



PROJECT NR: 2023-1-PL01-KA210-YOU-000164555

EMPOWERMENT THROUGH MENSTRUAL HEALTH EDUCATION



**Empowerment
through menstrual
health education.**

WORKSHOPS FORMAT



Empowerment
through menstrual
health education.



różowa
skrzyneczka



Funded by
the European Union



Introduction

This workshop format has been developed as part of the KA210 Erasmus+ project, coordinated by the PINK BOX Foundation, and is co-funded by the European Union.

It is specifically designed for youth aged 13 to 20, aiming to provide them with a supportive and engaging space to learn about menstrual health.


The session focuses on three key areas: understanding the anatomy, the menstrual process, and menstrual care. Through interactive activities and open discussions, participants will be guided to deepen their knowledge and challenge common myths surrounding menstruation.

The workshop is structured to be flexible and adaptable to the unique needs of each group, ensuring that every participant feels comfortable and included. By using hands-on learning tools like diagrams, 3D models, and practical demonstrations, the workshop encourages active participation and fosters a deeper understanding of the topics covered. Participants will also have the opportunity to explore different menstrual products, understand how to use them, and learn strategies for managing discomfort.

The session not only aims to educate but also to empower young people to have open conversations about menstrual health. It seeks to break down taboos, promote body positivity, and provide practical knowledge that participants can carry into their daily lives. The workshop will include pre-and post-session evaluations to gauge knowledge growth and gather feedback, ensuring that it meets the participants' needs effectively.



Workshop Scenario for Youth

 **Location:** a classroom, a wide room with enough space to move and sit comfortably. I don't recommend outdoors to ensure there is a safe atmosphere.

 **Duration:** 90 minutes

 **Structure:**

1. Pre-workshop
2. Introduction (5')
3. Anatomy (30')
4. Process (20')
5. Care (30')
6. Conclusion (5')



***NOTE:** Along 3, 4 and 5, you could include the myths that are being passed on to help eradicate them. Otherwise, you could add a section on myths. I find that for these ages, it is best to include the myths within the sections.

Pre-workshop:

- ☒ If it is a class in a school, leave an anonymous tinted box so they can drop their menstruation-related questions. Collect it a couple of days in advance to adapt your workshop. (Alternatively, do it as an anonymous online questionnaire).
- ☒ Prepare all the material you will use and get information about the group. Are there any specific needs that you must meet or barriers that you must keep in mind?



Introduction:

- ☑ Introduce yourself briefly (name, what you do, why you are there).
- ☑ Set your 'rules' for the workshop. E.g. We raise our hands, we don't mention other people, we can say any word we need, we don't laugh at other people's questions...
- ☑ Ask them to complete a pre-workshop questionnaire (on paper or online). The questionnaire asks for information such as name, age, gender, school, how much they know right now, who they would ask questions about, if they have any questions already,... I recommend this to be anonymous, so I normally don't ask for the name). There is an example at the end of this document.
- ☑ Ask around the room to find out their menstrual knowledge, so you can set the level of your workshop. Normally I ask 1 question for anatomy, one for process, and one for care.
E.g.: What's the difference between the vulva and the vagina? What's a period?
Name menstrual products you know.

Anatomy:

In this section, the ultimate goal is that they can name the internal and external female genitalia. Depending on the knowledge, we will do it very simply, or we will delve into why we don't use Fallopio/Skene/Bartolini on the naming.



Here are some ways to achieve such a goal. I recommend pair or group work for small interaction and knowledge-sharing between participants:

- ✓ An explanation while using a diagram: it is simple, typical, and can be boring, but it is an option.
- ✓ An explanation while using 3D models: much more interactive and they can get to see the actual shape.
- ✓ Plasticine: get them to design vulvas, and internal genitalia.
- ✓ Drawing: if plasticine is too expensive or messy, get them to draw it themselves.
- ✓ Give them the diagram on a paper, and ask them to label it. You can offer extra help offering the words missing underneath. There is an example at the end of this document.
- ✓ Make it a quiz. Using Kahoot, Plickers, or any other online platform.
- ✓ Make it a puzzle. Print and laminate the diagrams and the words. Ask them to place the name where it belongs, e.g. using velcro.
- ✓ Offer images and/or drawings of different vulvas. They will understand that every vulva is different.

I recommend using 2 or more of these. An explanation will be needed in some way, but it can be while they draw. Also, you can make it self-learning by leaving books/information around anatomy on the group and plasticine and asking them to read, learn and recreate.

Whichever way you use, double-check their understanding at the end 🍌



Process:

In this section, the aim is to ensure they comprehend the menstrual cycle. That it is a cycle, not just menstruation.

As in the previous section, and along the whole workshop, depending on the level of knowledge we will go deeper or not in our explanations.

Recommendations:

- ✓ Explain the changes BEFORE menarche, so they are ready for their first menstruation.
- ✓ Explain about how it is a vital sign, don't reduce it to the ability to reproduce.
- ✓ Link it with the previous section, when explaining the internal genitalia, you can explain the process too.
- ✓ Dedicate time to explaining what a period is, how much period comes out, and how long it should last,... and when explaining the menstrual phase, emphasize that it should NOT hurt.

How to do this?


Well, here are some ideas...

- ✓ An explanation using a diagram of the menstrual cycle. As before, it is simple and can be boring, but it is an option.
- ✓ Use a menstrual diary, a menstrual diagram, a menstrual calendar,... to show how to annotate while explaining the process. OR get them to complete one as a whole cycle to see if they understand the different phases of the cycle. There is an example at the end of this document.



- ✓ Use the 3D internal genitalia model to explain the menstrual cycle. So it is more visual.
- ✓ Show online videos where you travel along the internal genitalia and watch the different parts of the cycle.
- ✓ Make it a quiz. Use Kahoot Plickers or any other app to see how much they know and explain the correct answer after each question.

