



Playing — with — Confidence

A CRICKET PLAYBOOK FOR
MENSTRUAL CONFIDENCE



About This Resource

This playbook has been created for coaches, facilitators and cricket leaders who want to help players learn about menstruation, confidence and support through fun, active cricket sessions.

Playing with Confidence combines cricket skills with simple, respectful and practical learning about periods, the menstrual cycle, symptoms, support and barriers to participation.

You do not have to be an expert on menstruation or cricket to use this playbook. The activities are designed to be simple, active and adaptable. The most important role of the coach is to create a space where players feel safe, included and able to learn.

Playing with Confidence Helps Players To:

- Understand that menstruation is natural and should not stop anyone from playing sport.
- Challenge myths, shame and misinformation about periods.
- Learn how the menstrual cycle can affect energy, mood, confidence and performance.
- Identify symptoms and sources of support.
- Work together to remove barriers to cricket participation.
- Build confidence to speak up for themselves and support teammates.

Why Use Cricket?

Cricket is a powerful way to learn because it is active, social and visible.

Cricket helps players:

- **Move while learning** — players stay active and engaged.
- **Work as a team** — players support each other and share experiences.
- **Build confidence** — players practice skills, communication and leadership.
- **Challenge silence** — cricket creates a relaxed space to talk about topics that can feel difficult.
- **Take action** — players can become role models in their teams, schools and communities.

As a coach or facilitator, your role is to make sessions:

- Fun, Safe and Inclusive
- Respectful and Active
- A space where players can ask questions and share ideas

Coaches and Facilitators: You Are Role Models

Young people look up to coaches and senior players. How you speak about menstruation matters. Use correct and respectful language. Avoid jokes, shame or teasing. If players laugh or feel embarrassed, stay calm and remind the group that menstruation is a normal part of life.

Remember:

- Be kind and inclusive.
- Listen actively.
- Treat all questions respectfully.
- Give everyone the chance to participate.
- Encourage boys and girls to be allies.
- Do not force anyone to share personal experiences.
- Keep personal information private.



Creating a Safe Space

Before delivering these activities, agree simple group rules with players:

- We listen to each other.
- We do not laugh at or shame anyone.
- We can choose whether or not to share personal experiences.
- We use respectful language.
- We support teammates.
- We ask questions when we are unsure.

Some players may menstruate. Some may not. Some may have irregular cycles, pain, or worries. Some may have heard myths or misinformation. The aim is not to make anyone feel exposed. The aim is to build knowledge, confidence and support.

How This Playbook Works

This playbook contains four cricket-based activities.

No.	Activity	Focus	Cricket Skill
1	Myth-busting Crossfire	Challenging menstruation myths	Throwing
2	Red Rhythm	Understanding the menstrual cycle and adapting performance	Bowling
3	Unity Cycle Catching	Symptoms, support and shared experiences	Catching
4	Changemaker Cricket	Barriers and levels of change	Batting

Each activity includes:

- Learning outcomes related to menstruation and cricket
- Key content and information you need to know
- How to set up and the rules of the games
- Key points to discuss related to menstruation and cricket

A Note on Materials, Printing and Preparation

This playbook uses simple, low-cost equipment: cones, balls, bats, stumps and printed cards.

Where possible, print and laminate the cards before the session. Coloured printing is ideal as it makes it easier to match cards by colour.

Cards Needed

Activity	Cards Needed
Myth-busting Crossfire	Pre-written myth cards, blank myth cards
Red Rhythm	Four menstrual phase cards, bowling action cards
Unity Cycle Catching	Four menstrual phase cards, symptom cards
Changemaker Cricket	Rainbow of Change card

Activity 1: Myth-busting Crossfire - Overview

Session Purpose

To help players learn that myths about menstruation can limit confidence, participation and dignity — but facts can help players feel informed, supported and ready to play.

Learning Outcomes

By the end of the activity, players will be able to:

- Identify common menstruation myths.
- Describe personal or community experiences of menstruation myths.
- Evaluate where menstruation myths come from.
- Evaluate the impact of myths on players' confidence, wellbeing and participation in cricket.

Cricket Outcomes

Players will practice:

- Overarm throwing at a target.
- Aiming with the non-throwing arm.
- Stepping towards the target.
- Working as a team to hit shared targets.

Prepare Beforehand

TASK	NOTES
Print or write cards	Prepare myth cards and blank myth cards. Laminate if possible.
Prepare target area	Plan how you will attach myth cards to stumps, cones or targets.
Prepare discussion prompts	Choose 3–5 questions suitable for the age and confidence of the group.
Safety check	Make sure throwing lines are clear and players do not cross into the target zone.

Equipment

- 2 or more stump sets or targets
- 6 or more tennis balls
- 8 or more cones
- Myth cards
- Blank cards and markers

Activity 1: Myth-busting Crossfire – Key Information

Selecting Myth Cards



Select 5 or 6 myth cards from the myth cards flashcard pack in Appendix 1 of this playbook.

Use myths that are common in the local context. Include some pre-written cards, then invite players to add more using the “fill your own” flash card.

Key Content for Coaches

Menstruation is natural. It is not dirty or shameful. Players can often exercise and play during their period, and light activity can help some people reduce cramps and improve mood.

However, every body is different. Some players may feel strong and energetic. Others may feel tired, sore or uncomfortable. Great players learn to listen to their bodies, adapt and seek support when they need it.

Myths can be harmful because they can:

- Make players feel embarrassed.
- Stop players asking for help.
- Reduce confidence.
- Keep girls away from sport.
- Encourage teasing or exclusion.
- Stop teams from supporting each other.



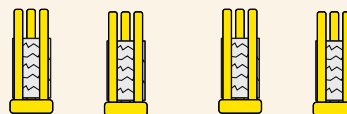
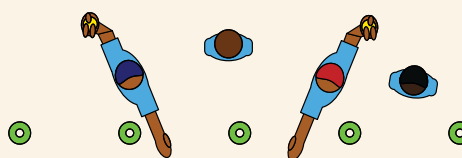
Activity 1: Myth-busting Crossfire – Set up and Rules

Set-Up

- Divide the group into two teams.
- Place stumps in the middle of the playing area.
- Attach one myth card to each target.
- Place each team behind a throwing line, about 8-10 meters from the targets.
- Give each team 3 or more tennis balls.
- Keep blank myth cards nearby for players to add their own examples.



[See the game in action on YouTube!](#)



Rules

- On the coach's call, players throw overarm at the targets.
- When a target is hit, the coach removes the myth card and reads it aloud.
- The team that hit the target must decide: Is this a myth, a fact, or not sure?
- The group briefly discusses the answer.
- The team "busts" the myth by replacing it with a fact or confidence message.
- Continue until all myths are hit or time runs out.
- The winner can be the team that busts the most myths, or the whole group can work together to clear all myths.

Coaching Points: Overarm Throwing

- Stand side-on to the target.
- Point the non-throwing arm towards the target.
- Step towards the target as you throw.
- Finish with the throwing arm across the body.

Activity 1: Myth-busting Crossfire - Discussions

Adding Player-identified Myths

After the first round, pause and ask:

- What myths have you heard at school, home or in the community?
- What do people say about periods and sport?
- Are there things people believe that make it harder for girls to play?

Players can write myths on blank cards. They do not need to say who wrote them. Add these cards to the targets and play another round.



Facilitator Talking Points

Between rounds or after the game, you can ask:

- Where do myths about menstruation come from?
- Who benefits when people stay silent about periods?
- How can myths affect someone's confidence to train or play?
- What should a good teammate do if they hear a myth being repeated?
- What fact could replace this myth?

