

HYGIENE CURRICULUM
FOR USE WITH CHILDREN AND ADOLESCENTS
(some adaptation may be required for older adolescents)

- | | |
|----------|---|
| Lesson 1 | How to Improve Body Image and Be your Personal Best |
| Lesson 2 | Activities of Daily Living and Setting Goals |
| Lesson 3 | Germs: The Good, The Bad, and The Ugly! |
| Lesson 4 | Preventing the Spread! |
| Lesson 5 | Teeth Basics |
| Lesson 6 | Review Oral Hygiene |

How I Can Improve My Body Image

and be
My PERSONAL



I. PURPOSE:

To identify areas of self-care that have strengths and deficits.

To improve personal appearances and self-image.

II. GENERAL COMMENTS:

It is useful to evaluate if we are taking care of our bodies, and to develop habits which help us to truly appear as the best we can be – therefore improving our self-image.

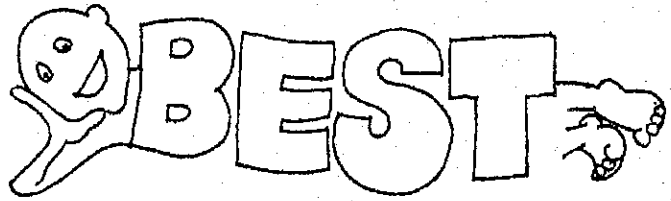
III. POSSIBLE ACTIVITIES:

- A.
 1. Circulate relevant magazines (fashion, sports, women's, men's), calendars and posters among group members.
 2. Ask group members to look at these publications and to discuss how society pressures us through the printed word as well as in photographs, television, movies, etc., to look like a perfect "10".
 3. Distribute handouts and pencils.
 4. Give group members several minutes to place a check mark under YES, NO or NOT APPLICABLE, evaluating how they are caring for themselves. Ask them to consider how they look and present themselves to others.
 5. Have group members share their findings.
 6. Discuss ways in which they can improve our outward appearance.
- B.
 1. Distribute handouts and pencils.
 2. Ask group members to complete by checking YES, NO or NOT APPLICABLE after each category.
 3. Look at the YES checks and the NO checks to determine areas in which group members can improve their appearance.
 4. Discuss techniques and products group members use to help keep themselves looking their best.
 5. Discuss how our appearance affects our day-to-day life and how improving our looks enhances our self-image.
 6. If available, give 'goodies' at the end of the group: free samples of shampoo, toothpaste, perfume, fancy soap, nail file, etc. as a boost to begin work in these areas. (Staff can collect from hotels when on vacation.)

How I Can Improve My Body Image

and be

My PERSONAL



"I will be the best I can be from head to toe."

In our society, there is pressure to present an image of near physical perfection. Since this is impossible to achieve, we often suffer from low self-esteem and/or have a negative body image.

Part of maturing is to accept our limitations and to take responsibility for making the most of what we have. Take a look at yourself from head to toe and determine if you are doing what you can to be YOUR PERSONAL BEST.

		YES	NO	NOT APPLICABLE
Hair	1. Washed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Good haircut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Neatly combed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teeth	1. Brushed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Flossed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Fresh breath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face	1. Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Makeup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Aftershave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Smile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Body	1. Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Flattering clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Good nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nails	1. Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Filed smooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities of Daily Living

I. PURPOSE:

To increase independence in activities of daily living (ADLs).

II. GENERAL COMMENTS:

ADLs refer to the skill and performance of self-care, work, and leisure activities. *This* handout focuses on personal health and home management. Symptoms of depression such as lethargy, low motivation and poor initiative are just a few factors preventing higher or more independent functioning in ADLs. Recognizing specific areas of deficit, prioritizing them, and setting goals will improve independence in these areas. Information from this activity might be valuable as an assessment tool or in progress notes.

III. POSSIBLE ACTIVITIES:

- A.
1. Distribute handout as an assessment tool or activity for a one-to-one or group session.
 2. Complete the handouts with individuals or group members as follows:
 - a. Read list of ADL tasks. Add other significant tasks.
 - b. In column 1, DAILY, write amount of times performed daily, e.g., bathe 1 time.
 - c. In column 2, WEEKLY, write amount of times performed in a one week period, e.g., change linens 1 time.
 - d. In column 3, NEED TO CHANGE NOW, review columns 1 & 2 and indicate with a check mark if there is a need to change the behavior now. (There may be one or more checks.)
 - e. In column 4, PRIORITIZE, review column 3 and prioritize the areas checked. Rank in order of importance: #1, #2 and #3.
 3. Discuss why they are a priority: effects on self-esteem, self-confidence, self-image, relationships, work and leisure.
 4. Develop a plan and write goals (for handouts on Goal Setting, see Life Management Skills, Book 1, pages 36, 37 and 38. Order form on last page of this book).
 5. Process benefits of activity.
 6. Provide follow-up as necessary, updating goals.
- B.
1. Distribute handout as an assessment tool or activity for a one-to-one or group session.
 2. Complete the handouts with individuals or group members as follows:
 - a. Read list of ADL tasks. Add other significant tasks.
 - b. In column 1, DAILY, write amount of times performed daily, e.g., bathe 1 time.
 - c. In column 2, WEEKLY, write amount of times performed in a one week period, e.g., change linens 1 time.
 - d. In column 3, NEED TO CHANGE NOW, review columns 1 & 2 and indicate with a check mark if there is a need to change the behavior now. (There may be one or more checks.)
 - e. In column 4, PRIORITIZE, review column 3 and prioritize the areas checked. Rank in order of importance: #1, #2 and #3.
 3. Divide group into 2 subgroups, according to common deficits, in the areas of 1) personal health (★) and 2) home management (•). Within subgroups, encourage discussion of specific areas of deficits (i.e. exercise, prepare meals), options, and possible solutions. Promote group support and feedback in goal setting.
 4. Reconvene group and encourage each group member to read his/her goal aloud.
 5. Process benefits of activity.

Activities of Daily Living

DATE:

