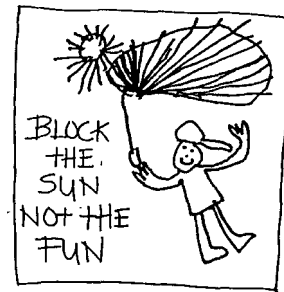


Block the Sun, Not the Fun Preschool/Child Care Center Project

Lori A. Crane, Ph.D., M.P.H., Principal Investigator



Materials for preschool/child care center staff include:

1. Workshop agenda
2. Faculty list
3. Presentation on the sun and skin cancer
4. Presentation on Colorado DHS Childcare Licensing Regulations related to sun protection
5. Action Plan Worksheet
6. Activity Packet for Child Care Centers and Preschools

Materials for parents include:

1. Letter to parents from project
2. Skin Cancer Prevention Begins in Childhood flyer
3. Activities for Parents and Children
4. (We also gave out copies of two written materials developed by others: ACS "Colorado Don't Get Burned" Skin Cancer Prevention Quiz for Children" and Skin Cancer Foundation "For Every Child Under the Sun")

[For Workshop Faculty Only]

SKIN CANCER PREVENTION PROGRAM

Workshop for Daycare Center/Preschool Staff

Agenda

- (20 minutes)
- I. **Welcome & Overview** (Lori Crane)
Introductions (Lori Crane)
Activity: Snowball (Laurie Schneider)
- (20 minutes)
- II. **Presentation: What's the Association Between Exposure to the Sun and Skin Cancer?** (Dr. Yohn or Dr. Morelli)
(Slide presentation. Participants are encouraged to ask questions, or to write questions on an index card and pass them up front.)
- (15 minutes)
- III. **Discussion: What does the Department of Social Services Say About Using Sunscreen?** (Dana Andrews)
(DSS policy on sunscreen, and sun protection put on overhead. After reviewing policy, Dana responds to questions that participants write on index cards and other questions that may come up.)
- (20 minutes)
- IV. **Activity: "Ideal" Skin Cancer Prevention Practices at Day Care Centers** (Laurie Schneider)
- **Barriers**
 - *Feasible and realistic ways to overcome barriers?*
- (Participants will break up into small groups - not with people from their own center - and brainstorm "ideal skin cancer prevention practices", practical barriers to this ideal, and some feasible and realistic ways to overcome these barriers. Results will be shared with group.)

(25 minutes)
V. Workstations: Skin Cancer Prevention Activities to do with Children

(Laurie Schneider)

(Laurie will explain the activity packet and the workstations. Participants will divide into groups of 4-5 and go to a workstation and do activity. Groups will rotate to a new activity station every 10 minutes)

(25 minutes)
VI. Action Plan: Implementing Skin Cancer Prevention Activities at your school

(Laurie Schneider)

(Participants will sit with staff from their school - if alone, they may choose to sit by themselves or with another group - and come up with a skin cancer prevention “action plan” for their school. Each center will then present its plan to the larger group. Faculty will copy these for evaluation purposes and return them to the centers. *Worksheet: Skin Cancer Prevention Action Plan*)

Faculty will make sure that action plans include the following information:

- Establishing a sunscreen policy
- Establishing a protective clothing policy
- Educating staff about skin cancer prevention
- Educating parents about skin cancer prevention
- Promoting the use of sunscreen by staff
- Promoting the use of sunscreen by children
- Promoting the wearing of sun protective clothing by staff
- Promoting the wearing of sun protective clothing by children
- Increasing the amount of shade in play areas

also -

- Faculty will address the perceived need for a physician’s permission for sunscreen application and how centers can cope with this.

(10 minutes)
VII. Wrap Up: Where do we go from here? (Lori Crane)
(Discussion of the “Next Steps” of the Research Project)

(3-5 minutes)
VIII. Evaluation (Lori Crane)

(Participants will complete a brief questionnaire about the workshop)

Total Time: 140 minutes

SKIN CANCER PREVENTION PROGRAM

Workshop for Daycare Center/Preschool Staff

Agenda

- I. Welcome & Overview
Introductions
Activity: Snowball
- II. Presentation: What's the Association Between
Exposure to the Sun and Skin Cancer?
- III. Discussion: What does the Department of Social Services
Say About Using Sunscreen?
- IV. Activity: "Ideal" Skin Cancer Prevention Practices at Day Care Centers
 - Barriers
 - *Feasible and realistic* ways to overcome barriers?
- V. Workstations: Skin Cancer Prevention Activities to do with Children
- VI. Action Plan: Implementing Skin Cancer Prevention Activities at Your School
- VII. Wrap Up: Where do we go from here?
- VIII. Evaluation

SKIN CANCER PREVENTION PROGRAM

Workshop for Daycare Center/Preschool Staff

Faculty List

Dana Andrews

Licensing Administrator
Office of Child Care Services
Colorado Department of Social Services

Lori Crane, PhD

Principle Investigator
Skin Cancer Prevention Program
AMC Cancer Research Center

Joseph Morelli, MD

Pediatric Dermatologist
University of Colorado Health Sciences Center

Laurie Schneider, MPH

Health Education Specialist
Skin Cancer Prevention Program
AMC Cancer Research Center

Joseph Yohn, MD

Dermatologist
University of Colorado Health Sciences Center

THE SUN

GOOD THINGS:

- ☐ Vitamin D metabolism
- ☐ Psychogenic (mood) effects

BAD THINGS:

- ☐ Sun-induced skin damage

Sunburn
Tanning
Skin cancer

* * * * *

WHAT IS SUNBURN?

- ☐ Redness, swelling and pain following sunlight injury to the skin

WHAT IS TANNING?

- ☐ Increased pigmentation (color) as a response to sunlight injury to the skin
- ☐ The skin cells produce pigment (color) in an attempt to protect the skin from harm from the sunlight

WHAT IS SKIN CANCER?

- ☐ The uncontrolled, destructive, invasive growth of skin cells

SKIN CANCER

TYPES:

O Basal cell carcinoma

- Most common form of cancer in the U.S.
- One in 500 Americans has basal cell carcinoma at any time
- Accounts for 75% of all non-melanoma skin cancers
- Occurs mostly in sun exposed areas of the skin
- Occurs mostly in middle-aged and elderly people
- Once a person has had one basal cell carcinoma, his/her chance of getting another within 5 years is 36%
- Rarely spreads (metastasizes) to other parts of the body, but can cause serious destruction of tissue near the cancer
- Appears as a sore that does not heal

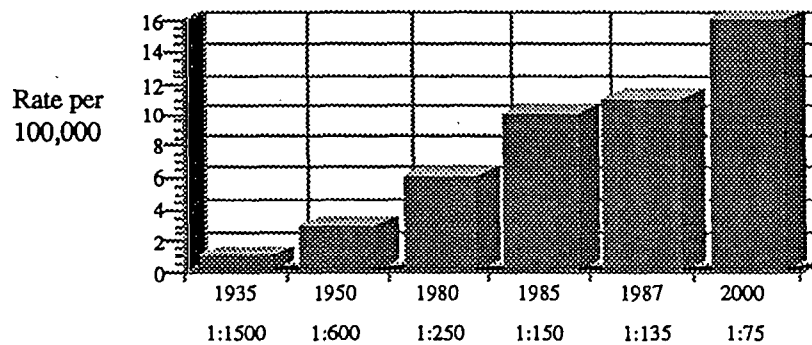
O Squamous cell carcinoma

- One in 1,600 Americans has squamous cell carcinoma at any time
- Accounts for 25% of all non-melanoma skin cancers
- Occurs in:
 - * sun exposed areas of the skin
 - * mucous membranes (lip, mouth)
 - * sites of chronic (long-term) inflammation or scarring
- Occurs mostly in middle-aged and elderly people
- Spreading to other parts of the body is uncommon, but occurs more often when the cancer is in a mucous membrane or area of chronic inflammation
- Appears as a sore that does not heal

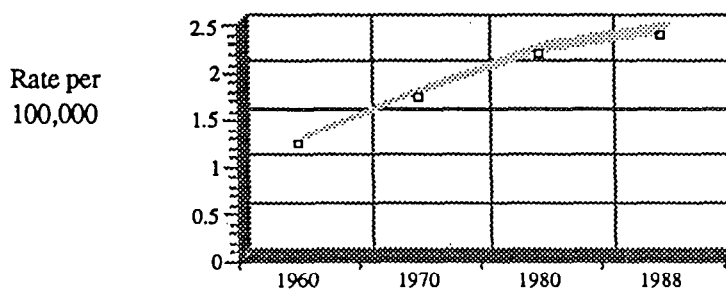
O Melanoma

- One in 10,000 Americans has melanoma at any time
- Accounts for 3% of all cancers (not including non-melanoma skin cancers)
- Appears as a change in a mole (change in texture, shape, color, size, or a new mole)
- Peak age for developing melanoma is around age 40-45
- Incidence of melanoma has rapidly increase since 1935
- Estimated lifetime risk of melanoma for those born in 1990 is about 1 out of 90
- Death rate for melanoma has increased since 1960

Melanoma Incidence 1935-2000



Melanoma Death Rates 1950 - 1988

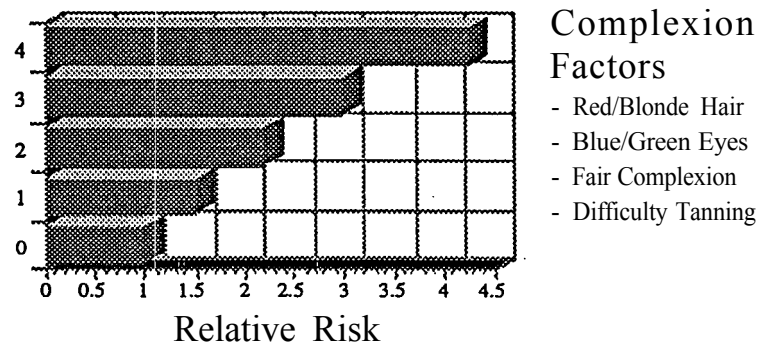


MELANOMA

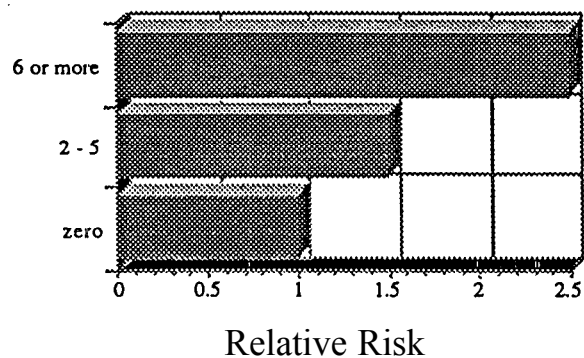
RISK FACTORS

- Family history of melanoma
- Fair complexion
- More sun exposure, especially sunburns
- Lots of moles

Effect of Complexion Factors on Risk of Melanoma



Effect of Sunburns on Risk of Melanoma



MOLES

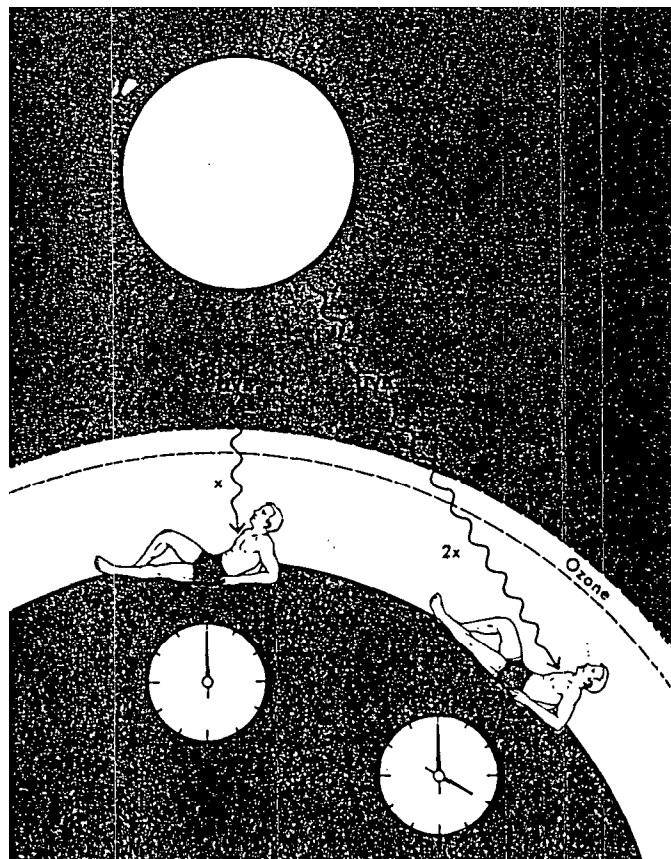
- ☐ An abnormal collection of pigment producing cells in the skin
- ☐ In white or caucasian children, the number of moles increases with age
- ☐ Moles occur mostly in areas of intermittent sun exposure

WHO GETS MORE MOLES?

