The Gratiot-Isabella RESD Special Education Sexuality Education Program goals represent the knowledge and skills students should have attained at the conclusion of their K-12 educational experience.

The student:
- develops cleanliness and grooming skills
- understands menstruation and related personal hygiene
- understands nocturnal emission and related personal hygiene
- understands genital cleanliness

<table>
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<th>Objectives</th>
<th>Curriculum/Resources</th>
<th>Planning Notes</th>
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</table>
| All students:  
  - can identify appropriate clothing for specific occasions and seasons  
  - differentiate personal cleanliness from dirtiness  
  - identify for self what is good vs. poor personal hygiene  
  - perform all the steps to good grooming and identify supplies  
  - understand masturbation is a private, alone, at home behavior  
  - describe masturbation hygiene | • First Impressions Can Make the Difference: Presentation Skills to Win Respect & Influence Others  
Module 1: Hygiene  
Module 2: Grooming  
Module 3: Dress  
• F.L.A.S.H., Understanding the Body | |

Level Key:  
PPI = Preprimary (age 3-6)  
P = Primary (age 6-10)  
I = Intermediate (age 10-15)  
YA = Young Adult (age 18-26)  
T = Teen (age 14-18)
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"

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.
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.

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."

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.

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.
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?

________________________________________

________________________________________

________________________________________

________________________________________

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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

Look in the mirror

Because you may save your own life!
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
Lesson Synopsis

Review the importance of keeping the body clean. Review the goals students set in Lesson 1 of this unit. Explain and demonstrate the four parts of goal setting. Have students use the four parts of goal setting to develop a plan for doing one personal hygiene behavior better or more often. Indicate that they will track their progress for a week. Review the importance of goal setting and personal hygiene. Summarize this health unit.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time in Minutes</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
<td>Health Education Resources</td>
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<tr>
<td></td>
<td></td>
<td>• Poster Set: &quot;Keeping Our Bodies Clean,&quot; Educational Materials Center (Suggestion)</td>
</tr>
<tr>
<td>Teacher Input</td>
<td>15</td>
<td>Health Education Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poster: &quot;Goal Setting,&quot; Educational Materials Center</td>
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<tr>
<td></td>
<td></td>
<td>Teacher Manual Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Worksheet: &quot;Setting Goals for Staying Clean&quot; (from Lesson 1)</td>
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<td>Supplied by the Teacher</td>
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<td>• Pencils or pens</td>
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<td>• Writing paper (Extension Activity)</td>
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<tr>
<td>Application or Skill Practice</td>
<td>17</td>
<td>Teacher Manual Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Worksheet: &quot;My Plan for Keepin' It Clean&quot;</td>
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<td></td>
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<td>• Slide Master Set: &quot;My Plan for Keepin' It Clean&quot;</td>
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<td>• Teacher Reference—Assessment: &quot;Assessment Rubric for Skill Development: Setting a Hygiene Goal&quot;</td>
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<td>Supplied by the Teacher</td>
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<tr>
<td></td>
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<td>• Slides</td>
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<td>• Projector</td>
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<td></td>
<td>• Pencils or pens</td>
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<tr>
<td>Closure</td>
<td>1</td>
<td>Teacher Manual Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family Resource Sheet: &quot;Keepin' Clean&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Worksheet: &quot;My Plan for Keepin' It Clean&quot; (Suggestion)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td></td>
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</tbody>
</table>
## Preparation

Prior to the Lesson:
- **Decide if you want to assess** student skill development. A rubric is provided for you to use at the end of this lesson, "Assessment Rubric for Skill Development: Setting a Hygiene Goal."
- **Review** the student worksheets, "Setting Goals for Staying Clean," from Lesson 1. Make any notes you think the students might find helpful, especially in choosing a realistic goal to use for the activity in this lesson.

For Teacher Input:
- **Decide** what you will share with students as an example of a simple goal you set and achieved. You will use this example to demonstrate the goal-setting skill.

For Application or Skill Practice:
- **Duplicate** the student worksheet, "My Plan for Keepin' It Clean," for each student.
- **Prepare the three slides** from the slide master set, "My Plan for Keepin' It Clean."
- **Decide how you will form pairs** of students. (Suggestion)

For Closure:
- **Duplicate** the family resource sheet, "Keepin' Clean," for students to take home.
- **Duplicate extra copies** of the student worksheet, "My Plan for Keepin' It Clean," for students to take home to use for plans to reach a second goal later. (Suggestion)

## LESSON PROCEDURE

**Introduction:** Review the importance of keeping the body clean, and introduce this lesson on creating a personal plan to reach a goal.

