Dear Educator:

Thank you for choosing the Always Changing® and Growing Up Program as part of your puberty education curriculum. If you’re teaching puberty education for the first time, the experience of health educators who have used Always Changing® and Growing Up may be useful.

Here’s their advice:

Inform your school administration of your plans and review the Always Changing® and Growing Up Program with them, including the student take-home materials.

Inform parents of the date(s) you will be teaching the program. Follow your school’s policy for obtaining parents’ written permission. (A sample letter to parents is on page 25.)

Choose the classroom activities (pages 2–3) that will be most effective for your students. Make arrangements with your colleagues if all or part of the program will be taught to boys and girls separately.

 Gather teaching materials, arrange for a DVD player or computer for viewing from Always’ YouTube channel, make copies of the tests and create a question box as appropriate for your lesson plan.

Plan how much time you will need for each activity or section. Be sure to leave time for discussion and questions.

Inform students in advance.

We care deeply about the health of students and their families, and we are grateful to you for inviting us into your classroom. Educator feedback is an essential part of our ongoing efforts to improve our programs. We welcome your questions or comments.

Sincerely,

Mary Baldwin Morris
Always Changing® and Growing Up Program
Procter & Gamble

Learning objectives

This program is designed to be used either in co-ed or single-sex classes. Using the complete Always Changing® and Growing Up Program will help students identify:

• The physical and emotional changes they experience during puberty and acknowledge these changes as a normal part of growth and development.

• That personal hygiene is each individual’s responsibility.

• The physiology of their bodies and the correct terminology for parts of the reproductive system.

• The menstrual cycle, what to expect during a period and how to manage periods while continuing with normal activities.
Always Changing® and Growing Up

FIFTH/SIXTH GRADE PUBERTY EDUCATION PROGRAM

The Always Changing® and Growing Up Program has been a trusted curriculum source for puberty education among school nurses and health educators for over 30 years. It has been taught to millions of students nationwide. The look of the program has been updated, but the information and educational goal remain the same—to teach preteens about their changing bodies and the beginning stages of puberty.

This program is provided as a free educational service by P&G’s brands: Always®, Tampax®, Secret®, and Old Spice®.

Program content is based on national research and consultation with school nurses, health educators, parents, fifth/sixth grade students and medical professionals. It is designed to provide fifth/sixth grade students with a broad overview of the beginning stages of puberty. Program materials include:

Instructor’s Materials
• Instructor’s Guide
• Student DVD or YouTube videos with girls-only, boys-only and co-ed segments
• Demonstration guide and products

Female Student Materials
• Guidebook for girls about growing up
• Parents’ conversation card and coupons
• May contain Secret® sample

Male Student Materials
• Guidebook for boys about growing up
• Parents’ conversation card and coupons
• May contain Old Spice® sample

Always Changing® and Growing Up Videos

Girls only
Contains:
• Hygiene
• Female Growth & Development

Boys only
Contains:
• Hygiene
• Male Growth & Development

Co-ed
Contains:
• Hygiene
• Female and Male Growth & Development

Videos are available on Always’ YouTube channel.
The Always Changing® and Growing Up Program is designed to be adaptable to each instructor’s individual needs and preferences. It is appropriate for co-ed classes, but it can also be taught effectively to girls-only or boys-only classes. Some instructors choose to distribute the students’ guides as take-home materials at the end of the program; others use them as classroom texts throughout the program. Choose the format and specific activities you prefer to make your puberty lessons and reminders interesting, informative and effective for your students.

<table>
<thead>
<tr>
<th>PROGRAM ACTIVITY</th>
<th>LEARNING OBJECTIVE</th>
<th>MATERIALS</th>
<th>LESSON TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest (girls and boys) Answers</td>
<td>Instructor and students will assess the level of current knowledge the students already have about the subject of puberty.</td>
<td>Reproduce masters on pages 21 and 23</td>
<td>15 minutes to complete</td>
</tr>
<tr>
<td>Video and Video Discussion Guide</td>
<td>Students will develop a base of knowledge about the puberty experience. The Video Discussion Guide will help the instructor lead students through the topics raised in the video.</td>
<td>Video Discussion Guide on page 20</td>
<td></td>
</tr>
<tr>
<td>Reproductive Systems</td>
<td>Students will be able to identify and explain the major components of the male and female reproductive systems.</td>
<td>Reproduce masters on pages 4-5 (female) and 11-12 (male)</td>
<td>20 minutes for instruction and discussion</td>
</tr>
<tr>
<td>Product Demonstration and Distribute Take-Home Kits</td>
<td>Students will be able to discuss products they can use for hygiene and feminine protection (girls only)</td>
<td>Pages 7-9</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Period Tracker (for girls)</td>
<td>Students will be able to explain the reasons for and process of keeping a menstrual calendar.</td>
<td>Reproduce master on page 10</td>
<td>20 minutes to complete example and discussion</td>
</tr>
<tr>
<td>Question and Answer Time</td>
<td>Students will receive answers to many of their questions and concerns.</td>
<td>Answers to commonly asked questions on pages 17-19</td>
<td>Instructor’s discretion</td>
</tr>
</tbody>
</table>
Overview of growth and development at puberty

Centuries of cultural and religious traditions have led us to treat puberty as everything from a reason for celebration to a cause for shame. Although it is a complex time of change—emotionally, physically, socially and intellectually—today, puberty is commonly seen as a positive transition. Helping students understand the physical and emotional changes taking place will contribute to their development of a positive and informed approach to adolescence.

Puberty begins (usually between the ages of 8 and 13) when the pituitary gland sends a signal to the brain to begin producing a hormone. In girls, it’s estrogen produced by the ovaries; in boys, it’s testosterone produced in the testicles.

This sets in motion physical and emotional changes that lead to sexual maturity.

EMOTIONAL CHANGES AT PUBERTY

The wide emotional swings that girls and boys experience in puberty are caused by these hormones. As an educator, helping them know what to expect can lessen the ups and downs of growing up. Explain and emphasize the following changes:

• **Mood swings.** Normally caused by changing hormone levels, mood swings are part of puberty for both boys and girls. For girls that have started menstruation, this may be most noticeable around day 15 of their cycle (see page 6 on premenstrual phase as a discussion guide).

• **Change in self-confidence.** A growing body—whether ahead of peers, behind or keeping pace—can be a major concern for preteens. Increased awkwardness and embarrassment about their bodies are common. Stressing that it’s good to be an individual, physically and emotionally, can help preteens cope with all these changes. It might also be a good time to remind your students that everyone goes through this. It’s completely normal.

• **Emotional instability.** Thanks again to hormones, preteens often become more emotional and react more strongly than they did when they were younger, regardless of whether it’s a school- or peer-related issue. Conversation is the key to helping preteens learn self-control.

• **Need for independence.** As a natural part of puberty, preteens will begin to question boundaries set by their parents and other authority figures in their lives, including you. Finding ways to offer preteens more responsibility while maintaining firm boundaries is an ideal way to help them grow without stepping out of bounds.

Remember, the more preteens understand what’s happening physically and emotionally, the more they can recognize and cope with the upcoming changes in all aspects of their lives.

CONFIDENCE

After consulting experts in psychology and adolescent development, as well as practitioners who work with young people every day, we added content to our education program to address the confidence drop that often accompanies they physical changes that take place during puberty. This drop in confidence affects many adolescent girls. Our pioneering curriculum has the potential to help reverse that trend. Together, we can give students the tools to grow healthy bodies, strong minds, and true confidence.
Bridging the Confidence Gap

56% of girls lose confidence during puberty. The number one reason cited for this drop is a lack of information about what’s happening to them.¹ That’s where teachers come in. You can make all the difference by arming students with the information they need to combat the confidence gap.

WHAT'S HOLDING HER BACK?

