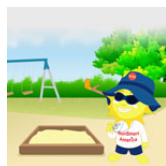


SunSmart America™ Grade 1 Curriculum

Integrated Lessons for Elementary School Classes

Let's All Scream for Sunscreen





Acknowledgements

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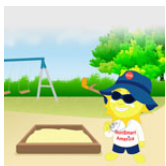
Graphic Design

Jennifer Kay Smith



*is adapted from Be SunSmart with permission from
The Anti-Cancer Council of Victoria, Australia*

A special thank you to Larry and Jane Katzen for funding the rights to utilize the Australian curriculum in the United States, and to the Toppel Family Foundation for supporting the initial development of the SunSmart America Curriculum.



SunSmart America
Let's All Screen for Sunscreen

Grade 1
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Objective: Students will be able to list the five *SunSmart America* Rules.

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Benchmark Correlation: SC.F.1.1.1, SC.F.2.1.2, HE.A.1.1.2, HE.C.1.1.2, L.A.A.1.1.4

Objective: Students will be able to identify the sunscreen that offers the best protection by the SPF (Sun Protection Factor) on the label on the sunscreen bottle.

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Objective: Students will compare healthy and unhealthy skin and understand that being careful when in the sun can help keep our skin feeling great.

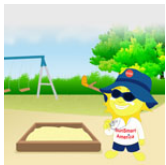
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Introduction to SunSmart America

The Richard David Kann Melanoma Foundation, in cooperation with the Palm Beach County School District, developed the *SunSmart America* curriculum for High School Science to educate high school students, teachers, and administrators about the prevention and early detection of skin cancer.

As you may know, skin cancer is most often due to overexposure to the sun and is highly preventable. Each year in the United States, more than one million cases of skin cancer are diagnosed- that is one out of every five people. In Florida, it is even worse—one out of every three Florida residents will be diagnosed with skin cancer at some point in their lifetime. We can change that. By teaching children and parents the basics of being 'SunSmart', and by providing the information and mechanisms that support being sun smart, behavioral changes should occur to reduce the epidemic incidence rates of skin cancer in this country.

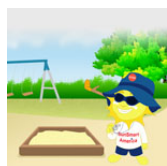
Hundreds of science teachers in Palm Beach County have participated in voluntary training sessions to learn to teach this curriculum and provide life-saving skin cancer education while meeting all Florida Sunshine State Standards in this subject.

In order to meet Florida Sunshine State Standards all *SunSmart America* lessons are benchmarked to correlate with required teaching for the FCAT, thus allowing teachers to use the curriculum for Science, English, Health, and Physical Education. *SunSmart America* has won the American Academy of Dermatology's Gold Triangle Award for Excellence seven times. In addition, in 2002, it was selected by the Centers for Disease Control and Prevention to be part of 2002 National Science Olympiad.

SunSmart America for High School Science was the start of a revolution in education- incorporating challenging, life-saving and engaging science and behavioral information while meeting Florida educational mandates and benchmarks.

As a result of the success of *SunSmart America* for high schools, the following curriculum was developed as part of *SunSmart America* for elementary schools- grades K-5. With your help, we can provide high quality education to our students and provide life-saving information that will help prevent skin cancer.

Welcome to *SunSmart America's* Elementary School Curriculum!



Thank you from the Richard David Kann Melanoma Foundation

The Richard David Kann Melanoma Foundation is a non-profit organization established in 1995 to educate the public on the prevention and early detection of skin cancer. The Foundation provides quality education programs and curriculum in schools and throughout communities, designed to facilitate knowledge and attitudinal changes that will inspire life-saving sun safe behavior and routine skin self-examinations. More than one million Americans will be diagnosed with skin cancer this year – that number is more than all other cancer cases combined — and more than 12,000 will die from it. This is tragic, as this disease is highly preventable and curable, if you know and follow the simple steps for prevention and early detection.

The Foundation was established in memory of Richard (Dicky) Kann who died in 1995 at the age of 44, from late-detected melanoma – the deadliest form of skin cancer. Dicky grew up in Miami Beach and, like many, did not know to pay attention to his sun overexposure. Had Dicky been aware of skin cancer prevention and simple early detection techniques, he might still be alive today. It is in his memory that the Melanoma Foundation has been established – so that no other family suffer this unnecessary and avoidable tragedy.

The Foundation would like to recognize Jane Katzen and Dr. John Kinney for laying the groundwork for the relationship the Foundation has developed with the School District of Palm Beach County. We also want to thank School Board member Bill Graham whose unending enthusiasm and constant support has been more than invaluable over the years, and Dr. Art Johnson for allowing the Foundation to continue growing with the School Board and allowing the School District to collaborate with the Foundation in the hopes of saving lives through high quality curriculum that meet all Florida State Educational Standards.

A special thanks to the School District's Program Planners, in particular Fred Barch and Corinne Measelle. Without their expertise, precious time and support, we could not have made the in-roads we did so quickly and efficiently. And of course, thank you to all the teachers in Palm Beach County and throughout the country who utilize SunSmart America in the classroom and are our children's daily 'lifesavers'.

It is our hope and expectation that through the implementation of SunSmart America, the Foundation's goal of decreasing the morbidity and mortality from skin cancer will become a reality.

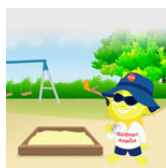
Sincerely,



Debbie Kann Schwarzberg, Founder & President

Richard David Kann Melanoma Foundation, West Palm Beach, Florida, April 2002

Richard David Kann Melanoma Foundation, West Palm Beach, Florida 561-687-2400 www.melanomafoundation.com



Integrated Lessons for Elementary School Classes

Richard David Kann
Melanoma
F O U N D A T I O N



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CHARLES E. SHAW

September 25, 2012

Dear Richard David Kann
Melanoma Foundation,

An Opportunity to Save Lives

This year marks a renewed effort in education, as we recognize the need to solve a hard problem that plagues our young people - skin cancer, especially melanoma. During the first 18 years of a child's life, they are exposed to more sun than they most likely will experience for the rest of their adult lives. This is the time when they are susceptible to burn which increases their risk of developing melanoma. These are also the years when they are the most malleable and the knowledge that we provide will sustain them during adulthood. One person dies from melanoma every 50 minutes, one in every 50 people will be at risk to get melanoma, and Florida is the state with the second highest incidence of melanoma in the country.

The School District of Palm Beach County partners with the Richard David Kann Melanoma Foundation as we support their development and implementation of a body of work that educates students in grades K-12. These life-saving programs include the SunSmart America™ K-12 curriculum (www.melanomafoundation.com), peer-based Students Against Melanoma (SAM) Clubs in middle and high schools, and the K-12 Melanoma Monday Art Contest in May.

The SunSmart America curriculum contains grade appropriate lessons and activities that have been adapted to meet all FCAT and Next Generation Sunshine State Standards. Students will learn the basics regarding skin cancer, and ***most importantly, the prevention and early detection of a disease that is almost 100% preventable with education!***

I want to thank the Richard David Kann Melanoma Foundation of Palm Beach County for providing valuable resources and educational materials regarding sun safety education. The Foundation has been an active member of our Wellness Task Force.

Sincerely,

E. Wayne Gent
Superintendent

EWG/JA/KO/LP/ES:du



Important Notes to Teachers

Thank you for spearheading the initiative of being sun smart in your classroom by reviewing this curriculum. The intention of *SunSmart America's* Elementary School Program is to raise awareness in children and adults about the importance of skin cancer prevention and early detection from skin damage caused by the sun. The program is designed to assist teachers and parents in developing positive attitudes in their students that will ultimately lead to healthy behaviors regarding being sun smart. It is available in English, Spanish, and Haitian Creole.

To accomplish this, each grade level, in an age-appropriate manner, focuses on the five safety rules of *SunSmart America*: (1) wear protective clothing, (2) wear a wide-brimmed hat, (3) wear sunglasses with UV protection, (4) wear sunscreen and lip balm with an SPF of 30 or higher, and (5) seek shade between the hours of 10:00 a.m. and 4:00 p.m. Protective factors that are proven to help reduce many other unhealthy risk behaviors are included in the lessons, specifically life and thinking skills and strong parental involvement. All lessons, at each grade level, are designed in the same format. They have been correlated to the benchmarks of the **Sunshine State Standards**.

