

Attainment's

# Explore

## PERSONAL CARE

# TEACHER'S MANUAL



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# Introduction

The goal of the Explore Personal Care Program is to provide a structured, step-by-step training program in basic personal care skills for young women and men from ages 14 and up who would benefit from personal care instruction.

## Program Description

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The Explore Personal Care Program includes two student books and this Teacher's Manual, along with 130 Activity Cards and the Activity Card Holder, the Explore Personal Care video, and a PDF on CD that includes numerous reproducibles from both student books and this manual. The two student books include the Survival Guide for Women with 35 essential, detailed personal care activities, and the Survival Guide for Men with 31 activities. (More about the cards and video below.)

The student books feature a number of picture-based instructional cues in multiple formats to help students grasp the materials, and to help teachers reinforce activity performances. Original, hand-drawn visual cues (as well as photos) in the student books come in four forms:

1. Illustrated step-by-step cues for each activity;
2. instructive photos of age appropriate models performing personal care activities;
3. illustrated Activity Cards that can be arranged to teach step-by-step activity sequencing;
4. and illustrated icons, or symbols, that appear above all text found in the student guides to aid student reading and understanding of the materials.

The student guides promote the learning of essential, self-directed activities by tying together related skills in a set pattern or routine. (More about routines below.) As student skill repertoires grow, new skills can be introduced and taught. When deficits deter performance, students should be encouraged to practice that particular step or activity until it's mastered. Parent involvement in this process is critical, but easy to come by, because parents have even more at stake than do teachers in the child's ability to master these skills.

## Long-Term Goals of the Program

1. To successfully complete personal care routines independently.
2. To understand the importance for students to improve and maintain their personal appearance.
3. To arrive at school or work clean, dressed appropriately, and able to maintain a good appearance throughout the day.

## How the Teacher's Manual works













This manual is designed to do two things. One is to present an overview of the program itself, and the other is to present an overview of the two student books. The manual contains all of the lesson materials from both student books. All of the activity pages found in both student books are included here in a reduced format, and follow the student activities in the same order, so teachers, if desired can take this book home to work on their lesson plans. Most activities in both books, such as brushing teeth, are essentially unisex in performance, meaning there are no significant gender differences involved. But others, for example menstrual care, are relevant only for women, while shaving facial hair applies only to men.

In the student books, each activity begins with a photo essay showing the supplies required to perform that activity along with photos of age appropriate models performing the activities to serve as visual cues for students. On the second page are the six vocabulary words introduced in each chapter along with their definitions. The vocabulary words taught in each activity are highlighted in red and are found in context on the Facts and Helpful Tips pages. Nestled between those two pages are the Step Pages,

**Brushing Your Teeth**

Name \_\_\_\_\_  
Date \_\_\_\_\_

### Men's Personal Care Checklist

___ 1		Get supplies.
___ 2		Wash hands.
___ 3		Wet toothbrush.
___ 4		Apply toothpaste.
___ 5		Wet brush again.
___ 6		Brush teeth.
___ 7		Spit and brush more.
___ 8		Rinse brush and put away
___ 9		Fill up and rinse mouth.
___ 10		Put cap back on.
___ 11		Put supplies away.
___ 12		Brush your teeth after eating.

