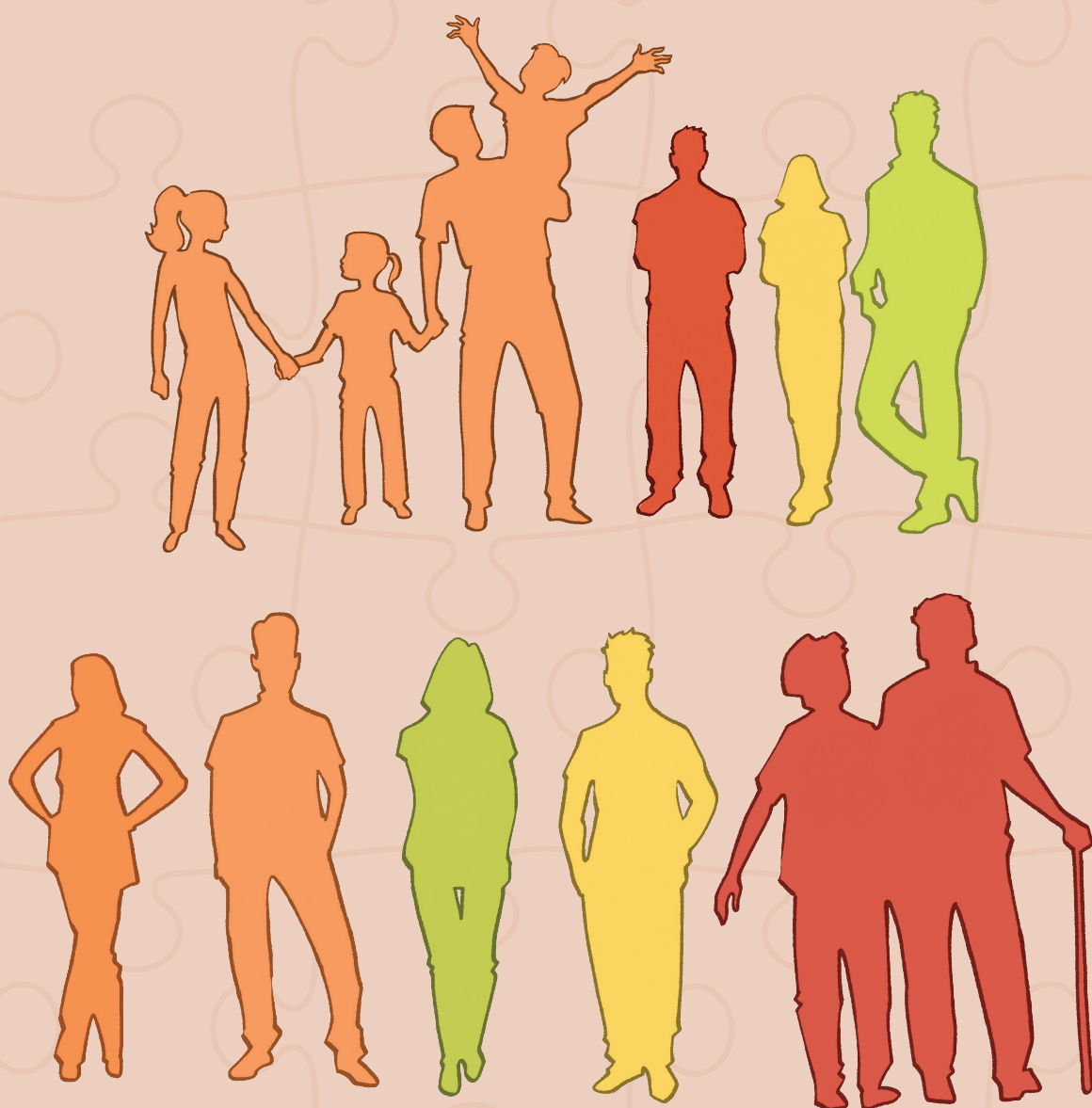


PERSONAL HYGIENE



РЦСЕ

Ресурсни центар за специјалну едукацију

INTRODUCTION

This lesson plan is for educators and support people working with young people with intellectual disability and/or on the autism spectrum. It focuses on *Personal hygiene*, and follows the International Technical Guidance on Sexuality Education (ITGSE) framework under the theme *Human body and development*. The lesson teaches students why hygiene is important and supports them to learn everyday routines like showering, brushing teeth, grooming, and wearing clean clothes. It helps students build independence, stay healthy, and feel more confident in social situations. Learning about hygiene also supports decision-making, self-care, and overall physical and emotional well-being.

