

WALAN GROUP LEARNING FACILITATOR'S GUIDE



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Fertility Awareness
for Community
Transformation

This guide is being tested under the Fertility Awareness for Community Transformation (FACT) Project's Wake Ki Lago Nywal (WALAN) pilot intervention in partnership with Save the Children and is therefore unavailable for distribution.



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TABLE OF CONTENTS

Guide to Facilitators	1
Lesson Plans for Community Learning Sessions	
Topic 1: Human Fertility	6
Topic 2: Healthy Timing and Spacing of Pregnancies and Family Planning	15
Topic 3: LAM and Good Breastfeeding Practices	24
Lesson Plans for Group Counseling	
■ Group Counseling in Standard Days Method (SDM) with CycleBeads	36
■ Method Support Session for SDM Users.....	43
■ Group Counseling in Two-Day Method	46
■ Method Support Session for TwoDay Method Users	55

Guide to Facilitators

Introduction

This guide was prepared for youth facilitators to organize and lead community members for two purposes. One is to facilitate group discussions in the community on several topics. The other purpose is to provide group counseling to individuals and couples who want to use a fertility awareness method (these are also called FAM).

What is included in this Guide?

This guide includes instructions on how to facilitate the discussions in the community and the group counseling. It also includes key messages to share and questions to help community members reflect on and discuss their ideas and needs. This guide will help facilitators do the following:

- Deliver community learning sessions on topics that help individuals develop body literacy and fertility awareness;
- Engage community members in discussions on the different methods of family planning;
- Explain how family planning methods work and help clarify incorrect information;
- Support people in your community to decide on their preferred method of family planning; and
- Teach how to use FAM methods and refer for other family planning methods.

The guide also helps you to use the facilitator job aids:

- Flipchart
- Family planning methods board
- Activity cards
- Fertility Awareness Methods materials:
 - CycleBeads with instructions and a calendar
 - LAM Card
 - TwoDay Method Card and calendar

Who are the Group Learning Facilitators?

Facilitators are:

- Active members of youth groups
- Selected by other members of the group
- Residents of the community
- Fluent in the local language
- Able to read and write
- Able to facilitate a community meeting/discussion
- Ready to lead by example, which means that they practice what they teach

What are the facilitator tasks?

Facilitators are responsible for the following:

- Gather community members for learning sessions
- Deliver community learning sessions in fertility awareness and family planning
- Conduct group counseling sessions in SDM and TwoDay
- Refer group members to other family planning services
- Complete reporting forms

How to be a good facilitator?

There are many ways in which you can be a good facilitator when you prepare and do group learning in your community.

Group facilitators must have unconditional respect for all participants in group learning and counseling sessions. It is also important to maintain the confidentiality of the community members, and the information they share.

Having empathy in situations discussed during sessions will also help participants feel comfortable and learn in a friendly atmosphere.

Here are some ways to be a good facilitator:

Creating a safe, respectful and participatory environment for all members in the session.

- Ask the group to sit in a circle for everyone to see each other when talking and learning.
- Sit in the circle with the group so that all can relate to you.
- Decide if the activity is best completed in a large group with all participants, or in smaller groups.
- If there is a mix of women and men and the women are not talking, consider dividing the men and women into separate groups to discuss the questions. After separate discussions, bring them back together to share their ideas.
- If there is a mix of older and younger community members in the group, and the younger ones are not talking, consider separating the older and younger community members to discuss in two small groups. After separate discussions bring them back together to share their ideas.
- Help everyone share their ideas and ask gently that participants give others a chance to talk. Help those who are quiet participate in the discussion.

Communicating with and among members in the session.

- When participants are sharing information, allow them to talk while you write brief notes of any points that are incorrect. This will help you clarify and add important information to what they have said, once they have finished sharing.
- Help everyone participate. You can do this by asking the questions noted in the lessons. Also, if someone has a question, direct it to the group to see if another participant can answer it.
- These sessions are not a school class. All participants have a role and something to contribute.
- You can tell if a session went well when the members have spoken more than the facilitator.

Handling questions in the group session

- At the start of every session, tell participants that your role is to help them discuss health topics. Inform them 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 it and share it at the next session.
- Also study the list of rumors in each topic to help you correct misinformation. Keep in mind that participants belong to the community and may believe these rumors themselves.

Addressing challenging situations

- To the extent possible involve the support of the group if challenging situations with participants arise. Often the participants are able to manage a difficult situation.
- Try the following if some participants are always talking and preventing others from participating:
 - Avoid looking at the person. Set rules that limit each person to speak no more than 1 or 2 minutes.
 - Tell the “talker” that you will come back to him/her in a moment after you hear from other participants.
- For participants who argue:
 - Avoid getting personal.
 - Refer the question to the group and then to the person who argues.
 - If nothing is working, tell the person that the discussion can be continued outside the session.

Remember to follow these points during all sessions

1. Greet and welcome all participants
2. At the start of the session mention the topic of the session and the objectives
3. At the end of the session, summarize the key points
4. Listen actively to the participants and give each one your full attention
5. Ask questions to help participants share what they know and want to know
6. Invite other participants to answer questions that are raised by the group
7. Always face participants, keep eye contact and use appropriate body language
8. Prepare for each session and have your materials ready. Follow your plan for the session to use the time well
9. Thank everyone for participating. People need to feel that their comments and questions are valued.

Instructions for using the Activity Cards

1. **SHARE** the set of cards with the participants and ask them to circulate among their peers.
2. **ASK** participants questions to help them understand the topic of the cards. Use 2 to 3 questions
 - What do you think is happening in the picture?
 - Who are the people in the picture? What are they doing?
 - How do they feel?
 - What do you think is the message in this picture?
 - Is what's happening in the picture common in your community?
3. **USE** the descriptions in this guide, to clarify the meaning of the card when participants describe an incorrect idea. These descriptions are NOT messages to be read. They help facilitators know what is the correct idea for the card.
4. **REFLECT** with participants about adopting or changing the behavior
 - What is the advantage of doing the behavior shown on the card?
 - What else can women or men do in the same situation?
 - Have you experienced a similar situation and how did you feel?
5. **TAKING ACTION**
 - Would you be willing to try or recommend the practice shown on the counseling card?
 - How might you overcome any obstacles to trying the new practice?
 - Are you ready to talk with others about situations like the one on the card? Who would you talk to?

Lesson Plans for **Community Learning Sessions**

- ▶ **Topic 1: Human Fertility**
- ▶ **Topic 2: Healthy Timing and Spacing of Pregnancies and Family Planning**
- ▶ **Topic 3: LAM and Good Breastfeeding Practices**



Topic 1: Human Fertility

Time: 1.5 hours

Purpose:

In this activity, the participants will talk about how the male and female reproductive systems work for conceiving a baby. Also the participants will discuss in greater detail the events in the woman's menstrual cycle.

Key messages:

- Men are fertile every day from puberty throughout all of their lives.
- Starting at puberty and until menopause, a woman can get pregnant a few days around the middle of her menstrual cycle.
- The menstrual cycle and menstruation (period) are not the same. The menstrual cycle are all the days between one period and the next. Menstruation refers only to bleeding days.
- The cycle and the period vary from woman to woman.
- The woman is fertile because she produces an egg (ovum) every cycle. There are signs in the woman's body that tell her which days in her cycle she is fertile.
- Conception means getting pregnant. It happens when a woman and a man have sex, and his sperm joins with her egg.

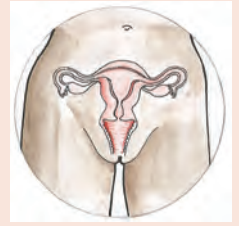
Materials:

For this topic, facilitators will use these materials:

- Male and female organ cards
- Menstrual cycle cards

Preparation:

- In advance, study **What facilitators need to know about Human Fertility**. This information includes the topics of male and female organs and the menstrual cycle.
- Before the session, gather your materials and know when and how to use them.



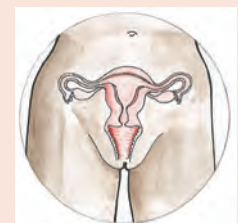
Instructions:

Study in advance the steps to carry out the activities for the Human Fertility topic.

PART 1: Male and Female Reproductive Organs Activity (20 minutes)

In this activity participants will look at the picture of the male and female reproductive organs and share what they know. The facilitator will then explain details of the organs, their names and function. The materials to use in this activity are the flipchart pages of the reproductive organs.

1. Greet participants, introduce yourself and state the topic and purpose of this activity.
2. Tell the group that we are going to talk about a man's and a woman's fertility and what happens in a woman's body every month during her menstrual cycle. First we will look at the male's organs and the male's fertility.
3. Pass around the large images of the male organs. Invite participants to describe what they see and what they know about the man's reproductive and sexual organs.
4. After a few minutes thank participants and complement their knowledge. Collect back the large cards.
5. Use the information on your flipchart to explain the male organs' names and their function in conception. Respond to questions and clarify any incorrect information.
6. Tell participants that we will now look at the female's organs and the woman's fertility. This time pass around the large images of the female organs. Invite participants to describe what they see and what they know about the woman's reproductive and sexual organs.
7. Repeat the same process as with the male organs, thank participants and explain the names and functions of the female organs using the information on your flipchart.



PART 2: Menstrual Cycle Activity (30 minutes)

In this activity participants will work together to describe the woman's menstrual cycle using activity cards. The facilitator will use the flipchart to explain what the cycle is and the events that occur every cycle. The materials to use in this activity are the activity cards and the flipchart pages of the menstrual cycle.

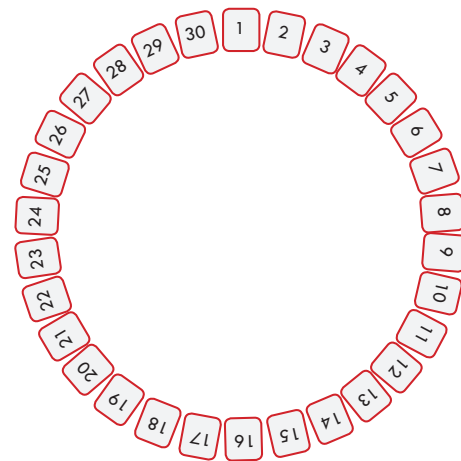
Start the topic asking questions and inviting the group to share what they know.

DISCUSSION QUESTIONS

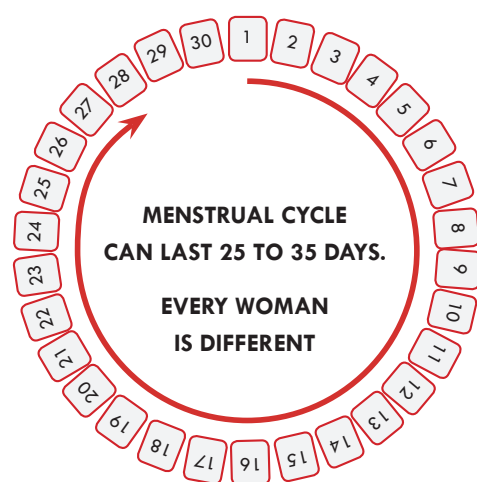
- How often do women have their periods?
- How many days do women usually bleed?
- Is the woman fertile always? Can she get pregnant any day in the month?

8. Tell the group that now we will continue with the female fertility and changes that happen in her body during the menstrual cycle.
9. Show the participants the menstrual cycle activity cards, and invite them to stand in a circle to work together preparing a description about the woman's menstrual cycle. Place the cards in the middle of the circle and let participants work on their own.

10. While participants are sharing their story pay careful attention to and take notes of the information that needs to be corrected or complemented.
11. Place all of the menstrual cycle cards on the ground and ask the group to organize the number cards in the shape of a circle to represent the cycle.
 - Confirm that the cards are in numerical order in a circle.
 - Ensure that the group understands that the cards represent the days of the month in a woman's cycle.

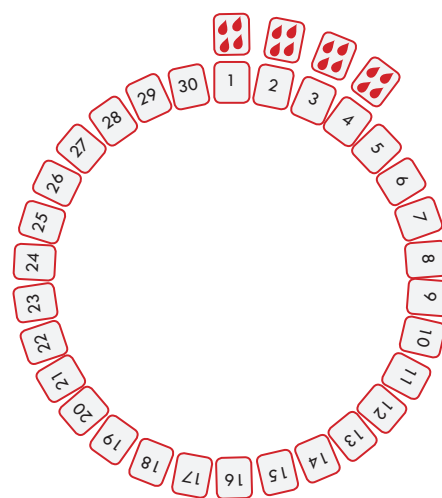


12. Say that the menstrual cycle is called a cycle because it happens over and over again from the moment a girl has her first period until menopause when she is an older woman.
13. Ask the group how often do women get their periods? How long does the cycle last?
 - The group may respond a cycle lasts 25, 28 or 30 days. These are correct answers.
 - Some may say 4, 5 or 6 days. These are incorrect answers. Clarify that this is the duration of menstruation not the cycle.



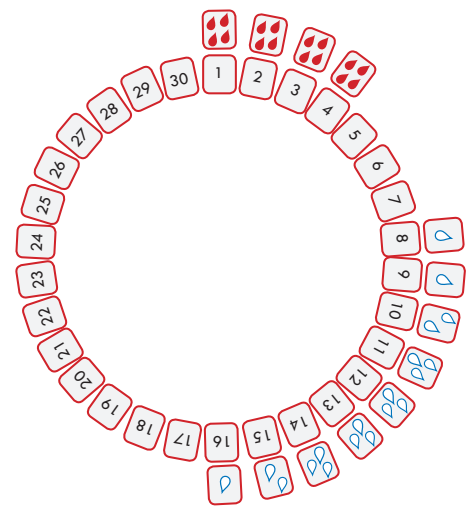
14. Explain that the menstrual cycle and menstruation are two different things. Menstruation is the few days a woman bleeds every month. The cycle is all the days from one menstruation to the next.
15. Say that it is normal for the cycle to be different for every woman. Most cycles last between 25 and 35 days.

