



I'm SunSmart this Summer

A SunSmart learning programme
for Year 3 and 4



I'm SunSmart this summer Learning Programme

The activities described here are designed to assist teachers to develop a teaching and learning programme about being safe in the sun for Year 3 and 4 students in terms 1 and 4.

Intended learning outcome

Students will

- understand the need to protect themselves from the sun's UV radiation, in the daylight saving months, (term 4 and term 1) especially between 11am and 4pm and
 - demonstrate SunSmart behaviour whenever they are out in the sun in the daylight saving months.
-

SunSmart messages for Year 3 and 4 students

I need to be SunSmart in the summer (between October and March).

I need to protect myself from the sun's UV radiation in the summer and especially between 11am and 4pm.

I am SunSmart when I:

- stay in the shade
 - wear SunSmart clothing
 - put on some broad spectrum 30+ sunscreen.
-

Focus of the I'm SunSmart this summer programme

The Year 3 and 4 programme focuses on students learning and using behaviours at school, at home and in the community that will keep them from exposing their skin to harmful UV radiation and getting sunburned. Research shows that individuals who are sunburned as a child have a higher risk of developing skin cancers as an adult than individuals who are not sunburned as a child.

The I'm SunSmart this summer programme builds on knowledge, attitudes and behaviours developed in Year 1 and 2 students, either from using the Be Safe in the Summer Sun Year 1 and 2 programme or from experiences at home, school and in the community.

The programme is focused on protecting ourselves from the UV radiation in the months of October to March inclusive, or the daylight saving months, or during term 4 and term 1.

www.sunsmartschools.co.nz is a key website for use with I'm SunSmart this summer.

The programme focuses on all students learning and using SunSmart behaviours. While darker skinned people have more of the pigment melanin in their skin that helps to protect their skin from danger from the sun's UV radiation, they can still get burned and develop skin cancers in later life. There is also evidence that melanomas are often detected at later and more dangerous stages in people with darker skin types.

The programme is focused around developing concepts of protecting yourself in the daylight saving months, especially between 11 am and 4pm by

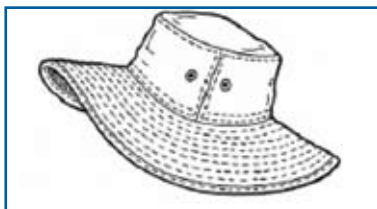
- staying in the shade when possible
- wearing SunSmart hats and SunSmart clothing and
- using broad spectrum SPF 30+ sunscreen.

SunSmart hats are hats that protect the head, neck, face and ears of the wearer.

They are

- wide brimmed hats with a brim of at least 7.5cm,
- bucket type hats with a deep crown and angled brim of at least 6 cm, or
- legionnaire type hats.

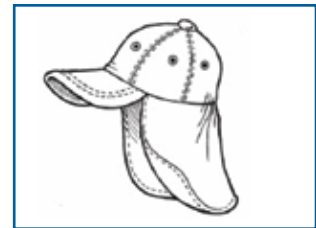
Baseball caps are NOT SunSmart hats as they leave the ears and the back of the neck exposed to UV radiation.



Broad brimmed hat



Bucket hat



Legionnaire hat

SunSmart clothing is clothing that protects as much of the wearer as is practical from UV radiation, and is of tight weave that does not allow the UV radiation through.

The full Slip, Slop, Slap and Wrap slogan appears on the poster available for use with this programme. However this learning programme does not include a section on wearing sunglasses. The Cancer Society does not require students to wear sunglasses as part of its SunSmart Schools Accreditation Programme, but advises that schools should allow children to wear sunglasses outdoors at schools during term 1 and term 4 provided they meet the Australian /New Zealand sunglass standard (AS/NZS1067).

I'm SunSmart this summer activities

The activities are in seven sections:

- | | | | |
|-----------------------------|--|------|----|
| • Section 1 | The sun and UV radiation | page | 13 |
| • Section 2 | Our skin | page | 15 |
| • Section 3 | Stay in the shade | page | 17 |
| • Section 4 | Wear a SunSmart Hat | page | 19 |
| • Section 5 | Wear SunSmart clothing | page | 21 |
| • Section 6 | Put on some broad spectrum SPF 30+ sunscreen | page | 23 |
| • Section 7 | I'm SunSmart this summer concluding activities | page | 25 |

It is expected that you will select from the activities provided and modify them to meet the learning needs of your students.

Curriculum links

[I'm SunSmart this summer](#) focuses on the key competencies of thinking, managing self, relating to others and participating and contributing.

Thinking

Students make sense of information about the need to protect themselves from the sun's UV radiation during the daylight saving months. They use this information when they make decisions and use SunSmart behaviour.

Managing self

Students are encouraged to be responsible for their own health and wellbeing and to take action to avoid the harmful effects of UV radiation in summer and not get sunburned.

Relating to others

Students are encouraged to support their friends, family and classmates to use SunSmart behaviours.

Participating and contributing

Students are encouraged to work as individuals and as a class to use SunSmart behaviours at school, at home and in the community.

[I'm SunSmart this summer](#) is primarily focused on the Health and Physical Education learning area but can meet objectives in the English, Science and The Arts learning areas.

Health and Physical Education: Level 2 and 3

Key concepts

[I'm SunSmart this summer](#) focuses on:

- attitudes: students develop a positive and responsible attitude to their own well-being and show respect, care, and concern for other people and are involved in personal and collective action to ensure individuals keep themselves safe from exposure to harmful UV radiation when they are out in the summer sun
- taha tinana, the physical dimension of Hauora: students take actions to ensure their physical wellbeing by protecting themselves from harmful UV radiation particularly during the daylight saving months.

