



ALL ABOUT FEMININE PROTECTION

Summary	Students will learn all about the feminine protection available - how to use it, how often to change it, and how to dispose of it.
Time needed	1 hour
Age	11-14
Learning outcomes	<p>By the end of the lesson:</p> <p>All will learn what feminine protection is available, how to use it, how often to change it and how to dispose of it, what Toxic Shock Syndrome is and why they must not wear a tampon for longer than eight hours.</p> <p>Most will understand how and why feminine protection is so absorbent and effective.</p> <p>Some will understand the various ways in which feminine protection adverts are designed to target customers effectively.</p>
What you will need	<ol style="list-style-type: none">1. Changing Body Lesson 3 PowerPoint.2. Changing Body Lesson 3 Worksheet 1: How do you feel about feminine protection?3. Changing Body Lesson 3 Worksheet 2: Feminine Protection.4. My Always Mini-Lab Kit and instruction leaflet from your class pack.5. A selection of sanitary protection products. You can use a spare girls' box to provide an example of a panty liner, a regular pad and a night-time pad, but you may wish to bring in a wider variety of examples from home.6. Make an anonymous question box to leave at the back of the classroom.7. Videos (available in PowerPoint)
Activity note	This is a girls only lesson.



STARTER

Starter: Feminine Protection (15 mins)

Introduce the lesson – it is going to be all about the various options for feminine protection that girls can use during their periods. Mention that this is a safe forum where they can ask whatever they wish, and that there is a box at the back of the classroom if they want to post any questions privately and anonymously.

Then play the introductory video on the **Powerpoint Screen 2**.

After the video has finished, ask the students how they feel about feminine protection. Ask the students to work in pairs, and hand out copies of Worksheet 1 to start the conversation. Give them a few minutes to talk about how they feel about feminine protection. Do they agree with some of the statements on the worksheet? Can they think why other people might feel like this?

Tell the students that they are now going to watch two adverts for feminine protection.

Show Advert 1 on the **PowerPoint [Always pads]**. Ask:

- What does this advert tell you about feminine protection?
- Who do you think the advert is aimed at?
- How effective is it at conveying its message?
- Did you like the advert?

Show Advert 2 on the **PowerPoint [Tampax tampons]**. Ask:

- What does this advert tell you about feminine protection?
- Who do you think the advert is aimed at?
- How effective is it at conveying its message?
- Did you like the advert?

Discuss the two adverts with the students – what they liked about them, the target audience, the different approaches to the feminine protection message, how the adverts are put together, and how both adverts work to convince women and girls to buy the products.

MAIN

Main activity: Options for feminine protection (35 mins)

Explain to the students that they are going to look at the various options for feminine protection available to them, before seeing some practical demonstrations. Using the **PowerPoint screens 5-27**, and the guidance notes provided in the "Notes section" under each slide, talk the students through:

- **Pads:** their features, menstrual flow, available products, how to use them and how to dispose of them.
- **Tampons:** their features, available products, how to use them, and the important message of how often to change them (every 4-8 hours. Never use a tampon for longer than 8 hours.) Explain Toxic Shock Syndrome – a rare but serious illness caused by bacterial toxin. TSS can occur in men, women and children. However, about one half of all cases of TSS occur in women who are menstruating, and this is usually associated with using tampons. This is the reason why you should never wear a tampon longer than 8 hours.
- **Pantyliners:** what they are and their features.

Show the students a selection of different types of sanitary protection for: light flow, heavy/night time, panty liners, pads with wings, tampons. Students pass them around, get familiar with them, and discuss what type of periods each would be used for.



MAIN	<p>Ask the students if they know why modern sanitary protection is so absorbent and leak-proof. Using the Always & Tampax Mini Lab Kits (provided in your class box) and Screens 28 – 30, do the three demonstrations that show:</p> <ul style="list-style-type: none">• How quickly a sanitary pad absorbs liquid.• How the liquid is turned into a gel and locked away in the pad.• How a tampon works <p>Ask your students if they have any questions about feminine protection and remind them that they can use the anonymous question box at any time to post a question.</p>
PLENARY	<p>Plenary (10 mins)</p> <p>Give the students Worksheet 2 – Feminine Protection to fill in. The students think about what products are available, how they work, how they dispose of their feminine protection and how often they need to change it - particularly important if they use tampons.</p>