There are four independent lessons; four independent objectives at each grade level. Each core lesson will take approximately 30 minutes to complete. A variety of reinforcement activities also are available in each lesson. Obviously, lesson time will increase with the number of activities chosen. Lessons can be integrated into different disciplines including Science, Health, Language Arts and Math. Depending on the lesson, there are persuasive writing activities, social studies activities, mapping, art projects, math calculations and graphing that make lessons cross-disciplinary. All lessons are divided in the following manner:

Testing

A **Pre-Post Test** is available for each grade level to help assess the success of the curriculum. Please administer the test to each student before beginning Lesson 1. Then have each student complete the **same test** again after all four lessons have been completed. If time restraints prohibit all four lessons from being taught, please select those questions that only pertain to the taught lessons.* (See below)

Sunshine State Standards

Each lesson has been correlated to Sunshine State Standards. The Benchmark Correlation appears at the top of the first page of each lesson. The correlations between lessons and standards were made and reviewed by elementary school teachers.

Lesson Design

Objective: Each lesson begins with the objective. The objective relates to the knowledge and skills presented in the lesson. It appears directly under the Benchmark Correlations. Each objective is independent, allowing each lesson to stand on its own.

Pre-assessment: This is the lesson stimulator. The pre-assessment adds significance to the coming lesson through querying the class as to their present understanding of the subject matter in terms of knowledge, skills and experiences. The pre-assessment is presented in



Integrated Lessons for Elementary School Classes

various forms including question/answers, creative definitions, role-plays, drawings, and observations.

Discussion: The discussion presents the students with the knowledge and skills steps necessary to understand the concepts presented in the lesson.

Classroom Activities: Classroom activities direct students to apply what they have learned in the classroom to real life situations. This is done through activities developed around critical and creative thinking skills and life skills such as decision-making and goal setting. These activities focus on one or more learning styles, and target the various levels of learning from knowledge through evaluation, depending on grade level. Each activity is labeled as to the type of skill it targets, the learning style being addressed, and the materials needed.

Home Activities: Family support and involvement is encouraged through *SunSmart America* home activities. These reinforcement projects and worksheets strengthen the learning that has taken place in school and are so essential to the learning process, especially when lesson goals are behavior oriented. Home Activity pages are to be copied and sent home with students. A note to the parent explains the objective of each activity and directions on how to complete the assignment.

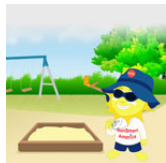
Post-assessments: Post-assessments measure student understanding that has resulted from the lesson through independent, group and class activities.

Teaching & Learning Styles

Activities within the lessons have been designed with Howard Gardner's Multiple Intelligence Theory (Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: BasicBooks, 1983.) in mind and address all types of learners: linguistic, spatial, musical, environmental, math/logical, kinesthetic, interpersonal and intrapersonal. Students write songs, poems and stories, complete art projects, demonstrate through role plays, discuss knowledge, conduct science experiments, and play physical and word games. Skills practice includes goal setting, prediction, decision-making, compare and contrast, reading labels, and communicating. Instructional strategies both are teacher and student directed and target short lecture or discussion, group interaction, working in pairs or independently, working with parents, and using a variety of resources, including the Internet.

Thank you!

The Richard David Kann Melanoma Foundation would like to take the opportunity to thank all of you for your participation in this program. We hope that you will be as enthusiastic about teaching *SunSmart America* as we have been in creating it. With the tremendous time restraints within which all of you must operate, we appreciate your acknowledgement of the importance of teaching children about protecting themselves from the harmful rays of the sun and hope that you will make room in your busy schedules for our curriculum. The Foundation can develop materials to make your job a little easier, but the Foundation cannot reach all of the lives that you as classroom teachers can. That is why we desperately need your help—to be our partners in getting sun safe messages across to the children of Palm Beach County. Together, we can make a difference!



SKIN CANCER INFORMATION SHEET

1. What is Skin Cancer? Skin cancer is a disease of the cells of the skin. Healthy cells that make up the body's tissues grow, divide and replace themselves in an orderly way. This process keeps the body in good repair. Sometimes, however, normal cells lose their ability to limit and direct their growth. They divide too rapidly and grow without order. **This process can result in skin cancer and other cancers.**

There are three different types of skin cancers. Skin cancer is usually curable if detected early and removed as soon as possible.

a. Basal Cell Carcinoma

This is the most common form of skin cancer. Basal cell skin cancer accounts for 80% of all new skin cancer cases.

90% of basal cell cancers are found on the head and neck and other areas of the body that receive sun exposure.

Basal cell looks like a sore that does not heal very well, a reddish patch, shiny bump, or a growth with a sore in the center.

b. Squamous Cell Carcinoma

This is the second most common form of skin cancer.

The majority of these skin cancers are also found on exposed areas.

Squamous cell has a 90% cure rate if found early. If left untreated, it can spread to vital organs or cause structural damage to surrounding tissues.

Squamous cell looks like a scaly lump or patch, or has a sore in the middle. Later it may bleed easily or form an ulcer.

c. Melanoma

Melanoma is the deadliest form of skin cancer.

Melanoma can develop anywhere on the body.

Melanoma is the most commonly occurring cancer in women between the ages of 25 and 29 and the second most frequent in women ages 30-34.

Over 50,000 people will develop melanoma and over 10,000 will die from this disease.

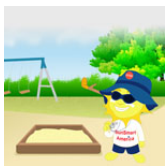
Melanoma can start as a mole or spot on the skin, but there are specific characteristics that help tell it apart from a healthy mole or spot.

THIS IS CALLED THE ABCDE RULE

Asymmetry: When half of the mole or lesion does not match the other.

Border: Melanomas often have blurred, notched, ragged or uneven edges, while healthy moles have smoother, more even borders.

Color: Healthy moles are usually a single shade of brown. Moles varied shades of black, brown and tan often are the first signs of melanoma. Colors of red, white and blue also may appear as the melanoma progresses.



Diameter: Moles that grow larger than a pencil eraser are a cause for concern.

Enlargement: Change in thickness of the mole

2. Reasons to Protect Your Skin

Your skin is the largest organ on your body and protects the rest of your body: vital organs, muscle, blood, ligaments, tendons.

Spending too much time in the sun increases your risk for skin damage: wrinkles, freckles and skin cancer.

A tan is not healthy and is a sign of skin damage, which can lead to skin cancer.

3. More Facts About Skin Cancer

Skin cancer is almost 100% preventable and curable if detected early.

Eighty percent of skin cancer is caused from sun overexposure.

1 person dies every hour from skin cancer.

Melanoma is more common than any other cancer among women 25-29 years old.

1 out of every 5 Americans, 1 million people total, will be diagnosed with skin cancer this year. That's more than all the other cancers combined!

1 to 2 blistering sunburns before the age of 18 doubles your risk for developing skin cancer.

Skin cancer can affect anyone of any skin color. It is more common in Caucasians, but people from all races can and do get skin cancer.

Early detection is key! Skin cancer is almost 100% curable by lesion excision (removal of cancerous area), if detected early.

4. Skin Cancer Prevention

Use a sunscreen and lip balm with an SPF (Sun Protection Factor) of at least 30 or higher. **Generously** apply sunscreen at least 30 minutes before you go outside, and reapply every 2 hours, even if the sunscreen is waterproof.

Reapply after sweating, swimming or other activities. Make sure the sunscreen has both UVA and UVB protection and is broad spectrum.

Stay out of the sun as much as possible between the hours of 10:00 a.m. and 4:00 p.m., when the sun's rays are strongest.

Wear sunglasses to protect your eyes from the UV rays. Make sure that they have both UVA and UVB protection. Too much damage to the eyes can lead to cataracts and even blindness.

Wear protective clothing when outdoors, such as a long sleeve shirt and pants that are lightweight and tightly woven. There is also protective clothing that actually has an SPF in the fabric. FYI: Although a



cotton t-shirt is better than nothing, be aware that most cotton t-shirts only have an SPF of 4 when dry and no UV protection when wet.

Find shaded areas when outside: trees, umbrellas, buildings etc.

