

Foundation YEARS 1&2

Care in the Sun

TEACHING **PACK**

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The Care in the Sun Teaching Pack is available as a downloadable PDF file at **www.careinthesun.org** For further details contact the Cancer Prevention Dept. at Cancer Focus Northern Ireland, Tel: 028 9066 3281 or email behealthy@cancerfocusni.org

The Care in the Sun Teaching Pack

INTRODUCTION

The Care in the Sun Teaching Pack aims to extend the skills and provide resources for the teacher. This resource offers ideas and materials to make it as easy as possible to integrate information on care in the sun into curriculum-based work. It provides a comprehensive approach to teaching the care in the sun topic at **Foundation Stage** and suggests a variety of teaching strategies and approaches.

Teachers can put the ready-made '**Lesson Plans**' directly into action. Also included is section on the '**Key Messages**' for sun protection, plus a '**Further Information**' section with information on resources, books and websites for children.

BACKGROUND

Skin cancer is the most common type of cancer diagnosed in Northern Ireland and year on year its incidence continues to remain high. Every year in the UK over 100,000 people are diagnosed with skin cancer. In Northern Ireland the annual figure for skin cancer incidence is around 3,300 and each year it results in the deaths of approximately 70 people.

WHY CARE IN THE SUN IS AN IMPORTANT MESSAGE FOR SCHOOL CHILDREN

A child's skin is more delicate and more sensitive to sun damage than an adults. Sunburn during childhood significantly increases the risk of skin cancer in later life. It is known that around 80% of all skin cancers including malignant melanoma, the most aggressive form of skin cancer, are caused by over exposure to the sun.

The first 18 years of life is when half to three quarters of our total lifetime sun exposure is acquired. A significant portion of this time is spent at school or at school based activities. It is therefore highly desirable to include a care in the sun component in the school curriculum while also providing a supportive environment where children are encouraged to practice the skills and reinforce good sun protection behaviours. Attitudes, skills and behaviours established at a young age are more likely to be sustained and contribute to a healthy lifestyle during schooling and into adult life.

In recognition of the health and safety issues relating to sun safety, the Department of Education has issued 'Care in the Sun Guidelines for Schools'. The recommendation is that these guidelines contribute to schools' Health and Safety Policies.

THE AIM

The aim of the Care in the Sun Teaching Pack is to convey a positive message on how to enjoy the sun safely. It encourages children to increase their knowledge and skill and reinforce sensible behaviour about taking care in the sun while endeavouring to:

- make children more aware of the power of the sun in our world;
- recognise the possible dangers of our sun;
- increase their knowledge of personal protective measures.

THE OBJECTIVES

The initiative seeks to enable children to adopt and maintain recognised effective health behaviour choices:

- avoidance of sunburn;
- increased use of appropriate clothing to cover the skin;
- increased use of shade;
- avoidance of exposure to the sun when it is at its strongest;
- use of high factor sunscreens to complement the other essential sun protection measures.

CONTRIBUTING TO THE SCHOOL CURRICULUM

The Northern Ireland Curriculum (Primary) is set out in six Areas of Learning. The 'World Around Us' (WAU) and 'Personal Development and Mutual Understanding' are two of these six areas of learning. The 'Care in the Sun' Teaching Pack has been designed to complement and contribute to key issues in these areas of learning.

PDMU focuses on the development of values and attitudes. The personal development programme places priority on the needs of the child and on the provision of a variety of activity-based learning experiences in support of these needs. The Care in the Sun Teaching Pack provides learning opportunities that are active, nurture motivation, curiosity and creativity by encouraging them to problem solve, and to take time to reflect. The Teaching Pack offers opportunities to experiment and to make judgements, to choose and to express ideas and to help develop independent learning skills.

WAU combines aspects of Geography, History and Science and Technology, which allow children the opportunity to explore and investigate and think about their world. The Care in the Sun Teaching Pack provides children with exciting and relevant contexts for learning.

APPROACH

Children learn best when all areas of an integrated, carefully planned curriculum are implemented informally. The Care in the Sun Teaching Pack provides interactive, practical and enjoyable learning experiences, which are well planned and involve challenging play. It encourages self-initiated play to help children understand about themselves and their surroundings.

The Care in the Sun Teaching Pack aims to develop children's skills and capabilities across the whole curriculum, fostering independent thinking and learning.

ONGOING INTEGRATED ASSESSMENT

The Care in the Sun Teaching Pack contains a number of worksheets designed to consolidate learning and aid teachers to assess the child's understanding. It is important that assessment in the early years is ongoing, building up a picture of a child's all-round progress during the year. Feedback given to children about their progress should help to raise their self-esteem and the belief that they can succeed.

Assessment in the early years should:

- take account of any information that is available about a child's progress in learning to date;
- identify a child's strengths and areas for development, with children being helped to understand what they can do and what they need to develop;
- give children the opportunity to demonstrate what they know, understand and can do, encouraging them to begin to make judgements about their progress;
- focus on all aspects of a child's development, ensuring that a child's all round development is valued by children, teachers and parents;
- monitor a child's progress during Year 1 and Year 2 to ensure that he/she is making appropriate progress.



Activity 1

LEARNING INTENTIONS

Children will know that winter and summer are different times of the year.
Children will be able to name major differences between winter and summer such as plant growth, weather, and the clothing worn.

Teaching notes

Use stories, poems, picture books, posters and electronic sources to talk about winter and summer. Discuss the major differences in weather between the two seasons. What effect does this have on the way we behave? What differences are there in parks and gardens between the two seasons? Children can talk about building snowmen in winter, wearing warm winter clothes, no leaves on trees and feeding birds. Children can talk about summer clothes, summer flowers, playing outside in the warm weather, going on picnics or to the beach.

Worksheet 1

Discuss the two pictures. Which is a winter picture? The children in the summer picture are playing in the sun, is there any danger in this? Emphasise the messages of care in the sun - wearing a hat, wearing suitable covering clothing, staying in the shade in the middle of the day, wearing a sunscreen and drinking water.

Children cut out the words winter and summer and stick them under the correct picture.



Activity 2

LEARNING INTENTIONS

Children will know that the sun is hotter in the summer than in the winter.
Children will understand the need to protect their skin in summer so they will not burn in the sun.
Children will be able to differentiate summer and winter activities.

Teaching notes

Discuss whether it is hotter in summer or in winter. Compare and contrast the different clothing worn in summer and winter and the different activities played in the two seasons. For example summer activities like tennis, volleyball, cricket and building sand castles and winter activities such as skiing, ice-skating and snowboarding.

Ask the children if they are more likely to burn their skin in the summer or the winter. Tell them because the sun is hotter in the summer time they will be at a much greater risk of burning. They must take care to protect their skin in the summer time. Talk again about how they can protect their skin - covering up with tee shirts and baggy clothes, staying in the shade in the middle of the day and using sunscreen to protect exposed skin.