Link to the 6Cs of Positive Youth Development

- **Confidence:** Players build confidence by learning facts and challenging misinformation.
- **Connection:** Players hear that others may have heard similar myths, helping them feel less alone.
- **Caring:** Players practice how to support teammates and avoid shame or teasing.

Key Message for Coaches

Myths can stop players from feeling confident and can limit what they do day to day.

Facts help players feel informed, supported and ready to play.

Activity 2: Red Rhythm - Overview

Session Purpose

To help players understand the four phases of the menstrual cycle and explore how energy, mood, confidence and performance can change across the cycle.

Learning Outcomes

By the end of the activity, players will be able to:

- Identify the four phases of the menstrual cycle.
- Describe basic hormonal, physical and emotional changes associated with each phase.
- Evaluate how each phase may affect cricket training and performance.
- Explain that players can adapt training and support needs across the cycle.

Cricket Outcomes

Players will practice:

- Building a rhythmical bowling action.
- Connecting run-up, gather, release, follow-through and return to mark.
- Bowling with a straight arm.
- Using focus, power, composure and reset in bowling practice.

Prepare Beforehand

Task	Notes
Print phase cards	Menstrual, follicular, ovulation and luteal phase cards.
Prepare bowling stations	Set out four stations matching the four phases.

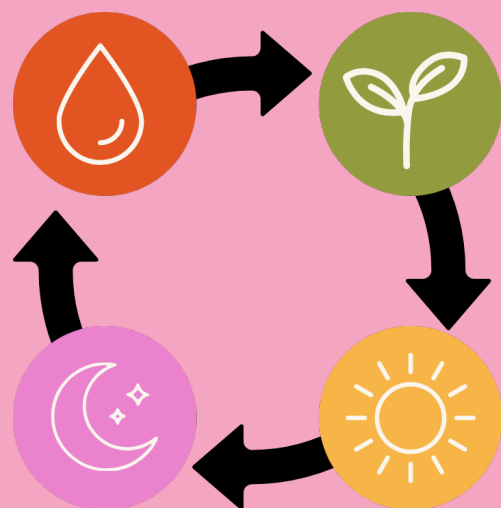
Equipment

- 3 or more stump sets or targets
- 12 or more tennis balls
- 16 or more cones
- Four menstrual phase cards
- Four bowling action cards

Activity 2: Red Rhythm – Key Information

Key Content for Coaches

The menstrual cycle is often described in four phases:



1. **Menstrual phase** — the body is shedding the lining of the uterus. Some players may have bleeding, cramps, headaches, backache, nausea or lower energy.

2. **Follicular phase** — hormones begin to rise. Some players may feel energy, motivation and focus building.

3. **Ovulation** — some players may feel strong, confident and powerful.

4. **Luteal phase** — progesterone rises. Some players may experience tiredness, mood changes, bloating, emotional pressure or need more recovery.

Every player is different. The aim is not to tell players exactly how they will feel. The aim is to help them notice patterns, listen to their bodies and adapt.

Linking the Bowling Action to the Menstrual Cycle

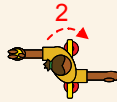
Menstrual Phase	Bowling Action
Follicular phase – approx. 8 days Body preparing for release of the egg, hormone levels rise so players may feel increasing energy.	Run-up Player preparing to bowl the ball, increase of energy as they approach the crease.
Ovulation – 1 day The hormone oestrogen peaks and the egg is released! Players may feel strong and confident.	Gather and release The ball is released! Maximum energy from the action onto the ball.
Luteal phase – approx. 14 days Hormone levels drop; players might feel changes in body and mind like mood swings, tender breasts and fatigue.	Follow-through Energy continues to target but slowing down.
Menstruation – approx. 5 days The lining of the uterus sheds, and players might experience symptoms like cramps, headaches, and backache. Bleeding can be light to heavy.	Return to mark Like a period, this is the reset for the player, preparing for the next cycle or delivery.

Activity 2: Red Rhythm – Set Up and Rules

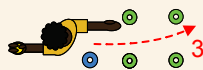
Set-Up



Run-up - Follicular Phase



Gather and Release - Ovulation



Follow-through - Luteal Phase



Return to Mark - Menstruation

- Create four stations in a square or carousel.
- Place the relevant phase card and matching bowling card at each station.
- Divide players into four groups.
- Each group starts at one station and rotates every 4–5 minutes.

See an example of this kind of game on YouTube!



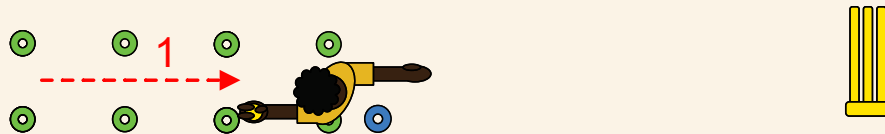
Coaching Points: Bowling

- Grip the ball with two fingers on top and thumb underneath.
- Keep the bowling arm straight.
- Raise the non-bowling arm towards the target.
- Pull the aiming arm down as the bowling arm comes over.
- Finish across the body, follow through towards the batter or target.

Station 1: Run-up / Follicular Phase

The run-up is like our hormones rising after our period, lifting our energy levels and preparing our body for the release of the egg – or the ball!

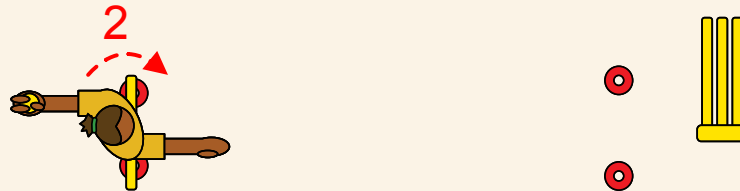
- Players run through the channel of cones towards the stumps.
- Encourage smooth rhythm, balance and timing.
- Can be done with or without a ball



Station 2: Gather and Release / Ovulation

The bound, gather and release is the point of maximum energy in the bowling action – like the peak of hormones as the egg is released.

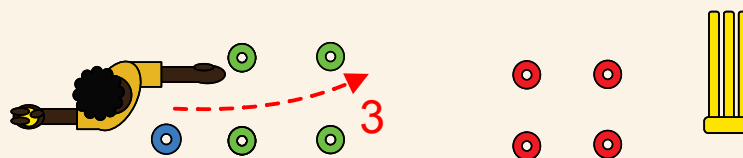
- Players focus on a strong gather, bounding over the low hurdle.
- Bowl towards stumps or a cone gate.



Station 3: Follow-through / Luteal Phase

After the egg is released, oestrogen starts to drop. The follow through mimics this deceleration.

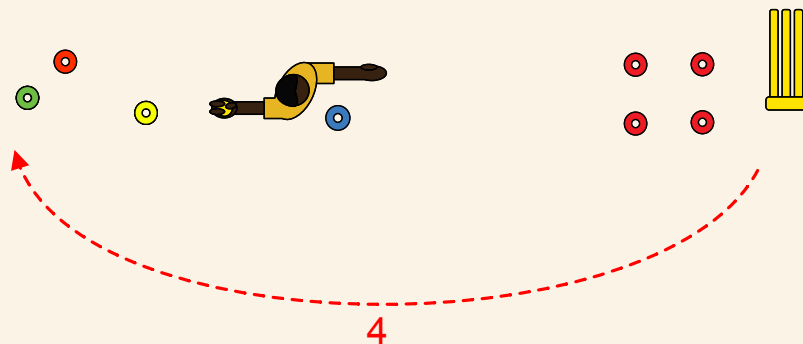
- Players bowl and continue moving towards the target.
- Focus on balance after release.



Station 4: Full Action, Focus on Return to Mark / Menstruation

Your period is a reset for the body, shedding the uterus lining and preparing for the next cycle. Walking back to your mark before you bowl gives you the same opportunity to reset as a bowler.

- Players bowl at a comfortable intensity, after each ball, they walk back slowly.
- Before the next ball, they can name one thing they can do to look after themselves. Examples: Drink water, tell a coach if I need support, do lighter training if I need to, rest if pain is severe, eat well, track my cycle.



Red Rhythm Challenge

After the carousel, you can repeat the cycle with a simple competition. Divide the group into four teams and remove the hurdles and run up and follow through markers – teams will now go through the full “cycle”, aiming to hit the stumps.

Each team gets 28 deliveries at the stumps (representing the typical 28 days of a cycle), scoring one point each time they hit the stumps. The most times hitting the stumps wins!

Coaching Points: Bowling – Finding Your “Mark”

- A bowlers’ mark is where they run in from when they bowl.
- Like a menstrual cycle, the length of a players’ run up will be unique to them – spin bowlers may have a shorter run up, while a pace bowlers’ may be longer.
- Having a consistent length of run up helps players to bowl consistently and with rhythm.
- To find their run up, players can:
 - Start facing AWAY from the batter’s end, run and bowl when it feels natural. Put a cone where they make front foot contact in their delivery stride – this is their mark.
 - Practice bowling from a range of different distances, using a cone to mark where they bowl from and moving it forward or backward until the run up feels comfortable.

Activity 2: Red Rhythm - Discussions

Link to the 6Cs of Positive Youth Development

- **Confidence:** Players learn that body changes are normal and can be managed.
- **Competence:** Players build a stronger bowling action through clear technical practice.
- **Caring:** Players learn that teammates may need different types of support on different days.

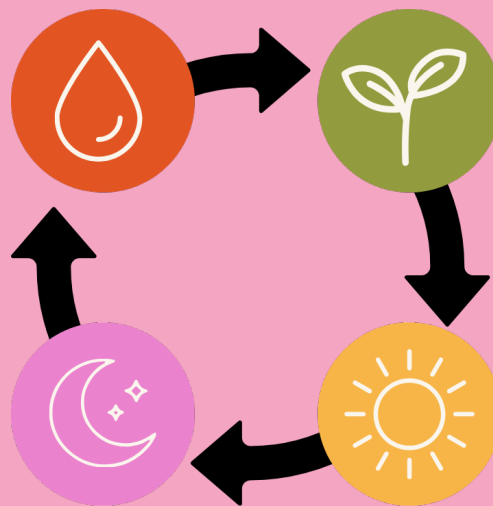
Reflection Questions

- Which phase might be most challenging for us or our teammates?
- How can a player adapt training during their period?
- What can a supportive coach or teammate do?

Key Message for Coaches

Players don't feel the same every day.

On any day, it is likely that you will have players in all four phases of the menstrual cycle.



Great players, coaches and teams adapt, prepare and support each other.

Activity 3: Unity Cycle Catching - Overview

Session Purpose

To help players identify symptoms that may occur across the menstrual cycle, recognise shared experiences and practice seeking or offering support.

Learning Outcomes

By the end of the activity, players will be able to:

- Identify common symptoms associated with different menstrual phases.
- Identify sources of support when experiencing symptoms.
- Describe actions that can help manage symptoms.
- Build connection and community through shared experiences.

Cricket Outcomes

Players will practice:

- Close catching.
- Moving into line with the ball.
- Watching the ball into the hands.
- Communicating and working in pairs or small groups.

Prepare Beforehand

Task	Notes
Print phase cards	You can use the same phase cards as those used in Red Rhythm.
Print symptom cards	Where possible, print in colour to match symptoms to the phase where they are commonly experienced.
Mark cycle timeline	Use cones to create a circle or timeline for the four phases.

Equipment

- 1 tennis ball per pair or group
- 4 or more cones
- Four phase cards
- Symptom cards with icons

Activity 3: Unity Cycle Catching – Key Information

Key Content for Coaches

Symptoms are different for every person.

Some players have very few symptoms. Others may have pain, tiredness or mood changes that affect school, training or daily life.



The aim of this activity is not to make players share private information. Players should only share what they are comfortable sharing.

Coaches can remind players: “You never have to share something personal if you do not want to. But knowing that others have similar experiences can help us support each other.”

Safety and Sensitivity Notes

- Do not ask players to say whether they menstruate.
- Do not ask players to describe private experiences in detail.
- Allow players to speak generally.
- Avoid ranking symptoms as “easy” or “not serious”.
- Explain that severe pain, very heavy bleeding, dizziness or symptoms that stop normal activities should be discussed with a trusted adult or health professional.

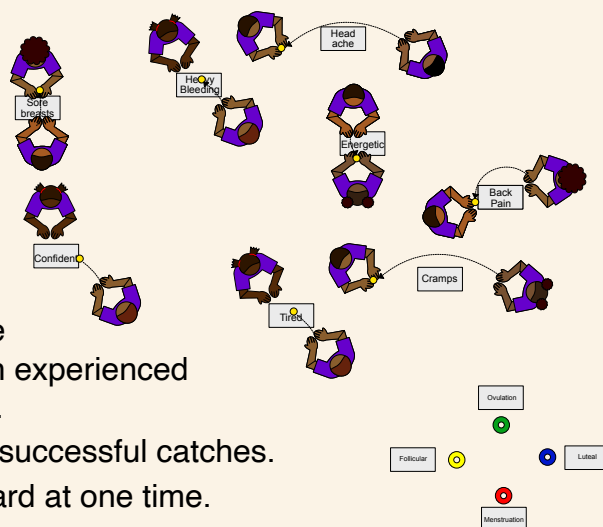
Activity 3: Unity Cycle Catching – Set Up and Rules

Set-Up

- Scatter symptom cards on ground.
- Place the four phase cards in a large cycle timeline using cones.
- Players start in pairs with one ball.

Round 1: Pair Catching – “Find a Shared Symptom”

- In pairs, players move around the space and find a symptom card they have both experienced or both know someone may experience.
- They stand by the card and complete 5 successful catches.
- No more than one pair can stand at a card at one time.
- After 5 catches, they move to a new symptom card.



Round 2: Group Catching – “Find a Common Experience”

- Players join another pair to make groups of four.
- Each group finds a symptom card that everyone in the group has experienced, heard of, or understands.
- They complete 10 successful catches as a group,
- Players rotate around different symptom cards.

Round 3: Support Challenge – “What Can We Do?”

- In groups of four, players choose any symptom card.
- They complete 10 successful catches to collect the card.
- They bring it to the cycle timeline and place it by the phase where it may happen.
- As a group, they discuss: How might this affect a player? What could a player do if they experienced this symptom?
- The group presents one support action to everyone – repeat as time allows.

Coaching Points: Close Catching	Catching options:
• Stand with feet a comfortable step apart. • Keep knees slightly bent. • Watch the ball all the way into the hands. • Hands together, large catching area.	• Clap before catching. • One-handed catch. • Catch and call the name of the next player.

Activity 3: Unity Cycle Catching – Discussions

Example Actions for Symptoms

- Drink water.
- Eat well.
- Rest when needed.
- Keep moving gently if it helps.
- Track your cycle.
- Speak to a trusted adult.
- Speak to a coach.
- Ask a teammate for support.
- Use clean menstrual products.
- Change products safely.
- Dispose of products safely.
- Ask for privacy.
- Use breathing to stay calm.
- Seek medical help for severe symptoms.