- ☐ Those with a more fair complexion
- ☐ Those who tend to sunburn rather than tan
- ☐ Those who have gotten more sunburns
- ☐ Those with more freckles

FACTS ABOUT ULTRAVIOLET SUN RAYS:

- It is the ultraviolet (or UV) sunlight that causes skin damage
- Clouds block from 10% to 80% of the UV light
- Smog blocks 25% of UV light
- UV light increases 4% for every 1000 feet increase in elevation
- Ozone decreases UV light; damage of the ozone layer around the earth results in increased UV light and greater need to protect
- UV light reflects off some surfaces, causing greater UV exposure:
 - fresh snow reflects 85% of UV light
 - old snow reflects 50% of UV light
 - dry white sand reflects 17% of UV light
 - water reflects 5% of UV light
- UV light is strongest when the sun is high in the sky, because the sunlight travels through less ozone



PROTECTION FROM THE SUN

O Avoid the sun

- try to stay inside between 10 am and 3 pm

O Wear protective clothing

- wear long sleeves and pants
- cotton clothing is cooler, but beware of light weaves -- burns can occur through the clothing
- wear hats

O Use sunscreen

- select a sunscreen with an SPF (sun protection factor) of 15 or higher
- the higher the SPF, the more protection

WHY ARE CHILDREN IMPORTANT?

- O 80% of sun exposure occurs before age 18 years
- O It's hard to change habits of teens and adults

Colorado Department of Human Services

Child Care Licensing Regulations related to sun protection

- Playgrounds must have at least 150 square feet of shaded area. Centers may use trees, porch awnings, or shade structures.
- If parents supply their own sunscreen, it must be labeled with child's first and last name
- If the center provides the sunscreen, the center must send a letter home informing parents of the type of sunscreen they will be using.
- Parents should sign a written permission for using sunscreen before outdoor play. (Doctor's permission is not required.)
- Children age 4 and older may apply sunscreen to themselves under direct supervision of a staff member.
- Centers must have a written policy for days with excessive heat. This may include such things as keeping the children in the shade, requiring them to wear hats and sunscreen, etc.

STATE OF COLORADO

DEPARTMENT OF SOCIAL SERVICES

1575 Sherman Street
Denver, Colorado 80203-1714
Phone (303) 866-5700
TDD (303) 866-6293
FAX (303) 866-4214

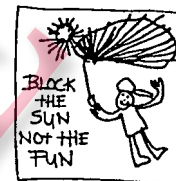


Roy Romer
Governor

SKIN CANCER PREVENTION PROJECT

AMC CANCER RESEARCH CENTER

1600 Pierce Street
Denver, Colorado 80214
Phone (303) 239-3306
FAX (303) 233-1863



MEMORANDUM

TO: CHILD CARE CENTER/PRESCHOOL STAFF

FROM: Dana D. Andrews *Dana D. Andrews*
Licensing Administrator
Office of Child Care Services

DATE: April 21, 1994

SUBJECT: SUN PROTECTION POLICIES

Last summer, AMC Cancer Research Center interviewed the directors of the child care center/preschools involved in the Skin Cancer Prevention Project. Many of those interviewed expressed some confusion over the Department of Social Services "sunscreen policy". I wanted to take this opportunity to clear up any misconceptions, and to offer some suggestions.

Sunscreen is considered a "topical preventive ointment" when applied to normal healthy skin. A doctor's permission is **NOT NEEDED** to use sunscreen at your center, unless the child has a rash, open wound, or severe burn (child care center regulations page 83, regulation 7.702.64 (A)). Parents should give their written permission for sunscreen to be used, and supply the sunscreen individually for their child whenever possible. When supplied for an individual child, the sunscreen should be labeled with the child's first and last name.

However, for some parents sunscreen is expensive. Some of the parents at your center may be unable to afford sunscreen. It may also become cumbersome to handle dozens of different sunscreen containers. Some suggestions for making a workable system include:

- Have sunscreen provided by the center. Notify parents in advance, in writing, of the exact type of sunscreen the center will provide. Parents must give written permission for this sunscreen to be used on their child. The center may either pay for the sunscreen out of their budget, include this in the center fees, or collect money from the parents.
- Staff members must wash their hands thoroughly in soap and warm running water before applying the sunscreen.

In addition to sunscreen for protection from the sun the AMC Cancer Research Center also suggests that you consider asking parents to supply the following or keeping your own supply of:

- Extra wide-brimmed hats, long-sleeved shirts, and long pants for the children to wear when out in the sun.

Child Care Centers must provide at least 150 square feet of shade on outside play areas. Centers may use trees, porch awnings, or shade structures to provide shade. Providing as much shade as possible, especially during the hot summer months, is a good idea.

If you have any questions about sun protection at your child care center/preschool, please call your licensing specialist at 866-5958.

**AMC Cancer Research Center
Skin Cancer Prevention Program**

Action Plan Worksheet

Task (Example: Things to do with children, staff, parents, center environment, daily schedule)	Strategy to Accomplish Task	Who to involve	Resources Needed

**AMC Cancer Research Center
Skin Cancer Prevention Program**

Action Plan Worksheet

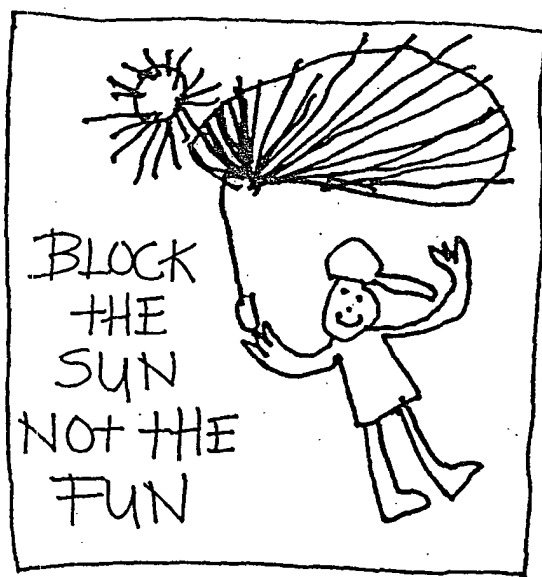
Task (Example: Things to do with children, staff, parents, center environment, daily schedule)	Strategy to Accomplish Task	Who to involve	Resources Needed

**AMC Cancer Research Center
Skin Cancer Prevention Program**

Action Plan Worksheet

Task (Example: Things to do with children, staff, parents, center environment, daily schedule)	Strategy to Accomplish Task	Who to involve	Resources Needed

Activity Packet for Daycare Centers and Preschools



**AMC Cancer Research Center
Skin Cancer Prevention Program
1993 - 1995**

Acknowledgements

The AMC Cancer Research Center's Skin Cancer Prevention Program is a research project funded by the National Cancer Institute.

The program staff includes:

Lori Crane, Ph.D. - Project Director
Laurie Schneider, MPH - Health Educator
Linda Farley - Secretary
Donna Pike, MA - Program Consultant

We encourage you to duplicate the information contained in this packet for use in your day care center/preschool classrooms.

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About This Activity Packet

Why is sun protection important, especially in childhood?

- Damage from the sun begins in early childhood.
- Sun damage can lead to skin cancer.
- A single severe sunburn in childhood doubles the chances for melanoma, the most deadly form of skin cancer.

Who is this packet for?

This packet was designed for daycare center/preschool staff.

What is in this packet?

The packet is made up of several sun protection activities that daycare center/preschool staff can do with the children at their center. Each activity contains information about how children can protect their skin from the sun.

Read through each activity to determine which are appropriate for the children in your class.

Each activity is divided into several sections including;

- **Topic**
Topics such as sunscreen, sun protective clothing, or “Block the sun, not the fun” are included in this packet.
- **Main Ideas**
These are the learning objectives for the activity.
- **Materials Needed**
A list of materials needed for each activity is included here.
- **Large Group Activity**
These are activities for the whole class to do together.
- **Small Group Activity**
These are activities for children to do in groups of 2 or 3, or by themselves.

- **Reinforcement**

The questions/activities in this section are intended to transfer the child's learning from the school to "real life."

- **Parent Letter**

Each activity is followed by a parent letter. This letter may be copied and taken home by each child. These letters describe what the child learned in school. Some of these letters also contain activities that parents can do with their children.

When should the activities be done?

Select any combination of activities to do at your center/school. Remember, children need to protect their skin from the sun all year long. Activities may be done anytime during the year - not just during the summer!

Activity 1: Sunscreen

Matching bottles/What is sunscreen for?

Main Ideas:

1. Children will practice fine motor skills and matching
2. Children will be able to identify sunscreen bottles
3. Children will be able to describe what sunscreen does

Materials Needed:

Empty plastic bottles with lids in a variety of sizes. Include a few empty bottles of sunscreen with “SPF 15” clearly marked on them (bottles should be thoroughly washed out).

Large Group Activity:

Sunscreen Discussion

Ask: “Who can guess what each of these bottles is for?”

Explain that some of the bottles are for sunscreen.

Ask: “Who can tell me which of these bottles are for sunscreen?”

Ask: “Who knows what sunscreen is?”

- Lotion that helps to protect your skin from being burned.

Ask: “Why is it, important to protect your skin from the sun?”

- So your skin doesn’t get burned and hurt.
- Tans are bad for your skin too.

Ask: “How can you tell the bottle is for sunscreen?”

- Some bottles have a picture of a sun or a person in a bathing suit.

Ask children to find the number 15 on the bottles of sunscreen.

Ask: “Who knows what this number is for?”

- It tells you that this sunscreen is strong enough to protect your skin.

Discuss why children should ask their parents or their teacher to help them put on sunscreen

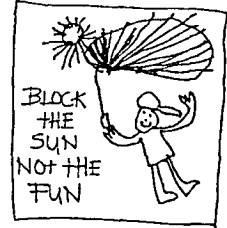
- So they can get the sunscreen on parts of their body that can get sunburned.
- So they can get sunscreen on parts of their body that they cannot reach.
- Sunscreen can be messy. Parents and teachers can help the children clean up after putting sunscreen on.

Small Group Activity:

Put children in groups of 2-4. Give each group several empty bottles with lids. Tell the children to work together to try and match all the lids to the bottles.

Reinforcement:

- ✿ When you get home today, ask your family members if they know what sunscreen is. If they don't know, what could you tell them?
- ✿ Ask your mom, dad, or another adult at home if they will help you put on sunscreen. This person can be your "sunscreen buddy". You can help each other remember to use sunscreen. Who do you think could be your sunscreen buddy at home?



Dear Parent,

Today I learned about sunscreen. I learned that sunscreen can help protect my skin from the sun, and that I should ask you to help me put sunscreen on. I also learned that sunscreen bottles have numbers. The numbers tell you if the sunscreen is strong enough to protect your skin. And I found out that I can get sunburned even on cloudy or snowy days.

