

SunSmart pop-up books

Learning intentions

Pupils will design non-fiction pop-up books for carers about sun protection.

National Curriculum links

Key stage	Curriculum area	Strands: Pupils should be taught...
1	Design and Technology	1a: to generate ideas by drawing on their and other people's experiences 1d: to assemble, join and combine materials and components 3a: to talk about their ideas, saying what they like and dislike
2	Design and Technology	1a: to generate ideas for products after thinking about who will use them and what they will be used for; using information from a number of sources, including ICT-based sources 3a: to reflect on the progress of their work as they design and make, identifying ways they could improve their products 3c: to recognise that the quality of a product depends on how well made and how well it meets its intended purpose
3	PHSE and Citizenship	3a: how to make simple choices that improve their health and well-being
4	PHSE and Citizenship	3e: to recognise the different risks in different situations and then decide how to behave responsibly

Organisation

Whole class

Resources

Planning sheets, A4 sized card, scissors, glue, crayons or colouring pencils

Key vocabulary

Sun protection, illustrations, author, non-fiction, text, pop-up

Introduction

Show the pupils examples of pop-up and non-fiction books. Explain that they are going to design and make pop-up non-fiction books for their carers on how to be SunSmart.

Talk about the sort of sun protection advice that will be useful for this exercise. The SunSmart code may be helpful here:

- 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

Agree a 'design brief' with the children, including the aims of the pop up book, the information the children will include and the style in which the information will be presented. Make a note of this brief, as it will be useful when evaluating the books later on.

Demonstrate how a simple pop-up can be made.

Activity

Use the design sheet to plan out the book. Over the week make the pop-up pages. You may want to word process the text on a computer. If you don't have access to computers in the classroom then write the text out on separate pieces of paper and glue into the book. Encourage the pupils to spend time at home on the illustrations.

Alternative option:

If you are short of time then you could make group books with individual pupils each doing one double page spread.

Plenary

Share the books. Encourage the pupils to be constructively critical. Do the books meet the design brief? Are they appealing? Will carers gain information from the books? Has anything been left out? Encourage the children to take the books home and read them to their carers.

Extension

Ask the children to imagine they are now making pop up books for nursery age children. What would they do differently? How could they change the drawings and text to make them more relevant and appealing to young children?

Alternatively, ask children to use the internet and books to look at what animals do on sunny days. Think about how humans can learn from animal behaviour. For example, elephants cover themselves in mud to protect their skin from the sun. What do we use to cover ourselves up? Why do animals sit under bushes or trees during the hottest part of the day? Should we copy them? Make another pop-up book showing how we can learn from different types of animals.

Make a pop-up book

