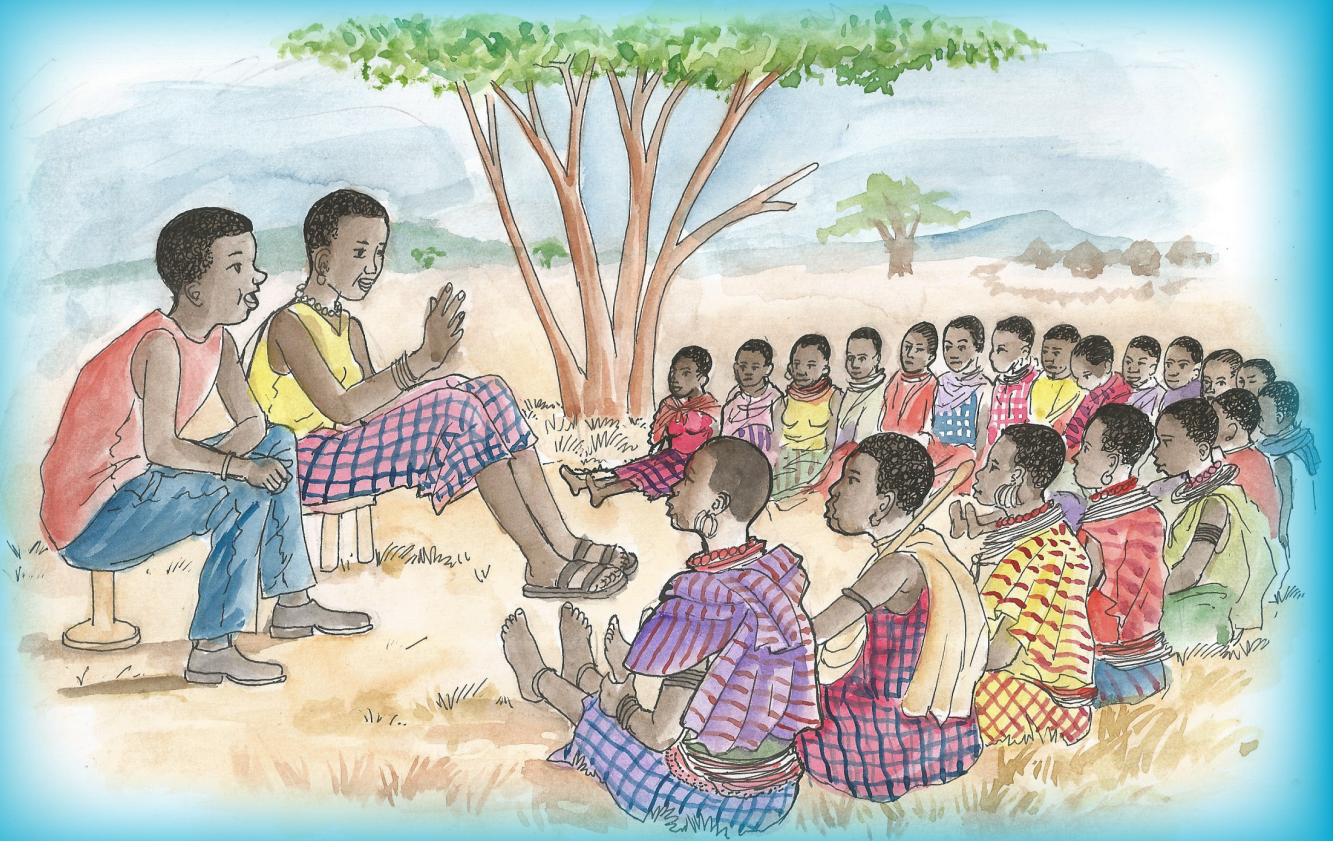


EDEAN MODERATOR'S MANUAL



Emorikinos Daadang Etogongo Alatanakin Ngidwe



USAID
FROM THE AMERICAN PEOPLE



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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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 Group Meeting, one mixed-gender Peer Group 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:

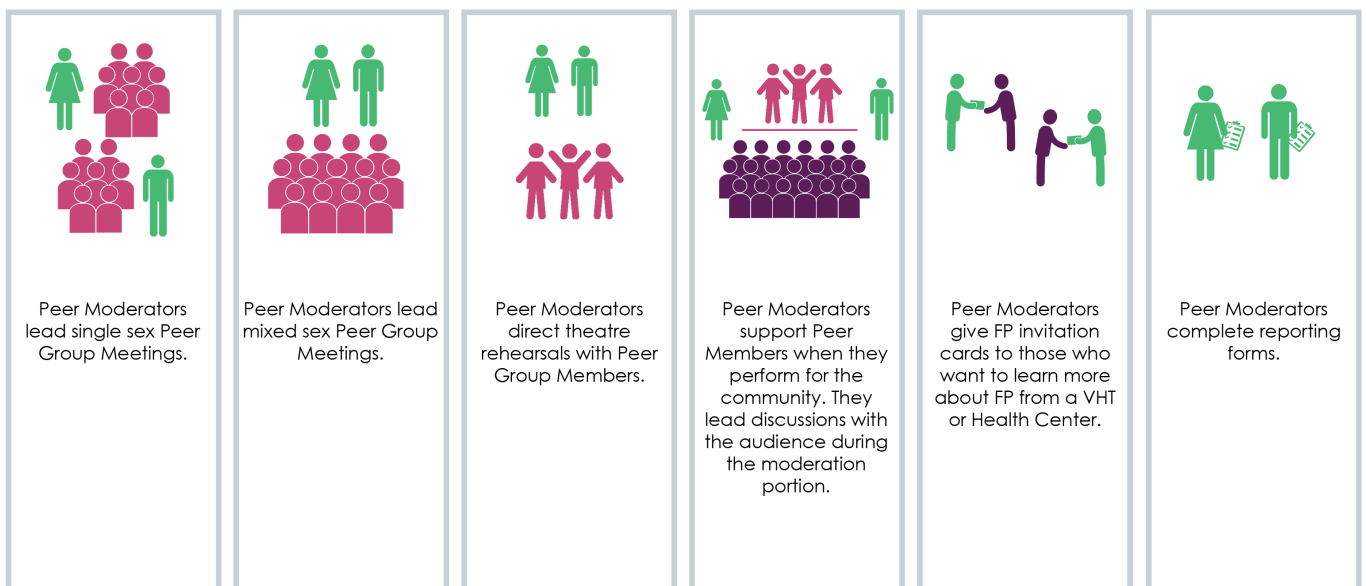
- Active members of their community
- Selected by members of the community
- Fluent in the local language
- Able to read and write

- 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

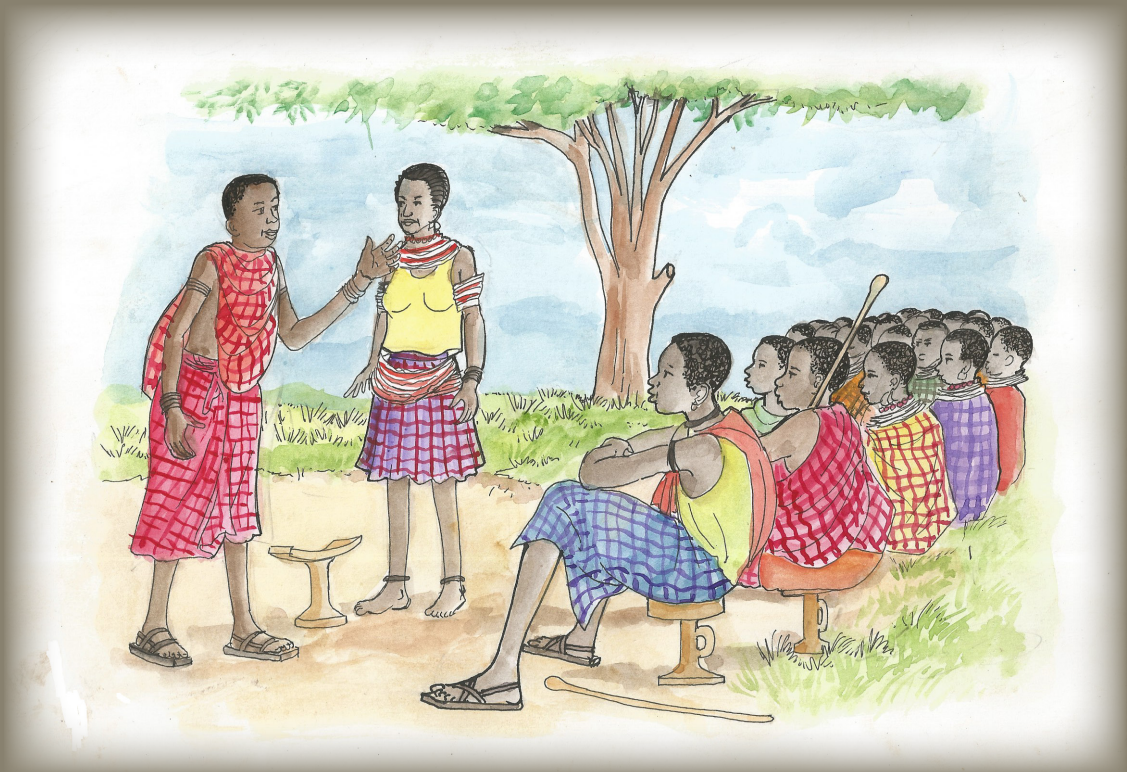
Peer Moderators are Responsible for:

- 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



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, ngyarei, 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

1 Warm Up Activity <i>Time: 10 minutes</i>	Warm up Activity <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>
2 Review Content from Peer Meetings <i>Time: 20 Minutes</i>	<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>
3 Read the Drama Prompt <i>Time: 1 minute</i>	<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>
4 Discuss guiding questions with group following the WOW (want, obstacle, win) approach <i>Time: 20 Minutes</i>	<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 3: Fertility

➤ Topic 4: Family Planning



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.

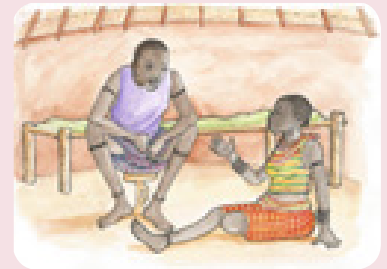


5. WRAP-UP

Time: 10 Minutes

Materials: Reminder Cards– Couples Conversation

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

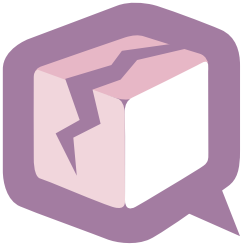


- 5. Ask** for group members to share something they learned today, or that surprised them.
- 6. Ask:** What will you do with this information?
- 7. Give a Couples Conversation Reminder Card to each participant.** Encourage participants to use this card to talk to other people about what they learned 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:
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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:

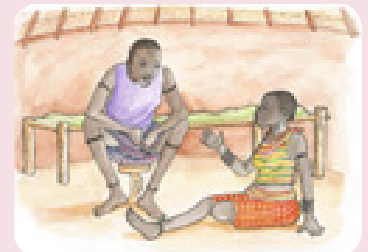
1. **Read** aloud the Meeting Ground Rules from both previous group meetings.
2. **Discuss** any differences between groups.
3. **Ask the mixed gender group** if they're willing to commit to these ground rules for a safe space. Ask them to raise their hands if they commit to make this a safe, comfortable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

Nangiro tells Maria that she should talk to her husband about when to have a child and her concerns. Nangiro and her husband discuss these matters, and they have a happy relationship. Nangiruo 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: 20 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.

