K-2

TEACHER PAGE

Hot Potato with the Sun

Estimated Time

Teacher's discretion

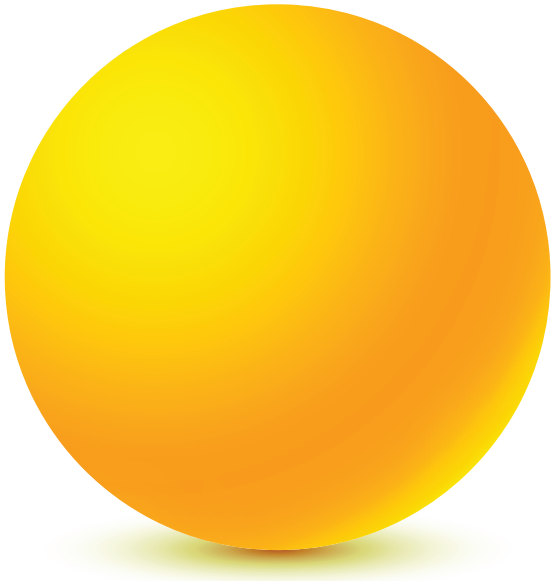
Supplies

Ball (preferably yellow)
Music

Directions

Have the students make a large circle and pretend the ball is the sun. Students pass the ball to each other as music plays. When the music stops, the student with the ball should say one way to protect themselves from the sun. For more sun-safety tips, please see the Sun-Smart PowerPoint presentation in the Sun-Smart toolkit.

We recommend students do the Sun-Smart word search activity as a follow-up to this activity.



FUN FACT:
Hippos secrete their own oily pink sunscreen.

FUN FACT:
Camels have bumps over their eyes that act as built-in sun hats to help keep out bright sunlight.

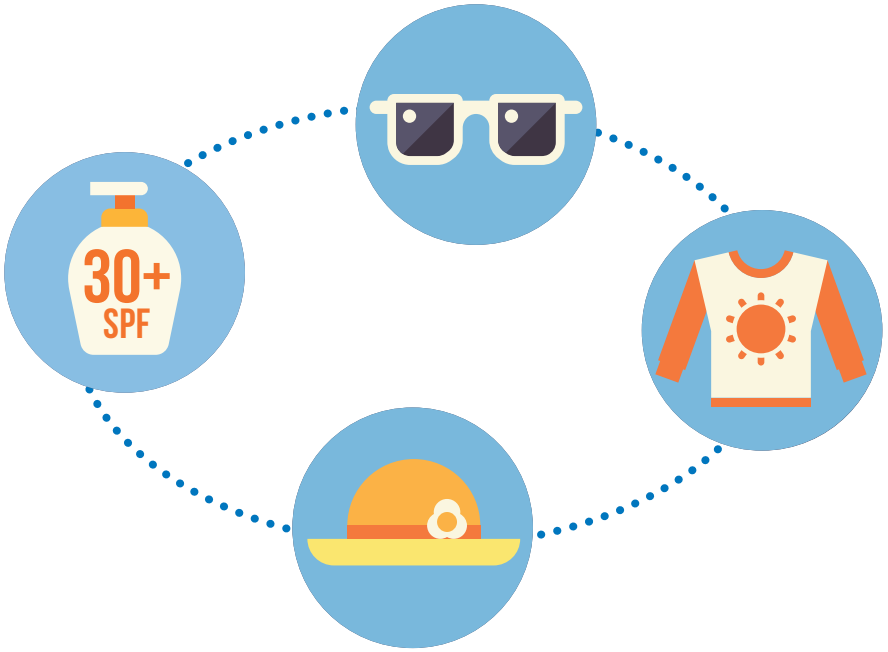
K-2

STUDENT PAGE

Speedy Sun Relay Race

Directions

One student in your group will be the "model." The model's job is to dress in sun-safe clothes as fast as possible, with the help of the team. Across the field will be a pile of clothes. Each team member, besides the model, will take turns running to the pile, selecting one sun-safe item, and running it back to the model. The first team to have a completely Sun-Smart model is the winner!



Fun fact:
Polar bears have special eyelids that act like sunglasses to shield their eyes from the blinding glare from the sun's rays reflecting off the snow.

