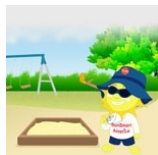


SunSmart America™ Grade 3 Curriculum

Integrated Lessons for Elementary School Classes

Understanding The Skin You're In





Acknowledgements

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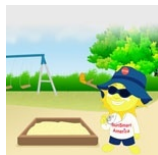
Graphic Design

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
Understand The Skin You're In

Grade 3
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Benchmark Correlation: SC.F.1.2.3, HE.B.2.2.4, HE.A.1.2.1,2,5, LA.B.1.2.1, LA.B.2.2.5

Objective: Students will discover the structure and functions of the skin and realize why it is so important to take care of the skin.

Lesson 2: Different Skin Types

Benchmark Correlation: SC.F.1.2.3, HE.B.2.1

Objective: Students will be able to identify different types of skin and state how the different types of skin are affected by exposure to the sun.

Lesson 3: Protect Your Skin

Benchmark Correlation: SC.F.1.2.3, HE.A.1.2.1,2, HE.B.1.2, LA.B.2.2.4, LA.B.2.2.6, LA.C.3.2.3

Objective: Students will be able to connect healthy skin with sun protection.

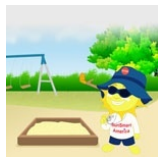
Lesson 4: SunSmart Detectives

Benchmark Correlation: SC.H.1.2.4, HE.A.1.2, HE.B.1.2, HE.B.3.2, LA.B.2.2.6

Objective: Students will be able to explain to others the importance of early detection.

Parent Open House Handouts

***SunSmart America* Resource List**



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.

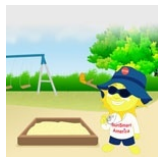
Hundreds of science teachers in Palm Beach County have participated in voluntary training sessions to learn to teach this curriculum and provide life-saving skin cancer education while meeting all Florida Sunshine State Standards in this subject.

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.

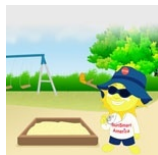
Sincerely,



Debbie Kann Schwarzborg, 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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PALM BEACH COUNTY, FLORIDA

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KAREN BRILL
JENNIFER PRIOR BROWN, ESQ.
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!***

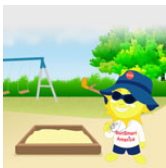
I want to thank the Richard David Kann Melanoma Foundation of Palm Beach County for providing valuable resources and educational materials regarding sun safety education. The Foundation has been an active member of our Wellness Task Force.

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 30-50+, 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)

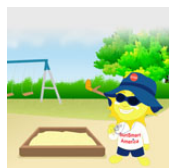
Sunshine State Standards

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



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.

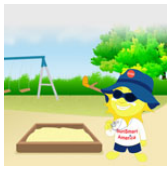
Post-assessments: Post-assessments measure student understanding that has resulted from the lesson through independent, group and class activities.

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 30-50+. **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, most only have an SPF of 4 when dry and provide 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 and burn.

BUT BOTH ARE DANGEROUS!

UVA = Aging/UVB = Burning

6. Skin Examinations

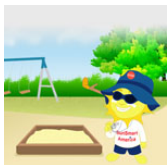
“Know the Skin You Are In!” Look for irregular (according to the ABCDE rules above) moles, spots or freckles on the skin, or any new or changes in existing moles, spots or freckles.

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.



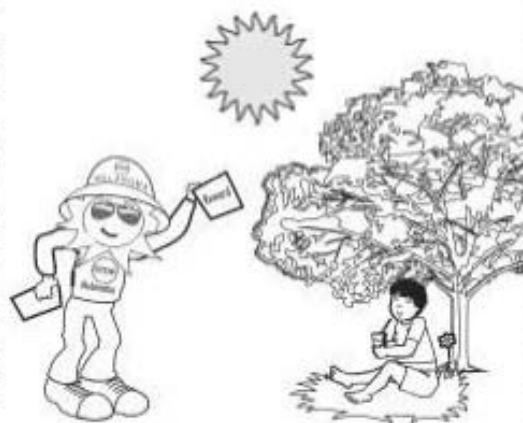
Caught you being SunSmart



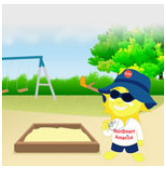
Caught you being SunSmart



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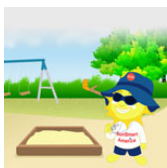


Caught you being SunSmart



SunSmart America
Understanding The Skin You're In
Grade 3
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.



