

WRAP SPLAT HAT DELIVERY NOTES



Garnier Ambre Solaire are delighted to share with you the 2021 **Wrap, Splat, Hat** sun safety programme. This year's theme for our range of exciting educational resources is 'Summer Explorers'. This summer we want to encourage children to get outside and explore their favourite outdoor spaces, whilst also helping to protect them from harmful UV rays.

1. PROGRAMME SUMMARY

The programme consists of a **whole-school assembly** and **curriculum-linked lesson resources**, all of which will teach children everything they need to know for sun safe adventures, as well as a fun, **creative competition** and a **family pack** filled with ideas and activities for families to make the most of spending time outside together during the Great British summer!

2. INCLUDED IN THIS RESOURCE

- **Wrap Splat Hat Delivery Notes**
- **Wrap Splat Hat PowerPoint Presentation**
- **Wrap Splat Hat Special Delivery Letter**
- **Wrap Splat Hat Treasure Hunt Cards**
- **Wrap Splat Hat Follow Up Task Sheet**
- **Wrap Splat Hat Whole-School Assembly**
- **Wrap Splat Hat Backpack Design Competition Leaflet**
- **Wrap Splat Hat Family Pack**

3. LESSON DELIVERY

Building upon information from the **Wrap Splat Hat Whole-School Assembly**, the KS1 lesson resources aim to teach children how to stay safe in the sun when having summer adventures outside. Pupils will enjoy time outdoors as they take part in an imaginary summer adventure with our new Garnier Ambre Solaire characters – the Summer Explorers!

Learning Objectives

- To explore their immediate environment, whilst using guided imaginative play, to go on a sun safe adventure
- To develop communication, organisation, and improvisation skills through completing a variety of tasks during the lesson

- To understand what the essential sun safety items are and why they're needed to protect us from the sun

The lesson will also signpost children to further activities that they can do with their families to enjoy the summertime – one of which is being involved in our **Wrap Splat Hat Backpack Design Competition**.

Learning Outcomes

- **Identify** ways to stay sun safe when adventuring outside
- **Explore** their surroundings to find all the items they need for a summer adventure, including sun safety items
- **Explain** how to be sun safe
- **Imagine** they are going on a summer adventure
- **Create** their own guide to staying safe in the sun

Skills Development


Speaking, listening, problem-solving, creating and reflecting skills. Mime, movement, cooperation and imaginative play.

What You'll Need


- Equipment to view the **Wrap Splat Hat Powerpoint** and **Whole-School Assembly**
- Access to school grounds (preferably shaded)
- Treasure hunt items to hide around the outdoor space (these are things to take on a summer adventure – including sun safety items – as well as rogue items such as a woolly scarf and welly boots) and you can find a full list in the **appendix**. Alternatively, you can use the **Wrap Splat Hat Treasure Hunt Cards** if the actual items are not available.
- A backpack or bag
- Two large, differently-coloured hula-hoops (one red and one green, if possible)

Timings (and setting)

60 minute lesson to be carried out both inside and outside – this could be extended into a longer lesson or an all-day immersive experience. Further tasks are provided at the end of the lesson to extend learning beyond the classroom.

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
|---------------------------------|--|---|
| <p>Before the lesson</p> | <ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation • WSH Special Delivery Letter • Treasure hunt items <i>or</i> WSH Treasure Hunt Cards • A backpack or bag • Hoops • WSH Follow Up Task Sheet • WSH Backpack Design Competition Leaflet • WSH Family Pack • WSH Whole-School Assembly  | <p>To prepare for the lesson:</p> <ol style="list-style-type: none"> 1. Read through and familiarise yourself with all the resources. 2. Check sound and visuals of classroom equipment. 3. Prior to the lesson, gather treasure hunt items listed in the appendix. These are also available as printables – WSH Treasure Hunt Cards – if unable to collect actual items. 4. Ensure pupils have access to sun cream (ideally SPF50), hats, as well as water bottles and sunglasses etc., as per school sun safety policy. 5. Print off: <ol style="list-style-type: none"> a. One WSH Special Delivery Letter (place in envelope addressed to the class) b. One set of WSH Treasure Hunt Cards (if using) c. One WSH Follow up Task Sheet for each pupil 6. Choose outdoor areas within the school grounds for learning to take place (please ensure that shaded areas are used wherever possible). 7. Hide treasure hunt items (and/or WSH Treasure Hunt Cards) around the area where the outdoor session will take place. 8. Get backpack/bag and hoops ready to take outside. <p>Before the lesson or at the start of the lesson:</p> <ol style="list-style-type: none"> 1. Pupils can re-watch the WSH Whole-School Assembly. 2. Make sure to recap school policies and/or classroom rules around social distancing and the learning environment. <p>Remote learning contingency</p> <p>In the event of remote learning, the context of this lesson (school grounds) can be changed to children's gardens (if appropriate) or local spaces utilised by parents and children for exercise (park, woods etc).</p> <p>A Note on Weather Contingency</p> <p>Whilst we would all love to do more outdoor learning, of course it may not always be possible due to the good old British weather! Please note that if you choose to use the WSH Treasure Hunt Cards, rather than actual items, which are intended to be hidden around the outdoor space, these would need to be secured if it is a breezy day. Of course any good adventurer can change plans, and in case of rain, we hope this lesson will be just as fun in the school hall!</p> |