Personal health and physical development

Safety management

Students will:

- identify the risks of exposure to the sun's UV radiation and use safe SunSmart practices to limit or avoid exposure to UV radiation. (Level 2 and 3)

Relationships with people

Interpersonal skills

Students will:

- express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them when describing and using SunSmart behaviour (Level 2)
- identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these when describing and using SunSmart behaviour. (Level 3)

Rights, responsibilities, and laws

Students will:

- contribute to and use simple guidelines and practices about being SunSmart that promote physically and socially healthy schools and local environments. (Level 2)
- research and describe current health and safety guidelines and practices (e.g. policies and practices around being SunSmart) in their school and take action to enhance their effectiveness. (Level 3)

English: Level 1, 2 and 3

Listening, reading, and viewing and speaking, writing, and presenting

Processes and strategies

Students will:

- acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas about UV radiation and using SunSmart behaviour. (Level 1)
- select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas about UV radiation and using SunSmart behaviour. (Level 2)
- integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas about UV radiation and being Sunsmart. (Level 3)

Ideas

Students will:

- select, form, and express or communicate ideas on a range of topics including the harmful effects of UV radiation and using SunSmart behaviour. (Level 2 and 3)

Science: Level 1 and 2

Nature of Science

Investigating in science

Students will:

- extend their experiences and personal explanations of the natural world, including understanding radiation from the sun, through exploration, play and asking questions (Level 1 and 2)
- ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations of the harmful effects of UV radiation. (Level 3)

Communicating in science

Students will:

- build their language and develop their understandings of the many ways the natural world can be represented. (Level 1 and 2)
- begin to use a range of scientific symbols, conventions, and vocabulary when describing UV radiation. (Level 3)
- engage with a range of science texts and begin to question the purposes for which these texts are constructed. (Level 3)

Participating and contributing

Students will:

- explore and act on issues and questions that link their science learning to their daily living. Level 1 and 2
- use their growing science knowledge when considering issues of concern to them. Level 3
- explore various aspects of an issue and make decisions about possible actions e.g. using SunSmart behaviour. Level 3

Mathematics: Level 2

Statistics

Statistical investigation

Students will:

- conduct investigations using the statistical enquiry cycle when they carry out SunSmart surveys.

The Arts: Level 1, 2 and 3

Drama

Developing ideas

Students will:

- contribute and develop ideas in drama about being SunSmart, using personal experience and imagination. (Level 1)
- develop and sustain ideas in drama about being SunSmart, based on personal experience and imagination. (Level 2)
- initiate and develop ideas with others to create drama about being SunSmart. (Level 3)

Communicating and interpreting

Students will:

- share drama about being SunSmart through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work. (Level 1)

Visual arts

Developing ideas

Students will:

- investigate and develop visual ideas about being SunSmart in response to a variety of motivations, observation, and imagination. (Level 1 and 2)

Communicating and interpreting

Students will:

- share the ideas, feelings, and stories communicated by their own and others' objects and images. (Level 1 and 2)

Why a SunSmart resource for Year 3 and 4?

Students at this age are beginning to take responsibility for their own well-being. They are at an age where they

- can understand the need to take action to keep themselves safe
- can take action within guidelines agreed with their parents, care-givers and teachers.

Seven and eight year olds need to make sure they never get sunburned, as being sunburned at a young age can increase the chances of getting skin cancer as an adult.

Seven and eight year olds can learn and use SunSmart behaviours that will protect them from the sun's harmful UV radiation throughout their lives.

Involving parents and caregivers

The [I'm SunSmart this summer](#) programme is designed to involve parents as students need to use the same SunSmart behaviours at school, home and when they are out in the community. Teachers need to be aware of any students who may have had their lives affected by skin cancer.

It is suggested that a letter be sent home to parents before you commence the learning programme. A draft letter and a [Be SunSmart this summer](#) information sheet for parents that can be copied is provided here.

It is suggested that, at the conclusion of the [I'm SunSmart this summer](#) programme the students make a book about their SunSmart behaviour that they can take home to share with their family.

Draft letter for parents

Dear parents and caregivers

Our class is about to start a learning programme about being safe in the summer sun. In this programme we will be encouraging your child (or children) to use these SunSmart behaviours.

In the summer or daylight saving months (between October and March)

- playing in the shade where possible and especially between 11am and 4pm
- wearing a SunSmart hat, SunSmart clothing and broad spectrum SPF 30+ sunscreen when they are outdoors.

The [Be SunSmart this summer](#) information sheet gives you information about these SunSmart behaviours.

Our school's SunSmart policy was developed with input from parents. It states that (*brief summary of your school's SunSmart policy*).

We need your help to put that policy into practice. We ask that you (*specific requests like supply SunSmart sunhats or sunscreen, or have your children wear sun-protective clothing e.g. shirts with sleeves and collars.*)

The [I'm SunSmart this summer](#) programme encourages children to learn and use SunSmart behaviours. It is helpful if children use the same behaviours at home, in the community and at school. As students work through the learning programme they will bring home messages and activities to do at home. We encourage you to reinforce the SunSmart messages and behaviours with your children.

At the end of the learning programme students who demonstrate the use of SunSmart behaviours will be awarded a SunSmart certificate.

If you would like to discuss the school's SunSmart policy or any aspect of the [I'm SunSmart this summer](#) learning programme please contact me.

Yours sincerely

Use of rewards

It is suggested that teachers use a 'praise and reward' system to encourage students to remember to use SunSmart behaviours and, when on duty, praise students who are using SunSmart behaviours and encourage other students to use the SunSmart behaviours.

