



Department of Teaching and Learning

FAMILY LIFE EDUCATION

GRADE 6 Lesson 1 (Female)
(SEX-SEPARATED)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions.

TIME: ONE CLASS PERIOD (DAY 1)

LESSON FOCUS: Personal Hygiene and Puberty

STATE STANDARD:

6.1 The student will understand personal hygiene practices and the physical changes that occur during puberty.

DESCRIPTIVE STATEMENT:

Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

LEARNING TARGET:

I can describe proper personal hygiene practices.

KEY TERMS:

- Personal hygiene
- Body odor (B.O.)
- Antiperspirant
- Sanitary napkin
- Tampon

MATERIALS NEEDED:

- PowerPoint (for girls)
- GIST handout (see attachment)
- Sheet of notebook paper
- Give One; Get One index cards (see attachment)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

GRADE: 6 Lesson 1 (Female) (Sex-Separated)

DVDS AND LINKS: (The following links will be found within the PowerPoint presentation or in the H.R.M. notebook):

- Personal hygiene DVD: Show the “Basic Hygiene DVD” from Human Relations Media (HRM) (19min.)

Procedures for teeth brushing and flossing: <https://www.youtube.com/watch?v=y-4y7p58Xa0>

LINK (ACTIVATE PRIOR KNOWLEDGE/LESSON INTRO)

Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.

1. **Bell Ringer:** What do you think personal hygiene means? (**Slide 2**)
2. Have students participate in a **Think/Pair/Share** for this bell ringer question. If you do not know this strategy, please refer to the strategies used for the lesson at the bottom of the lesson plan.
3. Display **Slide 3** and read definition of personal hygiene to students. Use script in the notes section of the PowerPoint.
4. **Hook: What kind of things do you do to maintain your personal hygiene?** Have students create a list of their routines, this may be created as a class list or in pairs/groups and then shared with the class. (**Slide 4**)

ENGAGE AND EXPLAIN: (DIRECT INSTRUCTION/GUIDED PRACTICE)

1. Continue to present “Key Terms” in the PowerPoint (**Slide 5**). Use the script in the notes section of the PowerPoint.
2. Think to yourself questions: (**Slide 6**)
 - When is a time you may be concerned about having body odor?
 - What kind of things do you use to prevent B.O. or think people should do?
3. Introduce Basic Hygiene DVD using (**Slide 7**), which emphasizes that body odor can be a result of puberty. Use the script in the notes of the slide.
4. Discuss shampooing and how some (not all) students develop oily hair during puberty and how shampooing can help in that situation. (**Slide 8**).
5. Show “Basic Hygiene DVD”- Human Relations Media notebook (19 min) (**Slide 9**)-students should write down 10-12 key words to record on their **GIST** handout.
6. At the conclusion of the DVD, students should individually create a GIST statement on their GIST handout using the 10-12 words they recorded from the DVD. They will share out their GIST statements either as partners or as part of a whole-class discussion.
7. Think to yourself questions: (**Slide 10**)
 - What are some ways to keep your teeth clean?
 - What may happen to your teeth if you do not take care of them?
8. Show **slides 11 and 12** and use the script in the notes section of the PowerPoint.

9. Brushing and flossing DVD (click the link within the slide presentation) **(Slide 13)**
10. During **slide 14**, present the myths one-by-one and for each one, have students collaborate with a partner to “bust the myth” and then share out to the class.
11. **GIRLS ONLY (slides 15-16)**. Present feminine hygiene definitions and disposal of sanitary products.

ACTIVE LEARNING: (COLLABORATIVE LEARNING/WORK)

- Following the information presented in the PPT, allow students collaboration time. **Give One; Get One strategy using the Give One; Get One index cards.**

REFLECTION: (INDIVIDUAL WORK)

Using the facts from the Give One; Get One activity, students should use a sheet of notebook paper to complete the summary statement using the **Power Paragraph strategy, (Slide 17)** adding any additional important facts that were in their GIST statements. This activity will be used for lesson closure, and students who do not finish at the end of class should complete before the next lesson.

LESSON CLOSURE:

See Reflection.

Students should be encouraged to discuss personal hygiene and home with their parents or guardians.

INSTRUCTIONS FOR STRATEGIES WITHIN LESSONS:

THINK/PAIR/SHARE: (STRATEGY)

Sample Think/Pair/Share Process for Problem Solving:

- a. **Step 1:** Think individually think about the following (1-3 minutes):
 - What information do you need to solve the problem?
 - What information do you already know?
 - What tools and strategies could you use?
 - What questions do you need to ask your group?
- b. **Step 2:** Pair with a partner, jot down ideas to help you get started with the problem (1-3 minutes). You may use any of the tools provided in the classroom.
- c. **Step 3:** Share, take turns sharing ideas in a larger group (1-3 minutes).

GIST (STRATEGY)

This strategy requires students to draw out the main ideas and key details from text in order to write succinct summaries. Students pull key words from the text and then create a 1-3 sentence summary that provides the “gist” of the text using the key words they identified. Brevity is the key with this strategy.

POWER PARAGRAPH: (STRATEGY)

A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.

GIVE ONE; GET ONE: (STRATEGY)

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.
2. Invite the group to get up and mingle with their peers or colleagues.
3. After, about 30 seconds, call out “GIVE ONE to a partner.”
4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.
5. Call out “MOVE ON” and participants mingle again.
6. Repeat the sharing for as many ideas as people have to share.

GIST STATEMENT

As you view the movie, *Basic Hygiene*, use the spaces below to record 10-12 words that you feel are the key words which help convey the main idea of the movie.

Use your words to create a brief summary (2-3 sentences) or “gist” statement of the movie.

Give One; Get One

Record 3-5 important ideas that you learned from today's lesson. Be sure your ideas are accurate.

Give One; Get One

Record 3-5 important ideas that you learned from today's lesson below. Be sure your ideas are accurate.
