



## Weekly Program Activity Resource Guide

### Week 3: April 3, 2020

A weekly program guide of creative ideas and instructions for skill-building activities to support client goals.

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This guide is divided into sections for each skills-building topic. The first page of each section summarizes the activities included in this edition of the guide. Any worksheets associated with the listed activities, will immediately follow the summary page. Return to this page by clicking the "Return to Table of Contents" link at the end of the topic summary page. Click on a topic from the list below to navigate directly to the activities and associated worksheets.

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**Supported in part by Community Support Network, Inc.  
in collaboration with the UNH Institute on Disability**



## Money Management

### Math Problems

*Adding, Subtracting, Counting Problem Solving, Life Skills*

- Math Grab –Subtraction to 10 (MM1) – Source: math-salamanders.com
- Village Bakery Math Worksheet (MM3) – Source: superteacherworksheets.com

### Money Skills

*Counting Money, Adding, Subtracting, Bills,*

- Math Grab – Coin Sheet 1 (MM4) – Source: math-salamanders.com
- Adding Coins Sheet 2 (MM5) – Source: planet12sun.com
- Counting Money 2 (MM6) - Source: planet12sun.com
- Sudoku Puzzle (MM7) – Source: memory-improvement-tips.com

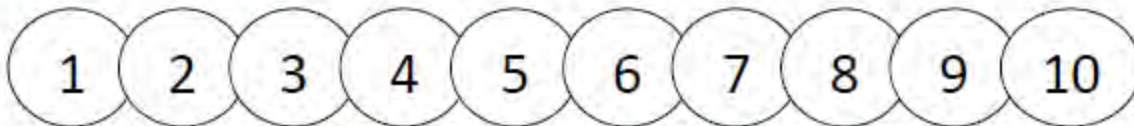
### Budgeting

*Money Management, Decision Making, Planning, Understanding Needs vs. Wants*

- Charting Where My Money Goes (MM8)– Source: NEFE High School Financial Planning Program Student Guide
- Financial Skills Assessment (MM9) – Source: NEFE High School Financial Planning Program Student Guide
- Financial Action Steps (MM10) – Source: NEFE High School Financial Planning Program Student Guide

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## SUBTRACTION TO 10 SHEET 1



Take 1 from each of these amounts.

$4 - 1 = 3$	$2 - 1 =$	$5 - 1 =$	$3 - 1 =$

Take 2 away from each of these amounts.

$3 - 2 =$	$4 - 2 =$	$5 - 2 =$	$2 - 2 =$

Take 3 away from each of these amounts.

$5 - 3 =$	$6 - 3 =$	$3 - 3 =$	$4 - 3 =$

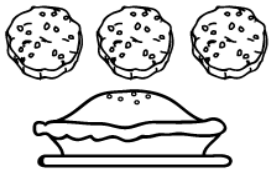


Name: \_\_\_\_\_

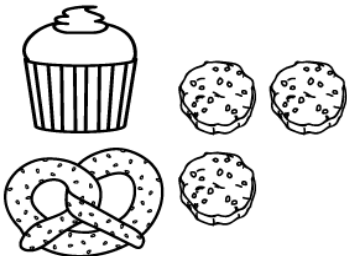
Find the total cost of the items shown.  
Show your work.



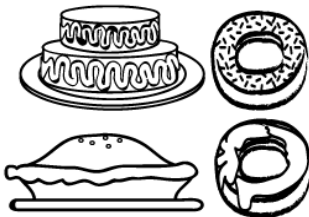
Total cost: \_\_\_\_\_



Total cost: \_\_\_\_\_



Total cost: \_\_\_\_\_



Total cost: \_\_\_\_\_

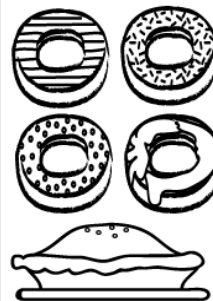
# Village Bakery

## Prices

Chocolate Chip Cookies.....	3 for 99¢
Donuts.....	2 for 78¢
Pretzels.....	97¢ ea.
Cupcakes.....	\$1.06 ea.
Pies.....	\$7.25 ea.
Cakes.....	\$8.98 ea.



Total cost: \_\_\_\_\_



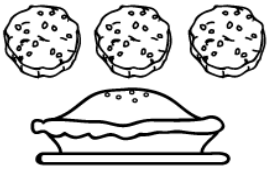
Total cost: \_\_\_\_\_

# ANSWER KEY

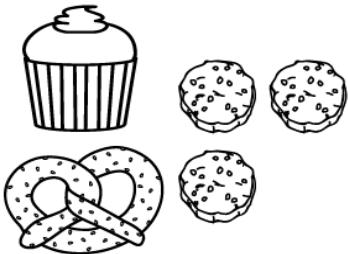
Find the total cost of the items shown.  
Show your work.



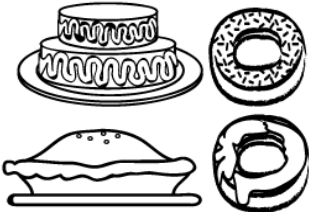
Total cost: \$2.03



Total cost: \$8.24



Total cost: \$3.02



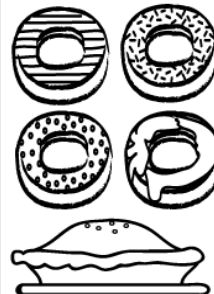
Total cost: \$17.01

## Village Bakery Prices

Chocolate Chip Cookies.....	3 for 99¢
Donuts.....	2 for 78¢
Pretzels.....	97¢ ea.
Cupcakes.....	\$1.06 ea.
Pies.....	\$7.25 ea.
Cakes.....	\$8.98 ea.



Total cost: \$9.76







Total cost: \$8.81



# IDENTIFY COINS SHEET 1

Color the coins the correct color, and then count them.

quarters <b>red</b>	dimes <b>blue</b>	nickels <b>green</b>	pennies <b>orange</b>
			
How many? _____	How many? _____	How many? _____	How many? _____




Free Math Sheets, Math Games and Math Help

**MATH-SALAMANDERS.COM**

# COUNTING COINS

Add the coins.

EXAMPLE:

1)   
 $10\text{¢} + 5\text{¢} + 5\text{¢} + 1\text{¢} + 10\text{¢} + 5\text{¢} + 1\text{¢} + 1\text{¢} + 25\text{¢} + 25\text{¢} + 1\text{¢} + 10\text{¢} + 10\text{¢} + 1\text{¢} = \mathbf{\$1.10}$

2) 

3) 

4) 

5) 

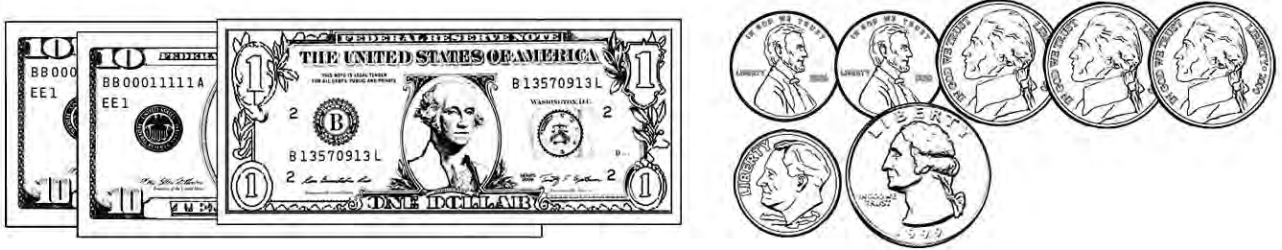
answer key: 2) \$1.57, 3) \$1.64, 4) \$1.33, 5) \$1.20

# Count the Money



example: \$5 + \$1 + \$10 + 25¢ + 5¢ + 10¢ + 1¢ + 1¢ + 1¢ + 10¢ = **\$16.53**

1)



2)



3)



4)



answer key: 1) \$21.52; 2) \$10; 3) \$11.62; 4) \$17.35



# Printable Sudoku Puzzles – Easy #1

	9	6		4			3	
	5	7	8	2				
1			9			5		
		9		1				8
5								2
4				9		6		
		4			3			1
				7	9	2	6	
	2			5		9	8	

		7				9		8
	3		1	7				4
					6			
6	9	8	7	4		3		
		3		1		4		
		1		3	9	7	6	2
			4					
9				5	1		4	
4		5				1		

					9			6
					3	8	5	1
	6	2		1	5			
		7					6	
	2	1	9	7	6	3	8	
	3					1		
			4	5		9	7	
2	5	8	6					
4			3					

2	9			7	4			
	1					4		
6	7		9		5			
	8		2		6			
	6		8	4	7		2	
			5		1		8	
			7		8		9	2
		6					1	
			4	1			5	8

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# SOLUTIONS: Printable Sudoku Puzzles – Easy #1

2	9	6	1	4	5	8	3	7
3	5	7	8	2	6	1	4	9
1	4	8	9	3	7	5	2	6
6	3	9	5	1	2	4	7	8
5	8	1	7	6	4	3	9	2
4	7	2	3	9	8	6	1	5
9	6	4	2	8	3	7	5	1
8	1	5	4	7	9	2	6	3
7	2	3	6	5	1	9	8	4

1	6	7	5	2	4	9	3	8
2	3	9	1	7	8	6	5	4
8	5	4	3	9	6	2	7	1
6	9	8	7	4	2	3	1	5
7	2	3	6	1	5	4	8	9
5	4	1	8	3	9	7	6	2
3	1	2	4	8	7	5	9	6
9	7	6	2	5	1	8	4	3
4	8	5	9	6	3	1	2	7

1	8	5	7	4	9	2	3	6
7	9	4	2	6	3	8	5	1
3	6	2	8	1	5	7	4	9
9	4	7	1	3	8	5	6	2
5	2	1	9	7	6	3	8	4
8	3	6	5	2	4	1	9	7
6	1	3	4	5	2	9	7	8
2	5	8	6	9	7	4	1	3
4	7	9	3	8	1	6	2	5

2	9	3	1	7	4	8	6	5
5	1	8	6	2	3	4	7	9
6	7	4	9	8	5	2	3	1
3	8	5	2	9	6	1	4	7
1	6	9	8	4	7	5	2	3
7	4	2	5	3	1	9	8	6
4	5	1	7	6	8	3	9	2
8	2	6	3	5	9	7	1	4
9	3	7	4	1	2	6	5	8

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## Charting Where My Money Goes

After you have tracked your income and spending, categorize your expenses. Then calculate the percent each category represents of your total plan.

Expense	Planned \$	% of Total \$
Savings		
Clothing		
Transportation		
Food		
Entertainment		
School		
Other		
Total		

Using the percentages from above, design a large dollar bill. Then divide the bill into the proportions that your budgeted expenses represent.



Did you notice that one of the personal skills in Figure 2.1 is the ability to assess yourself accurately? Take some time now to review how well you stack up in each category. Think in terms of a scale from 1 to 5, with 5 being the highest. In which areas are you strong? Weak? How can you improve your weak areas?

Using Assignment 2.1 as a model, on a separate piece of paper list the skills you feel are your strongest. Next, list the weakest. Then write down some specific things you can do to make more use of your strongest skill. How about a plan to improve your weakest skill?

employers reward employees with more money for several basic reasons. They look for employees who:

- ★ are dependable
- ★ work well with others
- ★ are good problem solvers
- ★ deliver high-quality work
- ★ have high productivity
- ★ conduct increasingly complex and unique activities
- ★ have great attitudes

## Assignment 2.1:

### My Skill Assessment

My strongest skill is:

I can put this skill to even better use today by:

My weakest skill is:

I can improve this skill today by:

### Making Money

One key reason you need to know what an employer expects from you as an employee is money. You'll see in the next unit that money—cash—is often what drives personal financial planning. Why? Because money is usually what it takes to reach your financial goals. As a general rule,

Not many employees are rewarded just for filling a chair in the office or for taking up a spot on the factory floor day after day, year after year. Today employers expect a lot more, as you saw in the list in Figure 2.1.





# Action Steps

## "Little Steps = Big Goals"

First, write down two BIG financial goals you would like to reach in your lifetime. Remember, reach for the stars. The sky's the limit!

**Big Goal**

**1 First step**

**2 Second step**

Then, write down two small steps you could take today that would move you closer to achieving each big goal.

**Big Goal**

**1 First step**

**2 Second step**

**"Those who reach,  
touch  
the stars."**





## Social Skills

### Board Games/Video Games

*Communication, Turn Taking, Interaction, Processing Information*

- Virtual sing-a-long – Source: Bob Desmaris, NHTunes.biz  
<https://www.youtube.com/watch?v=7UejLnKKbYI&t=1289s>
- Set board game – It is an easy pattern recognition game, but there are all sorts of patterns to choose from, so you also have to be a flexible thinker.  
<https://www.encourageplay.com/blog/5-fantastic-games-for-families?rq=games%20for%20>
- Create your own Headbanz cards (SoS0)



Source: <https://wondermomwannabe.com/make-your-own-forehead-game>

You pick a card, put it in your headband, and then ask the people playing a yes or no questions to try and figure out what you are. You have to think of questions you need to ask to get you closer to your answer.

### Communication

*Assisted Technology, Communication, Eye Contact, Processing Information, Body Language*

- Apples to Apples (Adapting for speech therapy) –  
Source: <https://thedabblingspeechie.com/2017/03/apples-to-apples-speech-therapy/>
- Kindness Tree activity (SoS1) – Source: naturalbeachliving.com
- Listen and Draw - Source: <https://positivepsychology.com/communication-games-and-activities/>



This game is easy to play but not so easy to win. It requires participants' full attention and active listening.

1. Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.
2. For example, you might give them instructions like:
  - Draw a square, measuring 5 inches on each side.
  - Draw a circle within the square, such that it fits exactly in the middle of the square.
  - Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

### Conflict Resolution

*Communication, Eye Contact, Processing Information, Body Language, Decision Making*

- 7 ways to improve your communication during conflict (SoS2) – Source: recoveringengineer.com
- Practice "I Statements" (SoS3) – Source: therapistaid.com

### Movies (no more than 1/day)

*Discussion, Virtual Movie Club*

Questions to Ask When Watching a Film – Source: engagingmedia.info

#### First response

1. How did the film make you feel?
2. To what extent did it fit with your expectations, or did it change your expectations in some ways?

#### Structure

1. What causes the major turning points in the narrative come?
2. Does the world of the film work like the real world? If not, what are the differences?
3. How does the film end? Is everything resolved? How? If not, why not?

#### Characters

1. How would you describe the main characters? What are their goals? What problems do they face?
2. What choices do the characters make? What motivates them? What are the consequences?
3. What do the main characters learn about themselves, and how do they change?

## Meaning

1. Whose point of view does the camera represent?
2. What are the underlying themes (morality, politics, religion, sexuality, happiness, freedom, love, spirituality, identity, etc.)?
3. What does goodness mean? How do characters make moral decisions? What are the characters' values, and are these the same as the film's values?
4. What do human beings most need in life? Does the film identify any universal problems confronting human beings? What do humans need in order to flourish?
5. What good insights into life are there in the film?

## Worldviews

1. What does the film say about the nature of human beings? What does the film say about communities and families?
2. How do characters know what is true (experience, logic, intuition or revelation)? How do they make decisions? Where do they find wisdom?