Students who complete the [I'm SunSmart this summer](#) learning programme and demonstrate SunSmart behaviour at home and school can be awarded a Be SunSmart certificate. Coloured and black and white versions of the certificate can be downloaded at www.sunsmartschools.co.nz

Be SunSmart programmes in terms 1 and 4

If you use the [I'm SunSmart this summer](#) programme in term 1 you will want to revisit the learning at the beginning of term 4 and re-establish the use of SunSmart behaviours with the students.

You may want to select some activities from section 7 [I'm SunSmart this summer](#) to use as planned revision in term 4.

Be SunSmart poster

Your school can receive copies of the [Be SunSmart](#) poster by contacting your local Cancer Society. Addresses of Cancer Society centres available at www.sunsmartschools.co.nz/contactus.asp

You can download an A3 colour version of the poster from www.sunsmartschools.co.nz

Features of Year 3 and 4 SunSmart classes and schools

Shade

- There are shade areas where students eat their lunch especially during terms 1 and 4. These areas could be indoors.
- There are shade areas where students can play in the shade, especially during terms 1 and 4.
- All students, including students new to the school, know where they go to eat lunch and play in the shade.

Wearing hats and SunSmart clothing

- If sunhats are not part of a school uniform, all students bring SunSmart sunhats to school and wear them when they are outdoors in the sun in the daylight saving months.
- If hats are part of a school uniform, students wear them whenever they are outdoors in the sun in terms 1 and 4.
- If the students wear a uniform, the uniform is effective in protecting them from UV radiation.
- If the students do not wear a uniform, the clothing the students' wear provides suitable protection from UV radiation.

Using sunscreen

- All students are encouraged to wear broad spectrum SPF 30+ sunscreen when they are outdoors in the sun between 11am and 4pm in terms 1 and 4, or follow the school's policy on use of sunscreen. Note that some parents may indicate that they do not want their children to wear sunscreen because of allergies etc.

PE, Sports Days etc

- Where possible, outdoor PE lessons are held before 11am in terms 1 and 4.
- Students are supervised closely during outdoor PE lessons, on sports days and at other outdoor activities to make sure they are in shade where possible and, if they are outdoors in the sun, that they are wearing SunSmart hats, clothing and broad spectrum SPF 30+ sunscreen.
- The amount of time students spend outdoors in the sun between 11am and 4pm is limited. This applies to both sunny and cloudy days, as students can still get burned on cloudy days.
- Portable shade structures are used. The school may wish to purchase these to add flexibility to shade provision. They can also be hired from your local Cancer Society (if available) or other sources.

Role modelling

- Students see teachers, students, parents and caregivers and other visitors to the school role modelling SunSmart behaviour.

Parents' Involvement

- Parents and caregivers receive information about the need for their children to be protected from exposure to UV radiation and know what they need to do to keep their child/children safe at school and at home.
- Parents understand the school's SunSmart policy and provide students with SunSmart sunhats and clothing and broad spectrum SPF 30+ sunscreen, as indicated in the policy.

Overall

- **Parents, teachers and the students work together to keep students protected from UV radiation and make sure no child gets sunburned while at school.**

Activities

Section 1 The sun and UV radiation

In this section the students are introduced to the idea that UV radiation from the sun can damage our skin, particularly in the daylight saving months between 11am and 4pm.

Summer months are the daylight saving months, October to March inclusive so can be considered as Term 4 and Term 1.

You could find out more about UV radiation and the ozone layer by reading pages 17 to 21 of the Year 5 and 6 Be SunSmart programme on the website

www.sunsmartschools.co.nz

- Ask the students to
 - describe the sun
 - explain what it would be like if there was no sun
 - describe what the sun provides us with.

- Explain that the sun is a star in space that provides warmth and light for the earth, and that we need sunlight for plants to grow. The sun is like a big nuclear bomb and explosions in the centre of the sun make the warmth and light that travel across space and reach the earth. However, the sun also produces UV radiation and some of this reaches the earth and burns and damages our skin. We can not feel the UV radiation as it burns our skin. More UV radiation reaches the earth in the summer.
- Explain that UV radiation can still reach us on cool and cloudy days so we also need to be SunSmart on cool and cloudy days during the daylight saving months.
- Have the students look at the cycle of the sun rising in the east and moving across the sky each day to set in the west, and explain that we receive the most UV radiation when the sun is directly above us in the middle of the day. Explain we need to protect ourselves from the sun's UV radiation in the daylight saving months (October to March inclusive) but especially between 11am and 4pm when the sun is directly overhead.



- Ask the students to describe the four seasons and describe some outdoor activities they do in each season. You could make a large wall mural of the seasons showing some features of each season and some activities students do outside in each season. Make sure people drawn in the summer season are being SunSmart.
- Discuss with the students that our skin needs to receive some sunlight on it to provide us with essential Vitamin D. The amount of exposure to sunlight required varies depending on skin type. Pale skin types require only a ten minute exposure before 11am or after 4pm each day in the daylight saving months, and darker skin types require more exposure.
- Discuss with the students what activities they like doing in the sun, when is the best time to do these activities (early morning and early evening but not between 11am and 4pm) and what they will do to be SunSmart and protect themselves from the sun's UV radiation when they do the activity.
- Have the students discuss what we do to keep warm in winter and keep cool in summer. Discuss the fact that in summer we like to wear cool clothing and go swimming, but this is the season when most UV radiation is reaching the earth. If we are out in the sun UV radiation penetrates (enters or gets into) our skin and damages it so we need to be SunSmart and protect our skin from the harmful UV rays by staying in the shade. If we are in sunlight we wear SunSmart hats and clothing that protect us from the sun's UV rays, and wear broad spectrum SPF 30+ sunscreen on the parts of our skin not covered by clothing or hats.



