Educational Guide

FUNDACIÓN AEDV PIEL SANA

ACADEMIA ESPAÑOLA DE DERMATOLOGÍA Y VENEREOLOGÍA

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Index

Introduction

The sun is an indispensable source of life and, in small doses, has many health benefits. One of the most well-known is the synthesis of vitamin D, which regulates bone metabolism and is responsible for the mineralisation of our bones and teeth. However, it is also known that uncontrolled sun exposure can cause sunstroke and damage the skin, eyes and immunological system. In the skin, sun damage results in the appearance of redness (burns), spots and wrinkles (aging) and on occasion, tumours (skin cancer).

Childhood is especially vulnerable to sun damage. Boys and girls spend many hours each day exposed to it during outdoor sports and leisure activities. Their skin is very sensitive, and a burn can have lasting effects on their future health - we could even say that 'the skin has memory'.

Teaching adequate photoprotection habits is the best strategy to avoid the risks associated with sun overexposure, and it is a responsibility that belongs to health professionals, family members and educators alike. The school environment plays a key role in the early acquisition of healthy values and habits.

The role of this guide is to provide teachers with the best educational resources available to promote photoeducation in the classroom. By doing so, we hope to achieve our ultimate goal: ensuring that schoolchildren acquire responsible attitudes and self-care habits for their skin, to enable them to live healthily with the sun.

Justification

2.1. GENERAL OBJECTIVES

This didactic guide aims to be an educational tool for teachers so they can carry out health education, focusing on everything related on everything related to solar exposure, stimulating the interest of students in the subject and encouraging the acquisition of healthy habits.

The teaching-learning program consists of four teaching units that pursue the following general objectives in three interdependent areas:

Student body	Achieve the development of knowledge, attitudes and healthy habits in students regarding sun exposure.
Families	Involve families in the school's photoprotection project, making them participants and co-responsible for the development of healthy behaviors in their daughters and sons.
Community	Publicise the project in the students' immediate environment involving as many agents as possible (health centres, local council...).

2.2. IN RELATION TO THE CURRICULUM

In accordance with **Royal Decree 1630/2006, of December 29th, which establishes the minimum teachings of the second cycle of Early Childhood Education,** this stage has its own identity, which is why a series of objectives, goals and general principles have been established to base this guide on.

Among the **general stage objectives**, the following stand out for their relevance to the subject of photoprotection:

a) Knowing their own body and that of others, their possibilities of action and learning to respect differences.

b) Observing and exploring their family, natural and social environments.

c) Gradually acquiring autonomy in their daily activities.

By carrying out the proposed activities, we will contribute to the development of other capacities that will allow them to achieve the remaining stage objectives:

d) Developing their affective capabilities.

e) Interacting with others and progressively acquiring basic patterns for coexistence and social relationships, as well as gaining experience in the peaceful resolution of conflicts.

f) Developing communication skills in different languages and forms of expression.

g) Getting acquainted with logical-mathematical skills, reading and writing skills, and movement, gesture and rhythm-related skills.

In this stage, more than in any other, development and learning are dynamic processes that take place as a consequence of the students' **interaction with the environment**. Each child has its own rhythm and style of maturation, development and learning; therefore, their affectivity, their personal characteristics, their needs, interests and cognitive style must also be elements that condition the educational practice in this stage. In this process, **the families' participation and collaboration** becomes especially relevant.

Likewise, the methodology should be based on **experiences, activities** and **play**, taking place in an environment of trust and affection that promotes the development of self-esteem and social integration.

As established by official guidelines, the areas of the second cycle of Early Childhood Education are the following:

- **Self-knowledge and personal autonomy.**
- **Knowledge of the environment.**
- **Languages: communication and representation.**

Self–knowledge and personal autonomy

Throughout the stage, the children's experiences with the environment should help them get to know their body globally and partially, as well as to discover its possibilities and to identify any sensations they experience.

Likewise, the recognition of their individual characteristics, as well as those of those around them, is key to their development and to the acquisition of non-discriminatory attitudes. The presence of different personal traits, such as skin colour, must be used by teachers to celebrate diversity and promote values such as respect and acceptance of differences.

The acquisition of good health, hygiene and nutrition habits is also of great importance in early childhood education. These habits contribute to the care of one's own body and that of the spaces in which daily life takes place, and to the boys and girls' progressive autonomy.

In this area, the objective most relevant to this guide's contents is the following:

- Progressing in the acquisition of habits and attitudes related to safety, hygiene and health, learning to appreciate and enjoy the balance and emotional well-being found in everyday situations.

In addition to this, it is also related to other objectives, such as gradually identifying one's own characteristics, knowing the body or developing attitudes and habits of respect towards others.

Knowledge of the environment

The natural environment and the beings and elements within it awaken the interest and curiosity of children very early on. Experiencing nature and reflecting on those experiences with the school's support provides a great opportunity to observe different phenomena, such as solar radiation, and assess their consequences.

In this area (knowledge of the environment), the below objectives can be directly related to photoprotection:

- **Observing and actively exploring their environment, interpreting situations and events, and showing interest in their knowledge.**
- **Knowing and valuing the natural environment's basic components and some of its relationships, changes and transformations, developing attitudes of care, respect and responsibility for its conservation.**

Languages: communication and representation

This area aims to improve the children's relationship with the environment. The different forms of communication and representation serve as a link between external and internal worlds, playing the role of instruments that enable the representation of reality, the expression of thoughts, feelings and experiences, and interactions with others.

Language is the key to enable the acquisition of healthy habits and attitudes about photoprotection. Therefore, one of the most relevant objectives in relation to this guide is:

- **Using language as an instrument of communication, representation, learning and enjoyment, and expression of ideas and feelings, and recognising the role of speech as a means of relating to others and facilitating peaceful coexistence.**

Finally, regarding diversity, it should be noted that the students' own diversity must be regarded as the starting point of any teaching, adapting the educational practice to the personal characteristics, needs, interests and cognitive style of the children, especially given the importance of the rhythm and process of maturation at this stage.

Therefore, the centres will assist children who present special educational needs, seeking the educational response that best suits their characteristics and personal needs.

Using the guide

The guide is composed of four didactic units. Each of them focuses on a theme that relates to photoprotection, namely, the sun, the skin, the positive and negative effects of the sun and finally photoprotection measures.

All units have a common structure: first, the conceptual map of the same is presented and broken down into the different sections, then all the different activities are explained.

To begin with, the topic is presented briefly in the *Introduction* and, next, the *Specific Objectives* and *Contents* of the unit in question are exposed.

Next, we indicate the *Key Competences* that we aim to develop; although the curriculum of the early childhood education stage does not contemplate them as such in a specific way, we consider them of great relevance in any teaching-learning process.

Transversal elements are similarly relevant, some of them being common to the four units and others more specific to the topic in question.

Another section that has been included in the common structure has been that of *Multiple Intelligences* (H. Gardner) because it is currently widely accepted that the education system must go beyond prioritising traditional instrumental areas such as Language or Mathematics and integrate other equally important skills such as musical abilities, visual skills, etc.

As this guide focuses on the stage of early childhood education and it works in a globalised manner, the approach to each subject is carried out from the three *Curricular Areas* of the same.

The project is directed towards the educational community in general, which is why the Activities have been planned for the students, for the family and for the community.

Regarding the activities to be carried out with the students, we start each one with an introductory and motivational section that consists in reading a story about the topic to be treated. Then, up to eight development activities can be carried out (a minimum of two or three is recommended), and finally, there is a closing activity that aims to create a final product.

The activities have been designed following the methodological principles below:

- Meaningful learning, based on previous knowledge and experiences.
- Active participation and involvement in experiences as an essential element for the internalisation of learning.
- Manipulative activity, experimenting with objects and materials.
- Research-action, facilitating learning through discovery.
- Playful activity, games being a source of motivation for the students.

All the activities have been formulated to facilitate the inclusion of those children who have special educational needs or difficulties in learning. Therefore, the proposed activities are simple enough for each student to be able to perform them, sometimes needing to work collaboratively, which allows us to develop cooperation and empathy among the peer group. However, the teacher may modify (simplify or increase in difficulty) any proposed activity as required.

It should be noted that some activities include, in turn, complementary activities.

Finally, the conceptual map indicates the *Evaluation Criteria* that will help assessing the degree of achievement of the proposed objectives and will serve as a guide in the teaching-learning process itself.

After the different activities are explained, some complementary ideas are also included.

It is important to note that the guide has a mascot, Twinkle, which will serve to motivate the students and energise the units. It should therefore be presented in the first working session. In fact, it's the protagonist of the story called 'Twinkle' in unit 1, which explains who this star is, where it comes from and what its role is.

It is recommended to develop the units in the order we propose, since it goes from the most abstract (the Sun) to the most concrete (photoprotection). However, each teacher will decide the sequencing of these as well as the activities according to the interests and needs of each group. Likewise, the timing will be up to them.

The guide should be understood as no more than a set of guidelines and ideas and, above all, a useful working tool.

Didactic Units

D.U.1: “Twinkle”

D.U.2: “Feeling the skin”

D.U.3: “The rays of the sun”

D.U.4: “Photoprotection measures”

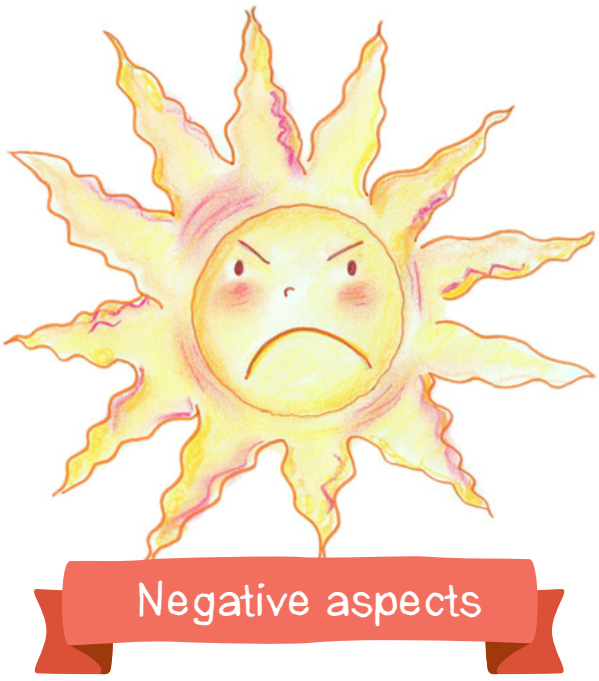
4.1. DIDACTIC UNIT 1

Introduction

The Sun is essential to the development and evolution of life as we know it on planet Earth. It is a luminous star located in the center of our planetary system, which other bodies orbit around (planets, asteroids, meteors, comets and dust).

According to experts, this large spherical ball of hot gas was formed about 4,600 million years ago and is responsible for providing adequate temperatures for life, intervening in processes such as the photosynthesis of plants, marking the boundary between day and night, defining meteorology and influencing the climatic processes of the different regions of the globe.

The importance of the sun for the human body is indisputable, both in its positive (synthesis of vitamin D, improved mood, improvement of the respiratory system, increased immune response ...) and harmful aspects (sunburns, skin cancer...).



It is therefore essential that we learn a little more about this star that has been worshipped by various groups and civilisations throughout history.

Goals

- Knowing what the sun is.
- Situating the Sun in the Solar System and in relation to our planet.
- Knowing the main functions of the sun as a source of life and energy.

Contents

- The sun.
- Location of the Sun in the Solar System and in relation to our planet.
- Main functions of the sun as a source of life and energy.

Key competences

- Linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Learning to learn.
- Digital competence.

Transversal elements

- Sustainable development and the environment.
- Skills: creativity, autonomy and teamwork.
- Initiation to reading and writing.
- Initiation to Information and Communication Technologies.

Multiple intelligences

- Linguistic.
- Naturalist.
- Spatial or visual.
- Musical.
- Interpersonal.

Curricular areas

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: communication and representation.

Activities with THE STUDENTS

Introduction and motivation:

1. Story: "Twinkle".

Development:

2. Viewing images or videos.
3. True or false.
4. Riddles and poems.
5. Songs.
6. Measuring shadows.
7. Planting seeds.
8. Stepping on shadows.
9. Hot or cold.

Closure:

10. Mural of the Sun or the Solar System.

Activities with THE FAMILY

Research workshop: pollution and greenhouse effect.

Activities with THE COMMUNITY

Announcing Twinkle's arrival to the surrounding area.

Evaluation criteria

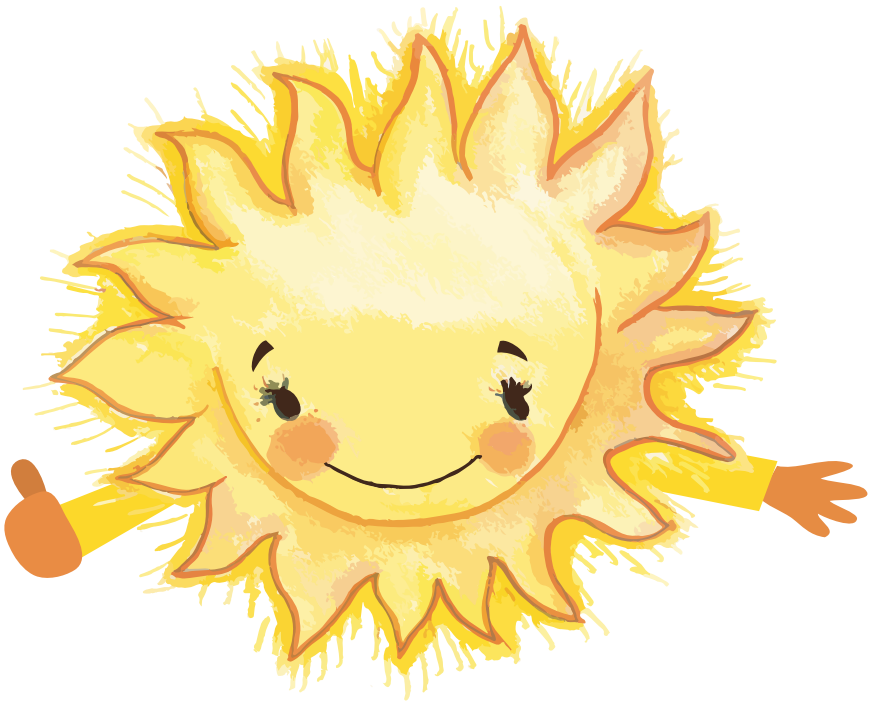
- Knowing that the sun is a star.
- Knowing some characteristics of the Sun: temperature and size in relation to Earth.
- Placing the Sun within the Solar System.
- Positioning the Sun in relation to Earth.
- Identifying the main functions of the sun: providing light and heat.

DEVELOPMENT OF ACTIVITIES

Activity 1.
Story: "Twinkle" (introduction and motivation)

Description:

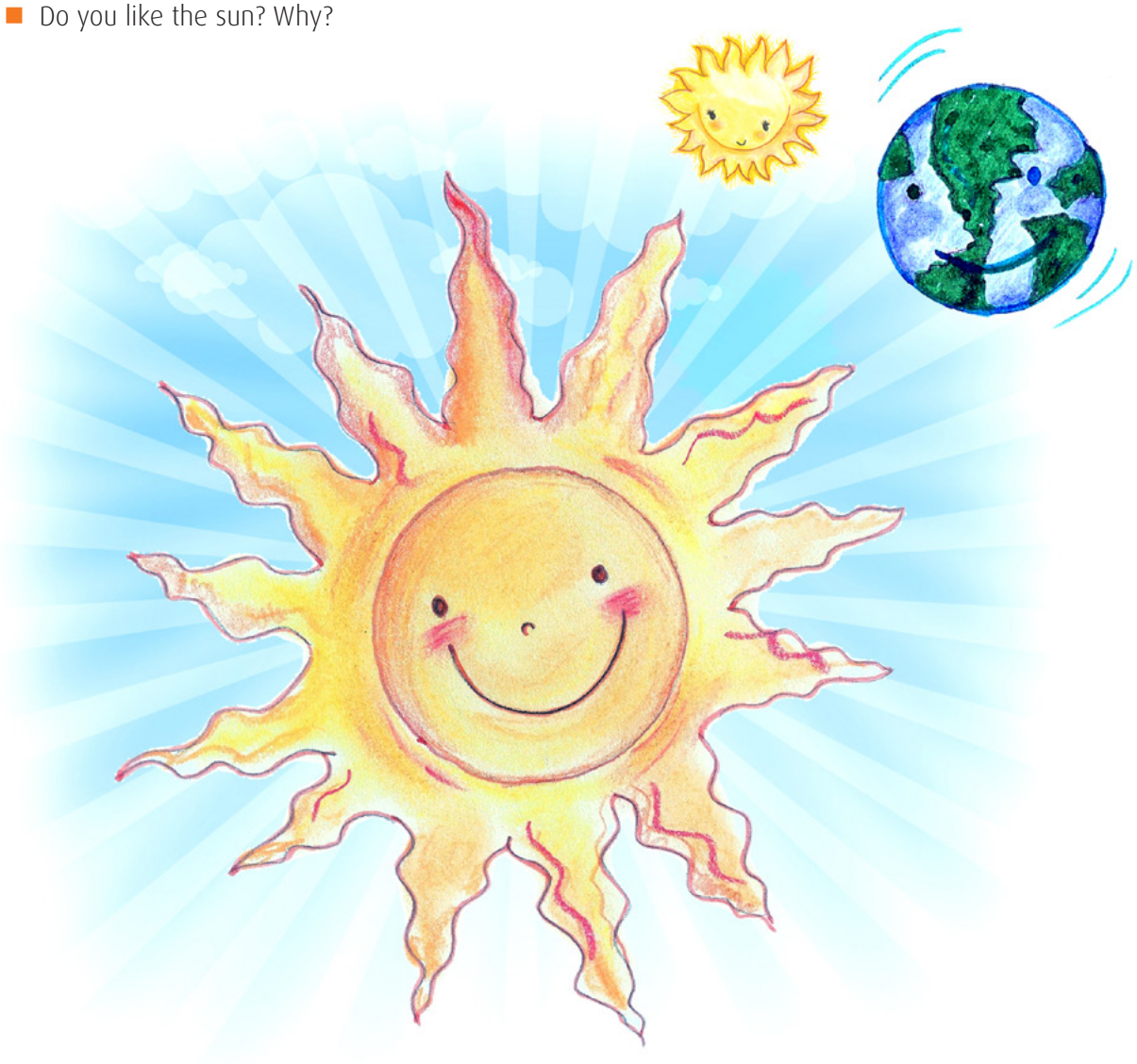
It's important to kickstart the project by presenting its mascot, Twinkle, and triggering a sense of curiosity and expectation around it. To this effect, it should be shown to students while offering a physical description of it: its colour and shape can be discussed in the class, all while interacting with it. It is recommended that the children touch the mascot and play with it.



The project mascot is designed to energise the units and provide a source of motivation to the students of Early Childhood Education. She will be in charge of narrating the stories of each unit and help the teacher to introduce the topics developed by the guide using a language that is close to the children and to their level of understanding.

For this first activity, Twinkle's story will be told with the mascot's help and, later on, we recommend that she wraps up the reading herself with speech comprehension questions such as the below:

- What is my cousin's name?
- Where is he?
- When my cousin the Sun comes out, is it day or night?
- What shape does the sun have?
- What does the sun do?
- What is the sun's purpose?
- Do you like the sun? Why?



Story: "Twinkle"

SEARCH IN ANNEX

PLATE 1

Twinkle is a star that's not like the rest, she loves to travel and visit other stars like herself. She has come to see us right after visiting her cousin, the Sun.

– Hello, I'm Twinkle and my cousin is the Sun!

My cousin told me that he is very important for your planet Earth and for all living beings (people, animals and plants). He has great power, for he gives you light and also warmth.

I am so lucky to have such an important cousin!

PLATE 2

– However, the clouds have told me that sometimes my cousin's rays are so powerful that they can hurt.

That is why I have come to meet you, so that you can learn how important my cousin is, but also how we should protect ourselves from his strong rays.

My cousin is shining all day, never stops, it is very hot; just like the rest of the stars, because... I do not know if you know, but the sun is also a star, like me.

PLATE 3

– When my cousin shines in the sky, it is daytime; and when you do not see it and it is dark, it is nighttime.

