



## THE REAL PERIOD PROJECT PRIMARY SCHOOL LESSON PLANS

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## DRAW & WRITE

### LEARNING OBJECTIVES

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To understand your students' knowledge of menstruation

### AGE/GROUPINGS/TIME

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- Any age
- Individual
- 20 mins

### RESOURCES

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- Draw and write sheets\*
- Pencils/pens
- ROCK poster
- Question box

### INTRODUCTION 5 MINS

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#### Activity

Introduce activity with Ground rules to ensure all students feel safe to share and ask questions.

#### Notes

*Example rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

### MAIN LESSON 10 MINS

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#### Activity

Explain that you would like to gain understanding of your student's knowledge around menstruation so that you can effectively plan lessons for them in the future.

Show the draw and write sheet (you could show on the interactive board so that all can see)

Briefly read through questions in advance and explain that they can draw and/or write the answers. They can use any words they know, including ones they might not usually use in school.

The main focus is that they respond truthfully.

#### Notes

*Make sure that they are held in the ground rules and that all opinions are safely shared and valued*

## TEACHER NOTES

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As this lesson is of a sensitive nature the lesson should be held in safe space. The introduction of ground rules will create this safe container by ensuring all students know that this work is confidential and will not go outside of the classroom (this can clearly only go so far, make it clear that if you believe a student is at risk that confidentiality cannot be assured).

\*Draw & Write sheets can be made easily or can be found in the Primary Teaching Resources download pack available in our shop.

## PLENARY 5 MINS

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### Activity

Take in the sheets and introduce a question box.

Explain that as this content may have raised questions, the students can place anonymous questions into the box and you will answer them.

### Notes

*Ensure that you spend time going through the sheets, to note misconceptions, areas of knowledge & safeguarding red flags etc to build your first lessons on menstruation.*

### QUESTIONS FOR DRAW & WRITE SHEETS:

- What is a period (also known as menstruation)?
- What is the menstrual cycle?
- When do periods happen?
- How confident are you in your knowledge of menstruation (periods)?
- What can people use to manage periods?
- Would you know how to support a friend who asked for help with their period?
- Is there anything you would like to know about menstruation (periods)?

# FEMALE REPRODUCTIVE SYSTEM IN PUBERTY

## LEARNING S

To understand the female anatomy with a focus on puberty

## AGE/GROUPINGS/TIME

- Any age
- Pairs or small groups
- 30 mins

## RESOURCES

- ROCK poster\*
- Guided Mimes in hat/box\*
- Boy/girl/adult male/female diagram ppt slide\*
- Image of female reproductive system and where it is situated PPT slide\*

## INTRODUCTION 5 MINS

### Activity

Introduce activity with Ground rules to ensure all students feel safe to share and ask questions.

### Game

**GUIDED MIMES** From a box/hat of mimes, a student chooses one. The group is to guess the mime. They may include things like: Walking the dog, learning to juggle, at the beach, having a shower, having breakfast, riding a bike, pulling a rabbit out of a hat, climbing a ladder to wash windows

### Notes

- *Example rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

## MAIN LESSON 15-20 MINS

### Activity

#### Puberty Recap

Ask pupils *what they know about puberty. What are the differences are there between a child male and adult male body? What about a child female and adult female body?*

Ensure pupils know what puberty is and define it as the **'physical process of the body changing from child to adult.'**

Ask *'when does puberty happen?'*, *'Does it happen for everyone at the same time?'* (discuss natural variation and gender variation – usually girls from 8, boys around 10, both finishing around 16/17)



- Image of female reproductive organs close up PPT slide
- Female reproductive system unlabelled sheets\*
- Labels for diagrams\*
- Question box

## TEACHER NOTES

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This lesson follows on well from the Draw & Write activity. It is useful to have a Questions box (as mentioned in the Draw & Write activity) available for pupils to place anonymous questions if they want to.

**Show an image of a boy and a girl and an adult male and female with the title 'puberty' on PPT**

Explain that we all have hormones in our body that act like switches telling the body to begin doing things, such as: growing breast buds, changing shoulder muscle mass, growing hair etc. Go through the external physical changes with the students

### **Focus on female**

*Not everyone in a female body feels female, and not everyone in a male body feels male – however if you were born with a female body certain changes will begin to happen to you both externally and internally.*

*During puberty for females the body begins a menstrual cycle. This is what causes menstruation or periods to happen. Today we are going to focus on the parts of the female body that are responsible for this.*

**Show image of female reproductive system & where it is situated on PPT.** Ask - Does anyone know the names of these organs? These are wombs and they are found around three fingers down from the belly button inside the body. The bladder is in front of the womb and the bowel is behind.

