1999 REVISION

CALIFORNIA EARLY CHILDHOOD SUN PROTECTION CURRICULUM

Skin cancer prevention information and curriculum activities for implementation to preschool children ages three to five and their parents.

CALIFORNIA EARLY CHILDHOOD SUN PROTECTION CURRICULUM

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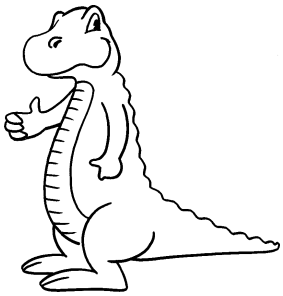

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ABOUT THIS CURRICULUM

The *California Early Childhood Sun Protection Curriculum* is designed for use in child care settings. Its purpose is to assist child care staff to teach young children why and how they should protect themselves from overexposure to sunlight. Since the ultraviolet rays in sunlight are believed to cause 80 to 90 percent of skin cancer—and skin cancer cases are rapidly increasing—it is critically important to train children to adopt sun-safe lifestyles.

The curriculum is simple to use and will help children ages three to five to learn about both the benefits and hazards of sunlight. The activities presented also teach concepts that go beyond sun protection to stimulate the natural curiosity of children about the world around them.

The primary sun safety strategies children should learn (especially applicable between 10 a.m. and 4 p.m., daily) are:

1. Play in shaded areas when outdoors.
2. Wear a hat with a wide brim or with flaps in the back (flappy-jack).
3. Weather permitting, wear long-sleeve shirts and long pants.
4. Use sunscreen rated SPF 15 or higher, applied by a parent or child care staff person.
5. If practical, wear sunglasses outside that provide at least 95% UV protection.
6. Reduce the amount of time spent outdoors (as feasible) between 10 a.m. and 4 p.m.

The curriculum includes four activity sections entitled:

1. "The Sun is Powerful"
2. "Sun Protection Practices"
3. "Sun Protection Supplement: Classroom"
4. "Sun Safety: Take-Home Activities"

The activities in the first two sections are organized to include the following components:

1. Learning goals
2. Materials needed
3. Time needed
4. Appropriate group size
5. Doing the activity
6. Comments/suggestions
7. Modifications
8. Things to talk about
9. What you can do to extend this activity to other areas
10. How well did the activity work and how will you do it differently next time?

As appropriate, child care staff are encouraged to send home with preschoolers the "take-home" activities mentioned above and any classroom activities to hopefully elicit parent participation for reinforcing and further establishing childhood adoption of sun protection behaviors.

Please be aware that the curriculum activities are offered as a framework that can be modified according to your classroom needs. Some activities include suggestions that staff can employ depending on their teaching circumstances. Each activity concludes with a prompt statement that encourages staff to record both how well the exercise worked and how they will do it differently next time.

In this regard, some sample parent letters are provided (see Appendix One) that child care staff can draw from to create their own notes to inform parents of the sun safety activities their children are performing. The first such communication with parents should include the handout entitled, "PARENTS! Protect Your Children From Too Much Sunlight," also found in Appendix One.

Appendix Two includes the form, "Parent's/Guardian's Permission to Apply Sunscreen to His or Her Child." You may want to use this form to obtain parental authorization to apply sunscreen to children, depending on your site's operating guidelines. One of the curriculum activities, "Rub-A-Dub Sunscreen," may require this approval.

Child care staff who utilize this curriculum are strongly encouraged to thoroughly study the section entitled, "Skin Cancer Prevention (Sun Protection): What a Child Care Provider Needs to Know." (See pages 3-5.) An accurate understanding of the hazards of excessive sun exposure coupled with strategies for reducing skin cancer risk is vital for instructing children how to live sun-safe.

Alex the Alligator, featured on the curriculum's cover, serves as the mascot for this program. Child care staff may want to add appeal to the lesson activities by presenting desired sun safety behaviors as "messages from Alex." The video "Hot Shots"—and the "Alex the Alligator" poster that function as companion pieces to this curriculum—both feature "Alex."

Once preschoolers complete all the activities presented, staff may want to give them an "Alex" sticker. (A camera-ready "master" for this sticker is located in Appendix Two. Staff may want to take it to a printer to produce stickers.)

Regarding teaching methods and styles, remember that children respond best to clear, consistent messages and gentle, timely reminders. Try to incorporate at least a few of the eight songs from "Hot Shots" into your regular teaching routine. Children love to sing and the lyrics will help them remember sun-safe practices.

If you have questions about how to introduce or implement this curriculum in your child care setting, please call (916) 323-0594 and ask for the Skin Cancer Prevention Program.

SKIN CANCER PREVENTION (SUN PROTECTION): WHAT A CHILD CARE PROVIDER NEEDS TO KNOW

WHY PROTECT AGAINST EXCESSIVE EXPOSURE TO SUNLIGHT?

Sunshine is both friend and foe. The sun provides light, warmth, and is essential for growth and development of all living things. Unfortunately, excessive sun exposure can cause blistering sunburns, premature aging (wrinkles and blotches), cataracts, a weakened immune system, and **skin cancer**. (A cataract is a loss of transparency in the lens of the eye that clouds vision.)

Sunlight is believed to cause 80 to 90 percent of all skin cancer. The number of skin cancer cases has dramatically risen, especially in the last two to three decades. This increase has resulted from these and other factors:

- Increased leisure time devoted to outdoor activities.
- Decrease in the amount (coverage) of clothing worn.
- Decreasing amounts of stratospheric ozone which partially protects the earth's surface from receiving cancer producing ultraviolet **(UV)** radiation, principally from the sun.

SKIN CANCER TYPES

There are actually over 200 types of skin cancer. The three major forms are basal cell carcinoma **(BCC)**, squamous cell carcinoma **(SCC)**, and the deadliest form - malignant melanoma.

Skin cancer can develop anywhere on the body but most often appears on surfaces receiving the greatest amount of sunshine. BCC and SCC often take the form of a pale, wax-like, pearly bump or a red, scaly, sharply outlined patch. The patches may crust, discharge pus, and sometimes bleed.

If not treated early, SCC may spread to other parts of the body. Less than one percent of people with SCC or BCC will die from skin cancer. For many people, these two skin cancers can cause some disfigurement based on the amount of damaged skin the physician must remove. Luckily, the negative effects of surgery can be greatly minimized when the diseases are treated in their early stages.

Malignant melanoma is the most serious form of skin cancer. It often arises from or near a mole. There are four basic warning signs that should prompt individuals to visit their physician (especially a dermatologist). Examine moles or growths for:

ASYMMETRY:a line drawn through the mole produces two halves that do not match.
BORDER: the border of the mole has an irregular shape or notched (jagged) edges.
COLOR: the color is not uniform but has a mixture or "bleeding" of colors such as black, brown, red, blue, etc.
DIAMETER: the diameter (distance across) is larger than a standard pencil eraser.

YEARLY NUMBER OF SKIN CANCER CASES

In the United States, over 900,000 to 1,000,000 people are expected to get BCC or SCC this year. An additional 40,000 will develop melanoma. An estimated 7,000 to 8,000 individuals will die from melanoma.

To understand the significant increase in skin cancer rates, consider these facts. In the 1930s the lifetime risk of getting invasive melanoma was 1 in 1500. By contrast, the predicted lifetime chance for those living in the year 2000 will be approximately 1 in 75, or **20 times** the 1930s risk! People living in California have a greater risk for melanoma than the national average.

MORE HAZARDS FROM TOO MUCH SUNLIGHT

Since sun exposure is understood to be the major cause of skin cancer, it is extremely important to protect children and youth from too much sunshine. This caution is reinforced by the fact that up to 80 percent of an individual's lifetime contact with sunshine occurs before adulthood (at least for children who, as adults, acquire indoor occupations). A teacher's or parent's efforts to help children adopt sun-safe behaviors are much preferred to treating skin cancer later in life.

The sun's role in skin cancer results from its emission of invisible UV light, which includes UVA and UVB. These two sectors of UV light enter the skin cells causing both visible and invisible injuries.

Sunburn is an example of visible injury. Childhood sunburns likely increase the risk that children will get melanoma in adulthood. Less well known is that **tanning** is actually an outward sign of internal damage as the body desperately tries to protect itself. Unfortunately, a tan offers inadequate protection against future solar assault.

Ozone, a naturally occurring "sunscreen" in the stratosphere above us, partially filters out harmful **UVB**. Unfortunately, the ozone layer is thinning from the release of chlorofluorocarbons **(CFCs)** into the air, along with other factors. CFCs are used in refrigerants, insulating foams, and solvents, etc. To slow down ozone layer destruction, many countries have signed treaties such as the Montreal Protocol on Substances that Deplete the Ozone Layer, which phase out the use of CFCs and other like substances.

HIGH RISK CONDITIONS FOR UV EXPOSURE

UV rays linked to skin cancer development are more intense (destructive) under certain timeframes or conditions (usually related to the sun's angle to the earth and/or the depth of atmosphere through which the sun's rays must pass):

1. 10 a.m. to 4 p.m.
2. Mid-spring through mid-fall.
3. Geographical latitudes nearer the equator (like Australia).
4. Higher altitudes (mountainous regions).
5. Absent thick cloud cover.