Reflection Questions

- What symptom might be hardest to talk about?
- What support action could you use yourself?
- What could you do if a teammate was struggling?
- What should a coach do to make players feel safe asking for help?

Link to the 6Cs of Positive Youth Development

- **Connection:** Players recognise shared experiences and build trust.
- **Caring:** Players practise offering support without shame or teasing.
- **Confidence:** Players learn that symptoms can be managed and talked about.

Activity 4: Changemaker Cricket - Overview

Session Purpose

To help players understand that barriers to menstruation, dignity and cricket participation exist at different levels — and that change can happen through individuals, relationships, communities and wider society.

Learning Outcomes

By the end of the activity, players will be able to:

- Identify the three levels of change in the ecological model.
- Evaluate the relative difficulty of removing barriers at each level.
- Evaluate the relative impact of removing barriers at each level.
- Suggest actions players, teams, schools and communities can take to support menstrual confidence and cricket participation.

Cricket Outcomes

Players will practice:

- Batting from a tee or cone.
- Hitting towards different targets.
- Choosing scoring options.
- Communicating and working as a fielding team.

Prepare Beforehand

Task	Notes
Prepare rainbow of change	Individual/interpersonal, community and structural levels.
Set up targets	Three gates: close/wide, medium/narrower, far/narrowest.

Equipment

- 1 bat
- 3 balls
- 3 tees or cones for balls
- 2 stump sets or running markers
- 12 or more cones
- Rainbow of Change card

Activity 4: Changemaker Cricket – Key Information

Key Content for Coaches

Some barriers to dignified menstruation are close to us and easier to change. Others are further away and harder to change, but can have a bigger impact. For this activity, we use three levels:

Level	Meaning	Example Barriers	Example Actions
Interpersonal (Family and Friends)	Friends, family, teammates, coaches	Teasing, lack of support, myths at home	Teammates challenge jokes, coaches use respectful language, families support girls to play
Community	Schools, clubs, local leaders, facilities	No private toilets, no bins, lack of pads, unsafe changing spaces	Schools provide bins, clubs make period-friendly policies, leaders support girls' sport
Society	Laws, policies, funding, wider systems	Poverty, gender inequality, lack of national menstrual health support	Funding for facilities, free or affordable products, policies for inclusive sport

We can often have the greatest direct influence on the people closest to us: our friends, family, teammates and coaches. Through our everyday actions such as showing respect, challenging myths, supporting others and starting conversations, we can create positive change around us.

When many individuals work together, those changes grow beyond relationships and begin to influence our schools, clubs and communities. Communities can create safer environments, improve facilities, change attitudes and make participation easier for everyone.

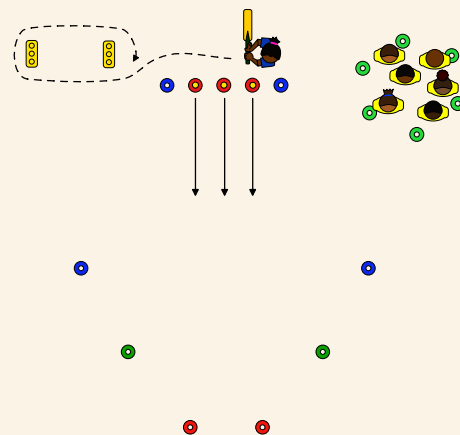
The biggest changes happen when communities come together to influence wider systems, policies and society. Collective action such as advocacy, raising awareness and mobilising many voices can help change the structures that shape opportunities and health for entire populations.

Activity 4: Changemaker Cricket – Set Up and Rules

Set-Up

Create a rapid-fire batting game.

- Batter starts with 3 balls placed on cones or tees.
- Fielders wait in a safe area to the side of the batter.
- Fielders cannot move until all 3 balls have been hit.
- Set up three gates or target zones in front of the batter:
 - **Close and wide gate** = Family and friends level = 2 points
 - **Medium distance and narrower gate** = Community level = 3 points
 - **Furthest and narrowest gate** = Society level = 4 points
- Place the rainbow of change card where players can see it.



[See an example of this kind of game on YouTube!](#)



Before the Game

- Show the rainbow of change card to players.
- Ask for a volunteer to read the explanation of the rainbow of change to the rest of the group, and the example barriers at those levels.
- Explain that the scoring system will reflect the rainbow of change – the easiest changes to make will be worth 2 points, the harder ones 3 points, and the hardest ones 4 points.

Rules

- Divide the group into two teams. The batting team takes turns to bat, the fielding team start in the safe area next to the batter.
- The batter has 3 hits.
- After all 3 balls are hit, fielders chase and return the balls.
- The batter scores the points for each gate they hit, plus one run for each time they run around the stumps sets.
- Bonus: If the batter can explain one action to create positive change at the level they sorted at, they can double their bonus points through the target. To help them think of ideas, you can read a barrier from that level from the next page.
- After each batter, rotate roles.

Activity 4: Changemaker Cricket - Discussions

Suggested Barriers to Discuss

Family and Friends	Community	Society
• A teammate laughs when someone talks about periods. • A brother says girls should not play cricket during their period. • A coach avoids talking about periods. • A player is too embarrassed to ask for help. • Friends repeat myths about menstruation.	• The school toilet has no bin. • There is no private place to change pads. • Pads are not available at school or training. • There is no water or soap near the toilet.	• Menstrual products are too expensive for many families. • There is no funding for safe toilets at schools or grounds. • People say sport is mainly for boys. • <i>National sport policies do not include menstrual health.</i> • <i>Poverty limits access to products, transport or safe facilities.</i>

Suggested Actions to Discuss

Family and Friends	Community	Society
• ### • ### • ### • ### • ### • ###	• ### • ### • ### • ### • ### • ###	• ### • ### • ### • ### • ### • ###

Link to the 6Cs of Positive Youth Development

- **Confidence:** Players learn that barriers can be named and challenged.
- **Creativity:** Players design solutions at different levels.
- **Connection:** Players see that change requires teamwork between players, coaches, families, schools and organisations.

Closing Activity: Confidence Circle

Use this short reflection at the end of any Playing with Confidence session.

Ask players to stand in a circle. Pass a ball around the group. When a player receives the ball, they can complete one sentence:

- One fact I learned today is...
- One myth I can challenge is...
- One way I can support a teammate is...
- One thing that helps confidence is...
- One changemaker action I can take is...

Players can also choose to pass.

You can summarise by emphasising: “Confidence is not only about feeling strong. It is also about having knowledge, support and the courage to ask for what you need.”

Appendix A: Myth Cards Content

Myth Cards

- Only use cards that are relevant to your community and context – if the myth isn't something you have heard before, check with other leaders or senior players. If it isn't a myth in your community, do not use the card.
- The blank card can be laminated and written on with a whiteboard marker, or it can be printed fresh each time and written on with a normal pen.

Appendix B: Phase Card Content

Phase Cards

- For Red Rhythm, match the menstrual phase to the bowling phase with the colour coding.
- For Unity Cycle Catching, the symptoms cards might be placed at different phases by different players – this is a good opportunity to remind people that everyone's body is different.
- The table below summarises the key information

Menstrual Phase	Bowling Action	Support Action
<i>Follicular phase – approx. 8 days</i> Body preparing for release of the egg, hormone levels rise so players may feel increasing energy.	<i>Run-up</i> Player preparing to bowl the ball, increase of energy as they approach the crease.	Try new skills, build intensity, strength training and aiming for personal bests.
<i>Ovulation – 1 day</i> The hormone oestrogen peaks and the egg is released! Players may feel super strong and confident.	<i>Gather and release</i> The ball is released! Maximum energy from the action imparted onto the ball.	Use confidence, practise high-intensity skills, celebrate strengths.
<i>Luteal phase – approx. 14 days</i> Hormone levels drop; players might feel changes in body and mind like mood swings, tender breasts and fatigue.	<i>Follow-through</i> Energy continues to target but slowing down.	Sleep, hydration, communication, lower intensity if needed, mindfulness techniques.
<i>Menstruation – approx. 5 days</i> The lining of the uterus sheds, and players might experience symptoms like cramps, headaches, and backache. Bleeding can be light to heavy.	<i>Return to mark</i> Like the shedding of the uterus, this is the reset for the player, preparing for the next cycle or delivery.	Hydrate, rest if needed, light activity, clean products, trusted support.

