

Planet Puberty

Lesson Plan 1

Hygiene



This Planet Puberty session pack is intended to be a flexible resource. It can be used as a whole program, group of topics, or individual units to address particular learning needs. Lesson activities are only suggestions and can be tailored to suit the needs of your students. The lesson plan is structured so that the activities build on the key learnings of the previous activity. Some activities may need to be repeated a few times before moving on to the next. This is OK. It is important that students build their knowledge at a pace that is appropriate for them.

Note: Time frames provided are only a guide. You will understand your students and their needs best, so take longer if necessary.

Note: *Indicates a suggested word that might be beneficial to add to a student's augmentative and alternative communication device, in case the word is not already programmed.

Published June 2025

Group Agreement

Before talking about sexuality and puberty topics, it is important to create a safe learning environment. Discuss with students what will make it a safe and comfortable place for them to talk about the changes they might expect during puberty. Write the agreement on the whiteboard or butcher's paper and display in the room. This can be referred to before the start of each lesson. Please refer to Handout 1 for Planet Puberty group agreement cards.

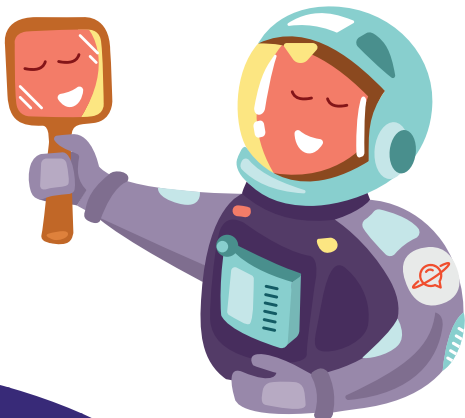
Examples include:

- It's OK to feel embarrassed
- It's OK to laugh or feel nervous
- Listen and be kind to others
- It's OK to ask questions
- If you want to share a personal story, avoid using your name or others' names. Instead, try saying, 'I know someone who...'

Planet Puberty – Hygiene

Lessons in this session pack include:

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Learning Outcomes

Major outcomes

- › Students will understand the physical and emotional changes that occur during puberty and develop an awareness of the importance of personal hygiene practices
- › Students will be able to accurately identify and name private body parts
- › Students will be able to identify what appropriate personal care looks and feels like, understanding the importance of respect, comfort, and consent
- › Students will be able to identify the safe people in their lives

Key inquiry questions

- › How can I act to help make my environments healthy, safe and active?
- › How do we grow and change over time?
- › How can I manage transitions and challenges?
- › How can we stay safe in a range of environments

Glossary of key terms

Acne (pimples) – A skin condition where the tiny holes that hair grows out of (called hair follicles) get irritated or swollen. It can make the skin bumpy, red, or itchy.

Consent – When one person agrees or gives permission to another person to do something.

Hygiene – What a person can do to keep themselves healthy and clean.

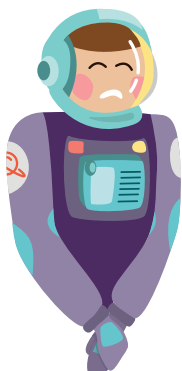
Pimples – During puberty, the face and body begin to sweat more, and a layer of oil and dirt can build up and cause pimples. This is normal. Pimples can happen on other parts of the body like a person's back, chest and bottom.

Private Body Parts – The private body parts of a female body are the breasts, vulva, anus and buttocks. The private body parts of a male are the penis, testes, anus and buttocks. People usually cover their private body parts with their underwear.

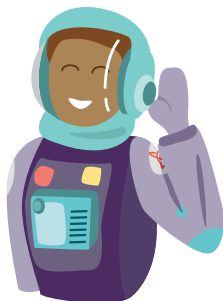
Puberty – A time of big change when a young person starts to grow into an adult. Changes during puberty happen to the body, emotions and social interactions.

Handout 1

Group Agreement Cards



It's OK to feel embarrassed



Listen to others



Be quiet when others
are talking

**Planet
Puberty**



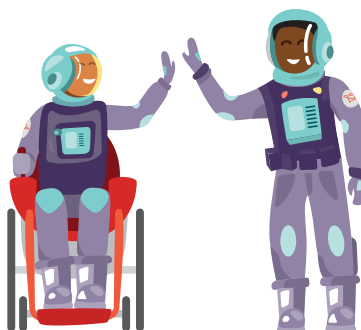
**Planet
Puberty**



**Planet
Puberty**



It's OK to ask questions



Be kind to each other

**Planet
Puberty**



**Planet
Puberty**



1

Taking Care of Your Body

Lesson Details



Learning Intention

To increase awareness of the body changes that occur during puberty and introduce personal hygiene practices.



TIMING
30-40
MINS

Key messages

- › We need to look after our body by keeping it clean. This means having good hygiene
- › Hygiene is important for keeping our bodies healthy
- › Good hygiene is an important part of becoming an adult
- › When you go through puberty, you can start to sweat more. It is normal, everyone goes through puberty

Teacher's note

Highlight that body changes during puberty are normal. Emphasise the concept of body ownership and keeping your body clean as an important part of growing up.

Resources

- › Planet Puberty 'Different Occasions' images (Handout 2)
- › Planet Puberty 'Morning/Night Schedule' worksheet (Handout 3)
- › Planet Puberty 'Hygiene Activities' images for each student (Handout 4)
- › Scissors
- › Glue
- › Whiteboard & whiteboard markers/butcher's paper & permanent markers



Preparation

Print the images of Planet Puberty 'Different Occasions' (Handout 2) large enough to display at the front of the classroom.

Print a copy of the Planet Puberty 'Morning/Night Schedule' worksheet (Handout 3) and 'Hygiene Activities' images (Handout 4) for each student, large enough to assist with any visual impairments and dexterity barriers.

Instructions

- 📌 You can start the session by writing the word 'Hygiene' on a large piece of butcher's paper. As students learn a new word related to Hygiene, add this word to the butcher's paper. This is so students have a visual aid to hang on the classroom wall to remind them of the concepts within this session pack. Refer back to this concept map throughout the session pack.
- 📌 Ask students "what do you think the word 'hygiene' means?" Write their answers around the word 'hygiene'.
- 📌 Explain the following points to the students:
 - ★ Hygiene is important for keeping our bodies healthy and clean. It includes things like washing our hands or showering
 - ★ Your body will go through a lot of changes as you get older. These changes happen as you are going from being a child to an adult. This is called puberty
 - ★ During puberty, your hair and skin can become oily, and your body starts to sweat more. We might sweat a lot in our underarms, and this can get stinky
 - ★ Starting to sweat more and becoming smelly is a totally normal part of growing up
 - ★ It is important to have good hygiene at puberty to keep our bodies healthy
- 📌 Display the Planet Puberty 'Different Occasions' images (Handout 2) to discuss times when a person might sweat more or need to use hygiene activities (e.g., after sports, on a hot day).

