



Activity ideas for ages 7-11



Wrap, Splat, Hat is an exciting sun-awareness education programme for nursery and primary school learners 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 children 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**.

Use this **Activity Ideas** pack together with the **Wrap, Splat, Hat PowerPoint presentation** to teach children all about being safe in the sun.

Introducing Sun Safety:

Ask learners to share their favourite outdoor hobbies. Ask what happens to our skin when we're out in the sun for too long. Can they explain why? Show the PowerPoint presentation and discuss the importance of protecting our skin from UV rays.

Measuring Shadows:

Science; Sciences; Geography; Science and Technology

Take learners outside to a sunny area (make sure they **Wrap, Splat, Hat**) and set up a Rounders post and base. Draw around the shadow it creates and measure its length. They can record this in a table. Ask them what they think might happen to the shadow at various points in the day: morning, lunchtime, mid-afternoon and tea time / dinner time. Try to redraw the shadow every hour, labelling it and recording its length. At the end of the day (or the next morning) the learners can write up their observations about how the shadow changed. Can they explain why? They can use their table to create a graph of shadow length, looking for patterns. Explain that the sun's rays are strongest when the sun is directly overhead. Ask them to examine their graphs to determine when this is. Remind them that 11am – 3pm is when there is the greatest risk of skin damage. You could extend the activity by inviting them to design and make their own shadow clocks.

Simplify: Place a simple tape measure on the ground and support children to take the length measurements as well as clearly marking where the shadow ends at each point. Give them a graph to fill in, rather than drawing out their own.

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, noting the UV Index and explaining that 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 the learners why day length and UV levels tend to be higher during the summer, then get them explore UV levels, length of day and seasons around the world. They can look at an atlas and choose five contrasting places spread around the world to research on the Met Office website.

Simplify: Watch an example of a weather forecast. You could also give learners UK weather data for different months and seasons (e.g. temperature, daylight hours, rainfall). Ask learners to create their own weather reports, including recommended outfits and skin protection tips.

Sun Safety Films:

English; Literacy; Computing; Technologies; ICT

Challenge children to develop, write and film (e.g. on basic smart phones) a TV advertisement reminding people that **Wrap, Splat, Hat** isn't just for beach holidays – they should protect their skin when outside in the UK. They should also include the message that **Wrap, Splat, Hat** is relevant for all skin types, not just fair skin. You might like to show them some examples of health and safety campaign ads for inspiration, discussing some of their typical features (e.g. use of statistics, celebrity endorsement, acted scenes, memorable characters, repetition of key information).

Simplify: Give learners scenario cards (eg. sports day, in the park, playing sport) for their adverts and support them with props and sentence starters.

The Sun in Art:

Art & Design; Visual Arts

Show learners various forms and styles of the sun in art (e.g. *Van Gogh's The Sower*, *Monet's Sunrise*, *Klee's Castle and Sun*). Ask them to describe the form, possible techniques and paints used to create the different effects. Note, how *The Sower* depicts the sun's rays shine outwards. Ask them to use what they've seen as inspiration for creating their own sun art.

Adapt: Learners with visual impairment could explore famous quotes about the sun by writers and poets. Ask them to describe the language techniques used and then create their own descriptions of the sun.

A Summer Picnic:

Design and Technology; PSHE; Health and Wellbeing; PSE; PD&MU; Financial Education

Ask learners to describe what they like best about picnics. Explain that they will be planning a healthy summer picnic. They will need to come up with some sandwich ideas based on the ingredients you provide (encourage 2-3 fillings per sandwich design, e.g. tuna, mayonnaise and cucumber or cheese and chutney). Encourage them to include fruit and vegetables (e.g. cucumber or carrot sticks) You could allocate a budget of £10 and ask them to research food prices online. If you wish to turn their plans into reality, prepare the food together.

Simplify: Sort images of food (or real ingredients!) into a traffic light system based on how healthy they are. Next, ask learners to combine ingredients to suggest healthy snacks and meals.

A Sunny Composition:

Listen to *Summer* by Vivaldi, explaining that this is a violin concerto written around 1720. Ask learners to think about tempo and dynamics as they listen, and to imagine what the music might represent (e.g. a summer's breeze, the sun, summer flowers). Explain that they are going to compose their own piece of 'summer' music. Encourage them to think about the instruments they might use to represent different aspects of summer (e.g. xylophone to represent the sun's rays beating down). Able learners can notate their composition, if appropriate.

Adapt: Support learners with emoji cards and vocabulary to describe the music and to help them creating their own summer sounds.

My Amazing Skin:

English; Literacy; Science; PSHE

Explain to children that the skin is the largest organ in the body and has lots of important functions. You might like to display information on the following skin functions around the room for learners to explore: regulating temperature, acting as a barrier, the layers of the skin, touch and vitamin D, then discuss why they are important. They should then think about how skin can be different. 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. They can then write similes about their own skin, describing how amazing and unique they are.