



National Sun Safety Week
June 5th -11th , 2011

BLOCK THE SUN, NOT THE FUN!

Learn and educate others on how to be smart in the Sun! Try some of these fun activities as you remember to stay safe in the sun!

SONGS TO SING - FUN IN THE SUN

(Sung to the tune of "Row, Row, Row Your Boat")

Singing Suggestions: Children can pantomime putting on hat, sunscreen on ears and toes, sunglasses. Children can act out playing inside by making a "tent" over their head with their arms.

Sun, sun, sun is fun
When I wear my hat!
It helps protect my face and eyes
I put mine on like that!
Sun, sun, sun is fun
When I use sunscreen!
Don't forget my ears and toes
Any skin that's seen!
Sun, sun, sun is fun
When I wear my shades!
I put my glasses on my face
When I go out to play!
Sun, sun, sun is fun
But not when it's too bright!
I play inside when sun is strong
Or cover up just right!

I NEED SUNSCREEN EVERY DAY

(Sung to the tune of "Twinkle, Twinkle Little Star")

Singing Suggestion: As body parts are mentioned, children can pretend to rub on sunscreen. Don't forget to wiggle those toes!

I need sunscreen every day
Before I go outside to play!
Put it on my smiling face
Ears and neck, yes that's the place
I need sunscreen every day
Before I go outside to play!
I need sunscreen every day
Before I go outside to play!
Put it on my wiggly toes
Arms and hands, that's where it goes
I need sunscreen every day
Before I go outside to play!
Put on sunscreen every day
Before you go outside to play!
On cloudy days or in the sun
Sunscreen's right for everyone!

Put on sunscreen every day
Before you go outside to play!
Additional verse for children to sing to adults:
Put on sunscreen every day
Before you take me out to play!
On cloudy days or in the sun
Sunscreen's right for everyone!
Put on sunscreen every day
Before you take me out to play!

SHADY FUN!

(Sung to the tune of "The Eentsy Weentsy Spider")

Singing Suggestions: Children run in place, jump and pretend to slide, then pretend to hide by covering their faces. Children spreading arms spread wide can represent a shady tree with lots of big branches.

My friends and I go outside
To run and jump and slide
Out comes the sun and
We all run and hide!
I can find a shady spot
Underneath a tree.
We play beneath the branches
As happy as can be!
Children jump up and down to be "as happy as can be"!

THIS SMART CHILD

(Sung to the tune of "This Old Man")

Singing Suggestions: Children can pantomime shades by making circles around their eyes. Sunscreen can be a pretend bottle in their hand. Children can put on an imaginary hat each time, too!

This smart child, she played one, she played safely in the sun
With her shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, he played two, he played safely at his school
With his shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, she played three, she found shade under a tree
With her shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, he played four, he played safely on the shore
With his shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, she played five, at the pool before she dives
With her shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, he played six, on rollerblades with a hockey stick
With his shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, she played seven, she played safely with her friend Kevin
With her shades and sunscreen, hat to block the rays
This smart child can safely play!

This smart child, he played eight, he played safely with his dog Nate
With his shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, she played nine, she played safely and she's fine
With her shades and sunscreen, hat to block the rays
This smart child can safely play!
This smart child, he played ten, let's all sing this once again
With OUR shades and sunscreen, hats to block the rays,
Now we ALL can safely play!

BOOKS TO READ

DAISY/BROWNIE

SKIN SENSE, by Lori Lehrer-Glickman, a story about sun safety for young children

DOROTHY THE DINOSAUR AND HER MAGIC HAT, by Liane McDermott, encourages children to be sun safe

AT THE BEACH WITH BUCKET AND SPADE, by J.R. Poulter, illustrates sun's cause and effect

OUCH! SUNBURN! By Donna J. Shepherd, helps children see the need to protect their skin in the sun

WHAT ARE THESE SPOTS ON MY SKIN? by Scott and Gus Naughton, encourage children to pay more attention to changes on their skin

JUNIOR/ CADETTE

LAKE VACATION, Barrow, Mary Mills, and Maryellen Maguire---Eisen.

PRETTY PROM, Barrow, Mary Mills, and Maryellen Maguire---Eisen.

SUNPROTECTION FOR LIFE, Barrow, Mary Mills, and Maryellen Maguire---Eisen.

GAMES TO PLAY

SHADE & SHADOW GAMES

Materials: A sunny day, Sidewalk chalk

Instructions: Run to the Shade. Start by calling out a shady area and "Ready, Set, Go." Run to that shady area. Then, choose a child to call out the next shady area. Continue until all children have had a chance to pick a Shady spot.

SHADOW PLAY

Look for shadows made by small to medium sized objects, like cars, animals, or play equipment.

