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# Sun safety

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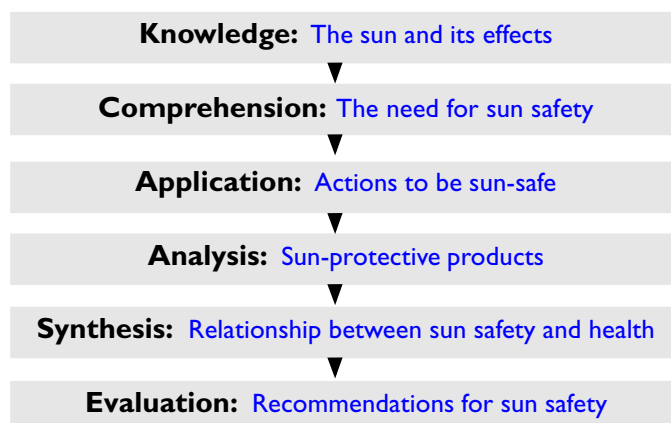
Promoting the Health of Individuals and Communities

## Purpose

Students discuss what sun safety means. They explore the reasons why they should be aware of sun safety when playing and working in the sun and how they can do this. Students plan a display showing how they can help others become more SunSmart.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **knowledge, comprehension, application, analysis, synthesis and evaluation** phases.



## Core learning outcomes

### Promoting the Health of Individuals and Communities

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

- 1.1 Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health.
- 1.3 Students decide which people and things make environments and activities safe.
- 1.4 Students explain how health products and people in the community help them meet their health needs.
- 1.5 Students explain how elements of different environments, in which people live, work and play, affect health.

## Core content

### Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- factors influencing health, particularly individual and group actions and behaviours;
- strategies to promote personal and community health;
- behaviours that promote personal and group safety related to the sun.

## Assessment strategy

### Promoting the Health of Individuals and Communities 1.1

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students describe and demonstrate the actions they can take to be sun-safe.**
  - Can the student explain what they should wear and apply when in the sun?
  - Can the student identify appropriate clothing and demonstrate how to apply sunscreens correctly?
  - Can the student describe and demonstrate actions they can take when playing and walking around the school or local community which will help to keep them sun-safe?

### Promoting the Health of Individuals and Communities 1.3, 1.5

- **Students identify elements/things that make their local environment sun-safe.**
  - Can the student identify those things in the school play areas that help keep students sun-safe?
  - Can the student identify those things in and around the school that help keep students sun-safe?
  - Can the student identify people who can help keep them sun-safe?
  - Can the student explain how people can make them sun-safe?
  - Can the student explain how exposure to the sun affects health?

**Promoting the Health of Individuals and Communities 1.4**

- Can the student justify why specific elements/things make their play and work areas sun-safe?
- Can the student suggest things that would make their school environment more sun-safe?
- **Students identify and explain how specific products help to meet their health needs in relation to sun safety.**
  - Can the student identify products that they can use to keep them sun-safe?
  - Can the student explain why these products are important to their health?
  - Can the student explain how to use these products appropriately?

**Background information**

**Sun safety**

While it is hoped that students will come to school with some knowledge of sun safety, this will not always be the case. Therefore, it is essential that students gain an initial understanding of the need for sun safety, how to be SunSmart and the consequences of damage caused by the sun.

**Learner-centred approach**

This module uses Bloom’s Taxonomy of Educational Objectives, not just as a means to develop thinking, but also as an investigative model to guide teaching and learning. The student activities are sequenced in accordance with the six levels outlined by Bloom — knowledge, comprehension, application, analysis, synthesis and evaluation.

Benjamin Bloom developed his taxonomy for the purpose of teaching critical thinking. The six different levels are knowledge (learning information), comprehension (understanding the information), application (using the information), analysis (looking for the components of the information), synthesis (reconstructing the information in new ways) and evaluation (judging the information).

Bloom believed that if students had experiences that related to each of these levels, in a work program, they would develop skills in critical thinking (Dalton et al. 1991).

