Build literacy and science skills!

Block the Sun, Not the Fun®
A Sunlight and Science Literacy Program

This standards-based sun-safety program includes:

- Lesson Plans and Student Worksheets
- Reproducible Family Pages
- Stickers for Families

FREE Teaching Guide  Grades 2–4

Block the Sun, Not the Fun® includes lessons, teaching resources, sun-safety best practices.

Generously sponsored by
<table>
<thead>
<tr>
<th>Standard</th>
<th>Benchmark</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE ARTS: WRITING</strong>&lt;br&gt;Uses the general skills and strategies of the writing process</td>
<td>Uses prewriting strategies to plan written work</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses strategies to draft and revise written work</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses strategies to edit and publish written work</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Evaluates own and others’ writing</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Writes in a variety of forms or genres</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td><strong>Gathers and uses information for research purposes</strong></td>
<td>Uses a variety of strategies to plan research</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses a variety of sources to gather information</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses encyclopedias to gather information for research topics</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses electronic media to gather information</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses strategies to compile information into written reports or summaries</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td><strong>LANGUAGE ARTS: READING</strong>&lt;br&gt;Uses the general skills and strategies of the reading process</td>
<td>Previews text</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Establishes a purpose for reading</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Understands how print is organized and read</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses reading skills and strategies to understand and interpret a variety of informational texts</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows the defining characteristics of a variety of informational texts</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses new information to adjust and extend personal knowledge base</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td><strong>EARTH AND SPACE SCIENCES</strong>&lt;br&gt;Understands atmospheric processes and the water cycle</td>
<td>Knows that the sun provides the light and heat necessary to maintain the temperature of the earth</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows that air is a substance that surrounds us, takes up space, and moves around us as wind</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows that short-term weather conditions can change daily, and weather patterns change over the seasons</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understands the composition and structure of the universe and the earth’s place in it</td>
<td>Knows basic patterns of the sun and moon</td>
<td>✶</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL SCIENCES</strong>&lt;br&gt;Understands the sources and properties of energy</td>
<td>Knows that light can be reflected, refracted, or absorbed</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows that light travels in a straight line until it strikes an object</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows that the sun supplies heat and light to earth</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NATURE OF SCIENCE</strong>&lt;br&gt;Understands the nature of scientific inquiry</td>
<td>Plans and conducts simple investigations</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Uses appropriate tools and simple equipment to gather scientific data and extend the senses</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows that learning can come from careful observations and simple experiments</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH</strong>&lt;br&gt;Knows environmental and external factors that affect individual and community health</td>
<td>Knows how the physical environment can impact personal health</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows how personal health can be influenced by society and science</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td>Knows how to maintain and promote personal health</td>
<td>Knows behaviors that are safe, risky, or harmful to self and others</td>
<td>✶</td>
<td>✶</td>
<td>✶</td>
</tr>
<tr>
<td></td>
<td>Knows basic personal hygiene habits required to maintain health</td>
<td>✶</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knows essential concepts about the prevention and control of disease</td>
<td>Knows ways in which a person can prevent or reduce the risk of disease and disability</td>
<td>✶</td>
<td>✶</td>
</tr>
</tbody>
</table>

*Source: McREL (Mid-continent Research for Education and Learning)*
Dear Educator:

Just one bad blistering sunburn can double a child’s lifetime risk of developing skin cancer.

Kids spend a lot of their lives outdoors, but often they don’t think about protecting themselves from the sun. Even many parents don’t know that a child’s regular use of sunscreen (SPF 15 or higher) can reduce the risk of skin cancer* by up to 78 percent. That’s why Sun Safety Alliance® and Coppertone® Suncare Products—founding member of the Sun Safety Alliance®—are taking an important step in education with Block the Sun, Not the Fun®, a literacy program based on national standards. The Sun Safety Alliance is a nonprofit organization dedicated to raising awareness of sun safety.

We encourage you to use the Block the Sun, Not the Fun education program to teach your students required curriculum in language arts, science, and health, while they learn how to live healthier, sun-safe lives.

Sincerely,

Phil Schneider
Sun Safety Alliance

*Non-melanoma

CONTENTS

This Teaching Guide includes the following color-coded sections for easy navigation:

Teacher Lessons and Student Worksheets

Teacher Resources

KEY: For easy reference, look for these curriculum icons within each lesson.