From an early age, girls receive messages from society telling them what it means to be “like a girl”: pleasing others, being liked, and being perfect. This can affect how girls approach challenge and failure. Educators from the award-winning Harpeth Hall School identified several factors holding girls back from taking on challenges they need to grow: perfectionism, sensitivity to criticism, fear of failure, and the language of self-doubt.²

Research has proven what you might know from your classroom experience: Girls are more likely to internalize negative feedback and mistakes. They blame themselves and believe their ability is the reason for their mistakes. What’s worse, Dr. Susan Nolen-Hoeksema of Yale University has discovered that girls are more prone to over-thinking their decisions and their mistakes.³

All of these factors hold them back. But there’s an easy way forward. In this section, we’ll tackle all these issues and explain how you can make a positive difference in their confidence levels.
THE CONFIDENCE GAP IN THE CLASSROOM
In the classroom, the confidence gap shows up differently than it does in girls’ social lives. Rachel Simmons and Simone Marean of Girls Leadership Institute have found that when girls lose their confidence, they’re less likely to take on challenging projects and more likely to give up or not even try.4 As her teacher, you have the power to change that.

THE POWER OF WORDS:
9 out of 10 girls believe words can harm.5 Changing your choice of words can change their worldview. When students are working hard on a task, use “process praise,” or encouragement that focuses on the process, not the outcome. Try adding these examples of process praise to your classroom vocabulary, and your students might try harder:

YET! Whenever you hear one of your students giving up or refusing to keep trying, encourage them with “Yet!” The word “yet” encourages students to focus on the process: It reminds them that they have already invested time and effort into the task, but may need a bit more time before they can complete it.
EXAMPLE: “I can’t figure out this word problem!” “I think you mean you haven’t figured it out YET! Let’s talk about what you already know and have done — that’s how you got to this point.”6

AND. Avoid using the word “but” when you offer a girl feedback. By saying “and” instead, you show her that her areas of improvement are part of the process — not a barrier to it.
EXAMPLE: “You’re working hard on this, and I think one way you can improve is...”7

PRAISE EFFORT, NOT INTELLIGENCE.
Research by Stanford University professor Carol Dweck has found that telling kids how smart they are can make them fear failure, but praising effort can make them more determined to stick out a challenge.
EXAMPLE: Instead of, “You’re really smart,” say, “You worked really hard on that! I can see you had to try a few different strategies before you figured it out. Great job!”8

LIKE A GIRL. Only 19% of women had positive feelings about the phrase “like a girl.”9 Take a stand by taking action. Stop kids in your classroom from making fun of each other with gendered insults, and show them that doing something “like a girl” means doing something amazingly well!
EXAMPLE: When you hear a gendered insult, you could say, “It’s disrespectful to say that people are less capable because of their gender. And it’s also just untrue. In this classroom, we respect everyone equally for who they are, even if they are different from us. How can you say ‘like a girl’ in a way that is encouraging?”
The Fixed Mindset Hurts Confidence

Kids are works in progress, and that’s what makes the work you do as a teacher so crucial. We all know the difference a good teacher can make in a child’s ability to reach her potential. The most important lesson to instill in a child is the belief that she can succeed with effort and practice.

A hallmark of confidence is knowing you can grow and change.

If a child feels like her intelligence is a number that was set at birth and that her abilities can’t improve, she often won’t even try. Professor Dweck calls this the fixed mindset. Girls — especially high achievers — may be more likely to have a fixed mindset than boys. This leaves them vulnerable to self-doubt, dropping out of activities and giving up before they even try.

If a girl has a fixed mindset, a setback can feel catastrophic, causing her to over-generalize (believing one mistake means everything is ruined) and over-think her missteps. Girls with a growth mindset are more likely to learn from failures without beating themselves up. They’re also excited by new challenges. We can help girls cultivate a growth mindset so they believe effort and practice will improve ability.

WHAT IS THE GROWTH MINDSET?

The growth mindset is the belief that you can grow your intelligence and ability with effort. This belief has powerful effects: It helps students do better in school, challenge themselves, and bounce back from failures.

AS A TEACHER, YOU HAVE THE POWER TO CHANGE A GIRL’S MINDSET. Dr. Dweck’s studies have shown that there’s a simple way to jump-start students’ confidence and get them growing. Her research proves that the kind of praise a teacher gives is key, and that even a single line of praise can affect a student’s belief in herself.

To start cultivating a growth mindset, we have to stop praising children for inherent talents or abilities, like intelligence, and start praising their efforts. Read on to learn how.
In Praise of Process

9 out of 10 women believe words can cause harm. But what about words that are intended as praise? Dr. Dweck and her fellow researchers argue that the wrong kind of praise can have a negative effect on students. What’s worse, beginning as early as toddlerhood, it’s the kind of praise adults are more likely to give to girls.

WHAT ARE YOU PRAISING?
The key to delivering constructive praise as a teacher is to think about what you’re praising. Are you praising the person or the process? Praising your girls for inherent traits like being smart can cause them to avoid new challenges that would threaten that appraisal. But if you use process praise, emphasizing girls’ effort, you’ll encourage students to confront problems and take on challenges. You can make the difference with a single piece of praise.

WHAT TO PRAISE:
Not sure what to give praise for? Check out these suggestions from Dr. Dweck:

TRYING DIFFERENT STRATEGIES: “I was impressed that you thought of several different ways to approach the problem.”

STUDYING HARD: “You studied hard for that, and it shows.”

SEEKING CHALLENGES: “I’m proud of you for choosing a challenging project.”

PERSISTENCE: “You stuck with it until you figured it out! That’s great!”

MAKING MISTAKES: “That was a great mistake; what’s one thing we can learn from it?”

If a student doesn’t try hard but still succeeds, you can say, “Great job — now let’s find something that will really challenge you and that you can learn from.” And if a student tries hard but doesn’t succeed, you might say, “You worked really hard on this. Now let’s figure out what you don’t understand and come up with some new strategies to learn it.”

WHAT NOT TO PRAISE:
INHERENT INTELLIGENCE: “You’re a smart student.”

MORAL ASSESSMENTS: “You’re such a good girl.”

TRIVIAL ACCOMPLISHMENTS: “You turned in your homework — great job!”

Girls need to learn that improving themselves is better than trying to prove themselves.

Track Your Praise
The way we praise students is often unconscious. It can be difficult to break the habit of praising for fixed traits and to start praising process. This exercise can help. Spend a class period tracking on a notepad how many times you offer process praise. For example “You thought about that long and hard” instead of “Wow, you’re so smart!” If you have a classroom aide or student teacher, ask him or her for help. Making an unconscious behavior more explicit will help you create new habits and shift your praise to become more process-oriented.
Giving Girls A Voice

On average, male students tend to speak more frequently and for longer than female students. One study conducted over the course of a year at Harvard showed that male students spoke nearly 2.5 times longer than female students. Male students also were more likely to interrupt and blurt out answers to questions directed at other students. This might be because both male and female teachers call on male students more often and are more likely to offer them praise for their ideas or elaborate on their points. We’re all affected by, and often unaware of, this bias. The good news is that by simply becoming more conscious of that inherent bias, you can give girls a voice in the classroom and give them back their confidence.

Talk as a class about what a respectful discussion sounds and feels like by making a list of classroom “dos and don’ts.” If students don’t come up with it on their own, be sure to include “No interruptions.”

To get girls to tackle challenges, you first have to tackle their insecurities.

MAKE A POINT OF IT

Students should think critically not only about what they want to say in a discussion but also about HOW they’re saying it. Teach them how to make their points with poise and confidence by explaining and modeling these dos and don’ts of discussion:

**DO** SPEAK clearly and to the point.

**DON’T** APOLOGIZE for your opinion with statements such as, “I could be wrong, but…”

**DO** JUMP IN and participate.

**DON’T** JUMP ON another student’s response; wait your turn.

**DO** PRACTICE active listening.

#LIKEAGIRL
Setbacks Move Us Forward

Girls grow every time they challenge themselves, try something new, speak up, or fail. As educators, we must encourage their passions, embrace positive risk-taking, and spur them to take on challenges. Dr. Laurence Steinberg, author of 17 books on adolescents, including his most recent — “Age of Opportunity: Lessons From the New Science of Adolescence,” says teachers have a unique opportunity to foster positive risk-taking and challenge-seeking in teens. The adolescent brain is wired for risky behavior, so by guiding it to take on positive academic or physical challenges, teachers can help prevent some negative risk-taking.

