

Menstrual Cycle

LESSON DETAILS

Victorian Curriculum Descriptors

Health and Physical Education

Explore strategies to manage physical, social, and emotional change (VCHPEP089)

Personal and Social Capability

Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture, and religion (VCPSCS0020)

Australian Curriculum Descriptors

Health and Physical Education

Explore strategies to manage physical, social, and emotional change (ACPPS035)

Creative and Critical Thinking Capability

Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion

Time

20 minutes

Equipment

- "Menstrual cycle" worksheet (class set) and teacher reference sheet.
- Scissors
- Glue sticks
- Sheets of paper
- Period products such as pads and period underwear to show class.

Key Messages

- Menstruation is a natural, healthy process that 'typical' female bodies go through in order to reproduce.
- Menstruation occurs in four stages and these are repeated in a cycle that follows a pattern of about 28 days.

Learning Intention

Students will: Identify physical changes that occur during puberty, with particular focus on the menstrual cycle.

Success Criteria

Be able to identify the different stages of the menstrual cycle. Identify that this cycle repeats each month for adult women after puberty.

Teaching Notes

This is a quick activity that helps students develop a visual understanding of the different stages of the menstrual cycle.

This can be used as a literacy activity by asking students to write an explanation of each cycle stage. It is also recommended that students have a basic knowledge of the anatomy of the female reproductive system.

It is important to note that all bodies are different. This can include differences in how someone's body looks or how someone feels about their gender. When we discuss bodies, we often separate them into two categories - male and female. People who are intersex, transgender, or non-binary may not fit exactly into either of these categories. Because of this, where possible, the word 'typically' is used when referring to specific sexes or genders. Students should be encouraged to apply the information that is fitting for them and their individual body.

Procedure

1. Distribute worksheet to students.
2. Students to work independently and complete task i.e., cut out the 4 diagrams on the worksheet and paste them in the correct order. Students can use arrows to make the completed diagram easier to follow and add any labels they think appropriate.
3. As a class, students share and provide feedback on their finished work.
4. Explain some period products used to catch the lining of the uterus as it comes out of the woman's body.

Menstrual Cycle

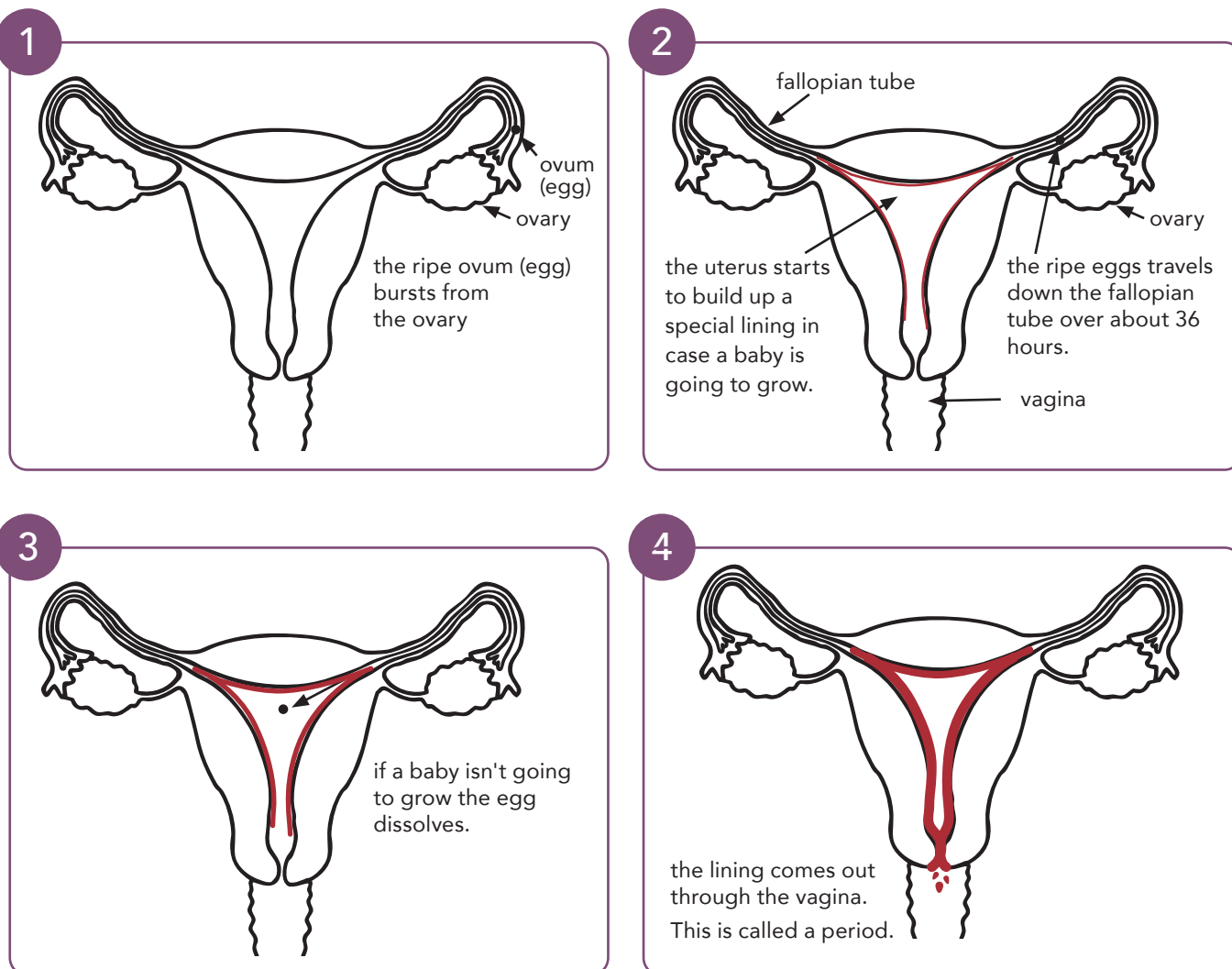
5. Encourage students to take completed work home to share with their adults. This may not be suitable for all students.

Questioning

1. What is one of the physical changes that anyone born with a uterus can expect when they go through at puberty?
2. How do you think this impacts on how they think and feel about themselves?
3. What age might this start happening?
4. What people or sources of information can an individual access if they have any further questions?

Teacher reference sheet

The correct order of images are:



Menstrual Cycle

Cut and paste these 4 diagrams of the menstrual cycle in the correct order.

