

# Growing and. Glowing



## Hey there, educators! Welcome to “Growing and Glowing”.

Sex education isn't just facts about the body – it's helping the next generation through one of life's major milestones. It's a big deal, and it's awesome you're playing a key role in guiding them through it.

Our course is split into two main parts. It's got all the physical info your students need to know, but it also covers topics not talked about enough: the emotional ups and downs of growing up.

These lessons can be so rewarding – you're sparking essential discussions that build knowledge, boost health, and bolster self-esteem. Thanks to you, more young men and women will grow up informed and ready to take on the world armed with the right knowledge and confidence.

# What to expect

## Engaging worksheets

From 'What's Happening to Your Body?' to 'Good Personal Hygiene Checklist,' our handouts are more than just paper – they're conversation starters and thought-provokers.

## Diverse themes

We cover physical changes (yes, those talks about body hair and odours), emotional rollercoasters (understanding mood swings), and menstruation (demystifying it with sensitivity and care).

## Interactive games and myth-busting

Incorporate fun with learning through BYOD experiences like 'Period Planet' and myth-busting activities. These elements bring a fresh perspective to puberty education, making it more relatable and less daunting for students.

## Q&A sessions

Students will have questions they will feel shy about asking. Our approach includes open and respectful Q&A sessions, ensuring a safe space for curiosity and learning

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## Australian Curriculum References for Puberty Education

### ACPPS052

Discuss the body's growth and development and identify how these changes are different for everyone.

*This aligns with the lesson's teachings about the physical and emotional changes during puberty.*

### ACPPS054

Investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.

*This aligns with the lesson on managing emotional changes during puberty.*

### ACPPS055

Discuss and interpret health information and messages in the media and the internet.

*This can be applied to addressing myths and misconceptions about puberty.*

**Reference:** [Australian Curriculum: Health and Physical Education](#)

# Before we begin...

When guiding students through the complex world of puberty education, you should teach in your own way. However, we've got a few tips to help make the lessons productive.

## **Champion diversity**

Sex education helps us teach kids to respect everyone's differences and understand diversity in gender and sexuality right from the start.

## **Normalise it**

Puberty is normal, and everyone goes through it. Let's make sure the kids know this, too.

## **Open door policy**

Encourage those curious questions. Every query is a learning opportunity.

## **Respect the pace**

Consider breaking it into smaller, more manageable discussions. Remember, you don't need to rush through an entire lesson in one go – feel free to space it out as needed.

## **Read the room**

Students will have questions they will feel shy about. Some students might be shy about this stuff. That's normal! Just adjust the conversation to make everyone comfy.

# Part 1: Hormones & Hygiene

## Overview

In Part 1, we simplify the complexities of puberty. We start by creating a comfortable space for discussing puberty, easing into the subject with the '**Changes to Your Body**' sheets to introduce sexual anatomy visually. It's about creating an environment where students feel safe to learn and ask questions.

We'll move into personal hygiene habits, highlighting their importance as students go through physical changes. Practical demonstrations and the '**Personal Hygiene Checklist**' will guide them in establishing good hygiene practices. We'll also explore the role of hormones in puberty, using relatable explanations, and address the emotional changes that come with this stage, providing resources for support and understanding.

## Resources needed for Part 1

- **Interactive whiteboard/physical whiteboard**  
Essential for displaying visual aids, interacting with resources, and facilitating group discussions.
- **Hygiene Product Demonstrations:**  
Various hygiene products like deodorant, soap, toothbrushes, etc.
- **Question box**  
An anonymous way for students to submit questions they may feel shy asking out loud.
- **Worksheets & handouts (can be found at <https://www.ubykotex.com.au/teachers>)**
  - '**Changes to Your Body**'
  - '**Personal Hygiene Checklist**'
  - '**How You Might Be Feeling**'
  - '**For Boys**'

# 1.1 Introduction to Puberty

## Guidance

- **The elephant in the room**  
Kick things off by reminding students that it's normal to feel uncomfortable discussing new and personal topics. Encourage an atmosphere of openness and respect, assuring them that this is a safe space for learning and asking questions.
- **Understanding your body**  
Hand out the '**Changes to Your Body**' sheets to shed some light on sexual anatomy. This might be the first time some of the students have seen the anatomy of the opposite sex. Take a brief moment to chat about these images and the key insights we aim to gain from them.

## Resources

'**Changes to Your Body**': Provides students with a visual guide to sexual anatomy.

## Time Guide

Allow approximately 15–30 minutes for discussion, questions, and fostering a comfortable environment.

## Learning Intention

Students are learning to:

- Understand the concept of puberty.
- Recognize the importance of discussing new and personal topics.
- Create a safe and respectful space for learning and asking questions.

## Success Criteria

I can:

- Explain what puberty is.
- Describe why it's normal to feel uncomfortable discussing new and personal topics.
- Contribute to creating a safe and respectful learning environment.

# CHANGES TO YOUR BODY

## Boy's Body Answer Sheet

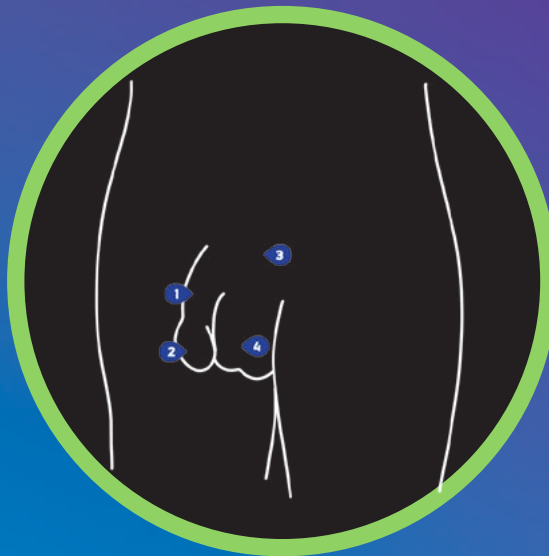
### External

#### 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.



#### PUBIC HAIR - 3

Thick, coarse hair that develops with puberty.

#### SCROTUM - 4

This is the thin, loose skin covering the testicles.