Making a Comeback

Bouncing back after a failure can be hard. You can teach your girls to be resilient and persevere by explaining how to interpret a setback in a positive light. Here are some dos and don’ts:

DON’T LET GIRLS INSULT THEMSELVES. Girls are more likely to blame themselves when things go wrong, which can lead them to doubt their abilities. When you hear girls judging themselves harshly, acknowledge the setback, then redirect by reminding them of all they’ve accomplished so far.

DO ENCOURAGE GIRLS TO OWN THEIR NEXT STEPS. After a misstep, a girl should take time to regroup and think about what went wrong. Help her plan her next move by asking her to write down some possible next steps. Focus on listing small steps that will not make her feel overwhelmed. Your guidance and experience are crucial because she may not realize how many opportunities she has.

DON’T LET GIRLS WORRY ABOUT WHAT THEY CAN’T CHANGE. Girls are more likely to ruminate over a mistake: they may replay the error in their heads repeatedly, focusing on its cause or consequence. If you catch girls going backward, remind them that they can’t change the past, and help them focus on the present, especially their next steps.

DO TELL GIRLS TO TRY AGAIN. And again. One of the most important things girls can learn is the value of perseverance. Remind them that nothing worth doing is ever easy, and tell them a story about a time you had to keep trying until you succeeded.

Every Team is Made of Winners

Sports are one way that girls can tackle positive risk-taking. Sports build strength and confidence by teaching girls how to deal with a loss and how to practice and plan for a win. Studies also show that girls who play sports excel in the workplace later on. In one study, a majority of women surveyed who had executive and management roles had played sports as girls. Get her to stay in the game, and she’ll learn a lot about how to make life a team sport.
Physical changes at puberty for girls

The female stages of development are typically described by the five Tanner stages of breast development and pubic hair growth, along with other signs of female maturation: the growth spurt, the onset of vaginal discharge, and the start of menstruation. The drawing below describes these five stages with average age ranges. It is important to emphasize that each girl’s progression through the stages will be slightly different according to her own body’s timetable.

### FEMALE STAGES OF DEVELOPMENT

<table>
<thead>
<tr>
<th>Stage One: Up to ages 8 to 12</th>
<th>Stage Two: May begin ages 8 to 14</th>
<th>Stage Three: May begin ages 9 to 15</th>
<th>Stage Four: May begin ages 10 to 16</th>
<th>Stage Five: May begin ages 12 to 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood stage; no visible signs of pubertal development</td>
<td>Height and weight increase rapidly</td>
<td>Height continues to increase</td>
<td>Underarm hair appears</td>
<td>Adult stage; overall look is that of a young woman</td>
</tr>
<tr>
<td>Breast buds appear; nipples become raised and this area may be tender</td>
<td>Breast becomes rounder and fuller</td>
<td>Breasts become darker, thicker and curlier</td>
<td>The nipple and the dark area around it (areola) may stick out from the rest of the breast</td>
<td>Areola rejoins breast contour and breast development is complete</td>
</tr>
<tr>
<td>Fine, straight hair starts growing close to the labia</td>
<td>Pubic hair becomes darker, thicker and curlier</td>
<td>Hips may start to widen in relation to waist, giving a softer, more rounded shape</td>
<td>Pubic hair starts to form a triangular patch in front and around sides of the genital area</td>
<td>Pubic hair forms a thick, curly, triangular patch</td>
</tr>
<tr>
<td>Vagina begins secreting a clear, whitish fluid called vaginal discharge</td>
<td>For many girls, ovulation and menstruation begin late in this stage</td>
<td>For some girls, ovulation and menstruation begin during this stage</td>
<td>Ovulation and menstruation occur regularly</td>
<td>Adult height is probably reached</td>
</tr>
<tr>
<td>For some girls, ovulation and menstruation begin late in this stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview of the female reproductive system

Understanding the reproductive system is as important as understanding any other organ system of the body. Encourage students to learn this system and understand the function of each part. By becoming familiar with the female anatomy, girls can better grasp what happens during the menstrual cycle. Require that they learn the correct terminology as well. Review pronunciation. Help students understand the approximate location, size and shape of each organ.

Cervix - The base of the uterus with a small opening between the uterus and vagina.

Egg - Also called an ovum; the female reproductive cell.

Endometrium - Spongy, blood-filled tissue that lines the uterus and nourishes a developing embryo. Discharged during menstruation.

Fallopian tubes - Two tubes connecting the ovaries to the uterus through which the egg travels.

Ovaries - Two glands, one on either side of the uterus, that contain a woman’s egg cells and produce estrogen, progesterone and other hormones.

Ovulation - Moment at which an egg is released from an ovary.

Urethra - Tube that carries urine from the bladder out of the body.

Uterus - Also called the womb, a muscular organ, lined with soft, nourishing tissue, that carries the fetus until birth.

Vagina - The flexible passageway leading from the cervix to the outside of the body. Menstrual fluid flows through the vagina.

Educators and students can find more terms and definitions at Always.com
Explaining menstruation

Begin by explaining that menstruation is part of the female reproductive process. Every month or so, a woman’s body prepares for possible pregnancy with a pattern of changes known as the menstrual cycle. Explain that the use of a 28-day cycle is for teaching purposes and is based on the average length of a menstrual cycle. Emphasize that every female has her own cycle, which varies in length from person to person, and even from period to period for the same person. These differences are normal.

To help girls be better prepared for upcoming cycles, encourage them to mark the days of their period on a calendar (see Instructor’s Guide page 16). They can do this with discreet marks like stars, hearts or smiley faces. Students can also consider using the Period Calculator on Always.com to help be prepared.

There are four phases in the menstrual cycle, each controlled by rising and falling levels of hormones. For purposes of discussing the four stages, a 28-day cycle is used. Although the cycle length is counted from the first day of menstruation, it is easier to explain if we start with the pre-ovulatory phase, before the egg is released.

1. PRE-OVULATION:
A woman’s body has two ovaries that contain thousands of eggs (ova) 1. Estrogen, the female hormone, tells the ovary 2 to release an egg every month. At the same time, the soft lining (endometrium) 3 of the uterus 4 - the place where a baby can grow - starts to thicken.

2. OVULATION:
Ovulation occurs when a mature egg is released from the ovary. After the egg is released, it travels along the fallopian tube 5 to the thickening endometrium. If a sperm, which is the male reproductive cell, fertilizes the egg, a baby develops. Around the time of ovulation you might notice that your vaginal discharge changes in volume and texture.

3. PRE-MENSTRUAL:
When the egg isn’t fertilized, it breaks down and the endometrium isn’t needed. As a result, hormone levels drop, causing the endometrium to shed. This may be when you start to experience symptoms known as PMS.

4. MENSTRUATION:
The endometrium leaves the body through the vagina 6 as a reddish fluid containing blood, called menses. 7 This is your period.

Hygiene Tip:
Pantiliners are safe and practical for everyday use throughout a girl’s cycle. They offer added confidence against leaks or a surprise start, and they absorb discharge to keep her feeling fresh and clean as well.
Choosing Feminine Protection Products | always

Feminine protection products: a guide for helping students choose what’s best for them

Always® research shows that most girls rely on their mothers for advice on which feminine protection products to use when their period begins. However, not all girls have mothers or someone they feel comfortable talking with. Some girls are still embarrassed by that first trip to the store to buy feminine protection products.