### Instructional Steps

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- **Raise your hand if you remember one reason to keep your body clean.**

  *Answers: Keeping your body clean helps to prevent the spread of germs and sickness, keeps your teeth healthy and your breath fresh, prevents body odor, keeps your hair and nails clean, and makes you feel self-confident.*

  *Sounds like we are convinced!*  

  Review the "GERMS" hand-washing steps presented in Lesson 1:
  - **Get** your hands wet.
  - **Energetically,** use soap and rub your hands together.
  - **Rinse** hands.
  - **Make sure you dry** hands.
  - **Shut off the faucet with the used towel and use it to open the door.** Then, throw the towel away.

  Display the poster set, "Keeping Our Bodies Clean."
State the focus of this lesson. 

In our last health lesson, you identified things that you do well to keep your body clean and one thing you would like to do better or more often.

Today you will have a chance to create a personal plan.

Teacher Input: Review the goals students set. Explain and demonstrate the goal-setting skill.

### Instructional Steps

**Return the student worksheet, “Setting Goals for Staying Clean,” from Lesson 1.**

**Define the word “goal.”**

**Display the poster, “Goal Setting,” and explain the steps in the skill.**

**Demonstrate the four parts in goal setting by using your example.**

### Script & Detailed Directions

Review what you wrote in the star on your worksheet. Pat yourself on the back for doing so many things well.

Now look at the idea you wrote in the box. This idea is your goal. A goal is something you want to do or achieve. For our class, the goal needs to be one that can be reached in one week.

Give students an example of a simple goal you set and achieved. Use this example as you demonstrate the goal-setting skill.

You can change your idea, if you wish, before we begin working on our goals.

Now let’s work on a plan to reach the goals. Goal setting has four parts. The first part we have already done.

- **Develop a clear, realistic goal.** A goal is realistic if it is possible for the person to reach it.

Now let’s work on a plan to reach the goals. Goal setting has four parts. The first part we have already done.

- **List steps for reaching the goal,** including when you will act on the steps, any materials you will need, and who can help.

We’ll do that in a minute. The last two parts happen as you try to work towards your goal.

- **Keep track of how you are doing** and make changes if you need to.
- **Evaluate if you met the goal.**

Let’s talk about this with an example. My goal was [name the goal you stated earlier].

### Extensions & Suggestions

- Have students discuss or write about goals they have already achieved, even if they didn’t think of them as goals at the time. How did they reach their goal? How could the goal-setting skills they learned help them reach other goals? What other goals would they like to achieve?

- If you think it will help students understand your demonstration, write brief notes on the board about the first and second parts of goal setting. Show the clear wording of the realistic goal you chose, and list the steps for reaching it. Also write down the deadline or frequency, list of materials needed, and ideas of who can help.
Explain to students how the goal you chose in the first part of goal setting is realistic.

Demonstrate the second part of goal setting by listing the steps you took to reach the goal. Be sure to talk about the time, materials, and helpers components, as shown on the poster.

Briefly discuss keeping track of progress and making changes to the plan.

Share how you evaluated that you met the goal.

Application or Skill Practice: Apply the goal-setting skill to create a plan for improving personal hygiene.

<table>
<thead>
<tr>
<th>Instructional Steps</th>
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<th>Extensions &amp; Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute the student worksheet, &quot;My Plan for Keepin' It Clean,&quot; to each student.</td>
<td>Now, it's time for you to work on your goal. Write your goal in the box under &quot;My Goal.&quot;</td>
<td>Use the rubric provided at the end of the lesson if you want to assess students' skill development.</td>
</tr>
<tr>
<td>Display slide #1 of the set, &quot;My Plan for Keepin' It Clean.&quot;</td>
<td>Use the slide set to show students where to write their goals and other information as you work through the following example.</td>
<td></td>
</tr>
<tr>
<td>Display slide #2 of the set, &quot;My Plan for Keepin' It Clean.&quot;</td>
<td>Let's look at the second part of goal setting. Here is an example. Imagine I wanted to be sure I brushed my teeth twice a day. One step I could take to be sure I brushed is to have my toothbrush and toothpaste in a place that is easy to reach. I would write this step in the second column.</td>
<td></td>
</tr>
<tr>
<td>Display slide #3 of the set, &quot;My Plan for Keepin' It Clean.&quot; Describe how to record progress.</td>
<td>Then, I would think about when I would brush my teeth: morning and night. I would need my toothbrush and toothpaste. And parents can help if something needed is misplaced.</td>
<td></td>
</tr>
<tr>
<td>Once you have all the steps listed, then it's time to act and keep track of how you do. You will place a checkmark under the day each time you act to reach your goal. By the end of the week, you will be able to see if you met your goal.</td>
<td>Ask students for ideas of where they can keep their worksheets at home so they will be able to check off their progress during the week.</td>
<td></td>
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</tbody>
</table>
Take some time now to fill out the parts of your worksheet that match the ones shown on this slide. Raise your hand if you need some help.

