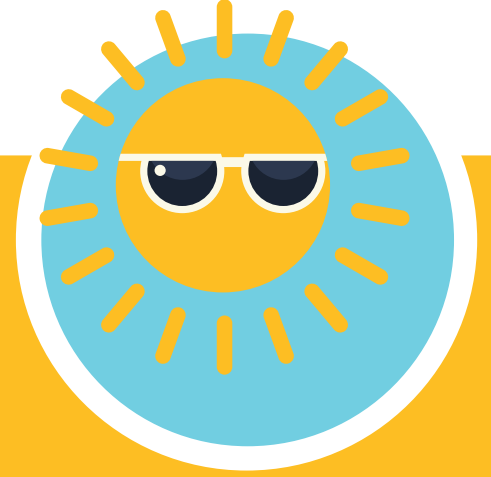
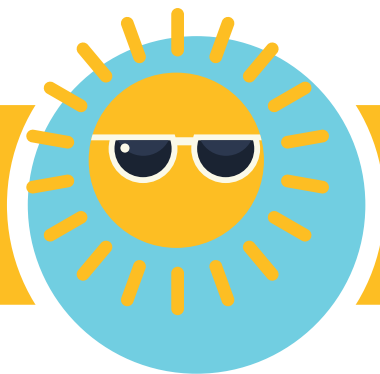


Lesson Plans

Junior Infants to 2nd Class





Contents

Class level: Junior/Senior infants – Lesson 1

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

Class level: Junior/Senior infants – Lesson 2

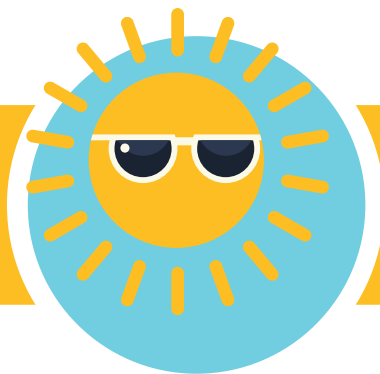
Subject: SPHE. *Strand:* Myself. *Strand Unit:* Safety and protection: Safety issues.

Class level: 1st/2nd – Lesson 1

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

Class level: 1st/2nd – Lesson 2

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



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 life¹. 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 lifetime².

Teacher Background Information

Ultraviolet Radiation

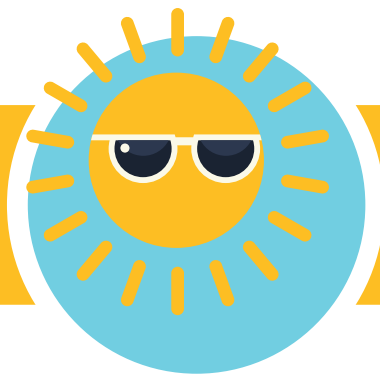
Ultraviolet (UV) radiation is the main risk factor for skin cancer. It is emitted naturally from the sun and also comes from artificial sources such as sunbeds. UV radiation is made up of UVA, UVB and UVC rays. All UVA and most of UVB rays reach the earth’s surface. All UVC rays are absorbed by the ozone 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.

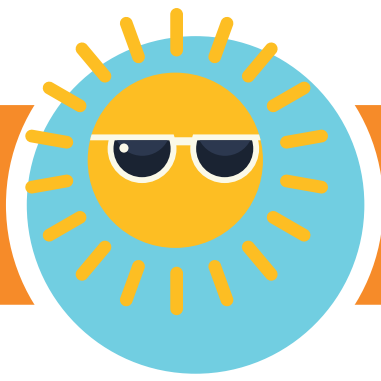
- **Slip on clothing** that covers skin such as, long sleeves, collared t-shirts, clothes made from close-woven material that does not allow sunlight through.
- **Slop on sunscreen.** Apply broad-spectrum (UVA/UVB) sunscreen with a sun protection factor (SPF) of at least 30+ for adults and 50+ for children, 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 or contact 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: Junior/Senior infants

Lesson 1

Junior/Senior infants

Date:

Class level: Junior/Senior Infants

Subject: Science

Strand: Energy and Forces

Strand Unit: Heat

Learning outcomes

Content objective/s:

- Recognise the difference between hot and cold in terms of weather, food, water and the body.

Skills:

- Observing, Questioning, Analysing-Sorting and Classifying.

Learning objectives

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

- Recognise the difference between hot and cold in terms of weather.
- Recognise the difference between hot and cold in terms of the body.

