

# GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



## LESSON 3.29

*Fun In The Sun*

**Unit:**  
**MISCELLANEOUS**

### PRECEPTS

- G. Physical Growth  
G4. Set goals for long-term health



**Lesson Type:**  
*Large Group*

### NATIONAL STANDARDS

- CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.  
CS.06.02.01.a. Use proper safety practices/personal protective equipment  
NL-ENG.K-12.4 – Communication Skills  
NL-ENG.K-12.5 – Communication Strategies  
NL-ENG.K-12.6 – Applying Knowledge  
NL-ENG.K-12.12 – Applying Language Skills

### STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Explain the importance of protecting skin from the sun.
- Describe ways to protect yourself against sunburn.





## TIME

Instruction time for this lesson: **50 minutes.**



## RESOURCES

How to protect against sunburn. (2010). Retrieved February 15, 2010, from E-how website: [http://www.ehow.com/how\\_995\\_protect-against-sunburn.html](http://www.ehow.com/how_995_protect-against-sunburn.html)

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

Student's guide – ultraviolet radiation. (2010). Ultraviolet radiation. Retrieved February 15, 2010, from Biospherical Instruments, Inc. website: <http://www.biospherical.com/nsf/student/page3.html>

Sun safety. (2010). The sun safety activity guide. Retrieved February 15, 2010, from National Safety Council website: <http://downloads.nsc.org/pdf/sun54-81.pdf>



## TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS3.29.LG.AS.A – one per student
- ✓ Two hats
- ✓ Two pairs of sunglasses
- ✓ Two long-sleeved shirts - large enough to fit most students
- ✓ Writing utensil – one per student
- ✓ PALS3.29.LG.ASSESS.A – one per student

## KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

***UV Rays***



## CONTENT OUTLINE

**Objective 1. | Explain the importance of protecting skin from the sun.**

- I. Why skin should be protected from the sun
  - A. ***UV rays*** – ultraviolet radiation is a form of energy that travels through space and is emitted from the sun
  - B. Over exposure to ***UV rays*** can result in sunburn
  - C. People with darker skin are able to spend a longer amount of time in the sun before burning than fair-skinned because they have high levels of melanin in their skin.
  - D. Over exposure to ***UV rays*** can also result in wrinkles
  - E. Over exposure to sun can lead to skin cancer

## Objective 2. | Describe ways to protect him/her self against sunburn.

### II. How to protect against sunburn

- A. Avoid exposure to the sun between 10 a.m. and 3 p.m., when sunlight is most direct and intense.
- B. Use a sunscreen that protects against **UV rays**. The SPF (sun protection factor) should be at least 15.
- C. Apply sunscreen at least 15 minutes before going outside.
- D. Reapply sunscreen every two to three hours.
- E. Wear a cap or hat when outside.
- F. Wear sunglasses that block 100 percent of **UV rays**.
- G. Wear clothing that decreases the amount of skin exposed to sun such as long-sleeved shirts or pants

## INTEREST APPROACH

*In this interest approach, you will facilitate a guessing game with the students. This game is similar to “I spy,” which you may have played before. You are trying to get the students to guess “sunburn” in this game. After you give each clue, pause and allow students to guess what you are thinking, but be mindful that many students will have a guess. It is unlikely that students will guess “sunburn” with the first two or three clues so after a few guesses, move on to the next clue. This game should not take more than a few minutes and then you can move into the lesson.*



Let’s play a game. I am thinking of something and it is the class’ job to guess what I am thinking. I will give hints that describe what I am thinking about until someone eventually guesses what it is. To make a guess, a hand must first be raised. What questions are there? *Answer any questions for clarification.*



Okay, let’s play. I am thinking about something that is pink or red in color.

*Pause and allow a few students to guess.*



I am thinking about something that comes from the sky.

*Pause and allow a few students to guess.*



I am thinking about something that does not occur at night.

*Pause and allow a few students to guess.*



I am thinking about something that might be painful.

*Pause and allow a few students to guess.*



I am thinking about something that we might get outside.

*Pause and allow a few students to guess.*



I am thinking about something that we might put lotion on to ease the pain.

*Pause and allow a few students to guess.*



I am thinking about something that comes from the sun.

