

# Curriculum Resource.

## Protecting My Skin, Year 1 - 2

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 acknowledge all the Traditional Custodians and owners of Country throughout Western Australia and recognise their continuing connection to land, waters 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

The **Protecting My Skin** curriculum program was developed by Janice Davis, Sally Blane, Bradley Wilson-Clark (Cancer Council Western Australia) and Vicki Delves.

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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. The aim is to positively impact on students' critical thinking in health, safety and wellbeing.

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, practice, rehearse and adopt positive personal health practices related to sun protection.

The Teaching and Learning activities are designed to allow student growth in self-responsibility, self-awareness, decision making and respect of self and 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.

**For more information on the topics below, please see our Supporting Document Year 1-2 Protecting My Skin**

- Connections to the principles of teaching and learning
- Melbourne Declaration on Educational Goals
- Evidence based pedagogy
- Aboriginal and Torres Strait Islander priorities
- Links to the Western Australian curriculum
- Western Australia curriculum focus area
- Curriculum links by learning area
- Australian Institute for Teaching and School Leadership (AITSL) standards

## Resource Design

Protecting My Skin: Years 1-2 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
- Practice 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 from UV
- Engage with a range of health focus areas and issues
- 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.

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# Resource Learning Intentions

Students will:

- Understand, explore, practice, rehearse and adopt positive personal health practices related to sun protection
- Understand why sun safety is important and learn how to take effective sun protection actions e.g., hat wearing and accessing daily UV levels
- Experience, participate and practice a variety of health, safety and wellbeing actions related to sun safety
- Explore what actions promote sun health, sun safety and wellbeing
- Practice using the SunSmart Global UV App to view daily UV times to guide and promote positive actions.

## 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 counseling services
- Practical support and financial hardship services
- Legal and financial planning assistance
- Cancer Council Wig Library
- Complementary therapies such as massage, reiki and reflexology
- Life Now exercise, yoga, meditation or mindfulness classes
- Wellbeing after Cancer resources and coaching by telephone
- Cancer-related booklets, brochures, fact sheets, webinars and podcasts.

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# Teaching and Learning Experiences

## Resource Overview

Key Idea		Year 1-2	
Health Literacy	<p>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:</p> <ul style="list-style-type: none"> <li>• Functional – knowledge, understanding and skills related to comprehending, evaluating and applying health information</li> <li>• Interactive – knowledge, understanding and skills related to making decisions and setting goals to enhance health</li> <li>• 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.</li> </ul>		
Understanding the Sun and UV Radiation			
Concept	Learning Intentions	Lessons	Curriculum Links
1. The sun and our skin	<ul style="list-style-type: none"> <li>• know that the sun produces three things; heat, light and ultraviolet (UV) radiation</li> <li>• understand that UV radiation is invisible and that you cannot see or feel it</li> <li>• understand that too much UV radiation from the sun can cause sunburn and skin damage</li> <li>• understand the need to minimise and/or avoid exposure to UV when it is at its strongest</li> <li>• explain the importance of protecting the skin to avoid sunburn and long-term damage</li> <li>• know that there are five strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.</li> </ul>	<ol style="list-style-type: none"> <li>1. KWL Chart: The Sun</li> <li>2. The Mighty Sun</li> <li>3. Skin is Amazing</li> <li>4. Effects of Sun on our Skin</li> <li>5. Now That's a SunSmart Hat</li> </ol>	<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"> <li>• 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 radiation)</li> <li>• observe the effects of UV radiation</li> <li>• understand that too much sun can hurt their skin</li> <li>• consolidate that there is a difference between UV and heat</li> <li>• understand that too much exposure to UV radiation can cause sunburn, skin damage and possibly skin cancer later in life</li> <li>• develop an understanding of how to protect their bodies from the harmful effects of sunlight</li> <li>• explore/demonstrate the effects of UV radiation on reactive objects</li> <li>• understand the need to minimise and/or avoid exposure to the sun when it is at its strongest or peak times of the day</li> <li>• understand the need to protect their skin when the UV Index is 3 or above.</li> </ul>	<ol style="list-style-type: none"> <li>1. Prism Spectrum</li> <li>2. UV Reactive Detection Beads</li> <li>3. SunSmart Global UV App</li> <li>4. My Day Across the UV Index</li> <li>5. Light Protection</li> </ol>	<p>English Science Health The Arts 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"> <li>understand that there are different seasons</li> <li>know that winter/wet and summer/dry are different times of the year</li> <li>be able to name major differences between winter and summer</li> <li>know that you can still get sunburn in winter</li> <li>understand that sun protection is required even when it is cool and cloudy</li> <li>understand that too much sun can hurt their skin</li> <li>understand the need to protect their skin when the UV Index is 3 or above.</li> </ul>	<ol style="list-style-type: none"> <li>Summer vs Winter Stimulus Pictures</li> <li>Bouncing and Reflecting UV</li> <li>Dress to be SunSmart</li> <li>Build a SunSmart Word</li> <li>SunSmart Card Games</li> </ol>	HASS English Science Health The Arts Mathematics
4. Keeping my skin sun safe	<ul style="list-style-type: none"> <li>know that the sun can damage skin</li> <li>understand that too much sun can hurt their skin</li> <li>understand the need to protect the skin when the UV Index is 3 or above so they will not burn in the sun</li> <li>identify when their skin is at risk</li> <li>explain the five ways to protect the skin: Slip, Slop, Slap, Seek and Slide and understand to use a combination of these.</li> </ul>	<ol style="list-style-type: none"> <li>Superstar SunSmart</li> <li>SunSmart Concept Map</li> <li>Superstar SunSmart Avatar</li> <li>Spot SunSmart</li> </ol>	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 sun protection strategies.	<ul style="list-style-type: none"> <li>understand why sun safety is important and learn how to take effective sun protection actions e.g., hat wearing, accessing daily UV levels</li> <li>know that the skin needs protection and that the best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide</li> <li>understand, explore, practice, rehearse and adopt positive personal health practices related to sun protection</li> <li>experience, participate and practice a variety of health, safety and wellbeing actions related to sun protection</li> <li>explore what actions promote sun health, sun safety and wellbeing.</li> </ul>	<ol style="list-style-type: none"> <li>Slip, Slop, Slap, Seek and Slide Campaigns</li> <li>SunSmart Mobile</li> <li>Five Senses Sunscreen</li> <li>Design a SunSmart Sunscreen Station</li> <li>Sun Catcher</li> <li>Unfinished SunSmart Sentences</li> <li>School Shade Audit</li> <li>SunSmart Hopscotch</li> <li>Heat and UV Connect 4</li> </ol>	HASS English Science Health and PE The Arts Design and Technologies

# 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.<sup>1</sup> 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.<sup>2,3</sup>

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.<sup>4</sup> 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.

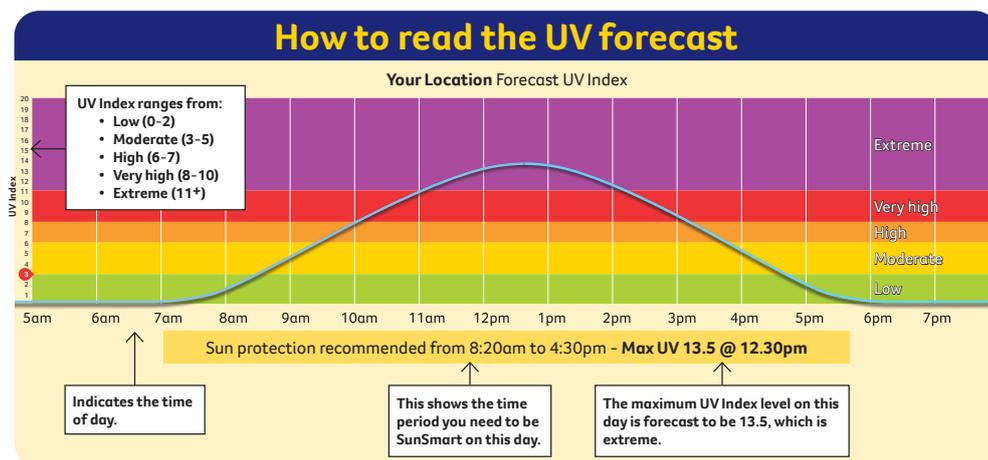
#### What is ultraviolet (UV) radiation?

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.



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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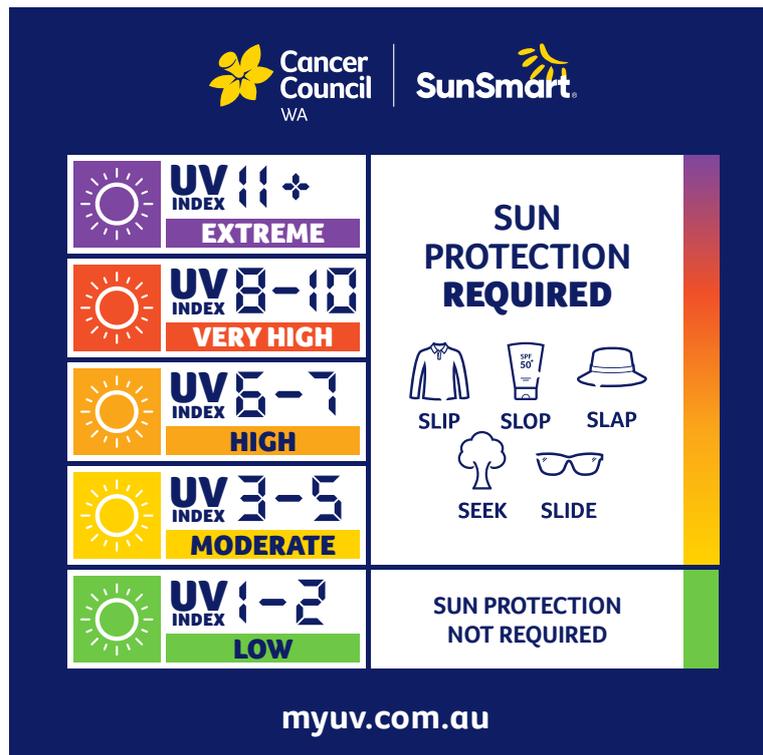


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UV radiation peaks around the middle of the day when the sun is directly overhead, called solar noon. This is regardless of temperature. UV radiation varies according to latitude (stronger the closer you are to the equator); time of year (strongest 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](http://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: KWL chart: The Sun

Activity Sheet: KWL chart

Lesson 2: The Mighty Sun

Resource: How UV Affects the Skin

Lesson 3: Skin is Amazing

Activity Sheet: Skin is Amazing record sheet

Lesson 4: Effects of the Sun on Our Skin

Resource: How UV Affects the Skin

Lesson 5: Now That's a SunSmart Hat

Resource: SunSmart Hat Test Template

## USEFUL LINKS

[Behind the News: UV Warning](#)

[Ultraviolet Rays | How Harmful Are UV Rays](#)

[Behind the News Sun Safety Video](#)

[Now That's a Hat](#)

[What Is the Sun?](#)

[Sun Days Fun Days](#)

[The Skin You Live In](#)

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# Lesson 1: KWL Chart: The Sun

## Background

This activity explores the concept of the sun and is intended to activate students' prior learning. It provides an opportunity to monitor their comprehension and journey of learning about the sun. The KWL stands for K (what you **Know**), W (**Want** to know) and L (what you **Learnt**). This strategy can be used as a whole class, in small groups, or as a pair activity. Students can record their ideas and questions on a post-it note and attached to the chart or record their ideas directly to the chart.

The KWL chart can be used in two ways:

1. As a stand-alone lesson, completing part K and W first, followed by section L after watching/reading a text related to the sun.
2. As a documentation of students' learning over a period of lessons. Complete sections K and W as an initial lesson and students continue to add questions to the W section and anything learnt in the L section throughout the program.

## Resources

- Activity sheet: KWL Chart (enlarge to A3)
- Optional: library books about the sun
- YouTube Video – [Ultraviolet Rays | How Harmful Are UV Rays](#)
- Optional YouTube Video – [What Is the Sun?](#)
- Optional YouTube Video – [Sun Days Fun Days](#)
- Post-it notes for recording ideas

## Instructions

1. Select if strategy will be whole group, small groups, or a pair activity.
2. Create, display or distribute KWL Chart.
3. Show an image of the sun and discuss ideas and knowledge children have of the sun.
4. Students record their shared ideas under “K” on the classroom KWL Chart, “What they already KNOW.”
5. Next, ask students to record ideas under the “W” portion of their chart as to “What they WANT to know”.
6. Share ideas as a whole class and discuss.
7. Watch YouTube Video – [Ultraviolet Rays | How Harmful Are UV Rays](#)
8. Complete and record ideas under the “L” section of the chart, “what they have LEARNT” from the video.

## Key questions

- What do you know about the sun?
- What are the good and bad things about the sun?
- What would you like to know about the sun?
- 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 UV?
- What are some ways we can protect our skin?



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# KWL Chart

Topic: \_\_\_\_\_

<b>K</b> What I already know	<b>W</b> What I want to know	<b>L</b> What I have learnt

# Lesson 2: The Mighty Sun

## Background

The Mighty Sun lesson can be used as a follow-on activity to the KWL Chart lesson or can be completed as an independent activity. The activity explores the sun and what it produces, creating an awareness of how the sun impacts on our daily lives. It is aimed at developing an understanding that the sun produces three main types of radiation, and that UV radiation is invisible, we cannot feel or see it. Students draw a diagram of the sun, demonstrating their understanding of what the sun produces.

## 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 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 UV radiation that causes damage to the skin.
- When the UV Index is 3 or above, sun protection is required.
- UV and heat are different. It is not only when it is hot that we need to use sun protection.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection.
- There are 5 strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.

## Resources

- YouTube Video – [Ultraviolet Rays | How Harmful Are UV Rays](#)
- YouTube Video – [What Is the Sun?](#)
- A3 plain paper or scrapbook
- Resource sheet: How UV Affects the Skin

## Instructions

1. Prior learning discussion. Ask some key questions.
2. Watch YouTube Video – [Ultraviolet Rays | How Harmful Are UV Rays](#)
3. Discussion about video and the 3 main things that the sun produces/emits.
4. Demonstrate and draw a diagram of the sun.
5. Students draw their own diagram of the sun demonstrating light, heat and UV rays.
6. Students label their diagram to further show their understanding.

## Key questions

- Why is the sun so important?
- What does the sun provide us?
- 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?

