

# SKIN HEALTH

**Subtopic:** Hair Care and Shaving **Age Group:** 11-13 **Time:** 45 min

## OBJECTIVE: SWBAT

- Provide steps for washing hair
- State ways to treat dandruff
- Identify the proper way to shave
- Discuss whether a person shaving, straightening, or curling their hair matters

## MATERIALS

- Computer and projector to show YouTube video (or any means to show video)\*
- *How To Shave* video (1 min 21 sec): [http://www.youtube.com/watch?v=OtD-shtE\\_100#at=30](http://www.youtube.com/watch?v=OtD-shtE_100#at=30)
- *How To Shave* video activity/worksheet
- *Washing Your Hair* handout

*\*If a computer or projector is not available, Facilitator can talk about the different points on the activity sheet and have students fill in the blanks along the way*

## ASSESSMENT

1. During Introduction to New Material, Facilitator checks for understanding when going over *How to Shave Activity* worksheet, and assessing how students are answering.
2. During Introduction to New Material, Facilitator checks for questions after video activity.
3. During Introduction to New Material, Facilitator checks for questions after reviewing *Washing Your Hair* handout.
4. At end of Introduction to New Material, Facilitator checks for understanding by asking students to sum up some of the facts they learned during the lesson.
5. During Guided Practice, Facilitator will evaluate student discussion on hair and shaving and whether or not it is something that “matters.”

## OPENING

**3 min**

1. Facilitator explains that hair can be annoying to take care of, and as we get older, we get even more hair to maintain. It's important to know how to take care of it so it stays healthy and strong.
2. Facilitator explains that today, they will be learning about taking care of their hair and the proper way to shave.

## INTRODUCTION TO NEW MATERIAL

**25 min; Materials:** *How to Shave Video, How to Shave activity worksheet, computer and projector, Washing Your Hair handout*

1. Facilitator explains that the most common places for shaving are face for men, and armpits and legs for women. Shaving can be scary since you are using a sharp razor, but you will get used to it if you follow the proper steps.
2. Facilitator explains they are going to watch a very short video about how to shave properly, and, while the video is playing, the students will fill out the accompanying worksheet. If need be, they can play the video more than once.
3. Facilitator goes over worksheet with students, calling on students to read the sentences and provide the answers.
4. Facilitator then explains that they should ask a parent or adult to help them shave the first time so the adult or parent can show them how.
5. Facilitator checks for questions.

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6. Facilitator then asks, “How many of you like to blow dry, straighten, or curl your hair?”
    - a. If no one says they do, Facilitator responds by explaining, “That’s really good because it can damage your hair if you do not protect it correctly.”
    - b. If some students say they do, Facilitator responds by explaining, “It’s okay to style your hair, but it’s also important to remember how to protect it.”
  7. Facilitator transitions by saying they are going to learn how to take care of their hair and what some common misconceptions are.
  8. Facilitator asks students to answer “True or False” to the following statement:
    - a. You should wash your hair every day.
      - i. After a few student responses, Facilitator explains that there is no single answer. Facilitator explains that many think people who don’t wash their hair every day are dirty or gross, but the truth is not everyone has to wash their hair that often. It depends what kind of hair you have. If your hair gets oily quickly, you may wash it every day. If you have dry hair, you may wash it a few times a week instead.
  9. Facilitator passes out *Washing Your Hair* handout and briefly goes over the steps:
    - a. **Wet your hair.** Make sure it gets REALLY wet!
    - b. **Shampoo hair.** You don’t need more than a quarter-size amount of shampoo.
    - c. **Massage shampoo into scalp.** Make sure you don’t scrub your hair too much or use your nails. Use your fingertips instead.
    - d. **Rinse your hair well.** Make sure to get all soap out! Shampoo that isn’t rinsed out may leave your head itchy!
    - e. **Comb your hair with a wide-toothed comb.** Using wide-toothed combs help prevent breakage. Also if you have tangles, don’t tug or pull! It will rip and damage your hair. Get some detangler to help.
    - f. **Towel or air dry your hair when possible.** When you can, try not to use a hair dryer. The heat can damage your hair, especially if you are not using a heat protecting spray.
  10. Facilitator checks for questions.
  11. Facilitator then asks students if they know what dandruff is.
    - a. If students are unresponsive, Facilitator can ask pointed questions such as, “Do you think dandruff is dirt? Have you ever seen a commercial for dandruff shampoo? What did it show?”
  12. Facilitator then explains that dandruff is little white flakes we get in our hair. All types of people get it no matter age, gender, or ethnicity—it’s easier to see in dark hair though.
    - a. Facilitator says there is an idea that people with dandruff are dirty, but really dandruff isn’t dirt. It’s actually just skin!
    - b. Most people get it because they have a dry scalp. It’s really just dry skin—nothing to do with dirt!
    - c. You can buy special shampoo to help treat it, but make sure you read the directions carefully on how to use it.
  13. Facilitator then explains that it is normal, especially today, to straighten or curl our hair. This can happen with chemical treatment, or using heated tools like flat irons or curling irons. This can actually damage our hair, so it’s important to use heat protecting products and, if you really want to keep your hair healthy, try to straighten and curl your hair as little as possible. Leaving your hair natural is not only the healthiest thing you can do, but also the easiest!
  14. Facilitator checks for understanding by asking if students can explain some of the things they just went over. Answers may vary, but Facilitator should make sure these facts are reinforced:
    - a. Dandruff is not dirt. You can get dandruff just by having a dry scalp.
    - b. Straightening or curling hair—chemically or with tools—can damage hair, so try to air dry.

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**GUIDED PRACTICE:****10 min**

1. Facilitator will now hold discussion regarding the use of hair products and shaving. Facilitator asks students, “Why do people shave? Why do they straighten their hair or curl it?”
  - a. In this section, Facilitator should try to get students to talk and think about how they would feel if they saw a woman with hairy legs who didn’t shave, or someone who had a lot of dandruff. What would they think? Does it matter? Does it change who the person is?
2. Facilitator should explain that they are at the age where they will begin shaving their bodies, but not all people choose to do so. It should not matter because it’s not a requirement and does not change a person. Dandruff is common and sometimes shampoo may not fix it right away, or maybe a person cannot afford the special shampoo—how do you think they feel knowing that other people can see the dandruff? Should it matter?
3. Facilitator can also talk about how people try to change their hair through dye, straightening, and curling. Facilitator should state that it is definitely not bad to do, but why do we do it? Why do some people do it all the time? Is it to look different? Is it for maintenance? Etc.

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**INDEPENDENT PRACTICE:**

None.

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**CLOSING:****5 min**

1. Facilitator wraps up class by asking students review questions such as:
  - a. Name the steps for hair washing.
  - b. Should we scrub our head with our nails?
  - c. What is dandruff?
  - d. Any more thoughts on the discussion we had about shaving and hair?