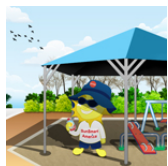


SunSmart America™ Kindergarten Curriculum

Integrated Lessons for Elementary School Classes

Playing is Fun, but Watch Out for the Sun





Acknowledgements

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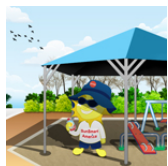
Graphic Design

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*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

Playing is Fun, But Watch Out for the Sun!

Kindergarten

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

Objective: Students will be able to tell why it is important to play in the shade.

Lesson 2: Protect Your Body

Benchmark Correlation: SC.B.1.1.2, HE.A.1.1.1, HE.B.1.1.1,.2; L.A.A.1.1.4

Objective: Students will be able to name the body parts that a wide-brimmed hat, a long sleeve shirt, long pants and sunglasses protect.

Lesson 3: Take Care of Your Skin

Benchmark Correlation: SC.B.1.1.5, HE.A.1.1.1, HE.B.1.1.2, L.A.A.2.1.5

Objective: Students will be able to relate that their skin is important, like their heart and their lungs; and that wearing sunscreen will help to protect their skin from sunburn.

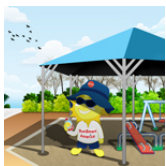
Lesson 4: SunSmart America Rules

Benchmark Correlation: SC.B.1.1.4, HE.B.1.1.2, L.A.A.1.1.4, HE.A.1.1.2

Objective: Students will practice explaining and listening to the *SunSmart America* rules.

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.

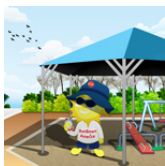
Hundreds of science teachers in Palm Beach County have participated in voluntary training sessions to learn to teach this curriculum and provide life-saving skin cancer education while meeting all Florida Sunshine State Standards in this subject.

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.

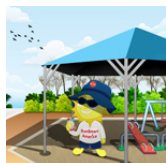
Sincerely,



Debbie Kann Schwarzberg, Founder & President

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

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



Integrated Lessons for Elementary School Classes



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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.

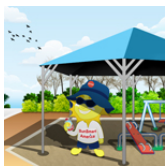
The SunSmart America curriculum contains grade appropriate lessons and activities that have been adapted to meet all FCAT and Next Generation Sunshine State Standards. Students will learn the basics regarding skin cancer, and ***most importantly, the prevention and early detection of a disease that is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

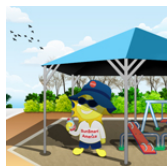
Sunshine State Standards

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.



Integrated Lessons for Elementary School Classes

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.

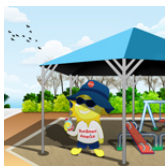
Melanoma can start as a mole or spot on the skin, but there are specific characteristics that help tell it apart from a healthy mole or spot.

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

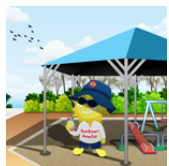
Use a sunscreen and lip balm with an SPF (Sun Protection Factor) of 30-50+. **Generously** apply sunscreen at least 30 minutes before you go outside, and reapply every 2 hours, even if the sunscreen is waterproof.

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. UVA rays activate melanin, which causes the skin to tan.

BOTH ARE DANGEROUS!

UVA = Aging

UVB = Burning

6. Skin Examinations

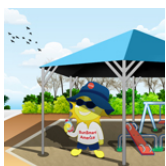
“Know the Skin You Are In!” Look for irregular (according to the ABCDE rules above) moles, spots or freckles on the skin, or any new or changes in existing moles, spots or freckles.

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

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

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

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



Kindergarten Reward cards

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

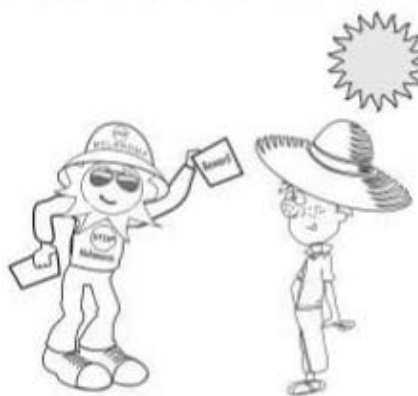


Kindergarten Reward cards

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



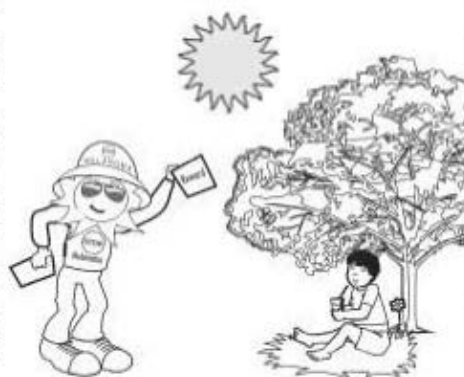
Caught you being SunSmart



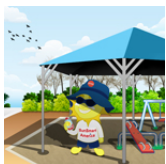
Caught you being SunSmart



Caught you being SunSmart



Caught you being SunSmart



SunSmart America

Playing is Fun, But Watch Out for the Sun!