This lesson plan uses evidence-based practices (EBPs), which are recognised as best practice for teaching students with intellectual disability and/or on the autism spectrum. It supports teacher delivery through structured resources, scenario-based activities that incorporate peer modelling, visual supports, and age-appropriate educational videos developed by [Amaze.org](https://amaze.org).

This lesson is part of *Sex education for students with intellectual disability and on the autism spectrum: A practical methodology guide*, a resource that supports educators to deliver accessible, inclusive, and trauma-informed sex education to students aged 15 and over with intellectual disability and/or on the autism spectrum. Grounded in evidence-based practices, the Guide promotes the rights of students to sexual autonomy, safety, and well-being, aligning with the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals, which call for inclusive education, gender equality, and good health for all. The lesson content also reflects the key concepts outlined in the International Technical Guidance on Sexuality Education (ITGSE), ensuring that teaching is comprehensive, rights-based, and responsive to the learning needs and aspirations of students with disability.

[Full Guide](#)

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Personal hygiene



What does it mean?

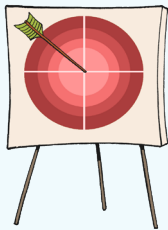
Personal hygiene refers to the way a person takes care of their body and presentation by maintaining cleanliness and promoting health. This includes washing hands, taking a shower/bath, brushing teeth and hair, applying deodorant, and wearing clean clothes. Good personal hygiene is important for overall health, by preventing illness and promotes social acceptance and self-confidence.



Why is it important?

Personal hygiene is crucial for high school students with intellectual disability and/or on the autism spectrum because it directly impacts their health, social interactions, and self-esteem. Proper hygiene helps prevent infections and illnesses, which is particularly important for this population, who may have difficulties recognising and communicating health issues. Additionally, good hygiene practices can reduce social stigmatisation and isolation. Teachers need to support students in developing, practising, and mastering these skills. By mastering hygiene routines, students can gain a sense of independence and confidence, which contributes to their overall well-being and quality of life.

Learning outcomes based on teacher's and student's perspectives



Learning outcomes

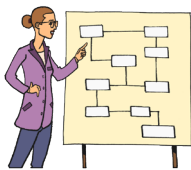
Students can list the basic components of personal hygiene (e.g., handwashing, dental care, bathing, using deodorant).

Students can explain the importance of personal hygiene for overall health and well-being.

Accessible learning outcome

I know what personal hygiene means and how to do it.

I understand why it is important to have good personal hygiene.



EXAMPLE LESSON PLAN

Topic: **Personal hygiene**

Note for teachers:

Some students will have difficulty with independently taking care of their personal hygiene because of challenges with remembering the steps, and difficulties with fine and gross motor skills required for these activities.

There are some practices you can incorporate into your daily classroom routines, such as having students wash their hands before and after eating breaks.

Some students may need family support with hygiene. Therefore, it may be important to talk with the family when addressing specific needs of a student. Some families may live in conditions that do not allow for regular hygiene. It is possible to help the family and provide them with contact information for local social services.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can list the basic components of personal hygiene (e.g., handwashing, dental care, bathing, using deodorant).	Visual supports	Video player Appendix 1: Personal hygiene schedule
Students can explain the importance of personal hygiene for overall health and well-being.	Peer modelling	Appendix 2: Why is personal hygiene important

Lesson sequence

Introduction: Ask your students what they know about personal hygiene.

Prompts:

- What does personal hygiene mean?
- What are some things we do to have good personal hygiene?
 - Washing hands
 - Taking a shower/bath
 - Brushing teeth and hair
 - Applying deodorant
 - Wearing clean clothes
- Why was it so important to wash our hands during COVID?
- Do you think as we get older, we need to do more to have good personal hygiene?



Activity 1: Taking care of your body during puberty

As a class, watch the [Taking care of your body during puberty](#) video on Amaze.org.

What did we learn from this video?

Prompts:

- What are some of the ways our bodies change during puberty?
 - Body odor
 - Hair growth
 - Acne
- What did the video say we should do everyday?
 - Wash our bodies with soap
 - Brush your teeth
 - Put on deodorant
 - Wear clean clothes (especially underwear and socks)
- Do you think there are some things that you could do better to take care of your personal hygiene?



Activity 2: Personal hygiene schedule

The teacher distributes [Appendix 1: Personal hygiene schedule](#) to the class. Students will work individually or in a small group to match the visuals and key words to the different categories; 'To do a few times a day', 'To do every day', 'To do a few times a week'.



