



Safer At Home Packet

May 2020

We are Global G.L.O.W., a 501(c)(3) organization that creates and operates innovative programs to mentor girls to advocate for themselves and make their communities stronger.

We partner with more than 40 grassroots organizations and educational institutions in 23 countries around the world, including the United States. In response to the current threat from COVID-19, many of our partners have elected to temporarily pause or postpone programming in their local communities. The team at Global G.L.O.W. has compiled this **Safer At Home Activities Packet** using G.L.O.W. activities and open source materials to provide the club members with some light-hearted work to complete on their own time.

Global G.L.O.W. plans to release new **Safer At Home** packets monthly for the duration of the COVID-19 pandemic. This month's theme is **Resilience**.

This month we are also spotlighting some of the GLOW Girl Representatives who had planned to join Global G.L.O.W. in New York for the 64th Commission on the Status of Women (CSW) in March. That trip and the full CSW were cancelled due to COVID-19 but we still felt you needed to meet these remarkable young women. We will be spotlighting the rest of the CSW Representatives and other GLOW girls in future **Safer At Home** packets.

While many of the activities in this packet are girl-focused, we invite all youth (and even adults!) to partake in the fun.

Enjoy!

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This Month's Theme: Resilience

Emotional resilience refers to one's ability to adapt to stressful situations or crises. You are being resilient right now by working on this Safe At Home packet instead of going to your usual Glow Club - you are adapting to the situation, that is resiliency! The next few activities will help you practice common resiliency skills while you are Safer At Home!

Try these activities on your own and then you can share with a friend or family member.

Explore Previous Resiliency:

You have already had a lot of experience overcoming obstacles and adapting to new situations. This exercise focuses on your past experiences with resilience.

Start by thinking about a time in your life that was particularly challenging or demanding, especially one that was emotionally draining or difficult emotionally. Think about how you handled that situation and eventually came through on the other side. Next, answer these questions, you can write them down or just answer them in your head:

- What was your goal?
- What was your outcome?
- What obstacles did you have to overcome?
- What unpleasant feelings and thoughts do you remember having in the situation?
- Who, if anyone, did you receive external help and support from?
- What specific attitudes and skills helped you cope with the situation?
- How would you rate your resilience in that situation?
- Why wasn't it 0%?
- What strengths and personal qualities helped you?
- If it wasn't 100%, how could your resilience be improved during similar situations in the future?
- Based on your experience, how might you advise someone else to cope with a similar situation in the future?

Going through this exercise and answering these questions will help you to realize the resilience skills you already possess, which can aid you in further building on those skills. Use this exercise to remind yourself that you have already practiced resilience many times before and that you are fully capable of handling whatever comes your way. You may also see that some of the skills you have used before will be helpful now.

Three Ways:

This exercise can help you have **perspective** on a problem or hard situation. We can see an issue from our perspective, or point of view, but it can be difficult to see an issue from someone else's perspective. The "Three Ways" refers to thinking about an issue in three different ways. For example, I am frustrated that I do not have any time to myself at home right now with everyone here. I have a younger sibling who needs a lot of attention and my parents are expecting me to be even more helpful than normal and they seem to care about how I feel right now.

To help manage this frustration, let's try to look at this situation in Three Ways:

1. My younger sibling is very needy right now because they are scared of COVID-19 and they are too young to really understand what it is.
2. My parents are also busier than normal because they are trying to work and maintain the house with me and my siblings here altogether.
3. The stress level is higher than normal at home because everyone is worried about something different.

Now that I have thought about my problem in Three Ways, how do those perspectives help me? I can remember that I am not the only person having a hard time right now and I can be accommodating to their needs. Also, since I know others are feeling things similar to me they might also be understanding of MY needs and I can try asking for what I need.

Now you try!

My problem:

Now, what are your Three Ways?

1.

2.

3.

How do those different perspectives help you?

Set Small Goals

Part of what makes COVID-19 scary is that it feels outside of our control. We know we should stay at home, wear masks if we do have to go out, and wash our hands for 20 seconds, but those actions can feel small compared to such a big problem. Setting small, manageable goals can help our brains cope with feeling out of control. Some examples of small goals are: I will do 10 pushups a day for the next week, I will paint for 15 minutes a day, I will take a short walk by myself three times in the next week.

In the space below set three goals that you can complete over the next week. Try doing this exercise every week!

1. _____

2. _____

3. _____

Talk With a Friend

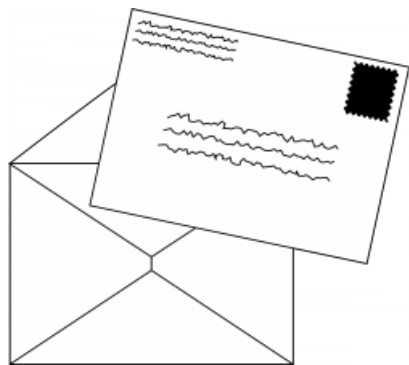
Our connections with others help us cope with the ups and downs in life. If possible, keep in contact with friends and family members through phone calls, messaging apps, or video calls. You can even hand write your loved ones letters to be mailed, delivered, or saved to give to them when it is safe to do so again. Sometimes writing to our friends can feel like communicating with them even if they cannot read your messages yet.

Writing Time!

Think about a time you've overcome a challenge. How did you overcome it and how did you feel when you did?

If you can, take a photo of yourself as you play and send it to your Mentor or Coordinator!
You can also post it to social media and tag @Global_GLOW on Instagram
Global G.L.O.W. would love to see it too!





Letter to my Future Self

Write a letter to your future self. Think about and envision yourself in the future. This can be six months or five years from now. What information from the present do you want yourself to know, for your future?

If possible, keep this letter safe so you can open it in the future and reflect back on what you've been through in this present time.

