Grade 4

- Learning Objectives
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- Suggested Lesson Plans
- Support Activities
- Additional Activities





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:

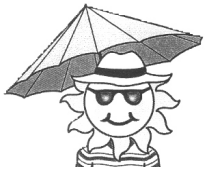
A3.1 - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity.
A3.2 - describe common precautions for preventing accidents and injuries while participating in different types of physical activity.

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 4



Learning Objectives

The students will:

1. Learn about skin cancer and how it can be prevented.
2. Identify specific ways that they can protect themselves from the sun.
3. Understand that self-image, peer pressure, and advertising affect their decision making.

For background information, see the Introduction.

Curriculum Resource Overview

Class One:

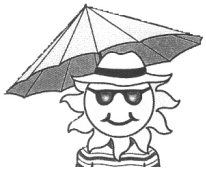
I. Administer the *"Safe Fun in the Sun"* test (Pre-test, Optional)

II. Discuss the *"Diagram of the Solar Spectrum"*
- Discuss the different types of rays from the sun
- Discuss the different ways to protect ourselves from the harmful rays

III. Show the *"Safe Fun in the Sun"* Power Point presentation, and the *"Agree/Disagree"* activity.

IV. Give out a parent-child home activity (from UV and sun Safety kit through your Public Health unit).

Curriculum Resource Overview (Cont'd)



Class Two:

I. Choose a "hands on" activity (see attached support activities).

II. Discuss the *"Diagram of the Skin"*
- Discuss the layers of the skin
- Discuss how and why skin tans
- Discuss the ABCs of sun protection

III. Play the *"Sun Game"* in the gym.

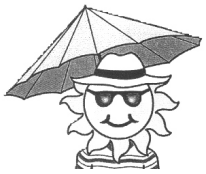
IV. Review the parent-child home activity.

V. Propose a poster contest (optional).

VI. Assign a second parent-child home activity - talk about peer pressure and sun safety behaviours or do a support activity.

VII. Administer the *"Safe Fun in the Sun"* test again (post-test).

VIII. Present the *"Safe Fun in the Sun"* certificate (page 30) and sticker. Stickers are available in the Sun Safety kit and/or through your Public Health Nurse.



Suggested Lesson Plans

Class One:

I. Administer the *"Safe Fun in the Sun"* test (pre-test, optional; see page 12 for the teacher's key and page 15 for the test).

II. Discuss the *"Diagram of the Solar Spectrum"* (see page 18).

1. Let's talk a little about the sun. What does the sun do? Draw a sun on the board with sun beams coming from it. Brainstorm ideas about what the sun does, and write one idea on each sun beam. Possibilities include: it shines and gives us light, it warms us up, it makes plants grow, etc. Make sure to include: "it makes us tan".

2. Draw some clouds beneath the sun. Ask what happens on a cloudy day. Do we still get some light from the sun? Do we still get warm? Can we still get a tan? *(yes)*, so some of the sun must still get through the clouds. Ask them if they know of anything else that blocks the sun and makes shade. Possibilities include umbrellas, trees, houses, etc. Some students may also know about the ozone layer. Explain that the ozone layer is an invisible layer in the sky that blocks some of the sun's rays.

3. Point to the drawing on the board, and explain that the sun has different kinds of sun beams for different jobs. To demonstrate some of the different kinds of beams:

   a) Have a student stand in front of a window and let the sun shine on his/her back until s/he is warm. Alternatively, place a glass of water by the window at the beginning of the lesson. Ask a student to touch it and feel if it has warmed up. Tell the students that the infrared light is the kind of sun beam that warms us up.

Class One (Cont'd)

b) Show the visible rays of light by shining a flashlight through your hand in a darkened room. Tell the students that this is called visible light.

c) Tell the students that there is another kind of sunbeam that we can't see or feel. This kind of sun ray causes suntans, sunburns, wrinkles, and blotches on our skin. It is called ultraviolet (UV) light.