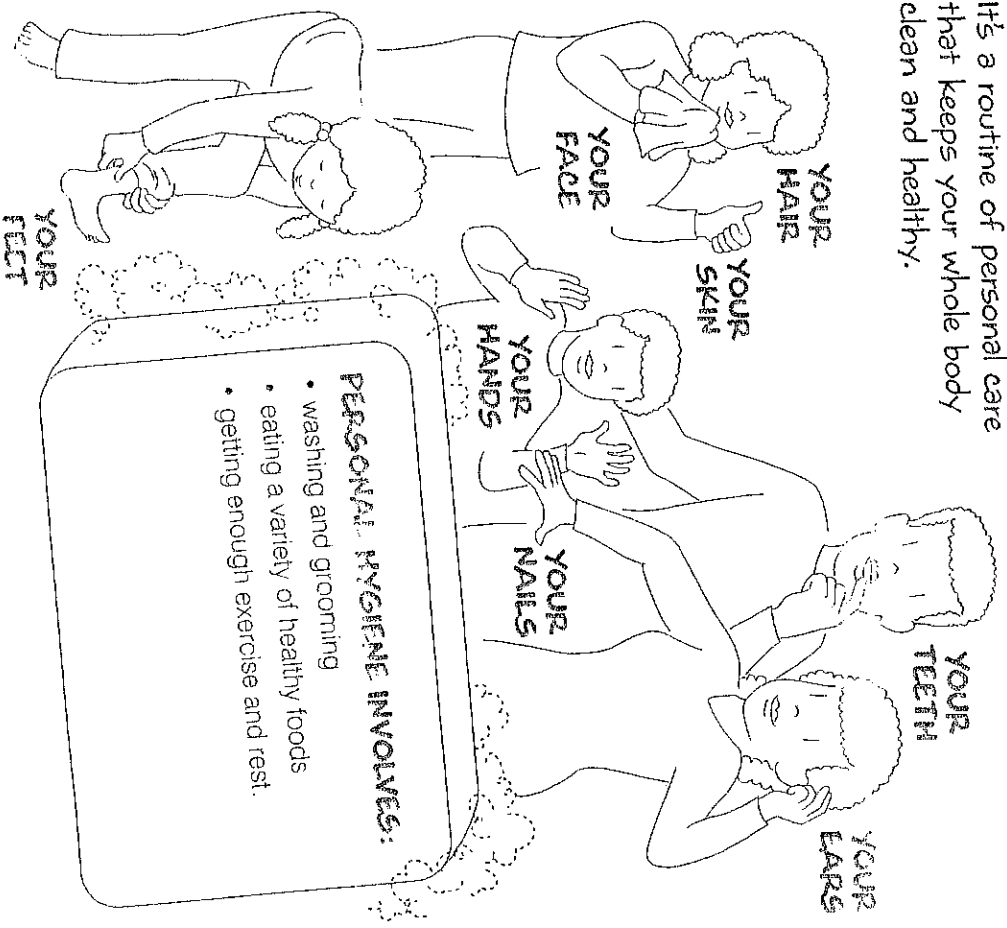
NAME:

ACTIVITY	DAILY	WEEKLY	NEED TO CHANGE NOW	PRIORITIZE
* bathe				
* brush teeth/oral care				
* eat nutritiously				
* exercise				
* shave				
* apply makeup/aftershave/cologne				
* wash hair				
* apply deodorant				
* take medications/vitamins				
* comb/brush hair				
* care for nails				
*				
• wash clothes/towels/etc.				
• wash dishes				
• prepare meals				
• pay bills				
• straighten up room/apartment/house				
• make bed				
• change linens				
• clean house				
• shop for groceries/personal items				
• maintain yard/property				
• repair household items				
•				



WHAT IS PERSONAL HYGIENE?

It's a routine of personal care that keeps your whole body clean and healthy.



PERSONAL HYGIENE INVOLVES:

- washing and grooming
- eating a variety of healthy foods
- getting enough exercise and rest.

WHY IS PERSONAL HYGIENE IMPORTANT?

Because it can affect how you feel about yourself and how others feel about you. And your health depends on it!

POOR HYGIENE CAUSES PROBLEMS such as:

- infections and illnesses
- loss of teeth
- poor self-image.



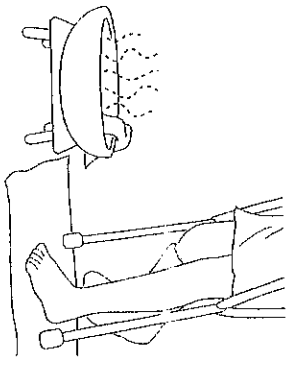
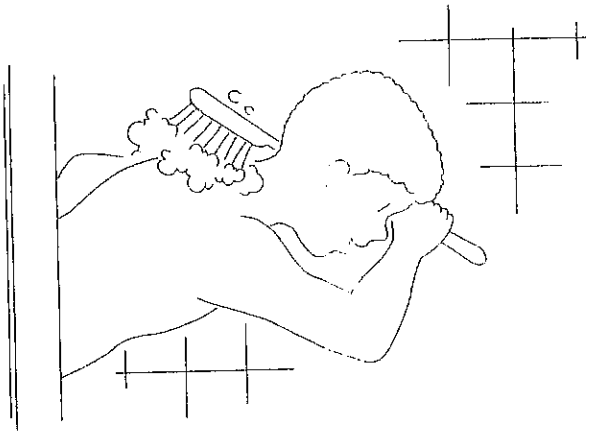
GOOD HYGIENE HELPS PREVENT PROBLEMS

- by:
- removing dirt and germs
 - providing nutrients the body needs
 - keeping your body in top working condition.

Good personal hygiene helps you look and feel your best. Learn more...

CARING FOR YOUR SKIN

is an important part of personal hygiene.



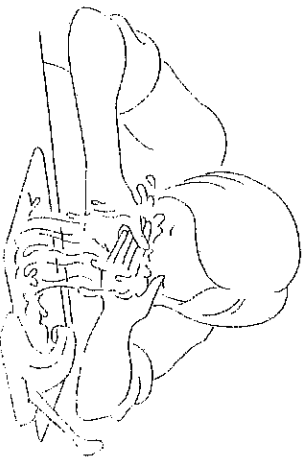
CHOOSE THE RIGHT SOAP

In general, use a soap that suits your skin type -- dry, oily or in between. Your health-care provider may recommend a medicated soap if you have a skin problem (such as acne).

BATHE OFTEN

Most people bathe or shower daily. But less often may be OK, especially if you have dry skin. To bathe properly:

- Lather well with soap. Pay special attention to genitals, armpits, and skin folds and creases.
 - Rinse well.
 - Dry well, especially armpits and other folds and creases.
- Take sponge baths if for any reason you can't bathe or shower.



WASH YOUR FACE

Use a mild soap or cream and warm water. Avoid hot water, harsh soap and scrubbing too hard. These can dry out or irritate your skin.

GET HELP FOR SKIN PROBLEMS

For example, if over-the-counter medications don't help acne, see your health-care provider. Never remove blackheads or whiteheads yourself.

BE CAREFUL WITH COSMETICS

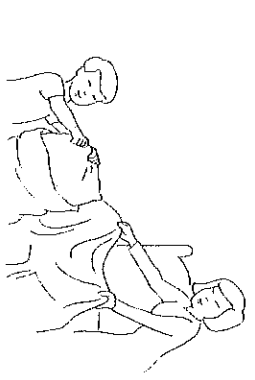
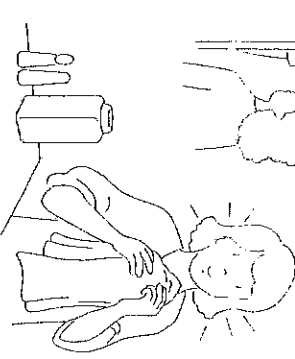
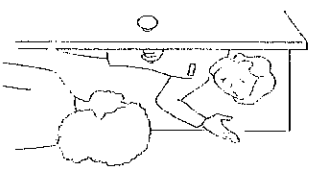
If you use them, look for ones that won't clog pores or cause other skin problems. Be sure to remove cosmetics at the end of each day. Never share cosmetics.

USE CLEAN LINENS AND UNDERWEAR

- Rinse facecloths thoroughly after use.
- Change facecloths and towels often. Don't share them.
- Change bedding often.
- Change underwear daily.