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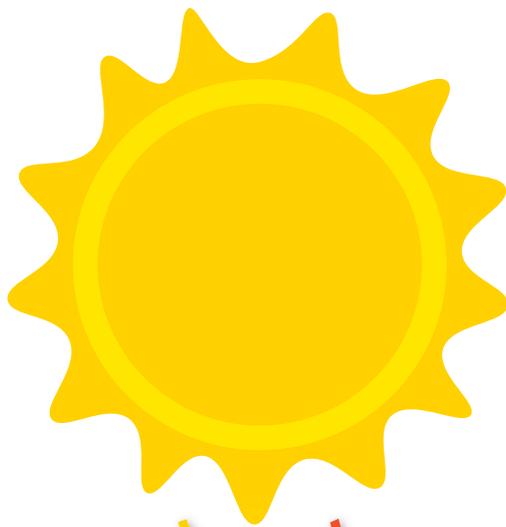
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**UVB**

**UVA**

## WHEN PROTECTING YOUR SKIN, THINK UV NOT HEAT

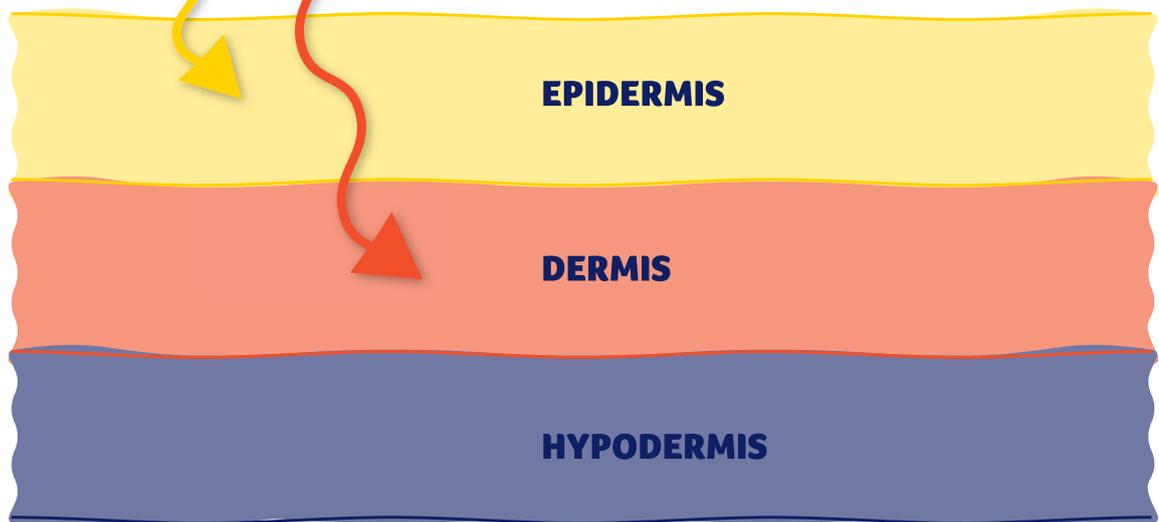
The major cause of skin cancer is overexposure to the sun's ultraviolet (UV) radiation. UV can't be seen or felt, so it can damage skin without us knowing.

### UVB

- Damages the top skin layer
- Causes sunburn, blistering and skin cancer

### UVA

- Damages inner cells in the top layer of skin, including dermis
- Causes premature aging, wrinkles, DNA damage and skin cancer



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## Background

The story in this lesson not only explores different skin types, it also looks at the purpose of our skin and that it is important to protect our skin from heat, sharp objects and sunburn. This text is a great way to start a conversation about the importance of our skin and how we can best look after it and protect it from the sun.

## Key Messages

- Skin provides us with the sense of touch and protects our body.
- Skin is the body's largest organ.
- Skin is an important tool for protection, not only for people but also animals and fruits.
- Skin is beautiful no matter the colour, and it is important to protect it from overexposure to UV radiation from the sun.
- There are 5 strategies to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.

## Resources

- Apple, orange and kiwi fruit
- Magnifying glass
- [The Skin You Live In](#)
- Activity sheet: Skin is Amazing

## Instructions

1. Read the story *The Skin You Live In*, by Michael Taylor and David Lee Csicsko.
2. Discuss the purpose of skin and what other things have skin (animals, fruit, etc).
3. Distribute magnifying glasses, fruit and Skin is Amazing record sheet.
4. Teacher to model observing the skin of an apple. Share and discuss observations. Is the skin thick, smooth etc. Why do apples have skin?
5. Draw observations of the apple skin on the record sheet. Label with any keywords such as smooth and shiny.
6. Repeat for an orange, kiwi fruit and students' own skin.
7. Re-group for summary of the lesson and key questions. Why is skin so important?
8. Students record their answer on the space provided on the worksheet.

## Key questions

- Why do we have skin?
- Why is skin so important?
- What are some ways we can protect our skin?
- Why is it important to protect our skin?



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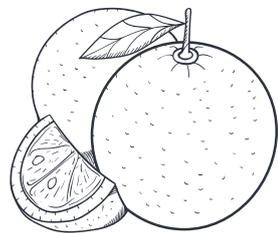
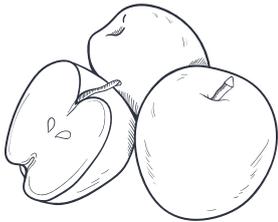
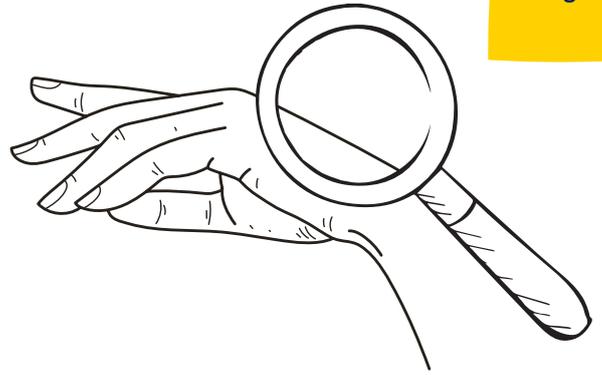


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# Skin is Amazing

Use a magnifying glass to look at your skin and the skin of some fruits.

**Draw what you see.**



Why is skin so important?

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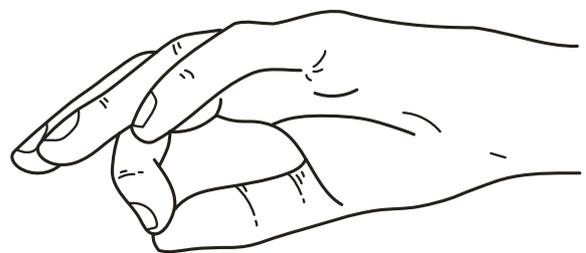
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## Background

This activity can be used as a follow-on from the Skin is Amazing lesson or a stand-alone activity to demonstrate that too much sun can hurt your skin. It provides an opportunity for students to understand that UV radiation is produced from the sun and that it is invisible. It leads into how we need to minimise over exposure to UV radiation and how to protect our skin.

## 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 different. We do not only need to use sun protection when it is hot.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection.
- There are 5 ways to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.

## Resources

- Apple, orange, kiwi fruit or other fruit/vegetable
- Vegetable peeler and small plates
- School iPad (to take photos)
- Timer
- Magnifying glasses (optional)
- Resource sheet: How UV Affects the Skin (see Lesson 2)

## Instructions

1. If previous lesson was completed, revise and discuss the importance of our skin.
2. If a stand-alone lesson, observe and discuss the different skins on the fruit and relate to our own skin.
3. Watch [Behind the News Sun Safety Video](#)
4. Discuss and explain the experiment; we will test the effects of UV radiation on fruit skin. Remember it is invisible and we cannot see or feel it. How do we know that it is there?
5. Set up the peel of the fruit and whole fruit in on a small plate in the sun. Repeat the setup and put the plate in a shaded space. Ensure that students and staff have appropriate sun protection.
6. Set a timer for every 10 mins to take a photo of what happens to the whole fruit and peeled fruit skin in the sun. Do the same with the fruit in a shaded area.
7. Observe results and the sun's effect on the fruit skin and discuss findings. Answer key questions to prompt further discussion.

## Key questions

- What is UV radiation?
- What is causing the damage to the fruit skin? What did you notice?
- 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

What would happen if you put sunscreen on the fruit?

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

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## Background

There are many wonderful picture books available that can be used to promote awareness and discussion about sun protection. 'Now That's a Hat' by Heath McKenzie is a hilarious rhyming story with vibrant illustrations about finding the right hat. It is available online, in hard copy and a read aloud on YouTube. Students design and make a SunSmart hat that will pass the SunSmart Hat Test. To pass the SunSmart Hat Test, it must provide shade to the face, neck, ears and crown of the head.

## Key Messages

- SunSmart hats provide protection to the face, neck, ears and crown of the head.
- Caps are not sun protective. SunSmart hats include broad-brimmed, legionnaire or bucket hats.
- If you have forgotten your hat, play in the shade. No hat, play in the shade is the preferable approach to a 'no hat no play' rule.
- Wearing a hat is a healthy lifestyle choice.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection.
- There are 5 ways to protect your skin from the sun: Slip, Slop, Slap, Seek and Slide.

## Resources

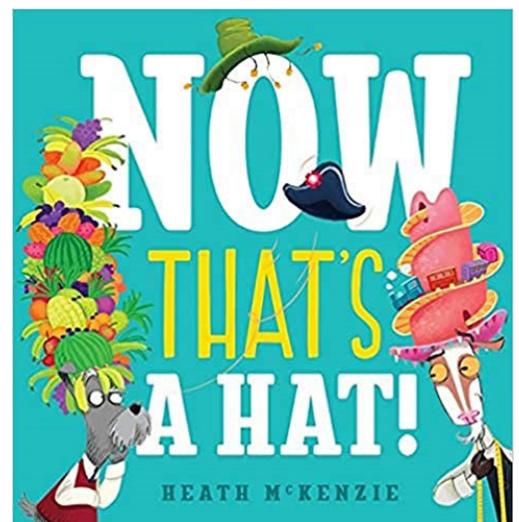
- Read aloud [Now That's a Hat](#)
- Resource sheet: SunSmart Hat Test Template
- Craft supplies and recycled materials
- Glue and sticky tape
- Torch

## Instructions

1. Explore and research different types of hats. Have students bring in a hat from home.
2. Do a SunSmart hat test: Does it provide shade to the face, neck, ears and crown of the head? Use a torch from above as the 'sun' to test for shaded vs exposed skin.
3. Draw a SunSmart hat design and label its SunSmart features.
4. Turn your design into a hat! Using recycled and craft materials make your SunSmart hat.
5. Once finished do another SunSmart hat test.
6. Celebrate! Show off your SunSmart hats at your next school assembly or email photos to the SunSmart Team at Cancer Council WA at [sunsmart@cancerwa.asn.au](mailto:sunsmart@cancerwa.asn.au)

## Key questions

- What makes a hat SunSmart?
- Why do we need to wear a hat?
- Why is shade so important?
- What other ways can you protect yourself from ultraviolet (UV) radiation from the sun?
- Why is important to wear sunscreen as well as a hat?



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

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



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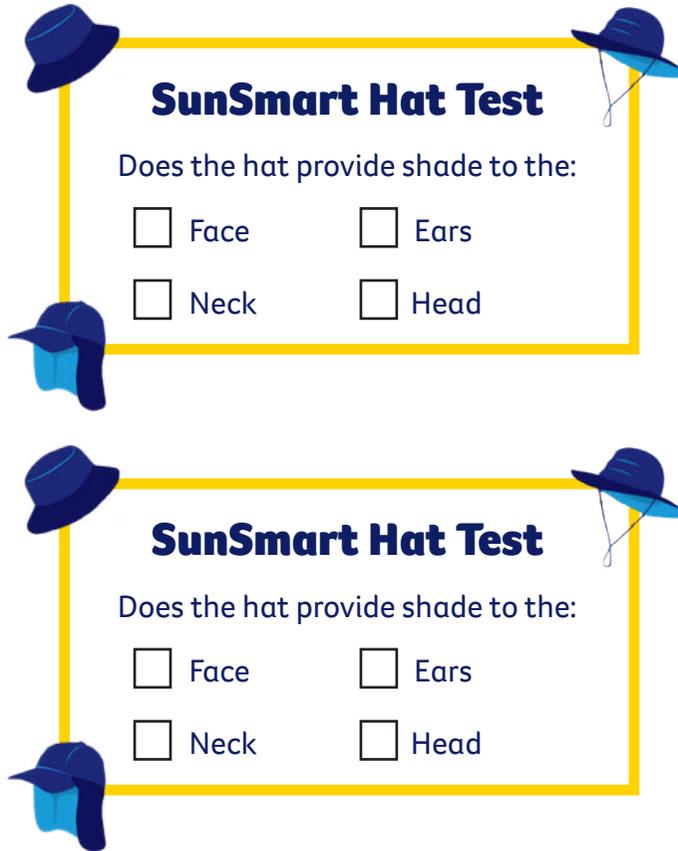


SLIDE

# SunSmart Hat Test Template

## Instructions

- To be used with the Now That's a SunSmart Hat activity
- Print and cut. One per child.

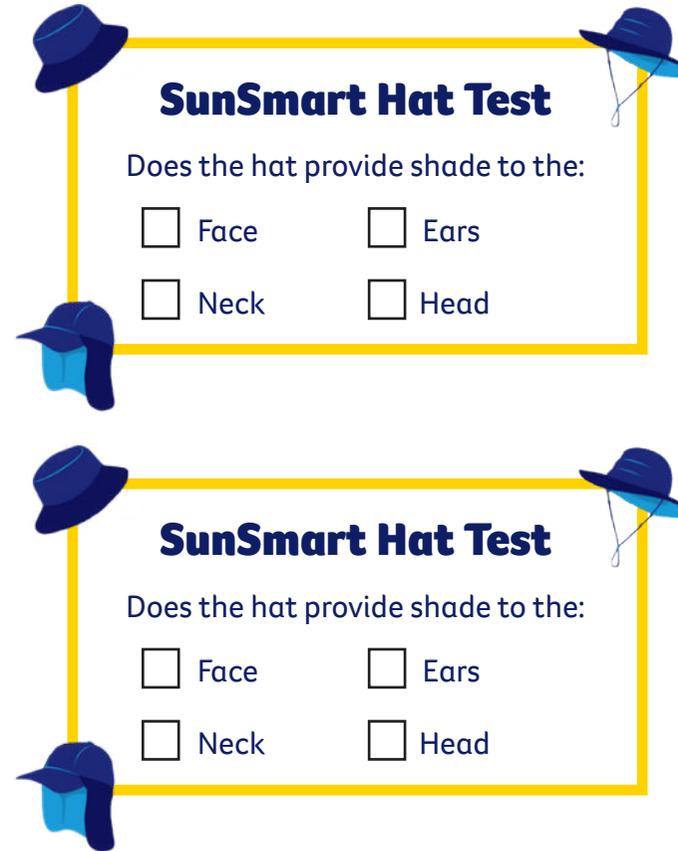


**SunSmart Hat Test**

Does the hat provide shade to the:

<input type="checkbox"/> Face	<input type="checkbox"/> Ears
<input type="checkbox"/> Neck	<input type="checkbox"/> Head

This form is a rectangular card with a yellow border. It features a blue hat icon at the top-left and bottom-right corners. The text is centered and includes a title, a question, and a 2x2 grid of checkboxes.



