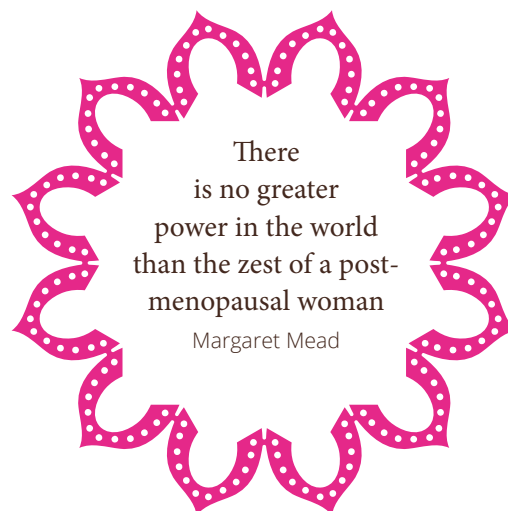
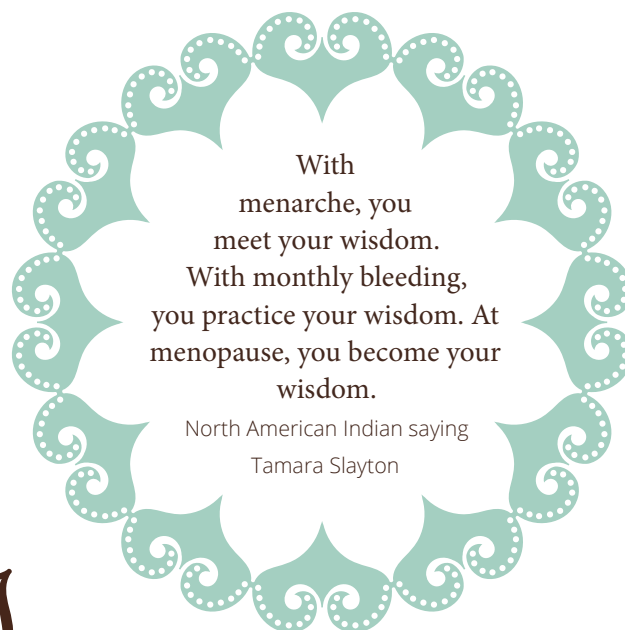
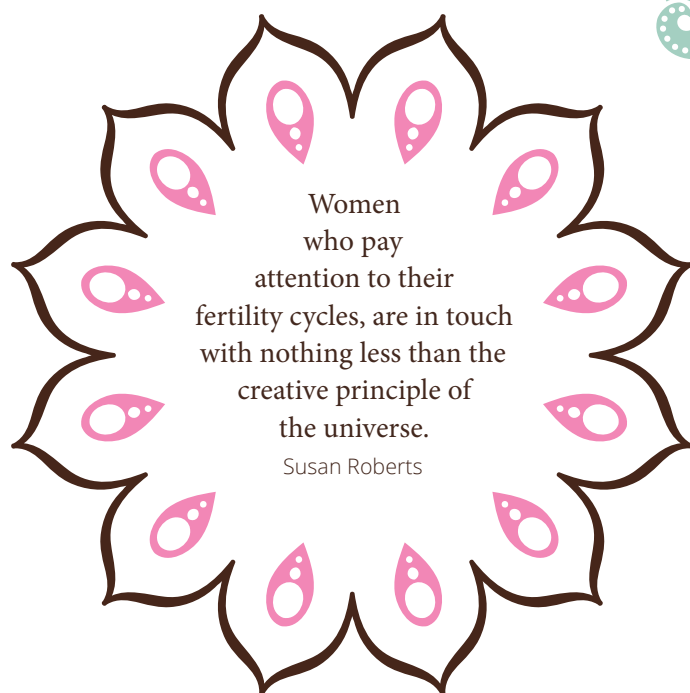




# Celebration Day for Girls™

FACILITATOR TRAINING MANUAL



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All materials herein, except where acknowledged, were written by Jane Bennett, and further developed by Kath Callinan-Moore, Ange Fraser, Brigitte Laurent, Janoel Liddy, Rachel Pilgrim, Emily Stewart and Mariana Zavery, as well as the generous input of many CDG facilitators since 2012.

Design by Mariana Zavery.

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# WELCOME!

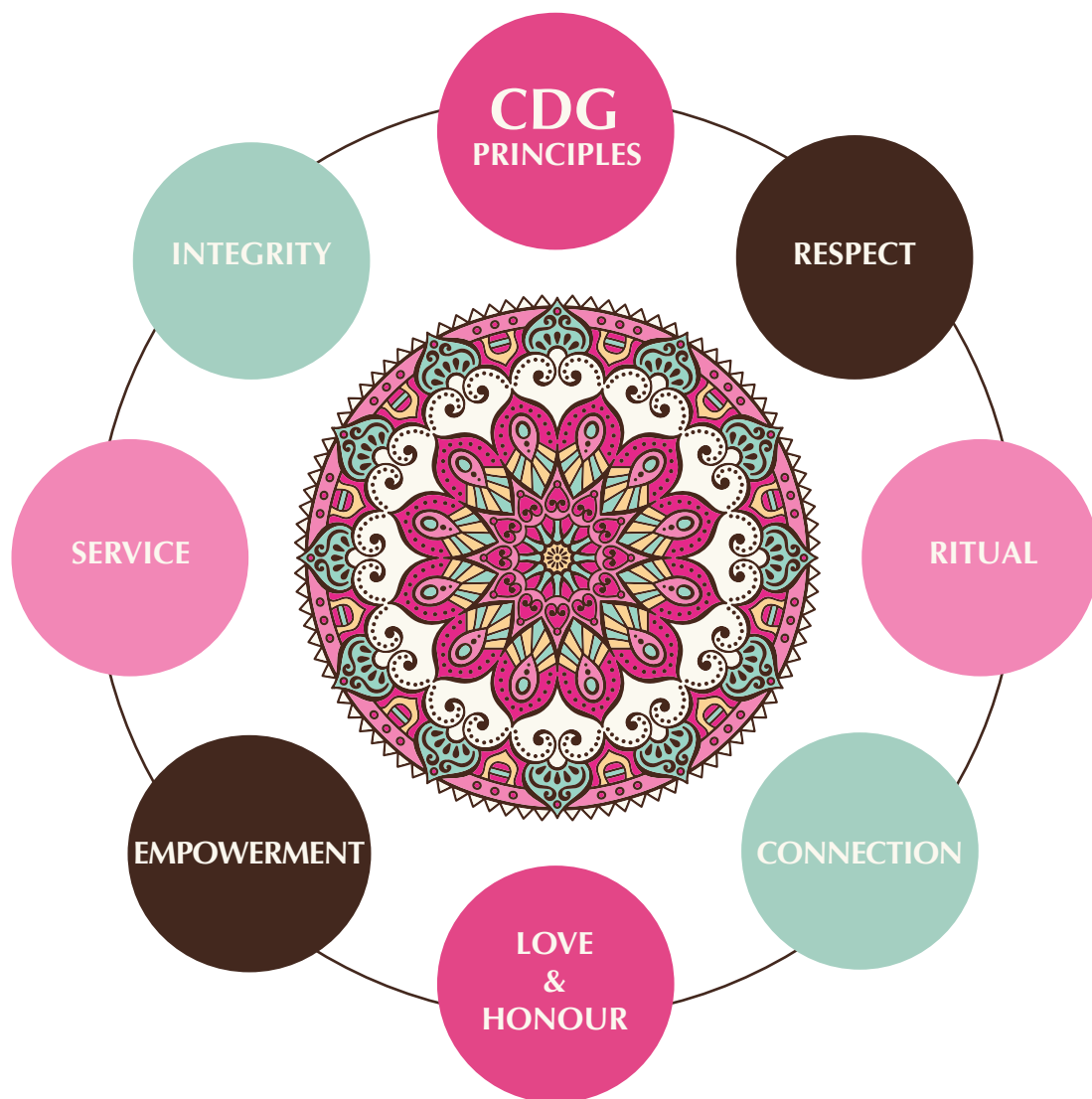
We are delighted that you are participating in the **Celebration Day for Girls Facilitator Training** and joining the Celebration Day for Girls Facilitator community. Jane Bennett first ran **A Celebration Day for Girls (CDG)** in 2000 and this workshop has subsequently been attended by thousands of girls and their mothers or female carers. In 2012 Jane began training women to facilitate this workshop in their own communities, greatly increasing girls' and their mothers' access to this workshop and the opportunity for them to have a positive menarche and ongoing experience of their menstrual cycle. Now, in 2020, CDG is now available in over 20 countries.

You will find in this manual the details of the CDG program, support materials and information to help you understand the philosophy, practice and impact of CDG. You will also find a digital copy of this manual on the CDG Materials page of the facilitators section of the website (see Facilitator's Website Login at the end of this manual), as well as further support materials. You can use the digital manual to pull out different sections to create, and adapt, your own CDG workshop notes. Do take the time to familiarise yourself with all these resources as they are designed to ease your journey as you plan your own CDG workshops.

These notes have been created to support the **Celebration Day for Girls Facilitator Training**. All the material herein, except where acknowledged, is copyright to Jane Bennett. After your Agreement is signed by yourself and your trainer you have permission to use the contents when preparing and running CDG workshops, and adapt them to best suit your offering of this work. Beyond this we ask that you use these materials with discrimination and always acknowledge their source. If in doubt please contact your CDG trainer to clarify and obtain permission.

Thank you and enjoy!

# CDG VALUES AND PRINCIPLES



## RESPECT

We provide a non-judgemental, non-directive and inclusive space.

We welcome and value diversity of sexuality, culture, religion, family make-up and reproductive choice.

## RITUAL

We initiate girls into womanhood through story, craft, activities and gentle ceremony to acknowledge and honour the awakening of their maturing selves.

## CONNECTION

We seek to enhance the connection and communication between daughters and their mothers, between peers, and between girls and women and trusted people in their lives.

We seek to enhance girl's and women's connection with, and trust in, their own body and cycles, as profoundly personal means by which to connect with the cycles of nature.

## LOVE AND HONOUR

Out of love we create a welcoming, safe and beautiful workshop space.

We honour all participants, their experiences, our group wisdom and the natural environment we share.

## EMPOWERMENT

We aim to equip all girls and women with choice through offering possibilities.

We offer a practical approach, by promoting a positive body image and teaching body literacy, that normalises conversation, terms and experiences of the menstrual cycle and the female body.

By nourishing and supporting girls' and womens' greater awareness of the wonder of their body and cycles, we aim to promote greater confidence in their bodily integrity, inner knowing and outer relationships.

