



Relationships and Health Education Resources: Year Four

In this pack you will find examples of lesson plans and resources used when teaching Health and Relationships education in Year Four at St Mary's School. Please note, lessons and activities will be appropriately adapted and differentiated by class teachers to suit the needs of the learners in their class.

The resources are categorised under the SCARF units of **Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best** and **Growing and Changing**. The associated Department for Education units are listed in **red**.



Me and My Relationships

Respectful Relationships, Mental Wellbeing and Internet Safety and Harms

Lesson Title: Under pressure

Learning Outcomes
Children will be able to: Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Introduction
Ask: What is the difference between being unkind, teasing and bullying? Here are some definitions that might be useful for this: Definitions Unkind: when someone says something that is not nice, or hurtful but they do this only once (a one-off). Tease: when someone makes fun of or jokes about someone but only once (a one-off). Bully: when someone is repeatedly and deliberately unkind or hurtful to another person (it's ongoing, not a one-off). Look at the parts of the class or school policy on bullying that are relevant to the children and ask: What can people DO if they are being bullied? [Ignore them, walk away, get help, speak to a trusted adult (e.g. teacher, lunchtime supervisor, someone at home); if it's something upsetting online show a trusted adult etc.] What can people SAY if they are being bullied? [Tell them to leave them alone or go away, ask them to stop, be friendly to them - this might confuse them, so that they forget about bullying or not want to keep bullying anymore.] Who can they get help from? Who might a trusted adult be? [Mum/dad/carer, older sibling, teacher, lunchtime supervisor etc.]
Activity
<u>Activity 1 – Drama</u> Teacher and volunteer model this scenario. A child is trying to get the teacher's attention but the teacher is busy and then doesn't listen properly. However, the child persists and eventually succeeds. Two volunteers to model this scenario. A has a new mobile phone but is not allowed to lend it to anyone. B wants to make a call on it or play a game. A resists the pressure from B without being aggressive. All the children pair up. Half have a go at the teacher/child scenario and the other half have a go at the mobile phone scenario. Swap over roles. Ask for volunteers to show their role-play. Ask: Who might put pressure on them to behave in a way that is unacceptable, unhealthy or risky? Who or what could put pressure on them to do something unhealthy like eat crisps every day? [influence of adverts, friends, the media.] <u>Activity 2 – Where is the pressure from?</u> Working initially in pairs or small groups, using the Under pressure! Activity sheet, the children decide where the pressure is coming from to behave in a certain way for all the scenarios. Next, ask the children to record their ideas on the Activity sheet. (Ask them to leave the final question until later). Different ideas can then be shared in group or class discussion.
Plenary
Review the session with the following points:



As we get older, we can do more things by ourselves and this is called being independent.

When someone is independent, can they do anything that they like?

Why not? [They need to look after themselves and also think about, and take care of others. They need to keep themselves and others safe.]

Finally, ask them to fill in the last part of the worksheet where they can reflect on and record what they need to do to keep safe. Again, share ideas.



Activity sheet

Under pressure!



Decide where the pressure is coming from to behave in a certain way for all these scenarios:

- 1) Eating sweets every day.
- 2) Calling the goalie "Rubbish!" in a football game because they let a goal in.
- 3) Wanting to watch a TV programme which is not suitable for under 12s.
- 4) Wanting a pair of new Nike trainers when the old ones are fine.
- 5) Playing in a park alone when a man approaches and asks the way to the nearest shop.
- 6) Going to bed late every night, even when there is school the next day.
- 7) Crossing a busy road but not at the traffic lights, island or on a zebra crossing.
- 8) Sending a photo of a friend to a lot of other people on your phone. The friend has not given you permission to do this.

Finally, think about this...

What sort of things do I need to do to keep myself safe?



Valuing Difference

Respectful Relationships, Online Relationships and Internet Safety and Harms

Lesson Title: That is such a stereotype!

