

SUPPLEMENTARY MATERIAL

EDUCATIONAL INTERVENTION PLAN

SESSION 1: “ADOLESCENCE AND EMOTIONAL CHANGES”

I. LEARNING OBJECTIVES

Competency	Capability	Thematic area
Strengthen knowledge about adolescence and recognize the changes it involves and how to manage them.	Recognize adolescence as a stage of life and the changes that occur during it.	Topic 1: Adolescence and emotional changes.

II. SESSION PHASES

Opening	Materials	Time
Motivation: - Greet and welcome the students. - Present the title and topics of the session. - Establish the following agreements for participation in the session: - Respect the opinions of classmates. - Raise your hand when you wish to participate. - Have the students watch a video titled “What Is Adolescence?” Link: https://www.youtube.com/watch?v=32ga3mt0Pt0 Prior knowledge assessment: - Ask the students to answer the following questions: What is adolescence? What changes usually occur during adolescence? Objectives: - Present the objectives of the session. Understand what adolescence is. Understand the changes that occur during adolescence. Learn how to manage the emotional changes associated with adolescence.	- Printed sheets - Pencils - Projector - Laptop - Internet	30 minutes
Development	Materials	Time
Activity 1: What is adolescence? - Ask the students to participate in developing the concept of adolescence according to the World Health Organization (WHO). - Write the WHO definition of adolescence on the board and read it aloud. - What is adolescence? - According to the WHO, adolescence is the period of human growth and development that occurs after childhood and before adulthood, between 10 and 19 years of age. Activity 2: Physical changes - Display a large image of a man and a woman. - Write the physical changes on pieces of poster board and attach adhesive putty to the back. - Explain the activity and provide instructions to the students on how to complete it. - Based on their prior knowledge, ask the students to write on each image the physical changes they consider applicable to each sex. - Review and correct the activity. - Review the physical changes in girls and boys. ❖ <u>Girls</u> - Breast development - Widening of the hips - Growth of pubic and underarm hair	- Markers - Flip-chart paper - Poster board - Adhesive putty - Printed images	50 minutes

○ Voice changes ○ Weight gain ○ Onset of menstruation ❖ <u>Boys</u> ○ Rapid growth ○ Broadening of the chest ○ Growth of the penis and testicles ○ Voice changes ○ Broadening of the shoulders ○ Growth of facial, pubic, and underarm hair ● Explain that the changes during adolescence result from hormones, substances that contribute to the physical development of boys and girls. ○ The production of hormones, such as testosterone in boys and progesterone and estrogen in girls, causes certain physical changes. Activity 3: Emotional changes ● Ask, “What is reflective awareness?” and invite the students to participate. ● Present the concept of reflective awareness. ○ During adolescence, “reflective awareness” develops. Reflective awareness is the ability to analyze our own thoughts or actions, which may generate feelings of happiness, sadness, or disappointment. ● Present the main emotional changes during adolescence: ○ Concern about appearance and body image ○ Greater importance placed on friendships ○ Curiosity about sexual organs ○ Desire to belong to groups of friends ○ Competitiveness and desire to succeed at school ○ Sudden mood changes ○ Questioning oneself ● Ask three volunteers to write about how to manage emotional changes during adolescence. ● Read the responses aloud. ● Supplement the responses with three support strategies for managing emotional changes during adolescence. ○ Focus on something you are very good at or enjoy doing: writing, playing sports, drawing, swimming, running, etc. ○ Talk to an adult with whom you feel comfortable and whom you trust (friend, family member, teacher, physician, etc.). ○ Seek positive friendships that make you feel good, safe, and at peace.		
Closing	Materials	Time
Metacognition ● What did we learn today? ● How did we learn it? ● How can we use what we learned? End the session and remind the students of the date of the next session.	No materials are required.	10 minutes

SESSION 2: “MENSTRUATION AND THE MENSTRUAL CYCLE”

I. LEARNING OBJECTIVES

Competency	Capability	Thematic area
Strengthen knowledge about menstruation and the menstrual cycle.	Recognize and identify the phases of the menstrual cycle.	Topic 2: Menstruation and the menstrual cycle.

II. SESSION PHASES

Opening	Materials	Time
Motivation: - Greet and welcome the students. - Present the title and topics of the session. - Establish the following agreements for participation in the session: - Respect the opinions of classmates. - Raise your hand when you wish to participate. - Have the students watch the video titled “Menstrual Cycle: Basic Concepts.” Link: https://www.youtube.com/watch?v=oY2-MSMdBKs Prior knowledge assessment: - Ask the students to answer the following questions: - What is menstruation? - What is the menstrual cycle? Objectives: - Present the objectives of the session. Understand what menstruation is. Understand the phases of the menstrual cycle.	- Projector - Laptop - Internet	15 minutes
Development	Materials	Time
Activity 1: Menstruation - Conduct a brainstorming activity with the students to explore the concept of menstruation. - Develop the concept of menstruation together with the students and write it on the board. - What is menstruation? It is the shedding of the endometrium that occurs each month when the egg is not fertilized. Menstrual blood is discharged through the vagina and may vary in color from bright red to light pink or brown. Menstruation may last 4 to 8 days. Activity 2: Internal female reproductive organs - Display a large image of the internal female reproductive organs. - Explain the name and function of each reproductive organ. Activity 3: Phases of the menstrual cycle - Display a circular calendar with blank spaces for the phases of the menstrual cycle. - Ask the students to complete the blank spaces. - Once the calendar has been completed and corrected, explain the preovulatory, ovulatory, postovulatory, and menstrual phases. - Menstruation: the first day of the menstrual cycle coincides with the first day of menstruation. Menstruation may continue until day 7 or 8 of the cycle.	- Markers - Flip-chart paper - Poster board - Adhesive putty - Printed images	1 hour

