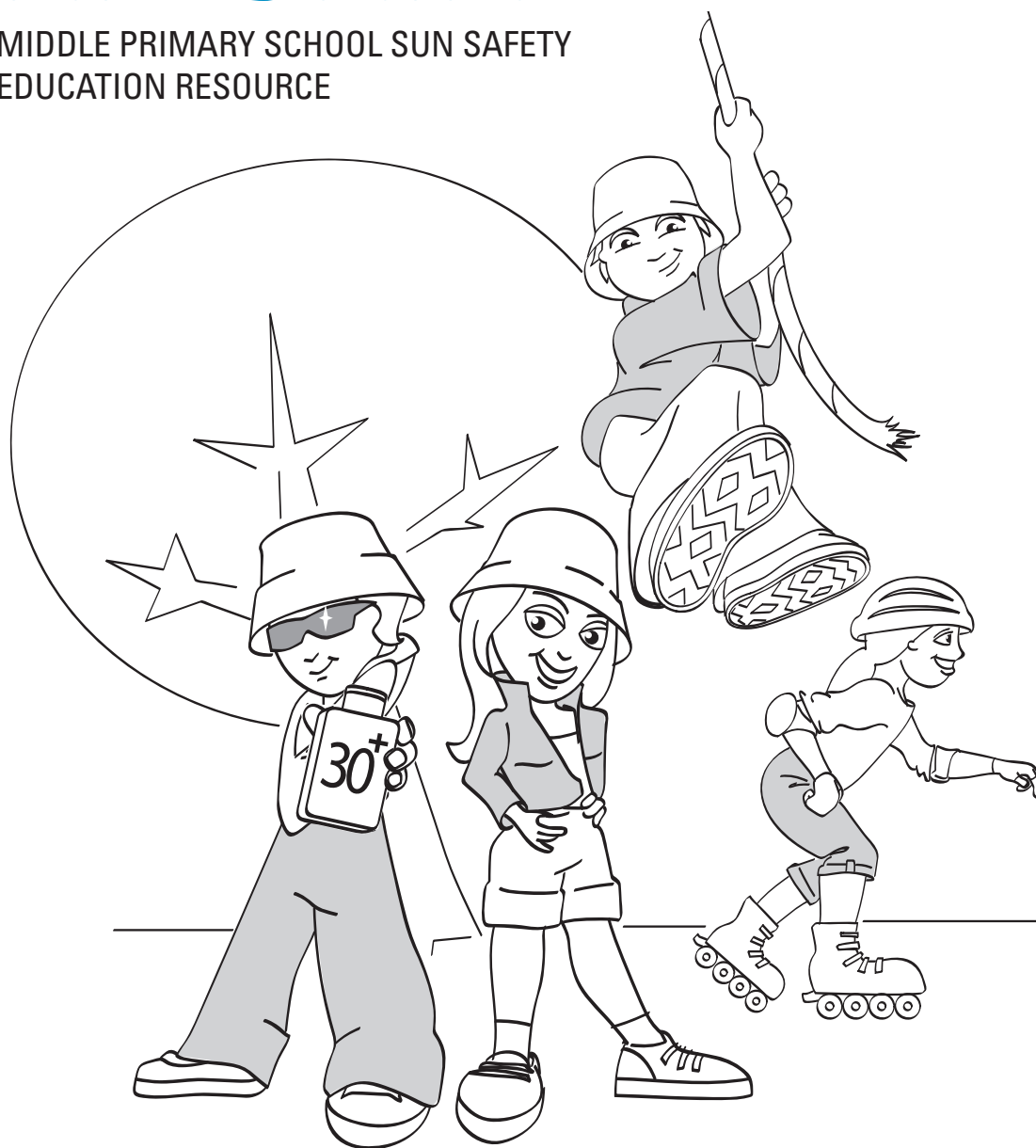


KIDSKIN

MIDDLE PRIMARY SCHOOL SUN SAFETY
EDUCATION RESOURCE



ACKNOWLEDGEMENTS

This resource material was originally developed as part of the *Kidskin* Project undertaken by the Centre for Health Promotion Research, School of Public Health, Curtin University of Technology and the Department of Public Health, The University of Western Australia.

This revised edition has been developed by The Cancer Council Australia's, National Schools Group and National Skin Cancer Committee.

ORIGINAL WRITERS

- Robyn Johnston Post Grad (H.Prom)
- Donna Cross EdD

ORIGINAL CONTRIBUTORS

- Tommy Cordin
- Chris Costa Grad Dip Ed (TD)
- Marg Hall Post Grad Dip (H.Prom)
- Dallas English PhD
- Billie Corti PhD
- Elizabeth Milne MPH

ORIGINAL AGENCIES

- Curtin University of Technology
- The University of WA
- Cancer Foundation of WA
- Education Department of WA
- Health Department of WA
- Western Australian Health Promotion Foundation (Healthway)
- The Cancer Council Western Australia

ORIGINAL PILOT TEACHERS AND SCHOOLS

- Gloria Sharp, Jenny Billington, Dianne Gray and Maxine Saunders, Woodvale Primary
- Jean Hansen, Embleton Primary
- Lyn Stephenson, Phyllis Hill and Julie Pash, Clarkson Primary
- David Holmsen, Como Primary
- Jill Lovatt, Woodlands Primary
- Joan Rogers, Attadale Primary
- Carole Dowling, City Beach Primary
- David Kernutt and Penny Hudson, Mt Lawley Primary
- Lyn Hanger, Doubleview Primary
- Roisin Perrin and Jocelyn MacKinnon, Manning Primary
- Gaye Tombs and Tara Phillips, Lymburner Primary

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1. TEACHER NOTES

Introduction

Welcome to the *Kidskin* educational materials for middle primary school students. This curriculum-based resource promotes the SunSmart message and provides teachers with information and a range of classroom activities on skin cancer 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 Western Australia and the Education Department of Western Australia. 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 Group, making them available to teachers and schools throughout the country.

History of Kidskin

Between 1995 and 1999, more than 1,600 primary school children 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 Western Australia 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 material. 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' group – were reported to have had less sun exposure. This 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. 2000. Improved sun protection behaviour in children after two years of the *Kidskin* intervention. *Australian and New Zealand Journal of Public Health*. 24(5): 481–7.)

Use of Kidskin

The activities in this resource are arranged in five cross-curricular topics. Each topic contains an introductory activity, a core activity, a home activity and processing questions. Extension activities have also been included for several topics. A state/territory specific curriculum table is located at the back of the book, linking activities with the current curriculum in your state/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 acting as SunSmart role models and participating 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 ultraviolet (UV) radiation periods.

2. BACKGROUND INFORMATION

Skin Cancer in Australia

Australia has the highest rates of skin cancer in the world with almost one in two people developing some form of skin cancer during their lives. Every year, around 380,000 people are diagnosed with non-melanoma skin cancer and over 8,800 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 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 of the three but the most dangerous form of skin cancer, which accounts for about 80% of skin cancer-related deaths.

The good news is that most skin cancers can be prevented. So it is important to protect skin from the sun.

UV Radiation

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	(0–2)	Green
Moderate	(3–5)	Yellow
High	(6–7)	Orange
Very high	(8–10)	Red
Extreme	(11+)	Purple

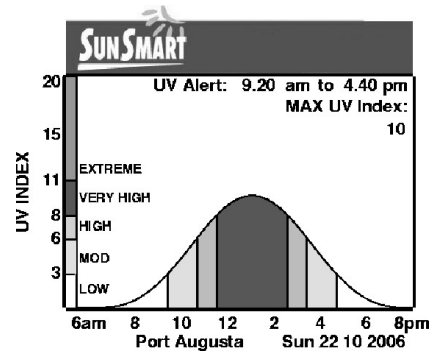
Whenever UV Index levels reach 3 (moderate) and above, sun protection is required because skin and eye damage can occur and may lead to skin cancer. UV Index levels reach their peak in the middle of the day so extra care should be taken between 10am and 3pm to reduce exposure. People with fair skin need to take particular care at all times. Sun protection should always be used in alpine regions, or near highly reflective surfaces like snow 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 forecasted UV radiation index levels in over 200 locations across Australia. It is reported in most daily newspapers and is available on the Bureau of Meteorology website. Go to www.bom.gov.au

For real time UV levels for capital cities across Australia, visit www.arpana.gov.au



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 your doctor.

For more information, refer to the Cancer Council Australia's 'Risks and Benefits of Sun Exposure' position statement, available at www.cancerc.org.au

5 SunSmart Steps

Use these five important steps to be SunSmart

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

1. Slip on sun protective clothing


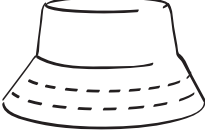
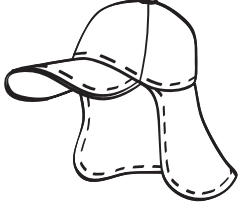
Wear loose fitting, close weave clothing that covers as much skin as possible during outside activities. School uniform or dress codes should include tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts and skirts.

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 often 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 hat	Bucket hat	Legionnaire hat
		

- Broad brimmed hats should have a brim of at least 7.5cm. The brim width for children under the age of 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 6cm (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 while in the shade.

5. Slide on some sunglasses

Eyes can be damaged by exposure to UV radiation. Where practical, wear close-fitting, wrap-around sunglasses that cover as much of the eye area as possible. Sunglasses should meet Australian Standard 1067 and preferably have an EPF (eye protection factor) of 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 five sun protection actions at school and home. Sun exposure for staff is also an occupational health and 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 noticeboards are an ideal way of keeping the school community informed.

For Further Information

The Cancer Council has various resources to help share the sun protection message with 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. Follow the links to your state/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 13 11 20.

Useful web links

Australian Radiation Protection and Nuclear Safety Agency (ARPANSA)

www.arpansa.gov.au

Bureau of Meteorology

www.bom.gov.au

3. PARENT / CARER LETTER

This is a sample letter to photocopy and distribute to parents / carers of students in your class before commencing this unit of work.

It includes information about:

- Skin cancer in Australia
- UV radiation
- SunSmart UV Alert
- Sun protection measures—the 5 SunSmart Steps.

Each of the 5 topics have associated home activities so that the information the students are learning about in the classroom can be shared at home. It is helpful if families understand the SunSmart message and can support it beyond the classroom.



Dear Parent/Carer,

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 also emphasise the importance of sun protection for everyone.

Did you know?

- Australia has the highest rate of skin cancer in the world.
- Almost one in two people will get skin cancer.
- Sun exposure during the first 15 years of life can greatly increase the risk of developing skin cancer later in life.

Protect against Ultraviolet (UV) Radiation

UV radiation comes from the sun and causes damage by injuring cells in the skin layers. It cannot be seen or felt and temperature does not affect UV radiation levels, which is why sunburn and skin damage can occur on cool or cloudy days.

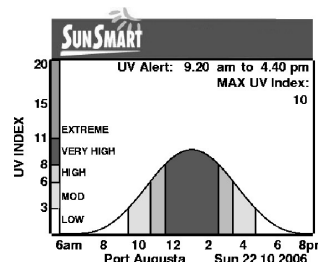
All types of sunburn, whether serious or mild, can cause permanent and irreversible skin damage and can lay the groundwork for skin cancer to develop later in life. Further sunburn only increases the risk of skin cancer.

Check the SunSmart UV Alert

Whenever UV radiation Index levels reach 3 (moderate) and above sun protection is required because UV rays are strong enough to damage the skin. Particular care should be taken from 10am to 3pm when UV Index levels reach their peak.

