



Title: My body now: Menstruation

Level: Third

Code: 3.1.3

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a	Recognises the impact of puberty and developing sexuality.

About this activity

Continuing learning about how children's bodies change with puberty, we will now explore menstruation. This is an activity for both girls and boys.

Resources to support this activity

- Slides
- Illustration of the female reproductive organs/system
- Short film **Talking periods** <https://youtu.be/ypMyH0W1trs> duration 4 minutes 2 seconds.
- ChildLine information: <https://www.childline.org.uk/info-advice/you-your-body/puberty/periods/>
- Hey Girls <https://www.heygirls.co.uk/>
- Hey Girls: Myth Busters: <https://www.heygirls.co.uk/education/myth-buster/>

Activity

1. Introduce the activities along these lines: That the focus of the learning today is menstruation, this is also called having a period. Acknowledge young people may have looked at this before, and might know a lot already, but today will help make sure that everyone has the best information. Use the introductory slide to start:

Menstruation is also called a period. It happens when a girl's body gets ready to be pregnant and have a baby. Of course, this is something that a girl does when she is grown-up, but the girl's body is preparing for when this might happen. The girls period usually happens once a month. During her period a girl has some blood that comes out of her vagina. When a girl has her period, she will wear a sanitary towel or tampon, this captures the blood.

2. Take any initial questions, check understanding. Some questions will be examined by the information to come, so acknowledge the question and say we will come back to it. Explain that it

will help if we go through the process of menstruation bit by bit while we are looking at the drawings we looked at before of the woman's body. Hand out copies of the illustration.

3. Use the slide show (Powerpoint) **About menstruation: This is the order that things happen when a girl has a period.** Work through the 10 points, taking time for questions or pausing to check understanding.
4. Finish the discussion by explaining that it's good to have accurate information about periods because people sometimes say things that aren't actually true. You could say that these untruths are *myths* about periods. Introduce the short film as showing young people talking about having their periods, and that they will talk about what's true about periods and what's not true (myths).
5. Show **Talking periods** <https://youtu.be/ypMyH0W1trs> (part of <https://www.lil-lets.co.uk/school-programme>) duration 4 minutes 2 seconds.
6. The film ends with the question: **What myths have you heard about periods?** Ask young people to work in a small group and list things they have heard about periods that they think are myths – or just want to check out if they are true or not?
7. Tell the young people about the organisation **Hey Girls**. They want to help all girls and women access sanitary products when they have a period. They have good information on their site including about the myths. <https://www.heygirls.co.uk/education/myth-buster/> Go through these and acknowledge where they match with what young people have identified. Have some discussion based on young people's acknowledgement of myths, or their questions.
8. On the white/smart-board, show young people the ChildLine pages on menstruation/periods and the different sections that will provide really good information and advice. Make sure they know there is more information here on tampons and sanitary towels/pads: <https://www.childline.org.uk/info-advice/you-your-body/puberty/periods/>. If there is time have young people look at the pages on their phones/iPads.
9. Share this information with the class/group.

In Scotland, all girls and women can get sanitary towels or tampons at school or college for free. This is because it is unfair that girls and women have to pay for something that is essential for them when they have their periods. The Scottish Government gives the money for this to the Council and then the products are available in school: *Then insert the detail of where there is provision in your school/group/college.*

10. To end, give the young people some blank cards. Ask if these activities have made them think of any questions that they would like answered? Tell the young people that they can write these on the cards, no need to put their name and they can work individually. Inform the class/group that you will collect the cards in and read these later, and that if there are questions that you can talk more about or help find answers to, then you/they will come back to them in the next few lessons." Put this prompt on the white/smart-board: **What questions do you have about menstruation (periods) or your body or body changes with puberty?**
11. To end, remind young people that ChildLine is a good source of information. Also remind them that it's always good to talk to a trusted adult if you have a worry – and that they can come and talk to you.

Connecting with home

The text below could be used to communicate with home about the activities about puberty and menstruation.

We are continuing our learning in school about body changes and puberty. This includes talking about menstruation (periods). There is some good information for young people on ChildLine about puberty and menstruation, find it at this link: <https://www.childline.org.uk/info-advice/you-your-body/puberty/>

We have also watched this short film, you might like to see it too, **Talking periods** <https://youtu.be/ypMyHOW1trs>

Hey Girls. Also offers lots of good information including on myths associated with periods: <https://www.heygirls.co.uk/education/myth-buster/>

Further learning activities are available that connect to this RSHP curriculum content

- 3.1.1 Names of parts of my body
- 3.1.2 How my body changes as I grow
- 3.1.4 Masturbation

Practitioner Notes