Quick Writing Prompts

- Write three things you are grateful for.
- Write down all the feelings you have felt today.

Poetry Party

Excerpt from **Suzie Bitner Was Afraid of the Drain** by Barbara Vance

Your Best

If you always try your best
Then you'll never have to wonder
About what you could have done
If you'd summoned all your thunder

And if your best
Was not as good
As you hoped it to be,
You still could say,
"I gave today
All that I had in me."

Untitled by Georgie Bingham

"I can't do it Dad" she said
"How'd you know?" he replied
"It just looks too hard, not sure I can make it,
I'm scared that I'll fail" she replied

"What if I fail?" she said
"What if you succeed" said he
Not trying is surely not the choice to be
made, just have a go
That's the key"

"You'll still be my girl" said Dad
"I'll be prouder than punch if you try"
"You can ask me again, 'but what if I fail?'
I'll say,
"My darling, what if you fly?"

Write down your thoughts about these poems or write a poem of your own:

Play Time!

Have some fun with these games and activities!

1. Marobo tanda robo (Submitted by Margaret at Rift Valley Reading Association, Kenya): This is a game you can play with others in your home. Children sit in a circle, each of them holding a small stone. While singing and keeping a rhythm, they each pass their stone to the next child. Children pass the stones quickly and whoever is found with more than one stone at the end of the song is eliminated from the game. Participants must be active and attentive!

Song:

Solo: Marobo

All: Tanda robo

Solo: Marobo

All: Tanda robo

Makina ketsa [The stones are coming]

Makina ketsa [The stones are coming]

Nokhinda, nosasakwa [If you delay, you are out]

Nokhinda, nosasakwa [If you delay, you are out]

(Sing repeatedly)

2. Boju-Boju (Submitted by mentor Elizabeth from Abuja, Nigeria): This is a game you can play with others in your home. For this game one girl is selected to stand in the middle of a circle. She is to close her eyes and sing the song called Boju-Boju, as she sings, other girls go into hiding. On the line, “Se ki n si?” [“Should I open my eyes?”] everyone replies, “Si si sin sii” [“Open open open them!”] She can uncover her eyes and search for them.

Song:

Boju boju

Cover your eyes

Oloro nbo

The chef masquerader are here

Epara mo

Go and hide

Se ki nsi?

Should I open them?

Si si sin sii

Open, open, open them!

Eni to loro ba mu a pa je

Whoever he finds will be killed.

3. Just get silly! Write down a list of 12 silly or funny things someone could do. For example, hop up and down on one foot ten times while singing a song. Then write down the numbers 1 through 12 on to small strips of paper and put them in a bowl or jar. (You could also use a pair of dice if you have them!) With others you are socially distancing with, take turns pulling out a number and doing that silly action.

If you can, take a photo of yourself as you play and send it to your Mentor or Coordinator!

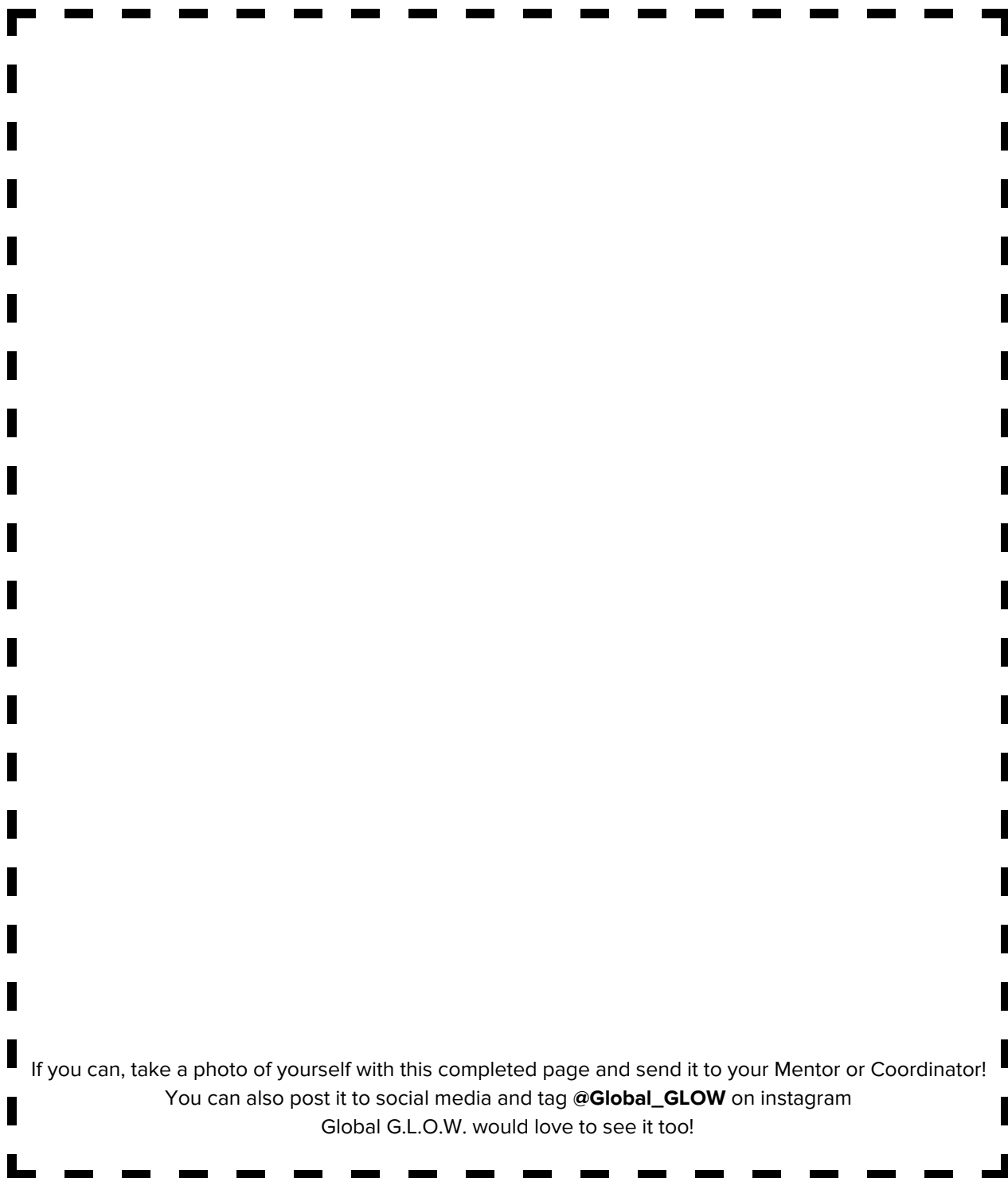
You can also post it to social media and tag @Global_GLOW on Instagram