16. Ask the group to look at the cards with red drops and to share what they think the red drops represent. Also ask them to place these drops close to the days when a woman experiences her monthly bleeding.
 - Ask first, then confirm that the group responds that the red drops mean menstruation
17. Ask the group (especially ask the women present) how many days do women bleed each month?
 - Ask first, then confirm that the group responds that different women bleed for different number of days. Some will have menstruation for 3 days, others for 4 days, or more days. Bleeding usually lasts 3 to 7 days.
 - Confirm that the red drops are placed as shown on the image to the right.



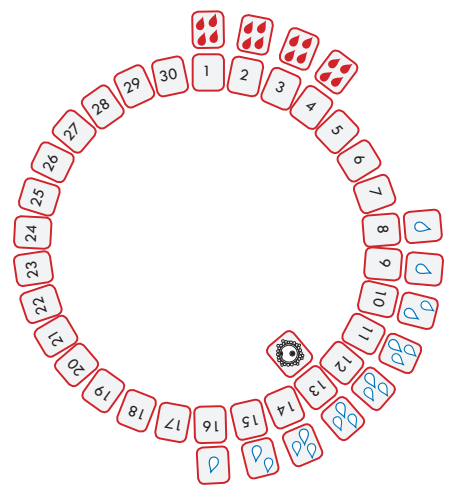
18. Ask the group (especially the women) if they know what the white drops mean and when in the cycle they happen. If the group is quiet, ask if they know of any other discharges that a woman has in addition to the monthly bleeding.

- Ask first, then confirm that the group responds that these drops are vaginal secretions.
- Explain that secretions are a sign that a woman is on fertile days when she can conceive.
- Also say that secretions are a normal flow coming out of her vagina (private parts). Secretions are healthy when they don't smell, itch or cause pain.
- Ask first, then confirm that the white drops are placed as shown on the image to the right.

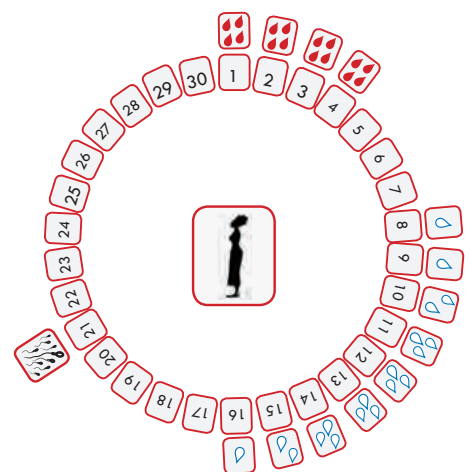
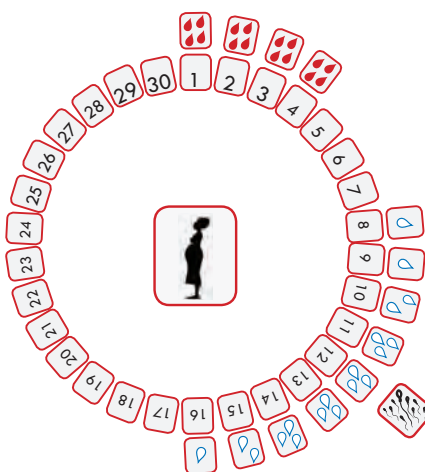
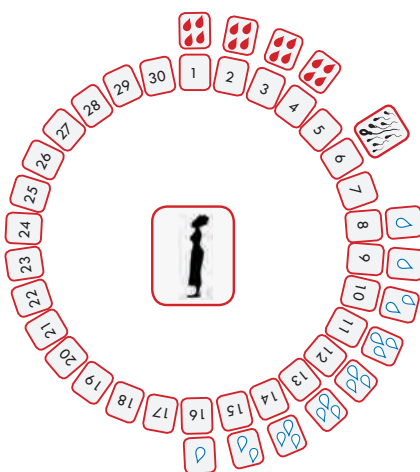


19. Ask the group to look at the remaining cards (showing a woman's ovum or egg and a man's sperm) and ask them what they think these cards represent.

- Ask if they know when in the cycle a woman can conceive.
- Place the card with the woman's egg on day 14 or 15 and say that a woman is more likely to conceive (get pregnant) around the middle of the cycle.



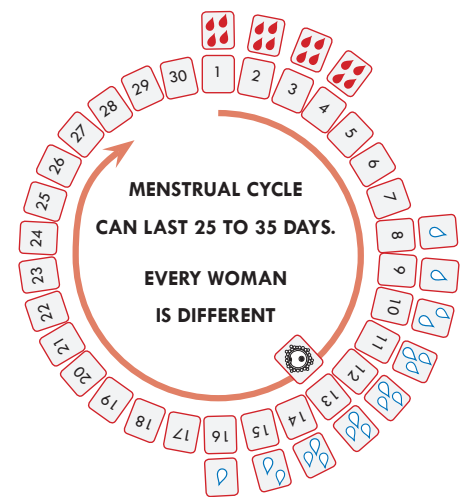
- Facilitator, place the sperm card on different parts of the cycle while asking if the woman can get pregnant on that day. Move the sperm card 4 to 5 times while you ask if she can conceive on that day. The right answer is that she can conceive on any day between day 8 and 19 of her cycle.



20. Tell the group that now you are going to repeat, one more time, the information that they have described. Read the **KEY INFORMATION** below as you point to different parts of the cycle on the ground.

KEY INFORMATION

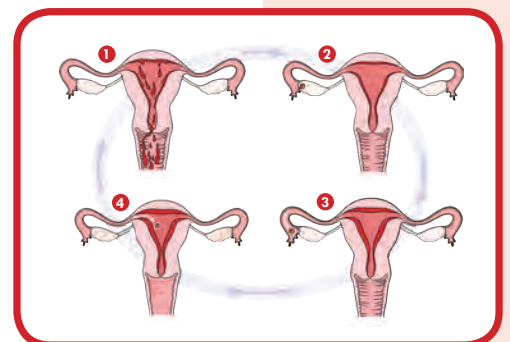
- During the menstrual cycle, various events take place: menstrual bleeding occurs, a woman's egg matures and is expelled and there is a possibility of pregnancy. It is important to remember that the cycle covers all of these events and that it lasts from one menstrual period to the day before her next period starts.
- A woman's menstrual bleeding usually lasts 3 to 7 days and her cycle can last between 25 and 35 days. This means that menstruation comes every 25 to 35 days. This can be different for every woman
- Besides her bleeding, a woman also has secretions for several days. This shows that she is fertile and can conceive. Healthy secretions do not smell or itch and do not cause pain.
- A woman's egg is released around the middle of the cycle. Because it is not possible to know exactly which day the ovary releases the egg. A woman can conceive for several days around the middle of her cycle.



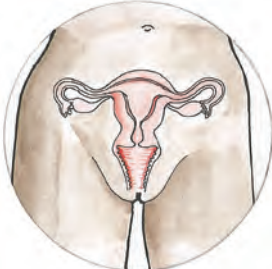


PART 3: Male and Female Fertility - Understanding Conception Activity (20 minutes)



In this activity the facilitator will explain how conception happens in the menstrual cycle. The materials to use in this activity are the flipchart pages of the menstrual cycle.

21. Show to the group the large menstrual cycle card and, using the information on the reverse, describe first what happens if the woman's egg is not fertilized. Then explain what happens if the woman has sex and her egg is fertilized.
22. Ask participants if they have questions and provide answers. Also clarify wrong information about male and female fertility that you heard participants say. You can clarify those rumors using the **KEY INFORMATION** page in your guide. If you don't have the answer, tell participants that you will find it and bring it to the next education session.



What facilitators need to know about Human Fertility

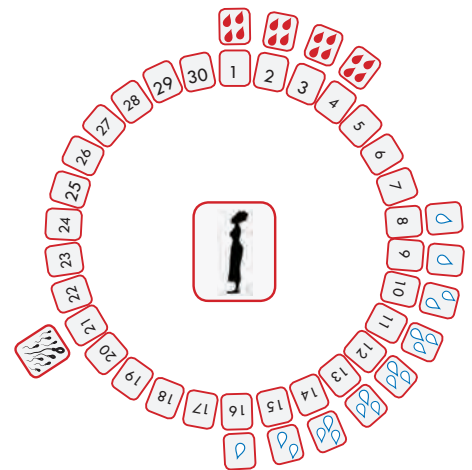
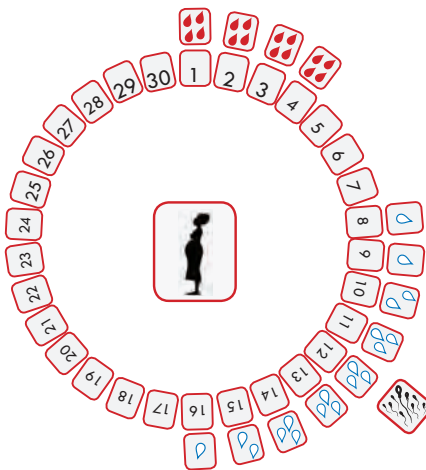
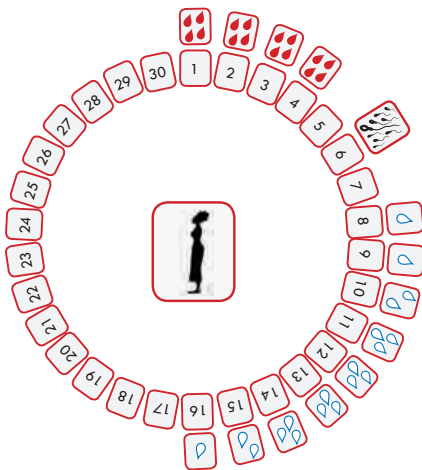
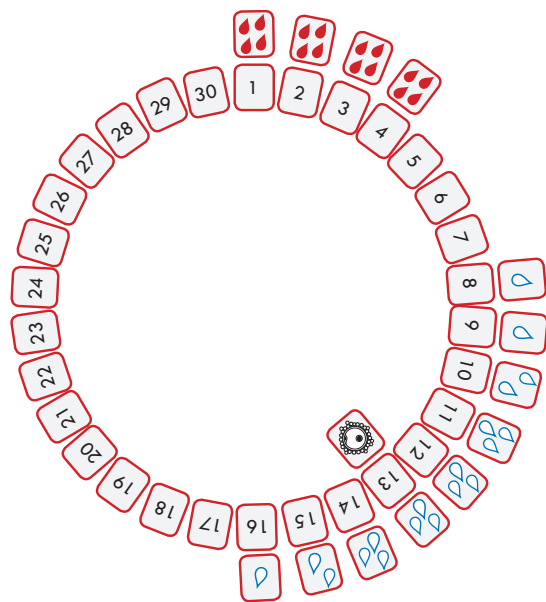
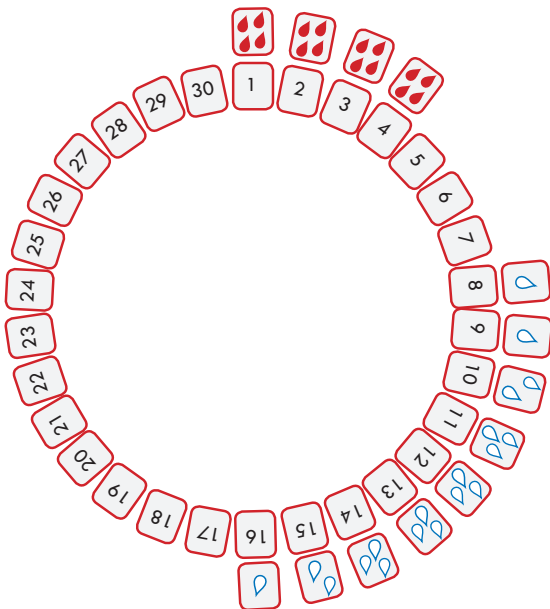
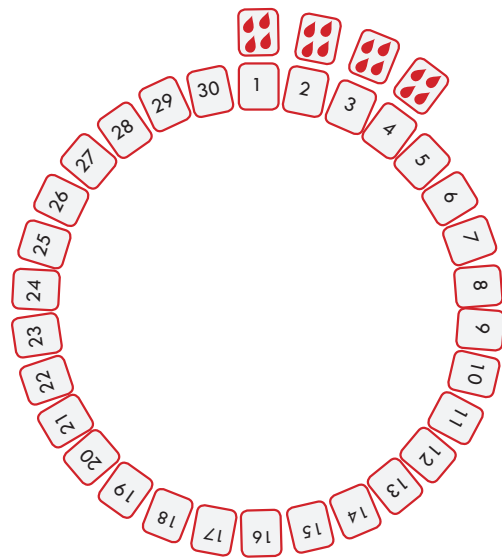
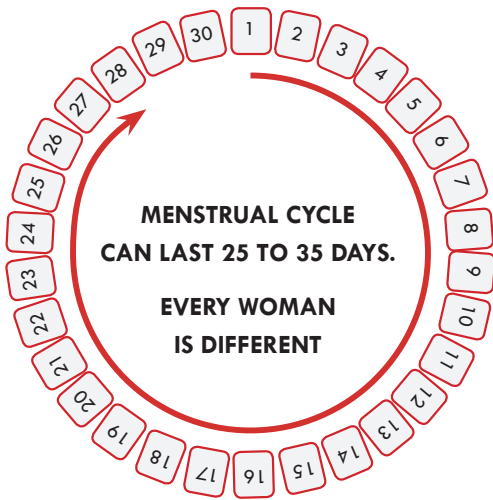
TOPIC	INFORMATION TO KNOW AND SAY	INFORMATION TO KNOW AND USE FOR ANSWERING QUESTIONS
<p>Female Reproductive organs (internal)</p> 	<p>VAGINA is the canal that connects the uterus with the outside of the body. The menstrual period flows from here. It receives the penis during sexual intercourse and is a passageway for childbirth.</p> <p>OVARIES produce eggs. They also produce the female hormones.</p> <p>UTERUS. Fertilized egg implants here. The fetus (baby) grows here. If the egg is not fertilized, the blood that is stored every month around the uterus walls comes out.</p> <p>FALLOPIAN TUBES are narrow tubes that serve as tunnels for the egg to travel from the ovaries to the uterus.</p>	<p>The vagina is a muscular tunnel that connects the uterus to the outside of the body. It provides an exit for the menstrual fluid and an entrance for the semen. The vagina can stretch to accommodate a tampon, a penis or a baby's head.</p> <p>There is an ovary on each side, close to the fallopian tubes. The ovary serves two functions: the production of eggs and the secretion of hormones. Each month, at the time of ovulation, a mature egg is released by an ovary. The egg then moves through the fallopian tubes where it can be fertilized by the sperm.</p>
<p>Male Reproductive Organs</p> 	<p>From puberty on, sperm are continuously produced in the testicles.</p> <p>The sperm pass through the seminal vesicles and mixes with some fluids to make semen.</p> <p>The penis is the male reproductive organ through which semen and urine leave the body.</p> <p>The semen travels through the penis and out of the body through the urethra. This is called an ejaculation.</p> <p>The urethra or urinary opening is the spot from which a man urinates or ejaculates.</p>	<p>The man's sperm determines the sex of the baby, if a girl or a boy.</p>
<p>Fertilization. How do the ovum (egg) and sperm meet?</p> 	<p>If a man ejaculates while his penis is inside the woman, his sperm go up the vagina and into the uterus. The sperm will swim into the fallopian tubes where it can meet an egg. This is known as fertilization or conception.</p> <p>If the sperm and egg join, they travel back down to the uterus, where the fetus (baby) will start to grow. Once the fertilized egg has settled in the uterus and is growing, we say a woman is pregnant.</p>	<p>The sperm (a man's seed) can live up to five days inside the woman and fertilize the ovum. The woman's egg can live up to one day.</p>

