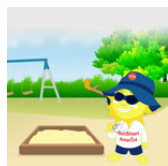


SunSmart America™ Grade 5 Curriculum

Integrated Lessons for Elementary School Classes

Play the Part... Be SunSmart!





Acknowledgements

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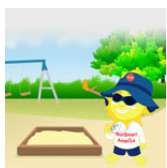
Graphic Design

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™
Play the Part... Be SunSmart!

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Objective: Students will understand the function of skin and the importance of avoiding risk-taking behaviors in order to protect their skin from the burning rays of the sun.

Lesson 2: Skin Cancer

Benchmark Correlations: SC.F.1.2.4; HE.A.1.2.1; HE.B.2.2.2, HE.C.2.2.4; LA.B.1.2.2; LA.C.1.2.1, LA.C.3.2.1,2,3,4; MA.2.2.2

Objective: Students will be able to explain the different types of skin cancer, identify their skin type and understand their sensitivity to the sun.

Lesson 3: Early Detection

Benchmark Correlations: SC.H.1.2.1; SC.H.1.2.2; SC.H.2.2.1; MA.E.3.2.2

Objective: Students will be able to discuss the importance of early detection of skin cancer.

Lesson 4: Advocating for Sun Safety

Benchmark Correlations: SC.F.2.2.1, SC.G.1.2.2, SC.H.3.2.4; LA.C.3.2.1, 3.2.2, 3.2.3

Objective: Students will demonstrate advocacy skills for sun safety, while at play or in sports, at home or away.

Parent Open House Handouts

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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.

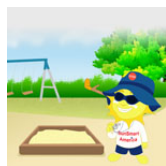
Hundreds of science teachers in Palm Beach County have participated in voluntary training sessions to learn to teach this curriculum and provide life-saving skin cancer education while meeting all Florida Sunshine State Standards in this subject.

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!



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

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.

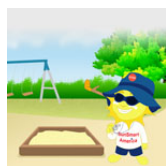
Sincerely,



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
FOUNDATION



THE SCHOOL DISTRICT of
PALM BEACH COUNTY, FLORIDA

SUPERINTENDENT'S OFFICE
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MARCIA ANDREWS
MONROE BENAM, M.D.
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.

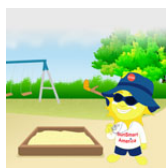
The SunSmart America curriculum contains grade appropriate lessons and activities that have been adapted to meet all FCAT and Next Generation Sunshine State Standards. Students will learn the basics regarding skin cancer, and ***most importantly, the prevention and early detection of a disease that is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

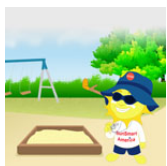
Sunshine State Standards

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



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 in mind (Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: BasicBooks, 1983.) 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.

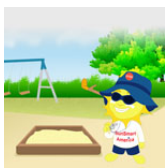
Melanoma can start as a mole or spot on the skin, but there are specific characteristics that help tell it apart from a healthy mole or spot.

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

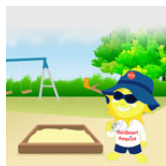
Use a sunscreen and lip balm with an SPF (Sun Protection Factor) of 30-50+. **Generously** apply sunscreen at least 30 minutes before you go outside, and reapply every 2 hours, even if the sunscreen is waterproof.

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.

BOTH ARE DANGEROUS!

UVA = Aging

UVB = Burning

6. Skin Examinations

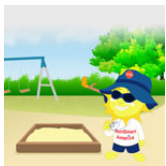
"Know the Skin You Are In!" Look for irregular (according to the ABCDE rules above) moles, spots or freckles on the skin, or any new or changes in existing moles, spots or freckles.

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



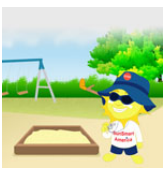
SunSmart America™

Play the Part... Be SunSmart!

Grade 5

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 America*™ 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™

Play the Part... Be SunSmart!

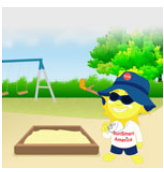
Grade 5

Pre/Post Test

Name _____

Date _____

1. Skin cancer is usually caused by
 - a. Too much sun or too many sunburns when you are in your 30s
 - b. Too much sun or too many sunburns when you are a child or teenager
 - c. Creams that turn your skin darker
 - d. UVC rays
2. The three kinds of skin cancer are:
 - a. melanin, epidermis, dermis
 - b. basal cell, squamous cell, melanoma
 - c. UVA, UVB, UVC
 - d. cardiac cell, bone cell, tissue
3. Which statement is true:
 - a. Skin color and natural hair color usually can tell you how quickly you will burn in the sun.
 - b. Your height and weight have something to do with how quickly you will burn in the sun.
 - c. Being sun smart can mean wearing a one-piece bathing suit when you go to the beach.
 - d. Tan is **not** a sign of skin damage.
4. Skin cancer is almost:
 - a. 30% curable if detected early
 - b. 70% curable if detected early
 - c. Almost 100% curable if detected early
 - d. never cured
5. If you see anything new or different on your skin or on the skin of a friend or relative, you should:
 - a. ignore it, mind your own business
 - b. see a skin doctor as soon as possible
 - c. keep it clean, it will disappear eventually
 - d. keep an eye on it for a few months.
6. Explain two ways in which you could advocate for Sun Safety to others in your school.
 1. _____
 2. _____



SunSmart America™

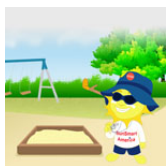
Understanding the Skin You're In

Grade 5

Pre-Post Test

Answer Key

1. Skin cancer is usually caused by
 - a. Too much sun or too many sunburns when you are in your 30s
 - b. Too much sun or too many sunburns when you are a child or teenager**
 - c. Creams that turn your skin darker
 - d. UVC rays
2. The three kinds of skin cancer are:
 - a. melanin, epidermis, dermis
 - b. basal cell, squamous cell, melanoma**
 - c. UVA, UVB, UVC
 - d. cardiac cell, bone cell, tissue
3. Which statement is true:
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 - d. Tan is **not** a sign of skin damage.
4. Skin cancer is almost:
 - a. 30% curable if detected early
 - b. 70% curable if detected early
 - c. 100% curable if detected early**
 - d. never cured
5. If you see anything new or different on your skin or on the skin of a friend or relative, you should:
 - a. ignore it, mind your own business
 - b. see a skin doctor as soon as possible**
 - c. keep it clean, it will disappear eventually
 - d. keep an eye on it for a few months.
6. Explain two ways in which you could be an advocate for sun safety to others in your school.
 1. *Pass out sunscreen*
 2. *Set an example by wearing sun safe clothing*



SunSmart America™

Play the Part—Be SunSmart!

Grade 5

Lesson 1: Healthy and Unhealthy Cells

Benchmark Correlations: SC.F.1.2.4; SC.H.1.2.3; HE.A.1.2.1, 1.2.8; HE.B.1.2.2,3.2; LA.B.1.2.1; LA.B.2.2.1, 2.2.3, 2.2.5; LA.C.3.2.1,3.2.3,3.2.4

Objective: Students will understand the function of skin and the importance of avoiding risk-taking behaviors in order to protect their skin from the burning rays of the sun.

Learning Objectives:

Students will:

Differentiate between cells, tissues, and organs.

Describe the different layers of the skin.

