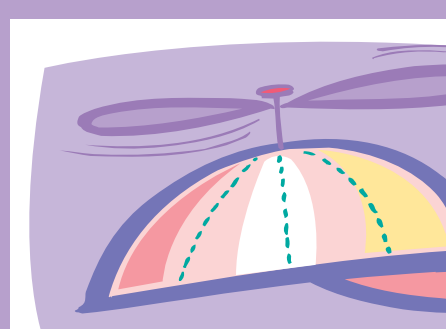
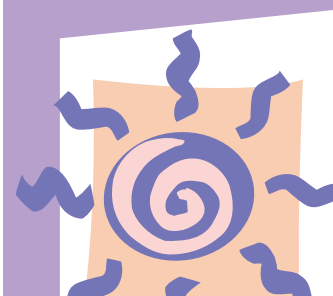
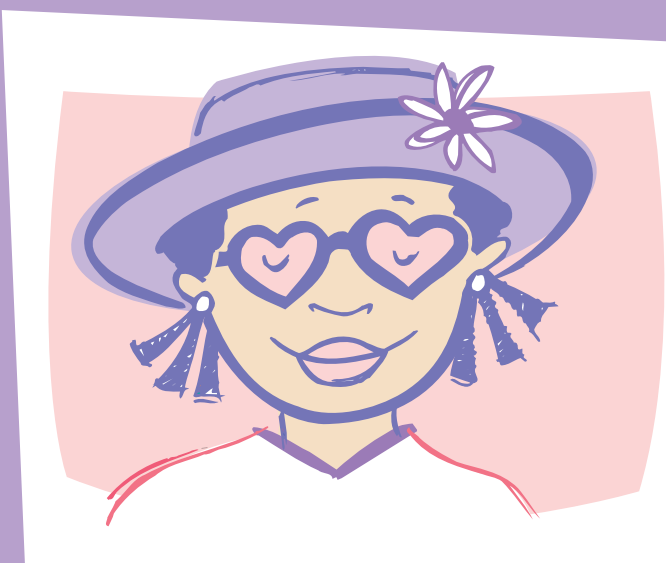
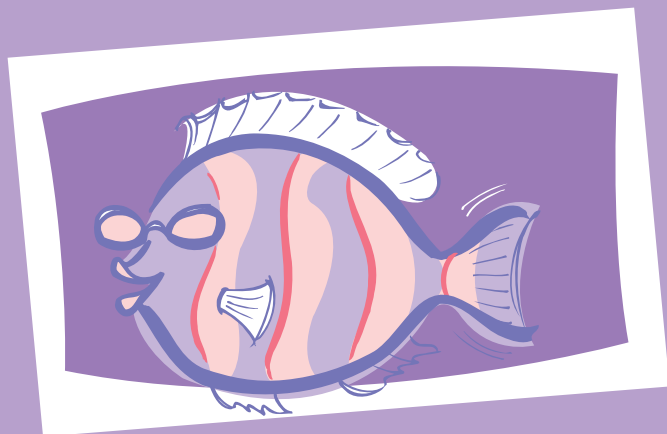
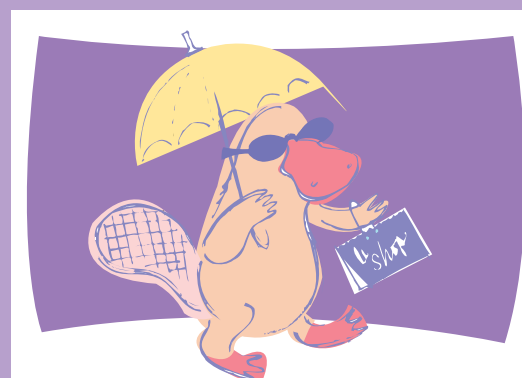
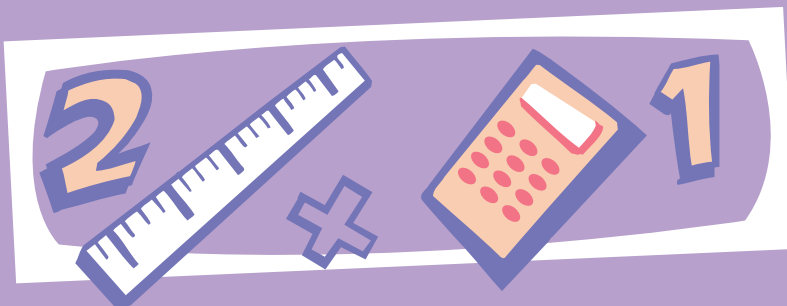
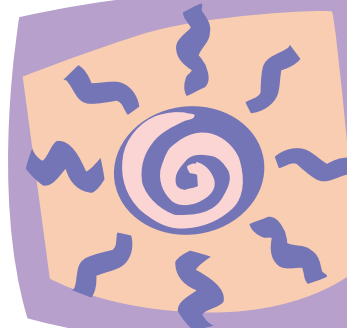
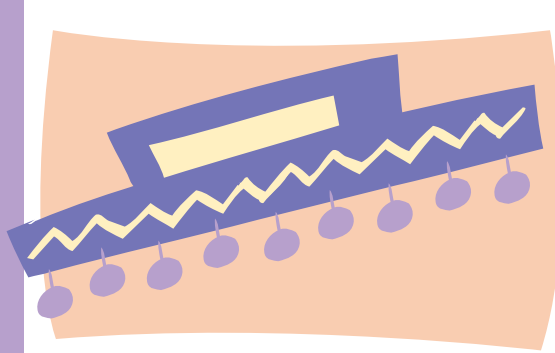