Love,

Your Child

Tips for Parents:

SPF on a bottle of sunscreen stands for "Sun Protection Factor." SPF 15 or higher is recommended by most physicians for adequate sun protection. Remember... sunscreen is not recommended for babies who are less than 6 months old. They should have protective clothing and a hat instead.

Activity 2: Sun Protective Clothing

Identifying clothes that protect you from the sun

Main Ideas:

1. Children will practice matching skills
2. Children will be able to identify sun protective clothing

Material's Needed:

- ✓ Attached drawings (including a hat, sunglasses, long-sleeved shirts, long pants, an umbrella, and children).
- ✓ Crayons
- ✓ Scissors
- ✓ Paste

Large Group Activity:

Pass out copies of the shapes on the pages 9 and 10. Have children identify what each shape is.

Ask: "Which of these can help protect your skin from the sun?"

Ask: "How do these things protect you from the sun?"

Ask: "Who has long sleeves on now? Who has long pants on now?"

Small Group Activity:

Have children then color in the' shapes:

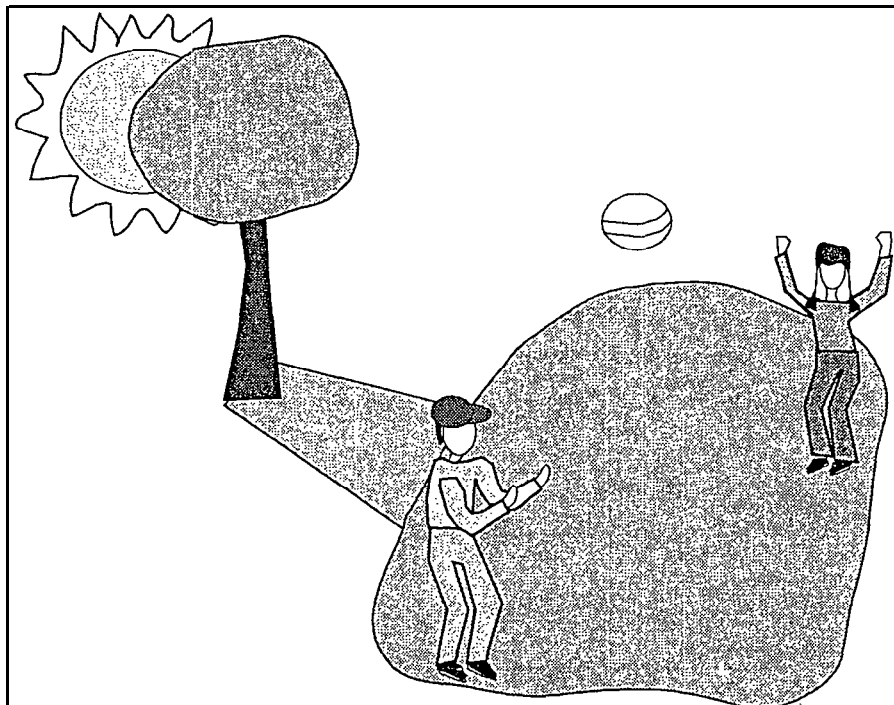
Have children cut out the shapes and paste them on to the attached drawings of children.

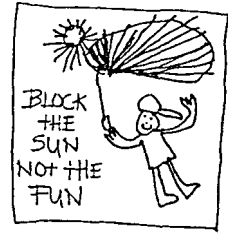
Reinforcement:

- ☼ Tell me one kind of clothing that protects you from the sun. If you have that kind of clothing at home, raise your hand. Tell me another kind of clothing that protects you from the sun

(Repeat questions and hand raising).

- ☼ When you go home today, look around and see what kinds of clothing you have that protect you from the sun. Draw a picture of yourself wearing those clothes and hang it in your room. It will help you remember to protect your skin from the sun.





Dear Parent,

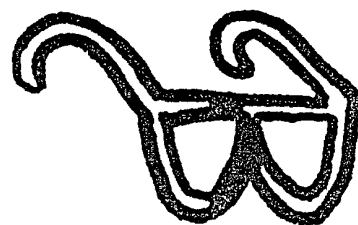
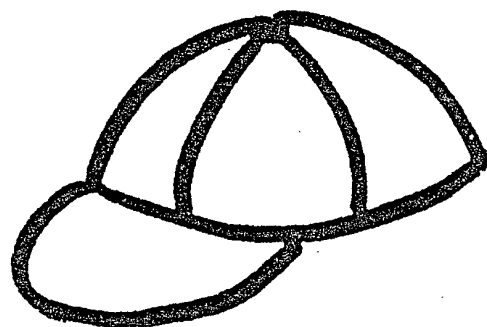
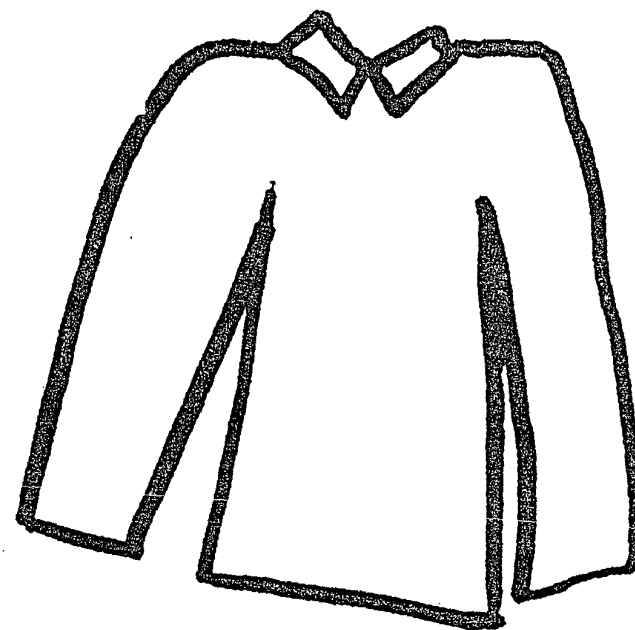
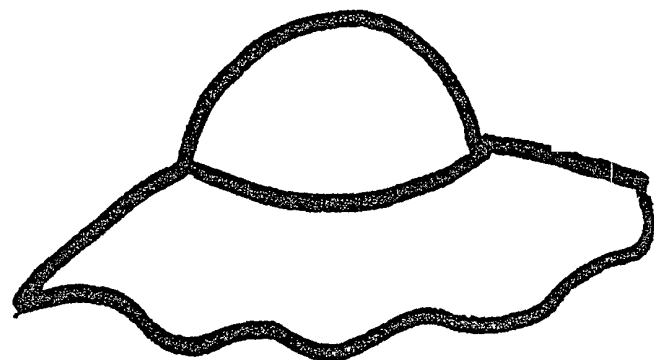
Today I learned that different types of clothing can help protect me from the sun! Hats, long sleeved-shirts and long-sleeved pants all can help protect my skin all year long! I'm going to look in my room and find different kinds of clothes that will protect me from the sun.

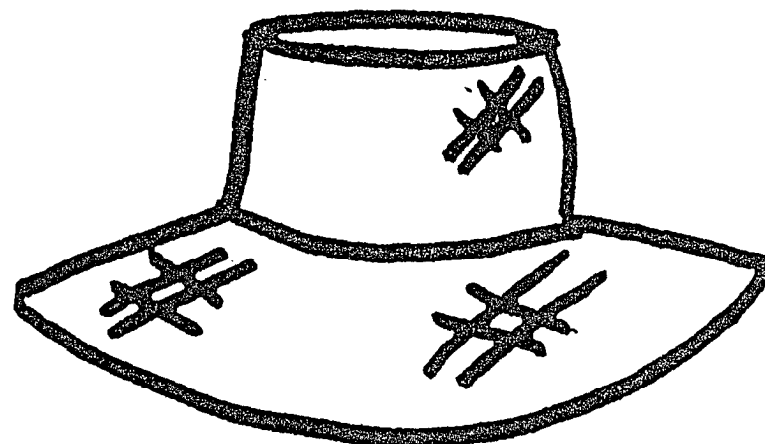
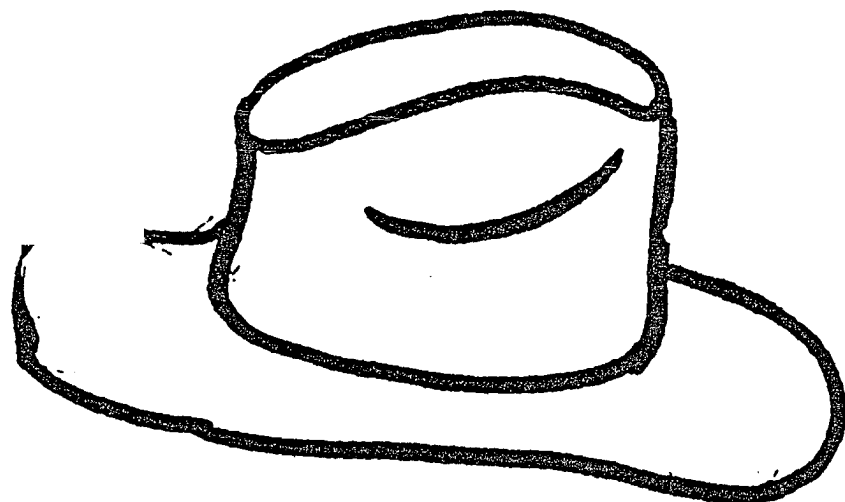
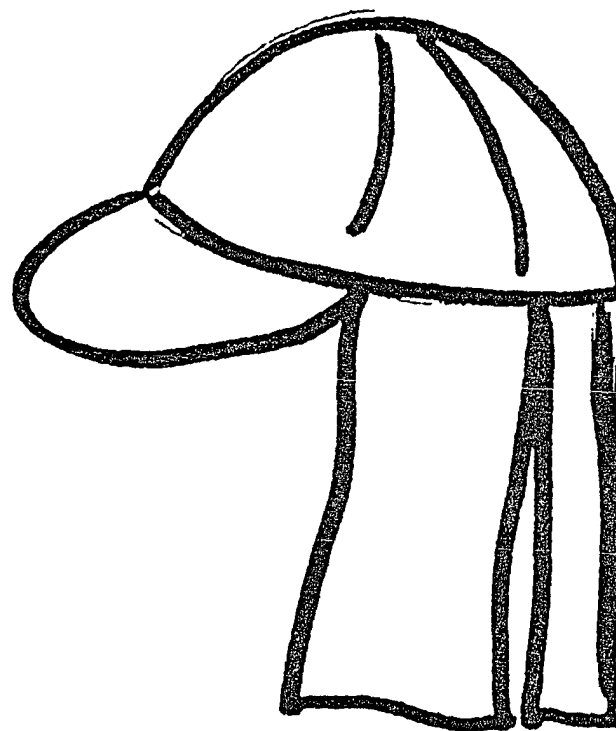
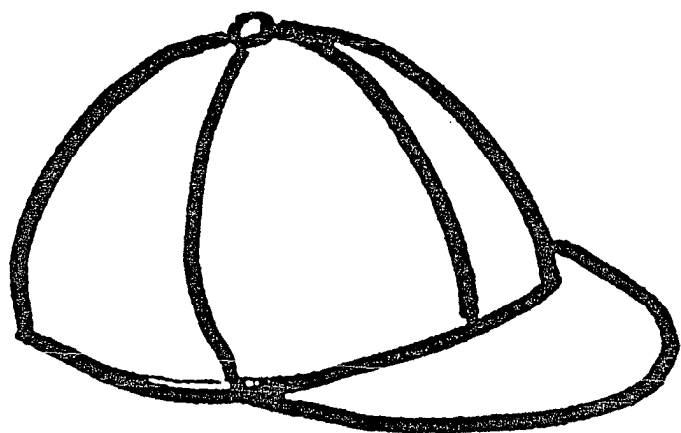
Love,

