

LESSON 2 COMMUNICATION OF SELF

9-11 YEAR OLDS

PURPOSE

To enhance personal grooming and development of self-concept.

OBJECTIVES

Youth will be able to:

- ◆ identify the benefits of a well-groomed personal appearance.
- ◆ identify and practice good personal grooming and hygiene habits.
- ◆ practice good manners and etiquette.

LESSON TIME

45 Minutes

LEARNING ACTIVITIES

IMAGE OBSTACLES
ACTING THE PART
PORTRAITS OF MYSELF
HAIR MANIA
SPECIAL FEATURES: HANDS AND FEET
ACTIONS COUNT!

ADVANCE PREPARATION

1. Read the BACKGROUND BASICS on Communication of Self.
2. Review activities and choose appropriate one(s) to use.
3. Secure necessary materials as described.

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Do

The following is suggested for using the activities in Lesson 2. Materials needed for each are listed within the activity. Help the children to:

- ◆ Identify the benefits of a well-groomed personal image in **IMAGE OBSTACLES!**
- ◆ **ACTING THE PART: POSTURE PERFECT** demonstrates ways to develop and maintain good posture.
- ◆ Assessing personal habits is this focus of activities in **PORTRAITS OF MYSELF!**
- ◆ Learn new skills and practice good hygiene in **HAIR MANIA** and **SPECIAL FEATURES: HANDS and FEET**.
- ◆ Practice affirming others through compliments and other courtesies like "please and thank you" in **ACTIONS COUNT!**

REFLECT

After completing the activities in this lesson, help youth reflect on what they have learned with these questions:

- ◆ What are some of the benefits of a well-groomed appearance?
- ◆ How does the image you present affect how others treat you? Or, how do you treat others based on their image?
- ◆ Describe the characteristics of someone who has good posture.
alert, back straight, shoulders back, feet flat on the floor, chin up
- ◆ Describe the proper way to sit in a chair.
hold head up, hold back straight against the back of the chair, place feet flat on the floor, and rest arms at the side
- ◆ What are some good hygiene habits?
brush teeth after meals, keep fingernails clean and nicely shaped, hair brushed

APPLY

Help youth learn to apply what they have learned to their daily lives:

- ◆ Use good grooming skills on a daily basis.
- ◆ Practice good posture when sitting, standing, or walking.
- ◆ Share with others the new skills that you have learned.

LESSON 2 COMMUNICATION OF SELF

BACKGROUND BASICS...Communication of Self

IMAGE and IMPRESSIONS

We have all been told not to judge people by the way they look, but appearance does indeed affect what we think about someone. As a matter of fact, more than 50 percent of the impression you make is influenced by your nonverbal "image".

Image has been defined as a visual representation or a mental picture. Impression is an influence or effect on your feelings, senses, or mind. Do you form an opinion of a person the first time you see them, even before they speak a word? Most of us do. What do you see first? Frequently the answer will be the clothing worn by the individual. Clothing may tell us the sex, the approximate age, the economic status, the culture, and something about one's personality, values, and attitudes or even profession.

Your "first impression" is created by the you that everyone sees -- your body, and the you that people relate to -- your personality. Most people form a first opinion in one minute and clothing is a major factor in what is used to form that impression. A first impression is not always accurate and it can be changed -- provided you are given that opportunity.

Clothes are an intimate part of ourselves. They reflect our personality, our mood, and our behavior. Select clothes to emphasize your good features and to camouflage the least desirable ones. Only an honest self-evaluation and a conscious understanding of style will allow you to use color, texture, line, and design in clothing to communicate your self-image to others accurately.

First impressions do influence our lives. They may decide whether you are selected to be on a team or asked to a party. What type of impression do you leave with your parents, your teachers, and your family?

What you wear and your personal grooming makes some kind of statement. Every time you dress, you are making choices and even an "I don't care" message is a clear statement. We are creating impressions all the time, because someone sees us. Think about your visual impact -- how you package yourself. What impression are you creating right now? Is your impression consistent? Is it up-to-date?

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Remember -- your first impression may be your last one, if there is no second chance. We have all been told not to judge a book by its cover, BUT... the impression you leave in other people's minds is composed of many parts to create the whole. What makes up your image?

- ☞ your self-concept
- ☞ your standards of excellence
- ☞ your personal attributes, such as cleanliness
- ☞ your etiquette
- ☞ your verbal communication skills
- ☞ your body language, such as facial expressions, eye contact, gestures, posture
- ☞ your language (how you sound) -- rate, pitch, volume, animation
- ☞ your clothing and accessories

All of us start with the same potential. What we do with it is what counts. There is truth in the statement, 'when you look good, you feel good'. Dress is to be included not excluded.

POSTURE

Posture is how you carry your body when you are sitting, standing, and walking. Did you know that your posture affects how your clothes fit and how your clothes look on you? Not only that - it also tells how you feel about yourself. Good posture improves personal appearance, helps prevent unnecessary tiredness and adds to a well-groomed look.

To stand correctly your body must have perfect balance. Vertical balance is achieved when an imaginary straight line begins at the ear lobe, goes through the tip of the shoulder and the tip of the hip bone, then ends at the tip of the ankle bone.

For perfect side-to-side (horizontal) balance, the straight line begins at the base of the skull, goes down through the back bone, between the buttocks, between the knees, and ends between the ankles.

Posture is an expression of personality and personality problems. A head forward and long walking steps show an aggressive, masculine nature. Small, mincing steps and stooped shoulders express an inferior attitude. A natural, graceful, and gliding walk expresses beauty, femininity, and enthusiasm.

Sitting

The weight of the body should rest on the hip bones. Sit tall, with both feet flat on the floor. Sit back so that the hips touch the back of the chair. Keep the neck and head in line with the back. When writing at a desk, lean forward from the hips, making certain that the upper back remains as straight as possible. When sitting at a chair, remember to keep the arms in the lap.

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To sit down in a chair: Walk to the chair, turn around, and slide one foot back to the edge of the chair. With most of the body weight resting on the back foot, lower the body until it is sitting in the chair.

To rise from a sitting position: Slide one foot forward. Then with most of the body weight resting on the back foot, push the body upward until it is in a standing position. Never use the hands to push the body upward -- it is the leg muscles which must do the work.

Standing

Stand four inches from the wall. Stand firmly on both feet, but with the knees loosely bent. Press the waist against the wall and push slowly up until the legs are slightly bent. Lift up the chest and pull in the chin until the back of the neck almost completely touches the wall. Walk slowly away from the wall. The arms should hang in a natural position from the shoulder, and toes should be pointed straight ahead, never inward.

Walking

Stand with good posture, then push off with a firm movement of the rear foot. Legs should swing from hips, with the upper part of the body having little motion. Arms should swing naturally. When the left foot is forward, the right arm should be swinging forward, and vice versa. Never have the arms swing further away from the body than the size of the steps the feet are taking. Toes should move straight ahead, carrying the feet along imaginary lines about two inches apart. Take steps about 12 inches apart. To help remember about body balance, practice walking with a book balanced on top of the head.

How to walk with good posture when carrying books: Books should be held in the curve of one arm. Books held by both arms in front of the body cause the stomach to push forward, and perfect body balance is lost.

PERSONAL GROOMING

Hand Care

One of the ways we express ourselves is by using our hands. We use them when we "talk." Part of our good grooming routine should be in paying careful attention to our hands. How we care for our hands and nails visually tells a lot about how we care for ourselves. A well groomed person will have clean hands and trimmed nails (with no dirt underneath).

It takes time, effort, and skill to groom them properly. Be sure to wash often using lukewarm water and mild soap to wash away dirt, dead skin, and germs. It is important that you have a nice lather. Use a nail-brush (even an old toothbrush will work) to scrub underneath nails to remove dirt. As you dry your hands, gently push back the cuticle to remove any dead skin cells. If you have dry skin, you may want to apply a hand cream/lotion.

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Check carefully each week for trimming and shaping needs. Use a nail clipper to clip fingernails to the right length. Next, using a file or emery board shape the nails smooth. Be sure to file in only one direction.