Individuals must also understand that tanning parlors, sun lamps, and sun beds emit UV radiation that is often more damaging than natural sunlight. Remember there is **no safe tan!**

PERSONAL HIGH RISK FACTORS FOR SKIN CANCER

Skin cancer can afflict any person regardless of skin color. Individuals most likely to get skin cancer will tend to have some of these characteristics:

- Fair skin
- Blue, green, or hazel eyes
- Light-colored hair (non-black)
- Freckles
- Tendency to burn rather than tan
- History of severe sunburns
- Have many moles (especially over 100)
- Personal or family history of skin cancer

Many medications also increase a person's sensitivity to light (therefore the risk of skin cancer). Some common examples include Aleve, Advil, Motrin, and Tetracycline to name a few. Read the medicine label or ask your pharmacist or doctor about your situation.

HOW TO PROTECT PEOPLE FROM GETTING SKIN CANCER

Here are the basic strategies to shield children (and adults) from excessive sun exposure:

1. Wear tightly-woven, loose-fitting clothing that covers as much of the body as possible.
2. Wear a wide-brimmed hat (four-inch brims) that produces a shadow which covers the eyes, ears, nose, face, and back of neck.
3. Use sunglasses that include a warranty stating that they provide at least 95 percent UVA and UVB (broad-spectrum) protection.
4. Reduce sun exposure from 10 a.m. to 4 p.m., when UV rays are strongest. (This is especially important from mid-spring through mid-fall.)
5. Find shade (trees, physical structures) to shield you, especially from 10 a.m. to 4 p.m.
6. Liberally apply sunscreen to exposed skin 30 minutes before venturing outdoors. The sunscreen container should have a sun protection factor (SPF) rating of 15 or above and should state that it has broad-spectrum (UVA and UVB) protection. PABA-free sunscreens are recommended for persons with sensitive skin. Depending on outdoor conditions, sunscreen should be re-applied at least every two hours.

WARNING!
Don't depend on sunscreens alone to protect children and adults from skin cancer. Instead, rely as much as possible on a combination of all the guidelines just listed.

Please note that the SPF number tells how many times longer (under ideal conditions) a person can stay out in the sun without beginning to turn red in comparison with the amount of time totally unprotected skin would start to burn. Research indicates these numbers are sometimes overstated.

Whether or not an individual practices the previously stated skin cancer prevention methods, it is wise to perform a self skin examination (using a hand mirror) at least once every one to three months and to seek a medical examination annually. The possible first signs of developing skin cancer can often be self-observed according to the characteristics described earlier regarding moles and growths. (See your doctor if you suspect any problems.)

Finally, the good news is that most skin cancer can be successfully treated if detected in its earlier phases. About 90 percent of skin cancers are treated with surgery. Other solutions include radiation therapy, electrodesiccation (tissue destruction by heat), cryosurgery (tissue destruction by freezing), and laser therapy, etc.

Of course the best "treatment," as always, is **PREVENTION**. Your instruction can help children to grow up skin cancer free. Good luck!

ACTIVITY	**SPROUT A LIMA BEAN IN THE SUNLIGHT AND SHADE**
Learning Goals	**The sun helps the body and plants to grow.**
Materials Needed	**Small, clear plastic cups for each child, paper towels, lima beans, water, and pictures of growing plants from magazines.**
Time Needed	**Several days are required for this activity.**
Appropriate Group Size	**Three to four in each group with supervision to begin the activity. Whole group, one-on-one, or small groups can formally check and chart growth of plants.**

DOING THE ACTIVITY

1. Inform the students that they will be able to see how seeds grow with the help of sunlight. Show pictures of growing plants and explain that they will be observing plant growth.
2. Prepare some lima beans for sprouting the day before the experiment by soaking them in warm water overnight. Bring the soaked lima beans to class the next day and place three to four lima beans in each of the small, clear plastic cups between two or three small pieces of a moist paper towel. Keep the pieces of paper towel moist throughout the experiment.
3. Ask students to volunteer whose plants will be placed in the sunlight versus the shade, or just select a few students at random for the two options.
4. Place half of the clear plastic cups by the window to expose the lima beans to sunlight. Place the other clear, plastic cups in a very shady or dark area with no direct sunlight.
5. Check the plastic cups each day for growth and to maintain moisture in the paper towels. Use a small amount of water each day to keep the plants moist. On the weekends they may dry out and become limp. Then you can talk about the need for sun and water.
6. Be sure to label each plant with the date planted and the child's name.
7. If all goes well, the lima beans exposed to the sunlight should grow (sprout) sooner than the lima beans placed in the shade.
8. Reinforce that the plants need sunlight and water to grow their best.

Comments/Suggestions

If you have learning centers, this is an ideal activity for the science area. If you have a garden, the three seeds that grow very fast are watercress, peas, and sunflowers.

Modifications

Pinto beans or bean sprouts can be used in place of lima beans. If you have garden, plant the seeds in a sunny area. Place a box over some seeds and leave the other seeds exposed to the sun.

Things to talk about

- The plants in the sun have grown taller and they need more water.
- If the sun is too hot, the plants need extra water or they will wilt and die.
- Sun and water help us grow too. But too much sunlight can make us feel tired and hot like a plant.
- If we had no light, we would be sad and not grow healthy and strong. So we need to go out in the sunlight a little each day and make sure to drink lots of water. We can protect ourselves from too much sunlight by wearing hats and long clothes, using sunscreen, and playing in shaded places.

What you can do to extend this activity to other areas

1. The teacher can measure and chart growth of the plants in each area.
2. Send the plants home and regularly ask the children what is happening with their plants.
3. Dance and movement activity at circle time: the children can pretend they are little seeds in the ground. The sun warms them and they want to see the sunlight. So they grow and grow and grow quick! They need water, etc.!
4. Draw and paint pictures of the plant.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	SMOOTH PEBBLES
Learning Goals	To encourage children to understand that the sun makes objects hot. To help them relate this to themselves when they play outside and to teach them how to keep cool.
Materials Needed	Smooth pebbles, sunny windowsill or outside area, a bowl of water, and a bowl of ice.
Time Needed	15 minutes discussion after leaving a pebble in sunlight for about one hour.
Appropriate Group Size	Any size.

DOING THE ACTIVITY

1. This activity has two parts and involves lots of talking.
2. Start with a circle time asking children to feel pebbles and describe them.
3. Ask the children for ideas on how to make some rocks cold and some hot.
4. Place some pebbles in the sun, some in the shade, some in the water, and some in ice.
5. After about an hour ask the children to feel the pebbles and describe the differences.

Comments/Suggestions

It is important to try asking the children for ideas whenever possible. Children learn more when answering their own questions. A good time for beginning this activity is before nap time. Then the children can recheck the pebbles when they wake up. Always test all objects left in the sun before children are allowed to touch them.

Modifications

Use other objects that will not be too hot when exposed to sunlight, like wood blocks, plastic spoons, and paper plates.

Things to talk about

- Which were the warmest? Which were the coolest?
- Think of different hot and cold things. Use lots of descriptive language for hot and cold.
- Other things the sun makes hot like car seats, a slide, the sand, and people themselves.
- What can we do when we are too hot? (Answers: drink water, move to the cool shade, etc.)

What you can do to extend this activity to other areas

1. Hide ice cubes in different places and see which one melts fastest or lasts the longest.
2. Melt different objects in the oven. (Chip packets and crayons work well.) This activity requires a lot of direct supervision. Be sure to use a low temperature.
3. Play "hide the pebble" games.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	SUN CARDS
Learning Goals	Too much sun will hurt your skin. You need to protect your skin.
Materials Needed	Construction paper and small objects.
Time Needed	One day.
Appropriate Group Size	Small or large groups.

DOING THE ACTIVITY

1. Early in the morning take some thick, dark-colored construction paper.
2. Place some small objects with distinctive shapes on top of the paper such as keys, small toys, or small household items. You can also cut out letters from another sheet of paper and place them on top of the colored construction paper.
3. Place the construction paper directly in the sun. By the end of the day the paper will be faded, except in the areas protected by the objects.

Comments/Suggestions

Be sure to use items that do not get too hot to touch. The items should not be moved for several hours, so conduct the activity away from high traffic areas. You might want to draw around the objects so if a child moves one you can move it back to its place.

Modifications

This can sometimes be done indoors when direct sunlight continuously shines through a large window.

Things to talk about

1. How the sun is so strong that it changes the color of the paper.
2. When a place is protected from sunlight, the sun doesn't change the hue of the paper.
3. Has anyone ever gotten a sunburn? That changes the color of your skin too (for light-skinned people) and it hurts.
4. What about a suntan?
5. What color is a sunburn and a suntan? (Tell children that both sunburns and tans actually hurt the skin!)
6. What is the difference between the two?
7. What can you do so you won't burn your skin? (That's right, use sunscreen! Stay in the shade and cover-up with hats and clothes!)

What you can do to extend this activity to other areas

1. Look around the yard and see what the sun has done to the swings, the jungle gym, or paint (fading) on the outside walls, etc.
2. Apply sunscreen to part of a piece of construction paper. Put it in the sunlight to see if the sunscreen protects it.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	SPONGES AND WATER
Learning Goals	To explore the sun's strength. To show the effect of the sun on water (to introduce the concept of evaporation). To show the importance of drinking water when someone is exposed to extended sunlight.
Materials Needed	Shallow trays or bins, sponges in varying shapes and sizes, water, a sunny day, and an empty shelf inside a cabinet or closet.
Time Needed	5-10 minutes preparation.
Appropriate Group Size	Small or large groups.

DOING THE ACTIVITY

1. Fill bins with about 1-2 inches of water.
2. The kids can play with water and sponges for awhile (obviously, attention span will vary).
3. When the kids seem ready to move on, gather all of the sponges and place them on two trays or bins.
4. Place one tray in the sunshine and one tray in the dark cabinet.
5. Check periodically throughout the day.