Language Arts  Science  Health

Generously sponsored by
Teacher Instructions

GET SUN-CERTIFIED QUIZ

GOALS
To assess students’ knowledge of sun safety; to give students an opportunity to measure their progress

BACKGROUND
With over one million new cases diagnosed each year, skin cancer is the most common cancer in the United States. Since 80 percent of lifetime sun exposure can occur before the age of eighteen, childhood is a crucial period for awareness and prevention. Just one blistering sunburn during childhood can double the risk of certain skin cancers later in life. Even tanning is hazardous, as it can increase the number of moles and prematurely age the skin. More detailed background about UV radiation and the UV index follows.

PREP
Ask students what they know about the sun and how it can affect their health. Write responses on the board. Print out and distribute the Get Sun-Certified Quiz student reproducible.

ACTIVITY
1. Have students complete the quiz. Then collect it and tell students that they will correct the quiz after they have completed the sun-safety activities.
2. After completing the sun-safety unit, redistribute the quizzes and ask: Would you answer any questions differently now?
3. Have students use the answer key below to check their answers.

WRAP-UP
Review the Get Sun-Certified Quiz answers (the answers worth three points are correct). Read aloud the questions and number of points each answer receives. Ask students to add up their points to see if they are Sun-Certified!

Points for each answer: 1) a=3, b=2, c=1; 2) a=1, b=3, c=2; 3) a=1, b=2, c=3; 4) a=2, b=3, c=1; 5) a=3, b=2, c=1; 6) a=1, b=2, c=3; 7) a=3, b=2, c=1; 8) a=2, b=1, c=3.

EXTENSION: Solar Noon Shadows
Introduce the concept of solar noon.

The earth’s exposure to UV rays increases between 10 A.M. and 4 P.M. It peaks every day between 11 A.M. and 1 P.M. (solar noon). At this time, the travel path for UV waves is short and direct, and it is less hindered by the air molecules and particles that normally scatter UV radiation at lower angles.

Use a flashlight to represent the sun’s rays, and shine it at a medium-size object to make long and short shadows. Explain that when the sun is low in the sky (early morning or evening) shadows will be longer. Point out that while you should always protect your skin, it is especially important when the sun is high. In pairs, have students measure each other’s shadows from head to toe. Repeat several times over the course of a day, charting times and measurements. Ask: When are your shadows the shortest? (This is solar noon.) How does the sun’s angle affect shadow length? (High angle=short shadow. Low angle=long shadow.)
Get Sun-Certified Quiz

1. It’s a cloudy day—but you still have soccer practice. Should you skip the sunscreen?
   - A No. Clouds can’t stop all of the sun’s burning rays.
   - B Yes. Clouds are natural sunblockers!
   - C What’s sunscreen?

2. Years of summer suntans mean:
   - A A job as a pro bodybuilder.
   - B A future of wrinkles, age spots, and alligator hide! Yuck.
   - C A few moles later in life.

3. Your mom wants to put some SPF 30 sunscreen on you. You say:
   - A “No thanks, Mom!”
   - B “Thanks, Mom! Now I don’t have to worry for the rest of the day!”
   - C “Thanks, Mom! Keep that close so we can reapply it later!”

4. One bad sunburn with blisters:
   - A Is just a pain!
   - B Can double your risk of certain types of skin cancer later in life.
   - C Is the quickest way to a tan!

5. You’ll be spending the day at the park! What will you wear to protect yourself?
   - A A wide-brimmed hat, sunglasses, and sunscreen
   - B Sunglasses
   - C In-line skates

6. You want to be at the movies during solar noon to get away from the sun’s burning rays. What time is solar noon?
   - A Between 4 and 5 P.M.
   - B Between 9 and 10 A.M.
   - C Between 11 A.M. and 1 P.M.

7. When you go to the beach, bring a sunscreen that:
   - A Deflects, scatters, and absorbs UV rays (ultraviolet radiation).
   - B Has SPF 4.
   - C Magnifies UV rays.

8. You want to shoot hoops with your friend, but the UV index is very high (level 10 or higher). What should you bring?
   - A SPF 30 sunscreen
   - B SPF 4 sunscreen
   - C SPF 45 sunscreen, a hat, and sunglasses

SCORING

Ask your teacher how many points each answer is worth. Then add up your score!

SUN SMART: 20–24 points:
You’re nearly sun-certified already!

SUN SO-SO: 14–19 points:
Maybe you forget the sunscreen sometimes, but you know how important it is! Keep reading to learn more.

SUN SORRY: 8–13 points:
You got burned. Read on and you’ll be dishing out smart sun advice in no time!
**GOAL**
To use reading and research skills to understand that sunlight travels in a straight line until it strikes an object and is deflected, scattered, or absorbed.

