

LIVING SKILLS

Practical Guidance

HYGIENE AND SELF-CARE

FACILITATOR GUIDE



Hazelden
Publishing

Hazelden Publishing
Center City, Minnesota 55012
hazelden.org/bookstore

© 2015 by Hazelden Betty Ford Foundation.
All rights reserved. Published 2015.
Printed in the United States of America.

**We wish to thank the following people for serving
as subject matter experts on this program:**

Richard Choate, M.F.A., M.A., L.A.D.C.
CD Program Supervisor, Hazelden at Center City,
a part of the Hazelden Betty Ford Foundation

Donna L. Johnson, I.C.A.D.C., I.C.C.J.P.
Chief Executive Officer, Addiction Solutions of Georgia, Inc.

Kim T. Mueser, Ph.D.
Executive Director, Center for Psychiatric Rehabilitation
Departments of Occupational Therapy, Psychology,
and Psychiatry, Boston University

The materials herein are for electronic subscription purposes under a legal agreement with your organization for a limited time by Hazelden Betty Ford Foundation and are protected by United States copyright laws and other national and international laws. You may view, use, and print these materials for authorized purposes only. You may retain electronic copies on your computer only during the term of this subscription. You may not redistribute or sell copies outside of your organization, grant access to the materials to unauthorized persons, or modify these materials in any way. Any electronic or printed materials must be destroyed if your organization does not renew the agreement. If you have questions about the use of these materials, refer to your organization's Electronic Subscription Agreement or contact Hazelden Publishing at 800-328-9000, extension 4466, or e-mail subscriptions@hazeldenbettyford.org.

Interior design and typesetting: Trina Christensen

CONTENTS

Introduction to the Living Skills Program	1
An Overview of Hygiene and Self-Care	3
Scope and Sequence.....	5
SESSION 1. Introduction to Hygiene and Self-Care	7
Handout 1: Taking Care of My Body.....	11
SESSION 2. Good Hygiene Practices.....	13
Handout 2: Hygiene Flash Cards	17
Handout 3: Daily Hygiene Chart.....	19
SESSION 3. Good Self-Care Practices.....	21
Handout 4: Self-Care Flash Cards	25
SESSION 4. More about Self-Care.....	27
Handout 5: Hygiene and Self-Care Action Plan	31
Recommended Resources	33
Living Skills: Group Facilitator Session Record	36



SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



HANDOUTS: Whenever you see this icon in this guide, there is a copy of the handout at the end of the session. The number on the icon corresponds to the handout number.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants, this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, the videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF HYGIENE AND SELF-CARE

What Are the Key Topics Covered in Hygiene and Self-Care?

Good hygiene and self-care are basic to healthy living. This program teaches the essential elements of good hygiene and self-care and discusses why they are important. This topic is divided into four sessions:

SESSION 1 defines hygiene and self-care and discusses the negative consequences of neglecting hygiene and self-care and the positive consequences of focusing on them.

SESSION 2 teaches the basics of good hygiene and discusses the barriers to practicing good hygiene and the importance of scheduling it into one's day.

SESSION 3 teaches the basics of self-care, describes the benefits of self-care, and discusses how to implement these habits.

SESSION 4 reviews the topic of hygiene and self-care while also exploring medical care, proper sleep, and stress reduction, and discusses how to create a hygiene and self-care action plan.

Why Are Hygiene and Self-Care So Important?

Practicing good personal hygiene and self-care is essential to health. It builds strength, self-confidence, and self-esteem. When personal hygiene and self-care are neglected, it affects the immune system and makes individuals vulnerable to illnesses and infections. Hygiene neglect, such as an unkempt appearance, tooth decay, and body odor, can also create a negative impression with others, making it more difficult to function in society (e.g., getting and keeping jobs, making friends).

