



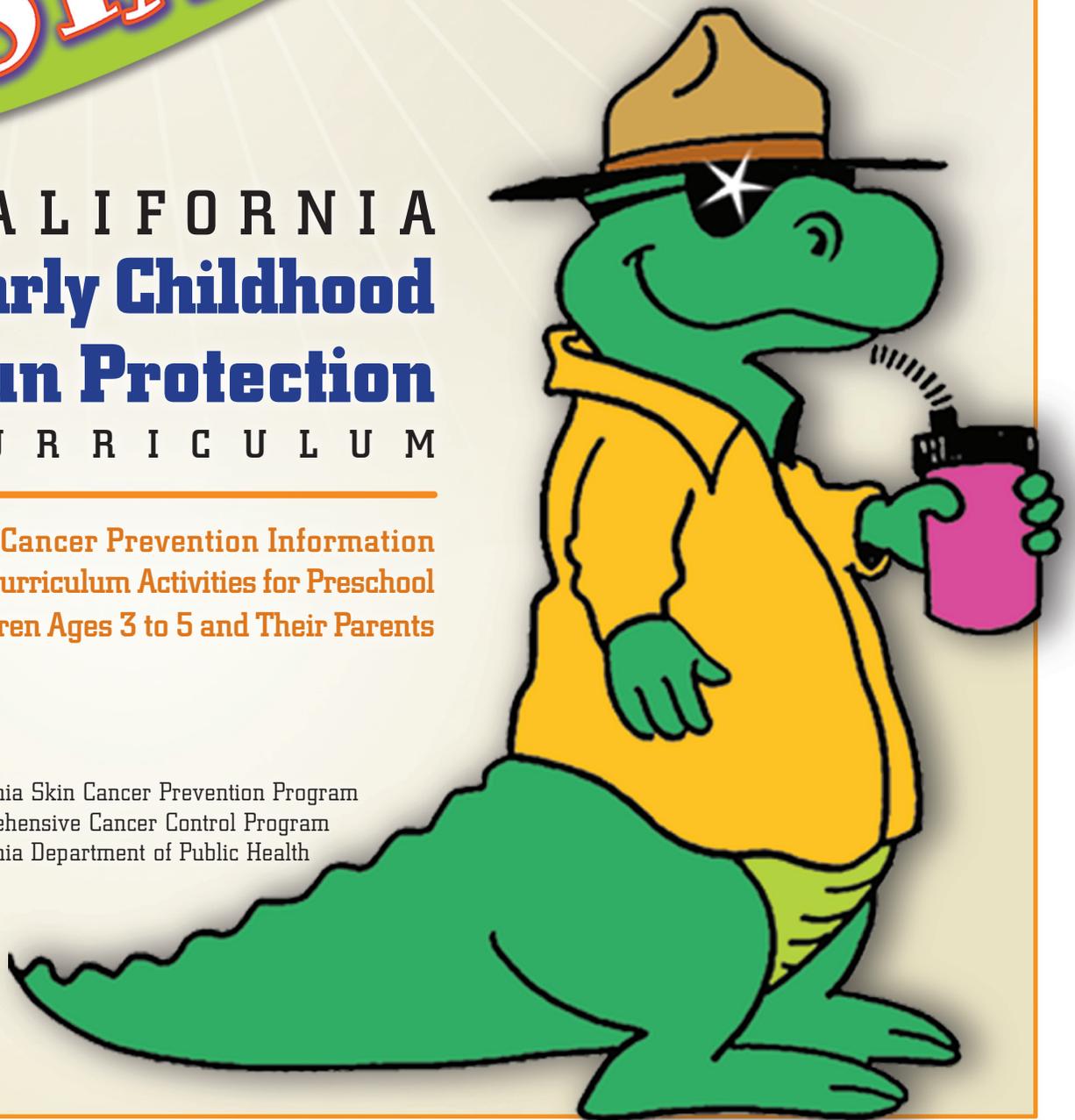
# STAY SUN SAFE!



## CALIFORNIA **Early Childhood Sun Protection** CURRICULUM

**Skin Cancer Prevention Information  
and Curriculum Activities for Preschool  
Children Ages 3 to 5 and Their Parents**

California Skin Cancer Prevention Program  
Comprehensive Cancer Control Program  
California Department of Public Health



# California Early Childhood Sun Protection Curriculum



Skin Cancer Prevention Program (SCPP)  
Comprehensive Cancer Control Program  
California Department of Public Health  
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Electronic copies are available at: [www.AvoidSkinCancer.com](http://www.AvoidSkinCancer.com)

The Skin Cancer Prevention Program was established in 1994 by funding received through cooperative agreement U56/CCU910995 with the Centers for Disease Control and Prevention. The program goal is to improve public awareness of the dangers of excessive sun exposure and increase practice of sun-safe behaviors to decrease the future incidence of skin cancer among Californians. The principal target groups include children under age 14, their parents, and other caregivers.

## **Acknowledgments**

*Curriculum revisions & standards updates by:*  
Ruben Diaz, Jr. BS, CTC

*Redesign by:*  
Glenn Wong, MPH  
GW Graphic Works

*SCPP Program Manager:*  
Dawn Nozicka-Ferris, MHSE, MCHES



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## About This Curriculum

The *California Early Childhood Sun Protection Curriculum* is designed for use in child care settings and preschool and kindergarten classes. Its purpose is to assist child care staff and teachers (referred to as educators) in educating young children why they should, and how they can, protect themselves from overexposure to sunlight. Since ultraviolet rays in sunlight are believed to cause 80 to 90 percent of skin cancer—and skin cancer cases are rapidly increasing—it is critically important to train children to adopt sun-safe lifestyles.

The curriculum is simple to use and will help children ages 3-5 learn about both the benefits and hazards of sunlight. The activities presented also teach concepts that go beyond sun protection to stimulate the natural curiosity of children about the world around them.

The primary sun safety strategies children should learn (especially applicable between 10 am and 4 pm daily) are:

1. Play in shaded areas when outdoors.
2. Wear a hat with a wide brim or with flaps in the back.
3. Weather permitting, wear long-sleeve shirts and long pants.
4. Use sunscreen rated SPF 15 or higher, applied by a parent or child care staff person.
5. If practical, wear sunglasses outside that provide at least 95% UV protection.
6. Reduce the amount of time spent outdoors (as feasible) between 10 am and 4 pm.

The curriculum includes the following four sections:

1. *The Sun is Powerful*
2. *Sun Protection Practices*
3. *Skin Protection Classroom Supplement*
4. *Sun Safety Take-Home Activities*

### Curriculum Activities:

The curriculum activities are offered as a framework that can be modified according to classroom needs. Some activities include suggestions that educators can employ depending on their teaching circumstances. Educators are encouraged to conclude

each activity with a reflection on both how well the exercise worked and how they would do it differently next time.

As appropriate, we encourage educators to keep parents informed about students' sun safety activities, and thereby elicit parent participation in reinforcing and further establishing childhood adoption of sun safe behaviors. To facilitate this communication with parents, we have provided the parent handout, "*Parents! Keep Your Children Sun Safe!*" (Appendix 1); a parent letter template describing sun safety activities (Appendix 2); and a *Parent or Guardian Permission to Apply Sunscreen to His or Her Child* form (Appendix 3), which may be necessary to obtain parental authorization to apply sunscreen to children, depending on the site's operating guidelines. The curriculum activity *Rub-A-Dub Sunscreen* (Section 2) may also require this form to be distributed and signed. In addition, educators can also send home the *Take Home* activities (Section 4) to encourage parents to take up sun safe activities with their own children.

Curriculum users are strongly encouraged to thoroughly review the section titled, *Skin Cancer Prevention & Sun Protection: What a Child Care Provider Needs to Know* (See page 2.) An accurate understanding of the dangers of excessive sun exposure coupled with strategies for reducing skin cancer risk is vital for instructing children how to live sun-safe.

Alex the Alligator, featured on the curriculum's cover, serves as the mascot for this program. Educators can add appeal to the lesson activities by presenting desired sun safety behaviors as "Messages from Alex." The *Hot Shots* video and *Alex the Alligator* poster function as companion pieces to this curriculum—both feature Alex.

Once students complete the activities presented, educators can give them an "Alex" sticker. A camera-ready "master" for this sticker is located in Appendix 4. Educators can take it to a printer to produce stickers.

Regarding teaching methods and styles, remember that children respond best to clear, consistent messages and gentle, timely reminders. Try to incorporate at least a few of the eight songs from *Hot Shots* into your regular teaching routine. Children love to sing and the lyrics will help them remember sun-safe practices.



## SKIN CANCER PREVENTION & SUN PROTECTION

# What a Child Care Provider Needs to Know

### Why Protect Against Excessive Exposure to Sunlight?

Sunshine is both friend and foe. The sun provides light, warmth, and is essential for growth and development of all living things. Unfortunately, excessive sun exposure can cause blistering sunburns, premature aging (wrinkles and blotches), cataracts (loss of transparency in the lens of the eye that clouds vision), a weakened immune system, and skin cancer.

Sunlight is believed to cause 80-90% of all skin cancer. The number of skin cancer cases has dramatically risen, especially in the last two to three decades. This increase has resulted from these and other factors:

- ❖ Increased leisure time devoted to outdoor activities.
- ❖ Decreased amount (coverage) of clothing worn.
- ❖ Decreased amounts of stratospheric ozone which partially protects the earth's surface from receiving cancer-producing ultraviolet (UV) radiation, principally from the sun.

### Skin Cancer Types

There are actually over 200 types of skin cancer. The three major forms are *basal cell carcinoma (BCC)*, *squamous cell carcinoma (SCC)*, and the deadliest form—*malignant melanoma*.

Skin cancer can develop anywhere on the body but most often appears on surfaces receiving the greatest amount of sunshine. BCC and SCC often take the form of a pale, wax-like, pearly bump or a red, scaly, sharply outlined patch. The patches may crust, discharge pus, and sometimes bleed. If not treated early, SCC may spread to other parts of the body. Less than one percent of people with SCC or BCC will die from skin cancer. For many people, these two skin cancers can cause some disfigurement based on the amount of damaged skin the physician must remove. Luckily, the negative effects of surgery can be greatly minimized when the diseases are treated in their early stages.

**Malignant melanoma** is the most serious form of skin cancer. It often arises from or near a mole. There are five basic warning signs, known as the **ABCDE's of melanoma**, which should prompt individuals to visit their physician (especially a dermatologist). Examine moles or growths for:

**Asymmetry:** a line drawn through the mole produces two halves that do not match.

**Border:** the border of the mole has an irregular shape or notched (jagged) edges.

**Color:** the color is not uniform but has a mixture or "bleeding" of colors such as tan, black, brown, sometimes white, red, or blue.

