



CARE IN THE SUN

TEACHING **PACK**

Foundation YEARS 1&2

Care in the Sun

TEACHING **PACK**

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ACKNOWLEDGEMENTS

This resource was produced in 2004 by Sandra Gordon on behalf of the Living Willows for Shade, Care in the Sun Project with support from the New Opportunities Fund.

A review was carried out in 2013 in conjunction with the Northern Ireland Council for Curriculum Examinations and Assessment.



NOF funded under Coronary Heart Disease, Stroke and Cancer Programme - Northern Ireland.

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, 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 a 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' (PDMU) are two of the 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 and understand that winter and summer are different seasons.
Children will know and understand that the sun is stronger in summer and that this is dangerous for their skin.

Children will understand that they should cover up, wear sunscreen, seek shade, and wear sunglasses to protect themselves from the summer sun.

Teaching notes

Ask the children if they can name the four seasons? Can children tell what season it is right now? (Hopefully you will be teaching this topic in the spring/summer!) Talk about the type of clothing worn in the summer. Why do we wear shorts, tee shirts, light dresses? What things do children like to do in summer? Use books or catalogues to show children winter or summer clothes. Ask children to tell you which season the clothes are worn in. Cut up the sheet of winter and summer clothes to make a set of sorting pictures. Sort these pictures into sets of winter and summer clothes using 2 sorting hoops. You may wish to put items such as trainers and tracksuits into the intersection of the sets.

Ask children why we wear warm cosy clothes in the winter and light clothing in the summer? Emphasise that it is warmer in the summer. Why? Tell the children that in the summer it can be dangerous to be in the sun with no protection for our skin.

Read 'The Misadventure of Percy Piglet' with the class. What happened to Percy Piglet in the summer sun? What do we need to do to protect ourselves in the summer from the sun? Cover up, seek shade in the middle of the day, wear sunscreen, use sunglasses and drink water.

Worksheet 1

Children use the Venn Diagram outline, to draw or stick-in pictures of winter and summer clothes. If you prefer you can replace this with a picture of two empty non-intersecting sets.

Activity 2

LEARNING INTENTIONS

Children will be able to identify areas of shade.

Children will know that shade can protect them from the sun.

Teaching notes

With the whole class, look around the classroom on a sunny morning - discuss which areas look brighter than others? What is causing this? What areas are darker than others and why?

Explain that while the sun is important as it provides us with light and heat it can also be dangerous, especially in summer when it is extremely hot. Take the children out to the playground on a sunny morning to look for the places where the sun is making the ground very bright and hot. Go on a walk around the school grounds to see if the children can find any darker areas e.g. up close against the building, behind a wall, under a tree.

Discuss why the ground looks different here - explain shade.

Stand in the shady areas if possible and see if the children feel cooler here.

Explain that the reason *SHADY* places are darker and cooler is because the sunlight has been prevented from shining there because an object such as a person, or a building, or a tree has cast its shadow on the ground. This is the same as when the curtains or the blinds are pulled inside the classroom.

Get half of the class to stay in the sun and get the other half to gather round you as close as they can and put up a big golf umbrella or a portable parasol so that everyone is covered.

Then change places and discuss which place was cooler and why.

Discuss which area would the children would prefer on a very hot sunny day and why? Return to the classroom and ask the children what they could do to keep out of the sun on the days when they are outside playing but do not have the shade of an umbrella.

Worksheet 2

Look at the pictures on the page where the children may be playing in the summer time - on the beach and in the park. Discuss what will provide the children with the best shade, what other places might children be playing in and use a tree for shade or use a parasol. Children then draw themselves in each picture sitting or playing in the shade.

Activity 1

LEARNING INTENTIONS

Children will know that their skin can be damaged in different ways including sunburn.
Children will know and understand that sunburn is painful and can be avoided.
Children will know how to protect themselves from sunburn.

Teaching notes

As in Year 1, Activity 1, initiate a discussion about skin. Discuss how you can damage your skin. Talk about cuts and bruises.

What do they look like? How do you get them?

What hurts your skin? Discuss bumps, cuts, rashes, and sunburn. What did Percy Piglet in 'The Misadventure of Percy Piglet' do to burn his skin? How could he protect his skin? How can children protect their own skin?

Worksheet 1

The worksheet shows four different ways to protect our skin from the sun. Cut and stick key words under each picture.