1. Find several shadows. Then ask questions, such as: Which shadow is the longest (or shortest)? Which shadows are moving? What causes a shadow? What doesn't have a shadow?

2. Ask the children to find their own shadows. Ask questions like: Where is your shadow? Is it taller or shorter than you are?

3. Ask children to change their shadows by: Doing jumping jacks, Dancing, Holding hands, Crouching, Striking silly poses

SHORT SHADOW? SEEK SHADE!

Before 10 am on a sunny day, have pairs of children stand in a sunny area and take turns outlining each other's shadows with sidewalk chalk. You may also want to have the children draw a circle where they were standing. Several hours later, have the children stand on the same spots and redraw each other's shadows. Talk about why the shadows are shorter during midday. Enforce, "When your shadow is short, play in the shade." Children can use sidewalk chalk to decorate their shadows. They can even give them names!

GET DRESSED FAST!

Time how long it takes children to complete various clothing-related tasks (see below). A variation is to set a timer with a beep or buzzer and have children beat the clock, or play recorded songs of different lengths. 1. Child picks out and puts on one or more sun safe items that you suggest (e.g., hat,

shirt, sunglasses or “shirt and pants”). 2. Child picks out and/or puts on a fully sun safe outfit with sunglasses and pretends to apply sunscreen to any exposed skin.

SUN SAFE DRESS-UP

Materials: Large box, bag, plastic tub or other container, Assortment of fun and/or fancy “dress up” clothing & gear, including:

Sun safe hats: Hats with brims (3” all around) and/or flaps that would shade the entire face, ears, nose, and neck
Less safe hats: Hats or caps with no brim, small brim or brim only in front. Any hat that would leave face, nose, ears or neck exposed to the sun .
Sun safe clothes: Long-sleeved shirts and long pants (preferably made of opaque, but not heat-retaining material; some polyester better than all cotton)
Less safe clothes: Sleeveless, short-sleeve or see-through shirts; shorts of various lengths
Sun safe shoes: Shoes that cover the tops of the feet,
Less safe shoes: Sandals, flip-flops, etc.,
Sunglasses, Sunscreen containers, Timer or clock: Timer, clock or watch that shows seconds, Radio, tape player or CD player

Directions: Place the clothing and other items in the large container in a children’s play area. Talk to children during the activities to help them learn which items are sun safe, what makes them sun safe and why children need to be sun safe. Which is Sun Safe? Pull pairs of sun safe and less safe clothing items (e.g., shirts) from the box and ask children to pick the one that will protect them best from the sun. Explain what features are sun safe, in reaction to the children’s choices.

SILLY SUN SAFE OUTFITS

Pick out and/or put on a silly sun safe outfit from the container. If there were both sun safe and less safe items in the box, talk about sun safe clothes and ask children to replace any less safe items with sun safe items. Have each child select one sun safe item from the box. Then, ask the children to use a selection game (like eeny meeny miney moe) to pick one child to put on all of the clothing items. Designated child runs from child to child and puts on each item until he/she is wearing all of the clothes.

MUSICAL HATS

In this variation of Musical Chairs, children pass hats instead of moving from chair to chair. As children leave the circle, they may go sit in “the shady corner,” created by decorating the walls with shade trees or beach umbrellas. Alternatively, children could go to the clothing box and pick out a sun safe hat to wear until the next game starts. For younger children: Pass one of the less safe hats. When the music stops (or the timer sounds), the child holding the hat gives the hat to the next child and goes out of the circle. Start the music again. For older children: Choose one less safe hat and sun safe hats for the rest of the children. When the music stops (or the timer sounds), the children with sun safe hats put them on and the child with the less safe hat goes out of the circle. Take one sun safe hat away and start the music again.

HOT POTATO WITH THE SUN

Materials needed: Ball (preferably yellow), The Sunscreen Dance music by the Swingset Mamas

Directions: Have the girls make a large circle and pretend the ball is the sun. Pass the ball to each other as music plays. When the music stops, the one with the ball should say one of the sun facts about how to protect the skin and eyes from the sun.

EXPERIMENTS TO TRY

WHAT IS SHADE? WHERE IS SHADE?

Materials: 8½” x 11” paper to print “Sunny” and “Shady” cards (1 of each per child), Scissors, Color or black and white printer, 2 medium-size rocks, 2 pieces of white paper, 2 pieces of light color cloth, 2 large metal spoons or other safe metal utensil, Other items that “hold” heat .
Set Up: Place one from each of the pairs in a sunny spot and the other in a shady spot. Try to keep these spots in a small enough area that the children do not have to search a big area. Make sure not to place materials too soon before playing the game as the sun may move from that spot.