AS AN EDUCATOR, YOU CAN PLAY A ROLE IN HELPING GIRLS UNDERSTAND THE RANGE OF PRODUCTS THAT WILL FIT THEIR NEEDS

Explain that feminine protection products absorb menstrual flow and vaginal discharge. They can be worn externally using pads or pantiliners placed in panties, or internally using tampons. With the range of products on the market today, making selections can be confusing. Learning about the proper usage of products can make girls feel more comfortable, confident and prepared, even before their periods start. Girls’ primary concerns at this age are avoiding accidents, preventing leaks and using a pad that doesn’t show. Be sure to talk about how often to change and dispose of the products.

- **Pads** should be changed at least every 4 to 6 hours and thrown away in the trash (never flushed in the toilet). Instruct girls to fold up their used pad, wrap it in tissue or toilet paper, and put it in the trash.
- **Tampons** can be convenient for girls when they bathe, swim, participate in other sports or when they are ready. Tampons should be changed every 4 to 8 hours and used for 8 hours maximum.
- **A pantiliner** can help girls feel more in control, especially if they have fears about when their period will begin. She should change it as often as needed to help her feel clean.

Until her cycle becomes regular, encourage her to be prepared, particularly at school. She can wear a pantiliner daily to protect her underwear from discharge and light period flow while helping her feel protected, confident and fresh. She can also put together a locker or backpack “emergency kit.” Using a fun, small bag, include a pantiliner, a pad and a clean pair of underwear. That way she has what she needs on hand, especially around the days she expects her period to start.

Use the Demonstration Directions for the Always® pad included in your kit. Help her see how pads open, attach, and absorb, as well as how to discard.
HERE ARE SOME FEMININE PROTECTION FACTS:

• Today, many pads are thin, but still as absorbent as thick pads. Pads with wings help keep the pad in place and help prevent leaks.

• Pads provide period protection for different levels of flow and coverage. That’s why pads come in different shapes, lengths (including overnight) and absorbencies (protection levels).

• Pantiliners are great for helping you feel clean every day. They can also help you remain confident when you’re not sure when your period is coming and at the end of your period when flow is light.

• Tampons give internal protection and are used for menstrual protection only. Your desired form of protection is often a matter of preference, but tampons are ideal for activities such as swimming or other sports, depending on what you prefer.

• If you are using tampons, pantiliners are a good backup while you practice using tampons.

CHOOSING PANTILINERS AND PADS

Pantiliners

CLASS TIP: Most pantiliners are smaller and thinner than a pad; they are used for absorbing perspiration, vaginal discharge, for light period days, as a tampon backup, and to avoid surprises when your period is irregular. Similar to pads, pantiliners are also available in different lengths and absorbencies. Pantiliners can be part of your daily hygiene routine to help keep you feeling clean and confident.

Pads

CLASS TIP: Different pads are used during your period to absorb your menstrual flow. Flows can fluctuate from heavy to light. That’s why pads come in different shapes, lengths and absorbencies.

**Always Radiant**® and **Always Infinity**® – A super-absorbent thin pad made with a super-soft cover and unique material that feels incredibly light. Look for the Always Radiant and Infinity pads in a box.

**Ultra Thin** – A thin pad that provides great protection and comfort without the bulk of a maxi pad. Look for the green Always® bag.

**Maxi** – A thicker pad with a close body fit and gentle, panty-hugging shape for comfort. Look for the blue Always® bag.

Always pads are numerically sized 1 through 5 so that she can find the best pad for her flow and panty size. The Always My Fit sizing chart on the top of every Always pack can be used to find her right fit. Check it out here:

![Always My Fit Sizing Chart](chart.png)

Always.com

For help choosing the right feminine protection, girls can visit **Always.com**. Click on “Shop Products” in the top toolbar.

**Bin it – DON’T FLUSH IT!**

When you are ready to change your pad, be sure to dispose of the pad properly.

1. Fold it up and wrap it in toilet paper or a wrapper from your new pad.

2. Never flush pads or wrappers; it is bad for the environment and could flood the toilet. Put them in the trash when you’re done.
CHOOSING TAMPONS

• Change tampons regularly, about every 4 to 8 hours.
• Although a tampon can be worn for up to 8 hours, never leave a tampon in for longer than 8 hours.
• Always use a tampon with the lowest absorbency necessary for your flow.
• Choose a tampon with a higher absorbency if a tampon has absorbed as much as it can and has to be changed in less than 4 hours.
• Try a tampon with a lower absorbency if the tampon still has lots of white patches when it is removed after about 4 hours.
• Some students may have questions or concerns about Toxic Shock Syndrome (TSS). Refer to page 16 for information about TSS.

Inserting tampons
Inserting and wearing tampons takes a little practice. A girl may feel a little uncomfortable when she starts to put a tampon into her body because there are nerve endings at the vaginal opening. But inserting and wearing a tampon shouldn’t be painful. If it feels uncomfortable, she probably hasn’t put it in far enough above the muscles at the opening to the vagina. This is a very common mistake. The girl can just remove it and try again with a new tampon. Advise girls that they should talk to their mothers or another trusted adult if they are considering tampons to be sure they understand how to use them and minimize the risk of TSS.

Tampax Pearl Plastic™ and Tampax Pocket Pearl plastic tampons
• Up to 8 hours of comfortable period protection
• Its LeakGuard™ Braid helps stop leaks before they happen
• The smooth, rounded-tip applicator, available in full-size and compact, and anti-slip grip allows for comfortable insertion
• Available in 5 absorbencies to match your period flow

Tampax Radiant™ plastic tampons
• Up to 100% leak & odor-free protection in full-size and compact applicators
• It comes with our quietest CleanSeal™ re-sealable wrapper for quick and easy discreet tampon disposal
• The CleanGrip™ plastic applicator is designed for incredible comfort

Tampax.com
To learn more about tampons and how to use them, visit Tampax.com’s “Tips & Advice” section.
**Toxic Shock Syndrome (TSS)**

**TSS, or Toxic Shock Syndrome,** is a rare, but serious disease that can be fatal. About half of the cases are associated with tampon use, but it occurs also in men, children and women who are not on their periods. The incidence of TSS in the U.S. is estimated to be 1 to 17 cases per 100,000 menstruating girls and women per year. The risk of developing TSS is higher for teenage girls and women under 30.

TSS is treatable, but the earlier you catch it the better. Be aware of these warning signs:

- Sudden high fever (102°F/ 38°C or higher)
- Vomiting
- Diarrhea
- Sunburn-like rash
- Dizziness
- Muscle ache
- Fainting/near fainting when standing

**TSS** can rapidly progress from flu-like symptoms to a serious illness that can be fatal. If a girl has one or more of the warning signs above, she should immediately remove her tampon and contact a doctor. Tell the doctor her symptoms, that she is using tampons and thinks she may have TSS. Also, she should make sure to consult her doctor before she uses tampons again, if she’s had TSS warning signs in the past or if she has any questions about TSS or tampon use.

Although TSS is rare, here are a few ways to reduce the risk of getting TSS:

- **Use the lowest absorbency necessary for your flow**
- **Alternate between tampons and pads during your period**
- **Look out for the warning signs above**
- **You can avoid the risk of tampon-associated TSS by not using tampons**

Even though TSS is rare, she should be aware of it.

**Period Tracker**

Everyone’s menstrual cycle is unique. Use this calendar to keep track of your unique cycle and help you prepare for your next period.

Using X’s, mark the days on which you have your period each month. Use 1, 2 or 3 X’s to show the level of flow for each day.

**X light   XX medium   XXX heavy**

Count the days from the first X of one period to the first X of the next. This is the length of your menstrual cycle. Try to work out when your next period will start. Check to see if you were right!
Physical changes at puberty for boys

The male stages of development are typically described by the five Tanner stages of genital and pubic hair growth, along with other signs of male maturation: the deepening of the voice, the growth spurt, muscle development, and the growth of facial and body hair. It is important to emphasize that each boy’s progression through the stages will be slightly different according to his own body’s timetable. Boys usually move through the stages of puberty 1 or 2 years later than girls.

