

Dear
teacher



Thanks for your
recent order of the
'What's Happening to U'
Resource Pack.

★ A TEACHER'S PACK

PRINTED MATERIALS

- 1) Chapter One: Changes To Your Body
- 2) Chapter Two: Menstruation
- 3) Chapter Three: Social & Emotional Changes

Each chapter contains the following:

- Handouts and worksheets
- Structured lesson plans
- Activities

DIGITAL MATERIALS

- 1) Chapter videos x 4
- 2) IWB content for SMART Board
- 3) PowerPoint files
- 4) Teacher's Pack PDF

DEMONSTRATION MATERIALS

Menstruation product samples for in-class discussions

STUDENT SAMPLE PACKS

In each box there are 30 student sample packs. Please give these to your female students during Chapter Two: Menstruation. The student pack contains:

1. 'What's Happening To U' educational booklet
2. A selection of sample products

We hope that you find the student samples and teaching resources useful.
All the best for the school year!

Please find
enclosed:





PARENTAL PERMISSION FORM

AS PART OF THE HPE UNIT, WE WILL COVER A DISCUSSION OF MALE AND FEMALE BODY CHANGES IN CLASS.



Chapters include Changes To Your Body, Menstruation and Social & Emotional Changes – all as part of understanding puberty and the changing teenage body.

As part of this lesson plan, we like parents to be actively involved by also communicating with their child about the changes that occur with puberty and adolescence.

The lessons will include specific information relating to menstrual products and all female students will be offered information and a range of product samples to help them understand the menstrual cycle.

Please return this signed form if you consent to your child receiving samples of pads, liners and/or tampons as part of the HPE unit – 'What's Happening To U?'


Please contact the teaching staff if you have any questions about the lesson details, or would like some guidance in discussing this topic with your children.

I, _____, give permission for my child, _____, to participate in the HPE unit 'What's Happening To U?' and for them to receive product samples.

Signed: _____ (parent or guardian)

Dated: _____





CHAPTER ONE CHANGES TO YOUR BODY

The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional. Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>





Puberty & Menstruation

OVERVIEW

This entire Unit stimulates discussion and accurate learning about body changes, secondary sex characteristics and the menstrual cycle. There are student activities included.

The general approach is broken into three main topics:

1. Changes To Your Body
2. Menstruation
3. Social & Emotional Changes

1. GROWTH & DEVELOPMENT

YOUR BODY

- **Human Sexuality**
Male and female sexuality through puberty
- **Changes**
Physical changes
Feelings about changes

**UNIT
DURATION
APPROX.
4-6
LESSONS**

INDICATORS

AT THE END OF THIS UNIT STUDENTS SHOULD BE ABLE TO:

- List and explain the changes that occur during puberty and adolescence
- Recognise some of the changes associated with puberty are different for boys and girls
- Learn how to manage those changes
- Correctly order the stages of the menstrual cycle
- Recognise and understand the different products needed for menstruation

RESOURCES

- U by Kotex® website - www.ubykotex.com.au
- IWB Materials (on DVD) - Smart Board Notebook files and PowerPoint versions
- BBC interactive website: www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
- Kids Health http://www.education.com/reference/article/Ref_What_Puberty/
- U by Kotex® 'What's Happening to U' Booklet

CLASS HANDOUTS

The following worksheets are enclosed in the Teachers Kit, and can be downloaded from the U by Kotex® website:

http://www.teachers.ubykotex.com.au/section/Home/Teachers_Resources

1. True or false puberty quiz
2. Changes to the body
3. The menstrual cycle
4. Social & emotional changes activity

OUTCOMES

FOR THE TOTAL UNIT

- Students describe and analyse the influences on sense of self
- Students learn about how to explain the physical, social and emotional changes during adolescence
- Students learn how to manage the changes associated with puberty

Teacher's Notes Part 1

Changing Body & Secondary sex characteristics

Play the
INTRODUCTORY
VIDEO as an
ice-breaker then
discuss the changes
that occur during
puberty for girls and
boys.

Draw two columns
on the board titled
“boys” & “girls” giving
students time in groups or
pairs to list any changes
and then share as the
teacher writes responses
on the board (depending
on time).

Get the students
to call out any changes
related to puberty and
nominate whether they fit
in – either the boy column,
the girl column or both
columns. Later, you'll
work through a detailed
list for both sexes.

Many students don't
know the formal terms associated
with puberty, but may know the
informal words. It can be better
for the lesson to allow them to use
the informal words then introduce
and explain the relevant formal
words associated with puberty and
body parts.

WHAT'S HAPPENING TO U? (THE CHANGES) Answers

GIRLS

- Breasts get bigger and may not grow at the same rate
- Hair appears under the arms and around the pubic area
- Increased oil production can cause pimples
- Increased tiredness
- Hips widen and body becomes more curvy
- Sweat and body odour become more noticeable (need to wash body, clothes & hair and use anti-perspirant deodorant)
- Vaginal discharge becomes more noticeable
- Height and weight increases
- Hair on legs becomes thicker and darker
- Sexual desires develop
- Ovulation begins and periods start
- Temporary clumsiness from body shape changes
- Emotional changes - varying emotions, mood swings may develop e.g. loneliness, crushes, wanting to be independent, self-conscious

BOYS

- Changes generally occur later
- Penis and scrotum enlarge and their shape changes
- Hair appears under the arms, in the pubic area, chest and face
- Increased oil production can cause pimples
- Voice breaking which can take up to a year
- Sexual desires develop, wet dreams occur
- Erections occur
- Sweat and body odour become more noticeable (need to wash body, clothes & hair and use anti-perspirant deodorant)
- Sperm grows in testes
- Height and weight increases
- Hair on legs becomes thicker and darker
- Temporary clumsiness from body shape changes
- Emotional changes - varying emotions, mood swings may develop e.g. loneliness, crushes, wanting to be independent, self-conscious

TEACHER'S NOTES PART 1

Changing Body & Secondary Sex Characteristics

- Discuss each of the changes, encourage questions.
- A good option to help shy students is to ask for questions anonymously written on paper, collected at the end and answered next class. To ensure this is truly anonymous, consider using the Question Box as a strategy. Every student is given the same size and colour piece of paper and every student must write something on the paper whether it is a question or just what they ate for breakfast. Every student must put his or her paper in the box. Students also have rules, for example, no names are to be mentioned in questions.
- Open up class discussion on good personal hygiene for puberty and adulthood (brainstorming as a whole class or the "think, pair, share method", where students work in pairs before sharing their ideas as a whole class).
- Create a table and list answers as suggested by students.

WHAT'S HAPPENING TO U?

GOOD PERSONAL HYGIENE

Girls & Boys



Shower
once a day
minimum



Jock itch
may need
anti-fungal
cream



Wash clothes &
sheets regularly
due to extra sweat,
grease and oils



Wash your face
before bed & after
you wake up
(pimples and
oils on face)



