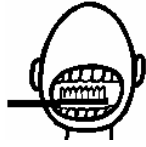


PERSONAL HEALTH:

GROOMING



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
1. Student will turn water on and off independently.	1. Instruct the student to come to the sink. 2. While the student is standing at the sink, say, “(Name), turn on the water.” 3. If no response, place a hand over the student’s hand and turn the faucet on. Reward. Gradually reduce assistance until the student performs the task independently. 4. When the student turns on the water independently, follow the above procedure for turning off the water. Continue to require the student to turn on the water without assistance. 5. Reward all independent attempts until criterion is met.

RESOURCES/MATERIALS



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
2. Student will regulate water temperature independently.	Instruct students using the following sequence of steps: <ol style="list-style-type: none">1. Turn the cold water faucet on until a steady stream of water flows into the sink.2. Turn the hot water faucet on until the combined flow of hot and cold water produces maximum flow without splashing over the sides of the sink.3. Then decrease the flow of cold water and increase the flow of hot water until the flow of water is warm to the touch and the water does not splash over the sides of the sink.

RESOURCES/MATERIALS

Adaptations:

If the students have difficulty distinguishing the hot from the cold water faucet, color code each (e.g., red – hot, blue – cold).



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
3. Student will wash and dry hands independently.	<ol style="list-style-type: none">1. Demonstrate the process of washing hands.2. Instruct the student to go to the sink. Say, “(Name), wash your hands.”3. If the student is unable to do the assigned task, physically assist him/her through the following steps:<ol style="list-style-type: none">a. Turn faucets on until there is warm water.b. Wet hands with water.c. Take the soap and make lather. (Instruction should include a bar of soap and a soap pump dispenser.)d. Replace the soap and rub hands together. Be sure to include the back of the hands and between the fingers.e. Put hands under running water and rinse. Make sure all the soap is gone.f. Turn off the faucet and practice drying hands utilizing a cloth towel, paper towel and air blower. (Emphasize amount of paper towel that is appropriate.)g. Put the towel away (if paper, throw away in the container provided).4. Provide as much assistance as necessary. By the time the student is completing all steps independently, only say, “(Name), wash your hands.”5. Reward all independent attempts in sequence until criterion is met.

RESOURCES/MATERIALS



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
4. Student will wash and dry face independently.	<ol style="list-style-type: none">1. Demonstrate washing the face.2. Instruct the student to go to the sink. When he gets there, say, “(Name), wash your face.”3. If the student fails to respond, assist him/her through the task.<ol style="list-style-type: none">a. Get a washcloth, towel, and soap.b. Turn on and adjust the hot and cold water.c. Put the washcloth in the water, take it out and squeeze out the excess water.d. Put soap on the washcloth and rub until a lather is formed.e. Apply the washcloth to the face rubbing cheek area, nose area, forehead, area around the mouth, and chin area.f. Put the washcloth back to rinse. Take it out and squeeze to remove the excess water.g. Apply the washcloth to the face and repeat step f in order to rinse off the soap.h. Put the washcloth down and pick up the towel to dry the face.i. Put the towel away. Rinse and squeeze the washcloth before hanging it up.4. Gradually reduce assistance while continuing to reward approximations of independence.5. By the time the student is completing all steps independently, only say, “(Name), wash your face.”6. Reward all independent attempts in sequence until criterion is met.

RESOURCES/MATERIALS

Washcloth
Towel
Soap



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
5. Student will brush teeth independently.	<ol style="list-style-type: none">1. Identify with students the reasons for brushing teeth (e.g., bad breath, plaque, build-up, cavities, etc.)2. Have the school nurse/dental professional demonstrate the tooth brushing process.3. Instruct the student, “(Name), brush your teeth.” Wait a few seconds. If the student does not get the toothbrush, physically assist him/her through the next steps:<ol style="list-style-type: none">a. Collect the necessary materials: toothbrush or electric toothbrush, toothpaste, cup and stand before a mirror.b. Turn on the cold water and grasp the toothbrush in one hand.c. Dampen the toothbrush under the tap.d. Remove the cap from the toothpaste and put a small amount of the brush. Replace the cap.e. Brush down on the upper teeth and spit into the sink.f. Brush up on the lower teeth outside and inside and spit into the sink.g. Brush the biting surfaces of the upper and lower teeth.h. Rinse the brush under the tap and put it away.i. Fill a glass with water and rinse the mouth. (Swish and spit.)j. Turn off the water and dry the face with a towel.k. Put away the cup.3. Provide as much assistance and prompting as is necessary, allowing student to do what he/she can independently.4. Reward independent attempts throughout the sequence.5. Refer to attached activities.
<p>-----</p> <p>RESOURCES/MATERIALS</p> <p>-----</p> <p><u>Toothbrushing</u>, Project MORE, Edmark & Assoc. “Self-Concept”, Macmillan Early Skills Program “Health & Nutrition”, Macmillan Edmark & Assoc. School Nurse/Dental Professional Mirror Toothbrush Toothpaste Cup Towel</p>	