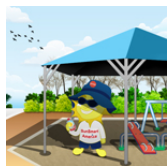
Kindergarten

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 have been taught selecting only those questions that pertain to the taught lessons. The results of the Post Test will show you lessons or areas of knowledge that may need to be reviewed with your students.

Note to teachers regarding question four on the Pre-Post Test:

You may want to put each rule on a chart and introduce one at a time.



1st. Page Kindergarten
Pre-Post Test

Name / I.D. _____

1. Circle the SUNSMART place that you would choose to play in during the day.

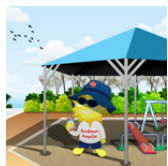


2. Draw a line from the part of the body to the piece of clothing that protects it from the sun.



3. Circle the item that will protect you from sunburn.





2nd. Page Kindergarten
Pre-Post Test

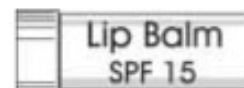
Name / I.D. _____

**Underline the picture that goes
with the rule.**

- a. Use a **blue crayon** to underline the picture that goes with the rule: Wear sunglasses that will protect your eyes from the sun.



- b. Use a **red crayon** to underline the picture that goes with the rule: Wear a hat with a wide brim to protect your ears, eyes, face, and neck from the sun.



- c. Use a **purple crayon** to underline the picture that goes with rule: When in the sun for a long time, wear long sleeves and long pants.

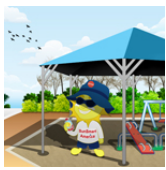


- d. Use an **orange crayon** to underline the picture that goes with the rule: Always use sunscreen when playing outside during the day and put lip balm on, too.



- e. Use a **green crayon** to underline the picture that goes with the rule:
Be **SUNSMART**, play in the shade.





SunSmart America

Playing is Fun, But Watch Out for the Sun!

Kindergarten

Lesson 1: Play in the Shade

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

Objective: Students will be able to tell why it is important to play in the shade

Pre-Assessment

Ask:

Who can tell me how you get a sun burn?

Who can tell me what a sun burn feels like?

Who can tell me a shady place you can play when you are outside?

Discussion

Explain:

Rule: Be SunSmart—play in the shade.

When you are outside playing on a sunny day, you can get a sun burn. Sunburn makes your skin very red or darker. It can hurt a lot. A sun burn can be very dangerous. One good safety rule to remember when playing outside on a sunny day is to find a shady spot and play there. When you play in the shade, you are playing out of the direct sunlight. Direct sunlight can burn your skin. When you play in the shade, you are being SunSmart. (Show a picture of someone who has a sun burn. Please explain to your class that children with darker pigment still get sunburned when overexposed to the sun, even if their skin does not become red.)

Vocabulary: sunburn, sunlight, shade

Review students' answers in pre-assessment regarding different places they can play in the shade on a sunny day. (Ans: under a tree, under a beach umbrella, under a hut or awning, a roof area on a patio, a tent, etc.)

Explain that clothing, sunglasses and a wide-brimmed hat also shade skin from the sun and they will be learning more about that soon!

Classroom Activity

Activity 1: Sun Scientist

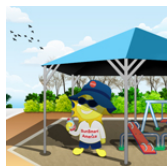
Type of Activity: small group or class

Type of Skill: compare; predict

Learning Style: math/logical

Materials Needed: 2 pieces of newspaper, 2 pieces of fruit, 2 coils of clay or play dough, 2 pieces of colored paper and cutouts to place on top over different areas. This activity will be done over several days.

Divide the class into 4 groups. Each group will have a different item to experiment with. If there are time or class restraints, the activity can be done as a class, using only one item.



Explain:

Today you are going to be sun scientists. Your job is going to be to discover just how strong our sun is. To do this, you are going to see what happens when something is put in the sun and when something is put in the shade.

*Hold up the items you have chosen to use in this activity: two pieces of newspaper, two pieces of fruit, two pieces of colored paper, and two pieces of clay.

*Assign an item to each group.

*Ask each group what it thinks will happen to its item when put in the direct sunlight? When put in the shade?

*Distribute the items, one kind to each group.

Group A is to place one piece of newspaper in direct sunlight and another in a dark cupboard. (material needed: piece of newspaper)

Group B is to place a piece of fruit in direct sunlight and another in the shade, both outdoors. (material needed: a banana if possible)

Group C is to place a piece of clay in direct sunlight and another in the shade. (material needed: piece of clay)

Group D is to place a piece of colored paper in direct sunlight with cutout shapes placed on top of the sheet to shade the areas from the sun and place same in a dark cupboard. (material needed: piece of colored paper; cutout shapes)

*Have students check the changes every day for two or three days. Emphasize the difference between being under cover and being in the direct sunlight.

Ask:

How are the two (items) alike? How are they different? What did you learn? (*Direct sunlight is very powerful. It bakes things that sit in it too long, just like an oven bakes a cake. The items that were shaded remained unchanged.*)

Have students draw a picture of how the items are alike and different. Then have them write a sentence about what they learned.