Protect yourself on cloudy days. The UV rays still go through the clouds and can cause your skin to burn or tan.

Wear a hat with a wide brim that goes all the way around the head to protect your ears, side of face and neck.

Stay away from tanning booths! They are just as dangerous as the sun's rays and can burn your skin and can cause skin cancer.

5. UV Radiation

There are 2 different kinds of invisible radiation that come from the sun, UVA and UVB. Both are dangerous, cause premature wrinkles and can increase your chances of developing skin cancer. These rays are always present when the sun is up, even if it is cloudy.

UVA rays are released in greater amounts throughout the day and year round. UVA rays penetrate to the dermis (the inner layer of skin) and cause wrinkles and freckles.

UVB rays are the most damaging and can produce immediate sunburns. UVB rays activate melanin, which causes the skin to tan.

BOTH ARE DANGEROUS!

UVA = Aging/UVB = Burning

6. Skin Examinations

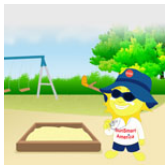
“Know the Skin You Are In!” Look for irregular (according to the ABCDE rules above) moles, spots or freckles on the skin, or any new or changes in existing moles, spots or freckles.

Do regular self-examinations of your skin. Check all over your body and keep an eye on things that look irregular. If you do see something suspicious, go to your dermatologist immediately.

Check your back or hard-to-see parts of your body by using a mirror, and check your scalp by using a blow-dryer to see under your hair.

Everyone, starting in their teen years, should see a dermatologist at least once a year for a regular full body skin examination.

Sources: American Academy of Dermatology, American Cancer Society, Environmental Protection Agency



Kindergarten Reward Cards

Please use these SunSmart reward cards when you catch a student promoting sun safe education or behavior.



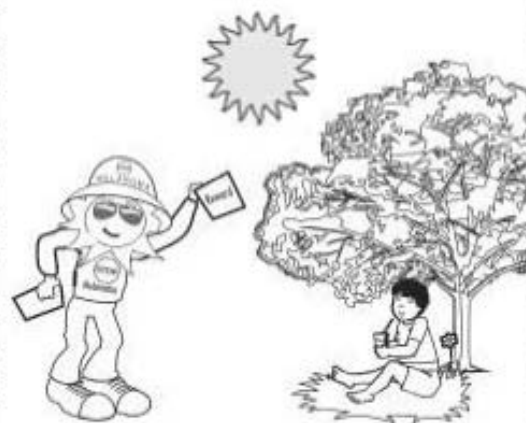
Caught you being SunSmart



Caught you being SunSmart



Caught you being SunSmart



Caught you being SunSmart



SunSmart America

Let's all Scream for Sunscreen

Grade 1

Pre-Post Test

Note to Teacher: The following is a pre-post test to help you assess the success of *SunSmart America*. Please have each student complete the test before teaching the SunSmart lessons. Then have each student complete the same test again after all four lessons have been completed. If time restraints prohibit all four lessons from being taught, please post test only those lessons which are taught selecting only those questions that pertain to the taught lessons.



Grade 1

Pre/post Test

Student Name: _____

1. Draw a picture that shows 5 ways you can protect your skin from the sun.

2. Color in the sunscreen bottle that has the **highest SPF number** and **will protect you most**.



3. John has sunburn on his back. His back is very red.
Maria has a shirt on. Her back is not red at all.
Who takes better care of their skin, **John** or **Maria**? Circle one.

4. Underline the ways that your skin might tell you that you are not being SunSmart.

sunburn

tan

skin gets darker

freckles

grows hair

Richard David Kann Melanoma Foundation, West Palm Beach, Florida 561-687-2400 www.melanomafoundation.com



SunSmart America
Let's All Scream for Sunscreen

Grade 1

Lesson 1: SunSmart America Rules

Benchmark Correlation: SC.B.1.1.1, HE.A.1.1.4, HE.C.1.2, L.A.A.1.1.3

Benchmark Correlation: SC.D.1.1.3, SC.B.1.1.2, HE.A.1.1, HE.B.1.1, HE.C.1.1, L.A.A.2.1.1, L.A.B.2.1.1,
L.A.B.2.1.2, L.A.C.1.1.2

Objective: Students will be able to list the five *SunSmart America* Rules.

Pre-Assessment

Read the following situation to the class.

You are having a birthday party at the local community pool and you have invited 5 of your friends. Now, you need to help your friends decide what to pack in their sun bags.

Pass out the attached worksheet entitled "SunSmart Sun Bag".

Ask students to cut out all of the items they think their friends need to bring with them to make them SunSmart at the pool party. Glue the SunSmart items in the sun bag.

Discussion

Ask:

What is a sunburn? (*A sunburn is when your skin gets red or darker from being in the hot sun too long.*) How does a person get a sunburn? (*By staying out in the sun too long and not covering up and protecting his or her skin*) How do you think you can prevent getting a sunburn?

Explain:

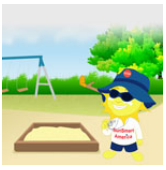
Sunburn makes your skin red. It causes you to get freckles. And it can really hurt. Sunburn that you get now can make you very sick when you get older. Sunburn that you get now can make you get wrinkles long before you are very old. There are 5 rules that help to keep us from getting sunburn when we are playing outside. If you pay attention to these five rules, you are protecting your skin now. If you pay attention to these five rules, you are protecting your skin so that it can be healthy later. If you pay attention to these five rules, you are being very SunSmart.

Teacher: Write the following rules on a chart. Glue a picture next to each rule.

1. **RULE #1: PLAY IN THE SHADE.** The first thing that helps you to be SunSmart is playing in the shade, **especially between 10:00 in the morning and 4:00 in the afternoon.**

(*Ask students to name shady places to play.*) Trees, roofs, tents, umbrellas, and sport shelters all can give you shade from the sun. When you play in the shade, your skin won't burn.

2. **RULE #2: WEAR A HAT.** The second thing that helps you be SunSmart is wearing a wide-brimmed hat. A wide-brimmed hat shades your head, your eyes, your neck, and your ears. When you wear a wide-brimmed hat, you are doing one thing to help protect you from sunburn. (*Show the class a wide-brimmed hat vs. a baseball cap.*)



3. **RULE #3: WEAR SUNGLASSES.** The third thing that helps you to be SunSmart is to wear sunglasses. The hot sun can hurt your eyes just like it can hurt your skin. Sunglasses shade your eyes and protect them from the sun.

4. **RULE #4: WEAR LONG SLEEVES AND LONG PANTS.** The fourth thing that helps you to be SunSmart is to wear clothes that cover your skin. When clothes cover your skin, they help to keep it from getting sunburned. A long sleeve shirt covers your arms, your chest, and your back. Long pants or a long skirt cover your legs. When you are playing outside in the sun, long pants and a long sleeve shirt will help to keep you from getting a sunburn.

5. **RULE #5: WEAR SUNSCREEN AND LIP BALM.** (*Show the class a bottle of SPF 30-50+, and a tube of lip balm with at least SPF 15.*) The fifth thing that helps you to be SunSmart is to wear sunscreen and lip balm. Sunscreen is a cream or lotion that helps to stop the sun from burning your skin. Lip balm is in a stick or tube that you put on to protect your lips. Sunscreen is like a medicine so you should make sure to have an adult that you trust help you to put it on your skin. You should wear sunscreen whenever you play outside. You should wear sunscreen everywhere on your body that is not covered with clothes.

Classroom Activities

Activity 1: Making a SunSmart Decision

Type of Activity: class

Type of Skill: decision-making

Learning Style: math/logical

Materials Needed: decision-making steps

Explain:

It is very important to make good decisions. When you make a good decision you choose the best thing to do. Decisions are choices.

Ask students to tell you some choices they have made today. Did they have cereal or toast for breakfast? Did they choose to drink milk or juice? What color pants did they choose to wear?

When you make a decision, you are using your brain. Your brain helps you think. When you make a decision, you are thinking.

To help you make good decisions, you can follow the decision-making steps. The more you practice the decision-making steps, the better you will get at making the best choices.

Being SunSmart means making good decisions. Being SunSmart means making good decisions about protecting your skin from being sunburned.