how to use the SunWise Tool Kit



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a program that **radiates** good ideas
A Partnership Program of the U.S. Environmental Protection Agency
www.epa.gov/sunwise



HOW TO USE THE SUNWISE TOOL KIT

How to Use the SunWise Tool Kit

The SunWise Program is designed to help educators raise sun safety awareness by addressing the science of the sun, the risk of overexposure to its ultraviolet (UV) radiation, and what students and their families can do to protect themselves from overexposure. This Tool Kit has been designed for K–8 educators from all over the United States and its territories. It will be used by schools with diverse requirements, curricula, and student bodies. In addition, across our nation, seasons, climate, and geography can differ dramatically. With so many variables, SunWise recognizes the need for maximum flexibility and encourages educators to adapt the Tool Kit components to meet their specific needs.

The time commitment necessary to implement SunWise can be minimal, as the activities can be easily integrated into existing curricula or completed as supplemental activities. It is the educator's choice as to how much time is invested. Using this Tool Kit and educating children about sun safety now can make a difference in the future health of children.

We envision the SunWise Tool Kit as a dynamic and continuously evolving learning tool. Over the course of its life it will be updated with additional activities and other learning aids focused on sun safety and the environment. We encourage your feedback and ideas.



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Tool Kit Organization

The Tool Kit is divided into the following ten sections:

Introduction

How to Use the SunWise Tool Kit

K–2 Activities

3–5 Activities

6–8 Activities

UV Meter Activities

SunWisdom

Policy Information

Resources

SunWise Materials

The activities are found on cards that are color-coded by grade level: (K–2) yellow; (3–5) turquoise; (6–8) lime green. Each activity contains subject area icons. The activities are designed to engage your students while ensuring that a sun safety message is being transmitted in a manner suitable to their skills and abilities.

For grades K–2, we have provided activities for students who are beginning to read and write, learning introductory scientific concepts, and performing simple mathematics.

The activities are short, simple, and fun—important elements for students at this grade level who have relatively short attention spans.

For grades 3–5, we have provided activities for students who are able to read and write more fluently, are familiar with scientific concepts, and are performing more complicated mathematics. These activities range in length of time and complexity, stimulating student interest while conveying the appropriate sun safety messages.

For grades 6–8, we have provided activities for students who are able to read and write fluently, have worked with scientific processes, and are performing complicated mathematics. On average, these activities will be longer and more complex, but just as enjoyable as the others. These activities will encourage the use of higher order thinking skills.