TOPIC	INFORMATION TO KNOW AND SAY	INFORMATION TO KNOW AND USE FOR ANSWERING QUESTIONS
<p>Male and Female fertility</p> 	<p>The woman is fertile from puberty until menopause (when her monthly bleeding stops). She is fertile because she produces an ovum (a woman's egg) in each cycle. Although the ovum only lives 1 day, the woman can become pregnant during several days.</p> <p>Men are fertile every day since puberty. A man or boy is potentially able to get a woman pregnant anytime he has unprotected sex with her. The man's sperm will determine if the sex of the baby will be a female or a male.</p>	<ul style="list-style-type: none"> ■ During her fertile days, a woman produces secretions that she can see in her genital area. Secretions are a sign that a woman is on her fertile days. ■ Secretions appear every month and are a sign that the woman is fertile. ■ Normal secretions are a sign of good health. Healthy secretions do not smell, itch or cause pain. If a person notices secretions that smell, itch, or last for more days than usual, this could be a sign of an infection and should be checked by a health provider.
<p>Menstrual Cycle</p> 	<p>The menstrual cycle is not the same thing as your period. Your period is when you are having your menstrual bleeding. Your menstrual cycle covers all the days between two menstrual periods.</p> <p>It is called a cycle because it happens over and over again. About once every month a woman gets her period. And every time she starts her period that is a new cycle. Usually menstrual cycles last about 28-35 days.</p> <p>During the menstrual cycle the internal walls of the uterus gets ready for pregnancy. They grow thick to prepare for the fertilized egg. If pregnancy doesn't occur, the uterus must get rid of this lining and the egg. The old blood passes out of the uterus through the vagina as the menstrual period.</p>	<ul style="list-style-type: none"> ■ The menstrual cycle varies from woman to woman and may even vary for the same woman. It starts on the first day of bleeding or menstruation. ■ The number of bleeding days varies from woman to woman. All women are different; some may bleed for 3 days, others 5 and still others for more days. ■ Women's cycles vary in length. Most women have menstrual cycles lasting between 26 to 32 days long. Some women have longer or shorter cycles, and this is also normal. ■ In the menstrual cycle there are days when the woman has a higher risk of getting pregnant (these are called "fertile days") and other days when she is not at risk of becoming pregnant (these are called "infertile days"). A woman does not get pregnant on bleeding days.

Correct rumors that may arise.

RUMORS ABOUT HUMAN FERTILITY	FACT
<p>A woman's monthly bleeding (menstruation) is the same as her cycle.</p>	<p>Not correct. The monthly bleeding is the days the woman is menstruating. The cycle includes all the days between one monthly bleeding and the next.</p>
<p>A woman can get pregnant during the days of her monthly bleeding.</p>	<p>Not correct. A woman is more likely to get pregnant if she has sex around the middle of her cycle, around days 8 -19 of her cycle. If she wants to get pregnant, those are the days when the couple should have sex.</p>
<p>The woman's egg alone is responsible for determining whether the baby will be a girl or a boy.</p>	<p>Not true. The man's sperm determines whether a baby will be a boy or a girl. About half of the man's sperm will make a boy and half a girl. The sex of the baby depends on which sperm gets to the egg first.</p>

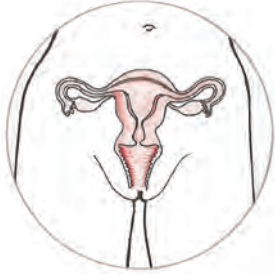
Activity Cards Menstrual Cycle



Flipchart pages on Human Fertility



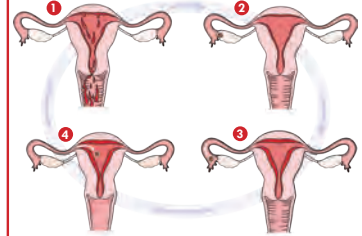
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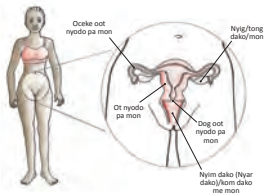
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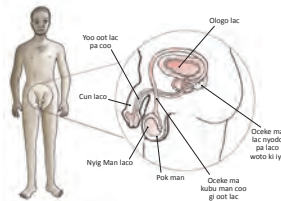


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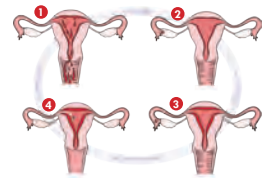
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- Remo kwe dwe pa man bene mol gi inyim dako/ki I kom dako me mon.
- Oceke ot nyodo pa dako obedo yoo ma ding ma tero tong dako ki I obwo ma gwoki wa I ot nyodo.

Dul kom laco me nyodo



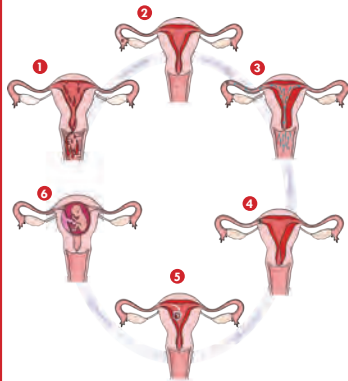
- Ni cake ma dwon laco loko, lac nyodo (tong laco) mede gi yube I man. Laco bedo ki nyodo nino weng.
- Tong laco aye moko nyodo pa latin, anyaka nyo awobi.
- Pig kom laco me nyodo mol kato ki **Oceke lac nyodo pa laco** ka ribbe ki pig kom mukene me yubu pig kom laco me nyodo.
- **Cun/Bel** obedo kom laco me nyodo kama Lac onyo lac nyodo kati gi iye.
- **Lac nyodo pa laco** woto ki ii cun laco ka kato woko ki yoo ot lac pa laco.
- **Yoo lac pa laco** aye kama oyabe I kom laco ma lac nyo pig kom laco me nyodo kato iye.

Neno ruk/Kwe dwe pa dako



1. Kwe cake I acaki nino ma dako neon kwede remo dwe ne (rak). I kare me neno dwe remo ma tye I ot nyodo mol kato woko ki I kom dako me mon ni (nyar).
2. Tog dako cako tegi ki I obwo me tonge.
3. I kin dye lawala me dwe, tong dako aa ki I obwo ne, man ki lwango ni Ovulation. Tong dako wok ki oceke me ot nyodo ka kany aye tong dako romo rwate iye ki pig kom laco me nyodo (Kit me nongo Nyodo).
4. Ka tong dako pe orwate ki nyodo pa laco, ci lwoko woko ki it nyodo kun kato ki I ruk/dwe.

Lawala me ruk/dwe ki nongo nyodo/yacu



Lawala me ruk/dwe ki nongo nyodo/yacu



1. Lawala cake ki inno me acel me ruk /neno dwe pa dako. I kare me neno ruk, remo ma tye I kom ot nyodo mol kato woko ki I kom dako me mon (nyare). Man enni ruk/dwe twero tero nino 2 nyo 7 kulu.
2. Tong dako cako tegi ki I obwo I kin dyere ki dyere pa lawala me ruk, tong dako aa ka bino ka rwate ki nyodo pa laco. Man ki lwango ni Ovulation.
3. Tong dako wok ki I oceke me ot nyodo, ka kany aye kama tong dako rwate iye ki nyodo pa laco. Ka tong dako uriber ki tong laco ci nyodo nongo (yacu).
4. Ka yacu otime ci tong dako mede ki wot dok piny ki I oceke me ka cito I ot nyodo.
5. Ka yacu otime tong dako mwone I kam ot nyodo.
6. Ka dong yacu otime tong dako dongo kelo latin.

Topic 2: Healthy Timing and Spacing of Pregnancies and Family Planning



Time: 1.5 hours

Purpose:

In this activity the participants will talk about the best times for a woman to become pregnant and how spacing helps to lower the health risks for the mother and the baby. They will also talk about using family planning.

Key messages:

- Healthy timing and spacing is about not having pregnancies too young or too close.
- A woman should wait until she is at least 18 years old to have a baby
- After giving birth, a woman should wait at least two years before trying to become pregnant again.
- Spacing pregnancies helps to keep mothers and babies healthy.
- There are many family planning methods that women and couples can use to space their pregnancies.

Materials

For this topic facilitators will use the following materials:

- Key information on the topic
- Activity cards for healthy timing and spacing of pregnancy
- Family planning methods display board

Preparation

- In advance, study the **Information that facilitators need to know about Spacing and Family Planning.**
- Before the session, gather your materials and know when and how to use them.

Instructions

PART 1: Introduction (15 minutes)

In this activity participants will discuss spacing of childbirth in their communities. They will also talk about which practices are not healthy and how they can be changed to avoid putting the mother and baby at risk.

1. Greet participants, introduce yourself and state the topic and purpose of this activity.
2. **Ask questions and invite group members to share their ideas** about child spacing in their communities. Guide the discussion using the questions below.

DISCUSSION QUESTIONS

- In our community, how many children do women usually have in their lifetime?
- How far apart are the children?
- After having a child, how long do women and couples wait to have another child?
- At what age do women begin to have children in our community?
- Who decides when and how many children to have?
- Are these practices that we have been discussing healthy or harmful for the mother, the baby and the family? In what way?

PART 2: Learning about Healthy Timing and Spacing of Pregnancies (15 minutes)

In this activity participants will learn about practices that are healthy for the child, mother and family. They will also discuss the risks of pregnancies that are too early or too close and how to support mothers to space their children.

3. Thank participants for sharing their knowledge and opinions about what happens in the community.
4. Explain the meaning of healthy timing and spacing of pregnancy:
 - **Timing** is about waiting until age 18 to become pregnant for the first time.
 - **Spacing** is about waiting at least two years after a birth to try becoming pregnant again.Ask participants: *Why is this important?*
Also ask: *What are some benefits of having spaced pregnancies?*
5. Correct any misinformation and read the messages in the **KEY INFORMATION** box below.

KEY INFORMATION

About recommendations for healthy timing and spacing of pregnancies

- Wait until at least age 18 to have a first pregnancy.
- After the live birth of a child, wait two years before trying to get pregnant again.
- After a miscarriage or abortion, wait six months before trying to get pregnant again.

About the risks

If a woman becomes pregnant too soon after having a baby:

- Pregnancy carries many health risks for girls under the age of 18 and their babies.
- Pregnancy in girls under 15 has greater risks of complications during pregnancy and childbirth.
- The baby may be born too soon, too small, or with low-birth weight
- Children may not grow well and are more likely to die before the age of 5
- Mothers can get ill during and after pregnancy and may die at childbirth

About the benefits

- Healthier mother, babies and family
- Less illness in the family and community
- Families have more resources to give their children food, clothing, housing, and education.
- Men can better protect the health and well-being of the woman and the children.

6. Ask if participants have any questions and answer them.
7. Tell participants that everyone in the community can have a role helping women and couples have good timing and spacing. **Ask participants to think about someone they know who can benefit from this information.** Say that this person could be anyone, man or woman, younger or older.
8. **Invite 3 to 4 volunteers to tell with whom they would share** this information and what message will they give to that person.

PART 3: Community stories (15 minutes)

In this activity participants will use activity cards to create stories about healthy timing and spacing of pregnancies in their community. The facilitator will have another opportunity to repeat important messages in a different way using the activity cards.

9. **Pass around the activity cards** for this topic and ask participants to take turns describing what they see in the pictures.
 - Give participants 2 to 3 minutes to look at the cards.
 - Then ask for volunteers to tell a story or describe what they see on the cards.
 - Use the following questions to help them describe what they see and know.

DISCUSSION QUESTIONS

- **What do you think is happening in this picture?**
- **What are they thinking? Or what do you think they are talking about?**
- **Is this common in the community? If yes, how is it similar? If no, how is it different?**

10. Facilitators should **use the activity cards guide to compare what participants say** with the messages in the cards. Use the description on the cards to clarify or correct what participants describe.
11. To continue on to the next topic, ask participants what can women and couples do to follow the recommendations of good timing and spacing? **Say that using a family planning method is a good way of helping women and men space pregnancy.**
12. **Read the messages in the KEY INFORMATION box below.**

KEY INFORMATION

- Family planning is about deciding how many children to have and when, so that each child can receive sufficient love, care, food and good education.
- Family planning is achieved through the use of contraceptive methods and the treatment of infertility (inability to have children).
- Planning when and how many children to have is the couple's responsibility, not just the man's or woman's responsibility.
- Family planning is as important for newly married couples as it is for those who already have children.

