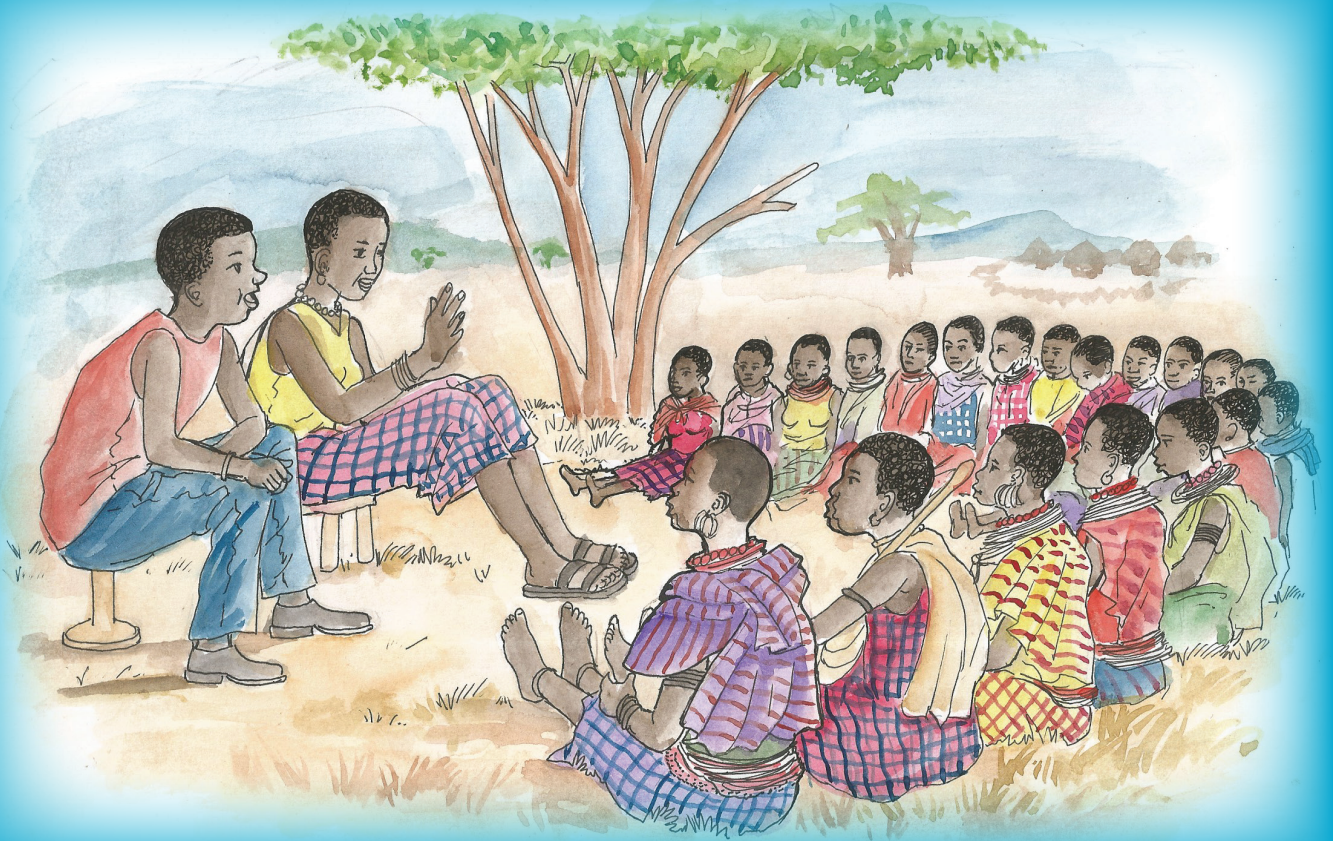


EDEAN MODERATOR'S MANUAL



Emorikinos Daadang Etogongo Alatanakin Ngidwe



USAID
FROM THE AMERICAN PEOPLE

FACT

Fertility Awareness
for Community
Transformation

EDEAN MODERATOR'S MANUAL

Emorikinos Daadang Etogongo Alatanakin Ngidwe

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Institute for Reproductive Health, Georgetown University and Save the Children.

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Acknowledgements

This EDEAN Moderator's Manual was compiled by the Georgetown Institute for Reproductive Health (IRH) in collaboration with Save the Children under the Fertility Awareness for Community Transformation (FACT) Project. Virginia Williams (independent Consultant) led the development of the activity plans for Peer Meetings and Augustine Bazaale (Ngikukus Uganda Ltd.) led the development of the community theatre resources.

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Introduction to EDEAN

Overview

EDEAN stands for “Emorikinos Daadang Etogongo Alatanakin Ngidwe”, which means “Let’s Come Together to Strengthen Child Spacing” in Nga’Karamojong.” EDEAN aims to teach people about fertility and family planning. EDEAN Moderators will lead activities on these topics in their communities. During Peer Group Meetings, Peer Group Members will learn about four topics: Couple Communication, Menstruation, Fertility, and Family Planning. Peer Group Members will then enact Theatre Performances to share this information with others in their community. This manual includes guidelines and activity plans for Moderators to follow to lead Peer Group Meetings and Community Theatre Performances with Peer Group Members in their communities.

What is included in this Manual?

This Manual includes instructions for EDEAN Peer Moderators on how to lead Peer Group Meetings and how to direct Theatre Performances for community members.

Part I of this manual includes general resources and guidelines for the Moderators to follow when leading Peer Group Meetings and directing theatre performances. Peer Moderators can refer to this section for guidance on how to prepare for and lead each of these types of activities.

Part II of this manual includes content for two EDEAN topics: Couples Conversation and Menstruation. Each topic has a series of activities: one single-gender peer meeting, one mixed-gender peer meeting, two community theatre performances based on a Storyline, and one drama that Peer Group Members create themselves. Each week, Moderators will lead their groups through one of these activities.

Who are EDEAN Peer Moderators?

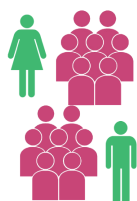
Peer Moderators are:

- Active members of their community
- Selected by members of the community
- Fluent in the local language
- Able to read and write
- Willing and able to facilitate peer group meetings, theatre performances, and community discussions
- Ready to lead by example
- Happy to share information with the community

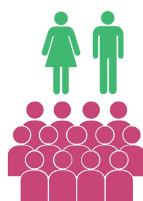
Peer Moderator's Tasks

Peer Moderators are Responsible for:

- Gathering peer group members for weekly meetings, theatre rehearsals and community theatre performances
- Preparing and conducting meetings on fertility awareness and family planning topics
- Directing theatre rehearsals and community theatre performances on fertility awareness and family planning topics
- Supporting Peer Members when they perform for the community
- Asking discussion questions and leading discussion with members of the community attending the performance. This is called "moderation" and how the name Peer Moderator was chosen!
- Answering questions and providing information for peer group members and community members
- Give Family Planning invitation cards to people who want to go to a VHT or Health Center to learn more about family planning or get a method.
- Completing reporting forms



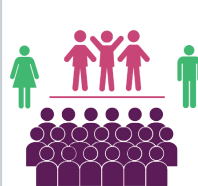
Peer Moderators lead single sex Peer Group Meetings.



Peer Moderators lead mixed sex Peer Group Meetings.



Peer Moderators direct theatre rehearsals with Peer Group Members.



Peer Moderators support Peer Members when they perform for the community. They lead discussions with the audience during the moderation portion.



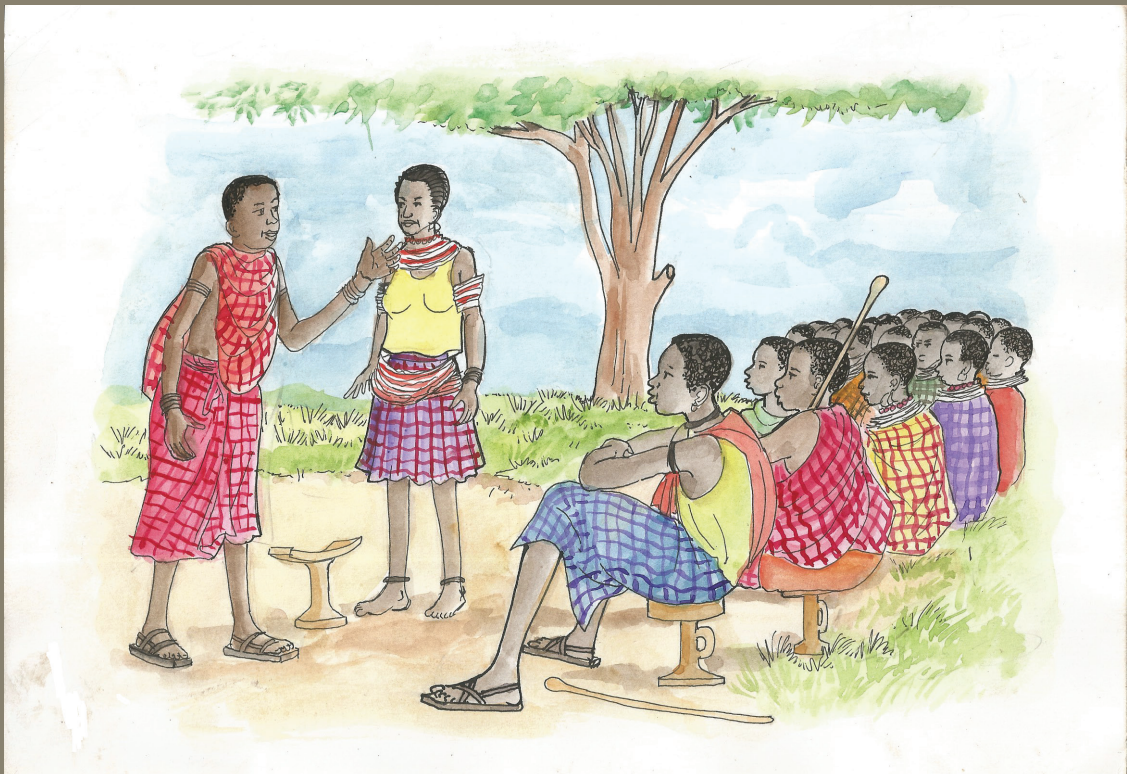
Peer Moderators give FP invitation cards to those who want to learn more about FP from a VHT or Health Center.



Peer Moderators complete reporting forms.

PART 1:

RESOURCES AND GUIDELINES



Part 1

PEER GROUP MEETING RESOURCES

How to Be a Good Moderator

There are many ways in which you can be a good Peer Moderator. Here are some tips for when you are holding Meetings with your Peer Group. Can you think of more? Add them here to help you remember!

- Prepare for each meeting in advance, by reading and reviewing materials and visual aids with your Peer Moderator Partner.
- For meetings with both men and women, you and your partner should decide which sections you will each lead. Split the responsibilities as equally as possible.
- Encourage a friendly and positive atmosphere where all members are encouraged to participate.
- Maintain respect and confidentiality of all peer moderators and group members.
- Practice empathy and withhold judgment when personal situations or feelings get discussed within the group.
- While working with groups of men and women, encourage both men and women to participate. If the women are not talking, consider dividing the men and women into separate groups to discuss the questions. Then bringing them back together to share their ideas.
- Help everyone share their ideas and ask gently that members give everyone a chance to talk. Help those who are quiet participate in the discussion.
- Help everyone participate. You can do this by asking questions. If someone has a question, direct it first to the group to see if another member can answer it.
- Let all Peer Members know that they can address questions to you privately if they wish.
- Remember, these meetings are not a class. All participants have a role and something to contribute. You can tell that a meeting went well when the Peer Group Members have spoken more than the Peer Moderator!