## Movies of the Week - Source: mommypoppins.com

1. **Karate Kid** (PG) - When teenage Danny becomes the target of a group of bullies, Mr. Miyagi steps into help by training him to master karate.
2. **Freaky Friday** (PG) - What kid doesn't dream of switching places with a parent? Whether you watch the 2003 or 1976 version, this switched-identity comedy teaches everyone to be careful for what they wish.
3. **School of Rock** (PG-13) - An impish but earnest unemployed rock musician poses as a substitute teacher at a posh local private school. High jinx ensue when he attempts to rewrite the curriculum and enter his surprisingly talented students in a local talent contest.
4. **Mrs. Doubtfire** (PG-13) - When divorced dad Daniel Hillard longs for more time with his kids, he transforms into Mrs. Doubtfire, a nanny unlike any other.
5. **The Mighty Ducks** (PG) - Before it was an actual NHL Team, the Mighty Ducks was a sports-comedy about an underdog youth league hockey team. Lessons abound on sportsmanship, friendship, and family.
6. **Wizard of Oz** (PG) - The classic of all classic kids' movies! Who can resist the tale of Dorothy and her little dog Toto as they journey through the wonderful land of Oz. For over 70 years, this film has managed to captivate generations of families.
7. **Labyrinth** (PG) - When the Goblins come and steal young Sarah's baby brother, she has no choice but to venture into the Labyrinth to save him. Filled with mythical creatures designed by Jim Henson and a catchy soundtrack performed by David Bowie, Labyrinth is a cult classic for a reason.

## Gardening

*Planning, Budgeting, Exercise, Following Instruction*

- Gardening Tips – Source: <https://www.youtube.com/watch?edufilter=NULL&v=kueifr5Ve8Q>  
5 Gardening Tips and Ideas that Actually Work
- Garden Planning – Source: <https://www.facebook.com/AskUNHExtension/videos/143531003729241/>
- Preparing a vegetable garden (SoS4) – Source: University of New Hampshire

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## "Sample Questions"

"Can I be eaten?"

"Am I alive?"

"Do I have legs?"

"Can I fly?"

"Am I an animal?"

"Am I a person?"

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## Kindness Tree – The Best Kindness Tree Project

<https://www.naturalbeachliving.com/kindness-tree/>

Making a **Kindness Tree** for your home is so much fun. Think of it as a Random Act of Kindness for everyone in your life. It's a simple activity to teach random acts of kindness and also to show them that small acts of kindness do matter.

The best part about this kindness craft is that its one that you can create and leave up all year long. The acts of kindness that keep on giving. We like to do this and have it sitting out on our counter for a daily reminder of how easy it is to make someone smile and to be kind to others.

A Kindness Tree is a creative and beautiful way to encourage acts of kindness. The tree leaves become kind deeds written on paper hearts. You can also make this same kindness tree in the fall and use different colored paper in the shape of leaves. Creating this kindness tree together as a group is a true bonding experience. Plus, it's one of my favorite ideas for Random Acts of Kindness.



### Kindness Examples:

- I love your smile
- you are so nice
- I love your laugh
- you are funny
- you are my best friend
- thank you for making me happy
- you are good at sports
- compliment a staff
- compliment a housemate
- you are fun
- leave a positive comment



## Materials Needed:

- 1 Vase
- 5-6 Tree Branches (cut to size)
- Twine
- shades of Pink and Red Card Stock
- Permanent Marker
- Scissors
- Hole Punch
- Printable Heart Provided



Start by tracing several hearts out, on to your card stock, and cut them out. As many as you like.

If you are doing this at home you might want to consider having a basket of hearts near the tree for anyone in the house to add kind notes when they want to.



Have your client write out several appropriate and professional compliments and kind messages onto each heart with a marker. This may also be a good teachable moment to talk about appropriate messages. They can do this activity at one time or whenever they want to make someone smile.



Using your hole punch, place a hole in the top center of each heart.



Place a piece of twine through each hole. I made mine all different lengths.



Place your branches into your vase.





Tie your hearts to various branches with twine.



Set your kindness tree out for everyone to enjoy it!



# Seven Ways to Improve Your Communication During a Conflict

By Guy Harris

<https://recoveringengineer.com/resolving-conflict/seven-ways-to-improve-your-communication-during-a-conflict/>

I offer these seven ways to improve your communication when you find yourself in a conflict situation. Focus on these seven tips, and you will more effectively communicate your way to a resolved conflict.

## 1. Focus on behaviors and not on your interpretations

The perception of threat that often creates the conflict escalation cycle usually stems from how we view what other people do and say. This view often comes from our interpretation of a behavior more than it does from the behavior itself. For example, when someone speaks loudly and directly, we may interpret their behaviors to indicate that they are angry. Maybe they are. Maybe they are not. All we really know is that they spoke loudly and directly. As you communicate with other people, focus on and speak to their behaviors more than you speak to your interpretation of their behaviors.

## 2. Avoid the use of “always” and “never”

When you comment on another person’s behavior, avoid these two communication killers. Rarely does someone “always” or “never” do or say anything. If you throw these two words into the conversation, you just added fuel to the fire and helped to escalate rather than to resolve the conflict.

## 3. Use “I” statements

At some point in the conflict conversation, you will eventually need to address your interpretations of their behaviors. When this time comes, phrase your interpretation in the form of an “I” statement. Using the behavior mentioned above as an example, you could say something like:

- “When you speak loudly, I feel like you are angry with me,” instead of “Why are you so angry!”
- “When you speak that directly, I feel threatened,” instead of “Why are you threatening me?”
- “When you raise your voice, I feel like I am backed into a corner,” instead of “Quit backing me into a corner!”
- 

## 4. Say what you want rather than what you don’t want

If you would like for someone to change their behaviors towards you, tell them what you would like to see rather than what you don’t want to see. One principle of behavior is that we cannot not be doing something. In other words, we are always doing something. When we tell someone what not to do in a relationship, we fail to clarify what we want to see instead. For example, you could say “When you speak to me, please lower the volume,” rather than “Quit yelling at me!”

### **5. Beware of your non-verbal messages**

Remember that the other person will respond negatively to anything you do that they perceive negatively (aggressive, threatening, dismissive, disrespectful, etc.). Calmly maintain steady eye-contact, relaxed posture, and a calm voice tone and you will improve your communication during conflict.

### **6. Apologize for your contribution**

Conflicts rarely happen entirely because of one person's actions. If only unintentionally, you probably did something to frustrate or irritate the other person in the moments just prior to or just after the conflict began. Go ahead and apologize. It won't harm you or diminish you. On the contrary, it will probably strengthen your status with the other person.

### **7. Give them a chance to speak**

Remember this key point phrased the way I read Patrick Lencioni write it – “people don't need to get their way so much as they need to be heard and understood.” If you will slow down long enough to really listen to them, they will probably calm down enough to listen to you. When people get a chance to say what is on their mind, they experience what psychologists call catharsis (or cleansing). This cleansing helps to lower emotional energy and pave the way for a more productive dialogue.

# "I" Statements

When a person feels that they are being blamed—whether rightly or wrongly—it's common that they respond with defensiveness. "I" statements are a simple way of speaking that will help you avoid this trap by reducing feelings of blame. A good "I" statement takes responsibility for one's own feelings, while tactfully describing a problem.

"I feel *emotion word* when *explanation*."

- ✓ "I feel..." must be followed with an emotion word, such as "angry", "hurt", or "worried".
- ✓ Careful wording won't help if your voice still sounds blaming. Use a soft and even tone.
- ✓ In your explanation, gently describe how the other person's actions affect you.

## Examples

Blaming	"You can't keep coming home so late! It's so inconsiderate."
"I" Statement	"I feel worried when you come home late. I can't even sleep."

Blaming	"You never call me. I guess we just won't talk anymore."
"I" Statement	"I feel hurt when you go so long without calling. I'm afraid you don't care."

## Practice

Scenario	A friend always cancels plans at the last minute. Recently, you were waiting for them at a restaurant, when they called to say they couldn't make it.
"I" Statement	

Scenario	You are working on a group project, and one member is not completing their portion. You have repeatedly had to finish their work.
"I" Statement	

Scenario	Your boss keeps dumping new work on you, with little instruction, and not enough time. Despite working overtime, you're weeks behind.
"I" Statement	



## Preparing a Vegetable Garden Site

Becky Sideman, UNH Cooperative Extension Professor & Specialist

This fact sheet will provide the basics of how to make a new vegetable garden, starting with site selection, and then covering soil testing, preparing the ground, cover cropping, and making a plan for fertilizing, weeding, and irrigating your new garden.

**Site selection.** The first major decision is where to put the vegetable garden.

- Choose a sunny spot. Most vegetables do best in full sun, over 8 hours of direct sunlight per day. If you don't have this much sun, consider sticking with crops that are more likely to tolerate some shade, such as herbs, and greens, like lettuce and spinach.
- Avoid low-lying areas. Plant roots need oxygen, and vegetables are particularly sensitive to being submerged. Avoid putting a vegetable garden in a spot where the water accumulates after a rainstorm.
- Avoid the perimeter of old houses. Any house built prior to 1978 is likely to have been painted with lead paint that has subsequently chipped and fallen onto the soil around the house. As a result, lead levels in the soil may be high enough that growing edible produce is not recommended. If in doubt, test your soil –standard soil tests screen for lead levels, and alert you if the lead levels may pose a concern.
- Consider convenience. If you have many spots to choose from, consider a location that is easy for you to get to, and one with easy access to irrigation water.

**Choose your garden format.** *Raised-bed gardens* use elevated frames that define a small, manageable space for the garden. While they involve more up-front labor and expense, they work well when the existing soil is not suitable for gardening. *In-ground gardens* work well when the soil is suitable for a garden, are less expensive to get started, and are easily moved to another location if needed. The rest of this fact sheet focuses on getting started with *in-ground gardens*.

**Test the soil.** Vegetable crops grow best in soils with a pH of 6.5-6.8. Our native NH soils are usually much more acidic than this (4.5-4.8), and lime or wood ash are added to raise and maintain a high pH, as well as to supply calcium and magnesium. Lime works slowly, so

### UNH Cooperative Extension Programs

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	Youth and Family



**A vegetable garden can be productive and beautiful all summer long.**



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## Did You Know?

Vegetable crops grow best in soils with a pH of 6.5-6.8.

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**This impatient gardener limed the garden site and is tilling in the sod about 6 weeks before the garden will be planted.**



**Tilling the ground a single time is a good start to the process of killing grasses, but they are still alive and will re-grow. Plan to till at least three times, once every 2-3 weeks, to fully prepare this soil.**

should be applied in the fall if possible. Wood ash acts more quickly, and can be applied in the spring before planting. If the garden site is still grass, you can apply the lime or wood ash on top of the grass. If your garden site is already tilled and prepared, incorporating or mixing the lime or wood ash into the top 4-6 inches of soil will help it work sooner.

We recommend that gardeners test their soil at least six months before planting to determine the amount of lime needed. Soil testing can be done through a number of private and public labs. UNH Cooperative Extension offers this service. Forms and instructions are available on our website: <https://extension.unh.edu/programs/soil-testing-services>, or you can call our Info Line at 1-877-EXT-GROW (1-877-398-4769).

Most new vegetable gardens start out as lawns or a combination of perennial weeds that need to be removed. Two easy and effective ways to kill perennial weeds in a garden setting are tillage and mulching, or a combination of these. Regardless of the method you use, perennial grasses are most easily killed in the very early spring before they begin to grow, or immediately after they have been mowed very short. Ideally, it is best to start this process the summer *before* you want to plant the garden, because it takes time to kill the grass and weeds. In addition, there are insect pests (e.g., wireworms and June beetle grubs) that live in the sod. These are likely to be a big problem in a garden that quickly follows the sod. One year without sod will greatly reduce the numbers of these pests. However, if you are willing to take the risk of loss to these pests and battle the weeds, it is possible to prepare the soil the year you want to plant, as long as you start early: before the grass begins to grow.

**Tillage.** It is possible to physically kill perennial weeds by hand or using various pieces of equipment. A spade or shovel can be used to prepare a small garden plot by hand using the double-digging or French intensive method—which is laborious and time-consuming, but effective. If you (or a neighbor) have access to a tractor and tractor-mounted equipment, using a plow first, and then a harrow or rototiller, can prepare a new garden site quickly. A small walk-behind rototiller can be used instead, but it will almost certainly require repeated uses (perhaps 3 times, once every 2-3 weeks) to thoroughly kill perennial weeds.

**Mulching.** The principle behind mulching to kill weeds is that you are starving them by preventing access to light. In general, perennial weeds and grasses have extensive root systems and a good supply of energy with which to try to re-grow—so successful mulching requires a mulch that *completely* blocks light, and it needs to be in place for several weeks or months.

Mulching can be very easily done using a heavy (6-mil or heavier) piece of black plastic, weighted down along the edges with heavy rocks or sandbags. As long as the plastic is UV-stabilized, it can be used repeatedly for the same or other purposes. You can also use any of a number of organic materials, such as newspaper, leaves, straw, wood chips, etc. To be successful, the layer must be thick enough to completely prevent light from reaching the plants growing underneath. Avoid using glossy papers and papers printed with colored inks. Wetting these mulching materials as they

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are put in place can help make a cohesive layer that is less likely to blow away in the wind.

Before removing the mulch, make sure that the sod underneath has been completely killed. Once the mulch has done the job, it can be left in place, with plants planted through it to reach the soil below, or it can be removed.

**Cover the ground—protect the soil.** If you have planned ahead and prepared the ground the summer before you'd like to plant the vegetable garden, you should protect the soil from erosion during the fall and winter by planting a winter cover crop. Oats are probably the most reliable and inexpensive cover crop for this purpose, and they can be purchased at most feed stores. Broadcast the seed at a rate of 2.5-3 lbs per 1,000 square feet onto freshly tilled ground, and rake to gently incorporate. Aim to plant between early August and mid-September to get maximum growth during the fall. The oats will die over the winter, making a thin layer of dead mulch that can be incorporated or planted through in the spring as soon as you are ready to plant the garden. Instead of growing a green manure, you could cover the ground with straw or other organic mulch that can be raked off following spring.

**Making a plan and planting the garden.** Once the garden soil has been prepared and is ready for planting, it's time to make a plan for fertilization, weed control during the season, and irrigation.

**Fertilization.** As mentioned above, we recommend that gardeners test their soil before planting to determine the amount of fertilizers needed. For more information, refer to [Fertilizing Vegetable Gardens](#) and [Guidelines for Using Manures & Composts in the Home Garden](#). As a general rule, a vegetable garden will need: 25 lbs/1000 sq. ft. of **10-10-10** OR 60 lbs/1000 sq. ft. of **4-3-3** or similar organic blended fertilizer.

Ideally, half of the fertilizer should be applied to the garden and mixed thoroughly into the top few inches of soil before planting; and half should be applied mid-way through the growing season in a “side-dress” application, placed near the plants and scratched lightly into the soil surface.

**Weed control.** If the perennial weeds were not completely killed prior to planting, they will try to re-grow and compete with the crops in your new vegetable garden. The first growing season is the most critical time to get these perennial weeds under control. They can be managed by repeated hoeing or cultivation (either by hand or with equipment), or by using mulches.

The best mulching materials are ones that you have on-hand in large quantities. Lawn clippings, straw, leaves, pine needles, and wood chips



**Before (top) and after (bottom); this piece of ground measuring 20x48' was covered with a 6 mil piece of black plastic for 6-8 weeks, completely killing the perennial plants that had lived there.**



**This cover crop of oats , shown in late September, will protect the ground from fall and winter erosion.**

### About the Author

Dr. Becky Sideman is an Extension Professor in the Department of Agriculture, Nutrition & Food Systems at UNH, and is the state specialist for Sustainable Horticulture for UNH Cooperative Extension. Her program emphasizes vegetable and berry crop production including season extension for Northern New England.