Appendix C: Rainbow of Change Card

The Rainbow of Change reminds us that barriers to health, dignity and participation exist at different levels, and that change often starts close to us before spreading further.

We can often have the greatest direct influence on the people closest to us: our friends, family, teammates and coaches. Through our everyday actions such as showing respect, challenging myths, supporting others and starting conversations, we can create positive change around us.

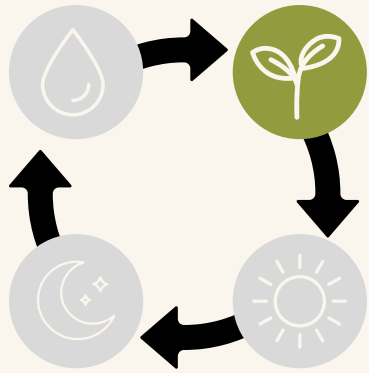
When many individuals work together, those changes grow beyond relationships and begin to influence our schools, clubs and communities. Communities can create safer environments, improve facilities, change attitudes and make participation easier for everyone.

The biggest changes happen when communities come together to influence wider systems, policies and society. Collective action such as advocacy, raising awareness and mobilising many voices can help change the structures that shape opportunities and health for entire populations.

Real change often begins with one conversation or one supportive action. By connecting with and influencing the people closest to us first, we build the relationships and momentum needed to create change in our communities and, eventually, across society.

Appendix D: Session Planning Template

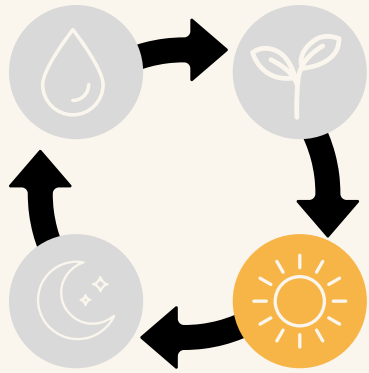
Section	Notes
Activity name	
Time	
Learning outcomes	
Equipment	
Cards needed	
Set-up	
Rules	
Progressions	
Key questions	
Key message	
Safety and inclusion notes	



Run Up

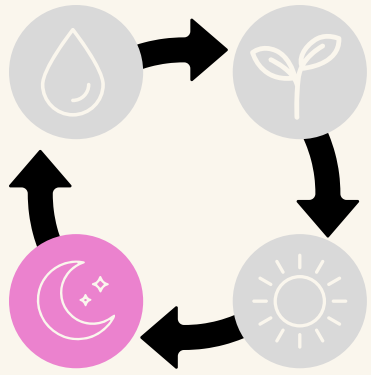
- Smooth and rhythical
- Straight line
- Arms pumping
- Speeding up as you get closer to the stumps





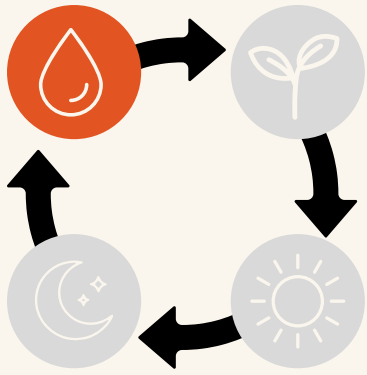
Bound and Bowl

- Energetic leap towards the target
- Aiming arm cuts through the target
- Bowling arm is straight
- As tall as possible at point of release



Follow through

- Gradually slowing down
- Energy keeps going towards the target



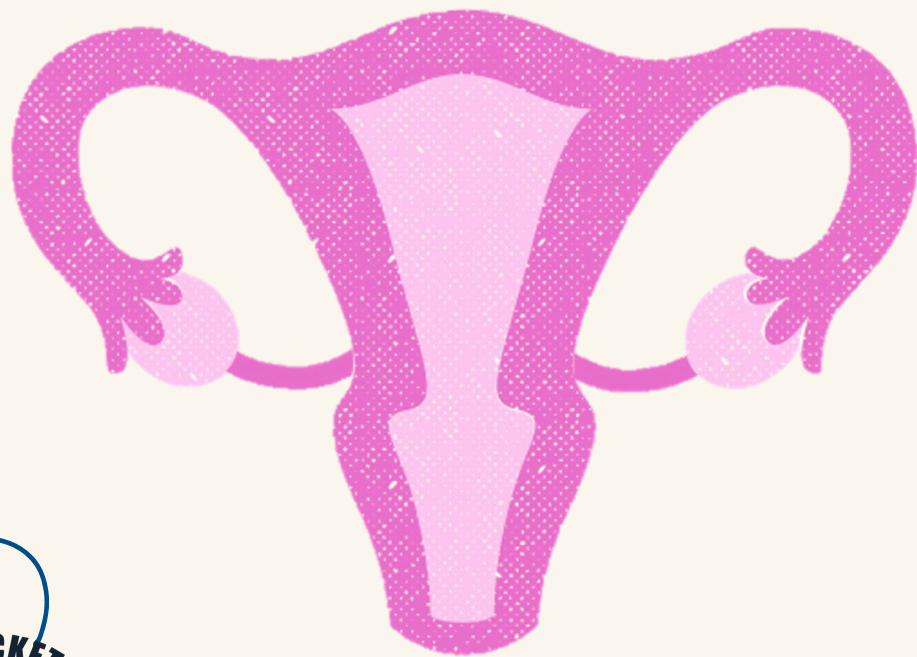
Return to Mark

- **Return to the same starting point each time**
- **Pause and think about where you will bowl the next ball**
- **An opportunity to reset body and mind**