Section 2 Skin

This section explores skin and expands the idea that the sun's UV radiation can burn or damage our skin, so we need to protect our skin from UV radiation in the daylight saving months, especially between 11am and 4pm.

The section looks briefly at skin cancer. As skin cancer is the most common form of cancer in New Zealand, it is possible that a student has some personal knowledge of the effects of skin cancer and teachers will need to ensure the wellbeing of these students.

If you require further information on skin and the different types of skin cancer read pages 1, 4, and 15 of the Year 5 and 6 *Be SunSmart* programme on www.sunsmartschools.co.nz

- Ask the students the question 'What is skin and what does it do for us?' Discuss the skin of different animals and have the students compare animal skin with their own skin.
- Have the students look at their own skin and a friend's skin. They could look at their skin through a magnifying glass.
- At home, students could compare the skin on their hands and arms with the skin of older members of their family. In the bath or shower they could compare skin on parts of their body that are often in the sun with parts of their body that are never in the sun.
- Have the students discuss what they see (different textures, freckles, wrinkles, moles, skin colour). Use the information on the *Our skin* information sheet to answer any questions the students have about freckles, moles and the reason for different skin colours.
- Discuss the colour of skin, and changes in the colour of our skin during the year and that everybody's skin changes colour if they do not protect themselves from the sun's UV rays. In the winter skin is lighter while in the summer the sun can make our skin darker. If they are exposed to the sun's UV radiation, people with pale or fair skin show more colour changes than dark skinned people. Our skin changes colour because we have been exposed to UV radiation or have been burned by the sun. Because of the melanin in their skin people with darker skins do not get burned by the sun as quickly, or as badly, as people with paler skins.
- Ask the children if they have ever been badly sunburned, and what it felt like and what happened to their skin. What were they doing when they got sunburned, and whereabouts on their body did they get sunburned?
- Discuss skin cancer with the students using the information on the *Our skin* information sheet. The intent of the discussion is to make the students appreciate the need to adopt SunSmart practices. The intention is not to generate fear about getting skin cancer or being out in the sun.
- Ask the children what we can do to make sure we protect our skin and not get sunburned and make sure the answers cover the following:
 - Keep out of the sun – stay in the shade.
 - Wear a SunSmart sunhat to protect our head, face, ears and neck.
 - Wear SunSmart clothing that covers our skin.
 - Put sunscreen on any part of our skin that is not covered by clothes.
- Explain to the students that now they know why we need to protect our skin from the harmful effects of the sun's UV radiation the rest of *Be SunSmart this summer* is about taking SunSmart actions of
 - being in shade whenever possible
 - wearing SunSmart sunhats and SunSmart clothing
 - using broad spectrum SPF 30+ sunscreen.

Our skin



- People are covered all over with skin.
- Skin contains a colouring or pigment called melanin that helps protect the skin from the harmful effects of the sun's radiation. People with paler skin have less melanin in their skin than people with darker skins.
- People with pale skin need to be very SunSmart because they do not have as much melanin to protect their skin from the sun's UV radiation and they burn more easily.
- If you get sunburned you have damaged your skin.
- The sun's UV radiation causes sunburn and wrinkles and ages our skin or makes it look old. It can cause our skin to change and make skin cancers but these changes do not usually happen until a number of years after you have burned your skin. If you protect your skin now and make sure your skin does not get burned you are helping your skin to stay healthy and look good when you are an adult.

What are freckles?

- Freckles are flat, light brown spots on your skin.
- They are caused by the sun.
- Freckles are normal and most pale skinned people have some freckles on their skin.

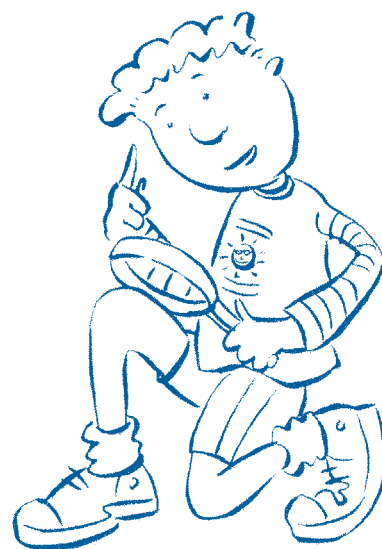
What are moles?

- Moles are brown spots on your skin.
- They are often round in shape and can be raised or flat.
- Children's moles are usually small and dark brown.

- As you grow your moles grow too.
- As you get older new moles can appear, until you are about 40.

Skin cancer

- Skin cancer is a disease of the body's skin cells.
- Skin cancer is the most common type of cancer in New Zealand. About 45,000 people have new skin cancers each year, and over 300 people die from skin cancer (mainly melanoma) each year.
- New Zealand has one of the highest skin cancer rates in the world. Most skin cancers can be prevented if, throughout our lives, we protect ourselves from the sun's UV radiation in the daylight saving months. Skin cancers can be treated successfully if they are found early.
- People who spend time outdoors during the daylight saving months without being SunSmart and protecting their skin from the sun increase their risk of developing skin cancer.
- The best way to prevent skin cancer is to Be SunSmart.
- People with fair skin need to be to be very SunSmart and never get sunburned. However people with darker skin types also need to Be SunSmart because they can get skin cancers too.



