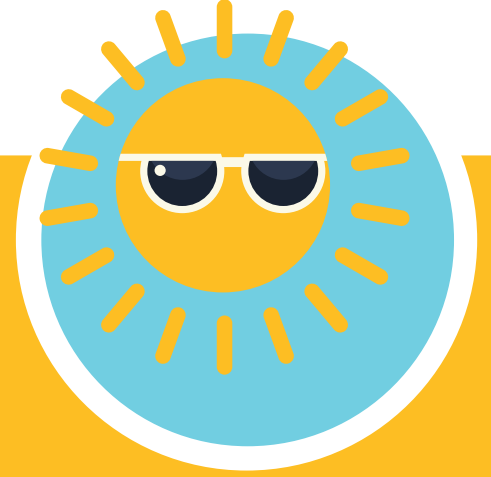
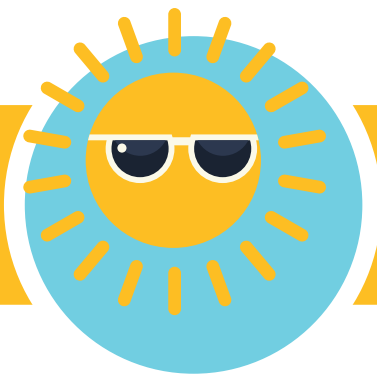


# Lesson Plans

3rd Class to 6th Class





# Contents

## **Class level: 3rd/4th – Lesson 1**

*Subject:* SPHE.    *Strand:* Myself.    *Strand Unit:* Safety and protection: Safety issues.

## **Class level: 3rd/4th – Lesson 2**

*Subject:* Science.    *Strand:* Energy and Forces.    *Strand Unit:* Heat.

## **Class level: 5th/6th – Lesson 1**

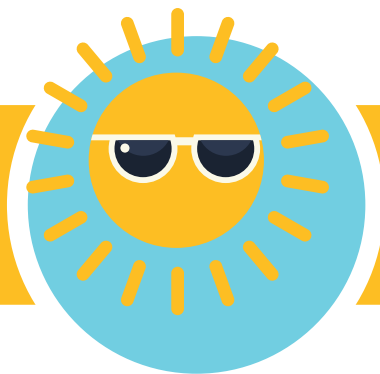
*Subject:* SPHE.    *Strand:* Myself.    *Strand Unit:* Safety and protection: Safety issues.

## **Class level: 5th/6th – Lesson 2**

*Subject:* SPHE.    *Strand:* Myself.    *Strand Unit:* Safety and protection: Safety issues.

## **Class level: 5th/6th – Lesson 3**

*Subject:* English.    *Strand:* Writing.    *Writing genre:* Report Writing.



# Teacher notes

## Introduction

The SunSmart lesson plans and activity sheets offer ideas and materials to support teachers to integrate sun protection education and behaviours into the classroom. The lesson plans and activity sheets were developed to address skin cancer prevention information and behaviours for children and young people in schools. The lesson plans and corresponding activity sheets for each lesson have been developed by the HSE.

Severe sunburn during childhood (3 or more instances before the age of 20) is associated with a 2-4 times higher risk of developing melanoma in later life<sup>1</sup>. Yet, the “Children’s exposure to ultraviolet radiation – a risk profile for future skin cancers in Ireland” report found nearly 90% of 10 to 17-year olds said they have experienced sunburn in their lifetime<sup>2</sup>.

## Teacher Background Information

### Ultraviolet Radiation

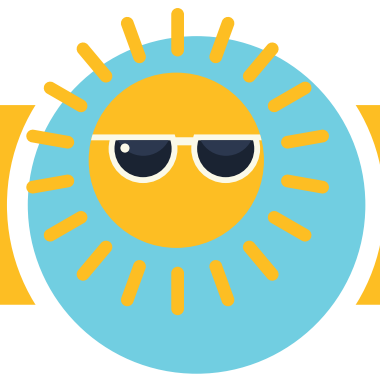
Ultraviolet (UV) radiation is the main risk factor for skin cancer. It is emitted naturally from the sun and also comes from artificial sources such as sunbeds. UV radiation is made up of UVA, UVB and UVC rays. All UVA and most of UVB rays reach the earth’s surface. All UVC rays are absorbed by the ozone layer and do not reach the earth’s surface. Unprotected over exposure to UV causes skin damage which can lead to skin cancer. UV rays from the sun can also cause sunburn, tanning, premature ageing and eye damage.

### The UV Index

The UV index is an international standard measurement used by the World Health Organization. It measures the strength of the sun’s UV rays at the earth’s surface so you know how and when to protect your skin when outdoors. The higher the UV index the greater the risk of skin damage.

The UV index varies depending on where you are in the world, the time of year, the time of day, cloud cover, altitude and surrounding surfaces. The UV is not always strongest when it is hottest.

In Ireland, UV is usually strongest during the middle of the day, typically between the hours of 11:00am-3:00pm during April to September. We can protect our skin and eyes by following the Healthy Ireland SunSmart 5 S’s.



# Teacher notes

## How to be SunSmart

Protect your skin and eyes from ultraviolet radiation from the sun. Follow the Healthy Ireland SunSmart 5'Ss from April to September.

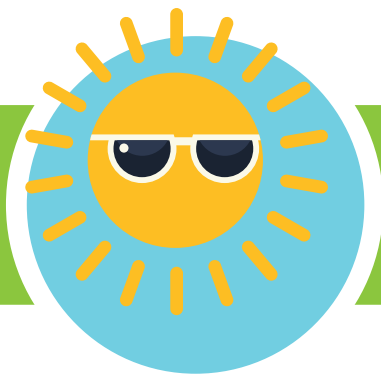
- **Slip on clothing** that covers skin such as, long sleeves, collared t-shirts, clothes made from close-woven material that does not allow sunlight through.
- **Slop on sunscreen.** Apply broad-spectrum (UVA/UVB) sunscreen with a sun protection factor (SPF) of at least 30+ for adults and 50+ for children, with high UVA protection and water-resistant. Reapply regularly. No sunscreen can provide 100% protection; it should be used alongside other protective measures such as clothing and shade.
- **Slap on a wide – brimmed hat;** protect your face, ears and neck.
- **Seek shade** – especially if outdoors between 11am and 3pm and always use a sunshade on a child's buggy or pram. Keep babies and children out of direct sunlight.
- **Slide on sunglasses** to protect your eyes.