What do you think the sun can do to your skin? (*It can burn your skin so that the color changes and it dries out.*)

What is one important thing you should do when you are playing outside on a sunny day? (*Find a shady spot and play there.*)

Home Activity

Activity: In the Shade

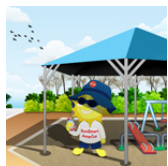
Type of Activity: adult-child

Type of Skill: discovery/discussion

Learning Style: linguistic/kinesthetic

Materials Needed: adult-child activity sheet attached entitled "In the Shade".

Make copies of the attached black line master entitled "In the Shade". The activity is designed to be sent home and completed with an adult. The objective of the activity is to teach children to identify safe shady spots that exist for play outside of school.



Classroom Activity

Activity 2: And the Winner is...

Type of Activity: group or class

Type of Skill: recall

Learning Style: linguistic

Materials Needed: attached hat worksheet entitled "And the Winner is...", different types of hats if available (or pictures of hats from magazines or newspapers)

Post-Assessment

Note to teacher: Read the following scenario to the class. Then have students draw a picture of a SunSmart place to play.

Emily and her best friend Shenaya are going outside to play. The sun is shining. It is a beautiful day. Emily wants to play on the swings. They are in the middle of the yard. There is no shade. Shenaya wants to play in the sandbox. It is under a big tree. Who is SunSmart, Emily or Shenaya? Why?

Explain:

There are different hats that you can wear when you go outside to play. (*Show pictures or actual hats.*) Some hats will protect you from the sun better than other hats. This is a baseball hat. It will protect the top of your head and your forehead and help shade your eyes; but, what about your ears? Your neck? The sides of your face?

Do you think that a SunSmart kid would wear a baseball hat when outside in the sun? (*No.*)

Hold up a picture of a cap made from a nylon stocking.

Explain:

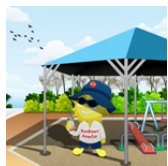
This is a hat made from a nylon stocking. Some people wear a hat like this. Do you think this person is SunSmart when wearing this? A nylon cap will not stop you from getting a sunburn. A SunSmart child would not wear a nylon cap to protect from the sun.

Hold up a picture of a legionnaire's hat.

Explain:

This is called a legionnaires hat. It covers the top of your head and the back of your neck. Do you think a SunSmart child would wear this hat when playing outside in the sun? (*Yes.*) Would it be even better if this hat had material that protected your ears, too? (*Yes.*)

Now, divide students into groups. (The activity will also work as a whole class activity.) Give each group a copy of the attached worksheet entitled "And the Winner is...". Ask the groups to decide whether each hat offers the same amount of protection from the sun. Get them to name the parts of the head that the hat shades. Have each group pick the hat they think is most SunSmart and explain why. Ask the groups if they can think of a hat design that would protect even more of the face and ears.



Kindergarten Lesson 1: Activity 2

And the Winner is...

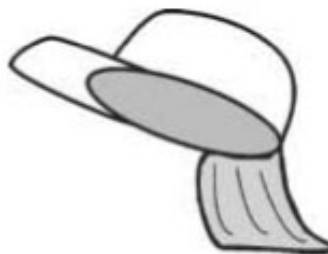
Name / I.D. _____

Explain the things that are good and bad about each of these hats. Will they protect the face, eyes, neck and ears from the sun?

A baseball hat worn backwards



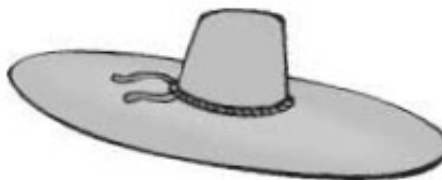
A legionnaire hat with the ears exposed

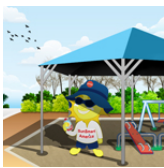


A wool hat



A broad brimmed hat (straw or fabric)





Kindergarten Lesson 1: Home Activity

In the Shade

An Adult-Child Activity

Dear Parent or Guardian:

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



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

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



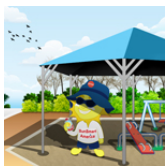
B. Plant a shade tree where shade is needed.



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

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





SunSmart America

Playing is Fun, But Watch Out for the Sun!

Kindergarten

Lesson 2: Protect Your Body

Benchmark Correlation: SC.B.1.1.2, HE.A.1.1.1, HE.B.1.1.1,.2; L.A.A.1.1.4

Objective: Students will be able to name the body parts that a wide-brimmed hat, a long sleeve shirt, long pants and sunglasses protect.

Pre-Assessment

A wide-brimmed hat can protect your head from the sun. It can keep your head from getting sunburned. Can you tell me other kinds of clothing that can protect other parts of your body from the sun?

Discussion

Introduce Rules: 1. Wear a hat with a wide brim to protect your ears, eyes, face and neck from the sun. 2. When in the sun for a long time, wear long sleeve shirts and long pants. 3. Wear sunglasses that will protect your eyes from the sun.

Explain:

Shade: Trees, roofs, umbrellas, and tents are all things that give shade. Shade protects you from the sun. Clothing can help to protect you from getting burned by the sun, too. When clothing covers your body, the sun's rays have a harder time burning your skin. When you are SunSmart, you cover your body to protect it from getting sunburn.