Differentiate between healthy and unhealthy behaviors in keeping your skin healthy.

Understand the importance of avoiding risk-taking behaviors in order to protect their skin from the burning rays of the sun.

Pre-Assessment

Have the class name the layers of the skin and describe the functions of the skin. Ask the class to describe a person who is acting responsibly when playing in the sun between the hours of 10:00 a.m. and 4:00 p.m.

Discussion

Distribute the handout to students called Discussion Notes

Explain:

Your body, like every other living thing, is made up of **cells**. There are cells that make up your blood and cells that make up your bones. There are cardiac cells that form your heart and different kinds of muscle cells that make up your different kinds of muscles. Then there are cells that make up your skin. There are cells that make up all the different parts of your body.

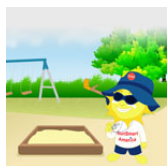
Cells that are the same type, and are grouped together to form **tissues**. So, for example, cardiac cells group together to form cardiac tissue. Bone cells group together to form bone tissue. And skin cells group together to form skin tissue. Then, different types of tissues group together to form an **organ** like your heart, or your lungs, or your brain, or your skin. Remember, your skin is the largest organ in your body and it is made up of millions of cells.

Note to Teacher: Create transparency from attached Black Line Master 1 "The Layers of the Skin".

Review and Explain:

Your skin cells come in layers. The first layer (top layer) is called the **epidermis**. Its job is to protect the deeper layers of skin. The epidermis is made up of live cells, dead cells and melanocytes. The cells of the epidermis shed all the time and new ones are made to replace the ones that are shed. Melanocytes are where your body makes melanin. Melanin gives skin its color. A person with very fair, light skin has less melanin than a person with dark skin.

The second layer (middle layer) is called the **dermis**. The dermis holds the sweat glands, hair shafts, blood vessels, nerves and connective tissue. And the third layer (deepest layer) is called



the **subcutaneous layer**. It is made up of fat cells. Its job is to retain heat so your body does not get too cold, and to protect the internal organs.

Each one of you is responsible for taking care of your cells in order to keep them healthy, because when cells are unhealthy, you are sick. Let's take a look at behaviors that lead to healthy cells and behaviors that lead to unhealthy cells.

Create a T chart on the board that organizes the answers that the students give to show a comparison. Label one side of the T "**Keeping Cells Healthy**"; label the other side of the T "**Causing Cells Harm**". Now solicit answers from students to discover all the ways they can think of to keep their cells as healthy as possible. Make sure students include: eat a balanced diet, exercise regularly, wear sunscreen, wear seat belts, ride with a helmet, refuse drugs and alcohol, wash hands, do not share personal things like toothbrushes, etc.

Now solicit answers from students to discover all behaviors that might bring harm to their cells. Make sure students include: eating unhealthy foods, watching TV instead of playing basketball, playing out in the sun with no or minimal sun protection, experimenting with drugs and alcohol, not practicing good hygiene, etc.

Classroom Activities

Activity 1: Protective Factors

Type of Activity: independent

Type of Skill: communication; problem solving

Learning Style: kinesthetic; linguistic

Materials Needed: make copies and handout attached "Skin Protection Steps" sheet and Discussion Notes. Use Layers of the Skin transparency.

Note to Teacher: *This activity can be done aloud or as a written exercise. Make copies of the attached "Skin Protection Steps", or write the steps on the board.*

Explain to the class that they are to use the steps to complete the following activity.

Jerome is 10 years old. He loves to play soccer. He practices soccer all the time, sometimes in the early afternoon. Pretend you are a skin cell on Jerome's body. Using the prevention strategies that will help protect your skin from sun damage, convince Jerome to protect you (remember, you are the skin cell!) the best he can.