**Diameter:** the diameter (distance across) is larger than a standard pencil eraser.

**Evolving:** looks different from the rest or changes in size, shape, or color.

### Yearly Number of Skin Cancer Cases

In the United States, over 900,000 to 1,000,000 people are expected to get BCC or SCC this year. An additional 40,000 will develop melanoma and an estimated 7,000 to 8,000 individuals will die from melanoma.

To understand the significant increase in skin cancer rates, consider these facts. In the 1930's the lifetime risk of getting invasive melanoma was 1 in 1,500. By contrast, the predicted lifetime chance for those living in the year 2000 will be approximately 1 in 75, or 20 times the 1930's risk! People living in California have a greater risk for melanoma than the national average.

### More Hazards From Too Much Sunlight

Since sun exposure is understood to be the major cause of skin cancer, it is extremely important to protect children and youth from too much sunshine. This caution is reinforced by the fact that up to 80 percent of an individual's lifetime contact with sunshine occurs before adulthood (at least for children who, as adults, acquire indoor occupations). A teacher's or parent's efforts to help children adopt sun-safe behaviors are much more preferred to treating skin cancer later in life.

The sun's role in skin cancer results from its emission of invisible UV light, which includes UVA and UVB. These two sectors of UV light enter the skin cells causing both visible and invisible injuries.

Sunburn is an example of visible injury. One blistering childhood sunburn increase the risk that child will get melanoma in adulthood by 50 percent. Less known is that tanning is actually an outward sign of internal damage as the body desperately tries to protect itself. Unfortunately, a tan offers inadequate protection against future over-exposure to UV light.

Ozone, a naturally occurring "sunscreen" in the stratosphere above us, partially filters out harmful UVB rays. Unfortunately, the ozone layer is thinning from the release of chlorofluorocarbons (CFCs) into the air, along with other factors. CFCs are used in refrigerants, insulating foams, and solvents, etc. To slow down ozone layer destruction, many countries have signed treaties such as the Montreal Protocol on Substances that Deplete the Ozone Layer, which phase out the use of CFCs and other like substances.

**High Risk Conditions for UV Exposure**

UV rays linked to skin cancer development are more intense (destructive) under certain timeframes or conditions (usually related to the sun’s angle to the earth and/or the depth of atmosphere through which the sun’s rays must pass):

1. 10 am to 4 pm.
2. Mid-spring through mid-fall.
3. Geographical latitudes nearer the equator (like Australia).
4. Higher altitudes (mountainous regions).
5. Absent thick cloud cover.

Individuals must also understand that tanning salons, sun lamps, and sun beds emit UV radiation that is often more damaging than natural sunlight. Remember there is no safe tan!

**Personal High Risk Factors For Skin Cancer**

Skin cancer can afflict any person regardless of skin color. Individuals most likely to get skin cancer will tend to have some of these characteristics:

- ❖ Fair skin
- ❖ Blue, green, or hazel eyes
- ❖ Light-colored hair (non-black)
- ❖ Freckles
- ❖ Tendency to burn rather than tan
- ❖ History of severe sunburns
- ❖ Have many moles (especially over 100)
- ❖ Personal or family history of skin cancer

Many medications also increase a person’s sensitivity to light (therefore the risk of skin cancer). Some common examples include Aleve, Advil, Motrin, and Tetracycline to name a few. Read the medicine label or ask your pharmacist or doctor about your situation.

**How to Protect People from Getting Skin Cancer**

Here are the basic strategies to shield children (and adults) from excessive sun exposure:

1. Wear tightly-woven, loose-fitting clothing that covers as much of the body as possible.
2. Wear a wide-brimmed hat (four inch brims) that produces a shadow which covers the eyes, ears, nose, face, and back of neck.

3. Use sunglasses that include a warranty stating that they provide at least 95% UVA and UVB (broad-spectrum) protection.
4. Reduce sun exposure from 10 am to 4 pm, when UV rays are strongest. (This is especially important from mid-spring through mid-fall.)
5. Find shade (trees, physical structures) to shield you, especially from 10 am to 4 pm.
6. Liberally apply sunscreen to exposed skin 30 minutes before venturing outdoors. The sunscreen container should have a sun protection factor (SPF) rating of 15 or above and should state that it has broad-spectrum (UVA and UVB) protection. PABA-free sunscreens are recommended for persons with sensitive skin. Depending on outdoor conditions and activities, sunscreen should be re-applied at least every two hours.

**WARNING!**

Don’t depend on sunscreens alone to protect children and adults from skin cancer. Instead, rely as much as possible on a combination of all the guidelines just listed.

Please note that the SPF number tells how many times longer (under ideal conditions) a person can stay out in the sun without beginning to turn red in comparison with the amount of time totally unprotected skin would start to burn. Research indicates these numbers are sometimes overstated.

Whether or not an individual practices the previously stated skin cancer prevention methods, it is wise to perform a self skin examination (using a hand mirror) at least once every one to three months and to seek a medical examination annually. The possible first signs of developing skin cancer can often be self-observed according to the characteristics described earlier regarding moles and growths. (See your doctor if you suspect any problems.)

Finally, the good news is that most skin cancer can be successfully treated if detected in its earlier phases. About 90 percent of skin cancers are treated with surgery. Other solutions include radiation therapy, electrodesiccation (tissue destruction by heat), cryosurgery (tissue destruction by freezing), and laser therapy, etc.

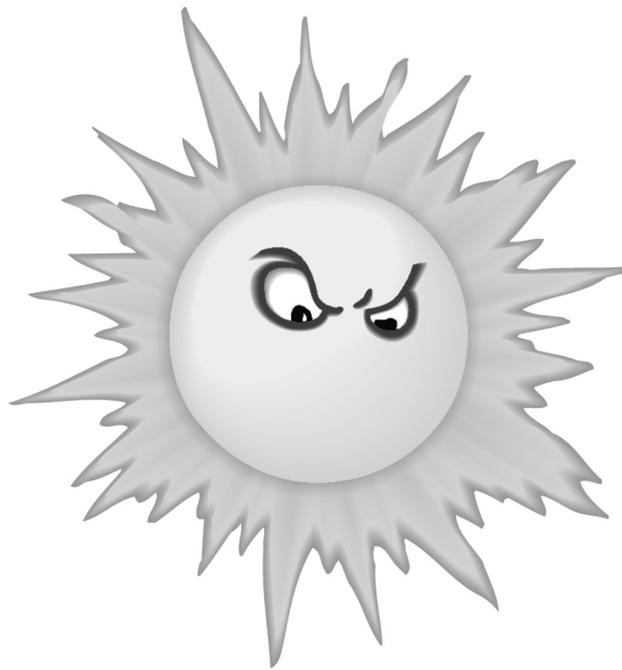
Of course the best “treatment,” as always, is **PREVENTION**. Implementation of activities found in this curriculum along with consistent reminders can help children to grow up skin cancer free. Good luck!

California Early Childhood Sun Protection Curriculum

## Activities

### SECTION 1

## The Sun is Powerful





SECTION 1: THE SUN IS POWERFUL

# Sprout a Lima Bean in Sunlight and Shade

Students will learn how the sun helps the body and plants to grow.

## Materials

1. Small clear plastic cups for each child
2. Paper towels
3. Lima beans
4. Water
5. Magazine pictures of growing plants

## Lesson Length

Approximately 10 minutes per day over several days.

## Suggested Group Size

Three to four per group with supervision. Whole group, one-on-one, or small groups can formally check and chart growth of plants.

## Presentation

1. Tell students that they will be able to see how seeds grow with the help of sunlight. Show them pictures of growing plants and explain that they will be observing plant growth.
2. Prepare some lima beans for sprouting the day before the experiment by soaking them in warm water overnight. Bring the soaked lima beans to class and place 3-4 lima beans in each cup between 2-3 small pieces of a moistened paper towel. Keep the pieces of paper towel moist throughout the experiment.
3. Ask students to volunteer their plants to be placed in the sunlight versus the shade, or just select a few students at random for the two options. Be sure to label each plant with the date planted and the child's name.
4. Place half of the clear plastic cups by the window to expose the lima beans to sunlight. Place the other clear, plastic cups in a very shady or dark area with no direct sunlight.
5. Check the plastic cups each day for growth. Make sure the paper towels and seeds remain moist. Over the weekends, the sprouted seedlings may dry out and become limp. This is a great opportunity to talk to them about the need for sun and water.
6. If all goes as intended, the lima beans exposed to the sunlight will grow (sprout) sooner than the lima beans placed in the shade.
8. Reinforce the concept that the plants need sunlight and water to grow their best.

## Try this too!

Pinto beans or bean sprouts can be used in place of lima beans. If you have a garden, plant the seeds in a sunny area. Place a box over some seeds and leave the other seeds exposed to the sun.

### Cautions:

- ❖ The plants in the sun may have grown taller than the others, and they will need more water.
- ❖ If the sun is too hot, the plants will need extra water or they will wilt and die.

## Extend the Lesson

- ❖ The teacher can measure and chart growth of the plants in each area.
- ❖ Send the plants home and regularly ask the children what is happening with their plants.
- ❖ Dance and movement activity at circle time. Have students pretend they are little seeds in the ground. The sun warms them and they want to see the sunlight. So they grow and grow and grow quick! They need water, etc.!
- ❖ Have students draw and paint pictures of their plant.

## Things to Talk About

1. Remind students that the sun and water help us grow too. But too much sunlight can make us feel tired and hot just like a plant.
2. Point out to students that without sunlight, we would be sad and not grow healthy and strong. So we need to go out in the sunlight a little each day and make sure that we drink lots of water. Remind them that we can protect ourselves from too much sunlight by using sunscreen, playing in shaded places, and wearing hats and long clothes that cover all of our body.



SECTION 1: THE SUN IS POWERFUL

# Smooth Pebbles

Students will have a better understanding of how the sun makes objects hot. This will also encourage students to use safe practices when they play outside to help them keep cool in the sun.

## Materials

1. Smooth pebbles
2. Sunny windowsill or outside area
3. Bowl of water
4. Bowl of ice

## Lesson Length

Approximately 15 minutes for discussion after leaving a pebble in sunlight for about one hour.

## Suggested Group Size

Any size.

## Presentation

1. This activity has two parts and involves lots of student prompting.
2. Start at circle time or morning meeting by asking students to feel pebbles and describe how they feel to the touch.
3. Ask students how they think we can make some rocks cold and some hot.
4. Place some pebbles in the sun, some in the shade, some in water, and some in ice.
5. After about an hour ask the students to feel the pebbles and describe the differences.

## Try this too!

Use other objects that will not be too hot when exposed to sunlight, such as wood blocks, plastic spoons, and paper plates.