**BACKGROUND**
Ultraviolet radiation (UV), which is found in sunlight, is an invisible form of energy that travels through air and objects. There are three types of UV rays: UVA, UVB, and UVC. UVA, while less powerful than UVB, penetrates deeply into the skin and contributes to skin aging and wrinkling. UVB rays are the most powerful and the most dangerous, causing sunburns and skin cancer. Lethal UVC rays are completely absorbed by the ozone layer and do not reach earth.

Most sunscreens contain molecules that absorb UV rays. However, some sunscreens contain zinc oxide or titanium dioxide that deflects, scatters, and absorbs UV radiation away from the skin. Some clothing can also deflect, scatter, and absorb UV rays to protect the body.

**PREP**
Darken the room, and shine a flashlight. Can students see a beam? Clap two chalkboard erasers in front of the flashlight. Explain that the chalk dust helps us see rays of light, or light waves. (The waves deflect, or bounce off, the chalk particles into our eyes.) Distribute print-outs of the **Exposé: UV Ray** student reproducible to your students.

**ACTIVITY**
1. As a class, read the interview aloud. Write down and define difficult words or concepts.
2. Have students write their own questions for UV Ray on the lines provided.
3. Have students trade pages with a partner. Challenge them to find the answer to their partner’s question using print or online resources. Alternatively, you may assign this task as homework. Have students list the resources that they used to answer the question.
4. Have students read the question and their answers aloud.

**WRAP-UP**
Ask your students: Can you see UV rays? (No.) Do UV rays shine only in the summer? (No, they are present year-round.) What can help stop a UV ray? (A solid barrier such as clothing, or sunscreen.) What makes these things less effective? (If clothing is wet or has holes; if sunscreen isn’t applied liberally; or if sunscreen is rubbed or washed off.)

**EXTENSION: See UV**
Fill one clear plastic cup with tonic water. Put the cup in direct, overhead sunlight and hold black paper behind it. Have students describe what they see. (The tonic water should have a blue glow at the surface.) Explain that a special ingredient in tonic water (quinine) glows in UV light. Spread a thin coating of sunscreen on a clear overhead transparency sheet. Place the coated sheet between the sun and the cup. What happens? (The sheet should absorb some UV rays and decrease the glow effect.) Have students predict: Would a lower sun position affect your results? Have students repeat the experiment to find out. (Less UV should decrease the glow). Try the experiment again with plain water to show how UV rays are invisible.
Exposé: UV Ray

The Sun Safety Alliance™ tracked down one of planet Earth’s “least wanted”—UV Ray. Read our interview with this really bad guy. Then ask Ray your own question.

SSA: So, Ray, it was really hard to catch up with you.…

Ray: I’m surprised you could run that fast. Like any light wave, my normal speed is 186,282 miles per second. And I’m invisible, in case you haven’t noticed.

SSA: Well, yes, I see. I mean, I don’t see. How does your invisibility help you?

Ray: Ha! People don’t even know when I’m sneaking under their skin!

SSA: What on earth do you do inside skin?

Ray: You know, the regular stuff—change cells, mess up the place. Most people don’t notice what I’ve done until years later. Sometimes they get sick.

SSA: Can anything stop you?

Ray: (Squirming) Well… I just can’t seem to make it past some things. Walls, roofs, trees… even clothes!

SSA: Any clothing?

Ray: If the clothing has holes or is wet, then I can slip right through. Then there’s that pesky sunscreen. Still, if a person doesn’t rub more on in time, they’re toast.

SSA: How could something squeezed out of a bottle block you?

Ray: Sometimes I hit that sunscreen and bounce right off. Other times the sunscreen absorbs me. It changes me into heat, so I just fade away. But I keep coming back for more!

SSA: You’re almost unstoppable.

Ray: If people try hard enough, they can do it. Listen, I have to dash. Do you have time for one more question?

SSA: Just one.

What would you ask UV Ray?
Write your question here:

Answer:

(Pass your question to a classmate. He or she will research and write the answer.)
Teacher Instructions

TRACKING UV

GOALS
To use research to gather information about the UV index; to understand scientific inquiry through careful observation and simple experiments

BACKGROUND
The UV index helps forecast the amount of UV radiation reaching the earth’s surface at solar noon. This system of measurement ranges from 0 (low level) to 15 (dangerous level). The index depends on factors that include latitude, elevation, ozone, and local air pollution. To block both UVA and UVB rays, it’s best to use broad spectrum protection sunscreens that contain Avobenzone (Par sol® 1789), zinc oxide, or titanium dioxide.

A sunscreen’s Sun Protection Factor (SPF) number indicates how powerful the sunscreen is in preventing sunburns. It can be used to estimate how many times longer a person can stay in the sun before burning than without sun protection. Adults should always use sunscreen with SPF 15 or higher, and children benefit from SPF 30 or higher. Remember, sunscreen works differently for everyone—fair-, red- and blond-haired people with freckles will burn much faster than people with dark hair, skin, and eyes.