Worksheet 2

The worksheet is used to remind children of the differences between winter and summer. Children match the words summer or winter to each different activity.

Activity 1

LEARNING INTENTIONS

Children will know that the sun can damage skin.

Children will know that they can protect their skin by covering up, staying in the shade and wearing sunscreen.

Teaching notes

After reading 'The Misadventure of Percy Piglet' start a discussion about skin.

What is skin? Do you have skin? What colour is your skin?

Who else has skin? Does Percy Piglet have skin? What colour is his skin?

If some children in the class have skin problems such as eczema this could be discussed in a tactful manner so children do not feel embarrassed by the attention. The children could talk about how their skin is treated with special cream.

Talk about how the sun can burn your skin. What happened to Percy's skin in the sun? Ask children to tell you how he could protect his skin. Ask how they could protect their own skin.

Worksheet 1

Tell the children Percy needs several different items to protect him in the sun. The children have to show Percy where these items are by drawing a line through a maze to each different item. The worksheet shows five pictures of Percy and five separate simple mazes. Each maze has a different item to find - a hat, sunglasses, a loose fitting tee shirt, sunscreen and a parasol.



Activity 2

LEARNING INTENTIONS

Children will know that exposed areas of skin need protection with sunscreen.

Teaching notes

Dress a doll or a teddy with summer clothes. Talk to the children about which areas of skin that are not covered. What could happen to these areas of skin if the doll was outside in the hot sun?

Worksheet 2

A front and back view of a child dressed in summer clothes. Children colour in areas of exposed skin. Worksheet asks to colour in the parts of the body that will burn in the sun.

Sun Protection

YEAR 1

Activity 1

LEARNING INTENTIONS

Children will be aware of the danger of over exposure to the sun and understand the need to cover up in the sun.
Children will look at the suitability of some hats as protection in the sun.
Children will begin to understand that some areas/items can provide *SHADE*.

Teaching notes

Read or recall/retell the 'The Misadventure of Percy Piglet'.
Discuss what happened to Percy and why? Do they remember his friend Dora the duck? How did she stop herself from getting burnt and sick like Percy? She sat in the shade, had a cold drink, used sunscreen, wore sunglasses, and she had a hat on.
What sort of a hat did she wear? It was a baseball cap.

Show children a baseball cap (a school one if you have it). How many children have a hat like this? Children can tell the rest of the class what their baseball cap is like or they can bring it in to show and tell.

Point out to the children why baseball caps are a good sun hat - they cover the top of your head, it has a peak which helps to shade your face.

Look at the back of the cap and emphasise that this cap does not keep the sun off the back of your neck; you must remember to put sunscreen on this area. Better still, show how this can be avoided when you have a hat called a legionnaire's hat. This is like a baseball cap but it has an extra flap of material at the back to hang down over your neck. Has anyone seen or does anyone own one like this?

When would you be likely to need to wear one of these?

Ask the children if they know any other sorts of hats that people wear - dinner ladies serving in the canteen, cycle helmets, firemen, nurses, chefs, etc.

Discuss how in most cases all of these hats are providing a sort of protection, some stop the wearers hurting themselves or stop their hair getting into food, etc.

Stress that they also need to protect their heads whenever they are outside at home or at school playing as the sun can burn their skin.

Show the children an enlarged A3 version of the worksheet on hats or give each child their own copy of it in A4 and discuss the hats shown here.

Worksheet 1

This contains illustrations of several hats for discussion purposes.

Do they know who would wear any of these hats?

Where would you wear any of these hats?

Which ones would be good for wearing in the sun?

Worksheet 2

A dot-to-dot picture of a little girl wearing a hat. Fill in the missing word.

Sun Protection

YEAR 1

Activity 2

LEARNING INTENTIONS

Children will know that shade protects them from the sun.
Children will understand what a shadow is.

Teaching notes

On a sunny day, take the children out to the playground wearing their hats for a hat parade. During the hat parade ask if they think their hats shade them from the sun.

Get the children to stand on a sunny part of the playground and look at the ground - can they see their shadows?

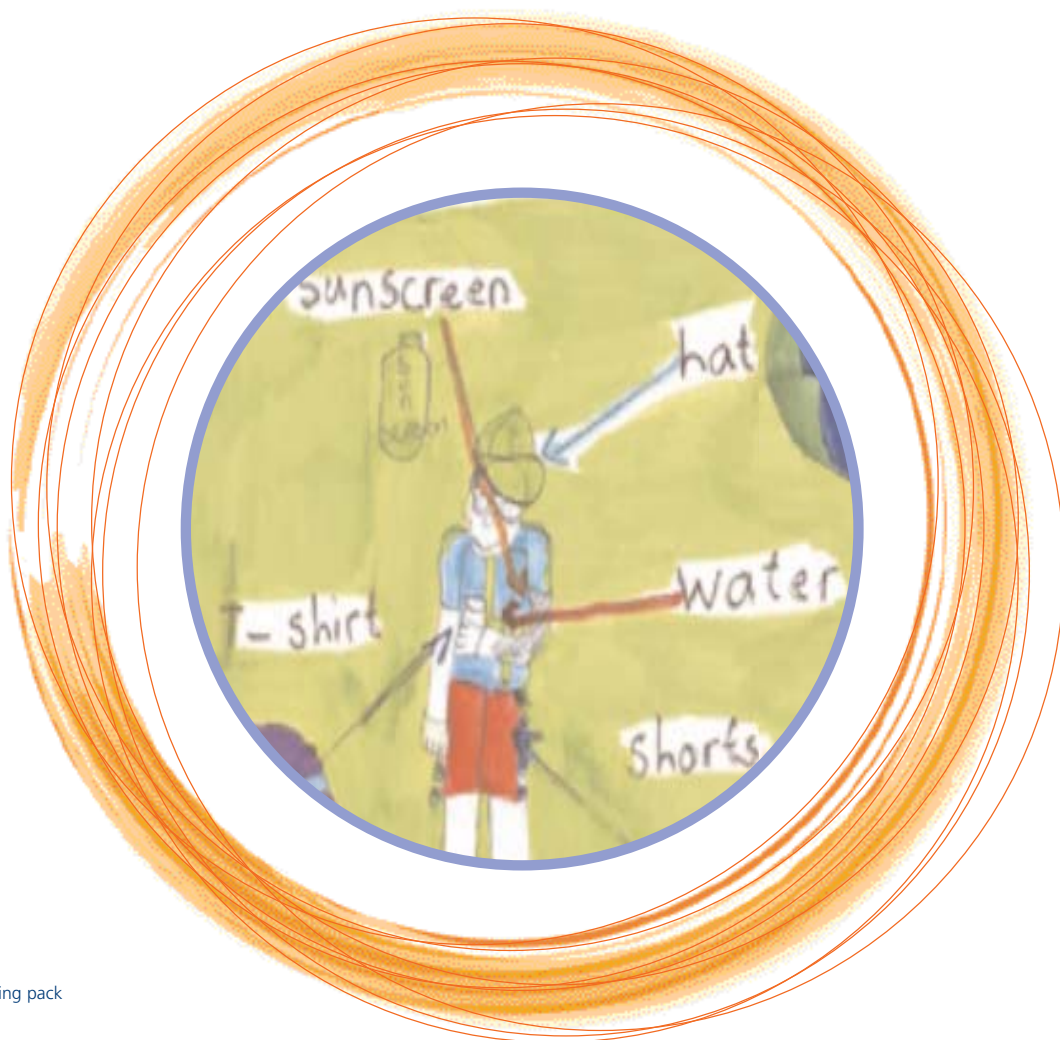
Can they make their shadows change shape? Can they lose their shadows? Can they stand on parts of their shadows? What happens when they walk?