## SERVICE

We strive to provide and promote the tools with which maturing girls and women can grow emotional resilience and heal shame, specifically about their female body and periods.

Through providing holistic positive menstrual education we strive to promote gender equity for the benefit of all.

## INTEGRITY

We provide a quality evidence-based program, with a grounded and factually correct approach in an environment of openness and trust.

# MOTHERS SESSION

## Checklist for the Mothers Session

Time:

Date:

Venue:

Organiser:

List of mothers/girls:

Registration Forms:

- ~ Name stickers and pen
- ~ Cloths
- ~ Candle
- ~ Intro activity/cards
- ~ Mothers Session Notes
- ~ Girl's questions
- ~ Some CDG Resources to show
- ~ Handout for Mothers/Carers

## Handout for Mothers

### Celebration Day for Girls schedule

- ~ Arrive 9.45am to start 10am
  - ~ Introduce daughter
  - ~ Bring a cushion, a few flowers, small jar with lid
  - ~ Morning tea
  - ~ Lunch to share
  - ~ Special woman/role model story (with artefact)
  - ~ Menarche/early cycling story to share
  - ~ Girls Clothing – lighter colours, comfortable
  - ~ Mothers clothing - something red
  - ~ Return by 1pm finish around 4pm
- \* We greatly appreciate your feedback as it helps us to offer the best program we can.



## FOUR KEYS TO MENSTRUAL WELLBEING

1. Notice how you think and feel about your period
2. Get to know your menstrual cycle by charting signs of fertility (fertility awareness) or journaling your cycle
3. Make friends with your menstrual cycle: including self-care and asking for support: e.g. slowing down at menstruation, understanding your pre-menstrual needs
4. Use what you discover about the rhythm of your cycle to serve you in these areas:
  - a. health and wellbeing
  - b. nourishment/sustenance – physical, emotional, soul
  - c. relationship with self and others
  - d. life purpose/career/money
  - e. spirituality

Also see Chapters 20-27 of *The Pill: are you sure it's for you?* by Jane Bennett and Alexandra Pope



## Great clips to check out

- 'Celebrating Your First Period', YouTube. *Very sweet*, from The Victorian Women's Trust.
- 'Celebration Day for Girls', YouTube. *What can we say? Gorgeous!*
- 'The beauty of RED', YouTube, [www.menstrupedia.com](http://www.menstrupedia.com) *Indian menstruation site!*
- 'Sisterhood' by Kate Wilson, performance poet. [www.kwpoet.blogspot.com](http://www.kwpoet.blogspot.com) and YouTube (watch the long one). *Very clever and inspiring!*
- 'Dove evolution', 'Beauty pressure', 'Fabricating Beauty' Dove's self-esteem fund ad/videos on YouTube. *Scary and enlightening even if it is advertising!*
- 'The Sexy Lie' with Caroline Heldman. Ted Talk about objectification. *Excellent!*
- 'Looks aren't everything, believe me I'm a model' Cameron Russell. Ted Talk. *Wisdom from one who knows.*
- Laci Green 'a frank video series about sexuality' YouTube channel. *Excellent!*
- 'French & Saunders contraception sketch' YouTube. *Hilarious!*
- 'Love Your Vagina' song on YouTube. *Witty and entertaining.*
- 'Her First Period' The Frantics. YouTube. A caring Dad supports his daughter's menarche while riding the tube. *Very funny and provocative.*

- 'The power of vulnerability' and 'Listening to shame' Brene Brown Ted Talks. *Beautiful, moving and spot on!*
- 'The Message from Water' Dr Masaru Emoto's water experiments on YouTube. *Graphic illustration about the power of the words we use. Motivating, especially re how we speak to ourselves.*

## Books for the journey

- Angelo, F., Pritchard, H., Stewart, R. (2003) *Secret Girls Business (etc.)*, [www.secretgb.com](http://www.secretgb.com)
- Bennett, Jane and Pickering, K (2019) *About Bloody Time: The Menstrual Revolution We Have To Have*. [www.chalicefoundation.org](http://www.chalicefoundation.org)
- Bennett, Jane and Lines, Andrew (2018) *Woman Wise Conversation Cards*, [www.theritejourney.com](http://www.theritejourney.com)
- Bennett, Jane (2002) *A Blessing Not a Curse*
- Bennett, Jane and Pope, Alexandra (2008) *The Pill: are you sure it's for you?*
- Briden, Lara (2017) *Period Repair Manual*
- O'Mahoney, Sarah (2016) *Making Pink Lemonade*
- Pope, Alexandra and Hugo Wurlitzer, Sjanie (2018) *Wild Power*, [www.redschool.net](http://www.redschool.net)
- Resh, Evelyn (2009) *The Secret Lives of Teen Girls*
- Torres-Gomez, Jac (2013) *Cycling to Grandma's House*



## This image shows a full page of a document template designed for writing. It features a series of evenly spaced, light gray horizontal lines that run across the entire width of the page. The lines are thin and consistent in color and thickness, providing a guide for text alignment and spacing. There are no margins, headers, footers, or other markings present on the page.

# MOTHERS SESSION RUNNING SHEET

Two hours (+)

Pass around name stickers,

Contact & email sheet (if you haven't used a registration form)

## WELCOME AND CHECK-IN

- ~ Introduce self
- ~ Group agreements
- ~ Introduce selves activity. How is it going for you and your daughter?

## OVERVIEW, HOPES AND WISHES

- ~ Provide an overview of the day
- ~ What are your hopes and wishes for the day?
- ~ Questions and concerns?

## STORIES

- ~ With a partner women tell their story of menarche
- ~ Group discussion

## HOUSEKEEPING

- ~ Give out Mother's Handout and discuss, including:
  - Story of menarche, early menstruation, discuss
  - Special woman/role model story (and artifact)
  - Morning tea and lunch

## TO HELP PREPARE YOUR DAUGHTER

- ~ Equipment: basket with menstrual products, mirror
- ~ School policy/person?
- ~ Girl's questions, share books
- ~ Rather than 'the talk' be open all along. What ifs
- ~ Family stories/women's history discuss around girls
- ~ When to expect, how to manage

- ~ Shame/embarrassment, girls who won't talk
- ~ Peers and society, share when and how you can

## AT MENARCHE

- ~ Congratulations!
- ~ Celebration
- ~ Dads, brothers, other family and friends
- ~ *What would you have liked at the time of your menarche? What would have best supported you? Given that what can you do for yourself now?*

## MENSTRUAL WELLBEING

*Why is menstrual wellbeing important? What is it? How do we practice it?*

### Possible conversations:

- ~ The Permission Paradox – the power of self-care and modelling self-care for our daughters
- ~ Conscious cycling like breathing techniques for relaxation. Will still happen without, but practice gives you great benefits
- ~ Menstrual cycle awareness as potent
- ~ Four seasons metaphor
- ~ The Period Paradox – to disclose or not
- ~ 4 Keys Sheet and Resources on handout
- ~ The menstrual taboo – the most potent and obstinate instrument of patriarchy

## Completion activity – Ten Generations

## Close and THANK YOU



### IF THE MOTHERS SESSION IS NOT POSSIBLE

You will find a detailed letter to mothers on the **CDG Materials** page entitled, 'Alternate Mothers Session Letter'. Read it carefully as you **will need to adapt it**. If individual mothers cannot attend speak with them personally if at all possible. This will make a big difference to their understanding of, and support for their daughter, during and after the CDG.

# UNDERSTANDING MENSTRUAL SHAME

Here is an incomplete list of signs of a culture of menstrual shame. In most cases it's very unlikely that we are aware of menstrual shame while we perpetuate it.

- ~ Silence
- ~ Secrecy
- ~ Negative perception, 'a curse'
- ~ Menstruation as a 'pathology'
- ~ Lack of a model of 'menstrual wellbeing'
- ~ Underdeveloped knowledge of the menstrual cycle and treatment for menstrual problems
- ~ Teasing / bullying / accusing / judging
- ~ An expectation that menstruation is managed silently and invisibly
- ~ A willingness to eliminate the menstrual cycle, as an unnecessarily inconvenience
- ~ Judgement and blame which circularises as shame diminishes the capacity for empathy
- ~ A surprising lack of knowledge about the menstrual cycle, even amongst otherwise educated women
- ~ A pervasive and unconscious negative frame to menstruation and the menstrual cycle, even amongst health practitioners

*What else have you noticed?*

## SHAME RESILIENCE THEORY

Brené Brown's Shame Resilience Theory is explained in her book *I thought it Was Just Me (But it isn't)*.

She says: "Shame is a silent epidemic", "Our culture teaches us about shame", "Shaming comments can be direct, indirect, manipulative and even unintentional."

Shame unravels our connection to others – shame is a fear of disconnection and is intensely painful.

- ~ From outside - messages and expectations
- ~ From inside - the very human need to belong

Brown defines shame and its relatives (p. 4&5):

- ~ Embarrassment (least powerful, later funny)
- ~ Guilt (can be positive motivator for change – our behaviour/s, not ‘us’)
- ~ Humiliation (undeserved, done unto)
- ~ Shame (who we are, internalised message)

Through her extensive research into shame Brown developed her Shame Resilience Theory. She found that those with shame resilience showed courage (to tell their stories), empathy and compassion (to hear shame).

Here are the four features of Shame Resilience Theory:

## 1. RECOGNISING SHAME AND UNDERSTANDING OUR TRIGGERS

- ~ Vulnerability (and strength of)
- ~ Unwanted identification
- ~ Shame screens (move away, toward and against)

## 2. PRACTICING CRITICAL AWARENESS

- ~ Contextualise
- ~ Normalise
- ~ Demystify

**These break down**

- ~ Individualising, keeping us separate
- ~ Pathologising
- ~ Reinforcing

## 3. REACHING OUT

- ~ “When we don’t reach out to others, we allow them to sit alone in their shame, feeling the shame and silence it craves.” P.29
- ~ “Knowing laughter.” P.131
- ~ “Practicing courage, compassion and connection in the face of shame is a political act.” P. 132
- ~ Harriet Lerner (*The Dance of Intimacy*) “...personal change is inseparable from social and political change.”
- ~ “The two most powerful words when we’re in struggle: me too.”

## 4. SPEAKING SHAME

- ~ Complex
- ~ Requires practice and skill
- ~ Won’t always work!
- ~ Our power is in our authenticity







Brown says, "For many women spiritual connection is essential to shame resilience." (p.260)

Understanding shame and Shame Resilience Theory is key to our work as Celebration Day for Girls facilitators. This is just a brief summary. Please read *I thought it Was Just Me (But it isn't)*. It is a profoundly useful core text for your work as a menstrual educator.

While Brené Brown doesn't specifically explore menstrual shame, her work provides an extremely valuable frame through which to understand it.

For our purposes consider ...

**Collective, Entrenched Menstrual Shame has resulted in:**

- ~ A general lack of understanding of the menstrual cycle
- ~ A lack of a model of menstrual wellbeing and how to achieve and / or maintain it
- ~ A lack of a social / cultural environment conducive to menstrual wellbeing
- ~ Vulnerability to 'expert' recommendations to eliminate the ovulation / menstruation cycle without informed choice or even knowing that's it's happening.

**To heal Menstrual Shame we need:**

- ~ A positively framed understanding of the menstrual cycle
- ~ An understanding of the menstrual cycle as an instructive and vital sign of life (5th sign after body temperature, blood pressure, pulse/heart rate, breathing/respiratory rate)
- ~ To be empowered with the knowledge and importance of reading our own experience of hormonal balance and how to adjust it
- ~ An understanding of menstrual cycle awareness as a vital and empowering "intelligence" of self-awareness, as in Howard Gardiner's Intelligences
- ~ Practice and integration of the four features of Shame Resilience Theory: Recognising shame and understanding our triggers, Practicing critical awareness, Reaching out and Speaking shame as they relate to menstrual shame.

'[Brené ] Brown counsels that connecting with others to receive and offer empathy is a powerful antidote to shame, for all participating. And finally, discussing and deconstructing the feelings of shame themselves, so that we can see them for what they are, and lessen the power they have to hold us back.

Shame resilience requires the courage to tell our stories and compassion to hear the shame of others, as well as a critical approach where we look at the big picture outside of our own personal lives.' From *About Bloody Time*, Appendix Three.

# CELEBRATION DAY FOR GIRLS

## Checklist for CDG

- ~ Contact person:
- ~ Date of CDG:
- ~ Venue:
- ~ Date, time and venue for Mother's Meeting:
- ~ List of girls and mothers:

## Checklist for venue:

- ~ Kitchen facilities
- ~ Cushions, chairs for adults
- ~ Check ahead of time with host that you can arrive early to set up
- ~ Toilets
- ~ Parking
- ~ Outdoor or non-precious area for henna painting

## Checklist to bring:

### Before 'Session One'

- ~ Workshop notes
- ~ Participant list
- ~ Name stickers
- ~ Tissues
- ~ If you wish, items to sell and show:  
Books, Pads, Cards and flyers

### Session One; Life Cycles

- ~ Name stickers for girls
- ~ Mandala cloth, bowls, seeds and brown paper bags, spoons
- ~ 'Altar' items, candles, cloth, almonds, pear (or Wombs of Wisdom)
- ~ Menarche, menopause, menstruation word cards
- ~ Girl 'anatomy' poster or similar
- ~ Vulva Puppet
- ~ 'How many periods' sheets, pens, and calculator (and something to lean on)
- ~ Paper and pens for questions
- ~ Book: *LIFE* (or just selected photos)

## Session Two; Our Cycling Bodies

- ~ Pretty Box/Basket with samples and glasses for water 'test' tampons, or use jars
- ~ Koala Cards (to help identify feelings)
- ~ 'Visitor to the Cupboard' story
- ~ Henna, brushes or henna in bottles (or alternative cultural literacy activity)
- ~ Books: ***A Blessing Not a Curse*** (or just Visitor to the Cupboard story), ***Cycling to Grandma's House***

## Session Three; Mothers and Daughters

- ~ Maternal line item – if the group is small and you can add your own story
- ~ Felt Locket activity: cut-out felt shapes

pinned together, needles, embroidery thread, ribbon, stuffing, scissors, paper and pens

- ~ Quote cards to take home: girls, mothers, menopausal mothers or grandmothers. Or, the 'Threshold of Womanhood' poem. Or another gift or memento according to your inspiration
- ~ Workshop notes
- ~ Participant list
- ~ Tissues
- ~ If you wish items to sell and show:  
Books, Pads, Cards and flyers
- ~ 'Princess Sophia' story
- ~ Books: ***Someday***
- ~ Strength Cards

**NOTES:**

[illegible]



# CDG RUNNING SHEET

with examples of what to say and do

TIME	SESSION	NOTES	RESOURCES
8.30	Set up	For a 10am start we suggest you arrive by 8.30 to set up, or you may like to be there from 8am while you get the feel of things, unless you can set up the night before. Then consider: What's your prayer, wish, intention for the day? Set up items for sale	<ul style="list-style-type: none"> <li>• Circle cloth</li> <li>• Grains</li> <li>• Products</li> <li>• Tissues</li> <li>• Altar</li> <li>• Handouts</li> <li>• Activities</li> </ul>
9.45	Arrival	Mothers, fathers or other introduces girls when they arrive, facilitator welcomes girls, give name stickers. Mothers / father / carer leaves.	
Session One: Life Cycles 10.00 –11.30am			
10.00	Welcome	<ul style="list-style-type: none"> <li>• Introduce self</li> <li>• Ice-breaker activity</li> <li>• Who is feeling shy? Anxious? Did Mum make you come?</li> <li>• Who knows what the word Menarche means? Menstruation and Menopause? (show the words on cards)</li> <li>• Establish Group Agreements: confidentiality, respect, when I want your attention I will, no phones ...</li> </ul>	Paper to record group agreements
	The Seed Mandala	<ul style="list-style-type: none"> <li>• We're going to make a Mandala. Who can tell me what a Mandala is?</li> <li>• 'Today we are making a Mandala to represent life, life cycles and women's cycles.'</li> <li>• Begin with rice or barley 'cross' and explain how we'll make today's Mandala. Depending on the size of the group girls will get one or two turns. (A detailed description of this activity is on the 'Resources' page entitled, 'Seed Mandala Ritual')</li> </ul>	Grains

TIME	SESSION	NOTES	RESOURCES
	Life Cycles and Life Stages	<p>While the Mandala is being made discuss the following:</p> <p><i>What are some cycles in nature that you know of?</i> Discuss cycles, like the day and night cycle, the seasons, plants and animals, the planetary cycles, breath cycle and the human life cycle, discuss puberty as part of our life cycle. <i>Where are you in the human life-cycle?</i></p> <p><i>What are some of the changes of puberty for girls?</i> (breasts-budding, pubic and underarm hair, body shape - curvy bits/fat, moods, voice deepens)</p> <ul style="list-style-type: none"> <li>• Use a poster or drawing, almond and pear, Wombs of Wisdom, photographs and other props to describe the womb, ovaries, ovulation, fallopian tubes, hormones, the menstrual cycle, mucus changes and why we menstruate. Wherever possible have girls share what they know and build from that.</li> <li>• To see external genitals we need a hand mirror and privacy. Unless you're a contortionist you won't ever be able to see yours with your own eyes. (As compared to boys who see theirs all the time.) Really healthy to check yours out and from time to time. Explain genitals using a Vulva puppet or similar.</li> </ul> <p>Focus: girls bodies and cycles, what women's bodies can do, promote curiosity, right names, awe, respect, comfort. <b>This is not</b> sex-ed or a simplistic explanation of menstruation resulting from 'non-conception'. While this is not untrue we want to focus on the ovulation-menstruation cycle that will complete with menstruation almost all the time. Refocus value <b>this</b> cycle - as metaphor, as the physical, emotional, psychological and spiritual cycle of women, as a means to connect with our inner nature, as our inner path.</p> <p><i>How can we communicate this meaningfully with girls?</i></p> <p>You could also mention that:</p> <ul style="list-style-type: none"> <li>• Puberty/menarche brings new rights and responsibilities in many societies.</li> <li>• The menstrual cycle and the lunar cycle are linked in many cultures, and how (length of cycle, fertility, myth and stories)</li> </ul>	<ul style="list-style-type: none"> <li>• Poster or drawing</li> <li>• Almonds</li> <li>• Pear</li> <li>• Wombs of Wisdom</li> <li>• Photographs</li> <li>• Vulva puppet</li> <li>• Hand mirror</li> <li>• Other props</li> </ul>

TIME	SESSION	NOTES	RESOURCES
11.00	<b>How many Periods?</b>	<p>We will work out roughly how many periods a girl may expect to have in her lifetime.</p> <ul style="list-style-type: none"> <li>• 'How many periods' sheet for each girl, a pen and something to lean on</li> <li>• Work through the sheet step by step together</li> <li>• When completed you can have the girls read out, one at a time, how many periods they can expect</li> <li>• Are you surprised? What is the value of knowing how many periods you may have? The importance of this time and learning to care for ourselves, valuable time for reflection, rest, creativity</li> <li>• Introduce using a simple calendar to track cycles</li> </ul> <p><b>You could also mention that:</b></p> <ul style="list-style-type: none"> <li>• If you want to have children – you can be aware of and look after your fertility</li> <li>• If you decide to not have children, fertility still important for your creative children and general health</li> <li>• How many women have their period in your country, the world right now do you think? (Australia: a million or so, the world over 300 million)</li> </ul>	Handout: <b>How many periods?</b>
	<b>Anonymous Questions</b>	<p>Before morning tea break you have a chance to ask anonymous questions about puberty, periods, boys puberty, pregnancy. This is a great opportunity!</p> <ul style="list-style-type: none"> <li>• Give (A5) paper. They still have pens and something to lean on. Encourage quiet so they can think. If necessary read some of the questions other girls have asked. If they want to know the answer, then suggest they write it down. Alternately, they could ask a question that they may think would be useful for other girls. (Allow 5 mins)</li> </ul> <p><b>Girls hand questions to you and it's time for morning tea</b></p>	<ul style="list-style-type: none"> <li>• A5/other paper</li> <li>• Pens or textas (enough for each girl)</li> </ul>
11.30-12.00	<b>Snack and Break</b>	Facilitator reads and orders the questions ready for next session	Set up menstrual products