## Things to Talk About

1. Ask students which materials were the warmest? Which were the coolest?
2. Encourage students to think of different hot and cold things. Use lots of descriptive language for hot and cold.
3. Point out other things the sun makes hot, such as car seats, a slide, the sand, and people themselves.
4. Ask students what they can do when they are too hot? (Possible answers: drink water, move to the cool shade, etc.)

## Extend the Lesson

- ❖ Hide ice cubes in different places and have students see which ones melt the fastest or last the longest.
- ❖ Melt different objects in the oven. (Chip packets and crayons work well.)  
**Safety Note:** This activity requires constant and direct adult supervision. Be sure to use a low temperature.
- ❖ Play games such as “Hide the Pebble” with students.

## Comments and Suggestions

Involve students by asking them for ideas whenever possible. Students learn more when they answer their own generated questions. A good time for beginning this activity is before nap time. This way the students can recheck the pebbles when they wake up. **Safety Note:** Test the temperature of all objects left in the sun before allowing students to touch them.



**SECTION 1: THE SUN IS POWERFUL**  
**Sun Cards**

Students will learn that too much sun will hurt their skin. Students will also learn that they must protect their skin while they play outside in the sun.

**Materials**

1. Construction paper and small objects

**Lesson Length**

One day

**Suggested Group Size**

Small or large groups.

**Presentation**

1. Early in the morning take some thick, dark-colored construction paper.
2. 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.
3. Place the construction paper directly in the sun. By the end of the day the paper will be faded, except in the areas that are protected by the objects.

**Try this too!**

You can also place the materials indoors by a window that allows direct sunlight.

**Things to Talk About**

1. Remind students how the sun is so hot that it changes the color of the paper.
2. Show students that when a spot on the paper is protected from sunlight, the sun doesn't change the hue or color of the paper.
3. Ask students if anyone has ever had sunburn? Explain that a sunburn changes the color of your skin just like it did to the paper and that the lighter your skin is the more the sunburn will hurt.
4. Ask students what they think about a suntan?
5. Ask students if they know what the difference between a sunburn and a suntan is? What color is a sunburn and a suntan? (Remind children that both sunburns and tans actually hurt the skin!)
6. Ask students what they can do to avoid sunburns? (That's right, use sunscreen! Stay in the shade! And cover-up with hats and long clothes!)

**Extend the Lesson**

- ❖ Prompt students to observe their surroundings like the yard and see what the sun has done to the swings, jungle gym, projects on the windows or paint (fading) on the outside walls, etc.
- ❖ Apply some sunscreen to a piece of construction paper. Put it in the sunlight to see if the sunscreen protects it.

**Comments and Suggestions**

Be sure to use items that will not get too hot to the touch. The items should not be moved for several hours, so conduct the activity away from high traffic areas. You might want to draw around the objects so if a child moves one you can move it back to its place.



SECTION 1: THE SUN IS POWERFUL

# Sponges and Water

Students will explore the sun’s strength and see the effect the sun has on water (to introduce the concept of evaporation). Students will also learn the importance of drinking water when exposed to extended periods of direct sunlight.

## Materials

1. Shallow trays or bins
2. Sponges of varying shapes and sizes
3. Shelf space in a cabinet or closet

## Lesson Length

5-10 minutes preparation

## Suggested Group Size

Small or large groups.

## Presentation

1. Fill bins with about 1-2 inches of water.
2. Allow students to play with water and sponges.
3. Gather all of the sponges and place them on two trays or bins.
4. Place one tray in the sunshine and one tray in the dark cabinet.
5. Check and record water levels in the trays periodically throughout the day.

## Try this too!

If you have young children in your class, use shallow dishes for the activity and continue to monitor. If you do not have sponges, use cotton balls or paper towels.

## Things to Talk About

1. Ask students what they think happened to the water in their project?
2. Ask students where they think the water went?
3. Prompt students to share if the sponges felt cool or warm?
4. Ask them why or how they think the water has or has not disappeared?
5. Ask them if they think their bodies also lose water?
6. Ask them what happens when they are thirsty? (Possible answers: Your mouth gets dry, you get hot, and sometimes you even feel dizzy and tired.)
7. Tell them this is why we need water to drink, so we don’t get dry like the sponges.

## Extend the Lesson

- ❖ Hang clothes to dry in the sun.
- ❖ Hang watercolor pictures to dry in the sun.
- ❖ Leave a glass of water in the sun. Mark lines on the outside of the glass periodically to see how the water evaporates.
- ❖ 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.
- ❖ Brush water on hands and arms. How does it feel in the sun?
- ❖ Use magnifying glasses for the children to examine their skin. (**Safety Note:** Don’t do this in the sun!) How does it compare with the sponges? Does skin look different when it’s wet?
- ❖ Sing this song with the students to the tune of *This is the Way We Wash Our Face*, etc. *“This is the way we cool our bodies, cool our bodies, cool our bodies, This is the way we cool our bodies, All day through...”*

## Comments and Suggestions

**Safety Note:** Never leave bins of water out of adult supervision. Children have been known to drown in as little as three inches of water. Have drinking water available.



SECTION 1: THE SUN IS POWERFUL

# Find the Rainbow

Students will learn that they cannot see some of the harmful lights (rays) created by the sun. Students will also learn the concept that water reflects light, giving them a better understanding of the relationship between light and color. Students will witness the wonderful things sunlight and water can do.

## Materials

1. A small hose
2. Spray nozzle for hose

## Lesson Length

15 minutes

## Suggested Group Size

Four to five at a time (or however many children can stand comfortably near the spray of water).

## Presentation

1. Stand with your backs to the sun.
2. Aim hose in a steady spray in the air around the students and look for a rainbow. Usually, the rainbow can be found between your shadow and the spray of water.
3. Encourage students to move around to see when the rainbow appears and disappears.

## Try this too!

Experiment by pouring water from several feet to see if you can find a rainbow (if spraying water is not an option).

## Things to Talk About

1. Ask students if they know what a rainbow is and how does it happen?
2. Ask students if they saw any colors and what colors were they?
3. Tell students that the sun can also produce lights (ultraviolet) that are invisible, but that can damage our skin.
4. Ask students what they think we need to create a rainbow? (Answer: sun, water, etc.)
5. Ask students what we need to protect ourselves from the damaging invisible lights (rays) of the sun?

## Extend the Lesson

- ❖ Find colors in your environment. How do the colors appear in different shades of light? At different times of the day?
- ❖ Take old compact discs (CD) and shine a flashlight on the “mirrored” side. Move the CD around and look for rainbows. Angle the CD towards a white piece of paper (butcher paper on a table) and see the reflected rainbows. Make them dance!
- ❖ Make puddles outdoors and look at the reflections. Can you see a rainbow in the puddle?

## Comments and Suggestions

Be sure you and the children are prepared to get a little wet with this presentation.



SECTION 1: THE SUN IS POWERFUL

# Light Helps Us See

Students will learn that without light they will not be able to see. Students will gain a better understanding of the properties of light. Students will also observe how solid objects work to block light.

## Materials

1. A dark room with a blank wall
2. Flashlights
3. Various 3-dimensional objects
4. Cut-out shapes or hands

## Lesson Length

15 minutes

## Suggested Group Size

8-10 students.

## Presentation

1. Give each student a flashlight, leaving the room lights on for a few minutes. Talk about what they might expect when the room lights are turned off. Students might need assistance turning the flashlights on and off.
2. Turn the room lights off. Allow time for the students to explore the room.
3. Shine a flashlight on the blank wall. The students can shine their lights, too.
4. Hold objects and hands in front of the light. Can students guess what is placed before them?
5. Students can take turns standing in front of the light, moving their bodies, making different shapes and forms on the wall. Ask them to observe what happens when they move towards the wall, towards the light.

## Try this too!

If you are doing this with students who are afraid of the dark or you do not know whether or not they are afraid, retain a faint light source in the room so that they can see each other. Use either natural light or a small "night light". It won't be as dramatic but will still teach the concept and be fun.

## Things to Talk About

1. Ask students where they think light comes from?
2. Ask students what makes it dark?
3. Ask how they feel when it's dark? When there's a little bit of light? When the light is bright?

## Extend the Lesson

- ❖ Have students hold the flashlight against their skin and hands. Ask them what they see?
- ❖ Use Plexiglas mirrors to reflect shadows and bounce light spots on the wall.
- ❖ This activity is perfect for all kinds of dramatic play. Pretend it's daytime when the room lights are on, nighttime when they're off. How can you use flashlights to help you when it's dark? Ask student how they think sunlight is different from artificial light (flashlight)?
- ❖ Another extension could include making a collage of images of day and night.

## Comments and Suggestions

**Safety Note:** Some students may be afraid of the dark, especially the younger ones. Do not insist that any student come into the dark space. Be sure participation is voluntary and that students are prepared for you to turn the lights out.

## Activities

### SECTION 2

## Sun Protection Practices





SECTION 2: SUN PROTECTION PRACTICES

# Viewing the *Hot Shots* Video

Students will learn how and why it is so important for everyone to protect themselves from too much exposure to sunlight.

### Materials

1. Video player
2. *Hot Shots* video

### Lesson Length

20 minutes

### Suggested Group Size

Small or large groups.

### Presentation

1. The video *Hot Shots* is for preschool students and is a good circle time activity, especially on days when the sun is too hot to play outdoors.

### Things to Talk About

1. Remind students that sunlight helps us to see and keeps us warm.
2. Remind students that sunlight helps plants to grow.
3. Tell students that too much sunlight on our bodies can make us hot and hurt our skin.
4. Encourage students to protect their skin by: (1) playing in the shade, (2) wearing protective (wide-brimmed) hats and long clothes, (3) using sunscreen (SPF 15 or greater), and (4) wearing sunglasses.
5. Ask students which of these things they can do.

### Comments and Suggestions

The *Hot Shots* video is usually provided to child care staff who request the *California Early Childhood Sun Protection Curriculum*. An online version is now also available online on YouTube.com, at the following link (note that the address is case sensitive):

<http://youtu.be/BXHM0D4uzjM>

If you do not have a VCR, or you do not want to show videos in your program, it is a good video to loan to parents, or to show to parent groups. Or you can also provide them with the YouTube link above so they can view the video at home.

### Try this too!

There are eight songs about sun appreciation and protection included in the video. Child care staff are encouraged to learn the songs beforehand and teach them to the children during circle time.

### Extend the Lesson

- ❖ Use the songs at every opportunity you get when you are getting ready to go outside, to encourage students to get a hat, or to put on sunscreen, etc.
- ❖ Show students the video or sing the songs on those especially hot days. Children like repetition and will enjoy singing the songs.
- ❖ Parents are a great resource. Get them to help spread the word by showing the video at a parent meeting.
- ❖ Let parents know that *Hot Shots* is available to borrow and watch with their children. It's especially helpful for families with children who are resistant to any of the recommended protections.