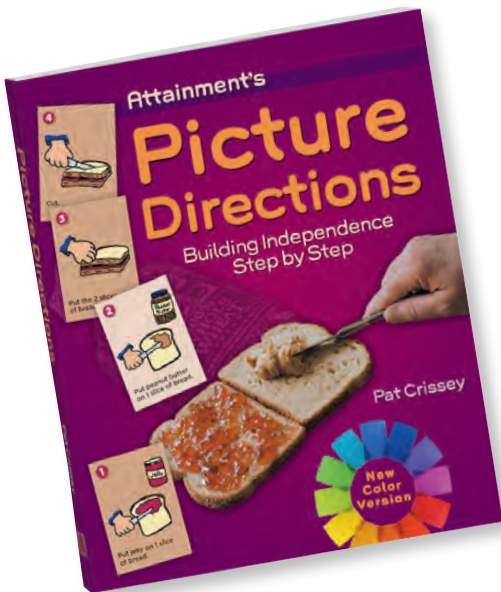
Notes: \_\_\_\_\_



# Introduction



that show the step-by-step sequence required of each activity. There are three types of Step Pages: Step by Step which are sequenced performances of the activity; Steps to Perform, non-sequenced steps performed in the activity; and Social Story Steps, skills students need to engage in social occasions. At the end of both student books an index is provided of all the vocabulary words introduced in the activities. The fifth and sixth pages of each activity include a Quiz page, requiring students to circle the right answer to comprehension questions regarding that activity, and a brief Problem Solving essay that asks students to problem-solve issues related to performance of the activity. All activities in both books follow this six-paged sequence.



# Introduction

## Activity Cards

Hand-drawn Activity Cards are full-color and color-coded respectively for women and men, and have been created by award-winning graphic designer Joey Reynolds. The cards are also available as reproducibles in the PDF, so you can photocopy them as often as needed. Activity Cards help users perform routines independently by cuing them on which activity they will complete next. Instructional options for use of the Cards include the following:

1. Have students arrange activity cards in an appropriate sequence to reflect a routine performed by students.
2. Have students identify the cards by reading the text on the card or by pointing to the card as a response to your verbal prompt.
3. Ask students to arrange cards in a sequence to reflect their routine.
4. Select cards and ask students to arrange them in a sequence they think would be best.

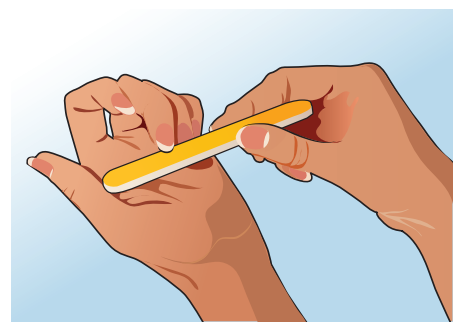
*Note that creative teachers will be able to find other activities with which to use the cards.*

## Activity Card Holder

The Activity Card Holder organizes and displays Activity Cards, allowing students to create a sequence or routine.



**Floss your teeth**



**File your nails**



**Wash your hands**



*Activity Card Holder*

# Introduction

## Explore Personal Care Video

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The Explore Personal Care video follows the concept of anticipatory learning that involves setting the stage for skills students are about to learn.

The video also provides a visual presentation of essential personal care skills. It introduces the skills students will learn, gives students who aren't as familiar with the content as others a chance to catch up, and provides teachers with an opportunity to discuss which skills students are about to learn next. The video provides an overview of the activities found in the book, and includes numerous facts/tips about personal care needs. It is recommended that instructors show the video before students begin practicing the activities, although it can also be watched after each activity has been taught. Either way, it engages students in the performing of the skills found in the books.

Conceived and directed by award-winning videographer, Jeff Schultz, the 30 Explore Personal Care video segments range from 45 seconds to just under two minutes and in total last about 30 minutes. The Explore Personal Care video is hosted by age appropriate actors and actresses who could be peers of your students. The videos are motivational and inspirational and show activities taken directly from the two student books with equal time spent on women and men. The video excerpts serve to visualize everyday personal care activities, and are buttressed by graphic elements—like a whimsical cartooning of the real-life actors and actresses performing the skills—to make it fun watching for a teen audience.

