



Title: My body: Personal Hygiene

Level: Second

Code: 2.1.5

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a	<ul style="list-style-type: none"> • Describes ways of keeping hygienic during puberty.

About this activity

Continuing this block of activities, where children learn about how their bodies change with puberty, we will now explore personal hygiene. As has been established, while the activities are clear about the terminology we will use in RSHP learning, it is important that learners feel they can use other terms to ask questions or ensure understanding, the teacher/educator should reflect back using the terms we hope the child will learn to use. While some/many of the children may not be experiencing puberty, the material around personal hygiene is relevant for the establishment of good hygiene habits.

Resources to support this activity

- Slides (Powerpoint) for white/smart-board
- 3 Large pieces of paper + 3 colours of post-its.

Activity

1. Take some time to review the previous learning in this block – remind the children that *“you have been thinking about the names for parts of our bodies, about how our body will change with puberty and also about how feelings can be very strong during puberty. Today is about the important issue of personal hygiene, something that matters throughout life, but will need more attention as our bodies change through puberty.”* Share the term *Personal Hygiene* and definition on the white/smart-board:

Personal hygiene is about keeping yourself clean, so that you can keep healthy. If you don't keep yourself and your things clean, then bacteria can grow. This can affect your oral hygiene (that's your mouth, gums and teeth). As we sweat more in puberty, this can mean our body or clothes can smell bad. This is called body odour.

2. Ask the children to think of **what parts of their body need to be kept healthy**, and some ideas about how you do this. In conversation establish whether things they do are daily habits, or as just when they become necessary. Also, clarify and acknowledge which of their hygiene activities or routines are helped by a grown up or sibling: *Does anyone help with....?*
3. Explain, “we have a few slides that talk about some of the new challenges children can face when trying to keep clean during puberty – these challenges are to do with hair, skin and body smells.” One slide at a time, check understanding or for questions:
 - **Oily hair:** Each strand of hair has its own oil gland that keeps the hair shiny and waterproof. During puberty, when the glands produce extra oil, it can make your hair look too shiny, oily, and greasy. Washing your hair every day or every other day can help control oily hair.
 - **Spots:** This can be called **acne** or pimples. You get spots with puberty because your skin gets oily. You can get spots on your face, chest, back and bottom. You need to keep your skin clean, but if your spots are really worrying you, then it’s a good idea to speak to an adult. Don’t squeeze your spots, they will get dirty and infected.
 - **Sweat and body odour:** Sweat comes from sweat glands that you have in your body. During puberty these glands are more active than before and sweat has a stronger smell. You might notice this under your arms in your armpits. Your feet and genitals might also have new smells. The best way to keep clean is to wash every day using a mild soap and warm water. This will help wash away any bacteria that make the smells. Wearing clean clothes, socks, and underwear each day can also help you to be and feel clean.
4. Ask the children to work in 2s or 3s for this task. Give them all a number of post-its, 3 colours - identify what colour matches what category. Explain that things can appear on more than one sheet. Explain that the children are to think about their personal hygiene and on individual post-its think of actions they need to take *daily, as necessary or need support for*. They can stick post-its up as they go. Have 3 posters around the room with these titles:
 - Personal Hygiene: *Things I need to do every day...*
 - Personal Hygiene: *Things I do when I need to...*
 - Personal Hygiene: *Things I might need help with...*
5. Get back together and review what’s on the posters. Acknowledge what’s common, what’s not and in particular what they might need help with and from whom.
6. To finish, review the work you have done together and ask a final question: “So, if you were to give your top tip to other children and young people about personal hygiene, what would it be?” Make a note of top tips on the white/smart-board and share later/tomorrow as a reminder of learning through this activity.

Further learning activities are available that connect to this RSHP curriculum content

- 2.1.1 Names of parts of my body
- 2.1.2 My body is changing (inc menstruation)
- 2.1.3 It's my body and I like it
- 2.1.4 Feelings and puberty

Practitioner Notes