PART 4: Learning about Family planning (30 minutes)

In this activity the facilitator will first find out about the participants' knowledge and opinions about family planning and then explain each method, how it works to prevent pregnancy and what to expect when using the method.

13. Ask the group which family planning methods are more commonly used by people in their community. Also, ask about the reasons why people do not use family planning methods.
14. Write down rumors mentioned by participants about methods so that you can explain the correct information later. During the discussion, ask why people in the community believe this rumor. Also ask if they think the rumor is true and why or why not, and
15. Tell participants that there are many methods to choose from. Read the messages in the **KEY INFORMATION** box below.

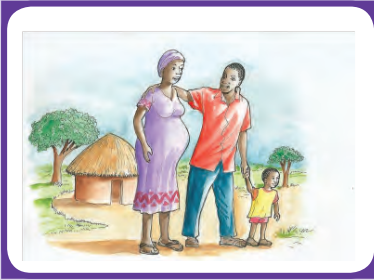
KEY INFORMATION

- Some methods have to be used every day (like the pill) or every time you have sex (like condoms).
- Other methods last for a short time (like injectables). These are injected in a woman's body by a health worker and last for three months.
- There are methods that last for a long time (like implants or IUDs). Insertion of an implant in the woman's arm or an IUD in a woman's body must be performed by a trained health worker at a health center.
- Natural methods that help a woman know which days she is fertile when she can get pregnant (like CycleBeads, TwoDay or LAM).
- Permanent methods that last forever (like getting your tubes tied). These must be done by a skilled provider at a clinic or hospital.

16. Pass around the display board with all methods and ask participants to choose one and tell what they know about that method. Other participants can help. You can add information after they have shared what they know or have heard.
17. Thank participants for sharing what they know and say that you will now explain every method in more detail. If they have questions they can ask them after you have completed your explanation.

18. **Read the information on the back of the family planning display board**, for one method at a time. When explaining SDM, say that this method can only be used by women who have their monthly bleeding (menstruation) regularly. At the end, if participants have questions, remember to use the page with information on Family Planning at the end of this topic.
19. **Review your notes about misinformation or rumors** that participants may have mentioned. Use the information on rumors to correct or clarify.
20. Before ending the session, **inform participants where they can go for family planning**:
 - For those interested in pill, injection, implant, IUD or permanent methods can go to the health center noted in the referrals card. Give these members a Family Planning Invitation Card and note it on your record.
 - Those interested in CycleBeads, TwoDay Method or LAM can attend a group counseling session with the youth facilitators.
 - Tell participants the date when the next session on LAM is scheduled and ask them to think about women who are pregnant or recently had a baby who can come to learn about LAM and breastfeeding.
21. **Thank participants for attending** this session and answer any remaining questions.

Activity Cards to Use with Healthy Timing and Spacing of Pregnancy and Family Planning Topics



After having a child, it is healthiest to wait at least 2 years before trying to become pregnant again.



- Husband and wife should communicate about planning their family.
- Planning when and how many children to have is the couple's responsibility, not just the man's or woman's responsibility.



- Men and woman can receive family planning services from the health center provider or a VHT.



- Health care providers can help women choose the method of family planning that works for her.



- Health care providers can help couples choose the method of family planning that works for her and her partner.



- It is healthiest to delay pregnancy until at least age 18.
- Both mothers and babies are healthier when the mother is 18 or older.

Information that facilitators need to know about spacing and Family Planning

Information about how family planning methods work	Information on what to expect when using a method
<ul style="list-style-type: none"> ■ Each family planning method is based on at least one aspect of male or female fertility. ■ Knowing how family planning methods work on the woman's or man's body to prevent pregnancy can help users use methods correctly and consistently. 	<ul style="list-style-type: none"> ■ Some family planning methods cause changes in the body that are temporary. It is important for women and men to know what to expect to avoid concerns. ■ Except for vasectomy and tubal ligation, with all other methods, couples can have a child soon after stopping.
<ul style="list-style-type: none"> ■ Injectables prevent the release of the ovum (woman's egg). If sperm are present, there is no egg to fertilize. 	<p>What to expect when using the injection:</p> <ul style="list-style-type: none"> ■ (1) Irregular bleeding at first, then spotting or no monthly bleeding. This is common and safe; ■ (2) possible slight weight change; and ■ (3) after stopping injections, it can take several months to become pregnant.
<ul style="list-style-type: none"> ■ Male condoms cover the man's penis during sex and keep the sperm from entering the woman's reproductive system. ■ Female condoms are placed inside the woman's vagina and also keep sperm out of her reproductive system. 	<ul style="list-style-type: none"> ■ What to expect when using condoms: No side effects. Possible condom breakage if package is not opened carefully.
<ul style="list-style-type: none"> ■ Pills and other hormonal methods keep the woman from producing an egg, so even if sperm are in her reproductive system, there is no egg to fertilize. 	<ul style="list-style-type: none"> ■ What to expect when using the Implant: Changes in monthly bleeding including irregular bleeding, spotting, heavier bleeding or no monthly bleeding, are common and safe. ■ What to expect when using the pill: (1) Sometimes irregular bleeding at first, then followed by lighter monthly bleeding with less cramping; or (2) Some women have stomach upset or mild headaches that go away after first few months. ■ What to expect when using the mini-pill: Changes in monthly bleeding including irregular bleeding, spotting, heavier bleeding or no monthly bleeding, are common and safe.
<ul style="list-style-type: none"> ■ Intrauterine devices (IUDs) either cause a chemical change that destroys the sperm or the egg, or let out a small amount of hormone to keep the lining of the uterus from growing. 	<ul style="list-style-type: none"> ■ What to expect when using the IUD: Some cramping and heavier bleeding during monthly bleeding in the first few months of use.
<ul style="list-style-type: none"> ■ With fertility awareness-based methods (FAM) a woman learns to keep track of the days she can get pregnant. To prevent a pregnancy the couple either uses a barrier method (like condoms) or abstains from sex on her fertile days. 	<ul style="list-style-type: none"> ■ LAM, Standard Days Method, TwoDay Method, have no side effects.
<ul style="list-style-type: none"> ■ Permanent methods block the tubes that carry sperm in a man's body (vasectomy) or block the tubes that carry the egg in the woman's body (tubal ligation). This way the egg and sperm cannot join together. 	<ul style="list-style-type: none"> ■ What to expect: Usually you can go home a few hours later. May have soreness for a few days. ■ For tubal ligation, the woman's monthly bleeding will continue as usual.

Correct rumors that may arise.

Rumors about pills	Facts
The pill forms stones inside the body or causes cancer.	The pill does not cause cancer, nor does it cause stones to form inside the body. The pill dissolves inside the body.
Women who take the pill will not be able to have a baby in the future.	A woman who wants to plan a pregnancy is able to conceive soon after stopping the pill.
Rumors about injections	Facts
Absence of menstruation as a result of using Depo is bad for the health of women.	Absence of menstruation when using Depo is because women using it do not ovulate and there is no shedding of the lining of the uterus. This is normal.
Depo can cause abortion.	It does not cause abortion because the union of egg and sperm does not take place. So there is no abortion.
Depo users will not get pregnant again when they stop using it.	It may take some women six to nine months before they get pregnant after they stop using Depo.
Depo causes cancer	Depo has not been shown to cause cancer. On the contrary, it can protect against cancer of ovaries.
Rumors about IUD	Facts
IUDs can travel from the uterus to other parts of the body.	The IUD cannot travel to any part of the body. It can only come out through the vagina and when it is removed by a trained provider.
The string of the IUD can wrap around the penis during sex.	This is not possible, the string is too short.

Rumors about Tubal Ligation	Facts
Tubal ligation changes the woman's menstrual period.	Tubal ligation does not affect the woman's menstrual cycle. The duration and length of the menstrual cycle can be affected by many things, like poor nutrition and hormone changes.
Ligated women lose their sexual desire.	This is not true. The woman will look and feel the same. She might even find that sex is better since she does not have to worry about pregnancy.
After tubal ligation, women become weak and cannot do their work.	The minor operation has no effect on the physical strength of a woman. Women continue to do their ordinary work. General body weakness of a woman could be due to factors such as illness, lack of sleep, or poor nutrition.
Rumors about Vasectomy	Facts
Vasectomy makes a man lose his sexual desire and ability.	A man will look and feel the same as before. Vasectomy does not affect his erection or ejaculation. Problems in achieving erection could be psychological.
Vasectomy causes impotency.	A vasectomy only stops the sperm from reaching and fertilizing the female egg. The man continues to have erections and ejaculations during sexual intercourse.
Rumors about Condoms	Facts
Condoms will decrease sexual pleasure.	For some people, this might be true but not for all people. Condom can be put on after the couple is already aroused.
Some condoms cannot fit the penis	Most condoms can fit any size of penis as long as it is correctly used.

Topic 3: LAM and Good Breastfeeding Practices

Time: 1.5 hours

Purpose:

In this activity the participants will:

- Share their personal experience with breastfeeding through role plays and stories.
- Learn how LAM must be used to prevent pregnancy among mothers who breastfeed.
- Discuss fertility and methods for spacing and preventing pregnancy after LAM.

Key messages:

Make sure that by the end of the activity you have presented these messages:

- Breastmilk provides babies all the liquid and food they need during their first six months of life.
- LAM is a natural method for breastfeeding mothers and can be used immediately after child birth.
- LAM works for women when her menstrual bleeding has not returned; AND she only breastfeeds her baby; AND the baby is less than six months old.
- Breastfeeding alone will not prevent pregnancy.
- If her period returns, or if her baby is older than six months, or if her baby is fed other liquids or foods, the woman should start another method to avoid getting pregnant.
- It is important for the family to support a mother breastfeeding exclusively for the first six months after childbirth.

Materials

For this topic, facilitators will use these materials:

- Key information on breastfeeding and LAM
- LAM activity cards
- Flipchart LAM page

Preparation

- In advance, study the **Information that facilitators need to know about Breastfeeding and LAM.**
- Also in advance, study the steps to carry out the activities for the LAM and Breastfeeding topic.
- Before the session, gather your materials and know when and how to use them.



Instructions:

PART 1: Introduction (20 minutes)

In this activity participants will first act a play using Joy's story. Then they will discuss what they know and think about it. The materials to use in this activity are Joy's story and the discussion questions.

1. Greet participants, introduce yourself and state the topic and purpose of this activity.
2. Tell the group that we will start with a play about a neighbor who is pregnant for the first time.
3. Read **JOY'S STORY** out loud so that all participants can hear you.
4. Ask for volunteers to play the role of Joy, her husband, her mother-in-law. They can invite other characters to their play. Tell the volunteers that they have five minutes to prepare a play (drama, role play) using **JOY'S STORY**.
5. Read Joy's case one more time for participants and volunteers.
6. After five minutes, invite the volunteers to present their play. Ask participants to observe the play without interrupting. Also ask them to think about what they will want to discuss later about this story.

JOY'S STORY

Joy is pregnant with her first child. She wants to breastfeed so that her baby grows strong and in good health.

Joy and her husband want to wait several years to have another child. She heard that she won't get pregnant if she breastfeeds.

Her mother-in-law is grateful to Joy for her soon-to-be grandson and hopes that another grandchild comes soon after.

PART 2: Discussing the play (20 minutes)

7. After the acting is completed, thank the volunteers and ask the participants to provide feedback to the volunteers.
8. Listen and take notes about incorrect information participants say. Also take notes about comments on things that are done in the community that may not be healthy for the baby and the mother.
9. Ask participants their thoughts about what they saw in the play. To help them share their ideas and guide the discussion, use some of the following questions:

DISCUSSION QUESTIONS

Discuss what participants saw and think about the story

- What did you see in the drama?
- Is what you saw in the drama common in your community?

Discuss what participants see in their own community

- What are babies fed the first few days after birth?
- Are babies fed only breast milk without other food or liquids the first six months?
- After having a child, how long do couples wait to have another baby?
- How long do women usually wait after child birth before using family planning?
- Have women in your community gotten pregnant while still breastfeeding?

DISCUSSION QUESTIONS

Discuss what participants recommend in Joy's story

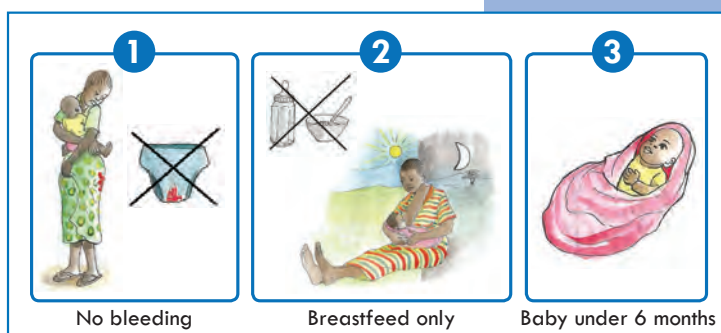
- What would you do in Joy's place if you wanted to only give breastmilk to your baby?
- What would you do if a relative or neighbor wanted to offer food to the baby?
- How would you explain the good things you know about breastfeeding to help Joy's baby grow strong and healthy?

PART 3: Understanding LAM (20 minutes)

In this activity, facilitators explain to the group the three criteria for LAM and messages about good breastfeeding practices. The material for this activity is the flipchart's LAM page. Study in advance the LAM messages in the KEY INFORMATION.

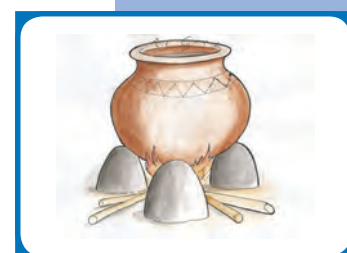
10. Tell participants that it is possible for women to protect themselves from pregnancy after childbirth as long as they meet three key conditions. Using the LAM page in the flipchart explain the three conditions.