Its shape is like a large sphere of fire; it's large, very, very large.

(The mascot now interacts with the children and asks them questions)

– Girls, boys, have you seen my cousin shine? Where? Do you like the sun?

Oh, I see you know him, but do you want to know him a little better? Well, if that's the case, I'll stay with all of you and we'll learn many things about him together.

(Now Twinkle interacts with the teacher)

Twinkle:

– Well, dear teacher... why don't we do something for these children to learn things about my cousin the Sun?

Teacher:

– I think that's a great idea, Twinkle. If you want, we can get started right now.

Let's see – girls, boys, would you like to learn a few things about our sun?

Next, the teacher will visualize with the students images or videos about the sun that can be searched on the internet.

To finish, the oral comprehension questions proposed at the beginning of the activity can be carried out.

Resources: 'Twinkle' story, story plates, Twinkle mascot and images of the sun searched on the internet.

Complementary activity:

➔ STORY: WHERE DOES TWINKLE COME FROM?

Description:

Once the mascot has been presented, a complementary story called 'Where does Twinkle come from?' can be narrated in a different session. To do this, both the mascot and the illustrated pictures of the story can be used.

This narration should take place in a comfortable and relaxed atmosphere, for example in the assembly. Once the listening time has finished, the students can be asked to participate by expressing what they liked the most or what they remember about it.

Then the teacher should lead the conversation once again to analyse their level of understanding, with various questions such as:

- Where was Twinkle?
- Why could she move if she is a star?
- How big was she?
- Who was her cousin?
- What did the clouds say about her cousin the Sun?
- What way did Twinkle use to get to planet Earth?

Story: "Where does Twinkle come from?"

PLATE 1

The Universe is huge. There are billions of stars in it that shine bright, and their light can reach billions of kilometres away.

However, they cannot move from where they are. Among all those stars, there is a very small one, as small as a ball, which is very special. Her name is Twinkle.

Twinkle was tired of always doing the same thing: shining and shining some more, and seeing the rest of the stars shine around her.

– Oh, how I would like to discover everything around me! –thought Twinkle.

One day, she wanted it so much that her dream came true. Suddenly, she was able to move. She couldn't believe it!

– Oh, yay, I can move! Now I'm up high! Now I go down below! Ha, ha, ha... – she laughed excitedly.

She was so happy to be able to move for the first time in her life!

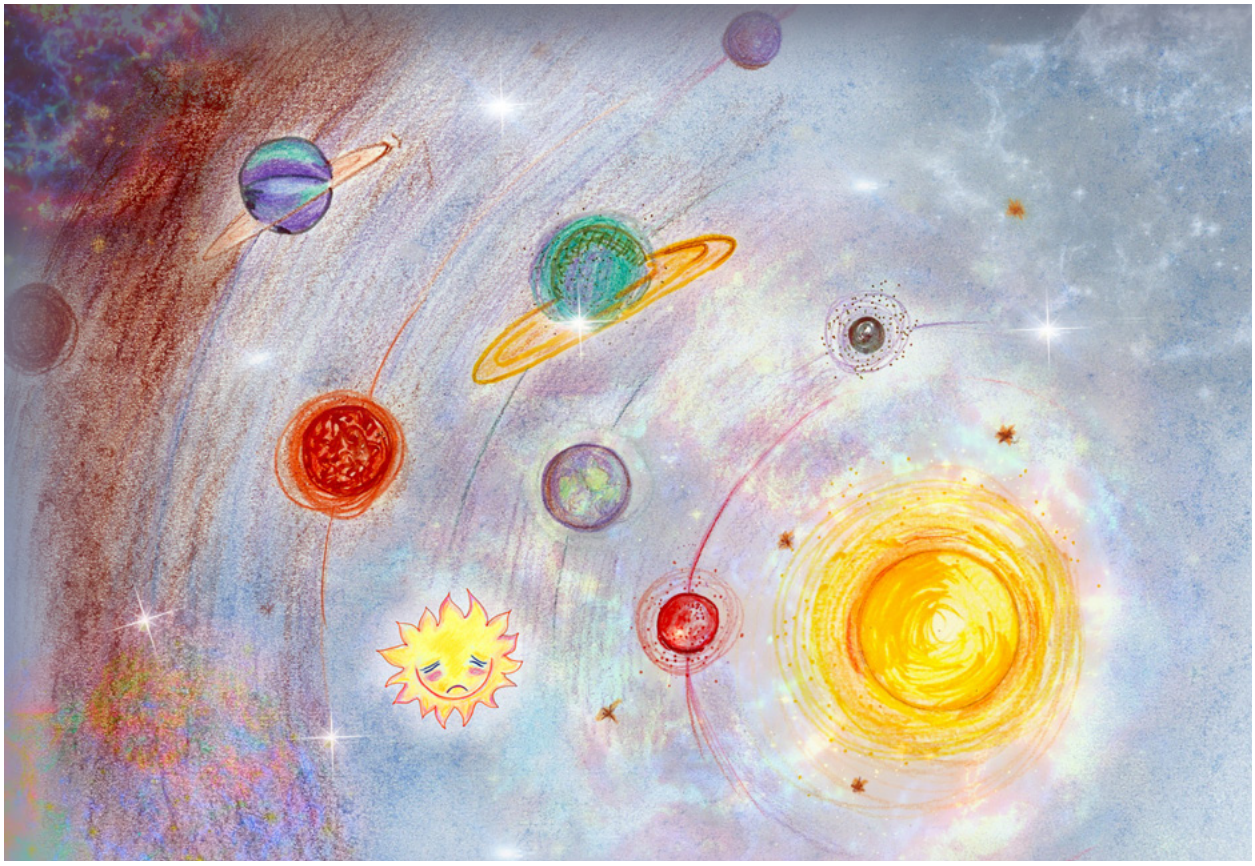


PLATE 2

From that day onwards, Twinkle became the first travelling star of the Universe, eager to discover and explore new worlds. And of course, visiting the rest of the stars.

After visiting many galaxies and distant planets, she discovered the Milky Way, which is our galaxy, and of all its planets, the one that most caught her attention was Earth.

It was the only place she had ever seen that had living beings that could move and travel like her. So the first thing she did was talk to her cousin, the Sun.

PLATE 3

– Hello, Sun! I love seeing how well you shine! –said Twinkle.

– Oh, Twinkle! I did not know that stars could travel. How very curious! –said the Sun, very surprised.

– Well, I'm a special star. Hey cousin, what's the name of the planet that is blue all over? – Twinkle asked curiously.

– Ah! That planet is called Earth. It's my favourite. – the Sun replied.

– Well, I'd love to go visit it. But of course, if I get too close... maybe I'll hurt it with my brightness –the little star hesitated.

– Calm down, Twinkle! You are so small that surely nothing will happen to them.

And Twinkle decided to start approaching the Earth little by little.

PLATE 4

The first thing the little star did was stop and talk to the clouds.

– Hi, I'm Twinkle, what are you?

– We are the clouds and we have a very important job to do for planet Earth –the clouds answered. We bring rain with us, and keep the Sun's rays from hitting the Earth so hard.

– And... why shouldn't the Sun's rays reach the Earth? My cousin loves touching the Earth and its inhabitants, said Twinkle.

– Yes, yes, but sometimes the Sun shines so much that it can hurt them. So the inhabitants of Earth have to look for shade and take care to protect themselves from your cousin, the clouds explained.

– Well, the best thing for me to do is go down to Earth and ask someone about this – the traveling star answered.

Twinkle said goodbye to the clouds and continued her journey.

PLATE 5

As soon as she landed on Earth, she found herself in front of a great building called SCHOOL and decided to come in through an open window.

It was a classroom filled with children who were holding an assembly about the sun. Twinkle stayed by the window and listened to what the teacher was saying.

– Hello boys and girls, today we are going to talk about our friend the Sun – said the teacher.

Resources: **"Where does Twinkle come from?" story, story plates and Twinkle mascot.**

Activity 2.
Viewing images or videos (development)

Description:

The educator shows images of the sun on the digital board or in paper format and they are discussed as a group. Prompts and questions below:

- What is the sun?
- What does the sun give us?
- What shape does it have?
- What is the purpose of sunlight?

Resources: **Images of the sun and web links for viewing images.**

Enlaces:

https://www.youtube.com/watch?list=PL_Y3qbepMRoYexJSdFAGfEJGU4JflKKUL&v=ZykXgSqet6A (Solar System)

https://www.youtube.com/watch?v=gHhyW9HRBvo (Explanation of why it gets dark at night)

Complementary activity:

➔ DRAWING THE SKY

Description:

This activity involves making a drawing of the sky, according to the following options:

- Students are given a sheet of paper they can colour in with a light blue wax crayon on one side, and with a black crayon on the other. On the blue side they can stick a yellow paper circle (the sun). The children can then draw the sun's rays and make white clouds with cotton balls. On the black side, the students can paste a white paper circle (the moon) and yellow star stickers.
- Students are given a sheet of paper to draw the sky freely.

Resources: Paper, light blue and black crayons, yellow and white circular stickers, white or yellow star stickers, pencils and markers.

Activity 3.
True or false (development)

Description:

The teacher makes a series of affirmations about the sun and the student must determine whether they're true or false.

- The sun is a star.
- The sun gives us light, but it does not give us heat.
- The sun comes out at night.

- The sun comes out by day.
- The ozone layer protects us from the sun (optional).

Resources: **Affirmations about the Sun.**

Activity 4.
Riddles and poems

Description:

Play the riddles and recite poems related to the Sun.

Resources: **Riddles and poems**.

RIDDLES

I am warm and hot,
but also big and round.
I go and hide when it gets dark,
and in the morning I'm back
around.
(The sun)

A big golden coin,
Of infinite value,
and for which you pay nothing.
(The sun)

Big and large,
greater than Earth.
It burns but does
not get burned,
it burns but is no candle.
(The sun)

I'm blond without having hair.
They call me king but
I have no kingdom.
I fix clocks but am not a
watchmaker.
(The sun)

By day I get up,
I go to bed at night,
I paint sunsets red.
Do you not know who I am?
(The sun)

At night they appear
When nobody has called them;
By day they are gone,
But tomorrow they
will be back again.
(The stars)

POEM

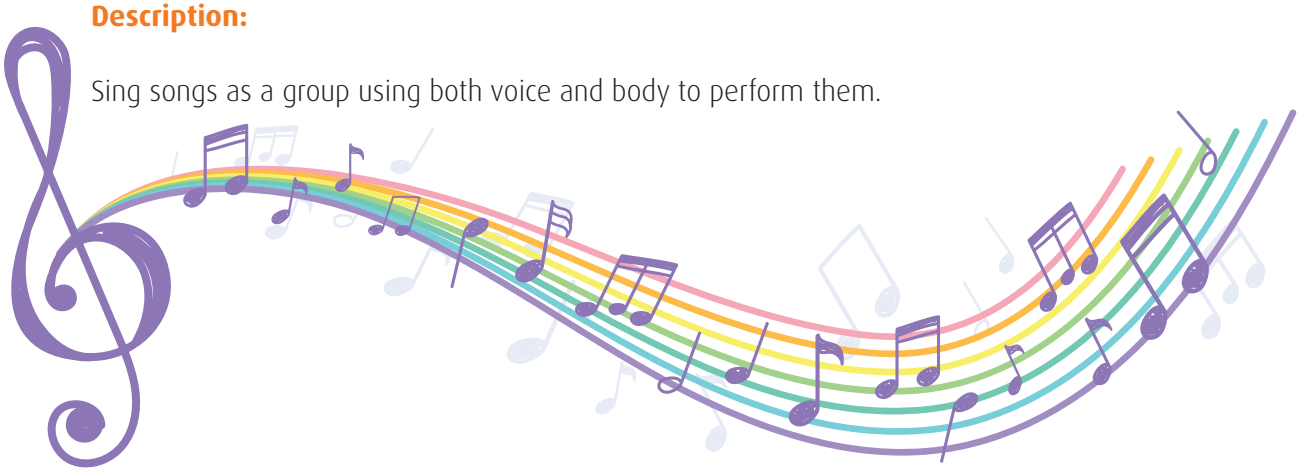
"Mrs Dr op"

Mrs Drop is in a cloud,
on a swing that goes up and down,
with so much chill she's caught a cold and
with a sneeze slipped down and down.
Mrs Drop fell on Earth
and started wetting all the grass.
Mrs Drop cried so much
that her friend the Sun overheard.
A ray of gold he lent her down
and very happy she climbed back up.
Mrs Drop is back in the cloud,
on a swing that goes up and down.

Activity 5.
Songs

Description:

Sing songs as a group using both voice and body to perform them.



SONGS

"Come out, little Sun"

Come out little Sun, warm me up a little
for today, for tomorrow, for the whole week:
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

"When you are very hot"

When you are very hot,
Put on a hat and you will feel better.
When you are very hot,
Put on a hat, drink water and you will feel better.
When you are very hot,
Put on a hat, drink water, find some shade and you will feel better.
When you are very hot,
Put on a hat, drink water, find some shade, put on your sunglasses
and you will feel better.

(Add other actions cumulatively)

Resources: **Songs in the classroom or gym.**

Activity 6.
Measuring shadows (development)

Description:

This activity consists in getting exposed to the sun at three different times during the day (first thing in the morning, at noon and if possible in the afternoon or shortly before leaving), and observing how the shadow we cast changes according to the time.

A fixed, sunny spot can be chosen in the playground to place 2 or 3 students. The rest can then draw their shadow with chalks, as it gets cast on the ground at three distinct moments of exposure.

They should observe how the shadow changes location and size as the hours of the day pass.

At the end of the day there can be an assembly in which to discuss the activity with the students, so they can express what they think about the experience.

Resources: **Chalks and, as a physical space, the playground.**

Complementary activity:

➔ **THE GHOST GAME**

Description:

This activity explores new ways of communicating by interpreting the shadow of a classmate. At one end of the classroom or gym, a sheet can be stretched from floor to ceiling with a lamp (or other light source) placed behind it, and the rest of the room kept dark. Each girl or boy can then take turns to go between the sheet and the light. They should walk slowly representing actions, while the educator encourages the rest of the class to try and identify the ghost or what they are trying to perform.

Resources: **A sheet and a flashlight.**

Activity 7.
Planting seeds (development)

Description:

This activity consists in having the students plant two seeds: one to be placed in a bright place, and the other in a shady spot. For a couple of weeks, the children can observe their evolution and draw their own conclusions – namely, that the seed receiving the most light grows better and faster than the one without.

Resources: **Seeds, soil, water and transparent containers.**

Complementary activities:

➔ "HIDDEN IN THE HEART" POEM

Description:

Recite "Hidden in the heart" poem.

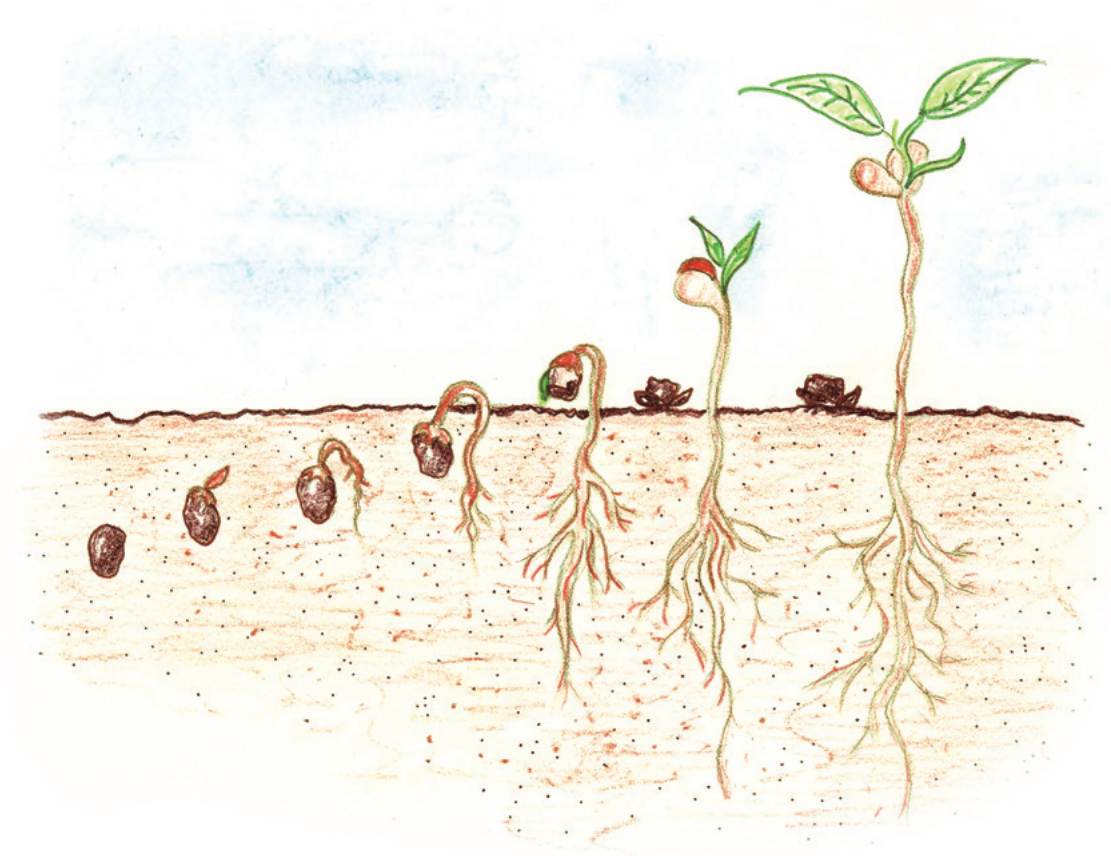
Resources: **"Hidden in the heart" Poem.**

Hidden in the heart
of a small seed,
under the ground a plant
was peacefully sleeping.
Awake! The heat said,
Awake! Cried the cold water.
The plant heard the call,
and wanted to see
what was happening.
She put on a green dress
and stretched her body upwards.
Of every plant that is born,
This is its simplest story.
(Author: Manuel F.G)

➔ HOW DOES A PLANT GROW?

Description:

Order time sequences of the growth of a plant.



Resources: **Time sequences on the growth of a plant.**

Activity 8.
Stepping on shadows (development)

Description:

The aim of this activity is to get students to try and step on the shadow of other classmates while they run around the playground. When one steps on the shadow of another, the latter must remain still. This activity is intended to take place outdoors.

Resources: **Physical space of the playground.**

Activity 9.
Hot or cold (development)

Description:

This activity is intended to encourage students to experience the sensations of heat and coldness with different materials, objects, etc. To that end, the educator can provide frozen gel bags (those used for bruises, for example), the aluminum on the windows or on the metallic legs of tables and chairs, the floor... and contrast with the temperature of hot water (you can use a kettle, for example), a radiator, rubbing one's own hands... The students could also take two identical objects to the playground, placing one in the shade and the other in the Sun, to check how the latter heats up.

Resources: **Cold and hot objects and materials as described in the activity, the playground as a physical space.**

Complementary activity:

➔ "HOT" OR "COLD" GAME'

For the purpose of the game, "hot" means close and "cold" means far away. The educator can get one of the students to hide Twinkle somewhere in the classroom, in the playground or in the gym, then get the rest of the class to look for it – the only clues the student can give to classmates are "hot" when they get close or "cold" if, on the contrary, they move away from it.

Resources: **Twinkle mascot and, as a physical space, the classroom, the gym or the playground.**

Activity 10.
Mural of the Sun or the Solar System (closure)

Description:

The educator can guide the students to create a mural as a group, drawing either the Sun or the Solar System, highlighting in the latter case the position of the Sun and the Earth in relation to the other planets.

Resources: **Paper roll, pencils, crayons, paint...**

Activity with the family

➔ RESEARCH TASK: POLLUTION AND GREENHOUSE EFFECT

Description:

First, the educator is to notify the families about the campaign through an informative note, encouraging them to read the school magazine or newspaper, as well as visiting the centre's blog, to obtain more detailed information. The teacher can also suggest that they follow the Facebook page "Disfruta del Sol sin Dejarte la Piel" (Enjoy the Sun without Sacrificing your Skin).

The family should be made aware that the Sun is the topic being worked on in this first unit.