### Internal

#### VAS DEFERENS - 1

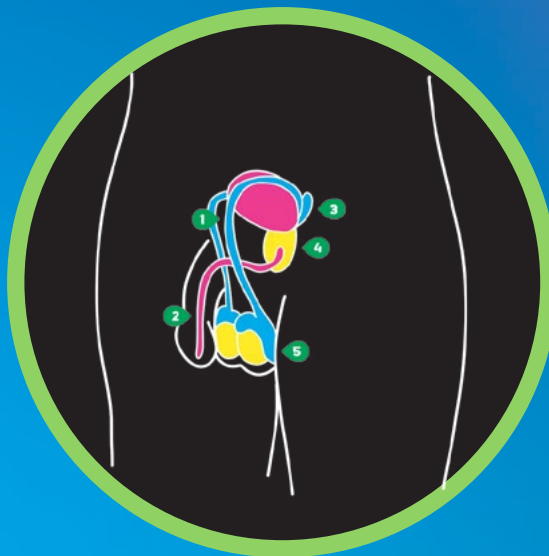
These are two thin tubes which carry sperm from the testicles to the seminal vesicles.

#### 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.



#### PROSTATE - 4

Some of the fluid in semen is produced here.

#### TESTICLES - 5

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

# CHANGES TO YOUR BODY

## Girl's Body Answer Sheet

### External

#### URETHRA - 1

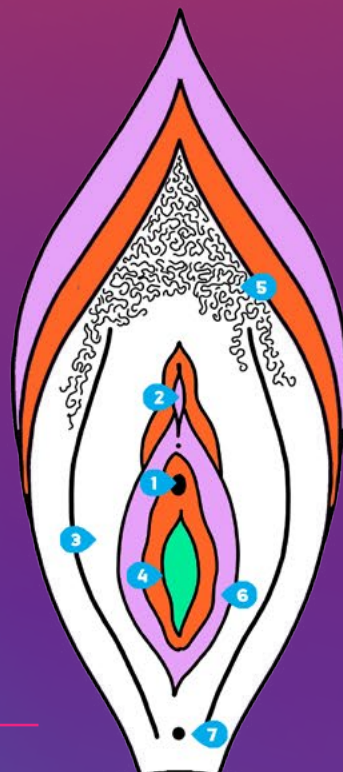
This is an opening between the clitoris and vaginal opening, where urine leaves the body.

#### 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.



#### VAGINAL OPENING - 4

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

#### PUBIC HAIR - 5

Thick, coarse hair that develops with puberty.

#### INNER LIPS - 6

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

#### ANUS - 7

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

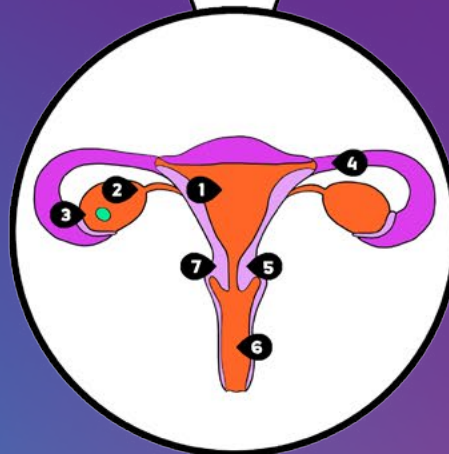
This is where eggs (also known as ovum) develop. Eggs are released from the ovaries and travel down the fallopian tubes into the uterus.

#### 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.

#### FALLOPIAN TUBE - 4

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



#### CERVIX - 5

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

#### VAGINA - 6

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

#### UTERINE LINING - 7

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.

# 1.2 Hygiene Habits

## Guidance

- **Emphasise the importance of personal hygiene**  
Highlight how personal hygiene becomes more crucial as students age and enter puberty. Explain that these hygiene practices are about cleanliness, self-care, and respect for one's body.
- **Discuss various aspects of personal hygiene**  
Cover multiple elements, such as the importance of regular bathing, the effective use of deodorant, and oral care. Start by discussing the significance of maintaining good hygiene for health and social confidence. Explore the benefits of regular washing, highlighting how it helps remove dirt and control body odour and the importance of wearing clean clothes.
- **Conduct a demonstration**  
Show students how to use various hygiene products properly. This can include showing how to apply deodorant, use face wash, or brush teeth effectively.
- **Distribute a Personal Hygiene Checklist**  
Hand out the '*Personal Hygiene Checklist*' to students, which they can use to keep track of their daily hygiene practices. This checklist can include simple tasks like brushing teeth twice daily, showering regularly, and changing clothes. Explain how this checklist can help them develop consistent hygiene habits.

## Resources

'*Personal Hygiene Checklist*': Equips students with a foundational set of daily personal hygiene habits for their daily routine.

## Time Guide

30-40 minutes for explanations, demonstrations, and discussions on personal hygiene.

## Learning Intention

Students are learning to:

- Understand the significance of personal hygiene during puberty.
- Identify various aspects of personal hygiene.
- Recognize the benefits of maintaining good hygiene for health and confidence.

## Success Criteria

I can:

- Explain why personal hygiene is important during puberty.
- List different aspects of personal hygiene.
- Describe the benefits of maintaining good hygiene.



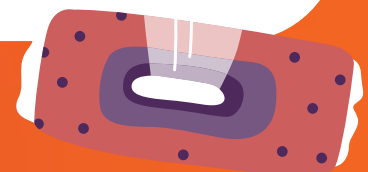


# GOOD PERSONAL HYGIENE



## Boys and Girls

- **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
- **Drink plenty of water**
- **Eat food from the five food groups** for a diet high in vitamins & minerals
- **Wear cotton underwear** instead of synthetic



# 1.3 Hormones

## Guidance

- **Discussing hormone production during puberty**  
Explain the increased production of hormones during puberty and their significant role in this developmental phase. Use relatable analogies to illustrate how hormones act as chemical messengers, signalling the body to start various changes.
- **Explaining essential hormone-producing body parts**  
Focus on the pituitary gland, adrenal glands, and gonads (ovaries and testes) as the main sites of hormone production. Describe the pituitary gland as the controller that signals other glands, the adrenal glands as stress handlers and minor puberty players, and the testes as critical contributors of puberty-specific hormones like oestrogen and testosterone.

## Time Guide

Allow 20-30 minutes for discussing hormones, using relatable examples to enhance understanding.

## Learning Intention

Students are learning to:

- Understand how hormones affect our bodies both physically and mentally/emotionally
- Identify the purpose of hormones during puberty
- Understand diverse cultural perspectives and period stigmas

## Success Criteria

I can:

- Explain the effects of hormones to my body during puberty
- Identify and understand the role of hormones on my body during puberty
- Understand and explain that there are diverse cultural perspectives and stigmas surrounding periods

# 1.4 Emotional Changes in Puberty

## Guidance

- **Mood swings and emotional changes**  
Start by reassuring students that experiencing mood swings and various emotional changes during puberty is normal. Explain that these are part of the natural hormonal changes in their bodies. Encourage a classroom atmosphere where students feel comfortable expressing and discussing their emotions.
- **The emotional impact of body changes**  
Acknowledge that some changes, like acne or growth spurts, can affect how they feel about themselves. Address how these **changes can impact self-confidence and reassure that such changes are expected.**
- **Early emotional changes**  
Address the emotional changes some students might already be experiencing. This could include feelings of increased sensitivity, unpredictability in moods, or heightened emotions. Share that these early changes are a part of growing up, and everyone experiences them differently.
- **Seeking help**  
Inform students about the resources available if they need help or someone to talk to about their emotions or any aspect of puberty. This could include the school counsellor, trusted teachers, or other support staff. Emphasise the importance of seeking support when needed and assure them that asking for help is a sign of strength, not weakness.

