

Understanding the Body, Day 3: Sexual Health & Hygiene

Special Education: Secondary, Lesson #18

Student Learning Objectives:

To be able to...

1. Identify three components of good hygiene
2. Identify consequences of poor hygiene
3. Understand that hygiene is a personal responsibility
4. Label and identify five hygiene tools
5. Explain how five hygiene tools are used and how frequently they should be used.

Materials Needed:

Magazines (good variety of racial, ethnic and social classes represented)

Transparencies - hygiene toolkit, breast and testicle self-exam (optional)

Hygiene tool kit. (create a classroom kit for ongoing use):

INCLUDE:

- dental care: toothbrush, toothpaste, dental floss, mouthwash
- hair care: hairbrush, comb, hair pick, shampoo, conditioner (optional)
- skin & nail care: soap, washcloth, nail brush, nail clippers, nail file, lotion, deodorant, perfume/cologne (optional), toilet paper, disposable gloves (if students require assistance with toileting), make-up, shaving supplies
- menstrual care: menstrual hygiene supplies (pads, tampons)
- miscellaneous: first aid kit and sewing kit.

Agenda:

1. Defining hygiene
2. Case study #1 - Fred
3. Case study #2- Carla
4. Hygiene toolkit
5. Cleaning Fred up
6. Clothing & hairstyle choices
7. Health considerations

Personal hygiene practices are an important indicator of the self esteem of your students. Since our society frequently judges people on the basis of their appearance, it is important for their future success in relationships and employment, that your students demonstrate appropriate skills in hygiene, grooming and clothing choice. First impressions are important!

Activities:

IMPORTANT NOTE TO TEACHERS: Some students may not have access to hygiene tools in their home: fashionable, good-fitting clothing, and grooming supplies may not be available. If this is the case for some of your students, work with your school nurse or principal to help students acquire essential materials. Grants from pharmacies or service clubs may be possible methods of obtaining supplies for your students.

“Being clean”

Use role-play or pictures to augment case studies.

“Who should clean Fred?”

1. **Defining Hygiene**

Tell students that:

“Hygiene means keeping our bodies clean and healthy”

2. **Case Study #1 - FRED**

A. Describe Fred. Project the transparency.

“Fred has just returned from a camping trip. Fred has been eating a lot of fish that he caught on his camping trip. If you look closely at Fred’s shirt, you can see fish blood from when he was cleaning the fish. Fred has not changed his clothes in three days. Fred has not had a bath or a shower in three days. Fred’s car broke down on the way home, and while he was fixing it, he spilled oil all over his clothes. Fred’s hands are filthy. Fred has not used toilet paper for three days - he has been using leaves to wipe his bottom after going to the bathroom. Fred has not shaved or washed his hair or used deodorant in three long hot summer days. Fred stinks! Fred drove into town, after his trip. He stopped at the post office to pick up his mail and saw his girlfriend, Mary. He walked over to her, and tried to give Mary a big hug. Mary screamed and ran in the other direction!”

B. Ask students:

“Can you think of why Mary acted like she did? What would you do if Fred came up to you?”

C. **Personal Responsibility for Good Hygiene.** Discuss with students that Fred is responsible for Fred. Explore with your students that each individual has a responsibility to take care of him or herself. In infancy, as babies, we are cleaned and cared for by our parents, but when we are old enough to take care of keeping ourselves clean, it becomes our personal responsibility. If Fred needs supplies or help to keep clean, he can ask for them. Who could Fred ask? Where can he get them? If your students need supplies or help to keep clean, they should ask a trusted adult.

Role-play, but be sure you don't inadvertently teach students to scratch inappropriately.

**“What should Carla do?”
Most likely answer is
“Take a shower and get clean.”**

- **For some students it may be important to use the same brand of products in this exercise, as they use at home. This will help with generalization. If this seems appropriate, call family or staff members and ask them to send specific supplies to be used in this lesson.**
- **Place all the products on a table.**
- **Point to body parts on yourself or a teaching assistant and ask students to pick out the product needed.**
- **Again, start at the head (hair) and work down so you don't miss anything.**

3. Case Study #2- Carla

A. Describe Carla.

"Carla is 18. Lately Carla has had an itching problem. Her private parts are really itchy. She has tried to be subtle about scratching, but her pubic area is really driving her crazy with how itchy it is all the time. Carla is kind of worried about her problem. It's embarrassing to be scratching private parts of your body all the time and people have been staring at her. Her supervisor at work asked her to 'please stop scratching'. Her private parts are getting sore from scratching so much."