Get children to take off their hats and hold them up to see the shadow their hats make - what shape is it?

Explain that this is why a sun hat will protect you from the sun because it is making a shade for your head.

Worksheet 3

Children have to join the toys to the shadows they would make on the ground. This is done as a silhouette to make it easy for the children to identify.



Key Message

HATS

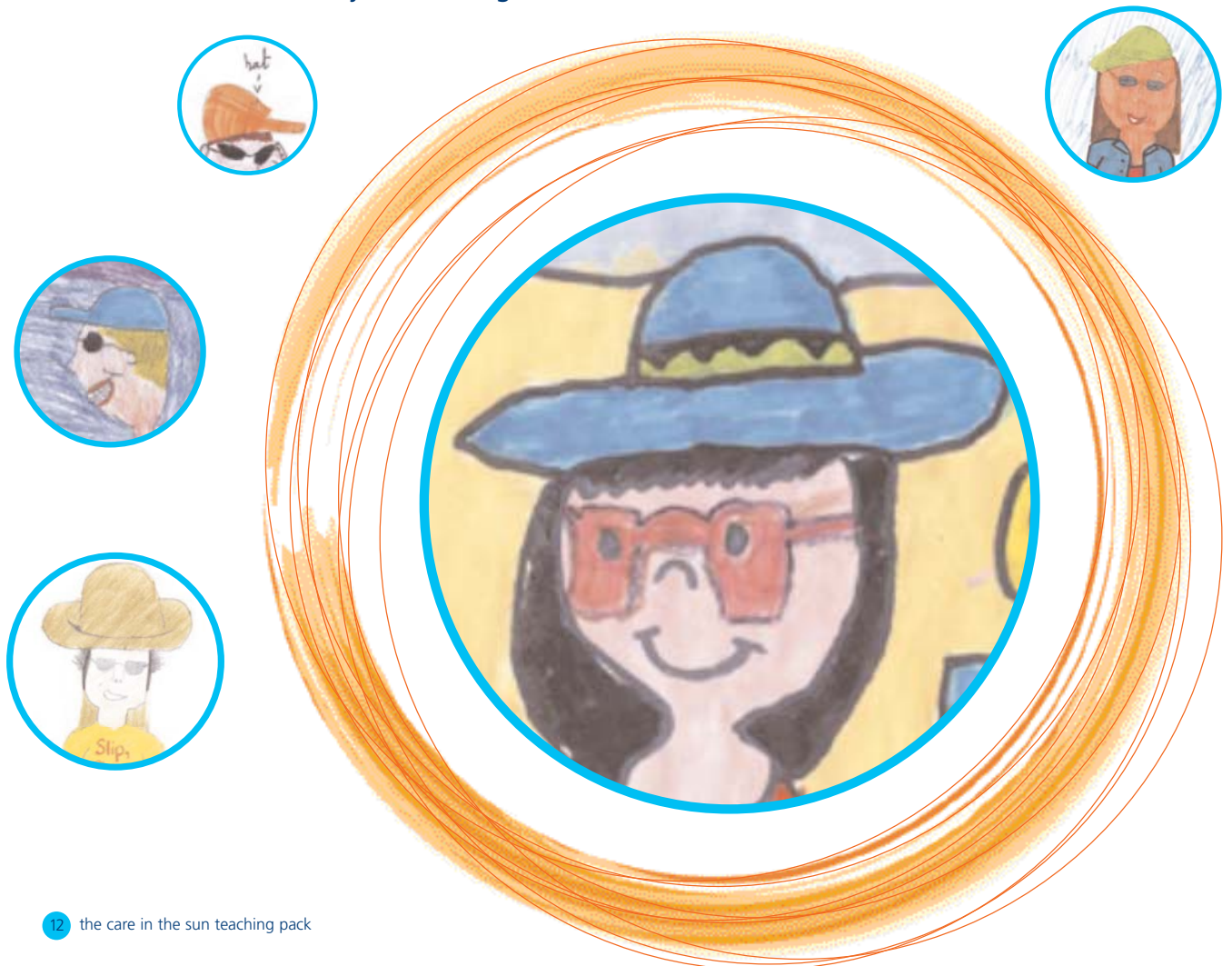
HATS

The sun can damage unprotected face, ears, scalp and neck. The cheapest and most effective protection is a hat, especially one with a wide brim.

THE GOOD HAT GUIDE:

- Choose a hat you like - you are much more likely to wear it.
- Broad brims give the best protection, but you may prefer a baseball cap (if so use a sunscreen (SPF 15+) on unprotected ears and neck).
- A 'legionnaire' flap on your baseball hat provides excellent protection. You may be inventive and attach your own.
- Hats with fabric you can see through let the sun through.
- Choose a hat that fits both your head and your lifestyle. Hats that blow off quickly end up in the back of the car, similarly, hats that interfere with play - whatever the sport - just won't last the pace.

Hats protect your head from direct UV radiation, but remember that UV scatters and reflects off light surfaces like the beach. Always protect face, neck and ears with sunscreen (SPF 15+) and eyes with sunglasses.



