

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Read Teacher helpsheet J: Periods prior to lesson.
- Use terms 'MOST girls' and 'MOST boys' or 'person with vulva' and 'person with penis'.
- Review the questions in the question box picking out any about periods and ensure these are covered in the lesson.



Resources required

- Period questions from pupils, typed out or some of your own questions.
- Interactive whiteboard resource: Periods.
- Teacher helpsheet J: Periods (to support teacher understanding).
- Puberty education pack (sanitary products).
- FPA has a Period Pack for sanitary products in one place at a discounted rate for Yasmine and Tom users: <https://www.fpa.org.uk/product/the-period-pack/>



Aim of lesson

- To learn about periods (menstruation).



Learning outcomes

- I can explain what a period (menstruation) is.
- I can suggest ways to overcome possible problems from periods.



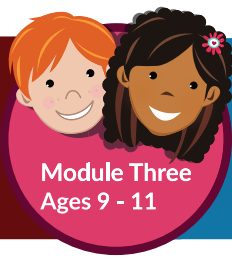
Key questions

- What is a period?
- What is a tampon?
- What is a sanitary towel?
- What can help with period pain?
- Who can help if someone is struggling to manage their period?



Differentiation

- Some pupils may need some 1:1 pre or additional teaching, particularly to support understanding of where a tampon or sanitary towel might go, as this could be difficult to visualise for some pupils.



Introduction to lesson and baseline assessment

1. Remind/revisit class *ground rules*.
2. Ask class to imagine they are explaining what they know already about periods (menstruation) to an alien. Draw and write as much as they can on the period baseline sheet. Keep these for later in the lesson. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

3. Open periods interaction on interactive whiteboard and play through the slides, recapping female personal and private body parts (although this may not be needed if done last lesson). Then showing the journey of the egg from ovary to uterus during the menstrual cycle; the voiceover will explain what is happening.
4. Ask if there are any questions.
5. Explain that periods (menstruation) happen to most women and when the blood comes out you need to use something to absorb it. Split the class into small groups and give out the **sanitary products**: ensure all groups have a period pad, a tampon and reusable items such as washable pads, period pants and menstrual cups.
6. When they have looked at them ask them where the period pad is placed and then the tampon? Show the image on the whiteboard of where the tampon goes. Explain it might take a few times to get a tampon placed comfortably. Lead a discussion about how someone might make a choice about which product to use, including environmental reasons. Explain that period products can be something some families struggle to afford and explain where pupils can go to get free period products in school.
7. Talk about the stomach ache that can come with a period. Explain why this is and things that can help it.
8. Finish this part by being reassuring and positive about periods and that they are not something to be embarrassed about or not talk about. They are a sign that a body is growing up and that the body is healthy.
9. As a class ask pupils what the possible problems that can happen with menstruation. In groups, problem solve how could overcome these? For example, a leak out of pad: have a small bag with spare pants and pads. Come on with no sanitary products: go to office or ask a friend. Stomach cramps: hot water bottle/exercise. Signpost pupils to where to go to ask for sanitary products in school.



Plenary and endpoint assessment

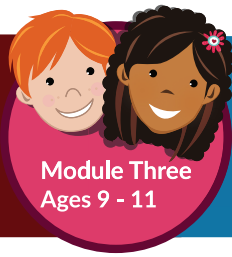
- Give out the typed period questions from the question box or questions from this lesson plan or devised by the teacher. Ask pupils to practice asking and answering these questions. Ask pupils to ask about anything they are not sure about.
- Return to the baseline assessment and in another colour add any new information or make any changes needed to original responses.



Embedding learning

- Pupils could design a period survival guide using their learning from this lesson.

Growing up with Yasmine and Tom



Upper Key Stage: 2 Lesson: 8
Periods (menstruation)

 50 - 60 minutes



Additional resources to support learning

- FPA has a Period Pack for sanitary products in one place at a discounted rate for Yasmine and Tom users: <https://www.fpa.org.uk/product/the-period-pack/>