B. Ask students:

"Can you think of what the problem might be?"
Point out that there might be simple solutions for Carla's itching problem.

- Maybe Carla needs to wash her pubic area really well - it could just be dirty.
- Maybe Carla has some kind of an infection - if so, then she should see a doctor.
- Maybe Carla's pants are too tight- that could be what's causing the irritation.
- Maybe Carla's allergic to the new kind of soap used in the laundry. She could try switching brands.

4. Hygiene Toolkit

A. Bring out your hygiene toolkit.

B. Post the Hygiene Toolkit transparency.

This body outline will provide you with a structure. Point to parts of the body and ask students

"What hygiene tools do we need to use to keep this part of our body clean and healthy?"

Start at the top of the body and work downwards. That way you'll be sure to cover everything. Be sure to include appropriate disposal of used supplies in your discussion (especially used menstrual supplies). See the menstrual hygiene page for specific teaching strategies. Also discuss douching. This practice is not necessary and can sometimes cause infections.

C. For each item in the tool kit, have students answer the following questions:

- what the item is called
- what it is used for
- how it is used
- how frequently it should be used (remember that values and needs differ here - be respectful of differences)
- approximate cost
- where you can buy it

D. Discuss advertising campaigns that seem to suggest you'll be "sexier" if you use certain hygiene products.

Be sure to point out that no specific brand of mouthwash or toothpaste or deodorant makes you any “sexier” than any other product, but that people DO find cleanliness attractive.

Model/role-play cleaning Fred - using actual supplies from previous exercise.

5. Cleaning Fred Up

Once again describe Fred.

“After his camping trip, Fred decides he is really dirty. He has not used good hygiene for the last three days and he smelled bad. He gathers his supplies and gets ready to make a change. After an hour or so, things are different! Fred has just had a hot shower using soap and shampoo. His hair is combed, he’s shaved, he used deodorant, he trimmed and filed his nails, he is wearing clean clothes and his teeth are brushed and flossed. Fred even gargled with mouthwash! Fred looks and smells great! Fred goes out for a walk. He runs into his girlfriend Mary. Mary says ‘Hi Fred!’ She smiles and gives him a great big hug.”

Look through catalogues and ask students to pick their favorite item from the page.

6. Clothing & Hairstyle Choices

A. Fashions.

Have students discuss current fashions. Have them look through current magazines (be sure to include ethnic and socio-economic variation in your magazine choices) and choose clothing and hairstyles they think are appealing. Then have them look at magazine pictures from the 1960’s or early 1970’s. Have students compare the clothing and hairstyles and discuss the differences. Point out that shirts are shirts, hair is hair, but that type and style can make a difference in the way others view us. You may want to bring in examples of contemporary fashionable clothing, and examples of clothing which is less fashionable. Compare and contrast.

Point out that if clothing is clean and mended, it will look better and be more attractive than if it is dirty and torn. Keep in mind that affordability of new clothes may be an issue for some students.

Find pictures of different weather conditions - rain, sun, snow, cloudy day. Bring samples of different kinds of weather related clothing (umbrella, raincoat, mittens and hat, bathing suit, sweater, etc). Add a thermometer, if your students will understand it. Have students pair the weather condition pictures with the appropriate gear.

B. Weather. Have students describe clothing that would be appropriate for different types of weather. You can do this in two ways. Describe a day (cold and raining, warm and sunny, snowing, cloudy and cool, 90 degrees in the shade) and have students:

- A. describe verbally the appropriate type of clothing for the weather described
- B. choose pictures from magazines of appropriate clothing - catalogues and ads are very helpful.

Role-play/model each of the healthy habits**7. Health Considerations**

Teacher Note: This is a wonderful opportunity for including a lesson on food groups and healthy food choices. Also a chance to discuss self-medication issues and taking medications as prescribed.

- A. Discuss with your students that
"There are things we can do to stay clean, and there are things we can do to stay healthy. Can you think of things we do to stay healthy?"
- B. Brainstorm a list with your students and write it on the board. Be sure to include:
1. good caring habits - healthy diet
 2. exercise - physical fitness
 3. seeing a dentist regularly
 4. seeing a doctor regularly
 5. cleaning all parts of the body
 6. get enough sleep/rest
 7. using seat belts and bike helmets
 8. not using cigarettes, alcohol or illegal drugs
 9. using over-the-counter drugs (aspirin, etc.) only when provided by a trusted adult
 10. being happy with your life

C. Breast & Testicular Self-Exams

Teacher Note: Instruction in breast self-exam and testicular self exam should be considered optional for purposes of this lesson. Teaching pictures are included for your use and for sharing with trusted adults if appropriate. Consider bringing in a nurse, doctor or educator from your local public health department to provide additional information about these preventive health care strategies.