Learning Outcomes
Children will be able to: Understand and identify stereotypes, including those promoted in the media
Introduction
Ask children to close their eyes and picture: A child climbing a tree. What is their gender? Someone modelling clothes. What is their gender? A doctor. What is their gender? A new-born baby boy. What colour clothes is he wearing? A lot of us said that a boy would be climbing the tree. That the model would be female, thin and white. That the doctor would be male and white. That the baby boy would be wearing blue. Why did we think these things? Where do we see or hear them? [family, friends, the media: TV, radio, adverts, social media, magazines, films.] These are called stereotypes. A stereotype is when we think one way of being fits all situations. E.g. boys always wear blue, not other colours and certainly not pink! Why not pink? – because it is a girl's colour (another stereotype). In the 18th Century (Georgian times) it was normal for boys to wear pink.] Think of the story of Snow White and name the stereotypes in that story. Now think of the Disney film Frozen. How does it change the stereotypes? – 2 female lead characters, strong, clever, the love in the film is about sisters, a weak male character who doesn't save everyone.
Activity
Activity 1 – Headlines In pairs, using the Headlines worksheet, cut a piece of A4 paper in half. One child of the pair will draw the stereotype suggested by the headline. The other child in the pair will draw the opposite of the stereotype. Put the two halves back together again. Stick the headline across the top. Activity 2 – Headlines cont. Having collected some free newspapers, (e.g. Metro) or asked the children to bring some papers in from home, look through them for evidence of stereotypes. Some children could also spend time using the class laptop or tablet and look at online versions of the newspapers for evidence of stereotypes (most families now access their news online rather than via newspapers).
Plenary
Cut out some found examples of stereotypes and make a display in the classroom. Add words or phrases to show the opposite stereotype e.g. University educated person from a migrant background, Size 18 supermodel.



Activity sheet

Headlines

coram 
Life Education

SCARF


Safety **Caring** Achievement **Resilience** **Friendship**

2 arrested in drunk fight	Child rescues cat from tree
Judge passes sentence	<i>Thief caught by OAP</i>
Supermodel tells secrets of staying at the top	Civil partnership celebrated at Town Hall
Migrant discovered in back of a lorry	Untypical hero to the rescue
Heroine saves the day	



Keeping Myself Safe

Online Relationships and Internet Safety and Harms

Lesson Title: Picture Wise

Learning Outcomes
Children will be able to: Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.
Introduction
As an introduction ask the class the following questions: Who likes taking photos? How do you take photos (e.g. with a digital camera, phone camera, iPod, iPad, tablet computer etc.)? Who do you share your photos with? (e.g. friends, grandparents, family members who are overseas etc.) How do you share your photos? (e.g. email, attached to a text message, Instagram, family blog etc.)
Activity
Ask the children to organise themselves into small groups. Using the Picture Wise interactive, show the children the sample photos. In their groups, children determine which photo is safe/unsafe to post online by considering the following: Who could this photo be shared with? Why? Who wouldn't we share this photo with? Why? Would another person feel hurt, embarrassed or unsafe if this photo was posted to others e.g. friends, on online? Why? Is this photo safe to post on a public site? Why/Why not? E.g. does the photo show personal information such as the subject's name, school or address from the photo? How could the photo be changed to make it safer? (e.g. not showing the logo on a school uniform, not showing street signs, not using "geo-tagging" options on the phone or camera setting.) After discussion, select a few children to click and drag the photo into the safe or unsafe category until all the photos are categorised. The class works together to create a list of Picture Wise safety tips to display in the room. https://www.coramlifeeducation.org.uk/bcyberwise/picture-wise/
Plenary
Working in pairs or threes give children one minute to come up with a single sentence which best sums up online safety in relation to posting photos. Extension/home activity: If any children have said that they are registered users of any photo sharing or social media sites encourage them to examine their privacy settings at home with the help of a trusted adult. They can then report back to the class the steps they may have taken to improve their privacy and security.



Rights and Responsibilities

Respectful Relationships, Online Relationships and Internet Safety and Harms

Lesson Title: In the news!

Learning Outcomes

Children will be able to:
Define the word influence;
Recognise that reports in the media can influence the way they think about a topic;
Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.