Do not deliberately try to get a suntan. Avoid getting a sunburn. Never use a sunbed.

For more information and resources visit [www.hse.ie/sunsmart](http://www.hse.ie/sunsmart) or contact [prevention@cancercontrol.ie](mailto:prevention@cancercontrol.ie)

1 Markovic SN, Erickson LA, Rao RD, Malignant Melanoma in the 21st Century, Part 1: Epidemiology, Risk Factors, Screening, Prevention, and Diagnosis. Mayo Clin Proc. 2007; 82 (3) 364-380.

2 McAvoy, H, Rodriguez, L, Költő, A and NicGabhainn, S. (2020) Children's exposures to ultraviolet radiation - a risk profile for future skin cancers in Ireland. Institute of Public Health in Ireland.



Class level: 3rd/4th  
**Lesson 1**

3rd/4th

**Date:**

**Class level:** 3rd/4th

**Subject:** SPHE

**Strand:** Myself

**Strand Unit:** Safety and protection: Safety issues

### Learning outcomes

**Content objective/s:**

- Identify some potential risks to health and safety in the environment.

**Skills:**

- Questioning, Observing, Analysing- sorting and interpreting, recording and communicating.

### Learning objectives

**By end of the lesson the class will be able to:**

- Identify that the sun can be a risk to our health if we do not protect our skin, especially from April to September.
- Focus on one of the Five S's 'Slide on Sunglasses' as a way of protecting our eyes in the sun.

### Learning activities

**Delivery Plan (20 mins)**

Content	Time	Methodology	Resources
Revision of knowledge.	2 mins	<b>Teacher Led:</b> Revise the Five S's of sun protection: <b>Q: Name the Five S's that we can do to protect our skin from sun damage or sunburn?</b>	Use of white board to write down the Five S's of protecting our skin from the sun.  SunSmart Five S's poster.

Content	Time	Methodology	Resources
Introduction of new topic.	2 mins	<p><b>Teacher led discussion</b></p> <p>Now we are going to look at how some animals can be SunSmart also and protect themselves in the sun.</p>	<p>Oral Language work.</p> <p>Question on the White board.</p>
Action/Activity.	12 mins	<p><b>Activity 1:</b></p> <p><b>Individual tasks:</b></p> <ul style="list-style-type: none"> <li>• Match animal with description on sheet.</li> <li>• Teacher talks through each description on sheet.</li> <li>• When talking about the Meercat, highlight that they have black rings around their eyes like natural sun glasses.</li> <li>• Compare this to 'S' for 'slide on sunglasses' to protect our eyes. Light can reflect off sand or water or the footpath so it is important to have sunglasses on even when wearing a wide brimmed hat.</li> </ul>	<p>Animal Activity Sheet - match animal with piece about how they protect themselves in the sun.</p>
Summarise and check learning.	4 mins	<p><b>Students summarise the main points:</b></p> <ul style="list-style-type: none"> <li>• Animals have ways of being SunSmart also.</li> <li>• Make sure to wear sunglasses even when wearing a hat as light can reflect off surfaces and cause eye damage.</li> <li>• Wraparound sunglasses are best as light can come into your eye from the side of sunglasses.</li> <li>• Make sure sunglasses have UV protection.</li> </ul>	<p>Oral Language White board.</p>

### Differentiation

#### Activity 1:

**Assist:** Match three of the animals with their descriptions.

**To challenge:** Compare what animals do to protect themselves from the sun to what we do as humans to protect ourselves in the sun.

### Assessment

Observe individual activity sheets.

Observation through questioning.

Teacher Questioning.

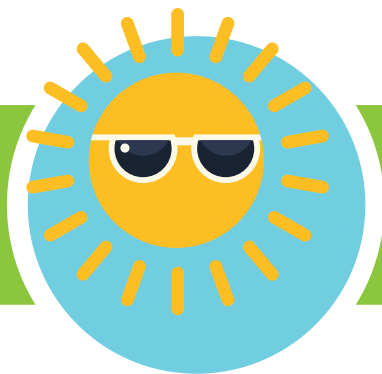
### Linkage and Integration

#### Science

**Strand:** Living Things.

**Strand Unit:** Plant and Animal Life.

**Content Objective:** Develop an increasing awareness of plants and animals from wider environments.



Class level: 3rd/4th

# Lesson 2

3rd/4th

**Date:**

**Class level:** 3rd/4th

**Subject:** Science

**Strand:** Energy and Forces

**Strand Unit:** Heat

## Learning outcomes

### Content objective/s:

- Understand that the sun is the earth's most important heat source.

### Skills:

- Questioning, Observing, Analysing (interpreting), Recording and Communicating.

## Learning objectives

### By end of the lesson the class will be able to:

- Identify that the sun is an important heat source and has UV rays coming from it.
- Identify what the UV index means and what we should do to protect our skin depending on what number the index is.

## Learning activities

### Delivery Plan (25 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	3 mins	<b>Teacher led:</b> <b>Q: What are the best kinds of sunglasses to wear and why?</b>	Oral Language Discussion.
Introduction of new topic.	5 mins	<b>Teacher led discussion on the Ultraviolet rays that come from the sun.</b> <ul style="list-style-type: none"><li>• These rays are invisible and part of the energy that comes from the sun.</li><li>• UV rays cause skin damage and sunburn.</li></ul>	Brainstorm on White board.