SunSmart America
Understanding The Skin You're In
Grade 3

Pre-Post Test

Name: _____

Date: _____

1. The outer layer of the skin is called the
 - a. epidermis
 - b. follicle
 - c. bark
 - d. calcium
 - e. cell
2. _____ gives skin its color.
 - a. dermis
 - b. melanin
 - c. the sun
 - d. body lotion
3. The skin is important because it has many jobs to help keep you healthy. Name one job that your skin has.
4. Everybody's skin can get sun damage, but some skin burns or darkens faster than others. Who will burn faster?
 - a. A fair-skinned boy who has red hair and freckles
 - b. A fair-skinned girl who has average color skin and green eyes
 - c. A boy with dark skin and brown eyes
 - d. An Asian girl
5. When the sun damages skin
 - a. it can get wrinkled and leathery-looking
 - b. it can burn and peel
 - c. it can develop cancer
 - d. all of the above
6. Certain rays that come from the sun can cause skin cancer. These rays are called
 - a. BD rays
 - b. UV rays
 - c. ST rays
 - d. VX rays
7. You and your uncle are at the beach. Your uncle asks you to put sunscreen on his back. You notice that he has a weird looking mole right below his shoulder.
 - a. You ignore the mole, and don't say anything.
 - b. You laugh.
 - c. You tell your uncle that he has a weird looking mole on his back. You ask him if he knows about it, and they you suggest that he call a dermatologist (a skin doctor) for a checkup.
 - d. You tell your friends.



SunSmart America

Understanding the Skin You're In

Grade 3

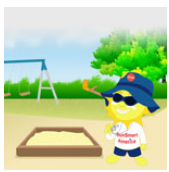
Pre-Post Test

Answer Key

1. The outer layer of the skin is called the
 - a. **epidermis**
 - b. follicle
 - c. bark
 - d. calcium
 - e. cell
2. _____ gives skin its color.
 - a. dermis
 - b. **melanin**
 - c. the sun
 - d. body lotion
3. The skin is important because it has many jobs to help keep you healthy. Name one job that your skin has.

Your skin protects your organs from germs.

4. Everybody's skin can get sun damage, but some skin burns or darkens faster than others. Who will burn faster?
 - a. **A fair-skinned boy who has red hair and freckles**
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 - d. You tell your friends.



SunSmart America
Understand the Skin You're In
Grade 3

Lesson 1: Functions and Structure of the Skin

Benchmark Correlation: SC.F.1.2.3, HE.B.2.2.4, HE.A.1.2.1,2,5, LA.B.1.2.1, LA.B.2.2.5

Objective: Students will discover the structure and functions of the skin and realize why it is so important to take care of the skin.

Pre-Assessment

Have students complete the attached in-class worksheet entitled "What is My Skin Like?" Have students share their answers with the class.

Hook

Break students into equal sized groups. They will need one piece of chart paper and a pencil. Brainstorm and tell the students: You are going to the beach for the day. List everything you would need to take with you. Discuss all items the students listed.

Target items: sunscreen, hat, sunglasses, umbrella, lip balm, loose-fitting long-sleeve shirt and pants.

Ask: Why is it important to have the items we just listed?

Ans.: These are all important to protect your skin from being damaged by the sun.

Discussion

Note to teacher: Use a transparency or diagram of layers of the skin can be used to help clarify this discussion.

Explain:

Your body is made up of different organs. Your heart is an organ; your lungs are organs; your liver is an organ; your brain is an organ. And there are other organs in your body, too. Ask students if they can name the largest organ in the body.

Classroom Activities

Activity 1: The Largest Organ

Type of Activity: group or class

Materials Needed: attached worksheet "The Largest Organ", copy one for each student. (Complete the worksheet in class after the following discussion.)

Explain:

Ask the class to brainstorm and tell you all of the things that they think the skin does to help keep us healthy. Write them down on the board or a chart then review the following functions. (Have students copy this information from an overhead or from the board.):

1. The skin keeps many germs, poisons, and dirt from entering inside your body. It keeps too much water from entering your body, too. And it works like a padding so that your bones and internal organs won't get hurt so easily. In other words the skin works to **protect** you from getting sick or hurt. (*Write the word 'protect' on the board, it will be used in the word scramble activity.*)