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
|--|--|---|
| <p>Indoor session</p> <p>Starter: 5 mins</p> <p>Introduction to content. Engaging learners in the 'mission'.</p> | <ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation • WSH Special Delivery Letter | <p>This section uses slide 2 of the WSH PowerPoint Presentation.</p> <ol style="list-style-type: none"> 1. Build up some excitement that there has been a special delivery for the class. <i>"So when I came to school this morning there was a letter addressed to the class. It says top secret on it..."</i> 2. Slide 2: Introduce the letter, decide how it will be opened and support pupils to read it together. Letter text: <i>Dear class,</i> <i>Hello! We are the Summer Explorers, a group of kids who know how to stay cool and safe in the sun whilst having outdoor fun. We need some enthusiastic, brave adventurers to join our team and make an intrepid trip with us... TODAY! We want to enlist <class name> to help with a mighty mission. Can you come with us? The first thing we need you to do is a treasure hunt, to make sure you've got all the right equipment for our quest. Then we will go on an exciting mission together. You see, we want everyone to be able to enjoy the outdoors like we do! We are clued up and know how to cool down and stay sun safe – will you help us?</i> <i>Hope to see you out there,</i> <i>The Summer Explorers</i> |
| <p>Indoor session</p> <p>Activity 1: 10 mins</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify the benefits and ways to stay sun safe when adventuring outside. • Explain how to be sun safe. | <ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation | <p>This section uses slides 3 – 9 of the WSH PowerPoint Presentation.</p> <ol style="list-style-type: none"> 1. Slides 3 – 5: Suggest to the children that we find out a bit more about the kids who have written to them. First meet Archie and Paul, then Oskar and Jasmine, finally Dana and Aisha. 2. What do we know about the Summer Explorers so far? Shall we find out what the mission is? REVEAL the mission using slide 6. The Summer Explorers have seen a group of people in the park who are VERY hot and bothered! Can you help them and teach them how to stay safe in the sun? 3. Slide 7: Remind children that when outdoors, it is really important to stay safe from the sun's rays, which can be harmful, so we need to Wrap, Splat, Hat. 4. Slide 8: Which are the best things to take to keep you safe in the sun while you're out exploring? Why? You can get them to vote – water or a sandwich? SPF15 or SPF50 sun cream? 5. Slide 9: Tell the children they are just about ready to go on their outdoor adventure. You may share the learning objectives as part of the mission if you wish. <i>"On this adventure we are going to have to save some people who are hot and bothered, sunburnt and sticky! So we are going to find all the things we need for a summer adventure, including some very important sun safety items. Let's go!"</i> |

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
|--|---|--|
| <p>Outdoor session</p> <p>Activity 2: 10 mins</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Explore their surroundings to find all the items they need for a summer adventure, including sun safety items | <ul style="list-style-type: none"> • WSH Delivery Notes • Treasure hunt items or WSH Treasure Hunt Cards (hidden around the area) • Red and green hoops | <p>Head out into the school grounds. (As it is a summer's day, make sure children have their hats, sunglasses and sun cream on!)</p> <ol style="list-style-type: none"> 1. Tell the children that to begin the adventure, they need to find all the items (or WSH Treasure Hunt Cards) that are hidden around the outdoor area, highlighting that not all of the items will be useful. It may be useful to recap the essential items discussed in class. They are going to work in pairs. (It may be necessary to let the children know what the spatial limits are and how far they can go). Pair up the children. 2. Position the red and green hoops in a prominent place. Items that the children think will be useful should be placed in the green hoop, items that will not be useful should be placed in the red hoop. 3. <i>"Ok teams, you are looking for any items you can find! Once your pair has found one, come straight back and place it in the hoop where you think it goes. 3, 2, 1 - GO!"</i> <p>It will be helpful to stay stationed at the hoops – or ask another adult to – in order to have conversations with each pair and get them to agree which hoop and why (please see the appendix with notes about each item at the end of this document). You may wish to ask pairs to stay with you after they have found one, to make sure as many different children find an item as possible.</p> <div data-bbox="801 970 1153 1452">  </div> |

