



Caring For My Body

Ages 13+

Total Time: 3.5 Hours

PART 1: Ice Breaker

PART 2: Help? Is This My Body?

PART 3: Male and Female Reproductive Systems

PART 4: Menstruation (For Girls Only)

PART 5: Myths and Misconceptions

PART 6: Taking Care of My Body

PART 7: Body Image

PART 8: Question Box

PART 9: Follow-Up Activities

ANNEXURE 1: How Have I Changed?

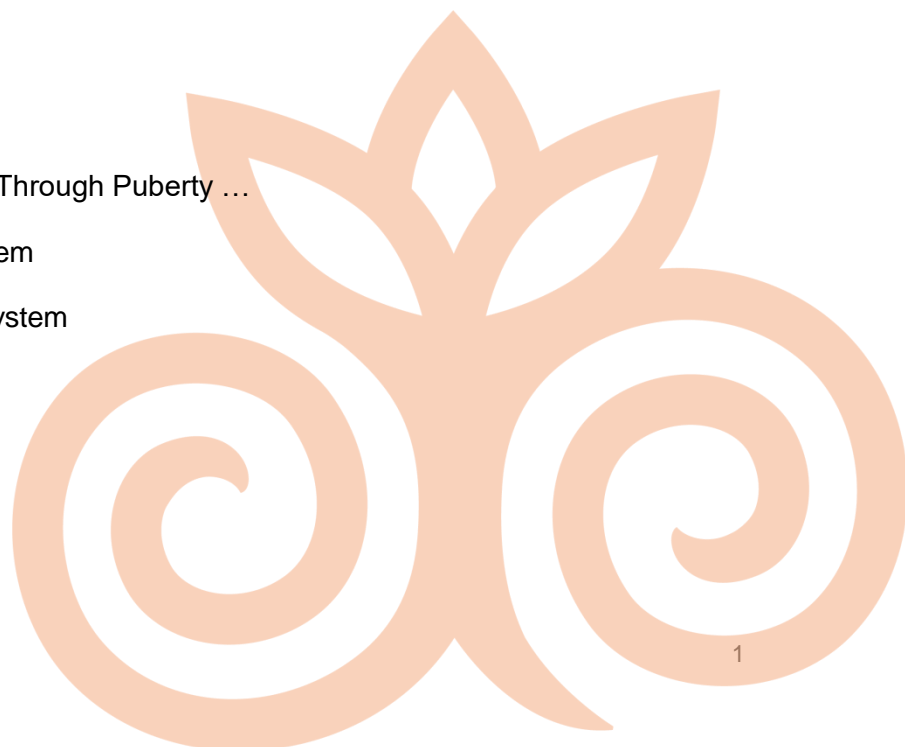
ANNEXURE 2: Changes of Puberty?

ANNEXURE 3: They Tell Me I'm Going Through Puberty ...

ANNEXURE 4: Male Reproductive System

ANNEXURE 5: Female Reproductive System

ANNEXURE 6: Menstruation



ANNEXURE 7: Myths and Misconceptions

ANNEXURE 8: Shaving Tips for Girls

ANNEXURE 9: Shaving Tips for Boys

ANNEXURE 10: Improving Body Image

ANNEXURE 11: Notes from Unit

ANNEXURE 12: Evaluation

ANNEXURE 13: Case Studies

POWER POINT: Menstruation





Part 1: Ice Breaker

Time:

15 Minutes

Objective:

Participants will take part in an ice breaker activity to demonstrate elements of communications.

Materials:

(Depending on Option Selected)

Option One:

- Chart paper or marker board and markers

Option Two:

- Annexure 1: How Have I Changed?

Techniques:

- Ice Breaker Activity

TRAINER INSTRUCTIONS:

1. Choose one of the ice breaker activities from the options below:

Option One: What Does it Mean to be Healthy and Take Care of Myself? –

Adolescents are self-conscious about their appearance and may focus only on body size or muscles as their measure of health, rather than considering other aspects such as: sleep, hunger, thirst, stress reduction, etc. Help the teens to recognize the many components of health by asking them to brainstorm ways to take care of themselves under the categories of physical and mental health (eg, eating right, getting enough sleep, staying active and getting exercise, maintaining good friendships, managing stress, etc.) List their responses on chart paper.

Option Two: How Have I Changed? – Distribute Annexure 1 and ask the teens to complete the worksheet, thinking about things they enjoyed when they were young compared to now. (Optional: Teens may work in pairs.) After a few minutes, invite the participants to share their responses with the group. Discuss areas in which they have changed or stayed the same over the years.



Part 2: Help! Is This My Body?

Time:

20 Minutes

Objective:

Participants will recognize the physical and emotional changes of puberty.

Materials:

- Chart paper and markers
- Annexure 2: Changes of Puberty (cut into squares, folded, and placed in a bag, bowl, or basket) and Notes for Trainer
- Tape
- Annexure 3: They Tell Me I'm Going Through Puberty

Techniques:

- Group Discussion
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TRAINER INSTRUCTIONS:

1. Begin by explaining that this session will focus on the many changes we experience as we grow into adulthood. Ask the teens "What is puberty?" (Responses should be similar to "the time when your body begins to develop and change as you move from child to adult.")
2. Add the following items regarding puberty:
 - During puberty, your body will grow faster than at any other time in your life, except for when you were a baby.
 - Everybody goes through these changes. No two people are exactly alike, but everyone goes through puberty. These changes are natural, normal and healthy.

- Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help explain why some of your friends still look like young kids whereas others look more like adults.
3. Hang three chart papers (or divide one paper into three columns) with the headings of BOY, GIRL, BOTH.
 4. Pass around the basket of papers from Annexure 2 and ask for a volunteer to pull out a paper, read it to the group, and decide if it should be placed on the chart paper under BOY, GIRL, or BOTH.
 5. Ask the group to indicate which changes affect only one gender, and which affect both. Discuss each of the topics in this exercise in detail to ensure that the group understands the changes associated with puberty, and has a chance to ask questions/discuss. Add the following comments to the topics listed below:
 - **Emotions become stronger and more intense** – Hormonal changes can cause extreme emotional sensitivity. Mood swings, irritability and crying are common and normal. Expect some mood changes. Be sure to express your emotions appropriately. (Expressing emotions was discussed in LSE Unit 7- Expressing Emotions.)
 - **Feel clumsy and awkward adjusting to new body** – your arms, legs, hands and feet may grow faster than the other parts of your body. Your clothes may fit differently and you may feel clumsy.
 - **Sexual feelings you've never had before** – attraction to the opposite gender is completely normal. However, you cannot allow these feelings to take over everything (school, chores, etc.) or cause you to make inappropriate choices.
 - **Peer and friend groups become more important** – peer pressure is strong at this age. (Peer pressure was discussed in LSE Unit 6 – Problem Solving/Decision Making.) Develop relationships that are healthy and supportive. Remember to stand up to negative peer pressure and spend time with friends who share your values.
 - **Transition from dependent child to independent adult** – you will gain independence as you get older, but you will still need guidance from adults. Work to build the skills you will need to enter adulthood, and respect the adults around you – they care about you and want what is best for you.
 - **Identifying sense of self** – who am I? As you get older, it is even more important that you recognize your values, beliefs, strengths, moral standards, etc, so that you can make decisions that will serve you in the best way. (Self-awareness was discussed in LSE Unit 2)

- **Concern about future** – as you move into adulthood, you face a new set of stressors: education, career decisions, supporting yourself financially, etc. It is common to feel stressed about these items. Work with the resources you have (social worker, career counselor, teacher, etc.) to make decisions that are the best for your future.
6. Read Annexure 3 to the group and ask them whether Surya is a boy or girl (you can ask for a show of hands) and why. Then explain that Surya could be either a boy or girl because all changes described in the letter pertain to both sexes. Read the annexure again so the group can listen for the changes noted.
 7. Facilitate discussion around the following questions:
 - How do they feel about the changes in boys and girls?
 - What changes do they like?
 - What changes do they not like?