NOTE: *Talking about the topic of personal hygiene or self-care can be difficult, even embarrassing for people, particularly if they have poor hygiene and self-care. You may want to set some ground rules for the group such as: no one needs to share if they don't want to, no disrespectful language or actions will be allowed (explain what those would be), etc. You may also want to keep questions more general and less personal if you think it will be difficult for people to talk openly and honestly in your group without getting ridiculed. Be sure to be extra vigilant in managing the dynamics in the group, both during and after each session. Try to normalize the fact that many people struggle with personal hygiene and self-care. It is an area of opportunity for growth for many people.*



SCOPE AND SEQUENCE

SESSIONS	LEARNER OUTCOMES
Session 1. Introduction to Hygiene and Self-Care	<ul style="list-style-type: none">• Define hygiene and self-care.• Explain the negative consequences of poor hygiene and self-care.• Summarize the positive consequences of good hygiene and self-care.
Session 2. Good Hygiene Practices	<ul style="list-style-type: none">• Explain the basics of good hygiene.• Describe barriers to practicing good hygiene.• Apply good hygiene practices in their daily routine.
Session 3. Good Self-Care Practices	<ul style="list-style-type: none">• Define the basics of self-care.• Describe the benefits of self-care.• Apply healthy self-care practices in their daily routine.
Session 4. More about Self-Care	<ul style="list-style-type: none">• Review hygiene and self-care information.• Explain the basics of medical care, proper sleep, and stress reduction.• Create an action plan for improving hygiene and self-care.



SESSION 1.

Introduction to Hygiene and Self-Care

Goal

The goal of this session is to define hygiene and self-care and discuss the negative consequences of neglecting hygiene and self-care and the positive consequences of focusing on them.

Learner Outcomes

- Define hygiene and self-care.
- Explain the negative consequences of poor hygiene and self-care.
- Summarize the positive consequences of good hygiene and self-care.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase marker
- Taking Care of My Body handout, found on page 11 of this guide
- pens or pencils
- Hygiene and Self-Care session 1 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Taking Care of My Body handout (one copy for each participant).

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **Good hygiene and self-care are critical for living a healthy life. Still, people sometimes neglect these important habits, especially if they have been living in substandard housing or difficult circumstances, have had problems with substance use, or have been depressed or are experiencing other emotional difficulties. And sometimes people simply have never been taught these basic skills.**

It is useful to know and practice these skills because they affect the way you feel about yourself and the way others see you. In this program, we will be talking about these skills and how to fit them into our lives.

2. Ask participants to name something they have done today that is good hygiene or self-care. Write their ideas on the whiteboard or flipchart paper.

NOTE: *You may need to give an example to get the discussion started, such as brushing your teeth or combing your hair.*

3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Hygiene and Self-Care session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video. Ask group members the following questions:



- **How would you define hygiene?**

(Definition: Hygiene is about personal cleanliness and taking steps to prevent infections and illnesses.)



- **How would you define self-care?**

(Definition: Self-care is doing those things that keep us healthy and feeling good. Self-care practices include such things as exercising, eating healthy foods, getting enough sleep, or managing stress.)

- **Why is it important to practice good hygiene and self-care?**

(Possible answers: prevent dental problems, infections, illnesses; increase one's self-esteem and self-confidence; people will have a positive impression of you; etc.)



- **What might happen if you don't practice good hygiene and self-care?**

(Possible answers: weight gain, tiredness, medical problems, etc.)



- **What are one or two things you learned in the video that you could apply in your life?**



Going Deeper (20 minutes)

1. Ask participants, if they are willing, to share their answers to the following questions. Make sure people are respectful and there is no laughing at people's answers.

- **What did you learn about personal hygiene when you were growing up?**
- **Have you ever felt embarrassed or ashamed about your personal appearance (how you looked or smelled, for example)? If so, when and why?**
- **Has there ever been a time in your life when you stopped caring about your personal appearance?**



2. Give each participant a copy of the Taking Care of My Body handout and a pen or pencil. Then break into small groups of up to four people. Have each group identify the ways they practiced good hygiene and self-care in the past week. Each person should write the group's answers inside the outline of the body on the handout. Then have each group talk about other ways they could practice good hygiene and self-care. Write these ideas in the body outline as well.
3. Ask each group to share their ideas. As you move from group to group, only add any new ideas that haven't already been mentioned.