Introduction

Start the lesson with some key questions such as:
What sort of choices do we make every day about our health?
Who or what helps and supports us with those choices?
What choices are made for us?
Who or what influences our choices? What do we mean by 'influence'?
Explain that in today's lesson the children are going to be thinking how a story in the news might influence someone's opinion about an issue.

Activity

Give out the sheet with the two online news articles. Read through the first article (you can read this to the class or ask for volunteer readers, remembering that the primary focus is not literacy skills.
After the first article ask the following questions:
What do you think the writer of the article thought about the scheme?
Do you think everyone agreed with him/her?
Who had the reporter interviewed about the scheme?
Why do you think s/he reported on what a small group of parents had said?
Who else could the reporter have interviewed?
What are your views on the scheme?
Now read the second article and ask the following questions:
Did this article give the same message as the first one?
What do you think the writer of this article thought about the scheme?
Who did the reporter interview for this article?
Why do you think the reporter didn't mention the small group of parents who were against the scheme?
Are your views on the scheme any different now?
How might people be influenced by the two different articles?

Plenary

Ask the children to choose one of the articles and write a letter to the online news site saying why they agree or disagree with the scheme. Explain that they need to make their points clearly and using respectful, courteous language, stating exactly why they have their opinion.
An alternative to this writing activity could be to ask children to work in pairs and role-play a radio interview where one child interviews the other about the scheme. The person being interviewed must decide who they are going to be (child, teacher or parent) and whether they agree or disagree with the scheme.
The interviewer must have a set of questions to ask about the scheme to challenge the interviewee's opinions. Remind the children about using respectful, courteous language throughout the interview. Give children a few minutes preparation time and then ask them to



role-play the interview. You may like to ask some of the pairs to come up and show their interviews to the rest of the class afterwards.



New scheme to get children more active slammed by local parents

A new scheme to get children more active has been heavily criticized by a group of local parents who say that their children already get plenty of exercise as it is. The scheme, which has been introduced in twenty local primary schools, aims to get children up and walking for twenty minutes as part of every school day.

A small group of parents have written to the local authority saying that their children go to school to learn, not to waste time walking around the school field. They are also concerned that children will be forced to go out in all sorts of weather and may become ill and have more time off school because of it.

Michael, aged 9, a pupil at Blackwood Primary School said, 'I am a member of a local football club at the weekend and I also play for the school team, so I don't see why I need to do more exercise during school time. It seems like a waste of time'.



Teachers have been mostly supportive of the scheme but one Year 4 teacher, who doesn't wish to be named said, 'I think it's ridiculous. We already do PE at least twice a week and I run an After School Club every Thursday so why we're having to get out every day is beyond me. Children have so much to do in lessons that we need all the time we can get.'



New scheme to get children more active praised by local schools

Twenty local primary schools are delighted to be taking part in a new scheme to get children more active. The idea is that children spend at least twenty minutes every day up and walking.

Mrs Burton, head of Whitestone Primary school said, 'This is an excellent scheme. We have been worried for a long time that children are becoming less active – spending more and more time in front of their TV, computer or phone. This scheme will get all children moving and help not just to improve their general fitness but also to help to increase their concentration

throughout the school day. So it will help to boost their learning. The response from the majority of our pupils, teachers and parents has been overwhelmingly supportive.'



Lola, aged 9, a pupil at Blakeford Primary School

said, 'This is a great idea. It keeps us all fitter and gives us a nice break in the day. It's also a time when we can chat to our friends and teachers in a way we can't do in lessons. I'm not very good at sports but this is something that everyone can join in with'.

Local parents have been supportive of the scheme saying that their children look forward to their daily walk and seem to be doing better in school because of it. The scheme is going to be rolled out to all schools in the area within the next six months.



Being My Best

Respectful Relationships

Lesson Title: What makes me ME!