Part 3: Male and Female Reproductive Systems

Time:

15-20 Minutes

Objective:

Participants will become familiar with the structure and functioning of the male and female reproductive systems.

Materials:

- Annexure 4: Male Reproductive System
- Annexure 5: Female Reproductive System

Techniques:

- Interactive Lecture
- Worksheets

TRAINER INSTRUCTIONS:

1. Explain that when your body is ready to begin puberty, your pituitary gland (a pea-shaped gland located at the bottom of your brain) releases special hormones. Depending on whether you're a boy or a girl, these hormones go to work on different parts of the body.
2. Distribute Annexure 4 – the worksheet without the answer key. (If the session is for girls, start with Annexure 5 and discuss the female reproductive system first.)
3. Read the definitions on the annexure and help the teens label the items appropriately.
4. Explain that for boys, the hormones travel through the blood and tell the testicles, the two walnut-shaped glands in the scrotum (the sac that hangs under the penis), to begin

making testosterone and sperm. Testosterone is the hormone that causes most of the changes in a boy's body during puberty, and men need sperm to be able to reproduce (be the father of a baby).

5. Distribute Annexure 5 – the worksheet without the answer key.
6. Read the definitions on the annexure and help the teens label the items appropriately.
7. Explain that in girls, hormones target the two ovaries, which contain eggs that have been in the girl's body since she was born. The hormones cause the ovaries to start making another hormone, called estrogen. Together, these hormones prepare a girl's body to start her periods and be able to become pregnant someday.
8. Ask the teens to keep the handouts in their folder for future reference.



Part 4: Menstruation (For Girls Only)

Time:

30 Minutes

Objective:

Participants will understand the menstrual cycle, what to expect during periods, and related hygiene practices.

Materials:

- Power Point: Menstruation
- Sanitary Pads
- Annexure 6: Menstruation

Techniques:

- Presentation
- Group Discussion

TRAINER INSTRUCTIONS:

1. Show the power point on menstruation and pause at any time to discuss or answer questions.
2. Demonstrate the use of a sanitary pad at the appropriate slide.
3. Distribute Annexure 6 and ask the girls to keep it in their folder for future reference.



Part 5: Myths and Misconceptions

Time:

40 Minutes

Objective:

Participants will uncover some of the myths and misconceptions associated with the changes of puberty.

Materials:

- Annexure 7: Myths and Misconceptions

Techniques:

- Group Activity

TRAINER INSTRUCTIONS:

1. Divide the group into smaller groups of 4-5. Distribute Annexure 7 and ask each group to assign someone to take notes.
2. Instruct the groups to read the annexure, and state if each sentence is True or a Myth, and why.
3. After 15 minutes, bring the groups back together and ask for each group's response to the statements. Discuss why the statement is a truth or a myth.
4. Invite the teens to keep the handout in their folder for future reference.



Part 6: Taking Care of Your Body

Time:

30 Minutes

Objective:

Participants will understand the importance of personal hygiene to address the unique changes in their bodies.

Materials:

- “Puberty Kit” (one kit to be used for demonstration) – place the following items in a bag or basket: piece of fruit/vegetable, ball, soap, comb, toothbrush, clean towel, razor, shave cream, deodorant, and make-up.
- Annexure 8: Shaving Tips for Girls
- Annexure 9: Shaving Tips for Boys

Techniques:

- Presentation
- Group Discussion

TRAINER INSTRUCTIONS:

1. Introduce the concept of a “Puberty Kit” – this kit will help teens with the changes of puberty. Use the items in the kit as demonstration while facilitating discussion around the following topics:

Healthy eating – (show the piece of fruit/vegetable) Invite the teens to discuss why it is so important to eat healthy, especially during puberty. Note that their bodies need nutrition during this tremendous growth spurt. (There will be another LSE Unit dedicated to Nutrition.)

Exercise – (show the ball) Lead discussion around the importance of exercise.

- While your teen body is growing, you may feel clumsy and awkward. Staying active will help you adjust to your longer legs, larger feet, etc. (The more you use them, the more comfortable you will feel.)
- Exercise increases the flow of oxygen to the brain so you can think clearer and faster.
- Exercise increases the brain's production of anti-stress hormones that help you stay calm and happy.

Hygiene – (show the soap, comb, toothbrush) Maintaining good personal hygiene is important for you to stay healthy, and it helps you feel more confident when you know you are clean and well-presented. Of course the basics of bathing, washing/combing your hair, and brushing your teeth are still essential, but there are several areas that become more important during puberty. As your body changes, your personal hygiene needs to change too.

- Increased sweating – during puberty, the sweat glands develop; skin bacteria feeds on this sweat and produces body odor. Wash your body and change clothes regularly, especially after activity, use deodorant daily if needed. (Show the deodorant)
- Acne – hormones cause skin to become oilier with puberty. You might see pimples on your face, upper back or your upper chest. Wash twice a day with soap; make sure towels and face cloths are cleaned regularly so they don't become a source of bacteria that cause skin infections (show clean towel). Avoid picking at pimples because it can cause permanent scarring. Acne often flares up several days before the start of the menstrual period due to changes in hormones.
- Shaving – (Show razors and shave cream) Distribute Annexure 8 or 9 depending on the gender of your group and review the shaving tips with the group. (You may want to post a copy of the annexures in the bathroom areas.)
- Make-up – (Show make up) Make-up can be a home to bacteria because it constantly touches your skin. Sharing can spread infections (especially lipstick and eyeliner); wash off before bedtime to help avoid acne.
- **Boys only** – Boys who are uncircumcised need to pull the foreskin back to clean the head of the penis.



Part 7: Body Image

Time:

30 Minutes

Objective:

Participants will become more aware of their personal body image, what influences their beliefs, and how to improve their body image.

