



Diet



Dental

Exercise



Hygiene



A HEAD TO TOE
GUIDE TO
PERSONAL CARE
AND HYGIENE

Don't Sweat It!

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Foreword

Health Promotion has several different components and dimensions. In fact it is sometimes suggested that all life is health promoting. However, this much debated concept can essentially be defined as a process which builds capacity to maintain and promote health across the entire societal spectrum.

Many factors must be brought into play to achieve this. Changing minds and winning hearts requires engagement, collaboration, mutual respect and parity of esteem. It also requires identifying the specific characteristics of each target group and tailoring appropriate responses to ensure well being is enhanced and that the enhancement is sustained.

This resource “Don’t Sweat It” had involved all the above principles in its creation and formulation. Young people and Youth Workers were consulted, needs were identified, concerns were addressed and priorities were agreed. In particular, determinants of health e.g. social status, educational levels and living conditions were all included in the process and informed the final document.

The reader will find guidance in all aspects of dealing with young people and addressing the many sensitive issues which may emerge in terms of personal hygiene. Much practical advice is provided in terms of developing policies, organising activities, assessing and improving skills around day to day living. I feel I can say with confidence that a resource has been created of which all sections can claim ownership.

This manual has been designed to achieve optimal coverage across the entire youth setting through a cascade basis i.e. it will be disseminated to all those working with or engaging with young people who can then draw from its guidelines and pass these on to the young people they come in contact with.

I would like to acknowledge the many agencies and individuals who have helped in this process, in particular **BeLong To Youth, Focus Ireland, Irish Wheelchair Association, Crosscare, Pavee Point, St. Vincent’s Trust.**

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And last but not least the members of the Health Promotion Team in the Health Service Executive Dublin North East who worked tirelessly on this initiative.



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Marie Scally (Crosscare)

Nuala Smith (Headstrong)

Eamon Tuohy (Garda Juvenile Liaison)



01
SECTION

About this
Resource:
Introduction



Introduction

Issues in relation to personal care and hygiene can present challenges for those working with young people. The importance of addressing hygiene/ personal care has been identified as an essential element in building self esteem and confidence in young people and promoting positive mental health. Carers and those working with young people have also recognised how issues in relation to personal care and hygiene can have a negative impact on young people's social interactions and access to employment.

Poor personal hygiene does not just affect the self-esteem and attitude of the individual themselves. In a work or learning environment, it can also affect the morale and performance of others. Poor hygiene and personal care habits can result in negative attitudes affecting interactions with other people. Individuals can be stereotyped, leading to stigma, rejection, prejudice and discrimination. These can have a negative influence on the quality of life and emotional and mental health of individuals. It can also have an impact on education, employment and interpersonal relations. Therefore, it is an important issue for young people.

Care and sensitivity is required in order to manage this effectively in work with young people. While some young people may be very aware of good personal hygiene and its importance, others may not. Good hygiene requires the use of resources from hot water and washing facilities; also the availability of basic personal care products. Not all young people will have easy access to these resources for a variety of reasons. Equally, some young people have responsibility for other members of their family and have little time to take care of their own needs, making personal care and hygiene less of a priority.

In developing this pack, use was made of the other existing general resources including Code of Good Practice: Child Protection for the Youth Work Sector 2002 and Good Habits of Mind: a mental health promotion initiative for those working with young people in out-of-school settings (National Youth Health Programme, 2004).

The programme materials have been developed and tested in a number of settings including St Vincent's Trust and the Irish Wheelchair Association, Focus Ireland, BeLonG To Youth and Pavee Point.

The programme ideas are based on the FETAC modules where appropriate, so the use of this resource may also be suitable for work with other groups of young people.

The purpose of the personal care resource pack

The Health Promotion Service of the Health Service Executive Dublin North East has worked in partnership with youth organisations in the region to develop a Strategic Action Plan for Youth Health Promotion. The purpose of the Strategic Action Plan is to address the strategic priorities required to progress youth health promotion in out-of-school settings. Addressing the strategic objectives and actions in the Plan is a developmental process, involving many stakeholders. **Don't Sweat It!** links into Strategic Priorities 1, 2, 4 and 5 of the Implementation Plan for youth health promotion with a holistic approach as follows:

PRIORITY 1:

Develop co-ordinated approaches to promote and support healthy lifestyle choices for young people in out-of-school settings.

PRIORITY 2:

Through training and support, strengthen the capacity of agencies working with young people in out-of-school services.

PRIORITY 4:

Develop, support and maintain effective multi-agency partnerships for promoting youth health in out-of-school settings, focusing particularly on the determinants of health.

PRIORITY 5:

Strengthen the capacity of young people in out-of-school settings to participate in decision-making in relation to their health.

Raising issues of personal care is fraught with tension whether it is addressed on a one to one basis or at a broader level. There are many factors that influence the ability, desire and capacity of an individual to address their own personal care needs. These may range from personal factors and lifestyle choices, mental and physical health, to social and environmental factors, living conditions, housing and education. Taking these issues into consideration means that this area needs to be explored further within the context of agencies working with young people and how best to address the issues raised.

This personal care resource pack has been developed as a resource for those working with young people in out-of-school settings, to enable them to address personal care and hygiene issues with young people in a systematic way.

Needs identification

This pack has been developed as part of the work of the Out-of-School Youth Health Promotion Working Group. Anecdotal evidence from organisations working with young people has highlighted issues among staff and trainers in relation to personal care and personal hygiene. Their findings are that poor hygiene and personal care skills appear to impact negatively on self-esteem, can be linked to bullying and influence poor employability. The Health Behaviour of School Children (HBSC) report of 2006 stated that 24.5% of children in Irish schools felt bullied. Therefore, measures that can support young people in managing their personal hygiene and addressing their own personal care needs in a positive way can contribute positively to young people in meeting their needs.

Addressing issues in relation to personal care and hygiene are not without their challenges. Centres working with young people in out-of-school settings have identified the challenge of addressing issues of personal care within their working context. This includes how to manage personal care including personal hygiene within the setting, how to develop a more systematic approach, how to look at underlying issues in relation to poverty and household facilities and resources.

Aims and objectives of the pack

This pack provides a resource to enable those working with young people in out-of-school settings to address issues of personal care and hygiene in a systematic, empowering and positive way.

Introduction to the sensitivity of issues of personal care

The resource pack is informed by the Code of Good Practice in Child Protection for Youth Work Centres. Quality youth work is:

- A planned and systematic educational experience implemented outside of the formal school curriculum by voluntary youth organisations and groups.
- An active model of learning which promotes an experiential learning model where young people are involved in learning by doing, in real life situations, and reflecting in a structured manner upon the experiences encountered.
- A mutually beneficial, enjoyable and fun experience for both youth workers and young people.
- A partnership between volunteers, employees and young people involving adults working with but not for young people in a manner that prioritises the active participation of young people as partners in the process.
- Cognizant of the inequalities existing in society and seeking to raise young people's awareness of these.

This resource pack is based on a number of assumptions that we make about you as a tutor/ trainer/youth worker:

- You want to do a good job in relation to raising issues with young people you work with.
- You care about those young people you work with.
- Your ability to manage sensitive issues is influenced by a complex range of factors that involve you, your role, your perceptions etc.
- You can and will develop in your practice the more you can reflect on it and when it makes sense to you.

(Adapted from Knapman J. & Morrison T., (1998): Making the most of supervision in health and social care, Pavillion, Brighton).

Target audience

The target audience for this resource pack is primarily organisations and groups working with young people in an out-of-school setting, both statutory and voluntary.



02
SECTION



Using the Resource Pack



Introduction

The resource pack is available to those working in an out-of-school setting. It gives a rationale for work in relation to personal care and personal hygiene. It provides practical ideas for delivering sessions with young people on a number of aspects of personal care and hygiene.

Out-of-school young people may want to build on their own pre-employment preparation and the resource may assist in aspects of this in relation to personal care and building self-confidence. It may also build up their social competence. It is important that the pack is used in a broader holistic context which would incorporate the physical and psychosocial needs of the young person.

Young people are not a homogenous group and their needs are individual. As a result, there will be times where links with other agencies may be required to support broader needs of the individual.

Planning the personal care and hygiene programme is an important component in achieving a successful outcome.

Key questions to consider include:

- Who is the target audience?
- What type of intervention? Can targeting all young people within the group/organisation in a pro-active way reduce stigmatisation? Would specific interventions be required to address specific needs of sub-groups? Could this allow for fuller engagement?
- How could the programme be timed to maximise engagement and should it include pre-employment modules with young people?
- What are the particular risky practices within the target group that may need to be a focus of the work - e.g. body piercing and hygiene?

Overview of section contents

This pack has five sections:

Section 1 provides an introduction to the resource pack.

Section 2 gives information on using the resource pack.

Section 3 overviews the programmes ideas and resources.

Section 4 contains the materials and exercises for the Introduction to Personal Care and Hygiene.

Section 5 contains useful information relating to contacts, references and basic skills.

Policy and procedures

Policies are developed by organisations for different reasons. Some are developed and implemented in response to a statutory requirement such as health and safety policies and dignity at work. Policies provide a framework in order to address specific issues in a structured and systematic way. Organisations and groups working with young people will already have a variety of policies and procedures in place, based on identified stakeholder needs. These may range from health and safety to bullying and harassment, and include dignity at work, sexual harassment and equality, smoke free workplace, alcohol and drug policy, dress and grooming policy.

There are benefits to having specific policies and procedures in place. These may include compliance with statutory obligations. They also provide a clear framework for addressing issues that arise which is transparent and accountable. This has the potential to increase morale of those working and attending a centre, training course or group. Policies should be discussed with young people and new staff as part of a broader induction programme. This also provides a reference point should further issues need to be addressed.

The inclusion of personal care and hygiene in an existing health promotion policy or development of a specific policy to cover this area is important. This gives structure to the policy and a clear context to allow for a systematic addressing of issues arising in relation to personal care and hygiene. The policy development would include initial consultation with staff and young people to ensure that the process is inclusive. It should be developed through a representative group, where individuals are given the opportunity to participate. The language used should be accessible to those who will be reading it and implementing it. All staff and young people should be given an opportunity to discuss the policy in draft form as it is developed to ensure that they understand and can be part of it.

Staff and volunteers - professional development

Opportunities for professional development for staff and volunteers working within organisations working with out-of-school youth are important. Information on professional development for staff and volunteers should be provided to ensure that all staff and volunteers are trained in the necessary skills to address issues in relation to personal care and young people.

Staff support and supervision

Appropriate policies and procedures in relation to personal care and hygiene together with an ongoing training programme will support workers in relating to young people with these issues. Difficulties in relation to personal care and hygiene may be brought to the attention of staff by other young people both directly or indirectly. It may also be raised by fellow staff or the young person themselves. Due to the nature of the issue and its sensitivity, young people and staff may be uncomfortable and embarrassed about discussing it. Despite this, there may be times when staff or volunteers may need to speak with young people directly and discuss these issues. There may also be a need for staff to provide further one to one support to young people in relation to personal care and hygiene issues. Once the issue has been raised at a one to one level, it is important that any meetings held are kept private and confidential and that the process is documented.

For some staff or volunteers, addressing issues in relation to personal care with young people and its impact on other people, can be an unpleasant and daunting task. However, if you do not address it, the opportunity to work with young people to tackle the issue may be lost. Equally, the situation may have a negative impact on relationships with the young person and those working with them. It is important to be compassionate but also open and direct with the issue, which should be dealt with in the same way as similar issues. Broach the subject in the context of existing policies such as a dress and grooming policy, if this exists.

If you do not have a relevant policy, explain what the issue is and the need for the young person to address it. It is important to be clear about the expected outcome. The suggestion may be denied by the young person for a variety of reasons, so it is important that you state your concerns in a firm, caring way. When working with young people it is necessary to identify realistic and do-able (feasible) measures that could be taken to improve personal hygiene. It is important that this interaction is not discriminatory or stigmatising. For example, reference to culture-based personal care and hygiene practices that may contribute to the issue, should not be alluded to or mentioned. When issues such as physical neglect and financial or mental health problems are suspected, they should be addressed within the Duty to Care and Child Guidelines protocols.

Staff and volunteers need support when introducing personal care and hygiene to young people in the youth setting. Supervision offers workers and volunteers the opportunity to reflect on their practice. This is particularly important when workers and volunteers are dealing with sensitive issues as it provides a space for feedback and practice development. It may be conducted by line managers or peer workers or both. It can be formal or informal. Supervision will allow staff and volunteers to look at their performance in relation to addressing personal care issues and identify strengths and challenges that they may face. It will give the supervisor an opportunity to give feedback on this process.

Benefits of supervision in general can be adapted to dealing with personal care issues and include gains for young people, the worker and volunteer and organisational relationships as a whole:

- It helps to improve the quality of care and service to young people.
- Enables workers and volunteers to maintain a focus on the needs, feelings and concerns of the young people and maintain an empathic and anti-discriminatory approach to them.
- Promotes quality services for young people.
- Promotes good practice and helps to maintain professionalism.
- Can help reduce stress for staff and volunteers.

Supervision enables the staff and volunteers in their professional development and support. It also helps them to recognise and value the skills and knowledge they have as well as identifying where work and skills development are needed.



03
SECTION

Programme
Ideas and
Resources



Introduction

In this section, ideas and resources to explore personal care and hygiene related issues will be given. These are not intended to be an exhaustive set of activities. It is envisaged that they will provide some ideas to support staff and volunteers in working with young people in relation to personal care and hygiene issues. It is important that they are delivered as part of an overall holistic programme within a supportive environment where there is induction for young people and opportunities for peer leadership and buddying.

