



## Activity ideas for ages 3-5



**Wrap, Splat, Hat** is an exciting sun-awareness education programme for nursery and primary school pupils in the UK and Ireland, brought to you by Garnier Ambre Solaire, in association with the British Skin Foundation. The programme supports cross-curricular learning through fun, hands-on, creative investigation.

Teach your pupils about the effects of the sun, and encourage them to play in the sun safely by **wrapping up** in a t-shirt, **splating on** the sun cream and wearing a brimmed **hat**.

Why not have a **Wrap, Splat, Hat** themed week at your nursery or school to get children thinking about how to stay safe in the sun? Here's a selection of stimulating activity ideas that also help your children meet early learning goals. The activities include suggested adaptations or simplifications for learners with SEND needs. This has been produced in association with Nasen.

## Introducing Sun Safety:

Ask children to share (talking about or acting out) some of the outdoor activities they most enjoy doing. Explain that when we're outside we have to be careful to protect ourselves from the sun, as it can damage our skin. We use 'Wrap Splat Hat' to help us remember what to do. Show the PowerPoint presentation.

**Simplify:** Try shortening the presentation, and introduce actions for Wrap, Splat, Hat to help children remember what they need to do.

## Rabbit's Sunny Day Bag:

Have various things available for children to pack in to a rucksack for Rabbit, who is going out in the sun. Include things that wouldn't be appropriate, such as a scarf and woolly hat, to provoke discussion. Pupils can give Rabbit guidance by cutting out magazine/catalogue pictures of sun hats, t-shirts, sunscreen and water, and sticking them on a large sheet of paper to remind Rabbit what he should take.

**Adaptation:** Children with a visual impairment or other sensory difficulties could hold Rabbit and his things so they can better understand what Rabbit will need in the sun.

## Sun-bleached Art:

To demonstrate the power of the sun's rays, place large sheets of dark-coloured sugar paper or sun-bleach paper on the ground on a sunny day. Ask children to predict what might happen to it. Invite children to find interesting objects (e.g. plastic letters/numbers, leaves, toys) and place them on top of the paper. Leave the paper outside for at least three hours (or a shorter time if sun-bleach paper is used) then bring it inside to show what has happened. Explain that the objects on the paper were protecting the paper from the rays of the sun while the rest of the paper faded – just like a t-shirt, sun cream and hat can protect our skin from the sun's rays when we're outside.

## Sun Hat Vote:

Ask children to discuss what they think makes a great sun hat (coverage, style, comfort). Have an array of hats available (include woolly hats and ones with holes). Invite children to explore them and vote for which they think is the best hat for staying safe in the sun, for example by dropping a marble into the hat of their choice or by giving children pictures of the hats and asking them to cut out their chosen hat to use as their vote. You could create a pictogram of the results and discuss why certain hats performed better or worse.

**Simplify:** If children find it hard to judge what makes a good sun hat, use a torch or stand under a light to test how well different hats shade their face.

## What Melts in the Sun?:

Ask children what happens when they eat an ice cream slowly in the sunshine? It melts! Explain that you would like them to look at a set of items (include items like: plastic blocks, ice, rock, butter, cheese, chocolate, crayons, coins) and guess which is likely to melt in the

sun. Put the items in bowls or ice trays and ask children to find somewhere to put them. How long do children think they will take to melt? Which might melt the quickest? Agree that you will monitor the items every 10 mins. Record the findings with children using their language to describe what they're observing.

**Simplify:** Support children with vocabulary picture cards (solid, melting, liquid etc.) to help them describe what is happening to the items.

## Were Going on a Shade Hunt:

Find some shade outside and get the children to stand in it and then stand in the direct sunshine. Can children describe the difference? Ask children what shade is and point out that it is where something (e.g. a building, tree, wall) blocks the sunlight and makes a shadow. Ask children to suggest why this might be a good thing or a bad thing. Explain that shade is a great way to help protect our skin from the sun, although we still need sun cream, a hat and t-shirt in the shade. Head off on a shade hunt in the grounds of the school or nursery, deciding which sections of shade are the best. Children could create their own shade by building a sunshine den.

**Adaptation:** Use actions as well as descriptions to help children communicate how it feels different in the sun and shade, for example, sweating and shivering.