Activity 3: Why personal hygiene is important

The teacher distributes [Appendix 2: Why personal hygiene is important](#) to the class. The teacher reads the scenario aloud to the class. The teacher then asks the students to reflect on why personal hygiene is important and what impacts it can have on their health and relationships.

Scenario 1: Dental care	Scenario 2: Taking care of your body	Scenario 3: Talking to your friend about their personal hygiene
Every time Bobby has a check-up with the dentist he has to get fillings. Sometimes Bobby gets tooth aches which make him very uncomfortable. At school one of the kids in his class called him 'Bad breath Bobby', this made Bobby sad. Prompts: • Why do you think Bobby gets tooth aches? • Why does Bobby need to regularly get fillings when he visits the dentist? • How do you think others feel when they talk to Bobby? • How do you think Bobby felt about being teased for having bad breath? • What could Bobby do differently? • Why is regularly brushing our teeth important?	Jasmin plays volleyball for the school team. She has volleyball training a few times a week. Jasmin has just started to go through puberty, she is getting hair on her body and recently got her period. One day Jasmin's mum picks up from volleyball training and immediately rolls down the car window, she tells Jasmin that she is starting to smell. Jasmin's mum tells her this is a natural part of growing up. Prompts: • What are a few things that Jasmin should start doing to manage her body odour and personal hygiene? • What do you think Jasmine needs to add to her personal hygiene schedule?	James and Peter are in grade 9, they have been friends since kindergarten. James notices that Peter is starting to smell. Some of the kids in their class have started to call Peter mean names because he is smelling. James started going through puberty last year and knows how to take care of his personal hygiene. James thinks that Peter has started to go through puberty and doesn't know some of the ways to have good personal hygiene. Prompts: • How do you think Peter would feel if he knew people in class are calling him mean names because he smells? • Should James say something to Peter? • How could James talk to Peter without making him defensive or hurt his feelings? • What are some of the things that James could mention to Peter about having better personal hygiene?

Conclusion: Recap the key concepts of the lesson, emphasising that our bodies change as we go through puberty and as a result we need to make sure we have good personal hygiene.

Ask students to recall some of the things we should do to have good personal hygiene.

Ask students if they think they could improve their personal hygiene in some ways.

Discuss with the class the impact of having poor personal hygiene, such as Bobby needing fillings, and Peter being called mean things because he smells.



Teacher reflection

Reflect on the lesson asking yourself:

- Did the lesson cater to the diverse learning preferences and needs of the students?
- How can I build on this lesson to support students to continue to develop their knowledge, understanding and skills of understanding the importance of good personal hygiene?
- How frequently should I revisit this topic as my students continue to go through puberty?

- Are there ways I can integrate ways of practicing or modelling good personal hygiene with my students in class? Such as washing our hands together before and after we eat food.
- Are there some products I should have available for my students in the classroom? Such as deodorant.
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?

Appendix 1: Personal hygiene schedule

[BACK](#)

To do a few times a day	To do every day	To do a few times a week

Wash my hair	Brush my teeth	Wash my body with soap
Wear clean clothes	Wear clean underwear and socks	Wash my face
		

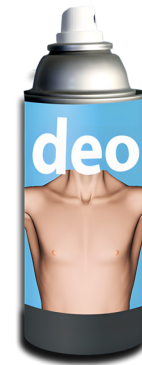
Brush my hair

Use deodorant



Wash my hands with soap

Have a shower





Appendix 2: Why is personal hygiene important

[BACK](#)

Scenario 1: Dental care

Every time Bobby has a check-up with the dentist he has to get fillings. Sometimes Bobby gets tooth aches which make him very uncomfortable. At school one of the kids in his class called him "Bad breath Bobby". This made Bobby sad.

Scenario 2: Taking care of your body

Jasmin plays volleyball for the school team. She has volleyball training a few times a week. Jasmin has started to go through puberty. She is getting hair on her body and recently got her period. One day Jasmin's mum picks her up from volleyball training and immediately rolls down the car window. She tells Jasmin that she is starting to smell. Jasmin's mum tells her this is a natural part of growing up.

Scenario 3: Talking to your friend about their personal hygiene

James and Peter are in grade 9, they have been friends since kindergarten. James notices that Peter is starting to smell. Some of the kids in their class have started to call Peter mean names because he is smelling. James started going through puberty last year and knows how to take care of his personal hygiene. James thinks that Peter has started to go through puberty and doesn't know some of the ways to have good personal hygiene.