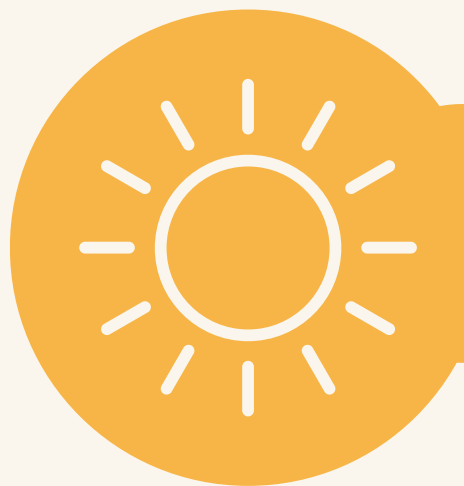


Follicular Phase

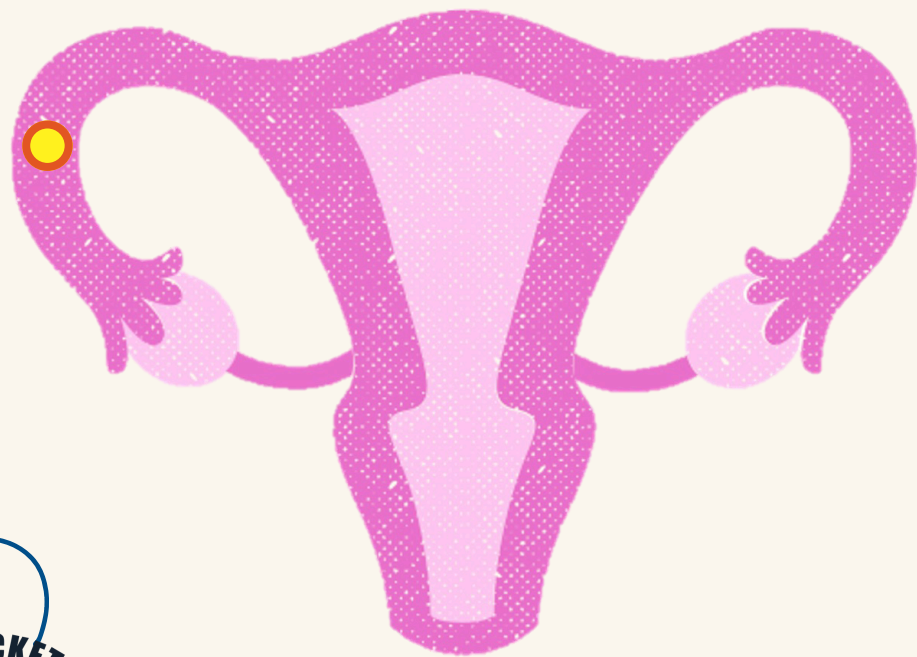


- **7-10 days**
- **The body prepares to release an egg, and the hormone oestrogen gradually rises.**
- **Some people may feel more energetic, motivated, focused, or positive as hormone levels increase.**



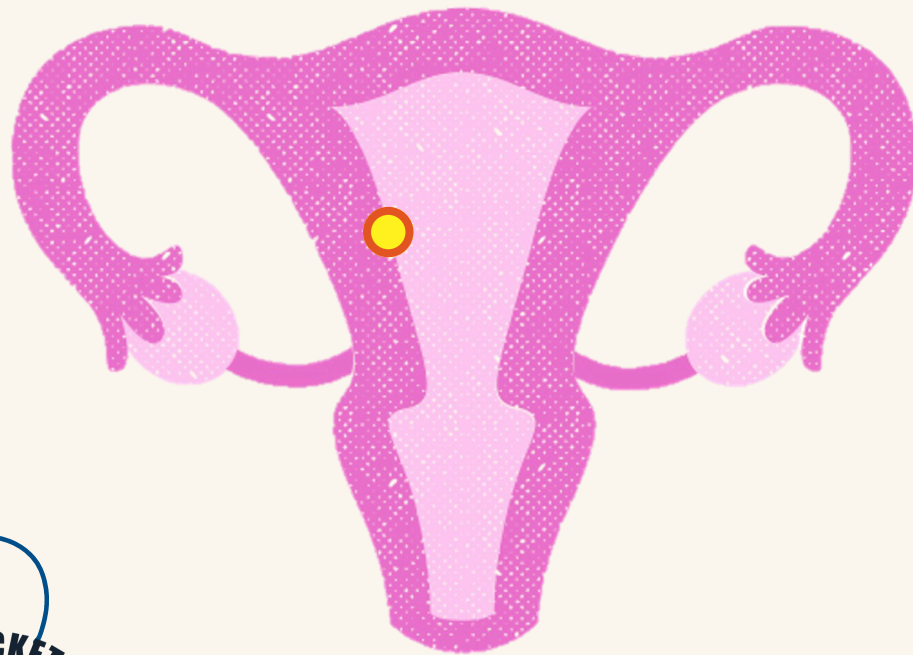
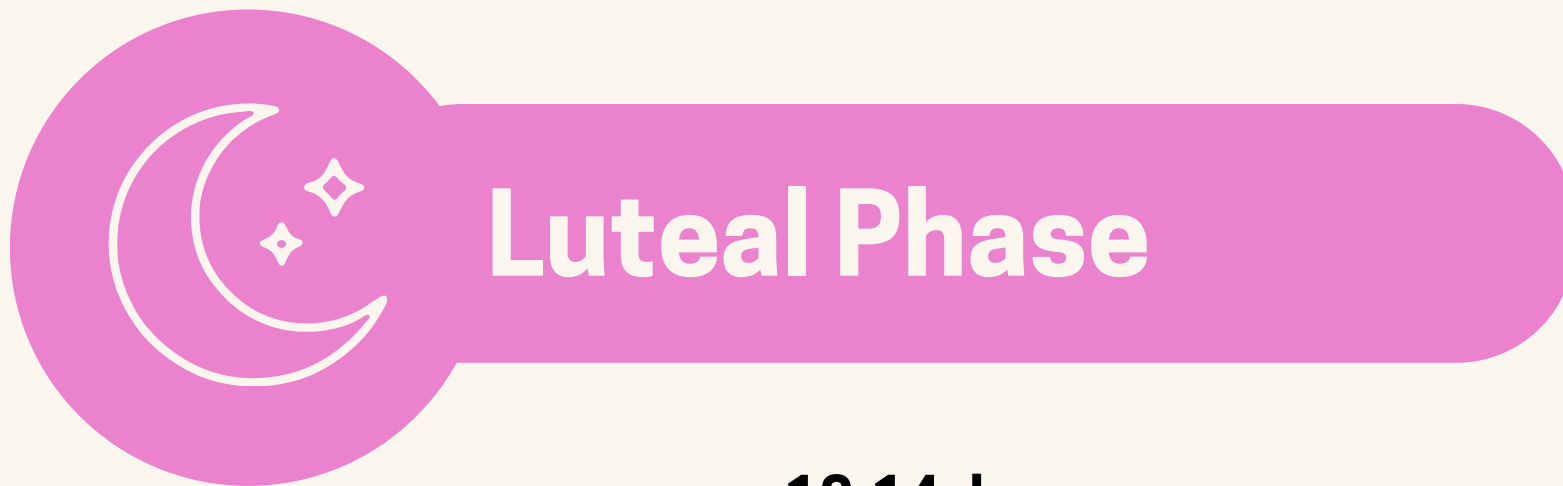


Ovulation



- **1 day!**
- **Hormone oestrogen peaks and triggers the release of an egg!**
- **Some people may feel more confident, energetic, or social.**
- **Others may notice mild one-sided pelvic pain, changes in vaginal discharge, bloating, or breast tenderness.**



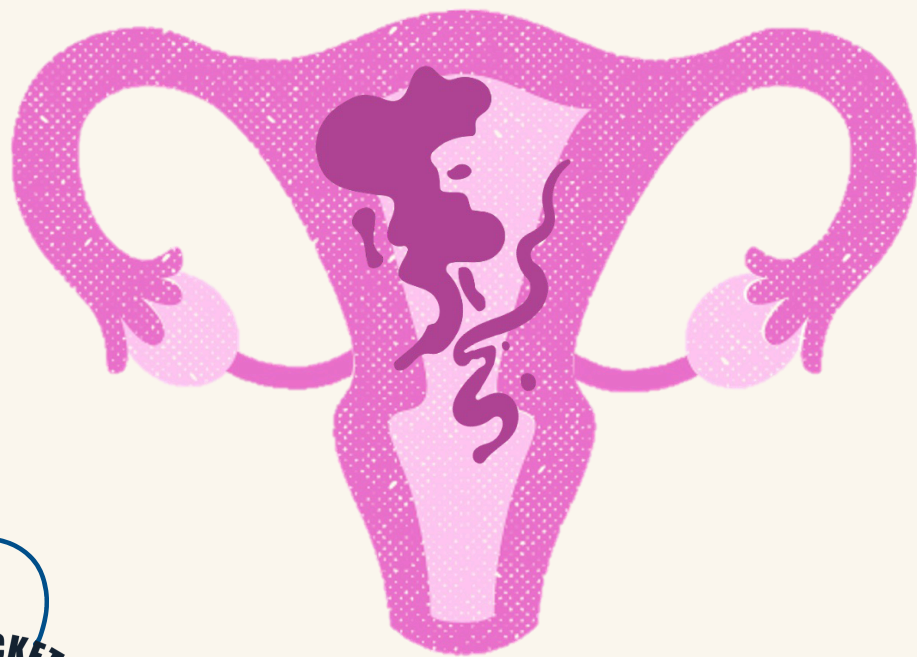


- **10-14 days**
- **Hormone progesterone rises to prepare the body for a possible pregnancy**
- **Oestrogen and progesterone then fall if pregnancy does not happen.**
- **People may experience PMS symptoms such as mood swings, irritability, tiredness, bloating, spots, headaches, food cravings, tender breasts, or cramps before their next period.**