1 Taking Care of Your Body

› Inform students:

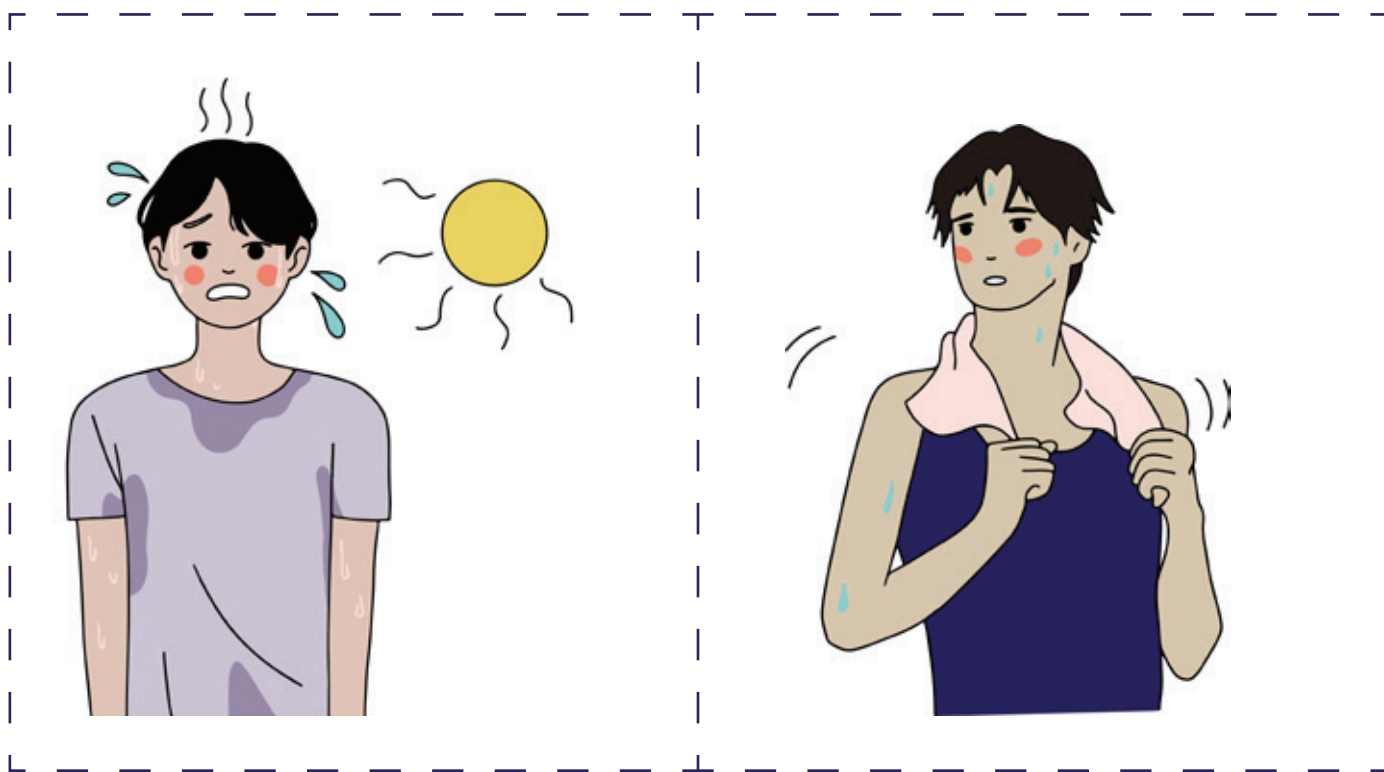
- ★ Learning how to take care of your body is also a big part of growing up
 - ★ There will be things you need to do more often like showering. You will also learn new things like how-to put-on deodorant
- › Briefly introduce different hygiene activities using the Planet Puberty 'Hygiene Activities' images (Handout 4).
- › Hand out a Planet Puberty 'Morning/night Schedule' worksheet (Handout 3) and Planet Puberty 'Hygiene Activities' images (Handout 4) to each student. Ask students to cut out and stick the activities in order on the schedule.
- › Discuss which activities are done more regularly and why. Students can take the worksheet home to review the schedule as works best for their family.

Reflection

Ask students to share ways they can look after their personal hygiene.



Planet Puberty Different Occasions



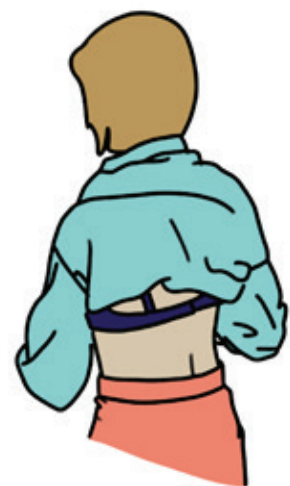
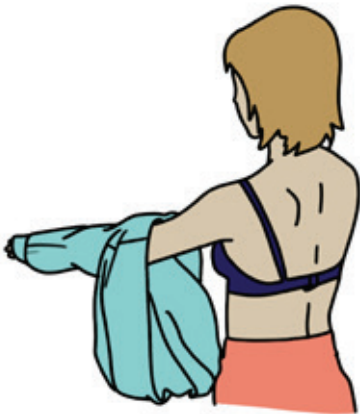
Handout 3

Planet Puberty Morning/Night schedule – Print to A3 if possible

MORNING

NIGHT

Planet Puberty Hygiene Activities



1 Taking Care of Your Body





Learning Intention

To introduce showering as a personal hygiene practice.



TIMING
25-30
MINS

Key messages

- › Showering regularly is an important way of keeping healthy and clean
- › Showering involves private body parts and happens in a private place
- › Your body is your own. People need to ask before touching your body

Teacher's note

Support students to identify a broad range of motivators for showering such as socialising, respect for others, respect and care for their own body, health reasons and increasing self-confidence.

It is important to use proper names for private body parts. This helps students gain confidence in communicating about their body and helps them to accurately identify a part of their body if a problem occurs.

Resources

- › Planet Puberty 'Spot the Difference' images (Handout 5)
- › Planet Puberty 'Group Agreement Cards' (printed on A3 paper if possible) (Handout 1)
- › Planet Puberty 'Hygiene Products' images (Handout 6)
- › Blu tack
- › Whiteboard & whiteboard markers and permanent marker
- › AV equipment

Preparation

Print the 'Spot the Difference' images (Handout 5) and 'Hygiene Products' (Handout 6) images large enough so students can see them at the front of the classroom. You may choose to purchase hygiene products instead of the using images.