The programme ideas are developed to work with module descriptors from the FETAC award system with activities drawn from different sources and some original ones included.

What activities could be used?

When considering the activities and methods used there are a number of areas to consider:

- The topics that need to be discussed.
- Methods that are most likely to achieve the objectives of the session.
- Methods best suited to the group.
- How comfortable is the trainer/tutor with the chosen methods.
- Language skills and confidence of young people - written and verbal.

A variety of activities can be used with young people to explore issues in relation to personal care and hygiene. Some of these are included in this section but not all. Feel free to adapt any or all of these exercises to the needs of your own group.

General Group Activities

- **Games:** as ice-breakers; energisers, introducing ideas. They should be fun and not go on too long.
- **Discussions:** big or small group discussions. If using small groups discussions, make sure that you allow time for feedback to a bigger group in case there are any issues that need to be addressed.
- **Brainstorm and discussion:** with clear questions to generate discussion and ideas.
- **Case studies:** personal care issues can be raised through a case study. This involves drawing up a scenario with a person and/or situation to include issues raised or needing to be raised. Using this method, the issues raised can be addressed, with the young people offering advice or opinions without ever having to refer to themselves unless they want to. Using a number of smaller groups can be useful to compare the findings.

- **Role-play**
- **Moving debate:** simple game that can enliven a debate - stick 'yes', 'no', and 'not sure' or 'maybe' in different parts of the room and asking each person to move to the appropriate sign each time after you read out a statement, e.g. 'If someone smells bad you should never tell them'. If you only deal in opinions for this game it works well as nobody is ever 'wrong' and you get some ideas on attitudes and opinions. Pages with each of these signs are included in the appendix.
- **Projects:** can allow for skill development in working together, planning and organising a budget, based on an aspect of personal care. It involves planning and carrying out the project, displaying the project and its findings and evaluating it. The internet and hard data resources can be used including library books, text books etc.
- **Surveys:** conduct survey on aspects of personal care and hygiene.
- **Quizzes:** can be a useful way to assess levels of knowledge.
- **Demonstrations:** involve a step by step demonstration of a particular activity such as teeth brushing, hand cleaning, etc.
- **Debates:** can allow for participants to work together to collect ideas through research and look at the pros and cons of particular issues.
- **DVDs:** can be sourced and used if checked and deemed appropriate. They can be used as the basis for discussion and specific parts selected if more appropriate.
- **Group video-making:** on topic(s)
- **Visiting:** linking with other centres where young people may pick up tips and hints about aspects of personal care: hair salon, beauty training school, sports group, dental clinic, medical/nursing (local health centre).

Individual Activity:

- **One to one work.**
- **Worksheets.**
- **Handouts.**
- **Quizzes.**
- **Questionnaires.**
- **Art work:** make bookmarks; collage; drawing.
- **Internet research:** Interactive computer resources to research topics.
- **Reviewing.**

Skills that can be practised

- Reading and writing skills.
- Conversation and discussion skills.
- Expressing oneself.
- Listening.
- Awareness and reflection.
- Recognition of skills that are there.
- Specific skills e.g. tooth brushing, nail care, personal grooming.
- Preparation for job interview.

In view of the fact that people have preferred styles of learning, it is useful to use different methods and activities to maximise engagement of young people. The appendix gives a list of references.

Structure of resource material

As previously stated, the resource materials are based on a number of key FETAC modules, which are suitable for inclusion in a Personal Care and Hygiene programme. The topic of Personal Care and Hygiene are introduced through general group discussion and personal worksheets for young people to fill in. While the FETAC module format offers specific learning outcomes for key areas, the materials can be adapted and used according to the needs of each group. So if you are looking for supports for delivering a FETAC module, this is possible.

There is a mixture of ideas for discussion group work as well as quizzes and experiments. If you want to address issues with your group in relation to aspects of personal care and hygiene, you can adapt the resource to suit your need. There are also individual worksheets which can be used for personal reflection and can also be used to generate discussion. Where there is a natural alternative to a treatment or aspects of personal care, this has been included to ensure that a more environmentally sustainable alternative is presented.



04
SECTION



Introduction to
Personal Care
& Hygiene



Introduction

This section can be used to introduce the group to the idea of personal care and hygiene. It contains group exercises and worksheets, which will guide the development of the programme.

A number of courses are available at foundation level with FETAC which would be very suitable for inclusion in a Personal Care programme. This manual has drawn on ideas and exercises based on FETAC modules (i.e. Personal Care and Presentation DF0175; Preparation for Work WF004). Specific learning outcomes that are of particular relevance to personal care and hygiene are included in this section, with ideas for group work.

The overall purpose of the Personal Care Module is to provide learners with practical skills and knowledge in personal care and presentation that will enhance their personal confidence and interaction with others.

GENERAL AIMS OF THE FETAC MODULES:

Candidates who successfully complete this module will:

- Understand the principles of good personal care and presentation
- Demonstrate good personal care and presentation in their daily lives
- Practice safe and hygienic personal care and presentation
- Develop their personal confidence and interaction with others

Supplementary exercises may need to be added to adapt to specific situations. Otherwise they can be used independently as appropriate to need.

Timings have not been given for any of the exercises, as the length of time taken for any given activity will vary depending on the skill level and also the time available for the given group involved.

EXERCISE:

WHAT SKILLS DO I HAVE IN RELATION TO TAKING CARE OF MYSELF?

Exercise type: Group exercise and Personal worksheets.

Objective: Personal care and hygiene skills audit.

Materials: Flipchart paper and markers; worksheets and pens.

Note: This exercise provides an introduction in relation to skills we need to take care of our personal hygiene. It can be through a mixture of brainstorming, big and small group discussion or alternatively in writing, depending on the group.

Introduction: We all have a variety of skills that we use every day. In order to take care of ourselves, we need to use some of these skills.

- **Brainstorm:** 'What skills do we need to take care of ourselves and our personal hygiene?' and write up on a board or flipchart paper.
Prompts: hair washing; hand washing; showering; washing clothes; buying the right products; budgeting.
- In small groups ask about the type of skills the group have to help them to take care of themselves.
- While still in the small groups ask if there are skills that they would like to develop.
- Bring the small group discussion back to the bigger group and write up the skills available as well as those which the group would like to develop.

The next two worksheets can be completed individually within a group context or on a one to one basis if more appropriate. The first worksheet provides an audit of skills that the young people have and the level they think they are at in relation to these. The second worksheet looks at levels of knowledge and areas that the young people would like to know more about. This will help to focus the work of the programme.

Personal Worksheet

PERSONAL CARE AND HYGIENE SKILLS ASSESSMENT

Adapted from Model for the Delivery of Leaving Care and Aftercare Services in HSE North West Dublin, North Central Dublin and North Dublin (HSE 2006)

I can... I know how to...	I am good at this	I would like to improve	I would like to learn
Organise my personal hygiene			
Take care of my personal care and hygiene needs			
Wash my clothes at home or use a launderette			
Iron my clothes			
Shop for personal care items			
Shop for clothes			
Prepare & cook healthy meals			
Keep a healthy & balanced diet			
Know how to get a medical card and use it			
Take care of my teeth			
Take care of myself, but I have a particular health concern that makes it hard to take care of myself			
Other (please add)			

Personal Worksheet

* Put number 1 beside the area you think is most important to get more information. Put number 2 beside the next most important, until you have given them all a number.

WHAT I WANT TO KNOW

I would like to learn more about	Important	Not important	Rank*
Why I need to know about personal care and hygiene			
Personal care and hygiene issues			
Organising my personal care and hygiene			
Types of personal care products and what they are for			
Shopping for personal care items			
Taking care of my clothes			
Washing clothes/ using a launderette			
Ironing			
Shopping for clothes			
Keeping a healthy & balanced diet			
How to get and use a medical card			
How to look after my teeth			
Other (please add)			

EXERCISE:
KEEP IT CLEAN!

Exercise type: Group exercise.

Objective: Introduction to Personal Care and Hygiene. To examine what looking after myself means to young people. To encourage young people to discuss their views about looking after themselves.

Materials: Flipchart and cards on 'Keep it clean!'. Laminated signs for 'agree', 'disagree' and "not sure" ("Yes", "No" and "maybe") – the three pages from these are in the end of the pack and can be copied and laminated to make them last longer. Otherwise, three A4 sheets can be used, one with "Yes", one with "No" and the other with "Maybe" written on them in marker.

Note: This introductory exercise can help to set the stage for introduction of the module or sessions that will be delivered with a group. The exercise can be delivered in two ways, depending on the literacy skills levels of the group and these have been separated below.

KEEP IT CLEAN!

1. The facilitator reads out a series of statements relating to personal care and hygiene, such as 'people should take a bath or shower once a day'. The group is invited to divide into three sub-groups: those who agree ("Yes"), those who disagree ("No") and those who are not sure ("Maybe"). Each sub-group then discusses the issue from their perspective and one person feeds back from each sub-group. The tutor/ trainer can add in additional information. The group then move onto the next statement until they are completed.
2. Participants are organised into small groups to look at the statements on 'Keep it clean!' within their small group. The three laminated signs for agree ("Yes"), disagree ("No") or not sure ("Maybe"), are placed on the wall in different places. For each question, one member of the group reads out the question and invites the members of the group to go to where they think is the correct answer e.g. 'Agree', 'Disagree' or 'Not sure'. Participants are then invited to discuss the answers. The tutor can refer to the Tutor's Notes for additional information.

Describe the key features of a healthy lifestyle

- Describe the role of diet, exercise, sleep and relaxation in the promotion and maintenance of good health.
- Explain some of the features of stress and ways to manage stress effectively.

“
I shower
twice a week
- that's enough,
because I don't
want my skin to
get dried out
”



“
I have to wash
my hair every
day because
it's greasy
”



“
I change my
underwear
whenever I feel
like it, but at
least once a
week!
”



“
I change my
socks when
they stick to
the wall - well
there's no point
in overdoing it!
”



“
If I spray
deodorant and
antiperspirant
it means I don't
have to wash
too often
”

“
Everyone gets
spots on their face
now and then,
it's just something
I live with and
they just go
away anyway
”

“
If I brush my
teeth regularly,
there is no need
to floss them
”



“
Smoking can
change your
appearance and
stain your teeth
and fingers
”



“
I keep my make
up on all night,
sure it doesn't
matter if I take
it off or not
anyway
”



“
Eating a variety
of food will
help me to stay
healthy
”

“
I sleep most of
the weekend so
I can stay up
late during the
week nights
”



“
I bring our dog
for a walk each
week, that's
enough exercise
for me!
”



KEEP IT CLEAN! - Tutor Notes

“I shower twice a week - that’s enough, because I don’t want my skin to get dried out”

DISAGREE - washing your body regularly does not remove the body’s natural oils. In fact, it can help to wash regularly to keep the body clean and germ free. When our skin is unwashed, the pores can get clogged up and this can lead to spots and skin infections.

There are sweat glands in your groin and under your arms that help to keep you cool, but bacteria grows on stale sweat, making an unpleasant smell. There is a need to wash under the arms and between your legs every day to stop the bacteria growing and prevent odour.

“I have to wash my hair every day because it’s greasy”

DISAGREE - Some experts think that washing your hair too much makes it greasy as it stimulates the oil glands, which are just under the surface of your scalp. For most of us, washing our hair once or twice a week is enough. If you have greasy hair, it tends to pick up dust more easily so it may need to be washed more frequently. However, if you want your hair to be clean and look shiny, you will need to wash it regularly. Mild shampoo will help to keep your hair in good condition as it does not get rid of all the oil. Don’t forget to clean your brushes and combs once a week.

Dandruff is simply flakes of dead skin which lie on the scalp. There are many reasons why people can get dandruff. You can treat it by using a gentle shampoo which is made to clear dandruff. Regular brushing your hair can help too as it brings blood to your scalp.

A NATURAL REMEDY FOR DRY SCALP: Every so often, if you massage one teaspoon of warm olive oil into your scalp, this can help to reduce a dry scalp.

“I change my underwear whenever I feel like it, but at least once a week!”

DISAGREE - We wear underwear next to our body so it is good to change and wash it every day. Sweat from our bodies evaporates and some of it is also absorbed by our clothes. Natural fabrics like cotton and wool can help sweat to evaporate.

Other fabrics such as nylon and polyester stop sweat from evaporating. This means that moisture does not dry up, and this can leave you feeling hot and sticky and you are more likely to smell of body odour.

“I change my socks when they stick to the wall - well there’s no point in overdoing it!”

DISAGREE - Your feet sweat a lot and need to be washed often. Because they sweat a lot, you need to change your socks and tights daily to make sure they are clean. If you have problems with your feet such as athlete’s foot or a verruca, talk with your doctor or pharmacist who will be able to advise you how to treat them.

“If I spray deodorant and antiperspirant it means I don’t have to wash too often”

DISAGREE - Deodorant and antiperspirant are not the same as washing your body. The best way to stop body odour (B.O.), is to wash your body each day. **Everyone sweats and it is only stale sweat that has a smell.** An underarm deodorant on a clean armpit will help to prevent bad smells. An antiperspirant will stop sweat coming from under your arms. Smells will also cling to your clothes and footwear. So you will need to change these daily.