Write the following steps on the board, or make a poster to hang in the classroom with the steps. These steps can be used to teach any decision-making lessons.

What is the decision I have to make?

What are the choices that I have to pick from?

What could happen because of each choice?

Which is the best choice?



Read each step to the class.

Then together make the decision to be SunSmart by following the SunSmart America Rules.

Note to Teacher: A model of the decision-making process follows.

What is the decision I have to make? *I have to decide whether or not to be SunSmart.*

What are the choices that I have to pick from? *Should I follow the SunSmart America Rules or should I play in the sun without protecting my skin.*

What could happen because of each choice? *If I follow the SunSmart America Rules, I won't get a sunburn. If I don't follow the SunSmart America Rules, I will get a sunburn. The sunburn will hurt. The sunburn could make me sick when I get older. The sunburn could make me get wrinkles before I am very old.*

Which is the best choice? *To follow the SunSmart America Rules.*

Activity 2: SunSmart America Banner

Type of Activity: class/groups

Type of Skill: synthesis

Learning Style: spatial

Materials Needed: poster board or felt, a wooden rod, art supplies including different color fabric remnants or colored paper

Work with students to create their *SunSmart America* banner. The banner should relate the rules of being SunSmart, visually. Poster board or fabric can be used to create the banner. Students can work in five groups, each group creating a part of the banner that relates one of the five rules. Display the banner in the classroom so that the students are reminded to be SunSmart all year through.

Activity 3: Sun Safe Song

Type of Activity: class/group

Type of Skill: synthesis

Learning Style: linguistic

Materials Needed: see attached copy of words and music for the song 'Sun Safe'. Use with the students in your class or in music class.

Home Activities

Activity: SunSmart America Pledge

Type of Activity: adult-child

Type of Skill: memorization

Learning Style: linguistic

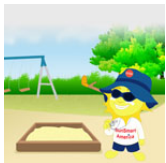
Materials Needed: see attached SunSmart America pledge

Make copies of the attached adult-child activity sheet entitled *SunSmart America Pledge*, one for each child. The activity is designed to be sent home and completed with an adult. The objective of the activity is to help students memorize the *SunSmart America* Rules.

The pledge can be practiced in class, too.

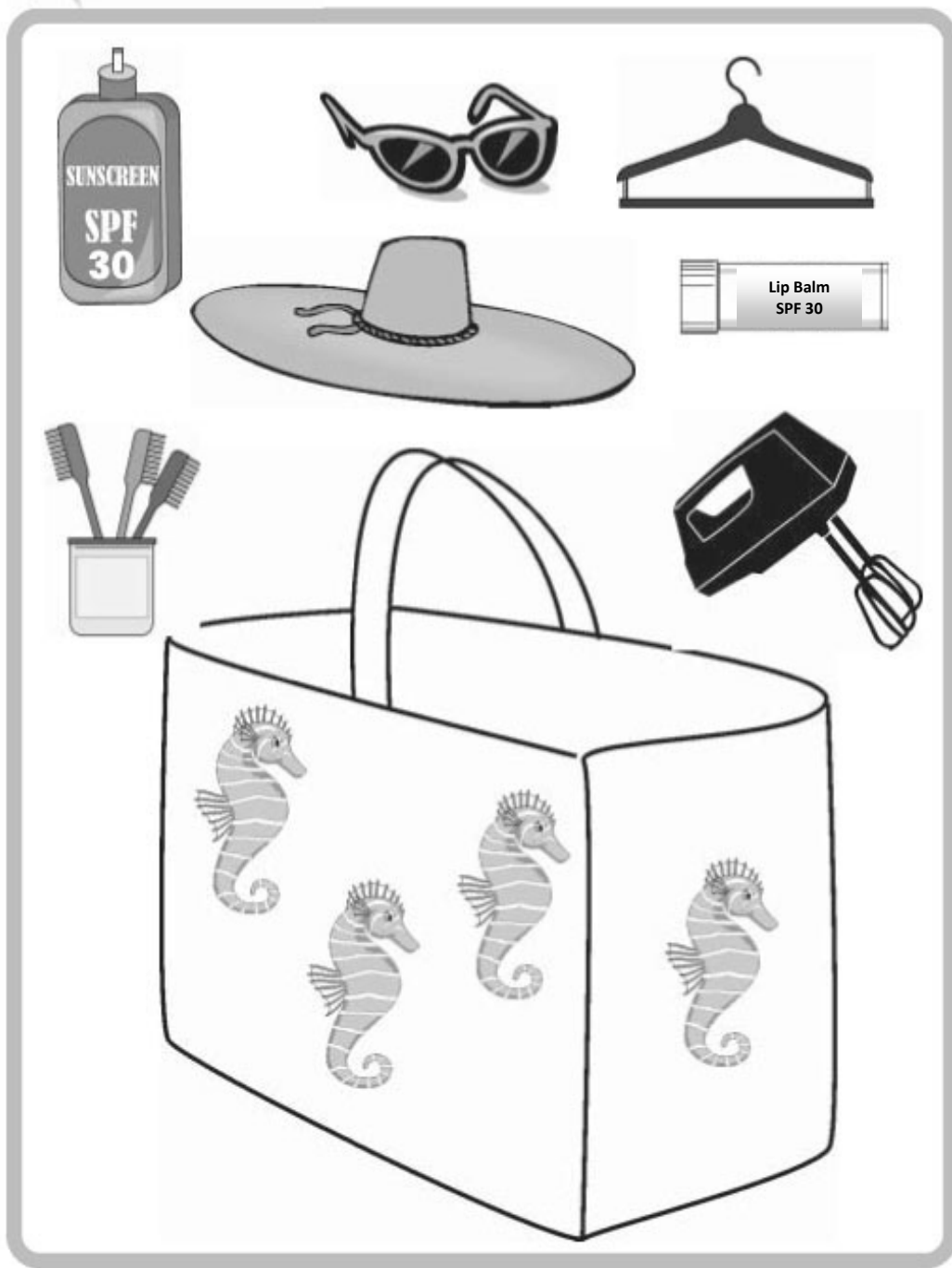
Post-Assessment

Make copies of the attached in-class worksheet called "*SunSmart America* Rules Word Bank". Have students fill in the sentences by picking the correct word to complete the statements.

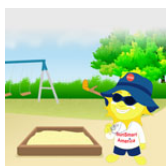


SunSmart Sun Bag

Grade 1
Pre-Assessment



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Kindergarten Lesson 1: Home Activity

In the Shade

An Adult-Child Activity

Dear Parent or Guardian:

Your child has been learning how important it is to be SUNSMART when playing outside during the day. One way to be SUNSMART and protect your skin from sun damage is to play in the shade between the hours of 10:00 am and 4:00 pm, when the sun's rays are strongest. Please reinforce this message with your child by helping to complete this activity.



1. Ask your child to tell you different things that would shade him/her from the sun. *(Your child should name at least three of the following: tree, umbrella, roof, sports or park cover, tent.)*
2. Explain to your child that clothes, sunglasses, and a wide-brimmed hat also help to shade the skin so it does not burn. (Note: Clothes are only sun protective if they are made from tightly-woven fabric)
3. Try one or all of these activities with your child.

A. Go for a walk around the outdoor areas of your home where your child plays and talk about the shady areas that are safe to play in. Talk about what kinds of games your child might like to play in those places.



B. Plant a shade tree where shade is needed.



C. Take your child for a walk around the neighborhood and use your umbrella for shade. Remind your child how important it is to stay in the shade during the day, especially between 10:00 a.m. and 4:00 p.m.

D. Look through magazines or newspapers and help your child make a shade collage. Have your child explain to you how these things help to keep people safe from the sun.





SunSafe Song

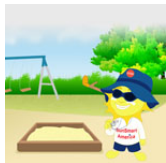
Lesson 1: Activity 3



SunSafe
music and lyrics by
Gregory Sigg Murphy

Sun safe, sun safe, let's take care of our skin.
Sun safe, sun safe, block the rays and you'll win.
Wear a hat with a great big brim when you go out in the sun to-day.
Sun block, shades, and a long-sleeved shirt will keep the sun's rays a-way, a-way!

