



# Grade 2

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- ⚙ **Curriculum Resource Overview**
- ⚙ **Suggested Lesson Plans**
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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 - 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 - 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

Grade 2

## Learning Objectives

The students will:

1. Learn how too much sun is harmful to their skin.
2. Identify specific ways to protect themselves from the sun.
3. Understand the importance of lifelong protection and how to maintain good habits.

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

## Curriculum Resource Overview

### Class One:

- I. Introduce the concept of the skin and sun protection
  - discuss outdoor activities and the health risks of the sun
  - discuss sunburns and how to prevent them
- II. Show “*Sun Safe Play Everyday*” DVD video
  - discuss how the child in the video protects himself from the sun
  - discuss harmful effects on the skin from the sun
- III. Give out a parent-child home activity
  - magazine collage activity or activity of your choice

### Class Two:

- I. Introduce the concept of habits
  - discuss what a habit is
  - brainstorm examples of healthy habits, including sun protection
- II. Show the “*Safe Fun in the Sun*” Power Point presentation
  - review important sun protection behaviours.
- III. Review parent-child home activity.
- IV. Play the “*Sun Game*”.
- V. Present the “*Safe Fun in the Sun*” certificate (page 31) and sticker. Stickers are available in the Sun Safety kit and/or through your Public Health Nurse.





## Suggested Lesson Plans

### Class One:

.....

- I. Introduce the concept of the skin and sun protection.
  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. Draw a sun surrounded by sun rays on the board or on a flip chart. On each ray write the childrens' responses.
  3. Ask the students if anyone has ever gotten a sunburn after doing any of these activities. Ask the following questions:
    - a) What caused the sunburn? (*being out in the sun too long*)
    - b) What did it look like? (*pink, red, blistery...*)
    - c) How did it feel? (*hot, tight, stinging...*)
    - d) Would you want another one?
- II. Show 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 17) for lyrics to the DVD Sun Safe Song: "*Sparkle, Sparkle, Bright, Warm Sun*".
  2. Ask the students for any new ideas of how to protect themselves from a sunburn (*hats, clothing, umbrellas, trees, sunscreen...*). Try to give hints to the ABCs of sun protection (see page 9).
  3. Ask the students what can happen if we don't protect ourselves from the sun (*wrinkles, heat rash, freckles, sunburns*). Review the ABCs of sun protection again.
  4. If time allows, choose one of the support activities to reinforce today's lesson.





## Class One (Cont'd):

- .....
- III. Assign a parent-child home activity. Ask the students and parents to make a small collage from old magazines (see page 24). Have them choose pictures that illustrate both well and poorly protected people.





## Class Two:



### I. Introduce the concept of habits.

1. Ask the students what a habit is. Tell them that a habit is something we remember to do everyday, like brushing our teeth.
2. Brainstorm good habits, such as brushing teeth, exercising, washing hands, and wearing a hat in the sun. Tell your students that healthy habits need to last a lifetime.
3. Explain that for the best protection against the sun we must make it a habit to protect ourselves. What does this mean? It means we need to remember to protect ourselves each time we go out to play in the sun. Get into the “*Safe Fun in the Sun*” habit.
4. What can we do to help us remember to keep safe in the sun everyday?
  - a) Make reminder posters of safety tips, and display them by the classroom recess doors. Brainstorm tips for posters:
    1. Play in the shade.
    2. Play outside at times other than peak hours.
    3. Keep hats and sunglasses in our book bags/cubbies.
    4. Wear clothes that cover our skin.
    5. Have sunscreen available.
    6. Remind a friend to protect themselves before going outside.
  - b) As a class take a few extra minutes before each recess to prepare ourselves for going outside. Post a list of *Safe Fun in the Sun* actions by the recess door. Have the students take turns reminding their peers on how to be safe in the sun as seen on the DVD “*Sun Safe Play Everyday*”.
  - c) Sing the “*SunSafe Song*” from the DVD video “*Sun Safe Play Everyday*” (see page 18).