Integrated Lessons for Elementary School Classes

2. When you don't feel good or skin has been damaged, your skin changes color and texture so someone who is looking at you can quickly **detect** that there is something wrong. Detect means to notice. *(Write the word 'detect' on the board. It will be used in the following word scramble activity.)*
3. The skin helps you to feel everything around you. It does this by using the nerves located in the skin. There are nerves throughout your body. Nerves send messages to your brain. The nerves linked to your eyes let your brain know what you are seeing. The nerves linked to your ears let your brain know the noises you are hearing. The nerves in your skin let your brain know what you are feeling when you touch something. The nerves in your skin let you know if something is soft or hard, rough or smooth, hot or cold. If the sun is burning you, your skin lets you know by changing color quickly. Putting sunscreen on your skin helps **prevent** sunburn. Prevent means to stop. *(Write the word 'prevent' on the board. It will be used in the following word scramble activity.)*
4. The skin helps to make sure your body temperature stays just right to keep you healthy. One way it does this is to let you **excrete** water by sweating when you are hot. Excrete means to send out or leak. The sweat on your skin cools you down as it dries. *(Write the word 'excrete' on the board. It will be used in the following Word Scramble activity.)*

With all the jobs that your skin has to do, it is important to work very hard at taking care of your skin. That means keeping it clean by washing it every day. That means eating well to keep your skin nourished. And this means being SunSmart by protecting your skin from getting damaged by the sun.

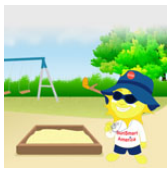
Activity 2: Dr. SunSmart Word Bank

Type of Activity: independent

Type of Skill: recall; comprehension

Learning Style: linguistic

Materials Needed: copies of the attached Dr. SunSmart Word Bank found below or make an overhead for the entire class to share. (Have students fill in the blanks with the correct word.)



Grade 3

Word Bank Activity

Lesson 1: Activity 2

Name/ID _____

Dr. SunSmart

Dr. SunSmart is a dermatologist. A dermatologist is a doctor who takes care of the skin. Dr. SunSmart knows a lot about the skin. He knows that it is the largest _____ of your body. He also knows that the skin comes in layers. The outer layer of the skin is called the _____. Melanin is made up of cells in the epidermis. Melanin gives skin its _____.



Dr. SunSmart also knows that there is an inner layer of skin. This is called the _____. It lets your skin _____.

Dr. SunSmart lets everyone know how important the skin is. The skin is important because it has many jobs. It _____ us by keeping germs from getting inside our bodies. It makes sure our body _____ stays healthy so we don't get too hot or too cold. And the skin helps us to _____ everything around us that we touch so we know if it's hot or cold, rough or smooth, soft or hard. With so many important jobs, we need to try our hardest to take care of our skin. Why? Because our skin takes care of us.

Word Bank

protects feel organ color new dermis epidermis
stretch temperature

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Integrated Lessons for Elementary School Classes

Activity 3: SunSmart Word Scramble

Type of Activity: independent

Type of Skill: building vocabulary

Learning Style: linguistic

Materials Needed: attached SunSmart Word Scramble Worksheet, copy one for each child. Complete in class and review answers.

Home Activity

SunSmart Word Search

Type of Activity: adult-child

Type of Skill: building vocabulary

Learning Style: linguistic

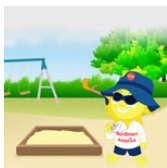
Materials Needed: attached Home Activity worksheet SunSmart Word Search

Make copies of the attached adult-child activity sheet entitled SunSmart Word Search, one for each student. The activity is designed to be sent home and completed with an adult, then returned to class for display. The object of the activity is to reinforce vocabulary associated with the skin and sun safety.

Post-Assessment

FCAT WRITING: Narrative

Everyone is born with a healthy layer of skin on his or her body. Living in Florida we are all exposed to the sun daily. Now tell a story about what would happen to the protective skin on your body if you do not act SunSmart.



Grade 3
SUNSMART
Word Scramble
Lesson 1: Activity 3



My name is _____

Unscramble each of the clue words

ERECTXE

--	--	--	--	--	--	--	--

MLNANEI

--	--	--	--	--	--	--	--

7 2 1 5



PMEIDREIS

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3 4

EMRISD

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8 6

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EPOTCRT

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9



TPEVREN

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Copy the letters in the numbered cells with the same number.

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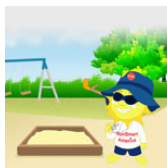
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4 5 6 7 8 9



Grade 3: Lesson 1
Word Search
Home activity

Name/ID _____



An Adult/Child Activity

Dear Parent or Guardian:

Your child has been studying about the functions and structure of the skin. He/she has been learning how important our skin is and ways to keep it healthy. One thing your child has learned is that the sun can damage the skin. Skin damage can be dangerous. The object of the activity is to reinforce vocabulary associated with the skin and skin protection. Please help your child with the search and review the terms.