Content	Time	Methodology	Resources
Action/Activity.	12 mins	<p><b>Teacher led:</b></p> <p>Look at index from 1-11</p> <ul style="list-style-type: none"> <li>• UV rays can be high even on cloudy days.</li> <li>• When UV rays are 3 or above we need to protect our skin.</li> <li>• In Ireland the UV index is 3 or above from April to September.</li> <li>• UV is usually strongest between the hours of 11am and 3pm in Ireland.</li> </ul> <p><b>Activity 1:</b></p> <p><b>Think, Pair, Share</b></p> <p>Each pair talk about the UV Index and then write a script individually that will be used on social media/TikTok.</p> <p>Task: You are creating a video for social media/TikTok. Create a script on the UV Index and what advice to give people as a result of what the UV Index is. For the script the UV Index is 5.</p> <p>Teacher: Ask for a volunteer to read/perform for the class.</p>	<p>UV Index Poster.</p> <p>Activity Sheet 1: Template for a script for social media/TikTok.</p> <p>Use UV index graphic to aid the writing of the script.</p>
Summarise and check learning.	5 mins	<p><b>Summarise the main points:</b></p> <ul style="list-style-type: none"> <li>• When the UV index is: <ul style="list-style-type: none"> <li>1-2- Low UV</li> <li>3-5- Moderate UV</li> <li>6-7- High UV</li> <li>8-10- Very High UV</li> <li>11+ EXTREME UV</li> </ul> </li> <li>• When UV index is 3 or more we must use the Five S's even if it is cloudy.</li> <li>• Protect ourselves from April-September each year and especially between the hours of 11am and 3pm.</li> </ul>	<p>UV Index Graphic</p> <p>Teacher Questioning.</p>

### Differentiation

#### Activity 1:

**Assist:** Explain high UV number means high sun protection needed.

**To challenge:** Q: In Ireland what months of the year is the UV index usually highest and at what times during the day?

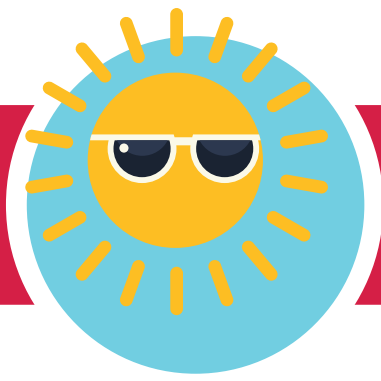
### Assessment

Observe individual activity sheets.

Observation through questioning and presentations.

Concept Mapping- Brainstorm.





Class level: 5th/6th

# Lesson 1

5th/6th

**Date:**

**Class level:** 5th/6th

**Subject:** SPHE

**Strand:** Myself

**Strand Unit:** Safety and Protection: Safety Issues

## Learning outcomes

### Content objective/s:

- Identify and explore some potential risks to health and safety in the environment.

### Skills:

- Questioning, Observing, Analysing, Recording and Communicating.

## Learning objectives

### By end of the lesson the class will be able to:

- Identify that 'Slop on Sunscreen' and 'Seek Shade' can be used to protect a person from the risk to health of sun damage and sunburn.
- Identify what type of sunscreen should be used to protect skin in conjunction with the other S's of sun protection.

## Learning activities

### Delivery Plan (30 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	3 mins	<b>Teacher led discussion:</b> <b>During what months of the year are the UV rays from the sun usually 3 or above on the UV index in Ireland?</b> <b>What time of the day is UV the strongest?</b> <b>What do we need to do when the UV index is 3 or above to help protect our skin from sun damage or sunburn?</b>	White board. UV index graphic.

Content	Time	Methodology	Resources
Introduction of new topic.	10 mins	<p><b>Teacher led discussion on the Five S's with emphasis on 'Slop on the Sunscreen' and 'Seek Shade'</b></p> <p><b>Sunscreen:</b></p> <p><b>Q: Have you ever put on sunscreen before going out in the sun?</b></p> <p><b>Have you ever noticed the number on the bottle?</b></p> <ul style="list-style-type: none"> <li>• Sun protection factor (SPF) of at least 30 for adults and at least 50 for children.</li> <li>• Reapply regularly especially after swimming/sports.</li> <li>• Pick a sunscreen that has UVA and UVB protection.</li> <li>• Sunscreen alone cannot give 100% protection so it should be used alongside other protective measures such as clothing and shade.</li> </ul> <p><b>Shade:</b></p> <p><b>Q: What around us in our environment could provide shade so we are not in direct sunlight?</b></p> <ul style="list-style-type: none"> <li>• Trees, umbrellas, tall buildings provide shade.</li> <li>• Try to keep out of direct sunlight to prevent sun damage and sunburn when the UV index is 3 or above and especially in the middle of the day.</li> </ul>	<p>SunSmart Poster of Five S's (senior version).</p> <p>Show bottle of sunscreen and how the sun protection factor is written on it.</p>
Action/Activity.	15 mins	<p><b>Activity 1:</b></p> <p><b>Think, Pair, Share</b></p> <p>Persuasive writing: Design an ad for YouTube to highlight the importance of wearing sunscreen to protect people from getting sun damage or sunburn.</p>	<p>Activity Sheet 1</p> <p>Advertisement template for YouTube.</p>
Summarise and check learning.	2 mins	<p><b>Teacher led:</b></p> <p>Summarise the main points on the use of sunscreen and shade to protect ourselves in the sun along with revision of use of clothing, hats and sunglasses.</p> <p>Five S's.</p>	<p>SunSmart poster - (senior version).</p>

### Differentiation

**Activity 1**

**Assist:** Give guidance on what points to put on the advertisement.

**To challenge:** Design advertisement that is aimed at both adults and children.

### Assessment

Observe individual activity sheets.

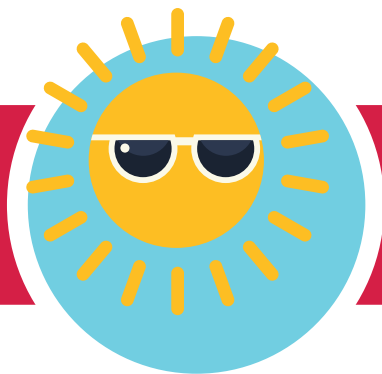
Observation through questioning.

### Linkage and Integration

**English:** Writing.

**Learning Outcomes:**

1, 2, 3, 6, 7, 8, 9.



Class level: 5th/6th

# Lesson 2

5th/6th

**Date:**

**Class level:** 5th/6th

**Subject:** SPHE

**Strand:** Myself

**Strand Unit:** Safety and Protection: Safety Issues

## Learning outcomes

### Content objective/s:

- Identify and explore some potential risks to health and safety in the environment.

### Skills:

- Questioning, Observing, Predicting, Analysing, Recoding and Communicating.

## Learning objectives

### By end of the lesson the class will be able to:

- Identify how too much sun is a potential risk to our health and how it can damage our skin.
- Identify what the layers of the skin are (skin structure) and what damaged skin can look like.

