

OVERVIEW OF THE SUNSMART SCHOOLS CURRICULUM RESOURCES



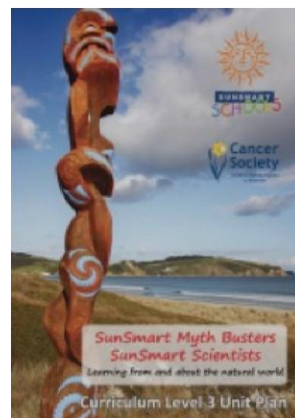
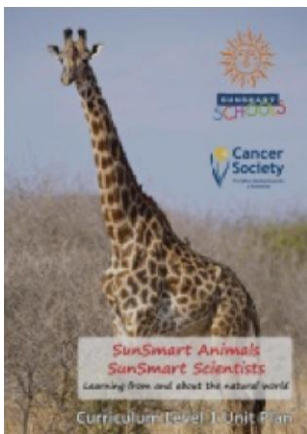
Welcome to the SunSmart Schools' new Curriculum Resources.

This hand-out will give you an overview of the Resources, their logic and structure and an idea of how you can incorporate them into your lesson planning and assessment.

There are 4 Units, one each for Level 1 to 4 of the NZ Curriculum. They can be downloaded as a PDF (to be printed or saved to your computer) from www.sunsmartschools.org.nz

Key points:

1. They are Inquiry based resources
2. They are cross-curricula: Health, Science, Maths, English and Te Reo
3. They can be used to assess against National Standards
4. You can pick out individual lessons to match your teaching plan, or use the whole Unit over the course of the Term across all curricula areas.
5. The Units can be used across different age groups too – Unit Level 2 can be used with Year 1 & 2 students for extension etc.



Background

- In 2013, Cognition Education was contracted to write 4 units of work about being SunSmart, why you need to be SunSmart, how you are SunSmart and the science behind it.
- The units utilise the SunSmart Schools websites www.sunsmartschools.org.nz, www.sunsmart.org.nz
- For years 1- 8 (Levels 1- 4 of NZC)
- Online - free to download as PDF's
- They aim to give students the knowledge to make SunSmart decisions, for life



www.sunsmartschools.org.nz



Advice & Critique

Focus groups helped in the resource design:

- Schools in different geographic areas including state and integrated; including Māori, Pasifika and diverse ethnicities
- Māori and Pasifika teachers, literacy and curriculum advisers currently working in schools



During the development of these resources, teachers, education advisors were asked to review the resources.

A focus group was held with teachers from different geographic areas to gain their feedback on the content and relevance to the curriculum. To ensure these resources are culturally relevant, Maori and Pasifika teachers were sent copies of the resources to critique too.

Finally, the resources were edited by the Cancer Society's SunSmart Schools Health Promoters to ensure key SunSmart messages were accurate.

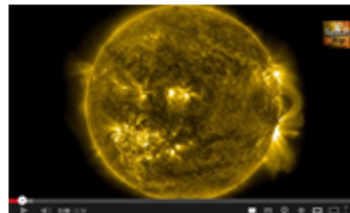
The units aim to

- Embed key science concepts in relation to the sun, hauora, energy and protection
- Support the principles of SunSmart and the NZC
- Use different examples/contexts to ensure appropriateness to different ethnic groups (particularly Maori, Pasifika and South east Asian)



The units (continued..)

- Have Te Reo Maori concepts and language woven into the resource
- Link to resources the Cancer Society has on their website, including videos
- Provide authentic contexts for numeracy and literacy development and outcomes
- Provide assessment tasks to assess the national standards – NZC links on Page 6 of the Units



All 4 resources are really focused on giving students authentic contexts – seeing the sun, energy and health through a science lens.

These opportunities will encourage them to want to read, write and use maths.

Linking to the NZC

- Provide assessment tasks to assess the national standards – NZC links on Page 6 of the Units

Links to the New Zealand Curriculum

Purpose: To investigate how animals and humans can protect themselves from the sun.

Science: Scientists investigate and use observation to ask questions about the living world. Planet Earth and Beyond, Physical World and Material World.

Curriculum Area	Relevant Curriculum Area	Relevant Curriculum Area	Relevant Curriculum Area
Health and Physical Education	Health	Personal Health and Physical Development	Specific Learning Outcomes
	Relationships with Other People	Relationships with Other People	
	Healthy Communities and Environments	Healthy Communities and Environments	
Learning Area	Learning Area	Learning Area	Learning Area
Learning Area	Learning Area	Learning Area	Learning Area



Before the lessons section, each Unit has a detailed table of each of the curriculum areas that are covered, with the achievement objectives for each and specific learning outcomes.

Linking to the NZC

Page 10-11 lists how the resources meet the Values & Key competencies of the NZC and links to the relevant National Standards.

Links to Curriculum

National Standards Assessment

To be encouraged, modified and optional (NZC pp. 4-11), what aspects of the values does this activity explore, encourage or model?