4. Pass out the *"Diagram of Solar Spectrum"* sheet (see page 18). Have the students look at the three kinds of rays that are explained in #3, above *(ultraviolet, visible, and infrared)*. Ask them what other kinds of rays are shown on the sheet *(gamma and x-ray)*. What happens to them? Do they reach the earth? *(The rays do not reach the earth; they are blocked by the ozone layer).*

5. Explain that you want to look more closely at the invisible type of light. Remind students that this type of light causes suntans and sunburns. Ask if anyone has had a sunburn. Ask when and where they got it. Ask them how it felt. Ask them if they want another one.

6. Tell the students that it is important to protect themselves from ultraviolet light. When a person receives years and years of this type of sunlight, it can cause wrinkles, spots, cataracts, and even skin cancer.

7. Ask students for suggestions on how to avoid ultraviolet light. If a student suggests that clouds will protect them, ask them to look at the *"Diagram of the Solar Spectrum"* again and see if all of the ultraviolet light is blocked.

Class One (Cont'd.):

8. Brainstorm ideas of how we can protect ourselves from the sun. Be sure to highlight the ABCs:

   - ☼ **Avoid the Sun and Seek Shade** between 11 am to 4 pm. Ask students why *(because that is when the sun's rays are the strongest).* Brainstorm activities to do during this time. If you are outside at this time, seek shade under an umbrella, a tree, or a building overhang.

   - ☼ **Block** the sun's rays with sunscreen that has an SPF of at least 30. Ask the students what SPF stands for *(Sun Protection Factor)*. Ask them what the lowest number on the sunscreen bottle should be *(30 or higher).* Ask them if putting on sunscreen just once before you go out in the sun is enough. *No, it is important to reapply it every couple of hours, even if it is water resistant.*

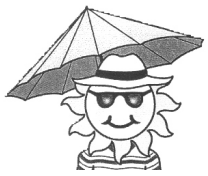
   - ☼ **Cover Up** with a hat, clothing, and sunglasses.

   - ☼ **Say Something/Tell Everyone** how important it is to protect themselves from the sun and that no tan is a safe tan. Show your family, friends, and neighbours ways that they can be safe in the sun.

   For a summary sheet of the ABCs of Sun Safety, (see page 20). Remind the students that these are the best ways to protect themselves from the ultraviolet light of the sun. UV rays can damage our eyes and skin. Know the UV index.

III. Show the *"Safe Fun in the Sun"* Power Point presentation and the *"Agree/Disagree"* activity (included in the Power Point presentation and in the accordion folder).

IV. Assign a parent-child home activity. Select a support activity from page 21.



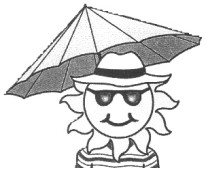
Class Two:

I. Choose a hands-on activity (see page 21).

II. Discuss the *"Diagram of the Skin"* (see page 19).

1. Let's take a close look at our skin using the *"Diagram of the Skin"* (see page 19). What do we see here? How many main layers are there? *(Three).* What are they called? *(Hypodermis, dermis, and epidermis).* All the layer names have "derm" in them, don't they? What is a skin doctor called? Right, a dermatologist. So if you see a word that has "derm" in it, what does it probably mean? *(The skin).*
2. Let's start at the bottom. What is the bottom layer called? *(Hypodermis).* What is it made of? *(Fat).* What does fat do for us? *(Fat is stored energy. When we exercise or play, we use up some of our stored energy).*
3. What is the middle layer? *(Dermis).* What is it made of? (Blood vessels). What do you think blood vessels do? *(Nourish the skin, bring oxygen to it, take away waste, etc.).*
4. Now the outermost layer. What is it called? *(Epidermis).* It is made up of several different cells:

   a) Squamous cells – these are the cells that are at the surface of the skin. They are cells that are rubbed off with everyday wear and tear. They protect the deeper layers of the skin.
   b) Prickle cells – these offer more layers of protection.
   c) Basal cells and Melanocytes – The melanocytes produce melanin. Melanin is what gives your skin its colour. Everyone has the same number of melanin producers no matter what colour their skin is. The difference is that in darker-skinned people, the melanin producers make more melanin than in fairer-skinned people. That is why people with dark skin have more natural protection. We need to remember, though, that everyone can get a sunburn, so we need to protect ourselves.