Find the following words listed below.

Down, up, and across are where you should look.

Excrete, Melanin, Epidermis, Dermis, Detect, Protect, Prevent.



E	P	I	D	E	R	M	I	S
G	G	G	E	G	G	G	G	G
T	S	Q	T	T	T	T	T	E
D	I	D	E	P	D	D	N	X
L	M	L	C	R	L	L	I	C
P	R	O	T	E	C	T	N	R
K	E	K	K	V	K	I	A	E
J	D	J	J	E	J	J	L	T
T	T	T	T	N	T	T	E	E
B	B	B	B	T	B	B	M	B



Protect yourself from the sun by remembering these simple points:

1. Wear sunscreen and lip balm with an SPF of **30-50+.**
2. Wear a hat with a wide-brim.
3. Avoid the sun as much as possible between the hours of 10:00 am and 4:00 pm when the sun's rays are the strongest.
4. Wear protective clothing
5. Wear sunglasses.



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SunSmart America
Understand the Skin You're In
Grade 3

Lesson 2: Different Skin Types

Benchmark Correlation: SC.F.1.2.3, HE.B.2.1

Objective: Students will be able to identify different types of skin and state how the different types of skin are affected by exposure to the sun.

Pre-Assessment

Give each student a copy of the attached "Skin Types Around the World" worksheet. Have students read through the worksheet. Use a highlighter to pick out their features. Then have students fill out the section: What Type Are You?

Hook

Make ten copies of the worksheet "Skin Types Around the World". Cut the paper into strips by skin type i.e., cut out Type 1 across the sheet. Then place all 40 strips in a wide-brimmed hat.

Activity

Walk around the room and have each student pick a skin type info slip out of the hat. Then have the students split up into groups according to the different skin types they picked.

Explain:

Take a blank piece of paper. Look at the skin type strip you have selected. Write it at the top of your page. Then answer this question: *If you are outside from 10:00 a.m. until 4:00 p.m., is it important to protect your skin from burning? Why?*

Discussion

Explain:

It doesn't matter what color your skin is, everyone's skin can be damaged by the burning rays of the sun. Some people's skin burns faster than others. And some people's skin can be damaged from the sun much faster than other people's skin. But everyone needs to protect themselves from too much sun so that their skin can stay as healthy as possible.

Classroom Activities

Activity 1: Skin Color—What Our Ancestors Have to Do With It

Type of Activity: class

Type of Skill: discussion/brainstorming

Learning Style: linguistic

Materials Needed: world map or globe

Explain:

Today we are going to look at different types of skin. We have different types of skin because of the genes that we have inherited from our ancestors. Our ancestors are our relatives from our mothers' side of the family and our fathers' side of the family, including our parents, grandparent and great grandparents.



Genes are directions for the body. Genes give directions to your body so it will look a certain way. Some of the things that genes tell your body are how tall it will be, the color of your eyes, the color of your hair, and the color of your skin.

Melanin is what makes skin colors different. Your skin color depends on your genes. Your genes tell your body how much melanin your skin makes. Because everyone inherits skin color genes from their parents, if both your parents have dark skin, chances are their ancestors and you have **inherited** dark skin, too. If both your parents have fair skin, chances are their ancestors had fair skin, and you have fair skin, too. And if one of your parents is dark skinned and one is light skinned, chances are their ancestors come from different **ethnic** backgrounds, so your skin may be a combination of both, and maybe it is a medium color.

Melanin is also what helps to protect your skin from burning. The more melanin you have in your skin, the less chance you have of burning. Of course, this does not mean that dark skinned people are safe in the sun. It only means that they will not burn as quickly as those with fair skin. But everyone must protect their skin from damage caused by the sun, even if their skin is dark brown or black.

Have the class look at a world map. Indicate to students that it is hottest between the Tropic of Cancer and the Tropic of Capricorn. It is less hot in the United States and in Southern Europe. It is cold in the northern parts of Europe and near the poles.

When we think about our ancestors, we think about the countries that they came from. For example, if our skin is very dark, chances are our ancestors came from Africa. And if we have very fair skin, chances are our ancestors came from Northern or Eastern Europe or from countries such as Scotland, Norway, Ireland, or Poland, for example.

Ask students why ancestors that were from Africa would have dark skin and ancestors from Northern Europe would have light skin. Have them think about the climate in those regions of the world.