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: 20 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.

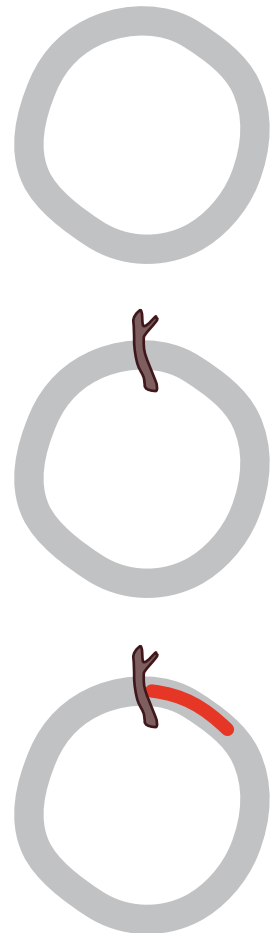
- **What are the secretions** that occur during a woman's cycle? Around the middle of the cycle, a woman produces secretions that she can see in her genital area. These last for several days. They are whitish, completely normal, and a sign of good health. Healthy secretions do not smell, itch, or cause 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

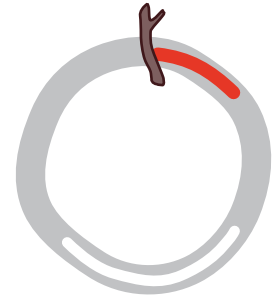
Time: 30 Minutes

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.



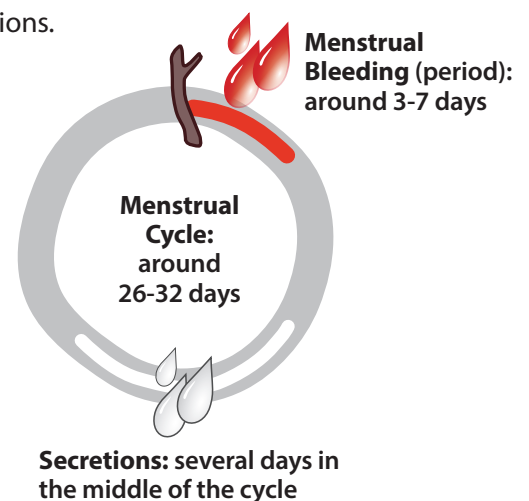
7. **Ask the group** to indicate when secretions occur. Use water, ash, rocks, flowers, or another object to show that secretions occur over several days in the middle of the cycle.



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: 15 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.

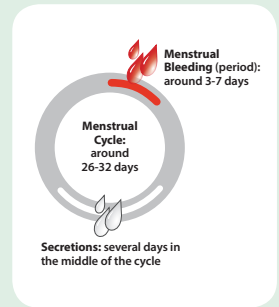


5. WRAP UP

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

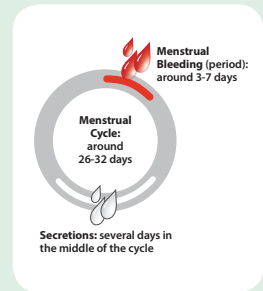
6. **Thank the group** for participating and congratulate them for remembering the content from last week's lesson.

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 more about menstruation?
- Do you think that after Lomilo knows more about menstruation, he will allow Veronica to go and milk the cow?

4. REWRITE THE STORY

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: Natalina 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.

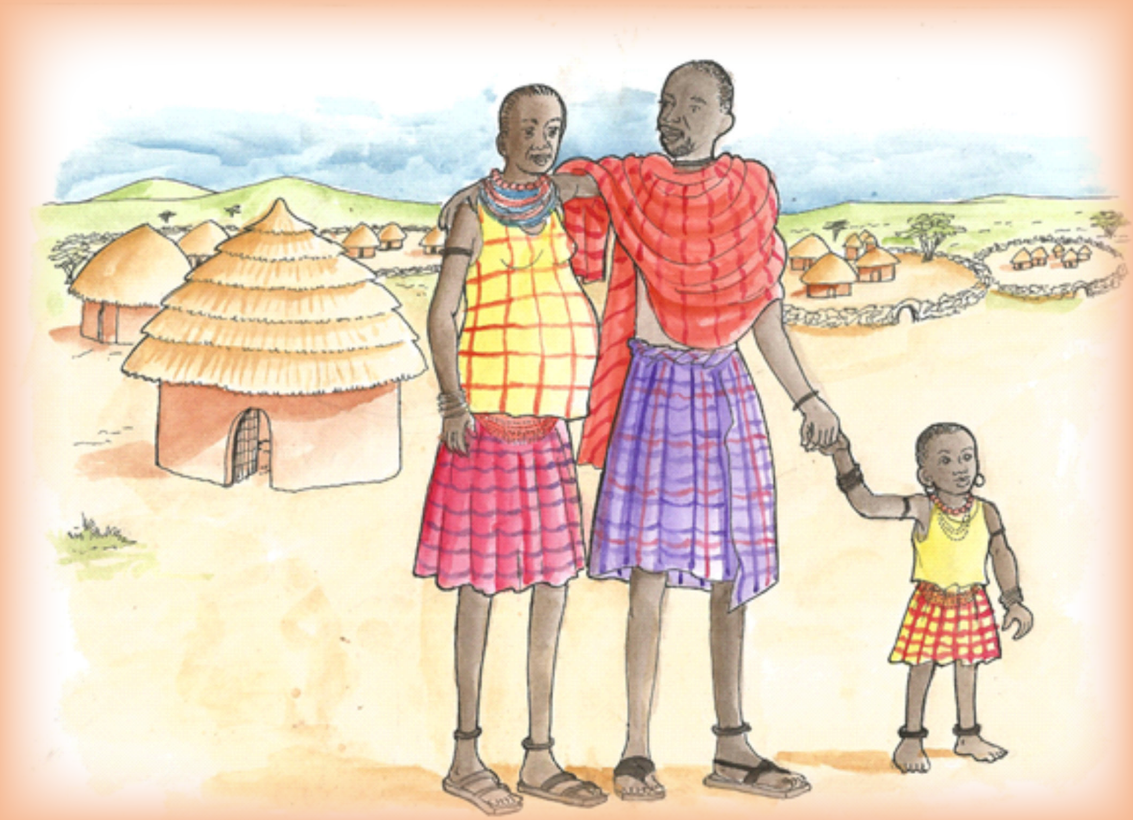
1. What did you learn from watching this drama?
2. What advice would you give to the characters in this drama?
3. What are some challenges in our community related to menstruation?
4. How could we address some of these challenges?

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.

TOPIC 3:

FERTILITY



TOPIC 3: FERTILITY

SINGLE-GENDER PEER MEETING GUIDE

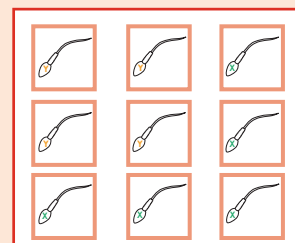
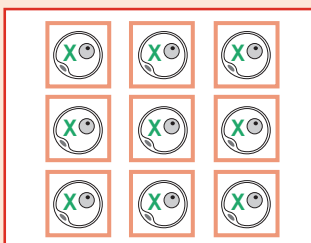
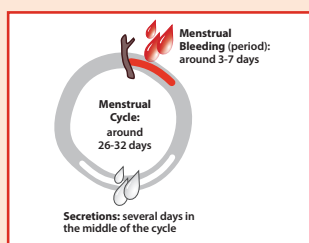
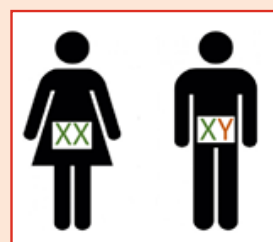
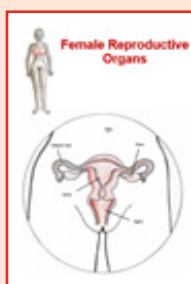


1. OPENING — Opening, Ice-Breaker

Time: 30 Minutes

Objective: The Peer Group will learn about male fertility, female fertility, and how pregnancy occurs.

Materials: Tarp for ground or chairs; Female Reproductive Organs Poster and Reminder Cards; Male Reproductive Organs Poster and Reminder Cards, Menstrual Cycle Poster; Poster of man and woman; Cards with picture of women's egg; Cards with picture of man's sperm; hat or a small box



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? What was your favorite part? Was there anything you did not like? 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** the group that for next several weeks, we will talk about Fertility. We will learn about men's and women's fertility, the reproductive systems and how pregnancy occurs.

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 that is not easy to remember, such as “The old man slaughtered the goat for the feast to celebrate the beginning of the rainy season.” or “My mother bought a skirt at the market for my sister to wear to school.” 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 — Overview of Male Fertility

Time: 20 Minutes

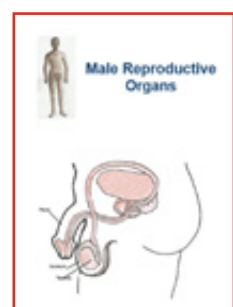
Materials: Male reproductive organs poster

Objective: The Peer Group Members will learn basic facts about male fertility and the male reproductive organs.



Male Fertility

1. **Show** the Male Reproductive Organs Poster
2. **Ask** if anyone knows what the picture shows.
3. **Tell** them the picture shows the **male reproductive organs**.

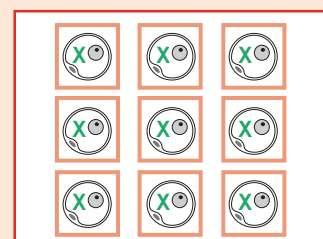
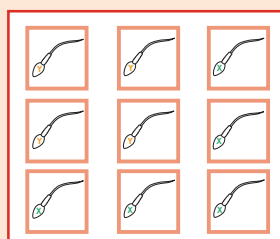


4. **Ask** if anyone can name the organs shown on the picture.
5. **Explain** the what each of the reproductive organs do:
 - **Penis:** This tubular, muscular organ fills with blood during arousal, making sexual intercourse possible.
 - **Scrotum:** This sac hangs below the penis and holds the testicles.
 - **Testicles:** These two oval-shaped organs produce sperm. Sperm are released during sex. This is called ejaculation. If the sperm meet a woman's egg, she can become pregnant.
6. **Ask** the group the questions below. Give them time to respond, then tell them the correct answer.
 - **Question:** When does male fertility start?
Answer: *A male is fertile from the time of his first ejaculation. This happens during puberty, or adolescence, the time when a boy changes into a man.*
 - **Question:** When is a man fertile?
Answer: *A man is fertile every day from the time of his first ejaculation. This means he can always release sperm that could make a woman pregnant if the sperm meet with the woman's egg.*
 - **Question:** How long can sperm live when they are ejaculated into a woman during sex?
Answer: *Sperm can live for up to five days inside a woman.*
 - **Question:** What determines if a baby is a boy or girl?
Answer: *A man's sperm determines if the baby is a boy or girl.*
 Some people may give other responses. They may say that it is the women's egg, or where the baby lies in the woman's stomach, that determine whether the baby is a boy or girl. Explain that these are not correct. It is only the man's sperm that determines whether the baby is a boy or girl. There is no way for the man or woman themselves to know or influence what sex the child will be.

