



Lesson: The Problem with Periods



ACTIVITY OUTLINE



The lesson opens with some general information on menstruation for context. Students then take part in a quiz on the impact of period shame, lack of information, and poverty on young people who menstruate in the UK.

In groups, students then fill out a worksheet prompting them to consider and discuss the impact of some of the statistics from the quiz on those affected in the UK.

Slide 11 is hyperlinked to the story from Plan International of Eunice, from Uganda, exploring the impact of lack of information on menstruation and period poverty on her life and education.

Slide 14 contains information from Action Aid about chhaupadi and menstruation taboos in Nepal, including information on how a local police constable is fighting the harmful practices that the taboos lead to. It is hyperlinked to a further article. *NB the information contained could be disturbing to students, please check before making a decision to use.*

Students then watch a short film trailer focusing on shifting attitudes towards menstruation. Students are invited to discuss what action they could take themselves and are introduced to the Red Box Project for combating period poverty and truancy in UK schools and to Plan International and Action Aid's work to end period shame and poverty in the UK and globally.

Further resources: For further KS3 resources on periods and the environment and the full range of plastic-free and reusable period products, contact City to Sea <https://www.citytosea.org.uk/campaign/plastic-free-periods/rethink-periods/>



CURRICULUM OUTCOMES



Citizenship:

Students consider national and global issues related to periods

Students develop their understanding of economic and cultural views on periods

Students consider how they can play a role in solving period problems in their communities and globally



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GLOBAL LEARNING OUTCOMES



GENDER
EQUALITY



Students can name gender-based issues that women face, on a global scale

GOOD HEALTH
AND WELL-BEING



Students can explain some harmful practices which affect women and girls and where they stem from

QUALITY
EDUCATION



Students can give examples of gender-related health issues

Students can explain some particular barriers to girls' education

SMSC/ British Values - Investigate moral and ethical issues. Explore beliefs and experiences.

Action



Plan International's youth-led '*Because I am a girl*' campaign has lots of information on what you can do to support all kinds of campaigns where young people stand up for equal rights in the UK and globally, including a campaign on period poverty. To join, visit their website:

<https://plan-uk.org/act-for-girls>

For more information on Action Aid's period projects, including one to train people how to make their own washable pads, and how you can get involved, visit Action Aid's website:

<https://www.actionaid.org.uk/about-us/what-we-do/womens-economic-empowerment/period-poverty/re-usable-period-pads-and-sustainability>



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