Activity 2

LEARNING INTENTIONS

Children will be able identify colours they can see in their own skin.
Children will be able to recognise and identify moles and freckles.
Children will understand that pale white skin will burn much more easily than skin that is a darker colour.

Teaching notes

Children use a magnifying glass to carefully observe their skin. Choose easily accessible parts of the body - back and front of hands, back and front of lower arms, lower leg. They could also examine a partner's skin especially their face.

Make a class list of skin words e.g. moles, freckles, scabs, cuts, hairs, bruises, soft, smooth, wrinkly, pink, white, brown.

Children should be told that skin that is very pale, skin with freckles, skin with lots of moles will burn very easily and must be taken care of.

Discuss how Percy Piglet in 'The Misadventure of Percy Piglet' needed to take care of his skin. Discuss how they can take care of their skin.

Worksheet 2

Children use worksheet with a large outline of a magnifying glass to draw details of their own skin. They may include details such as freckles, moles, hairs, scabs, and bruises. Which colour to use to colour skin is always a topic for debate in infant classes.

It would be interesting for children to mix up a colour of paint which matches their skin colour and then add details of moles and freckles with coloured pencils and crayons.

If this is not possible some schools have supplies of people coloured crayons and pencils. Be sensitive when discussing skin colour but encourage children to notice differences and value them.

Sun Protection

YEAR 2

Activity 1

LEARNING INTENTIONS

Children will know that sunscreen and clothing protect their skin from burning.

Teaching notes

Look at pictures of children wearing different types of summer clothes. These can be obtained from catalogues, magazines, books and posters. Tell the children that the skin covered by clothes will be protected. Ask what they can do to protect the skin that is exposed. Looking at the different outfits the children are wearing, ask which child needs to protect their skin most. Who needs to use the most sunscreen?

Explain that some sunscreens are more protective than others, that the higher the SPF number the greater the protection. Show the children examples of sunscreens for children; note the SPF numbers on these bottles. Emphasis that sunscreens do not allow us to spend long periods in the sun. Sunscreens help us to avoid burning when we cannot find shade or cover up.

Worksheet 1

Children colour in the areas of the body that are exposed and need to be protected by sunscreen. Do this for a school uniform, shorts/tee shirt, crop-top/jeans and swimsuits.

Sun Protection

YEAR 2

Activity 2

LEARNING INTENTIONS

Children will be able to understand how they can cover up to protect themselves from the sun.

Teaching notes

Ask the children what they could do to keep out of the sun on the days when they are outside playing but do not have the shade of an umbrella.

Discuss what items of clothing the children could use to keep themselves shaded from the sun. Alternatively, hold up a variety of clothes and discuss which will provide cover and which will not e.g. a swimsuit, crop-top, a strappy top, a big loose tee shirt, shorts, long shorts, sunglasses, dress, brimless hat, baseball cap, floppy hat, etc.

Discuss what parts of the body each item selected will shade and remind the children that they will need to use sunscreen on all other parts to prevent them burning in the sun.

Explain that the sun is at its hottest and therefore it's most dangerous in our country between the hours of 11am and 3pm, and that they must take extra care or preferably find shady places to play in at this time of day.

Worksheet 2

Children draw themselves inside the large tee shirt area wearing the clothes we discussed which gave the best protection from the sun - long shorts, tee shirt, hat, sunglasses.