3. TOPIC ACTIVITY – Sex of the Baby Game

Time: 10 minutes

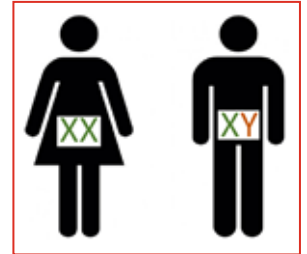
Materials: Poster of man and woman; Cards with picture of women's egg; Cards with picture of man's sperm; Hat or a small box for holding sperm cards



Objective: The group will understand how the man's sperm determines the sex of a baby.

1. **Tell** the group that you are going to play a game to help everyone understand how the sperm determine whether a baby is a boy or girl.

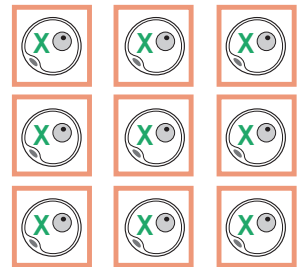
2. **Show** the poster of the woman and man.



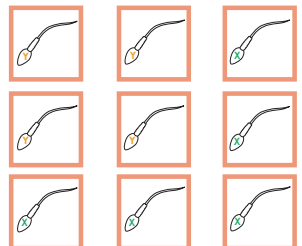
3. **Explain** that the woman has two X chromosomes. All of her eggs have one X in them. The man has one X chromosome and one Y chromosome. Some of his sperm have an X chromosome, while the other sperms have a Y chromosome.

4. **Ask** the group to form pairs. Each pair will pretend to be a couple. In each pair, one person will play the “woman” and the other will play the “man”.

5. **Ask** the “woman” in each pair to raise their hands. Give each of them a card with a picture of the woman’s egg. Tell them that this represents the egg that is released every month. The X is the chromosome that the woman contributes to the baby.



6. **Show** the cards with the pictures of the man’s sperm. Some of the sperm have an X and others have a Y. The X and Y represent the chromosome that the man contributes to the baby. Put all of the sperm cards in a hat, box, or other container.



7. **Ask** the “man” in each pair to raise their hands. Bring the hat with the sperm cards to each “man”. Tell the person to close their eyes and pick a card.

8. **Tell** each pair to put their cards together. This represents the sperm and the egg meeting when the couple has sex. The sperm and the egg join together and begin growing into a baby.

9. **Ask** each pair if their baby is a boy or girl. If the pair has an X and an X, the baby is a girl. If the pair has an X and a Y, the baby is a boy. They can look at the picture of the man and woman and see that XX is a woman and XY is a man.

10. **Explain** that when the man ejaculates during sex, some of the sperm have Xs and some have Ys. If one of those reaches a woman’s egg, it can unite with the egg and begin growing into a baby. Neither the man nor the woman knows which sperm will meet with an egg. Neither the man nor the woman can influence or control whether a baby is a boy or a girl.

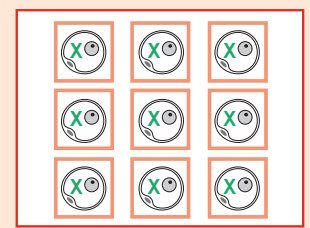
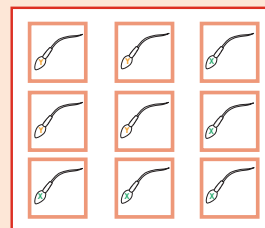
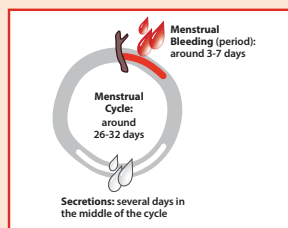
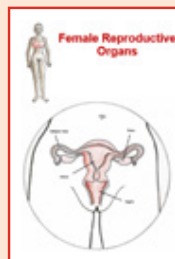
- 11. Ask Peer Group Members** if they have any questions. Answer their questions using the poster of the male reproductive organs and the materials for the sex of the baby game. If there are questions that you cannot answer, write them down and tell the group you will answer them at the next meeting.

4. JUST THE FACTS – Overview of Female Fertility

Time: 30 Minutes

Objective: The Peer Group Members will learn basic facts about female fertility and the female reproductive organs.

Materials: Female reproductive organs poster, Menstrual Cycle Poster, Cards with picture of women's egg; Cards with picture of man's sperm.



- 1. Show** the Female Reproductive Organs Poster.
- 2. Ask** if anyone knows what the picture shows.
- 3. Tell** them the picture shows the female reproductive organs.
- 4. Ask** if anyone can name the organs shown on the picture.
- 5. Explain** the what each of the reproductive organs do:



- **Vagina:** this is a muscular tube about 7 to 10 centimeters long. It is where a man's penis enters the woman during sexual intercourse. It is also the end of the birth canal, which a baby passes through during childbirth.
 - **Ovaries:** Ovaries produce the woman's egg. An egg is released from the ovaries every month. If the egg meets with a man's sperm, it grows into a baby.
 - **Fallopian tubes:** Fallopian tubes carry the woman's egg from the ovary to the uterus.
 - **Uterus:** The uterus is where an egg that has been fertilized by a man's sperm grows into a baby. The blood that lines the uterus gives nourishment to the baby. If the egg is not fertilized by a man's sperm, the egg and the blood leave the uterus through the vagina during the monthly period.
- 6. Ask** the group if they remember the menstrual cycle circle from the menstruation meetings. Ask everyone to draw the cycle on the ground.
 - 7. Ask** for a volunteer to explain their drawing. The drawing and explanation should

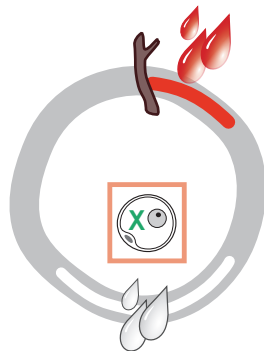
include the points below. If anything is missing or incorrect, ask the other Peer Group Members if they have anything to add to their friend's explanation. Be sure to add or correct anything that is missing or incorrect in the explanations:

- Menstrual bleeding lasts for 3-7 days
- There are a few dry days between menstrual bleeding and secretions
- Secretions last for several days in the middle of the cycle
- After secretions end, there are more dry days before the next menstrual bleeding starts
- There are usually about 26 to 32 days from the first day of the period to the first day of the next period

8. Tell the group you are going to learn a little more about the times when a woman can become pregnant. Go over these key points:

- The woman's egg is released around the middle of the cycle.
- Secretions keep the sperm alive in the woman's reproductive system. Sperm can only survive and fertilize the egg when there are secretions.
- Sperm can live up to five days inside a woman.

9. Return to the menstrual cycle circle. Take one of the women's egg cards. **Ask** when the egg will be released. The group should place it in the middle of the cycle, opposite where the period started.



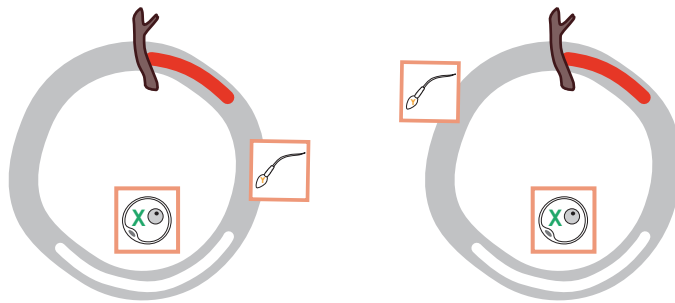
10. Take one of the man's sperm cards. Place it on different places on the cycle. Ask the group if the woman can get pregnant if she has sex at different times and why.

- **Question:** Can she become pregnant if she has sex and the man's sperm enter her on bleeding days?



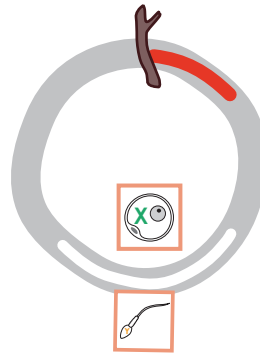
Answer: No, she cannot get pregnant on bleeding days because the egg has not been released and there are no secretions to keep the sperm alive.

Question: Can she become pregnant if she has sex and the man's sperm enter her on dry days? (Remember that there are dry days at two different times in the cycle.)



Answer: No, she cannot get pregnant on dry days because there are no secretions to keep the sperm alive.

Question: Can she become pregnant if she has sex and the man's sperm enter her on days with secretions?



Answer: Yes, she can become pregnant on the days she has the secretions. It is during this time that the egg is released. If the egg meets with a man's sperm she can become pregnant.

11. **Ask** the group the questions below. Give them time to respond, then tell them the correct answer.

- **Question:** When does female fertility start?

Answer: A girl or woman is fertile, or able to have children, from the time of her first menstrual period.

- **Question:** When can a woman get pregnant?

Answer: A woman can get pregnant during her fertile days, the several days in the middle of the cycle when she has secretions. The egg is released during the time she has secretions. If the egg meets with a man's sperm, the woman can become pregnant.

- **Question:** What is the purpose of secretions?

Answer: Secretions keep the sperm alive in the woman's reproductive system. Sperm can only survive and fertilize the egg when there are secretions.

- **Question:** Can a woman become pregnant the first time that she has sex?

Answer: Yes, a woman can become pregnant the first time she has sex if it occurs during the middle of her menstrual cycle.

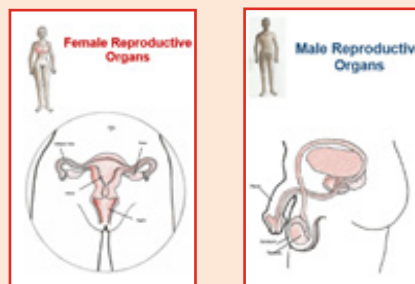
12. **Ask** peer group members if they have any questions. Respond to their questions showing where events occur in the menstrual cycle. If there are questions you cannot answer, note them and tell the group you will respond at the next meeting.



5. WRAP UP

Time: 10 Minutes

Materials: Male Reproductive Organs Poster and Reminder Cards, Female Reproductive Organs Poster and Reminder Cards.



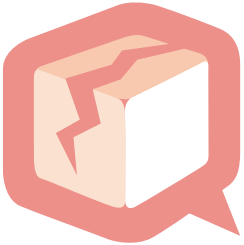
Objective: Encourage group to share the information discussed today, thank the group and build connection

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 Male Reproductive Organs Reminder Card and a Female Reproductive Organs Reminder Card to each participant. Go over the points on the back of the cards. Encourage participants to use the cards to explain fertility and the reproductive organs to other people.
4. **Ask** participants to think of three people who they will talk to about fertility. 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 the topic of fertility with the men and women together.

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

TOPIC 3:
FERTILITY

MIXED-GENDER MEETING PEER GUIDE



1. OPENING — Welcome and Ice-Breaker

Time: 30 Minutes

Materials: Tarp for ground or chairs

Objective: The Peer Group will get warmed up to discussing the topic of fertility with women and men and review information from the last meeting.

Welcome and Icebreaker

1. **Welcome the group.**
2. **Introduce** each moderator, and explain that we'll be taking about menstruation together as a group.
3. **Tell** the group it is time for a Trivia Game on the topic of Fertility.
4. **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.
5. **The Moderators take turns asking the questions below.** Ask the participants to move to the True side or the False side.
6. **Ask** someone on each side to explain why he or she chose that answer.
7. **Read** the correct response and congratulate those who choose correctly.

Trivia Questions:

- **True or False:** Sperm is produced in the testicles.
Answer: True
- **True or False:** A girl's fertility begins at her first menstruation.
Answer: True
- **True or False:** All women's menstrual cycles are 30 days long.