**MALE STAGES OF DEVELOPMENT**

**Stage One:**
Up to ages 9 to 13
- Childhood stage; no visible signs of pubertal development

**Stage Two:**
May begin ages 9 to 15
- Testicles and scrotum grow larger
- Fine, straight hair starts growing at the base of the penis

**Stage Three:**
May begin ages 11 to 16
- Testicles and scrotum continue to grow
- Penis grows larger
- Pubic hair becomes darker, thicker and curlier
- Vocal cords increase in size, causing voice to deepen
- Height and weight may start to increase noticeably

**Stage Four:**
May begin ages 12 to 17
- Growth spurt continues
- Shoulders begin to broaden and physique becomes more muscular
- Penis grows in width as well as length
- Pubic hair coarsens and takes on a triangular shape
- Underarm hair appears
- Traces of hair may appear on upper lip and chin
- Testicles start to produce sperm; ejaculation occurs for the first time

**Stage Five:**
May begin ages 14 to 18
- Adult stage; overall look is that of a young man
- Genitals and pubic hair have an adult appearance
- Growth spurt slows down
- Facial hair growth becomes heavier
- Body hair growth, especially on the chest, may continue into the 20s
Overview of the male reproductive system

Understanding the reproductive system is as important as understanding any other organ system of the body.

Encourage students to learn this system and understand the function of each part. By becoming familiar with the male anatomy, boys can better comprehend the changes in their bodies as they grow. Require that they learn the correct terminology as well. Review pronunciation. Begin by explaining that the main purpose of the male reproductive system is to produce sperm: the male reproductive cells. During puberty, testosterone enables the testicles to start producing mature sperm for the first time. (When a sperm reaches an egg of a woman and fertilization takes place, the woman becomes pregnant with a baby.) Sperm is combined with other fluid in the vas deferens to make the seminal fluid, which is called semen.

To explain how semen leaves the body (through ejaculation), you may want to trace the path of the sperm from the testicles, through the vas deferens (sperm duct), seminal vesicles, prostate gland and urethra. Define erection and ejaculation. Be sure to explain that urine also leaves the body through the urethra, but never at the same time as semen.

**Epididymis** – Tube at the back of each testicle that carries sperm to the vas deferens (sperm duct).

**Foreskin** – This fold of skin covers the end of the penis. Not all boys have a foreskin because in some cultures it is removed (an operation called circumcision) when a baby boy is only a few days or weeks old. Uncircumcised boys and men pull the foreskin back and wash under it as part of daily hygiene.

**Penis** – Male sex organ; also used to urinate.

**Prostate gland** – Gland next to the bottom of the bladder; it forms a fluid that combines with sperm and a fluid from the seminal vesicles to make semen.

**Scrotum** – Sac of skin that holds the testicles, just underneath the penis.

**Semen** – Also called seminal fluid; it’s a white, milky liquid that carries sperm out of the penis during ejaculation.

**Seminal vesicles** – Two glands on either side of the bladder that secrete seminal fluid.

**Sperm** – Male reproductive cells.

**Testicles** – Also called the testes, two oval-shaped organs that are contained in the scrotum. They produce the male hormone testosterone and sperm.

**Urethra** – Tube that carries urine and semen out of the body, but not at the same time.

**Vas deferens** – Tubes in which sperm is combined with other fluids from the prostate gland and seminal vesicles to make semen.
Puberty experiences for boys

Whether or not you discuss the “Male Stages of Development,” you may want to review these changes and discuss areas of concern for boys. Testosterone triggers a number of physical changes for boys. These changes take place over a period of 4–5 years and usually happen in this order:

• The scrotum, testicles and penis will become larger.
• Curly hair will begin to grow in the pubic area around the base of the penis.
• The voice will deepen. (Boys may experience voice “cracking” or changing pitch in mid-sentence. That’s because the vocal cords are growing, too.)
• Boys may notice that sometimes their feelings about things change without any apparent reason. One day they may be in a great mood, and the next they may feel irritable or supersensitive.
• The first ejaculation of semen will occur.
• There will be a rapid increase in height. This is what’s often known as the “growth spurt.” A boy may shoot up several inches in a relatively short time and may feel like he’s all arms and legs for a while. Boys and girls may experience “growing pains”: occasional dull aches—usually in the legs and often in the morning or evening—that result from the strain their vigorous daytime activities put on growing muscles and bones. Perfectly healthy children have them, and there’s usually no need to reduce their activity. In addition, boys’ muscles will develop, the chest will become broader, and weight gain will probably occur.
• Hair will begin growing under the arms and become darker and longer on the legs, and then coarser hair will appear on the upper lip and chin. Hair may also grow on the chest, although this may not happen until well into the 20s.

COMMON QUESTIONS

Areas of frequent concern for boys are nocturnal emissions and involuntary erections. Let students know that these are common during puberty.

• Wet dreams, also called “nocturnal emissions,” happen to boys going through puberty. This is when ejaculation unknowingly occurs during sleep. It’s not necessarily because a boy is dreaming about sex. He may find wet semen on his pajamas or sheets when he wakes up. Wet dreams can be embarrassing, but they are also perfectly normal.
• Involuntary erections are also perfectly normal. An involuntary erection is when an erection occurs for no apparent reason. A boy doesn’t have to be thinking about sex or anything in particular. This can happen without warning as a boy reaches puberty, but it’s not always noticeable, and it will go away as the muscles at the base of the penis relax and allow the blood to leave the penis, so that it gets smaller and softer again.
• Boys may also wonder about penis size. Penises, like other body parts, come in different shapes and sizes. Some are smaller, some are larger, but the size of the penis is not related to the size of other body parts. And the size of the penis has nothing to do with masculinity or fertility.
Helping skin stay clear

The appearance of blemishes and pimples during puberty happens to 8 out of 10 young people. It’s one more worry that affects how they feel about themselves. Yet, by understanding the causes of acne and the appropriate steps to control skin breakouts, young preteens can gain confidence about meeting this challenge.

During puberty, changes in the skin that take place are caused by body hormones. The sebaceous or oil glands in skin become enlarged and more active, producing excess amounts of an oily substance called sebum. Oil glands are in the skin throughout the body, but there are more of them on the face (especially across the forehead and down the nose and chin, often called the T-zone), neck, shoulders, upper chest and back—the areas where pimples and acne are most likely to appear.

Skin problems begin beneath the surface of the skin in the underlying dermis. The dermis contains nerve endings, sweat glands, sebaceous glands and hair follicles.

Normally, oil produced by sebaceous glands flows up through the hair follicles or pores to the skin’s surface. When the amount of oil increases, it can combine with dead skin cells within the follicles to clog pores. This blockage, also called a plug, allows acne bacteria to develop.

Plugs exposed to air appear as blackheads. It’s not dirt that makes blackheads dark. Whiteheads are closed plugs. They are the more serious of the two because they can become inflamed.

Anyone who has ever had a pimple appear just at the wrong time knows how frustrating it is that it can’t be banished overnight. Young preteens may be short on patience, but learning to take care of skin over time is the best defense against acne. Encourage students to talk to an adult about finding the right product for him or her. As a guide, students can try following a Clean, Prevent and Treat routine to help achieve clearer skin and learn to better manage acne breakouts.

CLEAN

To help get rid of everyday dirt and oil on their face, young preteens should wash their face gently twice a day with soap or cleansers, which can be medicated or non-medicated. Scrubbing hard only aggravates breakouts. Young preteens who wear makeup or who have blackheads may benefit from deep cleansing with a special cleanser containing salicylic acid. This helps prevent clogged pores that can lead to acne.

PREVENT

• To help prevent pores from becoming clogged, use a salicylic acid product all over the face two times a day to help prevent pimples.
• Use moisturizer to keep skin hydrated. Dry skin forces the body to produce more oil, which can lead to more acne.