Value	Examples	Values	Key Competencies	Relevant National Standard
Confidence	High achievement	Thought and action	Strategic thinking	Strategic thinking
Communication	High achievement	Thought and action	Strategic thinking	Strategic thinking
Autonomy	High achievement	Thought and action	Strategic thinking	Strategic thinking
Resilience	High achievement	Thought and action	Strategic thinking	Strategic thinking
Learning from others	High achievement	Thought and action	Strategic thinking	Strategic thinking
Community engagement	High achievement	Thought and action	Strategic thinking	Strategic thinking
Cultural awareness	High achievement	Thought and action	Strategic thinking	Strategic thinking
Kaitiaki	High achievement	Thought and action	Strategic thinking	Strategic thinking

The New Zealand Curriculum Reading and Writing Standard for Years 1-8

The reading standard: After two years of school, students will read, respond, and think critically about written and non-written texts at the Transition level of Ready to Read. They will understand texts that require reading in the New Zealand Curriculum.

The New Zealand Curriculum Reading and Writing Standard for Years 1-8

The writing standard: After two years of school, students will write in order to meet the writing demands of the New Zealand Curriculum at Level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Mathematics Standard for Years 1-8

The Mathematics Standard - Statistics

A scenario that requires them to solve problems or model situations, students will be able to:

- Investigate questions by using the statistical inquiry cycle with support, gathering, displaying, and identifying, describing, and inferring in categories.
- Describe the likelihood of outcomes for a simple situation involving chance, using everyday language.

National Standards Assessment Tests

Tests to assess the Reading Standard - refer to pages 10 to 16.

Tests to assess the Writing Standard - refer to pages 17 to 18.

Tests to assess the Mathematics Standard - refer to pages 19 to 23.

Planned Assessments

Assessments should include both formative and summative, and any suggestions made in the unit need to be reported at school level and within the inquiry-based assessment should be ongoing, reflecting understanding of any given stage of the unit.

Support 20

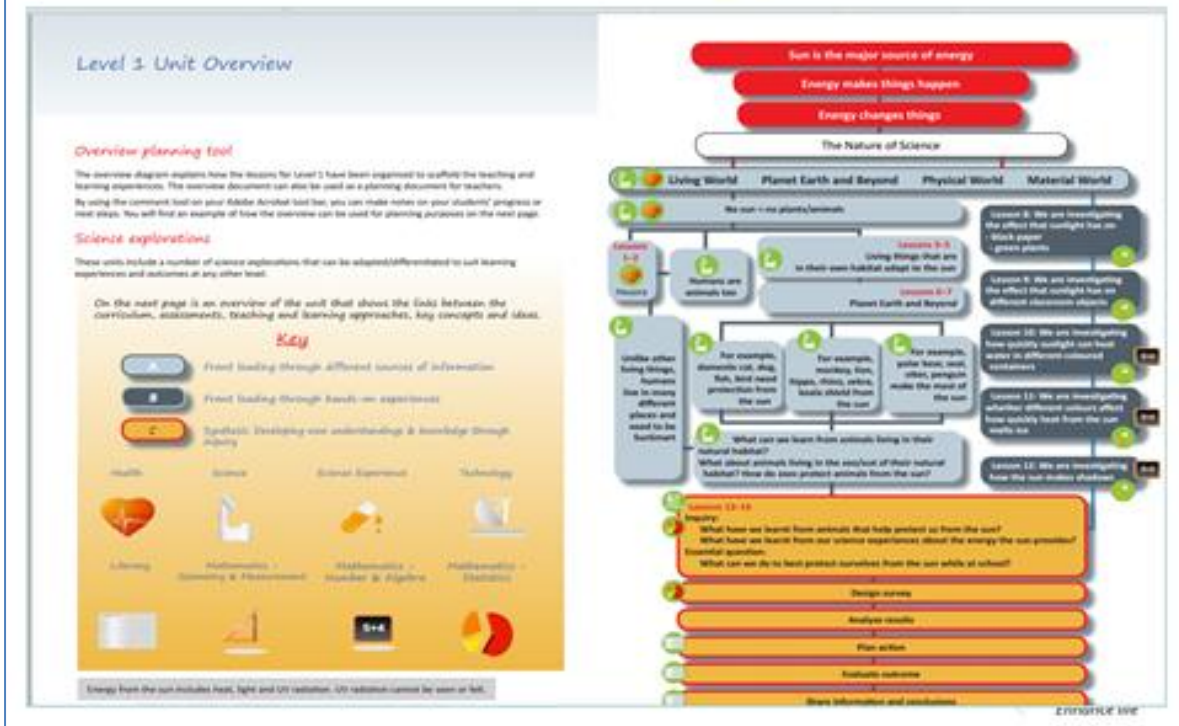
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Shared inquiry involves including assessment. See the Curriculum Framework for Mathematics, Science, and Social Sciences, and the Curriculum Framework for English, History, and Physical Education.



Overview and Planning Tool



Each Unit has this useful Overview/Planning tool at the beginning which shows how it all fits together: links to the curriculum, assessments, teaching and learning approaches, and key concepts and ideas.