**SunSmart Hat Test**

Does the hat provide shade to the:

<input type="checkbox"/> Face	<input type="checkbox"/> Ears
<input type="checkbox"/> Neck	<input type="checkbox"/> Head

This form is a rectangular card with a yellow border. It features a blue hat icon at the top-left and bottom-right corners. The text is centered and includes a title, a question, and a 2x2 grid of checkboxes.

# 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 sunlight
- 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.

## OVERVIEW

Lesson 1: Prism Spectrum - Why can you get sunburn on cool days?

Lesson 2: UV Reactive Detection Beads (2 parts)

Lesson 3: SunSmart Global UV App  
Activity sheet: SunSmart UV diary

Lesson 4: My Day Across the UV Index  
Activity sheet: My Day Across the UV Index

Lesson 5: Light Protection

## USEFUL LINKS

[MyUV.com.au](http://MyUV.com.au)

[SunSmart Global UV app](#)

[Bureau of Meteorology](#)

[ARPANSA](#)

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

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# Lesson 1: Prism spectrum - Why can you get sunburn on cool days?

## Background

A refracting triangular prism is made from clear material like glass or plastic. When a beam of light is passed through it in a certain way, the light is refracted or split into different wavelengths.

This reveals the colours of the spectrum and raises some interesting questions.

This lesson is designed to:

- introduce the concept refraction and reflection
- illustrate that heat and UV are different
- introduce the Latin words infra and ultra
- demonstrate the visible spectrum.

Developing an awareness of these concepts, helps student understand why you can get sunburn on cool days.

## Key messages

- Visible spectrum (ROYGBIV).
- 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 different, they are not the same thing.
- When the UV Index is 3 or above, sun protection is required.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.

## Resources

- A prism – these can be purchased online at [Mad About Science](#) or visit the [SciTech shop](#)
- A white screen. This can be a sheet of paper or card (or a white wall or projector screen etc)
- A variety of torches – some LED and some incandescent is best
- A sheet of thin card
- Scissors
- A darkish room helps this lesson greatly

## Instructions

1. The prism works best when a narrow beam of light is passed through it. You can use a piece of card to achieve this.
2. Cut a short 2mm wide slit in the card.
3. Fold card so that it stands on the table.
4. Turn torch on and place it behind the slit in the card.
5. Move the torch closer to or further away from the card until you achieve a beam of light with parallel sides coming from the slit.
6. Place your prism into the beam of light. Experiment with the position of the prism until you see the beam of light bend ~ 90 degrees.
7. Place your screen in the path of the beam that is coming out of the prism. You should see a spectrum on the screen. If you are using a wall or projector screen, you will need to move the prism and beam of light until you see the spectrum.
8. Using your prism, ask students to experiment with the positions of the prism, the torch and the screen to achieve a good spectrum. The spectrum is brightest when the screen is close to the prism and fainter as the prism and screen distance become further apart.

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### What's going on?

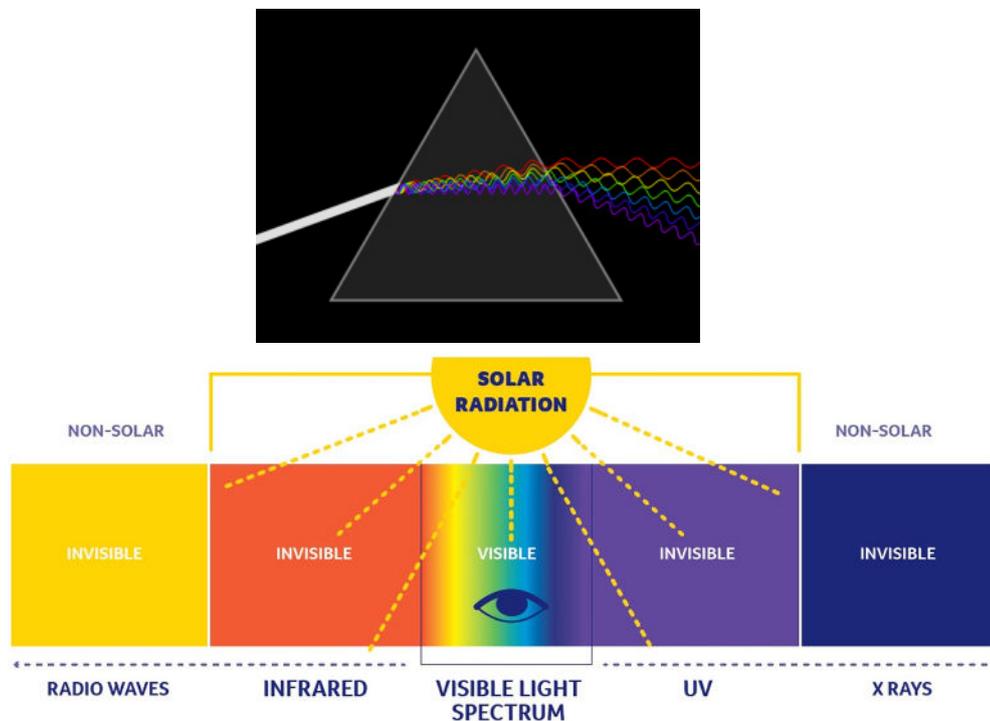
Light travels at different speeds in different media. When light enters the prism, it slows down. This speed change causes the light to be bent (refracted) and to travel through the prism at a different angle. The degree of bending of the light's path depends on the angle that the incident beam of light makes with the surface of the prism and on the refractive index of the prism (the refractive index of a material describes the degree to which the material bends light). Since different wavelengths – or colours – of light refract at different angles, the prism causes each colour in the white light to be refracted differently and to leave the prism at a different angle, creating an effect like a rainbow. With care and precision, students should be able to produce a full spectrum from red through to violet. This represents the full range of wavelengths that can be seen by the human eye. But there is MUCH more light energy here that cannot be seen.

### Ultraviolet radiation

Just beyond the red is the infrared. The word 'infra' is a Latin word, and it means 'beneath or below'. This is the part of the spectrum that we feel as heat. Infrared light can be seen with night vision goggles and some cameras. Infrared light was discovered by William Herschell.

At the other side of the visible spectrum just past the violet light is ultraviolet. (Ultra is Latin for 'above or beyond'). Ultraviolet light is the part of the light that causes sunburn and skin damage.

You cannot feel it. This demonstration shows us that heat radiation, infrared (IR) radiation and sunburning radiation, ultraviolet (UV) radiation are separate.



### Key questions

- Do you put sunscreen or wear a hat on when it is cold outside? Why or Why not?
- What do you see and feel from the sun?
- What do you notice when the light shines onto the prism?
- Is there more to light than we can see at first?
- Why can you get sunburn on cool days?
- Why do rainbows happen?

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## Background

The UV Reactive Detection Beads activity is a great opportunity for students to observe the effects of UV radiation. The stronger the UV radiation present, the quicker the colour change of the beads and the deeper the colour. Once indoors and away from the sun's UV, the beads change back to off-white. There are 3 parts to this activity, part 1 explores the concept of UV radiation using the UV beads and part 2 is an experiment, testing how the UV beads respond in different conditions. Then in part 3, students create a UV bead wrist band that they can take outdoors to see the effects of UV radiation.

## Key messages

- UV is invisible, you cannot see or feel it. 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 different. We do not only need to use sun protection when it is hot.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection.
- The UV Index is an open-ended numerical scale that measures the amount of UV radiation reaching the earth's surface.
- 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.

## Resources

- Source UV detection beads (purchase online - [Mad About Science](#))
- Variety of light sources (lamp, UV torch, etc.)
- Canisters, small containers, or empty cans
- White and black cloth or card
- Broad-brimmed or bucket hats
- Water
- Plastic wrap
- Sunscreen with an SPF50 or SPF50+
- Long pipe cleaners



## Part 1- Exploring

### Instructions

1. Have the students move around the room, looking at the colour of their beads, placed under different sources of light. Note that fluorescent lighting will not change the colour of the beads.
2. As the students move towards the window, they should notice that their beads will begin to change colour.
3. Take students outside if possible; it does not have to be a bright sunny day. Ensure that appropriate sun protective measures are taken for students and staff.
4. Class discussion: prompt students with the following questions to help them develop an explanation for the changes they are seeing in the UV beads.

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## Part 2 – Experimenting

### Instructions

1. Find an area in full sunlight.
2. Arrange the students into groups of 3-4 and distribute materials.
3. Have each group of students put three UV beads in each film canister/container/petri dish (lids are not required unless used to secure beads whilst moving outside. Remove lids once outside).

### Process

Students will place different coverings on top of the canisters to determine the effect of the light restriction for this experiment. This activity can be done in small groups or completed as a whole class.

1. Discuss the experiment with students and hypothesise what they think will happen.
2. Instruct students to test the following nine scenarios (if it is difficult to do all 9 tests at the one time, break the experiment into a couple of separate sessions). If you do not have a canister, tin cans or other small containers will also work. Place some UV beads into 9 canisters.
  - Canister 1. (control) Set it on a desk or the ground with nothing over it.
  - Canister 2. Lay a white piece of cloth over it.
  - Canister 3. Lay a black piece of cloth over it.
  - Canister 4. Put sunglasses over this canister.
  - Canister 5. Put a broad-brimmed hat over this canister.
  - Canister 6. Fill this canister with water. String the beads on a paper clip so that they will sink.
  - Canister 7. Cover this canister with plastic wrap.
  - Canister 8. Cover this canister with plastic wrap and then apply a coat of sunscreen SPF50 or SPF50+ to the plastic with a paintbrush or sponge.
  - Canister 9. Repeat the instructions for the previous canister using a SPF50 or SPF50+ sunscreen.
3. Observe each canister and discuss findings.

### Key questions

- Which canister with UV beads had the darkest colour? Why do you think this happened?
- Which canister with UV beads colour did not change colour or was the lightest? Why do you think this happened?
- What does the canister with sunscreen tell us?

## Part 3 – Creating

### Instructions

1. To make a UV wrist band, provide each student with a pipe cleaner and UV bead. More UV beads can be used if possible.
2. Thread the UV beads onto the pipe cleaner.
3. Shape the pipe cleaner into a circle shape and twist the ends together to join.

### Variation

The reactive UV beads can be transferred into an Art or Design and Technology project where students design and make a bracelet, other jewellery, or key ring to show where there is UV.

UV radiation cannot be seen or felt, and the piece of jewellery or key ring will be a reminder to use sun protection.

*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 activity is designed to consolidate student's understanding about the difference between UV and heat. It introduces the SunSmart Global UV app and the useful information it provides to support students' decision making around healthy lifestyle choices. By recording the UV Index and weather forecast over 2 weeks (10 days), it differentiates temperature and the UV Index and provides an opportunity to compare the results: temperature vs UV rating.

The free [SunSmart Global UV app](#) tells you when sun protection is recommended for your location using live UV data from [ARPANSA](#).

## Key messages

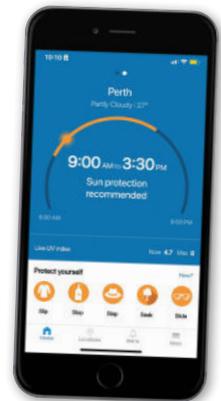
- We often check the weather forecast, but it is also important to check the daily UV Index to protect our skin from UV radiation.
- Checking the UV Index forecast helps us determine when the UV Index is 3 or above and sun protection is required.
- UV radiation is invisible, you cannot see or feel it.
- UV and heat are different. We do not only need to use sun protection when it is hot.
- UV radiation can bounce and reflect off surfaces, so it is important to use a combination of sun protection.
- When UV levels are at their peak, minimise time outdoors during these times.

## Resources

- [MyUV website](#)
- Free [SunSmart Global UV app](#), displayed on school device or interactive board
- Activity sheet: SunSmart Daily UV Record

## Instructions

1. Display SunSmart Global UV app or students access app on their own device.
2. Explore and discuss how the SunSmart Global UV app works, its functions and key questions.
3. Distribute SunSmart Daily UV Record activity sheet.
4. Using the SunSmart Global UV app, students record the UV reading at each day, at the same time for two weeks.
5. Class discussion, summarise activity, findings and key questions.



## Extension

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

## 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 free SunSmart Global UV app in our daily routines?
- What did you notice over two weeks of recording the UV Index?
- What was the weather like on these days? Was it clear skies or cloudy?

