



CCP5792-3

Daily Health & Hygiene Skills

Personal Hygiene, Grooming and Dental Care

Chapter Slice



DAILY HEALTH & HYGIENE SKILLS

Personal Hygiene, Grooming and Dental Care



Written by Sarah Joubert

GRADES 6 - 12
Reading Level 3



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Critical Thinking Skills



Daily Health & Hygiene Skills

Skills for Critical Thinking		Reading						Hands-on Activities
		Healthy Nutrition and Meal Planning	Exercise and Fitness	Personal Hygiene, Grooming and Dental Care	Household Care: Cooking, Laundry and Cleaning	Personal, Community and Travel Safety	Prescription and Non-Prescription Drug Use	
LEVEL 1 Remembering	<ul style="list-style-type: none"> List Details/Facts Recall Information Match Vocabulary to Definitions Define Vocabulary Sequence 	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Understanding	<ul style="list-style-type: none"> Demonstrate Understanding Describe Classify 	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Applying	<ul style="list-style-type: none"> Application to Own Life Organize and Classify Facts Infer Outcomes Utilize Alternative Research Tools 	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysing	<ul style="list-style-type: none"> Distinguish Meanings Make Inferences Draw Conclusions Identify Cause and Effect Identify Supporting Evidence 	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Evaluating	<ul style="list-style-type: none"> State and Defend an Opinion Make Recommendations Influence Community 	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Creating	<ul style="list-style-type: none"> Compile Research Information Design and Application Create and Construct Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



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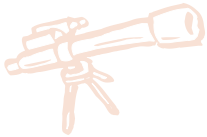
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• <i>Exercise and Fitness</i>	
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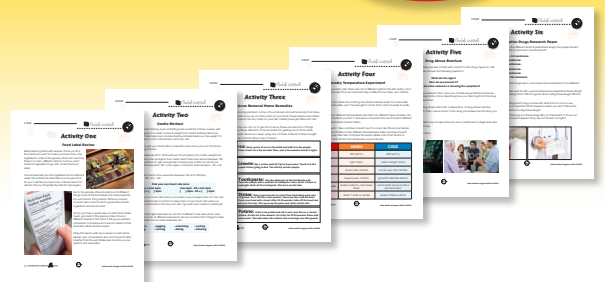
EASY MARKING™ ANSWER KEY 23

MINI POSTERS 25

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Assessment Rubric



Daily Health & Hygiene Skills

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.

STRENGTHS:

WEAKNESSES:

NEXT STEPS:



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.



Introduction

This resource provides ready-to-use information and activities for remedial students in grades 6-12, special needs students, ESL students, and adults who are struggling with the daily skills we outline in this resource. The language and vocabulary used in this resource is designed for a grade 3 reading level. Readers will enjoy learning all the necessary life skills required for daily life. This resource centers on daily health and hygiene skills, focusing on the importance of health and hygiene, how to take care of yourself and your environment. Students will learn these skills through real-world scenarios. These scenarios are written with struggling learners in mind, allowing anyone to relate and thus fully comprehend the life skills being presented. Comprised of reading passages, scenarios, student activities, graphic organizers, and mini posters, our resource can be used effectively for whole-class, small group and independent study.



reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Hands-On Activities are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 21) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

- Information and tools for the teacher



Student Handouts

- Reproducible worksheets and activities



Easy Marking™ Answer Key

- Answers for student activities

How Is Our Resource Organized?

STUDENT HANDOUTS

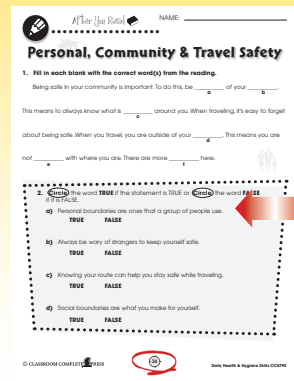
Reading passages and **activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

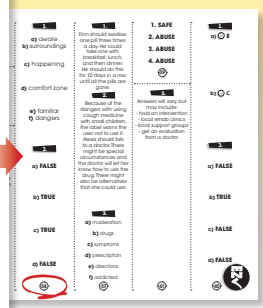
- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.
- The **AFTER YOU READ** activities check students' comprehension of the concepts presented in the

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with our **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!





Bloom's Taxonomy

Our resource is an effective tool for any **SOCIAL STUDIES PROGRAM.**

Bloom's Taxonomy* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students' reading comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to not only recall what they have read, but move beyond this to understand the text through higher-order thinking. By using higher-order skills of applying, analyzing, evaluating and creating, students become active readers, drawing more meaning from the text, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask, interesting content, which promote creative and meaningful learning.



BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

**Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*

Vocabulary

acne
addicted
allergies
aware
body mass index
boundaries
breeds
calorie intake
calories
cavities
dental care
deodorant
diet
directions
drug abuse
drugs
dust

essential nutrients
exercise
expiration
fitness
germs
gingivitis
grooming
hygiene
ingredients
leftover
medicine
moderation
non-essential nutrients
non-prescription
nutrition
over-the-counter
personal

pimples
plaque
pores
prescription
recipes
safety
social
sterilize
strangers
surroundings
sweat
symptoms
threat
tidy
vacuum
wary
weight

NAME: _____



Personal Hygiene, Grooming and Dental Care

1. Charlie takes a shower every morning. He takes an hour to get ready. This includes brushing his teeth, combing his hair and getting dressed. He always starts his work day with a staff meeting. What message does Charlie give with his appearance?



2. Katerina wakes up 20 minutes before her class. She doesn't have time to shower, brush her teeth, or even comb her hair. She gets dressed in clothes she finds on the floor. What message does Katerina give with her appearance?

3. With a straight line, connect each word on the left with its meaning on the right.

1	hygiene	Brushing, combing and cutting your hair.	A
2	sweat	Tiny holes all over your body.	B
3	acne	A rotten part of the tooth.	C
4	pores	Salty water that comes out of your body.	D
5	grooming	When your gums are swollen.	E
6	gingivitis	Washing and cleaning yourself.	F
7	cavities	Red bumps on your face.	G



Personal Hygiene, Grooming and Dental Care

What is personal hygiene, and why is it important? Personal hygiene is when you clean yourself. It is important because it keeps you healthy. It also makes you look and smell nice. This tells a message to others.

Hygiene Tip: Make sure to wash your hands a lot during the day to fight off germs.

There's lots of ways to have good personal hygiene. The first way is bathing. Taking a bath or a shower lets you wash away dirt and sweat from your body. This will also make you smell nice. Smell is a very strong sense shared by everyone. If you smell bad, people will not want to be around you.

Hygiene Tip: Washing, combing, and wearing clean clothes tells people you care.

During the day, you will most likely sweat. This can make you smell bad. Wearing deodorant or body spray can help hide these smells. But washing is the only way to stay healthy.

Most people struggle with acne. Acne is pimples that you can get on your face and body. It happens when pores in your skin get clogged. Pores are tiny holes all over your body. These holes can get filled with dead skin cells and oil. When this happens, you get a pimple. To stop acne, you should wash every day.

Audrey is learning how to wash her hands. She labels the diagram with the steps in the right order.



Wet Hands *Add soap* + *Scrub* *Rinse* *Dry with clean towel*



Personal Hygiene, Grooming and Dental Care

The next part of personal hygiene is grooming. Grooming is brushing and combing your hair. It is also how you dress. Part of this is also cutting your nails, shaving, and getting haircuts. All these make you look good and keeps your body healthy.

Sometimes, you may get a cut on your body. It's important to clean this cut fast. If you don't, you can get really sick. When you don't clean a cut, germs can get into your body. This can cause problems for your health.

Grooming Tip

Iron clothes that have wrinkles to look your best.



STEPS TO CLEANING A CUT

Wash With Soap + Water

Wipe With Alcohol

Add Healing Cream

Put on a Band-Aid

The last part of personal hygiene is dental care. This means taking care of your teeth. This can be the hardest thing to take care of. Look out for plaque, gingivitis and cavities. All these things hurt your teeth. You can fight this by brushing, flossing, and using mouthwash every day. You should also visit your dentist every 6 months.

Dental Tip

Dentists say to Brush twice a day and Floss once a day.

Benjamin knows to wash his hands with soap and water. It is the first step against germs and getting sick. Benjamin writes a list of important times you should wash your hands. Help him finish this list.

1. After using the toilet. _____
2. Before eating. _____
- _____
- _____



Personal Hygiene, Grooming and Dental Care

1. Put a check mark (✓) next to the answer that is most correct.

a) What's the first thing you should do when you get a cut?

- A Wipe with alcohol.
- B Put on a band-aid.
- C Wash with soap and water.
- D Add healing cream.



b) What causes acne?

- A Washing too much.
- B Clogged pores.
- C Using deodorant.
- D Not flossing.

2. What is the proper way to wash your hands? Put the steps below in order.

- _____ a) Soap.
- _____ b) Wet hands.
- _____ c) Scrub.
- _____ d) Dry.
- _____ e) Rinse.