Class Two (Cont'd)

5. Now, do you remember the different types of sun rays that we talked about? *(The students may want to get out their "Diagram of the Solar Spectrum").* There were how many kinds? *(Five).* Some were not harmful – which ones? *(Gamma, x-ray, visible, and infrared).* Which is the one we want to protect ourselves from? *(Ultraviolet).*
6. When ultraviolet light hits your skin, it activates the melanin producers, and they start producing melanin. The melanin makes your skin turn brown. But why does our skin produce melanin? Our skin makes melanin to try to protect itself. The sunlight will be absorbed by the melanin in our skin. The problem is that it is impossible for our skin to produce enough melanin to stop all of the ultraviolet rays. The melanin producers will try and try, but they won't be able to stop the harm to your skin.
7. Since our skin can't protect itself from the sun, what do we have to do? Right, we need to remember the ABCs of sun safety. What are the ABCs? (see page 20).

III. Play the *"Sun Game"* in the gym. The game must be booked through your school nurse.

IV. Review the parent-child home activity.

V. Announce a poster contest. Possible titles include: "The ABCs of Sun Safety", "Being Safe in the Sun Can Still be Fun", "I Protect my Skin by...", or another title of your students' choosing.

VI. Give out a second parent-child home activity. Options include:

a) Have the students, with parental help, write up a few scenes on how to be protected when playing outdoors with friends (e.g., in the backyard, beach, etc.). Have them discuss how peer pressure can possibly have a negative effect on their sun protection efforts.
b) Choose a support activity from page 21 for the student and parent to do at home.

Class Two (Cont'd.):

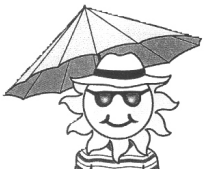
VII. Administer the *"Safe Fun in the Sun"* test again (post-test).

VIII. Present the *"Safe Fun in the Sun"* certificate (page 30) and sticker. Stickers are available in the Sun Safety kit and/or through your Public Health Nurse.

Reminder Activities:

Although 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 21 and/or the additional activities on page 29. 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.



Safe Fun in the Sun Pre- and Post-Test
Teacher's Key

Name: _____ Date: _____

Instruction: Fill in the blanks.

1. Name four ways to protect yourself when you are outside.
   a) Hat
   b) Sunglasses
   c) Sunscreen
   d) Shade - Tree / Umbrella
   (other examples: lip balm, clothing)

Instruction: Circle one answer only for each question.

2. The only protection you need when you are outside is a good strong sunscreen.
   a) Yes
   ✓ b) No

3. You should protect yourself from the sun when you are:
   a) bike riding
   b) playing ball
   c) at school recess
   d) at a lake or ocean area
   ✓ e) all of the above

4. Sunscreen should be put on:
   a) only the face, nose and lips
   b) only the back, arms and legs
   ✓ c) any part of the body that is NOT protected by clothing
   d) the side of the body facing the sun

5. Which skin damage is NOT caused by the sun?

   a) wrinkles
   b) heat rash
   c) peeling
✓ d) pimples

6. The sun's rays are strongest during:

   a) 7:00 am to 10:00 am
✓ b) 11:00 am to 4:00 pm
   c) 3:00 pm to 5:00 pm
   d) 6:00 pm to 9:00 pm