### **Move on to unlabelled image of female reproductive organs**

If I were to look inside of the body at the female reproductive system, this is what I would see. During the process of puberty, as well as external changes, these organs are getting ready for the beginning of a big part of puberty for females - the menstrual cycle and a girl's first period/menstruation.

Provide students with labels and images of the female reproductive organs and invite them in small groups or pairs to see if they can match the labels to the parts. (Uterus/womb, Ovary, Fallopian Tube, Cervix, Vagina, Vulva)

As students work, move around supporting them with any questions that they might have.

In a quiz style – go through each label and share its actual name. You can give brief information on what this part of the body does here also.

e.g:

- Ovary – Contains hundreds of thousands of eggs that a female is born with.
- Fallopian Tube – collects an egg when it is ready and passes it down the tube towards the womb.



\*All the resources can be made easily or can be found in the Primary Teaching Resources download pack available in our shop

- Womb/Uterus – builds up its inner lining during each menstrual cycle ready to receive a fertilised egg. This is where an egg develops into a baby.
- Cervix – entrance to the womb. Has a tiny opening, smaller than a pin head. Opens to let a baby through when a mother is in labour.
- Vagina – Tube between vulva and cervix.
- Vulva – the name for the external genitals of a female.

#### **Notes**

*Make sure that they are held in the ground rules and that all opinions are safely shared and valued*

## **PLENARY 5-10 MINS**

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#### **Activity**

Quick fire quiz:

- Say the name of a part of the female reproductive system and ask what does it do.
- Point to a part of the unlabelled female reproductive organs image and ask what it is.

Explain that as this content may have raised questions, the students can place anonymous questions into the box and you will answer them.

# UNDERSTANDING THE MENSTRUAL CYCLE Part 1

## LEARNING OBJECTIVES

To understand the menstrual cycle

## AGE/GROUPINGS/TIME

- From 10+
- Pairs or small groups
- 30 mins

## RESOURCES

- ROCK poster
- Images of the 12 months, 4 seasons, day and night, clockface PPT slides\*
- Handout: image of circle divided into four quarters\*
- Handout: four phases of menstrual cycle cut out to place on circle image\*

## INTRODUCTION 5 MINS

### Activity

Introduce activity with Ground rules to ensure all students feel safe to share and ask questions.

### Game

**CROSS THE CIRCLE** Students are sat in a circle or in 2 groups and given a number 1,2 or 3. Teacher to call out a number and a way to cross the circle. Eg. 2's like a ballet dancer, 1's like a sloth, 3's like a youtuber. You can mix it up and call them quicker or slower.

### Notes

*Example rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

## MAIN LESSON 20 MINS

### Activity

Introduce the topic by showing the cycle of months, seasons and the 24 hour and day and night repeating cycles PPT slides. There are many cycles around us. *Does anyone know what the menstrual cycle is?*

Explain the menstrual cycle as a period of time, roughly between 26-35 days (about a month) where the female reproductive organs (in lesson 'Female Reproductive System in Puberty) go through a series of changes. For today let's think about someone with a 28 day cycle (but everyone is different and it is roughly once a month):



- Image of four phases of menstrual cycle in a circle PPT slide\*
- Question box

## TEACHER NOTES

As this lesson is of a sensitive nature the lesson should be held in safe space. The introduction of ground rules will create this safe container by ensuring all students know that this work is confidential and will not go outside of the classroom (this can clearly only go so far, make it clear that if you believe a student is at risk that confidentiality cannot be assured).

This lesson follows on well from the Draw & Write activity and Female Reproductive System in Puberty lesson. It is useful to have a Questions box (as mentioned in the Draw & Write activity) available for pupils to place anonymous questions if they want to.

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Give out blank cycle wheels (circle with 4 segments) and segments with each of the phases (as below) on per segment. Invite students in pairs or small groups to read and organise the segments.