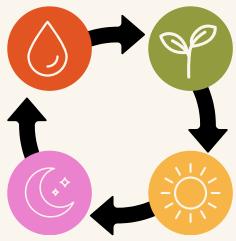


Menstruation

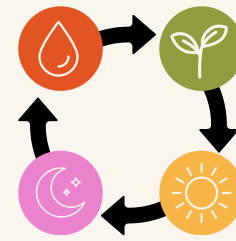


- **3-7 days**
- **The uterus lining sheds and bleeding occurs.**
- **Hormones oestrogen and progesterone are at their lowest.**
- **People may experience cramps, backache, headaches, tiredness, lower energy, mood changes, or heavier/light bleeding.**

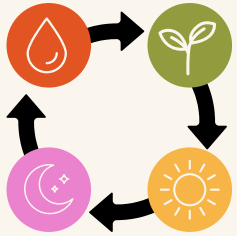




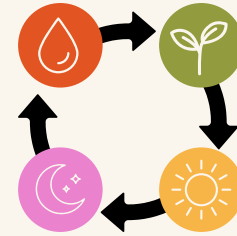
Cramps



Backache

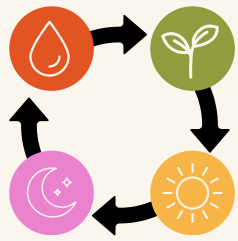


Headache

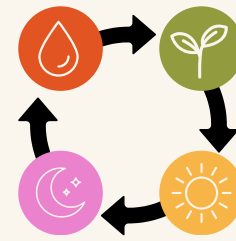


Mood Swings

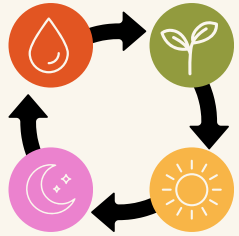




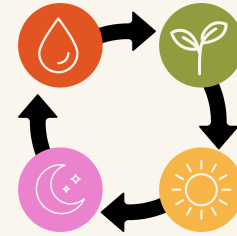
Heavy Bleeding



Spots of Blood

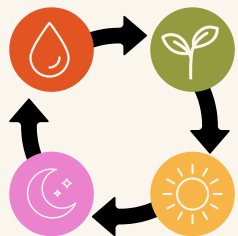


Tiredness

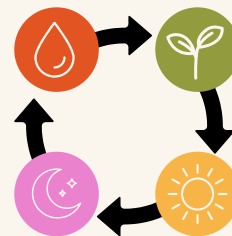


Sadness

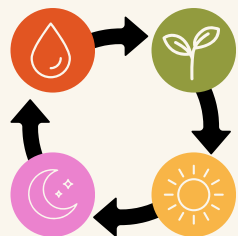




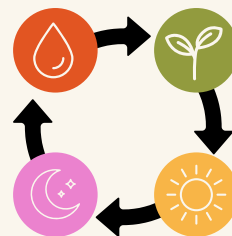
Low Energy



High Energy

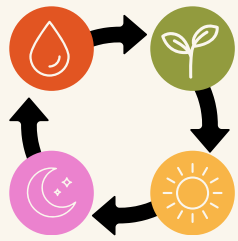


Confident

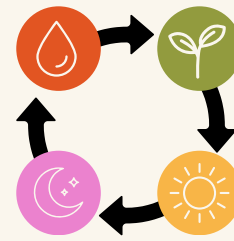


Sociable

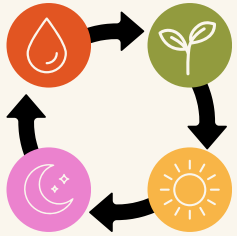




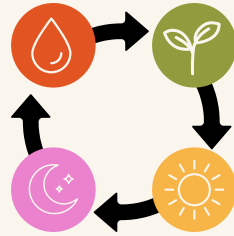
Powerful



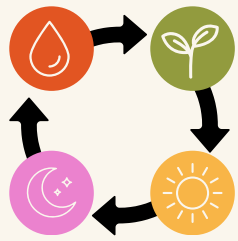
Strong



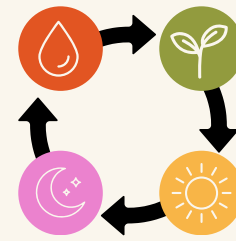
Bloating



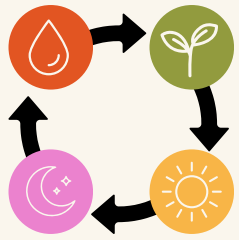
**Sore
Breasts**



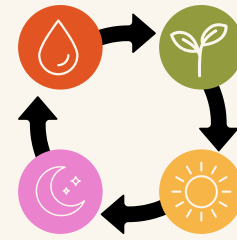
Feeling Stressed



Discharge

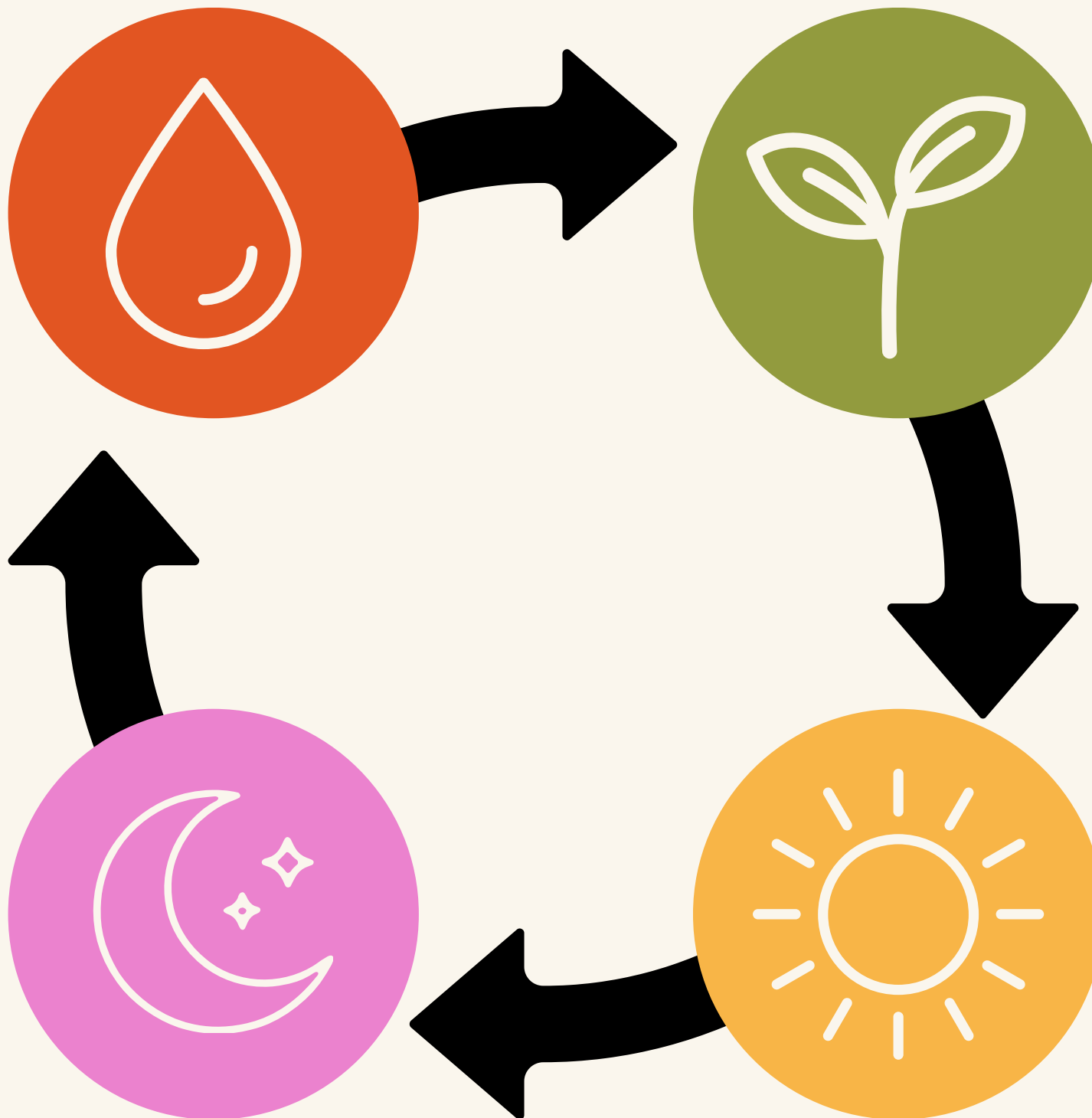


Food Cravings



Light Bleeding







RAINBOW OF CHANGE

Different levels. Different influence. One goal.

INTERPERSONAL

Family & Friends



Teasing,
judgement



Myths &
misinformation



Lack of
support