Discussion Notes

Epidermis

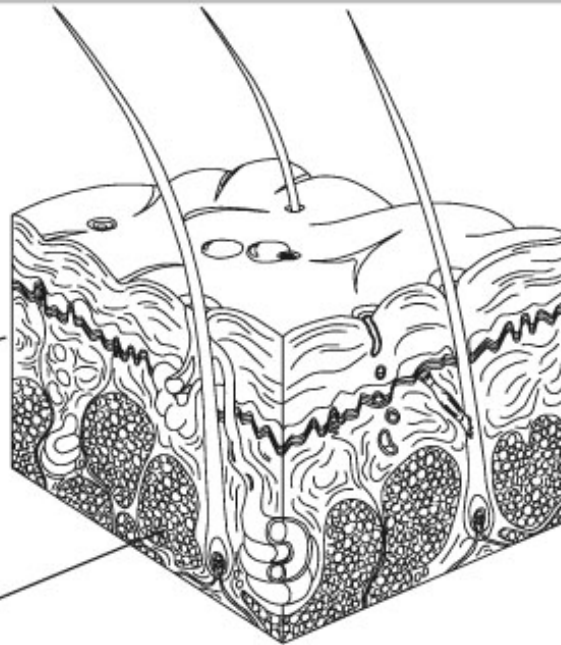
Live cells
Dead cells
melanocytes

Dermis

Nerves
Connective Tissue
Blood vessels

Subcutaneous Layer

Fat cells



Tissue _____

Organ _____

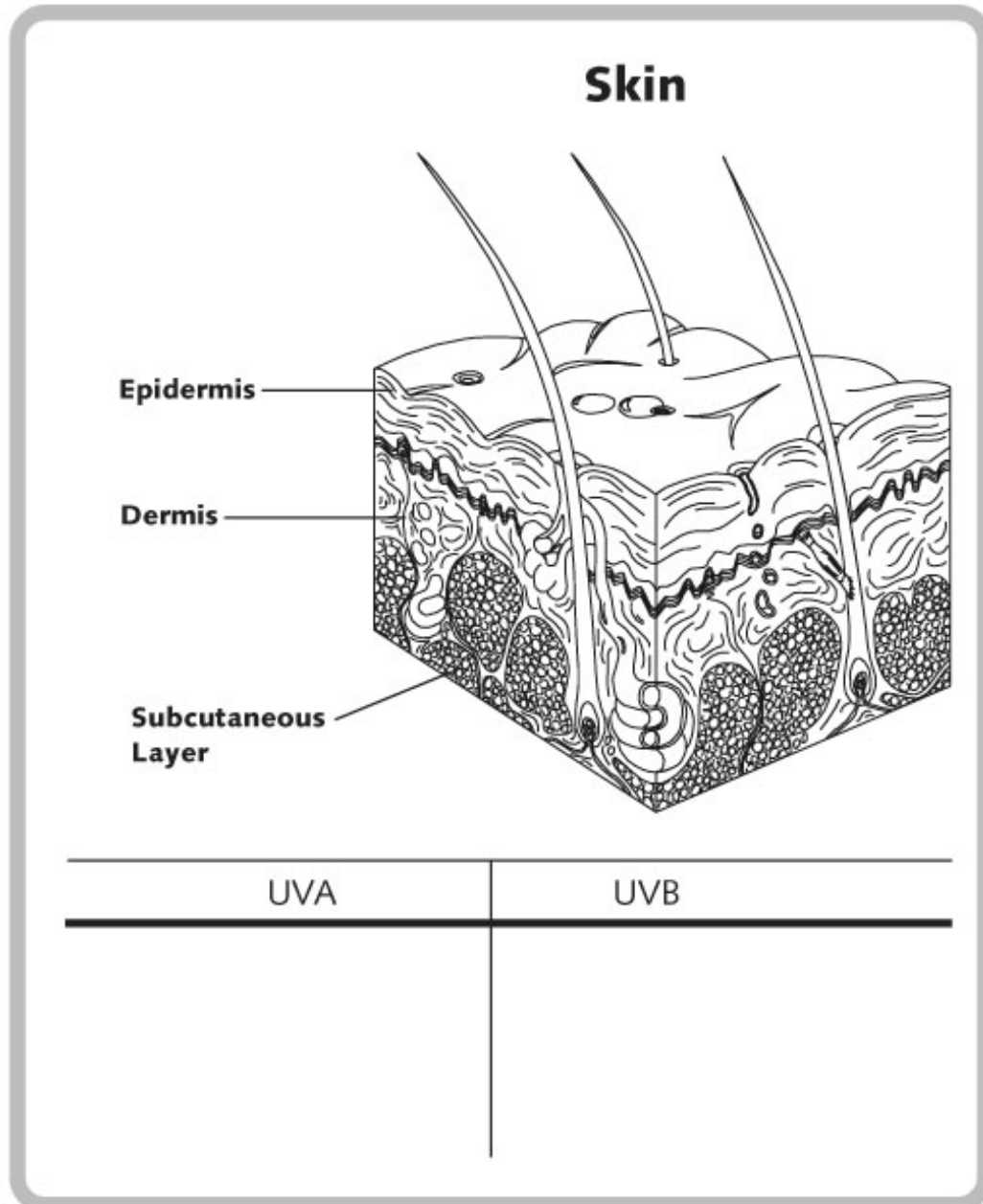
KEEPING CELLS HEALTHY CELLS

CAUSING CELLS HARM

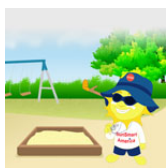


NAME _____

Grade 5, Lesson 1
Black Line Master 1
Layers of the Skin



Richard David Kann Melanoma Foundation, West Palm Beach, Florida 561-687-2400 www.melanomafoundation.com 19



Integrated Lessons for Elementary School Classes

Activity 2: That's a NO

Type of Activity: pairs

Type of Skill: SunSmart skills

Learning Style: logical

Materials Needed: Refusal Steps are found below

Group students into pairs or small groups

Explain:

There are a number of SunSmart Rules to follow in order to protect your skin from getting a sunburn or tan (see attached worksheet entitled "Skin Protection Steps"). Create a role play in which one of your peers is trying to convince you not to be SunSmart. Then practice the role play using the refusal steps to help confront the peer pressure.

Refusal Steps

Make eye contact (look the person in the eye).

Refuse with words.

Use body language and facial expressions.

Offer a reason and/or leave the situation immediately.

Talk to someone you trust.

Home Activity

Activity: Hats on a Sliding Scale

Type of Activity: adult-child

Type of Skill: rating

Learning Style: spatial

Materials Needed: magazines; attached Take Home activity worksheet entitled "Hats on a Sliding Scale"

Give at least two days to complete. Make copies of the attached Take Home handout entitled "Hats on a Sliding Scale", one for each student. The objective of the activity is to have students determine which type of hats best protect the head and other sensitive areas around the face from the burning rays of the sun. Have students return their completed activity to school.

Review and Post-Assessment

Read the following two scenarios to the class. Then have students complete a Venn Diagram comparing and contrasting the behaviors of the two girls. Have the class come up with a collective statement that sums up the importance of avoiding unhealthy risk-taking behaviors that might lead to skin damage from the sun. A Venn Diagram master is attached. Make sure that students have covered the "Skin Protection Steps" before completing this post-assessment.

Scenario 1

Sharia is 10 years old. She is in 5th grade. Sharia loves to go to the beach. She loves to play on her boogie board. Sharia makes sure that she wears a wide-brimmed hat to the beach. She understands that it will shade her head, ears, eyes, neck and face from the sun's burning rays. Sharia also knows how important it is to use sunscreen with an SPF of 30 or higher. It keeps her skin from burning, tanning, or getting darker from too much sun.

Scenario 2

Alisia is 10 years old. She is in 5th grade, too. Alisia loves to go to the pool. That's where all her friends go on the weekends. Alisia wears a sun visor all the time. It keeps the sun from getting in her eyes. She wears sunscreen with an SPF of 6. She likes to get a tan and her sunscreen helps her get a tan faster.



Grade 5, Lesson 1
Take Home Activity

NAME _____

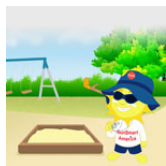
Hats on a Sliding Scale
An Adult-Child Activity

Dear Parent or Guardian:

Your child has been learning about cells, what keeps them healthy and what might cause them to become unhealthy. One thing that might cause cells to become unhealthy is too much exposure to the sun's burning rays. There are five steps to protecting skin from those burning rays: stay in the shade between the hours of 10 a.m. and 4 p.m.; wear sunscreen and lip balm with an SPF of 30–50+; wear sunglasses that are UVA/UVB protective; wear long sleeves and long pants made out of tightly woven fabric; and wear a **wide-brimmed hat**.

This activity is to help students analyze the protection factor that each type of hat has and to make a scale, either creating pictures of hats or using pictures from magazines to illustrate the scale. On one end of the scale should be those types of hats that offer the least protection (i.e. sun visors); on the other end of the scale should be hats that offer the greatest sun protection like legionnaire or safari hats. The many other types of hats should fill in the middle according to their protection factors (i.e., bandanas, stocking caps, turbans, baseball caps, etc.) Use as many different hat-types as you can find to make your scale interesting and informative.
Thank you for being part of SunSmart America!





SunSmart America™ Rules

Grade 5

Lesson 1

SHADE:

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. Find shaded areas when outside: trees, umbrellas, buildings, etc. Check the UV Index in the newspaper for daily reading on the strength of the sun's burning rays. And protect yourself on cloudy days too. The sun can burn your skin even when the sky is not clear.

SUNGLASSES:

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.

WIDE-BRIMMED HAT:

Wear a hat with a wide brim that goes all the way around the head to protect your ears, side of face, and neck. A sombrero, legionnaire hat, or cowboy hat are examples of wide-brimmed hats.

PROTECTIVE CLOTHING:

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.

SUNSCREEN:

Generously apply sunscreen at least 30 minutes before you go outside, and reapply every 2 hours or less to reduce the chance of burning, especially after sweating, swimming, or taking part in other activities—even if the sunscreen claims to be waterproof. Make sure the sunscreen has both UVA and UVB protection and is broad spectrum. Use a sunscreen with an SPF (Sun Protection Factor) of 30-50+. Remember to cover all the areas on your body that are not covered with clothing. Always use a lip balm with SPF 15 or higher to protect your lips from the sun.



SunSmart America™

Play the Part—Be SunSmart!

Grade 5

Lesson 2: Skin Cancer

Benchmark Correlations: SC.F.1.2.4; HE.A.1.2.1; HE.B.2.2.2, HE.C.2.2.4; LA.B.1.2.2; LA.C.1.2.1, LA.C.3.2.1,.2,.3,.4; MA.2.2.2

Objective: Students will be able to explain the different types of skin cancer, identify their skin type and understand their sensitivity to the sun.