TREAT

Despite young preteens’ best preventative efforts, some stubborn pimples may still form. To help get rid of existing pimples, young preteens should use a medicated treatment containing benzoyl peroxide. It works to unclog pores and helps eliminate pimples fast. There is no stronger acne fighting medication available without a prescription.

Use products correctly. Young preteens should follow product directions carefully. Individual routines may need to be adjusted to take into account individual sensitivities. Care should be taken not to over-dry or over-treat skin. For example, some young preteens may be sensitive to a combination of salicylic acid and benzoyl peroxide. If skin should become dry, red, itchy or flaky, treatment frequency should be reduced.

Do not squeeze, pick or pop! This can cause inflammation to spread under the skin.

A young preteen who has serious acne or whose skin does not improve after a month of regular treatment should be encouraged to see a family physician or dermatologist. Dermatologists can usually treat even the most serious cases of acne.
Perspiration and body odor

Your students may not know they are beginning to sweat differently. The human body has eccrine and apocrine sweat glands. The eccrine glands produce clear, odorless sweat and have been active since birth. They are located all over the body to help control body temperature and help eliminate water, salt and other waste products by releasing perspiration through pores.

At puberty, the apocrine glands (located primarily under the arms and in the genital area) become active. Emotions like tension, nervousness and excitement stimulate these glands to produce a milky-looking perspiration, causing body odor when it comes into contact with bacteria on the skin.

NEW ROUTINES FOR PRETEENS

**Daily bathing** – The first step in helping control perspiration odor is regular bathing with soap and water. Washing removes dirt and oil from the skin and reduces the bacteria that can lead to body odor.

**Deodorant/antiperspirant** – The second step in controlling perspiration odor is using a deodorant or deodorant/antiperspirant.

- **Deodorants**: counteract odor and help you smell good.
- **Antiperspirants**: reduce perspiration and underarm wetness—and since these are the main cause of body odor, antiperspirants actually help prevent odor before it starts.

Deodorants and deodorant/antiperspirants come in a variety of scents and forms. Students should talk to their parent about choosing the right product for them based on the level of effectiveness and how the product feels. Generally, the most effective forms in order are: soft solid, solid, roll-on, and aerosol. All antiperspirants are deodorants, but not all deodorants are antiperspirants.

**Changing sweaty clothes** – Many times, students believe that if their bodies are clean they won’t have body odor. However, body odor can be held in the clothes they wear. Remind them that after a bath or a shower, they should put on clean clothes, including undergarments and socks.
Hair care

At puberty, students’ hair can become oilier, thicker, coarser—even curlier or straighter. It is important to develop a regular routine for taking care of their hair and scalp, just as they do for their body. Shampooing regularly helps remove deposits such as dirt, skin oils, and styling products.

Dandruff 101: Many people experience dandruff for the first time in puberty, when their body’s hormones change and the production of scalp oils is increased. Some students may experience irritation on their scalp that causes changes in the skin, creating itchiness, dryness and redness. This is dandruff, the scalp’s response to irritation.

If students develop scalp flaking or itching issues, encourage them to talk to their parent about using a dandruff shampoo and follow the product directions to help prevent dandruff and keep the scalp clean and healthy.

Oral hygiene

Students should be reminded that overall oral hygiene is very important at all ages. While continuing to try to prevent cavities, they are probably beginning to face new challenges such as maintaining fresh breath and dealing with braces. These pointers can help keep students on the track to proper oral care and good oral hygiene.

Brush teeth and tongue at least twice a day with a fluoride toothpaste. Brushing removes plaque and reduces the amount of bacteria in the mouth. Bacteria in the mouth multiply quickly. When teeth and gums aren’t cleaned regularly, the volume of bacteria in the mouth increases. Students with braces should pay special attention to cleaning their teeth. Cleaning that is not thorough allows food to collect around wires or plastic, causing splotched teeth or tooth decay.

Clean between teeth with dental floss to remove food stuck between teeth. Healthy gums should be pale pink, but may vary from person to person.

Use mouthwash to provide additional help in controlling bad breath.

Visit a dentist at least twice a year for a checkup and professional cleaning to remove plaque from below the gums, even if they have been brushed regularly. Students should be reminded that caffeinated drinks, such as soda, can stain teeth, among other negative health effects.

Avoid sugary or starchy foods. Although students likely snack on foods containing sugars or starches, these kinds of foods increase the production of acids that attack tooth enamel. Encourage them to consider alternatives like plain popcorn or raw vegetables as they don’t produce acid and offer other health benefits.

### Personal Hygiene Quiz: Ask these questions orally in class.

1. Apocrine glands produce odor-causing sweat in which part of your body?
   - a. underarms
   - b. scalp
   - c. hands
   - d. feet

2. These products help reduce odor caused by sweating:
   - a. antiperspirants
   - b. deodorants
   - c. all of the above
   - d. none of the above

3. To reduce body odor, you should:
   - a. wear the same clothes for a couple of days
   - b. skip the deodorant sometimes
   - c. bathe regularly with soap and water
   - d. all of the above

4. Sweaty clothes that haven’t been washed recently:
   - a. are fashionable
   - b. can make you smell bad
   - c. have nothing to do with cleanliness
   - d. help you make friends

Answers to Personal Hygiene Quiz: 1. a, 2. c, 3. c, 4. b
Commonly asked questions

QUESTIONS GIRLS ASK

Why do we go through puberty?
All the changes you experience during puberty are to prepare your body to reproduce—have a baby—one day, if you want to accept the responsibilities of parenthood.

What is a period?
A period is when you shed tissue, fluid and blood (also called menstrual discharge) from your uterine lining. Each month, a soft lining thickens inside your uterus (womb). If you become pregnant, this lining is needed to look after and nourish the growing baby. If you don’t become pregnant, this lining is not needed, and most of it leaves your body through your vagina. This monthly process is called menstruation. It is a sign of a normal and healthy body and is nothing to worry about.

How long does a period last?
It lasts for a few days—usually somewhere between 3 and 7 days.

How often will I have a period?
Most women have a period each month. The average time between periods is about 28 days, but for some women it can be less, and for some it can be more. Anywhere between 21 and 35 days is normal.

When will I start having periods?
Most girls start having periods between the ages of 9 and 16. There is no “right” time—your periods will start when your body is ready. It might be reassuring to talk to your doctor if you have not experienced any of the changes of puberty by the age of 16, or if your breasts and pubic hair have started to grow but your periods haven’t started by the age of 16.

Will it hurt when I have a period?
Usually not—it’s not like losing blood from a cut or a wound. Some girls or women hardly notice any discomfort during a period. Others might have what are called “period cramps.” These are usually an ache or cramp in the lower abdomen, or sometimes in your back or along your inner thighs. Period cramps are nothing to worry about—they are a normal part of having periods.

Some ways to ease period cramps:
• Try a warm bath
• Hold a heating pad on your lower abdomen
• Light exercise

If cramps continue to be a problem for you, make sure you check with an adult before taking any kind of medication.

What if I have my first period when I’m at school?
Virtually all girls are taken by surprise when they get their first period—even if they are well-informed—so don’t worry. It’s probably a good idea to carry a pad and a clean pair of underwear in your bag just in case. If you don’t have a pad, it’s fine to use some toilet paper or tissues if you need to. Ask a friend, a school nurse or a teacher to help you—no one will mind. Most schools keep some spare pads for times just like this. (And any stains in your underwear will soon wash out with cold water and some soap.) Remember—it’s something that every adult knows about, and no one will mind helping you.

Will I always have periods?
All women have periods from puberty until they are about 50 years old. At around this age, women’s bodies go through another change called menopause. At this time, the ovaries stop releasing eggs and the menstrual cycle comes to a stop. The only other time you will not have periods is if you become pregnant. Then, instead of leaving your body through the vagina, the lining of the uterus stays where it is and grows to nourish the baby as it develops.

