



HUMAN SERVICES CLUSTER

LESSON 2

Lesson Plan Title: Self-care BINGO		Instructor:
Suggested Total Time for Lesson (minutes): 45 minutes (1 day – 15 minutes for each additional day)		
Content Focus - What Will Students Learn? (Content Skill Sets)		
0972.HU.1731.16 List characteristics of a healthy positive attitude		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: <ul style="list-style-type: none"> • 2 copies of Self-care BINGO Sheet for each student • Scissors and glue/tape • Small zip lock bag • Teacher’s choice of prize 		Resources: <ul style="list-style-type: none"> • <i>Teaching About Self-Care - Educators 4 Social Change</i> (educators4sc.org) • Self-care BINGO sheet
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
	<p>Get Started/Explain: Self-care is the practice of taking action to preserve or improve one’s own health. One of the main goals of self-care is to prevent or control and preserve overall well-being through the consistent act of taking care of various verticals of one’s own health. Students will practice self-care by participating in an elongated BINGO assignment.</p>	
Day 1 +	<p>Discover/Engage/Practice: Students will receive two copies of the self-care BINGO sheet. One sheet will be used to mark off their tasks. With the second sheet, students will cut out the squares and place each piece in a zip lock bag and leave it in their desk.</p> <p>At the end of each school day, students will pull one task from the zip lock bag. Students will choose to complete the task during the evening hours and bring proof back the next day – pictures, videos, signed cut square or statement from parents, etc. If the task was complete, the student will glue or tape the cut square piece to their BINGO sheet. If the student decides not to complete the task, he/she will wait till the next day to draw another square.</p> <p>The first student to get “BINGO” wins a prize. Teacher can decide if BINGO can be diagonal, four squares, etc. (Teacher’s choice of prize)</p>	
	<p>Check for Understanding/Summarize/Close: Were the students excited to complete the tasks? Have students describe how the task was completed and how it made them feel.</p>	
Modifications, Support, and Extensions (for those students with IEP)		
Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?		