

Curriculum Resource.

Protecting My Skin, Year 3-4

We care about protecting children and young people through education and supporting UV safe environments to ensure future SunSmart generations.





In the spirit of deepening relationships, Cancer Council WA acknowledges all the Traditional Custodians of Country throughout Western Australia and recognises their continuing connection to land, waters, sky, and community.

We also pay our respect to their Elders and extend that respect to all Aboriginal peoples living and working in this area.

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Acknowledgements

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Purpose

The purpose of this resource is to provide opportunities for students to grow and shape views related to promoting positive health practices related to sun protection and build the capability and skills to protect their skin.

It promotes the development of skills from the Western Australian Curriculum and in particular, the development of skills from the Personal and Social Capability learning continuum. The focus is on the development of students who can manage their own wellbeing, make informed decisions about their lives and take positive action to reduce risk. Teaching and learning experiences provide opportunities for students to understand, practise, rehearse and adopt positive personal health practices related to sun protection.

The Teaching and Learning activities are designed to allow growth of students in self-responsibility, self-awareness and decision making about their own health and the wellbeing of others.

The Personal and Social Capability learning continuum is organised into four interrelated elements of:

- Self-awareness
- Self-management
- Social awareness
- Social management.

Health Literacy

The development of the three dimensions of Health Literacy is a focus within this resource.

Teaching and learning experiences focus on developing knowledge, understanding and skills related to the following health literacy dimensions:

- Functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information
- Interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health
- Critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health.

Resource Design

Protecting My Skin: Year 3-4 is designed to:

- Support students to make decisions about their own health, sun safety and wellbeing
- Empower students to make healthy and safe choices related to sun exposure and UV
- Practise and rehearse positive personal health practices related to sun protection
- Provide access to credible health information
- Build the capability and skills of students to protect their skin and be SunSmart
- Engage students in critical inquiry processes
- Enhance the health, safety and wellbeing of students in varied and changing contexts
- Engage with a range of health focus areas and issues
- Deliver consistent sun safety messages that are evident across the school and community
- Apply information to changing circumstances and environments that influence their own and others' health, safety and wellbeing
- Assist students to gain a deeper understanding of how too much sun can make you sick
- Provide opportunities for students to take positive action to protect, enhance and advocate for their own and others' health and wellbeing.

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Resource Learning Intentions

Students will:

- Understand, explore, practise and adopt positive health practices related to ultraviolet (UV) protection
- Identify and develop strategies for dealing with unsafe exposure to UV radiation
- Interpret the accuracy of sun safe health information communicated in the media
- Understand why sun safety is important and learn how to take effective sun protection actions
- Explore wellbeing actions that promote sun safety and sun health in relation to sun safety
- Practise using the SunSmart Global UV app to view daily UV levels to guide positive actions
- Explore a range of coping skills, help-seeking strategies and community support resources related to risk, exposure and damage from the sun and UV radiation.

Support

Contacting 13 11 20 is the best way to access information about all our cancer support services and resources.

Support is given for cancer patients, their family and friends.

Our services include:

- Accommodation for country patients at our Cancer Council Lodges
- Referral to cancer support groups and counselling services
- Legal and financial advice
- Cancer Council Wig Library
- Complementary therapies such as massage, reflexology and beauty
- Life Now exercise, yoga, meditation or mindfulness classes
- Wellbeing after cancer resources and coaching by telephone
- Cancer-related booklets, brochures, factsheets, webinars and podcasts.

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Teaching and Learning Experiences

Resource Overview

Key Idea		Year 3-4	
Health Literacy	<p>The development of the three dimensions of health literacy is a focus within this resource.</p> <p>Teaching and learning experiences focus on developing knowledge, understanding and skills related to the following health literacy dimensions:</p> <ul style="list-style-type: none"> • Functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information • Interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health • Critical – skills related to being able to selectively access and critically analyse health information from a variety of sources and apply this to promote own and others' health. 		
Understanding the sun and UV radiation			
Concept	Learning Intentions	Lessons	Curriculum Links
1. The sun and our skin	<ul style="list-style-type: none"> • know that the sun produces three main things; heat, light and ultraviolet (UV) radiation • understand that UV radiation is invisible and that you cannot see or feel it • understand that too much UV radiation from the sun can cause sunburn and skin damage • understand the need to minimise and/or avoid exposure to UV when it is at its strongest • explain the importance of protecting the skin to avoid sunburn and long-term damage • know that there are five strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide. 	<ol style="list-style-type: none"> 1. I'm So Hot – The Sun 2. Sun Scoop 3. Sun Aware Acrostic Poem 4. Power of the Sun Art 5. UV Advert Analysis 6. SunSmart UV Fact Finder 7. Where Do You Stand - True or False? 	<p>HASS English Science Health The Arts Design and Technologies</p>
2. Heat and UV from the sun: What's the difference?	<ul style="list-style-type: none"> • consolidate and understand that the sun gives off energy that we can see (visible light), heat (Infrared) that we can feel, as well as an invisible energy that we cannot see or feel, ultraviolet (UV) radiation • observe the effects of UV radiation • understand that too much sun can damage their skin • consolidate that there is a difference between UV and heat • understand that too much exposure to UV radiation can cause sunburn, skin damage and possibly skin cancer later in life • develop an understanding of how to protect their bodies from the harmful effects of UV • explore/demonstrate the effects of UV radiation on reactive objects • understand the need to minimise and/or avoid exposure to the sun when it is at its strongest or peak times of the day • understand the need to protect their skin when the UV Index is 3 or above. 	<ol style="list-style-type: none"> 1. The 5 E's of the Sun, Light and Heat 2. Why Should You Wear Sunscreen? 3. Design a Sunscreen Label 4. Sunglasses Experiment – UV Reactive Beads 5. Check the UV 6. Sunwise Weather Station Report 7. Charting the UV Index and Weather Conditions 8. Be UV Aware 9. Schools Tracking UV 	<p>English Science Health The Arts Design and Technologies Mathematics</p>

Too much sun can hurt your skin

Concept	Learning Intentions	Lessons	Curriculum Links
3. Our seasons	<ul style="list-style-type: none"> understand that there are different seasons know that winter/wet and summer/dry are different times of the year be able to name major differences between winter and summer know that you can still get sunburn in winter understand that sun protection is required even when it is cool and cloudy understand that too much sun can hurt the skin understand the need to protect the skin when the UV Index is 3 or above. 	<ol style="list-style-type: none"> Places are Both Similar and Different UV Across the Seasons No Such Thing as Windburn Broadening My Horizons 	HASS English Science Health The Arts Mathematics
4. Keeping my skin sun safe	<ul style="list-style-type: none"> know that too much sun can damage skin understand the need to protect the skin when the UV Index is 3 or above to prevent sunburn identify when the skin is at risk explain the five strategies to protect the skin: Slip, Slop, Slap, Seek and Slide understand to use a combination of these strategies. 	<ol style="list-style-type: none"> Skin Concept Map Design a SunSmart Badge Caps! Persuasive Writing Prompt SunSmart Word Search SunSmart Skip and Spell 	English Science Health The Arts Technologies Mathematics

How to be SunSmart: Keeping your skin sun safe

5. Taking positive action to reduce risk: Promoting and actioning effective UV protection strategies.	<ul style="list-style-type: none"> understand why sun safety is important and learn how to take effective UV protection actions e.g., hat wearing, accessing daily UV levels know that the skin needs protection and that the best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide understand, explore, practice, rehearse and adopt positive personal health practices related to sun protection experience, participate and practice a variety of health, safety and wellbeing actions related to sun protection explore what actions promote sun health, sun safety and wellbeing. 	<ol style="list-style-type: none"> Poster Persuasion Our School Sun and Shade Audit SunSmart Role Play SunSmart Balance Slip Slop Reaction Game SunSmart Rob the Nest 	HASS English Science Health and Physical Education The Arts Design and Technologies
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INTEGRATED LEARNING

Sun safety teaching and learning experiences can be integrated across a range of learning areas.



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TEACHING & LEARNING EXPERIENCES

Key idea: Understanding the sun and ultraviolet (UV) radiation

BACKGROUND NOTES

Preventing skin cancer

Australia has one of the highest rates of skin cancer in the world, with two in three people developing skin cancer at some time in their lives.¹ Overexposure to ultraviolet (UV) radiation from the sun has been identified as the cause of approximately 99% of non-melanoma skin cancers, and up to 95% of melanomas in Australia.^{2,3}

Research has established that childhood and adolescence are both critical periods during which sun exposure could contribute to skin cancer later in life. It is estimated that more than 75% of all skin cancers could be prevented by practicing sun protective behaviours in childhood and adolescence.⁴ In addition to the protection schools can offer from physical exposure to UV (such as through uniforms and shade provision), this resource aims to develop an understanding of UV radiation, influence positive behaviours and establish the use of daily lifelong sun protection practices.

What is ultraviolet (UV) radiation?

Ultraviolet (UV) radiation is a type of energy produced by the sun and some artificial sources, such as solariums. UV radiation damages the DNA in skin cells and is the main cause of skin cancer. UV damage also causes sunburn, tanning, premature aging and eye damage. UV radiation cannot be seen or felt and is different to infra-red radiation (heat), therefore UV levels are not related to temperature. UV radiation can be at damaging levels even on cool or cloudy days. Your senses cannot detect UV radiation, so you won't notice the damage until it has been done.

About the UV Index

The UV Index indicates the strength of UV radiation reaching the ground. A UV level of 3 is high enough to cause damage to unprotected skin, therefore it is important to protect skin when the UV level is 3 and above. The higher the UV Index value, the greater the potential for skin damage.

The strength of UV radiation changes throughout the day, see figure 1, below.

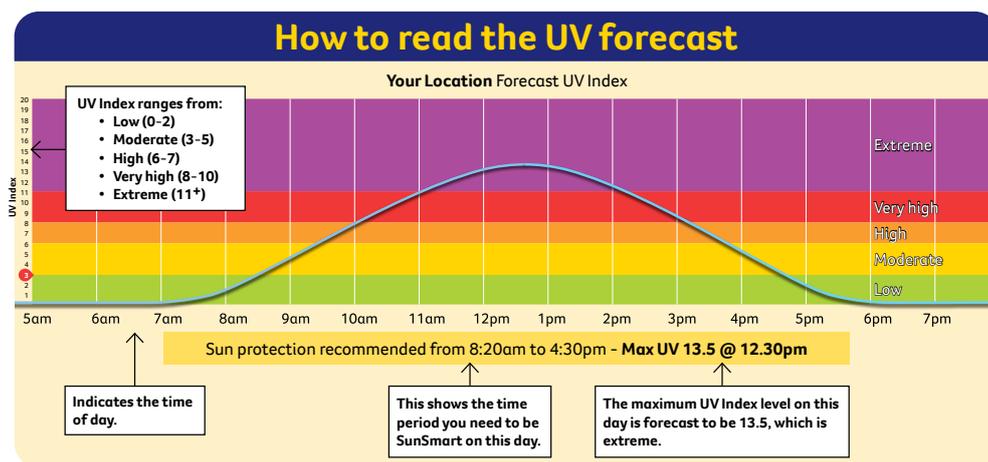


Figure 1: How to read the UV forecast

1 Olsen C, Pandeya N, Green A, Ragaini B, Venn A, Whiteman D. Keratinocyte cancer incidence in Australia: a review of population-based incidence trends and estimates of lifetime risk. *Public Health Research & Practice*. 2022.

2 Armstrong, B.K., *How sun exposure causes skin cancer: An epidemiological perspective in prevention of skin cancer*, D. Hill, M. Elwood, and D. English, Editors. 2004, Kluwer Academic Publishers: Dordrecht.

3 Armstrong, B.K., Kricger, A., *How much melanoma is caused by sun exposure? Melanoma Research*, 1993. 3(6): pp.395-401.

4 Stern, R.S., Weinstein, M.C., Baker, S.G. *Risk reduction for non melanoma skin cancer with childhood sunscreen use. Archives of Dermatology* 1986; 122: 537-45.

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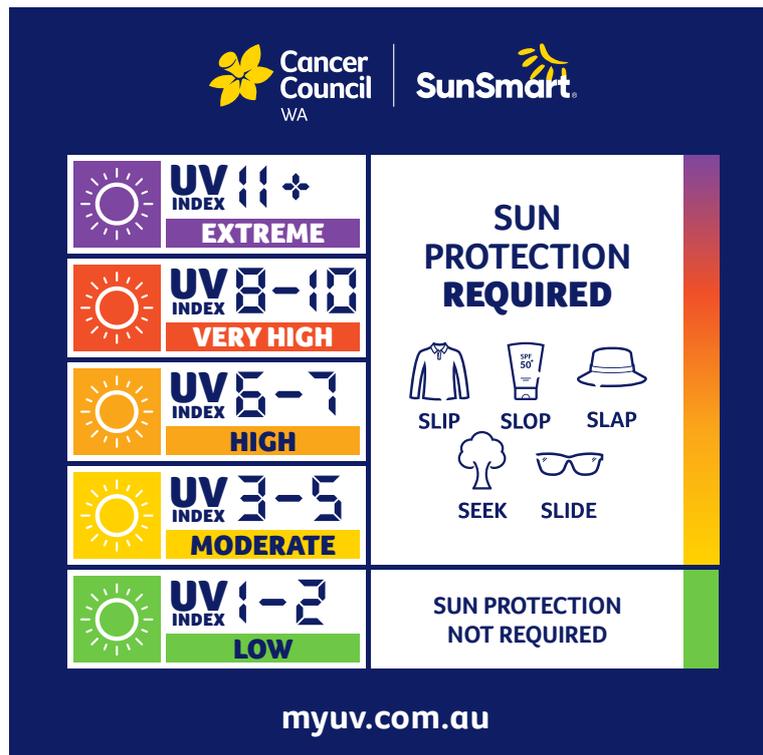


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UV radiation peaks around the middle of the day when the sun is directly overhead, called solar noon. This is regardless of temperature. UV radiation varies according to latitude (stronger the closer you are to the equator); time of year (strongest mid-summer); time of day (strongest at solar noon); and some weather conditions such as cloud and/or ozone cover.



Sun protection times

Sun protection is recommended when UV levels are 3 (Moderate) or higher. Your local UV forecast (not the temperature) should be used to assess whether sun protection is required for outdoor activities.

You can find the sun protection times for your location on the free [SunSmart Global UV app or Widget](#), at the [Bureau of Meteorology website or app](#), or at www.myuv.com.au

During the sun protection times, remember to protect your skin and eyes by using sun protective clothing, sunscreen, a hat, shade and sunglasses. Don't just wait for hot and sunny weather, or Terms 1 and 4.

Summary

The sun's ultraviolet (UV) radiation is the major cause of skin cancer. UV damage also causes sunburn, tanning, premature aging and eye damage. The good news is you can prevent damage - and skin cancer - by being SunSmart.

Sun protection is recommended whenever UV levels reach 3 or above. Below 3, sun protection isn't needed unless you are outdoors for extended periods or near reflective surfaces, like snow.

Unlike the sun's heat and light, we can't see or feel UV radiation, so check the UV for your location on the free SunSmart Global UV app or on the Bureau of Meteorology website.

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LEARNING INTENTIONS

Students will:

- know that the sun produces 3 things; heat, light and ultraviolet (UV) radiation
- understand that UV radiation is invisible and that you cannot see or feel it
- understand that too much UV radiation from the sun can cause sunburn and skin damage
- understand the need to minimise and/or avoid exposure to UV when it is at its strongest
- explain the importance of protecting their skin to avoid sunburn and long-term damage
- know that there are 5 strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide

OVERVIEW

Lesson 1: I'm So Hot – The Sun

Lesson 2: Sun Scoop

Activity sheet: Sun Scoop

Lesson 3: Sun Aware Acrostic Poem

Activity sheet: Sun Aware Acrostic Poem Template

Lesson 4: Power of the Sun Art

Lesson 5: UV Advert Analysis

Resource: UV Advert Clips template

Lesson 6: SunSmart UV Fact Finder

Activity sheet: SunSmart UV Fact Finder

Lesson 7: Where Do You Stand?

Resource: True or False Statements

USEFUL LINKS

[Outer Space: "I'm So Hot," The Sun Song by StoryBots | Netflix Jr](#)

[When the UV hits 3 or above you need to be SunSmart](#)

[Behind the News Sun Safety Video](#)

[Behind the News: UV Warning](#)

[How to read the daily UV forecast](#)

[Today the UV Index will be 3 or above between](#)

[Frequently asked questions](#)

[Be SunSmart - Cancer Council Australia](#)

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Lesson 1: I'm So Hot – The Sun

Background

This activity explores the concept of the sun. It is intended to activate students' prior learning around the sun, ultraviolet (UV) radiation and sun protection, and build onto their knowledge around these topics. Students view the I'm So Hot video multiple times and record their ideas onto post-it notes and attach them to a chart. This activity can be completed in small groups, pairs or as a whole class.

Key messages

- The sun produces heat that we can feel and light that we can see
- The sun produces ultraviolet (UV) radiation that we cannot see or feel
- The sun produces ultraviolet (UV) radiation that causes damage to the skin
- The sun produces UVA (skin damage/skin cancer, ageing, wrinkles), UVB (sunburn, skin cancer) and UVC (doesn't reach earth)
- A sunburn is a radiation burn from the sun
- When the UV Index is 3 or above, sun protection is required
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection. The UV Index can be 3 or above when it is cool and cloudy too
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies: Slip, Slop, Slap, Seek and Slide.

Resources

- Post-it notes
- Large poster paper
- [Outer Space: "I'm So Hot," The Sun Song by StoryBots | Netflix Jr](#)
- [What Is the Sun?](#)
- Optional: Library books about the sun
- Optional: [Facts About the Sun for Kids](#)

Instructions

1. Prior to viewing the video, ask key questions to activate prior knowledge
2. Students may like to take down notes while viewing the video
3. View the video [Outer Space: "I'm So Hot," The Sun Song by StoryBots | Netflix Jr](#)
4. Discuss key points about the sun and information gained from the video
5. Record some of these ideas onto post-it notes
6. Watch the video again and discuss any new information they have learnt
7. Record key points on post-it notes and place them onto a large poster
8. Review post-it notes as a whole class and discuss. Reflect on the information and discuss any areas students would like to learn more about.

Key questions

- What do you know about the sun?
- What are the positive things the sun brings us?
- What are some of the negative things the sun brings us?
- What does the sun produce that is harmful to our skin?
- What is ultraviolet (UV) radiation?
- Why is it important to protect our skin from the UV?
- What are some ways we can protect our skin?