4. Ask the group to look at the outlines they just filled in. Ask: **How would you be able to see the evidence of good hygiene or self-care? What in someone's appearance makes this obvious?**



5. Ask participants the same question you asked earlier, now that they have had a chance to brainstorm together: **What are one or two things you learned in this discussion that you could apply in your life? Circle those ideas on your handout.**

Wrapping It Up (3 minutes)

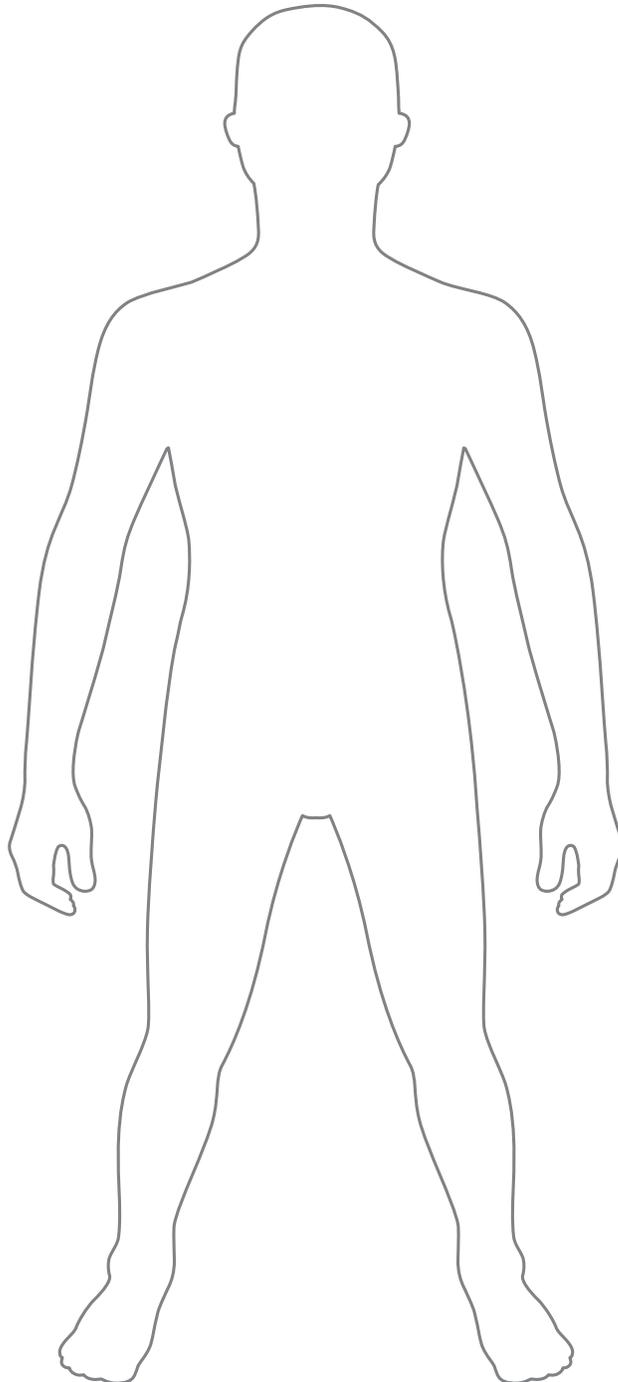
1. Tell participants that the skills involved in practicing good hygiene and self-care are not hard to learn, but the challenge is in making them a regular practice. It takes time and attention.
2. Ask participants to pay attention during the next week to how often they practice good hygiene and self-care.
3. Encourage participants to take home their Taking Care of My Body handout and post it in a place where they will see it often.

CHALLENGE

Challenge participants to identify someone they know who practices good hygiene and self-care, and ask that person what practices he or she does and how often.

HANDOUT 1:
TAKING CARE OF MY BODY

Write your group's ideas of ways to practice good hygiene and self-care inside the body below.





SESSION 2.

Good Hygiene Practices

Goal

The goal of this session is to cover the basics of good hygiene and discuss the barriers to practicing good hygiene and the importance of scheduling it into one's day.

Learner Outcomes

- Explain the basics of good hygiene.
- Describe barriers to practicing good hygiene.
- Apply good hygiene practices in their daily routine.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Hygiene Flash Cards document (two-sided), found on page 17 of this guide
- scissors
- Daily Hygiene Chart handout, found on page 19 of this guide
- pens or pencils
- Hygiene and Self-Care session 2 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Daily Hygiene Chart handout (one copy for each participant).
3. Make one copy of the Hygiene Flash Cards (two-sided) and cut them apart on the dotted lines.