Section 3 Stay in the shade

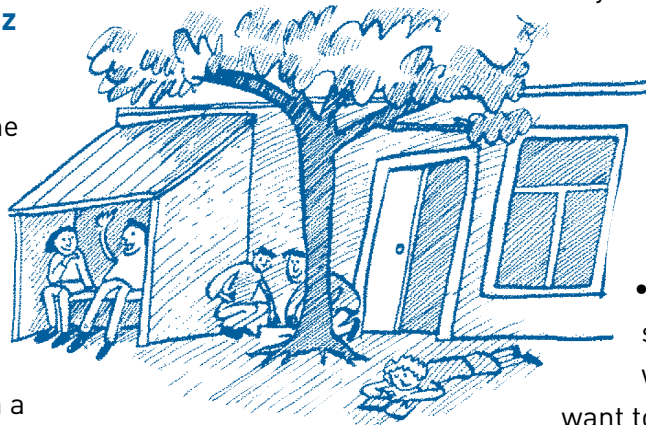
These activities focus on the idea that you are protected from the harmful effects of the sun if you are in shade. Alternative activities are suggested so students can investigate the availability and use of shade in your school. The outcome of the activities could be a decision to ask the Principal or Board of Trustees to establish new shade areas, or change existing shade areas.

Students develop a class and individual action plan to be SunSmart and stay in the shade as much as possible in the daylight saving months between 11am and 4pm at school, at home and in the community.

You may wish to revisit the School Shade Guidelines section of the SunSmart Schools website

www.sunsmartschools.co.nz

- Introduce the idea that the best way to be outside in the summer and protect yourself from the sun's UV radiation is to be in the shade.
- Take the class outside on a sunny day (before 11am and with the students wearing SunSmart hats and clothing) and take a walk around the school to identify areas of shade and what provides the shade.
- From this walk establish class or group activities. Students could
 - photograph students using all the shade areas during lunchtime and make a wall display and decide if there are enough shade areas for all the students in the school, or if students are using all the shade areas provided
 - identify the shade areas they use and make a map of these (or photograph them) and display them in the classroom








- choose some of the areas of shade they use and do an experiment to see how the shade in these areas changes during the day. They could mark the extent of the shade with coloured chalk or other suitable markers at hourly intervals
- identify all the different sources of shade and use some different ways to classify them e.g. man-made, naturally occurring, or always in place, erected every day or on special occasions e.g. sports days. Students could consider whether all the trees on the school property provide suitable shade for students
- do a class survey to see who uses the shade areas, when and why. If students don't use any of the provided shade areas find out why they do not use these areas

- organise some class games that students can play in the shade at playtime and lunchtime
- design a new shade shelter that students would like and would want to use
- develop a way (possibly a survey) to see how SunSmart the class is in staying in the shade between 11am and 3pm (or 4pm if your school has after school activities or the students are outdoors as they go home). They could find out
 - what activities they do in the sun
 - why they do the activities in the sun
 - if they could do more activities they like to do in the shade now if there were more or different shade areas
 - if there are other activities they could do in the shade that would be fun.

- When the students have completed their activities you may want to present some of the class findings to the Principal or Board of Trustees so they can consider establishing additional shade areas, or making changes to the shade areas Year 3 and 4 students use.
- Discuss with the class some actions they can take at school to be SunSmart and spend time in the shade. This may be spending some of the lunchtime on a playing field in the sun and some time in the shade. Make a class action plan about being SunSmart and spending time in the shade. Write this up and display it and remind the students of the action plan before they go to playtime and lunchtime.
- Discuss with the students where they can play outside in the shade at home, if they were on a picnic or at the beach or river.
- Take photographs of your students being SunSmart and eating lunch and playing in the shade and display these on your class wall.
- Have the students create some artwork of themselves having summer fun in the shade at home, or out in the community and display this in your classroom.

- Have each student start a 'My SunSmart behaviour' book. Have them make a cover and an illustrated first page with the words 'In the daylight saving months, especially between 11am and 4pm ...' On the next page have the students write 'Stay in the shade' and then write down and/or draw what they will do to stay in the shade at school and at home. Have the students think about the activities they do 'out and about' in the community e.g. play sport, go to a swimming pool and write or draw how they can stay in the shade doing activities in the community and add this to their page(s).

					
Moana	X	X		X	
John		X	X	X	
Matthew	X		X		X
Daniel					X
Rosanna			X		
Zac	X		X		X
Tan		X	X	X	X
Shannon		X	X		X
Joane	X				X

- Choose a day and time e.g. playtime, eating lunch, or playing at lunchtime and have the students assess their SunSmart shade behaviour. If they were in the shade and following the class shade action plan they can give themselves a smiley face or a tick on the 'Am I SunSmart?' class chart.

Section 4 Wear a SunSmart hat

Activities you do with your students about wearing a sunhat will vary depending on whether you have a wide-brimmed hat or bucket type hat as part of your school uniform, or whether students wear a range of sunhats they bring from home.

Students develop and use a class and individual action plan to always wear SunSmart hats at school, at home and in the community.

SunSmart hats are hats that protect the head, neck face and ears of the wearer.

They are wide brimmed hats with a brim of at least 7.5cm, bucket or surfie type hats with a deep crown and angled brim of at least 6 cm, or legionnaire type hats.

Baseball caps are NOT SunSmart hats as they leave the ears and the back of the neck exposed to UV radiation.



Broad brimmed hat



Legionnaire hat



Bucket hat

- Ask the students why we wear a sunhat.
- Have the students work in groups and decide what makes a good sunhat and what makes a bad sunhat. You may need to introduce the idea that a good sunhat needs to keep the sun off all parts of your head like your ears and nose and your neck.
- If your school has a uniform sunhat have the students work out why it is a good sunhat e.g. wide brimmed or bucket type to protect all your face and neck, able to stay on when you play sport etc.
- If your school does not have a uniform have the students look at a range of sunhats the students bring to school and work out which are good sunhats and which are not as effective. If you have a uniform sunhat ask students to bring in, or draw and describe, the sunhats they wear at home and then work out which are good sunhats and which are not as effective.
- Explore why a cap is not very SunSmart, e.g. what parts of your head and neck can still get sunburned when you are wearing a cap.
- Take photographs of your students being SunSmart and wearing their hats when they are playing in the sun at PE, lunch time or at a sports day and display these on your class wall.
- Discuss with the class your school's policy on wearing sunhats. If it is not compulsory for the students to wear hats, make a class action plan about being SunSmart and wearing sunhats whenever the students are outside. Add this to the action plan displayed in your classroom and remind the students of the action plan before they go to playtime and lunchtime.
- Choose a day and a time e.g. playtime, playing at lunchtime and have the students assess their SunSmart behaviour about wearing hats. If they were SunSmart and wore their hats they can give themselves a smiley face or tick on the **Am I SunSmart?** class chart.
- Have the students discuss when they wear sunhats at home and when they are out in the community e.g. playing summer sport.

- Have the students make and illustrate a page in their book with the slogan **Wear a SunSmart hat** and then write down and draw what they will do to slap on a SunSmart hat at school, at home and when they are doing an activity in the community.
- Have students design and decorate the perfect SunSmart sunhat and have students model the hats with a commentary explaining why it is a good SunSmart sunhat and why students will want to wear this sunhat and not any other. Vote on the best SunSmart hat produced.
- If students bring hats from home and students forget their hats use a reminder note like this one.



Note

..... came to school without their hat today.

Can you help our class Be SunSmart and make sure

..... brings their hat every day this term.

Thanks.....

Section 5 Wear SunSmart clothing

The activities you do with your students about SunSmart clothing will vary depending on whether they wear a uniform or their own clothing.

The idea you want your students, and their parents, to understand is that SunSmart clothing covers up a child's back and front, and part of their arms and legs. Examples of SunSmart clothing are t-shirts and shorts or skirts – not bikini type or short tops, spaghetti straps or no shirts. There is now a good variety of less expensive and more expensive SunSmart swimsuits and rash vests available that keep children's shoulders, backs, fronts and tops of the legs covered.

Students develop a class and an individual action plan to always wear SunSmart clothing at school and at home.

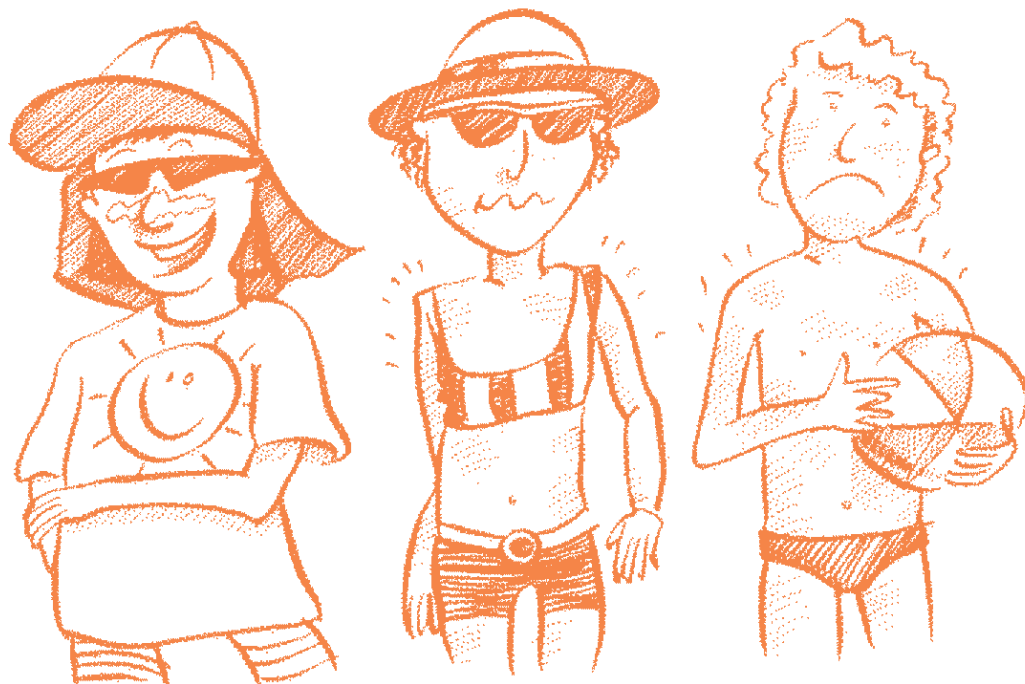
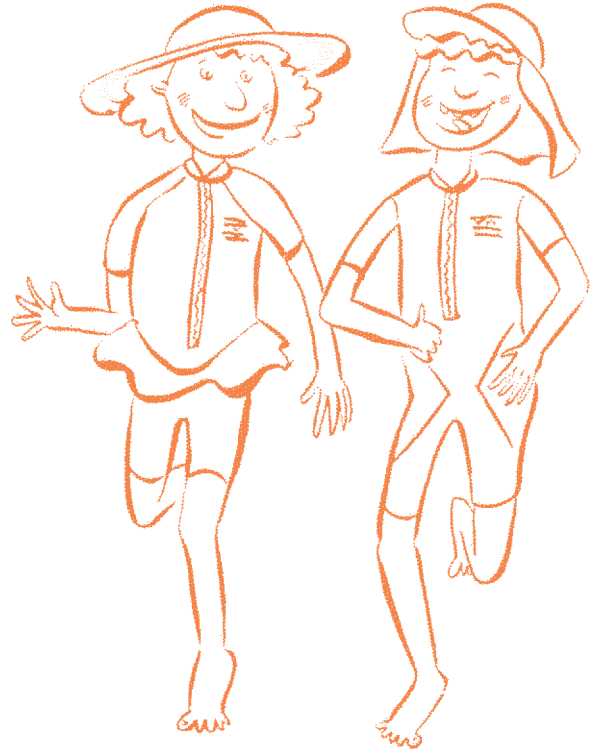
- Ask the students to think about the clothes they wear in summer. Have the students work in groups and draw students wearing extremely SunSmart clothing, SunSmart clothing and summer clothing that is not SunSmart.
- Discuss what the groups have drawn. Explain that some people do wear summer clothing that gives them maximum protection from the sun's UV radiation e.g. long sleeved shirts with collars and long pants or skirts.
- Have the students decide what are the features of SunSmart clothing and clothing that is not SunSmart. As well as considering the amount of skin the clothing covers, students should consider the colour of the fabric. Darker fabrics provide better protection from UV radiation. The nature of the fabric or material is also important. Fabrics with a tight weave are good. Loose weave fabrics can let the sun's UV rays