“Everyone gets spots on their face now and then; it’s just something I live with and they just go away anyway”

AGREE - Just under your skin there are skin follicles. These follicles have glands attached to them which produce an oily substance. During puberty the skin produces oily material, which can mix with dead skin flakes which can clog and darken. This is called a blackhead. Pimples are formed in the same way, where the gland produces oil, the follicle breaks, and the skin gets red and slightly infected. Nearly everybody gets spots at some stage. Washing your face regularly in warm - not hot - water using a gentle cleanser will help. Also a healthy balanced diet with plenty of fresh fruit and vegetables and regular exercise and rest will help. Do not share towels or razors. Spots can be helped by keeping your hands away from your face and not squeezing them. If you do need to touch your face, try to make sure your hands are as clean as possible.

A NATURAL REMEDY: Witch hazel, available at your local chemist, can help to tighten the pores in your skin. It can be put on cotton wool and applied gently to your face.

“If I brush my teeth regularly, there is no need to floss them”

DISAGREE - One step in taking care of your teeth and gums is to brush them regularly. This means at least twice a day, in the morning and last thing at night before you go to bed. It’s not just about how often you brush your teeth, but how you brush them. Flossing your teeth means cleaning between your teeth using a special piece of thread called floss. To floss your teeth, you will need a piece of floss about 30cm/12in long (refer to page 39 for more information on flossing teeth).

“Smoking can change your appearance and stain your teeth and hands”

AGREE - Cigarette smoke affects your skin and hair and changes a person’s appearance. This is one of the effects of the toxins in cigarettes. Smoking can make your gums bleed and cause gum disease. It can also give you ‘hairy tongue’ where your tongue gets a brown furry coating. This surface traps food and bacteria and causes your breath to smell bad. The tar in cigarettes can stain your teeth, fingers and dental fillings. Smokers also get wrinkles earlier than non-smokers and it makes your skin look duller. The smell of stale smoke clings to the body and clothes.

“I keep my make up on all night; sure it doesn’t matter if I take it off or not anyway”

DISAGREE - It is important to take your make-up off at night. This allows your skin to breathe during the night. Sometimes we can be too tired to bother with cleaning our skin at night, but if we leave make up on overnight it can clog pores and make our skin more likely to get spots and blackheads. So make sure you remove all your make-up before going to bed.

“Eating a variety of food will help me to stay healthy”

AGREE - We need a variety of foods to stay healthy. Food is fuel for the body to function properly. To eat healthily we need to get the balance right, and the food pyramid can guide us in how to do this by showing the recommended servings from each “shelf” (a good tip is to vary the colour of your food in order to get variety).

“I sleep most of the weekend so I can stay up late during the week nights”

DISAGREE - Most people are affected when they do not have regular sleep. It can make us feel irritable and lack concentration. So it is important to have a good sleep routine, where you get to bed at about the same time each night and wake at the same time each morning. This will allow you to feel rested and in a better mood. It also helps us perform better in sports, work and study.

“I bring our dog for a walk each week, that’s enough exercise for me!”

DISAGREE - Being physically active is an important part of our lives. It can help us to keep healthy both physically and mentally. Regular exercise means taking at least 30 minutes of physical activity on most or all days of each week.

To benefit from physical activity you should breathe a little harder and feel your heart beat faster. You will also feel warmer as your body is pushed and you will sweat. You can break your physical activity up into different parts of the day or different activities. So, you might have a brisk walk for 15 minutes and then do some dancing for 15 minutes, which fulfils the recommended daily quota.

DEMONSTRATE A HEALTHY APPROACH TO PERSONAL CARE

- Demonstrate good practice in personal care, including cleansing, grooming, nail care, dental care, treating minor ailments
- Observe best before dates on personal care products (e.g. eye treatments, facial treatments, medication)
- Understand when medical treatment and/or advice is necessary (e.g. for conditions such as dermatitis, eczema, psoriasis, infections)

EXERCISE:

Thinking about personal care and hygiene

Exercise type: Case Studies.

Objective: To look at issues in relation to personal care and hygiene.

To encourage young people to discuss their ideas about how to address these.

Materials: Case Study handouts, flip-chart and markers.

1. The facilitator divides the group into smaller groups with 4/5 people in each. Each group is given a case study to read through and discuss the questions attached.
2. Participants in the group are encouraged to read the case studies individually and then look at them together. If however, this is not possible, the facilitator can work with each group and read the relevant case study. Each group should have a different case study to maximise learning. The time allowed for the discussion will vary depending on the skill level and engagement of the group.
The facilitator can spend some time with each group and get a sense of the issues raised.
3. At the end of the small group discussion, the bigger group is brought together and the information shared with the whole group. This will allow the participants to look at different situations where young people are faced with different personal care and hygiene issues.
4. The exercise is not about right or wrong answers but to look at the kind of issues that face young people in relation to personal care and make practical suggestions as to how they might address these.
Information from the discussion can be elaborated on by the facilitator where necessary.

VARIATION: The young people can be invited to develop their own case study and questions to reflect their collective experience and issues and this can be used with further groups.

Case Study:

Thinking about personal care and hygiene

Adam

Adam is 15 and lives at home with his Mam. There are three other children in his family, two sisters and a brother. Sharing a home with other people means that getting time in the bathroom isn't always easy. So, sometimes Adam has to go to his FÁS course without washing himself. Adam smokes but he always makes sure to spray some deodorant because he likes to smell okay. Sometimes if he is in a hurry, he will spray this onto his sweatshirt or top. He also got a stud in his tongue last week.

What advice would you give Adam to help him improve his personal hygiene?

What personal care and hygiene products would be useful for Adam to have?

Discussion Points:

Using wet wipes.

Smoking.

Oral hygiene.

Case Study:

Thinking about personal care and hygiene

Jessie

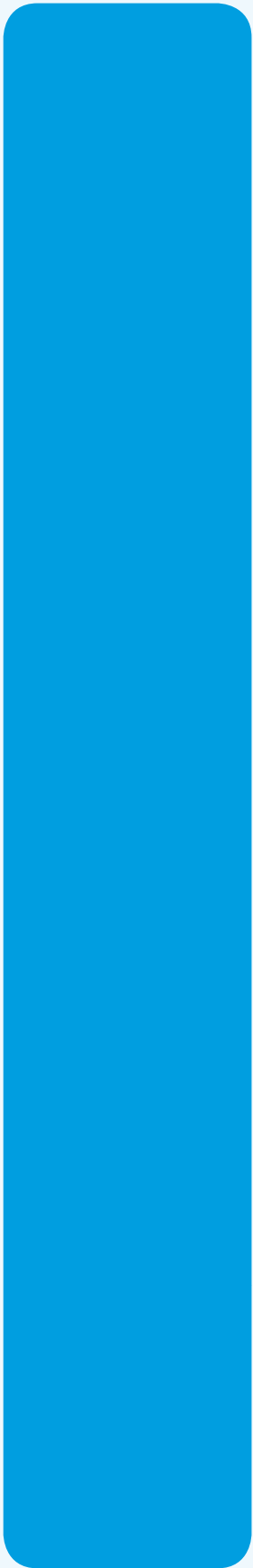
Jessie is 16 and lives at home with her Mam, Dad, sister and brother. She is a wheelchair user. Although Jessie is fairly independent, she needs assistance with her personal care. Jessie goes to a training centre during the week and needs some support when using the bathroom. Personal assistants can be in a hurry and it can be difficult getting other people to do exactly what she needs to keep as clean as she would like.

What advice would you give Jessie to help her to get her personal care in the way she would like it?

How do you think Jessie could approach staff in the training centre to help her in the way she would like?

Discussion point:

Factors in any environment that may make personal care difficult for young people.



Case Study:

Thinking about personal care and hygiene

Vinny

Vinny is 14 and likes to take care of himself. He lives with other young people in a residential unit. He gets to work out regularly and likes to keep fit. He also spends a lot of time in the bathroom. He takes care of his clothes and makes sure that his hair is looking its best. He has dandruff and wears hair gel to try and hide it. Sometimes he finds that his friends slag him about taking care of himself and looking well. This causes him some concern at times. Also, he ends up spending a lot of his money on personal care products such as hair gel, shaving foam, body sprays and aftershaves.

What advice would you give Vinny to help him to make the most of the time and money he spends on his personal care routine and products?

What do you think he might do to help him with his hair?

Discussion Point:

Residential care and personal needs being met.

Case Study:

Thinking about personal care and hygiene

Stacey

Stacey is 19 and has a little daughter and they live with Stacey's Mam. Stacey likes make up and trying out new products. With a little girl to mind, she is busy and sometimes leaves her make up on overnight. She also keeps her make up for ages because she likes to try a mixture of the old and the new. Her little girl also tries some of the make up on and really likes lipstick. Sometimes Stacey gets spots on her skin or infections in her eyes. She is not really sure why she gets these. She often goes out to the shops wearing her pyjamas under an anorak when she needs milk or bread.

What advice would you give Stacey to help protect her skin?

What do you think about her make-up routine and why?

What about clothes/general appearance?

Discussion Points:

Famous people and make-up - actors, sports people and media personalities.

EXERCISE:

PERSONAL CARE AND HYGIENE SURVEY

Exercise type: Group Survey.

Objective: To look at opinions and practice of personal care and hygiene. To prepare and do a survey on personal care and hygiene.

Materials: Survey.

Introduction: A survey can be a good way to get information about what people think or their opinions. You can use this survey to ask questions about your group and then put this information together. They are not about being right or wrong. Each question will give you a choice of answers. There will also be a place to add in more information if you want.

SURVEY QUESTIONS

1. How often do you think we should have a bath or shower?

- Once or twice a month
- Once a day
- None of these
- Once or twice a week

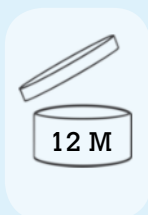
Comment: _____

**2. Cleaning our body helps us to get rid of which of the following?
(Tick as many of the boxes as you think answer the question)**

- Dirt
- Sweat
- Bacteria
- Smells
- Oils
- Rashes
- Infection
- Scabies
- Eczema
- Warts
- Impetigo

Comment: _____

3. This symbol on a shower gel or shampoo means



- I can leave it open all the time
- I can use it for 12 months after I open it
- I can use it for 12 months after I buy it
- I don't know what it means at all

4. Have you ever felt embarrassed by the personal hygiene of a friend?

- Yes No

Comment: _____

5. The 'best before date' on a personal care product means:

- I can use it for as long as I want to
 I can use it up to the date on pack
 After the date, the product will not be suitable for me to use anymore
 I don't know what it means at all

Comment: _____

6. Taking care of my teeth means:

- Brushing them once a week
 Brushing them at least twice a day
 Visiting the dentist regularly
 Eating and drinking whatever I want
 Not taking sugary foods or drinks between my meals
 Using a toothpaste with fluoride in it
 Keeping my hands and nails out of my mouth

SEE NEXT PAGE FOR ANSWERS.

SURVEY ANSWERS

1. How often do you think we should have a bath or shower?

- Once a day

Comment: May be necessary to shower again after playing active sports which cause sweating.

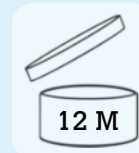
2. Cleaning our body helps us to get rid of which of the following? (Tick as many of the boxes as you think answer the question)

- Dirt Sweat Bacteria Smells Oils

Comment: Regular cleaning of the body helps prevent infection.

3. This symbol on a shower gel or shampoo means

- I can use it for 12 months after I open it



4. Have you ever felt embarrassed by the personal hygiene of a friend?

Yes or No as applicable.

Suggested comment: Smelly feet when they remove their trainers.

5. The 'best before date' on a personal care product means:

- I can use it up to the date on pack

Comment: Quality can be guaranteed up to this date. After this date, quality cannot be assured.

6. Taking care of my teeth means:

- Brushing them at least twice a day
- Visiting the dentist regularly
- Not taking sugary foods or drinks between my meals
- Using a toothpaste with fluoride in it
- Keeping my hands and nails out of my mouth

Explain the basic rules (principles) of good personal hygiene

- Hand hygiene
- Oral hygiene
- Personal hygiene

HAND HYGIENE

Sometimes we only think of washing hands after we have made them dirty such as when we go to the toilet, clean our room or play football. It is very important to wash hands after you go to the toilet and especially before preparing food or eating. If you are caring for a pet, make sure that you wash your hands after handling or petting it (or changing litter trays) to stop spreading germs/infection. Also if you have changed a nappy, wash your hands before and after to protect the baby and yourself from spreading infection.

Why is it important to wash your hands?

Washing your hands properly is important as it can help to stop you and other people getting infections. This is very important when visiting friends in hospital. Most hospitals have gel dispensers close to the wards, for use before and after your visit. It's also very important that hospital staff wash their hands before they go to each patient.

REFERENCES: www.irishhealth.com & www.cdc.gov/handhygiene

So how can I wash my hands properly?

1. Take off any jewellery you have on.
2. Wet your hands with warm water.
3. Put some soap onto your hands and rub together away from the water for 30 seconds. Remember to include under your nails. This helps to get rid of germs.
4. Rinse your hands under the warm water.
5. Dry your hands well using a clean towel, paper towels or hand dryer.

NAIL CARE

It is important to take care of our nails both on our hands and on our feet. Your nails are made of a special kind of protein called keratin. Nails can dry out, just like your skin. Your nails can also get infections, specially your toenails. Infections on your toe nails can be prevented by changing your socks often and making sure your socks and shoes are not too tight.

If you share tools to cut, file or paint your nails, you may increase the risk of getting an infection so it is better not to share your equipment.