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
|--|------------------------------------|---|
| <p>Outdoor session</p> <p>Activity 3: 20 mins</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Imagine they are going on a summer adventure. | <p>• WSH Delivery Notes</p> | <ol style="list-style-type: none"> 1. Once all the items have been found, snowball the pairs into small groups (e.g. groups of four). Ask children to imagine that they are about to go on their adventure with the Summer Explorers, packing their backpacks. <i>"Close your eyes. Imagine what colour your backpack is. Place it on the floor in front of you. Open it."</i> 2. Use the appendix to discuss what each item is and if it has been placed in the correct category (useful/not useful) and ask pupils which items are part of the Wrap, Splat, Hat message. As each useful item is put into the backpack by the lesson facilitator, children are encouraged to take it in turns to mime putting the items into their imagined backpack. <i>"So, we're looking in our green hoop, to see which items we've chosen. Firstly we've got some sun cream – it's SPF50. Thumbs up if you think that's something we need to stay safe in the sun. Yes, that's right, you should always try and wear SPF50 sun cream. We need to 'splat!' with that! So can you show me how you put sun cream on? That's it – rub it in – don't forget your elbows. And now pretend to put the sun cream in your rucksack. Next we have... a hat. Thumbs up if you think we'll need a hat too – yes but remember it needs to have a wide brim or be a cap with a flap at the back to protect your face and neck from the sun. I agree. So show me what kind of hat you have – and in it goes..."</i> For extra engagement, after the sun safety essentials are all packed, you may ask a few students for any other items they think they might need for this mission e.g. ice creams, parasols! If other students agree that these additional items will be useful they may mime putting whatever was suggested in their backpacks too! 3. Teachers now narrate a short story which children will mime. You can use this as a guide but feel free to add lots of local details and colour! Ask the children to mime along to the story, which ends on a 'cliff hanger'... <i>"It is a hot, sticky day (show me!) but you're excited to go on your adventure. Can you show me being excited? Now, before you go, what do you do first? You Wrap, Splat, Hat! Then you put on your backpack, open your front door and step outside, and you see all the Summer Explorers are waiting for you. So you wave at them! And you all start to walk – that's it, walk on the spot – you walk down to the park <you can use the name of a local park here>. Then as you're walking along you see a butterfly flying next to you and you hold out your finger. It lands on your finger! <Teacher keeps adding details of local things they might see/do along the way> Then you reach the park and what do you see? There are some people there who are very hot and bothered because they forgot their sun safety items! The Summer Explorers and you run over to them. What can you do to help them? Which sun safety items can you use?"</i> Children then carry on with the story in their groups, imagining what will happen next, and acting out how the children will help the hot and bothered people. Each group can play out their scenario simultaneously, in their own space – do make sure they know the limits of their working space and do not endanger one another by running into other groups. 4. Children help to gather up all materials used and head back inside. |

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
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| <p>Indoor session</p> <p>Activity 4: 10 mins</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> • Create their own guide to staying safe in the sun. | <ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation • WSH Follow Up Task Sheet | <p>This section uses slide 10 of the WSH PowerPoint Presentation.</p> <ol style="list-style-type: none"> 1. Show children slide 10 and ask them what advice they would offer the people in the park for the next time they find themselves out and about on a hot summer's day. <i>"Wow, what an adventure! Who can tell me something that happened in their group? It sounds like you all really used your knowledge of how to stay safe in the sun. You're all experts now! What advice would you give to other adventurers?"</i> 2. Children can use the WSH Follow Up Task Sheet to draw and label their top tips. |
| <p>Indoor session</p> <p>Plenary: 5 mins</p> | <ul style="list-style-type: none"> • WSH Delivery Notes • WSH PowerPoint Presentation | <p>This section uses slides 11 – 14 of the WSH PowerPoint Presentation.</p> <ol style="list-style-type: none"> 1. Slide 11: Recap sun safety Wrap, Splat, Hat items – T-shirt, sunglasses, sun cream (ideally SPF50) and hat. 2. Slide 12: Recap the learning outcomes from the lesson. 3. Children find a space to stand. The lesson facilitator calls out Wrap, Splat or Hat and pupils have to act out the appropriate action. 4. Slide 13: Finally, introduce the WSH Backpack Design Competition – what ideas do the children have? – and tell them about the activities in the Family Pack (Slide 14). |