Learning Objectives:

Students will:

Identify factors which are causing an increase in the rate of skin cancer.

Describe the different types of skin cancer.

Identify their skin type and understand their sensitivity to the sun.

Pre-Assessment

Have the class name the layers of the skin and describe the functions of the skin. Have the students identify factors which are increasing the rate of skin cancer.

Note to Teacher: Use Black Line Master 1 “The Layers of the Skin” located in Lesson 1.

Discussion

Skin cancer has been increasing. The major factors that are affecting skin cancer rates around the world are:

Ozone layer depletion

Clothing styles

Behaviors- people like having a tan, we think we look better with a tan.

Migration-skin types

There are different kinds of cancer that attack the skin cells, with most skin cancer caused by too much exposure to the sun. **Carcinoma** is another word for cancer. Skin cancers are usually caused by too many sunburns or too much tanning when you are young. That is why sunburns and tans that you get as a child or teenager are dangerous to your health when you get older. Like an elephant, your skin never forgets! Being sun smart now will help keep your skin healthy today and in the future.

Activity 1: Word Scramble: Skin Cancer Vocabulary

Type of Activity: independent

Type of Skill: recall

Learning Style: linguistic

Materials Needed: copies of “Word Scramble: Skin Cancer Vocabulary” and Handout called “Types of Skin Cancer”



Grade 5, Lesson 2
Activity 1

Name _____

WORD SCRAMBLE
Skin Cancer Vocabulary

SKLEFREC

NNTUSA

KLSIERWN

NBURUSN

CLELLSAAB

OMMELANA

SUMQASOU LCEL

SOMEL





Word Scramble: Skin Cancer Vocabulary

Grade 5

Lesson 2

Answer Key

FRECKLES

SUNTAN

WRINKLES

SUNBURN

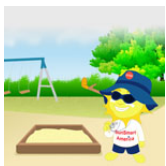
BASAL CELL

MELANOMA

SQUAMOUS CELL

MOLES

BE SUN SAFE



Integrated Lessons for Elementary School Classes

Activity 2: Skin Types

Type of Activity: group

Type of Skill: synthesis

Learning Style: linguistic

Materials Needed: attached worksheet entitled "Skin Types"

Divide students into groups, paying attention to the group makeup so that each group has a variety of skin types. Give each group a copy of the worksheet entitled "Skin Types". Review the worksheet. Explain to students that skin color and natural hair color usually can tell you how quickly you will burn in the sun. The lighter your skin and hair color, the more apt you are to get sunburns. Of course, everyone needs to be careful not to get a sunburn or tan, but those people who are very fair in skin and hair color need to be extra careful because they burn so much faster than those with darker skin and darker hair. Review the chart together as a class. Then have each group of students write a group story using the information in the chart.



Skin Types
Grade 5
Lesson 2

Name _____

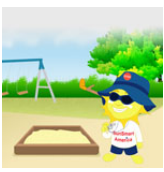
Directions: Fill out the form below with the names of the students in your group.

	SKIN TYPE	Burns very easily	Burns easily	Burns sometimes	Slow to burn
TYPE 1	Very fair skin color, always light hair, freckles				
TYPE 2	Fair skin, light eyes, dark hair				
TYPE 3	Light olive skin, any hair color				
TYPE 4	Medium olive skin color, any hair color				
TYPE 5	Dark olive skin color, dark hair				
TYPE 6	Very dark skin color				

How easily does your skin burn?

Are your friends the same?

From the information in the chart write a story about how the students in your group need to protect themselves.



Home Activities

Activity 1: SunSmart Research

Type of Activity: adult-child

Type of Skill: research

Learning Style: linguistic

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

Make copies of the Home Activity worksheet entitled "SunSmart Research", one for each student. The objective of the activity is to discover why so many people continue to expose their skin to sunburns and tans even if they know the danger factor. Have students complete the assignment and return it to class.

Activity 2: Risk Factor Survey

Type of Activity: adult-child

Type of Skill: prediction

Learning Style: math/logical

Materials Needed: attached Home Activity worksheet entitled "Risk Factor Survey"

Make copies of the attached Home Activity worksheet entitled "Risk Factor Survey", one for each student. The objective of the activity is to skillfully identify family risk factors for developing melanoma.

Review and Post-Assessment

Have students fill in the sentences on the following page entitled "Show What You Know", independently or as a class.



Adult / Child Activity

Home Activity
Grade 5
Lesson 2
SunSmart Research

Name _____

Dear Parent or Guardian:

Your child has been learning about different types of skin cancer caused by the burning of the rays of the sun. Usually, skin cancer can be prevented if sun smart guidelines or rules are followed beginning when we are very young and continuing throughout our lives. The objective of this activity is to survey at least 3 adults outside of school to discover the awareness of others about sun safety. No names please!

Interview One:

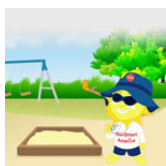
1. Did you know the sun safety rules when you were growing up?
2. If yes, did you follow the sun safety rules when you were growing up?
3. Do you know the warning signs of skin cancer?
4. Do the members of your family check themselves for possible skin cancers?

Interview Two:

1. Did you know the sun safety rules when you were growing up?
2. If yes, did you follow the sun safety rules when you were growing up?
3. Do you know the warning signs of skin cancer?
4. Do the members of your family check themselves for possible skin cancers?

Interview Three:

1. Did you know the sun safety rules when you were growing up?
2. If yes, did you follow the sun safety rules when you were growing up?
3. Do you know the warning signs of skin cancer?
4. Do the members of your family check themselves for possible skin cancers?



Adult / Child Activity

Home Activity
Grade 5
Lesson 2
Risk Factor Survey

Name _____

Dear Parent or Guardian:

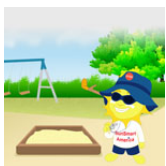
Your child has been learning about the possible consequences of spending too much time in the sun, and the dangers of sunburns and tanning. Have your child review what he/she has been discussing in class. Then, together, complete the Risk Factor Survey located below to predict your families risk for developing melanoma.

RISK FACTORS	MYSELF		FAMILY MEMBERS			
	YES	NO	YES	NO	YES	NO
Skin type 1 or 2 or 3						
Blue, green or hazel eyes						
Blonde or red hair						
Freckles when out in the sun						
Burns easily out in the sun						
Lots of moles/freckles						
Family history of melanoma*						
Lives in sunbelt						
Lives at high altitudes						
History of 2 or more blistering sunburns						
Use of tanning beds						
Skin mole changes on darker skin						

* If you have marked yes to this question you are at a higher risk level

Risk Level (based on the number of times "yes" is marked above)

9-12 Higher risk
4-8 Moderate risk
0-3 Lower risk



Show What You Know: Facts about Your Skin and about Skin Cancer
Grade 5
Post Assessment

Name _____

Fill in the blanks.

The three kinds of skin cancer are: _____, _____, _____.

A person with _____ hair will be more sensitive to the sun than a person with _____ hair.

The epidermis is the _____ layer of the skin.

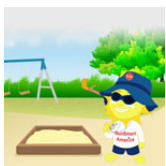
The middle layer of the skin is called the _____.

Melanocytes are cells in the epidermis. They give skin its _____.

Any one of any skin color can get _____.

Too much sun exposure can cause _____.

A sunburn or tan can damage the _____ of the skin.