Many people bite their nails when they are feeling stressed, bored or hungry. For some people it is a habit. If you bite your nails, you transfer germs between your hands and your mouth. Biting your nails can damage your teeth and cuticles. So, if possible, try to keep fingers out of your mouth.

REFERENCES: [http://en.wikipedia.org/wiki/Nail_\(anatomy\)](http://en.wikipedia.org/wiki/Nail_(anatomy)) & www.mayoclinic.com

Group Exercise

Introduction: Using a flipchart or whiteboard, write up the phrase 'Good personal hygiene means...'. Ask the group to call out their ideas on what they think of when they think of 'good personal hygiene'. Write this up on the flipchart or whiteboard.

Ideas that might come up include: washing yourself; washing your hair; keeping your clothes clean; brushing your hair; brushing your teeth; smelling nice; not biting your nails.

ORAL HYGIENE/DENTAL CARE

It is important for you to brush your teeth and gums twice each day, last thing at night before bed and one other time each day. This will help to keep your teeth and gums healthy.

Why should we take care of our teeth?

Teeth are a very important part of our mouth and our body. We use them for lots of things that we do such as talking and chewing our food. We also like to have a nice smile and fresh breath to share with other people and make us feel good too. Taking care of our teeth will make our teeth last longer and mean that we have less problems or pain from them. We can also save money by taking care of our teeth as we will have less need for treatments.

Taking care of my teeth

There are a number of important ways to take care of our teeth and gums: by brushing, watching what we eat and drink (sugar intake) - especially between meals - and by visiting our dentist regularly. One step in taking care of your teeth and gums is to brush them regularly. This means at least twice a day, last thing at night before bed and at least one other time each day. Although it is important to brush our teeth twice a day, how well we brush them is very important too.

How do I brush my teeth properly?

1. The first part of brushing your teeth properly is to brush the outside part of the top teeth and gums first. Place the brush where the tooth and gums meet. Start at the back and move forwards slowly. Move the brush in small circles on your teeth and gums. You only need a pea sized amount of fluoride toothpaste on your toothbrush. This means enough to go across the brush head and not down the length of it.

TIP: IT SHOULD TAKE YOU THREE MINUTES TO BRUSH YOUR TEETH PROPERLY. THIS IS ABOUT THE SAME TIME AS IT TAKES TO HUM A FULL SONG OR LISTEN TO IT ON THE RADIO. DON'T TRY TO SING IT, YOU WILL END UP WITH A BIG MESS!

2. Do the same thing on the inside of your teeth and gums. This might take a little bit of getting used to, but practice makes perfect. Your gums are really important because they are like the foundations in a house; they keep your teeth secure in your mouth. If your gums are damaged or get infections, the teeth can become loose and eventually fall out.
3. Clean the inside surfaces of the front teeth by using gentle up and down strokes with the front of the brush.
4. Brush the biting surfaces by moving the brush back and forth.



5. Repeat for the bottom teeth.
6. Spit out the tooth paste from your mouth. Do not rinse your mouth with water afterwards as the extra protective factor of the fluoride in the toothpaste may be lost.

What type of toothbrush should I use?

When you are buying a toothbrush, pick it carefully: the brush head should be soft and not too large. You should change your toothbrush every three months, especially if the tufts of the brush are all spread out. A damaged toothbrush will not help you to take care of your teeth.

Electric toothbrushes can be very effective in brushing your teeth and gums. Let the toothbrush do the work as you move it slowly around all the surfaces of your teeth and gums.

What can I eat and drink if I'm thirsty and hungry between my meals?

Milk and water will help the thirst, and the calcium in the milk will help to give you healthy teeth, bones, skin and nails. It also gives you energy. If you are hungry, you can have healthier snacks such as a sandwich, preferably not with jam or chocolate spread!

Popcorn is a better choice than crisps and makes you feel full. A fruit or natural yoghurt is also a good choice, but not one with a sweet topping on the side such as jam, biscuit or chocolate. A piece of fruit or a plain scone can also fill the gap.

Flossing your teeth

Flossing your teeth means cleaning between your teeth using a special piece of thread called floss. To floss your teeth, you will need a piece of floss about 12 inches long.

- Wrap the end of your middle finger a few times. Then take the other end of the floss and wrap it around the middle finger on your other hand. There should be a few inches of floss between your fingers now.
- Now you hold the floss tight and bring it gently into the gaps between your teeth as far as the gums. You can move the floss up and down gently to get rid of any food, bacteria and plaque between your teeth.
- You should do this between all of your teeth including the back teeth.
- When the section of floss is used, pull more along through your fingers.
- Make sure you floss your teeth once each day.
- It is okay to floss before or after you brush your teeth.
- Don't worry if your gums bleed a little when you start to floss, this is normal.
- Some people find it hard to use floss with the long string. You could try floss which is on plastic handles to make it easier for you.
- You can buy different types of floss in the supermarket and in the chemist.

Tooth whitening products

Some people may think about using products to make their teeth whiter. These products have bleach in them. If you use them too often, they can be very hard on your teeth and gums. So if you are thinking of using them, talk to your dentist first to get his/her advice.

The dentist

If you are worried about any part of your teeth, gums or inside your mouth, please contact your dentist for a visit. If you have a medical card, you are allowed to have treatment with your dentist on the medical card. There is a list of the dentists that you can go to, in your local health centre. These are private dentists who will see medical card holders. You should visit your dentist at least once a year.

For healthy teeth and gums, remember:

1. Avoid sugary snacks between your meals.
2. Brush your teeth twice each day.
3. Use a toothpaste with fluoride in it.
4. Ensure you keep your appointments with the dentist.
5. You can help to keep your teeth and mouth in good condition by not putting objects such as pens or your fingers in your mouth as these carry germs.

How do I know if I am cleaning my teeth and gums properly?

To check how well you are cleaning your teeth and gums, why not try plaque disclosing tablets? These are small tablets which you use in your mouth to show you where there is plaque in your mouth. You can buy them in the chemist.

To use plaque disclosing tablets, put some Vaseline on your lips before you start. This will stop the colour in the tablets from colouring your lips. Then you put one tablet in your mouth and chew it for half a minute, rub it over your teeth with your tongue and then spit out.

Now you will see your teeth and gums are stained. The pink colour shows where there is plaque. Now brush your teeth to get rid of all the colour and plaque.

REFERENCES: www.nlm.nih.gov/medlineplus

www.webmd.com/oral-health/self-examination-for-dental-plaque

Contact your local health centre to make an appointment with Dental Health Promotion.

Why is sugar so bad for my teeth?

There is a germ called plaque that grows on our teeth every day. When it mixes with sugar, it becomes an acid on our teeth. The acid damages our teeth and makes them weak. Every time we have sugary foods or drinks, we have what is called an acid attack. The good news is that our mouth can handle up to four acid attacks a day, because it produces saliva or spit.

Saliva is the liquid in our mouth which helps to protect our teeth from the acid but it takes between 30 minutes and 2 hours for the saliva to work. So, if you keep taking more sugary foods or drinks, it makes it very difficult for the saliva to do its job. People usually have three to four meals or breaks a day: try to keep sugary foods and drinks to these times only. This way, the number of acid attacks can be reduced. If possible you should avoid sugary snacks and drinks between meals.

Smoking and Oral Health

Smoking will stain your teeth and cause bad breath. It also does great harm to your gums, which can lead to gum disease. In gum disease, less blood goes to your gums and this can affect the bone in your gum. The bone in the gum is very important as it helps the teeth to stay in place. So if your gums grow smaller with gum disease, your gums will bleed more easily and you might lose your teeth earlier than you need to. Smoking can also affect our ability to taste and enjoy food.

Did you know?

SMOKERS ARE MORE LIKELY TO DEVELOP CANCER IN THEIR MOUTH THAN PEOPLE WHO DO NOT SMOKE. THE RISKS ARE FURTHER INCREASED IF THEY DRINK HEAVILY AS WELL.

So what can you do?

IF YOU SMOKE THE BEST THING THAT YOU CAN DO FOR YOUR DENTAL HEALTH AND YOUR GENERAL HEALTH IS TO STOP!

Smoking can change your appearance

The damage that smoking causes to your body is significant both inside and out. On the surface, smokers suffer significant damage to their skin, resulting in wrinkling, broken veins and a leathery complexion. Smoking constricts the tiny blood cells of the skin, reducing oxygen flow.

Stale tobacco smell lingers just about everywhere – hair, skin, breath, clothes.

Tar-stained fingers and teeth, hair thinning, breathlessness, vision damage, poor circulation leading to chronic leg ulcers and possible gangrene.

The list goes on and on- and then of course there's the empty pocket syndrome: this occurs when you have to spend all of your money to feed your chronic nicotine addiction.

All this before we even consider the damage inside!!

So what can you do?

IF YOU SMOKE THE BEST THING YOU CAN DO IS TO STOP.

Oral piercings

Many young people like to follow fashion and this can include getting some parts of their body pierced. Body piercings have included ears, noses, eyebrows, tongues, belly buttons along with other part of the body. You may know some people who have had different part of their bodies pierced or may have some piercings yourself.

When we think about body piercing, we may not think about how this might affect our health. Dentists have observed that many young people are getting their tongues and lips pierced. Mouth piercings can be very dangerous to young adults if they become infected. Young people may not be aware of an underlying heart or lung condition. The reason that the mouth piercings are a problem is that the mouth has a lot of bacteria. If your mouth is pierced, bacteria can get into your blood stream more easily. This can lead to infection and serious illness.

Another concern is that hygiene in some of the shops/places that do piercings may be risky. This means that you may be at a higher risk of getting Hepatitis B, C, D and HIV. Tattoo and piercing shops/places are not regulated by legislation. Check their standards of hygiene before you get your piercing or tattoo. It's important that the equipment used is properly sterilised and that needles are not re-used. If you are unsure and don't get the answers you need, find a shop you can trust.

Having a ring or stud in your mouth can cause your teeth to chip or fracture as well as infection and gum disease. For anyone who has their ears pierced, they may notice that the skin around the hole is thicker. The same can happen in your mouth with extra skin or tissue growing in your mouth. Having jewellery in your mouth can be a problem if you are allergic to the metal used, or if it becomes loose and blocks your throat or airway. Having piercings in your mouth can sometimes affect how you speak.

If you notice a problem after you have had some part of your body pierced, see your doctor. This might include pain, infection or a fever. If you have some piercings in your mouth and you think there is a problem, visit your dentist.

PERSONAL HYGIENE

Cleansing

Cleansing or cleaning our bodies is an important everyday activity. It can help us to reduce the amount of germs and bacteria that grow on our skin which can contribute to infection and odour. Our skin protects our body so we need to take care of it. We should clean our whole body each day with a shower or bath. Other parts of our body should be cleaned more often, including our teeth, hands and face. Depending on your type of hair you can wash it each day or less often.

Grooming

Have you ever looked at nature programmes on the television and watched monkeys picking at the fur of other monkeys? Well, this is one of the ways that monkeys groom each other. It helps them to keep clean but also helps them to be accepted by other monkeys. Not only do monkeys groom themselves: cats do it, fish do it, horses do it and so do humans!

In humans, grooming can include washing and styling your hair, shaving, wearing make up and taking care of how you look. It is part of taking care of ourselves and can help us to meet and be accepted by other people.

Demonstrate good personal presentation skills

- Explain the principles of good personal hygiene
- Incorporate good personal hygiene practices into a daily routine
- Show how to care for clothing, shoes and items for daily living (e.g. brushes, medication, make up)

Introduction to Personal Care and Hygiene

Brainstorm

In your group do a brainstorm using the phrase Personal Care or Personal Hygiene. Participants are asked to say the words or ideas that they think of when they see/hear this phrase. The tutor will write them down on a flipchart or board.

Make sure that positive things are included as well as negative because it is important to get balance between the two.

When the group have finished this, the tutor will put them into two groups under two headings:

My personal care

Problems

Start a discussion in the group about what you can do to take care of yourself and your hygiene. Do you think that personal care and hygiene are important in life?

Nose Hygiene

We use our nose to help us to breathe. The hair in our nose helps us to clean the air as it comes into our body. When we have a runny nose or cold and sneeze or cough, we spread germs. We can help to stop spreading germs from our nose by using paper tissues to blow our nose and blowing our nose regularly to clear excess mucus. Put soiled tissues in a bin and wash hands frequently.

REFERENCES:

<http://www.hygiene-educ.com/en/learn/personal/guide/presentation1.htm>

<http://www.hygiene-educ.com/en/learn/personal/guide/presentation2.htm>

Do you know about sneezing?

Sneezing helps your body to get rid of germs and bacteria in your nose, so it is very useful for us. Dust and pepper along with germs and bacteria can make you sneeze. Sneezing also helps clear your nose and air ways when you have a cold. Some people sneeze with their eyes open and some people can not do this. We cannot control this as it is a reflex response. The good news is that even if you keep your eyes open, they will not pop out!

REFERENCES: www.wellbeingireland.com/healthtopics/sneezing & www.vhi.ie

Spitting

Spitting passes germs. If you want to empty your mouth of spit, use a tissue. Spitting in public places is viewed as a disgusting and unacceptable form of behaviour. In the U.K. this practice can warrant an Anti-Social Behaviour Order (ASBO).

REFERENCE: www.ussonline.net/asbo.htm

Explore the impact of personal presentation on others

- Describe the impact that elements of personal presentation such as hairstyle, clothing (i.e. pyjamas outdoors), makeup, tattoos, and body piercing can have on others.

