

# CONTENTS

<b>Teachers notes</b>	<b>3</b>
Introduction	3
History of Kidskin	3
Use of Kidskin	3
<b>Background information</b>	<b>5</b>
Skin cancer in Australia	5
UV radiation	5
The SunSmart UV Alert	5
UV and vitamin D	6
<b>Steps to being SunSmart</b>	<b>7</b>
Role models	8
Family information	8
Further information	8
Useful web links	8
<b>Parent/Carer letter</b>	<b>9</b>
<b>Topics/Lessons</b>	<b>11</b>
<b>TOPIC 1: Protecting yourself from the sun</b>	<b>13</b>
Home Activity: Slip, Slop, Slap, Seek, Slide	14
Activity Sheet 1.1: Slip, Slop, Slap, Seek, Slide	15
Lesson 1.1: Off to play	16
Activity Sheet 1.1a: Off to play	17
Activity Sheet 1.1b: Animal pictures	19
Activity Sheet 1.1c: SunSmart count down lyrics	20
Lesson 1.2: The fair	21
Activity Sheet 1.2a: The fair	22
Activity Sheet 1.2b: The fair story map	25
Lesson 1.3: Your amazing skin	26
Activity Sheet 1.3a: This is my face	27
Lesson 1.4: Effects of sun on the skin	28
Lesson 1.5: Shady outline	29
Activity Sheet 1.5a: Body outline	30
<b>TOPIC 2: Ways to protect yourself from the sun</b>	<b>31</b>
Lesson 2.1: Summer shop	32
Activity Sheet 2.1a: SunSmart shopping list	33
Lesson 2.2: Screening your friends	34
Lesson 2.3: Shade maker	35
Extension Activity: Hat making	36
Activity Sheet 2.3a: Hat design standards	36
Activity Sheet 2.3b: Hat making	37
Lesson 2.4: A step in the right direction	38
Lesson 2.5: Preparing to go out into the sun	39
Activity Sheet 2.5a: Preparing to go out into the sun	40
Lesson 2.6: Light protection	41
Home Activity: SunSmart clothing	42
Extension Activity: Sun Safe recycled designs	42
Activity Sheet 2.7a: SunSmart fabrics	43
Activity Sheet 2.7b: SunSmart recycled designs	44

<b>TOPIC 3: Speaking out</b>	<b>45</b>
Lesson 3.1: Marvin the mean old monster	46
Activity Sheet 3.1a: Marvin the mean old monster	47
Lesson 3.2: Sun safe scenarios	48
Activity Sheet 3.2a: Sun safe scenarios	49
Activity Sheet 3.2b: Sun safe scenarios T-chart	50
Lesson 3.3: SunSmart buddy	51
Activity Sheet 3.3a: SunSmart buddy	52
Lesson 3.4: Assertive drawing	53
Lesson 3.5: Goldilocks and the Three Bares	54
Activity Sheet 3.5a: Goldilocks and the Three Bares	55
Home Activity: Speak up for sun safety	56
Activity Sheet 3.6a: Speak up for sun safety	57
<b>TOPIC 4: Sun protection and shady places at school</b>	<b>59</b>
Lesson 4.1: Shady places at school	60
Lesson 4.2: Sunscreen	61
Activity Sheet 4.2a: The sun safe song	62
Home Activity: Shade to play, please	64
Activity Sheet 4.3a: Shade to play, please	65
Lesson 4.4: Shadow shapes	66
Home Activity: Find a shady place	67
Activity Sheet 4.5a: Find a shady place	68
<b>TOPIC 5: Sun safe summer planning</b>	<b>69</b>
Lesson 5.1: SunSmart postcards	70
Activity Sheet 5.1a: SunSmart postcards	71
Lesson 5.2: Super Summer SunSmart kit bag	72
Activity Sheet 5.2a: SunSmart kit bag	73
Home Activity: Great games	74
Activity Sheet 5.3a: Great games	75
<b>Extention activities</b>	<b>77</b>
1: Hat to the future	78
2: Cover-ups game	80
3: Words of wisdom	82
4: Sun safe secret code	84
5: Sun safe tourist information	85
<b>Kidskin home activity passport</b>	<b>87</b>
<b>Kidskin self evaluation</b>	<b>89</b>
<b>Kidskin certificate</b>	<b>91</b>
<b>Suggested book list</b>	<b>93</b>
<b>For further information</b>	<b>95</b>
<b>Curriculum Table</b>	<b>97</b>

# Teacher notes

## Introduction

Welcome to the Kidskin educational materials for early primary school students. This curriculum based resource promotes the SunSmart message and provides teachers with information and a range of classroom and take-home activities on skin cancer prevention and sun protection. These materials were developed in Western Australia by Curtin University's Centre for Health Promotion Research and the Department of Public Health at The University of Western Australia, in association with the Cancer Council WA and the Education Department of WA. Due to the overwhelming success of the Kidskin resources in Western Australia they have now been revised by the Cancer Council Australia's National Schools Working Group, making them available to teachers and schools throughout the country.

## History of Kidskin

Between 1995 and 1999, more than 1,600 primary school students and 101 teachers from 33 schools in Western Australia took part in Kidskin, a special study designed by researchers at the University of Western Australia's Department of Public Health and Curtin University's Centre for Health Promotion Research.

The schools were divided into three groups: a control group, a moderate intervention group and a high intervention group. The control group followed the WA Education Department K10 Health Education Syllabus. The high and moderate groups, however, received a multi-component intervention including a specially designed curriculum – the Kidskin curriculum materials. Students from both the moderate and high intervention groups had take-home activities to complete, similar to those in this resource.

After two years of the Kidskin study it was found that children in the intervention groups – especially the high intervention group – were reported to have had less sun exposure. The high intervention components involved covering the back more often, spending more time in the shade when outdoors and wearing a style of swimsuit that covered the trunk. There was also evidence that children in the intervention groups spent less time outdoors in the middle of the day (Milne E et al. *Australian and New Zealand Journal of Public Health*. 24(5): 481-7 2000: Improved sun protection behaviour in children after two years of the Kidskin intervention.)

## Use of Kidskin

The activities in this resource are arranged in five cross-curricular topics. Extension activities have been included for several topics and a state or territory specific curriculum table is located on page 97, linking activities with the current curriculum in your state or territory.

A home activity has been included in every topic to actively involve families and to reinforce the sun protection message. Results from the Kidskin study show that students in the high and moderate intervention groups who completed take-home activities showed a much higher level of sun protection awareness than those in the control group. To get the most out of this resource it is recommended that teachers strongly encourage students and families to complete the take-home activities. A sample letter to families has been included in this resource. This letter seeks family support by asking parents to be SunSmart role models and participate with their children during the take-home activities.

It is also recommended that teachers use this resource throughout the year so that the message can be reinforced at different times and sun protection is kept on the agenda, particularly during peak UV periods.





## 2. Background information

### Skin cancer in Australia

Australia has the highest rates of skin cancer in the world. Every year, approximately 430,000 people are diagnosed with non-melanoma skin cancer and over 9,700 people with melanoma. Annually, over 1,600 Australians lose their lives to skin cancer, the majority of these from melanoma.

Skin cancer is a disease that develops when the skin has been damaged by ultraviolet (UV) radiation from the sun. Children have delicate skin which places them at particular risk of sunburn and skin damage. In fact, sun exposure during the first 15 years of life has a significant impact on the likelihood of developing skin cancer later in life.

There are three main types of skin cancer. Skin cancers are named after the type of cell they develop in and each type has different features. Basal cell carcinoma and squamous cell carcinoma (known as non-melanoma skin cancers) are the most common types of skin cancer. Melanoma is the least common but most dangerous form of skin cancer and accounts for about 75% of skin cancer related deaths.

The good news is that most skin cancers can be prevented by protecting skin from the sun.

### UV radiation

UV radiation in sunlight damages our skin. We can see sunlight and feel infrared radiation (heat), but we cannot see or feel UV radiation. It can damage skin on cool, cloudy days and hot, sunny days.

UV radiation comes directly from the sun and can also be scattered by particles in the air and reflected by surfaces such as buildings, concrete, sand, snow and water. It can also pass through light cloud.

The Global Solar UV Index is a rating system that indicates the amount of the sun's UV radiation that reaches the earth's surface. It has five categories ranging from low (1 – 2) to extreme (11+). The higher the Index value, the greater the potential for skin damage.

The UV Index has five categories:

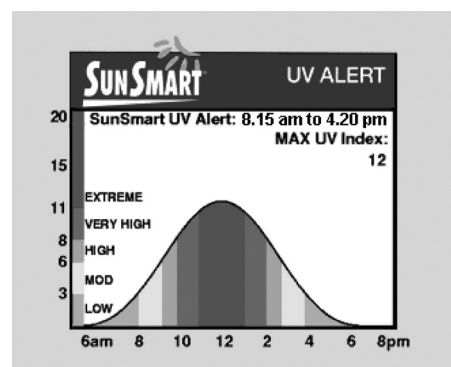
Low	1–2	Green
Moderate	3–5	Yellow
High	6–7	Orange
Very high	8–10	Red
Extreme	11 and above	Purple

Whenever UV Index levels reach 3 (moderate) and above, sun protection is required because skin damage can occur and may lead to skin cancer. UV Index levels reach their peak in the middle of the day so extra care should be taken between 10 am and 3 pm to reduce exposure. People with fair skin need to take particular care at all times. Sun protection should always be used in alpine regions, or near highly reflective surfaces like snow, sand or water.

### The SunSmart UV Alert

The SunSmart UV Alert is a quick and easy tool that helps people know when UV Index levels will be high enough to damage the skin and when sun protection is needed.

UV radiation levels vary throughout the year and throughout the country. The SunSmart UV Alert, issued by the Bureau of Meteorology, shows the daily forecast UV radiation index levels in over 200 cities across Australia. It is reported in most daily newspapers and is available on the Bureau of Meteorology website. Go to [www.bom.gov.au/weather/uv/](http://www.bom.gov.au/weather/uv/).



When the UV Index reaches moderate (3) and above, use these 5 steps to be SunSmart:

1. **Slip** on some sun-protective clothing – that covers as much skin as possible.
2. **Slop** on SPF30+ sunscreen – make sure it is broad spectrum and water-resistant. Put it on 20 minutes before going outdoors and every two hours afterwards.
3. **Slap** on a hat – that protects the face, head, neck and ears.
4. **Seek** shade.
5. **Slide** on some sunglasses – make sure they meet Australian Standards.

Remember to always use a combination of sun protection strategies for maximum protection – don't ever just rely on one and extra care should be taken during the peak period of the day (10 am to 3 pm)!

## UV and vitamin D

Exposure to the sun provides most of the body's vitamin D, so we need sun exposure to keep us healthy. A balance is required to achieve enough sun exposure to maintain adequate vitamin D levels while minimising the risk of skin cancer.

Most people achieve sufficient vitamin D levels from the sun exposure they receive through typical day-to-day outdoor activities, without needing to seek additional sun exposure.

Some people such as naturally dark-skinned people, those who cover their skin for religious or cultural reasons, the elderly, babies of vitamin D deficient mothers and people who are housebound or in institutional care are at increased risk of vitamin D deficiency. Concerns about vitamin D should be discussed with a doctor.

For more information, refer to the Cancer Council Australia's 'Risk and Benefits of Sun Exposure' position statement, available at [www.cancer.org.au/sunsmart](http://www.cancer.org.au/sunsmart).



# Steps to being SunSmart

## Use these 5 important steps to be SunSmart

To protect against skin damage and skin cancer, when the UV index level is 3 and above use a combination of the 5 SunSmart steps. Particular care should be taken between 10 am and 3 pm when UV Index levels reach their peak.



### 1. Slip on sun protective clothing

Wear loose fitting, close-weave clothing that covers as much skin as possible during outside activities. School uniform or dress codes should include tops with elbow length sleeves and, if possible, collars and knee-length or longer style shorts and skirts.



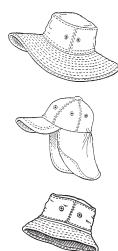
### 2. Slop on SPF30+ sunscreen

Apply SPF 30+ broad-spectrum, water-resistant sunscreen 20 minutes before going outside to ensure maximum effectiveness. Reapply every two hours or more frequently if involved in physical or water activities. Sunscreen should never be the only method of sun protection



### 3. Slap on a hat

To protect the neck, ears, temples, face and nose, wear a broad brimmed, legionnaire or bucket hat.



- Broad brimmed hats should have a brim of at least 7.5 cm. The brim width for children under 10 should be proportional to the size of the child's head and ensure that their face is well shaded.
- A legionnaire hat should have the front peak and the long, back flap meet at the sides to protect the side of the face, neck and ears.
- Bucket hats should have a deep crown and a brim of at least 6 cm (5cm for young children).
- Baseball caps and visors offer little protection to the cheeks, ears and neck and are not recommended for sun protection.



### 4. Seek shade

Try to use shade whenever possible. UV radiation can reflect from surfaces such as water, sand and concrete so it is important to wear a hat, appropriate clothing and sunscreen even when in the shade.



### 5. Slide on some sunglasses

Eyes can be damaged by exposure to UV radiation. Choose close fitting, wrap around style sunglasses that cover as much of the eye area as possible. Sunglasses should meet Australian Standard 1067 and preferably be marked EPF (eye protection factor) 9 or 10. There are also swimming goggles with EPF 10.

## Role models

Children often copy those around them and learn by imitation. Research shows if you adopt sun protection behaviours the children in your care are more likely to do the same. It is important to use a combination of the 5 sun protection measures at school and home. Sun exposure for staff is also an Occupational Health & Safety issue.

## Family information

The link between children's sun protection education and their family can be significant. Parents' behaviour influences their children's behaviour, and their interest and willingness to participate in sun safety activities may motivate their children. Parents can teach and reinforce sun protection knowledge and behaviours in an everyday context. For example, they can model appropriate behaviours such as hat and sunscreen use when going outside, encourage their children to play in the shade and remind them to wear sun protective clothing. Parents can also act as advocates for sun safety within the school.

It is helpful if families understand the school's sun protection policy and are aware of how they can assist by supporting the school's uniform/dress code, providing appropriate hats, and possibly sunglasses and sunscreen, and being good role models themselves. Newsletters, assemblies and notice boards are an ideal way of keeping the school community informed.

## For further information

The Cancer Council has various resources to help promote sun protection behaviour amongst your school community. These resources include posters, brochures, information sheets, lesson activities and teaching resources. Information regarding the SunSmart program and sun protection policies is also available.

Visit [www.cancer.org.au/sunsmart](http://www.cancer.org.au/sunsmart). Follow the links to your state or territory's Cancer Council to access resources and information. For more advice on sun protection or skin cancer see your doctor or call the Cancer Council Helpline on 13 11 20.

## Useful web links

Australian Radiation Protection and Nuclear Safety Agency (ARPANSA)  
[www.arpansa.gov.au](http://www.arpansa.gov.au)

Bureau of Meteorology  
[www.bom.gov.au](http://www.bom.gov.au)



# Parent/Carer letter

Dear Parent/Carer

Most people enjoy being outdoors in the warmer weather, and in most parts of Australia the warm climate means there are plenty of opportunities to enjoy an outdoor lifestyle.

Your child's class is starting a series of lessons on sun safety, but school can only provide part of the program. Your child may bring home some short activities and we would like to invite you to help with these. This will not only help with motivation and class discussions, but will also emphasise the importance of sun protection for everyone.

Most people living in Australia are at risk of developing skin cancer as Australia has high UV radiation levels throughout most of the year.

You are more likely to develop skin cancer if you:

- have fair skin that burns easily and does not tan
- have blue or green eyes and/or fair or red hair
- have sunspots
- have suffered sunburn in the past, particularly as a child
- spent your childhood in Australia
- have large number of moles or freckles
- have a family or personal history of skin cancer
- use a solarium (also sometimes called a sunbed or sunlamp)
- work or spend a lot of leisure time in the sun
- don't protect your skin in the sun.

Please help your child to stay protected from the sun by encouraging your entire family to be SunSmart by following the five Cancer Council recommendations:



## 1. Slip on sun protective clothing.

Loose fitting, close-weave clothing that covers as much skin as possible (e.g. sleeves, collars and longer shorts and skirts) is the best choice. Avoid singlet tops and thin fabrics that do not block out sunlight.



## 2. Slop on some sunscreen.

Apply SPF 30+ broad-spectrum, water-resistant sunscreen 15-20 minutes before going outside. It needs to be reapplied every 2 hours. Remember, sunscreen is only one way of protecting your child's skin from the sun.



## 3. Slap on a sun protective hat.

Encourage your child to wear a broad brimmed, legionnaire or bucket style hat whenever they go outside. Baseball caps are not recommended as they do not provide enough protection from the sun.



## 4. Seek shade.

Try to use shade whenever possible. UV radiation can reflect from surfaces such as water, sand and concrete so it is important to wear a hat, appropriate clothing and sunscreen even when in the shade.

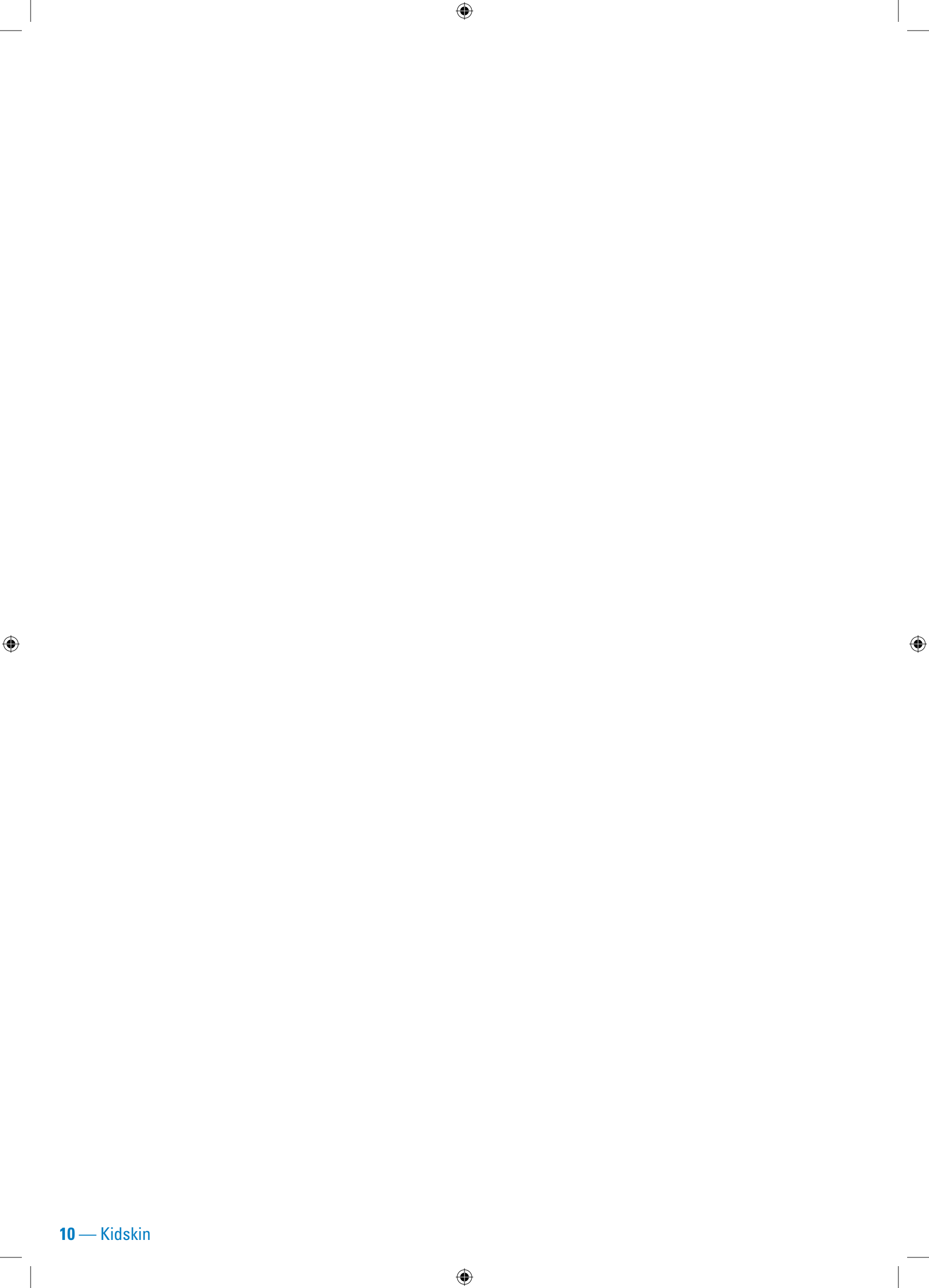


## 5. Slide on some sunglasses.

Choose close fitting, wrap-around sunglasses for your child that cover as much of the eye area as possible. The sunglasses should meet Australian Standard 1067 and preferably be marked EPF (eye protection factor) 9 or 10. Sunglasses that are sold as toys do not meet Australian Standards and are not recommended.