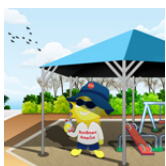
Hats: When you put a hat on, your head is protected from the sun. But there are some hats that will protect you better than others. A SunSmart kid will wear a wide-brimmed hat when playing in the sun. *(Draw a picture of a wide-brimmed hat on the board. An example of a wide-brimmed hat can be found on the attached worksheet entitled 'And the Winner is...')* **Have a wide-brimmed hat to show the class.** Then have a few students try it on to show the class. Explain: When you put a wide-brimmed hat on, your ears, forehead, head, and the back of your neck are protected. *(Have students point to the parts of the body that are protected by a wide-brimmed hat.)*

Sunglasses: *Ask students how many of them wear sunglasses when they go outside to play.* Explain: **Sunglasses** protect your eyes from the sun. The sun can burn your eyes just like it can burn your skin. A SunSmart kid will wear sunglasses when playing out in the sun.

Shirts: *Ask students which would be better to wear in the sun: a short sleeve T-shirt or a long sleeve T-shirt?*

Explain: A **long sleeve shirt** covers all of your arms, your back, and your chest. To get the most protection, a SunSmart kid will wear a long sleeve shirt when playing in the sun.

Pants: *Ask students which would be better to wear, shorts or long pants?* A short skirt or a long skirt? Explain: **Long pants and long skirts** cover all of your legs. To get the most protection, a SunSmart child will wear long pants or a long skirt when playing in the sun.



Integrated Lessons for Elementary School Classes

Home Activity

Activity: SunSmart America Hat Show

Type of Activity: adult-child

Type of Skill: application

Learning Style: spatial

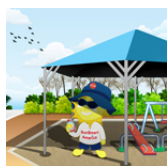
Materials Needed: parent letter and hat design worksheet on p.

Make copies of the attached black line master entitled SunSmart America Hat Show. The activity is designed to be sent home and completed with an adult at home. The objective of the activity is to enhance an awareness of SunSmart dressing, especially the importance of wearing a SunSmart hat.

Explain the worksheet to the class. Ask students to bring the hats they created with their families to school for a SunSmart Hat show. If possible, invite parents to come for a “tea” and have students have the hat fashion show for their guests.

Post-Assessment

Make copies of the attached worksheet entitled “Protect Your Body”. Have students draw a line from one column to the other to match the body part with the piece of clothing or item that will protect it from the sun's rays.



Kindergarten Lesson 2: Post-Assessment

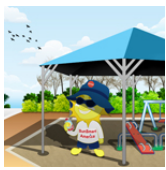
Protect Your Body

Name / I.D. _____

Draw a line from the part of the body to the piece of clothing that protects it from the sun.



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Kindergarten Lesson 2: Home Activity

SunSmart Hat Show

An Adult-Child Activity

Dear Parent or Guardian:

We are planning a **SUNSMART Hat Show** and your child needs some help.

In school, your child has been learning about the kinds of clothing that will protect him/her from getting sunburn. They have discovered that a **SUNSMART hat** shades the top of their head, their eyes,



their neck and their ears. They have learned that **sunglasses (with UVA and UVB protection)** are important to wear when playing outside in the sun because the sun can damage their eyes, too. And they have learned that **long sleeve shirts** and **long pants** keep their arms and legs safe from burning. Please have your child explain to you why it is **SUNSMART** to wear long sleeves and long pants while playing in the sun. And why a **SUNSMART hat** is so important.

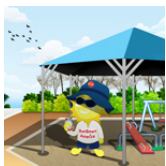


To make our hat show special, each student is to design his or her own **SUNSMART hat**. The hat can be drawn on paper and then cut out and decorated. Be sure to make two sides and staple or tape together so that it can be worn. Let your child be as creative as he or she wants when decorating the hat. Have the student bring the hat back to class.

Thank you for your time and help in enhancing this very important message!



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SunSmart America

Playing is Fun, But Watch Out for the Sun!

Kindergarten

Lesson 3: Take Care of Your Skin

Benchmark Correlation: SC.B.1.1.5, HE.A.1.1.1, HE.B.1.1.2, L.A.A.2.1.5

Objective: Students will be able to relate that their skin is important, like their heart and their lungs; and that wearing sunscreen will help to protect their skin from sunburn.

Pre-Assessment

Ask:

Who knows what your heart does? (*pumps blood through your whole body*)

Who knows what your lungs do? (*help you breathe*)

Could you live without a heart? (*No*)

Could you live without lungs? (*No*)

Who knows what your skin does? (*protects the inside of your body from getting too many germs and dirt inside; holds everything inside your body*)

Could you live without skin? (*No*)

Discussion

Introduce Rule: Always have a trusted adult put sunscreen and lip balm on you when playing outside during the day.

Explain:

When you run around on the playground, you are helping to keep your heart and lungs strong and healthy. Your heart and lungs need exercise to be strong and healthy. Your heart and lungs are very important. Without a heart or lungs, you could not live.

Your skin is very important too, just like your heart and lungs. To keep your skin healthy and strong, you need to take care of it. One thing you need to do to keep your skin healthy is keep it clean. Washing your skin everyday helps keep germs away. Germs can make you sick.