Tooth Care

Good grooming for teeth means brushing regularly and properly. The four steps to quality tooth care are:

- ✓ Use a tooth brush with soft bristles and a fluoride toothpaste.
- ✓ Use gentle up and down strokes to clean between the teeth and massage the gums.
- ✓ Brush at least twice a day; brushing teeth, gums, and tongue.
- ✓ Floss your teeth daily with dental floss. Flossing removes food caught between teeth that can injure gums and tooth enamel. Ask your dentist to show you how to properly floss.

Two things will influence your selection of a toothpaste. They are *flavor* and *abrasion*. Flavor is a personal decision. Most people choose a toothpaste that "tastes good." A wide variety of flavors are available. The abrasion of a toothpaste affects its cleaning power much as does a polishing compound. A toothpaste that feels "gritty" is highly abrasive. Toothpaste comes in three levels of abrasion: high, medium, and low. High and medium abrasions are usually pastes. The low abrasion toothpaste may be a gel or a paste. Most people can use any of the three levels of abrasion. However, a person who has sensitive teeth or receding gum lines due to gum disease probably should use either a gel or a medium abrasive toothpaste and a soft tooth brush. Proper care of teeth will help keep teeth and gums healthy, and breathe fresh. Then always remember to use a pretty SMILE.

HAIR CARE

How hair looks says something about ones grooming, health and self-concept. Shiny, well-groomed hair, styled in a becoming way, is important to any person, male or female. Look at your hair, is it shiny with highlights? Does it grow at least 1/4 inch a month? When you pull on a hair does it resist your pull? (If so, that's good: it means you have a strong root.)

The amount of oil secreted by the sebaceous or oil glands in the scalp affects the type of hair one has—especially in early adolescence when the glands become more active. Hair may be classified as normal, oily or dry. It is also typed according to thickness, texture and the degree of bend of the hair. We may type the hair as **fine, coarse, straight, fine and curly or coarse and curly**.

Basic Characteristics Of Hair Include:

Dry Hair: reacts best to brushing, massage, washing in warm water and blotting dry.

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Normal Hair: takes many styles, normal washing and care.

Oily Hair: benefits from light, daily brushing to distribute oil, frequent shampoos (daily, if you want) with frequent washing of brush and comb.

Fine Hair: calls for frequent washing, takes short styles best, benefits from a conditioner after washing.

Coarse or Wiry Hair: calls for frequent trims and enriched shampoos to help control it.

Hair Care Basics:

Care of hair includes regular brushing, frequent washing, and protection from damage by chemicals or overexposure to sun and wind.

Brushing

One-hundred strokes with the brush each day! This is not necessarily the treatment for everyone's hair. Combing and brushing the hair stimulates the blood circulation of the scalp. Good blood circulation ensures that each hair root gets plenty of oxygen. It also removes any loose scales that have accumulated on the scalp and distributes oil evenly through the hair.

Correct brushing and combing of hair will improve the health of the hair. Rough handling of hair may cause damage to the scalp and injure hair strands (breaking hair or splitting ends). Concentrate on the scalp. Pull your brush through the hair close to the scalp in a smooth motion. If your hair is long don't brush the entire length with one stroke. Begin at the scalp and brush about eight inches along the shaft. Then, grasp the strands at about ear length and use a second stroke to brush through to the ends. Combing requires the same care as brushing. Do not yank at a tangle! Using a conditioner or cream rinse after shampooing helps prevent tangles and makes it easier to comb wet hair.

Shampooing

Choose a shampoo for your particular hair type (dry, oily, normal, color-treated). If you have oily hair, rinse your hair in cold water after shampooing. If your hair is dry, use warm water. Warm water stimulates the oil glands to secrete oil.

The type of shampoo you use could be the reason your hair develops split-ends and/or lack of shine. Shampooing removes cuticle from the hair each time it is used. Since the hair is no longer living it can not repair itself. Consequently, a shampoo which has a high surfactant (detergent) level removes more of the cuticle than one with a lower level of surfactant. The shampoo with the lower level of surfactant can be used more often because it will leave the cuticle intact and remove dirt without stripping hair of its natural moisture.

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For a shampoo to be effective it must remove oil, dirt and loose flakes, as well as soot and dust from the air, from both hair and scalp. A quality shampoo provides a full, rich lather that traps dirt and soil and carries it away from hair and scalp. It must also rinse away quickly and easily, so no trace of suds or soil remain on the hair or scalp. Shampoo left on the hair can leave a dulling film or cause the scalp to flake and itch.

Follow These Steps for Proper Shampooing and Conditioning of Hair:

- Wet hair and apply shampoo; rub until a rich lather develops, massaging the scalp with fingertips. Gentle pressure aids cleaning and helps circulation.
- Rinse thoroughly. (Lather and rinse a second time if preferred.)
- Apply conditioner generously and evenly, working it through wet hair to the ends; rinse well.
- Gently squeeze hair to remove excess water, then use a towel to blot and partially dry hair.
- Brush or comb hair to prepare for styling.

Lice

Head lice are often found in schools. Lice are insects that spread by contact with clothing, hats, scarves, brushes, combs, furniture, and carpets. They are the size of a pin head, and their life span is 30 to 40 days. Lice cause itching, and scratching can cause a secondary bacterial infection. The eggs deposited will hatch in eight days and become adults in eight more days. Prevention includes not lending combs, brushes, hats, jackets, or other clothing. Keep a periodic check on your scalp, especially if you have itching. If you have lice, use a special shampoo preparation available at the drugstore or ask your local health department to recommend appropriate treatment. In addition to scalp treatment, all combs or brushes must be soaked in water and disinfectant or placed in hot water at 150 degrees for 10 minutes. Any clothing, towels, sheets or anything that may have come in contact must be washed in the washer using a strong disinfectant.

Your Hair and Your Diet

Diet affects the health of hair just as it does the health of the rest of your body. Proteins, vitamins and minerals help hair grow and keep it healthy and attractive. Proteins come from milk, meat, eggs, nuts, dried peas and beans, cereal and bread. Vitamins and minerals also are found in these same foods plus fruits and vegetables. If you eat a well-balanced diet, you are a step closer to healthy, attractive hair.

TLC for Black Hair

Black hair? It's fine, it's coarse...it's thick or thin...it's curly or straight...oily or dry. But all too often, it's also fragile hair, susceptible to breaking and splitting and to damage from sun, chlorine, tight ponytails or corn-rows, and chemical processing, such as straightening.

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What to do about it? Treat it lovingly. Shampoo as needed. Use a dry-hair formula; if hair's permed or straightened, use shampoos for damaged or delicate hair. Always condition afterward to add softness and flexibility. Blot snarls, working slowly from ends to roots to avoid breaking hair. (Corn-rows can go a week or ten days without shampooing-but not indefinitely, no matter how beautiful or how costly. Every day or two, wipe along parts with witch hazel or astringent. And it's okay to sleep on corn-rows, but remove any beads first.) Avoid metal combs or picks. If you use a blow dryer, set in on "low." Air-dry curly hair by finger-combing up and out. Or try and air brush to cut the time your hair is exposed to heat. *Remember:* If a style needs daily hot-curling, blow-drying, or "ironing," it's too rough on your hair.

Basic Hair Care Products:

Brushes and Combs. Use a natural-bristled brush; don't overbrush your hair, especially if it is damaged in any way. Wash your brush and comb each time you shampoo, using soapy water with a few drops of ammonia. Don't borrow or lend brushes or combs.

Shampoo. There are many types of shampoos on the market. Choose one that is made specifically for your hair. If you have oily hair you may want to choose one that is specifically for oily hair. Hair that is permed may need another typed of shampoo. You may want to try several different types until you find one that suits you.

Conditioners. Conditioners are made so that they will provide the most thorough treatment to porous, old or damaged sections of the hair shaft and lighter conditioning for new, smooth, undamaged hair. Conditioners wash away when the hair is shampooed so they need to be applied after each shampoo. They help hair look better, improve its manageability, feel and texture and prevent the buildup of static electricity.

Gels and Mousse. These products are used to style the hair. They are applied before the hair is styled and help hold it in place. There are many varieties which are used for various styles.

Hair Sprays. Hair sprays are products used to hold the hair in place once it has been styled. They come in strengths from mild to super hold. Not all hair styles require hair spray.