Key Message **SUNGLASSES**

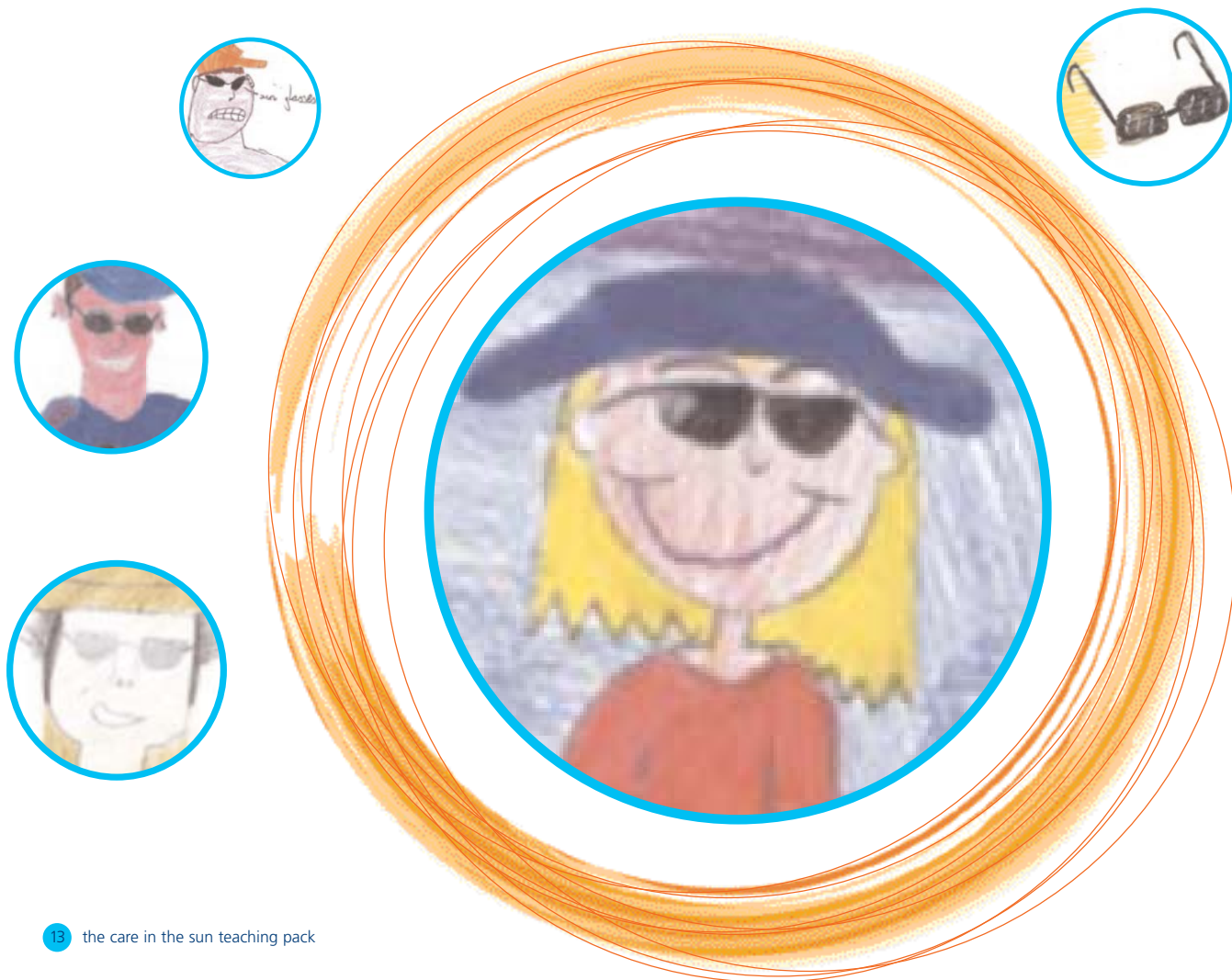
SUNGLASSES

They are a fashion 'must have', and the best way to protect your eyes from harmful ultraviolet radiation. Your eyes and the delicate skin around them are particularly sensitive to too much UV.

WHEN CHOOSING SUNGLASSES LOOK OUT FOR THE FOLLOWING:

- All sunglasses should carry a consumer information label - check this and make sure that your sunshades block both UVA and UVB or look for the British Standard mark.
- Don't spend a fortune; some cheaper brands are just as good.
- Do start wearing sunglasses as early as possible.
- Coloured glasses are less effective at blocking UV.
- Polarisation reduces glare but has little effect on UV blocking.
- Wrap-arounds and close fitting sunglasses allow minimum UV to reach the eyes
- no sneaking in at the sides.

Overexposure to UV can cause eye irritation, damage to the tissues and even blindness. It is now known to cause the development of cataracts.



Key Message **SUNSCREEN**

SUNSCREEN

Most of us stock up on sunscreens for our holidays in the sun but we should remember that the sun could be damaging to our skin at home. Northern Irish, Celtic skins burn very quickly and our weather is very unpredictable.

SUNSCREENS, WHAT WE SHOULD LOOK FOR:

- Sunscreens work in two ways - reflecting UV off the skin and absorbing UV before it penetrates the skin.
- A sun protection factor (SPF) of 15 will block 93% of UV radiation, while a SPF of 30+ will give you maximum protection, blocking 96% of UV.
- No sunscreen offers 100% protection.
- SPF protects against UVB radiation but UVA radiation also reaches the earth and can damage skin. For protection from both UVA and UVB choose a broad-spectrum sunscreen that has a star rating of 4 or more.
- Apply generously 30 minutes before going outdoors and reapply regularly especially if it is being rubbed off through swimming or exercise.
- Sunscreens come as gels, wipes, creams, roll-ons and sprays. Choose one with a smell, feel and look that you like. If skin sensitivity is an issue go for products for sensitive skin or for children.
- Fun sunblock sticks in different colours are now available and these make seeing where you have applied the sunscreen easier.



Key Message CLOTHING

CLOTHING

Clothing is one of the best ways to protect your skin from the sun. For many children fashion will play a part in how they dress and fashionable clothing may not always offer the range of sunsafe options. Setting a balance between what is safe and what is fashionable can be a challenge.

SOME THOUGHTS FOR THE SUMMER WEAR:

- Long sleeves, collars, long trousers or long skirts give maximum protection.
- Choose lightweight fabrics and light colours.
- Fabrics with a tight weave (cotton, hemp or linen) provide more protection.
- Clothing that is old, worn or sometimes when it gets wet can have reduced protection.
- Some clothing will have UV rating - check the label - above ultraviolet protection factor (UVP) 15 is good.
- For very high UV protection choose dark colours - these are better at absorbing UV than light colours.
- Make sure the clothes are liked - clothes left hanging in the wardrobe protect no one.



Key Message

SHADE

SHADE

Staying in the shade is the most effective way for you to protect yourself from the sun.

Between 11am and 3pm UV radiation is at it's highest. On sunny days try to avoid being outdoors for long periods during this time.

THE BEST ALTERNATIVES:

- Portable shade - canopies, beach umbrellas or tents are excellent.
- Find an obliging tree to cool down under.
- Organise indoor activity during the hottest part of the day.

Remember - even in the shade use clothing, sunscreen, hat and sunglasses - umbrellas or canopies cannot protect against reflected UV and it's often impossible to stay in the shade all day.



