

# Kindergarten

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**The Ontario Ministry of Education's  
Physical Education and Health Curriculum Expectations  
Kindergarten to Grade 4**

**A3. Safety**

**Grade 1:**

*A3.2 - Safety* - identify environmental factors that pose safety risks during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.

**C3. Making Connections for Healthy Living**

*C3.1 - Personal Safety and Injury Prevention* - demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors.

**A3. Safety**

**Grade 2:**

*A3.2 - Safety* - identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.

**C1. Understanding Health Concepts**

*C1.1 - Personal Safety and Injury Prevention* - demonstrate an understanding of practices that enhance personal safety in the home and outdoors.

**C2. Making Healthy Choices**

**Grade 3:**

*C2.2 - Personal Safety and Injury Prevention* - apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom.

**A3. Safety**

**Grade 4:**

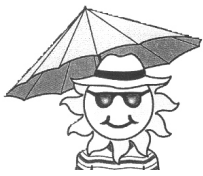
*A3.1* - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity.

*A3.2* - describe common precautions for preventing accidents and injuries while participating in different types of physical activity.

**C2. Making Healthy Choices**

*C2.2 Personal Safety and Injury Prevention* - apply a decision-making process to assess risks and make safe decisions in a variety of situations.





# Safe Fun in the Sun Project

## Kindergarten

### Learning Objectives

The students will:

1. Become aware of the sun's presence in outdoor activities.
2. Be introduced to ways of protecting themselves from the sun.

**For background information, see the Introduction.**

### Class One:

- I. Introduce the concept of sun protection in outdoor activities and brainstorm outdoor activities.
- II. Introduce "*Sun Safe Play Everyday*" DVD video.
- III. Make a "*Safe Fun in the Sun*" class book emphasizing specific ways to protect oneself from the sun.

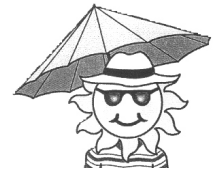
### Class Two:

- I. Review the concept of sun protection
  - discuss sunburns and how they feel
  - discuss ways to prevent sunburns
- II. Show "*Sun Safe Play Everyday*" DVD video again
  - discuss how the child in the video protects himself
  - discuss the ABCs of sun protection
- III. Follow-up activity
  - have students make a sun protection advertisement or do another class book
- IV. Play the "*Sun Game*".
- V. Present the "*Safe Fun in the Sun*" certificate (page 25) and sticker. Stickers are available in the Sun Safety kit and/or through your Public Health Nurse.

### Curriculum Resource Overview



# Suggested Lesson Plans



## Class One:



- I. Introduce the concept of the sun in outdoor activities.
  1. How many of you like to play outside?
  2. Today we are going to make a list of all the fun activities that we like to do outside in the sun. On the board draw a sun and its rays. On each ray, write the children's responses.
  3. After brainstorming as many outdoor activities as possible, hand out the template book page "*I like to \_\_\_\_\_ in the sun*" to each student (see page 7). Have the students draw a picture of themselves doing one of their favourite activities. The teacher will write each child's activity in the blank.
- II. Introduce the "*Sun Safe Play Everyday*" DVD video.
  1. Now we're going to watch a video. Let's pay attention, and see what kind of things the boy does to protect himself while he is having fun in the sun. Let's think about what we can do to protect ourselves when we're in the sun. See page 14 for lyrics to the DVD Sun Safe Song: "*Sparkle, Sparkle, Bright, Warm Sun*".
  2. Show the "*Sun Safe Play Everyday*" DVD video.
  3. Ask the students how the boy protected himself. Can we do the same things?
- III. Make a "*Safe Fun in the Sun*" book from the students' book pages.
  - A student or the teacher can make a "*Safe Fun in the Sun*" book cover page. The teacher will then assemble the book with the students' pictures.