## Session Two: Our Cycling Bodies 12.00 –1.00pm

TIME	SESSION	NOTES	RESOURCES
12.00-12.20	Answer Questions	<p>While girls continue Mandala read the questions and where appropriate field answers from the girls.</p> <p>You could discuss:</p> <ul style="list-style-type: none"> <li>the menstrual cycle as a very sensitive health meter (physical and emotional), every cycle and period will be somewhat different.</li> <li>what you can do to help yourself if there is any discomfort or you feel grumpy before or during a period</li> <li>and more!</li> </ul>	
12.20-12.45	Menstrual Products	<p>Ask girls to half fill their jar or a glass with water. Gather in a circle away from the Mandala.</p> <p>Show a range of menstrual products. Look at pads, including cloth pads. Check out tampons, a menstrual cup and period underwear. Show girls how to place a pad in underwear. Give out tampons, show how to open and try out in water, regular. <b>'IF</b> you choose to use sometime all packs have instructions.' Read 'Visitor to The Cupboard' (p.76 <i>A Blessing Not a Curse</i>)</p> <ul style="list-style-type: none"> <li>Talk about being prepared and what to do when your period comes, recommend carrying pads in a make-up purse or similar.</li> <li>Who could you talk to at school? Which adult do you feel comfortable with? Who has pads?</li> <li>If it comes at school what would you like to do? Talk to mum about it</li> <li>Record your period on a calendar, in a journal, include feelings</li> </ul> <p>You could:</p> <ul style="list-style-type: none"> <li>mention that they can send off to magazines for samples.</li> <li>allow girls to take a pad to the toilets to try or take one to try at home. (To date not common.) A girl may ask to try a tampon – do not sanction this at CDG. This is for home and for parents to approve.</li> <li>discuss advertising and the Tampax joke: boy asked by journalist 'what would you do with 5 dollars?' 'I'd buy Tampax', (shocked) 'Why?' 'Cos then I can go swimming and horse riding and ...'</li> </ul> <p>Talk about what women have used to catch the blood in the past and in other cultures. (See pg79 <i>A Blessing Not a Curse</i>)</p>	<p><b>Menstrual products:</b></p> <ul style="list-style-type: none"> <li>Pads</li> <li>Tampons</li> <li>Applicator Tampons</li> <li>Re-useable pads</li> <li>Menstrual Cup</li> <li>Period underwear</li> <li>Tray to display products and collect rubbish</li> </ul>



TIME	SESSION	NOTES	RESOURCES
	Feelings about Periods	<p>Spread Koala Cards or similar: <i>Which koala/s express how you feel about getting your period?</i> Pick 2 cards.</p> <ul style="list-style-type: none"> <li>When everyone has chosen (or close to) go around the circle and girls can show the cards they chose and explain what they mean to them. They may need your help to explain, or prefer just to share the card.</li> </ul> <p><b>You could:</b> Discuss <i>What do you want to do when you have your first period?</i> <i>Who do you want to tell: fathers, brothers, friends, family?</i></p>	Koala cards
	Cultural Awareness and Relativity	<p><b>What happens at menarche in different cultures?</b></p> <ul style="list-style-type: none"> <li>Apache girls puberty ceremonies are notable: she has the power to bless and help others, and is identified with the cultures heroine.</li> <li>In the Navajo ceremony the girl chooses a mentor, like a godmother. She chooses a woman who is not her mother, for the qualities she admires and would like to have herself. Her mentor slowly dresses her and adorns her with jewellery. The girl is then moulded or massaged as the Navajo believe that a girls body becomes soft again at menarche, as it was at birth, so that she can be reformed into a woman. dAfter the Navajo moulding ceremony people line up to be blessed by the girl. The girl is believed to have acquired Changing Woman's healing power. She uses her hands to bless men and women with aches and pains, and babies and children to 'stretch' then so that they grow well. The Navajo girl receives not only the caring touch of her mentor in the massage ritual, but also the connection to the spiritual origin of her people. What is being done to her has been done to each girl back to the original woman. The aim is to shape her into a beautiful strong woman.</li> <li>The White Mountain Apache also have a moulding ceremony in the pubescent girl's Sunrise Ceremony. The girl lies down in her ceremonial buckskin dress and her mentor moves around her massaging her from head to toe. The older woman moulds the girl as if she were a baby. She touches her eyes to make them open, and then she touches her mouth. The girl is recreated.</li> </ul> <p><b>Read 'Cycling to Grandma's House'</b></p>	

TIME	SESSION	NOTES	RESOURCES
12.45-1.00	Henna hand painting	<p>Outside or somewhere henna-safe: Place two teaspoons of natural henna powder into each girls jar. Pass around brushes. Use brush to stir henna drizzle water in a little at a time until make a gloopy paste. Paint one hand (with caution)</p> <p>Alternatively, pre-make paste and fill little plastic henna bottles using a disposable icing bag or plastic bag with the corner snipped out. Or easiest: buy henna cones!</p> <p><b>You can discuss how:</b></p> <ul style="list-style-type: none"> <li>The ancient and sacred art of henna tattooing dates back at least 5000 years and is still practiced in India, Asia, North Africa, Egypt, Turkey and other parts of the Middle East. It is essentially a women's ritual.</li> <li>In the past menstrual blood seen as very powerful – to do with creating life. Therefore red is symbolically powerful: colour of monarchs, 'red carpet', in Chinese red is for luck.</li> </ul> <p>Or, you could read <i>Cycling to Grandma's House</i> here.</p> <ul style="list-style-type: none"> <li>You could just get them started and share a little cultural comparison, and leave them to it. They are generally very happy to paint and chat.</li> </ul> <p>Meanwhile prepare the room for the mother's return: a chair behind each girl's cushion for her mother and probably a general clean up.</p>	<ul style="list-style-type: none"> <li>Henna or henna cones</li> <li>Wet wipes</li> <li>Paper towel</li> </ul>
1.00-1.15  c. 15 min	Mothers (grandmothers, teacher) join the circle	<p>When all mothers have arrived in prearranged place, have girls bring in their mother/carer, 'calmly, gracefully, take care of mum', take mother to her chair, to join the circle.</p> <p>Welcome mothers and tell them a little about what we have been doing. Ask girls: <i>What are some of the things we have been doing this morning?</i></p>	

TIME	SESSION	NOTES	RESOURCES
	Mothers (grandmothers, teacher) join the circle	<p>When all mothers have arrived in prearranged place, have girls bring in their mother/carer, 'calmly, gracefully, take care of mum', take mother to her chair, to join the circle.</p> <p>Welcome mothers and tell them a little about what we have been doing. Ask girls: <i>What are some of the things we have been doing this morning?</i></p> <p>Fill in the gaps ...</p> <ul style="list-style-type: none"> <li>• Seasons and cycles in life, mandala</li> <li>• Maths!! Calculated number of cycles we may have, show Mum.</li> <li>• feelings, strengths</li> <li>• pads, henna, vulva puppet</li> <li>• This may be a good time to discuss school policy, who they talk to at school, have a discussion at home about what girls would like to do if they get their first period at school. If this is a class group they may like to come up with a special name they can use for periods.</li> </ul> <p>You may like to read these quotes or other favourite/s of yours. For Anne Frank, explain context for girls.</p>	
		<p><i>"I think that what's happening to me is so wonderful, and I don't just mean the changes taking place on the outside of my body, but also those on the inside. I never discuss myself or any of these things with the others, which is why I talk about them to myself. Whenever I get my period (and that's only been three times), I have the feeling that in spite of all the pain, discomfort and mess, I'm carrying around a sweet secret. So even though it's a nuisance, in a certain way I'm always looking forward to the time when I'll feel that secret inside me again."</i> Anne Frank</p>	From <i>The Diary of Anne Frank</i>

TIME	SESSION	NOTES	RESOURCES
	Mothers (grandmothers, teacher) join the circle	<p><i>There were seeds within her that burst at intervals and for a little while she would come back to heaviness, and then before a surging miracle of blood, relax, and re-identify herself, each time more closely with the heart of life. 'I am the beginning, the never-ending, the perfect tree.' And she would lean again as once on the great curve of the earth, part of its turning, as distinctly part of the universe as a star – as unresistant as completely rhythmical.</i></p>	Poem by May Sarton
	Before Lunch	<p>If you would like to say a blessing for the Festive Lunch this is a lovely Shaker prayer ...</p> <p><i>The silver rain, the golden sun, The fields where scarlet poppies run, and all the ripples of the wheat Are in the bread that I do eat. So as I sit for every meal And say a prayer I always feel That I am eating Rain and sun and fields where scarlet poppies run.</i></p> <p>Or, girls' school lunchtime prayer, if they have one. Or a brief celebratory wish/blessing of your creation.</p> <p>Do this before the circle breaks for lunch as it can be a little chaotic and difficult to get everyone's focus back. Girls want to talk to their mums, mums want to hear about the morning. Support their space to do this, don't over-manage lunchtime.</p>	

## Festive Lunch 1.30pm - 30-40 mins

### Session Three: Mothers and Daughters 2.00 –4.00pm

TIME	SESSION	NOTES	RESOURCES
2.00	<b>Matriline/ Mentor Story</b>	<p>Thanks everyone for a delicious lunch</p> <p>Mothers (and grandmothers) tell us about a special woman as they were growing up. If they have an item/ artefact pass it around while stories continue.</p> <ul style="list-style-type: none"> <li>• Complete by reading 'Someday' (note exceptions)</li> </ul>	Tissues near at hand
	<b>Felt Lockets</b>	<ul style="list-style-type: none"> <li>• Show girls a part sewn locket, how to sew and where the ribbon goes</li> <li>• Hand out paper, pens, something to lean on to mums</li> <li>• What do mothers wish for their daughter as she becomes a young woman? Write down a special wish or blessing for your daughter.</li> <li>• Girls choose felt colours and shape (heart, flower, star pre-cut and pinned together), thread and needle and begin sewing.</li> <li>• Girls choose a coloured ribbon to sew in so they can wear the locket around their neck.</li> <li>• When mother's wish/blessing is written, they fold it small: girls sew it into the locket without looking at it.</li> </ul>	<ul style="list-style-type: none"> <li>• Sample locket</li> <li>• Felt hearts</li> <li>• Thread</li> <li>• Ribbon</li> <li>• Scissors</li> <li>• Needles</li> <li>• Stuffing</li> <li>• Paper</li> <li>• Pens</li> <li>• Something to lean on</li> </ul>
	<b>Mothers share a story</b>	<p>As girls continue to sew and after mothers have finished writing their blessing/wish</p> <ul style="list-style-type: none"> <li>• Mothers share a story of their menarche, early or later menstruation, fertility.</li> <li>• Start with your own.</li> <li>• Finish with 'Princess Sophia' story</li> </ul> <p>When all girls have finished sewing, or near to (pin so can finish later), give locket to Mum. Ask everyone to clear the cushions and chairs, and tidy around the Mandala.</p>	Tissues near at hand
	<b>Strength Cards</b>	<ul style="list-style-type: none"> <li>• Spread Strength Cards around Mandala, words facing out. Mums choose two that represents qualities they see in their daughter as she matures, when all have chosen share around the circle.</li> <li>• Girls turn. Choose one or two for mum. Can just hold up, or say something if you wish.</li> </ul>	Strength cards



