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| **21st Century Lesson Cycle Template** | | |
| **Grade: 6-7 Subject: Resource**    **Unit: Hygiene** | | |
| **Driving Question: How do you properly brush your teeth?** | | |
| **Curriculum Outcomes: Life Skills**  Choose an item.  Choose an item. | | |
| **Expected Time:**   * 40 min * This lesson (and screencast) was traditionally designed for autistic students; however, (like other hygiene lessons on my website) this lesson can be used for any student who needs insight, reminders and advice on how to brush their teeth. | | |
| **Resources:**   * **iPad, typodont mouth with teeth, tooth brush, white board** | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):  - Prior to the lesson I try to brush my teeth in front of the student a couple times (timed and done in a way that seems not planned)  - Explain to the student that we will be doing a quick lesson on dental care (sometimes I explain that all students have to take the lesson and they missed it, so as the student doesn’t feel singled out)  - Show the student the typodont teeth & tooth brush and quickly go over the different teeth of the mouth and different surfaces  - Then demonstrate how to properly brush ones teeth by outlining the methods demonstrated in the screen cast (included below the lesson on the website)  - After the demonstration we will brainstorm different benefits of brushing your teeth. I will provide one example on the white board and the student gives another. Should list between 5-10 examples (preventing cavities, breath, saves money for parents, feel better etc.)  - Show the student the screencast. Ask them what habits/things from the video they do or don’t do.  - Tell the student that they are to either make a pic collage that outlines the benefits of brushing ones teeth (as from the brainstorm) or their own video on the steps of how to brush. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Individual student work (You Do):  - They will demonstrate how to brush the typodont after they have made their pic collage or video  - They will make their own pic collage or video | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Group work (We Do):  - Brainstorm together  - Brush typodont together | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Class share (We Share):  - Share pic collage or video  - Go over the do’s and dont’s of brushing (don’t brush too hard, don’t rinse too much etc)  - | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  **- Give student new tooth brush, floss and toothpaste if available** | | |
| **Differentiation/Modification/Enrichment:**  - If student is capable, have them create keynote on the structure of the mouth and different diseases and problems that are associated with poor dental hygiene. | | |
| **Assessment:**  - Assessment is informal, but any finished product can be used for the grade 7 health curriculum.  - Assessment is also on going and the student needs frequent check ins with their brushing habits and may even need monthly phone calls home. | | |
| **Teacher Reflection:** | | |