Once they have been informed, with their help and collaboration, the educator can get the students to bring magazine clippings, photographs, drawings and even household objects (empty spray cans...) of things that pollute and are harmful to our planet. With all this material, a mural can be made for the school, entitled "We want a clean sky and planet."

As the activity takes place, families can be encouraged by the teachers to come to the classrooms, and present briefly any materials they bring, explaining together with their daughter or son why they are polluting to the environment.

Resources: **Magazine clippings, photographs, drawings, household objects (pollutants), paper roll, glue, scissors, crayons...**

Activity with the community

➔ ANNOUNCING TWINKLE'S ARRIVAL TO THE SURROUNDING AREA

Description:

The teacher can publicise Twinkle's arrival to the school through its own magazine, newspaper or blog, briefly explaining who she is and why she has come. Photos of the students welcoming the mascot would be useful to illustrate this.

In addition to the above, the educator can distribute the campaign's informative posters (where its primary objectives are stated, and the mascot presented), in strategic places of the surrounding area: health centres, pharmacies, cultural and sports centres, libraries... Their distribution can be done, for example, through organised visits with students, although, as always, the educator is to decide the best option in each case.

It can be very beneficial to develop a relationship with the people responsible for the relevant establishments, not just to inform them of the school's involvement with the photoprotection campaign, but also to enable a sense of continuity as the successive teaching units progress and new posters get handed out.

Resources: Informative posters of the campaign and the school's magazine, newspaper or website.

Complementary idea

- Visit a planetarium or request a portable one. The latter can be done through the following link: *www.educaixa.com/-/planetamovil_astronomia.*
- Make a model of the Solar System with the help of families.

4.2. DIDACTIC UNIT 2

Introduction

The skin is the human body's largest organ. It acts as a protective barrier that isolates the organism from the environment that surrounds it, protecting it and helping to keep its structures intact, while acting as a communication system with the environment.

This organ can suffer from various diseases such as skin cancer, the main risk factor for which is exposure to ultraviolet rays from sunlight or other artificial sources of light, such as tanning booths.

Only by learning more about this part of our bodies can we contribute to its care and protection.

Goals

- Knowing what the skin is and what its purpose is.
- Differentiating skin phototypes.
- Identifying one's own skin phototype and that of others.

Contents

- The skin and its function.
- Skin phototypes.
- Identifying one's own skin phototype and that of others.

Key competences

- Linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Learning to learn.
- Digital competence.

Transversal elements

- Prevention of racism and/or xenophobia.
- Acquisition of healthy lifestyle habits: skin hygiene.
- Skills: creativity, autonomy and teamwork.
- Initiation to reading and writing.
- IInitiation to Information and Communication Technologies.

Multiple intelligences

- Linguistic.
- Motor.
- Visual.
- Musical.
- Interpersonal.

Curricular areas

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: communication and representation.

Activities with THE STUDENTS

Introduction and motivation:

1. Story: "Chameleon skin".

Development:

2. Viewing images.
3. Skin phototype games.
4. Riddles, poems and songs.
5. Magazine clippings.
6. The magic bag.
7. Textures workshop.
8. Visiting a skin doctor: the dermatologist.
9. Spot the difference.

Closure:

10. Mural of skin phototypes and hygiene standards.

Activities with THE FAMILY

Family tree - phototype.

Activities with THE COMMUNITY

Dissemination of the campaign.

Evaluation criteria

- Recognising that the skin is an organ of the human body.
- Understanding that the skin is a layer that protects the body.
- Identifying different skin phototypes (Fitzpatrick).
- Identifying one's own skin phototype.
- Identifying others' skin phototype.

DEVELOPMENT OF ACTIVITIES

Activity 1.
Story: "Chameleon skin" (introduction and motivation)

Description:

The teacher can begin by narrating the story "Chameleon skin" with the help of Twinkle and the illustrated pictures. It can then be discussed with the students to exchange ideas, reflections, tastes, experiences... After this time of free conversation, a more structured dialogue can take place with comprehension questions such as:

- What is the name of the child in the story?
- What pet did his parents give him?
- What caught his attention?
- What did the teacher ask them?

- What did Lorenzo think when he started observing his chameleon?
- What special feature do chameleons have?
- Who helped Lorenzo?
- What did Lorenzo and his grandmother do?
- Do people also change color?
- What happens to people if they are exposed to the Sun a lot?

Resources: **"Chameleon skin" story, illustrated plates and Twinkle mascot.**

Story: "Chameleon skin"

SEARCH IN ANNEXES

PLATE 1

When Lorenzo got home that day he could not believe it: his parents had a wonderful surprise ready for him. Before his eyes was a bulging–eyed animal that looked nothing like a frog, and that had strange but interesting–looking skin.

– What animal is this, Mum? Is it an alien? –Lorenzo asked.

– No, darling, it's a chameleon –replied his mother.

The next day, Lorenzo was eager to get to school to tell his friends that he had a very special pet.

PLATE 2

Magdalena, his teacher, listened to what Lorenzo was saying to the rest of the class and took the opportunity to do a school project on animals.

Each student had to choose an animal and share with the class one of its special characteristics: its skin, its food...

Lorenzo knew right away he wanted to do a presentation on his new chameleon.

PLATE 3

As soon as he got home, he picked up a magnifying glass and began to observe it. He got a small notebook and was prepared to write down everything his pet did. But after a while he had only written three words: skin, rough and colours.

The chameleon did not do anything funny, it was mostly still and, from time to time, fell asleep. Lorenzo thought his pet had nothing special about it, after all.

PLATE 4

His grandmother entered the room and approached him, as he was sadly sitting next to the terrarium.

– Lorenzo, what's the matter with you? –asked the worried grandmother.

– My chameleon does not do anything fun, I will not have anything interesting to say in class –moaned Lorenzo.

– I have an idea! –said the grandmother. We will take the camera and we will take some pictures in the garden, in your bed and in many other places... This will make it change colour, which will be a lot more interesting – what do you think?

Also, if you want we can have a picnic in the garden.

– What a great idea, grandma! –Lorenzo exclaimed.

PLATE 5

That same afternoon, the grandmother, her grandson and the chameleon had a fun and pleasant time in the garden, but the spring sunshine was starting to sting.

– Come on, Lorenzo, bring my hat, I have very delicate skin –said the woman.

– But why, grandma? –asked the little boy in surprise.

– Us people, unlike your pet, cannot change colour to camouflage ourselves, but our skin does turn red to warn us that it is burning –explained the grandmother.

– Grandma! I finally figured out what I want to do my homework about; I will talk about the differences between my skin and my chameleon's –Lorenzo explained excitedly.

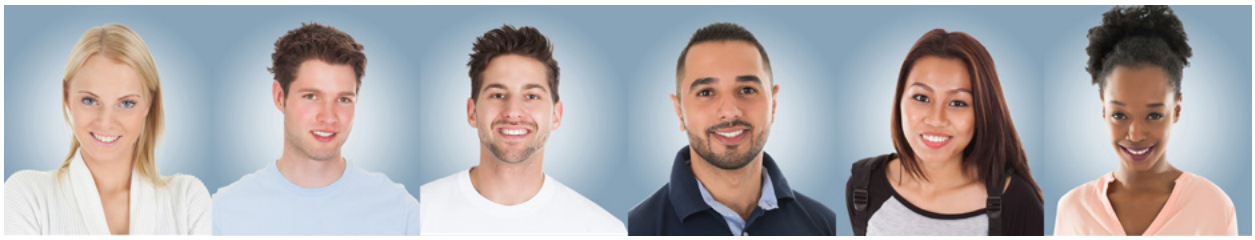
PLATE 6 (OPTIONAL)

On presentation day, everyone talked about their pets' antics, what they liked to eat, how they liked to play, but Lorenzo talked about something much more interesting: how important the skin is for all living beings.

Activity 2.
Viewing images (development)

Description:

The educator can show images of different people so they are discussed as a group. Relevant guidance questions could be:



- What do we see?
- Is it a boy or a girl?
- A man or a woman?
- How is he dressed?
- How is his body?
- Is he young or old?

If a student comments on the color of the skin, this moment can be used to introduce a new concept: "skin phototype". If it does not arise spontaneously, it is induced to do so through indications such as:

- Look at the color of their skins, are they all the same?
- Which is lighter?
- Which is darker?
- Look at your skin, which one does it look like the most?

Next, the characteristics of the different skin phototypes are discussed and each girl or boy points out his/her own on the digital board (or on other supports such as paper or computer).

Resources: **Images of people with different skin phototypes.**

Activity 3.
Skin phototype games (development)

➔ MEMORY GAME WITH SKIN PHOTOTYPES

Description:

All cards should be placed face-down. In each round, two cards are raised; if these are different, they are placed face-down and the round passes, but if they are the same, they remain face-up. The goal is to find all the matching pairs by trying to remember where each image is.

This game can be played in small groups or individually.

Resources: **Memory game with skin phototypes.**

➔ BINGO WITH SKIN PHOTOTYPES

Description:

The skin phototype bingo cards can be distributed to the students either in small groups or individually.

Then, the teacher can start drawing the pictures from a box, for the children to mark on their cards whenever the images match. The group or student that manages to fill the whole card first wins the game.

Resources: **Skin phototype bingo cards.**

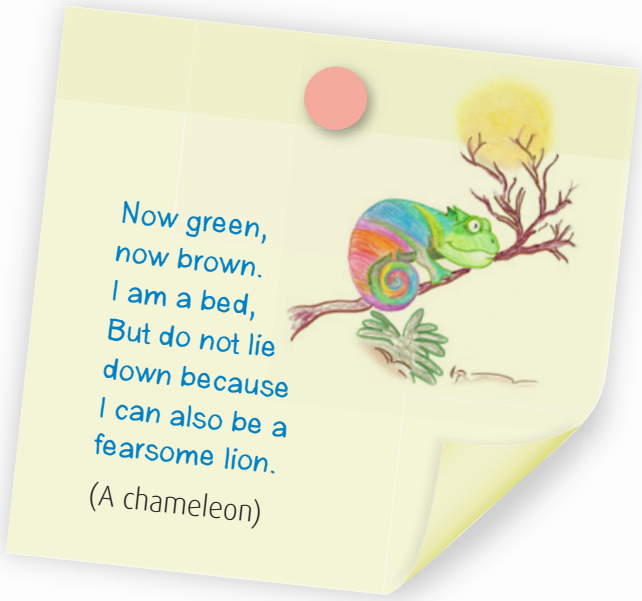
Activity 4.
Riddles, poems and songs (development)

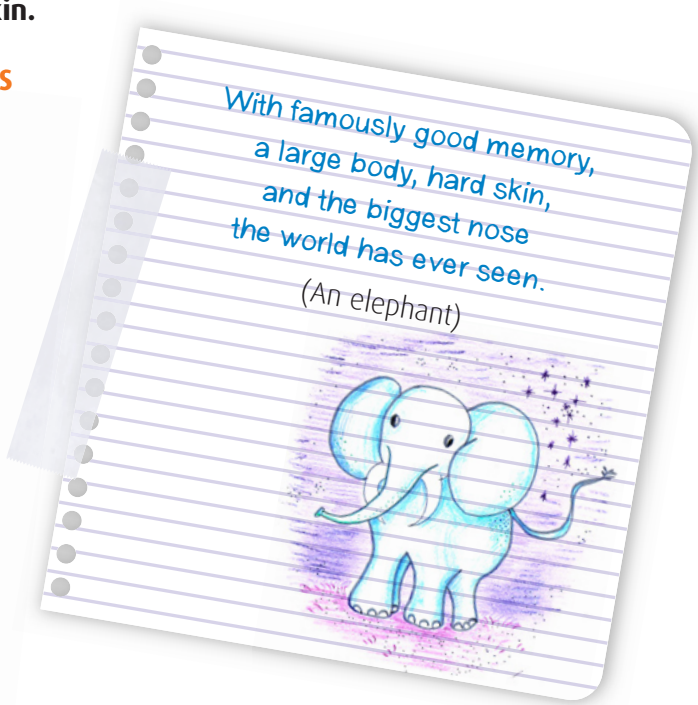
Description:

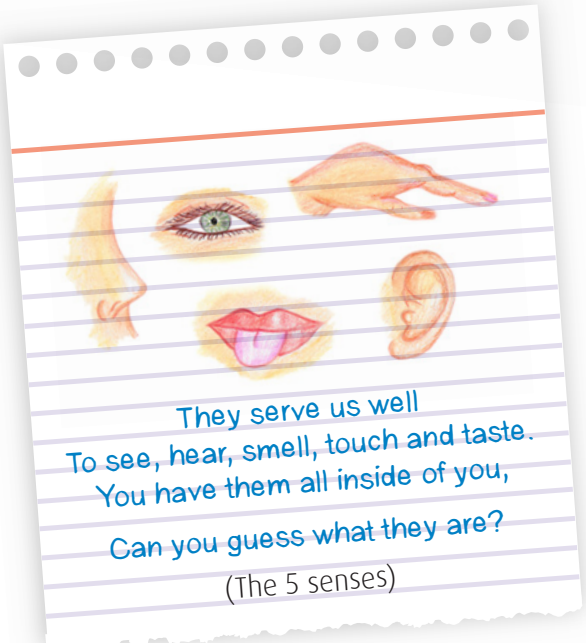
Play the riddles, recite poems and sing songs related to the skin.

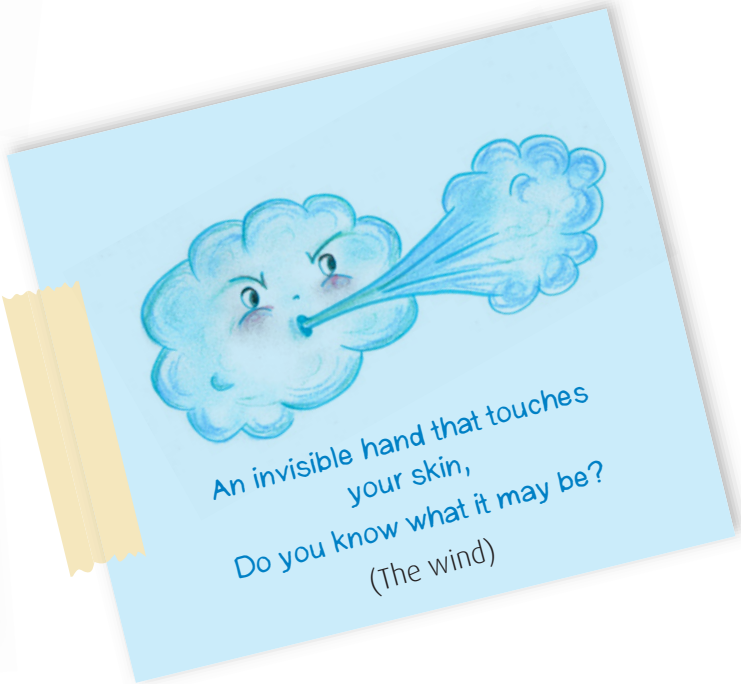
Resources: **Riddles, poems and songs about the skin.**

RIDDLES









POEM

There are different skins,
of different colours,
white, yellow,
black or brown.
All the people in this world,
Slightly different, but the same,
Want one thing and one alone,
All they want is to be loved.

Songs

"The five fingers"

Little finger, little finger
Where are you?
I'm here.
Nice to meet you,
Nice to meet you,
I'm leaving, me too.
Ring finger, ring finger,
Where are you?
I'm here.
Nice to meet you,
Nice to meet you,
I'm leaving, me too.
Middle finger, middle finger,
Where are you?
I'm here.
Nice to meet you,
Nice to meet you,
I'm leaving, me too.
Index finger, index finger,
Where are you?
I'm here.
Nice to meet you,
Nice to meet you,
I'm leaving, me too.
Thumb, thumb,
Where are you?
I'm here.
Nice to meet you,
Nice to meet you,
I'm leaving, me too.
The whole hand, the whole hand,
Where are you?
I'm here.
Nice to meet you.

"My hands"

I have a hand,
I make it dance,
I open it, I close it,
I put it in its place.
I have another hand,
I make it dance,
I open it, I close it,
I put it in its place.
I no longer have hands,
I don't know where they are,
Where are my hands?
Here they are!

Activity 5.
Magazine clippings

Description:

For this activity, the teacher can give the students several magazines, from which they can be encouraged to find and cut out any images of people. These can then be pasted onto a long strip of paper to create a mural reflecting the great diversity of people that inhabit the world.

Next, the mural could be observed and discussed as a group, pointing out all the different characteristics of the people that appear in it: different skin tones, hair type, eye colour, etc.

The open discussion can be wrapped up with a closing remark on the importance of respecting differences, regardless of physical appearances, and embracing diversity.

Resources: **Magazines, scissors, paper roll, markers , glue...**

Activity 6.
The magic bag (development)

Description:

For this activity, the educator is advised to select a few objects with markedly different shapes and textures, and put them all in a bag (or other container). Then, the students can be asked to find a specific object blindly, guided only by the shapes and textures they can feel with their hands, and the teacher's instructions.

Resources: **Cloth bag (or other container) and objects of different shapes and textures.**

Activity 7.
Textures workshop (development)

Description:

This activity simply consists in encouraging the students to touch and feel objects and materials of different textures, from soft to rough. This can be done while observing them, or with a blindfold so as to further stimulate the sense of touch.

Resources: **Cotton balls, tissue paper, stuffed animals, plasticine, sandpaper ...**

Activity 8.
Visiting a skin doctor: the dermatologist (development)

Description:

The educator can begin by explaining that there is a doctor whose job it is take care of our skin, and that it is called a dermatologist. Then, the students can take turns to dress up with doctor's gowns and play by inspecting each other's skins, observing any moles, their size and colour...

Resources: **Doctor costumes and magnifying glasses.**

Activity 9.
Spot the difference (development)

SEARCH IN ANNEXES

Description:

The educator can show on the digital board (or in paper format) sets of two images that illustrate the different skin phototypes or suitable behaviours for skin hygiene. Though similar, each pair has a few differences, which students should be encouraged to spot.

Differences:
1. Blond hair - Red hair
2. Fair skin - Tanned skin
3. Face without freckles - Face with freckles

Differences:
1. Brown hair - Black hair
2. Fair skin - Dark skin
3. Face without freckles - Face with redness
4. Green eyes - Black eyes

Drawing 1

1. Boy with brown eyes
2. Girl with brown eyes
3. Boy with fair skin
4. Girl with fair skin
5. Boy with light brown hair
6. Girl with blond hair

Drawing 2

1. Boy with black eyes
2. Girl with blue eyes
3. Boy with dark skin
4. Girl with very light freckled skin
5. Boy with black hair
6. Girl with red hair

Resources: **Pairs of images (digital or paper) to find differences in skin phototypes and skin hygiene.**

Activity 10.
Mural of skin phototypes and hygiene standards (closure)

Description:

As a group, the class can be encouraged to make a mural that includes children of different skin phototypes engaging in basic hygiene activities.

Resources: **Coloured cards in shades similar to skin phototypes, paper roll, pencils, markers, paint...**

Activity with the family

➔ **FAMILY TREE - PHOTOTYPE**

Description:

Using the template provided, families can be encouraged to put together a family tree that includes individual photographs. Said project could then be presented in class with the help of a family member, indicating in each case the skin phototype of each person.

Activity with the community

➔ **DISSEMINATION OF THE CAMPAIGN**

Description:

An article could be published in the school's magazine, newspaper or blog about activity 8 (visiting the dermatologist), which could include images of the students' role-play game.

The educator could also continue to publicise the campaign in any places previously contacted in unit 1 through the distribution of new informative posters. If the visit with the students has already been made and repeating it would be inconvenient, the people responsible for those establishments could be asked to visit the center, where they could be made aware of the new topic.