Comments/Suggestions

Be sure to never leave bins of water out of sight from adults. Children have been known to drown in as little as three inches of water. Be sure to have drinking water available.

Modifications

If you have young children in your class, use shallow dishes for the activity and continue to monitor. If you do not have sponges, use cotton balls or paper towels.

Things to talk about

- What's happening?
- Where did the water go?
- Do the sponges feel cool or warm?
- Why did this happen?
- Does your body also lose water?
- What happens when you are thirsty? (Answer: Your mouth gets dry, you get hot, and sometimes you even feel dizzy and tired.)
- This is why we need water to drink, so we don't get dry just like the sponges.

What you can do to extend this activity to other areas

1. Wash clothes in sudsy water. Hang them on a clothesline to dry in the sun.
2. Hang watercolor pictures to dry in the sun.
3. Leave a glass of water in the sunshine. Mark lines on the outside of the glass periodically to see how the water evaporates.
4. Fill a large bucket with water. Use paintbrushes to "paint" wet patches around the playground. See how quickly they dry. Compare results in shaded areas versus sunlight.
5. Brush water on your hands and arms. How does it feel in the sun?
6. Use magnifying glasses for the children to examine their skin. (Don't do this in the sun!) How does it compare with the sponges? Does your skin look different when it's wet?
7. Make it part of your daily routine to take water breaks. Can the children keep water bottles in their cubbies?
8. Sing to the tune of *This is the way we wash our face*, etc.

   "This is the way we cool our bodies,cool our bodies, cool our bodies,
   This is the way we cool our bodies, All day through..."

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	FIND THE RAINBOW
Learning Goals	To introduce the concept that we can not see some of the damaging lights (rays) created by sun. To introduce the concept that water reflects light. To introduce the idea of a relationship between light and color. To show the wonderful things sunlight and water can do.
Materials Needed	A small hose that can spray. A warm, sunny day.
Time Needed	15 minutes.
Appropriate Group Size	Four to five at a time (or however many children can stand comfortably near the spray of water).

DOING THE ACTIVITY

1. Stand with your backs to the sun.
2. Aim hose in a steady spray in the air around the children.
3. Usually, the rainbow can be found between your shadow and the spray of water.
4. The children can move around to see when the rainbow appears and disappears.

Comments/Suggestions

Be sure you and the children are prepared to get a little wet with this activity.

Modifications

Experiment with pouring water from several feet to see if you can find a rainbow (if you need to avoid spraying water).

Things to talk about

- What is a rainbow? How does it happen?
- How many colors do you see? Name them.
- The sun can also produce lights (ultraviolet) that are invisible, but can damage our skin.
- What do we need to have a rainbow? (Answer: sun, water, etc.)
- What do we need to protect ourselves from the damaging invisible lights?

What you can do to extend this activity to other areas

1. Find colors in the environment. How do the colors appear in different light? At different times of the day?
2. Take old compact discs (CD) and shine a flashlight on the "mirrored" side. Move the CD around and look for rainbows. Angle the CD towards a white piece of paper (butcher paper on a table) and see the reflected rainbows. Make them dance!
3. Make puddles outdoors and look at reflections. Can you see a rainbow in the puddle?

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	LIGHT HELPS US SEE
Learning Goals	To introduce the concept that light is needed to see. To increase awareness of light and its properties. To demonstrate how solid objects or bodies block light.
Materials Needed	A dark room with a blank wall, flashlights, various three-dimensional objects, and/or cut-outs (shapes, hands, etc.).
Time Needed	15 minutes.
Group Size	8-10 children.

DOING THE ACTIVITY

1. Give each child a flashlight, leaving the room lights on for a few minutes. Talk about what they might expect when the room lights are turned off and what they think might happen. The children might need assistance turning on and off the flashlights.
2. Turn the room lights off. Allow time for the children to explore the room.
3. Shine a flashlight on the blank wall. The children can shine their lights, too.
4. Hold objects and hands in front of the light. Can the children guess what is placed before them?
5. The children can take turns standing in front of the light, moving their bodies, making different shapes and forms on the wall. What happens when you move towards the wall? Towards the light?

Comments/Suggestions

Be aware that some children are afraid of the dark, especially the younger ones. Do not insist that any child come into the dark space. Be sure participation is voluntary and children are prepared for you to turn the lights out.

Modifications

If you are doing this with children who are afraid of the dark or you do not know if they are afraid, retain a faint light source in the room so that they can see each other. Use either natural light or a small "night light". It won't be as dramatic but will still teach the concept and be fun.

Things to talk about

- Where does light come from?
- What makes it dark?
- How do you <u>feel</u> when it's dark? When there's a little bit of light? When the light is bright?

What you can do to extend this activity to other areas

1. Hold the flashlight against your skin, against your hands. What do you see?
2. Use plexiglas mirrors to reflect shadows and bounce light spots on the wall.
3. This activity is perfect for all kinds of dramatic play. Pretend it's daytime when the room lights are on, nighttime when they're off.. How can you use flashlights to help you when it's dark? How is sunlight different from artificial light?
4. An extension of this could include making a collage of images of day and night.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	VIEWING THE "HOT SHOTS" VIDEO*
Learning Goals	Understanding why and how to protect ourselves from too much sunlight.
Materials Needed	Video player and the video.
Time Needed	20 minutes.
Appropriate Group Size	Small or large groups.

DOING THE ACTIVITY

The video – *"Hot Shots"* – is for preschool children and is a good circle time activity, especially on those days when the sun is too hot to play outdoors.

Comments/Suggestions

If you do not have a VCR – or you do not want to show videos in your program – it is a good video to individually loan to parents, or to show to parent groups.

Modifications

There are eight songs about sun appreciation and protection included in the video. Child care staff are encouraged to learn the songs and teach them to the children at circle time.

Things to talk about

Sunlight helps us see and keeps us warm.

- Sunlight helps plants to grow.
- Too much sunlight can make us hot and hurt our skin.
- We can protect our skin by: (1) playing in the shade, (2) wearing protective (wide-brimmed) hats and long clothes, (3) using sunscreen (SPF 15 or greater), and (4) wearing sunglasses.
- Which of these things can the children do?

What you can do to extend this activity to other areas

1. Use the songs whenever appropriate when you are getting ready to go outside, as a reminder to get a hat, or to put on sunscreen, etc.
2. Show the video or sing the songs on those especially hot days. Children like repetition.
3. Show the video at a parent meeting.
4. Let parents know that *"Hot Shots"* is available to borrow and watch with their children. It's especially helpful for families with children who are resistant to any of the recommended protections.

**This video is usually provided to child care staff requesting the* California Early Childhood Sun Protection Curriculum. Hot Shots *is available from the California Department of Health Services per the source address included on page i of this curriculum.*

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	WHAT DO I NEED TO PLAY OUTSIDE?
Learning Goals	To identify items that can keep you safe while playing in the sun.
Materials Needed	A picture of a child, mounted on a board, or use a felt board.
	Cut-out pictures of hats, sunglasses, long-sleeve shirts and pants, sunscreen, and a glass of water. Include a picture of the sun and something to represent a child's cubby. If you are using a felt board, the items will need to be mounted on felt to stick to the board.
Time Needed	15 to 20 minutes
Appropriate Group Size	Small groups or whole group at circle time.

DOING THE ACTIVITY

1. Ask the children to look closely at the picture.
2. Ask, "What do we need to protect us from the hot sun?"
3. Ask, "Let's pretend we are going outside. What do we need to have before we go outside?
4. Say, "Now it's time to come in. What do we need to put away and where do we put it?"

Comments/Suggestions

This activity reinforces all of the primary concepts we want children to know in order to protect themselves from the sun.

Modifications

You can make up any story that will capture the imagination of the children. Go on a trip to the beach or describe other adventures. You may want to use this activity at the end of circle time to remind children how to prepare for outdoor play time.

Things to talk about

- Why we need to be protected from the sun.
- What we do to protect ourselves.
- What does the sun feel like—is it hot?
- What parts of the body does a hat cover.
- Why do we need water, sunglasses, etc.
- Why do we need sunscreen, etc.

What you can do to extend this activity to other areas

1. Have an assortment of items and ask the child to find all the sun protection items they need before going outside to play.
2. Have a picture of a child ready to go outside and cut-outs that match all of the items. Ask children to match the items.
3. Make a lotto game with all of the items so there is a board with squares and four to six things that relate to sun protection with matching cards to put over the squares. To the list of items above, add pictures of plants growing in the sun, shady areas, and swimming pools, etc. These are readily available in magazines and can be cut out and glued to cardboard, then covered with plastic.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	MAKE A SHADE TENT
Learning Goals	To ensure children understand the need for protection from sunlight and realize that shade can help to keep them cool and safe.
Materials Needed	A large sheet, washing line, clothes pegs, and stones or weights for corners. Markers and a clip board or other firm surface.
Time Needed	30 minutes or more. Children may want to leave the tent pitched for a day or more to retreat from the sunlight or play camping games.
Appropriate Group Size	All children who wish to participate.

DOING THE ACTIVITY

1. This activity works best outdoors where the tent will create a shady spot.
2. Help the children string the washing line between two high supports. Drape the sheet over, weighting down the corners.
3. Children can bring soft things to sit on in the shade and bring books to read in the shade.
4. They can also use markers etc. to decorate the sheet. The children may want to write their names on the sheet. They will need help with this to use a hard surface while they draw. The sheet may be layed out on the ground to decorate before it is put up.

Comments/Suggestions

Be sure to secure the rope so that pegs and weights won't tumble down on children. Place the rope high enough so it won't become a hazard to children or staff.