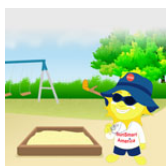
Show What You Know: Facts about Your Skin and about Skin Cancer

Grade 5

Post Assessment

Answer Key

1. basal, squamous, melanoma
2. lighter/darker
3. first
4. dermis
5. color
6. melanoma
7. skin cancer
8. layers



Types of Skin Cancer

Grade 5

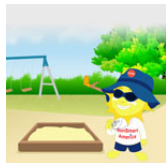
Lesson 2

Facts and Figures 2004 (The American Cancer Society)

In the year 2003, there were 1,055,100 cases of skin cancer diagnosed in the U.S.

Type of cancer	Occurrence rate	Age of onset	Characteristics	Description
Basal Cell	80% of all skin cancers	Adult to late adult	Slow to develop Generally does not spread If you have one you are likely to develop more Early detection generally means a cure Very preventable if you follow the <i>SunSmart America</i> Rules	Open sore that does not heal A shiny bump or a reddish patch
Squamous Cell Carcinoma	16% of all skin cancers	Adult and older	Occurs on ears, neck, lips, and face Over exposure of the suns burning rays Usually does not spread to other parts of the body but can kill you if untreated If not treated, area will get larger Very curable if detected early Very preventable if you follow <i>SunSmart America</i> Rules	Dry scaly patch Elevated growth A wart-like growth An open sore which bleeds or crusts
Melanoma	4% of all skin cancers	Young adult and over. After puberty	Deadly form of skin cancer History of sunburning and blistering Usually occurs over a freckle or mole Can occur anywhere on the body not just on areas exposed to the sun Can spread to other parts of the body Prevention and early detection saves lives	Mole or Freckle A Asymmetry B Borders C Color D Diameter E Enlargement

For actual pictures of skin cancer go to www.aad.org or www.skincheck.org



SunSmart America™

Play the Part—Be SunSmart!

Grade 5

Lesson 3: Early Detection

Benchmark Correlations: SC.H.1.2.1; SC.H.1.2.2; SC.H.2.2.1; MA.E.3.2.2

Objective: Students will be able to discuss the importance of early detection of skin cancer.

Pre-Assessment

Place two long strips of thick masking tape along the floor. Put one strip on one side of the classroom, and put the second strip on the other. Write the word “HEALTHY” at one end of each strip, and then label the other end of each strip “UNHEALTHY”. Then write the word ‘Tanning’ in the middle of one strip and ‘Burning’ in the middle of the other. Get students to position themselves somewhere along the continuum of each strip, first the ‘Tanning’ strip, and then the ‘Burning’ strip. Have the students write their initials with a red marker on each strip at or near their position indicating if they think tanning is healthy or unhealthy, and if they think burning is healthy or unhealthy. This indicates the students’ beliefs in how serious they think sunburning and tanning are. Leave the strips—they will be used in the post-test, as well.

Discussion

Explain:

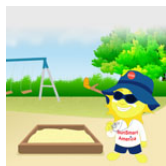
Sunburns and tans, whether from the sun or a tanning booth, can cause skin damage and cancer because the skin remembers the harm that burns and tans cause, even if that damage happened years before. Most skin cancers occur in adults who have gotten sunburns and tans when they were young. Children’s skin is extremely sensitive to ultraviolet rays. Being sun smart now can keep you healthy later.

Skin cancer is almost 100% curable if **detected** early. Detecting something means discovering it, and the sooner a person discovers a skin problem and is checked by the doctor, the better chance that person will have of staying healthy.

There are many skin problems that people may get for example, breaking out with acne or getting a rash from something to which they are allergic. Most skin problems can be healed, especially if they are taken care of quickly by a health professional, like a **dermatologist**. A dermatologist is a skin doctor.

Note to Teacher: Skin cancer is discussed in depth in Lesson 2. You may want to copy and distribute “Types of Skin Cancer” from Lesson 2.

There are three types of skin cancer: Basal Cell, Squamous Cell, and Melanoma. There are certain **signs** that can alert a person to the possibility of skin cancer. A shiny bump, a reddish patch of skin, a scaly area, a sore that doesn’t seem to heal are all signs that there could be a problem with a person’s skin. Anything that looks strange or different on the skin should be looked at by a dermatologist as soon as possible.



SunSmart America™

Play the Part—Be SunSmart!

Grade 5

Lesson 3: Early Detection

Benchmark Correlations: SC.H.1.2.1; SC.H.1.2.2; SC.H.2.2.1; MA.E.3.2.2

Objective: Students will be able to discuss the importance of early detection of skin cancer.

Pre-Assessment

Place two long strips of thick masking tape along the floor. Put one strip on one side of the classroom, and put the second strip on the other. Write the word “HEALTHY” at one end of each strip, and then label the other end of each strip “UNHEALTHY”. Then write the word ‘Tanning’ in the middle of one strip and ‘Burning’ in the middle of the other. Get students to position themselves somewhere along the continuum of each strip, first the ‘Tanning’ strip, and then the ‘Burning’ strip. Have the students write their initials with a red marker on each strip at or near their position indicating if they think tanning is healthy or unhealthy, and if they think burning is healthy or unhealthy. This indicates the students’ beliefs in how serious they think sunburning and tanning are. Leave the strips—they will be used in the post-test, as well.

Discussion

Explain:

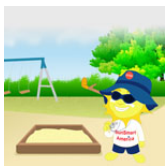
Sunburns and tans, whether from the sun or a tanning booth, can cause skin damage and cancer because the skin remembers the harm that burns and tans cause, even if that damage happened years before. Most skin cancers occur in adults who have gotten sunburns and tans when they were young. Children’s skin is extremely sensitive to ultraviolet rays. Being sun smart now can keep you healthy later.

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There are many skin problems that people may get for example, breaking out with acne or getting a rash from something to which they are allergic. Most skin problems can be healed, especially if they are taken care of quickly by a health professional, like a **dermatologist**. A dermatologist is a skin doctor.

Note to Teacher: Skin cancer is discussed in depth in Lesson 2. You may want to copy and distribute “Types of Skin Cancer” from Lesson 2.

There are three types of skin cancer: Basal Cell, Squamous Cell, and Melanoma. There are certain **signs** that can alert a person to the possibility of skin cancer. A shiny bump, a reddish patch of skin, a scaly area, a sore that doesn’t seem to heal are all signs that there could be a problem with a person’s skin. Anything that looks strange or different on the skin should be looked at by a dermatologist as soon as possible.



had other types of skin cancer? Could most of these people have avoided getting skin cancer? How?

Activity 3: A SunSmart Role Play

Type of Activity: pairs

Type of Skill: communication

Learning Style: linguistic/kinesthetic

Materials Needed: none

Read the following prompt to the class. Then have students find a partner and have the pairs complete the situation through a role play they will present to the class. The objective is for one student to convince the other to check over their skin and see a dermatologist as soon as possible if they notice a problem.

Caroline hurried home from school. She had just learned about different types of skin cancer and she wanted to share the information with her grandmother. Her grandmother was born and raised in Florida, and Caroline knew that she had spent a lot of time at the beach. "Grandma," she said, "Have you heard of getting skin cancer from too many sunburns or tans?" "Sure," her Grandma answered. "Well have you ever checked your skin for any weird looking marks or moles?" "Not really," her Grandma answered.

