



## Title: My body now: Menstruation (V3)

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.

### Learning intentions

- Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Young people recognise that body changes with puberty impact on feelings and behaviour.
- Young people learn strategies to manage emotions.

### Success criteria

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty.
- I can identify things to do or someone to talk to if I have a question or a worry.

### Resources to support this activity

- PowerPoint slides
- Menstruation what to expect (duration 3 minutes 18) by amaze.org <https://youtu.be/DBe7-PHRav8>
- Period hygiene: Tampons, Pads and Menstrual Cups (duration 2 minutes 9) by amaze.org <https://youtu.be/kmWbOC8Fbb0>
- Talking periods <https://youtu.be/ypMyH0W1trs> (duration 4 minutes 2 seconds) (part of <https://www.lil-lets.co.uk/school-programme>)
- 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/>

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

### Learning about menstruation can be revisited and enhanced by using the resources produced by Hey Girls.

Create and use opportunities for young people learning at Third/Fourth Level to do so. There are free resources, lesson plans and supporting material available here:

<https://www.heygirls.co.uk/education/schools/> Hey Girls undertook consultation to find out what the gaps were in period education. They spoke to pupils, teachers, schools, stakeholders and the general public. Research showed that current provision of period education can be good. The problem is that learning is often delivered only once, and often only to girls. Hey Girls resources will help you to continue the conversation and create positive environments for young people to ask questions about the changes happening to their bodies.

## 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 next 2 introductory slides with bullet points/key information to start. Briefly take any initial questions, check understanding, what follows returns to this information.
2. The animations which follow are humorous and factual. Watch **Menstruation: What to expect** (duration 3 minutes 18) <https://youtu.be/DBe7-PHRav8> Chat about any questions or issues that come up.
3. Then watch **Period hygiene: Tampons, Pads and Menstrual Cups** (duration 2 minutes 9) <https://youtu.be/kmWbOC8Fbb0> Again chat about the information and note any questions. (Young people may have heard more about tampons and pads than about menstrual cups).
4. **What myths have you heard about periods?** Having watched the short animations, each of which gives good information, ask the young people to work in small groups, then get some feedback about the question posed. Explain that periods/menstruation can be misunderstood, and people tell stories about it that aren't factual. If helpful, to get them started you could suggest a myth or piece of misinformation you have heard like *everyone can tell when you are having your period*. (This exercise is helpful in allowing young people to safely expose concerns or things they have heard that they are not sure about).
5. By this time the young people have had lots of information, some of which may be worth re-emphasising. This final film repeats some of the basic explanatory information about menstruation (recognise this happens up to 1 minute 40) but also has girls talking about their experiences. Show **Talking Periods** <https://youtu.be/ypMyHOW1trs> (duration 4 minutes 2 seconds). The film ends with the question posed earlier: *What myths have you heard about periods?* Check with the young people that their earlier conversations are reflected or answered in the films seen so far.
6. Then 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. As necessary, have some discussion based on young people's acknowledgement of myths, or their questions.
7. On the whiteboard, 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.
8. Share this information with the class/group on the slide – **inserting your information**.

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 where young people learn: *Then insert the detail of where there is provision in your school/group/college.*

9. 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 – either about this session topic or from previous activities about bodies, body changes and puberty? 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 there are 2 options - they can ask any question now (if there is time) but that you will also collect all the cards in and read them later, then you/they will come back to them in the next session. Put this prompt on the smart-board: **What questions do you have about menstruation (periods) or your body or body changes with puberty?** After some time, take any questions young people want to ask, and collect all the cards in.
10. To end, remind young people that Hey Girls and ChildLine are good sources 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 on periods: <https://www.heygirls.co.uk>

### 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