



Scottish Government  
Riaghaltas na h-Alba  
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# Endometriosis

Learning Resource



## To begin...

We've teamed up with the Scottish Government to create these learning activities to raise awareness of Endometriosis. Start by going to: Let's Talk Endometriosis – Young Scot and reading through the information on Endometriosis.

### You will find information articles on the following:

- Living With Endometriosis
- Is My Period Normal?
- Endometriosis: The Facts
- Ways to support someone with Endometriosis
- Experiences of living with Endometriosis

These articles will help young people understand more about Endometriosis and find tips on how to support someone they may know with it as well as blogs written by young people in Scotland about their experience of living with it.

The activities in this pack will help to enhance young people's learning from these information articles. They offer the opportunity for young people to explore their thoughts and feelings around Endometriosis, challenge myths and discuss how support could be offered in different scenarios.

You will find three activities that you can use with young people to increase their knowledge, awareness and understanding of Endometriosis. The activities cover three main aims:

- Signs and symptoms of Endometriosis
- How a young person can support themselves or a friend
- Signposting to relevant support and information.

Information and guidance taken from: [Young Scot](#), [NHS Inform](#) and [Endometriosis UK](#)

## We hope that you will find these activities useful!

## Curricular Information

### **Aim:**

For young people to be able to develop an understanding and awareness of endometriosis and show knowledge of how they can support themselves and others.

### **Objectives:**

- I can identify the signs and symptoms of endometriosis through recognising the difference between myths and facts.
- I can explain how I can support myself or how I would support a friend.
- I can identify where myself or a friend can go for support.

### **Curriculum for Excellence Links:**

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a

I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand that there are people I can talk to and that there are several ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

### **UNCRC Links (applicable to everyone under the age of 18):**

Article 17 - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Article 24 - Every child has the right to the best possible health.

Article 28 - Every child has the right to an education.

## Activity 1: Signs and Symptoms

### **ENDOMETRIOSIS** **The Facts**

Use the information on [young.scot](http://young.scot) to facilitate conversations around endometriosis with young people. Provide opportunities for them to individually or collectively read through the articles and then challenge them with our endometriosis fact or false activity.

Use the table and statements on the next page to help young people to identify facts relating to endometriosis.

**Below are different options on how you can run this activity with young people:**

### **Option 1**

- Print the table and statements out and provide either individuals or pairs each with a copy.
- Young people must work together or on their own to categorise the statements into 'Fact' or 'False'. These can be stuck down on the paper.
- Once complete, hold a class discussion that focuses on the answers, provide young people with the opportunity to explain their decisions.

### **Option 2**

- Complete the activity as above, however with young people working in larger groups. This will allow for a bigger discussion around the different statements.
- Print or draw the table out on larger pieces of paper to allow for all young people to participate in the decision making.

### **Option 3**

- Work as a group to split the statements into 'Fact' and 'False'. Read out the statement and give the group time to think about what category it fits into. You can form a discussion around each statement if you would like this activity to last longer by asking the young people to explain their answers.
- If you work with younger children, label each side of the room 'Fact' and 'False'. Read the statement out, they must then pick which side the statement should go to. Go to a couple of the young people and ask them why they picked the side they are on.

## Table

<b>Fact</b>	<b>False</b>



## Statements

Beside each statement there is a box that tells you whether it is a fact or a false. If it is false, the correct information is in the corresponding box. You can use these to give to young people after the activity or use them for your own delivery of the activity.

On average it takes 8 years from onset of symptoms to get a diagnosis	Fact
If your periods are really painful, you should just get on with it	False – this can be a symptom of endometriosis but could also be a number of other conditions. Talk to your GP if you are experiencing this or any of the other symptoms listed ( <a href="#">NHS Inform</a> )
Around <a href="#">1 in 10 women experience endometriosis</a> , but it can be a reality for people of all gender identities including some young trans men and non-binary young people.	Fact
Everyone with endometriosis has the same experience	False -experiences vary from person-to-person and month-to-month.
Certain foods, drinks or travel can often make endometriosis symptoms worse for some people.	Fact
Some people have no symptoms of endometriosis	Fact
The only way to improve your symptoms is through surgery	False – NHS Inform list different treatments that may be available to you such as using a hot water bottle, pain relief, hormonal treatment, or surgery
Endometriosis is sometimes believed to be genetic	Fact – this is not always the case as the exact cause of endometriosis is not known ( <a href="#">NHS Inform</a> )
You cannot get pregnant if you have endometriosis	False – many people with endometriosis are able to get pregnant naturally. In more severe cases, scar tissue can make it difficult. Your GP can suggest extra support. ( <a href="#">NHS Inform</a> )

## Activity 2: Empathy Map

This activity will help young people to visualise what it might be like to be diagnosed with endometriosis, live with it, or support a friend or family member who has endometriosis.