| LESSON TITLE AND OUTCOMES | RESOURCES AND EQUIPMENT | ACTIVITIES OVERVIEW |
|---------------------------|--|--|
| Taking It Further | <ul style="list-style-type: none"> • WSH Backpack Design Competition Leaflet • WSH Family Pack | <p>To extend the learning beyond this lesson pupils could...</p> <ul style="list-style-type: none"> • Slide 13: Inform parents of what they have learnt and pick an activity to try from the WSH Family Pack. • Enter the competition for a chance to win a great prize. • Use colouring pencils/pens/paints to create a piece of art of their favourite local park (where they helped the hot and bothered people). • Create a poster encouraging other children to Wrap, Splat, Hat. • Write a summer description poem using 'adjective/noun/adverb' patterns: red flowers dancing, yellow sun beaming, green trees swaying, blue water glistening etc. • Design and make a perfect picnic to take outdoors. |

4. COMPETITION

The lesson culminates in a chance for children to enter the **Wrap Splat Hat Backpack Design Competition** where they are invited to design a backpack for the Summer Explorers. They'll need to think about what colour it could be and what special features or secret pockets it could have. And they'll need to make sure it has space for all the Wrap, Splat, Hat items so they can stay sun safe while they're exploring outdoors!

To take part, email a photo of the backpack design to **wrapsplathat@nationalschoolspartnership.com** with the entering child's name and age and the name and postcode of your school.

Terms & Conditions

GB residents 18+. Entries open 09:00 (UK time) 19/04/21 until 17:00 (UK time) 18/06/21. To enter: (1) you must be: (a) a teacher or a head teacher of a registered primary school in GB; or (b) a parent/legal guardian of a child at a registered primary school in GB. In both cases, the school must be registered with the National Schools Partnership and must also register with the 2021 Wrap Splat Hat programme on the National Schools Partnership at <https://nationalschoolspartnership.com/initiatives/wrap-splat-hat/> before the competition end date; (2) you must submit an email to wrapsplathat@nationalschoolspartnership.com including on behalf of each of the pupils entering: (a) for the KS1 competition: a "Summer Explorers' Backpack Design" by pupils in KS1 (aged 5–7) at a registered school; (b) for the KS2 competition: a completed sentence starter and a "Wrap, Splat, Hat Rucksack Photo" of a backpack in a summer adventure location (including Wrap, Splat, Hat items in or near the rucksack) taken by pupils in KS2 (aged 7–11) at a registered school. One entry per pupil. Prizes are: KS1 Competition: 1 x scooter worth £100 (for the winning child); 30 x binoculars worth £8.59 each (for the class of the winning child), 1 x £1,000 by cash transfer to buy outdoor equipment (for the school of the winning child); KS2 Competition: 1 x outdoor bike worth £400 (for the winning child); 30 x binoculars worth £8.59 each (for the class of the winning child), 1 x £1,000 by cash transfer to buy outdoor equipment (for the school of the winning child). Full T&Cs: <https://nationalschoolspartnership.com/initiatives/wrap-splat-hat-tcs> Promoters: Garnier Ambre Solaire, We Are Futures (also known as National Schools Partnership).