## Mobile access to Explore Personal Care video clips

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To get mobile access to segments from the Explore Personal Care video, we've provided Quick Reference Codes (QR Codes) that link to unlisted YouTube channels. These QR Codes are found in this Teacher's Manual on the introductory chapter pages. Not all chapters have a QR Code, while some have multiple QR Codes. To access these codes, download a free app from your device. Using its built-in camera, take the picture of the code and it will automatically take you to the URL containing the video. This is a great way for you to review clips from the Explore Personal Care video when developing your lesson plans or to allow your students to watch the videos on their devices. Using the codes, you can also link your device to an interactive whiteboard for classroom presentations.

To sample this process, use the QR Code pictured on this page.



Caring for  
Your Hair

## Teaching Routines

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A routine is a sequenced series of activities. An example would be the typical personal care steps every person needs to complete each morning, which includes a number of the activities found in the first part of both student guides. Some routines have just a few activities, but others include many activities. Not everyone will perform the same activities in the same order, but for many people certain activities seem to follow a natural sequence. Note that the following suggested routines on the next few pages are just that, suggestions. Students don't have to follow each of these activities in this exact order as listed. If some students find that a different sequence is more natural for them, praise them for their independence, as long as they include all essential personal care activities involved.

Start by giving students several related activities, up to six at the most, that naturally occur in sequence. For example, follow this suggested routine at the beginning of both student books: brush your teeth, use mouthwash, take a shower, use deodorant, get dressed, and check yourself over before leaving home.

The following pages include four similarly suggested routines for women and four for men.



# Morning Routine

1



**Brush your teeth**

2



**Use mouthwash**

3



**Take a shower**

4



**Use deodorant**

5



**Get dressed**

6



**Check yourself over**

## Sample Routines

# Routine for Work or School—Women

1



**Comb or brush your hair**

2



**Choose clothes to wear**

3



**Get dressed**

4



**Dress for the weather**

5

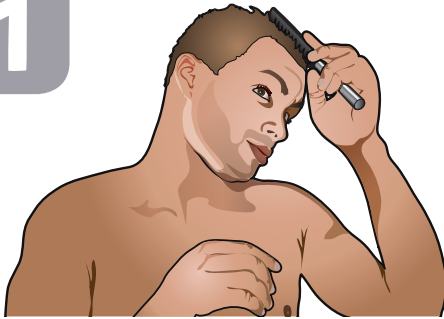


**Check yourself over**

## Sample Routines

# Routine for Work or School—Men

1



**Comb or brush your hair**

2



**Choose clothes to wear**

3



**Get dressed**

4



**Dress for the weather**

5

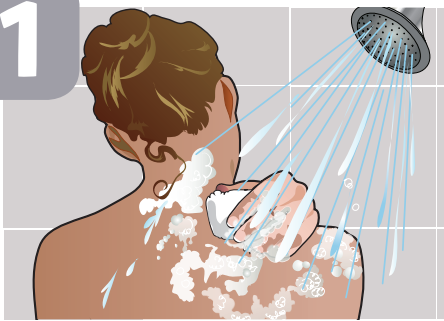


**Check yourself over**

## Sample Routines

# Hair Care Routine

1



**Take a shower**

2



**Wash your hair**

3



**Comb or brush your hair**

4



**Style your hair**

5



**Get a haircut**

## Sample Routines

# Dental Care Routine



**Wash your hands**



**Brush your teeth**



**Floss your teeth**



**Use mouthwash**



**See your dentist**

## Sample Routines

# CHAPTER 1

# Taking Care of Your Smile

- **Brushing Your Teeth**
- **Flossing Your Teeth**
- **Using a Water Pick**
- **Using Mouthwash**
- **Going to the Dentist**



Brushing  
Your Teeth



# Brushing Your Teeth

## **Narrative**

Dental care is an important personal care activity because your teeth are one of the first things other people see. It is also the key to having fresh breath and is important for many other health reasons. Brush your teeth two or three times daily and do it correctly. Ask your dentist to show you how to brush the right way. And see your dentist regularly.

## **Objective**

S will learn to brush teeth properly in the most effective way possible.

