

# Skin Science

## Presenter's Guide

### Resources Needed

In addition to this guide, you will need a copy of the teacher's guide as well as enough copies of the student activity sheets for all students. You will also need a computer with internet access to explore examples of skin conditions and access [aad.org](http://aad.org) web pages where indicated.

### Getting Started

Thank you for sharing your passion for dermatology with students. As you prepare your classroom presentation, consider starting by offering the following information about your own journey so that students can better understand what it means to be a dermatologist and discover that it's an attainable career for them.

- Who are you and what do you do?
- Why did you choose dermatology?
- What steps did it take to become a dermatologist? What did you do in high school to prepare for being a doctor?
- What are some common skin conditions and diseases you treat? (Consider a digital presentation with images as appropriate.)
- What is a day in your professional life like?
- What is the American Academy of Dermatology Association (AAD)?

- How can AAD help young people interested in a medical career? (Be sure to mention the mentorship program: [aad.org/member/career/diversity/diversity-pathways-hs-college](http://aad.org/member/career/diversity/diversity-pathways-hs-college))

The following activities are available for you to use as part of your presentation. The teaching kit at [ymiclassroom.com/skinscience](http://ymiclassroom.com/skinscience) includes the associated reproducible activity sheet that you can copy and distribute to students. In addition, the notes below will help you supplement the information in the classroom teacher's guide so that you can share your expertise with students.

### Activity 1 Body Armor: Our Skin

This quiz provides a common foundation of knowledge for the program and allows presenters to assess students' familiarity with the work of dermatologists, careers in dermatology, and basics of skin health. Students will also learn about some common skin conditions and how they are treated.

Allow students to work in pairs or groups to complete the quiz. Links included on the student activity sheet will help guide students to answers and more information. Review the answers provided in the teacher's guide as a group, correct any misconceptions, and use students' answers and new learning to initiate a classroom discussion about what dermatology is and some common (and uncommon) skin conditions.

## Pathways: Inclusivity in Dermatology



IN COLLABORATION WITH:





## Activity 2 What About My Skin?

In this research and presentation activity, students dive into dermatology and create mini-posters with skin care tips for different ages and skin types that they will present to classmates. Have students work in groups based on interest: students may research shaving tips for individuals with darker skin tones, healthy skin cleaning for adolescents, differences in care for different hair types, or sun care for all skin types – see the activity sheet. Students should use the links on the activity sheet to get started.

Talk with students about differences in skin due to pigmentation and age and how dermatologists have to be familiar with all types of skin to be able to treat patients – everyone is unique.

Consider providing a brief presentation about how you help people with varying skin types, targeting topics that are relevant to high school students. Introduce the activity and then have the teacher oversee the research and poster development after your visit.

## Activity 3 Dermatology Detectives

Introduce this activity by explaining how a dermatologist identifies skin conditions when patients come to you. Then read one of the case studies on the activity sheet to the class. The sheet includes links to pages on the AAD site that students will review to help them identify and match the symptoms for five common skin conditions. Each case study has more than one possible answer to show the amount of training and rigor required to be a dermatologist. Be sure to remind students this is a hypothetical activity, not actual medical advice or diagnosis; all skin conditions need to be checked out by a certified dermatologist.

Talk with students about the challenges in identifying common (and uncommon) skin conditions. The discussion can be extended to barriers to health care that some communities face, which can make recognizing,

identifying, and treating health care issues a challenge. Highlight the positive role dermatologists can have in preventing and curing disease and their positive impact on public health.

Encourage the teacher to complete the activity with the students if you don't have time to review all four case studies.

## Get Students Involved

- Consider asking the students to turn and talk with their neighbors about the following questions, or engage students in group discussions.
  - What have you already been doing in high school that could help you become a dermatologist?
  - What else do you need to do?
  - What have you already been doing that you heard me say helped me on my way to being a dermatologist?
- What questions do students have? Stop often, and be open to taking the presentation in a new direction based on student interest.

## Wrapping Up the Presentation

- Provide students with any additional advice to get started in the field of dermatology.
- Describe your most rewarding case or what you find rewarding about your job in general.
- Discuss your work within the community.
- Allow students to ask you questions. (Be prepared for salary questions. Consider having a range that is common in your state.)
- If you are comfortable, bring business cards or some other way for students to contact you or a member of AAD if they want more information or mentorship on becoming a dermatologist.

## Tips for Working with High School Students

- Speak from the heart. Students may not show their interest right away, but they know when adults are interested in them.
- Remember this can be a difficult experience for students who may have skin conditions you mention. Check with the teacher ahead of time about this topic. Be mindful and modify your presentation if you think mentioning certain conditions could lead to any bullying or singling out any student.
- It is much more productive to give students topics to discuss amongst themselves than to keep them silent. Ask engaging questions they can discuss with the students sitting around them. Walk around the room and listen to their answers or prompt more discussion in groups that may be quieter.
- Avoid bringing promotional materials.