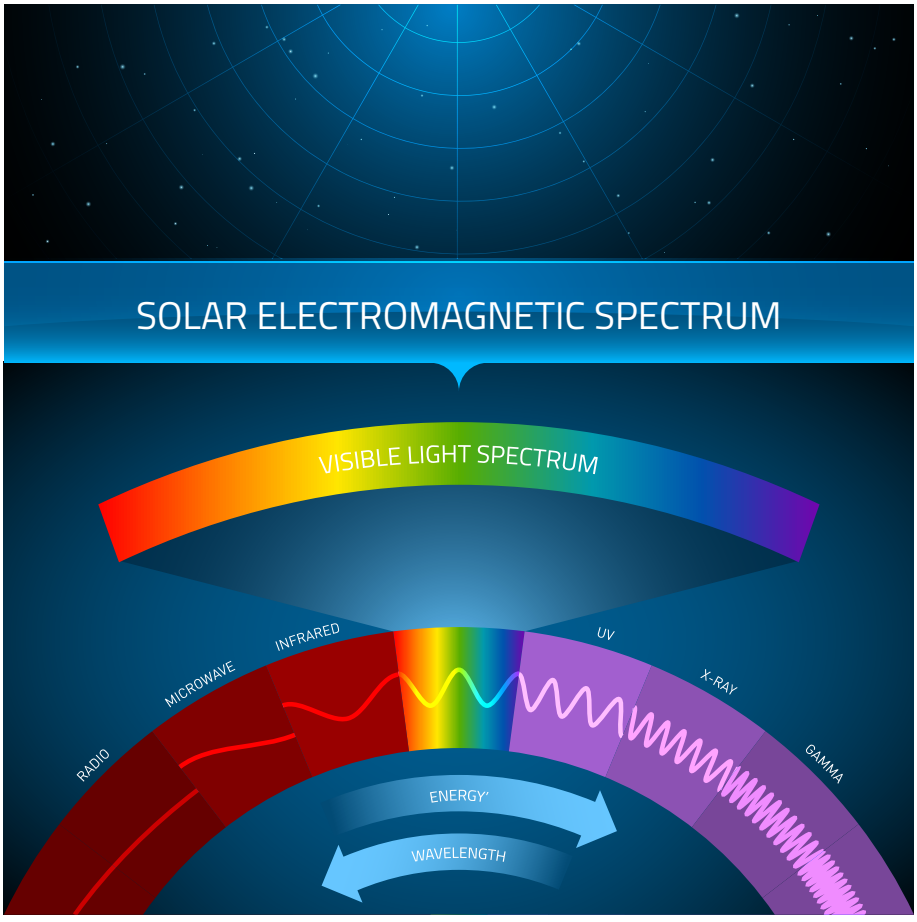
Resources: **Informative posters of the campaign and school magazine, newspaper or website.**

Complementary ideas

- A dermatologist could be asked to visit the classroom in order to explain to the students (and if possible, the families) how the sun affects the skin, any warning signs to be aware of, the types of moles and spots to be found... and, especially, the ABCDE rules (A of asymmetry, B of border, C of colour, D of diameter and E of Evolution).
- A mole exploration workshop could be carried out with the families taking on the role of patients, and the student body playing the role of dermatologists in charge of the exploration.

4.3. DIDACTIC UNIT 3

Introduction



It is therefore essential that we learn as much as possible about the sun's effects so we can reap its benefits, while protecting ourselves from any harmful side-effects.

Exposure to ultraviolet radiation (UV) is the main risk factor for the development of skin diseases and skin cancer. Although there are three types of ultraviolet radiation, A, B and C, only the first two (A and B) reach our body, since the third (C) is absorbed by the upper layers of the atmosphere.

UVA rays penetrate deepest into the layers of the skin. They are responsible for tanning, photo-aging (wrinkles, blemishes...) as well as skin cancer.

On the other hand, UVB rays are more energetic than the first, and although they do not penetrate the skin as deeply, they can damage the DNA of its cells directly. They are responsible for sunburn and, once again, for the development of skin cancer.

The Sun is a source of energy and life and has countless health benefits as indicated in unit 1 (synthesis of vitamin D, improving mood, regulating the circulatory system, increasing immune response...). However, excessive exposure can also be harmful due to the effects of ultraviolet radiation discussed above.

It is therefore essential that we learn as much as possible about effects of the Sun so we can reap the benefits of it, while protecting ourselves from any harmful side-effect

Goals

- Learning both the positive and harmful effects of the Sun.
- Associating solar exposure habits and behaviors to the positive and negative effects of the Sun.
- Embracing the beneficial effects of the Sun in a positive way, and understanding the need to protect oneself against its harmful effects.

Contents

- Positive and harmful effects of the Sun.
- Association of habits and behaviors of solar exposure to the positive or negative effects of the Sun.
- Positive evaluation of the beneficial effects of the Sun and understanding the need to protect oneself against its harmful effects.

Key competences

- Linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Learning to learn.
- Digital competence.

Transversal elements

- Acquisition of healthy lifestyle habits: effects of sun exposure.
- Skills: creativity, autonomy and teamwork.
- Initiation to Information and Communication Technologies.

Multiple intelligences

- Linguistics.
- Motor.
- Spatial or visual.
- Musical.
- Interpersonal.

Curricular areas

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: communication and representation.

Activities with THE STUDENTS

Introduction and motivation:

1. Story: "In the park".

Development:

2. Animals, plants and sunshine.
3. Viewing images.
4. Sun and shade.
5. Riddles, poems and songs.
6. Choosing the right spot.
7. Temporal sequences.
8. The two faces of the Sun.
9. Dramatisation.

Closure:

10. Mural depicting both beneficial and harmful effects of the Sun.

Activities with THE FAMILY

What we know and what we have learned.

Activities with THE COMMUNITY

Dissemination of the campaign.

Evaluation criteria

- Recognising the benefits of the sun: light, heat, mood, vitamin D for bones...
- Identifying the harmful effects of the sun: sunburn, cataracts, dehydration, skin cancer, skin ageing...
- Associating habits and behaviors of solar exposure to the positive and negative effects of the sun.
- Embracing the beneficial effects of the sun in a positive manner.
- Understanding the need to protect oneself from the harmful effects of the sun.

DEVELOPMENT OF ACTIVITIES

Activity 1.
Story: "In the park" (introduction and motivation)

Description:

The teacher can begin by narrating the story "In the park" with the help of Twinkle, the mascot, and the illustrated pictures provided. Then, the students can be encouraged to share their thoughts and ideas on it.

After a period of free, open conversation, the educator can guide the class into a more structured dialogue by using comprehension questions such as:

- Where did Enrique and his friends go every day after school?
- There was a day when the sun shone brighter than usual. That day, was it cold or hot? Why?
- What happened to the fountain?
- What did Enrique tell his dad?
- What did Enrique and his dad do, then? What for?
- What did Enrique do the next day when he returned to the park?
- Was the fountain working?
- What did Enrique think about the water?

To finish, different conclusions can be drawn on the subject: the possibilities of outdoor leisure activities, the need to drink water and rest...

Resources: **"In the park" story, story plates and Twinkle mascot.**

Story: "In the park"

SEARCH IN ANNEXES

PLATE 1

Like every day after school, Enrique and his friends decided to go play for a while at the park that was on the way home. That day the Sun shone brighter than usual, as summer was fast approaching.

The girls and boys played non–stop all around the park, having races, and climbing the slide, which was very hot that day... They were having a great time. After all the running they became really thirsty, but when they tried to have a drink at the fountain, they found it wasn't working.

PLATE 2

– Oh dad, I want water! I'm so thirsty! –said Enrique.

– Well, we're going home then, you need to drink. You are so sweaty and need to change your clothes. I did not expect today would be this hot! –exclaimed the father.

Although he really wanted to continue playing in the park with his friends, he was so thirsty that he went home without complaining.

PLATE 3

The next day, on his way back from school, Enrique wanted to play again in the park, and the first thing he did was check if the fountain was working.

– Look, Dad, the fountain is working again! Today I'm going to play for a long time! –the boy shouted excitedly.

PLATE 4 (OPTIONAL)

Enrique played with his friends for the longest time that day, thinking to himself how important it was to have water nearby to play and have fun on hot days.

Activity 2.
Animals, plants and sunshine (development)

Description:

The teachers can show the children photographs of the following animals and plants: a bearded dragon, an owl, a sunflower and moss. On each occasion, the following comments can be made:

- *Bearded dragon:* it is a cold-blooded animal that needs sun baths to survive. It darkens its skin and inflates its body in order to fully absorb the sun rays' energy.
- *Owl:* it is a nocturnal animal because the rays of the sun damage its eyes.
- *Sunflower:* it is a flower that turns on itself throughout the day in order to face the sun.
- *Moss:* it is a plant that lives in humid and dark places, it needs very little sunlight and in fact cannot survive in very sunny places.

Resources: **Photographs of bearded dragons, owls, sunflowers and moss.**

Activity 3.
Visualisation of images (development)

Description:

The educator can show pairs of images that illustrate the contrasting nature of to the effects of the sun:

- Plant growing / withering plant due to lack of sunlight.
- Happy people exercising / apathetic people due to inactivity.
- Healthy seniors / elderly people with different ailments.
- Faces with photo-ageing / faces without photo-ageing .
- Healthy skin / burned skin.

These juxtapositions can be observed as a group while making comments and reflecting on the sun's effects on our well-being an health.

Resources: **Digital board and pairs of images with the positive and negative effects of the sun.**

Activity 4.
Sun and shade (development)

Description:

The teacher can begin the activity by laying out several pairs of objects in the playground. Out of each pair, one can be placed in a sunny area, while the other is placed in the shade. After a time, the students can be asked to verify how temperature has changed in each case. After checking this, the objects can be left outside in their respective spots for several weeks, which will show how easily objects can deteriorate when exposed to the sun, especially when compared with the objects left in the shade.

Resources: **Brightly-coloured paper or card, plastic objects, metal objects...**

Activity 5.
Riddles, poems and songs (development)

Description:

Play the riddles, recite poems and sing songs related to the effects of the Sun.

Resources: **Riddles, poems and songs about the effects of the Sun.**

RIDDLES

I can enter a river and not get wet,
But every afternoon, I can't help it,
I turn red.
(Sunshine)

I have a friend I always follow,
I imitate his every action.
But at night, I let him go;
Because without light, I am invisible.
(The shadow)

In the sky I sparkle
When the rain finally stops,
I'm a true wheel of colours,
But catch me with your hands,
you cannot.
(The rainbow)

With a yellow head,
That turns and turns,
as it chases the sun,
and makes delicious seeds,
for all to enjoy.
(Sunflower)

POEMS

Mr. Sun, Mr. Sun,
Will you shine for me?
Golden and bright,
Yet you hide from me.
Mr. Sun, Mr. Sun,
As I sing, I ask of you;
Golden and bright,
Let me play and laugh with you.
Mr. Sun, Mr. Sun,
Will you shine for me?

Oh Sun I know you're cold
And don't want to leave;
Stuck between the clouds
You have gone to sleep.
All the birds they're asking
Like I do,
For a ray of sunshine
To warm them through.
Through the streets of heaven
Let it show,
That all us children want
Is to run with you.
(Author: Ida Réboli)

A soft brightness
woke me up this morning,
it was a ray of sunshine
on my windowsill.
Leaving my bed,
I looked far into the distance.
I watched the powerful rays,
and the solar orb from whence they came.
Without the Sun, I clearly saw,
there would be no life, we would not exist.
Without its light, without its heat,
the world would die, we would not exist.
Yet there it was, a ray of sunshine,
brightly glowing on my windowsill,
bringing light and gentle heat
from far away, just for me.

https://ministerioinfantilusa.com/2011/07/14/como-un-rallito-de-sol-poema-para-ninos/

SONG

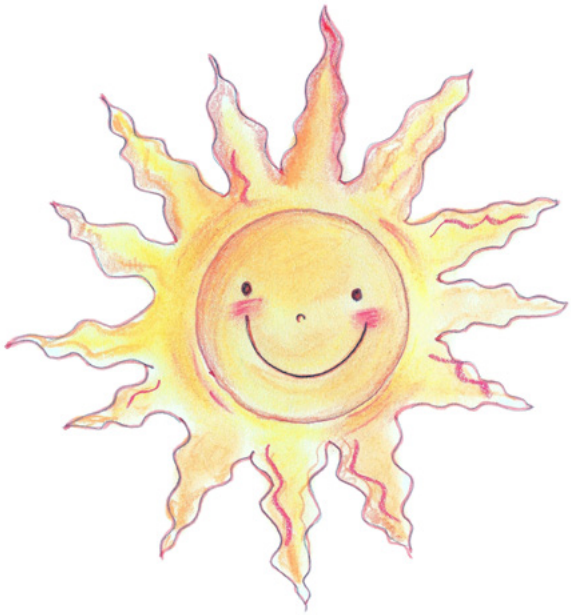
On this autumn
morning,
The Sun is rising,
Lazily rising,
Up to the sky.
All wrapped in clouds,
It blinks and twinkles,
Stretching its rays,
Little by little.

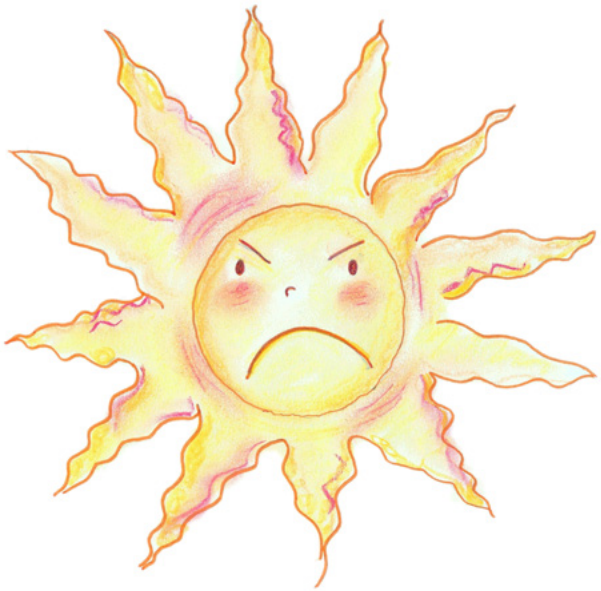
Activity 6.
Choosing the right spot (development)

SEARCH IN ANNEXES

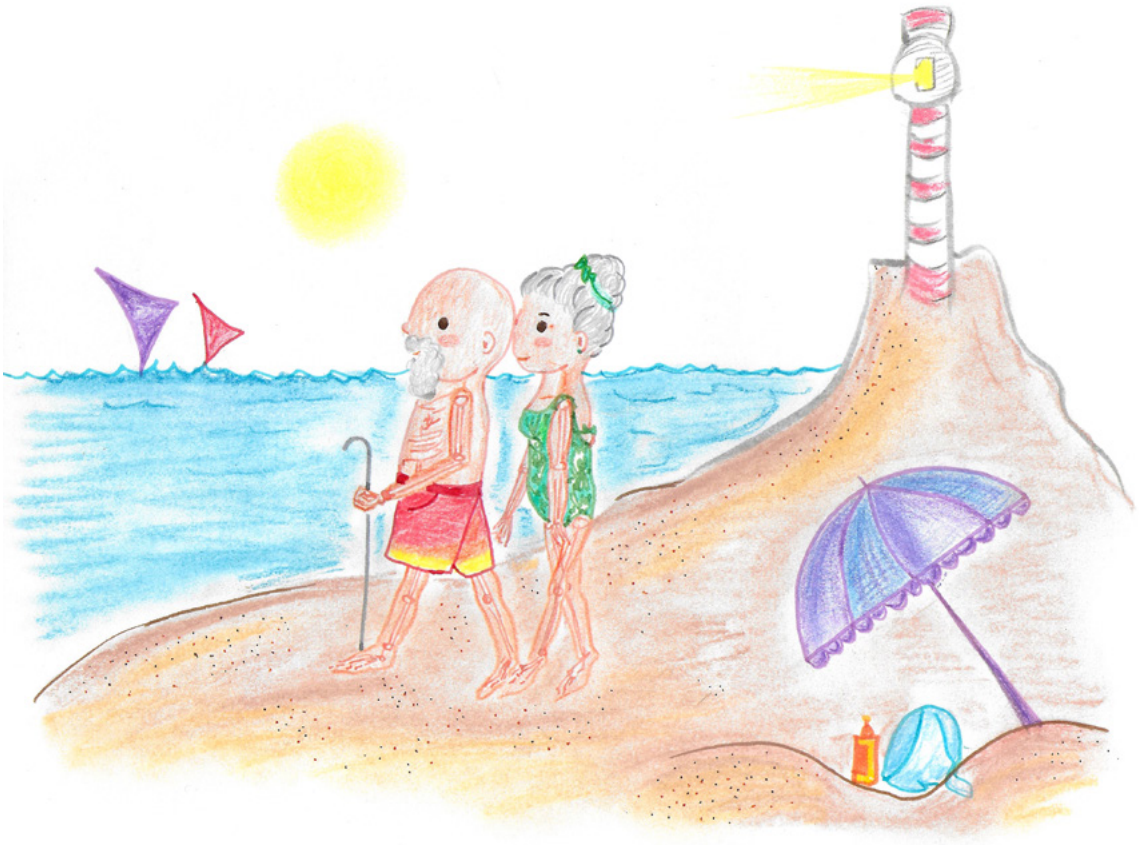
Description:

The educator can give each student a card with images about different situations in which the Sun has positive or negative effects. The child, with the help of the class, must decide if the effects depicted are beneficial or harmful ("good" or "bad") and place the card accordingly - either in the Smiling Sun panel (located on one side of the class) or in the Angry Sun panel (located on the opposite end of the class).





Resources: Images of beneficial or harmful situations involving the Sun (with velcro at the back) and two Velcro panels of the Sun (a Smiling one and an Angry one), on which to paste them.



Activity 7.
Temporal sequences (development)

Description:

This activity requires the students to identify the right order for a series of temporal sequences, which are related to the positive and negative effects of the Sun.

Level 3 years

- Positive effect: seed gets planted - plant receives rays from the Sun - plant grows.
- Negative effect: get to the beach - lie in the sun without any protection – skin gets burned.

Levels 4 and 5 years

- Positive effect: boy calls girl to play on the street - girl looks out the window and sees a sunny day - girl and boy play on the street - they go home very happy.
- Negative effect: man drinking can of soda - man throws the can to the ground – after some time in the Sun, it starts to deteriorate - it contaminates the environment.

Resources: **Temporal sequences about the beneficial and damaging effects of the Sun.**

Activity 8.
The two faces of the sun (development)

Description:

In order to help the students identify the positive and negative effect of the Sun, the teacher can give them an illustrated sheet depicting a large Sun split in two (one half appears to be smiling, while the other seems angry). The girls and boys can then be asked to think of both positive and negative effects of the Sun, and include them in their sheet accordingly, as per the guidelines below:

Level 3 years

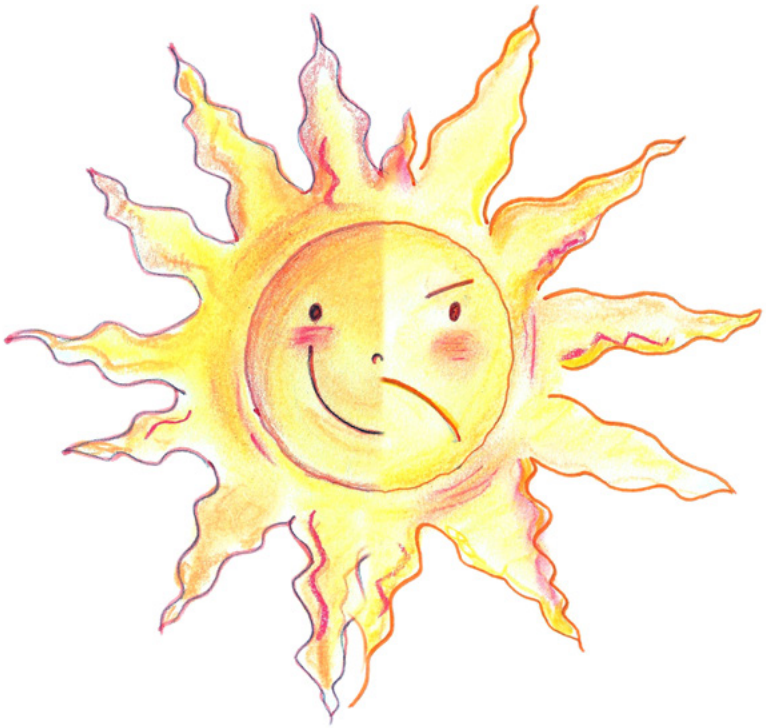
Pasting images of the positive effects of the Sun on the smiling side, and the corresponding negative ones on the angry side.

Level 4 years

Drawing the positive effects of the Sun on the smiling side, and the corresponding negative ones on the angry side.