○ Preovulatory phase: this phase occurs after menstruation. Under the influence of estrogen, one of the eggs begins to mature in preparation for its release. It occurs between days 6 and 13. ○ Ovulation: the mature egg is released for fertilization. Progesterone helps prepare the uterine lining in case of pregnancy. It usually occurs around day 14, but may occur a few days earlier or later. ○ Postovulatory phase: this phase occurs immediately after ovulation, from day 15 until the next menstruation, approximately on day 28. If the egg is not fertilized, it is shed during menstruation, after which a new cycle begins. Activity 4: Ovarian cycle ● Use an image of an egg attached with adhesive putty to explain its path and the fertilization process. At the same time, explain what happens when the egg is not fertilized.		
Closing	Materials	Time
Metacognition ● What did we learn today? ● How did we learn it? ● How can we use what we learned? End the session and remind the students of the date of the next session.	No materials are required.	10 minutes

SESSION 3: “MENSTRUAL WELL-BEING AND MYTHS ABOUT MENSTRUATION”

I. LEARNING OBJECTIVES

Competency	Capability	Thematic area
Strengthen knowledge about premenstrual syndrome and its appropriate management.	Recognize the symptoms of premenstrual syndrome and identify which statements about menstruation are myths and which are not.	Topic 3: Premenstrual syndrome and myths about menstruation.

II. SESSION PHASES

Opening	Materials	Time
Motivation: - Greet and welcome the students. - Present the title and topics of the session. - Establish the following agreements for participation in the session: - Respect the opinions of classmates. - Raise your hand when you wish to participate. - Present the case of Ana, a 12-year-old adolescent who began menstruating at age 11 and has characteristic symptoms of premenstrual syndrome. Present the case on a poster board with images and read it aloud. Prior knowledge assessment: - Ask the students to answer the following questions: Have you ever heard of premenstrual syndrome? What is a myth? Objectives: - Present the objectives of the session. Understand what premenstrual syndrome is and how to manage it. Identify myths about menstruation.	- Poster board - Images - Markers	20 minutes
Development	Materials	Time
Activity 1: Premenstrual syndrome - Ask the students to come to the front and place a check mark next to the symptoms they have experienced before menstruation. - Present the symptoms of premenstrual syndrome using graphics. - Premenstrual syndrome is a group of symptoms that occur a few days before menstruation begins. These may include sudden mood changes, such as sadness or anger; discomfort or pain in the abdomen, back, or head; fatigue; and digestive symptoms, such as diarrhea or constipation. - Present a list of self-care measures during menstruation. - Track the menstrual period using a calendar or notebook. - Eat a varied diet to nourish the body. - Drink enough water throughout the day. - Exercise or move the body to reduce pain. - Place a hot-water bottle on the abdomen to relieve menstrual cramps. - Eat foods rich in iron and magnesium to compensate for blood loss during the period. - If the pain is intolerable or any unusual discomfort occurs, consult a physician or other qualified healthcare professional.	- Markers - Flip-chart paper - Poster board - Adhesive putty - Printed images - Pencils	1 hour

Activity 2: Myths about menstruation • Give the students a printed sheet containing a list of statements and ask them to place a check mark next to the statements they consider true and an X next to those they consider false. • Read each statement aloud and provide the correct answer. ○ A menstruating woman should not bathe. ○ Menstruation is a disease. ○ You can attend school and participate in sports during menstruation. ○ Menstrual blood smells bad. ○ Stress or intense emotions may cause you to miss your menstrual period. ○ Intimate hygiene during menstruation is safe. ○ Eating cold or frozen foods will stop your menstrual period. ○ It is normal to experience pain during menstruation. • Discuss why each statement is either a myth or true.		
Closing	Materials	Time
Metacognition • What did we learn today? • How did we learn it? • How can we use what we learned? End the session and remind the students of the date of the next session.	No materials are required.	10 minutes

SESSION 4: “MENSTRUAL PRODUCTS”

I. LEARNING OBJECTIVES

Competency	Capability	Thematic area
Strengthen knowledge about how to use menstrual absorbent products.	Recognize the different types of menstrual absorbent products.	Topic 4: Menstrual absorbent products and how to use them.