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
6. Student will brush/comb hair independently.	<ol style="list-style-type: none">1. Demonstrate brushing/combing hair.2. Give the student a brush or comb and instruct, “(Name), brush your hair.”3. Provide as much assistance as the student needs, allowing the student to do what he/she can independently.4. Follow the following procedure:<ol style="list-style-type: none">a. Stand before the mirror.b. Grasp the brush/comb in one hand.c. Raise it to the head (above head).d. Stroke down on one side of the head with the brush held in one hand. Suggest having students count a determined number of strokes.e. Stroke down the opposite side of the head.f. Stroke down the back of the head.4. Encourage efforts as the student begins to try to do this independently. Reward each attempt toward mastery.

RESOURCES/MATERIALS

Comb
Brush
Mirror



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
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7. Student will blow nose into tissue independently.

1. When the student’s nose is runny, instruct him/her by saying, “(Name), blow your nose.”
2. If the student hesitates and appears unable to complete the task, physically assist him/her, allowing for independence.
3. Nose cleaning involves the following steps:
 - a. Obtain a tissue. Make sure tissues are kept in the same place all the time. Encourage the student to use only one tissue at a time.
 - b. Cover the nose and blow air.
 - c. Wipe the nose clean of all observable residue.
 - d. Dispose of the tissue properly.
4. In teaching individual steps toward independence, different degrees of prompting may have to be used and gradually withdrawn. Gradually reduce this assistance from the physical stage to the verbal instruction stage.
5. Recommended prompts include:
 - a. Cover the mouth for a few seconds to induce a blowing response.
 - b. Utilize a mirror to give the student visual feedback on nose wiping.
 - c. Demonstrate blowing air out of the nose to move a feather.
6. Reward all independent attempts in sequence until criterion is met.

RESOURCES/MATERIALS

Nose Blowing, Project MORE,
Edmark & Assoc.
More Social Skills Stories,
Anne Marie Johnson
Tissue
Mirror

Note:

The ultimate goal is for the student to identify when he/she needs a tissue and complete the task independently without prompting. When a student’s nose needs cleaning, ask, “(Name), what do you need?” If he fails to respond, ask him/her to check in a mirror to see if he/she can identify the problem. Then say, “(Name), you need a tissue.” Reduce prompting until the student completes the task independently without a prompt.

Adaptations:

Read “Scott Snot” in More Social Skills Stories.



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
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8. Student will use a mirror to assure daily neatness.

1. Have a mirror available in the classroom.
2. As a part of the daily classroom routine, have students check appearance in the mirror.
3. Ask students:
 - a. "Is your face (nose) clean?"
 - b. "Is your hair brushed?"
 - c. "Is your shirt buttoned and tucked in?"
 - d. "Are your hands clean?"
 - e. Other
4. Reduce prompt to, "What do you see?"

RESOURCES/MATERIALS

Mirror
Grooming booklet

Adaptation:

Make a grooming booklet for each student so that the student can keep track of his/her own grooming.



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
9. Student will bathe independently.	<ol style="list-style-type: none">1. Discuss with the class the reasons for personal cleanliness (e.g., look good, feel good, etc.).2. Teach body parts so students can identify each one.3. Tell students to turn on the water and adjust the temperature. Make sure they close the drain.4. When the bathtub has water in it, say, “(Name), take a bath. If the student fails to respond, physically assist him/her through the following steps:<ol style="list-style-type: none">a. Obtain materials necessary for a bath (soap, washcloth, bath towel, bath mat) and place in an appropriate place for taking a bath.b. Put the plug in the drain, or set the mechanism. Turn on the water and adjust the temperature.c. Instruct the student to turn off the water when the tub is approximately one-half full.d. Tell the student to undress and get into the water.e. Have the student step into the tub and immerse him/herself in the water.f. Ask the student to wet the washcloth and to put soap on it. When he/she is finished with the soap, make sure it is replaced in the dish.g. Have the student wash the face, ears, back, neck, shoulders, arms, chest area, genital area, buttocks, legs, and feet.h. Rinse out the washcloth and then rinse the body with the washcloth.

