

BACKGROUND FOR TEACHERS

This unit presents the second way to protect your skin and prevent sun damage—wearing cover-up clothes. Clothes provide the most protection from the sun’s harmful rays because they are a physical sun block.

The style, or amount of skin the clothes cover, affects the level of protection the clothes provide. Clothing that covers more skin, such as long-sleeved shirts with collars, long pants, socks, and shoes, is best. Short-sleeved shirts, long shorts, and shoes provide more protection than a sleeveless shirt, shorts, and sandals. The level of protection also depends on fabric color and construction—the number and size of the holes between the threads. Tightly constructed fabrics (small holes) block ultraviolet light better than loosely constructed (large holes) fabrics. Lighter colors may make you feel cooler because they reflect infrared light (heat), but darker colors absorb ultraviolet light and provide more protection for your skin.

Clothes only protect some skin from the sun. Everyone should wear hats to protect their face, head, neck, and ears from the sun’s rays. The more skin that the hat covers or shades from the sun, the better. Wide-brimmed hats such as cowboy/cowgirl hats or ones that are made of tightly constructed straw or fabric provide the best protection from the sun’s rays. Wide-brimmed hats with at least a 3-inch brim are recommended. Flappy-jack hats have a brim like a baseball cap and have flaps of fabric that cover the ears and neck in the back. This type of hat also provides very good protection from the sun. A wide-brimmed hat is the best choice since it protects the face, head, neck, and ears. However, wearing any type of hat—even a baseball cap—is better than not wearing a hat.

Like skin, eyes can be damaged from too much sunlight. Sunglasses are an excellent way to protect eyes from the sun’s harmful rays. Most sunglasses provide some ultraviolet protection.

Think of clothes, hats, and sunglasses as wearable shade!

UNIT OVERVIEW

This unit’s activities stress protecting your skin when outdoors by identifying and selecting sun-safe clothing. Long-sleeved shirts, long pants, socks, shoes, hats, and sunglasses are recommended for sun protection. This unit builds positive self-esteem by emphasizing taking charge of one’s own health and selecting sun-safe clothing. In addition, these activities are tied back to information learned in Unit 2 to reinforce both behaviors—finding shade and wearing cover-up clothes.

HEALTH BEHAVIOR OUTCOME

Upon completion of this unit, the students will:

- Increase their use of cover-up clothing, wide-brimmed hats, and sunglasses.

VOCABULARY

Cover-up: wearing clothing, hats, and sunglasses to protect your skin and eyes from the sun.

Flappy-jack Hat: a hat that has a brim like a baseball cap and flaps of cloth that cover the ears and back of neck. (Also known as a Legionnaire's hat.)

Wide-brimmed Hat: a hat that has a 3 to 4-inch brim that goes all the way around and keeps the sun off of your ears, face, head, and neck.

ACTIVITY SYNOPSIS

Setting the Stage

- **3.1 Storybook: Willie Widebrim's Sun-Safe Day (Episode 2)**

This episode introduces the importance of protecting the skin from the sun's rays by wearing cover-up clothing. Cover-up clothing items are described as Willie continues his search for C.J.

Learning Activities

- **3.2 Sun-Safe Me**

This activity and the discussion focus on wearing cover-up clothes for sun safety. Students make pop-up portraits of themselves dressed in cover-up clothes.

- **3.3 Rate the Hats!**

This activity includes a discussion and classroom exercise in rating different hats according to their sun protection ability.

Wrapping It Up

- **3.4 Cover-up Poem**

This poem reinforces taking care of yourself and covering-up to be sun safe. Hand and body movements are used to act out the poem.

Assessing Student Learning, Unit 3

- **3.5 Cover-Up and Be Sun Safe**

Students identify, color and count the sun-safe clothing and hats to test their knowledge.

Setting the Stage

3.1 STORYBOOK: WILLIE WIDEBRIM'S SUN-SAFE DAY (EPISODE 2)

ACTIVITY SYNOPSIS

This episode introduces the importance of protecting the skin from the sun's rays by wearing cover-up clothing. Cover-up clothing items are described as Willie continues his search for C.J.

LEARNING OUTCOMES

After this storybook lesson, students will be able to:

- Define cover-up clothing.
- Distinguish between sun-safe and not sun-safe clothing.

ACTIVITY

Tell the students they are going to continue to read about Willie Widebrim and his sun-safe adventure to find his friend, C.J. Read the story aloud to the students. Pause as indicated in the story and ask the students to respond to the questions.

When the episode is complete, review the concepts just learned. Ask the students to tell what they learned from Willie this time. (Wearing cover-up clothes is another way to be sun safe.) Ask the students to describe cover-up or sun-safe clothes. (These include a wide-brimmed hat, long-sleeved shirt, long pants, shoes and socks. Use the pictures on Templates 3.1: Cover-Up Clues to enhance the discussion.)