*Pause and allow a few students to guess. If students have not guessed the correct answer, which is sunburn, then review all of the characteristics and allow a few more guesses. If the answer is still not guessed, tell the students you are thinking about a sunburn, then continue.*



Excellent guesses! While playing a game is often fun, getting a sunburn is not usually an enjoyable activity. Today, we will talk about the importance of protecting our skin from the sun. This is important information that should be taken seriously because it might help prevent sunburn in the future. As we learn about protecting our skin from the sun, be prepared to talk with classmates and write down some thoughts. Also, we will be moving around a bit, so paying attention to the directions is also important.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

### OBJECTIVE 1. | Explain the importance of protecting skin from the sun.



#### I. Why skin should be protected from the sun

Protecting our skin from the sun is very important. We have heard the word sunburn, but what actually causes sunburn?

*Pause and allow a few students to answer. The correct answer is **UV rays**. If the correct answer is not given, tell the students the correct answer.*



**UV ray** is a short way of saying ultraviolet radiation. This is a form of energy that travels through space and comes from the sun.

- A. **UV rays** – ultraviolet radiation is a form of energy that travels through space and is emitted from the sun



Quick check on learning. Who will tell what overexposure to **UV rays** can cause?

*Pause and allow students to respond. The correct answer is sunburn. If the correct answer is not given, tell the students the correct answer.*

- B. Over exposure to **UV rays** can result in sunburn



Some of us are more at risk for getting sunburn than others. People with darker skin are able to spend a longer amount of time in the sun before burning than people who are fair-skinned. This is because they have high levels of melanin, which provides some natural protection from harmful **UV rays**.

- C. People with darker skin are able to spend a longer amount of time in the sun before burning than fair-skinned because they have high levels of melanin in their skin.



Sunburn isn't the only thing that exposure to **UV rays** can cause. What else might sunburn cause? *Pause and allow students to respond. The correct answers are wrinkles and skin cancer. If the correct answer is not given, tell the students the correct answer.*

- D. Over exposure to **UV rays** can also result in wrinkles

- E. Over exposure to sun can lead to skin cancer



Thank you for being so attentive today. Now that we know why we should protect our skin from the sun, let's talk about different ways that we can do it.

## OBJECTIVE 2. | Describe ways to protect him/her self against sunburn.



### II. How to protect against sunburn

*In this part of the lesson, use PALS3.29.LG.AS.A. After an introduction to the topic, students will be given an activity sheet. You can have a student or a few students in the class help distribute these sheets. It might be helpful to fill out one activity sheet yourself prior to distributing these to students so that you can show them what the activity will look like.*



### Me-You-Us e-Moment®

There are many things that can be done to help protect against sunburn. When I say SUNBURN, turn to someone sitting near you and talk about all the things that could be done to protect against sunburn. We will have this conversation for 30 seconds and then share our answers with the class. Ready?

*Observe for comprehension; restate the directions if needed.*

## **SUNBURN**

*Pause for 30 seconds while students talk about different ways to protect from sunburn, and then continue. Allow students to share their responses. Once students have finished giving responses, review the list below. If any of these methods were left off, tell the students so that they can be written down as well.*



Wow, I heard some great conversation about different ways to protect against sunburn. Before we talk about this, each of us will receive an activity sheet (*hold up the activity sheet and show to students*) that has a sun on it and seven rays coming off the sun. As we talk about how to protect against sunburn, write down different methods on the rays until you have something written on every ray. What questions are there before we receive the sheets?

*Answer any question for clarification and then distribute the activity sheet.*



Great! Now let's get ready to write. We were talking about different ways to protect against sunburn. Who will share?

- A. Avoid exposure to the sun between 10 a.m. and 3 p.m., when sunlight is most direct and intense.
- B. Use a sunscreen that protects against both UVA rays. The SPF (sun protection factor) should be at least 15.
- C. Apply sunscreen at least 15 minutes before going outside.
- D. Reapply sunscreen every two to three hours.
- E. Wear a cap or hat when outside.
- F. Wear sunglasses that block 100 percent of UVA rays.
- G. Wear clothing that decreases the amount of skin exposed to sun such as long-sleeved shirts or pants.