## Resources

- **'How You Might Be Feeling'** Handout: Reassures students about their current emotional state.
- **'For Boys'** Handout: Prepares boys for puberty's physical and emotional changes, providing guidance and support.

## Time Guide

Allow 45-60 minutes for addressing emotional changes, encouraging open discussions and questions.

## Learning Intention

Students are learning to:

- Understand the emotional changes associated with puberty.
- Recognize that mood swings and emotional changes are normal during this phase.
- Create an atmosphere where discussing emotions is encouraged.

## Success Criteria

I can:

- Explain the emotional changes that occur during puberty.
- Acknowledge that mood swings and emotional changes are a natural part of puberty.
- Contribute to an atmosphere where discussing emotions is encouraged.

# 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 oestrogen\* and testosterone^
- 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.

Source: \*A 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.

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

## How to deal with changes:

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





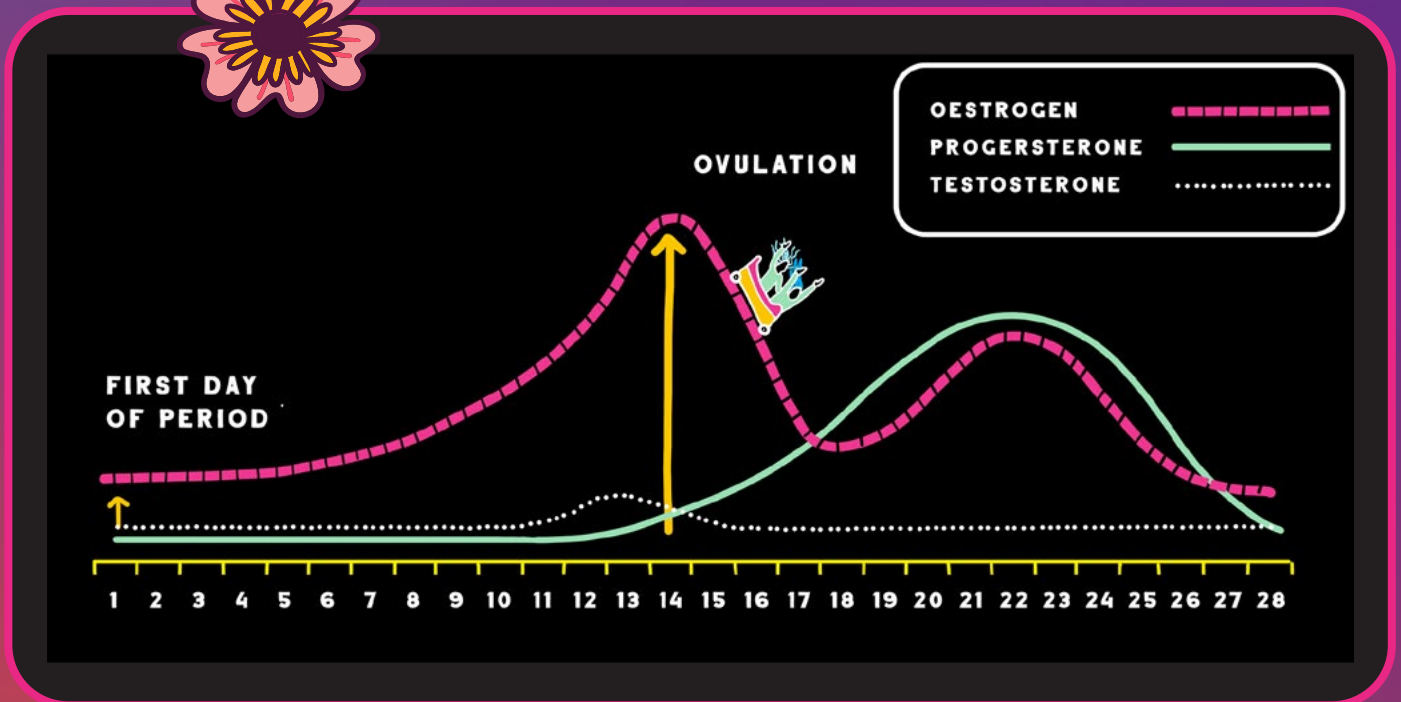
# HOW YOU MAY BE FEELING



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.



# Part 2: Bodies & Boundaries

## Overview

In Part 2, we're going through the intricacies of puberty with a focus on anatomy, menstruation, and period management. It's a journey that can be both challenging and enlightening, so we've curated a mix of practical tips and engaging resources. Discussions and activities are designed not only to inform but to foster emotional intelligence and understanding among students.

We also delve into essential topics such as emotional changes during puberty, consent, and respectful relationships. These segments are crucial in teaching our young learners about navigating their emotions, understanding personal boundaries, and the importance of mutual respect.

## Resources needed for Part 2

- **Interactive whiteboard/physical whiteboard**  
Essential for displaying visual aids, interacting with resources, and facilitating group discussions.
- **Question box**  
An anonymous way for students to submit questions they may feel shy asking out loud.
- **Handouts/Sample Packs for Girls**  
Practical examples of period products and their usage, available to order on U by Kotex website
- **The Period Planet Game**  
An engaging and interactive game to reinforce learning about menstruation and puberty in a fun and exciting way. Note: if students are to participate individually, consider this activity a BYOD (bring your own device) session or when able to access devices.
- **Worksheets & handouts (can be found at <https://www.ubykotex.com.au/teachers>)**
  - *'Changes to Your Body'*
  - *'Personal Hygiene Checklist'*
  - *'How You Might Be Feeling'*
  - *'For Boys'*

# 2.1 Anatomy & Physical Changes

## Guidance

- **Female anatomy**  
Begin by introducing the different parts of the female reproductive system, including the ovaries, fallopian tubes, uterus, and vagina, and explain their specific functions and roles in the female body. Emphasise key concepts and details. Use the '**Hair Raising Changes (Girl)**' worksheet to represent these organs visually.
- **Male anatomy**  
Cover the structure and functions of male reproductive organs, such as the testes, sperm ducts, prostate gland, and penis. Talk about the role of these organs in sperm production. Use the '**Hair Raising Changes (Boy)**' worksheet alongside any anatomical diagrams to provide a clear visual representation of male reproductive systems.
- **Explaining physical changes**  
Discuss the various physical changes that occur during puberty, such as growth spurts, voice changes, and the development of body hair, simply and understandably. Use the '**What's Happening to You**' worksheet to help guide the conversation. This will prepare students for upcoming changes.
- **Normalising physical changes**  
Emphasise that these changes are regular and happen to everyone. Use examples to illustrate puberty as an experience we all go through, helping students feel more at ease with their changes.

