

# Be SunSmart.

## Enjoy the sun safely

### TEACHER NOTES

#### Activity 1: Spot the SunSmarties

In this activity the children will think about covering up to play outside in the sun

#### Curriculum links

- English – Speaking & Listening
- PSHE

#### Learning Outcomes

- To understand what types of clothes are suitable to wear in the sun
- To reinforce the SunSmart messages
- To understand where they need to apply sunscreen

#### Preparation

Photocopy the activity sheet for each child.

#### Lesson

Ask the children if they remember the important SunSmart messages that they heard about in assembly. Replay the Cool the Monkey animation to the class, it is found at <http://www.sunsmart.org.uk/schools/schoolsresources/animations>. Tell them that it's really important to make sure they don't get sunburnt and to:

- Cover up with clothing and a hat
- Spend time in the shade, especially when their shadow is looking shorter than they are
- Wear at least factor 15 sunscreen – and apply it generously and regularly

Explain that you have some pictures of Cool the Monkey getting ready to go out and play in the sun. Tell the children that you want them to look carefully at what he is wearing in each picture

and decide whether he is dressed correctly.

**If pupils are aged 5-7** Ask the children to circle problems on the pictures and write a few words to explain what is wrong.

**If pupils are aged 8-11** Ask your pupils to write a sentence to explain what is wrong and what Cool the Monkey needs in order to be dressed properly.

Next remind the children that in the pictures Cool the Monkey would also need to wear sunscreen. Ask them to use a coloured pencil to colour in the parts of the body which need sunscreen or they could write a list of body parts.

Ask the children to report back about the outfits that Cool is wearing in the pictures. Is he correctly dressed in any of them? In which is he worst dressed? Which picture of Cool is going to need the most/least sunscreen?

#### Plenary

Now that your class know how to keep themselves safer in the sun, ask them to write a pledge saying when, where and how they are going to be SunSmart. They can do this as individuals, groups or as a class. Make a display of all the SunSmart pledges.