Further Information

Planning for learning through Summer, Rachel Sparks Linfield and Penny Coltman (Step Forward Publishing limited) (1999) ISBN – 1902438205

Themes for Early Years, Summer, Su Garnett (Scholastic, 1999) 0590538632

Sun Hat Fun (Read Write Inc Phonics Book 1a), Ruth Miskin (Oxford University Press, 2007) 0198386648

Under Alaska's Midnight Sun, Deb Vanoose (Sasquatch Books, 2005) 1570614229

Science Through the Seasons, Summer, Gabrielle Woolfitt (Wayland, 1995) 0750214597

Let's Look at Sunshine, Constance Milburne (Wayland, 1987) 1852102136

What is Weather? Sunshine, Miranda Ashwell and Andy Owen (Heinemann First Library, 1999) 0431038201

At the Beach (Images), Karen Bryant-Mole (Heinemann Library, 1997) 0431063168

Busy Beach, Rebecca Finn (Campbell Books, 2004) 1405020046

Sun (Weather Watch), Honor Head (QED Publishing, 2007) 1845386353

Summer (Toppers), Nicola Baxter (Franklin Warts, 1996) 0749623381

Freddie Goes To The Seaside, Nicola Smee (Orchard Books, 1999) ISBN - 186039986X

The Misadventure of Percy Piglet, Sharon Henry & Anne-Marie Hughes (CRIS, 1995) downloadable at <http://www.careinthesun.org/resources>

Seasons Around You - Summer, Saviour Pirotto (Wayland, 1998) 075022276X

Summer, Fiona Pragoff (Victor Exllaixz Ltd, 1993) 0575052317

My Class Goes to the Seaside, (Jill Flanders and Charlie Harris, 1986) 0863133797

Summer is Here! Alex Ramsey (Evans Brothers Ltd, 1994) 0237513463

Seasonal Weather Summer Weather, John Mason (Wayland, 1990) 1852109424

The Weather in Summer, Miriam Moss (Wayland, 1994) 0750211830

web sites

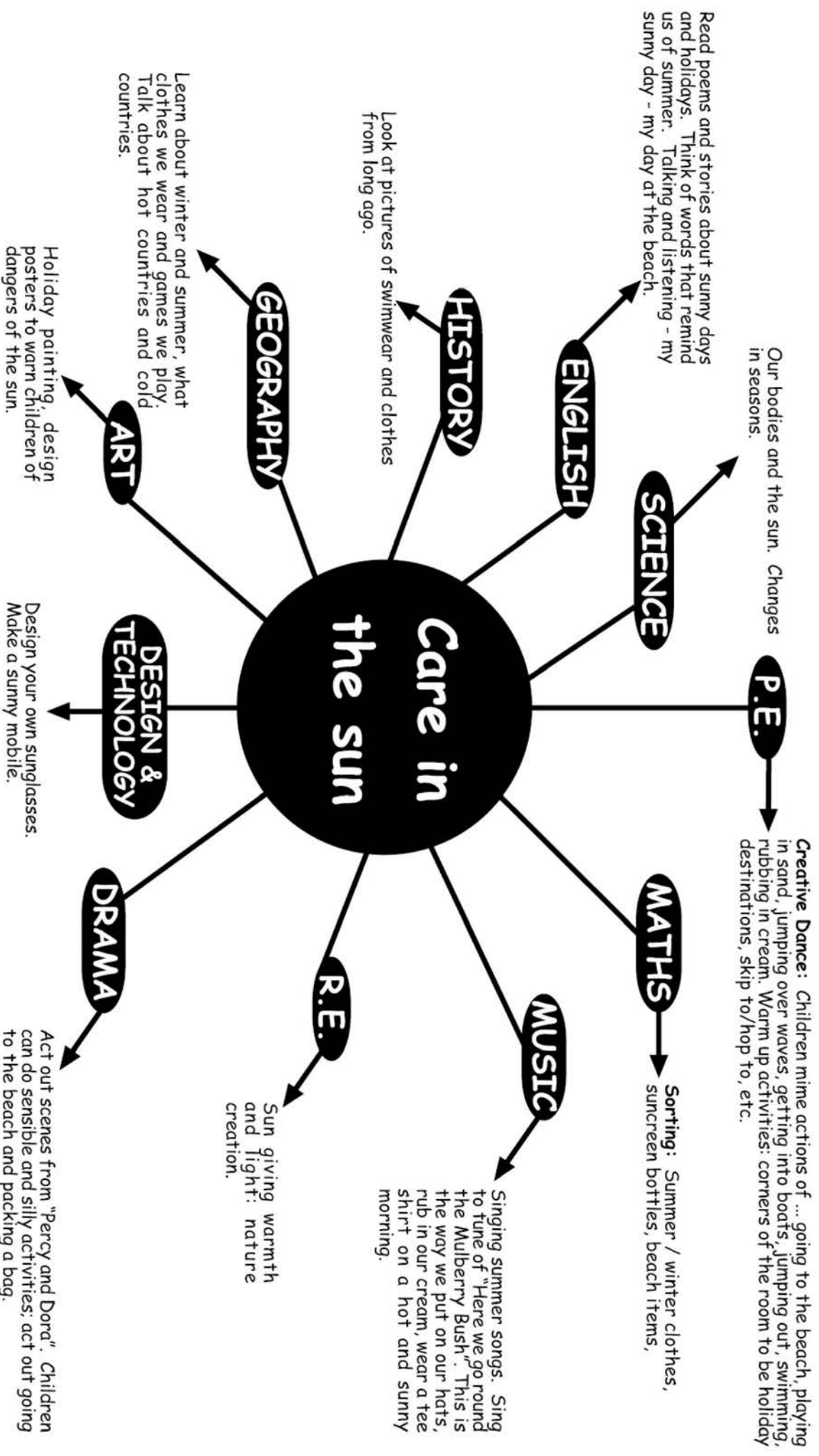
www.careinthesun.org
- information and downloadable resources for schools, games, competitions and professional information on care in the sun and skin cancer.

www.metoffice.gov.uk

www.metoffice.gov.uk/education

www.metoffice.gov.uk/climate/uk

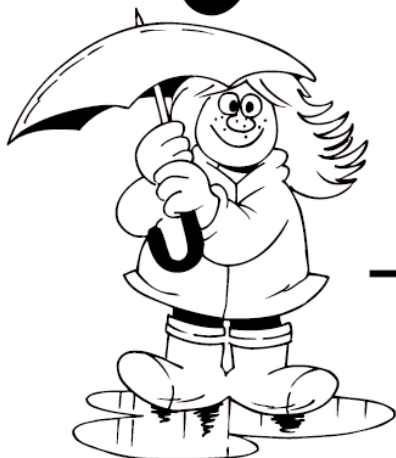
Topic Web - Foundation Stage





Congratulations!

to



for: _____

signed: _____

date: _____

Well Done!



