

SKIN HEALTH

Subtopic: Hair Care and Dandruff **Age Group:** 8-10 **Time:** 30 min

OBJECTIVE: SWBAT

- Explain the simple process of how to wash hair and daily habits to take care of it
- Describe dandruff and ways to treat it
- Understand dandruff does not mean you are dirty

MATERIALS

- *Hair Care Steps* worksheet
- Crayons

ASSESSMENT

- During Introduction to New Material, Facilitator will assess whether students understand the mnemonic device and repeat the steps using it.
- During the Independent Practice, Facilitator will observe whether students are correctly filling out the worksheet.

OPENING

2 min

1. Facilitator explains they will be playing a short game of True or False.
2. Facilitator will not give out answers just yet.
3. True or False statements:
 - a. You need a lot of shampoo to clean your hair.
 - b. Everyone should wash his/her hair every day.
 - c. Dandruff means you have dirty hair.
4. Facilitator explains they will go over these questions again at the end of class.

INTRODUCTION TO NEW MATERIAL

10-15 min; Materials: None.

1. Facilitator explains that taking care of our hair is important. When we wash our hair in the shower, we should actually be washing our scalp!
2. Some people wash their hair every day, others do not. It depends on what kind of hair you have (oily/dry) or what you have been doing. If you are exercising or swimming, for example, you should wash your hair after your activity.
3. Tell them mnemonic device to remember steps: **We Sold Mean Red Dirty Chickens**.
4. Facilitator has students repeat the mnemonic device twice after him/her.
5. Facilitator goes over what each letter stands for and holds up picture representing each step.
 - a. **Wet, Shampoo, Massage, Rinse, Dry, Comb**
 - i. Wet your hair well.
 - ii. Shampoo your hair. You only need a little bit of shampoo—no bigger than the size of a quarter.
 - iii. Massage the shampoo into your scalp. Be gentle! Don't scratch your head too hard. Use your fingertips.
 - iv. Rinse your hair thoroughly until you don't see any more soap or bubbles.
 - v. Dry your hair gently with a towel.
 - vi. Use a comb with big teeth. You might have to use detangler so you don't tear your hair.
 - vii. After this, some might blow dry your hair, but it is best to let it air dry when possible.

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6. To reinforce material, Facilitator asks what the special sentence is to remember the steps to wash our hair.
 7. Facilitator then says, “Sometimes we can get dandruff. Can anyone tell me what dandruff is?”
 - a. If students respond, Facilitator builds off what they say.
 - b. If students don’t know or are unresponsive, Facilitator can prompt them by saying something along the lines of, “There are a lot of TV commercials for dandruff shampoo. They look like white little flakes in your hair. Have you seen those (ads) before?”
 8. Facilitator explains that dandruff is actually just skin and that it is common for people to have dandruff. Many people think someone has dandruff for the wrong reason. They may call the person “dirty” because they think dandruff is dirt, but it is not (Facilitator should stress that point). Dandruff comes from your scalp. They are little bits of skin that flake off. It could be from dry skin! It’s not dirt though.
 9. Facilitator goes on, “If you have dandruff, don’t worry! They have all types of special dandruff shampoos to help. Your parents can help you with it because sometimes they have special ingredients.”
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GUIDED PRACTICE

None.

INDEPENDENT PRACTICE

10-15 min; Materials: Hair Care Steps worksheet

1. Facilitator will hand out *Hair Care Steps* worksheet.
2. Facilitator explains, “Above each box it has a word from the sentence, “We sold red mean dirty chickens” above it. Next, you will each see a letter and blank spaces. You are to fill in each step of the hair care process. Each blank space stands for a letter. In each box, you can draw a picture to represent each step. You can make them silly if you want! The last question on the worksheet is about dandruff: “What is dandruff?” All you have to do is circle the correct answer.”
3. Facilitator passes out crayons.

Facilitator walks around to check on students’ work and answer any questions.

CLOSING

Time May Vary

1. Facilitator asks the students towards the end of class what each word above the boxes stands for. Students may call out answers or raise hands.
2. Facilitator then asks for the answer to the last question, “What is dandruff?”
3. Facilitator then asks if any students would like to show their drawing and explain them to him/her or the class.