TIME	SESSION	NOTES	RESOURCES
	<b>Locket Ceremony</b>	<p>Girls stand in around the edge of the Mandala, facing out, mothers face them and say altogether: “With this locket I offer you my love and blessings” while they place the locket over the girl’s neck. A lot of hugging usually follows.</p> <p>You may like to share that the word ‘Blessing’ was originally from the old English word ‘bloeden’ or bleeding. Bleeding as a blessing.</p>	
	<b>Quote Cards</b>	Give quote cards to girls, mothers, post-menopausal mothers/grandmothers. Read and then hand out. (or other memento of the day)	Cards for girls & women
	<b>Mandala Resolution</b>	<p>You can say something like:</p> <p><i>“As our Celebration Day draws to a close and we tip together all the seeds from our mandala, let’s send a blessing to girls all over the world who are your age, and their mums, that they may have all the support they need as they grow into puberty, that they are given a sense of how special their cycle and fertility is, by their family, community and culture.”</i></p> <ul style="list-style-type: none"> <li>• All holding edge of Mandala with this thought, gently tip toward centre.</li> <li>• Girls help to bag up for everyone to take home. Take care with potential chaos at this time, as some girls are tired and most are excited</li> </ul>	Paper bag for each girl
4.00 ish	<b>Close and Thank you</b>	<p>Thank you everyone for being here today, great honour, lovely getting to know the girls, all participated beautifully ...</p> <p>Any items for sale?</p> <p>Monies owing, check-in with individuals etc.</p>	

## A NOTE ON CULTURAL AWARENESS & RELATIVITY

The 'Cultural awareness and relativity' part of CDG starts with the question:  
*What happens at menarche in different cultures?*

The purpose of this, and the subsequent 'Henna' activity, is to loosen the constricting binds of the culture girls find themselves within, especially in relation to menstruation, and introduce alternative ideas and images. It's quite likely you will be pressed for time so you'll need to achieve this efficiently.

Girls enjoy the Henna activity, and while they are involved with that you can read part or all of *Cycling to Grandma's House* (up to the Indigenous girls asks her mum about Central Australian traditions works well), or tell other stories of one or more different cultures. Be careful not to make one or other the 'right' one – the point is to introduce variance, not judgement.



In truth once you've introduced girls to the Henna activity and set them up, you may need to get back to the circle and get things ready for welcoming the mums. Girls are generally more than happy to quietly chat while they do their henna painting.

Some facilitators prefer to use alternatives to Henna because of time constraints, messiness, concern over cultural issues or a school's rules about henna tattoos.

### You could use:

- ~ temporary tattoos
- ~ henna stickers
- ~ tribal markers ([www.tribalmarkers.com](http://www.tribalmarkers.com))
- ~ body glitter
- ~ stick on bindis
- ~ aromatherapy massage oil to massage hands
- ~ Or whatever is fun and celebratory. It doesn't have to be a specific cultural practice, just something useful that works for your participants, within the structure of your day and venue.

**Keep it simple!**



# GOALS, LEARNING OUTCOMES, & GUIDING PHILOSOPHIES

## ACTIVITIES AND GOALS

Tick goals achieved by the following CDG activities.

	Connection/ Belonging	Normalisation	Shame resilience*	Positive body image	Intro.to PME/ MCA**	Body literacy	Emotional literacy	MC.as psycho- spiritual process	Practical tips
Establish group norms									
Introduce key words									
Mandala									
'Organic' P&A discussion									
How many periods?									
Anonymous Q&A									
Explore menstrual products									
Girl pad/ tampon story									

	Connection/ Belonging	Normalisation	Shame resilience*	Positive body image	Intro.to PME/ MCA**	Body literacy	Emotional literacy	MC.as psycho- spiritual process	Practical tips
Feeling cards									
Cultural relativity / henna									
Grandma's House story									
Welcome women									
Female mentor strengths story									
Felt-locket and wish / blessing									
Menarche stories									
Princess Sophia									
Strength cards M & D pick									
Memento. of CDG (card)									
Resolve Mandala with blessing									

\* See Brené Brown's books. The features of shame resilience are: 1) recognising and understanding, 2) practicing critical awareness, 3) reaching out and sharing, and 4) speaking how you feel and what you need. For girls gaining comfort in speaking publically about periods and learning to express and validate what they need all contributes powerfully to their resilience to menstrual shame

\*\* PME: Positive Menstrual Education, MCA: Menstrual Cycle Awareness - based on science with a humanistic/person-centred emphasis. In other words an organic, holistic, eco-spiritual, soulful, non-dual, meaning-making approach rather than just 'the plumbing', biology as just chemicals or the body as just a machine

# LEARNING OUTCOMES

## WHY WE DO WHAT WE DO

ACTIVITY	PURPOSE	LEARNING OUTCOME
<b>Acknowledgement of country</b>	To feel respect for traditional owners and ground us	
<b>Intro / fun game</b>	To relax them, to help them feel comfortable with contributing To practice participating in an activity without feeling judged	
<b>Who is feeling shy?</b>	Normalise feelings. Did Mum make you come? Empathy – safety	
<b>Circle guidelines / confidentiality</b>	Creating the container – safety	Explain why confidentiality is important for people to feel safe in the group
<b>Key words : Menarche, Menstruation etc</b>	Anchoring – why we're here To give them tools and knowledge to provide a reassuring framework	Identify and explain key menstrual cycle terms
<b>Traditions, ancient practices, moonlodge</b>	Story – setting the theme, something special	Demonstrate understanding of how different cultures respond to menstruation differently
<b>Mandala</b>	Engaged doing and listening symbolic structure of a mandala and connection to nature's cycles. To meet various learning styles To engage participants in a group creative process	Proprioceptive
<b>Discuss Cycles found in nature</b>	Anchoring them in the cycles, connecting them to nature, bigger pic	Explain the connection between our body and the cycles of Nature, that it's a normal healthy part of life. Biophilia, counteract NDD

ACTIVITY	PURPOSE	LEARNING OUTCOME
<b>Group work: get them to move to their fav. season, time of day etc and name some describing words for each season (group work)</b>	Provides a time to contribute/ speak up to infuse collaboration and dispel fidgety energy	Demonstrate increased confidence to share knowledge and ask questions in a group
<b>Group discussion around puberty</b>	To connect them to their body and to changes ahead/now, preparing them for anatomy	Identify and explain changes the body will go through during puberty
<b>Biology</b>	To empower them to know their bodies, internally and externally To ground them in their bodies.	Identify and accurately name their sexual and reproductive body parts
<b>The menstrual cycle</b>	Building knowledge of the menstrual cycle	<ul style="list-style-type: none"> <li>Identify and use the correct names and stages of their menstrual cycle</li> <li>Demonstrate understanding of the range of emotions, energy levels and physical experiences possible during each stage of the menstrual cycle</li> </ul>
<b>Life Images</b>	<ul style="list-style-type: none"> <li>To bring some beauty and wonder to the process of creating life</li> <li>To explain process of creating life</li> </ul>	Demonstrate understanding the reproduction process
<b>Feelings we may experience during the cycle</b>	Awareness that our feelings are linked to our menstrual cycle	<ul style="list-style-type: none"> <li>Explain how our menstrual cycle can affect our mood, energy levels and body sensations</li> <li>Demonstrate ability to identify and express your feelings</li> </ul>

ACTIVITY	PURPOSE	LEARNING OUTCOME
<b>Feelings about menstruation / Koala cards</b>	A chance for the girls to realise and express their feelings and to see that we're all different.	Demonstrate understanding that it's acceptable to discuss your feelings or personal experience when you feel safe
<b>Cultural literacy / Henna</b>	To experience an age old female tradition	Demonstrate understanding of how different cultures respond to menstruation differently
	A time to listen to the need for self-care	Understand and explain the need for self-care
	A time to hear (again) how our feelings fluctuate during our cycle.	Explain how our menstrual cycle can affect our mood, energy levels and body sensations
<b>Cultural literacy: Cycling to Grandma's House</b>	To provide a time for the group to relax	
	A time to reflect on the different attitudes to the menstrual cycle around the world.	Demonstrate understanding of how different cultures respond to menstruation differently
<b>Recap for mothers</b>	<ul style="list-style-type: none"> <li>• To recognise that we are adjusting to the new circle.</li> <li>• To provide the girls with a recap and therefore grounding in all the information</li> </ul>	



ACTIVITY	PURPOSE	LEARNING OUTCOME
Shared lunch	A time to celebrate and relax	
Special woman in my life: 1ST round of storytelling (Optional: Suggest mum & daughter write lists of mentors girl could go to)	<ul style="list-style-type: none"> <li>• Role models of special/powerful women, who are known personally</li> <li>• To highlight the value of a female mentor in your life</li> </ul>	Demonstrate understanding of the wide range of possible adventures and skills women can have
Felt Locket	<ul style="list-style-type: none"> <li>• To be supported to create a beautiful keepsake.</li> <li>• To aid listening and prepare for the blessing ceremony</li> <li>• An opportunity for mums to express their wishes and love</li> </ul>	Apply attention and effort to complete a small craft project
Around the time I got my period: 2 <sup>nd</sup> round stories	<ul style="list-style-type: none"> <li>• To normalise menarche and menstruation</li> <li>• To share the wisdom in the group</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how our menstrual cycle can affect our mood, energy levels and body sensations</li> <li>• Demonstrate understanding that it's acceptable to discuss your feelings or personal experience when you feel safe to do so</li> </ul>
Facilitator goes first	Model succinctness and comfort	
Affirmation / Strength cards	<ul style="list-style-type: none"> <li>• To show love and gratitude for each other</li> <li>• To provide a space to publicly affirm your mum/your daughter</li> </ul>	Demonstrate understanding that it's acceptable to affirm and acknowledge your appreciation of others (and accept compliments well!)
Ceremony	To bring conscious attention and intention to the blessing process, to make this a special/sacred time	
Completion: dismantling the mandala Thank you cards Sharing out grains Group photo	<ul style="list-style-type: none"> <li>• To create a sense of closure</li> <li>• To provide a space for the group to make a wish for other girls around the world – sisterhood</li> </ul>	Explain the concept that we're all in this together!

# GUIDING PHILOSOPHIES

The underlying philosophy of **Celebration Day for Girls** draws on Strengths Based Practice. This is a social work practice theory that emphasizes a person's strengths, resources, self-determination and resilience and the perspective that they are the expert of their own experience. Additional features are normalisation and hope, commonly in the form of the Miracle Question.

Also valuable to understanding the guiding philosophy of **Celebration Day for Girls** are these therapies and concepts:

- ~ Holistic health paradigms and philosophies like Ayurveda, Traditional Chinese Medicine, Naturopathy, Homoeopathy, Yoga
- ~ Natural Fertility Management
- ~ Deep ecology
- ~ Ecofeminism
- ~ Biophilia – love of nature. Menstrual Cycle Awareness as an antidote to Nature Deficit Disorder
- ~ Compassionate Communication
- ~ Hand-in-Hand parenting and Aware Parenting



# SETTING UP YOUR WORKSHOP KIT

Start gathering your CDG kit. Print out the list and tick them off as you track down or make your items. You can enlist another facilitator to motivate each other, or to share resources as you get going.