Home Activity

Activity: Self Exam and Map Your Mole

Type of Activity: adult-child

Type of Skill: discovery/discussion

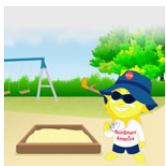
Learning Style: linguistic/kinesthetic

Materials Needed: attached Take Home Activity sheet entitled "Self Exam" and "Map Your Mole". You may want to also include "Types of Skin Cancer" Handout from Lesson 2

Make copies of the Take Home activity sheet handout entitled "Self Exam" and "Map Your Mole", one for each child. The activity is designed to be sent home and completed with an adult. The objective is to learn how to check the body for unusual moles or growths.

Review and Post-Assessment

Now return students to the masking tape on the floor used in the pre-assessment. Ask students to stand along the two continuums again to show how serious they think sunburning and tanning are. Put the children's initials in black to show where they are standing now. Have any children changed their position? Ask them to explain why.



Home Activity

Grade 5

Lesson 3

Page 1 of 2

Name _____

Dear Parent or Guardian:

Your child has been learning about all the health risks associated with skin damaged from the sun. An important part of sun safety is protection—wearing a wide-brimmed hat, sunscreen, tightly-woven protective clothing, sunglasses, and seeking out shaded areas. Another important part of sun safety is early detection of a skin problem caused by the sun. Attached you will find a description of three different skin cancers, the most deadly being melanoma. You will also find attached a sheet that shows you how to examine your skin for changes that might need medical attention. Please review the sheet with your child and others in your family. Most skin cancers can be cured if discovered early enough.

Thank you for being part of *SunSmart America*!

The best time to do this simple monthly exam is after a bath or shower. Use a full-length mirror 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 underarms *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 feel confident. Remember the ABCDEs and check with your dermatologist or clinic if you find something unusual or a spot, freckle, or mole that is new or changed.



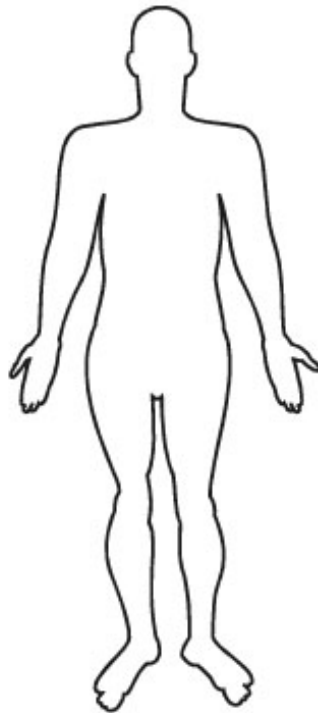
Grade 5, Lesson 3
Home Activity, Page 2 of 2

Name _____

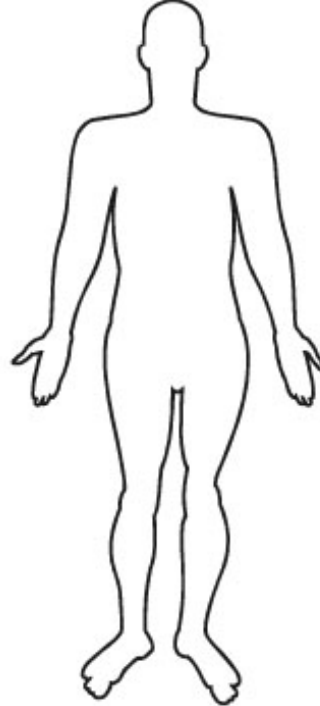
Map Your Moles

Directions: Examine your child's body skin following the directions on Your Self Exam Handout. Mark the diagram with the location and size of the moles. You may want to keep this part of your medical file so it can be compared at future times.

Front

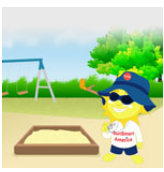


Back



Measurement Guide





SunSmart America™

Play the Part—Be SunSmart!

Grade 5

Lesson 4: Advocating for Sun Safety

Benchmark Correlations: SC.F.2.2.1, SC.G.1.2.2, SC.H.3.2.4; LA.C.3.2.1, 3.2.2, 3.2.3

Objective: Students will demonstrate advocacy skills for sun safety, while at play or in sports, at home or away.

Pre-Assessment

Ask the students:

When you go out to play, do you ever tell a friend to put a hat on to protect his/her head from the sun?

When you go to school, do you ever remind your classmates that they should wear sunscreen whenever they are going outside during the day?

When you are at the beach, do you ever remind your parent that he/she should be wearing sunglasses to protect their eyes from the burning rays of the sun?

Discussion

Explain:

When you remind other people that they should be sun smart, you are being an advocate for sun safety. That means you are speaking out about the importance of keeping your skin safe from the burning rays of the sun. You can be an advocate for sun safety by speaking **out loud** to others (including adults in our families and our peers) about its importance, by **writing letters or e-mails** to newspapers or politicians about the importance of sun safety, or by being a SunSmart role model and setting a healthy example for your peers and those younger than yourself.

Each and every one of you has the potential to be an advocate for sun safety. That means each one of you can make a difference by convincing others to follow the *SunSmart America* rules for skin protection and skin cancer prevention. Here are a few steps to keep in mind:

1. Stay focused on what you want to accomplish. Everyone should know and follow the *SunSmart America* Rules.
2. Use your communication skills to excite others about being sun smart. Without sun smart leaders, there would be no change.
3. Stick to your plan about how you will share your ideas and thoughts about being sun smart with others.

Note to Teacher: For *SunSmart America* Rules review “Skin Protection Steps” handout from Lesson 1.

Classroom Activity

Activity 1: Getting the SunSmart Word Out

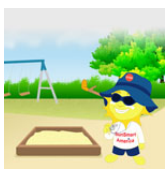
Type of Activity: independent or small group

Type of Skill: advocacy; communicating; planning; synthesizing

Learning Style: linguistic

Materials Needed: none

Create a plan to be an advocate for sun safety to others in your school. In your plan tell what you would talk to your friends about. What kinds of posters would you create to get your



Integrated Lessons for Elementary School Classes

message across? Would you do a show on the Morning News? What would you talk about on your TV show? How would you dress? How would you convince others to be SunSmart dressers? Present your plan to the class.

Have the class select the plan that they think will get the SunSmart America messages to others. If the principal allows, put the favorite plan into action.

Activity 2: Sun Rating Scale

Type of Activity: independent

Type of Skill: rating

Learning Style: math/logical

Materials Needed: blank paper

Give each student a piece of paper to fold into four squares. Have students write the name of an activity they like to do on weekends, at the top of each square. Discuss these activities and give each activity a sun rating to show the risk of exposure to the sun.

Non-risk activities such as fishing at night would get no suns, but going to the beach all day would get five suns. Have the children draw a sun rating beneath each activity.

Next ask students to discuss with the student sitting next to them the safety steps they could take to reduce their risk of exposure to the sun during each activity. Have them list at least one idea in each square. Compare ideas across the whole class.

Cut the papers into separate squares and group like activities together. Are there similarities in the safety steps? Are there ideas from one group that could be added to another? Glue each grouping onto a large sheet of paper, or make summaries of the sun ratings and safety steps on a separate chart. Then discuss how to use the chart to advocate to others about the importance of skin protection during weekend activities.