Brush your
teeth twice
a day



Change
tampons,
pads & liners
regularly



Wear cotton
underwear
instead
of synthetic

Drink plenty
of water



Eat food from
the five food
groups for a
diet high in
vitamins and
minerals



TRUE/FALSE QUIZ

YOUR CHANGING BODY

01 PERIODS START AT 13 YEARS OF AGE FOR ALL GIRLS

02 IN GIRLS, ONE BREAST MAY GROW QUICKER THAN THE OTHER

03 GIRLS' AND BOYS' BODY SHAPES WILL CHANGE DURING PUBERTY

04 DURING PUBERTY, INCREASED APPETITE LEADS TO ACNE

05 DURING PUBERTY, GIRLS GROW HAIR IN MORE PLACES THAN BOYS

06 IN BOYS, IT CAN TAKE UP TO ONE YEAR FOR THE VOICE TO DEEPEN

07 PUBERTY DOES CHANGE THE BODY'S HYGIENE NEEDS

08 ALL THE CHANGES DURING PUBERTY ARE EXTERNAL

09 SEXUAL DESIRES WILL DEVELOP IN BOTH SEXES DURING PUBERTY

10 BOYS AND GIRLS ARE LIKELY TO HAVE MORE ENERGY DURING PUBERTY

TICK THE CORRECT ANSWER BELOW

01 ☐ T ☐ F

02 ☐ T ☐ F

03 ☐ T ☐ F

04 ☐ T ☐ F

05 ☐ T ☐ F

06 ☐ T ☐ F

07 ☐ T ☐ F

08 ☐ T ☐ F

09 ☐ T ☐ F

10 ☐ T ☐ F

TRUE/FALSE QUIZ

YOUR CHANGING BODY

01 PERIODS START AT 13 YEARS OF AGE FOR ALL GIRLS

02 IN GIRLS, ONE BREAST MAY GROW QUICKER THAN THE OTHER

03 GIRLS' AND BOYS' BODY SHAPES WILL CHANGE DURING PUBERTY

04 DURING PUBERTY, INCREASED APPETITE LEADS TO ACNE

05 DURING PUBERTY, GIRLS GROW HAIR IN MORE PLACES THAN BOYS

06 IN BOYS, IT CAN TAKE UP TO ONE YEAR FOR THE VOICE TO DEEPEN

07 PUBERTY DOES CHANGE THE BODY'S HYGIENE NEEDS

08 ALL THE CHANGES DURING PUBERTY ARE EXTERNAL

09 SEXUAL DESIRES WILL DEVELOP IN BOTH SEXES DURING PUBERTY

10 BOYS AND GIRLS ARE LIKELY TO HAVE MORE ENERGY DURING PUBERTY

ANSWER SHEET

(Teachers can have students move to either side of the room to indicate their answer i.e. left for true, right for false. This could be used as the quiz itself or as an activity after the students have completed the quiz to demonstrate their answers and the class could then discuss each point)

| | | |
|----|----------------------------------|----------------------------------|
| 01 | <input checked="" type="radio"/> | <input type="radio"/> |
| 02 | <input checked="" type="radio"/> | <input type="radio"/> |
| 03 | <input checked="" type="radio"/> | <input type="radio"/> |
| 04 | <input type="radio"/> | <input checked="" type="radio"/> |
| 05 | <input type="radio"/> | <input checked="" type="radio"/> |
| 06 | <input checked="" type="radio"/> | <input type="radio"/> |
| 07 | <input checked="" type="radio"/> | <input type="radio"/> |
| 08 | <input type="radio"/> | <input checked="" type="radio"/> |
| 09 | <input checked="" type="radio"/> | <input type="radio"/> |
| 10 | <input type="radio"/> | <input checked="" type="radio"/> |

Changes to the body

GIRLS

Answer
sheet



Teachers

1 INCREASED OIL PRODUCTION CAN CAUSE PIMPLES

2 HAIR APPEARS UNDER THE ARMS AND AROUND THE PUBIC AREA

3 HAIR ON ARMS & LEGS BECOMES THICKER & DARKER

4 VAGINAL DISCHARGE BECOMES MORE NOTICEABLE

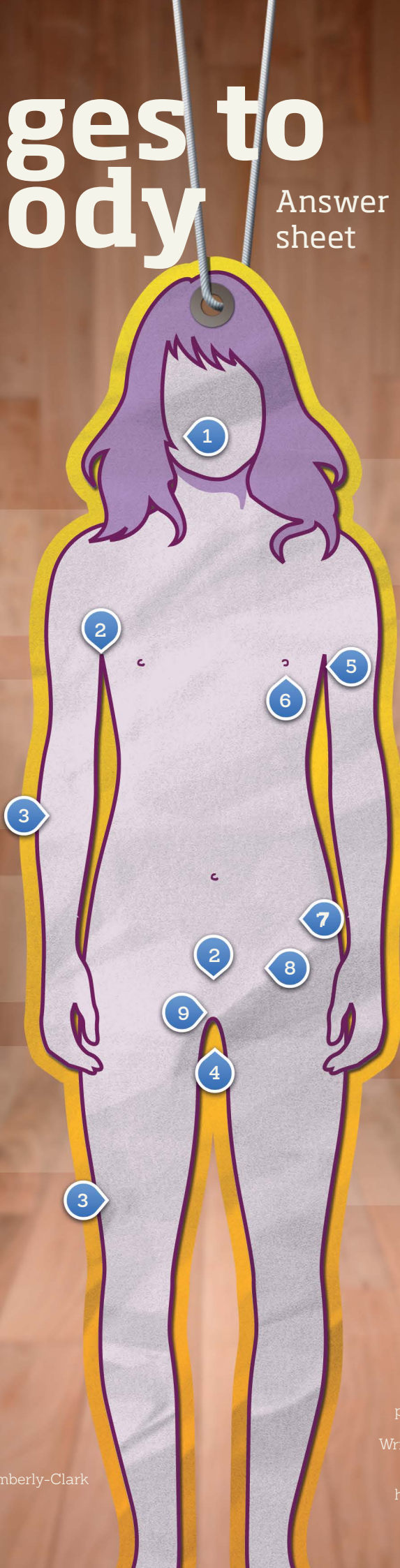
5 SWEAT & BODY ODOUR BECOMES MORE NOTICEABLE

6 BREASTS GROW (NOT ALWAYS AT THE SAME RATE)

7 HIPS BECOME WIDER & BODY BECOMES MORE CURVY

8 OVULATION BEGINS & PERIODS START

9 GENITALS BECOME DARKER IN COLOUR AND FLESHIER



The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional.

Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>



Changes to the body

GIRLS

INSTRUCTIONS

Were you paying attention?
List the changes that occur during puberty.

1

2

3

4

5

6

7

8

9

The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional.

Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>

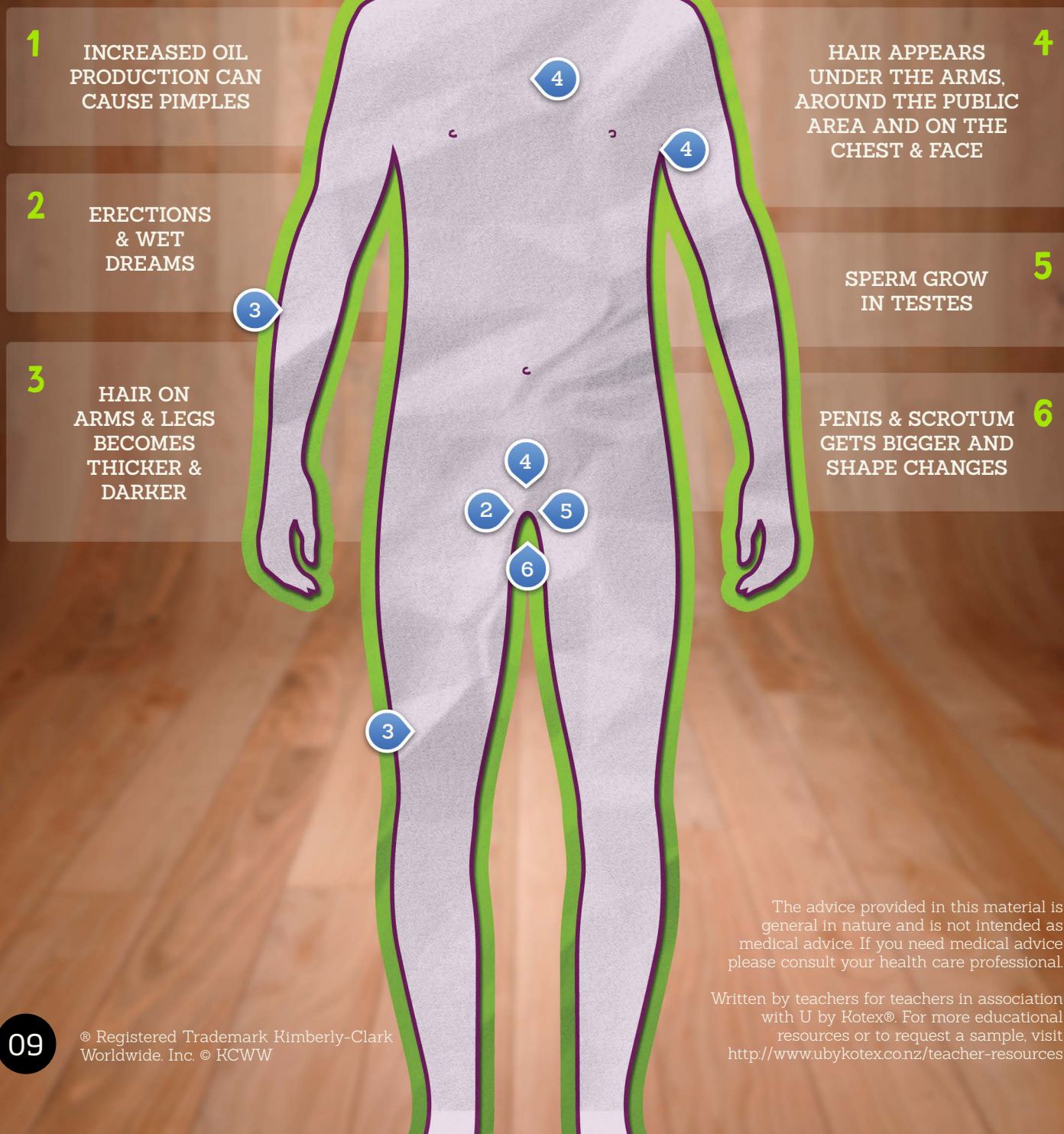
Changes to the body

BOYS

Answer
sheet



Teachers



The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional.

Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>



Changes to the body

BOYS

INSTRUCTIONS

Were you paying attention?
List the changes that occur during puberty.

| | | |
|---|--|---|
| 1 | | 4 |
| 2 | | 5 |
| 3 | | 6 |

The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional.

Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>

Changes to the body

GIRLS' BODY ANSWER SHEET

External

URETHRA 1

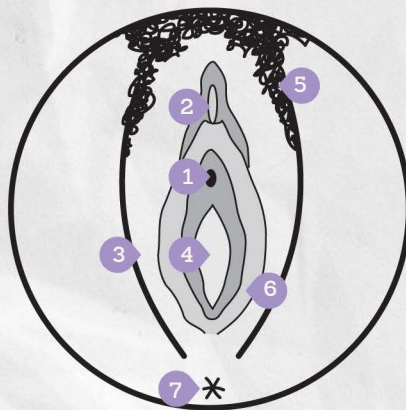
This is an opening between the clitoris and vaginal opening, where urine leaves the body.

CLITORIS 2

A small button-like piece of tissue which is extremely sensitive. It aids in sexual pleasure.

OUTER LIPS 3

These are the external folds of the female genitals, also known as the labia majora. The outer lips protect the female organs.



4 VAGINAL OPENING

This is the passage leading from the womb to the vagina, and where menstrual fluid leaves the body.

5 PUBIC HAIR

Thick, coarse hair that develops with puberty.

6 INNER LIPS

These are the two inner folds on either side of the vaginal opening, also known as labia minora.

7 ANUS

This is the opening at the end of the digestive tract where solid waste leaves the body.

Internal

UTERUS 1

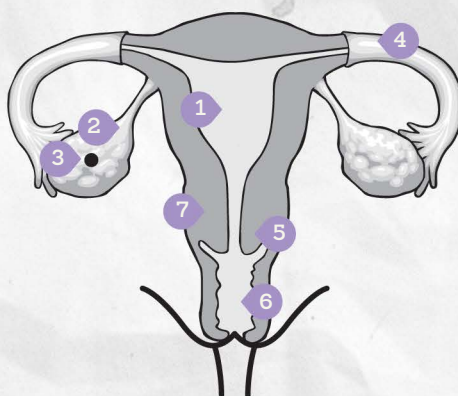
The uterus is also known as the womb. This is where a fertilised egg will become a foetus.

OVARY 2

This is where eggs (also known as ovum) develop. Eggs are released from the ovaries and travel down the fallopian tubes into the uterus.

OVUM 3

Also known as an egg. An ovum is a reproductive cell which will develop in to a foetus if it is fertilised by sperm. One ovum is released each month during your menstrual cycle.



4 FALLOPIAN TUBE

Once a month, an ovum will travel along one of the fallopian tubes from the ovary to the uterus.

5 CERVIX

This is the lower portion of the uterus which joins with the upper part of the vagina.

6 VAGINA

The vagina is an elastic muscular canal that joins the outer sexual organs with the uterus.

7 UTERINE LINING

Also known as the endometrium, this is a layer of tissue which lines the uterus. During the menstrual cycle, the uterine lining thickens and prepares for fertilisation of an ovum. If an ovum is not fertilised, the uterine lining is shed. This is your period.

Changes to the body

GIRLS' BODY

INSTRUCTIONS

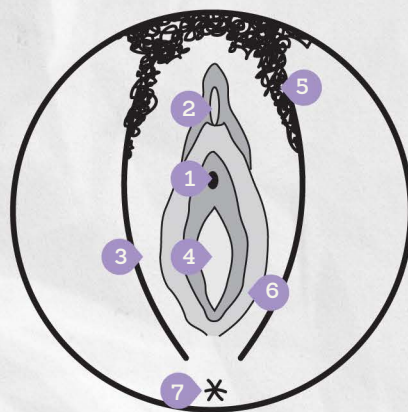
Were you paying attention?
Name each body part
and its function.

External

1

2

3



4

5

6

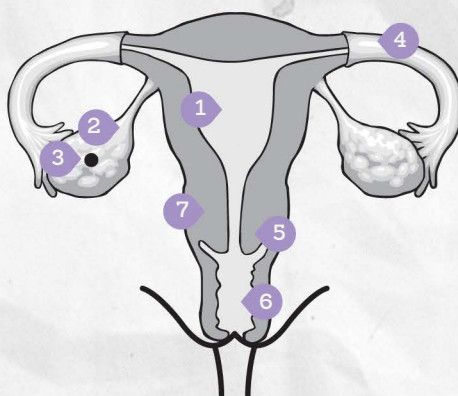
7

Internal

1

2

3



4

5

6

7

Changes to the body

BOYS' BODY ANSWER SHEET

External

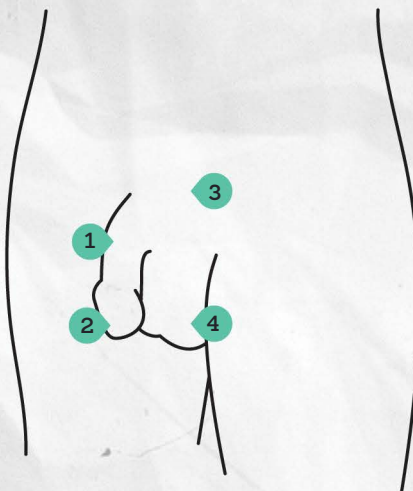
PENIS 1

This is the male sex organ. It's made of spongy tissue, and when a man becomes aroused it grows in size and stiffens.

Semen, a fluid containing sperm, is released from the penis when a male orgasms. This is known as ejaculation.

FORESKIN 2

This is the skin covering the end of the penis.



3 PUBIC HAIR

Thick, coarse hair that develops with puberty.

4 SCROTUM

This is the thin, loose skin covering the testicles.

Internal

VAS DEFERENS 1

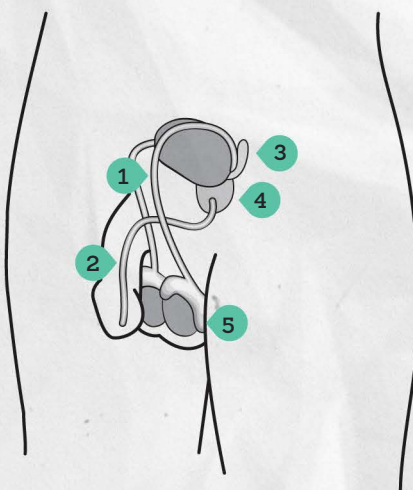
These are two thin tubes which carry sperm from the testicles to the seminal vesicles.

URETHRA 2

Both semen and urine are released from the body through this tube.

SEMINAL VESICLES 3

This is where sperm is mixed with semen.



4 PROSTATE

Some of the fluid in semen is produced here.

5 TESTICLES

This is the organ which produces sperm, as well as the male sex hormone, testosterone.