Handling Questions

Here are some tips for handling questions during Peer Group Meetings. Add other tips that you come up with during training.

- Your role is to help Peer Group Members learn about and share what they know about fertility and family planning methods.
- Tell Peer Group Members that you will share what you know, but that it is possible that you do not have all the answers.
- If there is a question for which you don't know the answer, you can either ask if someone in the group knows, or let them know that you will find the answer and share with them at the next meeting.

Addressing Challenging Situations

There will be situations that come up during meetings that require special attention. Often, it's possible to prevent these situations from occurring frequently if group rules are set out in the beginning and the group is reminded of them at the beginning of each meeting.

When problems do arise, it's best to include the support of the group in challenging situations with individual peer group members. Often the participants are able to manage a difficult situation on their own, and this in turn helps in their learning to discuss these topics with the community.

➤ For participants who are always talking and preventing others from speaking:

- Set rules at the beginning of the meeting that limit each person to speak no more than 1 or 2 minutes.
- Avoid looking at the person.
- Tell the "talker" that you will come back to him/her in a moment after you hear from other group members.

➤ For participants who argue:

- Remind the peer group members of the ground rules set out in the beginning of the meetings to be respectful of others' opinions.
- Avoid getting personal, but let the person know you understand they are upset, and that perhaps someone else has another view of how to approach the question.
- Refer the question to the group to help solve the question that is being debated.
- If nothing is working, tell the person that the discussion can be continued outside the meeting.

➤ For participants who mention that they are afraid to talk about fertility or family planning because a husband or another family member will become violent:

- Thank the person for being courageous enough to share this with the group. Remind the group of the importance of respecting privacy and keeping personal situations within the group.
- Let the individual know that you are available to speak privately or refer her to more help if she would like. Refer the individual to the LC1 and the CDO to further discuss

the problem. If facing physical injury, refer her to the health center for treatment. Follow up with the LC1/ CDO to see if there is anything that you can do to support.

Guidelines for Peer Group Meetings

<p>1</p> <p>Moderator Preparation</p> <p><i>Time: 45 minutes - 1 hour</i></p>	<p>Before the meeting, meet with your Peer Moderator Partner to review the activity plan for the upcoming meeting</p> <ul style="list-style-type: none"> ➤ Decide on responsibilities for each Peer Moderator. ➤ Read the activity plan several times so that you are familiar with the content ➤ Practice delivering the activity plan so that you will be comfortable when you meet with the Peer Group Members. ➤ Have the materials that you need ready: Poster, Reminder Cards, and Attendance Sheet
<p>2</p> <p>Welcome the Group</p> <p><i>Time: 10 minutes</i></p>	<p>As group members arrive:</p> <ul style="list-style-type: none"> ➤ Smile and greet everyone as they arrive ➤ Organize participants in a circle and sit with the group ➤ Mark on the attendance form who is at the meeting
<p>3</p> <p>During the Meeting</p> <p><i>Time: See time listed in the activity plan</i></p>	<p>During the meeting, remember to:</p> <ul style="list-style-type: none"> ➤ Follow the activity plan for the meeting, but allow yourself to have fun! ➤ Face the participants and made eye contact ➤ Ask questions that generate participation ➤ Listen actively to the participants and give each one your full attention. ➤ During group work, walk around and make sure everyone is understanding. ➤ Invite participants to answer questions that were raised by others ➤ Encourage everyone to participate by asking and answering questions and acting in roll plays ➤ Thank everyone for participating, so that they feel their comments and questions are valued ➤ Share roles equally with your Peer Moderator Partner. Take turns leading different portions of the meeting.

Guidelines for Peer Group Meetings

4

Close the Meeting

Time: 10 minutes

Ask participants what they learned that day

- Summarize the key points
- Hand out Reminder Cards and encourage participants to share what they learned with three or more other people
- Thank everyone for participating
- Remind everyone of the date and time of the next meeting

5

After the Meeting

Time: 15 minutes

After the meeting, work with your Peer Moderator Partner to:

- Complete the report forms for the meeting
- Discuss what went well and what you think can be improved
- Decide when you will meet to prepare for your next meeting or theatre rehearsal

Part 1

RESOURCES FOR THEATER ACTIVITIES

How to Be a Good Moderator

There are many ways in which you can be a good Peer Moderator. Here are some tips for when you are working with your Peer Group on theatre activities. Can you think of more? Be sure to add them to help you remember!

- Prepare for each rehearsal in advance, by reading and reviewing the storyline and moderation questions with your Peer Moderator Partner.
- Review the “Tips for Actors” and “Dos and Don’ts for Dramas” before rehearsals. Remind Peer Members of these as they are rehearsing dramas.
- Be positive, enthusiastic, and encouraging. Give lots of praise, and tell Peer Members what they did well.
- Encourage Peer Group Members to work together as a team in creating the performance.
- Encourage Peer Members to be creative! They can create their own lines, show characters doing everyday activities, and even add new characters and events! The important thing is to make sure the key messages are clearly stated in the drama.
- When Peer Members get tired of rehearsing a scene, move on to the next scene. You can practice the entire drama from the beginning after you have rehearsed all the scenes. If the group’s energy is low, try using one of the Drama Exercises on the next page to re-energize everyone.
- Peer Members may be nervous when they first begin acting. Remind them that with practice this will become easier! They may want to practice amongst themselves before rehearsing in front of other Peer Members.
- Some Peer Members may not want to act in theatre performances. This is fine. Those peer members can have other roles, such as being the audience during rehearsals, mobilizing community members to attend, and leading drama exercises with the audience.
- Have fun!

Drama Exercises

These exercises can be used as warm-up activities at the beginning of rehearsals and performances. You can also use them as an energizer during performances when people are arriving. You can also use other songs, games, or exercises that you know.

Sing a song!

Teach everyone the lyrics below. Then assign each person a number. The first person begins and then passes the song to the second, third, and so on, in turn.

Zing, zing, zing, epei, nyare, ngiuni; Zing, Zing, Zing, "Arai Okech"

Ngyai ayonga?

Ee! lyong

Meer ayong!

Naibo?

Arai Lochap!

"Leader Says"

Everyone stands in a circle. The Leader tells the group to follow his or her instructions and gestures, but only when he or she says "Leader says" first. Instructions that do not include "Leader Says" should be ignored. Those that follow the instructions anyway are out of the game.

For example, when he or she says "Leader says put your hand on your head" or "Leader says jump up and down." Everyone should follow. When he or she says "Turn in circles", the group should ignore this because it does not start with "Leader says". Those that follow the instructions anyway are out of the game.

Imagine you are...

Everyone acts the following activities without using any words. Add other activities that you think of!

- Lifting a 20kilo jerry can
- Jumping high to pick a mango from a tree
- Milking a cow
- Dipping your finger in a pot of boiling hot water
- Preparing meat to cook
- Feeling cold

“Make a sound”

Ask everyone to make the following sounds. Add any other sounds that you think of!

- A crying baby
- An elephant
- A car
- A pot of boiling water
- A thunderstorm

Imitate your neighbor!

Everyone gets into pairs. One person is the actor and the other is the mirror. The actor makes different motions and gestures, and the mirror copies the actor. Then they switch roles. Encourage everyone to get creative with these!

Tips for Actors

Share these tips for acting with Peer Members during the first theatre rehearsal. Encourage Peer Members to incorporate these into their acting during rehearsals and performances.

- An actor’s goal is to make people believe in what he or she says and does. When acting, you are representing a different person. You can talk and do things the way that person would do them. The more you pretend to be the other person, the more fun you will have!
- Speak loudly, clearly, and slowly so the audience can hear you
- Stand so that the audience can see your face and hear you easily
- Use movement and gestures to emphasize points
- Use character names frequently
- Do not be afraid of making a mistake!

Dos and Don'ts for Dramas

Keep these in mind when directing theatre performances.

Do

- **Do** portray all characters with dignity and respect.
- **Do** show positive behavior. This can help encourage change in your community!
- **Do** separate people from their role in the drama. Refer to actors by their characters' names.
- **Do** use lots of props, humor, and exaggeration.
- **Do** encourage audience participation.
- **Do** end the drama after the main points have been made.

Don't....

- **Do not** show bad things, such as rape or violence, happening directly. Instead talk about them having happened.
- **Do not** give people roles that are too similar to their situation in real life.
- **Do not** use violence as humor. This is dehumanizing to people who suffer from violence.
- **Do not** make fun of people.

Sources: SASA! Tips Booklet and Hesperian Health Guides Health Action for Women

How to Lead Drama Moderation Sessions

1. **After each scene, ask the moderation questions.** You can also add your own questions. Use simple, clear, and 'open' questions that allow for many different answers and discussion.
2. **Wait for responses.** Give people time to think and come up with an answer. Do not overwhelm them with more questions.
3. **Use encouraging phrases:** 'Yes...I see...and then?tell me more...' These encourage the person to explain their response.
4. **Rephrase what someone has said.** Briefly restate what people say in your own words, to make sure you have heard and understood.
5. **Encourage many people to contribute.** "Do you agree?" or "What do others think?"
6. **Don't let one person dominate.** If one person is talking a lot, thank them for participating and ask if anyone else would like to share their view.

7. **Respond to questions and correct any misinformation.** If you don't know the answer to a question, tell the person you will find out and come back to them with the answer. They can also go to a VHT or Health Centre for more information.
8. **Read the Summary aloud.** The Summary gives a brief description of the main points and important messages in the drama. If there is anything the audience did not understand, this is the time to make sure they have the correct information.
9. **Be mindful of time.** During Moderation sessions between scenes, people will be eager to see the rest of the drama! Once the questions have been answered, give the summary and return to the drama. The final moderation session can last longer if people are interested in continuing the discussion.

Guidelines for Rehearsing Storylines

<p>1</p> <p>Moderator Preparation</p> <p><i>Time: 45-60 minutes</i></p>	<p>Before the rehearsal, meet with your Peer Moderator Partner to read and become familiar with the storyline and moderation questions.</p> <ul style="list-style-type: none"> ➤ Read the storyline several times so that you remember the story and will be comfortable directing the peer group members in their roles. Try to be familiar enough with the story that you don't need read it directly during the rehearsal, though it is fine to refer back to the story occasionally. ➤ Practice with your Peer Moderator Partner by telling the story to one another. ➤ Read the moderation questions and the answers provided. Do these make sense to you? If you don't understand something, refer back to the Activity Plans on this topic.
<p>2</p> <p>Preparations with the Peer Members</p> <p><i>Time: 15 minutes</i></p>	<p>Warm up Activity.</p> <p>Lead a drama exercise to relax the peer members and spark creativity. Select a drama exercise, such as a song or game, from page 9.</p> <p>Prepare the stage.</p> <p>With the peer members, identify an area that will serve as the stage for the performance. This can be marked with stones, sticks, a line in the dirt, or ash, if desired. Decide where the audience will sit during the performance.</p>
<p>3</p> <p>Review Content from Peer Meetings</p> <p><i>Time: 15 minutes</i></p>	<p>Use the questions in the "Content Review" section to guide a discussion of what was covered in the Peer Meetings and review key messages from the Peer Meetings on this topic.</p> <p>Follow the activity plan for the meeting, but allow yourself to have fun!</p> <p>Make sure that the peer group members understand the information correctly. If they have forgotten or remember incorrectly, remind them of the correct information.</p> <p>Remind the Peer Members to keep these points in mind when working on the drama!</p>

Guidelines for Rehearsing Storylines

4

Describe the storyline

Time: 15 minutes

Describe the storyline of the drama to the Peer Members.