7. Do you need to put sunscreen on again after you get out of the water and towel off?

✓ a) Yes (Sunscreen can rinse or rub off.)
   b) No

8. The **SPF** on sunscreens stands for:

   a) **S**kin **P**ro **F**orm
✓ b) **S**un **P**rotection **F**actor
   c) **S**un's **P**rimary **F**eature
   d) **S**kin **P**rogram **F**ormula

9. What is the lowest SPF number that your sunscreen should have?

   a) 7
   b) 2
   c) 10
✓ d) 30 or higher

10. A suntan is:

✓ a) Harmful for your health (A suntan is a sign of damage to your skin.)
   b) Good for your health

Instruction: Circle *yes* or *no* for each letter of question 11.

11. Which of the following ways are you willing to be safe in the sun? There are no right or wrong answers. Use these questions to promote discussion.

    a) Wear a hat?
       1) Yes
       2) No, why not? _____

    b) Wear a short-sleeved shirt?
       1) Yes
       2) No, why not? _____

    c) Wear long shorts to the knee or below?
       1) Yes
       2) No, why not? _____

    d) Play in the shade?
       1) Yes
       2) No, why not? _____

    e) Use sunscreen with a SPF 30 or higher?
       1) Yes
       2) No, why not? _____

12. Do you protect your skin from the sun now?

    a) No, and I am not thinking about starting to, now or in the future
    b) No, but I am thinking about starting to, soon
    c) No, but I have tried it and plan to start soon
    d) Yes, I have been protecting my skin, but for fewer than 6 months
    e) Yes, I have been protecting my skin for more than 6 months

13. Do you think you will be protecting your skin from the sun a year from now?

    a) I definitely will
    b) I probably will
    c) I probably will not
    d) I definitely will not

Safe Fun in the Sun Test

Name: _____ Date: _____

Instruction: Fill in the blanks.

1. Name four ways to protect yourself when you are outside.
   a) _____
   b) _____
   c) _____
   d) _____

Instruction: Circle one answer only for each question.

2. The only protection you need when you are outside is a good strong sunscreen.
   a) Yes
   b) No

3. You should protect yourself from the sun when you are:
   a) bike riding
   b) playing ball
   c) at school recess
   d) at a lake or ocean area
   e) all of the above

4. Sunscreen should be put on:
   a) only the face, nose and lips
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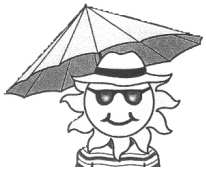
   c) any part of the body that is NOT protected by clothing
   d) the side of the body facing the sun



5. Which skin damage is NOT caused by the sun?

   a) wrinkles
   b) heat rash
   c) peeling
   d) pimples

6. The sun's rays are strongest during:

   a) 7:00 am to 10:00 am
   b) 11:00 am to 4:00 pm
   c) 3:00 pm to 5:00 pm
   d) 6:00 pm to 9:00 pm

7. Do you need to put sunscreen on again after you get out of the water and towel off?

   a) Yes (Sunscreen can rinse or rub off.)
   b) No

8. The **SPF** on sunscreens stands for:

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   d) **S**kin **P**rogram **F**ormula

9. What is the lowest SPF number that your sunscreen should have?

   a) 7
   b) 2
   c) 10
   d) 30 or higher

10. A suntan is:

    a) Harmful for your health (A suntan is a sign of damage to your skin.)
    b) Good for your health

Instruction: Circle *yes* or *no* for each letter of question 11.