## FILES TO ACCESS FROM THE WEBSITE

See the **CDG RESOURCES** page on the website for the following:

- ~ How many periods? (example in Appendix)
- ~ The Visitor to the Cupboard
- ~ Princess Sophia
- ~ Photos from Lennart Neilsson's book *LIFE*
- ~ Gift card files
- ~ Instructions for 'How to make Wombs of Wisdom'
- ~ More Girl's Questions
- ~ Sample registration form for mothers / carers for CDG
- ~ For encouragement see 'Facilitators Share Their Experiences'
- ~ One Body Two Hearts activity
- ~ Ten Generations Visualisation
- ~ Changes of Puberty
- ~ And more ....

## CORE KIT – NEED TO HAVE

- ~ **Name stickers, or materials to make nametags** – office supplies
- ~ **Mandala cloth**
  - Buy a square of cheap 'crushed velvet' (not real velvet) in deep red or maroon or as close to these as you can find, fold twice into a quarter and cut to a round by measuring from the centre, placing pins at equal distance from the centre in a quarter circle, then cut. Hem by hand, machine or not. If you're not a sewer it's an easy job for a friend or family member who are.



- Once you've joined the CDG Facilitator's Group you can access video Instructions, Making the mandala cloth': [www.facebook.com/emily.stewart.397501/videos/10162407728075241/](https://www.facebook.com/emily.stewart.397501/videos/10162407728075241/)
- Mandala 'seeds' bowls – cheap \$2 shop bamboo patch bowls are good and light to carry
- Pulses and grains for the mandala. Or other items you choose. Preferably natural.
- Brown paper bags to take some mandala home
- ~ **Altar items for a beautiful honouring ambiance**
  - Beautiful cloth/s, a candle and flowers
  - You can also place here almonds in their shells (to represent the approx. size and shape of ovaries) and a well-shaped small pear (to represent the womb) to use when discussing reproductive physiology.
- ~ **'Menarche', 'menopause', 'menstruation' word cards** – you can print on A4 and laminate from the **CDG WORDS** doc in **CDG MATERIALS**, or make and decorate your own
- ~ **Anatomy poster** – p. 21 of *A Blessing Not a Curse* has a black and white image of a girl, with ovaries, fallopian tubes, uterus and vagina. You could blow this up, and trace and colour as you wish.
- ~ **Vulva poster** – p. 23 of *A Blessing Not a Curse* has a black and white image of a vulva. You could blow this up, and trace and colour as you wish. You may also like one of the many lovely vulva images on the internet. Make sure the one you choose is sufficiently clear as to the different parts you want to describe.
- ~ **'How many periods' sheets, pens, and calculator (and something for girls to lean on)** – also available on **CDG MATERIALS**
- ~ **Small pieces of paper for questions**
- ~ **A special box or basket with menstrual product samples** – where possible see if manufacturers will provide you samples. You could share this task with other facilitators near you.
- ~ **Disposable pads, with and without wings** – will need replacing from time to time, especially if you offer for girls to take one home to try
- ~ **Tampons, small, with and without applicator** – will need replacing as girls will use one of each during **CDG**
- ~ **Reusable cloth pads**
- ~ **A menstrual cup**
- ~ **Period underwear**
- ~ **Glasses or jars to half fill with water to 'test' tampons**
- ~ **Koala Cards** – \$AU19.95 plus post from [www.innovativeresources.org](http://www.innovativeresources.org), or other cards or images for choosing feelings if you have them or want to make them
- ~ **Strength Cards** – \$AU49.95 plus post from [www.innovativeresources.org](http://www.innovativeresources.org), or £20 plus post from <https://www.strengthcards.co.uk/product-page/24-strength-cards>, or <https://atmybest.com/products/strengths-cards> are \$AU49.50 plus post. Alternatively you could make your own.
- ~ **Henna, brushes or henna in bottles** – [www.hennaaoasis.com](http://www.hennaaoasis.com), local Indian grocery cheapest for henna – Jamila is the most natural brand (no extra dyes). Or materials for an alternative cultural literacy activity.
- ~ **Felt Locket** –
  - cut-out 100% wool felt shapes, pinned together
  - needles, embroidery thread in several colours
  - thin satin ribbon in several colours – look out for sales

- wool stuffing if possible
- several pairs of small scissors,
- small pieces of paper, pens and something to lean on (same as girls Q&A)
- ~ 'Princess Sophia' story – print from **CDG MATERIALS**
- ~ 'Visitor to the Cupboard' story – print from **CDG MATERIALS**
- ~ Tissues
- ~ *LIFE* photos from **CDG MATERIALS** – print and laminate
- ~ *Someday* by Alison McGhee
- ~ A printout of your workshop notes – attached to a clipboard if that's your thing
- ~ Participant name and contact list

## THE FULL KIT AND CABOODLE – WHEN YOU CAN

As above, plus

- ~ **A suitable picture** – like Georgia O'Keefe's painting *Red Canna* to add to your Altar table, or other beautiful image or statue. Be careful that it is general and inclusive, and not culturally, religiously or racially specific.
- ~ **Vulva puppet** – 'The Vulvalicious Mini', recommended and currently \$AU167 is available at <http://www.theartandscienceoffemalearousal.com/product/the-vulvalicious-mini/> There are others on etsy, and many are very expensive. Alternatively get your or friend's crafter on.
- ~ **Womb apron** – see instructions to make your own (or rope in crafty a friend or family member) on **CDG MATERIALS**. A fun alternative to the 'anatomy' poster. OR
- ~ **Search for 'Uterus underwear'** – here's the current best option. You could buy a pair larger than your usual size and put them on over your clothes (will work if you have pants or tights on). Great for lightening and 'urk' for the internal organs discussion. A fun alternative to the 'anatomy' poster: [https://www.etsy.com/au/listing/504553287/vagina-pantiesunderwearfeministgirl?ga\\_order=most\\_relevant&ga\\_search\\_type=all&ga\\_view\\_type=gallery&ga\\_search\\_query=uterus+panties&ref=sr\\_gallery-1-1&frs=1](https://www.etsy.com/au/listing/504553287/vagina-pantiesunderwearfeministgirl?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=uterus+panties&ref=sr_gallery-1-1&frs=1)
- ~ **Quote cards to take home:** girls, mothers, menopausal mothers or grandmothers. OR, the 'Threshold of Womanhood' poem (both available from **CDG MATERIALS** to print), OR another gift or memento according to your inspiration and means. None is fine too.
- ~ **Books:**
  - *LIFE*, Lennart Nilsson
  - *A Blessing Not a Curse*, Jane Bennett
  - *Cycling to Grandma's House*, Jac Torres-Gomez
- ~ **Conversation Cards:**
  - [www.innovativeresources.org.au](http://www.innovativeresources.org.au) for conversation cards to start the Mothers Session – e.g. Symbols, Words, Positive Parenting
- ~ **Your own SHOP:** you may like to have relevant books and products for sale, especially if you have some you have created, or other facilitators have written or produced.
- ~ **Wombs for wisdom** – [www.wombsforwisdom.wordpress.com](http://www.wombsforwisdom.wordpress.com) – 2 x beautiful uterus, one menstruating and one non-menstruating. Demonstrates actual average size and weight at both these junctures, in a lovely velvet bag. Around \$US200. DIY handout on **CDG RESOURCES** page.

# CDG SURVEY

## MUMS, GIRLS AND TEACHERS

You can gather information from **CDG** participants to help you further polish your workshops, and to harvest testimonials – gold for future promotion. And, you will want to keep this as simple as possible.

If you are a data person you may like to set up online questionnaires. There are templates on the **SURVEY** page of the website you are welcome to use and adapt to your own needs.

If that sounds like a lot of work, consider buying two guest books, one for girls and one for mothers and teacher if present. Make the guestbook table beautiful and invite everyone to contribute at the end of the day.

## FACILITATOR NOTES AFTER A CDG

Have a journal or similar with you to record details of your **CDG** workshops after packing up. You will be amazed how quickly you can forget the details, and a simple record will be invaluable. Suggestions of what to record are also in the docs on the **SURVEY** page.

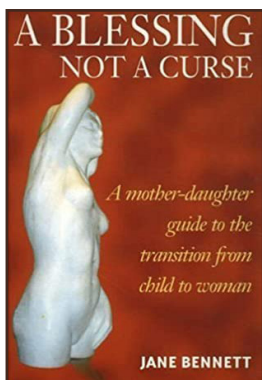
**You can use these prompts:**

- ~ Date
- ~ Number of girls
- ~ Features of the group
- ~ What worked well?
- ~ What was challenging?
- ~ What will I do differently next time?
- ~ I need to find out more about
- ~ For myself I now need to

# DEVELOP YOUR SKILLS & KNOWLEDGE

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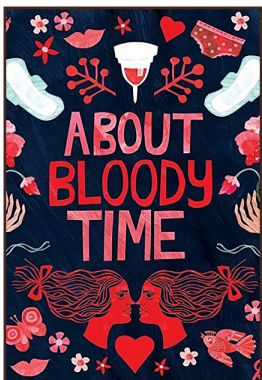
## CORE TEXTS & FURTHER STUDY



### ***A BLESSING NOT A CURSE***

Jane Bennett, 2002

Specifically written for mothers and carers of girls traversing puberty and menarche. Includes a reframe of how we approach menarche and menstruation, an exploration of adolescent-specific menstrual problems and beautiful self-help practices for girls and mums to explore together. These can be useful for mild to medium cramps, heavy periods and PMS, as well as for promoting general menstrual wellbeing.



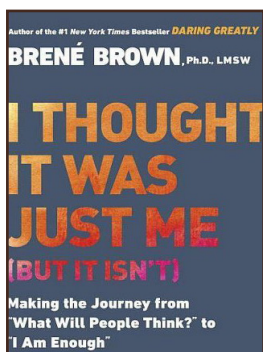
### ***ABOUT BLOODY TIME:***

### ***THE MENSTRUAL REVOLUTION WE HAVE TO HAVE***

Jane Bennett and Karen Pickering, 2019

Based on research into the experiences of 3460 women and girls, conducted by the Victorian Women's Trust 2014 – 2017, About Bloody Time explores the personal and political impact of the menstrual taboo, and makes a powerful case for us to collectively demolish it. Concludes with a clear and precise Call to Action.