## Sunshine Colour Mix:

Have a look at pictures and paintings of the sun and ask children what colours they can see (they may suggest reds, oranges and yellows). Explain that you have run out of orange paint. Ask children if they have any suggestions as to how we might make this colour using other paints. Help them see that red and yellow make orange but that you can make all different sorts of orange depending on how much of each colour you use. Set up a colour-mixing station that has yellow and red paint and show children how you mix two colours together. Then give children free rein to experiment making various shades of orange. They could even name their colour (e.g. satsuma orange or fire orange). Children can then add their colour to a large shared cut-out sunshine.

**Adaptation:** Visually impaired children could create a colour feeling rainbow with support. For example, they could link an emotion or activity with each different colour.

## A Sunny Teddy Bear's Picnic:

Ask children to make healthy and tasty food suggestions for a summer picnic. Vote on some favourite sandwich fillings then help children to make them. They can also make a summer smoothie lolly, by coming up with group recipes (either banana or mango as a base and decide a further three ingredients as a group – this will promote the language of negotiation!) Children can then prepare the fruit and watch it blend before pouring into ice lolly moulds and freezing. Encourage children to set up an outdoor picnic themselves and make some rules for participation to ensure children are sun safe (hat on, t-shirt on, sun cream on, sunglasses on, and water available). They can bring a bear for the picnic and make sure teddy also knows how to Wrap Splat Hat (using pretend sun cream!).

**Adaptation:** Pupils with communication difficulties could give the thumbs up or down to different flavours, and be supported to describe them with vocabulary picture cards.

## Sun Cream Challenge:

Give children a teaspoon and explain that they will need up to five teaspoons of sun cream to cover their bodies. Test this by splitting students into groups of five, each with a teaspoon, paint and brushes. Draw an outline around one pupil on a large piece of sugar paper then draw on a hat, shorts and a t-shirt. Help them to divide the body into five and each paint a section with one teaspoon of paint to practice.

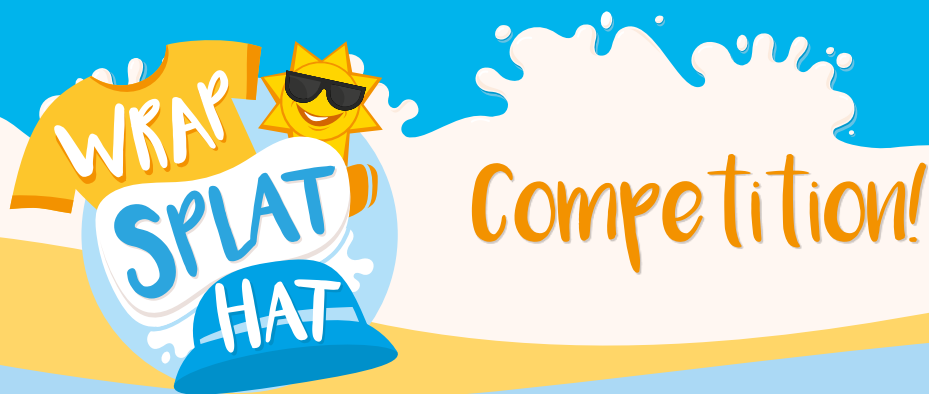
## Sunny Dancing:

Listen to a fun song and encourage children to use percussion instruments to accompany it. Then ask children to move in a way that reflects the upbeat music and the subject content. Allow children the freedom to develop their own dances, highlighting and sharing rhythmic and creative ideas.

## My Amazing Skin:

(You might like to use this activity to introduce the Wrap, Splat, Hat Competition – see below.) Ask children to look closely at their own hands and draw around them. What can they see? They could focus on the colour, texture and anything else they notice. Make sure they know that everyone needs to Wrap, Splat, Hat in the sun. Pupils could then write words in the outlines of their hands to describe their skin.

**Adaptation:** This activity may need to be adapted depending on the context of your school. Give children positive language to help them describe their skin.



Hand out the **Wrap, Splat, Hat Competition Poster**. Explain that children should colour in the picture to make a sun safe self-portrait and (if they are able) complete the sentence on why they love their skin. You might like to give children the sheet to colour at home and then bring back for you to post.

Post your competition entries back to **Wrap, Splat, Hat, We are Futures, 1 Paris Garden, London, SE1 8ND**. Or email them to: [wrapsplathat@nationalschoolpartnership.com](mailto:wrapsplathat@nationalschoolpartnership.com)

Entries must be received by **Friday 14th July**. Two winners will receive **£1000 for their school** to buy PE / games / outdoor equipment and runners up will receive **L'Oréal Sun Safety Goody Bags**.