2 Showering

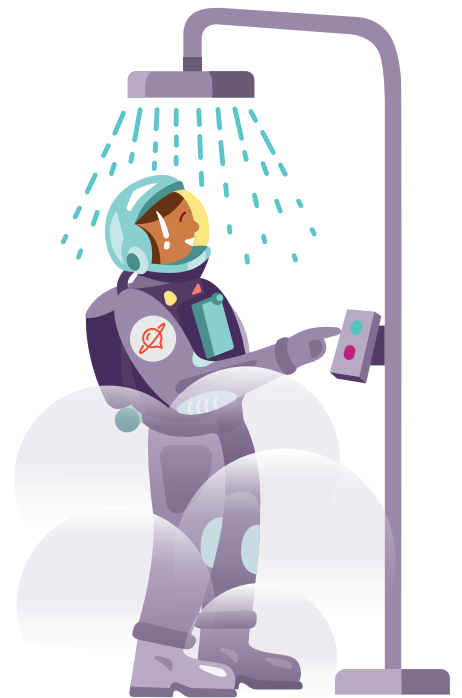
Instructions

- 📖 Hold up the Planet Puberty 'Spot the Difference' images (Handout 5) or stick to the whiteboard/wall and have students identify the differences between the images.
- 📖 Use the images to explore reasons why showering is important. Prompt students by asking the following questions:
 - ★ "Why do we keep clean?"
 - ★ "What might happen if the person from the card who hasn't showered went out like that with their friends?"
 - ★ "Do we put the same clothes back on after we shower? Why not?"
- 📖 On opposite ends of a whiteboard write 'morning' and 'before bed' (paper labels can be used if no access to a whiteboard).
- 📖 Ask students when might a person take a shower? Pose different scenarios for them to think about (e.g., what if the person was doing sport that day would they shower* before or after?). Move the Planet Puberty 'Spot the Difference' images (Handout 5) to correspond with answers from students. Images of Planet Puberty 'Different Occasions' (Handout 2) from previous lesson, 'Taking Care of Your Body', can be used to assist with discussion).
- 📖 Explain to students:
 - ★ When taking a shower, we wash our whole body. This means we take off all our clothes, including our underwear.
 - ★ Body parts covered by underwear are private.* This means that they can only be seen or touched in a private place
 - ★ Nobody should touch your private body parts without asking your permission first
 - ★ If you give permission or agree to something, you should always feel safe and comfortable
 - ★ Having a shower happens in a private place like a bathroom in your house
- 📖 Using the Planet Puberty 'Spot the Difference' images (Handout 5) and the Planet Puberty 'Hygiene Products' images (Handout 6), ask students the following questions. Stick the 'Hygiene Products' images on the whiteboard as you go. Alternatively, you can show students sample hygiene products instead:
 - ★ "What is this hygiene product?" (Hold up each hygiene product)
 - ★ "What would you use this item for?"
 - ★ "What item/s would you use to wash your hair/body/face/hands?"

- ★ “When would you clean your hair/body/face/hands?”
 - ★ “What items would you use in the shower?”
 - ★ “What items would you use at the bathroom sink?”
 - ★ “What other places might you use these items, other than your bathroom?” (E.G., A towel at swimming pool or beach, deodorant after sports, hand wash in public restroom)
- 📌 Finish the activity by stating:
- ★ Some people will need help to wash their body. That is ok
 - ★ A person should ask your permission before helping you wash your body and your private body parts
 - ★ If you feel worried, unsafe*, upset, or scared you can say ‘no’. Tell an adult that you trust about what has happened

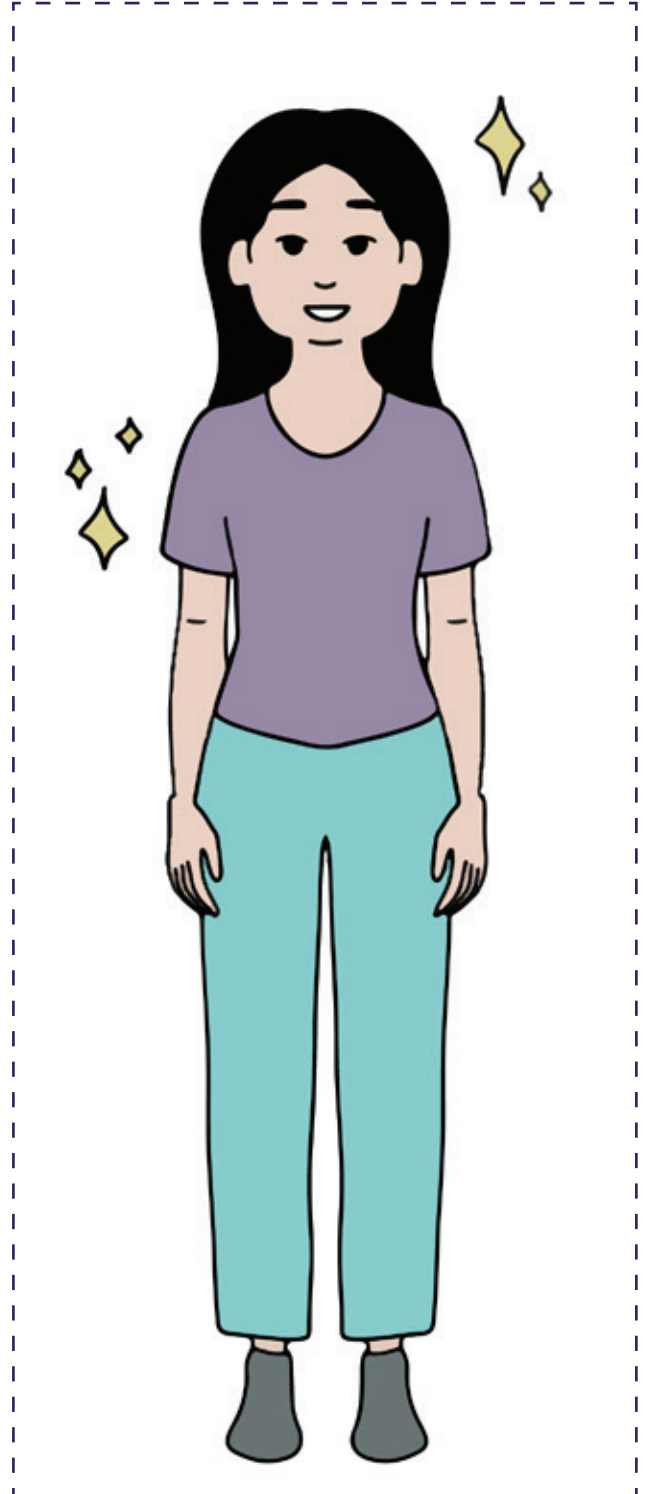
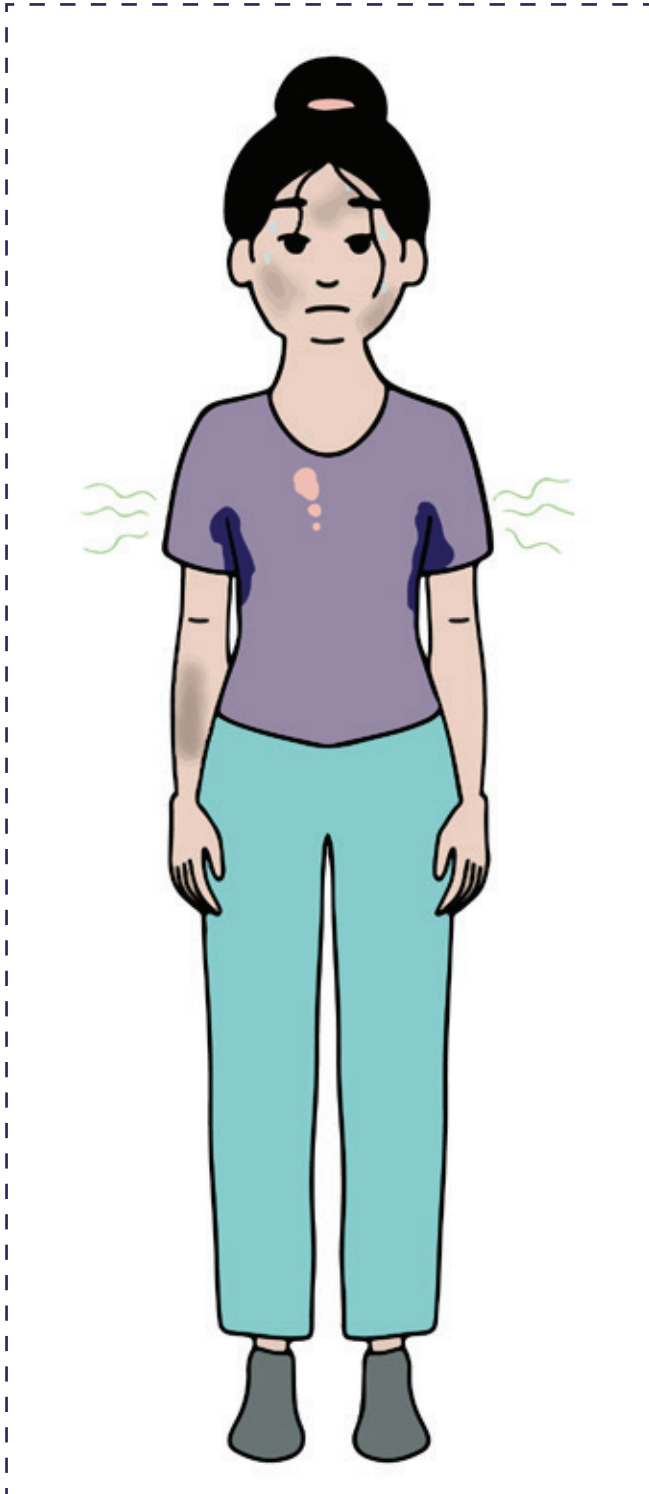
Reflection