USE AN ANTIPERSPIRANT OR DEODORANT

Apply when your skin is cool and dry. Antiperspirants reduce sweating. Deodorants help stop odors without reducing sweating.

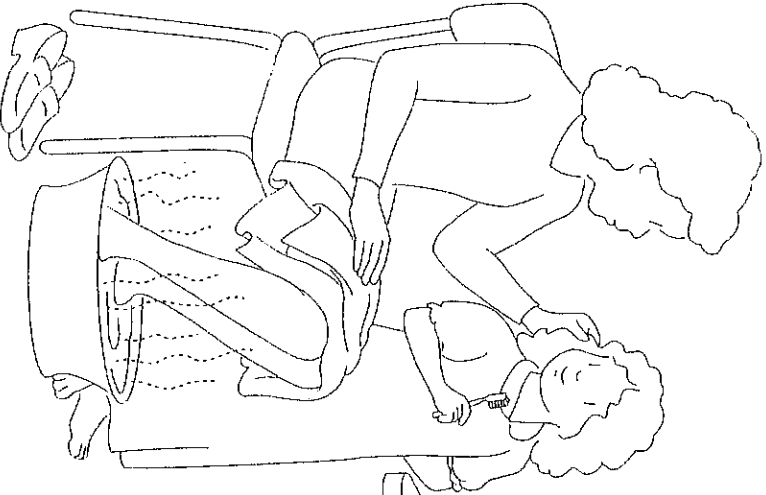


Remember to keep the bathroom clean and sanitary, too!

SOME SPECIAL-CARE AREAS

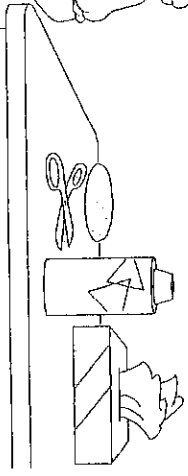
EARS

- Wash the outside only. Never try to clean inside the ear canal.
- See a health-care provider for problems such as wax buildup, especially if you have any hearing loss.



FEET

- Wash your feet daily. Dry thoroughly, especially between toes. You may want to use foot powder, particularly if you're prone to -- or have -- athlete's foot.
- Soften corns and calluses by soaking. Rub with a pumice stone. Never cut them.
- Change socks daily.



TOENAILS

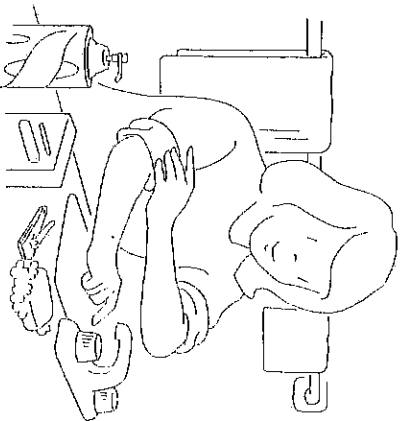
- Don't cut or use chemicals on cuticles.
- Keep nails clean and trimmed.
- To help prevent ingrown toenails, cut nails straight across. The nail should be even with the tip of your toe. Never cut into the corners.
- Avoid tight shoes and very high heels. This also helps prevent ingrown toenails.

HANDS

Wash hands often. Use soap and rinse well. Wash them:

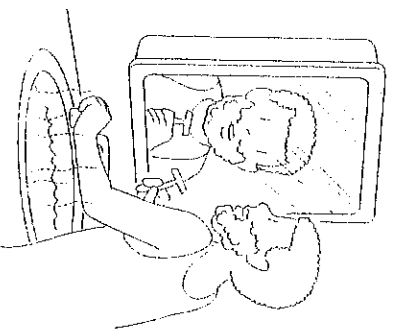
- before eating or handling food
- after using the toilet
- after touching animals
- before touching a cut or scrape
- whenever your hands look or feel dirty.

Protect your hands by wearing gloves when doing heavy-duty work. If you get a cut, wash it well, then bandage it. This helps prevent infection.



FINGERNAILS

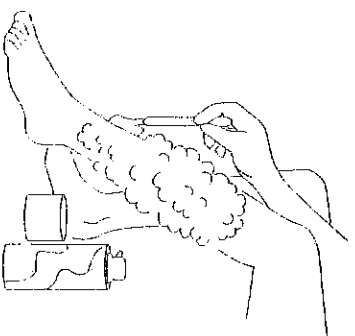
- Keep nails clean.
- Clip hangnails to avoid tearing skin. Never bite or pull them.
- Don't cut or use chemicals on cuticles.
- Don't bite your nails.



A NOTE ABOUT SHAVING

Whether you're shaving your face, armpits or legs, follow these steps:

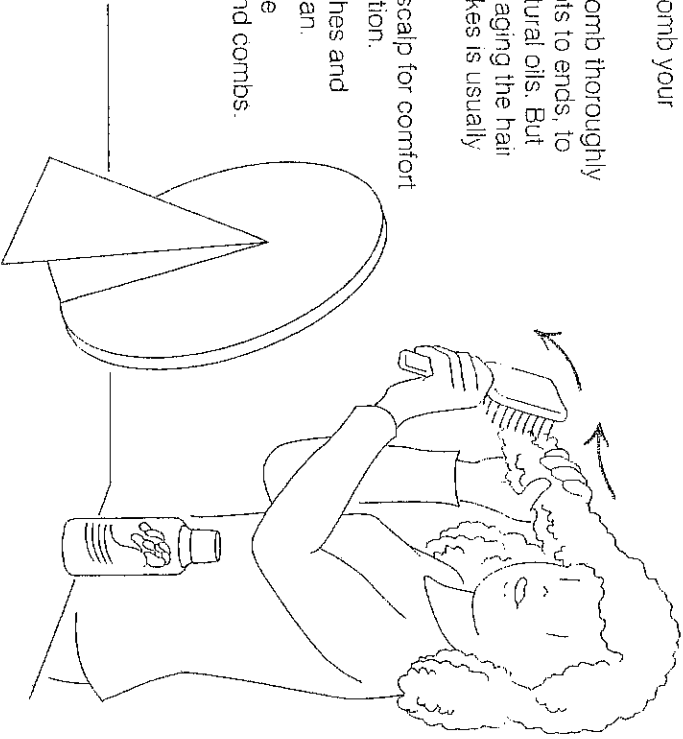
- Wash the area thoroughly.
- Apply shaving cream or gel -- or a special lotion for electric razors.
- Shave with a sharp razor.
- Rinse the area thoroughly.
- Clean the razor properly.



YOUR HAIR REQUIRES GENTLE CARE

BRUSHING TIPS

- Brush or comb your hair daily.
- Brush or comb thoroughly -- from roots to ends, to spread natural oils. But avoid damaging the hair -- 100 strokes is usually too much.
- Massage scalp for comfort and relaxation.
- Keep brushes and combs clean.
- Don't share brushes and combs.