to



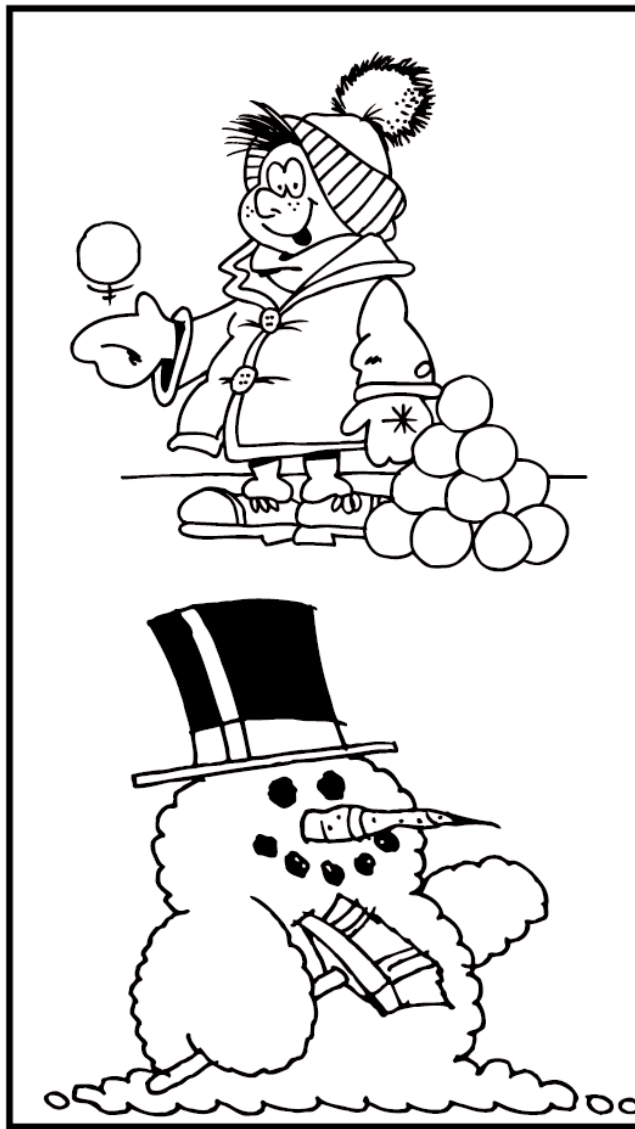
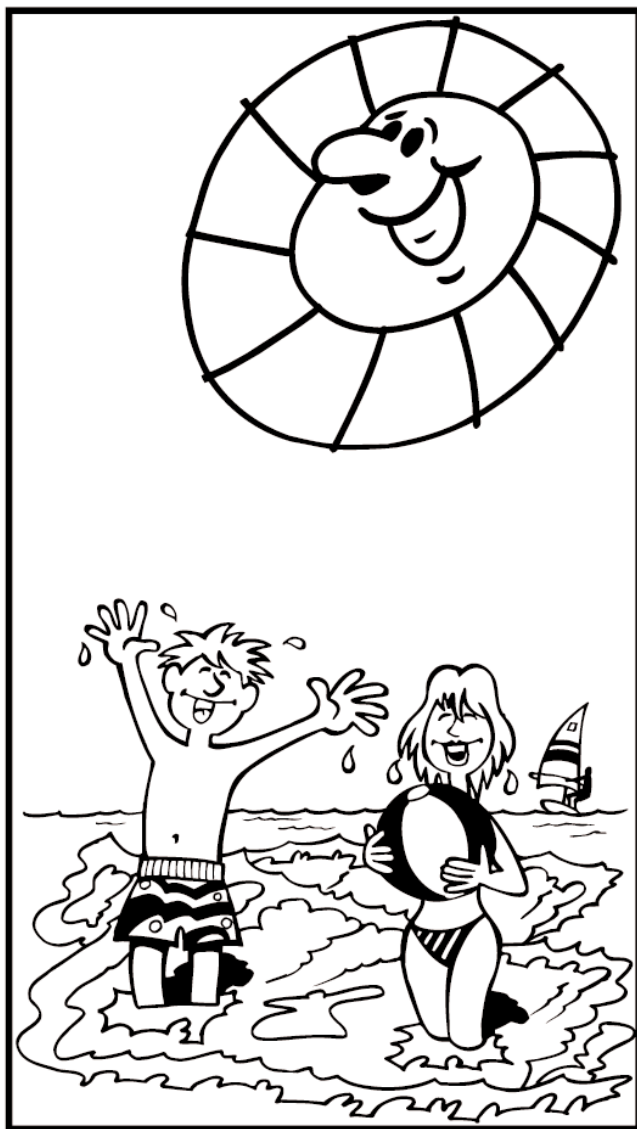
for: _____

signed: _____

date: _____

My name is: _____

Can you cut out the labels and stick them on the right pictures?



winter

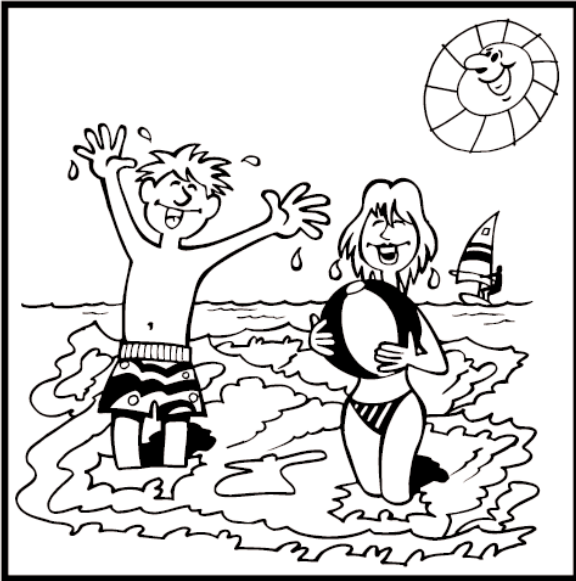
summer

Year 1

Worksheet 2 - Our Sun

My name is: _____

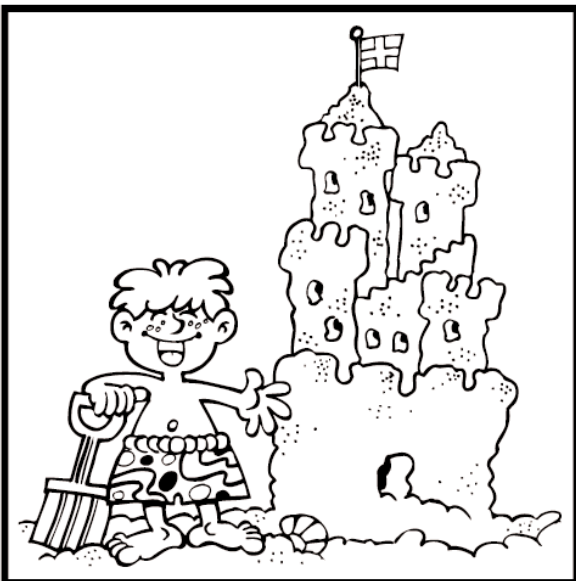
Match the correct word to each picture.