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Background

The Sun Scoop lesson engages students to create a news scoop, by reporting on important sun protection messages and health effects of over-exposure of ultraviolet (UV) radiation from the sun. Students gather information around a topic of their choice and target audience. For example, students may write a sun scoop targeted at adolescents and the importance of increasing UV protection measures in high schools.

Key messages

- Australia has one of the highest rates of skin cancer in the world, with two in three people developing skin cancer at some time in their lives
- Research has established that childhood and adolescence are both critical periods during which UV radiation exposure could contribute to skin cancer later in life
- Overexposure to UV from the sun has been identified as the cause of most skin cancers
- Ultraviolet (UV) radiation damages the DNA cells in skin cells. Damage to the skin can result in premature ageing and increases the risk of developing skin cancer
- The UV Index indicates the strength of UV radiation reaching the ground. A UV level of 3 is high enough to cause damage to unprotected skin
- The UV forecast, not temperature, should be used as a guide when assessing whether sun protection is required
- In Western Australia, UV radiation levels are 3 or above for most of the year
- It is estimated that more than 75% of all skin cancers could be prevented by practicing UV protective behaviours in childhood and adolescence.

Resources

- Activity sheet: Sun Scoop
- Activity sheet: Interview an Expert
- [Generation SunSmart](#)
- www.myuv.com.au
- [SunSmart WA](#)
- [Be SunSmart - Cancer Council Australia](#)

Instructions

1. Arrange students into small groups and distribute the sun scoop activity sheet for planning.
2. Research and gather facts using listed resources (who, what, when, where, why and how).
3. Students select a topic for their news scoop report. Their stories may include the health effects of overexposure to UV radiation, sun protection or how the UV Index works.
4. Students answer questions and take notes using the sun scoop activity sheet.
5. Students develop their news story using pencil and paper or electronic device.
6. Have students present their stories to the class.

Key questions

- What are some of the health issues related to overexposure to UV?
- What are the different target audiences and health issues related to these groups?
- Do you think our community has a good understanding of UV and the UV Index?
- What things could we do to increase the community's knowledge of UV and sun protection?

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Task

Develop a news story using pencil and paper or electronic device. In small groups, report on stories including the health effects of overexposure to the sun, UV protection or how the UV Index works.

To begin, you need to gather the facts (who, what, when, where, why and how) using resources, such as:

- [GenerationSunSmart](#)
- www.myuv.com.au
- [SunSmart WA](#)
- [Be SunSmart - Cancer Council Australia](#)

From your findings, decide on your topic and who you will target.

Who is this affecting, who is the news scoop targeting?

What is the topic you are going to be covering in your news scoop?

When do we need to see action taken?

Where do we want to see impact?

Why is this important?

How can change be achieved?

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Background

An acrostic poem is a poem where certain letters in each line spell out a word, name or phrase. The Sun Aware Acrostic Poem activity provides students with the opportunity to apply their ultraviolet (UV) radiation and sun protection knowledge in a different context. Students can utilise vocabulary associated with sun protection and apply them into sentences. For this activity, you have the option to use the template provided or complete the acrostic poem in exercise books.

Key messages

- The sun provides light we can see, heat we can feel and ultraviolet (UV) radiation that we cannot see or feel.
- When the UV Index is 3 or above, sun protection is required.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection. The UV Index can be 3 or above when it is cool and cloudy too.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies.
- There are 5 strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.

Resources

- Activity sheet: Sun aware acrostic poem template
- [Behind the News Sun Safety story](#)

Instructions

1. Watch Behind the News Sun safety story and discuss key messages.
2. As a class, brainstorm words that focus on the importance of awareness, and taking responsibility for sun protection and limiting UV radiation exposure.
3. Discuss the meaning of each word and practise using them in sentences.
4. If using a template, students create an acrostic poem using the letters S-U-N-A-W-A-R-E to guide their sentences.
5. If using workbooks, students write the letters S-U-N-A-W-A-R-E down the page and write a sentence using the beginning letter on each line.
6. Students may have a go at creating more acrostic poems, but this time using other SunSmart words.

Key questions

- What does it mean to be sun aware?
- What words/vocabulary do you relate to sun aware?

Examples

- **S**lip, Slop, Slap, Seek and Slide are the 5 sun protection strategies
- **U**V Index 3 or above, sun protection is required
- **N**ot temperature, think UV when protecting your skin from the sun
- **A**void being unprotected in the sun during the middle of the day
- **W**ear sun-protective clothing, including a long-sleeved shirt, a broad-brimmed hat and sunglasses
- **A**pply SPF50 or SPF50+ broad-spectrum, water-resistant sunscreen every two hours
- **R**eapply sunscreen as needed especially if in the water
- **E**ducate your family and community about the need to be SUN AWARE.

Other SunSmart words

SunSmart, sun safe, UV radiation, protection, sunscreen, ultraviolet rays

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Activity Sheet: Sun Aware Acrostic Poem Template

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Lesson 4: Power of the Sun Art

Exploring UV Radiation with Sunprint Paper

Background

Students can create wonderful artwork using the power of the sun, while learning about the harmful effects of ultraviolet (UV) radiation. The sun produces 3 things; heat you can feel, light you can see and UV that you cannot see or feel. UVB is known to cause sunburn and contribute to skin cancer risk and UVA penetrates the deeper layers of skin and can also contribute to skin cancer from DNA damage. This activity demonstrates to students how sunscreen and protective clothing counteracts or screens the effects of the sun's UV radiation.

Key messages

- We often check the weather forecast, but it is also important to check the daily UV Index forecast to protect our skin from UV radiation.
- When the UV Index is 3 or above, sun protection is required.
- UV radiation is invisible, you cannot see or feel it.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection. The UV Index can be 3 or above when it is cool and cloudy too.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies: Slip, Slop, Slap, Seek and Slide.
- When UV levels are at their peak, minimise time outdoors during these times.

Resources

- Sunscreen
- UV photo-sensitive paper (Sunprint Kit-available online)
- Leaves, flowers or feathers
- Cardboard cut into size (for stability)
- Bowl of water
- Timer



Instructions

1. Place the leaves onto the Sunprint paper and assemble in order: cardboard, Sunprint paper, leaves and then the acrylic sheet.
2. Expose to the sun until the paper turns almost white, from 1-5 minutes depending on the sunlight. Be careful not to overexpose the paper.
3. Quickly rinse the Sunprint paper with water for about 1 minute and dry flat. The paper may appear very white at first, but as the paper dries the blue paper and white print becomes brighter and clearer.
4. Optional - frame the Sunprint artwork using pop sticks glued together along the edges of the paper.

Variation

- Use sunscreen: apply sunscreen onto a plastic sleeve using your finger or cotton tip. Assemble in order: cardboard, Sunprint paper, acrylic sheet and sunscreen on the plastic sleeve
- Experiment using a UV torch on the paper, rather than natural sunlight.

Key questions

- What is UV radiation?
- Why do you think the paper changed colour?
- What are some ways we can protect our skin?
- Why is it important to protect our skin?
- What does the UV Index tell us?



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Background

This lesson provides a valuable learning tool for Health and English lessons and promoting valuable SunSmart messages. When critically analysing and exploring the hidden SunSmart messages in the UV advert, it is linked to many key curriculum outcomes. It supports health literacy growth and develops important healthy lifestyle choices.

Key messages

- UV and heat are different. It is not only when it is hot that we need sun protection. The UV Index can be 3 or above when it is cool and cloudy too.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- There are 5 strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies.
- SPF50 or SPF50+ broad-spectrum, water-resistant sunscreen offers the best protection because it protects the skin from both UVA and UVB radiation. Apply sunscreen generously and reapply every 2 hours, layer it and do not rub it in.

Resources

- [When the UV hits 3 or above you need to be SunSmart](#)
- [How to read the daily UV forecast](#)
- [Today the UV Index will be 3 or above between](#)
- Activity sheet: UV Advert Clips Template

Instructions

1. Distribute the pre-cut advert clips to students in pairs.
2. Students unjumble and order the clips for later reflection. Note: students tend to focus on the numbers and not realise the UV Index increases and decreases. Encourage them to look for other clues.
3. Before playing the advert, ask students what they think the advert is about. What is the intended message?
4. Play the video all the way through and ask these questions again from step 3. Further analyse the advert and ask, what is the weather like? How do you know? Why do you think the advert included a cloud?
5. Replay the video again, but this time ask students to look more closely at what the sun and UV Index is doing throughout the advert. What did you notice? How does this link to the UV Index?
6. Replay the video again, but this time analyse what the character is wearing. Why do you think these items of clothing were included in the advert? Why do you think he is wearing a long-sleeve shirt? What do you notice about his hat?
7. Replay video one last time, but this time ask students to look at what is happening with the sunscreen. How many times did the character apply sunscreen? Did he rub the sunscreen in? Why do you think he did this?
8. Revisit step 2 and reflect. Does the order of clips show the UV Index increasing and decreasing throughout the day?

Key questions

- How many times did the character apply sunscreen?
- Did the character rub the sunscreen in? Why didn't he do this?
- Why do you think the UV advert included a cloud?
- What hidden messages are in the advert around sun protection?
- What is the character wearing?
- Why do you think these items of clothing were included in the advert?
- Follow the sun throughout the advert, what did you notice? How does this link to the UV Index?

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UV Advert Clips Template - Cut, unjumble and order



Background

SunSmart UV Fact Finder explores ways in which health information can influence health decisions and behaviours. It encourages critical thinking strategies and challenges students' point of view around protecting our skin, sun protection, sunscreen, and ultraviolet (UV) radiation. Students research and create top ten facts about sun protection. This lesson can be broken up into multiple lessons; research and fact finding, create a top 10 facts display and then reflection and self-assessment.

Key messages

- There are many different health messages and sources of information that can influence our health decisions and behaviours. It is important to make informed decisions and choose a course of action that avoids risks and reduces harm
- Look for information from credible sources to make informed decisions around sun protection
- It is important to challenge viewpoints, question information and seek evidence from a credible source.

Resources

- Activity sheets: SunSmart UV Fact Finder
- [Frequently asked questions](#)
- [Be SunSmart - Cancer Council Australia](#)
- [Generation SunSmart](#)
- [SunSmart WA](#)

Instructions

Part 1

1. Divide the students into pairs and distribute activity sheets.
2. Each pair research facts and interesting information about the sun and ultraviolet (UV) radiation, ensuring that information is gathered from a credible source. Students may like to make notes in their exercise books and reference their source of information.
3. In pairs, students discuss and decide on their top ten facts and write them on the activity sheet.
4. Create a display for the top facts. This could be a poster, gif, chart, slideshow, canvas, brochure, bookmark or newspaper article.

Part 2

5. Class discussion using key questions. Students discuss the use of research around health issues such as sun protection and how this can improve the quality of life.
6. Students reflect on the research section of the activity and record answers on page 2 of the activity sheet.

Part 3

7. Students complete a self-assessment rating scale on the work completed and provide feedback for what was done well and areas for improvement.

Key questions

- How do you know if you are visiting a credible website containing factual information?
- Which facts from your top 10 list were you unaware of?
- What positive actions can you take in your own life to minimise the effects of each fact?
- What are some actions/solutions to health issues that are related to UV exposure?
- Why do you think there is some false information available around sun protection?

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Part 1 - Task

Using your notes, choose your 10 top facts about sun protection

1. In pairs, research facts and interesting information about sun protection and ultraviolet (UV) radiation. Make sure that information is gathered from a credible source.
2. Discuss how you will decide on the top 10 and list them in the grid below.
3. Create a display for the top facts. This could be a poster, gif, chart, online, paper-based, slideshow, canvas, brochure, bookmark or newspaper article. Ensure you present the facts in an engaging and creative way.

TOP 10 FACTS

Fact 1.	Fact 2.
Fact 3.	Fact 4.
Fact 5.	Fact 6.
Fact 7.	Fact 8.
Fact 9.	Fact 10.

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Part 2 - Task

Choose two facts from your top 10 and state what positive actions you can take in your own life to minimise the effects of each fact.

Which facts from your top 10 list were you unaware of?

State what actions you will take now that you are aware of these facts.

As a group propose actions/solutions to real-world health and physical activity challenges and issues that are related to sun exposure.

Part 3 - Task

Self-assessment

Record why you decided on these facts to include and how you presented your work in a group. Ensure you discuss assertive skills and negotiation skills.

What did you find difficult about working in a group? Did you have any disagreements? What would you do differently next time?

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Rate your effort in your presentation of the display

1

2

3

What did your group do well?

What can your group improve on next time?

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Background

This lesson is designed to consolidate previous learning and generate conversation around any misconceptions students may have about sun protection topics such as sunscreen, tanning and ultraviolet (UV) radiation. A teacher or student reads a SunSmart statement aloud and children move to one side of the classroom for true and the other side of the classroom for false. It creates an environment for students to challenge misconceptions and promote discussions around sun protection in a fun and interactive way.

Key messages

- There are many different messages and sources of information that can influence our health decisions and behaviours. It is important to make informed decisions and choose a course of action that avoids risks and reduces harm.
- Look for information from credible sources to make informed decisions around sun protection.
- Protecting your skin from UV radiation is a health decision and information relating to the SunSmart message should come from credible sources.

Resources

- Resource sheets: SunSmart True or False Statements

Instructions

1. Prior to lesson, ask students key questions.
2. Print and cut out true or false statements. Distribute one or two to each student.
3. Ask students to stand in the middle of the room and allocate a space in the classroom to be true and another space for false. Opposite diagonal corners of the room work well for this.
4. Students take turns to read their statement and move to true or false corner in the classroom.
5. Discuss whether the statement is true or false and further discuss any misconceptions students may have.
6. Students move back to the middle of the room and repeat steps 3 and 4 until all students have had a turn.

Key questions

- How do you know if the information is correct and factual?
- Why do you think there is false information shared online?
- Why is it important to seek the truth and question things?

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Activity Sheet: SunSmart True or False

There are many different messages and information that can influence our health decisions and behaviours. It is important to make informed decisions and choose a course of action that avoids risks and reduces harm.



Statement	True or False	Explained
It can take only 15 minutes for UV radiation to burn skin.	True	The time to burn can vary by skin type, but at a high UV level it is approximately 15 to 25 minutes. A UV Index reading of 3 or above puts you at a very high risk of harm from unprotected sun exposure. Take extra precautions for both your skin and eyes because damage occurs quickly, typically within 15 minutes.
The amount of UV reaching the Earth is always the same everywhere.	False	The amount of UV radiation reaching the Earth's surface varies widely around the globe. Several factors account for this variation at any given location, including cloud cover or haze, time of the year and time of day, altitude, latitude, ozone and ground reflection.
Ultraviolet (UV) radiation from the sun can't be seen or felt.	True	The sun sends energy to Earth in a few different ways: visible light that you can see, infrared radiation that you feel as heat, and rays of UV radiation that you can't see or feel.
UV can damage all skin types.	True	Your skin type and natural skin colour determine how susceptible you are to sunburn. When it comes to sunburn, moderately pigmented and darkly pigmented skin can stand more UV exposure compared to those with fair skin. So the lighter your skin, the more easily you'll burn.
You need to apply sunscreen only when it is hot.	False	UV radiation is not only present on warm days. Sun protection needs to be front of mind each and every day. When the UV Index is 3 or above, you need to use a combination of sun protection, Slip, Slop, Slap, Seek and Slide. You need to apply sunscreen every two hours and more often if sweating, towel drying or swimming.
Sunburn is a radiation burn.	True	Sunburn is a form of radiation burn that affects living tissue, such as skin, that results from an overexposure to ultraviolet (UV) radiation, usually from the sun.
You can get sunburn on a cold or cloudy day.	True	You can get sun damage on windy, cloudy and cool days. Sun damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day in summer can have similar UV levels to a warm, sunny day.
You don't need sun protection in winter.	False	You can get sun damage in winter and on windy, cloudy and cool days. Sun damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day in summer can have similar UV levels to a warm, sunny day.
Australia has one of the highest rates of skin cancer in the world.	True	Australia has one of the highest rates of skin cancer in the world. This is largely due to our climate, the fact that many of us have fair skin that isn't really suited to such harsh conditions, our proximity to the equator (high UV levels) and our social attitudes and love for the outdoors. Anyone can be at risk of developing skin cancer, though the risk increases as you get older. The majority of skin cancers in Australia are caused by exposure to UV radiation in sunlight.

Statement	True or False	Explained
Windburn is different to sunburn.	False	You can get sun damage on windy, cloudy and cool days. Sun damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day in summer can have similar UV levels to a warm, sunny day. If it's windy and you get a red face, it's likely to be sunburn. There's no such thing as 'windburn'
The weather forecast tomorrow is 19 degrees, so I won't need sun protection.	False	You can get sun damage on windy, cloudy and cool days. Sun damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day in summer can have similar UV levels to a warm, sunny day
Sun protection is required when the UV Index is 8 or above.	False	When the UV Index is 3 or above sun protection is required. When the UV Index is 8 or above, it is recommended to avoid being outside during midday hours. Make sure you seek shade! Sun protective clothing, sunscreen, sunglasses and a hat is a must!
A cap is a SunSmart hat!	False	Broad-brimmed, bucket and legionnaire hats are SunSmart because they cover the neck, face, ears and head. Caps do not provide protection to all these areas are therefore not SunSmart.
I only own a cap, that gives me enough protection	False	Wearing a cap does not protect important parts of your skin like the ears, neck and sides of the face. Choose a hat with a brim!
Sunscreen labelled broad-spectrum is the best sunscreen to use.	True	Broad spectrum sunscreen offers the best protection because it protects the skin from both UVA and UVB rays. Sunscreen SPF (sun protection factor) 50 or SPF50+ is best.
Wearing a broad-brimmed hat will protect my eyes from UV radiation.	True	To protect the skin and eyes from UV radiation, Cancer Council WA recommends wearing a hat that shades the face, back of the neck, eyes and ears. These areas are common sites for both skin damage and skin cancers. Wearing a hat with a brim that shades the eyes can reduce UV radiation to the eyes by 50%. Wearing close fitting sunglasses can also provide protection to the eyes.
I have put on sunscreen, so I do not need to wear a hat or long sleeve shirt!	False	UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection, Slip, Slop, Slap, Seek and Slide.
None of my friends wear a hat, so I don't have to!	False	Role model, healthy lifestyle choices for older children (high school).
Skin has a memory.	True	Even though on the surface skin may appear to have healed from a sunburn, damage to the skin cells remain.
In most parts of Australia, the UV Index reaches 11 or more in the summer.	True	Daily UV levels peak around midday and on clear days, are forecast to be extreme across Australia in the summer months.
You get sunburnt fastest when your shadow is shortest.	True	When the UV is high, the sun is also high causing it to cast a shorter shadow.
UV levels are just as strong in the morning as they are in the afternoon.	False	On a clear day the UV level will be the same 3 hours before midday and 3 hours after midday.
UV radiation is invisible and can't be felt.	True	Heat is caused by infrared radiation, not UV radiation.