Who can I talk to if I have some worries?
It’s always good to talk to someone about your worries. The best person to talk to is probably your mom or perhaps your dad. But if you don’t feel comfortable talking to them, sometimes another older person such as an aunt, a teacher, a school nurse or a friend’s mom can help a lot. Older sisters can be very useful, as can friends at school—especially if they have already started puberty themselves.

Will I lose much blood during my period?
The amount of blood in the menstrual fluid varies from woman to woman and from day to day during the period. A period usually ends quite lightly, with most menstrual fluids lost in the first few days. Even then, it doesn’t come out very quickly. You lose about 4 to 12 teaspoons of menstrual fluid during your period, but only a small amount of it is blood. It might look like a lot, but it’s not as much as you think. Your body contains more than 5 quarts of blood, so it doesn’t miss the little bit you lose during a period and quickly makes up for it.

Will anyone notice when I have my period?
No, not unless you tell them!
Is there anything I will not be able to do when I have my period?
No—having a period is a normal and healthy part of being a woman. It doesn’t have to stop you from doing the things you usually do. You can still go to school, help at home, see your friends, play sports—whatever you want. If you want to go swimming, you can use a tampon. It’s a good idea to get into the habit of changing your tampon before and after you go swimming.

Is it okay to have a bath or a shower when I have my period?
Definitely. During your period is the most important time to keep yourself fresh and clean.

Which are the best products to use?
There is a wide range of feminine protection products available, but there is no right or wrong answer to questions about which product you should choose. Some women prefer pads, some prefer tampons, and some like to use pads on some days and tampons on others. Why not try different options to find out what suits you best?

What is TSS?
Toxic Shock Syndrome (TSS) is a rare but serious illness associated with tampon use. If you suddenly have a high fever and feel sick during your period, remove the tampon and see your doctor. Remember to change your tampon every 4 to 8 hours and select a tampon with the minimum absorbency to control your flow.

How does a tampon work?
A tampon is worn inside your body in the vagina. It soaks up the menstrual flow internally. It is made of soft, flexible material compressed into a small, cylindrical shape with a cord fastened securely to it. The cord remains outside your vagina, so you can remove and dispose of the tampon easily.

What is premenstrual syndrome?
Premenstrual syndrome, or PMS, is the name given to symptoms some girls experience 1 to 14 days before their period begins. These symptoms are physical and/or emotional and include breast tenderness and feeling moody or sad. It’s quite normal to feel a bit up and down at times, especially with all these changes going on. Emphasize that not all girls experience PMS.

Why do I feel all heavy and awkward?
Before your period your body sometimes stores more water than usual, which can leave you feeling bloated. It’s also normal to feel a bit clumsy during puberty—that’s because you’re growing and changing so fast.

Is it normal to put on weight during puberty?
Definitely. An adult woman has more body fat than a young girl. You are meant to put on weight during puberty because your body is growing. As well as getting taller, you will get wider in your hips, and your breasts will get larger and fuller, so gaining some weight is normal.

Should I go on a diet?
Puberty is not a good time to limit the amount of food you eat. You are meant to put on weight during puberty because your body is growing. You are likely to put on more weight than your body needs only if you don’t exercise enough—or if you eat too many fatty and sugary foods.

How do I choose a bra that fits?
Most shops that sell bras have specially trained women who can help you. They will measure you properly and help you choose the bra that fits you best. There are lots of different ones to choose from, so you’re bound to find one you like. Your mom or a friend can help you. You will need to choose several new bras over time as your breasts grow. (See pages 8–9 in the Girl’s Guide.)

Why do we sweat?
When you get hot from exercising or even being put in a stressful situation, like speaking in front of your entire class, your core body temperature goes up. When this happens, the brain sends a message to the body to cool you off. How does it cool you off? By sweating.

Does everyone sweat?
Yes. It’s your body’s natural way of maintaining your core temperature and keeping your body from overheating.
QUESTIONS BOYS ASK

Is it normal to put on weight during puberty?
Definitely. An adult man has a broader and more muscular body than a young boy. Puberty is not a good time to limit the amount of food you eat. You are meant to put on weight during puberty because your body is growing. You are likely to put on more weight than your body needs only if you eat too many fatty and sugary foods and don’t exercise enough.

When will I need to shave?
It depends on how soon your facial hair appears and how thick it becomes, as well as your personal preference. Generally, heavy facial hair doesn’t develop until later in puberty, maybe not until you’re 16 or older.

Help: I think I’m growing breasts!
There’s no need to worry. It’s normal for 60% of boys to have some swelling around the breasts and nipples. This area can also feel a bit sore. It is called gynecomastia, and it won’t last for long and will soon go away on its own.

Why do we sweat?
When you get hot from exercising or even being put in a stressful situation, like speaking in front of your entire class, your core body temperature goes up. When this happens, the brain sends a message to the body to cool you off. How does it cool you off? By sweating.

Does everyone sweat?
Yes. It’s your body’s natural way of maintaining your core temperature and keeping your body from overheating.

Why is one of my testicles higher than the other?
This is quite normal. No one is perfectly symmetrical, and generally the right one is higher than the left one.

When I examined my testicles, I found a ridge down the back. Is this normal?
Yes. What you can feel is the epididymis where the sperm is stored. There is an epididymis down the back of each testicle. If you find any other lumps, you should visit your doctor to get a full checkup.

Does it matter what size your penis is?
Not at all! Penises do vary in length and shape, but not as much as you may think. Remember, the size of your penis has nothing to do with your masculinity or fertility.

Sometimes I get erections for no apparent reason, and I feel embarrassed that someone will notice.
It is normal to get erections all your life, even if you are not thinking about girls or sex. Don’t worry that someone will notice—erections are not as noticeable as you think. Try to ignore the erection, and it will go away again on its own.

Do men stop having erections when they get older?
No. If a man is healthy, he can have erections all his life.

I have been having wet dreams for 3 years now. Will they ever stop?
You will experience wet dreams less frequently once your body has been through puberty. Generally, as you grow older, you will have more control over your body. Some boys experience wet dreams regularly, while others have very few. It is nothing to worry about.

When do I need to wear a jockstrap?
This is a personal decision. As your body changes, you may be more comfortable with an athletic supporter when you run or participate in other sports. In some sports, boys and men wear a plastic cup to protect the genitals. It can be very painful to be hit on the penis and testicles. Check with a parent, your coach or a physical education teacher if you have questions.
Video discussion guide

The Always Changing® and Growing Up Video is designed to give students a base of knowledge about the puberty experience. It can be shown co-ed or separately to girls and boys. Look for opportunities in the way students respond to pose thoughtful questions and to provide factual answers to concerns or questions they may have. Below are some general questions related to the video content to help engage all students in comfortable dialogue.

QUESTIONS FOR ALL STUDENTS

What did you learn about how puberty affects personal hygiene?
What are the physical changes in the body for boys/girls during puberty?
Who can you turn to to ask questions about puberty?
What are some of your new hygiene responsibilities now that you are an adolescent?
What are the physical changes that make these hygiene responsibilities necessary?
Does everyone go through puberty at the same time? Why not?
Explain that everyone develops at a different rate and that it is normal.
Why do you need deodorant or antiperspirant now while you didn’t a few years ago?
Emphasize activation of new glands and importance of keeping clean.

QUESTIONS FOR GIRLS

What are the physical changes that girls go through during puberty?
Acknowledge that the female body is getting ready for sexual maturity.
Why do women and girls menstruate?
Explain that this process prepares the body for pregnancy.
What are the signs your body is preparing for your first period? About how often do most girls have a period?
How can you predict when you will get your next period?
Emphasize that periods may not be on a regular schedule for a while.
If you have cramps during your period, what are some things you can do to feel better?
Explain what girls can do to help ease cramps.
Why do some girls get their first period earlier than other girls?
Explain that girls do not all develop exactly at the same time and that some girls may start their periods sooner.