Key Message

HATS

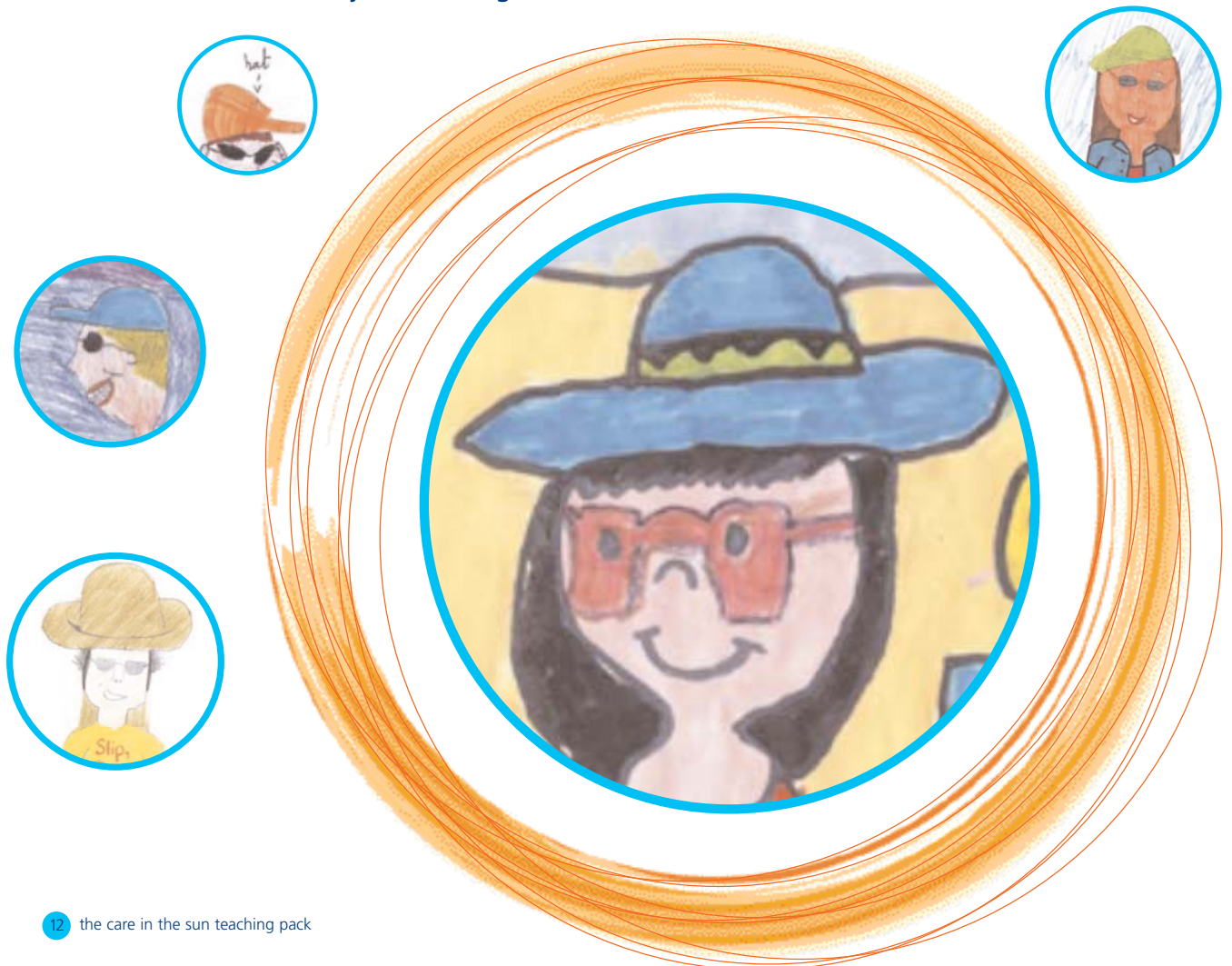
HATS

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**

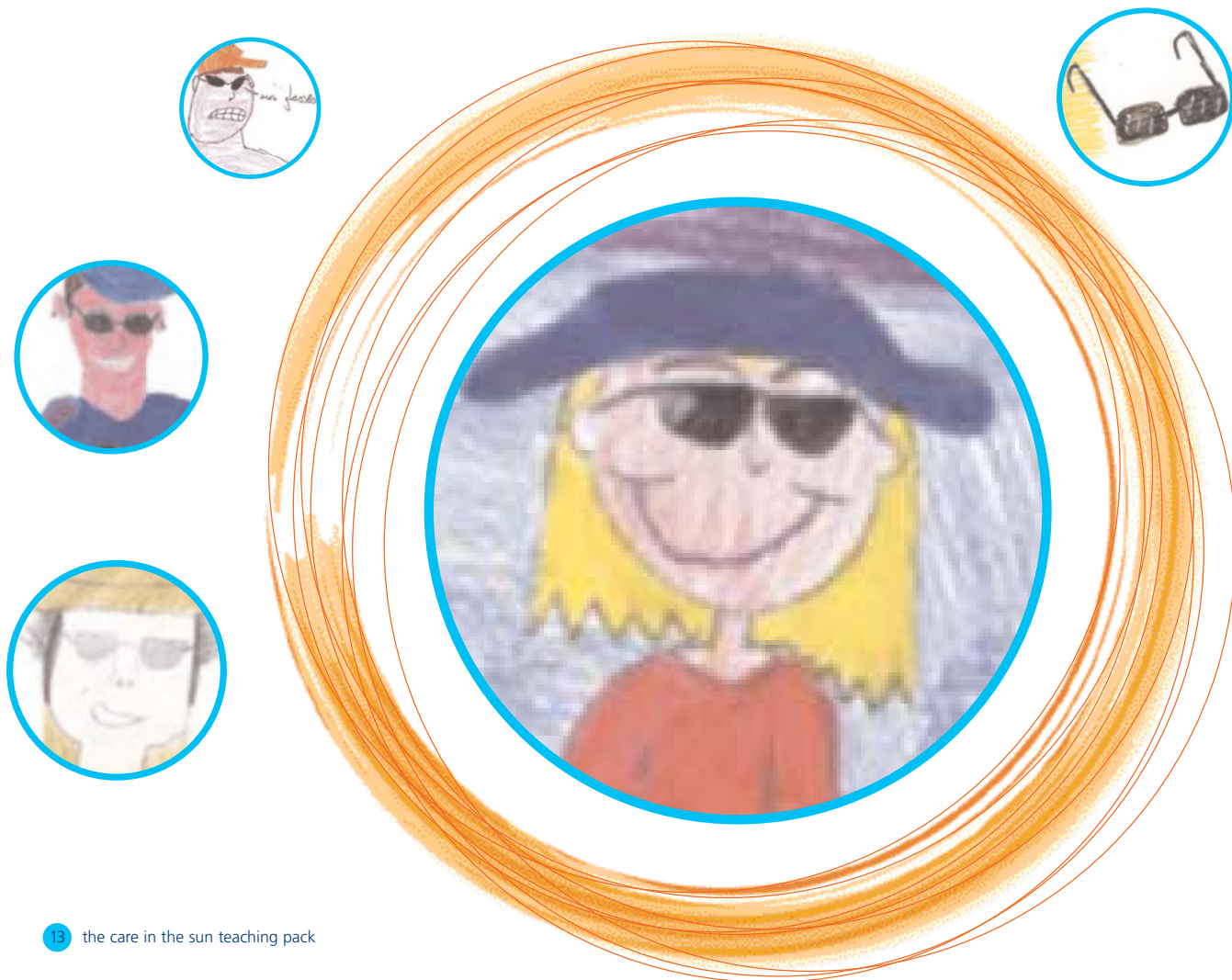
SUNGLASSES

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
Book1a), Ruth Miskin (Oxford University
Press, 2007) 0198386648

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

Science Through the Seasons, Summer,
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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

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

Busy Beach, Rebecca Finn (Campbell
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At the Beach (Images), Karen Bryant-Mole
(Heinemann Library, 1997) 0431063168

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

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(Orchard Books, 1999) ISBN - 186039986X

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Henry & Anne-Marie Hughes (CRIS, 1995)
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www.careinthesun.org/resources

Seasons Around You - Summer, Saviour
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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