Ask students why they think it’s important to shower every day.

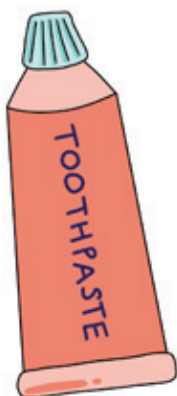
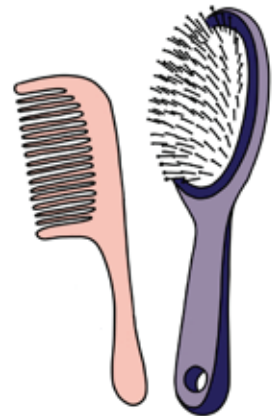
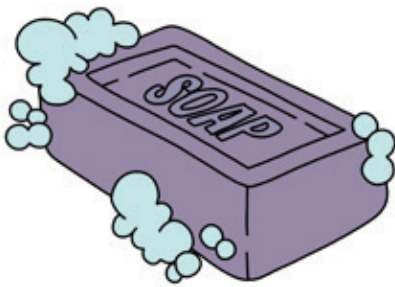
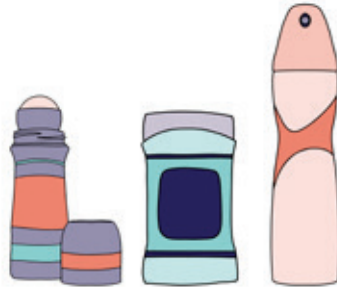
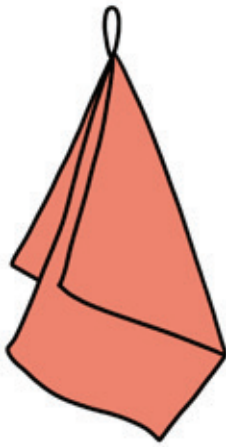


Handout 5

Planet Puberty Spot the difference



Planet Puberty Hygiene Products



Consent During Personal Care: Identifying Private Body Parts

Lesson Details



Learning Intention

To ensure students can identify private body parts.



TIMING
30-50
MINS

Key messages

- › Your body is your own. People need to ask before touching your body
- › You should talk to an adult you trust if a person touches you in a way that feels uncomfortable

Teacher's note

This lesson includes multiple subtopics which can be completed together or separately as appropriate.

As part of this activity, students can be given either the male or female worksheet, or both if time permits.

You may wish to complete the Private and Public Session Pack before starting this lesson to assist students with their understanding of private body parts.

Resources

- › [Planet Puberty 'Public and Private Body Parts Activity' Video](#)
- › Planet Puberty 'Private Parts Worksheets' (Handout 7)
- › AV equipment
- › Crayons, textas, or appropriate colouring tools
- › The '[Body Explorer](#)' on the Body Talk website.

Preparation

Prepare the [Planet Puberty 'Public and Private Body Parts Activity' Video](#) so it is ready for viewing.

Print enough copies of the Planet Puberty Private Parts Worksheet so there is one per student. You can print both the male and female body parts worksheets for each student if think this might be beneficial to their learning.

Prepare the '[Body Explorer](#)' on the Body Talk website. You will want to explore this website prior to the lesson to understand how this can best support your delivery of the key messages (optional).

Instructions

- › Write the word 'consent' on the whiteboard or on butcher's paper. Ask students what they think consent* means and what it might look like and write their answers around the word consent.
- › Explain to students: consent is when one person agrees or gives permission to another person to do something.
- › One person asks for consent to do something before it happens. For example: touching any part of another person's body, touching somebody's belongings, doing activities together. You can say 'yes' or 'no'. It is your choice. You can also change your mind later.
- › Tell an adult that you trust if something happens that you did not give consent to. You can always check with an adult you trust if you are not sure.
- › Inform students that they will be shown ways of asking for consent before touching another person and ways a person can respond, verbally or non-verbally.
- › Using the prompts in the table below teachers take turns asking and responding to model gaining consent before touch.
- › Explain that in some situations there can be exceptions to the rule of asking before touching. These can be emergency situations or to protect someone from harm, e.g., if someone is about to fall or get hit by a car.