The SunSmart UV Alert is a simple tool that tells you the UV Index levels for the day and the times when sun protection is needed. It is reported nationally in most daily newspapers and some television and radio weather forecasts. The Bureau of Meteorology website also provides the SunSmart UV Alert for over 200 locations across Australia. Visit www.bom.gov.au.

For real time UV levels for capital cities across Australia, visit www.arpana.gov.au



Being SunSmart

The 5 SunSmart Steps can help reduce the risk of developing skin cancer.

Please help your child to stay protected from the sun by encouraging your entire family to follow the 5 SunSmart Steps. You are an important role model for your child, and your actions are far more important than your words. Always try to be SunSmart whenever the UV Index levels reach 3 and above.

1. Slip on sun protective clothing

Help your child to choose clothing that will protect them from UV radiation when playing outside. 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 SPF30+ sunscreen

Sunscreen should be applied to skin that can't be easily covered by clothing. Apply SPF 30+ broad spectrum, water-resistant sunscreen 20 minutes before going outside. It needs to be reapplied after physical activity and swimming, as it can get washed or wiped off. Remember, sunscreen is only one way of protecting your child's skin from the sun. It needs to be used with other forms of protection and not relied upon as the only source of skin protection.

3. Slap on a hat

Encourage your child to wear a hat whenever they go outside. Broad brimmed, legionnaire or bucket-style hats give the best protection for the face, neck and ears. 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 while in the shade. And don't forget, children can get too much sun even on cloudy days. Clouds may block the heat from the sun, tempting us to stay out longer, but they don't block all of the sun's UV radiation.

5. Slide on some sunglasses

Eyes can be damaged by exposure to UV radiation. Where practical, 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) 10. There are also swimming goggles with EPF 10.

For further information, visit www.cancer.org.au/sunsmart. Follow the links to your state/territory's Cancer Council.

For more advice on sun protection or skin cancer, see your doctor or call the Cancer Council Helpline on 13 11 20.

Thank you for your continued help and support.

Yours sincerely

4. TOPICS / LESSONS

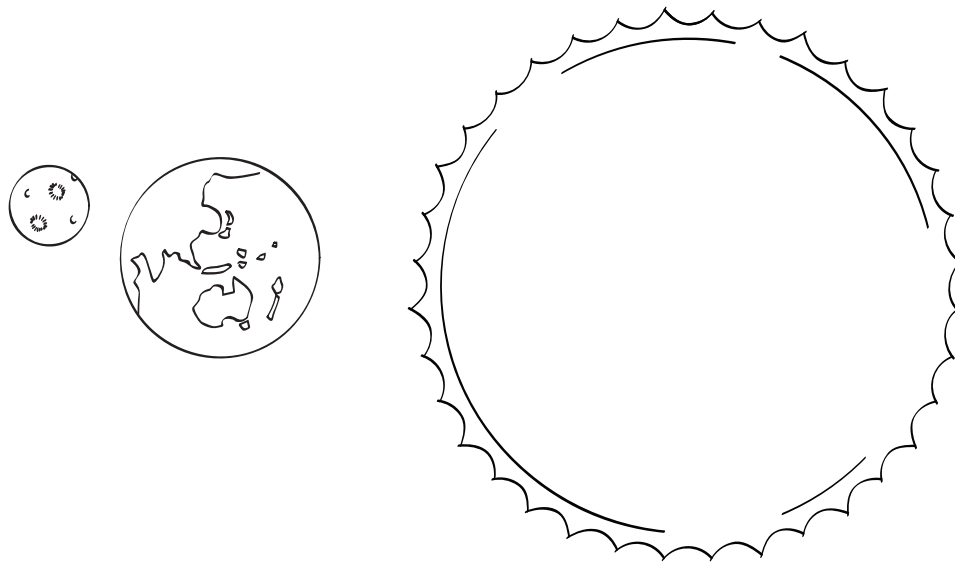


TOPIC 1: THE SUN AND THE EARTH

Aims

Students will develop a greater understanding of the sun:

- how the sun and the earth are related
- day and night
- seasons
- UV radiation, infrared radiation and sunlight
- how the sun affects us
- possible benefits and harms of the sun.



LESSON 1.1: **Spotlight on the Sun!**

Resources

- Torch and globe of the earth (if possible, invite students to bring their own torch and globe if they have them at home so there can be enough for small group work)
- 'The Sun' project pages (page 17)

Instructions

1. Discuss what students already know about the sun, the earth, day, night, seasons.
2. Ask students to find various locations on the globe – are they in the southern or northern hemisphere?
3. Ask students to focus on Australia and the approximate location of where they live in Australia.
4. Try to darken the room as much as possible – if the torch were the sun, ask students to demonstrate what they think happens with the sun and the earth each day.
5. Which parts of the globe are well lit (day time) and which parts are in darkness (night time)?
6. Move the globe and/or the torch to create a new day/season.
7. Explain that the sun gives us sunlight that we see, infrared radiation that we feel and ultraviolet (UV) radiation that we can't see or feel.
8. Explain that wherever the sunlight goes, UV radiation does too.
9. Refer to 'The Sun' project pages for further information.
10. Use the torch to create 'sunny areas' in the classroom. Ask students to try to create shade.
11. Explore placing the sun and/or shade at different angles to see how shade can be made bigger or smaller.
12. When is the shade smallest? When is the shade biggest?

LESSON 1.2: UV Index Challenge

Resources

- 'The Sun' project pages (enough copies for students to read in pairs – see page 17)
- Whiteboard/blackboard or paper (for score chart)
- Markers.

Instructions

1. Divide students into groups of four or six.
2. In pairs, students read 'The Sun' project pages.
3. Groups use this information to develop questions for other groups in the class to answer.
4. Each group starts with 12 UV Index points. From the information they have read, they should understand that this is in the 'extreme' UV range and most damaging to the skin. The object of the game is to try to reduce their UV Index points to the low range (1–2) which is much safer for the skin. The first groups to do this are the 'SunSmart Champions'!
5. Draw a simple table on the whiteboard/blackboard showing each team and their score of 12. With each round of questions, keep track of the UV Index points.
6. Groups take it in turns to ask one of their questions, other groups have a certain time to record their answer and then the group that asked the question provides the answer.
7. If a group has the correct answer they reduce their UV Index score by two points.
8. If they have an incorrect answer they remain at the same UV Index level.
9. If a team asks a question that no other team can answer, they reduce their UV Index by three points. (It is to each team's advantage to ensure they ask challenging questions and don't make them too easy.)

It is important to put this sun protection knowledge into practice.

Students need to develop an awareness of:

- the effect of too much UV radiation
- how they can best protect their skin.

Students need to practise skills in:

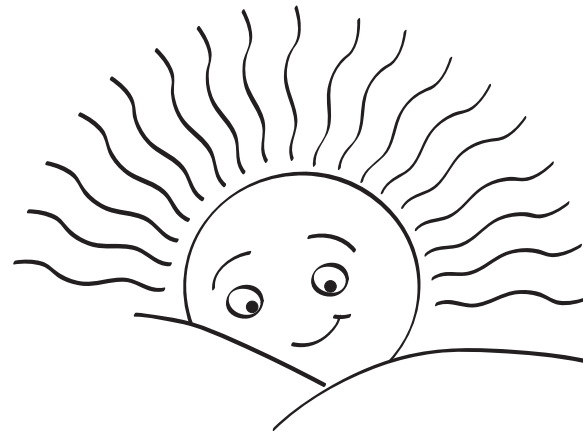
- consulting the SunSmart UV Alert
- using the 5 SunSmart Steps for sun protection.

Students need to develop a positive attitude to:

- sun protection
- being responsible for looking after their own skin.

The Sun Project Pages

Lessons 1.1 & 1.2



Facts about the Sun!

- The sun is a star.
- It is a big ball of gases, mostly hydrogen (70% by mass) and helium (28%), as well as small amounts of other elements such as oxygen, nitrogen and carbon. When they mix together lots of energy is created.
- It can take millions of years for the sun's energy to be turned into light, heat (infrared radiation) and ultraviolet (UV) radiation.
- It takes about eight minutes for the sun's light, heat and UV radiation to reach the Earth.
- It can only take about 15 minutes for UV radiation to burn skin.

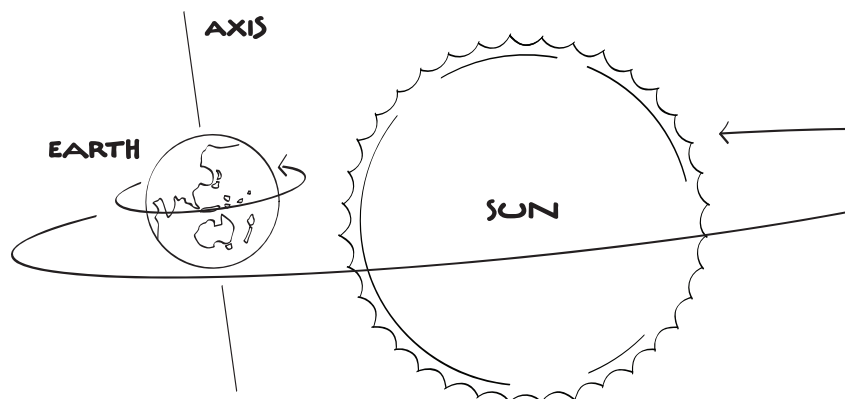
The Earth and the Sun

Imagine a basketball player spinning a basketball around on their finger.

Earth is a bit like the basketball. It keeps spinning and spinning. But Earth doesn't spin as fast as a basketball. It takes 24 hours to complete one spin. When the part of the Earth with Australia in it faces the sun, it is day time in Australia. And when Earth has turned around and Australia isn't facing the sun anymore, it is night time.

While Earth is slowly turning around each day, it is also travelling right around the sun. It takes 365 $\frac{1}{4}$ days for Earth to travel right around the sun.

The Earth is on a slight angle so sometimes Australia is closer to the sun than other times. That's why we have different seasons. Do you think we are closer to the sun or further away from the sun in summer? That's right, we are closer to the sun in summer and that's why it is warmer and more UV radiation reaches us.

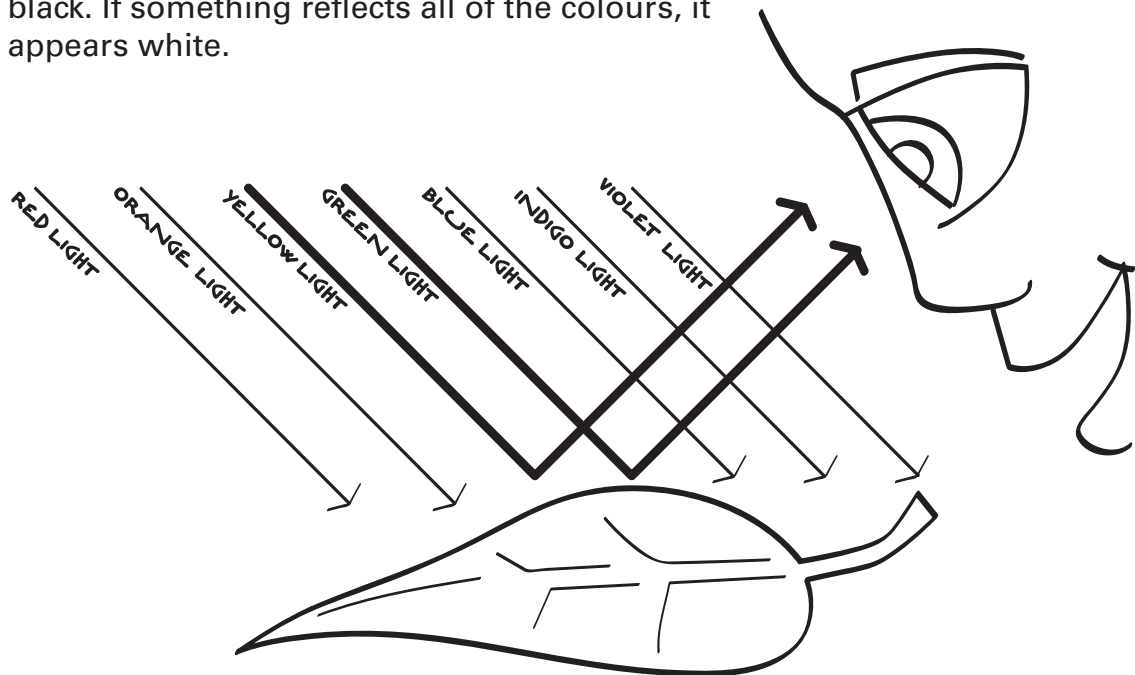


Sunlight

Light from the sun helps plants grow. Plants provide food, oxygen and different products such as wood and paper.