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Grade 1

Home Activity

Lesson 1: Home Activity

SUNSMART AMERICA PLEDGE

Adult /Child Activity

Dear Parent or Guardian:

Your child has been learning five ways to be SUNSMART.

- Play in the shade
- Wear long pants and a long sleeve shirt when playing outside in the sun
- Wear sunscreen and lip balm with an SPF of 15 or higher
- Wear sunglasses with UVA/UVB protection
- Wear a wide-brimmed hat



Please reinforce this message at home by helping your child memorize the SUNSMART America Pledge.

The SUNSMART AMERICA Pledge



Today I will be a SUNSMART kid
And follow the five SUNSMART rules
I will play in the shade when the sun is hot
At home, and even at school.



Today I will be a SUNSMART kid
And follow the five SUNSMART rules
I will wear a big hat to cover my head
So my friends won't call me a fool.

Today I will be a SUNSMART kid
And follow the five SUNSMART rules
I will wear a shirt that has very long sleeves
And long pants so I can be cool.



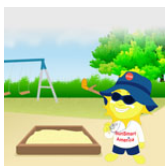
Today I will be a SUNSMART kid
And follow the five SUNSMART rules
I will wear sunscreen all over my skin
So it won't burn when I play in the pool.



Today I will be a SUNSMART kid.
Today I will follow the rules.

Cool!

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Integrated Lessons for Elementary School Classes

Richard David Kann
Melanoma
F O U N D A T I O N



Lesson 1
Post-Assessment

SunSmart America Rules Word Bank

Fill in the following sentences by picking the correct word to complete the statements.

I _____ under a tree to be in the shade.

I wear _____ screen to help protect my skin from sunburn.

I put a _____ on my head to keep the sun off my head and face.

Sunglasses shade my _____ from too much sun.

Long pants cover my _____ from the sun.

A shirt covers my _____ from the sun.

Word Bank



sun



hat



arms



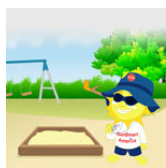
legs



eyes



sit



SunSmart America

Let's All Scream for Sunscreen

Grade 1

Lesson 2: Recognizing the Sunscreen Label

Benchmark Correlation: SC.F.1.1.1, SC.F.2.1.2, HE.A.1.1.2, HE.C.1.1.2, L.A.A.1.1.4

Objective: Students will be able to identify the sunscreen that offers the best protection by the SPF (Sun Protection Factor) on the label on the sunscreen bottle.

Pre-Assessment

Draw three sunscreen bottles with labels on the board. One label should be clearly marked SPF 6; one should be marked SPF 30; and the third should be marked SPF 2.

Ask students to raise their hands if they think SPF 6 would give them the best protection; ask them to raise their hands if they think SPF 30 would give them the best protection; ask them to raise their hands if they think SPF 2 would give them the best protection.

Discussion

Explain:

When you go into the store to buy sunscreen, there are so many different kinds from which to choose. Some are in green bottles. Some are in pink bottles. Some are in tubes or spray bottles. But there is one thing that every sunscreen bottle must have. Every sunscreen bottle must have a number on the label. The number tells you how long you can stay outside without burning. That number is called the SPF, or Sun Protection factor.

Sunscreens that have the SPF **30 or higher** better protect your skin from burning from the sun than a number less than 15 on the sunscreen bottle. A sunscreen with the SPF 6 on the label will **not** stop your skin from burning. A sunscreen with the SPF 9 on the label will **not** stop your skin from burning. SunSmart kids wear sunscreens with an SPF of 30 or higher, **AND** follow the five SunSmart Rules. (This is a good time to review the 5 rules learned in Lesson 1.)

Ask:

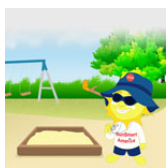
Do you think a sunscreen with the SPF number 6 will help keep your skin from burning?

Do you think a sunscreen with the SPF number 30 will help protect your skin from burning?

Explain:

Have your parent or a trusted adult put the sunscreen on you where your skin is showing. If you are wearing a bathing suit, that means on your face, neck, ears, arms, chest, back, and your legs and feet.

The sunscreen label tells you that it needs to be put on the skin at least 20 minutes before you go out in the sun, so it can coat your skin. And the label tells you that you must put sunscreen on again after you go swimming, after you dry off with a towel, after you have been running around, or just if you have been outside a while.



Classroom Activities

Activity: The SunSmart Reaction

Type of Activity: class

Type of Skill: problem solving

Learning Style: linguistic

Materials Needed: none

Read the following scenarios to the class. Ask students how they would react in the situation.

Krystal was playing at the pool with her cousin, Jerome. She was wearing sunscreen to keep from getting sunburn. "Let's go swimming," Krystal said. "I am so hot." She jumped in the pool. When she got out of the water, she dried off and sat down on her towel to eat her snack. "Let's go on the swings, now," Jerome said, and off they ran to the playground.

Ask:

Should Krystal have her mom put sunscreen on her again before she goes to the playground? Why?

Scenario 2

Jerome and Krystal are running around the playground. The sun is hot but Krystal has sunscreen and a long sleeve T-shirt on so she won't burn. Some of their friends are playing kick ball. They ask Krystal and Jerome to play. After a while, Krystal says she is too hot to play anymore. She is sweating. She goes back to the pool to sit with her mother.

Ask:

Should Krystal have her mom put sunscreen on her when she gets back to the pool? Why?

Home Activity

Activity: SunSmart Sunscreen

Type of Activity: adult-child

Type of Skill: gathering information

Learning Style: spatial

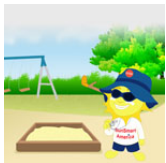
Materials Needed: magazines or newspapers, poster board

Make copies of the adult-child Home Activity sheet entitled "SunSmart Sunscreen", one for each child. The activity is designed to be sent home and completed with an adult.

The objective of the activity is to reinforce the importance of using sunscreen with an SPF of at least 30.