SECTION 2: SUN PROTECTION PRACTICES

# What Do I Need to Play Outside?

Students will learn to identify items that can help keep them safe while playing in the sun.

Materials	Lesson Length	Suggested Group Size
<ol style="list-style-type: none"> <li>1. A picture of a child, mounted on a board or felt board</li> <li>2. Cut-out pictures of hats, sunglasses, long-sleeve shirts, pants, sunscreen, and a picture of the sun. (If using a felt board, back the cut-outs with felt so they will stick to the board.)</li> </ol>	15-20 minutes	Small groups or whole groups at circle time.

## Presentation

1. Ask students to look closely at the picture.
2. Ask students what they think they need to protect themselves from hot sun.
3. Tell students to pretend that they are going outside and what they will need to bring with them.
4. Tell students that it is now time to come inside and ask them what they need to put away and where?

## Things to Talk About

1. Ask students why they think we need to be protected from the sun.
2. Ask students what we can do to protect ourselves from the sun.
3. Ask students how sunlight feels when it hits their bodies. (Is it hot?)
4. Ask students what part(s) of the body a hat covers, why they need sunglasses, water, sunscreen, etc?

## Comments and Suggestions

Remember, this lesson reinforces all of the primary concepts that we want children to know so that they may develop lifelong practices that will keep them safe while they are outside under the sun.

## Try this too!

Research or make up a captivating story concerning the harmful effects of the sun. If possible go on a trip to the beach, a lake, or describe other adventures. This lesson is ideal for use towards the end of circle time to instill lifelong habits that will keep students safe during outdoor playtime.

## Extend the Lesson

- ❖ Have an assortment of items and ask students to find all the sun protection items they may need before going outside to play.
- ❖ Have a picture of a child ready to go outside and cut-outs that match all of the items needed for protection. Ask children to match the items.
- ❖ Make a lotto game with all of the items so there is a board with squares and four to six things that relate to sun protection with matching cards to put over the squares. To the list of items above, add pictures of plants growing in the sun, shady areas, and swimming pools, etc. These are readily available in magazines and can be cut out and glued to cardboard, then covered with plastic.



SECTION 2: SUN PROTECTION PRACTICES

# Make a Shade Tent

Students will learn the importance of protecting themselves from the harmful rays of the sun. Students will also learn that shade can help to keep them cool and safe.

## Materials

1. A large sheet
2. Washing line
3. Clothes pins
4. Stones or weights for corners
5. Markers and clip board

## Lesson Length

30 minutes or more. You may want to leave the tent pitched for a day or more so that students can retreat from the sunlight or play camping games.

## Suggested Group Size

All students who wish to participate.

## Presentation

1. This activity works best outdoors where the tent will create a shady spot.
2. Help students string the washing line between two high supports. Drape the sheet over and make sure to weigh down the corners with some weights.
3. Encourage students to bring soft things to sit on in the shade and bring books to read in the shade.
4. Involve all students by encouraging them use markers etc. to decorate the sheet. Students may want to draw or write their names on the sheet. They will need a clip board as a hard surface while they draw. The sheet may also be laid out on the ground to decorate before it is put up.

## Try this too!

If you do not have a way to tie up the tent, you can also put a sheet over a table or other furniture so the students can play in the shade beneath it.

**Safety Note:** Make sure you or an adult can monitor the students at all times.

## Things to Talk About

1. Ask students how their body feels when they start to get too hot.
2. Remind students that it is very dangerous when their body starts to get too hot.
3. Show students how to find a shady spot to cool their bodies down.
4. Ask students to share ideas for making a shelter to protect them from the hot sun.
5. Ask students to share other ideas to keep cool while playing in the hot sun.
6. Remind students how nice it feels to have a cool resting place when they are hot and tired.

## Extend the Lesson

- ❖ Students love to build and play in small crawl spaces. These activities easily lend themselves for dramatic sun safety play.
- ❖ Use cushions and sleeping bags indoors.
- ❖ Show students how to fold paper to make fans and use water bottles for their outdoor adventures.
- ❖ Make a pretend camp fire and play a fishing game.
- ❖ Design parasols and other form of portable sunshades.

## Comments and Suggestions

Use a sheet you may no longer want to use.

**Safety Notes:** Check the weather forecast and avoid implementing this lesson during a windy day. Be sure to secure the rope so that pegs and weights won't fall on students. Place the rope high enough so it won't become a hazard to students or staff.



SECTION 2: SUN PROTECTION PRACTICES

# Light and Dark

Students will learn the importance of hats for sun protection. Students will also learn and understand how shadows or shade move. Lastly, students will learn how to use art and craft skills to make a shadow casting project.

## Materials

1. A stick, 1-2 feet long
2. Modeling clay
3. Chalk

## Lesson Length

Periodic intervals of 3 or more during the day to check and chart shade movement.

## Suggested Group Size

This activity works best in small groups (2-5) working with one shadow stick. Participating students will need constant assistance from the teacher.

## Presentation

1. Before you begin this lesson, draw the children’s attention to the position of the sun. Talk about the areas of the playground that are shady.
2. Ask if anyone has noticed whether the shades created by the sun have moved at all.
3. Go outside and place a short stick into an upright position, anchoring it in a solid base (like modeling clay) so that it won’t fall over.
4. Draw the shadow’s line from the stick with chalk on the flat surface and mark the time of day.
5. Redraw the shadow line at different times during the day. Do not move the stick!
6. Repeat steps three to six but balance a broad-brimmed hat on the stick. (You may need to add a second small stick to hold up the hat.)

## Try this too!

Modeling clay with small popsicle sticks or a narrow necked bottle (such as a plastic bottle filled with dirt or stones so it won’t fall over) will also work to create a shadow line.

## Things to Talk About

1. Ask students why and how they think the shadow has moved.
2. Ask students if they think anything else changed about the shadow.
3. Ask students if they can think of anything else that can create a shadow.
4. Ask students if they think a hat will create a shadow.
5. Show students different types of hats and ask which kind makes the biggest shadows.
6. Reinforce the fact that shadows are a type of shade that protects us from the sun. That’s why it is important that we wear our hats to make a shadow over our faces, ears, and neck. (This is true for hats that have a wide brim and/or a back flap.)

## Extend the Lesson

- ❖ Shine a flashlight on a turning world globe to show students the concept of night and day.
- ❖ Put a hat on and off to demonstrate how it creates shade for your face.
- ❖ Have students trace a friend’s shadow.
- ❖ Have students run away from their shadow or try to hide from it!
- ❖ Bring sundials to class and talk about how people used to tell time with them a long time ago.
- ❖ Go on a shadow and shade hunt to find all of the things that make shadows and shade.
- ❖ Have the class paint and draw a sunrise and a sunset.
- ❖ Make up or search for a captivating story about where the sun goes when we can no longer see it. Use during story time.

## Comments and Suggestions

Be sure to do this in an area that will not interfere with active play outdoors, where children and adults will not trip over the stick.



SECTION 2: SUN PROTECTION PRACTICES

# Design a Hat

Students will understand how important a hat is for protection from the harmful rays of the sun. Students will also learn how to use art and craft skills to decorate and personalize their own hat.

## Materials

1. Plain baseball caps or simple sun hats to decorate, or headbands with visors
2. Stapler and glue
3. Craft materials (fabric pieces, pipe cleaners, pom poms, markers, fabric paints, etc.

## Lesson Length

This is a lesson to implement throughout the week with each child participating. The week may end with a hat parade.

## Suggested Group Size

This activity works best in small groups (2-5) working with one shadow stick. Participating students will need constant assistance from the teacher.

## Presentation

1. Start with plain white caps.
2. Have students decorate and adorn their hat. Include their name in the decoration.
3. Make neck protectors by gluing or sewing fabric to the back of the hat to shade the neck and ears.

## Try this too!

If you wish to keep it simple, just use fabric markers or puff fabric markers. Remember these are usually permanent markers so the children will need supervision.

## Things to Talk About

1. Ask students what parts of the body are shaded and protected when they put on a hat.
2. Ask students if they can describe what different types of hats look like and when it is appropriate to use them?
3. Ask students if they can describe clothing worn by different cultures that protects them from the sun.
4. Ask students if they have ever seen a family member wear a hat or any other item that protected them from the sun?

## Extend the Lesson

- ❖ Conduct a hat parade with your class to encourage other students to practice sun safe habits.
- ❖ Encourage students to bring their hats to circle time and sing hat songs before going outside.
- ❖ Play a game with the class by placing everyone’s hat in the center and with a ball hidden under one hat. Give clues to narrow down in who’s hat the ball is under.
- ❖ Encourage students to role play and put hats on toys and dolls.
- ❖ Have students create a “wear a hat” poster. Cut out hats from magazines and stick them on your pictures.
- ❖ Match hats with characters in a flannel board story.

## Comments and Suggestions

Remind students that the best hat to use for this lesson will cover or shade the entire face, head, ears, and neck. These hats should remain at school so that students will have them for use during hot days. Remind students that their hats should be kept in their cubby when they are indoors. If parents wish, they can bring in a second hat to decorate for use at home.



SECTION 2: SUN PROTECTION PRACTICES

# Let's Make Sunglasses

Students will revisit the concept that without light we are not able to see. Students will also learn that protecting their eyes is very important and wearing sunglasses is one way to protect them from the harmful rays of the sun.

## Materials

1. Construction paper
2. Cellophane sheets in varying colors
3. Glue or paste
4. Craft materials (stickers, buttons, feathers, etc.)
5. Sunglass paper frames (see next page)

## Lesson Length

15-20 minutes preparation (depending on number of cut-outs needed).

## Suggested Group Size

6-8 children at a time.

## Presentation

1. Practice looking through the cellophane. Show the importance of keeping the cellophane "lenses" free from soiling.
2. Use two cut-outs per pair of glasses. Assist students in gluing a piece of cellophane to one cut-out. Use one piece to cover both lenses. Trim excess cellophane from the edges. Glue the second cut-out to the first, with the cellophane in between.
3. Now have students use their artistic abilities to decorate the frames.
4. Allow 1-2 hours to dry, depending on amount of glue. They'll dry faster in sunlight!

## Try this too!

Make a large pair of sunglasses to decorate and hang on the wall near the exit to the play yard, or on windows. This can serve to remind and encourage students to wear sunglasses and protective clothing when going outside.

## Things to Talk About

1. Have students look outside with and without these glasses. Ask how the brightness of objects differs, and how the world looks different when they wear sunglasses. Is the color different Indoors than it is outdoors?
2. Ask students if they feel that dark-colored lenses are different from light-colored lenses and how?
3. Ask students why they think we need sunglasses when we go outside to play?