Group collage exercise

Materials: Old magazines, big sheets of plain paper, scissors and glue. Using old magazines and newspapers, working in small groups, ask the groups to pick out pictures that show different kinds of people. They can cut out the pictures and stick them on to the group piece of paper. The more variety of magazines and images used the better.

Discussion:

- What are the different parts of the people in these pictures that tell you something about them?
- What type of people do you think are represented in each of the pictures that you choose?
- What factors do you think affect how these people dress e.g. sex, age, etc.
- How can people's appearance affect your opinion of them?
- Would these people look like people you would like to get to know more? Why?
- What sorts of categories or groups of people are represented by different styles and what would it say about them?

It is important to remember that clothes and how we present ourselves is only part of who we are. Sometimes when we see other people who we think look like us, it can make it seem safer to start to talk with them. If they seem very different from us, in how they look, we may feel less like speaking with them.

- If your own image could speak, what would you like it to say to other people about you?

NOTE: Other questions can be added into this discussion or allow the group to expand on it themselves.

Group Exercise

Scientific Experiment

WHY CHANGE OUR CLOTHES?

This experiment will help young people to understand how germs grow on dirty clothes. It will also help to understand what helps them to grow including dust, warmth, sweat and other body fluids.

TO DO THIS EXPERIMENT YOU WILL NEED:

Three airtight plastic bags.

Three white t-shirts - one damp and dirty white T-shirt; one dirty and dusty t-shirt and one clean and dry white t-shirt.

Sticky tape.

Labels.

TIME: 1 session of 30 minutes + 10 minutes observation over four weeks.

HOW TO DO THE EXPERIMENT: The group uses the 3 plastic bags. Each of the bags will have one of the t-shirts in it, as follows; **Bag 1:** Put the damp white t-shirt into bag 1. **Bag 2:** Put the dirty and dusty t-shirt into bag 2. **Bag 3:** Put the clean and dry white t-shirt into bag 3.

- Write up a label for each t-shirt bag to identify the t-shirts. Stick the labels on each of the bags and close the bag with the sticky tape. Put the bags away in a warm place, but out of direct sunlight. Have a look at the bags every few days without opening them. Write down what you notice in the bag
- Ask the group about the amount of staining in the bags.
- After four weeks, take the t-shirts out of the bags and the group can look at the stains and smell of the clothes.
- The group can then look at what they have learned from each of the bags. This might include the connection between germs and the marks on the clothes: the more there are, the more germs on the clothes.
- Explain the importance of washing clothes and of changing clothes often, to reduce the amount of germs that grow.
- Mention specifically that underclothes, which are in contact with body secretions and away from fresh air, should be changed every day. Finally, throw away all material used in the experiment and wash hands thoroughly.

HYGIENE EXHIBITION

This exercise will: Reinforce personal hygiene knowledge.
Share the learning from the group with other people.

Material: Poster paper in different colours, large sheets of drawing paper.
Felt tip markers, paint etc. Magazines to cut out etc.

Time: This will depend on how long the group will work on the exhibition.

How to prepare the hygiene exhibition: The group leader invites the group to put on a personal hygiene exhibition.

The group will work together on a hygiene exhibition project. This will involve listing the hygiene related information they would like to include in their exhibition. Suggestions might include some of the information included in this section about the body, nasal hygiene, hand hygiene, dental etc. The group will also have to work out how they will share this information in their exhibition - through posters, drawings, photographs, collage work etc.

It is important to get all members of the groups involved. It may involve getting additional information from books or the internet. They may also like to expand their knowledge with information on food hygiene which can be obtained from the Irish Safe Food Authority.

REFERENCES: www.fsai.ie & www.safefood.eu/en/info/links

Share out the tasks.

The exhibition should demonstrate the need for good personal hygiene and the actions required to ensure it.

REFERENCE:

<http://www.hygiene-educ.com/en/learn/personal/guide/presentation1.htm>

TREATING MINOR AILMENTS

Dandruff

Dandruff is the name given to the dead skin cells that are on your scalp. It is normal for skin cells on our body to die and flake off. Some people however, have a much bigger amount of flaking of their skin cells and may have some redness on their scalp. This is because the skin cells on their heads mature and fall off in a shorter time from 2 to 7 days. For other people, this takes place over a month. Dandruff is not a living thing like lice, it is just dead skin so it does no harm. Also, dandruff will not cause your hair to fall out. To get rid of dandruff, you can use a special shampoo.

However, a small number of people can have flaking scalp because of psoriasis or an infection caused by a fungus. If you think this is the case for you, talk with your chemist or doctor.

Sometimes people can lose confidence if they have dandruff so it is important to find a way to get rid of it, particularly if it is a problem for you.

REFERENCE: www.fsai.ie & www.safefood.eu/en/info/links
& www.irishhealth.com/dandruff

Acne, spots and pimples

Many people, both young and older can get acne, spots and pimples. These can be caused by changes in your hormones. Your skin produces oil through glands in your skin called sebaceous glands. These glands can get blocked up with the oil, which is called sebum. Blackheads can form on top of the blocked gland on the skin and the area can be infected by bacteria. This leads to spots or pimples. These can sometimes be quite sore too. Some people get these more often than others.

It can be hard to keep your hands away from a spot, particularly if you are going out with friends or think it is just ready to burst! You might be tempted, but even when a spot looks ready to go, if you squeeze it, you could break the wall of the pore and push infection and inflammation deeper into the skin. Using your nails to squeeze a spot is very hard on delicate skin tissue. It can even damage the healthy skin which surrounds a spot and cause scarring, so do not squeeze your spots. Eating a healthy diet with plenty of fruit and vegetables can help you to get the minerals and vitamins you need to keep your skin healthy.

REFERENCE:
http://hcd2.bupa.co.uk/fact_sheets/mobsy_factsheets/acne.html

What are warts?

Warts are small growths or bumps on the skin. They are skin-coloured and feel rough when you touch them. Warts are caused by a virus. We can pass them to other people when our warts touch the other person's skin. You can also get warts from objects that were used by someone who has warts. It can take up to 3 months from the time you are infected with the virus until it appears on your skin. Some people get warts more easily than others. Children and young people get them more often than adults. They can grow on any part of the body but can be seen on the face, hands, feet, genital area which includes the penis or the vagina and anus area.

Plantar warts or **verrucae** are warts on the soles of the feet.

Flat warts are usually smaller and smoother than other warts. They usually appear on the hands or feet and are more common in children than in adults.

Genital warts occur on the genitals of both men and women, on the vagina or penis, and in the area around the anus. Genital warts can be passed on through having sex with someone who has them.

What should I do if I think I have warts?

If you think you have warts, you should check with your doctor or practice nurse. Your doctor will look at your skin and the wart. Genital warts can be more difficult to deal with than regular warts on the skin, so it is very important to get them checked out. The virus that causes genital warts can sometimes cause cancer of the cervix in women.

How can I get rid of them?

If your warts are on your skin only (not on your genital area) these may go away without treatment. This may take from months up to 3 years. Some warts can last a lifetime. If your warts are painful or you are embarrassed by them, talk to your doctor. Genital warts are more serious and need to be treated by your doctor or through the Family Planning Centre. If you are having sex with other people they will need to be screened and treated if necessary.

Treatment

Your doctor will be able to help you to get rid of your warts. They can use chemicals to freeze or burn them off. They can also use laser treatment. Warts can be hard to get rid of, so you might need more than one treatment. You can also buy treatments without a prescription which are suitable to treat most warts. These products have acid in them. You put this product on the warts a few times each day for a few weeks. During this time, the skin over the wart will die and the wart will peel off. Be careful when you use the acid as it can make the skin around the wart sore. You should not use products to take warts off if you are pregnant unless your doctor tells you that it is safe to do so.

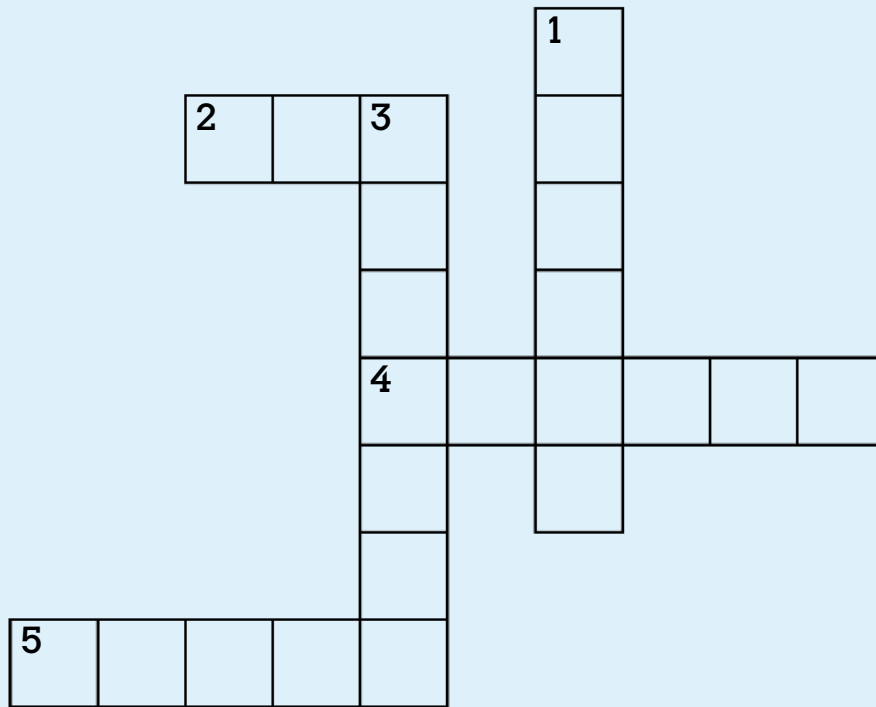
Why do my warts come back?

Local treatment can rid the skin of the warts, but it may not get rid of the virus. This means that the warts may reappear.

How can I help to stop having or getting warts?

- Be careful not to cut the warts when shaving or washing.
- Protect your feet in swimming pools and locker rooms with shoes or sandals.
- Do not bite your fingernails if you have warts.
- Do not pick at warts. If you keep doing this, put some plaster on them to help you stop.
- Do not share toiletries or other personal items such as razors with other people.
- Protect yourself from genital warts by knowing your sexual partner's health history.

REFERENCE: www.mayoclinic.com



Warts Criss Cross Puzzle

Across

2. Can I get rid of warts?
4. Who should I see for genital warts?
5. What causes warts?

Down

1. What do you call warts on your feet?
3. What can protect my feet from warts?

Group exercise

Quiz

1. What causes warts?
2. What types of warts are there?
3. How can you treat warts?

Solutions

Across

2. Can I get rid of warts - yes
4. Who should I see for genital warts - doctor
5. What causes warts - virus

Down

1. What do you call warts on your feet - verrucas
3. What can protect my feet from warts - sandals

What is dermatitis?

Dermatitis is an inflammation of the skin. There are different types of dermatitis, but the most common is due to an allergic reaction or over-sensitivity of the skin or body to certain substances. It usually involves swollen, red or itchy skin. Dermatitis is a common condition that is not life-threatening or contagious.

REFERENCES: www.mayoclinic.com & www.vhi.ie

Dermatitis is closely linked to eczema, but any rash can be thought of as dermatitis-based.

What is eczema?

Eczema is a skin problem which makes your skin itchy, dry and flaky. Skin may also be red. The skin is usually very sensitive when you touch it. Even a light touch may make it itchy. If your eczema is mild, you will not need medical treatment. Some people will need to see their doctor to treat the condition. If your skin is scaly, raw or thick from your eczema, you may have a type of eczema called atopic dermatitis. Children can have eczema when they are young and grow out of it. Others will have it all their lives. Some people have eczema at certain times of the year such as winter when the air is dry, or when they are feeling stressed.

How does it happen?

Your skin can react to different things and this can lead to a flare-up of eczema. Here is a list of some of the things that can cause a flare-up:

- Allergic reactions to a variety of substances such as clothes dyes, soaps, nickel (jewellery), chemicals etc.
- Allergic reaction to a food or medicine
- Genetic trigger (family history)
- Varicose eczema
- Emotional upsets/stress

Sometimes people who have eczema may also have asthma or hay fever. The good news is that eczema is not contagious.

How do you treat eczema?

People with eczema should talk with their doctor. They will look at your skin and ask about your family history and if other people have rashes or allergies. Mild eczema sometimes does not need any treatment. Or it may go away if you put a special cream with 1% hydrocortisone, on the affected skin. You can get this cream in the chemist and no prescription is needed for this cream.

For people with more severe eczema, there are two medicines which can be helpful: antihistamines and steroid creams. These can help prevent or control the itching.

Antihistamine pills can help to stop severe eczema from being itchy. There are two types: one which may make you sleepy which can be used at night. The second type of antihistamine does not make you drowsy or feel sleepy. This means that you can use antihistamines during the day or at night to stop itching.