Materials:

- Video: <https://www.youtube.com/watch?v=Q5qZedMTkkE>
- Poster paper with large heart shape drawn on it
- Tape
- Annexure 10: Improving Body Image (one copy cut into squares)
- Annexure 11: Notes from Unit

Techniques:

- Group Discussion
- Group Activity

TRAINER INSTRUCTIONS:

1. Ask the group: Does any of this sound familiar? “I’m too tall.” “I’m too short.” “If only I were shorter/taller/had curly hair/straight hair/a smaller nose/longer legs/lighter skin, I’d be happy.” Are you putting yourself down based on how you look? If so, you’re not alone.
 - As a teen, you’re going through lots of changes in your body. And, as your body changes, so does your image of yourself. It’s not always easy to like every part of your looks, but when you get stuck on the negatives it can really bring down how you feel about yourself.

- There is no such thing as the perfect size or shape.
 - Body shapes and sizes are naturally diverse as is everything else in nature. It is what makes us unique and special.
 - Your body satisfaction should come from within and not from others.
2. Ask the group to discuss what they think is meant by “body image”. (Response should include something like: body image is how you view your physical self – including whether you feel you are attractive and whether others like your looks.)
- Explain that your body image is influenced in many ways:
 - The **media** – Facilitate discussion around how the media influences your body image. (eg, comparing yourself to TV/movie celebrities, singers/musicians, models in magazines, etc.)
 - Note that the photos that you see of these celebrities are often touched up or airbrushed.
 - Show the video listed in the materials section and discuss. Were they aware of the changes being made to the images they see?
 - Your **peers** – discuss how friends influence how you feel about your body. (For example, friends and classmates may make comments and tease about the way you look, you may compare yourself to how your friends look and wish you had their traits, etc.)
 - Review ways to improve body image with the group through the following activity.
 - Hang the poster paper (with the heart) in the front of the room. Distribute the squares from Annexure 10 to volunteers in the group. Ask each volunteer to read their card aloud, and explain what they it means to them. Invite the rest of the group to comment. Then ask the volunteer to tape the card to the poster paper.
 - Continue until all cards have been discussed. Invite the teens to add any other ideas they might have.
 - Keep the poster in a place where all can see.
 - Distribute a small piece of paper to each teen and invite them to write down a negative thought they have about their body. When all have finished, instruct them to crumple the papers and throw them in the trash (have a bag or bin available). Tell them that the negative thoughts must stay in the trash – symbolically, they are throwing away their negative thoughts about their body image.

- Distribute Annexure 11 and ask the teens to keep these notes in their folder for future reference.



Part 8: Question Box

Time:

30-45 Minutes

Objective:

Participants will have an opportunity to have their questions answered in a safe, respectful setting.

Materials:

- Question Box
- Paper
- Pens/Pencils
- Annexure 12: Evaluation

Techniques:

- Discussion
- Group Activity

TRAINER INSTRUCTIONS:

1. Reassure the group that most people have beliefs based on incorrect information and often it impacts their actions. No question is silly - correct information is important to take care of yourself.
2. Give participants 5 minutes to write any question they have related to this session. They do not need to write their names on the papers.
3. Ask participants to drop the papers into the question box.
4. Once collected, begin answering the questions, one at a time. Encourage the teens to analyze myths and ask more questions if desired.

5. Distribute Annexure 12 and invite the teens to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?
 - Were the handouts/power points/videos helpful?
 - Add any comments that would be helpful for future programs.
6. Gather the completed evaluations and include them in your trainer report.



Part 9: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have an opportunity to have their questions answered in a safe, respectful setting.

Materials:

(Depending on Option Selected)

Option One:

- Chart paper or marker board

Option Two:

- Annexure 11
- Paper
- Markers
- Art Supplies

Option Three:

- Annexure 13: Case Studies

Option Four:

- Paper
- Markers
- Art Supplies

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain to participants that these follow-up sessions are designed to give them the opportunity to review the material learned in the session.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks. (It is recommended that you hold separate follow-up sessions for boys and girls.)

Option One: The Changes of Puberty – Divide the group into smaller groups of 4-5. Instruct each group to select a note taker and someone who will share the group's information with the larger group. Then ask the groups to list the easiest and hardest things about puberty. To help them start thinking, you could write the following topics on a marker board or chart paper: growth spurt, physical changes, emotional changes, body image. Remind them to accept all answers from their group members, because what one feels is difficult another might feel is easy.

When all groups are ready, bring everyone back together and ask them to share their lists and facilitate discussion around the questions below.

Discussion Questions for Facilitator: Look for similarities/differences in responses. Ask group members to brainstorm how they deal with these changes. Were there any topics that were considered difficult by some, but easy for others? How can they address the hard things about puberty?

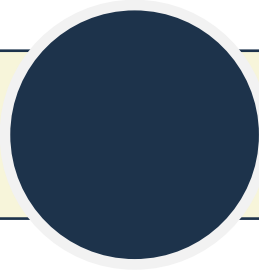
Option Two: "What's Happening to my Body?" Booklet – Using Annexure 11 and other handouts from the Unit as a guide, ask the teens to create a booklet that could be distributed to other teens describing changes of puberty. Invite them to be creative and decorate the pages, and add any suggestions or tips they have discovered to deal with the many changes. Be prepared to review any topics and answer questions if they arise.

Option Three: Developing at your Own Pace – Divide participants into groups of 3-4, and assign one case study from Annexure 13 to each group. Instruct them to discuss the situation and answer the questions at the end of their case study. They should be prepared to discuss their case study with the whole group.

When the groups are ready, invite them to read their case studies to the group and discuss their responses to the questions.

Option Four: The Body Beautiful – In this activity, the teens draw pictures of themselves, and add **positive** labels to their drawings. Ask participants to draw a large picture of their entire body. Then instruct each person to write in each of their body parts all of the positive things about it they can think of, including all of the things it can do. Encourage them to be creative. (Examples: Head: smart. Ears: good listener. Smile: funny. Arms: strong for hugging. Heart: caring friend. Legs: good runner.) Allow each teen to present their work to the group (Optional: break into smaller groups for sharing.)

Facilitator's questions for Discussion: Did you think of positive traits you hadn't thought of before? Was it easy to do? Is it hard to say nice things about yourself? Why?



Annexures

Caring For My Body

Ages 13+

- ANNEXURE 1:** How Have I Changed?
- ANNEXURE 2:** Changes of Puberty
- ANNEXURE 3:** They Tell Me I'm Going Through Puberty...
- ANNEXURE 4:** Male Reproductive System
- ANNEXURE 5:** Female Reproductive System
- ANNEXURE 6:** Menstruation
- ANNEXURE 7:** Myths and Misconceptions
- ANNEXURE 8:** Shaving Tips for Girls
- ANNEXURE 9:** Shaving Tips for Boys
- ANNEXURE 10:** Improving Body Image
- ANNEXURE 11:** Notes from Unit
- ANNEXURE 12:** Evaluation
- ANNEXURE 13:** Case Studies





Annexure 1: How Have I Changed?

INTEREST	NURSERY	NOW
My favorite toy		
My biggest worry		
My favorite sport		
My favorite game		
My favorite food		
My favorite holiday		
My bedtime		



Annexure 2: Changes of Puberty

Cut into squares and place in small container to pass around.