## Learning activities

### Delivery Plan (30 mins)

Content	Time	Methodology	Resources
Pre-assessment of knowledge.	3 mins	We know that the sun's UV rays can damage our skin. <b>Q: What do you think damaged skin looks like?</b>	White board.
Introduction of new topic.	7 mins	<b>Teacher led discussion on the skin structure.</b> <ul style="list-style-type: none"><li>• UV rays can damage the skin layers.</li><li>• Top layer of skin called epidermis.</li><li>• Melanocytes in skin produce melanin when exposed to sun.</li><li>• The skin - produces melanin to try to protect the skin.</li><li>• This causes the skin to look tanned or produce freckles or even burn.</li></ul>	Skin Structure Graphic showing epidermis and melanocyte.

Content	Time	Methodology	Resources
Action/Activity.	5 mins	<p><b>Activity 1:</b></p> <p>Students label the missing parts of the skin they have learned on a blank skin diagram.</p>	<p><b>Activity sheet 1:</b></p> <p>Blank skin diagram.</p>
Action/Activity.	10 mins	<p><b>Activity 2:</b></p> <p>Watch video and get class to discuss what they see.</p> <ul style="list-style-type: none"> <li>• Our skin can be damaged but we don't realise it.</li> <li>• Tan is a sign of skin damage.</li> <li>• Freckles are a sign of skin damage.</li> <li>• Sunburn is a sign of skin damage.</li> </ul> <p>Teacher notes:</p> <p>UV cameras are a style of video camera that have been optimized for capturing light from the ultraviolet spectrum. These cameras can reveal sun damaged areas on the face that are invisible to the naked eye.</p>	<p><b>SunSmart UV camera video</b></p> <p><a href="https://www.youtube.com/watch?v=LSFZBIicsAc">https://www.youtube.com/watch?v=LSFZBIicsAc</a></p> <p><b>Questions following video:</b></p> <p>What damage do you think the sun can do to skin?</p> <p>What does damaged skin look like?</p> <p>What happened when the person put on sunscreen - what did the sun see then?</p> <p>How do you think we can protect our skin from the sun?</p>
Summarise and check learning.	5 mins	<p><b>Summarise the main points:</b></p> <ul style="list-style-type: none"> <li>• The skin once exposed to sun tries to protect itself by producing melanin.</li> <li>• Some skin has more melanin than others.</li> <li>• Tan, freckles and sunburn are a sign of skin damage.</li> <li>• Unprotected exposure to the sun can make our skin look older and we can get lines.</li> <li>• We can help protect our skin with the Five S's.</li> </ul>	<p>SunSmart poster (senior version).</p>

### Differentiation

**Activity 1:**

**Assist:** Show diagram of skin.

**To challenge:** What do melanocytes produce when exposed to sun?

**Activity 2:**

**Assist:** What did you see in the video?

**To challenge:** What do you think are the main signs that your skin is damaged from the sun?

### Assessment

Teacher feedback on individual worksheets.

Observation through questioning.

### Linkage and Integration

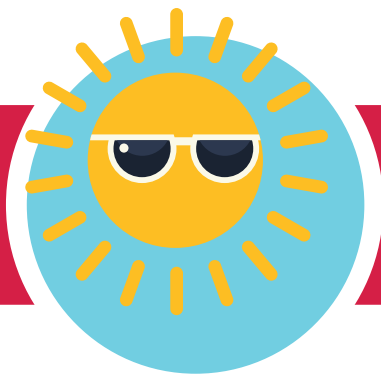
**Science**

**Strand:** Living Things.

**Strand Unit:** Human Life.

**Content Objective:**

Variety and characteristics of humans: Develop a simple understanding of the structure of some of the body's major internal and external organs.



Class level: 5th/6th

# Lesson 3

5th/6th

**Date:**

**Class level:** 5th/6th

**Subject:** English

**Strand:** Writing

**Writing genre:**  
Report Writing

**Elements:**

Communicating 1, 2  
Understanding 3, 4, 5  
Exploring and using 6, 7, 8, 9

## Learning outcomes

### The children:

- Engage positively and purposefully while creating text in the report writing genre. (LO1)
- Use writing as a tool to clarify and structure thought and to express individuality. (LO1)
- Evaluate and critically choose appropriate tools, strategies, content and topics to create text in the report writing genre. (LO2)
- Use a variety of simple, compound and complex sentence structures, of varying sentence length to suit the audience, style and tone of their writing. (LO3)
- Use, analyse and evaluate the typical text structure and language features associated with the report writing genre. (LO6)
- Identify and evaluate skills and strategies associated with writing as a process and use them to create text independently and/or collaboratively across the report writing genre. (LO7)
- Examine and critically reflect on their own intent and influences as authors. (LO8)
- Select, justify, and recommend appropriate writing and presentation styles to create and present text in the report writing format. (LO9)

## Learning objectives

### By end of the lesson the class will be able to:

- Write a report about ultraviolet radiation from the sun and the damage it can cause to our skin such as tan, freckles and sunburn.

## Learning activities

### Delivery Plan (30 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	2 mins	<b>Teacher led:</b> <b>Q: What happens in the skin when it is exposed to UV rays from the sun without protecting it using the SunSmart Five S's?</b>	White board.
Pre-assessment of knowledge on topic.	4 mins	<b>Teacher led:</b> <b>Q: How do you know by looking at the skin that it is damaged?</b> • Discuss tan, freckles, tan lines, sunburn.	White board. Mind Map. Brainstorm.
Action/Activity.	10 mins to write report and 12 mins to present	Today we will write a report about the dangers of skin damage. <b>Activity 1:</b> <b>In Pairs:</b> Roles: 1. Minister for Health. 2. Advisor to the Minister. You are the Minister for Health and his/her advisor. You have to deliver a speech on TV about the dangers of UV rays from the sun on our skin. • Explain why people should not get burned by the sun and that tan is a sign of skin damage. • What can people do to protect themselves? • Write your report with your advisor and present to the nation on TV.	Report writing template  Oral language presentation.
Summarise and check learning.	2 mins	<b>Summarise the main points:</b> • Skin damage and sunburn is extremely dangerous for our skin. • Protect our skin using the Five S's.	SunSmart poster of Five S's (senior version).

### Differentiation

#### Activity 1:

**Assist:** Minister and advisor writes and talks about one way that the skin is damaged by the sun.

**To challenge:** Minister and advisor urges the public to take important steps to protect their skin from UV rays.

### Assessment

Observe reports and presentations.