Instructions: Give each child one "Sunny" card and one "Shady" card. Ask children to search the designated area for specific items that are "cool" and "shady" or "warm" and "sunny." Explain to the children that they may use their eyes and hands to help them find the sunny or shady items. When they find an item, they should stand by it but not pick it up or move it. While standing at the item, they will hold a "Shady" card up for cool items or a "Sunny" card for warm items. Ask the children to give their reason for selecting the card they hold up. Talk about what creates shade; ask children if they know or can guess why an item in the sun feels different from the same item in the shade. Ask children to look around to see if they can find what is creating the shade. A variation of this activity is to ask children to find any items in shady or sunny areas and use the cards to identify them as "Shady" or "Sunny." A follow-up activity is to have the children place items in the sun or in the shade and predict how these items will feel after some length of time. The children can choose the amount of time to leave the objects in the sun or shade

CONSUMER WATCHDOG: CHOOSING THE BEST SUNSCREEN

Survey your friends/family on their sunscreen preference and analyze whether the choices made were according to protective factors or marketing strategies. Ask which sunscreen is used and why they choose it.

SPONGES AND WATER

Materials Needed: Shallow trays or bins, sponges in varying shapes and sizes, water, a sunny day, and an empty shelf inside a cabinet or closet.

Instructions: Fill bins with about 1-2 inches of water. Gather all of the sponges and place them on two trays or bins. Place one tray in the sunshine and one tray in the dark cabinet. Check periodically throughout the day. (Be sure to never leave bins of water out of sight from adults).

Things to talk about: What's happening? Where did the water go? Do the sponges feel cool or warm? Why did this happen? Does your body also lose water? What happens when you are thirsty? (Answer: Your mouth gets dry, you get hot, and sometimes you even feel dizzy and tired.)

Other options: Fill a large bucket with water. Use paintbrushes to "paint" wet patches around the playground. See how quickly they dry. Compare results in shaded areas versus sunlight. Leave a glass of water in the sunshine. Mark lines on the outside of the glass periodically to see how the water evaporates. Brush water on your hands and arms. How does it feel in the sun?

ACTIVITY SMOOTH PEBBLES

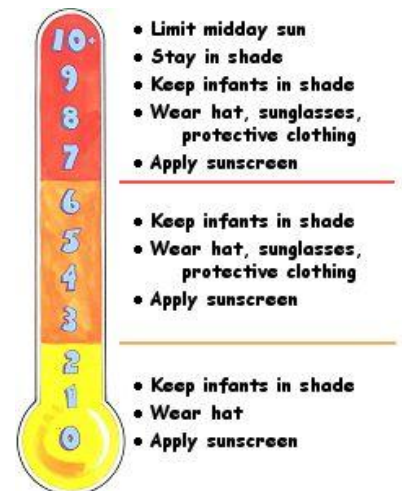
Materials Needed: Smooth pebbles, sunny windowsill or outside area, a bowl of water, and a bowl of ice.

Directions: Gather smooth pebbles. Have children feel the pebbles and describe them. Ask the children for ideas on how to make some rocks cold and some hot. Place some pebbles in the sun, some in the shade, some in the water, and some in ice. After an hour feel the pebbles and describe the differences. Other options: Use other objects that will not be too hot when exposed to sunlight, like wood blocks, plastic spoons, and paper plates. Discussion questions: Which were the warmest? Which were the coolest? Think of different hot and cold things. Other things the sun makes hot like car seats, a slide, the sand, and people themselves. Variation: Have two squares of butter and place one on each plate. Put one in a very sunny area and the other one in a shady area. Come back later and discuss what has happened.

SUN PROTECTION FUN

1. Write a paper or a poem about how girls will get their families to adopt sun protection habits.
2. Find as many three or more lettered words as possible out of the letters in SUN PROTECTION
3. In small groups, role play some of these situations. Talk about different ways of handling the problems.

What if your friends laugh at you because you're wearing a "sunsmart" hat and they aren't?



What if your family is taking a friend to the beach and he or she arrives at your house without a shirt, a hat or sunglasses?

What if you have forgotten to put on sunscreen before you go to the park to play and you only remember when you arrive there?

4. Read about the natural ways hippos, meerkats, polar bears, and many other animals protect themselves from the sun's UV rays.

5. Use the newspaper as a "scavenger hunt" for SunWise related items: the UV index readings, advertisements for sunscreen/hats/umbrellas/trees, examples/pictures of sun safe and sun foolish behavior

6. What is the UV Index? What is your area's UV Index? What is today's UV Index?

SUN CARDS

Materials Needed: Construction paper and small objects.