Level 5 years

Writing down the positive effects of the Sun on the smiling side, and the corresponding negative ones on the angry side.



Resources: **Photocopiable illustrated sheet depicting a large Sun split into positive and negative sides, pencils and rubber.**

Activity 9.
Dramatisation (development)

Description:

In a large and empty space, like the playground or the gym, the class can play out a hiking trip to the mountain. The educator can guide the students through the process with instructions, while encouraging them to reflect on the effects of the Sun, for example:

- We are going to start climbing the mountain. We are very happy, enjoying this beautiful sunny day. The rays are caressing our bodies and it is a very pleasant sensation.
- We keep going up and up. It's been quite a while! The Sun gets brighter and brighter, and we're starting to get tired.
- We need to rest and drink water to hydrate ourselves. Fatigue begins to be more and more present.
- Our body is warming up little by little and the pleasant sensation we felt in the early morning begins to disappear.
- For some of us, our skin is starting to get red. It stings and bothers. Others are starting to get a headache...
- Fortunately, we have found a large grove that gives a lot of shade. Here we will sit down to rest.

Resources: **Gym and instrumental music of nature.**

Activity 10.
Mural depicting both beneficial and harmful effects of the Sun (closure)

Description:

In this activity, the class can make a mural as a group, clearly differentiating two distinct sides of it - one to depict the beneficial effects of the Sun (with images, pictograms, writing...) and the other, illustrating its harmful effects in a similar way.

Resources: **Paper roll, pencils, markers, paint...**

Activity with the family

➔ **WHAT WE KNOW AND WHAT WE HAVE LEARNED**

Description:

The educator can preclude this activity by informing the families about the topic being worked on in this unit: the beneficial and harmful effects of the Sun.

Once the families have been informed, they can be invited to take part in a class meeting. This activity can begin by briefly presenting the subject without giving too much information away, and handing out a sheet for mothers and fathers to write what they know about the effects of the Sun, both positive and negative. Afterwards, the educator can encourage them to share their ideas in an open discussion.

Next, a video would be shown to explain the beneficial and harmful effects of the Sun, and the families could then weigh what they already knew with what they have now learned. The latter should be added to the sheet to show where improvement as taken place.

Resources: Sheet for family members to write what they knew before the meeting and what they learned after it, pens and video about the effects of the Sun.

Activity with the community

➔ DISSEMINATION OF THE CAMPAIGN

Description:

Images could be published in the school's magazine, newspaper or blog about the effects on our skin of excessive or inadequate solar exposure, highlighting the importance of photoprotection and the awareness campaign in itself.

The educator could also continue to publicise the campaign in any places previously contacted in unit 1 through the distribution of new informative posters. If the visit with the students has already been made and repeating it would be inconvenient, the parent association could be informed of the new topic and asked to help out with the distribution of the campaign materials.

Resources: Informative posters of the campaign and the school's magazine, newspaper or website.

Complementary ideas

- The educator can make a UV indicator with the students and explain how to interpret it. Each day, the teacher can check the UV index for the day and, in the assembly, the boy or girl responsible can place the marker in the corresponding number. This can spark a conversation on how the sun is likely to affect the skin that day.

  Link to consult the UV index:

  http://www.aemet.es/es/eltiempo/prediccion/radiacionuv/ayuda

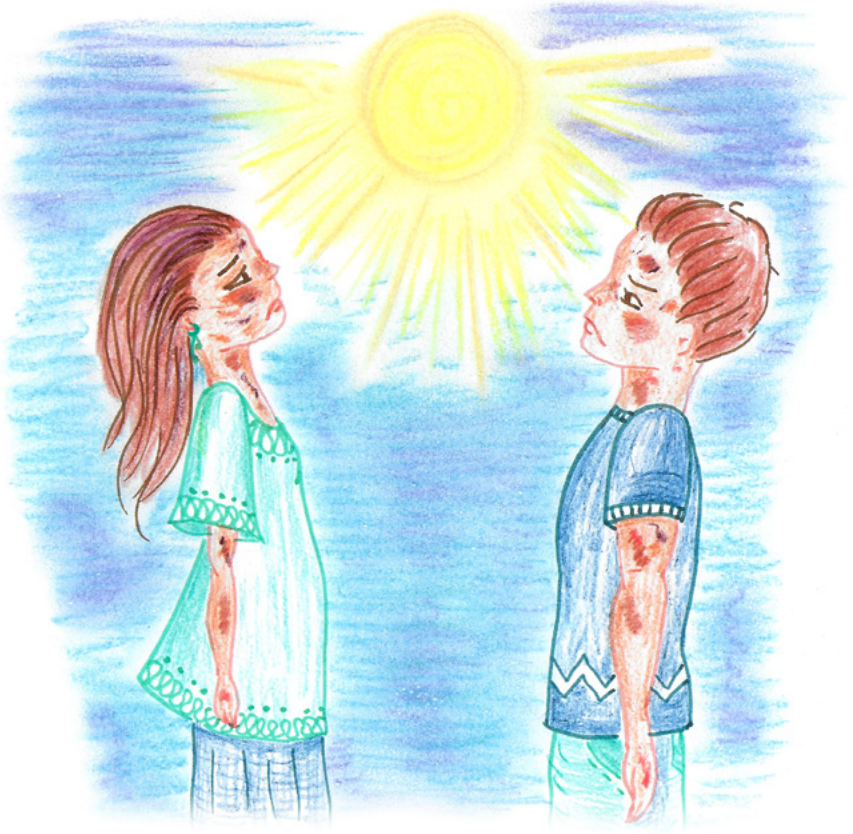
- Another idea would involve the visual representation of the different types of solar radiation, distinguishing between ultraviolet, visible and infrared. Then, the educator could explain which are absorbed by the upper layers of the atmosphere preventing them from reaching the Earth, which reach our Planet and, finally, which penetrate deep into our skin.

4.4. DIDACTIC UNIT 4

Introduction

The Sun provides innumerable benefits to our body but, as we have seen in the previous unit, it also has harmful effects.

The beauty canons in most modern societies have imposed tanning as a year-round aspiration. Having tanned skin makes us feel healthy and more attractive. However, any attempt at tanning involves irrevocably exposing our skin to premature aging that results in the appearance of spots and wrinkles and, what is worse, the possibility of suffering from skin cancer.



Protecting one's skin against the Sun is especially important in childhood, because of the immediate consequences, but notably the long-term effects – we can truthfully say that "the skin has memory". The current trend can only be broken by changing habits, lifestyles and behaviours in future generations.

Photoprotection refers to any measure that aims to protect the skin from the harmful effects of sun exposure, and includes the likes of solar avoidance behavior, protection with clothes, caps and sunglasses and the use of sunscreen.

Having previously seen the harmful effects the Sun can have on our health, it is now imperative to turn our eyes on the different measures of photoprotection available. This unit will address this and promote their incorporation into the students' daily lives.

Goals

- Knowing different measures of photoprotection.
- Developing a positive attitude towards the use of photoprotective measures and associating them with a healthy lifestyle.
- Incorporating photoprotection habits into daily life.

Contents

- Photoprotection measures (shade, clothing, accessories and chemical sunscreen).
- Positive attitude towards the use of photoprotective measures and association of photoprotection to a healthy lifestyle.
- Incorporation of photoprotective habits into daily life.

Key competences

- Linguistic communication.
- Mathematical competence and basic competences in science and technology.
- Learning to learn.
- Digital competence.

Transversal elements

- Acquisition of healthy lifestyle habits: photoprotection measures.
- Skills: creativity, autonomy and teamwork.
- Initiation to reading and writing.
- Initiation to Information and Communication Technologies.

Multiple intelligences

- Linguistics.
- Musical.
- Visual.
- Interpersonal.

Curricular areas

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: communication and representation.

Activities with THE STUDENTS

Start and introduction:

1. Story: "Julia's hats".

Development:

2. Decalogue of photoprotection.
3. Photoprotection brainstorm.
4. Spot the difference.
5. Temporal sequences.
6. Puzzles.
7. Mirroring game.
8. Dramatisation.
9. Photoprotection dice.

Closure:

10. Mural of photoprotection measures.

Activities with THE FAMILY

Treasure hunt.

Activities with THE COMMUNITY

Dissemination of the campaign.

Evaluation criteria

- Knowing different measures of photoprotection: shade, clothing, accessories and chemical sunscreen.
- Expressing a positive attitude towards the use of photoprotective measures and associating photoprotection to a healthy lifestyle.
- Incorporating photoprotective habits into daily life by finding shade, and using both appropriate clothing and sunscreen.

DEVELOPMENT OF ACTIVITIES

Activity 1.
Story: "Julia's hats" (introduction and motivation)

Description:

The teacher can begin by narrating the story "Julia's hats" with the help of Twinkle, the mascot, and the illustrated pictures provided. Then, the students can be encouraged to share their thoughts and ideas on it. After a period of free, open conversation, the educator can guide the class into a more structured dialogue by using comprehension questions such as: :

- What is the name of the story's main character?
- What did Julia love?
- Why did Julia get sad when she arrived at school?
- What happened the day they celebrated the Spring Festival?
- Why did their head hurt?
- What did the children say they could do to keep their head from hurting next time?
- What did Julia propose?
- Did the idea please the rest?
- With whom did the teacher speak and what did she say?
- What news did the teacher give to the children in her class?

Resources: "Julia's hats" story, story plates and Twinkle mascot.

SEARCH IN ANNEXES

Story: "Julia's hats"

PLATE 1

Julia was a smart and dreamy girl who loved hats. She had many, in all sorts of different colours, and she loved putting on a different one each day.

Her little brother loved playing with them, but Julia never let him because they could be spoiled.

PLATE 2

She would always wear one on her way to school, but her mother had to take it off as soon as they got there because wearing one was forbidden on school grounds. That made Julia very sad.

PLATE 3

One day in March they celebrated a Spring Festival in the playground and all the girls and boys were playing outdoors for quite a while. When they returned to class, no one was feeling too well, everyone had a headache.

The teacher realised what happened and had a word with the rest of the faculty. The problem was clear: they had spent too long in the Sun without any protection.

PLATE 4

The next day, the teacher asked the children in the class what they could do to avoid what had happened the previous day.

Some said not to go out into the playground, others said they should go in the shade and Julia raised her hand and said in a shy voice:

– We could put on a hat when we go out to the playground, but I do not know if it will be possible because they're forbidden. –she concluded with a sad voice.

PLATE 5

Everyone loved the idea of bringing a hat to school. Therefore, the teacher spoke with the rest of the faculty and the director to see if they could change the rules.

A few days later the teacher came to class and gave the news:

– Boys and girls, we've decided to change the hat rule! In hot days during summer or spring, you are now allowed to bring a hat to protect yourselves from the sun in the playground.

All the children began to applaud, especially Julia, who was smiling from ear to ear.

Activity 2.
Decalogue of photoprotection (development)

Description:

This activity seeks to introduce the ten basic rules of photoprotection to the students. This can be done using a poster that must be visible in the classroom and/or by viewing different creative videos (links below). It is essential to review the rules frequently, for example, every day in the assembly.

Resources: Poster with the Decalogue of Photoprotection and web links for the visualisation of videos featuring students from different schools.

Links:

- *https://m.youtube.com/watch?v=vse065VrBak* **CEIP AL ANDALUS (San Pedro de Alcántara, Málaga)**
- *https://drive.google.com/file/d/0B2x4DhRl5F14MFppeHI5T051R1E/view?usp=sharing* **CEIP PABLO PICASSO (Manilva, Málaga)**
- *https://youtu.be/9GavcvQJMco* **CEIP EL ALBERO (Mijas Costa, Málaga)**

Activity 3.
Photoprotection brainstorm (development)

Description:

This activity can begin by asking the students, by way of "brainstorming", what they can do or use to protect themselves from the Sun. Then, the teacher can show some images on the subject, checking as they go to see if the children have mentioned them yet, and expanding on the photoprotection measures that have not yet been mentioned, always reiterating their importance.

Resources: **Images of the different photoprotection measures.**

Activity 4.
Spot the difference (development)

SEARCH IN ANNEXES

Description:

The educator can show on the digital board (or in paper format) sets of two images that illustrate the different photoprotection measures. Though similar, each pair has a few differences, which students should be encouraged to spot.

First boy on the left:

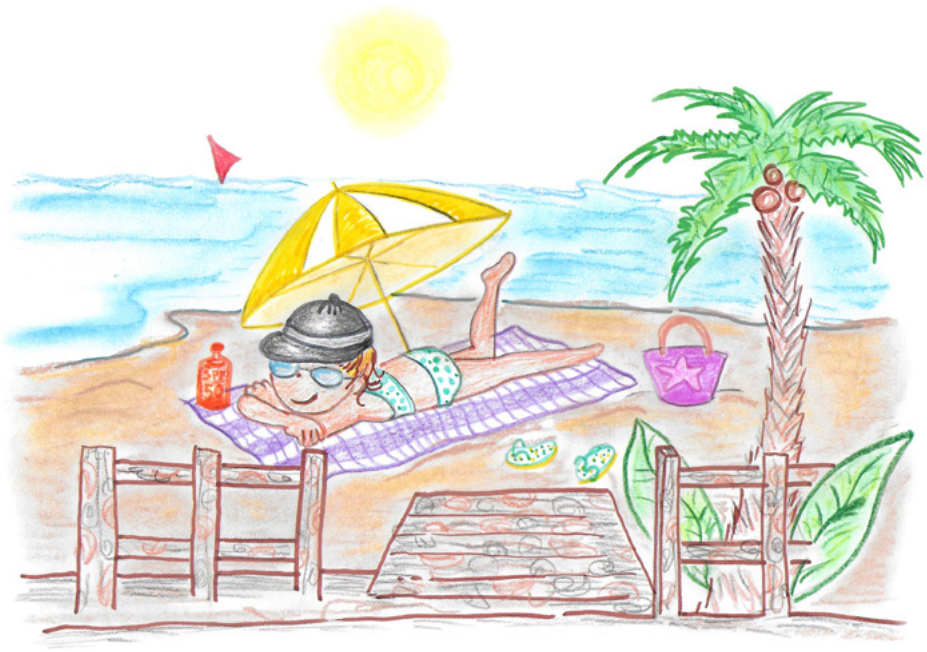
- **Without protection:** NO cap, NO sunglasses, NO sunscreen, NO knee-length trousers, NO sleeves.
- **With protection:** wears cap, sunglasses, knee-length trousers and sleeves down to the elbow, and is holding sunscreen on one hand.

Girl in the middle:

- **Without protection:** NO cap, NO sunglasses, NO bottle of water, NO knee-length trousers, NO sleeves, and is showing her navel.
- **With protection:** wears cap, sunglasses, knee-length trousers and sleeves down to the elbow, her navel is covered by a shirt and she's holding a water bottle.

Boy on the far right:

- **Without protection:** NO cap, NO sunglasses, NO water, NO knee-length trousers, NO sleeves.
- **With protection:** wears cap, sunglasses, knee-length trousers and sleeves down to the elbow, and is holding a water bottle.



Without protection:

- NO hat
- NO sunglasses
- NO sunscreen
- NO umbrella

With protection:

- WEARS cap
- WEARS sunglasses
- WEARS sunscreen 50
- HAS parasol

Resources: **Image pairs (digital or paper) to spot differences on photoprotection measures.**

Activity 5.
Temporal sequences (development)

Description:

This activity requires the students to identify the right order for a series of temporal sequences, which are related to the different photoprotection measures available.

Level 3 years

- Using photoprotective measures: students going to the playground with hats - students playing in the shade - happy students returning to class.
- Not using photoprotective measures : students going out to the playground - students playing under the sun - tired and sweaty students suffering from headaches.

Levels 4 and 5 years

- Using photoprotective measures:

a) A group of people at the beach under a parasol – they apply sunscreen - smiling people enjoy the sun while lying under a parasol.

b) A group of well-equipped hikers (cap, sunglasses, water...) – they start walking towards the mountain – the hikers are walking through nature as they drink water and eat in the shade of a tree – the hikers reach the top of the mountain very happy.

- Not using photoprotective measures:

a) A group of people at the beach lying in the sun without a parasol – the same people are lying on their towels getting very red – the same people with sun burns and painful expressions.

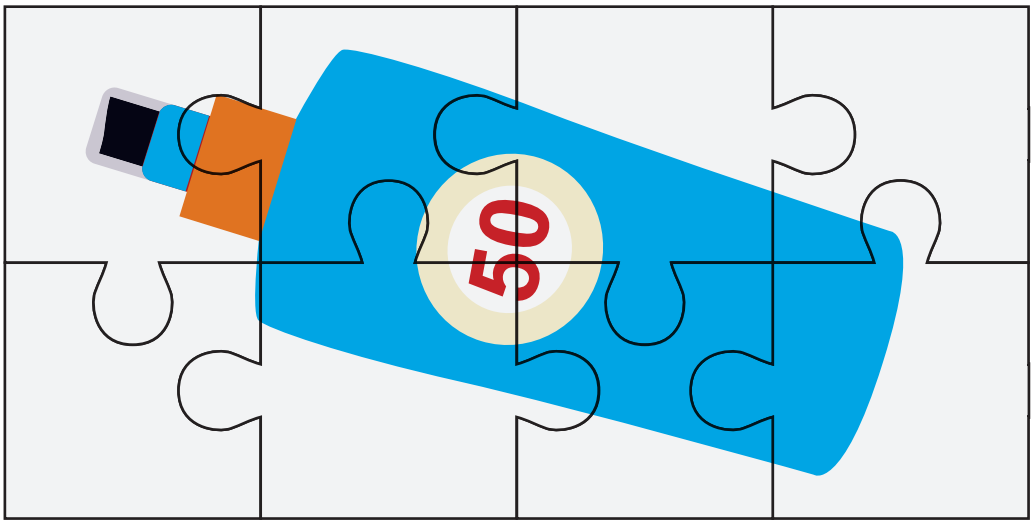
b) Ill-equipped hikers (no cap, water or sunglasses, wearing sleeveless tops...) – the hikers are walking through the mountains with tired and sweaty faces – the hikers cannot continue and have to head back.

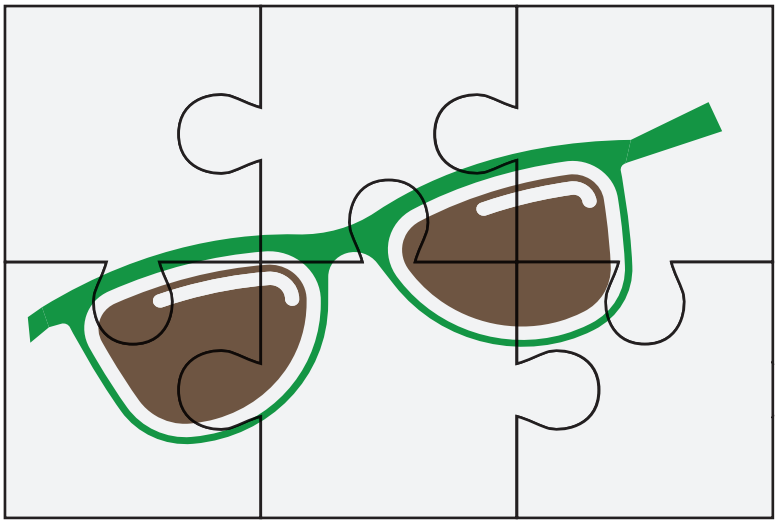
Resources: **Temporal sequences about photoprotection measures.**

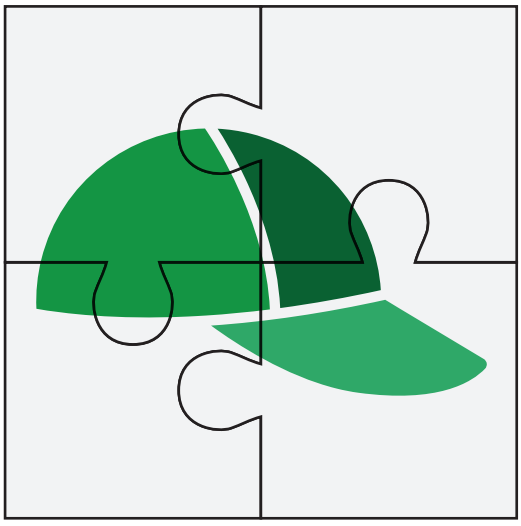
Activity 6.
Puzzles (development)

Description:

For this activity, the educator can ask the children to solve puzzles on different examples of photoprotection measures: a cap, sunglasses and sunscreen.