- **ONE: Their menstruation has not yet returned**
- **TWO: They are only breastfeeding their baby (no other food or liquid, feeding baby any time)**
- **THREE: Their baby is less than 6 months old.**



11. Remind participants that breastfeeding is the healthiest form of nourishment for a new baby, and the baby needs no other food or water for the first 6 months.

12. Show the image of the pot of sitting on top of three stones. Tell participants this pot of food is like LAM, and the three stones are the three conditions of LAM we talked about.



13. Ask participants to label each of the stones with the criteria. Then ask them:
- What would happen if one of these stones was moved? The answer is: the pot would fall.
 - What would happen if one of the LAM criteria was missing for the mother? The answer is: she could become pregnant.



14. Clarify any incorrect information and repeat the 3 LAM conditions.

15. Using the Flipchart LAM Page, explain other messages about LAM and

breastfeeding. You can also use the **KEY INFORMATION on Breastfeeding and LAM** page in your guide, using the pictures as you explain the messages.

16. Ask participants to think of someone in their family or community that could benefit from LAM. Ask a few volunteers to tell what message they will share with that person.

PART 4: Evaluating the group's learning (20 minutes)

In this activity participants will explain what they have learned about breastfeeding and LAM. The material to use is the set of LAM activity cards.

17. Divide participants into two groups and give each group one set of cards.
 - Ask participants in group #1 to arrange the cards into a story that can help Joy use breastfeeding correctly as a method (LAM) to space her pregnancies.
 - Ask participants in group #2 to create a story about how Joy will know when breastfeeding will no longer help her to prevent pregnancy. Also, what can Joy do to prevent pregnancy if LAM no longer works for her?
18. Explain that they need to select the cards they think are right for telling their story. Not all the cards may be useful in their story.
19. Bring both groups together so that each one can take a turn presenting their story. After stories are presented, do the following:
 - Ask participants to identify and remove any cards which are unnecessary in the stories. Make sure the story includes the correct LAM cards.

The following 12 cards are needed in order to tell the story of how LAM can work for Joy.

LAM conditions for the method to work preventing pregnancy



No bleeding



Breastfeed only, no other food or liquids



Baby under six months

Good breastfeeding practices



Immediate breastfeeding



Breastfeed day and night



Put baby in good position



Breastfeed even if mother or baby is sick

When one of the 3 conditions is no longer true for the woman, LAM will not protect her. She should talk with a health worker about using another method of family planning.



Bleeding returns



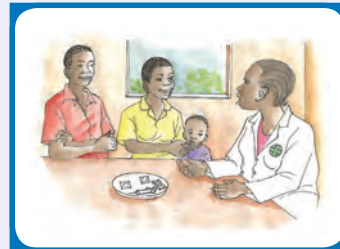
Baby older than 6 months



After 6 months add other food



Food and other fluids added



Talk to health worker about other methods

20. Ask participants if they have questions and provide answers. Also correct the rumors (incorrect information) about LAM that you may have heard participants say about breastfeeding and LAM. You can correct those rumors using the information on rumors in your guide. If you don't have the answer, tell participants that you will get it and bring it to the next education session. (5 minutes)
21. Using the family planning methods display board, explain the family planning methods that the woman can use after LAM has ended for her.
22. Thank participants for their contributions. Invite them to attend the meeting on family planning where more details about the methods will be offered. Also inform them the following:
 - If they are interested in the pill, injection, implant or IUD, invite them to visit the health center or VHT to get one of these methods. Give those participants a family planning invitation card.
 - If they are interested in a FAM method, CycleBeads or TwoDay Method, invite them to attend the group counseling session of the method in which they are interested. Make sure to say that to use CycleBeads, the woman must have her monthly bleeding regularly.
 - Remain in the location for a few more minutes to take note of those who would like to attend future counseling in SDM or TwoDay Method. Inform them the day, time and location the group counseling will take place.

PART 5: Knowing the Facts

23. Close the session with a fun activity that will help participants go home with important messages to share with others. Ask participants to stand and as you read a sentence, they will move to your right if they think the sentence is true, and move to your left if they think the sentence is false.

■ **Breastfeeding babies need to drink water.**

False. Breastfeeding babies do not need to drink water.

Water is a main ingredient in breastmilk. There is enough water in breastmilk to quench the baby's thirst even when the weather is very hot. This is why breastfed babies do not need water, juices, or any other liquids during the first 6 months of life.

■ **Breastmilk is the perfect food for a young baby under 6 months.**

True. Breastmilk is the perfect food for a baby during the first 6 months. It has everything a baby needs in the right amounts to grow and develop.

■ **The mother's first milk called colostrum helps protect babies against viruses and bacteria.**

True. This yellow and thick liquid called colostrum is like the baby's first immunization.

■ **A mother should continue to breastfeed her baby, even if she or baby is sick.**

True. Breastmilk is still easier for the baby to digest. A mother's milk is still safe and good for the baby, even if mother is sick.

■ **Breastfeeding night and day the first six months stops the woman's egg from ripening and helps keep the woman from getting pregnant.**

True. Exclusive breastfeeding changes a woman's body by delaying ovulation and menstruation during the first 6 months after giving birth. This will protect her from getting pregnant only during those 6 months.

■ **Breastfeeding alone will protect a woman from getting pregnant.**

False. Breastfeeding is only one of the 3 conditions necessary to prevent pregnancy with LAM. In addition to breastfeeding, the baby must be under 6 months and the woman's bleeding should have no returned.

■ **Joy should make her mother-in-law happy and give her a second grandchild soon after her first baby is born.**

False. For the health of the mother and the baby it is recommended that mothers wait two years after giving birth before becoming pregnant again. Babies grow up bigger, stronger, and healthier. Mothers are less likely to die in childbirth. Babies are less likely to die, be underweight, or be born early if the mother rests for at least two years before getting pregnant again.

Information that facilitators need to know about Breastfeeding and LAM

Key topics to cover	Information to know and say	Information to know and use for answering questions
1. Meaning of exclusive breastfeeding	Exclusive breastfeeding is when a mother only breastfeeds her baby without mixing in any other food, juice or water from the moment that baby is born up to the first 6 months.	Breastfeeding the baby when the baby wants, on demand will help keep the milk flowing.
2. Why is it important to start breastfeeding within the first half-hour of a new born	<ul style="list-style-type: none"> ■ Suckling starts the flow of breast milk. ■ First breast milk provides first immunization to baby. 	The baby's suckling stimulates the mother's production of breast milk.
3. The 3 conditions that make breastfeeding a family planning method	For LAM to prevent pregnancy, 3 conditions must be met: <ul style="list-style-type: none"> ■ The woman only breastfeeds her baby (no other food, juice or water). ■ Her monthly period has not started since she gave birth. ■ Her baby is less than 6 months old. 	Frequent breast feeding, whenever the baby wants, will stop the woman's egg from ripening and will stop the woman's menstruation.
4. How a woman can become pregnant even when she is breastfeeding	<ul style="list-style-type: none"> ■ There are three conditions that can lead to pregnancy in breastfeeding mothers: <ul style="list-style-type: none"> • If woman has her bleeding months after delivering her baby. • If the woman is no longer breastfeeding exclusively. • If the baby is more than six months old. 	<p>How it works:</p> <ul style="list-style-type: none"> ■ Whenever the baby grips and sucks on the mother's nipple, it sends a message to the brain to stop eggs from ripening in the ovaries. ■ When the eggs do not ripen or mature, no menstruation can happen. ■ The more a baby sucks the nipple, the message to stop eggs from ripening is stronger. ■ Feeding the baby on other food, juice, or water will disconnect the communication from the nipple to the brain. This will also stop the brain message to the ovaries to ripen the egg. Staying away from baby more than 4 hours also breaks this communication.
5. Why the first 6 months of exclusive breastfeeding helps to transition to another family planning method	<ul style="list-style-type: none"> ■ Gives time to begin thinking about a method of choice ■ Time to discuss with partner the family planning options they can choose 	<ul style="list-style-type: none"> ■ Family planning methods that breastfeeding mothers can use: <ul style="list-style-type: none"> • Injectable • IUD • Pill (progestin only) • Condom • TwoDay Method

Correct rumors that may arise.

Rumors about LAM and breastfeeding	Facts
Women who breastfeed will not get pregnant for years.	This is not true. Breastfeeding can delay the return to fertility. But breastfeeding alone is not sufficient to prevent pregnancy. And LAM can only be used for up to six months after baby is born. After that another method should be started.
A woman who leaves her baby at home to work away can express her milk while using LAM	LAM Requires breastfeeding frequently both day and night. Expressing breast milk does not stimulate the nipple to stop ovulation. Only the baby's suckling at the breast will help stop ovulation.
Breastfeeding and LAM are the same thing.	Breastfeeding alone will not protect a woman from getting pregnant. Breastfeeding is not the same as using LAM. Breastfeeding is effective as family planning if: <ol style="list-style-type: none">1) the baby ONLY receives breast milk (no other food or liquids),2) menstruation has NOT returned, and3) baby is under 6 months of age.

Activity Cards for LAM and Breastfeeding Topics



- The baby's suckling stimulates the nipple.
- This physical stimulation of the nipple sends a message to the mother's brain.
- Another message is sent from the brain to the woman's ovaries to stop the release of an egg



- A woman using LAM should breastfeed whenever the baby is hungry, both during the day and at night.
- **This is one of the 3 conditions for LAM.**



- A breastfeeding woman can use LAM if her baby is less than 6 months old.
- After baby turns 6 months the woman can get pregnant again, even if she breastfeeds.
- **This is one of the 3 conditions for LAM.**



- For LAM to work, menstrual bleeding should NOT have returned since baby was born.
- **This is one of the 3 conditions for LAM.**



- This pot is like LAM, and the three stones are the three conditions for LAM to work preventing pregnancy.
- If one of these stones is moved, the pot would fall. If one of the LAM conditions was missing for the mother, she could become pregnant.



- When baby receives foods or liquids other than breast milk, the baby will not breastfeed as often.
- LAM will not protect her from pregnancy. She can get pregnant again.
- The woman should use a different family planning method.



- Do not give baby any foods, water, or other liquids before 6 months of age.
- Medicines, vitamins and vaccines are okay.
- Breastfeeding provides babies everything they need to be healthy the first 6 months.

Activity Cards for LAM and Breastfeeding Topics



- A woman should breastfeed her baby immediately after giving birth.
- Breastfeeding within one hour protects infants from disease by providing the thick, yellowish first milk (colostrum) which is like the baby's first vaccine.



- A woman should continue to breastfeed even when she or her baby is sick.
- Even if the mother is sick her breastmilk still protects the infant against illness.
- If the infant is sick, the mother has to breastfeed more frequently so the baby gets better faster.
- With breastmilk the baby recuperates water and nutrients lost through frequent loose stools. Also breastmilk is the most easily digestible food for the sick baby.



- The mother has to position and attach the infant to the breast correctly to help prevent sore or cracked nipples, and to stimulate her milk supply.



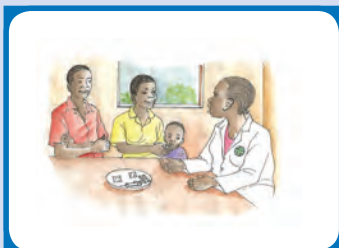
- When the woman begins menstrual bleeding she is fertile again.
- She can get pregnant even if she continue to breastfeed.
- She should use a different family planning method.



- When your baby turns 6 months old you may be fertile again. You can get pregnant, even if you continue to breastfeed.
- **A mother whose baby is 6 months or older cannot use LAM.**
- By the age of six months the mother or caregiver must add complementary food.



- By the age of six months the mother or caregiver must add complementary food.



- Once any of the three criteria for using LAM are no longer met, a woman should visit a health care provider to obtain a different family planning method.

Flipchart Page for LAM and Breastfeeding



Kit ma Yoo man tiyo

Yoo adek me LAM

1



2



3





Yoo maber me doto latin ki cak kor dako





Kit ma Yoo man tiyo

Dat kare ki kare juko tang dako me tegi gi juko kwe dwe/ruk.

- Dat pa latin owalo ngeci | ya dam me juko tang dako me tegi daki juko kwe dwe.
- Kwe man Lwore | kin cak kor, adam, gi pak tang dako.
- Cam mukene ma pat gi dot, juko lok/ kubo ngeci man. Bene time ka min latin bedo be cawa 4 sabongo dote latin.
- Kace ngeci man ood, tang dako cak daki cak neon kwe. Daka bedo gi kero me yodo daki romo yac.

Yoo adek me LAM

1



Ony pa remo | kit me ruk/dwe pud pe odwogo ma | nywal kwede.

- Ka | cako kwe ni, | tye kero me nyodo daki. | romo camo |cc/|yac kadi | mede gi dot.

2



Man doto latin dwe ceng gi dwe woo keken daki pe gi miyo cam, pii anyo gin imamato.

- Ka latin obedo ki kero me nongo cam moo keken , pii nyo gin amato ma keken ma mede | kom cak odoto, latini pe obe doto dot kit ma mite tere tere ni. man weko dak in | bedo ki kare me nongo yoo dok aye kadi itye ka doto latin.

3



Latin pwodi pe oo dwe 6

- Kace latini oo dwe abicel | tye gi kero me nyodo. | romo yac, kadi | mede gi dot.



Yoo maber me doto latin ki cak kor dako

Cak doto latin | kin cawa me ael ma | nywal kwede.

Ket latin obet | kom mi cut cut | cawa ma | nywal, anyero obed dat lum del ikin min latin gin ki mine inge nywal.

Dat latin ki cak me ael ma tye ki moc cam mad-wong.

Cak kor keken aye latini mita me dongo maber ma kome yot | cacki dwe abicel.

Nen ni latin obedo ki miti | dot dok obed cak ki cak.