Once completed show the **menstrual cycle phases circle** PPT slide. **Go through each phase pointing to the relevant one on the slide.**

### Phase 1 – Menstruation

- Day 1 of the cycle is the first day of the period
- The lining of the uterus is released through the vagina
- Lasts 3-7 days on average
- Around 1-2 egg cups of flow are released

### Phase 2 – Egg development/Pre Ovulation

- Several eggs start to mature/ripen (*Ask Where do you find eggs in the female body?*)
- Grow in follicles on the edge of the ovaries – little sacs
- One egg is strongest and grows the biggest follicle and the others break down

### Phase 3 – Ovulation

- The strongest egg is released from the follicle
- Fallopian tubes are ready to collect the egg as it is released
- Egg journeys along the fallopian tube towards the uterus
- Womb lining starts to build up to receive and nourish a fertilised egg
- If not fertilised by a sperm cell the egg breaks down
- **Fertilisation is when a female egg cell and a male sperm cell join –this can be through sexual intercourse or in a laboratory where they are mixed – the main thing is this involves a sperm and an egg.**

### Phase 4 – Pre-menstruation

- Womb lining continues to thicken to receive the fertilised egg
- Hormones tell the womb that this has not happened
- Womb lining is no longer needed and begins to break down





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**Which leads back to phase 1/ Day 1 of the cycle**

*Did anyone get the order right? Was there any section you needed to change?*

**Share the additional details for Phase 1**

- The womb contracts/presses inwards and downwards which pushes the lining out
- Passes through the cervix
- Comes out of the body through the vagina
- Unlike having a wee we cannot control the release of the lining
- It is released throughout the period bit by bit, often more at the beginning and less towards the end until it has all been released and the period stops
- Looks like blood, often red but can be brown especially at the beginning and end and sometimes the first few periods, this can vary – completely normal
- Made up of things like the womb lining, blood and mucus - not actually bleeding
- Everyone is different in period length and amount of lining lost

#### **Notes**

*Make sure that they are held in the ground rules and that all opinions are safely shared and valued*

## **PLENARY 5 MINS**

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#### **Activity**

Explain that as this content may have raised questions, the students can place anonymous questions into the box and you will answer them.

Give the student's time to write and put the questions in the box and open the box up and answer them. Ensure that you only answer if you know the exact facts and if not, tell the students you will find out and get back to them.

## UNDERSTANDING THE MENSTRUAL CYCLE Part 2

### LEARNING OBJECTIVES

To understand that it is normal to feel different at different phases of the menstrual cycle

### AGE/GROUPINGS/TIME

- From 10+
- Whole class/group
- 20-30 mins

### RESOURCES

- ROCK poster
- Images of the four seasons\*
- Images of dawn, day, dusk, night\*
- Images/words on paper for Menstruation, Pre-ovulation, Ovulation, Pre-menstruation

### INTRODUCTION 5 MINS

#### Activity

Introduce activity with Ground Rules to ensure all students feel safe to share and ask questions.

#### Game

SOMETHING'S CHANGED – a student comes to the front or the centre of the circle. Another student leaves the room. The student in the room changes 1 thing on their person eg tucks in the shirt, takes off a shoe etc. The other student is called in to return and has 3 guesses to find out what changed.

#### Notes

*Example Ground Rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

### MAIN LESSON 15 MINS

#### Activity

Explain that we are going to take a look at some cycles.

Stick up around the room the images of the four seasons – spring, summer, autumn, and winter. Ask the students to stand at winter and close their eyes and imagine the season. As they imagine say:

- Winter – *it's darker, we spend more time indoors, we want to be cosy*  
*Ask students to move on to spring.*
- Spring – *it's brighter for a bit longer, we start to be able to play out a bit more, things begin to grow*
- Summer – *the days are brighter, it is the school holidays, we can spend more time outside, we like to spend more time with friends*



- Blu tack/selotape
- Question box

## TEACHER NOTES

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This lesson follows on well from the Draw & Write activity and Female Reproductive System in Puberty lesson. It is useful to have a Questions box (as mentioned in the Draw & Write activity) available for pupils to place anonymous questions if they want to.

\*All the resources can be made easily or can be found in the Primary Teaching Resources

- Autumn – **days are getting a little darker, things have finished growing**

Ask pupils to stand by the season that they feel most at home in, the one they like the best. Ask a pupil from each season to share why.

Focus on day and night cycle. Place images around the room in the corresponding similar season (Night – Winter, Dawn/morning – spring, Day – summer, Dusk/Evening – autumn)

Repeat the activity from above, student's moving around into each and imagining the time.

- Night – **most people are in deep sleep, homes quite quiet**
- Dawn/morning - **people are beginning to wake, getting ready for the day ahead**
- Day - **everyone is busy in school or working or playing**
- Dusk/Evening - **after dinner, everyone is getting their pyjamas on, lazing, becoming sleepy**

Ask students to move to their favourite time of the day and ask a couple to share why.