Personal Hygiene, Grooming and Dental Care

3. Mathis wakes up one morning, goes to the bathroom, then eats breakfast. After, he takes a shower and puts on clean, wrinkled clothes. He brushes his teeth and thinks about shaving, but decides not to. He does use mouthwash though. He leaves the house ready for his presentation.



When he gets back, Mathis washes his hands. He then changes for a workout. After his workout, Mathis towels off the sweat on his body. He puts on deodorant and clean clothes. He then heads out to meet his friends for dinner.

What are the bad behaviors and habits that Mathis shows? Why are these bad?

Graphic Organizer

4. Use the graphic organizer on page 12 to get good daily hygiene habits.

The graphic organizer shows a normal day. It starts in the morning when you wake up. It continues through the day. It ends when you go to bed.

Follow the daily routine. It will help you get good hygiene habits.



Daily Hygiene Habits





Essential vs. Non-Essential Nutrients

Nutrients are things in food that helps us grow and stay healthy. In other words, nutrients are important. We get these nutrients in the things that we eat. There are two different kinds of nutrients: essential and non-essential.

Essential Nutrients

Essential nutrients give you energy. You use this energy in your day-to-day life. Walking, breathing and sitting uses energy. These are needed because your body doesn't make them on its own. You can get this energy with:

- proteins (meats, beans)
- fats (fish, nuts)
- carbohydrates (vegetables, fruits)
- vitamins (vegetables, fruits)
- minerals (peanut butter, milk)
- water



Non-Essential Nutrients

Non-essential nutrients are things that you need every day. They are not needed because your body can make them on its own. In some cases, your body may not be able to make these. Maybe you're sick, or have a disorder, or maybe you're just not making enough. Some non-essential nutrients are:

- non-essential amino acids (protein in muscles, cells and tissues)
- some vitamins (Vitamin D from sunlight)
- fiber (used for digestion)
- cholesterol (made in the liver)

Pick one essential and one non-essential nutrient. Do some research into each one. Make a poster comparing them. Why is this nutrient important? Where can you get it? Show your finished poster or post it online.



Create a Fitness Plan



Make a weekly fitness plan that promotes a healthy lifestyle. First, pick your goal for your fitness plan:

• **lose weight**

• **stay healthy**

• **gain muscle**

Then, find out how many calories you need. This will be how much you can eat to reach your goal. Use the calculators on page 15 to help you.

From there, make a diet plan. Keep track of what you're eating, when, and how many calories it is.

Finally, make an exercise plan. Keep track of what exercise you're doing. Mark down when you do it and how many calories you lose.

Follow your plan for a couple weeks. See if your goals are slowly being met. Make small changes to better your plan. After about 2 months, look over your plan. Was it a good plan? Did you achieve or are well on your way to achieving your goal?

Write a blog of your experiences. Would you recommend this fitness plan for others? Ask others to participate. Make a month-long challenge that follows your plan.



NAME: _____



Daily Calorie Intake Low = Body Weight (pounds) x 14
 Daily Calorie Intake High = Body Weight (pounds) x 17
 Daily Calorie Intake Range = Body Weight (pounds) x 14 - Body Weight (pounds) x 17

For a more correct estimate of your Daily Calorie Intake, use the Mifflin-St Jeor equation online
 (<http://www.calculator.net/calorie-calculator.html>).

BMI = (weight (lb) ÷ height² (in)) x 703

CURRENT HEIGHT
 _____ Inches

CURRENT WEIGHT
 _____ lbs

BMI = (_____ lb ÷ _____² in) x 703
BMI = (_____ lb ÷ _____ in) x 703
BMI = _____ x 703

CALCULATE MY BMI

RESULTS: BMI = _____ lb/in²

Category	BMI Range - lb/in ²
Underweight	<18.5
Normal	18.5 - 25
Overweight	>25



Try it online:
<http://www.calculator.net/bmi-calculator.html>

Daily Calorie Intake Range = (130 lbs x 14) - (130 lbs x 17) _____ - _____

Daily Calorie Intake (_____) - 500 calories for 1 lb per week = _____ calories



Try it online: <http://www.calculator.net/calorie-calculator.html>



Your Own Cooking Show



Food preparation is an important step in daily health and hygiene care. This starts with food storage. Look at the Food Storage Diagram on page 18.

The next step is food handling. Do some research on the dos and don'ts of handling food. Look at the chapter *Household Care: Cooking, Laundry and Cleaning*. Explain how to handle these foods the right way:



Now you should know how to handle your food. Find a recipe for your favorite meal. Write down key notes next to each ingredient and step. Give yourself tips, like don't use the same cutting board for your raw meat as your vegetables.