## Class Two (Cont'd):



- II. Show the “*Safe Fun in the Sun*” Power Point presentation. Review the ABCs of sun protection (see page 9).
- III. Review the collages that the students made with their parents. Have students show the collages and identify the presence and absence of sun protection measures. As students are presenting, ask questions such as, “What may happen to the person in the picture who is not wearing a hat?” or “What could the people in the picture do to protect themselves more?”. Depending on the amount of time available, have the students do one of the following activities:
  1. Role play one or more of the following scenes:
    - a) They are getting ready to go outside. One student wants to get a suntan and the other student tries to convince him/her that s/he needs to get into the *Safe Fun in the Sun*” habit.
    - b) One student is being safe, and a different student makes fun of him/her for it.
    - c) A group of students is getting ready for a field trip. They all help each other prepare to be safe in the sun.
    - d) A group of students is getting ready to go outside. They need to remind their parents how to be safe in the sun.

Have the students write and illustrate a book about the sun. Possible titles include: *I Am Going to the Beach*, *Why the Sun is Good and Bad*,. and *When I Play Outside*. The students may want to create their own titles.

- 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 31) 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 30. 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 your students to reduce their risk of developing skin cancer.



# 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.





## 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
- Get Ready, Get Set, Go!
- Simon Says: Sunscreen!
- We're Going on a Safe Fun in the Sun Safari!

### 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
- Playing Safely in the Sun
- Animals Under Cover
- Sun Protectors Collage/Poster
- Making Summertime Placemats
- No Burn for Me, Please!

### Science Activities:

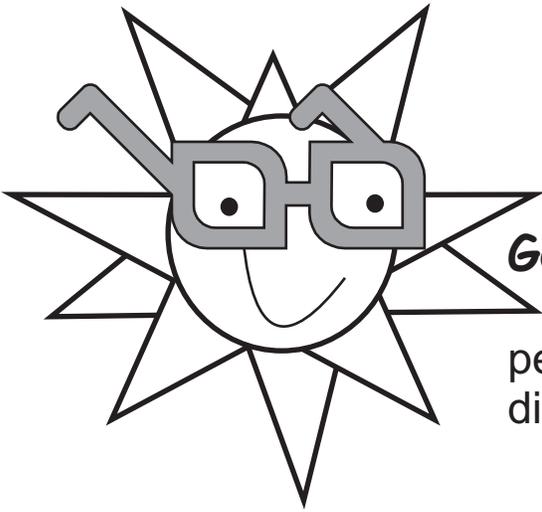
- Shadow Pictures
- Shadow Test!

### 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:

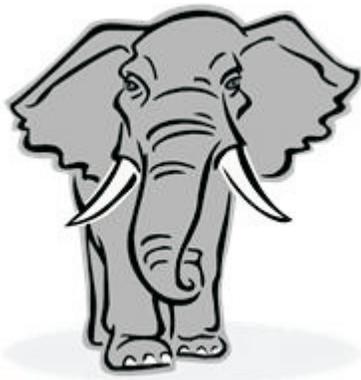
- (1) The children talk, guided by the teacher, about how different animals protect themselves from the sun. Pictures of animals can be used to prompt responses (“How does this animal protect itself from the sun?”)
- (2) The teacher asks each child to pretend to be an animal and gets them to tell the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



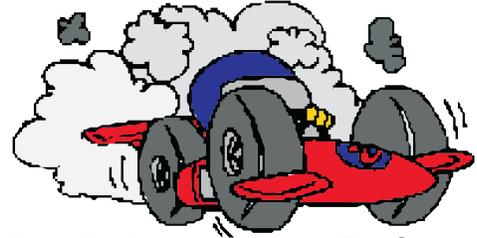
## Examples:

- 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!



# Get Ready, Get Set, Go!



## Goal:

To remind children that taking care of our bodies is important. Before we go out into the world - to play, or go to school or to the store - we need to remember a few things to help keep ourselves well and safe.

## Procedure:

Get the children to match the items you need with the part of the body it helps protect. Choose only one item for each body part.

Helmet

Hands

Toothbrush

Head

Sunglasses

Feet

Socks & Sneakers

Arms

Sun Block SPF 30+

Skin all over!