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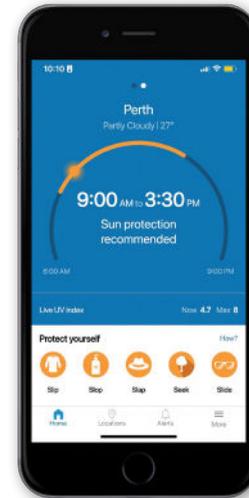
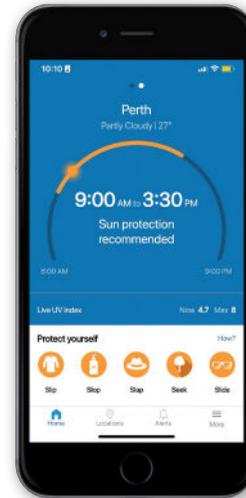
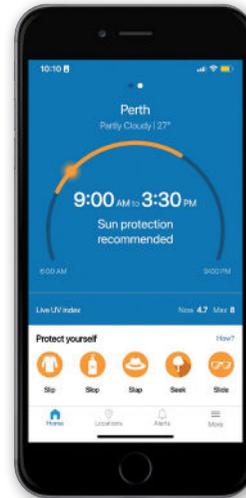
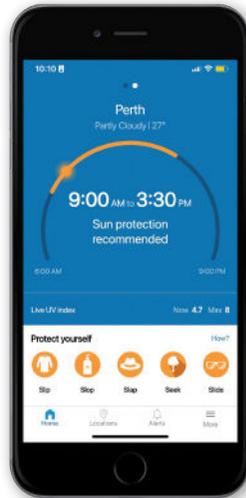
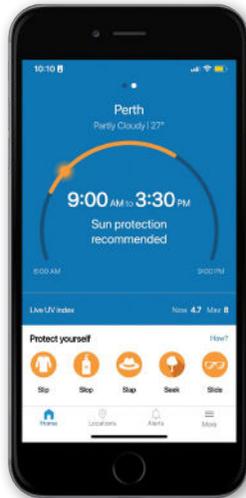


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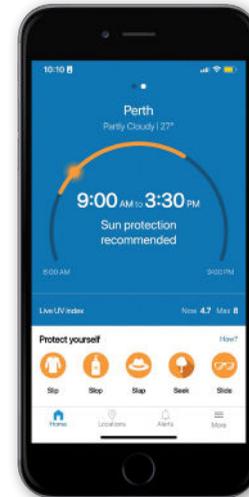
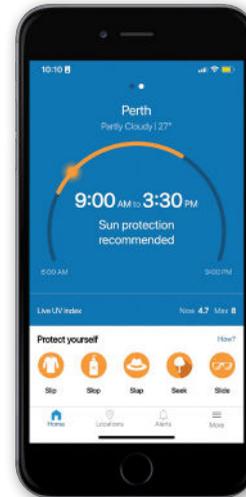
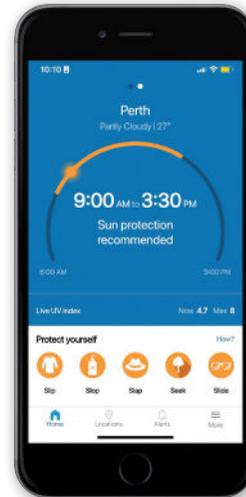
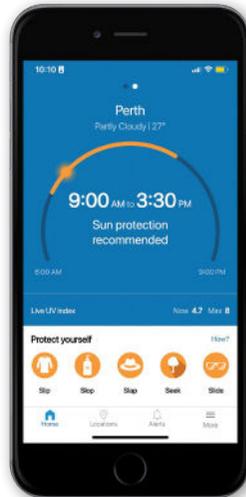
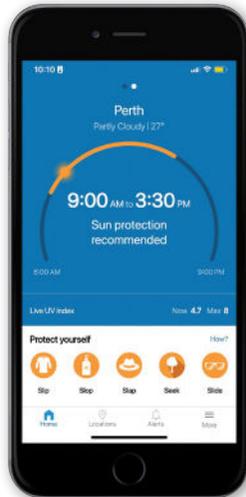


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Week 1: \_\_\_\_\_  
Date: \_\_\_\_\_



Week 2: \_\_\_\_\_  
Date: \_\_\_\_\_



## Background

The story 'Today's Sun' by Gregg Dreise demonstrates the journey of the sun from sun rise to sunset. It describes the strength of the sun similar to that of the UV Index throughout the day. Students can complete a think pair share of the things they do throughout the day and map these events along the UV Index scale. A read out loud version of the story is available online.

## Key messages

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

## Resources

- [Today's Sun by Gregg Dreise](#)
- [How to read the daily UV forecast](#)
- Activity sheet: My Day Across the UV Index

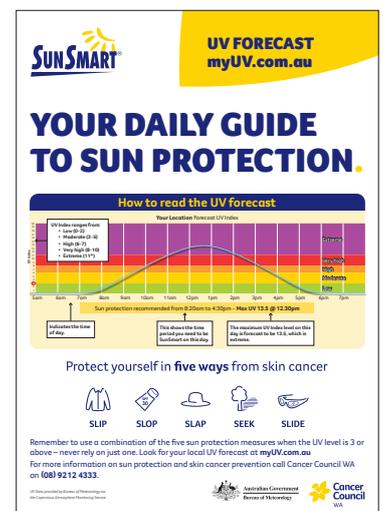


## Instructions

1. Read the story and discuss the movement of the sun throughout the day. Ask some key questions.
2. Provide students with My Day Across the UV Index activity sheet. Colour or black and white version.
3. Black and white version: colour in the UV Index chart. 1-3 in green, 3-6 yellow, 6-8 orange, 8-11 red and 11 up to 20 in purple.
4. Look at the How to Read the UV Index Poster, interpret and discuss each section carefully.
5. Refer to story, plot and link the daily activities in story to the UV chart across the day.
6. Complete a think, pair, share of some of the activities students do across the day and draw in the spaces provided on the My Day Across the UV Index activity sheet.
7. Discuss how the UV Index impacts on our day-to-day activities and ask key questions about how to protect ourselves from UV radiation when the UV Index is 3 and above.

## 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?
- 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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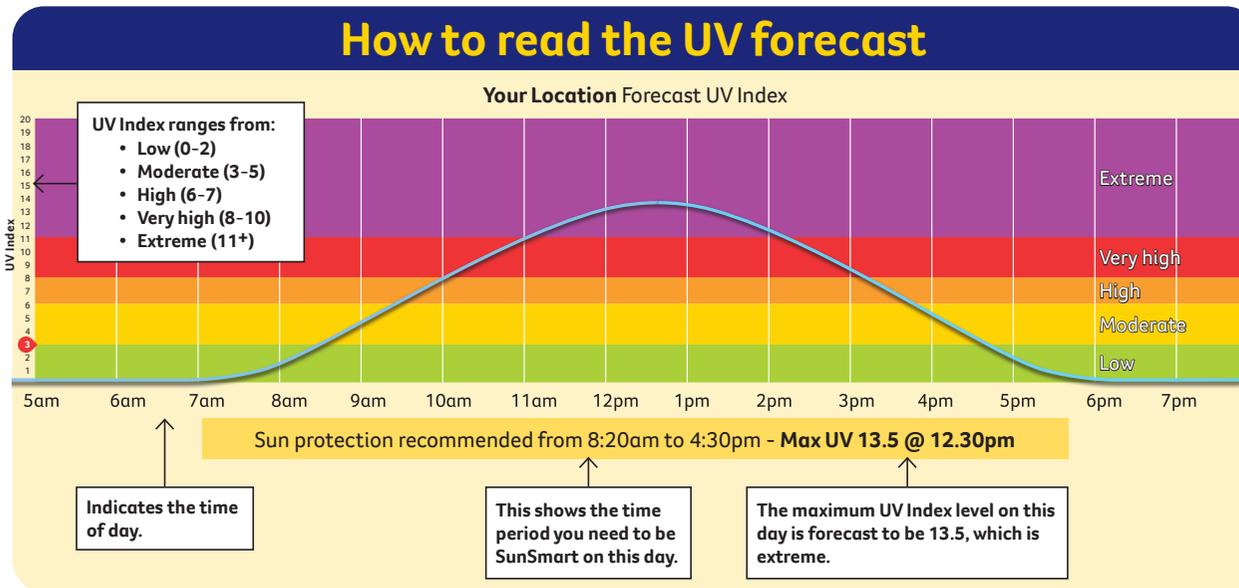


SEEK



SLIDE





Draw something you do across the day

7-10am

11-2pm

3-6pm

Draw the 5 ways to protect yourself from the sun

## Background

The Light Protection lesson is designed to build on previously taught knowledge that UV radiation is invisible and cannot be seen or felt. By completing this activity, students will look closely at the type of fabrics that are used in sun protective clothing and which are best to protect the skin from UV radiation. UPF (ultraviolet protection factor) rating is based on how much UV radiation is transmitted through a fabric. It is an indicator of the protective ability of the fabric. The higher the UPF the greater protection offered, with a recommended value of UPF 50+. Fabrics that let a lot of light through offer limited protection from UV. Generally, the less light that can pass through, the better the fabric.

## Key messages

- There are many materials with different weaves of fabric. The different weaves of fabric allow light to filter through. If light can filter through, so does the UV radiation.
- Covering the skin with clothing is the best form of sun protection. Clothing that covers the neck (collars), arms and chest are recommended.

## Resources

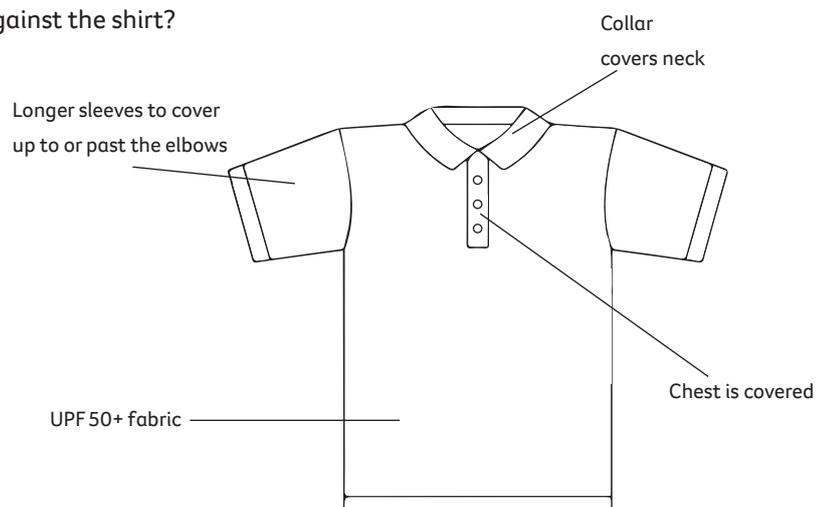
- Range of shirts or fabrics
- Rash shirt with UPF 50+
- Torch

## Instructions

1. Ask students to bring a shirt into class for this activity.
2. Explore and discuss the different shirts. Decide which one covers most of their skin.
3. Encourage them to hold a shirt up to the light. Explain that if you can see through it, the sun can get through it.
4. Using the samples of shirts or fabrics, place a torch against the fabric to compare how much light permeates the fabrics and rank them from most SunSmart to least.
5. Compare it to the UPF 50+ rash shirt.
6. Have students explain why their shirt is SunSmart or not.
7. In workbooks, draw a SunSmart shirt and label all the components of what makes it SunSmart.

## Key questions

- What are the best fabrics to protect yourself from UV radiation? Why?
- What did you notice when you place the torch up against the shirt?
- What do you look for in a SunSmart shirt?



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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
- 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 their skin
- understand the need to protect their skin when the UV is 3 or above.

### OVERVIEW

Lesson 1: Summer vs Winter Stimulus Pictures

Resource: Summer vs Winter Stimulus Pictures

Activity sheet: Data display record sheet

Lesson 2: Bouncing and Reflecting UV

Resource: Bouncing and Reflecting UV

Lesson 3: Dress to be SunSmart

Lesson 4: Build a SunSmart Word

Activity Sheet: Build a SunSmart Word Template

Lesson 5: SunSmart Card Games

Resource: SunSmart Card Game Template

### USEFUL LINKS

[Behind the News – UV Warning](#)

[Behind the News – Sunburn Statistics](#)

[Sid the Seagull Poster](#)

[Slip Slop Slap Seek Slide – Sid the Seagull](#)

[You've Gotta Be SunSmart](#)

[Behind the News - Indigenous Seasons](#)

[Bureau of Meteorology – Indigenous Weather Knowledge](#)

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SLAP



SEEK



SLIDE

## Background

The stimulus pictures are developed to support and encourage discussions about sun safety at different times of the year. The pictures have been selected to illustrate sun safety scenes and scenarios for winter and summer for comparison. Students will collect SunSmart data from the pictures and record them into a table and graph. This activity aims to consolidate the important message to use sun protection when the UV is 3 or above, not only when the when it is hot.

## Key messages

- Sun protection is required on most days in Western Australia.
- 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.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.

## Resources

- Resource sheet: Summer vs Winter Stimulus Pictures
- Activity sheet: SunSmart Data Displays
- Option: Picture books, poems and other stories about winter and summer
- Website resource: [Behind the News – Indigenous Seasons](#)
- Website resource: [Bureau of Meteorology – Indigenous Weather Knowledge](#)



## Instructions

1. Research and discuss your local indigenous seasons. Choose two images that contrast differences between summer and winter. Alternatively, you could use the summer vs winter stimulus picture resource.
2. Display or distribute the summer vs winter picture stimulus. Discuss the two pictures and ask key questions.
3. Ask questions that describe the outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' Emphasise the messages of taking care in the sun - wearing a hat, wearing suitable covering clothing, staying in the shade in the middle of the day, wearing a sunscreen and drinking water. See example questions.
4. Collect data from the summer and winter pictures. Using the SunSmart Data Displays record sheet, count and record a tally of the SunSmart practices.
5. Transfer tally data into a graph.
6. Interpret data from the graph. What did you notice?

## Key questions

- What time of year would this be?
- Which is a winter picture? How do you know?
- What dangers can you see in the summer image?
- The children in the summer picture are playing in the sun, is there any danger in this?
- What effect does different times of the year have on our skin?

## Example of mathematical chance questions

- Is it certain that you would wear a hat in summer? Why? or Why not?
- When are you more likely to put on sunscreen? Why? or Why not?
- What is the possibility of you wearing bathers at the park in summer?

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SLAP

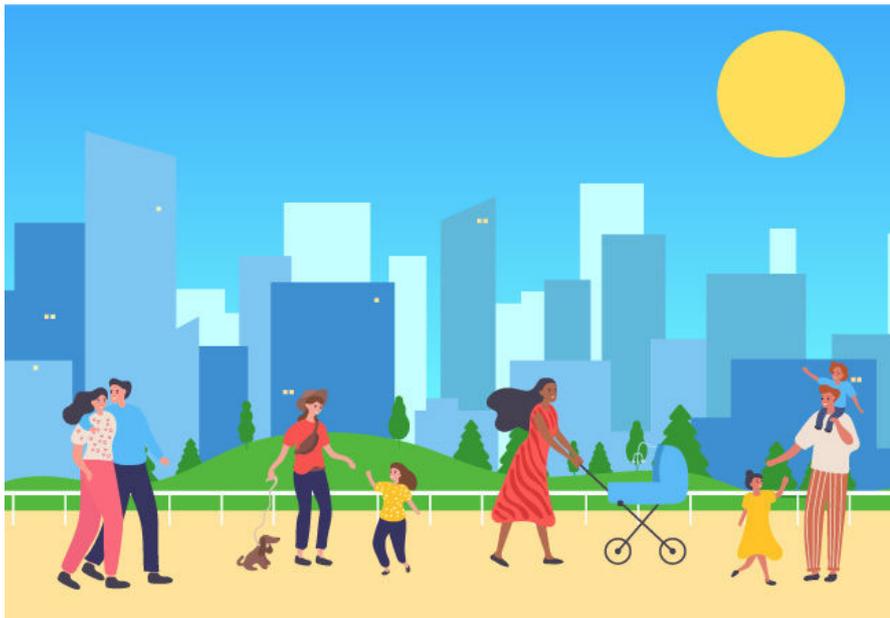


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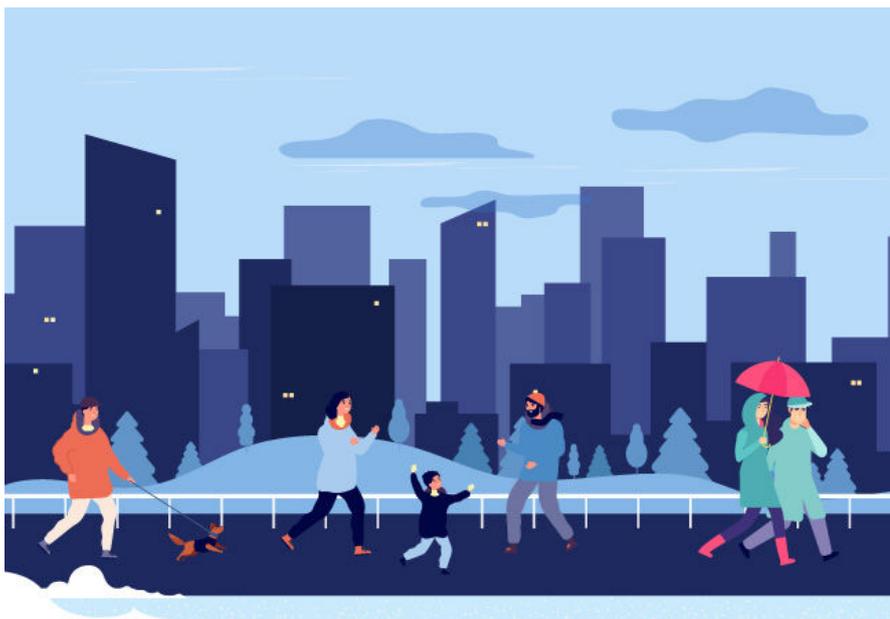


SLIDE

## Summer Birak (Dec/Jan)



## Winter Makuru (Jun/Jul)



### Key Questions

- When is it important to be SunSmart?
- Look at what the people are wearing, what do you notice?
- What are the people doing to protect themselves from the sun?