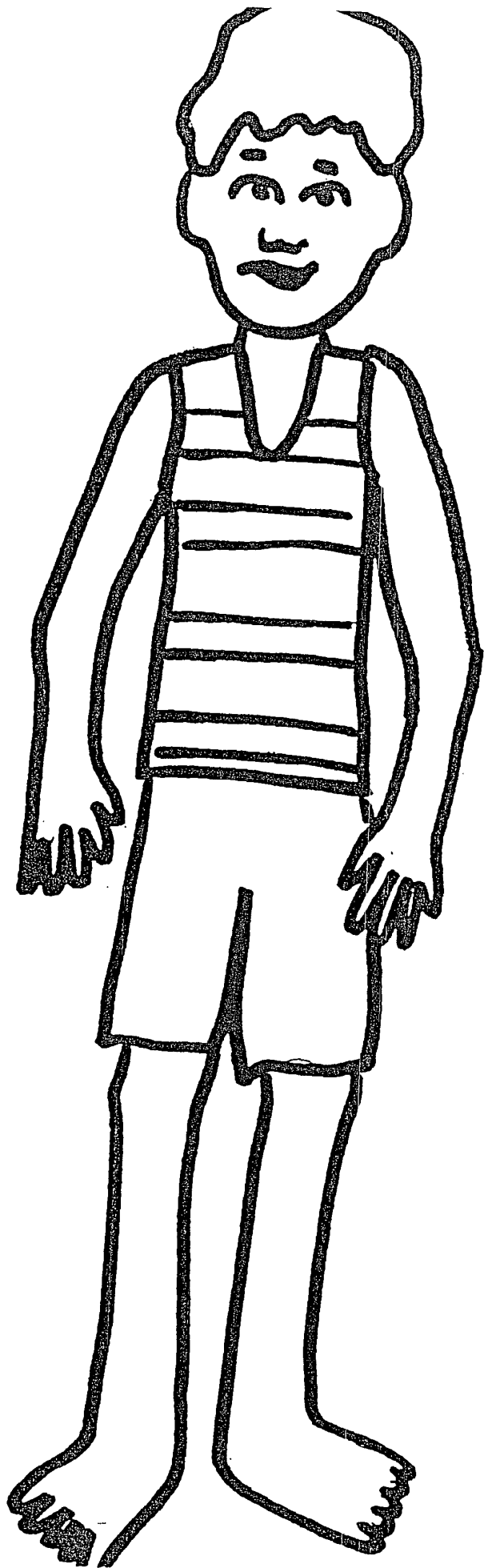
Your Child

Tips for Parents:

Your child may want to draw a picture of himself/herself wearing clothes that help block the sun. Hang this drawing in his/her room as a reminder that clothes can help protect skin from the sun.







Activity 3: Sun Protective Clothing

Hats

Main Ideas:

1. Children will learn how hats can help protect them from the sun
2. Children will learn what kinds of hats can help protect them from the sun
3. Children will practice their cutting and folding skills

Materials Needed:

- ✓ Hats (have children bring some from home, teacher should also bring some)
- ✓ Crayons and paper

Large Group Activity:

Have children bring in their favorite hat from home. Teacher may want to bring in other hats as well (i.e. cowboy hat, beanie, baseball cap, knit hat, and some wide-brimmed hats). Have children sit in a circle wearing their hats.

Ask: “How can hats help protect you from the sun?”

- Hats with wide brims can protect your face and shoulders by blocking the sun’s rays.
- Hats without brims are good for protecting the top of your head, but do not protect your face or shoulders.

Ask: “Which of these hats protect you from the sun the best?”

- Those with the widest brims are the best. (If children don’t know what “brim” means, explain.)

Explain that it is still important to wear sunscreen on your face and other parts of your body, even when you have a hat on.

- The sun moves and so do you! The sun moves in the sky and you move when you play, walk, or run. A hat will not protect your face all the time.
- Sun, water, sand, snow, and cement reflect the sun’s rays. It’s especially important to wear sunscreen when you are around any of these.

Small Group Activity:

Make copies from the attached drawings of hats (1 per child). Have children color hats.

or

Have children draw some boys and girls playing outside with hats on. Remind them to draw hats with wide brims.

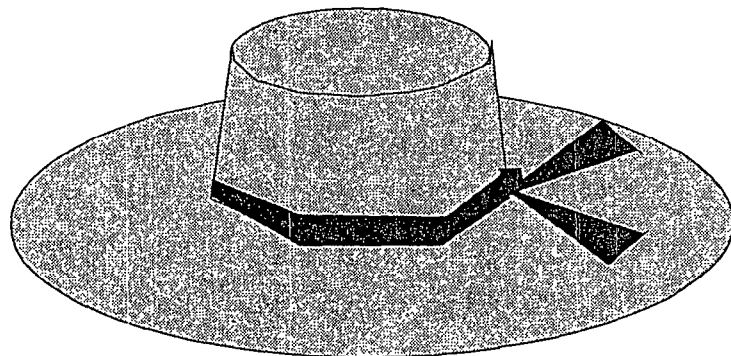
Tape the pictures up on the classroom walls after the children are finished.

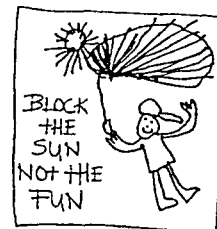
or

Put a drawing of the sun high on a wall and tape the children's drawings under the sun.

Reinforcement:

- ✿ How many of you have a hat at home? Tell me where you keep your hat. Where could you put it so you would remember to wear it more often?
- ✿ If you don't have a hat at home, what are some other things you could do to protect your face and shoulders?
 - wear sunscreen
 - spend more time in the shade
 - wear long sleeved shirt to protect your shoulders





Dear Parent,

Today I learned that hats can help protect my head and shoulders from the sun.,
Hats with wide brims are the best because they protect my head and my shoulders.
Hats can help protect me from the sun all year long!

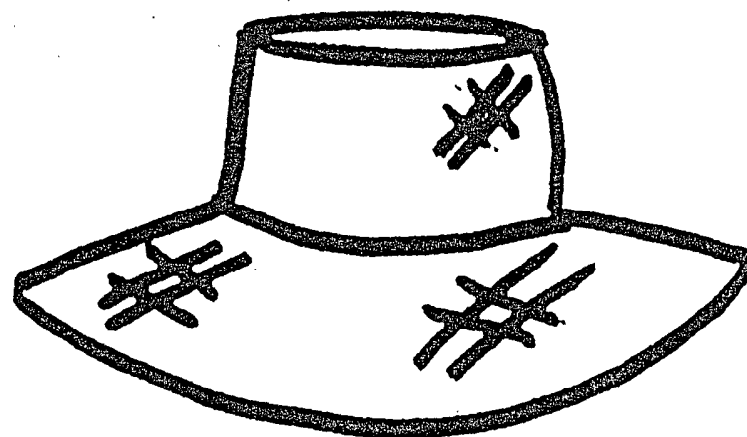
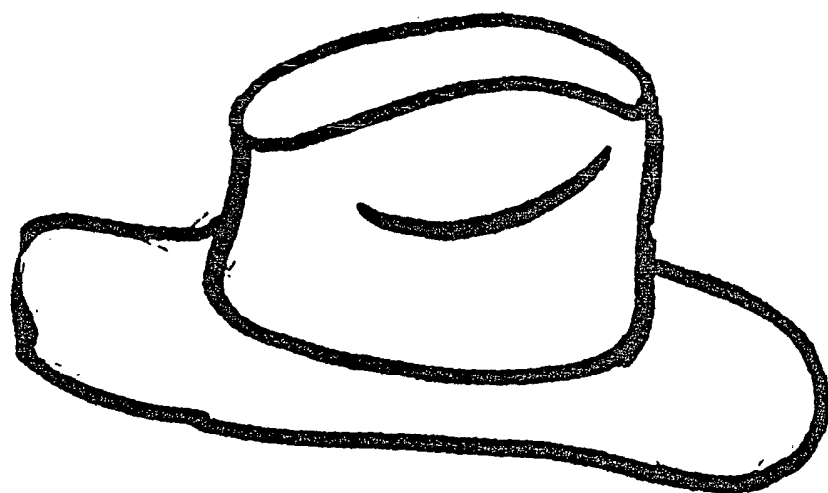
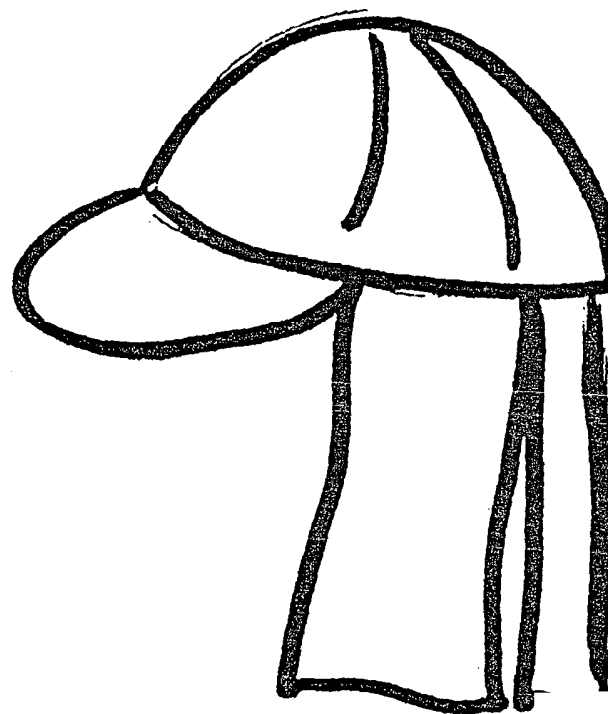
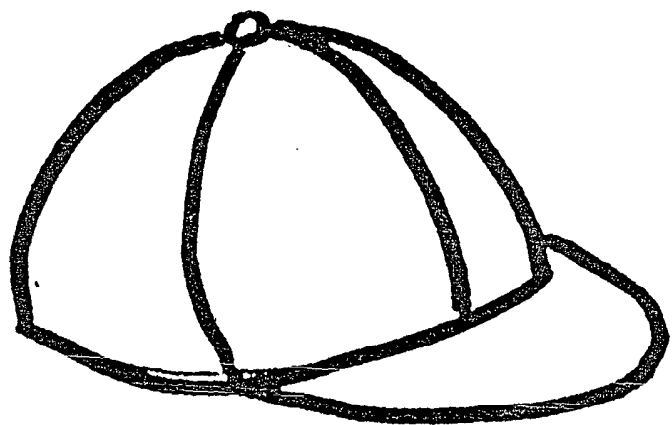
Love,

