

# Promoting Healthy Hygiene Habits

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 4

**Lesson:** 4 of 4

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.1, A1.2, A1.3, A1.5, D1.5, D2.4, D2.5

## Materials

- Name cards
- [Teacher Resource: Rubric](#)

## Learning Goals

- We are learning about the physical changes that occur at puberty and the emotional and social impacts which may result from these changes.
- We are learning about personal care needs and personal hygiene practices associated with the onset of puberty.
- We are learning how the choices we make every day can have a positive impact on our mental health.

## Overall Assessment

Using the Teacher Resource: Rubric, observe and provide written and verbal feedback on students' ability to describe the physical change and social and emotional impacts, the personal care needs and the application of personal hygienic practices associated with the onset of puberty and choices that can have an impact on their mental health.

## Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Divide students into pairs or groups of three. Provide each group with name cards of different body parts (that is, hair, skin, mouth, fingernails, toenails, genitals, full body) requiring special care during puberty in regard to personal hygiene. Instruct groups to shuffle cards and place them face down. Group members take turns choosing a card and naming the hygiene practices associated with the onset of puberty for that body part until all body parts have been discussed. Alternatively, have the group collaborate to identify the related hygiene practices.

## Action

Create a [Choice Board](#) using the following options and post it for students to view.

### Choice Board options:

- Create (e.g., illustrate, perform, record) an advertisement to promote some of the physical changes, and social and emotional impacts that occur at puberty, highlighting personal care needs and hygienic practices associated with puberty.
- Pitch a new product or invention to advertise on your favourite show or video game that could change the life of people going through puberty.
- Create a text/instant message conversation between you and a friend about how they are feeling regarding some of the physical changes they are experiencing and their feelings that are a result of beginning puberty. Provide them with suggestions to help them cope.

- Create a podcast or video to help others in our school community understand the physical changes at puberty and learn to make healthy choices connected to personal care, hygiene and taking care of their mental health.

Divide students into small groups. Using Direct Instruction and the following prompt, review the unit learning with students and provide instructions for the activity.

Teacher prompt: “We have been learning about the physical changes that occur at puberty and the emotional and social impacts, the choices that can positively impact mental health during puberty and personal care needs that might be required with the onset of puberty. Your task is to share your learning with others by completing one of the options from the Choice Board.”

## Consolidation

Review the “ground rules/agreements” established during Lesson 1 to remind students of the importance of creating a safe and inclusive environment for each other. Invite groups to present their production to other groups or the class. Ask other groups to identify and share the main ideas addressed through the presentations and why they think it would be effective in helping individuals understand the physical changes that occur at puberty and the emotional and social impacts, and strategies to maintain their physical and mental health related to these changes.

## Notes to Teachers

The language of “boys” and “girls” is gender interpreted, and it is more accurate to talk about anatomy rather than gender and use “bodies with” or “people with” language when referring to developments and changes in puberty. In addition, using the language of body parts (rather than boy/girl, male/female) allows for discussion of the diversity of people’s body parts and how they experience puberty (e.g., people who are intersexed). It can be helpful to use the language such as “many girls have \_\_, but not all girls” when students ask more specific questions.

Biologically speaking, not everyone is born exclusively male or female. Some people are born intersex, which means that they may have chromosomes and/or hormones and/or primary and secondary sex characteristics of both male and female in various degrees. (*Adapted from: Rainbow Health Ontario (2020). [Glossary](#).*)

Some people do not feel that their physical body matches their gender identity, which may lead to increased stress and body image concerns as their body undergoes puberty. Those who experience these feelings may identify as transgender, transsexual, or another identity altogether.

For additional information, consult your local public health unit website or refer to these websites:

- [Action Canada for Sexual Health and Rights: Taking care of our bodies](#)
- [Egale Canada](#)
- [Every Body Curious](#)
- [Intersex Society of North America: What is intersex?](#)
- [Rainbow Health Ontario: Intersex health fact sheet](#)
- [Shore Centre: Inclusive Sex Ed Language Checklist](#)
- [The Canadian Center for Gender+Sexual Diversity](#)