11. Which of the following ways are you willing to be safe in the sun? There are no right or wrong answers. Use these questions to promote discussion.

    a) Wear a hat?
       1) Yes
       2) No, why not? _____

    b) Wear a short-sleeved shirt?
       1) Yes
       2) No, why not? _____

    c) Wear long shorts to the knee or below?
       1) Yes
       2) No, why not? _____

    d) Play in the shade?
       1) Yes
       2) No, why not? _____

    e) Use sunscreen with a SPF 30 or higher?
       1) Yes
       2) No, why not? _____

12. Do you protect your skin from the sun now?

    a) No, and I am not thinking about starting to, now or in the future
    b) No, but I am thinking about starting to, soon
    c) No, but I have tried it and plan to start soon
    d) Yes, I have been protecting my skin, but for fewer than 6 months
    e) Yes, I have been protecting my skin for more than 6 months

13. Do you think you will be protecting your skin from the sun a year from now?

    a) I definitely will
    b) I probably will
    c) I probably will not
    d) I definitely will not

DIAGRAM OF SOLAR SPECTRUM

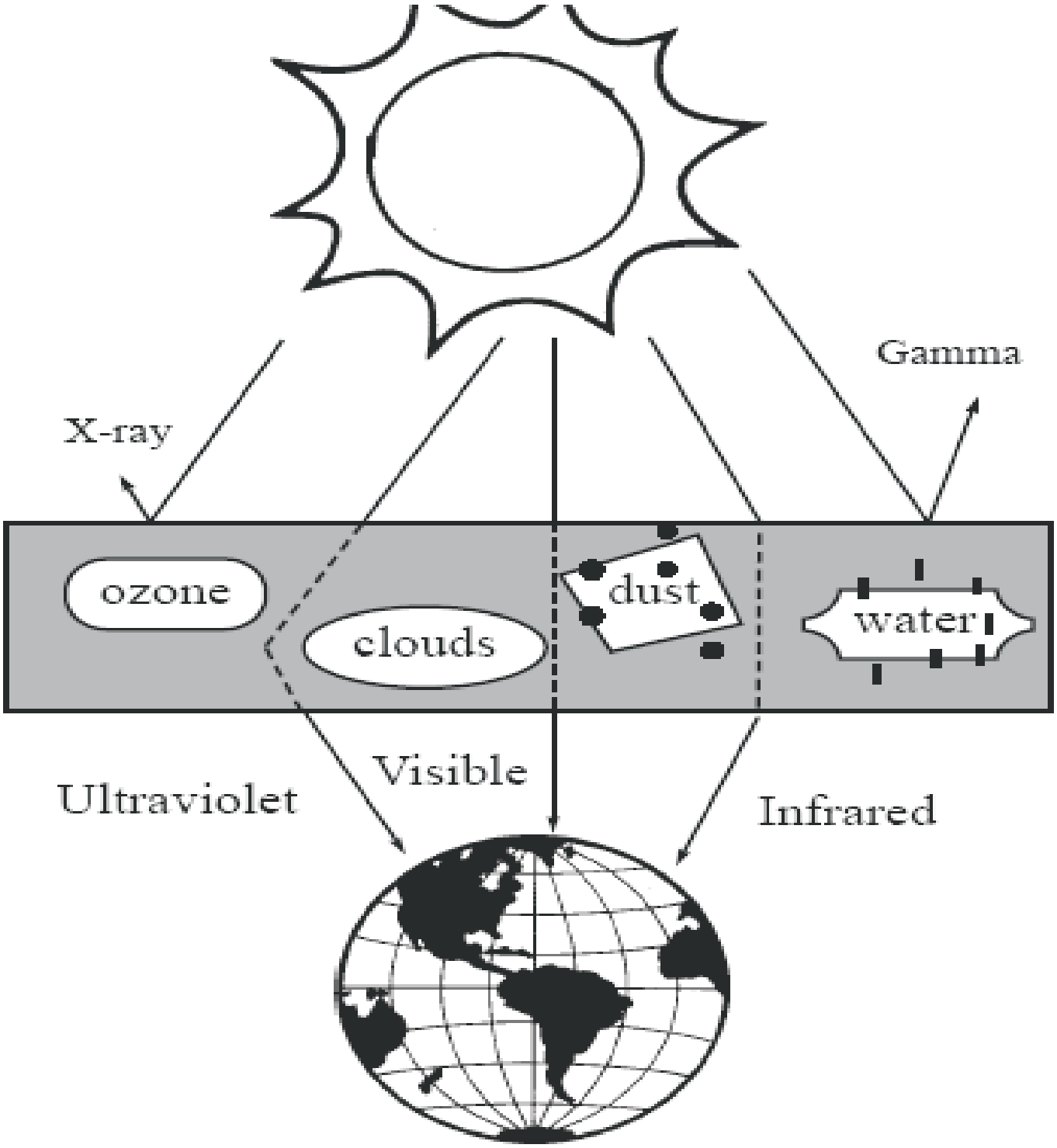

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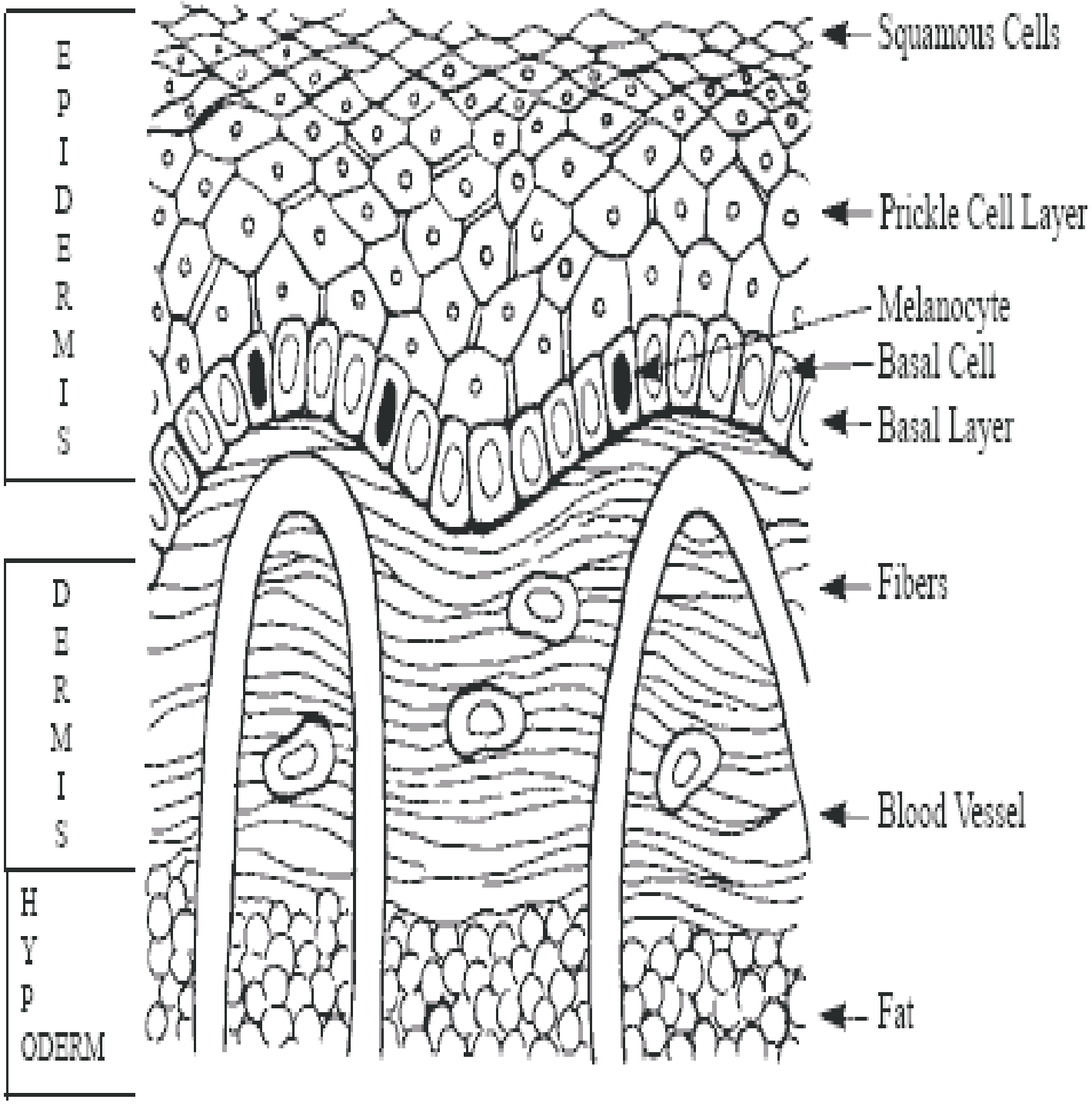
DIAGRAM OF SKIN