Point to different areas of the map, explain the climate there, and have students call out the color of the skin of most of the people who live there and how it relates to the climate.

Activity 2: Skin Types

Type of Activity: class

Type of Skill: discovering information; comprehension

Learning Style: linguistic

Materials Needed: attached "Skin Types Around the World" worksheet

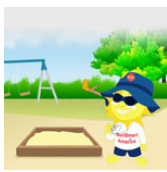
Using the following chart as an overhead or handout, discuss with the class, in general, the different skin types, their sun history, and an example of that type. Then using the information from the chart, ask the class the following questions.

1. Tony's ancestors are from Italy. Italy is in the Mediterranean. (*Locate Italy on map.*) What skin type does Tony most likely have? (3) How easily will he burn?
2. Jewel's ancestors are from Kenya. Kenya is in Africa (*Locate Kenya on the map.*) What skin type is Jewel? (4) How easily will she burn?



Integrated Lessons for Elementary School Classes

3. Rachel is Caucasian. She tans to light brown. Her skin is sensitive to the sun. What skin type is Rachel? (2)
Suggest a country where her ancestors might have come from originally. (*Locate the country on the map.*)
4. Mary is a Type 1. How sensitive is her skin to the sun? What do you think Mary looks like?



GRADE 3
Lesson 2: Pre-Assessment and Activity 2

Name/ID _____

Skin Types Around the World



Skin Type	Skin Color	Hair Color	Eye Color	Tanning History	Family Tree
Type 1	Pale Or Milky White, Freckles	Red Or Blonde Hair	Blue Green Or Hazel	Always Burns	Irish Welsh
Type 2	Very Light Brown May Have Freckles	Blonde Or Light Brown	Blue Green Or Hazel	Sometimes Tans But Usually Burns	Average Caucasian Skin, Hispanic
Type 3	Light Tan Brown Or Olive	Light To Dark Brown	Hazel Or Brown	Rarely Burns, Tans Well	Mediterranean, Middle Eastern Asian, Hispanic
Type 4	Brown Dark Brown Or Black	Dark Brown Or Black	Brown	Rarely Burns, Very Rapid Tanning	African - American Descent

WHAT TYPE ARE YOU?

SKIN COLOR _____

HAIR COLOR _____

EYE COLOR _____

TANNING HISTORY _____

FAMILY HERITAGE _____

TYPE _____

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Integrated Lessons for Elementary School Classes

Home Activity

Activity: Skin Types

Type of Activity: adult-child

Type of Skill: investigation/discovery

Learning Style: linguistic

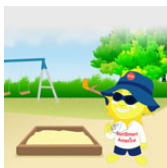
Materials Needed: attached worksheets entitled "My Ancestors" and "Skin Types Around the World"

Note to Teacher: This is the same Skin Type handout as in the classroom activity however this home activity calls for a discussion about the child's specific skin type to take place with an adult at home.

Make copies of the activity sheets entitled "My Ancestors" and "Skin Types Around the World", one for each student. The activity is designed to be sent home and completed with an adult at home. The object of the activity is for students to discover their skin type and the need to protect it from the burning rays of the sun.

Review and Assessment

Divide the class into groups. Have each group create a *SunSmart America* Collage or Poster. The collage/poster is to show how Americans come from a variety of ethnic backgrounds as their ancestors have come from all over the world. But no matter where someone's ancestors have come from, it is important that all Americans be SunSmart. Make sure that all skin types are represented in the poster.



Adult / Child Activity

Home Activity
Grade 3
Lesson 2
My Ancestors

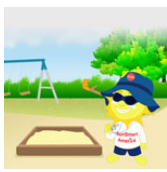
Page 1 of 2

Name/ID _____

Dear Parent or Guardian:

Your child has been learning about different skin types. He/she has been learning that genes from his/her ancestors dictate the color of his/her skin. He/she has also been learning that those genes were influenced by the climate of the countries from which his/her ancestors came. Most importantly, your child has learned that no matter what color a person's skin, everyone needs to be SunSmart and avoid sun overexposure and burning their skin in the sun.

The attached worksheet "Skin Types Around the World" discusses the variety of skin types from all over the globe. Review the chart with your child. Together decide which type describes your child's skin. Then have your child write a sentence that tells how important he/she feels it is to be SunSmart no matter what color skin one has.