The activity pages are double-sided. The *Student Page* is easily photocopied while the *Teacher Page* is intended to be kept as a reference and notes page. These pages are organized by grade level and subject matter. Keep in mind that activities might fall into more than one subject area. On each *Teacher Page*, you will find a section called *Learning Objectives*. In this section you will see how the educational messages about science, risk, and/or prevention are integrated into the activity and what we hope your students will learn. We know it is important for teachers to assess what their students have learned; therefore, we have included *Assessments* in all the activities. Assessments serve as a measurement of the students' understanding of each activity's learning objectives.

Some of the activities contain classroom *Discussion Points*. As an integral part of the learning process, these discussion points will help you focus your students on the lessons' messages, which will assist them in relating what they have learned in the classroom to their behavior outside the classroom.

Supplemental Activities are short and meaningful assignments that students can complete on their own. These activities are brief, yet worthwhile, because they ultimately teach a very important lesson—sun safety.

Matrices of the Academic Standards are provided on the back of each grade level divider to help you find which educational criteria an activity meets. In developing these activities, an education expert verified that each activity meets the proper national standards for science, mathematics, health, physical education, social studies, and English language arts.

The *SunWisdom* section contains fact sheets and other materials that will give you the background information necessary to easily and thoroughly implement the SunWise Program.

The *Policy Information* section provides guidance for making changes outside the classroom. These changes will greatly help to reduce risks, reinforce SunWise learning, and increase sun safety.

Resources are an indispensable part of any classroom and are provided to help you enrich the SunWise activities.

In keeping with the intent of making these lessons hands-on and fun, the *SunWise Materials* section includes the UV-sensitive Frisbee®, which will help reinforce the lessons you have taught. The Tool Kit also contains a poster for mid-level students, and a story book and activity book for elementary students. These materials are available in both English and Spanish. Finally, to reward your students for their participation in the SunWise Program, we have also created the easily photocopied *Certificate of SunWisdom*.

At the end of this section you will find cards that list the educational standards used in the development of this Tool Kit.

Educational Standards



Health

www.aahperd.org/aahe/pdf_files/standards.pdf

The health activities were reviewed according to the National Health Education Standards.

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.



Physical Education

www.aahperd.org/NASPE

The physical education activities were reviewed according to the National Association for Sport and Physical Education standards.

Standard 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3

Participates regularly in physical activity.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

Standard 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**English Language Arts**

www.ncte.org/standards

The English language arts activities were reviewed according to the Standards for the English Language Arts.

Standard 1

Students read a wide range of print and nonprint texts to build an understanding of texts, themselves, and the cultures of the United States and the world; acquire new information; respond to the needs and demands of society and the workplace; and achieve personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and

appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 7

Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a

variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, videos) to gather and synthesize information and to create and communicate knowledge.

Standard 9

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



Mathematics

www.nctm.org/standards

The math activities were reviewed according to the National Council of Teachers of Mathematics (NCTM) standards.

Numbers & Operations

Algebra

Geometry

Measurement

Data Analysis & Probability

Problem Solving

Reasoning & Proof

Communication

Connections

Representations



Science

www.nap.edu/html/nses/

The science activities were reviewed according to the National Science Education Standards (NSES).

Science as Inquiry

Physical Science

Life Science

Earth & Space Science

Science & Technology

Science in Personal & Social Perspective

History & Nature of Science



Social Studies

www.socialstudies.org/standards

The social studies activities were reviewed according to the National Council for the Social Studies (NCSS) standards. The themes that form the framework of the social studies standards are:

Standard 1

Culture

Standard 2

Time, Continuity, and Change

Standard 3

People, Places, and Environments

Standard 4

Individual Development and Identity

Standard 5

Individuals, Groups, and Institutions

Standard 6

Power, Authority, and Governance

Standard 7

Production, Distribution, and Consumption

Standard 8

Science, Technology, and Society

Standard 9

Global Connections

Standard 10

Civic Ideals and Practices



Computers



Art