Grow hair under arms
Grow hair in pubic areas
Grow hair on face
Body becomes curvier and hips get wider
Shoulders grow wider and body more muscular
Voice cracks and becomes deeper
Breasts develop
Growth spurt that lasts 2-3 years
Feel clumsy and awkward adjusting to new body
Acne develops on face, upper back and upper chest

Get erections, sometimes for no reason
Have “wet dreams” – ejaculate while sleeping
White or clear discharge from vagina
Emotions become stronger and more intense
Sexual feelings you’ve never had before – attracted to opposite gender
Begin menstruating
Peers and friend groups become more important
Transition from dependent child to independent adult
Concern about future – career planning
Identifying sense of self – who am I?



Annexure 3: They Tell Me I'm Going Through Puberty

Hi, I'm Surya and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like body odour. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to school, washing up and combing my hair, when I looked in the mirror and saw this big pimple staring back at me. I held hot washcloths on it for a long time. It went down, but not the whole way. I had to go to school anyway. I noticed that many other kids had the same or worse luck with their pimples. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at school the other day, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my pimples and my body odor. But, I'm taller and smarter. I think I'll survive.

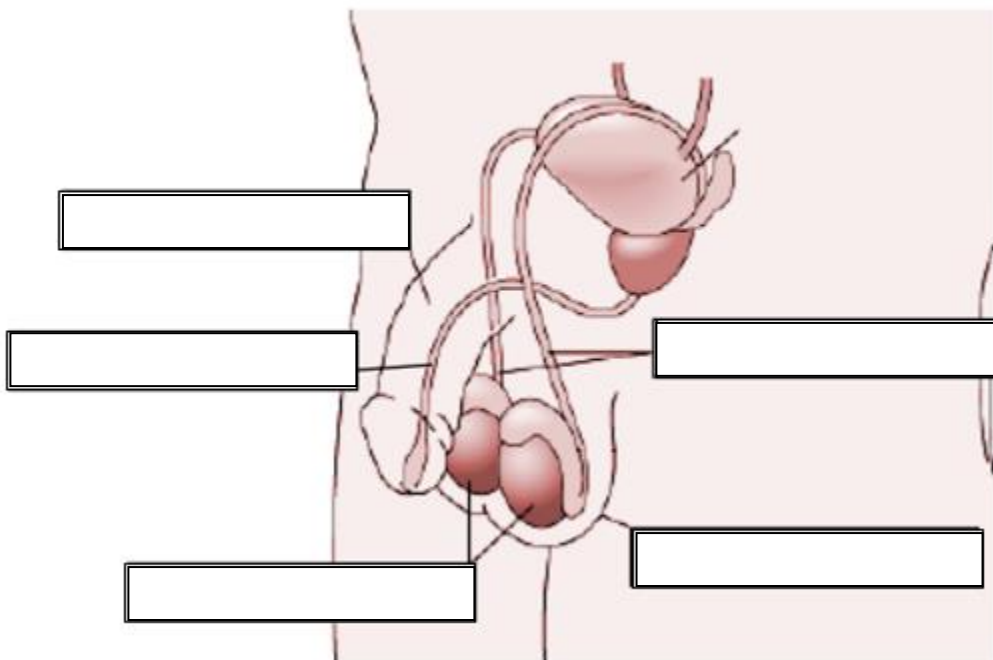
Do you think Surya is a boy or a girl, or are you unsure?



Annexure 4: Male Reproductive System

Directions: Label the body parts above with the correct term.

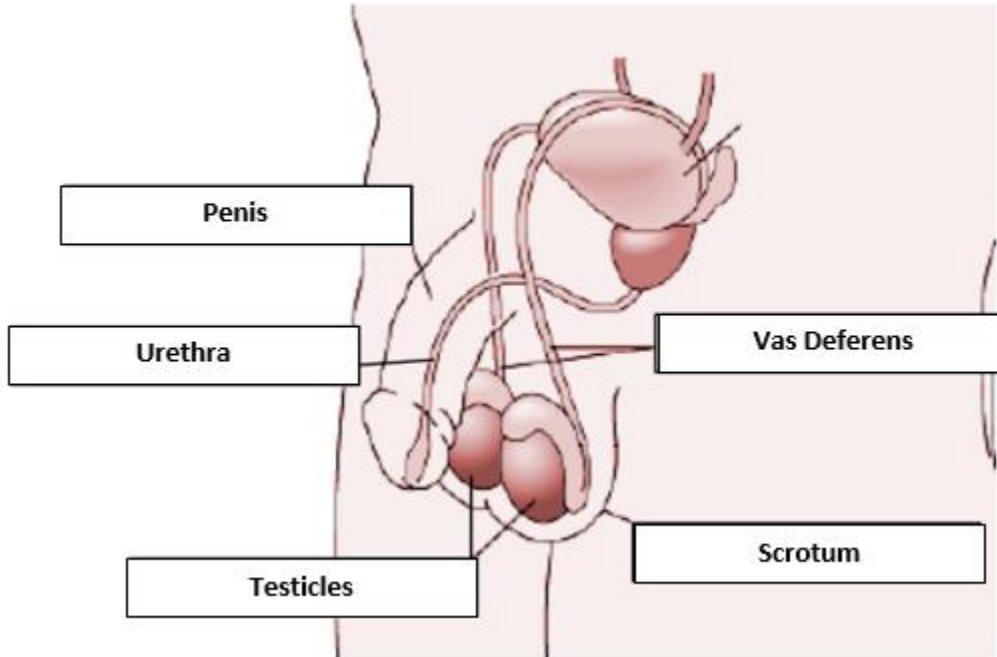
Male Reproductive System



1. **Penis** – the male reproductive organ which is also the male urinary organ. It is soft, spongy tissue that becomes erect when filled with blood.
2. **Scrotum** – The sac of skin or pouch on the outside of the body that contains the testicles.
3. **Testicles** – The walnut-shaped male organs (glands) located in the scrotum which produce the sperm (reproductive cells) and the male hormone, testosterone.
4. **Vas Deferens** – Two tubes that carry sperm from the testicles.
5. **Urethra** – The duct that allows urine to be discharged from the bladder. It also carries sperm and semen but never at the same time with urine.