Question	Verbal responses	Non-verbal	AAC Device
Can I touch your arm?	Yes	Step forward/ wheel forward	Yes
Can I play with your toys?	No	Shake head	No
Is it ok if I use your pen?	No, I am using it	Shake head	Not + now
Do you want me to help you have a shower?	Let me ask mum/dad	Point in direction of parent	Ask + mum/dad
Would you like me to help you take your t-shirt off for your shower?	No thanks	Shake head	No + thank you

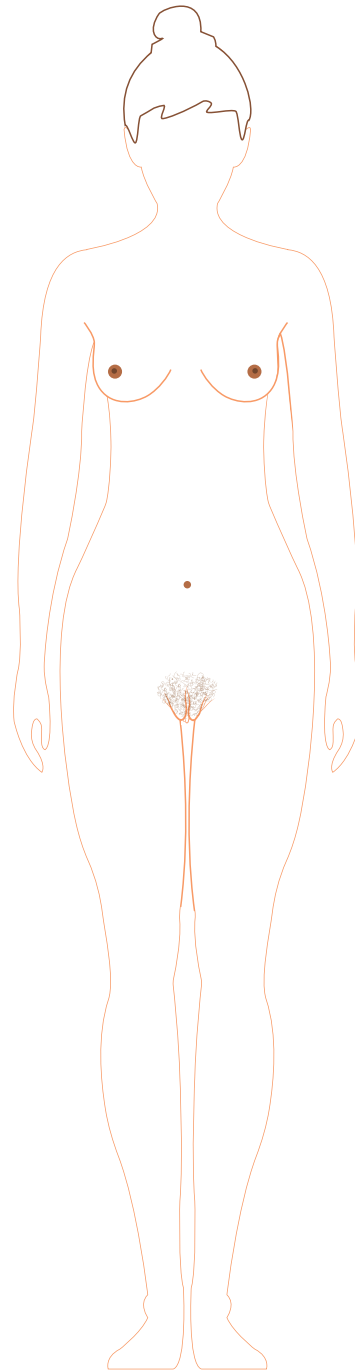
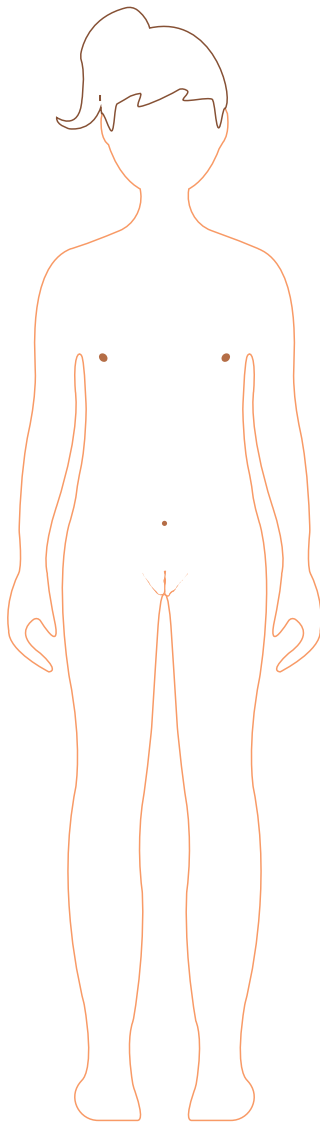
3 Consent During Personal Care: Identifying Private Body Parts

Handout 7

Planet Puberty Private Parts Worksheets

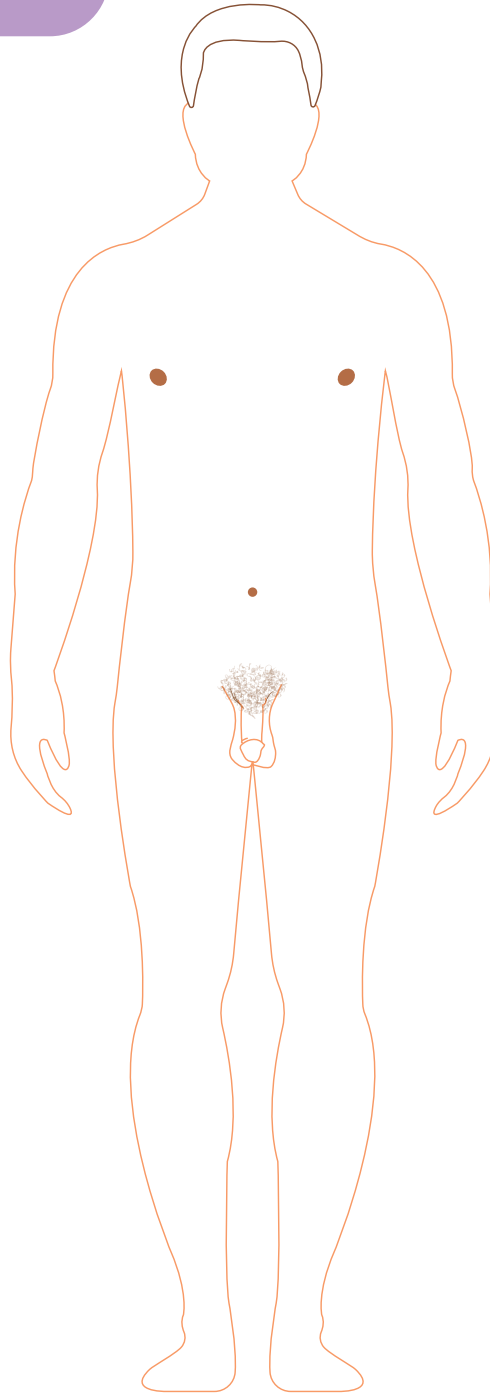
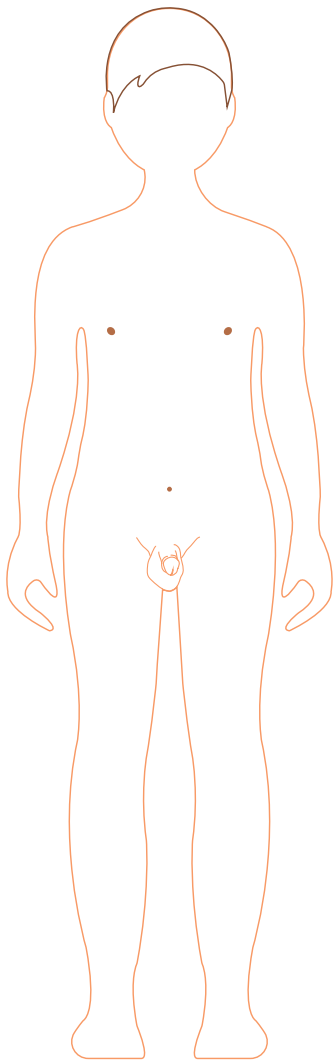
Draw underwear where the private body parts are. Can you name them?

Female child and adult



Draw underwear where the private body parts are. Can you name them?

Male child and adult



4

Consent During Personal Care: Good Personal Care Help

Lesson Details



Learning Intention

To identify what appropriate personal care support should look and feel like.



TIMING
20 MINS

Key messages

- › Your body is your own. People need to ask before touching your body
- › If a person touches you in a way that makes you feel upset, angry or scared, you should talk to an adult you trust

Teacher's note

This lesson includes multiple subtopics which can be completed together or separately as appropriate.

Resources

- › Planet Puberty 'How do I Feel?' images (Handout 8)
- › Planet Puberty 'Supported Showering' images (Handout 9)

Preparation

Print enough copies of the Planet Puberty 'How do I Feel' images (Handout 8) for each student and cut out the images that represent happy and sad feelings. These are the only two cards you will use.

Instructions

- › Explain to students that they will be learning about how good personal care help looks and feels.
- › Hand out Planet Puberty 'How Do I Feel' images (Handout 8) to each student. Describe each image and name the emotion that goes with the image. You can also ask students to volunteer to do this.