MANNERS

Manners are important. They are the rules for social conduct. Manners are the social premises from which rules of behavior are derived. Etiquette are the rules of behavior. These are the way you communicate non-verbally and in some cases verbally. You "tell" others about "you" by the way you act and what you say.

People are comfortable around individuals who use good manners and common courtesy. This is a reflection of how you feel about yourself and how you feel about other people. It says that you care about "me" and that I care about "you."

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People do judge us by our actions. And, our manners have a lot to do with our actions. Remember that if you can't even show your family members and friends courtesy, how can you expect to remember your "company" manners when with casual acquaintances (who may have the potential of being friends) and those you do not know?

Manners can and should cover ugly feelings. Without manners there would be chaos in our society and at home. Manners allow us to live comfortably, peacefully, and happily with others. They help us not to embarrass ourselves. They help us to build our self-esteem and self-confidence.

Manners are free. What is your trademark? Good manners are a sincere and kindly consideration of others. They are learned and eventually become automatic.

Table Manners

What roles do manners play when we are eating -- at home or in public? Your table manners create an image and an impression of you. It tells whether you respect/have common courtesy for family and friends. It tells whether you understand the table setting and which "implement" to use first.

Generally speaking here is what the placement of the utensils mean:

- the main knife is to the right of the plate with the cutting edge toward the plate.
- forks are to the left of the plate and placed in order of use such as salad fork, then dinner fork.
- spoons go to the right of the knife. If there is a soup spoon, it would be on the outside, since that is the first course served.
- when no knife is needed/used, then the fork takes the place of the knife.
- dessert fork/spoon is placed above the plate.
- seafood forks are placed to the right of the spoon.
- water glass is at the tip of the knife.
- if a second beverage glass, such as tea or soft drink, it is placed slightly to the right of the water glass.
- if a butter knife is used, it would be placed on the rim of the bread and butter place, usually parallel to the edge of the table with cutting edge turned toward the center of the plate.
- cup and sauce belong at the right of the spoons, with the handle turned to the right and parallel to table edge.

Remember to show your manners in how you speak while at the table. This means no rude noises, not interrupting while someone is speaking, and using please and thank you when requesting that something be passed to you. Also, remembering to ask to be excused prior to leaving the table.

Get in the habit of saying please and thank you. Also, if you receive a gift, get in the habit of writing a brief thank you note to the person. This is especially important for those individuals who have mailed you a gift. It is common courtesy to write a thank you note to them.

- OBJECTIVES:** For youth to:
- identify the benefits of a well-groomed personal appearance.
 - distinguish between inside beauty and outside beauty.
- LIFE SKILLS:**
- Communication skills.
 - Acceptance and appreciation of differences.
 - Self-confidence and esteem.
- MATERIALS:** Copies of IMAGE OBSTACLES Surveys for each youth
Boxes of different sizes and shapes (one box for each child)
Varying qualities of wrapping paper from cartoons, tin foil, brown paper bag, to nice wrapping paper
Ribbons and bows and string to decorate boxes
Trinkets or prizes of varying value
- TIME:** 15 - 30 Minutes
- SETTING:** A comfortable room, youth seated in a circle.
- ADVANCE PREPARATION:**
- Wrap the boxes in the different wrapping papers. Decorate some elaborately and others just wrap in brown paper bag or newspaper.
 - Put small trinkets or prizes in the boxes. Place the most valuable or prettiest one in the plainest boxes and the least valuable in the most elaborately decorated boxes.
 - Wrap an extra box or two to see which boxes do not get chosen.

SET UP: Place all the boxes on a table and have the youth pick out one for themselves as they come in the room.

INTRODUCTION

How you communicate yourself involves the total you...

- ◆ how you look.
- ◆ how you carry and care for your body.
- ◆ how you act.

Let's take a look at how these things affect us and the people around us.

Do

Discover IMAGE OBSTACLES! (Part I)

- ◆ Handout copies of the IMAGE OBSTACLES survey for each participant to complete anonymously.

- ◆ After each participant has completed their survey, have one or two youth work to summarize the data for the group. Have them record the results on poster board, a large sheet of paper or a chalkboard so all youth can see the results.

REFLECT

After results are tallied, discuss the group's responses to each question and allow youth to volunteer why they responded as they did.

- ◆ What kinds of things are communicated by how we look or dress?
- ◆ Do you think popularity is based a great deal on what you wear? Why or why not?
- ◆ How does this affect you and your friends?

Do

Discover IMAGE OBSTACLES! (Part II)

- ◆ Have the youth look at the other's boxes. Look to see which boxes did not get chosen.

Variation: Number each box. Have youth draw numbers and get the box that corresponds to his/her number. Before opening, in order of numbers, each youth gets to swap one time with anyone else.

- ◆ Have the youth open the boxes to see what is inside. Have them observe what kind of trinkets came out of each box.

REFLECT

- ◆ What do the boxes look like that were chosen last or not chosen at all?
usually the plainer boxes will be left
- ◆ Which boxes were chosen first? If variation was played, which boxes were swapped and why?
the prettiest and most elaborate
- ◆ Why do you think the boxes were chosen in this order?
first impressions make a difference in what people think about an item

- ◆ How can the order in which these boxes were selected relate to people?
people that are dressed neatly and cleanly are more appealing to the eye than those that are dirty and wrinkled, etc.
- ◆ What kinds of things were in the boxes? Were there any differences in the things found in the plain boxes and in the fancy boxes?
yes, the plain boxes contained the most valuable items while the fancy boxes contained the trinket of least value
- ◆ What does this tell you about how we should think of outside appearances?
we should judge by qualities in the inside, not just by exterior qualities

APPLY

- ◆ What do these activities tell us about the importance of being well-groomed?
our personal appearance (first impression) is what people see first; we often get judged by this
- ◆ How does our personal appearance affect how we feel about ourselves?
- ◆ What part of our personal appearance can we change?
being well-groomed; keep our body clean; keeping our clothes neat and clean
- ◆ What can we learn from these activities?
 - **Try to make good first impressions, but let people know who you really are, not just what you look like.**
 - **Do the same for others. Do not judge by outside appearance alone, but try to get to know who is inside. You may be surprised!**



CLOTHING CAPERS

IMAGE OBSTACLES!

Do you agree with the following statements?

Circle Your Response

1. You can tell a lot about someone by the way they look. Yes No
2. People who look sloppy don't care about themselves. Yes No
3. It is embarrassing to be around someone who isn't clean or well groomed. Yes No
4. If you don't wear the newest style of clothes you aren't popular Yes No
5. I always feel better when I think my clothes look good. Yes No
6. Most kids spend too much time trying to look like their friends. Yes No
7. I often judge people I don't know by the clothes they wear or how they look. Yes No
8. I rarely think about how my friends look or dress. Yes No
9. First impressions don't always mean fair impressions. Yes No

OBJECTIVES: For youth to:

- recognize good posture in others and themselves.
- practice perfecting their posture.
- identify ways to maintain good posture.

LIFE SKILLS:

- Self-confidence and esteem of self.
- Communication through nonverbal body language.

MATERIALS:

Full length mirror(s) or large sheets of paper
A bar of hand soap or marker(s)
Masking tape
Yardsticks or measuring tapes for each group
ACTING THE PART Workbook page 8
Copies of POSTURE PERFECT to use and take home
POSTURE CHARADES Workbook page 7

TIME:

45 Minutes

SETTING:

Room with an assortment of chairs and an open area of floor space.

ADVANCE PREPARATION:

Place a piece of masking tape (x ft. long) along the floor. Be sure it is straight.
Make up POSTURE CHARADE descriptions, if time permits.

INTRODUCTION

Body language can tell others a lot about you. Isn't it fun to sit in a public place and watch people? We all know the people that everyone notices -- the ones who are well groomed and who move with such poise. Those people have good posture. A person who stands tall and walks smartly seems to say "I feel good about myself." We can also see other forms of posture and body movements that communicates things to us. Some people waddle; others scurry. Some slouch with slumped shoulders and a slow walk seems to say "I'm tired" or "I am shy." What can these actions communicate to us? (Let youth identify their reactions/descriptions to what they've seen.) Good posture needs to be a part of our act each day. Let's check it out!