Global G.L.O.W. would love to see it too!

4. Sketch Telephone: This activity can be done with those you are at home with. Sit in a circle and give each person playing a sheet of paper.

- First, each person should write a sentence at the top of the page. For example, “Two dogs had a birthday party at the school playground”.
- Then fold the top of the page down so the sentence is hidden.
- When everyone has hidden their sentence they should pass their page to the person on their right. Now everyone will have someone else's paper.
- Next, without allowing the next person to their right to see, everyone can look at the sentence they received. Everyone will now do their best to draw a picture of the sentence they received.
- Set a timer for 5 minutes and allow everyone to draw the sentence. When done, they should again hide the original sentence and then pass their paper to the next person on their right.
- Everyone should now have someone else’s drawing in front of them.
- Without looking at the original sentence, each person should try to guess what the original prompt for the drawing was. Write it down under the drawing.
- Fold the page over again so everything is hidden except for the last sentence you wrote.
- Repeat the whole process again starting from the beginning.
- After a couple of rounds (or when your paper is full!) open them up to see what people wrote and drew!
- How does the final sentence or drawing compare to the original statement?

Drawing Prompt Part 1 of 2: Let's make a comic strip! First, on this page, come up with some character. Draw what they look like and write down some of their personality traits. What they are like is up to you- they can be aliens, animals, humans, rocks, or anything you can think of.



If you can, take a photo of yourself with this completed page and send it to your Mentor or Coordinator!

You can also post it to social media and tag **@Global_GLOW** on instagram

Global G.L.O.W. would love to see it too!

Drawing Prompt Part 2 of 2: Now, you're going to make your own comic. Put your characters in a story about what it means to be strong. To make your comic, separate the rows out into different sized rectangles or squares to create your "panels". It is up to you how many you use and what size they are!

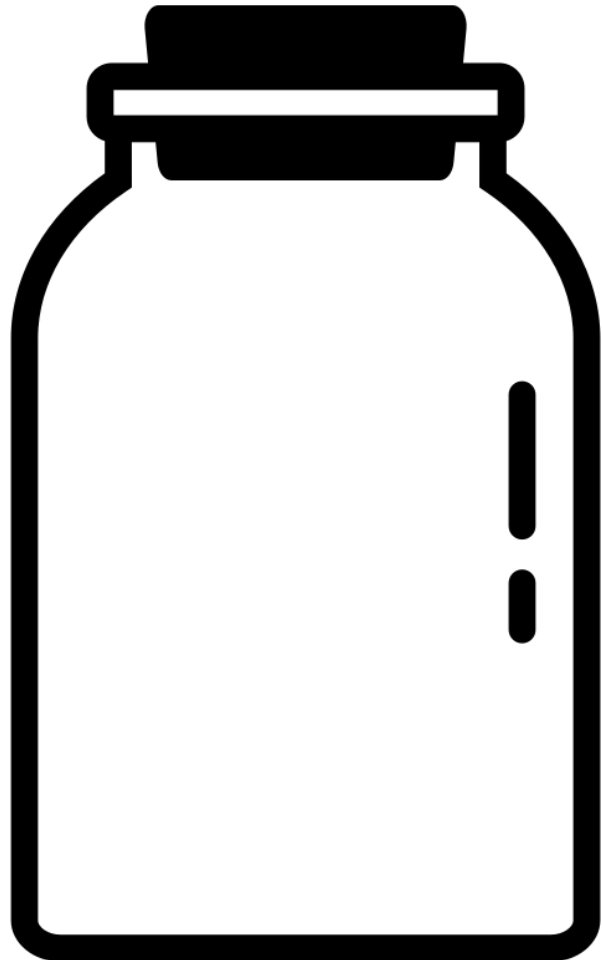
*If you can, take a photo of yourself as you play and send it to your Mentor or Coordinator!
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Global G.L.O.W. would love to see it too!*

Worry Jar/Container

Sometimes we can be overwhelmed by our thoughts and worries. It can help to write down our worries to help us stop thinking about them for a while.

Draw your worry as a butterfly in the jar, then label it.

Sometimes, it helps to set aside 10-30 minutes to think about your butterflies/worries and nothing else. If you really concentrate on what you're worried about for this time, your brain gets tired and will be happy to think about something else when it is over.



Quick Drawing Prompts

- Create an odd shape with your hand that you do not write with. Then, with your writing hand, do your best to trace your other hand. Now, create a drawing based off this odd outline. It could be a person, a mountain, or something brand new you invent!
- Drawing game: You need at least 2 people for this game. Each person needs a pencil and a piece of paper. Take 5 seconds to think of something to draw, but don't tell each other. Then, each person puts the paper on their heads and tries to draw what they're thinking of. Have fun guessing what you've both drawn!
- Draw what ants do for fun.
- Draw something that makes you smile.