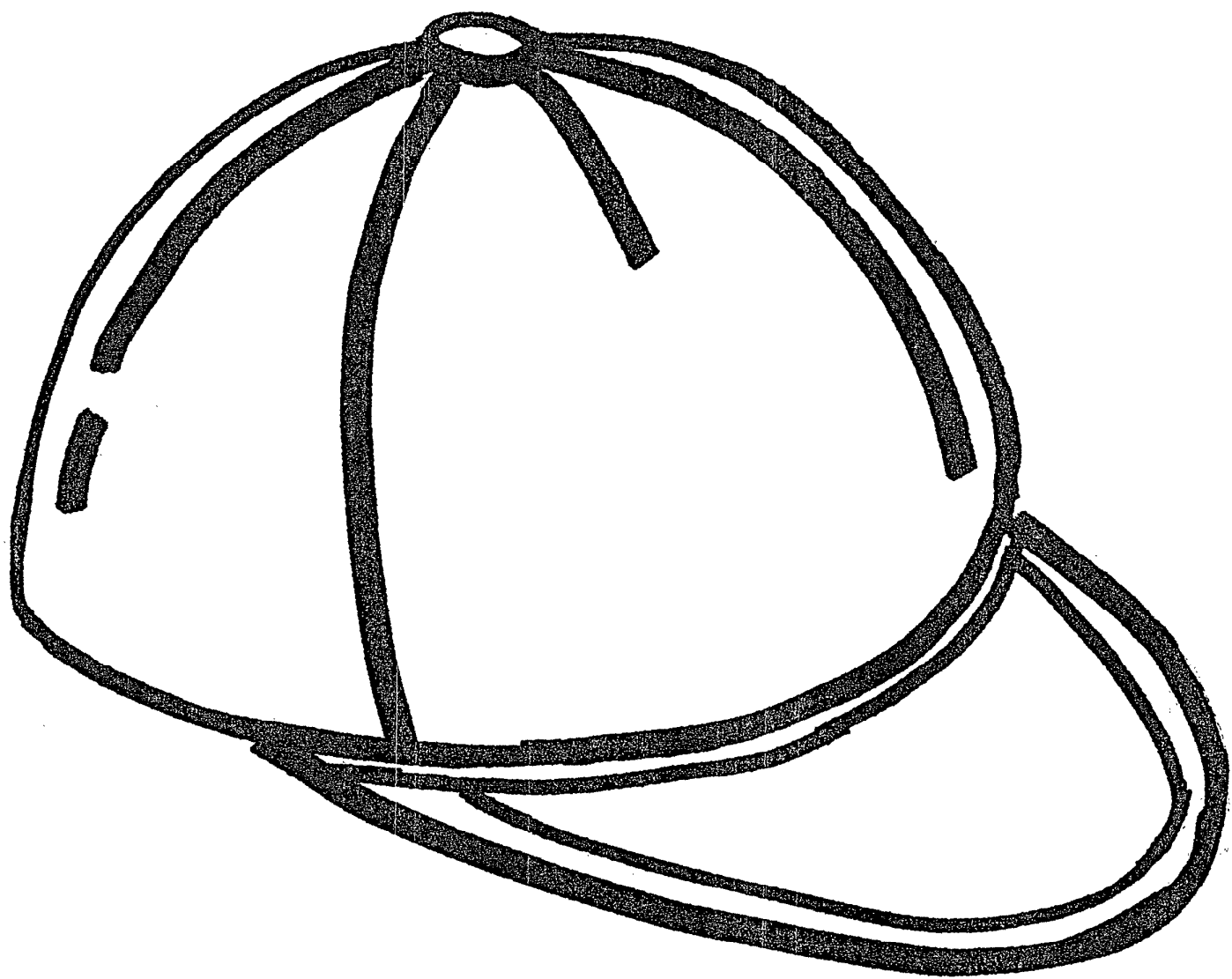
Your Child

Tips for Parents:

If your child doesn't have a hat, consider buying one for a birthday or another special occasion.

You can be a great role model for your child. Next time your family goes on an outing (picnic, swimming, zoo, etc.), make it a "hat day" and have everyone wear a hat!





Activity 4: Sun Protective Clothing

Clothes

Main Idea:

Children will be able to identify what kinds of clothes can help protect them from the sun.

Materials Needed:

Have children bring wear a type of clothing that can help protect them from the sun. Suggest they wear long sleeved shirts, long pants, hats or sun glasses.

- ✓ Paper
- ✓ Crayons
- ✓ Scissors
- ✓ Paste

Large Group Activity:

Ask each child to stand up and “model” the clothes that they wore. (If a child forgot, ask them to describe what they could have worn. Or have some extra sunglasses or hats available that they could “model.”)

Ask each child to explain why this type of clothing helps protect them from the sun.

Small Group Activity:

Make copies of the attached drawings of children (1 per child) and the attached drawings of scenes (1 per child).

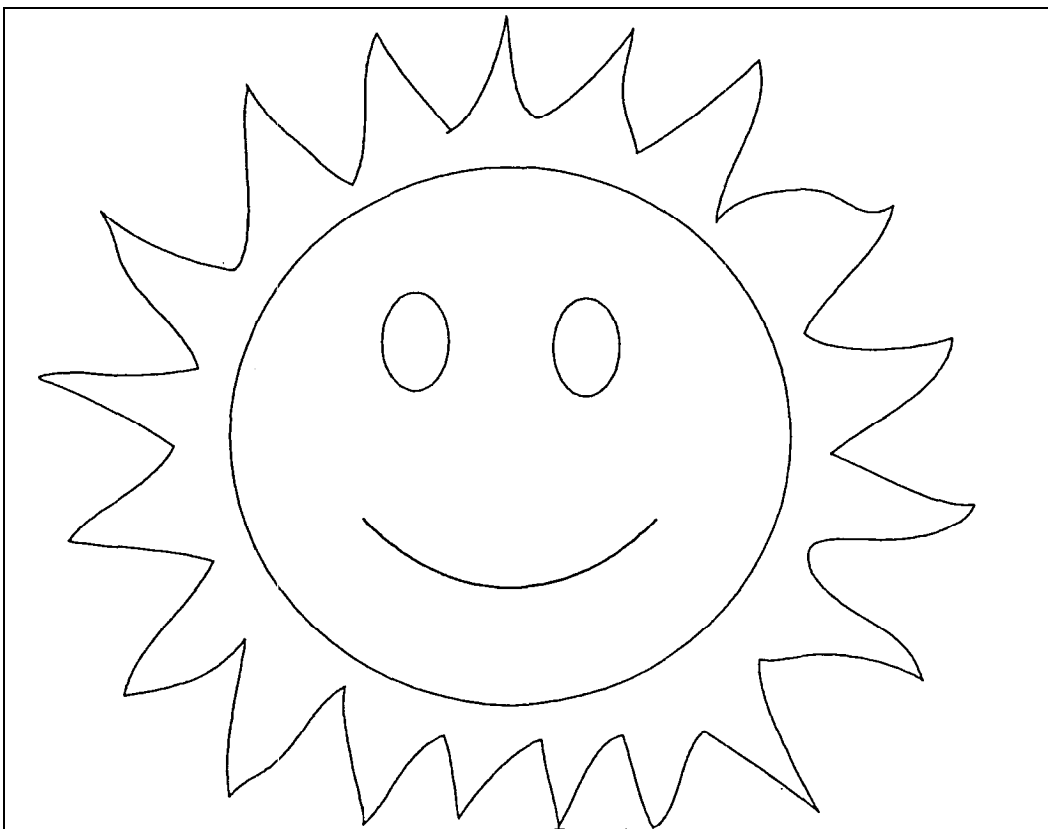
Note: there are scenes for different seasons. Pick the one that is appropriate for the time of year when you do this activity.

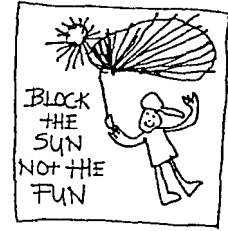
Have children color these drawings. Have them draw winter clothes or summer clothes on the children. Remind them to draw hats, long pants, and long-sleeved shirts on the children.

Have children cut out the drawings of the girl and boy and paste them on to the scene.

Reinforcement

- ✿ Tell me another kind of clothing you have at home that would protect you from. the sun.



