



SUN SAFETY FOR ALL

PROTECT YOUR SKIN FROM THE SUN ALL YEAR

Dear Educators and School Nurses,

This free teaching kit from Neutrogena® SkinU and the curriculum specialists at Young Minds Inspired features health, STEM, and ELA activities that reinforce a vital message: No matter the weather, the season, or your skin tone, it's always important to be sun safe!

We hope that you will use the program and share it with other teachers. Please tell us what you think of the materials at ymiclassroom.com/feedback-suncare. We look forward to hearing from you.

Sincerely,

Dominic Kinsley, PhD
Editor in Chief
Young Minds Inspired



Questions? Contact YMI
toll-free at 1-800-859-8005
or by email at feedback@ymiclassroom.com.

THERE'S MORE ONLINE!

For more resources on sun safety, explore the additional activities and family letter at ymiclassroom.com/suncare.



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TARGET AUDIENCE

Grades 3-5

COMPONENTS

Available at ymiclassroom.com/suncare:

- Activities for Grades 3-5
- Activities for Grades 6-8
- A reproducible family letter (English and Spanish)
- A standards chart
- An online feedback form

CONCEPTS AND SKILLS

- | | |
|---|---|
| <ul style="list-style-type: none"> • Health and safety • Atmosphere and weather • Making healthy choices | <ul style="list-style-type: none"> • Critical thinking • Reading informational text • Persuasive writing |
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HOW TO USE THIS GUIDE

Photocopy the activity sheets for students. Download and send home the family letter or post it on your class website to share sun safety tips with families.

ACTIVITY 1: THE SUN'S RAYS AT WORK

Materials needed: masking tape, clipboards, newspaper, 4x6 rectangles of black construction paper, stopwatch, 3-4 rocks per group

Choose a sunny day to conduct this experiment. Announce the date ahead of time and discuss the sun safety rules students should follow for the lab (sunscreen, long-sleeved clothing, wide-brimmed hat, sunglasses, etc.).

Parts 1 & 2. Distribute the activity sheet and review the directions with students. Determine campus locations with different sun exposures to test and assign one location to each lab group of 3-4 students. Support groups as they conduct the lab, checking in with each throughout the 30 minutes.

Once done, conduct a gallery walk of lab results. Have each group determine a level of change rating for their results based on a scale of 0 to 3 as follows: 0 = no change, 1 = slight changes, 2 = medium changes, 3 = major changes, marking their newspaper with that number.

Part 3. Discuss and have students share their responses to the questions. For the *Real World Connection*, help students consider how their lab results parallel scenarios in our lives, i.e., skin exposure to UV radiation without sun protection parallels newspaper in full sun, unprotected skin on a partly-cloudy day parallels newspaper in filtered light, etc.

ACTIVITY 2: LAYERS OF PROTECTION

Distribute the activity sheet and have students read the passage and interpret the image. Once done, review the answers below with the class. Finally, discuss the sun safety tips. Take a class poll to find out students' most often practiced sun safety habit and have them identify habits they need to practice more often.

Explain that the UV Index is a system that tracks UV waves or rays that enter Earth. It uses a scale of 1 to 11+ to predict how strong the UV rays will be each day and how we can help protect ourselves from them.

Answers: 1. Student responses will vary but should include reference to the ozone layer's ability to protect us from danger, just like a superhero's shield protects people. 2. UVC rays. 3. UVA and UVB rays. 4. Humans still get sunburned because UVA and UVB rays can break through the ozone layer.

Extension Activity: Have students write and illustrate a comic to show the superhero shield of the ozone or write a poem about the ozone layer acknowledging its protective qualities while including information learned in the activity.

ACTIVITY 3: MY AWESOME SKIN IS WORTH PROTECTING

Part 1. Ask students what they think our skin is made of and why it is important. Next, distribute the activity sheet, review the instructions with students, and discuss the answers once done.

Answers: 1. skin, 2. touch, color, hair, oil, cold, fat, warm

Part 2. Explain to students that sometimes there may be challenges to practicing sun safety habits, much like the featured scenarios. Call on student volunteers to role play the scenarios, discussing feelings, conflicts, and possible resolutions for each. Guide students toward resolutions that support sun safety while maintaining respectful interactions. Afterward, ask for volunteers to pose and role play new scenarios or share similar experiences from their own lives.