Stress Relief Activities

Mindful Tip of the Month

Is something bothering you? Do you have trouble staying in control of your emotions? Here is a tip that can help you stay present:

- **R:** Recognize. Acknowledge what is happening, just noting it in a calm and accepting manner.
- **A:** Accept. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.
- **I:** Investigate. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.
- **N:** Non-Identification. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

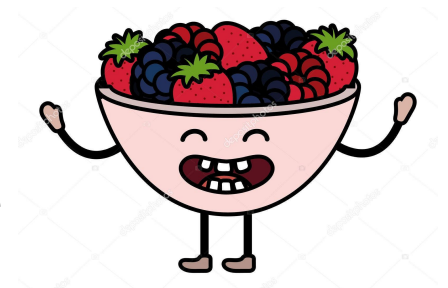
([New York Times](#))

Appreciate the Little Things

Materials: One of your favorite foods that you can eat in small bites. It will work best with small fruits or vegetables that you can eat one at a time like grapes, berries or peas.

**You can do this activity by yourself or with a friend! If you are by yourself, write down or draw how you feel while eating the food in this special way. If you are with a friend, talk it out!*

1. Find a comfortable place to eat
2. Pick up one piece of your food and observe it
 - a. How does it look, feel, smell?
 - b. What comes to your mind and how do you feel while looking at this food?
3. Put the food in your mouth - but don't chew it yet!
 - a. What does it feel like in your mouth and on your tongue?
 - b. Is your mouth-watering? Are your teeth cold or hot?
4. Now slowly chew and swallow the food. Pay close attention to each step.
5. How did this new process make you feel? What was something new you noticed about the food that you did not notice before?
6. Repeat as many times as you please!



([Mindful Games](#))

Counting Breaths

You can count your breaths to develop concentration. The more you practice, the more you will be able to focus your attention!

1. Sit comfortably with your back straight and body relaxed, rest your hands on your knees
2. Breathe in naturally and silently say **one** in your mind. Then as you breathe out, relax your forehead
3. Do it again - breathe in naturally and silently say **two** in your mind. Then as you breathe out, relax your neck and shoulders
4. Then breathe and silently say **three** in your mind. Breathe out and relax your stomach
5. Continue as long as you'd like, counting and relaxing different parts of your body - *Tip: Use your fingers to help you count!*



Reflection: Did your mind become quiet when you were counting the breaths? Did you feel relaxed? How many breaths did it take? Did your mind become busy again right away or did it stay quiet?

[\(Mindful Games\)](#)

Nature Dance

Can you move like a tree in the wind or like water rushing down a river? Let's try!

1. Find yourself a place with plenty of room to move around, wear some comfortable clothes
 - a. Try to find a space to dance outside!
2. Imagine the way nature moves - here are some examples:
 - a. Trees swaying in the wind
 - b. Water rushing down a river
 - c. Leaves blowing in the breeze
 - d. Flowers blooming
 - e. Rain storms
3. Start to move your body to mimic the movements of nature. Use your arms and legs. Move the ground and jump in the air! Be one with the Earth.

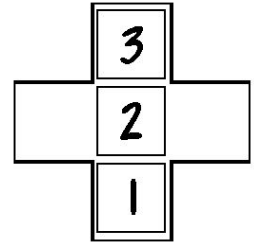


Puzzles & Brain Teasers

(from mathisfun.com)

Can you solve these puzzles? Try finding the differences yourself or challenge a friend or family member to a race! (The answers will be on another page of this packet.)

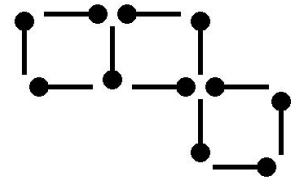
1. **Block Puzzle:** The diagram to the right shows a cross-shaped box containing three numbered blocks. The puzzle is to slide the blocks around the box until the numbers read 1,2,3 as you go down. How do you do it? And how many moves does it take?



	7	2
	3	8
	4	7

2. **Add it Up: Find the solution!** What are the three missing numbers in the addition problem to the left?

3. **Matchstick Puzzle:** In the diagram on the right these 11 matchsticks make three squares. Your challenge is to move three matches to make two complete squares.



Riddles

1. What can you hear, but not see or touch, even though you control it?
2. What is really easy to get into, and hard to get out of?

Missing Number Puzzles

(from Education.com)

Each puzzle contains the numbers 21-29. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