Area: Grooming



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- i. Rinse the washcloth and wring it out. Put it on the side of the bathtub.
 - j. Have the student remove the plug and step out of the tub.
 - k. Pick up the towel and dry his/her body.
 - l. Have the student hang up the towel, dress and put away bath supplies.
 - m. Have the student rinse and wipe out the tub.
5. Provide as little assistance as possible. By the time the student is completing all steps independently, the teacher should only say, “(Name), take a bath.
6. Reward independent attempts until criterion is met.

RESOURCES/MATERIALS

Soap
 Washcloth
 Bath towel
 Bath mat



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
10. Student will clean eyeglasses.	<ol style="list-style-type: none">1. Demonstrate the process to students.2. Assist students by guiding their hands to open the bow of the glasses, hold the glasses by the frame, take a cleaning tissue from the packet and wipe the glasses, or wash under running water before wiping with a soft towel.3. Reduce assistance until the students can perform the act independently.

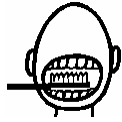
RESOURCES/MATERIALS

Tissue or soft towel



PERSONAL HEALTH:

GROOMING



T.E.K.S. 115.2 (K.7)

The student understand that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
1. Student will demonstrate shower skills.	1. Students should be instructed to follow a sequential process to include the following steps: a. Undress. b. Turn on the water. c. Adjust the water temperature. d. Turn on the shower. e. Wet the body. f. Rub soap on a washcloth. g. Wash all parts of the body with a washcloth. h. Rinse the body. i. Turn off the shower. j. Turn off the water. k. Dry the body. 2. Discuss the importance of safety when using a shower. 3. Stress the importance of collecting everything needed prior to getting into the shower (i.e., shower cap, clean underwear/clothes, washcloth, towel, shampoo, soap, hand lotion, etc.)

RESOURCES/MATERIALS

Soap
Washcloth
Developing Health Skills, by David Birch



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
2. Student will demonstrate dental care skills.	1. Continue to emphasize tooth brushing skills taught in elementary school. 2. Have a Dental Assistant demonstrate additional oral hygiene techniques, (i.e., use of Water Pic, mouthwash and dental floss). 3. Discuss causes of cavities (i.e., foods) and ways to prevent them.

RESOURCES/MATERIALS

Dental Assistant
Visit local dentist office



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
3. Student will demonstrate nail care skills.	<ol style="list-style-type: none">1. Instruct students in methods to <u>clean</u> nails. Have students wet hands, apply soap to brush, rub nails and rinse well. If dirt persists, instruct them to use the pointed edge of a fingernail file by placing it under the nail and moving it from one side to the other. Students should then dry hands and apply <u>lotion</u>.2. Instruct students in methods to <u>cut</u> nails. The process should include placing the nail clipper on the nail edge, pushing together and then releasing. Have them trim the nails symmetrically and then close the clippers.3. Instruct students in methods to <u>file</u> nails. Have students place the file on the nail edge and move across the edge of nail attempting to shape appropriately.4. Instruct students in the <u>care of cuticles</u>. Have students place a hand on a flat, stable surface and then grasp an orange stick in the opposite hand. Have them push back the cuticle with the orange stick.
RESOURCES/MATERIALS Nail brush File Clippers Orange stick Nail polish Polish remover Cotton balls	For girls: <ol style="list-style-type: none">5. Instruct students in method to <u>apply</u> nail polish, including a discussion of appropriate colors.6. Demonstrate how to take off nail polish by putting polish remover on a cotton ball and rubbing the polish off the nail.



