



SKIN CANCER PREVENTION

“Sun Smarts”

Fourth Grade

- The MORE HEALTH website is equipped with a classroom TEACHER section. Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>
- Password: resources

Pre-Visit Activities

- Review the enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Have students look up the words “ultra” and “violet” and then have them look up the word “ultraviolet.” Are the meanings the same? Students can list other compound words they use (i.e., mailbox, airplane, anybody, halftime). This simple strategy can help students determine the meaning of other compound words.
- Have students estimate how much time they spend in the sun for a day, a weekend, a month. Then instruct them to create a bar graph that shows and compares their time in the sun. This will get them thinking about their sun exposure.
- Click the link to access the following video:
Grace & MORE HEALTH (2:10) <https://www.youtube.com/watch?v=MoMB0CBSjoQ>

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Suggested Post-Visit Activities

- Give each student a Sun Activity Journal. Have them write down each of their Activities and to record the time of day the activity took place, under the clock. Next, ask students to put a check under each “Sun Smarts” habit they followed. Did they use sunscreen, put on protective clothing, go inside during the activity, wear sunglasses or a hat, or get in the shade? Encourage them set a goal to improve their “sun smarts” based on their journal results.
- Use the **Sun Smarts Worksheet** as an additional resource: homework, extra credit, etc. For teacher reference, an answer key is provided (page 7).
- Click the link to play video: *UV Radiation: Protection through Sunscreen (2:24)*
<https://www.youtube.com/watch?v=AMukwSeGTn8>
- Have your students write a persuasive paragraph about becoming “Sun Smart.” Encourage them to use the vocabulary words: cancer, melanoma, protect and prevent.
- Create a Sundial: Items needed - a paper plate, straw, markers, ruler, pencil, and a sunny location. Poke a hole in the center of the plate and then turn it over. Have them write the number 12 on an edge, and using a ruler, draw a line from number to center hole. Securely place the plate in a sunny area and put straw in hole. At noon, make sure the straw shadow lines up with the number 12. Every exact hour, use the marker and the ruler to draw a line from the center hole along the straw’s shadow, representing 1:00 o’clock and so on until 6:00 o’clock. They can then complete the remainder of the clock using the ruler.

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Vocabulary

- **basal cells_n** a small, round cell found in the lower part (or base) of the epidermis
- **cancer_n** a disease you cannot catch from someone else (non-communicable); certain cells grow out of control and spread
- **detect_v** to catch or discover
- **elevation_n** height above the surface of the earth or above the sea level
- **epidermis_n** the upper (or outer) layer of the two main layers of cells that make up the skin
- **freckle_n** a small brownish spot on the skin brought out by the sun
- **habit_n** a thing that a person has done so often without thinking about it that it becomes hard to stop
- **journal_n** a daily record of what happened, such as a diary
- **melanin_n** a brownish-black pigment found in the skin, hair and eyes
- **melanocyte_n** a cell in the skin and eyes that produces the protective skin darkening pigment melanin
- **melanoma_n** most serious of the three types of cancer; if not detected early it can be fatal (cause death)
- **mole_n** a small dark colored spot on the skin, often one that is there at birth
- **protect_v** to shield from injury, danger, or loss
- **prevent_v** to keep from happening; make impossible
- **reflection_n** a throwing back of heat, light, or sound
- **risk_n** the chance of getting hurt, or at losing, failing, danger
- **squamous cells_n** flat, thin cells that make up most of the surface of your skin, the epidermis
- **sun_n** the very hot, bright star around which the earth and other planets revolve; provides light, heat, and energy

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- **sun protection factor_n (SPF)** a number that tells the protection level of a sunscreen lotion; the higher the number the greater the protection.
- **sunscreen_n** a lotion that blocks the sun’s dangerous rays and protects skin against sunburn
- **tan_n** yellowish-brown color given to skin by over exposure to the sun
- **ultraviolet A ultraviolet B_n** (UVA & UVB) invisible rays of light from the sun that can be harmful to our skin and eyes
- **UV index_n** a number that measures from 1-11+ how strong the UVA and UVB rays will be that day

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Goals

- Students will develop an awareness of the harmful effects the sun can have on health.
- Students will develop “sun smarts” health habits to prevent sun damage and skin cancer.

Objectives

- Students will be able to state two negative effects the sun can have on health.
- Students will be able to express one reason it is important to develop “sun smarts” health habits during childhood.
- Students will be able to describe at least five ways they can protect themselves from the harmful rays of the sun.

Standards

The student will...

- HE.4.B.3.1 describe characteristics of valid health information, products and services.
- HE.4.B.5.3 predict the potential short-term impact of each option on self and others when making a health-related decision.
- HE.4.B.5.4 choose a healthy option when making decisions for yourself and/or others.
- HE.4.B.5.5 examine when assistance is needed to make a health-related decision.
- HE.4.B.6.1 create a personal health goal and track progress toward achievement.
- HE.4.C.1.1 identify the relationship between healthy behaviors and personal health.
- HE.4.C.1.4 describe ways to prevent common childhood injuries and health problems.
- HE.4.C.1.6 distinguish differences among various health-care providers, products, and services.
- HE.4.P.7.2 discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.
- HE.4.P.8.1 assist others to make positive health choices. (*suggested post-visit activity*)
- PE.4.C.2.4 understand the importance of protecting parts of the body from the harmful rays of the sun.
- LAFS.4.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.4.L.1.2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*suggested post-visit activity*)

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- LAFS.4.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.4.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- LAFS.4.RI.3.7 interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.4.SL.1.3 identify the reasons and evidence a speaker provides to support particular points.
- LAFS.4.W.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*suggested post-visit activity*)
- ELA.4.C.3.1 follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. (*suggested post-visit activity*)
- ELA.4.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.
- MAFS.4.G.1.3 recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line to matching parts.

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Sun Smarts Worksheet - Answer Key

1. The sun provides us energy for Heat and light.
2. Ultraviolet rays are the invisible rays that come from the sun.
3. There are two types and they are called UVA and UVB rays.
4. Three ways the sun can damage our bodies: a. Aging/Wrinkles
b. Burning c. Cataracts
5. Geography is where you live.
6. The Equator is the imaginary line circling the earth where the sun shines strongest. Florida is nicknamed the “Sunshine State.”
7. Peak hours when the sun’s rays are the strongest are between: 10 - 4
8. The sun’s rays can reflect off of: a. Water b. Sand c. Concrete
9. The sun’s rays can go 3 feet deep in the water.
10. Elevation tells us how high land is in relation to the sea level.
11. The UV index is a number between 0 – 11+ and tells us how strong the sun’s rays are during the peak hours of the day.
12. 75 % of the sun’s rays can go through clouds.
13. Our Skin is our largest organ.
14. The first layer of our skin is called the Epidermis. It contains three special cells. They are the **basal cells**, **squamous cells** and **melanocytes**. Melanocytes contain melanin. Melanin gives our skin its Color.
15. Skin Cancer is the most common type of cancer.

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16. By the time you are 18 years old, you have had **50 – 80%** of your lifetime sun exposure.
17. Changes in your Moles or freckles can indicate the presence of skin cancer.
18. Look for the words Sun Protection Factor or SPF and broad spectrum on your sunscreen bottle. Doctors recommend a SPF of 15 or higher.

To be **“SUN SMART”** when we are out in the sun, we should: **COVER UP** with:

A Hat , A Shirt ,
Sunscreen , and Glasses

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