KEY:

The boxes in grey on the right are front loading, which give the students the prior knowledge they need to do the later activities. The lessons in dark grey are hands-on experiences, and the boxes in orange on the bottom right are the synthesis lessons – where they develop new understanding and knowledge through Inquiry activities.

The little icons on the left (Heart icon = Health etc) let you know which curriculum area is the focus in what lesson.

You can the Science Curriculum area includes the over-arching Nature of Science thread, as well as the 4 strands: Living World etc.

Themes & Approach

A themed, inquiry, accelerated learning approach has been taken

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A themed, inquiry, accelerated learning approach has been taken. The Inquiry approach means students will generate new ideas for themselves, and by doing so really absorb the knowledge content.

Level 1 – SunSmart Animals

This unit investigates ways animals protect themselves from the sun and how it relates to humans. It also has hands-on science lessons investigating the energy the sun provides.

Level 2 – SunSmart Fact and Fiction

This unit uses myths and legends about the power of the sun. All 4 units cover the concepts of 'Hauora' as well. Science experiences within it teach about the energy the sun provides. E.g., how quickly sunlight can heat water in different coloured containers.

Level 3 - SunSmart Myth Busters

This unit engages students in exploring UV radiation and our skin, and how we can protect ourselves from UV radiation. Hands-on lessons include investigating the effect of sunlight on living and non-living things, UV beads, and the effectiveness of sunscreens.

Level 4 – SunSmart Appearances

This unit also explores UV radiation and our skin, how we can protect ourselves from UV radiation, and how our community protect themselves from UVR. Amongst others there is a hands-on science experience lesson where students survey, test and evaluate SunSmart materials.

Accelerated Learning

All lessons are structured on the recommendations contained in “Accelerated Learning”

- Prepare
- Connect
- Activate
- Demonstrate
- Consolidation



Smith A, Lovatt M and Wise D. 2005.
Accelerating Learning: A User's Guide, Crown Pub House



All lessons are structured on the recommendations contained in “Accelerated Learning” by Wise, Smith and Lovatt (2005).

Prepare: Resources required for the lesson are in place before the start

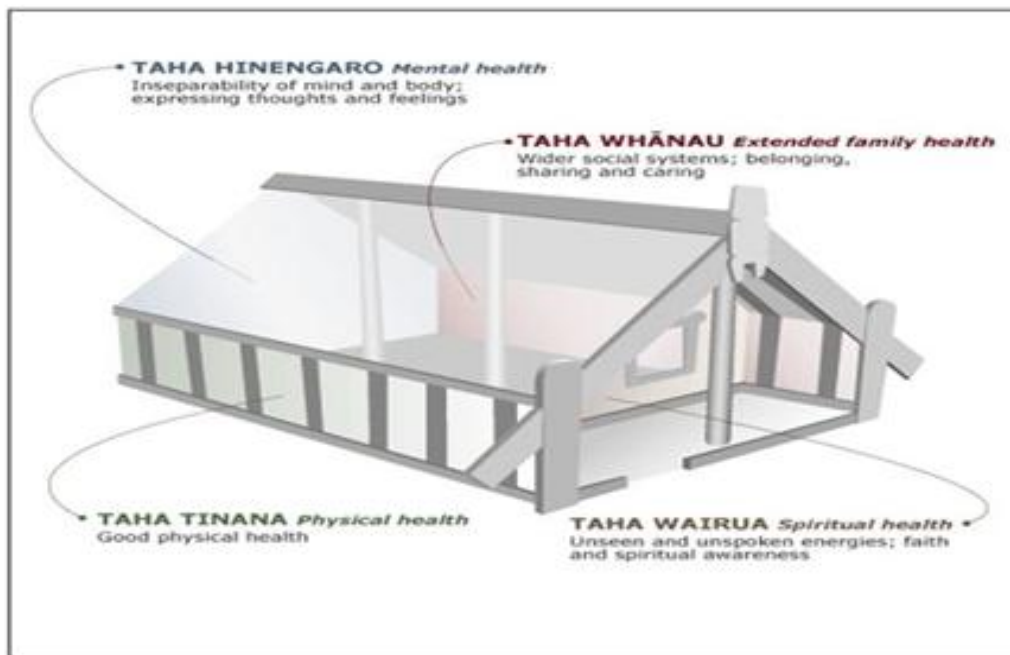
Connect: Connecting the lesson to what has been learnt or is about to be learnt (learning outcome and success criteria)

Activate: Information, resources and learning tasks are provided to scaffold students' learning

Demonstrate: Students have the opportunity to demonstrate their learning.

Consolidation: Students reflect on their learning in relation to the learning outcome.

Hauora



Underlying all the 4 Units is Professor Mason Durie's model of Maori Health - the four dimensions of hauora -Te Whare Tapa Whā.

Each wall of the Whare represents a different dimension: taha wairua (spiritual side), taha hinengaro (thoughts and feelings), taha tinana (the physical side) and taha whanau (family).

All 4 dimensions are necessary for strength and symmetry. All four are also needed for a child to flourish and learn.

Thank you!

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If you have any questions about the Curriculum Resources or the SunSmart Schools program please email us: admin@cancer.org.nz