Another thing you need to do to keep your skin healthy is to protect it from sunburn. Sunburn makes your skin red or it makes your skin darker. A sun burn hurts. Sunburns that you get when you are little can make you very sick when you get older.

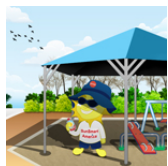
(Teacher: Make a chart on 'How to Keep Your Skin from Getting a Sun Burn'. Keep adding to the chart when a new prevention is taught.)

To keep your skin from getting sunburned, you can play in the shade; you can wear clothes that cover your body, sunglasses and a hat with a wide-brim, and you can ask an adult in your family to put SPF 30 (or a higher number) sunscreen on the parts of your body that are not covered by clothes. Sunscreen is a cream or lotion that helps—together with shade, clothing, sunglasses and a hat—to protect your skin from getting sunburned.

Ask students to name all the different times they think they should wear sunscreen. (at the beach or pool, at camp, playing outside, during outdoor sports, a picnic, etc.)

Explain to the students that while sunscreen protects skin, they should never try to put sunscreen on themselves.

Explain **that sunscreen is like a medicine** and they should always ask a **parent or trusted adult with permission from their parent** to put the sunscreen on for them. (*A trusted adult could be a relative, a nurse, a camp counselor, a babysitter, etc.*)



Classroom Activity

Activity 1: Asking for Help

Type of Activity: pairs

Type of Skill: communication

Learning Style: linguistic; kinesthetic

Materials Needed: none

Group students into pairs with one student to play the part of the child; the other student to play the parent. Then have them switch roles. Call on a few pairs to present their role plays in front of the class.

Explain:

Pretend you are going to the beach with your parent. Your parent just finished putting beach towels, a beach umbrella, and food into the car. "It's time to go, come on get in the car," your parent says. But your parent forgot something. Your parent forgot to put sunscreen on you. Uh-oh!! Now what?

Explain to the students that they are to pretend to be this child. The child is to ask the parent to put sunscreen on him/her. The child is to explain to the parent why he/she needs sunscreen. The child is to remind his/her parent to put their sunscreen on, too! (Model: "You forgot my sunscreen. Sunscreen keeps me from getting a sunburn. Hey, you forgot your sunscreen, too!")

Activity 2: Take Care of Yourself

Type of Activity: independent

Type of Skill: right and wrong

Learning Style: spatial

Materials Needed: worksheet entitled "Take Care of Yourself"

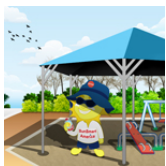
Make copies and hand out the attached in-class worksheet entitled "Take Care of Yourself". Give the following instructions to the class:

Circle the person who is taking care of his heart.

Circle the person who is taking care of his lungs.

Circle the person who is taking care of his skin.

Go over the answers with the class and have a discussion about healthy behaviors including protecting their skin from too much sun.



Kindergarten Lesson 3: Activity 2
Take Care of Yourself

Circle the person who is taking care of his heart.



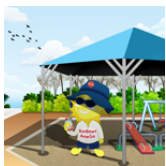
Circle the person who is taking care of his lungs.



Circle the person who is taking care of his skin.



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Integrated Lessons for Elementary School Classes

Activity 3: SunSmart Agents

Type of Activity: class

Type of Skill: concluding

Learning Style: kinesthetic/linguistic

*Materials Needed: wide-brimmed hat, sunscreen bottle, sunglasses, long-sleeved shirt, long pants—**brought by teacher to use with the class**; copies of attached worksheet entitled “SunSmart Agents official badge”, small safety pins to attach paper badge.*

Teacher: Please bring a SunSmart outfit to school—wide-brimmed hat, sunscreen bottle, sunglasses, long-sleeved shirt, and long pants— for your students to use during this activity. Show the class the items and tell them you are going to have some SunSmart fun.

Ask the class what they think you might be planning to do on the weekend when you plan to wear this outfit.

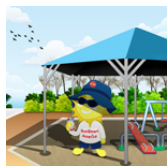
Tell them that you are a SunSmart agent (detective) and that they can be one, too, if they dress SunSmart to protect themselves from getting too much sun.

Ask the class what they think they need to protect themselves from sunburn.

Let the first student who gives the right answer choose a piece of clothing from your SunSmart outfit and put it on.

Ask the class how many ways they can be SunSmart when spending time outside (type of clothing, sunscreen use, shade).

Give each child who answers correctly a SunSmart Agent badge to color and cutout. Have each SunSmart student attach the cutout to his/her shirt and wear it for the day.

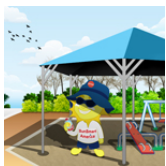


Kindergarten Lesson 3: Activity 3
SunSmart Agent

Official Badge



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Integrated Lessons for Elementary School Classes

Home Activity

Activity: Sun Protection Survey

Type of Activity: adult-child

Type of Skill: self-examination

Learning Style: math/logical

Materials Needed: copies of the attached worksheets entitled "Sun Protection Survey" and "Award Cards".

Make copies of the worksheet "Sun Protection Survey", one for each student. The activity is designed to be sent home and completed with an adult. The objective of the activity is to help children determine if, in fact, they are being SunSmart. Ask students to bring the survey back to class. Give those who are SunSmart an Award Card from the Award Cards worksheet.

