

Unit Title: Area of Transition: Grooming and Hygiene

Grade Level: 9, 10, 11, 12

Subject Area: Life Skills

Duration/Length/Number of class periods: 10-15 class periods

Description: Recognize and apply appropriate grooming habits and practices on a regular basis.

Established Goals:

[National Health Education Standards](#)

3.12.2 Use resources from home, school, and community that provide valid health information.

Unique Learning System (ULS)

Daily Living-Grooming and Hygiene

Recognize and apply appropriate grooming habits and practices on a regular basis.

<https://n2ypublish.azureedge.net/documents/new2you/materials/pdf/transition.pdf>

What Enduring Understandings are desired?

Grooming and hygiene matters and helps to keep one healthy and safe.

Grooming helps to keep an appearance of social acceptance and leads to an increase in confidence.

When you look good, you feel good.

In the workplace, having an acceptable appearance is necessary as part of a job.

What Essential Questions will be considered?

Why is grooming and hygiene important?

Why does grooming and hygiene help prevent the spread of germs?

How do we feel our best?

Why and how do my actions affect other people?

Students will know / be able to:

Understand why grooming and hygiene is important
 Tools needed for grooming and hygiene
 Locate washing area and how to use the sink to wash hands
 Look at self in mirror (identify clean from dirty face)
 Apply deodorant
 Brush teeth
 Brush/comb hair
 Cleanliness checklist before going to class or to off campus job.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
TpT-Vocabulary file:///G:/My%20Drive/TpT-Sped%20Adulging/TpT-Sped%20Adulging-CleaninGroomingFlashcardsSortingActivity-1.pdf			x				
TpT-Students will read, label or identify grooming and hygiene tools https://docs.google.com/forms/d/1vWZteseyXoelXV5P3ZcSdi71jF0k6msQX7BYejhXiLo/edit?usp=copy	x	x					
ULS-Students will follow a visual checklist or complete a checklist https://n2ypublish.azureedge.net/documents/unique/core_materials/4/core_middle_school_1_4.pdf					x (low tech)		
Video on how to use a sink, adjust temperature, and wash hands https://www.youtube.com/watch?v=ztDVRwgfi_M						x	
Brushing teeth-using a model (teeth) and toothbrush and toothpaste, student demonstration				x			1c

Combing hair-students create a flipgrid https://info.flip.com/					x		
Deodorant https://www.youtube.com/watch?v=z9sNLeSfCMU&t=21s						x	
Grooming and Hygiene (individual and in groups) https://create.kahoot.it/details/a20170f7-88e8-4972-a964-79834619306a https://create.kahoot.it/details/9f6aef46-af09-4e82-ac9b-e93fcc0cd2b6		x				x	7c
Charting https://docs.google.com/forms/d/19EiHG-1rHmAc2w14laRsNWkgoX2PSkKuKOrk2HYaXFA/edit	x	x					

Materials, tools and resources:

TpT SPED Adulting-vocabulary list of tools

Youtube hand washing video

Youtube applying deodorant Roots: Life Skills

Model of teeth, toothbrush and toothpaste

Student created videos demonstrating steps to teach others (flipgrid)

Kahoot Grooming and Hygiene game

ULS Core Task 1.4: Grooming Checklist

Data Collection Sheet/IEP Charting

ULS-

Level 1-Students/team members will actively engage in supported routine grooming tasks to individualized level of participation (e.g., indicating "ready", pointing/gazing at materials, holding items).

Level 2-Students/team members will complete routine personal grooming tasks, using picture or physical supports to do so.

Level 3-Students/team members will independently complete routine grooming tasks to maintain an appropriate personal appearance.

Unit Plan Author: Kerry Much, Owatonna High School, kmuch@isd761.org

Additional credit given to: Jen Legatt