Workshop「女生课」完整指南

30 分钟，一位老师或志愿者，一个教室，三本小册子。这份指南把流程、话术、现场禁区和突发情况都写下来了，照着做就可以。

0 课前准备（提前一天）

- **打印：**三本小册子每人一套（A3 拼版首选，A4 备选，见工具包页面「打印说明」）；课前问卷每人一张（双面：女生版 / 男生版）。
- **物料：**一个有盖的盒子或信封（收匿名纸条）；一包卫生巾；若有条件，一个热水袋。
- **人：**一位主讲（女老师 / 女志愿者为宜）；如全班一起上，再请一位老师配合管理男生区。
- **告知：**提前一天告诉学生「明天有一节健康课」即可，不必说明主题，避免孩子被家长临时叫走或被同学起哄。
- **场地：**关门，拉上靠走廊一侧的窗帘；座位可以围成半圈，但不强求。
- **你自己：**把三本册子完整读一遍；读一遍本指南第 4 节「禁区」。

1 流程（30 分钟）

0–3 分钟	发问卷，匿名填写，折好投盒。*（课前测，不讲解）*
3–6 分钟	开场话术（见右栏）+ 宣布三条规则。
6–9 分钟	发册子。只介绍三本分别讲什么，不逐页讲。
9–19 分钟	自由翻阅。每人在空白页写一个真正想问的问题，折好投盒。主讲在教室里走动，不看任何人写了什么。
19–27 分钟	抽纸条，当场回答。规则：不猜是谁写的；答不了的说「我回去查」。
27–30 分钟	收尾三句：卫生巾放在哪、疼了找谁、册子带回家。谢谢大家。

2 话术

> **开场：**「今天这节课讲的是每个女生都会经历的一件事。它和吃饭、长高一样正常。今天我们不点名、不署名、不打断，谁都可以不说话。」

> **发册子时：**「这三本小册子是你们的，可以带回家，可以给妈妈、姐姐、同学看。第一本讲它是什么，第二本讲怎么用卫生巾，第三本讲遇到突发情况怎么办。」

> **写纸条前：**「写一个你真的想知道、但一直不好意思问的问题。不用写名字。没有问题也可以写『没有』，照样折好投进来。」

> **抽到答不了的：**「这个问题问得很好，我现在不确定，回去查清楚再告诉大家。」

> **结尾：**「记住三件事：它很正常；疼可以说出来；需要卫生巾，随时来找我。」

3 如果男生也在场

- 可以一起上。问卷翻到男生版那一面，纸条规则相同。
- 开场多加一句：**「男生今天也要听，因为这件事不是女生之间的悄悄话。知道了，就不会拿它开玩笑。」**
- 回答纸条时，把男生写的问题也当成真问题来答，不区别对待。
- 若出现起哄：停下，看着全班说「这就是为什么今天要上这节课」，然后继续。不点名批评。

4 现场禁区

- 不点名问任何一个孩子「你来了没有」。
- 不让孩子当众讲自己的经历，哪怕她主动举手——可以说「谢谢你，下课后我们单独聊」。
- 不评价任何人的身体、发育快慢、胖瘦。
- 不拍学生正脸照片；若要拍活动照，只拍背影或手，且须事先取得校方与家长同意。
- 不用「脏」「不方便」「那个」等代称；就叫「月经」。
- 不猜纸条是谁写的，不把纸条带出教室；下课后当着学生的面把纸条收走并销毁或封存。

5 突发情况

- **课上有人突然来了：**安静叫到一边，给卫生巾，带去厕所，一句「这很正常，老师在」。不在全班面前说。
- **有人弄脏了衣服：**外套系在腰上先挡住；之后私下处理，不评论。
- **有人哭了：**不追问原因，让她坐到你旁边或先去洗手间；下课后单独陪她几分钟。
- **有人疼得厉害：**让她趴下或蜷着，热水袋敷小腹；半小时不缓解、伴呕吐或发烧，联系家长并送医。
- **纸条里出现超出范围的内容**（如提到被伤害）：不当众读，不当众回应；下课后立刻交给班主任或校方负责人，按学校流程处理。
- **投影坏了、材料没到：**这节课本来就不需要投影。拿起粉笔，照着册子讲。

The Workshop Guide

Thirty minutes, one teacher or volunteer, one classroom, three booklets. This guide writes down the flow, the script, the red lines and what to do when something goes wrong. Follow it as it is.