Answer: False. *There is a range of cycle days. Most women have cycles between 26 and 32 days, but some cycles are shorter and some are longer.*

- **True or False:** A boy's fertility begins at first ejaculation.

Answer: True

- **True or False:** A woman's egg is released when she has her monthly bleeding.

Answer: False. *The egg is released in the middle of the cycle, during the time that she has secretions.*

- **True or False:** A woman can become pregnant the first time that she has sex.

Answer: True. *A woman can become pregnant the first time that she has sex if it occurs during the middle of her menstrual cycle.*

- **True or False:** A man is always fertile.

Answer: True. *A man is fertile every day from the time of his first ejaculation.*

- **True or False:** A woman can influence whether a baby is a boy or girl.

Answer: False. *The man's sperm determines whether the baby is a boy or girl. Some sperm have chromosomes which create a girl baby, while other sperm have a chromosome which creates a boy baby.*

- **True or False:** A woman can become pregnant during the middle of her menstrual cycle, about halfway between two periods.

Answer: True. *A woman can become pregnant in the middle of her menstrual cycle. This is the time when an egg is released.*

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



2. STORYTELLING – Sharing Information about Fertility and Family Planning

Time: 30 Minutes

Objective: The Peer Group will listen to a story about fertility and family planning and reflect on possible solutions to a related scenario.

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

Telo grew up in Karamoja in a local Manyata. When he met a woman named Angolere and married her, he had some cows from the dowry, but not enough to sustain them. Life has been difficult, and their three small children are often hungry. They have decided they will wait to have another child until they are

better able to provide food for all of their children. Angolere thinks she should start using a family planning method, but Telo says that isn't necessary. He says the only time a woman can become pregnant is just after she menstruates, so they can avoid that by practicing self-control. Angolere disagrees; she says that a woman can get pregnant at any time.

2. **Discuss** the story with the group using the following questions:

- Telo says a woman can only get pregnant just after she menstruates. Is this correct?
- Angolere says a woman can get pregnant at any time. Is this correct?
- What would you tell Telo and Angolere about when a woman can get pregnant?
- How can good communication help this situation?



3. TELL A NEW STORY!

Time: 30 Minutes

Objective: Men and women begin to understand how to use their knowledge of fertility to make decisions about family planning.

1. **Tell** the group they'll use the information they know about anatomy and fertility to help Telo and Angolere plan their family better.
2. **Tell** them to form 4 mixed groups.
3. **Tell** them that each group will create a drama about how Telo and Angolere learn more about fertility. This time, they will add one character, a VHT. The VHT advises the couple when they go to the health center to seek advice. The groups can also add other characters that they would like to have in the story. They should finish the story with a happy ending! They can use any of the information that they've discussed about good communication, menstruation, or fertility.
4. **Give** the groups 10 minutes to come up with a short drama about how Telo and Angolere learn more about fertility.
5. **Have each group perform** their version of the new story for the whole group to watch.

4. REFLECTION/DISCUSSION

Time: 20 Minutes

1. **After each group has performed their drama, lead a discussion using the following questions:**
 - Was all of the information in the dramas correct? Was any information incorrect?

- Is there any additional information that Telo and Angolere should know?
- What challenges might Telo and Angolere face in using the information that they learned from the VHT?
- If Telo and Angolere were your friends and came to you for advice, what would you tell them?

2. During the discussion, keep in mind the key facts below to make sure the group members remember the correct information.

- A woman is only fertile, or able to become pregnant, during the days that she has secretions. These come in the middle of the menstrual cycle. She is not able to become pregnant during or right after her menstrual period.
- The couple may find it easier to communicate if they follow the tips for good communication that we talked about in the first meeting. They can pick a good time, listen to each other, ask questions to understand what their partner thinks and feels, and decide together on the next step.



5. WRAP-UP

Time: 10 Minutes

Objective: Thank the group and prepare for 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 Cards to talk to other people about what they learned today.
4. **Ask** participants to think of three people who they will talk to about fertility. 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.

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

TOPIC 3: FERTILITY

THEATRE REHEARSAL: CONTENT REVIEW

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

In our meetings we've talked about Fertility. 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 Fertility meetings?**
2. **What are three things related to fertility that you would like to share with other people in your community?**
3. **We learned about the parts of the female reproductive system. What do you remember about this?**
 - [If not already mentioned] The ovaries produce an egg every month. The egg moves through the fallopian tube to the uterus. If it is fertilized, it implants in the side of the uterus and grows into a baby. If it is not fertilized, the blood in the uterus will flow out during the menstrual period.
4. **We also learned about the parts of the male reproductive system. What do you remember about this?**
 - **Answer:** [If not already mentioned] The testicles produce sperm. These are inside the scrotum, the sack that hangs beneath the penis. During sexual intercourse, the sperm move through a tube from the testes to the penis and then into the woman.
5. **When can a woman become pregnant?**
 - **Answer:** during several days in the middle of her menstrual cycle.
6. **Can a woman become pregnant the first time she has sex?**
 - **Answer:** Yes. A woman can become pregnant the first time she has sex if it occurs during the time that she is fertile.
7. **When is a man able to make a woman pregnant?**
 - **Answer:** A man is able to make a woman pregnant every day, from the time of his first ejaculation on.
8. **What determines the sex of a baby?**
 - **Answer:** A man's sperm determines whether a baby is a boy or girl.

**TOPIC 3:
FERTILITY****COMMUNITY THEATRE — STORYLINE 1****Characters**

Angolere.....A woman who goes to a health clinic with her husband to learn more about the time when a woman can become pregnant

TeloAngolere's Husband, who goes to the health clinic with her

Nurse Namer.....Nurse at the Health Clinic who informs the couple about fertility

Three women.....Friends of Angolere, who learn about fertility from Angolere and Telo

Three men.....Friends of Telo, who learn about fertility from Angolere and Telo

Scene 1

Telo and Angolere are at home with their three children. They don't have food and the children are hungry. Angolere tells Telo she would like to talk about their family. She is concerned that they can't provide enough food for their children or pay school fees for the older children. She wants to wait until things are better before they have another child so that all of the children will have enough to eat and be healthy. Telo agrees that they should wait some time before having another child. Angolere says she should start using a family planning method so that she does not become pregnant. Telo says that is not necessary. He says a woman only becomes pregnant right after menstruation, so they can avoid pregnancy by practicing self-control at that time. Angolere disagrees; she says a woman can become pregnant at any time. Telo turns and asks the audience what they know about this.

[Allow a few responses from the audience].

Telo suggests that they go to the health center to get more information on this.

Moderation Questions

1. Angolere and Telo are concerned about having enough food for their children. What do they decide to do?
2. Angolere and Telo disagree about when a woman can become pregnant. What do they decide to do to learn more about this?

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, we see that Angolere and Telo are concerned about feeding their children. They discuss this and decide together that they should wait to have another child. They have different thoughts on when a woman can become pregnant, so they decide to go to a health center to learn more.



Scene 2

Telo and Angolere arrive at the health center and greet Nurse Namer. They ask if Namer can explain more about how a woman becomes pregnant. Nurse Namer thanks the couple for coming and brings out a poster of the female reproductive system. She points to several organs and explains the function of each. The uterus is where a baby grows when a woman is pregnant. The ovaries produce eggs. An egg is released every month and travels down the fallopian tube to the uterus. If the egg meets with a sperm, it becomes fertilized, implants on the side of the uterus, and grows into a baby.

Angolere asks if it is true that a woman can become pregnant at any time. Nurse Namer explains this is not the case. A woman can only become pregnant during the middle of her menstrual cycle, the time about halfway between menstrual cycles. She will notice secretions during this time. The days with secretions are fertile days, days that she can become pregnant. If she has unprotected sex during the fertile days she might become pregnant, even if she has sex only one time.

Telo says he has been told that a woman can become pregnant just after she menstruates. Is this true? Nurse Namer explains that this is not true. The egg is released from the ovaries in the middle of the menstrual cycle. She can only become pregnant when the egg is present. Secretions are released for several days before and after the egg is released. These secretions are healthy and a sign that the woman is on her fertile days, days when she can become pregnant.

Telo and Angolere thank the nurse for this information.

Moderation Questions

1. What does Nurse Namer say about the time when a woman can become pregnant?
2. What does Nurse Namer say about secretions?

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, Nurse Namer explains that a woman can only become pregnant during the middle of her menstrual cycle. This is the time when the egg is released. Secretions are also released in the middle of the cycle. These are a healthy sign that the woman is on her fertile days and can become pregnant. A woman can become pregnant if she has unprotected sex on these days, even if she has sex only one time.

**Scene 3**

As Telo and Angolere walk home, they say that they are happy to have this new information and want their friends to know this too. They look for their friends and find three couples gathered under a tree. They greet the couples and Angolere tells them they have just learned important information about a woman's fertility at the health center. She tells them what she learned about the uterus, ovaries, egg, and fallopian tubes. Telo mentions that a woman can only become pregnant during the middle of the cycle, for this is when the egg is released. The woman will notice secretions during this time. Some of the friends ask questions, which Telo and Angolere help answer. Angolere advises the friends that they can also go to the health center to learn more about a woman's fertile time.

Moderation Questions

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. Do couples in this community talk about when a woman can become pregnant?
3. Are there people in this community who have incorrect knowledge about when a woman can become pregnant? What advice would you give them?

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 the drama today, we learned that a woman can only become pregnant during the middle of the menstrual cycle, during the time about halfway between two periods. This is when the egg is released. A woman will have secretions for several days at this time. We also learned about the different organs in the woman's reproductive system. People can get more information on fertility and the woman's reproductive system from the health center.

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 fertility.
- 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 3:
FERTILITY****COMMUNITY THEATRE — STORYLINE 2****Characters**

LokwangA man whose wife is pregnant

Otiang.....A man whose wife is pregnant

KolibiA man who is knowledgeable about fertility

Chegem.....VHT

Three women.....Wives of Lokwang, Otiang, and Kolibi

Scene 1

Lokwang, Otiang, and Kolibi are sitting outside, playing a game and chatting about their children. Lokwang and Otiang's wives are both pregnant. Lokwang hopes that his wife will produce a boy for they already have two girls. Otiang hopes that his wife will produce a girl, as they already have three boys. Otiang wonders why it is that some women only produce girls, some only produce boys, and some produce both.

Kolibi speaks up to explain to his friends the role of the man in determining the sex of the child: "My friends, it is not the woman who produces a girl or a boy. It is actually the man's sperm that decides if the baby is a girl or a boy!" Lokwang and Otiang question this and discuss it with Kolibi.

Lokwang turns to the audience and asks what they know about this.

[Give time for a few audience members to respond].

Lokwang and Otiang are still unsure of this so they decide to visit a VHT.

Moderation Questions

1. According to Lokwang and Otiang, who determines whether a baby is a boy or girl?
2. According to Kolibi, what determines if a baby is a boy or girl?

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, we see that Lokwang and Otiang believe a woman determines whether a baby is a boy or girl. Kolibi gives them new information. He says that it is the man's sperm that determines whether a baby is a boy or girl.



Scene 2

Lokwang, Otiang, Kolibi greet Chegem, the VHT. Lokwang tells Chegem what they learned from Kolibi and asks if it is true that the man's sperm determine the sex of a child. Chegem confirms that this is true. "The man's sperm have two different types of material – some have the type which creates a boy baby and some have the type which creates a girl baby. The man can't control which the baby will be; it just depends which of those meets the women's egg."