8. Supporting Activities

- A. Consider inviting a cosmetologist, cosmetic salesperson, barber, manicurist, to volunteer time and services with your class
- B. Plan a "Good Grooming Day", where students demonstrate good hygiene and get dressed up for class. There might be a special surprise as a reinforcer - a special snack, shampoo or perfume samples, or a special visitor your students want to impress like the principal!

Dear Trusted Adult,

In class we talked about hygiene and health care. Students learned about the importance of good hygiene habits, about hygiene tools and about choosing weather-appropriate clothing.

You can support this learning by:

- Commenting on how nice the student looks when they are appropriately groomed.
- Making hygiene supplies readily available
- Having plenty of mirrors available - for checking appearance. If possible, make both a full-length mirror and several smaller mirrors available, hung at convenient heights in accessible places.
- Collecting some basic hygiene tools (deodorant, toothpaste, shampoo, soap, floss, sanitary pads, shaving equipment, etc.) and discussing how and why they are used. Also discuss whether additional items are needed.

If you have any questions or comments, please call me.

Sincerely,

Teacher, Principal or Nurse

NOTE: All Trusted Adult Exercises are Optional.

Hygiene Worksheet



What does Fred need to clean up?

Breast Self-Examination



In The Shower

In Front of a Mirror



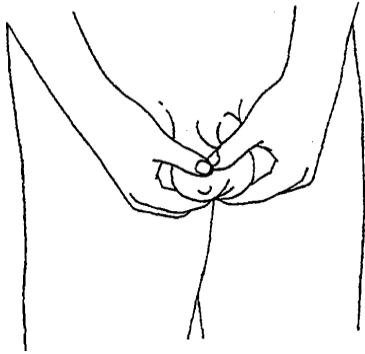
Lying down

**Another Way To
Save Your Life!**



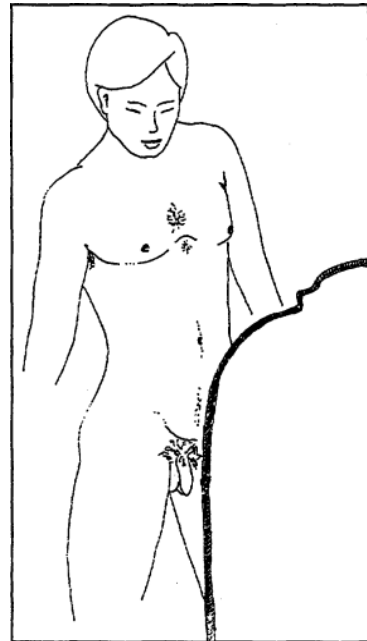
Testicular Self-Examination

Roll each testicle



Because you may save your own life!

Look in the mirror



Menstrual Hygiene Instruction

It may be helpful to instruct young women on an individual basis, about appropriate use and disposal of menstrual supplies.

The skills should ideally be taught:

1. by a trusted female adult (parent, teacher, close adult friend)
2. in context (i.e. when the young woman is having her period)
3. consistently - both at home and at school
4. using the same strategy for each cycle
5. using relevant supplies (i.e. don't teach pad/napkin use if tampons have been selected as the method of choice - even switching pad brands/types may be confusing)
6. like any other toileting skill

A few specific suggestions:

1. teach in the bathroom
2. demonstrate (fully dressed) but using a sample, a spare pair of underwear, red food coloring mixed with water, and toilet paper
3. teach the following steps using the simplest language you know
 - a. **recognizing that your period has started** (noticing blood or red on your underwear)
 - b. **cleaning up** (cold water for clothing)
 - c. **getting supplies** (where are they kept, where are they purchased)
 - d. **using supplies** (demonstrate using spare underwear and supplies)
 - e. **appropriate disposal of used supplies** (use samples, red food coloring and water mixture, toilet paper and demonstrate, folding pad so that red is inside/can't be seen, wrapping used pad or tampon in toilet paper, placing used wrapped supply in appropriate location - bags, wastebasket, etc.). Wash your hands.
 - f. **emphasize privacy** - menstrual care is a private activity, performed in private places