Learning activities

Delivery Plan (20 mins)

Content	Time	Methodology	Resources
Pre-assessment of knowledge on topic.	5 mins	<p>Teacher Led:</p> <p>How do you know if it is winter or summer:</p> <p>Q: How do you know it is winter?</p> <p>Q: Is it hot or cold when you go outside in winter?</p> <p>Q: What type of clothes would you need to wear when it is cold?</p> <p>Q: How do you know it is summer?</p> <p>Q: Is it hot or cold when you go outside in summer?</p> <p>Q: What type of clothes would you need to wear when it is hot?</p>	Oral Language Discussion.

Content	Time	Methodology	Resources
Action/Activity.	5 mins	<p>Activity 1:</p> <p>Individual tasks:</p> <p>Circle/colour 3 things from winter picture that show it is winter.</p> <p>Circle/colour 3 things from summer picture that show it is summer.</p>	Activity Sheet 1 (winter and summer pictures)
	5 mins	<p>Activity 2:</p> <p>Individual tasks:</p> <p>Circle/colour 3 items from sheet that we should wear in winter if it is cold.</p> <p>Circle/colour 3 items from sheet that we should wear in summer if it is hot.</p>	Activity Sheet 2 (winter and summer clothes pictures)
Summarise and check learning.	5 mins	<p>Teacher summarises the main points:</p> <ul style="list-style-type: none"> • In winter the weather can be cold and we have to wear warm clothes to keep us warm. • In summer the weather is hot and we wear lighter clothes to keep us cool. 	White board.

Differentiation

Activity 1:

Assist: Q: What can you see in this picture?

To challenge: Q: Which of the three things you have picked is your favourite thing about winter/summer and why?

Activity 2:

Assist: Q: Pick one item to wear in summer and one item for winter.

To challenge: Q: Why do you think the two items you picked are important to wear on your body in winter/summer?

Assessment

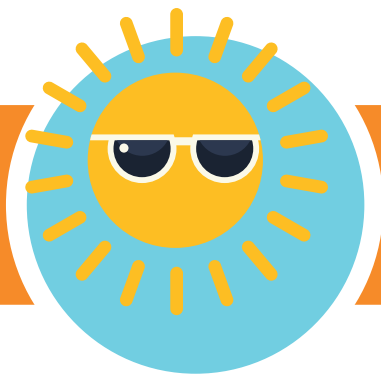
Teacher feedback on individual worksheets.

Observation through questioning.

Linkage and Integration

English: Oral Language.

Learning Objectives:
1, 2, 3, 4, 8.



Class level: Junior/Senior infants

Lesson 2

Junior/Senior infants

Date:

Class level: Junior/Senior Infants

Subject: SPHE

Strand: Myself

Strand Unit: Safety and protection: Safety issues

Learning outcomes

Content objective/s:

- Identify some of the substances or things that are put onto the body and their associated functions.

Skills:

- Observing, Questioning, Analysing.

Learning objectives

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

- Identify 4 things you can put on your body to protect your skin from the sun.

Learning activities

Delivery Plan (20 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	2 mins	Teacher Led: Q. In winter is it usually hot or cold? Q. In summer is it usually hot or cold? Q. What clothes do we wear in winter? Q: What clothes do we wear in summer?	Oral Language work. Brainstorm on White board.

Content	Time	Methodology	Resources
Introduction of new topic.	4 mins	<p>Teacher led</p> <p>Q: What can happen to our skin if we are out in the sun for too long?</p> <ul style="list-style-type: none"> • Too much sun can damage your skin and so it is important to cover up our skin when we go out in the sun. 	<p>Oral Language work.</p> <p>Question on the White board.</p>
Action/Activity.	10 mins	<p>Activity 1:</p> <p>Individual tasks:</p> <ul style="list-style-type: none"> • From the wardrobe dress the person as if they are going out in the sun to the local park/beach to protect them from getting sun damage. • Choose a long sleeved t-shirt, pants, wide brimmed hat, sunglasses and sun cream. (Student cut out the stick person and clothing and stick them onto the stick person). 	<p>Activity Sheet 1</p> <p>Cut out stick person and clothing. Place clothing on stick person.</p>
Summarise and check learning.	4 mins	<p>Student volunteers to feedback on their task</p> <p>Teacher summarises the main points:</p> <ul style="list-style-type: none"> • Sunglasses protect your eyes in the sun. • A wide brimmed hat protects your head, ears, neck and face in the sun. • Clothes protects your skin in the sun. • Sun cream protects the skin not covered by clothes. 	<p>Oral Language.</p> <p>White board.</p>

Differentiation

Activity 1:

Assist: Q: Pick two things you put on when going out to protect your skin from the sun.

To challenge: Q. How do each of the two things chosen to wear protect your skin from sun?

Assessment

Teacher feedback on individual worksheets.

