

# SKIN HEALTH

**Subtopic:** Hair Loss **Age Group:** 8-10 **Time:** 45 min

## OBJECTIVE: SWBAT

- Identify two reasons people lose hair
- State that hair loss can happen to anyone
- State that hair does not make someone a good friend.

## MATERIALS

- *Why Are You Losing Your Hair* handout
- *Recipe For A Friend* worksheet
- Coloring utensils
- White board and marker (optional)

## IMPORTANT

If there is a student in the class who suffers from hair loss, be very sensitive to the topic. It may be necessary to skip the questions asking whether the students know anyone who has lost hair. During the activity, if the student clearly feels uncomfortable or clearly has alopecia, Facilitator can have the student write down how he or s/he actually feels, but do not pressure student to share or participate.

## ASSESSMENT

- During Introduction of New Material, Facilitator will assess if students grasped new material by asking reinforcement questions and checking for questions/clarifications.
- During the Closing, Facilitator will assess if students grasped the idea that a good friend is not related to having hair by having the students share their work and asking questions.

## OPENING

**3 min**

1. Facilitator asks students if they have ever seen anyone without hair on their head.
  - a. If students say "Yes," Facilitator asks, "Who?"
  - b. If students say "No," or are unresponsive, Facilitator can ask pointed question such as, "How about an old man! Your grandpa? Or an uncle? Or someone from TV?"
2. Facilitator then asks, "Why do you think those people lost their hair?"
  - a. Facilitator and students briefly discuss this.

## INTRODUCTION TO NEW MATERIAL

**10 min; Materials: *Why Are You Losing Your Hair?* handout**

1. Facilitator asks students, "Can women lose their hair?" and waits for students to respond.
2. Then Facilitator asks students, "How about kids? Can kids lose their hair?"
  - a. Regardless how students answer, Facilitator should ask them "Why?" and have a brief discussion.
3. Facilitator then explains, "Actually. Anyone can lose his or her hair. Kids. Adults. Young men. Old men. Young women. Old women. Boys. Girls. Anyone."
4. Then to reinforce material, Facilitator asks, "So can women lose their hair?"
  - a. Students should say, "Yes."
  - b. If students say, "No," Facilitator should go over that anyone can lose his or her hair again.
5. Then to reinforce, Facilitator asks, "Can kids lose their hair?"
  - a. Students should say, "Yes." Facilitator says, "Right! Anyone can lose his or her hair!"
  - b. If students say, "No," Facilitator should go over that anyone can lose his or her hair again.

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6. Facilitator then hands out *Why Are You Losing Your Hair* handout and goes through each point with students.
    - a. Facilitator needs to make sure to explain that this is not always something we can control, especially with alopecia, cancer treatment, and nutrition.
  7. Facilitator then answers questions.

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## GUIDED PRACTICE

### **5-10 min; Materials: White board and marker (Optional)**

1. Facilitator looks at students and says, “I’m sure you all have a favorite aunt or uncle. Or a friend. What makes them a good person? A good friend?”
  - a. If students are unresponsive, Facilitator can ask questions like, “Do they make you laugh? What are some reasons you think they are a good friend? Why do you like your uncle or aunt?”
  - b. Discussion should not be too long, but long enough so students have an idea of some adjectives they would use to describe a friend or family member they like/love.
  - c. If there is a white board, Facilitator can write some of the adjectives on the white board.

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## INDEPENDENT PRACTICE

### **10 min; Materials: Recipe for a Friend worksheet, coloring utensils**

1. Facilitator then passes out *Recipe for a Friend* worksheet to the students.
2. Facilitator explains directions:
  - a. We just talked about what makes someone a good person (Facilitator gives some examples of the adjectives they came up with as a group.)
  - b. Now on the worksheet you have, we are going to write down the recipe for a friend. What are the ingredients? We just talked about some of the things that makes a good friend.
  - c. In each box, you can write down an ingredient for a good friend. Maybe “funny” is something that is important, or “nice.” Then draw a picture to represent that word.
  - d. We will go over these at the end of class.
3. Facilitator passes out coloring utensils.

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## CLOSING

### **10 min; Materials: Completed Recipe for a Friend worksheet**

1. Facilitator asks if anyone would like share his or her recipe and show the pictures.
  - a. After maybe two students (depending on time), Facilitator moves to Step 2.
2. Facilitator then says, “So you know what I noticed? Most [hopefully all] of these don’t include one thing...hair! Hair doesn’t seem to be important in a friend or family member. Why is that?”
  - a. If students are unresponsive, Facilitator can try rephrasing question.
  - b. Facilitator should hold brief discussion reinforcing the idea that, although we may want to stare at someone with no hair because we are not used to seeing that, it does not mean the person is “weird” or “abnormal.” Just like we noted, hair does not make someone a good friend—it’s who they are and their personality that does.