Grade 3
Home Activity 2
Lesson 2: page 2

Name/ID _____

Skin Types Around the World



Skin Type	Skin Color	Hair Color	Eye Color	Tanning History	Family Tree
Type 1	Pale Or Milky White, Freckles	Red Or Blonde Hair	Blue Green Or Hazel	Always Burns	Irish Welsh
Type 2	Very Light Brown May Have Freckles	Blonde Or Light Brown	Blue Green Or Hazel	Sometimes Tans But Usually Burns	Average Caucasian Skin, Hispanic
Type 3	Light Tan Brown Or Olive	Light To Dark Brown	Hazel Or Brown	Rarely Burns, Tans Well	Mediterranean, Middle Eastern Asian, Hispanic
Type 4	Brown Dark Brown Or Black	Dark Brown Or Black	Brown	Rarely Burns, Very Rapid Tanning	African - American Descent

WHAT TYPE ARE YOU?

SKIN COLOR _____

HAIR COLOR _____

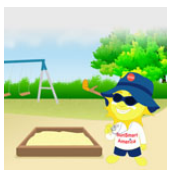
EYE COLOR _____

TANNING HISTORY _____

FAMILY HERITAGE _____

TYPE _____

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SunSmart America
Understand the Skin You're In
Grade 3

Lesson 3: Protect Your Skin

Benchmark Correlation: SC.F.1.2.3, HE.A.1.2.1,2, HE.B.1.2, LA.B.2.2.4, LA.B.2.2.6, LA.C.3.2.3

Objective: Students will be able to connect healthy skin with sun protection.

Pre-Assessment

Draw five symbols that represent the different ways we can be sun safe: sunglasses, wide-brimmed hat, tree or umbrella, long sleeve pants and shirt, sunscreen.

Discussion

Explain:

In order to keep our bodies healthy and safe, it is important to protect them from harm. We protect our heart by exercising to keep it strong; we protect our lungs by saying NO to smoking cigarettes; we protect our brain by wearing a helmet when we ride our bikes or skate. We protect our skin by being SunSmart. When we protect our skin we are working to keep it healthy. Healthy skin is soft, flexible and clear.

List all of the ways that students have mentioned in the Pre-Assessment to keep safe from sun damage.

When the sun damages skin, a number of things can happen. It can get very red or turn darker and hurt a lot. It can dry out and peel off. It can get tan or develop freckles. It can develop a rash that itches. It can get very wrinkled, leathery, and old looking long before you actually get old. And it can develop skin cancer that can hurt you and severely damage your health. There is not one thing that can happen to your skin when it is sunburned that is healthy. And if you think that tan makes you look good, think again because a tan means sun damage, too, and it is unhealthy!

Classroom Activity

Activity 1: Skin Cancers

Type of Activity: group

Type of Skill: discussion/prediction

Learning Style: math/logical

Materials Needed: photograph of a cell

All plants and animals are made up of cells. (*Show the class a picture of a cell*) They are so tiny that you can only see them through a microscope. Every single part of you is made up of cells, including your eyes, your blood, and your skin.

Cells divide and multiply. They do this so they can grow, and so they can replace other cells that have died or have worn away, like the skin cells that we shed everyday. Cells divide and multiply all the time.

Sometimes, however, cells get sick and when this happens you get sick too. One kind of sickness that cells get is cancer. Cancer is a disease that changes the way cells divide and multiply. Sometimes doctors can get rid of cancer cells before they spread everywhere. Sometimes they can't get rid of the cancer cells.



There are certain things that we know can cause cancer. One of those things is smoking cigarettes. Smoking cigarettes can cause lung cancer, throat cancer, and cancer in the mouth. Certain rays that come from the sun can also cause cancer. These rays are called ultraviolet (UV) rays and they can cause skin cancer.

To protect ourselves from getting lung cancer, we don't smoke. To protect ourselves from getting skin cancer, we don't let our skin get too much sun. Being SunSmart can keep our skin healthy now and all your life.

Explain to the class that when you predict something, you are thinking about what might happen if you behave in a certain way. To make a good prediction you need information. Using that information, you can decide if you think your prediction will come true. For example, if you ride your bicycle without wearing a helmet and you fall, you might predict that you will hurt your head. You predict this because you have had it happen to you before or you have seen it happen to someone else. Based on that information, your prediction is probably going to come true. It is likely.

Using the following steps for skillful prediction, have the class predict the consequences of not being SunSmart. *Write the students' answers on the board or have the students write their answers on a piece of paper and share with the class.*

1. What do you think might happen?
2. What information do you have that makes you think this might happen?
3. Using the information that you have, is your prediction likely?

