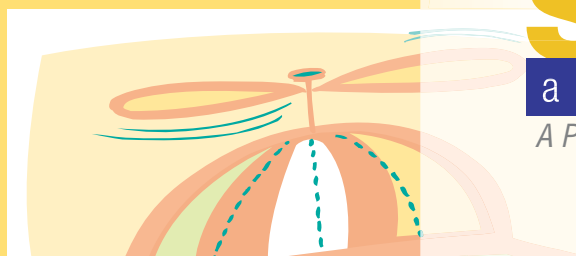
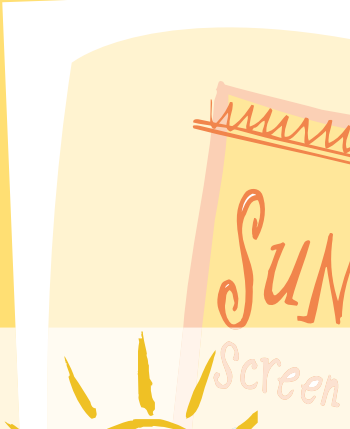
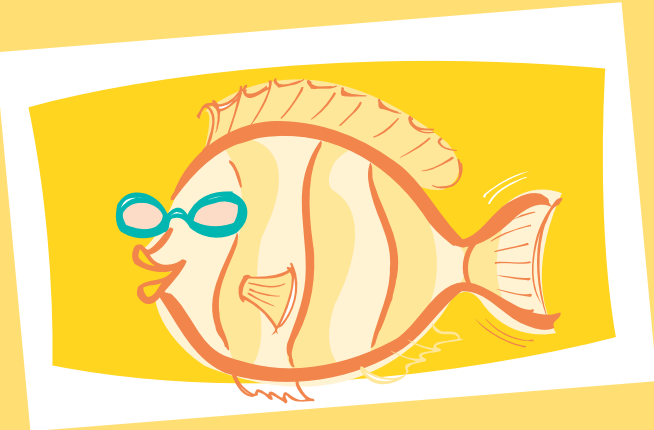
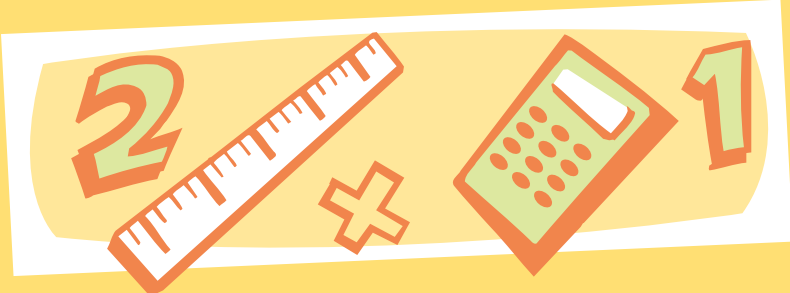
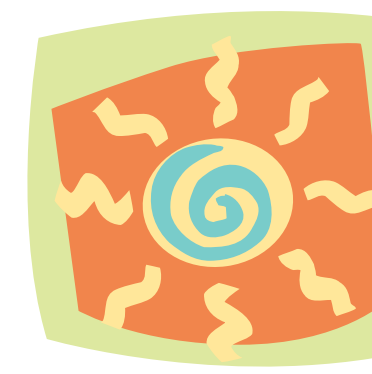
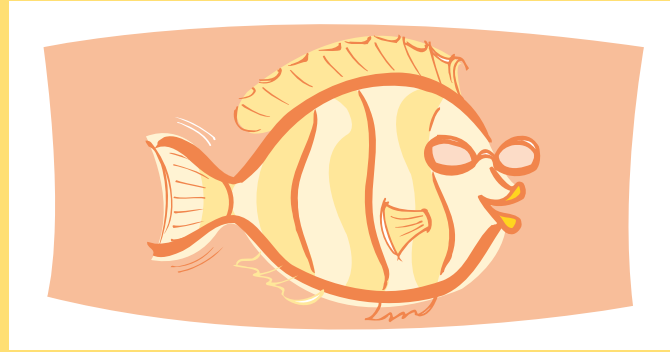
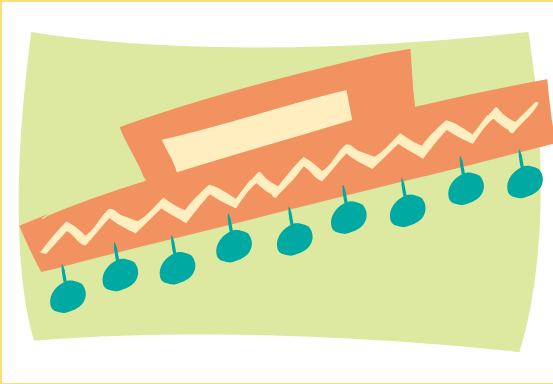


