

PROMOTING WELLNESS

In this lesson, students will learn about the cost of personal care products, to better understand hygiene poverty. Then they'll consider why it's important to address hygiene poverty and how they might get involved.

Grade Levels 3-6

Note: Lessons are designed to support multiple grade levels.

Standards

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.R.1
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.R.4
CCSS.ELA-LITERACY.CCRA.SL.1

Collaborative for Academic, Social, and Emotional Learning (CASEL)

SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING

Social Studies Standards (NCSS)

Individual Development and Identity
Individuals, Groups, and Institutions

Essential Question(s)

- What are personal care items? How are they related to hygiene?
- What is hygiene poverty, and how might it affect someone?

Learning Objectives

- I can define *hygiene poverty*.
- I can explain the impact hygiene poverty might have on someone.
- I can be part of a solution to combat hygiene poverty.

What You'll Need

"Class Act" article from TIME for Kids; "Price Check" worksheet

INSTRUCTIONAL PLAN

Introduce It

Ask students to make a bulleted list of all they do to get ready in the morning. Next to each bullet, have them list the products they use (for example, next to “brush my teeth,” they might list toothpaste, a toothbrush, and mouthwash). Introduce the class to the term *personal care items*, and explain that these are products that people use to take care of themselves and their hygiene. Have students circle these products on their list and talk about them.

Read About It

Have students read “[Class Act](#).” As they do, have them underline the personal care items mentioned in the article.

Discuss It

Bring the class back together to discuss the following:

- What personal care items were collected during the drive? How are these items related to hygiene?
- What is hygiene poverty? What impact might it have on people?
- Why is the headline “Class Act”? Why do you think so many students came together for the product drive?

Expand on It

Pass out the worksheet “[Price Check](#),” and have students predict the cost of each item. Have them research the items to find their actual cost. After partners discuss this, ask students what they’d be able to buy for \$45 (the value of the bags in the article). Remind them of or introduce them to the hierarchy of needs ([ti.me/needsPyramid](#)). Discuss which category these items fall under. Why are personal care items important?

Act on It

Assess the needs of your students and your community. Would one of these populations benefit from access to hygiene products? Is there a nearby community that would? Choose one of the following:

- Create a personal care closet in your classroom. You can include items such as lip balm, hair ties, combs, moisturizer, mouthwash, deodorant, etc., for students to take. Take items from the closet yourself, to help normalize its use.
- Host a hygiene product drive. Have students research a place that might be in need of the products. Encourage them to donate and spread the word about the drive.