Statement	True or False	Explained
UV peaks at midday even though the temperatures continue to rise in the afternoon.	True	UV radiation is not dependent on heat - you can have high UV even on a cool or cloudy day.
If I am wearing a hat, I don't need to apply sunscreen to my face.	False	Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide. UV radiation can reflect and bounce off different surfaces such as water, snow, sand, concrete and painted walls. Wearing a hat will protect your face from UV radiation from above but not reflective UV off different surfaces.
I can't use sunscreen because I have sensitive skin.	False	Reactions to sunscreen are rare and can be a result of a sensitivity or allergy to any of the many ingredients used in these products. Some people may have a reaction to a fragrance, preservative, UV absorber or another component of the sunscreen. Reactions occur in a very low proportion of the population – fewer than 1% of all users. Although reactions are uncommon, Cancer Council recommends performing a usage test before applying any sunscreen, where a small amount of the product is applied on the inside of the forearm for a few days to check if the skin reacts, prior to applying it to the rest of the body.
One teaspoons of sunscreen should be applied per limb.	True	Apply sunscreen generously and reapply every 2 hours, layer it and do not rub it in. Apply to clean, dry skin 20 mins before going outdoors and reapply every 2 hours or more if sweating, towel drying or swimming.
Sunscreen never expires!	False	Check the expiry date and storage conditions on the label. Most sunscreens have a shelf life of about three years. Sunscreen should be stored below 30°C. If left in excessive heat (e.g. in the glove box of a hot car or in the sun on the beach), over time, the product may not be effective.
Sunscreen is not safe to use.	False	Sunscreens are regulated in Australia by the TGA to ensure they are safe and effective. As a therapeutic product, sunscreen must be used as directed to help provide effective protection from UV. Always use sunscreen with other sun protection measures (hat, clothing, shade and sunglasses). There is clear evidence that regular use of sunscreen helps to prevent skin cancer. Long term studies of sunscreen use in Australia have found no harmful effects of regular use.
SPF stands for Sun Protection Factor.	True	Broad spectrum, water-resistant sunscreen with an SPF50 or SPF50+ is best.
The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the Earth's surface.	True	A daily time period shows the strength of UV levels and peaks normally at solar noon on a clear sky day. Solar noon is the point at which the sun is directly overhead. When UV levels are at their peak, minimise time outdoors during these times.

Concept 2: Heat and UV from the sun: What's the difference?

LEARNING INTENTIONS

Students will:

- consolidate and understand that the sun gives off energy that we can see (visible light), heat that we can feel, as well as an invisible energy that we cannot see or feel ultraviolet (UV) radiation
- observe the effects of UV radiation
- understand that too much sun can hurt their skin
- consolidate that there is a difference between UV and heat
- understand that too much exposure to UV radiation can cause sunburn, skin damage and possibly skin cancer later in life
- develop an understanding of how to protect their bodies from the harmful effects of UV radiation
- explore and demonstrate the effects of UV radiation on reactive objects
- understand the need to minimise and/or avoid exposure to the sun when UV is at its strongest or peak times of the day
- understand the need to protect their skin when the UV Index is 3 or above.

OVERVIEW

Lesson 1: 5 E's of the Sun, Light and Heat

Activity Sheet: Engage, Explore, Explain, Elaborate and Evaluate Template

Lesson 2: Why Should You Wear Sunscreen?

Activity sheet: Why Should You Wear Sunscreen?

Resource sheet: How Sunscreen Works

Lesson 3: Design a Sunscreen Label

Activity sheet: Design a Sunscreen Label Plan

Lesson 4: Sunglasses Experiment - UV Reactive Beads

Lesson 5: Check the UV

Activity sheet: SunSmart Global UV app Record Sheet

Lesson 6: Sunwise Weather Station Report

Activity sheet: Weather Forecast Television Station

Lesson 7: Charting the UV Index and Weather Conditions

Activity sheet: Charting the UV Index and Weather Conditions Record

Lesson 8: Be UV Aware

Activity sheet: Be UV Aware

Lesson 9: Schools Tracking UV

Resource: Schools Tracking the UV Newspaper Article

Activity sheet: Letter Writing Plan

USEFUL LINKS

[Why Should You Wear Sunscreen? by Body Science for Kids](#)

[Types of Ultraviolet \(UV\) radiation](#)

[Bureau of Meteorology](#)

[SunSmart Global UV app](#)

[Light explained 3: Ultraviolet and Infrared](#)

[How the sun sees you](#)

[Top tips for sunscreen use](#)

[Be UV Aware video – What is UV?](#)

[How to read the daily UV forecast](#)

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Lesson 1: The 5 Es of the Sun, Light and Heat

Engage, Explore, Explain, Elaborate, and Evaluate

Background

This lesson explores the concepts of the sun, light and heat. It is aimed to activate students' prior learning about the sun, recognising the sun as a source of light and provides an opportunity to monitor their comprehension. This strategy can be used as a whole group, small groups or pair activity.

Key messages

- The sun produces heat that we can feel and light that we can see. It also produces ultraviolet (UV) radiation that we cannot see or feel.
- The sun produces UVA (skin damage, skin cancer, aging, wrinkles), UVB (sunburn, skin cancer) and UVC (doesn't reach earth).
- A sunburn is a radiation burn from the sun. The sun produces ultraviolet (UV) radiation that causes damage to the skin.
- When the UV Index is 3 or above, sun protection is required.
- UV and heat are not the same thing. It is not only when it is hot we need to use sun protection. The UV Index can be 3 or above when it is cool and cloudy too.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies.

Resources

- Activity sheet: Engage, Explore, Explain, Elaborate and Evaluate Template
- [Types of Ultraviolet \(UV\) radiation](#)
- [Light explained 3: Ultraviolet and Infrared](#)
- [How the sun sees you](#)

Instructions

1. Arrange students into pairs or small groups and distribute or display 5E's template.
2. In pairs or small groups students research and complete the 5E's inquiry questions.
3. Engage: What do students know about the sun, light, UV and heat?
4. Explore: Students explore how the Earth's rotation on its axis causes regular changes including night and day, and recognise the sun as a source of light. Students can create models or simple experiments to further explore this concept.
5. Explain: Students explain using summary points how the sun is a source of light and its dimensions.
6. Elaborate: Students elaborate and expand on sub-concepts and aspects of heat, UV, and the difference between sun and UV and sunburn.
7. Evaluate: Students evaluate their own thinking by connecting what they have learned to exploring how heat can be produced in many ways and can move from one object to another and the effects.

Key questions

- Why is the sun so important?
- What does the sun provide us?
- What do you know about the sun, light, UV and heat?
- What does the sun produce that is harmful to our skin?
- Why is it important to protect our skin?
- What are some ways we can protect our skin?
- Do you put on sunscreen or wear a hat on when it is cold outside? Why or Why not?
- What do you see and feel from the sun?
- Why can you get sunburnt on cool days?

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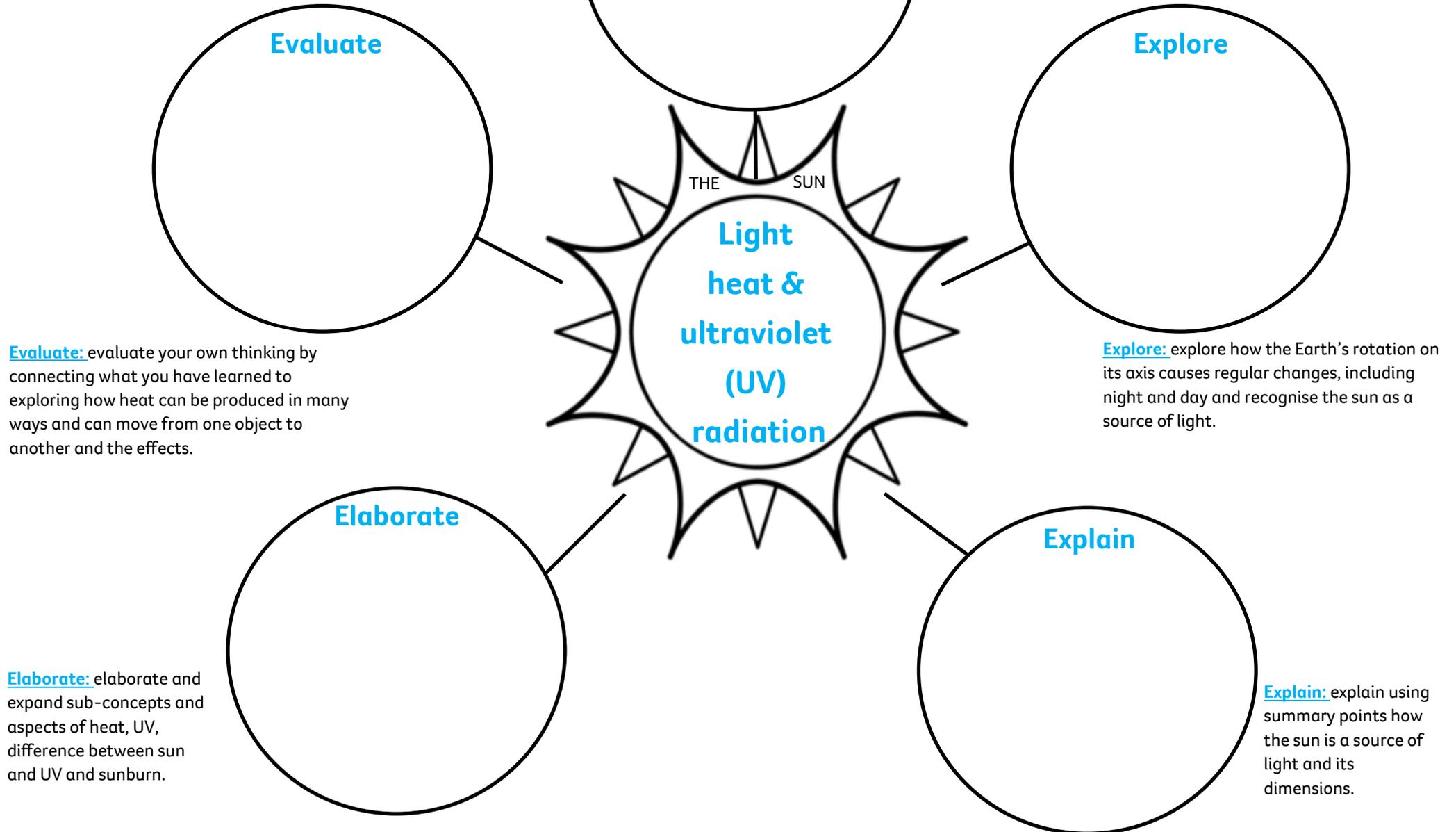
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Engage, Explore, Explain, Elaborate, and Evaluate Template

In pairs or small group, research and complete the 5E's of the sun, light, heat and UV



Background

The aim of this lesson is to increase student knowledge around sunscreen and why it is an important step towards protecting their skin from ultraviolet (UV) radiation. Students brainstorm reasons why it is important to wear sunscreen, analyse the video and summarise the findings using the 'give me the gist' summary method. An activity sheet and questions are provided to guide their analysis.

Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- It is important to seek information about sunscreen from credible sources.
- Broad spectrum sunscreen offers the best protection because it protects the skin from both UVA and UVB radiation. Apply sunscreen generously, layer it and do not rub it in.
- Choose a sunscreen that is SPF50 or SPF50+ broad-spectrum and water-resistant with a valid expiry.
- Measuring 1 teaspoon of sunscreen per limb, apply to clean and dry skin 20 mins before going outdoors and reapply every 2 hours or more if sweating, towel drying or swimming.
- Sunscreen is made up of active ingredients that protect from UV radiation and the emulsion helps with binding to the skin.
- Sunscreen works in two ways: scattering and/or absorbing ultraviolet (UV) radiation to help stop it from reaching the skin.
- UV reflectors are mostly made up of oxides such as zinc that scatter and reflect UV radiation.
- Emulsion is the lotion, cream or foam that carries the active ingredients and helps with water resistance.
- Sunscreen does not provide 100% protection from UV radiation.

Resources

- Activity sheet: Why Should You Wear Sunscreen?
- [Correct sunscreen application poster](#)
- [Top tips for sunscreen use](#)
- [Why Should You Wear Sunscreen?](#)
- Resource sheet: How Sunscreen Works
- [Why do we have to wear sunscreen?](#)



Instructions

1. Begin the lesson by activating students' prior knowledge about sunscreen. Ask some key questions.
2. Distribute activity sheet and then explain task.
3. Watch [Why Should You Wear Sunscreen?](#) video and take down some notes using the questions as a guide.
4. Whole class discussion about the video and notes students have written down.
5. Replay the video and add any further information.
6. Students use the activity sheet to summarise the findings from the video.
7. Present the summary to the class.

Key questions

- What is sunscreen used for?
- Why is sunscreen important to use?
- What is the best way to apply sunscreen? What is recommended?
- How does sunscreen work?
- What does broad-spectrum mean?

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Activity Sheet: Why Should You Wear Sunscreen?

Task

After watching the video, pick out the Who, What, Where, When and Why of the video and summarise your findings in 20 words or less before presenting to the class.

Who is the video targeting?

What is the video talking about?

Where should people apply sunscreen?

When should people be thinking about applying sunscreen?

Why is applying sunscreen important?

You are now to summarise these findings into a 20 word summary below and present to the class.

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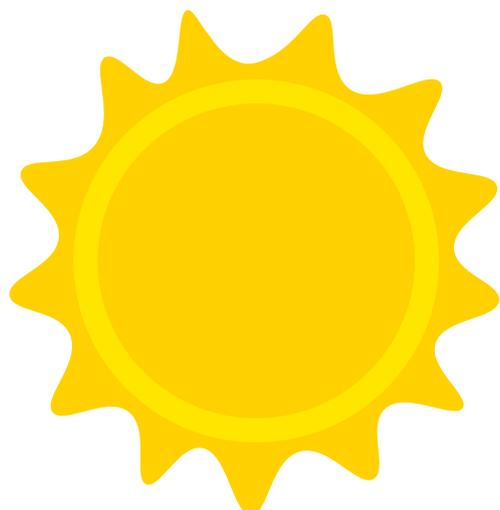
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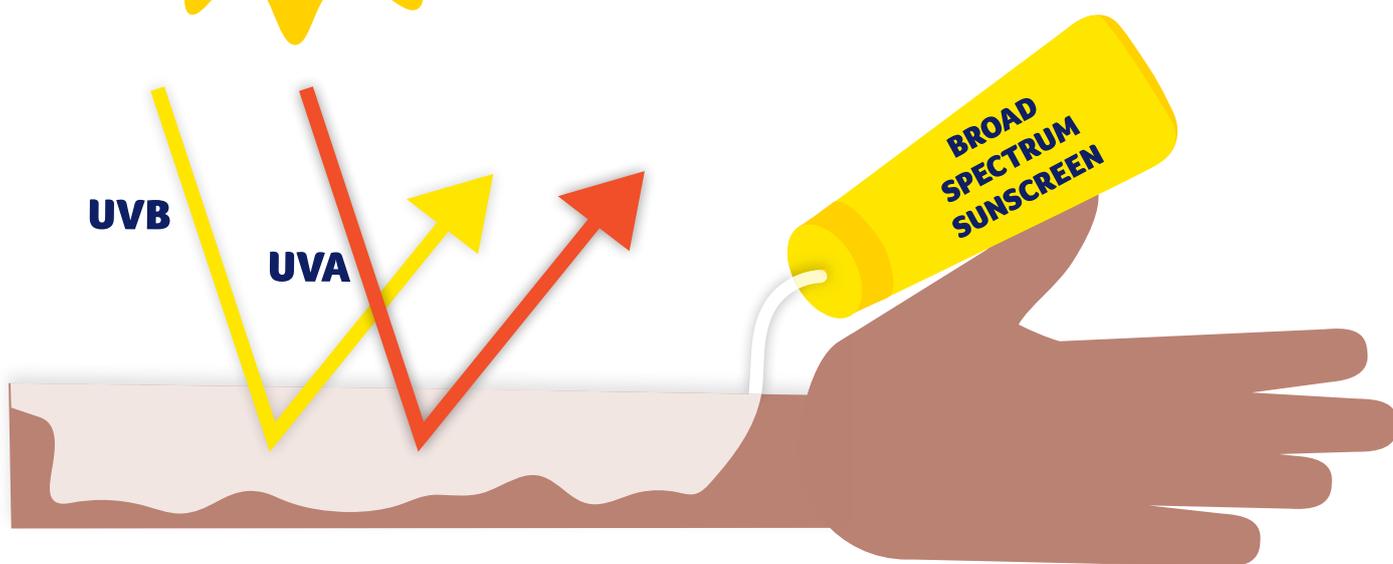


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WHEN PROTECTING YOUR SKIN, THINK UV NOT HEAT

When applied as directed, SPF50 or SPF50+ sunscreen reflects or filters over 97% of UV radiation.



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Background

This lesson is designed to raise student awareness and knowledge around the use of sunscreen. There are two parts to this activity: 1. Research and analyse health information around sunscreen 2. Design the front and back labels to communicate why sunscreen is recommended, how to apply it and other important information.

Key messages

- Sunscreen reduces the risk of skin cancer, sunburn, and the ageing effects of UV radiation.
- Broad spectrum sunscreen protects the skin from both UVA and UVB radiation.
- SPF stands for Sun Protection Factor. Water-resistant sunscreen with an SPF50 or SPF50+ is recommended.
- It is recommended that sunscreen is applied 20 minutes before going into the sun. This allows the sunscreen time to bond properly to the skin.
- Apply sunscreen generously, layer it and do not rub it in.
- Reapply sunscreen every 2 hours or more often if swimming, sweating or towelling off.
- When the UV Index is 3 or above, use a combination of strategies to protect your skin (Slip, Slop, Slap, Seek and Slide).
- Sunscreen is not a suit of armour and needs to be used in conjunction with other sun protection.