Observation through questioning during the task/activity.

Oral language assessment:

Rubric for oral reports:

[https://pdst.ie/sites/default/files/Rubric%20for%20Oral%20Reports\\_0.docx](https://pdst.ie/sites/default/files/Rubric%20for%20Oral%20Reports_0.docx)

### Linkage and Integration

#### Science:

**Strand:** Energy and Forces.

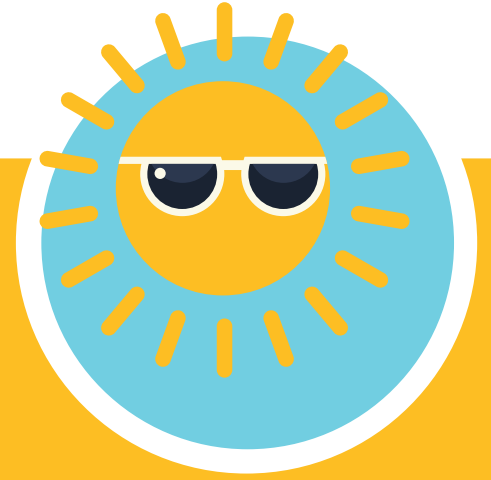
**Strand Unit:** Heat.

**Content Objective:** The child should be enabled to: Recognise a variety of sources of heat.

**English:** Oral Language.

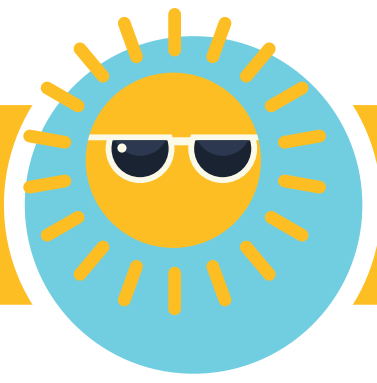
**Learning Outcomes:**

3, 4, 5, 10, 11.



# Activity Sheets

3rd Class to 6th Class



# Contents

## Be SunSmart 5 S's

Class level: 3rd/4th – Lesson 1: Activity 1

Class level: 3rd/4th – Lesson 2: UV Index Poster

Class level: 3rd/4th – Lesson 2: Activity 1

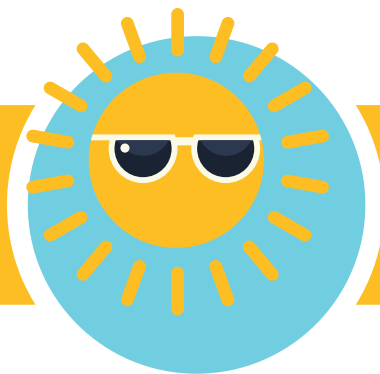
Class level: 5th/6th – Lesson 1: Activity 1

Class level: 5th/6th – Lesson 2: Skin Structure

Class level: 5th/6th – Lesson 2: Activity 1

Class level: 5th/6th – Lesson 3: Activity 1





# Teacher notes

## Introduction

The SunSmart lesson plans and activity sheets offer ideas and materials to support teachers to integrate sun protection education and behaviours into the classroom. The lesson plans and activity sheets were developed to address skin cancer prevention information and behaviours for children and young people in schools. The lesson plans and corresponding activity sheets for each lesson have been developed by the HSE.

Severe sunburn during childhood (3 or more instances before the age of 20) is associated with a 2-4 times higher risk of developing melanoma in later life<sup>1</sup>. Yet, the “Children’s exposure to ultraviolet radiation – a risk profile for future skin cancers in Ireland” report found nearly 90% of 10 to 17-year olds said they have experienced sunburn in their lifetime<sup>2</sup>.

## Teacher Background Information

### Ultraviolet Radiation

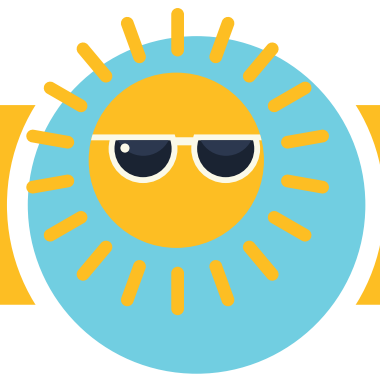
Ultraviolet (UV) radiation is the main risk factor for skin cancer. It is emitted naturally from the sun and also comes from artificial sources such as sunbeds. UV radiation is made up of UVA, UVB and UVC rays. All UVA and most of UVB rays reach the earth’s surface. All UVC rays are absorbed by the ozone layer and do not reach the earth’s surface. Unprotected over exposure to UV causes skin damage which can lead to skin cancer. UV rays from the sun can also cause sunburn, tanning, premature ageing and eye damage.

### The UV Index

The UV index is an international standard measurement used by the World Health Organization. It measures the strength of the sun’s UV rays at the earth’s surface so you know when and how to protect your skin when outdoors. The higher the UV index the greater the risk of skin damage.

The UV index varies depending on where you are in the world, the time of year, the time of day, cloud cover, altitude and surrounding surfaces. The UV is not always strongest when it is hottest.

In Ireland, UV is always strongest during the middle of the day, typically between the hours of 11:00am-3:00pm during April to September. We can protect our skin and eyes by following the Healthy Ireland SunSmart 5 S’s.



# Teacher notes

## How to be SunSmart

Protect your skin and eyes from ultraviolet radiation from the sun. Follow the Healthy Ireland SunSmart 5'Ss from April to September:

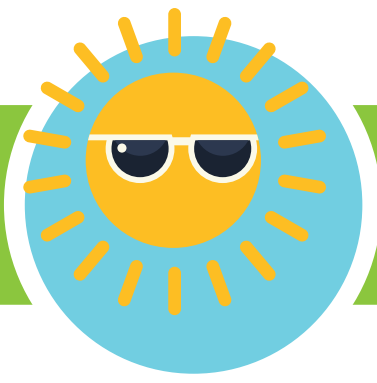
- **Slip on clothing** that covers skin such as, long sleeves, collared t-shirts, clothes made from close-woven material that does not allow sunlight through.
- **Slop on sunscreen.** Apply broad-spectrum (UVA/UVB) sunscreen with a sun protection factor (SPF) of at least 30+ for adults and 50+ for children, with high UVA protection and water-resistant. Reapply regularly. No sunscreen can provide 100% protection; it should be used alongside other protective measures such as clothing and shade.
- **Slap on a wide – brimmed hat;** protect your face, ears and neck.
- **Seek shade** – especially if outdoors between 11am and 3pm and always use a sunshade on a child's buggy or pram. Keep babies and children out of direct sunlight.
- **Slide on sunglasses** to protect your eyes.