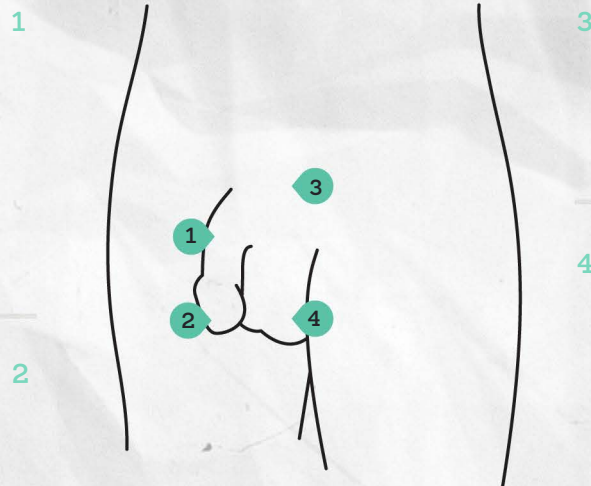
Changes to the body

BOYS' BODY

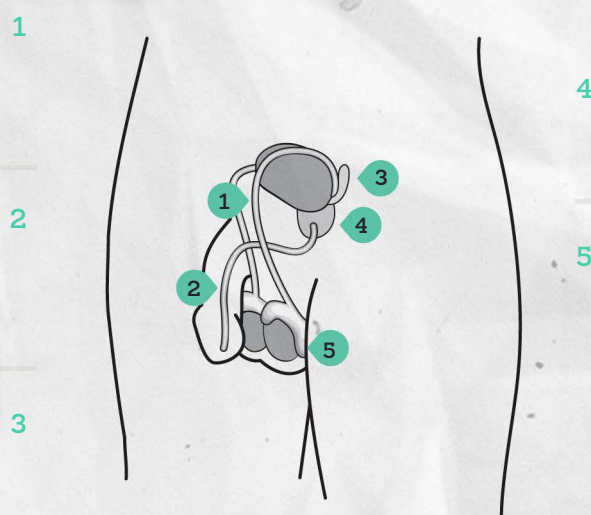
INSTRUCTIONS

Were you paying attention?
Name each body part
and its function.

External



Internal



TEACHERS NOTES PART 1

Changing Body & Secondary Sex Characteristics

- Discuss each of the changes and encourage questions
- Play the video entitled 'Changes To Your Body'

FOR FURTHER REFERENCES:

www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
then choose male or female

OPTIONAL ASSESSMENT

Assessment can be taken from the indicators i.e.

Indicator: List the changes that occur during puberty

Assessment: Worksheet 2 and 3

The assessment could be observations by the teacher, it could be quiz results, it may be worksheets or presentations, assignments etc. Whatever the teacher can use to assess whether the student has achieved the indicator.





CHAPTER TWO MENSTRUATION



The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional. Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>



OUTCOMES

At the end of this unit students should be able to:

- Understand the stages of the menstrual cycle
- Recognise and understand the different products needed for menstruation

INDICATORS

- Correctly order the stages of the menstrual cycle
- Recognise and understand the different products needed for menstruation

CONSIDERATION

If the boys are present for this topic, it is suggested that there is a discussion about the importance of boys learning about menstruation. Consider discussing the number of significant women in a boy's life, both now and in the future e.g. Mum, sisters, future girlfriends, wives and daughters will all experience menstruation. It's important for boys to know how this will affect both themselves and these women.

a. Discuss each aspect of the menstrual cycle. Optional exercise is to create "menstrual cycle cards" representing each step in the cycle. Divide the class into groups and each group must place the cards in the correct order.

b. Discuss other issues associated with menstruation: cramps, backaches, sore breasts, headaches, constipation, diarrhoea, weight gain, tiredness, depression and irritability (PMT and PMS). Methods of relief to discuss are heat packs, OTC pain relief, and the benefits of being healthy – physical and dietary health.

c. Discuss factors affecting period regularity: pregnancy, stress, severe dieting, anorexia nervosa, bulimia and strenuous physical training (amenorrhoea). Point out that it may take a few years after puberty for a regular cycle to settle in, so irregularity is common in these years.

d. Use full sized products in the sample kit, pass them around the class and play the video explaining correct usage, how to avoid Toxic Shock Syndrome, and also reinforcing different products for different stages of the menstrual cycle. The video includes showing the variety of blood volume lost in periods and the effectiveness of product in absorbing the blood, reassuring the students that they can feel confident if prepared.

e. DO NOT demonstrate a tampon by putting it in a glass of water – many children react in fear to this, thinking it will expand massively inside their bodies.

f. Assess the embarrassment level in the classroom and ask the class questions as a group rather than individuals if necessary.

(Question Box Strategy: Every student is given the same size and colour piece of paper and every student must write something on the paper, whether it is a question or just what they ate for breakfast. Every student must put his or her paper in the box. No names are to be mentioned in questions).

NOTE

Ideally this topic, **Menstruation**, follows topic one, **Changes To Your Body**, so that students understand reproductive systems in both sexes before the menstrual cycle is discussed to put the menstrual cycle lesson in context.

Periods *What are they?*

Girls are born with thousands of tiny ova (eggs) inside their ovaries. When puberty starts:

- Your body begins releasing a hormone called oestrogen (which controls menstruation)
- Your ovaries ripen the eggs and one egg is released each month – this is called ovulation
- The egg travels from the ovaries, down the fallopian tubes, and into the uterus (womb)
- While this is all going on, the lining of the uterus is thickening, egg is fertilised by sperm (during sex), the egg can attach itself to the uterine lining and develop into a baby
- The lining thickens so that it can provide nutrients for a fertilised egg
- If the egg is not fertilised, the extra lining of the uterus is no longer needed, so it breaks down and comes out through the vagina



Average:

5 DAYS (CAN BE SHORTER 2-7 DAYS).

Blood loss:

2-6 TABLESPOONS OF BLOOD PER PERIOD, DEPENDING ON FLOW.

Flow:

CHANGES WITHIN THE PERIOD CYCLE. USUALLY HEAVIEST DAY 2-3 (MIDDLE OF PERIOD).

Product choices



Tampons:

Tampons are ideal for sport or swimming, with added discretion. Product size relates to blood flow and has nothing to do with the size of the vagina.

Frequency of change:
Recommended every 3-4 hours.

Pads & Liners:

Pads have different thicknesses and absorbencies. Thickness doesn't mean it is more absorbent. Ultrathin Pads do the same job as Maxi Pads, they're just thinner and more discreet.

U by Kotex® Overnight Pads:
Longest and most absorbent and have a longer back for extra protection when lying down.

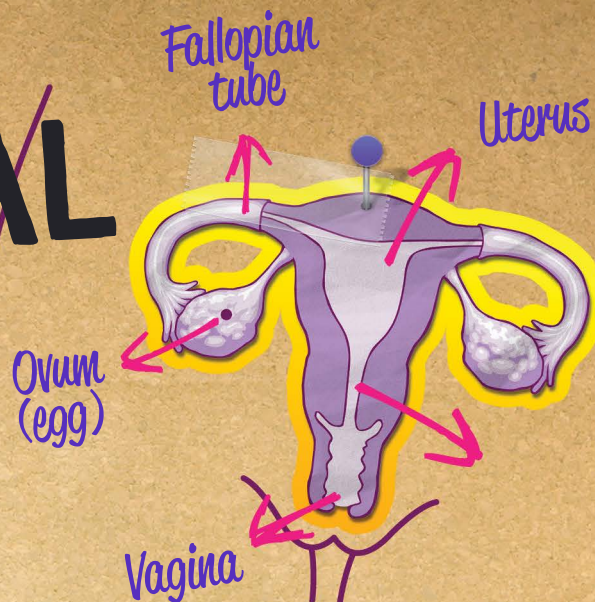
Liners: between periods or just in case, tampon back up or very light flow. Much smaller, thinner and less absorbent version of a pad.

Frequency of change:
Recommended every 3-4 hours.

THE MENSTRUAL CYCLE

A typical 28 day menstrual cycle

The average cycle lasts around 28 to 30 days, but everybody is different. It can range from 21 to 35 days.



DAYS 1-7

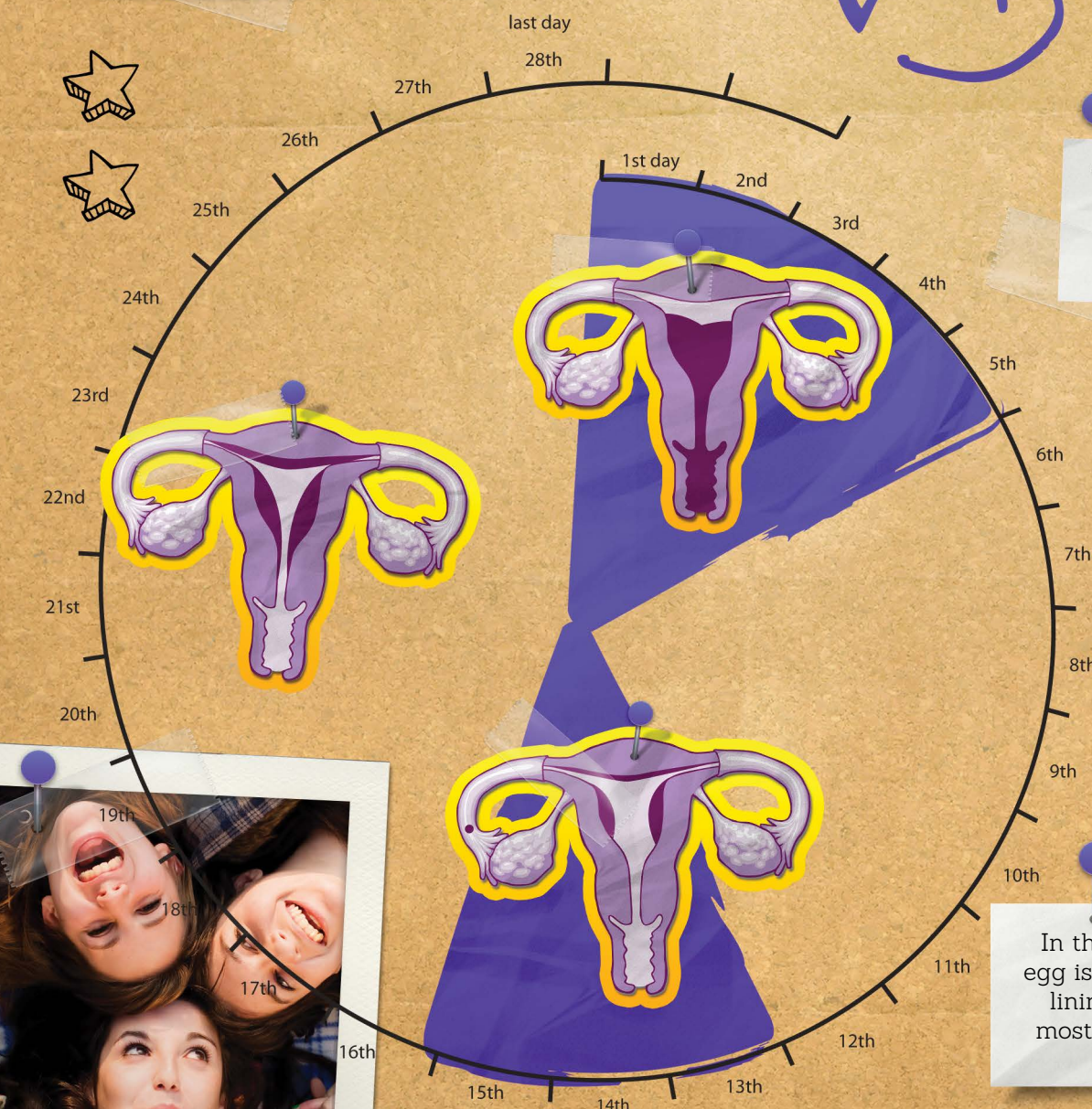
Your period is considered the beginning of your menstrual cycle.

DAYS 8-14

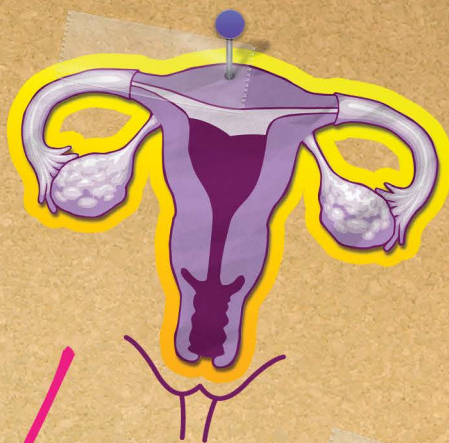
One of your ovaries releases an egg and the uterus begins to rebuild its lining.

DAYS 15-28

In the case of pregnancy, the egg is fertilised and the uterus lining remains, which is why most pregnant women do not have their periods.

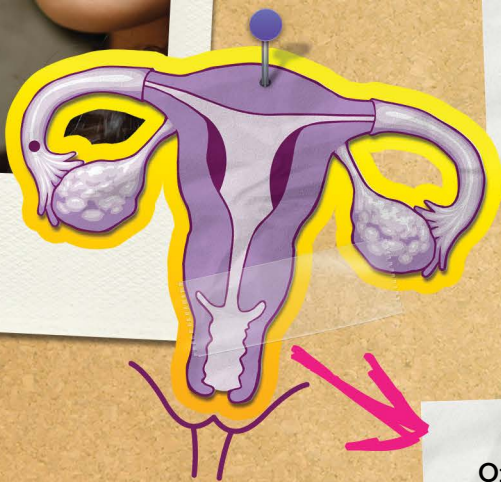


THE MENSTRUAL CYCLE



DAYS 1-7

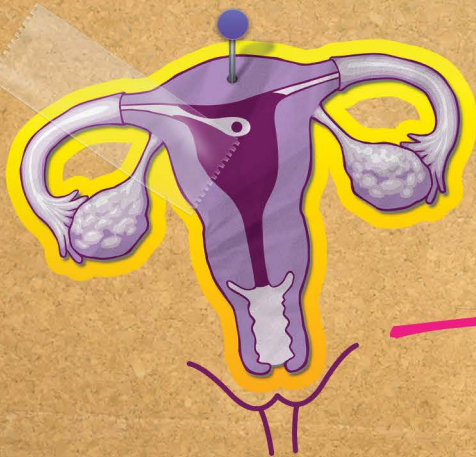
The period is considered the beginning of the menstrual cycle. A period normally lasts for around five days, but can be as short as two days or as long as seven. There will usually be around 2-6 tablespoons of blood lost during each period, depending on the heaviness of the flow. A period occurs because the uterus will shed its lining if an egg (ovum) is not fertilised.



DAYS 8-14

One of the ovaries releases an egg and the uterus begins to rebuild its lining. Only one egg is released each cycle. The egg will slowly travel down the fallopian tube from the ovaries towards the uterus. If the egg is fertilised by a sperm before it arrives in the uterus, a girl will fall pregnant.

Remember!



DAYS 15-28

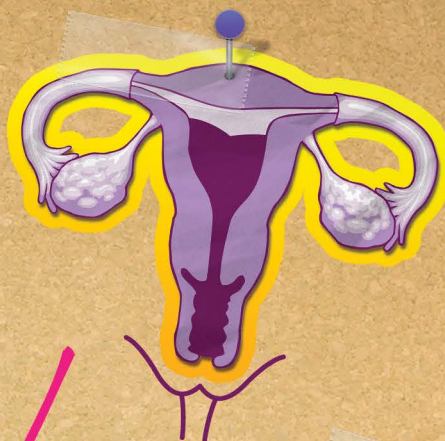
If the egg isn't fertilised, the uterus wall will continue to thicken until there is a sudden drop in hormone levels. The lining will then break down and another period will begin.



