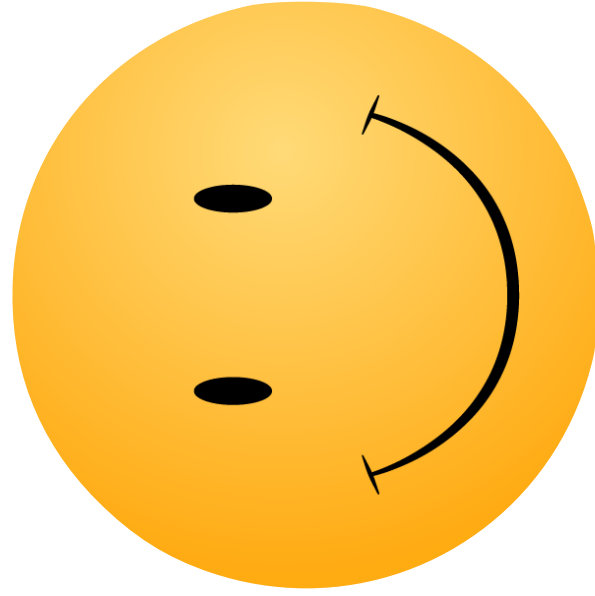
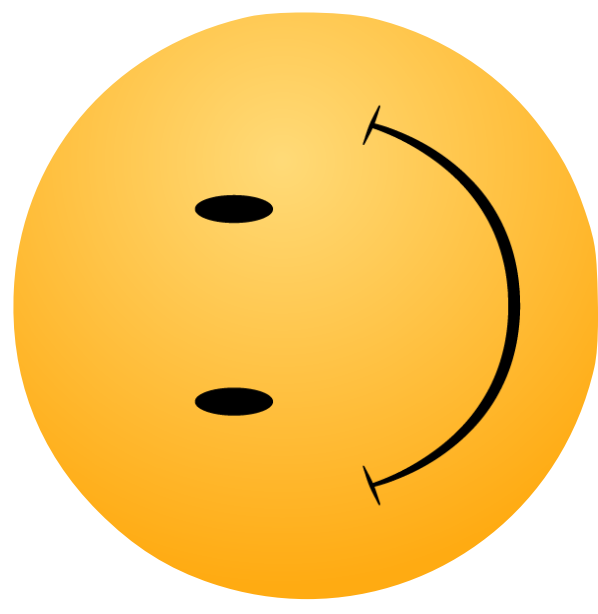
Boddy odor