Extension Activity: After reading the sunscreen application tips, screen the "7 Places You're Most Likely to Get Sunburned" video (https://www.youtube.com/watch?v=LTj5bNLvp_U&t=9s) with your class. Students can also construct their own skin models using the activity sheet image as a guide.



Protect eyes



Protect face



Wear sunscreen



Avoid intense sun



Cover skin

THE SUN'S RAYS AT WORK



SUN SAFETY
FOR ALL

This experiment will help you investigate how the sun's UV rays affect materials outside.

PART 1 Question: How will different amounts of sun exposure affect the color of newspaper over a 30-minute period?

Prediction: If we place our newspaper in our assigned location for 30 minutes, then the exposed parts of the newspaper will _____ because _____.

PART 2 Lab Directions: Follow the steps below to conduct your experiment.

1. Tape a sheet of black construction paper over the center of one piece of newspaper. This acts as a screen. Leave the rest of the newspaper uncovered.
2. On the back of this sheet, draw a picture to show what the newspaper looks like BEFORE you place it outdoors. Label your picture.
3. Place your group's prepared paper in your assigned outdoor location. Use tape or rocks to keep it in place.
4. Complete the observations below while you wait.
5. After 30 minutes, bring your paper back inside. Carefully remove the tape and black construction paper.
6. On the back of this sheet, draw a picture to show what the newspaper looks like AFTER it is exposed to the sun's UV rays. Label your picture.
7. Describe the changes you observe on the lines below. Add details like color changes.

Environmental Factor Observations

Start Time	
End Time	
Assigned Location	
Weather Conditions (circle one)	clear/sunny partly cloudy overcast
Ground Surface Type (circle one)	grass asphalt concrete other _____
Shade Level (circle one)	full shade filtered light direct sun

Describe the changes to the newspaper:

The exposed edges of our paper became _____.

The protected center of our paper became _____.

PART 3 Conclusion: Follow your teacher's directions to compare group results and discuss these questions:

1. Which location caused the most changes to the newspaper? Why?
2. *Real World Connection:* Based on the results of this lab, how could different levels of sun exposure affect your health, particularly your skin?

LAYERS OF PROTECTION



SUN SAFETY
FOR ALL

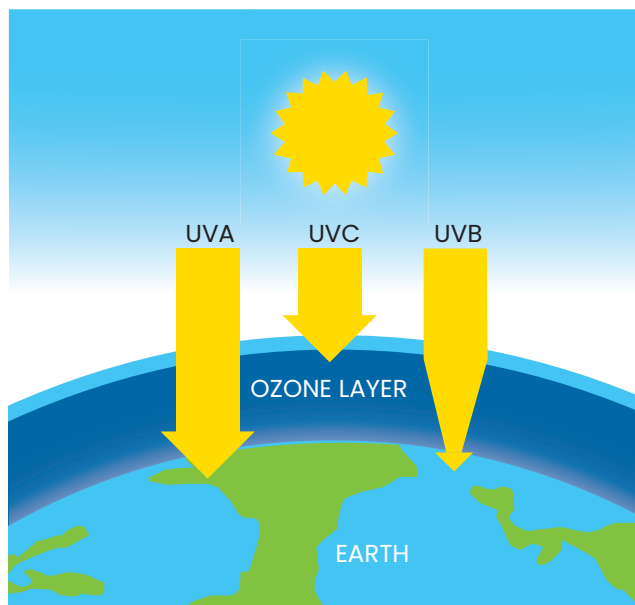
Our sun is a powerful star. It beams invisible rays of light toward Earth called ultraviolet (UV) lightwaves. We may not feel these lightwaves, but they can damage our skin cells and cause sunburns.

The Earth has a shield that protects us from most of these harmful rays. It is the *ozone layer*, which is part of the atmosphere. It works like a superhero's shield, protecting us from space dangers! The diagram below shows how it fights against three different kinds of UV rays.

UVC: The ozone layer blocks all UVC rays from reaching Earth. That's a good thing because UVC rays can cause the greatest damage.

UVB: Some UVB rays get through the ozone layer and reach Earth. UVB rays can cause sunburns.