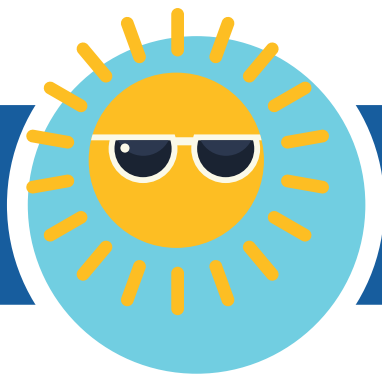
Observation through questioning.

Linkage and Integration

Visual Arts

Strand: Drawing

Strand Unit: Looking and responding.



Class level: 1st/2nd

Lesson 1

1st/2nd

Date:

Class level: 1st/2nd

Subject: SPHE

Strand: Myself

Strand Unit: Safety and Protection: Safety Issues

Learning outcomes

Content objective/s:

- Identify the sun can be a risk to our health and examine its positive and negative consequences.

Skills:

- Questioning, Observing, Analysing, Recording and Communicating.

Learning objectives

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

- Identify that it is important to protect your skin when outside in the sun.
- Identify the Five S's that help protect a person from getting skin damage from the sun. Focus on 'Slip on Clothing' and 'Slap on Hat'.

Learning activities

Delivery Plan (30 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	5 mins	Teacher led discussion: Q: Why do we need to protect our skin from the sun? Q: What can we put on our body to protect our skin in the sun? Revision of wide brimmed hat, sunglasses, clothing and sunscreen.	White board- Mind map Brainstorm. Oral Language vocabulary- Sunglasses. Clothing. Sunscreen. Sunhat.

Content	Time	Methodology	Resources
Introduction of new topic.	5 mins	Teacher led discussion on the SunSmart – Five S's Identify each of the Five S's from the poster.	SunSmart Poster of Five S's
Action/Activity.	15 mins	Teacher led Activity 1: Individual tasks: Use Playdough to create a person- head, body, arms and legs. Cut out the Five S's and place on Playdough person to help protect them from the sun. Teacher led: Oral Language Discussion 2 of the S's- 1. Slip on clothing. 2. Slap on a wide brimmed hat. Q: What type of top would cover your body the best from the sun? Q: What type of hat do you wear in summer?	Activity Sheet 1 (Five S's to be placed on Playdough person) Playdough Teacher could use sample of hats to show which ones cover the face and neck or display the 'Types of Hats' poster. Additional optional activity: Teacher could use sample of hats available to them to play 'pop the hat on the donkey' where students try to frisbee the hat onto doll/teddy.
Summarise, check learning and understanding.	5 mins	Student led summary of the main points: <ul style="list-style-type: none"> • Long sleeve tops with collars provide best protection for top of body. • Long shorts provide best protection for bottom of body. • Put sunscreen on skin not covered by clothes. • Wide brimmed hats protect best. 	SunSmart poster of Five S's.

Differentiation

Activity 1:

Assist: Match two of the Five S's with their pictures.

To challenge: Question 'How' each 'S' protects a person from getting a sunburn/skin damage from the sun.

Assessment

Teacher Feedback on individual worksheets.

Observation through questioning.

Linkage and Integration

Science:

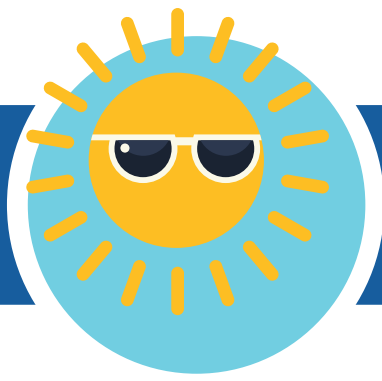
Strand: Energy and forces.

Strand Unit: Heat.

Content Objectives:

The child should be enabled to

- become aware of different sources of heat energy sun, fire, radiator.



Class level: 1st/2nd
Lesson 2

1st/2nd

Date:

Class level: 1st/2nd

Subject: Science

Strand: Energy and Forces

Strand Unit: Heat

Learning outcomes

Content objective/s:

- Become aware of different sources of heat energy sun, fire, radiator.

Skills:

- Questioning, Observing, Analysing, Recording and Communicating.

Learning objectives

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

- Identify that the sun is an energy source and can cause skin damage and sunburn.
- Learn a song about being sunsmart and describe what you can do to protect your skin from skin damage or sunburn (Five S's).

Learning activities

Delivery Plan (25 mins)

Content	Time	Methodology	Resources
Revision of knowledge.	2 mins	Teacher led: Revision of the Five S's that protect our skin in the sun. Q: Name the Five S's that we can do to protect our skin in the sun.	SunSmart Five S's Poster.