Answer Key

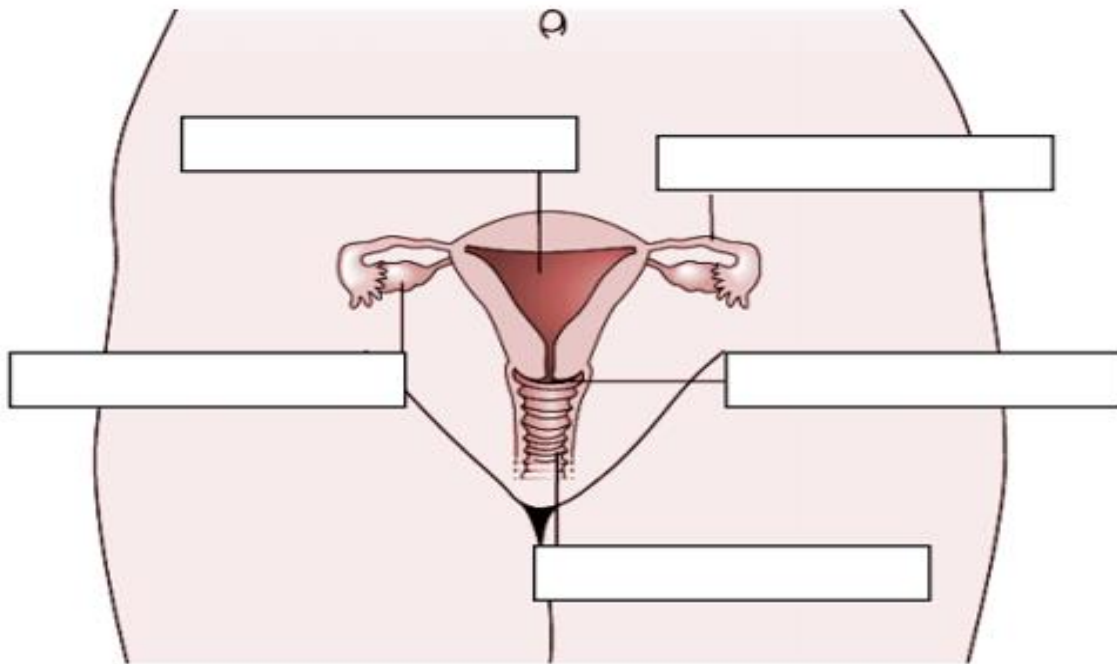
Male Reproductive System





Annexure 5: Female Reproductive System

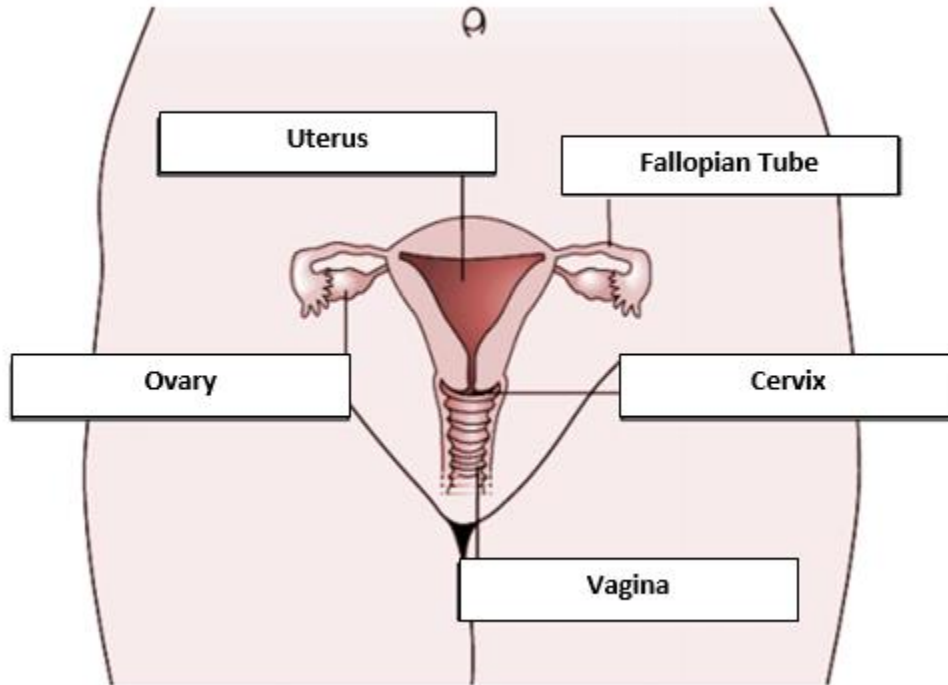
Directions: Label the body parts above with the correct term.



1. **Ovary** – The female reproductive organs or glands that produce the egg cells and the hormones (estrogen and progesterone). Each ovary is about the size and shape of an unshelled almond.
2. **Fallopian Tube** – Either of two tubes through which an egg is released from the ovary each month travels on its way to the uterus. Each one is about 4 inches long and the width of a needle. The sperm meets the egg in the fallopian tube in order to make a baby.
3. **Uterus** – Also called the womb, the uterus is the upside-down pear-shaped female reproductive organ in which the baby develops until birth. It consists of layers of muscle and tissue. The lining is shed monthly as menstrual flow.
4. **Cervix** – The neck-like, narrow end of the uterus which opens into the vagina. It stretches to allow a baby to be born.
5. **Vagina** – Also called the birth canal, this soft, muscular, elastic passageway extends from the uterus to the outside of the body. Babies come out through it, the menstrual blood flows through it.

Answer Key

Female Reproductive System



Annexure 6: Menstruation

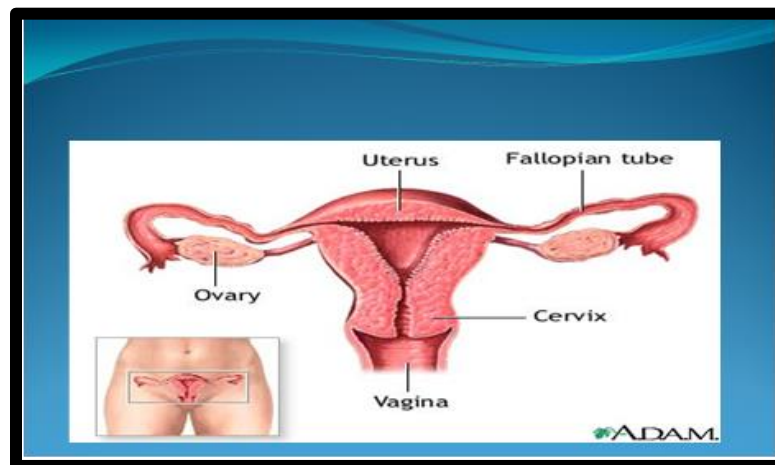
Menstruation is a precious thing – it means that when a young woman gets older and is ready, she is able to have children and nurture the next generation.

You should be **proud that you are becoming a woman** and **never feel shameful about your period.**

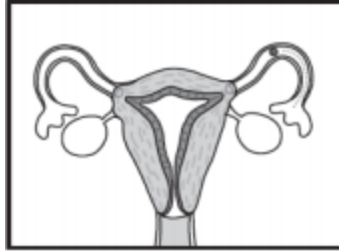
Menstruation begins roughly **two years** after the appearance of the first physical signs of puberty.

The Menstrual Cycle

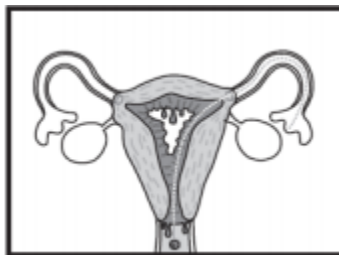
At the beginning of the menstrual cycle, an **egg is released from the ovary and travels up the fallopian tube to the uterus.**



The uterus prepares itself with a thick lining of blood to protect and nourish a fertilized egg.