By completing this activity, young people can put themselves in the shoes of someone with endometriosis. They can work individually, in pairs or as a group. This activity can finish with a class discussion of the young people's answers.

### Instructions:

- Provide each young person, pair, or group with a copy of the empathy map and one of the scenarios. You can choose how you wish to distribute the scenarios.
- They must write down in the corresponding boxes how the character in their scenario might feel in the situation, what they might be thinking, what they could say to someone or what they could do/ what their next steps could be.
- Once they have completed this, provide them with a different scenario. They must then complete this in the same way using the empathy map.
- Extension: Once each young person, pair or group has completed two empathy map scenarios, ask them to answer the following questions (this can be done as a class discussion or by individually working through them):
  1. What key differences are there between the two scenarios that you have worked on?
  2. Is there anything that may contribute to making the experience more positive for the individuals involved? This can be already mentioned or something that you think could have been done to make it more positive.



# Empathy Maps

<b>Think</b>	<b>Feel</b>
<b>Say</b>	<b>Do</b>

<b>Think</b>	<b>Feel</b>
<b>Say</b>	<b>Do</b>





### Scenario 1

Farah has been experiencing chronic period pain over the past couple of months. She has read online that this can be a symptom of endometriosis, but it could also be caused by many other things. There is a lot of information online about it and she is unsure where she should start looking to find more information. It is all a little confusing. She has heard of endometriosis and has read that this can cause bad period pain, but does not know of anyone who has it so feels that she has nobody to speak to.

### Scenario 2

Chloe has just been diagnosed with endometriosis after experiencing bleeding between her period and going to see her GP over 3 years ago. She had to go through several tests and exams, both at the GP and at the hospital. This has taken a lot of time. She has been given a list of options from her GP on how her endometriosis can best be treated. These include hormonal treatment or managing her symptoms through pain relief medication and the use of heat and comfort. Her GP has been helpful but has not given her one direction that she could go in, which has left Chloe trying to juggle a lot of different information

### Scenario 3

After a routine exam, Sam has been told that they could have endometriosis, but further tests will have to be done to get a definite result. They have had no symptoms that they can think of that would relate to endometriosis. Sam has been told that their GP will refer them to see a specialist but that it could be a long wait for an appointment and if they have any other worries to come back and see them.

### Scenario 4

Marni as just been told by her friend that they have been diagnosed with endometriosis. She has heard of endometriosis but does not know a lot about it, only that it could have something to do with your periods. Marni's friend seems upset and tells Marni that her GP has told her to look at different support groups that could be in her area. She tells her that she has been given a lot of information and does not really know what to do with it all. Marni's friend is worried that her friends will treat her differently.

# Signposting

Use our information on [young.scot](https://www.young.scot) to ensure young people have access to up to date and relevant information on endometriosis and know where to get the help that they need. Below are some simple activities that you can use to help ensure that young people are aware of the support that is available to them.

## Consolidation Activity ideas

- Young people create a poster or leaflet that signposts ways to get support and information on endometriosis. This can then be displayed in your area of work so that other young people have access to relevant information.
- Young people work in pairs to create a presentation that delivers up to date information and signposts other young people to where to get support regarding endometriosis.

## Additional support groups in Scotland

- Endo Warriors West Coast and Arran
- Endo Borders
- North Highland Women's Wellbeing Hub
- Endometriosis Support Group Fife
- Endometriosis Support Group Shetland

## Additional links to information

- [Endometriosis | The University of Edinburgh](#)
- [Ending endometriosis starts by saying it | Endometriosis UK \(endometriosis-uk.org\)](#)
- [Endometriosis | NHS inform](#)
- [Let's Talk Endometriosis – Young Scot](#)