Learning Outcomes

Children will be able to:
Identify ways in which everyone is unique;
Appreciate their own uniqueness;
Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Introduction

Start the lesson with a discussion about the Coram Life Education characters Harold the Giraffe, Kiki the Kangaroo and Derek the Penguin.
Harold, Kiki and Derek have their own special qualities and talents. Watch their Special Talents film clips (click on individual names to view) and review what makes them both unique and similar. Refer to the qualities that make them good friends. So even though they have differences they can still be friends.
Key questions:
What are the individual qualities that Harold, Kiki and Derek have?
What are their special talents?
What are the qualities that the children in the class have?
What makes others different from you?
What makes others similar to you?
How can identical twins be different [fingerprints, personality, choice of clothes etc.]?
NB - it is worth talking here about how talent is grown and that most skills comes from a person working hard at something, from practising it over and over again (e.g. sport skills or a musical instrument) and that sticking at something (persevering) is as important, possibly more important, than having a natural talent, in growing that skill. This links to the Growth Mindset theory.

Activity

Five things that make me ME!
Ask the children to draw and/or write about five things that make them THEM! It could be something about their physical appearance, the qualities of their personality, special talents or something they have achieved that they are really proud of. Once they have finished ask them to share their ideas in pairs or threes or small groups.
What areas of similarity are there and what are their differences? Take some ideas with the whole class.
'The sun shines on everyone who...'
Using their ideas the children can play 'The sun shines on everyone who...'
Sit the children on chairs in a circle but have one less chair than there are children.
One child, chosen to stand in the centre, says 'The sun shines on everyone who...' then says something which is true about themselves and which is one of their special qualities they have thought about earlier: e.g. 'The sun shines on everyone who...'

- can play the piano
- likes playing football
- has black hair etc.

If there are other children who also like the same thing they have to stand up and quickly but carefully find a vacant seat (NB: they cannot sit on their own chair or the chair immediately to the left or right of them). The child who is left without a seat now becomes the person in the centre who has to think of a new statement. This should be a fun activity but also generate lots of



statements about difference and diversity as well as similarities! Can anyone think of a special quality or talent that nobody else has?!

There's something for everyone!

Ask the children to imagine that they are going out for the day and they can go anywhere they want and do anything they want. Give a moment for each child to reflect and think about what they day out would look like. Now ask them to share their ideas in pairs, threes or small groups, telling each other what their ideal day out would look like.

After the paired discussion ask the class:

How many of you wanted to do the same things as the other/s in your group?

How would you feel about doing the things the others in your group suggested?

Sometimes we like joining with things that others want to do but sometimes we don't want to join in with them. Sometimes we have to make a compromise, that is, we find something that everyone is happy with, even if it's not exactly what each person wanted to do.

Now ask the groups to discuss a day out. Can they agree on something they would all want to do?

What compromises does each person have to make in order to achieve a decision that everyone is happy with?

Activity - creating a theme park with something for everyone

Explain that Harold and his friends recently visited a park called Diversity World. (You can download the PDF Activity sheet of the Diversity World Map to show on your IWB, [here](#)). They liked it because it had a great variety of rides and activities; there was something for everyone.

Ask the children to imagine they are going to go to a new theme park with some friends. There needs to be something for everyone in their group. Some of the things at the theme park might appeal to just one person but there must also be some things that everyone in the group would want to do.

Now, using the template provided (Diversity World map Activity sheet), children work in pairs to create a map of Diversity World that different things so that there's something for everyone.

Using the original Diversity World map as a guide and inspiration, ask the children to draw their own theme park. They can add a variety of attractions, rides, events etc. They can also create a key that indicates who they think would want to visit each part of the theme park. Make sure there is something for everyone!

The theme park might include things like:

Theme park rides

Animal section

Adventure trails

Journeys (simulated or real)

Art studios

Sports and games areas

Stage to perform on

etc.

Plenary

Look at the completed theme park maps. Which activities would you want to do and which would you not want to do?

What would you do if you went with a friend who didn't really want to do the things you wanted to do and you didn't want to do their things? How would you compromise so that you were both happy at your theme park.





Activity sheet

Diversity World Map





Growing and Changing

Changing Adolescent Body

Lesson Title: My changing body

Learning Outcomes

Children will be able to:

Recognise that babies come from the joining of an egg and sperm;

Explain what happens when an egg doesn't meet a sperm;

Understand that for girls, periods are a normal part of puberty.