## Resources

- '**What's Happening to You?**': Identifying and understanding physical changes
- '**Hair Raising Changes (Boy)**' & '**Hair Raising Changes (Girl)**': Exploring gender-specific changes during puberty..

## Time Guide

Allow 25-30 minutes for female anatomy, 25-30 minutes for male anatomy, 30-35 minutes for physical changes, and 25-30 minutes for normalizing changes.

## Learning Intention

Students are learning to:

- Understand the anatomy of the female and male reproductive systems.
- Recognize the specific functions of reproductive organs.
- Comprehend the physical changes that occur during puberty.
- Normalise physical changes and their universality..

# 2.1 Anatomy & Physical Changes cont.

## Success Criteria

I can:

- Describe the anatomy of the female reproductive system.
- Describe the anatomy of the male reproductive system.
- Explain the functions of reproductive organs.
- List and explain various physical changes during puberty.
- Acknowledge that physical changes during puberty are a normal part of human development.



# WHAT'S HAPPENING TO YOU

## 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 change
- **Emotional changes** - varying emotions, mood swings may develop e.g. loneliness, crushes, wanting to be independent, self-conscious

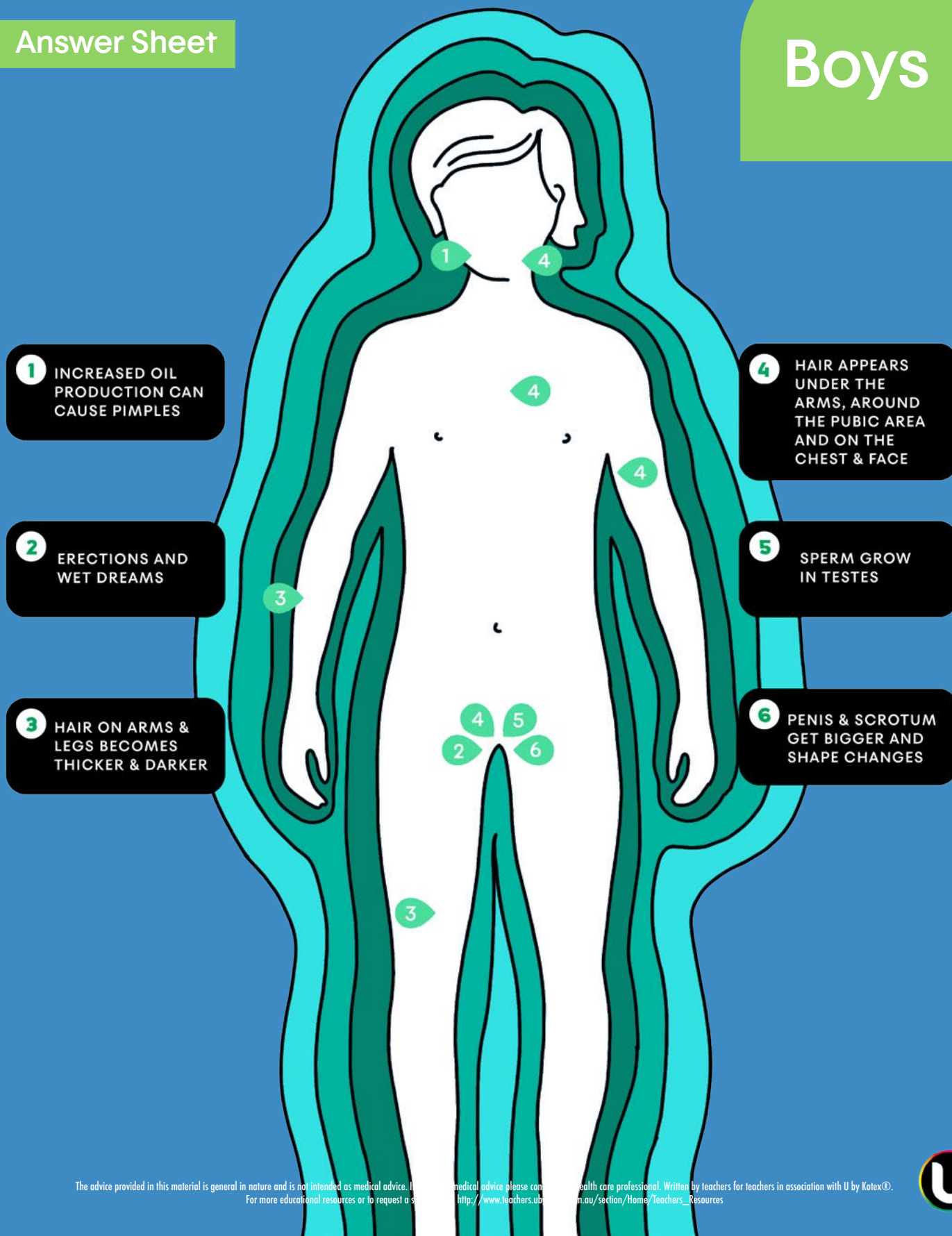
### Boys

- **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 and 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

