



Activity ideas for ages 5-7



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 and 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, **splatting on** the sun cream and wearing a brimmed **hat**.

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

Introducing Sun Safety:

Ask pupils 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.

What's the Weather?

Science; Sciences; Geography; Science and Technology

Ask: How can we know what the weather is going to be like this week? Why is it useful to have a weather report? Explore different weather symbols and information (e.g. on www.metoffice.gov.uk, or by drawing and cutting out images of sun, clouds, rain, snow etc.). Ask pupils to describe the type of clothes they might wear in each kind of weather. Talk about the kind of weather we often get in different seasons. Watch an example of a weather forecast. You could also give groups of pupils UK weather data for different months and seasons (e.g. temperature, daylight hours, weather and UV Index -this shows how harmful the sun's rays are on a particular day – a reading of 5 or above indicates high risk of skin damage and people should Wrap, Splat, Hat if they are outside. Note that the UV Index can still be high on cloudy days.). Ask pupils to create their own weather reports in groups, including recommended outfits and skin protection tips, and present it to the class.

Simplify: Instead of a weather report, pupils could match picture cards showing different types of weather with different items of clothing including umbrella, hat, sunglasses and sun cream etc.

Sunshine Dance:

Physical Education

Play pupils a happy song and ask them to describe how it makes them feel. Give pupils free reign to dance to the music as they wish and explore moves that reflect the sunny nature of the music. Arrange pupils into small groups and ask them to choreograph a dance that incorporates at least four distinct movements that are repeated. These movements need to reflect the sunny lyrics. Groups can then share their dance with the rest of the class.

An Eric Carle Sun:

Art & Design; Visual Arts

Show pupils some Eric Carle illustrations and ask them to describe the pictures to a partner. Note that his illustrations were all made from painting paper with different shades and colours of paint, then cutting it up to make his pictures through collage. Explain to pupils that they are going to create their own Eric Carle sun illustration by mixing colours and using collage. Show pupils how to experiment with colour mixing and encourage them to be creative.

Adapt: Pupils with visual impairment could be supported to create a textured collage that recreates the feeling of a sunny day.

Best Materials for a Sun Hat:

Science; Sciences; Science and Technology

Remind pupils of the importance of a good sun hat. Explain to the class that they're going to try to find the best material for a sun hat, based on their properties. Ask pupils to consider, in pairs: What are the key properties needed for a sun hat? (e.g. strong so it doesn't fall apart; wide so it covers the face and neck). Compile a list of ideas on the whiteboard. Give pupils a range of materials to explore and support them as they test them out and choose the best material for the job.

Simplify: Test a range of hats to see how well they will work as sun hats. You could stand in the light or use a torch to test how much shade they provide.

Sunny Day Smoothies:

Design and Technology (Nutrition); Health and Wellbeing; Personal Development and Mutual Understanding

Ask: what they like to eat on a sunny day to cool down? Which choices are the healthiest? Explain that they are going to design and make a sunshine lolly from homemade fruit smoothies. Ask pupils to taste test various berries and fruits (check first for allergies) and describe their flavours. Pupils choose favourites and prepare their own fruit (using banana, mango or orange juice as a base). They can be supported to blend and freeze their smoothies. Have a lolly eating session once they are frozen. These could be eaten at a Wrap, Splat, Hat picnic. (Note: You could speak with local supermarkets to see if any could donate fruit.)

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

Shade Site Survey:

Science; Sciences; Geography; Science and Technology

Ask pupils to suggest a good place to go if you want to be outdoors but not in the sunshine. Talk about shade and shadows (where sunlight is blocked) and take pupils out into the school grounds to find some natural shadows. Ask pupils to identify the obstruction that is causing the shadow, as well as the position of the sun. Explain that UV rays can still damage skin in shade, so it's still important to Wrap, Splat, Hat. Explain that pupils are going to complete a school site survey to find the best areas for shade at morning break time and at lunchtime. Do pupils think the areas will be the same? You might like to give pupils a map of your school playground and encourage them to mark in shady areas.

Simplify: Look for shade at one time of the day only and support pupils to colour in the shady areas on their school map.

Sun Cream Sums:

Maths

Give children a teaspoon and explain that they will need up to five teaspoons of sun cream to cover their bodies. One teaspoon is 5ml, so pupils can practice the five times table. Use counters to help explore different scenarios. For example:

- Count in fives as a class.
- Count how many teaspoons you would need if you put sunscreen on three times in one day.
- How many teaspoons to cover the whole class?
- Look at a bottle of suncream and calculate how many applications it contains.
- Work out how much a family would need for their holiday.

Simplify: Split 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.

My Amazing Skin:

English; Literacy; Science; PSHE

(You might like to use this activity to introduce the **Wrap, Splat, Hat Competition** – see below.) Firstly, demonstrate this through the sense of touch. In pairs, one pupil closes their eyes while another gently strokes their arm or hand with an object. You could use tactile objects like feathers or pebbles. The other pupil has to describe what they can feel and guess what it is. Discuss why our sense of touch is so important. Explain that while our skin can look very different, it is doing the same amazing job. Next, ask children to look closely at their own hands. (You could also display pictures of children with very different skin types.) What can they see? They could focus on the colour, texture and anything else they notice. Make sure they know which skin types need to be extra careful in the sun (pale, moles or freckles), but also explain that everyone needs to Wrap, Splat, Hat in the sun. Pupils could then complete the sentence I love my skin because...

Adapt: This activity may need to be adapted depending on the context of your school. Make sure children feel comfortable discussing their differences and emphasise that our differences make us special and unique.

Simplify: A colouring-in My Amazing Skin Competition sheet is available for pupils who need additional support in the Early Years section of the resources. You could also provide vocabulary cards to help pupils describe their skin.



Hand out the **Wrap, Splat, Hat My Sun Safety Passport**, and a piece of A4 paper. Children should draw a picture of themselves being sun safe with Wrap, Splat, Hat and complete the sentence: I love my skin because...

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

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.