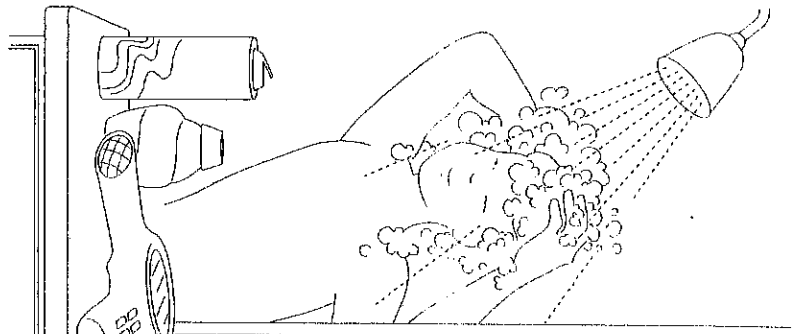


ABOUT HAIR PROBLEMS

DANDRUFF
You can usually control a dry, flaky scalp by shampooing with antidandruff shampoo

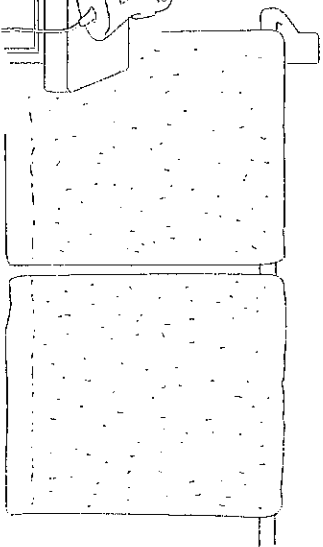
HAIR LOSS
If you have sudden or excessive hair loss, see your health-care provider. It's important to find the underlying cause (such as an illness or improper diet) and get any needed treatment

SORES ON SCALP
See your health-care provider if you have itchiness, scaly patches or other irritations on your scalp. Treatment can help.



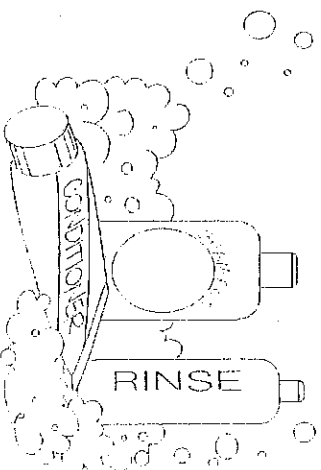
SHAMPOOING TIPS

- Shampoo regularly. How often depends on the type of hair you have and other factors. Follow these steps when you shampoo:
- Wet your hair. Put some shampoo on it, and lather. Rub with fingertips, not nails.
 - Rinse completely with clean water.
 - Use a conditioner if you'd like. Follow directions on the label.
 - Pat your hair with a towel.
 - Comb wet hair carefully. Untangle ends first.
 - If you use a hair dryer, use a low setting.



ABOUT SHAMPOOS AND CONDITIONERS

Shampoo should lather up and rinse out easily. Don't use bar soaps. They're hard to rinse out.
Conditioners can help remove tangles and make hair easier to manage.



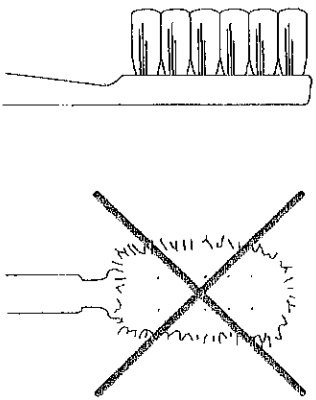
TAKING CARE OF YOUR MOUTH

Proper oral hygiene helps prevent bad breath, toothaches, gum problems and tooth loss. To protect your teeth and gums:

USE THE RIGHT TOOTHBRUSH

It should:

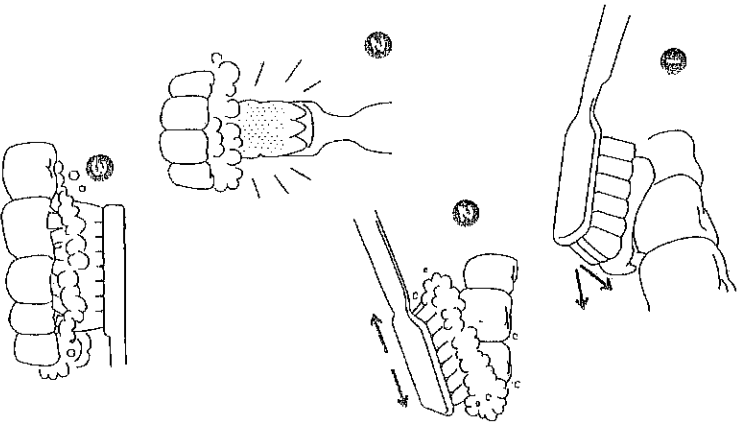
- have soft bristles with polished tips
 - be a size and shape that lets you reach all surfaces of every tooth.
- Replace toothbrushes when bristles become bent. Don't share a toothbrush.



BRUSH TEETH AT LEAST TWICE A DAY

Use a fluoride toothpaste.

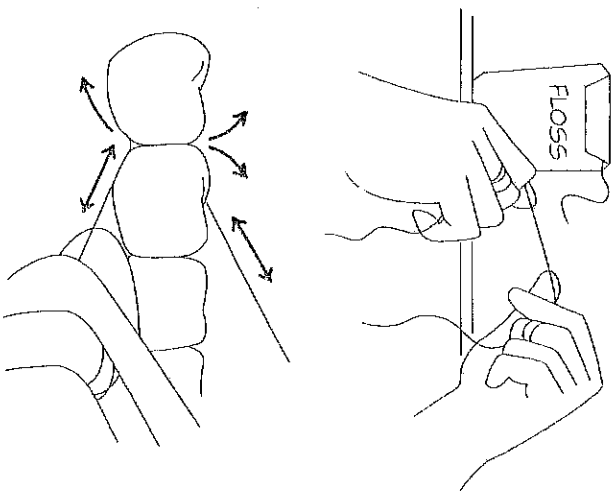
1. Press bristle tips against the gum line at an angle.
 2. Scrub gently with short, back-and-forth strokes. Do this for the inside and outside surfaces of all teeth -- except the inside of the front teeth. Scrub these with the tip of the toothbrush.
 3. Scrub all chewing surfaces.
 4. Brush your tongue, and rinse your mouth.
 5. Rinse your toothbrush.
- If you can't brush after you eat, rinse out your mouth with water.



FLOSS DAILY

Flossing helps clean under your gums and between your teeth.

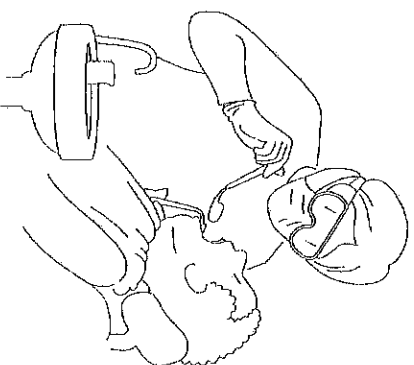
1. Break off about 18" of dental floss.
2. Wrap floss around the middle fingers of each hand. With thumbs and forefingers, hold floss tightly, leaving about 1-2" between your hands.
3. Gently "saw" floss between two teeth to the gum line.
4. Curve floss around one tooth, and slide it under the gum until it meets resistance. Scrape the floss against the tooth away from gum.
5. Repeat on both sides of each tooth.