Content	Time	Methodology	Resources
Introduction of new topic.	5 mins	<p>Teacher led discussion:</p> <p>Why do we need to protect our skin?</p> <ul style="list-style-type: none"> • Sun is a star and a source of heat along with visible light and invisible UV rays. • Rays from the sun can damage our skin but we can protect our skin from the sun. • It is dangerous for our skin to get damaged from the sun. • The earth is tilted towards the sun. As the earth moves around the sun, different parts of the planet are tilted towards the sun. Between April to September, the northern hemisphere, including Ireland is tilted towards the sun. Everyone is exposed to ultraviolet (UV) radiation from the sun. The sun sends out different types of radiation – visible light that we see as sunlight, infrared radiation that we feel as heat, and UV radiation that we can't see or feel. UV cannot be seen or felt, so you need to defend yourself against overexposure. Therefore Five S's are most important between April and September. 	Brainstorm on Whiteboard.
Action/ Activity.	15 mins	<p>Activity 1:</p> <p>Teacher led activity – Display SunSmart 5 S's poster.</p> <p>Make up a song using words or terms about being sunsmart such as wearing a hat, wearing sunglasses, playing in the shade, and wearing sunscreen, etc. Songs can be sung to familiar tunes. Example included in activity sheet "SunSmart all day long" to the tune of "Old MacDonald had a farm".</p> <p>Talk about areas of the body that can be forgotten and areas that sometimes require a helping hand for sunscreen, like the back of your neck and ears.</p> <p>Ask children what they can do to be SunSmart to protect their skin from the sun like a hat, long sleeve top, sunscreen, shade etc.</p>	Activity sheet with "SunSmart all day long" song can be sung with class.
Summarise and check learning.	3 mins	<p>Teacher elicits the main points from the students:</p> <ul style="list-style-type: none"> • Rays from the sun can damage our skin especially from April to September. • We can use the Five S's to protect us from getting sun damage or sunburn. 	SunSmart Five S's poster.

Differentiation

Activity 1:

Assist: Pair to talk about three of the Five S's.

To challenge: Ask pair to discuss which of the Five S's they think they would remember to do to protect their skin.

Assessment

Teacher Feedback on individual worksheets.

Observation through questioning and presentations.

Linkage and Integration

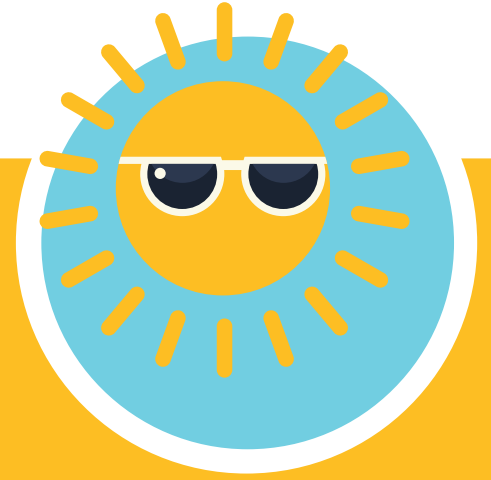
Subject: SPHE.

Strand: Myself.

Strand Unit: Safety and Protection: Personal Safety.

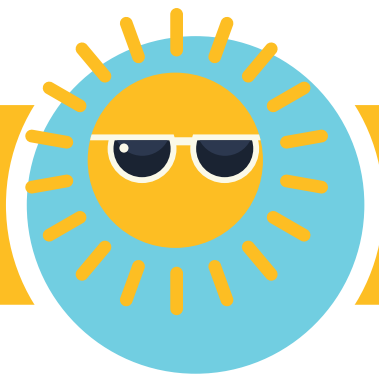
Content Objectives:

- Identify the sun can be a risk to our health and examine its positive and negative consequences.



Activity Sheets

Junior Infants to 2nd Class



Contents

Be SunSmart 5 S's

Class level: Junior/Senior infants – Lesson 1: Activity 1

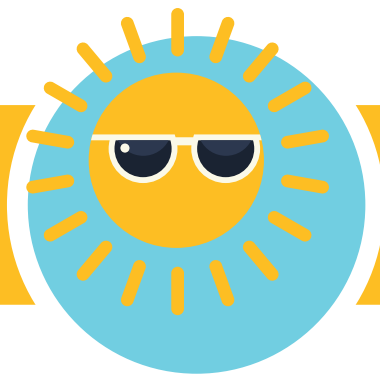
Class level: Junior/Senior infants – Lesson 1: Activity 2

Class level: Junior/Senior infants – Lesson 2: Activity 1

Class level: 1st/2nd – Lesson 1: Activity 1

Class level: 1st/2nd – Lesson 1: Types of Hats Poster

Class level: 1st/2nd – Lesson 2: 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.

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Teacher Background Information

Ultraviolet Radiation

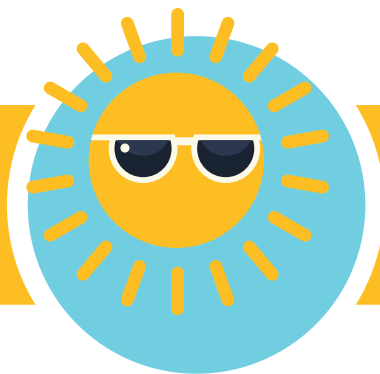
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In Ireland, UV is always strongest during the middle of the day, typically between the hours of 11:00am-3:00pm during April to September. We can protect our skin and eyes by following the Healthy Ireland SunSmart 5 S’s.



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 or contact 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.

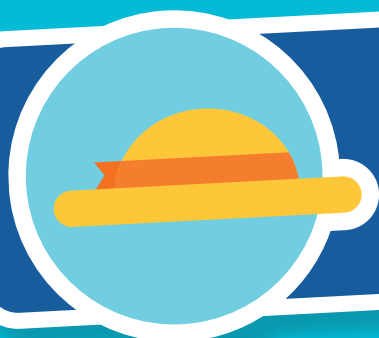
2 McAvoy, H, Rodriguez, L, Költő, A and NicGabhainn, S. (2020) Children's exposures to ultraviolet radiation - a risk profile for future skin cancers in Ireland. Institute of Public Health in Ireland.