We also need sunlight to see colours. Have a look at different things in the dark – can you still see what colour they are? Sunlight is made up of different colours – red, orange, yellow, green, blue, indigo and violet. The reason something appears to be a certain colour is because that object is absorbing all the colours of light except the ones we see. The colours not absorbed are reflected back to our eyes, which means we see that colour.

Look at something on your desk. What colour is it? The colour you see is bouncing back to you because the object has absorbed all of the other colours. Those colours can't come back to our eyes. If something absorbs all colours, it appears black. If something reflects all of the colours, it appears white.



Infrared radiation = Heat

Heat from the sun helps our bodies stay warm.

The hypothalamus in our brain knows what temperature our body should be (usually around 37 degrees Celsius). It will send messages to our body to keep it that temperature. If our body gets too hot or too cold it can't work properly and we might become sick.

Because the sun is very powerful, we can use its energy. Have you ever heard of solar panels? These use the heat from the sun to create power. The hottest place in the world is El-Azizia, Libya in North Africa. The hottest day recorded there was 13 September 1922 when the temperature reached 57.8 degrees Celsius!



Ultraviolet (UV) Radiation

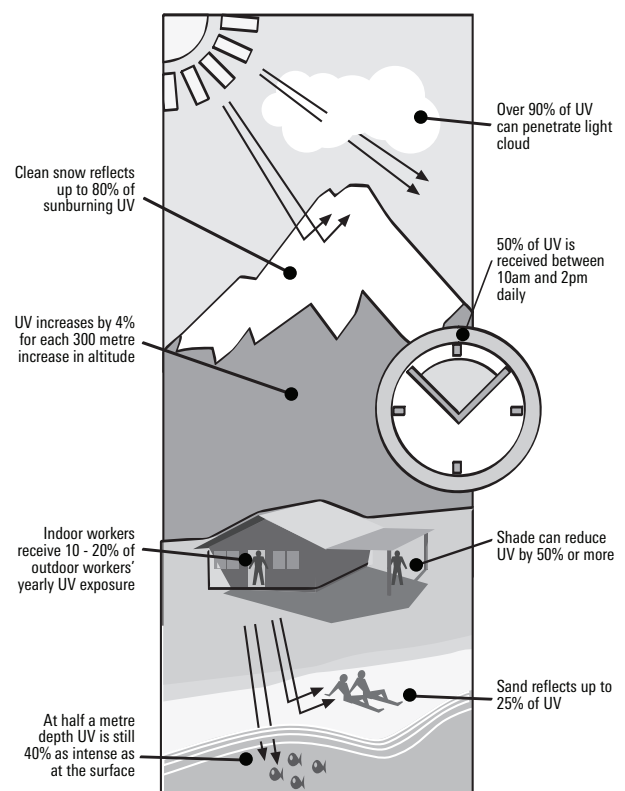
UV radiation comes from the sun. Too much UV radiation can cause skin damage, wrinkles and blotches, sunburn and skin cancer. It can also damage eyes.

We can see sunlight and feel infrared radiation (heat), but we can't see or feel UV radiation. It can damage eyes and skin on cool, cloudy days and warm, sunny days.

UV radiation can also:

- pass through clouds
- reflect from surfaces such as concrete, water, sand, glass or metal
- be scattered in the air.

Most of the day's UV radiation reaches us between 10am and 3pm. This is called 'peak UV time' because the sun is higher in the sky and it is easier for the UV radiation to come directly to Earth. We need to take extra care during this part of the day to protect our skin and eyes.



How do we know what the UV Index levels are?

The UV Index (UVI) is a simple way to show how much of the sun's UV radiation reaches Earth. The UV Index divides UV radiation into levels that range from low (1–2) to extreme (11 and above).

UV Index range:

Low	(0–2)	Green
Moderate	(3–5)	Yellow
High	(6–7)	Orange
Very high	(8–10)	Red
Extreme	(11+)	Purple

The UV Alert

Whenever UV Index levels reach 3 (moderate) and above we need to use sun protection because the UV rays can damage our eyes and skin. This can lead to sunburn and skin cancer. Particular care should be taken between 10am and 3pm when UV Index levels reach their peak.

UV Index levels can change throughout the year and throughout Australia. The SunSmart UV Alert shows the daily forecasted UV Index levels in 200 cities across Australia. It also tells you the times the UV Index will be 3 and above and when you need to use the 5 SunSmart Steps.

Do you know what the 5 SunSmart Steps are?



1 Slip on sun protective clothing.



2 Slop on SPF 30+ sunscreen.



4 Seek shade.

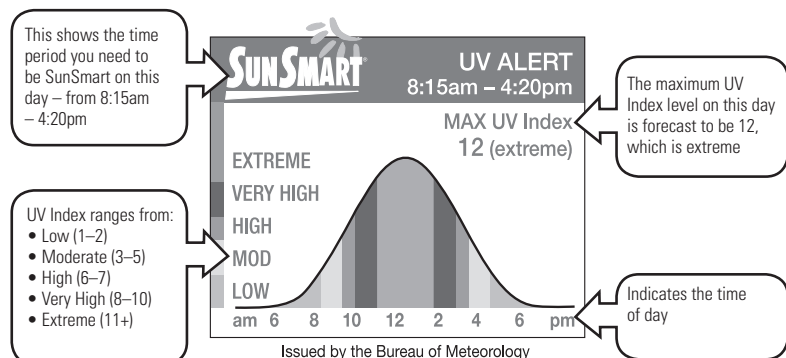


3 Slap on a hat.



5 Slide on some sunglasses.


The SunSmart UV Alert is reported in most daily newspapers and on the Bureau of Meteorology website at www.bom.gov.weather/uv. What are the UV Index levels in your area today? What are the times you need to use the 5 SunSmart Steps?



Which part of Australia do you live in?

Do you need to use sun protection all year or just during summer, spring and parts of autumn?

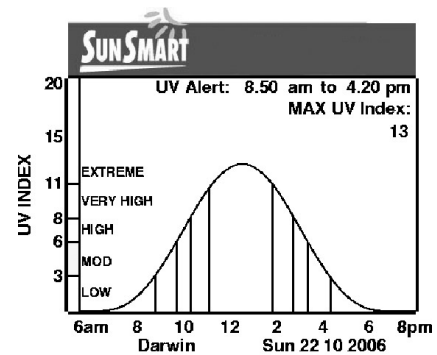
It's important to always be SunSmart when the UV Index levels are 3 and above. In many parts of Australia, UV Index levels are 3 and above for the whole year. When the UV Index levels are low (1 or 2), there is not as much UV radiation reaching Earth. In the southern parts of Australia (ACT, Victoria, Tasmania and South Australia), UV Index levels are usually low during winter so you don't need to use sun protection unless you are at the snow, near water or in alpine regions.

Region	PEAK UV MONTHS  Months when UV index levels are usually 3 and above Make sure you use the 5 SunSmart Steps every day!
Northern Australia Queensland, Northern territory, top half of WA, Northern NSW and Northern SA	Protect yourself from skin cancer all year round
Central Australia Sydney, Adelaide and Perth	Protect yourself from skin cancer from August to May
Southern Australia Victoria and Tasmania	Protect yourself from skin cancer from September to April

Lesson 1.3: SunSmart UV Alert

Resources

- Examples of the SunSmart UV Alert (from the newspaper or print out from the website)
- Activity Sheet 1.3 (page 24)
- Access to the Bureau of Meteorology website www.bom.gov.au (if possible)
- Atlas of Australia
- SunSmart UV Alert poster (Provided with this resource. Further copies are available from your state/territory Cancer Council).



Instructions

1. What do we know about the UV Index?

- The UV Index measures the amount of UV radiation that reaches the Earth.
- The Australian Bureau of Meteorology has a special computer that can forecast and measure the UV radiation levels in different parts of Australia.
- The UV Index ranges from 1–2 (low) to 11+ (extreme). Each range is represented by a different colour.

UV Index range:

Low	(0–2)	Green
Moderate	(3–5)	Yellow
High	(6–7)	Orange
Very high	(8–10)	Red
Extreme	(11+)	Purple

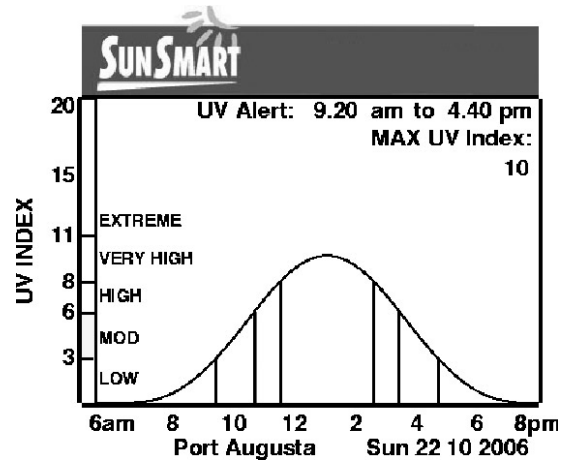
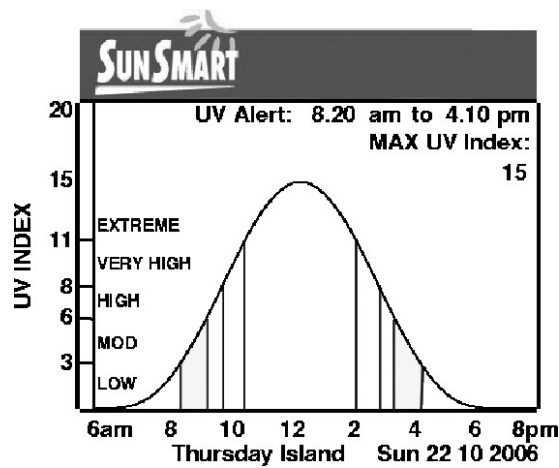
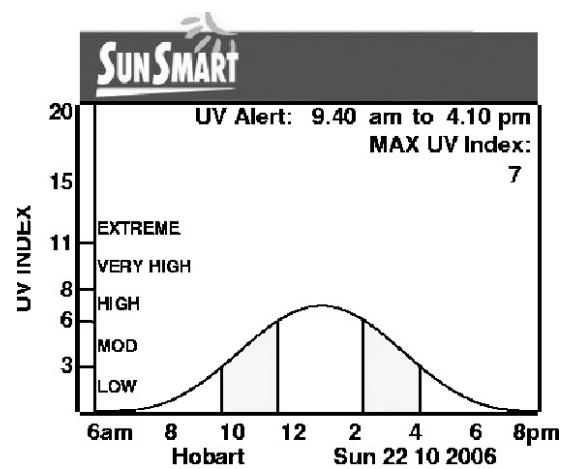
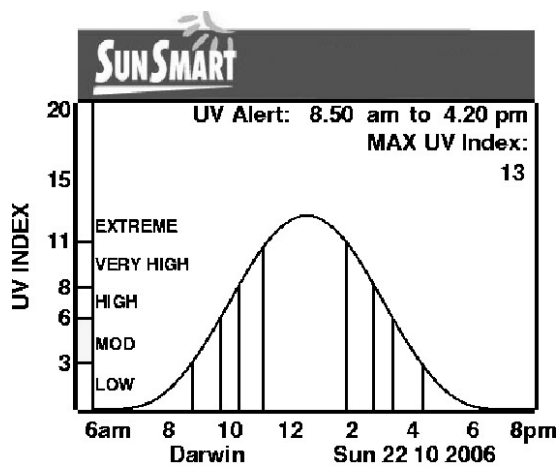
- Skin can start to be damaged when the UV Index reaches 3 or more.
- We need to use sun protection whenever the UV Index reaches 3 or more.