Hat with a brim

Teeth

Mittens

Legs

Long Pants

Eyes

Seat Belt

Face

Whole Body



# Simon Says: Sunscreen! (If School Rules Permit)



## Goal:

To make a fun game out of reminding the children to cover every exposed body part with sunscreen before going outside.

## Materials:

Sunscreen SPF 30 or higher, enough for each child.

## Examples:

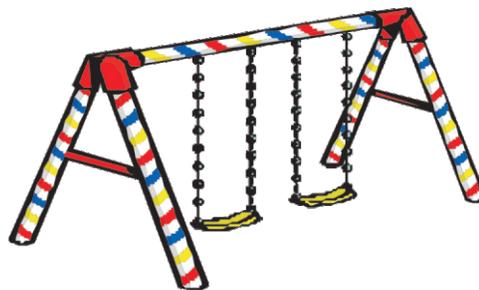
Simon says, “Put sunscreen on your ears!”  
Children put sunscreen on their ears.

Simon says, “Put sunscreen on your nose!”  
Children put sunscreen on their nose.

Simon says, “Put sunscreen on your cheeks!”  
Children put sunscreen on their cheeks.

Continue until every exposed part is covered with sunscreen, then have Simon say to put on a hat and go out for some playtime in the shade!

The children can take turns being “Simon” (a great way to help all of them remember to cover every exposed body part). You can help make sure that “Simon” doesn’t miss any parts!





## We're Going on a Safe Fun in the Sun Safari!

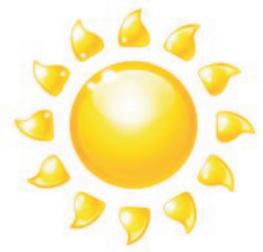
**Goal:** To reinforce being safe while playing outside. Let's make remembering FUN!

**Summary:** This is a memory game in which children are asked to add to and remember (in order) a growing list of sun protection items.

### Activity:

- (1) Ask the children to sit in a circle.
- (2) Tell them that you are about to take them on a pretend safari! Explain that when you go on a safari you will be in Africa, which is quite close to the equator where the sun is very, very, strong. While you are out looking for animals in the blazing hot sun, you might get sunburned. So.....
- (3) Have the children think quietly to themselves of an item that they might need to take along for the trip to keep them safe in the sun. Tell them that they each must remember what everybody around the circle suggests!
- (4) Begin with yourself, or assign a fairly confident child to be the first participant.
  - The teacher or first child says, "I'm going on a safari and I am going to take a... HAT!"
  - The next child: "I'm going on a safari and I am going to take a hat and some... SUNSCREEN!"
  - The next child: "I'm going on a safari and I am going to take a hat, some sunscreen, and I'm going to look for some SHADE!"
  - ... and so on until you have gone all the way around the circle.
- (5) After you have gone around the room once, ask the children to talk about how they can practice sun safety in their own backyards.





## SunSafe Song: Sparkle, Sparkle...

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

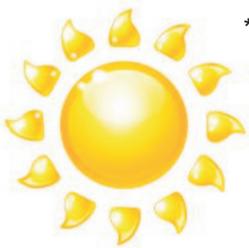
Sparkle, sparkle, bright, warm sun,  
shining down upon our fun.  
Up above the world so high,  
like a light bulb in the sky.  
You give us light, you give us heat,  
we all think you’re really neat.

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)

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## 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 21), 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.

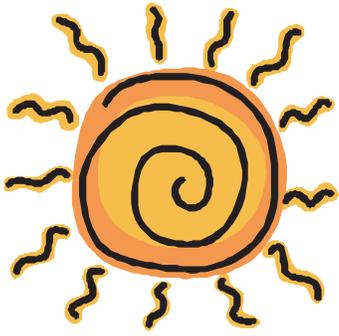
### Procedure:

- (1) Have the children invent their own T-shirt design, using the basic shapes provided (see page 22). 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.