Do not deliberately try to get a suntan. Avoid getting a sunburn. Never use a sunbed.

For more information and resources visit [www.hse.ie/sunsmart](http://www.hse.ie/sunsmart) or contact [prevention@cancercontrol.ie](mailto:prevention@cancercontrol.ie)

1 Markovic SN, Erickson LA, Rao RD, Malignant Melanoma in the 21st Century, Part 1: Epidemiology, Risk Factors, Screening, Prevention, and Diagnosis. Mayo Clin Proc. 2007; 82 (3) 364-380.

2 McAvoy, H, Rodriguez, L, Költő, A and NicGabhainn, S. (2020) Children's exposures to ultraviolet radiation - a risk profile for future skin cancers in Ireland. Institute of Public Health in Ireland.



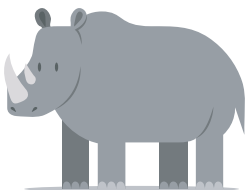
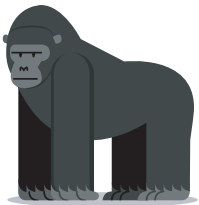
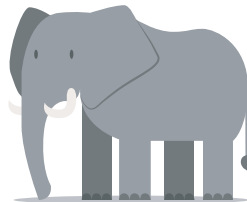
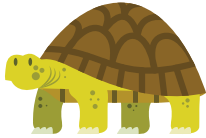
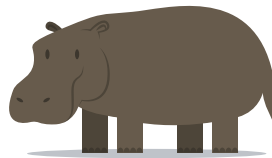
Class level: 3rd/4th

# Lesson 1: Activity 1

3rd/4th

## SunSmart animals

1. Read about these SunSmart animals.
2. Match the picture with the description.



**Elephants** look for shady places and coat themselves in mud. The mud is like a sunscreen and helps protect their skin from the sun.

**Koalas** spend most of the day sleeping in a eucalyptus tree. They like to eat the leaves but the tree is also shady.

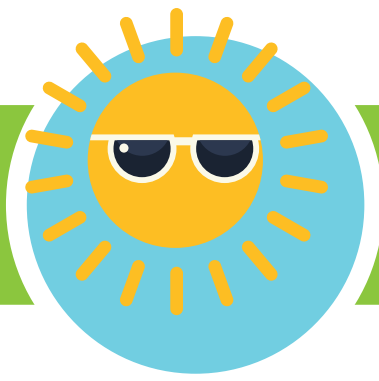
**Hippopotamuses** spend most of their day in the water with their backs exposed to the sun. They make a special oily fluid that acts like a natural sunscreen. It also helps keep them cool.

**Rhinoceroses** also coat their skin with a natural sunscreen by giving themselves dust baths.

**Tortoises** have a shell that protects them from the sun. When it gets too hot, they can also protect their head by popping into their shell.

**Meerkats** have black rings around their eyes, like natural sunglasses, to help protect from their eyes from the sun.

**Gorillas** don't go out in the sun in the middle of the day. They like to stay in shady, cool places.



Class level: 3rd/4th

# Lesson 2: UV Index Poster

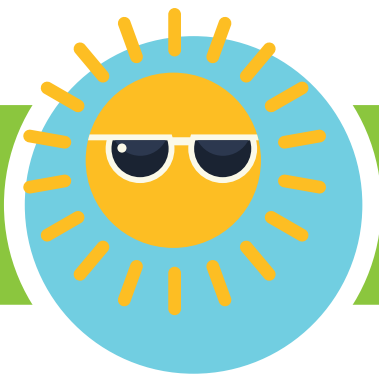
3rd/4th

**hi** Healthy Ireland **SunSmart**

## UV Index

To check the UV Index go to [www.met.ie/uv-index](http://www.met.ie/uv-index)

<b>LOW</b>	<b>NO PROTECTION REQUIRED</b>
<b>1-2</b>	Unless outdoors for extended periods, or near reflective surfaces such as snow or water.
<b>MODERATE</b>	<b>PROTECTION REQUIRED</b>
<b>3-5</b>	Slip on clothing. Slap on sunscreen, use sun protection factor (SPF) 30 for adults and 50 for children. Slap on a wide brimmed hat.
<b>HIGH</b>	Seek shade during midday hours.
<b>6-7</b>	Slide on sunglasses, wraparound are best.
<b>VERY HIGH</b>	<b>EXTRA PROTECTION REQUIRED</b>
<b>8-10</b>	Avoid being outside during midday hours. Make sure you seek shade.
<b>EXTREME</b>	Always wear sunscreen and protective clothing i.e. shirt, hat, and sunglasses.
<b>11+</b>	



Class level: 3rd/4th

# Lesson 2: Activity 1

3rd/4th

## Script for Social Media/TikTok

Today the UV index is 5

This means we need to...

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

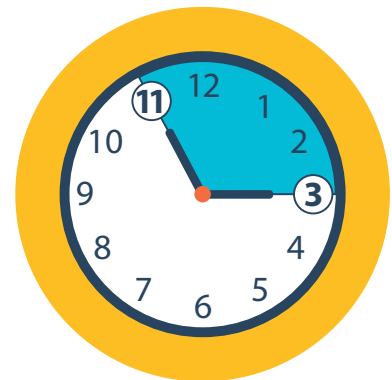


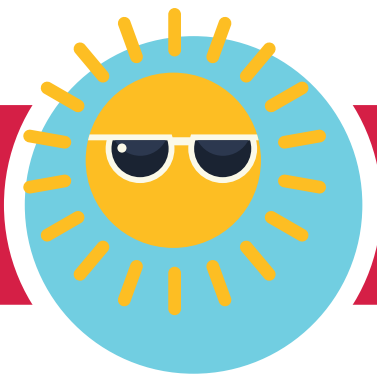
---



---

LOW	NO PROTECTION REQUIRED
<b>1-2</b>	Unless outdoors for extended periods, or near reflective surfaces such as snow or water.
MODERATE	PROTECTION REQUIRED
<b>3-5</b>	Slip on clothing. Slap on sunscreen, use sun protection factor (SPF) 30 for adults and 50 for children. Slap on a wide brimmed hat.
HIGH	Seek shade during midday hours.
<b>6-7</b>	Slide on sunglasses, wraparound are best.
VERY HIGH	EXTRA PROTECTION REQUIRED
<b>8-10</b>	Avoid being outside during midday hours. Make sure you seek shade.
EXTREME	Always wear sunscreen and protective clothing i.e. shirt, hat, and sunglasses.
<b>11+</b>	





Class level: 5th/6th

# Lesson 1: Activity 1

Genre: Persuasive Writing

5th/6th

## Advertisement for YouTube

Title:

---

What should people do?