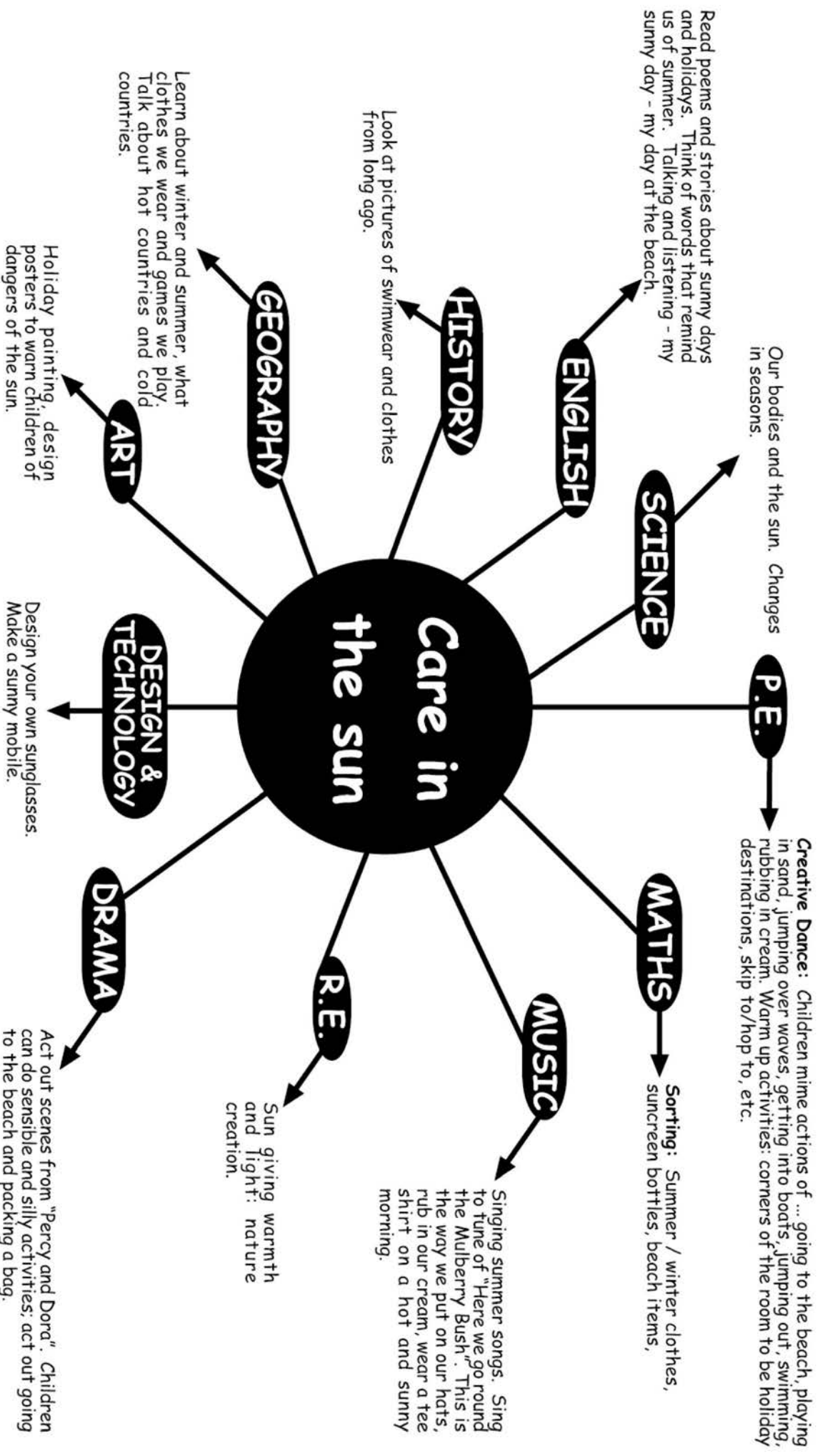
www.careinthesun.org
- information and downloadable
resources for schools, games,
competitions and professional
information on care in the sun and skin
cancer.

www.metoffice.gov.uk

www.metoffice.gov.uk/education

www.metoffice.gov.uk/climate/uk

Topic Web - Foundation Stage





Congratulations!

to

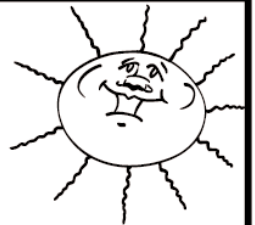


for: _____

signed: _____

date: _____

Well Done!