Fun fact:
Rhinos use mud as a natural sunblock. They roll around in the mud to make sure they have a thick coating on their skin to protect themselves from the sun.

Speedy Sun Relay Race

Estimated Time

30 minutes

Supplies

One set of the following items for each team:

Long-sleeved shirt *(preferably with collar)*

Long pants *(optional)*

Hats *(wide-brimmed, cowboy)*

Sunglasses

Empty bottles of sunscreen, some with SPF of 30 and higher, some with lower SPF

Shoes *(optional)*

Various other articles of clothing that are not sun-safe, like tank tops, T-shirts, shorts, baseball caps, visors, etc.

Note: Make sure that the clothes are large enough for each student to put on and take off easily.

Learning Objective

This activity will challenge students to think quickly about sun-safe behavior by selecting correct sun-safe clothes when presented with several options. Assess whether the students learned how these clothes will help protect them from the sun's harmful UV rays by asking them the following questions:

What are three items that the model is wearing that you would pick to protect yourself? Explain why you chose these three items.

How many of you dress like the model when you play outside? Why do you think dressing like this is safer for you?

What will you remember to put on before you leave your house to protect yourself from UV rays? Explain why you would take these actions.

Directions

Organize the class into teams of five or more and line them up at the start of the racecourse. Place the pile of clothes at the other end of the racecourse.

Have each team select one student to be the Sun-Smart model. This student will stay at the starting point of the race, donning sun-safe clothes. The other team members should each take turns running to the pile of clothes, selecting one item, and bringing it back to the model.

The first team to have a completely Sun-Smart model is the winner. The Sun-Smart models should be wearing a protective hat, long-sleeved shirt, and sunglasses, and be carrying a bottle of sunscreen with SPF of 30 or higher. Incorrectly dressed models must decide what they are missing, and the other team members must continue bringing back items until the model is sun-safe.

K-2

STUDENT PAGE

Watch Your Shadow

Directions

Using the sun as your light, you are going to trace your shadow. Choose a partner and stand in the sun on the sidewalk or blacktop. With a piece of chalk, your partner will trace your shadow starting from your feet. Write your name in your shadow.

Later in the day, trace your shadow again. Remember to position your feet in the same spot.

Questions

1. Is your shadow always the same size?

2. Can the moon make shadows?

3. What is the shadow rule?

K-2

TEACHER PAGE

Watch Your Shadow

Estimated Time

At least two 15-minute intervals during one day

Supplies

Chalk *(use different color chalk for each time of day you trace your shadow)*
Schoolyard with dark cement or blacktop
Clear, sunny day
Watch or clock

Learning Objective

This activity will demonstrate to students what causes a shadow, how shadows change from morning to evening, and how they can tell by the length of their shadows what times of day they should seek protection from the sun's harmful UV rays. Ask the students to guess how their shadow will change during the day. Once the day is over, ask them to compare their prediction to the actual shape and size of their shadow. Have students explain why the movement of the Earth over the course of the day causes shadows to change.

Directions

Take the students outside in the morning and again around noon. Have students choose a partner. Instruct the students to trace their partner's shadow using a piece of chalk on the cement surface of the schoolyard. They should begin tracing the shadow from the feet. Write down the time students traced their shadows so later they can see how the different positions of their shadows correlate to the time of day. Go outside later in the day and have each student stand on the feet of their first shadow tracing. Instruct them to have their partner retrace their new shadow on top of the original.

Discussion

Discuss how shadows are formed. A shadow is a dark figure or image cast onto the ground by our bodies blocking the light of the sun. Both the sun and the moon can create shadows. We have noticeable shadows throughout the day; however, our shadows are much shorter closer to noon when the sun is overhead. Explain to the students that when their shadows are long (during the early and late parts of the day) the sun is not as intense. When their shadows are short (during the middle part of the day) the sun is more intense, and they are at a greater risk from the sun's damaging UV rays. Also mention that visible light causes shadows, not UV rays. UV rays are present even on cloudy days. Nevertheless, the shadow rule is a good indication of UV intensity. Teach the students the shadow rule, "Watch your shadow. Short shadow, seek shade!"

Questions and Answers

1. Is your shadow always the same size? No. Your shadow is long in the early morning and late afternoon, and short during the midday.
2. Can the moon make shadows? Yes. When there is a full moon, the light is bright enough to create a shadow, but no UV rays are emitted from the moon.
3. What is the shadow rule? "Short shadow, seek shade!"