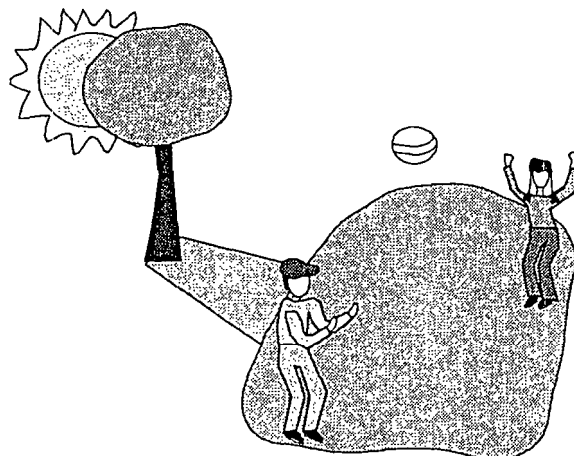


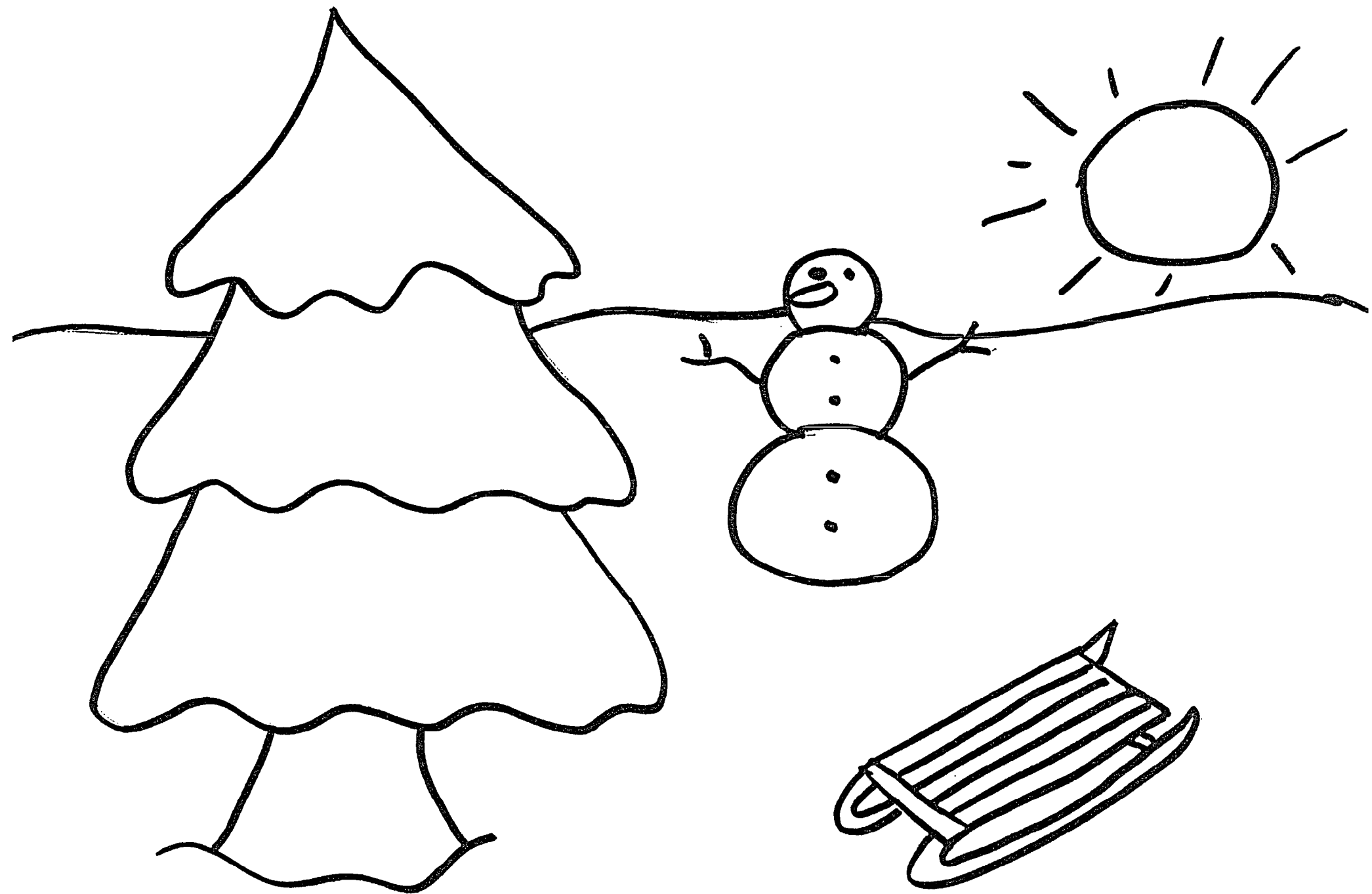
Dear Parent,

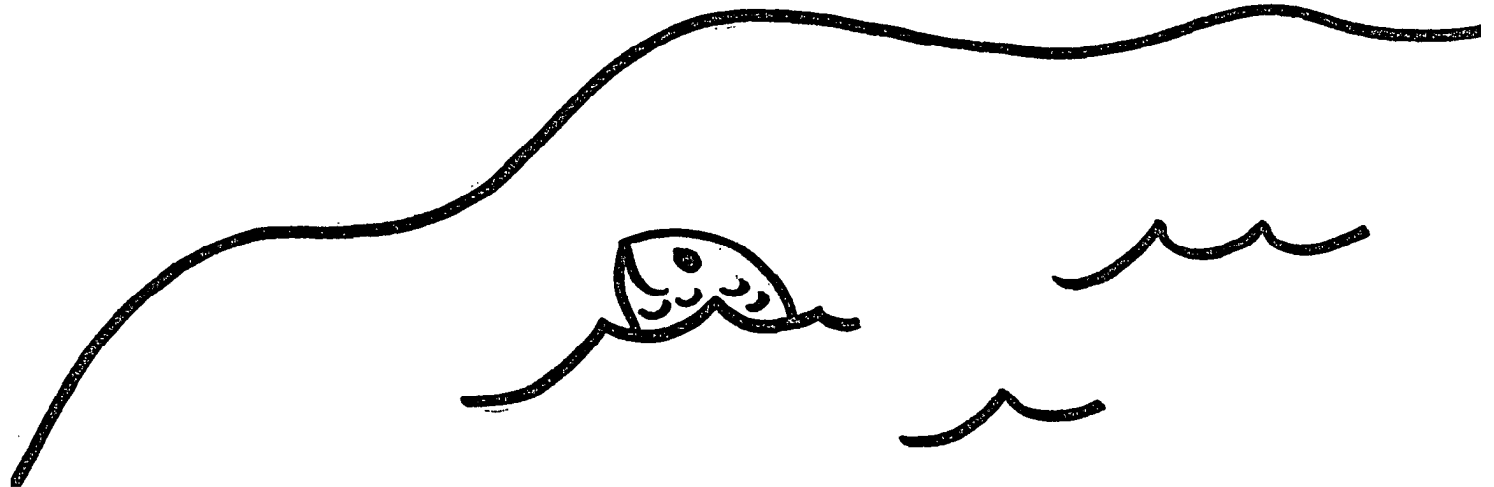
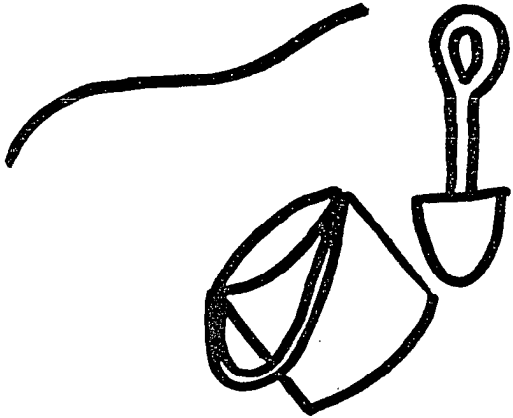
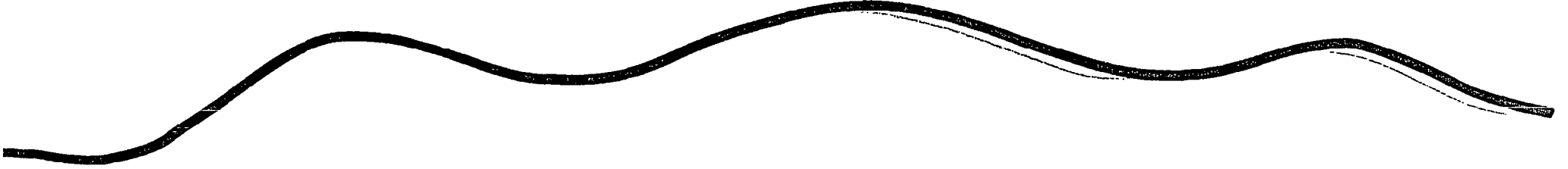
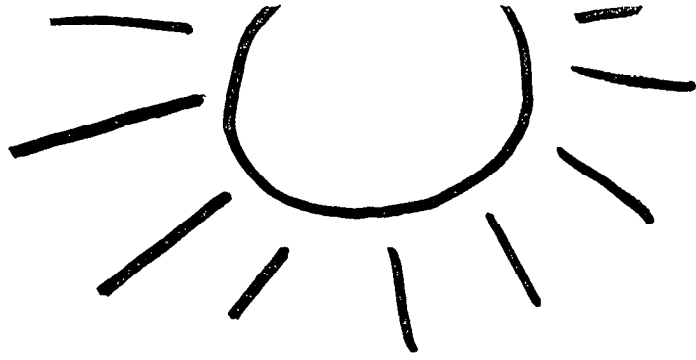
We are learning how to protect our skin from the sun all year long. Hats, sunglasses, long-sleeved shirts, and long pants are some examples of clothes that protect my skin. Can you help me find one of these to wear to school tomorrow so I can show my class a type of clothing that protects my skin from the sun?

Love,

Your Child









Activity 5: Block the Sun, Not the Fun

Places to play outside that are not in the sun

Clothboard

Main Idea:

1. Children will learn places to play outside that are not in the sun
2. Children will tell stories about playing in the shade using a “clothboard” or “felt board”

Materials Needed:

- ✓ Large piece of felt on easel, board or wall
- ✓ Felt or cloth (multiple colors)
- ✓ Poster board or newsprint
- ✓ Crayons

Large Group Activity:

(Prior to activity: Using attached shapes of trees, children, balls, dog, cat, umbrella, and articles of clothing, cut shapes out of felt or cloth. Use as many colors of felt or cloth as possible. Decorate shapes if desired.)

Explain to the children that today they are going to help you make up a story about how to “Block the sun and not the fun”. Pass out one (or more) of the shapes to each child. Explain that the children will be making stories up about the figures that you have passed out. Start off with....

Pretend this is a park....(or a beach, or a playground at a school), make up a story about the little girl or boy and how they can “block, the sun and not the fun” when they go outside. Have the children attach the figures to the felt board as they tell their story.

Write the story on a piece of poster paper. Hang the story on the wall when it is finished.

After one story is finished, give the shapes to a few other children and have them make up a new story.

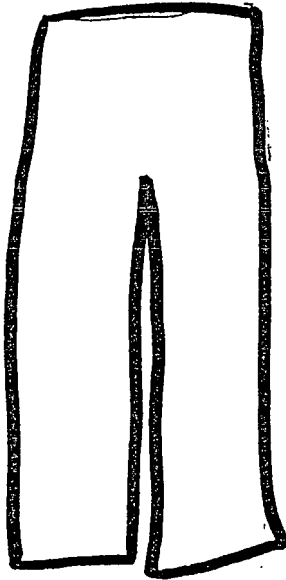
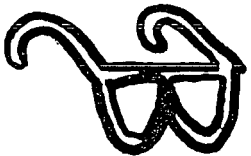
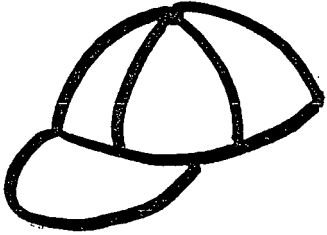
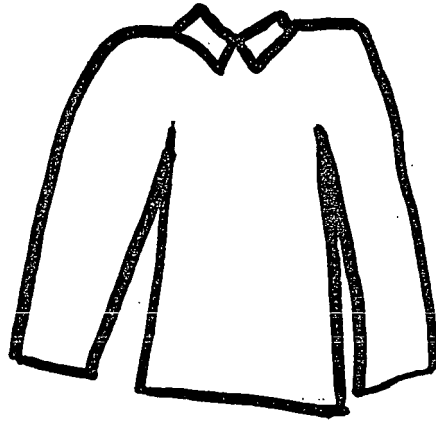
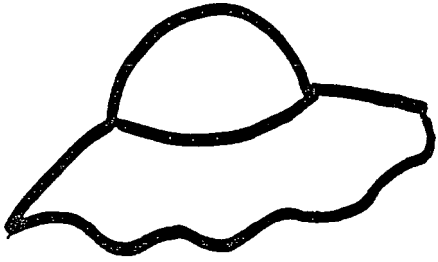
Write each story on the newsprint.

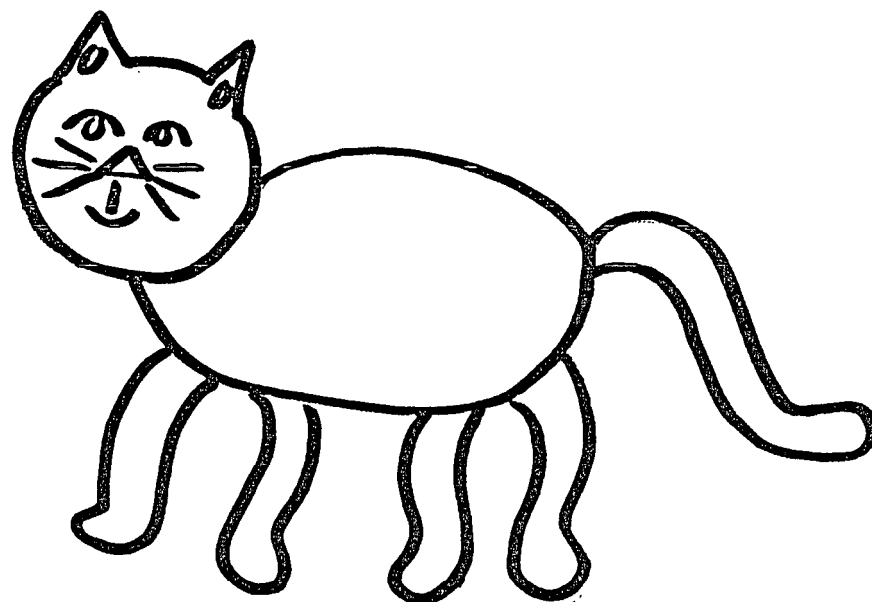
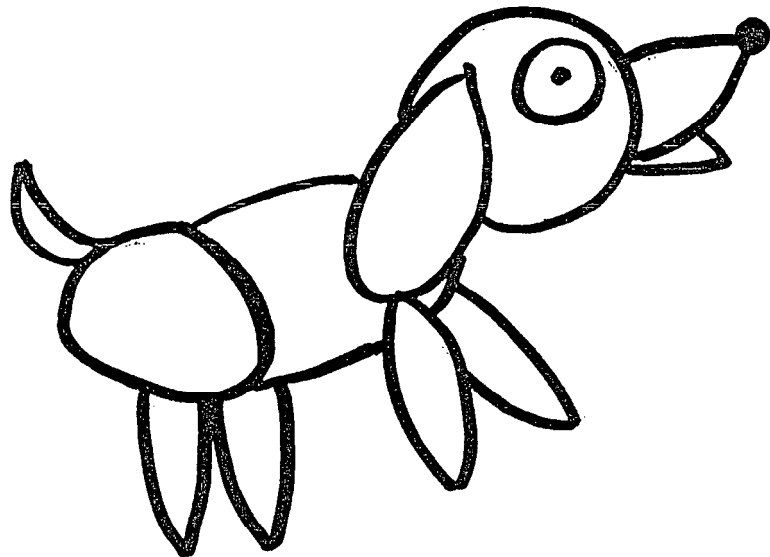
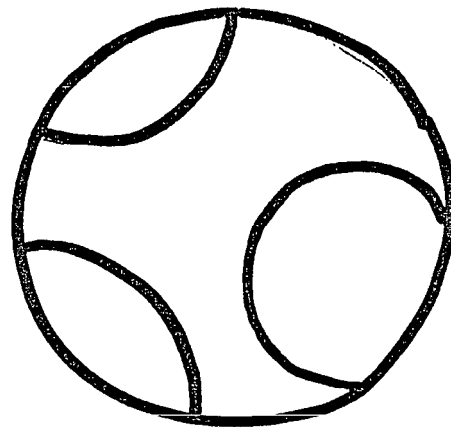
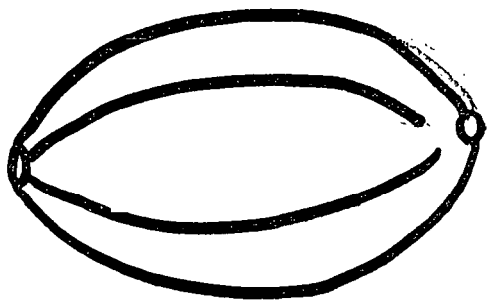
Small Group Activity:

