

PUBERTY - ALL ABOUT YOUR SKIN LESSON OVERVIEW

In this lesson, students learn about the skin, how it changes at puberty, and spots. They find out about skincare routines, including shaving, and learn how acne can be managed and treated. They offer advice on skincare, dealing with spots and improving wellbeing in response to scenarios about young people with a range of skin issues. Finally, they relate what they have learned to their own lives by drawing up a five-point personal action plan.

WHAT YOU'LL NEED

- Puberty – All About Your Skin PowerPoint presentation
- Spots, Sorted Video bit.ly/363LUFM
- Your Skin Activity Sheet (one per person)
- Dealing with Spots Activity Sheet (one per person)
- It's All About You! Activity Sheet (one per person)

OBJECTIVE

To understand the factors that affect skin during puberty and to know strategies for dealing with spots and improving self-esteem.

OUTCOMES

- Know about the role of the skin
- Identify how the skin changes at puberty
- Know about skincare routines and shaving
- Know key facts about acne and how to treat it
- Understand the link between spots, puberty, and wellbeing and self-esteem
- Offer advice on skincare, spots and wellbeing for young people with a range of skin issues
- Relate what they have learned to their own skincare and wellbeing

DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as appropriate.

Activity 4 is intended as an extension activity.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.

SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, LISTEN, UNDERSTAND, SPEAK, SENSITIVITY, EMPATHY.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Emotional and physical changes at puberty
- Acne
- Emotional wellbeing

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of the session, can be addressed in a future session.

Starter

SLIDES 4 & 5



SLIDE 5: SKIN DEEP - WHAT'S THE QUESTION?

Introduce the quiz with slide 4.

SLIDES 6 TO 13: WHAT'S THE QUESTION QUIZ

Take pupils through the answers and questions on slides 6 to 13. The question appears when you click on the slide with a related fact when you click again.



Activity 1

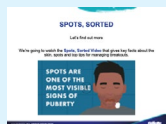
SLIDES 14 - 20

SPOTS, SORTED VIDEO

YOUR SKIN ACTIVITY SHEET

GETTING TO KNOW YOUR SKIN

This activity gives students more information about the skin: why it is important, why acne occurs in teenage years and things they can do to help manage acne. As part of the activity, students watch the Spots, Sorted Video and complete an activity sheet based on its messages.



SLIDE 15: YOUR SKIN IS AMAZING!

Ask students if they can tell you why their skin is so important. What are its jobs? Click to reveal the answers.

SLIDE 16: ON THE SURFACE

Use this slide to introduce the subject of spots using statistics that show it is experienced by many teenagers.

SLIDE 17: SPOTS, SORTED

Show students the **Spots, Sorted Video** explaining spots and tips for dealing with them. After watching the video, give students an opportunity to ask questions and discuss the issues raised.

LESSON PLAN



SLIDE 18 TO 20: YOUR SKIN – GAP FILL

Display the words on the slide and talk through the answers using the **Your Skin Activity Sheet**. Review the answers using **slides 19 and 20**. As a class, recap on what students have learned in this activity.

- What facts were new to them?
- Is there anything they are still unclear about?



Activity 2

SLIDES 21 - 27

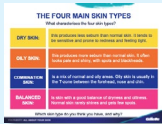
YOUR SKINCARE ROUTINE

This activity builds on what students learned in the video by looking in more detail at how students can look after themselves by developing good skincare routines, managing spots and taking steps to better self-care and wellbeing.



SLIDE 22: KNOW YOUR SKIN

Explain to students that not all skin is the same. Do they know the four main skin types?



SLIDE 23: THE FOUR MAIN SKIN TYPES

Ask students if they can name the characteristics of all four skin types then reveal the skin types on a click. Give them time to reflect on what type of skin they think they have.



SLIDE 24: LOOKING AFTER YOUR SKIN

Share skincare dos and don'ts with students, then ask if any of these surprised them.



SLIDE 25: TAKING CARE OF YOUR SKIN – 5 TOP TIPS

Share the top tips for taking care of your skin. Ask students to put them in order of priority. Do they agree on what is most important?



SLIDE 26: DEALING WITH SPOTS

Talk through the different things that can be done to manage spots. Make sure students understand that if they think their skin is getting worse or is affecting their confidence and wellbeing, they can go to the GP for help and advice.



