

BEACH

WATER SKILLS FOR LIFE

SUNSMART



MODULE

6



5 LESSONS

LEVEL 1



SUPPORTED BY



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prevention. care. recovery



SUNSMART

DESCRIPTION

The sunsmart guidelines comprise four easy to remember messages for when you're in, on or around water.

By understanding potential dangers that the sun can produce, being properly prepared, and the correct application in a beach environment, students can understand how each one of them and their families can have a safe and enjoyable time in and around the water.

ACHIEVEMENT OBJECTIVES

Personal Health and Physical Development

Safety and Risk Management: Students will describe and use safe practices in a range of contexts and identify people who can help.

Healthy Communities and Environment

Community Resources: Students will identify and discuss hazards in their homes, school and local environment and adopt simple safety practices.

Intended Learning Intention:

- Identify the four SunSmart messages (slip, slop, slap and wrap) and put them into practice

Success Criteria:

Students can

- Slip on protective clothing, long sleeved shirt or rash shirt, and long trousers or shorts
- Slip into shade
- Slop on sunscreen – on all exposed areas & re-apply after being in the water
- Slap on a hat – must be wide brimmed
- Wrap on some sunglasses

Key Competencies:

Participating and Contributing:

- Share their ideas and prior knowledge with the class

Managing Self:

- Listen carefully to activity instructions
- Ask for help when needed
- Maintain focus in a range of environments.

Thinking:

- Explain ideas with clarity to the teacher and the class
- Think critically about whether something is helpful or unhelpful for sun protection

Using language, text and symbols:

- Draw pictures and key words demonstrating understanding of the topic

Relating to others:

- Remind others of sun smart practices

Resources:

Clean second hand clothing (e.g. long sleeved shirt, rash shirt, trousers, shorts, wide brimmed hats, sunglasses), A5 paper, drawing equipment (pencils, crayons etc...), large cartoon outline of a person, sunscreen, a range of styles of hats and glasses.

Assessment Task:

- Explain to the students that they will be drawing a picture of themselves being sun smart. They must demonstrate the slip, slop, slap and wrap message in their picture. When finished, ask each student to explain their picture to ensure they remember the key elements of the lessons covered in this unit i.e. slip, slop, slap and wrap.

LESSON

1

SLIP on protective clothing

Explain to the class that they are going to be learning about what clothing can protect our skin from sunburn.

Prior knowledge question: What items of clothing do you wear out in the sun? What pieces of clothing do you think would be good at protecting your skin from the sun?

Activity: Sunny Day Dress Ups

Using a few items of clean second hand clothing (can be kid or adult sized), ask a few students to come up in front of the class and put on items of clothing they think will protect them from the sun. Make sure the dress up box includes a range of items appropriate for sun protection e.g. lightweight long sleeve shirt or rash shirt, shorts/ trousers, wide brimmed hat, sunglasses. Once the volunteers have dressed up, ask them to explain to the rest of the class what items of clothing they chose for sun protection and why. Ask the other students what items of clothing their peers are wearing they think are helpful and unhelpful for sun protection.

*To make this activity more difficult, add a few items that are not helpful for sun protection.

Sing the [Slip Slop Slap & Wrap Song](#) with the class to introduce or end each lesson.



LESSON

2

SLIP into shade

Explain to the class that they are going to be learning about finding shade to shelter from the sun.

Prior knowledge question: What is shade? How do we know if we are in the shade?

Activity:**Shade Scavenger Hunt**

Take students on a walk around the school to identify multiple spots that provide shade. Make sure to name these spots so the students know what the areas are called. Explain to students that they need to remember these shady spots to share with the class later on. Return to the class. Provide students with an A5 sized piece of paper and ask them to draw a picture of one of the shady spots they'd like to play under during break time.

Ask a few students to share their drawings with the class.



LESSON

3

SLOP on sunscreen

Explain to the class that they are going to be learning about how to apply sunscreen. **Prior knowledge question:** Why do you think we apply sunscreen?

Activity:**Applying Sunscreen**

Using a picture of a cartoon outlined person wearing shorts and a t-shirt, ask the students to explain where sunscreen should be applied. Using a blue felt or crayon, colour the places on the cartoon outline that the students say should be covered in sunscreen. Discuss with students what places we can't apply sunscreen effectively that are exposed to the sun (e.g. our hair, eyes) and what we can use instead to cover these areas (a hat).

Using school supplied sunscreen, Model to students how to apply sunscreen on yourself. Line students up and squirt an appropriate amount of sunscreen onto the palm of each of the students hands and get them to apply it to their skin. Avoid eye areas. Explain to the students that they must apply sunblock before going out to play during break times.

*Set aside time 10-15 minutes before each break time for students to apply sunblock. Make sure to check if students have any allergies to sunscreen in their medical information - if they do ask parents to provide sunscreen that suits their skin.



LESSON

4

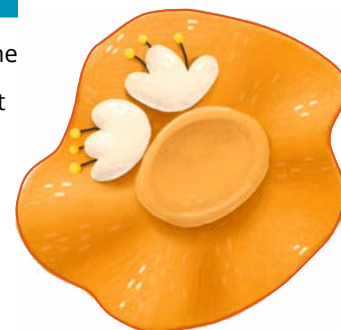
SLAP on a hat & WRAP on some sunglasses

Using the coloured cartoon outlined person from the previous lesson, discuss with the students the areas of our body that cannot have sunscreen applied (hair/eyes). **Prior knowledge question:** What can we do to protect these areas?

Activity: Testing Hats and Glasses

Using a range of styles of hats, discuss their features and model them to the students. **Ask the students:** what parts of my body does this hat protect from the sun? What parts does it not protect from the sun? Which hat do you think does the best job of protecting us from the sun (wide brimmed hat).

Using a range of styles of glasses, ask some students to volunteer trialling the glasses and describing to the class what they are experiencing from each type of glasses (make sure to provide a few silly/costume styles of glasses that are not helpful for sun protection). **Ask the volunteers:** which style of glasses do you think will be helpful for protecting your eyes from the sun and why? Allow all students to experience the glasses by taking turns and passing the glasses along.



LESSON

5

Assessment Task

Explain to the students that they will be drawing a picture of themselves being sun smart. They must demonstrate the slip, slop, slap and wrap message in their picture. When finished, ask each student to explain their picture to ensure they remember the key elements of the lessons covered in this module i.e. slip, slop, slap and wrap.