### For More Information

#### State Office

Taylor Hall  
59 College Rd.  
Durham, NH 03824  
<http://extension.unh.edu>

#### Ask UNH Extension

[answers@unh.edu](mailto:answers@unh.edu)  
1-877-EXT-GROW  
(1-877-398-4769)  
9 am–2 pm M–F

all make excellent mulches. A layer of organic mulch needs to be relatively thick (at least 4 inches) to prevent light from accessing the ground below. If carbon-rich mulches (straw, wood chips, sawdust) are mixed into the garden soil, the soil microbes will start to break them down, temporarily stealing nitrogen during the process, resulting in nitrogen-starved crops. This is not usually a problem if you continually add mulch to the top of the layer, and avoid mixing the mulch materials into the soil below.

If the garden is in the middle of a lawn or field, a good strategy to keep the surrounding grasses from creeping into the garden is to maintain a narrow tilled strip around the garden, just the width of a tiller. Tilling this strip every 3 weeks or so makes a barrier that defines the garden space and prevents weeds from creeping in and taking over.

**Irrigation.** As a general rule, most vegetable crops grow best if they receive about an inch of rainfall per week through the growing season. In a season with regular rainfall, supplemental irrigation may not be necessary except when first transplanting young plants into the garden. However, in a dry year, access to irrigation may be needed. Most home gardeners irrigate overhead (with a hose and breaker attachment or with a sprinkler) or using drip irrigation (using soaker hoses or drip tapes or emitters). Access to a source of water is critical in either case. The following resources are excellent sources of more detailed information on home garden irrigation strategies:

[Irrigating the Home Garden](#) (Virginia State University)

[Drip Irrigation for Home Gardens](#) (Colorado State University)

**Ready to plant.** With all of your prep work done, you're ready to plant your vegetable garden. You may find the following resources helpful, as you think about when and what to plant.

[Growing Vegetables: When to Plant your Vegetable Garden](#)  
[Starting Plants Indoors from Seed](#)

For a full collection of resources related to vegetable gardening, visit:  
<https://extension.unh.edu/tags/vegetable-gardening-home>

**Visit our website:**

**[extension.unh.edu](https://extension.unh.edu)**

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## Safety Skills

### Home Safety

*Evacuation, Communication, Fire Safety, Planning, Processing Information, Critical Thinking, Cooking Safety*

- Getting Help Worksheet (SaS1) – Source: University of Missouri
- Personal Information (SaS2) – Source: planet12sun.com  
In case of an emergency It is important to know your personal information. Fill out this worksheet with your personal information. Keep the completed sheet folded up in your wallet in case of emergency.
- Review and practice these basic rules for kitchen safety – Source: dummies.com  
Observing basic rules of kitchen safety is a good habit to develop. Always pay attention to what you're doing in the kitchen because one slip can cause serious injury or accidents. To prevent serious injuries or accidents: always pay attention to what you're doing, adopt a plan for kitchen cleanliness, and have necessary safety equipment at your disposal. It's also important to be aware of who is in the space.

#### **Kitchen Safety Tips:**

1. Store knives in a wooden block or in a drawer. Make sure the knives are out of the reach of people who shouldn't be around them. Follow these knife safety tips to prevent injury.
2. Never cook in loose clothes and keep long hair tied back. You don't want anything accidentally catching fire (not to mention hair ending up in the food!).
3. Never cook while wearing dangling jewelry. A bracelet can get tangled around pot handles.
4. Keep potholders nearby and use them! Be careful not to leave them near an open flame.
5. Turn pot handles away from the front of the stove. Children can't grab them, and adults can't bump into them if they're out of the way.
6. Don't let temperature-sensitive foods sit out in the kitchen. Raw meat, fish, and certain dairy products can spoil quickly, so refrigerate or freeze them right away.
7. Wipe up spills immediately. Keep the floor dry so that no one slips and falls.
8. Separate raw meat and poultry from other items whenever you use or store them. This precaution avoids cross-contamination of harmful bacteria from one food to another.
9. Wash your hands before handling food and after handling meat or poultry. Hands can be a virtual freight train of bacteria.
10. Get a fire extinguisher for your kitchen. This device can avert a disaster. You should do your best to prevent a kitchen fire, but sometimes it's out of your hands. So, make sure you know how to use the extinguisher before a fire breaks out. You can't waste any time reading the directions amidst the flames.

### Self-Management Strategies

*Self-Regulation, Meditation, Practicing Skills (DBT), Medication Management*

- Five-Minute Meditation Video –  
Source: <https://www.youtube.com/watch?v=inpok4MKVLM&fbclid=IwAR19YvDvwLrR7dCOWi16RAjSA-EXq6Oke8ywx7j2n306N8ee30t1diTxfLQ>
- Medication Management (SaS3) – Source: pcpsc.org
- Journaling – Journaling helps us figure out who we are, what we need and what we want. It can help us make better decisions, and focus on the very things that support us in taking compassionate care of ourselves and others.

#### **This Week's Journaling Topics**

- Topic 1: I couldn't imagine living without...
- Topic 2: When I'm in pain – physical or emotional – the kindest thing I can do for myself is...
- Topic 3: Make a list of the people in your life who genuinely support you, and who you can genuinely trust.



- 10 Minute Relaxation Breathing Exercise – Source: greatist.com

Controlled breathing exercises can help keep your mind and body in shape, by helping to lower blood pressure, promote feelings of calm and relaxation, and relieve stress.

### This Week's Breathing Exercise

#### **Sama Vritti or "equal breathing"**

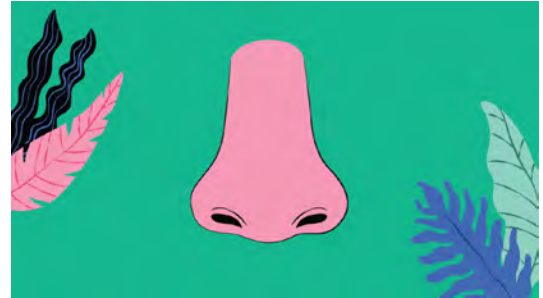
Source: Margarita Tartakovsky, MS – psychcentral.com/blog

This breathing exercise is especially effective before bed. According to yoga instructor Rebecca Pacheco, it works similarly to counting sheep.

"If you're having trouble falling asleep, this breath can help take your mind off the racing thoughts or whatever might be distracting you," she says.

How to do it: Begin by sitting or lying down in a comfortable position. Your eyes can be open or closed. Inhale for 4 counts, and then exhale for 4 counts.

All inhalations and exhalations should be made through your nose, which adds a slight, natural resistance to your breath. Once you get these basics down, try 6–8 counts per breath.



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Name: \_\_\_\_\_

# Getting Help

## When You Need Help:

1. **Think** of a safe person who could help you.
2. **Explain** what you need.
3. **Say thanks** for the help you receive.



**It is important** to know who you can ask for help. **List 5 safe people** you know who can help you. Explain why you feel safe with each person.

Name:	Why do you feel safe with this person?
*	
*	
*	
*	
*	

## Practice Time!

Think of a time when you needed help. Use this example and draw the three steps from the "Getting Help" video.

1.	2.	3.
----	----	----

# Word Bank

safe explain thanks person polite  
calm help think receive others

This word bank holds important words from the "Getting Help" video. Use each word in a sentence of its own to explain the message or theme behind the "Getting Help" video.

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

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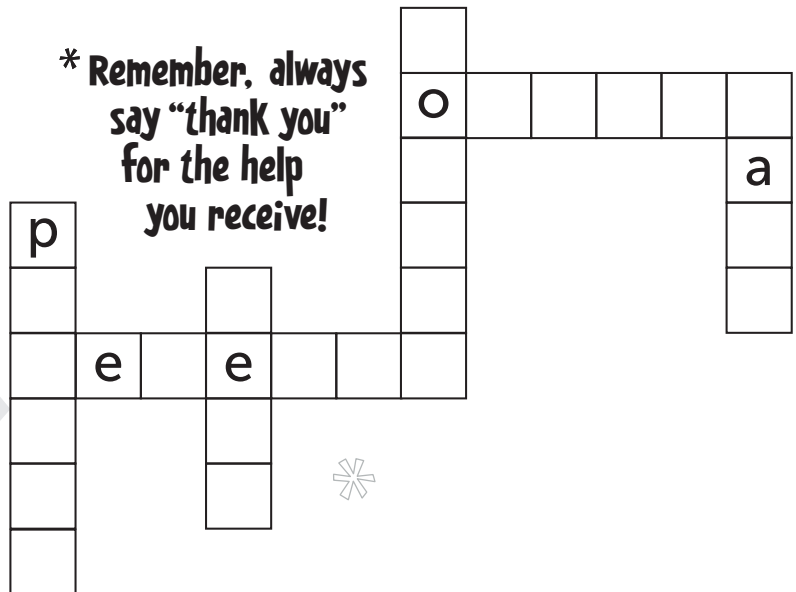
\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* \_\_\_\_\_

\* Remember, always say "thank you" for the help you receive!



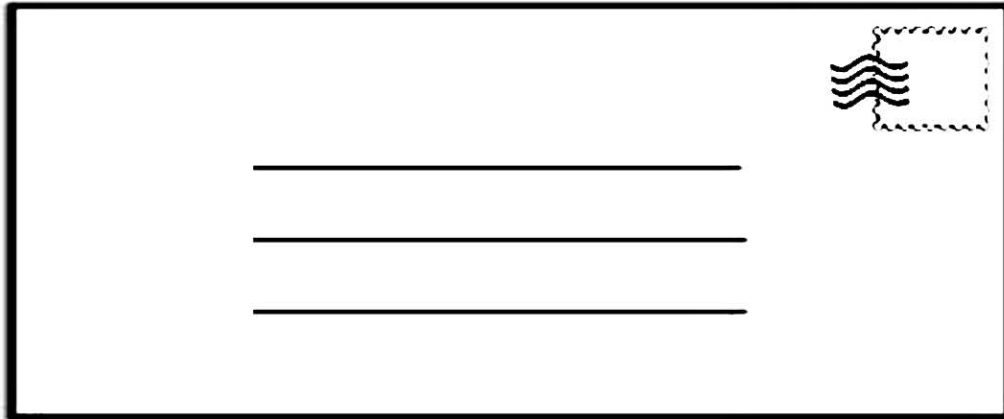
## Puzzle Works

Using words from the Word Bank, fill in the missing letters to complete the word puzzle.

# Personal Information

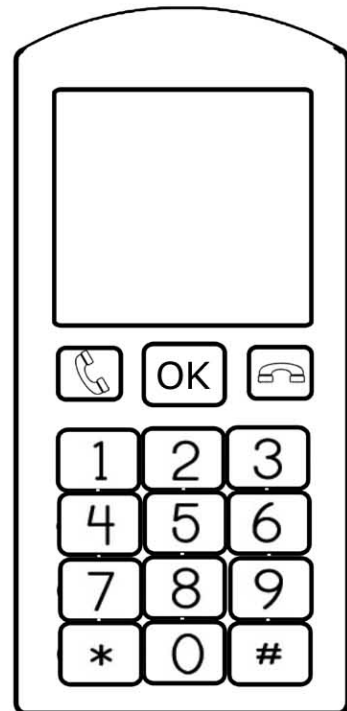
My name is: \_\_\_\_\_

My address is:



My phone number is: \_\_\_\_\_

Memorize your address and phone number. Practice dialing your phone number by pressing the keys.



# My Personal Medication Record



## ▶ My Personal Information

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Phone Number \_\_\_\_\_

### *Emergency Contact*

Name \_\_\_\_\_

Relationship \_\_\_\_\_

Phone Number \_\_\_\_\_

### *Primary Care Physician*

Name \_\_\_\_\_

Phone Number \_\_\_\_\_

### *Pharmacy/Drugstore*

Pharmacist \_\_\_\_\_

Phone Number \_\_\_\_\_

## How to Use This Guide

- Use the booklet to keep track of your medications (including prescription drugs, over-the-counter (OTC) drugs, herbal supplements, and vitamins.
- Share the information with your doctors and pharmacists at all visits.
- Keep it always with you.
- Use a pencil.

*You should review this record when*

- Starting or stopping a new medicine.
- Changing a dose.
- Visiting your doctor or pharmacist.

*Last updated:* \_\_\_\_\_

## ▶ Other Physicians

Name of Physician \_\_\_\_\_

*Specialty* \_\_\_\_\_

*Phone Number* \_\_\_\_\_

Name of Physician \_\_\_\_\_

*Specialty* \_\_\_\_\_

*Phone Number* \_\_\_\_\_

Name of Physician \_\_\_\_\_

*Specialty* \_\_\_\_\_

*Phone Number* \_\_\_\_\_

## ▶ My Allergies

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ▶ My Medical Conditions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

*In Cooperation with the SOS Rx Coalition*

What I'm Taking	Reason for Use	Form (pill, patch, liquid, injection, etc)	Dosage	How Much & When	Use (regularly or occasionally)	Start/Stop Dates (1/05/05 - 3/05/05) (1/01/94 - ongoing)	Notes or Special Directions
* Be sure to include ALL prescription drugs over-the-counter drugs, vitamins, and herbal supplements.							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



## Decision-Making Skills

### Art & Crafts

*Processing, Decision Making, Supply Management/Planning*

- Easter Egg Birdseed Ornaments (DMS1) – Source: [redeemyourground.com](http://redeemyourground.com)
- Make your Own Magnets (DMS2) – Source: Shannon Petrie – [HGTV.com](http://HGTV.com)
- Tissue Paper Stained Glass Craft (DSM3) – Source: [artfulparent.com](http://artfulparent.com)

### Daily Activity Planning

*Planning Day, Choice, Researching Information*

- Learn how to play guitar – Source: [fender.com](http://fender.com)

Learning to play an instrument requires time, dedication, patience and practice. Fender, a guitar manufacturer is offering free guitar lessons for three months. Check out the website with your client. Assist your client in creating a daily guitar practice schedule. Help your client to follow through with their practicing.

- Virtual Escape Room – Source: [https://docs.google.com/forms/d/e/1FAIpQLSc4-g\\_PdCdGnThONdtmbQZdfIG1tfy\\_L2PedFrN-uCnN5nDlg/formResponse](https://docs.google.com/forms/d/e/1FAIpQLSc4-g_PdCdGnThONdtmbQZdfIG1tfy_L2PedFrN-uCnN5nDlg/formResponse)

Have you ever wanted to attend an escape room? Now is your chance. Above is a link to a virtual escape room. Plan on how to navigate the escape, make game time decisions to successfully escape just in time. Problem solving, critical thinking, calmness are all skills needed to be successful in this activity.

### Board Games

*Decision Making, Critical Thinking*

- True / False Game – Source: <https://www.merriam-webster.com/word-games/true-or-false>
- Make your own Word Scramble (think Scrabble) – Source: <https://www.armoredpenguin.com/wordscramble/>
- Battleship board game (DSM4) – Source: Seth Brown, [thesprucecrafts.com](http://thesprucecrafts.com)

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# Easter Egg Birdseed Ornaments

[redeemyourground.com/easter-egg-birdseed-ornaments/](https://redeemyourground.com/easter-egg-birdseed-ornaments/)

Brittany Scott

March 15,  
2018



Easter is just around the corner and I've got a fun activity you can do with your kids this weekend. If you've been following us from the beginning you may remember the Birdseed Ornaments I wrote about at Christmastime. Well this is a twist on those same ornaments... Easter Egg birdseed ornaments to hang outside that say "welcome spring" to your birds. As I mentioned in the [previous post](#), these birdseed ornaments are really simple to make! Definitely a kid-friendly project that the whole family can do together. I have to say, the results were cuter than I even imagined and I love looking outside at all the brightly colored raffia eggs adorning my tree as the birds draw near.

So here's what you do...

- Mix  $\frac{3}{4}$  cup flour,  $\frac{1}{2}$  cup water,  $\frac{1}{4}$  cup corn syrup in a bowl.
- Next, stir in 4 cups of birdseed.