- Introduce the names of the characters in the play and their roles and relationships (for example, friends, husband and wife, nurse, etc.)
- Describe the events that happen in each scene and what the different characters do and say. You can use your own words to tell the story.
- Ask the moderation questions to make sure the Peer Members understand the story and key messages well. Explain the key points using the “summary” provided with the moderation questions.

5

Cast the Play

Time: 10 minutes

Assign roles for each character in the drama.

- Ask for volunteers to play each character
- If multiple people would like a role, the group can help decide who might be best suited for acting each role
- Try to alternate main roles between different Peer Members each week, so that people take turns playing larger and smaller roles.
- Ask for a volunteer to introduce the drama at the beginning of the performance.

6

Develop and Rehearse each Scene

Time: 45 minutes total (15 minutes per scene)

Work with the Peer Members to develop and rehearse each scene.

- Explain the scene to the Peer Members.
- Peer Members practice acting the scene. They can create their own dialogue and have the characters do activities that are typical in their community, adding conversation, gestures, props that would be normal.
- As they practice, the Moderator and other Peer Members can give advice and suggestions on how to improve
- Practice each scene several times until the Peer Members feel confident, then move on to next scene.

As Moderator, you should encourage the Peer Members to:

- Speak loudly
- Stand so that the audience can see and hear them easily
- Use character names frequently when talking to each other
- Develop their own lines, so long as the key messages are still included
- Suggest additional characters to include in the drama
- Use props, such as household items, farming tools, and other objects used in daily life to make the drama more realistic.
- Practice where they will enter and exit the stage
- Identify points where they can speak to the audience or include audience interactions, such as asking questions to audience members
- Have fun!

Guidelines for Rehearsing Storylines

<p>7</p> <p>Rehearse the Entire Drama</p> <p><i>Time: 15 minutes</i></p>	<p>Practice the entire drama from beginning to end several times, until all actors feel comfortable.</p> <p>Be sure to include the introduction for the audience and the moderation questions in this rehearsal.</p>
<p>8</p> <p>Conduct a Debriefing</p> <p><i>Time: 15 minutes</i></p>	<p>Discuss the activities with the peer members.</p> <ol style="list-style-type: none"> 1. What worked well during this rehearsal? 2. What did not work well during this rehearsal? 3. Do you feel ready to perform this in front of the community? If not, schedule time for another rehearsal prior to the performance. <p>Schedule the community performance.</p> <p>➤ With the peer members, select a time to hold the community performance. Ask for volunteers to mobilize the community members to attend</p> <p>Closing</p> <p>Thank the actors for their hard work and participation. Close with a song or game.</p>

Guidelines for Creating a New Drama

<p>1</p> <p>Warm Up Activity</p> <p><i>Time: 10 minutes</i></p>	<p>Warm up Activity</p> <p>Lead a drama exercise to relax and the peer members and spark creativity. Select a drama exercise, such as a song or game, from page 9.</p>
<p>2</p> <p>Review Content from Peer Meetings</p> <p><i>Time: 20 Minutes</i></p>	<p>Use the questions in the “Content Review” section to guide a discussion of what was covered in the Peer Meetings and key messages from the Peer Meetings on this topic.</p> <p>Make sure that the peer group members understand the information correctly. If they have forgotten or remember incorrectly, remind them of the correct information.</p> <p>Remind the Peer Members to keep these points in mind when working on the drama!</p>
<p>3</p> <p>Read the Drama Prompt</p> <p><i>Time: 1 minute</i></p>	<p>Tell the group they are going to make their own drama on this topic!</p> <p>Here’s an idea to get the drama started:</p> <p>Read the Drama Prompt for the topic.</p>
<p>4</p> <p>Discuss guiding questions with group following the WOW (want, obstacle, win) approach</p> <p><i>Time: 20 Minutes</i></p>	<p>Discuss the following questions with the group:</p> <p>Discuss the questions to help the group think about what should happen in the drama.</p> <ol style="list-style-type: none"> 1. Want: What does the character want? <ul style="list-style-type: none"> • What problem or challenge is the character facing? • What goal does the character want to reach? 2. Obstacle: What obstacle does the person face? <ul style="list-style-type: none"> • What is preventing the character from getting what she or he wants? • Are there beliefs or practices in our community that make it hard for the character to get what he or she wants? • Are there people who won’t like what the character is trying to do? Are there people who won’t understand what the character is trying to do? 3. Win: How does the character resolve the situation in a positive way? <ul style="list-style-type: none"> • What could the character do to make this situation better? • Who could help the character to get what he or she wants?

Guidelines for Creating a New Drama

<p>5</p> <p>Actors create a Drama!</p> <p><i>Time: 30 Minutes</i></p>	<p>Invite the actors to create their own drama based on the drama prompt.</p> <p>As Moderator, you should:</p> <ol style="list-style-type: none"> 1. Encourage actors to include some the Wants, Obstacles, and Wins they just discussed. They could also come up with new ideas as they work on the drama. 2. Encourage actors to include the key messages discussed at the beginning of the session. 3. Encourage actors to create different characters and scenes to show different types of people talking about the issue, identifying obstacles, and addressing the challenge in a positive way (or “winning”) 4. Encourage the peer members to identify points where they can speak directly to the audience or include audience interactions, such as asking questions to audience members 5. Make sure that the information the actors include is correct, based on the key messages above and what was covered in the peer meetings. It is fine to have a character who has incorrect information at the beginning and then learns correct information during the drama.
<p>6</p> <p>Rehearse the Entire Drama</p> <p><i>Time: 20 Minutes</i></p>	<p>Practice the entire drama from beginning to end several times, until all actors feel comfortable.</p> <ul style="list-style-type: none"> ➤ Select someone to give the introduction to the drama and the topic. Include this in the rehearsal. ➤ Rehearse and practice several times until everyone feels comfortable.
<p>7</p> <p>Prepare for Moderation</p> <p><i>Time: 15 minutes</i></p>	<p>Review the moderation questions and practice with Peer Group Members.</p> <p>Ask the moderation questions listed with Drama Prompt to Peer Group Members. You can also create your own moderation questions based on what happened in the drama.</p> <p>Think about the responses that community members in the audience may give, and how you will moderate a discussion. Remember that community members in the audience may give different responses than the Peer Group Members. Review the Content and be prepared to correct any misinformation that the audience members may have.</p>

Guidelines for Creating a New Drama

8

Conduct a Debriefing

Time: 15 minutes

Discuss the activities with the peer members.

1. What worked well during this rehearsal?
2. What did not work well during this rehearsal?
3. Do you feel ready to perform this in front of the community? If not, schedule time for another rehearsal prior to the performance.

Schedule the community performance.

- With the peer members, select a time to hold the community performance. Ask for volunteers to mobilize the community members to attend

Closing

Thank the actors for their hard work and participation. Close with a song or game.

Guidelines for Community Theatre Performances

Follow these Guidelines for both storyline performances and the dramas that Peer Members create themselves.

<p>1</p> <p>Final Preparations with Peer Members</p> <p><i>Time: 30 minutes</i></p>	<p>Conduct a Theatre-Warm Up Activity with the Peer Members to help everyone relax and prepare to act.</p> <p>Prepare the stage.</p> <p>Mark the stage area with ash, sticks, or stones and indicate where the actors will perform and where the audience will sit. If any props are being used in the drama, place them in the correct spot on the stage or on the side of the stage.</p> <p>Final rehearsal. Practice the performance from beginning to end one last time. Include the introduction and moderation questions in this rehearsal.</p>
<p>2</p> <p>Mobilize Community Members to Watch the Performance</p> <p><i>Time: 20 minutes</i></p>	<p>Peer Members and CMC members mobilize community members and encourage them to gather at the stage</p>
<p>3</p> <p>Icebreaker with the Community Members</p> <p><i>Time: 10 minutes</i></p>	<p>Hold an icebreaker with community members.</p> <p>This can be a song or dance that the community enjoys.</p>
<p>4</p> <p>Introduce the Drama</p> <p><i>Time: 5 minutes</i></p>	<p>Opening Remarks</p> <p>Invite community leaders or other officials who may be present to make opening remarks</p> <p>Introduction by Peer Member</p> <p>The selected peer member introduces the drama, explaining the topic and some of the key messages.</p>

Guidelines for Community Theatre Performances

Follow these Guidelines for both storyline performances and the dramas that Peer Members create themselves.

<p>5</p> <p>Perform the Drama!</p> <p><i>Time: 30 minutes (including moderation)</i></p>	<p>Peer Members perform drama. After each scene, the Moderator discusses the moderation questions with the audience.</p> <p>Keep in mind the tips under “How to Lead Drama Moderation Sessions” on page 11.</p>
<p>6</p> <p>Final moderation session in Smaller groups</p> <p><i>Time: 20 minutes</i></p>	<p>Conduct the Final Moderation Session in Two Groups</p> <p>At the end of the drama, split the audience into two groups for the final moderation session. One group will be people 30 and under and the other will be those over 30.</p>
<p>7</p> <p>Conduct a Debriefing with Peer Members</p> <p><i>Time: 15 minutes</i></p>	<p>Gather the Peer Members to discuss their experience in today’s performance.</p> <ol style="list-style-type: none"> 1. What went well in today’s performance? 2. What did not go well in today’s performance? 3. How did the audience respond? 4. What should we keep in mind to work on for the next performance? <p>Remind the Peer Members of the next meeting or rehearsal time.</p> <p>Thank everyone for their hard work and participation. Close with a song or game.</p>

PART 2:

PEER MEETING AND COMMUNITY THEATRE ACTIVITY GUIDES

➤ Topic 1: Couples Conversation

➤ Topic 2: Menstruation



TOPIC 1: COUPLES CONVERSATION



TOPIC 1:
COUPLES
CONVERSATION

SINGLE-GENDER PEER MEETING GUIDE



1. OPENING – Welcome and Introductions, Ice-Breaker, Meeting Ground Rules

Time: 30 Minutes

Objective: The Peer Group will get acquainted with each other, begin discussing how information is shared, and establish ground rules for their meetings.

Materials: Tarp for ground or chairs; Couples Conversation Poster and Reminder Cards

Arrange chairs in a circle or sit in a circle on a tarp so that people are facing each other.

Welcome and Introductions

1. **Welcome** the group.
2. **Introduce** yourself as the Peer Moderator. Congratulate the Peer Group members for being chosen to be in this important group. Thank them for offering to be of service to their community and educating others about fertility, family planning and better health.
3. **Ask** each Peer Group Member to introduce themselves and say one reason they are happy to be part of EDEAN.

Ice Breaker - Telephone

1. **Getting Started.** Ask the Peer Group Members to stand in a circle.
2. **Begin the Game.** Whisper a sentence into the ear of one person. The sentence should be something silly that is not easy to remember, such as “Two large elephants were walking through the town looking for water when they met the mayor” or “The cows at the market were singing and dancing as the music played.” Only whisper the sentence once.
3. **The Game Continues.** Each player whispers the phrase to their neighbors until it reaches the last player.
4. **The Conclusion.** The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

5. **Say the phrase that you began with.** Ask if anyone is surprised by how the phrase changed.
6. **Try the game again,** mixing the players up and allowing another person to think of a phrase and pass it on.
7. **Discuss** the game with the group.
8. **Ask:** Aside from having fun, what did this game show you?

Possible responses:

- Game helps show how small changes to information can end up making a huge difference in a message.
- It is important to listen very carefully to what someone else says.
- Shows it is easy for rumors that are not true to spread as a message passes from person to person.
- It is important to make sure that information you hear from someone else is true.