# HAIR-RAISING CHANGES TO THE BODY

## Answer Sheet

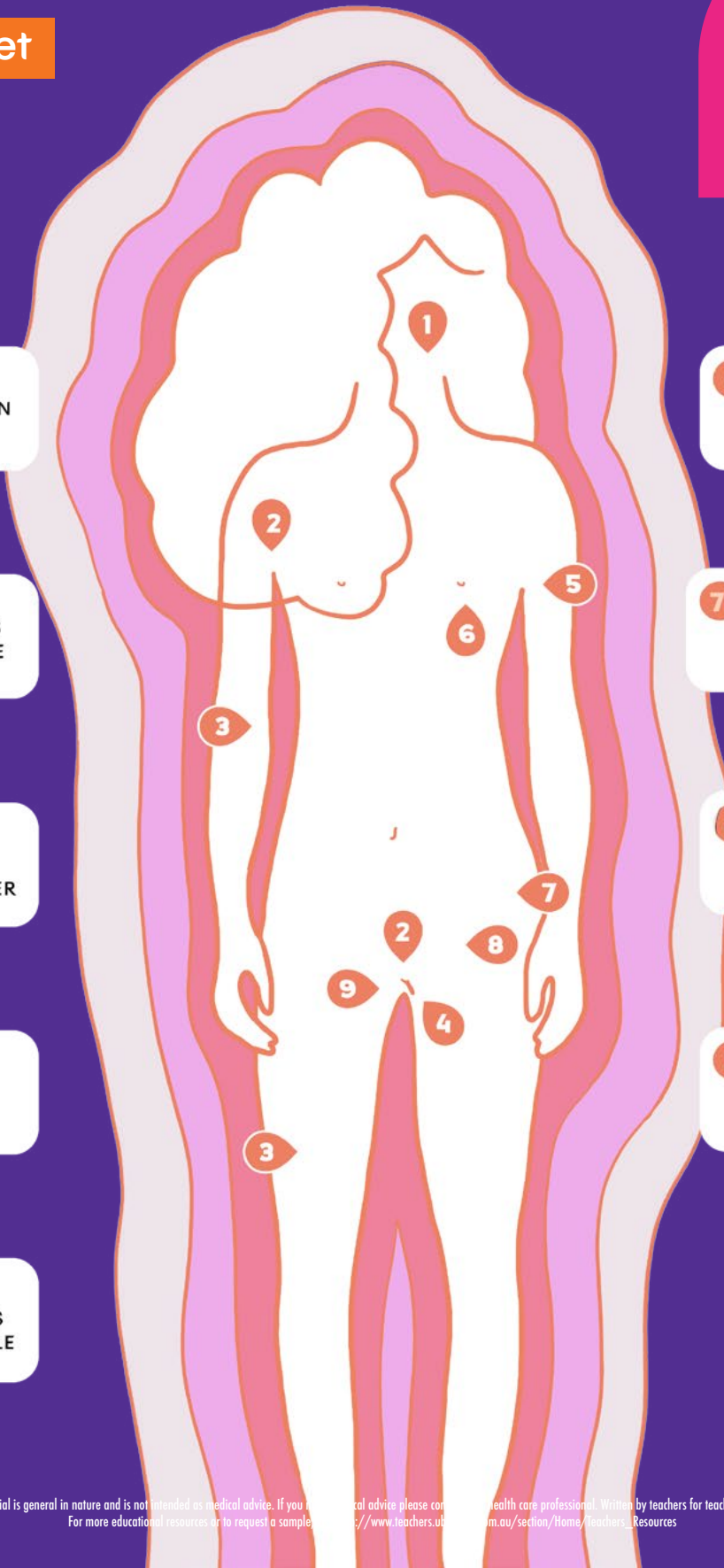
## Boys



# HAIR-RAISING CHANGES TO THE BODY

## Answer Sheet

Girls



**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



# 2.2 Menstruation

## Guidance

- **A typical biological process**  
Explain that menstruation is a natural part of growing up. To support this message, distribute the '**Periods, what are they?**' informational handout to help reduce stigma and make students feel more comfortable with the topic.
- **The purpose of a period.**  
Explain to students that menstruation is the body's way of shedding the lining of the uterus, which happens about once a month. This is a healthy part of being a woman, and it prepares the body for the possibility of having children one day.
- **Discussing menstruation cycles**  
Explore the science of menstruation with a visual explanation on the whiteboard, showing each stage of the menstrual cycle. Hand out the '**Menstrual Cycle**' worksheets. This worksheet enhances students' understanding of the menstrual cycle, allowing them to engage with the material by filling in details.
- **Healthy menstruation and variations**  
It is essential to educate students on the range of normal variations they might experience. Emphasise that menstrual cycles can differ significantly from person to person in terms of duration, flow, and symptoms. Guide them on effectively tracking their menstrual cycle, explaining the significance of monitoring the length, regularity, and accompanying symptoms. This can be done by showing them how to manually track their menstrual cycle on a calendar or digitally using the **U by Kotex Period Tracker App**.

## Resources

- '**Periods, What Are They**': Deepens students' comprehension of the purpose and expectations of periods.
- '**Menstrual Cycle**': Enhances students' understanding of the menstrual cycle.

## Time Guide

Allow 25-30 minutes for explaining menstruation, 20-25 minutes for its purpose, 25-30 minutes for menstrual cycles, and 30-35 minutes for healthy menstruation.

## Learning Intention

Students are learning to:

- Understand menstruation as a natural biological process.
- Recognize the purpose of menstruation.
- Comprehend the menstrual cycle.
- Learn effective methods for menstrual cycle tracking.

## 2.2 Menstruation cont.

### Success Criteria

I can:

- Explain that menstruation is a natural biological process.
- Describe the purpose of menstruation.
- Explain the stages of the menstrual cycle.
- Effectively track the menstrual cycle.
- Acknowledge and respect individual variations in menstrual experiences.

# 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, so that if the 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 VARY FROM 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).



## 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.

Overnight Pads: Longer and more absorbent and have a longer back for extra protection when lying down. Try the U by Kotex Ultrathin Long Overnight pads.

