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| **21st Century Lesson Cycle Template** | | |
| **Grade: 6-9 Subject: Life Skills - Hygiene**    **Unit: Personal Hygiene -** | | |
| **Driving Question:** What are the steps for how to take a shower? | | |
| **Curriculum Outcomes:**  Choose an item.  **Life Skills** – Lesson is designed for students who have difficulties understanding the need and importance of personal hygiene. The screencast (included below the lesson on the webpage) was originally designed for an autistic student; however, I have used this lesson with a few grade 7 and 9 boys whose hygiene had been neglected and they needed a friendly reminder of its importance.  Choose an item. | | |
| **Expected Time:**  - 40 min – 1 hr (depending if you have the student create their own video on the steps) | | |
| **Resources: [like flipped videos, iPads, etc.]**  - iPad for screencast  - Screencast is included on website just below the brief description of the lesson  - Small white board / paper  - Explain Everthing APP  - Pic Collage APP  - Resource room | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):  - Sit with student in resource room and ask them if they know what physical hygiene means (usually they don’t).  - We then brainstorm together any habits and practices that people can do to maintain good hygiene. (I usually brainstorm by writing ideas on a small white board at the table.)  - Things to consider are: wearing clean clothes, showering, washing hands, brushing teeth, etc. (students often need prompting with this)  - After brainstorming I then turn attention towards the student and their own hygiene (this is usually a sensitive subject and students are easily embarrassed when the topic of their own hygiene comes to question.)  - I first ask the student if they think they maintain proper physical hygiene. They may or may not be honest with this question but I then explain that I have noticed some of the signs that they have not been maintaining proper hygiene (specifically with showering on a regular basis.)  - I explain that I have noticed their hands and arms are sometimes dirty, their hair is sometimes greasy and on occasion they have body odor.  - We then brainstorm on the small white board some reasons why wearing clean clothes, not having BO and looking clean are important. (People will want to work with you, easier to make friends, you feel better, it is healthy etc.)  \* I try hard to have the student come up with these ideas even though I might prompt them; it is this discussion that helps get them thinking about how their hygiene affects others. \*  - I then show them the screen cast on the steps of how to take a shower. The video was originally designed for an autistic student but will be equally affective for those not on the spectrum.  - After watching the video I then give the student the option of making their own video using Explain Everything on the steps of showering or a pic collage on why showering is important.  \* The video will take longer, but some students find this  more engaging then the pic collage. \*    - When they have finished their video or collage I have them share it with me and I evaluate their work. Their video would obviously need all the steps from the first video but what is most important is praising and recognizing how they have included the right steps and identifying if they have not. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Individual student work (You Do):  - Think about hygiene and what it might mean  - Brainstorm ideas/activities that people do to maintain proper hygiene  - Watch screencast on taking a shower  - Make their own video or pic collage  (If they need help with making the video or collage I always offer to help them. Sometimes they ask if I will record my voice if they make the script and I will agree to do this) | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Group work (We Do):  - Brainstorm together  - Share ideas/thoughts  - Watch videos | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Class share (We Share):  - Student shows their video or pic collage | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  - I praise the student on their work and remind them of the social benefits and implications for proper hygiene.  - I also reiterate how their peers will enjoy being around them if they are clean and do not have BO | | |
| **Differentiation/Modification/Enrichment:**  - If student is not academically capable of making the video, the pic collage may be better suited for them  - Autistic students sometimes do not like to speak or like to record their voice (not always but sometimes) and if so I will help them by offering to speak but they have to write the script. | | |
| **Assessment:**  - The assessment is informal and would consist of reviewing and discussing the student’s video or pic collage. Their product would need to have the same steps as the teacher video but could include other steps as well.  - The assessment is obviously ongoing and the student needs frequent check in and monitoring with their hygiene. If they seem to “forget” or stop showering on a regular basis, they may need intervention again and have to watch the video as a reminder. | | |
| **Teacher Reflection:**  - This lesson has provided success for students that have been either unaware or oblivious of their body odor and has helped them become aware of the social implications of proper hygiene.  - One student created a very animated video with “Explain Everything” and he was willing to let me use his video to share with other students. | | |