to



for: _____

signed: _____

date: _____

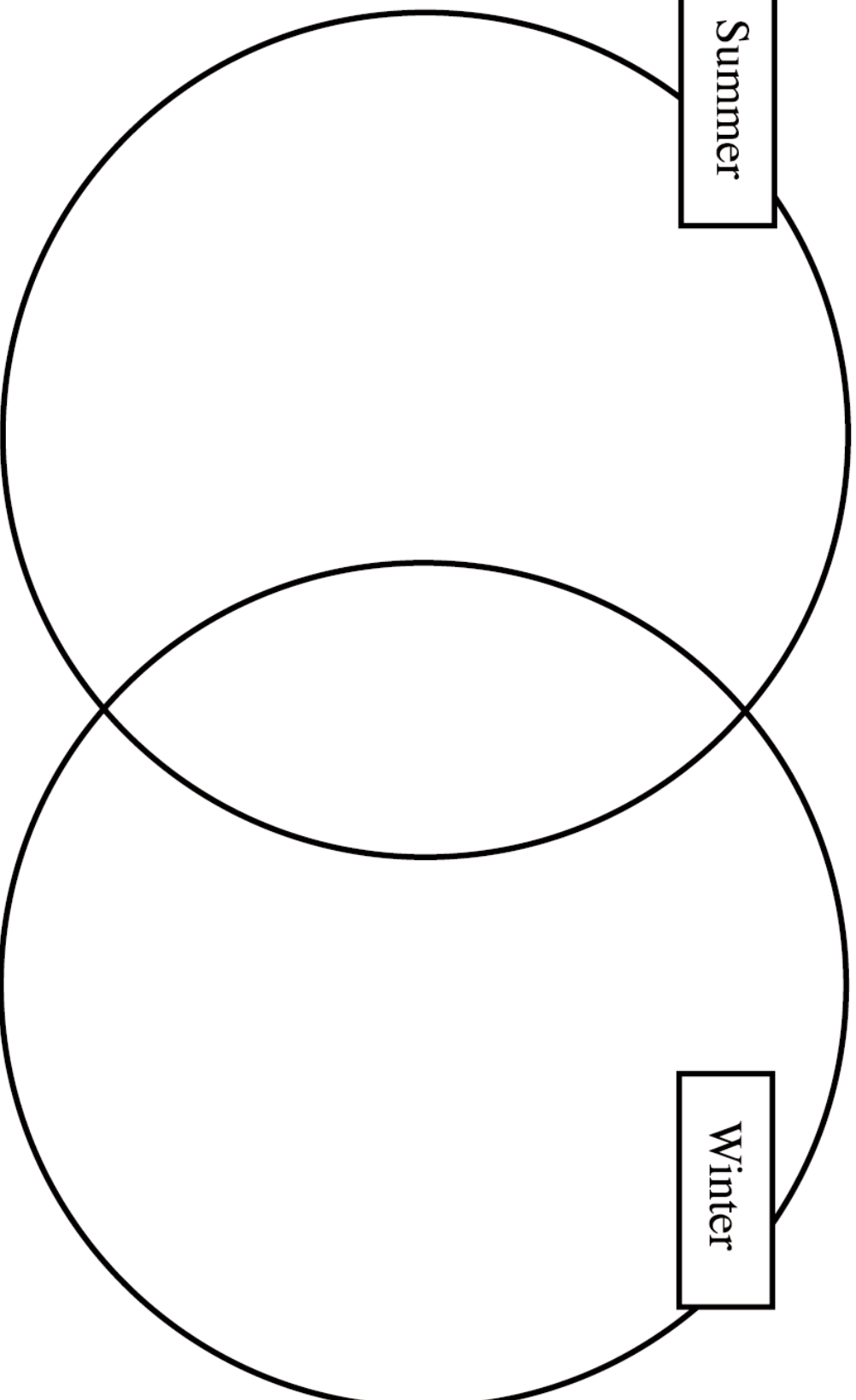
Year 2

Worksheet 1 - Our Sun