Next, look into the different ways to measure foods. Find out when you should use dry measuring cups, measuring spoons, and liquid measuring cups. Go online and find the equivalent measurements. For example, there are 16 tablespoons in a cup.

When finished, record yourself cooking your meal. Start with buying your food and preparing them. Measure out everything first, then go step by step. Be sure to give your little tips as you go. Show your video in person or online.





Emergency House and Car Kit

In an emergency, there's not always a lot of time to act. It's always a good idea to have a plan. Some people have plans set up in case their house is on fire. They practice these safe routes so when it happens, they are prepared. You might have done this at school during a fire drill.

Having a plan is good. It's also a good idea to have an emergency kit. Not many people think to have one of these. It is just as important as having a plan. This kit is something you have ready that has things you might need.

Do some research into emergency kits. Make a plan for a kit for your house and your car. Then, make your own emergency kit. Use a knapsack to hold the things that make up your kit. Update it every 12 months.

Some things to include:

- water
- non-perishable food
- cash
- emergency numbers
- wind-up radio
- flashlight
- whistle
- blankets
- clean change of clothes
- first aid kit



Keep in mind to have enough to survive for 72 hours. Present your emergency kit to a group. See what things you thought to include and why. See what things others thought to include and why.

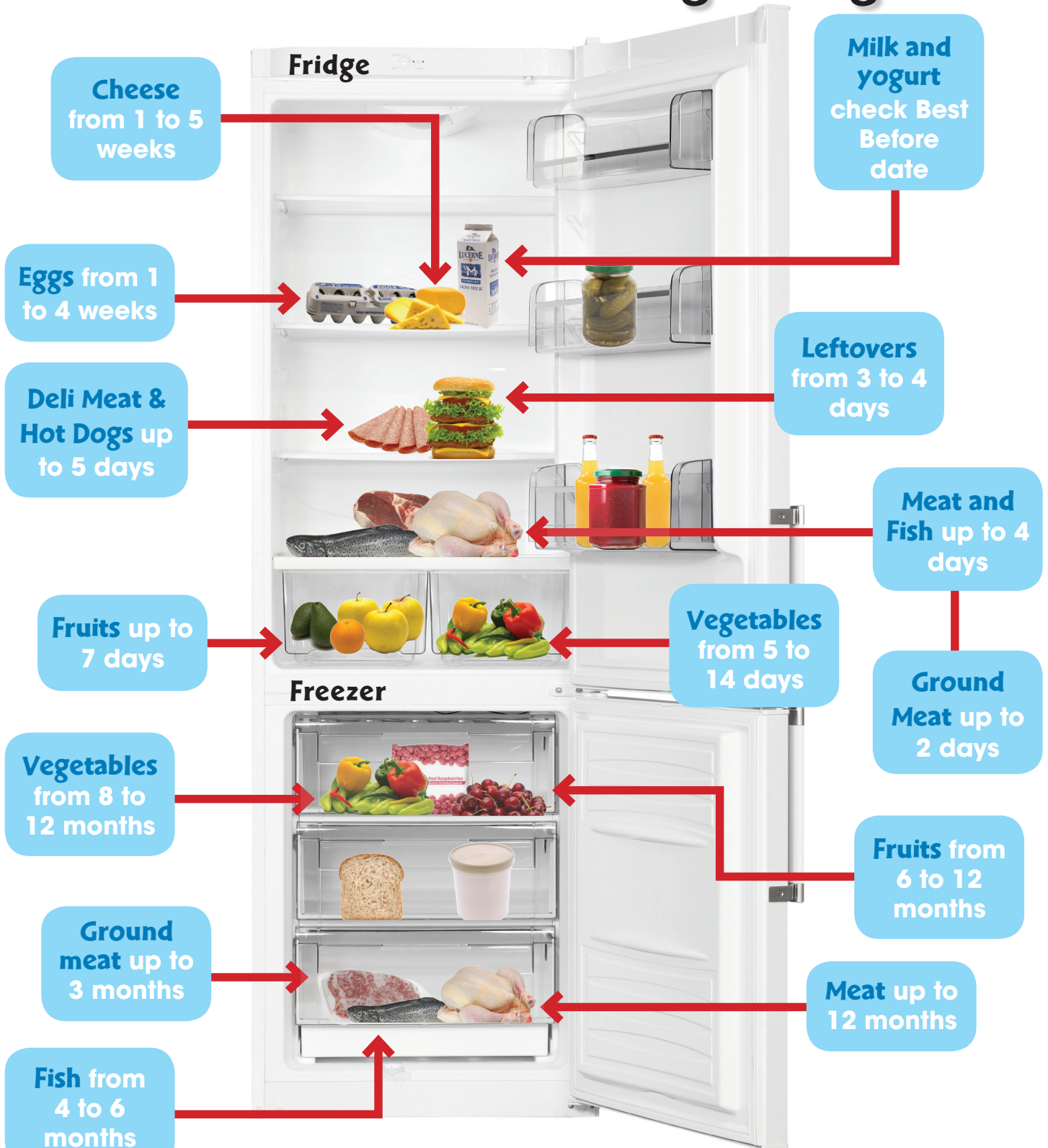


EMERGENCY PHONE NUMBERS	
FIRE	_____
POLICE	_____
AMBULANCE	_____
POISON CENTER	_____
PHYSICIAN	_____





Short-Lived Food Storage Diagram





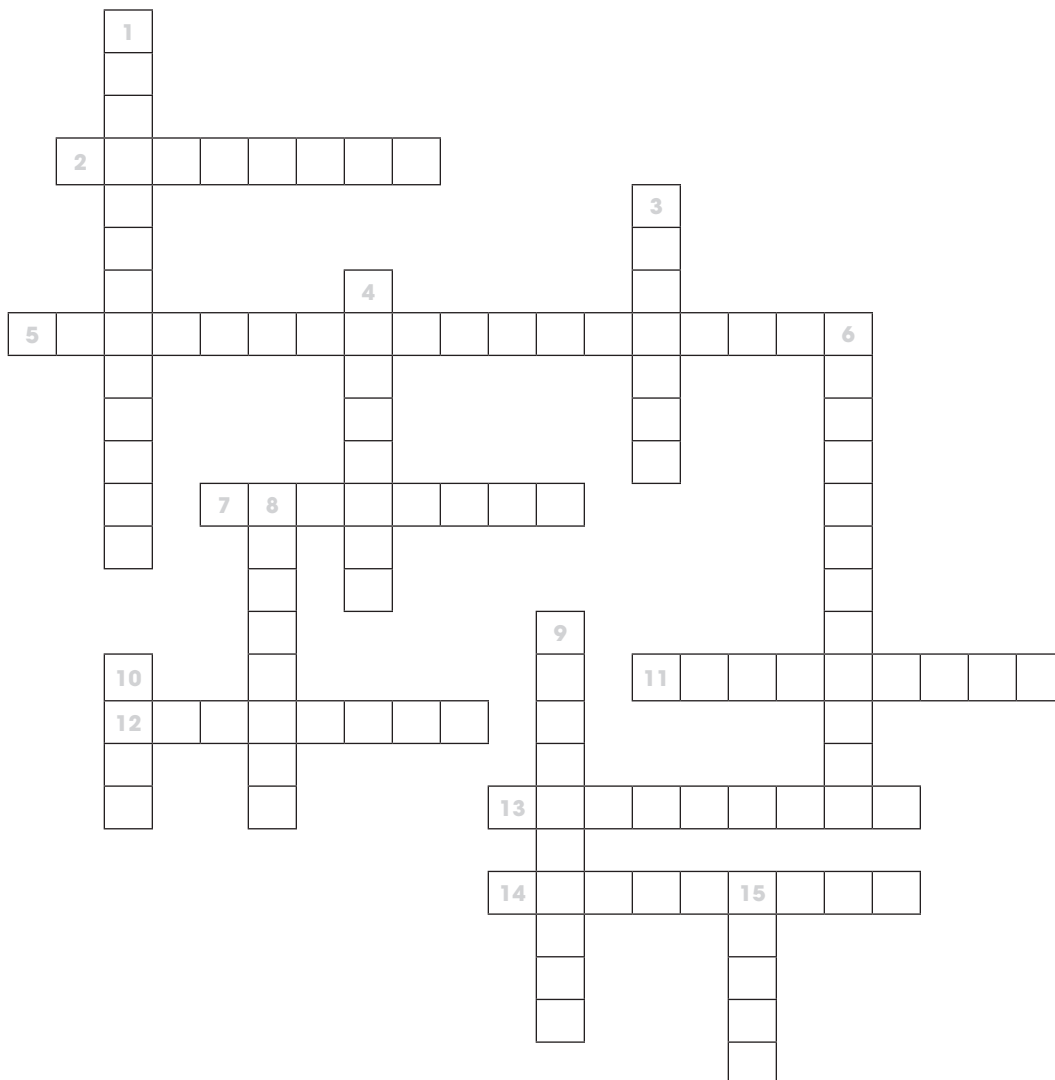
Crossword Puzzle!

