STEPS TO INDEPENDENT LIVING

THIRD EDITION

Teacher Guide

Nancy Lobb

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How to Stay Healthy

Activities

Part 1: Why All the Fuss About Grooming?

Good Grooming Pays Off!

1. Make a list of reasons why good grooming is important.
2. Explain what aspects of grooming you feel would be most important to a prospective employer.
3. Write a paragraph explaining the assumptions an employer may make about how a poorly groomed person would do on the job. (For example, an employer may fear the person would do messy or careless work.)
4. Make a chart or poster showing how to have an attractive appearance.
5. Write a paragraph in which you tell how good grooming and self-confidence may be linked.
6. Have a class debate about the advisability of showing tattoos and nontraditional jewelry such as nose rings during a job interview.

Keeping Clean

1. Research special care of dry skin. Moisturizers are a must for treating dry skin. Some people like to add bath oils to the bath water. (Be careful if you do this; it can make the tub slippery.) Some soaps are specially made for dry skin.
2. Research special care of oily skin. The most important thing is to wash more often, at least twice a day. Use plenty of soap.
3. Research the use of perfume, eau de toilette, and cologne. (Perfume is the strongest; cologne is the weakest.) Discuss aftershaves and men's colognes. A little scent is preferable to an overpowering smell.
4. Create an advertisement for your favorite brand of soap.
5. Read more about anti-bacterial soap and decide whether this type of soap is necessary or advisable for daily use.
6. Read about hand sanitizers and write a brief report on their uses.

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Lather Up! and Your Crowning Glory

1. Explain the three hair types: oily, normal, and dry.
2. Explain other hair-care products: conditioners, creme rinses, gels, mousses, hair cremes, and hair sprays. Which have you tried and found helpful?
3. Have a barber or hair stylist visit the class and discuss hair care and how to choose a flattering haircut.
4. Create an advertisement for your favorite hair-care products.

Face the Facts!

1. Discuss how to tell what your skin type is (oily, normal, or dry). Some people have combination skin—that is, normal or dry in some spots, oily in others.
2. You may wish to try this experiment to determine your skin type: Wash your face as you usually do. Rinse well. After 45 minutes, take four pieces of white facial tissue. Wipe one across your forehead, one across your nose, one across your chin, and one across your cheeks. If the paper feels oily, you have oily skin in that area. If the paper has no oil, your skin is dry in that area. A little oil indicates normal skin.
3. Write a paragraph telling a plan for how you can best care for your individual skin type.
4. Invite a makeup specialist (perhaps from a local department store) to speak to the women in the class about proper use of makeup. Perhaps this could be done after school as a "makeup seminar" or as a field trip. Include reasons for avoiding overdone makeup.
5. Explain proper techniques for shaving.

Be Smart in the Sun

1. Read more about skin cancer.
2. Write a report about skin cancer.
3. Make a poster showing the types of moles to beware of.
4. Learn how to choose sunglasses that will protect your eyes. You should check to see that the lenses have been treated to block ultraviolet light.
5. Read the labels on a sunscreen product. Then answer these questions:
   - What is the sun protection factor (SPF)?
   - Is it waterproof?
   - Is it water-resistant?
   - Does it contain at least two ingredients to protect you from ultraviolet light?

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- Does it contain PABA?
- Would it work well for your skin type?

6. Have a dermatologist visit the class to discuss skin care.
7. Visit the Web site of the American Academy of Dermatology at www.aad.org for more information on skin cancer.

Part 2: Taking Care of Your Body

The Eyes Have It

1. Make a poster about the rules for preventing eye injury.
2. Read about and report on any eye disease or condition that interests you. Examples: color blindness, nearsightedness, farsightedness, astigmatism, presbyopia, glaucoma, cataracts, amblyopia ("lazy eye"), conjunctivitis ("pinkeye")
3. Make a poster illustrating the inside of the eye and explaining how the eye works.
4. Read about and write a brief report on laser surgery for correcting vision.
5. Report on how to protect your eyes when using the computer for a long time.
6. Make a poster showing ways to keep your eyes healthy.
7. Write a paragraph about which of your five senses you think is most important to you, and why.
8. Learn about Braille. Give a demonstration on the Braille alphabet to the class.