GET REGULAR DENTAL CHECKUPS

Don't wait until you have a problem. See your dentist as often as he or she recommends for:

- cleanings
 - examinations
 - fluoride treatment (if needed).
- Ask any questions you have.



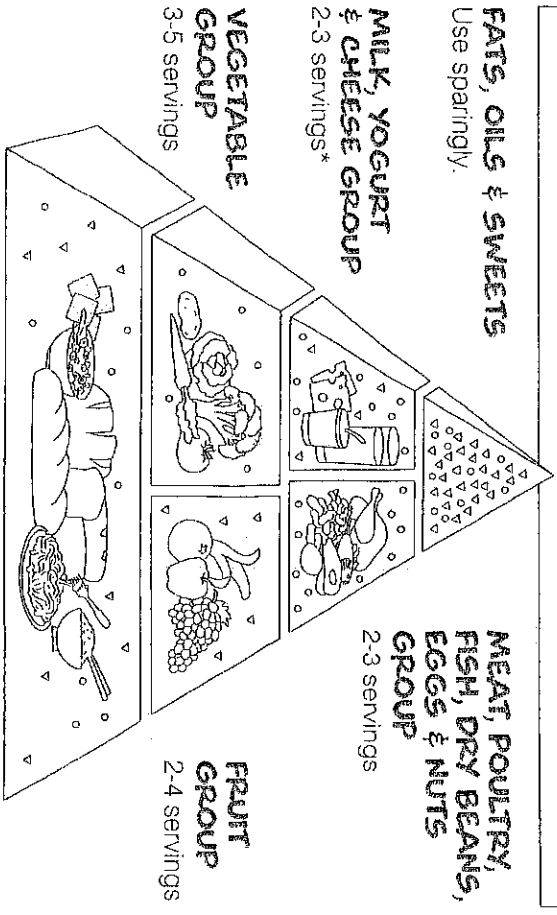
EAT A VARIETY OF HEALTHY FOODS EVERY DAY

Use the Food Guide Pyramid to help ensure you get the nutrients you need. The number of servings you need from each food group depends on your age, sex, size and how active you are.

KEY

- Fat (naturally occurring and added)
- ◐ Sugars (added)

These symbols show fats, oils and added sugars in foods.



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services.

BREAD, CEREAL, RICE & PASTA GROUP
6-11 servings

If your health-care provider recommends a special diet, follow instructions exactly.

*Teenagers, young adults to age 24, and pregnant women should consume 2,200 calories per day.

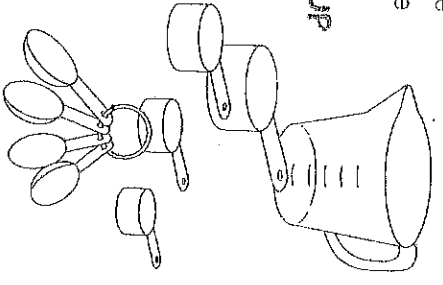
HERE ARE SOME EXAMPLES OF WHAT COUNTS AS 1 SERVING:

MILK, YOGURT & CHEESE GROUP

- 1 c. milk or yogurt
- 1½ oz. natural cheese
- 2 oz. process cheese

VEGETABLE GROUP

- 1 c. leafy raw vegetables
- ½ c. chopped raw vegetables or cooked vegetables
- ¾ c. vegetable juice

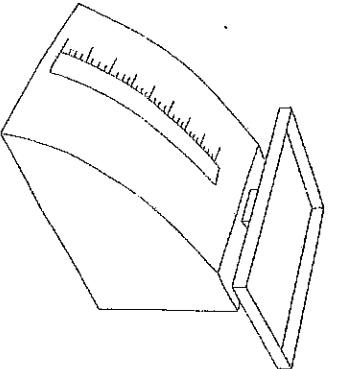


MEAT, POULTRY, FISH, DRY BEANS, EGGS & NUTS GROUP

- 2-3 oz. cooked lean meat, poultry or fish.
- (½ c. cooked dry beans, 1 egg or 2 Tbsp. peanut butter count as 1 oz. lean meat.)

FRUIT GROUP

- 1 med. apple, banana or orange
- ½ c. chopped, cooked or canned fruit
- ¾ c. fruit juice



BREAD, CEREAL, RICE & PASTA GROUP

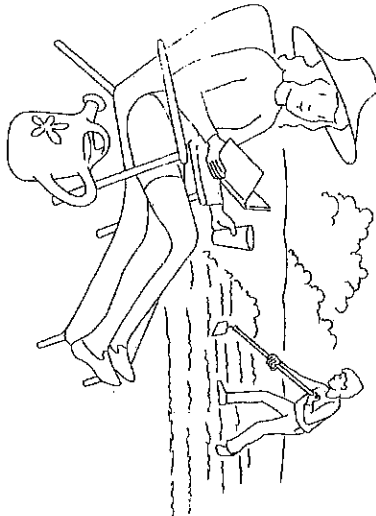
- 1 slice of bread
- 1 oz. ready-to-eat cereal
- ½ c. cooked cereal, rice or pasta.

FATS, OILS & SWEETS

Some examples are salad dressings, cream, butter, margarine, sugars, soft drinks, candies and sweet desserts. These foods provide calories but little in the way of nutrients. Limit these.

KEEP PHYSICALLY FIT

Getting enough exercise and rest makes you stronger, healthier and more energetic.

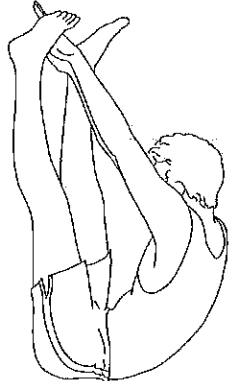


RELAX

-- take a break now and then to do something you enjoy. It will help improve your efficiency, clear your mind and lift your spirit.

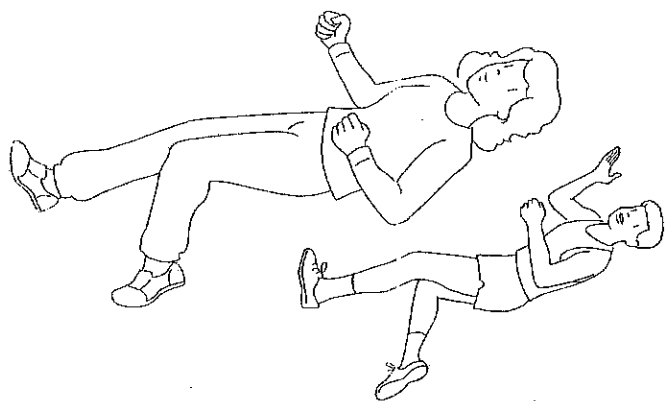
STAY FLEXIBLE

with exercises that stretch your arms, legs, back and torso.



EXERCISE

to stay fit. Try to get 30 minutes or more of moderate physical activity on most -- preferably all -- days of the week. Consult your health-care provider before beginning an exercise program.