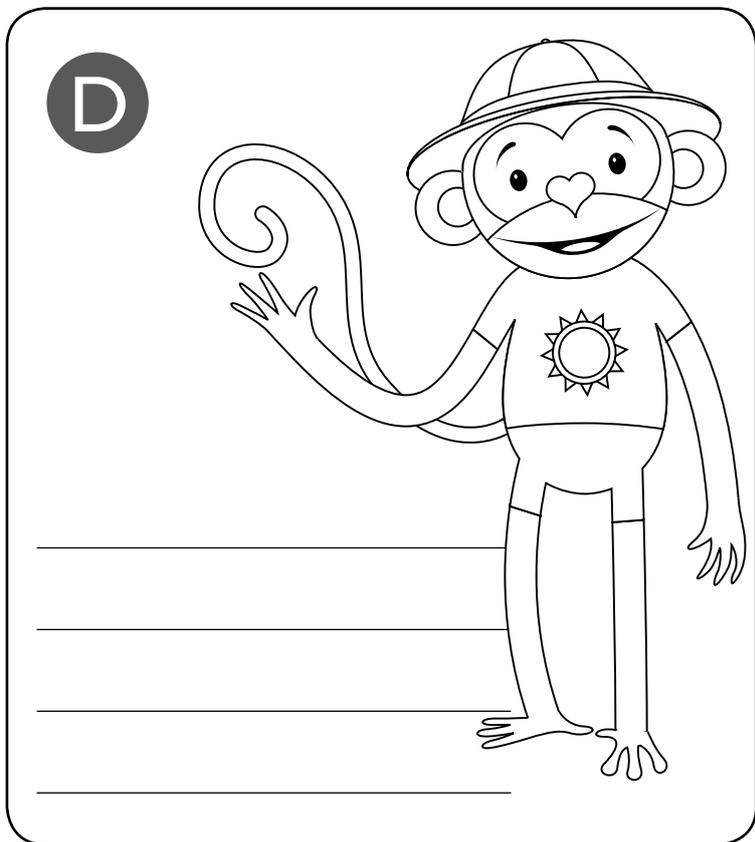
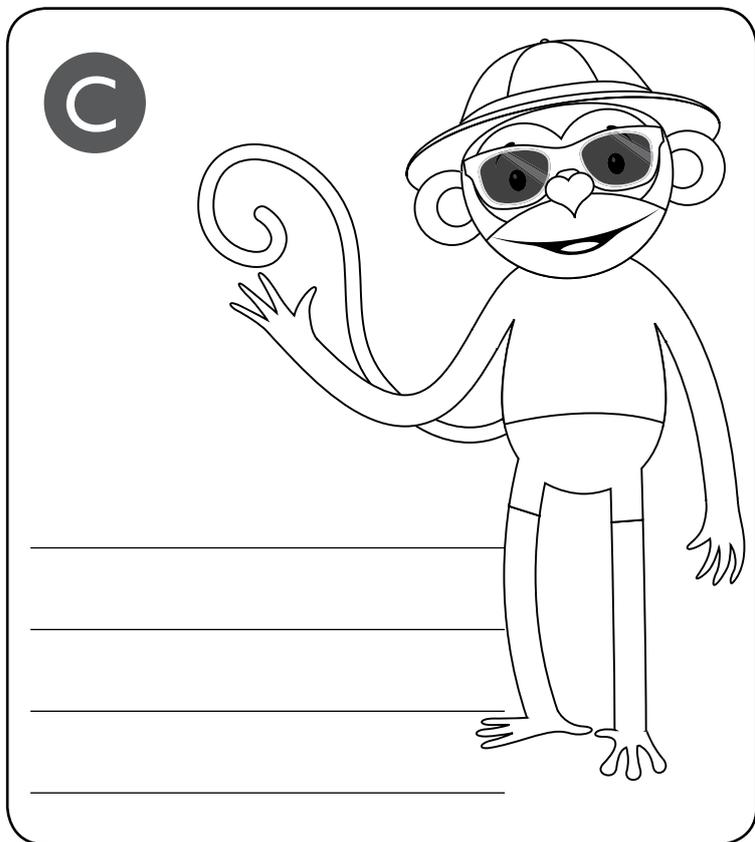
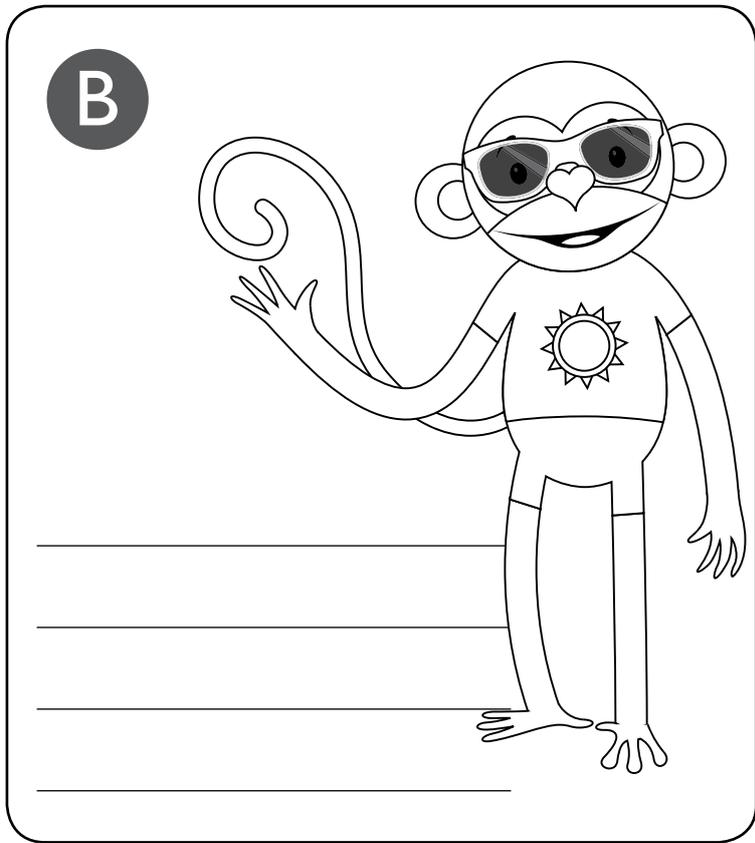
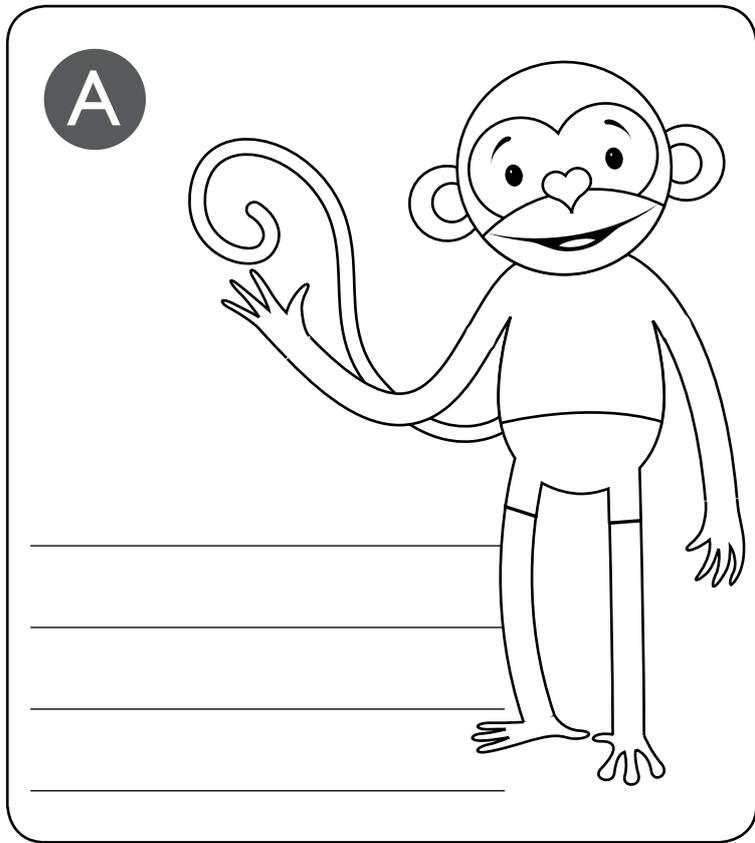
Ask pupils to draw pictures of themselves being SunSmart.