SLIDE 27: WHAT ELSE CAN I DO?

As a class, discuss the ideas on the slide for improving your wellbeing if you feel low as a result of the hormonal changes at puberty and the effects of acne. Do the students have other ideas? Make a list and ask them to write down their top five personal strategies for feeling better about themselves.

LESSON PLAN



Activity 3

SLIDES 28 - 31

DEALING WITH SPOTS ACTIVITY SHEET

IMPROVING SELF-ESTEEM

In this activity students consider scenarios of three teenagers affected by spots. They think about what advice they would offer about skincare and treatment, and offer suggestions for strategies to improve the young people's wellbeing and self-esteem.



SLIDE 29: DEALING WITH SPOTS

Use this slide to introduce the activity. Give each student a copy of the **Dealing with Spots Activity Sheet**. If you prefer, students could work in pairs or small groups to complete this.



SLIDE 30: SKINCARE AND TREATMENT

Display this while the students complete the first page of the activity sheet – advice for Amelia, Jacob and Kemal on how to improve their skincare routines and treat their acne.



SLIDE 31: WELLBEING AND SELF-ESTEEM

Display this while the students complete the second page of the activity sheet – ideas for things Amelia, Jacob and Kemal could do to improve their wellbeing and self-esteem. Share ideas and advice as a class.



Activity 4

SLIDES 32 & 33

IT'S ALL ABOUT YOU! ACTIVITY SHEET

IT'S ALL ABOUT YOU!

This final activity encourages students to relate what they have learned in today's lesson to themselves. They spend time researching ways to change their skincare routine and improve their lifestyle before producing an action plan for change.



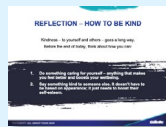
SLIDE 33: IT'S ALL ABOUT YOU!

Give students time to gather ideas and information to help them produce an action plan for improving their skincare routine, dealing with any issues with acne and improving their wellbeing and self-esteem.

Give each student a copy of the **It's All About You! Activity Sheet** to complete, emphasising that this is just for their own personal use and won't be shared with you or anyone else in the class.

Reflection

SLIDES 34 & 35



SLIDE 35: REFLECTION – HOW TO BE KIND

Point out the importance of kindness when dealing with your own and other people's wellbeing during puberty and encourage students to take action. Remind students about the anonymous question box where they can post questions to be answered in another session.

CURRICULUM LINKS

Curriculum links: England

Relationships and Sex Education (RSE) **Physical health and mental wellbeing**

Health and prevention

Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

Changing adolescent body

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and female, and the implications for emotional and physical health.

Physical health and fitness

Pupils should know

- the characteristics and evidence of what constitutes a healthy lifestyle.

PSHE (PSHE Association programme of study) **Learning opportunities in health and wellbeing**

Self-concept

H2. how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences and ways of imagining this

H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

Health-related decisions

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

Curriculum links: Northern Ireland

LEARNING FOR LIFE AND WORK **Personal development**

Pupils should be enabled to:

- develop an understanding of how to maximise and sustain their own health and well-being;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences.

Curriculum links: Republic of Ireland

SOCIAL, PERSONAL AND HEALTH EDUCATION (junior cycle, year 3) **Relationships and sexuality education**

Body image

- To enable the students to further develop their skills for enhancing self-esteem

Where am I now?

- To facilitate a review of the stages of human growth and development, with particular reference to growth and development at adolescence

Emotional health

Feelings and moods

- To help the students come to an understanding of a variety of feelings and moods, particularly those common in adolescence

CURRICULUM LINKS

Curriculum links: Scotland

HEALTH AND WELLBEING

Mental and emotional wellbeing

- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
- I understand that feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

Physical wellbeing

- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

Curriculum links: Wales

PERSONAL AND SOCIAL EDUCATION

Health and emotional well-being

Learners should be given opportunities to:

- accept personal responsibility for keeping the mind and body safe and healthy
 - develop a responsible attitude towards personal relationships
- and to understand:
- the short and longer term consequences when making decisions about personal health
 - the factors that affect mental health and the ways in which emotional well-being can be fostered
 - the statutory and voluntary organisations which support health and emotional well-being
 - how to access professional health advice and personal support with confidence