*The next activity will be a relay race. This may need to take place in a large area, perhaps in a hallway or outside if the classroom is not large enough. Divide the students into two teams that will race from a starting point to an area where an outfit has been laid out (hat, sunglasses, long-sleeved shirt). Each team member will run to the area where the outfit is, put on the hat, sunglasses, and long-sleeved shirt, spin around three times, remove the outfit, and then run back to his/her team. The student will then run back to his/her team and tag the next team member in line. The first student will move to the back of the line and sit down. The next student in line will repeat the actions – run to the outfit, put it on, spin three circles, take it off, run back to tag another team member, and then have a seat at the end of the line. Continue until all team members have completed the activity. The team with all members seated first wins. If time permits, you can repeat the relay multiple times.*



Excellent work! Now that we know about different ways to protect ourselves from the sun, we will practice them.

*Divide the students into teams and place the outfit in a designated place. You can number the students off (1, 2, 1, 2, 1, 2, etc.) or assign students a color (red, blue, red, blue, etc.) and then have all the “ones” group together or the “blues” group together, etc. Then, move the students to the starting point.*



We will have a relay race to practice putting on outfits that will help protect our skin from the sun. In this relay, each team member will run to the area where the outfit is, put on the hat, sunglasses, and long-sleeved shirt, spin around three times, remove the outfit, and then run back to his/her team.

The student will then run back to his/her team and tag the next team member in line. The first student will move to the back of the line and sit down. The next student in line will repeat the actions – run to the outfit, put it on, spin three circles, take it off, run back to tag another team member, and then have a seat at the end of the line. Continue until all team members have completed the activity. The team with all member seated first wins. What do we remember about the rules of the game?

*Answer any questions and make clarifications.*



Before we begin, each team should form a line; please make that happen.

*Observe that both teams have formed a line.*



Great! We will begin the relay on the word GO. Ready?



**GO!**

*Facilitate the relay race and then guide students back to the learning area.*



## REVIEW / SUMMARY

*For the review, you will utilize the Dickens e-Moment®. Divide the students into groups of two. If there are an uneven number of students, a group of three will work. At the conclusion of this e-Moment, you will have more students share aloud.*



We have been discussing why it is important to protect our skin from the sun and different ways that we could do this. Now, we will take the information we have learned and write a story in our groups. Using ourselves as the main characters, we will make up a story that explains the harmful effects of too much sun. Please give details in these stories such as the location, activities that occur or people involved. For example, the story may discuss a plan on having a picnic. Each group will select one member to write the story, but everyone should contribute to the story. After writing the stories, we will share with the class. We will have five minutes to write. What questions are there before we begin?

*Observe for questions and answer if necessary.*



At this time, please take out the activity sheet with the sun on it and something to write with. We will write our stories on the back of the activity sheet.

*Observe that all students are prepared.*



OK, let's begin.

*Allow five minutes for students to write. After students have written the stories, have each group share their story with the class and then continue.*



Wow, that was impressive! We may have some future authors amongst us. While writing stories about the negative impact that sun can have on our skin is entertaining, the topic is very serious. Protecting our skin from harmful **UV rays** may help us live a longer, healthier, and happier life and we should all remember this in the future when we are outside. Please share the information learned today with others so that we can encourage more people to protect their skin from the harmful effects of sun.

## APPLICATION



### Small Group Idea

*Have students create “sun safe” posters or other artwork for their community, school and families. Display the artwork at school. Ask the local newspaper, grocery stores, community centers, libraries or others to use the artwork.*



### One-on-One Idea

*Have students write a letter to the local papers encouraging sun safe playgrounds, planting of shade trees in parks and shade at sporting venues.*