Do

Perform POSTURE CHECKS!

- ◆ Have the youth get into groups of two or three and check their posture.
- ◆ Draw a line with the soap down the center of the mirror or on the large sheets of paper.

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Activity 2: Acting the Part: Posture Perfect

- ◆ Perform a posture check. Have a volunteer stand sideways in front of the mirror. The youth must look straight ahead while a partner checks to make sure the line is directly centered on the person. (If the person has good posture, the line should go through the head at the back of the ear, straight through your shoulder, elbow, wrist, hip, knee, and ankles.)

Complete the chart "HOW IS YOUR POSTURE?" on page 8 of the workbook. Check the areas that need attention for better posture.

- ◆ Demonstrate things to check: Two **common problems** are swaybacks (excessive curving in back waist and area between shoulders and hips) and rounded shoulders. Help the youth perfect their postures.
- ◆ **Good posture makes our clothes look better.** Stand in front of a mirror. Roll your shoulders toward the front. What happens to your clothes? Now, let your shoulders push down to your waist. How do these movements change the shape of your clothes?
- ◆ Next, let's check out posture while sitting. Have the participants sit in their chairs the way they normally would at school or a casual event. Have them look around and observe the way everyone is sitting.
- ◆ Instruct the youth how to sit practicing good posture. Hold your head up. Hold your back straight and against the back of the chair. Put your feet flat on the floor (or if the chair is too tall, at least your toes flat.) Put your arms at your sides and rest your hands in your lap on the table or a desk.
- ◆ Let's learn how to walk with good posture. This is important because often people first see you when you walk into a room, or when you are modeling a garment. Keep your feet close together, toes pointed forward. Let your arms swing at sides, with right arm swinging forward when the left foot goes forward. Walk smoothly.
- ◆ Have the participants practice walking along a line. When walking along the line, you do not want your feet to be pointed outward. Try to make the inside of your foot touch the line as you walk.
- ◆ Remember to always SMILE!!

REFLECT

- ◆ How is your posture? Is your normal stance sitting, standing or walking, different from the ways presented today? If so, how can you change your habits?

LESSON 2: COMMUNICATION OF SELF *Activity 2: Acting the Part: Posture Perfect*

- ◆ How does bad posture affect the way your clothes fit?
causes wrinkles and bunches
- ◆ What happens to your clothes when you have good posture?
clothes fit correctly
- ◆ What does good posture tell others about you?
confidence, positive feelings, (ex. secure)
- ◆ What does bad posture tell others about you?
shy, not confident, negative feelings, (ex. ashamed)
- ◆ How often should you practice good posture?
All the Time!
- ◆ What are other circumstances that it is beneficial to walk with good posture? **when entering a room, modeling, marching in a band, leading a group, etc.**

APPLY

- ◆ Practice good posture everyday. See if you can walk with a book on your head while looking straight forward. Conduct a Posture Perfect Relay!
- ◆ Demonstrate these exercises to improve your posture. Teach others how to maintain good posture.

There are exercises that can correct these problems by strengthening the proper muscles.

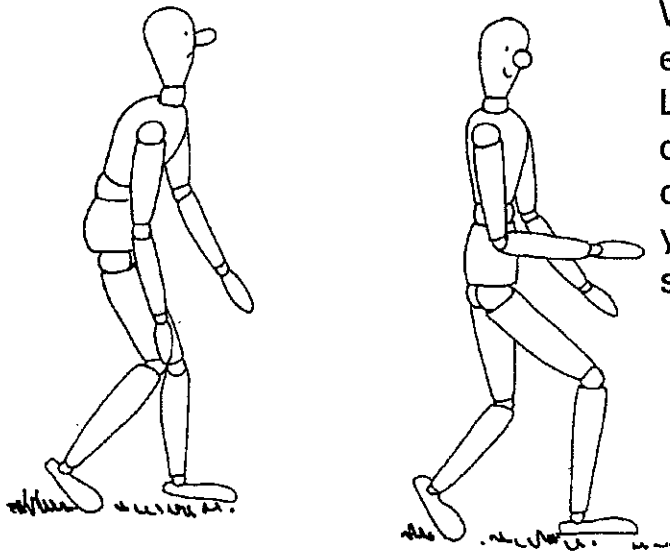
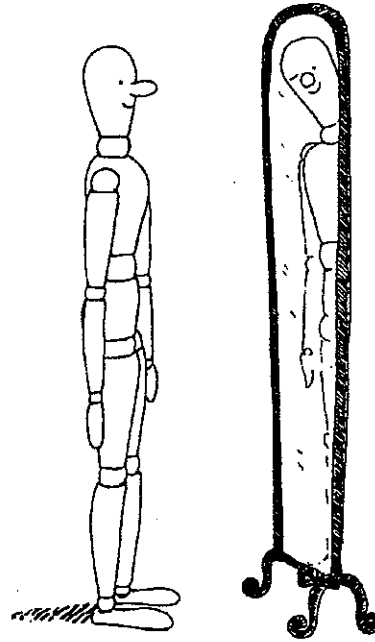
Exercise for swaybacks: Lie on your back and draw up your legs until feet are flat on the floor. Tighten seat and stomach muscles to pull body up to form a triangle of shoulders, knees, and feet. Hold for a count of five. Relax and then repeat.

Exercise for Rounded Shoulders: Stand with legs eight inches apart and weight balanced on balls of feet. Place hands, arms hanging full length behind you. Clasp fingers tightly and pull away from body. Release fingers. Take a deep breath and try to touch your elbows behind you. Hold for five seconds and then exhale. Drop hands to side. Roll both shoulders in a circle towards the back three times. Relax and then repeat.

- ◆ Play POSTURE CHARADES (Workbook page 7) if time permits. Practice good posture at home. Share what you've learned today with family members and have them remind you to stand tall, sit straight, and walk confidently!

Posture Perfect

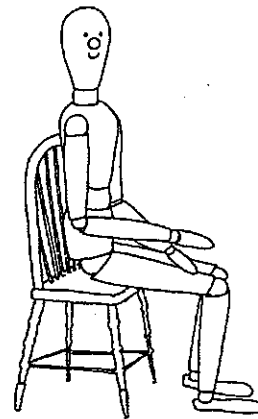
To check your standing posture, stand in front of your mirror. If you're well lined up, the three heavy sections of your body, your head, chest section, and hip section, should be nicely balanced one over the other. Hold your head and chest high and your shoulders low, your tummy flat and your fanny tucked under. Practice this posture until it becomes smooth and natural and see how much nicer your figure looks.



When you walk, keep your knees easy and your toes straight ahead. Let your thigh lead in walking; don't make the common mistake of leading with your chin. Again, your head, chest, and hip sections should be kept in line.



For proper sitting, the same rule applies with the head, chest, and hip sections in good alignment, one directly over the other. Keep your knees together and your feet as close together as possible. When sitting at a desk writing, bend from your hips rather than from waist.



- | | |
|--------------------|--|
| OBJECTIVES: | For youth to: <ul style="list-style-type: none">○ develop good grooming and hygiene habits.○ identify the benefits of a well-groomed personal appearance. |
| LIFE SKILL: | ○ Self-responsibility and goal-setting |
| MATERIALS: | Mirror(s)
PORTRAITS OF MYSELF Workbook page 9
CLEAN AND NEAT . . . HEAD TO FEET! Workbook page 10
GOOD GROOMING CAPER Questions
Copies of GOOD GROOMING CAPER Cards & Markers for each youth
Pencils
Copies of SPOTLIGHT ON GOOD GROOMING Handout for each youth |
| TIME: | 45 minutes |
| SETTING: | A comfortable room with tables and chairs. |

INTRODUCTION

How you look is more than just what clothes you wear! Good grooming is a habit. What is a habit? (Habits are something you do regularly without even thinking about it!) Let's name some of our habits. (Make a list for all to see.) Can you classify these as good or bad habits? (Mark the list.)

Do

Complete PORTRAITS OF MYSELF . . . HOW DO YOU RATE?