Be SunSmart 5 S's



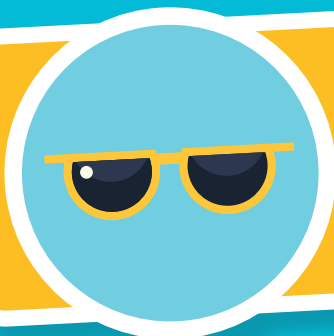
Slip on clothing

Slop on sunscreen



Slap on a wide-brimmed hat

Seek shade



Slide on sunglasses



Cúram Sláinte Phobail, Iarthar
Community Healthcare West



National Cancer
Control Programme



Be SunSmart 5 S's



Slip on clothing that covers your skin, long sleeves, collared t-shirts

Slop on sunscreen on exposed areas using factor 50+



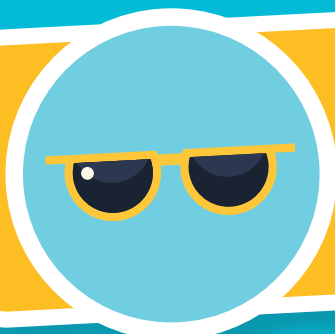
Slap on a wide-brimmed hat

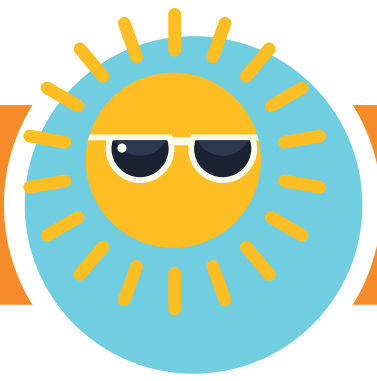


Seek shade – especially if outdoors between 11am and 3pm



Slide on sunglasses to protect your eyes

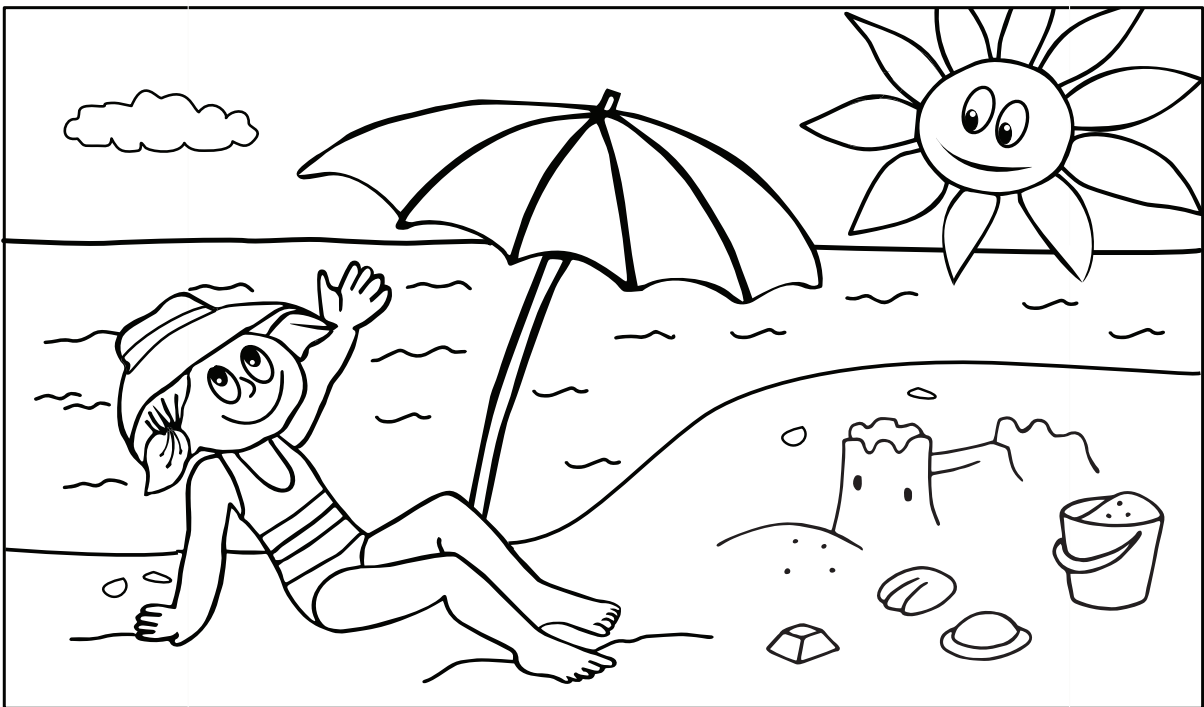


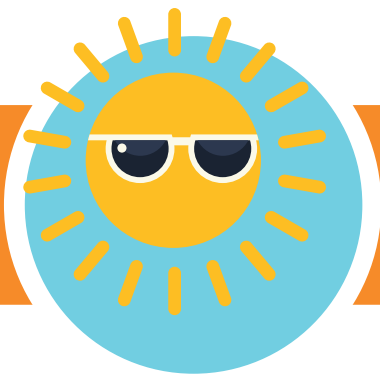


Class level: Junior/Senior infants

Lesson 1: Activity 1

Junior/Senior
infants

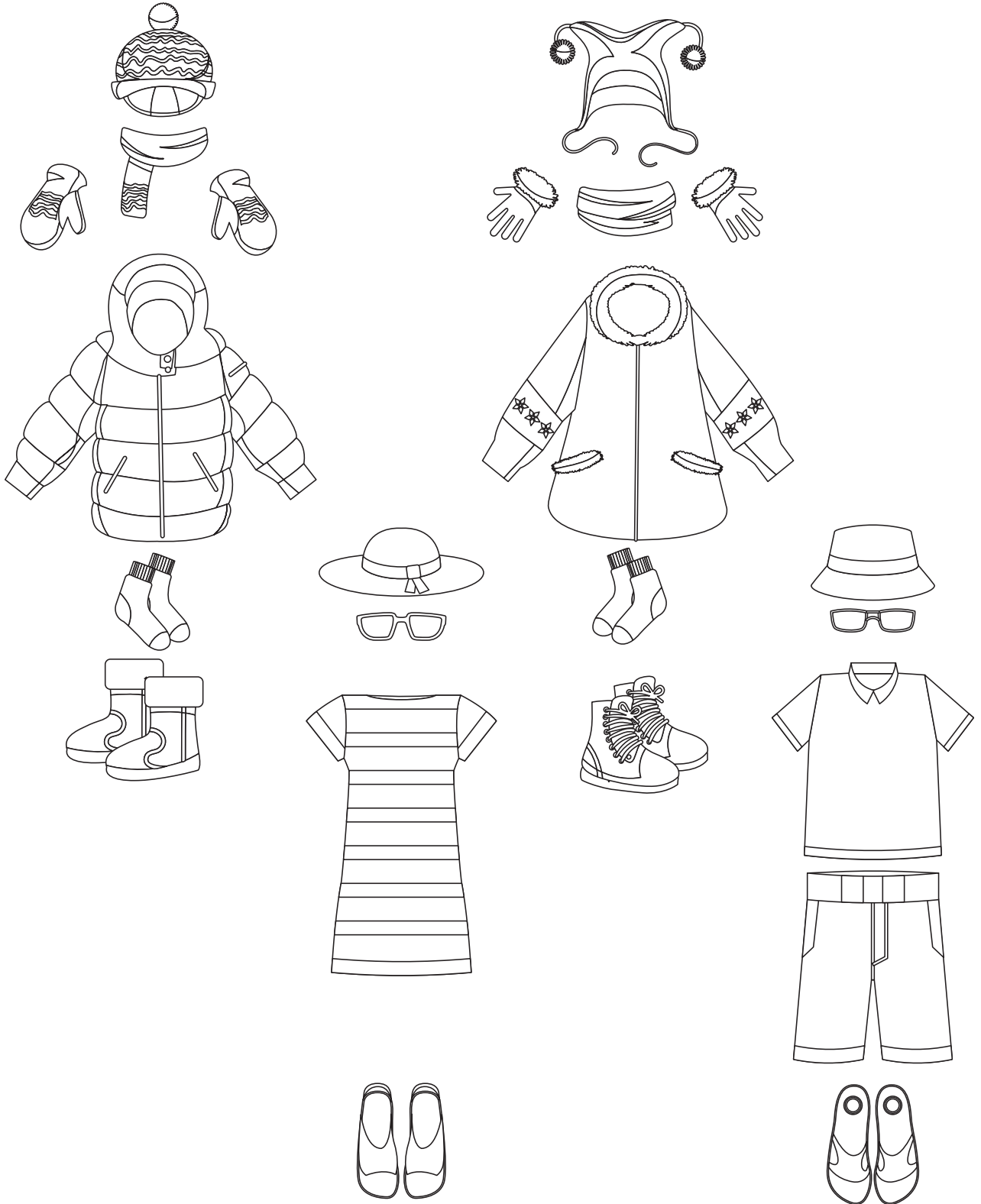


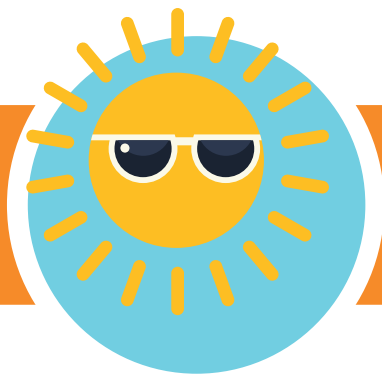