Resources

- Samples of different sunscreen bottles/tubes and brands
- Activity sheets: Design a Sunscreen Label Plans
- [Correct sunscreen application poster](#)
- [Top tips for sunscreen use](#)
- [How the sun sees you](#)
- [Background reading for teachers](#)



Instructions

1. Research sunscreen using links available under 'resources' heading and answer key questions.
2. Take notes in exercise book.
3. Look at different sample sunscreen bottles and their ingredients. Do you notice any similarities or differences?
4. Explore the information that is on a sunscreen bottle: SPF50 or SPF50+, broad-spectrum, water-resistance and instructions on how to apply.
5. Using the 'Design a Sunscreen Label Template Plan', plan and draw your own design of the front and back of a sunscreen label. Use written text, images or step-by-step instructions to communicate why sunscreen is recommended, how to apply it and other important information.

Extension

- Students glue and wrap their sunscreen label onto a recycled bottle or tube.

Key questions

- What do you know about sunscreen?
- Why do we need sunscreen? What are the SunSmart recommendations?
- How does sunscreen help us?
- How often should you apply sunscreen?
- What is meant by broad spectrum?
- What does SPF stand for? What does it mean?
- What is the correct way to apply sunscreen?

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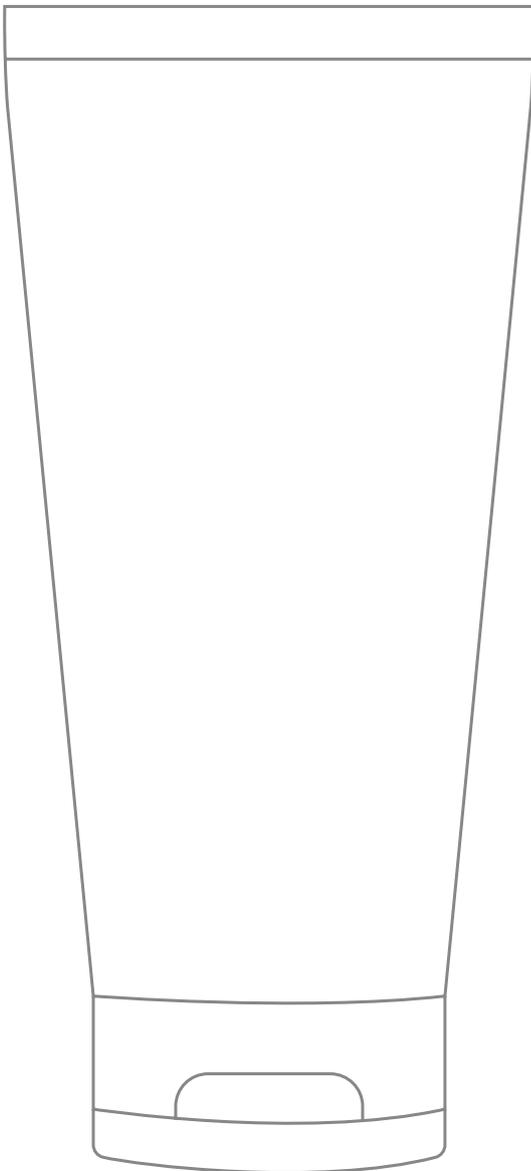
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Design a Sunscreen Label Plan.

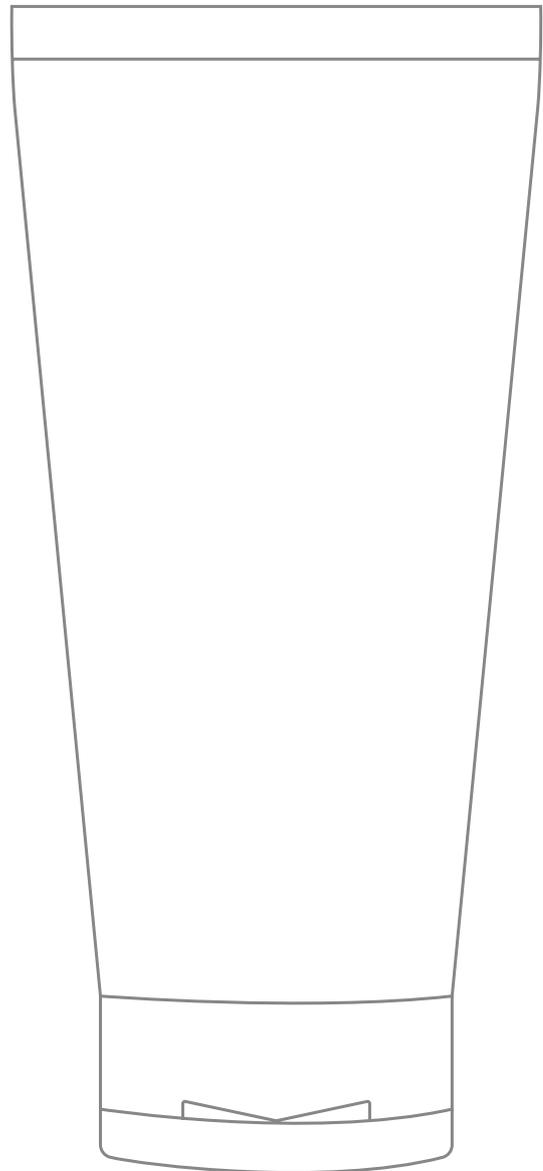
Use your creative skills to design the front and back sunscreen labels on the outline provided. You can use written text, images or step-by-step instructions to communicate why sunscreen is recommended, how to apply and the amount you need.

Your design must include:

- A sunscreen brand name.
- Choose between SPF (Sun Protection Factor) 50 and SPF 50+ rating.
- Target audience or category of sunscreen, e.g. water sports, snow, outdoor workers, school children, etc.
- Attractive front label, including a SunSmart slogan.
- Make sure the back label includes recommendations for sunscreen type, application instructions, use-by-date and storage details.



FRONT



BACK

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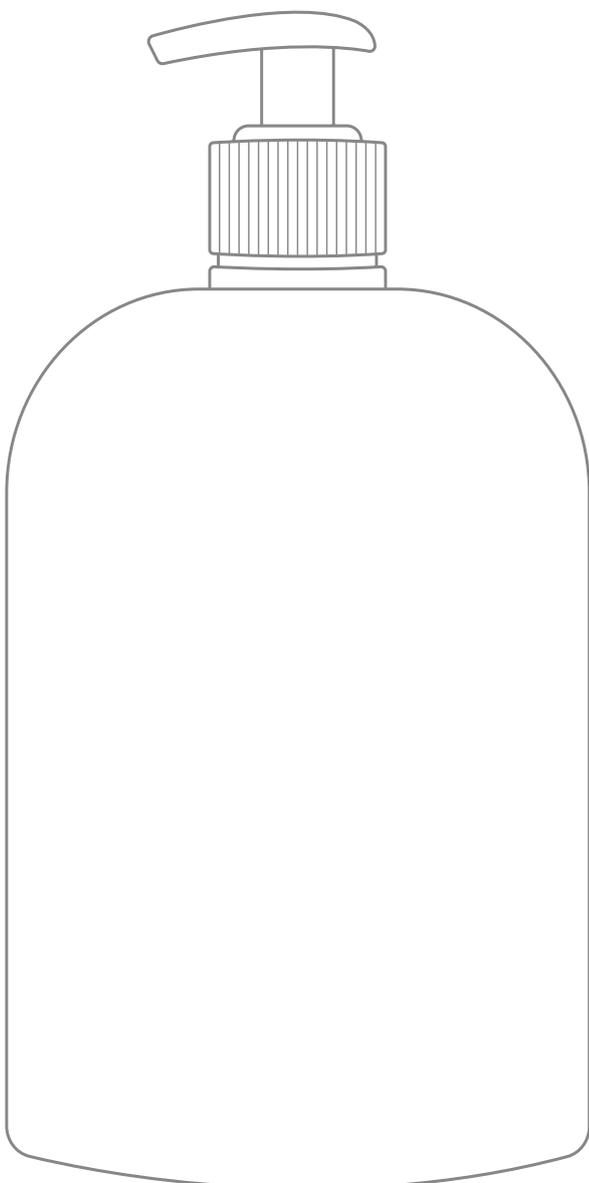
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Design a Sunscreen Label Plan.

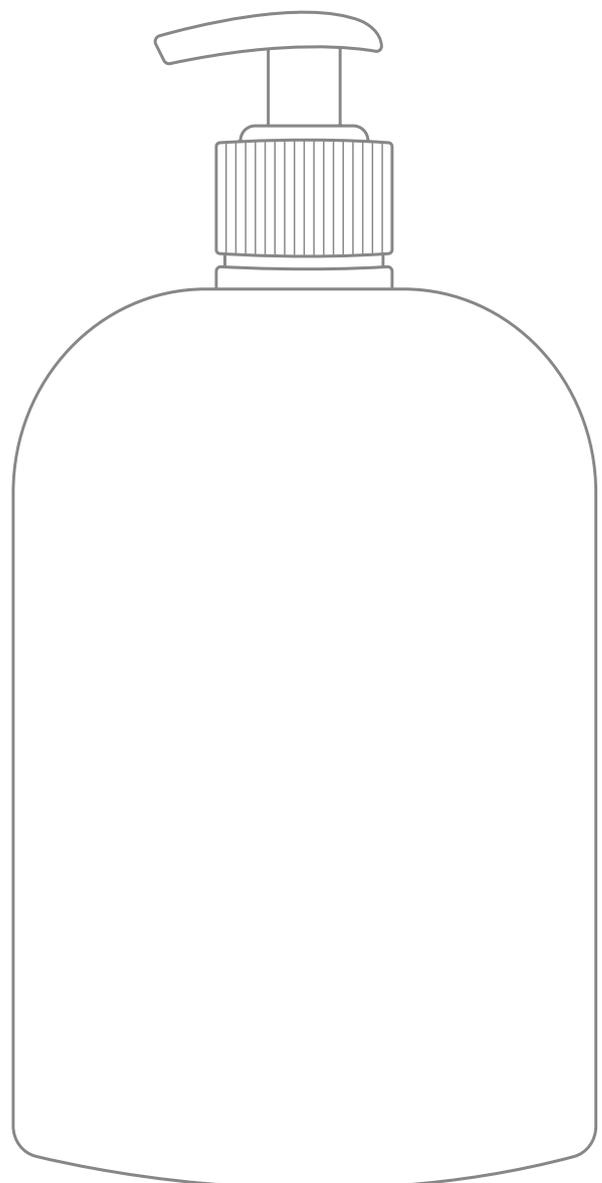
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FRONT



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Background

In this lesson, students will observe the effects of UV radiation. The UV reactive detection beads indicate UV light by changing colour. The stronger the ultraviolet (UV) radiation present, the quicker the colour change and the deeper the colour. Once indoors and away from the sun's ultraviolet light, the beads change back to off-white. The sunglasses and UV reactive beads experiment tests to see if sunglasses can block out UV radiation.

Key messages

- UV is invisible, you cannot see or feel it. We can see its effects though. If the UV Index is 3 or above, it can cause sunburn and skin damage.
- When the UV Index is 3 or above, sun protection is required.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection. The UV Index can be 3 or above when it is cool and cloudy too.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies.
- The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the earth's surface.
- The UV Index shows a daily time period indicating the strength of UV levels and peaks normally at solar noon on a clear sky day. Solar noon is the point at which the sun is directly overhead.

Resources

- [UV detection beads](#)
- [UV torch](#) (optional to sun light)
- A range of sunglasses lenses (donations)
- Two small containers per group



Instructions

Experiment: To test if sunglasses can block out ultraviolet (UV) radiation.

1. Prior to the experiment, students make predictions and suggest outcomes and reasons.
2. Place 6 beads into two small containers and cover each with a sunglass lens.
3. Place the containers outside in the sun and remove the lens from one container. Leave the other container with the lens covering the UV beads.
4. Leave for one minute and then compare the colour of the beads.
5. Students record observations and results, then present findings
6. Class discussion: Prompt students with key questions to help them develop an explanation for the changes they are seeing in the UV beads.
7. Students complete the following unfinished sentence. Using a sunglass lens...
8. Students share their findings. What did I learn?

Key questions

- What do you notice about the beads?
- What colour were they before? What colour are they now?
- What effect did the lens have on the colour change of the beads?
- Are all the beads changing colour? If not, why not? If so, why do you think they are?

When completing activities and lessons outdoors when the UV Index is 3 or above, please remember to be SunSmart

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Background

This lesson is designed to consolidate students' understanding about the difference between ultraviolet (UV) radiation and heat. It provides students with the knowledge and information to make informed decisions and healthy lifestyle choices around sun protection. Students record the UV Index and temperature for different locations and different times throughout Australia. This activity also provides an opportunity to highlight the difference between temperature (infrared) and ultraviolet (UV) radiation. Students use the free [SunSmart Global UV app](#) to check UV at different locations.

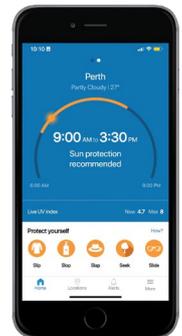
NOTE: the app uses real-time UV readings at locations within a 100km radius of an ARPANSA monitoring station, which are located in high population areas. In Western Australia, that location is in Perth. Locations outside of the Perth area will be shown as clear sky UV forecasts.

Key messages

- We often check the weather forecast, but it is also important to check the daily UV Index to protect our skin from UV radiation.
- When the UV Index is 3 or above, sun protection is required.
- UV radiation is invisible, you cannot see or feel it.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection.
- The UV Index can be 3 or above when it is cool and cloudy too.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection strategies.
- When UV levels are at their peak, minimise time outdoors during these times.

Resources

- Activity sheet: SunSmart Global UV app Record Sheets
- www.myuv.com.au
- [SunSmart Global UV app](#)
- Interactive whiteboard or electronic device
- [How to read the daily UV forecast](#)



Instructions

1. Display the SunSmart Global UV app or alternatively students access the app on their own device.
2. Explore and discuss how the SunSmart Global UV app works, its functions and key questions.
3. Distribute SunSmart Global UV app activity sheet.
4. Record UV app readings at targeted points during the day and week. Record UV for your local area and also two other locations throughout Australia.
5. Using this data, plot results on a graph and answer questions to evaluate the data.
6. Students chart findings, display findings in a graph and complete questions on activity sheet.
7. Class discussion, summarise findings and answer key questions.

Key questions

- What is UV radiation?
- What are some ways we can protect our skin?
- Why is it important to protect our skin?
- What does the UV Index tell us?
- How can we incorporate and use the SunSmart Global UV app into our daily routines?
- What do you think affects the UV forecast in different locations, such as Albany and Broome?

Extension

- Include the [SunSmart widget](#) on your school website.
- Repeat the activity again at a different time of the year such as winter and summer. Compare the results.

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Task

After reviewing the SunSmart Global UV app, you are to locate UV Index and temperature readings in different locations throughout WA and Australia. Plot the results on a graph and analyse results.

Using the SunSmart Global UV app, record the UV in your local area and two other locations throughout WA or Australia at 9am and 1pm for a week.

	Location:		Location:		Location:	
Time and day	UV	Temperature	UV	Temperature	UV	Temperature
Monday 9am						
Monday 1pm						
Tuesday 9am						
Tuesday 1pm						
Wednesday 9am						
Wednesday 1pm						
Thursday 9am						
Thursday 1pm						
Friday 9am						
Friday 1pm						

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Using the data collected throughout the week, plot information on a line graph to show UV differences for multiple locations throughout Australia.



In your own words, describe your findings.

Describe why the UV changes at the same time in different locations? Use the SunSmart Global UV app to compare and discuss with a peer.

Use the SunSmart Global UV app to find two other interesting facts about UV.

Describe what you noticed about the temperature and UV levels at each location? Was the temperature always high when the UV level was high?

Background

This lesson aims to provide students with an opportunity to identify connections with the weather and the UV Index. Students set up a weather television station, collect data and present a weather report. Students prepare a weather report with a particular focus on the UV Index and what factors influence it on any day and share appropriate SunSmart actions for that day considering the UV Index level.

Key messages

- Ultraviolet (UV) radiation is an energy produced by the sun, as well as some artificial sources, such as arc welding and solariums. It may reach you directly from the sun, or bounce off reflective surfaces such as water, pavement or even grass.
- UV is not heat. It cannot be felt on the skin and is not connected to the temperature. UV levels can be damaging on cool, cloudy days as well as warm and sunny days.
- UV levels are affected by several factors including geographic location, altitude, time of day, time of year, surrounding surfaces and cloud cover.
- The solar UV Index categorises UV levels on a scale from 0 (Low) to 11+ (Extreme). Sun protection is recommended when UV levels are 3 (Moderate) or higher.
- UV is always highest during the middle part of the day, peaking at solar noon.

Resources

- Activity sheet: Weather Forecast TV Station
- www.myuv.com.au
- [How to read the daily UV forecast](#)

Instructions

1. Students create a SunSmart television station.
2. Brainstorm ideas and ask questions.
3. Design the television station, recording set and visuals for delivery to the audience.
4. Prepare a weather report to be presented on the SunSmart television station.
5. Present the weather forecast, including reporting what the UV Index is for that day. Students explain what the UV Index is and what factors influence it on any particular day (e.g., cloud cover, time of day).
6. Research and discuss appropriate SunSmart action steps for that day, considering the UV Index level.

Key questions

- What is the UV Index?
- Why is it important to include the daily UV Index in a weather report?
- What is the difference between UV and heat?
- What factors affect UV levels?
- Where can you find information about the UV Index forecast?
- When is UV at its highest during the day?

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Activity Sheet: Weather Forecast Television Station

Task

Create a SunSmart television station and recording set. Prepare and deliver the morning news to your class.

Planning

Use the space below to design your SunSmart television and recording set. Ensure you label your design.

What resources are you going to use in creating your design?

What is the UV Index?

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Background

This lesson is designed to consolidate students' understanding about the difference between ultraviolet (UV) radiation and heat (temperature). Students record the UV Index, temperature and also weather conditions (sunny, overcast, windy, cloudy, rainy) over 3 days (or several days), at the same time in the morning and afternoon. Recording the difference between temperature and UV Index provides an opportunity to compare temperature vs UV rating. Students may use a UV meter (if your school owns one) to gather UV results. Alternatively, students can use the MyUV.com.au website or download the free SunSmart Global UV app to retrieve live and or forecast UV data for some selected locations.