Kolibi asks Chegem to explain more about sperm and where they come from. Chegem brings out a poster of the male reproductive system and explains the different organs. The testicles are where the sperm is produced. The testicles are inside the scrotum, the sack that hangs down below the penis. During sexual intercourse the sperm travel from the testicles to the penis and enter the woman.

Otiang asks how a man can know when he is able to get a woman pregnant. Chegem explains that a man is always able to make a woman pregnant every day from the time he has his first ejaculation during puberty. Anytime he has unprotected sex, he might make the woman pregnant. However, the woman can only become pregnant during certain days of her menstrual cycle. So if they have sex during those days, the man might make her pregnant.

The men thank Chegem for talking with them today.

Moderation Questions

1. What does the VHT say about how the sex of a baby is determined?
2. How does a man know if he is able to make a woman pregnant?

Summary

Thank you for your responses. In this scene, the VHT explains that the man's sperm determines the sex of a child. This is because sperm can have two kinds of material. One kind will create a male baby and the other kind will create a female baby. The man cannot control whether the baby will be a boy or girl. The VHT also explains that from the time of his first ejaculation,

he is fertile every day. So, the man could make the woman pregnant any time that they have unprotected sex. However, the woman is only able to become pregnant during certain days in her menstrual cycle.



Scene 3

Lokwang, Otiang, Kolibi encounter their wives as they walk home. The men tell their wives that they just met the VHT and learned interesting information about men's sperm. They learned that it is the man's sperm that determines the sex of the baby. They explain that a man is always fertile, so he is always able to make a woman pregnant if they have unprotected sex during her fertile time.

Moderation Questions (Split audience into age groups for this section)

1. What did you learn from the drama today?
2. Are there people in our community who think it is the woman that determines whether a baby is a boy or girl?
3. In this drama we learned that it is the man's sperm that determines whether a baby is a boy or girl. Is there any way for the man or woman to influence whether a baby is a boy or girl?

Summary

Thank you for your responses. In this scene, the VHT explains that the man's sperm determines the sex of a child. This is because sperm can have two kinds of material. One kind will create a male baby and the other kind will create a female baby. Neither the man nor the woman can influence what sex the baby is. The VHT also explains that from the time of his first ejaculation, he is fertile every day. So, they man could make the woman pregnant any time that they have unprotected sex. However, the woman is only able to become pregnant during certain days in her menstrual cycle.

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 fertility.
- 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 3:
FERTILITYCOMMUNITY THEATRE:
CREATE YOUR OWN DRAMA!

Drama Prompt: A group of friends want to learn about how pregnancy happens and when a woman can become pregnant.

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.

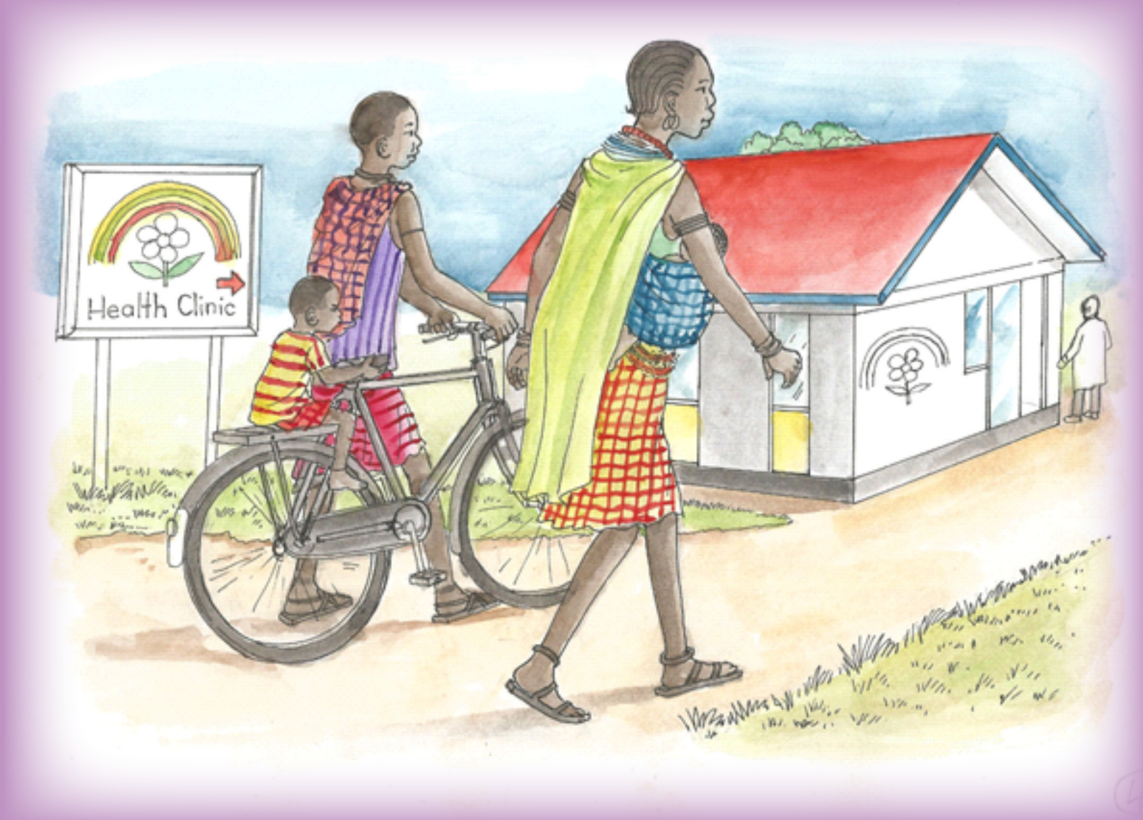
1. What did you learn from watching this drama?
2. What advice would you give to the characters in this drama?
3. What are some challenges in our community related to understanding fertility?
4. How could we address some of these challenges?

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 fertility.
- 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 4:

FAMILY PLANNING

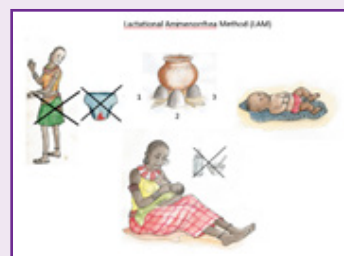
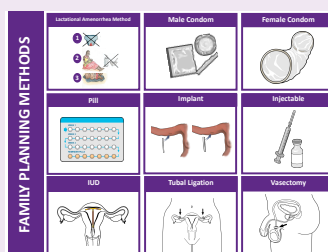


TOPIC 4: FAMILY PLANNING

SINGLE-GENDER PEER MEETING GUIDE

Note to Moderators: A VHT or Nurse can be invited to this session. If they are able to come, they can take time at the end to answer additional questions peer group members may have. Be sure to brief the VHT before the session on what to expect.

Materials: Tarp for ground or chairs; Family Planning Methods Board; Family Planning Methods Reminder Cards; Lactational Amenorrhea Method Poster and Reminder Cards.



1. OPENING – Opening and Ice-Breaker

Time: 30 Minutes

Welcome

1. **Welcome** the group
2. **Briefly discuss the theatre activities from the past few weeks.** What did you think about the theatre performances? What was your favorite part? Was there anything you did not like? 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 family planning methods and then create theatre performances on this topic.

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 that is not easy to remember, such as "There is plenty of food at the feast for everyone to enjoy, and there will be singing and dancing as well" or "After the

rains the animals are happy that they have cooled off and there is plenty to eat.” 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. Introduction to Family Planning

Time: 30 minutes

Objective: The Peer Group will discuss Family Planning in the Karamojong culture and learn about Healthy Timing and Spacing of Pregnancies

1. **Tell** the group that in the next two meetings we will learn about family planning and family planning methods.
2. **Ask** the group what they know or have heard about family planning and family planning methods. Give a few minutes for the group to respond and thank participants for their responses. Tell the group that during today’s meeting we will learn more about family planning methods and correct information about how the methods work.
3. **Ask:** What does “healthy timing and spacing of pregnancies mean?” Give participants time to respond.
4. **Explain:** *Healthy timing and spacing of pregnancies* means waiting until a woman is 18 before becoming pregnant and spacing pregnancies at least two years apart.

It is healthiest for both the mother and baby if a woman waits until she is 18 or older before becoming pregnant. When girls who are 17 or younger become pregnant, they are more likely to have difficult pregnancies. Both the mother and baby are more likely to have health issues.

It is also healthier for the mother and the baby if the woman waits at least two years after giving birth before becoming pregnant again. The mother and the baby will be less likely to have health problems if there is enough time between the two pregnancies.

5. Guide a discussion on *Healthy Timing and Spacing of Pregnancies* using the following questions.

- Is spacing pregnancies common in our Karamojong culture?
- In the past, how did Karamojong space pregnancies?
- Do you think it is easy or hard to space pregnancies?

6. Guide a discussion on family planning and family planning methods using the following questions.

- Have you talked to anyone about family planning or family planning methods?
- Who have you talked with? Friends, sisters and brothers, parents, in-laws?
- Have you talked about family planning or family planning methods with your partner?
 - o How did you decide to talk to your partner? Would you like to share what happened during this conversation?
- Do you think some women or men might want to talk to their partner about family planning or family planning methods but decide not to?
 - o What do you think are some of the reasons that some couples have difficulty talking about family planning?

There are many reasons why someone might be afraid to discuss family planning with their partner. Some common reasons are that they fear physical violence or abusive talk; they fear the partner will doubt his or her fidelity; they fear what their community, in-laws, or family might think.

3. TOPIC ACTIVITY – Learning FP Methods

Time: 45 Minutes

Materials: Family Planning Methods Board; Lactational Amenorrhea Method Poster, Family Planning Methods Reminder Poster

Objective: Participants will learn basic information about how family planning methods work and how to use them.

1. Using the Family Planning Methods Board, explain each of the FP Methods that are available in Karamoja.

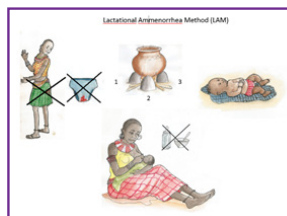
FAMILY PLANNING METHODS	Lactational Amenorrhea Method	Male Condom	Female Condom
	Pill	Implant	Injectable
	IUD	Tubal Ligation	Vasectomy

Lactational Amenorrhea Method (LAM)



- **Explain** that Lactational Amenorrhea Method, or LAM, is a natural way to prevent pregnancy after giving birth. LAM is based on the effects of breastfeeding on the woman's body. When certain conditions are met, the woman's body does not release an egg, so she does not become pregnant. However, breastfeeding alone will not prevent pregnancy. This method only works if three conditions are met. LAM can be used for up to six (6) months if the mother breastfeeds her baby exclusively and her menstrual period has not returned. After six months, her body is likely to release an egg, even if she is still breastfeeding. A woman who is using LAM and does not want to become pregnant should begin using a different family planning method once her baby is six months old.
- **Explain** that there are three conditions for using LAM.
 - o **ONE:** The woman's menstrual period has not returned.
 - o **TWO:** The woman only breastfeeds the baby. No other food or liquid is given to the baby at any time.
 - o **THREE:** The baby is less than six months old.

It is important that ALL of these conditions are met. If any is not met, the woman could become pregnant. She can begin using a different method of family planning if she does not want to become pregnant.