Introduction

Ask the children to think about how kittens are born [come from their mummy's tummy, between 1-8 born at the same time.] Explain that adult female cats will have a special place in their bodies called a womb or uterus. This is where the kittens grow before they are ready to be born.

Explain that humans are like kittens. They are both mammals.

Mammals grow babies inside the mother until they are ready to be born. Babies are made from two seeds; an egg from the female and a sperm from the male. Female humans normally release one egg [maybe two to create non-identical twins; identical twins occur when an egg and sperm split in half to create identical babies.]

Explain that we are going to learn about eggs and what happens to them when the egg from a female doesn't meet a sperm to make a baby.

Activity

Explain to the children that when a girl reaches puberty, anytime from the age of eight, though most commonly at about the age of 12, she can start releasing eggs. These eggs are released inside her. Distribute the Female internal reproductive organs Activity sheet. Using the labelled IWB resource (see below Lesson Plan) ask the children to label their activity sheet using the IWB to copy. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise).

Activity 2 - Menstrual Cycle

Using the image on the IWB explain that inside every female are ovaries that contain tiny eggs (the word Ovum is Latin for egg) and that about once a month, when a female has reached puberty she releases one egg from an ovary. This egg travels along the fallopian tube towards the uterus (womb).

In preparation for the egg, the lining of the uterus thickens. But if the egg is not fertilized inside the female's body (it doesn't meet the male seed - the sperm) the lining isn't needed and so the woman/girl passes this lining, in the form of blood, along with the tiny egg, out through her vagina.

This monthly 'bleed' is called a period and lasts approximately 3 – 7 days.

Reassure the children that the amount of blood in total is small – only about 3-5 tablespoons.

Explain that this is all perfectly normal and shows that a girl's body is getting ready for adulthood and will enable her to have a baby if she wants to.

You can show the clip of menstruation from the Kidshealth website to illustrate this cycle:

<http://kidshealth.org/en/teens/menstruation.html#>

Distribute the Menstruation cycle Activity sheet and ask the children to cut out the 4 pictures, then glue them onto a blank piece of paper in the right order. [The correct order is B, D, A, C]

Ask whether anyone can explain what a girl or woman could use to protect her clothes when she is having a period? (Sanitary pads, tampons or maybe even menstruation cups. You can use the Puberty glossary to explain pads and tampons. Menstruation cups are plastic devices that women can place inside their vagina to collect period blood. See Mooncup.co.uk for more information. It



needs to be emptied regularly, just the same as changing a pad or tampon on a regular basis for safety reasons associated with toxic shock syndrome.)

Use the images of Sanitary Products on the IWB or bring examples to show the children.

Explain the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly.