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

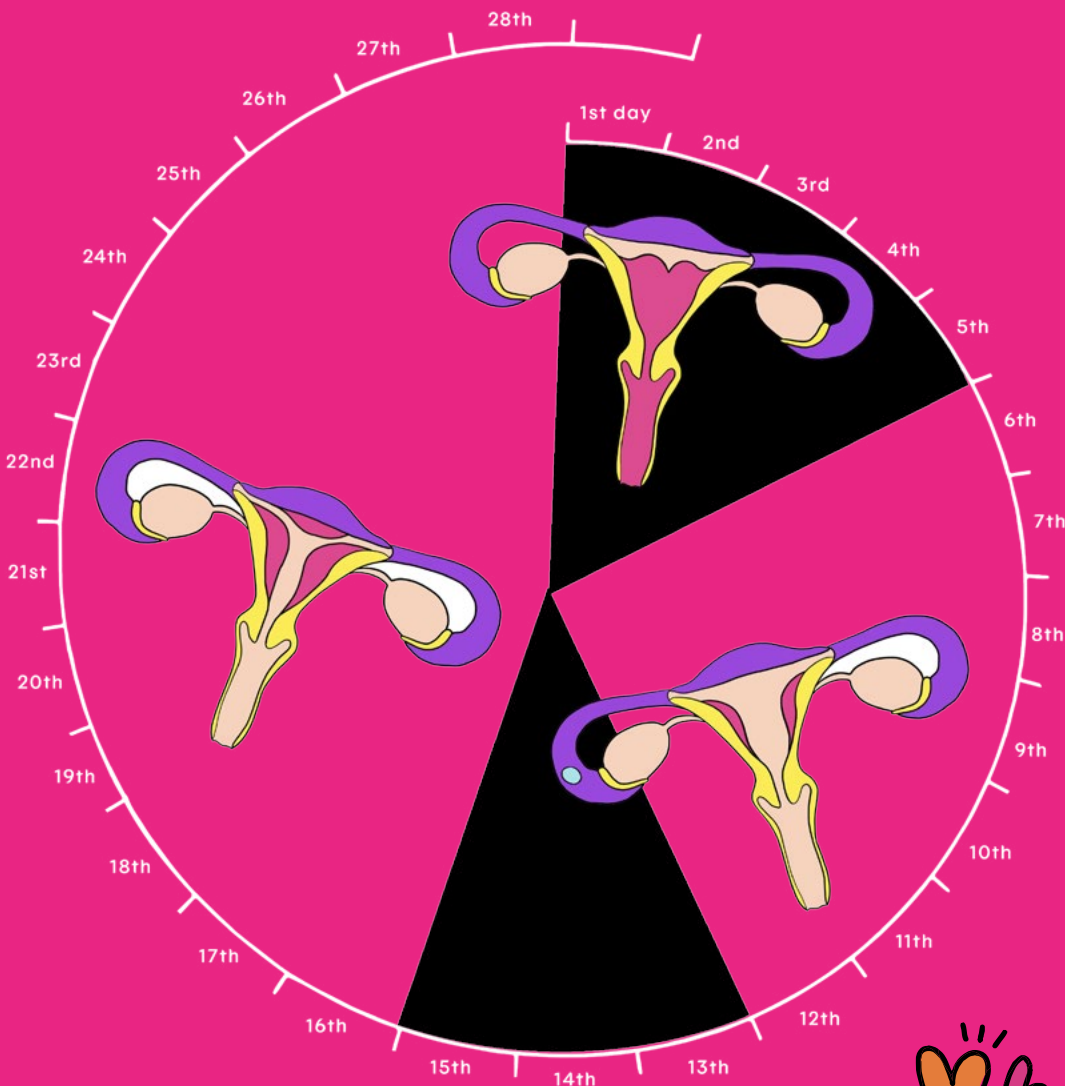
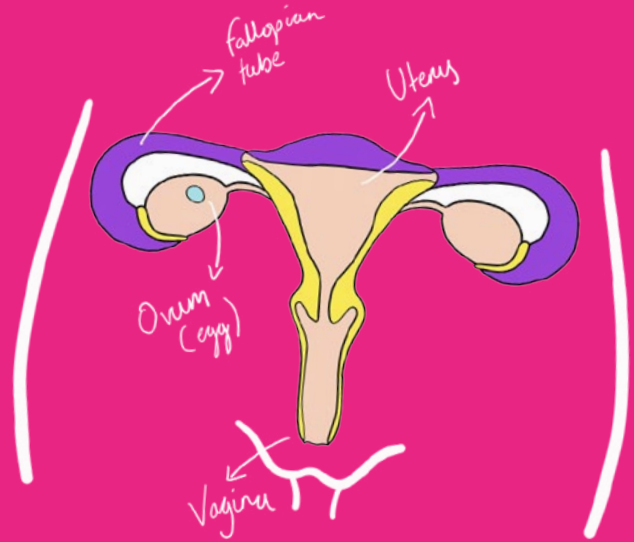
Frequency of change: Recommended every 3-4 hours.



# 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.



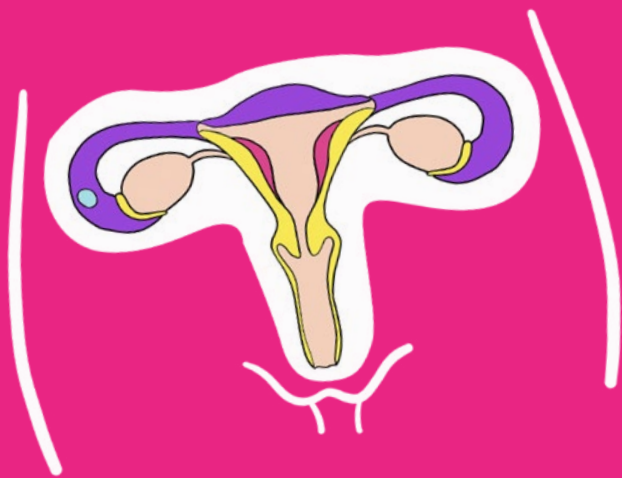
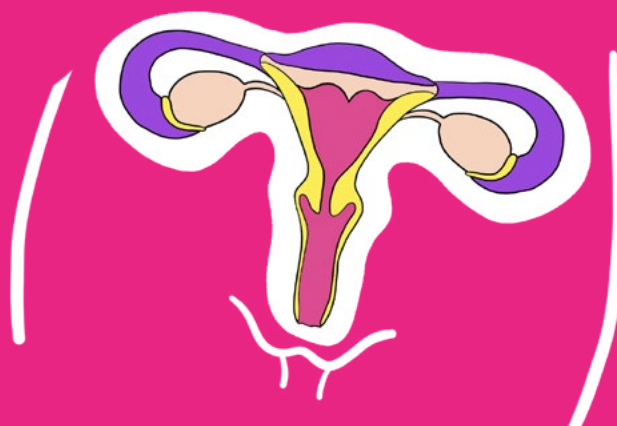
# THE MENSTRUAL CYCLE



## 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.

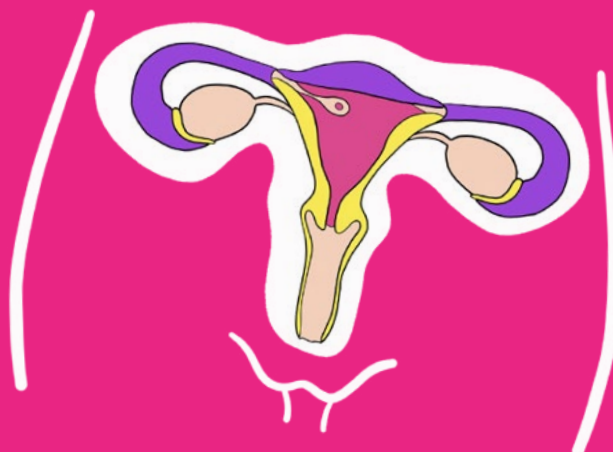


## Days 8-14

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 woman will fall pregnant.