Emphasize that wearing sun-safe clothes protects your skin from getting sunburned, and helps you take care of yourself.

ACTIVITY 3.1

Supplies Provided

- Storybook
- Template 3.1: Cover-Up Clues (pages 3.1.1–3.1.4)

Supplies Needed

- None

Approximate Time

- 10 minutes

Preparation

- Print one copy of the Grade K Storybook (Episode 2) for class use or one copy for each student (optional).
- Copy the Cover-Up Clues (Template 3.1.1-3.1.4) onto colored paper and cut them out.
- Laminate clues for long-term use.

Learning Activities

3.2 SUN-SAFE ME

ACTIVITY SYNOPSIS

This activity and the discussion focus on wearing cover-up clothes for sun safety. Students make pop-up portraits of themselves dressed in cover-up clothes.

LEARNING OUTCOMES

After this activity, students will be able to:

- Name at least three types of sun-safe or cover-up clothes.

ACTIVITY

Dressed in sun-safe clothes, lead a discussion with the following questions:

- Can anyone guess why I am dressed this way? (I want to be sun safe.)
- What does a wide-brimmed hat do? (It keeps the sun off of my face, ears, head, and neck.)
- What are sunglasses for? (They protect my eyes.)
- How does this long-sleeved shirt help protect me? (It keeps me from getting too much sun.)
- Long pants help protect what? (They cover and protect my legs.)
- What about my shoes and socks? (They protect my feet.)

Remind students that they already learned one way to be sun safe—finding shade. The second way to be sun safe is to wear cover-up clothing!

ACTIVITY 3.2

Supplies Provided

- Activity Sheet: 3.2
Sun-Safe Me (page 3.2.1)

Supplies Needed

- One 8 1/2 x 11-inch sheet of construction paper for each student
- Colored markers
- Glue or tape
- Scissors
- Cover-up clothes (for teacher to wear)

Approximate Time

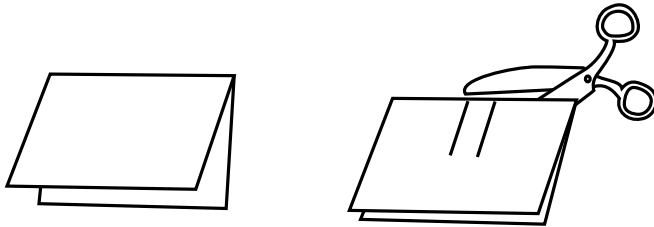
- 20 minutes

Preparation

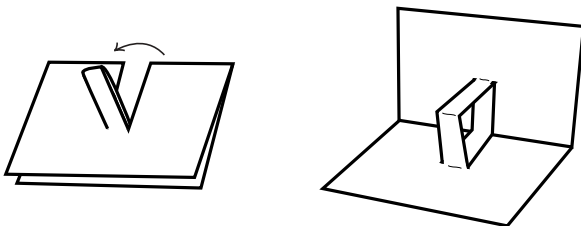
- Make one copy of the activity sheet for each student.
- Bring or wear cover-up clothes to school to introduce this unit. [Sun-safe clothing includes a wide-brimmed hat (like a sombrero or straw hat), long-sleeved shirt, sunglasses, long pants, socks, and shoes.]
- Make a sample pop-up portrait of yourself in sun-safe clothes (optional).

Give one copy of Activity Sheet 3.2: Sun-Safe Me and one sheet of construction paper to each student. Activity instructions are as follows:

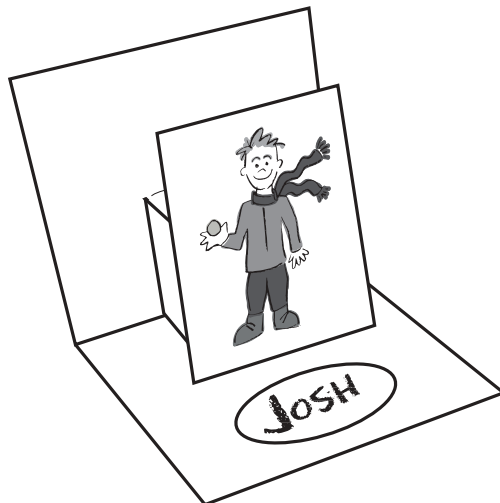
1. Draw a picture of yourself wearing sun-safe clothing in the square on the activity sheet. Print your name on the nameplate.
2. When you are done, cut out the square and the nameplate.
3. Fold the construction paper in half. In the center of the folded edge of the paper, make two cuts about one inch apart. Push the tab through.
4. Glue or tape the Sun-Safe Me portraits on the tab and the nameplates in front of the pictures.
5. Display the Sun-Safe Me portraits in the room.