Allow time for students to complete their worksheets through part 2 of the goal-setting process. Monitor their progress and be ready to assist students who may struggle.

Have pairs of students work together to brainstorm ideas for steps to reach their goals, materials needed, etc., or just to share their worksheets once finished through part 2.

Closure: Summarize the unit by reviewing the importance of setting goals and keeping the body clean.

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<tr>
<td>Encourage students to work towards their goals</td>
<td>Now you have a plan. It’s up to you to take action and make your plan work. A person is more likely to reach a goal if he or she has a plan for how to make it happen. And, you do!</td>
<td>Make a note to ask students in one week to report on their progress.</td>
</tr>
<tr>
<td>Distribute the family resource sheet “Keepin’ It Clean”</td>
<td>Your families will want to know what we have been learning. Share this information with them tonight.</td>
<td>Give students blank copies of the student worksheet, “My Plan for Keepin’ It Clean,” to take home and use later to reach another goal.</td>
</tr>
<tr>
<td>Review the importance of good hygiene. End the unit</td>
<td>When you practice good hygiene, you help yourself and others. By keeping clean you help to prevent the spread of germs and sickness. You also set a good example for younger children who look up to you. You smell clean, and you feel good about yourself! The information in our two recent health lessons will help you in many ways as you grow up. Keep practicing what you learned!</td>
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</tbody>
</table>

Approximately 1 minute
### Part 1: Set a goal.

**MY GOAL**

I want to do this better or more often:

<table>
<thead>
<tr>
<th>Steps for reaching my goal.</th>
<th>By when? or How often?</th>
<th>Materials I need?</th>
<th>Who can help?</th>
</tr>
</thead>
</table>

### Part 2: List steps for reaching the goal.

<table>
<thead>
<tr>
<th>Steps for reaching my goal.</th>
<th>By when? or How often?</th>
<th>Materials I need?</th>
<th>Who can help?</th>
</tr>
</thead>
</table>

### Part 3: Keep track of how I am doing.

<table>
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<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
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</thead>
</table>

Did I reach my goal? Circle one.

**YES**

**NO**

### Part 4: Evaluate.

**Student Worksheet**

**Name**
My Plan for Keepin' It Clean!

Part 1: Set a goal.

**MY GOAL**

I want to do this better or more often:

---

<table>
<thead>
<tr>
<th>Part 1: Set a goal</th>
<th>Part 2: List steps for reaching the goal</th>
<th>How Am I Doing? Plan to do a step today</th>
<th>Part 3: Keep track of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY GOAL</td>
<td>Steps for reaching my goal</td>
<td>By when or How often?</td>
<td>Materials I need?</td>
</tr>
<tr>
<td>I want to do this better or more often:</td>
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</tr>
</tbody>
</table>
# My Plan for Keepin’ It Clean!

## Part 2: List steps for reaching the goal.

<table>
<thead>
<tr>
<th>Steps for reaching my goal</th>
<th>By when? or How often?</th>
<th>Materials I need?</th>
<th>Who can help?</th>
</tr>
</thead>
<tbody>
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</table>

### MY GOAL

I want to do this better or more often:

<table>
<thead>
<tr>
<th>Part 1: Get a goal</th>
<th>Part 2: List steps for reaching the goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY GOAL</td>
<td>Steps for reaching my goal</td>
</tr>
<tr>
<td></td>
<td>By when? or How often?</td>
</tr>
<tr>
<td></td>
<td>Materials I need?</td>
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<tr>
<td></td>
<td>Who can help?</td>
</tr>
</tbody>
</table>

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My Plan for Keepin' It Clean!

Part 3: Keep track of how I am doing.