- **Show** the LAM Poster. **Explain** that the pot sitting on three stones is like LAM, and the three stones are the three conditions. **Ask** participants to name the three conditions for LAM use which match each stone. They should say:
 - o **1-** Is that the woman's menstrual period has not returned.
 - o **2-** The woman only breastfeeds the baby. No other food or liquid is given to the baby.
 - o **3-** The baby is less than six months old.

Ask participants what would happen if one of the stones was moved out from under the pot?

Answer: *The pot would fall.*

Ask participants what would happen if one of the conditions for LAM is missing?

Answer: *The woman is no longer using LAM, so it is possible for her to become pregnant.*

Ask if participants have any questions.

Answer their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Male Condom



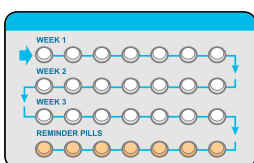
- **Explain** that Male condoms cover the man's penis during sex and keep the sperm from entering the woman's reproductive system. The condoms must be used correctly each time you have sex to be effective at preventing pregnancy. To use a condom correctly, the condom should be put on when the man's penis is erect, and rolled down. There should be a little room left at the top. After use, it should be removed and thrown away. A new condom should be used every time they have sex. Male condoms protect against HIV and other STIs. They do not have side effects.
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Female Condom



- **Explain** that female condoms are placed inside the woman's vagina and keep sperm out of her reproductive system. Female condoms must be used correctly each time you have sex to be effective at preventing pregnancy. They protect against HIV and other STIs. They do not have side effects. The female condom can be inserted up to 8 hours before sex.
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Oral Contraceptive Pill:



- **Explain** that oral contraceptive pills keep the woman from releasing an egg, so even if sperm are in her reproductive system, there is no egg to fertilize. The pill is effective if taken every day according to directions. When using the pill, some women have irregular bleeding at first, followed by lighter monthly bleeding with less cramping.

Some women have stomach upset or mild headaches that go away after first few months.

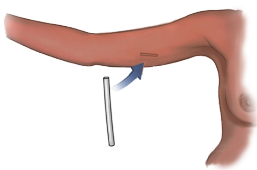
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Injectable



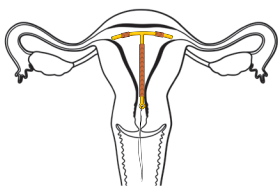
- **Explain** that the injectable is a hormone injection given every 3 months. It prevents the egg from being released. Many women using the injectable will have irregular bleeding and spotting at first, then bleeding may become lighter, less frequent or stop. This is common and safe. Some woman experience a slight weight change. After stopping injections, it can take several months to become pregnant.
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Implant



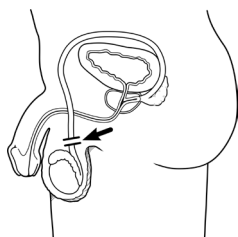
- **Explain** that the implant is a small tube placed under the skin of upper arm. Hormones from the tubes block sperm from reaching egg and prevent release of egg. Depending on the type it can be used for 3-5 years. Women using the implant might experience changes in their monthly bleeding, including irregular bleeding, spotting, heavier bleeding or no monthly bleeding. These are all common and safe.
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Intrauterine devices (IUDs)



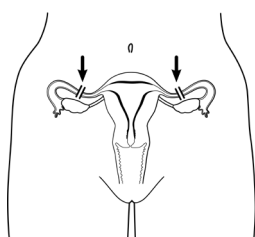
- **Explain** that the IUD is a small device placed inside the uterus. It either causes a chemical change that destroys the sperm or the egg, or lets out a small amount of hormone to keep the lining of the uterus from growing. It can be used for 3, 5 or 12 years, depending on the model. The IUD may be taken out at any time if desired, upon request of the woman. Women using the IUD might experience some pain and cramping during insertion and cramping and heavier bleeding during monthly bleeding in the first few months of use.
- **Ask** if participants have any questions.
- **Answer their questions.** If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Vasectomy



- **Vasectomy** is a permanent method for men and couples who do not want any more children. A procedure is done to block the tubes that carry sperm in a man's body. This way the sperm and egg cannot join together. The testicles are NOT removed.
- Having a vasectomy does not decrease sex drive, erection or ejaculation. The man can still have sex and ejaculate as he did before. The man will not be able to father a child following this surgery.
- **Ask** if participants have any questions.
- **Answer** their questions. If you do not know the answer, tell them you will find out and let them know next week. Tell them they can also visit a VHT or Nurse to learn more.

Tubal Ligation



- **Explain** that tubal ligation is a permanent method for women and couples who do not want more children. The woman's fallopian tubes are cut or blocked during by surgery, or an operation. The uterus is NOT removed. The woman may have soreness for a few days after operation. Monthly bleeding will continue as usual. Women who experience symptoms other than the above should seek medical care. Woman will never be able to become pregnant again following this surgery.

2. Where to access family planning methods

- **Tell** participants that if they want to use male condoms, they can get those from the VHT. For all other methods, they should go to the health center. They can also get more information about the methods from the health center.



4. Myths & Misconceptions

Time: 15 minutes

Objective: Clear up local myths and misconceptions about family planning methods.

1. **Tell** the group that you are going to talk about some beliefs about some family planning methods in your community.
2. **Guide a discussion** using the following questions:
 - What are some things you hear about family planning methods in our community?
 - What do you think of these?
 - If you hear something about family planning and are not sure if it is true, what would you do?
 - Who should be involved in the decision to use family planning- the woman, the man, or both?

During the discussion, emphasize that not everything people say about family planning methods is true. They can go to the health center to clarify anything that they are unsure of or want more information about. Both women and men can play a role in family planning. Husbands and wives can decide this together so that they can have children at a time that is good for their family.

3. **Tell** the group that you are going to discuss some myths about family planning. Myths are things that some people believe, but are not true.

Read the following myth:

Pills, implants, injectables, and IUDs will cause infertility or will harm future children the woman may have.

- **Ask** if anyone has heard this.
- **Ask** why this is not true. Allow a few people to respond.
- **Explain** that each of these family planning methods only prevent pregnancy for a certain amount of time. Once a woman stops using the method, she can become pregnant. The methods do not affect future children in any way. Tubal ligation is the only method that prevents a woman from ever having more children.

Read the following myth:

If a man uses a condom it means he has HIV or is sleeping around.

- **Ask** if anyone has heard this.
- **Ask** why this is not true. Allow a few people to respond.
- **Explain** that this is false. Condoms are a good way to prevent Sexually Transmitted Infections and HIV. There are also other good reasons to use condoms. Men may use condoms to prevent pregnancy because they are responsible, caring partners who want to decide with their wives when to have a child.

Read the following myth:

A woman who is breastfeeding cannot get pregnant.

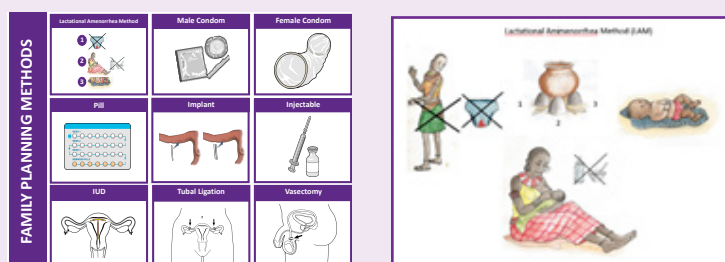
- **Ask** if anyone has heard this.
- **Ask** why this is not true. Allow a few people to respond.
- **Explain** that this is not true. Breastfeeding on its own will not prevent pregnancy. There is a family planning method called LAM that is based on breastfeeding. There are three conditions for using LAM: (1) The woman's menstrual period has not returned; (2) The woman only breastfeeds the baby. No other food or liquid is given to the baby. (3) The baby is less than six months old. If any of these are not there, the woman could become pregnant even if she is breastfeeding.



4. WRAP-UP

Time: 10 Minutes

Materials: LAM Reminder Card and Family Planning Methods Reminder Cards



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 LAM Reminder Card and a Family Planning Method Card to each participant.** Encourage participants to use this 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 family planning methods. 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 will discuss this topic of Family Planning with the men and women together.

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

**TOPIC 4:
FAMILY
PLANNING**

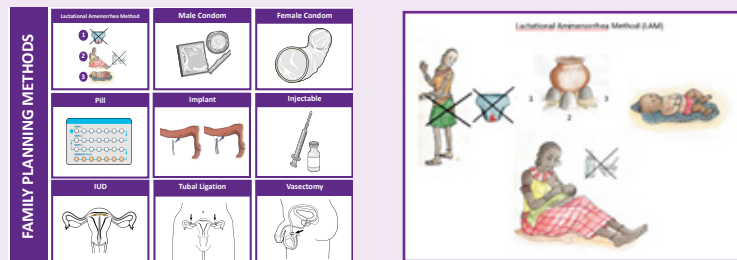
MIXED-GENDER PEER MEETING GUIDE

1. Welcome and Icebreaker

Time: 30 Minutes

Materials: Tarp for ground or chairs, Family Planning Methods Boards, LAM Poster

Objective: The Peer Group will get warmed up to discussing the topic of family planning methods with men and women together and review content from the last meeting.



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 Peer Moderator, and explain that we'll be taking about family planning methods together as a group.

Ice Breaker – Trivia

1. **Tell** the group it is time for a Trivia Game on the topic of family planning.
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:** All family planning methods cause infertility – that is, they prevent the person from ever having more children.

Answer: False. Most family planning methods only last for a set amount of time. Once the person stops using the method, she can become pregnant again soon afterwards. There are only two methods that are permanent – tubal ligation for women and vasectomy for men. People who choose to have these procedures done will not be able to have any children afterwards.
- **True or False:** Healthy Timing and Spacing of Pregnancies means waiting until at least age 18 to become pregnant, and waiting two years from the birth of one child until the next pregnancy.

Answer: True. When women wait until age 18 to become pregnant and wait two years from the birth of one child until becoming pregnant again, both the mothers and the babies are healthier.
- **True or False:** Condoms can prevent pregnancy and protect against sexually transmitted diseases like HIV.

Answer: True. Condoms are the only family planning method that also protects against sexually transmitted diseases, including HIV.
- **True or False:** Taking the pill may cause a woman to have children that are sick or missing arms or legs.

Answer: False. The pill prevents the woman's body from releasing an egg. As soon as she stops taking the pill, it stops having an effect. The pill does not affect future children and does not harm them in any way.
- **True or False:** A woman who is breastfeeding is using the Lactational Amenorrhea Method, or LAM.

Answer: False. There are three conditions for using LAM. All of these must be true for the woman to be using LAM. The three conditions are (1) The woman is exclusively breastfeeding. This means she breastfeeds the baby anytime the baby is hungry and does not give the baby any other food or drink. (2) The woman's menstrual period has not returned. (3) The baby is less than 6 months old. A woman could be breastfeeding but not using LAM.
- **True or False:** Some family planning methods can change a woman's menstrual periods.

Answer: True. The pill, Injectable, Implant, and IUD can all change a woman's menstrual bleeding. Some women may have heavier periods, lighter periods, no periods, or irregular periods. This is normal when using these methods. A woman can talk to a health care provider if she has concerns.

- **True or False:** Family planning methods and more information on family planning methods are available in the health center.

Answer: True. Several types of family planning methods are available in the health center. The health worker or nurse in the health center can give you more information on the methods.