- ◆ They can share the mirror(s) as needed to determine how neat they look at the moment.
- ◆ Let each participant rate their grooming habits on the "HOW DO YOU RATE?" chart on page 9 of their workbook.
- ◆ Have them record the meeting date in their first column on their chart. Instruct them to do this activity again on two more dates.

REFLECT

After they have completed their grooming checks, discuss and reflect upon their discoveries using these questions

- ◆ First, point out that hardly anyone is clean and neat all the time! But, what are some times when it is important?

LESSON 2: COMMUNICATION OF SELF

Activity 3: Portraits of Myself

- ◆ How did you rate today? Which grooming habits did you rate "Yes"? Should you work harder at grooming or are you doing okay?
- ◆ Which area do you think you need to improve? (rated "No" on chart.)
- ◆ Why did you rate these areas no?
youth share their own reasons: might be they've been at school all day or they aren't neat/clean as a result of playing, etc.
- ◆ Would you rate these differently if you were doing this activity at a different time or day?

APPLY

Assist youth to apply what they've learned to themselves and their daily schedule:

- ◆ List some of your GOOD grooming habits you want to maintain on page 9 of the workbook.
- ◆ List some of your BAD grooming habits you want to improve on page 9.
- ◆ How does your personal appearance affect your relationships with people? Being accepted by friends? Nice to be around?
- ◆ How does your personal appearance affect how you feel/think about yourself?
positive/negative feelings result when you don't feel good about yourself, how you look, and what you feel others think about you.
- ◆ How does personal appearance affect what your opinion of other people are? Would your answer be different for people you know versus someone on a street corner or a new kid at school that you did not know?
- ◆ Using page 10 in your Workbook CLEAN AND NEAT...HEAD TO FEET, set up a personal care schedule to take home and keep you thinking about and checking your grooming habits! Hand out copies of SPOTLIGHT ON GOOD GROOMING take-home posters as reminders to keep to their schedule.
- ◆ Instruct youth to do this exercise 1 or 2 more times and complete their chart to see if changes occur/progress is made.
- ◆ If time permits, a fun way to reinforce and check their knowledge is by playing GOOD GROOMING BINGO.

GOOD GROOMING CAPERS INSTRUCTIONS AND QUESTIONS

Looking good is always a top priority with young people. And what better way to reinforce their basic grooming skills than by playing a fun, easy, educational game? Here's that all time favorite --BINGO!

By encouraging youth to play you will be able to: 1)review a variety of grooming aides; 2) identify different factors that influence appearance; and 3) discuss and evaluate individual daily and weekly grooming habits in a non-threatening way.

GAME INSTRUCTIONS:

- Cut 1/2 by 1/2 inch squares of paper for markers.
- Read each question to the youth. The correct answer to each question is illustrated on the cards. Instruct youth to place a marker on the illustrated square that correctly corresponds to the question, and write the question number on the marker.
- The first youth who forms a straight line of markers, either vertically, horizontally, or diagonally on the card should call out "GOOD GROOMING".
- Have the youth then call out the question numbers written on the markers to verify that the answers are correct.
- If all the answers are correct, the youth is a winner. If not, continue playing until another young person calls out "GOOD GROOMING".
- In addition to the 24 questions, there are three bonus questions which can be used at any time during the course of the game. Youth who correctly answer any bonus question can place a marker on any bonus square that enables them to complete, or nearly complete, a straight line.

QUESTIONS: (ANSWERS APPEAR IN PARENTHESES)

1. An appliance used to dry and style hair. (BLOW DRYER)
2. Skin that is not properly protected from the is subject to premature aging and wrinkling. (SUN)
3. Another word for athletics activities. (SPORTS)
4. A grooming product that is splashed or spritzed on the body for a pleasant scent. (FRAGRANCE)
5. A grooming tool with teeth, used to keep hair neat and tidy. (COMB)
6. The manner in which a person carries him/herself. (POSTURE)
7. A grooming tool that helps distribute scalp oils along the entire hair shaft. (BRUSH).
8. A product that frequently contains fluoride to prevent bacteria growth and decay. (TOOTHPASTE)
9. A food loaded with vitamins which contribute to good eyesight. (CARROTS)

LESSON 2: COMMUNICATION OF SELF

Activity 3: Portraits of Myself

10. A skin-cleansing product. (SOAP)
11. An important body function that is necessary to both feeling good and looking good. (SLEEP)
12. A facial feature that needs more frequent moisturizing in cold weather to prevent chapping. (LIPS)
13. A form of physical exertion that is performed on a regular basis to condition and tone the body. (EXERCISE)
14. A grooming tool used to clean teeth. (TOOTHPASTE)
15. A grooming product that, if used regularly, contributes to healthy teeth and gums. (DENTAL FLOSS)
16. Thirty-two parts of the body that should be cleaned at least three times a day. (TEETH)
17. A grooming tool that can be used to remove dead skin and calluses (PUMICE STONE)
18. This liquid is an essential part of daily grooming habits. (WATER)
19. Parts of the body that must be trimmed and filed regularly to keep them in top condition. (NAILS)
20. A hair-cleansing product. (SHAMPOO)
21. Grooming tools used to file and shape nails. (EMERY BOARDS)
22. Fabric squares that help to clean the face and body. (WASHCLOTHS)
23. _____ that is cleaned and trimmed regularly contributes to a neat and well-groomed appearance. (HAIR)
24. A grooming product that should be used daily to prevent perspiration odor. (DEODORANT)





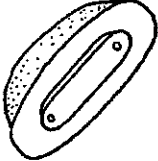
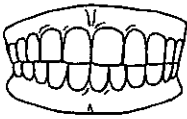






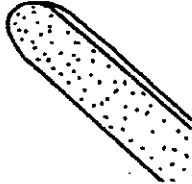


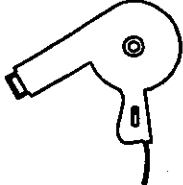

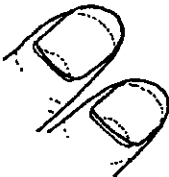

BONUS QUESTIONS



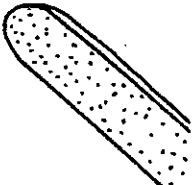








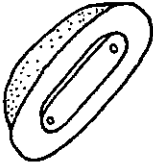




1. Physical _____ should be a goal of every human being. (FITNESS)
2. The secret to good _____ is to do everything you can to look your best. (GROOMING)
3. If you look good, you _____ good, too. (FEEL)

BE A PART OF A GOOD GROOMING

C	A	P	E	R
	 CLOTHING CAPERS BONUS			
COMB		SHAMPOO	DENTAL FLOSS	TOOTHPASTE
			 CLOTHING CAPERS BONUS	
BLOW DRYER	TEETH	EXERCISE		SUN
				
SOAP	FRAGRANCE	WATER	CARROTS	HAIR
				
DEODORANT	LIPS	BRUSH	SPORTS	SLEEP
				
POSTURE	PUMICE STONE	WASH CLOTH	EMERY BOARD	NAILS

BE A PART OF A GOOD GROOMING

C	A	P	E	R
	 CLOTHING CAPERS BONUS	 SHAMPOO	 DENTAL FLOSS	 TOOTHPASTE
 PUMICE STONE	 TEETH	 EXERCISE	 BRUSH	 SUN
 SOAP	 FRAGRANCE	 WATER	 CARROTS	 HAIR
 CLOTHING CAPERS BONUS	 COMB	 EMERY BOARD	 SPORTS	 LIPS
 POSTURE	 BLOW DRYER	 WASH CLOTH	 NAILS	 DEODORANT

BE A PART OF A GOOD GROOMING				
C	A	P	E	R
 <p>SHAMPOO</p>	 <p>SOAP</p>	 <p>WATER</p>	 <p>EMERY BOARD</p>	 <p>SLEEP</p>
 <p>FRAGRANCE</p>	 <p>CLOTHING CAPERS</p> <p>BONUS</p>	 <p>POSTURE</p>	 <p>COMB</p>	 <p>NAILS</p>
 <p>SPORTS</p>	 <p>HAIR</p>	 <p>TOOTHPASTE</p>	 <p>EXERCISE</p>	 <p>BLOW DRYER</p>
 <p>DENTAL FLOSS</p>	 <p>LIPS</p>	 <p>PUMICE STONE</p>	 <p>SUN</p>	 <p>WASH CLOTH</p>
 <p>BRUSH</p>	 <p>TEETH</p>	 <p>CLOTHING CAPERS</p> <p>BONUS</p>	 <p>DEODORANT</p>	 <p>CARROTS</p>

BE A PART OF A GOOD GROOMING

C	A	P	E	R
 HAIR	 SOAP	 SUN	 EMERY BOARD	 CLOTHING CAPERS BONUS
 FRAGRANCE	 SLEEP	 POSTURE	 COMB	 NAILS
 SPORTS	 SHAMPOO	 TOOTHPASTE	 EXERCISE	 BLOW DRYER
 DENTAL FLOSS	 CLOTHING CAPERS BONUS	 PUMICE STONE	 WATER	 WASH CLOTH
 BRUSH	 TEETH	 LIPS	 DEODORANT	 CARROTS

SPOTLIGHT ON...Good Grooming

STEP 1: Take a shower or bath every day

You need a shower, bath, or scrub-down every day to remove perspiration, oil, and dirt.

