



**Title: My body: Personal Hygiene (V4)**

**Level: SECOND**

**Code: 2.1.4**

**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"><li>• Describes ways of keeping hygienic during puberty.</li></ul>

**Learning intentions**

- Children understand the importance of personal hygiene.

**Success criteria**

- I can describe the changes that take place with puberty.
- I understand how to maintain personal hygiene.

**Resources to support this activity**

- PowerPoint slides
- 3 Large pieces of paper + post-its.

**NOTE:** 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.

## Activity

1. Take some time to review the previous learning in this block – remind the children that they have been thinking about the names for parts of their bodies, about how their body will change with puberty and also about how feelings can be very strong during puberty.
2. Explain that today is about the important issue of personal hygiene, something that matters throughout life, but will need more attention as children's bodies change through puberty. Share the term **Personal Hygiene** and definition on the smartboard:

**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 our 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.

3. Ask the children to think with a shoulder partner about the questions posed on the slide: **What parts of their body need to be kept clean**, and some ideas about **How do we keep ourselves clean?** In feedback and 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....?*
4. Explain that there are 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. These will have likely come up in discussion, but in terms of key things, 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. Don't squeeze your spots, they will get dirty and infected.
  - **Sweat and body odour:** When puberty begins you will sweat more. Your sweat glands produce a new body odour with a stronger smell. You will notice sweat and new smells under your arms and maybe your feet and genitals. If left, odour goes stale and smells. It is important to wash your body and clothes.
  - (There is a slide about oral hygiene – just as a reminder rather than anything to do with puberty!)

5. **Our personal hygiene team task:** Ask the children to work 3s for this task. Give them all a number of post-its. *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 /things to do *daily, as necessary or need support for.* Give an example of each if it helps. *I brush my teeth every morning and at night. I put my pyjamas in the washing machine when they need to be cleaned. My gran helps me wash my hair.* They can stick post-its up as they go. Have 3 posters around the room/on the floor in the circle, with these titles:

Personal Hygiene: *Things I need to do every day to be clean*

Personal Hygiene: *Things I do when I need to, to be clean*

Personal Hygiene: *Things I might need help with to be clean*

6. 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 (acknowledging again that children will have different views and experiences).
7. **Top Tips!** Review the work you have done together and ask a final question in 3s then feedback: **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 smart-board. Having thought of their 'top tip' ask the children to work with in their 3 to make a short 'advert' or presentation that promotes their top tip. Make an impromptu TV screen they can present behind. They can make it funny or serious, presenting them in this session or through the week.

**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 Feelings and puberty

**Practitioner Notes**