**Terminology**

Activities in this module involve use of the following language in the context of Health and Physical Education:

broad-brimmed hat	sun	sunscreen
clothing	sunburn	sunshirt
protection	sunglasses	SunSmart
shade	sun-safe	

## School authority policies

Teachers need to be aware of and observe school authority policies, particularly relating to sun safety, that may be relevant to this module.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- assess school structures and practices and the impact of these on their wellbeing;
- take care of themselves and others within the school environment;
- advocate for improved sun-safe practices.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

Anti-Cancer Council of Victoria, *SunSmart*. Available URL: <http://www.accv.org.au/ss/index.htm> (accessed August 1999).

Dalton, J., Bellanca, J. & Fogarty, R. 1991, *Blueprints for Thinking in the Cooperative Classroom*, Hawker Brownlow, Melbourne.

Queensland Cancer Fund 1998, *SunSmart Teacher's Resource Kit: Years 1–7*, Brisbane.

Queensland Cancer Fund 1999, *Working Towards a SunSmart Queensland: A Policy Guide for Organisations*, Brisbane.

Queensland Cancer Fund. Available URL: <http://www.qldcancer.com.au> (accessed August 1999).

Queensland Department of Education 1996, *William the Bilby: A SunSafe Story*, Brisbane.

Redhead, J. S. 1984, *The Big Block of Chocolate*, Scholastic, Auckland.

### Organisations

Queensland Cancer Fund (a range of brochures and posters is available)

553 Gregory Terrace, Fortitude Valley Q 4006

PO Box 201, Spring Hill Q 4004

Tel: (07) 3258 2200

Fax: (07) 3257 1306

Cancer Information Network of the Queensland Cancer Fund

553 Gregory Terrace, Fortitude Valley Q 4006

PO Box 201, Spring Hill Q 4004

Tel: 1300 361 366

Fax: (07) 3257 1306

## Activities

### Knowledge

#### THE SUN AND ITS EFFECTS

#### Understanding sun awareness and sun safety

- ▶ Students follow a path through and around the school, suggesting which route to take to stay in the shade and saying why it is important to stay and play in the shade as much as possible.

#### Teaching consideration

Students may need to be introduced to the term 'shade' prior to this activity.

- ▶ Students lead blindfolded partners into shady and sunny areas. The partners say whether they are in the sun or shade and explain how they know.

#### Teaching considerations

Ensure the materials used to blindfold students are appropriate.

Have each student blindfold themselves so they are comfortable.

Students may prefer to cover their eyes rather than use a blindfold.

- ▶ Students discuss the sun and what they know about the sun. They investigate what effect the sun has on plants and animals. They listen to a reading of *The Big Block of Chocolate* (Redhead 1984) if available, and then place some chocolate in the sun, observing the result. From this observation, students suggest how the sun may affect them and why they should wear specific items of clothing to protect themselves from the sun.

- ▶ As a discussion starter students place a dish of water, a seedling and a metal spoon in full sunlight. (If possible, they should also place a leaf or object on photographic paper.) They leave these items in the sunlight and predict what will happen to each one.

#### Focus questions could include:

- What do you think will happen to the water in the dish? Why?
- Will the plant look the same after it has been left in the sun? What changes to the plant may occur? Why?
- How will the spoon change? Will the temperature of the spoon change? Why?
- What may happen when you take the object off the photographic paper? Why?

### Teaching considerations

The students are developing an understanding that the sun causes water to disappear (evaporate), plants to droop, objects to get hotter and also fade or be discoloured. These learnings should be reinforced throughout the module as people are affected similarly.

The amount of time these objects are left in the sun will depend on the temperature on the day of the experiment.

- ▶ From a variety of clothing on display, students suggest which items offer the most protection from the sun.

#### Focus questions could include:

- Which is the best hat to wear in the sun? Why?
- Which shirt protects you most from the sun? Why?

### Teaching consideration

It may be necessary to bring items of clothing from home if there is an insufficient variety of clothing collected from students or 'lost property'.

- ▶ Students identify various play areas in the school that provide plenty of shade, some shade and no shade from the sun. They explain why schools have or need lots of shaded areas and why it is important to play in these areas. They suggest how more shade can be created in their school.