Resources: Photocopiable sheets with puzzles of different photoprotective measures (a cap, sunglasses and sunscreen), coloured pencils, paper, scissors and glue.

Activity 7.
Mirroring game (development)

Description:

For this activity, the educator can ask the students to stand facing each other in pairs, using a large open space such as the gym or the playground. The game consists in imitating as closely as possible what one's partner is doing, in a mirror-like way. The children can be encouraged to act out actions related to photoprotection: wearing a hat, applying sunscreen, drinking water, wearing sunglasses...

Resources: **Playground or gym.**

Activity 8.
Dramatisation (development)

Description:

In a large and empty space, like the playground or the gym, the class can play out a day trip to the beach. The educator can guide the students through the process with instructions, while encouraging them to reflect on the use of photoprotection measures, for example:

- Come along, girls and boys... today we are going to the beach. But before we go, we should make sure we have everything we need in our backpacks. Let's check together!
- Let's see, first of all, do we have sunscreen to protect us from the sun? Yes? Well then let's all put some on right now, as we all know, it is important to put sunscreen on a little while before going in the sun.
- Do we carry water to stay hydrated? Yes? Well, let's drink a little before going out so we don't get too tired or thirsty.
- By the way, have we forgotten our hats? Of course not! Let's all put them on.
- And... lastly... but no less important... are we wearing sunglasses to protect our eyes? Remember that Twinkle's cousin is very good, but some of his strong rays could really hurt our eyes. Let's all put sunglasses on!
- Very well! Well, we are all ready now. Oh no! One last thing... did anybody forget to take a swimsuit? No? Perfect! Now, we can go to the beach!
- The class simulates reaching the beach.
- Oh it's so hot! I think the first thing we should do is get the parasols so we can be in the shade. Otherwise, our heads could start hurting.
- Now, we can put our towels and backpacks in the shade, we can take off our clothes and... we can race to the sea, let's see who gets there first!

Resources: **Playground or gym.**

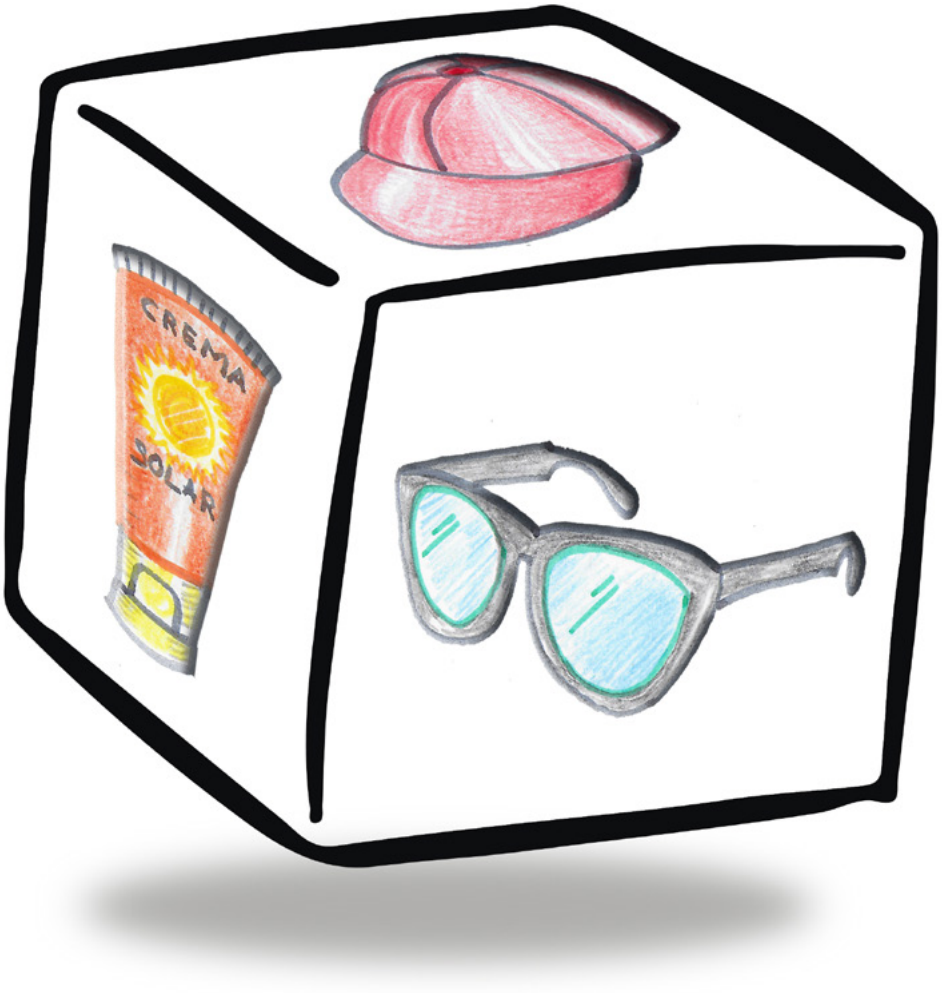
Activity 9.
Photoprotection dice (development)

Description:

For this activity, the educator can split the class in groups of 3-6 boys and girls, and ask them to throw a large dice – on each of its faces is depicted a different photoprotection measure, and whichever one lands at the top needs to be acted out by the students. On some faces a combination of two or more measures appears.

The dice can be thrown as many times as the teacher deems necessary, and all those who perform the activity correctly will receive a motivational sticker with the slogan "I protect myself from the sun" and a smiley face.

Resources: Large photoprotection dice, several caps (as many as players in each game), several sunglasses (as many as players in each game) and a sunscreen bottle.



Activity 10.
Mural of photoprotection measures (closure)

Description:

As a group, the students can be encouraged to make a mural that includes all the photoprotection measures learnt in class, and give it a title of their choosing.

Resources: **Paper roll, coloured pencils, paint...**

Activity with the family

➔ **TREASURE HUNT**

Description:

In this treasure hunt activity, the students need to find clues they have to solve to get to the next stage – in each spot they discover, they are to find different parts of a pirate costume, which will ultimately lead them to the final treasure (it can be anything from chocolate coins, to a cake, or even a trip announcement, for the teacher to decide). It is recommended to document the activity by taking pictures of the hunt.

The family members can get involved by accompanying the group of children through it and helping them as necessary. The activity can begin by gathering the students in a circle to give them their first clue:

- *Clue 1:* In the shade you will find something that's one-of-a-kind.
  (In the shaded area there should be a box with pirate scarves).
- *Clue 2.* By the fountain you will freshen up and find a way to look up.
  (Near the fountain there should be a large telescope prepared by the teacher or by the family members.) In the spyglass there should be the following message: "With this spyglass, look far away").
- *Clue 3.* If you wish to continue, you'll need a patch. Get yours painted by the bench nearby.
  (By the bench there are adults waiting for the students to colour a patch on one of their eyes with face paint).
- *Clue 4.* A parrot passing by left this for you.
  (Next to the bench there should be a box with pens for each student to take).
- *Clue 5. These parrot feathers will lead you to the treasure.*
  (Hide the parrot where it is deemed most appropriate and next to him put a chest with the treasure).

Adapt the circuit to the characteristics of each educational centre.

Resources: **Playground, colourful scarves (one per student), spyglass, black face paint, pens, boxes, stuffed parrot or parrot photograph, and treasure.**

Activity with the community

➔ DISSEMINATION OF THE CAMPAIGN

Description:

The educator can publish the Photoprotection Decalogue in the school's magazine, newspaper or blog, and include photographs taken during the "treasure hunt" activity.

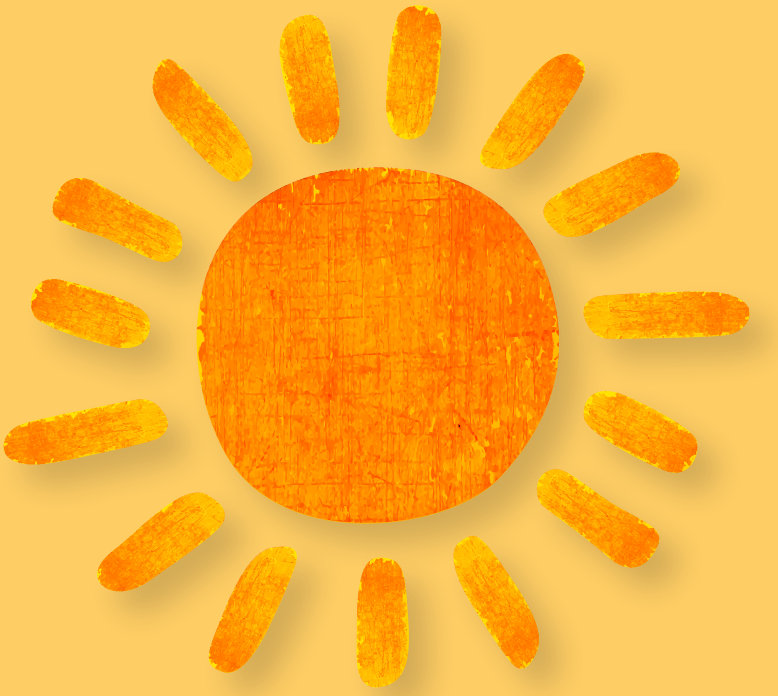
With it, families can be notified that this unit finalises the whole project, but that establishing adequate photoprotection habits requires daily work at home.

The educator could also continue to publicise the campaign in any places previously contacted in unit 1 through the distribution of new informative posters.

Resources: Informative posters of the campaign and the school's magazine, newspaper or website.

Complementary ideas

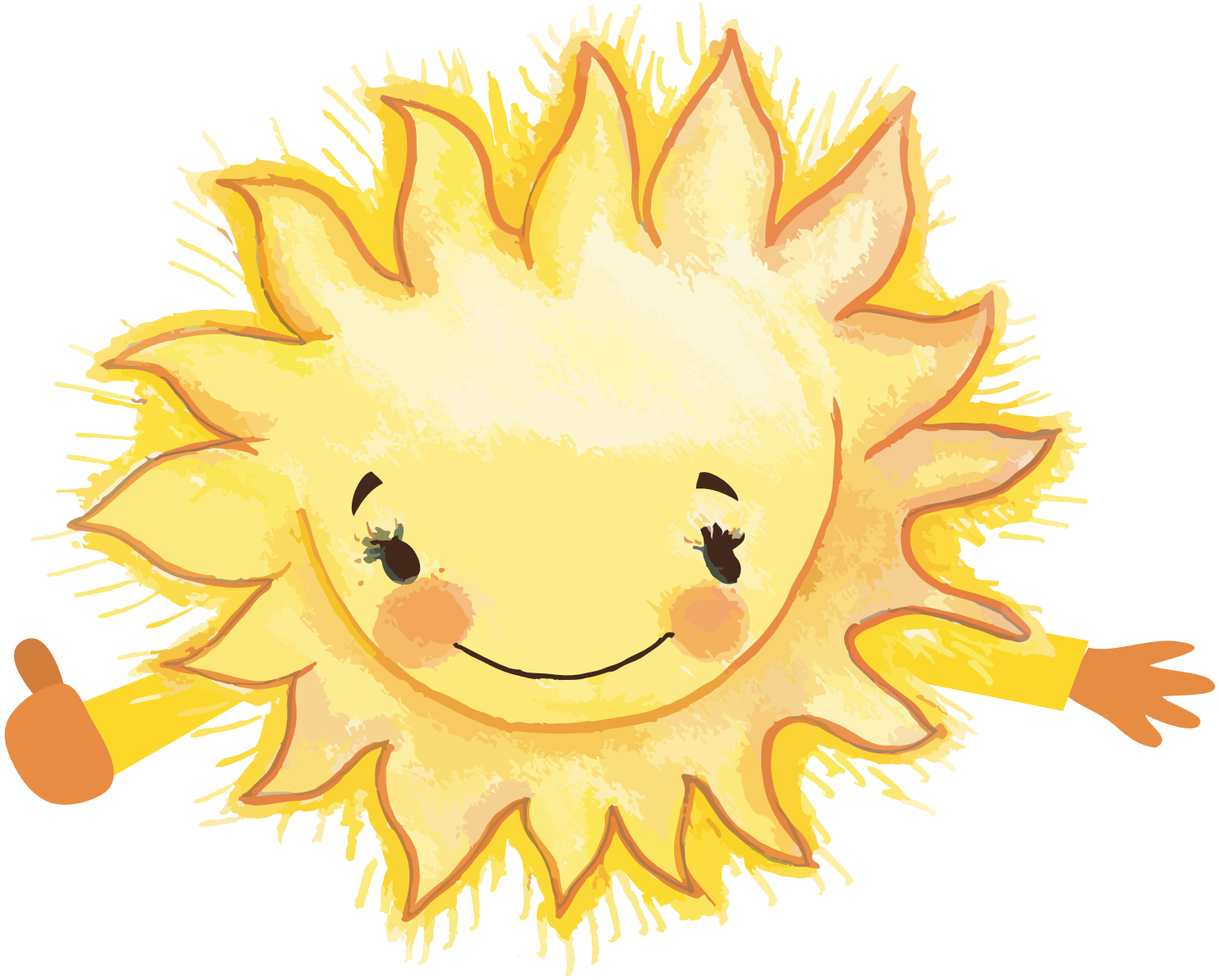
- Visit the "best practices map" of photoprotection with various links from different educational centers: *https://drive.google.com/open?id=1lTR3qacMN86yvnE_fZ2bPKkuFpw&usp=sharing*
- Organise a water festival in which the photoprotection measures learned in the unit are put into practice.