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will demonstrate hair care skills.</p>	<ol style="list-style-type: none"> 1. Students should be taught the following process of shampooing hair: <ol style="list-style-type: none"> a. Brush hair to remove tangles. b. Gather the necessary materials. c. Turn on the water and adjust the temperature. d. Wet the hair. e. Apply an appropriate amount of shampoo. f. Wash the hair, using the fingertips or a hairbrush to scrub the scalp. g. Rinse shampoo from the hair. h. Apply a second application of shampoo and rinse thoroughly. i. Apply cream rinse, if needed, and rinse well. j. Turn off the water after completing the process. k. Wrap the hair in a towel. l. Use the towel to remove excess moisture from the hair. m. Hang the towel to dry. n. Remove hair from the sink or tub. 2. Instruct the students in the process of blowing hair dry or drying with a towel: <ol style="list-style-type: none"> a. Plug the dryer into a wall socket. b. Comb the wet hair. c. Turn the dryer on. d. Move the dryer around the head to dry hair. e. Turn the dryer off. <p>Alternate method: fluff the hair with a towel until it is dry.</p> 3. Instruct students in the process of styling hair and maintaining neatness. Demonstrate a variety of hairstyles for girls, (i.e., braids, ponytail, barrettes, etc.)
<p>----- RESOURCES/MATERIALS -----</p> <p>Brush Shampoo Rinse Towel <u>How to Stay Healthy</u>, by J. Weston Walsh</p>	<ol style="list-style-type: none"> 4. Distinguish between appropriate/in----- appropriate times to comb/brush hair. 5. Assist students in determining when haircuts are necessary. 6. Community based instruction should include visiting the Cosmetology Department at a high school or junior college campus.



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
5. Girls will demonstrate the ability to curl hair.	<ol style="list-style-type: none">1. Instruct students to set hair with regular rollers following a sequential process:<ol style="list-style-type: none">a. Comb the wet hair.b. Grasp a small section of hair.c. Place a roller at end of hair section.d. Wrap the hair section around the roller.e. Secure the roller to the head with a security device.f. Repeat the sequence of rolling the hair sections until the hair is set.2. Instruct students to set/dry hair with electric rollers, using the same process as above, except assuring that rollers have been plugged in and are hot before starting the rolling process.3. Instruct students in the method of removing rollers from hair:<ol style="list-style-type: none">a. Pull the securing device from the roller.b. Unwrap the hair from each roller independently.c. Repeat the sequence of removing rollers until all rollers are removed.d. Return rollers to their storage location.4. Instruct students to use a curling iron:<ol style="list-style-type: none">a. Retrieve the curling iron from its storage location.b. Plug the iron into a wall socket and allow it to heat.c. Grasp a small section of hair.d. Pinch open the clamp on curling iron.e. Place a section of hair into open clamp.f. Release the clamp to close curling iron.g. Roll the hair and hold it momentarily.h. Unroll the hair.i. Pinch open the clamp on curling iron.j. Repeat the sequence until hair is curled.k. Unplug the curling iron and wait for it to cool before returning it to its storage location.
RESOURCES/MATERIALS Regular rollers Electric rollers Curling iron	

Note:

ELECTRICAL SAFETY SHOULD BE EMPHASIZED.



T.E.K.S. 115.2 (K.7)

The student understands that various factors influence personal health.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
6. Student will demonstrate skin care skills.	<ol style="list-style-type: none"><li data-bbox="808 472 1360 651">1. Instruct students to correctly wash their face. The process should include utilizing a washcloth and soap or cleansing lotion, application of an astringent, moisturizer and/or medication to inflamed areas, as needed.<li data-bbox="808 651 1360 714">2. Instruct girls in methods for removing eye makeup.<li data-bbox="808 714 1360 777">3. Emphasize the importance of keeping hands away from inflamed areas on the face.<li data-bbox="808 777 1360 865">4. Emphasis should be directed toward implementing a routine, daily skin care program.

RESOURCES/MATERIALS

- Washcloth
- Soap/cleansing lotion
- Astringent
- Moisturizer
- Medication



T.E.K.S. 112.2 (C-11)

The student practices principles of good grooming and personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
7. Girls will apply cosmetics appropriately.	<ol style="list-style-type: none">1. Visit the cosmetic counter in a department store and observe a demonstration of applying makeup.2. Instruct students to apply foundation makeup, using the following process:<ol style="list-style-type: none">a. Begin with a clean face.b. Shake the makeup in the bottle.c. Open the cap on the makeup bottle.d. Put a small amount of makeup on the fingertips.e. Rub the fingers on the face and apply evenly.f. Remove the excess with a tissue or cosmetic sponge.3. Instruct students to apply lipstick from a tube, using the following process:<ol style="list-style-type: none">a. Open the tube.b. Twist the bottom of the tube to expose the lipstick.c. Apply the lipstick on the upper lip, being careful to stay on the lip only.d. Apply the lipstick on the lower lip, being careful to stay on the lip only.e. Press the lips together to spread the lipstick.f. Blot the lips with a tissue.g. Twist the bottom of the tube to retract the lipstick.h. Return the cover to the lipstick tube.

Note:

EMPHASIS SHOULD BE PLACED ON ACCURACY.