- › Instruct students that you will read out a scenario and hold up images and you want them to hold up the card that best matches how the person in the story might feel.
- › Hold up the Planet Puberty 'Supported Showering' images (Handout 9) of a young person getting ready to shower. Then read out each of the following prompts one by one and ask, "how does this make Ellie feel?" Once students have identified the feeling, discuss how the emotion relates to the identified concept in brackets.
 1. "This is Ellie. Ellie is taking a shower with the help of her support worker Sandy."
 2. Sandy asks before touching Ellie's arm to help her lower onto her shower stool (consent to touch).
 3. Sandy asks Ellie which soap she would like to use (provides options).
 4. The water is too cold. Sandy does not ask Ellie how the water is (checking in).
 5. Sandy tells Ellie what she is going to do before helping her. Sandy says "We're going to wash your hair now. The first step is to get the shampoo. Can you please pass me the shampoo?" (involving in personal care).
 6. The bathroom door has been left open. People walk in and out of the bathroom while Ellie is in the shower (respecting privacy).
- › Conclude the lesson by summarising that good personal care help should feel safe and respectful. When giving good personal care help, people should:
 - ★ Ask for permission before helping or touching your body. This is called getting consent
 - ★ Check in on how you are feeling, by asking 'does this feel ok?'
 - ★ Let you know what's going to happen and give you choices
 - ★ Respect your privacy
 - ★ If you feel unsafe, unsure, or uncomfortable when a person is helping you with your personal care, you can say or sign 'no'. Talk to an adult you trust about what happened

Reflection

Ask students who they can speak to if they feel uncomfortable about someone doing something they didn't like, for example hugging them when they didn't ask first.

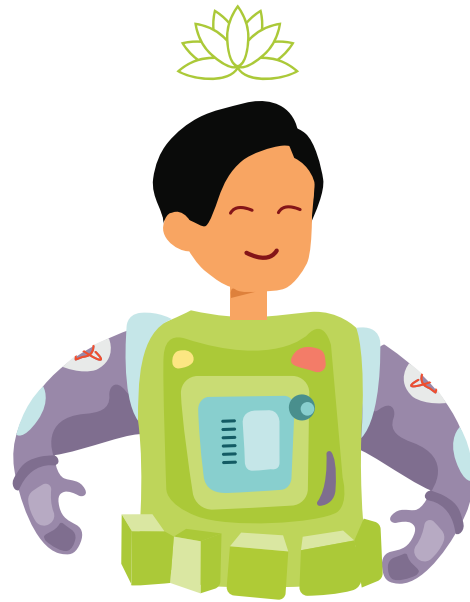


Handout 8

Planet Puberty How Do I feel?



Sad



Relaxed

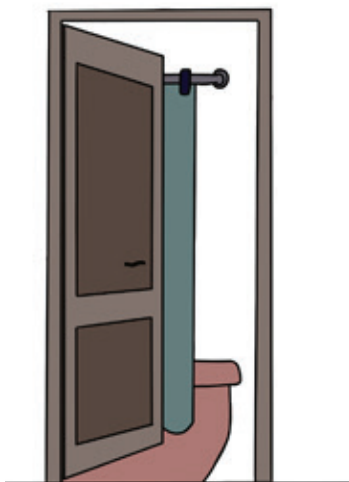
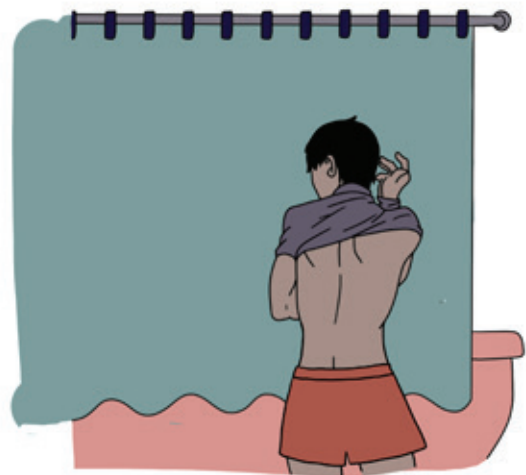
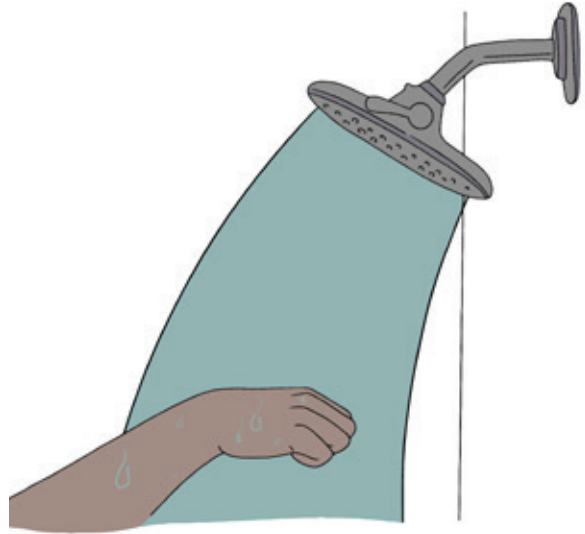
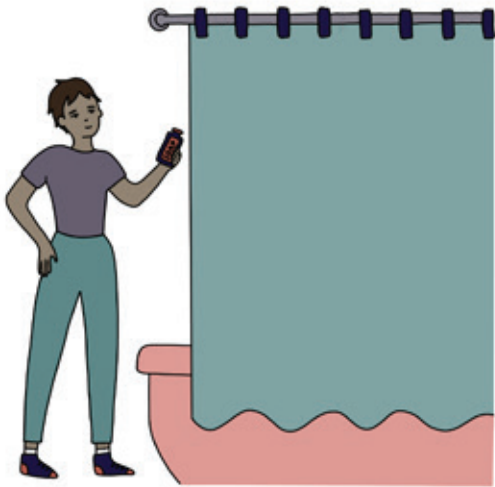


Happy



Angry

Planet Puberty Supported Showering



5

Consent During Personal Care: Identifying Safe People

Lesson Details



Learning Intention

To help students identify 'safe' people in their life.



TIMING
20 MINS

Key messages

- › Assisting students to identify the safe people in their lives will help them know where to go if they need support

Teacher's note

This lesson includes multiple subtopics which can be done as one or separately as appropriate.

Resources

- › Planet Puberty 'My Safe People' worksheet (Handout 10)
- › Crayons, textas, or appropriate colouring tools
- › Whiteboard & whiteboard markers/butcher's paper & permanent markers

Preparation

- › Print off enough copies of the Planet Puberty 'My Safe People' worksheet for each student. You may choose to print these on either A3 or A4 depending on each student's needs.
- › You can ask parents to provide pictures of 'safe' people in their child's life (optional).