- Fold construction paper.
- Cut 2 slits on folded edge.



- Push slit paper through to other side to make pop-up stand.



- Glue or tape Sun-Safe Me portrait on pop-up stand.
- Glue or tape nameplate in front of portrait.

3.3 RATE THE HATS!

ACTIVITY SYNOPSIS

This activity includes a discussion and classroom exercise in rating different hats according to their sun protection ability.

LEARNING OUTCOMES

After this activity, students will be able to:

- Define the characteristics that make hats sun safe.
- Recognize that some hats are better than others for sun safety.

ACTIVITY

Begin a discussion on hats by asking the following questions.

- Why do you think hats are important for sun safety? (Hats shade your face, head, ears, and neck and keep you from getting a sunburn.)
- Are all hats sun safe? (No.)
- How are hats different? (Hats vary in their shape, size, color, and how much shade they make.) Any hat is better than no hat, but some hats are better than others for sun safety.

Display the wide-brimmed hat and flappy-jack hat and ask the following questions. (If real hats are not available, use pictures on Template 3.1: Cover-Up Clues.)

- Are these hats sun safe? (Yes.)
- What makes the wide-brimmed hat a sun-safe hat? (It has a big brim for shading your face, head, ears, and neck.) Point to the features that make it sun safe.
- What makes the flappy-jack hat sun safe? (It has a brim and flaps on side and back.) Point to the features that make it sun safe.

ACTIVITY 3.3

Supplies Provided

- Activity Sheet 3.3: Rate the Hats (page 3.3.1)

Supplies Needed

- Baseball cap
- Sun visor
- Wide-brimmed hat,
- Flappy-jack hat
- One 8 1/2 x 11-inch sheet of paper for each student
- Glue or tape
- Scissors
- Colored markers

Approximate Time

- 20 minutes

Preparation

- Make one copy of the activity sheet for each student.

Display the baseball cap and ask the following questions:

- Is it a sun-safe hat? (Yes and no. A baseball cap is better than no hat, but it only shades the face and head.)
- What features make the baseball cap sun safe and not sun safe? (The solid top and front brim make it safe, but the sides and back do not protect the ears and neck.)
Point to the features that make it sun safe and not sun safe.

Display the sun visor and ask the following questions:

- Is it a sun-safe hat? (A visor is better than no hat, but it only shades the face.)
- What features make the visor sun safe and not sun safe? (The front brim protects the face, but it does not protect the ears, neck, or the top of the head.)
Point to the features that make it sun safe and not sun safe.

Distribute Activity Sheet 3.3: Rate the Hats! and a blank sheet of paper to each student. Ask students to cut out each of the boxes and glue or tape them in order from the least sun safe (1) to the most sun safe (6) on a separate piece of paper. Give students the hint that they can look at the numbers in the boxes to help decide how to rank the hats. Ask them to color the most sun-safe hat.

Discuss student responses to the activity sheet using the following questions:

- Which hat is the most sun safe? (The wide-brimmed hat is the most sun safe.)
- How do you decide which hats are more sun safe? (You look at the size and shape of the brim and what it protects.)

Conclude the activity by reminding students that when choosing a hat, pick the one that covers the most skin and protects the best. But always remember, ANY hat is better than NO hat at all!

Wrapping It Up

3.4 COVER-UP POEM

ACTIVITY SYNOPSIS

This poem reinforces taking care of yourself and covering up to be sun safe. Hand and body movements are used to act out the poem.

ACTIVITY

Begin a brief discussion recalling the previous lessons on covering-up for sun safety. Tell the students that they are now going to learn a new poem about cover-up clothes!

Demonstrate the poem one line at a time while doing the hand and body movements. Have the students repeat each line and the movements with you. Continue one line at a time until they know it. Finally perform the whole poem together with the hand and body movements.

ACTIVITY 3.4

Supplies Provided

- Template 3.4: Cover-Up Poem (page 3.4.1)

Supplies Needed

- None

Approximate Time

- 10 minutes

Preparation

- Make one copy of the poem for each student to take home (optional).

Assessing Student Learning, Unit 3

3.5 COVER-UP AND BE SUN SAFE

ACTIVITY SYNOPSIS

Students distinguish, identify, color and count the sun-safe clothing and hats to test their knowledge.

ACTIVITY

Give a copy of Assessment 3.5: Cover-Up and Be Sun Safe to each student. Ask students to count and color the items in each category.

ACTIVITY 3.5

Supplies Provided

- Assessment 3.5: Cover-Up and Be Sun Safe (page 3.5.1)

Supplies Needed

- Pencils
- Colored markers

Approximate Time

- 20 minutes

Preparation

- Make one copy of each page of the assessment for each student.

UNIT 3 ANSWERS



3.2 SUN-SAFE ME

Answers will vary.

