

BEACH

WATER SKILLS FOR LIFE

SUNSMART



MODULE

6



7 LESSONS

LEVEL 2



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 identify risk and use safe practices and basic risk-management strategies.

Healthy Communities and Environment

Rights, responsibilities, and law: Students will contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Learning Intention:

- Explain the four SunSmart messages and why each is important

Success Criteria:

Students can

- Identify the four SunSmart messages (Slip, Slop, Slap and Wrap) and correct applications in the beach environment
- Apply sun safety practices in real life

Key Competencies:

Participating and Contributing:

- Contribute my ideas to both group and class discussions.

Managing Self:

- Maintain focus during lessons in a range of situations e.g. whole class, group, in class, outside
- Ask for help when needed

Thinking:

- Think about how sun smart messages apply in my life outside of school.

Using language, text and symbols:

- Create posters, maps, ratings and plan an event using pictures and text to demonstrate my understanding of being sun smart

Relating to others:

- Work collaboratively to complete a range of group tasks

Resources:

- Printouts of sun smart clothing, A3 paper, map of the school, sun screen, black cartridge paper, cellotape, T chart, hat printouts, a range of sunglasses containing sun protection ratings (cheap dollar store varieties are fine)

Assessment activities:

- Students plan a sun safe beach trip for their whanau in lesson 7. Use this exercise to assess whether students understand the key sun smart messages of slip, slop slap and wrap by explaining their plan to you

LESSON

1

SLIP on protective clothing

Pose question to the students: How can clothing help to protect us from the sun?

Class discussion: students share their ideas in response to the posed question.

Activity:

SunSmart Clothing Sort

Split students into groups of 4. Give students pre-prepared printouts of different items of clothing. Ask students to work together with their group to discuss and sort through which items of clothing are suitable and unsuitable to protect us from the sun. Students can then arrange the pictures to create a poster using A3 paper with a few sentences explaining why each item is suitable or unsuitable for sun protection.

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



LESSON

2 SLIP into shade

Pose the question to students: What is shade? Why is shade important?
What objects can provide shade?

Class discussion: students share their ideas in response to the posed question.

Activity:

Map the shaded areas around the school

Take students on a walk around the school to identify shaded areas suitable for playing during break times. Return to the class split students into groups and give them a simple map (A3 sized) of the school with classrooms and important landmark areas identified (e.g. playground, court, field...).

In groups, **ask students** to add shaded areas to the map that they saw during the class walk. Bring students back together to share and explain their maps to the class.



LESSON

3
to
4**SLOP on sunscreen**

Discuss with students the importance of wearing sunblock.

Pose the question: Why should we wear sunblock? What happens if we don't wear sunblock? Is there anything we can do if we have forgotten to put sunblock on or don't have any sunblock available?

Activity:**Sunscreen Science Experiment**

Split the students into groups of 4. Provide each group with 3 pieces of black A5 construction paper. Using sunblock ask students to cover their hand in sunblock to make a print on the black construction paper (all students will have a job e.g. one can be in charge of distributing the sunblock to group members while the others make the handprints.

Ask students to label each piece of paper 'In the sun', 'in the shade', 'in the dark'. Place the 'In the sun' paper in the window with full view of the sun; place the 'in the dark' piece of paper in a dark cupboard; and finally place the in the shade piece of paper somewhere in the classroom out of the sun.

Provide students with a T chart. Students will then use one side to record hypotheses about what they think will happen to each piece of paper. Students will monitor their pieces of paper over two weeks with at least two observations recorded explaining what changes they can see. Students can then record what actually happened to each piece of paper and how it changed with the different exposure to the sun. **Share** findings with the class and discuss what this means for our skin and exposure to the sun.

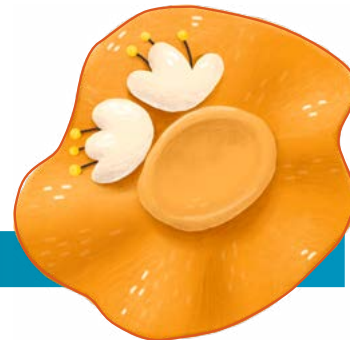


LESSON

5

SLAP on a hat

Explain to students that it is very important to wear a hat for sun protection. Ask the students: Does it matter what style of hat we use for sun protection? Discuss students' ideas.

**Activity:****Rating Hats**

Split students into groups and give them pictures of different styles of hats. Provide students with a large A3 piece of paper and ask them to rate the hats from most effective for sun protection to least effective. Students must

write a few sentences justifying their decisions. Star ratings could be used with 5 stars being the best and 1 star being the worst. Once completed ask students to share their hat ratings and justifications with the class.

LESSON

6

WRAP on some sunglasses

Explain to the students that it is important to protect our eyes when out in the sun because our eyes can get sunburnt like our skin – emphasise that it is especially important for people with lighter coloured eyes (blue/green). Ask the students: How do you know that the sunglasses we buy are effective? **Discuss** students' ideas.

Activity/Discussion:**Sunglasses inspection**

Give the students a range of sunglasses to inspect (making sure that some have a rating sticker with numbers 1-4 or 100% UVA and UVB protection on them). **Ask the students:** Do you notice anything on the sunglasses that tells them how effective they are? **Get the students** to share what they can find.

Explain to the students that it is not how expensive sunglasses are that are important, and rather the rating they have on them. Sunglasses that have a rating of 3 or 4 provide the best protection against the sun absorbing or reflecting most UV rays.

LESSON

7

Plan a trip to the beach using the key sun smart messages

Explain to the students that they have been learning all about how to be sun smart at school. **Ask them:** How should all of this sun smart learning apply in your real life outside of school? Discuss responses.

Assessment Activity:

Plan a family beach trip

Pose the scenario – Your whanau would like to go on a beach trip to have fun on a nice sunny day, but they are not sure about all of the important sun safety messages. **Make a plan** to help your whanau be sun smart at the beach. Provide students with an organiser to help scaffold their plan.

Labels for the plan could include:

1. Items that will protect our bodies from the sun.
2. Possible places/items that could provide shade
3. Activities we could do at the beach to have fun.

Allow students to draw pictures and use words to demonstrate their knowledge.

Once each student has finished their plans, get them to explain it to you for formative assessment.