- Then it's time to mold them into eggs. You will need plastic Easter eggs for this step.
  - Spray the inside of your plastic eggs with cooking spray to ensure that the mixture doesn't get stuck and makes it easy for it to come out when you are done.
  - Scoop the mixture into both sides of the plastic egg...a little excess is actually good because you will close the egg up and you want it tightly filled. Excess will squeeze out the sides and you will just wipe it off.
  - Make sure you close the egg completely so that you make sure the top and bottom half are firmly packed together.



After you have all of your eggs filled and closed up (btw...this recipe made 18 small eggs), you will then want to open one end of the plastic egg. I suggest opening the smaller, bottom end of the egg. You have to do this gingerly and carefully so as not to pull the 2 halves apart. But hopefully the one end will come out smoothly. You may have to gently pat a little at the seam to help maintain the shape. My big "ah-ha" moment in getting these to keep shape and not break apart while drying was to put the plastic egg with one half removed and set it in my mini muffin tin. Keeping the mixture both in the mold and upright allowed for support and gravity to help keep its shape.....yet having half of the plastic egg removed allowed the mixture to dry faster and not get completely stuck in two parts the plastic egg in the end.





You will let them dry like this for a couple of hours.....or maybe just an hour....I'm not really sure on the exact timing as we went off to do some things in the yard and came back to take them out and flip them over and it was almost two hours later but they were good and ready then. So then you will take them out of the second half of the plastic egg and place the "naked birdseed egg" back in the muffin tin with the dry side down and the newly released side up to continue drying for an hour or so.



To hang these, I suggest using bright spring colored raffia or yarn to make them festive when you hang them. (1) Cut two pieces to about 30-32" and tie the two pieces together with a knot in the center. (2) For this next part, you will probably need two sets of hands.....at least I did. While one person is holding the egg the other will lay the knot on the center of the base of the egg and spread the raffia out like an X . (3) You will then let the raffia drape around to the top of the egg forming a cradle of sorts. (4) At this point you take two strands in each hand and use them to tie a tight double knot at the top of the egg. (5) After that, I tied a bow on the top of the egg with the raffia because I wanted the extra detail and more color. (6) From there I took the tails of the bow and tied the ends of them in a double knot to create a loop that the ornaments could be hung by on the tree.







So there you have it...a fun and relatively easy activity that you can do with (or without) your kiddos THIS weekend! Or it could be a fun after school activity this next week....still in time for Easter. What a cute Easter decoration to draw the birds to your yard. I feel certain the birds will be thanking you too!



## Make Easy, Personalized Magnets

By: Shannon Petrie

<https://www.hgtv.com/design/design-blog/how-to/diy-stocking-stuffer-easy-personalized-magnets>

Transform clear glass gems into adorable magnets customized for all your friends and family. These DIY magnets are inexpensive, easy to make in large batches and can be personalized for everyone on your list. Here's how:

You can pick up a large bag of glass gems (look for them in the floral section of your craft store) and a pack of magnets for \$10 to \$15 and make dozens of these little guys. I started by flipping through old issues of magazines and cutting out small photos. But think of the other possibilities: You could use maps (for the traveler), Instagram photos (for your bestie), ticket stubs (for the movie/music lover), family artwork (for the grandparents). Follow these easy steps to make these customized magnets yourself:

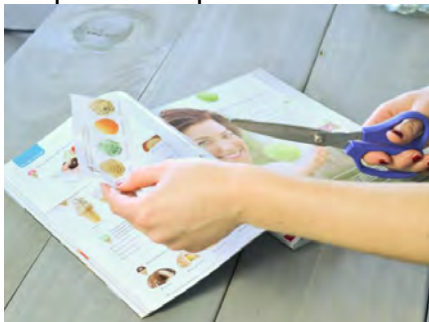


### Materials:

decorative glass gems  
3/4" round ceramic magnets  
magazines, photos or pretty paper  
Mod Podge  
scissors  
paintbrush

### Directions:

#### Prep Your Paper



Start by cutting your image down to a more manageable size, a couple of inches larger in diameter than your gem. Tip: When flipping through

magazines or photos, use a gem as a guide to find images that are the perfect size for your magnets.

#### Attach Gem to Paper







With a paintbrush, brush a thin coat of Mod Podge onto the flat side of a gem, then press it firmly onto the paper. Let dry for about 20 minutes or until the Mod Podge is completely clear.

#### Cut Excess Paper



After the Mod Podge is dry, grab your scissors and cut around the gem to remove the excess paper. You'll probably have to take a second pass to clean up any ragged edges.

#### Attach Magnet to Gem



Add a dot of hot glue to the flat side of the gem. Press a magnet firmly onto the gem and let dry. And you're done — it's that easy! To package your magnets up as gifts, try putting them in a small tin — they'll stick to the metal and stay in place.



#### More Ways to Personalize:

Photos - High-contrast photos show up best through the glass, so your heavily filtered Instagram pics will work great. For photos of people, it's ideal if there's a bit of background around the subjects so no heads are awkwardly cropped.

Glitter - I used three coats of glitter glue sealed with a final layer of Mod Podge.

Be sure to let each coat dry thoroughly.

Letters - I used gold letter stickers from the scrapbooking section of my craft store.

Book pages - Colorful comic book pages would look especially cool.

Maps

Ticket stubs

Family/friend's artwork

Playing cards

## Tissue Paper Stained Glass Craft

<https://artfulparent.com/tissue-paper-stained-glass/>

### **MATERIALS:**

- Wax paper
- Colored tissue paper (not bleeding)
- Liquid starch (you can find this in the laundry section of the grocery or drug store) or watered-down glue  
Or  
Elmer's glue



### **INSTRUCTIONS:**

#### **1. Tear tissue paper into pieces**

Tear up up some colored tissue paper into small pieces.

OR

Cut the tissue paper into geometric shapes .

#### **2. Brush liquid starch on waxed paper**

tape down a sheet of waxed paper to use as the base for the stained glass. brush the liquid starch all over the waxed paper,

set a piece of tissue paper on the liquid starch-covered piece of wax paper, brushed more liquid starch over the piece.



continue adding layers of liquid starch and colored tissue paper until waxed paper was covered w/ tissue paper.

#### **3. Let it dry**



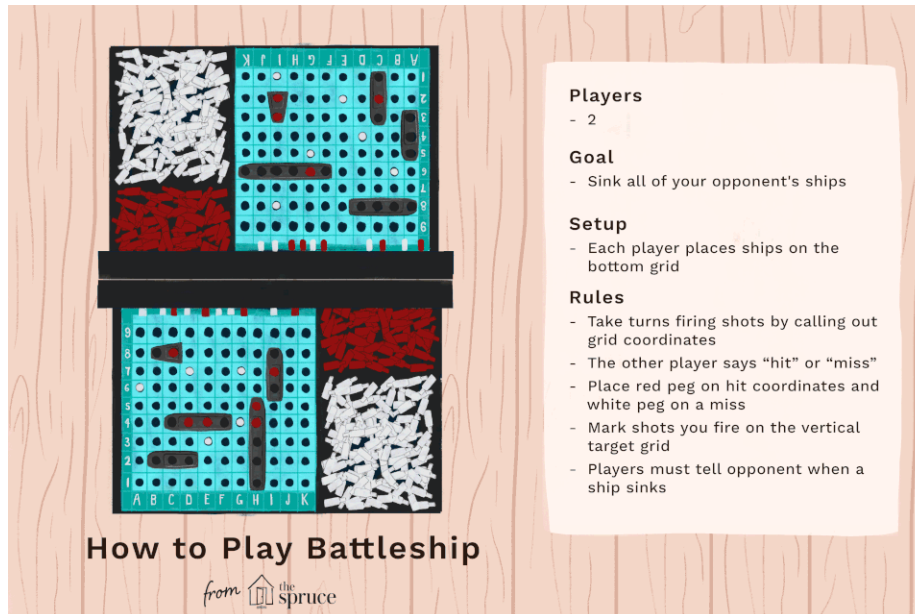
#### **4. Display in window**

After the tissue paper stained glass dried, hang it in a widow with sunshine.

# How to Play the Battleship Board Game

Written by Seth Brown

Updated 12/30/19



Battleship gameplay is straightforward. Each player hides ships on a plastic grid containing vertical and horizontal space coordinates. Players take turns calling out row and column coordinates on the other player's grid in an attempt to identify a square that contains a ship.

The game board each player gets has two grids: an upper and lower grid. The lower grid is used by the player to "hide" the location of his own ships, while the upper grid is used to record the shots fired toward the opponent and to document whether those shots were hits or misses.

## Setting up the Game:

Each player receives a game board and five ships of varying lengths. Each ship has holes where the "hit" pegs are inserted and a supply of hit and miss markers (white and red pegs).

### The five ships are:

Carrier, which has five holes

Battleship, which has four holes

Cruiser, which has three holes

Submarine, which has three holes

Destroyer, which has two holes

The two players should be positioned so they face each other across a game table. Their target grids back up to one another vertically so that neither player can see his opponent's ocean grid and ship locations.

Before the game starts, each opponent secretly places their own five ships on the ocean grid (lower part of the board) by laying out their ships and anchoring them into the holes on the grid. Each ship must be placed horizontally or vertically across grid spaces—not diagonally—and the ships can't hang off the grid. Ships can touch each other, but they can't occupy the same grid space. You cannot change the position of the ships after the game begins.



## **Basic Gameplay:**

Players take turns firing shots (by calling out a grid coordinate) to attempt to hit the opponent's enemy ships.

On your turn, call out a letter and a number that identifies a row and column on your target grid. Your opponent checks that coordinate on their ocean grid and verbally responds "miss" if there is no ship there, or "hit" if you have correctly guessed a space that is occupied by a ship.

Mark each of your shots or attempts to fire on the enemy using your target grid (upper part of the board) by using white pegs to document your misses and red pegs to register your hits. As the game proceeds, the red pegs will gradually identify the size and location of your opponent's ships.

When it is your opponent's turn to fire shots at you, each time one of your ships receives a hit, put a red peg into the hole on the ship corresponding to the grid space. When one of your ships has every slot filled with red pegs, you must announce to your opponent when your ship is sunk. In classic play, the phrase is "You sunk my battleship!"

The first player to sink all five of their opponent's ships wins the game.

<https://www.thesprucecrafts.com/the-basic-rules-of-battleship-411069>

## Nutrition & Healthy Lifestyle

### Exercise

Health & Wellness, Motor Planning, Self-Regulation, Range of Motion

- NEW: Tai Chi
  - Top 10 Tai Chi Moves for Beginners: <https://www.youtube.com/watch?edufilter=NULL&v=vHBR5MZmEsY>
  - Tai Chi for Beginners Video | Dr Paul Lam | Free Lesson and Introduction <https://www.youtube.com/watch?edufilter=NULL&v=hIOHGrYCEJ4>
- Online Yoga Classes
  - Yoga in Action: <https://yogainaction.org/online-yoga.html>
  - Chair Yoga: <https://www.youtube.com/watch?edufilter=NULL&v=1DYH5ud3zHo>  
<https://www.youtube.com/watch?edufilter=NULL&v=m4t9nCW3630>
  - NEW: Adaptive Yoga: [https://www.youtube.com/watch?v=84\\_eH-P4aBg&fbclid=IwAR1LdJVmV056Ppx\\_SGniSw9oqvaXJ-nrHkXkLox2Bepbz5dxQ\\_ZDc-1p9Vo](https://www.youtube.com/watch?v=84_eH-P4aBg&fbclid=IwAR1LdJVmV056Ppx_SGniSw9oqvaXJ-nrHkXkLox2Bepbz5dxQ_ZDc-1p9Vo)
- Zumba
  - [https://www.youtube.com/watch?edufilter=NULL&v=9\\_MxwQw10RI](https://www.youtube.com/watch?edufilter=NULL&v=9_MxwQw10RI)
  - Chair Zumba: [https://www.youtube.com/watch?edufilter=NULL&v=GdHFAeC\\_Ys](https://www.youtube.com/watch?edufilter=NULL&v=GdHFAeC_Ys)

### Weekly Hiking Guide by Location

- **Stratham:** Henderson Swasey Town Forest - 10 Newfields Rd, Exeter (TM1)
- **Concord:** Oak Hill Hiking Trails, 292-342 Shaker Rd, Concord (TM2)
- **Manchester:** Educational Farm at Joppa Hill, 174 Joppa Hill Rd, Bedford (TM3)

#### This week's hiking activity:

- Get Started Bird Watching (NHL1) – Source: wvdnr.gov

#### Please note:

- Before exploring the trails, double check to see if they are open as things change daily due to Covid-19
- Follow social distancing practices. Make sure to stay at least 6 feet apart from people and keep your hands to yourself.



## Meal Preparation

*Sanitation, Healthy Choices, Healthy & Wellness, Planning*

- Cooking Tools Word Find (NHL2) – Source: [tastebudskitchen.com](http://tastebudskitchen.com)
- Healthy Cooking Tips (NHL3) – Source: Nourish Interactive
- Fruit and Vegetable Color Challenge (NHL4) – Source: [tastebudskitchen.com](http://tastebudskitchen.com)

## Cooking

*Cooking safety, chopping, utilizing appliances*

- Basic knife skills video, and practice – Source: <https://www.youtube.com/watch?edufilter=NULL&v=G-Fg71G1zw>
- Tips for teaching knife safety (NHL6) – Source: Utah State University Cooperative Extension

## Self-Regulation Skills

*Practicing Self-Regulation Skills (DBT), Meditation*

- Guess the Emotion Exercise – Source: <https://positivepsychology.com/communication-games-and-activities/>  
A useful exercise for practicing self-regulation is called “Guess the Emotion.” As you might expect, it involves acting out and guessing emotions. This helps all participants practice empathy and better understand others’ reactions.
  - Create two groups.
  - Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
  - Have a participant from Group A take the top card from the table and act out the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
  - If the emotion is guessed correctly by Group A, they receive ten points.
  - Now have a participant from Group B act out an emotion; award points as appropriate.
  - Rotate the acting opportunities between the two groups.
  - After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total.
  - If you have a particularly competitive group, consider giving a prize to the winning team!
- Mandala coloring pages (NHL7) – Source: [supercoloring.com](http://supercoloring.com) / Michelle Grewe
- Learn to quickly relieve stress – Source: Emotional Intelligence Toolkit, Dr. Jeanne Segal

Being able to manage and relieve stress is the key to staying balanced, focused, and in control, no matter what challenges you face in life. As well as helping you cope with day-to-day stressors, employing quick stress relief techniques will also help you bring your nervous system into balance when practicing meditation.

### Quick Stress Relief

The best way to reduce stress quickly is by taking a deep breath and using your senses—what you see, hear, smell, taste, and touch—or through a soothing movement. By viewing a favorite photo, smelling a specific scent, listening to a favorite piece of music, tasting a piece of gum, or hugging a pet, for example, you can quickly relax and focus yourself. Of course, not everyone responds to each sensory experience in the same way. The key to quick stress relief is to experiment and discover the unique sensory experiences that work best for you.



## Self-Care

*Medication, Activities of Daily Living, Proper Handwashing, Bathroom, COVID-19 Sickness*

- Handwashing Activity – Source: [https://www.sciencebuddies.org/stem-activities/hand-washing?from=FB&fbclid=IwAR30KbSKCk1fsgEcJH\\_EjZDdK6mjF3rob5XHT8CzQdoDFNZfBV9wFLvmK4](https://www.sciencebuddies.org/stem-activities/hand-washing?from=FB&fbclid=IwAR30KbSKCk1fsgEcJH_EjZDdK6mjF3rob5XHT8CzQdoDFNZfBV9wFLvmK4)

- Stress Busters in Challenging Times – Source: kripalu.org

When things seem completely overwhelming, we often feel powerless, fearful, and stuck. Yet research shows that 20 percent of stress is what happens to us; 80 percent is how we deal with it. So how can we go about transforming stress?