NOTE: *Don't throw out the Hygiene Flash Cards after this session. You will use them again in session 4 for review.*

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **Hygiene means personal cleanliness and taking steps to prevent common infections and illnesses. You can do this by showering, bathing, brushing your teeth, and grooming other areas of your body.**



HANDOUT
[2]

2. Show the Hygiene Flash Cards of different implements used to practice good hygiene. Ask participants how often they think they should use each implement.

***NOTE:** Don't turn over the flash cards and show the answers. Participants will learn this information in the video and revisit this activity afterward.*

3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Hygiene and Self-Care session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video. Ask group members the following questions:



- **Is there only one right way to practice good hygiene?**
- **How often should you:**

Brush your teeth? (*Answer: two times per day*)

Floss your teeth? (*Answer: once a day*)

Use deodorant? (*Answer: every morning*)

Take a bath or shower? (*Answer: every day or every other day*)

Wash your hair? (*Answer: every day or every other day*)

Shave (if you are a man)? (*Answer: every morning*)

Clip your fingernails and toenails? (*Answer: once a week*)

***NOTE:** As you talk about these things, hold up the corresponding Hygiene Flash Card and turn over the card to show the correct answer after the group has tried to answer. If there is time, also talk about any challenges that participants are having in getting and using common care products. Some people may need resources to help them.*

- **How often should you:**



Wash sheets and towels? (*Answer: every week*)

Clean your bathroom, kitchen, and bedroom? (*Answer: every week*)

Get a physical? (*Answer: once a year*)

Get your teeth cleaned and checked by a dentist? (*Answer: two times a year*)

- **When should you wash your hands?**

(*Answers: after using the toilet, before handling food, after changing a diaper, after playing with a pet, before and after taking care of someone who is sick*)

Going Deeper (20 minutes)

1. Ask: **What are the positive consequences of having good personal hygiene?**



Emphasize to participants that good personal hygiene will help them be healthier, reduce stress, feel better about themselves, and make life more manageable. It may also affect how other people interact with them.

2. Ask participants when they fit in good hygiene habits. (For example: When do you take a bath or shower? When do you clean your living space? When do you brush your teeth?) Have people talk about their daily or weekly routine. You could use the Hygiene Flash Cards to prompt this discussion.

3. Ask: **Do you ever simply skip doing one or more of your daily hygiene practices?**



Highlight that there is no perfect way of practicing hygiene, and everyone skips a step now and then, but that it's a good idea to do all these things as regularly as you can.

4. Tell participants that there are many reasons why people don't always practice good hygiene. If they are homeless, it's very hard to bathe regularly or even brush their teeth every day. If they share their living space with several others, it may be hard to get adequate time in the bathroom. If they have poor health insurance, they may find it too expensive to go to the dentist or doctor regularly. They may be too tired sometimes, or too depressed. Say: **If you are willing, please share some of the things that make it difficult for you to maintain good hygiene practices in the way you might like to.**



5. Ask the group to brainstorm ways they might overcome these difficulties to practicing good hygiene. Write their answers on a whiteboard or flip chart.

(Possible answers: making a chart to remind yourself and posting it in the bathroom, making a list of supplies that you need and making sure you have them available, working with roommates or family members to develop a scheduled time for using the bathroom in the mornings or evenings, finding out about free or reduced-price medical resources.)

Wrapping It Up (3 minutes)



1. Give each participant a copy of the Daily Hygiene Chart handout and a pen or pencil. Ask them to read through the chart and check off the hygiene practices they have done so far today in the appropriate column. Tell them to continue to check off the hygiene practices they do each day during the coming week. Let them know you will ask them to talk about their experiences with the chart at the next session.

NOTE: *This daily practice of checking off tasks may be too difficult for some participants. If so, you can skip the chart and just give them a short list of practices to try to do in the days ahead.*

CHALLENGE

Challenge participants to take one hygiene habit that has been hard and do something that will help them make that a regular part of their life, such as posting the Daily Hygiene Chart where they will see it often, leaving notes, setting an alarm, putting it on the calendar, and so on.

**HANDOUT 2:
HYGIENE FLASH CARDS**



 <p>TOOTHBRUSH</p>	 <p>SHAMPOO</p>
 <p>FLOSS</p>	 <p>RAZOR</p>
 <p>DEODORANT</p>	 <p>NAIL CLIPPERS</p>
 <p>SOAP</p>	

**HANDOUT 2:
HYGIENE FLASH CARDS (BACK)**

ONCE A DAY OR EVERY OTHER DAY	TWICE A DAY
ONCE A DAY, IN THE MORNING	ONCE A DAY
ONCE A WEEK	ONCE A DAY, IN THE MORNING
	ONCE A DAY OR EVERY OTHER DAY

HANDOUT 3:
DAILY HYGIENE CHART

Check off each task on the chart below when you have completed it.

