

Sun Fun

Integration: Health (Personal Health, Safety and First Aid); Science

Grade Levels: K-1

Time: 1 class period

Materials:

- paper
- crayons, markers, colored pencils
- sunscreen, sunglasses, T-shirt, hat
- toy or cardboard clock with movable hands
- flashlight
- mirror

Objectives:

Students will:

1. Describe when the sun's rays are the strongest.
2. Describe a sunburn.
3. Explain or demonstrate ways to protect themselves from the sun's harmful rays.

Lesson:

Full Group

1. Tell students that the topic they will discuss is sun safety.
2. Ask students to name some of the things they put on before they go outside to play in the sun (wear sunscreen-SPF 15 or higher, sunglasses, hat, t-shirt, etc.)
3. Ask students why they put on some of these items (to protect against the sun's harmful rays).
4. Tell students that we need to protect our bodies from the sun. Explain that although the sun warms the body, it can also burn us if we are not careful.
 - a. The sun's rays, called UV rays, can damage our skin and cause problems now and as we grow older.
 - b. The sun can also damage our eyes.
5. Ask students to describe what a sunburn looks like and feels like.
 - a. The skin looks pink or red.
 - b. The skin may blister and peel.

- c. The skin may hurt or burn, especially when it is touched.
6. Ask student to share stories about times when they may have been sunburned. Inform students that EVERYONE can get sunburned no matter what their skin type or skin color. Everyone must protect himself or herself when they are out in the sun.
 7. Explain to students that the sun's rays are stronger during certain hours of the day. Using the clock, show children the sun is the strongest between 10 a.m. and 2 p.m. The sun is strongest because it is moving directly overhead.
 - a. If we go out during these hours we must be extra careful about protecting ourselves.

ALTERNATIVE: Have students observe the sun throughout the day to see its position in the sky at different times.

8. Tell students that it is possible to get sunburned when it is cloudy or cold outside.
 - a. Ann and Liv, and other explorers must be careful in Antarctica because it is very easy to get sunburned.

The sun's rays are not only strong because the sun shines all the time, but the rays also bounce off of the ice.

(1) Demonstrate this for students by shining a flashlight on a mirror resting on a table. Point out to students the light that is reflected on the ceiling and wall.
 - b. Ann and Liv must also be careful about protecting their eyes. It is just as easy to burn their eyes as it is their skin.

This is called snow blindness and it is very painful.
9. Tell students that the easiest way to remember how to protect themselves from the sun is by remembering the ABC's of Sun Safety.
10. Write the ABC's of Sun Safety on the board and discuss.
 - a. A stands for "away"

Stay away from the sun.
 - b. B stands for "block"

Block the sun with some sunscreen. The sunscreen should have an SPF of at least 15. The SPF tells you how long the sunscreen will protect the skin.
 - c. C stands for "cover up"

Cover up with a t-shirt, sunglasses, and a hat
 - d. S stands for "speaking out"

Speak out and share our sun safety knowledge with others
11. Have each child draw a picture of themselves practicing the ABC's of sun safety or have each student demonstrate the ways by simulating the steps of the ABC's of sun safety.

Assessment:

Teachers will assess:

1. Student's ability to describe a how sun exposure can be dangerous.
2. Student's understanding of the steps they should take to protect themselves from the sun's dangerous rays.