### Activity

Draw a SunSmart winter. Label the SunSmart parts such as broad-brimmed hat, applying sunscreen, sitting under a shady tree, etc.

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

	Tally	
How many people...	Summer	Winter
Wearing sun protective clothing (SLIP)		
Applying sunscreen (SLOP)		
Wearing broad-brimmed hats (SLAP)		
Using shade (SEEK)		
Wearing sunglasses (SLIDE)		

11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	Summer	Winter								
	SLIP		SLOP		SLAP		SEEK		SLIDE	

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

By completing this activity, students will learn that UV radiation from the sun can bounce and reflect off different surfaces.

## Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide because UV can bounce and reflect off surfaces. Using a combination of sun protection measures will provide more 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. We do 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.

## Resources

- Resource sheet: Bouncing and Reflecting UV Example
- Paper

## Instructions

1. Watch [Behind the News Video on Sun Safety](#)
2. Observe and discuss bouncing and reflecting UV resource.
3. Look around your school, where you sit for lunch and play. What buildings and things are UV radiation bouncing and reflecting off?
4. Select and draw a setting, such as the beach, backyard, swimming pool or park.
5. Use a coloured pencil to draw the UV rays bouncing and reflecting off the buildings and things.
6. Write a sentence about how to be SunSmart using the Slip, Slop, Slap, Seek and Slide strategies.

## Key questions

- What do you notice about the arrows? What do they represent?
- Look at the person sitting underneath a tree, how is the UV affecting them? What is the UV reflecting and bouncing off?
- What is the best way to protect our skin from UV?



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



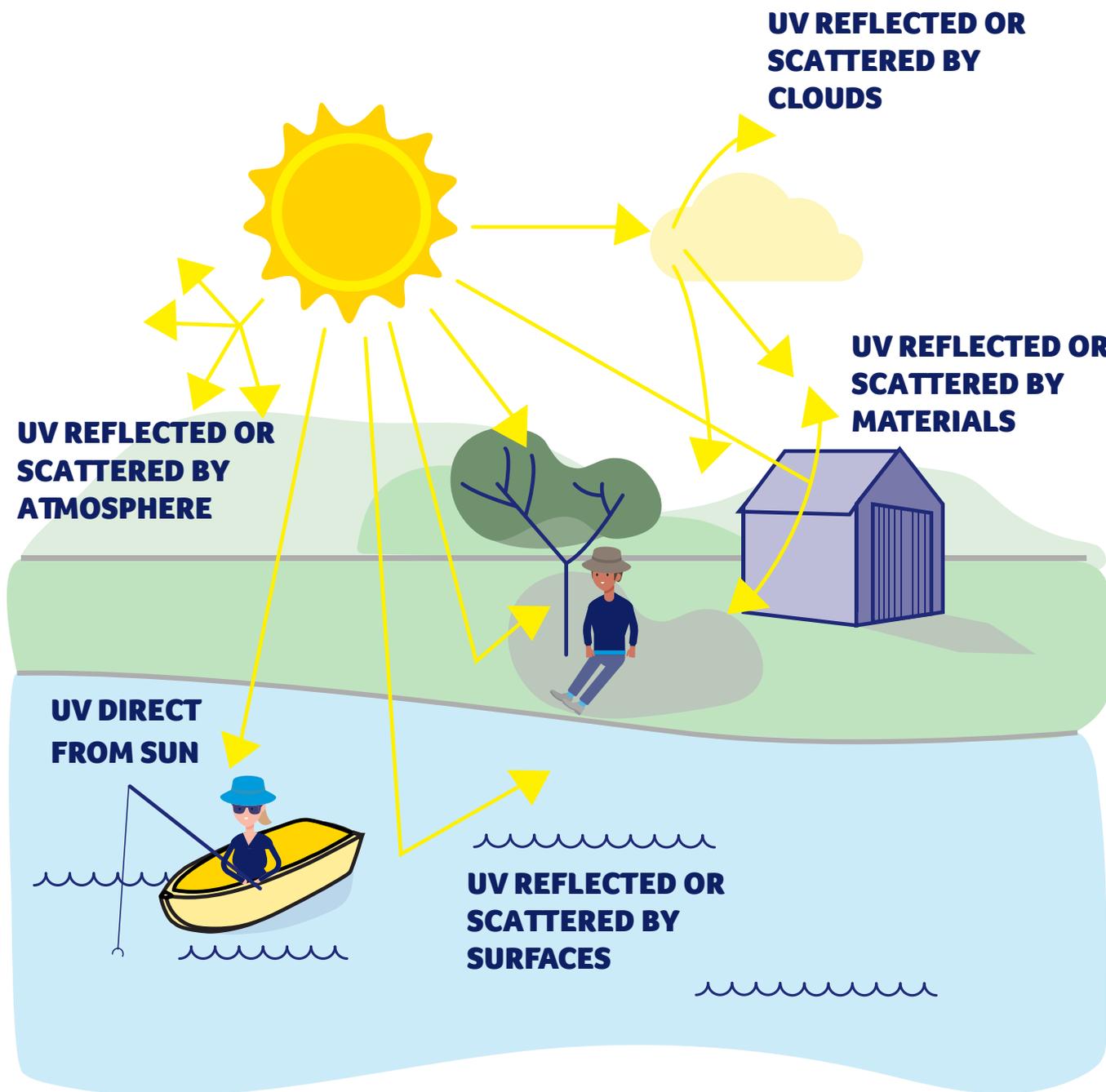
SLAP



SEEK



SLIDE



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

This activity explores and consolidates the importance of being SunSmart, even in winter or when the weather is cool and cloudy. Students analyse and compare the clothing and SunSmart behaviours of a summer and winter picture.

## 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.
- UV and heat are not the same thing. We do 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.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Clothing is the best form of sun protection. Clothing that covers the neck (collars), arms and chest are recommended
- Long sleeve tops to at least the elbow are recommended.

## Resources

- Resource sheet: Summer vs Winter Stimulus Pictures (see Lesson 1)
- A3 paper
- Coloured pencils

## Instructions

1. Distribute the Summer vs Winter Stimulus Pictures and discuss the types of clothing children are wearing in each season. Are there any similarities or differences?
2. Discuss the importance of sun protection when the UV Index is 3 or above and that this can be on cold and cloudy days and in winter.
3. Look at the summer and winter images again, but this time carefully looking at sun protection practices, Slip, Slop, Slap, Seek and Slide. Both pictures are being SunSmart, even though the weather conditions and temperature is different.
4. Distribute a sheet of A3 paper, fold in half and open landscape.
5. On one side of the paper, add the title summer and the other portion winter.
6. Draw a person dressed in clothing best suited for summer under the heading summer. Include sun protection in your drawing.
7. Repeat, but this time draw a person dressed in clothing suitable for winter under the heading winter and include SunSmart clothing.
8. Optional – label the clothing on each picture.
9. Discuss the similarities and differences with clothing.

## Key questions

- Are there any similarities in the clothing children wear in winter and summer?
- Why is it important to consider sun protection in winter?
- Would you wear a hat in winter? Why? or Why not?
- When should we be protecting our skin from UV radiation?
- What are the five ways to protect our skin?
- The children in the summer picture are playing in the sun, is there any danger in this?
- What effect does different times of the year have on our skin?

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The words, Slip, Slop, Slap, Seek and Slide are mostly phonetically spelt words that can be sounded out. This activity aims to scaffold and support children using SunSmart words in their writing, reading and other activities. It is also an opportunity to consolidate the five sun protection strategies to be SunSmart and protect your skin from UV radiation.

## Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a shirt: long sleeves, long shorts, collar or high neckline, close weave fabric and loose fitting.
- Slop on some sunscreen: SPF50 or SPF50+, broad-spectrum water-resistant with a valid expiry date.
- 1 teaspoons per limb (for adults), apply to clean, dry skin 20 mins 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 do not provide protection from vulnerable areas of the head and face.
- 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.

## Resources

- Activity sheet: Build a SunSmart Word Template
- Activity sheet: Build a SunSmart Word Letter Tiles
- [Sid the Seagull Poster](#)
- [Slip Slop Slap Seek Slide – Sid the Seagull song](#)
- [You've Gotta Be SunSmart by Jay Laga'aia song](#)

## Instructions

1. Watch and sing along to both songs.
2. Discuss what it means to Slip, Slop, Slap, Seek and Slide, focusing on one sun protection strategy at a time.
3. Sound out and write each word on the board using sound buttons for each phoneme. For example, s-l-a-p and s-ee-k.
4. Locate the vowel and consonant in slip, slop, slap, seek and slide. Count them how many letters. Count how many sounds.
5. Find a rhyming word for each word, such as, slip, pip, tip, rip and slide, hide, side, wide.
6. Distribute 1 Build a SunSmart Word Template and letter tiles to each student.
7. Cut out letter tiles.
8. Sound out each word and match the letter to the sound (letter-sound correspondence). Build the word using the letter tiles such as s-l-i-p.
9. Glue the words onto the Build a SunSmart Word Template.
10. Write the word in the space provided and draw a picture to match the SunSmart word in the space provided.



## Key questions

- What does it mean to Slip, Slop, Slap, Seek and Slide?
- What does each word mean? Can you give an example?
- Why is it important to protect our skin?
- What does it mean to be sun safe?

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

# Build a SunSmart Word Template

Sound out and build a SunSmart word

Write the SunSmart Word Draw a picture to match the SunSmart Word

GLUE LETTER TILES HERE	GLUE LETTER TILES HERE	GLUE LETTER TILES HERE	GLUE LETTER TILES HERE		

# Build a SunSmart Word Template

a	e	o	i	i	e	e
s	s	s	s	s	k	d
l	l	l	l	p	p	p

a	e	o	i	i	e	e
s	s	s	s	s	k	d
l	l	l	l	p	p	p

### Instructions:

Print & photocopy the letter tiles, 1 template per student (1 sheet=2 students).

1. Cut out letter tiles.
2. Sound out each word and match the letter to the sound, such as s-l-i-p.
3. Build the words onto the Build a SunSmart Word Template.
4. Glue the words onto the Build a SunSmart Word Template.
5. Write the word and draw a picture to match each SunSmart word.

## Background

SunSmart Card Games are designed to consolidate the key messages of being SunSmart and the five ways to protect our skin from harmful UV radiation. The SunSmart cards are a set of matching cards that can be used in two games, memory and snap.

## Key messages

- There are five ways to protect your skin from UV radiation from the sun.
- Slip on a Shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.

## Resources

- SunSmart Card Game Template (print onto card or laminate for durability)

## Instructions Snap

1. In pairs, share the cards out evenly face down so that each player has a set of SunSmart cards.
2. Students take it in turns to place a card face up, making a pile.
3. When a student places a matching card on top of the pile (such a Slap card with Slap/hat picture card), any player may say snap and place their hand over the pile.
4. The first player to do so collects the pile of cards and adds it to their cards.
5. Repeat until one player has no more cards remaining to put on the pile.

## Instructions Memory

1. In pairs, place the SunSmart cards face down onto a flat surface (desk/floor) so that all cards are showing.
2. Students take it in turns to flip over any two cards, revealing picture side up.
3. If the cards match, the player keeps the two cards and it moves onto the next student for their turn.
4. The game continues until all cards have been matched and removed from the playing area.
5. Both students count their matching pairs and the person with the most matches wins the game.

## Variation

- Print the SunSmart Card Game Template multiple times to increase difficulty of the games.
- Play memory or snap with only the word cards.
- Play memory or snap with only the picture cards to match.