summer



winter

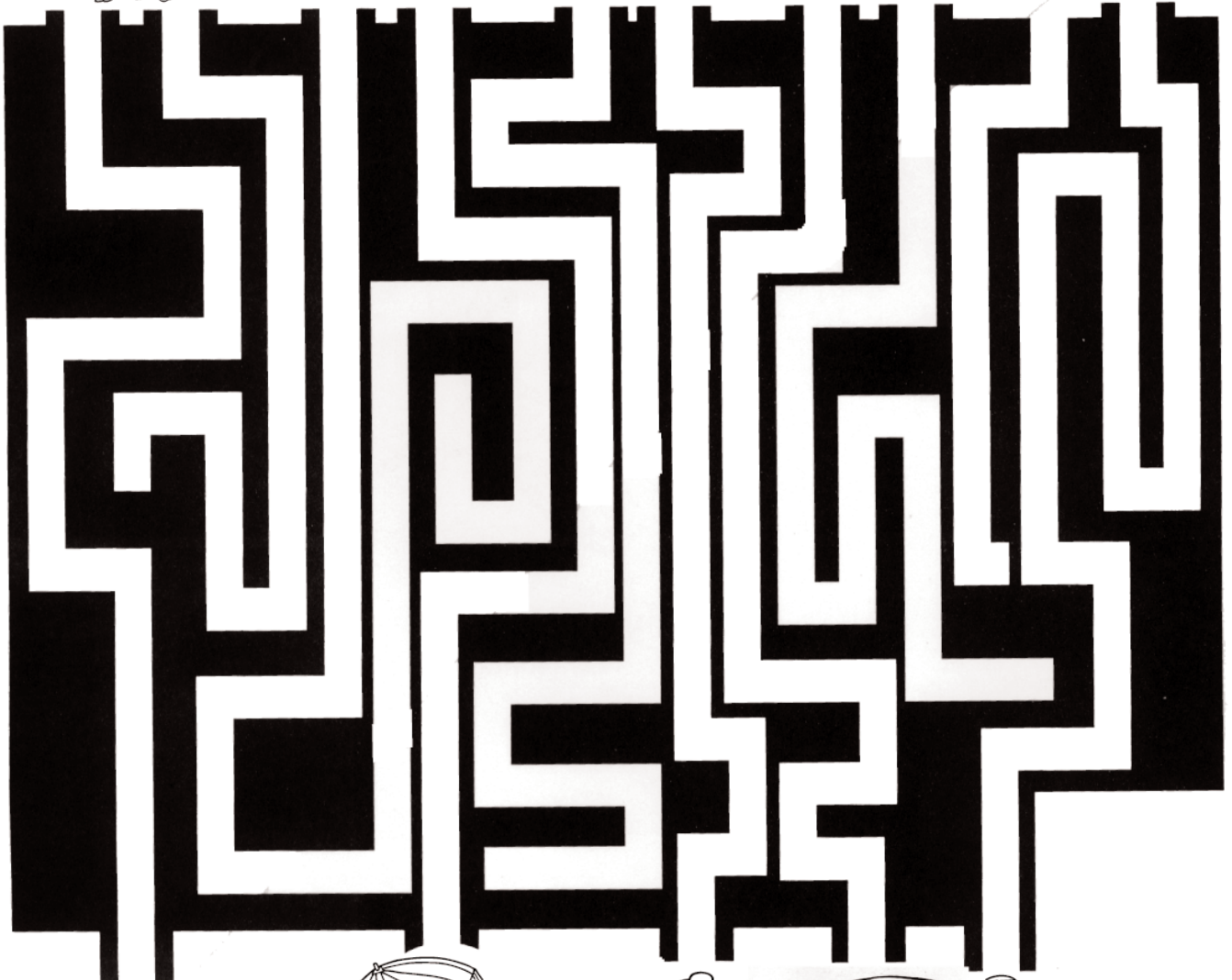


Year 1 Worksheet 1 - Sun & Health

My name is: _____

Keep Percy safe in the sun.

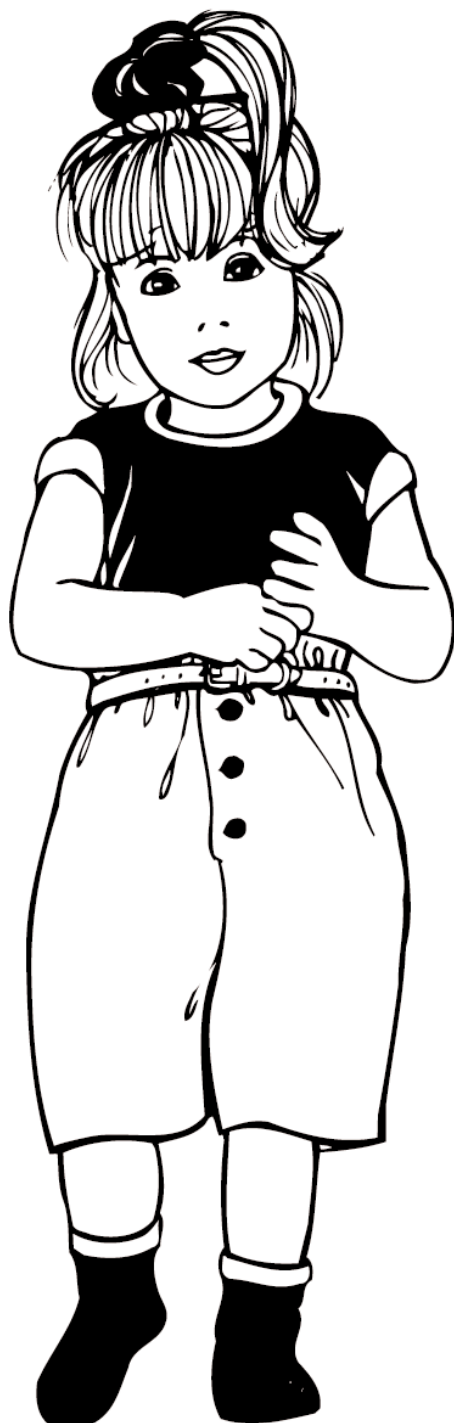
Show him where to get sunglasses, a sun umbrella, a sunhat, a tee shirt and sunscreen.



Year 1 Worksheet 2 - Sun & Health

My name is: _____

Where can the little girl be burned by the sun?
Colour in the areas of her body which need sunscreen.