Ear Care

1. Make a poster showing the structure of the ear and how we hear.
2. Write a report on a type of hearing loss.
3. Report on/demonstrate how a hearing aid works.
4. Have an ear doctor or speech therapist visit the class to discuss care of our hearing and hearing problems.
5. Make a poster showing ways to keep your ears healthy.
6. Find out what makes your ears "pop" when you change altitude.
7. Learn about sign language. Give a demonstration of the alphabet in sign language.
8. Find out about hearing dogs. These are special dogs trained to assist deaf people.

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Care of the Nails

1. Draw a sketch of your fingernails, indicating broken spots, ragged cuticles, dirt, and so forth. Under the drawing, write what you need to do to improve the appearance of your nails.
2. Have a manicurist come and demonstrate the proper technique for giving yourself a manicure.

A Foot to Stand On

1. Research the care and prevention of athlete's foot.
2. Explain the advantages and/or disadvantages of various types of socks.
3. Ask a podiatrist to talk to the class about proper foot care and how to choose shoes that fit your foot properly.
4. Research the causes and treatment of blisters, corns, and calluses on the feet.

Your Pearly Whites

1. Ask a dental hygienist or dentist to speak to the class about proper oral care.
2. List places in your area where students could obtain low-cost dental care.
3. Obtain a supply of disclosing tablets for your class. When dissolved in the mouth, these indicate areas that have not been properly brushed.
4. The American Dental Association can provide supplementary materials for learning about oral hygiene. Access their Web site at www.ada.org.
5. Read more about the products available for removing plaque from the teeth: fluoride toothpastes, fluoride mouth rinses, and floss.
6. Explain the importance of regular dental checkups.
7. Learn more about wisdom teeth.
8. Research and report on causes and cures for bad breath.

Part 3: Good Nutrition Is More Than an Apple a Day

The Food Pyramid

1. Access the Web site www.mypyramid.gov. Enter your personal information (age, sex, height, weight, and activity level). Print out a food pyramid and food plan that fits your needs.
2. List examples of foods that fit in each food group.

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3. Make a list of foods that are nutritious snacks and another list of junk snacks.
4. Visit the Web site www.teamnutrition.usda.gov to obtain resources for charting your own eating habits.

The Grains Group

1. Make a list of whole-grain products that you enjoy.
2. Make a poster showing whole-grain and enriched flour products. On the poster, explain why whole-grain products are better for you.
3. Make a drawing of a whole-grain kernel and one that has been refined.

The Vegetable Group

1. Visit the vegetable sections of your grocery store. Make a list of vegetables you see that you have never tried before. Remember to look in the fresh produce section, the canned goods section, and the freezer section.
2. As a class, see how many vegetables you can name. Have each person name his/her favorite vegetable.
3. Have each person in the class bring in his/her favorite vegetable recipe to share. Try one of the recipes that appeals to you.

The Fruit Group

1. Visit the fruit sections of your grocery store. Make a list of fruits you see that you have never tried before. Remember to look in the fresh produce section, the canned goods section, the dried fruit section, and the freezer section.
2. As a class, see how many fruits you can name. Have each person name her/his favorite fruit.
3. Have each person in the class bring in her/his favorite fruit recipe to share. Try one of the recipes that appeals to you.

The Milk Group

1. As a class, see how many milk products you can name.
2. Go to the grocery store and see how many of the products listed in the student book are good sources of calcium. Only those products are truly members of the milk group.
3. Make a list of recipes that contain milk. Examples: pudding, some soups, and so forth

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The Meat and Beans Group

1. Go to the grocery store and look in the dried beans/peas aisle. Make a list of all the varieties you see there.
2. Bring in a recipe that uses dried (or canned) beans. Share it with the class.
3. Talk to the butcher in your grocery store. Ask which lean cuts of meats he or she recommends. Find out if your butcher has a favorite way of preparing one of these cuts.