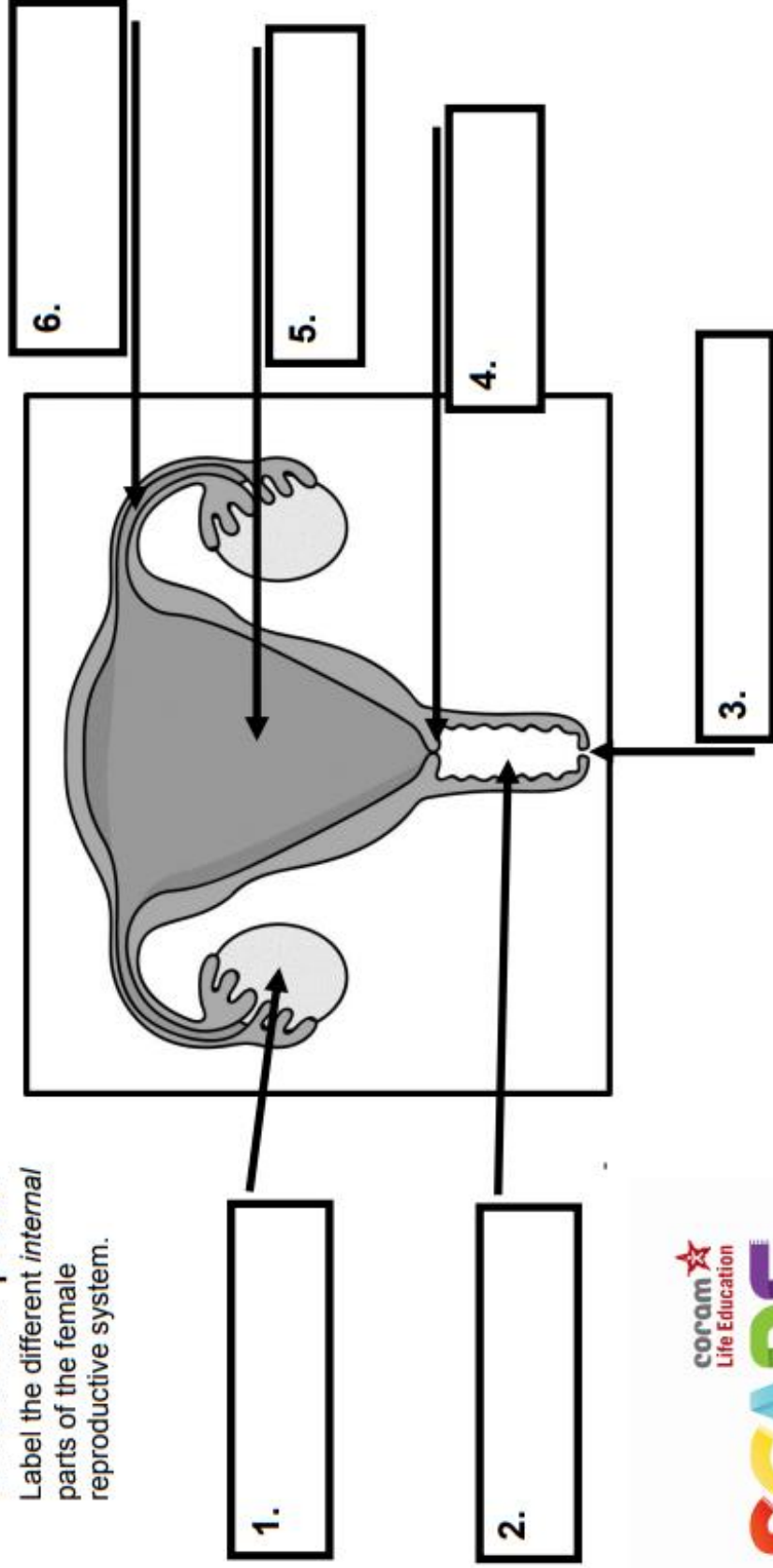
Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.

Plenary

Summarise by explaining that periods are a normal part of growing up and show that a girl's body is working as it should. It is nothing to be ashamed of and most of us wouldn't be here if it wasn't for eggs and periods (recognising that some children may be IVF babies).

Activity sheet
Label the parts

Label the different *internal* parts of the female reproductive system.





Activity sheet

Periods positive

Cut out the pictures and arrange them in the correct order. Then stick them onto a blank sheet of paper.



A



Wall of uterus (womb) thickens.

B



Egg is released from ovary.

C



Wall of uterus and egg are released through the vagina.

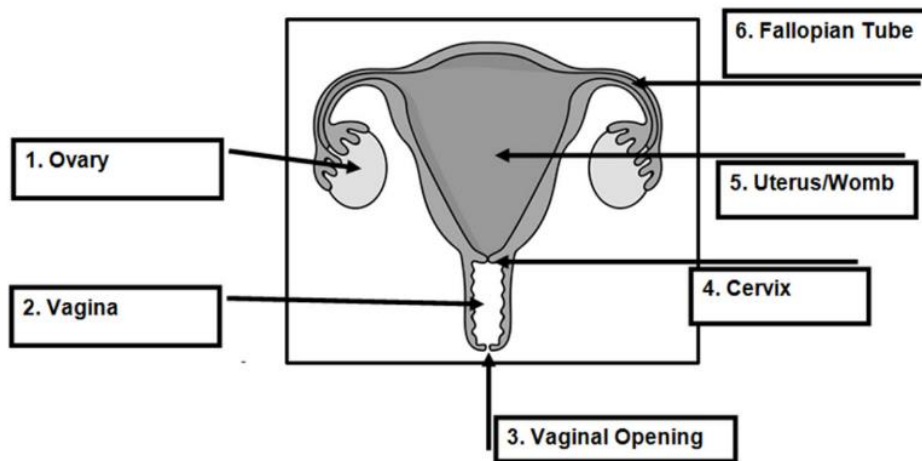
D



Egg travels down the fallopian tube.