3.3 RATE THE HATS!

The hats rank in numerical order (1 - 6). The wide-brimmed hat is the most sun safe.

3.5 COVER-UP AND BE SUN SAFE

1. There are 5 sun-safe clothes:

- Long-sleeved shirt, socks (2), shoe, and long pants.

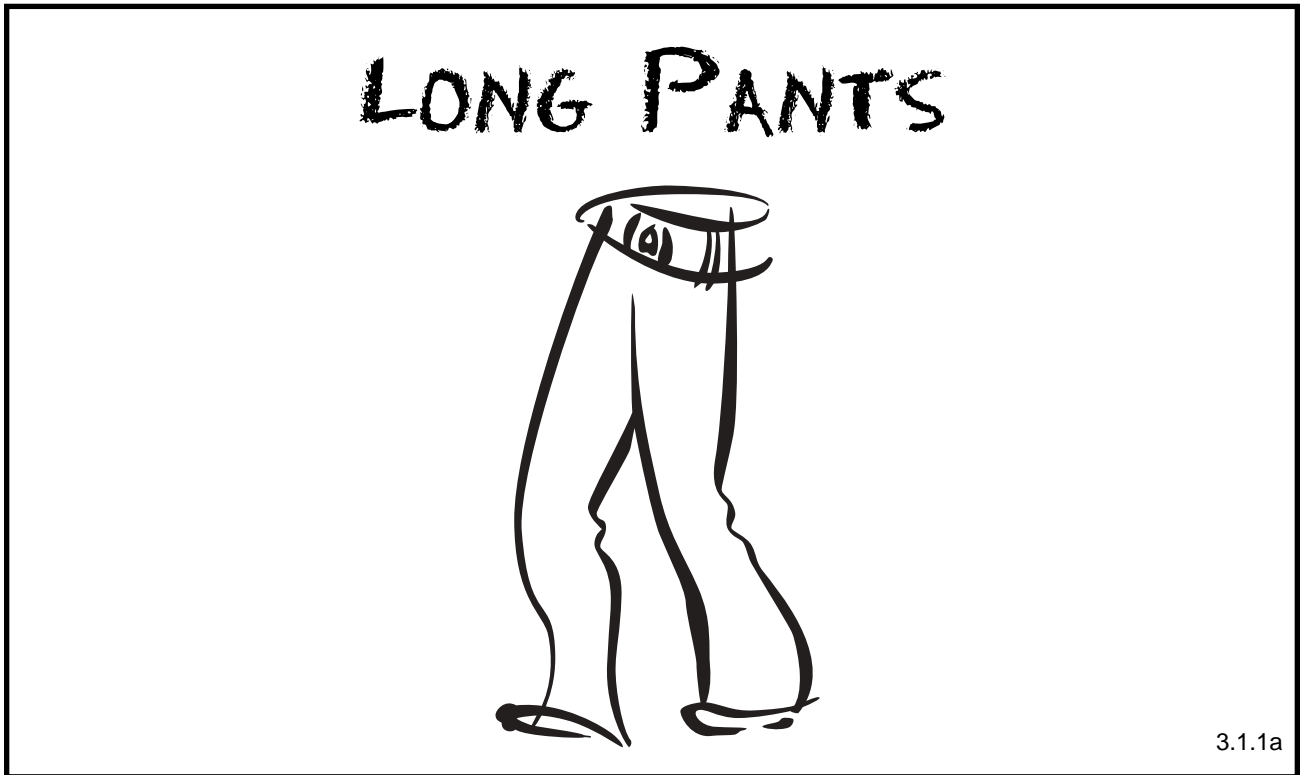
2. There are 2 sun-safe hats:

- Wide-brimmed hat, floppy jack hat.