Instructions: Early in the morning take some thick, dark-colored construction paper. Place some small objects with distinctive shapes on top of the paper such as keys, small toys, or small household items. You can also cut out letters from another sheet of paper and place them on top of the colored construction paper. Place the construction paper directly in the sun. By the end of the day the paper will be faded, except in the areas protected by the objects. This can sometimes be done indoors when direct sunlight continuously shines through a large window. Things to talk about: How the sun is so strong that it changes the color of the paper. When a place is protected from sunlight, the sun doesn't change the hue of the paper. Option: Apply sunscreen to part of a piece of construction paper. Put it in the sunlight to see if the sunscreen protects it.

DESIGN A HAT

Materials needed: Bring old hats from home, or cut out two-dimensional cardboard hats or make paper hats. Use the following to decorate your hat: fabric pieces, colored construction paper, Stapler, scissors and glue, Decorating materials—glitter, feathers

Directions: Attach fabric or paper pieces to their hats in a way that creates a sun safe hat...one with a rim, such as a wide-brimmed hat, or one with a flap that covers the ears and necks. Decorate the hats. Vote on which hat is the craziest, most colorful, etc. but still a sun safe hat. Evaluate how effective each hat would be in protecting the wearer from the sun. Display the hats or have a parade.

MAKE YOUR OWN SUNDIAL

Materials needed: A sunny day, stake, pole, dowel or other similar-shaped item (at least 2 feet tall), 4 fist-size rocks or other similar-size items, Other small items (one unique item for each child)

Instructions: Select a place for the stake that will be in the sun all day. Pound the stake into the ground. Four evenly spaced times during the day (like, every 1-2 hours), take the children outside and place an object at the end of the stake's shadow. After placing the 3rd object, you can ask the children to put their own items where they think the next shadow will fall. Next time you check the shadow, compare their guesses to the actual shadow. Talk with the children about why the objects are not always in the same place. Ask questions like: What causes the shadow? Why does the shadow move? Why does the shadow get shorter or longer? Where is it shady right now?

LET'S MAKE SUNGLASSES!

Materials Needed: Construction paper (or heavy weight paper), cellophane sheets in varying colors, glue or paste (individual bottles or bowls with glue brushes), small decorative materials (embossed paper stickers, buttons, and feathers, etc.), and a template for sunglass paper "frames,"

Instructions: Glue the cellophane sheet between two cut-outs (one piece covers both lenses). Cut excess cellophane from the edges. Now decorate the frames. Allow 1-2 hours to dry, depending on amount of glue. Look outside with and without these glasses. Ask what are the differences on how bright things look? How does the world look different when you wear your sunglasses? Is the color different? Indoors? Outdoors? How are dark-colored lenses different from light-colored lenses? Why do we need sunglasses when we go outside?

SUNWISE ACTION STEPS -- SLIP! SLOP! SLAP!

Slip on a shirt!

Turtles have a built-in shirt. We have to wear a shirt that covers our shoulders. Wear a long-sleeved shirt and pants if it is not too hot.

Slop on sunscreen!

Pigs use mud as sunscreen. We put on sunscreen before we go outside, and put more on every two hours. If swimming or sweating, we need more. Look for a Sun Protection Factor (SPF) of 15 or higher that blocks UVA and UVB. Do not forget to wear it on cloudy days too.

Slap on a hat!

The bumps over a camel's eyes act like a hat. We need to wear a hat to protect our face, neck, ears, and the top of our head from too much sun. The wider the brim, the better.

WHAT'S IN A HAT

A hat can be the difference between life and death for a soldier.

A rancher's wide-brimmed felt often provides the only shade he may see for days.

A fisherman's yellow oilskin gives him snug comfort in the midst of bitter salt billows.

Yet a hat offers more than shelter alone.

A hat, when tipped politely, tells a pretty girl that you like the way she looks.

Held over the heart, when the flag goes by, a hat is a badge of patriotism and a strong belief in freedom.

The right hat can make a golfer feel lucky.

Celebrities often wear them to be noticed. Plainclothes police wear them to be unnoticed.

A salesman's hat can be his office.

There are hats with built-in radios, hard hats, soft hats, fur hats, paper hats, all useful in different ways to different people.

Hats have won a deserved place in the day-to-day speech of the entire world.

Secrets are figuratively kept under hats.

Politicians throw them into the ring.

Voters bet them on elections.

People promise, if wrong, to eat them.

Cocked hats are what schemes get knocked into.

Most important of all, a hat is worn in the mind as well as on the head.

When a man is seen in a hat, the whole world knows he has invested some special effort and expense in his appearance.

He has set himself apart from the lazy, the careless, and the irresponsible.

He is a man with purpose... and purpose is the making of man.

- John B. Stetson Company