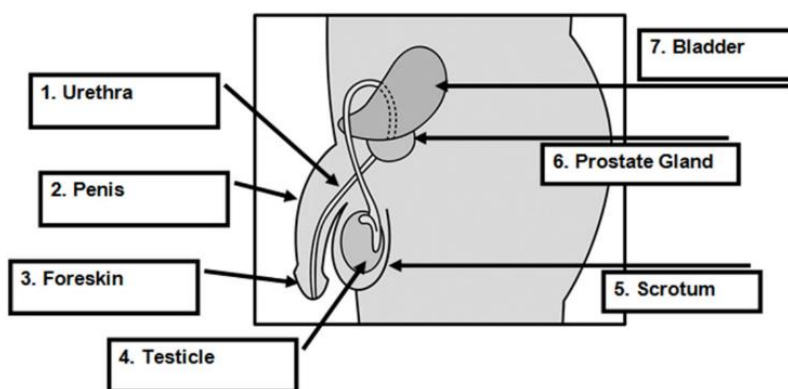
Labelling internal female reproductive organs



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Labelling internal male reproductive organs



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Growing and Changing

Changing Adolescent Body

Lesson Title: Preparing for periods

Learning Outcomes

Children will be able to:

Know the key facts of the menstrual cycle;

Understand that periods are a normal part of puberty for girls;

Identify some of the ways to cope better with periods.

Introduction

Ask the children who can remember what happens to a girl's body when she starts puberty? (eggs get released/periods/menstruation)

Explain that we are going to learn more about periods and how they can be managed.

Activity

Show the clip of menstruation from the Kidshealth website to help remind the class of what they talked about in the My changing body lesson in Year 3/P4.

<http://kidshealth.org/en/teens/menstruation.html#> (Video at the bottom of the webpage.)

Allow time for any questions after. You may find it useful to refer to the IWB slide showing the female internal reproductive organs, here. The puberty glossary may also be useful to have to hand for this section.

Using the images of sanitary/feminine hygiene products on the IWB or with examples of real products to show the children, ask whether anyone can remember what a girl or woman could use to protect her clothes when she is having a period? (Sanitary pads, tampons or maybe even menstruation cups. You can use the Puberty glossary to explain pads and tampons. Menstruation cups are plastic devices that a woman can place inside her vagina to collect period blood. See Mooncup.co.uk for more information. It needs to be emptied regularly, just the same as changing a pad or tampon on a regular basis for; this is also for safety reasons associated with toxic shock syndrome).

Explain here the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly.

Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.

Activity 2 – Period quiz: true or false?

With the children working in pairs, distribute the Period Quiz: true or false? Activity sheet and ask the pupils to complete this. Go through the quiz, answering any questions that arise, or offer children the opportunity to post any questions in a Questions box or 'Ask it basket'. Explain that these questions can be answered at a later date. (See teacher guidance film clip in Resources needed area for guidance on using a question box).

Plenary

Summarise the lesson, explaining that periods are a normal part of growing up and show that it's the body's way of working as it should.

Periods are nothing to be ashamed about and most of us wouldn't be here if it wasn't for eggs and periods! (Recognising that some children may be IVF babies.)

Extension (optional)

Children could go home and talk to their parents about what they remember about when they first started puberty, and how they felt.



Activity sheet

Period Quiz



Read the following 10 statements and decide whether you think they are True or False.
Circle the correct answer.