Activity 2: Animal Skins

Type of Activity: group or pairs

Type of Skill: discovery

Learning Style: linguistic

Materials Needed: library or internet resources

Explain to the class that animals protect their skin from sun damage, too. Divide the class into groups or pairs. Have students investigate an animal of their choice to learn about that animal's skin and fur covering and how it suits where the animal lives. Does it help to protect the animal from the cold? From the sun? From water or rain? Have the groups report their findings back to the class.

Home Activity

Activity: Before and After

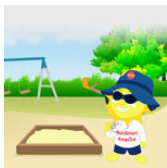
Type of Activity: adult-child

Type of Skill: compare/contrast

Learning Style: linguistic; spatial

Materials Needed: attached Home Activity worksheet entitled "Before and After"

Make copies of the attached worksheet entitled "Before and After", one for each student. The activity is designed to be sent home and be completed with an adult. The object of the activity is for students to review the damage that the sun can do if they do not protect their skin.



Integrated Lessons for Elementary School Classes

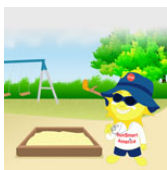
Review and Post-Assessment

A SunSmart Chart

On a Monday, hand out the SunSmart Chart outline and directions below. Review in class. Have the students complete the chart according to the day and bring in completed chart to review in class the following Monday. See attached SunSmart Chart. Copy one for each child.

Explain:

Create a SunSmart Chart. On the chart record for one week how you have protected your skin from sun damage. On one side of the chart list all the ways you can protect your skin from sun damage; on the top of the chart list the days of the week. Record answers and compare charts with others at the end of the week. Then write a paragraph telling how you can improve your SunSmart behavior.



Integrated Lessons for Elementary School Classes



SunSmart Chart

Post Assessment
Grade 3

Name/ID _____



**Ways to protect
your skin from
sun damage**

SAT IN
SHADE

WORE
SUNGLASSES

WORE LONG
SLEEVE SHIRT

WORE SUNSCREEN
WITH SPF OF **30-50+**

WORE LONG
PANTS

WORE WIDE
BRIMMED HAT



MON

TUES

WED

THURS

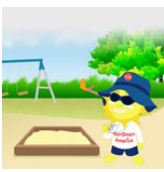
FRI

SAT

SUN



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Name/ID _____

Home Activity
Before and After
Grade 3



An Adult-Child Worksheet

Dear Parent or Guardian:

Your child has been studying about protecting skin from the sun. They have discovered the types of damage the sun can do to the skin, including causing skin cancer. Please help to reinforce the message of protection by encouraging your child to complete the following activity. The object of the activity is for students to recall the damage that the sun can do if they do not protect their skin.

Begin by having your child tell you the consequences of unprotected exposure to the sun on the skin. Have your child describe what skin is like before sun exposure and what it is like after a large amount of exposure.

Now, have your child draw two large portraits of the same face showing these differences before and after a large amount of sun exposure.

Before

After

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SunSmart America
Understand the Skin You're In
Grade 3

Lesson 4: SunSmart Detectives

Benchmark Correlation: SC.H.1.2.4, HE.A.1.2, HE.B.1.2, HE.B3.2, LA.B.2.2.6

Objective: Students will be able to explain to others the importance of early detection.

Pre-Assessment

Ask:

Who can define the word detection?

What is a detective?

What do you think it takes to be a SunSmart detective?

Discussion

Explain:

We know all the things that the sun can do to damage our skin (*make it burn, make it dry, leathery, wrinkled; give us freckles; cause skin cancer*). We also know all the ways we can protect our skin from sun damage (*shade from 10 a.m. – 4 p.m., sunscreen, long sleeves and long pants, wide-brimmed hat, sunglasses*). Now we need to discover how someone can help to detect a skin problem that might be very dangerous and where that person can get help if help is needed.

Classroom Activity

Activity 1: Early Detection

Type of Skill: role play

Learning Style: kinesthetic

Materials Needed: illustrations of different types of skin cancers.

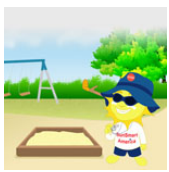
Download age-appropriate photos from the American Academy of Dermatology website: www.aad.org or the Melanoma Education Fund website: www.skincheck.org.

Explain to students that many people have spots or moles on their skin. Whenever someone notices a change on any part of their skin, or if any spot turns color or begins to grow, they should call the doctor. Remind students that the doctor who takes care of skin is called a **dermatologist**.

