

COURSE: Health	GRADE(S): 5 th Grade
UNIT: Hygiene	TIMEFRAME: 3 Lessons

NATIONAL STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 8:	Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:	
10.1. Concepts of Health	
10.1.6.A.	Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.
10.2. Healthful Living	
10.1.2.A.	Explain the relationship between personal health practices and individual well-being.
<i>Reading Assessment Anchors:</i>	
R5.A.2	Understand nonfiction appropriate to grade level.
5.A.2.1	Identify and interpret the meaning of vocabulary in nonfiction.
R5.A.2.4	Identify and explain main ideas and relevant details.

UNIT OBJECTIVES:	CONTENT:
Describe ways to care for themselves	<p>I. Personal Hygiene Taking care of your hair, nails, teeth, and skin to keep you neat and clean.</p> <ul style="list-style-type: none"> - Hair <ul style="list-style-type: none"> o Shampoo regularly. o Special shampoo for dandruff. o Brush/comb hair daily. o Wear a hat when in the sun. o Shaving. o Get permission from parents. o Use your own razor. o Change the blade often - a dull blade is more likely to cut you. o Shave against the direction of hair growth. - Skin <ul style="list-style-type: none"> o Keep skin clean to avoid odor o Shower or bath regularly. o Use soap. o Shower after exercise. o Use deodorant/antiperspirant.

Students will explain the importance of sleep and its affects on the body.

- o Use an SPF of at least 15 daily
- Acne
 - o Keep skin clean.
 - o Don't pick or squeeze.
 - o Determine skin type through a simple skin test.
 - *Oily*: Wash face 2–3 times daily but no more. Use an over the counter medication for acne.
 - *Dry*: Use soap that is for dry skin or facial cleanser and use moisturizer.
 - *Combination*: Wash with gentle soap, use oil free moisturizer on dry areas.
 - o See doctor (Dermatologist) for medicine if necessary.
 - o Wash hands before eating after using the bathroom.
- Nails
 - o Scrub nails with a nail brush.
 - o Keep nails trimmed with a smooth edge.
 - o Clip toenails straight across.
 - o Seek help for infections.
- Teeth
 - o Brush teeth regularly.
 - Use fluoride toothpaste
 - Brush after every meal
 - o Floss.
 - o Limit sugar.
 - o Wear a mouth guard while playing sports.
 - o Get checkups every 6 months to evaluate overall oral hygiene to clean teeth and remove plaque (sticky substance that contains bacteria).
- Sleep
 - o Define
 - *Rest*: Period of relaxation.
 - *Sleep*: Deep relaxation in which you are not aware of what happens around you.
 - Your body needs both every day.
 - Pre teens/teens should get 10 – 11 hours of sleep per night because bodies are growing rapidly.
 - o Benefits of sleep
 - Protect health growth hormones. Hormones are released to help

	<ul style="list-style-type: none"> the body fight infections. ▪ Good mood. ▪ Healthful appearance. ▪ Perform well/think clearly. o Tips for getting sleep <ul style="list-style-type: none"> ▪ Give yourself 15 minutes to unwind. ▪ Warm bath ▪ Soft music ▪ Read ▪ Don't go to bed mad or upset. <ul style="list-style-type: none"> ➤ Talk it out ➤ Write about it ▪ Drink warm milk ▪ Watch what you eat and drink before bed. <ul style="list-style-type: none"> ➤ Avoid caffeine ➤ Avoid spicy foods ➤ Avoid overeating ➤ Empty bladder
<p>ACTIVITIES:</p> <p>The students will create a poster to illustrate the proper ways to take care of their hair, nails, and skin. (Advocacy)</p> <p>Using tribal graffiti, the students will list the proper ways to take care of their hair, nails, skin, and teeth.</p> <p>Demonstrations by students of grooming and hygiene, using the appropriate toiletries. Groups will give other students a handout to compile their owner's manual. (Self Management)</p> <p>While working in a group, the students will demonstrate the correct way to brush and floss their teeth using toothbrushes and models of teeth. (Self Management)</p> <p>Using information gained from the Internet, students will create a brochure listing what acne is, how to treat acne, what types of products to use, and who they would see if they had a severe cause of acne. (Advocacy/Accessing Information)</p> <p>The students will create a journal in order to list and describe hygiene habits for a week. (Self Management)</p> <p>Use the log sheet "How many hours do you sleep at night?"</p>	<p>ASSESSMENTS:</p> <p>Using a rubric, the teacher will evaluate the students' posters to check their understanding of taking care of their body.</p> <p>Using a peer checklist, the students will evaluate if their classmates can brush and floss their teeth properly.</p> <p>Using a rubric, the teacher will evaluate the students' brochure to check their understanding of how acne is caused and how to prevent and treat acne.</p> <p>Completion of the sleep journal.</p> <p>REMEDIATION:</p> <p>Individual conference with the student by the school nurse on proper hygiene While creating the poster or brochure, the student can work with a partner.</p> <p>ENRICHMENT:</p> <p>Teach younger students how to wash their hands or perform other forms of hygiene</p> <p>Perform the skin test to determine skin type - use four pieces of blotting paper/tissue, label each piece nose, chin, cheek, forehead. Place papers on area and count to ten. Look at paper in bright light. Totally dry papers tell you that your skin is dry; papers with a hardly visible residue of oil indicates, normal skin; an oily residue means oily skin; heavy residue indicates</p>

Students will create a seven day journal listing how many hours they slept and how they felt each day. (Self Management)

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Girl Stuff A Survival Guide to Growing Up,

Margaret Blackstone and Elissa Guest, Harcourt Inc. 2000

Totally Awesome Health, Meeks/Heit Publishing, 1999,
Grade 5

Kids Health: The Game Closet. (1995-2006). Retrieved on July 13, 2006 from:
<http://www.kidshealth.org/kid/closet/index.html>

Health Teacher: Dental Hygiene. (1999-2006). Retrieved on July 13, 2006 from:
<http://www.healthteacher.com/lessons/lessonid/181>

PE Central: Outerspace: Frontier for personal health and hygiene. (2000). Retrieved on July 13, 2006 from:
<http://www.pecentral.com/LessonIdeas/ViewLesson.asp?ID=921>

very oily skin.