Latin anyero obed atir kun nongo wiye adok ongec.

Latin anyero ayala doge ma lac , dog cak weng anyero odony | dog latin.

Dat latin teke mile, dwe wor wa dyceng weng.

Dat latin tere tere kit ma latin tye ka mita ne kwede anyo | nge cawa aryo me oo | cawa angwen.

Pe | ititi kwanyi cam moo keken anyo gin amato mo keken kadi pii amato, kadi bed ngat mukene aye tye ka gwako latin.

Mede ki dot kadi bed in min latin komi lit anyo latin aye kome lit.



Cak kelo kwai cam mukene | med | kom cak nongo dang latin oo dwe abicel 6.

Lesson Plans for **Group Counseling**

- ▶ **Group Counseling in Standard Days Method (SDM) with CycleBeads**
- ▶ **Method Support Session for SDM Users**
- ▶ **Group Counseling in TwoDay Method**
- ▶ **Method Support Session for TwoDay Method Users**



Group Counseling on Standard Days Method with CycleBeads

Time:

1.5 hours

Purpose:

In this activity, individuals or couples interested in using Standard Days Method (SDM) learn if they meet the requirements to use it. They will also receive instructions on how to use SDM with CycleBeads.

Instructions:

These instructions will help facilitators remember the steps to follow when counseling women and men on this method.

FACILITATOR'S TASK	COUNSELING STEPS
1. GREET PARTICIPANTS	Greet participants, ask who are couples and have them sign the attendance form.
2. SETTING THE CLIMATE	<ul style="list-style-type: none">■ Welcome and make group members comfortable■ Introduce yourself and invite others to do so■ Set group norms:<ul style="list-style-type: none">• Keep the group's discussion confidential• Respect one another• Support one another
3. INTRODUCE PURPOSE OF GROUP COUNSELING	<ul style="list-style-type: none">■ Confirm that this session is for those interested in learning to use CycleBeads as their family planning method.■ This is not just an information session. Participants will learn if the method would work for them and decide if they will go home with this method.■ Show the beads which they will learn to use later.
4. ASK OPENING QUESTIONS	<ul style="list-style-type: none">■ What is your goal for spacing your pregnancies?■ How do you think you can achieve that goal?

FACILITATOR'S TASK

COUNSELING STEPS

5. ASK QUESTIONS TO HELP PARTICIPANTS KNOW IF THIS METHOD IS APPROPRIATE FOR THEM

- Show CycleBeads and say that it represents the woman's menstrual cycle, and each bead is a day in her cycle. Point to the red bead and say that the cycle begins on the first day of the monthly bleeding (period). Every time the period starts is the beginning of a new cycle.
- Say that CycleBeads is not for everyone. Two conditions are needed to use it successfully: 1) regular monthly bleeding and 2) the couple's agreement.
- Ask questions to know what participants understand about the cycle:
 - Ask how often do women have their period? Is it always the same?
 - **Ask those who get their period every month to raise their hand.**
 - Say that this method is for women who have their periods regularly about once a month.
 - Those who answered **NO** to having regular monthly periods cannot use this method. Say that they are welcome to stay or free to go. Invite them to attend a session on TwoDay Method or give them the family planning invitation card.
- Tell participants that you need to ask other questions of each woman and couple to know if this method is appropriate for them.

Is CycleBeads appropriate for the woman?

Ask the following questions and make sure every woman responds **YES** or **NO**:

Do you get your period monthly when expected?	Answered YES , then she can use CycleBeads if periods come monthly. Answered NO , she cannot use it if periods are not regular
Is someone using a hormonal method or an IUD at this time?	Answered YES to using another method, then she cannot use CycleBeads now. Answered NO , then she can use CycleBeads. Say this method is for women who are NOT USING another method.
Is there a woman here who has a child under 1 year old?	Answered NO , she can use CycleBeads Answered YES , she cannot use CycleBeads now Say this method is not appropriate for women who have given birth recently.

Is CycleBeads appropriate for the couple?

- Say that the second condition for CycleBeads to work is that the couple agrees to use condoms or avoid sex on the 12 white bead days.
- Ask the following questions to know if the couple can agree to follow the method rules:

Will you and your partner be able to use a condom or not have sex on the 12 white bead days?	Answered YES – She can use CycleBeads Answered NO – Cannot use CycleBeads now Say that this method works only when the couple communicates and agrees to use condoms or not have sex when she is fertile.
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FACILITATOR'S TASK	COUNSELING STEPS
<p>6. DESCRIBE HOW CYCLEBEADS WORKS, HOW IT IS USED</p>	<p>Demonstrate method use</p> <ul style="list-style-type: none"> ■ Following method instructions (included in the CycleBeads packet) do a demonstration of how the method works. ■ Use the beads to explain: <ul style="list-style-type: none"> • Colors and how the beads work • How to know if your menstrual period is coming on time • What to do if you forget to move the ring • When to start using CycleBeads and when to go see the provider ■ Ask questions to know if explanation was understood. <p>Practice method use</p> <ul style="list-style-type: none"> ■ Hand one set of beads to three participants <ul style="list-style-type: none"> • Ask them to open the CycleBeads instructions and show the panel on how to use the beads. Read and show the instructions. • Ask them to take turns explaining to each other how to use the beads. ■ Invite one man to explain. Then invite one woman to explain. ■ Use the condom page of the flipchart to demonstrate how to use condoms. ■ At the end of this practice ask all participants to return the beads.
<p>7. ENGAGE MEMBERS IN DISCUSSION ON MANAGING FERTILE DAYS</p>	<p>Discuss couple's use</p> <ul style="list-style-type: none"> ■ Ask questions to encourage reflection and discussion about couples' sexuality and communication. Skip questions that you don't feel comfortable asking. <ul style="list-style-type: none"> • Can you talk openly with your partner if you don't want to have sex? • Can you avoid sex or use condoms on the days when the woman is fertile and could conceive? • Is there anything else couples could do to avoid getting pregnant on fertile days? Other sexually pleasurable activities that do not result in pregnancy? ■ Ask the men in the group for ideas on handling disagreements with their spouse (taking walks, interrupting the conversation, walking away until they cool down).

FACILITATOR'S TASK

7. ENGAGE MEMBERS IN DISCUSSION ON MANAGING FERTILE DAYS

(continued)

Activity Cards for Couple Decision Making

Visual Statement	Female Statements	Male Statements
	I feel comfortable telling my partner if I am on a fertile or infertile day.	I feel comfortable asking my partner if she is on a fertile or infertile day.
	I feel comfortable telling my partner that we should use condoms.	I feel comfortable telling my partner that we should use condoms.
	I feel comfortable telling my partner that we should not have sex today.	I feel comfortable telling my partner that we should not have sex today.
	I like talking to my partner and deciding what to do on fertile days.	I like talking to my partner and deciding what to do on fertile days.
	I feel comfortable consulting my partner when he is upset.	I feel comfortable consulting my partner when she is upset.
	I feel comfortable talking to my partner about our disagreements.	I feel comfortable talking to my partner about our disagreements.

Always true	Sometimes true	Rarely true	Never true

COUNSELING STEPS

- Tell the group that now that they know how to use CycleBeads, it is important to discuss how the couple will avoid getting pregnant on the fertile days.
- Say that you will show pictures of different situations that couples experience. These are situations that may affect whether the couple can agree and maintain a commitment to use condoms or avoid sex on the fertile days. Show one picture at a time and read the statement that corresponds to the picture.
- Share with participants the pictures of the corn and explain their meaning.
 - The corn with all of its kernels means that something is **ALWAYS** true for you.
 - The corn with many kernels means that something is **SOMETIMES** true for you.
 - The corn with a few kernels means that something is **RARELY** true for you. It is true only every once in a while.
 - The empty corn with no kernels means that something is **NEVER** true for you.
- To be sure the corn cards are clear to participants say that you will use an example on how to use these.
 - Example: "I eat millet bread everyday". If this statement is always true for you, which corn card would you use? If this is never true, which corn card would you show me? Now, what card would you show me if this is true most of the time? And which card would you use to indicate that this is true only every once in a while?
- Organize the participants into separate women-only and men-only groups. Give each group one set of activity cards with the statements and one set of corn cards. In their groups, participants will talk for 5 minutes to share how they feel about each image. They will each take a turn deciding how true the situation in the picture is using the corn cards.
- Then ask participants to go back to their partner and as a couple share how each feels about the situation shown on the pictures. Using the corn, decide how true or not those situations are for each and how it can be improved.
- Collect all the cards and ask for volunteers to share their thoughts about the following questions that you can read.

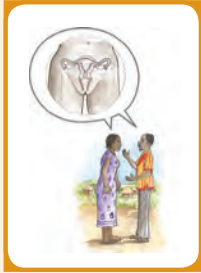
FACILITATOR'S TASK	COUNSELING STEPS
<p>7. ENGAGE MEMBERS IN DISCUSSION ON MANAGING FERTILE DAYS (continued)</p>	<div data-bbox="528 203 1453 835" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">DISCUSSION QUESTIONS</p> <ul style="list-style-type: none"> ■ How did you feel discussing the statements and pictures with individuals of your same sex? Was it helpful to do this before discussing the cards with your own partner? ■ What conclusions did the couples reach about making decisions together? ■ If you are a man, what are some ways that you can participate in using this family planning method? ■ If you are a woman, how do you think your partner will react to using condoms or avoiding having sex on the days you can conceive? ■ Do you think you and your partner may have any problems using this method? What problems might you have? ■ How can a woman let her partner know which days they can or cannot have sex? </div> <ul style="list-style-type: none"> ■ Say that couples who cannot agree on using condoms or avoiding sex on fertile days should not use this method. For those who are unable to use this method, give them a family planning invitation card to visit the health center or VHT to select another method. <p>Challenging situations for couples</p> <ul style="list-style-type: none"> ■ In cases where the husband might react violently, they should use another method. Some men may get violent if the wife tells him about using condoms or not having sex. Mention that in these situations the woman can go to the health center for another method and also report domestic violence. ■ Couples should also use another method if there is alcohol use that would make negotiating condom use or abstinence difficult. Ask women in the group if they know where to go in case the partner hits/threatens her.
<p>8. DECIDING AND MAKING A COMMITMENT TO USE FAMILY PLANNING</p>	<ul style="list-style-type: none"> ■ Tell the couples that it is time to decide if they will use this method and how. Ask the couple to discuss the following points among themselves: <ul style="list-style-type: none"> • Why they want to use family planning • Decide if they want to use this as their family planning method • What have they decided to do to prevent pregnancy on fertile days (white beads) ■ Ask participants if they would like to share with others what they have decided.

FACILITATOR'S TASK	COUNSELING STEPS
<p>9. GOING HOME WITH THE METHOD</p>	<ul style="list-style-type: none"> ■ Ask participants if they would like to share with others what they have decided. ■ To those participants who don't meet the method requirements, give a family planning invitation card. ■ To those participants who have periods (or their wives do) monthly, ask if they are interested in using this method. Give a set of beads to those who meet the two conditions required for using CycleBeads and are interested in using this method. <ul style="list-style-type: none"> • Explain they must start using the beads on the first day of the woman's menstrual bleeding. On that day, put the ring on the red bead and continue to move the ring one bead every day. • Remind them to use condoms or abstain from sex on white bead days. Also use condoms until they start using the beads for the first time. • If the woman doesn't start her period, talk to the facilitators. Also, she should talk to the facilitators if the period starts early (before darker bead) or is late (starts after last bead). ■ Point to the instructions in their beads packet. Review the images in the panels to be sure they understand the messages on the panels. ■ Ask if anyone has questions and respond.

<p>END THE SESSION:</p> <ul style="list-style-type: none"> ■ Remind participants that they can achieve their goal. ■ Remind them of the three rules: keep all group information secret, keep respect, and support one another. ■ Tell participants when the next support session is scheduled (if known).

Activity Cards for Couple Decision Making

Visual Statements



Female Statements

I feel comfortable telling my partner if I am on a fertile or infertile day.

Male Statements

I feel comfortable asking my partner if she is on a fertile or infertile day.



I feel comfortable telling my partner that we should use condoms.

I feel comfortable telling my partner that we should use condoms.



I feel comfortable telling my partner that we should not have sex today.

I feel comfortable telling my partner that we should not have sex today.



I like talking to my partner and deciding what to do on fertile days.

I like talking to my partner and deciding what to do on fertile days.



I feel comfortable consoling my partner when he is upset.

I feel comfortable consoling my partner when she is upset.



I feel comfortable talking to my partner about our disagreements.

I feel comfortable talking to my partner about our disagreements.

Always true



Sometimes true



Rarely true



Never true



Method Support Session for SDM Users

Time:

1.5 hours

Purpose:

In this counseling session, couples or individuals that have started to use SDM with CycleBeads meet to share successes and challenges using this method. The facilitator will let users know if the method is still appropriate for them and review key information on using CycleBeads.

Materials:

In this session, facilitators will use these materials:

- CycleBeads, instructions for use and calendar
- Activity cards on couple communication and decision making

These instructions will help youth facilitators, who have been trained in SDM, remember the steps to follow when

ing the follow up session with the couples

COUNSELOR'S TASKS	STEPS
1. WELCOME PARTICIPANTS	Welcome back participants and complete the attendance form <ul style="list-style-type: none">■ Acknowledge effort to come back for method support■ Ask participants to confirm reasons for coming back for the follow-up group counselling session■ Confirm that this session is for those who have already participated in a counseling session in SDM. If there are participants who are coming for the first time to learn the method, invited them to come to one of your future counseling sessions.
2. SETTING THE CLIMATE	<ul style="list-style-type: none">■ Ask participants to remind themselves of the group norms agreed in previous session<ul style="list-style-type: none">• To keep the group's discussion confidential• Respect one another• Support one another
3. REVIEW & AGREE ON PURPOSE OF THIS FOLLOW-UP SUPPORT SESSION	<ul style="list-style-type: none">■ Ask couples to share what they hope to achieve in this session■ Confirm whether couples still feel the method is right for them or not. Find out their reasons and what they want to do■ If they are affected by rumors and wrong information, dispel the rumors and provide correct information■ If they still feel they do not wish to continue with the method, refer and give them a family planning invitation card. Continue discussion with the rest of the couples.