Note to Teacher: This activity could be extended to raise awareness throughout the school environment as to activities that are sun safe and those that are not so sun safe. Have students make a rating scale poster to promote sun safe activities at school, or create handouts to go home to parents of other students in the school suggesting a variety of sun safe activities on the rating scale.

Activity 3: SunSmart Markers

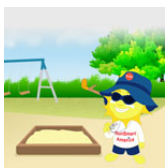
Type of Activity: class

Type of Skill: communication

Learning Style: spatial

Materials Needed: plastic sheeting, cloth, or wood; permanent markers

Explain to students that an important part of advocacy is taking your message throughout your school environment. Take a walk around the school campus with your class. Have students observe the outdoor environment of the school, specifically the sports fields and playgrounds and outdoor lunch areas if they exist. Then have them create SunSmart markers to indicate shady places to gather when outside. The markers can be made of cloth, wood or plastic sheeting (or any material that won't fall apart in the rain). Decorate and promote the markers so that they will attract the attention of other students.



Integrated Lessons for Elementary School Classes

Activity 4: A SunSmart Wheel

Type of Activity: class

Type of Skill: synthesis

Learning Style: spatial

Materials Needed: heavy cardboard or wood, art supplies, items to make a spinner in the middle of wheel

Have students create a SunSmart Wheel for the class. Have a student spin the wheel every morning (or once a week) for the SunSmart suggestion of the day. Information on the wheel might include: Tell a friend how to be SunSmart; Talk to a parent about Self-Exams; Remind a sibling to wear sunscreen with an SPF of 30-50+; Make a young child a sun safe hat; etc. For more suggestions for the wheel, see "Skin Protection Steps" handout from Lesson 1.

Home Activity

Activity: SunSmart Board Game

Type of Activity: Adult-child

Type of Skill: synthesis

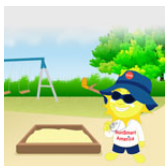
Learning Style: spatial; linguistic

Materials Needed: art materials to create a board game

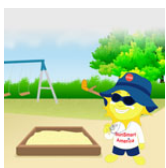
Create a board game that promotes sun safety. The game should have a board, rules, game pieces, playing cards, and dice or a spinner. Give your game a SunSmart name and bring into class to play. Students should use sun safety information learned in class as well as parent handouts.

Review and Post-assessment

Have a "game day" in class. Have students play each other's SunSmart games that they have created at home.



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+ .
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,

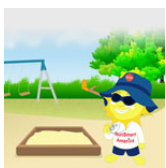
Richard David Kann Melanoma Foundation

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; at least 50,000 will develop melanoma.

Best treatment is *PREVENTION!*

Sunscreens are essential!

Always wear sunscreen with an 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!

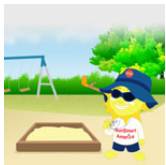
CONSULT A DERMATOLOGIST REGARDING ANY NEW OR CHANGES IN EXISTING MOLES, SPOTS OR FRECKLES.

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 33405
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>

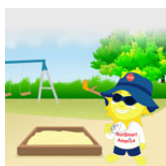
American Cancer Society

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

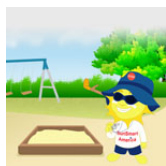
413 North Lee Street
Alexandria, VA 22314
Telephone: 703-837-4202
<http://www.sunsafetyalliance.org/>

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>



Melanoma Foundation's Important Points to Remember - Spanish version

La Fundaciyn del Melanoma de Richard David Kann



Puntos Importantes para Recordar

El c ncer de la piel, el tipo de c ncer m s com n que existe, est  aumentando a medida alarmante.

- El melanoma es el tipo de c ncer de la piel m s severo que hay y puede causar hasta la muerte.
 - ✓ Cada hora que pasa muere una persona de melanoma.
 - ✓ El 30% de los casos de melanoma ocurre entre las personas menores de 45 a os de edad.
 - ✓ La frecuencia en que ocurre est  aumentando m s que en cualquier otro tipo de c ncer.
 - ✓ 1 mill n de personas contraer  c ncer de la piel cada a o; 40,000 tendr n melanoma.
- El mejor tratamiento es * LA PREVENCI N!*
 - ☐ * Las cremas protectoras contra el sol son esenciales!*
 - ✓ Use siempre cremas protectoras contra el sol que tengan un *SPF* (Factor de Protecci n contra el Sol) de 15 o m s.
 - ✓ Prot jase los labios y los ojos.
 - ✓ Use cremas protectoras contra el sol que tengan ambos factores protectores, *UVA* y *UVB*.
 - ☐ *La ropa sirve de gran protecci n.*
 - ✓ Sombreros de alas grandes para proteger la cara, orejas y cuello.
 - ✓ Gafas para el sol con ambos factores protectores, *UVA* y *UVB*.
 - ✓ Camisas de manga larga y pantalones.
 - ✓ Telas especiales que contienen alg n tipo de protecci n contra el sol.
- La piel bronceada no es saludable. Es una se al de haber da ado la piel y pudiera llegar a causar c ncer de la piel.

- Una sola quemadura de sol aumenta las posibilidades de que se contraiga c ncer de la piel.

- La detecci n temprana significa **LA CURA:**

- ☐ Las caracter sticas b sicas para la detecci n de melanomas.
(lunares o cualquier tipo de manchas en la piel)
 - ✓ *Asimetr a:* una mitad diferente a la otra mitad.
 - ✓ *Borde irregular:* borde con un fest n o borde limitado o restringido.
 - ✓ *Variedad de color:* de una parte a otra; tonos color caf  o bronceados; negro; a veces blanco, rojo y azul.
 - ✓ *Di metro:* m s de 6 milímetros (el tamaco de un borrador de l piz).
 - ✓ *Crecimiento:* cambio de espesor.

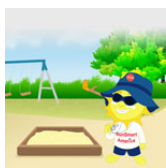
Lo m s importante: Ex minese la piel; est  al tanto de cualquier cambio.

**CONSULTE A UN DERMAT LOGO
ACERCA DE CUALQUIER CAMBIO EN UN
LUNAR, MANCHA O PECA QUE YA
TENGA O QUE LE EST  SALIENDO.**



Para m s informaci n, por favor ll menos o escribanos al:
Tel fono: (561) 687-2400 Fax: (561) 687-2423
2200 North Florida Mango, Suite 301, West Palm Beach, FL 33409
e-mail: melanomafdn@aol.com

Spanish version by the Translation Team, Multicultural Education Department, School District of Palm Beach County - October 2000 - (561) 434-8620



Melanoma Foundation Letter to Parents - Spanish version

La Fundaciyn del Melanoma de Richard David Kann

Estimados padres y abuelos de familia:

Nos complacemos en ofrecerles la siguiente informaciyn referente a la protecciyn contra el sol.

Nuestra meta es alentar a los jvenes y a las familias a que se protejan contra el melanoma y contra otros tipos de cncer mientras se divierten bajo el sol, pero con cuidado.

En los Estados Unidos, cada aco que pasa, el cncer de la piel afecta a mds de 1 millyn de personas. El melanoma -el tipo de cncer que causa mds muertes - afecta a mds de 40,000 personas cada aco y mata a mds de 9,000 personas. La posibilidad de que una persona contraiga melanoma a medida que se envejece est directamente relacionada con la frecuencia en que la persona haya estado bajo el sol desde que naci hasta los 18 aos de edad.