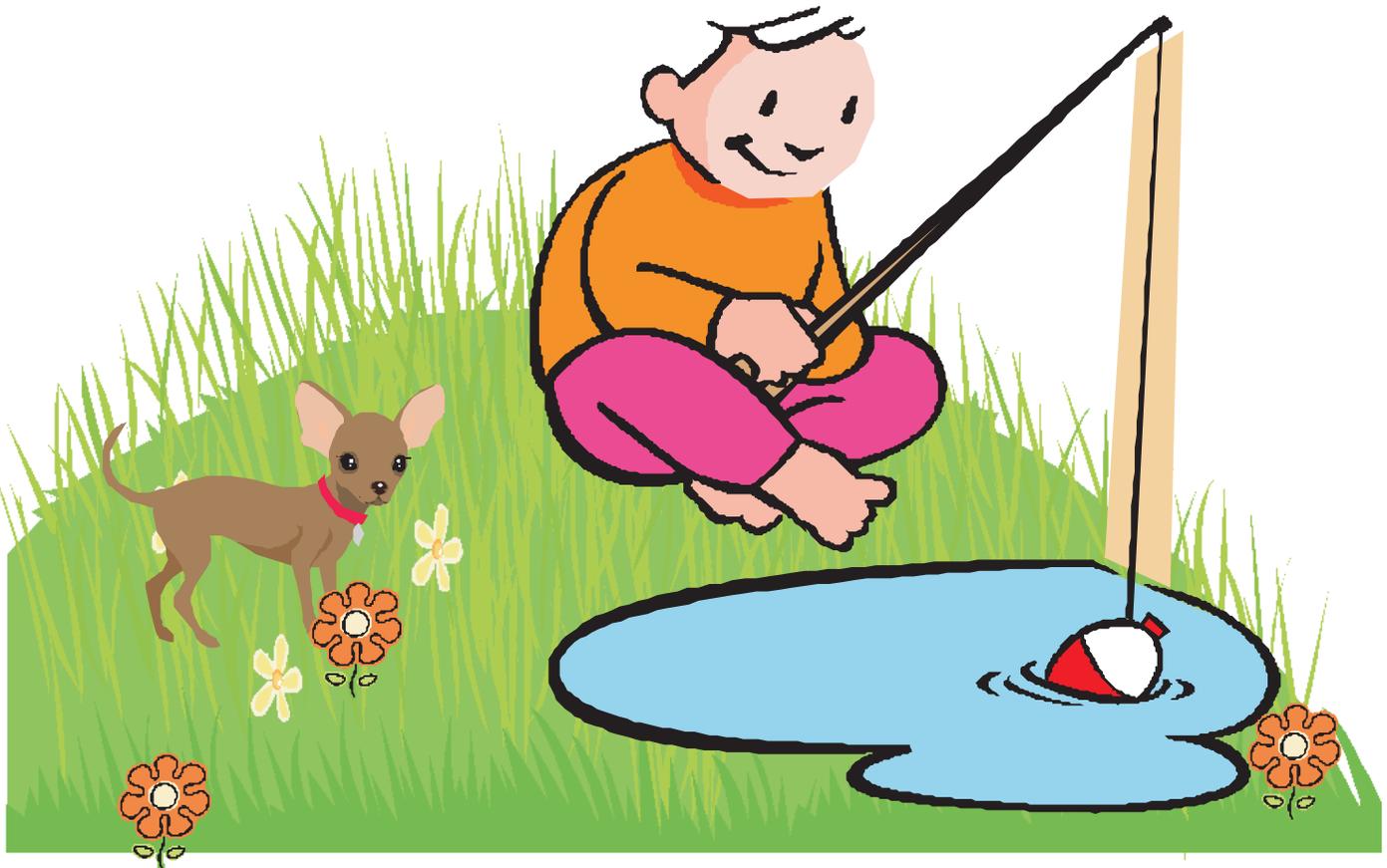
N.B. Dark colours give more protection (absorb more UV rays). Light colours and wet clothing let more UV rays pass through.