3. Instruct students to apply eye shadow, using the following procedure:
 - a. Open the eye shadow container.
 - b. Put eye shadow on the applicator.
 - c. Close the eyelid.
 - d. Rub the applicator across the eyelid to apply a small amount of eye shadow.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- e. Repeat the application on the opposite eyelid.
 - f. Close the container.
 - g. Remove any excess with a tissue or a cosmetic sponge.
4. Instruct students to apply mascara, using the following process:
- a. Open the container.
 - b. Put mascara on the applicator.
 - c. Hold the eyelids open.
 - d. Put the mascara on the eyelashes.
 - e. Close the mascara container.
 - f. Remove smudges and smears with a tissue.
5. Instruct students to apply blush, using the following process:
- a. Open the container.
 - b. Run the brush over the powder.
 - c. Blow on the brush to remove excess.
 - d. "Smile" to locate cheeks.
 - e. Apply a small amount of blush along the cheekbones.
 - f. Return the brush to the container and close.
6. Have girls practice applying makeup.
7. Demonstrate application utilizing excessive makeup. Have students identify problem and determine how to alleviate it.
8. Instruct student to not share any cosmetics.

RESOURCES/MATERIALS

Assorted cosmetic items
Mirror
Tissues
Cosmetic sponge

Note:

Application of cosmetics needs to be done utilizing a mirror.



T.E.K.S. 112.2 (C-11)

The student practices principles of good grooming and positive personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
8. Boys will demonstrate shaving skills.	1. Demonstrate and instruct boys in the process of shaving the face with an electric razor, utilizing the following steps: a. Plug the cord into the razor. b. Plug the razor cord into the wall socket. c. Turn the razor on. d. Shave the sides of the face. e. Shave under the chin and around the front of the neck. f. Shave the chin, under the nose and around the mouth. g. Turn off the razor. h. Unplug the razor and clean out the hair with the brush that is provided. Return it to the storage location. 2. Instruct boys in the process of shaving the face with a blade razor, utilizing the following steps: a. Get the razor from its storage location. b. Wet the face with a hot washcloth. n. Put shaving cream on the face. o. Shave the sides of the face. p. Shave under the chin and around the front of the neck. q. Shave the chin, under the nose and around the mouth. r. Rinse the face with warm water. s. Rinse the razor. t. Return the razor to storage. u. Apply aftershave.
RESOURCES/MATERIALS Electric razor Blade razor Shaving cream Washcloth	

Note:

RAZOR SAFETY SHOULD BE EMPHASIZED.



T.E.K.S. 112.2 (C-11)

The student practices principles of good grooming and positive personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
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9. Girls will demonstrate shaving skills.

1. Demonstrate and instruct girls in the process of shaving the legs and underarms with an electric razor, utilizing the following steps:
 - a. Get the razor from its storage location.
 - b. Plug the cord into the razor.
 - c. Plug the razor into the wall socket.
 - d. Turn the razor on.
 - e. Move the razor up and down the legs and back and forth under the arms.
 - f. Turn off the razor.
 - g. Unplug the cord.
 - h. Clean the hair out of the razor.
 - i. Return the razor to its storage location.
 - j. Put lotion on legs and underarms.
2. Instruct girls in process of shaving the legs and underarms with a blade razor, utilizing the following steps:
 - a. Get the razor from its storage location.
 - b. Wet the legs/armspits.
 - c. Rub soap/shaving cream on the legs/armspits.
 - d. Pull the razor up the legs and up the armspits.
 - e. Rinse the soap from the legs/armspits.
 - f. Rinse the razor.
 - g. Return the razor to its storage location.
 - h. Put lotion on legs/armspits.

RESOURCES/MATERIALS

Electric razor
Blade razor
Soap/shaving cream

Note:

RAZOR SAFETY SHOULD BE EMPHASIZED.



T.E.K.S. 112.2 (C-11)

The student practices principles of good grooming and positive personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
10. Student will apply deodorant.	1. Instruct students in methods of applying spray or stick deodorant, utilizing the following steps: a. Remove the cap from the can/stick. b. Bring the can/stick to the armpit. c. For spray deodorant, have the students spray under the raised arm according to a predetermined count. d. For stick deodorant, bring the stick to the armpit and apply under the raised arm at least twice. e. Repeat the process under the other arm. f. Recap the deodorant.