Care

- ① Here we will focus on two aspects: 
- ② IF IT HURTS, GO TO THE DOCTOR
Menstrual products.

The first part turns the mood into a serious one and explains that this is the most important part to learn. IF IT HURTS, GO TO THE DOCTORS. Then I offer tips to help with low-level discomfort: dance, meditate, place heat on the area, stretch.

The second part can be very interactive and fun, see how:

- ✓ Give them a chart to complete about the menstrual products (are they internal, external, disposable or reusable?). You can grade it in difficulty by making it a blank chart, adding the picture of the product and they need to write the name, giving the names at the bottom to classify (no pictures), or even simply asking them to think of how to classify the products, without sharing the internal/external/disposable/reusable rule.
There is an example at the end of this document, annexe 1)



- ✓ Give them different scenarios where they need to choose the most suitable products and get them to discuss. Eg.: while camping, while at the beach, during an exam, while at home...

There is an example at the end of this document.

- ✓ Hand them menstrual products to see, feel, smell,... They love looking at the products and realising they can be very different even if they are the same type of product.
- ✓ Get them to practise! Bring menstrual products for the teams as well as a pair of underwear for each team and get them to place the panty liners, pads, and reusable pads on the underwear... and to get the tampon and the cup into the 3D vagina or into a made-up vagina using their hands.
- ✓ Experiment with the quality of the product:

WATER EXPERIMENT: show them how much absorption the products have. Pour water on a pad, get a tampon on a glass of water, show the capacity of a menstrual cup... and compare!

FIRE EXPERIMENT: to check if a period pad is made of plastic or cotton, set fire to it. Here is a video demonstration:

[**CLICK HERE**](#) 

SELLOTAPE EXPERIMENT: to see if a tampon will leave fibres in a vagina, you can use sellotape on it.



Conclusion:

Close up the session by asking how they feel if there are any questions left... and ask them to complete the post-workshop questionnaire. (There is an example at the end of this document.) It should have the same questions as the pre-workshop questionnaire to be able to assess the usefulness of the workshop. Also, include some final questions to get a review. Should you want, give them a way to find you after the workshop: your social media, email, contact number,... so they can ask you more questions.

Post-workshop:

With the information you have collected from the questionnaires, write a small summary of the workshop. The data collected will help share the value of menstrual education.



Annexes

QUESTIONNAIRE EXAMPLE

SCHOOL: _____ CLASS/GROUP: _____
AGE: _____ GENDER: _____

PRE-WORKSHOP:

1. How much do you know about periods?

☐ everything ☐ a lot ☐ something ☐ a little bit ☐ nothing

2. Who would you talk about periods with?

☐ no one ☐ my dad ☐ my mum ☐ a relative (sister, uncle...) ☐ my best friends
☐ internet ☐ my classmates ☐ my doctor ☐ anyone ☐ my teachers

3. If you have any doubts or questions already, write them here:



Annexes

POST-WORKSHOP:

1. How much do you know about periods?

☐ everything ☐ a lot ☐ something ☐ a little bit ☐ nothing

2. Who would you talk about periods with?

☐ no one ☐ my dad ☐ my mum ☐ a relative (sister, uncle...) ☐ my best friends
☐ internet ☐ my classmates ☐ my doctor ☐ anyone ☐ my teachers

How was the workshop?

Grade it, from 1 to 10 (10 being the best): _____

Something you liked: _____

Something you want to learn more about: _____

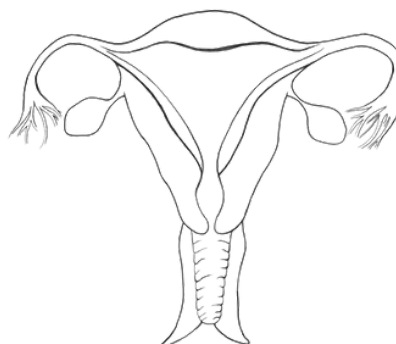
Something that could be improved: _____



Activities

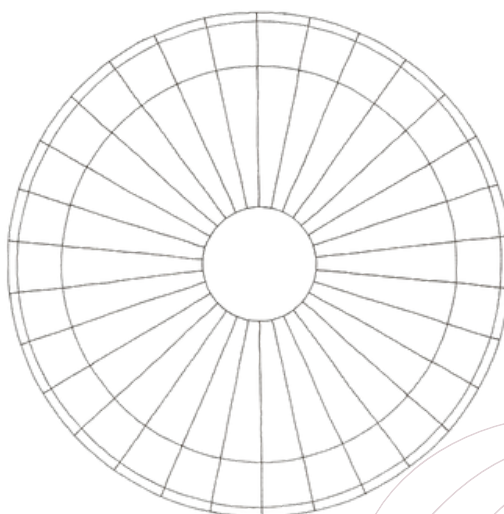
Anatomy Section

- ① Draw a vulva and label it:
- ② Label the following female internal genitalia:



PROCESS SECTION

- ③ Complete this menstrual diagram as if it were your current one.





④ True or false?

- ☐ Once you start your period, you are a woman.
- ☐ It's normal to start bleeding at 11 years old.
- ☐ If you're menstruating, you cannot make mayonnaise.
- ☐ The days before menstruating we have too many hormones that change our behaviour.
- ☐ You must clean your vulva and vagina to avoid infections.

CARE SECTION

⑤ There are more than 10 menstrual products. Can you name them and think of a way to classify them?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



6 Which menstrual product do you recommend? Why?

CONTEXT	RECOMENDED PRODUCT
Sleeping at home	
On a school overnight-stay trip, staying at a camping site.	
Going to the swimming pool.	
Someone who suffers from heavy bleeding.	



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