- Don't count on just a quick once over with water. Use plenty of soap and scrub. Then rinse well with clean water and dry.



STEP 2: Use a deodorant or antiperspirant under the arms every day

- A deodorant eliminates odor; it doesn't stop perspiration.
- An antiperspirant eliminates odor and also checks perspiration.

STEP 3. Keep hair clean, groomed, trimmed

Wash your hair at least once a week - more often if it is oily or if you've been exercising a lot. If you have dandruff or oily hair, use a shampoo specially made for these conditions. If your hair is dry, don't wash it every time you take a shower.

- Brush hair often and have it trimmed as needed.
- A dirty brush and comb will make clean hair dirty, so make sure yours are clean.



STEP 4: Take care of your teeth

Brush your teeth after every meal and before going to bed. Frequent brushing whitens teeth, helps prevent cavities and bad breath. Using dental floss daily also helps prevent cavities.

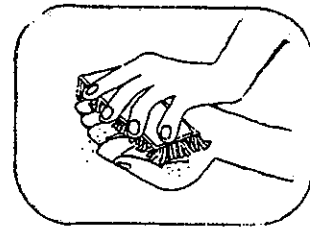
- See your dentist at least every six months.

Continue 

STEP 5: Check up on hands

Wash hands often during the day. Scrub fingernails, gently push back cuticles, and file nails to an oval shape.

- Use hand cream before doing dirty jobs. It keeps dirt from getting ground into the skin.

**STEP 6: Remember your feet**

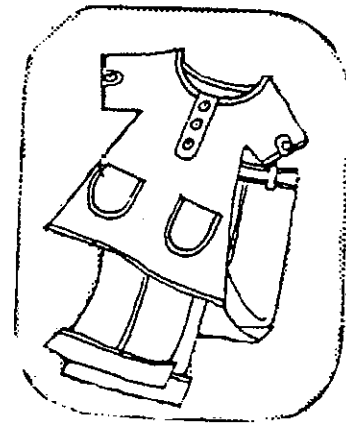
Trim toenails weekly. To prevent ingrown toenails, cut nails straight across.

- Wear clean socks every day. If possible, have two pairs of well-fitting shoes and alternate wearing them.

STEP 7: Keep clothes neat and clean

To be well groomed your clothes must be mended, washed, and pressed.

- Set up a schedule and make clothing care a part of your weekly routine.

**CLOTHING CAPERS**

COMMUNICATION OF SELF, Activity 3

OBJECTIVES:	For youth to: <ul style="list-style-type: none">○ be able to identify healthy hair practices.○ be able to identify use of hair products.
LIFE SKILLS:	<ul style="list-style-type: none">○ Self-confidence and esteem of self○ Self-responsibility for personal care
MATERIALS:	HAIR MANIA Game board 2 travel size hair product bottles (used for markers) HAIR MANIA QUESTIONS Dice
TIME:	45 Minutes
SETTING:	A comfortable area to play to game.
ADVANCE PREPARATION:	Prepare game board(s).

INTRODUCTION

How your hair looks says a lot about your grooming, your health or your self-concept. Shiny, clean hair is important to everyone. Dull hair in sticky strands doesn't look good on anyone. This may mean washing your hair once a day if it is extremely oily or if you participate in lots of sports/exercise programs. Or, you may only wash it once a week if it is dry. Washing it at least once a week will prevent your pores from getting clogged and allow the oil glands to function properly. This is very important during early adolescence when your body is changing and your oil glands are becoming more active.

Do

Test your knowledge with HAIR MANIA!

- ◆ Divide group into 2 teams.

NOTE: if your group is large you can provide game boards and a die to separate groups and all teams can play simultaneously as you call out questions.

- ◆ Team 1 rolls the die. A question is asked to team 1, if the question is answered correctly the team will advance the amount rolled. If an incorrect answer is given, team 1 loses their turn.
- ◆ Team 2 follows the same procedure.
- ◆ The winner is the first team to cross the finish line.

REFLECT

- ◆ Why is it important to take good care of our hair?
- ◆ What are some important hair care procedures?
regular brushing, shampooing, protection from chemicals or sun/wind
- ◆ What are your current hair care habits? Does your hair consistently look and give you the appearance you want?

APPLY

- ◆ What are some hair care habits you need to work on? What are your plans?
- ◆ What regular hair care habits do you have scheduled and how often on your **CLEAN AND NEAT...HEAD TO FEET** (shampoo, wash combs and brushes) personal care schedule on Workbook page 10?

QUESTIONS FOR HAIR MANIA:

What product do you use to hold your hair in place after it is dry?

Answer: Hair Spray

What product do you use to style your hair while it is wet?

Answer: Gels or Mousse

Name three of the six basic face shapes?

Answer: Oval, heart shaped, round, square, diamond, pear or triangle.

True or False: People are often judged by the way they care for and style their hair?

Answer: True

Name 3 things that affect our hair?

Answer: what we eat, exercise and sufficient rest

Name the 3 types of hair?

Answer: Dry, Normal, Oily

Mane one reason we comb and brush our hair?

Answer: stimulates blood circulation of the scalp, hair roots get oxygen, removes any loose scales and distributes oil evenly.

What helps to prevent tangles?

Answer: Conditioner and cream rinse

Shampoo left on your hair can leave a dulling film and cause what to happen?

Answer: Your scalp to flake and itch

For shampoo to be effective it must remove what?

Answer: Oil, dirt, and loose flakes, soot, dust from the air

True or false: 100 stroke with a brush each day is best for everyone's hair?

Answer: False (Not everyone's)

What is the best way to take care of fine hair?

Answer: frequent washing and use a conditioner. Also short styles are best.

QUESTIONS FOR HAIR MANIA (Continued):

True or False: Split-ends can be caused from the shampoo you use?

Answer: True

Dandruff is often caused by _____.

a. dry scalp b. oily scalp c. normal scalp

Answer: b. oily scalp

How do you prevent split-ends?

Answer: Trim hair regularly

_____ hair is a reflection of a _____ body.

Answer: Healthy

When your hair is wet it is _____. a. strong b. weak

Answer: Weak

What product comes in strengths of mild and super hold?

Answer: Hair spray

True or false: The best way to determine a shampoo for you is by the smell of them.

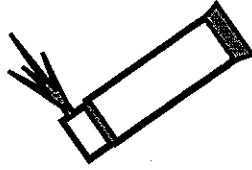
Answer: False (By the type of hair you have)

The care of your hair begins with _____.

