

Sub-Task #8 The Importance of Personal Hygiene

Materials

Magazines
Scissors
Tin Foil
Glue
Construction Paper

Description

Students will become aware of the need for greater attention to personal hygiene when puberty begins. They will analyze their own hygiene habits and find examples of a variety of products to improve personal hygiene from media sources.

| Expectation Code | Learning Expectation |
|------------------|--|
| 5p13 | Describe the increasing importance of personal hygiene following puberty |

Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of personal hygiene information through question and answer, and in class discussions.

Formative Assessment: Performance Tasks - Assess recall of hygiene information in creation of an Art project - Mirror Reflections.

Summative Assessment: Pencil and Paper Task - Evaluate student knowledge of the increasing importance of personal hygiene following puberty, the process of menstruation, spermatogenesis and the secondary physical changes associated with puberty by giving the end of unit assessment, "Puzzled by Puberty" (see Appendices V to Y).

Teaching/Learning Strategies

1. Personal Hygiene

- Use key information to review with students the essential components of personal hygiene during puberty.
- Brainstorm with students why personal hygiene is so important during adolescence, e.g., fit in better, you feel better about yourself, peers won't make fun, keeps you healthy, acceptance, won't offend, reflects the best possible you, etc.
- Provide students with magazines and art materials.
- Instruct them to find pictures in the magazines that reflect good hygiene practices. Direct them to find bathing, deodorant, hair, dental and skin care and clean clothes.

2. Personal Hygiene Activity

- Students cut out construction paper to look like mirrors. Paste tin foil to represent mirror surface, then paste pictures of good hygienic practices on the mirror.
- Reinforce the message that taking care of their personal hygiene gives the best reflection of themselves to others.
- Distribute and evaluate “Puzzled by Puberty” (see Appendices V to Y).

Notes to Teacher

Key Information about Hygiene

- Girls and boys should be separated for these personal hygiene lessons.
- Cover the common issues of personal hygiene with the entire class and then split the class to deal with issues relating to girls or boys only (e. g., Nocturnal Emissions and Toxic Shock Syndrome).
- **Healthy Skin:**
 - Acne affects about 80% of adolescents.
 - It is not caused by uncleanness and food probably only plays a minor role.
 - Increased hormone levels stimulate the oil glands in the skin. These glands produce a substance that can block the pores and the result is blackheads and pimples.
 - Blackheads and pimples should never be picked at or squeezed as this can result in permanent scarring.
 - Almost all cases of acne can be treated successfully.
 - The treatment for acne is:
 - gently wash involved areas with a non-oiled soap and a face cloth, twice a day;
 - avoid moisturizers;
 - over-the-counter medications that contain benzoyl peroxide can be used in mild cases;
 - see a dermatologist if acne is severe and does not respond to normal treatment
- **Hair:**
 - The hormonal changes that occur during puberty can cause hair to become oily.
 - Glands are more active during puberty. The glands on the hair follicles deposit oil on each hair. This oil makes the hair shiny but it also attaches dirt to the hair.
 - Oily hair needs to be washed more frequently than dry or normal hair. If hair is very oily it should be washed every day.
 - Choose a shampoo to suit hair type. Rinse out well with clean water.

- **Body Odour:**
 - Sweating is a vital and normal process. When people sweat or perspire, the moisture combines with bacteria to create an odour.
 - The apocrine glands, located primarily under the arms and in the genital area become active at the onset of puberty. When these glands are stimulated, they produce perspiration. When the sweat comes in contact with bacteria on the skin the result is body odour.
 - This odour is often unpleasant and increases with physical activity, stress, excitement, nervousness and warmth.
 - Body odour can be effectively managed by:
 - daily showers or baths;
 - changing one's clothes daily;
 - use of a deodorant or anti-perspirant.
- **Oral Hygiene:**
 - Oral hygiene is important at all ages. In adolescence, in addition to cavity prevention there are new challenges such as maintaining fresh breath, an attractive smile and dealing with braces.
 - A clean mouth requires daily removal of plaque and food particles from between the teeth and under the gum line.
 - When teeth and gums are not cleaned regularly, the bacteria in the mouth increase.
 - Students with braces should pay special attention to cleaning their teeth because food particles around the wires can cause decay.
- **Genital Hygiene (Males):**
 - All boys need to wash the penis, scrotum and groin area daily. They must dry the area carefully to prevent jock itch (red, itchy scales on skin).
 - Boys who are uncircumcised need to pull the foreskin back to clean the head of the penis.
- **Genital Hygiene (Females)**
 - All girls need to wash their external genital area daily.

Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

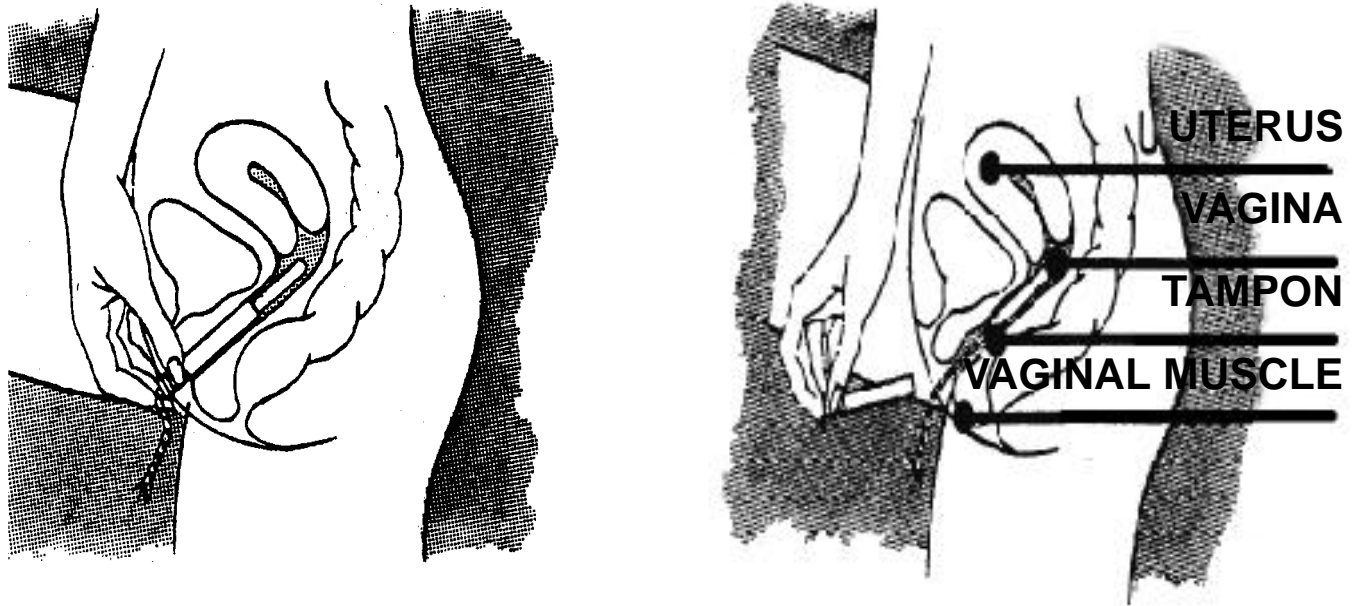
TM pp.62-67 SB pp.60-68

Appendices

| | |
|-------------------|---------------------------------------|
| Unit 4 Appendix V | Puzzled by Puberty - A - Worksheet |
| Unit 4 Appendix W | Puzzled by Puberty - A - Answer Sheet |
| Unit 4 Appendix X | Puzzled by Puberty - B - Worksheet |
| Unit 4 Appendix Y | Puzzled by Puberty - B - Answer Sheet |

Tampons and Toxic Shock Syndrome - TSS

Insertion of Tampons



What is TSS?

Toxic Shock Syndrome (TSS) is a rare, but potentially serious disease that has been associated with tampon use. In rare cases, TSS has been fatal. TSS has also occurred in children, men and women who are not menstruating. TSS is believed to be caused by toxin-producing strains of the *Staphylococcus aureus* bacterium, commonly found in several locations of the body, including the nose, the vagina, and the skin.

Although very few people get TSS, it is sensible to know the warning signs: a sudden fever of 102° F or more, vomiting, diarrhea, muscle aches, a rash that looks like sunburn, dizziness and fainting, or near fainting when standing up. A woman who experiences any of these symptoms while wearing a tampon should remove the tampon immediately and consult a doctor. She should not wear tampons again without seeking her doctor's advice. For more information, read the instruction leaflet that is in every box of tampons. The risk of TSS can be reduced by using the lowest absorbency tampon for one's menstrual flow. The risk can be reduced by alternating tampon use with pads.