23		25	74
	21		72
		28	79
76	69	80	

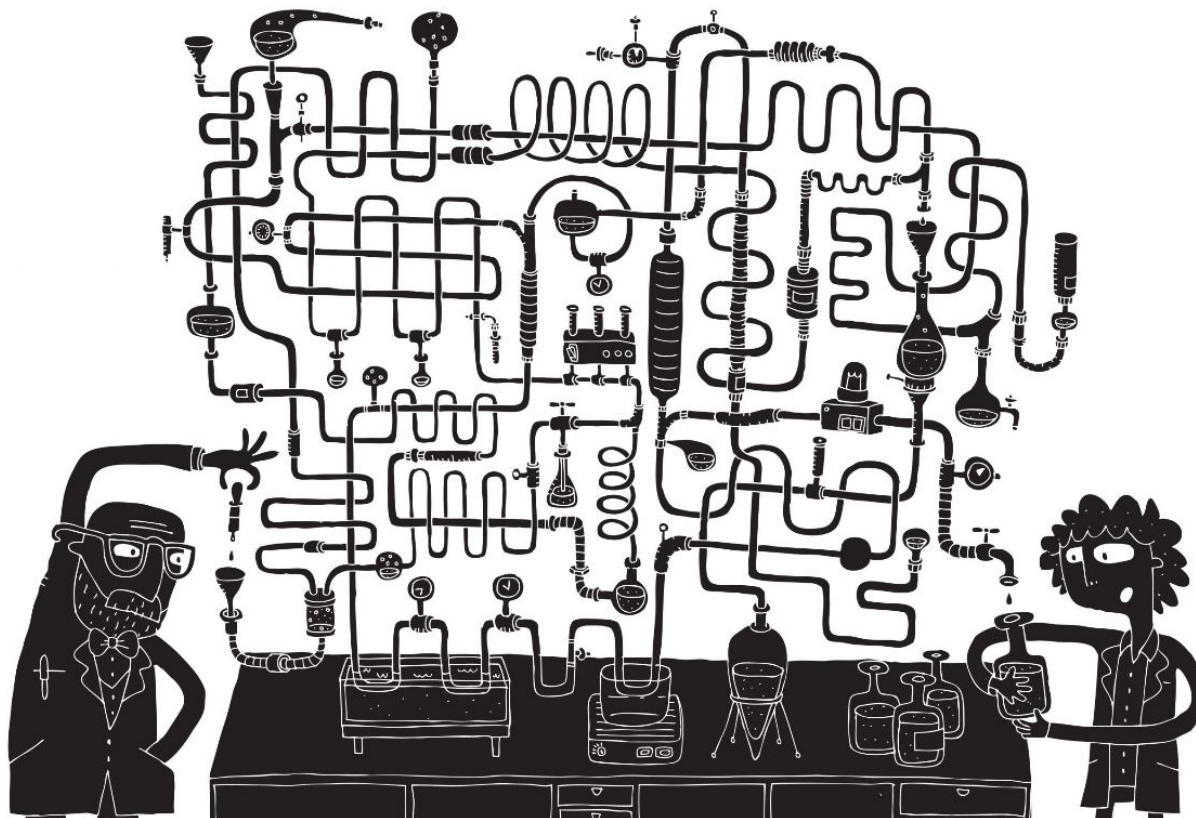
	29		82
22		24	67
26			76
73	77	75	

	28		74
	23		78
21		27	73
74	76	75	

Maze

(from puzzleprime.com)

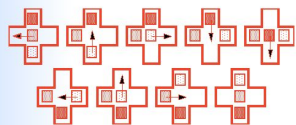
Can you find the way of the liquid in this laboratory maze?



Solutions to Riddles and Puzzles:

1. Block Puzzle

8 moves, like this:



2. Add It Up:

The most obvious place to start was the 0 on the bottom (don't forget to carry the one!)

0	7	2
3	9	8
4	7	0

Working towards the left, the next one has to be 9 to make the total 16 (+1 = 17) so we carry another one. That means the top left digit must be empty (or a zero)

Missing Number Puzzle answers:

23	26	25	74	25	29	28	82	24	28	22	74
24	21	27	72	22	21	24	67	29	23	26	78
29	22	28	79	26	27	23	76	21	25	27	73
76	69	80		73	77	75		74	76	75	