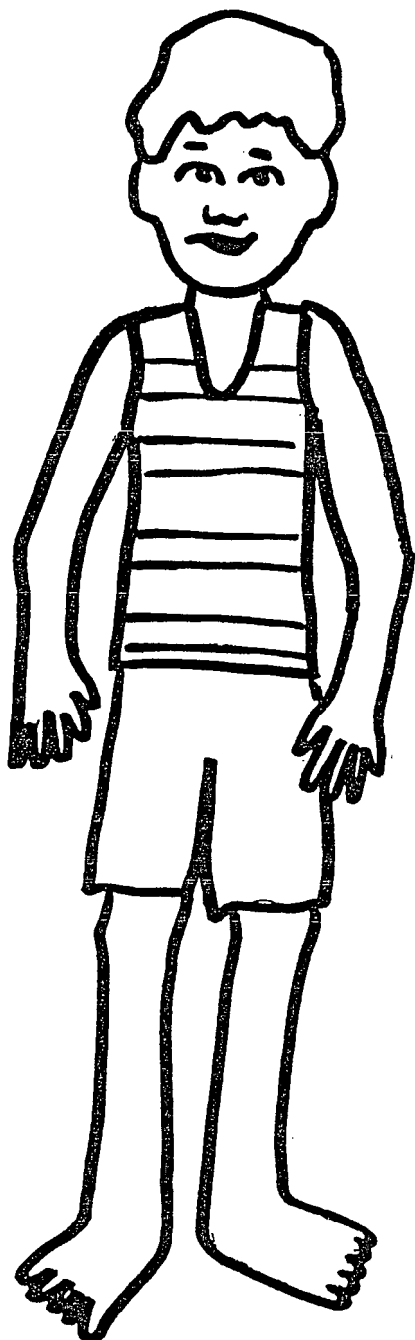
Give children a piece of paper with a line drawn across it about 3-4" from the bottom. Ask children to draw a picture about blocking the sun and not the fun. Tell them to draw above the line. When each child is finished, ask them to describe the picture or tell you a short story about it. Write their description or story on the bottom part of the page.

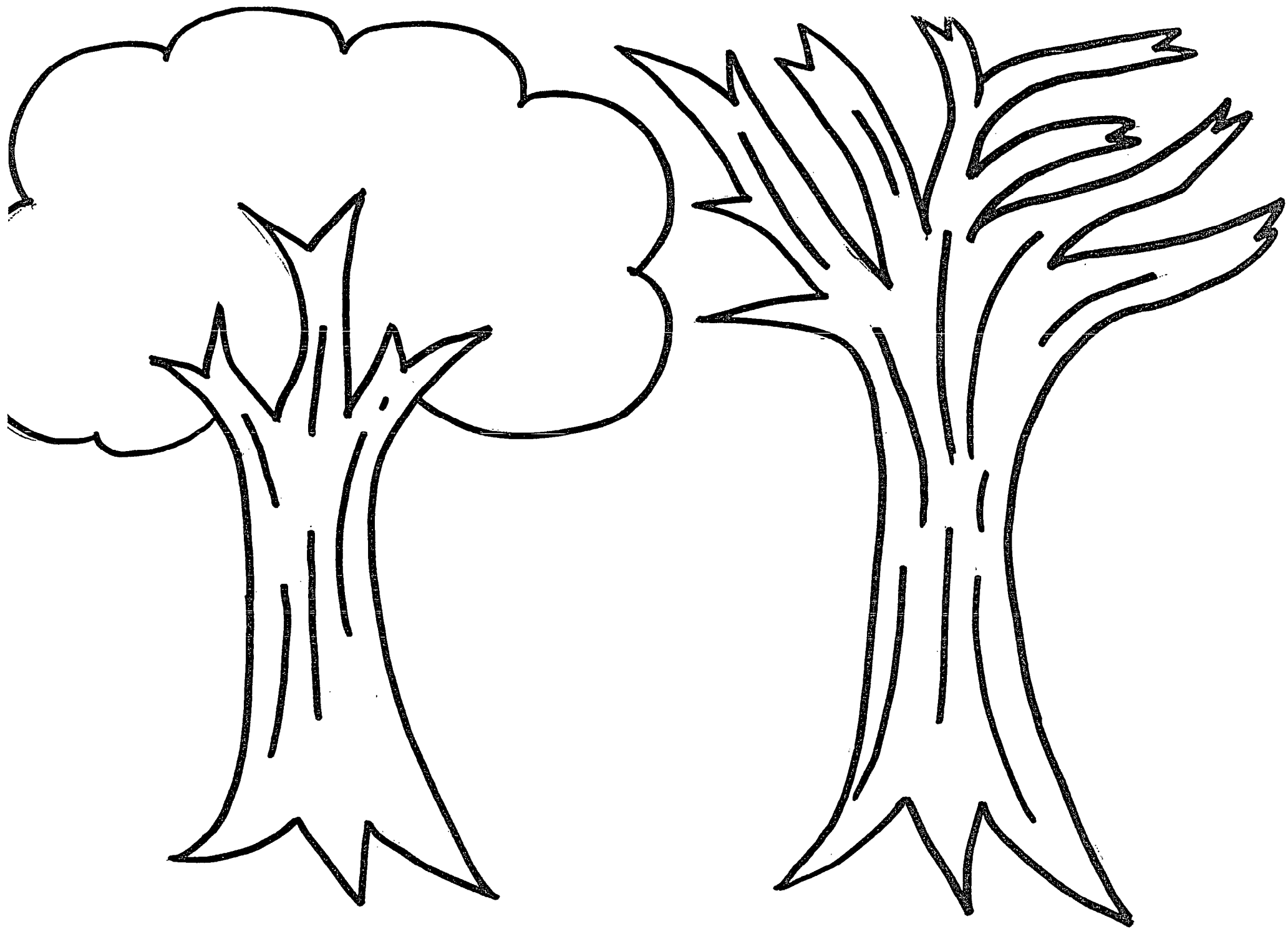
Reinforcement:

- ✿ What are ways that you can “block the sun and not the fun?”
- ✿ How can you play outside and still protect your skin from the sun?
- ✿ Send the children’s drawings home with them. Ask them to tell their story or description to their parent. Children can hang their picture at home.









Activity 6: Block the Sun, Not the Fun

Places to play outside that are not in the sun

Talkboard

Main Idea:

Using a talkboard, children will be able describe ways to stay out of the sun and still have fun.

Materials Needed:

- ✓ Attached Talkboard
- ✓ Crayons

Large Group Activity:

Hold up the talkboard in front of the group.

Ask: “What is going on in this picture?”

The following talk points may help you lead the discussion.,.

- What is going on in this picture?
- Is it day or night? How can you tell?
- Does this look like summer or winter? How can you tell?
- What are the kids in the picture doing?
- What things are the children doing to “block the sun and not the fun” (or stay out of the sun and still have fun)?
- Why do they need to block the sun?
- What are some other things that they could do to protect themselves from the sun?

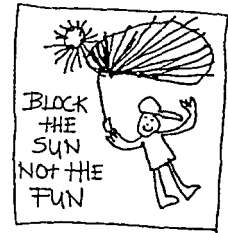
After the children answer these questions, go outside. Have the children walk around outside and find places where the sun is “blocked” (or where it is shady). Mark shady spots (i.e. with ribbon, chalk, construction paper, or bright objects).

Small Group Activity:

Make copies of the talkboards for the children to color.

Reinforcement:

- ⚙ How can you “block the sun and not the fun” when you are playing outside at home? Go exploring around your house or yard and find all the places where you can play outside and be in the shade. Try to find as many as you can. Take your parent or other adult outside and show them all the places you found.