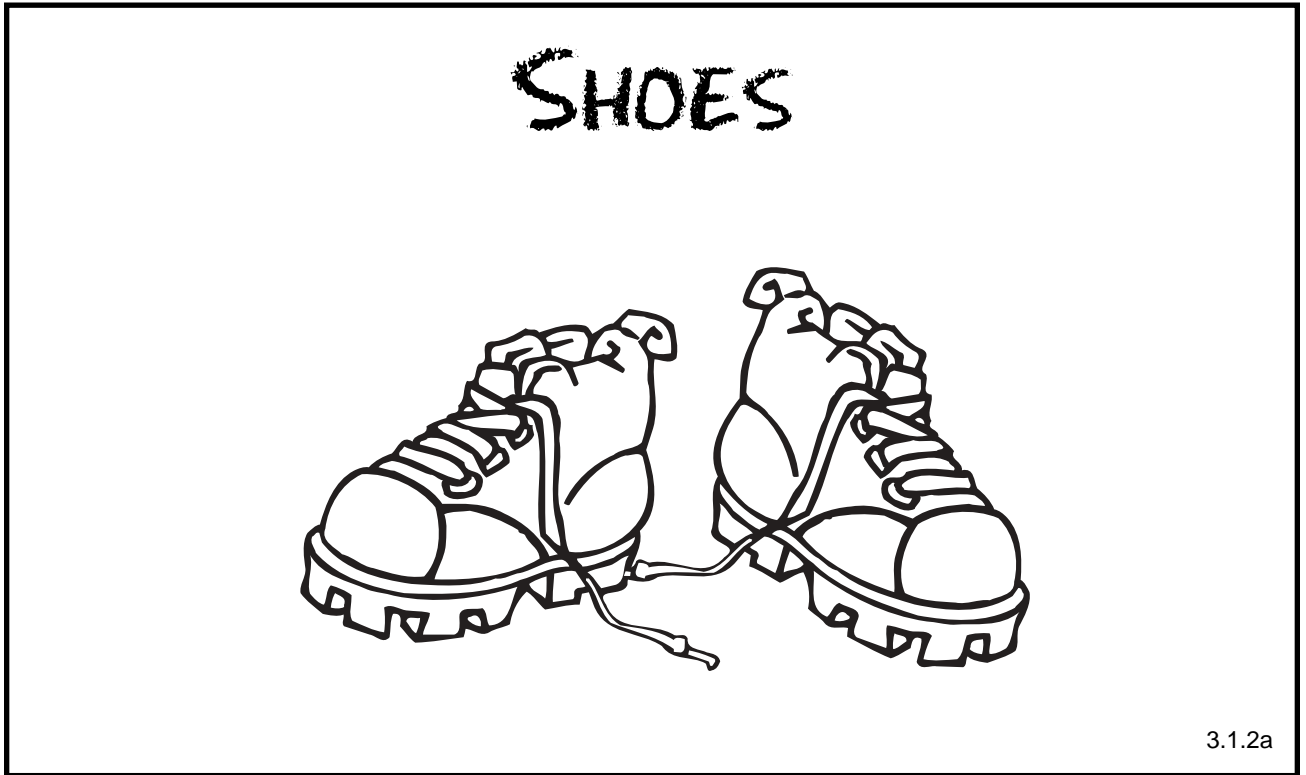
3. There are 5 clothes that are not sun-safe:

- Tank top, sandals (2), short-sleeved shirt, and shorts,

3.1 Cover-Up Clues



3.1 Cover-Up Clues



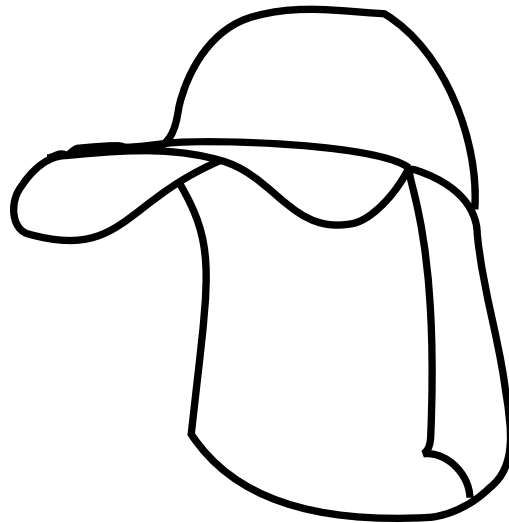
3.1 Cover-Up Clues

WIDE-BRIMMED HAT



3.1.3a

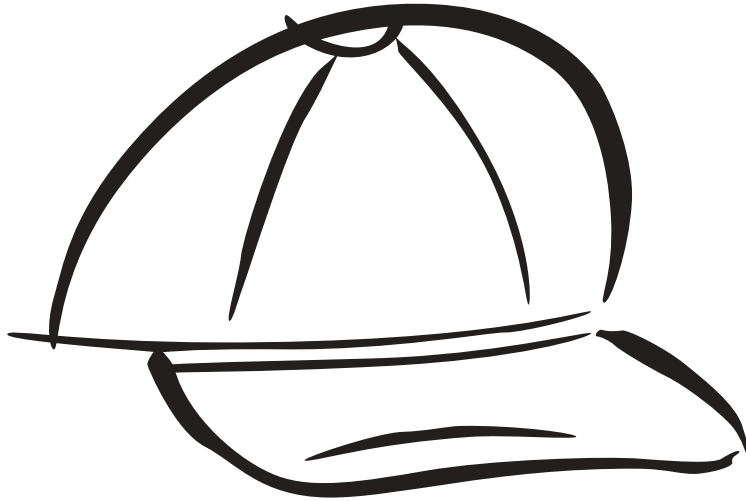
FLAPPY-JACK HAT



3.1.3b

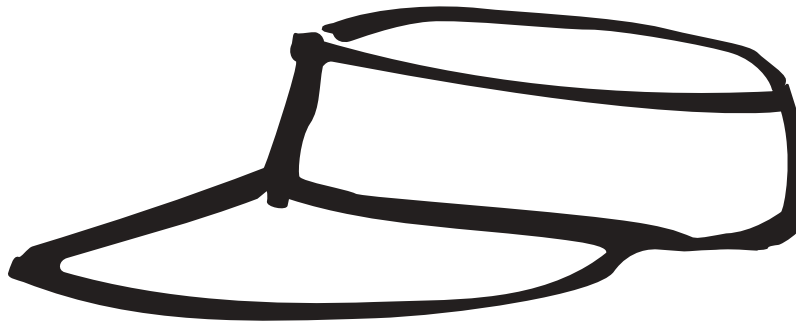
3.1 Cover-Up Clues

BASEBALL CAP



3.1.4a

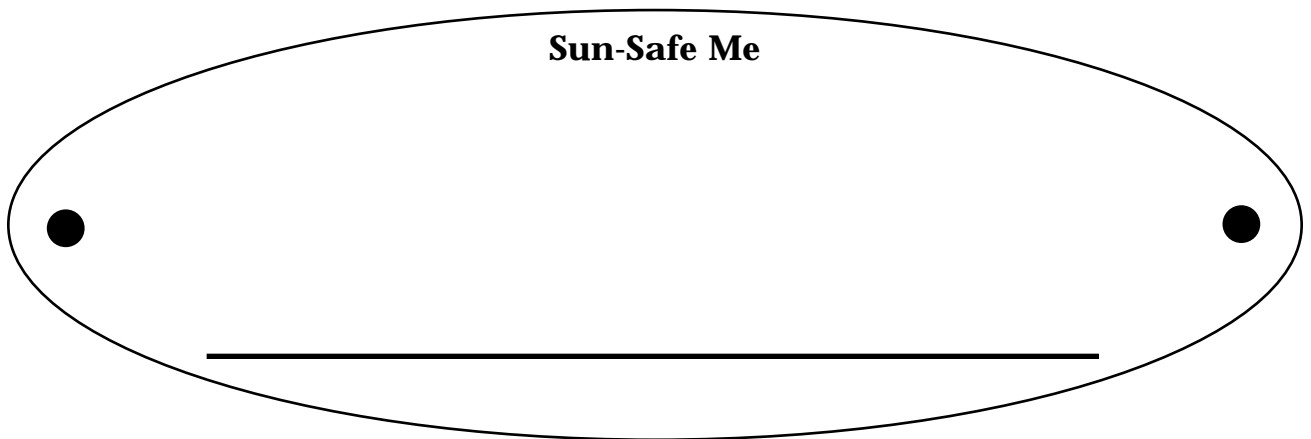
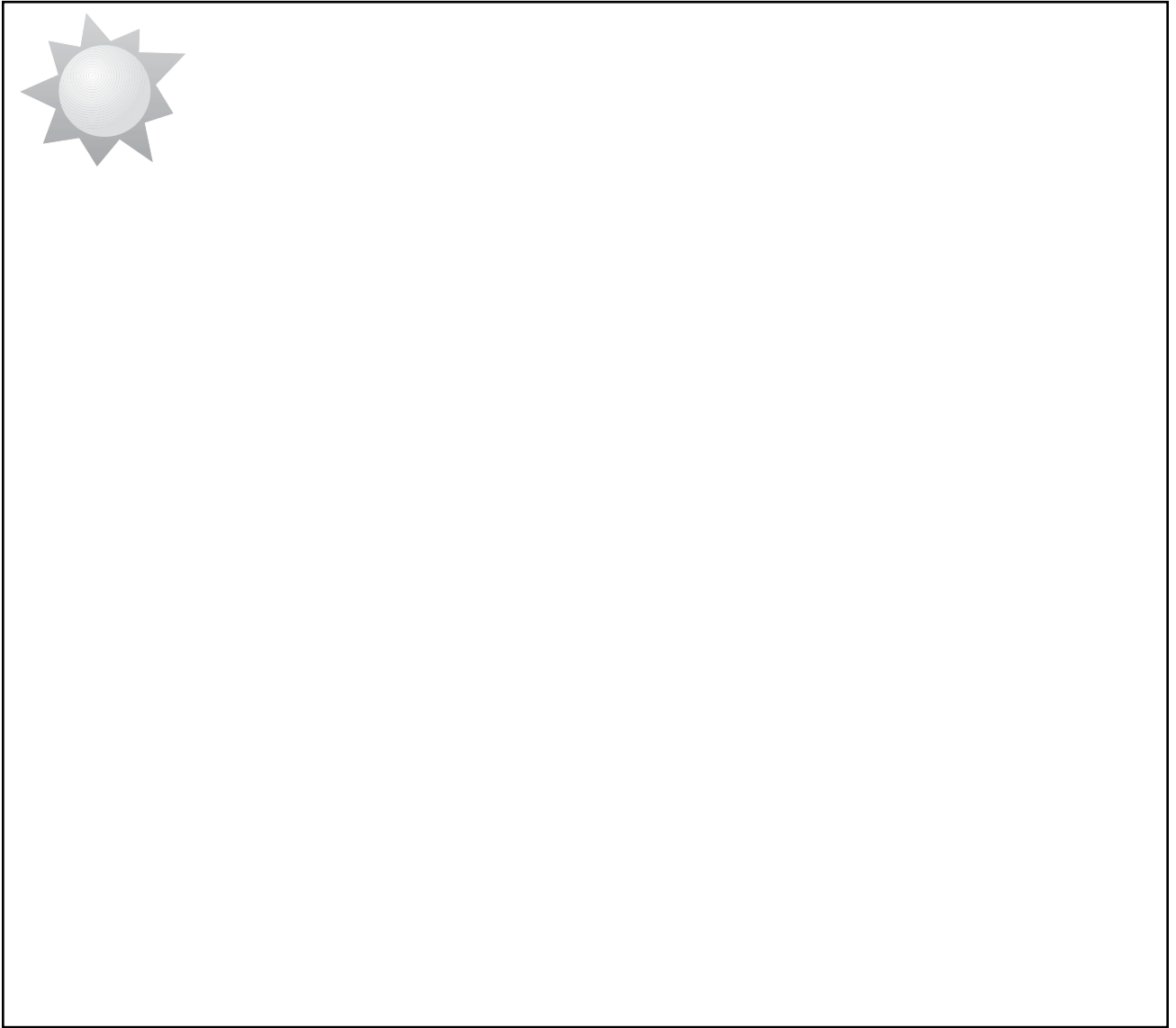
VISOR