---

---

---

---

---

Why should they do it?

---

---

---

---

---

When should they do it?

---

---

---

---

---

Final message:

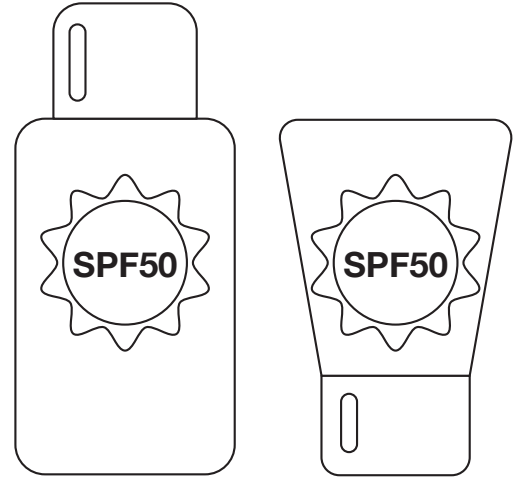
---

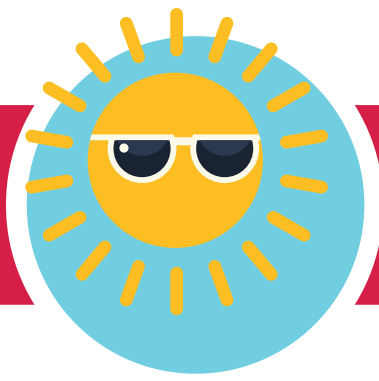
---

---

---

---

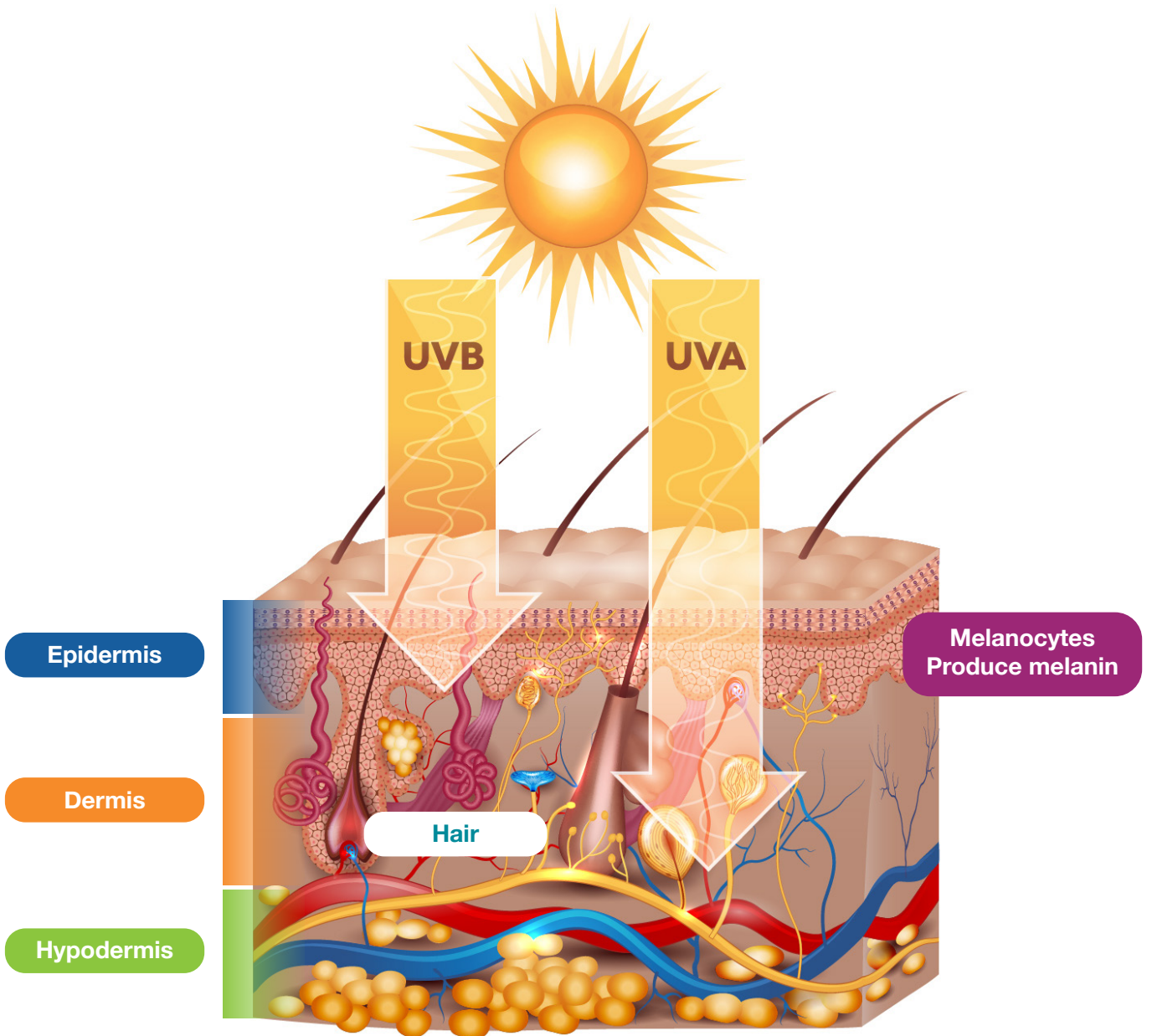


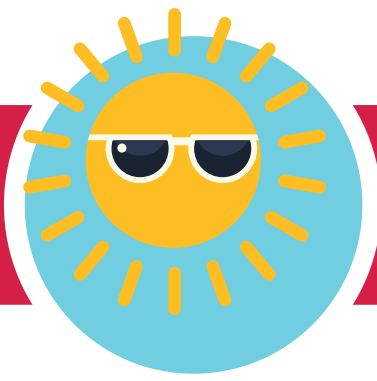


Class level: 5th/6th

# Lesson 2: Skin Structure

5th/6th

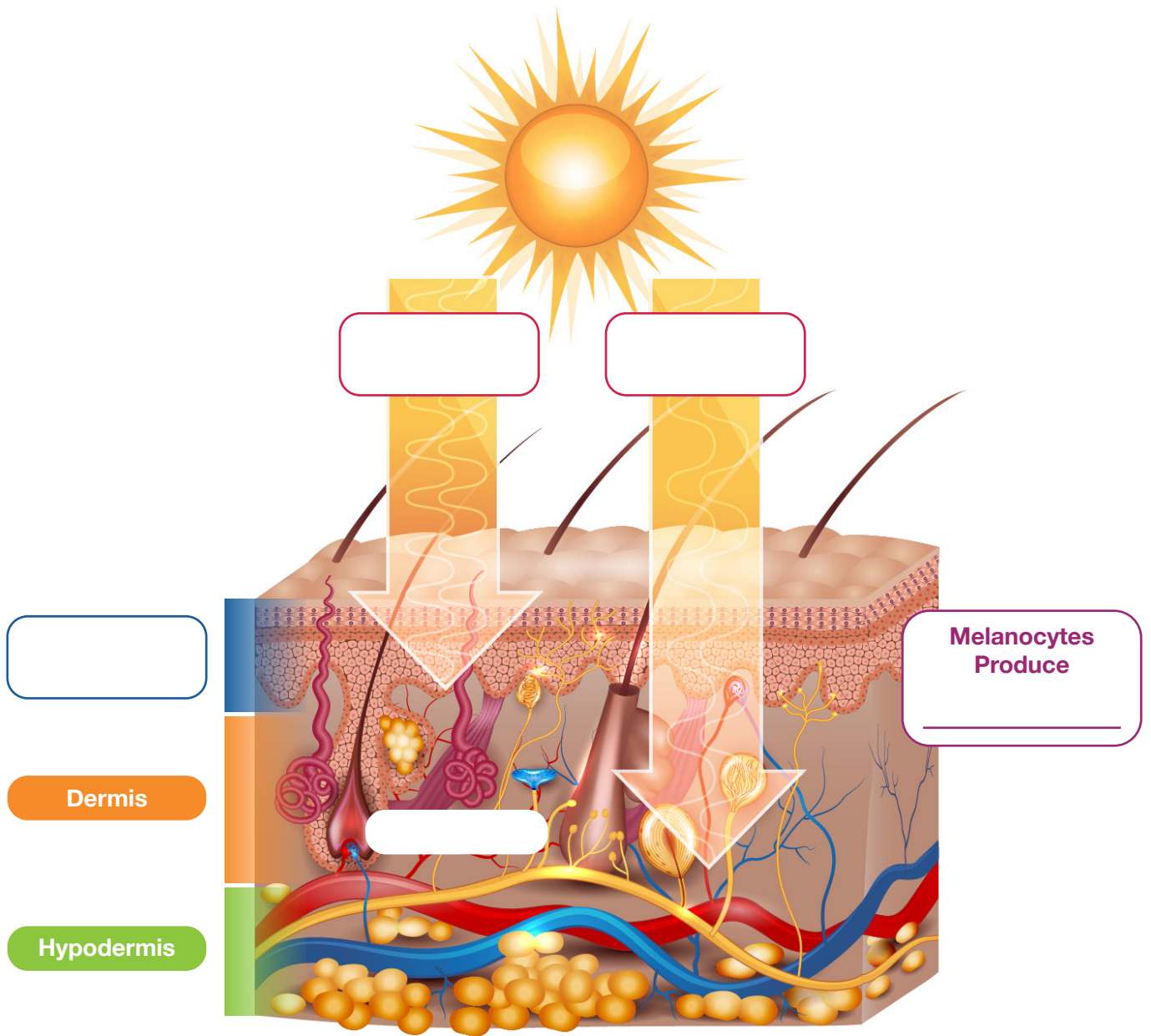




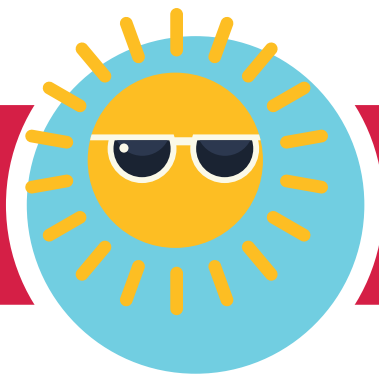
Class level: 5th/6th

# Lesson 2: Activity 1

5th/6th







Class level: 5th/6th

# Lesson 3: Activity 1

Genre: Persuasive Writing

5th/6th

## Department of Health Report

You are the Minister for Health and his/her advisor.

### Pair work

Roles:

1. Minister for Health
2. Advisor to the Minister

Write a report about the dangers of too much UV radiation from the sun and what this can do to your skin.

Title: Dangers of UV Sun Radiation on Skin

Why can the sun be dangerous? \_\_\_\_\_

What can happen our skin because of too much sun? \_\_\_\_\_

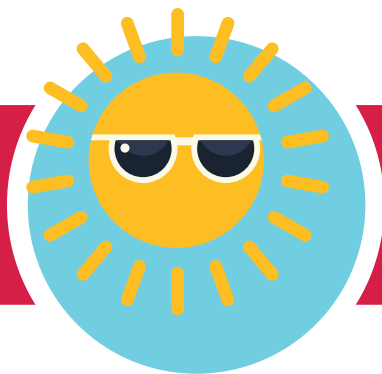
What can we do to protect our skin from too much sun? \_\_\_\_\_

Summarising comment: \_\_\_\_\_

**Task 1: Write the report in pairs**

**Task 2: Minister for Health and his/her advisor present the report to the class 'live on TV'**

**Title: Dangers of UV Sun Radiation on Skin**



Class level: 5th/6th

# Lesson 3: Activity 1

Genre: Persuasive Writing

5th/6th



Department of Health

Lined writing area for the activity.