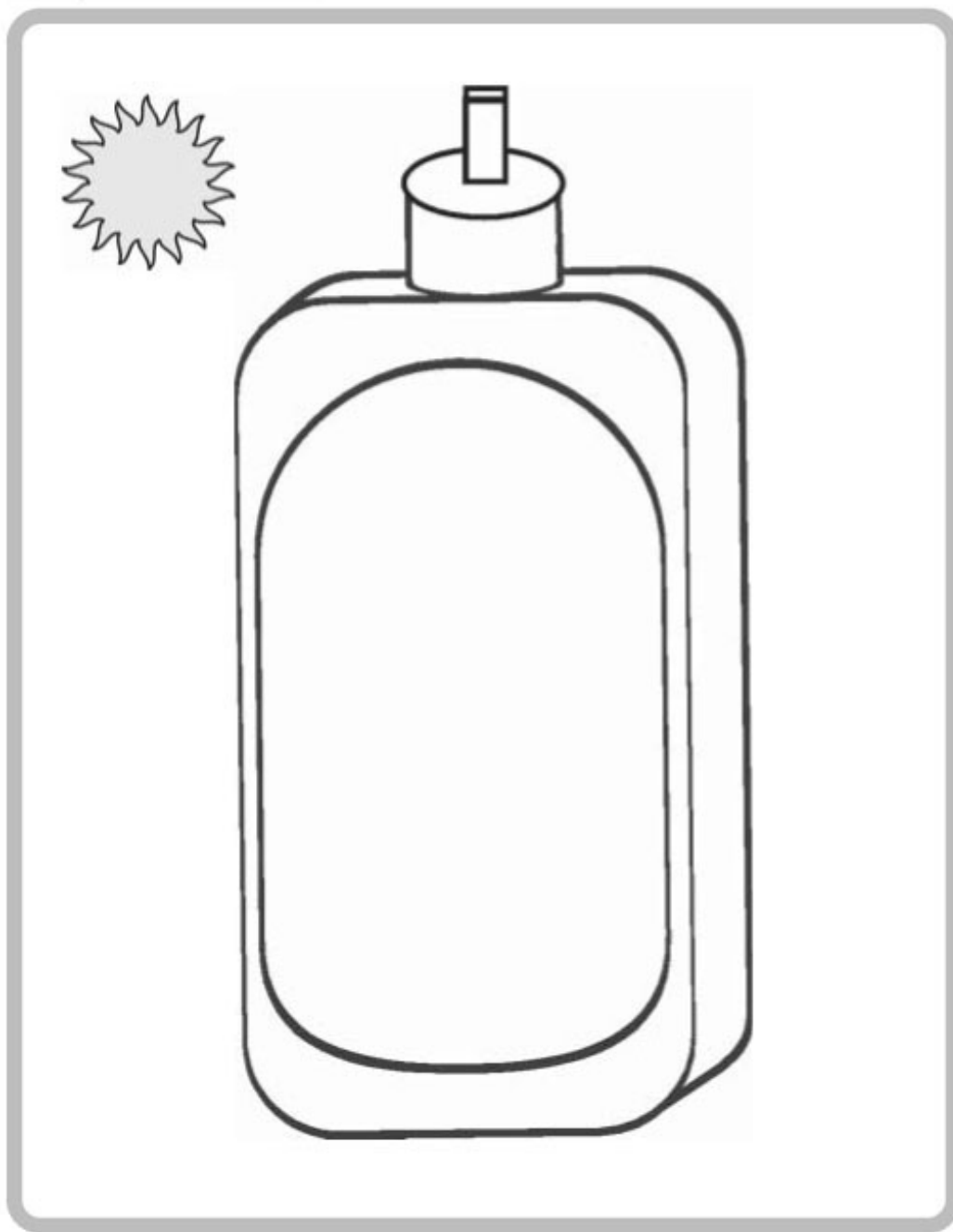
Post-Assessment

Make copies of the attached Fun Page with the drawing of a bottle of sunscreen, one for each student. Have students color in the sunscreen bottle. Have students put the number on the sunscreen bottle that indicates that the sunscreen will help keep their skin from burning in the sun (any number 30 or higher is correct). Also, ask them to list on the bottle the five rules of being SunSmart that they need to do to be sun safe and not get burned by the sun.

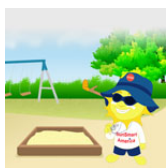


Fun Page

Grade 1: Lesson 2
Post-Assessment



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Grade 1

Home Activity

Lesson 2

SUNSMART SUNSCREEN

Adult /Child Activity



Dear Parent or Guardian:

Your child has been learning about the importance of wearing sunscreen when playing outside in the sun. Your child has learned that sunscreen should have an SPF (Sun Protection Factor) higher than 30. He/she has learned that sunscreen should be put on all exposed skin about 20 minutes before going outside, so it can dry. And that it should be reapplied after swimming, sweating, and drying off with a towel. He/she has also learned that sunscreen is like medicine and should only be used with the help of a parent or other trusted adult. Please reinforce this important information at home by helping your child complete the following activity. And remind your child that wearing sunscreen is SUNSMART.

Directions

Cut out pictures of sunscreens and other pictures that relate to sun protection. Together with your child create a picture story that shows the importance of

1. wearing sunscreen and lip balm with **30 SPF** and higher;
2. reapplying it after swimming or sweating or drying off with a towel
3. applying sunscreen to every area of the body that is not covered with clothing
4. asking a trusted adult to apply the sunscreen after swimming or playing.
5. wearing a hat with a wide brim, sunglasses, and long sleeves and pants along with sun screen are part of an overall SunSmart program!

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SunSmart America
Let's All Scream for Sunscreen
Grade 1

Lesson 3: Healthy and Unhealthy skin

Benchmark Correlation: SC.F.2.1.2, HE.A.1.1.1, HE.B.1.1, L.A.A.2.1.1

Objective: Students will compare healthy and unhealthy skin and understand that being careful when in the sun can help keep our skin feeling great.

Pre-Assessment

Does your skin ever get sick?

What happens to your skin when it gets sick?

Discussion

Explain:

When you fall down and scrape your knee, your skin does not feel good. It usually bleeds and stings.

Ask:

What does your parent or a trusted adult do to help your knee when you scrape it? *(wash it with soap and water, put a band aid on it)*

Explain:

When you play in the yard and don't look at what you touch, you might get poison ivy. Poison ivy makes your skin red and bumpy and it itches like crazy. Your skin does not feel well when it gets poison ivy.

Ask:

What does your parent or a trusted adult do to help your skin feel better when it gets poison ivy? *(puts cream on it to make the itching stop)*

Explain:

When you're playing near the bushes and a bee stings your leg, it puffs up and really really hurts. Your skin does not feel good when it gets stung by a bee.

Ask:

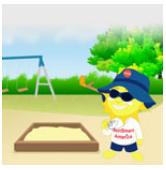
What does your parent or a trusted adult do to help your skin feel better when it gets stung by a bee? *(puts ice on the sting and gives you some medicine so it won't puff up so much)*

Explain:

When you are playing outside in the bright sun and you get a sunburn, your skin gets all red and can really sting. It can blister and peel too! Your skin does not feel well when it gets too much sun.

Ask:

What does your parent or a trusted adult do to help your skin feel better when it gets sunburn? *(puts soothing cream on)*



Explain:

Sometimes we can't help it when our skin gets hurt. But sometimes, if we are careful, we can keep our skin healthy and happy. Being SunSmart is one way to keep our skin feeling great. Being SunSmart is being careful not to get a sunburn or tan. (Review the five *SunSmart America* Rules from Lesson 1.)

Classroom Activities

Activity: Who is SunSmart?

Type of Activity: class

Type of Skill: compare/contrast

Learning Style: math/logical; spatial

Materials Needed: paper and crayons

Explain:

When skin is healthy it looks and feels great. When skin is unhealthy, it could have a spot on it, a rash all over it, or a cut or a bump on it. Sometimes when skin is unhealthy it doesn't hurt. Sometimes it does.

Explain to the class that they are going to compare healthy and unhealthy skin.

Explain:

When you compare two things, you need to think. When you compare two things, you see how they are alike. For example, Boots and Lenox are cats. They are alike because they both are cats.

(Ask the class to give examples of other comparisons.)

When you **contrast** two things, you see how they are different. For example, Boots is a fatter cat than Lenox. Lenox is a thinner cat than Boots. Boots eats a lot, so he is fat. Lenox eats a little, so he is thin. They are different because one cat is fat and one is thin. They are different because one eats a lot and one eats a little.

(Ask the class to give examples of contrasting things.)

Now listen to this story very carefully. It is about two girls. One is named Carmen. The other is named Julia. As I read the story, think about how the girls are alike. And think about how the girls are different.

Julia and Carmen live next door to each other. Julia and Carmen play together all the time, outside. Julia wears sunscreen and wide-brimmed hats all the time. The sunscreen and hat helps to keep her skin from burning. Carmen does not wear sunscreen or a hat. The sun burns Carmen's skin. Julia is **SunSmart**. She takes care of her skin. Her skin is healthy. Carmen is not SunSmart. Her skin is unhealthy.

Have the students draw a picture of Julia and then draw a picture of Carmen, as they are described in the above paragraph.

Ask the students to look at their drawings and ask the following questions:

1. How are Julia and Carmen alike?



Integrated Lessons for Elementary School Classes

2. How are Julia and Carmen different?
3. How do they COMPARE and CONTRAST?
4. What have you learned about how to compare and contrast?
5. Who is SunSmart? Julia? Carmen? Why?

Home Activity

Activity: My Amazing Skin

Type of Activity: adult-child

Type of Skill: discussion

Learning Style: linguistic; spatial

Materials Needed: Home Activity worksheet attached entitled "My Amazing Skin"

Make copies of the Home Activity worksheet entitled "My Amazing Skin", one for each child. The activity is designed to be sent home and completed with an adult. The objective of the activity is to reinforce the importance of our skin.

Post-Assessment

Raise your hand if you think wearing sunscreen helps to keep your skin healthy.

Raise your hand if you think wearing a hat helps to keep your skin healthy.

Raise your hand if you think a baseball cap will protect you enough.

Raise your hand if you think a hat with a wide brim is better.



Home Activity

Grade 1: Lesson 3

MY AMAZING SKIN

Adult /Child Activity



Dear Parent or Guardian:

Your child has been learning about healthy and unhealthy skin. They have practiced comparing and contrasting healthy and unhealthy skin. And they have learned that being SUNSMART can help you keep your skin healthy. The following activity will help reinforce the importance of our skin and the importance of keeping it healthy. Please read the poem to your child. Talk about what the poem says. Then have your child color the SUNSMART picture.