Oils and Fats

1. At the grocery store, go to the aisle that contains oils. Make a list of the oils you find there. Remember, some oils/fats are in the dairy section (e.g., butter and margarine).
2. Choose several of the oils/fats you listed. Read the label to see which type of fat they contain.
3. Make a poster illustrating all the types of fats/oils you found.
4. Report on foods that raise and lower cholesterol.
5. Make a poster illustrating the four types of fats, foods that contain them, and their effects on the body.
6. For more information on fats, go to the American Heart Association Web site at www.americanheart.org.

Nutritious Nutrients

1. Research and report on the six nutrients and foods that are rich in each.
2. Choose a vitamin or mineral to present a report on. In your report, include the function and good sources of the vitamin or mineral you chose. Or you might make a poster to hang in the classroom, displaying the information you learned about the vitamin or mineral you researched.
3. Make a list of foods that are good sources of protein or carbohydrates.
4. Research the use of vitamin/mineral pills.

You Are What You Eat

1. Each student should bring three food labels to class. As a class, study these labels to find out how much fat is in each food. List foods that are low or high in fat. (The object of this exercise is to show students that they can cut down on fat intake merely by reading labels and choosing products that are lower in fat.)
2. Do the same to determine how much salt or sugar is in various foods.

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Read the Label for Better Nutrition

1. Choose a label from a food you have at home. Write the name of the food on a piece of paper. Then answer the following questions about the food.
   a. How many calories per serving are in the food?
   b. How many servings are in the package?
   c. What is the main ingredient in the food?
   d. How much fat is in one serving of the food?
   e. How much sugar is in one serving?
   f. Would you say this is a nutritious food?
2. Watch a children's TV show for half an hour on Saturday morning. Record and count the ads during that half an hour. How many are for food? How many of those are for high-sugar products? How many are for more nutritious foods (milk, juice, fruit, etc.)?
3. Pretend you are allergic to sugar for one day. What foods could you safely eat that day? What favorites would you have to give up? (Remember, some sugars are not labeled as sugar. They may be called corn syrup, high-fructose corn syrup, fruit juice concentrate, maltose, dextrose, sucrose, honey, or maple syrup.)
4. Do the same activity as for #3 using a salt-free diet.
5. Visit the Web site www.cfsan.fda.gov/~dms/foodlab.html to learn how to understand and use the nutrition facts label.

Comparing Labels

1. Choose two snack foods. Compare the labels to see how they compare in the various nutrients.
2. Make a list of three of your favorite snack foods. Read the labels on these foods. Write a paragraph explaining which of these foods are more nutritious and why.
3. As a class, make a list of nutritious snacks using the information found on the labels.

Watch Those Scales!

1. Make a list of high- and low-calorie foods.
2. Count the calories you consume in one day. Use the Internet to find how many calories you should eat daily for your size or your recommended size. Compare these calorie counts.
3. Research the hazards of crash diets.
4. Research the concept of body mass index (BMI). Calculate and rate your BMI online at http://www.webmd.com/diet/calc-bmi-plus.

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Part 4: Fitness for Life

Are You Physically Fit?

1. Research good aerobic exercise for strengthening the heart and lungs (walking, running, jogging, swimming, biking, jumping rope, and cross-country skiing, for example). Why do these forms of exercise strengthen the heart and lungs?
2. Make a list of times during the day when a person could fit exercise into her/his daily routine: climbing stairs, walking rather than driving, and so on.
3. Write a paragraph telling what you do for exercise. Do you feel it is adequate or not? How can you improve?
4. Report on your favorite form of exercise.
5. Learn more about the President's Challenge for fitness at www.presidentschallenge.org.
6. Visit the Web site www.mypyramid.gov to learn more about exercising better.

Physical Activity

1. Expand the lists of moderate and vigorous activities given on the student book pages.
2. Read more about how to keep hydrated during exercise at http://www.webmd.com/fitness-exercise/features/drink-up-sports-fitness.

Carrying Your Own Weight

1. Discuss various exercises you could do to improve posture.
2. Read more about improving your posture at www.wikihow.com/Improve-Your-Posture.

At Ease!

1. Discuss relaxation techniques.
2. Report on your favorite ways to relax.
3. Write about the causes of stress in your life and how you might deal better with them.
4. Learn more about reducing stress at www.webmd.com/balance/guide/reducing-stress-tips.

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