

ACNE

Subtopic: Myths and Truths **Age Group:** 11-13 **Time:** 45 min

OBJECTIVE: SWBAT

- Identify at least three acne myths and provide explanations for them

MATERIALS

- *Acne Two Myths and a Truth* sheet (for Facilitator only)
- Enough space to move around—classroom should be fine

ASSESSMENT

- During Introduction to New Material, Facilitator will assess the students' prior knowledge about acne by seeing where students go during the Myths/Truth game.
- At the end of Introduction to New Material, Facilitator will see if students are able to remember which statements were true and conclude why certain statements were myths. (Facilitator will provide explanation afterward.)
- During Closing, Facilitator will evaluate students' grasp of material by asking what they learned and what myths they could remember from the lesson/game.

OPENING

3 min

1. Facilitator says, "What is acne?"
 - a. If students are unresponsive, Facilitator can say, "Acne is another word for pimples. Most of you will have experience with or have already had experience with acne."
2. Facilitator explains they will be learning about the most common and dreaded things kids go through at their age: pimples/zits/acne, whatever they want to call them.
3. Facilitator explains that pimples are a common source of insecurity and bullying, so let's first bust some myths about them.

INTRODUCTION TO NEW MATERIAL

30-35 min; Materials: *Acne Two Myths and a Truth Statements*

1. Facilitator asks students if anyone has ever played the game, Two Myths and a Truth.
 - a. If a student has, Facilitator lets student explain directions then Facilitator repeats/clarifies directions for class.
 - b. If no students know, Facilitator explains:
 - i. I am going to read three sentences.
 - ii. Students then have to guess which sentence is the truth and which are the two myths.
 - iii. We will designate three parts of the room for Statements 1, 2, and 3. Whichever statement you think is the truth is where you go to stand.
3. Facilitator assigns the three parts of the room for Statements 1, 2, and 3.
4. Facilitator tells students to stand up. When s/he is done reading the statements, students will move to the part of the room that represents the statement they think is the truth. Facilitator will repeat the statements if need be.
5. Facilitator keeps a tally of how many students are at each station for each set of myths/truth and writes it down on the *Acne Two Myths and a Truth* sheet. Facilitator tells the students which is the correct answer, but does not provide the explanations until the game is done and all the kids are back in their seats.

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6. Once Facilitator has gone through all four sets of myths/truth, s/he rereads the three statements and states how many students thought 1/2/3 was the true statement.
 7. Facilitator asks students if they can remember which one was the truth.
 - a. If students answer incorrectly, Facilitator tells them which statement is the truth.
 8. Facilitator follows-up by asking why they think that is the truth or the others are myths.
 - a. If students are unresponsive, Facilitator can ask about a single statement to be more direct.
 - b. If students are still unresponsive, Facilitator can go ahead and give the explanations.
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GUIDED PRACTICE

None.

INDEPENDENT PRACTICE

None.

CLOSING

5-10 min; Materials: Ball/crumpled paper/small object to pass around, music (optional)

1. Facilitator explains that although acne is very common, there are so many myths about it. People make a lot of assumptions about themselves and others, but not many people really understand what someone with acne, whether moderate or severe, may go through—especially with these myths portrayed as truths.
2. Facilitator asks students what some myths were that surprised them or something they learned today.