## Extend the Lesson

- ❖ Have students explore with different materials such as netting, nylon, and clear plastic. Compare with solid materials such as cardboard, heavy fabric, and paper. Hold them up to the light. Hold them up to the window. Test them with a flashlight.
- ❖ Cut cellophane into pieces/shapes and have students stick them onto clear contact paper. Cover with an additional piece of clear contact paper so that both sides are smooth. Hang in windows or over ceiling lights.
- ❖ Make a sign and post it near the exit to the outside play yard as a reminder to staff and preschoolers to wear sunglasses.

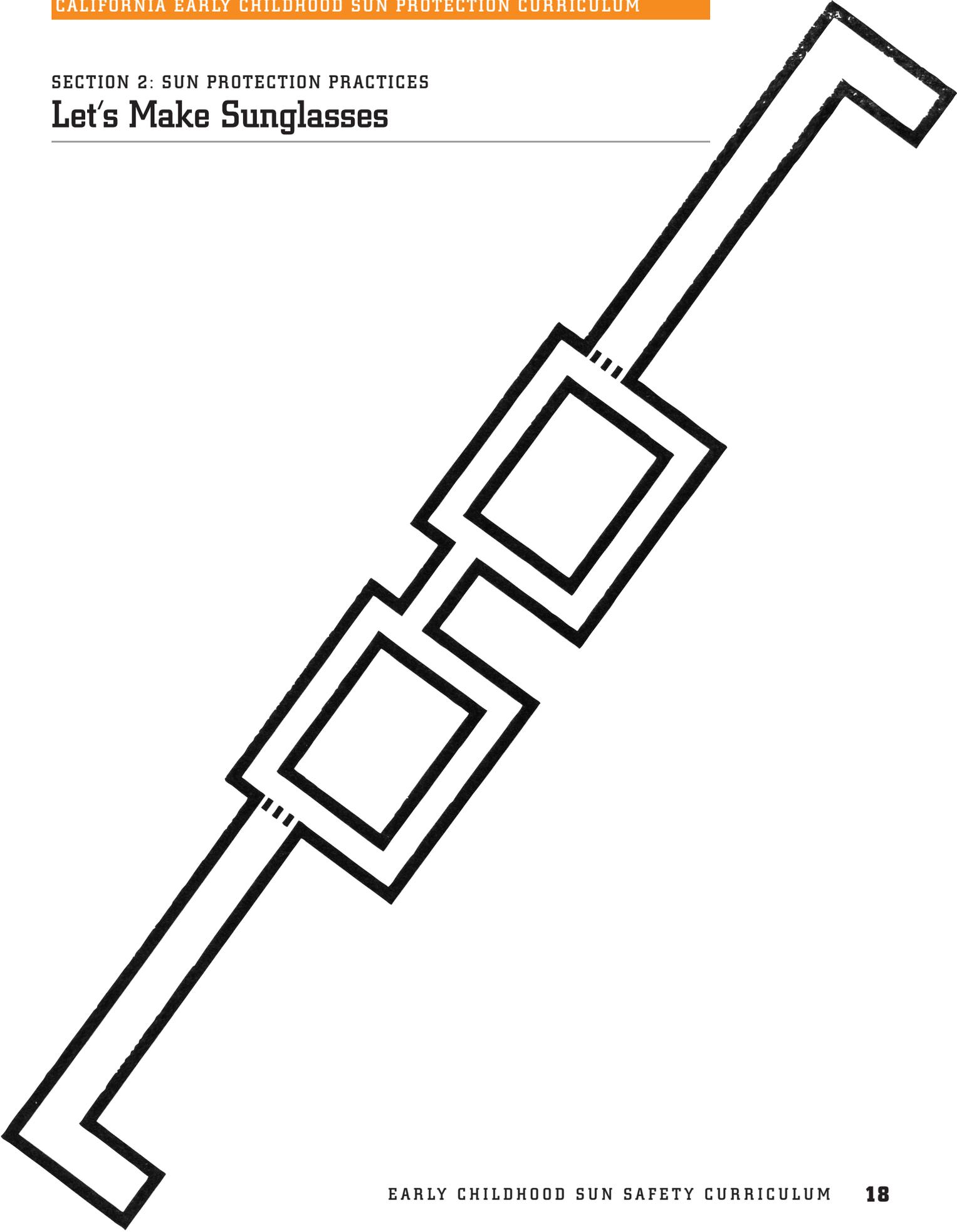
## Comments and Suggestions

**Safety Note:** Remind students that it's never okay to look directly at the sun, even with sunglasses on, as doing so will damage their eyes. This is a structured activity that requires close supervision. This activity requires developed fine motor skills.

SECTION 2: SUN PROTECTION PRACTICES

# Let's Make Sunglasses

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SECTION 2: SUN PROTECTION PRACTICES

# Rub-A-Dub Sunscreen

Students will help students become more comfortable with the feel and use of sunscreen. Students will learn appropriate ways to apply sunscreen and how much to use, to reinforce lifelong healthy skin care habits for protection from the sun.

### Materials

1. Sunscreen or any unscented sensitive-skin lotion (if you are using “pretend” sunscreen).

### Lesson Length

15-20 minutes.

### Suggested Group Size

8-10 children at a time.

### Presentation

1. Make this part of your classroom’s regular routine when preparing to go outside on hot sunny days; or during circle time, practice how to get ready for outside play in the sun.
2. Sit down together in a circle.
3. Roll up sleeves and pant legs if necessary.
4. Give each child a dot of sunscreen in the palm of his/her hand.
5. Start with the legs and sing as they apply the sunscreen:

*“Cover up! Cover up!  
Umm! Umm! Umm!  
Cover up! Cover up! Fun! Fun! Fun!”*

### Try this too!

Sing the above lyrics to the tune of *This is the way we wash our hands, wash our hands... This is the way we cover our legs...* etc. Move on to arms, hands, necks (all around), chins, cheeks, and nose, applying a fresh dot each time. Alternatively, use the song *Head, Shoulders, Knees and Toes* as a starting point.

### Things to Talk About

1. Remind students that the sun can make things very hot.
2. Ask students what other things the sun can make hot enough to burn their skin?
3. Remind students that sunscreen protects the skin from the hot sun and keeps it healthy and smooth. Ask students how sunscreen feels when they put it on?
4. Ask students if they think sunscreen changes how their skin looks?

### Extend the Lesson

- ❖ Any sensory activity involving creamy substances is helpful for increasing a child’s comfort in using sunscreen.
- ❖ Some sunscreen comes in tubes that can be applied like face paint (however, it can be expensive since you want to emphasize full coverage of exposed skin).
- ❖ Make your dramatic play area into a beach scene. Keep empty lotion bottles for use as pretend sunscreen.

### Comments and Suggestions

**Safety Note:** Remind students to be careful not to get sunscreen in their eyes, nose, or ears! This activity requires continual supervision. **Legal Note:** If you are able to use real sunscreen, make sure that parents/guardians turn in their completed Parent/Guardian permission form that allows staff to apply sunscreen to his or her child (see Appendix Two).

California Early Childhood Sun Protection Curriculum

## Activities

### SECTION 3

# Skin Protection Classroom Supplement



**SECTION 3: SKIN PROTECTION CLASSROOM SUPPLEMENT****Examining Our Skin**

Students will explore and become more familiar with their skin and its characteristics.

**Materials**

1. Magnifying glasses for students.

**Presentation**

1. Have students sit in a chair or on the floor in a semi-circle around you.
2. Provide each student with a magnifying glass (or pass one around the circle).
3. Tell students that they are going to examine their skin with a magnifying glass to see what their eye may not be able to see.
4. After some time for student observation, prompt students by asking if any of them have any of the following: scratches, freckles, scars, hair, goose bumps, or describe a characteristic not previously mentioned.

**Try this too!**

If possible have students examine other types of "skin" (i.e., fruits, insect, and plants etc.) with a magnifying glass.



## SECTION 3: SKIN PROTECTION CLASSROOM SUPPLEMENT

# Examination of Skin & Protective Coverings

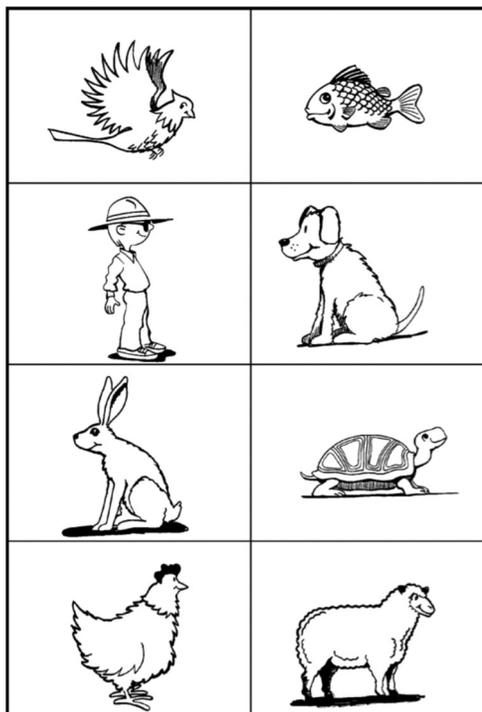
Students will learn that humans also have hair that protects them from the sun, and that animals have special types of skin that work like hair to protect them from the sun.