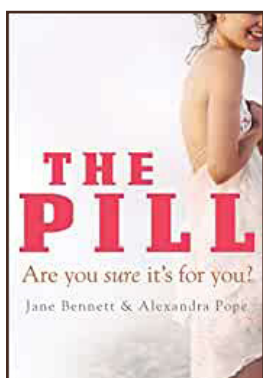




## ***I THOUGHT IT WAS JUST ME (BUT IT ISN'T)***

Brené Brown, 2008

While she isn't speaking about menstruation specifically her work on shame is profound and very useful for understanding the power of menstrual shame, and how to recognise it's many faces. See the pages on Understanding Menstrual Shame in this manual.



## ***THE PILL: ARE YOU SURE IT'S FOR YOU?***

Jane Bennett and Alexandra Pope, 2008

For a clear and highly readable understanding of why a daily intake of synthetic hormones is not as benign as you were led to believe, and how and why practice of informed choice is vital for your wellbeing, even if you have to fight for it. Includes effective alternatives for both contraception and therapy, and why we need to rethink our approach to the ovulation-menstruation cycle.

## **FATHERS CELEBRATING DAUGHTERS FACILITATOR TRAINING**

This workshop with dads is a delight to run and deep and transformative, and a great compliment to **Celebration Day for Girls**, though it can equally effectively be run separate to CDG.

Go to [www.celebrationdayforgirls.com/fathers](http://www.celebrationdayforgirls.com/fathers) and [www.celebrationdayforgirls.com/facilitator-news/](http://www.celebrationdayforgirls.com/facilitator-news/)

Or register your interest with Jane: [enquiries@celebrationdayforgirls.com](mailto:enquiries@celebrationdayforgirls.com)

## **FACILITATION TRAINING SHORT COURSE**

If you live within cooee of Melbourne we recommend this great 2-day course to: sharpen your group-work skills, introduce new ones, help you articulate what you do and become more purposeful in your facilitation – even if you have had years of experience running groups.

Go to: [www.groupwork.com.au](http://www.groupwork.com.au)

## ***GETTING OUR ACT TOGETHER: HOW TO HARNESS THE POWER OF GROUPS***

Glen Ochre, 2013

Alternatively this text for the Facilitation Training Short Course is available from [www.groupwork.com.au](http://www.groupwork.com.au).

An inspiring book that will empower and enthuse you in your work with groups and circles.





## ***WILD POWER: DISCOVER THE MAGIC OF YOUR MENSTRUAL CYCLE AND AWAKEN THE FEMININE PATH TO POWER***

Alexandra Pope and Sjanie Hugo Wurlitzer, 2018

Alexandra and Sjanie offer a beautifully described pathway to a deep, empowered and creative relationship with your menstrual cycle.

## ***RED SCHOOL WORKSHOPS AND COURSES***

With the same theme of deep connection and empowerment Red School offers a range of courses. Some free. Go to [www.redschool.net](http://www.redschool.net) and [www.redschoolonline.net](http://www.redschoolonline.net)

## ***THE COMPLETE GUIDE TO OPTIMUM CONCEPTION***

Francesca Naish and Jane Bennett, 2019 and

## ***THE NATURAL FERTILITY MANAGEMENT CONTRACEPTION KIT***

Francesca Naish and Jane Bennett, 2004

These include precise guidance and step-by-step instructions on fertility awareness methods, and how to interpret your cycle charts, with specific instructions for preconception health care and effective natural contraception (depending on your purpose). Go to [www.fertility.com.au](http://www.fertility.com.au)

## ***THE PERIOD REPAIR MANUAL***

Lara Briden, 2017

An excellent manual on the ins and outs of menstrual problems and what you can do about them, with specific and evidence-based complementary medicine, nutrition, supplementation and lifestyle recommendations.

## ***HER BLOOD IS GOLD***

Lara Owen, 1993, 2007

A beautifully written classic that has inspired many women to look at menstruation with curiosity and positivity, and in so doing find a profound relationship with their cycling selves.

## ***THE SECRET LIVES OF TEEN GIRLS: WHAT YOUR MOTHER WOULDN'T TALK ABOUT BUT YOUR DAUGHTER NEEDS TO KNOW***

Evelyn Resh, 2009

Written by a sexual health nurse with remarkable insight into how teenage girls think and form their understanding of sexuality. Continues the CDG theme of positivity. Helps uncover myths and see unconscious bias.

# PHYSIOLOGY & ANATOMY

To refresh your understanding of reproductive biology, and the menstrual cycle specifically, these clips are good:

- ~ Menstrual Cycle, Craig Savage: [www.youtube.com/watch?v=FszetyLjeA4](http://www.youtube.com/watch?v=FszetyLjeA4)
- ~ Ovulation & the menstrual cycle: [www.youtube.com/watch?v=WGjsrGmWeKE](http://www.youtube.com/watch?v=WGjsrGmWeKE)
- ~ Female Reproductive System, Armando Hasudungan: [www.youtube.com/watch?v=2\\_owp8kNMus](http://www.youtube.com/watch?v=2_owp8kNMus)
- ~ This is Your Period in 2 minutes – while we don't agree with all the characterisation of menstrual cycle stages it is a clever, upbeat clip <https://www.bing.com/videos>
- ~ How Menstruation Works, Emma Bryce: <https://www.bing.com/videos/>

The content in these clips is more sophisticated than girls will be able to take in, however it's important that you understand the menstrual cycle, reproductive organs and hormones well so that you can simplify appropriately when answering girl's questions. If you find a great clip please share these with the CDGF team. Good clips on endometriosis, period pain, irregular cycles, PCOS and so on would be very helpful

Wikipedia is also a sound source of information about all aspects of reproductive physiology and anatomy. As are these books:

***Garden of Fertility, Cycle Savvy, Take Charge of Your Fertility, Natural Fertility.***



## TAKE A QUIZ!

Once you have refreshed your knowledge with the above clips take this quiz to assess your female reproductive general knowledge. Created by CDG facilitator and natural fertility naturopath, Nicole Tricarico. Thank you Nicole!

<https://nicoletricarico.com/quiz/cdg-facilitators-knowledge-quiz/>

# MENSTRUAL CYCLE AWARENESS



If you haven't yet charted your menstrual cycle (mucus, temperature, cervix) this as a powerful way to know your cycle intimately from the inside out. See [www.fertility.com.au](http://www.fertility.com.au) and the Natural Fertility Management resources as above. If you use a period app and chart your cycle there, be aware that research has found most of these to be inaccurate.

As a 'Period Lady' you will no doubt keep exploring and developing your own creative ways of seeing and sharing our fascinating reproductive biology. Be aware that you will come across conflicting information and always go for the highest quality references you can and form your own best-evidence perspective.



# ANONYMOUS Q&A

## A SELECTION OF GIRL'S QUESTIONS

Here is a selection of questions from girls who have attended A Celebration Day for Girls, including some of their 'creative' spelling and grammar.

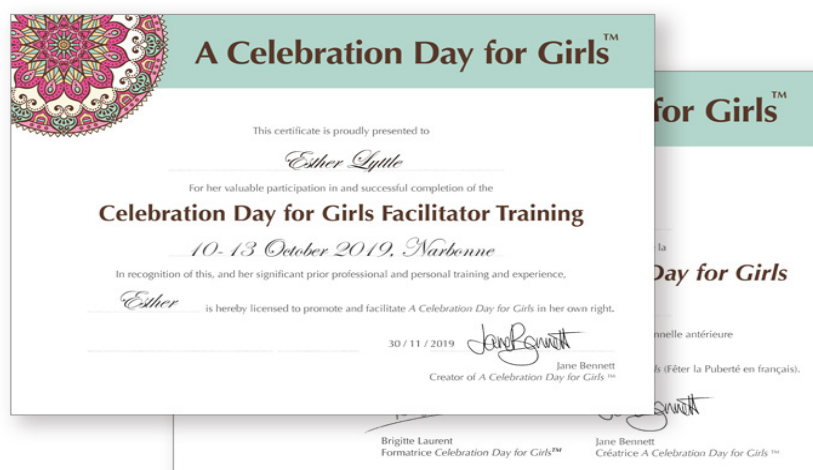
- Why do you get pubic hare?
- Does it hurt when your period starts and stops?
- Is it normal to have white yellowish stuff in your undies?
- Should your breasts be itchy?
- How are you supposed to ask for bras and stuff like that without being embarrassed?
- Is it normal to have lumps under your nipple?
- How old are boys when they have their pirods?
- Why do I have a little hole in the big flabby bit of skin sticking out everywhere?
- Why do we have periods?
- Can you swim in pads?
- How do you know when your going to get your period or does blood just start pouring out?
- Why doladies get cramps?
- Will I get pimples?
- Can you not get your period?
- Can you see the different in a person when they get there piriord?
- If you get it at school what should you do?
- Does your period come out of your front hole or the bake hole?
- Can you just bleed into your knickers?
- Is it life fretning to have a baby?
- Is it alright to be imbarist?
- What do you do at school when boys tease you about having breasts or something?
- Does putting on a tampon hurt?
- Why dogirlshave vaginas and boyshave penises?
- What is the name of the little ball on the vagina?
- Why do we get angry and all amoshanall when we get pireds?
- When your having your periods is it like wee but red?
- What does blood coming out feel like?
- Are boys still allowed to swim while they are going through puberty?
- When you have your period do you start to like different boys or not like the ones you used to?
- Do I have to go on a diet when it happens?
- Will my hips grow really big?
- If women and the moon are alike are men and the sun alike too?
- How many times a day do you change pads?
- What do you do if there is no bin for pads?
- Does period blood stain?
- When you first get your period is the flow strong enough to come down your leg or be visible?
- Why do some people get period pain and how can you prevent it?
- Is it harder to do your school work when you have your period?
- What is more comftibl pads or tampons, in your opinyan?
- As soon as you have your period can you have a baby?
- Does your attitude change when you have your period?
- Do you get stressed a lot more when you get older?

For more questions log into [celebrationdayforgirls.com](http://celebrationdayforgirls.com) and go to MORE RESOURCES. Where possible solicit girls help in answering questions. Equal to getting helpful answers the value in this exercise is in allowing the space, privacy and respect for these questions to be voiced and heard. In itself this is so much more than most women experienced as girls, and quite possibly since.

# TO BECOME A LICENCED CDG FACILITATOR

In order to become a certified CDG facilitator able to offer workshops in your own right the following requirements must be met:

- ~ Application to train approved (You have this manual so you can give yourself a big tick here)
- ~ Full participation in the CDG Facilitator Training (i.e. attending all sessions and fulfilling all requirements)
- ~ A current 'Working With Children Check' or similar for your state or country (show your CDG trainer or send them a photograph)
- ~ One-on-one mentoring session with your CDG trainer
- ~ A CDG Facilitator Agreement signed by yourself and your trainer, one for us and one for you to keep.