## Class Two:

- I. Review the concept of sun protection.
  1. Read the book “*Safe Fun in the Sun*” that was made in class one.
  2. Ask the students if anyone has ever gotten a sunburn after doing any of these activities.
  3. What caused the sunburn?
  4. What did it look like?
  5. How did it feel?
  6. What are some ways to prevent a sunburn?
- II. Show the “*Sun Safe Play Everyday*” DVD video again.
  1. Discuss the boy in the video and how he protects himself from the sun. Ask the students if they know of any new ideas of how people can protect themselves from a sunburn (hats, clothing, umbrellas, trees, shade, sunscreen...). Try to give hints to the ABCs of sun protection (see page 8).
- III. Choose one of the following activities to reinforce sun protection.
  - a) Give the children a piece of white paper. Have them make an advertisement poster for sun protection. Have the students draw pictures of themselves playing safely in the sun.OR
  - b) Make a second class book on being safe in the sun. Each child will make their own page to contribute. Distribute the template book “*I play safely in the sun by \_\_\_\_\_*” to each student (see page 9). The teacher will fill in the blank with the student’s response. The teacher or a student can make the book cover. Assemble the book, and read the finished product to the class. Frequently reread the book to the class to reinforce *Safe Fun in the Sun* behaviour.
- IV. Play the “*Sun Game*” in the gym. The game must be booked through your school nurse.
- V. Present the “*Safe Fun in the Sun*” certificate (page 25) and sticker. Stickers are available in the Sun Safety kit and/or through your Public Health Nurse.





## Reminder Activities:

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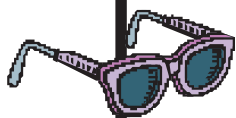
**A**lthough we suggest two class periods to introduce sun protection, we encourage you to do a reminder activity each week until the end of the school year. On some weeks you may only have time to assign one of the activities included in this curriculum. You may want to choose from the support activities on page 10 and/or the additional activities on page 24. The activities may be easily included in a language or writing lesson. If there is no time to do any of the activities, the **reminder** could be as simple as asking the students on Friday what they plan to do over the weekend, and then asking them if they remember what they should do to protect themselves from the sun.

**Thank you** for teaching “*Safe Fun in the Sun*” and helping to reduce the risk of your students developing skin cancer.





I like to \_\_\_\_\_ in the sun.





# The ABCs of Sun Safety

## Avoid the Sun

Avoid the sun from 11:00 am to 4:00 pm., when the sun's rays are the strongest. If it is impossible to avoid the sun during peak hours, seek shade under an umbrella, a tree or a building overhang. Drink water when playing outside in hot weather.

## Block the Rays

Apply sunscreen with a Sun Protection Factor (SPF) of 30 or greater on all exposed body parts. Make sure to re-apply sunscreen every couple of hours and after swimming. Applying a lip balm with an SPF of 30 or greater will also protect the lips.

## Cover - Up

Wear a wide-brimmed or legionnaire hat, long-sleeved clothing, and sunglasses with 100% protection from UVA and UVB rays.

## Say Something/Tell Everyone.

Tell your family, friends, and neighbours about how important it is to protect ourselves from the sun. Tell them that they can be safe in the sun by using long-sleeved clothing, hats, sunglasses, and sunscreen and lip balm with SPF 30 or higher.

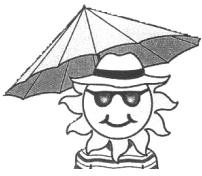




I play safely in the sun by \_\_\_\_\_

\_\_\_\_\_





## Support Activities

### Group Activities:

- It's a Sunny, Sunny World
- Silly Questions
- Animals Under Cover
- Have the children pretend they are going to the beach and ask them what they will be wearing and bringing to play safely in the sun

### Music & Language Activities:

- Sing the DVD SunSafe Song: "Sparkle, Sparkle, Bright, Warm Sun"
- Do the "SunSafe Pokey" together
- Sing the Two Sunscreen Songs

### Art Activities:

- Design-a-Hat
- Design-a-T-Shirt
- Animals Under Cover
- Sun Protectors Collage/Poster

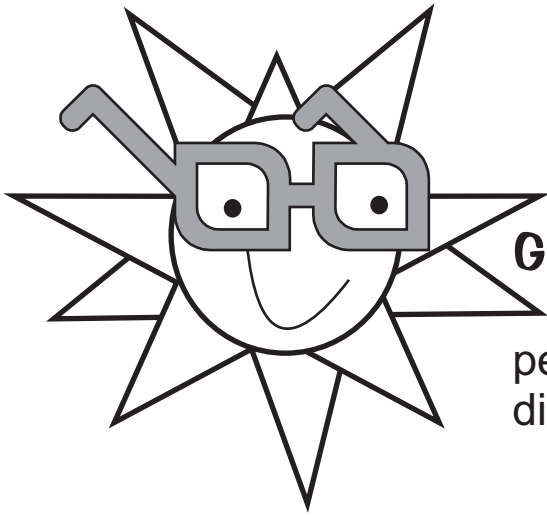
### Science Activities:

- Shadow Pictures
- Shadow Test!

