

**#Rethink  
Your  
Reaction**

**Education  
Programme**



# Teacher delivery guide

## Programme overview

Periods are a part of life. 68% of young people with periods have been made to feel dirty, gross or ashamed for having one because of somebody else's negative reaction to their period<sup>1</sup>.

Period shaming (the term given to these negative reactions) is a form of discrimination that affects a large number of young people and one that must be addressed. This is why Always is supporting and empowering young people to drive change with their #RethinkYourReaction education programme.

This programme runs over 3 key phases:

- 1. The Assembly.** Through video content and topic questions that encourage audience participation, students will be introduced to the issue of period shaming and encouraged to become activists to create positive change.
- 2. The PSHE Lesson.** During a 1-hour lesson, students will learn from real life examples of young activists and campaigns in order to develop their own #RethinkYourReaction campaign. The lesson and supporting student campaign booklet will give them the tools they need to feel confident in creating and launching a campaign in their school or local community.
- 3. The Competition.** Students will have the opportunity to submit their campaign plans to Always' #RethinkYourReaction activist challenge, to win funding and prizes that will help them maximise the impact of their campaign.

<sup>1</sup>Online survey, 500 participants aged 12-17, UK, OnePoll '21

## Age group

This programme is suitable for KS3 and 4 (ages 11-16). Please use your professional judgement when delivering the programme.

## Resources

- Teacher's delivery guide
- Assembly presentation (including assembly script in notes section)
- Lesson presentation (including additional teacher notes in notes section)
- Student campaign booklet (to help them plan out their campaigns)
- Always #RethinkYourReaction activist challenge entry form

## Timings

A 20 minute assembly, followed by a 1-hour lesson.

Students may need additional time and support to complete their Always #RethinkYourReaction activist challenge entry form, and to bring their campaigns to life once they have planned them.

Please use professional judgement on how to best facilitate this in your school. It could be done as homework, or in a subsequent lesson.

## Learning objectives

By the end of this programme students will:

- Have a higher awareness of period shaming, and the negative impact this has on young people.
- Understand how to take part in activism to create long-lasting, positive change.
- Have the tools and confidence to create & implement their own campaigns to tackle period shaming.

Please note, if your students require further information about puberty and periods you can access the Always About You puberty education resources at: [bit.ly/3pNllc1](https://bit.ly/3pNllc1).



# Assembly overview

## Timing: 20 minutes

The assembly will introduce students to the issue of period shaming through video content and multiple choice quiz questions. Students will then watch a video of young activist Vee Kativhu who will inspire them to create their own #RethinkYourReaction campaigns.

Please note: a teacher assembly script is provided in the notes section of the assembly PowerPoint.

## Assembly slides

---

### Slide 2

Play video - Always "That Look" 30".

For maximum impact, we suggest playing the video with little to no introduction.

Usage rights secured until 30th June 2022. Please do not use after this date.

---

### Slides 3 - 7

Multiple choice quiz about period shaming. Teachers can decide on the best way for students to participate in the quiz. We recommend students raise a hand or stand to show their answers.

---

### Slide 8

Play video - Vee Kativhu.

Vee introduces herself and her work as an education activist. Students will learn what an activist is and some forms of activism. They will be introduced to the #RethinkYourReaction activist challenge and potential prizes.

---

### Slide 9

Teachers will explain that students will be learning more about activism and creating their own campaigns in an upcoming PSHE lesson.

---

### Slide 10

Teachers will remind students about the #RethinkYourReaction activist challenge that Vee mentioned in her video & the potential prizes.

---

## Lesson overview

### Timings: 1 hour

The lesson will begin with a brief recap of periods and puberty in the form of a short quiz.

Students will then rewatch the Always 'That Look' assembly video and take part in a discussion activity. Where classes may need a more in-depth recap of the assembly content, discussion points are noted on the lesson plan below.

Students will then be introduced to a range of young activists, learning about their campaigns and why they are successful.

They will then work through the student campaign booklet to help them to create their own #RethinkYourReaction campaigns.

Finally, students will be given the opportunity to enter their final campaign plan into the Always #RethinkYourReaction activist challenge to win incredible prizes to help elevate their efforts.