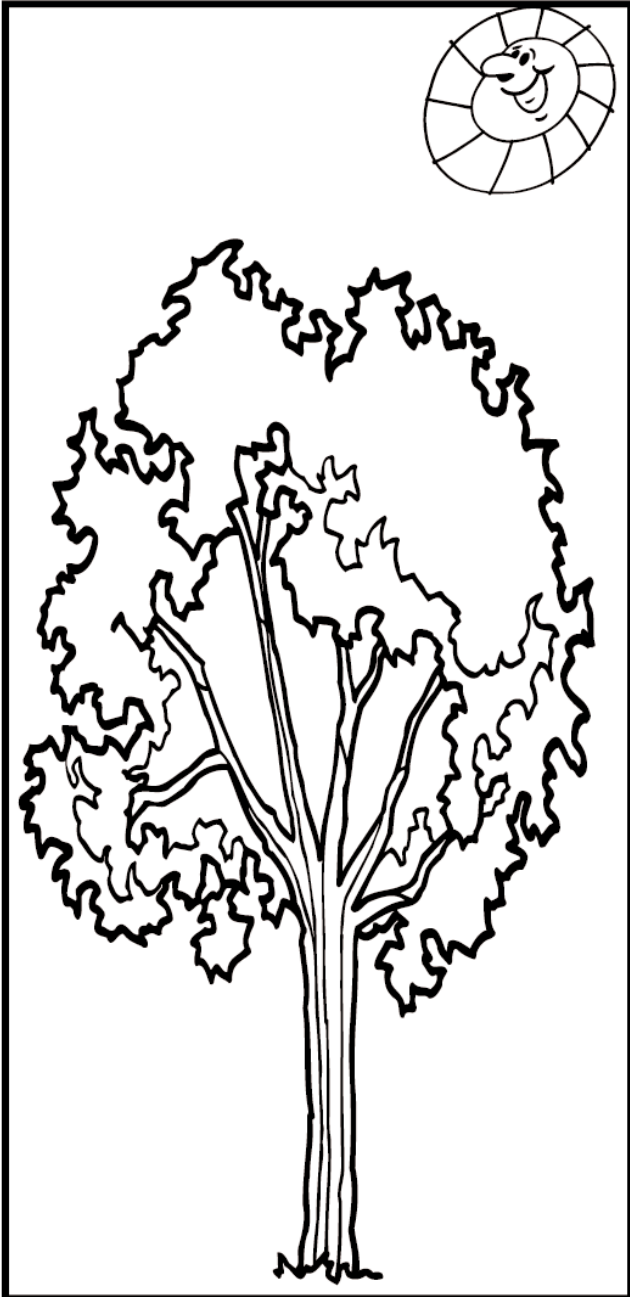
My name is: _____

Summer

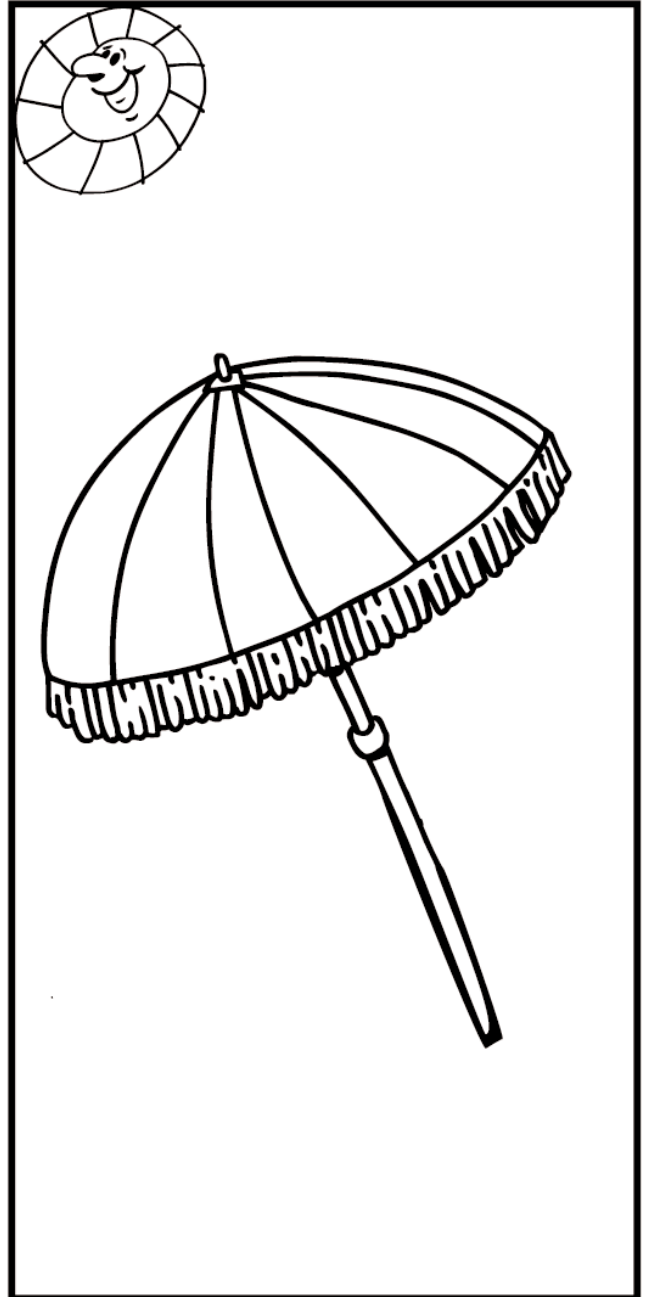
Winter



My name is: _____



In the park.