Modifications

If you do not have a way to tie up the tent, you can also put a sheet over a table or other furniture so the children can play in the shade beneath it. Just be sure you can monitor the children at all times.

Things to talk about

- How does your body feel when you start to get too hot?
- Why this is dangerous?
- How to find a shady spot in the playground?
- Other ideas for making a sun shelter.
- Ways of keeping cool.
- How nice it is to have a resting place when you are hot and tired.

What you can do to extend this activity to other areas

1. Children love to build and play in small crawl spaces. This activity easily lends itself to dramatic play.
2. Use cushions and sleeping bags indoors.
3. Fold paper to make fans and use water bottles for their adventure.
4. Make a pretend camp fire and play a fishing game.
5. Design parasols and other portable sunshades.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	LIGHT AND DARK
Learning Goals	To understand the importance of hats for sun protection and to understand how shadows and shade move. To use design, art, and craft skills.
Materials Needed	Sunny outside area, narrow stick (1-2 feet), modeling clay, and chalk.
Time Needed	Periodic intervals over a day (3 or more).
Appropriate Group Size	This activity will work best in small groups (2-5) working with one shadow stick. Participating children should be able to work fairly independently.

DOING THE ACTIVITY

1. Before you begin this activity, draw the children's attention to the position of the sun. Talk about the areas of the playground that are shady.
2. Ask if anyone has noticed whether or where the shade moves.
3. On a sunny day go outside and place the short stick into an upright position, anchoring it in a solid base (like modeling clay) so that it won't fall over.
4. Draw the shadow's line with chalk on the flat surface and mark the time of day.
5. Redraw the shadow line at different times during the day.
6. Do not move the stick!
7. Repeat steps three to six but balance a broad-brimmed hat on the stick. (You may need to add a second small stick to hold up the hat.)

Comments/Suggestions

Be sure to do this in an area that will not interfere with active play outdoors where children and adults will not trip over it.

Modifications

Modeling clay with small popsicle sticks or a narrow necked bottle (such as a plastic bottle filled with dirt or stones so it won't fall over) will also work.

Things to talk about

- Why did the shadow move?
- Did anything else change about the shadow?
- What else creates a shadow?
- Does a hat create a shadow?
- What kind of hats make the biggest shadows? (Show different types of hats.)
- Shadows make shade that protects us from the sun. That's why we wear our hats because it makes a shadow over our faces, ears, and neck. (This is true for hats that have a wide brim and/or a back flap.)

What you can do to extend this activity to other areas

1. Shine a flashlight on a turning world globe to show night and day.
2. Put a hat on and off to see how it creates shade for your face.
3. Draw around your friend's shadow.
4. Run away from your shadow. Try to hide from it!
5. Bring sundials to class and talk about how people used to tell time with them a long time ago.
6. Go on a shadow and shade hunt to find all of the things that make shadows and shade.
7. Paint and draw a sunrise and a sunset.
8. Where does the sun go? (Tell imaginative stories.)

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	DESIGN A HAT
Learning Goals	To understand the importance of a hat as a sun protector. To use design, art, and craft skills.
Materials Needed	Plain baseball caps or other simple sun hats to decorate, or a head band with a visor (simple teacher made design to use as a base). Stapler, glue, fabric pieces, pipe cleaners, pom poms, markers, fabric paints, and other craft materials. The best hats will cover or shade the entire face, head, ears, and neck.
Time Needed	This is an activity to implement throughout the week with each child participating. The week can end with a hat parade.
Appropriate Group Size	Four to six at a time

DOING THE ACTIVITY

1. Start with plain white caps.
2. Have children decorate and adorn them, including their name in the decoration.
3. Make neck protectors by attaching fabric to the back by gluing or sewing it on.

Comments/Suggestions

These hats should remain at the child care site and be kept in the cubby when children are indoors. If parents wish, they can bring in a second hat to decorate for use at home.

Modifications

If you wish to keep it simple, just use fabric markers or puff fabric markers. Remember these are usually permanent markers so the children will need supervision.

Things to talk about

- Which parts of the body are shaded and protected when you put a hat on?
- What do different types of hats look like and when should you use them?
- Protective clothes worn by different cultures.
- Does your mommy, daddy, or grandparents, etc. ever wear hats? What do their hats look like?

What you can do to extend this activity to other areas

1. Conduct a hat parade.
2. Wear your hats to circle time and sing hat songs.
3. Put everyone's hat in the center and hide a ball under one. Ask questions to find the ball.
4. Put hats on toys and dolls.
5. Make a "wear a hat" poster. Cut out hats from magazines and stick them on your pictures.
6. Match hats with characters in a flannel board story.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY	**LET'S MAKE SUNGLASSES!**
Learning Goals	**To introduce the concept that we can't see without light. To help children understand why they should wear sunglasses and to make it fun.**
Materials Needed	**Construction paper (or heavy weight paper), cellophane sheets in varying colors, glue or paste (individual bottles or bowls with glue brushes), small decorative materials (embossed paper, stickers, buttons, and feathers, etc.), and the sunglass paper "frames," (see next page).**
Time Needed	**15-20 minutes preparation (depending on number of cut-outs needed)**
Appropriate Group Size	**6-8 children at a time.**

DOING THE ACTIVITY

1. Practice looking through the cellophane. Show the importance of keeping the cellophane "lenses" free from soiling.
2. Help the children to glue the cellophane sheet between two cut-outs (one piece covers both lenses). Cut excess cellophane from the edges. (See pattern on following page (two cut-outs per pair of glasses.)) Photocopy pattern onto heavy paper.
3. Now decorate the frames.
4. Allow 1-2 hours to dry, depending on amount of glue. They'll dry faster in sunlight!
5. Have kids look outside with and without these glasses. Ask what are the differences on how bright things look?

Comments/Suggestions

Remind the children that it's never okay to look directly at the sun, even with sunglasses. This is a structured activity that requires close supervision. This activity requires developed fine motor skills. See below for modification.

Modifications

Make a large pair of sunglasses to decorate and hang on the wall near the exit to the play yard, or in the window. This can serve to remind children that they should wear sunglasses when going outside.

Things to talk about

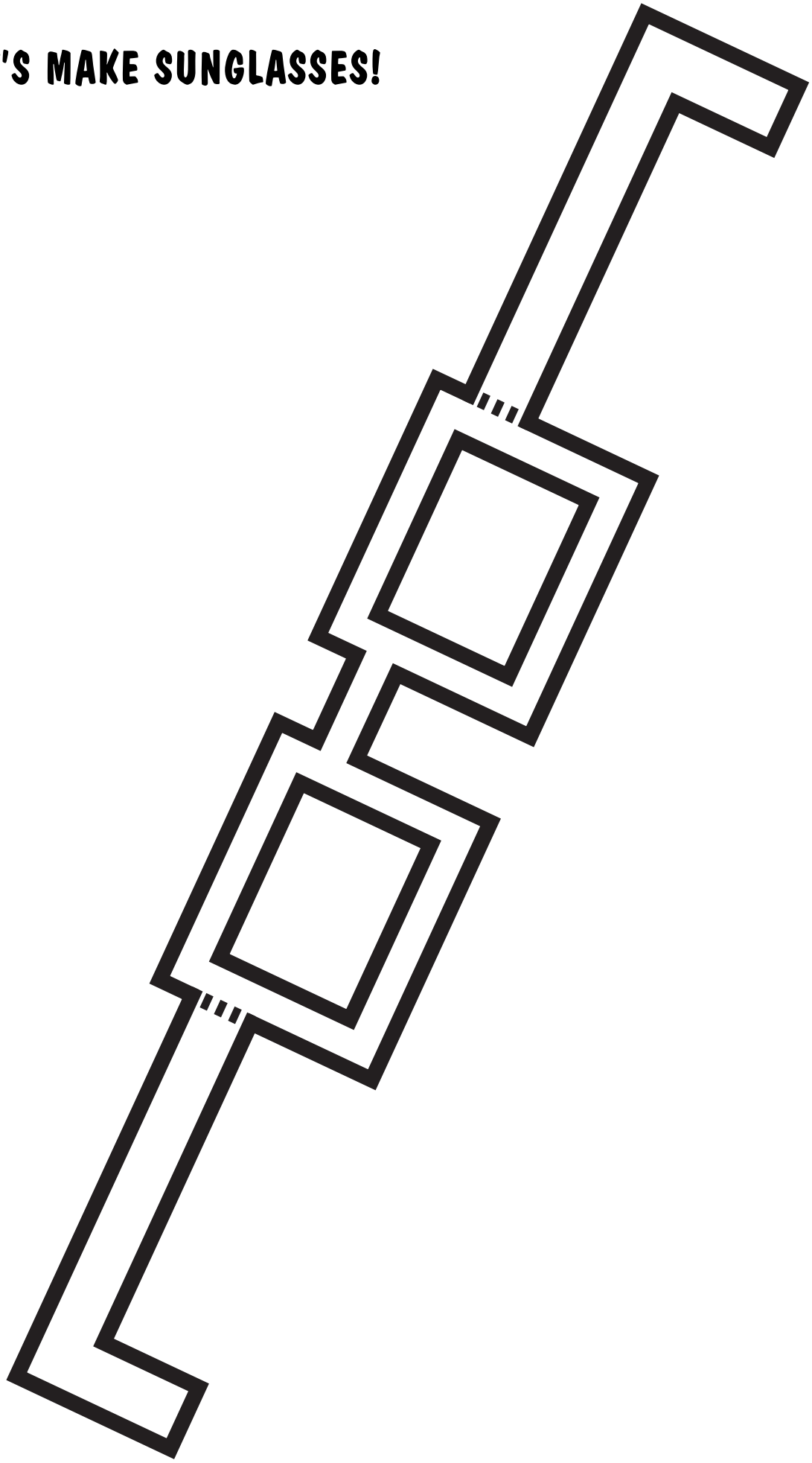
- How does the world look different when you wear your sunglasses? Is the color different? Indoors? Outdoors?
- How are dark-colored lenses different from light-colored lenses?
- Why do we need sunglasses when we go outside?