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



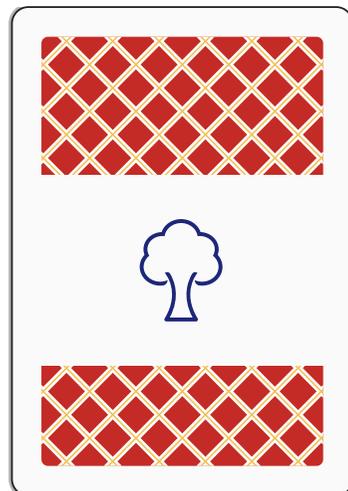
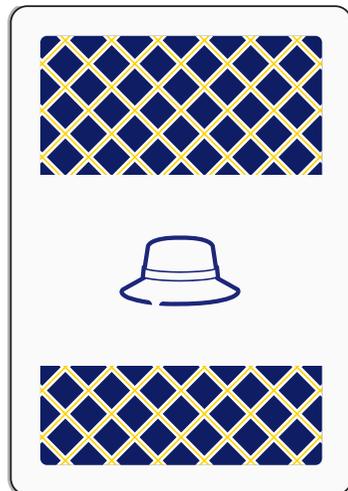
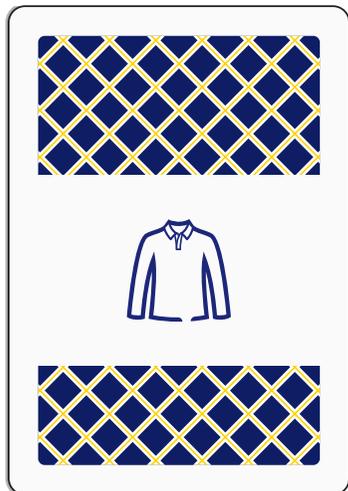
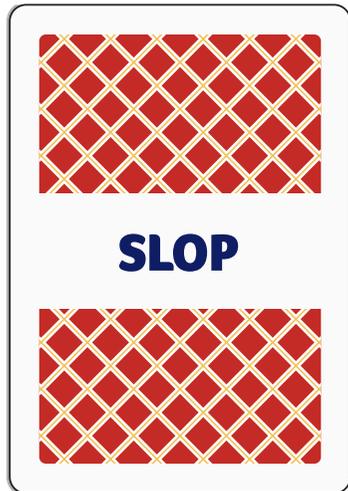
SLAP



SEEK



SLIDE



## 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.

## OVERVIEW

Lesson 1: Superstar SunSmart

Resource Sheet: Sid the SunSmart Superstar

Lesson 2: SunSmart Concept Map

Activity Sheet: Concept Map Template

Lesson 3: Superstar SunSmart Avatar

Lesson 4: Spot SunSmart

Activity Sheet: Spot SunSmart (colour version)

Activity Sheet: Spot SunSmart (black and white version)

## USEFUL LINKS

[George the Sun Safe Superstar](#)

[Sid the Seagull Poster](#)

[Behind the News Sun Safety Video](#)

[You've Gotta Be SunSmart by Jay Laga'aia song](#)

[Connect 4 PE Relay demonstration](#)

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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

[George the Sun Safe Superstar](#) by Kathryn Clifford and Chantal Renn is a wonderful story about a boy who spreads the SunSmart message near and far and educating children about the importance of the sun safety message. This makes George the Sun Safe Superstar. Following a discussion around the SunSmart message of the story, students create a picture of themselves as a SunSmart Superstar with the five S's (Slip, Slop, Slap, Seek and Slide) incorporated into their artwork. The creativity and ideas are endless! Students may like to use a mixed media of art resources such as crayon and edicol dye, add a photo to their SunSmart drawing using coloured pencils, or collage using fabrics or torn paper to create their SunSmart artwork.

## Key messages

- There are five ways to protect your skin from 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 three things, light that we can see, heat that we can feel and UV radiation that we cannot see or feel. It is invisible.
- 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. We do 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.

## Resources

- [George the Sun Safe Superstar](#) by Kathryn Clifford and Chantal Renn, also available in [PDF](#)
- Resource sheet: Sid the SunSmart Superstar
- Art and craft supplies
- A3 paper
- Colour card cut into pieces approximately 15cm x 3cm (5 pieces per student)

## Instructions

1. Decide on creative art technique that will be used to create Superstar SunSmart artwork.
2. Read or distribute the story [George the Sun Safe Superstar](#).
3. Discuss key questions and the five S's.
4. Share and discuss the sample poster and front cover of [George the Sun Safe Superstar](#).
5. Students draw a picture of themselves as SunSmart Superstars. Add paint, collage or other creative art techniques decided on instruction number 1.
6. Once artwork is complete, distribute 5 pieces of coloured card to each student.
7. Write Slip, Slop, Slap, Seek and Slide on each piece of card.
8. Glue the card onto SunSmart Superstar artwork, closest to image representing that word, such as glue SLAP next to the broad-brimmed hat.

## Key questions

- What are the five S's?
- Why is it important to be SunSmart?
- What is UV radiation?
- Describe UV radiation from the sun?



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE



## Background

The SunSmart Concept Map activity is designed to consolidate and extend students' knowledge and understanding about the five sun protection strategies, Slip, Slop, Slap, Seek and Slide. 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 done in pairs, small groups or as an individual activity.

## Key messages

- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a shirt: 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.
- Measuring 1 teaspoons per limb, apply to clean, dry skin 20 mins 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

- SunSmart Concept Map Template
- Coloured pencils
- [Behind the News Sun Safety video](#)

## Instructions

1. Watch [Behind the News Sun Safety video](#)
2. Discuss key concepts and ideas from the video. Make notes on the whiteboard, modelling concept map process
3. Display, distribute or create concept map.
4. Ask students to write the word "SunSmart" in the middle.
5. Draw and write down the five ways to protect your skin from UV radiation.

## Key questions

- Why do we need sun protection?
- Why is sun protection important?
- What does it mean to Slip, Slop, Slap, Seek and Slide? Can you give an example?
- What is the best way we can protect our skin?

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SLIP



SLOP



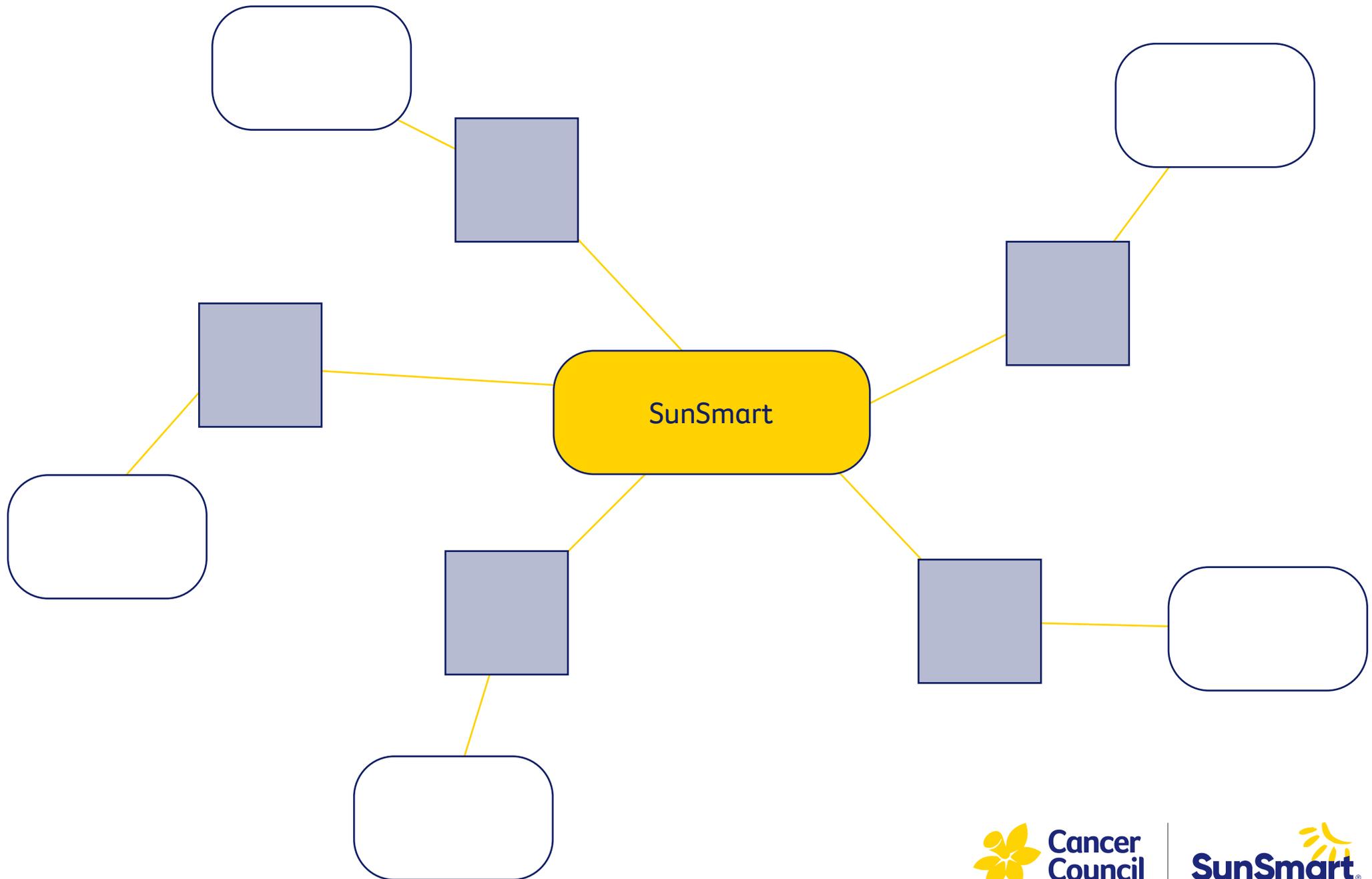
SLAP



SEEK



SLIDE



## Background

The Superstar SunSmart Avatar activity builds on from the SunSmart Superstar artwork and involves students developing a SunSmart superstar avatar of themselves. Students take their SunSmart superstar artwork and digitalise it using an app such as Book Creator or other character/photo editing apps. The activity aims to consolidate previous learning about the five ways to protect yourself from the over exposure to UV radiation.

## Key messages

- There are five ways to protect your skin from 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 UV radiation that we cannot see or feel. It is invisible.
- 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. We do 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.

## Resources

- [George the Sun Safe Superstar](#) by Kathryn Clifford and Chantal Renn, also available in [PDF](#)
- Device with Book Creator app (if available) or other character/photo editing apps

## Instructions

1. View George the Sun Safe Superstar.
2. Review and revise key messages and questions.
3. Students create their own avatar.
4. The design can be sketched, drawn, painted or computer generated through a number of different apps.
5. Students will include an avatar of themselves and include sun protective items.

## Extension

- If using the Book Creator app, children can create a recount of George the Sun Safe Superstar but replacing the character George with their personal SunSmart avatar.

## Key questions

- What are the five S's? Give examples.
- Why is it important to be SunSmart?
- What is UV radiation?
- Describe UV radiation from the sun?
- What happened in the story? Beginning, middle and end?
- What was the problem in the story?
- How was the problem resolved?

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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The purpose of the Spot SunSmart activity is to consolidate the key messages of being SunSmart and the five ways to protect our skin from harmful UV rays. It also provides examples of Slip, Slop, Slap, Seek and Slide. The Spot SunSmart can be used in two ways, part of a SunSmart learning centre or as an individual activity sheet.

## Key messages

- There are five ways to protect your skin from 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 UV radiation that we cannot see or feel. It is invisible.
- 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. We do 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.

## Resources

- Resource sheet: Spot SunSmart (laminated colour version for durability/reusable)
- [You've Gotta Be SunSmart by Jay Laga'aia song](#)
- Glue
- Scissors

## Instructions

Colour Version: Create a Learning Centre

1. Create a SunSmart Learning Centre for children to visit regularly throughout the day.
2. Include items such as, a mirror, SunSmart hats, sunscreen, QR codes to SunSmart videos, stories, adverts, SunSmart posters, brochures, diagrams and Spot SunSmart game.
3. Print colour version and cut out five ways to protect your skin cards. Laminate for durability and to create a reusable activity.
4. Students look carefully in the picture for examples of the children protecting themselves from the sun, such as the boy is playing in the shade. Place the matching card 'Seek' on that behaviour in the picture. Repeat until all cards have been placed on the picture.

Black and White Version: Find and Cover

1. Distribute Spot SunSmart worksheet.
2. Students cut along the dotted line and cut out the five ways to protect your skin cards.
3. Look carefully at the pictures and discuss what the children are doing to be SunSmart.
4. After discussing the different sun protection behaviours and examples, students glue the matching card onto the picture, such as the girls is wearing a broad-brimmed hat, glue the 'slap' card onto the picture.
5. Draw Sid the Seagull playing in the playground and colour in.

## Key questions

- Why is it important to use sun protection?
- What does it mean to Slip, Slop, Slap, Seek and Slide? Can you give an example?
- What is the best way we can protect our skin?

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SLIP



SLOP



SLAP



SEEK



SLIDE



 SLIP	 SLOP	 SLAP	 SEEK	 SLIDE	 SLIP	 SLOP	 SLAP	 SEEK	 SLIDE
---	---	---	---	--	---	---	---	---	--



 SLIP	 SLOP	 SLAP	 SEEK	 SLIDE	 SLIP	 SLOP	 SLAP	 SEEK	 SLIDE
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## KEY IDEA:

# How to be SunSmart: Keeping your skin sun safe

### 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 covering clothing

- Choose clothing that covers as much skin as possible, such as collared shirts with long sleeves (to the elbow or beyond), or 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.
- Spread sunscreen generously and evenly from head to toe. 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. Sunscreen alone is not enough.

#### Slap on a 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.
- 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 can be impractical for all children to wear at school, but should be encouraged. Wearing a brimmed hat can

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SLIP



SLOP



SLAP



SEEK



SLIDE

## 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](http://www.wahpsa.org.au).

## Recommended sun protection strategies for schools:

- Cancer Council WA recommends that schools employ as many of the measures below as possible whenever student 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.

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

## 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
- experience, participate and practise a variety of health, safety and wellbeing actions related to sun protection
- explore what actions promote sun health, sun safety and wellbeing.

## OVERVIEW

Lesson 1: Slip, Slop, Slap, Seek and Slide Campaigns

Lesson 2: SunSmart Mobile

Activity sheet: SunSmart Mobile Blank Template

Activity sheet: SunSmart Colouring in Template

Lesson 3: Five Senses Sunscreen

Activity sheet: Five Senses Sunscreen

Resource sheet: How Sunscreen Works

Lesson 4: Design a SunSmart Sunscreen Station

Lesson 5: Sun Catcher

Activity sheet: Sun Catcher Template

Resource sheet: Sun Catcher (Game instructions)

Lesson 6: Unfinished SunSmart Sentences

Lesson 7: School Shade Audit

Lesson 8: SunSmart Hopscotch

Lesson 9: Heat and UV Connect 4

## USEFUL LINKS

- [Slip! Slop! Slap! – The Original Sid the Seagull video](#)
- [Slip, Slop, Slap, Seek and Slide – SunSmart Sid the Seagull video](#)
- [When the UV hits 3 or above you need to be SunSmart](#)
- [You've Gotta Be SunSmart – Jay Laga'aia](#)
- [How to make your own SunSmart sunscreen station](#)
- [Sunscreen FAQs](#)
- [Sun Aware Camp Program's Sun Safety Sing-along](#)
- [Correct sunscreen application poster](#)

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

SunSmart TV advertisements were first shown in the 1980s and they have evolved over the years, but the SunSmart message has always been mostly the same, protect your skin with the Slip, Slop, Slap, (and now) Seek and Slide messages. The adverts and songs used in this lesson are also great for a class assembly item and sharing the SunSmart message.



## Key messages

- There are five ways to protect your skin from UV radiation from the sun - Slip, Slop, Slap, Seek and Slide.
- There are some myths and misconceptions around sun protection, and ongoing education is important in prevention of skin damage. Skin cancer is preventable!
- It is UV radiation that causes sunburn and skin damage, not heat or temperature.