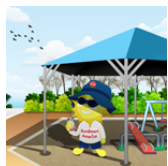
Post-Assessment

Note to Teacher: As a reinforcement for the above information,

Ask students to clap their hands if they think their heart is important.

Ask students to stomp their feet if they think their lungs are important.

Ask students to stand up and cheer if they think their skin is important.



Kindergarten Lesson 3: Home Activity

Sun Protection Survey

Page 1 of 2



An Adult-Child Activity



Dear Parent or Guardian:

Today, students have been learning how to be SUNSMART and the ways to protect their skin from getting harmed by too much sun exposure, including wearing sunscreen (minimum SPF 15), a wide-brimmed

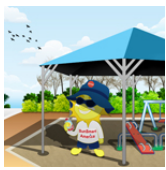


hat, long sleeve pants and shirts and sunglasses; and playing in the shade as much as possible. Please help to reinforce this important SUNSMART

message at home by helping your child complete the following activity. Please have your child return the completed activity sheet to school. Thank you for being a part of SUNSMART America.



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Kindergarten
Sun Protection Survey

Name / I.D. _____

Page 2 of 2



Adult asks Student

How old are you? _____

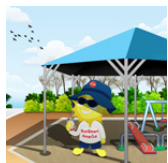


Questions

Answers

	Yes	No
Question 1: Do you often wear a hat outside?		
Question 2: Do you bring a hat to wear in the sun?		
Question 3: Do you wear sunscreen often?		
Question 4: Do you play in the shade?		
Question 2: Do you wear sunscreen while you play outside?		

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Award Cards

Kindergarten



SunSmart Award

Presented to: _____

For: _____

Date: _____

Signed: _____



SunSmart Award

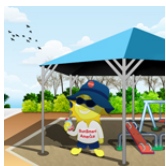
Presented to: _____

For: _____

Date: _____

Signed: _____

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SunSmart America
Playing is Fun, But Watch Out for the Sun!

Kindergarten

Lesson 4: SunSmart America Rules

Benchmark Correlation: SC.B.1.1.4, HE.B.1.1.2, L.A.A.1.1.4, HE.A.1.1.2

Objective: Students will practice explaining and listening to the *SunSmart America* Rules.

Pre-Assessment

Note to teacher: The following activity is courtesy of the Environmental Protection Agency's sun safety program. The format follows "Simon Says." Students are to play act the commands. Those who respond to a non-"Sunny Says" command will be eliminated from play. Continue the game until there is a winner.

Sunny says: Open an umbrella (*Ask: Will an umbrella shade you from the sun?*)

Sunny says: Put your hat on. (*Ask: Will your hat shade you from the sun?*) Take your hat off.

Sunny says: Put sunscreen on your arms (*Ask: Will sunscreen shade you from the sun?*) Open up like a flower.

Sunny says: Put your sunglasses on. (*Ask: Will sunglasses shade you from the sun?*) Take your sunglasses off.

Sunny says: Look at your watch. (*Ask: If your watch says 12:00, is the sun very hot?*) Find your shadow.

Discussion

Explain:

All of you have been learning about the *SunSmart America* Rules.

Who can tell their neighbor a *SunSmart America* Rule?

Have students turn to their neighbor and explain a *SunSmart America* Rule, making a circle around the class so each child gets a turn. (Make sure the following are covered: sunscreen with minimum SPF 15, lip balm, long sleeves and long pants, play in the shade, and sunglasses)

Classroom Activities

Activity 1: Create a SunSmart Picture Book

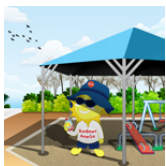
Type of Activity: class

Type of Skill: relating

Learning Style: linguistic/spatial

Materials Needed: art supplies, copy of words to Suzy SunSmart story.

Read the following story to the class. Explain that they will be making the pictures to go along with the story. Then they will put the pictures together and make a Big Book.



Suzy SunSmart

*Suzy takes care of her skin every day.
Her mom puts on sunscreen
To keep the burn away.*

*To cover her head
She puts on a wide-brimmed hat
And makes sure her face doesn't get red.*

*Her sunglasses make her look like a star,
As she rides to the beach
In her brother's new car.*

*To give them some shade so they can have fun
Is the big blue umbrella
That keeps out the sun.*

Activity 2: SunSmart Paper Dolls

Type of Activity: pairs

Type of Skill: cut and color; recall

Learning Style: spatial

Materials Needed: art supplies, copies of attached worksheet entitled "SunSmart Paper Dolls".

Note to Teacher:

Reemphasize the safe things that children can do to protect their skin from sunburn when playing outside. Then, divide students into pairs and have them color and cut out their paper dolls and the clothes that their paper dolls should wear to be SunSmart. Then have the students color the areas where they need to put sunscreen on with a green crayon.

Have the students (as pairs or a class) make up a story about a time these two friends went to the beach and explain at least one way they were SunSmart. If they talk about sunscreen in their story, they need to talk about how a trusted adult must put the sunscreen on for them.