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<th>S</th>
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<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
</table>

Part 4: Evaluate.

Did I reach my goal? Circle one.

| YES | NO | YES | NO |

- **Part 2:** Set a clear goal for yourself.
- **Part 3:** Keep track of how you are doing.
- **Part 4:** Evaluate your progress.

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3-Personal Health and Wellness Lesson 2
Keepin’ Clean

In class recently, we talked about some important reasons to keep our bodies clean:

- Keep us and those around us from getting sick.
- Help prevent or eliminate body odors.
- Keep our teeth healthy and our breath fresh.
- Take good care of our skin, hair, and nails.
- Make us feel confident.
- Set a good example for others.

We discussed how to keep four parts of the body clean and healthy. Help your child as needed to develop these good habits for body care.

Skin
- Wash hands often.
- Take baths or showers.
- Be “sun” safe.

Hair
- Wash hair.
- Brush hair.

Nails
- Wash with soap and water.
- Use a special nail brush.
- Trim nails with adult help.

Teeth
- Brush teeth twice a day.
- Floss teeth once a day.
- Go to the dentist twice a year.

Take Care of Skin by Being Sun Safe

Help your child stay safe from the effects of the sun’s rays. Use these ideas from the American Cancer Society.

- “Slop” on sunscreen with a SPF of 15 or higher 30 minutes before going out in the sun and reapply it often.
- “Slip” on clothing that covers the skin, such as a long-sleeved shirt and pants.
- “Wrap” on sunglasses with 99-100% UV absorption.
- Seek shade.
- Avoid the midday sun: 10:00 am to 4:00 pm.
Wash Those Hands!

The hands are the most important part of our skin to keep clean because they can pick up and spread so many germs. Help your child remember and practice the best way to wash hands:

- **G**et your hands wet.
- **E**nergetically, use soap and rub your hands together for 20 seconds.
- **R**inse hands.
- **M**ake sure you dry your hands.
- **S**hut off the faucet.

Slowly humming or singing "Happy Birthday" during the "E" step is one good way your child can make sure he or she soaps up long enough to kill the germs.

Hand sanitizers are handy for cleaning hands if you are traveling or in a place without water. For hand sanitizers to work, you need to purchase one with at least 60% alcohol. Because of the alcohol content, this product should be used with adult supervision. It should never be left out where children can access it without an adult present.

Visit the "Family Corner" on the Educational Materials Center website at www.emc.cmich.edu/family. You will find a checklist you can use to see if your child is doing all of the steps for washing his or her hands. There are other resources in the Family Corner, too. Research children's books or a health topic of interest to you. Take a look!

Setting and Reaching Goals for Keepin' Clean

In class today, your child made a plan to do one thing better or more often to keep clean. We talked about these steps that help people plan and achieve goals:

- Develop a clear goal—one you can reach.
- List steps for reaching the goal.
  - when you will act on the steps
  - any materials you will need
  - who can help
- Keep track of how you are doing and make changes if you need to.
- Evaluate whether you met the goal.

Ask your child to show you his or her goal-planning worksheet. Students will be reporting to the class next week about their progress. Help your child carry out the plan during the next week. Encourage him or her to mark a checkmark on the worksheet for each day when he or she does a step from the plan. You may want to come up with a small, fun reward to help motivate your child to keep making progress. Then celebrate when he or she achieves the goal!

You can also talk about other types of goals your child might want to set and achieve related to keeping clean or other issues. Goal setting is a great skill that will help your child throughout his or her life.
Assessment Rubric for Skill Development: Setting a Hygiene Goal

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

Elements in the Lesson

- Identified a clear, reachable goal.
- Listed steps for reaching the goal.
  - Stated by when or how often.
  - Listed any materials needed.
  - Suggested people who can help.
- Kept track of progress.
- Evaluated whether or not the goal was reached.

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<td>Few of the elements in the lesson are addressed. Many elements of the plan may be unclear, unrelated, or unhelpful.</td>
<td>Most of the elements in the lesson are addressed. Some elements of the plan may be unclear, unrelated, or unhelpful.</td>
<td>The elements in the lesson are clearly and fully addressed.</td>
<td>The elements are clearly addressed. The goal is extensively described in detail. Numerous steps, materials, and who can help are identified. Progress is tracked, and evaluation complete.</td>
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Menstrual Hygiene

Having a menstrual period is a healthy time for a female’s body, because the uterus is shedding its unused lining. The amount of menstrual flow varies from person to person, but is usually only 6 – 8 tablespoons (¼ to ½ cup) of fluid. To absorb the flow, either sanitary napkins (pads) or tampons are used. Most girls discuss the choices with their parents; many girls start out using pads. Both pads and tampons can be purchased from most convenience, drug, or grocery stores. If a menstrual period starts all of a sudden, pads and tampons are available in many public restrooms. The school counselor will also have a supply on hand. Sometimes, it is a good idea to keep a supply of pads or tampons handy in your purse, backpack, or locker, just in case. In an emergency, toilet tissue can be wrapped around the crotch of panties until a fresh pad or tampon can be found.

Sanitary napkins, pads, or panty liners:

Pads come in different sizes, shapes and absorbencies, and are made of layers of soft materials designed to draw wetness away from the body. Absorbency means the amount of fluid that it will absorb or hold. Pads are very easy to use, and range from maxi or super for heaviest flow, to panty shields for the lightest flow.

A pad should be changed every 4 – 6 hours or more often if the pad is saturated. Because menstrual odor is formed outside the body -- where the flow comes in contact with the air -- pads need to be changed frequently. A fresh pad will help keep odor and stains from forming. Pads should be wrapped in toilet tissue and put in the wastebasket for disposal. Pads should never be flushed down the toilet. Make sure you wash your hands after changing a pad.

Tampons:

A tampon is a way to collect menstrual flow inside the vagina. Most tampons have applicators that are either cardboard or plastic. These help insert the tampon into the vagina and push it into the proper position. There is a string on the end of the tampon that hangs down through the vaginal opening that allows it to be easily removed from the vagina. If a tampon is inserted the right way, it will not be felt at all. It is impossible for a tampon to get lost inside a woman’s body. Tampons allow all usual activities, including swimming, and there is no odor.

Some tampons, wrappers, and cardboard applicators can be flushed; plastic applicators can be put in the wastebasket. Tampons can also be discarded by wrapping with toilet paper and placing in the wastebasket or container for feminine products in public restrooms. Wash your hands with soap and water before and after inserting or removing it. Like pads, tampons come in different absorbencies. Tampons should be changed as needed, but at least every four to six hours to decrease the risk of Toxic Shock Syndrome (see below). If white fibers are still showing when the tampon is removed, it may not slide out comfortably, and a less absorbent tampon should be used. As a general rule, the lowest absorbency tampon possible should be used, and a tampon should never be left inside for more than 6 hours. The tampon should always be removed at the end of the period. If a tampon is inserted the right way, you should not be able to feel it at all. There are directions on every box of tampons that will show you how to insert it.

Toxic Shock Syndrome:

Toxic Shock Syndrome (TSS) is a very rare disease has been linked to the use of tampons. Anyone can get it, but it mostly affects women under the age of 30. It is not contagious. It can be fatal if not treated soon enough. Symptoms include flu-like symptoms: Sudden onset of high fever (usually 102° F/38.9° C or higher); vomiting or diarrhea; dizziness or fainting; sunburn-like rash; and muscle aches. If you are using tampons and have these symptoms, you should remove the tampon immediately and seek medical attention. The best prevention of TSS is to use tampons wisely or use pads instead of tampons, alternate the use of tampons with feminine pads, use the lowest absorbency tampon possible for menstrual flow, and do not use tampons overnight.

Keeping Clean:

It is very important to keep the vulva clean during the menstrual period, because bacteria on the skin can cause odors. Feminine hygiene sprays, douches, and deodorant tampons are not needed. When showering or bathing, wash the face first, then arms and torso, then legs and feet, and wash the vulva. Then, wash the anal area last. Never share a washcloth or towel with anyone. When wiping after using the toilet, always wipe from front to back to avoid getting any feces (B.M.) into the vagina or urethra (the place where urine comes out). This could cause an infection.

The inside of the vagina cleans itself with normal secretions or vaginal discharge. The appearance and thickness of this normal discharge changes during the course of the menstrual cycle, and should never be smelly.

Women should wear panties with a cotton crotch. Other fabrics, such as nylon, hold in heat and moisture, which is not so great for a healthy vagina.

Revised 5/11
Occasionally, accidents happen, and blood will get on your sheets, panties or clothes. The best thing to do is to rinse the cloth with cold water right away, and then treat the area with Shout® or Spray-n-Wash® before laundering to help remove the stain.