## Lesson plan and slides

### Starter: 5 minutes

---

#### Slides 2-7

Puberty & periods quiz – students will answer true or false questions. Answers are provided on the slides.

---

### Assembly recap: 5 minutes

---

#### Slide 8

Always "That Look" video – students will watch the video again and discuss how their thoughts and feelings may have changed since the first time they saw it.

Where a more in-depth discussion is needed teachers should cover the following points; examples of period shaming, how it is classed as a form of discrimination, the number of young people affected by period shaming, and why we should challenge people to rethink their reactions to periods.

Usage rights secured until 30th June 2022. Please do not use after this date.

---

### Introduction to activism: 10 minutes

---

#### Slide 9

What is activism? Students to discuss and feedback. Teachers to explain what activism is and that there are different forms of activism.

Students to provide examples of activism campaigns that they are aware of.

---

#### Slides 10-14

Teachers will lead students through 4 examples of real-life young activists, what campaigns they have launched, how they did it and how their campaigns are doing now.

---

#### Slide 15

Teachers will lead students in a discussion of the 4 steps to a successful activism campaign, using examples of the previous young activists. Students will follow these steps to create their own campaigns.

---

#### Slides 16-17

Students will learn about the Always #RethinkYourReaction activist challenge and potential prizes.

---



## Campaign planning: 30 minutes

---

### Slide 18

Hand out & talk students through the #RethinkYourReaction student campaign booklet. The booklet reflects the success steps discussed earlier in the lesson, and being displayed on the slide. Ensure students are given enough time to plan out their campaigns once you have taken them through the booklet.

As students work on their plans, you may want to prompt them to consider simple campaigns which can be realistically executed. For example:

- a poster campaign at school or in the local community
- a leaflet campaign for students and parents
- a social media campaign on the school's social media accounts
- a petition to change a school policy

If students propose ideas that will be too challenging to execute, remind them that the successful campaigns they have looked at all started small, and even small actions can have a big impact. Support them to make their idea more attainable, with the option of growing it should they win one of the competition prizes.

---

## Plenary: 10 minutes

---

### Slide 19

Students will share their campaign plans. Students and teacher to highlight strengths and ways to improve. Students can record any feedback on their campaign in their booklet.

---

### Slide 20

Teachers to take students through next steps, including launching their campaigns and entering the competition. Teachers to share entry forms to encourage engagement and entering the competition.

---



**#Rethink  
Your  
Reaction**



# The Always #RethinkYourReaction activist challenge

When students have finalised their campaign plans, they can complete the competition entry form. Entries can be sent by teachers, parents, carers or students but all students must have the permission to enter from a teacher/parent/carer.

## How to enter

Entries can be submitted via email to [rethinkyourreaction@nationalschoolpartnership.com](mailto:rethinkyourreaction@nationalschoolpartnership.com) or post to **#RethinkYourReaction, We are Futures, 1 Paris Garden, London SE1 8ND**.

## Closing date

All entries must be received by 27 May 2022.

## Judging and criteria

Entries will be reviewed by a panel of judges including an educator, an Always representative and Vee Kativhu. Judging will be based on the following criteria:

1. **Aim** – is the campaign goal clear and achievable?
2. **Target audience** – is the audience clearly defined with strong rationale for selection?
3. **Creative strategy for engagement** – are there clear actions to reach & engage the audience?
4. **Encouraging participation and support** – does the call to action increase audience participation and support of the campaign?
5. **Impact** – how does the campaign create impact and inspire others to rethink their reaction?
6. **Potential** – how effective is your plan to use the prize money as part of your campaign?

## Prizes

### 1st prize:

- £2000 to help school implement campaign.
- Change-maker starter kit for the winning student(s) including an Apple MacBook Air, DSLR camera kit, headphones, tripod and 'Empowered: Live Your Life with Passion and Purpose' book by Vee Kativhu.
- A school visit from Vee Kativhu.

### 3 x runners up prizes:

- £750 to help school implement campaign.
- A copy of 'Empowered: Live Your Life with Passion and Purpose' book by Vee Kativhu for the winning students.

### 3 x inspirational stories prizes:

- Teachers are encouraged to share updates on how their students' campaigns are going, whilst they wait to hear if they win any of the main prizes above. You can do this by sharing your updates to [rethinkyourreaction@nationalschoolpartnership.com](mailto:rethinkyourreaction@nationalschoolpartnership.com).
- The schools with the 3 most inspirational stories will win £250.

For full competition Terms & Conditions, visit [www.nationalschoolpartnership.com/rethinkyourreaction-terms-and-conditions](http://www.nationalschoolpartnership.com/rethinkyourreaction-terms-and-conditions).

# Curriculum links

## England

---

**KS3**

**PSHE<sup>2</sup>**

### **Respectful Relationships**

- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.

### **Changing Adolescent Body**

- Key facts about puberty and about menstrual wellbeing.

### **Equality**

- The impact of stereotyping, prejudice and discrimination on individuals and relationships.
  - The unacceptability of prejudice based language and behaviour, offline and online.
  - The need to promote inclusion and challenge discrimination, and how to do so safely, including online.
- 

**KS4**

**Citizenship<sup>3</sup>**

### **Active Citizenship**

- The different ways in which a citizen can contribute to the improvement of their community.
  - The range of actions a citizen can take who wishes to hold those in power to account; the advantages and disadvantages of joining an interest group or political party, standing for election, campaigning, advocacy, lobbying, petitions, joining a demonstration and volunteering.
  - Examples of how citizens working together, or through groups, attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue.
  - How those who wish to bring about change use the media.
- 

## Scotland

---

**S1-3**

**Curriculum  
for  
Excellence<sup>4</sup>**

### **Social Wellbeing**

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

### **Physical Wellbeing**

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.
-

## Wales

---

### KS3

#### PSE<sup>5</sup>

#### Developing Communication

- Express opinions clearly and justify a personal standpoint.

#### Active Citizenship

- Develop respect for themselves and others.
- Value and celebrate diversity and equality of opportunity locally, nationally and globally.
- Be moved by injustice, exploitation and denial of human rights.
- Participate in school and the wider community.
- Understand how young people can have their views listened to and influence decision-making.
- Understand how to recognise and challenge effectively expressions of prejudice, racism and stereotyping.

#### Sustainable Development and Global Citizenship

- Develop a sense of personal responsibility towards local and global issues.
- 

### KS4

#### PSE<sup>6</sup>

#### Active Citizenship

- Develop respect for themselves and others.
  - Value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights.
  - Engage in practical involvement in the community.
  - Understand how to challenge assertively expressions of prejudice, racism and stereotyping.
- 

<sup>2</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<sup>3</sup><https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/changes-for-2022>

<sup>4</sup><https://education.gov.scot/Documents/All-experiencesoutcomes18.pdf>

<sup>5</sup><https://hwb.gov.wales/api/storage/35fae761-054b-4e9b-928c-03e86b3e207f/personal-and-social-education-framework.pdf>

<sup>6</sup><https://hwb.gov.wales/api/storage/35fae761-054b-4e9b-928c-03e86b3e207f/personal-and-social-education-framework.pdf>



## Northern Ireland

---

**KS3**

**PSE<sup>7</sup>**

### Local Global Citizenship

- Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.
  - Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.
  - Investigate the principles of social responsibility and the role of individuals, society and government in promoting these
- 

**KS4**

**PSE<sup>8</sup>**

### Local Global Citizenship

- Ways to promote inclusion in society through laws, policies, communication and education in the following; school, community, workplace
  - Social responsibility of young people in supporting democracy, social justice, social equality and human rights
  - Ways in which young people can influence change for the benefit of society
- 

<sup>7</sup><https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Statutory%20Requirements%20for%20Local%20and%20Global%20Citizenship%20at%20Key%20Stage%203.pdf>

<sup>8</sup><https://ccea.org.uk/downloads/docs/Specifications/GCSE/GCSE%20Learning%20for%20Life%20and%20Work%20%282017%29/GCSE%20Learning%20for%20Life%20and%20Work%20%282017%29-specification-Standard.pdf>