0 Prepare the day before

- **Print:** one set of the three booklets per student (A3 imposition preferred, A4 as backup — see "Print instructions" on the toolkit page); one questionnaire per student (double-sided: girls / boys).
- **Materials:** a box or envelope with a lid (for anonymous slips); a pack of pads; a hot-water bottle if you can.
- **People:** one lead (ideally a woman teacher or volunteer); if boys attend too, a second teacher to help.
- **Announce:** just "a health lesson tomorrow". Don't name the topic — it avoids children being pulled out by parents or teased in advance.
- **Room:** door closed, corridor-side curtains drawn; a half-circle of chairs is nice but not required.
- **You:** read all three booklets once; read section 4, "Red lines", once.

1 Flow (30 minutes)

0–3 min	Hand out the questionnaire; anonymous; fold and drop in the box. *(Pre-test, no explanation.)*
3–6 min	Opening script (right) and the three rules.
6–9 min	Hand out the booklets. Say what each one is about; don't go page by page.
9–19 min	Free reading. Each student writes one real question on the blank page, folds it, drops it in. Walk around; don't look at what anyone writes.
19–27 min	Draw slips and answer. Rules: never guess who wrote it; for anything you can't answer, "I'll find out."
27–30 min	Three closing lines: where the pads are, who to go to when it hurts, take the booklets home. Thank them.

2 Script

> **Opening:** "Today is about something every girl goes through. It is as normal as eating or growing taller. Today: no names, no calling on anyone, no interrupting — and anyone may stay silent."

> **Handing out:** "These three booklets are yours. Take them home; show your mum, your sister, a friend. The first says what it is, the second how to use a pad, the third what to do when something goes wrong."

> **Before the slips:** "Write one question you've really wanted to ask but never dared. No name. If you have none, write 'none' and fold it in anyway."

> **A question you can't answer:** "That's a very good question. I'm not sure right now; I'll check and tell you all."

> **Closing:** "Remember three things: it's normal; you can say it hurts; if you need a pad, come and find me."

3 If boys are in the room

- They can join. Turn the questionnaire to the boys' side; the slip rules are the same.
- Add one line to the opening: **"Boys are listening today too, because this is not a secret between girls. Once you know, you won't joke about it."**
- Answer boys' slips as real questions, with no difference in tone.
- If there is heckling: pause, look at the whole class, say "this is exactly why we are having this lesson", and continue. Don't single anyone out.

4 Red lines

- Never ask a named child whether she has started.
- Never let a child describe her own experience in front of others, even if she volunteers — "thank you, let's talk after class."
- No comments on anyone's body, development or weight.
- No photos of students' faces; activity photos show backs or hands only, with prior consent from school and parents.
- No euphemisms — "dirty", "inconvenient", "that thing". Call it a period.
- Never guess who wrote a slip; never take slips out of the room. Collect and destroy or seal them in front of the students after class.

5 When something goes wrong

- **Someone's period starts in class:** quietly take her aside, give a pad, walk her to the toilet, one line: "this is normal, I'm here." Never in front of the class.
- **Stained clothes:** jacket tied around the waist first; handle privately afterwards; no comment.
- **Someone cries:** don't ask why; let her sit by you or go to the washroom; stay with her a few minutes after class.
- **Severe pain:** lie down or curl up, warm compress on the lower belly; no relief in 30 minutes, or with vomiting or fever — call parents and seek care.
- **A slip raises something beyond the lesson** (e.g. harm): don't read it aloud or respond publicly; hand it to the homeroom teacher or school lead immediately after class and follow the school's procedure.
- **Projector dead, materials late:** this lesson never needed a projector. Pick up the chalk and teach from the booklet.