Across

2. What you show when you're sick.
5. You get this from what you eat.
7. You take this when you're sick.
11. Do this to any surface when cooking.
12. Some people become _____ to drugs.
13. When you use drugs too much.
14. People you don't know.

Down

1. What your weight should be.
3. Brushing your teeth and hair.
4. Burn more of these than you eat to lose weight.
6. What's around you.
8. Doing this will help you lose weight.
9. Eat in _____ to stay fit.
10. Being careful about something.
15. Small things that can make you sick.



Word List

addicted
 body mass index
 calories
 drug abuse
 essential nutrients
 exercise
 germs
 hygiene
 medicine
 moderation
 sterilize
 strangers
 surroundings
 symptoms
 wary



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

- | | | | | |
|----------------|-------------|------------------|--------------|--------|
| acne | dental care | gingivitis | nutrition | safety |
| allergies | deodorant | grooming | personal | sweat |
| bathing | diet | ingredients | plaque | vacuum |
| boundaries | directions | non-essential | pores | weight |
| calorie intake | drugs | non-prescription | prescription | |
| cavities | fitness | nutrients | recipes | |

C	X	S	B	Y	G	R	S	I	T	I	V	I	G	N	I	G	W
D	I	B	O	H	P	F	Q	S	Y	Y	I	Q	L	W	L	R	D
L	Y	N	U	T	R	I	E	N	T	S	Q	A	B	C	K	O	I
A	O	U	N	B	E	Y	N	F	E	S	P	T	W	A	C	O	R
I	S	T	D	V	S	S	E	I	G	R	E	L	L	A	U	M	E
T	F	R	A	T	C	K	R	T	Q	U	H	X	V	C	V	I	C
N	D	I	R	L	R	G	H	N	K	O	Z	I	S	N	Q	N	T
E	N	T	I	B	I	S	T	E	D	G	T	J	H	E	W	G	I
S	P	I	E	N	P	H	Q	S	A	I	N	A	L	T	R	Z	O
S	U	O	S	Q	T	N	F	S	E	U	P	F	A	E	V	I	N
E	E	N	C	Y	I	M	Z	S	W	E	A	T	N	U	A	E	S
N	K	M	V	E	O	F	I	E	C	V	R	J	O	D	N	G	R
O	A	O	Z	J	N	P	C	P	V	L	G	S	S	H	F	M	Y
N	T	K	N	O	I	T	P	I	R	C	S	E	R	P	N	O	N
G	N	G	K	L	V	V	I	C	D	I	E	M	E	D	S	H	E
Z	I	S	B	B	P	A	H	E	I	A	O	Q	P	M	E	L	J
D	E	N	T	A	L	C	A	R	E	H	L	L	W	K	R	T	Q
L	I	W	W	D	I	U	R	J	T	N	A	R	O	D	O	E	D
X	R	B	E	P	Z	U	T	A	K	Q	V	C	Y	E	P	L	R
J	O	R	I	F	I	M	U	R	U	N	S	D	P	D	U	Z	U
X	L	E	G	A	G	X	P	E	C	T	E	K	M	U	X	R	G
B	A	T	H	I	N	G	D	O	U	Z	M	Y	T	E	F	A	S
O	C	F	T	A	I	N	G	R	E	D	I	E	N	T	S	O	P



Comprehension Quiz

Part A

22

Circle TRUE if the statement is TRUE or FALSE if it is FALSE.

1. Your weight is a way to track how fit and healthy you are.
TRUE **FALSE**
2. How you look and smell sends a message to others.
TRUE **FALSE**
3. Steak and chicken are safe to eat raw.
TRUE **FALSE**
4. If you eat more calories than you can burn, you will lose weight.
TRUE **FALSE**
5. You can only get prescription drugs with a doctor's note.
TRUE **FALSE**
6. Dentists say to brush once a day and floss twice a day.
TRUE **FALSE**

6

Part B

2. Put a check mark (✓) next to the answer that is most correct.

a) When should you wash your hands?

- A After using the bathroom.
- B After being outside.
- C Before eating.
- D All of the above.



b) What is NOT a step to take when your boundaries are crossed?

- A Ignore them.
- B Voice your discomfort.
- C Get help.
- D Protect yourself.

2

SUBTOTAL: /8



Comprehension Quiz

Part C

Answer each question in complete sentences.

1. Why is it a good idea to plan meals that use many of the same ingredients?



2. Felix is 17, weighs 180 lbs and is 5 feet, 9 inches tall. Is he underweight, overweight or normal? Use the BMI calculator to find out.



