



## Menstrual Health: Lesson Plan

Topic	
<p>Menstrual health is a global public health issue. This issue is directly related to menstrual hygiene and a person’s ability to access safe, private bathing areas and menstrual hygiene products. Menstruators suffer from this inaccessibility in both developed and developing nations. Without the ability to practice good menstrual hygiene, people may suffer from higher risks of infection, in addition to stigma, discrimination, and embarrassment from problems such as leaks. Cultural myths and taboos may exacerbate this discrimination, embarrassment, or abuse. Suffering from menstrual health problems because of socioeconomic status is commonly referred to as “period poverty”.</p>	
Possible subjects/classes	Time needed
<p>Biology Women’s and Gender Studies Health</p>	<p>60 minutes</p>
Video link:	
<p><a href="https://academy4sc.org/video/menstrual-health-ive-got-the-world-on-a-string/">https://academy4sc.org/video/menstrual-health-ive-got-the-world-on-a-string/</a></p>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Explain menstrual health</li> <li>• Identify barriers to proper menstrual health</li> <li>• Explain period poverty and resources that can help those in need</li> </ul>	
Key Concepts & Vocabulary	
<p>Menstruation, Periods, Hygiene, Sanitation, Sanitary products</p>	
Materials Needed	
<p>Worksheet, computer</p>	



### Before you watch

**Turn and Talk.** Have students turn to a partner and ask them to discuss what they know about periods. Specifically, what they are and how to manage them. Then briefly confirm what a period actually is.

### While you watch

1. Who is considered a menstruator?
2. What is period poverty?
3. How many people worldwide lack basic sanitation services?

### After you watch/discussion questions

1. Which people are most at risk when it comes to period poverty? How can we support them?
2. What are some examples of menstruation discrimination you have witnessed or learned about?
3. How can your community better support people who menstruate?

### Activity Ideas

- Have students work in pairs to make a list of ways the school and community supports menstruators well and a list of ways they could improve their support for menstruators. After they've made a list, have them write a letter to their principal explaining what they think needs to be changed to better support menstruators.
- Have students complete the worksheet in groups. Have them present their proposals to the class on a poster.

### Sources/places to learn more

1. UNFPA. *Menstruation and Human Rights - Frequently Asked Questions*. United Nations Population Fund, 1 May 2020, [www.unfpa.org/menstruationfaq](http://www.unfpa.org/menstruationfaq).
2. UNICEF. *Guidance on Menstrual Health and Hygiene*. Mar. 2019, [www.unicef.org/wash/files/UNICEF-Guidance-menstrual-health-hygiene-2019.pdf](http://www.unicef.org/wash/files/UNICEF-Guidance-menstrual-health-hygiene-2019.pdf).
3. *FAST FACTS: Nine Things You Didn't Know about Menstruation*. 15 July 2020, [www.unicef.org/press-releases/fast-facts-nine-things-you-didnt-know-about-menstruation](http://www.unicef.org/press-releases/fast-facts-nine-things-you-didnt-know-about-menstruation).



4. "Menstrual Cycle Tool." *Womenshealth.gov*, 16 Mar. 2018,  
[www.womenshealth.gov/menstrual-cycle/your-menstrual-cycle](http://www.womenshealth.gov/menstrual-cycle/your-menstrual-cycle).