II. SESSION PHASES

Opening	Materials	Time
Motivation: • Greet and welcome the students. • Present the title and topics of the session. • Establish the following agreements for participation in the session: ○ Respect the opinions of classmates. ○ Raise your hand when you wish to participate. Prior knowledge assessment: • Ask the students to answer the following question: ○ What types of menstrual absorbent products do you know? Objectives: • Present the objectives of the session. ○ Learn about the different types of menstrual absorbent products. ○ Learn how to use and dispose of a menstrual absorbent product.	• Projector • Laptop • Internet	15 minutes
Development	Materials	Time
Activity 1: External female reproductive organs • Display an image of the external female reproductive organs and ask volunteers to identify each part. ○ The external female genitalia constitute the vulva, which includes structures such as the mons pubis, labia majora, labia minora, and clitoris. Other visible structures include the urethral meatus, located above the vaginal introitus, and the perineum, the area between the vagina and anus. Activity 2: Menstrual products • Use the following materials: ○ Menstrual cloth ○ Reusable sanitary pad ○ Period underwear ○ Disposable sanitary pad ○ Tampon ○ Model of the external female genitalia • Use the model to explain how to use each menstrual absorbent product correctly, where it should be placed, how often it should be changed, and how to remove and dispose of it. • Menstrual cloth: Use: 1. Wash your hands. 2. Place the menstrual cloth in the part of the underwear intended to absorb menstrual flow. 3. Pull up the underwear with the cloth in place.	• Flip-chart paper • Markers • Anatomical model • Menstrual cloth • Reusable sanitary pad • Disposable sanitary pad • Period underwear • Tampon	1 hour

- Reusable sanitary pad: Use: - Wash your hands. - Identify and place the pad in the part of the underwear intended to absorb menstrual flow, neither too far forward nor too far back. - Secure it at the back if it has snaps. - Put on the underwear with the reusable sanitary pad in place. - Period underwear: Use: - Wash your hands. - Put on period underwear in the correct size. - Disposable sanitary pad: Use: - Wash your hands. - Remove a new disposable sanitary pad from its wrapper. - Remove the protective backing from the adhesive side that attaches to the underwear. - Attach the pad to the underwear, neither too far forward nor too far back. - If the pad has wings, fold and secure them around the outside of the underwear. Replacement frequency: change it every 3 to 6 hours. Removal and disposal: - Peel the pad away from the underwear. - Roll it up and wrap it in toilet paper or the wrapper from a new sanitary pad. - Ensure that the pad does not remain open and that the collected blood is not exposed. - Dispose of it in a trash bin, never in the toilet. - Disposable tampon: Use: - Wash your hands. - Find a comfortable position. You may squat, raise one leg, or sit on the toilet with your knees apart. - Insert the tampon into the vaginal canal using your fingers or the applicator. Removal and disposal: - Remove the tampon by gently pulling the string that remains outside the vagina. - Wrap the used tampon in toilet paper. - Dispose of it in a trash bin, never in the toilet. Ask three volunteers to repeat the procedure for each absorbent product.		
Closing	Materials	Time
Metacognition - What did we learn today? - How did we learn it? - How can we use what we learned? End the session and remind the students of the date of the next session.	No materials are required.	10 minutes

SESSION 5: “GOOD HYGIENE”

I. LEARNING OBJECTIVES

Competency	Capability	Thematic area
Strengthen knowledge about appropriate personal and intimate hygiene.	Recognize how to maintain proper hygiene.	Topic 5: Appropriate intimate and personal hygiene.

II. SESSION PHASES

Opening	Materials	Time
Motivation: • Greet and welcome the students. • Present the title and topics of the session. • Establish the following agreements for participation in the session: ○ Respect the opinions of classmates. ○ Raise your hand when you wish to participate. • Ask three students to randomly select the colored surprise envelopes used to assess prior knowledge. ○ Why is it important to bathe? ○ How often should we shower? ○ Is it necessary to change our underwear? Objectives: • Present the objectives of the session. Understand appropriate menstrual hygiene. Understand appropriate personal hygiene.	• Colored paper • Markers	15 minutes
Development	Materials	Time
Activity 1: Menstrual hygiene • Explain menstrual hygiene measures using images and a model of the external female reproductive organs. ○ Wash the external genitalia with water and unscented soap every day or, if possible, twice a day. ○ Washing the genital area before bedtime may help you feel fresh and ready to rest. ○ Wash your hands before and after placing any menstrual absorbent product. ○ Change the disposable sanitary pad or tampon 3 to 4 times a day because of perspiration and the increased risk of irritation, infection, and unpleasant odors. Activity 2: Cleaning the external genitalia • Demonstrate how to clean the external female genitalia using the following materials. ○ Model of the external female genitalia ○ Toilet paper ○ Images Instructions: ○ After using the toilet, clean properly from front to back. ○ Water is sufficient for cleaning the external genitalia. • Ask three volunteers to repeat the demonstration. Activity 3: Personal hygiene • Use images to explain the importance of daily personal hygiene. Ask each student to place an image at the front and describe what she sees:	• Markers • Flip-chart paper • Poster board • Adhesive putty • Printed images • Anatomical model	1 hour

○ Wash the feet, underarms, and genitalia daily. ○ Change underwear every day. ○ Use a personal towel for drying.		
Closing	Materials	Time
Metacognition ● What did we learn today? ● How did we learn it? ● How can we use what we learned? End the session.	No materials are required.	10 minutes