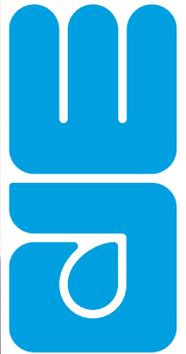


# Period Poverty Alternate activities



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**WaterAid**

# Contents

This resource contains 3 alternate activities which accompany the main Period Poverty pack.

Each activity has suggestions for where it can fit into the core sessions.

## **Alternate activities**

1. Talking lines
2. Myth busting
3. What happens when you have a period?

# Talking lines

## Time needed:

15 minutes

## What you'll need:

Conversation topics – these should be printed / copied onto cards or slips of paper.

There should be enough to hand out to half of the group.

## Aim of the activity:

To create a safe place to talk openly about periods and to get everyone started on talking about periods.

## What students get out of it:

Starting periods can be daunting. Although not everyone is comfortable talking openly about periods, having someone to talk to helps to reduce stress and increase awareness of your body. You can then make choices about how best to manage it.

## Where does this activity fit in?

After “Let’s get talking!”

# Talking lines

## What to do:

*Ensure students don't feel pressured to talk about personal experiences.*

1. Ask what would need to happen to make them feel comfortable talking about periods. Students can verbally (or in writing) give suggestions. Examples include 'listening without interrupting', 'being respectful of others', 'not being judgemental' etc.
2. Give the conversation topic cards to half the group. Stand them in 2 lines facing each other, students with cards on one side.
3. Give 1 minute to consider how to start the conversation and give one minute to talk to the person opposite about their card.

# Talking lines

3. After 1 minute, ask students with cards to move down one place. They should be in front of someone new. This time the student opposite starts the conversation. Give another minute.
4. When they have finished ask the following questions:
  - How did it feel?
  - Is it a good idea to talk about periods openly or not? Why? Explain periods should be discussed openly, as it's natural and nothing to be ashamed or embarrassed about.
  - How did they feel about starting the conversation?
  - What kind of things did they say to get started?
5. The more you discuss something, the easier it gets. It can be awkward at first. Ask them to share their conversations.

# Talking lines

## Conversation topics

- Who would you be happy to discuss starting your period with?
- How do you think you would feel / did you feel when you started your period? Excited, embarrassed, proud, relieved, sad...? What would make you feel this way?
- Do we need to become more open talking about periods?
- Do you think it's a good idea to talk about periods openly or not? Explain your reasons
- If you want to find out about periods, where would you look? Who would you ask?

# Myth busting

## Time needed:

15 minutes

## What you'll need:

Myth or fact statements printed or written out on individual pieces of paper or cards.

## Aim of the activity:

To understand that when a subject is considered a taboo, it can lead to the spread of misinformation about it and myths being created.

To bust common myths about periods.

## What students get out of it:

Be confident in period knowledge and be able to spot a myth which could potentially cause harm, or prevent someone from living a full and happy life. To become a fully-fledged period myth-buster!

## Where does this activity fit in?

After “Is that a fact?” from session one.

# Myth busting

## What to do:

1. Ask students what 'myth' means? Myths are stories that are often widely believed but aren't true. Ask if they know of any myths (e.g. the Loch Ness Monster).
2. Sometimes it isn't clear if a belief is myth or fact. There are lots of myths about periods as it is a taboo subject. People don't speak openly about periods so myths are easily created and believed. Some myths are bad for health, or prevent people from doing what they need or want to do when on their period.

# Myth busting

3. Split into pairs or groups and give each a statement. Each group takes turns to act out their statement to the group. E.g. 'do no exercise' students could pretend to do sport and then stop and shake their heads.
4. The rest of the group should stand if they think it's a myth, or sit down if they think it's a fact. Give them the correct answer for each.
5. After reading discuss what they think about the myths and if they know any myths themselves. What could they do to help bust these myths? How might talking openly help this?

# Myth busting

6. Explain that by discussing periods and myth busting, women and girls can live full and happy lives when on their period. Tell students that period myths are common globally which is why it's important to talk so everyone has correct information.
7. Read the Nepalese myth busting stories. Reiterate that periods are something that many girls and women have in common. By working together on period issues things can improve.
8. Ask students what they've learnt from the stories and what they could do to bust period myths in this country? They could come up with ideas and try to put them into action and become period myth busters in the UK.

# Myth busting

## **Myth or Fact statements with answers**

### **You shouldn't take part in sport when you are on your period.**

MYTH – In the past, periods were treated as an illness and women and students were expected to rest and not take part in physical activities. This isn't true as periods are a natural body function. In fact, participating in sport can sometimes help relieve period pain.

### **You should not take a bath when you are on your period.**

MYTH – Some people believe taking a bath on your period could make you infertile (not able to have children). However, this isn't true. It's really important to wash and keep clean when on your period as it helps avoid infections. Baths can also help ease pain.

### **You are not clean when you are on your period.**

MYTH – Some believe periods are dirty and so force people on their periods to stay away from places like churches, mosques or school. Periods are natural, so by changing and washing regularly, you'll stay clean, healthy and unable to spread germs or disease.

# What happens when you have a period?

**Time needed:**  
15 minutes

**What you'll need:**  
Period symptom relief cards printed / copied and cut out.

## **Aim of the activity:**

To find out what happens before and after a period arrives.

To discover and share ways of dealing with symptoms before and during periods.

## **What students get out of it:**

Discuss and learn ways to deal with some of the symptoms that experienced before and during a period.

## **Where does this activity fit in?**

After “What do we know about periods?” from session two.

# What happens when you have a period?

## What to do:

1. Ask students if they know what symptoms are experienced before and during a period. Discuss common symptoms, share your experiences (if you have periods) or ask students theirs.
2. Write symptoms on a whiteboard. Examples include; irritability, discomfort, headaches, developing spots, tummy aches, tiredness or feeling emotional,.
3. Explain that these symptoms are normal. Experiences vary as some feel all these symptoms, some a few and some none.

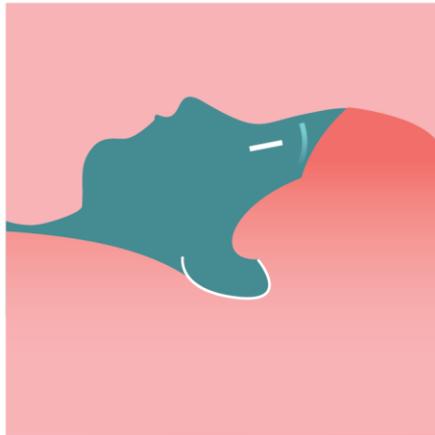
# What happens when you have a period?

4. Stick the symptom relief cards up on the walls around the room, leave space between each card.
5. Read out each symptom and ask students to stand in front of the relief cards they think might help relieve the symptoms.
6. Remind them that there may be more than one right answer and not everyone has to agree. They can also call out their own ideas.

# What happens when you have a period?

## Period symptom relief cards 1

Left to right – hot water bottle, do some exercise, drink water, lay down, sleep, rub tummy



# What happens when you have a period?

## Period symptom relief cards 2

Left to right – eat a nice meal, a back rub, hot drink, talk to someone, mindfulness exercises, listen to music