Class level: Junior/Senior infants

Lesson 1: Activity 2

Junior/Senior
infants

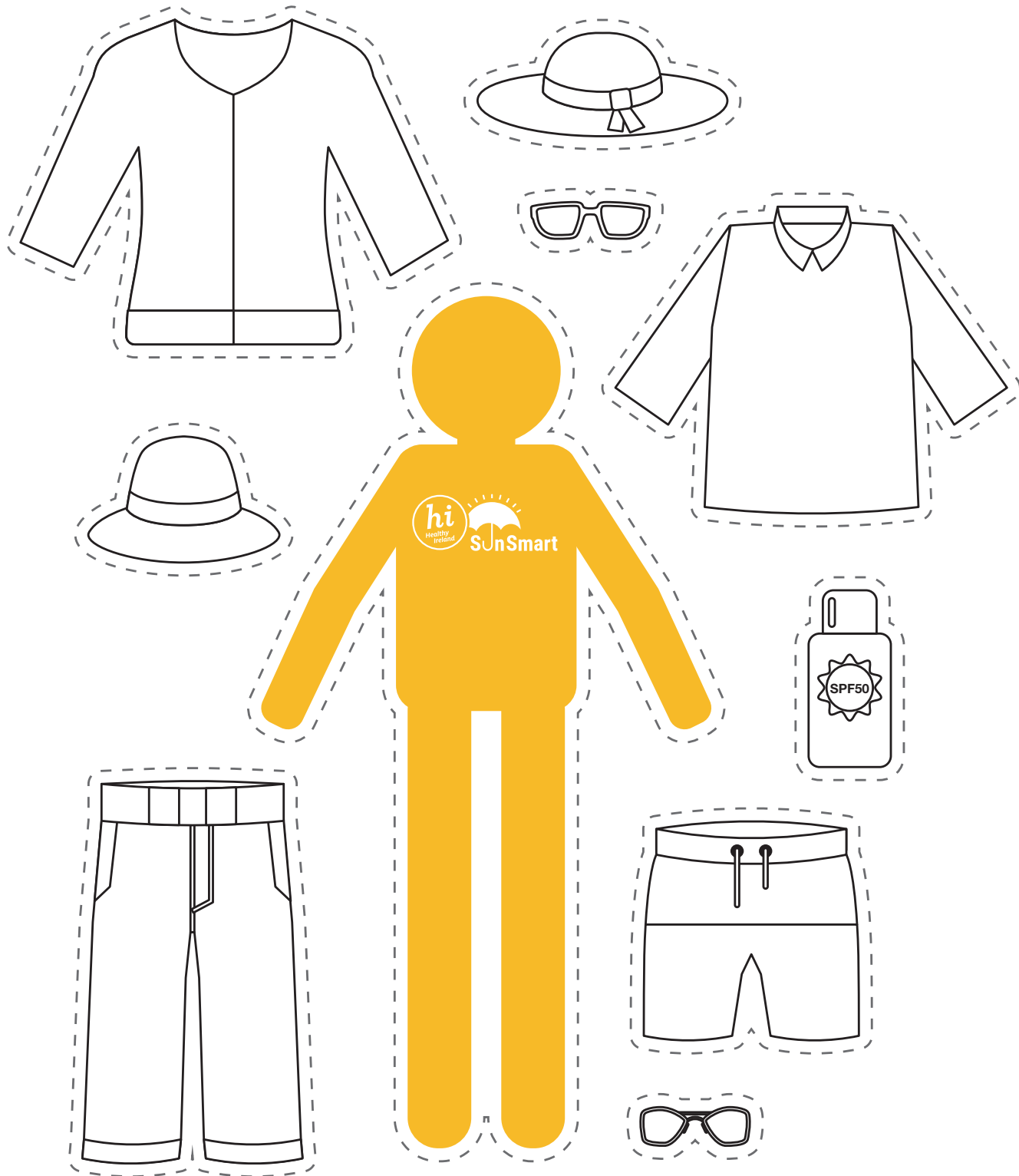


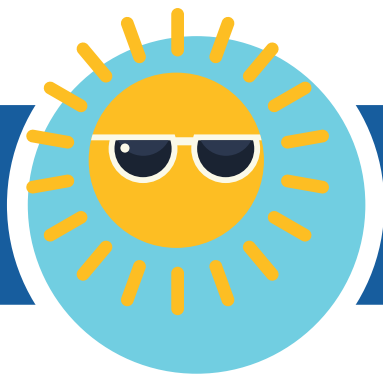


Class level: Junior/Senior infants

Lesson 2: Activity 1

Junior/Senior
infants





Class level: 1st/2nd

Lesson 1: Activity 1

1st/2nd

5 S's to be SunSmart

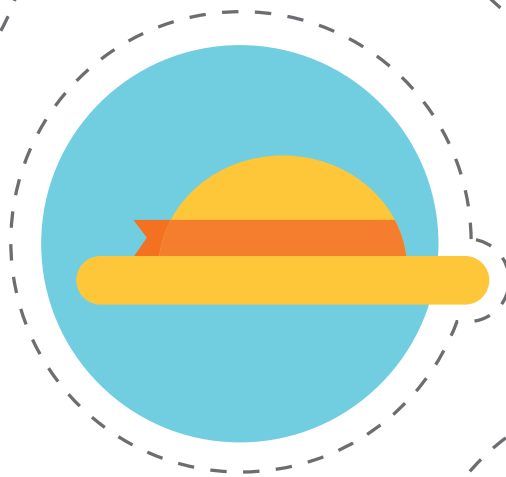
Cut out the Five S's and place on Playdough person to help protect them from the sun.



Slip on clothing



Slop on sunscreen



Slap on a hat



Slide on sunglasses



Seek shade

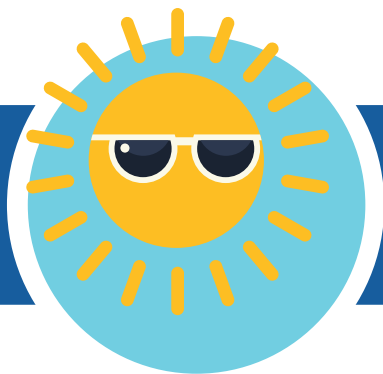


Class level: 1st/2nd

Lesson 1: Types of Hats Poster

1st/2nd





Class level: 1st/2nd

Lesson 2: Activity 1

1st/2nd

SunSmart All Day Long

(to the tune of “Old MacDonald had a Farm”)

I am sunsmart all day long, Ee ii ee ii oo
I wear a hat to shade my face. Ee ii ee ii oo.
With a floppy hat here, and a floppy hat there,
here a hat, there a hat, everywhere a floppy hat,
I am sunsmart all day long, Ee ii ee ii oo.

I am sunsmart all day long, Ee ii ee ii oo
I wear clothing to cover my skin. Ee ii ee ii oo.
With clothing here, and clothing there,
here clothing, there clothing, everywhere clothing,
I am sunsmart all day long, Ee ii ee ii oo.

I am sunsmart all day long, Ee ii ee ii oo
I seek shade on sunny days. Ee ii ee ii oo.
With shade over here, and shade over there,
here is shade, there is shade, everywhere there’s shade,
I am sunsmart all day long, Ee ii ee ii oo.

I am sunsmart all day long, Ee ii ee ii oo
I wear sunscreen to protect my skin. Ee ii ee ii oo.
With sunscreen here, and sunscreen there,
here sunscreen, there sunscreen, everywhere sunscreen,
I am sunsmart all day long, Ee ii ee ii oo.