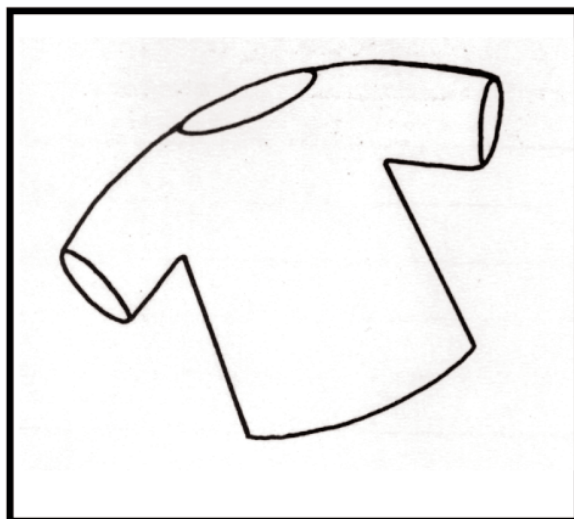
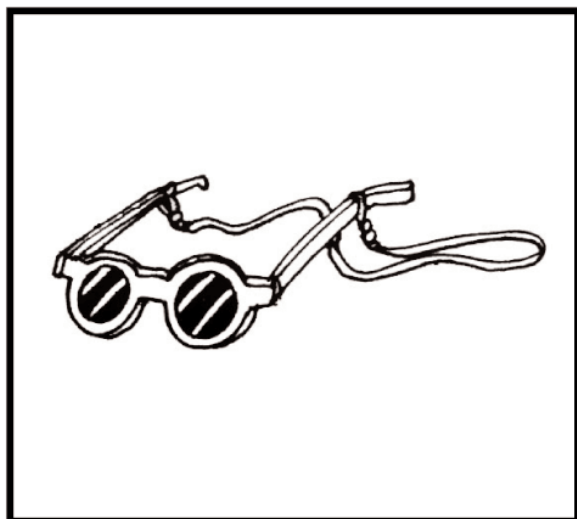
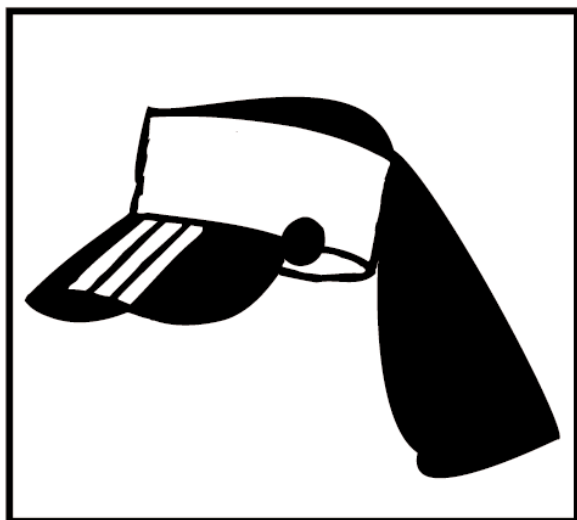
At the beach.

Can you draw yourself keeping safe by being in the shade?

Year 2 Worksheet 1 - Sun & Health

My name is: _____

Each of these things can help protect you in the sun.
Write the correct word under each picture.



sunscreen

hat

tee shirt

sunglasses

Do you know how each of these items can protect you in the sun?

Year 2 Worksheet 2 - Sun & Health

My name is: _____

I looked at my skin. I used a magnifying glass to see more clearly.

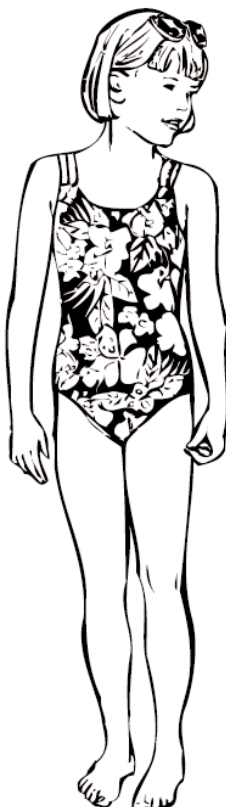
Draw what your skin looked like inside the magnifying glass.



Year 2 Worksheet 1 - Sun Protection

My name is: _____

Colour in RED the parts of these children's bodies where they will need sunscreen put on.



Year 2 Worksheet 2 - Sun Protection

My name is: _____

On the front of the tee-shirt draw yourself wearing sunglasses, hat, tee shirt and shorts or a dress playing in the sun. Then cut out the tee shirt