COUNSELOR'S TASKS	STEPS
<p>4. ASK QUESTIONS TO REFLECT ON PROGRESS TOWARDS FAMILY PLANNING INTENTIONS</p>	<p>Ask participants to share their experience as you ask the following questions:</p> <ul style="list-style-type: none"> ■ What was your goal for spacing children? ■ What actions did you take to ensure the method would work for you as a couple? ■ How far have you gone with implementing your actions? ■ What positive things did you learn during this time using the method? ■ What challenges did you find along the way? <ul style="list-style-type: none"> • What did you do to overcome the challenge? • If you did not, what help/support do you need to overcome your challenge? ■ Ask the rest of the group to suggest possible ways colleagues can deal with current challenges.
<p>5. REVIEW METHOD USE</p>	<ul style="list-style-type: none"> ■ Tell the couples that we will now talk about how they are using the method. Ask the following questions <ul style="list-style-type: none"> • Can a volunteer show us how you are using the beads? Thank the volunteer and if there was incorrect information shared, explain the correct way. Use the CycleBeads instructions or your flipchart to read the correct information. • Were all of you able to start using the beads? ■ Those who began using the method, ask: <ul style="list-style-type: none"> • Has the period started before the darker brown bead? Has any woman here had a late period, that means, no menstrual bleeding after putting the ring on the last brown bead? • If the period has been early or late, did you discuss it with someone? (Remind the couples that the period must always come on the days between the darker and the last brown bead to work protect from pregnancy) • Has the couple been able to use condoms or avoid sex when ring is on white beads? (Remind the couples that they must use condoms or avoid sex on those days for the method to work protecting from pregnancy) ■ Those who did not start using the method, please tell us the reasons for not starting. How can we all help you? What questions do you have? Do you remember how the method works? ■ Ask participants about other aspects about using the method. ■ Before moving to the next point, explain how to use CycleBeads. Use the key messages in the instructions for CycleBeads.

COUNSELOR'S TASKS	STEPS
<p>6. ASK QUESTIONS TO HELP COUPLES RE-DEFINE OR REFOCUS THEIR ACTION POINTS</p>	<ul style="list-style-type: none"> ■ Ask: How many of you feel you are still on track with the actions you set in the last session? ■ Ask: How many of you feel you need make changes on your actions? ■ Remind participants about the activity with cards they did during the counseling. Distribute the corn cards so that each couple has one set. Say that the women will respond first using the cards. ■ Show the card and read the statement for the female for each of the activity cards. Participants will use their corn cards to answer how they feel. ■ Then show the card again and read the statements for males. Invite the men to respond using the corn cards. ■ Tell couples to find a quiet place and work on their action points and how they intend to monitor their progress. ■ Invite participants to share their feelings, and whether the decisions that they have made have improved communication with their partner. ■ Couples share (if they feel comfortable) what they intend to do to achieve their action points
<p>7. END THE COUNSELLING SESSION AND AGREE ON NEXT MEETING</p>	<ul style="list-style-type: none"> ■ Couples confirm their next action points ■ Ask any questions (if needed) ■ Ask if they would like to attend another couple support meeting and inform them when it is scheduled.
<p>8. END THE COUNSELLING RELATIONSHIP IF COUPLES HAVE MASTERED METHOD AND NEED NO MORE FOLLOW UP</p>	<ul style="list-style-type: none"> ■ Thank couples for their commitment to their goals and action points ■ Request them to share what they have enjoyed and learned from other couples in their groups ■ Explain that the counseling relationship has ended (but the couples may continue supporting one another)

Group Counseling in TwoDay Method

Time: 1.5 hours

Purpose: In this activity, women or couples interested in using TwoDay Method will know if they meet the requirements to use it. They will also receive instructions on how to use the method.

Instructions: These instructions will help facilitators remember the steps to follow when counseling women and men on TwoDay Method.

FACILITATOR TASKS	COUNSELING STEPS
1. GREET PARTICIPANTS.	<ul style="list-style-type: none"> ■ Greet participants, ask who are couples and have them sign the attendance form.
2. SET THE CLIMATE.	<ul style="list-style-type: none"> ■ Welcome the participants and make them feel comfortable. ■ Introduce yourself and invite others to do so. ■ Set group norms: <ul style="list-style-type: none"> • Keep the group’s discussion confidential. This means not sharing what is said with anyone outside the group. • Respect one another. • Support one another. ■ Ask questions about the participant goals for child spacing: <ul style="list-style-type: none"> • What is your goal for spacing your pregnancies? Why do you want to space pregnancies? • What can you do to achieve this goal?
3. INTRODUCE PURPOSE OF THE GROUP COUNSELING.	<ul style="list-style-type: none"> ■ Explain that this session is for those interested in TwoDay Method of family planning. ■ Say that this is not just an information session. Participants will learn if TwoDay would work for them and decide if they will begin using it. ■ Say that TwoDay is a natural method of family planning. To use it, the woman does not need to swallow anything or put anything in her body.
4. EXPLAIN BRIEFLY WHAT IS TWODAY METHOD.	<ul style="list-style-type: none"> ■ Explain that, to use TwoDay Method, a woman pays attention to her secretions daily to know if she is on a fertile or infertile day. On fertile days, the couple uses condoms or abstinence to prevent a pregnancy. ■ Offer the following details about TwoDay: <ul style="list-style-type: none"> • Women check themselves several times during the day to know if they have secretions. Secretions are a clear fluid that women can see in their genitals. • A woman is fertile and can get pregnant if she has secretions today or had them yesterday. She is not fertile if she had two consecutive days without secretions.

FACILITATOR TASKS	COUNSELING STEPS				
<p>5. ASK QUESTIONS TO HELP PARTICIPANTS KNOW IF THIS METHOD IS APPROPRIATE FOR THEM.</p>	<ul style="list-style-type: none"> ■ Tell participants that you will ask some questions to know if this method is appropriate for them. ■ Say that only the women need to respond to the following questions. <ul style="list-style-type: none"> • Have you noticed that you have secretions? These are a wet fluid in your genital area, different from the monthly bleeding. • What do these secretions look like? <p>Is TwoDay Method appropriate for the WOMAN?</p> <ul style="list-style-type: none"> ■ Ask the women to answer, or if they prefer it, just place one hand on their chest if their secretions are smelly, itchy or painful? <table border="1" data-bbox="496 555 1485 875"> <tr> <td data-bbox="496 555 855 875"> <p>Are your secretions smelly, itchy or painful?</p> </td> <td data-bbox="855 555 1485 875"> <p>Answered NO, then the woman can use TwoDay Method.</p> <p>Answered YES, she should not start using TwoDay Method at this time.</p> <p>Answered YES, tell her to visit the health center to get an exam and be sure her secretions are healthy again.</p> </td> </tr> </table> <ul style="list-style-type: none"> ■ Say that if the woman has secretions that are smelly, itchy or painful, it may be an indication that her secretions are not healthy. In this case, the couple/ woman should not use this method right now because she will have secretions all the time rather than only on days when she is fertile. She can start using the method later after she has been checked at the health center. <p>Is TwoDay Method appropriate for the COUPLE?</p> <ul style="list-style-type: none"> ■ Ask both women and men to answer, or if they prefer it, just place one hand on their chest if their answer is yes. <table border="1" data-bbox="496 1220 1474 1541"> <tr> <td data-bbox="496 1220 863 1541"> <p>Can you avoid sex or use condoms on the days when the woman can become pregnant?</p> </td> <td data-bbox="863 1220 1474 1541"> <p>Answered YES, then the couple can use TwoDay Method.</p> <p>Answered NO, then the couple should not use this method.</p> <p>Answered NO, give them a Family Planning Invitation Card to get another method from the VHT or health center.</p> </td> </tr> </table> <ul style="list-style-type: none"> ■ Say that for this method to work both husband and wife must agree to use condoms or not have sex on the days that the woman can get pregnant. ■ Confirm that participants are interested and are able to use this method. ■ Tell participants who cannot use the method at this time that they are free to leave or to stay. 	<p>Are your secretions smelly, itchy or painful?</p>	<p>Answered NO, then the woman can use TwoDay Method.</p> <p>Answered YES, she should not start using TwoDay Method at this time.</p> <p>Answered YES, tell her to visit the health center to get an exam and be sure her secretions are healthy again.</p>	<p>Can you avoid sex or use condoms on the days when the woman can become pregnant?</p>	<p>Answered YES, then the couple can use TwoDay Method.</p> <p>Answered NO, then the couple should not use this method.</p> <p>Answered NO, give them a Family Planning Invitation Card to get another method from the VHT or health center.</p>
<p>Are your secretions smelly, itchy or painful?</p>	<p>Answered NO, then the woman can use TwoDay Method.</p> <p>Answered YES, she should not start using TwoDay Method at this time.</p> <p>Answered YES, tell her to visit the health center to get an exam and be sure her secretions are healthy again.</p>				
<p>Can you avoid sex or use condoms on the days when the woman can become pregnant?</p>	<p>Answered YES, then the couple can use TwoDay Method.</p> <p>Answered NO, then the couple should not use this method.</p> <p>Answered NO, give them a Family Planning Invitation Card to get another method from the VHT or health center.</p>				
<p>6. DESCRIBE WHAT PARTICIPANTS WILL LEARN IN ORDER TO USE TWODAY METHOD.</p>	<ul style="list-style-type: none"> ■ Tell participants that they will learn the following information to help them use TwoDay Method well: <ul style="list-style-type: none"> • What secretions are, what they mean and how they appear during the cycle • How to check for secretions • How to know if the woman is on a fertile or infertile day 				

FACILITATOR TASKS

COUNSELING STEPS

7. DESCRIBE SECRETIONS, WHAT THEY ARE AND WHEN THEY APPEAR IN THE WOMAN'S CYCLE.

Discuss fertility during the cycle.

- Show this illustration and ask: **What do we see here?** Let participants describe.
- Explain that this illustrations compares the fertility of the land with the fertility of the woman.
- Explain what secretions are, how they look and when they appear.



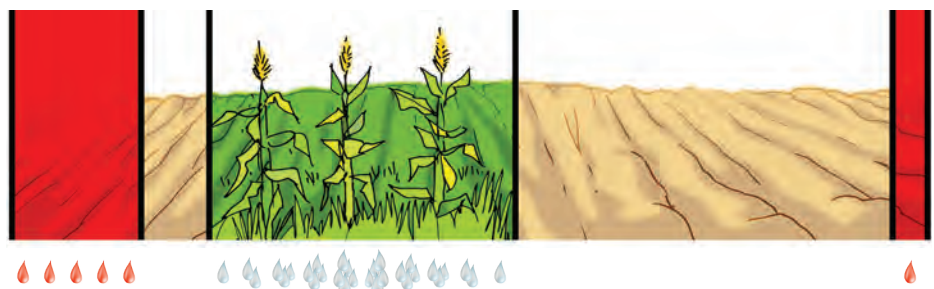
- Secretions are a sign of fertility in the woman.
- Healthy secretions don't smell bad, don't itch and don't cause pain. It is normal for women to have these healthy secretions.
- When secretions are healthy, they are a sign in a woman's body that tell her she is fertile and can get pregnant
- Secretions are a liquid type substance that comes down from the vagina.

Ask questions to know what participants understand about secretions.

- Besides their monthly bleeding, do women have other fluids coming out of their vaginas?
- Can you explain what this fluid is like? Does it have any color or smell?
- Is this fluid normal or is it a sign of illness? What do women think this fluid is?
- Do women have this fluid always or just some times?
- When do women have this fluid? Before their periods or after their periods?

Show illustration and ask:

- **What do we see here under the image of the menstrual cycle and the land?**
- **What do these mean?**



Explain the meaning of the illustration.

- Here we see in the cycle when the woman has her menstruation (monthly bleeding or period) and a few days when the woman is not fertile.
- Then come some days when she is fertile and can become pregnant if she has sex.
- Finally there are days again when she is not fertile and won't get pregnant.
- A woman is fertile only during certain days of her cycle.

8. DESCRIBE WAYS TO CHECK FOR SECRETIONS

Discuss how to check for secretions

- Ask participants to take turns talking about the different ways a woman could check her secretions, when to do this, and what might help her remember to check daily.

- How do women notice if they have secretions? How can they tell if she has secretions?
- How difficult or easy do you think it is for a woman to look if she has secretions?
- How many times a day do you think women will be able to check for secretions?

- Show the illustrations and ask: **What do we see here?**



- Explain the illustrations.

- We see here ways in which women can check their secretions:
 - They can check if they have secretions when they go to the toilet or the washroom.
 - Women also can feel if they have secretions and can feel them at any time while they carry on with their daily duties.
 - Women check their secretions in their private parts between their legs (vulva, vaginal opening).

- Ask how couples can discuss this method.



- Do men know about this fluid women have?
- Do women talk to their partners about this?



9. DESCRIBE WAYS TO MARK SECRETIONS ON A CALENDAR.



Explain how to mark the secretions on a calendar.

- Give one copy of the TwoDay calendar to three participants. Explain the meaning of the symbols on the calendar.