- If fertilization doesn't take place, the thick lining is not needed.
- So, the thick lining of blood breaks up and starts flushing out of the vaginal opening.



- During the first few years, periods are often **irregular and flow varies**. This is normal.
- When a girl first starts having periods they may not be “regular” - she **might skip a month or have two periods very close together**.
- After time (sometimes up to two years) most girls settle into a regular cycle and can predict when their periods will start each month.

Sanitary Pads

- ✓ Make sure you have access to sanitary pads ...ask your house mother.
- ✓ Change pads frequently, **every three to four hours**. If your flow is heavier than normal (must change pad every hour), talk to your house mother.
- ✓ Wash hands with soap before and after changing sanitary pads.
- ✓ Used pads should be **wrapped in a newspaper** and thrown in a bin which is emptied daily, **buried** in a deep pit or **burnt/incinerated**.
- ✓ **Never throw pads in the toilet** as it will block the sewer line.

Good Hygiene

- Take baths **morning and evening** if needed
- Always wear **clean**, sun-dried clothes and undergarments.
- While bathing, **wash with soap and water**. The inner thighs and labial folds should be cleaned properly, from front to back.
- Washing should be performed using a **front to back motion** to avoid bacteria around the anus from coming into contact with the vagina. Make sure that you are very gentle and use only light pressure when cleaning your vagina due to sensitivity.
- The anus should be the last part to be cleaned. **Over-cleaning should be avoided** as it can be harmful; do not repeatedly clean your genitals.
- Perfumes, talcum powder and deodorants **should not be directly applied** to the genital area.

Cramps

- Some girls feel uncomfortable or have **cramp-like pains** when they have their period. These pains are often not very severe and do not last very long.
- If you find the pain troublesome, **talk to an adult** as there are a number of solutions that could help:
 - ✓ Placing a warm washcloth or water bottle over the lower abdomen/back
 - ✓ Taking a warm bath
 - ✓ Taking a walk/exercising
 - ✓ Drinking plenty of water

Myths

- **Myth – normal activities such as going to school, offering prayers, entering kitchens, going to festival, wearing new clothes and touching people should be prohibited.** No, menstruation should not be seen as an obstacle to daily activities.
- **Myth – missing periods means pregnancy.** No, this is not necessarily always true as the menstrual cycle could also be affected by stress, illnesses, poor nutrition and exercise.
- **Myth – menstrual cramps are due to cold drinks or showers/bath.** No, menstrual cramps are because the uterus is contracting to shed the uterine lining and blood.
- **Myth – a woman loses a lot of blood during menstruation.** No, in case of normal bleeding that lasts for five days she loses only 2-4 tablespoons of blood (25 – 60cc), but enough to cause anemia if proper nutrition is not taken.
- **Myth – menstrual flow is dirty and unclean.** No, the menstrual blood is clean, comprising of pure blood and shedding of the uterus lining.



Annexure 7: Myths and Misconceptions

1. During adolescence, a boy's voice becomes hoarse.

___ Truth ___ Myth

2. All adolescents grow tall in the same way.

___ Truth ___ Myth

3. Pimples/acne come up because of body heat.

___ Truth ___ Myth

4. All boys look attractive and handsome during adolescence.

___ Truth ___ Myth

5. Masturbation is harmful for health.

___ Truth ___ Myth

6. Menstruation is unclean.

___ Truth ___ Myth

7. Erection of penis at morning is normal.

___ Truth ___ Myth

8. Men also get menstrual period.

___ Truth ___ Myth

9. Having small breasts is normal.

___ Truth ___ Myth

10. The size of the penis is a measure of the man's masculinity.

___ Truth ___ Myth

11. A girl should not engage in physical activities during her periods.

___ Truth ___ Myth

12. Boys can tell when a girl is having her menstrual period.

___ Truth ___ Myth

13. Bathing causes menstrual cramps.

___ Truth ___ Myth

14. Once a girl has her first period, she can become pregnant.

___ Truth ___ Myth

15. A drop of semen is equal to 10 drops of blood. Hence the loss of semen weakens the body and should be avoided.

___ Truth ___ Myth

16. During adolescence the body sweats and starts smelling.

___ Truth ___ Myth

17. Some adolescents have thin a beard/moustache and others have a thick growth. This is normal.

___ Truth ___ Myth

18. If a boy has swelling in the breasts it is nothing to worry about.

___ Truth ___ Myth

Answer Key

Myths and Misconceptions

1. During adolescence, a boy's voice becomes hoarse

True- The voice becomes hoarse during adolescence due to the changes which occur in the voice box during this period, caused by release of sex hormones. These changes are natural.

2. All adolescents grow tall in the same way

Myth- The rate of increase of height varies from person to person. It is affected by many factors like heredity, diet, exercise, race, natural environment, growth hormones in the body etc.

3. Pimple/acne come up because of body heat

Myth – Sudden appearance of pimples during adolescence in some cases is a natural phenomenon. Their appearance is caused by body hormones, in this case androgens. Androgens are actually male hormones and in girls they are linked to the “unisex” changes in adolescence, like the spurt of growth. Pimples are side effects of androgen.

According to the allopathic system of medicines, pimples are not caused either by ‘body heat’ or ‘upset stomach’.

4. All boys look attractive and handsome during adolescence

Myth- No two individuals look alike (except, may be twins). The colour, height features and body image are influenced by socio-cultural factors. One cannot change these factors. An attractive personality does not depend simply on physical appearance but depends more on one's abilities, character, attitude, traits, actions etc. Hence, these factors together with a healthy body and mind are more important than physical appearance.

5. Masturbation is harmful for health

Myth- Masturbation is the manual manipulation of sex organs or other parts of the body for sexual arousal or release of sex drives/tension. Scientifically speaking, masturbation is not harmful for health, provided body parts are neither injured in the process nor exposed to unhygienic habits or conditions. It does not affect sex life/performance in any way.

6. Menstruation is unclean

Myth- Menstruation is related to the cycle of life. The uterus prepares itself for growth of fetus, if and when conception takes place. When this does not occur, the soft, temporary lining of the uterus sheds which results in menstruation

7. Erection of penis during morning is normal

True- Erect penis on waking-up (especially in the morning) and discharge of semen during sleep and dreaming are very normal. These are the signs of healthy physical growth and development may be healthy in those persons also who do not experience wet dreams.

8. Men also get menstrual period

Myth- Men do not menstruate because their bodies function differently from a woman and they do not have a uterus.