Meeting Ground Rules

1. **Ask:** How do we define a safe space for discussion?
2. **Allow for suggestions** and thank members for their ideas.
3. **Read Aloud:**

“Let’s consider this: A safe space for discussion describes one in which everyone feels comfortable and safe to speak freely in discussions, to raise questions, and to know that discussions in the group remain private. A safe space for discussion is one in which every person respects the ideas and thoughts of each other and people are supportive of each other’s growth and learning.”
4. **Ask group members to raise their hands** if they want to commit to making this a safe, comfortable environment for everyone.
5. **Say:** Next, we’ll prepare a list of Meeting Ground Rules.
6. **Ask group members to suggest ground rules** that they want to follow at each meeting.
7. **Write the ground rules** on the last page of this book.
8. **Add the following if they are not already suggested:**
 - Come to meetings on time.
 - No drinking alcohol before or during meetings.
 - All personal information or stories is not to be repeated to anyone outside of the group.
 - Listen to others and be respectful- no shouting or harsh words.

- No judgment or giving personal advice unless asked for.
- Follow the safe space ground rules.

Moderators, you can revisit these ground rules over the course of the EDEAN sessions, whenever it feels needed.



2. STORYTELLING – Topic Introduction

Time: 30 Minutes

Objective: The Peer Group will listen to a story about communication between husband and wife and reflect on possible solutions to a scenario.

1. Tell the following story to the group.

Ask the Peer Group Members to not interrupt the story and explain that there will be opportunity to discuss the story after it is finished. Read the story slowly, two times.

Lokiru and Maria have three children. The husband, Lokiru, is not able to provide well for the family. Maria is concerned about having another child because they do not have enough food to feed their children or to pay for school fees. She wants to wait to have another child until Lokiru has found a way to make money. Maria wants to discuss with Lokiru how they might delay growing their family until they have the means to care for them, so their children can be healthy and go to school. She is afraid to discuss this with her husband because they have never talked about planning when to have children. She goes to her friend Natee for advice. Natee says—“Why don’t you go to the health facility and get a family planning method without him knowing?” Maria tells her that she wants Lokiru to know, because she wants them to decide as husband and wife.

2. Ask the group what the story is about. Remind them of the story’s key points:

- Maria wants to go to the health center for a family planning method.
- She wants to discuss this with her husband so that they can come to a decision together.
- Maria is concerned about starting this conversation because she and her husband have never talked about family planning.

3. Discuss the story with the following questions:

- Do you know of families who are in a similar situation?
- How common is this in our community?
- Why is Maria afraid to talk to Lokiru?
- What do you think of Natee’s advice?
- What would you suggest Maria do?
- Who else can help Maria talk to Lokiru?

4. Ask the group about their experience with communication between husband and wife — either within their own relationships or what they know from other people in their community.

- When is talking to your husband or wife easy?
- When is talking to your husband or wife difficult?
- What are some of the ways that you know that a husband or wife can start a conversation?
- Are there times when it is better for a husband and a wife to talk about their personal things? When is that?

5. Tell the group that today they are going to discuss more about communicating with a husband or wife and practice some of those skills.

3. TOPIC ACTIVITY—Skills Building and Role-Playing

Time: 45 Minutes

Objective: The Peer Group will learn about Couples Communication and ways to make a safe, non-threatening environment for communication.

1. **Tell** the Group you're going to play a game called "Blind Communication."
2. **Explain** that the group will practice communication by leading each other.
3. **Ask** group members to split into pairs. One person in each pair should cover their eyes with a scarf or their hands. The other person selects an object nearby, such as a tree or window. The partner directs the "blind person" towards the object using only words. They have two minutes to try this, then the pair switches roles.
4. **Ask** the group the following questions, and discuss their answers:
 - How did you feel with the communication from your partner?
 - What did they do well?
 - What could have been better?
 - How can you apply in your daily life what you learned in this exercise?
 - How can this relate to communication between a husband and a wife?
5. **Explain** that communication within a couple follows the same principles as communication with other people. We may not understand another person's point of view, even if we are close to them. To have good communication, we should listen closely to what the other person is saying and ask questions to make sure we understand.
6. **Ask the group**—what ways can you communicate best with your partner?

- 7. Discuss and add the following tips for Good Communication** even if they are suggested already:
- Listen well
 - Give your partner time to talk and do not interrupt while she or he is talking
 - If you don't understand something, ask questions to make sure you have a common understanding
 - Respond to your partner in a friendly and respectful way. Show that you are listening and hearing what your partner says, even if you disagree
 - Explain your point of view calmly
 - Remember that communication is also through what we do and how we react. When your spouse is talking, do not turn away, try not to shake your head, roll your eyes, fold your arms stiffly, or do anything else that might show you are defensive or angry
 - If you need time to think or be quiet, explain this and agree to continue the discussion later
 - Try to find a solution that is agreeable to both partners
- 8. Encourage participants** to try some of these tips and the others discussed at home if they like, and see if it helps their communication. They might even try the “blind communication” game as a fun way to start talking about communication.



4. REFLECTION & DISCUSSION

Time: 15 Minutes

Materials: Poster—Couples Conversation



- 1. Display** the “Couples Conversation” Poster
 - Ask participants what they see happening in the picture. Thank them for their responses.
- 2. Lead a discussion** using the following questions as a guide:
 - Why is it beneficial for a couple to communicate?
 - How do we approach a conversation that is difficult?
 - What are the benefits of both partners discussing and having a say in issues that affect their family? Why is that important?
 - What are the ways we can assure a safe space for discussing difficult topics?
- 3. Reinforce the following points** if not already brought up in the conversation:
 - Clear communication between husband and wife is important and vital to a healthy family.

- Family decisions are ideally made jointly between a man and a woman.
- Difficult conversations become easier with practice.
- Responsibility for family planning should be shared equally.

4. Tell the group that in coming weeks they will talk more about these ways of communicating effectively with their spouse.

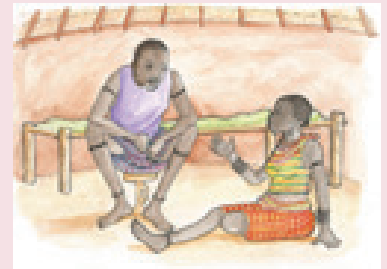


5. WRAP-UP

Time: 10 Minutes

Materials: Reminder Cards– Couples Conversation

Objective: Encourage group to share the information discussed today, thank the group and build connection



- 5. Ask** for group members to share something they learned today, or that surprised them.
- 6. Ask:** What will you do with this information?
- 7. Give a Couples Conversation Reminder Card to each participant.** Encourage participants to use this card to talk to other people about what they learned today.
- 8. Ask** participants to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication. Ask each participant to tell the person next to them the names of the people they will talk to.
- 9. Thank the group for a great discussion.** Make sure they know they are valued for their time and insight. Then, ask that each member turn to their left, look that person in the eyes, smile, and thank them for sharing their thoughts and ideas. This will begin to build trust and connection amongst members.
- 10. Tell the group** that next week they will discuss this topic of Couples Conversation with the men and women together.

Closing - End with applause for all and a song or dance.

TOPIC 1:
COUPLES
CONVERSATION

MIXED-GENDER PEER MEETING GUIDE



1. OPENING –Welcome and Introductions, Ice-Breaker, Meeting Guidelines Review

Time: 20 Minutes

Objective: The Peer Group will get warmed up to the topic of Couples Conversation between genders and commit to the Meeting Guidelines with both genders.

Materials: Tarp for ground or chairs, Stick to draw in ground, or chalk to draw on floor, Couples Conversation Poster

Arrange chairs in a circle or sit in a circle on a tarp so that people are facing each other.

Welcome and Introductions

1. **Welcome** the group.
2. **Each moderator introduces him/herself to the EDEAN Peer Group Members.**
3. **Tell them that** since this is the first meeting together with both men and women, we want you to get to know each other better. Ask each person to say their name and how they got their name. The moderators can begin. For example, “My name is Clara and I was named after my grandmother,” or, “I was named Raina because it rained and ended the drought in our region.”

ICE BREAKER -- Agree/Disagree

1. **Tell** the group it is time for a game on the topic of Couples Conversation.
2. **Tell** the group you will read a statement. Everyone who agrees with the statement should move to one side. Everyone who disagrees with the statement should move to the other side.
3. **The moderators take turns asking the questions below.** Ask participants to move to the Agree or Disagree side after each statement.

4. **For each statement**, ask someone on each side to explain why he or she agrees or disagrees.

Statements:

- It is easy for husbands and wives in this community to talk about family planning.
- Couples should talk about when they will have children.
- A couple should decide together how many children they will have.
- During a conversation, it is okay for a husband and wife to yell at each other.
- During a conversation, it is helpful to ask questions to understand the other person's point of view.

5. **Thank everyone** for participating and sharing their perspective. Tell them that during today's meeting, we will talk more about why couples should talk about when to have children and how this can help make their families healthier. We will also go over the tips for good communication and practice using these.

Meeting Ground Rules:

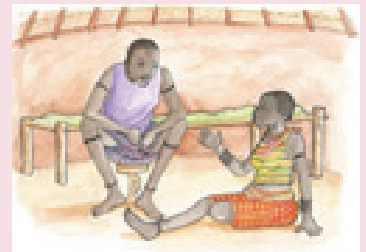
1. **Read** aloud the Meeting Ground Rules from both previous group meetings.
2. **Discuss** any differences between groups.
3. **Ask the mixed gender group** if they're willing to commit to these ground rules for a safe space. Ask them to raise their hands if they commit to make this a safe, comfortable space for everyone.

2. TOPIC REVIEW

Time: 10 Minutes

Materials: Couples Conversation Poster and Reminder Cards

Objective: Review topic with both genders.



1. **Explain** that now we're going to talk about what we discussed last week about couples conversation and good communication. Ask them to take out their reminder cards or share theirs with their neighbor.
2. **Ask:** "Does anyone want to share one of the tips we learned last week about better communication between couples?"
3. **Go through the Tips for Good Communication** listed on the poster and cards.
4. **Ask** if anyone discussed this with other people after the meeting. How did other people respond?

5. **Say:** “Thank you for sharing, now we’re going to use some of those tips to talk about how to discuss the sometimes difficult topics of family planning methods and spacing pregnancies.”



REVIEW STORYTELLING and ROLE-PLAYING

Time: 50 Minutes

Objective: Men and women begin to understand the importance of open communication, particularly about family planning and the need for joint decision-making.

1. **Tell the group you’ll retell the story from the previous week.**

Lokiru and Maria have three children. The husband, Lokiru, is not able to provide well for the family. Maria is concerned about having another child because they do not have enough food to feed their children or to pay for school fees. She wants to wait to have another child until Lokiru has found a way to make money. Maria wants to discuss with Lokiru how they might delay growing their family until they have the means to care for them, so their children can be healthy and go to school. She is afraid to discuss this with her husband because they have never talked about planning when to have children. She goes to her friend Natee for advice. Natee says—“Why don’t you just go to the health facility and get a family planning method without him knowing?” Maria tells her that she wants Lokiru to know, because she wants them to decide as husband and wife.