Through mindfulness practices, which include yoga and meditation, we can step back and examine the bigger picture, and then come up with action plans to help us deal with our stress in skillful ways.

Here are five steps to help you work with stress:

1. Express what's going on. Expressing what you're feeling releases tension. Find creative outlets, such as writing or drawing, to move that stressful energy.
2. Be in the present. Worrying about the future causes stress. Notice what's going on right now, at this very moment, not what your mind is telling you.
3. Make a list. Examine your specific stressors and write them down. Look at them through new perspectives once you're done listing them.
4. Notice. Pause, breathe, and notice your thoughts and sensations. Allow your feelings to be present.
5. Let go of self-judgment. Feel what you feel with self-compassion and lack of judgment.

- Social Distancing – What does it mean (NHL8) – Source: Waltonville Community Unit School District 1

- How to empower individuals and more information on Covid 19 – Source:

<https://vimeo.com/399733860?fbclid=IwAR37Ma4OaTLZ-OgadaduN1fG82k8T08wjWvgKB1pa-bjHZ2NiwpvmvfxILc>

Ask client if they have any questions, concerns or fears about the Coronavirus Covid 19. Watch vimeo and debrief after.

- Stay at home save lives (NHL9) - Source: Exeter Hospital

## Housekeeping

*Following Instruction, Communication*

Source: Ultimate Guide to Housekeeping, Mary Marlowe Leverette

### Daily Chore Options of the Week

- Declutter and De-crumbs Counters

After any food preparation, put everything away and wipe down countertops and appliances to get rid of crumbs and spills.

- Put Away Clothes

Place soiled clothing in a hamper. Return clean clothes and shoes to the closet or drawers.

- Return Things to Their Proper Place

If cups or dishes have migrated to the bedroom, return them to the kitchen. Teach kids to put away toys and gather school-items needed for the next day.

### Weekly Chore Options of the Week

- Check the Refrigerator

Take the time to toss leftovers and spoiled foods. Wipe down shelves and bins with a disinfectant wipe.

- Dust and Vacuum

Dust all surfaces and vacuum floors.

Return to [Table of Contents](#)





# Henderson Swasey Town Forest

Scan QR code for a copy of this and other trail maps or visit [openstreetmap.org](http://openstreetmap.org)



## Natural Resources

The Henderson-Swasey Town Forest is a 220-acre area of conservation lands managed by the Exeter Conservation Commission. The property was originally conserved in the 1970s with additional parcels added over the years. In 1991, by vote of the residents of Exeter, the land was officially designated as a Town Forest, giving it special allowances under NH Revised Statutes 31:112. The forest spans the area south of Route 101 between Commerce Drive and Newfields Road (Rte. 85) near the rail-road trestle underpass. Several trails cross onto private property and rely on permission from the landowners.

The large unfragmented block of deciduous and conifer forests is important for wildlife diversity, quality habitat and movement corridors. This makes it an excellent spot for viewing wildlife including beavers, deer, coyote, fox, rodents, reptiles, amphibians and many bird species. The land is characterized by numerous boulder and ledge outcrops, hummocky terrain, and a number of vernal pools and wetlands. Forestry management is guided by a long term forest management plan which includes occasional selective harvesting.

## Trail Information

The area has a well-established trail system that provides a number of outdoor opportunities, including cross-country skiing, running and jogging, hiking, orienteering and mountain biking. The trail connects to the Oaklands Town Forest trail network to the north through a large culvert that runs beneath Route 101. Though the main trailhead is west of Newfields Road, several other access points exist on private lands including: via the C3i parking lot off of the Commerce Way cul-de-sac, Industrial Drive, behind the Meeting Place, and Norris Brook Condominiums.

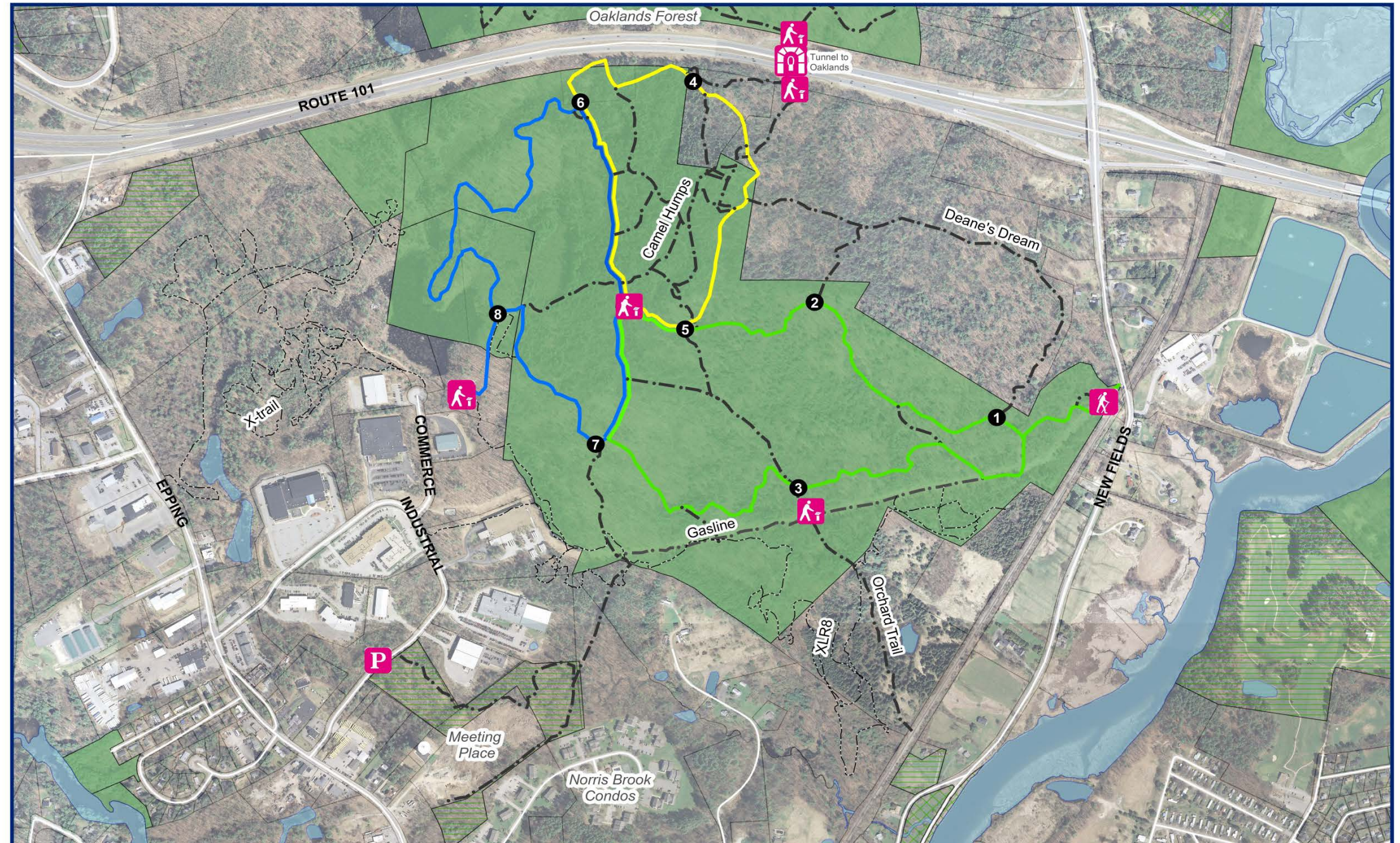
Temporary closures may occur during very muddy or wet conditions. Closures will be posted at entrance kiosks and the Town of Exeter website. Private landowners have the right to limit access. Please respect closures for the benefit of all users.

## Compatible Uses

The property is open year round for passive recreation such as hiking, wildlife viewing, biking, and winter snowshoeing and cross-country skiing.

Leashed dogs under their owners control are permitted. As a courtesy to others and out of respect to your trail system, please carry-in-carry out all trash and clean up dog waste.

Hunting is not permitted on this property, but visitors connecting to the Oaklands Town Forest should be aware that hunting is permitted there.



Trail Network  
Town of Exeter, NH



Please Note:  
Some trails cross onto private property. Please respect their property.

Henderson Swasey  
Town Forest Trails



Easement	Parking Map	Blaze Color
Fee Owned	Junction	Unblazed
		Rogue



## First Time to Our Trails?

This is a complex network of trails. Only our colored trails have painted blazes, with double blazes indicating direction changes. Though we attempt to keep blazes maintained, a forest is a dynamic system and markers may or may not always be visible. Always follow safe hiking standards, let others know your hike plan, be adequately dressed and carry food and water, be aware of sunset times, pay attention to your surroundings, weather and trail conditions. Staying safe is YOUR responsibility.

## Compatible Uses:

- Hiking
- Snowshoeing/XC Skiing
- Wildlife Viewing
- Other passive recreation
- Hunting is NOT permitted

## Distances:

- 1.65 mi. Green Loop
- 1.75 mi. Blue Loop
- 0.98 mi. Yellow Loop
- 0.50 mi. Gas Pipeline



YOU ARE  
HERE



REMEMBER  
Please take only pictures  
and leave only footprints.



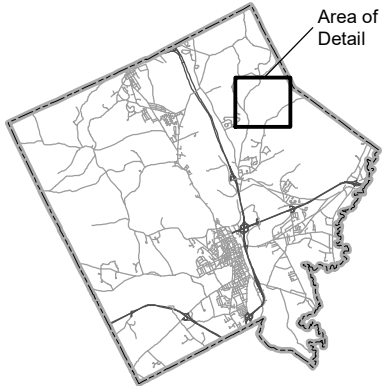


# Oak Hill Trails

Map 12



Concord  
Conservation  
Commission  
41 Green St  
Concord, NH  
(603) 225-8515



Area of  
Detail

- Contours
- City Boundary
- Streams
- Water Bodies
- Field
- Forest
- Brush
- Parking
- Point of Interest
- Sign
- Vista

**To make your trip more enjoyable for yourself and others who will follow you, please observe the following:**

- Motorized recreational vehicles are prohibited on City land;
- Do not disturb plants or animals;
- Keep to marked trails;
- Respect private property near the trails;
- Carry out all trash and litter, and clean up after your pet; and
- Be equipped for country walking.



The 312-acre Joppa Hill Farm is located in both Amherst and Bedford. 120 acres are located in and owned by the Town of Amherst, under the management of the Amherst Conservation Commission. 190 acres in Bedford are owned by the Town of Bedford and are preserved under a Conservation Easement held by the Bedford Land Trust.

The open fields of this conservation land are of great value to wildlife. The property provides opportunities for residents to hike, snowshoe and enjoy the activities at the educational farm located there.

The Amherst Conservation Commission created and blazed a 2-mile trail loop that runs through the Joppa Hill Farm and adjoining protected land in Amherst. The hiker will walk partly on an old farm road, through fields, forest, to a beautiful beaver pond!

This trail system can be accessed from both Horace Greeley Highway in Amherst and the Joppa Hill Educational Farm parking lot in Bedford. Future plans are to connect the northwestern corner of the loop to the Pulpit Rock Conservation Land in Bedford.

When walking through the Educational Farm, we ask that certain precautions be taken. Please do not feed the farm animals – they are on diets specifically tailored for them. Dogs must be on leash and under the owners' control at all times. If cows or other large animals are being moved from one field to another, please wait in the parking lot for all gates to be repositioned to safely restrain the animals before accessing the trails.

The trails are cleared but not always smooth. Wear proper footwear and as with any hiking in the woods, take precautions. Uneven surfaces, poison ivy, insect bites, etc. are all possible in a natural setting. Ticks are abundant. Wear proper clothing and use repellent. Hike with someone else whenever possible.

Please take only photos; leave only footprints. Enjoy the trails!

**BEDFORD LAND TRUST**  
www.bedfordlandtrust.org  
info@bedfordlandtrust.org  
603-228-1231– ask for Bedford Land Trust

**JOPPA HILL FARM  
HIKING TRAILS**  
Amherst and Bedford, NH  
Trails constructed by Amherst Conservation  
Commission  
Trail map made by Bedford Land Trust





**JOPPA HILL FARM - 312 Acres  
AMHERST & BEDFORD, NH**

**AMHERST**

**BEDFORD**

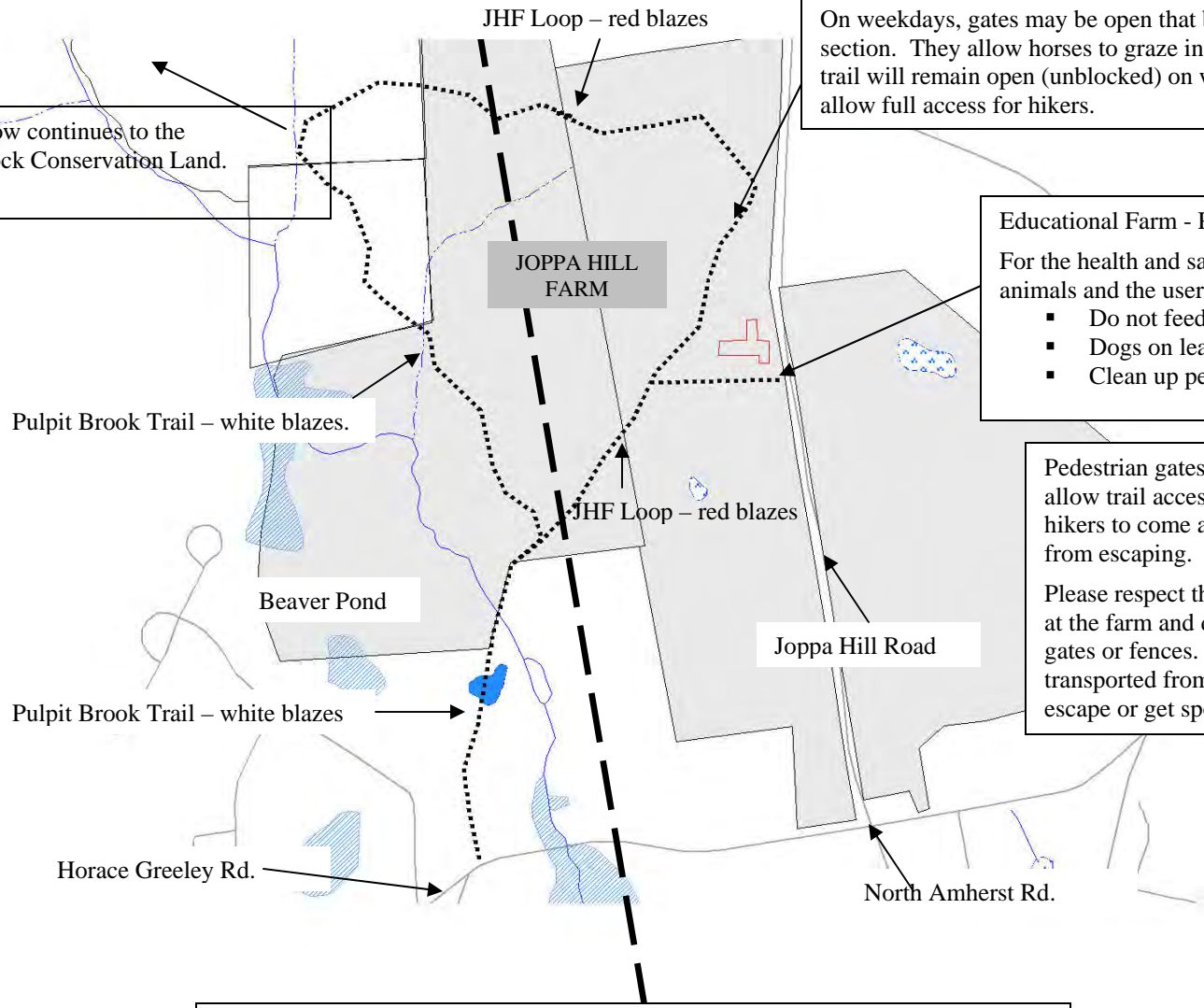
The Pulpit Brook Trail now continues to the Old Mill Site at Pulpit Rock Conservation Land. Follow the white blazes.