2. **Show examples of the UV Index from the newspaper and if possible on the website.**
3. **Show students the SunSmart UV Alert poster, which explains how to read the SunSmart UV Alert.**
4. **Look at the graph – explain that the SunSmart UV Alert uses a bell graph.**
 - The bell curve shows how the UV Index levels increase, reach their highest level for the day and then decrease.
 - Imagine the graph is a hill.
 - Which of these hills would be the hardest to climb and the easiest to roll down? The higher the hill, the higher the UV Index levels.
5. **What are the UV Index levels forecast for our area today?**
6. **What will be the highest UV Index level reached?**
7. **When will it be at that level?**
8. **At what times will the UV Index be 3 or more?**
9. **At what times will we need to use sun protection?**
10. **Look at the SunSmart UV Alerts on activity sheet 1.3. Ask students to find the cities in an atlas to determine which state or territory they are in. Look at the UV Index levels for areas in the northern and southern parts of Australia. Where are the UV Index levels highest? If you would like to use SunSmart UV Alerts for other locations the Bureau of Meteorology has forecasts available on their website: www.bom.gov.au**
 - Ask students to complete the activity sheet by reading the SunSmart UV Alerts and completing a table with information.
 - Students then create their own SunSmart UV Alerts including:
 - » the date
 - » the place name
 - » the maximum UV Index
 - » the time when sun protection is needed
 - » a coloured bell graph.

SunSmart UV Alert

Name

Look at these SunSmart UV Alerts from different places around Australia.



1. Colour the graphs to show the UV Index ranges.
 2. Fill in the gaps in the SunSmart UV Alert Table.
- Can you find each place in an atlas? Which state or territory are they in?

SunSmart UV Alert Table

Place	Date	State / Territory	Maximum UV Index	Times to use sun protection	Time when the UV Index is highest

Imagine you work at the Bureau of Meteorology.

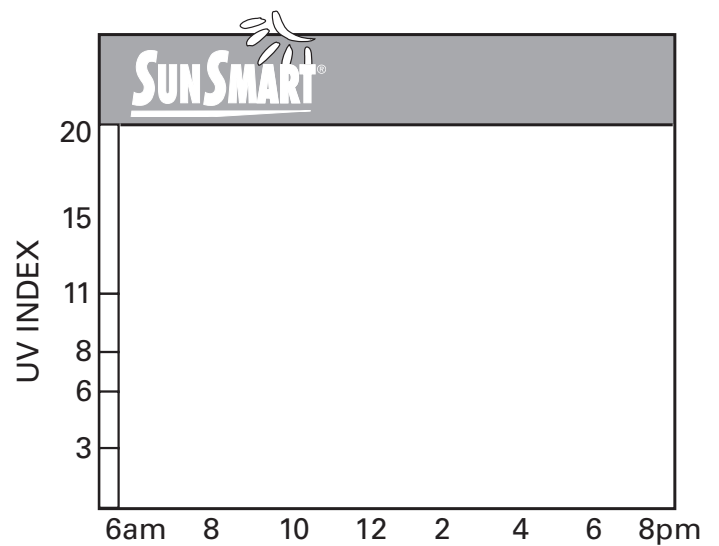
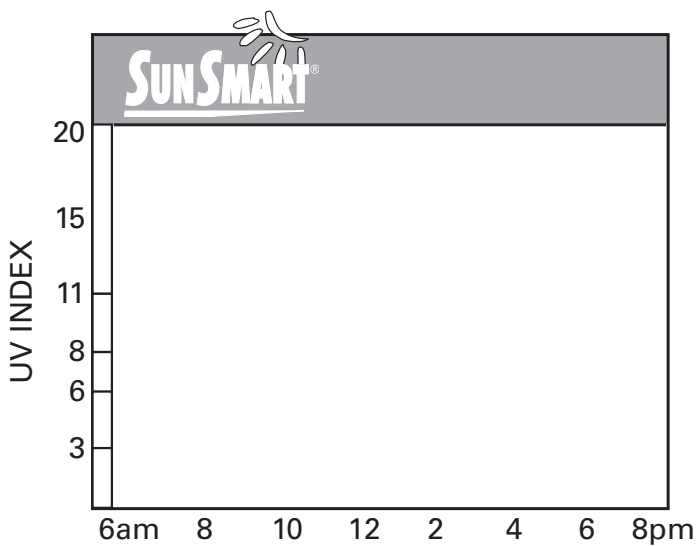
Create your own SunSmart UV Alerts and see if a friend can read them.

Don't forget to include:

- the date
- the place name
- the maximum UV Index
- the time when sun protection is needed
- a coloured bell graph.

UV Index range:

Low	(0-2)	Green
Moderate	(3-5)	Yellow
High	(6-7)	Orange
Very high	(8-10)	Red
Extreme	(11+)	Purple



LESSON 1.4: **Guess Who's Coming to Visit?**

Resources

- Planet Mahnik story
- Copies of Activity Sheets 1.4 for each student (page 27)

Instructions

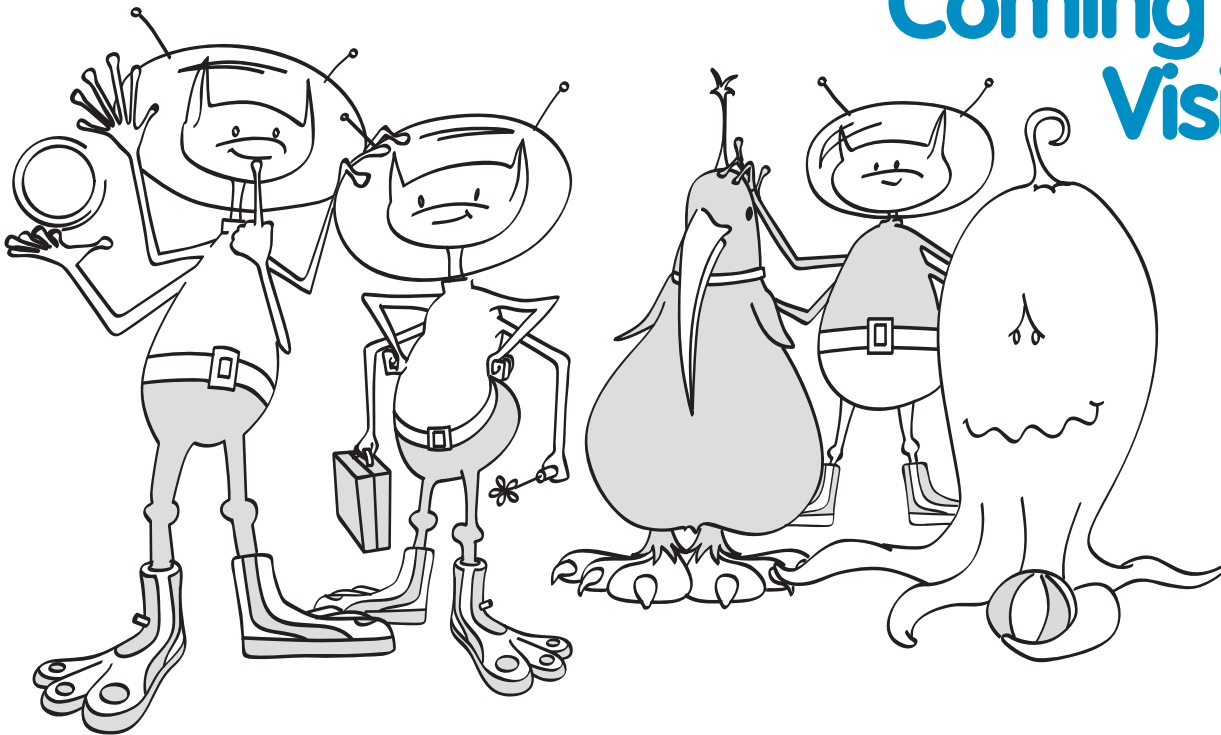
1. Read the following scenario to students:
 - Our school has been asked to host a group of students visiting from a school on the planet Mahnik. Mahnik is a beautiful planet with very friendly citizens. The conditions on Mahnik are quite similar to those on Earth except Mahnik is in another galaxy and is a lot further away from the sun.
 - The school in Mahnik is trying to prepare students for their visit to Australia. Many Mahnik parents are concerned about the Earth's sun as they have heard it can be very dangerous.
2. Ask students to prepare a letter for their Mahnik visitors explaining the Earth's sun.
3. They will also need to think of interesting locations or experiences they can share with a visitor from another planet.
4. Explain that some of the letter has been written for them and they will need to fill in the gaps and illustrate the messages. Children can draw the 5 SunSmart Steps on the back of their letter.

Name _____

Guess Who's Coming to Visit?

Activity Sheet

1.4



Dear Mahnik students,

We are really looking forward to your visit. When you are here we are going to show you

We have heard that you are worried about the sun on Earth. The sun on Earth gives us _____, _____ and UV radiation. The part of the sun we need to be really careful of is _____. A little bit is good and helps us make _____ but too much can damage our _____ and _____.

Whenever UV Index levels are _____ and above we need to use sun protection. In our town, the months we use sun protection each day are from _____ to _____. We have to be extra careful from _____ am to _____ pm.

Don't worry, even though we can't see UV radiation, we know what the UV Index levels are if we look at the SunSmart _____.

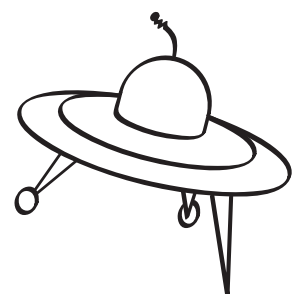
In Australia we use 5 SunSmart Steps and make sure we are well protected from the sun! Here's a list and picture of each one so you know what to pack.

Have a safe trip. Please tell your family not to worry. We'll look after you!

From _____

Choose from these words:

light
UV radiation
skin
three (3)
UV Alert
heat
three (3)
vitamin D
eyes
ten (10)





HOME ACTIVITY 1: **Body Watch**

Resources

- Copy of Home Activity Sheet 1 for each student (page 29)
- Copy of Parent / Carer letter for each family in the class

Instructions

1. Students will look at which parts of their body are most prone to sun damage.
2. Ask students to identify where they have the most freckling and skin colour change (if at all) and map it on the activity sheet.
3. Have students identify in the space provided which parts of their body have been most affected by the sun.
4. Students may need a family member to help them map these sun-related changes on their body, especially on their back.
5. With help from their family, students list five sun protection ideas their whole family are going to use to keep their skin more protected. Choose one idea for each of the 5 SunSmart Steps e.g. keep hats in the car or buy a hat stand for the front door.