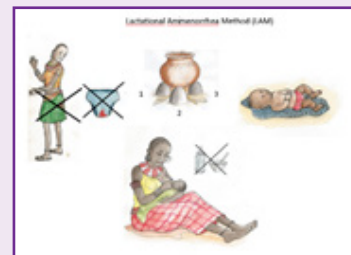
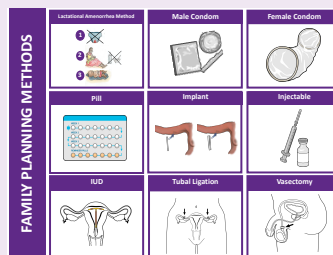
- **True or False:** Spacing children several years apart is common in the Karamojong culture.

Answer: True. For many years, the Karamojong have practiced child spacing. Oftentimes couples did this by staying apart from one another. The man often went to the cattle kraal for about two years after a child was born.

2. TOPIC REVIEW

Time: 30 Minutes

Materials: Family Planning Methods Board, LAM Poster



Objective: Peer Group Members will review how each family planning method works.

1. **Show** the Family Planning Methods Board and LAM Poster.
2. **Ask** for a volunteer to explain each method. For each method, the person should explain: 1) What is it? 2) How does it work? 3) Where do you get it?
 - Lactational Amenorrhea Method (LAM)
 - Male Condom
 - Female Condom
 - Oral Contraceptive Pill
 - Injectable
 - Implant
 - Intrauterine devices (IUDs)
 - Vasectomy
 - Tubal Ligation
3. **After each explanation, ask** if there are any questions. Add any important information that the person may have forgotten based on the information on the back of the board. Thank each volunteer.



3. STORYTELLING

Time: 30 minutes

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

Angora and her husband Loduk just had their first child. Angora explains to Loduk that it is best to wait two years before becoming pregnant again, so that Angora and the next baby will be healthy. Loduk knows this is important. He says that in the past, Karamojong men went to the cattle kraal for several years after a baby was born. This meant that children were spaced several years apart, which is very healthy. Loduk suggests that Angora stay with her mother, as many couples do these days. Angora agrees this is a good idea for a little while, but it will be difficult for her and Loduk to stay apart for two years. They decide to talk to their friends about what they are doing.

Angora and Loduk visit their friends Ngorok and Logit. Angora asks what they did to space their children, who were born three years apart. Logit is happy that they have spaced their children. Their three children are all very healthy, and Ngorok has also been healthy during her pregnancies. Ngorok says that they have been using a family planning method that she gets at the clinic. Ngorok advises Angora and Loduk to visit the clinic and ask the nurse about the different methods. The nurse can explain all of the methods and Angora and Loduk can choose the one that is best for them.

2. **Discuss the story with the following questions:**

- What do you think of this story?
- Is it common for couples in our community to talk to each other about spacing children and using family planning methods?
- What advice does Ngorok have for Angora and Loduk? What do you think of this advice?



4. TELL A NEW STORY!

Time: 30 minutes

Objective: Men and women apply their knowledge of Family Planning Methods to real-life scenarios.

1. **Say:** "Now it's your turn to tell the rest of the story!"

2. **Tell** the group to get into 4 mixed groups with both men and women and act out what Angora and Loduk do after they talk to Ngorok and Logit. They can add new characters to the story, such as other friends, family members, or a nurse.
3. **Tell** them they have 10 minutes to practice their story.
4. **Ask** each group to act out their new story for everyone to watch.
5. **After each story, ask the group:**
 - What did you like about how things happened in this story?
 - If the Angora and Loduk came to you for advice, what would you say?
 - What information in this story would you like other people in your community to know?



5. WRAP UP

Time: 10 Minutes

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

6. **Ask** for group members to share something they learned today, or that surprised them.
7. **Ask:** What will you do with this information?
8. **Encourage** participants to use their Reminder Card to talk to other people about what they learned today.
9. **Ask** participants to think of three people who they will talk to about family planning. Ask each participant to tell the person next to them the names of the people they will talk to.
10. **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.
11. **Tell** the group that next week they'll be preparing a drama to share this information with their community!
12. **Remind** them of their meeting time and place for next week.

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

TOPIC 4: FAMILY PLANNING

THEATRE REHEARSAL: CONTENT REVIEW

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

Content Review

In our meetings we've talked about Family Planning. 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 Family Planning meetings?
2. What are three things related to family planning that you would like to share with other people in your community?
3. We talked about Healthy Timing and Spacing of Pregnancies.

Question: It is recommended that a woman wait to become pregnant until she is at least how old?

Answer: Eighteen. The mother and child will be healthiest if the mother is eighteen or older.

Question: It is recommended that a woman wait until her child is how old before trying to become pregnant again?

Answer: Two years. The mother and child will be healthiest if the woman waits two years after giving birth before trying to become pregnant again.

4. We also talked about family planning methods. Which methods do you remember? What do you remember about these?

[After participants have responded, go over the following key points about family planning methods]

- **Lactational Amenorrhea Method (LAM)** is a natural way to prevent pregnancy after giving birth if three criteria are met: (1) The mother breastfeeds the baby exclusively. This means she breastfeeds the baby whenever the baby is hungry and does not give the baby any other food or drink; (2) The baby is less than 6 months old; (3) The mother's monthly period has not returned. It is like a pot of water that sits on three firestones. If one stone is removed, the pot will fall over. If LAM is the pot of water and one criteria is removed, LAM will not work.

- **Male Condoms** cover the man's penis during sex and keep the sperm from entering the woman's reproductive system. The condoms must be used correctly each time you have sex to be effective at preventing pregnancy. Male condoms protect against HIV and other STIs.
- **Female Condoms** are placed inside the woman's vagina and keep sperm out of her reproductive system. Female condoms must be used correctly each time you have sex to be effective at preventing pregnancy. They protect against HIV and other STIs. They do not have side effects.
- **Oral Contraceptive Pills** keep the woman from producing an egg, so even if sperm are in her reproductive system, there is no egg to fertilize. The pill must be taken every day at the same time.
- **The Injectable** - is a hormone injection given every 3 months. It prevents the egg from being released.
- **The Implant** is a small tube placed under the skin of upper arm. Hormones from the tubes block sperm from reaching egg and prevent release of egg. It can be used for 3-5 years.
- **The Intrauterine device (IUD)** is a small device placed inside the uterus. It either causes a chemical change that destroys the sperm or the egg, or lets out a small amount of hormone to keep the lining of the uterus from growing. It can be used for several years.
- **A Vasectomy** is a permanent method for men and couples who do not want any more children. A procedure is done to block the tubes that carry sperm in a man's body. The man will not be able to father a child following this surgery.
- **Tubal Ligation** is a permanent method for women and couples who do not want more children. The woman's fallopian tubes are cut or blocked during surgery, or an operation. A woman will never be able to become pregnant again following this surgery.

TOPIC 4: FAMILY PLANNING

COMMUNITY THEATRE – STORYLINE 1



Characters

Angura.....Woman who recently had her first child

LodukAngura's husband

NatyangAngura's 16-year old sister

Lemukol.....Angura's Mother

Lochap Angura's father

Ngorok.....Friend of Angura and Loduk

LogitNgorok's husband; friend of Angura and Loduk

Scene 1

Angura and Loduk recently had their first child. Angura's younger sister Natyang, and her parents, Lemukol and Lochap, have come to visit and see the baby. Everyone is gathered outside and is very happy to have a new baby in the family. They take turns holding the baby and congratulate Angura and Loduk. Natyang says that she hopes she can also get married and have a baby soon. Her mother, Lemukol, reminds Natyang that she is too young to have a baby. "You are only sixteen years old. It is much healthier to wait until you are at least eighteen years old to have a baby. You and the baby will be healthier." Angura agrees; she is twenty years old and just had her first baby. Natyang agrees she will wait until she is older. Sonia, Lochap, and Natyang say goodbye to the couple and the baby and return to their own home.

Moderation Questions for Audience

1. What does the mother, Lemukol, say about Natyang having a baby at this time?
2. Why should a woman wait until age 18 before becoming pregnant?

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, we see that Lemukol does not want her daughter Natyang to have a baby right now because she is too young. Natyang should wait

until she is at least 18 years old to have a baby. It is healthiest for the mother and the child if the mother is 18 or older when she becomes pregnant.



Scene 2

After the relatives leave, Angura and Loduk begin talking about what they should do to plan when to have their next child. Angura explains that it is best to wait two years before becoming pregnant again. Waiting two years will help ensure that Angura and the next baby will be healthy and will allow Angura to breastfeed for two years. Loduk agrees that this is important. He knows that in the past, Karamojong men went to the cattle kraal for several years after a baby was born. This meant that children were spaced several years apart, which is very healthy. Angura and Loduk discuss what they should do. Loduk suggests that Angura stay with her mother. That is what many couples do these days. Angura agrees this is a good idea for a little while, but thinks it will be difficult for her and Loduk to stay apart for two years. Loduk turns and asks the audience if they have any advice for him and Angura.

[Allow a few audience members to respond.]

Loduk says they should talk to their friends to find out what other people are doing.

Moderation Questions for Audience

1. Why does Angura want to wait two years before becoming pregnant again?
2. What does Loduk say that couples did in the past to space children?

Summary

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

Thank you for sharing your ideas. Angura wants to wait before becoming pregnant because it is healthiest for her and her next baby if two years pass before she tries to become pregnant again. In the past, many Karamojong spaced their children several years apart by having the husband go to the cattle kraal for several years after the birth of a child.



Scene 3

Angura and Loduk go to visit Ngorok and Logit, and the two couples greet each other. Angura says that she and Loduk have come to talk about spacing their children. She sees that Ngorok and Logit's three children were each born three years apart, and would like to know how they have done this.

Logit says he's happy that they have spaced their children. Their three children are all

very healthy, and Ngorok has also been healthy and strong during her pregnancies. Ngorok says that they have been using a family planning method called the injectable. She goes to the health clinic every three months to get a shot. When she wants to get pregnant, she stops going for the shot.

Angura thinks this is a good idea, but does not know if Loduk's mother will approve. Logit says that his parents and Angura's support their decision to use family planning. They know that the Karamojong have long found ways to space their children in a healthy way. It used to be that the men went to the cattle kraal for several years. Since most men are no longer doing that, couples can use family planning to space their children. Their parents are happy that Logit and Ngorok are spacing their children and that the children are healthy.

Moderator Questions for the Audience (Split audience into age groups for this section).

1. What did you learn from today's drama?
2. Are there couples in this community like Angura and Loduk? Like Ngorok and Logit?
3. Why do Ngorok and Logit use family planning?
4. What do the parents of Logit and the parents of Ngorok think about family planning use?
5. Do you think that couples in this community use family planning methods? Why do some people use them? Why do other people not use them?

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 drama, we see that Ngorok and Logit have been using family planning to space their children. Ngorok gets an injectable every three months. When she wants to get pregnant she stops going for the shot. The parents of Logit and Ngorok support the couple in using family planning. They know it is healthy to space children a few years apart, and family planning can help couples to do this. There are many reasons why people in this community may or may not use family planning. If you are interested in learning more about family planning, you can talk to a VHT or visit the health clinic.

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 family planning.
- 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 4: FAMILY PLANNING

COMMUNITY THEATRE – STORYLINE 2



Characters

Menya *Husband 1*

Akol *Wife 1*

Lopeyo *Husband 2*

Naduk *Wife 2*

Kiyongo *VHT*

Lochoro *Nurse*

Scene 1

Two couples are seated under a tree, discussing family planning. Menya and Akol have two children and want to wait some time before having another child. Lopeyo and Naduk recently had a baby and they don't want to have another child right now. Akol says she has heard that some people use family planning, but she does not know much about it. Naduk says she knows that there are many different methods, but she does not know how they work. Menya suggests that they talk to the VHT. Everyone agrees and the group goes to find the VHT.