K-2

STUDENT PAGE

Sun-Smart Word Search

Directions

Find and circle the Sun-Smart words.

HAT

LIP BALM

LONG SHORTS

SHIRT

PANTS

SUNGLASSES

SUNSCREEN

TREE

SHADE

L	A	B	C	D	P	E	F	S	G	H
I	I	J	K	L	A	M	N	U	O	S
P	Q	P	R	S	N	T	U	N	U	H
W	X	Y	B	Z	T	A	B	S	E	I
A	E	F	G	A	S	H	I	C	D	R
T	R	E	E	K	L	L	M	R	A	T
O	P	Q	R	S	T	M	U	E	H	W
H	A	T	X	Y	Z	A	B	E	S	D
E	F	G	H	I	J	K	L	N	M	N
L	O	N	G	S	H	O	R	T	S	O
S	U	N	G	L	A	S	S	E	S	P

K-2

TEACHER PAGE

Sun-Smart Word Search

Directions

Find and circle the Sun-Smart words.

HAT

LIP BALM

LONG SHORTS

SHIRT

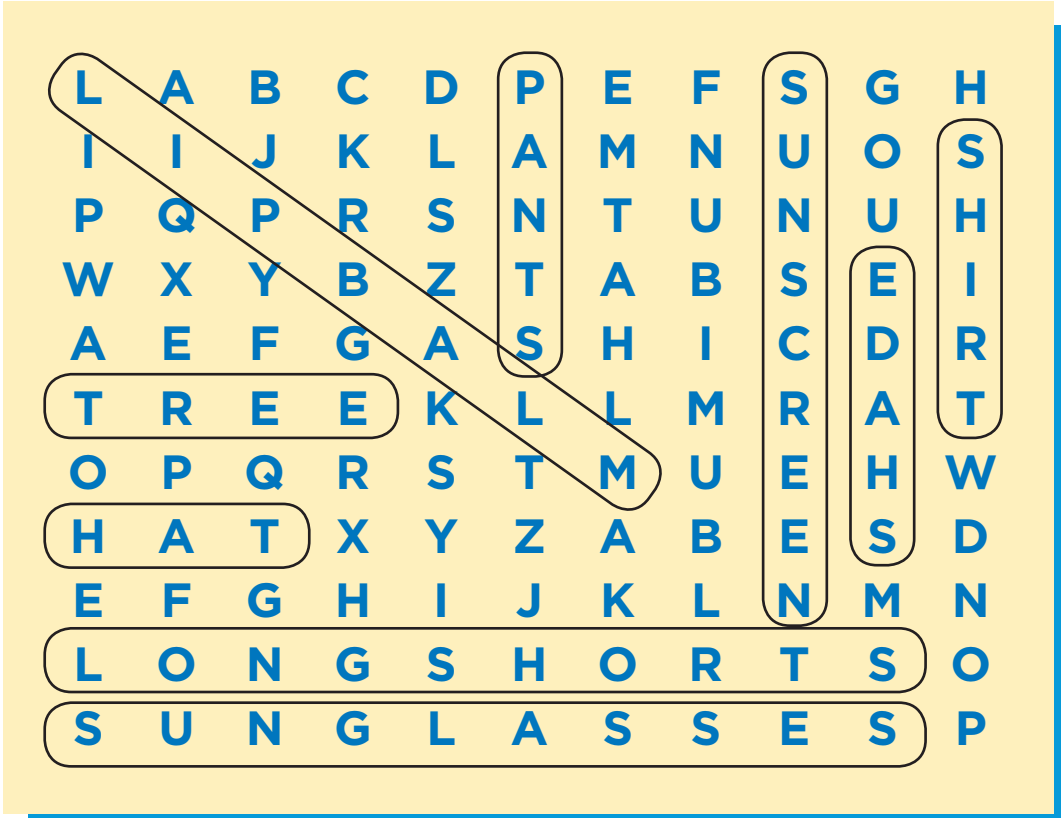
PANTS

SUNGLASSES

SUNSCREEN

TREE

SHADE



ProtectYourSkinDE.com

DELAWARE HEALTH AND SOCIAL SERVICES
Division of Public Health
Bureau of Chronic Diseases