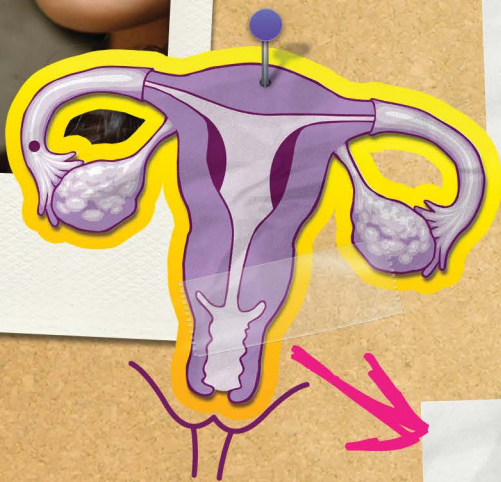
THE MENSTRUAL CYCLE

INSTRUCTIONS

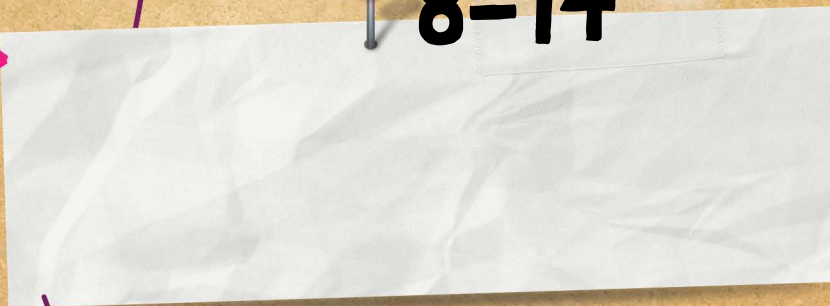
Test your knowledge. Use the spaces below to describe what happens at each stage of the menstrual cycle.



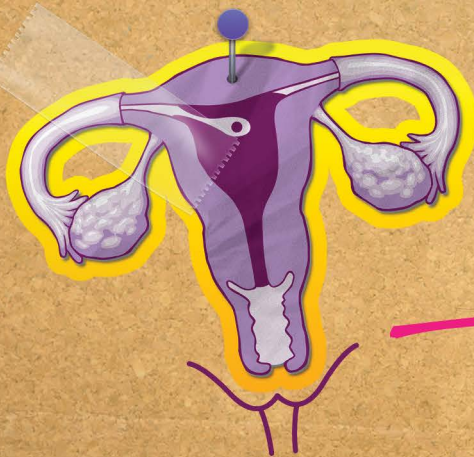
**DAYS
1-7**



**DAYS
8-14**



Remember!



**DAYS
15-28**



GETTING YOUR FIRST PERIOD

DISCUSSION:

This information is to assist you in leading a discussion in the class, to ensure the facts are correct. It's also vital to allay any fears and concerns so students feel confident using the correct information and products. Suggested format is Q & A (images when added will demonstrate or illustrate the points).

GETTING YOUR FIRST PERIOD IS OFTEN A SURPRISE

Q: HOW WILL I KNOW WHEN I GET MY FIRST PERIOD?

A: Usually when you go to the toilet, but not always.

Q: WHAT WILL I SEE?

A: Dark colouring in your undies, menstrual blood.

Q: WHAT COLOUR IS NORMAL FOR MENSTRUAL BLOOD?

A: Anything from bright red to dark brown.

Q: HOW MUCH MENSTRUAL BLOOD IS THERE?

A: The amount differs for each woman. (NOTE: The beginning of the period usually has heavier bleeding and it gradually lightens up until it's finished).

Q: ARE THERE ANY EARLY WARNING SIGNS TO INDICATE THAT YOU ARE ABOUT TO GET YOUR FIRST PERIOD?

- A:
- You may notice underarm and pubic hair growth
 - White vaginal discharge
 - You may feel bloated or experience cramps
 - Your mood may change without reason
 - You may become more sensitive to emotions

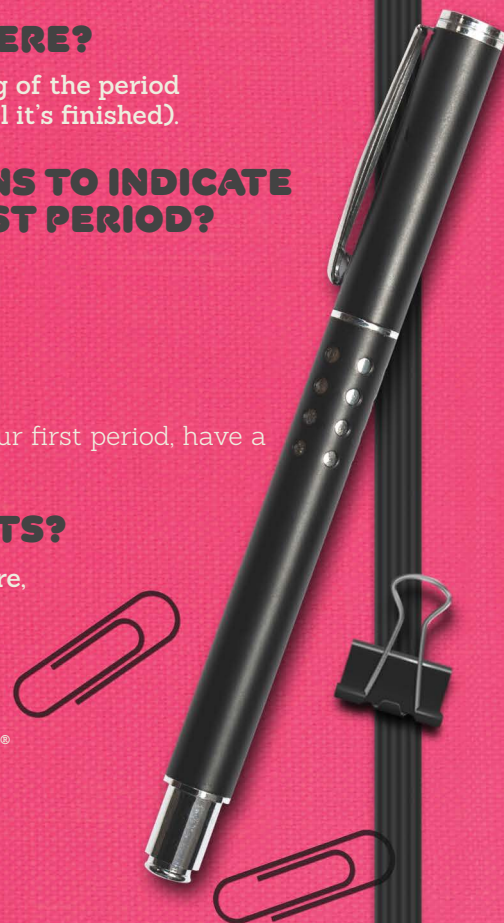
Being ready: if you don't want to be caught unprepared for your first period, have a few products on hand just in case!

Q: WHERE CAN I BUY SANITARY PRODUCTS?

A: **1.** Ask your mum, or **2.** Buy your own at a convenience store, petrol station, chemist or supermarket.

Q: WHAT SHOULD I BUY?

- A: You will notice there are two options: pads and tampons.
1. Pads are an easy option for getting started (e.g. U by Kotex® Ultrathin Pad examples provided).
 2. Tampons: to start with, try the smaller ones (called minis), as they are usually easier to insert.



MYTHS

**DON'T WASH
YOUR HAIR
WHILE YOU ARE
MENSTRUATING**



01 CAN YOU GO SWIMMING WHEN YOU HAVE YOUR PERIOD?

Of course you can go swimming when you have your period, just use a tampon.

02 CAN DRINKING SOMETHING HOT STOP YOUR PERIOD?

Drinking something hot doesn't stop your period.

03 CAN YOU HUG PEOPLE WHILE YOU HAVE YOUR PERIOD?

You can totally hug people while you have your period.

04 WILL IT HURT TO WEE WHEN I HAVE MY PERIOD?

It shouldn't hurt to wee when you have your period – if it does, see your doctor.

05 DO GIRLS WITH THEIR PERIODS GET ATTACKED BY SHARKS?

Sharks do not attack girls with their periods! Go to the beach! Go swimming!

06 ARE PERIODS CONTAGIOUS?

Periods aren't contagious because they're not a disease – they're a normal body function.

07 IS THERE A NORMAL LENGTH OF TIME YOUR PERIOD SHOULD LAST?

The length of everyone's period is different – the average is 5 days, but it could be 2 days or up to 7 days.

08 WILL DOING SIT-UPS DELAY YOUR PERIOD?

Doing sit-ups won't delay your period, but they will help you keep fit!

09 IS IT OKAY TO HAVE A BATH OR SHOWER WHEN YOU HAVE YOUR PERIOD?

Having a bath or shower when you have your period is really important – it keeps you clean and fresh and avoids odours associated with puberty.

10 IS IT TRUE THAT WHEN YOU FIRST START YOUR PERIOD IT'S GOING TO LAST FOR 16 DAYS?

Your first period is probably going to be short, not long – may be just a few days – and never 16 days!

11 CAN YOU INSERT A TAMPON IF YOU DON'T HAVE YOUR PERIOD YET?

You can insert a tampon if you don't have your period yet – but it's not a good idea. It's best to wait a while, until you're used to your period.

12 IS IT TRUE YOU BLEED ONE LITRE OF BLOOD DURING YOUR PERIOD?

No, you don't bleed one litre of blood during your period – an average period is blood loss of about 40ml or about 8 teaspoonfuls over the whole period.

13 IS MENSTRUAL BLOOD DIFFERENT FROM REGULAR BLOOD?

Menstrual blood isn't different from regular blood. It's just regular blood that flows from the vagina.

14 IS BLEEDING DANGEROUS FROM YOUR PERIOD?

Bleeding from your period isn't dangerous, it's completely normal.

YOU WILL ATTRACT SHARKS IF YOU SWIM IN THE OCEAN WHEN YOU HAVE YOUR PERIOD



15 DOES DRINKING ENERGY DRINKS MAKE YOUR PERIOD SHORTER?

Drinking energy drinks doesn't make your period shorter.

16 IS IT TRUE THAT DENTAL FILLINGS WILL FALL OUT IF YOU GET THEM PUT IN WHEN YOU HAVE YOUR PERIOD?

If you get dental fillings put in when you have your period, they won't fall out!

17 CAN YOU WASH YOUR HAIR WHEN YOU HAVE YOUR PERIOD?

It's totally okay to wash your hair when you have your period.

18 IS IT TRUE YOU CAN'T TAKE MEDICINE WHEN YOU HAVE YOUR PERIOD?

If you have your period and you need to take medicine, you should always check with your doctor.

19 WILL A TAMPON FALL OUT WHILE YOU'RE SWIMMING?

Tampons that are put in correctly don't fall out while you're swimming.

20 DOES YOUR PERIOD STOP WHEN YOU'RE IN THE BATH?

Your period doesn't stop when you're in the bath – the water may dilute the blood flow, but your period continues.

21 DOES HAVING A TAMPON IN BLOCK YOUR WEE FROM COMING OUT?

A tampon doesn't block your wee from coming out – the urine comes from the urethra, and the tampon is inserted into the vagina – two separate parts of your body.

22 CAN HAVING A COLD DELAY YOUR PERIOD?

A cold by itself doesn't delay your period, but serious illness can disrupt your cycle.

23 CAN STRESS DELAY YOUR PERIOD?

Really serious emotional or physical stress can delay your period.

24 WILL OTHER PEOPLE KNOW WHEN I HAVE MY PERIOD?

When you're having your period, there's no reason for anyone to know. Regular bathing, proper use of pads or tampons and comfortable clothes are all part of a good strategy. There's absolutely no way for others to know.



Period Calendar

Show students how they can effectively use a traditional calendar to mark up their expected cycle.

Discuss the pros and cons of using a period calendar App such as **iPeriod**

Visit www.winkpass.com/iperiod.html or the Apple App store.

For android devices www.hormonehoroscope.com



Suggested Homework

1. Students find two more myths about menstruation and the correct answer for each – each student brings two myths to class for discussion.
2. Each student or small groups choose a particular culture or people group and find out some of the differences between that culture and what has been taught at school about menstruation.
3. The day in the life of an ovum. Students write a story from the point of view of the ova (or something similar).



Suggested Assignment

Find out the history of menstrual products in the Western World. For example, from cloths to belts to modern products such as U by Kotex® Products.



Final Activities

Question Box Strategy: every student is given the same size and colour piece of paper and every student must write something on the paper, whether it is a question or just what they ate for breakfast. Every student must put his or her paper in the box. No names are to be mentioned in questions.

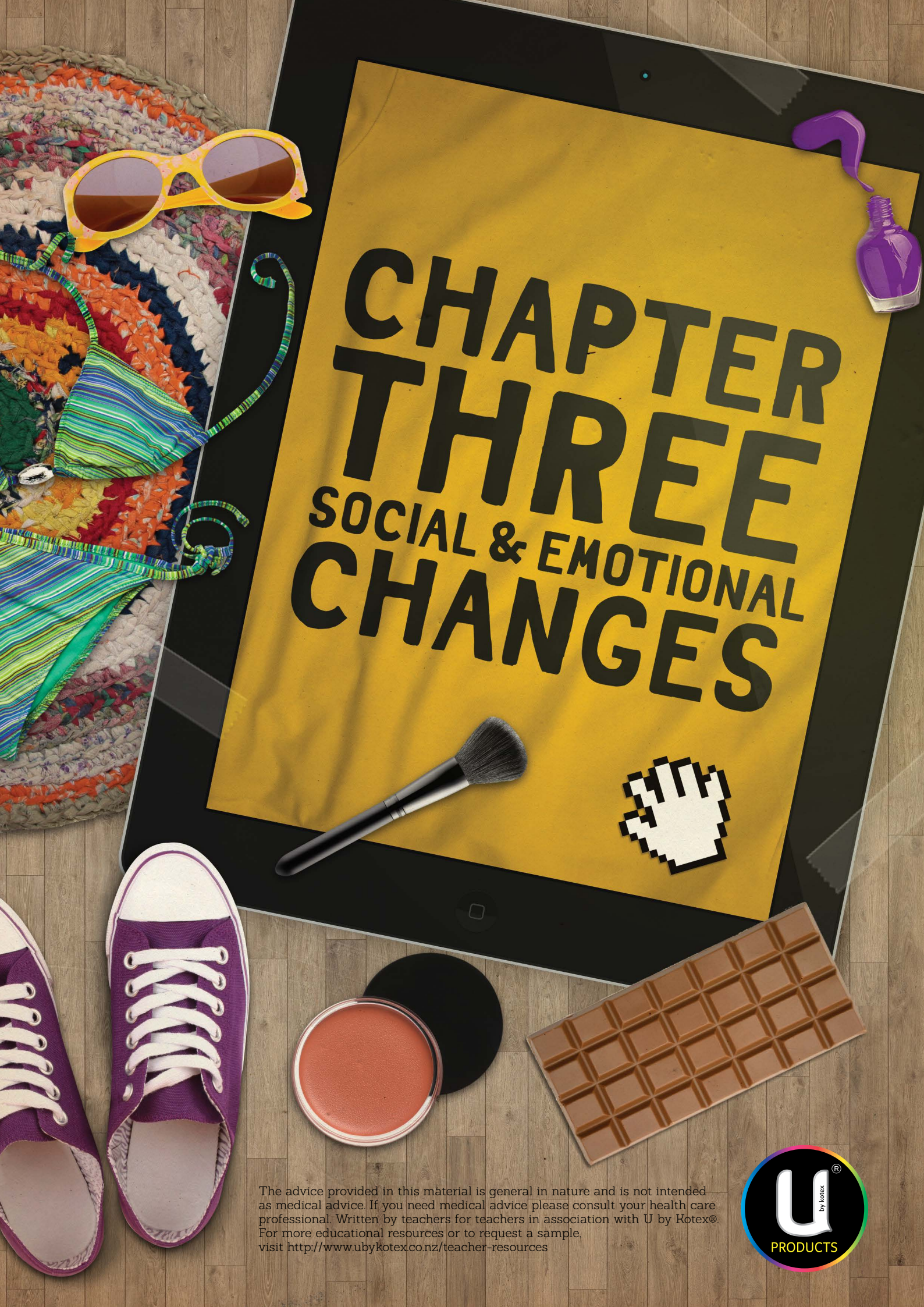
Each student writes down at least one question relating to puberty or menstruation and places it in a box at the front of the classroom. This activity is an anonymous exercise ie. 'it is advised that the teacher endeavours to ensure no-one can recognise who wrote that question'. The aim of this activity is to give the students a safe way to ask any questions that might have arisen from the unit of learning. The teacher pulls the questions out of the box and the class discusses the question and thinks through best responses. (If nobody can answer the question the teacher will find out before the next lesson).



Reference Links:

Flash version of the menstrual cycle:

http://msnbcmedia.msn.com/i/msnbc/Components/Interactives/Health/WomensHealth/zFlashAssets/menstrual_cycle_dw2%5B1%5D.swf



CHAPTER THREE

SOCIAL & EMOTIONAL CHANGES

The advice provided in this material is general in nature and is not intended as medical advice. If you need medical advice please consult your health care professional. Written by teachers for teachers in association with U by Kotex®. For more educational resources or to request a sample, visit <http://www.ubykotex.co.nz/teacher-resources>



CHAPTER 3: SOCIAL & EMOTIONAL CHANGES

OUTCOMES

At the end of this unit students should be able to:

- Explain the changes that occur during puberty and adolescence
- Recognise that some of the changes associated with puberty are different for boys and girls

INDICATORS

- List and explain the social and emotional changes occurring during puberty and adolescence
- Recognise and learn how to manage some of the social and emotional changes
- List the social and emotional changes associated with puberty that are the same and that are different for boys and girls

TEACHER'S NOTES

It is important to note that students not only recognise the social and emotional changes associated with puberty, but learn strategies for managing the changes.