Ask *Do you think people feel the same in each season? Do you think they feel the same at each time during the day?*

Bring awareness to the menstrual cycle cards. Place them in the corresponding season and time of day (Menstruation – winter/night, Pre-ovulation – spring/dawn, Ovulation – summer/day, Pre-menstruation – autumn/dusk)

Invite students to consider: *Considering it's normal to feel different at different times of day or different seasons, do you think people would feel the same in each phase of the menstrual cycle?*

Students return to seats. Focus on winter/night/menstruation and share how menstruation is similar to winter/night in that they may like to be indoors and cosy up and just like in spring and the morning - when things are beginning to grow again, your energy may be building and in summer you might be at full energy, ready to socialise and be out there.



download pack available in our shop

Everyone with a menstrual cycle is different and might not feel exactly this way, but they will feel differently at different times of their cycle – it is normal for your energy levels to go up and down and the things you want to do and how sociable you feel to vary throughout the cycle.

#### **Notes**

*Make sure that they are held in the ground rules and that all opinions are safely shared and valued*

## **PLENARY 5-10 MINS**

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#### **Activity**

**Quick Change:** Ask students to act out how they may feel and what they might do in different times that you call out. Eg Winter, ovulation, night, period etc

Provide a question box and explain that this may have brought up questions. There are paper and pens that you can use now to ask any anonymous questions. Spend time answering them.



# HOW TO MANAGE A PERIOD

## LEARNING OBJECTIVES

To learn how to manage a period

## AGE/GROUPINGS/TIME

- From 10+
- Whole class/group
- 45 mins – 1 hour

## RESOURCES

- ROCK poster
- Boxes of products including disposable and reusable pads, tampons (with and without applicators), menstrual cups, period pants# - enough for each group
- Information cards with name and image of each product for each group\*

## INTRODUCTION 5 MINS

### Activity

Introduce activity with Ground Rules to ensure all students feel safe to share and ask questions.

### Game

**CHANGE THE ACTION:** teacher starts an action - say clapping hands, then changes it to clicking fingers. When teacher says change, the students must do the action prior to the one the teacher is doing at the moment.

### Notes

*Example Ground Rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

## MAIN LESSON 40-50 MINS

### Activity

Many people wonder 'What is having a period like and how do people manage them?'

*Tell someone next to you what you think having a period might be like.*

*It is probable that you will hear a lot of stories about periods so here are some facts:*

Sometimes in the few days before the period and the first day or two of bleeding some people feel:

- It can feel just like a normal day
- There may be tender breasts, heaviness and fullness, like having eaten too much (but just a bit lower down), especially one or two days before the period starts
- You might feel tired or have low energy, and may want to be quiet



- Quiz PPT slide\*
- Be Prepared pack: pencil case containing: underwear, pads, tissues, wet wipes, small plastic bag, plus anything else you want to include
- Question box
- Sometimes you can get a cramping feeling in the lower belly and/or lower back – this can sometimes be quite uncomfortable but shouldn't be so painful that you regularly miss school, if it is you should visit a doctor.
- Sometimes you might want to be creative and write or draw
- It's not possible to start or stop menstrual flow like you can hold back or start having a pee. When someone gets their period they need to use products (that we will discuss soon) to soak up the flow.
- Menstrual flow is not a fast flow like having a pee, it comes out bit by bit, often when you go to the toilet.

### TEACHER NOTES

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This lesson follows on well from the Draw & Write activity, Female & Understanding the Menstrual Cycle lessons.

#It is best if you can use different brands of disposables, ideally out of their boxes so no brands are

It is good to know that...

- It can be a good idea to go to bed early and look after yourself
- Having a period doesn't have to stop you doing anything although you might not want to do as much as normal

### Period FACTS recap-2min

Using the quiz slide on the PPT recap and ask pupils to share their knowledge:

- Happen every **26-35** days
- **3-7days** period
- **1-2 egg cups** menstrual flow
- Also known as **menstruation**

Share that periods can take a few years after starting to settle into a regular pattern.

Some things can make the cycle change: such as stressful situations, illness or extreme dietary changes.

For someone who finds themselves in a situation like this it is important to seek help from someone that they trust.



showing. If you cannot obtain reusable products then laminated photos can be used, however check out our shop for our Teaching Packs.