# SUPPORT AND PROMOTION

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## FACILITATOR'S WEBSITE MATERIALS

When all of these items have been completed you are officially licensed to facilitate CDG workshops in your own right, and will be sent a beautiful acknowledgement Certificate. ***We will also send you the login codes for the Facilitator website pages and resources.***

The private facilitators' section of [www.celebrationdayforgirls.com](http://www.celebrationdayforgirls.com) is a treasure chest of great resources generously created, polished and shared by facilitators.

You can get into this section via 'facilitator login' at the bottom of the HOME page. You will receive the login codes when your licencing requirements are met. Record them here:

**Username:**

**Password:**

When you have logged in you will be returned to the HOME page ... with one small difference. At the top right hand of the page three small parallel lines have appeared. Click on these and a menu will appear to the right. Welcome to the facilitator pages!

**Here you will find:**

- ~ **Promotion** – branding and style guide, flyers, letters
- ~ **CDG Materials** – things you will need to run A Celebration Day for Girls
- ~ **Community** – details about the CDG community
- ~ **Surveys** – templates that you can use with your workshop attendees
- ~ **Facilitator News** – CDG facilitator's newsletters archive
- ~ **Photos** – of CDGs that you can use until you have a collection of your own
- ~ **Articles and Research** – papers from peer-reviewed journals reporting on research relevant to tween girls
- ~ **More Resources** – other useful menstrual education materials and information.



# PROMOTING CDG

- Make sure you send in your **Bio and Photo** soon for the 'Facilitators' page. The Bios are written in first person and you can see many examples on the page. Be in touch if you need help. Time permitting you will have started your Bio at the training.
- When you have scheduled a CDG, send the Date, Time and Place, including the Mothers Session, to your Trainer (UK, France, New Zealand, Canada) or Beck: [beck@celebrationdayforgirls.com](mailto:beck@celebrationdayforgirls.com) so we can pop it into the **calendar**.
- **Flyers** are available on the **Promotion** page. These have fixed sections and changeable boxes. Put the workshop time, date, place and fee in one section and your, photo and contacts in the other. When you're satisfied save this as a pdf.
- If you would like to use the CDG generic **bookmark** to create personalised one with your contact details you can:
  - 1) simply add your details using a sticker
  - 2) contact Mariana Zavary: [sprout@astralize.com](mailto:sprout@astralize.com) or Friedel Kunze: [friedel.kunze@gmx.de](mailto:friedel.kunze@gmx.de) who will insert your details at the bottom of side one, and bump up the CDG web address. You can then have a print ready doc to have printed wherever you like.
- Spread the word among your networks, and advise other facilitators in your region as they may have had keen mothers who have contacted them, and don't currently have a workshop to offer them. CDG is, after all, a very time specific workshop.
- Pick the low hanging fruit: if you have a mother or school keen for CDG make a date. And a flyer! This then gives you something very solid to publicise and prepare for.
- Once you have run a CDG make sure you keep the contact details of the mothers who attended. These will be your gold-standard advocates. Make sure you let them know the dates of future CDGs you offer so they can encourage their friends to book in.
- You may like to offer a free public talk – at a local school or library, for instance. When parents meet you they will then have confidence that you will handle this subject sensitively and wholesomely. Offer something relevant and juicy about puberty, and mention the workshop often during the talk.
- You may like to offer an article to a local publication. Check the Promotion pages for ideas and material you can use.
- On the Promotion page are wonderful templates designed for schools that have been carefully written with pedagogical terms and current concerns of schools in mind. You're welcome to use these to approach local schools.



# ANTICIPATING BOOKINGS & INCOME

## A reality check and a note of encouragement

We understand that your commitment to the role of Celebration Day for Girls facilitator derives from your interest in women's and girl's wellbeing, and the importance of positive and skilful preparation and support for menarche and cycling life.

That said it's likely that your plan is to add this workshop to your suite of professional offerings, or as an extra to your day job, and for the supplementary income it may provide. And this may indeed come to pass.

However, in the same way that it takes time for a newly trained herbalist or acupuncturist to develop a reputation and a reliable income, establishing a regular calendar of Celebration Day for Girls workshops takes time and effort and a willingness to take many small steps.

In time some facilitators regularly run 5 to 8 workshops a year, while others only ever planned to run 1 or 2 a year for specific groups. What is unlikely to happen is that you will quickly and easily fill monthly CDGs soon after you train. This is no reflection on the value of the workshop or your ability or marketing skills, though all these help of course.

### WHY IS THIS?

In the many ways that so many people avoid or dismiss the value of menstrual education you can see the pervasive and persistent faces of menstrual shame. For more on shame do read *I Thought It Was Just me (But It Isn't)* by Brene Brown, and on menstrual shame *About Bloody Time* by Jane Bennett and Karen Pickering.

As a facilitator of Celebration Day for Girls you will inspire girls and women to connect with their cycle and themselves – a deeply fulfilling and rewarding role and, with each mother and each daughter who attends, you are helping to chip away at the damaging culture of shame and building a culture of menstrual wellbeing.



## WHAT CAN I DO?

Be patient. Understand that you are an agent of social change and that there will be resistance in many forms. The better you understand the mechanisms of menstrual shame the more you can work to transform it into wellbeing. Whatever you do, don't take it personally!

Value each conversation with women, mums and girls, dads, teachers, schools, employers and community organisers. Some conversations will result in a CDG booking, others won't. Keep your eye on the long game.

If in the beginning your workshops are small, if at all possible run them anyway. Each mum who attends becomes a champion and her word of mouth is gold. Make sure you let all previous CDG mums know about upcoming events, they will pass it on to other mums with personal recommendations.

Stay connected to the CDG facilitator community. Resources, conversations, ideas and support are available and will all help to keep you motivated.

## STARTING OUT

Facilitating Celebration Days is tremendously satisfying work, and right now you may want to do them every week!

If possible find a champion mum or teacher who helps to get other people on board. You know the one who enthusiastically emailed you, or had a long animated chat with you in the supermarket. They may need some coaching, so offer them some helpful tips on what to say, and info they can share by email or socials.

It's terrific if you can return to the same school year after year, but you often need an ongoing relationship with the staff or leadership team to do this, as families move on. You may often simply have one-off events for a group of girls in a community or class, which an organising mother brings together, or you can promote a public event. There are lots of resources, ideas and encouragement you can access for marketing and strategy.

## A NOTE OF ENCOURAGEMENT

Generally, we have found that workshops increase in a region as your reputation grows and people spread word of mouth about how positive, practical and fun the experience is and the lasting impact it has on girl's confidence and body positivity. This takes time and patience, and in time your workshops will start to gain their own momentum.

One of the wonderful things about the CDG facilitator community, is the wealth of support, experience and encouragement available from other facilitators and trainers. So, remember to check in with your trainer/s and sister facilitators for validation and heartening support. It really helps when we share our stories and pool ideas and tips for what to do next.

# ONGOING SUPPORT

- ~ **FACEBOOK:** You're strongly encouraged to join the **CDG Facilitators Group** and the **CDG Facilitators UK and Europe** Facebook pages. Only facilitators are members of this group, which makes it a great place to go to share ideas and resources, and get support. You will receive an invitation to join shortly after your training – if you're not already you will need to be on FB to get an invitation. If this somehow gets lost in the virtual world then do be in touch to remind us: [4janebennett@gmail.com](mailto:4janebennett@gmail.com)
- ~ **INSTAGRAM:** We have a dedicated team who are spreading the word about CDG via Instagram. Check out 'Celebration Day for Girls', and like and share ... often! Make sure you follow [#celebrationdayforgirls](https://www.instagram.com/celebrationdayforgirls)
- ~ Also 'like' the 'Celebration Day for Girls' Facebook page, and contribute items of interest for this community. You can also put your CDG events up here.
- ~ We are planning regular **Zoom** meetings on topics of interest to facilitators. We will be in touch when these are scheduled.
- ~ You will receive periodic updates via an email newsletter. Go to the facilitators section of the website to the **FACILITATOR NEWS** page for back editions.



# DUTY OF CARE

## CULTURE AND DIVERSITY

While **Celebration Day for Girls** is a gentle and positively framed day, we do touch on subjects that can be very personal and sensitive for girls and women. As such you may find some information or sharing arising that alerts you to issues that may require further specialist professional support. In order to be prepared for this find out and keep with your workshop materials details of:

- ~ sexual abuse and domestic violence services in your area
- ~ youth and general mental health services in your area.

If your concern is for a woman you may like to check in with her privately that she has support (most often the case), and make practical recommendations if she doesn't. Your genuine concern can be an important step to her seeking help.

When you discuss confidentially with the girls early on the CDG you can add the caveat, 'If I hear something that makes me concerned for you, or for another person's wellbeing, I will need to alert your mother or another trusted adult. If this happens I will approach you privately to discuss my concern and the next step.'

It is highly unlikely that if disclosure occurs during a CDG it would be the first time, so support is very likely to already be in place.

It is natural to be concerned and empathetic and important for all concerned that you are clear about your boundaries as a facilitator (not that this needs to be stated). In this role you are not a therapist or counsellor, even while the workshop may have therapeutic outcomes for some people.

If you have concern about what to do in a particular instance you can ask to discuss it with a CDG facilitator who has relevant professional qualifications (see 'Facilitators' page on the website) or your local social services.



# THANK YOU

A huge thank you to all facilitators who have contributed their expertise and creativity to the ideas, processes and content of this manual and to the Celebration Day for Girls workshop, resources and community generally.

Congratulations to all those who have been promoting and running CDG workshops for your great service. Also, to those who, in wildly diverse and wonderful ways, have been tackling menstrual shame and taboo through your thoughts, words and actions.

A special thank you to **Kath Callinan-Moore, Julia Dendrinis, Angela Fraser, Brigitte Laurent, Janoel Liddy, Beck Meyers, Rachel Pilgrim, Elena Riu, Emily Stewart, Nicole Tricarico, Melinda Whyman, Charlotte Young and Mariana Zavery** for your thoughtful ideas, edits and passionate support, and **Mariana Zavery** for your great work on the design.

And thank you for your pioneering spirit, deep conviction and profound service in the emerging field of menstrual education.

***Jane Bennett***





**Celebration Day for Girls** is an initiative of the **Chalice Foundation**,  
a not-for-profit social enterprise dedicated to the creation and promotion  
of positive menstrual culture. [www.chalicefoundation.org](http://www.chalicefoundation.org)



**CHALICE FOUNDATION**

menstrual education & wellbeing