### Outdoor Activities:

- The Shade Game
- Take a look at the additional activities for more ideas!





## It's a Sunny, Sunny World

### Goal:

To familiarize children with the ways that people protect themselves from the sun in different parts of the world.

### Procedure:

- (1) Have the children look at pictures of people protecting themselves from the sun, and have the children comment on how the person is protecting him/herself from the sun.

### Examples:

- robes/head coverings worn in desert countries
  - straw hats worn in Southeast Asia
  - sombreros, cowboy hats
  - sunbonnets, straw hats
  - beach umbrellas, tree leaves
  - sunglasses
- (2) Have actual items on hand, and have the children volunteer to show how the item can be used to protect them from the sun. Some items can be passed around for all the students to try on.
  - (3) You may want to mention siestas. In many hot, sunny parts of the world, people take a midday nap to get out of the sun.
  - (4) Some people in sunny countries have darker skin, but they still need to protect themselves from the sun.

## Silly Questions

### Goal:

To reinforce Safe Fun in the Sun concepts by taking advantage of children's sense of humour and silliness.



### Procedure:

- (1) The teacher asks a series of questions about "Safe Fun in the Sun" behaviours, using silly alternatives to help children identify correct behaviours. Children can shout out answers as a group. This can be done as a noisy outdoor activity if necessary.

### Examples:

- "What do I wear on my head when I go to the beach...  
 "Do I wear a watermelon?" (Children shout out "No!")  
 "Do I wear a crown?"  
 "Do I wear a soup can?"  
 Finally "Do I wear a HAT?" ("Yes!")



- "What do I put on my skin when I'm out in the sun...  
 "Do I put on shaving cream?"  
 "Do I put on maple syrup?"  
 "Do I put on glue?"  
 "Do I put on SUNSCREEN?" ("Yes!")
- "What do I wear out in the sun ...  
 "Do I wear a snowsuit?"  
 "Do I wear an alligator?"  
 "Do I wear balloons?"  
 "Do I wear a T-SHIRT?" ("Yes!")

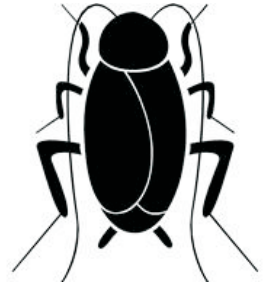
- (2) Feel free to make up your own alternatives!



## Animals Under Cover

### Goal:

To have the students learn about the various kinds of skin protection that animals have.



### Procedure:

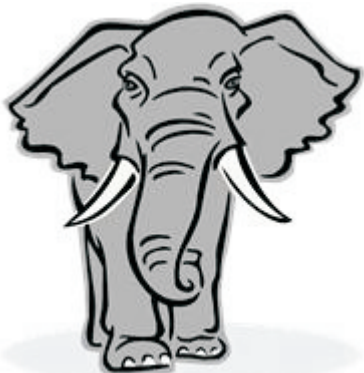
- (1) The children talk, guided by the teacher, about how different animals protect themselves from the sun. Pictures of animals can be used to prompt responses (“How does this animal protect itself from the sun?”)
- (2) The teacher asks each child to pretend to be an animal and gets them to tell the others how their animal protects itself from the sun.



### Examples:

- Insects hiding under leaves (either on plants or under dead leaves on the ground).
- Desert animals in sand tunnels (gophers, snakes, rodents, desert toads).
- African animals resting in the shade.

- (3) Feel free to make up your own alternatives!





## **SunSafe Song: Sparkle, Sparkle...**

(from the “Sun Safe Play Everyday” DVD video)

Sparkle, sparkle, bright, warm sun,  
shining down upon our fun.  
Up above the world so high,  
like a light bulb in the sky.  
You give us light, you give us heat,  
we all think you’re really neat.