Skin

Everyone everywhere's covered with skin:

The stuff that keeps the rest of you in.

Skin can be white, or olive, or black.

Skin can be spotty, or freckled or slack.

Skin can be hairy or bald as a bean

When it gets dirty it's easy to clean.

When you're a baby, it's just
the right size.

Yet when you're grown-up,
the same thing applies.

Isn't it luck we're
covered in skin:

The stuff that keeps
the rest of us in.

(SunSmart Australia)



Richard David Kann Melanoma Foundation, West Palm Beach, Florida 561-687-2400 www.melanomafoundation.com



Award Cards

Kindergarten



SunSmart Award

Presented to: _____

For: _____

Date: _____

Signed: _____



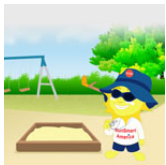
SunSmart Award

Presented to: _____

For: _____

Date: _____

Signed: _____



SunSmart America
Let's All Scream for Sunscreen

Grade 1

Lesson 4: The Sun On Your Skin

Benchmark Correlation: SC.D.2.1.1, HE.A.1.1.1, HE.B.1.1, L.A.A.2.1.1

Objective: Students will predict the consequences of not being SunSmart.

Pre-Assessment

Ask:

If you get a sunburn, has the sun hurt your skin? *(yes)*

If you get a tan, has the sun hurt your skin? *(yes)*

If you get freckles, has the sun hurt your skin? *(yes)*

If you get lots of wrinkles when you get older, has the sun hurt your skin? *(yes)*

Discussion

Explain:

The sun is very important. The sun gives light. The sun gives warmth. Without the sun, there would be no life on earth, but the sun is so powerful that our skin cannot stay in the sun very long without burning, unless it covered by clothes and protected by sunscreen, a wide-brimmed hat and sunglasses.

If we stay in the sun too long without any protection (and that could be just a few minutes), our skin will change. When the sun changes our skin, our skin has been hurt by the sun.

There are different ways that our skin has of telling us that it has been hurt by the sun. One way is if it **turns red and burns**. Another way is if our skin **tans or gets darker**, even if it does not hurt. And if we see freckles on our face or body, that tells us that we need to try hard to keep out of the hot sun. Of course, not everybody gets freckles, but everybody does get sun damage if they are not SunSmart!

Our skin is very important. It keeps most germs from getting inside our bodies. It also makes sure that our bodies stay at a healthy temperature—not too hot and not too cold. Skin also keeps our bodies together. SunSmart kids know how to take care of their skin. SunSmart kids protect their skin from being hurt by the sun. Imagine what we would look like without skin!!!

Classroom Activity

Activity: Detective SunSmart

Type of Activity: class

Type of Skill: prediction

Learning Style: math/logical

Materials Needed: none

Review the five *SunSmart America* Rules from Lesson 1 with the class (play in the shade, put on sunscreen and lip balm, wear a hat with a wide-brim, wear long sleeves and long pants, wear sunglasses). Remind students that following the *SunSmart America* Rules keep their skin safe from sunburns.



Explain:

When you think about something that might happen, you are predicting. **Predicting** means that you are guessing about events in the future. Sometimes, if you use lots of clues and information before you make a guess, you have a good chance of being right. For example, if someone asks you if you think it is going to rain, you look up in the sky to see if there are dark clouds. You listen to see if you hear thunder. If you see dark clouds and hear thunder, then you might guess it is going to rain. You have made a **prediction** that it is going to rain, based on the clues you saw and heard.

Pretend you are Detective SunSmart. You have been hired to predict (or guess) what might happen if you go in the sun without being SunSmart. You need to find all of the clues to help you figure this out. You go to the beach. It is hot and sunny. You see a person on a beach towel. She does not have a hat on. There is no sunscreen bottle near her. And there is no umbrella. What do you predict will happen to this person?

Using the following steps, Detective SunSmart is to predict what happens if you go in the sun without being SunSmart.

What might happen if I am not SunSmart when I am in the sun?

What clues tell me this?

Is my prediction likely based on these clues?

Home Activity

Activity: SunSmart Sunglasses

Type of Activity: adult-child

Type of Skill: explain

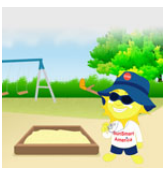
Learning Style: spatial

Materials Needed: attached Home Activity worksheet entitled "SunSmart Sunglasses"

Make copies of the parent activity sheet entitled "SunSmart Sunglasses", one for each child. The activity is designed to be sent home and completed with an adult. The objective of the activity is to reinforce the importance of shading our eyes from the burning rays of the sun. Have the class bring their sunglasses in for a SunSmart Sunglass Fashion Show.

Post-Assessment

Have the students draw a picture that shows at least one thing that could happen if they **are not** SunSmart.



Home Activity

Grade 1: Lesson 4

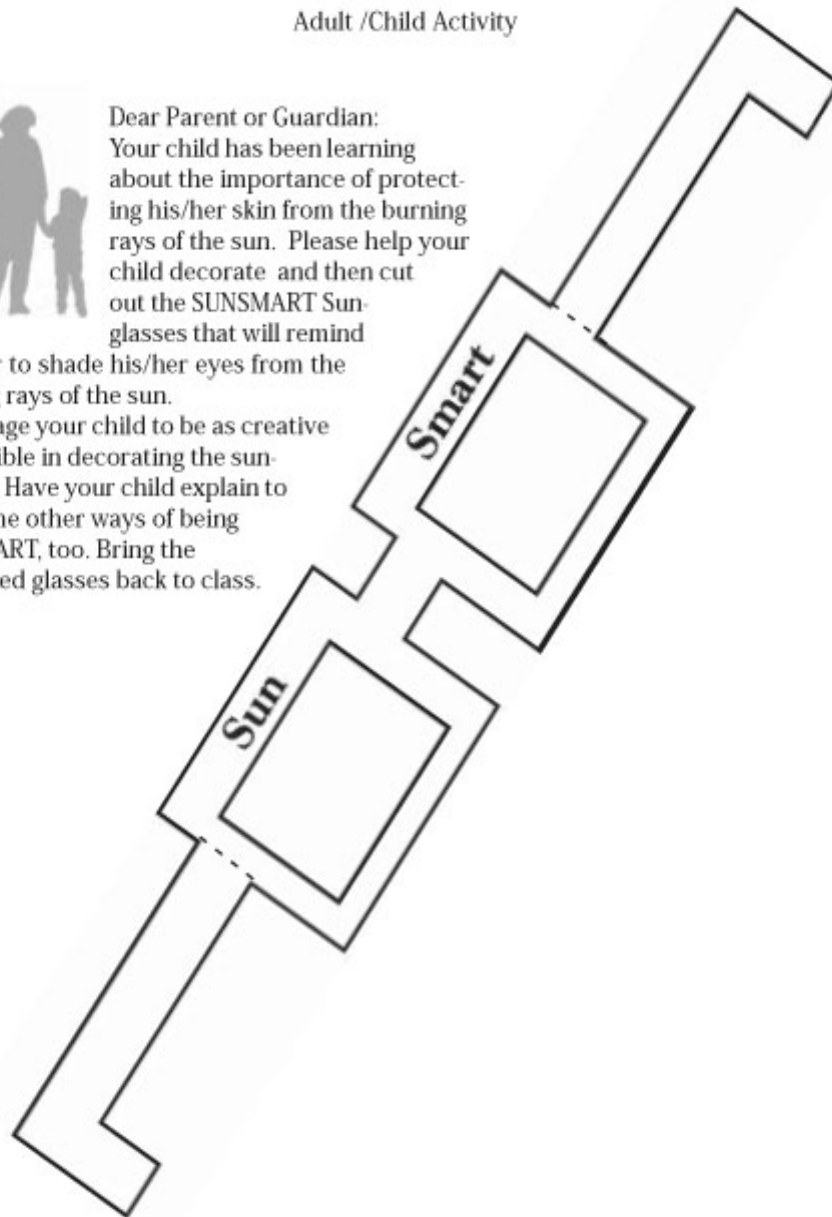
A SUNSMART SUNGLASSES

Adult /Child Activity

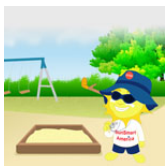


Dear Parent or Guardian:
Your child has been learning
about the importance of protect-
ing his/her skin from the burning
rays of the sun. Please help your
child decorate and then cut
out the SUNSMART Sun-
glasses that will remind

him/her to shade his/her eyes from the
burning rays of the sun.
Encourage your child to be as creative
as possible in decorating the sun-
glasses. Have your child explain to
you some other ways of being
SUNSMART, too. Bring the
decorated glasses back to class.