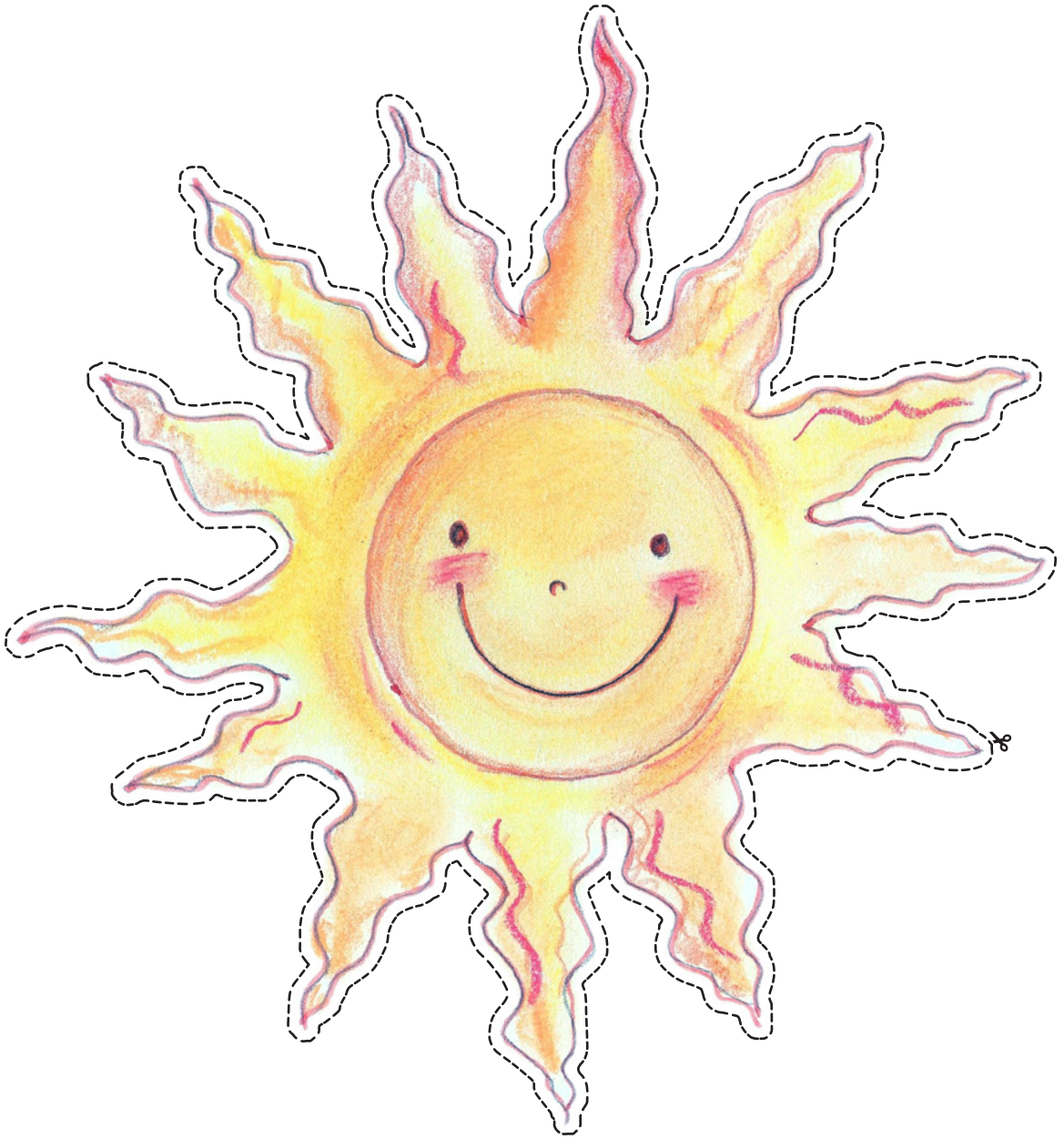


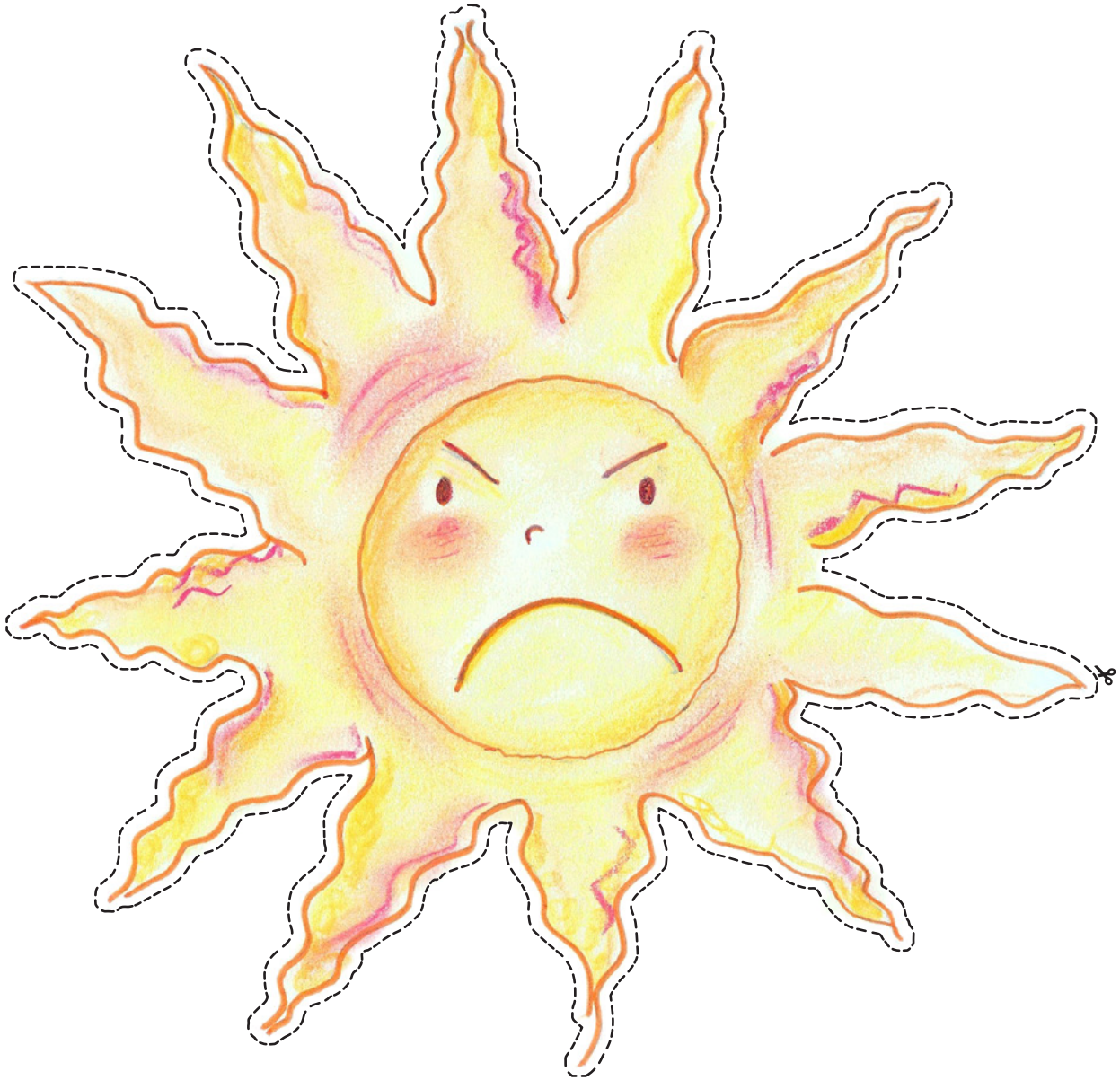
Annexed resources

The following sheets

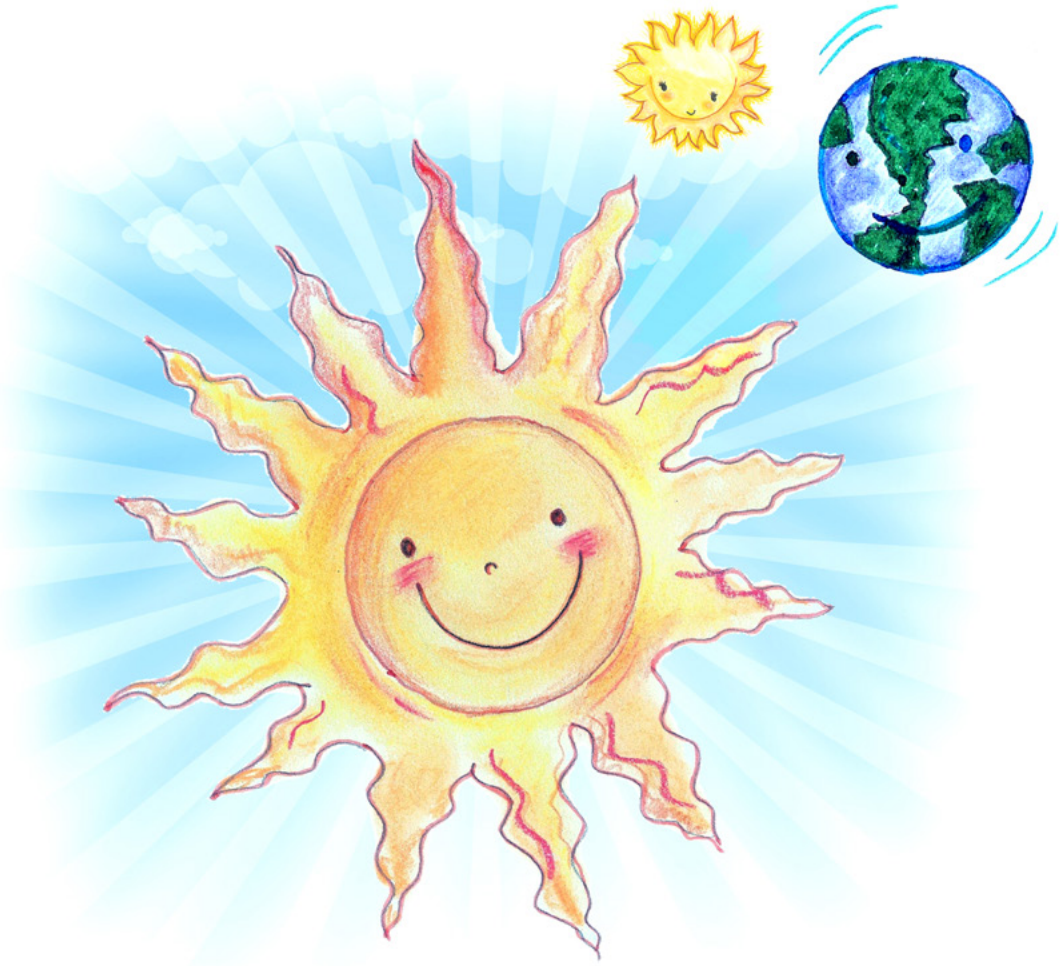
are designed to be used in class.







Story: "Twinkle"



Twinkle is a star that's not like the rest, she loves to travel and visit other stars like herself. She has come to see us right after visiting her cousin, the Sun.

– Hello, I'm Twinkle and my cousin is the Sun!

My cousin told me that he is very important for your planet Earth and for all living beings (people, animals and plants). He has great power, for he gives you light and also warmth.

I am so lucky to have such an important cousin!

– However, the clouds have told me that sometimes my cousin's rays are so powerful that they can hurt.

That is why I have come to meet you, so that you can learn how important my cousin is, but also how we should protect ourselves from his strong rays.

My cousin is shining all day, never stops, it is very hot; just like the rest of the stars, because... I do not know if you know, but the sun is also a star, like me.

– When my cousin shines in the sky, it is daytime; and when you do not see it and it is dark, it is nighttime.

Its shape is like a large sphere of fire; it's large, very, very large.

– Girls, boys, have you seen my cousin shine? Where? Do you like the sun?

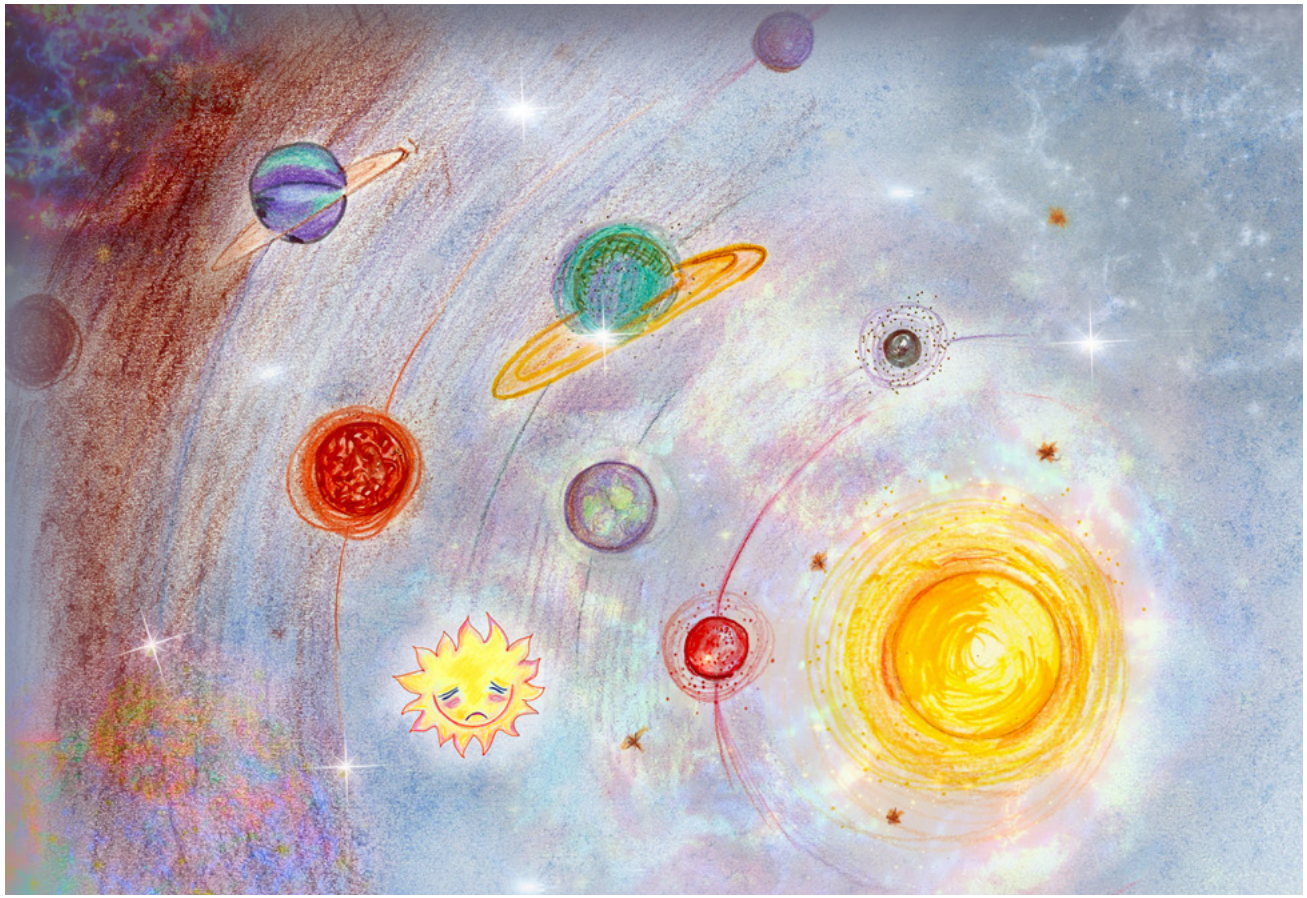
Oh, I see you know him, but do you want to know him a little better? Well, if that's the case, I'll stay with all of you and we'll learn many things about him together.

– Well, dear teacher... why don't we do something for these children to learn things about my cousin the Sun?

– I think that's a great idea, Twinkle. If you want, we can get started right now.

Let's see – girls, boys, would you like to learn a few things about our sun?

Story: "Where does Twinkle come from?"



The Universe is huge. There are billions of stars in it that shine bright, and their light can reach billions of kilometres away.

However, they cannot move from where they are. Among all those stars, there is a very small one, as small as a ball, which is very special. Her name is Twinkle.

Twinkle was tired of always doing the same thing: shining and shining some more, and seeing the rest of the stars shine around her.

– Oh, how I would like to discover everything around me! –thought Twinkle.

One day, she wanted it so much that her dream came true. Suddenly, she was able to move. She couldn't believe it!

– Oh, yay, I can move! Now I'm up high! Now I go down below! Ha, ha, ha... – she laughed excitedly.

She was so happy to be able to move for the first time in her life!

From that day onwards, Twinkle became the first travelling star of the Universe, eager to discover and explore new worlds. And of course, visiting the rest of the stars.

After visiting many galaxies and distant planets, she discovered the Milky Way, which is our galaxy, and of all its planets, the one that most caught her attention was Earth.

It was the only place she had ever seen that had living beings that could move and travel like her. So the first thing she did was talk to her cousin, the Sun.

– Hello, Sun! I love seeing how well you shine! –said Twinkle.

– Oh, Twinkle! I did not know that stars could travel. How very curious! –said the Sun, very surprised.

– Well, I'm a special star. Hey cousin, what's the name of the planet that is blue all over? – Twinkle asked curiously.

– Ah! That planet is called Earth. It's my favourite. – the Sun replied.

– Well, I'd love to go visit it. But of course, if I get too close... maybe I'll hurt it with my brightness –the little star hesitated.

– Calm down, Twinkle! You are so small that surely nothing will happen to them.

And Twinkle decided to start approaching the Earth little by little.

– Hi, I'm Twinkle, what are you?

– We are the clouds and we have a very important job to do for planet Earth –the clouds answered. We bring rain with us, and keep the Sun's rays from hitting the Earth so hard.

– And... why shouldn't the Sun's rays reach the Earth? My cousin loves touching the Earth and its inhabitants, said Twinkle.

– Yes, yes, but sometimes the Sun shines so much that it can hurt them. So the inhabitants of Earth have to look for shade and take care to protect themselves from your cousin, the clouds explained.

– Well, the best thing for me to do is go down to Earth and ask someone about this – the traveling star answered.

Twinkle said goodbye to the clouds and continued her journey.

As soon as she landed on Earth, she found herself in front of a great building called SCHOOL and decided to come in through an open window.

It was a classroom filled with children who were holding an assembly about the sun. Twinkle stayed by the window and listened to what the teacher was saying.

– Hello boys and girls, today we are going to talk about our friend the Sun – said the teacher.

Story: "Chameleon skin"

When Lorenzo got home that day he could not believe it: his parents had a wonderful surprise ready for him. Before his eyes was a bulging-eyed animal that looked nothing like a frog, and that had strange but interesting-looking skin.

- What animal is this, Mum? Is it an alien? -Lorenzo asked.

- No, darling, it's a chameleon -replied his mother.

The next day, Lorenzo was eager to get to school to tell his friends that he had a very special pet.

Magdalena, his teacher, listened to what Lorenzo was saying to the rest of the class and took the opportunity to do a school project on animals.

Each student had to choose an animal and share with the class one of its special characteristics: its skin, its food...

Lorenzo knew right away he wanted to do a presentation on his new chameleon.

As soon as he got home, he picked up a magnifying glass and began to observe it. He got a small notebook and was prepared to write down everything his pet did. But after a while he had only written three words: skin, rough and colours.

The chameleon did not do anything funny, it was mostly still and, from time to time, fell asleep. Lorenzo thought his pet had nothing special about it, after all.

His grandmother entered the room and approached him, as he was sadly sitting next to the terrarium.

– Lorenzo, what's the matter with you? –asked the worried grandmother.

– My chameleon does not do anything fun, I will not have anything interesting to say in class –moaned Lorenzo.

– I have an idea! –said the grandmother. We will take the camera and we will take some pictures in the garden, in your bed and in many other places... This will make it change colour, which will be a lot more interesting – what do you think?

Also, if you want we can have a picnic in the garden.

– What a great idea, grandma! –Lorenzo exclaimed.

That same afternoon, the grandmother, her grandson and the chameleon had a fun and pleasant time in the garden, but the spring sunshine was starting to sting.

– Come on, Lorenzo, bring my hat, I have very delicate skin –said the woman.

– But why, grandma? –asked the little boy in surprise.

– Us people, unlike your pet, cannot change colour to camouflage ourselves, but our skin does turn red to warn us that it is burning – explained the grandmother.

– Grandma! I finally figured out what I want to do my homework about; I will talk about the differences between my skin and my chameleon's –Lorenzo explained excitedly.

On presentation day, everyone talked about their pets' antics, what they liked to eat, how they liked to play, but Lorenzo talked about something much more interesting: how important the skin is for all living beings.

Story: "In the park"

Like every day after school, Enrique and his friends decided to go play for a while at the park that was on the way home. That day the Sun shone brighter than usual, as summer was fast approaching.

The girls and boys played non-stop all around the park, having races, and climbing the slide, which was very hot that day... They were having a great time. After all the running they became really thirsty, but when they tried to have a drink at the fountain, they found it wasn't working.

– Oh dad, I want water! I'm so thirsty! –said Enrique.

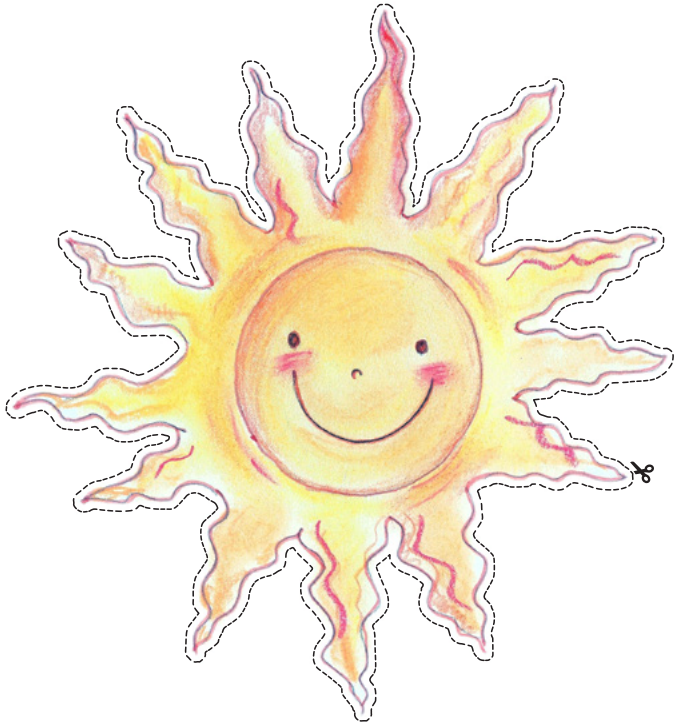
– Well, we're going home then, you need to drink. You are so sweaty and need to change your clothes. I did not expect today would be this hot! –exclaimed the father.

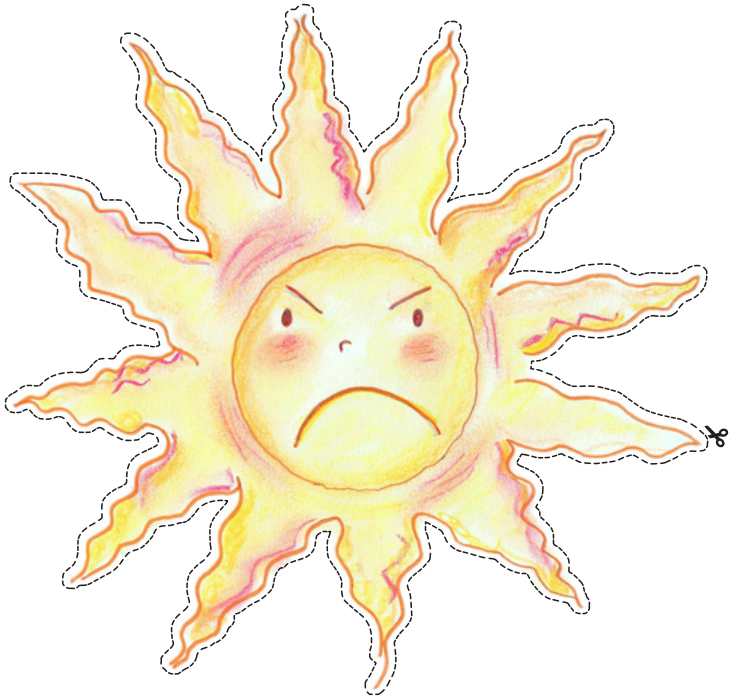
Although he really wanted to continue playing in the park with his friends, he was so thirsty that he went home without complaining.

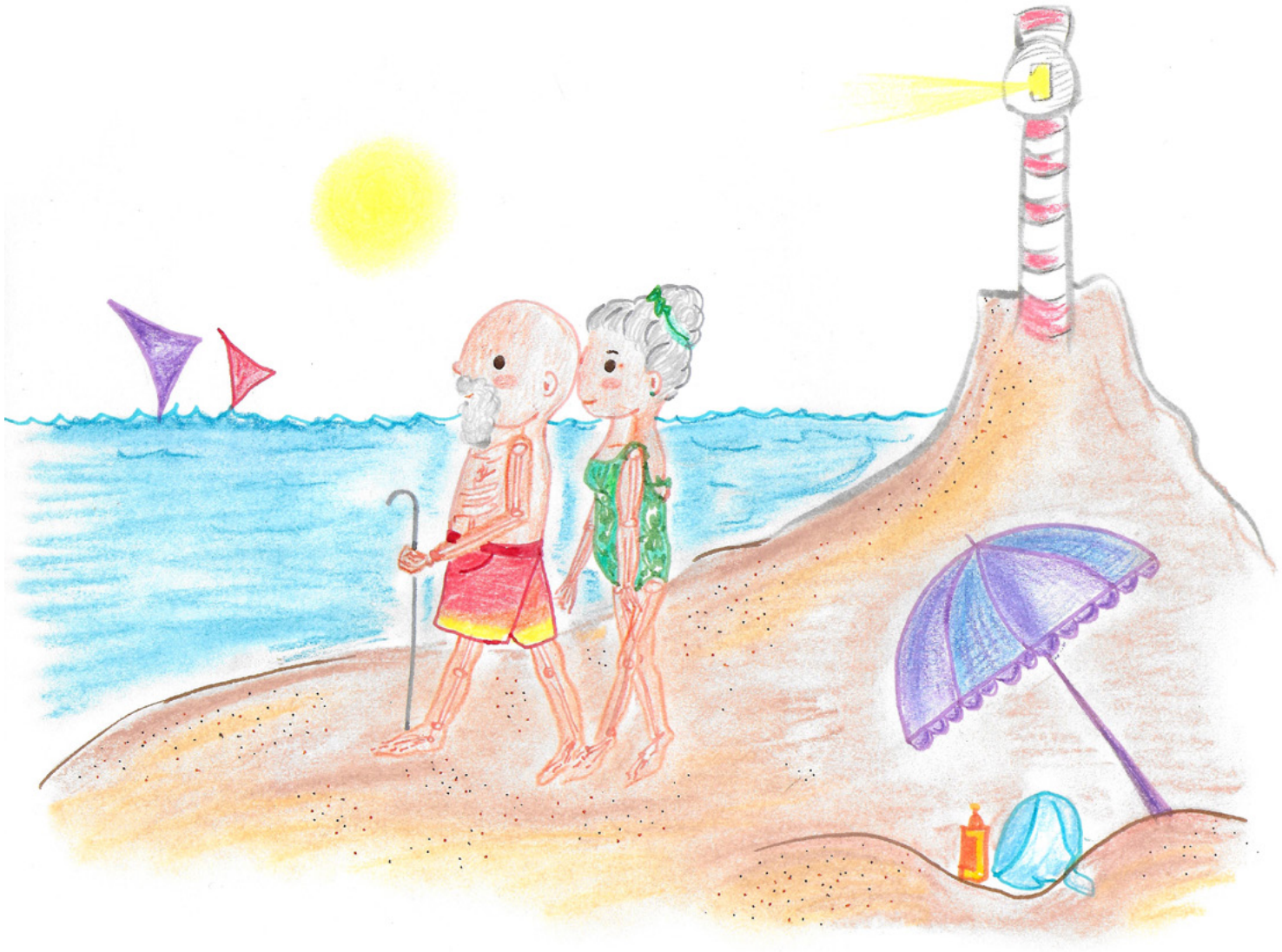
The next day, on his way back from school, Enrique wanted to play again in the park, and the first thing he did was to check if the fountain was working.