But ...

Some rays cause a nasty burn,  
that is something you must learn.  
In the sun you wear a hat,  
you must always think of that.  
Sparkle, sparkle, bright, warm sun,  
shining down upon our fun.  
Sunscreen, glasses, hat, that’s what,  
now it’s safe to play outside.

*Sung to the tune of “Twinkle, Twinkle, Little Star”*

*\* Used with the written permission of the Canadian Dermatology Association*





## Support Activities



# SunSafe Pokey

© Jennifer Peterson



You put your hat on,  
 you take your shades out,  
 you put your sunscreen on,  
 and you spread it all about.  
 You do the SunSafe Pokey,  
 and you turn yourself around,  
 That's what it's all about.

(Clap)



(Sing song to the tune of "Hokey Pokey" while acting out)

*\* Used with the written permission of Jennifer Peterson*







## Support Activities

# Two Sunscreen Songs

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\*\*Children apply pretend sunscreen as they sing

(to the tune of "So Early in the Morning")

This is the way we save our skin,  
save our skin, save our skin.  
This is the way we save our skin  
from sunburn in the morning.

This is the way we rub it in, rub it in, rub it in.  
This is the way we rub it in,  
our sunscreen every morning.

Don't forget your nose and chin, ears and toes, on it goes.  
Don't forget your nose and chin,  
our sunscreen every morning.

---

(to the tune of "ABC")

ABCDEFG

I won't let the sun burn me!  
**A** means away-I'll go inside,  
from sun burning rays I'll hide.  
ABCDEFG I won't let the sun burn me!

ABCDEFG

I won't let the sun burn me!  
**B** is block, I use sunscreen,  
everywhere my skin is seen.  
ABCDEFG  
I won't let the sun burn me!

ABCDEFG

I won't let the sun burn me!  
**C** is cover with a hat,  
t-shirt, sunglasses--just like that!  
ABCDEFG  
I won't let the sun burn me!

\*\*Make large cardboard cutouts of the letters ABC, and select 3 children to hold these letters and step forward when their letter is sung.

## Design-A-Hat

### Goal:

To reinforce the idea of wearing a hat in the sun, and to remind the children that hats can be fun.

### Procedure:

- (1) Have children design a hat for the cartoon character who is fishing (see page 18), using crayons, markers, or art materials of the teacher's or child's choice
- (2) Ask the children why the person needs a hat. You may also want to point out features of certain hats that help to protect people from the sun such as visors, large brims, and legionnaire hats.

## Design-A-T-Shirt

### Goal:

To reinforce the idea of covering up with a shirt in the sun, and to remind the children that shirts can be fun.

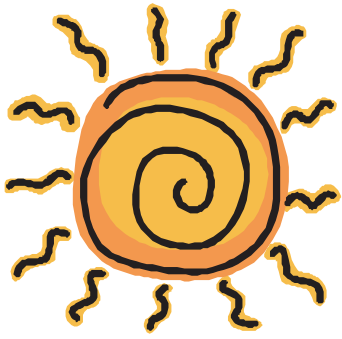
### Procedure:

- (1) Have the children invent their own T-shirt design, using the basic shapes provided (see page 19). Children can, for example, use glue-on-shapes such as cut-out pieces of felt or construction paper.
- (2) Emphasize that the children are designing the type of shirt they would like to wear in the sun. Ask the children why they need a shirt.

N.B. Dark colours give more protection (absorb more UV rays). Light colours and wet clothing let more UV rays pass through.



