

## Year 4

# Coping with change

## Lesson 3: Keeping clean as we grow and change

### Lesson context and overview

This is the third of three lessons exploring how our bodies start to change as we enter puberty. This lesson focuses on the increasing need for hygiene as we enter puberty, and explores some of the products that can help us maintain good hygiene.

### Curriculum links

#### Physical health and mental wellbeing: Health and prevention

Pupils will learn:

- about personal hygiene.

#### Physical health and mental wellbeing: Changing adolescent body

Pupils will learn:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

### Resources

Presentation slides

Toiletry advertisements (either printed from the internet or collected from magazines)

*Essential, useful or luxury?* cards

Pre-selected toiletries, ideally enough for small groups to have a selection each (try to ensure as wide a range of products as possible, from basic essentials to more luxurious products (e.g. deodorants, perfume, shampoo, toothpaste, bubble bath, etc.))

A 'Lucky dip' bag (or bags if doing activity 1 in groups)

Pupil worksheet: *Wonder product*

### Key vocabulary

hygiene, hormones, sweat, health

### Learning objectives

We are learning about:

- the importance of bodily hygiene as we get older
- ways to keep ourselves clean as we get older
- the products we need to be hygienic and how to maintain a regular cleaning routine.

### Learning outcomes

We will be able to:

- identify and describe the difference between essential and luxury products for hygiene
- explain the need for certain products and how to use them
- explain the importance of bodily hygiene as we grow and change.

### Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery.

## Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Introduce the word 'hygiene' and ask pupils what it means (essentially, keeping clean and healthy). Individually, ask them to create a mind map/spider diagram for the word 'hygiene', noting all of the things they might need to do to be hygienic.

Ask for feedback and cover anything that isn't included. Examples might include:

- Brushing teeth
- Washing hands
- Changing clothes and underwear each day
- Having a bath or shower

Explain to pupils that as we grow and change, we need to focus more on our hygiene, and ask if anyone knows why. Explain that as we get older our brains send a message to our bodies to make some new changes, which are caused by chemicals in our bodies called hormones. Explain that our bodies start to sweat more, and that the sweat can start to smell when bacteria on our bodies break it down. Be clear that this is normal for everyone, but that it is very important that we keep ourselves clean in different ways to remove sweat and bacteria from our bodies.

Ask pupils to consider the routines of any older family members and what they do to stay hygienic (e.g. shaving, using deodorant, etc.) and take some feedback.

## Core activities

1. This activity could be used in circle time, with the class passing around one bag, or in small groups, depending on selection of toiletries available. If doing the activity in small groups, one option is for different bags to contain different products and for groups to swap bags after a certain amount of time.

Place the *Essential*, *Useful* and *Luxury* cards where pupils can see them. Discuss with pupils the meaning of these words and establish what they mean using presentation slide 5.

Ask pupils to choose one item from a lucky dip bag and ask the following questions about each product:

- *What is the product and what is it used for?*
- *How often would someone need to use this product?*
- *Is this product essential, useful or a luxury?*

Suggested toiletries to include:

- |                      |                 |
|----------------------|-----------------|
| • Deodorant          | • Aftershave    |
| • Perfume            | • Lip gloss     |
| • Toothpaste         | • Dental floss  |
| • Soap               | • Handwash      |
| • Hand sanitiser gel | • Talcum powder |
| • Fake tan           | • Mouthwash     |
| • Body lotion        | • Sanitary pads |
| • Shampoo            |                 |

(Note: with sanitary pads, ensure pupils are aware that this is a product girls would use when they begin having periods to keep clean. If necessary, recap the previous session.

For each product, ask pupils to discuss together which category they think it belongs in and explain why. Encourage discussion about these products as pupils will have different levels of experience with and views on individual products and their importance in keeping hygienic. Some products may also be a mystery to them!

2. Using the *Wonder product* worksheet, discuss with pupils the value of the products they use or will start to use daily. Ask pupils to create a new hygiene product that would keep someone of their age clean and hygienic. Using a selection of toiletry advertisements from magazines or online research to help, ask pupils to design an advert for their product.

When designing their adverts, pupils should consider:

- The name of their product
- How the product will work
- The bottle and label design
- Reasons how and why it can be used to maintain personal hygiene.

Ask pupils to share their adverts with the class and 'sell' their individual products, explaining why they should be an important part of a hygiene routine.

## Plenary

Ask pupils to revisit their mind map/spider diagram from the beginning of the lesson and add any additional ideas using a different coloured pen/pencil.

Discuss with the pupils what they have learned about certain products and ask whether anyone might start using products differently or more regularly. Discuss how often pupils should be using certain products. Ask whether they've learned about any products they don't currently use but may consider using in the future.

## Assessment

Pupils' mind maps can be used to assess any progression in learning during the lesson. Use the *Wonder product* advert to assess pupils understanding of the learning objectives and the need to keep themselves hygienic, especially as their bodies begin to change as they get older.