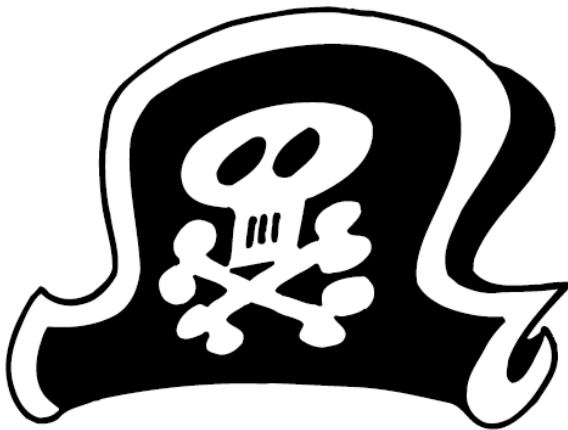
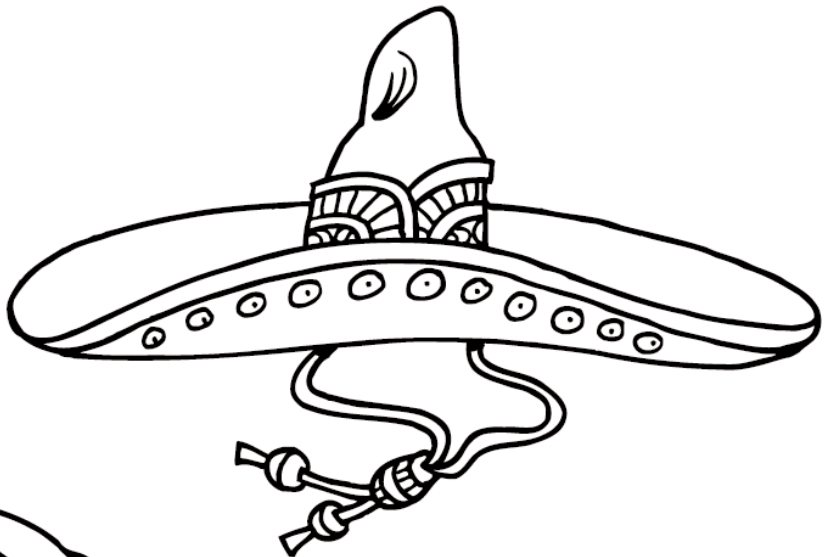
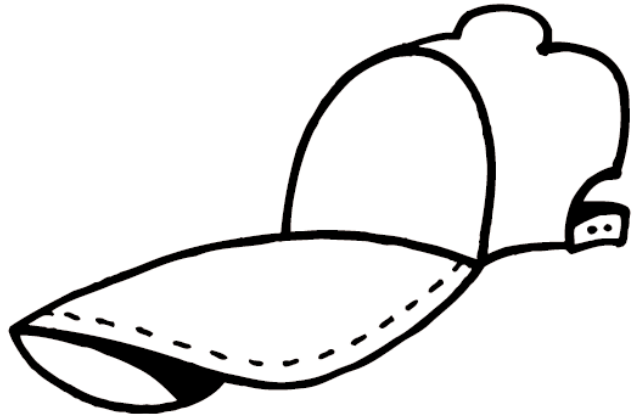


Year 1

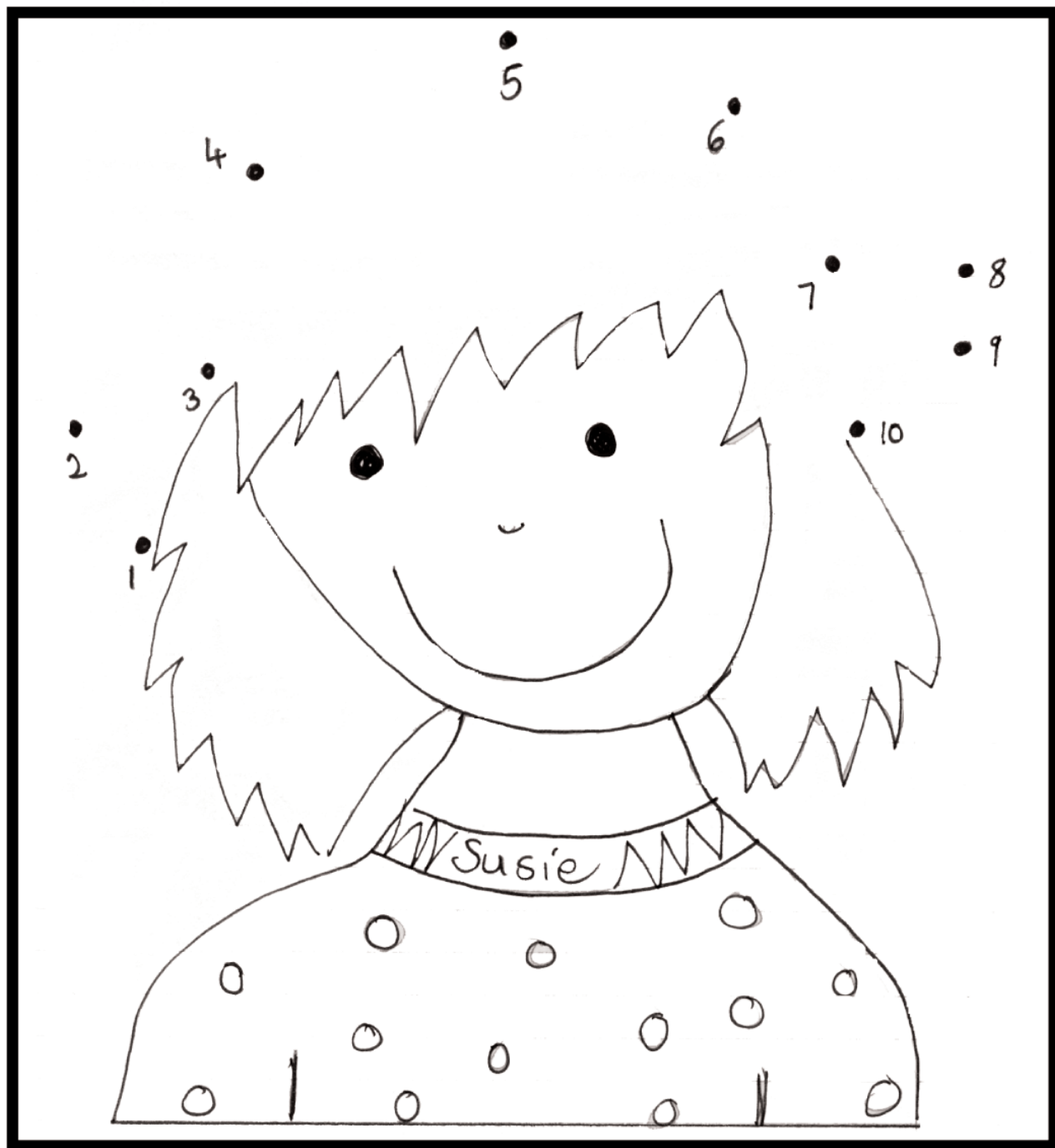
Worksheet 1 - Sun Protection

My name is: _____

Do you know who would wear these hats?



My name is: _____



Join the dots to make a _____ to keep Susie safe in the sun.

Year 1 Worksheet 3 - Sun Protection

My name is: _____

Match the toys to their shadows.

