The video opens with real teens voicing their concerns about their changing bodies. Two young hosts, Jackson and Sophie, introduce themselves and sympathetically tell viewers that they are here to help explore good personal hygiene. Jackson and Sophie explain that when the body goes through puberty, changing hormones and maturing sweat glands can create new and unpleasant body odors which can cause discomfort and stress for young teens. Changing hormones can also cause acne, oily hair, sweaty hands and feet, and foot odor.

Jackson and Sophie reassure viewers that practicing good hygiene can help keep them healthy, confident, and happy. The hosts introduce Dr. Peter Richel (“Dr. Pete”), a pediatrician, who will answer questions and explain the medical reasons why good hygiene is so important.

**Body Odor – Clean Body Basics:**
The DVD transitions into discussing the basics of body odor. The narrators explain why body odor emerges at the time of early adolescence, what causes it, and how it may be unpleasant. The narrators then explain that good hygiene is essential to combating these new body odors, through daily showering or bathing, using deodorants and/or antiperspirants, and wearing clean clothes each day. The program then turns focus to young students asking Dr. Pete about hygiene basics, and Dr. Pete provides his answers.

**Oral Hygiene – Healthy Teeth for Life:**
The DVD then transitions into a discussion about good oral hygiene for young teens. The hosts explain the importance of brushing and flossing regularly, as well as remembering to brush the tongue and gums. The length of brushing one's teeth is also emphasized, with a recommendation of at least 2 minutes per session. This segment also discusses oral hygiene techniques for teenagers with braces, as well as the importance of brushing extra diligently after meals to avoid food getting stuck between braces.

Jackson and Sophie then review what a student should expect during a visit to the dentist and emphasize that kids should get their teeth cleaned professionally twice a year.

Once again, the program returns to a question and answer session where students ask Dr. Pete their questions on oral hygiene.

**Gorgeous Clean Hair:**
As students transition into adolescence, their scalps begin to produce more oils. Some oils are good for the skin and hair, but too much can lead to greasy hair, oily skin, and aggravated acne. Regular shampooing helps control the amount of oily buildup on the scalp and hair. It will also help keep a teenager’s face, shoulders and back free from acne, since washing the hair limits the amount of oils that touch those areas of the skin. Jackson and Sophie note that a “regular” shampooing schedule depends on your type of hair. They also note that it is not necessary to shampoo the hair twice in a row during the same shower, nor is it a good idea to use bar soap or body wash products on the hair. Jackson and Sophie briefly touch upon additional subjects, such as the occurrence of dandruff, the use of conditioners and the use of other styling products. The segment concludes with students getting a chance to ask Dr. Pete their questions on hair care.
Sweet Smelling Feet:
Sweat glands on the feet produce more sweat than anywhere else on the body. When damp or sweaty shoes are left in a dark, moist environment, bacteria can build up and emit a strong odor. Jackson explains that it’s important to always leave sweaty or wet shoes in a dry place, so that they can air out properly and prevent bacteria from thriving. Wearing clean socks every day prevents strong odors and helps to prevent fungal infections. The hosts reiterate that you should change your clothing after a workout and change your sweaty socks as well. The segment ends with a question and answer session with Dr. Pete.

Hand Care:
Clean hands are the first line of defense against colds, the flu and many other transmissible infections. In fact, many contagious diseases are spread via the hands, and bacteria can sometimes linger for as long as two weeks on the hands when they are not properly washed. Jackson and Sophie break down the criteria for frequent and effective hand washing, which should be done multiple times per day. The most important times to wash the hands include before eating or preparing food, after using the bathroom, and after coughing or sneezing into the hands. When washing the hands, soap is essential, and lathering the hands for a good 20 seconds is recommended to effectively remove bacteria from the area. The segment concludes with students asking Dr. Pete their questions on hand care.

Skin Care – For Breakouts and Acne:
As teenagers go through puberty, glands on the skin begin to secrete more oil. This can lead to increased acne and skin breakouts, which occur not only on the face but also on the shoulders, chest and back. Jackson and Sophie review the ways that teenagers can care for their skin properly, in order to control and prevent skin breakouts. Teenagers should wash their face twice a day with a gentle soap in order to remove excess oils and dead skin cells. There are many cleansers and face washes on the market, so students are encouraged to ask a parent or trusted adult for advice on which product may work best for them. Picking or scratching simples on the face is highly discouraged, since it increases chance of infection and scarring. The segment finishes with a question and answer session with Dr. Pete on skin care best practices.

The program ends with a brief wrap-up, summarizing the hygiene best practices discussed in the DVD.
The video and print materials in The Basic Hygiene Video are compatible with the Performance Indicators of the National Health Education Standards (grades 6 – 8) as indicated below.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Performance indicators for grades 6 – 8**
1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

**National Health Education Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Performance indicators for grades 6 – 8**
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.5 Analyze how messages from media influence health behaviors.
2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

**National Health Education Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

**Performance indicators for grades 6 – 8**
3.8.2 Access valid health information from home, school, and community.
3.8.4 Describe situations that may require professional health services.

**National Health Education Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Performance indicators for grades 6 – 8**
4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Performance indicators for grades 6 – 8
5.8.1 Identify circumstances that can help or hinder healthy decision making.
5.8.3 Distinguish when individual or collaborative decision making is appropriate.
5.8.5 Predict the potential short-term impact of each alternative on self and others.

National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Performance indicators for grades 6 – 8
6.8.1 Assess personal health practices.
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance indicators for grades 6 – 8
7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Performance indicators for grades 6 – 8
8.8.1 State a health-enhancing position on a topic and support it with accurate information.
8.8.2 Demonstrate how to influence and support others to make positive health choices.