### Materials

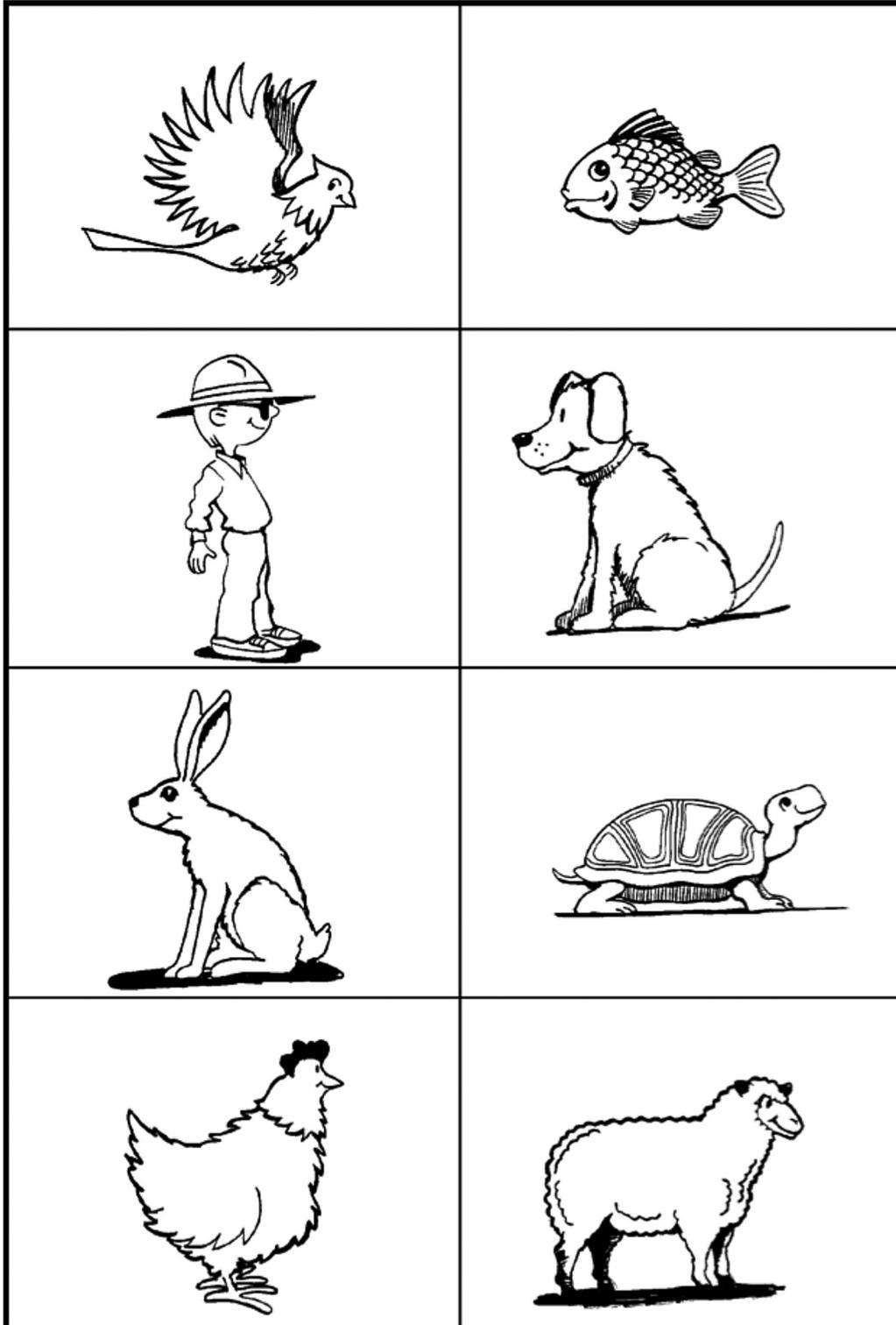
1. Examples or pictures of animal skin or protective coverings such as rabbit fur, bird feathers, etc.

### Presentation

1. Explain to students that people have hair on their skin as a protective covering. However, people also wear clothes or use sunscreen to protect their skin from the sun. Emphasize that animals also have skin protective coverings like our hair.
2. Provide samples of different animal skin protective coverings for students to observe (i.e., rabbit fur, bird feathers, etc.) and/or use the pictures provided.
3. As you show each type of skin protective covering, ask the students to name the animal that corresponds with it (i.e., fur-rabbit, feathers-bird, etc.).
4. When you show the picture of the little boy, ask the students how he is protecting his skin. Comment on the hat and clothing. Remind students that if the little boy was wearing shorts and a short-sleeved shirt, then sunscreen should be applied to the exposed skin surfaces.



# Skin & Protective Coverings Worksheet #1





### SECTION 3: SKIN PROTECTION CLASSROOM SUPPLEMENT

## Understanding Where to Find Shade

This lesson will reinforce and instill strategies in students for finding shade when playing outside in the hot sun.

### Materials

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1. Set of pictures depicting outdoor scenes with very little or no shade
2. Set of pictures depicting shaded areas (including natural shade such as trees, and structural shade from canopies or buildings)

### Presentation

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1. Assemble students in a semi-circle in chairs or on the floor.
2. Tell the students that they will be learning about something called shade. Explain to the students how shade is made. Remind them that shade will help protect them from the hot sun when they are outdoors by keeping them cool, as well as help them avoid getting sunburns or skin damage.
3. Now show the students the pictures of the outdoors that contain minimal or no shade. Discuss with the students that the pictures do not contain any shady areas so they could become hot, thirsty, or sunburned without proper sun protection.
4. Now show the students the pictures of the outdoors with shade (artificial and natural). Explain that these shaded areas protect them from becoming hot, dehydrated, or sunburned.
5. Tell the students that they are going outside to find at least one shady area (assuming appropriate weather).
6. Have the students assemble around you outside. Stand in the sunshine. Ask the students if you are in the "shade." They should answer, "No."
7. Now have them find at least one shady area.
8. Return to the classroom and have the students assemble around you. As reinforcement, ask the students where the outside shady areas are.

## Activities

### SECTION 4

## Sun Safety Take-Home Activities





SECTION 4: SUN SAFETY TAKE-HOME ACTIVITIES

# Skin Protective Coverings

This lesson will help to assess your child’s comprehension of other types of protective coverings that animals have.

## Presentation

1. Discuss with your child that people have hair on their skin as a protective covering. However, people also wear clothes or use sunscreen on exposed skin surfaces to protect their skin from the sun. As you discuss the worksheet below, have your child describe the protective covering for each animal and ask how the little boy is protecting his skin.



SECTION 4: SUN SAFETY TAKE-HOME ACTIVITIES

# Let's Dress Alex

The child will learn how to dress appropriately to play outside in the sun.

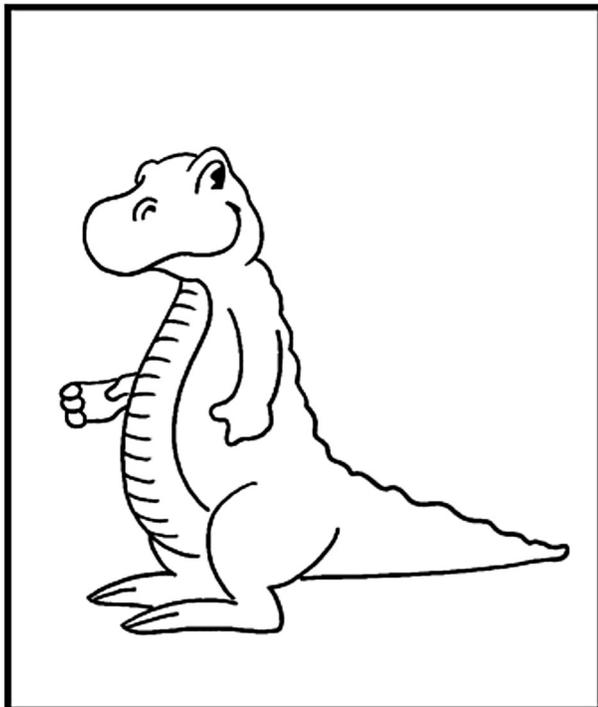
## Materials

1. Let's Dress Alex Worksheets

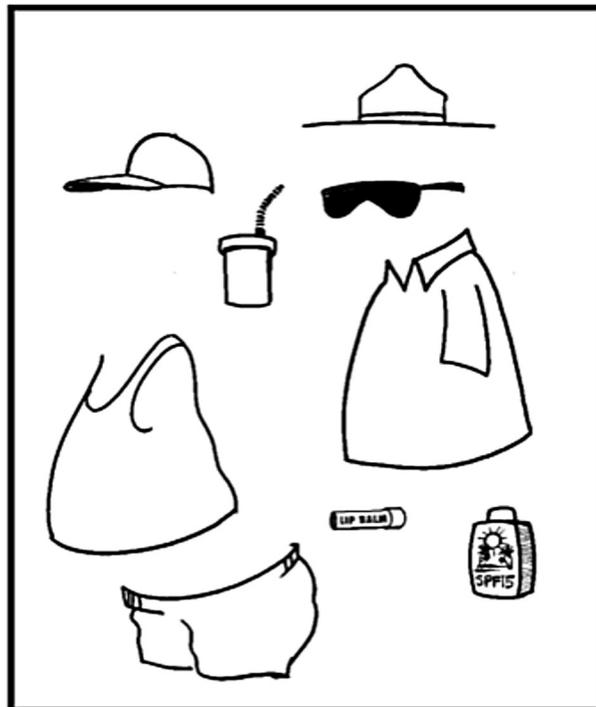
## Presentation

1. Have your child cut out the items from attached Let's Dress Alex worksheets. Ask your child to start with the picture of "Alex the Alligator" (attached worksheet #1) and then paste or tape items on Alex that he would need for protection from the sun (i.e., hat, long-sleeved shirt, water bottle) when he goes out to play. As your child attaches each item, discuss how each component protects your child from the effects of the sun. Explain that when your child plays outdoors on sunny days, he or she should drink plenty of fluids, cover his or her head with a hat, wear sunglasses, wear a long-sleeved shirt and long pants, and apply sunscreen (SPF 15) and lip balm containing sunscreen.

**Note:** There are items included that would not adequately protect Alex, and should not be put on him (baseball cap, tank top, and short pants).