Thank you for your continued help and support

Yours sincerely









## Topic 1

# Protecting yourself from the sun

## Aims

Students will:

- Develop a greater understanding of personal protection from the sun.
- Understand the importance of clothing.
- Identify when their skin is at risk.
- Evaluate skin protection methods.

## Home Activity

# Slip Slop Slap Seek Slide

### Resources

- Parent letter, page 8
- Slip, Slop, Slap, Seek and Slide – Activity Sheet 1.1

### Instructions

1. Send a letter home to parents advising them of the sun safety content to be addressed in the Kidskin program. An example letter is given at page 8.
2. Students complete Activity Sheet 1.1 with their parents and identify ways of protecting their skin from the sun, especially between 10 am and 3 pm. Discuss students' responses when they return this home Activity Sheet to class.



## Activity Sheet 1.1

# Slip, Slop, Slap, Seek, Slide

Home Activity

My name is: \_\_\_\_\_

- Help your child to solve the following puzzle about protecting their skin from the sun.
- Discuss with your child WHEN his/her skin will need to be protected.

When it's SunSmart time, and I go outside to play, I must remember to:

Slip on a \_\_\_\_\_

Slop on \_\_\_\_\_

Slap on a \_\_\_\_\_

Seek \_\_\_\_\_

Slide on some \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Remember to return this sheet to class  
to colour in another picture in your passport!



## Lesson 1.1

# Off to play

### Resources

- Off to Play – Activity Sheet 1.1a
- Animal pictures – Activity Sheet 1.1b
- ‘SunSmart Count Down’ Audio song 1 on CD
- SunSmart Count Down Lyrics – Activity Sheet 1.1c

### Instructions

1. Read students the story Off to Play, on Activity Sheet 1.1a, and discuss what the animals use to protect themselves from the sun.
2. Have students identify animals that have coverings to protect them from the sun. Have them examine the coverings of different animals – dogs, cats and fish (fur, hair and scales) and compare these coverings to human skin. Have students decide which animals’ outer coverings provide the best and worst protection from the sun and why.
3. Project Activity Sheet 1.1b onto a white board or an interactive white board and have students demonstrate how each animal moves. Have students discuss the behaviour of different animals such as dogs, sheep and kangaroos during the heat of the day. Discuss the places where they are often found at this time.
4. Reinforce the message in this story by having students learn to sing the chorus of the ‘SunSmart Countdown’ Lyrics provided on Activity Sheet 1.1c (Song 1 on CD provided).

Note: A full copy of the lyrics to the ‘SunSmart Countdown’ song has been provided on the CD.

## Activity Sheet 1.1a

# Off to play

One fine day Anna and Sam went outside to play with their friends.

They met Lizard basking on the step.

"Hello," said Anna and Sam, "what scaly skin you have."

"Yes," said Lizard, "my skin protects me from the sun, but you don't have tough skin like me. Your skin is soft and smooth; you need to put on this sunscreen to protect your skin."

Lizard gave them the sunscreen.

So they sloped on the sunscreen and off they went to play.

Down the path they met Rosella perched on the fence.

"Hello," said Sam.

"Gosh, what bright feathers you have!" remarked Anna.

"My feathers protect me from the sun," Rosella replied. "Here are some shirts so you won't get your skin burnt."

So they slipped on the shirts and off they went to play.

Further on they met Joey peeping from his mother's pouch.

"Hello," said Anna and Sam, "are you hiding in that pouch?"

"Yes, I protect myself from the sun inside this pouch," answered Joey. "You need to wear these hats to protect yourselves."

So they slapped on the hats Joey gave them and off they went to play.

Next they met Wombat ambling along the path.

"Hello," said Sam.

"Why are you carrying all those sunglasses?" asked Anna.

"I need to protect my eyes from the sun when I am out of my dark burrow," said Wombat. "You need to protect your eyes too. Here are some sunglasses for you to wear."

They put on the sunglasses and went off to play.

Further down the path they saw Possum high in a shady tree.

"Hello," said Anna.

"Why do you have a watch on your tail?" Sam asked.

"It reminds me to stay out of the sun between ten o'clock and three o'clock," Possum said. "You should stay out of the sun too."

In the next tree they saw Koala resting amongst the leaves.

"Hello," said Sam.

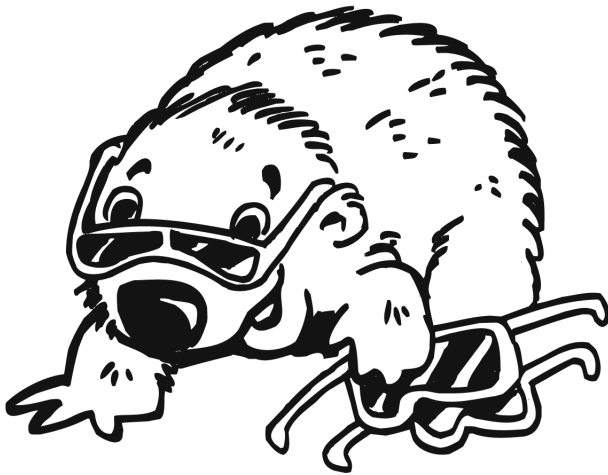
"Why are you resting so late in the day?" asked Anna.

"I am sheltering from the sun," yawned Koala. "You should look for a shady place too, when you come out to play."

So off they went looking at all the shady places to play until...

...they found their friends playing in the shade of a big gum tree. Anna and Sam told their friends all that they had learned about the sun and how to be SunSmart.

## Activity Sheet 1.1b



# SunSmart countdown lyrics



When we're out and about it's always **SunSmart** time  
We know just what to do – we do it every time

Because we're **SunSmart** kids – as smart as we can be  
We'll show you how to keep your cool  
It's the only way to go  
Doin' the **SunSmart Countdown!**

## CHORUS

**FIVE! SLIP!** Slip on your shirt  
**FOUR! SLOP!** Slop on your sunscreen  
**THREE! SLAP!** Slap on your hat  
**TWO! SEEK!** Seek out the shade  
And number **ONE** – to make sure you're all done  
Before you take off to the sun, **SLIDE** on your sunnies!

When we're out in the sun we know the **SunSmart** way  
And with the grownups too – we'll have a **SunSmart** day

Cover our eyes – and cover our skin  
Keep the outside out and the inside in!  
It's the only way to go  
Doin' the **SunSmart Countdown!**

*(repeat chorus)*

**SunSmart** kids count down from five – you'll see them  
everywhere

The beach, the backyard, the pool, the park  
The street, the playground, but not in the dark!

Now we're out and about it's always **SunSmart** time  
We know just what to do – we do it every time

**SunSmart** kids count down from five  
It's easy it's not rocket science  
It's the only way to go  
Doin' the **SunSmart Countdown!**

*(repeat chorus)*





## Lesson 1.2

# The fair

### Resources

- The fair – Activity Sheet 1.2a
- The fair story map – Activity Sheet 1.2b
- Stimulus picture: 'The fair'
- Magazines/travel brochures/clothing catalogues
- Glue, scissors, butchers paper

### Instructions

1. Read the story 'The fair' on Activity Sheet 1.2a.
2. Ask students to identify people who are protecting their skin from the sun and those who are not, and to describe the difference between the two.
3. Have each student describe how one of the characters could give their skin more protection.
4. Have students complete Activity Sheet 1.2b.
5. Divide students into two groups. Ask one group to cut out pictures of hats, shirts and behaviours that provide high levels of sun protection from magazines, catalogues and brochures. Have the other group cut out pictures showing low levels of sun protection.
6. Students paste these onto butchers paper. Ask students to label the sun safety measures (i.e. hats, sunscreen, playing in the shade, and clothing). Display the murals in the classroom.
7. Show students the stimulus picture 'The fair'. There are leading questions for you to discuss with the students on the back of the picture.

\*If students are unable to use scissors, have pre-cut pictures for them to glue.



## Activity Sheet 1.2a

# The fair

Gather round children and listen in well  
Annie and Arnie have a story to tell.

It's all about two young friends of theirs  
And what happened on the day they went to the fair.....

One Saturday morning, at quarter past eight  
Bindy and Gil skipped through the front gate.

They both were excited, (Bindy jumped up and down)  
Today the Fun fair was on in their town!

They had both woken early to prepare for the fun  
And they took special care to be dressed for the sun.

Gil wore a blue hat and Bindy's was red  
With a brim that covered her ears, nose and head.

They both wore shirts with sleeves and a collar  
And zinc on their noses in remarkable colours.

They raced to the home of Ryder, their friend  
Who lived by a gum tree just round the bend.

"Hey Ryder," they called, "we're here, hip hooray!  
We're off to the fair – are you coming to play?"

"I'm coming!" said Ryder as he darted outside  
"Let's run so we'll be the first on the rides!"

"Wait on," Bindy asked, "are you bringing your hat?"  
"Nahh," said Ryder, "I won't worry about that."

"My skin is real tough, and hats spoil my fun,"  
He said over his shoulder as he started to run.

Bindy shrugged her shoulders and rolled her eyes,  
Gil said, "Sometimes Ryder is not very wise."

So off they ran and followed their friend  
To the fair in the park just round the bend.

The Fun fair was buzzing with excitement and glee  
There were games and rides and lots more to see.

They rode on a pony and ate fairy floss  
Then played on the clowns and the coconut toss.





And as the sun rose up high in the sky  
Gil said, "Let's find shade or we'll all start to fry!"

"Look," said Bindy, "under that tree is  
A puppet show that I'd like to see."

"No way," said Ryder, "I'm staying in the sun,  
Another pony ride will be much more fun."

"But Ryder," said Bindy, "haven't you learnt?  
With no hat or sunscreen you could get burnt."

"But I'm tough," said Ryder shaking his head,  
"See, my skin is not even red."

Then off he ran with no hat and no shirt  
And his friends hoped that Ryder would not get hurt.

The friends found a spot in the shade of the tree  
Where the puppet show gave them plenty to see.

They clapped and they cheered at the puppets' fun,  
While Ryder was out feeling hot in the sun.

When the puppets had finished and the show reached  
an end Gil said, "Now we should look for our friend."

But before they went back out into the sun  
They slopped more layers of sunscreen on.

On their arms, and their legs and the tops of their toes  
And all the other bits not covered with clothes

Then each of them wiped on fresh layers of zinc  
Gil chose orange and Bindy chose pink.

Then they ran out into the afternoon sun  
And their long shadows chased them to join in the fun.

They found their friend Ryder by the loop-the-loop  
He didn't look happy – he had started to droop.

He felt tired and queasy with a pain in his head  
And his skin had started to feel hot and red.

"I should have listened to my friends' advice  
This sunburnt feeling is not very nice."

"In future I'll make sure I put on a hat,  
A shirt, some sunscreen, sunglasses and stuff like that."

"I'll play in the shade when the sun is up high  
To make sure its rays cannot make my skin fry."

"That's right," said Bindy, "to avoid being fried  
Just stay covered up when playing outside."

And before the friends started heading for home  
They stopped and bought Ryder a hat of his own.

"I'll wear this whenever I go out to play  
I don't want another repeat of today!"

As Bindy and Gil walked home in a pair  
They talked about what they'd done at the fair.

Gil said, "We protected our skin from the sun."  
Bindy said, "Yes, plus we had lots of fun!"

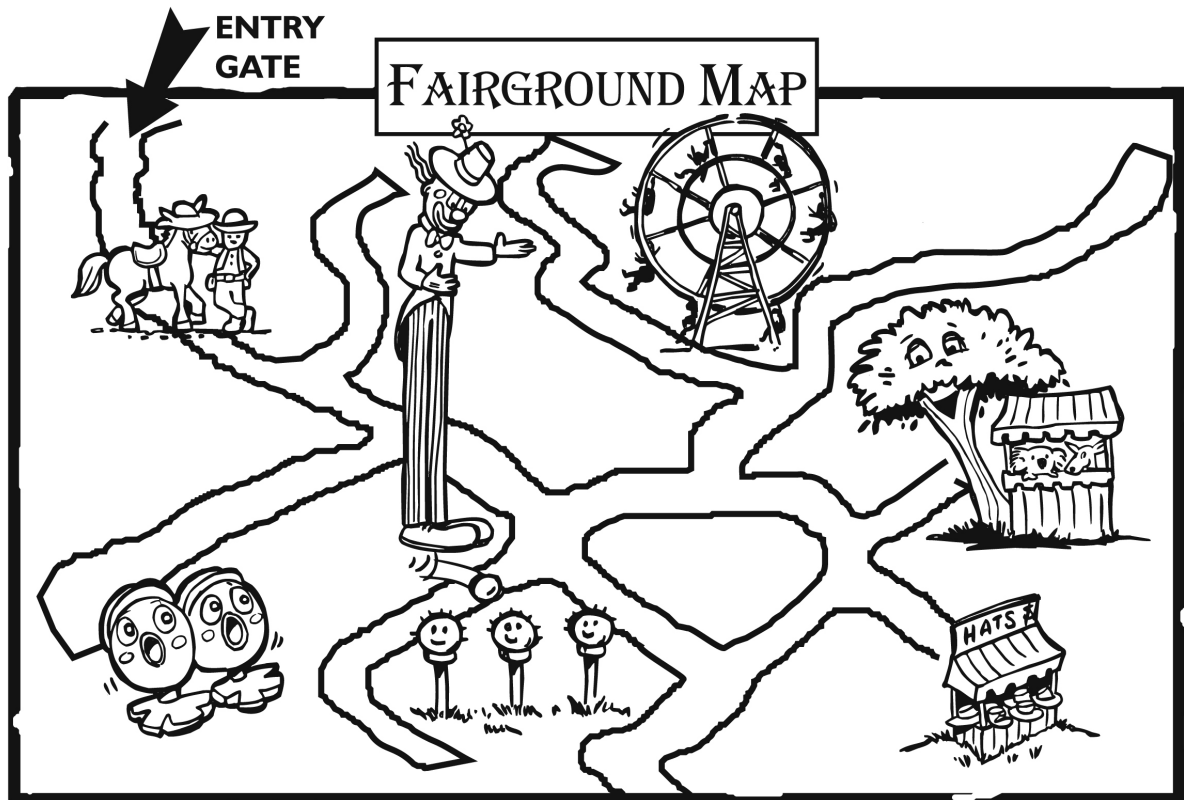
And as the sun became dimmer and dimmer  
Our sun-wise friends went home for their dinner.

..... So remember this story when you're out in the sun  
If your skin is protected you'll have much more fun.



# The fair - story map

Draw the route Bindy, Gil and Ryder took during their day at the fair



Fill in the words from the word list on the five things Bindy and Gil did to protect their skin from the sun.

S h \_ \_ t

S \_ \_ s \_ \_ \_ \_ n

S \_ n h \_ \_

S u \_ g \_ \_ s s \_ s

S h \_ \_ e

Shade

Sunglasses

Shirt

Sun hat

Sunscreen

## Lesson 1.3

# Your amazing skin

### Resources

- Apple
- Orange
- Mirror
- This is my Face - Activity Sheet 1.3a

### Instructions

1. Discuss with students that their body is covered in skin, and that skin holds our body together and protects us from germs. Explain that it is a bit like a flexible suit of armour.
2. Lead the class in the following activities involving their skin:
  - Feel the smooth skin of an apple and compare it to the rough skin of an orange. Find places on your body where skin is rough and smooth (e.g. elbow and face).
  - Make your skin as large as you can, then as small as you can.
  - Move as if you had no bones and were only skin.
  - Make your skin wrinkly by squinting your eyes, frowning, or raising your eyebrows. Feel these wrinkles.
  - Move as if your skin was itchy.
  - Move as if your skin has been out in the sun for too long.
  - Try to cover as much of your skin as you can with other skin on your body.
  - Try to cover as much skin as you can with your clothes.
3. Discuss with students what can happen if their skin gets too much sun and how this might look and feel. Explain that the skin remembers all the sun it gets so it is important that we protect it from too much sun, starting from when we are young.
4. Tell students you are going to show each of them a picture of a person whose skin is very important. Have each child come to the front of the room and look inside the box. Hold up the box containing the mirror in front of each child. Ask them not to say who they see until all students have looked. Discuss with the whole class who they saw in the mirror and why their skin is very important.
5. Have students use a mirror to examine their hair, eye and skin colour and using Activity Sheet 1.3a draw/ paint a picture of themselves. Display students' drawings and discuss the similarities and differences between our skin, eyes and hair. Reinforce that in Australia the sun's rays are very strong, so it is important for all of us to cover our skin, to protect it from the sun.



# This is my face

My name is: \_\_\_\_\_

---

---

My hair is: \_\_\_\_\_

---

---

---

My eyes are: \_\_\_\_\_

---

---

---

My skin is: \_\_\_\_\_

---

---

---

My skin is important because: \_\_\_\_\_

---

---

---

Picture:



## Lesson 1.4

# Effects of sun on the skin

### Resources

- Magnifying glass (per pair)

### Instructions

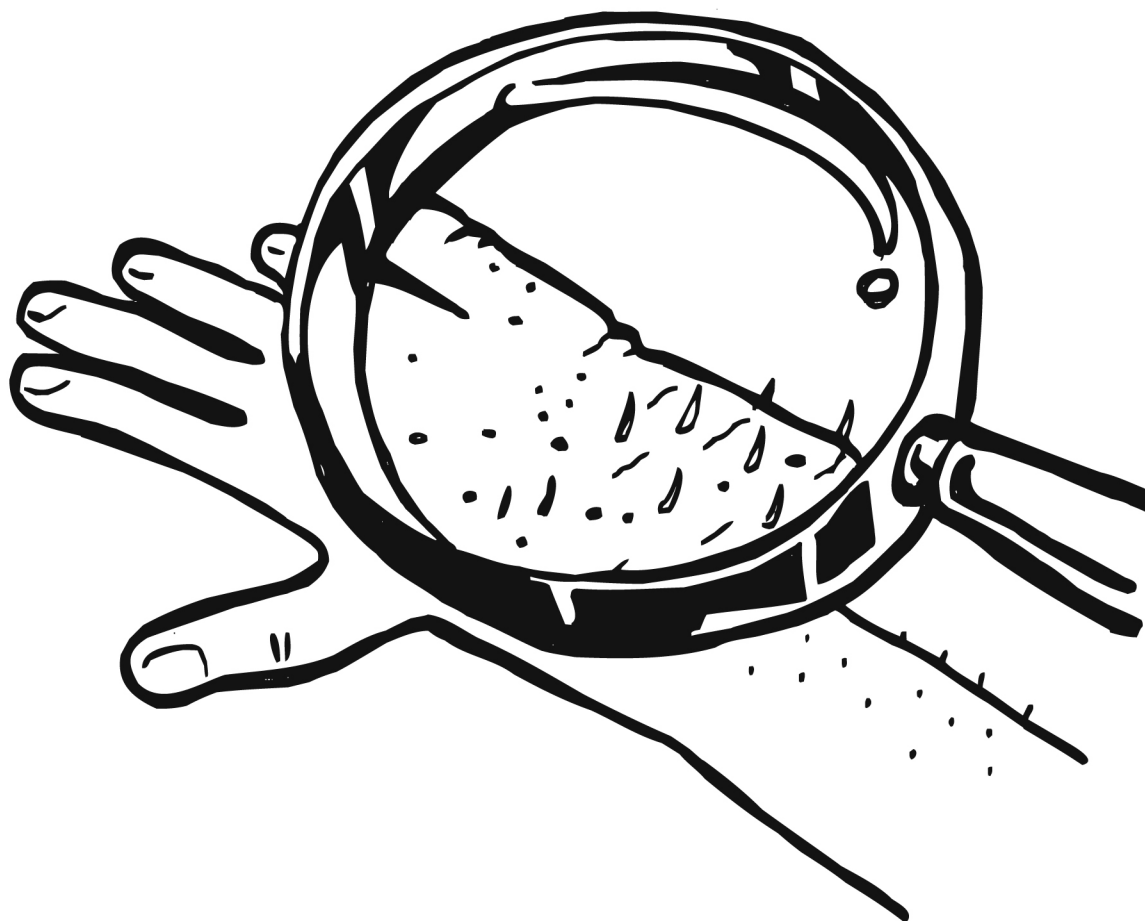
1. Students use a magnifying glass to look at their skin and describe what they can see. Have them also look at their hair, nails and freckles. Students discuss times when they or someone they know, has damaged their skin and how this made them or the person feel. Examples include:

**Heat** – Students recall touching a burning or hot object; getting too close to the heater; or getting into a bath that was too hot. Discuss the effect of this, e.g. the skin turned red or it hurt.

**Sharp objects** – Students recall touching the end of a pin or any other time when they cut their skin with a sharp object. Discuss what happened and how this felt.

**Sunburn** – Students or teacher recall being sunburnt. Discuss how this felt and looked, what happened to the skin (blistering, peeling).

2. Discuss with students how each of these situations could have been avoided.





## Lesson 1.5

# Shady outline

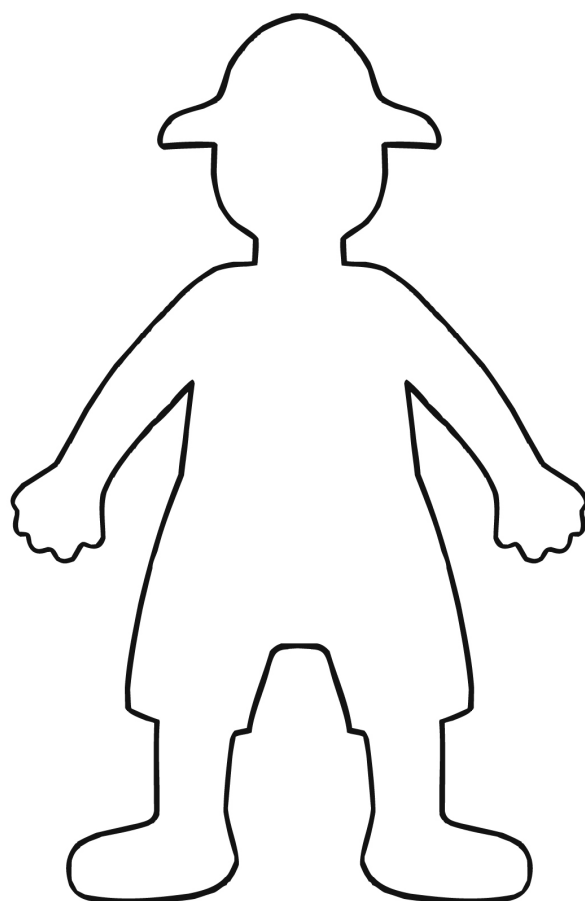
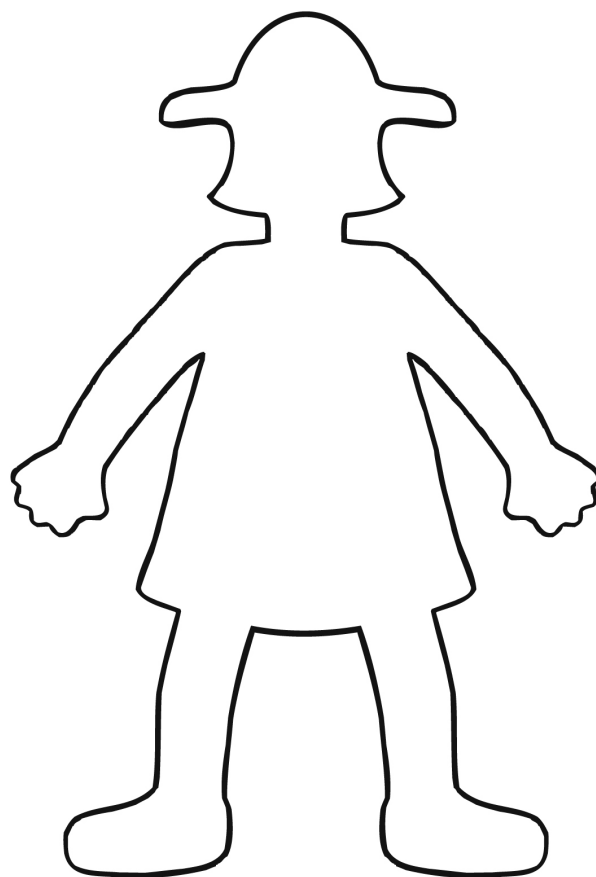
### Resources

- Body outline – Activity Sheet 1.5a or large sheets of butchers paper
- Felt pen
- Glue
- Zinc cream
- Paint
- Coloured paper/pieces of material

### Instructions

1. Discuss why humans wear clothes (eg. protection from cold, from rain, from the sun and for fun or decoration).
2. Using Activity Sheet 1.5a, or on large sheets of butchers paper, ask pairs of students to trace their partner's body outline. Have students illustrate or glue on coverings that would protect their body from the sun.
3. Discuss with students whether there are any areas on the illustration which would still be exposed to the sun. Zinc cream could be applied to the face and thinned water paints applied as pretend sunscreen to any other exposed areas.
4. Display shady outlines around the room.

# Body outline



## Topic 2

# Ways to protect yourself

## Aims

Students will:

- Identify and evaluate effective sun protection products.
- Demonstrate correct application of sunscreen.
- Understand the importance of hats.
- Evaluate different methods of sun protection.

## Lesson 2.1

# Summer shop

### Resources

- Variety of hats, clothes, umbrellas, sunglasses, old bottles of sunscreen
- Price tags
- Students SunSmart shopping list – Activity Sheet 2.1a

### Instructions

1. Set up a 'Summer Shop' in your classroom. Provide various types of hats, clothes, umbrellas, sunglasses and empty bottles of sunscreen and zinc. Attach different prices to each of these items.
2. Encourage students to select the most effective sun safe items for a summer holiday and to practice adding the prices of the items. Students use Activity Sheet 2.1a as their shopping list, find the prices of the items and then calculate how much they will cost. Students can take it in turns to be the shopkeeper and the customer.
3. Ask students to pretend they are going on a holiday and to write a list of the things they would need when on this holiday to protect them from the sun, considering the different types of holiday destinations. These may include a beach holiday, a hiking holiday, or a canoeing holiday. You may like to put students into groups and each group focus on a different type of holiday.

*\* This activity has an interactive white board lesson created for it - 'Sumer SunSmart store'*

Activity Sheet 2.1a

# SunSmart shopping list

\_\_\_\_\_’s SunSmart shopping list!

To go on holiday this summer, I need to buy:

Cost \$

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Draw a picture of the SunSmart things you bought from the shop:

## Lesson 2.2

# Screening your friends

### Resources

- Sunscreen
- 10 cent piece
- Mirrors

### Instructions

1. Divide students into several small groups. Check for any allergies the students may have.
2. Discuss and demonstrate the correct application of sunscreen. Show students a 10 cent piece to indicate the size of the blob of sunscreen they need to place in their hand. This is the amount of sunscreen they should use on their face. Sunscreen should be applied 20 minutes before going outdoors to clean, dry skin. This will give the sunscreen time to bond to the skin. Layer sunscreen onto exposed skin (like icing a cake). Do not rub it in.
3. In pairs, have students practice putting sunscreen on their partner's lower arm. If no sunscreen is available, have students mime the correct application technique.
4. Students can form a circle to apply or mime applying sunscreen to the back of each other's necks and arms (this could also be done prior to swimming lessons or sport).
5. Discuss with students that sunscreen can help to protect their skin from the sun if they use it along with shirts, hats and shade.

## Lesson 2.3

# Shade maker

### Resources

- A variety of hat styles— caps, visors, broad brimmed, bucket etc.
- Hat design standards – Activity Sheet 2.3a
- Mirrors

### Instructions

1. Students bring hats to school, and in pairs wear different types of hats. Each child should wear only their own hat(s).
2. Have students go outside and compare with a mirror, or by looking at each other, how much shade each hat gives their faces, noses, ears, shoulders and necks. Have students use Activity Sheet 2.3a to rate three different hat styles to establish which hat has the best SunSmart rating.
3. Discuss which hats provide the best sun protection and which hat received the best overall rating from the students.

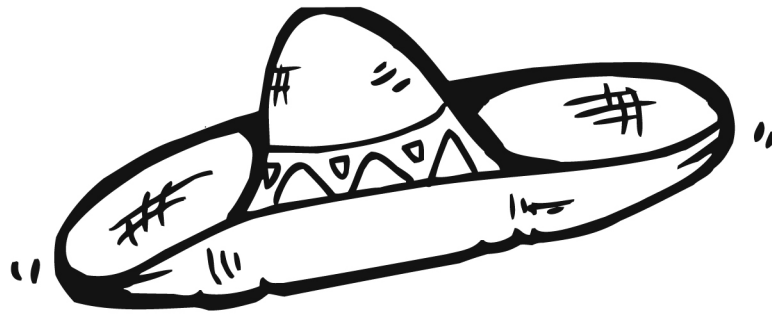
## Extension activity – hat making

### Resources

- Cardboard, newspaper, sticky tape, coloured paper, egg cartons, fabric and other objects to decorate hats
- Scissors, glue, sticky tape, staplers, string, blu-tac
- Hat making – Activity Sheet 2.3b

### Instructions

1. Supply each student with a sheet that has an enlarged circle copied onto it.
2. Have students cut out the circle and then decorate their hats.
3. Students will then need to cut a line from an edge of the circle into the middle of the circle so they can overlap edges to form a cone (students may need assistance with this).
4. Discuss how much shade is provided by their hat. Would it be a hat they would wear in the sun if no other hat was available?



## Activity Sheet 2.3a

# Hat design standards

My name is: \_\_\_\_\_

Is this hat a good SunSmart design? Give it a score for each design standard below.

✓✓✓=Very good ✓✓= Okay ✓= Not so good

Design standard	Hat type 1	Hat type 2	Hat type 3
Covers face and nose			
Covers ears			
Covers neck			
Comfortable			
Style/fashion			
Final rating			

# Hat design standards

My name is: \_\_\_\_\_

Is this hat a good SunSmart design? Give it a score for each design standard below.

✓✓✓=Very good ✓✓= Okay ✓= Not so good

Design standard	Hat type 1	Hat type 2	Hat type 3
Covers face and nose			
Covers ears			
Covers neck			
Comfortable			
Style/fashion			
Final rating			

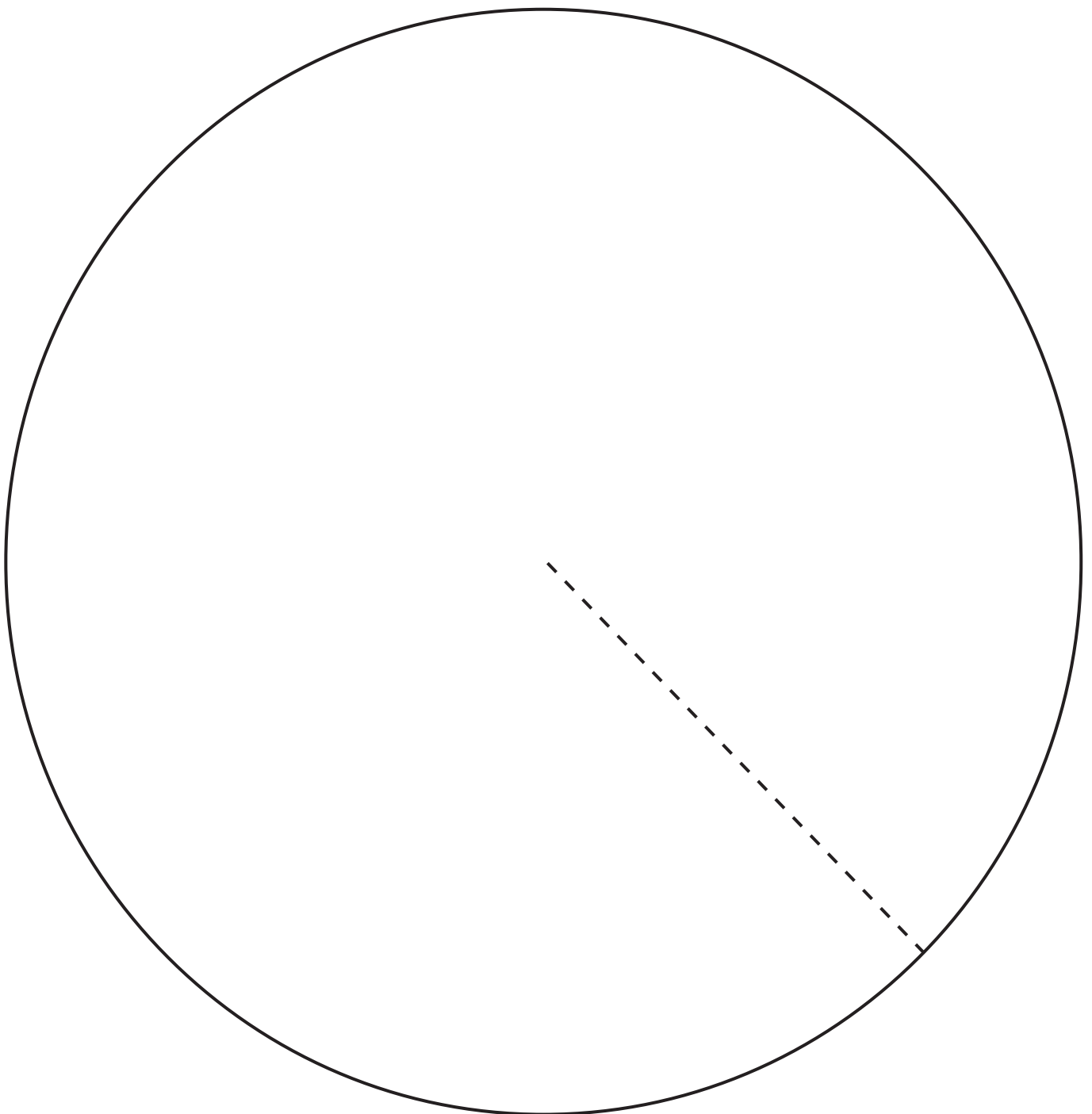




## Activity Sheet 2.3b

# Hat making

- Enlarge the circle as far as possible then photocopy the circle onto an A3 (or larger) sheet of paper or card
- Have students cut out the circles and decorate them
- Cut along the dashed line from one edge of the circle to the centre of the circle
- Overlap the cut edges to form a cone
- Staple or glue into place
- Attach a chin strap if desired
- Or you may like to draw your own circle using a recommended radius of 20 cm



## Lesson 2.4

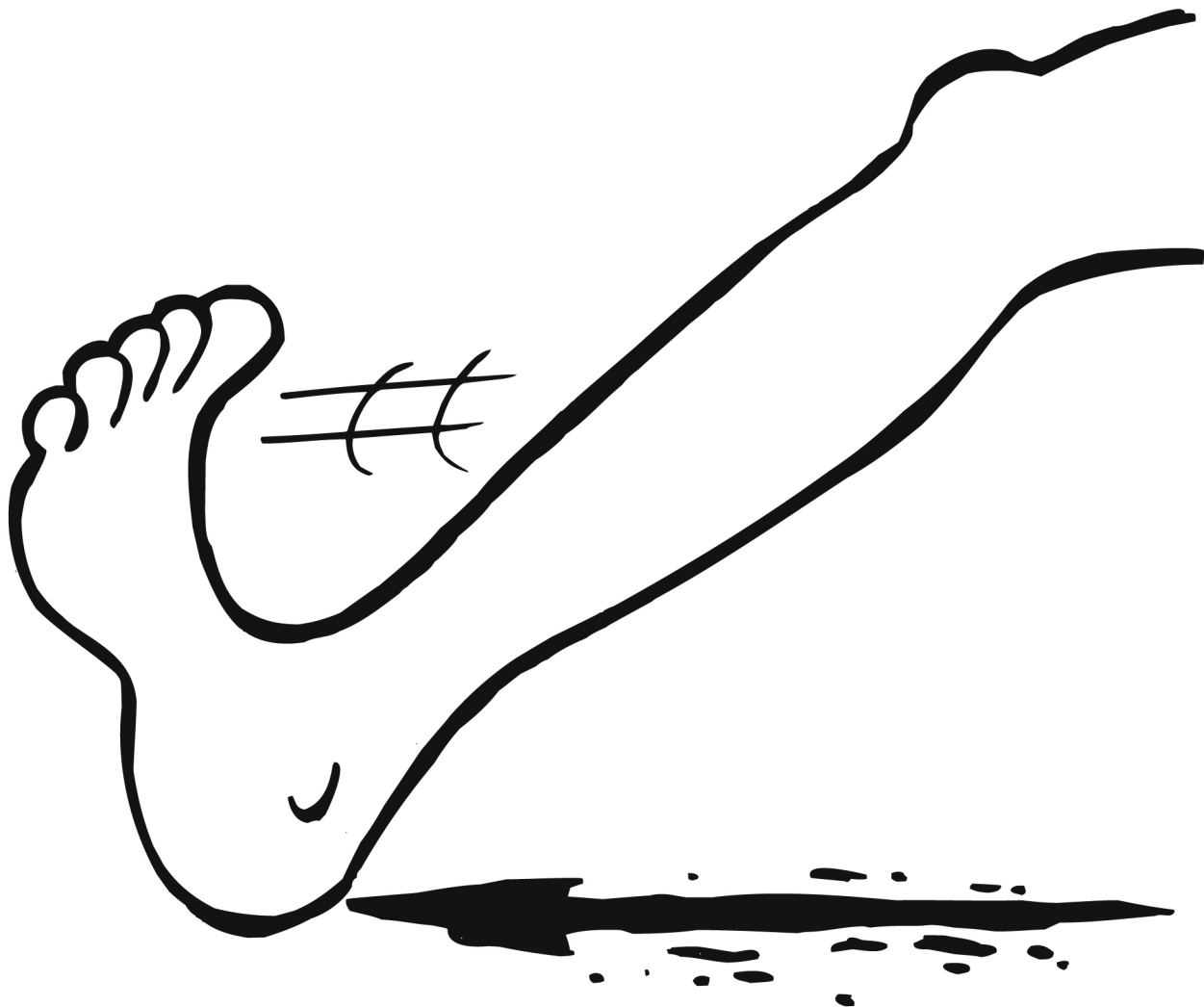
# A step in the right direction

### Resources

- Hats
- Variety of outdoor pictures

### Instructions

1. Using samples of hats in the classroom, play a movement game with the students where if the teacher holds up a shady hat or picture they should take one very large step forward, and if a poor hat or no sun protection is shown they should take a very large step backwards.
2. This activity may be extended by encouraging extra steps for the wearing of shirt, sunscreen and glasses.
3. Discuss:
  - Why is it important to wear a hat outside?
  - What could happen if you do not wear a hat outside?
  - What types of hats provide the best sun protection?
  - How could you change your hat to provide better sun protection?
  - When do you wear a hat?
  - At what other times could you wear a hat?



## Lesson 2.5

# Preparing to go out into the sun

### Resources

- Preparing to go out into the Sun – Activity Sheet 2.5a

### Instructions

1. Provide a copy of Activity Sheet 2.5a for each student. Have students cut and paste the pictures in the correct order to show the progression of events that are likely to have occurred. (1. *Slip*, 2. *Slop*, 3. *Slap*, 4. *Slide*, 5. *Seek*). They can also colour the pictures in.
2. Have students mime the steps they should take when preparing to go out in the sun i.e. putting on a hat, protective clothing and sunscreen.
3. Discuss the following:
  - What actions can we take to screen our skin from the sun? *Slip on a shirt, slop on sunscreen, slap on a hat, seek shade and slide on sunglasses.*
  - What could happen to the skin if it is not screened from the sun? *Too much sun could reach your skin and your skin might burn (damage).*
  - If you are outside, what is the most effective way to protect your skin from the sun – play in the shade or wear sunscreen? *Playing in the shade! However, the other SunSmart principles need to be included! Slip, slop, slap, seek, and slide. Sunscreen is not the best protection on its own.*
  - Why doesn't sunscreen provide the best protection from the sun? *Sunscreen only lasts a certain period of time and can wash off if playing in water.*
  - What should you do to protect your skin from the Sun when you go outside to play? *Same as the first question.*

\* This activity has an interactive white board lesson created for it 'Preparing to go out in to the sun'

# Preparing to go out into the sun



## Lesson 2.6

# Light protection

### Resources

- Range of shirts

### Instructions

1. Students bring to class a range of different shirts.
2. Ask students to dress up in each shirt and decide which one covers most of their skin.
3. Encourage them to hold a shirt up to the light. Explain that if they can see through it, the sun can get through it.
4. Using the samples of shirts provided by the students, have them compare how much light permeates the shirt fabrics and rank them from most SunSmart to least. Have the students explain to you why their shirt is SunSmart or not.

(Using an overhead projector as the light source works well. Students can compare the shade patterns the different fabrics make on the board. If you don't have an overhead projector, you may like to take the students outside before 10am and after 3pm to see how much light is let through the materials).

Note: The 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 the protection offered, with a maximum value of UPF 50+. Fabrics that let a lot of light through are not SunSmart. Generally, the less light that can pass through, the better the fabric.

## Home activity

# SunSmart clothing

### Resources

- SunSmart fabrics – Activity Sheet 2.7a

### Instructions

1. Using Activity sheet 2.7a, ask students and their parents to find clothes at home that are SunSmart and would protect their skin from the sun.
2. Ask the students and their parents to hold the fabric up to the light to see how much light passes through the fabric.
3. Have students bring their home Activity Sheets back to class.
4. Discuss with students the types of clothing which are the most sun safe.

## Extension activity – SunSafe recycled designs

### Resources

- SunSmart recycled designs - Activity Sheet 2.7b
- Old newspapers, ice cream containers, cardboard etc.
- Scissors, glue

### Instructions

1. Discuss with students the sort of features clothing should have to protect their skin from the sun (shirts with collars and sleeves, broad brimmed hats etc.).
2. Hand out Activity Sheet 2.7b and on the sheets have students draw their design for a sun safe item of clothing. You can also have them working in groups with each group designing a different type of clothing item (e.g. hat, shirt, shorts).
3. Once students have finished their design, ask them to discuss it with a friend and explain what makes it SunSmart. They can then show it to the teacher to explain the SunSmart elements of the design.
4. Students then make their item of clothing according to their design.
5. You may like to have a fashion parade in the classroom to show off the students' hard work and have them stride down the catwalk.

My name is: \_\_\_\_\_

### Activity Sheet 2.7a Home activity

## SunSmart fabrics

Some fabrics are better at stopping the sun from getting to your skin than others, so some clothes will give you better sun protection. If light can shine through the fabric, so can the sun's rays. The more light the fabric blocks out, the more sun it will block out.

Help your child to complete the activity below by holding pieces of their clothing up to the light. Discuss which clothes would be the most suitable and safe to wear if playing outside.

Hold some of your clothes up to the light. How much light can you see?

Draw the clothes that block out the most light? (e.g. my blue shorts)

Draw the clothes that block out the least light? (e.g. my white t-shirt)

Parent's signature: \_\_\_\_\_

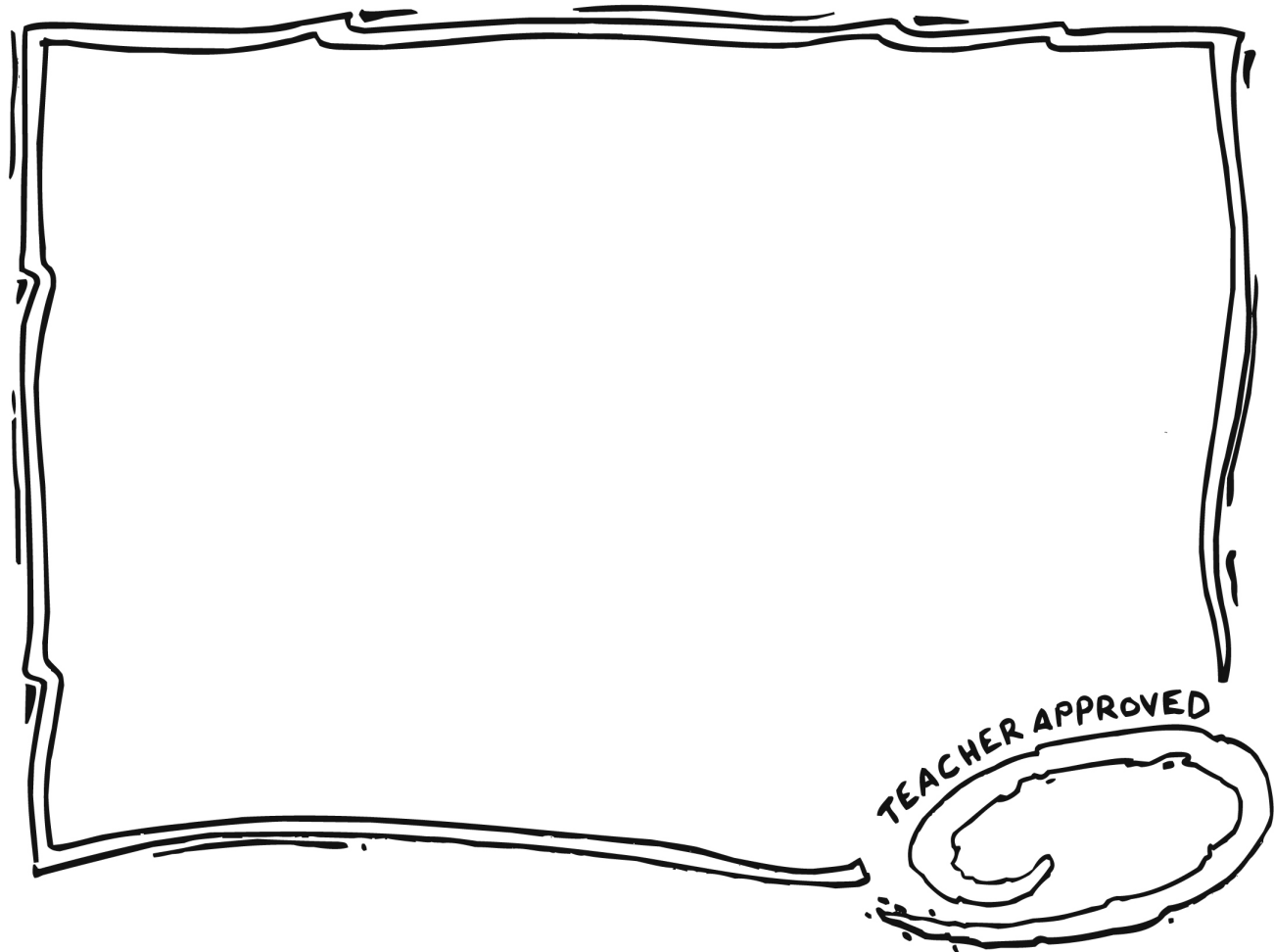
Remember to return this sheet to class to colour in another picture in your passport!

## Activity Sheet 2.7b

# SunSmart recycled designs

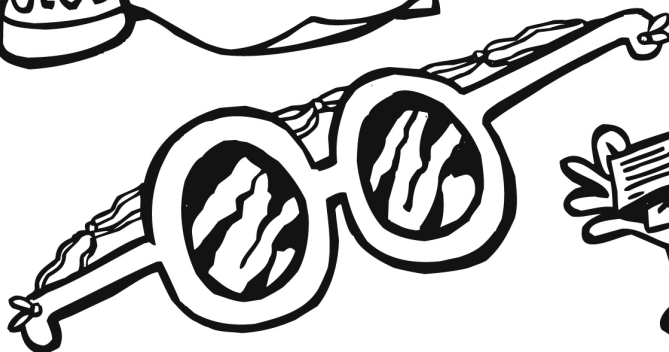
My name is: \_\_\_\_\_

In the space below, design an item of clothing that protects your skin from the sun.



Once your design is finished, check it off with the teacher and then start making your item of clothing from materials provided.

**Here are some ideas:** Newspaper hats and long sleeved shirts





## Topic 3

# Speaking out

### Aims

Students will:

- Develop and demonstrate assertive behaviour towards sun protection.
- Develop an understanding that sun protection is a personal responsibility.
- Identify when to assist others to be SunSmart.

## Lesson 3.1

# Marvin the mean old monster

### Resources

- Marvin the mean old monster – Activity Sheet 3.1a

### Instructions

1. Have students stand in a circle. As a group, practice the actions they will be using in the story of 'Marvin the mean old monster'.
2. Read the story and ask them to follow your actions as they listen.
3. Discuss the things the students in the story did to protect themselves from the sun. What could the villagers do to make the hill more sheltered for the monster? What can we do at school to protect ourselves from the sun?



## Activity Sheet 3.1a

# Marvin the mean old monster

Once upon a time lived a mean ol' monster called Marvin (*snarl and claw hands*) who lived all alone on top of a big hill (*spread hands*). The hill was completely bare as far as the eye could see (*place hand over eye and look right and left*) and Marvin the monster had no shelter from the hot summer sun (*wipe brow*). His nose got very sore and sunburnt (*wriggle nose*) and his big long tail (*sweep arm out behind you*) turned bright red. This made the mean ol' monster (*snarl and claw hands*) even meaner (*snarl and claw hands and stamp feet*).

Now, there was a village nearby, and all the people in the village were scared of Marvin the mean ol' monster (*shiver and shake*). "Stay away from him," (*wag finger*) said the parents to their children. No one went near the big hill (*spread hands*).

One day, two children were flying their kite in the village (*make kite shape*). One child, Cort, was very short (*squat*). The other child, Zaul, was very tall (*stand on toes and stretch*). Both wore big red hats (*hands on head*). They had a lovely time flying their kite (*make kite shape*) until, all of a sudden, the string snapped (*click fingers*). The kite (*make kite shape*) blew off towards the big hill (*spread hands*) and the mean ol' monster (*snarl and claw hands*). Short Cort (*squat*) and tall Zaul (*stand on toes and stretch*) held onto their red hats (*hands on head*) and ran (*run on spot*) after the kite.

All of a sudden they saw Marvin the mean ol' monster in front of them (*snarl and claw hands*). Tall Zaul (*stand on toes and stretch*) was very scared (*shiver and shake*), but short Cort (*squat*) said "We haven't done anything to harm you. Why are you such a mean monster?"

Marvin looked very sad (*sad face*) and said, "Because I'm always hot and sunburnt, and that makes me feel grumpy. I have no hat or shade to protect me from the sun like you do, and I was too shy to ask for help."

The children thought and thought (*thinker pose*). Suddenly, tall Zaul (*stand on toes and stretch*) grabbed the kite and put it on Marvin's head to make a big shady hat (*hands on head*). Short Cort (*squat*) wound the tail of the kite around Marvin's tail (*sweep arm out behind you*) to protect it from the sun. "We're going down to the village to play under a tree where it's shady. Would you like to come with us?" the children asked. Then a very strange thing happened. Mean ol' Marvin (*snarl and claw hands*) made a great big smile (*big grin*).

"Hip hip hooray!" cheered the children (*repeat "hip, hip, hooray" and raise arms*). They made a circle and skipped all around, because Marvin wasn't mean any more (*make a circle and skip*)!

From that day on, Marvin lived happily under a big shady tree (*spread arms over head*) wearing his new hat (*hands on head*) and never got sunburnt, or grumpy again.

(*Clap your hands and invite everyone to take a bow!*)

## Lesson 3.2

# Sun safe scenarios

### Resources

- Sun safe scenarios – Activity Sheet 3.2a
- Sun safe scenarios T-chart – Activity Sheet 3.2b
- Stimulus picture 'At the Pool'

### Instructions

- 1 Read out the scenarios listed on Activity Sheet 3.2a.
- 2 Discuss with the class what they could say in each situation and have students complete Activity Sheet 3.2b. Students can use a puppet/partner to role play their answers.
- 3 Show students the stimulus picture 'At the Pool'. There are leading questions for you to discuss with the students on the back of the picture.



## Activity Sheet 3.2a

# Sun safe scenarios

### Beach-time blues

Pretend you are spending the afternoon playing at your friend's house and your friend's parents invite you to go to the beach with them. You don't have your sun safe swimmers/bathers, a hat, sunglasses or sunscreen with you. Your friend offers to lend you a pair of racing swimmers/bathers to swim in.

What could happen if you go to the beach?

What could you say to your friend's Mum and Dad?

What could you do?



### Hat attack

Pretend you and a friend are playing in the park. You are both wearing caps with a neck flap to keep the sun off. As you are playing, your friend's older brother and his friends arrive on their bikes. They have tucked up the neck flaps on their hats to try to look cool. They start teasing you and saying you look silly.

What could you say?

What could you do?



### Don't burn baby

You are at the beach with your family. You notice that your little sister has taken off her hat and her shirt, now she only has a singlet on while she makes a sandcastle.

What could happen to her while she is making her sandcastle?

What could you say?

What could you do?



### Fry time

Pretend your older cousin has come to stay with you over the holidays. She wants to lie out in the sun to get a tan and she asks you to join her.

What could you say to your cousin?

What could you do?



Activity Sheet 3.2b

# Sun safe scenarios T-chart

My name is: \_\_\_\_\_

List the positive things that you could say or do in each scenario and then list the negative things that could happen in each scenario.

Positives (+)	Negatives (-)
Beach-time blues	
Hat attack	
Don't burn baby	
Fry time	

## Lesson 3.3

# SunSmart buddy

### Resources

- My SunSmart buddy – Activity Sheet 3.3a

### Instructions

1. Discuss with students what makes a person a friend.
2. Explain that for the next week the students are going to be SunSmart buddies to help protect each other from the sun. Students form pairs or small groups. Within these groups have them help each other to apply sunscreen during the day and remind each other to put their hat on before they go outside.
3. Have students complete Activity Sheet 3.3a with their partner/group to sign up as buddies for the next week. Students can cut out the hat shape on the Activity sheet and these can be displayed around the room.
4. At the end of the week ask students how it felt to have a SunSmart buddy who helped them to look after their skin. Discuss who could be their sun safe friend at home or during the summer holidays.

*(You may choose to do this activity for just one day, especially if faced with time constraints.)*

### Alternatively:

Develop a SunSmart buddy tree.

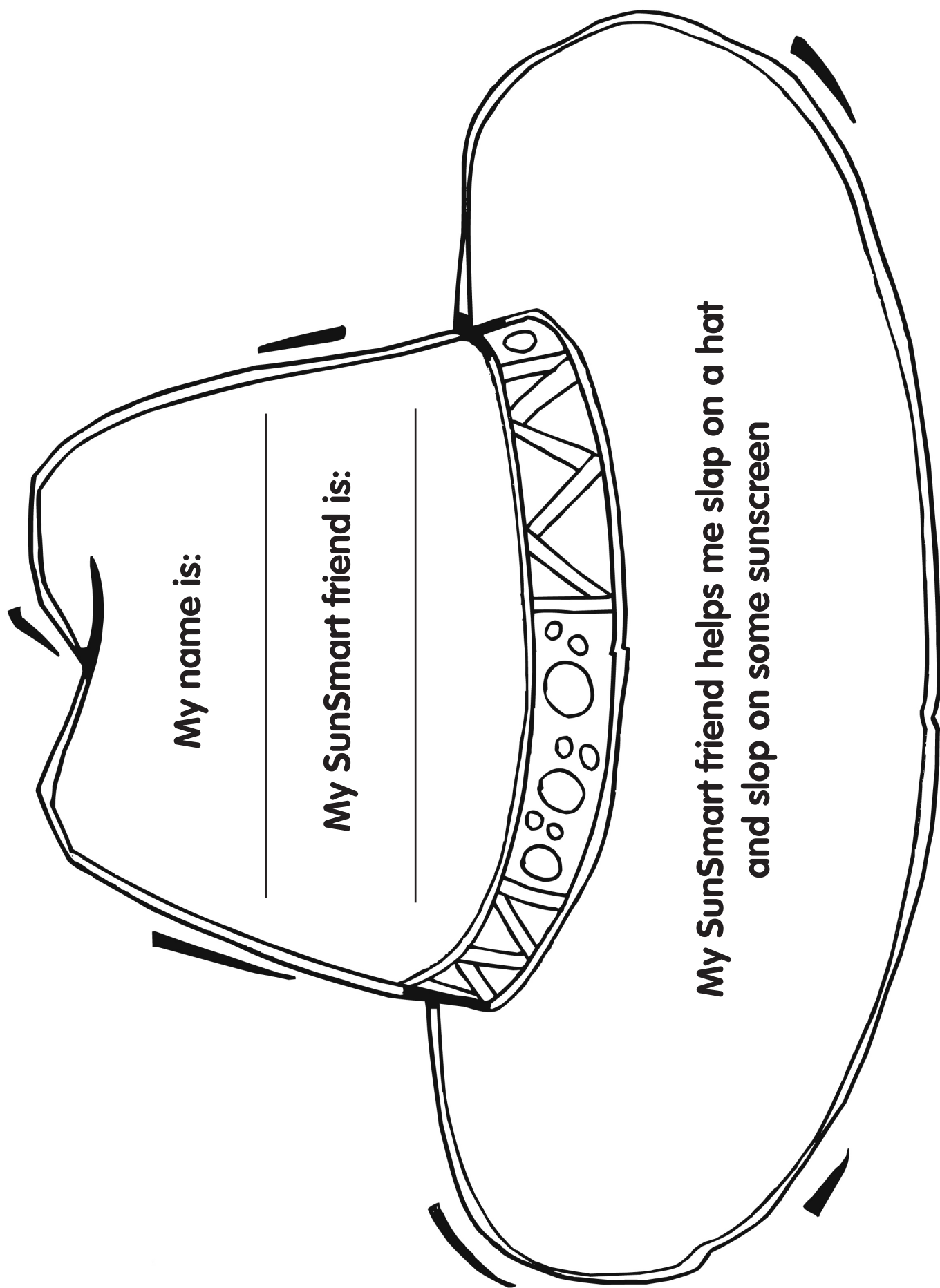
Students create a large tree's trunk with branches for the classroom. They then decorate leaves with their names and their buddy's name then stick it to the tree. This helps reinforce the use of hats and sunscreen as well as natural shade.

Students could draw pictures of students and animals sitting under the shade of their SunSmart buddy tree. This would form a SunSmart display in the classroom and be added to over time.

Include in hat 'my friend helps me to slap on a hat and slop on some sunscreen.







**My name is:**

**My SunSmart friend is:**

**My SunSmart friend helps me slap on a hat  
and slop on some sunscreen**



## Lesson 3.4

# Assertive drawing

### Resources

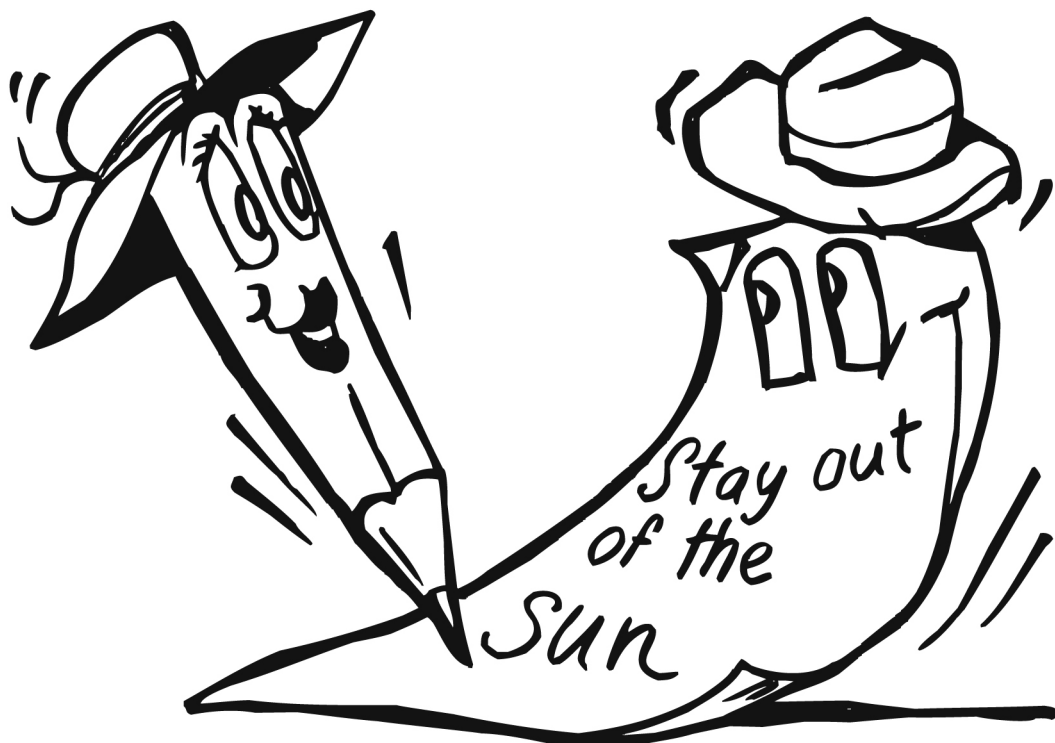
- Pencils
- Paper

### Instructions

1. Discuss with students ways they can help their whole family to be sun safe. You may like to list key words or phrases on the board.

### Discussion points:

- What are the things you can do alone to protect your skin from the sun? What things do you need help with?
  - Who could you ask to help protect you from the sun
    - at home?
    - at school?
    - at a friend's house?
  - What words are important when you are asking someone to help you with something?
  - Why is talking an important way of showing how we feel?
  - Why do you think people sometimes don't protect themselves from the sun?
2. Ask students to draw a picture of themselves talking to their parents about the importance of staying out of the sun, or covering up in the sun by wearing a hat, shirt, sunscreen and sunglasses. Students could learn about speech bubbles or speech marks (" "). They would include speech bubbles in their picture and try to use words from the word list on the board.
  3. Students display their pictures and explain what they might be saying to their parents in their picture.



## Lesson 3.5

# Goldilocks and the three Bares

### Resources

- Goldilocks and the three Bares – Activity Sheet 3.5a
- Stimulus pictures 'At the pool' and 'Lunchtime'

### Instructions

1. Read the story on Activity Sheet 3.5a to the students. Discuss the different ways Goldilocks dealt with the situation – being too soft, being too hard, and being just right.
2. Read the Sun safe scenarios on Activity Sheet 3.2a to the class. Use the stimulus pictures 'At the pool' and 'Lunchtime' to illustrate the situations. Have students suggest what each of the characters could do or say that would be "just right". Select students to role play their responses.
3. Discuss students' responses and have students write a one sentence description of what they would do or say in one of the scenarios.

# Goldilocks and the three 'Bares'



Once upon a time there was a little girl named Goldilocks. Goldilocks had fair hair and pale skin and was always careful about protecting her skin from the sun. She always wore a hat, long sleeved shirt and sunscreen when she was outside. Whenever possible she tried to stay out of the sun between 10 am and 3 pm when it was at its strongest.

Goldilocks lived next door to the Bare family (no relation to the three Bears she met when she went walking in the woods). There were also three Bares in the Bare Family – Mrs Bare, Mr Bare and Junior Bare. Junior Bare was in Goldilocks' class at school. Goldilocks noticed that Junior Bare never wore a hat when playing outside in the sun.

One day Junior Bare came over to Goldilocks' house around lunchtime and said, "Would you like to come and play basketball on my driveway with me?" Goldilocks thought that would be fun, but could see that the driveway and basketball ring were out in the full sun. She said, "I'm not really supposed to play out in the sun in the middle of the day." "What, are you chicken of the little old sun?" teased Junior. Goldilocks didn't like being teased, so she said, "OK, I'll play basketball," and went and played in the sun. But she was not happy about it. "That answer was *'too soft'*," thought Goldilocks, "I should have said what I wanted to do. Next time I won't be so soft!"

The following weekend, Junior Bare came over to Goldilocks' house and said, "Hey Goldilocks, let's go and play basketball on my driveway." "No way," said Goldilocks, "I think you're stupid to play out in the sun and there is no way I'm going to play basketball with you." And for good measure she picked up the basketball and threw it over the fence and into the neighbour's pool. Junior was upset at being yelled at like that and went off to get his ball saying he didn't want to be Goldilocks' friend any more. "Oh dear," thought Goldilocks, "I think that answer was *'too hard'*. I made Junior feel bad just so I could get my way."

The next day Junior Bare didn't come to ask Goldilocks if she wanted to play, even though she waited until lunchtime. She knew she had hurt his feelings, so she thought she had better go and see him to apologise. She put on her hat and went next door to the three Bares' house. Junior Bare opened the door and Goldilocks said to him, "I'm sorry I was rude to you yesterday, but I really don't like to play in the sun in the middle of the day. It's not good for my skin. And too much sun is probably not good for your skin either. Would you like to come over and play in my tree house where it's shady? We can play basketball outside later in the afternoon when the sun is not so strong!"

"That sounds like fun!" said Junior Bare with a big smile, "I'll ask my Mum."

"Aah, that's better," thought Goldilocks, "I wasn't *'too hard'*, I wasn't *'too soft'* – what I said was *'just right'*. This way we both get to do what we want to do – we can play basketball AND protect our skin from the sun."

And they all lived happily and sun safely ever after.....

## Home Activity

# Speak up for sun safety

### Resources

- Speak up for Sun safety – Activity Sheet 3.6a

### Instructions

1. Give each student a copy of Activity Sheet 3.6a to complete at home. With their parents' help, students choose a character from a book or TV show who is NOT protecting themselves from the sun and write a sentence describing how they could be more SunSmart. Students draw a picture of themselves telling this character how to be sun safe and write their words into a speech bubble.
2. Encourage students to return their completed, signed home activity to colour in another picture in their passport.

## Activity Sheet 3.6a

Home activity

My name is: \_\_\_\_\_

# Speak up for sun safety!

Be an undercover detective and, with your parent's help, spy on a character in a book, or on TV, who is not protecting themselves from the sun.

Answer the questions below and write in the speech bubble what you would say to this character to help them protect them from the sun.

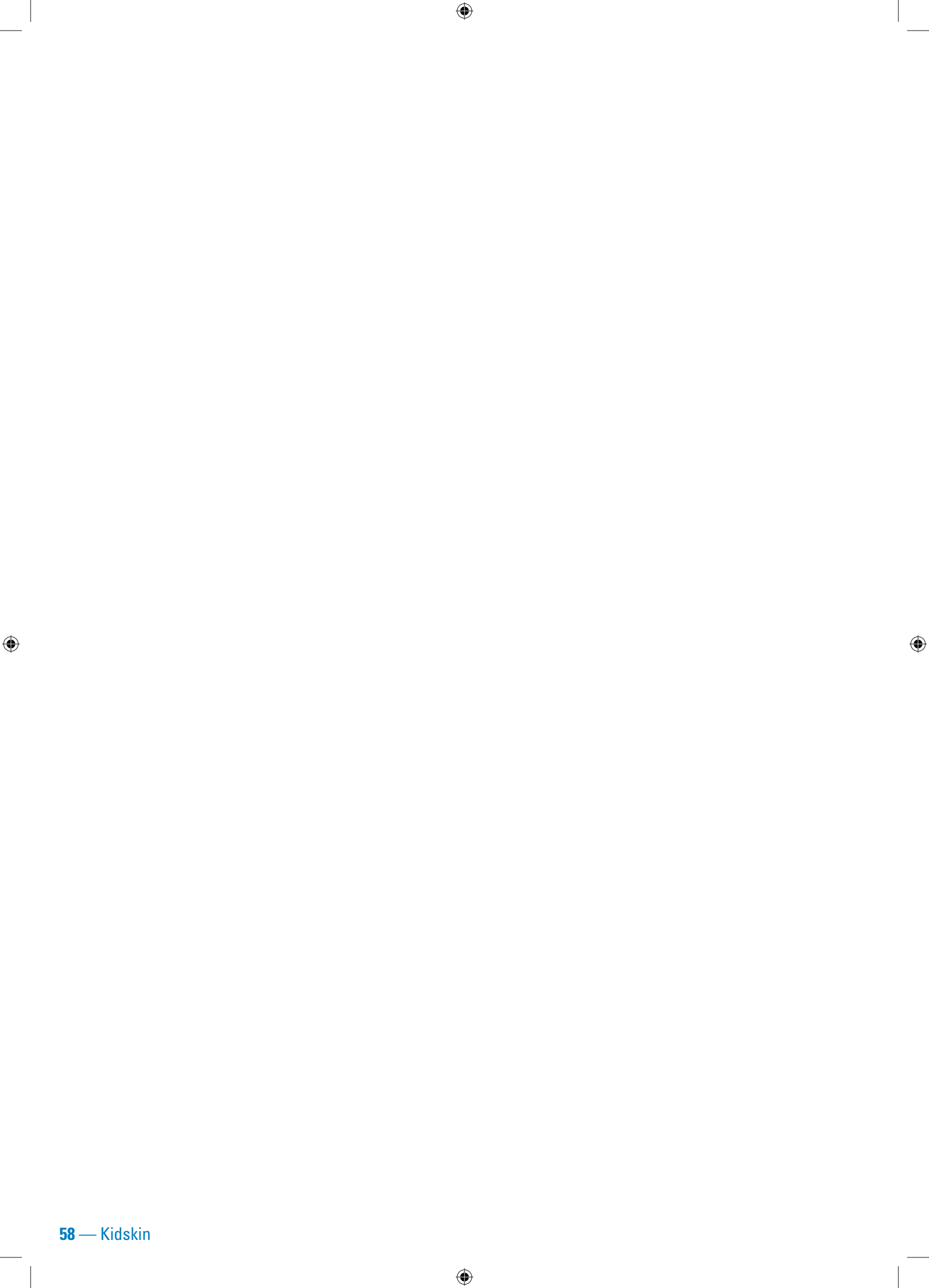
My character is: \_\_\_\_\_ from: \_\_\_\_\_

What are they doing or wearing? \_\_\_\_\_

What could the character do to protect themselves from the sun? Draw yourself telling your character how to protect themselves. Write what you would be saying in a speech bubble.

Parent's signature: \_\_\_\_\_

Well said! Remember to return this sheet to class to colour in another picture in your passport!



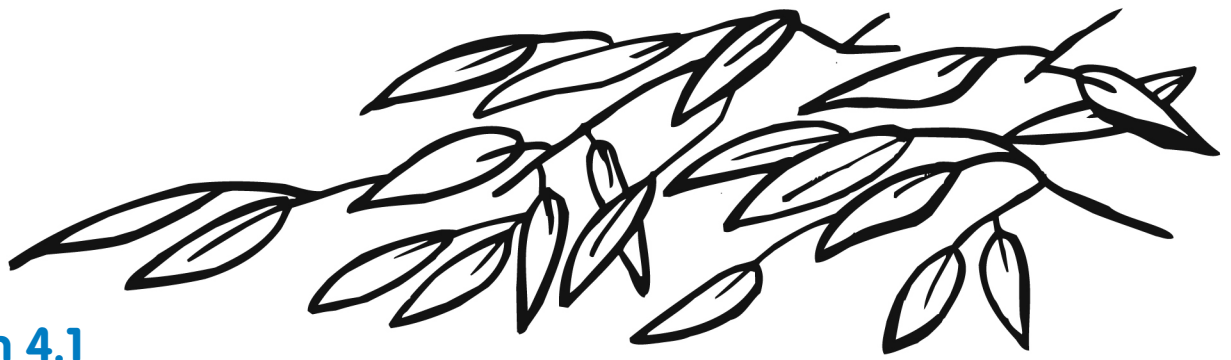
## Topic 4

# Sun protection and shady places at school

## Aims

Students will:

- Identify sun protection methods at school.
- Evaluate shade available to them in different settings.
- Develop and practice assertive communication to improve SunSmart behaviour.
- Recognise places that provide shade.
- Devise ways to make their own shade to protect themselves from the sun.



## Lesson 4.1

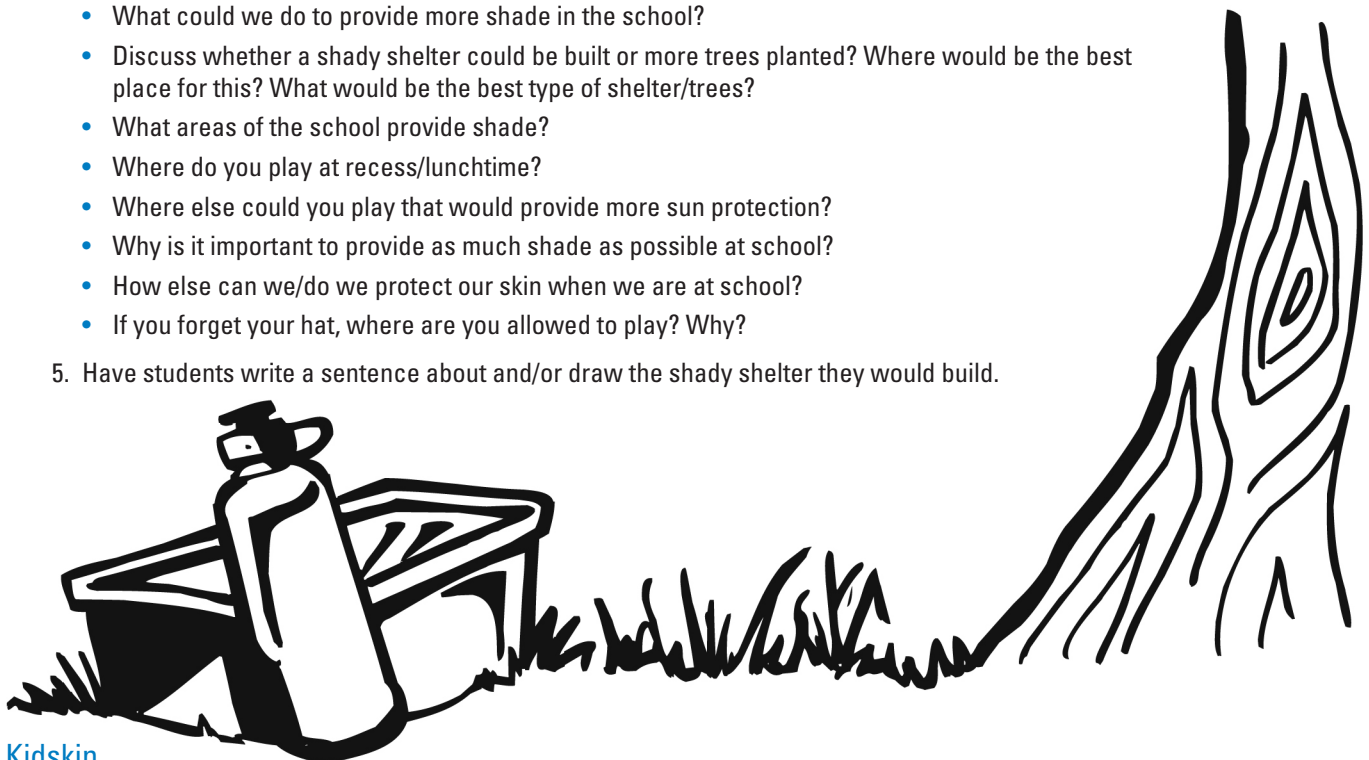
# Shady places at school

### Resources

- Stimulus picture: 'Lunch time'
- Photocopy of the school map (or map of the junior area of the school) for each student, or develop a basic map of the junior area
- Black and orange pencils

### Instructions

1. Show students the stimulus picture 'Lunch time'. Discuss which students are protecting themselves from the sun, and which are not. Ask students to suggest ways these students could be more protected from the sun while still enjoying their games.
2. Take a class walk around the junior students' play areas (preferably before 10 am) to find all the large sunny and shady areas. Provide each student with a map of the school and ask them to mark these areas on their maps in either orange (sunny places) or black (shady places). Students can use different levels of shading to differentiate between heavy shade and dappled shade and size of shade in relation to what they can do under it, e.g. sit, play etc. This may be a good time to introduce bird's eye view if not covered in class before.
3. Discuss how the amount of shade in each area might be different at lunch time because the sun will be more directly overhead. Explain that you are doing this activity before 10 am because the sun's rays are not too strong at this time.
4. Once back in class, discuss the following with students:
  - Where do most students play at lunchtime? Mark these on the map and discuss why these places are so popular?
  - Which areas of the playground do or don't provide much shade?
  - Which areas of the school grounds need more shade?
  - What could we do to provide more shade in the school?
  - Discuss whether a shady shelter could be built or more trees planted? Where would be the best place for this? What would be the best type of shelter/trees?
  - What areas of the school provide shade?
  - Where do you play at recess/lunchtime?
  - Where else could you play that would provide more sun protection?
  - Why is it important to provide as much shade as possible at school?
  - How else can we/do we protect our skin when we are at school?
  - If you forget your hat, where are you allowed to play? Why?
5. Have students write a sentence about and/or draw the shady shelter they would build.





## Lesson 4.2

# Sunscreen

### Resources

- SPF 30+ sunscreen
- Mirror
- Sun safe song – Activity Sheet 4.2a

### Instructions – Best to do this activity before lunch.

1. Demonstrate the amount of sunscreen students need to place into their hand (a small blob about the size of a ten cent piece). Have students identify and discuss which parts of their bodies need to have sunscreen applied to them (those parts not covered by clothing) and when and how often the sunscreen should be applied (before they go outside, and reapplied every two hours).
2. With a partner and a mirror, students practice putting sunscreen on their face, arms and legs. The partner should act as the SunSmart buddy and watch to make sure they don't miss applying sunscreen to any of these parts. SunSmart buddies can also make sure their partner remembers to wear a hat when going outside.
3. Teach students the sun safe song on Activity Sheet 4.2a, which can be performed with actions just before going out to lunch.



## Activity Sheet 4.2a

### Song lyrics

# The sun safe song

(Sung to the tune of Old MacDonald had a farm)

(Words by K & G Burton)

Slip on a shirt that has some sleeves  
Before you go in the sun  
Cover your skin with clothing please  
Now let's all have some fun  
With a slip, slip here  
And a slip, slip there  
Here a slip, there a slip  
Everywhere a slip, slip  
Slip on a shirt that has some sleeves  
Before you go in the sun.

Slop some sunscreen on your skin  
Before you go in the sun  
Spread it thickly, never thin  
Now let's all have some fun  
With a slop, slop here  
And a slop, slop there  
Here a slop, there a slop  
Everywhere a slop, slop  
Slop some sunscreen on your skin  
Before you go in the sun.

Slap a hat upon your head  
Before you go in the sun  
It stops your face from turning red  
Now let's all have some fun  
With a slap, slap here  
And a slap, slap there  
Here a slap, there a slap  
Everywhere a slap, slap  
Slap a hat upon your head  
Before you go in the sun.



Seek some shade to protect your skin  
Before you go in the sun  
Find trees, a veranda or hut to climb in  
Now let's all have some fun  
With a seek, seek here  
And a seek, seek there  
Here a seek, there a seek  
Everywhere a seek, seek  
Seek some shade to protect your skin  
Before you go in the sun.



Slide sunglasses on to protect your eyes  
Before you go in the sun  
Make sure they're safe and very wide  
Now let's all have some fun  
With a slide, slide here  
And a slide, slide there  
Here a slide, there a slide  
Everywhere a slide, slide  
Slide sunglasses on to protect your eyes  
Before you go in the sun.



## Home activity

# Shade to play, please.

### Resources

- Shade to play, please – Activity Sheet 4.3a
- Students' shade map of school

### Instructions

1. Discuss with students who are the people/groups that make their school a community, e.g. Principal, school council, P&C committee, local council, local sporting clubs, school newsletter etc.
2. Discuss with the students who are the best people to speak to about increasing the amount of shade in their schools grounds. They should come up with a number of people to speak to.
3. Students will need to take home Activity Sheet 4.3a and their shade map of the school playground. With their parent's help, and using the information on their map, students write a letter to a selected community member e.g. Principal, P&C committee etc. describing ways students could be more protected from the sun while at school.
4. You may like to refer to the Goldilocks story in regard to the language that the students will use in their letters. Sometimes language can be too soft, too hard or just right.
5. Encourage students to return their completed, signed home activity to class to colour in another picture in their passport. Collect students' letters so they can be collated and sent to the relevant community members.





## Lesson 4.4

# Shadow shapes

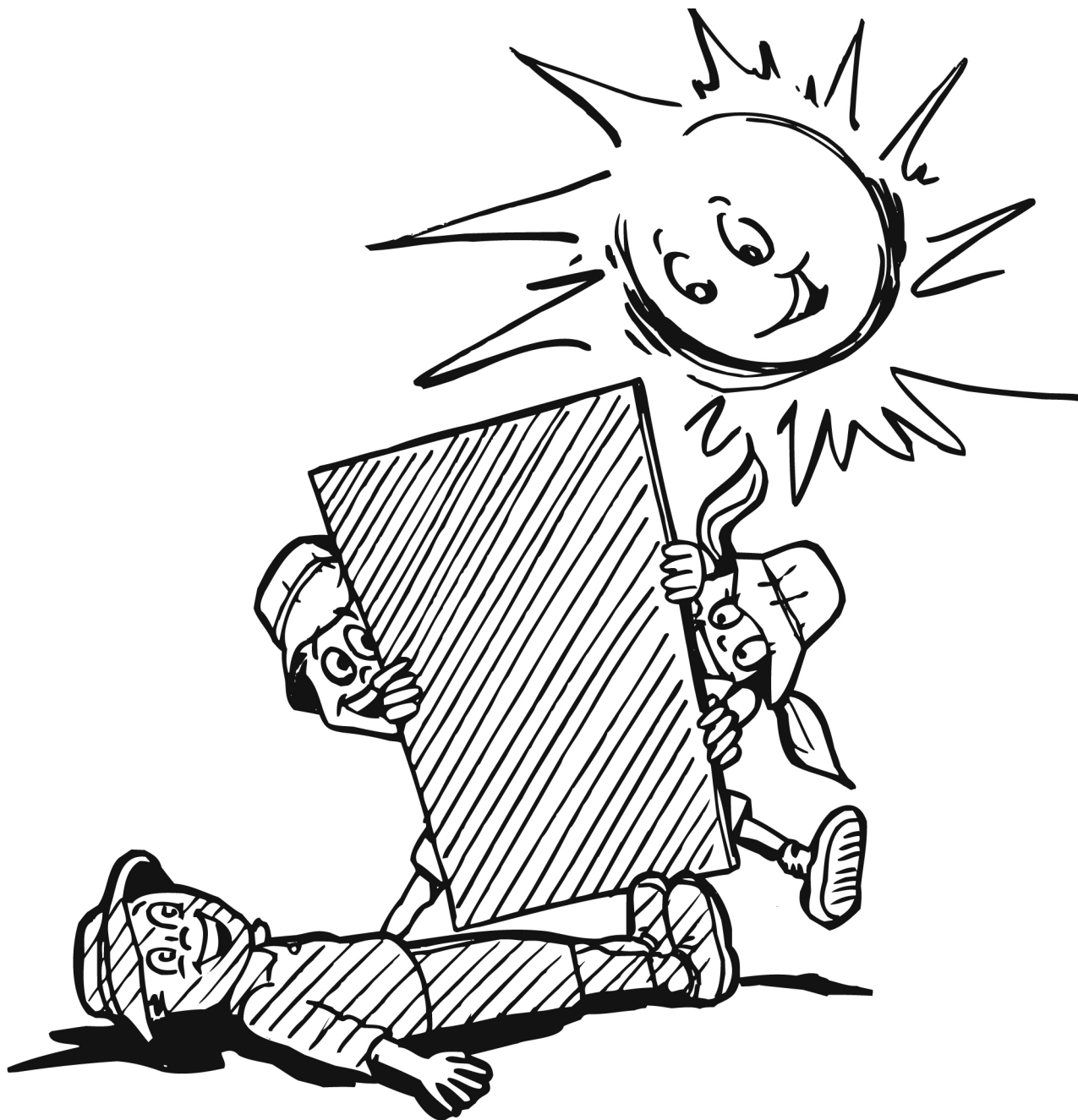
### Resources

- Large pieces of cardboard

### Instructions

1. On a sunny day before 10 am have all students wear their hats out to the playground. In small groups, students use large pieces of cardboard to investigate the different sizes and shapes of shadows they can make with it. Have students think about the following questions:

- What is the biggest/smallest shadow you can make?
- How many people can fit inside these shadows? Are their whole bodies in the shade?
- How far do you have to move different parts of your body until they are in the sun?
- With your eyes closed, can you tell if part of you is in the sun? How?
- What position of the cardboard is best for protecting your skin from the sun?



## Home activity

# Find a shady place

### Resources

- Find a shady place – Activity Sheet 4.5a

### Instructions

1. Using Activity Sheet 4.5a, have students, with help from their families, examine the trees and other sources of shade in their garden, and/or local park.
2. Have students return the home Activity Sheet to class and discuss their responses and drawings.



## Activity Sheet 4.5a

### Home activity

My name is \_\_\_\_\_

## Find a shady place

Look at the trees and shady places in your garden or in the park. Discuss which trees give the most shade and look for other objects that make enough shade for your child to play under.

Help your child to answer these questions. (You might like to plant a tree in your backyard to shade your family from the sun in the future!)

What area did you look at? \_\_\_\_\_

How many trees can you see? \_\_\_\_\_

How many shady places can you see? \_\_\_\_\_

What makes this shade? \_\_\_\_\_

Does the shade cover your whole body? \_\_\_\_\_

Now turn this page over and draw your family playing in a shady place. \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Remember to return this sheet to class to colour another picture in your passport!





## Topic 5

# Sun safe summer planning

## Aims

Students will:

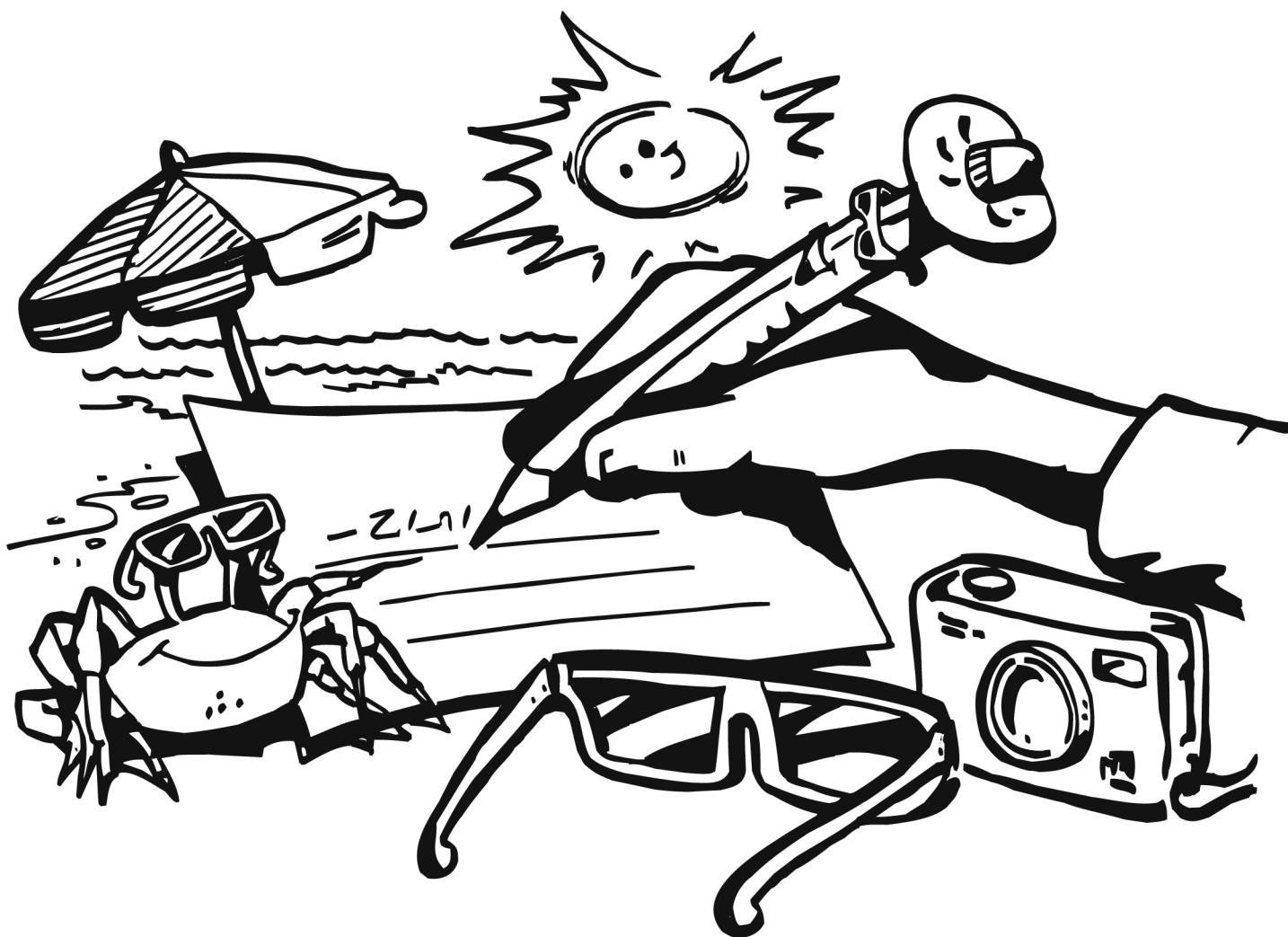
- Describe sun protection methods while on holiday.
- Set goals and develop strategies to assist in sun protection.
- Identify sun safe games to play while on holiday.

## Lesson 5.1

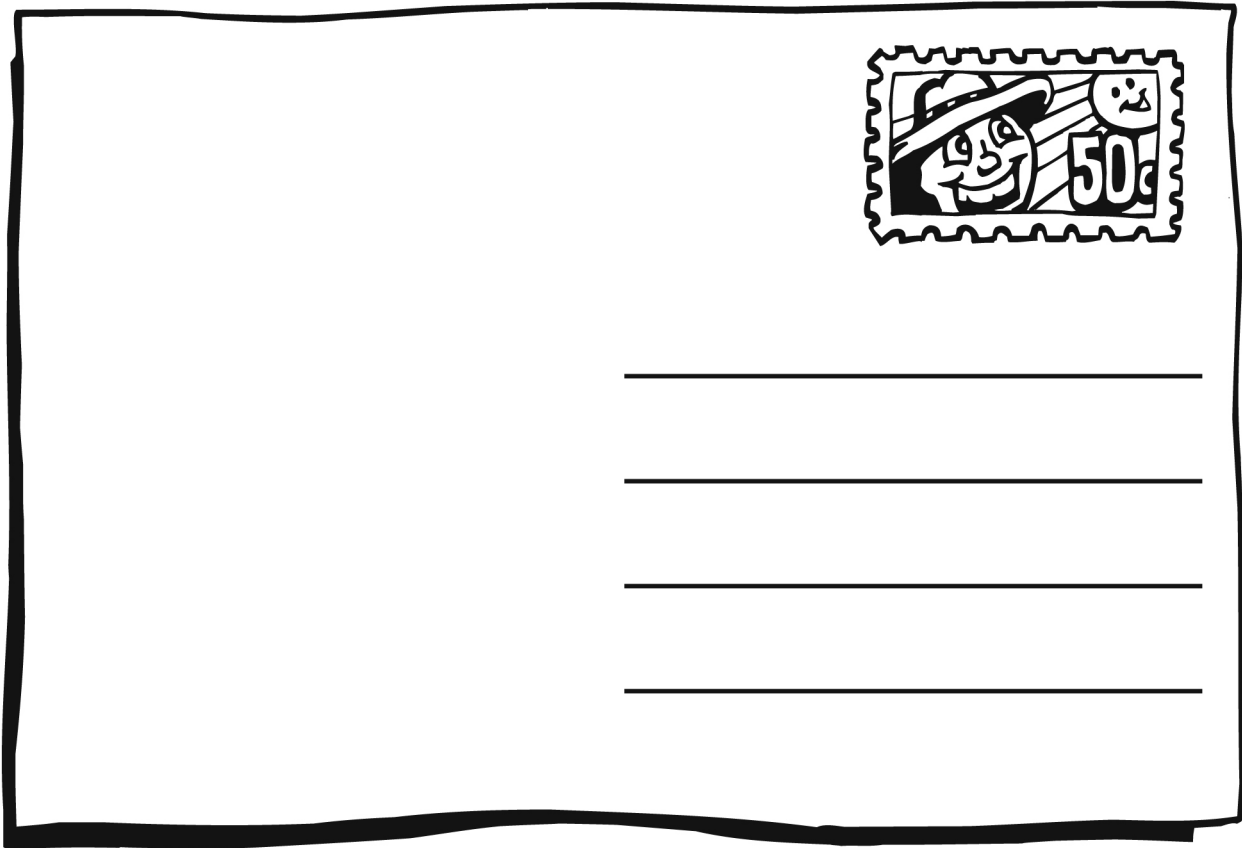
# SunSmart postcards

### Resources

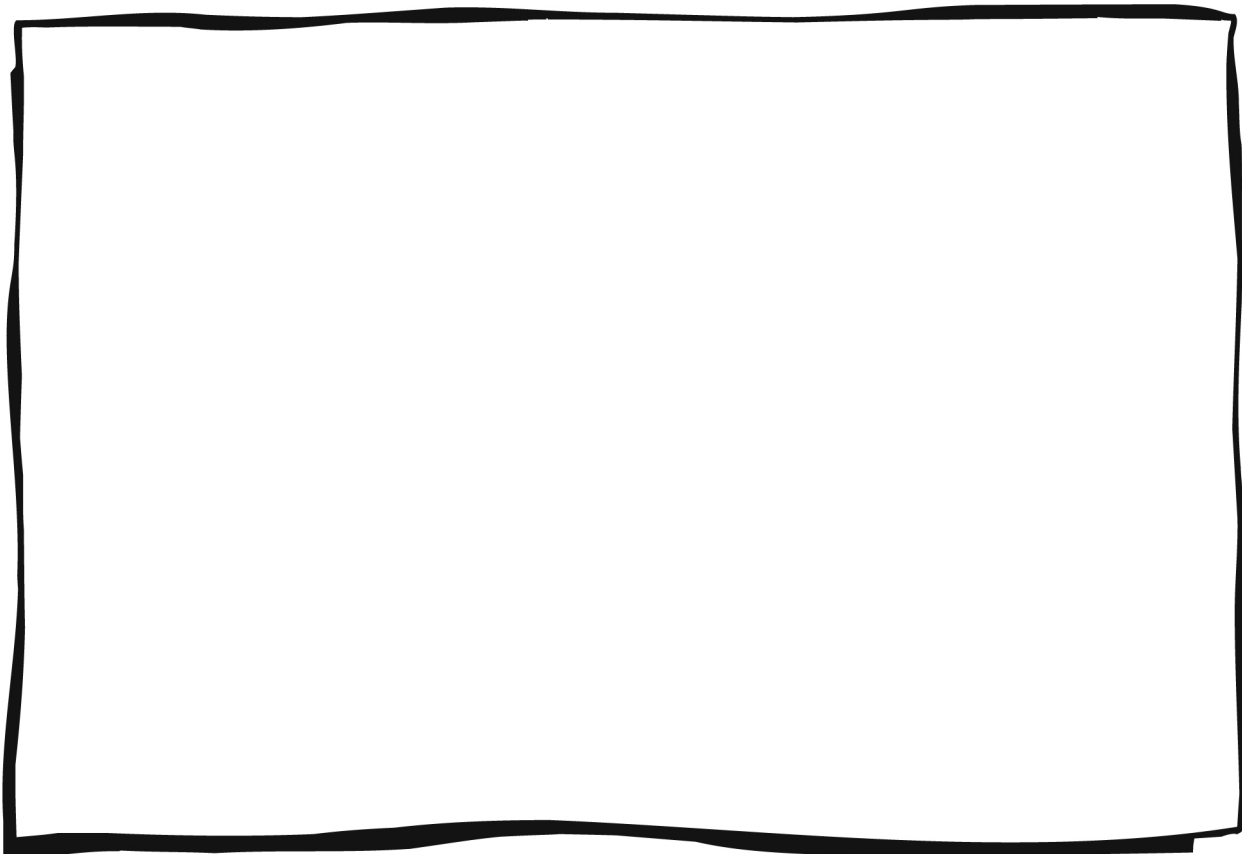
- Travel brochures/pictures
  - Post card – Activity Sheet 5.1a
1. Discuss with students the different places people go on holidays but also mention that some people like to spend their holidays at home and have fun playing with their friends and family. Show them pictures from travel brochures to suggest possible destinations and discuss those where sun safety may be an issue.
  2. Discuss with students that people often send postcards to tell their friends what they are doing on their holiday. Explain to students they are going to send a postcard to themselves as a reminder to cover up during summer. Show some examples of postcards. As a group, have students brainstorm the messages they could give and the format the postcard should take. On the board, write examples of words and phrases students can use on their postcards.
  3. Give students a copy of Activity Sheet 5.1a and on the top half have them write their name, address and sun safe message. Then have them draw a picture of themselves and their family being SunSmart on the bottom half of the Resource Sheet.
  4. Have students cut Activity Sheet 5.1a in half and glue the halves to each side of the piece of cardboard. Display students' postcards on a mobile for others to read.
  5. Prior to the end of term postcards should be collected so they can be 'mailed' to students to take home during the last week of school. Discuss with students the places at home where they could display their postcard so it reminds their whole family to be sun safe.



# Post card



A postcard template with a thick black border. In the top right corner, there is a rectangular stamp with a scalloped edge. The stamp features a cartoon character wearing a hat and a striped shirt, with the number '50' and a small smiley face. Below the stamp, there are four horizontal lines for an address.



A large, empty rectangular area with a thick black border, intended for a drawing or illustration.



## Lesson 5.2

# Super summer SunSmart kit bag

### Resources

- Old pillowslip, book bag or old environmentally friendly shopping bags
- Fabric crayon
- SunSmart kit bag – Activity Sheet 5.2a

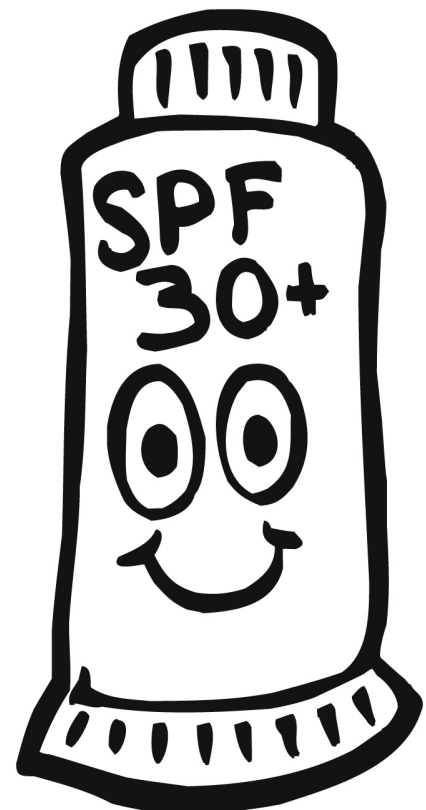
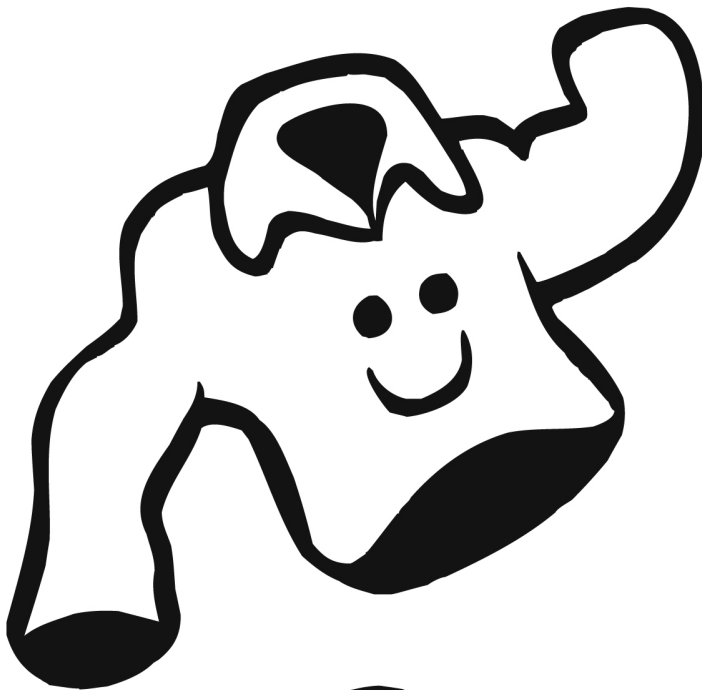
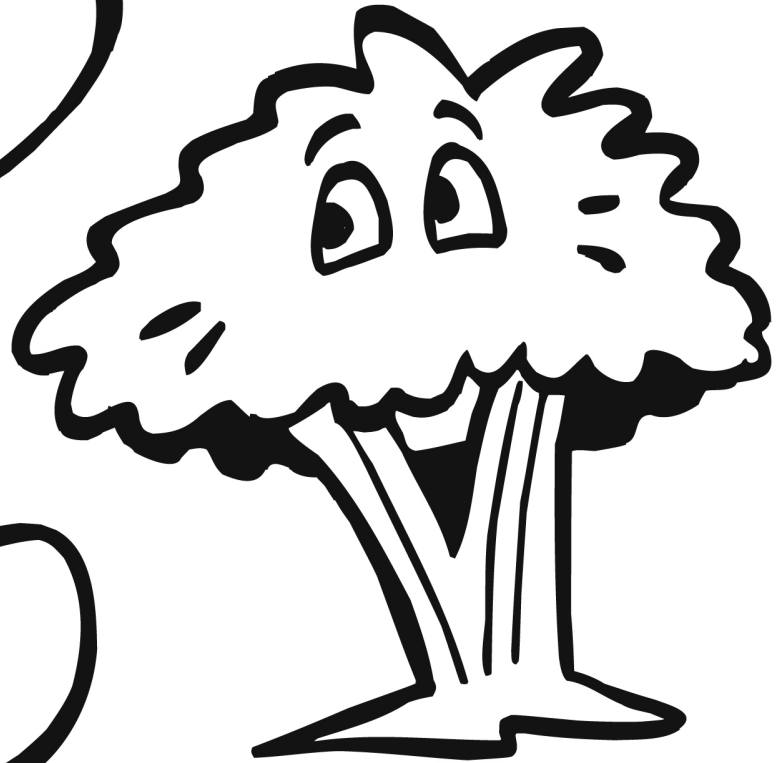
### Instructions

1. Discuss with students:
  - What types of activities does your family do during the summer holidays?
  - How do you protect yourself from the sun when on holiday?
  - What else could you do to protect yourself from the sun while still having fun?
  - Why is it important to plan ahead to protect your skin from the sun?
2. Encourage students to bring in an old pillowslip book bag, old environmentally friendly shopping bags or two old tea towels sewn together to make a fabric bag.
3. Talk to students about the types of activities they will be doing during the holidays. Discuss the items they will need to take with them to protect themselves from the sun.
4. Explain to students they are going to make a sun safe kit bag to hold all the things they need to take with them when they are out having fun on the holidays.
5. Students trace the templates from Activity Sheet 5.2a with the fabric crayons, or make up their own designs with a sun safe theme.
6. Following the instructions on the packet, iron students' bags to set the crayon.
7. Display finished work, and encourage students to fill their bags with the sun safe items discussed in class. Students could practise selecting what they will need to put in the bag using items from the 'Sun Safe' shop, if it is still set up in the classroom.

*As an alternative you may choose to convert this activity into a drawing exercise instead of a craft activity.*

*\* This activity has an interactive white board lesson created for it.*

# SunSmart kit bag



## Home activity

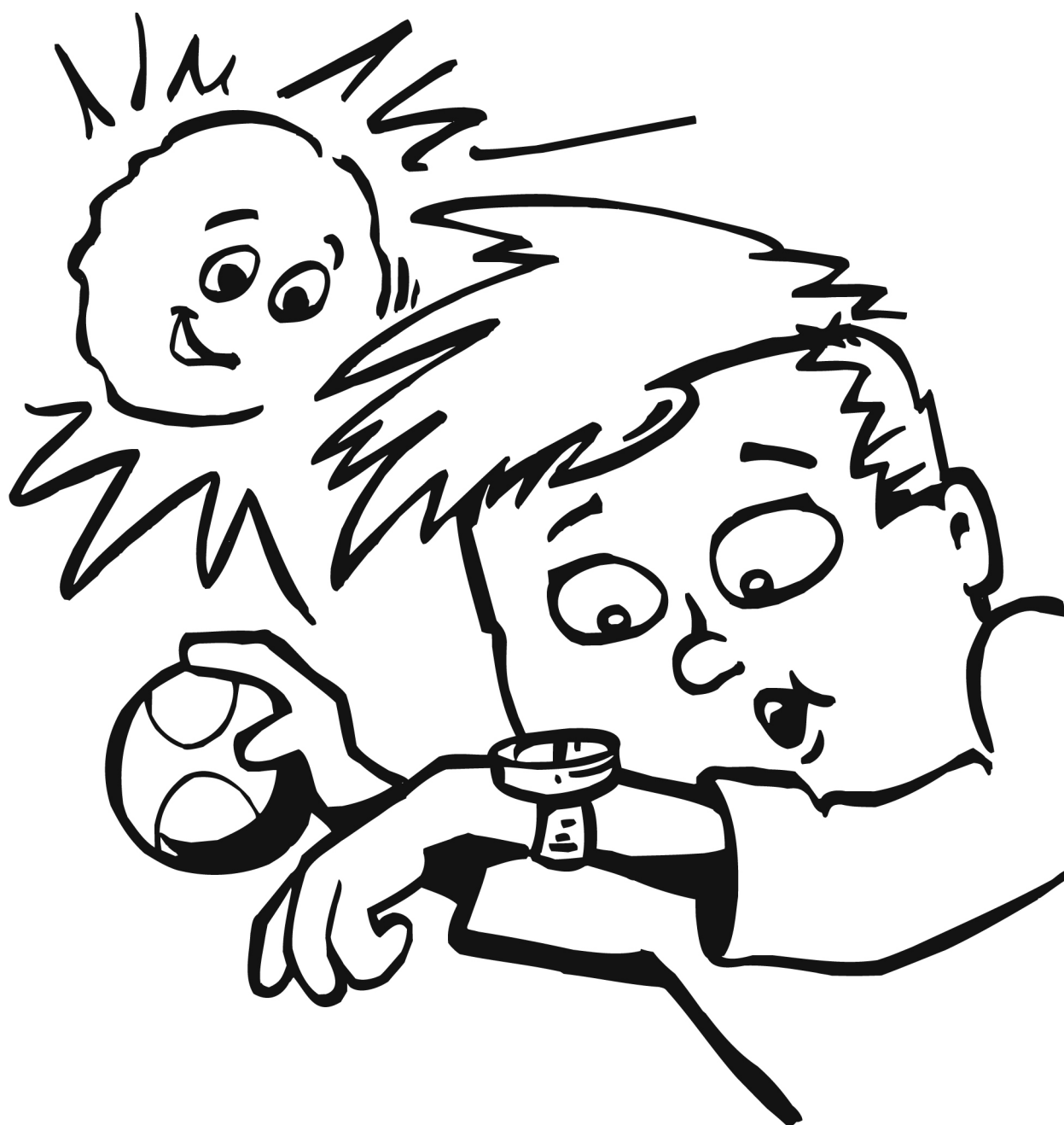
# Great games

### Resources

- Great games – Activity Sheet 5.3a

### Instructions

1. Using Activity Sheet 5.3a, students and their parents make a list of the indoor and outdoor games they enjoy, or could play at home during the summer holidays. They should indicate the best sun safe time of the day to play each game by drawing the appropriate symbol in the right hand column.
2. Have students return their signed, completed Activity Sheet to receive a stamp in their Kidskin passport.





Home activity

GREAT GAMES

List the indoor and outdoor games you like to play. Indicate the best time of day to play each game.

Remember, it's best to play in the shade between 10am and 3pm whenever possible, as this is when the sun's rays are strongest.

When is the best time to play each game?

Early morning  
(before 10 am)

Midday

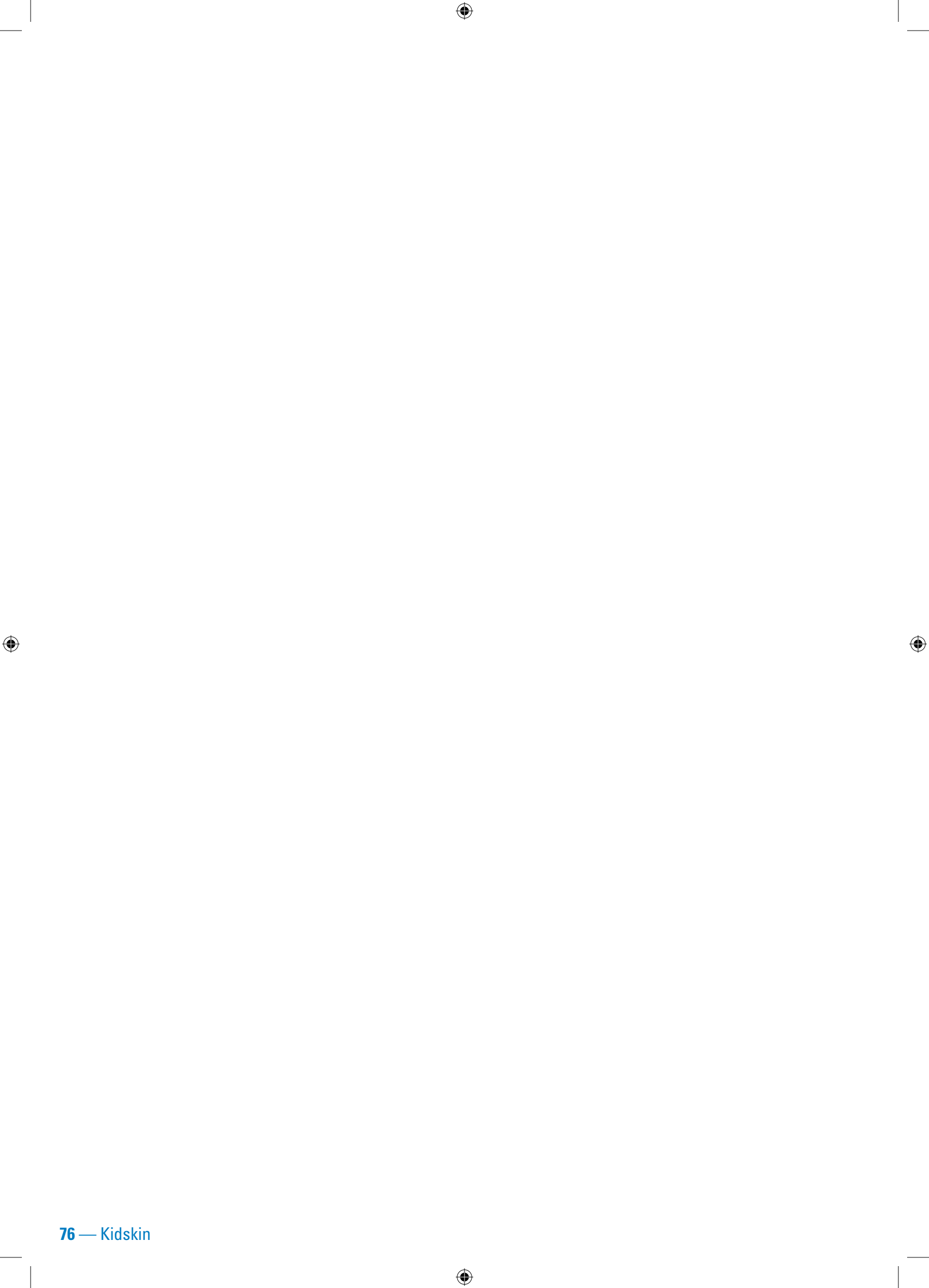
Late afternoon  
(after 3 pm)

Games I like to play	Best time to play this game
INDOOR GAMES e.g. Twister, cubbies	
OUTDOOR GAMES e.g. Cricket, hide and seek	

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

You know the sun safe way to play! Remember to return this sheet to class to colour in another picture in your passport!









## Extension Activity 1

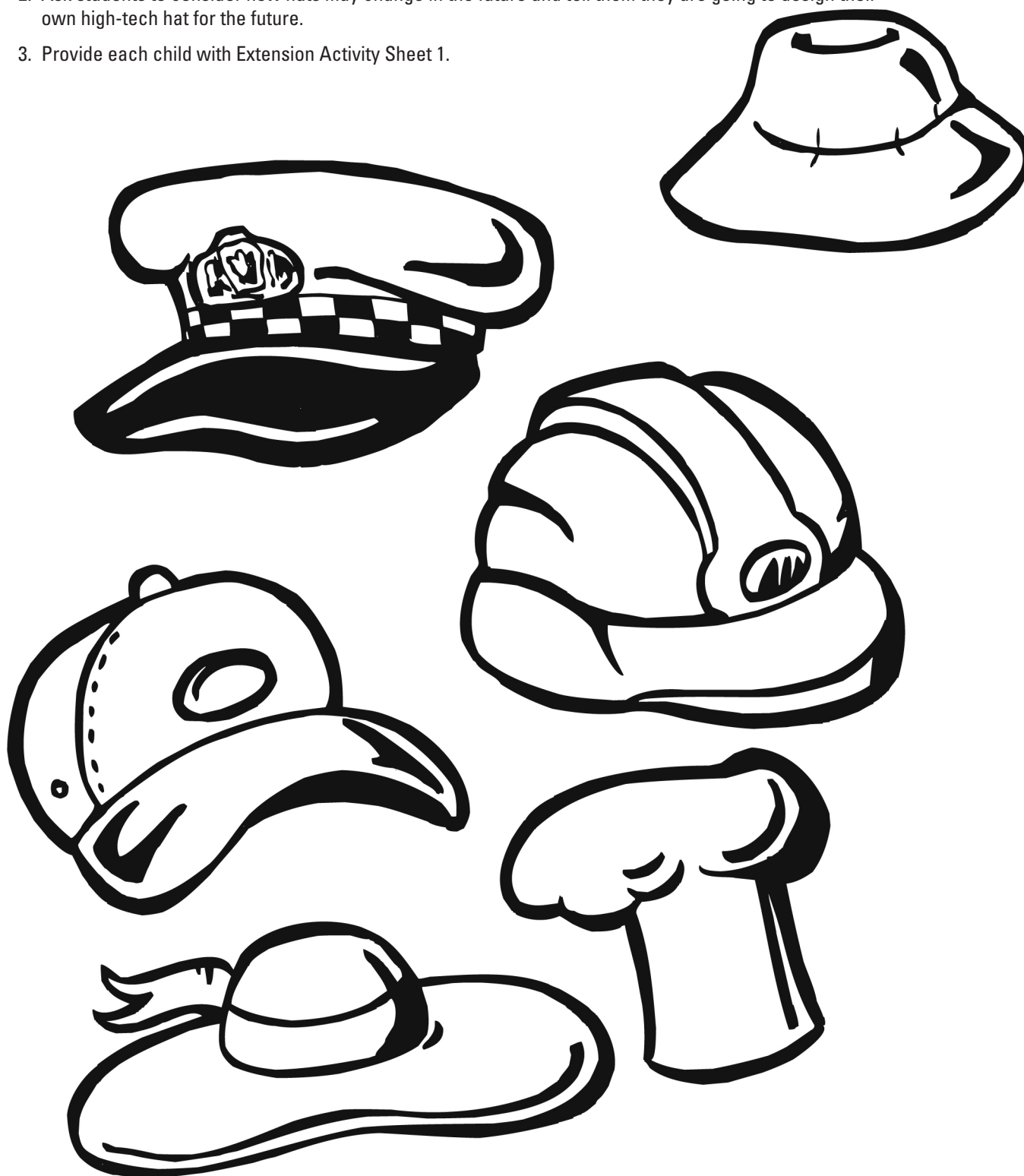
# Hat to the future

### Resources

- Hat to the future – Extension Activity Sheet 1.

### Instructions

1. Discuss the reasons why people wear hats (e.g. police officers, road workers, sporting teams, teachers and students). Have them rank those reasons they think are the most important.
2. Ask students to consider how hats may change in the future and tell them they are going to design their own high-tech hat for the future.
3. Provide each child with Extension Activity Sheet 1.



## Extension Activity Sheet 1

My name is: \_\_\_\_\_

# Hat to the future

Answer the following questions to help you to design your hat.

Who will wear the hat? \_\_\_\_\_

\_\_\_\_\_

Why is the hat needed? \_\_\_\_\_

\_\_\_\_\_

What problem will it solve? \_\_\_\_\_

\_\_\_\_\_

When will the hat be worn? \_\_\_\_\_

\_\_\_\_\_

How will it protect the wearer? \_\_\_\_\_

\_\_\_\_\_

What will the hat be made of? \_\_\_\_\_

\_\_\_\_\_

## Design standards

Is this hat a good SunSmart design? Give it a score for each design standard below.

✓✓✓=Very Good ✓✓= Okay ✓= Not so good

Design standard	Inspector 1 initials:	Inspector 2 initials:
Covers face and nose		
Covers ears		
Covers neck		
Comfortable		
Style/fashion		
Cost		

## Extension Activity 2

# Cover-ups game

### Resources

- Cover-up's game – Extension Activity Sheet 2
- Cards or post-it notes
- Sticky tape
- Hats

### Instructions

1. Establish a list of sun protection methods using the ideas listed on Extension Activity Sheet 2 or have students brainstorm a list.
2. Write these words on post-it notes, or cut them out from Extension Activity Sheet 2 and attach to cards.
3. Ask students to put their hats on and then attach post-its or cards with sticky tape or blu-tack to each student's hat. Students should not be allowed to see the words they have on their hat.
4. In small groups, students take it in turns to ask each other questions requiring a Yes/No answer as they try to determine the word on their hat.
5. Discuss with students which items provide a high or low level of sun protection and why.





## Extension Activity Sheet 2

# Cover-up game

**BROAD BRIMMED HAT**

---

**LEGIONNAIRE HAT**

---

**TREE**

---

**UMBRELLA**

---

**SUN SCREEN**

---

**SHIRT**

---

**COLLAR**

---

**SLEEVES**

---

**SHADOW**

---

**SHADE**

---

**SUNGLASSES**

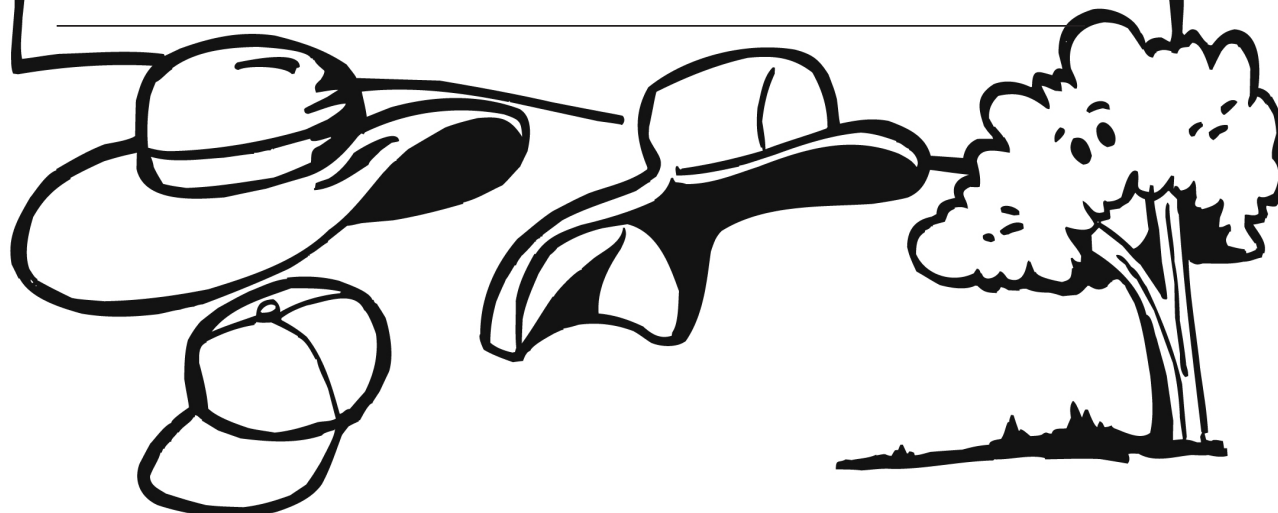
---

**SUN VISOR**

---

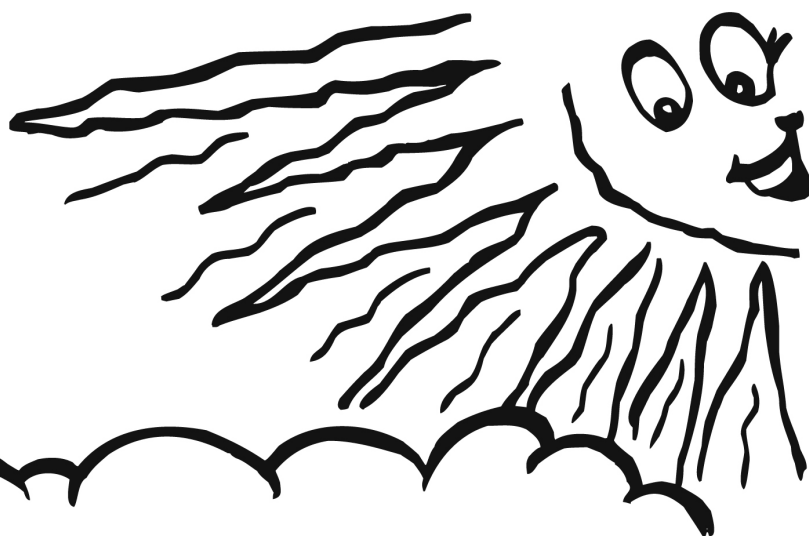
**PEAKED CAP**

---



### Extension Activity 3

## Words of wisdom



#### Resources

- Extension Activity Sheet 3 – Words of wisdom

#### Instructions

1. Review with students the sun safe scenario lesson 3.2 (page 48). Have students take out their Activity Sheet from the lesson.
2. Ask students whether any of their responses would have been different if it were a cloudy day.
3. Explain to students that ultraviolet (UV) radiation can get through light cloud cover, and on lightly overcast days UV radiation levels can be similar to those on a cloud-free day and high enough to cause sunburn. Just because clouds are around, it doesn't mean you are protected from the sun. This means that the five SunSmart steps will still need to be used.
4. Distribute Extension Activity Sheet 3 to students and encourage them to talk to their parents about their responses.





## Extension Activity Sheet 3

My name is: \_\_\_\_\_

# Words of wisdom

**Parents:** Help your child decide what to say or do if they were in each of the following situations. Ask your child to write what they would say or do in the spaces below.

You are going to the beach with your friend's family and realise you have forgotten your hat. What could you say or do?

---

---

---

You and your friends are deciding what game to play at lunchtime. One of your friends suggests playing in the adventure playground where it is shady. Another friend says, 'But it's cloudy today, so we don't have to worry about staying out of the sun. Let's play on the oval.' What would you say or do?

---

---

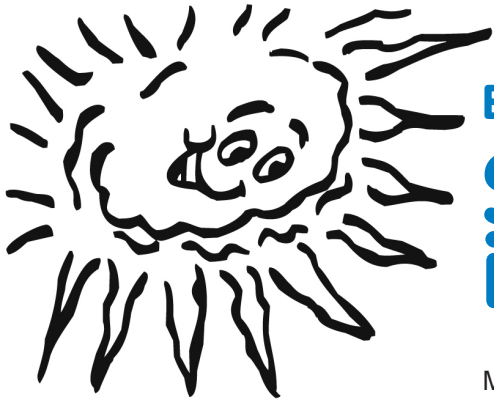
---

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_









## Extension Activity Sheet 5

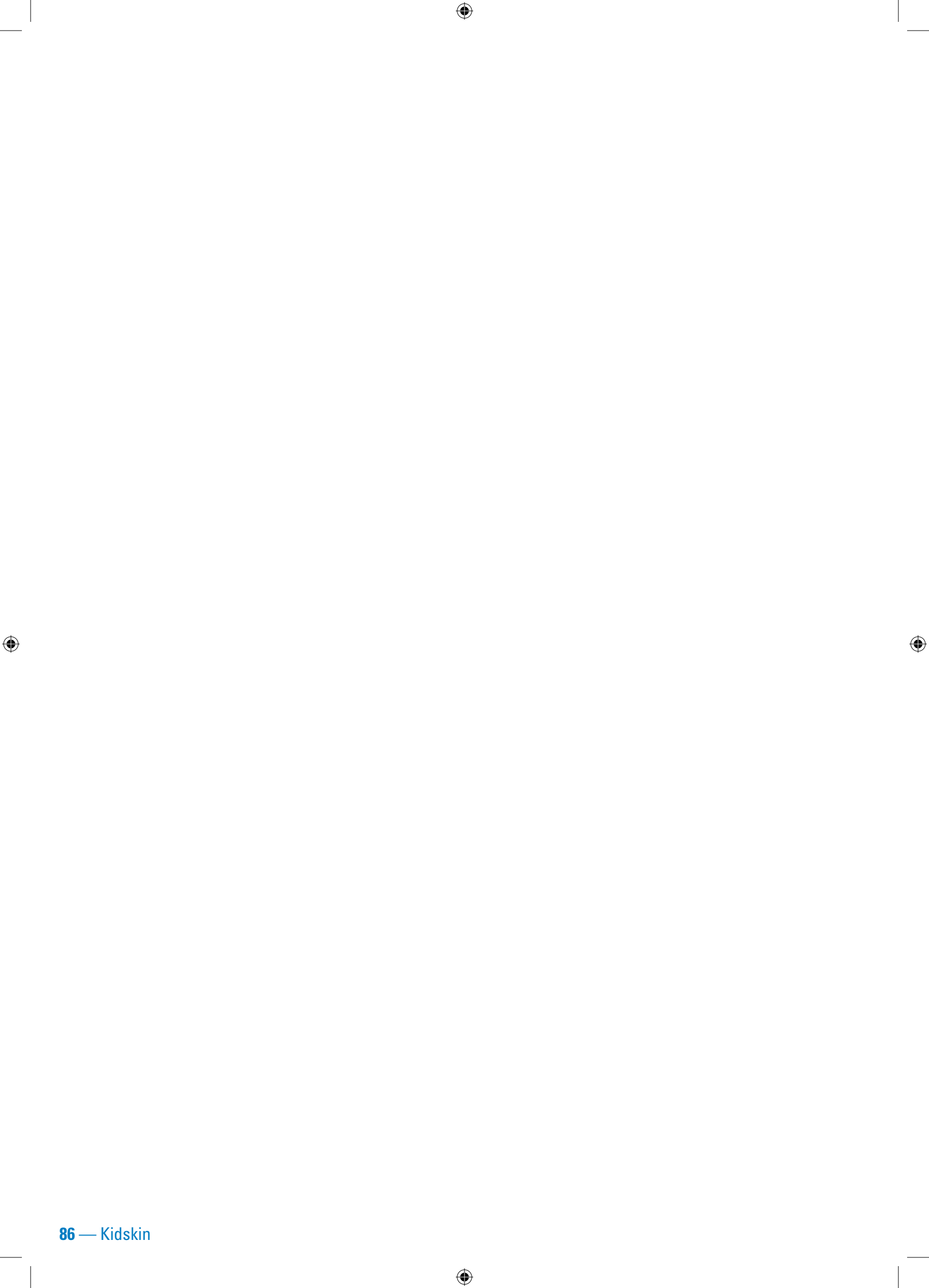
# Sun safe tourist information

My name is: \_\_\_\_\_

You have visitors from another country coming to stay with your family. They want to spend a day at the beach. What advice will you give your visitors to make their day fun and safe?

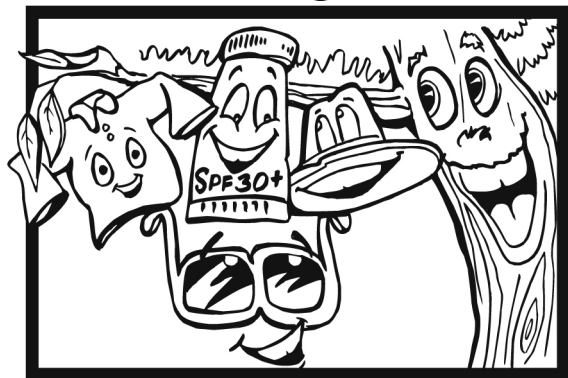


Pack a bag for your visitors to take to the beach. Include everything they need to be SunSmart.



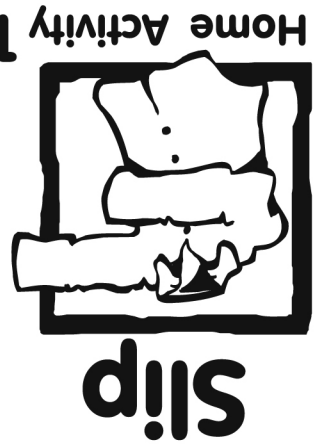
**SUNSMART®**

# Passport



-----

**Fold Here**  
Colour in the picture which  
matches the home activity  
you have handed in.



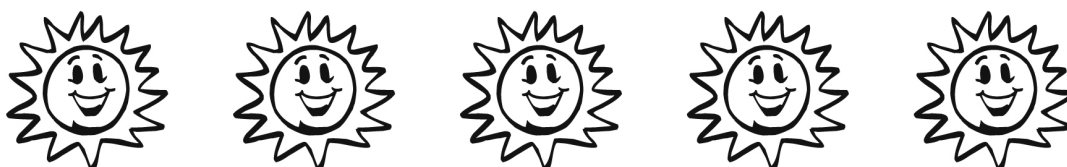


# Kidskin Self Evaluation Form

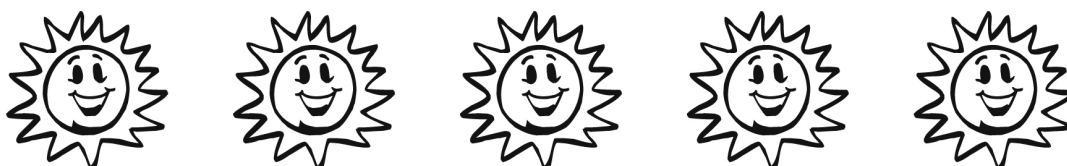
Colour in the number of suns that show how you feel about these statements:

1 Sun = No    3 Suns = Sometimes    5 Suns = Yes!

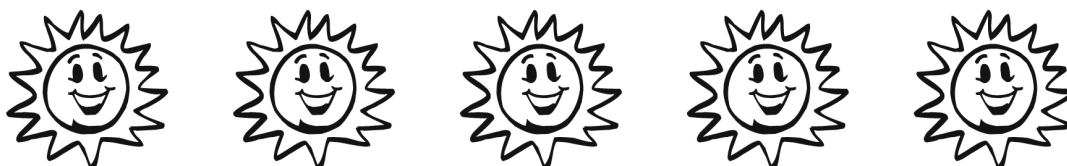
I have learn a lot about sun protection during the lessons:



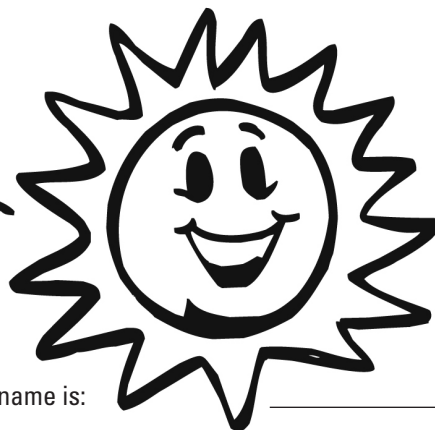
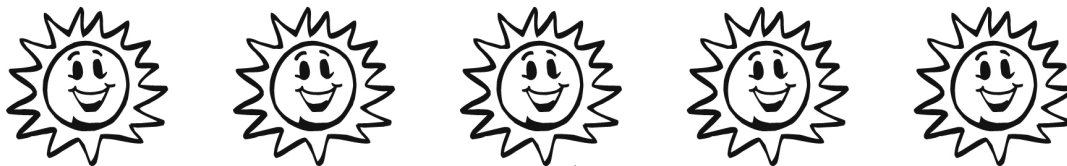
I am now really good at protecting myself from the sun:



When I find it hard to protect myself from the sun, I ask for help:



I am really good at helping others to be safe from the sun:



My name is: \_\_\_\_\_



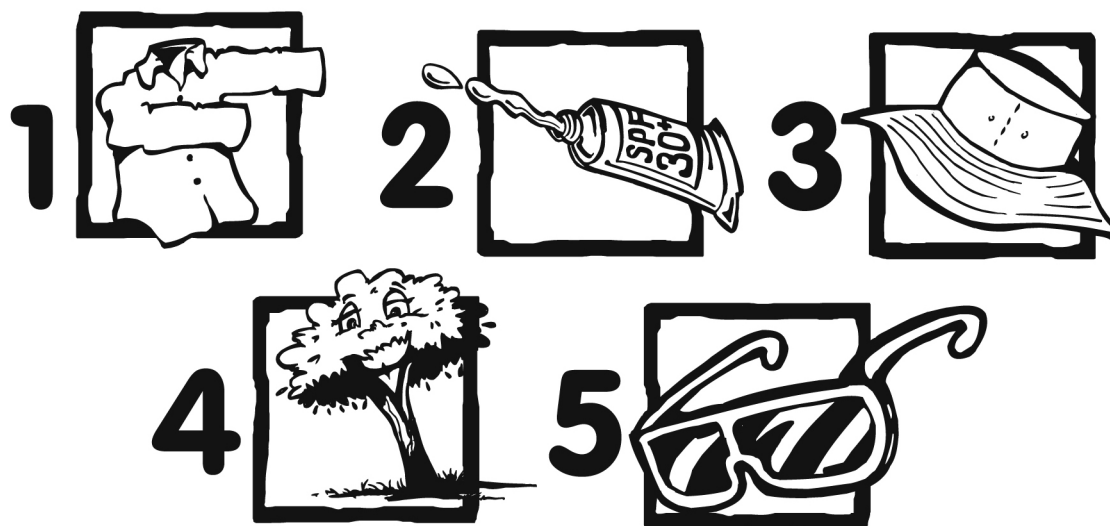


# Kidskin Certificate

This certificate is awarded to

---

For being a SunSmart champion and using the 5 SunSmart steps whenever the UV index level reaches 3 and above.



---

Signed:

---

Date:







# Suggested book list

These books are useful to prompt discussion and help highlight certain sun protection issues. Adults can encourage children to think about which characters are SunSmart and what non-SunSmart characters could do to protect themselves from the sun.

## Skin and touch

- Kroll, J. 1994. Sunny Faces. Mammoth, Australia. ISBN 1863303685  
Showers, P. 1991. Your Skin and Mine. Harper Collins, New York. ISBN 006022522X or 0060225238  
Whitaker, A. 1995. My Skin. MacMillan Education, Australia. ISBN 0780212282

## The seasons

- Anholt, C. and Anholt, L. 1995. Sun, Snow, Stars and Sky. William Heinemann Ltd, London. ISBN 0670861960  
Davies, K. and Oldfield, W. 1994. Sun. A and C Black, London. ISBN 0713637609  
Hunt, N. 1991. Rain, Hail or Shine. Harper Collins Publishers, North Ryde. ISBN 000662328X  
Thomas, A. 1997. Summer in Australia (also Autumn, Spring and Winter). MacMillan, South Melbourne. ISBN 0732929024  
Willis, J. & Ross, T. 1992. Dr Xargle's Book of Earth Weather. Anderson Press. ISBN 0862643600

## Society and environment

- Malcolm, P. 1994. Animals in Hot and Cold Places. Wayland, Hove, England. ISBN 0750208090  
Crisp, S. 1994. Clothes in Hot and Cold Places. Wayland, Hove, England. ISBN 0750207175  
Rowland-Warne, L. 1992. Costume. Harper Collins, North Ryde, NSW. ISBN 0732200660

## Hats and shade

- Corbett, S. 1995. Hats Off to Hats. Children's Press, Chicago. ISBN 0516081764  
Dorros, A. 1990. Me and My Shadow. Read It Classroom Library. Scholastic Inc, New York. ISBN 0590427725  
Smath, J. 1993. A Hat So Simple. Bridgewater Books, United States of America. ISBN 0816730164  
Salmon, M. 1993. Waltzing Matilda. The Five Mile Press Pty Ltd, Knoxfield, Vic. ISBN 0867886404 or 0867887621  
Tullock, R. 1990. The Brown Felt Hat. Omnibus Books, Norwood. ISBN 0330319310

## The beach/summer holidays

- Brian, J. 1993. Beach Pirates. Jam Roll Press, Nundah. ISBN 1875491171  
Cosgrove, M. 1995. Banjo at the Beach. Small Fry, Sydney. ISBN 1875875174  
Edwards, P. 1990. Fred at the Beach. Eureka Treasure Chest Bridging Books. Longman. ISBN 0582881625  
Fox, J. & MacKenzie, J. 1993. Play School at the Beach. ABC Books, Sydney. ISBN 0733303196  
Graham, B. 1990. Greetings from Sandy Beach, Thomas C. Lothian Pty Ltd, Port Melbourne. ISBN 0850914221  
Gray, N. 1994. Sun, Sea, Crab and Me. Sandcastle Books, South Fremantle. ISBN 1863680233  
Hill, E. 1990. Spot Goes to the Beach. Putnam, New York. ISBN 0399212477  
Lester, A. 1997. Magic Beach. Allen & Unwin Pty Ltd, St Leonards, NSW. ISBN 0044422652  
Lothain Books. 1991. Beach Book. Lothain Publishing Company, Melbourne. ISBN 0850914655  
MacPherson, P. 1990. Beryl and Bertha at the Beach. Oxford University Press, Melbourne. ISBN 0195531272  
Odgers, S.F. 1990. Frizzle Sizzle Sunbusters are Cool! Sunsafes Publications, Australia. ISBN 0646000896  
Whatley, B. 1993. Looking for Crabs. Angus and Robertson, North Ryde, NSW. ISBN 0207175969

## Around the world

- Jackson, M. 1994. Our Clothes. Evans Brothers Ltd, London. ISBN 0237514451  
Taylor, B. 1994. People at Work. A and C Black Publishing, London. ISBN 071363765X  
Walpole, B. 1996. I Wonder Why the Sun Rises and Other Questions About Seasons. Kingfisher, London. ISBN 1856976688 or 1856976904  
McClish, B. 1995. Hot Desert Lands. McMillan, Australia. ISBN 0732929326

## Environment

Costa-Pau, R. 1994. Protecting our Forests. Chelsea House Publishing, New York. ISBN 0791021041

Edmunds, A. 1996. The Greenhouse Effect. Franklin Watts, London. ISBN 0749624485

Ellyard, D. 1996. Weather. Time-Life Books. ISBN 0809493705 or 0809493748

Juniper, T. 1996. Threatened Planet. Ladybird Discovery, London. ISBN 0721418414

Unwin, M. 1993. Science with Plants. EDC Pub., Tulsa, Oklahoma. ISBN 0881106203

## Clothing through the Ages

Hewitt, S. and Rowe, J. 1997. The Clothes We Wear. Evans Brothers. England. ISBN 0237516497

Ross, S. 1991. What We Wore. Wayland, Hove, England. ISBN 0750201436

## Earth, Sun and Solar System

Levy, D. H. 1996. Stars and Planets. Allen and Unwin, St Leonards. ISBN 1863739335

L'Hommedieu, A. J. 1997. Children of the Sun. Children's Play International Ltd, Sydney. ISBN 0859539377 (complex)

Riley, P. 1996. Our Solar System. Wishing Well Books, Noble Park. ISBN 1857243048

Vingerhoets, R. 1993. Out in Space. Ashton Scholastics, Sydney. ISBN 186882065

Wellington, J. 1995. Space. Wayland, Hove, England. ISBN 0750212748

## Solar Power

Harlow, R. and Morgan, S. 1995. Energy and Power. Kingfisher, London. ISBN 1856976106

Hawkes, N. 1995. Focus on Heat and Energy. Glouster Press, London. ISBN 0749619589

Houghton, G. and Wakefield, J. 1990. Energy and Natural Resources. MacMillan, Crows Nest. ISBN 0732900298

Howes, J. 1996. The Sun's Energy. MacMillan, South Melbourne. ISBN 0732937000

Rickard, G. 1990. Solar Energy. Wayland, Hove, England. ISBN 1852109041

## Drama

Swasbrook, E. 1995. Health and Safety Through Drama. Prim-Ed Publishing, Nuneaton, Warwickshire. ISBN 1864002042

# For further information

For more information about cancer call the Cancer Council Helpline 13 11 20.

For more information about being SunSmart, contact your state/territory cancer organisation.

## **Cancer Council ACT**

ph: 02 6257 9999

email: [education@actcancer.org](mailto:education@actcancer.org)

[www.actcancer.org](http://www.actcancer.org)

## **Cancer Council Northern Territory**

ph: 08 8927 4888

email: [admin@cancernt.org.au](mailto:admin@cancernt.org.au)

[www.cancercouncilnt.com.au](http://www.cancercouncilnt.com.au)

## **Cancer Council New South Wales**

ph: 02 9334 1900

email: [info.metro@nswcc.org.au](mailto:info.metro@nswcc.org.au)

[www.cancercouncil.com.au/sunsmart](http://www.cancercouncil.com.au/sunsmart)

## **Cancer Council Queensland**

ph: 07 3258 2252

email: [info@cancerqld.org.au](mailto:info@cancerqld.org.au)

[www.qldcancer.com.au](http://www.qldcancer.com.au)

## **Cancer Council South Australia**

ph: 08 8291 4111

email: [tcc@cancersa.org.au](mailto:tcc@cancersa.org.au)

[www.cancersa.org.au](http://www.cancersa.org.au)

## **Cancer Council Tasmania**

ph: 03 6233 2030

email: [infotas@cancertas.org.au](mailto:infotas@cancertas.org.au)

[www.cancertas.org.au](http://www.cancertas.org.au)

## **Cancer Council Victoria**

ph: 03 9635 5148

email: [sunsmart@cancervic.org.au](mailto:sunsmart@cancervic.org.au)

[www.sunsmart.com.au](http://www.sunsmart.com.au)

## **Cancer Council Western Australia**

ph: 08 9212 4333

email: [education@cancerwa.asn.au](mailto:education@cancerwa.asn.au)

[www.cancerwa.asn.au](http://www.cancerwa.asn.au)