## Support Activities

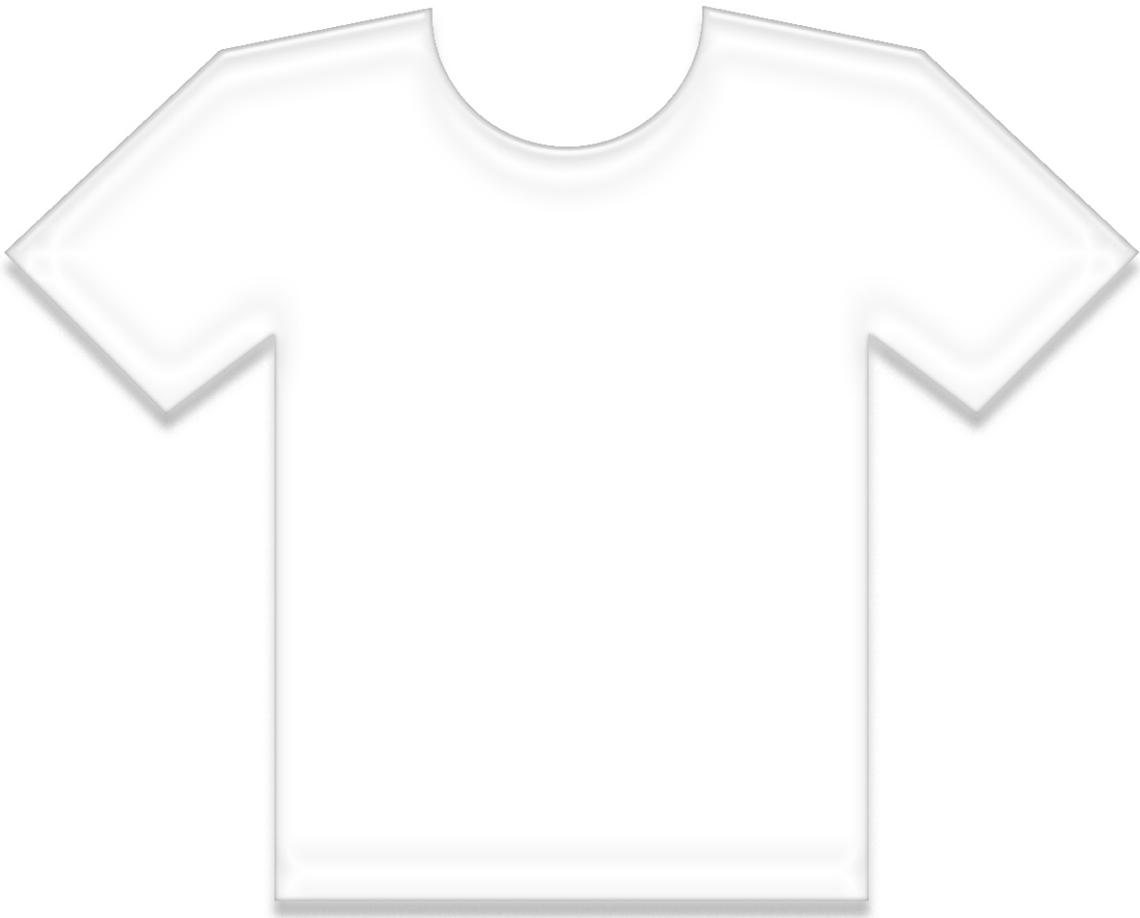


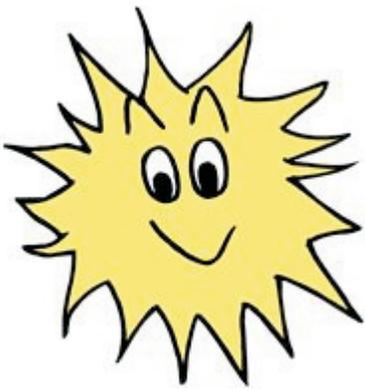
Draw a creative hat on the person who is fishing so s/he can have safe fun in the sun!





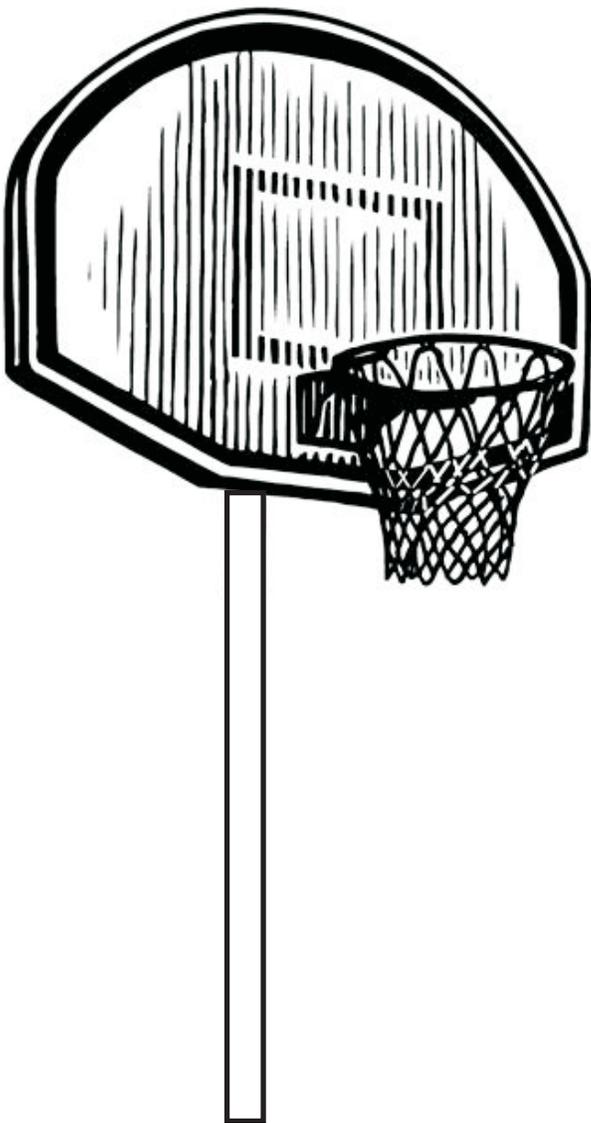
# Design-A-T-Shirt





## Playing Safely in the Sun

Tommy is missing some things that protect him from the sun and heat. Draw three things he needs to play safely in the sun (sunglasses, long-sleeved shirt, shady tree, sunscreen bottle, hat, water bottle, etc.)



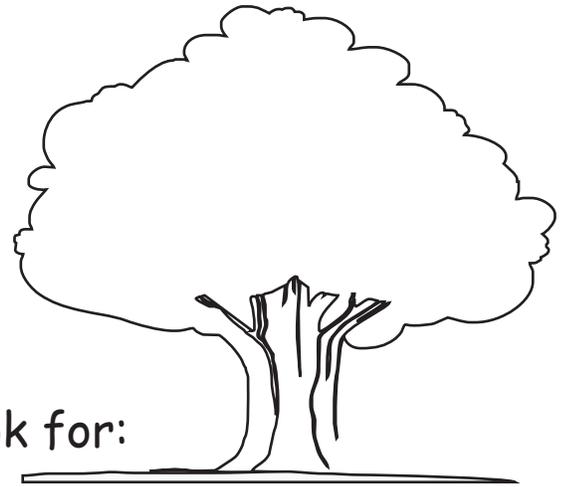
# Sun Protectors Collage/Poster

## Goal:

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

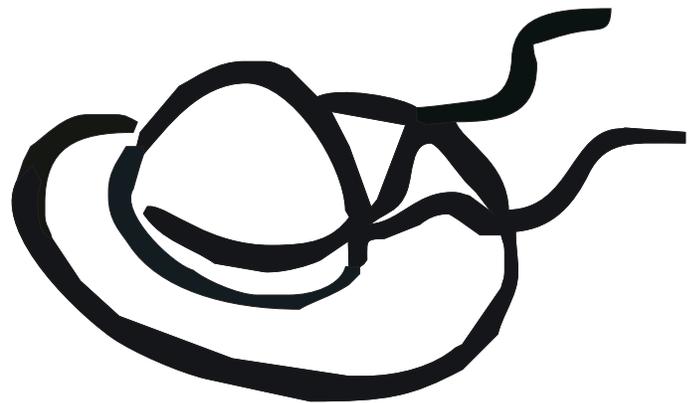
## Procedure:

- (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



# Making Summertime Placemats

## Goal:

To make placemats that show fun summertime activities that are enjoyed in the sun. There are two ways to do this project. Select whichever you prefer.