## 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.





# 2.3 Period Management

## Guidance

- **Discussing Products for Period Management**  
Tell your students about the different products available for managing menstruation, including pads, tampons, period undies, and menstrual cups, and discuss the correct and safe ways to use them. Introduce simple pain relief methods such as heat pads and natural remedies or suggest discussing other pain relief options with a parent or guardian. Explain when and how these can be effectively and safely used during menstruation. Distribute the 'Your First Period' Handout, which can provide valuable information and support to students experiencing their first period.
- **Ensuring Inclusivity in Information**  
While discussing menstruation and puberty, explain that understanding these changes is essential for everyone, not just those who menstruate. This approach fosters empathy and respect among students.
- **Discussing PMS and Management Strategies**  
Discuss Premenstrual Syndrome (PMS) and its common symptoms. Offer strategies for managing PMS, such as getting adequate rest, maintaining a balanced diet, staying hydrated, and limiting caffeine. Encourage students to listen to their bodies and adopt healthy coping mechanisms. This is an excellent opportunity to distribute the PMS handout to the class.
- **Handing Out Sample Packs**  
Distribute sample packs that include different types of menstrual products. These packs can be a practical educational tool, allowing students to familiarise themselves with the products they might use or encounter.

## Resources

- **'Your First Period'** Handout: Provides practical advice and addresses prevalent concerns and common questions about menstruation.
- **U by Kotex Sample Packs:** Offers samples of period products and instructions on their usage, accessible through the U by Kotex website.
- **'PMS' Handout:** Informs students about coping strategies for premenstrual syndrome, helping them understand and manage its symptoms effectively.

## Time Guide

Allow 25-30 minutes for discussing products, 15-20 minutes for inclusivity, 25-30 minutes for PMS, and 15-20 minutes for sample packs.

## Learning Intention

Students are learning to:

- Understand various products for managing menstruation.
- Recognize the importance of inclusivity in information about menstruation.
- Learn about PMS and management strategies.
- Become familiar with different menstrual products and their safe usage.

# 2.3 Period Management cont.

## Success Criteria

I can:

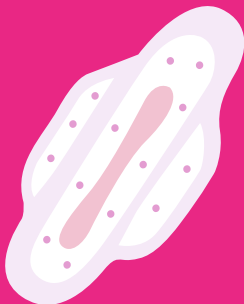
- Explain different products for managing menstruation.
- Understand the importance of inclusivity in discussing menstruation.
- Describe common symptoms of PMS.
- List and apply strategies for managing PMS.
- Demonstrate the safe usage of menstrual products.

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 Tracker is explained again. Discuss the U by Kotex® period tracker app ([ubykotex.com.au/period-tracker-app](http://ubykotex.com.au/period-tracker-app)) as a useful tool in helping track and manage period symptoms and cycles.



# YOUR FIRST PERIOD

## 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 PERIOD CARE PRODUCTS?

A: Ask a parent, or if you have access to buy your own you can at a convenience store, petrol station, chemist or supermarket.

### Q: WHAT SHOULD I BUY?

A: You will notice there are four options: liners, pads, tampons and period underwear

1. Liners are a much smaller, thinner version of a pad. They're perfect for use in-between your periods to keep you feeling fresh (e.g. **U by Kotex® Protect Liners** examples provided).
2. Pads are an easy option for getting started (e.g. **U by Kotex® Ultrathin Pad** examples provided).
3. Tampons: to start with, try the smaller ones (called minis), as they are usually easier to insert.
4. Period Undies: easy, comfortable and discreet if you don't want to carry pads or tampons around with you.



## 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).

# 2.4 Respectful Relationships

## Guidance

- **Simplifying Consent and Boundaries**

Break down consent into easy-to-understand terms. It's all about saying 'yes' or 'no' to things that involve personal interactions and touching. Use everyday examples to make it relatable. Highlight that consent should always be a clear, voluntary choice and can be changed anytime. Talk about personal boundaries as the limits everyone sets for themselves, which can be about their body, feelings, etc. Show them how to express their boundaries and respect others, making it a part of everyday respect.

- **Creating a Respectful Classroom Environment**

Set clear steps for students to follow if their boundaries are crossed, like who to talk to and how to get help or advice.

## Time Guide

Allow 25-30 minutes for consent and boundaries, 20-25 minutes for a respectful environment.

## Learning Intention

Students are learning to:

- Simplify the concepts of consent and boundaries.
- Create a respectful classroom environment.
- Understand the importance of consent and respectful relationships.

## Success Criteria

I can:

- Explain consent and boundaries in simple terms.
- Describe steps to follow if boundaries are crossed.
- Contribute to a respectful classroom environment.
- Understand and emphasise the importance of consent and respectful relationships.

# 2.5 Myths, FAQs, and Game Time

## Guidance

- **Understanding Puberty Myths**  
Discuss the usual myths and wrong beliefs students might have about puberty. These could include topics about physical growth, differences between boys and girls, or emotional changes they experience. Use the '**MythBusters**' Handout as a guide. This will help you explain these concepts in an easy-to-understand way and encourage students to ask questions and learn the truth about these changes.
- **Cultural Perspectives and Period Stigma**  
Discuss how different cultures view menstrual health and the myths associated with it. For example, in some societies, menstrual blood is considered impure, leading to restrictions on women's activities during their periods, such as not being allowed to enter certain spaces. In contrast, other cultures celebrate menstruation as a sign of fertility, often with ceremonies and gifts. These diverse practices and beliefs influence how menstrual health products are perceived and used. The discussion will educate students about the diversity of menstrual health practices across cultures, highlighting the importance of critically evaluating health information.
- **Testing Student Knowledge**  
Engage students with the '**True or False: Changing Body**' activity. This activity is specifically designed to focus on the changes during puberty. It helps in clearing up any misconceptions or myths the students might've. This exercise tests their current understanding and provides a fun and interactive way to learn and accept the realities of bodily changes during puberty.
- **Introducing 'Period Planet'**  
Introduce students to '**Period Planet**', an engaging and interactive game that educates about puberty and menstruation. This game offers a fun way to learn, break through stigmas, and replace uncertainty with knowledge. Encourage students to delve into the game, as it's an excellent tool for reinforcing their learning and making puberty less daunting if there's access to computers, set aside time for them to play.
- **Facilitating an FAQ session**  
Organise an FAQ session for students to ask their questions about puberty anonymously. This can be done through a question box or an anonymous digital submission. Encourage students to inquire about anything they're unsure about, ensuring a comfortable space for open discussion. Encourage every student to put something in the box, whether it's what they had for dinner last night or a question that's been on their mind.

# 2.5 Myths, FAQs, and Game Time cont.

## Resources

- **'True or False: Changing Body'**: Helps students check what they know and think deeply as they learn to ask questions and understand information about their bodies.
- **'MythBusters'**: Debunks myths about the human body and clarifies the realities of puberty..
- **'Period Planet'** ([ubykotex.com.au/periodplanet](http://ubykotex.com.au/periodplanet)): Reinforces and grows students' understanding of menstruation in a fun and engaging way.

