

HYGIENE AND THINGS

A Lesson in Hygiene

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Skill Level

- Beginner (4th-5th graders),
- Intermediate (6th-8th graders)

Educational Standards Met

- RI.4.1, RI.4.3, SL.4.1
- 6.PW.5, 8.PW.5
- 6.PW.6, 7.PW.6, 8PW6

Learner Outcomes

The learner will be able to:

- List and discuss how to have good hygiene.
- List products that can be used in helping with hygiene.

Impact

Students are successful if they can:

- Identify products to help with personal hygiene
- Identify ways to practice good hygiene

Time Needed - 20-30 minutes

Materials Needed

- Student worksheet (one per student)
- Answer key

Authors

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Introduction to Content

This lesson is the fourth lesson in a series of lessons on hygiene. Be aware that it can be difficult to discuss basic hygiene with youth. These lessons will help youth understand what hygiene is and be able to identify proper hygiene in different settings.

Terms and Concepts

Personal hygiene – Keeping your body smelling and feeling clean and healthy

Introduction to Methodology

Students will participate in an activity identifying how they can use personal hygiene products in multiple ways. They will also learn techniques for starting conversations with adults and analyze scenarios to help others improve their personal hygiene.

Opening Questions/Setting the Stage

Say, “Last time we were together, we talked about proper hygiene. Can anyone tell me what hygiene is?” Let students answer.

Then ask, “Tell me something you learned last time during our activity.” Let students answer.

Say, “Today we are going to think about ways we can use hygiene products in multiple ways and analyze scenarios where we might have an opportunity to help others learn more about practicing effective hygiene.”

Experience

Say, “As we begin, I want us to go over hygiene again. Can someone share with me an effective hygiene rule?” Let students answer. Some answers may be washing your body and hair with soap; wearing deodorant; brushing and flossing teeth along with using mouthwash; caring for and keeping nails trimmed, taking care of skin; and keeping bacteria off of body parts.

Say, “Today we are going to talk about ways that we can use hygiene products. I’m going to give you a worksheet and I want you to fill in the blanks on both sides. Then we will go over your answers.”

Pass out the student worksheet. Go over the answers. Engage in discussion related to student responses.

Strategies to Increase Student Engagement

- Tell students this is a sensitive topic and that meanness of any kind will not be tolerated.
- Allow students to discuss in groups or with a partner.
- Walk around the room to keep conversations relevant.

Teacher Notes

Share

Say, "Share with the person next to you something you learned today."

Process

Ask, "In what ways could you use the products listed on the back of your student worksheet if you were out of a different product?"

Generalize

Ask, "Going forward, what do you plan to do differently to have a more effective hygiene routine?"

Apply

Ask, "Is there someone at home you can talk with about hygiene?" It's a hard discussion but encourage students to work toward opening the lines of communication with caregivers.

Say, "Asking a parent, guardian or friend about things that are going on with your body should not be difficult. If you have a complicated relationship with this person, you can open with a joke or kid with them, but be sure they understand how important this discussion is to you."

Supplemental Information

Educational Standards Met

CCSS.ELA-Literacy.RI.4.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.4.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly.

PW.5 – Personal Hygiene 6.PW.5

Identify and evaluate basic personal hygiene needs.

PW.5 – Personal Hygiene 8.PW.5

Discuss the physical, emotional, social implications of personal hygiene.

PW.6. – Personal Hygiene 6.PW.6

Identify personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

PW.7. – Personal Hygiene 7.PW.6

Compare personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

PW.8. – Personal Hygiene 8PW.6

Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

References

<https://blackgirlrising.net/wp-content/uploads/2020/12/Teen-Hygiene-Guide.pdf>

TIPPS Life Skills

- Gather relevant information for decision-making. (HANDS)
- Follow instructions. (HEART)
- When reading, consider ideas, thoughts, information, or messages that have been written. (HEART)
- Involve oneself in helping others, demonstrate concern. (HEART)

Student Worksheet

Name: _____ Date: _____

Read the following scenarios and write down your recommendations for each situation.

1. D'Asia is playing out on the swing set and her braids keep getting tangled in her hair. What would you encourage her to do?

2. Marshall has just finished playing basketball in gym. He doesn't have time to shower but he notices he smells sweaty. What would you encourage him to do?

3. Michelle was eating corn on the cob for lunch. She has leftover corn kernels on her face, hands and shirt. What would you encourage her to do?

4. Tyson is exhausted. He's been at school for classes and then he had practice. It's 8 p.m. He just ate dinner and now he's ready for bed. What would you encourage him to do?

5. Andrea gets up in the morning and she's late for school. She must hurry to get ready. What would you encourage her to do?

Matching Activity

Choose the items in the box that would help with the situation. Identify any products that would be useful. There may be more than one you can list.

- A. You're hot and stinky. What products could you use to help with this?
- B. You have stinky breath. What products could you use to help with this?
- C. Your friend has stinky breath. What products could they use to help with this?
- D. Your hair is greasy. What products could you use to help with this?
- E. The weather is very dry outside. What products could you use to help with this?
- F. Your nails are too long. What products could you use to help with this?
- G. You need a shower. What products could you use to help with this?
- H. You have no clean socks. What products could you use to help with this?

| | | | |
|-------------|-------------------|--------------------|---------------------------|
| Conditioner | Body Wash or Soap | Cologne or Perfume | Fingernail Clippers |
| Dry Shampoo | Hand Lotion | Breath Mint | Toothbrush/ Toothpaste |
| Mouthwash | Facial Soap | Deodorant | Washcloth |
| Shampoo | Body Spray | Laundry Detergent | |

Matching Activity - KEY

Choose the items in the box that would help with the situation. Identify any products that would be useful. There may be more than one you can list.

A. You're hot and stinky. What products could you use to help with this?

Deodorant, Cologne or Perfume, Body Spray

B. You have bad breath. What products could you use to help with this?

Toothbrush/Toothpaste, Mouthwash, Breath Mint

C. You have no clean socks. What products could you use to help with this?

Laundry Detergent

D. Your hair is greasy. What products could you use to help with this?

Dry Shampoo, shampoo, body wash, or soap

E. The weather is very dry outside. What products could you use to help with this?

Hand Lotion

F. Your nails are too long. What products could you use to help with this?

Fingernail Clippers

G. You need a shower. What products could you use to help with this?

Shampoo, Conditioner, Body Sash or Soap, Washcloth

H. Your friend has bad breath. What products could you use to help with this?

Toothbrush/Toothpaste, Mouthwash, Breath Mint



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