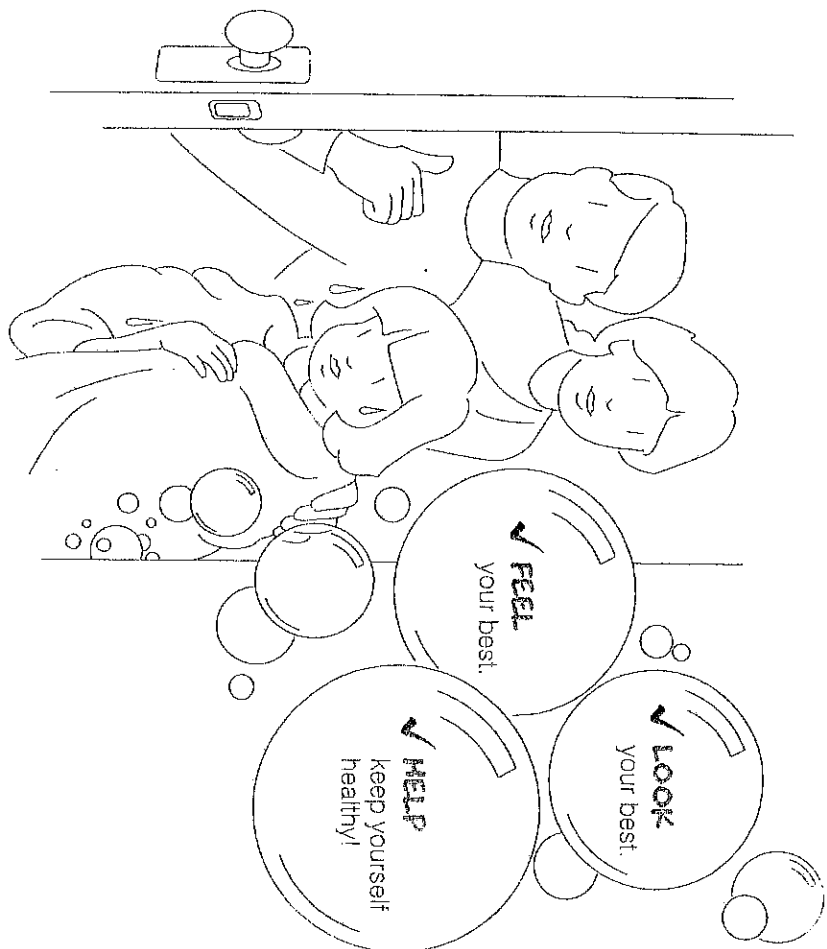
SLEEP

6 to 9 hours every night (needs vary from person to person and change with age). You should wake up feeling rested. Get medical attention for any sleep problems.

MAKE GOOD PERSONAL HYGIENE PART OF YOUR DAILY ROUTINE!

So...

It's a great way to:



Take good care of your body. It's the only one you've got!

GERMS:

The Good, The Bad, and The Ugly!

Objective: Participants are introduced to the concept of good and bad germs. Good germs help us and bad germs (viruses and certain bacteria) make us sick.

Supplies:

- Chart paper and marker, or board and marker/chalk
- Poem, short story, or pictures about germs
- Pictures or words demonstrating the work of good and bad germs. Cut out pictures from magazines. Write words on cards or strips of paper (word list with this lesson plan).

1. Introduce the lesson with a poem, story or picture on germs. One example is "Achoo!" (with this lesson plan)

2. Ask, "What are germs?" Ask students to look at their hands to check if they can see germs. Explain to students that germs are tiny living organisms, also called microbes. There are good germs and bad germs. Two bad germs that make us sick are called bacteria and viruses.

3. On the board or on flip chart create a chart:

Bad Germs

Good Germs

Show students the pictures or words related to good and bad germs. Ask the group to sort each into the right column and discuss.

4. Some discussion points:

- If a lot of the bad germs get in your body, you will get sick. Germs are already in your body, but some are supposed to be

there. When these viruses and disease-causing bacteria attack, you need to take medicine or antibiotics.

- If someone coughs and doesn't cover their mouth, the germs will fly out on you (just like the dragon in the poem) and you will probably get the other person's germs. If they have a cold you could end up getting pneumonia.
- If you don't wash your hands and then you put your hands in your mouth you will get sick. These bacteria are mostly on food that sits out for too long.

Word List:

Good Germs

Yeast - makes bread rise

Bacteria in yogurt

Germs used to make cheese and vinegar

Bad Germs

Chicken pox

Colds

Flu

Pink eye

Bad breath

Body odor

Achoo!
-by Arden Davidson

Sneezing is normal.
(I suppose.)

But one time while sneezing,
Cheryl Lynn Rose
shot a small dragon
out of her nose.

This wasn't normal.
(Goodness knows).

And it really surprised
poor Cheryl Lynn Rose,
and the dragon too

(I suppose).
'Cause nobody knew
that he lived in her nose.

Well, the dragon quite liked
sweet Cheryl Lynn Rose,
and lately he follows
wherever she goes.
I heard that he's planning
to someday propose
to sweet little Cheryl Lynn,
Cheryl Lynn Rose.

But she feels
quite different.
(Goodness knows).
She never does
want him

to propose.

He thinks they're friends.
She knows they're foes;
How'd a dragon like that
come from such a cute nose?

Now every time Cheryl Lynn
huffs and blows,
she grabs her nostrils,
makes them close.

She's afraid someone else
has taken a doze
Insider her sneezing
little nose.

Poor little, poor little
Cheryl Lynn Rose.
So many troubles.
So many woes.

She's stuck with a dragon
she never chose,
All 'cause she sneezed him
out of her nose.
He'll always be with her
(I suppose.)

Preventing the Spread!

Objective: Show students how easily germs are spread and teach them good hygiene practices to help prevent the spread of germs.

Supplies:

- Glitter
- Paper towels
- Hand lotion
- Lipstick
- For optional activity 3: items that keep us personally clean (soap, shampoo, comb, hand sanitizer, toothbrush & paste); items that keep environment clean (Lysol-type disinfectant spray, dish detergent, window cleaner, broom; empty containers may work best)
- Paper cup/disposable cup
- Paper and markers for optional activity 2

1. Review with the group what they learned in the past lesson on germs. Discuss how bad germs can spread easily and can make people sick.
2. Choose 2 students to demonstrate to the group how bad germs are passed.
 - Ask both demonstrators to rub a small amount of hand lotion around their hands.
 - Sprinkle some glitter onto one of the student's hands and ask him/her to rub it around.
 - Tell the group that the glitter represents the germs on our hands.
 - Ask the demonstrators to shake hands and then ask the class to look at the hand of the demonstrator who did not have germs.

Discuss with the group what happened.

3. Provide the students with dry paper towels to remove the glitter and ask the group to look at the hands. Next, ask the demonstrators to wash off the glitter with cold water and ask the class to look at the hands. Finally, provide the students with warm water and soap to get off the germs and ask the class to look at the hands.

4. Ask the class the following questions: What happened when the students used paper towels to get rid of the germs? Cold water? Warm water and soap? Finally discuss with the group the importance of washing their hands.