3.1.4b

Name: _____

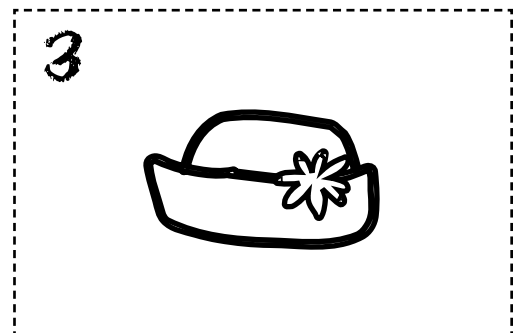
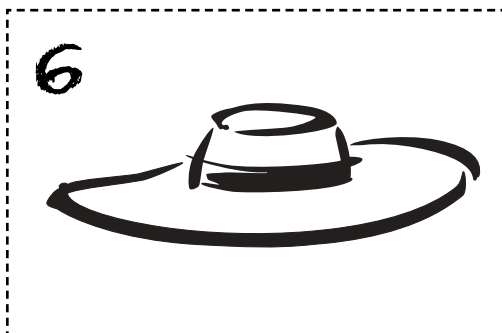
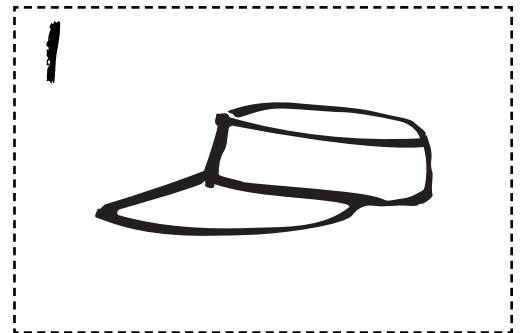
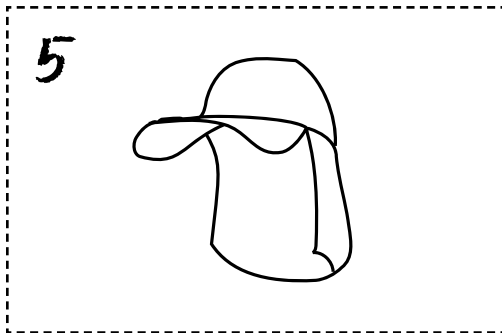
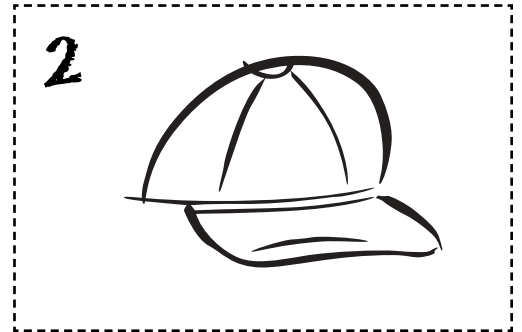
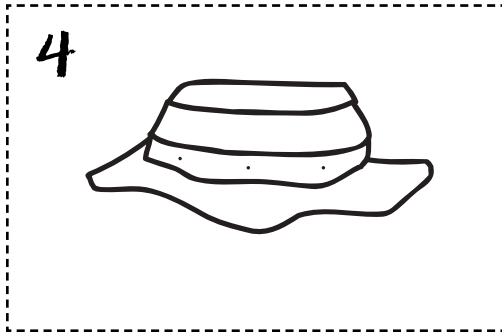
3.2 Sun-Safe Me