PREP
Photocopy several weather forecasts from a newspaper or Internet sources to review with students. Explain a forecast and what the UV index measures. Then create a classroom weather board (based on the chart below) where you post daily high and low temperatures, weather conditions, and the UV index. Finally, distribute copies of the Tracking UV student reproducible (p. 9) to your students.

<table>
<thead>
<tr>
<th>YOUR CITY’S NAME</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>high temperature (°F)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weather (sun, rain, clouds, snow, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UV index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY
1. Explain the UV Index Chart on the Tracking UV Student Reproducible. Ask: What numbers show a high UV index? (7–9) What should you do when there is a UV index of 2? (Wear sunglasses, hat, and sunscreen.) What UV index numbers indicate you could burn in 30 minutes? (5–6)

2. Visit www.coppertone.com and click on the UV Index tab to search for any city’s UV index. As a class, study a city for two weeks. Create a weather board based on the chart above to track the weather in your selected city.

3. Designate a daily time for students to gather data for the weather board using the Internet, newspapers, and/or television.

4. Assist students in noticing patterns and drawing conclusions from their data.

WRAP-UP
Discuss these answers to the Tracking UV student reproducible:

Question 5. Temperature should have little or no effect on the UV index as indicated by their data.

Question 6. Clouds or rain should have some effect on the UV index. (Although clouds or rain can lower the UV index slightly, you still need to wear a hat, SPF 15 or higher sunscreen, and sunglasses to protect yourself—even when the UV index is low.)

Question 7. UV index should increase with elevation.
Choose a U.S. city. Use an encyclopedia or the Internet to find the city’s elevation (height above sea level).

My city: ________________________________

My city’s elevation: __________ feet above sea level.

Look at a weather report for your city every day. Record your city’s high temperature, weather, and UV index for two weeks.

Look over your data. Does temperature seem to change the UV index? __________ How do you know? ________________

Do clouds or rain seem to change the UV index? __________ How do you know? ________________

Compare your chart with a classmate’s. Which city has a higher elevation? __________ Which city has a higher UV index? __________ Does elevation affect the UV index? __________ How do you know? ________________

On the back of this page, write a sun-safety alert for your city. Tell people in your city what weather to expect for the next week. Describe what they can do to protect themselves from the sun. Warn them how long it will take to burn if they don’t follow your advice!

---

**Tracking UV**

**UV Index Chart**

<table>
<thead>
<tr>
<th>UV Index</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>very low</td>
<td>low</td>
<td>medium</td>
<td>high</td>
<td>very high</td>
</tr>
<tr>
<td><strong>How to protect yourself</strong></td>
<td>![House Icon]</td>
<td>![Umbrella Icon]</td>
<td>![Sunscreen Icon]</td>
<td>![Sunscreen Icon]</td>
<td>![Sunscreen Icon]</td>
</tr>
<tr>
<td><strong>Minutes to burn</strong></td>
<td>60</td>
<td>45</td>
<td>30</td>
<td>15-24</td>
<td>10 or less</td>
</tr>
</tbody>
</table>

*Minutes to burn with no sunscreen use based on fair skin that sometimes tans but usually burns.

**To Do:**

1. Choose a U.S. city. Use an encyclopedia or the Internet to find the city’s elevation (height above sea level).
2. My city: ________________________________
3. My city’s elevation: __________ feet above sea level.
4. Look at a weather report for your city every day. Record your city’s high temperature, weather, and UV index for two weeks.
5. Look over your data. Does temperature seem to change the UV index? __________ How do you know? ________________
6. Do clouds or rain seem to change the UV index? __________ How do you know? ________________
7. Compare your chart with a classmate’s. Which city has a higher elevation? __________ Which city has a higher UV index? __________ Does elevation affect the UV index? __________ How do you know? ________________
8. On the back of this page, write a sun-safety alert for your city. Tell people in your city what weather to expect for the next week. Describe what they can do to protect themselves from the sun. Warn them how long it will take to burn if they don’t follow your advice!
Teacher Instructions for Writing Contest

“HELP STOP UV RAY” WRITING CONTEST

GOAL
To “prewrite,” draft, and revise a creative essay

WRITING TOPIC Help Stop UV Ray!
Imagine that you are face to face with one of planet Earth’s worst enemies: UV Ray. In a one-page creative essay, describe three ways that you protect yourself from UV Ray and help people stay safe in the sun. Then draw a picture of you protecting yourself from UV Ray.