Home Activity Review

- As a class, tally the parts of the body identified as most at risk by most students.
- Discuss why these body parts are most vulnerable and review students' family ideas to protect them in the future.

Name

Body Watch



1. Have a look at different parts of your body. Can you see any freckles or places where the skin has changed colour because of the sun?
2. With help from a family member, draw an outline of your body and mark where you have any freckling and/or sun-related skin colour change, i.e. any areas that are tanned slightly more than others.

3. Which parts of your body seem to be the most difficult to protect?
4. With your family, think of five ideas you can all use to try to keep your skin more protected.

Idea 1: Clothing

Idea 2: Sunscreen

Idea 3: Hats

Idea 4: Shade

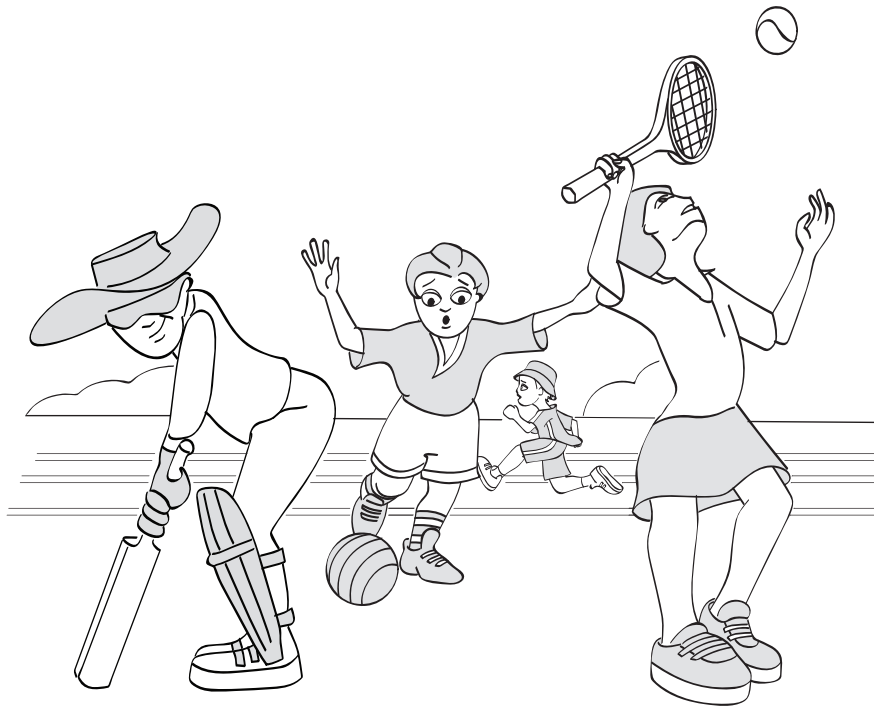
Idea 5: Sunglasses

TOPIC 2: BE SUNSMART SPORT!

Aims

Students will:

- Explore different outdoor sports / activities.
- Look at the benefits and risks of outdoor sports / activities.
- Review the five sun protection measures – 5 SunSmart Steps:
 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 you go outdoors and every two hours afterwards.
 3. Slap on a hat – that protects your face, head, neck and ears
 4. Seek shade
 5. Slide on some sunglasses – make sure they meet Australian Standards.
- Discover which of the 5 SunSmart Steps people are currently using for outdoor sports / activities.
- Develop strategies to keep themselves sun safe when participating in or attending outdoor sports / activities.



LESSON 2.1: Be SunSmart Sport!

Resources

- Activity Sheet 2.1: Be SunSmart Sport! (page 32)
- Organise a time to visit other classes to conduct a short survey with students
- Images/examples of different graph types (pie, column, bar, pictograph)

Instructions

1. As a class, brainstorm a variety of outdoor sports and activities.
2. Discuss why people like to do these activities and briefly look at the benefits/risks associated with them (e.g. keeps you healthy and fit, enjoyment vs. injury, sunburn).
3. Ask students to list their favourite outdoor weekend activity/sports.
4. Ask them to also record which, if any, sun protection actions they used during their outdoor sports and activities.
5. Arrange to visit other classes in the school to find out favourite weekend outdoor activities/sports and which of the 5 SunSmart Steps were used.
6. Send each group of students to a different class so that they can each interview three different people (this will ensure the same people haven't been interviewed and give a more accurate number for the graphing exercise).
7. As a class, tally the results to determine the most popular activities/sports and which sun protection actions were used the most.
8. Students can use the results to create graphs to illustrate the spread and frequency of the activities identified and the sun protection actions used.
 - As an extension, try to represent the data using different types of graphs.

Discussion

- Which are the most popular outdoor sports/activities?
- Which are the most-used SunSmart Steps?
Why do you think this is so?
- Which was the least-used SunSmart action?
Why do you think this is so?
- Can you suggest any ways to help make this SunSmart action used by more people?
- How can we make outdoor sports and activities more SunSmart?

Be SunSmart Sport!

Name



5 SunSmart Steps

1. Slip on sun protective clothing
2. Slop on SPF 30+ sunscreen
3. Slap on a hat
4. Seek shade
5. Slide on some sunglasses

1. Answer the following questions for yourself in the spaces below.
2. Interview three other students from another class to find out what sport or activities they did outdoors on the weekend and how SunSmart they were.
3. Fill in their answers on the chart.

Name	Gender Male = M Female = F	What outdoor sports or activities did you do on the weekend?	Which of the 5 SunSmart steps did you use?	
			5 SunSmart steps	Yes / No
			1. Sun protective clothing	
			2. Sun protective hat	
			3. SPF30+ sunscreen	
			4. Shade	
			5. Sunglasses	
			1. Sun protective clothing	
			2. Sun protective hat	
			3. SPF30+ sunscreen	
			4. Shade	
			5. Sunglasses	
			1. Sun protective clothing	
			2. Sun protective hat	
			3. SPF30+ sunscreen	
			4. Shade	
			5. Sunglasses	
			1. Sun protective clothing	
			2. Sun protective hat	
			3. SPF30+ sunscreen	
			4. Shade	
			5. Sunglasses	

LESSON 2.2: SunSmart Coach

Resources

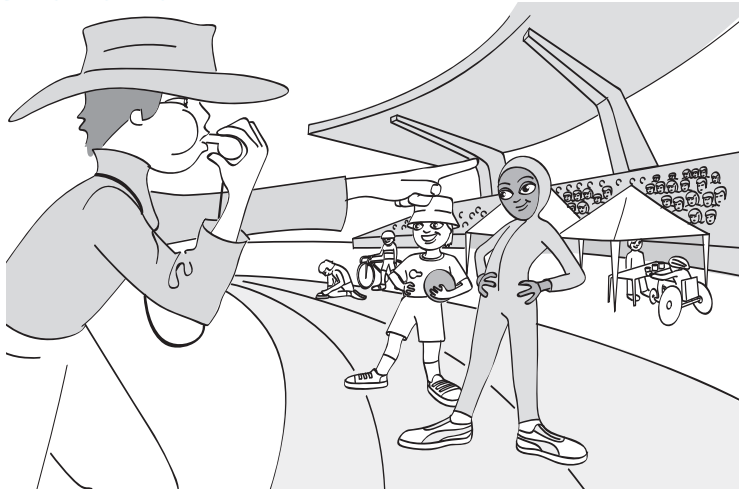
Activity Sheet 2.2: SunSmart Coach (page 34)

Instructions

1. Discuss possible strategies for keeping safe in the sun when participating in outdoor sports or activities.
 - Look at uniform design: how sun protective is the actual clothing and hat used during the sport or when on the sidelines?
 - Sunglasses: would they be practical and safe?
 - Is there shade for spectators?
 - Is there shade for players: during the game and during team/player breaks?
 - Sunscreen: is it available for players and spectators to put on regularly?
 - Timing of the game: can it be scheduled earlier in the morning, later in the afternoon or at an indoor venue?
2. Ask students to choose their favourite sport or outdoor activity and imagine they are the coach.
3. Students need to come up with a plan of action to keep their team and spectators as safe from the sun as possible.
4. Ask students to write and draw their plans.



SunSmart Coach

Name 

5 SunSmart Steps

1. Slip on sun protective clothing
2. Slop on SPF 30+ sunscreen
3. Slap on a hat
4. Seek shade
5. Slide on some sunglasses

1. Imagine you are the coach of your favourite outdoor sport or activity.
2. You need to develop a plan to keep your whole team and spectators as safe as possible from the sun using all of the 5 SunSmart Steps and the SunSmart UV Alert.

Your Sport: _____

SunSmart Plan

Use diagrams/designs to show how you will keep your team and spectators safe from the sun.

Hint: Don't forget to use the 5 SunSmart Steps.

LESSON 2.3: Sporting SunSmart Slogans

Resources

- Poster paper
- Markers

Instructions

1. Discuss with students the idea of 'slogans' – they are a simple and clever way to encourage people to remember something.
2. Run a class quiz with some of the very common slogans.
3. Create a list of other slogans that they already know.
4. Vote on which ones are the favourites.
5. What makes them catchy and clever?
6. What helps you remember these slogans?
7. Students imagine they are working at an advertising agency and have been asked to develop a slogan to encourage people to follow the SunSmart UV Alert and use the 5 SunSmart Steps whenever they are doing outdoor sports or activities. These slogans will be placed on billboards around sports grounds and parks.
8. Develop a list of sun protection words that could be used.
9. Revise the 5 SunSmart Steps and SunSmart UV Alert.
10. Students write their slogans on large pieces of poster paper. Illustrate with drawings, relevant magazine photos or digital photos. These could be displayed around the classroom or school.
11. Slogans could then be used for school announcements before recess and lunchtimes, at school assemblies or placed in the school newsletter.



HOME ACTIVITY 2: Remember the 5 SunSmart Steps

Resources

- Home Activity Sheet 2: Remember the 5 SunSmart Steps (page 37)

Instructions

1. Ask students to teach their families about the 5 SunSmart Steps.
2. As a family, design a SunSmart mini-poster using the template.
3. Ask students to display their completed mini-poster somewhere at home so that the whole family can remember the 5 SunSmart Steps!
4. With their family's help, ask students to take an outing to a local park or event and look out for the 5 SunSmart Steps and see how many people are using sun protection.
5. Are people using all of the 5 SunSmart Steps?
6. Which of the 5 SunSmart Steps seems to be used the most?