Home Activity

Activity: Things We Like to Do on the Weekend

Type of Activity: adult-child

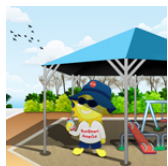
Type of Skill: communication, explanation

Learning Style: spatial/linguistic

Materials Needed: attached worksheet entitled "Things We Like To Do On The Weekend", a blank piece of copy paper for each child.

Note to Teacher:

Make copies of the attached adult-child activity entitled "Things To Do On The Weekend". Give each child a copy of the activity plus a blank piece of paper for their drawing. The activity is designed to be sent home and completed with an adult at home. The activity should be returned to class when completed. The objective of the activity is to reinforce learning through the explanation of the *SunSmart America* Rules.

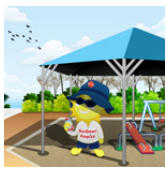


Integrated Lessons for Elementary School Classes

Post-Assessment

Note to Teacher: This activity is like musical chairs but done with a ball (yellow if possible). You will need music.

Have students make a large circle and pretend the ball is sun. Students toss the ball to each other as the music plays. When the music stops, the student with the ball should state a



Name / I.D. _____

Kindergarten
SunSmart

Things to do on the Weekend

Adult - Child Activity



Dear Parent or Guardian:

Your child has been learning ways to be **SUNSMART**, including wearing sunscreen, a wide-brimmed hat, playing in the shade, and wearing sunglasses. Please help to reinforce this important **SUNSMART** message at home by helping your child complete the following activity. Please have your child return the completed activity sheet to school. Thank you for being a part of **SUNSMART** America.



Ask your child to explain to you the four ways they have learned to be **SUNSMART**. (They should mention: play in the shade, wear sunscreen, wear sunglasses, and wear long pants and a long sleeve shirt.)

Then talk with your child about **four** activities that they like to do when playing outside on the weekend.

Ask your child to name a way he/she can protect himself/herself during each of these activities.

Now, together, fold the blank piece of paper into fourths. Have your child draw him/herself doing four different things outdoors in the sun during summer vacation. Each

picture should show how he/she is protecting himself/herself from the sun during that play activity.

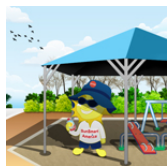
Then, have your child tell you the **SUNSMART** America Rule that is being followed in each picture.

Write the **SUNSMART** America Rule under each picture as your child tells it to you. For

example, one drawing could be a child building a sand castle at the beach and wearing a wide-brimmed hat. Under the picture, you might write: A **SUNSMART** child always wears a hat when playing in the sun.

Have your child bring the finished activity back to school.



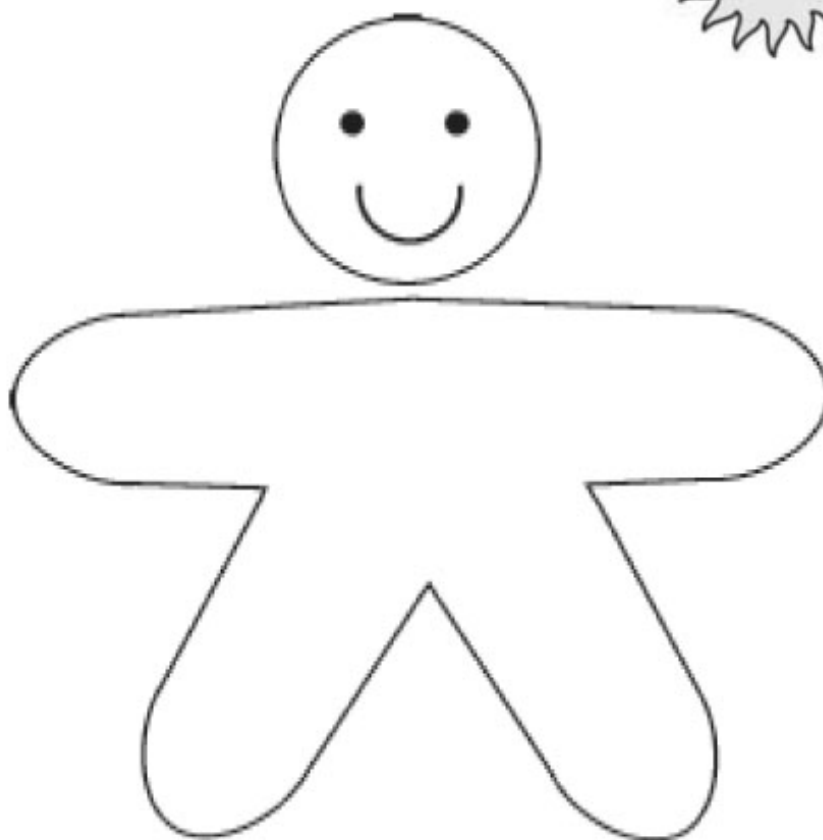
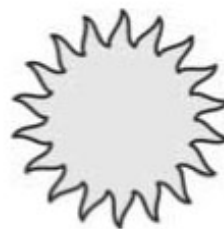


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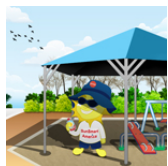
Kindergarten Lesson 4: Activity 2