## Resources

- [Slip! Slop! Slap! – The Original Sid the Seagull Video](#) 1980 – Cancer Council Victoria
- [Slip, Slop, Slap, Seek and Slide – SunSmart Side the Seagull video](#) 2012 – SunSmart Victoria
- [When the UV hits 3 or above you need to be SunSmart](#) 2022 – Cancer Council Australia
- [You've Gotta Be SunSmart – Jay Laga'aia](#)
- [Dance Along with Sid – You've Gotta be SunSmart](#)

## Instructions

1. Discuss with students that purpose of the lesson is to examine and analyse 3 different SunSmart campaigns.
2. Write down questions on the board to assist with discussion and analyse. What are the key messages? Who is the target audience? How do you know this? What did you learn from the advert?
3. Play one advert at a time all the way through without interruption. Replay advert and discuss questions.
4. Repeat for each advert. Compare and discuss differences and similarities.
5. Listen and sing You've Gotta Be SunSmart by Jag Laga'aia, or dance along with Sid to You've Gotta be SunSmart.

## Key questions

- What strategies and behaviours can promote health in relation to sun and UV exposure?
- Do you think the adverts are effective in spreading the sun safe message? Why? or Why not?
- What message does each advert portray?
- What did you learn from each advert?
- How can you keep yourself sun safe? Is a cap a SunSmart hat? Why? or Why not?
- Why do we still need sun safety messages?



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SLAP



SEEK



SLIDE

## Background

Students create and display a SunSmart mobile that promotes the use of sun protection strategies, namely sunscreen, broad-brimmed hat, long sleeve shirt, sunglasses and seeking shade. The SunSmart mobile is a colourful and fun activity for students to consolidate and reinforce their understanding of the sun protection measures. It provides as visual reminder of the Slip, Slop, Slap, Seek and Slide message when hanging up in the classroom or at home. To make a SunSmart mobile, students may use the oval template to draw the five sun protection measures or alternatively, use the images provided and colour them in.

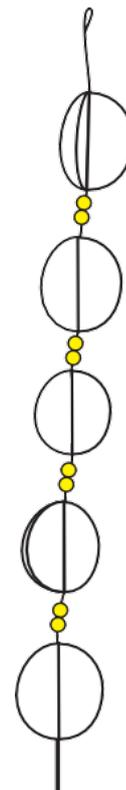
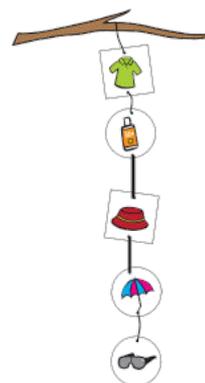


## Key messages

- There are five ways to protect your skin from the UV rays 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 UV radiation that we cannot see or feel. It is invisible.
- 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. We do 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.

## Resources

- Paper or card for extra strength
- Coloured pencils or crayons
- Beads
- String, ribbon, or twine
- Twig/sticks or coat hanger
- Stapler or sticky tape
- Resource sheet: SunSmart Mobile Templates (two pages)



## Instructions

1. Watch and listen to the song, [You've Gotta Be SunSmart – Jay Laga'aia](#) to revise the 5 SunSmart strategies.
2. If you are using the SunSmart icons, make copies for each student and then follow instructions 5 to 7.
3. If you are using the blank mobile template, distribute copies for each student.
4. On the blank template, students draw and colour each of the sun protection strategies, such as sunscreen, broad-brimmed hat, long sleeve shirt, sunglasses and seeking shade. On the other template, write the words Slip, Slop, Slap, Seek and Slide.
5. Carefully cut out oval shapes along the dotted line.
6. Prepare different lengths of string and attach SunSmart images to the string using sticky tape or stapler. If you are adding beads, slide these on and tie a knot to hold them in place if needed.
7. Tie strings to a stick or coat hanger, balancing them evenly.

## Variations

- If magazines are available, students cut out SunSmart pictures to glue onto the blank mobile template. Students must include the images of the 5 sun protection strategies, Slip, Slop, Slap, Seek and Slide.

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SLIP



SLOP



SLAP



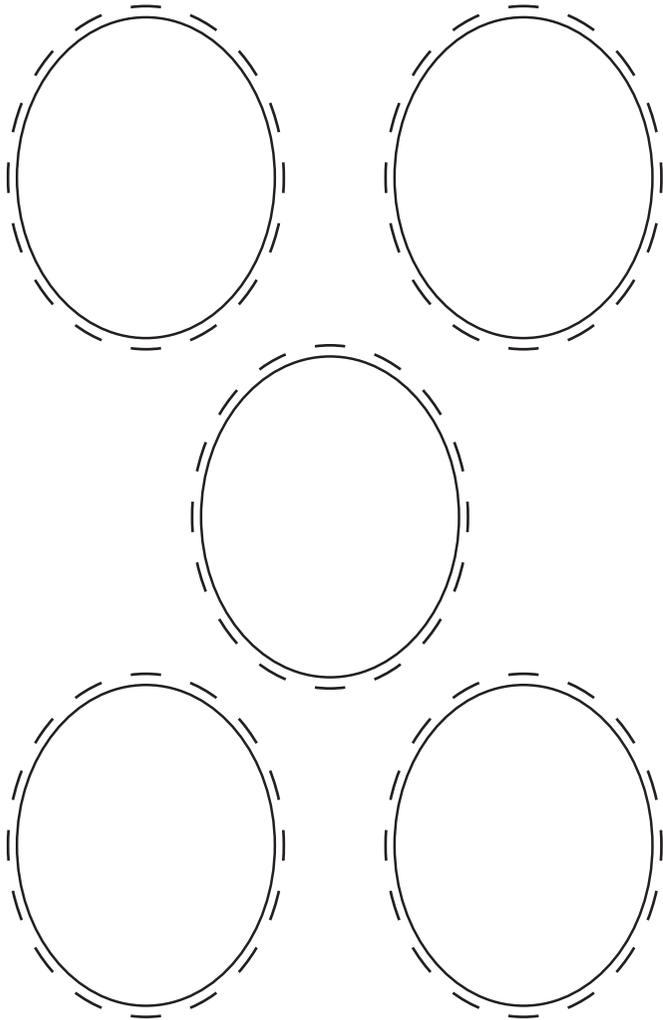
SEEK



SLIDE

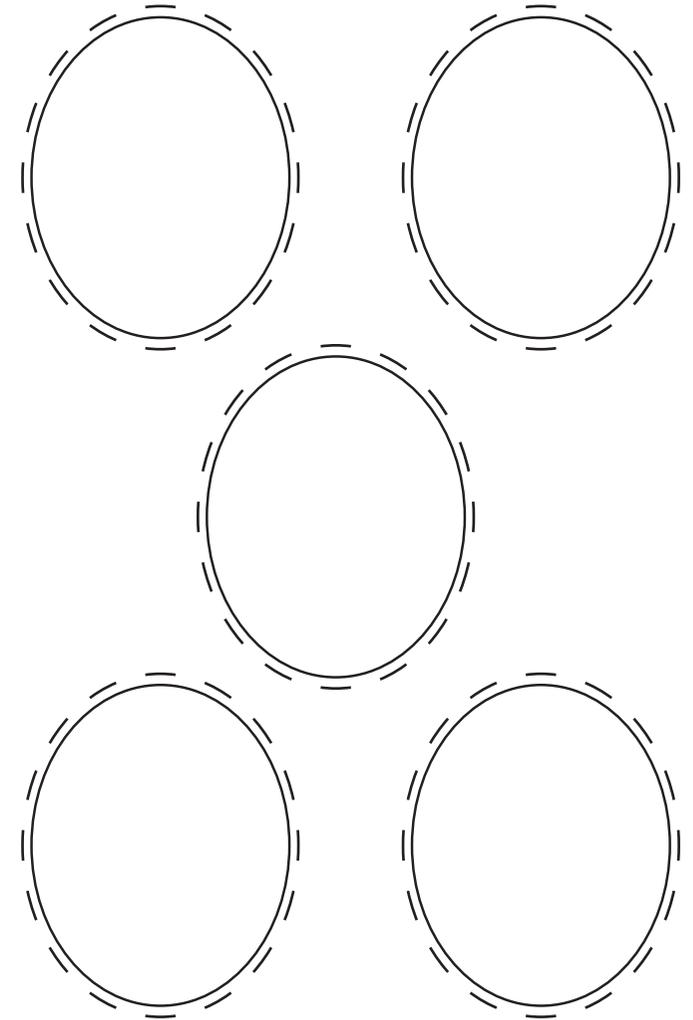
# SunSmart Mobile Blank Template

## Template 1: Blank template



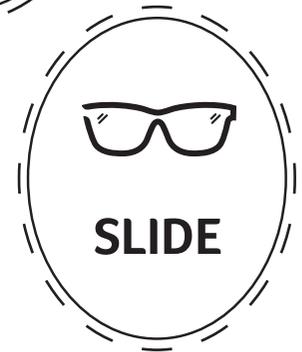
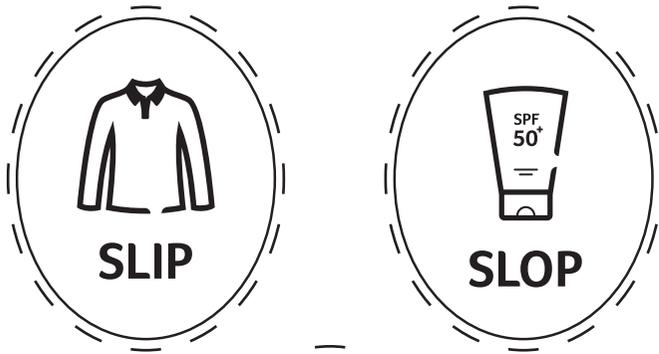
### Instructions:

Draw and colour each of the sun protection strategies in 5 of the oval shapes. Write Slip, Slop, Slap, Seek and Slide on the other 5 ovals shapes. Cut along the dotted lines.



# SunSmart Mobile Colouring in Template

## Template 2: Sunsmart Icons template



### Instructions:

Colour in each of the sun protection strategies.  
Cut along the dotted lines.

# Lesson 3: Five Senses Sunscreen

## Background

The Five Senses Sunscreen activity involves exploring sunscreen using the five senses (excluding taste!). The activity aims to familiarise students with sunscreen, and is designed to analyse sunscreen, discuss what it feels, smells, looks and sounds like. Students record one or more adjectives that describes sunscreen on the template provided. It is recommended that parents/ carers are informed of the activity in case of student sunscreen reactions. Students can provide their own sunscreen if required.

## Key messages

- Sunscreen reduces the risk of skin cancer, sunburn, and the ageing effects of UV radiation from the sun.
- Broad spectrum sunscreen protects the skin from both UVA and UVB radiation.
- 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.
- SPF stands for Sun Protective Factor. Water-resistant sunscreen SPF50 or SPF50+ is best.
- When the UV Index is 3 or above, sun protection is required.

## Resources

- Activity sheet: Five Senses Sunscreen template
- Resource: How Sunscreen Works
- Liquid sunscreen
- Petri dishes or milk bottle tops
- Magnifying glasses
- [Correct sunscreen application poster](#)
- [How to Apply Sunscreen video](#)



## Instructions

1. Activate prior knowledge about sunscreen and discuss as a class. Ask key questions.
2. Distribute five senses sunscreen activity sheet and petri dish to each student. Place a small squirt (about 20 cent piece) of sunscreen into each dish.
3. Starting with the sense of smell, students smell the sunscreen and using adjectives, describe what it smells like. Does it smell like perfume or plain?
4. Write one or more adjectives for 'smells like' in the space provided on the activity sheet.
5. Repeat for, looks like and sounds like (not taste).
6. Finish exploring the sunscreen with the sense of touch, what does sunscreen feel like? Students apply the sunscreen from their dish onto their arm. Discuss what it feels like. Is it thick or watery? Does it feel slippery or oily? Encourage students to not rub in the sunscreen, and watch it disappear/become invisible like magic!
7. Wipe hands with a tissue and write adjectives describing how the sunscreen felt.
8. Watch video.
9. Watch the video again and discuss what students learnt from the video.
10. Demonstrate/role model putting on sunscreen, then students practice putting it on themselves. Focus on areas that often get missed, such as the ears and back of the neck.

## Key questions

- What do you know about sunscreen?
- Why do we need sunscreen?
- How often should you apply sunscreen?
- How does sunscreen helps us?

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SLIP



SLOP



SLAP



SEEK



SLIDE

# Five Senses Sunscreen.

Smells like...

Looks like...

Feels like...

Sounds like...

Tastes like...

**Don't taste -  
sunscreen is  
not food!**



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SLIP



SLOP



SLAP

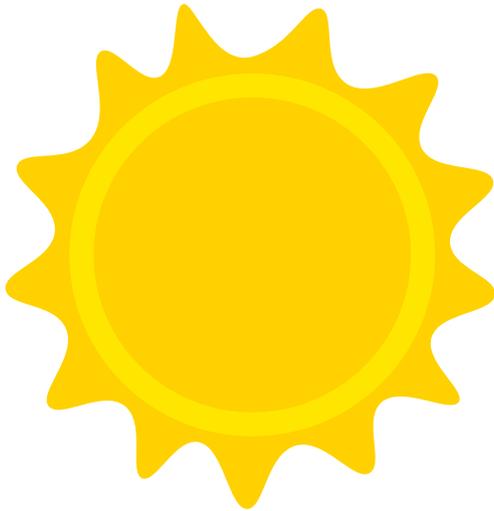


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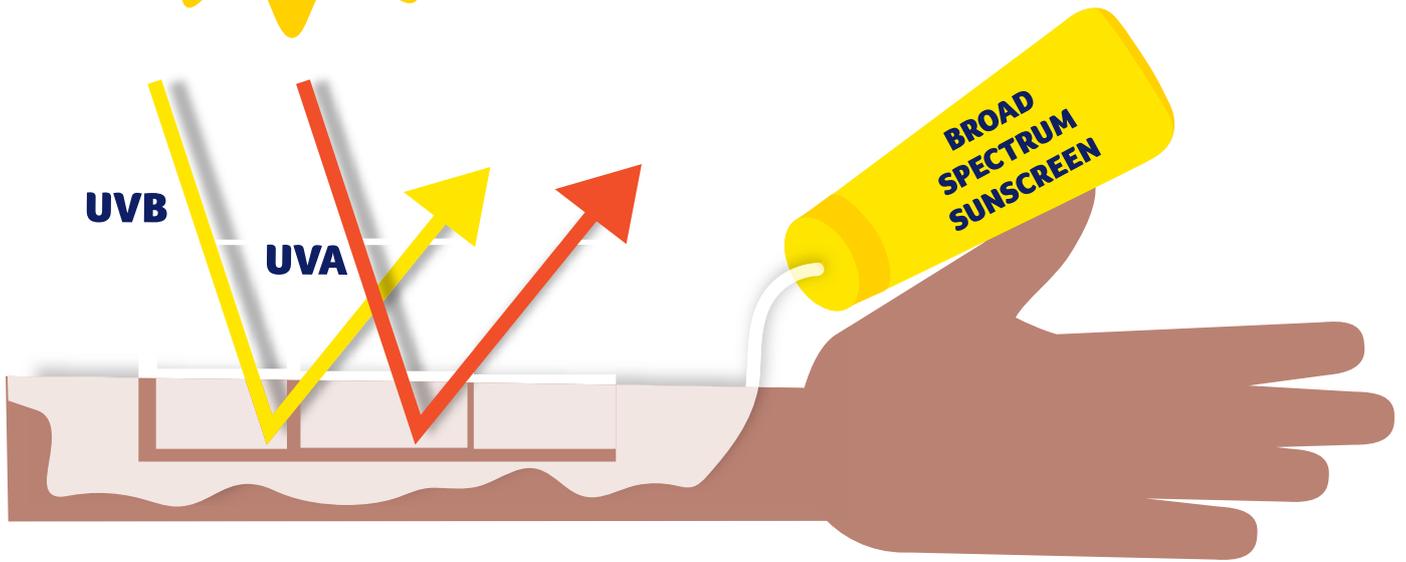
SLIDE

# How Sunscreen Works.



## 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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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The Design a SunSmart Sunscreen Station activity provides students with the opportunity to develop healthy habits and make healthy lifestyle choices. It encourages students to increase their knowledge of sun protection strategies such as using sunscreen and how to correctly apply it.