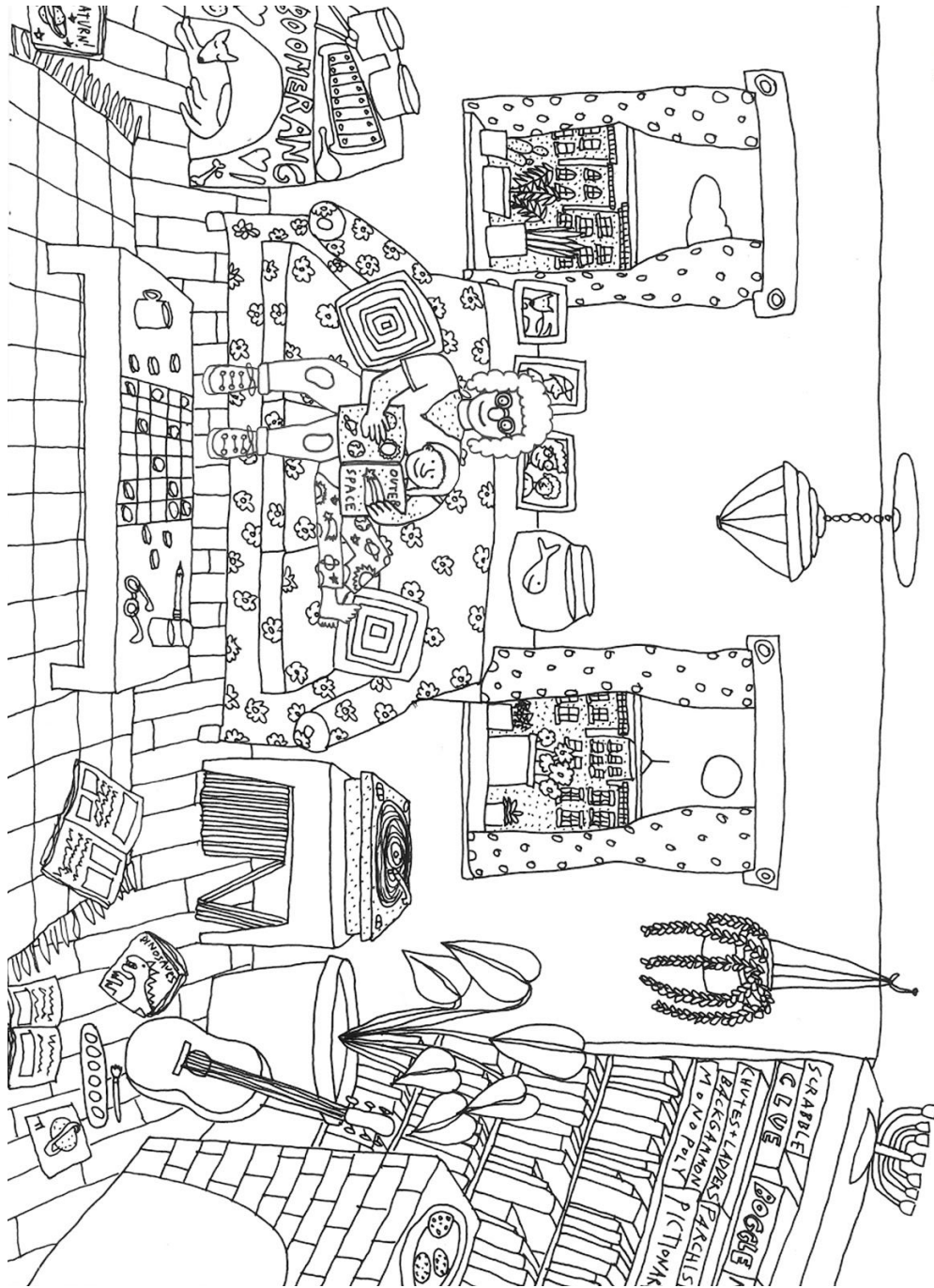
Riddles

- Your voice
- Trouble!

3. Matchstick Puzzle:



Coloring Pages

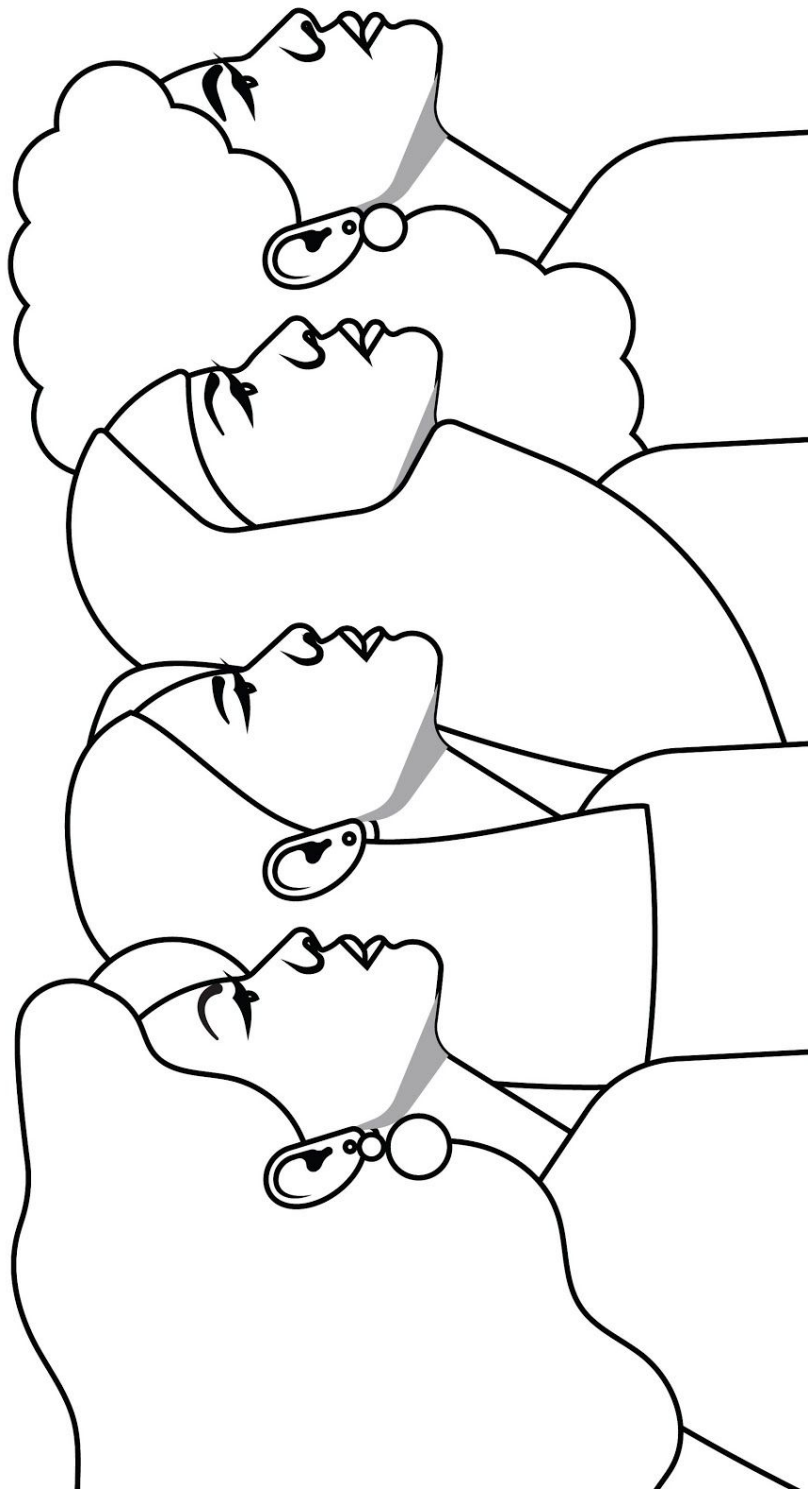


From the book "Hooray, What A Day!" www.mollyallis.com @molly.allis

If you can, take a photo of yourself as you play and send it to your Mentor or Coordinator!