El cncer de la piel no respeta a nadie. Aunque las personas de piel clara estn mds propensas al cncer, todas las personas, sin importar su raza, color ni nacionalidad, no solamente estn propensas al cncer sino que lo pueden desarrollar y en efecto contraen cncer!

Protjase usted y proteja a su familia al seguir las siguientes reglas:

- Disminuya la frecuencia de estar bajo el sol mds fuerte - de 10 A.M. hasta las 4 P.M.
- No se quem del sol!
- Siempre use cremas protectoras contra el sol que tengan un *SPF* (factor de protecciyn) de 15 o mds.
- Bntese y vuelva a untarse la crema protectora contra el sol - sobre todo, despujs de bacarse en la playa, cuando est sudando y cuando est participando en actividades al aire libre.
- Pyngase ropa que le proteja contra el sol, incluyendo sombreros con alas grandes, camisas de manga larga y pantalones.
- Recuerde que Aunque est nublado, usted se puede quemar del sol!
- Llegue a conocer bien su piel y la de su familia. Est al tanto de cualquier marca extraca que le salga en la piel, tal como lunares o pecas y tambiyn est al tanto de cualquier cambio que note a medida que pase el tiempo.
- Programe con regularidad reconocimientos mdicos de la piel con un dermatylogo.

Recuerde: cundese bien la piel y ensceles a sus hijos a hacer lo mismo. *"Conozca la piel que lo cubre."*
Vale la pena!

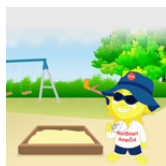
Buena salud,

La Fundaciyn del Melanoma de Richard David Kann

Vllo menos con sus preguntas acerca de la protecciyn contra el sol!

Telfono: (561) 687-2400 Fax: (561) 687-2423
2200 North Florida Mango, Suite 301, West Palm Beach, FL 33409
E-mail: melanomafdn@aol.com Website: melanomafoundation.com

Spanish version by the Translation Team, Multicultural Education Department, School District of Palm Beach County - October 2000 - (561) 434-8620



The Richard David Kann Melanoma Foundation - Creole Version



Fondasyon pou melanòm Richard David Kann Enfòmasyon enpòtan pou sonje

● **Maladi kansè po, kansè ki pi popilè, ap vale teren seryezman chak jou k ap pase.**

● **Melanòm se tip kansè po ki pi grav epi li kapab tiye moun.**

Chak inèditan yon moun mouri ak maladi kansè melanòm.

30% moun ki gen kansè melanòm poko genyen 45 an.

Pousantaj moun ki genyen 1 pi wo pase lòt kansè yo.

Chak ène ap genyen 1 milyon moun k ap gen kansè po chak ène; 40.000 ap gen melanòm.

● **Pi bon tretman se PREVANSYON!
Krèm solèy pou po enpòtan anpil!**

Toujou mete krèm solèy ki gen *SPF* (engredyen pou pwoteksyon po kont solèy) 15 oswa pi fò.

Pwoteje bouch ou ak zye w.

Mete krèm solèy ki gen pwoteksyon pou *UVA* ak *UVB* tou.

Rad se yon bon pwoteksyon

Chapo ki gen gwo bò pou pwoteje figi w, zorèy ou ak kou w.

Linèt ki gen pwoteksyon pou *UVA* ak *UVB*

Chemiz manch long ak pantalon long

Twal espesyal ki fèt pou pwoteje kò kont solèy.

● **Lè solèy la brile w, li pa bon pou sante ou. Se yon siy ki montre po a domaje epi li kapab bay kansè.**

Pou plis enfòmasyon, tanpri rele oswa ekri nou:
tèlèfòn (561) 687-2400; Faks: (561) 687-2423

2200 North Florida mango, Suite 301, West Palm Beach, FL 33409

e-mail: melanomafdn@aol.com

● **Yon ti boule nan solèy la ogmante chans pou gen kansè po.**

● **Pi devan se gran maten.**

Detwa fason pou detekte melanòm

Diferan koulè: yon bò pa sanble lòt la.

Chanjman koulè: yon kote pi fonse pase lòt; mawon; nwa; pafwa blan, wouj oswa ble.

Gwosè mak la: 6 milimèt (gwosè yon gòm kreyon).

Chanje gwosè: mak la vini pi prè pase lòt kote nan kò w

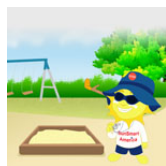
Sa ki pi enpòtan: tyeke po w; veye tout chanjman.

ALE KAY DÈMATOLOJIS SI OU WÈ
CHANJMAN SOU PO OSWA NAN MAK
KI TE DEJA LA TANKOU SIY, TACH,
OSWA TAKTE.



Creole version by the Creole and French Translation Teams of the Multicultural Education Department, School District of Palm Beach County - October 2000 - (561) 434-8620

The Richard David Kann Melanoma Foundation - Creole Version



Fondasyon pou melanòm Richard David Kann

Chè paran ak granparan,

Se ak anpil plezi n ap ba ou enfòmasyon sou pwoteksyon kont solèy.

Objektif nou se ankouraje jenn moun ak fanmi yo pou pwoteje po yo kont melanòm ak tout lòt kalite kansè po nan fè atansyon lè yo anba solèy cho!

Kansè po atake plis pase 1 milyon moun chak ane nan peyi Etazini. Melanòm se kansè po ki tiye plis moun, li atake 40.000 moun chak ane epi li tiye plis pase 9.000. Pousantaj chans yon moun genyen chans pou gen melanòm pita nan lavi yo chita dirèkteman dapre fason moun nan te konn ekspozè kò li anba solèy la depi lè li te ti bebe rive jiska laj 18 an.

Kansè po pa gen patipri. Malgre moun po klè gen plis chans pou yo genyen l, moun tout ras, tout koulè ak moun ki soti nan nempòt ki peyi genyen epi kapab genyen kansè po!

Suiv regleman senp sa yo pou pwoteje tèt ou ak tout fanmi w:

- Pa rete pou lontan nan solèy lè li wo (10è nan maten rive 4è nan aprèmidi).
- Pa rete boule anba solèy cho!
- Toujou mete krèm solèy ki gen SPF (engredyen pou pwoteksyon po kont solèy) ki omwen 15 oswa pi fò.
- Repase krèm sa a souvan, sitou apre ou soti naje, swe, oswa apre nenpòt aktivite deyò.
- Mete rad ki kapab pwoteje po w, chapo ki gen gran bò, epi chemiz ak pantalon long.
- Toujou sonje, menm si tan an mare solèy kapab boule w!
- Aprann konnen po ou ak po fanmi ou. Chèche tout mak nèf oswa dwòl ki ta leve sou ou tankou siy oswa takte, epi fè atansyon tout chanjman ki ta rive twò rapid.
- Ale konsilte souvan kay yon dermatològ.

Pa bliye: pran swen po w epi montre pitit ou fè menm bagay la. “Aprann konnen po w”
Ou p ap janm regrèt!

Nan bon sante,

Fondasyon pou melanòm Richard David Kann

Rele nou si ou ta gen kesyon sou pwoteksyon!
Telefòn: (561) 687-2400; Faks (561) 687-2423
2200 North Florida Mango, Suite 301, West Palm Beach, FL 33409
E-mail: melanomafdn@aol.com; Website: melanomafoundation.com

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