What you can do to extend this activity to other areas

1. Explore different materials such as netting, nylon, and clear plastic. Compare with solid materials such as cardboard, heavy fabric, and paper. Hold them up to the light. Hold them up to the window. Test them with a flashlight.
2. Cut cellophane into pieces/shapes and stick onto clear contact paper. Cover with an additional piece of clear contact paper so that both sides are smooth. Hang in windows or over ceiling lights.
3. Make a sign and post it near the exit to the outside play yard as a reminder to staff and preschoolers to wear sunglasses.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

LET'S MAKE SUNGLASSES!



ACTIVITY RUB-A-DUB SUNSCREEN

Learning Goals	**To get kids comfortable with the feel and use of cream (sunscreen). To show appropriate ways to apply sunscreen and how much to use. To introduce healthy skin care habits and the concept of protection.**
Materials Needed	**Sunscreen or any unscented, skin-sensitive lotion (only if you are using "pretend" sunscreen).**
Appropriate Group Size	**8-10 kids at a time.**

DOING THE ACTIVITY

1. Make this part of your regular routine in preparation to go outside on a hot sunny day – or part of circle time pretend play.
2. Sit down together in a circle.
3. Roll up sleeves and pant legs if necessary.
4. Give each child a dot of sunscreen in the palm of his/her hand.
5. Start with the legs and sing as you apply the sunscreen:

"Cover up! Cover up!
Umm! Umm! Umm!
Cover up! Cover up!
Fun! Fun! Fun!"

Comments/Suggestions

Be sure to remind children to be careful not to get it in their eyes, nose, or ears! This activity requires continual supervision. If you are able to use real sunscreen, make sure parents/guardians turn in to you the completed "Parent's/Guardian's Permission to Apply Sunscreen to His or Her Child" form, (see Appendix Two).

Modifications

Sing the above lyrics to the tune of "This is the way we wash our hands, wash our hands…This is the way we cover our legs…", etc. Move on to arms, hands, necks (all around), chins, cheeks, and noses, applying a fresh dot each time. Alternatively, use the song "Head, Shoulders, Knees and Toes" as a starting point.

Things to talk about

- The sun makes things hot.
- What are some other hot things that can burn the skin?
- Sunscreen protects the skin from the hot sun and keeps it healthy and smooth. How does it feel when you put it on?
- Does it change how your skin looks?

What you can do to extend this activity to other areas

1. Any sensory activity involving creamy substances is helpful for increasing a child's comfort in using sunscreen.
2. Some sunscreen comes in tubes that can be applied like face paint (however, it can be expensive since you want to emphasize full coverage of exposed skin).
3. Make your dramatic play area into a beach scene. Keep empty lotion bottles for use as pretend sunscreen.

HOW WELL DID THE ACTIVITY WORK AND HOW WILL YOU DO IT DIFFERENTLY NEXT TIME?

ACTIVITY **COMPOSITION OF THE SKIN – EXAMINATION OF OUR SKIN**

Materials **A magnifying glass for each student (optional).**

DOING THE ACTIVITY

1. Have the students sit in a chair or on the floor in a semi-circle around you.
2. Provide each student with a magnifying glass (or pass one around the circle).
3. Ask the students to examine their skin.
4. Prompt them by asking how many of them have any of the following: scratches, freckles, scars, hair, goose bumps, or describe a characteristic not previously mentioned.

Modifications

Have students examine other types of "skin" (i.e., apple, orange, etc.) with the magnifying glass.

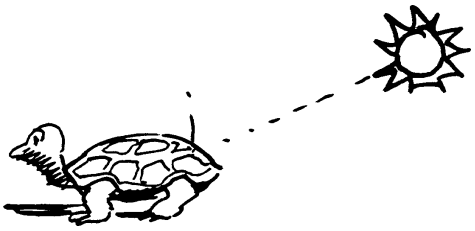
ACTIVITY **EXAMINATION OF SKIN PROTECTIVE COVERINGS.**

Materials **Examples or pictures of animal skin protective coverings such as a rabbit's fur, bird feathers, etc. Pictures provided (worksheet below).**

DOING THE ACTIVITY

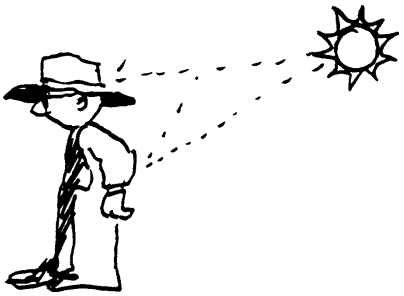
1. Explain to the students that people have hair on their skin as a protective covering. However, people also wear clothes or use sunscreen to protect their skin from the sun. Emphasize that animals also have skin protective coverings like our hair.
2. Provide samples of different animal skin protective coverings for students to observe (i.e., rabbit fur, bird feathers, etc.) and/or use the pictures provided.
3. As you show each type of skin protective covering, ask the students to name the animal that corresponds with it (i.e., fur-rabbit, feathers-bird, etc.).
4. When you show the picture of the little boy, ask the students how he is protecting his skin. Comment on the hat and clothing. If the little boy was wearing shorts and a short-sleeved shirt, then sunscreen should be applied to exposed skin surfaces.

CHICKENS HAVE FEATHERS



TURTLES HAVE SHELLS

RABBITS HAVE FUR



AND PEOPLE HAVE...

ACTIVITY UNDERSTANDING WHERE TO FIND SHADE.

Materials **Two types of pictures from magazines of outdoor scenes:**
(A) one set that includes very little or no shade, and
(B) one set that includes examples of shaded areas.
(Shaded areas should include natural shade like trees and structure shade such as canopies or buildings.) Both sets of pictures should be mounted on a board.

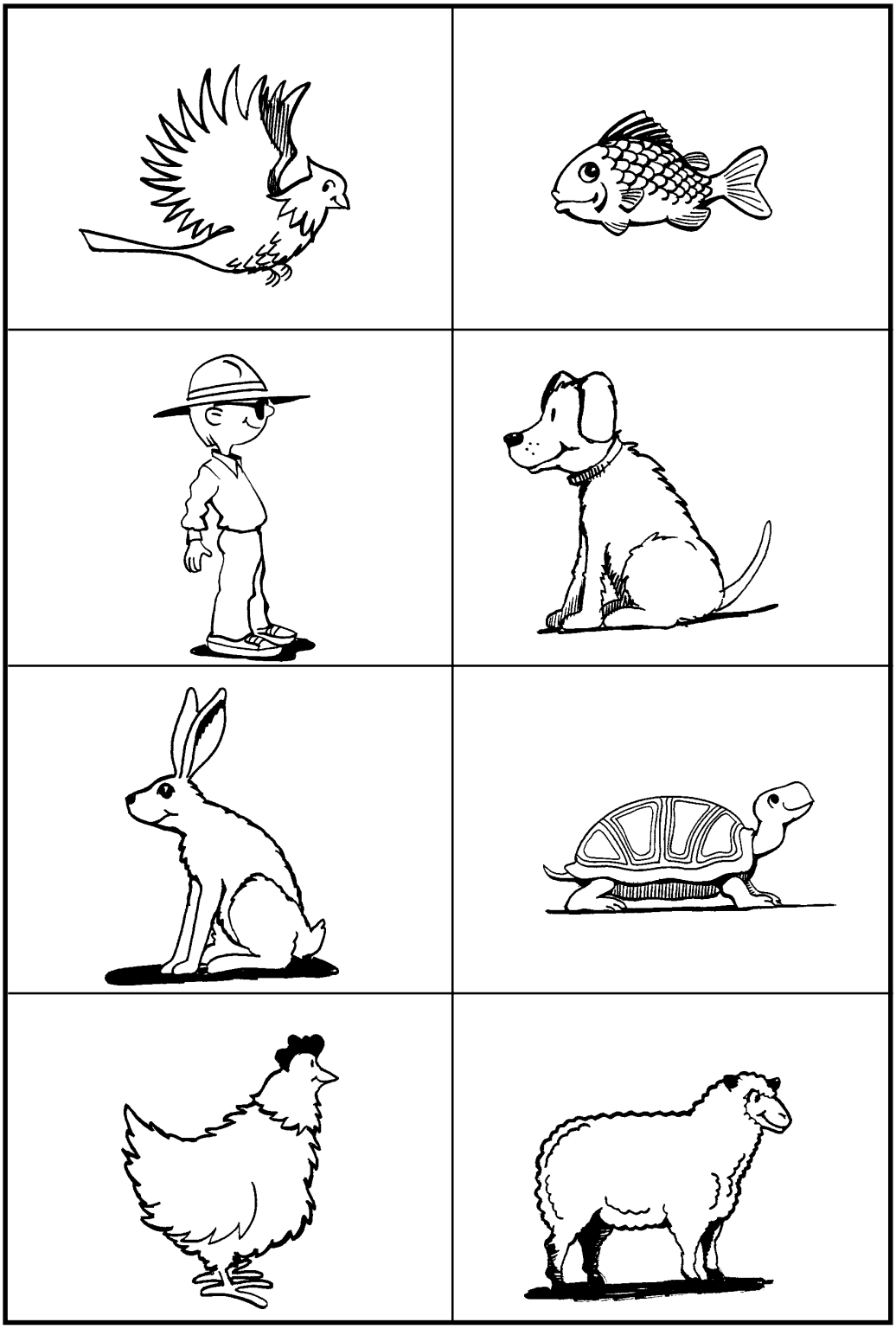
DOING THE ACTIVITY

1. Assemble the students around you in a semi-circle in chairs or on the floor.
2. Tell the students that they will be learning about something called shade. Explain to the students that shade protects them from the hot sun when they are outdoors so that they can stay cool and avoid sunburn or skin damage.
3. Now show the students the pictures of the outdoors that contain minimal or no shade. Discuss with the students that the pictures do not contain any shady areas so they could become hot, thirsty, and/or sunburned without proper sun protection.
4. Now show the students the pictures of the outdoors with shade (artificial and natural). Reinforce to the students that these shaded areas protect them from becoming hot, dehydrated, and/or sunburned.
5. (Add this exercise, weather permitting.) Tell the students that they are going outside to find at least one shady area.
6. Have the students assemble around you outside. Stand in the sunshine. Ask the students if you are in the "shade." They should say "no."
7. Now have them find at least one shady area.
8. Return to the classroom and have the students assemble around you. As reinforcement, ask the students where the outside shady areas are.