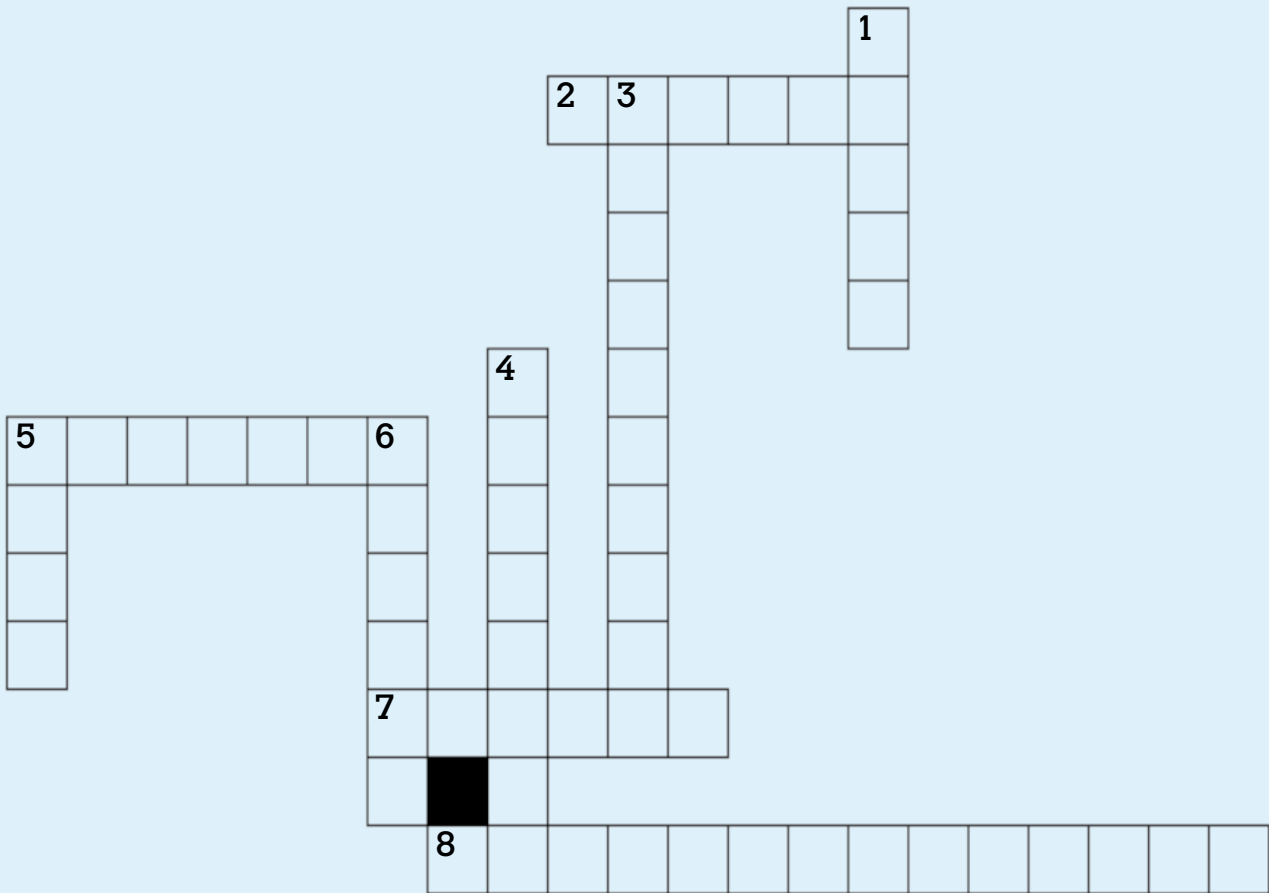
Prescription steroid creams or ointments are used to help control the itching and rash caused by severe eczema. Because these are medicines you should use them in the way your doctor or pharmacist suggests. Steroid creams and ointments are strong so it is important to use them properly.

What can you do to help eczema?

You can help eczema by keeping your skin from getting too dry. This means you should avoid overbathing/showering, and use warm rather than hot water. You can still wash down each day to keep yourself clean. Make sure to use oil-based moisturising creams each day and not water-based lotions. Use them more than once daily if you can.

- Your skin may be itchy but try not to scratch as this can cause an infection.
- When you wash yourself, use a gentle soap or non-soap cleanser.
- You will know what makes your itching worse so try to avoid these things. This might mean some types of material and clothes.
- When you wash your clothes and bed clothes, use mild soap. Don't forget to rinse them twice to get rid of any soap.
- Temperature changes: this can trigger eczema so try to avoid sudden changes in temperatures.
- Too much heat can make skin itchy, so try to avoid getting too hot.

REFERENCES: www.vhi.ie & www.irishhealth.com



Eczema

Across

2. The name of a skin condition which makes your skin itchy, dry and flaky
5. This cream based treatment can be used to help control the itching and rash caused by severe eczema
7. This feeling can make eczema flare up
8. This type of treatment can help ease the itchiness of severe eczema

Down

1. To help keep eczema under control, what is the minimum number of times we should use moisturisers
3. Eczema does not pass from person to person, so we say it is not
4. This group of young people often grow out of eczema
5. This product which is used to clean our body, can make eczema worse in some people
6. Antihistamines can make you feel this way

Eczema Criss Cross Puzzle - Solutions

Across

2. The name of a skin condition which makes your skin itchy, dry and flaky - **eczema**
5. This cream based treatment can be used to help control the itching and rash caused by severe eczema - **steroid**
7. This feeling can make eczema flare up - **stress**
8. This type of treatment can help ease the itchiness of severe eczema - **antihistamines**

Down

1. To help keep eczema under control, what is the minimum number of times we should use moisturisers - **daily**
3. Eczema does not pass from person to person, so we say it is **not contagious**
4. This group of young people often grow out of eczema - **children**
5. This product which is used to clean our body, can make eczema worse in some people - **soap**
6. Antihistamines can make you feel this way - **drowsy**

What is psoriasis?

Psoriasis is a common skin problem. It causes a thick, rough, dry build-up of the outer layer of skin. The thick areas of skin are usually on the scalp, elbows, knees and bottom. People of all ages can have psoriasis. It does not pass from person to person so it is not contagious. You are more likely to have psoriasis if members of your family have it.

How does it occur?

When you have psoriasis, the outer layer of your skin makes new cells more quickly than normal. The extra cells become thicker. No one knows exactly what causes psoriasis. Genetic inheritance (family history), stress and local irritations or damage to the skin are some of the known factors which trigger psoriasis.

What are the symptoms?

The symptoms of psoriasis are rough, dry, thick areas of skin, called plaques. Sometimes the skin on top will be silvery looking and the skin under it will be red. The skin can also be itchy. Psoriasis can also appear on your fingernails and toenails. Your nails may become thick and change their shape.

Some people with psoriasis can have mild symptoms. Other people will have severe symptoms. The symptoms may get worse if you are upset, sick or injured. Sometimes, psoriasis can flare up. This can happen with any of the following:

- You have a skin injury, such as a cut, burn, rash, or insect bite.
- Infections such as streptococcal infection which causes sore throats/tonsils.
- Some prescription drugs and over-the-counter medicines.
- Your skin is exposed to constant friction, for example, from clothing.

The symptoms of psoriasis can change throughout the year, with the seasons. So, in the summer, psoriasis can be improved with the sunshine. In winter, it might flare up more.

How do you treat psoriasis?

It is important to visit your doctor if you think you have psoriasis. Your doctor will look at your skin and nails. They may do a special skin test called a biopsy. This means that a small piece of your skin will be taken off and tested. Don't worry about feeling pain from this: the doctor will give you a local anaesthetic, which means you will not feel it.

The doctor will look at your symptoms and talk to you about how to stop the itching. They will also look at how to stop extra skin cells building up. Your doctor will prescribe a cream to rub into your skin. There are different types of treatments including creams and medicines which can help psoriasis and your doctor will help to choose one to suit you.

These include:

- Emollients, which are very thick creams which you put on your skin. They can help to stop itching and protect the skin.

- A steroid cream which has a small amount of steroids in it which can help your skin to heal.
- Salicylic acid cream or ointment.
- Tar based preparation (commonly ointment or shampoo).

How long will the effects last?

Many people who have psoriasis will have it throughout their life. It can be helped with early treatment to stop the build up on your skin. There are ways that you can help yourself too.

To help reduce flare-ups you can:

- Try to avoid skin injuries. When you do injure your skin, protect your skin from infection.
- Talk to your doctor about getting the right amount of sun to help your skin.
- Try to manage your stress to keep it down, as much as you can.
- Take regular exercise and keep a healthy weight.
- Avoid drinking too much alcohol.
- Do what your doctor suggests to keep your skin soft/moisturised.

How can I help prevent psoriasis?

The exact reason for psoriasis is not known, so it is not yet possible to stop it from developing. However, you can prevent it from getting worse by treating your skin when you see it starting. Do what your doctor suggests for this.

REFERENCES: www.irishhealth.com & www.psoriasisireland.ie

LICE

What are lice?

Lice are tiny six-legged insects without wings. They cannot fly, jump or swim. They have a life-cycle of 25-30 days, and each female lays 10 eggs per day. There are different types of lice, head lice and pubic lice. Pubic lice look like tiny crabs and they are sometimes called crab lice or 'crabs'.

There are three stages in the life cycle of lice. Head lice and pubic lice lay eggs, which are called nits, and can be difficult to see. These stick to the hair and hatch into lice in 8 to 10 days. After hatching the nymph takes 7-10 days to reach maturity. Once they reach maturity the lice mate and the female lays the eggs.

Lice live on people and animals, usually in the hairy parts of the body such as the head or pubic area. They bite the skin and suck blood for their food. The bites can make your skin itchy.

Do you know why pubic lice are called 'crabs'?

Pubic lice look like tiny crabs so sometimes they are called 'crabs'.

Why do people get lice?

Anyone who comes into contact with another person who already has head lice is at risk of catching them, or by wearing infested clothes such as hats, coats, scarves and using infested combs, brushes, towels and bed linen etc. Children are more at risk, particularly in the junior school setting.

Pubic lice pass from one person to another through intimate body contact.

What do I do if I think I have lice?

To deal with head lice, information is available from your local HSE health clinic, or talk to the Public Health Nurse.

For pubic lice, there are special lotions and creams which can be used to remove them. It is important to contact your doctor, Family Planning Clinic or Sexually Transmitted Infection Clinic. You and your partner(s) should be treated.

REFERENCES: www.vhi.ie & www.irishhealth.com

THRUSH

Thrush is a yeast infection which can affect mouth and genitals, particularly the vagina. It's caused by *Candida Albicans* which is a naturally occurring fungus, and it only causes problems when it multiplies. It often happens after a person has been on antibiotics. It can be passed on by sexual intercourse, but it's not regarded as a sexually transmitted infection. It can also occur after a person has been on cancer drugs or their immune system is not working, also with diabetes and hormonal changes.

Treatment is in the form of antifungal creams or pessaries which are available over the counter, and/or a tablet which requires a prescription from your doctor.

COLD SORES/HERPES

Cold sores are small sores on or near the lips. They are caused by the Herpes Simplex virus. Herpes I are usually on the lips but Herpes II are usually on the genital area. The lips become tingly and a blister develops which subsequently bursts and a crust appears. It normally leaves no marks.

It's usually treated with anti-viral medication. Herpes II on the genital area can be very painful and requires medical attention.

REFERENCE: www.nlm.nih.gov/medlineplus

ATHLETE'S FOOT

This is a very common infection of the foot. It is caused by fungi which thrive in heat and moisture. It's often found between the toes but can spread to the rest of the foot. It can be spread by skin to skin contact. Shoes with poor ventilation and synthetic socks retain moisture which can increase the risk of infection. Care should be taken when using swimming pools and gymnasiums.

Prevention

Drying skin thoroughly after bathing/showering, avoiding sharing towels, hairbrushes and combs, and changing socks or tights daily.

Treatment

Best to visit your doctor to rule out any other infections and he/she will prescribe the appropriate treatment.

REFERENCES: www.irishhealth.com & <http://hcd2.bupa.co.uk>
& [http://hcd2.bupa.co.uk/athlete's foot](http://hcd2.bupa.co.uk/athlete's%20foot)

RINGWORM

Ringworm is a common infection of the skin. It can affect any part of the body including scalp, arms, hands, legs etc. It's caused by contact with affected animals: cats, dogs etc. It can also be passed by person-to-person contact. The fungi enter the body through a break in the skin due to a scratch or cut. It looks like a circle or ring on the affected area of skin, hence the name. It's usually very itchy.

The doctor will examine the skin and may take a sample to send to the laboratory (skin scraping). Usually an antifungal cream is prescribed and recommendations are given in relation to the careful laundering of clothes, frequent changing of bedlinen and ensuring towels are not shared.

Pets may also need to be checked for ringworm. Frequent and careful handwashing is important.

Group Exercise

KEEP IT OR CHUCK IT OUT!

Tutor information: The FETAC module refers to the “best before” date. Some products may carry best before dates: however, many cosmetic products such as shower gels, shampoo and hand creams can last for a long period of time and do not need to have a best before date. So the European Union has introduced a system where products that will last over 30 months do not have to have a best before date. Now, many products have a period after opening symbol on them. This tells us how long the product will last once the container has been opened. This means that it should not cause any harm to the person using it, once it is used within this time after opening.

For this exercise the tutor/youth worker and the group collect a variety of used personal care products including body care products, cosmetics and over the counter treatments for conditions such as dandruff, warts, etc. These will form part of the exercise and should be collected in advance. Make sure that there are enough products to provide smaller collections with samples from each type per group including some with best before date or period after opening symbol on them.

Introduction

When we look at personal care and hygiene products, they have information on them which helps us to use them safely. This can include either a best before date or a picture of an open cosmetic pot, which is the period after opening symbol.