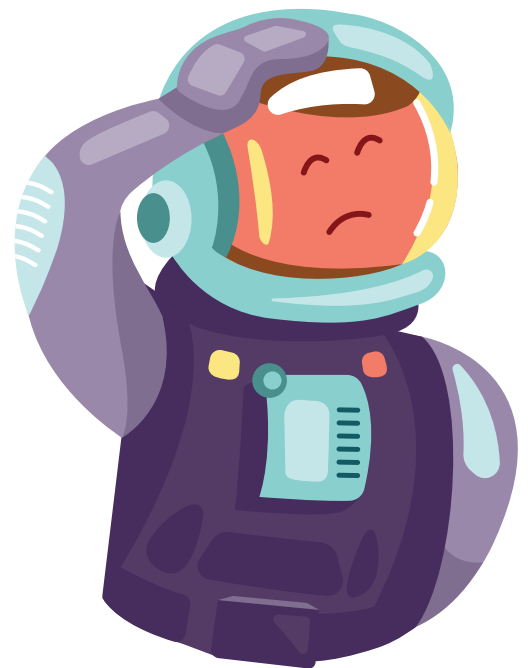
Instructions

- › Explain to students:
 - ★ 'Safe' people are people we can go to for help
 - ★ They can be people we know like a parent, older sibling, a support worker, a teacher
 - ★ Sometimes they can be people who we do not know, but whose job it is to help people like a police or doctor

- ★ Ask students “What are some things people do that make you feel safe?” Give an example, like when people listen to what you have to say. Note responses on the whiteboard or butcher’s paper under the heading ‘safe’
- ★ Ask students “What are some things people do that make you feel unsafe?” Give an example like when people lie or yell. Write responses on the whiteboard or butcher’s paper under the heading ‘unsafe’. State the key message: “If something happens that makes you feel unsafe, or someone does something that makes you feel uncomfortable you can say or sign ‘no’.” Talk to your safe people about what happened”
- ★ Provide each student with the Planet Puberty ‘My Safe People’ worksheet (Handout 10)
- ★ Ask students to think about people in their life they can go to if they feel unsafe
- ★ Instruct students to draw a picture of their ‘safe’ people in the circles on the worksheet and write their names and phone number on the worksheet. Photos of ‘safe’ people can also be used instead
- ★ Students can take the worksheet home and review it with their parent or carer

Reflection

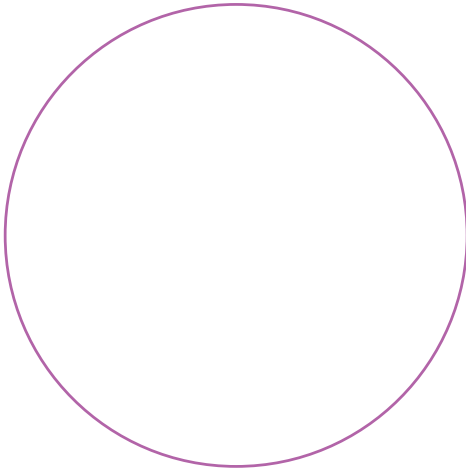
Have each student identify their ‘safe’ people, ask students to keep a copy of the worksheet in their bag to remind them.



Handout 10

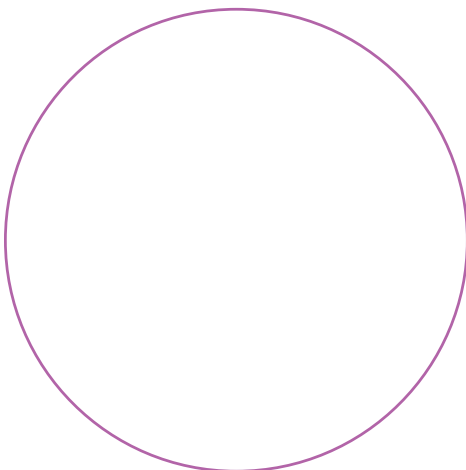
Planet Puberty My Safe People

Who are your safe people?
Draw them in the circles below.



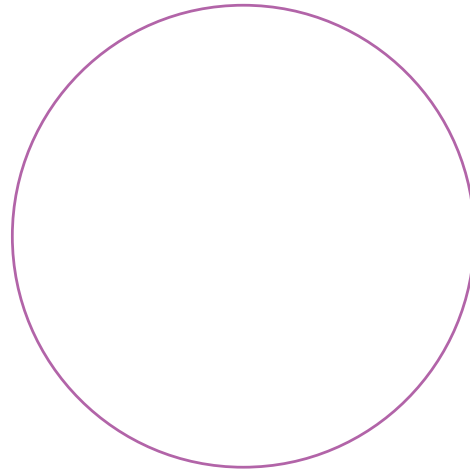
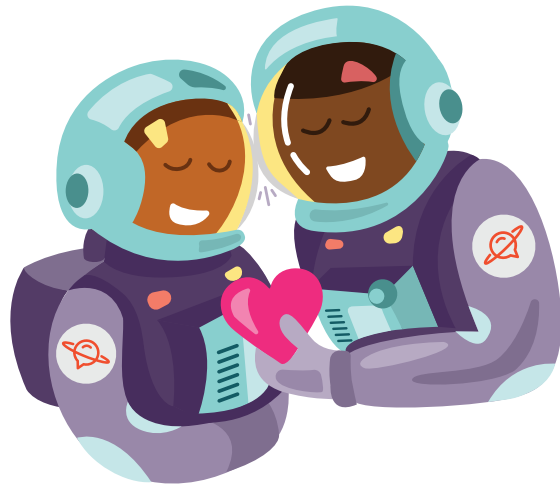
This is:

Their phone number is:



This is:

Their phone number is:



This is:

Their phone number is:



Learning Intention

To introduce using deodorant as a personal hygiene practice.



TIMING
25-30
MINS

Key messages

- Deodorant can help prevent body odour and keeps us smelling nice and fresh
- There are different types of deodorant, and we can each choose the scent and style that we would like

Teacher's note

Inform students of the different deodorant types available. Depending on physical abilities and sensory sensitivities some may be more suited for spray, roll-on, gels, or wipes.

Students could include deodorant in a self-care kit which they can keep in their locker at school for use before or after physical activities.

Resources

- Sample deodorant spray and roll-on
- Planet Puberty 'How-to Put-on Deodorant' visual schedule (Handout 11)

Preparation

- Purchase a sample roll-on and a spray-on deodorant.
- Print enough copies of the Planet Puberty 'How-to Put-on Deodorant' visual schedule (Handout 11) so there is one between two students. You can print enough copies so that there is one each per student if you would prefer. This means that students can take their images home. Cut each card out and shuffle. Put into their own individual piles or separate with rubber bands so they are ready to distribute to students. Alternatively, you can get students to cut out the images and shuffle them.