Name: _____

3.3 Rate the Hats

Cut out the boxes with the hats. On another paper, paste them in order from least sun safe to most sun safe. Color the hat that is most sun safe.



3.4 Cover-Up Poem

Oh, do you wear a wide-brimmed hat,
a wide-brimmed hat, a wide-brimmed hat?
Oh, yes we wear a wide-brimmed hat,
to shade our hap-py faces.

(put hands around sides of head)
(put hands around sides of head)
(put hands around sides of head)
(smile and make your body sway)

Oh, do you wear a long-sleeved shirt,
a long-sleeved shirt, a long-sleeved shirt?
Oh, yes we wear a long-sleeved shirt,
to shade our hap-py arms.

(brush arms)
(brush arms)
(brush arms)
(fold your arms and smile)

Oh, do you wear your long, long pants,
your long, long pants, your long, long pants?
Oh, yes we wear our long, long pants,
to shade our hap-py legs.

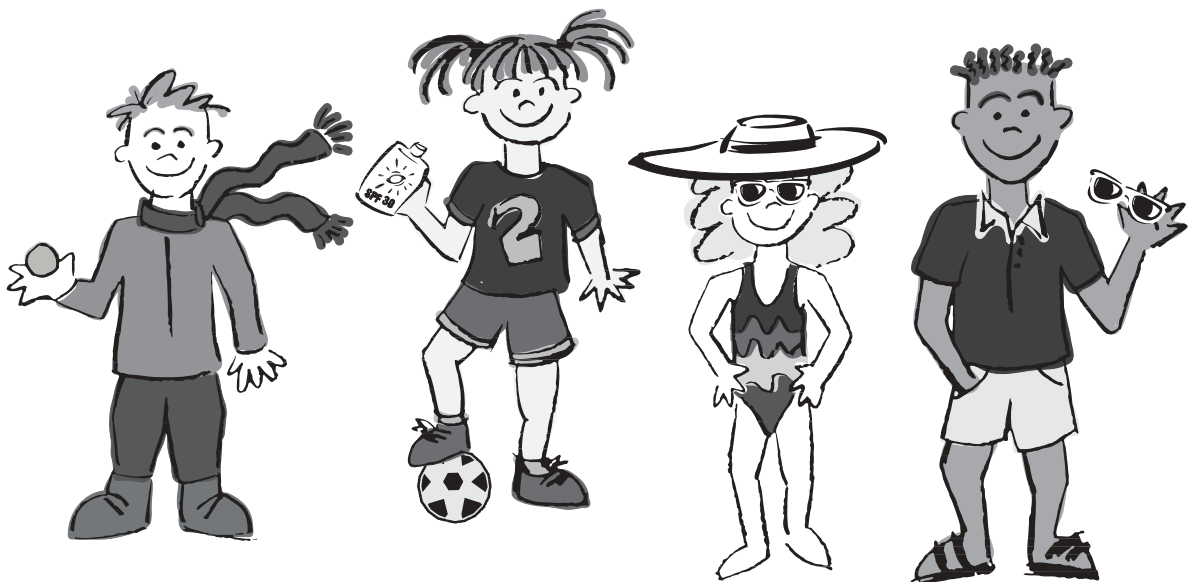
(brush legs)
(brush legs)
(brush legs)
(march in place and smile)

Oh, do you wear your shoes and socks,
your shoes and socks, your shoes and socks?
Oh, yes we wear our shoes and socks,
to shade our hap-py feet.

(imitate tying shoes)
(imitate tying shoes)
(imitate tying shoes)
(march in place and smile)

Oh, do you take care of yourself,
care of yourself, care of yourself?
Oh, yes we take care of ourselves,
to have a hap-py body.

(hug your body)
(hug your body)
(hug your body)
(march in place and smile)



Name: _____

3.5 Cover-Up and Be Sun Safe

Count and color the sun-safe items in each category. Put your answer in the box.

1. Count the sun-safe clothes and color them yellow.

2. Count the sun-safe hats and color them green.

3. Count the items that are not sun-safe and color them red.