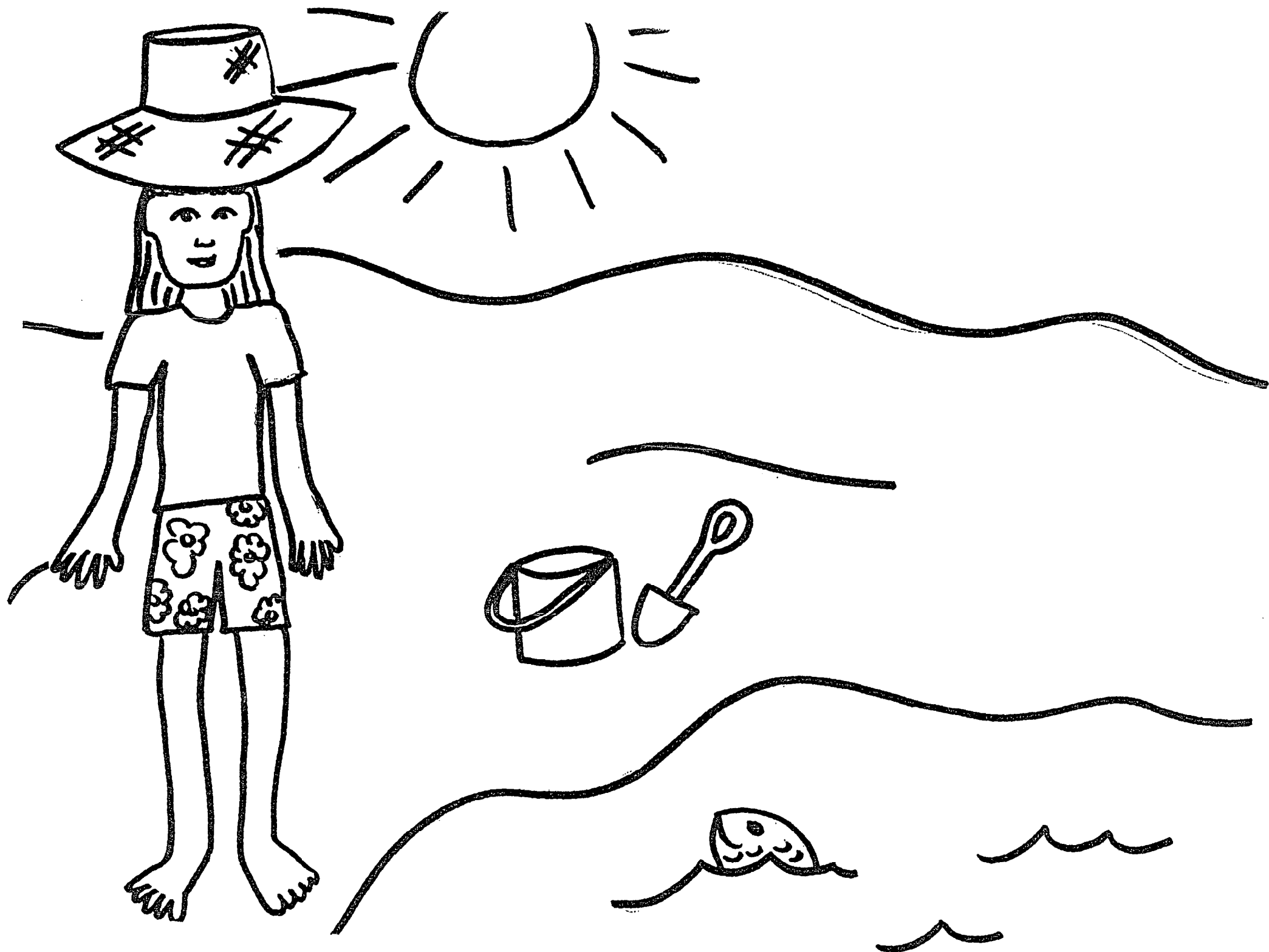


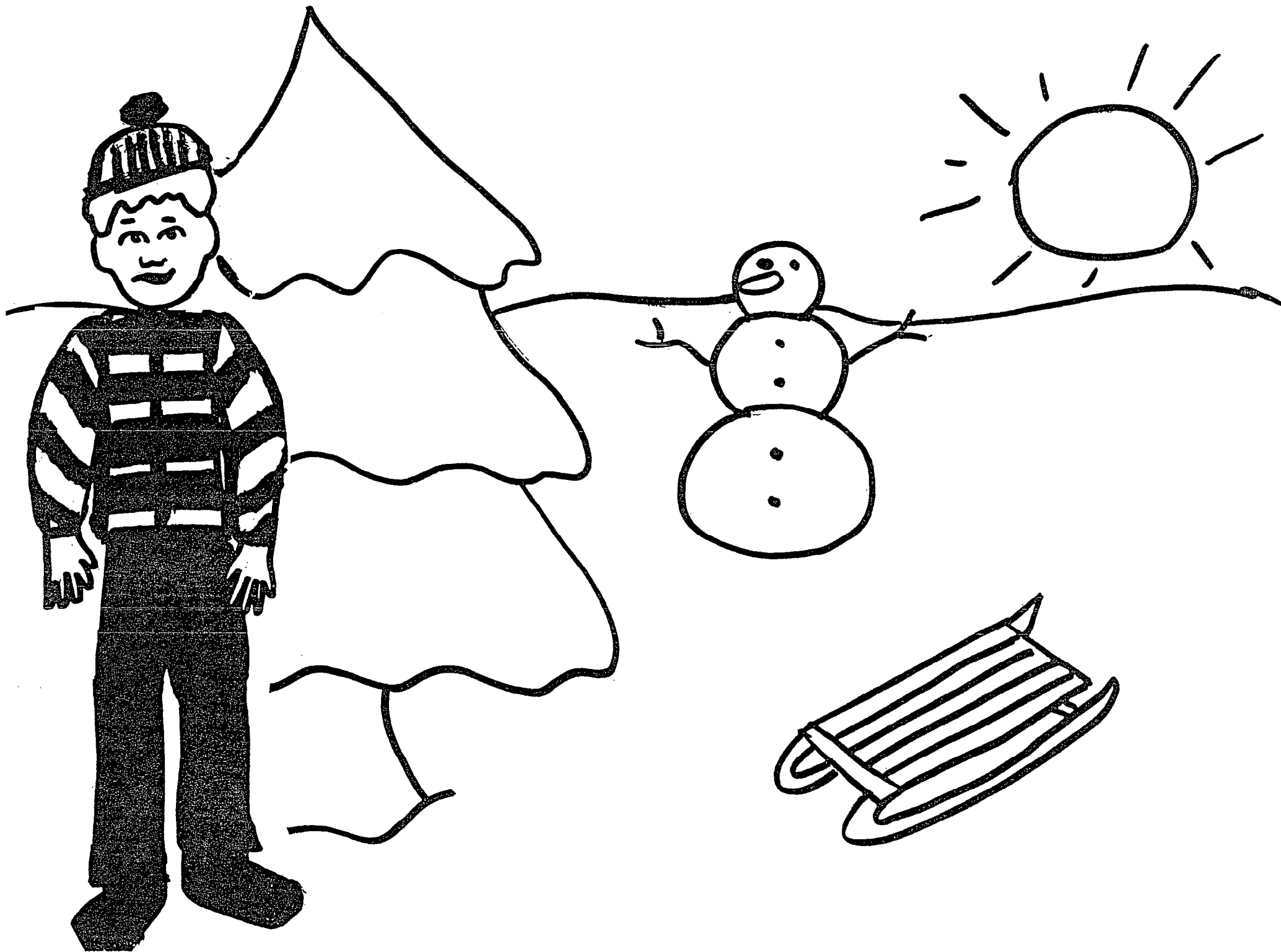
Dear Parent,

Today I learned how to “block the sun and not the fun.” I learned that there are places that I can play outside and be in the shade. Can you help me find shady places to play outside at home too?

Love,

Your Child





Activity 7: Block the Sun, Not the Fun

Measuring your shadow

Main Idea:

1. Children will practice tracing skills
2. Children will be able to describe when to stay out of the sun

Materials Needed:

Newsprint or Washable Sidewalk Chalk

Large Group Activity:

Indoors: *Today we are going to learn about how to protect your skin from the sun.*

Ask: Why is it important to protect your skin from the sun?

- So your skin doesn't get burned and hurt.
- Tans are bad for your skin too.

You need to protect your skin from the sun all day long and all year long. There are certain times of the day when you really need to protect your skin from the sun.

That's when the sun is almost straight up in the sky and over your head. The sun is the strongest at this time of day.

Ask: "Who knows when this is?"

- Around lunch time
- From 10:00am-3:00pm

Today we are going to learn a fun way to tell how strong the sun is, but we have to go outside to do this....(take children outside)

Outdoors: If the sun is almost above your head or right above your head in the sky, your shadow is short. (Have children observe this.) When your shadow is shorter than your body, that means that the sun is strong and you need to play in the shade or inside. Have children look around the playground and tell you where the shady places are.

Now we are going to measure your shadow. (Teacher should show the class how to do this first. Teacher should trace the shadow of one of the children and then have the child lay down on the ground next to the shadow.)

Ask: "Is the shadow shorter or longer than ---- (child's name)"

"What does this mean?"

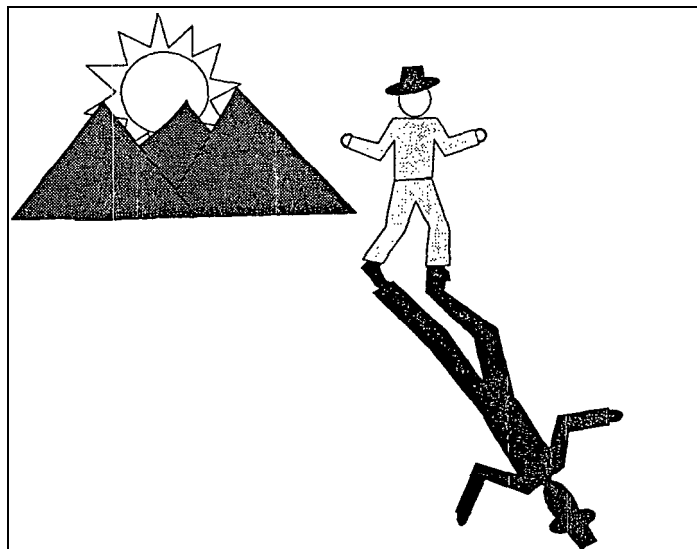
"Where should you play when its hot 'and the sun is almost straight up in the sky?"

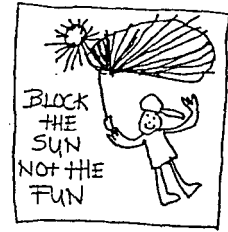
Trace the shadows of all the children (additional teachers and/or parent volunteers may be needed for this activity).

Next, have the children stand under a tree and see what happens to their shadow.

Ask: "What does it mean if you can't see your shadow?"

- The sun is being blocked by something.
- This is a sun-safe place to play.





Dear Parent,

Today I learned that there are certain times of the day when I really need to protect my skin from the sun. That's when the sun is almost straight up in the sky and over my head. The sun is strongest in the middle of the day, from about 10:00am-3:00pm.

Today I also learned a fun way to tell how strong the sun is - it's called measuring my shadow. If the sun is almost above my head or right above my head in the sky, my shadow is short.. When my shadow is shorter than my body, that means that the sun is strong and I need to play in the shade or inside.

You can do this with me at home too. Go outside at two different times during the day and compare the lengths of my shadow. You can also help me to find places in the yard that are shady and where my shadow disappears.

Love,

Your Child

Tips for Parents:

To measure your child's shadow, have them stand up straight outside in the sun. Use chalk or a pencil and trace the outline of your child's shadow. Have the child then lay down on the ground next to the shadow and trace around the child. Compare the two tracings. Which is shorter? When the shadow is shorter than your child, the sun is strong.

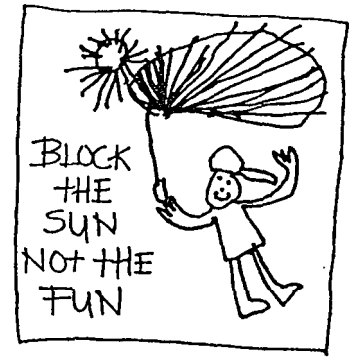
Some additional “Block the Sun....Not the Fun” activities that children can do at home or at school.

- ⚙ Wear a hat day. Which hats make the most shade?
- ⚙ Do an experiment. Leave a newspaper in a sunny location for a few days. Place another newspaper in a dark place like a closet. After 3-4 days compare the difference in color. Is one a lighter color than the other? Why?

Explain that things like newspaper cannot protect themselves from the sun, but living things can! How you can protect yourself from the sun?

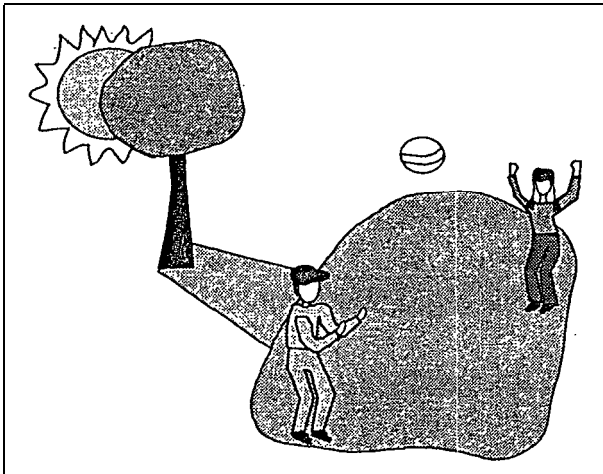
- ⚙ Watch an animal on a hot day. What does it do? Does it rest in the sun or the shade? (You can do this at home, at a park, or at the zoo!)
- ⚙ Invite some friends over to your house for a “shade party.” Bring out games or activities you could do in the shade. For lunch, have a picnic in the shade.
- ⚙ You are going to take your favorite stuffed animal with you outside to play. Pretend that it needs to be protected from the sun just like you do. What should you bring to protect it from the sun?

SKIN CANCER PREVENTION BEGINS IN CHILDHOOD



Did you Know?

- Damage from the sun begins in early childhood.
- Sun damage can lead to skin cancer.
- A single severe sunburn in childhood doubles the chances for melanoma, the most deadly form of skin cancer.



4. Use sunscreen on uncovered areas of the body.

- Use sunscreen with a number 15 or more SPF (sun protection factor).
- Put on sunscreen about 1 hour before going out in the sun. Put more sunscreen on every two hours, or after swimming or perspiring.
- Use sunscreen on cloudy days and in the winter too, especially when, there is snow on the ground! You can get a sunburn anytime during the year.

What You Can Do

1. Keep children out of the sun in the middle of the day (from 10:00am - 3:00pm) when the sun's rays are the strongest.
2. Increase the amount of shade in play areas with trees and patio covers.
3. Dress children in hats, long sleeved shirts, and long pants when playing in the sun.

Babies Need Special Care



- ☐ Keep infants under 6 months in the shade all of the time.
- ☐ Put hats, pants, and long sleeve shirts on your baby when he or she is out in the sun.
- ☐ Begin using sunscreen at 6 months old, when your baby begins to crawl out of the shade.



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