Answer: cleanliness



HSINJ



Hair spray
too sticky,
Go back
2 spaces

Move ahead 1,
Your hair
looks great

Sorry!
Your brush is
dirty. Move
back 1 space



START

COMMUNICATION OF SELF, Activity 4

LESSON 2: COMMUNICATION OF SELF *Activity 5: Special Features: Hands and Feet*

- OBJECTIVES:** For youth to:
- identify the benefits of well kept hands and shoes.
 - develop good hygiene and grooming routine to meet individual needs.
- LIFE SKILLS:**
- Self-confidence and esteem of self
 - Self-responsibility for personal care
- MATERIALS:**
- Small bowls filled with water
 - Hand soap
 - Nail files
 - Nail brush
 - Cuticle cream or olive oil
 - Nail buffer
 - Orange stick (a pencil-like stick typically made from the wood of an orange tree and is used in manicuring)
 - Hand towels
 - Copies of HEALTHY HANDS Crossword Puzzle and HEALTHY HANDS take-home activity for each youth.
 - Copies of SHOES DO MORE THAN WALKING take-home activity for each youth
 - Assortment of shoes and shoe care products and cleaning tools.
- TIME:** 1 hour
- SETTING:** A comfortable room with tables and chairs.
- OPTION:** Use sinks if available to wash hands.
- ADVANCE PREPARATION:**
- Set up the bowls with clean water and soapy water. Have the instruments ready for each group to use. Have towels handy. Gather several different shoe care products and cleaning items for use with your group. Ask a local shoe repair shop owner to assist with this portion of the meeting.

INTRODUCTION

Have you ever thought about how often you use your hands? Many people use them for gestures as they talk. Do you? (Check this. One exercise is to ask youth to tell a story sitting on their hands. Many people play musical instruments, were their hands on show?)

Your hands tell other people a lot about you as a person. If your hands are always dirty and your nails ragged, other might think that you are careless. It is important to give our hands special care for clean and healthy fingernails.

Do

Focus on SPECIAL FEATURE I: HEALTHY HANDS!

- ◆ Have the group divide into smaller groups of two or three.
- ◆ Using soapy water and a nail brush or fingernail file, have the participants clean the dirt from under the nails.
- ◆ NOTE: Dry hands thoroughly after removing the dirt. Nails are weaker when wet and should only be filed when they are dry.
- ◆ Instruct the participants to file their nails in an oval shape with the rough side of the nail file. Boys should file their nails short. File in one direction only and then underneath each nail.
- ◆ Nails should not be filed too deeply at the ends because this will cause splits or chipping.
- ◆ Filing should be finished with the smoother side of the file, smooth out the rough edges of the nail.
- ◆ Dip fingers in warm soapy water to soften the cuticles. Applying cuticle cream or olive oil, massage the cuticles.
NOTE: Leader should be sure participants are familiar with their cuticles.
- ◆ Gently push back the cuticles with an orange stick. Do not trim or cut cuticles.
- ◆ Dip nails into soapy water to remove the last traces of the cream or oil using nail brush. Dry hands thoroughly.
- ◆ Buff nails with a nail buffer. Buffing adds extra shine and stimulates circulation in the nails.

REFLECT

- ◆ What were some of the instruments you used today?
nail brush, orange stick, nail file, buffer
- ◆ What is this process for your hands called? What is this process called for your toe nails? Are these processes for both boys and girls?
manicure; pedicure; yes

LESSON 2: COMMUNICATION OF SELF *Activity 5: Special Features: Hands and Feet*

- ◆ How often should you give yourself a manicure?
every 7-10 days
- ◆ How did you take care of your cuticles?
soaked them, massaged them with cream or oil, and pushed them back with an orange stick; no cutting or snipping
- ◆ What do clean hands and nails tell others about you?
that you are a clean person; not careless
- ◆ Are your hands a feature that others notice about you right away?
most often

APPLY

- ◆ Practice good nail hygiene. Give yourself a manicure or pedicure every 7-10 days. Check your CLEAN AND NEAT...HEAD TO FEET personal care schedule on page 10 of your workbook. Is this on your schedule?

Take home your copy of HEALTHY HANDS to remind you of this important grooming activity. Also, show someone in your family or a friend what you learned about taking care of your hands and nails.

- ◆ Complete the HEALTHY HANDS Crossword Puzzle.

Do

Focus on SPECIAL FEATURE II: SHOES - CLEAN & NEAT!

Your shoes do more than just walking...they do a lot of talking, too! Yes, that's right...what do your shoes say about you? Learning to properly care for your own shoes is a great habit that will pay off for you for many years. Not only will it help how and what others think about you it will also extend to life of your shoes. Let's learn how to care for different types of shoes.

- ◆ Demonstrate how to clean and polish different types of shoes that youth in your group may need to know. Also identify different care products.

NOTE: This activity may be a good one to invite a local business person that does this to your group.

- ◆ Provide the youth with the opportunity to clean and polish (if suitable) their own shoes.

REFLECT

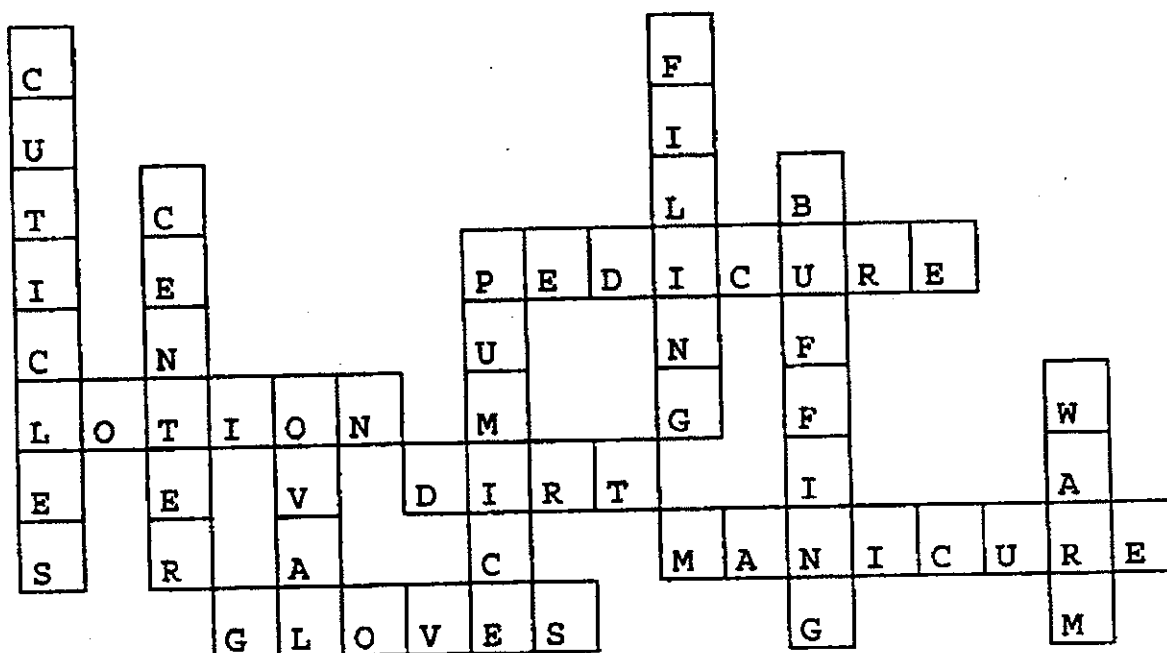
After the youth have completed their task, follow up with these questions:

- ◆ What products do you have or will you need to keep your shoes clean and neat?
- ◆ What steps do you follow to properly care for your shoes? Do these vary with different types of shoes? How?