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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.

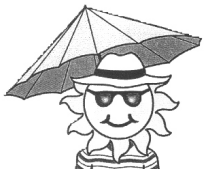
Say Something/Tell Everyone.

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

Activity	Type of Activity						
	Arts	Language	Science	Math	Computer Lab	Physical Education	Group Activity
No Burn for Me, Please!	√	√					
Shadow Test			√	√			√
Sunscreen Frisbee			√				√
Speedy Sun Relay Race						√	√
Playing Safely in the Sun	√						
Making Summertime Placemats	√						
Websites for Interactive Classroom Games and Activities					√		

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 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.

Wham-O UMAX Frisbee ®

Goal:

To show the students the impact of sunscreens with different levels of **S**un **P**rotection **F**actors.

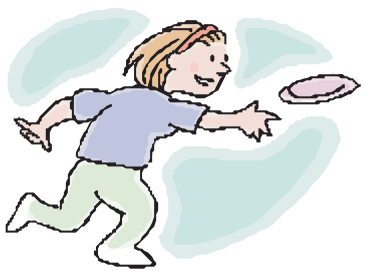
Estimated Total Time: 15 - 20 minutes

Supplies:

- Four Wham-O UMAX Frisbees ® (in UV sun safety bin)
- Sunscreen with SPF of 4, 8, 15 and 30
- Markers
- Masking tape
- Plastic wrap

Procedure:

(1) Make groups of students, and hand each group a SunWise Frisbee.
(2) Cover the frisbee with plastic wrap.
(3) Apply circles of sunscreen (SPF 4,8, 15 and 30) on the wrapped frisbee.
(4) Identify the various SPFs using masking tape and markers.
(5) Ask the older students what they think will happen to the frisbee.
(6) Cover the frisbee with newspaper and place it in the sun until it changes colour.
(7) Uncover the frisbee, and have students observe the frisbee as it changes colour.
(8) Explain why the colour of the frisbee changes. What are the effects of the various sunscreens? For example, why does an SPF of 4 change colour faster than an SPF of 30?



Speedy Sun Relay Race

Goal:

To challenge students to think quickly about sun safety behaviours.

Estimated Time: 30 minutes

Supplies:

- Sun safety articles: long sleeved shirt, long pants, wide-brimmed hat, “UVA and UVB protection” sunglasses, empty bottles of sunscreen with an SPF of 30 or higher, and an umbrella.
- Articles that are not sun safe: tank top, baseball cap, empty bottles of sunscreen with an SPF under 30, shorts, visor, tanning lotion, sunglasses with little or no “UVA and UVB protection”, etc.

