

# LESSON 2

## The Face of Hygiene

### Topic

#### Content Area

Personal hygiene

#### Content Statement/Concept Statement

Develop and maintain good hygiene practices

### Content Outline

1. Maintaining personal **hygiene** is an important part of a healthy lifestyle.
2. Hygiene is especially important as **puberty** begins.
3. Good hygiene habits can help protect your skin from damage.
  - Harmful **UVA** and **UVB rays**
  - Products with an **SPF** of 15 or higher
4. Proper hygiene measures can prevent unattractive hair conditions.
5. Many hygiene habits can affect a person's nails, bones, and posture.
  - Prevention of **osteoporosis**

### Standards of Education

#### Related National Health Education Standards

Students will comprehend concepts related to health promotion and disease prevention (NHES 1.0).

Students will demonstrate the ability to access valid health information and health-promoting products and services (NHES 2.0).

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (NHES 3.0).

#### Related State Standards

Refer to attached state standards.

#### Objectives/Expected Learner Outcomes

Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death (NHES 1.1).

Explain how health is influenced by the interaction of body systems (NHES 1.3).

Explain how appropriate healthcare can prevent premature death and disability (NHES 1.7).

Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems (NHES 1.8).

Analyze how media influences the selection of health information and products (NHES 2.3).  
Explain the importance of assuming responsibility for personal health behaviors (NHES 3.1).

## Lesson and Strategies

### Student Group Targeted

7th Grade

### Time Required

Teacher Preparation: 5 minutes

Activity: 30 minutes

Assessment: 15 minutes

Optional Challenge Skill: 5 minutes

### Materials and Resources

Skin Hygiene Wheel™ (Gold Wheel)

Hair Hygiene Wheel™ (Pink Wheel)

Nails and Bones Hygiene Wheel™ (Red Wheel)

Survey Says Research Findings Transparency T2

Hygiene Product Availability Transparency T3

New Product Form Handout

### Key Terms/Vocabulary

**Hygiene** is personal cleanliness.

**Puberty** is the stage of development that takes place when a person's body begins to change from that of a child to an adult.

**UVA** and **UVB rays** are types of ultraviolet rays that can be dangerous to the skin and eyes.

**SPF (sun protection factor)** is a number used to describe the effectiveness of a product at blocking out harmful rays of the sun.

**Osteoporosis** is a disease in which bones become porous and fragile.

### Motivation and Explanations

Students will learn how to take care of their skin, hair, nails, and bones and become more aware of the benefits of good hygiene habits. This information will enable students to develop healthy hygiene practices.

### Questioning Strategies/Discussion

The theme of this lesson is a game show called Survey Says that examines good hygiene habits. This lesson is designed to encourage students to adopt healthy hygiene practices. One strategy to facilitate discussion is to encourage students to share their hygiene concerns about skin, hair, nails, and bones by asking these types of discussion questions: How have your hygiene practices changed over the past few years? How do the products you use affect your hygiene practices? Do you choose products based on price, ingredients, advertising, product packaging, or recommendations from family and friends?

# Teacher Preparation

**Before class, make three copies of the New Product Form handout. Also, set up the classroom to facilitate the Survey Says game.**

## Activity: Survey Says

Introduce yourself as the host of Survey Says, the hottest new game show for teens. Tell students that the producers of Survey Says question teens from across the nation about their hygiene habits and compile the answers to create an informative game about hygiene. The areas of personal hygiene covered in today's episode are hair, skin, nails, and bone health.

Inform the students that the producers of Survey Says use surveys to collect data about the hygiene habits of teens nationwide. Display and discuss the Survey Says Research Findings transparency T2.

Tell the students that it's time to play Survey Says. Divide the students into three teams. Give each team a Skin Hygiene Wheel™ (the gold wheel), a Hair Hygiene Wheel™ (the pink wheel), or a Nails and Bones Hygiene Wheel™ (the red wheel). Ask each team to choose one of the four hygiene conditions on the outside ring of their wheel. Then, ask each team to match the condition to the correct picture of the condition on the second ring of the wheel. Tell students to keep the answer on the inner ring of their wheel covered. Have the teams brainstorm for 1 minute to come up with as many preventive measures and/or treatment options as they can think of for the condition. After 1 minute, have students turn the inner wheel to reveal the top five preventive measures and/or treatment options for the condition. (In most cases, the inner ring of each wheel presents preventive measures related to the conditions; however, in some instances, the inner wheel also offers treatment options for the conditions.) Explain that each team receives one point for each answer on their list that matches the answers on the wheel and that the teams can earn up to five points for each condition. Have each team continue the game with the other three conditions on the wheel. Rotate the wheels among the teams so that each team will see all 12 hygiene conditions. After the teams have viewed all three wheels, declare the team with the most points the winner.

Next, explain to students that they will be developing new hygiene products for teens. Display the Hygiene Product Availability transparency T3 to discuss hygiene products that are already available. Explain to students that so many varieties of shampoos, toothpastes, deodorants, and other products are available because not all hygiene products are designed to do the same thing. Ask students to name other products not mentioned on the transparency.

## Assessment

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Give each group a New Product Form handout. Have each group design a new personal hygiene product for teens. When all groups have finished, have each group present to the class an informative press release promoting their personal hygiene product. Have each group use their label as a visual aid during the press release. Remind them that their press release should present the product realistically. For example: A press release for mouthwash might say it will make your mouth feel fresher—that statement is realistic. Implying that mouthwash will make you popular is unrealistic.

## Optional Challenge Skill: What's New?

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Have students research a new skin, hair, nail, or bone product by visiting websites or reading newspaper or magazine articles. Have students present their findings to the class.

## Assessment Strategies

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In the activity, students will examine healthy hygiene practices. You will know that students have achieved the lesson objectives when they have developed a new hygiene product for teens using the New Product Form handout and have created a label for their product. An alternative assessment is to have each group design a hygiene product for teens and then compose an advertising jingle that explains the hygiene problem that the group's product addresses and tells how the product helps solve that problem. Students will have successfully completed the optional challenge skill when they have researched and reported on at least one new skin, hair, nail, or bone product.

## Supplemental Resources

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<http://www.HealthEdcoCurriculum.com>  
<http://www.HealthEdco.com>

Additional products available through HEALTH EDCO® that complement this lesson:

Loss of a Bone Easel Display  
Hygiene for Girls Video  
Hygiene for Guys Video  
Skin Acne Model  
Skin Cancer Model

# NEW PRODUCT FORM

Product name: \_\_\_\_\_

Product price: \_\_\_\_\_

Slogan: \_\_\_\_\_

Purpose: \_\_\_\_\_

Special features: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description of the container or packaging:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write a product description that will appeal to the buyer's five senses.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On the back of this sheet, create a label for your new product.