Students need to feel that they are not alone and that there are people and resources in their social network that they can turn to for advice.

The information below on social and emotional changes is not exhaustive. It provides a general framework on which to build your lessons and class discussions.

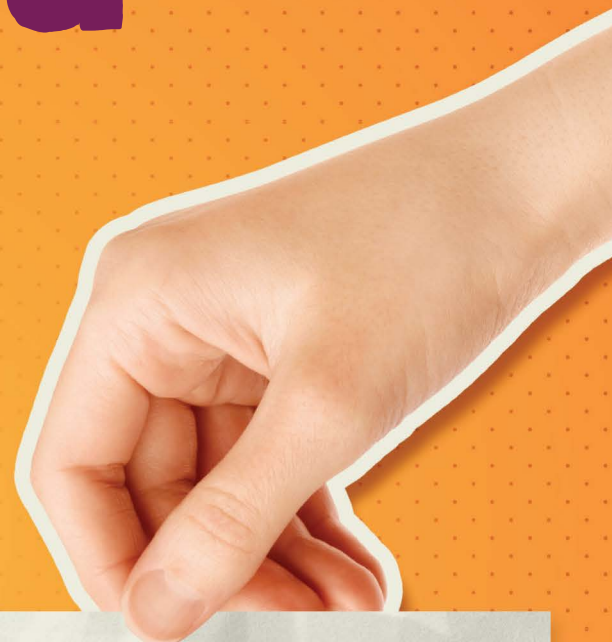
Reference Links: For NZ Teachers - www.health.tiki.org.nz/Teaching-in-HPE



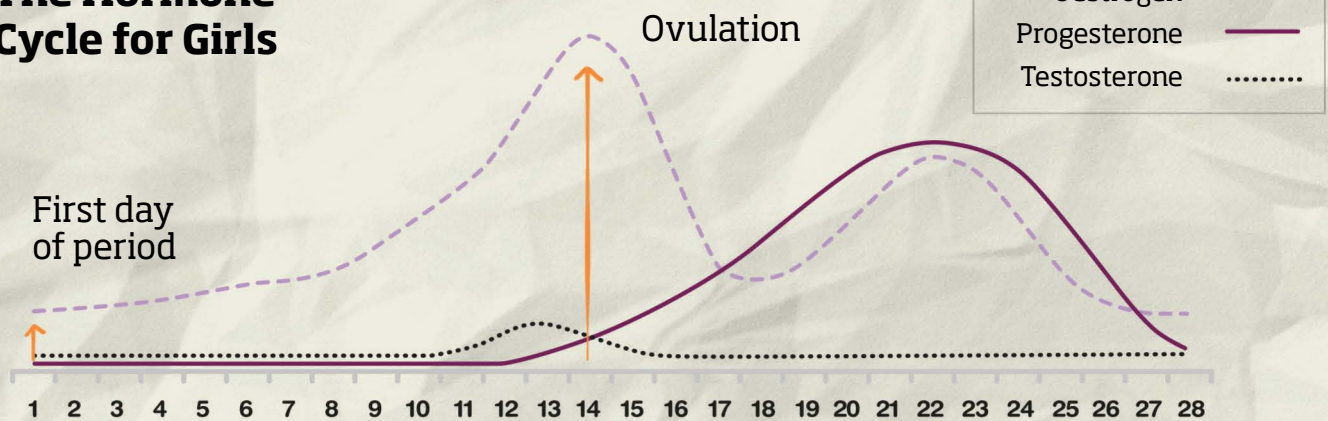
HOW YOU MAY BE FEELING

During puberty your body is changing in more ways than you realise. It starts to produce reproductive hormones, which can result in mood swings and emotional changes you don't always feel in control of.

You may also feel more sensitive and self-conscious about your body, which usually coincides with the onset of increased body odour and pimples. Growing into a man or a woman can feel like you're having a tough time, but it's only a phase and puberty is a great sign that your body is healthy, functioning and maturing as normal.



The Hormone Cycle for Girls



FOR GIRLS PMS

(Premenstrual Syndrome)

WHEN YOUR PERIOD IS NEAR, YOU MAY NOTICE SOME CHANGES TO YOUR BODY AND MOOD. PMS IS LINKED TO A FLUCTUATION IN THE FEMALE HORMONES (OESTROGEN AND PROGESTERONE).

**PHYSICAL
SYMPTOMS
CAN INCLUDE:**

INFLAMATION
FATIGUE
BREAST
TENDERNESS
CRAVINGS
CRAMPS

**EMOTIONAL
SYMPTOMS
CAN INCLUDE:**

INCREASED
SENSITIVITY
TROUBLE
CONCENTRATING
IRRITABILITY
ANXIETY
SADNESS

FOR GIRLS

HOW CAN YOU RELIEVE PMS?

1. Begin by making changes to your diet. Eat more frequently, but in smaller portions. Don't overdo salt as it makes you retain fluids. And when you have a chocolate craving, don't go crazy - try to replace most of it with healthy carbohydrates like fruits, vegetables or whole grains.

2. It's a great idea to eat foods high in calcium, like dairy products.

3. Avoid caffeinated beverages and get some exercise. Nothing better than a good bike ride or playing a game! Afterwards, you'll want to sleep because your body really needs sleep in the days before your period arrives.

4. It's also a good idea to incorporate relaxation routines, such as meditation, watching a movie or reading a book, to reduce stress and stay positive.

5. Period calendar is explained again. Discuss the iPeriod App [www.winkpass.com/ipperiod.html] and others such as Hormone Horoscope.



FOR BOYS

Although boys change at a different rate and often a little later than girls, the changes are just as extreme in their own way.

It's a myth that only girls are emotional at this time – boys become just as emotional in response to their powerful hormonal changes and often have difficulty dealing with them.

Boys (and girls) commonly experience:

- Moodiness due to changes in oestrogen¹ and testosterone²
 - Concerns about how your body looks
- Worry about how other people look and how they compare to you
- Feeling awkward or embarrassed, especially in times of change
 - Sexual curiosity and attraction
 - A need for independence from your parents

Boys, in particular, often stress out when they appear different from their peer group.

How to deal with changes:

- Ask lots of questions
- Respect your body
- Accept your body
- Talk to somebody
- Give your parents/guardians a chance

¹A small proportion of the testosterone made by men is usually converted into oestrogen by aromatase – a type of enzyme. The higher the testosterone level in a man, the more testosterone is converted into oestrogen. Gonadal Steroids and Body Composition, Strength, and Sexual Function in Men, published in The New England Journal of Medicine, 12 September 2013.

²Testosterone is secreted by the adrenal glands in both boys and girls, as well as by the ovaries in girls.

ACTIVITY

SOCIAL AND EMOTIONAL CHANGES THROUGH PUBERTY DISCUSSION STARTERS:

01 List 3 advantages and 3 disadvantages of reaching puberty:

1

2

3

02 During puberty your hormones change, disrupt and disturb your body and your emotions. List 2 people you could talk to about your feelings and 2 people you could go to for advice.

1

1

2

2

03 Moments often occur during puberty that show emotional immaturity: tantrums, fighting and shouting. How are you experiencing this? Do you think you are emotionally mature or not? Why? (There is no right or wrong answer to this one!)

04 List 3 ways to cope with stress and stressful situations.

1

2

3

05 How do you handle winning or succeeding? And how do you handle losing or failing?

CLASS DISCUSSION

On your changing relationships with parents or guardians through puberty and maturity.

DISCUSSION STARTERS:

1. How has the relationship changed through the years? Why?
2. For a moment, think about what it's like to be your parents or guardians dealing with you. List five possible areas of conflict, how you see each situation and how they see each situation. Consider role-plays – children playing parents and possible conflict and resolution scenarios.
3. Independence – list five areas where you want more independence from your parents or guardians; then list the new responsibilities that go with those new areas of independence.

REFERENCES/LINKS

Hormone Cycle Information and Apps:

<http://hormonehoroscope.com>

Boots Learning Store

<http://www.bootslearningstore.com/ks4/puberty.html>

U by Kotex

http://ubykotex.com/real_answers/education/article?id=50358