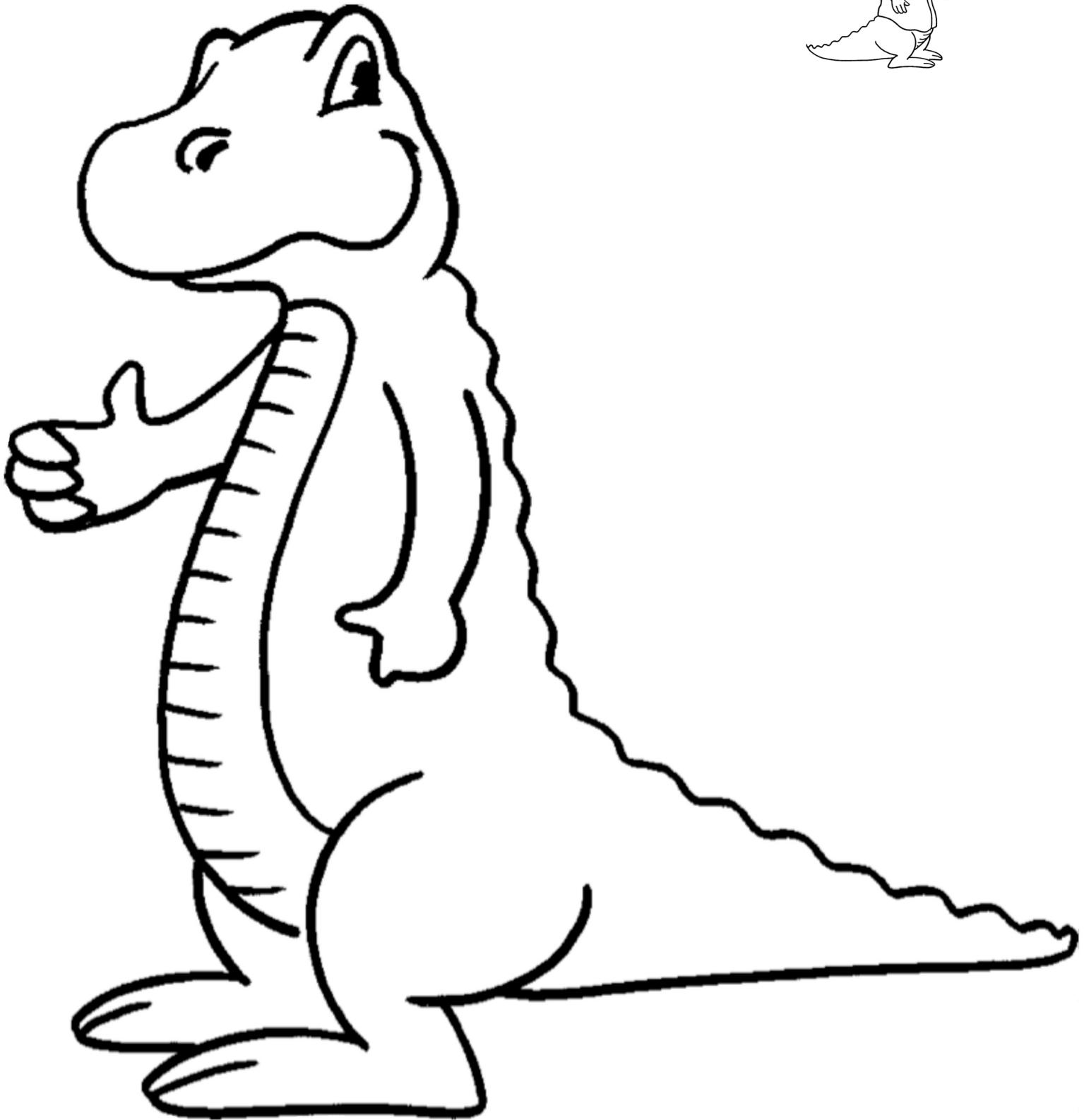
Worksheet #1



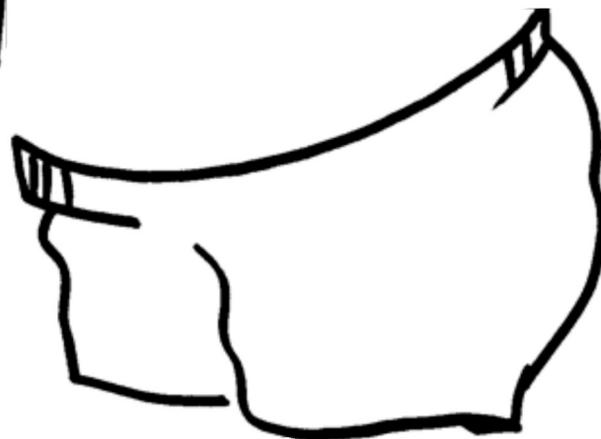
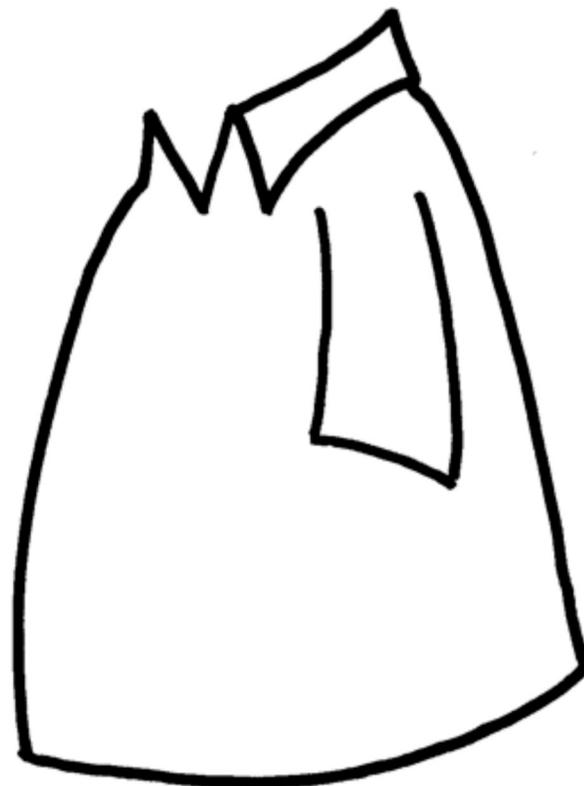
Worksheet #2

# Let's Dress Alex Worksheet #1

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SECTION 4: SUN SAFETY TAKE-HOME ACTIVITIES  
**Let's Dress Alex Worksheet #2**



## SECTION 4: SUN SAFETY TAKE-HOME ACTIVITIES

## Discussing a Past Sunburn

The child will learn lifelong habits to help him or her avoid future sunburns.

### Presentation

1. Discuss with your child whether he or she can remember ever having a serious sunburn. Ask your child to remember what happened to his or her skin and inquire how it made them feel. You may want to prompt your child's memory by stating that the skin was probably warm and sensitive to touch. After a few days the skin may have peeled. Discuss with your child how to prevent future sunburn or dehydration episodes by drinking plenty of fluids, covering the head with a hat, wearing long-sleeved or long-legged pants, seeking shade, or applying sunscreen (SPF 15 or higher) and chap-stick containing sunscreen.





SECTION 4: SUN SAFETY TAKE-HOME ACTIVITIES

# Shade Hunt

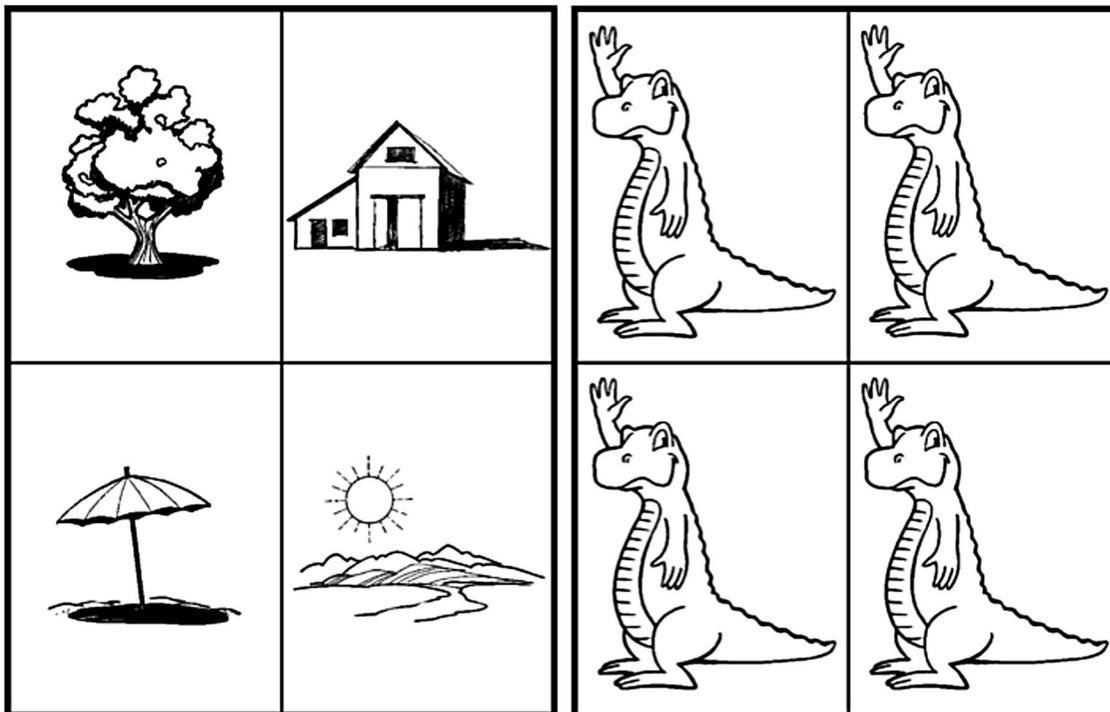
The child will learn how to look for shade to protect himself or herself from the sun..

## Materials

1. Shade Hunt Worksheets

## Presentation

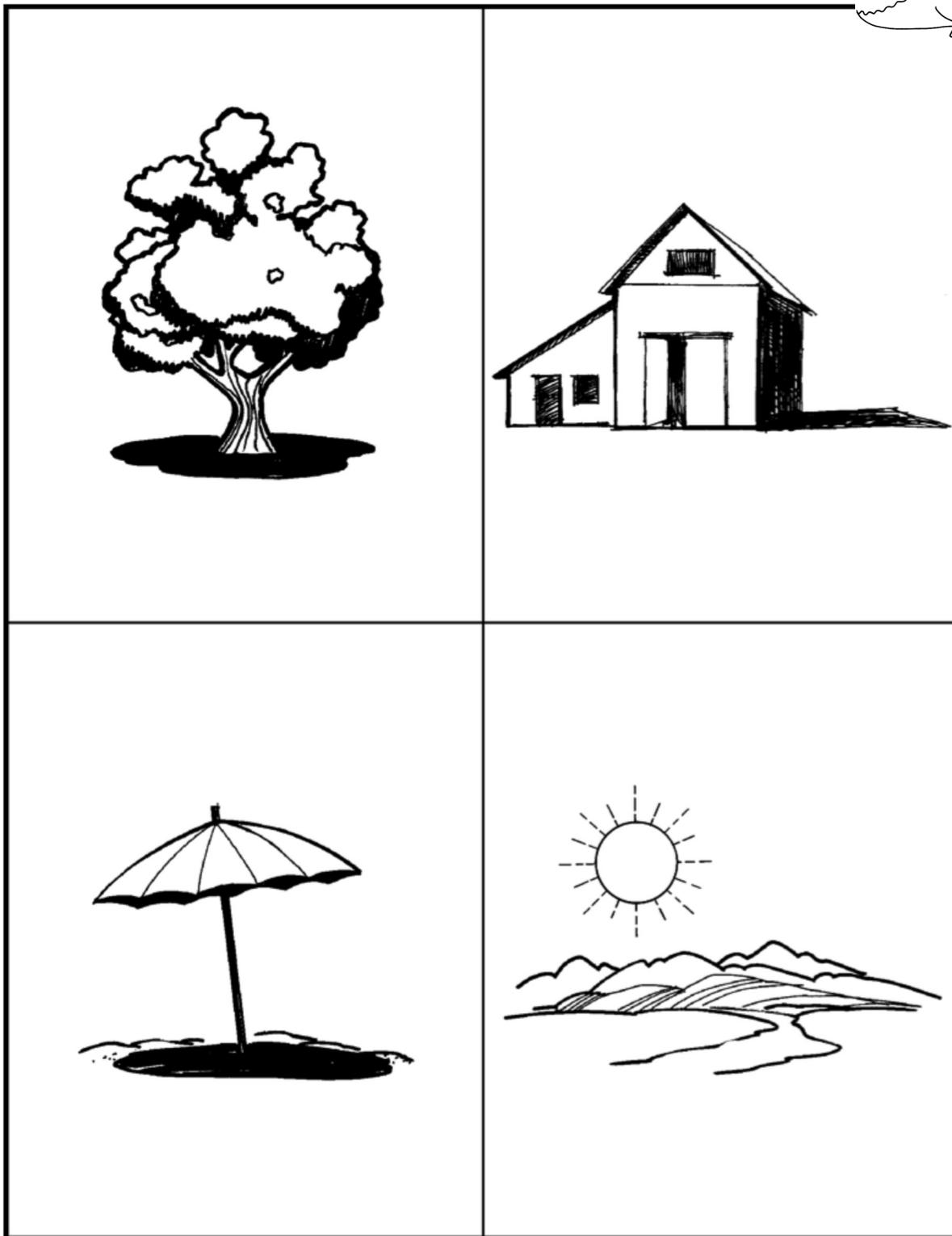
1. Ask your child to talk to you about how he or she can protect his or her body from the sun. Your child should tell you that natural (trees) or artificial (hats, umbrellas, canopies) shade can protect him or her from the sun.
2. Have your child look at the pictures provided for this exercise (attached worksheet). Ask your child to circle those pictures that show shade.
3. Discuss with your child similar shady areas that can be found in your home's backyard. If it is still light outside, walk around your yard and have your child point out the shady areas in your backyard.
4. Cut out pictures of Alex the Alligator (attached worksheet). Attach the pictures of Alex the Alligator to a stick (use tongue depressors or paint stirring sticks). As you walk around your backyard with your child and identify areas of shade, have your child place Alex in one of the shady areas.
5. Reinforce that shaded areas provide protection from sunburn, sun damage, and keep our bodies cool.