through the fabric and burn the skin underneath. Examples of loose weave fabrics are some Indian-type cottons, such as muslin.

- If your school wears a uniform have the students determine how SunSmart it is and why. If the students want to make changes to their uniform to make it more SunSmart discuss how the class could present their ideas to the Principal and possibly to the Board of Trustees.
- Have the students describe the range of swimsuits they can buy and identify what makes a swimsuit SunSmart. Explain that if a fabric gets wet it lets more UV rays reach your skin, so after you have been swimming you should change out of your swimsuit or cover up with a t-shirt and shorts.
- Have a fashion parade where students bring summer clothing from home to model wearing SunSmart clothing. For contrast, some students could model non-SunSmart clothing. Take photographs of the students modelling the SunSmart clothing and add it to your wall display.
- If your school does not wear a uniform make a class action plan about being SunSmart and wearing SunSmart clothing to school this summer. Add this to the action plan displayed in your classroom.



- If students come to school dressed in clothing that is not SunSmart discuss with them what they can do to be SunSmart e.g. stay in the shade, wear a hat and use sunscreen.
- If your school does not have a uniform, choose one day and have the students assess their behaviour about wearing SunSmart clothing. If their clothing was SunSmart they can give themselves a smiley face on the **Am I SunSmart?** class chart.
- Have the students make and illustrate a page in their book with the slogan **Wear SunSmart clothing** and then write down and draw what they will do to wear SunSmart clothing at school, at home and when they are doing an activity in the community.
- Have students bring a pale coloured t-shirt to school and use fabric paints to create a SunSmart t-shirt.



Section 6 Put on broad spectrum SPF 30+ sunscreen

The activities you do with students about sunscreen will vary depending if your school supplies sunscreen and takes responsibility for making sure that students wear sunscreen during activities in terms 1 and 4 (especially between 11am and 4pm), or if your school provides or expects parents to provide the student with sunscreen they can apply at school.

The activities focus on developing an understanding of what sunscreen is, what sunscreen does, the need to use a broad spectrum sunscreen with the label of SPF 30+ (or more) and on how to put sunscreen on correctly and safely.

There may be students in your class whose parents or caregivers have indicated that they will not use sunscreen because of allergies etc.

Students develop and use a class and individual action plan to always wear sunscreen at school and at home.

What is sunscreen?

- Choose a day when the students will be out in the sun for a short time as this activity sequence ends up with the students wearing sunscreen.
- Show the students a bottle or a tube of a broad spectrum SPF 30+ sunscreen and ask the students who uses sunscreen and why. Ask what they think the sunscreen does.
- Explain that there are some chemicals in the sunscreen that protect our skin from the sun's UV radiation for a limited time.
- Look at the label SPF 30+ and explain that SPF is short for sun protection factor and they should NOT be using a sunscreen with an SPF factor of less than 30. You can add that the words broad spectrum mean that the sunscreen will be effective in protecting your skin (for a limited time) from all types

of UV radiation. In practice, it means we need to check that the bottle says broad spectrum SPF 30+ to know it will be effective.

- Explain that when we put on sunscreen we have to make sure we put it on all our skin that is not covered by clothing. When we put it on our face we have to be careful not to put it too close to, or in, our eyes because it will make them sore.
- Explain that the protection from the sunscreen usually does not last all day so you have to put the sunscreen on more than once a day. You have to put more sunscreen on if you have been swimming or playing in water. It is suggested that sunscreen is reapplied every two to three hours, or more often if you have been active and after you have been in the water. There are brands of sunscreen on the market now that claim they last all day, but they need to be reapplied after exercise and after being in the water.
- Explain that if you are in the water you need to use a water resistant, broad spectrum SPF 30+ sunscreen, or one that won't 'come off' in the water. Most people choose to reapply a sunscreen after they have been in water as even a 'water resistant' sunscreen might not be as effective after you have been in the water; some of it may have 'come off'.
- Explain that we need to give the sunscreen time to work so you need to put it on at least 15 minutes before you go outside into the sun.
- Explain that everybody needs to wear sunscreen but students with pale skin need to be very SunSmart and make sure they always wear sunscreen on any part of their body not covered with clothing.