NOTE: the app uses real-time UV readings at locations within a 100km radius of an ARPANSA monitoring station, which are located in high population areas. In Western Australia, that location is in Perth. Locations outside of the Perth area will be shown as clear sky UV forecasts.

Key messages

- The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the earth's surface.
- The free SunSmart Global UV app tells you when sun protection is recommended for your location.
- We often check the weather forecast, but it is also important to check the daily UV Index forecast to protect our skin from UV radiation.
- Checking the UV Index forecast helps us determined when the UV Index is 3 or above and sun protection is required.
- UV radiation is invisible, you cannot see it or feel it.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection.
- The UV Index can be 3 or above when it is cool and cloudy too.
- When UV levels are at their peak, minimise time outdoors during these times.

Resources

- Activity sheets: Charting the UV Index and Weather Conditions
- Activity sheet: Charting the UV Index
- MyUV.com.au
- [SunSmart Global UV app](#)
- [How to read the daily UV forecast](#)
- [ARPANSA](#)

Instructions

1. Divide students into pairs and distribute Charting the UV Index and Weather Conditions activity sheet.
2. At the same time every day one of the pairs will take a turn to go outside to record the UV Index and record the weather conditions (sunny, overcast, windy, cloudy, rainy, etc.).
3. Students may also use the MyUV.com.au website, or download and use the SunSmart Global UV app to retrieve UV readings and UV data. Depending on where you are located, this may be real-time, or predicted, clear sky levels.
4. Students should record their findings in the logbook or chart.

Key questions

- What is the UV Index?
- What does the UV Index tell us?
- What is the difference between UV and heat?
- What factors affect the UV levels?
- Where can you find information about the UV forecast?
- When is UV at its highest during the day?
- What are some ways we can protect our skin?
- Why is it important to protect our skin?
- How can we incorporate and use the SunSmart Global UV app in our daily routines?

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Activity Sheet: Charting the UV Index and Weather Conditions

Task

At the same time every day, you will take it in turns to go outside and record the UV Index on the UV meter and record the weather conditions (sunny, overcast, windy, cloudy, rainy, etc.). If you don't have a UV meter at your school, you may also use MyUV.com.au website, or download and use the free [SunSmart Global UV app](#) to retrieve live UV or forecast UV data (depending on where you are).

Record your findings below:

Day	Time	UV Index	Temperature	Weather Conditions
Day 1	am			
Day 1	pm			
Day 2	am			
Day 2	pm			
Day 3	am			
Day 3	pm			
Day 4	am			
Day 4	pm			
Day 5	am			
Day 5	pm			

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Background

This lesson aims to consolidate and extend students' awareness around the effects of UV radiation from the sun and how to protect your skin. Students watch two videos about ultraviolet (UV) radiation and how they can enjoy the sun safely.

Key messages

- We often check the weather forecast, but it is important to check the daily UV Index.
- When the UV Index is 3 or above, sun protection is required to protect our skin.
- UV radiation is invisible, you cannot see it or feel it.
- UV and heat are not the same thing. It is not only when it is hot that we need to use sun protection.
- The UV Index can be 3 or above when it is cool and cloudy too.
- When UV levels are at their peak, minimise time outdoors during these times.
- The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the earth's surface.

Resources

- Activity sheet: Be UV Aware
- [Be UV Aware video – What is UV?](#)
- MyUV.com.au
- [Behind the News Sun Safety](#)
- [SunSmart Global UV app](#)
- [How to read the daily UV forecast](#)

Instructions

1. Class discussion and activate students' prior knowledge about UV radiation and sun protection.
2. View clip, Be UV Aware – What is UV?
3. Students create notes and answer the first 3 questions on the activity sheet.
4. Watch Behind the News Sun Safety video which focuses on how to protect ourselves from overexposure to UV radiation.
5. Students take notes and answer remaining questions on the activity sheet.

Key questions

- What time of the day is the sun the strongest?
- What do you think the UV Index was in the morning?
- What do you think the UV Index was in the evening?
- Do you think it is a good idea to go out in the sun in the middle of day? Why? or Why not?
- What does the UV Index tell us?
- When is it the best time of the day to play outside?
- If you are outside in the middle of the day, what do you need to do?

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Task

After watching the [Be UV Aware](#) video, answer the following questions.

Where does UV radiation come from? What is the solar UV Index?

At what UV levels is sun protection not required? (Use the UV index as a guide)

When is sun protection required?

Watch the next video: [Behind the News Sun Safety video](#)

What 5 sun protective strategies should you employ when the UV Index is 3 or above?

Explore [MyUV.com.au](#) or the SunSmart Global UV app to find the UV Index for your current location

What sun protective measures do you need to use today? Why?
If you don't think you need apply sun protective measures, why not?

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Background

In this lesson, students read a newspaper article about a Western Australian school using a UV meter to support SunSmart education. The newspaper article is used as a stimulus to encourage critical thinking skills around UV radiation and the importance of sun protection. It acts as a prompt for students to write a letter to the Education Minister on why UV meters should be installed in all schools. Alternatively, students may write a letter to their School Principal or School Board as to why their school needs a UV meter.

Key messages

- Research has established that childhood and adolescence are both critical periods during which sun exposure could contribute to skin cancer later in life.
- It is estimated that more than 75% of all skin cancers could be prevented by practising sun protective behaviours in childhood and adolescence.
- The newspaper article was written in 2013, but the message is still the same. It is important to be UV aware and make the healthy choices to protect our skin from UV.
- UV meters help schools protect children from skin cancer, as it provides as a reminder and prompts staff and students to use sun protection even when it is not hot.
- The sun produces 3 things; light that we can see, heat that we can feel and ultraviolet (UV) radiation that we cannot see or feel.
- Skin damage is caused by UV, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- It is not only when it is hot that we need to use sun protection.
- The UV Index can be 3 or above when it is cool and cloudy too.

Resources

- Resource sheet: Newspaper article
- Activity sheet: Letter Plan
- [Cancer Council WA - UV Meters](#)
- [UV Meter activity pack](#)

Instructions

1. Distribute newspaper article to students.
2. Students read the newspaper article and make notes in their exercise book.
3. Class discussion around the article and key questions.
4. During discussion, ask students to write a letter to either the Education Minister or Principal.
5. Brainstorm arguments to persuade them (Minister or Principal) that it is important that their school has a UV meter. Write some of these arguments and ideas on the board for reference.
6. Distribute activity sheet for students to plan their letter and arguments.
7. Share ideas and discuss.
8. Using the notes made on the letter plan, students write a letter.

Key questions

- What does UV stand for?
- What is the problem with UV as stated in the article?
- What is the concern around UV?
- Explain why UV meters are a useful tool for schools
- Explain why your school should get a UV meter
- Why is sun protection education so important?

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Schools track UV

Linda Cann
Health Reporter

SCHOOLS would install specially designed UV meters to help to protect children from skin cancer under an Australian-first plan by the Cancer Council WA.

The council is developing a meter that will measure the extremely high UV index that WA regularly records.

Existing meters from overseas are only able to read the dangerous radiation from the sun up to a maximum value of 11, but WA levels regularly exceed 15 or more.

The plan comes as new figures from the council reveal that the number of teenagers regularly wearing hats has dropped 35 per

cent in the past 10 years.

SunSmart manager Kerry O'Hare said the council hoped schools would install the public display meters in well-used areas to help pupils and teachers protect themselves during the most dangerous periods.

"The problem is that you can't see or feel UV," Ms O'Hare said. "The UV index can be really high even if it's not that hot. The UV forecast is provided every day but these real-time meters will tell you what the UV index is at a particular place and time.

"The UV index varies in different places, depending on latitude and cloud cover and at different times of the day.

"It's also just a reminder about the dangers of UV. You can't see or feel it, so these meters will make it visible."

Education Minister Peter Collier said he supported the idea and schools were encouraged to follow the Cancer Council's recommendations. "It may also be possible for students to learn about the UV rating each day through a variety of means, such as via their teachers, rather than from a displayed meter," he said.

The council expects to complete development of the meters in a couple of months, and hopes that schools, workplaces and other organisations will install

the meters in outside areas.

One WA school will win \$10,000 worth of shade from the council if they are signed up to the SunSmart program.

For more information, go to www.cancerwa.asn.au.



The WA UV meter.



Hats on: Leah Mulligan, 8, Ava Milankov, 8, Stella Milankov, 5, and Luke Mulligan, 5, know that wearing a hat outdoors is a sun-smart move. Picture: Will Russell

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Task

Write a letter to the Education Minister or your Principal explaining why your school should have a UV meter.

Letter to: _____

Opening paragraph:

Research and use the newspaper article to help you develop 3 key points to support your argument.

Argument 1:

Argument 2:

Argument 3:

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Concept 3: Our seasons

LEARNING INTENTIONS

Students will:

- understand that there are different seasons
- know that winter/wet and summer/dry are different times of the year
- identify major differences between winter and summer
- know that you can still get sunburn in winter
- understand that sun protection is required even when it is cool and cloudy
- understand that too much ultraviolet (UV) radiation can hurt their skin
- understand the need to protect their skin when the UV Index is 3 or above.

OVERVIEW

Lesson 1: Places are Both Similar and Different

Activity sheet: Places are Both Similar and Different

Lesson 2: UV Across the Seasons

Resource: UV Averages Across Australian Seasons

Activity sheet: Comparing UV Averages Across Australian Seasons

Lesson 3: No Such Thing as Windburn

Resource: SunSmart Paper Windmill Template

Lesson 4: Broadening My Horizons

USEFUL LINKS

[Is Windburn Real or Myth?](#)

[Windburn Wikipedia](#)

[Frequently asked questions](#)

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Lesson 1: Learning Stimulus: Places are Both Similar and Different

Background

In this lesson, students will compare and contrast the climate and other sun related characteristics of countries throughout the world in relation to their location in Australia. Students choose five countries and record the season, climate, temperature and UV Index for a location within the selected countries.

Key messages

- The angle of the earth to the sun creates the seasons. The intensity of the sun changes due to this angle. Daily UV levels remain fairly constant despite changes in local weather on the ground.
- Ultraviolet (UV) radiation is not heat. It cannot be felt and isn't connected to temperature. UV levels can be damaging on cool, cloudy, warm and sunny days.
- Checking the UV Index forecast helps us determine when the UV Index is 3 or above and sun protection is required.
- UV levels are affected by several factors including geographic location, altitude, time of day, time of year, surrounding surfaces and cloud cover.

Resources

- Activity sheet: Places are both similar and different
- [Bureau of Meteorology](#)
- [ARPANSA – provides real time UV readings at some locations in Australia and the Antarctic](#)
- [SunSmart Global UV app](#) – provides daily UV levels for Australian and international locations
- Electronic device or research texts

Instructions

1. Activate prior knowledge and ask key questions.
2. Choose five countries from around the world and investigate the climate and other sun related characteristics in relation to their location to Australia.
3. Select a specific day to record the season, climate, temperature and UV Index of the selected countries. Note: Inquiry should include a comparison of what it would be like to live in a location with a different climate to their own.
4. Students draw conclusions and provide explanations based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences).
5. Students collate information and complete the activity sheet.
6. Students present findings and conclusions in a range of communication forms (e.g. written, oral, graphic or digital), appropriate to audience and purpose, using relevant terms.

Key questions

- Do you think the UV levels are the same around the world? Why or why not?
- Which season has the lowest and highest UV Index?
- Do you need sun protection in winter? Why? How do you know?
- Which month do you think the UV Index will be at its lowest in your area?
- What did you notice when comparing the geographical location, UV Index and climate?
- How does the UV level change throughout the day?

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Activity Sheet: Places are Both Similar and Different

Task

Compare the climate and other sun related characteristics of the continents of the world in relation to a location in Australia. Choose five countries and record the climate, season, temperature and UV Index for a location within the selected countries.

Location	Climate	Season	Temperature	UV Index
1				
2				
3				
4				
5				

Notes:

- _____
- _____
- _____
- _____
- _____

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Background

This lesson will enable students to demonstrate that it's not only summer that we need sun protection, but also during other seasons. It is the ultraviolet (UV) radiation from the sun that causes skin damage not heat. The UV Averages Across Australian Seasons resource is a visual stimulus that provides students with the opportunity to analyse, interpret and compare UV levels across the seasons throughout Australia.

Key messages

- The angle of the earth to the sun creates the seasons. The intensity of the sun changes due to this angle. UV levels remain fairly constant from day to day despite changes in local weather.
- The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the earth's surface.
- Checking the UV Index forecast helps us determine when the UV Index is 3 or above and sun protection is required.
- UV and heat are not the same thing, it's not only when it's hot that we need to use sun protection.
- The UV Index can be 3 or above when it is cool and cloudy too.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- The free SunSmart Global UV app tells you when sun protection is recommended for your location using live and or forecast UV data.
- We often check the weather forecast, but it is also important to check the daily UV Index to protect our skin from UV radiation.

Resources

- Resource sheets: UV Averages Across Australian Seasons
- Activity sheet: Comparing UV Averages Across Australian Seasons
- [SunSmart Global UV app](#)
- [How to read the daily UV forecast](#)
- [Bureau of Meteorology](#)

Instructions

1. Visit the Bureau of Meteorology website and average UV Index maps.
2. Explore the average UV Index in summer, autumn, winter and spring. The maps show the average annual, monthly and seasonal values of the UV Index across Australia.
3. Students locate and discuss the area they live in and the UV Index for that time of the year.
4. Interpret what the different colours indicate and use the 'How to read the daily UV forecast' poster to assist.
5. Use the UV averages across Australian season maps to complete the activity sheet.

Key questions

- What did you notice about the four different maps of Australia at different times of the year?
- Which season has the lowest UV Index?
- Do you need sun protection in winter? Why? How do you know?
- Which month do you think the UV Index will be at its lowest for your area?