#### Extension

Ask the children to cut out pictures of people dressed for summer from magazines/catalogues and identify the accessories they'd need to complete their outfits to make them SunSmart, and also the areas where they would need to wear sunscreen.

# Spot the SunSmarties

Cool the Monkey is almost being SunSmart in these pictures. Can you spot what he is missing and what he needs to do make himself totally SunSmart?



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### TEACHER NOTES

#### Activity 2: Take Cover with SunSmart

In this activity children will think about finding shade when they are outside.

#### Curriculum links

- English – Speaking & Listening
- PSHE
- Design Technology

#### Learning Outcomes

- To reinforce the SunSmart messages
- To understand they should spend time in the shade between 11am - 3pm, and when their shadow is shorter than they are
- To design a temporary shaded area for their playground

#### Preparation

Collect old fabrics, cardboard, string, straws, glue etc that could be used to create model shelters. You may also find it useful to have a variety of paper (squared, plain, dotted etc) and other drawing/writing materials for the pupils to design/plan their shelter.

#### Lesson

Ask the children to remind you of the important SunSmart messages they heard in assembly. You can replay any of the Cool the Monkey animations to the class, this can be found at <http://www.sunsmart.org.uk/schools/schoolsresources/animations>

- Cover up with clothing, hat and sunscreen
- Spend time in the shade, especially when your shadow is looking shorter than you are
- Wear at least factor 15 sunscreen – and apply it generously and regularly

Explain that you want the children to plan and design a temporary shelter to create some shaded

areas in the playground. On the board list the types of materials they can use and suggest ways in which they could be used. Also, remind children that natural shade (like trees) can be used to avoid sunburn. Next split the class into pairs or small groups and ask them to plan and design their sun shelter.

**If pupils are aged 5-7** Ask your pupils to draw a picture of their special shaded area.

**If pupils are aged 8-11** Explain that there are different ways to record the information - labelled diagram, written plan, list of materials etc. Ask your pupils to draw a diagram of their shaded area and to label the parts.

Once the children have had sufficient time to plan, challenge the groups to build a model of their design using the craft items you have collected.

#### Plenary

Ask each group to show off their shaded area and explain what they used, what makes it a good shaded area, how they could improve it, why they chose that spot/those materials, what activities or games they could play in there. Then re-cap why shade is important and the other ways to enjoy sun safely.

#### Extension

An extension activity, which could be done as a whole-class, or gifted and talented group activity, could be to build the full-sized shelter, allowing children to share use of the shelter at breaks and lunchtimes.

**If pupils are aged 5-7** What would they call it?

**If pupils are aged 8-11** Encourage them to consider what would be the best spot to set up permanent shaded areas and explain why.

# Take Cover with SunSmart

Our plan for a SunSmart shady area at \_\_\_\_\_ School

Designed by \_\_\_\_\_ in Class \_\_\_\_\_