Each day, mark one symbol:

For bleeding (period) , mark 

No secretions present , mark 

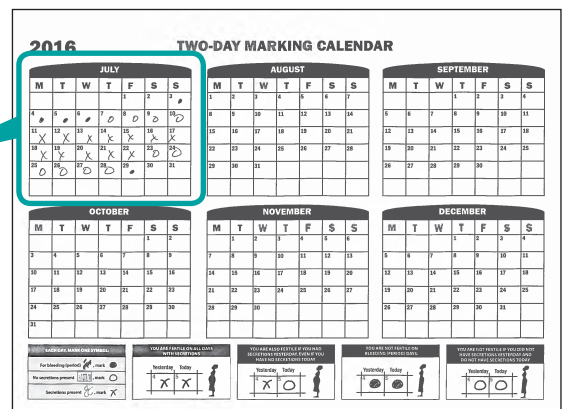
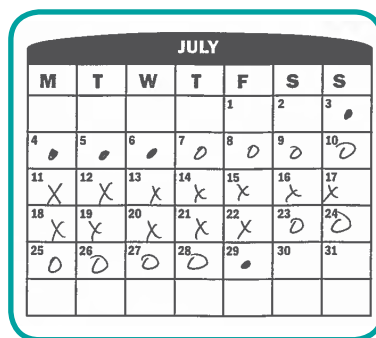
Secretions present , mark 

Complete a marking exercise with the groups

- Ask the groups to mark the correct symbol as you read the case of what is happening in a woman's menstrual cycle.
- Start reading the case and ask participants what symbols they have marked.
- Finish reading the case and then explain when the woman is fertile and when she is infertile and cannot conceive.

Day of week	Daily observation	Symbol	Meaning
Sunday	Began period	●	Not fertile
Monday	Bleeding	●	Not fertile
Tuesday	Bleeding	●	Not fertile
Wednesday	Bleeding	●	Not fertile
Thursday	Nothing	○	Not fertile
Friday	Nothing	○	Not fertile
Saturday	Nothing	○	Not fertile
Sunday	Nothing	○	Not fertile
Monday	Felt dampness	X	Fertile
Tuesday	Small spot on under wear	X	Fertile
Wednesday	Felt dampness, saw spot	X	Fertile
Thursday	Saw spot	X	Fertile
Friday	Saw spot	X	Fertile
Saturday	Felt secretions	X	Fertile
Sunday	Felt secretions	X	Fertile
Monday	Felt secretions	X	Fertile
Tuesday	Felt secretions	X	Fertile
Wednesday	Didn't see or feel anything	○	Fertile
Thursday	Noted small spot	X	Fertile
Friday	Nothing	X	Fertile
Saturday	Nothing	○	Fertile
Sunday	Nothing	○	Not fertile
Monday	Nothing	○	Not fertile
Tuesday	Nothing	○	Not fertile
Wednesday	Nothing	○	Not fertile
Thursday	Nothing	○	Not fertile
Friday	Began period	●	Not fertile

Point to different days in the marked calendar and ask around the group which days the woman is fertile.



FACILITATOR TASKS

Tell that to know if you are fertile, you should ask yourself every night if you had secretions today or yesterday.

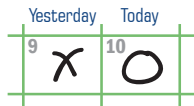
- Showing the images on the calendar, repeat how to know if today is a fertile day.
- Secretions today means that you are fertile and can get pregnant.
- Secretions yesterday also means that you are fertile and can get pregnant.
- No secretions today and no secretions yesterday, means that you are not fertile and cannot get pregnant.
- Not fertile on days of menstrual bleeding.

COUNSELING STEPS

You are **fertile** on all days with secretions.



You are also **fertile** if you had secretions yesterday, even if you have no secretions today.



You are **not fertile** on bleeding (period) days.



You are **not fertile** if you did not have secretions yesterday and do not have secretions today.



10. ENGAGE PARTICIPANTS IN A DISCUSSION ON MANAGING THE FERTILE DAYS

Discuss couple’s use of TwoDay Method

- Ask questions to encourage reflection and discussion about couples’ sexuality and communication. Skip questions that you don’t feel comfortable asking.
 - Can you talk openly with your partner if you don’t want to have sex?
 - Can you avoid sex or use condoms on the days when the woman is fertile and could conceive?
 - Is there anything else couples could do to avoid getting pregnant on fertile days? Other sexually pleasurable activities that do not result in pregnancy?
- Ask the men in the group for ideas on handling disagreements with their spouse (taking walks, stopping the conversation, walking away until they cool down).

Explain couple situations



- Tell the group that now that they know how to use TwoDay Method, it is important to discuss how the couple will avoid getting pregnant on the fertile days.
- Say that you will show pictures of different situations that couples experience. These are situations that may affect whether the couple can agree and maintain a commitment to use condoms or avoid sex on the fertile days. Show one picture at a time and read the statement that corresponds to the picture.
- Share with participants the pictures of the corn and explain their meaning.
 - The corn with all of its kernels means that something is ALWAYS true for you.
 - The corn with many kernels means that something is SOMETIMES true for you.
 - The corn with a few kernels means that something is RARELY true for you. It is true only every once in a while.
 - The empty corn with no kernels means that something is NEVER true for you.
- To be sure the corn cards are clear to participants say that you will use an example on how to use these.
 - Example: “I eat millet bread everyday”. If this statement is always true for you, which corn card would you use? If this is never true, which corn card would you show me? Now, what card would you show me if this is true most of the time? And which card would you use to indicate that this is true only every once in a while?

Divide couples into a group of women and a group of men to share their views.

- Organize the participants into separate women-only and men-only groups. Give each group one set of activity cards with the statements and one set of corn cards. In their groups, participants will talk for 5 minutes to share how they feel about each image. They will each take a turn deciding how true the situation in the picture is using the corn cards.

FACILITATOR TASKS	COUNSELING STEPS
<p>Combine the individual couples again so that they can share their feelings and decisions with one another.</p>	<ul style="list-style-type: none"> • Ask participants to go back to their partner and as a couple share how each feels about the situation shown on the pictures. Using the corn, decide how true or not those situations are for each and how it can be improved. • Collect all the cards and ask for volunteers to share their thoughts about the following questions that you can read. <div data-bbox="475 443 1492 488" style="background-color: #009688; color: white; padding: 5px; text-align: center;"> DISCUSSION QUESTIONS </div> <ul style="list-style-type: none"> ■ <i>How did you feel discussing the statements and pictures with individuals of your same sex? Was it helpful to do this before discussing the cards with your own partner?</i> ■ <i>What conclusions did the couples reach about making decisions together?</i> ■ <i>If you are a man, what are some ways that you can participate in using this family planning method?</i> ■ <i>If you are a woman, how do you think your partner will react to using condoms or avoiding having sex on the days you can conceive?</i> ■ <i>Do you think you and your partner may have any problems using this method? What problems might you have?</i> ■ <i>How can a woman let her partner know which days they can or cannot have sex?</i> <ul style="list-style-type: none"> ■ Say that couples who cannot agree on using condoms or avoiding sex on fertile days should not use this method. For those who are unable to use this method, give them a family planning invitation card to visit the health center or VHT to select another method. <p>Challenging situations for couples</p> <ul style="list-style-type: none"> ■ In cases where the husband might react violently, they should use another method. Some men may get violent if the wife tells him about using condoms or not having sex. Mention that in these situations the woman can go to the health center for another method and also report domestic violence. ■ Couples should also use another method if there is alcohol use that would make negotiating condom use or abstinence difficult. Ask women in the group if they know where to go in case the partner hits/threatens her.

FACILITATOR TASKS	COUNSELING STEPS
11. DECIDING AND MAKING A COMMITMENT TO USE FAMILY PLANNING.	<ul style="list-style-type: none"> ■ Tell the couples that it is time to decide if they will use this method and how. Ask the couple to discuss the following points among themselves: <ul style="list-style-type: none"> • Why they want to use family planning • Decide if they want to use this as their family planning method • What have they decided to do to prevent pregnancy on fertile days (white beads) ■ Ask participants if they would like to share with others what they have decided.
12. GOING HOME WITH THE METHOD.	<ul style="list-style-type: none"> ■ Give a Family Planning Invitation card to those participants who cannot start the method because they do not meet the two requirements: (1) woman with healthy secretions and (2) couple's agreement to use condoms or abstain on fertile days. ■ To those participants who want to use TwoDay Method and meet the requirements, give one TwoDay Brochure and Calendar to the couple. ■ Point to the instructions in TwoDay brochure. Review the images in the panels to be sure they understand the messages on the panels. ■ Ask if anyone has questions and respond. ■ Say that the woman must start observing their secretions the next day starting at noon. Check at least twice a day. Also mark their calendar with the correct symbol. ■ Remind participants to use condoms or abstain from sex on fertile days when the woman can conceive.

END THE SESSION

- Remind participants that they can achieve their goal.
- Remind them of the three rules: keep all group information secret, keep respect, and support one another.
- Tell participants when the next support session is scheduled (if known).

Method Support Session for TwoDay Method Users

Time:

1.5 hours

Purpose:

In this method support session, couples and individuals who have started using TwoDay Method meet to share successes and challenges using this method. The facilitator will let users know if TwoDay is still appropriate for them and review key information on the method.

Materials:

In this session facilitators will use these materials:

- TwoDay Brochure and Marking Calendar
- Activity cards on couple communication and decision making

These instructions will help youth facilitators remember the steps to follow during a method support session.

Conducting the follow-up session with the couples:

FACILITATOR'S TASKS	STEPS
1. WELCOME PARTICIPANTS	<ul style="list-style-type: none"> ■ Welcome back participants and complete the attendance form ■ Acknowledge their effort to come back for method support. ■ Ask participants to confirm reasons for coming back for the method support session ■ Confirm that this session is for those who have already participated in a counseling session in TwoDay. If there are participants who are coming for the first time to learn the method, invite them to leave and return to one of your future counseling sessions.
2. SETTING THE CLIMATE	<p>Ask participants to remind themselves of the group norms agreed in the previous session to:</p> <ul style="list-style-type: none"> ■ Keep the group's discussion confidential. This means not sharing what is said with anyone outside the group ■ Respect one another ■ Support one another
3. REVIEW & AGREE ON PURPOSE OF THIS SUPPORT SESSION	<ul style="list-style-type: none"> ■ Invite couples to share what they hope to achieve in this session. ■ Confirm whether couples still feel the method is right for them. ■ If they have heard rumors provide correct information. ■ If they feel they do not wish to continue with the method, give them a family planning invitation card and refer them to a VHT or health center for family planning methods. Continue the discussion with the rest of the couples.

FACILITATOR'S TASKS	STEPS
<p>4. REVIEW METHOD USE</p>	<ul style="list-style-type: none"> ■ Tell the couples that we will now talk about how they are using the method. ■ Invite volunteers to share how they are using TwoDay Method. Thank the volunteers and if there was incorrect information shared, explain the correct way. Use the TwoDay instructions card or your flipchart to explain the correct information. ■ Ask if all were able to start using TwoDay Method ■ Ask those who began using the method: <ul style="list-style-type: none"> • How many times a day do you check for secretions? • How do you remember to check your secretions? ■ If participants have their calendars, ask the women to share: <ul style="list-style-type: none"> • When their secretions start? • How many days after the period ended did secretions start? ■ Has the couple been able to use condoms during the fertile days? (Remind the couples that they must use condoms or avoid sex on those days for the method to protect from pregnancy. ■ Ask women if since they started using the method anyone has had secretions for less than 5 days in a cycle? ■ Also ask the women who are using the method if anyone has had secretions for more than 14 days? ■ Remind participants that healthy secretions do not itch and have no foul smell. If anyone has secretions that itch or smell bad are unhealthy they should visit the health center to be checked. ■ Ask those who did not start using the method: <ul style="list-style-type: none"> • Please tell us the reasons for not starting. • How can we all help you? • Do you remember how the method works? Do you have questions?
<p>5. ASK QUESTIONS TO REFLECT ON PROGRESS TOWARDS FAMILY PLANNING INTENTIONS</p>	<ul style="list-style-type: none"> ■ Invite participants to share their experience as you ask the following questions: <ul style="list-style-type: none"> • What was your goal for spacing children? • What actions did you take to ensure the method would work for you as a couple? • What positive things did you learn during this time using the method? • What challenges did you find along the way? What did you do to overcome the challenge? • What help/support do you need to overcome your challenge? • Ask the rest of the group to suggest possible ways users of TwoDay Method can deal with current challenges.

FACILITATOR'S TASKS	STEPS
<p>6. ASK QUESTIONS TO HELP COUPLES RE-DEFINE OR REFOCUS THEIR ACTION POINTS</p>	<ul style="list-style-type: none"> ■ Ask participants about progress with their pregnancy prevention goals: <ul style="list-style-type: none"> • How many of you feel that you are still on track with the goals you set in the last session? • How many of you feel that you need to make changes to stay on track with your goals? ■ Using the activity cards for couple communication, do the following: <ul style="list-style-type: none"> • Remind participants about the activity with cards that they used during the first counseling session. Distribute the corn cards so that each couple has one set. Say that the women will respond first using the cards. • Show one card at a time and read the statement for the female for each of the activity cards. Participants will use their corn cards to answer how they feel. • Then show the card again and read the statements for males. Invite the men to respond using the corn cards. ■ Invite participants to reflect and discuss as a couple and share with their peers: <ul style="list-style-type: none"> • Invite couples to find a quiet place and work on their goals and how they intend to monitor their progress. • Invite participants to share their feelings, and whether the decisions that they have made have improved communication with their partner. • Couples share (if they feel comfortable) what they intend to do to achieve their family planning goals.
<p>7. REMIND TWODAY USERS OF KEY METHOD USE POINTS</p>	<ul style="list-style-type: none"> ■ Tell participants that you will review essential points to help them continue to use TwoDay Method successfully: <ul style="list-style-type: none"> • Check for secretions at least twice a day • Mark your observations on the calendar every evening • If secretions are present today or yesterday, you are fertile today. • Use condoms or do not have sex on fertile days to prevent pregnancy. • If secretions smell, itch or cause pain, get checked by a health worker at the health center.
<p>8. END THE COUNSELLING SESSION AND CHECK IF METHOD USERS ARE INTERESTED IN ADDITIONAL SUPPORT MEETINGS.</p>	<ul style="list-style-type: none"> ■ Ask if anyone has any questions and offer a response if you know the answer. ■ Request that participants share what they have enjoyed and learned from other couples in their group. ■ Ask if they would like to attend another couple support meeting and inform them when it is scheduled. ■ Thank couples for their commitment to their goals and action points.

