



## Grade 5 Lesson Plan: Unit 16 – Sun Safety

### SOLs (Health Standards of Learning)

- 5.3 a
- 5.2 a
- 5.1 b

### Objectives/Goals

- Students will identify strategies that they will use to protect themselves from harmful effects of the sun.
- Students will demonstrate responsible decision-making during skit performances.

### Materials

- Music as start/stop signal
- Tagging devices
- Pencils
- Exit slips

### Procedure

*Introductions: Our Sun- the good AND the bad*

- What are some good things the sun provides for us?
  - We all need some sun exposure for Vitamin D. Vitamin D helps our bodies absorb calcium for stronger, healthier bones.
- What are some harmful effects of the sun?
  - Too much unprotected exposure to the sun's ultraviolet (UV) rays can cause skin damage, eye damage, immune system suppression, and skin cancer. Even people in their twenties can develop skin cancer.
  - UVA and UVB rays are both dangerous. The rays react with the melanin in our skin when unprotected.
- How can we protect ourselves?
  - Everyone needs sun protection
  - Use sunscreen
  - Avoid the strongest rays of the day (10am-4pm in northern hemisphere)
  - Cover up (clothes and hats)
  - Wear sunglasses

- Check medicines – some medicines increase exposure by making skin more sensitive.
- Find or bring shade

### *Activity 1 – Sun Safety Tag*

- Identify 1 tagger as the UVA ray tagger and 1 as the UVB ray tagger.
- Choose 3 helpers: They can be sunscreen, clothes, sunglasses, etc.
- On signal students are at the beach trying to avoid getting tagged by the UV rays. When tagged, a student will get sunburned if not helped as quickly as possible by one of the helpers.
- Switch taggers and helpers every few minutes so students can play different roles.

### *Skit Creation (5-10 minutes)*

- In a group of 3-4, students will create a short skit to demonstrate their method of sun protection
- Skits need to include the following:
  - Last 1-2 minutes
  - Everyone must speak
  - Must set the scene (where are you? Outside – pool, beach, park, home, etc.?)
  - Describe multiple sun prevention strategies within from different members (see above)
- Students will present their skits to the class.
- Ensure an emotionally safe environment where students feel safe to share and discuss.

### *Closure*

- Review harmful effects of the sun
- Have students complete attached exit slip and turn in on their way out.

### **Assessment Idea**

Observation during tag game and skit creation/presentation, and exit slip responses.

### **References**

- Kids Health <https://kidshealth.org/en/parents/sun-safety.html?WT.ac=ctg>
- Environmental Protection Agency <https://www.epa.gov/children/childrens-health-curriculum-lesson-4-be-sun-smart>

### **Handout**

The next page includes an exit slip for this lesson.

## EXIT SLIP – Sun Safety

Respond to the following two questions:

1. Name the two types of sun rays that can cause damage to our bodies.

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2. Name three ways that you can help protect yourself from the sun.

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