On weekdays, gates may be open that block the trail in this section. They allow horses to graze in the western field. The trail will remain open (unblocked) on weekends and evenings to allow full access for hikers.

Educational Farm - Parking available  
For the health and safety of the farm animals and the users of the trails:

- Do not feed the animals
- Dogs on leashes only
- Clean up pet waste

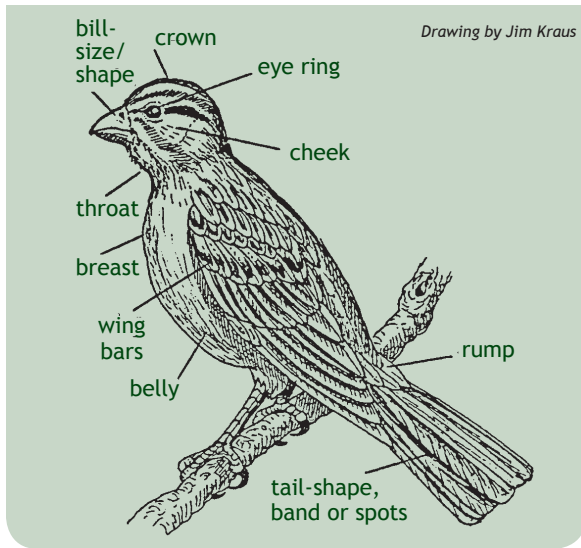
Pedestrian gates have been installed to allow trail access at all times. They allow hikers to come and go, but prevent animals from escaping.  
Please respect the workers and the animals at the farm and do not climb any closed gates or fences. Animals may be being transported from field to field and could escape or get spooked.



**Joppa Hill Farm Hiking Trail ~2 Miles in Length**



# WHAT TO NOTICE ABOUT A BIRD



The following characteristics of a bird's appearance and behavior will help you to identify it. For some birds, you might need all of the clues for identification, while for others, one characteristic might give it away. The order in which these features are noted is not important, but try to remember the combination of features each bird displays.

**Field marks** are the physical aspects of a bird that are often visible during its normal activities. These include features such as body and bill shape, wing and rump coloration, tail bands, eye rings, and more. Most people notice the color of a bird first and, for a few birds such as the electric orange of the male Baltimore oriole, this might be all you will need. However, many birds share the same coloration. Many finches and sparrows are streaked brown, and additional field marks are needed for their identification.

**Size** - Comparing the size and shape of the bird you are looking at to the size of a bird you are familiar with may aid in identifying it. Is it smaller than a crow? More slender than a blackbird?

**Silhouette** - A bird's shape, specifically the shape of its head, wings or tail, may give clues to its identity.

**Habits and Behavior** - Observing how and where a bird interacts with its surroundings is a valuable identification tool. Does it eat insects or seeds? Does it feed in a tree or from the ground? Does it hover like a hummingbird or soar like a vulture? Answering questions such as these provides enjoyable lessons in natural history.

**Habitat** - Some birds are only found in certain habitats, so noting where the bird is found may help eliminate certain species. Is the bird in a coniferous or deciduous forest, open field or marsh? In treetops or on the ground?

**Calls and Songs** - Ornithologists recognize two categories of bird vocalization: calls and songs. Calls are generally brief sounds of only one or two notes, while a song is usually a rhythmic series of notes uttered in a recognizable pattern. Many birds have very distinctive songs and identification is possible without ever actually seeing them. Recordings of calls and songs are available from bookstores that sell field guides, on the Internet, or in the collections of many public libraries.

The only way to become proficient at birding is to practice. Birding may seem difficult at first, but with a little study you will be able to identify many birds with just a quick look or hearing a few notes of their song.

## Top Books For Birders:

- *Birding Guide to West Virginia* by The Brooks Bird Club of West Virginia, 1999.
- *West Virginia Breeding Bird Atlas* by Albert R. Buckelew and George A. Hall, 1994.
- The National Audubon Society *Field Guide to North American Birds: East*, 1996.
- *The Sibley Field Guide to Birds of Eastern North America*, by David Allen Sibley, 2003.
- *The National Geographic Field Guide to the Birds of North America*, National Geographic Society, 1999.
- *The Crossley ID Guide: Eastern Birds* by Richard Crossley
- *Peterson Field Guide to the Eastern Birds* by Roger Tory Peterson, 1980.
- *WV DNR Educational brochures* - For The Birds... Feeding Birds in Your Backyard, Neotropical Migratory Birds of West Virginia, How To Attract Cavity Nesters and Birds of West Virginia Field Checklist.

## Get More Involved!

The WVDNR Wildlife Diversity program encourages participation in several different activities:

- WV Breeding Bird Atlas
- Audubon Christmas Bird Counts
- WV Winter Bird Count
- Great Backyard Bird Count

For more information on all these programs, check out Birding in WV on the WVDNR website or call 304-637-0245.



Printed on recycled paper

## Get Started Bird Watching

West Virginia Division  
of Natural Resources  
Wildlife Diversity Program  
P.O. Box 67  
Elkins, WV 26241  
304-637-0245

[www.wvdnr.gov](http://www.wvdnr.gov)

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10M 3/12

# Get Started Bird Watching



Cardinal

# GET STARTED BIRD WATCHING

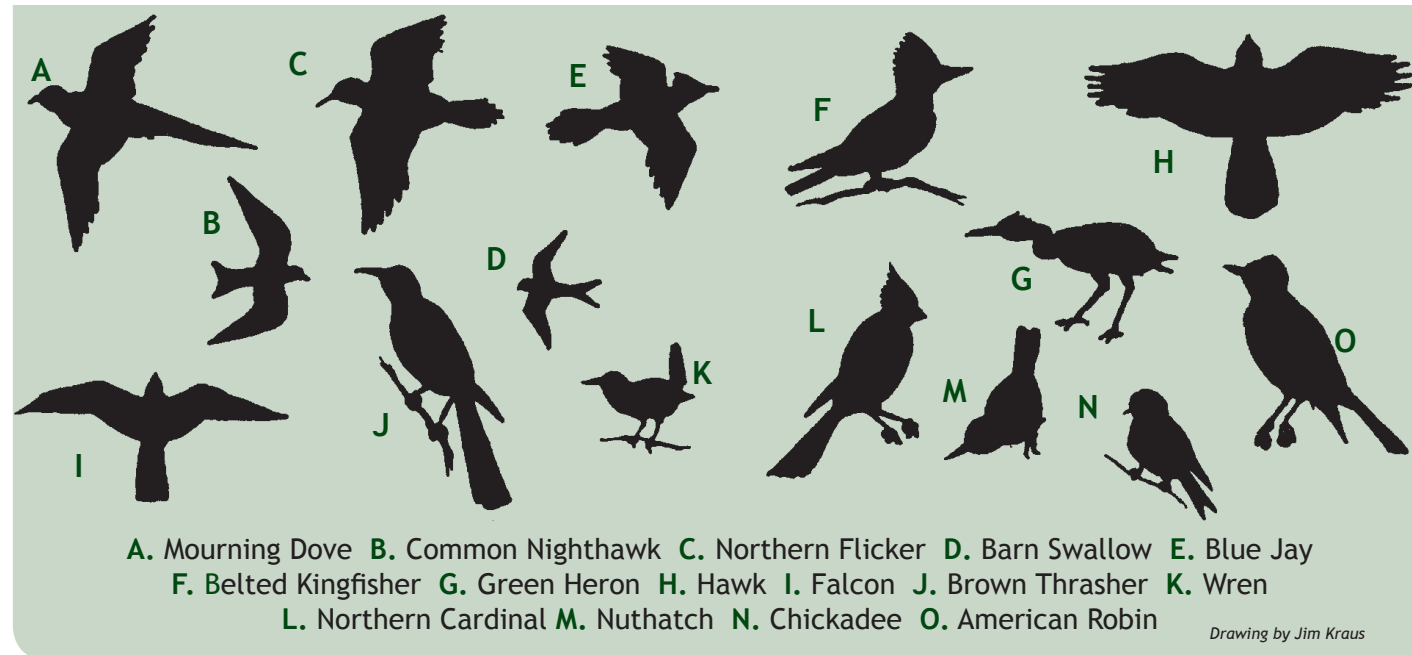
Would you like to become involved in an enjoyable and challenging outdoor activity? One that is relatively inexpensive and can be done just about anywhere at anytime. If all this sounds good to you, then welcome to the hobby of bird watching, or "birding" as it is often called.

West Virginia abounds in birdlife. Whether it is our state bird, the cardinal, at a backyard feeder or a red-tailed hawk soaring magnificently above the mountains, birds have a way of capturing our attention and brightening our lives. Getting started in bird watching is easy, and once started, birding will provide a lifetime of fascination and enjoyment.

## EQUIPMENT

The following equipment is suggested for making the most of your birding experiences:

**Field Identification Guide** - A good bird identification guide will be your most valuable piece of equipment. These books give details on color and plumage patterns and all the little "tricks" to identify each species. Field guides are made small enough to carry in the field for immediate reference. Any bookstore should have several guides from which to choose.



**Binoculars** - These are desirable but by no means required. A great deal can be learned without them, but binoculars enable us to see field marks that we often otherwise miss. You also will have more fun seeing wild birds "close up." The ideal binoculars should be compact, light and powerful enough to pick up the small details. Many people use 7x35 glasses (meaning the subject is magnified 7 times and the diameter of the lens is 35mm), 8x40 binoculars or a spotting scope, but the choice is up to you. Just make sure they are of good enough quality to prevent eye strain. Larger binoculars, like 10 x 50, can be too heavy to hold steadily without practice.

**Notebook and Bird List** - Again, these are not necessary, but notes and sketches can aid you and serve as reminders for things you've learned. Notebooks can be used to record the markings

or unusual behavior of a bird you see. Also, remembering what bird you observed is much easier when written down. There are a variety of bird lists you can keep including a life list, West Virginia list and a daily list. Contact the Wildlife Diversity Program for a checklist of West Virginia birds or download it from our website. <http://www.wvdnr.gov/Publications/PDFFiles/bird%20checklist2.pdf>



## IN THE FIELD

Birding can be done in your backyard, in a forest, along the water's edge or in almost any area that satisfies some of the basic life requirements of birds. Each different habitat will provide interesting birds. The following suggestions should help you see more birds anywhere you go:

**Season** - The spring breeding season is a great time of the year to watch birds! They are brightly colored, actively singing and busy building nests and caring for young. In addition, earlier in spring there is less foliage on trees and shrubs, and it is easier to spot residents and migrants alike. Observing birds year-round helps you notice these changes and see more species.

**Time of Day** - The time between sun-up and mid-morning is usually the best time to look for birds. In winter the warmest part of the day is best.

**Visit Different Habitats** - Birds are usually more numerous along the edges of different habitat types. Edges of fields, streams, lakes, woods and roads are all excellent places. Different types of habitats, such as wetlands vs. spruce forest, will yield different varieties of birds.

**Go With an Experienced Bird Watcher** - Someone who knows birds can be of great help. If no such person is available, go anyway. Membership in local bird clubs will put you in touch with experienced birders. Examples of the more established bird clubs include the Brooks Bird Club and local Audubon chapters throughout the state.

# TasteBuds™

K · I · T · C · H · E · N

**CAN YOU FIND ALL OF THE WORDS?**  
LOOK FORWARD, BACKWARDS, & ON THE DIAGONAL

COOKING TOOLS / BEGINNER

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

BOWL  
GRATER  
PEELER  
SPOON

CUP  
KNIFE  
SPATULA  
WHISK

SHARE YOUR PICS

 #TBkatHome

# TasteBuds™

## K · I · T · C · H · E · N

**CAN YOU FIND ALL OF THE WORDS?**  
LOOK FORWARD, BACKWARDS, & ON THE DIAGONAL

COOKING TOOLS / DIFFICULT

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

BLENDER  
BRUSH  
GRATER  
PEELER  
SPATULA  
WHISK

BOWL  
CUP  
KNIFE  
SCISSORS  
SPOON  
ZESTER

SHARE YOUR PICS

 #TBkatHome



# Chef Solus' Healthy Cooking Tips

In general, most recipes can be made healthier using these simple guidelines:

## Start with Healthier Ingredients!

### Healthier food listed by food groups:

#### Grains Group:

- Using 100% whole grains make bread, pasta, flour and rice give recipes a fiber punch that is great for the heart and tummy!
- Look for the word “whole” on the package.

#### Dairy Group

- Use reduced fat or low fat ingredients such as low fat cheese or skim milk.

#### Protein Group

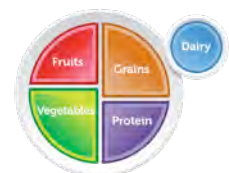
- Skinless white meat chicken/turkey are low in fat. Lean ground turkey is a healthy substitute for ground beef.
- Use lean cuts of meat, remove the white fatty parts
- Add nuts or seeds to salads and cereals.
- Some recipes taste great with beans and tofu instead of meat.

#### Fruit and Vegetable Groups:

- Add fruits and vegetables as side dishes
- Add vegetables in sauces and soups for more flavor.
- Use more fruit for sweetening up desserts and instead of sugar.

#### Healthy Oils:

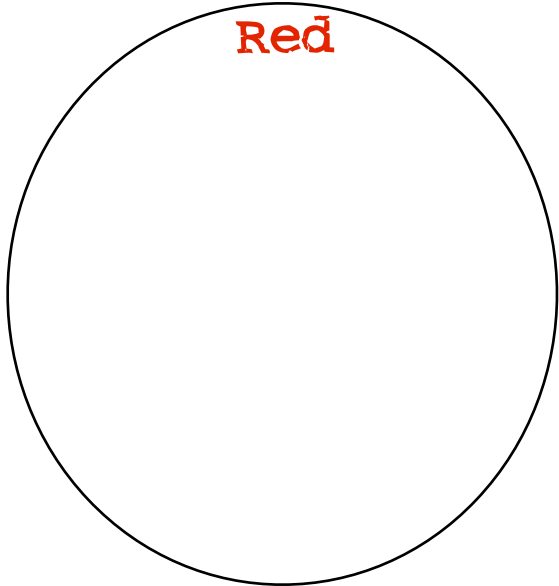
- Healthy oils (fat) usually comes from unrefined products such as fish, nuts, avocado, seeds, and olives
- Use a small amount of healthy oils instead of butter, shortening or lard. Using a teaspoon or brush helps control the amount of oils you are using.



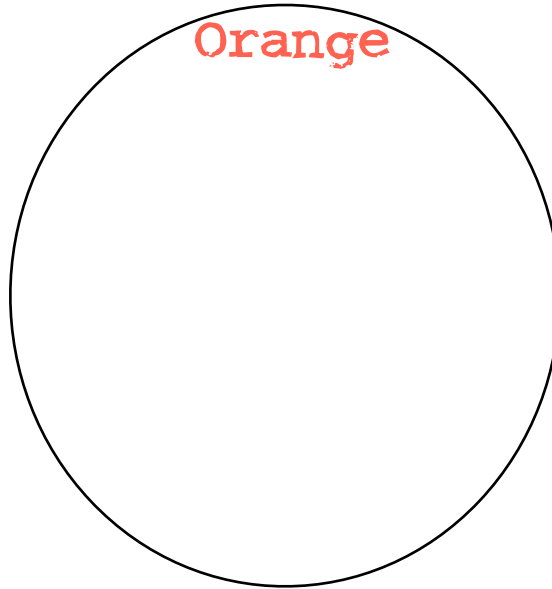
# Color Challenge

How many **fruits** and **vegetables** can you name for each color?  
If you can't spell yet, draw them in.

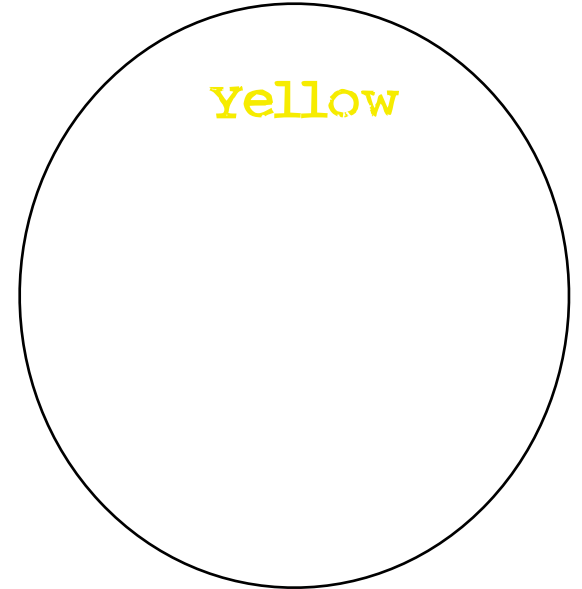
Red



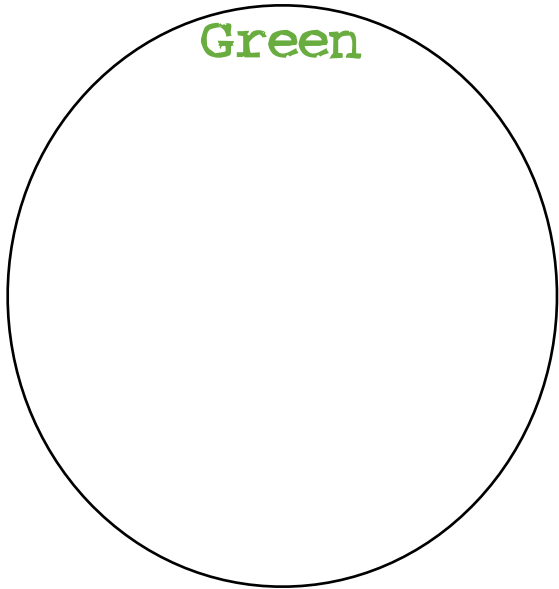
Orange



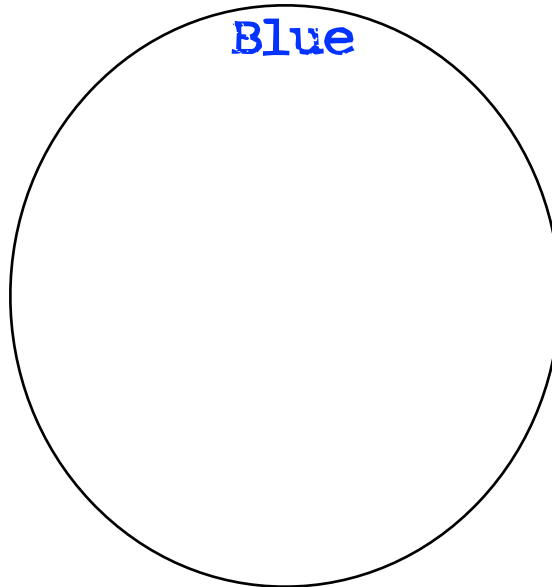
Yellow



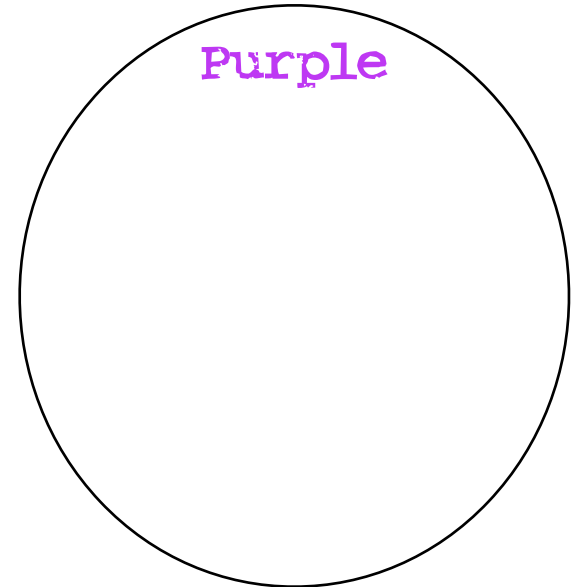
Green



Blue



Purple



SHARE YOUR PICS



#TBKatHome

## Section 2: Using Your Knife Safely

*Knives are one of the most versatile tools in the kitchen. But like any tool, it is necessary to understand how to properly use and care for knives to avoid injuries. We are bombarded with images of celebrity chefs effortlessly chopping and slicing, often without even looking at the food, at lightning speed. While it may be tempting to imitate this, that skill is only developed after years of careful practice.*

### **Rules for Knife SAFETY**

***Securely*** hold your knife

***Anchor*** cutting boards

***Fingertips*** curled back

***Eyes*** on the knife

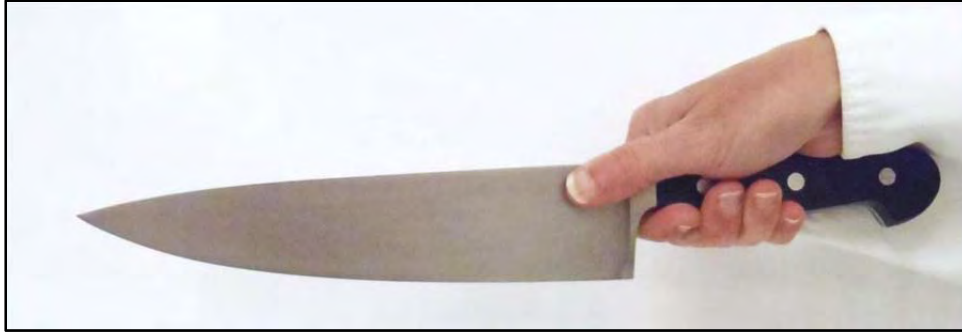
***Take*** your time

***Yield*** to falling knives

### Knife Grips



The most secure way to grip a knife is by gripping the top of the blade firmly between your thumb and forefinger. Place your middle finger just behind the heel. This grip may take some getting used to, but it gives you maximum control over your knife and allows you to pivot from the wrist when chopping.



It is also acceptable to grip the knife handle with all four fingers, with your forefinger just behind the heel of the blade. Your thumb should still rest on the face of the blade to maintain better control and allow you to pivot from the wrist.



Placing your thumb on the spine of the blade pushes your wrist upward into an awkward position. You do not have as much control over the angle of the blade, so it is more likely to slip during use.



**Never** hold a knife only by the handle. Instead of pivoting from the wrist, the heel of the knife becomes the pivot point. This motion is very difficult to control and is more likely to result in injuries.



## Cutting Boards

Cutting boards come in many shapes and sizes. But choosing the correct cutting board is just as important as choosing the correct knife! There are **three** important characteristics you should look for when selecting a cutting board:

1. It should be easy to clean and sanitize.
2. It should protect the edge of your knife from becoming dull too quickly.
3. It should be rough enough to keep your food from moving around as you chop.

It is also important to prevent the cutting board from moving around during use. Some cutting boards come with rubber feet to help grip the counter. These are useful, but it limits you to using only one side of the cutting board. Others have grippers in the corners so both sides can be used. Cutting board non-slip mats are also available to secure any cutting board. If you do not have any of these available, a good substitute is a damp (not wet!) dish cloth. Place it under the cutting board, then try to slide the board around before you start cutting. If the cutting board slides, re-dampen the cloth.



*Plastic (also called poly or PE)*

- Pros:**
- Does not dull knives
  - Can be washed in the dishwasher
  - Can be bleached
  - Can be resurfaced to remove deep grooves

- Cons:**
- Thinner boards carried in stores usually cannot be resurfaced



*Plastic Chopping Mats*

- Pros:**
- Cheaper than cutting boards
  - Easy to transfer cut foods
  - Can be bleached

- Cons:**
- Warp when washed in the dishwasher
  - Do not protect knife blade as well as thicker cutting board



### *Acrylic*

**Pros:** -Does not dull knives  
-Can be washed in the dishwasher  
-Can be bleached

**Cons:** -Cannot be resurfaced  
-Can crack or shatter easily



### *Wood*

**Pros:** -Does not dull knives

**Cons:** -Cannot be washed in dishwasher  
-Will not stand up to repeated bleaching  
-Most cannot be resurfaced  
-Cheaper wooden boards easily warp and crack

#### References

Abrishami SH, Tall BD, Bruursema TJ, Epstein PS, Shah BD. 1994. Bacterial adherence and viability on cutting board surfaces. *Journal of Food Safety* 14(2):153-172.

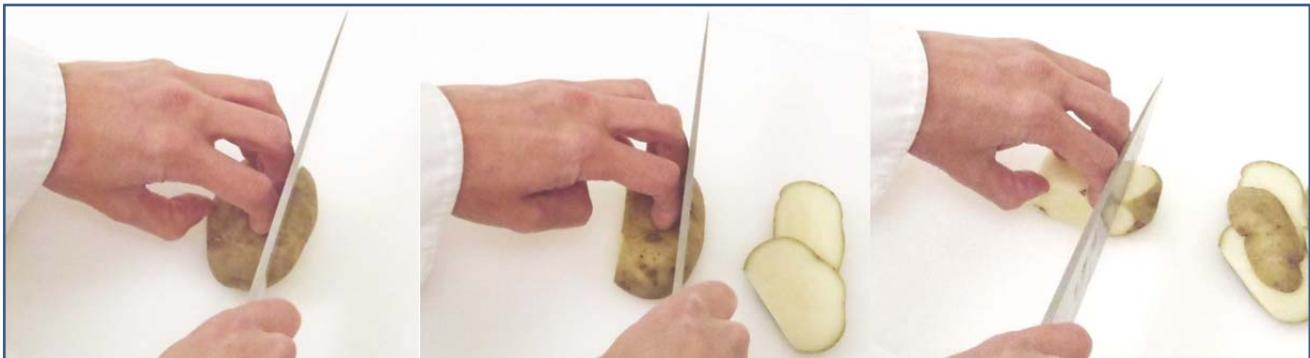
Ak NO, Cliver DO, Kaspari CW. 1994. Decontamination of plastic and wooden cutting boards for kitchen use. *Journal of Food Protection* 57(1):23-30.

## Section 3: Practicing Knife Skills

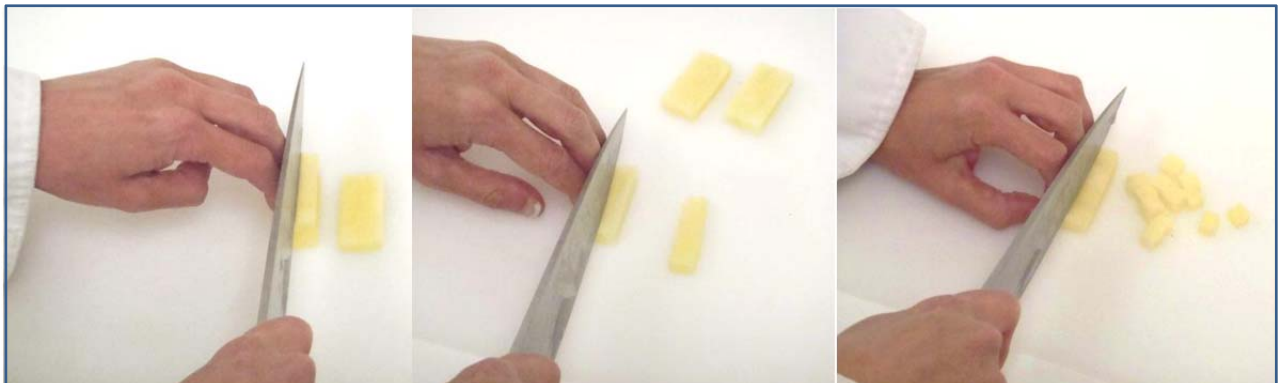
*Food cut to specific sizes and shapes can be very useful. Consistently sized pieces cook evenly and at the same rate, eliminating uneven textures. Decorative cuts are pleasing to the eye and allow the food to garnish itself. Many different utensils and appliances are marketed to make this process easy – but none of this specialty equipment is as versatile, durable, or easy-to-clean as a good quality knife.*

### Cutting Techniques

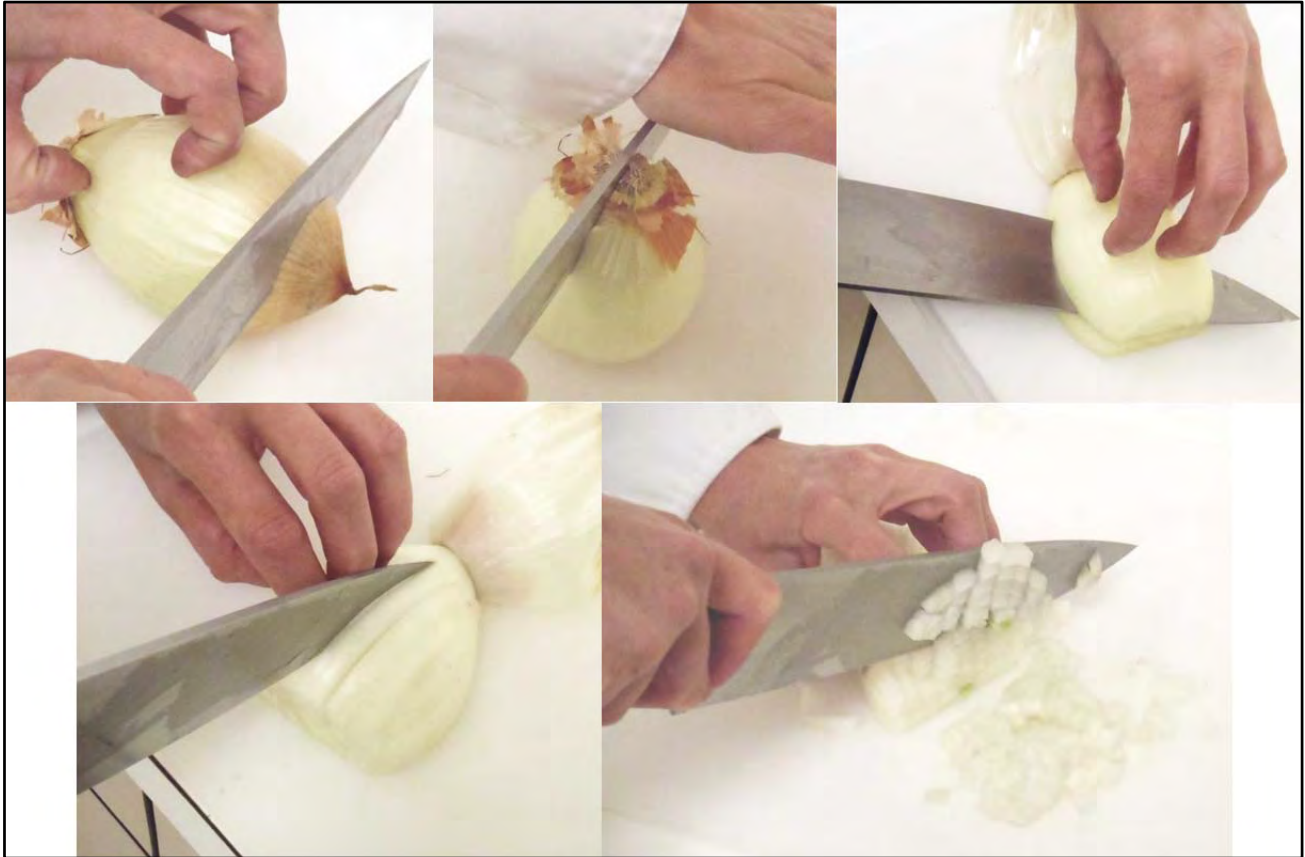
To practice your knife skills, use potatoes. They are softer, less slippery, and cheaper than many other vegetables! Cut potatoes can be held in the refrigerator in salted water overnight, then boiled and mashed.