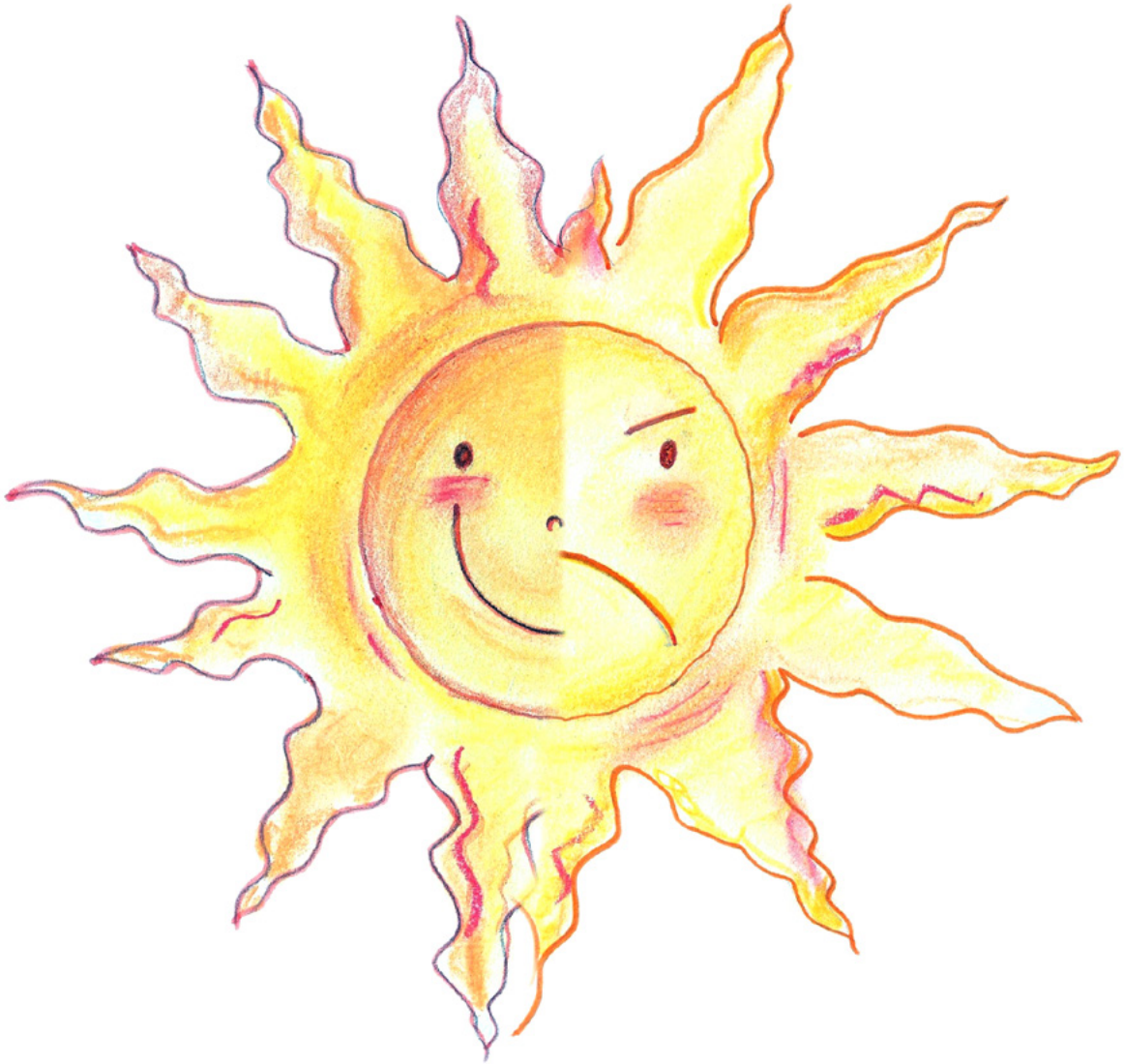
– Look, dad, the fountain is working again! Today I'm going to play for a long time! –the boy shouted excitedly.

Enrique played with his friends for the longest time that day, thinking to himself how important it was to have water nearby to play and have fun on hot days.









Story: "Julia's hats"

Julia was a smart and dreamy girl who loved hats. She had many, in all sorts of different colours, and she loved putting on a different one each day.

Her little brother loved playing with them, but Julia never let him because they could be spoiled.

She would always wear one on her way to school, but her mother had to take it off as soon as they got there because wearing one was forbidden on school grounds. That made Julia very sad.

One day in March they celebrated a Spring Festival in the playground and all the girls and boys were playing outdoors for quite a while. When they returned to class, no one was feeling too well, everyone had a headache.

The teacher realised what happened and had a word with the rest of the faculty. The problem was clear: they had spent too long in the Sun without any protection.

The next day, the teacher asked the children in the class what they could do to avoid what had happened the previous day.

Some said not to go out into the playground, others said they should go in the shade and Julia raised her hand and said in a shy voice:

– We could put on a hat when we go out to the playground, but I do not know if it will be possible because they're forbidden. –she concluded with a sad voice.

Everyone loved the idea of bringing a hat to school. Therefore, the teacher spoke with the rest of the faculty and the director to see if they could change the rules.

A few days later the teacher came to class and gave the news:

– Boys and girls, we've decided to change the hat rule! In hot days during summer or spring, you are now allowed to bring a hat to protect yourselves from the sun in the playground.

All the children began to applaud, especially Julia, who was smiling from ear to ear.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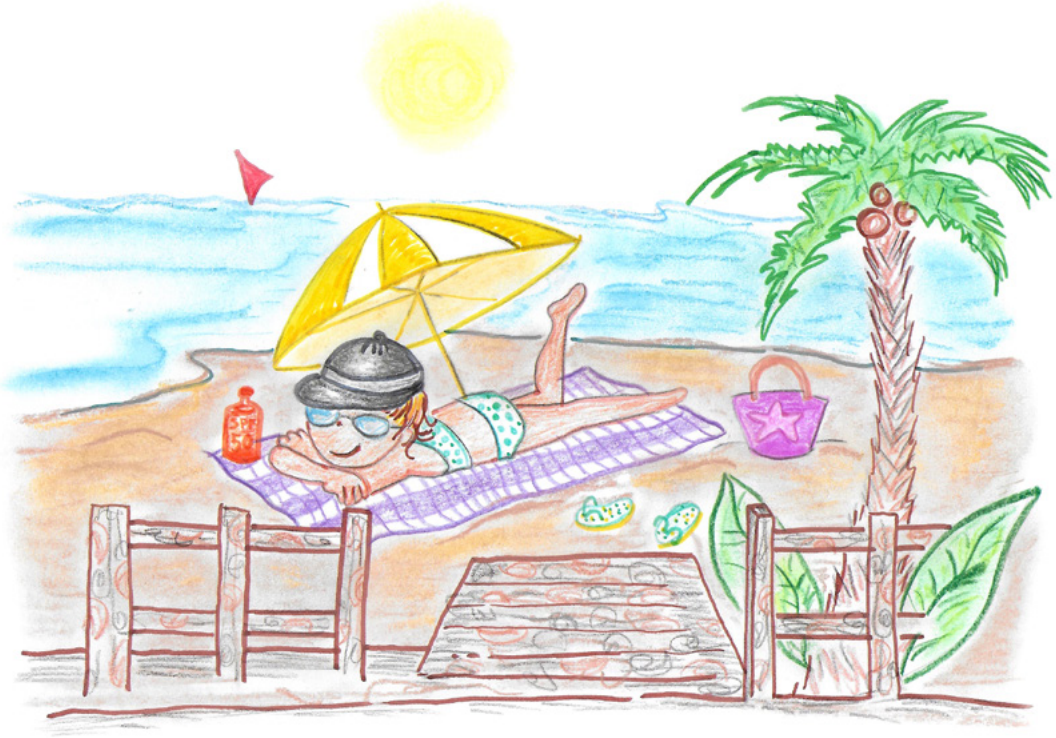

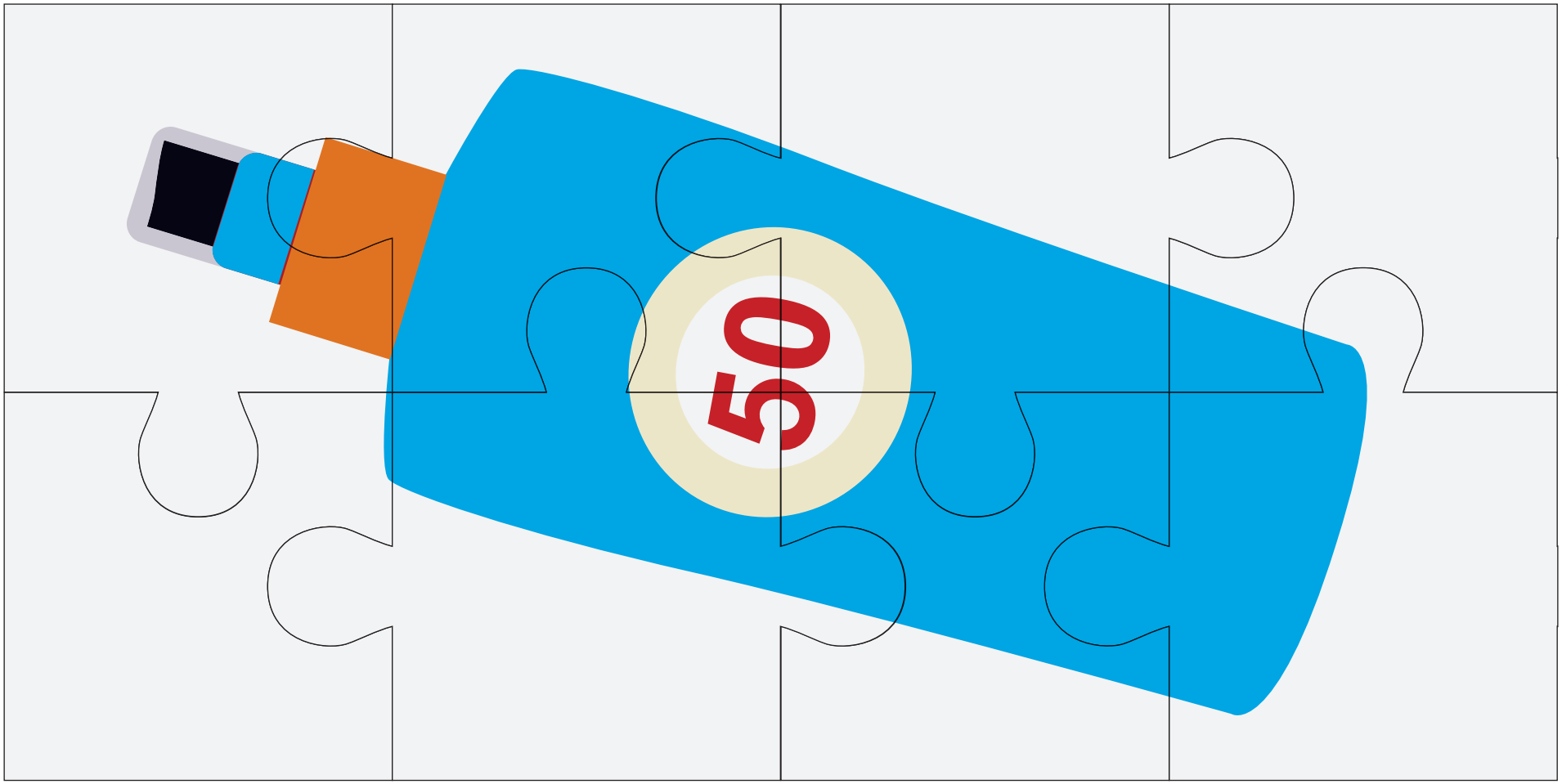
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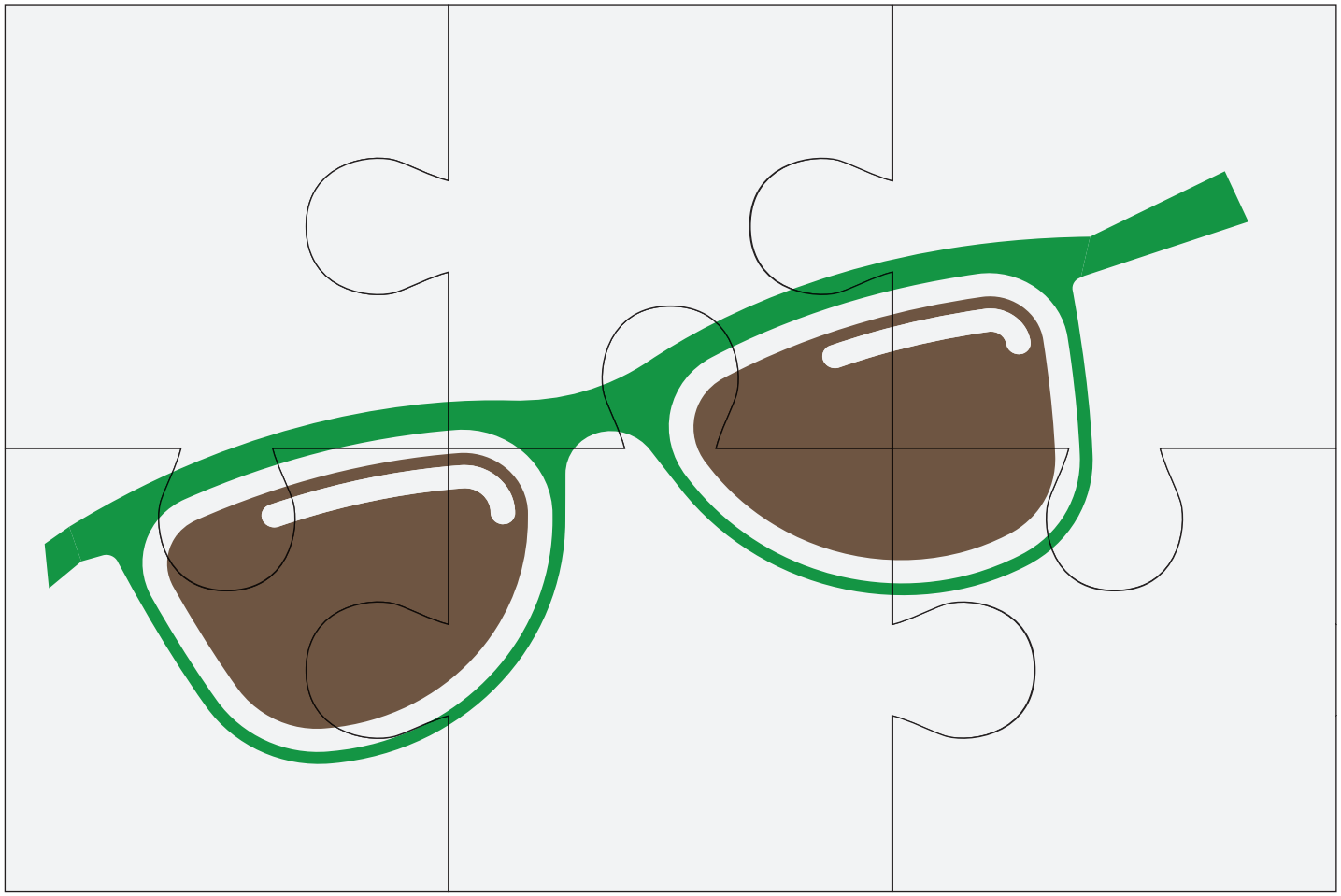

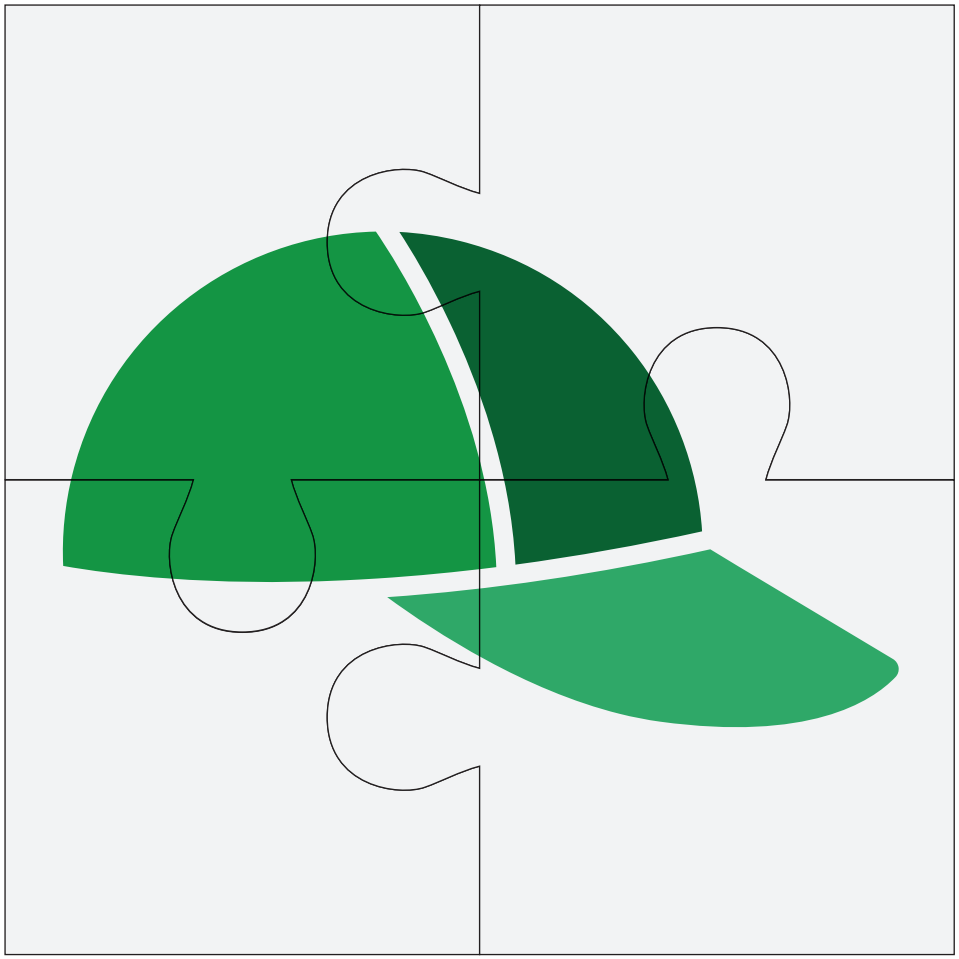

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