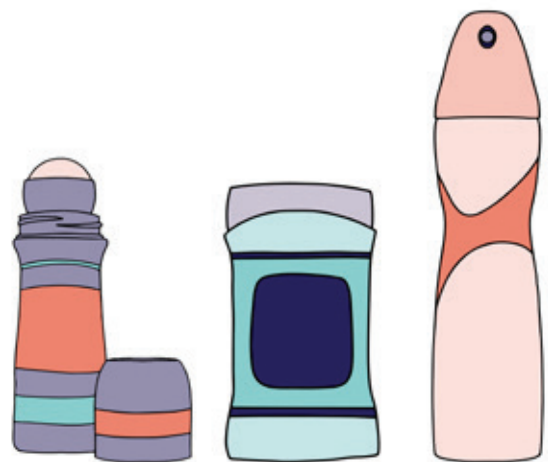
6 Using Deodorant

Instructions

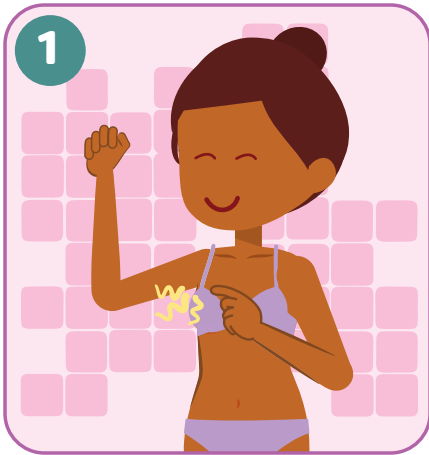
- › Hold up the spray and roll-on deodorant. Ask students:
 - ★ What is this?
 - ★ What is it used for?
 - ★ Why do we use it?
 - ★ Where on our bodies do we use it?
 - ★ When do we use it?
 - ★ How often do we use it?
- › Hand out Planet Puberty 'How-to Put-on Deodorant' visual schedule (Handout 11) to students.
- › Have the class work in pairs or small groups to arrange the images in the correct order. Assist students as needed.
- › Go through the order of the images as a large group. Remind students that using deodorant helps keep us smelling nice and fresh. We should put deodorant on every day.

Reflection

Remind students that wearing deodorant is a personal choice. Ask the students why it can be good for us to wear deodorant.



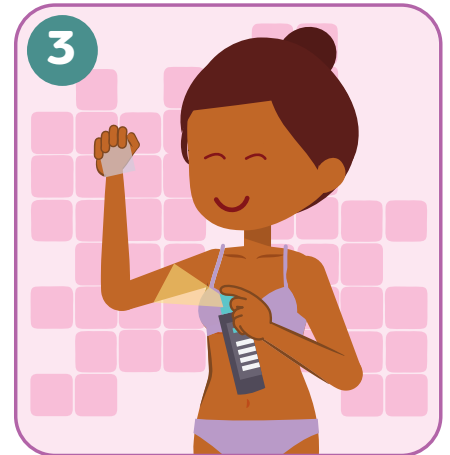
Planet Puberty How-to Put-on Deodorant



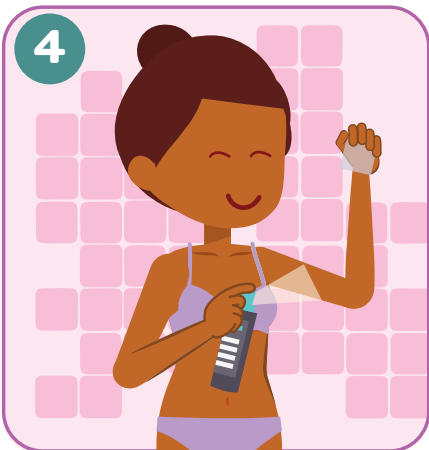
Time to smell fresh!



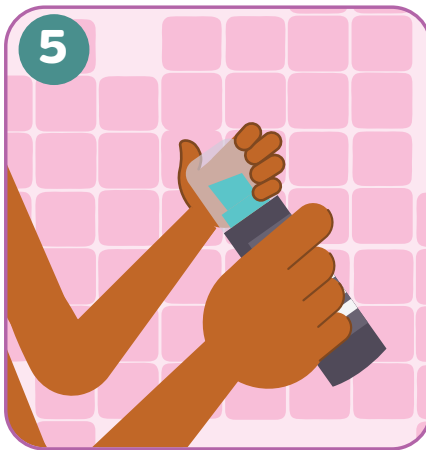
Take off deodorant cap



Put deodorant under left arm



Put deodorant under right arm



Put cap back on deodorant



Put clothes on

Skin Care

Lesson Details



Learning Intention

To introduce skin care activities to help manage pimples and acne.



TIMING
15-30
MINS

Key messages

- › Getting pimples* and acne* is a normal part of puberty
- › Taking care of your skin will keep it clean, healthy and help to reduce pimples

Teacher's note

Despite applying skin care practices, some students may still get acne due to hormones. This can be managed with the help of a doctor.

Resources

- › [Sample Social Narrative – Editable: Acne](#)
- › Planet Puberty 'Cleaning Your Face' visual schedule (optional) (Handout 12)
- › [Washing Face Video](#)
- › Whiteboard & whiteboard markers/butcher's paper & permanent markers
- › AV equipment

Preparation

- › Purchase [Sample Social Narrative – Editable: Acne](#) book to read to class.
- › Prepare the Washing Face Video so it is ready to watch.
- › Read a [Sample Social Narrative – Editable: Acne](#). Describe what is in each picture and explain how pimples form and how to manage acne.
- › Follow up with discussion on ways to keep skin healthy. You might choose to brainstorm this on a whiteboard or butcher's paper. Possible answers can include:

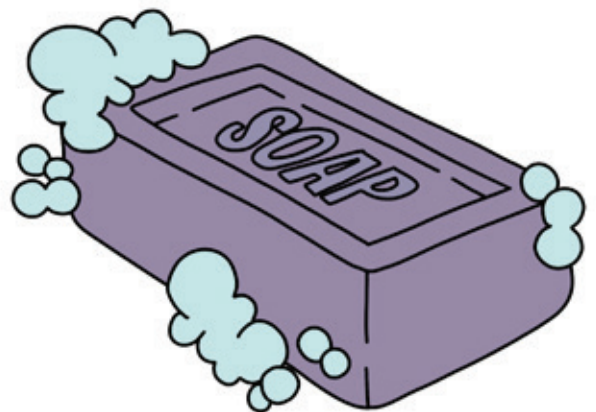
- ★ Wash face gently twice a day with a mild cleanser and warm water
 - ★ Use a light moisturiser with sun protection factor (spf) of at least 15+
 - ★ Avoid touching and popping pimples
 - ★ Wear clothes that are breathable to reduce sweat
 - ★ Wash body and hair regularly
 - ★ Use gentle soap free body wash
- 📖 Inform students that the class will be viewing a video on the steps to face washing. Show the [Washing Face Video](#). You might choose to add additional commentary as needed.

Optional lesson extension

- 📖 Hand out the Planet Puberty 'Cleaning your Face' visual schedule (Handout 12) for students to either take home or use for an activity where they put the images in the correct order.

Reflection

Ask students to share ways they can keep their faces clean..

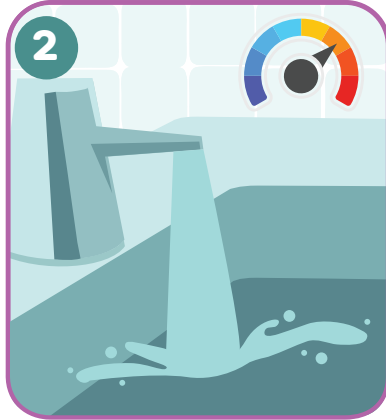


Handout 12

Planet Puberty Cleaning Your Face



Time to clean your face



Run warm water into sink



Splash face with water



Squirt cleanser into hand



Rub cleanser on face



Wash off cleanser



Pat face dry with a towel



Put on moisturiser



Finished!