1. Girls are born with thousands of eggs inside their ovaries. True False
2. It's normal for a girl to start her period anytime between the ages of 8-17. True False
3. All girls bleed for the same amount of time when they have their periods. True False
4. A period happens because the body has too much blood in it. True False
5. If a girl finds period pains very painful, it's best to 'grin and bear' it. True False
6. Tampons and sanitary towels come in all shapes and sizes. True False
7. Period blood can be smelly once it leaves the body. True False
8. It's normal to get moody or grumpy around the time of a period starting. True False
9. Tampons can get lost inside the body. True False
10. It's a good idea to practice putting tampons in before periods start. True False



Periods quiz: True or false?

Teacher guidance

- 1. Girls are born with thousands of eggs inside their ovaries.**
TRUE. Girls are born with thousands of eggs inside their ovaries. From puberty onwards, one egg is released approx. every month from the ovaries. It travels down the fallopian tube to the womb. This is called ovulation. If the egg is not fertilised by a sperm, it will dissolve with the lining of the womb and be released in blood through the vagina. This is a period.
- 2. It's normal for a girl to start her period anytime between the ages of 8 to 17.**
TRUE. Periods can begin anytime between 8-17 years old, although many girls start between the ages of 11 to 13. It is important to know that a girl is totally normal if she starts her period early (8 years) or when she is older (16-17 years). Everyone is different. If a girl is over 17 and her periods have not started, it may be worth checking this out with a doctor.
- 3. All girls bleed for the same amount of time when they have their periods.**
FALSE. Everyone is different. Some girls bleed for two days, others for eight days. A girl's periods can also change over time, lasting for a longer or shorter time and can be heavier or lighter.
- 4. A period happens because a girl's body has too much blood in it.**
FALSE. A period happens as a result of the biological process a female body has for releasing an unfertilised egg along with the womb lining, which builds up each month after ovulation. It is also a sign that the girl's body is healthy and everything is working normally.
- 5. If a girl finds period pains very painful it's best to 'grin and bear' it.**
FALSE. Periods shouldn't be too painful to bear and girls shouldn't have to experience them in silence. Period pain varies from person to person and from one period to the next. It's usually caused by contractions (tightenings) of the womb muscle. Exercise, relaxation, or a hot water bottle on a girl's stomach may help. If it's really bad, she could see her doctor to help.
- 6. Tampons and sanitary towels come in all shapes and sizes.**
TRUE. There are all sorts of tampons and sanitary towels (thin highly absorbent pads) available. They vary in size, absorbency and shape. One isn't better than any other. They are just all different. Each girl will find the right one to suit them.
- 7. Period blood can be smelly once it leaves a girl's body.**
TRUE. It only starts to smell once it leaves the body and comes into contact with air. It's a good idea to change sanitary towels every 2-4 hours throughout the day while having a period. Tampons **MUST** be changed as often as directed on the pack (usually at least every four to eight hours) to avoid toxic shock syndrome - a bacterial infection that has serious consequences.
- 8. Sometimes a girl can feel grumpy or moody around the time of period starting.**
TRUE. It is common for girls to become more emotional and sometimes tearful in the days/week leading up to a period. This is because of the change in hormone levels at this time. It's a good idea to recognise what is happening and for girls to look after themselves during that time. If it gets really bad, a girl could see her doctor for help or advice on how to deal with it.
- 9. Tampons can get lost inside girl.**
FALSE. A tampon cannot get lost inside the vagina, as it is just a "dead end". It will stay there until it's removed. The string of the tampon is firmly attached to the tampon and will not break off.
- 10. It's a good idea to practice putting tampons in before girl starts their periods.**
FALSE. It's not a good idea to practise putting a tampon in until a girl actually has a period. Tampons can cause dryness and irritation if the girl's body is not ready. Most girls start using sanitary pads first as they are easier to use and allow a girl to see what sort of period they have and how long it lasts. Girls could also log it in a diary. This way they might start to see a pattern and be able to predict roughly when they will have their next period (although to begin with they can be a bit irregular). As a girl becomes more confident they can use tampons, which can be particularly useful if they want to do physical activities, like swimming.

Different types of sanitary products



Menstruation Cup



Sanitary Pad (with wings)



Sanitary Pads



Tampon with applicator



Tampon without applicator