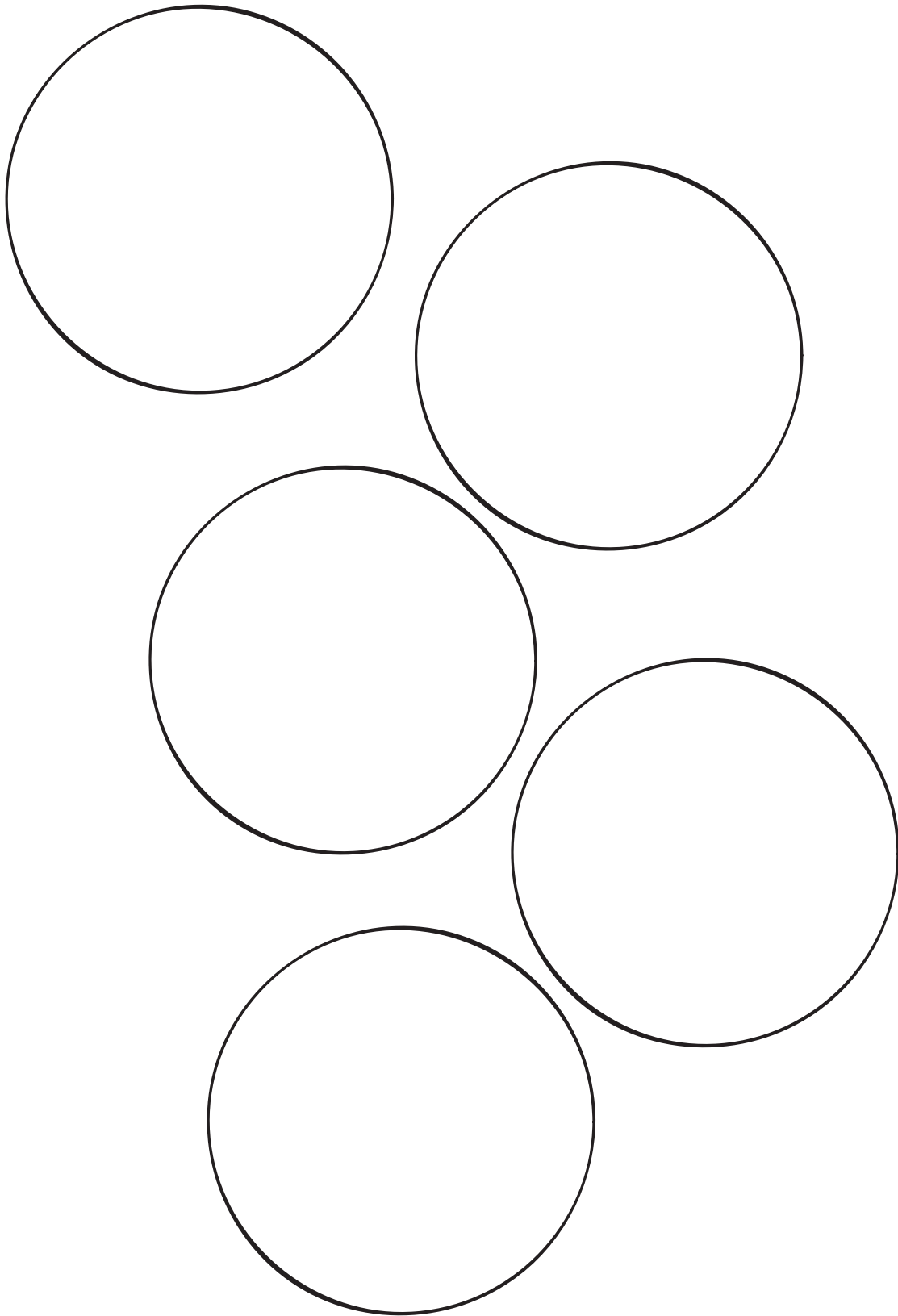
Home Activity Review

1. Did your family already know about the 5 SunSmart Steps?
2. Where did you place your mini-poster?
3. Did you see many people using the 5 SunSmart Steps?
4. Which of the 5 SunSmart Steps were mainly used? (N.B. Sunscreen use may be difficult to judge or observe).
5. Where / when did most people use the 5 SunSmart Steps?
6. Which of the 5 SunSmart Steps were used the least?
7. Do you think most people understand the SunSmart message and use the 5 SunSmart Steps? How can we help people understand it even more?

Name

Remember the 5 SunSmart Steps

Home Activity Sheet

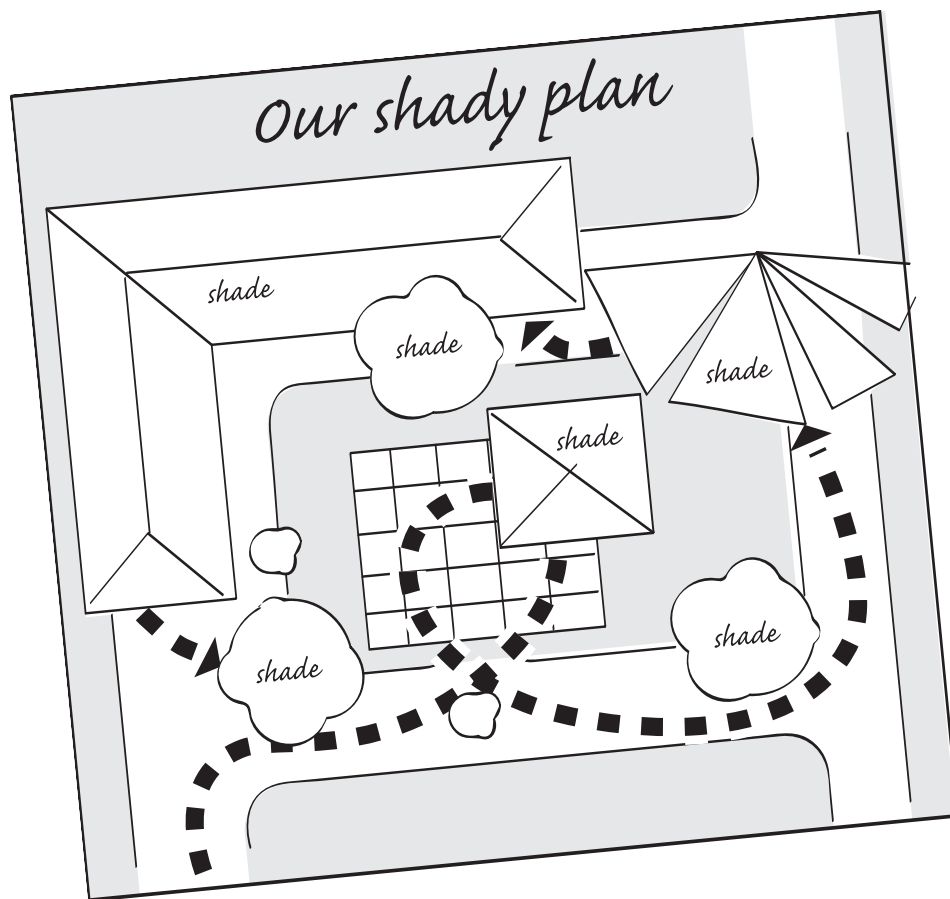


TOPIC 3: BEING SUNSMARTER

Aims

Students will:

- Examine issues affecting group and individual decision-making in different sun safety situations.
- Recognise that decision-making can be influenced by a number of factors.



LESSON 3.1: Time, Place, Action!

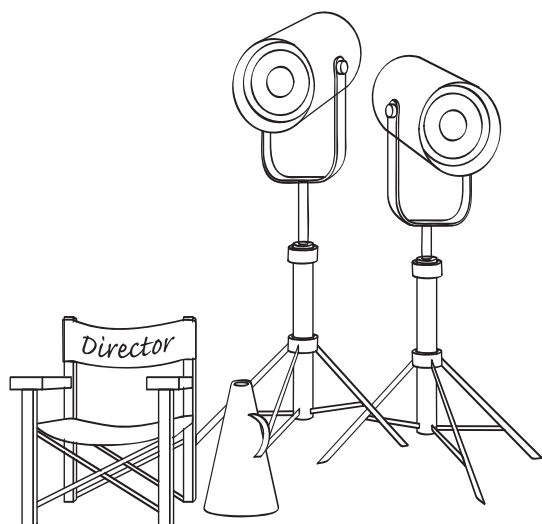
Resources

- Time, Place and Action sheets copied onto coloured paper or cardboard and cut into cards (pages 40–42)
- 4–5 metre length of string or rope
- Activity Sheet 3.1: Time, Place, Action! (page 43)

Instructions

1. Create three sets of cards on different coloured paper, e.g. 'Time' list onto blue paper, 'Place' list onto green paper and 'Action' list onto pink paper.
2. Cut each into sets of 12 cards for students. Note: you will need to ensure that you have one card for every student in the class and if possible distribute even numbers of each of the coloured cards, e.g. if you have 30 students, distribute 10 pink, 10 green and 10 blue.
3. Make two index cards; one marked 'high risk' and the other 'low risk'.
4. Give students a card and ask them to form groups of three so that each group has three different coloured cards. These cards then create a sun protection scenario, i.e. a time, place and action.
5. Students write the scenario on Activity Sheet 3.1: Time, Place, Action! and look at it with the 5 SunSmart Steps in mind. They then give it a score out of five. The higher the score, the higher the sun protection.
6. Students need to discuss and record how they could make their situation more sun safe.
7. Create a class 'Fry Factor' continuum, using the long piece of string with the "high risk" card at one end and the "low risk" card at the other.
8. Groups line up according to where they believe their original scenario fits into this risk continuum and explain why they think it belongs there. They then explain how they managed to make it less risky and move to the new place along the continuum.
9. Reshuffle the time, place and action cards to create new scenarios for groups to work on.

Please note: There is not necessarily a right or wrong answer for these scenarios. The main purpose is to encourage students to think about sun protection strategies for various situations and activities.



TIME

At 9am in April.	At midday in November.	At 4pm in Summer.
At 2pm in December.	At 1pm in Autumn.	At 5pm in January.
At 11am in March.	At 3pm in February.	At 10am in September.
At midday in Winter.	At 10am in Spring.	At 2pm in October.

PLACE

On a beach with little shade.	At the beach with a lot of reflected light.	In an undercover area.
Outside in full shade.	Riding a bike wearing a bike helmet.	No shade.
Outside in full sun.	On the water.	In the water.
Under a tree in part shade.	Under shade cloth.	Under a small umbrella.

ACTION

<p>Wearing zinc, rash vest and swimwear, but NO hat.</p>	<p>Wearing a broad brimmed hat, shorts and sunscreen but NO shirt.</p>	<p>Wearing a peaked cap, singlet top and shorts.</p>
<p>Wearing a baseball cap turned backward, singlet and shorts.</p>	<p>Wearing a shirt with long sleeves and collar, long pants and sunscreen.</p>	<p>Wearing a shirt, shorts and sunscreen, but NO hat.</p>
<p>Wearing a shirt with long sleeves and long pants, but NO hat or sunscreen.</p>	<p>Wearing only swimwear (not SunSmart).</p>	<p>Wearing only SunSmart swimwear.</p>
<p>Wearing a legionnaire-style hat and t-shirt, but NO sunscreen.</p>	<p>Wearing sunglasses, shorts and a top with no sleeves.</p>	<p>Wearing zinc cream, a singlet top and shorts.</p>

Name

1. Write down your time, place and action cards in the spaces below. Together these make a "sun story".
2. Look at how SunSmart your sun story is. Will you keep safe in the sun?
3. Give the sun story a rating out of 5 (e.g. 1=not very SunSmart, 5=uses all of the 5 SunSmart steps).
4. Think of some ways to make the sun story more sun safe and SunSmart.

	TIME	PLACE	ACTION	Sun Story SunSmart Rating 1 – 5	Solutions - ways to make this sun story more sun safe and SunSmart
SUN STORY example	At 11.00 am in January	Under a tree in part shade	Wearing sunglasses, shorts and a top with no sleeves	2	<ul style="list-style-type: none"> • Find full shade • Wear a t-shirt • Wear a hat • Use sunscreen Maybe go outside to play a little earlier when the UV is not as strong
SUN STORY 1					
SUN STORY 2					

Time, Place, Action!