## Key messages

- Sunscreen reduces the risk of skin cancer, sunburn and premature aging.
- Broad spectrum sunscreen protects the skin from both UVA and UVB rays.
- 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 toweling off.
- SPF stands for Sun Protective Factor. Water resistant sunscreen SPF50 or SPF50+ is best.
- When the UV forecast is 3 or above, sun protection is required.



## Resources

- Sunscreen
- [Sun Aware Camp Program's Sun Safety Sing-along](#)
- [How to make your own SunSmart sunscreen station](#)
- [Correct sunscreen application poster](#)

## Instructions

1. Look closely at a bottle or tube of sunscreen. Expiry date, SPF, broad spectrum etc. Ask key questions and discuss.
2. Watch [Sun Aware Camp Program's Sun Safety Sing-along](#). Discuss sunscreen and how we can incorporate it into our day, both at home and school.
3. Watch [How to make your own SunSmart sunscreen station](#)
4. Watch the video again and this time look for features that make a great sunscreen station.
5. Design and draw a sunscreen station for use at school. Will it be portable or fixed?
6. Share ideas with a partner or small group.
7. Students continue to draw their designs and make any improvements after sharing ideas.
8. Students label their sunscreen station design.

## Key questions

- Why is it important that we use sunscreen?
- What does broad spectrum mean?
- What do you think the SPF stands for?
- What features does a great sunscreen station have?
- What sorts of things could we do to remember to apply and reapply sunscreen?

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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The Sun Catcher activity consolidates and reinforces student's learning around the 5 sun protection strategies, Slip on a long sleeve shirt, Slop on some sunscreen, Slap on a broad-brimmed hat, Seek shade and Slide on some sunglasses. It is a fun and engaging activity that quizzes student SunSmart knowledge. To make a Sun Catcher, students may use the coloured template or create their own using blank paper and following the instructions.

## Key messages

- There are five ways to protect your skin from the UV rays 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 UV radiation that we cannot see or feel. It is invisible.
- UV stands for ultraviolet (UV) radiation.
- UV and heat are not the same thing. We do 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.

## Resources

- Activity sheet: Sun Catcher Template
- Scissors
- Resource: Sun Catcher (Game instructions)

## Instructions

1. If creating your own sun catcher, cut and fold a blank piece of paper and follow instructions. Decide what SunSmart questions you are going to ask and draw a picture to match.
2. If you are using the colourful sun catcher template, distribute copies and instructions to students.
3. Cut out the sun catcher along the dotted line to make a square and place it face down in front of you.
4. Follow steps 1-9 to create the triangular chatterbox that you can place your thumbs and index fingers in all 4 corners.
5. Follow instructions on how to play.

## Key questions

- What does UV stand for?
- What are the 5 SunSmart strategies?
- What type of hat is best for sun protection? Why?
- Why is sun protection important?

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SLIP



SLOP



SLAP



SEEK



SLIDE

# SUN CATCHER

## Are you a SunSmart Superstar?

Test your friend's and family's knowledge of sun safety with this fun sun catcher!

Cut out the printed sun catcher below around the dotted lines and follow the instructions overleaf.

**5**  
Q: What does UV stand for?  
A: Ultraviolet radiation

**10**  
Q: What do we 'slap' on?  
A: A broad-brimmed hat

**1**  
Q: What do we 'slip' on?  
A: A shirt

**7**  
Q: True or false: a cap is good protection from the sun.  
A: False

**8**  
Q: What do we 'slap' on?  
A: A shirt

**4**  
Q: What do we 'seek'?  
A: Shade

**3**  
Q: What do we 'slide' on?  
A: Sunglasses

**2**  
Q: What are the five SunSmart S's?  
A: SLIP, SLOP, SLAP, SEEK, SLIDE

**6**  
Q: What do we 'seek'?  
A: Shade

**9**  
Q: What do we 'slap' on?  
A: A shirt

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SLIP



SLOP



SLAP



SEEK



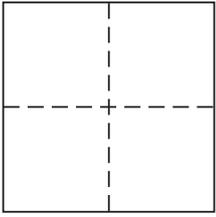
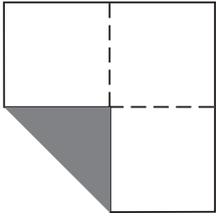
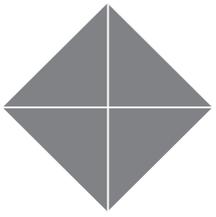
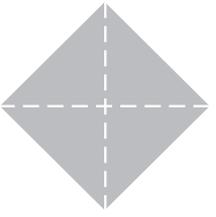
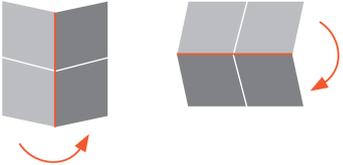
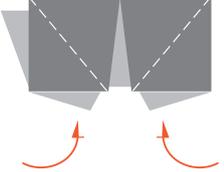
SLIDE



## Instructions and how to play:

### How to fold your sun catcher

Once you have cut out your sun catcher around the dotted line to make a square, place it face down in front of you and follow the set of instructions from 1 to 9 below.

<p><b>1.</b> Crease the paper by folding in half vertically and horizontally. Then unfold with the pictures face down.</p> 	<p><b>2.</b> With the pictures face down, fold all 4 corners into the centre of the paper.</p> 	<p><b>3.</b> Your sun catcher should now look like this:</p> 
<p><b>4.</b> Turn the paper over so the folds you have just made are face down.</p> 	<p><b>5.</b> Fold the corners in again so the points meet in the middle.</p> 	<p><b>6.</b> Your sun catcher should now look like this:</p> 
<p><b>7.</b> Now fold your paper in half vertically and horizontally.</p> 	<p><b>8.</b> Work your index fingers and thumbs into the 4 corners to form 4 points.</p> 	<p><b>9.</b> Your sun catcher is now finished and should look like this:</p> 

### How to play:

1. Find a friend, neighbour, family member or teacher and ask them to pick a number from one of the top flaps.
2. With your thumbs and index fingers in all 4 corners of your sun catcher, move the flaps in and out and from side to side the number of spaces your friend has picked.
3. Stop on the last number and ask your friend to pick one of the 4 SunSmart words that are shown.
4. In the same way as step 2, move the flaps in and out and side to side, spelling each word in the picture. For example, S-U-N-S-C-R-E-E-N = 9 MOVES.
5. Stop on the last letter and ask your friend to pick another picture.
6. Open up the chosen flap and ask the question hidden underneath.
7. If your friend gets it right, they get another turn.

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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The Unfinished SunSmart Sentences activity is an opportunity for students to apply their SunSmart knowledge. It may be used as a form of assessment to check for understanding on sun protection strategies. The sentences are developed using conjunctions (i.e. and, but, so because), to extend student's thinking. This activity can be completed in workbooks, on whiteboards or on large sentence strips of paper.

## Key messages

- There are five ways to protect your skin from the UV rays from the sun.
- Slip on a Shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- UV stands for ultraviolet (UV) radiation. It is invisible, you cannot see or feel it.
- UV and heat are not the same thing. We do 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.

## Resources

- Student workbooks, whiteboard or paper
- Examples of unfinished sentences
- [Behind the News Sun Safety Video](#)

## Instructions

1. Watch the video and discuss and revise sun protection practices. Use key questions to guide the class discussion.
2. Read unfinished sentences out loud or write them on the board.
3. Alternatively, write the unfinished sentences on strips of paper and distribute them. Students can swap their sentence strip with another student to write more sentences.

## Example unfinished sentences

- The maximum UV Index is 5 today, so...
- Today is a cloudy and cool day, but...
- Today is a cloudy and cool day, so...
- Sun protection is needed in winter because...
- The five sun protection strategies are...
- I have a broad-brimmed hat and...
- My school has a lot of trees but...
- Clothing is the best sun protection measure, but...
- The sun produces three things...
- I want to play outside after lunch, so...
- I cannot feel or see UV radiation, but...
- Sunscreen should be applied 20 mins before going outside and...
- If I am going out in the sun, so...
- I will seek shade because...
- A cap is not the best hat for sun protection so...
- A cap is not the best hat for sun protection because...

## Key questions

- Why do we need sun protection?
- What does it mean to Slip, Slop, Slap, Seek and Slide? Can you give an example?
- What is the best way we can protect our skin?

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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The School Shade Audit activity is 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/behaviours and encourage students to seek shaded areas for outdoor activities and eating areas. It reinforces the SunSmart message that seeking shade is one of the five important strategies of preventing skin damage from UV radiation.

## Key messages

- Seeking shade is important when it comes to protecting our skin from UV.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a shirt: long sleeves, long shorts, collar or high neckline, close weave fabric and loose fitting.
- Slop on some sunscreen: SPF50 or SPF50+, broad-spectrum water-resistant and a valid expiry date. 1 teaspoon per limb, apply to clean, dry skin 20 mins 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
- Cone or marker

## Instructions

1. Display or distribute a map of the school grounds. Google Maps may assist.
2. In pairs, students survey the school at three different times of the day to identify where and when different areas are in full sun or in the shade or protected from the sun. Place a cone in that spot and return to check this throughout the day.
3. Ask students to search for shady places to play outdoors, for example, under verandahs, trees, shade sails and large umbrellas.
4. Students identify areas of full sun exposure, partial shade and full shade and record on their map using different colours for the times of the day
5. Students display their findings using a legend to assist in interpretation.
6. Students explore practices that they can adopt/implement in the school setting to improve health and wellbeing of the class and reduce the sun exposure and UV risk.

## Key questions

- How do shady places feel?
- Where are the best shady places to sit and play at your school?
- Which areas need improving? Why?
- Where do you like to sit to eat?
- How can we improve shade at our school?
- Why is it important to protect ourselves from the sun?
- Does the sun move at different times of the day?

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SLAP



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## Background

SunSmart Hopscotch is a great way to reinforce and practice SunSmart behaviours by getting outdoors and active while building on the knowledge and skills around the five sun protection measures: Slip, Slop, Slap, Seek and Slide.

## Key messages

- There are five ways to protect your skin from the UV rays 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 UV radiation that we cannot see or feel. It is invisible.
- 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. We do 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.

## Resources

- Chalk
- Marker, token or small stone

## Instructions

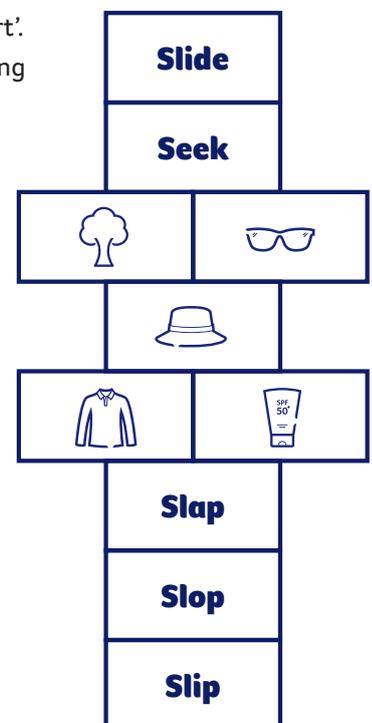
1. Prepare to go outdoors, what do you need to do? Hats, sunscreen, etc.
2. Choose a shady, hard surfaced space outdoors, such as under a veranda, trees near quadrangle or netball court.
3. Using the chalk, draw a hopscotch grid.
4. Ask students to fill in numbers 1-5 or the words Slip, Slop, Slap, Seek and Slide, and/or images of each of the five sun protection measures.
5. Students play hopscotch as normal; the student tosses the stone into the first square, making sure the stone lands within the square. Then, the student hops through the squares skipping the square with the stone in it.

## Variation

1. As the students hop on the squares, students expand and consolidate understanding.
2. If the student lands on a word, the student completes the sentence stem, e.g., 'Slip on a shirt'.
3. If the student lands on an image, call out the names of the items or whether it is representing Slip, Slop, Slap, Seek and Slide.
4. Students mime the appropriate action associated with the image.
5. As the students hop on the squares, students pronounce word in a different language.

## Key questions

- Why is it important to find a shady place to play?
- What are the five SunSmart strategies to protect our skin?
- Why do we need to be SunSmart?
- What types of hats are best for sun protection?
- Describe a SunSmart shirt.



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SLIP



SLOP



SLAP



SEEK



SLIDE

## Background

The aim of the game is to take bean bags one at a time and try and connect 4 in a row, such as four 'heat' or four 'UV'. The purpose of the Heat and UV Connect 4 game is to consolidate learning about UV radiation and the difference between heat and UV.

## Key messages

- UV radiation is invisible, you cannot see it or feel it.
- UV and heat are not the same thing. We do 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.
- When UV levels are at their peak, minimise time outdoors during these times.
- When the UV Index is 3 or above, sun protection is required.

## Resources

- Hoops
- Red bean bags (heat)
- Blue/purple bean bags (UV radiation)
- YouTube video demonstration- [Connect Four PE Relay](#)

## Instructions

1. Set up hoops laid out in a grid pattern and two buckets, one with red and blue/purple bean bags.
2. Divide class into two teams. Team 1: Heat (utilising red bean bags) and Team 2: UV Radiation (utilising blue/purple bean bags).
3. In pairs, team members run with a bean bag (one at a time) and place it in a hoop.
4. Discuss strategies.



## Key questions

- What does the sun produce?
- What is UV radiation?
- How do we know that UV radiation is there?
- What is the difference between heat and UV?
- What are some strategies we can use to protect ourselves from UV?

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE