

# LESSON PLAN

YEAR	7	MENSTRUATION
BLOCK	2	
LESSON	3	

## LEARNING INTENTIONS

Students will learn about the physical changes that occur during puberty, specifically menstrual wellbeing. Students will also learn importance of personal hygiene and different options for period products, and be able to dispel myths and misconceptions about menstruation.

## SUCCESS CRITERIA

By the end of the lesson, students will be able to:

- Explain what menstruation is
- Describe different period products that are available
- Understand where to go for help if they have a question or worry

## MATERIALS

- PowerPoint slides
- Video - Talking Periods - <https://www.youtube.com/watch?v=ypMyHOW1trs>
- Video - Period Hygiene (Amaze): <https://www.youtube.com/watch?v=kmWbOC8Fbb0>
- Period Product posters
- Period product info table
- Blank cards/paper for any anonymous questions

## STRUCTURE

1. Share the 'Do It Now' task on slide 2. On a sheet of paper, ask students to write down the names of any period products they recognise on the screen, and how they think they're used. Don't give any answers just yet.
2. Introduce the lesson and learning objectives, and revisit the ground rules/class agreements.
3. Share slides 6-7 and ensure understanding of what menstruation is. Emphasise the point that girls will start their periods at different times, and that this is completely normal. Introduce the Amaze video on slide 8 and afterward check for understanding/questions.
4. Share slide 9 and explain that some pain and discomfort is normal during a period. Before showing slide 10, ask the class if they can think of any ways that period pain can be managed. Show slide 10 and ask if the class would add anything to the list. Move on to slide 11 and explain that while some pain is normal, severe/debilitating pain should be investigated by a doctor.
5. Introduce the Amaze video on period products/hygiene. After viewing, ask the class to revisit their "Do It Now" task - how many products did they correctly identify?
6. Activity - split the class into 5 groups. Explain that each group will receive a poster for one common period product, and an information table. As a group, they should read the poster and fill out the parts of their table that correspond to the product on their poster. So, if they receive a poster for tampons, they should fill out the part of the table for tampons. Give them 10 minutes to work on this and then ask each group to present their poster, so the students in other groups can fill out their information table. Once every group has presented, everyone should have a full information table.

## STRUCTURE

7. Discussion: ask the class if they think it's important for boys/men to learn about periods. Why or why not? The aim is to help them understand that it is very important for reducing stigma, helping to normalise talking about periods/reduce shame and embarrassment, develop empathy, and because they probably have someone in their life (mum, sister, friend, etc) who experiences or will experience a period at some point.
8. Go through and discuss slides 15-20 about common period myths. Ask the class if they have heard any others.
9. Inform the class that free period products are available at Henry Bloom Noble Library in Douglas. This is also a good opportunity to tell students how they can access period products at school, if these are available.
10. To finish, ask the class to reflect on 3 things they have learned during the lesson. Remind students that even though the changes you've discussed today are normal, if they have any questions or worries, they should speak to an adult they trust (either in school or at home). Show final slide with online resources.
11. Remind students that if they have any unanswered questions about their bodies or puberty, they can write these on a blank card or slip of paper to hand in after class. These questions should be collected by the teacher and, if appropriate, answered during this block of learning.