2. **Each moderator gives a summary** of what was said in the men’s and women’s discussion of the story.
3. **Discuss** with the larger group.
4. **Using the tips we just spoke about**, what advice would they give to Marie and Lokiru on how to communicate well?
5. **Remind** the group of any tips that they have not mentioned:
 - Listen well
 - Give your partner time to talk and do not interrupt while she or he is talking
 - If you don’t understand something, ask questions to make sure you have a common understanding
 - Respond to your partner in a friendly and respectful way. Show that you are listening and hearing what your partner says, even if you disagree.
 - Explain your point of view calmly

- Remember that communication is also through what we do and how we react. When your spouse is talking, do not turn away, try not to shake your head, roll your eyes, fold your arms stiffly, or do anything else that might show you are defensive or angry
 - If you need time to think or be quiet, explain this and agree to continue the discussion later
 - Try to find a solution that is agreeable to both partners
6. **Ask:** When you think of someone communicating badly or talking to you badly, what types of things is that person doing? When you think of someone communicating well or talking to you in a good way, what types of things is that person doing?
 7. **Tell the group they are going to do a role-play to show good and bad communication.** Ask the group to form pairs of 1 man and 1 woman.
 8. **Ask** half of the pairs to develop a role-play that shows bad communication between Maria and Lokiru about planning their family. Ask the other half of the pairs to develop a role-play showing good communication between Maria and Lokiru about planning their family.
 9. **During the role-play,** move around to observe each group. If needed, remind them of the tips for good communication.
 10. **Invite** one pair from the “bad communication” side and one pair from the “good communication” side to present their role-play to the group.
 11. **Ask the peer group members:**
 - What did you learn from these role-plays?
 - How does it feel when someone listens to you?
 - How does it feel when no one listens?
 - Is there anything you learned here that you will try when you go home?

3. A TALE OF TWO FAMILIES

Time: 20 Minutes

Materials: Stick to draw in ground, or chalk to draw on floor.

Objective: Men and women begin to understand the importance of open communication, particularly about family planning and the need for joint decision-making.

1. **Draw 2** equal circles on the ground, big enough for 4 people to stand inside.
2. **Tell** the group to pretend that these are the homes of two couples: Loyolo and Napeyok, and Lolem and Nakut.

3. **Ask** for volunteers to play Loyolo, Napeyok, Lolem, and Nakut. The couples stand inside their “home”.
4. **Say:** they just got married on the same day, so we should celebrate! (Ululating, singing, etc.)
5. **Say:** Each couple had babies during their first year of marriage, and both were girls.
6. **Ask:** Two volunteers to play each baby, and step in each home.
7. **Ask:** One volunteer to play a nurse. Tell him/her to stand just outside Victor and Mary’s house.
Say: Loyolo and Napeyok share the information they know about healthy timing and spacing of their children with each other. They talk openly and respectfully about whether they should have more children or wait. They decide together to wait, and go to the health clinic together to ask about family planning methods. After listening to the nurse, they decide that Mary will get an injection every 3 months to prevent pregnancy.
8. **Ask** for a volunteer to play Napeyok’s mother and take care of their baby.
Say: Napeyok began to sell maize while her mother helped with the baby.
9. **Walk** over to Lolem and Nakut’s home.
Say: Lolem and Nakut did not discuss the size of their future family or any family planning methods. John hopes to have a son soon.
10. **Ask** for another female volunteer and tell her to walk into Lolem and Nakut’s home as the new baby. **Say:** They had another baby a year later, another girl.
11. **Ask** for another male volunteer, and tell him to walk into Lolem and Nakut’s home.
Say: The third year, they had a boy, baby number 3.
12. **Say:** Nakut and Lolem have three young children, and sometimes there is not enough food for everyone. Nakut does not want more children, but she is afraid to speak with Lolem about it. In their 5th year of marriage, she and Lolem have another child, number 4.
Ask for another volunteer to step in as baby number 4.
13. **Walk** back to Loyolo and Napeyok home.
Say: Since their child is now a little older and in school, Loyolo and Napeyok decide to have a second child.
Ask for a volunteer to step into Mary and Victor’s home and play the new baby.
14. **Walk** back to Lolem and Nakut.
Say: in their 6th year of marriage, Lolem and Nakut have their 5th baby.
Ask for another volunteer to step in the home to be their new baby.

15. Say: On their 6th anniversary, the families plan a party together and prepare a meal.

Ask all participants to show the families celebrating.



4. REFLECTION/DISCUSSION:

Time: 25 Minutes

1. Have everyone sit down and discuss the “Tale of Two Families” story game using these discussion questions:

- What did you think of this story?
- Which family would you prefer and why?
- Which couple do you think communicated better? Why?
- Ideally, who should decide how many children to have, or should it be a joint decision?
- How does family size affect the family’s ability to have enough food and send the children to school?

2. Mention that the story shows a few important points:

- Young women and men should share information about healthy timing and spacing of pregnancy and discuss family planning with their partner
- Young women and men should use effective communication strategies to discuss fertility desires with partners
- Young women and men should make decisions about family planning jointly with their partners

3. Ask the group:

- What are some reasons why family planning should be a part of a couple’s conversation?

4. Mention in discussion:

- If couple spaces children, woman can contribute more to the family.
- Parents will have more money to feed children and send them to school.
- Woman will be healthier and have more energy if she spaces children a few years apart. Children will be healthier if they are born a few years apart.



WRAP-UP

Time: 10 Minutes

Objective: Thank the group and preview next week.

1. **Ask** for group members to share something they learned today or that surprised them.
2. **Ask:** What will you do with this information?
3. **Encourage** participants to use their Reminder Card to talk to other people about what they learned today.
4. **Ask** participants to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication. Ask each participant to tell the person next to them the names of the people they will talk to.
5. **Thank the group for a great discussion.** Make sure they know they are valued for their time and insight. Then, ask that each member turn to their left, look that person in the eyes, smile, and thank them for sharing their thoughts and ideas. This will begin to build trust and connection amongst members.
6. **Tell** the group that next week they'll be preparing a drama to share this information with their community!
7. **Remind** them of their meeting time and place for next week.
8. **Close** with a song and dance.

TOPIC 1:
COUPLES
CONVERSATION

THEATRE REHEARSAL: CONTENT REVIEW

Refer to the Guidelines on Page 12 for the instructions to follow when directing drama rehearsals and holding performances in the community.

In our meetings we've talked about Couples Conversations. Today we're going to create a drama to share this information with other people in our community.

1. What are some of the things you learned in the Couples Conversation meetings?
2. What are three things related to couples conversations that you would like to share with other people in your community?
3. What are some examples of good communication between couples? What are some examples of bad communication between couples?
4. We talked about tips for good communication. Does anyone remember some of these tips? [Allow participants to respond and thank them for their responses. Then go over any tips that have not yet been mentioned.]

Tips for good communication:

- Listen well
 - Give your partner time to talk and do not interrupt while she or he is talking
 - If you don't understand something, ask questions to make sure you have a common understanding
 - Respond to your partner in a friendly and respectful way. Show that you are listening and hearing what your partner says, even if you disagree.
 - Explain your point of view calmly
 - Remember that communication is also through what we do and how we react. When your spouse is talking, do not turn away, try not to shake your head, roll your eyes, fold your arms stiffly, or do anything else that might show you are defensive or angry
 - If you need time to think or be quiet, explain this and agree to continue the discussion later
 - Try to find a solution that is agreeable to both partners
5. Why is it important for couples to communicate about plans for their family?
[Allow participants to respond and thank them for their responses. Mention the points below.]
 - Couples that talk openly and seek advice on health related issues and reproductive health together are more likely to live happy and healthy lives.
 - Partners, husbands, and wives can improve their reproductive health when they communicate freely about child spacing and other reproductive health issues.

TOPIC 1:
COUPLES
CONVERSATION

COMMUNITY THEATRE: STORYLINE 1



Characters

Lokiru Husband

Maria.....Wife

Children of Lokiru and Maria

Natee.....Friend of Maria

Nangiro.....Friend of Maria

Lokee.....Friend of Lokiru

Lomongin.....Friend of Lokiru

Kodet.....Friend of Lokiru

Scene 1

Maria and Lokiru are at home with their three children. There is no food in the house and one of the children is sick. Lokiru leaves to meet his friends. Maria is upset that he is leaving instead of helping to care for the sick child. Maria's friends Natee and Nangiro come to visit her. Maria tells her friends that she is very concerned; they have no food right now and one child is sick but there is no money to go to the health center. She says that Lokiru wants to have another child soon, but she is afraid they won't be able to feed the child. She doesn't know how to talk to Lokiru about these matters.

Nangiru tells Maria that she should talk to her husband about when to have a child and her concerns. Nangiru and her husband discuss these matters, and they have a happy relationship. Nangiru gives Maria several pieces of advice: She should find a time when both people are not busy, tell him she wants to discuss something important to their family's future, and ask questions to make sure they understand each other. They should talk calmly and try to handle the matter in a way they can both agree to. Maria agrees this is good advice and thanks her friends for visiting her.

Moderation Questions for Audience

1. Do Maria and Lokiru talk about important issues together? Why do you think this is so?
2. What advice does Nangiro give Maria about talking to her husband?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for sharing your ideas. This scene shows us that it can be difficult for couples to discuss certain topics together, even if they want to. Even though it is difficult, it is important that both partners find ways to talk about matters that affect their family and relationship. Some tips for good communication are:

- find time when both partners are not busy;
- ask questions to make sure you understand each other;
- talk calmly;
- find a way to handle the matter that both of you can agree to.



Scene 2

Lokiru joins his friends Lomongin, Lokee, and Kodet playing a game under a tree. Lomongin and Lokee are discussing their struggles. It is hard to find food these days and they don't have jobs. Lokiru agrees; his child is sick and they can't afford to go to the health center.

Kodet asks if they have talked to their wives about how their families should handle these struggles and how they might plan for their children. The other men laugh and say they do not talk about such things. Kodet turns to the audience and asks if they ever discuss family planning with their partners. *[Allow a few audience members to respond].*

Kodet tells his friends that though it is not common for people here to discuss these matters, he and his wife talk about when to have children and how they will support their family, and they are happier in their relationship because they are able to talk to each other. Lomongin asks how they have such conversations. Kodet says "when we have a problem we find a time when we can both have a conversation. And we are careful to listen to what each other says without interrupting. We respect each other, and try not to get angry. And we find a way to handle the problem that we both agree to." Lokiru, Lomongin, and Lokee agree this is good advice, and that will try to talk about these difficult matters with their wives. The men say goodbye to each other and return to their homes.

Moderator Questions for Audience

1. Is it common for husbands and wives in this community to talk about challenges their families face?
2. What advice does Kodet give about conversations with one's partner? What do you think of this advice?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for sharing your ideas. This scene shows us that even if it is not common for couples to talk about difficult topics, they can make their relationship and their families grow stronger if they find ways to communicate well with one another. Some tips for good communication are: find a time when both partners are free for a conversation; listen to what each other says; do not interrupt; respect each other; do not get angry; find a way to handle the problem that both partners can agree to.



Scene 3

Lokiru returns home and finds that the children have gone to sleep. Maria asks Lokiru if they can talk about something important to their family, and Lokiru agrees. They begin discussing the challenges that they face as a family, that there is little food and a child is sick, and what they should do about these issues. Maria brings up the topic of having another child, and tells Lokiru she does not want to have another child right now. Lokiru asks questions about why she feels this way, and both Maria and Lokiru discuss how they feel about this. Finally, Maria suggests a compromise: "can we agree to wait to have our next child until we have food every day, and the youngest is a bit older? Then all of our children will be healthier." Lokiru agrees that they can wait some time to have their next child.

Moderator Questions for the Audience

Split audience into age groups for this section. One Moderator can talk with each group.