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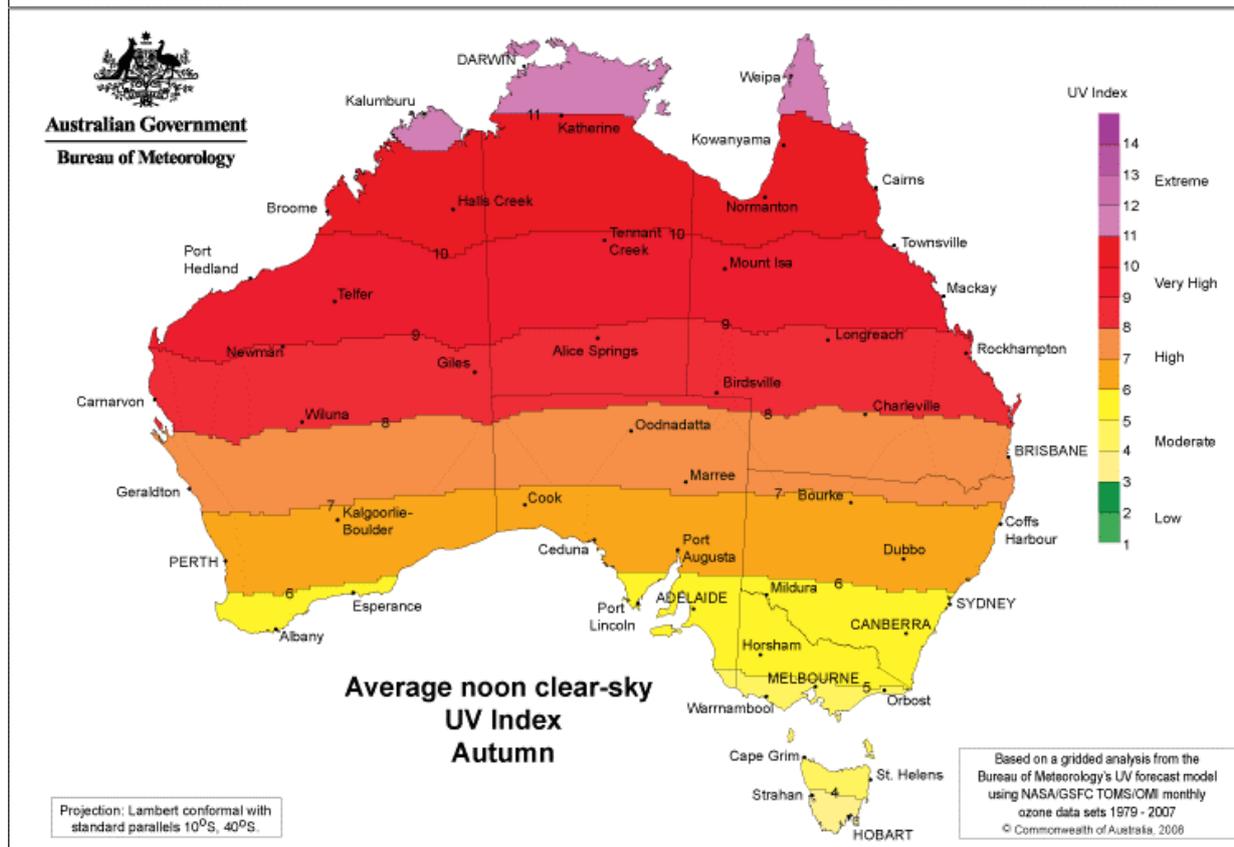
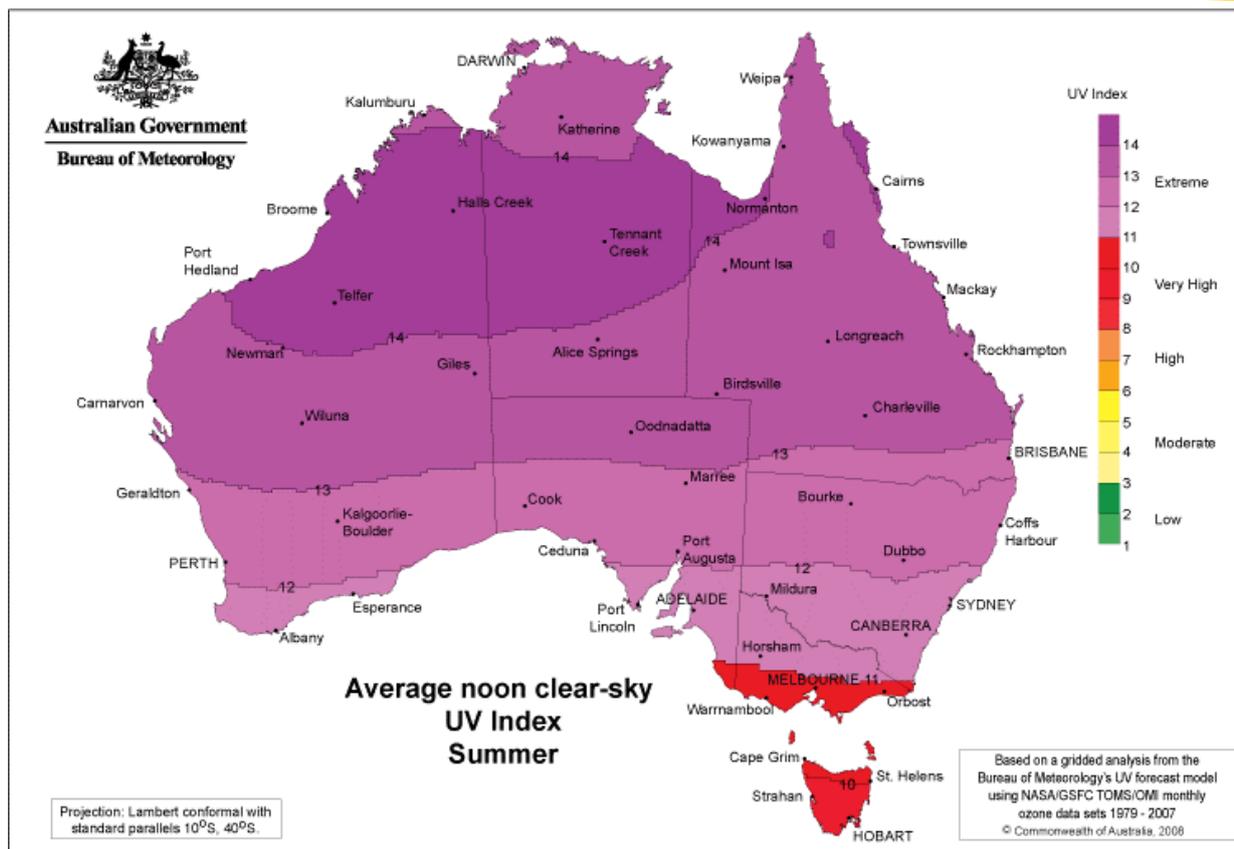
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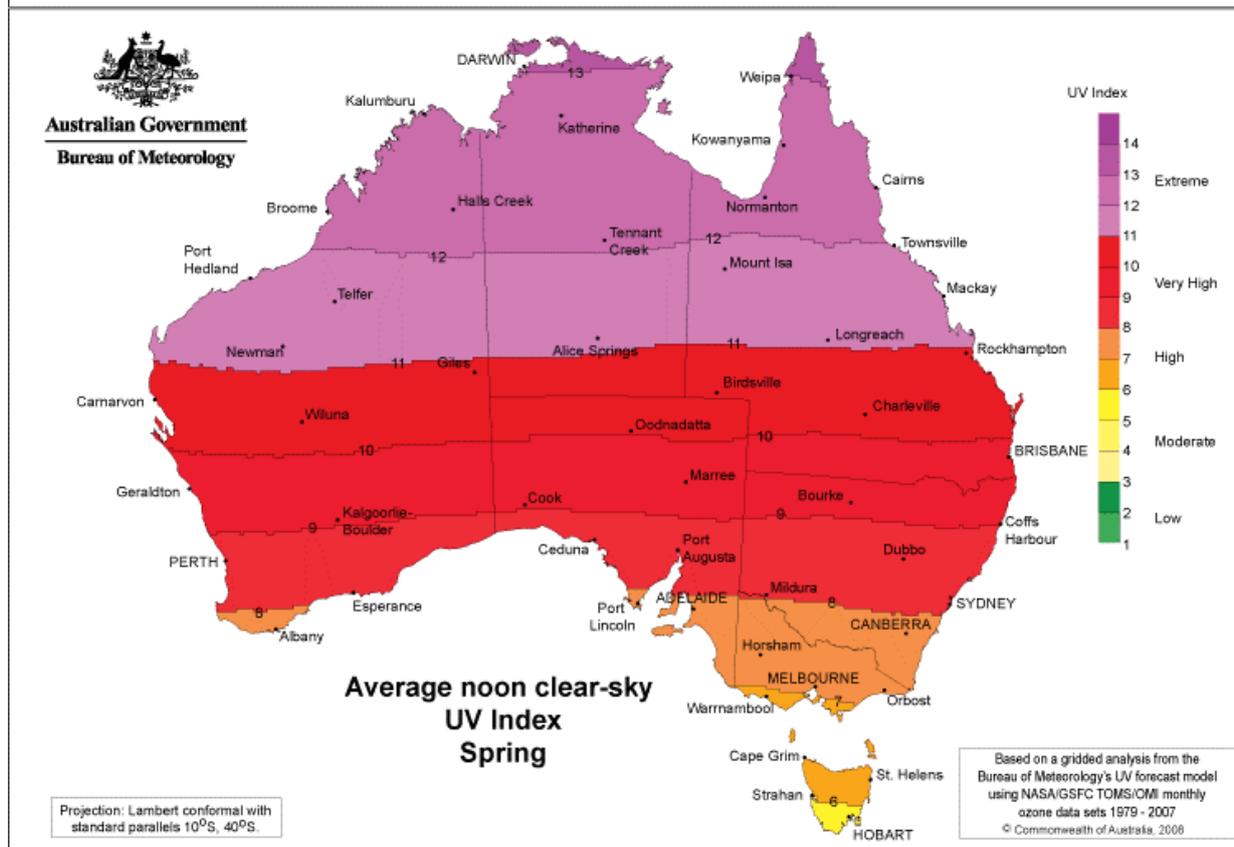
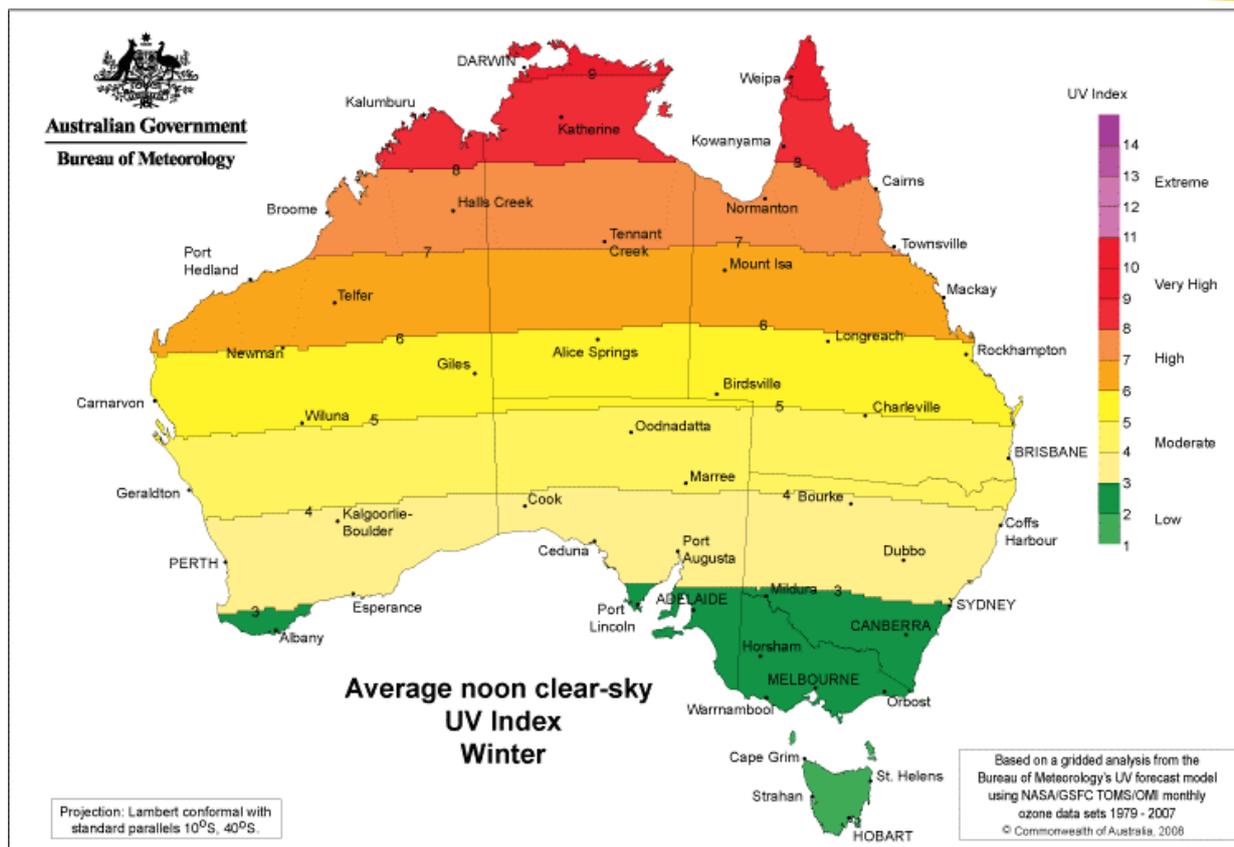


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Activity Sheet: Comparing UV Averages Across Australian Seasons

Task

Record the UV Index for the places listed in the table using the UV Index averages across Australian seasons maps.

	Summer	Autumn	Winter	Spring
Albany				
Katherine				
Hobart				
Perth				
Alice Springs				

Write down five points that you notice from the data.

1. _____

2. _____

3. _____

4. _____

5. _____

Where does UV radiation come from? What is the solar UV Index?

What is the recommended UV Index level when sun protection is required?

Background

After being outdoors on a cool, cloudy and windy day, you often hear people refer to burning red skin as windburn. Windburn often happens when the temperature is cool, but UV Index is high. It is UV radiation exposure that produces a sunburn and it can be mistaken for windburn. The aim of this lesson is to challenge this view and encourage children to make healthy lifestyle choices based on evidence rather than myth.

Key messages

- While it may seem that the wind is responsible for burning your skin on cooler, windy and cloudy days, it is actually caused by UV radiation from the sun.
- 'Windburn' is actually sunburn and can be prevented by using sun protection such as protective clothing, sunscreen, broad-brimmed hat and seeking shade.
- The UV Index is a more reliable measure of when to use a combination of sun protection strategies than temperature.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.

Resources

- Activity sheet: SunSmart Paper Windmill Template
- [Is Windburn Real or Myth?](#)
- [Windburn Wikipedia](#)
- [Frequently asked questions](#)
- Square paper
- Scissors
- Paper straw
- Push pin or split pin

Instructions

1. Allocate an area of the room for the answer YES and the opposite side of the classroom for the answer NO, with students standing in the middle of the classroom.
2. Ask students 'Do you think windburn is a real thing?' Students move to the relevant section of the room if they think the answer is YES or NO.
3. Record the results on the white board.
4. Watch the video 'Is Windburn Real or Myth?' and discuss any key points or questions.
5. Students research Windburn using the links provided.
6. Class discussion and brainstorm facts learned on the board.
7. Students write 4 facts about windburn on each triangular corner.
8. Follow instructions on the template to construct the windmill and test outside.

Key questions

- Do you think windburn is real?
- What do you think causes the skin to turn red?
- Why do you think people get confused with windburn?
- Do you need sun protection when it is cold, overcast and windy? Why? How do you know?
- Why is it important to protect our skin?
- What are the best strategies for protecting our skin from UV radiation?

When completing activities and lessons outdoors when the UV Index is 3 or above, please remember to be SunSmart

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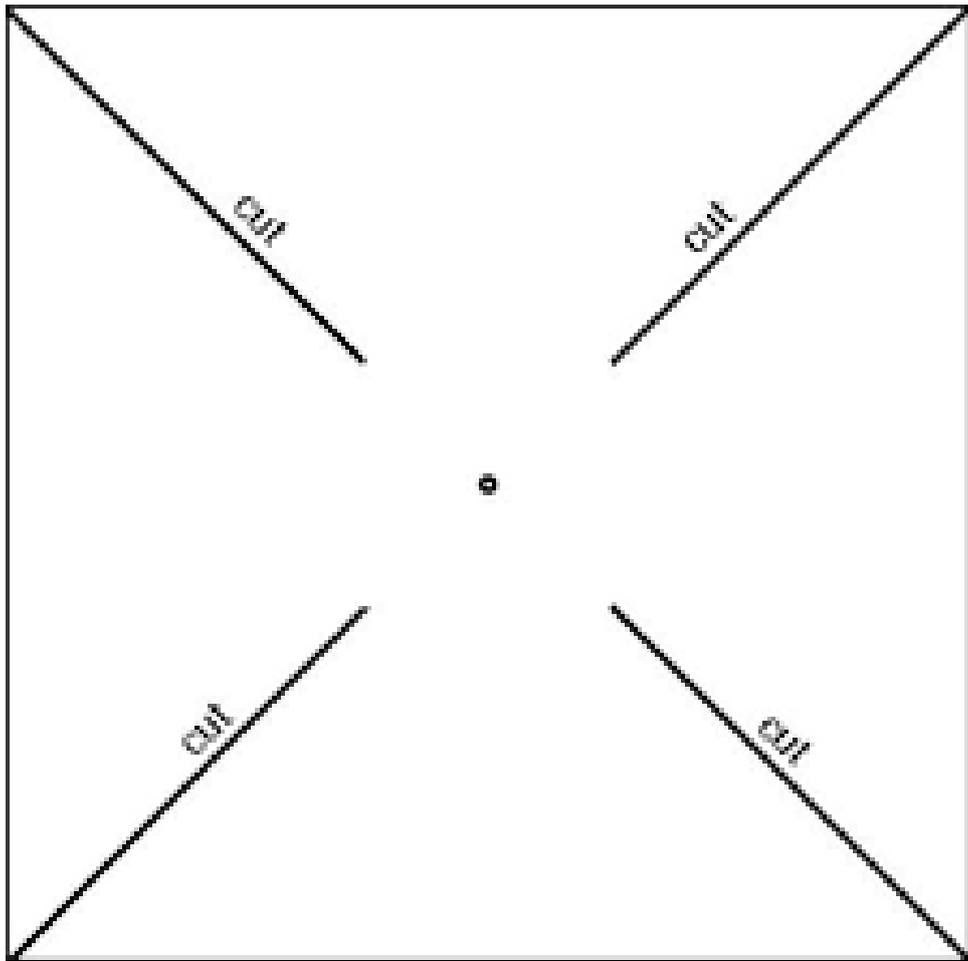
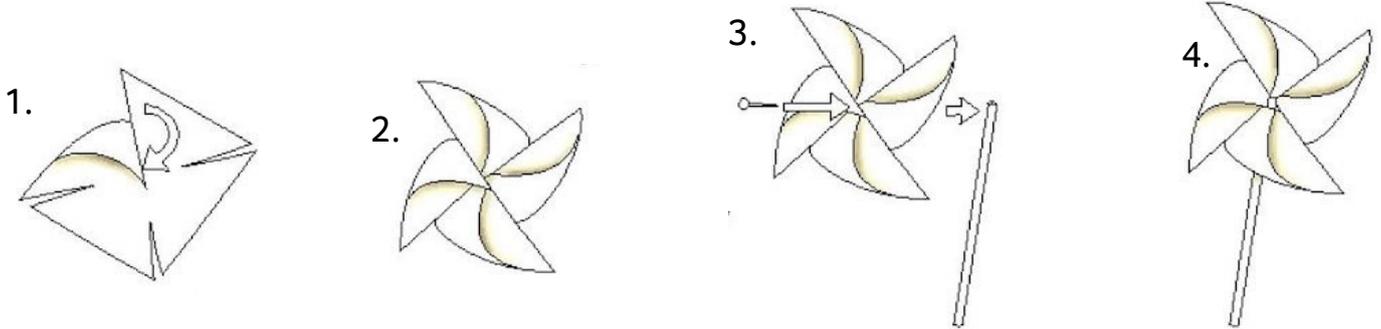
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Task

Write four windburn facts in each triangular section of the template.



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Background

This lesson encourages students to think critically about sun protection no matter the weather. Students continue to consolidate and extend their understanding that UV and heat are different. The activity involves analysing two images and developing an in-depth discussion about the risk of sunburn in both environments and seasons.

Key messages

- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day at the same time of year.
- Temperature should not be used as an indicator for when to use sun protection. When the UV Index is 3 or above, sun protection is required.
- Sun protection is required on most days in Western Australia.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- The free SunSmart Global UV app tells you when sun protection is recommended for your location.
- UV levels can be more intense around snow because the atmosphere is thinner at high altitude and less UV radiation is absorbed from the sun. UV radiation intensity increases by about 10–12% for every 1000 metre increase in altitude.
- Snow is highly reflective. On a sunny day, clean fresh snow can reflect up to 90% of UV radiation. This means that you can be exposed to almost a double dose of UV - directly from the sun and bouncing off snow-covered surfaces.

Resources

- Source variety of images with bright sun light in different seasons
- [SunSmart Global UV app](#)
- [Bureau of Meteorology](#)
- [ARPANSA](#)

Instructions

1. Select two images that prompt thought regarding how too much sun can hurt someone's skin. Suggestions include:
 - a hot summer sunny beach scene versus the top of a snowy ski slope with bright piercing sun
 - overcast day in summer versus being outside in winter.
2. Discuss the two pictures and ask key questions.
3. Create questions around the mathematical probability sub strand and sun or season statements that involve practical activities and everyday events. Ask students to identify and describe possible outcomes and recognise variation in result.
4. Describe possible everyday events and order their chances of occurring in relation to sun, seasons, UV and sunburn.
5. Emphasise the messages of care in the sun - wearing suitable covering clothing, applying sunscreen wearing a hat, staying in the shade in the middle of the day, wearing sunglasses and drinking water.

Key questions

- Discuss the two pictures, what can you see?
- Which is a winter picture? Ask students to give reasons.
- Which image are you more likely to get sunburnt? Explain your answer.
- What are some actions you can take to find out what the UV forecast is?
- How can you protect your skin?
- Are UV and heat the same thing? Why? Why not?
- Why do we need sun protection? Why is sun protection important?

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LEARNING INTENTIONS

Students will:

- know that the sun can damage skin
- understand that too much sun can hurt their skin
- understand the need to protect their skin when the UV Index is 3 or above so they will not burn in the sun
- identify when their skin is at risk
- explain the five ways to protect their skin: Slip, Slop, Slap, Seek and Slide and understand to use a combination of these strategies.

