

# Activity 15: Shade in the school ground

## Aims

- To raise awareness of the importance of shade as a means of protection from UV radiation.
- To plot the shade available in the school ground and develop strategies for improvement.
- To consider ways to implement strategies to increase shade in school grounds.

**Assessment outcomes** D&T 4.1, 4.2; H&PE 4.6; S&E 4.5

**Worksheet** Worksheet 15: Shade in the school ground

## Requirements

- This activity is best carried out at a time of day that is close to break times so that students can observe where others gather.
- Sunscreen and hat.
- A photocopied map of the school.

## Teacher guidelines

- 1 Discuss with the class the need for avoiding overexposure to UV radiation and the importance of shade. Explain the task to be undertaken and distribute maps of the school or have students develop their own.
- 2 Distribute Worksheet 15: Shade in the school ground. As a class, decide how to represent shaded areas on the map, e.g. natural shade = green (indicate the effectiveness of the shade with light, medium and dark colour tones), shade structure = brown, etc.
- 3 Divide the class into pairs or small groups. Allocate each group to a section of the school ground. Instruct groups to inspect their section of the school ground, noting and recording the following observations on their maps, using different the symbols or colours as agreed:
  - A Where shade areas exist, either naturally, such as trees, or artificially, such as a structure.
  - B Where students like to spend their time at recess and lunchtimes.
  - C Where student seating already exists.
  - D Which particular places, if any, are high risk zones, that is, high student use and lacking in shade.
  - E Note what types of shade seem to be most popular with students, based on the shaded areas currently used by them.
- 4 Groups to report on their findings back to class as a whole.
- 5 Ask students to consider why any identified high risk zones are popular. For example, is it because this is where the seats are?
- 6 Discuss and record strategies to make any high risk zones safer such as:
  - Tree planting in suitable sites (consider trees which give more shade).
  - Whether a shade shelter should be built - consider cost effectiveness and maintenance.
  - Moving existing seating from high risk zones to shaded areas.
  - Providing additional seating in shady spots.
- 7 Display the class results, that is, the maps and suggestions for improvements to the school, perhaps in the library or on a student noticeboard. This could be done in conjunction with a display of SunSmart promotional material available from The Cancer Council South Australia.

## Activity 15: Shade in the school ground (cont.)

- You could also ask the Principal or a representative of school council to visit the class and listen to the presentation of findings from the students or students could present their report to a school council or relevant subcommittee meeting.

### Extension activity

Students and teachers could work together to organise a meeting with the principal or SRC/Student Voice to determine if some of the suggested strategies could be implemented to improve the school environment such as: tree planting, moving seating or placing additional seating in areas of existing shade.



# Worksheet 15: Shade in the school ground

**Your task will be to complete a shade audit for your school and make suggestions on how to improve shade access for everyone.**

- 1 Work with others in your class to decide how to represent different kinds of shade on your map e.g. natural shade = green (indicate the effectiveness of the shade with light, medium and dark colour tones), shade structure = brown.

Draw your key here:

- 2 Illustrate on your map the areas where shade exists either naturally or artificially, using the different colours or symbols that the class has agreed upon.

A Mark on your map with crosses where students like to spend their time at recess and lunchtimes. This may need to be observed at the appropriate time.

B Use a symbol of your choice to mark where student seating already exists.

C Using blue shading, distinguish which particular places, if any, are high risk zones, that is, high student use and lack of shade.

D Make a note on your map as to what types of shade seem to be most popular with students, based on the shaded areas currently used by them.

- 3 Estimate, if you can, the percentage area of your school which offers shade at lunchtime.

---

---

- 4 Where are the favourite places to spend time at lunchtime? (Mark them on the map.)

- 5 Why are these places so popular?

---

---

---

- 6 Are there any high risk areas? i.e. areas with high student use and lack of shade.

---

---

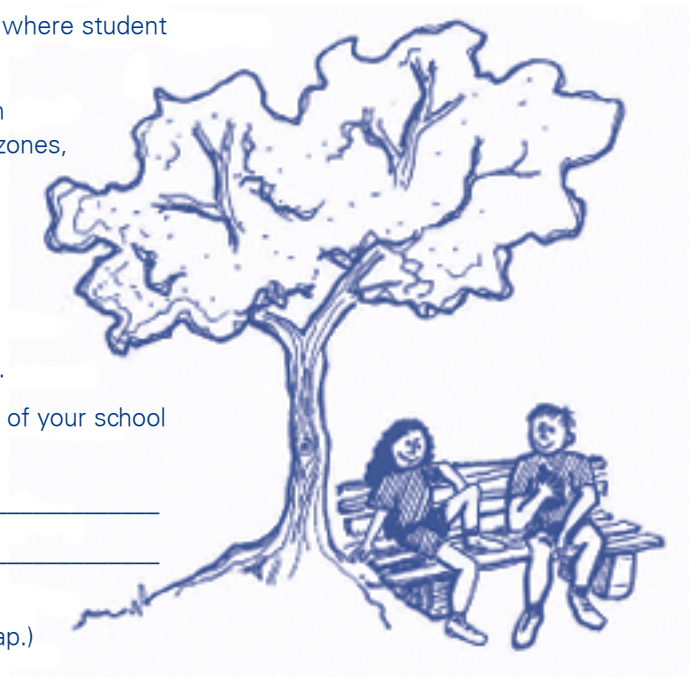
---

- 7 Which areas of the school grounds don't have much shade?

---

---

---



## Worksheet 15: Shade in the school ground (cont.)

---

8 What could be done to reduce the high risk areas in the school?

---

---

---

Discuss and record strategies to make any high risk zones safer such as:

- tree planting in suitable sites (consider trees which give more shade)
- appropriate areas to be covered
- whether a shade shelter should be built - consider cost effectiveness and maintenance
- moving existing seating from high risk zones to shaded areas
- providing additional seating in shady spots.

---

---

---

9 Could a shade structure be constructed, or more trees planted? Where would be the best place?

---

---

---

10 Mark in red on your map where shade is needed. Estimate the percentage of the school that needs shade.

### Extension activity

Draw a map of the current school environment and then show the ideal shaded environment, keeping in mind areas of multi-purpose use.