## Time Guide

Allow 25-30 minutes for puberty myths, 25-30 minutes for cultural perspectives, 20-25 minutes for testing knowledge, 20-25 minutes for 'Period Planet,' and 25-30 minutes for an FAQ session.

## Learning Intention

Students are learning to:

- Discern myths from facts about sexual health and puberty.
- Explore cultural perspectives and period stigma.
- Test their knowledge about puberty through interactive activities.
- Ask questions and engage in open discussions about puberty

## Success Criteria

I can:

- Identify common myths about puberty.
- Recognize the influence of cultural perspectives on menstrual health.
- Participate in interactive activities to reinforce learning.
- Ask questions and engage in discussions about puberty openly and respectfully.

# MYTH BUSTERS



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 2-6 tablespoons over the whole period.

13

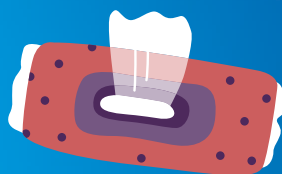
**IS MENSTRUAL BLOOD DIFFERENT FROM REGULAR BLOOD?**

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

14

**IS BLEEDING DANGEROUS?**

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





# MYTH BUSTERS



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.



# TRUE OR FALSE QUIZ

## your changing body

1. Periods start at 13 years of age for all girls
2. In girls, one breast may grow quicker than the other
3. Girls' and boys' body shapes will change during puberty
4. During puberty, increased appetite leads to acne
5. During puberty, girls grow hair in more places than boys
6. In boys, it can take up to one year for the voice to deepen
7. Puberty does change the body's hygiene needs
8. All the changes during puberty are external
9. 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)

1	T	F
2	T	F
3	T	F
4	T	F
5	T	F
6	T	F
7	T	F
8	T	F
9	T	F
10	T	F





## Period Planet

### U by Kotex Unique Period Education Game

We know the experience of getting a first period can come with so many emotions and questions – **which is why we've created Period Planet.**

**Period Planet is a fun, safe** and interactive way to teach your students about menstrual health. **Students will learn how to navigate their period cycles**, bust through stigma and conquer anxieties with the power of knowledge.

**The online game is an immersive adventure** where players are asked to unlock 4 different stages with the aim to help students understand more about periods and puberty. **This immersive period education game can be used alongside our education materials to engage students in a game-like learning module.**

Give your students the knowledge they need to **confidently take on a new phase of life.**



# Student FAQs

## **Best tampon for first-timers?**

A slim, light-absorbency tampon is usually best for beginners. Learn more about U by Kotex mini tampons on the U by Kotex website [6].

## **Why is there no pubic hair yet?**

Everyone develops at their own unique pace; it's normal not to have pubic hair at the same time as others [1, 2].

## **Will others notice my period?**

Most likely not, as menstruation is a private experience, and there are many discreet ways to manage your period [1, 5].

## **Why is there no period yet?**

Periods start at different ages for everyone, so it may be later for you. Try talking to other girls in your family or trusted adults if you are concerned or need some reassurance [2, 5].

## **Age for the first period?**

Periods usually start between ages 9 and 16, although this can vary for a number of reasons and are different for every individual [1, 2].

## **Why need a pap smear?**

Pap smears are essential for checking your cervix's health as you age. Your doctor will let you know when it's best to get one [1, 2].

## **When do breasts develop?**

Breast development often starts between ages 8 and 13 and is unique to everyone; growth rates are also different [2].

## **What will my period feel like?**

Periods can feel different for each person but may feel like a mild abdominal ache with some bloating [1, 5].

## **Is it normal to have brown clots?**

Yes, it's normal to have dark brown clots in your period [1, 5].

## **Late period meaning?**

A late period can be due to a range of factors such as stress, diet, exercise, or natural variation. If you have any concerns, you should speak with a trusted adult, doctor or healthcare professional [1, 5].

## **Should I carry pads before my first period?**

It's a good idea to have pads just in case your period starts unexpectedly. A pair of period undies is also a good thing to have on hand [1, 5].

## **Frequency of periods**

Periods usually happen every 21 to 35 days [1, 5].

# Student FAQs cont.

## **How often do you change a pad?**

Change your pad every 4-8 hours or when it feels full [1, 5].

## **Will my period hurt?**

Some discomfort is to be expected, but you should check with a doctor or healthcare professional if you are concerned or experience severe pain [1, 5].

## **How do you ease period pain?**

Heat pads, light exercise, and over-the-counter pain relief (please seek medical advice to ensure this is suitable for you) can help. You should check with a doctor or healthcare professional if you are concerned about period pain [1, 5].

## **What happens during your period?**

Your body sheds the lining of the uterus during your period [1, 5].

## **What is the typical length of a menstrual cycle?**

A typical menstrual cycle lasts about 28 days but can vary [1, 5].

## **When does puberty finish?**

Puberty is usually completed by your late teens [2, 3].

## **How do I know my period is going to start?**

Look for signs like breast tenderness or bloating. You can also track your menstrual cycle manually on a calendar, or digitally (for example by using the U by Kotex Period Tracker App) [1, 5].

## **What do I do if I get a period at school and I don't have protection?**

Ask a teacher, school nurse, or friend for help [1, 5].

## **What is discharge?**

Discharge is a normal fluid that helps keep the vagina clean [1, 2].

## **What causes acne during puberty?**

Hormonal changes can cause acne, but keeping your skin clean can help [2, 3].

## **Why is my voice changing?**

Voice changes are expected during puberty due to growth in your vocal cords [3].

## **Is it normal to feel more emotional during puberty?**

Yes, hormonal changes can make you feel more emotional or sensitive [2, 3].

## **When will I stop growing?**

Most people stop growing in their late teens or early twenties [3].

## **Why do I sweat more during puberty?**

Increased hormones can make your sweat glands more active [3].

## **What are growing pains?**

Growing pains are aches or discomfort in your limbs, common during growth spurts [3].

# Student FAQs cont.

## **Why do I need more sleep during puberty?**

Your body is growing and changing a lot, which can make you more tired [3].

## **Why is one of my testicles bigger than the other?**

It's normal for one testicle to be slightly bigger or hang lower than the other [3].

## **What's a wet dream?**

Wet dreams are when you ejaculate in your sleep; it's a normal part of puberty for boys [3].

## **Why does my voice crack?**

Voice cracking happens because your vocal cords are growing, and your body adjusts [3].

## **Why do I get erections unexpectedly?**

Unexpected erections are common in puberty due to hormonal changes and are a normal part of growing up [3].

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