## Comprehension

### THE NEED FOR SUN SAFETY

#### Showing an understanding of the need for sun safety for personal health

- ▶ Students view pictures or posters of sunburnt people. They identify what it is that makes each person sunburnt. They suggest ways that these people could have prevented sunburn.

### Teaching considerations

Students may suggest a range of products — for example, sunscreens, hats, umbrellas. It is enough at this stage to identify these ways of preventing sunburn; there is no need to analyse the differences between sunscreens, clothing and other SunSmart products.

Explain to students that the sun's rays can still burn on cloudy days.

Introduce the relationship between time of day and degree of sunburn.

- ▶ Students draw two pictures — one showing people getting sunburnt, the other showing people being sunsafe. Both pictures should depict the same situation — for example, playing in the sandpit. Students explain what is different about each picture and why one illustrates SunSmart behaviour.
- ▶ Students look at the phrase 'Slip, Slop, Slap' and suggest what it might mean in terms of sun safety.

**Teaching considerations**

Demonstrate to students what each of the words means by ‘slipping’ on a sun-safe shirt, ‘slopping’ on some sunscreen and ‘slapping’ on a suitable hat. Have the students repeat these actions prior to a lunchbreak or outside activity.

During the demonstration show students how to apply sunscreen correctly and talk about how long the effects of the sunscreen will last. (It is advisable to contact parents prior to this activity to ensure students aren’t allergic to sunscreen and that they are able to bring along sunscreen and a sun-safe shirt.)

Many school uniforms are now made of sun-safe materials and incorporate sun-safe designs. This should be acknowledged during this activity, if appropriate.

The ‘Slip, Slop, Slap’ campaign also talks about ‘Wrap’ which refers to ‘wrapping’ sunglasses around your eyes. Sunglasses that offer 100 per cent protection from ultraviolet rays should also be highlighted as a SunSmart product.

- ▶ Students identify places where they can buy sun-safe products such as sunscreens, broad-brimmed hats, sunglasses and other protective clothing. They also identify people in the home, school and broader community who can help them be sun-safe. Students could role-play shopping situations involving the purchase of sun-safe products.

**Teaching consideration**

While students may suggest parents and teachers as people who can help them be sun-safe, prompt them to think of older siblings, the doctor, pharmacist, sports coach or local nurse as some examples of people in the broader community who can also help them be sun-safe.



**Application**

**ACTIONS TO BE SUN-SAFE**

**Demonstrating an understanding of sun safety through planned actions that promote personal health**

- ▶ Students plan what they would take to the beach, park or pool to have fun and be sun-safe. Students explain why they have chosen specific items to make their chosen environments safer.

**Teaching considerations**

A group display could be organised, with students working in small groups to suggest items they could bring to school for display. (Students may need a note to take home, reminding them what they need to bring for their display.)

The display can be shown to visitors to the room, including administrators, parents and other classes.

- ▶ Students discuss how they feel after running around on a hot sunny day.

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**Teaching considerations**

Responses such as tired, hot and sweaty can be used to develop the notion that students have to replace their body fluids by drinking water.

Refer to the earlier ‘droopy seedling’ experiment in the Knowledge phase, and draw a comparison between it and a tired, hot and overheated student. Students should realise that it is the effect of the sun that is causing this ‘droopiness’, and suggest actions they can take to prevent possible ‘droopiness’.

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- ▶ Students suggest products or procedures they could use to be sun-safe. For example, they plan for situations when students have left their hat at home, or they are going out to play in the sun, or they are overheated.

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**Teaching consideration**

Examples of procedures students may suggest are:

- providing a container of sunscreen near the door for students to apply;
  - allowing students to have a drink of water and wash their faces after they have been playing during lunchbreak;
  - giving SunSmart awards for students (and teachers) who are displaying good SunSmart practices;
  - storing spare hats in the room for students to wear. Sharing hats is not recommended for hygienic reasons and should be the exception rather than the rule.
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- ▶ Students explain how people can help them be sun-safe.

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**Teaching consideration**

Suggestions may include:

- a teacher being able to provide sunscreen;
  - students asking the principal to put more sun shelters around the school;
  - a parent providing appropriate clothing, sunscreens and shaded areas in the backyard;
  - a pharmacist advising which type of sunscreen is most appropriate when playing in the water.
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- ▶ Students explain why it is good to plan to be SunSmart. They discuss what will happen to their skin and long-term health if they aren’t sun-safe.