OVERVIEW

Lesson 1: Skin Concept Map

Activity sheet: Skin Concept Map Template

Lesson 2: Design a SunSmart Badge

Activity Sheet: Badge Template

Lesson 3: Caps! Persuasive Writing Prompt

Activity sheet: Persuasive Writing Template

Lesson 4: SunSmart Word Search

Activity sheet: SunSmart Word Search

Lesson 5: SunSmart Skip and Spell

USEFUL LINKS

[The Science of skin- Emma Bryce TED-Ed](#)

[Too Many Kids Going to Hospital Because of Sunburn](#)

[Generation SunSmart](#)

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Background

In this lesson, students will consolidate and broaden students' knowledge and understanding about the skin and protecting it from harmful ultraviolet (UV) radiation from the sun. It may be used as a form of assessment to check for knowledge and understanding of the unit of work covered in Protecting My Skin. This activity can be completed in pairs, small groups or as an individual activity.

Key messages

- Skin is the body's largest organ that protects our body and provides us with the sense of touch.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Allergic reactions to sunscreen are uncommon and Cancer Council recommends following instructions on packaging before application.
- There are five ways to protect your skin from the UV radiation from the sun. Slip on a shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.

Resources

- Activity sheet: Skin Concept Map Template
- [Too Many Kids Going to Hospital Because of Sunburn](#)
- [The Science of skin- Emma Bryce TED-Ed](#)

Instructions

1. Activate prior knowledge with key questions and discussion.
2. View each video and record notes.
3. Students create the concept map using the paper template or digital.
4. Write different elements around the word 'Skin' and then expand on sub elements.
5. Discuss and share concept maps.

Key questions

- Why do we have skin?
- Why is skin so important?
- Why is it important to protect our skin?
- What are some ways we can protect our skin?
- What are the recommendations for sunscreen and sensitive skin?
- Should you wear sunscreen if you have sensitive skin? Why or Why not?

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Activity Sheet: Skin Concept Map Template



Background

This lesson provides a great way to reinforce and promote SunSmart behaviours. It encourages students to think critically about healthy lifestyle choices around sun protection and how they will portray these messages on a badge.

Key messages

- The sun produces 3 things, light that we can see, heat that we can feel and ultraviolet (UV) radiation that we cannot see or feel.
- Skin damage is caused by UV radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- UV and heat are not the same thing, we not only need to use sun protection when it is hot.
- The UV Index can be 3 or above when it is cool and cloudy too.
- We often check the weather forecast, but it's important to check the daily UV Index to protect our skin.
- The free SunSmart Global UV app is useful to obtain the latest UV forecast.
- When UV levels are at their peak, minimise time outdoors during these times.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.

Resources

- Safety pin
- Laminating sheets
- Card or paper (to photocopy template)
- Resource sheet: SunSmart Badge Template
- Coloured pencils and markers
- [Generation SunSmart](#)
- [SunSmart Global UV app](#)

Instructions

1. Discuss and reflect on sun protection messages students currently know.
2. Ask key questions to guide discussion. Students can explore Generation SunSmart for ideas.
3. Write key points and ideas on the white board for reference.
4. Distribute SunSmart Badge Template.
5. Students create several designs that promote important SunSmart messages.

Key questions

- What does the sun produce that is harmful to our skin?
- When is it the best time of the day to play outside?
- If UV radiation from the sun is invisible, how do we know that it is there?
- What are some ways we can protect our skin?
- Why is it important to protect our skin?

Extension

- Students create SunSmart badges to be given out by school leaders and or councillors during break times to students showing SunSmart behaviours. The badge can have 'I am SunSmart' written on it.

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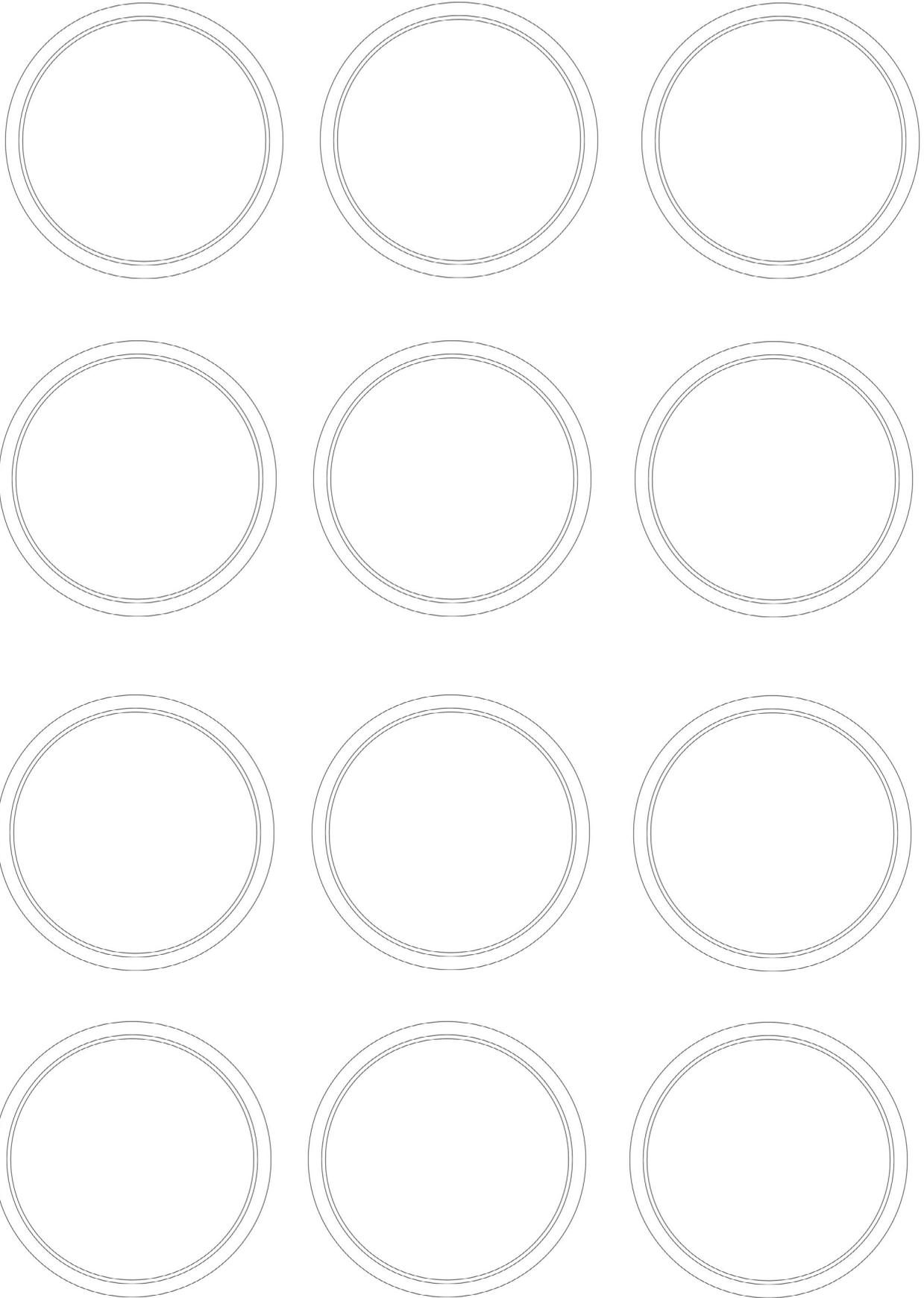
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Background

Writing prompts are a great stimulus to engage students in conversations about current social and health issues, such as sun protection. Students are provided with an image writing prompt showing two students, one wearing a cap and the other wearing a broad-brimmed hat in the sun. Students discuss the health issues surrounding the image and develop persuasive arguments why caps are not SunSmart and why we should wear brimmed/bucket hats.

Key messages

- The face, neck and ears are common areas for skin damage. Not all hats offer the same level of protection.
- Broad-brimmed, legionnaire or bucket hats provide the best sun protection from UV radiation as they cover the face, neck, ears and crown of the head.
- Caps are not sun protective because they only protect your scalp and forehead.
- For best protection when the UV is 3 or above, use all five forms of protection: Slip, Slop, Slap, Seek and Slide.
- Active play should not be restricted if a hat has been forgotten and students should be encouraged to play in the shade.

Resources

- Activity sheet: Persuasive Writing Plan
- A cap and broad-brimmed hat
- [One of these things is not like the others bookmark](#)
- [Generation SunSmart](#)
- [Cancer Council WA](#)
- [Be SunSmart - Cancer Council Australia](#)



Instructions

1. Distribute activity sheet and image of students wearing a cap or bucket hat.
2. Students observe, analyse and discuss differences between the cap and broad-brimmed hat examples.
3. Students brainstorm arguments why caps are not SunSmart, and why we should wear broad-brimmed hats.
4. Students research topics such as sun protection, skin cancer prevention and ultraviolet (UV) radiation.
5. Visit Generation SunSmart for information to help develop your argument.

Key questions

- What are the differences between a cap and SunSmart hat?
- What is your key message regarding sun-protective hats versus caps?
- What other ways can you protect yourself from UV radiation?
- What health issues are portrayed in the image? What do you notice?
- What makes a hat SunSmart?

Extension

- Design a poster or video clip to support your persuasive writing, such as a diagram or demonstration explaining why caps are not SunSmart.



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Topic Sentence:

Reason 1:

Reason 2:

Reason 3:

Concluding statement:

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Background

Word search activities are a fun learning tool that support and consolidate spelling and vocabulary. This lesson aims to support students' knowledge and understanding of key words, spelling and vocabulary associated with sun protection and ultraviolet (UV) radiation.

Resources

- Coloured pencils
- Activity sheet: SunSmart Word Search

Instructions

- Before beginning the word search, students look closely at the words on the list
- Students find 15 words hidden in the SunSmart word search
- Words can be written forwards, backwards, up, down and diagonally.

Other ideas

- Put the words into a sentence
- Count how many syllables in each word. Draw a diagonal line where the syllable breaks up the word
- What letter patterns can you find? For example, 'tion' spelling makes the 'shun' sound and the word health has the 'th' digraph. Are there any others?
- Are there any words that have prefixes or suffixes?
- Can you find the base word for safety?
- What does the word 'broad' mean? Can you put it in another sentence?

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SunSmart Word Search

I	T	D	S	R	T	S	A	E	I	E	P	R	S
I	I	I	L	S	E	E	K	P	T	U	L	T	U
E	U	P	A	A	S	D	L	I	O	N	V	U	N
D	A	R	P	V	S	T	A	L	V	S	R	V	S
X	N	I	K	S	E	E	D	S	A	O	H	I	C
P	M	A	S	H	D	S	E	F	T	S	T	N	R
R	E	K	U	I	B	P	E	S	L	P	L	D	E
O	T	C	L	E	P	T	A	O	A	S	A	E	E
T	E	S	B	I	Y	T	P	A	T	R	E	X	N
E	A	H	I	N	K	I	S	S	S	A	H	P	R
C	U	V	R	A	D	I	A	T	I	O	N	A	R
T	V	B	R	O	A	D	B	R	I	M	M	E	D
I	E	A	S	A	O	A	I	T	U	X	E	S	E
U	L	T	R	A	V	I	O	L	E	T	D	F	N

- ultraviolet
- sunscreen
- broad brimmed
- protect
- Slip
- Slop
- Slap
- Seek
- Slide
- skin
- health
- safety
- UV radiation
- UV Index

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Background

SunSmart Skip and Spell is a super fun spelling game using words associated with sun protection and ultraviolet (UV) radiation. The idea behind the activity is to practice spelling a bank of SunSmart words through repetition so that students can confidently transfer and use these words in their writing, reading and other activities. It is also a great opportunity to consolidate the meaning behind each term and develop their vocabulary around the sun protection topic.

Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- UV can bounce and reflect off surfaces, so using a combination of sun protection measures will provide the best protection.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature.
- A cool or overcast day can have similar UV levels to a warm, sunny day.
- UV and heat are not the same thing, it's not only when it is hot that we need to use sun protection.

Resources

- Dice
- SunSmart bank of words
- Student spelling or exercise book

Instructions

1. Brainstorm and create a word bank of SunSmart words. See examples below.
2. Select a student to roll the dice, or students can complete this activity independently.
3. Choose one of the SunSmart words from the word bank and write them in a list on the white board.
4. Roll the dice to determine which word you will start with, for example if a number 4 is rolled, start with the fourth word on the spelling list (protection) and write that word four times.
5. Roll the dice again to determine the number of repeats and the number of words to skip. For example, if a 3 is rolled, you skip the next 3 words on the list to determine the next word, (sunscreen) and write that word 3 times.
6. Repeat rolling the dice, skipping that number of words on the list and then writing that word repeatedly based on the number rolled.

Variation

- Student or teacher may use a shuffle app or timer app to control pace and timing or skipping repetition.
- Students who have words with less letters may utilise longer recovery periods or have more repetitions.

Example bank of SunSmart words

- radiation
- ultraviolet
- sun
- protection
- sunburn
- exposure
- sunscreen

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BACKGROUND NOTES

Whenever you go outside, your skin is exposed to the sun. The sun emits ultraviolet (UV) radiation that can lead to sunburn and long-lasting damage to unprotected skin. You can protect your skin from UV radiation with important sun safety habits whenever the UV Index is 3 or above.

Slip on UV protective clothing

- Choose clothing that covers as much skin as possible, such as collared shirts with long sleeves (to the elbow or beyond), and longer shorts/pants/skirts. Covering as much skin as possible with clothing provides a barrier to UV radiation.
- When swimming, wear a rashie/swimsuit or longer bathers/board shorts.
- Some clothing may carry an ultraviolet protection factor (UPF) rating – look for UPF50+.
- If clothing does not have a UPF rating, choose fabrics with a tight weave that are loose fitting.

Slop on SPF50 or SPF50+ broad-spectrum, water-resistant sunscreen

- Apply a generous amount of sunscreen to clean, dry skin 20 minutes before going outside. This gives time for the sunscreen to bond to the skin.
- The average-sized adult will need a teaspoon of sunscreen for their head and neck, each limb and the front and back of the body – about seven teaspoons (35mL) for a full body application. Application for children is dependent on size and should be proportional to recommended adult application
- Reapply every 2 hours and after swimming sweating or towelling off.
- Layer sunscreen generously, but don't rub it in. Don't forget your nose, ears, neck, hands and feet.
- Choose sunscreen that protects against UVA and UVB radiation (broad-spectrum), is water resistant and has a valid expiry date.
- Remember – sunscreen is not a suit of armour and should be used with other sun protection measures.

Slap on a broad-brimmed hat

- Choose a broad-brimmed, bucket or legionnaire hat that protects the face, head, ears and neck.
- Baseball style caps and visors do not provide enough protection, particularly to areas prone to skin cancers and sunburn.

Seek Shade

- Find dense shade for outdoor activities that casts a dark shadow.
- Use trees, built shade structures, or bring your own!
- Effective shade can block up to 70% of UV radiation, so make sure you use shade in combination with other sun protection measures.

Slide on sunglasses

- Choose close-fitting, wrap-around sunglasses that meet the Australian Standard AS/NSZ 1067.
- Sunglasses and a broad-brimmed hat worn together can reduce UV radiation exposure to the eyes by up to 98 per cent. Sunglasses should be worn outside during daylight hours.
- Sunglasses may be impractical for all children to wear at school, but should be encouraged. Wearing a broad-brimmed hat can cut the amount of UV radiation reaching your eyes by 50%.

Importance of a healthy school environment

The importance of a healthy school environment is advocated in the Australian Curriculum. It is recognised that the broader school environment can enhance the delivery of the Health and Physical Education curriculum, as it supports students to make decisions about their health, wellbeing, safety and physical activity participation. At the school and community level, the importance of consistently delivered and actioned messages is important to support, validate and reinforce the learning. This whole of school and community approach supports students to be better able to practise, rehearse and adopt positive personal health practices related to sun protection. For more information on a whole school approach and the Health Promoting Schools framework, visit www.wahpsa.org.au.

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Recommended sun protection strategies for schools:

- Cancer Council recommends that schools employ as many of the measures below as possible whenever students and staff are outside while the UV Index is 3 or above.

Uniforms, clothing and hats

- All staff and students wear a broad-brimmed, legionnaire or bucket hat that protects the face, neck, ears, and crown of the head when outside. Caps are not sun protective and should not be permitted.
- Spare hats should be available for students to ensure their play time is not restricted if they forget their hat, or students without hats should be encouraged to play in the shade.
- Sun protective clothing is required in the school uniform/dress code (i.e., collared shirts, elbow or full-length sleeves, longer shorts, skirts or long pants), including sports uniforms. Fabric with a UPF rating of 50+ is chosen where possible.
- Staff and students wear a rashie or similar top for swimming/water activities (may not be appropriate for competitive swimming).
- Adults wear appropriate sunglasses and students have the option to wear them.

Shade

- The school has sufficient shade or is working towards increasing shade (natural or built) in the school grounds, especially in areas where students congregate at break time.
- The use of shade (including temporary shade) is maximised during outdoor activities and indoor facilities are used wherever possible.

Scheduling

- When outdoor activities are scheduled at times when the UV Index is 3 or above, maximum use is made of shade, sunscreen, hats, and long clothing to protect students and staff.
- Where possible, outdoor activities are scheduled out of peak UV times.

Sunscreen

- Sunscreen is available and accessible to all staff and students.
- The use of SPF50 or SPF50+ broad-spectrum, water-resistant sunscreen is required before outdoor activities, recess and lunch.
- Time is given to apply sunscreen and reapplication after 2 hours is encouraged during extended outdoor periods.
- Some staff and students may be required to supply their own sunscreen due to medical conditions/reactions. This is uncommon and should not preclude the school community from accessing sunscreen.

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Concept 5: Taking positive action to reduce risk: Promoting and actioning effective sun protection strategies

LEARNING INTENTIONS

Students will:

- understand why sun safety is important and learn how to take effective sun protection actions e.g., hat wearing, accessing daily UV levels
- know that the skin needs protection and that the best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide
- understand, explore, practise, rehearse and adopt positive personal health practices related to sun protection
- explore what actions promote sun health, sun safety and wellbeing
- experience, participate and practise a variety of health, safety and wellbeing actions related to sun protection.

OVERVIEW

Lesson 1: Poster Persuasion

Resource: Historical SunSmart Posters

Lesson 2: Our School Sun and Shade Audit

Lesson 3: SunSmart Role Play

Resource: SunSmart Role Play Scenarios

Lesson 4: SunSmart Balance

Lesson 5: Slip Slop Reaction Game

Resource: Slip Slop Reaction Game Layout

Lesson 6: SunSmart Rob the Nest

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Background

Posters are an effective way to help communicate, educate and share important SunSmart messages to different demographics. The poster persuasion lesson is broken up into two parts. Part 1 involves analysing historical and current SunSmart posters. Part 2 involves developing a SunSmart poster promoting important sun protection messages to a particular audience such as children or adolescents.