EASIER TO CHANGE

2 POINTS

Small changes with our friends.
Bigger changes in our communities.
Biggest changes in our systems.

COMMUNITY

Schools, Clubs & Local Leaders



No private
toilets



No bins



Lack of pads



Unsafe spaces

HARDER TO CHANGE

3 POINTS

SOCIETY / STRUCTURAL

Laws, Policies & Systems



Gender
inequality



Poverty &
inequality



Lack of funding
& resources



Lack of support
in policies

HARDEST TO CHANGE

4 POINTS

Every level matters.
Every action creates change.

Girls cannot play sport during their period



Not True!
This is a myth

**A girl who is
menstruating is
bad luck**



**Not True!
This is a myth**

**A girl cannot perform
well during her period**



Not True!
This is a myth

**When you start your
period you are ready
for marriage**



Not True!
This is a myth

Girls should not swim or take baths when menstruating



Not True!
This is a myth

**Food will spoil if
cooked by someone
menstruating.**



Not True!
This is a myth

**When menstruating, girls
should not touch trees or
enter gardens because
plants may stop bearing fruit
or crops may fail.**



Not True!
This is a myth

**Girls should not run,
jump or cycle when
menstruating.**



Not True!
This is a myth

**Periods make you
dirty or unclean.**



Not True!

This is a myth

**Girls should stay at
home during their
period.**



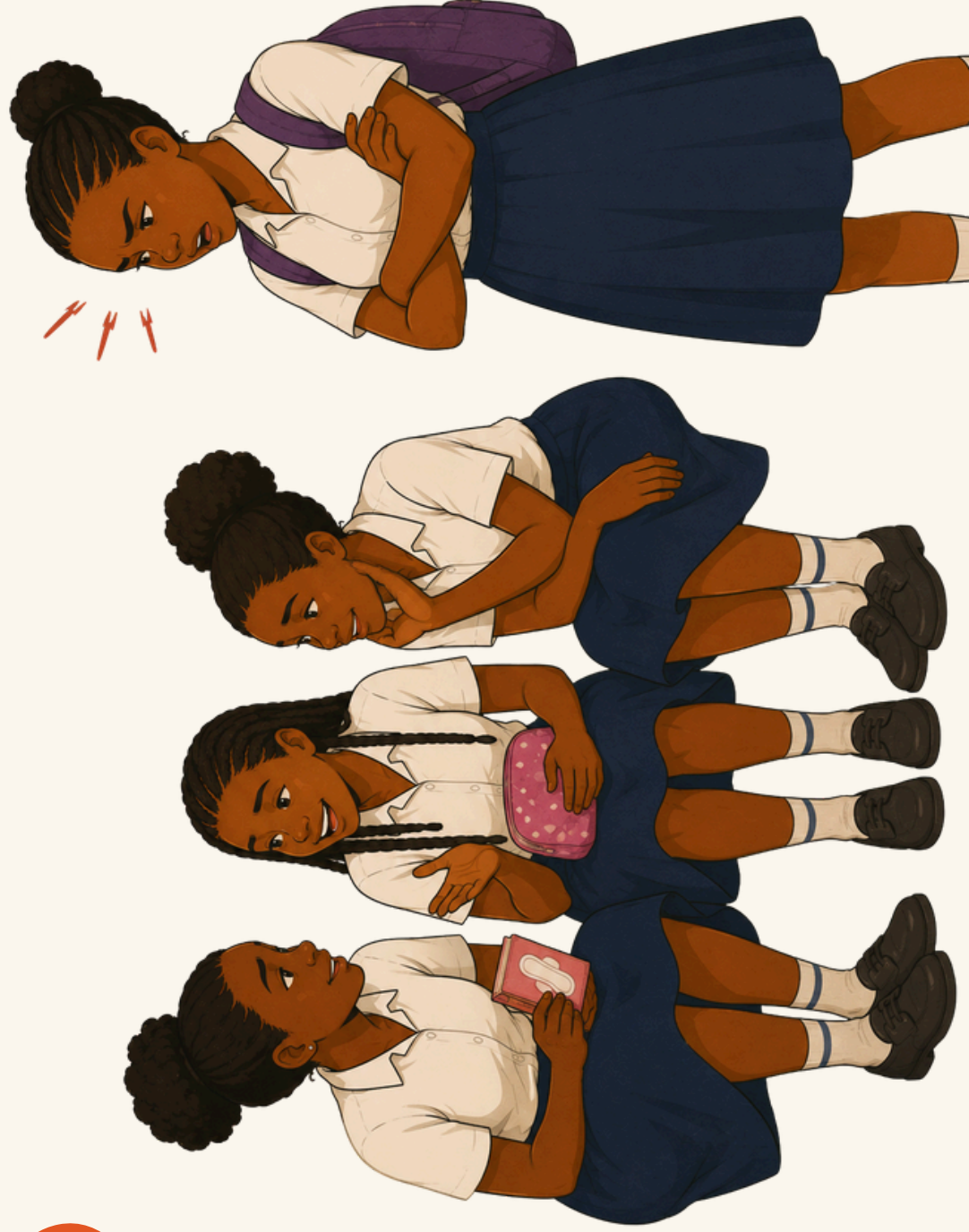
Not True!
This is a myth

**Boys do not need to
learn about periods.**



Not True!
This is a myth

Talking about periods is shameful.



Not True! This is a myth

**What other myths
have you heard?
Write them below!**