APPENDIX: WRAP SPLAT HAT TREASURE HUNT ITEMS

| | | |
|---------------------------|--|------------|
| Wellington boots | These are a bit clunky for running around on a summer adventure. | Red Hoop |
| SPF50 sun cream | SPF stands for 'Sun Protection Factor' and indicates how long a product allows us to stay in the sun without burning – so if you have appropriately applied an SPF50, it would take your skin 50 times longer to go red as compared to having no sun cream on. You should ideally always wear SPF50 sun cream with maximum 5 star UVA protection. | Green Hoop |
| Sun parasol | It's a good idea to stay in the shade between 11am – 3pm as this is when the sun is at its strongest. | Green Hoop |
| Woolly scarf | This will be a bit too warm for a summer adventure. | Red Hoop |
| Cap with flap at back | You should always wear a wide-brimmed hat or a cap with a flap at the back. | Green Hoop |
| Binoculars | Handy for spotting things on your summer adventures! | Green Hoop |
| Wraparound sunglasses | You should always wear wraparound sunglasses (with UV protection to protect your eyes). | Green Hoop |
| Hot water bottle | Don't think you'll need one of these on a summer adventure! | Red Hoop |
| T-shirt with sleeves | You need to wrap up in one of these to stay sun safe – remember to choose one in a light material so you don't get too hot. | Green Hoop |
| Wide brimmed hat | You should always wear a wide-brimmed hat or a cap with a flap at the back to protect your face and neck from the sun. | Green Hoop |
| Reusable water bottle | You should always take one of these on a summer adventure to stay hydrated. | Green Hoop |
| Magnifying glass | Handy for exploring! | Green Hoop |
| Woolly Hat | This will be a bit too warm for a summer adventure. | Red Hoop |
| Non-wraparound sunglasses | Sunglasses (with UV protection) are still good but they're not as good as wraparound sunglasses. | Green Hoop |
| Sleeveless shirt | It's good to wear a top to protect yourself from the sun but you should wear one with sleeves! | Red Hoop |
| Party hat | This is fun but it won't give you much protection from the sun. | Red Hoop |
| SPF15 sun cream | Sun cream is good but you should ideally always wear SPF50 sun cream with maximum 5 star UVA protection. | Red Hoop |
| Sandwich | It is handy to have snacks on your adventures but don't forget your water! | Green Hoop |
| Chocolate bar | It is handy to have snacks on your adventures but you should pack healthy ones! | Red Hoop |
| Strappy top | It's good to wear a top to protect yourself from the sun but you wear one with sleeves to protect your shoulders. | Red Hoop |
| Trainers | Trainers are great to run around in on your adventure and keep your feet protected. | Green Hoop |
| Map | Handy for exploring! | Green Hoop |
| Notebook | Handy to write notes in on your adventures. | Green Hoop |
| Backpack | You'll need this to pack all your Wrap, Splat, Hat items in! | Green Hoop |



Garnier skincare research is recognised by the British Skin Foundation.



Think before printing and remember to recycle. Thank you!

5. CURRICULUM LINKS

ENGLAND

PSHE Association Programme of Study¹

Health and wellbeing: H8. How to keep safe in the sun and protect skin from sun damage.

Geography²

Geographical Skills and Fieldwork:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

WALES³

Personal and Social Development, Well-being and Cultural Diversity

Personal development:

- Become independent in their personal hygiene needs and to be more aware of personal safety.

Knowledge and understanding the world

Places and People:

- Learn about distance and how to follow directions and routes.

SCOTLAND⁴

Health and Wellbeing

Safe and hygienic practices:

- **HWB 0-33a / HWB 1-33a** I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines.

Social Studies

People, place and environment:

- **SOC 1-14a** Through activities in my local area, I have developed my mental map and sense of place.

NORTHERN IRELAND

Personal Development and Mutual Understanding^{5,6}

As pupils progress through the Foundation Stage they should be enabled to:

- Adopt healthy and hygienic routines and understand how to keep safe.
- Show respect when working and playing together and recognise the need for rules.

Pupils should be enabled to explore in Key Stage 1:

- Strategies and skills for keeping themselves healthy and **safe**.

The World Around Us^{7,8}

As pupils progress through the Foundation Stage they should be enabled to:

- Show curiosity about the living things, places, objects and materials in the environment.
- Identify similarities and differences between living things, places, objects and materials.
- Be aware of the local natural and built environment and their place in it.
- Understand and use positional and directional language, as well as simple maps and drawings.

Pupils should be enabled to explore in Key Stage 1:

- Interdependence - 'Me' in the world.
- Interdependence of people, plants, animals and place.

¹<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%93935> Last Accessed March 2021

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf Last Accessed March 2021

³<https://hwb.gov.wales/api/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> Last Accessed March 2021

⁴<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/#hwb> Last Accessed March 2021

⁵<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Statutory%20Requirements%20for%20Personal%20Development%20and%20Mutual%20Understanding%20at%20Foundation%20Level.pdf> Last Accessed March 2021

⁶<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%201%20Statutory%20Requirements%20for%20Personal%20Development%20and%20Mutual%20Understanding.pdf> Last Accessed March 2021

⁷<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Statutory%20Requirements%20for%20the%20World%20Around%20Us%20at%20Foundation%20Stage.pdf> Last Accessed March 2021

⁸<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Key%20Stage%201%20Statutory%20Requirements%20for%20The%20World%20Around%20Us.pdf> Last Accessed March 2021