Pimples at Acne

Buhok sa kikiili

Buhok sa paligid ng ari

Emoji



Emoji



Emoji



Emoji



Emoji



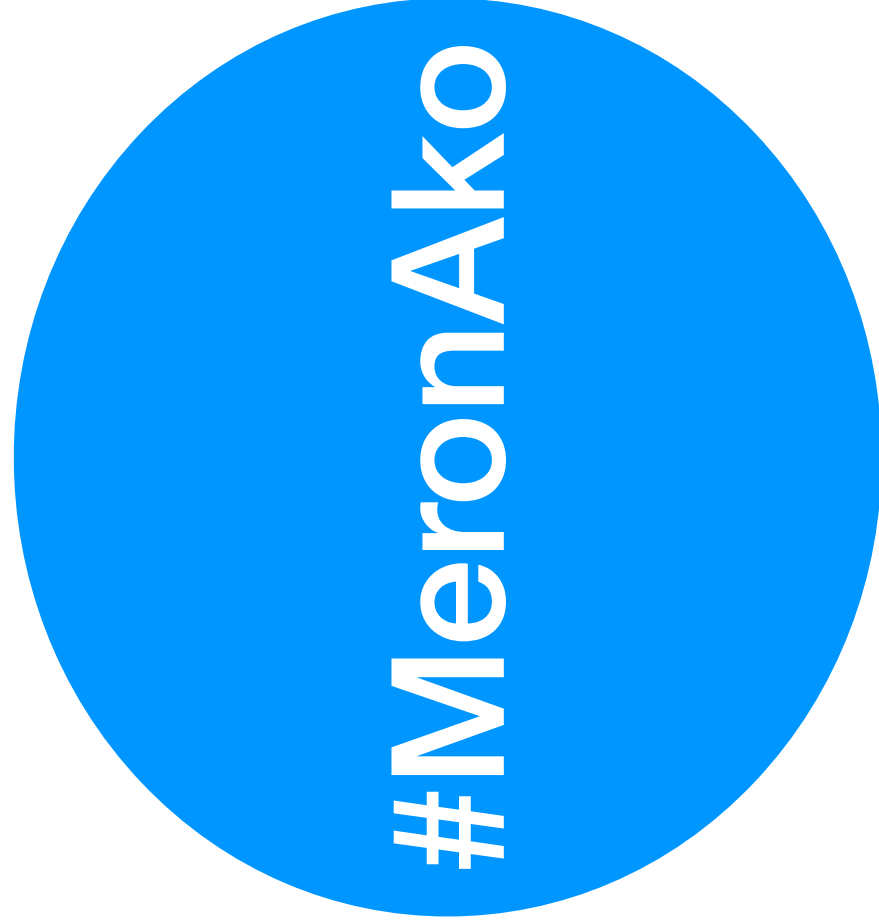
Emoji



7

Emoji





**Merong
epekto
sa mga
bata**

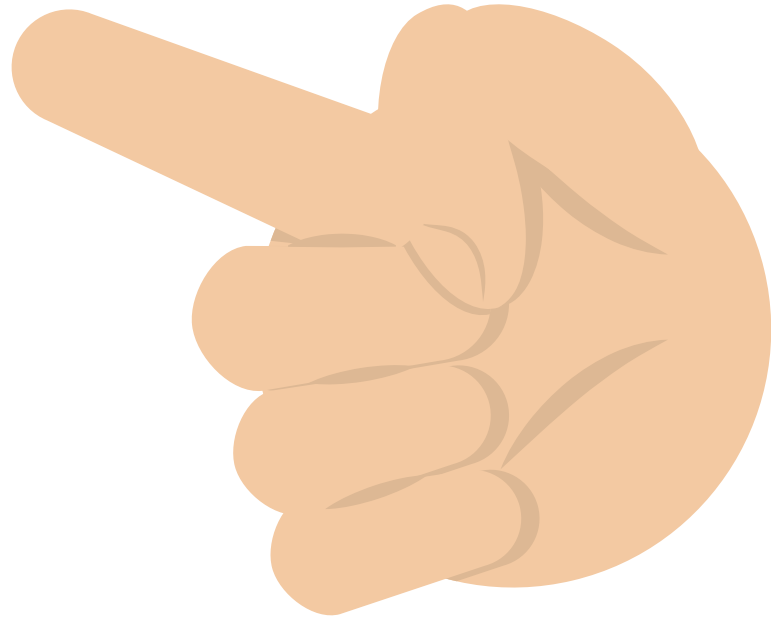
**Meron tayong
magagawa**

**Mga pagbabagong
nararanasan sa
katawan habang
nagdadalaga o
nagbibinata?**

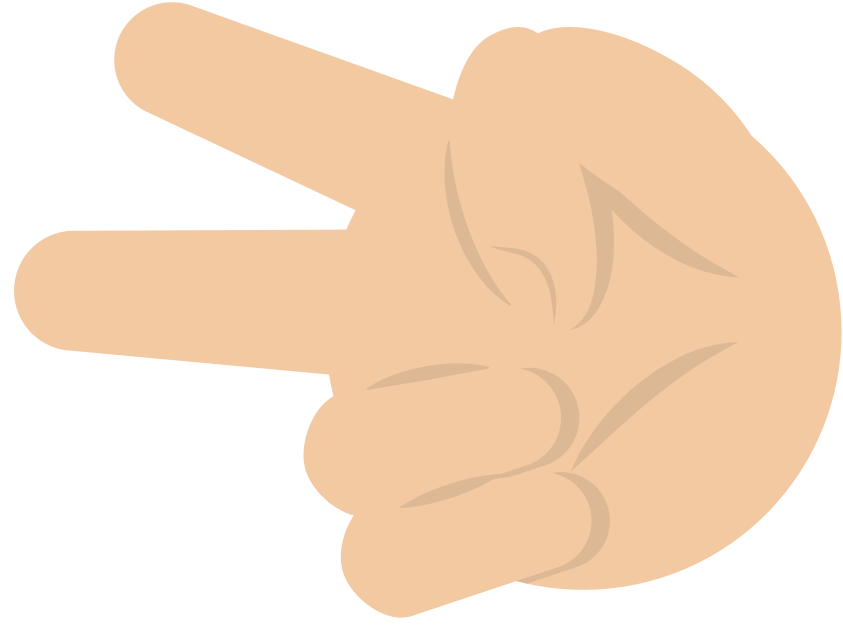
**Pagkakaroon ng
regla at skedyul ng
pagdating nito?**

**Mga sabi-sabi at
paniniwala tungkol sa
regla?**

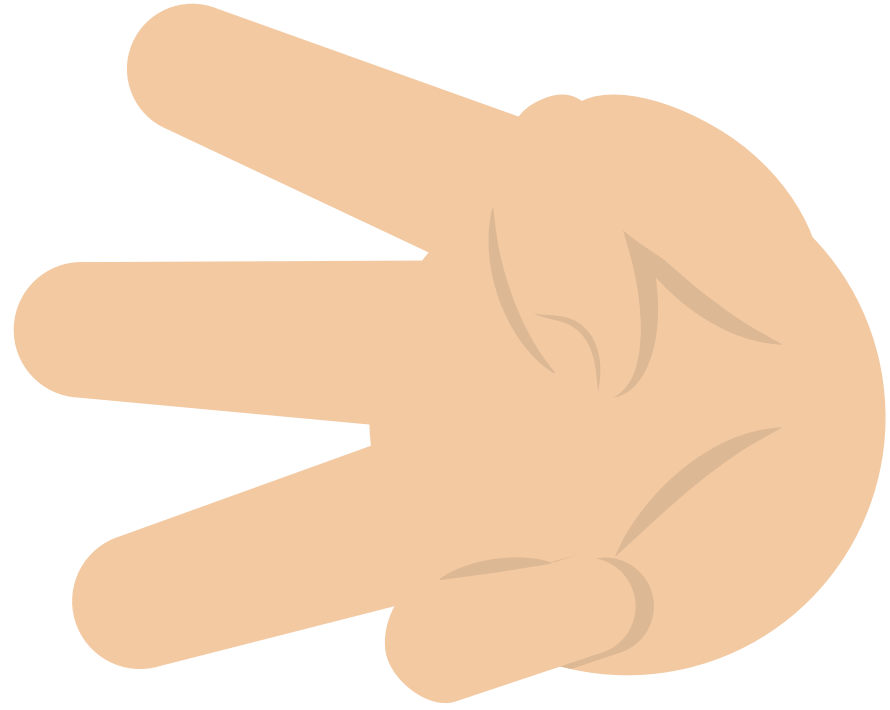
**Mga gagawin para
maayos na pagdaanan
ang pagreregla?**



Wala pa



**Merong
Kaunti**



Sakto
Lang



Meron at
Sapat



Confident with a Heart

Fact or Bluff?

**Lahat tayo ay dumaaan sa
puberty o panahon na
kung saan nagbago ang
ating katawan.**

**Ang pagkakaroon ng
regla ng mga babae ay
normal at mahalagang
pag-usapan.**

**Mga babae lang ang
naapektuhan ng
regla.**

**Pag-uusapan ang MHM
sa bahay gamit ang
Kwenturuan
module.**

**May magagawa tayong
upang maunawan at
pangalagaan ng mga bata
ang kanilang katawan.**

FACT or BLUFF

Annex 5

Specific Measures for COVID-19 Prevention and Mitigation in Schools¹

I. Routines and Protocols for Health and Safety

A. General Health and Safety Protocols

1. Practice respiratory etiquette and other protective measures.
 - a. Practice physical distancing (at least 1 meter part) at all times.
 - b. Frequent clean hands by using alcohol-based hand rub/disinfectants or by proper handwashing with soap and water. Teachers shall allot of specific period among learners for regular and thorough handwashing with soap and water, subject to the strict observance of physical distancing.
 - c. When sneezing/coughing, use tissue or inner portion of elbow to cover nose and mouth, and be sure that proper distance is maintained. Do not cover mouth with the hand.
 - d. Observe proper use of face masks at all times. Both nose and mouth must be covered.
 - i. Those with no symptoms may use cloth/washable face masks, earloop masks, indigenous, reusable, do-it-yourself masks, or face shields, handkerchiefs, or such other protective equipment or any combination thereof, which can effectively lessen the transmission of COVID-19.
 - ii. Surgical masks — to be stored in the school clinic and available at the school entrances, shall be reserved for symptomatic individuals and health care providers. Individuals who will manifest symptoms shall immediately be provided with a surgical masks and brought to the school clinic for checking/monitoring/advice; e.g. send home, refer to a hospital/appropriate health authority, etc.
 - e. Practice proper disposal of tissue and masks after use.
2. All learners, teachers and personnel, on the first day of their reporting to school, shall be provided with an initial orientation on the respiratory etiquette and other protective measures. It shall be reiterated that the same measures are expected to be practiced on other public places, including when they travel to and from the school, and even at home should risk factors exist.
3. The school shall ensure that each learner, teacher, and personnel has access to the following upon return to school:
 - a. Cloth/washable face masks, earloop masks, indigenous, reusable, do-it-yourself masks, or face shields, handkerchiefs, or such other protective equipment or any combination thereof, which can effectively lessen the transmission of COVID-19.
 - b. 1 toothbrush and 1 toothpaste (K-6 learners)
 - c. 1 bar of soap (K-6 learners)
4. The school shall ensure availability of hand soaps/hand-sanitizers/alcohol-based solutions/other disinfectants in restrooms, classrooms, entrances, etc. by doing routine monitoring and replacement/replenishment if needed.
5. The school shall ensure cleaning/disinfection of frequently touched surfaces and objects (tables, doorknobs, desks and school items) using bleach solutions at least twice a day, preferably before the start of scheduled physical classes (e.g., once in the morning, once in the afternoon), as well as the routine cleaning and the replacement of disinfectant solutions in foot baths. More intensive cleaning and disinfection shall be done on weekends.

¹ Source: Department of Education (25 June 2020). DepEd Order No. 14 s. 2020: Guidelines on the Required Health Standards in Basic Education Offices and Schools. Available at https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_014.pdf