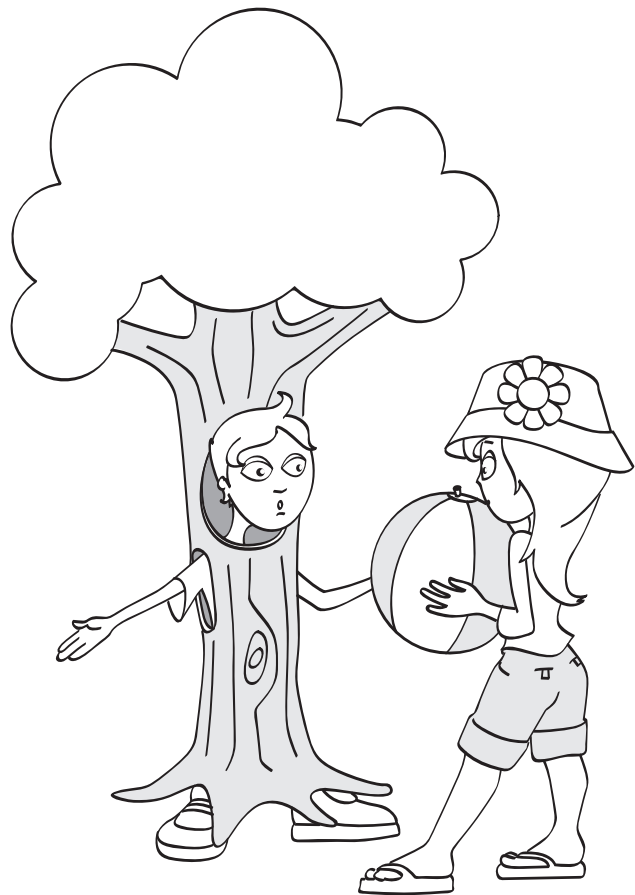
LESSON 3.2: SunSmart Role Plays

Resources

- SunSmart Role Play Scenarios copied onto paper and cut into individual strips (page 45)

Instructions

1. **Discuss times when students have been in tricky or uncomfortable situations. What did they do? Who helped them?**
 - How can you turn events around and make them more positive?
 - Discuss situations on the playground.
2. **Copy and cut the 'SunSmart Role Play Scenarios' for distribution.**
3. **Ask students to form small groups and give them each a slip of paper with a different SunSmart scenario on them.**
4. **Practise one of the scenarios.**
 - What is happening in this situation?
 - Are there any problems/conflicts?
 - What choices does the person have?
 - How can they stay sun-safe and still be friends?
5. **Students set the scene for each scenario and try to turn it into a positive outcome for everyone.**
6. **Students role play the situation and show how they try to make the situation more sun-safe.**



Discussion

- When is it sometimes difficult to be SunSmart?
- What things help or encourage you to be SunSmart?
- What things stop or discourage you from being SunSmart?
- Why are these situations so difficult?
- What could you do to make these situations less difficult in the future?

SunSmart Role Play Scenarios

You suggest moving into the shade but your friends don't want to.
Your friend has taken your hat and won't give it back to you.
You brought your cap instead of your broad brimmed hat.
The person who said they had some sunscreen brought a low SPF tanning oil instead.
The long-sleeved shirt you brought is too hot to wear.
You have taken your younger brother's hat that doesn't fit you.
You really like the person who is pressuring you to not be SunSmart.
You have fair skin that can burn really quickly.
A strong wind is constantly blowing your hat off.
The activity you are doing makes it hard to wear a long-sleeved shirt and broad brimmed hat.
If you go back to get your sun protection you will miss out on your turn / the game.
Your friends tease you about the type of hat you are wearing.
You will have to stop an activity you really enjoy if you move into the shade.

LESSON 3.3: Slop on Sunscreen!

Resources

- Activity Sheet 3.3: Slop on Sunscreen! (page 47)
- Examples of sunscreen bottles/tubes

Instructions

1. Ask students, 'How long is 15 minutes?' Perhaps during a favourite activity, e.g. lunch, PE or a story, you could run a quiz to see how many students correctly guess how long 15 minutes is.
2. Students brainstorm things they can do in 15 minutes, e.g. morning or afternoon recess break, three songs on the radio, making a snack, walking to school.
3. Discuss that it takes as little as 15 minutes for skin to begin to burn in mid-summer in Australia and even less for fair skinned people.
4. What can people do to protect their skin from the sun? (use the 5 SunSmart Steps).
5. Focus on sunscreen: list the factors that may reduce and increase the effectiveness of sunscreens (how much is applied, when it is applied, use by date, temperature it is stored at).
6. Ask students to read the sunscreen labels on Activity Sheet 3.3 to identify important tips for applying sunscreen correctly and which sunscreen would be best to use.
7. Discuss why it is not recommended that we rely on sunscreen alone for protection from the sun.
 - **Does sunscreen completely protect our skin?** Sunscreen 'screens' out UV radiation but doesn't completely 'block' all UV from reaching our skin.
 - **Do people usually apply sunscreen correctly?** Most people don't apply enough sunscreen. It should be applied at least 20 minutes before going outdoors. You should use a generous amount.
 - **What do you need to think about when using sunscreen?** It should be SPF 30+, broad spectrum, water-resistant sunscreen. Check the use by date. Store below 30°C.
8. Have students practise applying their sunscreen correctly with a partner or in a mirror to check they don't miss any areas of their skin.
9. Discuss why they need to reapply as often as every two hours: poor original coverage, sweating, swimming, not using enough, etc.



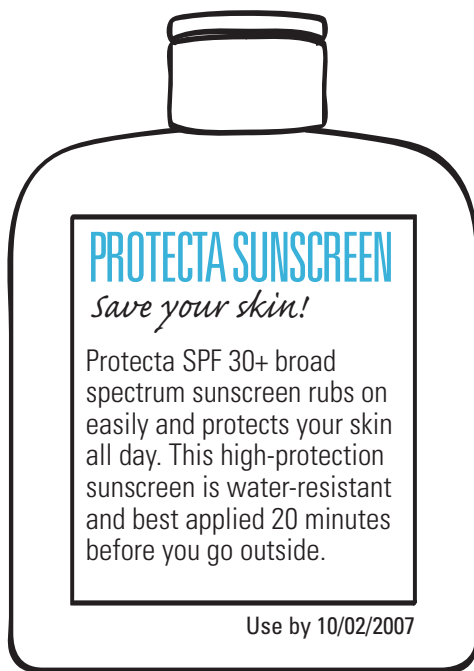
Slop on Sunscreen!

Name

Look for six important messages:

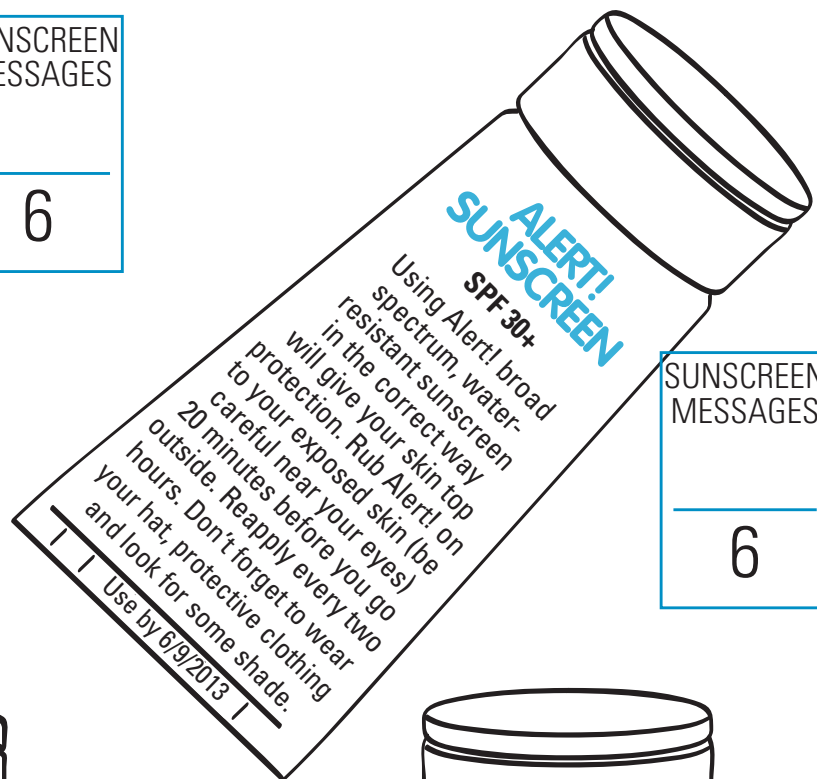
1. SPF 30+
2. Water resistant
3. Broad spectrum
4. Apply 20 minutes before going outside
5. Reapply every two hours
6. A current use-by date

Read the following four sunscreen labels and see which one has all 6 messages and would be the best one to use to protect your skin.



SUNSCREEN MESSAGES

6



SUNSCREEN MESSAGES

6

SUNSCREEN MESSAGES

6



SUNSCREEN MESSAGES

6





HOME ACTIVITY 3: **How SunSmart Are You?**

Resources

- Home Activity Sheet 3: How SunSmart Are You? (page 49)

Instructions

1. Ask students to answer the SunSmart quiz at home with their family. The quiz asks them to recall the different sun protection actions they did/didn't use last time they were outside for more than 15 minutes.
2. After answering the questions, students add up their score to determine their level of sun protection.
3. Find out the scores for other family members.

Home Activity Review

- Discuss how students went with the SunSmart quiz.
- How many SunSmart Champions are in the class?
- Can anyone think of ways they could improve their score next time?

Name

How SunSmart Are You?

Home Activity Sheet



How SunSmart are you when you go outside? Do this quick quiz with your family to find out.

Think about a time last weekend when you were outside during the day for more than 15 minutes.

Read the questions and then circle the letter that matches your answer.

1. Did you check the SunSmart UV Alert?

- a) Yes
- b) No

2. What time of the day did you go outside?

- a) Before 10am or after 3pm
- b) Between 10am and 3pm

3. Where were you?

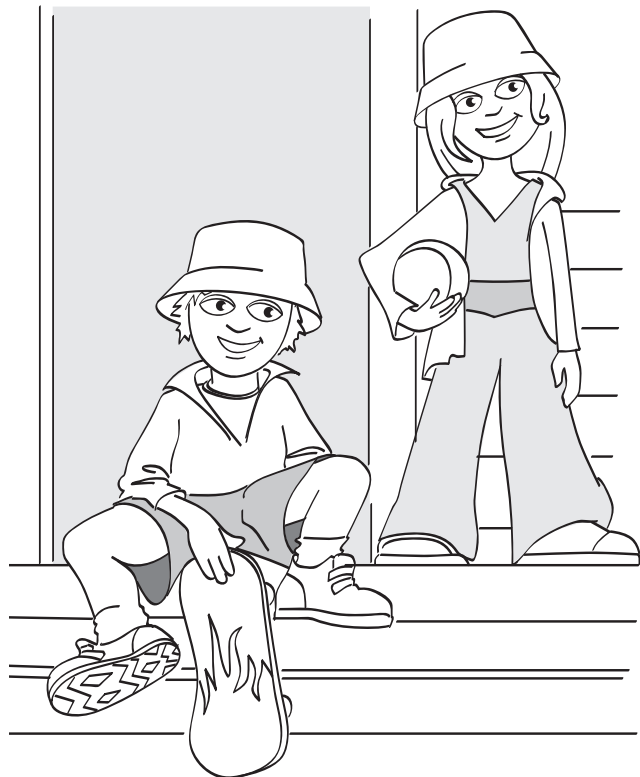
- a) A shady place
- b) A place with some shade
- c) A place with very little or no shade

4. How much of the time were you in the shade?

- a) All the time
- b) Some of the time
- c) None of the time

5. How much of the time were you wearing a broad brimmed, legionnaire or bucket hat?

- a) All the time
- b) Some of the time
- c) None of the time



Name **6. Did you put on SPF 30+ broad spectrum, water-resistant sunscreen?**

- a) Yes, before going outside
- b) Yes, when I got outside
- c) No, I didn't put any on

7. What kind of shirt/top did you wear?

- a) Shirt with sleeves and collar
- b) Shirt with sleeves, no collar
- c) Singlet / bather top or no shirt

8. Did you protect your eyes with sunglasses and/or a hat and shade?

- a) Yes, all the time
- b) Some of the time
- c) No, none of the time

SCORING

a) = 5 points b) = 3 points c) = 1 point

If you scored 25 points or more

You're a SunSmart Champion! You remembered the 5 SunSmart Steps! Keep on protecting!