1. What did you learn from today's drama?
2. What are the topics that are difficult for Maria and Lokiru to discuss? Why is this difficult for them? Why did they decide to have these difficult conversations?
3. What advice did their friends give them about communicating with their partners? Did they follow this advice in their last conversation?

4. How did they decide to handle their disagreement on whether to have another child?
Is this agreeable to both of them?
5. Are there couples in this community that are like Maria and Lokiru? What lessons can they learn from this drama?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for sharing your ideas. This drama has shown us that it can be difficult for husbands and wives to discuss topics like how many children they want to have. Even though it is difficult, it is important to do so and families can be healthier if husbands and wives decide these matters together. Partners should discuss matters calmly, without getting angry, and ask questions to understand each other's perspective. They should look for a way to handle the matter that is acceptable to both partners. We hope that you can use these tips in your own relationships.

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask audience members to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication.
- Ask each audience member to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

**TOPIC 1:
COUPLES
CONVERSATION**

COMMUNITY THEATRE: STORYLINE 2



Characters

Loyolo Husband 1

Napeyok Wife 1

Ilukol Sister of Napeyok

Lolem Husband 2

Nakut Wife 2

Friends and Family members of the two couples

Children of Lolem and Nakut

Scene 1

Loyolo and Napeyok have just gotten married. They have a celebration with their friends and family. After the celebration, Napeyok's sister Ilukol reminds her that she should talk to her husband about planning when to have children and spacing their children in a healthy way. Napeyok is not sure how to start such a conversation. Ilukol says that she respects her husband and he also respects her, so they are able to talk about anything. The sister tells Napeyok she should tell her husband that she wants to talk about an important matter, ask questions, and find a solution they can both agree to.

Napeyok meets with Loyolo and says she would like to talk to him. She mentions that she admires her sister and her sister's husband because they talk freely to each other and are strong as a couple. They use soft and caring words with each other. Loyolo agrees they have a good relationship and would like to be like them.

Napeyok says she would like to talk about how they will space their children, as her sister has done. Loyolo asks Napeyok questions about why she wants to space their children and what she thinks they should do. Loyolo listens respectfully as Napeyok explains that when children are spaced a few years apart, the children are healthier and it is easier to provide food for the whole family. Napeyok suggests they visit the health clinic to learn about family planning methods. Loyolo agrees this is a good idea.

Moderator Questions for the Audience

1. What advice does Ilukol give to Napeyok?
2. What are some of the things Loyolo does to show he wants to communicate well with his wife?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for sharing your ideas. In this scene, Ilukol advises Napeyok to talk to her husband about spacing their children. She says she should tell her husband that she wants to talk about an important matter, ask questions, and find a solution they both agree to. Loyolo shows that he is trying to communicate well because he listens respectfully to his wife and talks with her about a solution to her concern.



Scene 2

Napeyok's friend Nakut comes to visit. Nakut tells Napeyok that she is worried. Nakut and her husband Lolem have had four children during their four years of marriage. Nakut does not want to have another child right now because she fears they will not be able to provide enough food or pay for school fees for more children. Nakut says she is afraid to talk to her husband, Lolem, about this.

Napeyok tells Nakut that she and her husband talk about family planning and when to have children, and it has made their relationship stronger. Napeyok advises Nakut to find a good time to talk to Lolem, explain her concerns and listen to Lolem's perspective, and to find a solution that they can both agree to. Napeyok turns to the audience and asks if they have any additional advice for her friend Nakut.

[Allow a few audience members to respond].

Nakut thanks Napeyok and the audience for this advice.

Moderator Questions for the Audience

1. What is Nakut afraid to talk to her husband about?
2. What advice does Napeyok give her?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for your responses. In this scene, we see that Nakut was afraid to talk to her husband about waiting to have another child. Napeyok advises her that doing so

will make their relationship stronger. Napeyok says that she should find a good time to talk to Lolem, explain her concerns and listen to Lolem's perspective, and to find a solution that they can both agree to.



Scene 3

Lolem and Nakut are at home with their four children. Lolem tells Nakut he is very happy that they have a growing family and hopes to have another child soon. Nakut says she would like to talk about this more, and explains that she does not think they should have another child right now. Lolem asks why she feels this way and listens respectfully as Nakut explains her concerns. The two discuss the matter calmly and ask each other questions. Lolem agrees they should wait to have another child, and that they should go to the health clinic to learn about family planning methods. Lolem says he is happy that they were able to have this conversation.

Moderator Questions for the Audience

Split audience into age groups for this section. One Moderator can talk with each group.

1. What did you learn from today's drama?
2. There are two couples in today's drama: Napeyok and Loyolo and Nakut and Lolem. Do these couples remind you of couples in our community? Why or why not?
3. Do you think it is important for couples to talk about when they will have children and how they will space them?
4. What are some of the pieces of advice for good communication that the characters in the drama learned?
5. If your friend asked you for advice on how to communicate better with his or her partner, what advice would you give?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Thank you for your responses. In the drama, we saw that when couples can talk respectfully about when they will have children and how they will space them, they build a stronger relationship. Some important pieces of advice for good communication are to find an appropriate time to talk, ask questions, listen respectfully to each other, try to understand the other person's perspective, and find a solution that both people can agree to.

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask audience members to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication.
- Ask each audience member to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

TOPIC 1:
COUPLES
CONVERSATION

CREATE YOUR OWN DRAMA!

Drama Prompt: Loput and Nachap are a husband and wife who have never talked about planning their family and spacing their children. They don't know how to have such a conversation. Their friends encourage them to talk about this with each other.

Moderator Questions for the Audience

Split audience into age groups for this section. One Moderator can talk with each group. Some standard questions are below. You can also add your own questions based on what happened in the drama.

1. What did you learn from watching this drama?
2. What advice would you give to the characters in this drama?
3. What are some challenges in our community related to couple communication?
4. How could we address some of these challenges?

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask audience members to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication.
- Ask each audience member to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

TOPIC 2:

MENSTRUATION



TOPIC 2: MENSTRUATION

SINGLE-GENDER PEER MEETING GUIDE



1. OPENING – Opening and Ice-Breaker

Time: 30 Minutes

Objective: The Peer Group will learn the facts about Menstruation and the Menstrual Cycle

Materials: Tarp for ground or chairs,
Menstruation Poster and Reminder Cards

Arrange chairs in a circle or sit in a circle on a tarp so that people are facing each other.

Welcome

1. **Welcome** the group
2. **Briefly discuss the theatre activities from the past few weeks.** What did you think about the theatre performances? Did you enjoy them? What was your favorite part? Was there anything you did not like? Was anything confusing? Remind them that they can talk to you after the meeting to discuss anything they don't feel comfortable sharing with the group.
3. **Tell** them that for next several meetings, we'll talk about menstruation and then create theatre performances on this topic.
4. **Ask:** What do you know about Menstruation? After they've shared their thoughts, tell them they'll learn more about menstruation in this meeting and the next. First, we'll start with the game that we played in the first meeting.

Ice Breaker - Telephone

1. **Getting Started.** Ask the Peer Group Members to stand in a circle.
2. **Begin the Game.** Whisper a sentence into the ear of one person. The sentence should be something silly that is not easy to remember, such as "The family of birds brought fruit and bread to the wedding celebration" or "A bright rainbow shines over the mountain after the rain storm, bringing happiness to everyone." Only whisper the sentence once.

3. **The Game Continues.** Each player whispers the phrase to their neighbors until it reaches the last player.
4. **The Conclusion.** The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.
5. **Say the phrase that you began with.** Ask if anyone is surprised by how the phrase changed.
6. **Try the game again,** mixing the players up and allowing another person to think of a phrase and pass it on.
7. **Discuss** the game with the group.
8. **Ask:** Aside from having fun, what did this game show you?

Possible responses:

- Game helps show how small changes to information can end up making a huge difference in a message.
- It is important to listen very carefully to what someone else says.
- Shows it is easy for rumors that are not true to spread as a message passes from person to person.
- It is important to make sure that information you hear from someone else is true.

2. JUST THE FACTS – Introduction to the Menstrual Cycle

Time: 10 Minutes

Objective: The group will discuss facts about the menstrual cycle

1. **Tell group members** that we are going to learn some important terms for talking about the menstrual cycle. We will learn more about what happens in a woman's body during menstruation and in the time from one menstrual period to the next.
2. **Ask group members** the following questions. Allow them give their responses. Then give the correct answers.
 - **What is the menstrual cycle?** The menstrual cycle is not the same thing as the period (menstruation). The period is when a woman is having her menstrual bleeding. The cycle covers all the days between one period and the next. The number of bleeding days varies from woman to woman. The number of days in the menstrual cycle also varies from woman to woman. Most women have menstrual cycles lasting between 26 and 32 days long. Some women have longer or shorter cycles, and this is also normal.
 - **What is menstruation (period)?** During the menstrual cycle the walls of the uterus get ready for pregnancy. They grow thick with blood to prepare for a baby. If the woman becomes pregnant, the blood gives nourishment to the growing baby. If pregnancy doesn't occur, the blood passes out of the woman as the menstrual period.

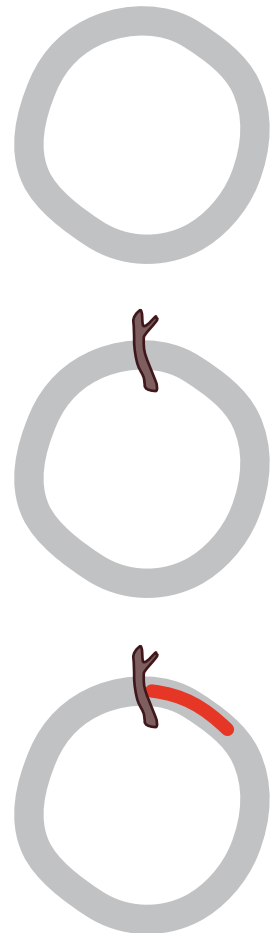
- **What are the secretions** that occur during a woman's cycle? Around the middle of the cycle, a woman produces secretions that she can see in her genital area. These last for several days. They are whitish, completely normal, and a sign of good health. Healthy secretions do not smell, itch, or cause pain.
- **What is a woman's egg?** A woman produces an ovum (an egg) in the middle of each cycle. The woman can conceive a child if the egg is fertilized by a man's sperm.

3. TOPIC ACTIVITY - Menstrual Cycle Activity

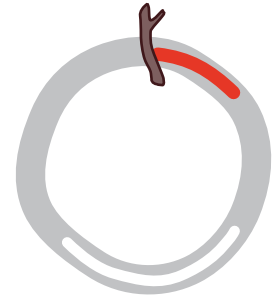
Time: 20 Minutes

Objective: The group will learn the different phases of the menstrual cycle.

1. **Tell** the group that you are going to learn about the woman's menstrual cycle.
2. **Draw a circle on the ground.** Explain that the circle represents all of the days in the woman's menstrual cycle – that is, all the days from one period to the next.
3. **At the top of the circle, place a stick.** Tell the group that this represents the first day of the woman's period.
4. **Ask** what happens over the next few days. They should respond that there is bleeding for several days. Ask them to put something on the ground to show bleeding. This can be more sticks, rocks, flowers, or another object.
5. **Ask** how long the bleeding lasts. They will likely respond with different answers "4 days" "5 days", or that it is different for different women. **Explain** that many of their answers are correct. The length varies from woman to woman. It usually lasts 3-7 days.
6. **Ask** if they know of anything else that happens from when one period ends to when the next begins. If someone mentions secretions, ask the person to describe what that is. If they do not respond, ask if they know of secretions. **Explain** that secretions are a whitish substance that comes out of the woman.