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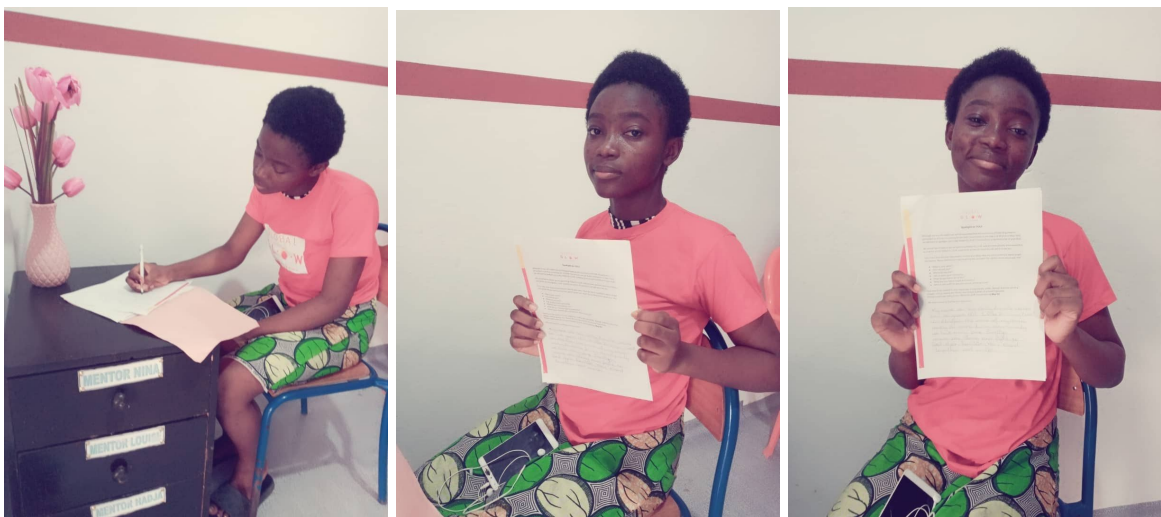
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Girl Spotlights! Part 1

We at G.L.O.W. are very sad that the COVID-19 pandemic prevented our incredible GLOW representatives from presenting at the 64th Commission on the Status of Women, but we feel very proud to spotlight these young leaders here.

YAO NELLY ARMELLE DESIREE

Abidjan, Côte D'Ivoire, Africa



My name is Yao Nelly Armelle Desiree. I'm 16 years old. I live in Ivory Coast, in Abidjan. The name of my community is Anono. In my community we have many poor families, women are strong and fight to feed their families. They stand together and unite.

For fun, I like to go to concerts with my friends.

In my future I will be an influential personality in the world.

I dream of becoming a chartered accountant.

For girls and women of my community, I would like them to benefit from education and financial support.

BRIELLE LEE, Los Angeles, CA, USA



My name is Brielle Lee and I am fourteen years old. I recently celebrated my birthday via Zoom because of the stay-at-home order due to COVID-19. I live in Los Angeles, California, which is also known as the “City of Angels”. I would say that my community is a melting pot of many cultures.

One example of my community is that I live in front of a mosque which is right next to a Presbyterian church, and around the corner, is a Jewish temple and a Catholic church.

My community is made up of people from all walks of life which makes it special because I learn something new all the time from my neighbors and friends. In my free time, I love to read a variety of books and draw. As I look at the world around me, my hope is to become the voice of change for girls in my community and around the world. I want them to know that their efforts, big or small, will not go unnoticed, and they are planting the seeds for tomorrow.

For me, climate change is something that is important for me as it affects my generation and those that follow. In order to make a difference, I know that I can’t turn a blind eye or expect someone else to make the changes I want to see happen. I am involved in different organizations that support me in my efforts to make the necessary changes to slow-down climate change.

My wish for girls and women in my community and around the world is that they feel safe, supported, and comfortable in their own skin. I want them to know that their voice matters and someone, somewhere, is waiting to hear their truth to identify with. I want to tell them that we can all make a positive impact in our own way and be the change that is needed for a better future for all.

ABIGAIL WAHU, Njoro, Kenya, Africa



My name is Abigail Wahu. I am thirteen years old. I live in Njoro, Nakuro County, Kenya. At the moment, a lot of things are happening in my community. For starters, schools have been closed for a month now. There is a lot of anxiety among students especially those who are waiting to sit for their final exams in order to join universities and high schools.

Tension is high at homes because parents have not been working after the nationwide lockdown and the curfew. Due to this, there have been cases of domestic violence because of stress and depression. Landlords kicking people out of their homes because they can no longer afford rent. Furthermore, churches have been closed, children cannot go outside their houses to play. There is a high need of food and water especially in slums and fear of infection of the deadly coronavirus. Rural areas need more sensitization on how to keep safe because when you walk around life is going on as usual. Above all farmers are in a tight place because of the locust invasion eating livestock, spelling disaster for the nation's food security. It is commendable what the government is doing at the moment by opening online platforms, radios, and television stations to educate us kids at home but my concern is for those who are poor and cannot afford televisions or radios to catch up with their studies as the rest of the well-off kids are doing.

It is a sad state of affair but we believe we shall overcome and things will go back to normal.

During my leisure time, I like drawing pictures of different things that are interesting. Singing and listening to music is also my hobby just like reading adventure books, and cooking.

In this life, I have a lot of future hopes and dreams. I always dream of being an explorer, a business lady, a guitarist, a musician, or a psychiatrist. My hopes are to be a successful and rich person in order to help the orphans, sick, needy, and aged.

My wish for girls and women in my community is that for every one of them to find their happiness in this world, to be educated on their rights and to have freedom to stand up strong, and for them to be empowered and become strong and powerful leaders in this life so as to be an inspiration to everyone.

Menstrual Hygiene Day

May 28th, 2020

(from <https://menstrualhygieneday.org/>)

Periods don't stop for Pandemics. Neither will we.

Poor menstrual hygiene caused by a lack of education on the issue, persisting taboos and stigma, limited access to hygienic menstrual products and poor sanitation infrastructure undermines the educational opportunities, health and overall social status of women and girls around the world. As a result, millions of women and girls are kept from reaching their full potential.