9. Having small breast is normal

True- The size and shapes of breast depends upon genetic background and varies according to age. There is a lot of variation in the normal size of breast. Size does neither affect attractiveness nor its function

10. The size of the penis is a measure of the man's masculinity or virility

Myth- The size of penis either when it is flaccid (not erect) or when erect is not an indicator of a man's masculinity or sexual ability

11. A girl should not engage in physical activities during her periods

Myth- Menstruation is not a reason for curtailing the activities of a girl/woman. There is no reason to what a girl should not indulge in a specific activity during her periods, unless she has cramps or any such discomfort. However, she must maintain proper hygiene

12. Boys can tell when a girl is having her menstrual period

Myth- There is no way one can do it. There are no symptoms of menstruation which one could tell by looking a person

13. Bathing cause menstrual cramps

Myth- This is not true. On the other hand it is extremely important to have a regular bath and maintain proper hygiene during this period. Some people believe that bathing and washing one's hair is harmful while menstruating. There is absolutely no connection between the two.

14. Once a girl has had her first period, she can become pregnant

True- When a girl starts having her menstrual periods, it means that her reproductive organs have begun working and that she can become pregnant. It does not mean, however, that her physical organs and body and mental conditions are necessarily prepared for the birth of a child.

15. A drop of semen is equal to 10 drops of blood. Hence the loss of semen weakens the body and should be avoided

Myth- Loss of semen causes no weakness to the body. Semen is meant to be released from the body. There is no scientific proof that one drop of semen is formed by 10 drops of blood.

16. During adolescence the body sweats and starts smelling

True- During adolescence, oil and sweat glands are activated. This leads to the development of body odour. This is very normal. This calls for hygienic measures like regular bathing

17. Some adolescents have thin beard/moustache and others have thick growth. This is normal

True- Growth of beard/moustache mainly depends on secretions of certain hormones in the body which vary from person to person. Therefore, this growth cannot be altered. Hence, one should not worry about it. Shaving more frequently also does not help. Parent's reaction on shaving really depends on socio cultural environment of your family and community. Therefore, you must understand your environment and decide accordingly.

18. If a boy has swelling in the breasts it is nothing to worry about.

True- Some boys develop a swelling the size of marble in their breasts at puberty. The swelling may be painful. Boys get worried as to whether they would develop breasts like girls. This is a harmless condition caused due to hormonal changes and disappears in a few months.



Annexure 8: Shaving Tips for Girls

1. Shave in a warm shower or bathtub. Water hydrates and softens the skin, making it easier to shave without getting a nick.

2. Splash warm water on your skin (or soak it) for a few minutes before shaving. (Never use cold water because you may get goosebumps which would make shaving more difficult.) Then apply generous amounts of a lubricant like shaving cream or bar soap. Allow the cream or gel to soften your skin for a few minutes before you start to shave. Never shave your legs when they are dry – it can cause razor burn which can cause an itchy red rash.



3. Shave in the direction of hair growth. If not, you can get razor burn if your skin is sensitive.

4. While it is common to go with the grain of the hair in your armpits, most girls prefer to shave their legs and bikini area upward, because this provides a closer shave. Just be careful.



5. Start at your ankle and take long strokes upward. Rinse the razor frequently.

6. Don't rush. It's important to shave slowly and gently. Let the razor blade do the work. Don't push down too hard with the razor. If you rush, you're likely to cut your skin.

7. Change razors frequently. A dull blade can irritate your skin and cause rashes or infections. You can also cut your skin more easily with a dull blade. Also, don't share razors with others.

8. Use extra caution around the knee and ankle area. Because of their shape, it is very easy to cut these areas.

9. After thoroughly washing with soap and water, follow your shave with a lotion or moisturizer. This will help keep skin from drying out.

10. Rinse the razor well and let it air dry.



Notes:

- Despite what you might have heard, shaving does not make the hair grow back thicker. That's a popular myth. Shaving only removes hair at the surface of the skin. The sharp edge caused by shaving the hair creates the rough "stubble" you can feel on your legs or armpits.
- You will probably find that unless you have very thick hair growth, you won't have to shave every day when you first start shaving.



Annexure 9: Shaving Tips for Boys

Truth is, you'll probably cut your face a few times when you first start shaving; every guy cuts his face at some time. But here are some safety tips on shaving with a disposable or safety razor:

1. The best time to shave is after taking a warm bath or shower to make your skin hydrated and soft.

2. At the bathroom sink, splash warm water on your face to stimulate your skin before applying shaving cream or gel. This will make it easier for the razor to make contact because the hairs will stick out some. (Never use cold water because you may get goosebumps which would make shaving more difficult. Never shave when dry – it can cause razor burn which can cause an itchy red rash.)



3. Lather up! Apply shaving cream or gel (without alcohol) on your face. The shaving cream or gel produces lather, which helps protect the skin as the razor cuts the hair.



4. Go with the grain of your hair, not against it. For most guys, whiskers on the face grow down. So shaving downward on the face removes most of the hair. Shaving against the grain (or upward) can cause rashes or red bumps.

5. Don't rush. It's very important to shave slowly and gently. Let the razor blade do the work. Rinse the razor frequently.

6. Don't push down too hard with the razor. If you do, you're likely to cut your face. It's better to go over a part of the skin twice – lightly – than to press down hard. Ouch!



7. Use soft, short strokes on your jaw and chin. Again, don't apply too much pressure.

8. Change razors or blades frequently. A dull blade can irritate your skin and cause rashes. You are also more likely to cut your face with a dull blade.



9. After shaving, wash your face with soap and water. Then follow up your shave with a face lotion or moisturizing aftershave product. This will help prevent your skin from drying out.

10. Rinse the razor well and let it air dry. Do not share razors with others.

Note:

- Despite what you have heard, shaving daily does not make the hair grow back thicker.
- Unless you have very thick facial hair, you don't have to shave every day when you first start shaving. Try to shave the darker hairs that are starting to come in, and wait for the full-face shave.



Annexure 10: Improving Body Image

Try to focus on how strong and healthy your body is and the things it can do, not what's wrong with it or what you feel you want to change about it.

Some people think they need to change how they look to feel good about themselves.

But all you need to do is change the way you see your body and how you think about yourself.

Identify which aspects of your appearance you can realistically change and which you can't. Humans are imperfect. Remind yourself that "real people aren't perfect, and perfect people aren't real (they're usually airbrushed!)"

Love yourself. Our bodies are human too and they do best when they are loved.

ACCEPT AND APPRECIATE YOUR BODY, NO MATTER WHAT IT LOOKS LIKE RIGHT NOW, AND – JUST LIKE A GOOD FRIEND – IT CAN DO A LOT FOR YOU IN RETURN!

If there are things about your body you want to change and can, do this by making goals for yourself.

When you hear negative comments coming from within, tell yourself to stop. Appreciate that each person is more than just how he/she looks that day.

Give yourself three compliments every day. By focusing on the good things you do and the positive parts of your life, you can change how you feel about yourself.



Annexure 11: Notes from Unit

PUBERTY

Puberty is a time when your body begins to develop and change as you move from child to adult.

During puberty, your body will **grow faster** than at any other time in your life, except for when you were a baby.

Everybody goes through these changes. No two people are exactly alike, but everyone goes through puberty. These changes are **natural, normal and healthy**.