## Support Activities

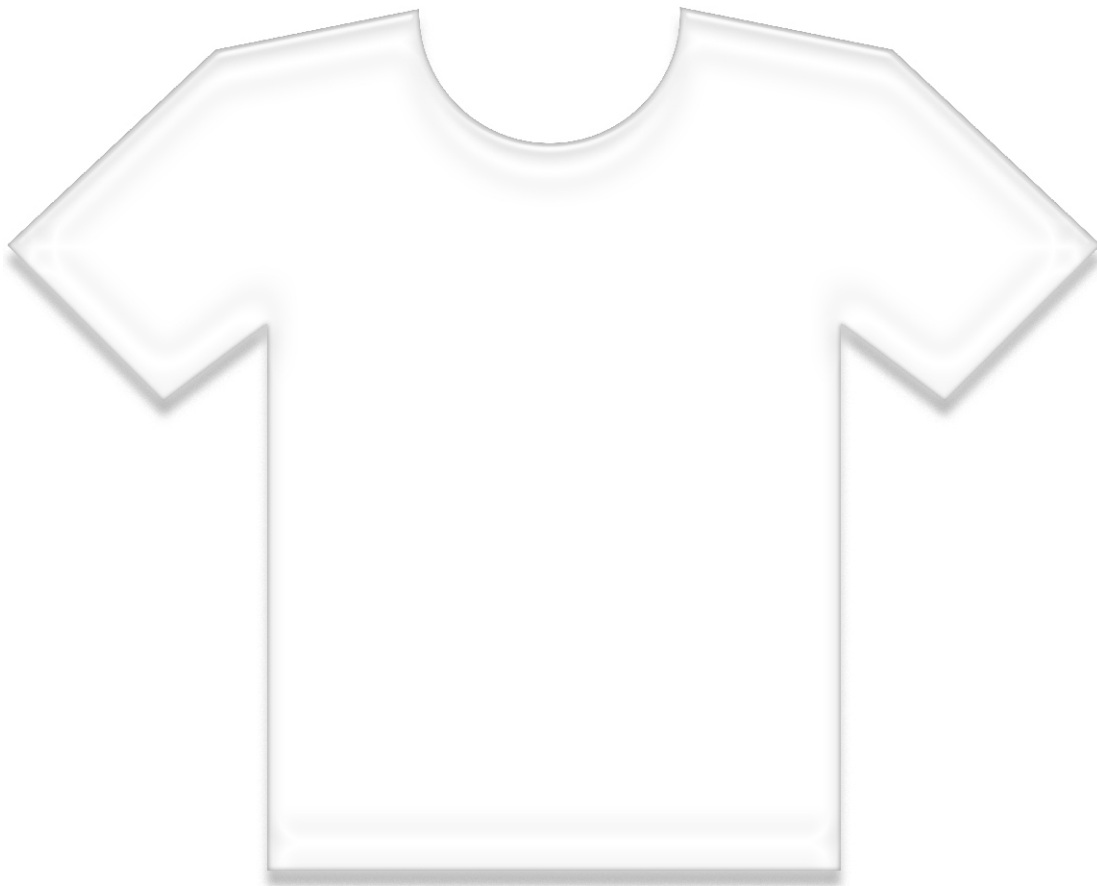


Draw a creative hat on the person who is fishing so s/he can have safe fun in the sun!





## Design-A-T-Shirt



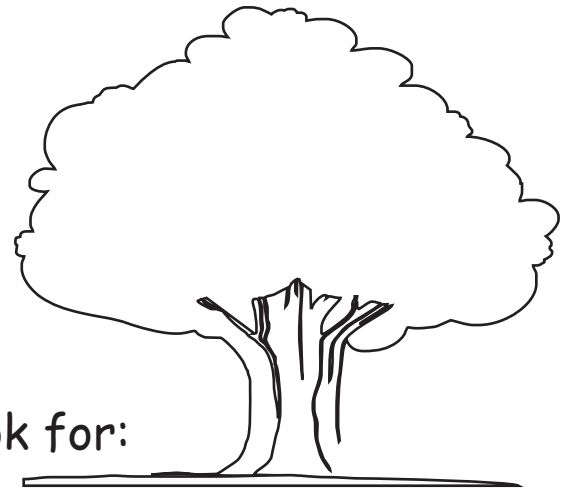
# Sun Protectors Collage/Poster

## Goal:

To have the children make a prominent visual aid that can be used to promote sun protection.