SAT					
FRI					
THU					
WED					
TUES					
MON					
SUN					
	Take a shower or bath daily or every other day	Wash hair daily or every other day	Brush teeth morning and evening	Floss teeth once a day	Use deodorant once a day, in the morning

[**HANDOUT 3:**
DAILY HYGIENE CHART (CONTINUED)]

SUN	MON	TUES	WED	THU	FRI	SAT
Shave (if you are a man) once a day, in the morning						
Wash clothes once a week						
Clip finger-nails and toenails once a week						
Wash sheets and towels once a week						
Clean your bathroom, kitchen, and bedroom once a week						



SESSION 3.

Good Self-Care Practices

Goal

The goal of this session is to teach the basics of self-care, describe the benefits of self-care, and discuss how to implement these habits.

Learner Outcomes

- Define the basics of self-care.
- Describe the benefits of self-care.
- Apply healthy self-care practices in their daily routine.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Self-Care Flash Cards document, found on page 25 of this guide
- scissors
- paper clips
- Hygiene and Self-Care session 3 video segment
- computer monitor or some way to display the video segment
- Optional: What's on your plate? poster found at ChooseMyPlate.gov

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Make copies of the Self-Care Flash Cards (enough for one set per pair of participants) and cut them apart on the dotted lines. Paper clip each set together.
3. Optional: Make copies of the What's on your plate? mini-poster found at ChooseMyPlate.gov (one copy per participant) (two pages)

NOTE: *Don't throw out the Self-Care Flash Cards after this session. You will use them again in session 4 for review.*

SESSION OUTLINE

Getting Started (7 minutes)

1. Ask participants to report on what they learned about their hygiene habits by using the Daily Hygiene Chart.
2. Say: **Self-care is doing those things that keep us healthy and feeling good. Self-care practices include such things as exercising, eating healthy foods, getting enough sleep, or managing stress. Sometimes we may feel it's too hard to add self-care to all the other things we have to do. We may have so many people in our lives to take care of that we don't think we have time to take care of ourselves. We may even think that self-care is selfish. But the fact is that we can only take care of others if we are healthy and strong, and that starts with self-care.**



Practicing a few routine self-care habits can make us feel better about ourselves and less anxious about our health. Self-care makes our immune system work better and helps us keep from catching viruses or getting other kinds of illnesses.

3. Ask participants if they can think of someone who really looks healthy. What does that person do to take care of himself or herself? Write their answers on the whiteboard or flipchart paper.
4. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Hygiene and Self-Care session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video. Ask group members the following questions:



- **What were some examples of self-care that were mentioned in the video?**
(Possible answers: exercise, eating healthy foods, drinking enough water, getting enough sleep, and getting sunshine)
- **What kinds of foods are healthy foods?**
(Optional: Give each participant a copy of the What's on your plate? mini-poster. Talk through the poster and healthy food choices.)



- **How much water should you drink every day?**

(Answer: eight 8-oz. glasses a day)

- **How much sunshine do you need?**

(Answer: at least fifteen minutes a day)

- **How much exercise should you do?**

(Answer: 150 minutes of moderate aerobic exercise or 75 minutes of vigorous aerobic exercise per week; strengthening exercises two or more times a week)

Explain the difference between aerobic exercise and strengthening exercises. Aerobic exercise is exercise that increases your heart rate, such as running or vigorous walking. Examples of strengthening exercises are doing sit-ups or push-ups or, if possible, lifting weights, even three-, five-, or ten-pound weights.

Going Deeper (20 minutes)

1. Initiate a discussion regarding the participants' personal self-care.

Ask questions such as the following:

- **How much exercise do you get?**
- **What kind of exercise?**
- **Do you feel better when you get regular exercise?**
- **When do you fit in exercise?**
- **What foods do you usually eat?**
- **What are some healthy foods you like that you could add to your diet?**
- **Do you drink enough water every day?**
- **Do you get outside for sunshine most days?**

Highlight that the type, frequency, and duration of exercise should be tailored to fit the individual's life. The most important consideration is to choose an exercise they enjoy so they will keep doing it. There is no one right way. Recommendations for the amount of exercise vary depending on the source. Similarly with food, individuals should choose healthy foods that they like and that they can fit into their schedules so they can realistically make it a habit.