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**Teaching consideration**

It is important for teachers to model appropriate sun-safe practices.

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## Analysis

### SUN-PROTECTIVE PRODUCTS

#### Analysing sun-protective products and environments and explaining how they affect students' health

► Students compare classmates' skin types, and group themselves into categories from very fair skin types to darker skin types.

#### Focus questions could include:

- Can darker-skinned people get sunburnt?
- Are they as easily sunburnt as fairer-skinned people?

#### Teaching considerations

Explain to students that all people, regardless of skin type, need to be SunSmart, and that all people are prone to sunburn. However, it takes some people longer to burn than others because of the pigment in their skin. Fairer-skinned people also show sun damage more quickly than others with darker skin.

This activity will need to be handled sensitively to ensure all students feel valued and that 'differences' in skin type are highlighted in a supportive and non-judgmental manner.

► Students view a display of a range of teacher-selected sun-safe products. They note how specific types of products are different. For example, sunscreen and sunshirts have different sun-safe ratings. Students explain why these differences exist and how they meet the different health needs of people.

#### Teaching considerations

The ratings on sun-protective clothing and sunscreens may be difficult for students to understand. Explanation of this should be kept simple. For example, the larger the number, the better the protection.

It should also be emphasised that sunscreens have use-by dates and need to be applied as described in the directions if they are to be effective.

► Students suggest a specific place within the school grounds that they believe should be made sun-safe and consider ways they can enlist adults to help. They give reasons as to why this particular area should be made more sun-safe, suggest items that could improve the safety of the area, and identify adults to whom they can present their ideas.

#### Teaching considerations

Encourage a school administrator, representative of the school parents' organisation or other adult to listen to these ideas, and to encourage students to understand that they can take action to instigate change.

These ideas could be added to the school SunSmart policy. If a SunSmart policy is not in place, these ideas could prompt development of a policy.

## Synthesis

### RELATIONSHIP BETWEEN SUN SAFETY AND HEALTH

#### Presenting new ways to show the relationship between sun safety and personal health

► Students reflect on what they have learnt about sun-safe behaviours and present a plan, model, diagram or speech or tell a story based on a sun-safe scenario. For example:

- dressing and getting ready to go to the pool for a swim;
- playing on the beach with a friend and remembering to put on a hat and sunblock;
- reminding a parent or sibling to put on their sun-protective clothing and cream.

#### Focus questions could include:

- What do you now know about dressing in a sun-safe way?
- Why is it important to be sun-safe?
- How does being sun-safe affect your health?

► Students make, illustrate and laminate signs ‘SUN-SAFE’ and ‘NOT SUN-SAFE’. They place these signs around the school in appropriate areas. Students explain to other classes why these signs are being placed around the school, specifically focusing on how these environments influence personal health.

## Evaluation

### RECOMMENDATIONS FOR SUN SAFETY

#### Reflecting on what has been learnt about sun safety and making some justifiable criticisms and recommendations about sun safety in the school

► Students suggest what comprise good and bad SunSmart practices. They defend practices they consider are good and offer solutions to overcoming bad practices.

#### Teaching considerations



Students add items of clothing, structures and other accessories including sun shelters, beach umbrellas, bottles of sunscreen, lotion to the illustrations in Resource Sheet 1. They then describe what they have drawn and why.

► Students review what they have learnt about sun-safe behaviours.

#### Focus questions could include:

- What have you learnt about sun safety?
- How have you changed what you do when you go into the sun?
- What was good about:
  - the plan you made for going to the beach, park or pool;
  - presenting a sun-safe scenario;
  - the signs you made and placed around the school?
- How could some of the things you did be improved?
- What else would you like to learn about sun safety?