\*All the resources can be made easily or can be found in the Primary Teaching Resources download pack available in our shop

### **How do I know when my period will start?**

Share these female puberty signs:

- Growing taller
- Changing body shape
- Breast growth
- Underarm and pubic hair
- Seeing discharge in underwear
- Emotional and mood swings
- Spots
- Increase in sweat and body odour – hygiene

### **Comparing Products**

People who have periods usually use some products to soak up or hold the blood.

- These can be disposable – they are used once and thrown away and you need to buy more each time.
- These can be reusable – they are used and cleaned so that they can be used again. They last a long time.

These products are split into internal and external products.

- Internal products are placed within the vagina to collect the blood.
- External products are used outside of the body to soak up the blood as it comes out of the vagina.

### **Introduce comparing activity**

Arrange pupils in groups with a product box per group.

Invite students to have a look at the products within the box and the information card.

Once students have had time to look at the products bring everyone together again. Take a product at a time and invite students to share how they think it is used, whether it is reusable or disposable etc.

Explain that each product can be used for 3-4 hours on the first couple of days and then 4-6 as the flow reduces. As we have said, everyone is different, and at first it might seem confusing but once someone has had their period a few times it becomes easier to judge.

*Mention that if someone needs to change their product at least every hour and their period lasts for 7 days or more, this means they have a heavy flow and should consider talking to their doctor.*

When someone starts their periods the easiest thing for them is often a disposable pad. As they get more used to having periods they may want to try tampons or reusable options. However, some people, like keen swimmers or gymnasts, may start using internal products like tampons or a cup straight away and some people may never want to use these.

**Show Be Prepared bag.**

*What do you think this is? What could be inside?*

Explain that for many people waiting for their first period or after having their first period and waiting for the next one a pack like this can be really useful. It can be carried in your normal bag and doesn't take too much space up.

Go through pack containing briefs, tissues, wet wipes, disposable pads and plastic bag and anything that you wanted to put in there.

So, if you ever saw a pack like this, now you know what it is for

**Notes**

- *This lesson is best taught once the students have an understanding of menstruation – see the lesson 'Understanding the menstrual cycle' first.*
- *Make sure that they are held in the ground rules and that all opinions are safely shared and valued*



## PLENARY 5-10 MINS

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### Activity

Ask each table to decide which they believe someone on their period might choose to use and why. Share.

Every person who gets periods is different and makes a choice that is right for them with the products that they choose and this might change throughout their lives.

### QUIZ QUESTIONS:

- Once someone has started their periods, how often do they generally happen?
- How long does a period last?
- How much menstrual flow is normal?
- What is the other word for having a period?

## BUILDING EMPATHY AROUND MENSTRUATION

### LEARNING OBJECTIVES INTRODUCTION 5 MINS

To build empathy around menstruation

#### Activity

Introduce activity with Ground Rules to ensure all students feel safe to share and ask questions.

#### Game

21's. Students in a circle count to 21. Each student may say up to 3 consecutive numbers. The aim is to not be the person saying 21.

#### Notes

*Example Ground Rules are: ROCK (Respect, Openness, Confidentiality and Kindness.)*

### AGE/GROUPINGS/TIME

- From 10+
- Small groups
- 30-40 mins

### MAIN LESSON 25 MINS

### RESOURCES

- ROCK poster
- Case study cards – see below lesson plan\*
- Paper and pens
- Signposting PPT slide\*
- Question box

#### Activity

Explain that today we are going to be discussing how we can support others. I will be giving your group a card:

- The card tells the story of someone who needs some help.
- There are questions on the card for your group to discuss.
- We will ask your group to share the advice that they would give to the person at the end.

Give out cards. Move around the tables, prompting thought about case studies.

Regroup and invite each group to read their card and share their advice. Open the advice up to the class – *would anyone say anything different or in addition to what they have heard?*

## TEACHER NOTES

As this lesson is of a sensitive nature the lesson should be held in safe space. The introduction of ground rules will create this safe container by ensuring all students know that this work is confidential and will not go outside of the classroom (this can clearly only go so far, make it clear that if you believe a student is at risk that confidentiality cannot be assured).

This lesson follows on well from the Draw & Write activity and Female Reproductive System in Puberty, Understanding the Menstrual Cycle & How to Manage a Period lessons.

\*All the resources can be made easily or can be found in Primary Teaching Resources download pack available in our shop

Below is some additional advice that you as a teacher may add to the students reply.