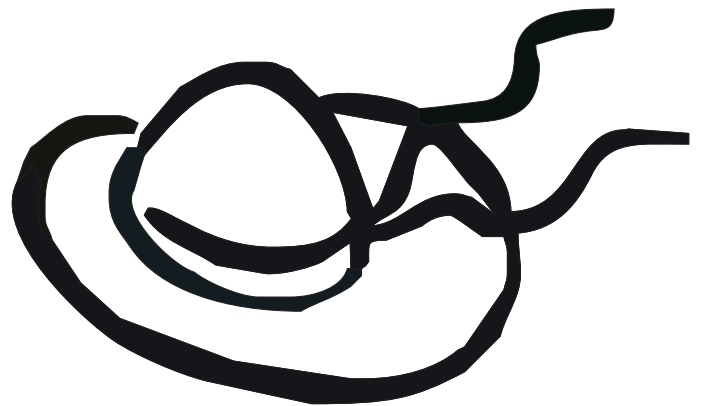
## Procedure:

- (1) Have the children select images related to sun protection from magazines and clip them out.
- (2) Let the children paste their images onto a group collage. You may wish to have 2-3 children do a smaller collage and hang all of the collages together to make a larger one.



Examples of images for children to look for:

- people in the shade
- people wearing hats, shirts, and sunglasses
- sunscreen bottles



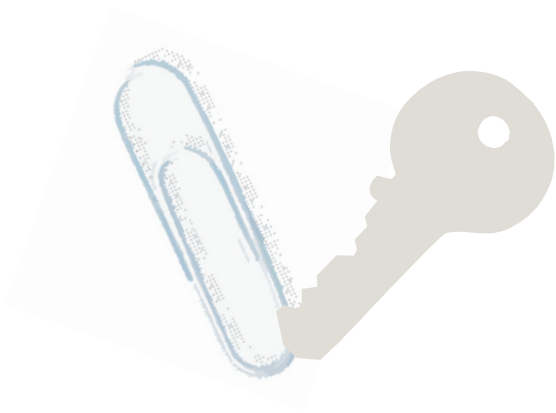
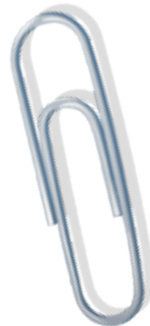
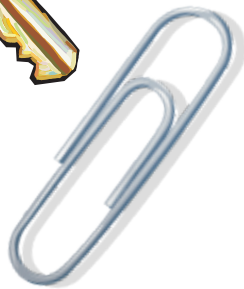
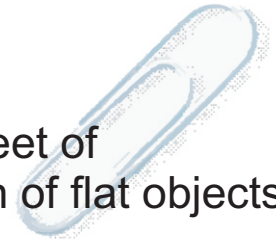
## Shadow Pictures

### Goal:

To show children the power of the sun in making changes to any surface, including the skin.

### Procedure:

- (1) Have the students select a brightly coloured sheet of construction paper and choose from a collection of flat objects such as keys, coins, and paper clips.
- (2) Write each student's name on their paper.
- (3) Have each child place their paper in the sun with their objects on it. Leave the papers for two or more hours, after which time the shadow pictures will be visible.



## Shadow Test!

### Goal:

To familiarize children with the way shadows change throughout the day depending on where the sun is in the sky. N.B. The longer their shadow is, the more sun safe they will be.

**Estimated Total Time:** 2.5 hours

### Procedure:

- (1) Pair up students two by two. One student stands in a sunny area on the asphalt, while the other student draws around the feet and shadow of the student who is standing. This procedure can be done every few hours (e.g., 8:30 a.m., 11:30 a.m., and 2:30 p.m.). Students can take turns drawing their partner's shadow. The student must stand at the same spot every time a new shadow is drawn.
- (2) Older students in grades 3 and 4 must then take the measurements of their shadow; the perimeter, width, and length. They must write the time at which the shadow was drawn next to each drawing.
- (3) Once all the shadows are drawn, compare their shapes and dimensions. Discuss what causes the shadows to change shapes and sizes. The children may enter the information in a table.



## The Shade Game

### Goal:

To use the children's love of active play to remind them to take advantage of the shade.

### Procedure:

- (1) Choose a play area with several sources of shade (trees, playground equipment).
- (2) Explain the game to the children and define "out of bounds".
- (3) Announce, "Put your toes in the shade". Children then have a short period of time to run and find a shaded place in which to put their toes.
- (4) When everyone has their toes in the shade, announce a new body part (pinkie, top of head, heel, knee, bottom) to put in the shade. The children have to change to a new location each time.
- (5) The game can be stopped when the children tire of it or it can be completed by playing it with "outs" from the start. The last player to put their body part in the shade joins the players who are out of the game and selects the body part for the next round for the remaining players.