5. Using the paper/disposable cup, demonstrate how sharing utensils can spread bad germs:
 - Apply lipstick to your lips
 - Explain to the group that the lipstick represents bad germs
 - Take a drink of water from the cup, leaving a lip mark on the rim.

Discuss with the group what happened. Ask them if anyone would like to drink from the same cup. Why? Ask the group how they can help prevent the spread of germs.

6. Choose one or more of the following activities to reinforce this skill:
 - Drama activity: Have the group brainstorm a variety of ways to demonstrate the prevention of germs and/or how to stay healthy and care for themselves, such as brushing teeth, shampooing hair, washing hands, covering mouth when sneezing, and washing dishes. Write each idea on a slip of paper and place them in a container. Play charades by having students choose a slip of paper and act it out for the group to guess. Each time students guess a habit, discuss its importance.
 - Artistic activity: (need paper and markers) Have the group draw pictures of products or activities that help prevent the spread of germs. Some possibilities: disposable cups, hand sanitizer,

disinfectant, antiseptic, wet towelettes, box of tissues, soap and water, brushing teeth, shampooing hair, washing hands, covering mouth when sneezing, and washing dishes.

- Physical activity: (need hygiene items as listed; need 2 boxes or visibly designated areas to place items, i.e., hoola hoops, large paper squares) Label the designated areas as "Personal" and "Environment". Have the group work together either in pairs or as a whole, to place items in one of the 2 designated areas. Discuss the items purposes after they have finished; gently make corrections if needed.

TEETH BASICS

Objective: Teach students basic information about their teeth. Teach the importance of good dental hygiene by demonstrating tooth decay and ways to prevent it.

Supplies: 2 clear jars Eggshells (from hard-boiled eggs)
Vinegar - enough to cover the eggshells
Water - enough to cover the eggshells
Sample sized toothpaste and toothbrushes if possible

1. Ask the group to name the different types of teeth that they know. After they have a chance to tell you what they know, use the labeled teeth drawing to show them. Say, "Each tooth has a specific job to do":
 - Incisors - the sharp, front teeth (4 upper & 4 lower) used for cutting food
 - Canines - the teeth shaped like points, kind of in the corners of your mouth, used for tearing food
 - Molars - those on the sides and in the back, used for grinding

2. Ask, "Why is it important to clean your teeth?" (to prevent cavities, to have good breath) "What do you use to clean your teeth?" (toothbrush, toothpaste, dental floss)

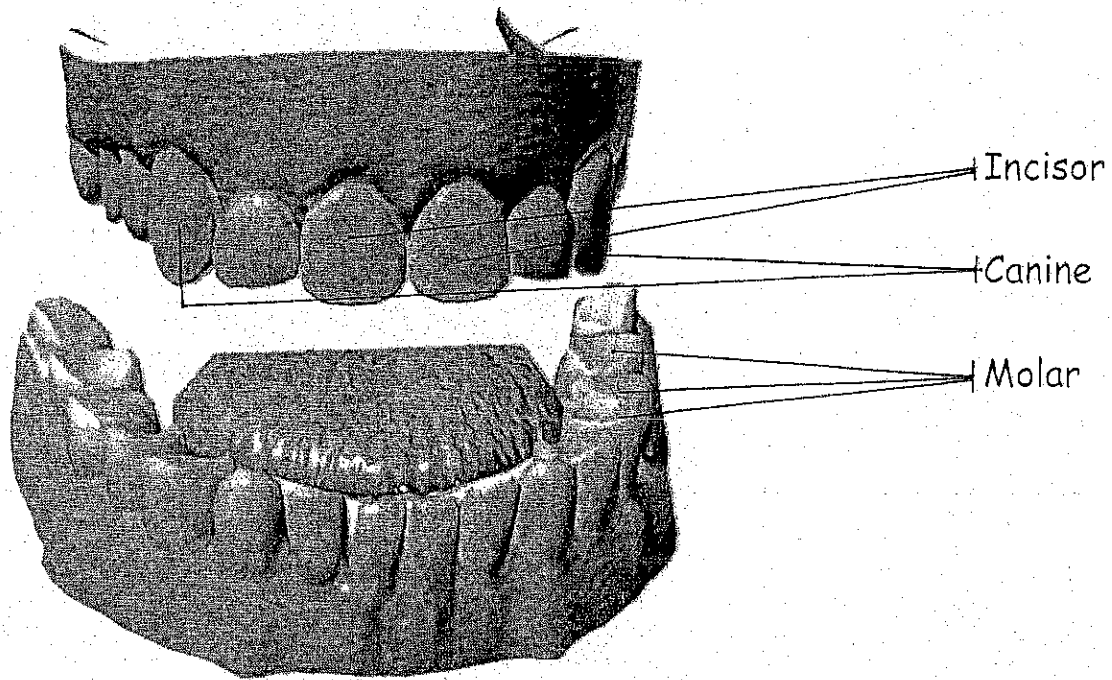
3. Ask, "What do you know about tooth decay?" Explain that you will be conducting an experiment to show what happens when teeth aren't cleaned properly.

4. Explain that vinegar is a mild acid. "If we don't brush our teeth, plaque forms and gives off acids similar to vinegar." Also explain "one of the materials that make up eggshells, calcium, is also in your teeth. For this experiment we will use the eggshells to represent your teeth, and

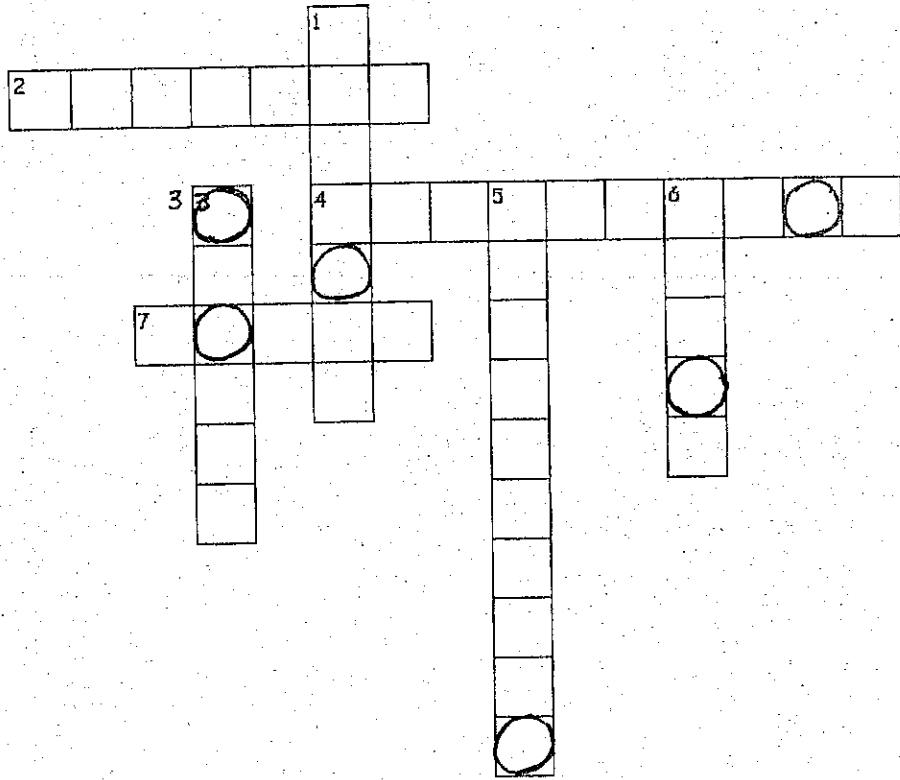
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vinegar to represent the acids in plaque. The other jar will represent your teeth without the plaque and acid."