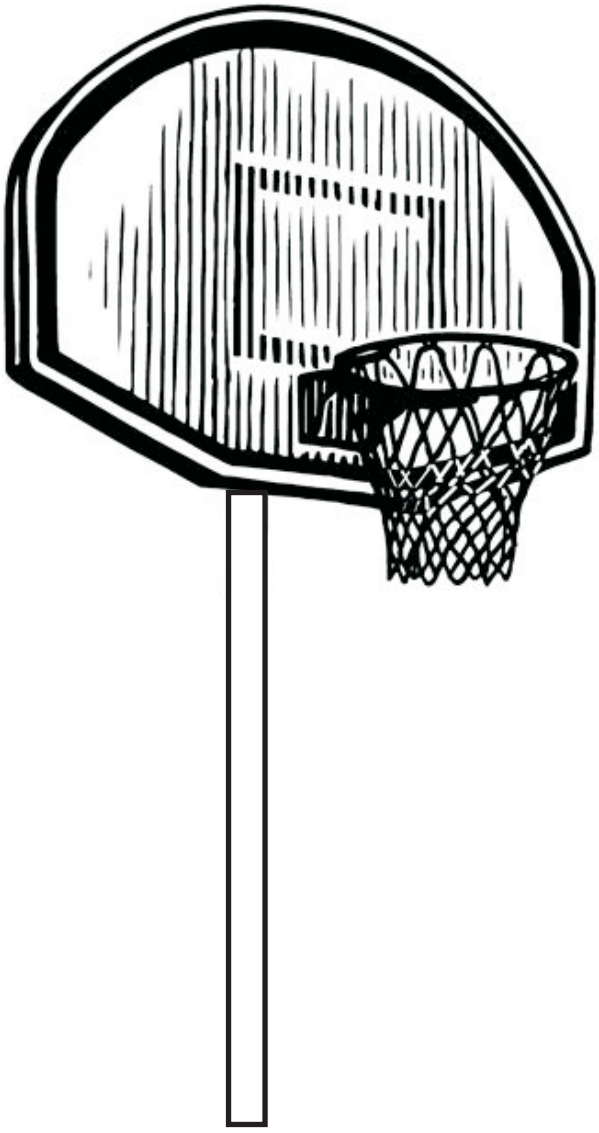
Procedure:

(1) Organize the class into teams of five. There must be an even number of teams.
(2) Line up the teams on one side of a 20 yard field, and place the pile of clothing on the opposite side.
(3) Place two hula-hoops in front of each line-up of students. Label one “SunSafe” and the other “SunFoolish”.
(4) In a relay race style, the teams must compete to get the most articles from the pile and place them in the correct hula-hoop.

The team with the most articles in the appropriate hula-hoop wins!!

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.)



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

Websites for Interactive Classroom Games and Activities

City of Ottawa: Ottawa Public Health:
http://ottawa.ca/en/health_safety/living/outdoor/sun_safety/index.html

Canadian Cancer Society for pamphlets re: sun safety, fun exercises:
http://www.cancer.ca

Canadian Dermatology Association:
http://www.dermatology.ca
http://www.dermatology.ca/skin-hair-nails/skin/sun-safety

Gatorshade for crosswords, drawings, videos, and sun safety activities:
http://www.gatorshade.ufl.edu/ (Grades 3 to 5)
Select the following videos (click on “Activities”, then “Sun Scoop Video”)

Health Canada (2 sites)
http://www.hc-sc.gc.ca (under “Search” type “Sun Safety”)

UV Index Sun awareness Program
http://www.hc-sc.gc.ca/hl-vs/sun-sol/index-eng.php/

Norris Cotton SunSafe in the Middle Years (cross curricular UV and Sun Safety Resources for Grades 5-8)
http://www.cancer.dartmouth.edu/melanoma_skin/sunsafe_middle_school_years.html

Sun Safety for Kids (sun safety lessons)
http://www.sunsafetyforkids.org/

Sun Smart Millionaire Interactive Computer Game
http://www.sunsmartmillionaire.com.au
Go to:

1) “The Game”: A “Who Wants to Be A Millionaire-styled game where students have to answer sun safety questions
2) “The Lab”: Experiments using UV beads (information on where to obtain
3) “The Brainiac”: A fun way to learn about sun safety!

The SunWise Safety Program (SunWise sun safety program)
http://www.epa.gov/sunwise/educator_resources.html
Look under supporting files for SunWise lessons

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