Key messages

- Research has established that childhood and adolescence are both critical periods during which sun exposure could contribute to skin cancer later in life.
- It is estimated that more than 75% of all skin cancers could be prevented by practicing sun protective behaviours in childhood and adolescence.
- There are five strategies to protect your skin from ultraviolet (UV) radiation from the sun.
- Slip on a shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- The sun produces 3 things, light that we can see, heat that we can feel and ultraviolet (UV) radiation that we cannot see or feel.
- Skin damage is caused by UV radiation, not temperature.
- A cool or overcast day can have similar UV levels to a warm, sunny day.
- UV and heat are not the same thing, it's not only when it is hot that we need to use sun protection.

Resources

- Resource sheet: Historical SunSmart Posters
- [SunSmart posters](#)
- Exercise books or blank paper
- [Generation SunSmart](#)

Instructions

Part 1

1. Make multiple copies of the historical SunSmart posters and current posters from the Generation SunSmart website.
2. Analyse SunSmart posters and discuss key questions.
3. Select one poster and glue in the centre of the page.
4. Brainstorm and write comments and ideas surrounding the poster answering key questions.
5. Compare your answers and share ideas with class members.

Part 2

6. Students design and create a SunSmart poster with a partner using the information and knowledge from Part 1 of the activity. Students decide on their target audience and key SunSmart message.

Key questions

- What is the key message portrayed in each poster? How do you know? What are the clues?
- What strategies and behaviours can promote health in relation to sun and UV exposure?
- What strategies have been used to effectively portray the SunSmart message?
- Who is the targeted audience?
- Why do we still need the sun protection message?
- Do you think the adverts are effective in spreading the SunSmart message? Why or why not?

Extension

- Send your fabulous posters to sunsmart@cancerwa.asn.au and we will send your school some SunSmart resources.

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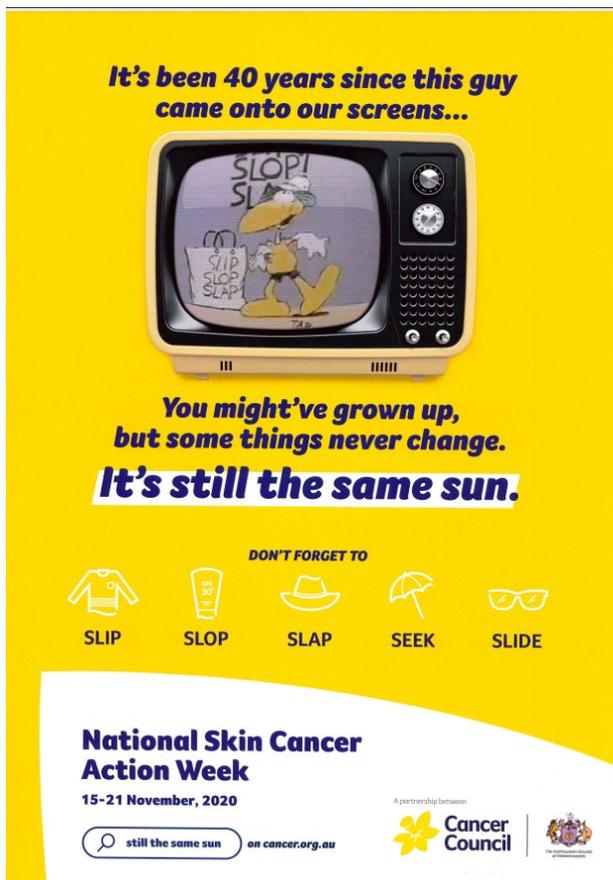
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Background

This lesson provides a great way for students (and staff) to recognise the shady areas located in commonly used areas at your school, such as where students eat their lunch. The activity is designed to shift healthy lifestyle choices and encourage students to seek shaded areas for outdoor activities and eating areas. It also reinforces the SunSmart message that seeking shade is one of the five important strategies of preventing skin damage from ultraviolet (UV) radiation.

Key messages

- Seeking shade is important to protect our skin from UV.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a sun protective clothing: long sleeves, long shorts, collar or high neckline, close weave fabric and loose fitting.
- Slop on some sunscreen: SPF50 or SPF50+ broad-spectrum (UVA and UVB), water-resistant and with a valid expiry date. Apply 1 teaspoon per limb, apply to clean, dry skin 20 minutes before going outdoors and reapply every 2 hours or more if sweating, towel drying or swimming. Do not rub in, instead layer it on.
- Slap on a hat: a broad-brimmed, bucket or legionnaire style hat that covers the face, neck, ears and head. Caps are not SunSmart.
- Seek shade: whenever possible, make use of natural or built shade. Bring your own portable shade such as umbrellas, tents or marquees.
- Slide on some sunglasses: close fitting, wrap around style offer the best protection. Hats also provide protection to the eyes.

Resources

- Clipboards or something for students to lean on
- Map of the school grounds
- Coloured pencils
- [Shade Handbook](#)
- [Benefits of quality shade](#)

Instructions

1. Distribute a map of the school grounds to students. Google Maps may assist.
2. Locate areas of the school that students mainly use.
3. Survey the school at three different times of the day and identify areas of full sun exposure, partial exposure and complete shade. Place a marker in that spot and return to check this throughout the day.
4. Record these areas on the map using different colours for the times of the day.
5. Identify areas that could be improved to reduce exposure to UV radiation.
6. Display findings using a legend to assist in interpretation. Include simple scales, legends or directions.
7. Whole class discussion on solutions to improve sun safety and increase shaded areas.
8. Explore practices to improve health and wellbeing of students and reduce UV radiation exposure in the school setting.
9. Prepare a presentation to answer the following questions:
 - a. What did you discover by completing the sun and shade audit?
 - b. Which areas need shade improvement? Why? What solution do you recommend?
 - c. Why is it important to protect our skin from UV?

Key questions

- Write a letter to your Principal sharing your shade audit findings. Provide some suggested solutions and ideas for improving shade at your school.

When completing activities and lessons outdoors when the UV Index is 3 or above, please remember to be SunSmart

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Background

In this lesson, students exercise their critical thinking and problem-solving skills when given common SunSmart scenarios that relate to real-life events or experiences at school or at home. Through role play, students are given the challenge to turn events around and make them more positive. It also raises the issue of peer pressure and how this can impact our decision making. It aims to provide the appropriate language and actions to communicate feelings in these different situations.

Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a sun protective clothing: long sleeves, long shorts, collar or high neckline, close weave fabric and loose fitting.
- Slop on some sunscreen: SPF50 or SPF50+ broad-spectrum (UVA and UVB), water-resistant with a valid expiry date. Apply 1 teaspoon per limb, apply to lean, dry skin 20 mins before going outdoors and reapply every 2 hours or more if sweating, towel drying or swimming.
- Slap on a hat: a broad-brimmed, bucket or legionnaire style hat that covers the face, neck, ears and head. Caps are not SunSmart.
- Seek shade: make use of natural or built shade whenever possible. Bring your own portable shade such as umbrellas, tents or marquees.
- Slide on some sunglasses: close fitting, wrap around styles offer the best protection. Hats also provide protection to the eyes.

Resources

- Resource sheet: SunSmart Role Play Scenarios
- Props such as a broad-brimmed hat or cap to assist with role play

Instructions

1. Display or distribute SunSmart role play scenarios. Ask the first four key questions.
2. Discuss times when students have been in tricky or uncomfortable peer pressure situations. How did they feel? What did they do? Who helped them?
3. Ask students to form small groups and allocate or randomly choose a scenario for each group.
4. Each group practises role playing their scenario before presenting to the class.
5. At the end of each scenario, ask key questions for discussion and reflection.

Key questions

- When is it sometimes difficult to be SunSmart?
- What things help or encourage you to be SunSmart?
- What things stop or discourage you from being SunSmart?
- Why are these situations so difficult?
- What could you do to make these situations less difficult in the future?
- What is happening in this situation?
- Are there any problems or conflicts?
- What choices does the person have?
- How can they stay SunSmart and still be friends?

Variation

- Students role play their scenario again, but this time they try to turn it into a positive outcome for everyone.

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You suggest moving into the shade, but your friends do not want to.
Your friend has taken your hat and will not give it back to you.
You brought a cap instead of a broad brimmed hat.
The person who said they had some sunscreen brought a low SPF 15.
The long-sleeved shirt you brought is too hot to wear.
You are at a swimming carnival and you brought your long sleeve rashie but no one else is wearing one.
You have taken your younger brother or sister's hat that does not fit you.
You really like the person who is pressuring you to not be SunSmart.
You have fair skin that can burn quickly.
The activity you are doing makes it hard to wear long-sleeved shirt and broad brimmed hat.
Your teacher is taking a lesson outside on the sunny part of the oval.
If you go back to get your sun protection you will miss out on your turn in the game.
Your friends tease you about the type of hat you are wearing.
You will have to stop an activity you really enjoy if you move into the shade.
It's lunchtime and you and your friend wants to play four-square on the courts but then you realise your friend lost their hat.
You left your hat at home but your friend said that you can borrow their cap.
The sunscreen bottle that you use each morning when you get to school has run out.
It is lunchtime at school and a cold winters day. The sun has come out and all your friend want to sit in the sun to warm up.
It is the middle of summer and you don't have a hat for after-school sports training.
There is no sunscreen available at your school's athletics carnival.

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Background

SunSmart balance is a super fun game that involves students balancing a variety of SunSmart objects on different body parts, such as balancing a sunscreen tube upright on your palm.

Physical literacy elements include:

- Stability/balance
- Motivation
- Coordination
- Self-regulation (emotions)
- Reasoning

Resources

- Range of SunSmart protective objects



Instructions

1. Students balance various sun protective objects to see which shapes are easiest to balance.
2. Students use different body parts to balance the objects, such as the palm or back of their hand, back of their knee, foot, elbow or chin.
3. Students count how long they can balance the object before it wobbles or falls. Record the total number of seconds achieved on each attempt can be added together, e.g., Attempt one = 5 seconds plus Attempt two = 12 seconds plus Attempt three = 9 seconds plus Attempt four = 4 seconds to achieve the total of 30 seconds.

Variation 1

- Relays: Divide class into teams and use one sun safe item per team as the baton

Variation 2

- Students try walking or lying down and getting back up again while balancing their object

Variation 3

- Introduce rules such as using a non-preferred hand to balance the objects

Variation 4

- Students 'jump' the balancing object from one body part to another (e.g., one hand to another)
- Students work in pairs to pass balanced objects to each other using the 'jump' method.

Physical literacy elements include:

- What objects balance the best, or the worst?
- Where were your eyes focused to try to maintain balance?
- What part of the object did you select as the balancing point?
- What strategies did you use when you found it challenging?
- What can affect your focus in this activity?

When completing activities and lessons outdoors when the UV Index is 3 or above, please remember to be SunSmart

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Background

Slip, Slop reaction game involves two teams named Slip or Slop. It is similar to 'Tag' and 'Chasey', where you are trying not to get caught by your opponent who chases you.

Physical literacy elements include:

- Reaction speed
- Stability/balance
- Speed
- Agility
- Strategy and tactics
- Motivation
- Coordination
- Self-regulation (emotions)
- Rules

Resources

- Open outdoor space – oval, quadrangle or courts
- Markers to indicate home base
- Resource sheet: Slip Slop Reaction Game

Instructions - How to play

1. Choose an appropriate space outdoors – possibly the oval, quadrangle or netball court.
2. Divide the class into two groups and have each group facing each other with a 1.5 metre space between.
3. One line of students is Slip and the other Slop.
4. Set up a home base twenty metres from each individual line.
5. On the signal, the teacher or student leader calls either Slip or Slop.
6. If Slip is called; all the students in the Slip line run to their home base trying not to get caught by their opponent from the Slop team, who chases them.
7. If Slop is called; all the students in the Slop line run to their home base trying not to get caught by their opponent from the Slip team, who chases them.
8. As this game is a reaction game, students are trying to have quick action response.

Variation

- The teacher or student leader can substitute other words as a decoy. If students move when these words are used, they lose points.
- Each team is allocated two words- e.g. Slip and Slap for team one and Slide and Slop for team two. Students need to listen to the leader and react according to which word is called.

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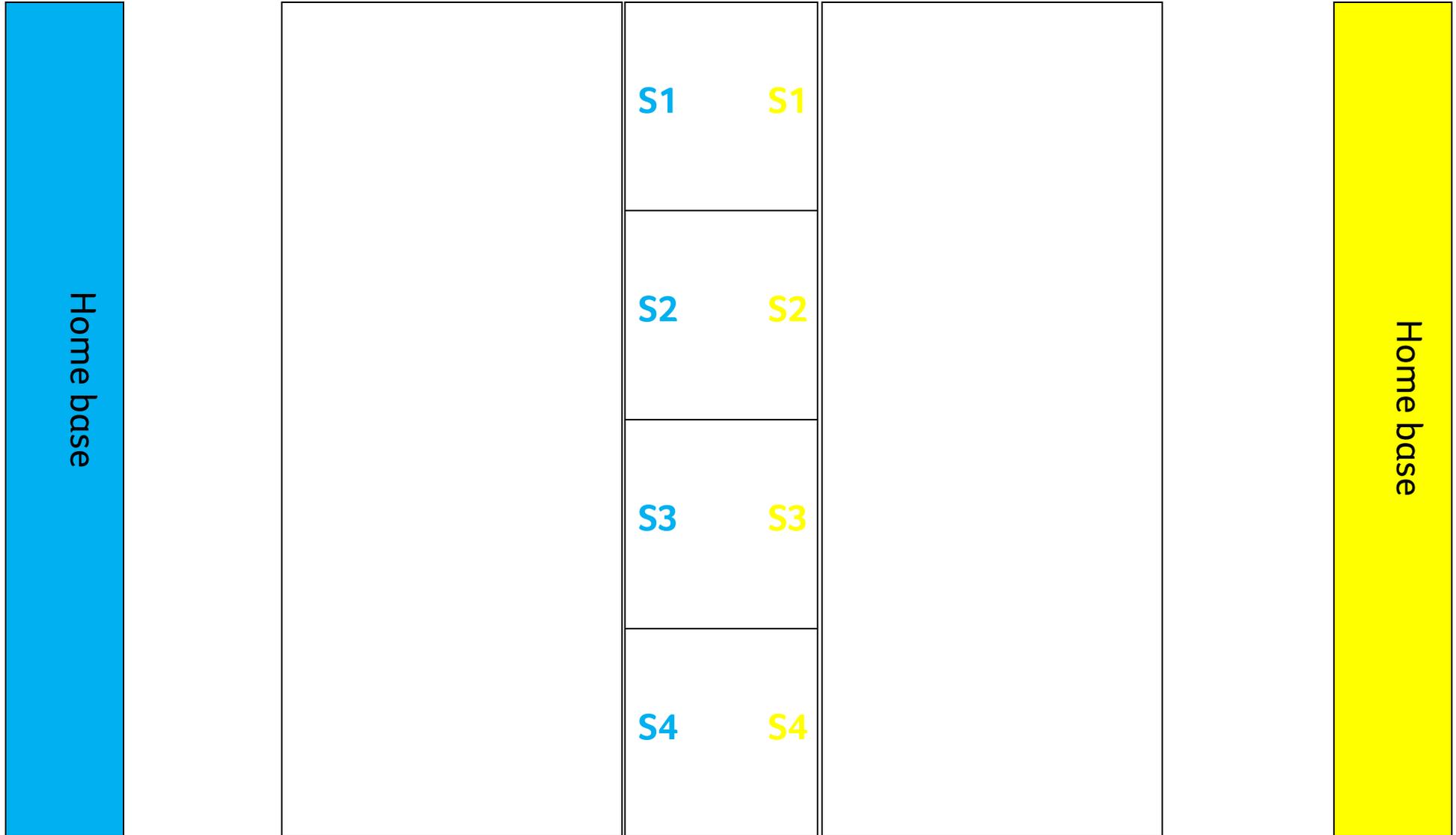


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Slip, Slop Reaction Game



Background

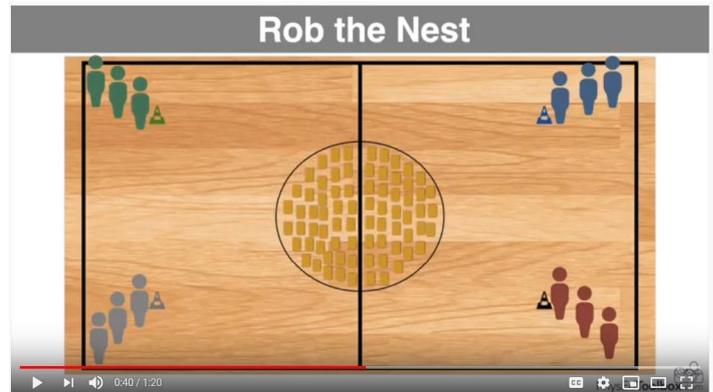
Rob the Nest is a popular game that encourages the development of important fundamental movement skills. We have taken the traditional version of the game and given it a SunSmart twist to consolidate the key sun protection messages in a fun and engaging way.

Physical literacy elements include:

- Object manipulation
- Stability/balance
- Accuracy and speed
- Strategy and tactics
- Motivation
- Coordination
- Self-regulation (emotions)
- Reasoning
- Rules

Resources

- 4 hoops
- SunSmart items (multiple long-sleeve shirts, sunscreen, broad-brimmed hats, sunglasses)
- Optional: Mats to substitute for shade



Instructions - How to play

1. Divide the class into 4 teams and place each team into a corner of the playing field.
2. Place all the SunSmart items in the centre of the playing field.
3. On command, one player from each team runs to the centre and chooses one piece of SunSmart protective clothing and returns it to their team base.
4. The next player for each team may proceed once they have been tagged by their teammate.
5. The next player runs to the centre to rob the sunscreen and return it to their base.
6. Game continues until one team has all the items required.
7. The winning team is the first to shout Slip, Slop, Slap, Seek and Slide and sit down.

Variation

- Each team is to have a basket with 4 balls.
- 1 player from each team runs to another corner and robs the nest of 1 ball.
- They must dribble the ball back to their team and place it inside their basket.
- The winning team is the team with the most balls left in their basket.
- Put a time limit on the game.

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SLAP



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