QUESTIONS FOR BOYS

What are some common signs of puberty in boys? Why do these changes happen?
Explain that the body is preparing for sexual maturity and that everybody goes through changes.
Do all boys develop at the same rate? Why not?
Explain that boys do not all develop at the same time and that every boy starts puberty according to his own timetable.
Describe some of the things that can happen as a result of puberty changes that you might not expect (e.g., voice cracking, wet dreams, etc.). Are these normal?
Help boys understand the changes during puberty and emphasize that these are normal.
Why are girls often taller than boys in middle school?
Acknowledge that girls tend to begin puberty sooner than boys, but boys “catch up.”
Girls pretest
For each of the statements below, select the best answer from the choices given.

1. Puberty involves physical and emotional changes.
   True / False

2. To help bust body odors, shower and apply deodorant once a week.
   True / False

3. For most girls, puberty begins between the ages of 8 and 13.
   True / False

4. On average, the menstrual flow lasts 3 to 7 days.
   True / False

5. You should not bathe, exercise or swim when you have your period.
   True / False

6. Periods always come on a regular schedule.
   True / False

7. Everybody can tell when you are having your period.
   True / False

8. You should change a pad every 3 to 4 hours.
   True / False

9. The changes that happen to you during puberty usually happen:
   a. overnight
   b. gradually, over a few years
   c. on your 11th birthday
   d. in two weeks

10. During puberty, girls:
    a. develop breasts
    b. have their periods
    c. grow hair under their arms and in their pubic area
    d. all of the above
Girls posttest

For each of the statements below, select the best answer from the choices given.

1. You can’t participate in any activities when you have your period.
   True / False

2. Menstruation occurs when the lining of the uterus is shed.
   True / False

3. Menstruation is the same thing as having your period.
   True / False

4. Periods always come on a regular schedule.
   True / False

5. During your period, you will lose about 2 cups of blood.
   True / False

6. Estrogen causes the changes that happen to your body during puberty.
   True / False

7. Feminine protection products should be selected based on your flow.
   True / False

8. Showering daily and using an antiperspirant/deodorant can help me smell fresh.
   True / False

9. Estrogen is:
   a. a sweat gland
   b. an emotional reaction to puberty
   c. the primary female hormone
   d. the primary male hormone

10. An average menstrual cycle is:
    a. 28 days
    b. 3 days
    c. 7 days
    d. 50 days
Boys pretest

For each of the statements below, select the best answer from the choices given.

1. For most boys, puberty begins between the ages of 10 and 17.
   True / False

2. All boys start shaving during puberty.
   True / False

3. Mood swings are often a part of puberty.
   True / False

4. To help smell fresh, shower and apply deodorant once a week.
   True / False

5. During puberty, your voice may “crack” because your vocal cords are growing.
   True / False

6. Wet dreams are abnormal.
   True / False

7. Changes that happen during puberty usually happen at once.
   True / False

8. Puberty involves physical and emotional changes.
   True / False

9. For most boys, during puberty:
   a. voice deepens
   b. body grows taller and more muscular
   c. hair grows under arms, on the face and in the pubic area
   d. penis and testicles grow larger
   e. all of the above

10. One body change that happens to you during puberty is:
    a. you sweat less
    b. you sweat more
    c. your body naturally smells better
    d. you eat less
    e. all of the above
Boys posttest
For each of the statements below, select the best answer from the choices given.

1. During puberty, some boys may have emotional ups and downs.
   True / False

2. All boys start shaving during puberty.
   True / False

3. Wet dreams are abnormal.
   True / False

4. During puberty, your voice may “crack” when you are talking. This is because your vocal cords are growing.
   True / False

5. Physical changes in boys occur as a result of estrogen.
   True / False

6. Showering daily and using a deodorant are the only ways to fight body odor and wetness.
   True / False

7. Testosterone is:
   a. a sweat gland
   b. an emotional reaction to puberty
   c. the primary female hormone
   d. the primary male hormone

8. A growth spurt means you may grow several inches at once and that is normal.
   True / False

9. Semen is a fluid that contains sperm.
   True / False

10. Sperm are made in the:
    a. pituitary glands
    b. penis
    c. scrotum
    d. testicles
Dear Parents:

Our class is about to study an important lesson on the early stages of puberty which many fifth/sixth graders are beginning to experience.

The Always Changing® and Growing Up Program helps both boys and girls:

- Understand the physical and emotional changes they experience during puberty, and acknowledge these changes as a normal part of growth and development.
- Learn the physiology of their bodies and correct terminology for parts of the reproductive system.
- Understand that personal hygiene is each individual’s responsibility.

In addition, the program helps girls:

- Understand the menstrual cycle.
- Understand what to expect during a period.
- Learn how to manage periods while continuing with normal activities.

The Always Changing® and Growing Up Program is based on national research and consultation with school nurses, health educators, parents and medical professionals. It has been a trusted resource for over 30 years and has been taught to millions of students nationwide. It is provided as a free educational service to our school by P&G’s brands: Always® feminine protection products, Tampax® feminine protection products, Secret® deodorants & antiperspirants, and Old Spice® body wash, deodorant & antiperspirants.

We will begin the program on ______________. Please sign and return this letter by ______________, indicating your permission for your child to participate in the lessons.

If you have any questions about the Always Changing® and Growing Up Program, or if you would like to review the program materials in advance, please call me at _______________________________________________________.

☐ If you would prefer Spanish language materials, please check this box.

☐ Si prefiere los materiales en idioma español, por favor, marque esta casilla.

Thank you very much for your interest in this important education program.

_______________________________      has my permission to participate in the Always Changing® and Growing Up Fifth/Sixth Grade Puberty Education Program.

☐ does not have my permission to participate.

_______________________________

(student’s name)

_______________________________

(parent’s signature)

_______________________________

(date)
Other resources

BOOKS:

My Little Red Book – a collection of short stories about first periods from girls and women of all ages around the world, Rachel Kauder Nalebuff, 2009


My Body, My Self, Lynda Madaras and Area Madaras, Newmarket Press, 2009


The New Teenage Body Book, Kathy McCoy, PhD, and Charles Wibbelsman, MD, Putnam Publishing Group, 1992


What’s Happening to Me? Peter Mayle, Carol Publishing Group, 2000


Growing and Changing: A Handbook for Preteens, Kathy McCoy, PhD, and Charles Wibbelsman, MD, Berkley Publishing Group, 1986


At the Threshold: The Developing Adolescent, S. Shirley Feldman and Glenn R. Elliot, Harvard University Press, 1993

It’s Perfectly Normal, Robie Harris, Candlewick Press, 2009

WEBSITES:

BeingGirl’s YouTube channel – a fun, safe place for teenage girls to watch questions answered about growing up.

always.com – Always® products and information
tampax.com – Tampax® products and information
secret.com – Secret® products and information
tampax.com – Tampax® products and information
nasn.org – National Association of School Nurses
nih.gov – National Institutes of Health
ama-assn.org – American Medical Association
healthychats.com – a site for parents to help teach their children learn about health and puberty. From pediatrician, mother and health educator Chrystal de Freitas, MD, FAAP, founder of Healthy Chats LLC, a family health education resource
Notes

The Always Changing® and Growing Up Fifth/Sixth Grade Puberty Education Program is provided as a free service by P&G's brands: Always®, Secret®, and Old Spice®.

SOURCES CONSULTED

1, 5, 9, 15 Always 2014 Confidence & Puberty Survey – on line survey with 1,300 females ages 16 to 24
4, 7 Simmons, Rachel, and Simone Marean. “Growth Mindset.” Telephone interview. 9 Apr. 2015.
Master, Allison. “Growth Mindset.” Telephone interview. 16 Apr. 2015.
To order program materials for next year, visit **pgschoolprograms.com**

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These materials have been reviewed by the American Association for Health Education and accepted as educationally appropriate.