2. Ask participants to divide into pairs. Give one person in each pair a set of the Self-Care Flash Cards. Ask the participant with the cards to act out the self-care practice on each card and have the other person in the pair guess what they are doing.
3. After acting out each Self-Care Flash Card, have the pairs tell each other one way in which they have practiced that self-care strategy recently and how it made them feel. If they haven't practiced the strategy, the pairs should talk about practices they could start.
4. Ask one person from each pair to report their discussion to the group.
5. Have the whole group brainstorm the benefits of these self-care practices. Write their answers on the whiteboard or flipchart paper.

(Possible answers: feel healthier, get sick less often, have more self-confidence, have more energy, feel happier.)

Wrapping It Up (3 minutes)

Ask participants to pick one self-care practice to add to their routine in the coming week. Tell them you will discuss their experience with this practice at the next session.

CHALLENGE

Challenge participants to identify someone they know who does the self-care practice they want to add to their routine and interview them about how they fit this practice into their daily schedule.

HANDOUT 4:
SELF-CARE FLASH CARDS

Photocopy this document and cut out the cards along the dotted lines.

 <p>AEROBIC EXERCISE</p>	<p>ZZZZ SLEEPING</p>
 <p>STRENGTH-ENING EXERCISE</p>	 <p>GETTING SUNSHINE</p>
 <p>EATING HEALTHY</p>	 <p>DRINKING WATER</p>



SESSION 4.

More about Self-Care

Goal

The goal of this session is to review the topic of hygiene and self-care while also exploring medical care, proper sleep, and stress reduction, and discuss how to create a hygiene and self-care action plan.

Learner Outcomes

- Review hygiene and self-care information.
- Explain the basics of medical care, proper sleep, and stress reduction.
- Create an action plan for improving hygiene and self-care.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- paper
- pens or pencils
- Hygiene Flash Cards (from Session 2)
- Self-Care Flash Cards (from Session 3)
- Hygiene and Self-Care Action Plan handout, found on page 31 of this guide
- Hygiene and Self-Care session 4 video segment
- computer monitor or some way to display the video segment

Preparation Needed

1. Preview the video so you are familiar with the information that is covered.
2. Photocopy the Hygiene and Self-Care Action Plan handout (one copy per participant).

SESSION OUTLINE

Getting Started (7 minutes)

1. Review the basics of practicing good hygiene and self-care using both the Hygiene and Self-Care Flash Cards (as described in sessions 2 and 3, except don't break into pairs to review the Self-Care Flash Cards; just review as a whole group).
2. Ask participants to report what hygiene and self-care practices they used in the past week, whether they were difficult to maintain, and how they felt about doing them.
3. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Hygiene and Self-Care session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (15 minutes)

Lead a discussion about the video. Ask group members the following questions:



- **What are some other ways to improve your self-care that were mentioned in the video?**
- **What are some things you can do to help you sleep better?**
- **How often should people see a doctor or a dentist?**
- **What is stress?**
- **Why is it important to learn how to manage stress?**
- **What are some ways to manage stress?**

Highlight that it's not always bad to have some stress in your life; it becomes negative when there is too much stress in your life and it begins to affect your health.

Going Deeper (20 minutes)

1. Initiate a discussion regarding participants' self-care, particularly focusing on the topics covered in this session's video, which include getting medical and dental care when needed, proper sleep, and managing stress. Ask questions such as the following:



- **How much sleep should a person get?**
(Answer: It varies, but generally 7 to 9 hours a night.)

- **Do you have trouble getting enough sleep? Or sleeping too much?**
 - **What could you do to improve your sleep?**
 - **When is the last time you saw a doctor? How about a dentist?**
 - **What causes you stress?**
 - **How do you try to manage stress?**
2. Give each participant a sheet of paper and a pen or pencil. Ask participants to write down one thing that causes a lot of stress in their lives.
 3. Ask participants to break up into groups of up to four people and talk about ways they can reduce or eliminate each person's stressor. Each participant should write the group's ideas on his or her piece of paper.
 4. Ask all the small groups to come together again and report their ideas about reducing or eliminating stressors. As a whole group, brainstorm additional ideas. As people share their group ideas and brainstorm additional ideas, write them on the whiteboard or flipchart paper.
 5. Ask participants what key things they will take away from this program.

