

CREATE A HYGIENE CHECKLIST

PURPOSE

To create a checklist and encourage refugees to take personal responsibility for their own hygiene, and as applicable, their family's hygiene.

INSTRUCTIONS

1. Explain to participants that they have been asked to teach other refugees about hygiene in the United States. To do this they will need to create a checklist. The checklist needs to have three sections: personal hygiene, keeping the home clean, and respecting public spaces.
2. Ask participants to create a checklist. The CO provider can work with participants as a collective group, or have participants work in small groups to create the list.
3. Review the checklist(s) that has been created and adjust as necessary.
4. Ask participants to consider the checklist and what could be potential barriers to practicing proper hygiene? Make the connection that proper hygiene has cost implications (personal hygiene products, home cleaning products, etc.) and should be included in their spending plans.
5. As appropriate, provide participants with Keeping Your Home Clean Checklist. Explain to participants how they can use the list at home for themselves and/or with their families. [See Appendix for Keeping Your Home Clean Checklist.](#)
6. Ask participants if they have any questions. Address questions as time permits and make note of any questions that may require additional follow-up.

HYGIENE AND SETTLE IN ACTIVITY

PURPOSE

To review key concepts of hygiene in the United States utilizing discussion and digital technology.

INSTRUCTIONS

1. [Access *Settle In*](#) either through the mobile or desktop app versions, depending on setting and available technology. Open the "Health and Hygiene" chapter of *Settle In*, and select the lesson on Preventative Health.
2. Ask participants to define the term preventative healthcare. Explain to participants that preventative healthcare includes any actions that one can take to maintain and promote good health, and therefore prevent illness and/or diseases.
3. Before participants complete the lesson, ask them to predict what information they might learn in this lesson. Record responses.
4. Work and coach participants on completing the lesson. CO providers can have participants complete the actions collectively using one desktop or have participants work in pairs to complete the lesson on tablets and/or smartphones. Compare their predictions with what they actually learned in completing the lesson.

MODIFICATIONS & TIPS

- How you have participants create the checklists will depend on the learners' literacy and/or language needs.
- This activity can be adapted for one-on-one setting and you may spend more time on reviewing the checklist with the learner.
- As time permits, you may want to show and/or provide additional information on cleaning products, including types and costs.

MODIFICATIONS & TIPS

- Based on the amount of time you have for this CO topic, as well as the digital abilities of your learners, you can have learners complete this chapter outside of CO class.
- For more guidance on integrating digital technology as a part of CO, you can access CORE's **How to Integrate Digital Technology in CO.**
- If applicable, this activity provides an opportunity to reinforce key messages from the Comparative Hygiene Discussion, or could be used before completing the Create a Hygiene Checklist.

KEEPING YOUR HOME CLEAN CHECKLIST

House Cleaning Tasks	Family Member	Mon	Tue	Wed	Thu	Fri	Sat	Sun
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Cover and refrigerate perishable food



Put all trash in a trash can, lined with a plastic garbage bag.



Place full trash bags in designated garbage cans or dumpsters.



Dust furniture.



Wash windows



Wipe down counters.



Sweep, vacuum, and mop floors as appropriate.



Wash sheets, pillow cases, other bedding, and towels regularly.



Keep water in the shower or bathtub. Puddles of water can damage floors.



Clean bathroom (toilet, sinks, bathtub, and/or shower).

Other Tasks: