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# Keeping clean

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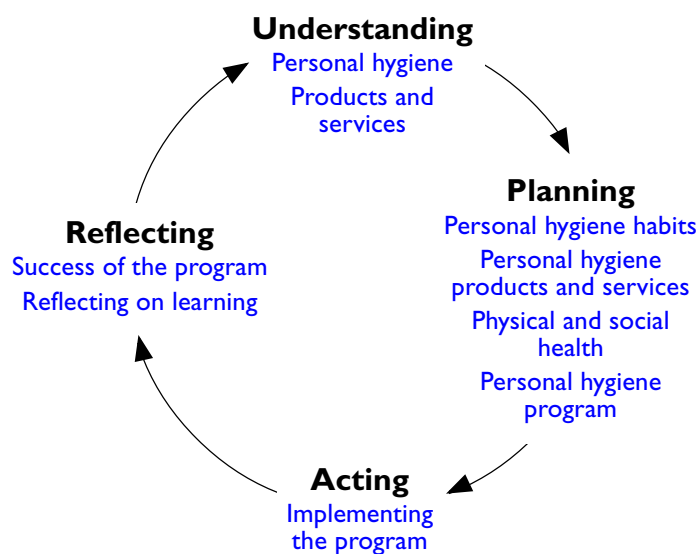
Promoting the Health of Individuals and Communities

## Purpose

Students describe and demonstrate the actions they and others take to maintain appropriate personal hygiene practices. They identify places in their community where products and services to improve personal hygiene practices are available and suggest why people would choose to use such products and services.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

### Promoting the Health of Individuals and Communities

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.
- 2.4 Students identify places where health products and services may be obtained and suggest reasons why people choose to use different health products and services.

## Core content

### Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- health-promoting behaviours of individuals and groups related to physical and social wellbeing;
- issues related to the selection of health products, services and information, specifically in relation to the health needs of self and others.

## Assessment strategy

### Promoting the Health of Individuals and Communities 2.1

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students role-play and explain how personal hygiene habits (actions) influence their physical and/or social health and that of others. Students may choose their own scenarios for their role-plays — for example, washing hands after playing outside, using a handkerchief when sneezing or coughing.**
  - Can the student describe personal hygiene habits that may influence his or her health?
  - Does the student demonstrate appropriate personal hygiene habits?
  - Can the student explain how personal hygiene can influence the physical health of other people?
  - Can the student describe the social benefits of good personal hygiene?
- **Students develop a chart that identifies specific health products and services. They explain where these products and services can be obtained in the local community and suggest reasons for people’s different choices.**
  - Can the student identify health products and services?
  - Can the student identify places where health products and services can be obtained?
  - Can the student explain why there are a range of places to obtain different health products and services?
  - Can the student suggest why people choose to use different health products and services?

### Promoting the Health of Individuals and Communities 2.4

## Background information

### Promoting good personal hygiene habits

The development of appropriate personal hygiene practices is an ongoing responsibility for parents/carers and teachers. This module encourages students to consider the social as well as the physical health benefits of practising good hygiene habits, for both themselves and others. Students will appreciate that by keeping themselves clean and tidy they are not only improving the likelihood of maintaining good physical health but also improving the likelihood of making and maintaining a wide range of friendships and being accepted in a range of social situations. Teachers may wish to extend this module to incorporate the spiritual, emotional and mental dimensions of health.

As part of the responsibility of maintaining good hygiene practices it is important that students develop an awareness of where health products and services can be obtained. This module ‘Keeping clean’ helps to support the development of that awareness. As a result of engaging in the activities of the module, students will come to understand that people have different reasons for choosing health products and services — for example, cost, location, cultural influence, advertising appeal and availability.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education.

cleanliness	health	products
disease	hygiene	services
germs	physical	

### School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

### Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- be sensitive to personal and cultural beliefs in dealing with the issue of personal hygiene;
- be aware of the need to be supportive of themselves and others who are trying to improve personal hygiene habits;
- appreciate that different people within a community will choose different health products and services based on individual circumstances.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

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Rowan, K. 1998, *I Know How We Fight Germs*, Walker Books, Sydney.

Salmon, M. 1998, *The Pirate Who Wouldn't Wash*, Bilby Books, Gosford, NSW.

Warbrick, S. 1997, *People Who Help: Dentist*, Heinemann, Melbourne.

## Activities

### Understanding

#### PERSONAL HYGIENE

#### Understanding the concept of personal hygiene

► In small groups students discuss the term ‘personal hygiene’ and define its meaning. They then compare a dictionary definition with their suggestions.

**Focus questions could include:**

- What does ‘personal’ mean?
- What do you have that is personal?
- Why is it personal?
- What is meant by ‘hygiene’?
- What are some good hygiene habits you practise?

**Teaching consideration**

To create a suitable setting for the discussion display charts, posters, books and other items relating to hygiene.

► Students brainstorm and list their personal hygiene practices — for example, ‘brush teeth’ or ‘wash hands’.

**Focus questions could include:**

- What parts of your body do you have to keep clean?
- How do you keep these parts of your body clean?

#### PRODUCTS AND SERVICES

#### Identifying products and services used for personal hygiene

► Students discuss each of the terms ‘products’ and ‘services’. They give explanations of these in contexts with which they are familiar, for example health products, sporting products, family services. Students use their list of personal hygiene practices and label products and services beside the actions they have written — for example, ‘shampoo’ beside a statement that said ‘wash hair’ or ‘doctor’ as someone who may have provided a service.

► Students suggest why it is important to use health products and services to help them with their personal hygiene needs. They list these suggestions in their workbook and compare these with suggestions made at the end of the module.

► Students discuss reasons why personal hygiene is necessary for physical and social health.

**Teaching consideration**

Students may suggest reasons such as to prevent illness and disease (physical) or to prevent body odours that may stop others being friendly (social).

## Planning

### PERSONAL HYGIENE HABITS

#### Investigating other people’s personal hygiene habits

► Students develop a short survey that gathers information about how personal hygiene practices can influence the health of other students at school.

#### Focus questions for the survey could include:

- How do you feel if someone:
  - dirty sits beside you? Why?
  - sneezes over you? Why?
  - coughs over you? Why?
  - sucks their fingers and then touches you? Why?
- How are germs spread?
- Where are some places at school that have a lot of germs?

#### Teaching considerations

The survey could be either written or oral and should include a data sheet to record student responses.

Students in the class could conduct the survey in small groups, each group member having a different role — for example, recorder, questioner, checker of the recorder.

After collecting the data, help students to graph and analyse the results of the survey, which, if appropriate, could be published in a school newsletter.

### PERSONAL HYGIENE PRODUCTS AND SERVICES

#### Identifying suppliers of personal hygiene products and services

► Students develop a chart on which they identify and list places in the community where personal hygiene health products and/or services are available — for example, stores, offices and other centres. Beside each place students write and draw some of the products and services offered.

#### Teaching consideration

In some communities there may be only one place that supplies such products and services. In these situations students may need to be informed of the different suppliers that exist in other communities.

► Students, in groups, find and collect advertisements in various print media about health products and/or services. Each group makes a collage that relates to a different part of the body — for example skin, hair, teeth, nose.

#### Teaching consideration

If print materials for this activity are not available, students could draw pictures of products.

► Students write letters to local health care service providers (for example, doctor, nurse, pharmacist, dentist) inviting them to visit and talk about the importance of personal hygiene and how they advise people about hygienic practices. Preceding any visits, students compile a list of questions they can ask guests.

**Questions could include:**

- Why is personal hygiene so important?
- What can happen if you don't wash your hands before eating?
- Why is it important to wash your hands after going to the toilet?
- What can happen if a person sneezes over someone else?

► Students collect containers that previously held health products that were developed to help them with their personal hygiene. These are used to set up a classroom store in which students role-play being storekeepers (or pharmacists) and consumers in the purchase of a personal hygiene product — for example, toothbrush, toothpaste.

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**Teaching consideration**

Encourage students to engage in some real-life conversation to support the role-play.

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**PHYSICAL AND SOCIAL HEALTH**

**Describing how personal hygiene habits influence physical and social health**

► Students describe the personal hygiene procedures they follow when they are going somewhere special.

**Focus questions could include:**

- What do you do to get ready when you are going somewhere special?
- Why is it important to be clean and appropriately dressed for these occasions?
- Why do you spend more time getting ready to go somewhere special?
- If you were dirty when you were going somewhere special, how may other people react?

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**Teaching considerations**

Students may respond by saying they wash, dress themselves in neat, clean clothes, and brush their hair and teeth as part of their preparation.

Focus discussion on the social reasons for being clean, tidy and appropriately presented.

The story book *The Pirate Who Wouldn't Wash* (Salmon 1998) provides an appropriate storyline to support this activity.

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► Students investigate how diseases and germs spread and can affect physical health. They conduct research or recall information provided by the service providers before taking part in a discussion about the role played by personal hygiene in preventing the spread of disease.

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### Teaching considerations

Students may suggest hygienic practices such as using disposable tissues rather than a handkerchief, covering the mouth when sneezing and coughing, covering open sores with dressings, keeping hands, skin and hair clean, washing hands after visiting the toilet, not sharing the same piece of food or utensils.

Use newspaper reports involving war, floods, earthquakes and other similar disasters, which mention the likely spread of disease among people who have difficulty maintaining their personal hygiene.

Students could use printed materials for their research or the Internet.

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- ▶ Students plan and prepare a variety of posters focusing on the physical and social health benefits of maintaining good personal hygiene habits. Students decide the most appropriate areas to display these posters — for example, where students eat or purchase food, in the toilets.

### PERSONAL HYGIENE PROGRAM

#### Planning a personal hygiene program to promote health

- ▶ Students develop an individualised personal hygiene program to be maintained over a month-long period. They discuss the proposed plan with their teacher, peers and family members. The plan should include:
  - what they have to do — for example, clean teeth;
  - when they have to do it — for example, after breakfast and lunch and before bedtime;
  - how often they have to do it — for example, three times a day for a month;
  - the reasons for doing it — for example, to have a healthy mouth and a bright smile;
  - what they will use (if anything) to do it — for example, a toothbrush and toothpaste three times a day, dental floss once a day.

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### Teaching considerations

Although the personal hygiene program may focus on just one habit, it is preferable to emphasise a few habits. Negotiate these with the students.

Encourage parents/carers to provide written or oral feedback on how the program is going at home.

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- ▶ Students identify any barriers they may encounter in implementing their personal hygiene program and consider ways to overcome these. They discuss any barriers with their teacher and parents/carers.

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### Teaching consideration

Barriers may include not owning a toothbrush, moving house, teasing by brothers/sisters, having no support from family members.

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► Students refer to the chart compiled earlier that identifies specific health products and services and where they can be obtained. They suggest reasons why people make different choices about the products they buy and the services they use and add these to the chart — for example:

Product or service	Place obtained	Reasons for different choices
Shampoo	Supermarket Corner shop	Mum prefers to buy 'No Brand' shampoo because it is cheaper. Dad likes to shop at the corner store because it is close and he knows the people who own the store.
Soap	Supermarket	Mum buys big packs of soap that are good for sensitive skin because my brother has eczema.
Dental care	Bright's Dental Service	Bright's have very friendly dentists even though we have to travel a long way to go there. They also have a play area for children.

### Acting

#### IMPLEMENTING THE PROGRAM

#### Implementing a personal hygiene program based on individual needs

► Students implement their individualised personal hygiene program, keeping a daily record of their progress, either individually or as a class. They provide regular feedback to their peers and teacher, noting any concerns or highlights in a personal record sheet.

#### Teaching consideration

At the end of every week or on reaching an appropriate milestone, recognise students' endeavours. If appropriate, a reward, negotiated with students beforehand, could be given to students who complete their personal hygiene programs.

### Reflecting

#### SUCCESS OF THE PROGRAM

#### Reviewing the effectiveness of students' personal hygiene programs

► At the conclusion of the month-long period, students share in groups the successes and failures of their program. They identify reasons for that success or failure and suggest how they could overcome any problems and/or expand on their personal hygiene program in the future. Students then share these thoughts with the class.

#### REFLECTING ON LEARNING

#### Reflecting on the learning process

► Students reflect on the activities they have participated in during the module: why they took part in those activities, what could have been better and how their learning could have improved. They list their suggestions on a chart for whole-class discussion.





**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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