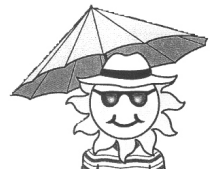
*If your play area lacks sufficient shade:*

Designate half of the children to be "Shadow Casters" and the other half to be "Shadow Finders". The groups should be distinguishable somehow (stretchy coloured wristbands for the casters). In each round, a Shadow Finder has to get their body part in the shadow of a Shadow Caster.





# Additional Activities

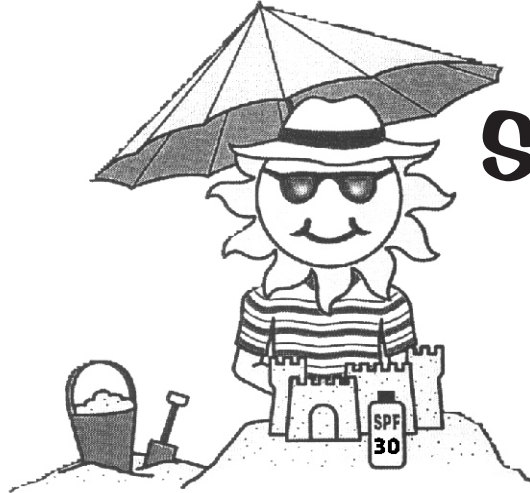
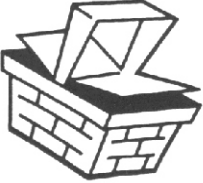
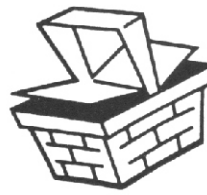


All of the following activities are included in the Protect Yourself Against Ultraviolet Radiation Sun Safety Kit (accordion folder) which you must book through your school nurse.

Activity	Recommended Grade Level
<i>Activity Village (In accordion folder):</i> Sun Safety Dress Up Dolls and Clothes	Grades 2 - 4
<i>Canadian Cancer Society (CCS) (In accordion folder):</i> Be Sun Smart Activity Book Sunsense Fortune Teller (Contact CCS for full class sets)	Grades 2 - 4 Grades 3 - 4
<i>Canadian Dermatology Association</i> <a href="http://www.dermatology.ca/">www.dermatology.ca/</a> click programs/resources DVD "Sun Safe Play Everyday"	Kindergarten - Grade 2 Kindergarten - Grade 2
<i>Health Canada - UV Index Sun Awareness Program (In accordion folder):</i> Sun Safety Word Search and Quiz Sun Safety Colouring Pages Sun Savvy School Club Activity and Information Guide "Be Sun Smart" Poster Sun-sensitive Paper UV Detection Activities Ultraviolet Sunlight Meter Instructions Sun-Bow ® UV Detection Bead Instructions	Grades 2 - 4 Grades 1 - 4 Grades 3 - 4 Kindergarten - Grade 4 Grades 3 - 4 Grades 3 - 4 Grades 3 - 4
<i>Ottawa Public Health - In support activities (attached to lesson plans):</i> No Burn for Me, Please! Playing Safely in the Sun Shadow Test Speedy Sun Relay Race Wham-O UMAX Frisbee ® Frisbee (4 frisbees present in UV and Sun Safety Bin which must be booked through your school nurse) UV Safe Fun In The Sun Power Point Presentation (available through your school nurse)  <i>In accordion folder:</i> Sun Safety Mobile Activity Sun Safety Quiz Sun Safety "Agree/Disagree Activity" Sun Sensitivity Test	Grades 2 - 4 Grades 2 - 4 Kindergarten - Grade 4 Grades 3 - 4 Grades 3 - 4  Kindergarten - Grade 4  Kindergarten - Grade 4 Grades 3 - 4 Kindergarten - Grade 4 Grades 3 - 4





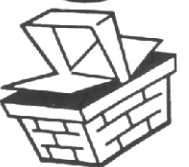


# Safe Fun in the Sun



(Name)

Knows how to have safe fun in the sun!



Avoid the sun

Block the rays

Cover Up

Say Something / Tell Everyone