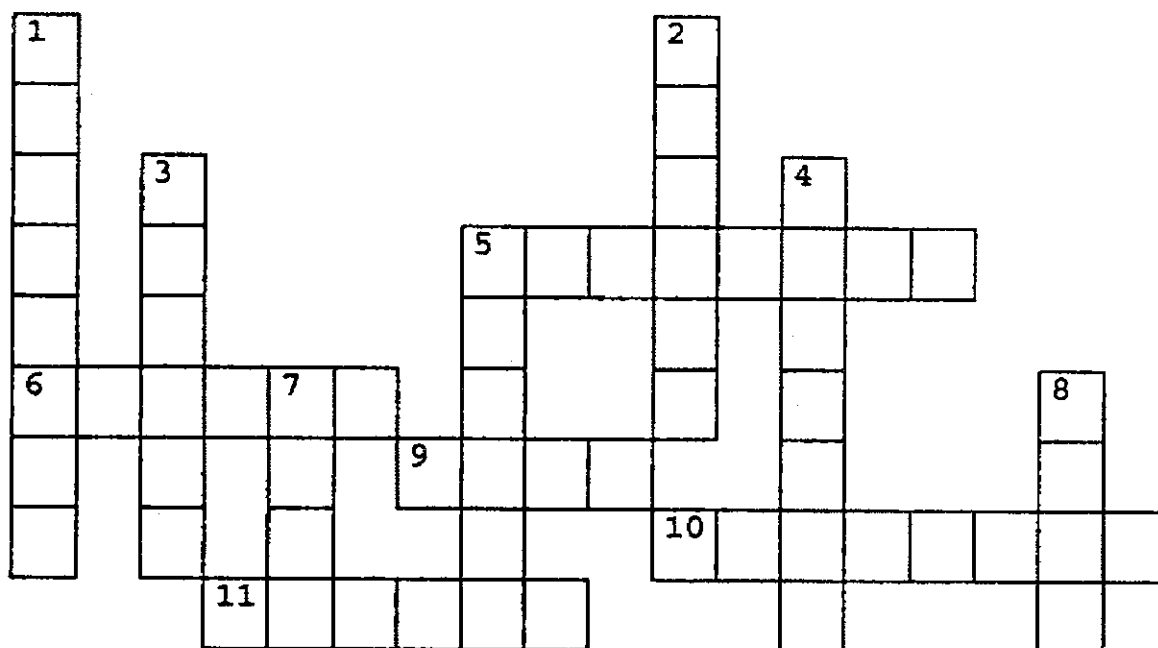
APPLY

- ◆ How many of you care for your shoes on a regular basis? How often or when? Is this on your CLEAN AND NEAT...PERSONAL SCHEDULE?
- ◆ Take home your handout on SHOES DO MORE THAN WALKING.. to remind you to take care of your shoes on a regular basis. Create your own shoe care kit as shown on the handout.

Healthy Hands! Answers



Healthy Hands!



ACROSS

5. A manicure for your feet is called a _____.
6. Apply this after washing your hands to moisturize them.
9. The first step to a manicure is to remove this from under your nails with a brush or nail file.
10. You should give yourself a _____ every 7-10 days.
11. These protect your hands in cold weather.

DOWN

1. Never trim or cut these. Gently push them back with an orange stick.
2. After washing your hands, you should dry them thoroughly before _____ them.
3. When filing your nails, you should file from sides to _____, using short, one-way strokes.
4. This adds extra shine and stimulates circulation in the nails.
5. This form of stone is porous or spongy. It is rubbed on skin to remove roughness.
7. You should file your nails in an _____ shape.
8. Always wash your hands in _____ water.



HEALTHY HANDS



Wash your hands often. Use plenty of soap and warm water and wash in between your fingers and over your wrists. Rinse off the soap and lather up a second time if your hands are very dirty. Use a nail brush for stubborn dirt around knuckles and under nails.

Dry your hands thoroughly. Gently work the cuticle back with the towel at the side and base of each nail. This will keep it soft and prevent it from tearing. Finish with hand cream or lotion to keep your skin soft.

WHAT YOU WILL NEED:

Once a week you'll want to manicure your nails.

Supplies include:

- ✓ Nail clippers
- ✓ Emery board or nail file
- ✓ Cuticle remover
- ✓ Orange stick

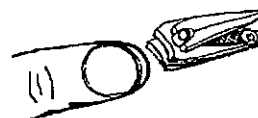
Optional:

- Cotton balls
- Nail polish
- Polish remover



First, if you're wearing polish remove it. Moisten a cotton ball with polish remover. Hold it on the nail a few seconds, then wipe off the polish.

File nails to a nice round shape. File from sides to center, *using short, one-way strokes* or clip nails to only a slight curve. File if necessary to a smooth edge.

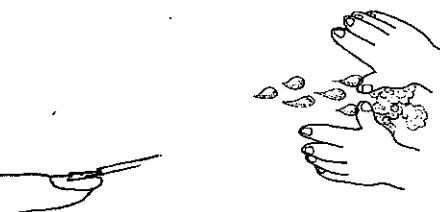


Soak your hands in warm soapy water for a few minutes. Use an orangewood stick wrapped in cotton or push back your cuticle with a towel each time you dry your hands. If desired apply cuticle remover.



Wash and rinse your hands to remove cuticle remover. Dry hands and apply cream or lotion.

If you will apply polish, be sure nails are free of oil. Apply polish in long even strokes.



Do your hands look better after your manicure? Tell what you've learned about hand care.

Explain how you'll change your hand care habits.

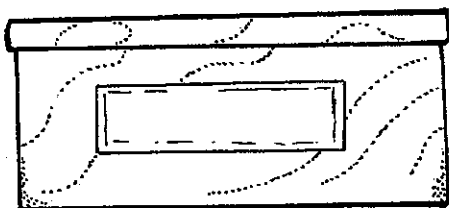
SHOES

DO MORE THAN WALKING!

Yes, they can do a little "talking" by showing others how you care about yourself. What do your shoes say about you?

MY SHOE CARE KIT!

Make a shoe care kit using an old shoe box. Collect your supplies for ready use each week.



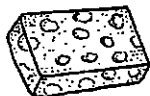
- Soft brush



- Old sock, soft cloth



- Sponge



- Polish/Cleaner



SHOE CARE

Shoes may be made from plastic, fabric, suede or leather.

Some shoes are easy to care for:

- wash fabric shoes, such as tennis shoes and the laces.
- Wipe off plastic shoes with a damp cloth.
- Brush suede with a fine brush.
- Clean and polish leather shoes with special cleaners/polish.

WHAT YOU DO:

- Clean shoes daily - scrape off mud and wipe with a damp cloth or paper towel.
- Store your shoes neatly in your room/closet.
- Wash/Polish as needed.

- OBJECTIVES:** For youth to:
- practice complimenting others.
 - to demonstrate common courtesies.
 - practice etiquette when receiving gifts and giving gifts.
 - write a thank you letter.
 - demonstrate proper table etiquette.
- LIFE SKILLS:**
- Practice social skills.
 - Affirmation of others.
- MATERIALS:**
- Paper and pencils
 - Glue or paste
 - Fabric scraps, lace, other flat decorations
 - A present that is an item of clothing (one present appropriate for girls, and one for boys)
 - Copies of SAMPLE THANK YOU NOTE for each youth
 - Silverware, glasses, plates, bowls and place mats for place settings
 - TABLE MANNER FOLLIES
 - Copies of ACTIONS COUNT! handout for each youth (optional)
- TIME:** 45 Minutes
- SETTING:** Tables and chairs required.
- NOTE:** This is a good activity to conduct after the Christmas and Hanukkah season because many children need to write thank you notes for gifts received.

INTRODUCTION

How you communicate yourself goes beyond your appearance and posture...it includes your actions as well! How you act how others see you act make a big difference in what they think about you! Let's discuss three "Acts" that will help you create a positive image! These acts are:

- ▶ Giving and receiving compliments
- ▶ Using please and thank you; and
- ▶ Minding your manners!

Let's start with compliments: Everyone likes to be complimented. What is a "compliment"? (Allow youth to describe or explain their interpretation). Compliments can reflect your "outside" self as well as your "inside" self.

Do

ACT I: COMPLIMENTARY ACTIONS!

- ◆ If you have a large group, split up into groups of four or six.
- ◆ Have each person write a compliment about each person in the group.
- ◆ When they are finished writing the compliments, have each person compliment one another, reading their compliments one at a time.

Note: Watch to see the manners of the participants. Did they thank each other for their compliments? You will use this information in the next activity.

REFLECT

- ◆ What is a compliment?
a nice comment about another person, their appearance, or their actions
- ◆ What are two types of compliments?
compliments to one's inner self and to one's outer self
- ◆ What are some inner compliments?
compliments on actions, inner feelings, inner qualities
- ◆ What kind of compliments did you make to others? Inner or Outer?
- ◆ When someone compliments you on an outfit, does that make you like the outfit better?
answers will vary, mostly yes Why? because humans want to be accepted by others; we like to look nice
- ◆ Why should we compliment others?
because everyone needs a boost to their self esteem
- ◆ Should you compliment someone if you really do not mean it?
no, be honest but do not be mean