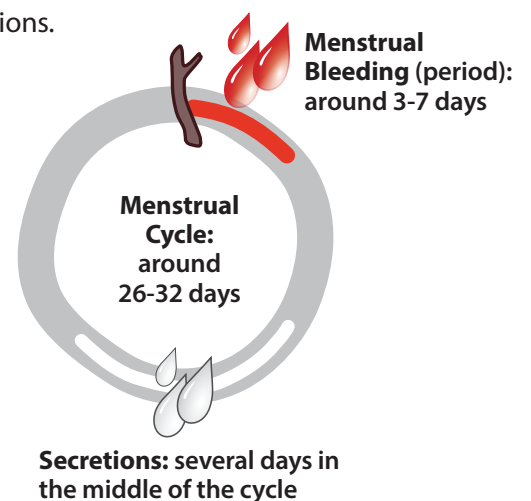
7. **Ask the group** to indicate when secretions occur. Use water, ash, rocks, flowers, or another object to show that secretions occur over several days in the middle of the cycle.



8. **Ask** if they know what secretions mean. **Explain** that secretions are a healthy sign that the woman can become pregnant that day. The days she can become pregnant are called the “fertile days”.
9. **Ask** what is happening in the uterus from the time when one period ends to the time when the next begins. **Explain** that blood is gathering in the uterus to support a baby. If the woman becomes pregnant, the blood nourishes the growing baby. If the woman does not become pregnant, the blood flows out of the woman during the period.
10. **Point to the top of the circle, where the period starts, and around the entire circle. Ask** if the group knows how many days it is from when one period starts until the next one begins. They will likely give different answers, such as “one month”, “30 days”, “25 days”, etc. **Explain** that many of them are correct. The number of days varies from woman to woman and can change each cycle for the same woman. Most cycles are between 26 and 32 days long.

11. **Ask** if they have any questions. Review the key points from this activity:

- Menstrual bleeding usually lasts for three to seven days
- Secretions occur during several days in the middle of the cycle.
- Secretions are a healthy sign that the woman is on her fertile days – that is, she can become pregnant on days she has secretions.
- Blood builds inside the uterus each month. If the woman becomes pregnant the blood nourishes the growing baby. If the woman does not become pregnant, the blood flows out during the monthly period.
- The menstrual cycle usually lasts around 26-32 days. This means there are about 26 to 32 days from when one period starts to when the next begins. This can be different for every woman.





4. Myths & Misconceptions

Time: 10 minutes

Objective: Address local myths and misconceptions about menstruation.

1. **Say:** "Now we are going to ask you about some beliefs about menstruation in our community."
2. **Ask the group and discuss briefly:**
 - What are some things you hear about menstruation in your community?
 - Are there things women are supposed to do or not supposed to do during this time?
 - What do you think of these?
3. **Tell them you're going to discuss some myths. Ask them to explain why each is not true.** After you get some responses for each myth, confirm with the answer.
 - ***If a woman touches a cow during her period, the cow will go blind.*** This is false. There is no relationship between a woman's period and the status of a cow.
 - ***A woman is unclean or "polluted" during her period.*** This is false. A period is a natural part of a woman's fertility and although she should try to maintain good hygiene, that is wash with soap and address the bleeding, there is no danger in coming into contact with a woman during her period.
 - ***A woman must limit her activities during menstruation.*** This is false. A woman can do anything during her period she feels comfortable doing. She can hunt, share a bed with her husband, and all of her other normal activities.
 - ***A woman must not milk the cow when she is menstruating.*** This is false because there is no connection between milking the cow and menstruation. A woman can do anything during menstruation.
 - ***If a woman in her menstruation goes to the pumpkin and peas garden, the plants will dry.*** This is false, the garden will not dry.
 - ***A woman menstruating should not clean the nose of a child, it will cause bruises.*** This is not true, the child's nose can only get bruised with repeated cleaning of mucus, and if the cleaning is not done gently.

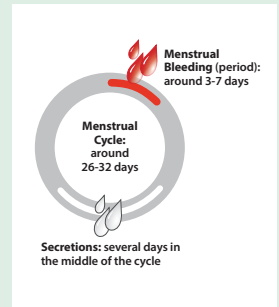


5. WRAP UP

Time: 10 Minutes

Materials: Poster and Reminder Cards – Menstruation

Objective: Encourage group to share the information discussed today, thank the group and build connection



1. **Ask** for group members to share something they learned today, or that surprised them.
2. **Ask:** What will you do with this information?
3. **Give a Menstruation Reminder Card to each participant.** Ask if they recognize the picture on the card. Explain that this is the same picture they drew on the ground earlier. Go over the points on the back of the card. Encourage participants to use this card to explain the menstrual cycle to other people. They can also draw the menstrual cycle on the ground if they like!
4. **Ask** participants to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication. Ask each participant to tell the person next to them the names of the people they will talk to.
5. **Thank the group for a great discussion.** Make sure they know they are valued for their time and insight. Then, ask that each member turn to their left, look that person in the eyes, smile, and thank them for sharing their thoughts and ideas.
6. **Tell the group** that next week they will discuss this topic of Menstruation with the men and women together.

Closing

- End with applause for all and a song or dance

TOPIC 2: MENSTRUATION

MIXED-GENDER PEER MEETING GUIDE



1. OPENING

Time: 30 Minutes

Objective: The Peer Group will get warmed up on discussing the topic of Menstruation between genders and review facts from the last meeting

Materials: Tarp for ground or chairs, Menstruation Poster and Reminder Cards

Arrange chairs in a circle or sit in a circle on a tarp so that people are facing each other.

Welcome

1. **Welcome** the group.
2. **Introduce** each moderator, and explain that we'll be taking about menstruation together as a group.

Ice Breaker – Trivia

1. **Tell the group it is time for a Trivia Game on the topic of menstruation.**
2. **Tell the group that you will ask a set of questions.** Everyone who thinks the answer to a question is True should move to one side. Everyone who thinks the answer to a question is False should move to the other side.
3. **The Moderators take turns asking the questions below.** Ask the participants to move to the True side or the False side.
4. **Ask** someone on each side to explain why he or she chose that answer.
5. **Read** the correct response and congratulate those who choose correctly.

Trivia Questions:

True or False: Menstruation is the sign that a girl is now able to become pregnant.

- **Answer:** True

True or False: The menstrual cycle is when a woman is bleeding.

- **Answer:** False The menstrual cycle is all the days between when one period starts and the next one begins.

True or False: Menstruation is when a woman bleeds during her cycle.

- **Answer:** True

True or False: Most menstrual cycles are 15 days long.

- **Answer:** False Most menstrual cycles are 26 – 32 days long, or about one month

True or False: A woman can get pregnant on the days when she has secretions.

- **Answer:** True

True or False: A woman can get pregnant on the days when she is menstruating.

- **Answer:** False

True or False: It is dangerous for a woman to enter a man's bed when she is menstruating.

- **Answer:** False

True or False: If a woman goes to the vegetable garden when she is menstruating, the plants will dry up.

- **Answer:** False

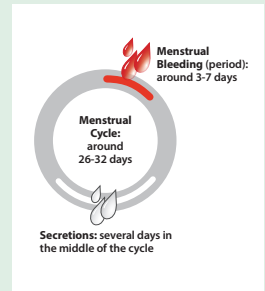
6. **Thank the group** for participating and congratulate them for remembering the content from last week's lesson.

2. TOPIC REVIEW

Time: 10 Minutes

Objective: Review topic with both genders

Materials: Menstruation Poster and Reminder Cards



1. **Explain** that now we're going to talk about what we discussed last week about menstruation. Ask them to take out their reminder cards or share theirs with their neighbor.
2. **Ask:** "Does anyone want to explain what happens during the menstrual cycle?" Allow participants to give their explanations. Thank them for explaining. Correct anything they say that is not accurate.
3. **Go over the important points on Menstruation** listed on the posters and cards. Ask participants if they have any questions and clarify anything they do not understand.
4. **Ask** if anyone discussed this with other people after the meeting. How did other people respond?
5. **Say:** "Thank you for sharing, now we're going to listen to a story and do some role plays about how menstruation affects people in our community."



3. STORYTELLING – Listen to a story about menstruation, reflect and discuss

Time: 30 Minutes

Objective: The group will review some facts about menstruation through a story.

1. **Tell the group you'll tell a story about menstruation and then discuss it. Read the story twice, slowly.**

There is a couple named Veronica and Lomilo. One day when they are short on milk for the children, Veronica decides to go and milk one of their cows so that the children will have something to drink. Lomilo tells her she can't do this because she is menstruating and she will harm the cows. Veronica talks to her friend Nakoru about what is happening. Nakoru tells Veronica that she should not be concerned about harming the cows. "Menstruation is natural," Nakoru says. "Menstruation does not harm anyone or any animals. It is a sign that you are healthy and able to have children. You can do all of

the things you normally do, even when you are menstruating. I have milked the cows while menstruating, and they are still fine.” Nakoru tells Veronica that she has learned this from the Nurse at the health clinic. Veronica trusts Nakoru, but is not sure that Lomilo will agree to let her milk the cows.

2. Discuss the story with the following questions:

- What do you think of this story?
- How common are these things in the story in our communities?
- Is Nakoru telling her friend Veronica the truth?
- How can Lomilo learn the truth about menstruation?
- Do you think that after Lomilo knows the truth, he will allow Veronica to go and milk the cow?

4. REWRITE THE SCRIPT

Time: 20 Minutes

Objective: Men and women begin to understand the need for communication about the natural process of menstruation within a couple by role-playing with facts they've learned.

1. **Say:** “Now it’s your turn to change the story!”
2. **Tell** the group to get into 4 mixed groups with both men and women and act out a new story that will address the situation using what they’ve learned about menstruation.
3. **Encourage them to change the story** to the way that they think things should happen in their community. They can change something that Veronica, Lomilo, the Nurse, or Nakaoru says, and they can add other characters.
4. **Tell** them they have 10 minutes.
5. **Ask** each group to act out their new story for everyone to watch.
6. **After each story, ask the group:**
 - What did you like about how things happened in your story?
 - What information in this story would you like other people in your community to know?



WRAP UP

Time: 10 Minutes

Objective: Encourage group to share the information discussed today, thank the group and build connection

1. **Ask** for group members to share something they learned today, or that surprised them.
2. **Ask:** What will you do with this information?
3. **Encourage** participants to use their Reminder Card to talk to other people about what they learned today.
4. **Ask** participants to think of three people who they will talk to about why it is important for couples to communicate with one another and tips for good communication. Ask each participant to tell the person next to them the names of the people they will talk to.
5. **Thank the group for a great discussion.** Make sure they know they are valued for their time and insight. Then, ask that each member turn to their left, look that person in the eyes, smile, and thank them for sharing their thoughts and ideas.
6. **Tell** the group that next week they'll be preparing a drama to share this information with their community!
7. **Remind** them of their meeting time and place for next week.

Closing

- End with applause for all and a song or dance

TOPIC 2: MENSTRUATION

THEATRE REHEARSAL: CONTENT REVIEW

Refer to the Guidelines on page 12 for the instructions to follow when directing drama rehearsals and holding performances in the community.

In our meetings we've talked about Menstruation. Today we're going to create a drama to share this information with other people in our community.

1. What are some of the things you learned in the Menstruation meetings?
2. What are three things related to Menstruation that you would like to share with other people in your community?
3. We talked about some things that women can do, even when they are menstruating. What were some of these things? [Allow participants to respond. Mention the points below if they are not already mentioned.]
 - We learned that women can go to the garden during menstruation.
 - We learned that it is fine for a woman to go near and milk cows while menstruating. This will not do any harm to the cows.
 - Women can do all of their normal activities while menstruating.
4. We also did an activity in which we learned about the menstrual cycle by drawing the cycle on the ground. What do you remember from this activity?
5. I'm happy to see that you remember many things from the lesson. I'm going to ask a few questions so that we can be sure that everyone remembers the main points. [Ask each question below and give the Peer Members time to respond. Confirm or give the correct answer.]

Question: What is the menstrual period?

- **Answer:** It is the days when a woman has her monthly bleeding.

Question: What is the menstrual cycle?

- **Answer:** It is all the days from the start of one menstrual period to the day before the next one starts.

Question: Are all women's menstrual cycles the same length?

- **Answer:** No, the length of the menstrual cycle can be different in every woman. Most women have cycles that are between 26 and 32 days long, but some women have shorter cycles and some women have longer cycles, and this is normal.

Question: What are secretions?

- **Answer:** Secretions are a whitish substance that the woman's body produces during the middle of the menstrual cycle.

Question: Can a woman become pregnant at any time?

- **Answer:** No, she can only become pregnant in the middle of her menstrual cycle – that is about halfway between two periods. This is when an egg is released.

TOPIC 2: MENSTRUATION

COMMUNITY THEATRE: STORYLINE 1



Characters

Veronica..... Wife

Lomilo..... Husband

Nakoru..... Friend of Veronica who is knowledgeable about menstruation

Achili Young woman

Nali..... Achili's mother

Nurse Lockawa..... Nurse at Health Center

Friends of Achili

Scene 1

Veronica and Lomilo are at home with their children. Veronica decides to go and milk one of their cows so that the children will have something to drink. Lomilo tells her she can't do this because she is menstruating and she will harm the cows.

Veronica is frustrated and goes to talk to her friend Nakoru about what is happening. Nakoru tells Veronica that she should not be concerned about harming the cow. "Menstruation is natural," Nakoru says. "Menstruation does not harm anyone or any animals. It is a sign that you are healthy and able to have children. You can do all of the things you normally do, even when you are menstruating. I have milked the cows while menstruating, and they are still fine." Nakoru recommends that Veronica and Lomilo talk to the nurse at the health center about this. Veronica agrees this is a good idea.

Moderation Questions for Audience

1. Why doesn't Lomilo want Veronica to milk the cows?
2. What does Nakoru tell Veronica about menstruation?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Nakoru tells Veronica that menstruation is natural and healthy. A woman can do all of the things she normally does while menstruating and it will not affect the cows.

**Scene 2**

Achili is working in the pumpkin garden with her friends when her mother, Nali arrives. Nali scolds Achili for being in the garden during the time that she is menstruating. Nali warns that this could cause the pumpkins to dry up. Achili disagrees; she says that menstruation is natural and healthy, and cannot harm the plants. Achili's friends support her. Nali tells the young women that their ancestors have always believed this and they should respect the traditional beliefs. Achili and her friends continue to discuss with Nali why they should be able to work in the garden even during their time of menstruation. Achili turns and asks the audience what they think about this.

[Allow a few audience members to respond].

Finally, Achili says she has never seen pumpkin plants drying after a menstruating woman went into the garden. She suggests that they go to the health center to get more information on this from the nurse.

Moderation Questions for Audience

1. What does Nali say about working in the garden during menstruation?
2. What does Achili say about working in the garden during menstruation?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

Achili and her friends do not believe some of their ancestor's beliefs about women working in the garden during menstruation. Achili says that menstruation is natural and healthy and cannot affect plants.



Scene 3

Nurse Lockawa is at the health center arranging her papers. Veronica and Lomilo arrive at the health clinic at the same time as Achili, Nali, and Achili's friends. The nurse welcomes them and asks what has brought them to the clinic today. Veronica explains that she would like information about menstruation and what women can do during this time. Her community believes that if a woman milks a cow while menstruating, the cow will go blind, but her friend says this is not true. Achili says that she and her friends also came to learn more about menstruation. Some in their community say women should not enter the vegetable gardens when menstruating. Is it true that this can cause the plants to dry up?

Nurse Lockawa thanks them for coming and asking questions about this important topic. She says that although their ancestors have many important traditions, some of what they say regarding menstruation is not true. Menstruation is natural and a healthy sign that a woman is able to have children. It does not affect other people, plants, or animals, so a menstruating woman can still do all of her normal activities – she can cook food, go to a vegetable garden, and milk cows. Nothing bad will happen.

The group thanks Nurse Lockawa for answering their questions. The Nurse thanks the group for coming and invites them to come back if they have any other questions.

Moderation Questions for Audience

Split audience into age groups for this section. One Moderator can talk with each group.

1. What did you learn from today's drama?
2. What does Nurse Lockawa tell the women about menstruation?
3. Are there people in our community who believe a woman should not go to the garden or be near cows when menstruating?
4. What advice would you give to someone who says she cannot milk a cow during her menstrual period?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

In today's drama, we saw that there are some beliefs about menstruation that are not true. Menstruation is a natural and healthy sign that a woman can become pregnant. A menstruation does not affect cows, plants, or other people. Women should be free to do all of their normal activities when they are menstruating.

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask participants to think of three people who they will talk to about menstruation.
- Ask each participant to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

TOPIC 2: MENSTRUATION

COMMUNITY THEATRE: STORYLINE 2



Characters

Dengel..... Friend

Iriama..... Friend

Nagit Friend

Munyes..... Friend who is knowledgeable about Menstruation

Lomer Dengel's Husband

Amei..... Iriama's Husband

Koriang..... Nagit's Husband

Scene 1

Three friends, Dengel, Iriama, and Nagit, are returning from collecting firewood. They stop to talk by the side of the road. Dengel tells her friends she would like to ask them something. She is confused about her menstrual periods. Sometimes they come every 26 days and sometimes every 30 days. Why is it like this? Her friends do not know. Iriama says her menstrual periods are always 33 days apart, while Nagit says hers come every 25 days. The three friends discuss this further. They wonder why it is different for each of them and what is happening in their bodies when they menstruate. Iriama turns and asks the audience if they know why some women's menstrual periods come at different times.

[Allow a few audience members to respond].

Nagit suggests that they visit her friend Munyes, who is very knowledgeable about this topic. The three women exit the stage.

Moderation Questions for Audience

1. What are the three friends confused about?
2. What do they decide to do to learn more about menstruation?

Summary

In this scene, we see that the three friends are confused because their menstrual cycles are different. Dengel's can be hard to predict; sometimes they are 26 days apart and sometimes they are 30 days apart. Her friends' periods are very predictable, but they are different lengths. Iriama's comes every 33 days while Nagit's comes every 25 days. The women decide to talk to another friend who is knowledgeable about menstruation to learn more.



Scene 2

The three women arrive at Munyes's home and greet her. Nagit explains that the friends have questions about menstruation.

Munyes says she will explain the menstrual cycle to them. She says menstruation is a healthy sign that a girl or woman is able to become pregnant, and it is good to understand how the cycle works. Munyes draws a circle on the ground. She places a rock at the top of the circle, explaining that the rock indicates the first day of menstrual bleeding. The number of bleeding days is different from woman to woman – but usually 3 to 7 days. Munyes explains that the circle shows the menstrual cycle – that means all of the days from when one menstrual period starts until the next menstrual period. It is called a cycle because it happens over and over again. Most women have cycles that are 26-32 days long, but some may be shorter or longer. The number of days may be different for every woman, and this is normal. Dengel, Iriama, and Nagit are happy to hear this, for it explains why they each have different menstrual cycle lengths.

Munyes points to the days in the middle of the cycle. She explains that there are several days in the middle of the cycle when a woman will notice secretions, or a whitish substance. She explains that secretions are healthy and a sign the woman can become pregnant that day. The woman's egg is released in the middle of the cycle, so if it meets with a sperm the egg can be fertilized.

Dengel questions Munyes about this. "I always thought a woman becomes pregnant when she has her menstrual bleeding. Is that not correct?" Munyes explains that though many people believe as Dengel does, it is not true. A woman can only become pregnant in the middle of the cycle, about halfway between two menstrual periods, because that is when the egg is released.

Munyes explains that during the cycle, blood is gathering in the uterus to support a baby if the egg is fertilized. If the egg is not fertilized by a sperm, it flows out during the menstrual period. Then the cycle starts over again.

Iriama says that she thinks their husbands should also learn this information. The women agree and decide to return with their husbands.

Moderation Questions for Audience

1. Why do the three women have menstrual cycles that are different lengths?
2. What is the purpose of the blood that flows out during menstruation?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

The number of days in the menstrual cycle can vary from woman to woman. For most women, the menstrual cycle lasts 26- 32 days, but it may be shorter or longer. This is normal. Every month, blood slowly fills in the woman's uterus to support a baby in case the woman's egg is fertilized. If the egg is not fertilized, the blood flows out. It then begins filling again the next month.



Scene 3

Dengel, Iriama, and Nagit return to Munyes with their husbands, Lomer, Amei, and Koriang. Iriama tells the men that Munyes is going to teach them about menstruation. The men laugh and ask why they have been brought here; menstruation is a woman's matter. Dengel says it is important for men to also understand what happens in women's bodies during this time. The men agree to listen.

Munyes invites the audience members to gather around her as well. She draws another circle on the ground and explains the cycle as she did earlier. The men ask Munyes questions to understand the cycle and menstruation better. Koriang says he never realized that menstrual blood is there to support a baby.

Amei thanks Iriama for this information. As a man he never learned very much about menstruation, but he is happy to understand it better now. This helps him to know what is happening to his wife and all women every month. The men joke that they must be living in a new time now that men are talking about the menstrual cycle!

Moderation Questions for Audience

Split audience into age groups for this section. One Moderator can talk with each group.

1. What did you learn from today's drama?
2. What is the difference between the menstrual period and the menstrual cycle?
3. What are secretions and what do they indicate?
4. When during the menstrual cycle is the woman's egg released?
5. When can a woman become pregnant?

Summary

After the audience has responded to the questions, the moderator gives a summary of the key messages:

In the drama, we learned that the menstrual period is the days when a woman is bleeding. The menstrual cycle is all of the days between one menstrual period and the next. Secretions are a whitish substance that come during the middle of the menstrual cycle. They are a sign that the woman is on her fertile days and could become pregnant. The egg is also released

in the middle of the cycle, so a woman can only become pregnant during the days in the middle of the cycle.

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask participants to think of three people who they will talk to about menstruation.
- Ask each participant to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

TOPIC 2:
MENSTRUATIONCOMMUNITY THEATRE
CREATE YOUR OWN DRAMA!

Drama prompt: Natalie is a young woman who would like to learn more about menstruation. She looks for people who can give her information on this

Moderator Questions for the Audience

Split audience into age groups for this section. One Moderator can talk with each group. Some standard questions are below. You can also add your own questions based on what happened in the drama.

1. What did you learn from watching this drama?
2. What advice would you give to the characters in this drama?
3. What are some challenges in our community related to couple communication?
4. How could we address some of these challenges?

Closing

- Ask the audience what they will do with the information they learned today and give them time to respond.
- Ask participants to think of three people who they will talk to about menstruation.
- Ask each participant to tell the person next to them the names of the people they will talk to.
- Thank everyone for coming to the drama and passing on these messages to other people in the community.

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NOTES PAGE

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NOTES PAGE

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PEER MEETING GROUND RULES

When you discuss meeting Ground Rules in the first Peer Group Meeting, record the rules the group agrees to here. You can refer back to these any time you need to.

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