3. Min-Suh wants to lose weight. She weighs 145 pounds. She wants to lose 1 pound per week. How many calories does she need to eat? Use the Mifflin-St Jeor equation to find out.



4. What are the 5 steps to doing laundry?



SUBTOTAL: /14



1.

Charlie gives the message that he cares what he looks like. He is clean and smells good. This makes people like to be around him. Since he is in a work environment, this is a good message to give.

Answers will vary, but may include:

- 3.** After being outside.
- 4.** After handling anything.
- 5.** After working with your hands.
- 6.** After touching other people.

- a)** **C**
- b)** **B**

9

3.

- 1.** Mathis doesn't wash his hands after going to the bathroom or before eating. Germs can move from the bathroom to his mouth.
- 2.** Mathis doesn't comb his hair or iron his clothes. He also doesn't shave his face. Since he is giving a presentation, how he looks is important. He should comb through his hair and shave his face. He should always iron out the wrinkles in his clothes.
- 3.** Mathis doesn't shower after his workout. He should always shower after sweating a lot. It will help him smell nice and wash away germs.

2.

Katerina gives a message that she doesn't care about what she looks like. She is dirty and doesn't smell good. This makes people not like to be around her.

3.

- 1** **F**
- 2** **D**
- 3** **G**
- 4** **B**
- 5** **A**
- 6** **E**
- 7** **C**

2.