Exercise

BRAINSTORM - ‘BEST BEFORE DATE’ AND ‘PERIOD AFTER OPENING’

Ask the group to give suggestions as to what a ‘best before date’ and ‘period after opening’ mean.

What are ‘best before dates’?

When we look at the packets from food or drinks, we can often see a best before date on them. This tells us that the food should be used before that date as the quality will not be as good after it. Some foods will have a use by on them and this tells us that after that date, the food is no longer safe to eat. On cosmetics and personal care items, there may be a best before date and this means that they should not be used after this date as the quality will not be as good but it should still be safe. So, this can mean that the colour, smell or texture may be changed and make it less attractive to use.

What does the ‘period after opening’ symbol mean?

The period after opening symbol is shown on a product by an open cosmetic pot. When we open the product, the number on the symbol tells us how long we can use the product safely. The number is the amount of months and the letter ‘M’ is for months. So, 12 M on the pot, or beside it, means that once we open the pot, it is safe to use for 12 months.

You may notice that your cosmetics have no symbol on them: this means that they should last longer than 30 months. So they do not have to have a best before date on them.

REFERENCES: www.thefactsabout.co.uk & www.catie.org.uk/feelgood/default.htm

Small group exercise

- 1.** Divide the group into smaller groups of four or five people. Each group is given a selection of the different product types from each category.
- 2.** Ask the participants to guess which products they think should have a best before date on them and why. They should write this down once it is agreed.
- 3.** Ask the participants to guess which products they think should have a period after opening symbol on it, why and the length of time they think it might be. This should also be written down, when agreed.
- 4.** The participants can now look at each product and check out whether their guesses were right and if there were any surprises.
- 5.** Discuss the findings from the exercise.

Exercise for home

Many people may not know about the 'period after opening' symbol on cosmetic products, so the group can be invited to check out with their friends and family members if they know what it means and bring this information back to the group.

REFERENCE: www.ec.europa.eu/health

Over the counter medicines

There is a list of medicines that can be bought from your local chemist or pharmacy without a prescription from your doctor. Each one has some information on what it does for you. You should also check the correct dosage and side effects.

Pain relief and anti-inflammatories

Products such as paracetamol, aspirin, cough bottles and muscle rubs can be bought over the counter to treat the symptoms of colds and muscular aches and pains. These products have been in use for years, but they can have serious side effects if they are used incorrectly or interact with other medication you are on; always check with the pharmacist if unsure.

Antihistamines

Sometimes our skin can react to something in the environment or a sting from an insect and become red and itchy. People who have dermatitis may also have red and itchy skin. Also, if we have hay fever it can make our eyes watery and our nose runny. Antihistamines are used to help to treat the symptoms of these allergic reactions and can help to reduce the redness and itching as well as dry up the runny nose. You can buy antihistamines from the chemist in tablets or as a cream which you can rub onto the affected area of your skin.

Anti viral medicines

When people get a cold sore, it is caused by a virus. An anti viral medicine is used to treat a viral infection such as a cold sore. It is sold as a cream which you rub into the affected area.

It is important to read the information on any medicine that you purchase. This way you will know how to use it properly. Also, you should look at the use by date, best before date or period after opening and make sure that you do not use it after this date.

Fungal infection treatments

With fungal infections such as ringworm, athlete's foot and thrush, it's important to be seen by your doctor for the correct diagnosis. For thrush there are over-the-counter creams that can be recommended by your local pharmacist.

Answer the following questions:

What type of medicine can you use to treat hay fever?

Anti-histamines

What would you use an anti-viral medicine for?

Warts and cold sores

What are common fungal infections?

Thrush, athlete's foot and ringworm

Why is it important to read the information on medicines before taking?

To make sure it is the right medicine, the right amount and the right time.

Products

Explain the uses and benefits of a range of products to include soap, shower gel, shampoo, conditioner, treatments for conditions such as dandruff, dry scalp, psoriasis, acne, deodorants, moisturisers, sunscreen products.

Exercise:

Put up pictures of different personal care products including shampoo, conditioner, dandruff treatment, soap, deodorants, moisturisers, sunscreen, etc.

Ask the group to discuss what they think each of the products is used for and what the advantages of the product might be. It can be useful to ask at this stage if there are any down sides to using the product or if there is any reason why someone would be better off not using the product.

Soap

Soap is used to help us to get our skin clean. It is made up of a number of ingredients including fat or oil, which helps to get rid of oil and grease. Some people find soap can dry their skin out, even though many of them have ingredients to moisturise your skin. Soap should be removed from your hands with water before you dry them.

What are anti-bacterial soaps?

Many people will see anti-bacterial soaps in the supermarket. The makers of these soaps are keen to sell these and tell us that they can help us to fight infections. The main function of soap is to remove dirt from the skin. (Google “anti-bacterial soap” for more information)

Did you know?

In modern times, more people understand how soap can help to keep germs under control. Factories started to produce soap in the late nineteenth century. Advertising in Europe and the United States helped people to make the connection between being clean and being healthy. It was only in the 1950s that soap was accepted as a way to help people to keep clean.

REFERENCES: <http://en.wikipedia.org/wiki/Soap>

Shower gel

Shower gel is a liquid soap which is used to clean the whole body when in the shower. Shower gel is made in many different colours and scents. You can use shower gel on a face cloth, scrunchie or on your hand. You do not need to use very much to give you lots of suds for washing. Make sure you rinse all the suds off when you are finished.

What have a car and your shower gel got in common?

They both use petrol. Petrol in your engine and petroleum based products in your shower gel. Google “soap ingredients”

Shampoo

We use shampoo to clean our hair. It does this by removing oil, dirt, pieces of skin, dandruff and pieces of dirt that build up in our hair. It is important to get rid of the materials that have built up without taking away all the oil in our hair. To make shampoo work, we mix it with water and this builds up suds in our hair. As we rub our head and hair, we clean the hair and scalp but we also remove the oils.

Hair Conditioner

When we shampoo our hair, we remove some of the natural oils in it. If we use hair conditioner after we wash and rinse our hair, we can improve the texture of our hair. It makes our hair look shiny and smooth.

There are different types of hair conditioners; some are heavy and thick and you leave it on your hair for a while before you rinse it off. It forms a layer on the surface of the hair and makes the hair seem smoother.

A leave-in conditioner is much lighter in your hair and can be left on your hair so you do not have to rinse it off.

Deodorant

Our body sweats to help us to control our temperature. Sweat comes to the surface of our skin and has very little smell. It is produced by the sweat glands and it comes out through the pores in your skin. Body odour is caused by bacteria dissolving the waste material in our sweat. The area under our arms is wet and warm and is a good place for bacteria to grow. The hair under our arms also provides more space for bacteria to grow.

We can help to reduce the smell by keeping the area under our arms regularly washed and as dry as possible. We can also kill the bacteria or block the smell with perfumes. One of the products used to help to get rid of the odour is deodorant. Deodorants stop the bacteria from growing. They do not stop you from sweating. Most people use deodorants under their arms. We can also use deodorants on our feet and as a body spray, on our body. We can buy deodorants in different forms such as sticks, body sprays and roll on.

Did you know?

The first deodorant was introduced in the late nineteenth century.

Antiperspirants

Antiperspirants prevent odour but they also make you produce less sweat. People use antiperspirants under their arms. Antiperspirants stop your sweat from coming out of your skin. To do this, it blocks the area where the sweat comes out of the pores in your skin.

You might have noticed that many products for odour have a mixture of antiperspirant and deodorant in them. These are called antiperspirant deodorants. They can help to keep the odour away longer because they block the sweat so that there is less for bacteria to grow on. They also have a smell. The chemical aluminium is in the antiperspirant. This blocks the pores in our skin and stops the sweat from coming out. When we wash our body with soap, we unblock the pores in our skin.

Moisturisers

Moisturiser or moisturising cream is used to stop your skin from losing moisture or water. It is made up of a number of ingredients including oil and water. Moisturiser is used after you have cleaned your skin. The moisturiser gives your skin a greasy layer which helps keep your skin hydrated. When there is water in the cells of your skin, your cells will be plumper and look smoother. The effect of moisturiser lasts for about 6-12 hours.

Sunscreen products

Sunscreen is a special cream or lotion used to protect your skin from the sun. It is important to protect our skin from the sun to prevent skin cancer. Too much sun will also dry out our skin and make it look older. There are two types of sunscreen. One uses chemicals to absorb the ultraviolet rays before they can harm our skin. Physical sunscreens contain special materials that act like a mirror and reflect the ultraviolet rays away from the skin. Sunscreen products will have the letters SPF or the word Factor on them. This stands for Sun Protection Factor. It tells us the level of protection that we can get from the sunscreen if we use it properly. The higher the factor the greater the protection obtained.

Exercise

For more information on sunscreen and skin care, look up the website of the Irish Cancer Society on www.irishcancer.ie

Other websites: www.wikipedia.org/wiki/sunscreen

www.vhi.ie

www.irishhealth.com

Introductory Grooming Skills

At this stage it might be useful to explore the roles of body shape, dress style, colour and hairstyles in personal presentation.

References: Healthy Choices, Healthy Times and Healthy Living (North Western Health Board, T: 072-520 00)

SPHE Guidelines for Teachers (Department of Education)

- Explain how grooming products and treatments contribute to personal presentation and care
- Explain the uses and benefits of a range of grooming products, e.g. aftershave, perfumes, make-up and moisturisers
- Explain the uses and benefits of a range of treatments such as facials, manicures, pedicures, massages, hair removal treatments

Types of grooming products and how they work:

Perfume

Perfume is a combination of essential oils and compounds to give a pleasant fragrance. Perfumes can come from natural sources, which are expensive, or synthetic sources, which are more common in today's perfumes. Perfumes can help us to identify or remember pleasant effects. Google "perfume"

Aftershave

Aftershave is a lotion, gel or liquid which is used by men after they have finished shaving their face. It helps to keep the skin smooth and in good condition. When men shave, they can damage their skin or cut it. Aftershave is used to balance the acid level of the skin after soap has been used. Aftershave usually has a mixture of alcohol and moisturisers in it. The alcohol closes the pores but it may sting as it does this. It also stops infection because it disinfects the surface of the skin. The moisturiser will help to keep the skin soft. Perfume in the aftershave will keep you smelling fresh.

Some men have very dry skin and may need to use a moisturiser or use an aftershave that has no alcohol in it. Aftershave gel soothes the skin and helps prevent razor burn.

Some people do not like to use aftershave because it has alcohol in it. So a product called an astringent can be used instead. These can contain a liquid which is called witch hazel. Aftershaves that have no alcohol in them are usually in gels and creams.

Make-up/cosmetics

Most women use make-up, and nowadays men are using it also, to enhance their appearance and self-confidence. Cosmetics include skin-care, various lotions and perfumes, lipsticks, nailcare products, bath/shower products and hair products. Make-up usually describes coloured/tinted products to alter the user's appearance. Cosmetics can be either decorative or care products.

Exercise

- Explain the uses and benefits of a range of grooming products, e.g. aftershave, perfumes, make-up and moisturisers

Type of grooming product	What do you use this product for?	What are the benefits of using this type of grooming product
Shower gel		
Moisturiser		
Deodorant		
Antiperspirant		
Perfumes		
Aftershave		
Make-up		

We have looked at the use and benefits of a range of products you use in grooming. Some of these products are essential, while others are a lifestyle choice. There are cruelty-free (not tested on animals) products and chemical-free products available.

- Explain the uses and benefits of a range of treatments such as facials, manicures, pedicures, massages, hair removal treatments.

Exercise

Collect newspaper and magazine advertisements for products or treatments.

Get group to do a collage with themes e.g:

Truth/proof – do these products work?

Fantasy – promises made for products that they cannot achieve

Exploitation – of animals/crop producers, child labour

Additives/chemicals in products

Are these products really needed?

Very costly brand labels with same ingredients as cheap labels

Exercise

DRAMA

Make a scene!

Role play and drama can be an enjoyable and fun way to learn. In this, young people are given the opportunity to work in groups and develop a short advertisement for a given product. If you have the resources to video this and the group are willing, why not get groups to tape each other and use them to play back.

The bigger group is divided into smaller groups of 3 – 4 people. Each group is given a range of products they can use to advertise including soaps, sunscreens, shampoos, shower gels, shaving products, etc.

They are given some time to make an ad for the product, e.g. twenty minutes. They may want to focus on what are the selling points of the product; who are the group they want to sell their product to; how will they get the interest of their target group. They can use words and song as well as actions in their ad: however, they should leave out the product name so that the other groups have to guess what it is from the claims made in their ad.

When the groups are ready, they are invited to present their advertisement to the bigger group and they have to guess at the end, the product being advertised.

Discussion questions might include:

What product do you think is being advertised in this ad?

What sort of information did the ad tell us about this product?

What do you think of ads that you have seen for these types of products?

Investigate a range of natural and manufactured personal care products
Examine and compare a range of natural products such as rose water, honey, fruit, herbs, olive oil and yoghurt and manufactured products that are used for a similar purpose.

What can be used instead of manufactured products?

Can you list any ingredients in the products you buy?

What are the possible hazards of beauty products (i.e. allergens)

How reliable are manufacturers' guarantees?

Is there any real difference between "own-label" brands and more expensive brands?

Group Exercise

Objectives: To encourage young people to think about problem solving in relation to personal care issues

Problem-solving letters page

This exercise will allow the group to look at issues that arise in relation to personal care through a letters page. Some of the young people may be used to problem pages in magazines or newspapers. The facilitator/tutor will decide how much time to allow for this activity.