Usually, puberty starts between **ages 8 and 13 in girls and ages 9 and 15 in boys**. This wide range in ages may help explain why some of your friends still look like young kids whereas others look more like adults. This wide range in ages may help explain why some of your friends still look like young kids whereas others look more like adults.

<u>Girls</u>	<u>Boys</u>	<u>Both</u>
body becomes curvier and hips get wider	grow hair on face	grow hair under arms
breasts develop	shoulders grow wider and body more muscular	grow hair in pubic areas
begin menstruating	voice cracks and becomes deeper	growth spurt that lasts 2-3 years
	get erections, sometimes for no reason	feel clumsy and awkward adjusting to new body
	have “wet dreams” – ejaculate while sleeping	acne develops on face, upper back and upper chest
		emotions become stronger and more intense

Taking Care of Your Body

1. **Healthy eating** – it is very important to eat healthy, especially during puberty. Your bodies need nutrition during this tremendous growth spurt.
2. **Exercise** – while your body is growing you may feel clumsy and awkward.
 - Exercise will help you adjust to longer legs, larger feet, etc.
 - Exercise will increase the flow of oxygen to the brain so you can think clearer and faster.
 - Exercise will increase the brain's production of anti-stress hormones that help you stay calm and happy.
3. **Hygiene** – maintaining good personal hygiene is important for you to stay healthy, and it helps you feel more confident when you know you are clean and well-presented. The basics of bathing, washing/combing your hair, and brushing your teeth are still essential, but there are several areas that become more important during puberty:
 - **Increased sweating** – during puberty, the sweat glands develop; skin bacteria feeds on this sweat and produces body odor. Wash your body and change clothes regularly, especially after activity.
 - **Acne** – hormones cause skin to become oilier with puberty. You might see pimples on your face, upper back or your upper chest. Wash twice a day with soap; make sure towels and face cloths are cleaned regularly so they don't become a source of bacteria that cause skin infections. Avoid picking at pimples because it can cause permanent scarring. Acne often flares up several days before the start of the menstrual period due to changes in hormones.
 - **Shaving** – you will have increased hair growth in different places on your body during puberty. Shaving to keep body hair neat and well-groomed is an important aspect of taking care of your body.
 - **Make-up** – make-up can be a home to bacteria because it constantly touches your skin. Sharing can spread infections (especially lipstick and eyeliner); wash off before bedtime to help avoid acne.

Body Image

Body image is how you view your **physical self** – including whether you feel you are attractive and whether others like your looks.



- You're going through lots of changes in your body. And, as your body changes, so does your image of yourself. It's not always easy to like every part of your looks, but when you get stuck on the negatives it can really bring down how you feel about yourself.
- There is no such thing as the perfect size or shape.
- Body shapes and sizes are naturally diverse as is everything else in nature. It is what makes us unique and special.
- Your body satisfaction should come from within and not from others.

Your body image is influenced in many ways including the media and your peers:

- **Media** – media influences your body image when you compare yourself to TV/movie celebrities, singers/musicians, models in magazines, etc. These photos that you see of these celebrities are often touched up or airbrushed in order to make them appear perfect.
- **Peers** – your friends influence how you feel about your body. For example, friends and classmates may make comments and tease you about the way you look, you may compare yourself to how your friends look and wish you had their traits, etc.



Annexure 12: Evaluation

Unit 11 – Caring for My Body	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Icebreaker	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Part 2: Help! Is this my Body?	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Part 3: Reproductive Systems	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Part 4: Menstruation (Girls only)	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>
Part 5: Myths and Misconceptions	1 2 3 4 5	<hr/> <hr/>	<hr/> <hr/>

Part 6: Taking Care of My Body	1 2 3 4 5		
Part 7: Body Image	1 2 3 4 5		
Part 8: Question Box	1 2 3 4 5		
Overall Score	1	2	3
			4
			5



Annexure 13: Case Studies

Case #1 - Rakesh and Mihir, students of Class XI, are walking home together from school. Rakesh begins to tease Mihir, saying that he speaks in a girl's voice. He also laughs at the fact that Mihir has no hair on his upper lip. "Look at me," Rakesh says, "I am a real man. My voice is strong and my face is manly - I have so much facial hair. My father calls me sher." This really embarrasses Mihir. He recalls that his mother still calls him 'my sweet boy'. He decides to go home and ask his mother why he is so different from Rakesh and whether something is wrong with him

Although they are the same age, why do Rakesh and Mihir look so different? Do you think there is something wrong with Mihir? Why? How do you think Mihir feels about himself? What should Mihir's mother tell him?

Case #2 - Pushpa, Sujatha, Abida and Radha are good friends. All of them are 13 years old and love to spend time with one another. They have so much to talk about, the new film, the new dress, home work, the boys in the class and just about everything.... Yesterday, Radha seemed uncomfortable. She was having her periods and was concerned about staining her uniform. Last month, Sujatha's family had organized a big celebration in her honor as she had started her periods. Pushpa recalled that three months ago, Abida had started her periods in school and had to borrow a sanitary napkin from her older cousin. Pushpa is worried. Except her, all her friends have started their periods. Is there something wrong with her?

If Pushpa came to you for advice, what would you tell her as a peer? Do you think it is important for young people to be prepared for the changes they are likely to face in adolescence? Why? Who could you recommend that Pushpa speak with regarding her concerns?

Case #3 - Robin is in Class XI. He is short and slim, physically the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skillful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a travelling medicine-man. It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

Why do you think Robin looks different from the other boys in his class? Do you think Robin can be a good football player and the coach should give him a chance? Do you think Robin should take the magic drug which claims to make one muscular and strong? If you were in Robin's place, what would you do?

Case #4 - Shalini and her friends in class 9 were preparing for the school's annual function. All of them were very excited. Shalini was taking part in the classical dance, while her classmates Anita and Farah were in the play. One day Anita said mockingly to her, "You are so dark. We will need additional light to be able to see you on stage." Shalini made no reply to her. Farah felt bad for Shalini and said, "You dance so well. Why don't you use a fairness cream, to get a fair complexion? Can you imagine how nice you will look on the stage if you had a lighter complexion?" Shalini smiled and said, "Thank you, Farah. I appreciate your concern but I am happy with my complexion as it is. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance."

What do you think of Anita's remark about Shalini? Do you think Farah's remark is based on a false stereotype (light complexion is beautiful) or is it based on facts? Explain your answer. Does Shalini's response indicate that she has a positive or a negative self-image? Give reasons for your answer.

Case #5 - Priya and Sachi are going on a school trip which includes a visit to a water park. Priya is so excited but can't understand why her friend Sachi would rather just stay back. Sachi is embarrassed to change with the other girls after the water park because she's developing at a slower pace than most of the other girls. She's been teased by some of the girls and feels self-conscious.

Although they are the same age, why do Priya, Sachi and their friends look so different? How do you think Sachi feels about herself? If Sachi came to you for advice as a peer what would you tell her? What suggestions would you have for Priya to support her friend?

Modified from Modicare:

<http://www.aeparc.org/sites/default/files/resources/0002RM2013AEP%20Training%20and%20resource%20Material.pdf>