The two couples greet Kiyonga, the VHT. Lopeyo explains that they have come to learn about family planning methods. The VHT thanks them for coming and says it is important for couples to talk about family planning. After giving birth, it is healthiest for the mother and children if the couple waits for at least two years before trying to become pregnant again. Couples may also want to plan to have their children when they are able to provide for them. There are family planning methods that can be used to support this.

The VHT takes out a male condom from his bag. He turns and asks the audience if they know what condoms are for and how to use them.

[Allow a few audience members to respond].

The VHT thanks the audience, then explains that condoms can be used to prevent both pregnancy and sexually transmitted diseases such as HIV. To be effective, the couple must use the condom correctly every time they have sex. The condom should

be put on when the man's penis is erect, and rolled down. There should be a little room left at the top. After use, it should be removed and thrown away. They should use a new condom every time they have sex. Condoms do not have any side effects.

Akol asks what other family planning methods the VHT has. The VHT says he does not have any others, but he can take the group to the health centre, where a nurse can explain the other methods that are available.

Moderation Questions for Audience

1. Why do the couples go to see the VHT?
2. What are condoms used for? What is important to remember to use a condom correctly?

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, we see that the couples Menya and Akol and Lopeyo and Naduk go to the VHT in order to learn more about family planning. The VHT explains that condoms can be used both to prevent pregnancy and to prevent sexually transmitted diseases. To use a condom correctly, the condom should be put on when the man's penis is erect, and rolled down. There should be a little room left at the top. After use, it should be removed and thrown away. A new condom should be used every time they have sex.



Scene 2

In the health centre the nurse Lochoro, welcomes the group and asks why they have come. Akol says that they have all come to learn more about family planning methods so that they can decide which method is best for them. Nurse Lochoro says it is good that they have come to the health centre where they can get information and the method that best suits them.

Nurse Lochoro takes out a board which shows the different family planning methods. She asks the group if they know what each of these are. Naduk points to the different methods and says the names aloud: pills, male condoms, female condoms; IUD; implant; LAM; injection; vasectomy; tubal ligation. The nurse is impressed that Naduk knows all of these methods. She says she is going to explain the methods that she can offer them that day: Pills, the injectable, the implant, and the IUD.

Nurse Lochoro points to the pills, and explains that pills keep the woman from producing an egg, so even if sperm are in her reproductive system, there is no egg to fertilize. The woman must take one pill at the same time every day for the method to be effective, even if she is not going to have sex that day. Menya asks if there is anything else she should know. Nurse Lochoro says that some women who use the pill have irregular menstrual bleeding at first, followed by lighter bleeding. Some women experience an upset stomach or a mild headache that goes away after a few months.

Nurse Lochoro then points to the injectable. She explains that this is a hormone injection given every 3 months that prevents the egg from being released. Women using this method will likely notice irregular bleeding at first, and then spotting or no monthly bleeding. Some women notice a small weight change. Akol has heard people say the injection will stop a woman from ever producing more children. Nurse Lochoro explains that this is not true. After stopping injections, a woman can get pregnant after several months.

Nurse Lochoro points to the implant. She explains that the implant is a small tube placed under the skin of upper arm. Hormones from the tubes block sperm from reaching egg and prevent release of egg. It works for about 3-5 years, then should be removed. Naduk asks if this affects the woman's menstruation. Nurse Lochoro says yes, that is possible. Some women have irregular bleeding, spotting, heavy bleeding, or even no bleeding when using the implant. All of these are common and safe.

Finally, Nurse Lochoro points to the IUD and explains that this is placed inside the woman's uterus. It causes a chemical change that destroys the sperm or lets out a small amount of hormone to prevent the lining of the uterus from growing. It works for about 3-5 years. Lopyeo asks if this method also affects menstruation. Nurse Lochoro says yes, some women have cramping and heavy bleeding during the first months that they use the IUD. Lopeyo asks what the woman does when she wants to get pregnant. Nurse Lochoro explains that she should return to the clinic to have the IUD removed.

The couples thank Nurse Lochoro for the explanation. They say that they want to go home and talk about which method they will use. Nurse Lochoro says it is good for them to discuss this as a couple. She hopes that they will return soon to obtain the method that they choose.

Moderation Questions for Audience

1. What methods are offered at the health center?
2. How do each of these methods work?

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, we see that pills, the injectable, the implant, and the IUD are available at the health center. Pills prevent the woman's body from producing an egg. She must take the pill at the same time every day. The injectable is an injection that is given at the health center. It prevents the woman's body from producing an egg. It lasts for three months. The implant is a small tube placed under the woman's arm. It prevents the woman's body from releasing an egg, and also blocks sperm that enter the woman. It lasts for three to five years. The IUD is a small device placed inside the woman's uterus. It destroys sperm or prevents the lining of the uterus from growing. It lasts for 3-5 years.

**Scene 3**

Menya and Akol are at home discussing what method they should use. Menya thinks condoms are best, but Akol is afraid that if they don't use the condom properly or don't have any at home she could get pregnant. Akol would like to use the implant because it lasts for several years. Menya says he fears the implant will get lost in her body. Akol says this cannot happen; the implant always remains in the arm, where it is placed. Menya agrees that they should use the implant and offers to accompany her to the clinic to get it.

On the way to the clinic, they meet Lopeyo and Naduk. The couples greet and Akol asks if they have decided on a family planning method. Naduk explains that they considered pills and the injectable. At first she wanted to try the pills, but then thought she might not remember to take one every day. They ultimately decided on the injectable. Lopeyo says he is happy that they went to the clinic to learn about the methods and that they decided together which method to use.

The couples continue walking to the clinic to get their family planning methods.

Moderation Questions for Audience (Split audience into age groups for this section).

1. What did you learn from today's drama?
2. Are there couples in this community like Menya and Akol? Like Lopeyo and Naduk?

3. Do couples in this community talk about family planning methods as Menya and Akol did? What would make it easier for couples to have this conversation?
4. If your friend wanted to learn more about family planning methods, what advice would you give him or her?
5. What did you learn about family planning methods from this drama? Where would you go to get more information?

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 drama, we see that two couples, Menya and Akol and Lopeyo and Naduk want to learn more about family planning methods. First they visit a VHT, then they visit the health center. The VHT and Nurse explain how different methods work and what to expect when using the methods. Each couple discusses the different options and decides to use the method that is best for them.

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 family planning methods.
- 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 4:
FAMILY
PLANNING****COMMUNITY THEATRE — STORYLINE 3****Characters**

TekoLead Mother who explains how LAM works

Longoli.....A member of the Mothers' Group

Nakong.....A member of the Mother's Group who decides to use LAM

Moru.....Nakong's husband

Nurse

3-5 WomenOther Members of the Mother's Group

Scene 1

A group of mothers is having their monthly meeting. The Lead Mother, Teko, welcomes the group and explains that she is going to talk about a family planning method called the Lactational Amenorrhea Method (LAM). LAM is a way to prevent pregnancy naturally after giving birth. She asks if anyone has heard of LAM. One mother, Longoli, says that she heard LAM is when you are breastfeeding. Lindsey says that this is partly true, but not all of the information needed to use the method.

Teko explains that breastfeeding can signal a woman's body not to release an egg, but only if breastfeeding happens frequently. There are three conditions for using LAM. First, the woman must only breastfeed the baby. This means that she breastfeeds the baby whenever the baby is hungry, both during the day and at night. It also means that the baby doesn't eat any other food or drinks. Second, the woman's period must not have returned. Third, the baby must be less than 6 months. If any of these three conditions are not in place, LAM will not be a reliable way to prevent pregnancy. Teko tells the women to think about a pot of water that is sitting on three firestones. She turns to the audience and asks: What happens to the pot of water when one of the stones are removed?

[Allow a few audience members to respond]

Teko thanks the audience. Then she explains that they should think of LAM like that pot of water and the three firestones as the three conditions for using LAM. If one of the conditions is removed, LAM will fall over and will not be effective.

One mother, Nakong, says she likes this method and would like to try using it with her next baby. However, her mother sometimes feeds her babies food when she watches them. Teko explains that in this situation, LAM will not be effective. If the baby eats any other food, the method might not be effective.

The women thank Teko for the session today.

Moderation Questions for Audience

1. What is LAM?
2. What are the three conditions for using LAM?
3. What happens if one of the conditions for using LAM changes?

Summary

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

LAM is a method of family planning for women who are breastfeeding. To use LAM, a woman must meet three conditions. First, she only breastfeeds the baby. This means that she breastfeeds whenever the baby is hungry and does not give the baby any other food. Second, her menstrual period must not have returned. Third, the baby must be less than six months old.



Scene 2

Nakong is at home with her husband Moru and their new baby. She tells him about a family planning method called LAM that she learned about in her Mother's Group meeting. She explains the three conditions to him. She can use this method until the baby is 6 months old. Moru agrees this is a good method and thinks they should. He wonders what they should do if their neighbors try to feed their baby. Nakong says they must ask their neighbors not to give the baby any food or drink; the baby should only eat breastmilk when she is using LAM.

Moderation Questions for Audience

1. Why is Moru concerned about neighbors feeding their baby?

Summary

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

One of the criteria for using LAM is that the mother always breastfeeds the baby when the

baby is hungry. The baby should not receive any other food or drink for this method to work. If their neighbors give the baby other foods, the mother will not breastfeed as often, so LAM will not be effective at preventing pregnancy.

Scene 3

Five months later, Nakong brings the baby to the clinic. Nakong tells the nurse that the baby is five months old and it is time for an immunization. The nurse gives the baby a shot. Then the nurse asks Nakong if she is using a family planning method. Nakong says she has been using LAM. The nurse reminds her that LAM is only effective for 6 months, and her baby is already 5 months old. She advises Nakong to think about the other family planning methods that are available: condoms, pills, implants, and injectables are all available in the clinic. Nakong agrees she will think about which method is best for her and start using it before the baby turns 6 months old.



Moderation Questions for Audience

1. What did you learn from today's drama?
2. Are there people like Teko, Longoli, Lakong, and Moru in our community?
3. What are the three conditions for using LAM?
4. If a woman is using LAM, is it okay for other people to give her baby food?
5. Why does the nurse advise Nakong to think about using another method of family planning?

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 today's drama, we saw women learning to use the LAM method of family planning. LAM is a natural way of preventing pregnancy for women who have babies under six months old. To use LAM, a woman must meet three conditions: First, she only breastfeeds the baby. This means she breastfeeds whenever the baby is hungry, and does not give the baby any other food or drink. Second, her menstrual period must not have returned. Third, the baby is less than six months old. If any of these conditions are not in place, LAM will not be effective at preventing pregnancy. If other people give the baby food, the baby will not breastfeed as often and LAM will not work. We saw that the nurse advised Nakong to start thinking about using another family planning method. This is because Christine's baby will soon be 6 months old. Once the baby is 6 months, Nakong can no longer rely on LAM to prevent pregnancy.

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 LAM.
- 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

TOPIC 4: FAMILY PLANNING

COMMUNITY THEATRE — CREATE YOUR OWN DRAMA!

Drama Prompt: Lopeyok and Kotol tell their friends that they are going to start using a family planning method. Their friends warn them that family planning can be unhealthy. Abura and Mudong explain to their friends the benefits of family planning and why family planning methods are not harmful.

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 family planning?
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 family planning.
- 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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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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