

# Sun protectors

## Learning intentions

Pupils will design a product to provide shade from the sun.

## National Curriculum links

Key stage	Curriculum area	Strands: Pupils should be taught...
1	Design and Technology	1a: to generate ideas by drawing on their own and other people's experiences 1d: to plan by suggesting what to do next as their ideas develop 3a: to talk about their ideas, saying what they like and dislike
2	Design and Technology	1d: to communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended 3c: to recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose
3	PSHE and Citizenship	3a: how to make simple choices that improve their health and well-being
4	PSHE and Citizenship	3e: to recognise the different risks in different risks in different situations and then decide how to behave responsibly

## Organisation

Whole group

## Resources

Parasol, sunhat, design sheet.

## Key vocabulary

Parasol, sunhat, protect, protection.

## Introduction

As a class, brainstorm different types of sun protection. Discuss how each type protects you from the sun. You may find the SunSmart code useful:

- S**pend time in the shade between 11 and 3
- M**ake sure you never burn
- A**im to cover up with a t-shirt, hat and sunglasses
- R**emember to take extra care with children
- T**hen use factor 15+ sunscreen

Talk about the advantages and disadvantages of each sun protection message.

## Activity

Explain that you will be going on holiday to a sunny country. Tell them that you already have a t-shirt, sunglasses and sunscreen but you want to be fully protected.

Ask the class to design products to provide shade for when you're on the beach or when you're out sightseeing. Discuss products that would offer shade such as parasols and shelters.

Also encourage pupils to think about clothes or hats that would offer protection to shoulders and the backs of necks whilst being appealing to wear. Think about the reasons why people choose certain types of clothing in sunny weather.

## Plenary

Share the ideas. Discuss whether the products are practical, appealing and make good use of materials. When would they be useful? Would the same product be useful for the beach and for sightseeing? Why?

## Extension

Involve the whole class in making the products. These could either be full size or in model form. For example, you could make a model beach with miniature sun shade structures.

Alternatively, encourage pupils to use books and the internet to research how people protect themselves from the sun around the world. What do people do in the Middle East, Africa and Australia?

Also discuss how different types of sun protection can be useful in the winter. For example, if you travel to the mountains, it is really important to wear snow goggles or sunglasses.