PREP
Select three familiar books and have students identify the “hero” in each. Ask: What quality makes each character a hero? Ask students: If you met one of the Earth’s worst enemies, UV Ray, how would you be a hero and protect yourself and your friends? Record student answers on the board.

ACTIVITY
1. Tell students that they will learn to protect themselves from the sun by writing a creative essay and drawing a picture.

2. Review the sections of a creative essay:
   • Title—sets the tone for an essay
   • Introduction—grabs the reader’s attention and lets him or her know the purpose of the essay: to describe, explain, and entertain
   • Body—explains or supports the main idea
   • Conclusion—repeats the main idea in a new way and brings the essay to a satisfying end

3. Distribute the student reproducible (p. 11) and read the essay topic aloud. Have students draft creative essays and read them aloud.

4. Discuss each essay and identify the strengths and areas that could be improved. In reviewing class essays, ask: What hints about the essay do you learn from the title? Does the introduction tell the reader the purpose of the essay in an exciting way? Does the story unfold in a logical manner? Does the conclusion summarize the essay in a clear way?

WRAP-UP
Have students draw pictures of them protecting themselves from UV Ray.
Teacher Instruction

Sun-Safety Event Themes

There are many ways you can host a Sun-Safety Event at your school. Choose one of these ideas or create your own theme. Remember to distribute Coppertone® Spectra 3® sunscreen for students to use on the day of the event. Send the Permission Form home with students to inform families about your Sun-Safety Event.

**THEME 1: Your Neighborhood’s Natural Shade**

Enjoy the natural shade in your environment with special tree- and shade-themed activities and games. For example:

- Ask a local greenhouse or florist to donate trees to plant around the playground or athletic field.
- Invite a botanist or other plant expert to discuss the trees and plants that grow in your town or city.
- Take a nature walk in a national or state forest and reflect on how the shade protects the smaller plants and shrubs below their cover.

**THEME 2: Sunny Science Fair**

Learn all about the sun, sun protection, and/or the effects of sun by organizing a science fair. For example:

- Have students present reports and experiments on a science-themed subject such as the effect of sun on various items (plastic, paper, plants).
- Read, understand, and present a report on weather, maps, and/or weather-tracking devices.
- Give a presentation on how the sun and the rotation of the earth affect seasonal change.

**THEME 3: Block the Sun, Not the Fun**

Play games outdoors while wearing hats, thick shirts, and sunscreen. Play in the shade of an umbrella or trees. Suggested games include:

- Hot potato
- Jump rope
- Three-legged race

**THEME 4: Inside Sunshine**

Bring the fun of sunny days inside your school with art projects, poems, stories, plays, and costumes. For example:

- Decorate the walls with photographs, stories, and reports about sunny places.
- Have each student and teacher wear his or her sunny day clothes to school, and serve picnic food for lunch.
- Invite a local weather expert to talk about the science of weather forecasting.

---

**Permission Form for Sun-Safety Event**

Teacher Name: ________________________________  
I give my child ____________________________ permission to participate in the Sun-Safety Event on __________________________. I understand that this event will be an indoor/outdoor event on school property.  
My child’s teacher or other adult volunteer may apply Coppertone® Spectra 3® sunscreen (SPF 50) to my child.  
Comments: ____________________________________________  
Signature of parent/guardian: ________________________________  
Printed name of parent/guardian: ________________________________  Phone: ________________________________

Elsewhere on this site you’ll find tips for how you can spread the word to your community!
To assess understanding of essential concepts during this unit, use this page to keep track of your students’ progress. Check off each statement that applies.

☐ Student understands why the sun can be harmful to his or her health.
☐ Student understands why sun protection is an important issue.
☐ Student understands guidelines for how to protect him- or herself properly.
☐ Student understands basic concepts of UV radiation and what affects the amount of radiation reaching earth.
☐ Student understands how to read UV indexes and weather reports.
☐ Student uses prior knowledge to understand and respond to new information.
☐ Student researches, plans, drafts, and revises written work.
☐ Student understands how to draft a personal letter.
☐ Student gathers, records, and interprets data for scientific inquiry.

NOTES
“I’m Sun-Certified”

Student Diploma

This certifies that ___________________________ has successfully completed sun-safety training.

SUN-SAFETY CHECKLIST

Kids, don’t forget:

☐ Wear protective clothing—long-sleeved shirt and pants made from tightly woven fabric.
☐ Wear a hat with a wide brim.
☐ Wear sunglasses.

☐ Use sunscreen of SPF 30 or higher daily.
☐ Reapply sunscreen often.
☐ Play or rest in shady spots.
☐ Try to stay indoors at midday.