SunSmart

Paper Doll



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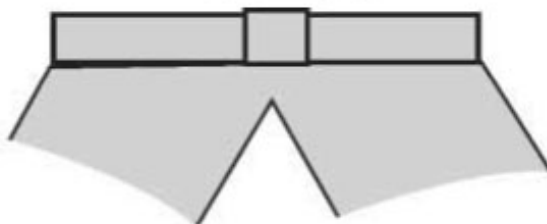
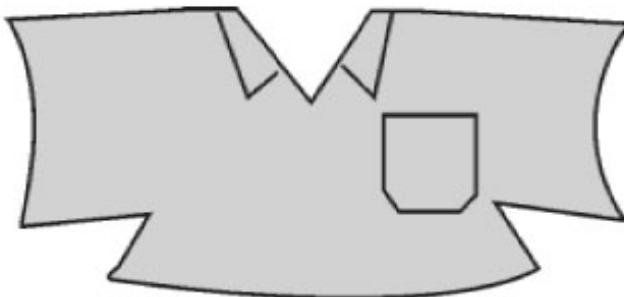


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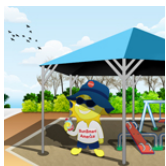
Kindergarten Lesson 4: Activity 2

SunSmart

Paper Doll Clothes



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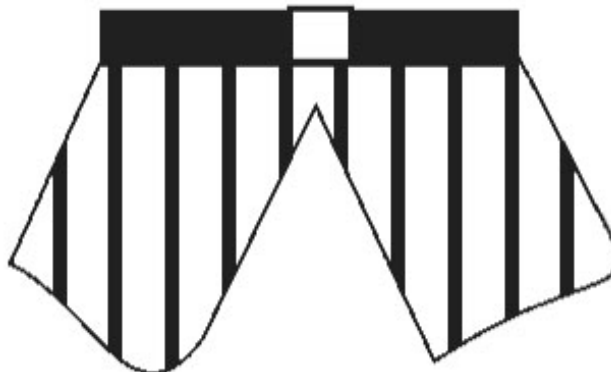
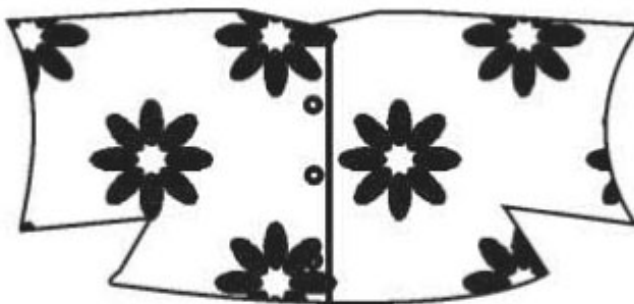


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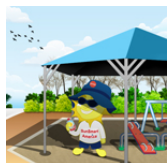
Kindergarten Lesson 4: Activity 2

SunSmart

Paper Doll Clothes



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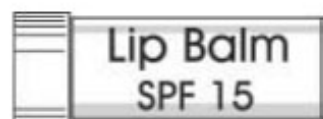


Kindergarten Lesson 4: Activity 2

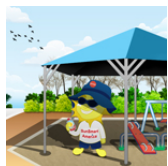
SunSmart

Page 4 of 4

Paper Doll Tools



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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 4a.m.

Don't burn!

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

In good health,

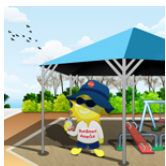
Richard David Kann Melanoma Foundation

Call us with your SunSmart questions!

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

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

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



Richard David Kann Melanoma Foundation

Important Points to Remember

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

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

One person every hour dies from melanoma.

The incidence is increasing faster than any other cancer.

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

Best treatment is *PREVENTION!*

Sunscreens are essential!

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

Protect your lips and eyes.

Wear sunscreen with both UVA/UVB protection.

Clothing is great protection.

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

Sunglasses with both UVA/UVB protection.

Long sleeve shirts and pants.

Special fabrics with sun protection factor rating.

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

A Single Sunburn Increases Your Chances of Getting Skin Cancer.

Early Detection means CURE:

ABCDE characteristics of Melanoma Detection.

(moles or any spot on the skin)

Asymmetry: one half unlike the other half.

Border irregularity: scalloped or poorly circumscribed border.

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

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

Enlargement: change in thickness.

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

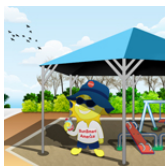
CONSULT A DERMATOLOGIST REGARDING ANY NEW OR CHANGES IN EXISTING MOLES, SPOTS OR FRECKLES.

For more information, please call or write to us at:

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>

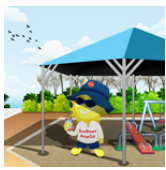
American Cancer Society

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

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

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>

National Sun Safety Coalition

SHADE Foundation

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

Sun Safety Alliance

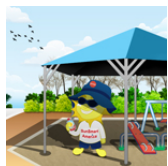
413 North Lee Street
Alexandria, VA 22314
Telephone: 703-837-4202
<http://www.sunsafetyalliance.org/>

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.