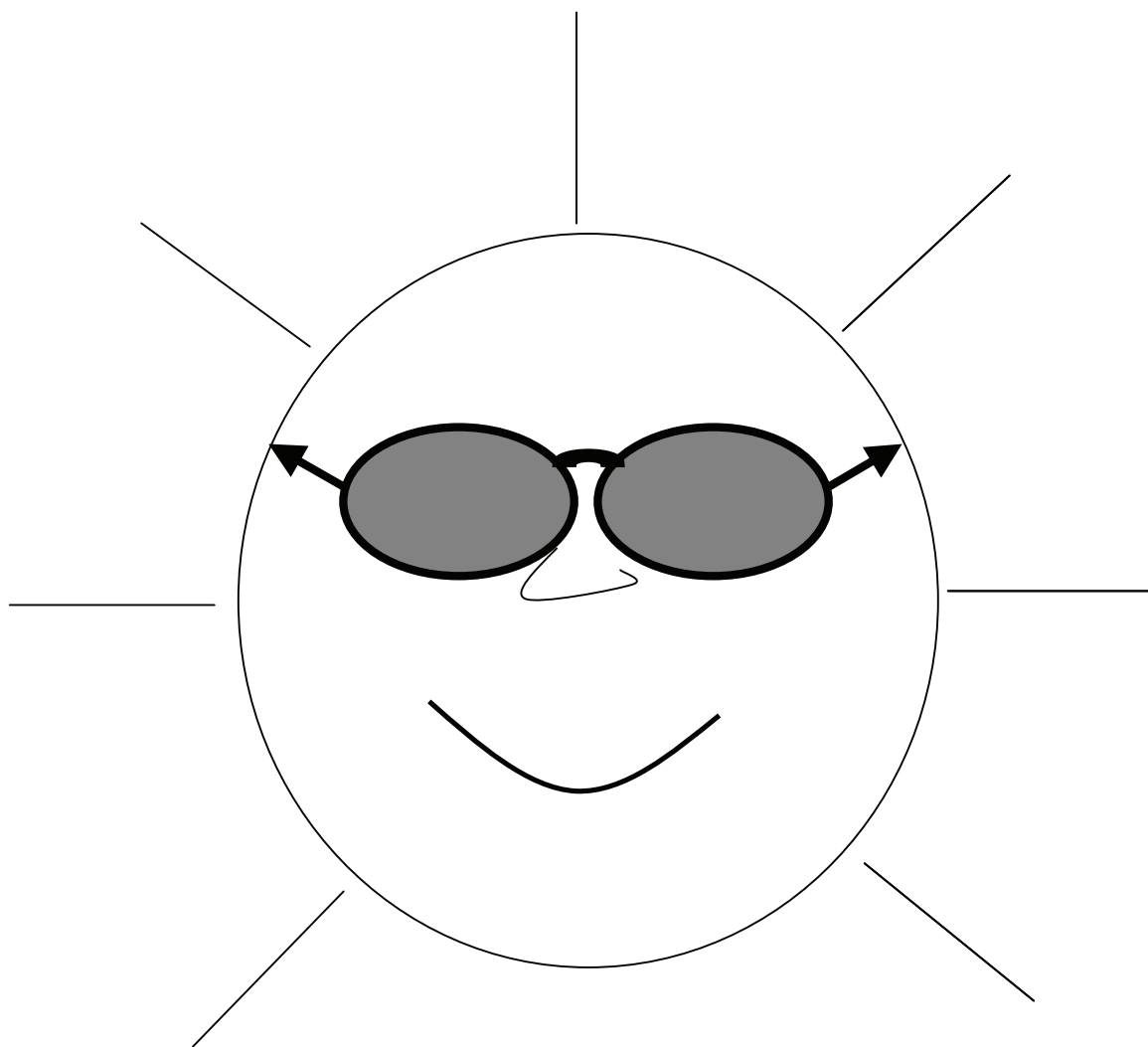
## **PALS3.29.LG.ASSESS.A | EVALUATION ANSWER KEY**

1. a
2. b
3. a
4. b
5. a

## PALS3.29.LG.AS.A

Name \_\_\_\_\_

Directions: On each ray, write one way to protect against sunburn.



## PALS3.29.LG.ASSESS.A

Name \_\_\_\_\_

Directions: Read each statement and decide whether it is true or false.

1. \_\_\_\_\_ People with darker skin tone can spend longer amounts of time in the sun without getting a sunburn.
  - a. True
  - b. False
2. \_\_\_\_\_ Wrinkles are not caused from overexposure to the sun.
  - a. True
  - b. False
3. \_\_\_\_\_ Where sunscreen is concerned, SPF stands for “sun protection factor.”
  - a. True
  - b. False
4. \_\_\_\_\_ Sunlight is most direct between the hours of 7 a.m. and 9 a.m.
  - a. True
  - b. False
5. \_\_\_\_\_ One way to help protect skin from the sun is to wear long-sleeved shirts.
  - a. True
  - b. False