

LESSON 7:

PLANNING PEER-LED LEARNING

Overview: Pupils plan a peer learning session for younger students, revising periods as they go

Great For: Starting a conversation; revising periods; boosting confidence

Resources Needed:	My Period cards
Prep Time Needed:	None
Works best in:	Classroom or Extra-curricular setting
Number of participants:	Full Class; split into small groups
Time Needed:	50 minutes
Set Up:	None

Age 15+

Learning Outcomes:

Pupils understand the physical and emotional changes across the menstrual cycle, and when to seek help; Pupils continue to develop self-care and empathy around menstrual experiences.

Who is this for: Older students of all genders. Pupils will probably have a good working knowledge of puberty and periods – through experience if not from formal learning. This session can be a good way of refreshing and revising knowledge about periods with older students. You may find that in planning a lesson for younger pupils, students discover things about periods that they didn't know themselves. It will work best if there is an opportunity for interested students to implement their peer support plans.



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Introduction

5 minutes

Introduce the topic to the class

Establish ground rules (see Teachers' Guide)

Remind the class that periods can be a sensitive topic

Explain that we have been tasked to plan a session to support new students coming into the school. The aim is to help the students coming in understand what periods and the menstrual cycle are, and how to manage them

If it is possible for this resource to be used in the school, ask the class to consider if a group of them would like to take this on, using the ideas the class come up with in this lesson. Even if it is impossible for the support session to happen – this lesson is still a valuable recap for older pupils

Starter Activity (Optional)

10 minutes

Introduce the students to the My Period cards. If time, you may want to start with one of the suggested activities e.g. Activity 2 – Period Bingo

Main Activity

20 minutes

Explain that to ensure that we have the right information and can provide factual and positive messages to younger students we are going to ensure our own knowledge is up to scratch first and consider what might be most important to share with the new students.

Split the class into groups of 2 – 3 pupils

Explain that each group will receive 8 cards with information on and one blank post it note for them to write their own information on. It is their task to decide the order of importance of the information on the cards for the younger students. They will have 10 mins.

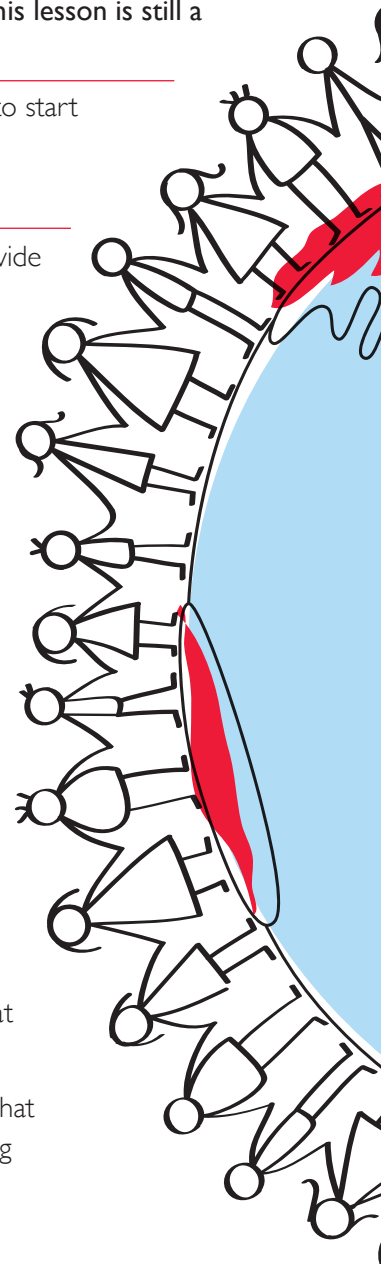
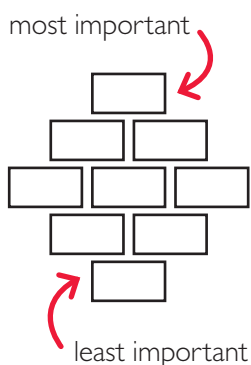
Hand each group 8 My Period cards and one post it note (or piece of scrap paper)

Ask students to arrange the cards in order of what they think it is most important for younger pupils to know. We recommend using a Diamond formation, with the most important card at the top and the least important at the bottom. Alternatively, pupils could make a triangle, or just place cards in order left to right...

All groups have one post it note which is for them to add anything that they think is missing

Explain that there may be new information in the pack and it is likely that opinion of the group will be divided and that is ok. Spend time listening to each other and make a decision together

When most of the class look like they have organized their cards, or after 10 mins, bring the group back together

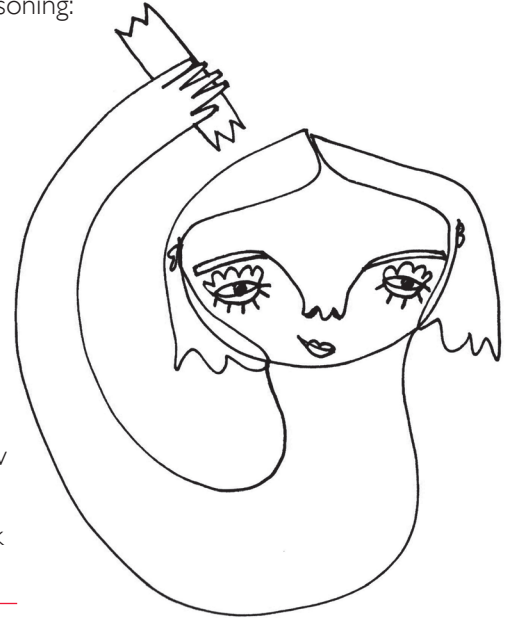


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Ask groups to share their most important card. Discuss reasoning behind the choice. Ask them to share their least important card and reasoning:

- Was there anything new that they have learned?
- What did they add as their own choice card?
- Why?
- Is there anything that has challenged their opinions?
- Has anything come up in conversation that that wish to discuss further?

This may be a good time to share that you have heard many people saying that they have learned new things and that they didn't know or that you heard some negative opinions and what does the class think about these?



GET YER TAMPONS
OUT!

Optional Activity

20 minutes

Challenge the groups to plan a workshop that will support the younger students in understanding about periods and the menstrual cycle, or managing periods. Along with a session plan, students could work to create a physical resource.

There are some rules to the session plan:

- It must share factual information
- It must help students feel positive about the menstrual cycle
- It should challenge widely held negative/shaming opinions

Groups are given time to create their plans and resources.

Visit each group as they work, challenging facts and reminding students of the rules

Plenary

5 minutes

If it is possible for peer support ideas to be enacted in the school, ask who is interested in carrying this forward and, once all ideas are shared, discuss as a class how they can be supported to deliver sessions to the lower school

Ask each group to share their ideas