*Squaring off* is helpful for most types of food. Holding with your fingers curled back, make straight cuts to create a flat surface on all four sides. This also eliminates the need for peeling vegetables before cutting them.



Make a series of slices straight down through the food. These slices can be stacked or cut individually into sticks. Sticks can then be cut into cubes. Cuts should be made by lifting the *heel* end of the knife off of the cutting board, then slicing forward and down in a single smooth motion.



*Onions* can be difficult to cut into evenly sized pieces. The following steps can be used to make this process a little faster, and a lot easier.

1. Start by cutting the *stem* end off, leaving the hairy *roots*.
2. Place the onion on the newly-cut flat side, and slice straight down through the middle of the root end to cut the onion in half.
3. Working close to the edge of the counter or work table, make a series of horizontal slices through each onion half, working from the bottom up (depending on the size of the onion, you should be able to make three or four cuts).
4. Make a series of vertical cuts through the fattest part of the onion. **DO NOT** cut all the way through the root end – this is holding everything together to make the next step easier.
5. To finish dicing the onion, make a second series of vertical cuts starting at the stem end (where you made the first cut), and continuing back toward the root end (that is holding everything together). If the root end becomes too small to hold onto securely, stop cutting. *Only cut back as far as you feel comfortable going!*



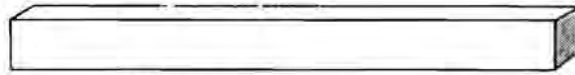
### FIGURE 6-3 Basic Vegetables Cuts and Dimensions



Fine Julienne  
 $\frac{1}{16} \times \frac{1}{16} \times 1$  to 2 inches



Julienne/Allumette\*  
 $\frac{1}{8} \times \frac{1}{8} \times 1$  to 2 inches



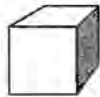
Batonnet  
 $\frac{1}{4} \times \frac{1}{4} \times 2$  to  $2\frac{1}{2}$  inches



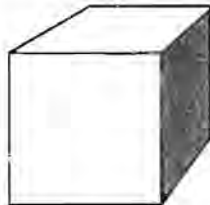
Brunoise  
 $\frac{1}{8} \times \frac{1}{8} \times \frac{1}{8}$  inch



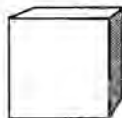
Small Dice  
 $\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}$  inch



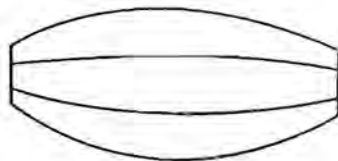
Medium Dice  
 $\frac{1}{3} \times \frac{1}{3} \times \frac{1}{3}$  inch



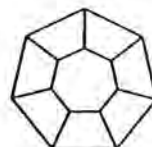
Large Dice  
 $\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$  inch



Paysanne  
 $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{8}$  inch

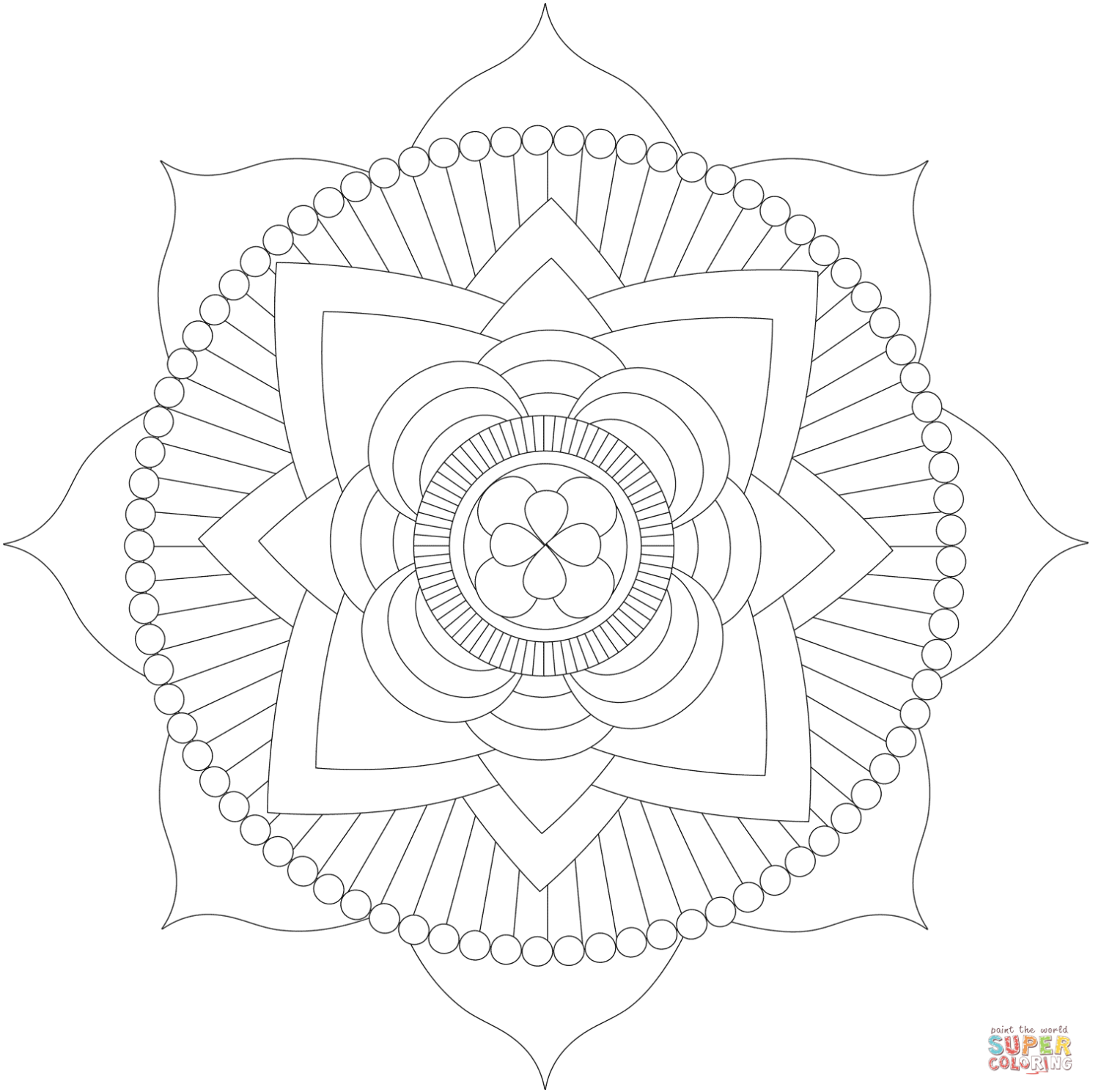


Tourné  
**11**



Seven 2-inch sides

\*Allumette normally refers only to potatoes.



# SOCIAL DISTANCING

## What Does it Mean?



### AVOID

- Group gatherings
- Sleep overs
- Playdates
- Concerts
- Theater outings
- Athletic events
- Crowded retail stores
- Malls
- Gyms
- Visitors
- Non-essential workers in your house
- Mass transit systems



### USE CAUTION

- Visit a local restaurant
- Visit grocery store
- Get take out
- Pick up medications
- Play tennis in the park
- Visit the library
- Church services
- Traveling



### SAFE TO DO

- Take a walk
- Go for a hike
- Yard work
- Play in your yard
- Clean out a closet
- Read a good book
- Listen to music
- Cook a meal
- Family game night
- Facetime
- Stream a favorite show
- Call a friend
- Check on elderly neighbor

Social distancing is the practice of reducing close contact between people to slow the spread of infectious diseases. Social distancing measures include limiting large groups of people coming together, closing buildings and canceling events.

# STAY AT HOME. SAVE LIVES.

---

## DO:

- Stay at home, only leaving for the essentials
- Exercise outdoors, practicing social distancing
- Check in on your neighbors, bringing supplies like groceries to those who can't go out

## OPEN:

- Grocery and convenience stores
- Pharmacies
- Doctor's offices and hospitals
- Gas stations
- Banks and credit unions
- Takeout & delivery from restaurants
- School lunch program deliveries
- Essential businesses

## DON'T:

- Gather in large groups or get together with friends
- Have play dates for kids
- Travel unnecessarily
- Stop practicing healthy social distancing

## CLOSED:

- Non-essential retail stores and malls
- Barbershops, hair salons, cosmetic stores, and tattoo parlors
- Movie theaters, bowling alleys, and arcades
- Concerts, sporting events, and festivals
- All State beaches along the Seacoast



## Improve Self-Advocacy

### Human Rights

#### *Reviewing Human Rights*

- Create a vision board (use magazines and a poster board) – Source:  
<https://www.youtube.com/watch?edufilter=NULL&v=iamZEW0x3dM>  
<https://www.jackcanfield.com/blog/how-to-create-an-empowering-vision-book/>
- Human rights word search (ISA1)– Source: wordmint.com
- Understanding the Bill of Rights – Source: Bill of Rights Institute

The founding documents are the true primary sources of America. Writings such as the Declaration of Independence, the Constitution, the Bill of Rights, and others written from 1764 to 1791, showcase the philosophical, traditional, and political foundations on which our nation was built and that continue to shape our free society. Learning about these documents is the best way to understand the purpose of our national government, the liberties we enjoy, and how those liberties affect and shape our free society.

Each week we will explore one of the founding documents and the accompanying explanatory resources to broaden your knowledge about the birth of our nation and the impact to human rights.

#### **Lesson of the Week: The Declaration of Independence**

<https://billofrightsinstitute.org/founding-documents/declaration-of-independence/>

### Current Events

#### *Understanding and discussing community events, politics*

- News Mapping – Source: educationworld.com  
Post a map (a community, state, U.S., or world map, depending on the focus of your current events curriculum) on a bulletin board. Post stories around the map and string yarn from each story to the location on the map where the story takes place.
- A to Z Adjectives – Source: educationworld.com  
Each person writes the letters from A to Z on a sheet of paper. Challenge participants to search the day's front page (or the entire newspaper) for an adjective that begins with each letter of the alphabet. Participants cut the adjectives from the newspaper and paste them on their list.

**Current Events Website of the Week** – Source: classtehtips.com

Explore Today< <https://www.nationalgeographic.com/>>

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Human Rights Word Search

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

activism ally change civility community cooperation courage  
dignity diversity dreams empathy equality freedom hopes  
human rights justice kindness progress respect united upstander

## Pre-Employment Skill Building

### Job Searching

*Researching, Use of Technology, Problem Solving*

- Job Objective Worksheet (PES1) – Source: The Resource Center of Technology
- Fundamental Workplace Skills Assessment (PES2) – Source: NEFE High School Financial Planning Program Student Guide

### Mock Interviews

*Communication*

- Practice Interview Questions (PES3)– Source: The Resource Center of Technology

### Time Management

*Follow Instruction, Processing Information*

- Dealing with Distractions – Source: [theexceptionalskills.com](http://theexceptionalskills.com)  
Distractions can be deadly to productivity. In this activity, you identify your distractions then come up with solutions to solve it. One way is to track your time over a span of a few days. Of course, you may be able to just recognize some of the distractions in your life. Write them down. Then work on strategies to overcome them. If you do it as a group, work together as a class or in groups. Write out your distractions and then discuss solutions.
- How Long is... – Source: [theexceptionalskills.com](http://theexceptionalskills.com)  
There are a few ways to do this time management activity. The point is to show, even though we have the same amount of time, how we can view and experience time differently. You have each person stand up, sit down, or open their eyes once they think a minute is up. They will see that most people sit, stand, or open their eyes at different times.
- The Ribbon – Source: [theexceptionalskills.com](http://theexceptionalskills.com)  
The point of this time management activity is to show how much time we really have in our lives to accomplish things. The length of the ribbon represents our life. Throughout the activity, you cut parts off for the days we take off, for the time we sleep, for the time we eat, for sick days, and so on. In the end, you have a ribbon much shorter than we first thought. It shows the importance of using the time we have well.

### Volunteerism

*Follow Instructions, Community Integration, Problem Solving*

- Thank You Signs – Make thank you signs and hang them at your mailbox or front door to thank the delivery employees working tirelessly for all of their hard work.
- Using gloves and a trash bag, (double gloves) see how many pieces of trash you can pick up in your neighborhood in 1 hour
- Mask Making – Source: <https://www.chop.edu/how-make-homemade-diy-face-mask>  
<https://psjh.blob.core.windows.net/covid/Instructions%20Community%20Mask.pdf>  
If you are making masks please take note:  
Different fabric design or color should be used for inside and outside of masks. The person wearing the mask will need to know which side they already had facing the patient so they don't mistakenly put that side on toward their face.  
Information on materials to create masks:  
<https://smartairfilters.com/en/blog/best-materials-make-diy-face-mask-virus/>

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## JOB OBJECTIVE WORKSHEET



The questions below can help you determine what your job objectives should state: what type of employment you are seeking; what you can offer the company; where you want to go with this position.

Answer these questions, and write a job objective based on your answers.

What kind of job would I like to have? Three choices would be:

Job 1 \_\_\_\_\_

Job 2 \_\_\_\_\_

Job 3 \_\_\_\_\_

What qualifications do I have for the jobs I listed above?

Job 1 \_\_\_\_\_

Job 2 \_\_\_\_\_

Job 3 \_\_\_\_\_

What can I do to be better qualified for these jobs?

Job 1 \_\_\_\_\_

Job 2 \_\_\_\_\_

Job 3 \_\_\_\_\_

What are my future goals in these positions?

Job 1 \_\_\_\_\_

Job 2 \_\_\_\_\_

Job 3 \_\_\_\_\_



## Fundamental Workplace Skills Assessment

Take some time to make an honest evaluation of your current workplace skills. For each skill/ability listed. Place a checkmark in the box that describes your current feelings about that skill/ability.

Skill/Ability	Not yet	Novice	Advanced	Expert
<b>Basic Skills</b>				
Reading				
Writing				
Mathematics				
Listening				
Speaking				
<b>Thinking Skills</b>				
Creative Thinking				
Decision Making				
Problem Solving				
Seeing Things in the Mind's Eye				
Knowing How to Learn				
Reasoning				
<b>Personal Qualities</b>				
Responsibility				
Self-Esteem				
Sociability				
Self-Management				
Integrity/Honesty				



## Practice Interview Questions

What can you tell me about yourself?

Why do you want to work for this company?

Why have you chosen this field as your career?

Why did you leave your last job?

What salary do you expect?

What are your career objectives five years from now? Ten years from now?

What do you feel your strong points are? Your weak points?

Which courses did you enjoy most in school?

Have you had trouble with any courses in school? Why?

How would you describe yourself?

How has your education prepared you for this position?

How do you define success?

In what way do you think you can make a contribution to this company?

What type of relationship do you feel should exist between a supervisor and subordinates?

What was your most rewarding experience during school?

Do you have plans to continue your education?

What have you gained from your extracurricular activities/

Are you more comfortable working in a large group or with just a few people?

How do you think you work under pressure?

What do you know about this company/job?

What do you feel is the most important aspect of a job?

Are you willing to relocate? Travel? Work overtime?

How do you spend your spare time?