Explain to students that there are very few children who get skin cancer. But, if you get sunburns or just too much sun when you are young, you increase your chances of getting skin cancer when you are older. That is why it is so important to always be SunSmart when you are a baby, when you are a child, when you are a teenager, and when you become an adult. That is also why it is so important that you know to tell an adult if you see a spot on your skin or on someone else's skin that should not be there.

Read the following scenario to the class and have them complete it as directed.

You and your Aunt Emily are at the beach. Your aunt asks you to put sunscreen on her back. When you start to put the sunscreen on your aunt, you notice that she has a weird looking mole or spot right below her shoulder.



Integrated Lessons for Elementary School Classes

What do you say to your Aunt Emily? Give at least one reason why you think she should go to the dermatologist (skin doctor).

Home Activity

Activity: Your Skin Self Exam

Type of Activity: adult-child

Learning Style: kinesthetic/linguistic

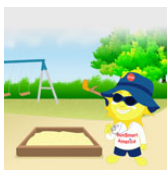
Materials Needed: attached Home Activity worksheet about detecting skin cancer entitled "Your Skin Self Exam".

Make copies of the attached handout entitled "Your Skin Self Exam", one for each student. The activity is designed to be sent home and reviewed with an adult. The object of the activity is for students and the adults in their household to discover how to examine skin for changes that might be dangerous and indicate skin cancer.

Review and Post-Assessment

FCAT WRITING: Expository

Skin protection is extremely important. A SunSmart Detective knows how to protect his or her body from the sun's harmful rays. Explain ways a SunSmart Detective would protect themselves and others from the sun. Copy and cut out the attached SunSmart Award cards for the class.



Lesson 4 Home Activity
Your Skin Self Exam
Grade 3

An Adult-Child Activity



Dear Parent or Guardian:

Your child has been learning about the importance of early detection of skin problems associated with sun damage. They have learned how the sun can cause early aging, wrinkles, leathery looking skin, and skin cancer. The following are steps to practice self-examination for changes in the skin that may indicate skin cancer. Please review the steps and share them with your child.

The best time to do this simple monthly exam is after a bath or shower. Use a full-length and a hand mirror so you can check any moles, blemishes or birthmarks from the top of your head to your toes, noting anything new—a change in size, shape or color, or a sore that does not heal.

1. Examine your body front and back in the mirror, then right and left sides, arms raised.

2. Bend elbows and look carefully at forearms and upper under-arms *and* palms.



3. Sit, if that is more comfortable, to look at backs of the legs, feet—spaces between toes *and* soles.



4. Examine back of neck and scalp with the help of a hand mirror, part hair (or use blow dryer) to lift it and give you a close look.

If you do the exam regularly, you will know what is normal for you and can feel confident. Remember the ABCDs and check with your dermatologist or clinic if you find something unusual or a spot, freckle or mole that is new or changed.

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



Award Cards



SunSmart Award

Presented to: _____

For: _____

Date: _____

Signed: _____



SunSmart Award

Presented to: _____

For: _____

Date: _____

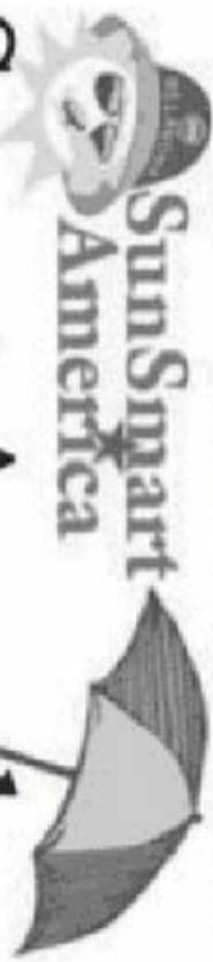
Signed: _____

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 Foundation, West Palm Beach, Florida 561-655-9655 WWW.MELANOMAFoundation.COM


SunSmart Award

Presented to: _____

For: _____

Date: _____

Signed: _____



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+ , broad spectrum. **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,

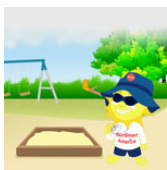
Richard David Kann Melanoma Foundation

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) 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
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>

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/>



Integrated Lessons for Elementary School Classes

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

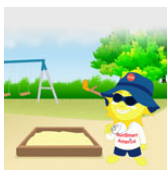
413 North Lee Street
Alexandria, VA 22314
Telephone: 703-837-4202
<http://www.sunsafetyalliance.org/>

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.