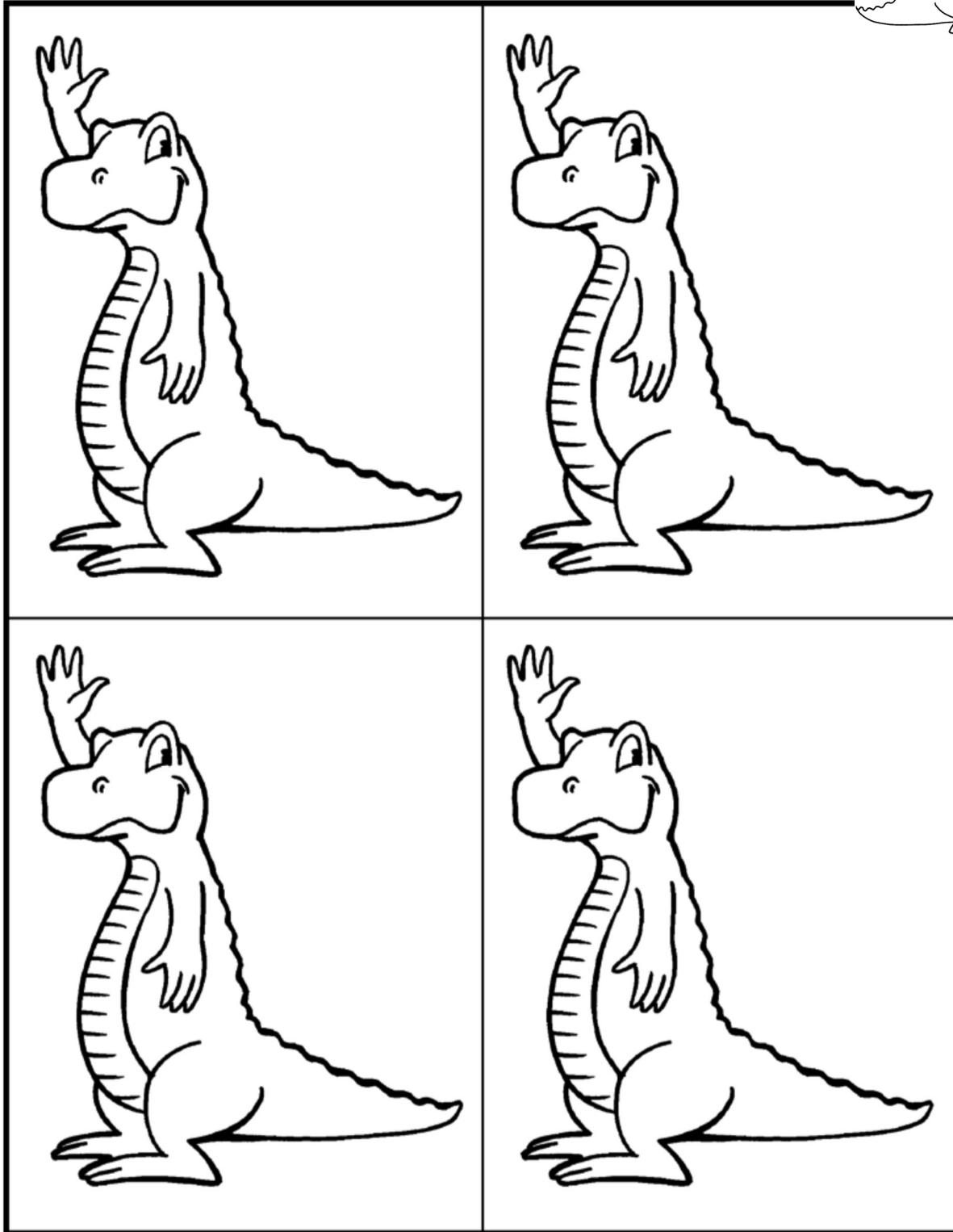
Worksheet #1

Worksheet #2

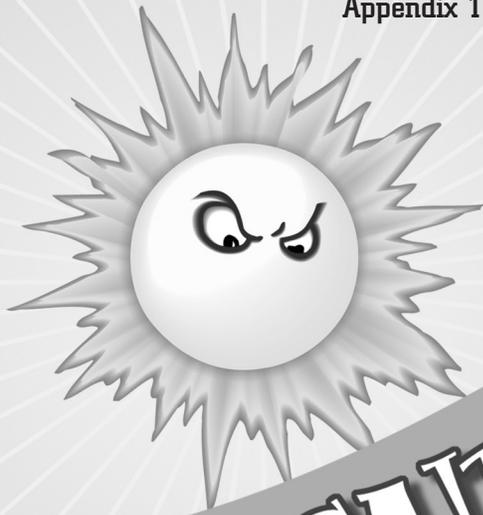
# Shade Hunt Worksheet #1



# Shade Hunt Worksheet #2



# Appendices



**Parents!**  
Keep Your  
Children

# SUN SAFE!



## Know the Facts!

- \* You child's *sunburns and tanning* can raise his or her risk for developing *skin cancer* as an adult.
- \* Sunburns and tanning are actually outward *signs of internal skin damage*.
- \* *Too much sun* can cause *skin cancer* even if a person does not tan or get a sunburn.
- \* Skin cancer is an *epidemic*. It is the most common cancer in California.
- \* *Melanoma*, the most dangerous form of skin cancer, *kills about 8,000 Americans every year!*
- \* Anyone, *regardless of skin color*, can get skin cancer.
- \* Individuals at higher risk often have one or more of these characteristics:
  - *Lighter colored skin, hair or eyes*
  - *Tendency to burn rather than tan*
  - *History of severe sunburns*
  - *Many moles or some irregular moles*
  - *Personal or family history of skin cancer*
- \* Skin cancer may develop within a mole or otherwise appear as a growth, pearly bump, open sore, or patch on the skin.



## Eight Steps to Keep Your Child SUN SAFE!



**1.** Reduce their midday sun exposure!



**2.** Give them a hat to wear!



**3.** Dress them in clothes that provide more coverage!



**4.** Apply sunscreen! (SPF 30)



**5.** Give them UV-protective sunglasses!



**6.** Use lip balm! (SPF 30)



**7.** Keep them in the shade!



**8.** Avoid indoor tanning!



Learn more about sun safety at:

[www.AvoidSkinCancer.com](http://www.AvoidSkinCancer.com)

Offered by the California Department of Public Health  
Paid for by funding from the Centers for Disease Control & Prevention  
through a program of the Public Health Institute

## Appendix 2: Template for Information Letter for Parents

### Dear Parent/Guardian:

This week your child will participate (or has participated) in activities that teach about sun protection. The activities are designed to help your child learn about both the benefits and hazards of sunlight. Since you as a parent/guardian are your child's most important teacher, we encourage you to perform the following sun safety activities with your child. Please review the teaching points described below and share them with your young one. Remember that children respond best to clear, consistent messages supported by gentle, timely reminders. They also learn best while having fun.

### The lesson(s) for this week is/are called:

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Lesson Name(s) here.

### We hope your child will learn:

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Insert Lesson Objective(s) here.

**Things to Talk About:** You can reinforce the lessons your children have been taught at child care or school by talking about the lessons with them. The following are some things you can talk about as you perform your regular home activities:

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Insert "Things to Talk About" here.

**Things You Can Do at Home:** You can do some activities at home to make learning fun for the whole family:

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Insert suggestions from "Extend this Lesson" here.

Have fun with your child and thank you for your time and effort to reinforce sun protection habits that can last a lifetime.

**Child Care Provider**

**Appendix 3: Parent/Guardian Permission to Apply Sunscreen to Child**

**Parent's/Guardian's Permission  
to Apply Sunscreen to His or Her Child**

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NAME OF CHILD

As the parent or guardian of the above child, I recognize that too much sunlight may increase my child's risk of getting skin cancer someday. Therefore, I give my permission for staff at:

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CHILD CARE PROGRAM

to apply a sunscreen product of SPF 15 or higher to my child, as specified below, when he or she will be playing outside, especially during the months of March through October and between the daily times of 10 am and 4 pm. I understand that sunscreen may be applied to exposed skin, including but not limited to the face, tops of the ears, nose and bare shoulders, arms, and legs.

I have checked all applicable information regarding the type and use of sunscreen for my child:

- I do not know of any allergies my child has to sunscreen.
- Staff may use the sunscreen of their choice following the directions or recommendations printed on the bottle.
- I have provided the following brand/type of sunscreen for use on my child:

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- My child is allergic to some sunscreen.  
Please only use the following brand(s) and type(s) of sunscreen:

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- For medical or other reasons, please do not apply sunscreen to the following areas of my child's body:

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PARENT'S FULL NAME (PRINT)

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PARENT'S SIGNATURE:

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DATE OF SIGNATURE:

Appendix 4: Sun-Safe Program Sticker

"Alex the Alligator" sun-safe sticker (camera-ready master)



Take the above camera-ready artwork to a printer to make peel-off stickers for distribution to children who complete the curriculum activities.