UVA: Most UVA rays get through the ozone layer and reach Earth. They can reach deeper into the skin and can cause skin damage.



Think About It! Answer the questions below.

1. In your own words, describe how the ozone layer acts like a superhero's shield for Earth.

2. Which UV rays are completely blocked by the ozone layer? Circle your answer(s).

UVA UVB UVC

3. Which UV rays can slip past the ozone layer? Circle your answer(s).

UVA UVB UVC

4. Why do humans still get sunburned even though we are shielded by the ozone layer?

YOUR DAILY SUN SAFETY PROTECTION

The ozone layer is our superhero defender, but it can't block all UV rays. That's why it's important to always practice sun safety habits like these every day, even when it's cloudy.

- Wear a sunscreen that is *broad spectrum* (UVA + UVB protection) and at least *SPF 30* or more – even on cloudy days. Have a parent or caregiver apply sunscreen generously to all exposed skin and reapply it every two hours, and after swimming or sweating.
- Seek shade between 10:00 a.m. and 2:00 p.m. when the sun's rays are strongest.
- Wear clothing to cover your skin like long sleeves and long pants and accessories like sunglasses and a wide-brimmed hat.
- Check the UV Index with a grown-up.
- Follow these tips around sand, snow, and water, too. They reflect the sun's rays.

MY AWESOME SKIN IS WORTH PROTECTING



SUN SAFETY FOR ALL

Your body is made of many different systems. The *integumentary* (in-teg-u-men-tar-ee) system is one of them. It includes your skin, hair, and nails and all the nerves and blood vessels that support them.

PART 1

Unscramble the words in the sentences below to learn more about the largest part of the integumentary system and your body's largest organ – your skin. (Hint: The first letter of each word is underlined.)

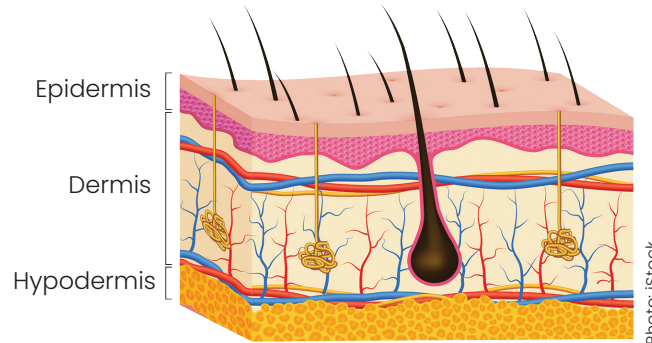


Photo: iStock

1. The N K S I protects against bacteria, infection, injury, and UV waves.

2. Skin has three different layers:

• *Epidermis* – top layer that you can see and I C H O U.

It gives your skin its O O C L R.

• *Dermis* – middle layer that contains A R H I follicles and sweat

and L I O glands. It is the thickest layer. It sends messages to

your brain so you feel hot and D L C O.

• *Hypodermis* – bottom layer made of E T A. It controls body

temperature and acts like a M A W R blanket to keep body heat inside.

PART 2

Sometimes you might feel pressured when it comes to making sun safe decisions. What are respectful ways to manage events like these?

1. You are playing jump rope with your friends during recess, but you will miss your turn if you leave to get a hat.
2. Your dad put sunscreen on you and gave you a wide-brimmed hat for your picnic. Your friends tease you by saying, "That's baby stuff!"
3. Your teammate tells you not to have your mom apply sunscreen because getting sunburned makes you tougher and makes your skin strong against future sunburns.

SUNSCREEN TIPS!

Sunscreen is important for every skin type and tone. That's why your family should follow these important tips.

- Choose *broad spectrum* (UVA + UVB protection) and at least *SPF 30* or more.
- At least 15 minutes before going in the sun, have a parent or caregiver apply enough sunscreen to generously cover all skin exposed to the sun. Don't forget ears, hands, neck, and tops of feet.
- Check the sunscreen label for *water resistance* times.
- Check the *expiration date* on the label. Sunscreen can become less effective after it expires.
- Check the clock. Have a parent or caregiver reapply sunscreen at least every 2 hours, and immediately after swimming, sweating, or towel drying.