Wrapping It Up (3 minutes)

Tell participants that good hygiene and self-care are easy tasks but can be hard to put into regular practice. They should start with changing one or two habits at a time. Then add other needed changes when the first new habits are well established. If they try to do everything at once, they may get overwhelmed and give up.

CHALLENGE

Challenge participants to create an action plan for improving their hygiene and self-care using the Hygiene and Self-Care Action Plan handout.



HANDOUT 5: HYGIENE AND SELF-CARE ACTION PLAN

Start by choosing one hygiene practice and one self-care practice you will start doing or do more often. Write these practices in the spaces provided in the far left column. Then fill out the rest of the columns for each practice.

After you have focused on these two practices for a few weeks, add two more, and so on, until you have filled in the entire action plan.

This chart is also found in the Hygiene and Self-Care Workbook.

	WHEN WILL I PRACTICE?	HOW OFTEN WILL I PRACTICE?	WHEN WILL I START?
Hygiene example: <i>Floss teeth</i>	<i>At bedtime</i>	<i>Every day</i>	<i>Tonight</i>
Hygiene practice 1:			
Hygiene practice 2:			
Hygiene practice 3:			

HANDOUT 5:
HYGIENE AND SELF-CARE ACTION PLAN (CONTINUED)

	WHEN WILL I PRACTICE?	HOW OFTEN WILL I PRACTICE?	WHEN WILL I START?
Self-care example: <i>Take a walk with my dog</i>	<i>After work</i>	<i>Every other day</i>	<i>Today after work</i>
Self-Care practice 1:			
Self-Care practice 2:			
Self-Care practice 3:			



RECOMMENDED RESOURCES

Hygiene Websites

Personal Hygiene

www.cdc.gov/healthywater/hygiene

The Centers for Disease Control and Prevention website on personal hygiene includes bathing, hand washing, etiquette, and dental hygiene.

www.everydayhealth.com/healthy-living/guide-to-good-hygiene.aspx

This website lists the regular personal hygiene habits that can help ward off illnesses and help people feel good about themselves.

Dental Health

www.mouthhealthy.org

This American Dental Association website provides a wide variety of information on dental health.

Clothes Washing

www.wikihow.com/Wash-Your-Clothes

This site gives step-by-step instructions on how to wash clothes.

House Cleaning

www.wikihow.com/Clean-a-House

This site gives step-by-step instructions on how to clean a home or apartment.

Self-Care Websites

Nutrition and Exercise

www.choosemyplate.gov

This U.S. Department of Agriculture website provides a wide variety of information on topics such as healthy eating, weight management, and physical activity.

www.cdc.gov/nutrition

Basic information on nutrition can be found on this Centers for Disease Control and Prevention (CDC) website.

www.cdc.gov/physicalactivity

This CDC website discusses exercise and physical activity.

Sleep

www.sleepfoundation.org

This National Sleep Foundation website offers a variety of information on sleep health.

Stress

www.nimh.nih.gov/health/publications/stress/index.shtml

This website provides information from the National Institute of Mental Health on stress and stress management.

Regular Checkups with a Doctor

www.cdc.gov/family/checkup

This Centers for Disease Control and Prevention (CDC) website discusses the importance of regular medical checkups, which checkups to have, and when.

**Resources Available through Hazelden Publishing
(800-328-9000, hazelden.org/bookstore)**

The Recovering Body: Physical and Spiritual Fitness for Living Clean and Sober

Jennifer Matesa (Order No. 7568, E-book Order No. EB7568)

This book explains how to make physical recovery and wellness part of recovery from a substance use disorder.

How to Make Almost Any Diet Work

Anne Katherine (E-book Order No. EB2631)

This book looks at the underlying biochemistry that triggers disordered eating and how to address this in order to develop healthy eating patterns.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Hygiene and Self-Care Sessions

Date

SESSION 1. Introduction to Hygiene and Self-Care

SESSION 2. Good Hygiene Practices

SESSION 3. Good Self-Care Practices

SESSION 4. More about Self-Care