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Integrated Lessons for Elementary School Classes

Richard David Kann
Melanoma 
F O U N D A T I O N



Parent Open House Handouts



Richard David Kann Melanoma Foundation

Dear Parents and Grandparents-

We are pleased to provide you with the following information on being sun smart.

Our goal is to encourage young people and families to protect themselves from melanoma and other skin cancers by **playing it safe in the sun!**

Skin cancer affects over 1 million people each year in the United States. Melanoma-the deadliest form of skin cancer- affects more than 50,000 people each year and kills more than 10,000. ***Skin cancer does not discriminate. Although people with lighter skin are more at risk, all races, colors and nationalities can and do get skin cancer!***

Protect yourself and your family by following these simple SUNSMART rules:

1. Always **wear sunblock**- with at least an SPF (sun protection factor) of 30-50+ and consider the active ingredients (titanium and zinc work best).
Reapply sun block frequently- particularly after swimming, sweating or any outdoor activity.
2. **Wear a wide-brimmed hat.**
3. Protect your eyes from getting damaged, **wear Sunglasses**
4. **Wear protective clothing** including a long-sleeved shirt and pants.
5. **Reduce exposure** to the sun during peak hours- 10 a.m. to 4 a.m.

Don't burn!

Remember that even when it's cloudy, you can burn!

Get to know your skin and that of your family. Look for any new or unusual marks such as moles or freckles and **be aware of any changes over time.**

Schedule regular dermatological check-ups.

Remember: take good care of your skin and teach your children to do the same. "Know the Skin You're In." It's worth it!

In good health,

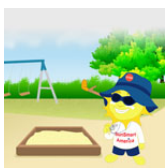
Richard David Kann Melanoma Foundation

Call us with your SunSmart questions!

Phone: (561) 655-9655 Fax: (561) 655-9650

2751 South Dixie Highway Suite 2A, West Palm Beach, FL 33405

E-mail: info@melanomafoundation.com Website: melanomafoundation.com



Richard David Kann Melanoma Foundation

Important Points to Remember

Skin cancer, the most common type of cancer, is increasing at an alarming rate.

Melanoma is the most serious type of skin cancer and can be deadly.

One person every hour dies from melanoma.

The incidence is increasing faster than any other cancer.

1 million people will develop skin cancer each year; more than 50,000 will develop melanoma.

Best treatment is *PREVENTION!*

Sunscreens are essential!

Always wear sunscreen with SPF (Sun Protection Factor) of 30-50+

Protect your lips and eyes.

Wear sunscreen with both UVA/UVB protection.

Clothing is great protection.

Wide brim hats to protect your face, ears & neck.

Sunglasses with both UVA/UVB protection.

Long sleeve shirts and pants.

Special fabrics with sun protection factor rating.

A Tan is Not Healthy. It is a sign of skin damage and could lead to skin cancer.

A Single Sunburn Increases Your Chances of Getting Skin Cancer.

Early Detection means CURE:

ABCDE characteristics of Melanoma Detection.

(moles or any spot on the skin)

Asymmetry: one half unlike the other half.

Border irregularity: scalloped or poorly circumscribed border.

Color Variation: from one area to another; shades of tan and brown; black; sometimes white, red or blue.

Diameter: >6 mm (diameter of a pencil eraser).

Enlargement: change in thickness.

Most important: Check your skin and beware of any changes!

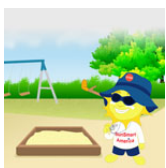
CONSULT A DERMATOLOGIST REGARDING ANY NEW OR CHANGES IN EXISTING MOLES, SPOTS OR FRECKLES.

Call us with your SunSmart questions!

Phone: (561) 655-9655 Fax: (561) 655-9650

2751 South Dixie Highway Suite 2A, West Palm Beach, FL 33405

E-mail: info@melanomafoundation.com Website: melanomafoundation.com



SunSmart / Skin Cancer Education Resources

Richard David Kann Melanoma Foundation

2751 South Dixie Highway Suite 2A,
West Palm Beach, FL 33401
Telephone: 561-655-9655
Facsimile: 561-655-9650
<http://www.melanomafoundation.com>

Australia's SunSmart Program

Council of Victoria
1 Rathdowne Street
Carlton South, Victoria 3053
Australia
Telephone: 6103 9635 5000
<http://www.sunsmart.com.au>

AMC Cancer Research Center

1600 Pierce Street
Denver, CO 80214
303-233-6501
800-321-1557
<http://www.amc.org>

American Academy of Dermatology

930 North Meacham Road
P.O. Box 4014
Schaumburg, IL 60173-4965
Telephone: 888-462-DERM (462-3376)
<http://www.aad.org>

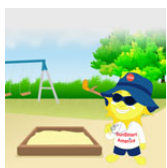
American Cancer Society

1599 Clifton Road, NE
Atlanta, GA 30329-4251
Telephone: 800 ACS-2345 (227-2345)

621 Clearwater Park Rd
West Palm Beach, FL 33401
561-366-0013
<http://www.cancer.org>

California Department of Health Service

Skin Cancer Prevention Program
P.O. Box 942732 MS-662
Sacramento, CA 95814
Telephone: 916-322-2154
<http://www.CA5ADAY.com>



Integrated Lessons for Elementary School Classes

Centers for Disease Control and Prevention

Division of Cancer Prevention and Control
4770 Buford Highway
Chamblee, GA 30341
Telephone: 1-888-842-6355, 770-488-4751
<http://cdc.gov/chooseyourcover/>

Melanoma Education Fund

7 Jones Street
Peabody, MA 01960
Telephone: 978-535-3080
e-mail: MEF@skincheck.com
<http://www.skincheck.com>

National Cancer Institute

Cancer Information Service
1-800-4-CANCER
<http://www.nci.nih.gov>

National Safety Council Environmental Health Center

1025 Connecticut Avenue, NW
Suite 1200
Washington, DC 20036
Telephone: 800-557-2366 ext. 2; 630- 285-1121
<http://www.nsc.org/ehc/sunsafer.htm>

SHADE Foundation

<http://www.shadefoundation.org/>

Sun Safety Alliance

413 North Lee Street
Alexandria, VA 22314
Telephone: 703-837-4202
<http://www.sunsafetyalliance.org/>

The Skin Cancer Foundation

245 Fifth Avenue
Suite 1403
New York, NY 10016
Telephone: 212-725-5176
<http://www.skincancer.org>

U.S. Environmental Protection Agency

Sunwise School Program
1200 Pennsylvania Ave. (6205J)
Washington, DC 20460
Telephone: 202-272-0167
<http://epa.gov.sunwise>



SunSmart America
Health Care Services Information

For skin cancer screenings and early detection services:

1. Make an appointment with a dermatologist. For a list of dermatologists in Palm Beach County, call the Richard David Kann Melanoma Foundation at 561-655-9655. For other locations, contact your local Medical Society or the American Academy of Dermatology for a list of dermatologists in your area.
2. If you do not have health insurance or have trouble getting an appointment, call the following resources in Palm Beach County or in the State of Florida:
 - a. Palm Beach County Health District 561-659-1270
 - b. Florida KidCare for Uninsured Children 1-888-540-KIDS
 - c. Your local office of the Department of Children and Families
 - d. Call your local hospital(s). Many community and university hospitals and clinics sponsor free skin cancer screenings each year.
 - e. The Quality Health Rights Program of the Palm Beach County Medical Society 561-433-3940.
3. In the State of Florida, there is a law called Direct Access that entitles HMO or EPO members to see a dermatologist without a referral from your plan or your primary care physician. For more information, call the Florida Society of Dermatology in Tallahassee at 850-531-8373.