ACTIVITY SKIN PROTECTIVE COVERINGS

DOING THE ACTIVITY

Discuss with your child that people have hair on their skin as a protective covering. However, people also wear clothes or use sunscreen on exposed skin surfaces to protect their skin from the sun. As you discuss the worksheet below, have your child describe the protective covering for each animal and ask how the little boy is protecting his skin.



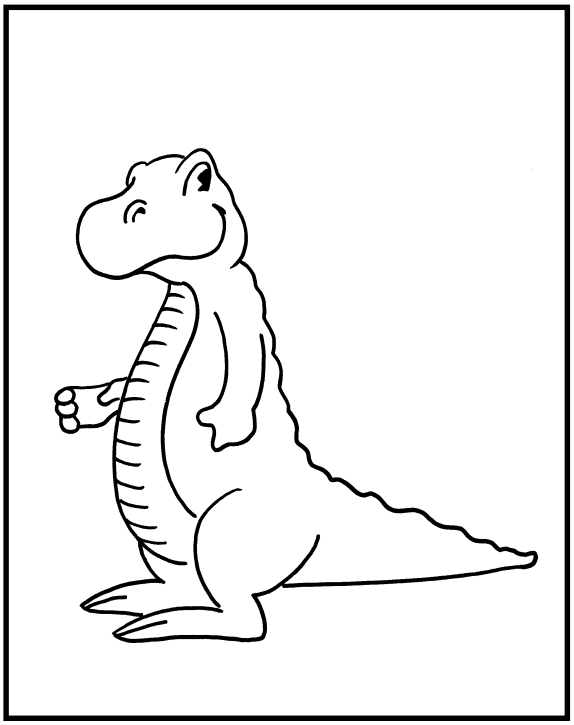
ACTIVITY LET'S DRESS ALEX

DOING THE ACTIVITY

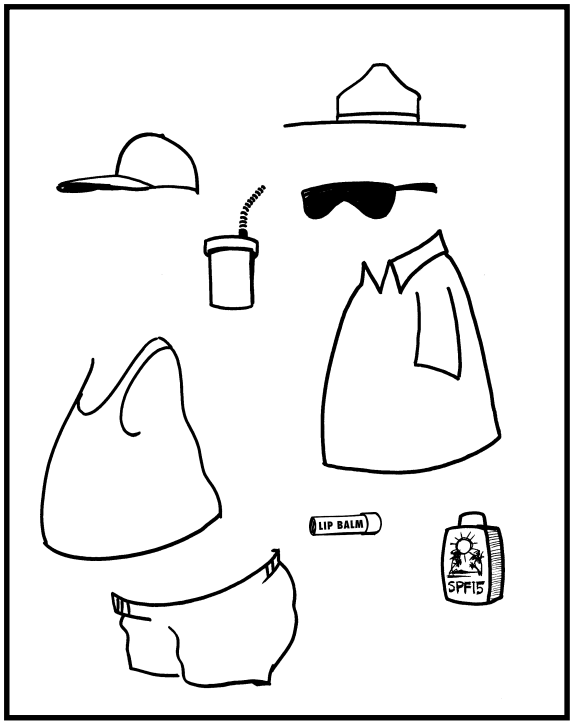
Have your child cut out the items from attached worksheet #2. Ask your child to start with the picture of "Alex the Alligator" (attached worksheet #1) and then paste or tape items on Alex that he would need for protection from the sun (i.e., hat, long-sleeved shirt, water bottle) when he goes out to play. As your child attaches each item, discuss how each component protects your child from the effects of the sun. Reinforce that when your child plays outdoors on sunny days, he or she should drink plenty of fluids, cover his or her head with a hat, wear sunglasses, wear a long-sleeved shirt and long pants, and apply sunscreen (SPF 15) and lip balm containing sunscreen.

Note **There are items included that would not adequately protect Alex, and so should not be put on him: baseball cap, tank top, and short pants.**

WORKSHEET #1

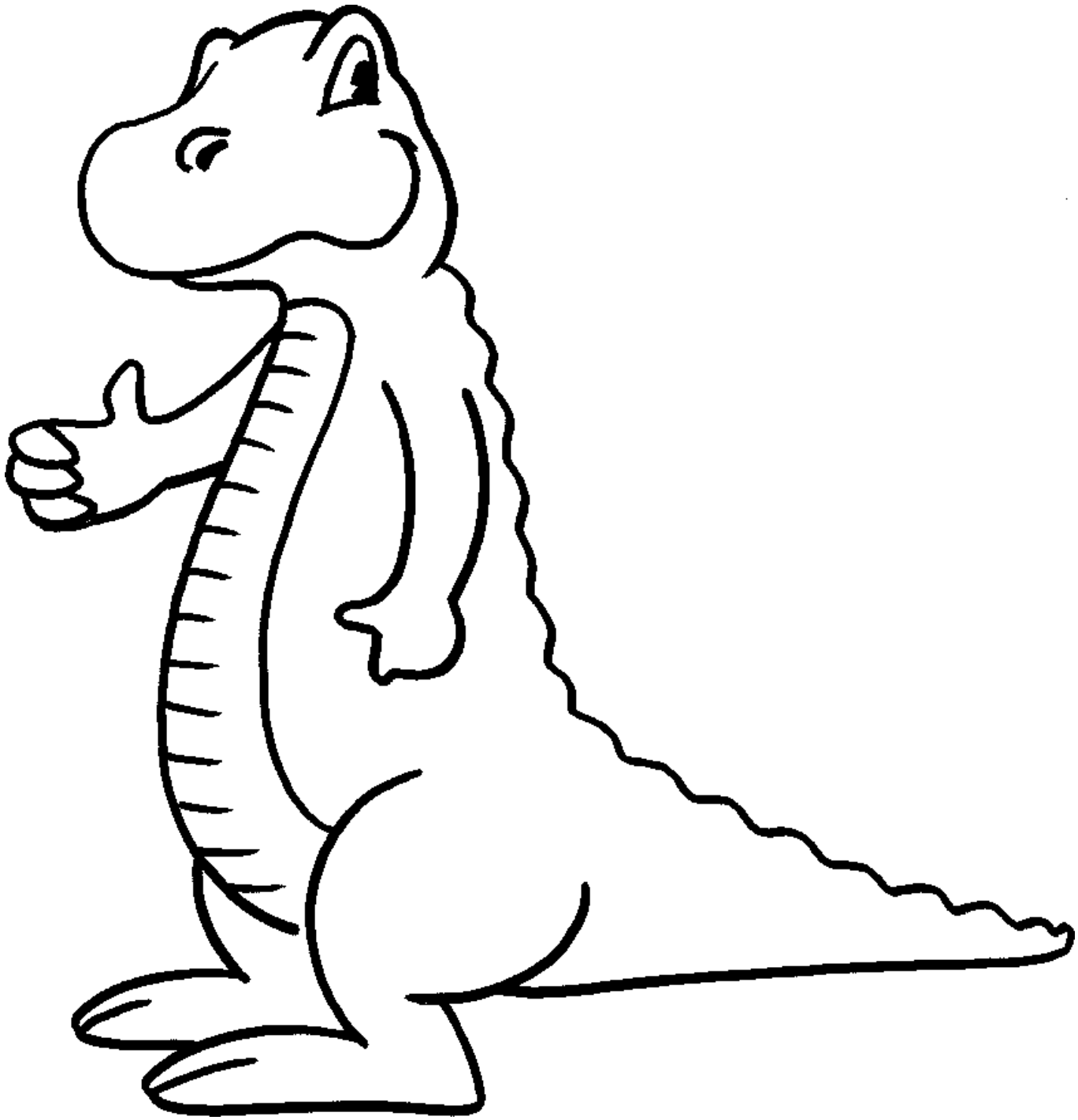


WORKSHEET #2



See the full-size worksheets on the following two pages.

WORKSHEET #1



WORKSHEET #2

ACTIVITY DISCUSSING A PAST SUNBURN.

