

LESSON 1: WHAT HAVE YOU HEARD?

Overview: Pupils explore hearsay about periods, building on their learning from Primary School

Great For: Unpacking myths and misconceptions; covering the basics of menstruation

Age 11+

Resources Needed:	Pack of My Period Cards + Flipchart Paper + Pens + Blu tack
Prep Time Needed:	15 mins
Works best in:	Classroom
Number of participants:	Full Class divided into small groups
Time Needed:	50 minutes – option to extend over two classes, depending on how recently your class studied puberty and periods/ how much revision you think they need
Set Up:	Each group should get a flipchart sheet. For each sheet, pick 2-3 cards (see suggestions below) and stick them in the centre, image up, using blu tack

Learning Outcomes:

Pupils understand the physical and emotional changes of puberty for male and female bodies, that some people get periods and that this is normal; Pupils are able to develop self-care and empathy around menstrual experiences.

Who is this for: *This is a good lesson for students who already have an understanding of the physical and emotional changes that come with puberty. Depending on the age of your class, and how recently they studied puberty, you may want to use the starter activity to revise some of these topics. You may want to follow up this lesson with a lesson on male puberty.*

The main activity works well with many learning objectives, if there is a particular area of menstrual teaching you want to cover you can use this method, with the appropriate cards.



CAN YOU TAKE A SHOWER WHILE YOU'RE ON YOUR PERIOD?

YES, ABSOLUTELY!

WILL BLOOD GO EVERYWHERE? NOT REALLY

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Introduction Introduce the topic to the class
5 minutes Establish ground rules (see Teachers' Guide)
Remind the class that periods can be a sensitive topic

Optional Starter Activity We recommend you use Activity 1: True or False as the starter. Depending on how recently your class studied puberty, you may want to use the puberty statements, or a mixture of puberty and period questions. See separate *Activity 1 – True or False* PDF
15 minutes

Main Activity Each group (of 2-5 participants) is given a flipchart sheet with a set of cards stuck in the middle of it, image up – see suggestions on page 3
20 minutes

Ask them to look at the images in front of them and write as much as they can about them on the remaining flipchart paper – this should include what they know as well as what they've heard from friends / parents. Remind students that they may use words they might not normally use in school for this activity, within reason, but that they should remember the ground rules especially the importance of respect and kindness.

Tip: If your pupils are reluctant to commit pen to paper, that's ok, encourage them to just talk among themselves

After 3-5 minutes rotate the groups so they have a new set of images. Continue until groups return to their first table, reading the information that has been added

At the end, ask participants to flip the cards over and read the text on the back. Using this information, invite groups to look at the information written on their paper and circle all the comments that are true

Ask participants to share what they have learnt + discuss. Ask which statements they circled as being true, taking examples of factually correct information and positive opinion, followed by examples of incorrect information and of negative opinion and shame inducing language

Use this as an opportunity to explore any negative or shaming comments that may have emerged, as well as any myths. Encourage discussion on how any negative or shaming language may make people feel. You may need to provide examples here to get them started

Secondary Activity **EITHER:** Challenge the groups now to create a short (1 minute) skit/news report/chat show that dispels the myths and negative/shaming opinions and shares factual information about the focus of their cards. They will be sharing this with the class
(Optional)
20 minutes

OR: If it would be more appropriate for your group, challenge pupils to create a poster

Plenary To bring the lesson to an end each group is to share either their skit or their poster.
10 minutes Ask pupils to evaluate each presentation on the integrity of fact, shame busting and provision of a positive message. Note any continuing misconceptions or negative viewpoints as a teaching point for another session

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Suggested Card Selections:

Group 1: Cards 1. What is a period?, 6. Cycle length, and 19. Flow of Blood

Group 2: Cards 17. Colour of blood, 18. Quantity of blood, 20. Control of blood

Group 3: Cards 24. Product Overview, 25. Disposable Pads, 26. Tampons, 30. Disposing of products

Group 4: Cards 14. PMS, 33. Look after yourself, 34. Hygiene

Group 5: Cards 31. Leaks, 42. Taboo, 44. Secrecy