5. Put several pieces of an eggshell in each of the glass jars. Ask the group to guess what might happen when you put water in one jar and vinegar in the other. Fill enough water in one jar and vinegar in the other to cover the eggshells.
6. Let the group watch what happens. Small bubbles will begin to form on the eggshells with the vinegar. Say, "This is like what happens when you eat. Acids in your mouth, just like the acids in the vinegar, react with the food and start to break it down. Some acid is helpful for us to help digest our food, but unless we brush and floss regularly, we could have too much of it, which can hurt your teeth."
7. Set aside the 2 jars while you talk about brushing habits:
 - Brush at least 2 times a day - best if you brush at least in the morning and just before bedtime
 - Brush lightly - don't hurt your gums
 - Brush for at least 2 minutes
 - Use a soft toothbrush
 - Choose the toothpaste you like and will use - one that tastes good
 - Hold your toothbrush at an angle (demonstrate)
 - Brush with small, short strokes
 - Make sure you reach every tooth, on all sides
 - Rinse with water
 - Use floss to get in between teeth
8. Work the crossword puzzle as a group.
9. Allow the group to look at the eggshells in the jars one more time, to further demonstrate the results of acid in their mouth. Give out trial toothbrushes and toothpaste if you have them.



WHAT YOU SHARE WITH GOOD DENTAL HYGIENE



Across

- 2. your pointed front teeth
- 4. what you use to clean your teeth
- 7. to clean between teeth

Down

- 1. who to see for a check up
- 3. your back teeth
- 5. tastes good and cleans great
- 6. do this after brushing

Take the letters from the circles above and form a new word that tells you what you can share when you have good dental hygiene.

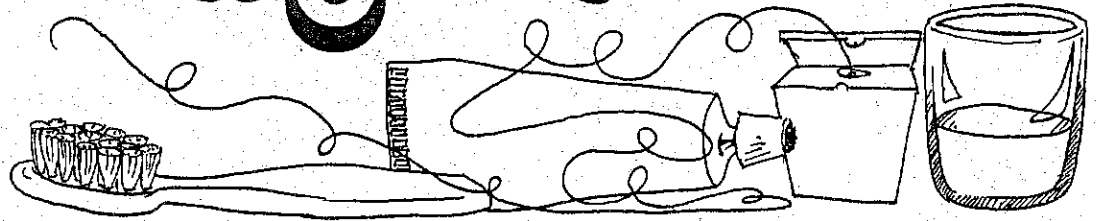
REVIEW ORAL HYGIENE

Objective: To increase awareness of techniques and benefits of proper oral hygiene.

Supplies: Board and markers Pens or pencils
Handout "Oral Hygiene" Handout "Brush Patrol"
Sample toothpaste/toothbrushes

1. Ask the group "What sometimes gets in the way of taking care of your teeth?" Write them on the board/large paper. Offer some ideas if they don't respond:
 - it hurts when I brush
 - don't have time
 - no money to go to the dentist
 - I forget
2. Ask the group to list reasons why it's important to take care of their teeth. List on the board.
3. Distribute the handouts and work together as a team to complete the True/False questions. (Answers: 1-T, 2-T, 3-F, 4-T, 5-T, 6-T)
4. As a group, complete the checklist and share answers by explaining the steps used for good oral hygiene.
5. Distribute the "Brush Patrol" chart as one way to remind the group to brush twice a day, for 2 minutes each. ("2 by 2") Tell them that their CSW may be checking with them to see if they are using the chart.
6. If you haven't already done so, give out trial samples of toothpaste and toothbrushes.

Oral Hygiene



Name _____

Write a brief description of how you care for your teeth and gums:

Are these statements True or False? (T or F)

- Brushing your teeth everyday causes cavities and tooth decay.
- Brushing your teeth helps prevent bad breath.
- Brushing your teeth will not prevent gum disease.
- Brushing your teeth can help make food taste better.
- Flossing teeth removes extra food that is caught between teeth and helps prevent gum disease.
- Dentures should be kept clean just as much as teeth.

Put a check (✓) if you...

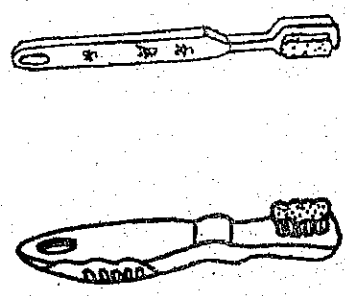
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|---|---|
| <input type="checkbox"/> Use a good quality, soft bristled toothbrush | <input type="checkbox"/> See your dental hygienist every 6 months |
| <input type="checkbox"/> Brush teeth in a circular motion | <input type="checkbox"/> Rinse your mouth with water or mouthwash |
| <input type="checkbox"/> Brush teeth at least 2 times a day | <input type="checkbox"/> Brush surface of tongue to fight bad breath |
| <input type="checkbox"/> Use toothpaste you like | <input type="checkbox"/> Use abrasives, powders or acid cleansers to clean dentures |
| <input type="checkbox"/> Use dental floss | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Brush each tooth inside and out | |

ACTIVITY 1

BRUSH PATROL

Put a check (✓) to show if you performed each oral care activity properly every day of the week.

Name: _____



Toothbrushing Tips from Oral-B Laboratories

- Brush every day, after breakfast and before bedtime.
- Brush each tooth, front and back, using gentle circles.
- Brush your teeth for two full minutes each time you brush.
- Brush your teeth with a clean toothbrush. Change your toothbrush at least every three or four months, or whenever it gets old and worn.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Breakfast							
Brush teeth							
Brushed for 2 minutes							
Flossed							
Bedtime							
Brush teeth							
Brushed for 2 minutes							
Flossed							

10 Tips for Teaching Boys About Hygiene

1. Talk about good hygiene practices while involved in another activity.
2. Keep the bathroom stocked with an assortment of boy-friendly grooming products.
3. Encourage your son to change his socks frequently and keep a pair of "good shoes" for school and family outings.
4. Give your son personal space at home and a sense of privacy, especially after school.
5. Keep his dresser stocked with clean socks, boxers and an assortment of clothes he likes to wear.
6. Avoid flowery smells or feminine-looking product packages that boys might be embarrassed to keep in their gym bag.
7. Leave helpful literature about good grooming on your son's dresser.
8. Teach your son at an early age how to operate the washer and dryer, and stress the importance of not wearing clothes that are still dirty from the previous day.
9. Allow him use of his own bathroom in the morning, or give him an allotted time when he won't be disturbed.
10. Encourage your son to take his shampoo and deodorant with him to school for days when he has gym, recess or after school sporting events.