- Demonstrate how to take a blob of sunscreen no bigger than a new 20 cent piece and rub it into an arm or a leg, describing how you have to make sure you don't leave any bits of skin without sunscreen. Your face will need a blob about half the size of the 20 cent piece, and you need to make sure none gets in your eyes.
- Have the students practice applying sunscreen to themselves.
- Ask the students if you can damage the sunscreen and discuss how you can make the sunscreen less effective or not work well if you leave the sunscreen in a hot place or in the sun for a long time. Look at the 'use by' date on the sunscreen and explain you should not use a sunscreen that is past its 'use by' date as it may not work as well as a new sunscreen, and you could possibly get burned when you are using the old sunscreen.
- If you are supplying sunscreen for students to use have the students check the 'use by' date.
- Have the students complete a plus, minus, interesting chart about wearing sunscreen and discuss the factors that may mean students do not wear sunscreen or do not always wear sunscreen. Have the students develop some positive ways to overcome the reasons why students don't wear sunscreen.
- When students mention cost as a factor, it could be useful to discuss the amount of sunscreen you need to cover your skin and how sunscreen can be expensive if you use too much of it.
- Students who say they just forget to put it on when they are at home could describe what they do each morning and find a time when they could remember to include putting on sunscreen in their morning routine.
- Have the students draw a large sunscreen bottle and write down all they know about sunscreens, and why we need to wear them. Have the students take this information home and discuss wearing sunscreen with their parents or caregivers.
- You will need to remind parents of your school's policy on sunscreen and actions you want students and parents to take in regard to the use of a broad spectrum SPF 30+ sunscreen in terms 1 and 4.
- If your school supplies sunscreen, establish a routine where students apply sunscreen before morning break, lunch or PE lessons, while you are reading them a story. Sunscreen should be applied at least 15 minutes before students go out into the sun, but if students are required to sit in the shade to eat lunch the sunscreen can be applied just before lunch.
- If your school has a sunscreen station talk about using the sunscreen station when the students are intending to play in the sun at lunchtime. Emphasise that they should only take the required amount of sunscreen and make sure they put sunscreen on all of their body not covered by clothing.
- Take photographs of your students being SunSmart and applying sunscreen, or getting sunscreen from a lunchtime sunscreen station and display these on your class wall.
- Choose one day and have the students assess their behaviour about wearing broad spectrum SPF 30+ sunscreen. If they were wearing sunscreen they can give themselves a smiley face on the **Am I SunSmart?** class chart.
- Have the students make and illustrate a page in their book with the slogan **Use broad spectrum SPF 30+ sunscreen** and then write down and draw what they will do to wear broad spectrum SPF 30+ sunscreen at school, at home and when they are doing an activity in the community.

Section 7 I'm SunSmart this summer concluding activities

This section contains some suggestions for activities to conclude the I'm SunSmart this summer learning programme.

The activities include completing their My SunSmart behaviour book and sharing it with their family, and include English, art and drama activities.

Some suggestions for an EOTC experience are included.

- Have the students create a play or video about being SunSmart in the daylight saving months, especially between 11am and 4pm, and present it to parents and caregivers or another class in the school.
- Have the students look at the Be SunSmart poster in groups and identify all the ways the people in the poster are being SunSmart.
- Explain to the students that they are going to spend a day at the beach. Have the students work in groups and draw all the things they would like to take to the beach. See which groups have included a beach umbrella for shade, a SunSmart hat, broad spectrum SPF 30+ sunscreen, a SunSmart swimsuit or rash vest and SunSmart clothing to change into after swimming.
- Have the students work in groups and brainstorm what they like to do on a Saturday. Have them divide the day into hours and plan a Saturday full of activities. Discuss what activities the groups chose to do between 11am and 4pm and if they were SunSmart choices.

- Plan a class outing where students will need to demonstrate SunSmart behaviour or plan how the class will be SunSmart at an event like the school athletics or swimming sports. Complete the outing and have the students assess how SunSmart the class was.
- Take the students somewhere like a children's playground, or the outside area of a swimming pool and have the students identify SunSmart and not SunSmart behaviour. In class, discuss what the students observed and decide how SunSmart those people in their community were.
- Revise the song: We are very, very SunSmart

Tune: Coming round the mountain

We are putting on our sunhats, yes we are.

We are putting on our sunhats, yes we are.

*We are putting on our sunhats,
putting on our sunhats.*

We are putting on our sunhats, yes we are.

Students can mime the action.

Other verses:

We are playing in the shade, yes we are, etc.

We are putting on our t-shirts, yes we are, etc.

We are rubbing in some sunscreen, yes we are, etc.

Last verse

We are very, very SunSmart, yes we are, etc.

- Have the students make songs, rap, stories, poems or cartoon strips about being SunSmart.
- Have the students complete their **My SunSmart behaviour book** and take it home and share with their family. They could include any poems, songs, rap or cartoon they have created.
- Make a SunSmart display using real SunSmart items like SunSmart hats and clothing and broad spectrum SPF 30+ sunscreen and photographs and illustrations the students have prepared during the learning programme and display this in a prominent place in the school.
- Look at the **Am I SunSmart?** class chart and the **My SunSmart behaviour book** with each student. Have each student give five ways they are going to be SunSmart this summer before awarding them their SunSmart certificate. The students could use this information to make a **Be SunSmart** reminder message/ illustration for themselves. You could laminate this, punch a hole in it and have the students attach it to their school bag.
- Organise a **Be SunSmart this summer** presentation for parents and other school students and have the students present plays or videos, poems, raps or songs or a presentation to show how to be SunSmart this summer.