

## Sunblock

### Learning Objectives

- I can learn about protecting my skin and avoiding skin cancer.
- I can practice throwing and catching.

5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.

g) Examine the health risks associated with unprotected sun exposure.

### Teacher Notes

- Overhand throwing cues - Step, Point, Throw
- Catching Cues - Eyes, Reach, Catch
- Equipment:
  - Poly spots or paper plates
  - Hula Hoops
  - Footballs or foam balls
  - Stopwatch or timer

### Lesson Steps

*Step 1 (Engage learners/access prior knowledge)*

- Q and A (1 minute) Who knows what can happen if you go outside without wearing sunblock? What can happen after years of not protecting your skin? Can you get burnt on cloudy days?

*Step 2 (New information – direct instruction/teacher-facilitated learning)*

- When you do not wear sunblock, you can get sun burnt. The UV rays from the sun kill your skin cells which cause a sun burn. Too much exposure from the sun can give you skin cancer. Skin cancer can be deadly. Wearing sunblock helps protect your skin from the sun. Sunblock has a SPF number. The SPF number tells you how much protection you have from the sun. The higher the SPF number, the longer you are protected from the sun. So, SPF 30 gives you more protection than SPF 15. You can still get a sun burn on cloudy days because the sun is still sending UV rays through the clouds even though it is not sunny out.

*Step 3 (Application – how student will apply/practice new learning)*

- Sunblock
  - Place hula hoops down around the outside of the playing area. Spread poly spots out around the middle of the playing area. Place 1 football in each hula hoop. Preferably color coated. Place students in groups of 2 or 3 at a hula hoop. Goal of the game is to complete as many passes as possible. On the “go” signal, one person is the Quarterback, and one person is the receiver. The receiver runs out to a spot of their choice. QB throws the ball to the WR. If the ball is

caught with at least one foot on a spot, then the students get to take the spot back to their hula hoop. The ball must be caught on the spot in order to get the spot. Students rotate throwing and catching each turn. Play until all spots are gone. When the round is over, have the students count their spots and see which team won.

- Round 1 - Poly spots are the skin cells. Players are the sun. Time the round with a stopwatch. Tell the students how long it took the sun to kill all the skin cells.
- Round 2 - We are now adding SPF 2 to our skin. Designate 2 students to be “blockers”. The blockers jobs are to protect the skin by knocking down or intercepting the balls. Time the round. Tell the students how long it took for the sun to kill all the skin cells.
- Round 3 – Add SPF 4
- Round 4- Add SPF 8

### **Assessments**

- Class discussion
  - What protects our skin from the sun?
  - Which game lasted the longest?
  - Why?

### **Extensions/Connections**

- Can be used for any throwing and catching game.
- Can be used as a throwing or catching assessment.

### **Resources/References**

- Adapted from presenters at the JMU HPAI Institute