1. Everyone is unique and their bodies will go through puberty at different times. Both Chloe and Anna could speak to someone they trust about their worries rather than allowing them to build up into something bigger.
2. Jax should get some advice from someone who can help them with their gender identity and periods. There are many support groups around such as Mermaids who will talk through Jax's options and provide help and support at this difficult time.
3. Tiyah should find someone to talk to. She can explain that she has started her period and needs some menstrual products. She might choose someone she knows very well and trusts.
4. Some countries or religions teach their girls that when they are on their period they should not do certain things like: cook, go to their place of worship or say their usual prayers. It is important for these girls to know that there is nothing wrong with them, they are not unclean, and this is a natural part of living in a female body. Maybe they could look at it as a special way to slow down and find their own way to worship, if that is what is important to them.
5. Leaking is nothing to be ashamed of. Everyone who has a period has leaked at some point. People get used to where to place their products throughout their period and when to change them. For people with sight impairments, often their other senses are much stronger. She could test the weight of the pad and how it feels. Anyone nervous about leaking could set an alarm to regularly change their product.
6. You can get pads at the food bank. If someone is struggling to get products they could speak to someone they trust outside of their family such as a teacher. The teacher might help Alex decide what to say to Mum to get help. Explain the red box scheme.

Show a signposting list on the ppt of people/organisations that pupils can go to if in need.

Finally, share they have all given some excellent advice and that it is clear that they now know a lot more than they did when we started. These people were in some extreme situations and problems can be more or less than these and it is important to know that you can always ask for help. Refer to signposting slide.

### Notes

- *This lesson is best taught once the students have an understanding of menstruation – see the lesson ‘Understanding the Menstrual Cycle’ first and perhaps also ‘How to Manage a Period’*
- *Make sure that they are held in the ground rules and that all opinions are safely shared and valued*

## PLENARY 5-10 MINS

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### Activity

Question box – provide a box and paper and give students time to write any questions that they have regarding menstruation anonymously. Take time to answer the questions with facts and perhaps set up some homework to find out answers that you do not know.

### Card text (Or you could make up your own examples covering issues you would like your students to consider):

Chloe, who’s 15, and Anna, who’s 9, are cousins. Anna started her periods earlier this year, she was the first in her class to start. Chloe hasn’t had a period yet and believes that everyone else in her year has already started. Both feel uncomfortable and like they are different from everyone else.

- *What must it be like for these girls?*
- *If you were their friend what advice/support would you give them?*
- *Where might they be able to go for help?*

Jax, who is 13, was born with a female body but has never felt like a girl, & since being small has lived mostly as a boy. Recently Jax’s body has started to develop, growing breasts and pubic hair. Jax’s Mum has started talking about periods. Jax knows that only girls have periods and is horrified that this is going to happen.

- *What must it be like for this person?*
- *If you were this person’s friend what advice/support would you give them?*
- *Where might they be able to go for help?*



Tiyah, who's 10, is on a school camping trip and has just started to feel strange. She goes to the toilet and discovers blood in her pants. She hasn't had her period before and doesn't know much about it, though she has heard a little about it from her friend. She doesn't have pads or anything with her and begins to panic.

- *What must it be like for this person?*
- *If you were this person's friend what advice/support would you give them?*
- *Where might they be able to go for help?*

Tina, who's 12, has just started her periods for the first time. She is afraid to tell her Mum, because when her older sister started everyone acted like it was something dirty and shameful. She doesn't know how to get hold of any pads and doesn't know what to do.

- *What must it be like for this person?*
- *If you were this person's friend what advice/support would you give them?*
- *Where might they be able to go for help?*

Ayisha has been blind since birth and has recently turned 13. She has just started her periods and although her Mum has been helpful and told her lots about what to do, she is still really worried that the blood might leak through onto her clothes.

- *What must it be like for this person?*
- *If you were this person's friend what advice/support would you give them?*
- *Where might they be able to go for help?*

Alex, who is 11, lives with her Mum, Dad and two brothers. They had to move house and Mum says money is really tight just now. They use the local food bank and Alex knows she can't ask for any money for anything. She started her periods a few months ago and has been using toilet paper in her knickers each time as she's afraid to ask for pads. She has been finding it really uncomfortable and sore but she knows pads cost a lot of money.

- *What must it be like for this person?*
- *If you were this person's friend what advice/support would you give them?*
- *Where might they be able to go for help?*



## **YOUR NOTES:**