grades K-2



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## Speedy Sun Relay Race

### Directions

One student in your group will be the “model.” The model’s job is to dress in sun-safe clothes as fast as possible with the help of the team. Across the field will be a pile of clothes. Each team member, besides the model, will take turns running to the pile, selecting one sun-safe item, and running it back to the model. The first team to have a completely SunWise model is the winner!



Polar bears have special eyelids that act like sunglasses and shield their eyes from the blinding glare from the sun's rays reflecting off of the snow.

Rhinos use mud as a natural sunblock. They roll over in the mud to make sure they have a thick coating on their skin to protect themselves from the sun.



## Speedy Sun Relay Race

Estimated Time

30 minutes

Supplies

One set of the following SunWise and non-SunWise clothes and items for each team:

Long-sleeved shirt (preferably with collar)

Long pants (optional)

Hats (wide-brimmed, cowboy)

Sunglasses

Empty bottles of sunscreen, some with SPF of 15 and higher, some with lower SPFs.

Shoes (optional)

Various other articles of clothing that are not sun safe, like tank tops, t-shirts, shorts, baseball caps, visors, etc.

*Note: Make sure that the clothes are large enough for each student to put on and take off easily.*

Learning Objective

This activity will challenge students to think quickly about sun-safe behavior by selecting correct sun-safe clothes when presented with several options. Assess whether the students learned how these clothes will help protect them from the sun's harmful UV rays by asking them the following questions:

- What are three items that the model is wearing that you would pick to protect yourself? Explain why you chose these three items.
- How many of you dress like the model when you play outside? Why do you think dressing like this is safer for you?
- What will you remember to put on before you leave your house to protect yourself from UV rays? Explain why you would take these actions.

Directions

Organize the class into teams of five or more and line them up at the start of the racecourse. Place the pile of clothes at the other end of the racecourse.

Have each team select one student to be the SunWise model. This student will stay at the starting point of the race, donning sun-safe clothes. The other team members should each take turns running to the pile of clothes, selecting one item, and bringing it back to the model.

The first team to have a completely SunWise model is the winner. The SunWise models should be wearing a protective hat, long-sleeved shirt, and sunglasses, and be carrying a bottle of sunscreen with SPF of 15 or higher. Incorrectly dressed models must decide what they are missing, and the other team members must continue bringing back items until the model is sun-safe.



## Sunny Says

Estimated Time  
20 minutes

### Learning Objective

This activity will teach children to distinguish between the helpful and harmful effects of the sun. Assess the students by asking them to tell you the effects of overexposure to the sun and not wearing sunscreen and proper clothing. They should also list some positive effects of the sun.

### Discussion Point

Discuss with the class the importance of protecting themselves from the sun. Too much sun can hurt the skin and eyes. On the other hand, the sun is beneficial because it gives us vitamins and helps things grow, such as fruits, vegetables, flowers, and trees (which provide protective shade).

### Physical Education Variation:

Have children line up side-by-side or in small groups/teams of two to three students. Children take three big jumps (giant steps, or other appropriate movement) forward after every correct response. Those who respond incorrectly remain still but advance the next time they respond correctly. The goal is to reach the other side of the field as either an individual or team. The first individual or team at the finish can share with others what they know to be correct “Sunny Says” actions and why it is important to know and practice this behavior.

### Directions

The format follows “Simon Says.”

### For example:

*Sunny Says grow like a tree.*

*Sunny Says put your hat on.*

*Take your hat off.*

*Sunny Says protect your nose.*

*Sunny Says sprout like a flower.*

*Sunny Says put your shades on.*

*Take your shades off.*

*Sunny Says look at your watch.*

*Sunny Says find your shadow.*

*Sunny Says put sunscreen on your nose.*

*Sunny Says put sunscreen on your arms.*

*Sunny Says read the SPF number on the sunscreen container.*

Students responding to a non-“Sunny Says” command will be eliminated from play. Continue the game until there is a winner.