RESOURCES/MATERIALS

Spray, roll-on and/or stick deodorant



T.E.K.S. 122.2 (C-11)

The student practices principles of good grooming and positive personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
11. Student will apply cologne appropriately.	<ol style="list-style-type: none">1. Encourage students to purchase spray cologne.2. Stress the importance of using a small amount.3. Apply one squirt to each of the following areas:<ol style="list-style-type: none">a. Behind the ear lobes.b. Inside each wrist.

RESOURCES/MATERIALS

Cologne



T.E.K.S. 115.5 (K.4)

The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span..

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
12. Girls will recognize the menstruation process and learn when and why it occurs.	1. Define menstruation. 2. Discuss when it occurs. a. Approximately each 28 days or once a month. b. At puberty – between the ages of 12 and 16. c. Only happens to girls. 3. Discuss reasons for menstruation.

RESOURCES/MATERIALS

Teaching Sexuality to the Mentally Handicapped (slide program)



T.E.K.S. 115.2 (K.1)

The student recognizes that personal health decisions and behaviors affect health throughout life.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
13. Girls will demonstrate menstrual hygiene skills.	<ol style="list-style-type: none">1. Identify:<ol style="list-style-type: none">a. Tamponsb. Sanitary pads.2. Instruct students in the method of putting on a sanitary pad. Instruction should include:<ol style="list-style-type: none">a. Grasp the pad.b. Remove the adhesive strip cover.c. Place the pad on the panties.d. Pull up the panties.e. Throw away the strip cover.3. Instruct students in the method of removing a sanitary pad. Instruction should include:<ol style="list-style-type: none">a. Pull the panties down.b. Pull the soiled pad from the panties, being careful where hands are placed.c. Secure toilet paper to wrap the pad or place it in a bag.d. Throw it away in the container provided.e. Wash hands with soap.4. Instruct students in the method of inserting tampons, utilizing the following steps:<ol style="list-style-type: none">a. Remove the tampon from the wrapper.b. Pull the panties down.c. Insert the tampon.d. Pull up the panties.e. Throw the wrapper/applicator away.
<hr/> RESOURCES/MATERIALS <hr/>	<ol style="list-style-type: none">5. Instruct students in the method of removing tampons, utilizing the following steps:<ol style="list-style-type: none">a. Pull the panties down.b. Remove the tampon.c. Open the trash bag or secure toilet paper to wrap the tampon.d. Pull up the panties.e. Throw away the tampon.f. Wash hands with soap.6. Emphasize the importance of changing tampons or pads regularly, as needed, and carrying items in a purse in order to be prepared.

Carruthers, Cleo,
LIFE Skills Manual:
"Personal Care"
Feminine Hygiene,
Project MORE, Edmark Assoc.
Tampons
Sanitary pads



PERSONAL HEALTH:

GROOMING



T.E.K.S. 115.2 (K.7)

The student practices principles of good grooming and positive personal habits.

Area: Grooming

OBJECTIVE	TEACHING ACTIVITIES
1. Student will maintain previously learned skills with emphasis on independence, rate and quality.	1. With the students, discuss and review the importance of following the specific steps of these grooming skills: shower skills, dental care, nail care, hair care, skin care, shaving skills, deodorant use, and menstrual hygiene. 2. The first activity of the day should be to check for grooming needs. Have necessary items at school for each student, (i.e., deodorant, toothbrush, etc.) These items can be included on the students' supply list in September. Individually or grouped by sex, each student should check the mirror for <u>all</u> grooming needs and make necessary adjustments. 3. Instruct students and have them memorize the three most important reasons why we must be groomed every day. a. "Do it for <u>yourself</u> because we all feel better when we are neat and clean." b. "Do it to get a <u>job</u> because no employer will hire you if you are not well groomed." c. "Do it to get a <u>boyfriend/girlfriend</u> because who wants to get close to someone that is not groomed!"

RESOURCES/MATERIALS

Pictures of grooming skills
Grooming supplies
Grooming booklet

Adaptation:

If students continue to overlook some grooming needs, post pictures in the grooming area to prompt remembering. If something is still wrong, do not tell students what needs to be fixed. Always say, "Check the mirror and see if you can tell what is wrong."

Make a grooming booklet for each student to check off each area of grooming that has been completed.



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OBJECTIVE	TEACHING ACTIVITIES
1. Student will explain the importance of grooming in the job interview process.	1. Have someone from a personnel agency come to the classroom and explain the importance of a well-groomed job applicant. 2. Role play an actual job interview with emphasis on grooming. 3. Students will go on an actual job interview.

RESOURCES/MATERIALS