The facilitator/tutor divides the group into smaller groups. Each group is given a sample of a personal care problem. The group is invited to discuss this and give feedback to the wider group on solutions.

Each problem is read out to the groups by the facilitator/tutor and the groups are asked to discuss them.

Areas for discussion might include:

- How do you think the person is feeling?
- What do you think other people's reactions are to this issue?
- What solutions do you think this person might think about?
- Who do you think the young person could talk with to help with this issue?

Each small group can then make up their own personal care problem page with a number of letters on it and use the above questions to help them to get answers from the bigger group.

Dear John,

I am 15 years old and live at home with me Ma. She's always on my case about me smelly trainers. I know that there's stuff you can get to get rid of the smell, can you help me.

Mick

Dear Jackie,

The immersion heater is broken and we have no hot water for showers. What can I do to stay clean and not smell? And also, when I go camping next summer what should I do?

Linda

Exercise

BODY QUEST

This exercise uses the internet to go on a quest and investigate a particular topic in relation to personal care and hygiene. This might include finding out about the body or use some of the websites suggested in the back of the resource to develop their own resource materials. The exercise requires access to the internet for small groups.

Nutrition

Sweat

Skin

Hair

Teeth

Clothes

Piercing

In this activity, the young people use the Web to learn about a given topic, such as the nutrition, sweat or skin topics suggested. If the group have a particular interest in another area related to personal care and hygiene, they may choose this. Each quest will mean looking up appropriate sites on each topic, followed by questions for the young people to look at. This can also be a good way to get young people to check out how they might decide which websites are more reliable for getting information.

It is useful to agree a time frame for the final project and how it will be presented. Some groups or individuals may need help with the quest.

Adaptations

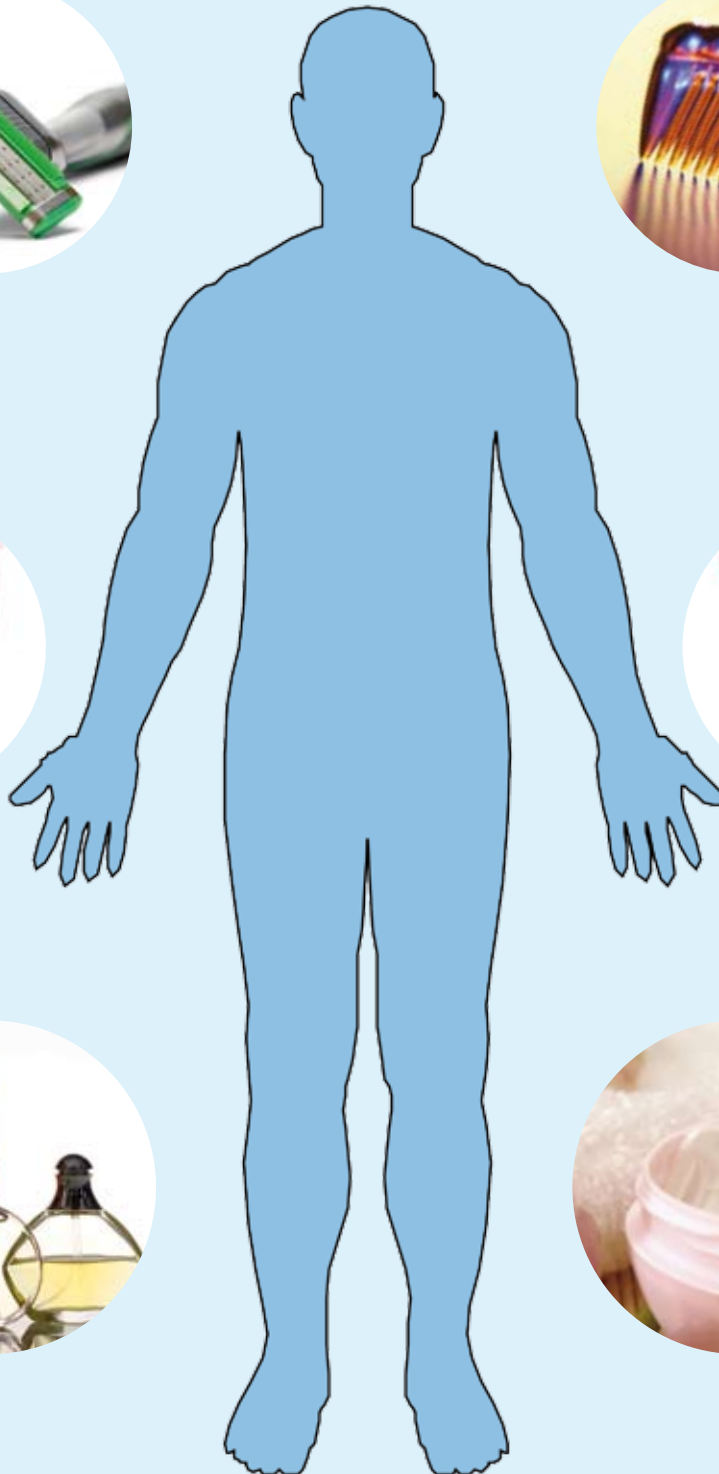
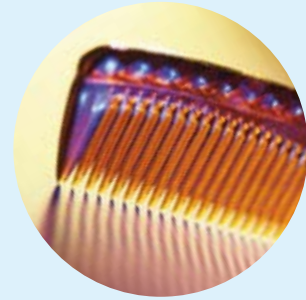
Some of the group may want to create word puzzles or quizzes. Discovery have a really good site for making resources at: <http://puzzlemaker.discoveryeducation.com/>

Your shopping guide

We have looked at different parts of personal care and hygiene. We have also looked at some of the products that can help us to keep fresh and clean. Using the body outline below to help you to plan what you need to have to keep it clean! Use the body below to plan what you need to buy.

Include in your shopping list;

- Brush, comb, shampoo, conditioner
- Toothbrush, toothpaste, dental floss
- Cleanser, toner, moisturiser
- Shower gel, soap
- Razor and shaving foam
- Deodorant, anti-perspirant
- Aftershave, perfume



General tips

- Think ahead to what you will need for the next week or two and make a list of what you need to buy.
- If you have coupons for goods that you usually buy or would like to try, remember to take these with you.
- Own brand products are often cheaper and as effective as named brands.
- If you can afford it buy larger sizes of products, which will keep for a long time like shampoo and shower gel.
- But don't buy large economy sizes if they are too big for your needs.
- Check special offers and store brands.
- Check that the toothbrush has the right kind of head and bristles for your needs.

Planning for change

In order to make any change, we need to know how things are at the moment and where we want to be.

Planning change is important and there are a number of steps that we need to take. These include working out what our goals are and how we can achieve them. These questions will help you to work out your goals and how to achieve them.

SURVEY QUESTIONS

1. What do I want to change?

2. What areas of my personal care and hygiene am I happy with?

3. What areas am I not happy with and would like to change? These will be my goals.

Goals:

1. _____
2. _____
3. _____

4. What do I need to do to achieve these goals?

5. What information do I need to make the change and where can I get it from - course handouts, using the internet, magazines, books or other ideas?

6. What will support me to achieve my goals?

7. What do I think will make it hard to achieve my goals?

8. When will I achieve my goals?

9. My plan to achieve my goals includes:

1.

2.

3.

4.

5.

10. What did I learn from getting this plan together?



Exercise

CLEAR AND CLEAN

T F H P K D X C P U I W K B O
E T A M C H K D T R H J P Y L
O O K P R M R C N A K U J Z Y
S Q K M Z H L E O P M E R O U
Q F D T C D R E W W A A T R A
R W H Q R Q H C F O G H F Y D
S T A X I Y H I O D H T S A N
E K R J G I W T U Y L S E M O
Z Q D I P U L Y R P Y Y B R N
Y Z E J N W P P E T S A Z Y L
G N H H T H H X T O P C U I F
E T L Q U T O J A Z N N E Y K
X F Q L V L C H W U G W E G R
O O P M A H S L A D X F R S W
R M U N G M X X B F M I Q G J

HYGIENE
SHAMPOO
SHOWER
SOAP
WATER

Clear and Clean Solution

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+ + + + + + + + S H V M d O O
+ + + + + + W + + + + + + +
+ + + + + + A + + + + + + + E
+ + + + + + L + + + + + + + N +
+ + + + + + E + + + + + E + +
+ + + + + + R + + + + I + + +
+ + + S + + + + + + G + + + +
+ + + + H + + + + Y + + + + +
+ + + + + O + + H + + + + + +
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05
SECTION

Useful
Information



Contacts & References

Sexually Transmitted Infections (STI) Clinics

Carlow

Carlow District Hospital. Tel: 051-842646

Castlebar

Mayo General Hospital. Tel: 094-9021733

Clare

Ennis General Hospital. Tel: 061-482382

Cork

Victoria Hospital, Old Blackrock Road. Tel: 021-4966844

Dublin

St James's Hospital G.U.I.D.E. Clinic, Hospital 5, James's Street, Dublin 8.
Tel: 01-416 2315 / 01-416 2316

Mater Misericordiae Hospital, Infectious Disease Clinic, Outpatients
Department, North Circular Road, Dublin 7. Tel: 01-8032063

The Gay Men's Health Project Clinic, the Women's Health Project (for
women working in prostitution only) and the HIV Testing Centre (open to
all) can all be contacted through the Baggot Street Clinic, 19 Haddington
Road, Dublin 4. Tel: 01-6602189.

Galway

University College Hospital. Tel: 091-525 200
Portiuncla Hospital, Ballinasloe. Tel: 090-964 8200

Limerick

Regional Hospital, Dooradoyle. Tel: 061-482382

Sligo

Sligo Regional Hospital, The Mall. Tel: 071-9170473

Tipperary

Nenagh General Hospital. Tel: 061-482382
South Tipperary Hospital, Clonmel (formerly St. Josephs). Tel: 051-842646

Tralee

Tralee General Hospital. Tel: 021-4966844

Waterford

Waterford Regional Hospital. Tel: 051-842646

SUGGESTED READINGS:

WEB LINKS:

www.discoveryschool.com / www.healthinfo.ie / www.hse.ie /
www.youthworkkireland.ie / www.youthhealth.ie / www.nyci.ie / www.childprotection.ie / www.nala.ie

The Truth About Tobacco

A dynamic video featuring Patrick Reynolds, son of tobacco company
founder R.J. Reynolds. An anti-smoking advocate, Reynolds uses video
clips, photos and TV spots to demonstrate the impact smoking has on our
health and society.

REFERENCES: <http://www.tobaccofree.org/video.html>

References:

Department of Education and Science: Social, Personal and Health Education Resource Materials for Relationships & Sexuality Education - Post-Primary Junior Cycle.

Health Promotion Unit (2006): Infection in School – A Manual for School Personnel. Dept of Health and Children.

HBSC Ireland (2006): fact sheet (www.hbsc.org)

HSE (2006): Model for the Delivery of Leaving Care and Aftercare Services in HSE North West Dublin, North Central Dublin and North Dublin.

HSE North West: The Right Stuff: Skills for Life.

McAuley (1992): Healthy Times – Health Education for Second Year Classes, North Western Health Board, Donegal. Ph: 071-985 2000

McAuley (1992): Healthy Living – Second Year Workbook, North Western Health Board, Donegal. Ph: 071-985 2000

McAuley (1995): Healthy Choices – A Programme of Social, Personal and Health Education for Third Year Classes, North Western Health Board, Donegal. Ph: 071-985 2000

Knapman J. and Morrison T. (1998): Making the most of supervision in health and social care, Pavillion, Brighton.

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Top Ten Basic Skills Needed at Work

These are the top 10 reading, writing, speaking, listening and number skills needed in most places of work.

| Reading | Writing | Number | Speaking & Listening |
|---|---|--|---|
| 1. Understand health and safety information | Complete personal details (name, address, etc.) on forms | Arrive at work on time and plan the use of time effectively | Respond to questions from colleagues and customers |
| 2. Read instructions | Complete personal information (work and education details etc) on forms | Write down sequence of numbers accurately | Follow verbal instructions |
| 3. Read forms | Complete accident report forms | Understand the importance of accuracy in number calculations | Ask questions |
| 4. Read directions | Complete time sheets and work-related documentation | Make calculations using addition, subtraction, multiplication and division | Greet colleagues and customers appropriately |
| 5. Find and read information from operating manuals | Write telephone messages | Make necessary calculations of fractions, decimals and percentages | Talk to colleagues and customers, using appropriate and polite language |
| 6. Read reports | Write other messages, notes and memos | Weigh and measure to required tolerances | Take verbal instructions or other information to colleagues |
| 7. Read time-tables, maps, charts and other graphical information | Write orders, receipts and invoices | Use calculators accurately | Use technical language |
| 8. Read staff information on posters, leaflets and newsletters | Write letters | Use estimating skills | Use technical language |
| 9. Read technical information | Write e-mails | Make money calculations, including checking payslips, accurately | Contribute to meetings |
| 10. Use reference skills to find and sort information | Write reports on progress or production difficulties | Calculate area and volume accurately | Contribute to training sessions |

Yes

NO

Marybelle



Exercise



Hygiene

Diet



Dental



Don't Sweat It!

A HEAD TO TOE
GUIDE TO
PERSONAL CARE
AND HYGIENE

For more information, please contact:

HSE Dublin North East
Health Promotion Services
3rd Floor, Park House
North Circular Road
Dublin 7

Tel: 01 8823420

Email: marya.russell@hse.ie