**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 2 ENDING 12TH MAY, 2023**

**TERM: THIRD**

**WEEK:** **2**

**DATE** : **8TH - 12TH MAY, 2023.**

**SUBJECT:** **BIOLOGY**

**CLASS : SS 2**

**TOPIC : THE SKIN**

**SUB - TOPIC: 1**. **functions of the skin.**

1. **Care of the skin.**
2. **Disorder or diseases of the skin.**

**PERIOD : 7th**

**TIME : 12: 30 - 1:00**

**DURATION : 40 minutes**

**AVERAGE AGE : 15 years**

**SEX:** **mixed**

**LEARNING OBJECTIVES:** by the end of the lesson,the students, should be able to;

1. State the functions of the skin.
2. Mention the care of the skin.
3. List the disorder or diseases of the skin.

**RATIONALE:** the students should understand the functions and care of the skin.

**PREVIOUS KNOWLEDGE:** The students have been taught definition and organs involve in homeostasis.

**INSTRUCTIONAL MATERIALS:** chart showing the skin.

**Reference Material:** Essential Biology foe Senior Secondary School by M.C. Michael.

**LESSON DEVELOPMENT**

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| **STAGES** | **TEACHER’S ACTIVITIES** | **STUDENTS’**  **ACTIVITIES** | **LEARNING POINT** |
| **INTRODUCTION** | The teacher introduces the lesson by reviewing the previous lesson. | The students were active. | To arouse the students interest. |
| **PRESENTATION**  **STEP 1** | The teacher states the functions of the skin. | The students pay attention. | To keep them focus. |
| **STEP 2** | The teacher asks the students to state care of the skin. | The students state the care of the skin. | To encourage critical thinking. |
| **STEP 3** | The teacher explains diseases of the skin and its care. | The students were active. | To keep them focus. |
| **BOARD SUMMARY** | **FUNCTIONS OF THE SKIN**   1. Protection - the skin protects the body against entrance by microbes, mechanical injuries, ultra violent rays of the sunlight and desiccation by acting as water proof. 2. Sensitivity - it is sensitive to its environment through the specialized sensory nerve ending scattered in the dermis 3. Excretion - the skin excretes excess water, mineral salts and some nitrogenous waste through the sweat gland as sweat. 4. Storage of food - fats are stored under the dermis of mammals. Fat which forms an insulating layer. 5. Production of milk - the mammary glands in female animals that are modification of the skin produce milk which are used to feed the young ones. 6. Production of vitamin D - the skin is able to manufacture vitamin D by using infra red rays from the sunlight. 7. Regulation of body temperature - animals can regulate their body temperature in their various habitat or environment.   **CARE OF THE SKIN**   1. regular cleaning - bath at least once a day with water and soap. 2. Expose the skin to fresh air and sunlight always. 3. Regular exercise - the body should be exercise regularly to remove sweat and keep the skin healthy. 4. Eat balanced diet and keep the skin healthy 5. Proper treatment of skin diseases. 6. Wearing of clean cloth. 7. Avoid the use of injurious / harmful chemical like bleaching of the skin.  **conditions and disorders affect the skin** As the body’s external protection system, your skin is at risk for various problems. These include:   * Allergies like [contact dermatitis](https://my.clevelandclinic.org/health/diseases/6173-contact-dermatitis" \t "https://my.clevelandclinic.org/health/articles/_blank) and [poison ivy](https://my.clevelandclinic.org/health/articles/10655-poison-plants-poison-ivy--poison-oak--poison-sumac" \t "https://my.clevelandclinic.org/health/articles/_blank) rashes. * [Blisters](https://my.clevelandclinic.org/health/diseases/16787-blisters" \t "https://my.clevelandclinic.org/health/articles/_blank). * Bug bites, such as [spider bites](https://my.clevelandclinic.org/health/diseases/16639-spider-bites" \t "https://my.clevelandclinic.org/health/articles/_blank), [tick bites](https://my.clevelandclinic.org/health/articles/7234-tick-bites" \t "https://my.clevelandclinic.org/health/articles/_blank) and [mosquito bites](https://my.clevelandclinic.org/health/diseases/17695-mosquito-bites" \t "https://my.clevelandclinic.org/health/articles/_blank). * [Skin cancer](https://my.clevelandclinic.org/health/diseases/15818-skin-cancer" \t "https://my.clevelandclinic.org/health/articles/_blank), including [melanoma](https://my.clevelandclinic.org/health/diseases/14391-melanoma" \t "https://my.clevelandclinic.org/health/articles/_blank). * Skin infections like [cellulitis](https://my.clevelandclinic.org/health/diseases/15071-cellulitis" \t "https://my.clevelandclinic.org/health/articles/_blank). * Skin rashes and [dry skin](https://my.clevelandclinic.org/health/diseases/16940-dry-skinitchy-skin" \t "https://my.clevelandclinic.org/health/articles/_blank). * Skin disorders like [acne](https://my.clevelandclinic.org/health/diseases/12233-acne" \t "https://my.clevelandclinic.org/health/articles/_blank), [eczema](https://my.clevelandclinic.org/health/diseases/9998-eczema" \t "https://my.clevelandclinic.org/health/articles/_blank), [psoriasis](https://my.clevelandclinic.org/health/diseases/6866-psoriasis" \t "https://my.clevelandclinic.org/health/articles/_blank) and [vitiligo](https://my.clevelandclinic.org/health/diseases/12419-vitiligo" \t "https://my.clevelandclinic.org/health/articles/_blank). * Skin lesions, such as moles, freckles and skin tags. * Wounds, [burns](https://my.clevelandclinic.org/health/diseases/12063-burns" \t "https://my.clevelandclinic.org/health/articles/_blank) (including sunburns) and [scars](https://my.clevelandclinic.org/health/diseases/11030-scars" \t "https://my.clevelandclinic.org/health/articles/_blank). | The students ask questions for further clarification. | To create room for slow learners. |
| **Evaluation** | The teacher evaluates the students with the following questions:   1. Explain at least 5 functions of the skin. 2. State at least 5 care of the skin. 3. Explain at least 3 conditions that affects the skin | The students attempt the questions. | To ascertain their level of understanding. |
| **Conclusion** | The teacher concludes by coping the note on the board. She checks and marks the note. | The students copy the note on the board. | For future use. |
| **Assignment** | Based on body temperature explain the classification of vertebrate | The students did and submit their assignment for marking and correction. | To encourage the students to study at home. |



11/5/2023

Principal Head Instuctor