Menstrual Hygiene Day (MH Day) is a global advocacy platform that brings together the voices and actions of non-profits, government agencies, individuals, the private sector and the media to promote good menstrual hygiene management (MHM) for all women and girls. More specifically, MH Day:

- breaks the silence, raises awareness and changes negative social norms around MHM, and
- engages decision-makers to increase the political priority and catalyse action for MHM, at global, national and local levels.

If you are able, participate with MH Day on their website at www.menstrualhygieneday.org or you can try the activity listed here, or think about your own way to mark the occasion. However you choose to celebrate this important day let Global G.L.O.W. know! We love your pictures!

Activity: Cycle Bracelets

You will construct a beaded cycle bracelet to wear in solidarity and as a reminder to take care of your menstrual hygiene. You will create a bracelet for yourself and you can also make one for a friend or member of your family. **This activity uses beads and elastic cord, but you can use any material you have available to you including string, ribbon, fabric, or even paper.**

Materials:

- Journals and/or blank paper
- Pens and/or pencils
- Scissors
- Beads
- Stretch white cord or thread for making bracelets
- Chart paper and markers

Instructions:

Cycle Bracelets are a way for you to show pride in being a girl who already has, or will be getting her period. As many of you know, in various countries having your period is looked at as dirty, impure, and inferior. Many girls are shamed for having their periods and mistreated by their peers, boys, family members, and communities. Many girls also unfortunately lack the proper hygienic resources to take care of her period in a healthy way! This can result in many reproductive health issues for girls and women.

This cycle bracelet shows your unity with girls around the world who are experiencing their periods! Wearing your cycle bracelet also shows that you are taking a stand and saying that having a period is natural and a normal part of a girl's life. This bracelet brings attention to the period stigma held around the world and the lack of access to healthy and safe period practices. On Menstrual Hygiene Day, we are saying that periods should not be something that encourages the mistreatment of women and girls and all girls deserve to have sanitary materials to have happy and healthy periods!

1. Take a piece of cord or string for the bracelet
2. Next measure and cut the string to fit the wrist appropriately
3. Pick out **five red/pink/magenta colored beads** to add to the bracelet. These beads represent the menstrual cycle
 - a. You can pick any additional colored beads to add to the remainder of their bracelet.
4. This bracelet is something for you to have for yourself and is also a tool to spark conversations. Use this bracelet to share the importance of menstrual hygiene and period awareness to people within your communities. If someone asks you about the bracelet, here are some responses you can say:
 - a. My bracelet represents the strength in having a period
 - b. This bracelet brings awareness to the many girls around the world who are shamed, shunned and mistreated, just for having their periods.
 - c. This bracelet represents the importance of menstrual care and having proper hygienic resources to use, when on your period.
 - d. My cycle bracelet shows my support and connection with all girls around the world!

Menstrual Health Management Fact Sheet

Menstruation is a normal and healthy part of life for most women. Roughly half of the female population -- around 26 per cent of the global population[i] -- are of reproductive age. Most women menstruate each month for about two to seven days. Yet, as normal as it is, menstruation is stigmatized around the world.¹

1. On average a woman menstruates for about 7 years during their lifetime.
2. The first period can be met with either celebration, fear or concern. For every girl, this signifies an important transition to womanhood - a time when they would benefit from the support of family and friends.
3. Many girls do not have a complete and accurate understanding of menstruation as a normal biological process. Educating girls before their first period -- and, importantly, boys -- on menstruation, builds their confidence, contributes to social solidarity and encourages healthy habits. Such information should be provided at home and at school.
4. Poor menstrual hygiene can pose physical health risks and has been linked to reproductive and urinary tract infections.^{2 3} Many girls and women have limited options for affordable menstrual materials. Providing access to private facilities with water and safer low-cost menstrual materials could reduce urogenital diseases.⁴
5. Girls and women with disabilities and special needs face additional challenges with menstrual hygiene and are affected disproportionately with lack of access to toilets with water and materials to manage their period.
6. Many women and girls do not have access to materials to manage their menstruation, especially in times of emergency -- natural disasters and conflicts. In emergencies, UNICEF provides dignity kits to women and girls, which include sanitary pads, a flashlight and whistle for personal safety when using the toilet.
7. Globally, 2.3 billion people lack basic sanitation services and in Least Developed Countries only 27 per cent of the population has a handwashing facility with water and soap at home. Managing periods at home is a major challenge for women and adolescent girls who lack these basic facilities at home.
8. About half of the schools in low-income countries lack adequate⁵ drinking water, sanitation and hygiene crucial for girls and female teachers to manage their period. Inadequate facilities can affect girls' experience at school, causing them to miss school during their period. All schools should provide running water, safe and clean toilets for adolescent girls.

¹ https://www.unicef.org/press-releases/fast-facts-nine-things-you-didnt-know-about-menstruation#_edn4

² Garg, R., S. Goyal, and S. Gupta, India Moves Towards Menstrual Hygiene: Subsidized Sanitary Napkins for Rural Adolescent Girls-Issues and Challenges. *Maternal and child health journal*, 2011.

³ House, S., T. Mahon, and S. Cavill, Module One: Menstrual Hygiene - The Basics, in *Menstrual hygiene matters; A manual for improving menstrual hygiene around the world*, 2012.

⁴ Das P, Baker KK, Dutta A, Swain T, Sahoo S, Das BS, et al. (2015) Menstrual Hygiene Practices, WASH Access and the Risk of Urogenital Infection in Women from Odisha, India. *PLoS ONE* 10(6):e0130777. doi:10.1371/journal.pone.0130777

⁵ [https://www.unicef.org/wash/schools/files/Advancing_WASH_in_Schools_Monitoring\(1\).pdf](https://www.unicef.org/wash/schools/files/Advancing_WASH_in_Schools_Monitoring(1).pdf)