DOING THE ACTIVITY

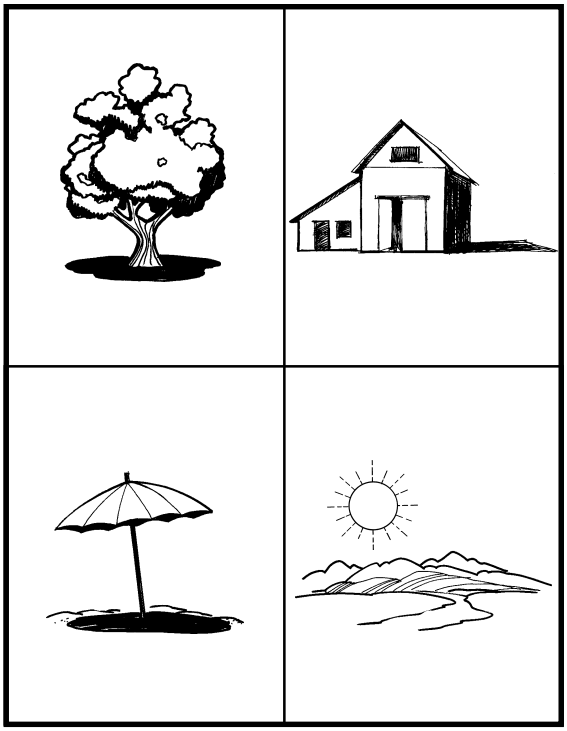
Discuss with your child whether he or she has ever had a serious sunburn. Ask your child to remember what happened to his or her skin and inquire how it made him feel. You may want to prompt your child's memory by stating that the skin was probably warm and sensitive to touch. After a few days the skin may have peeled. Discuss with your child how to prevent future sunburn or dehydration episodes by drinking plenty of fluids, covering the head with a hat, wearing long-sleeved or long-legged pants, seeking shade, or applying sunscreen (SPF 15) and chapstick containing sunscreen.

ACTIVITY SHADE HUNT

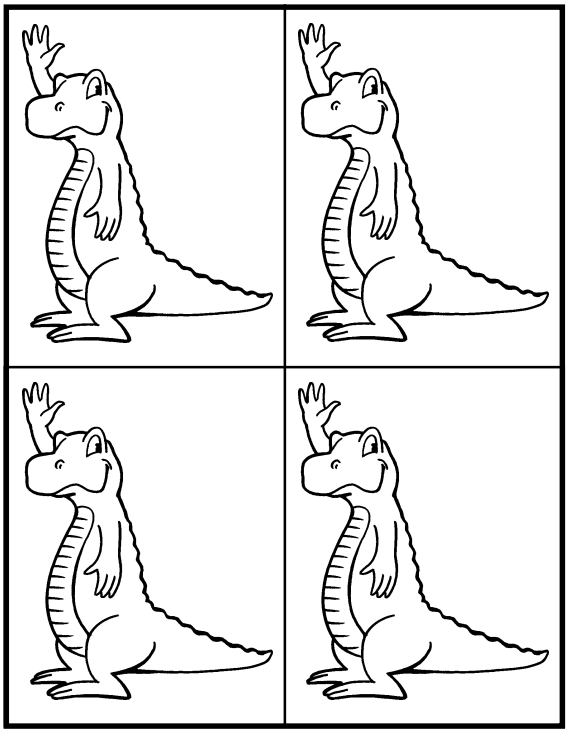
DOING THE ACTIVITY

1. Ask your child to talk to you about how he or she can protect his or her body from the sun. Your child should tell you that natural (trees) or artificial (hats, umbrellas, canopies) shade can protect him or her from the sun.
2. Have your child look at the pictures provided for this exercise (attached worksheet). Ask your child to circle those pictures that show shade.
3. Discuss with your child similar shady areas that can be found in your home's backyard. If it is still light outside, walk around your yard and have your child point out the shady areas in your backyard.
4. **Optional exercise:** Cut out pictures of Alex the Alligator (attached worksheet). Attach the pictures of Alex the Alligator to a stick (use tongue depressors or paint stirring sticks). As you walk around your backyard with your child and identify areas of shade, have your child place Alex in one of the shady areas.
5. Reinforce that shaded areas provide protection from sunburn, sun damage, and keep our bodies cool.

SHADE HUNT

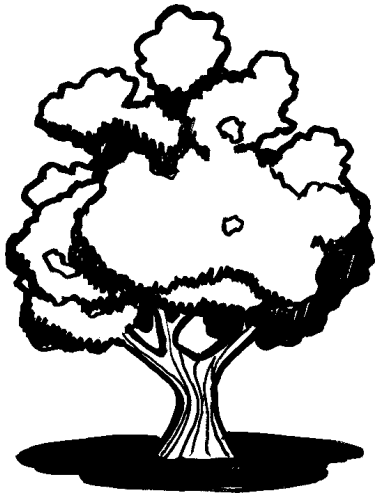


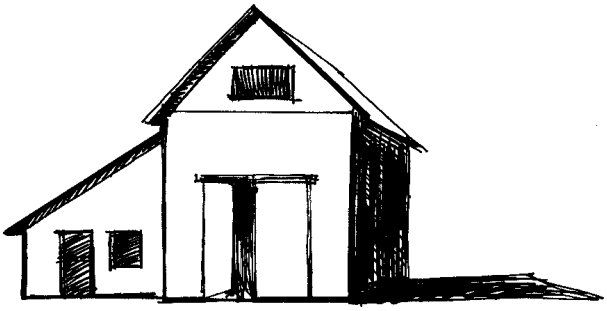
ALEX THE ALLIGATOR

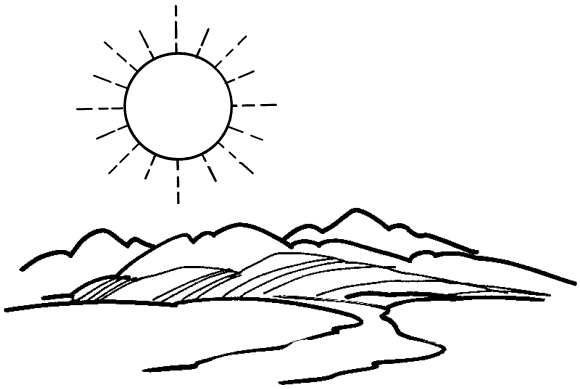


See the full-size worksheets on the following two pages.

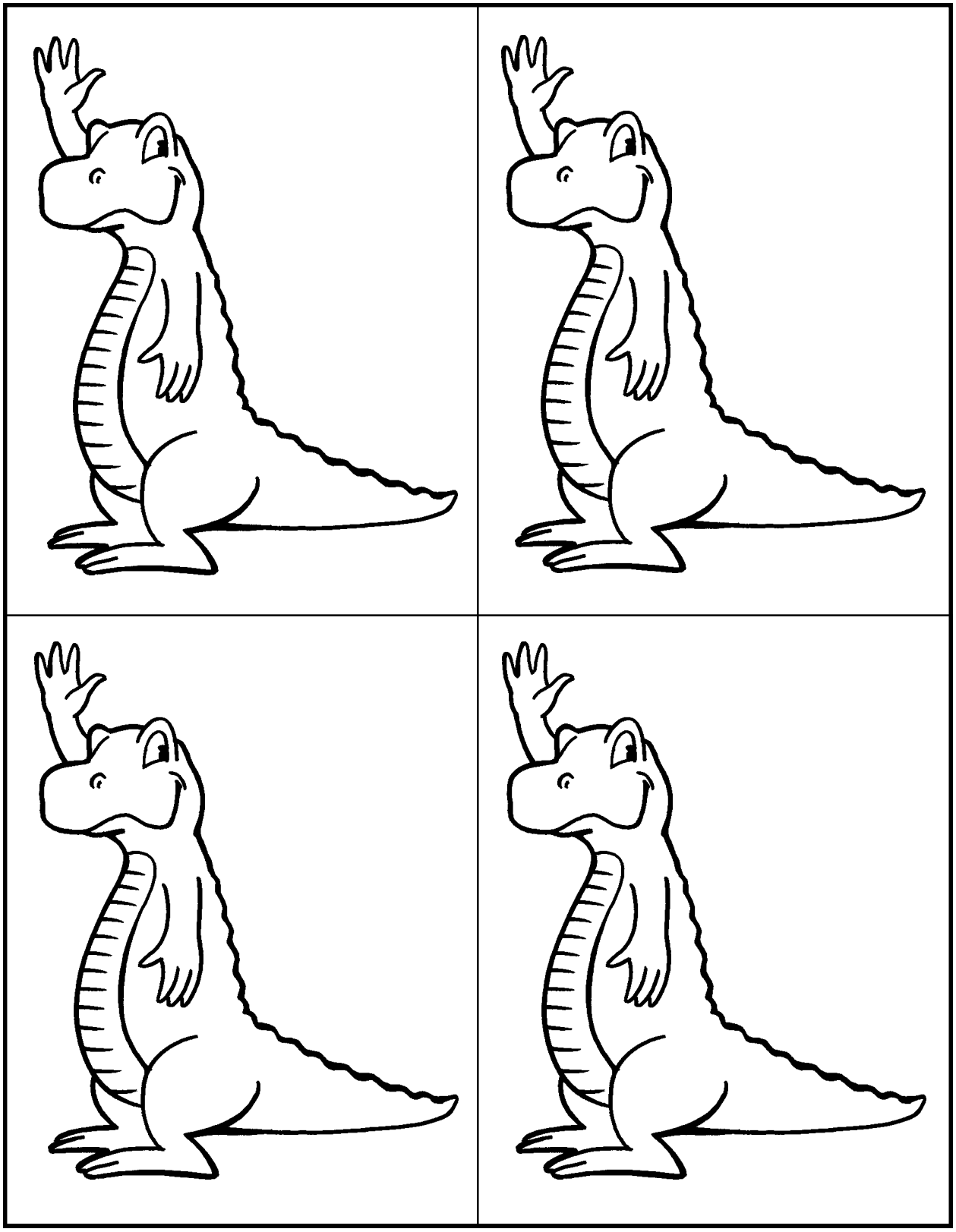
SHADE HUNT







ALEX THE ALLIGATOR



APPENDIX ONE

The following items are included in this appendix:

1. **Parent Handout: "Parents! Protect Your Children From Too Much Sunlight"**
2. **Parent Letter: Example of a program information letter for parents**
3. **Parent Letter: Example of template for parental program information letter**

PARENTS!
PROTECT YOUR CHILDREN FROM TOO MUCH SUNLIGHT

Parents, did you know that **childhood sunburns** could increase your child's risk of developing skin cancer as an adult? Even a **suntan** is harmful. Tanning is actually an outward sign of internal skin damage.