## **Teacher's Script**

Say, "Brushing your teeth correctly is one of the most important things you can do for your health. It helps you have fresh breath and keeps you looking good. And it keeps the bacteria in your mouth from becoming a problem. Some of you may also want to try using an electric toothbrush."

## **Training Suggestions**

- Brushing and otherwise cleaning teeth as well as regular visits to the dentist are critical to good dental hygiene. But brushing teeth is the core activity. Students are well advised to consult with their dentists, alone or through family, as to how to best brush, floss, and if appropriate use a water pick.
- Toothbrushes are inexpensive and should be upgraded regularly. Look for soft-bristled brushes of the appropriate size.











# Brushing Your Teeth—Women

## Brushing Your Teeth

Name \_\_\_\_\_

Date \_\_\_\_\_

### Women's Personal Care Checklist

- \_\_\_\_\_ 1  Get supplies.
- \_\_\_\_\_ 2  Wash hands.
- \_\_\_\_\_ 3  Wet toothbrush.
- \_\_\_\_\_ 4  Apply toothpaste.
- \_\_\_\_\_ 5  Wet brush again.
- \_\_\_\_\_ 6  Brush teeth.
- \_\_\_\_\_ 7  Spit and brush more.
- \_\_\_\_\_ 8  Rise brush and put away.
- \_\_\_\_\_ 9  Fill up and rinse mouth.
- \_\_\_\_\_ 10  Put cap back on.

Notes:



# Brushing Your Teeth—Women

## Facts



No **personal** care activity is more important than



good **dental** care. It is the key to fresh breath and



looking good. And it is important for health reasons. Brush

**2**

**3**



your teeth two or three times daily. But it is not enough



**A+**



just to brush. It must be done **correctly**. Ask your dentist



to show you how to brush the right way.

## Helpful Tips



See your dentist **regularly**. Ask your dentist to give



you an oral **hygiene** program for you to follow. And ask



your dentist for a **plaque** assessment to make sure you



are brushing properly. It will show if you need to change





the way you brush. Consider using an electric toothbrush








to stimulate your gums.



# Brushing Your Teeth—Women


## Quiz




1   Keeping your teeth in good shape is called \_\_\_\_ care.

 dental	 face	 mouth
---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

2   Good dental care is important for \_\_\_\_ reasons.






 weather	<b>3</b> three	 health
------------------------------------------------------------------------------------------------	-------------------	-----------------------------------------------------------------------------------------------

3  Make sure you \_\_\_\_ properly.

 eat	 brush	 dance
--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

22 Brushing Your Teeth

## Vocabulary

1	personal		a person's private business
2	dental		about your teeth
3	correct	<b>A+</b>	the right way to do something
4	regular		doing things in a consistent pattern
5	hygiene		having good health practices
6	plaque		bacteria on a tooth surface

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## Problem Solving

1 You do not see your dentist often enough. What should you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




2 You do not have a good oral hygiene program. What should you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




3 You do not know if you are brushing correctly. What should you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Brushing Your Teeth 21













# Brushing Your Teeth—Men

## Brushing Your Teeth

Name \_\_\_\_\_

Date \_\_\_\_\_

### Men's Personal Care Checklist

- \_\_\_\_\_ 1  Get supplies.
- \_\_\_\_\_ 2  Wash hands.
- \_\_\_\_\_ 3  Wet toothbrush.
- \_\_\_\_\_ 4  Apply toothpaste.
- \_\_\_\_\_ 5  Wet brush again.
- \_\_\_\_\_ 6  Brush teeth.
- \_\_\_\_\_ 7  Spit and brush more.
- \_\_\_\_\_ 8  Rinse brush and put away
- \_\_\_\_\_ 9  Fill up and rinse mouth.
- \_\_\_\_\_ 10  Put cap back on.
- \_\_\_\_\_ 11  Put supplies away.
- \_\_\_\_\_ 12  Brush your teeth after eating.

Notes: