



LUNCH \approx LEARN.
PERIOD DIGNITY
AT WORK

myperiod.org.uk

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Time Required:

1 hour

Equipment:

Period Dignity Video, Case Studies printed and cut to separate the two halves of the story

Learning Outcomes:

- Stimulating discussion to reduce stigma in the workplace
- Raising awareness of menstrual health conditions

Notes for Facilitators:

Before you begin the session, take a moment to reflect on your own experiences of and attitudes towards menstruation. It's important to think through your opinions (positive or negative) and how they were shaped by the education you did or didn't receive. Many people are very negative about periods and view them as an unnecessary inconvenience – especially if they do not want children. Other people see periods as a natural part of the human experience and a way to connect meaningfully with their bodies. Both approaches are valid.

My Period supports the following key messages when teaching about periods:

- Being positive about menstruation
- Acknowledging a range of experiences
- Encouraging body confidence and body positivity
- Including everyone in the conversation (those who have periods and those who don't)
- Interrogating our attitudes towards periods
- Dismantling stigma and taboo
- Making period education fun!

Activity Outline:

TIME	ACTIVITY
5-10 MINUTES	<p>Introduce the aims of the session; set this session in the context of what else your organisation is doing about Period Dignity at work.</p> <p>Ask participants to introduce themselves. Try and create a safe space for people to ask questions and share experiences – for some people this may be a difficult or sensitive topic.</p>
5 MINUTES	<p>Watch the Period Dignity at Work video together www.myperiod.org.uk</p>
15 MINUTES	<p>Split into pairs or groups of three. Give each group the first half of two Period Dignity Case Studies. Ask them to read the stories, and think about how your organisation could support these women if they were part of the team.</p> <p>Allow time for participants to share their own reflections on these case studies. They may remind them of people they know, or be similar to their own experiences.</p> <p>Allow the group to ask and answer questions about endometriosis, menopause and other menstrual health conditions. See the help sheet provided!</p>
10 MINUTES	<p>Ask each group to share their reflections on each of the case studies (some stories may have been discussed by more than one group).</p>
10 MINUTES	<p>Share the second half of each case study – The Resolution. Ask each group what they think about these, whether they could work in your organisation, and what more each employer could be doing.</p>
5-10 MINUTES	<p>Collect feedback and allow time for final questions – about menstrual health, or about Period Dignity activity in your organisation. You may wish to use this session to gather feedback on initiatives already implemented.</p>

Key Point:

It is important to create space where people can be real about periods and their experience. But please be aware of the long cultural history of menstruation. For centuries periods have been used to justify excluding women from the workplace. The trope of the hysterical or irrational woman is still very much alive, so be wary of perpetuating it. There is a very fine line between sharing female experiences (good and bad), while not accidentally suggesting that this makes female colleagues weak, erratic, or less good at their jobs.

Further Reading:

Before you start you may wish to check out our [Menstrual Health Conditions](#) page.

Or for further information:

- [NHS](#)
- [Endometriosis UK](#)
- [Women's Health Concern](#)
- [PCOS Awareness Association](#)
- [International Association for Premenstrual Disorders](#)
- [National Association for Premenstrual Syndrome \(NAPS\)](#)

Our website has links to sample Menopause and Menstrual Health Policies which you may wish to familiarise yourself with. You can also look at our Hall of Fame online at www.myperiod.org.uk for inspiration.