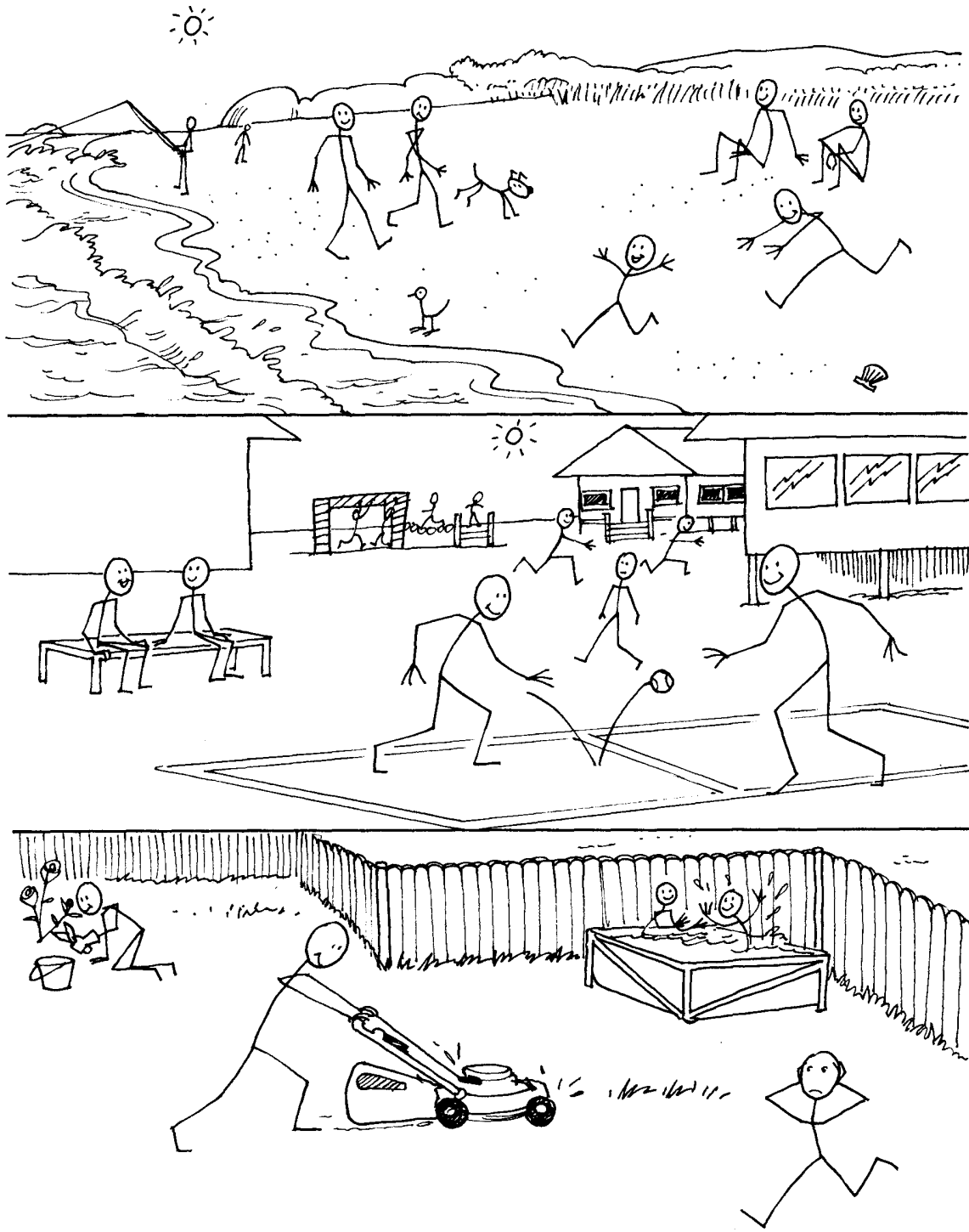
# Being SunSmart

# R1

Resource Sheet 1

SUN SAFETY • LOWER PRIMARY

Help these people be SunSmart.



## Acknowledgment

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Grateful acknowledgment is made to the following organisation for granting permission to use copyright material:

Queensland Cancer Fund for permission to use the term 'SunSmart' and for material from *Working Towards a SunSmart Queensland: A Policy Guide for Organisations*, 1999, and *SunSmart Teacher's Resource Kit: Years 1–7*, 1998.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

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