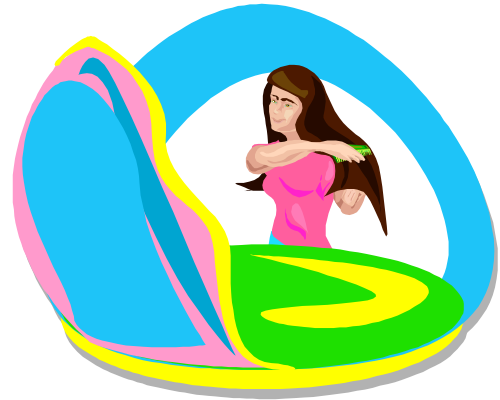


#9162

FEMALE HYGIENE: PART II

JAMES STANFIELD COMPANY, INC.
1996
Grade Levels: 6-13+
20 minutes



DESCRIPTION

Presenting a pleasing image to others begins with female hygiene after bathing: shaving, deodorant, and hygiene associated with urination, defecation, and menstruation. Demonstrates changing a menstrual pad and self-breast examination. NOTE: explicit material and frontal nudity.

ACADEMIC STANDARDS

Subject Area: Life Work

- Standard: Displays reliability and a basic work ethic
 - Benchmark: Practices appropriate hygiene and dress at work

Subject Area: Health

- Standard: Knows essential concepts about the prevention and control of disease
 - Benchmark: Understands the importance of regular examinations (including self-examination of the breasts or testicles) in detecting and treating diseases early
- Standard: Knows how to maintain and promote personal health
 - Benchmark: Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)

Subject Area: Self-Regulation

- Standard: Self-Regulation
 - Benchmark: Maintains a healthy self-concept

INSTRUCTIONAL GOALS

1. To emphasize the importance of hygiene and how it affects making a good first impression.
2. To illustrate when and where to apply deodorant.
3. To examine why women shave and receive instructions for shaving legs and underarms with an electric shaver.
4. To review the importance of hand-washing in preventing the spread of disease, including when and how to wash.
5. To demonstrate the necessity for good hygiene.
6. To perform a breast exam.

AFTER SHOWING

Discussion Items and Questions

1. Why is appearance important?
2. How should one shave legs and underarms?
3. How should one use sanitary pads and/or tampons during the menstrual period?
4. Why do people practice good hygiene?
5. Describe the after-shower sequence?
6. Why is hand-washing so important?
7. How should one wash hands?
8. What are the steps in toileting?
9. How should one perform a breast exam?

Applications and Activities

1. Review with the class the effects of the bad impression made by Justin and Kisha on the Sears store clerk. Ask the students why they think the clerk "snubbed" them. Also emphasize how quickly she sized them up as "unpreferred customers" without even talking to them! Discuss why she was so friendly to the "preferred" customer. Ask why they think the security guard at Sears asked them to leave.
2. Discuss why people use deodorants and why the video recommended stick applicators. Review when and how often to use it.
3. Have students practice shaving their legs and underarms with an electric shaver. Also demonstrate how to clean it.
4. Invite the school nurse or some other available health expert to the class and review with him or her the "card playing sequence" from the video. Ask the expert to comment on how the video illustrated how germs are passed and what they do to protect themselves.
5. Look at everyday germs under a microscope or look at pictures of germs magnified and then have students draw pictures of what germs look like.
6. As a class project, grow germs or mold in a petri dish.
7. Using underwear and pads, practice at the table the sequence of changing a sanitary pad (soil the pad with a red marking pen).
8. Use an anatomically correct doll to practice the three ways to perform breast self-exam. Use the doll to also model correct wiping technique.
9. Decide where the best place is to keep extra rolls of toilet paper in the home. Have a student demonstrate how to load a roll of toilet paper on the holder.
10. Create laminated signs for the bathroom and kitchen, either with words or pictures, to remind others to wash hands after using the bathroom and before handling or eating food.
11. Ask the school nurse or doctor or any local health expert to speak to the class about the importance of breast self-exams and the signs of genital infections.

SUMMARY

Type text her All the video programs in the "First Impressions" series open with a brief statement from a vocational counselor regarding the importance of making a good first impression at a job interview. Although the Hygiene, Grooming and Dress Modules in the "First Impressions" series are not specifically about "getting a job," they are about the universal components that make up a good impression. The counselor's observations about how quickly

impressions are formed (30 seconds) and his perception that the first impression we make is often the one thing we can control, apply whether making an impression in the community, on a date, or at a job interview.

The hosts explain more about hygiene. First they dramatize the bad impression poor hygiene can have on community workers and salespeople. They are dismissed and ignored by the salesperson, and must watch as a well-dressed customer gets served ahead of them.

The hosts consider some of the reason for the negative response they received from the clerk; they gave the impression they didn't have any money so the clerk didn't waste time with them. They agree that their bad hygiene, reflected in their appearance, made a big difference in the way they were perceived and treated—as "unpreferred" rather than preferred customers.

The hosts discuss what elements go into a daily hygiene routine. They demonstrate how to apply deodorant and how to shave legs and underarms with an electric shaver.

Justin and Kisha then discuss the importance of hand-washing to prevent the spread of germs. Justin and some card-playing friends demonstrate (with green powder representing "germs"), how easy it is to spread a cold from one person to another. Kisha then demonstrates simple, effective hand-washing techniques.

Finally, the female host discusses issues relating to toilet hygiene (urinating, defecating, and toileting during menstruation), and special issues for women, such as how to do a breast self-exam and the signs of common vaginal infections.

RELATED RESOURCES



Captioned Media Program

- Female Hygiene: Part I #9161
- Hygiene: What Is It? #3140
- Some of Your Bits Ain't Nice #3083



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **TEENSHEALTH**

http://www.kidshealth.org/teen/your_body/take_care/hygiene_basics.html

Provides information for teenagers on hygiene basics and know how to deal with greasy hair, perspiration, and body hair. Contains an additional, and separate, section for females.

- **WOMENSHEALTH**

<http://www.intelihealth.com/ih/ihth/wsihw000/9103//9103.html?k=navx408x9103>

Extensive explanation, symptoms, factors, prevention tips, and suggestions are given on women's appearance. Areas covered include: skin, cosmetic safety, piercings, and heels.



- **HYGENIUS**

<http://www.hygenius.com/top.htm>

Presents hand-washing facts, the history of hand-washing, experiments, facts on why hand-washing is important, and much more. Geared towards teenagers.

- **CCOHS**

http://www.ccohs.ca/oshanswers/diseases/washing_hands.html

The Canadian Centre for Occupational Health and Safety discusses extensive facts and information on hand-washing and how it reduces the risk of common infections. Topics covered include: "When should I wash my hands?" "How do I properly wash my hands?" (complete with illustrations) and much more.