### Drawing Option (recommended for Grade 2)

#### Materials:

- Photo of each child (or hand drawn picture)
- White poster board cut to 11"x17"
- Pencils, crayons, markers
- Blank address labels or name tags (optional)

#### Procedure:

- Select a photo of each child to use
- Show each child this photo and ask him/her to illustrate the setting to go around it (*the beach, park, play area, etc.*)
- The child can draw directly on the poster board
- Laminate the placemats and use them in the classroom

### Magazine Cut Out Option (recommended for Grade 3 and 4)

#### Materials:

- Photo of each child (or hand drawn picture)
- Poster board cut to 11"x17" (scraps can be used in this project)
- Scissors
- Glue
- Blank address labels or name tags (optional)
- Old magazines

#### Procedure:

- Select a photo of each child to use
- Show each child this photo and ask him/her to design the setting to go around it (*the beach, park, play area, etc.*)
- The child can cut pictures (*pool, beach umbrella, etc.*) out of old magazines and glue them onto the poster board
- Laminate the placemats and use them in the classroom



After the children have created the scenes in which they see themselves, glue each child's picture on his/her setting. Write "\_\_\_\_\_ is playing safely in the sun!" on a label and stick it below the child's picture. Laminate the placemats (optional), and use them in the classroom.



# No Burn for Me, Please!

## Goal:

To familiarize children with the proper ways of protecting themselves from the sun.



## Procedure:

- (1) Hand out the Health Canada Sun Safety colouring pages that illustrate people (in Sun Safety accordion folder) enjoying their favourite outdoor activities.
- (2) Colour the pictures using different textures, colours, paint, crayons, pencils, etc.
- (3) Ask the students to make a list of the ways in which the characters in the pictures are having “*Safe Fun in the Sun*” and what else they could be doing.

## Examples:

- They are wearing a hat
- They are wearing a shirt
- They are in the shade
- It is not between 11:00 a.m. - 4:00 p.m.
- They should be wearing sunscreen
- They are wearing wrap-around sunglasses
- They are under a beach umbrella
- They shouldn't be wearing a baseball cap

- (4) Ask the students to pick their favourite summer activity. Ask them to write a short text in their journals about how they and their family stay safe in the sun while doing this activity. They should also mention how they can pass on the message to other participants of this activity. Here are some examples of fun summertime activities:

- Baseball
- Soccer
- Going to the beach
- Horseback riding
- Skiing/snowboarding
- Skateboarding
- Swimming



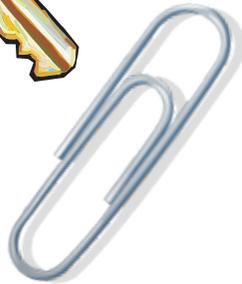
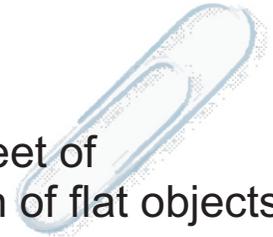
## Shadow Pictures

### 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.

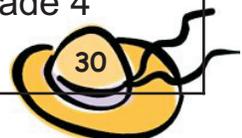


# Additional Activities

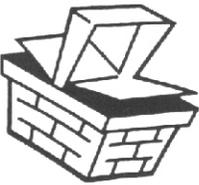
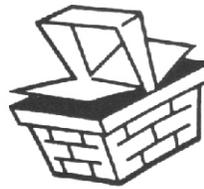


All of the following activities are included in the Protect Yourself Against Ultraviolet Radiation Sun Safety Kit (accordion folder) which you must book through your school nurse.

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



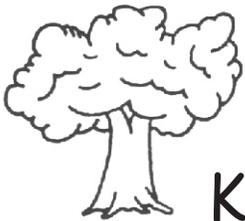




# Safe Fun in the Sun



(Name)



Knows how to have safe fun in the sun!

Avoid the sun

Block the rays

Cover Up

Say Something / Tell Everyone