- a)** 2
- b)** 1
- c)** 3
- d)** 5
- e)** 4

10

11

7



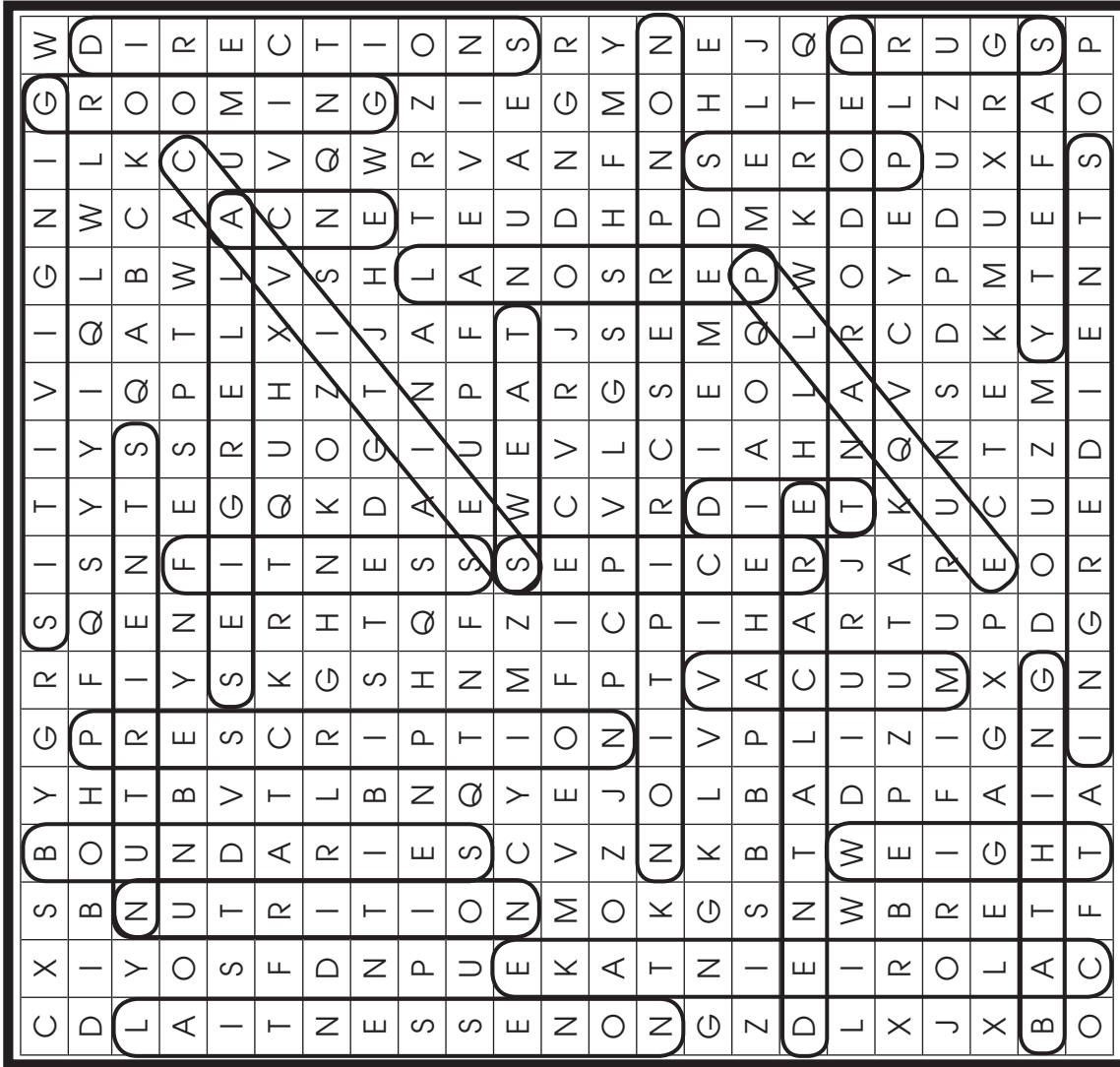
Word Search Answers

Across

- 2. symptoms
- 5. essential nutrients
- 7. medicine
- 11. sterilize
- 12. addicted
- 13. drug abuse
- 14. strangers

Down

- 1. body mass index
- 3. hygiene
- 4. calories
- 6. surroundings
- 8. exercise
- 9. moderation
- 10. wary
- 15. germs



Part A

- 1. TRUE
- 2. TRUE
- 3. FALSE
- 4. FALSE
- 5. TRUE
- 6. FALSE

1. You can save money by stretching out the same ingredients for multiple meals.

2. BMI = (180 lb ÷ 69² in) x 703

BMI = 26.714 lb/in²
Felix is overweight because his BMI is over 25.

3. Daily Calorie Intake Range = (145 lbs x 14) - (145 lbs x 17) = 2030 - 2465

Daily Calorie Intake (2030) - 500 calories for 1 lb per week = 1530 calories.

4. 1. Separate whites and colors. 2. Choose your setting. 3. Choose the water temperature. 4. Treat stains with a stain remover. 5. Measure detergent and fabric softener.

Part B

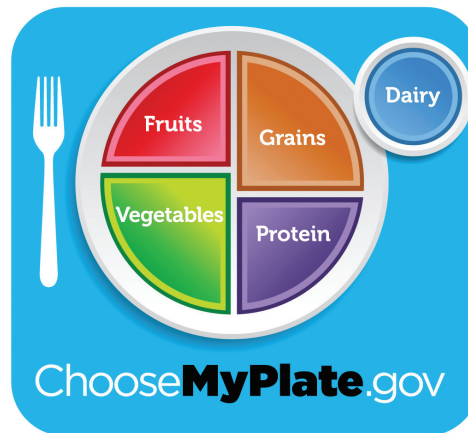
a) D

b) A

Map a Safe Route



Food Pyramid



Laundry Labels

WASHING	DRYING	IRONING
Machine Wash Cold	Tumble Dry	Iron Low
Machine Wash Warm	Tumble Dry Low	Iron Medium
Machine Wash Hot	Tumble Dry Medium	Iron High
Machine Wash Delicate	Tumble Dry High	Do Not Steam
Machine Wash Permanent Press	Tumble Dry No Heat	Do Not Iron
Hand Wash	Do Not Tumble Dry	BLEACH
Do Not Wash	Line Dry	Bleach as Needed
DRYCLEANING	Drip Dry	Non-Chlorine Bleach
Dryclean	Dry Flat	Do Not Bleach
Do Not Dryclean		

LAUNDRY CARE SYMBOLS



1 Sort the laundry



2 Put it in the washer



3 Add detergent



4 Select the settings



5 Start the washer

Checking Your Appearance Chart



Is your hair brushed?

Are your clothes cleaned and ironed?

Is your face clean?

Are you smiling?

Does your breath smell fresh?



Are you standing straight?

Are your teeth brushed?



Body Image

Circle what you like about your body. Write what you like about it in the boxes. Draw a line connecting your description to the matching part. Draw squares around what you don't like about your body. Write what you don't like about it. Draw a line connecting your description to the matching part.

Daily Fitness Chart

DAILY WORKOUT CHART

GOALS: _____

WARM UP

ACTIVITY	SETS	REPS	TIME	NOTES

CARDIO

ACTIVITY	SETS	REPS	TIME	NOTES

UPPER BODY STRENGTH TRAINING

ACTIVITY	SETS	REPS	WEIGHT	NOTES

LOWER BODY STRENGTH TRAINING

ACTIVITY	SETS	REPS	WEIGHT	NOTES

COOL DOWN

ACTIVITY	SETS	REPS	TIME	NOTES