Sunlight is believed to cause 80 to 90 percent of all skin cancer. The number of skin cancer cases has dramatically risen, especially in the last two to three decades because of:

- Increased leisure time devoted to outdoor activities.
- Decrease in the amount (coverage) of clothing worn.
- Decreasing amounts of atmospheric ozone that partially protects the earth's surface from receiving cancer producing ultraviolet (**UV**) rays, principally from the sun.

The three major forms of skin cancer are basal cell carcinoma (**BCC**), squamous cell carcinoma (**SCC**), and the deadliest form - malignant melanoma. Skin cancer can develop anywhere on the body but most often appears on surfaces receiving the most sunlight.

Malignant melanoma is the most serious form of skin cancer. It often arises from or near a mole. You should see your doctor (especially a dermatologist) if you have a mole or growth that has <u>any</u> <u>one</u> of these features:

- If divided in half, the two resulting parts would not have the same shape.
- It has jagged or rough edges.
- It has two or more colors (which may be mixed together).
- It is wider than a standard pencil eraser.

Melanoma does not necessarily appear only on parts of the body exposed to sunlight. While light-skinned people have a greater risk of getting melanoma, this disease is growing among people of color.

In the United States, over 900,000 to 1,000,000 people are expected to get BCC or SCC this year. An additional 40,000 will develop melanoma. An estimated 7,000 to 8,000 individuals will die from melanoma.

Since sunlight is the major cause of skin cancer, parents should protect children from too much sunshine. That's because up to 80 percent of a person's lifetime exposure to sunlight occurs during childhood and adolescence.

Any person, regardless of skin color, can get skin cancer. Individuals most likely to get skin cancer will tend to have some of these characteristics:

· Fair skin
· Blue, green, or hazel eyes
· Light-colored hair (non-black)
· Freckles
· Tendency to burn rather than tan
· Have many moles (especially over 50 to 100)
· Personal or family history of skin cancer
· History of severe sunburns

UV rays linked to skin cancer development are more intense (destructive) under certain time frames or conditions:

· 10 a.m. to 4 p.m.
· Lack of thick cloud cover
· Mid-spring through mid-fall
· Higher altitudes (mountains)

SUN SAFETY TIPS

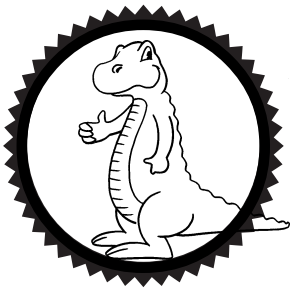
- Wear tightly-woven, loose-fitting clothing that covers as much of the body as possible.
- Wear a wide-brimmed hat (at least 4-inch brim) that produces a shadow that covers the eyes, ears, nose, face, and back of the neck.
- Reduce sun exposure from 10 a.m. to 4 p.m., when UV rays are strongest. (This is especially important from mid-spring through mid-fall.)
- Find shade (trees, physical structures) to shield you, especially from 10 a.m. to 4 p.m. **Shade tip:** Parents, at home you should move play equipment like swing sets and other fixed recreation items in your yard to places covered by shade.
- Use sunglasses that include a warranty stating that they provide at least 95 percent UVA and UVB (broad-spectrum) protection.
- Liberally apply sunscreen to exposed skin one-half hour before going outdoors. The sunscreen container should have a sun protection factor (SPF) rating of 15 or above and should state that it has broad-spectrum (UVA and UVB) protection. PABA-free sunscreens are recommended for persons with sensitive skin. Depending on outdoor conditions, sunscreen should be reapplied at least every two hours.

WARNING!

Don't depend on sunscreen alone to protect children and adults from skin cancer. Instead, rely as much as possible on a combination of all the tips listed above.

Finally, the good news is that most skin cancer can be successfully treated if detected in its earlier stages. Of course the best "treatment," as always, is **PREVENTION.** Your child care site is or will teach your child how to protect him or herself from too much sunlight. Your support and cooperation is vital to help your young ones live sun-safe.

Sample



DEAR PARENT:

This week your child will participate (or has participated) in activities that teach sun protection designed to help him or her learn about both the benefits and hazards of sunlight. Since you as a parent are your child's most important teacher, we encourage you to perform the following sun safety activities with your child. Please review the teaching points described below and share them with your young one. Remember that children respond best to clear, consistant messages supported by gentle, timely reminders. They also learn best while having fun.

The lesson(s) for this week is/are called:"Light and Dark." We will be placing a stick in the ground and watching to see how the shadow moves. We may also put a hat on the stick (or on two sticks) and see how the shadow's size and shape changes.

We hope your children will learn: to understand the importance of hats as a sun protector and about shade and shadows.

Talking about these things with children will help reinforce what they have been taught at child care. The following are some things you can talk about as you perform your regular home activities:

- Why did the shadow move?
- Did anything else change about the shadow?
- What else creates a shadow?
- Does a hat create a shadow?
- What kind of hats make the biggest shadows? (Show different types of hats.)
- Shadows make shade that protect us from the sun. That's why we wear our hats because it makes a shadow over our faces, ears, and neck. (This is true for hats that have a wide brim and/or a back flap.)

If you would like to do some activities at home you could:

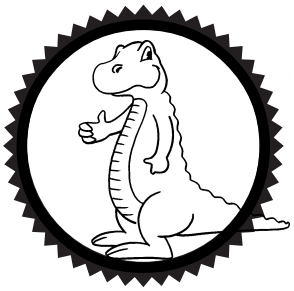
1. Shine a flashlight on a turning world globe to show night and day.
2. Put a hat on and off to see how it creates shade for your face.
3. Draw around each other's shadow.
4. Run away from your shadow. Try to hide from it!
5. Find a sundial and talk about how people used to tell time with them a long time ago.
6. Go on a shadow and shade hunt to find all of the things that make shadows and shade.
7. Paint and draw a sunrise and a sunset.
8. Where does the sun go? (Tell imaginative stories.)

Have fun with your child and thank you for your time and effort to reinforce sun protection habits that can last a lifetime.

_____

CHILD CARE PROVIDER

Sample



DEAR PARENT:

This week your child will participate (or has participated) in activities that teach sun protection designed to help him or her learn about both the benefits and hazards of sunlight. Since you as a parent are your child's most important teacher, we encourage you to perform the following sun safety activities with your child. Please review the teaching points described below and share them with your young one. Remember that children respond best to clear, consistent messages supported by gentle, timely reminders. They also learn best while having fun.

The lesson(s) for this week is/are:
(Teacher, insert the name of the activity or activities you plan to use from the curriculum here.)

We hope your children will learn:
(Teacher, insert the learning objectives from the above activity here.)

Talking about these things with children will help reinforce what they have been taught at child care. The following are some things you can talk about as you do your regular home activities:
(Insert the appropriate "Things to talk about here.")

You can do some activities at home to make learning fun for the whole family:
(Insert "What you can do to extend this activity" here. But be sure they are appropriate for parents. You may need to edit this a bit.)

Have fun with your child and thank you for your time and effort to reinforce sun protection habits that can last a lifetime.

_____

CHILD CARE PROVIDER

APPENDIX TWO

The following items are included in this appendix:

1. **"Parent's/Guardian's Permission to Apply Sunscreen to His or Her Child" form**
2. **"Alex the Alligator" sun-safe sticker (camera-ready master)**

PARENT'S/GUARDIAN'S PERMISSION TO APPLY SUNSCREEN TO HIS OR HER CHILD

(Name of child) _____

As the parent or guardian of the above child, I recognize that too much sunlight may increase my child's risk of getting skin cancer someday. Therefore, I give my permission for staff at:

(Child care program) _____

to apply a sunscreen product of SPF 15 or higher to my child, as specified below, when he or she will be playing outside, especially during the months of March through October and between the daily times of 10 a.m. and 4 p.m. I understand that sunscreen may be applied to exposed skin, including but not limited to the face, tops of the ears, nose and bare shoulders, arms, and legs.

I have checked all applicable information regarding the type and use of sunscreen for my child:

- ❒ I do not know of any allergies my child has to sunscreen.
- ❒ Staff may use the sunscreen of their choice following the directions or recommendations printed on the bottle.
- ❒ I have provided the following brand/type of sunscreen for use on my child:

  _____

- ❒ My child is allergic to some sunscreens.

  Please only use the following brand(s) and type(s) of sunscreen:

  _____

  _____

- ❒ For medical or other reasons, please do not apply sunscreen to the following areas of my child's body:

  _____

Parent's full name (print): _____

Parent's signature: _____

Date of signature: _____

ALEX STICKER

Child care staff are encouraged to take the above camera-ready artwork to a printer to make peel-off stickers for distribution to children who complete the curriculum activities.