

ACNE

Subtopic: What is Acne? **Age Group:** 8-10 **Time:** 40 min

OBJECTIVE: SWBAT

- State what are the three main “ingredients” to a pimple
- Provide a basic explanation about how pimples are formed
- Associate the terms “blackhead” and “whitehead” with pimples/acne

MATERIALS

- *A Simple Pimple Recipe* handout (enough for class)
- *A Simple Pimple Activity* worksheet (enough for class)
- Pencils
- Coloring utensils (optional)

ASSESSMENT

1. During Introduction to New Material, Facilitator will assess understanding of material by checking for questions and asking a review question after reading the handout as a class.
2. During the Independent Practice, Facilitator will walk around and review students’ work as well as assist those who need help or clarification.
3. During Closing, Facilitator will assess students’ understanding of the material when going over answers to worksheet.

OPENING

3-5 min

1. Facilitator says, “I am red, white, or sometimes have no color. I can hurt you, and I can sting you, or you might feel nothing. I can be buried deep below or live right on top. Sometimes I live alone and other times I hang out with a few others like me. Usually you find me around age 12, but you might see me earlier and then maybe for the rest of your life! What am I?”
 - a. Facilitator should let students guess. Then Facilitator can give a clue if students don’t guess correctly, “I am called “Zit,” “Bacne,” “Blemish,” and I even have more names. What am I?”
 - b. Students should respond, “Pimples” or “Acne.”
 - c. If students are unable to respond, Facilitator can continue by saying, “I am a pimple! Or my official name is Acne.”

INTRODUCTION TO NEW MATERIAL

20 min; Materials: A Simple Pimple Recipe handout

1. Facilitator tells students that “acne” is an old Greek word that actually means “skin eruption.” Today they are going to find out what exactly pimples are.
2. Facilitator asks students to tell him/her everything they know about pimples.
 - a. If students are unresponsive, Facilitator can ask pointed questions such as:
 - i. Have you ever seen a commercial on TV for acne? Can you describe it?
 - ii. How would you describe a pimple?
 - iii. When do you get pimples?
 - b. Discussion should be short: 3-5 min.
3. Facilitator then switches topics and asks, “If I want to cook something but don’t know how, what can I use? What do I do?”
 - a. Students should say, “Recipe.”
 - b. If students answer incorrectly, Facilitator can give hints or give them positive feedback on their answers and say something along the lines of, “True! But we could also use a recipe!”

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4. Facilitator then hands out *A Simple Pimple Recipe* handout to students and says, “Today we are going to learn how to make a pimple!”
 5. Facilitator asks a student to read out the ingredients (oil, bacteria, dead skin cells) then explains that, “Although it might sound gross, our skin has these already. It’s not the ingredients that cause the pimples, but the amount of the ingredients.”
 6. Facilitator then has students each read a line of the directions.
 7. After a student reads the “Note” at the end of the directions, Facilitator explains that around the age of 12 and 13, they will be going through puberty, which is essentially their bodies growing up and starting the process of becoming adults. During this time, a lot of kids get pimples because there are a lot of changes going on in their bodies. It’s normal. Some kids get it worse than others though.
 8. Facilitator checks for questions/clarifications and asks, “So what are the three ingredients we need for pimples?”
 - a. Students should respond, “Oil, bacteria, and dead skin cells.”
 - b. If students answer incorrectly, Facilitator should guide them to the ingredient list.
 9. Facilitator asks, “Do we need a lot of oil for a pimple or a little?”
 - a. Students should respond, “A lot!”
 10. Facilitator then tells students there are lots of different kinds of pimples, but they are going to learn about two different kinds: blackheads and whiteheads.
 11. Facilitator then asks students to read the “Variations of the Simple Pimple.”
 - a. After a student reads “Bold Blackhead,” Facilitator explains that they look like tiny little dots and can usually be seen on the nose.

GUIDED PRACTICE

None.

INDEPENDENT PRACTICE

10 min; Materials: A Simple Pimple Activity worksheet, A Simple Pimple Recipe. 8-10 handout, pencils, coloring utensil (optional)

1. Facilitator explains they are going to do an activity with *A Simple Pimple Recipe*.
2. Facilitator hands out *A Simple Pimple Activity* worksheet and explains directions:
 - a. First they will have to circle the ingredients needed to make a pimple. There are a lot of different pictures but they must circle only those ingredients needed for a pimple.
 - i. Facilitator should go through each picture to make sure the students understand what each is.
 - b. Then below, the students need to look at the pictures and put them in order by writing “1,” “2,” or “3” in the box. So if you think the last picture is the first step in the recipe to make a pimple, you put a “1” in the little square box.
 - c. Students can use the *Simple Pimple Recipe* handout they received earlier.
3. If Facilitator chooses to do so, s/he can have students color in the pictures once they are finished with the activity.
4. Facilitator walks around to check on work and help students.

CLOSING

5 min; Completed A Simple Pimple Activity worksheet

1. Facilitator goes over the worksheet and can have students repeat the ingredients or explain the different steps depending on time constraints.