If you scored 15–24 points:

Well done! You managed to use most of the 5 SunSmart Steps – see if you can use all of them next time.

If you scored 14 points or less:

Yikes! Hopefully you didn't get burnt. Don't forget to check your mini-poster of the 5 SunSmart Steps at home to help you remember the best way to protect your skin. Your family may be able to help remind you as well.

MY SCORE

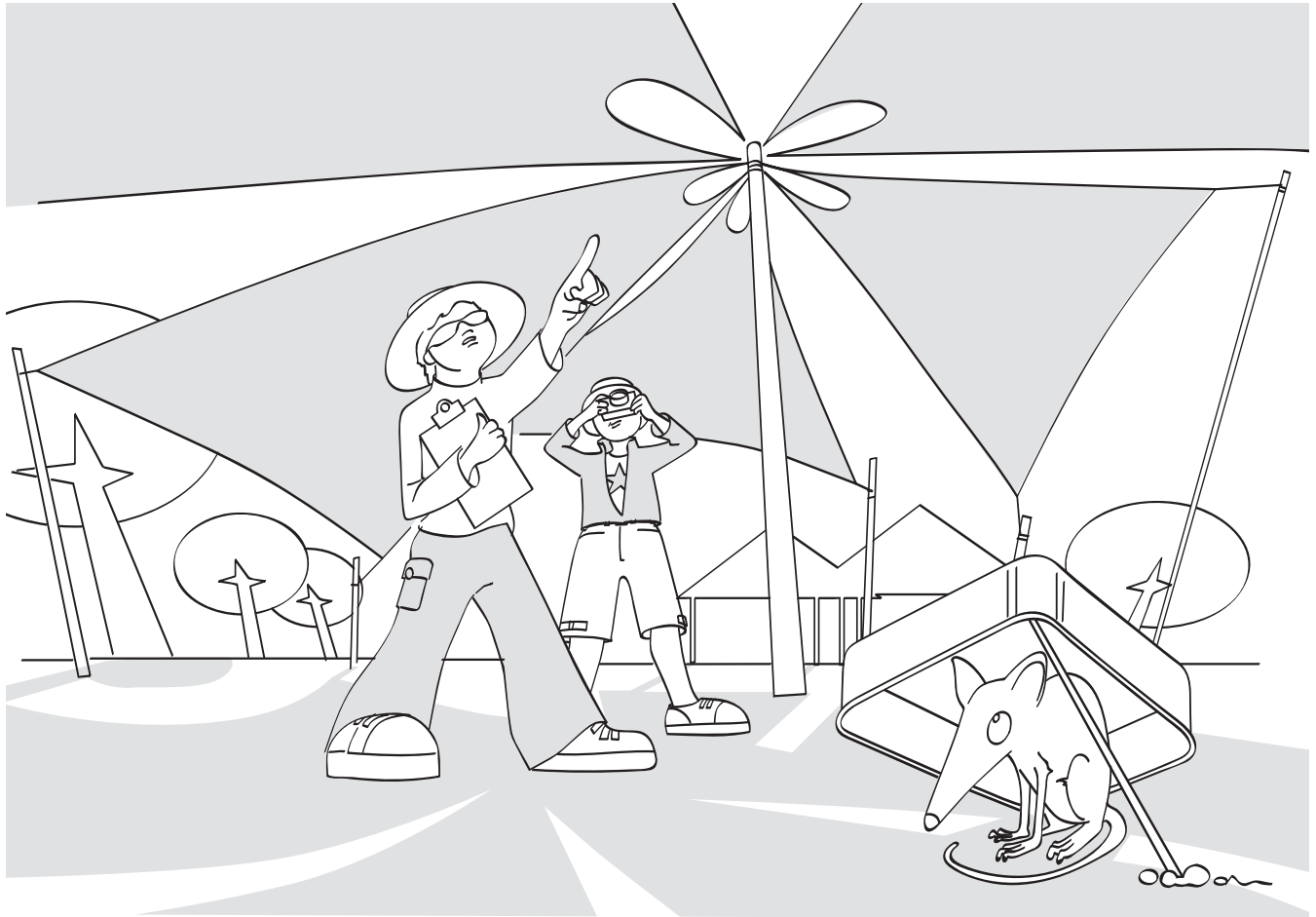
POINTS

TOPIC 4: SHADE

Aims

Students will:

- Explore shadows and relate this to how shade is created.
- Develop a better understanding of the path of the sun throughout a day.
- Develop an awareness of how the sun affects shade.
- Design shade for a playground area.



LESSON 4.1: Shadow Puppets

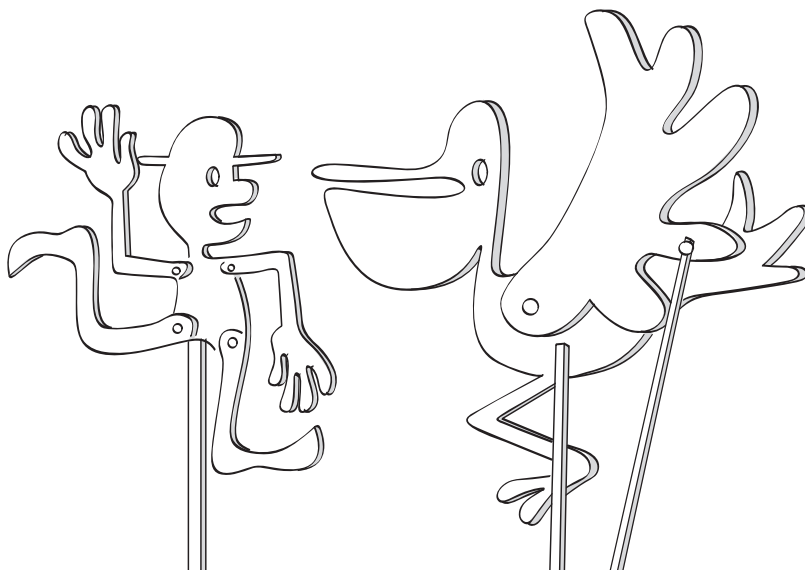
Resources

- Overhead projector (or other strong light source)
- Blank wall (or draped white sheet)
- Scissors
- Cardboard
- Tape
- Plastic straws or icypole sticks
- Hole punch
- Paper fasteners

Instructions

Students create their own shadow puppet using thin cardboard and scissors.

1. For the simplest shadow puppet, cut out a character from poster board and tape a drinking straw or icypole stick to the back. This will be the handle.
2. For a shadow puppet with movable parts, such as a bird that can flap its wings or a person who can move their legs, cut out the different parts individually.
 - Use the hole punch to make one hole in the movable part and another in the body where the part will be attached.
 - Use a paper fastener to join the pieces together.
 - Tape an extra straw handle to the back of the movable part.
3. Ask students to experiment with their shadow puppets – make them larger, smaller, thinner, wider.
4. These shadows are fun for indoor play but which shadows are safest for outdoor play? Relate this to shade.
5. Ask students about the shadows/shade they see around them outdoors.
6. Sun is the light source and different objects block the light from coming through such as a tree, building, tent or fence. Usually if light can't reach something, UV radiation can't reach it either.



LESSON 4.2: Me and My Shadow

Resources

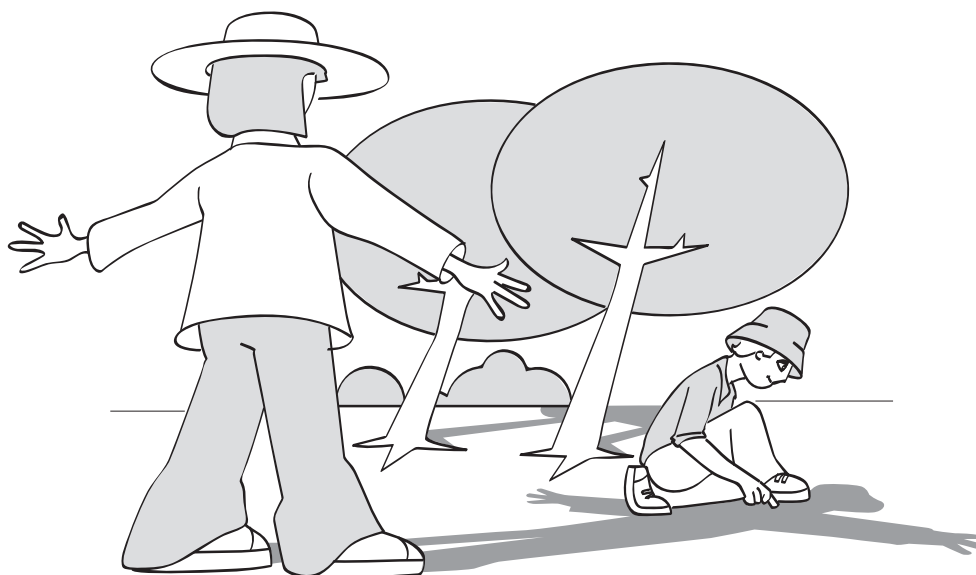
- Designated concrete/asphalt area that receives sun at different times during the day – make sure it is ok to mark this area with chalk – this will be the shadow observation area for the day
- Coloured chalk (three different colours if possible)

Instructions

1. Take children outside in the early morning to the designated shadow observation area.
2. In pairs, ask students to mark a spot to stand on and draw an arrow indicating which direction they are facing.
3. Students trace around their partner's shadow and label it with the person's name and time.
4. Take students out again as close to noon as possible (making sure everyone is wearing their hat and sunscreen!) and ask them to stand on the same spot facing the same direction.
5. Students trace around their partner's shadow using a different coloured chalk and label it with the time.
6. Repeat this again in the afternoon using a different coloured chalk.
7. Look at the three different shadows.

Discuss the Results

- Why are the shadows so different? Link this to the movement of the sun.
- When designing shade, architects and builders need to consider the path of the sun to make sure the shade is always in the right place at the right time.
- List different areas of the school where most people like to play.
- What times do people play there?
- What would be the best shade for these areas?



LESSON 4.3: Shady Play

Resources

- Poster paper
- Cardboard, boxes, glue, etc for construction (if creating 3D models)

Instructions

1. Develop a list of criteria that every outdoor SunSmart play area should have. Remember to include information about shade, the path of the sun etc. from Lesson 4.2.
2. Ask students to design a SunSmart play area and SunSmart playground equipment for it. These designs could be realistic or totally creative and futuristic!
3. Students create the actual design/map of the area and include labels with a brief explanation of the various features and why they have been included.
4. In groups, ask students to present their design to others explaining what they have included, why it is a feature and how it fits in with being SunSmart.
5. Other students ask questions about the area and provide feedback on how SunSmart they think it is.

Extension

- Look at the school's real playground: monitor and measure the shade at popular parts of the school yard such as the playground, canteen, oval and drinking fountains at different times of the day to see how much shade is useful during peak use times.
- Students may like to include signs for people who use the area with information about the 5 SunSmart Steps and SunSmart UV Alert.
- Construct a design/map to scale or 3D model of their created play area.
- Use a computer to create their design.



HOME ACTIVITY 4: SunSmart Shade Awards

Resources

- Home Activity Sheet 4: SunSmart Shade Awards (page 56)

Instructions

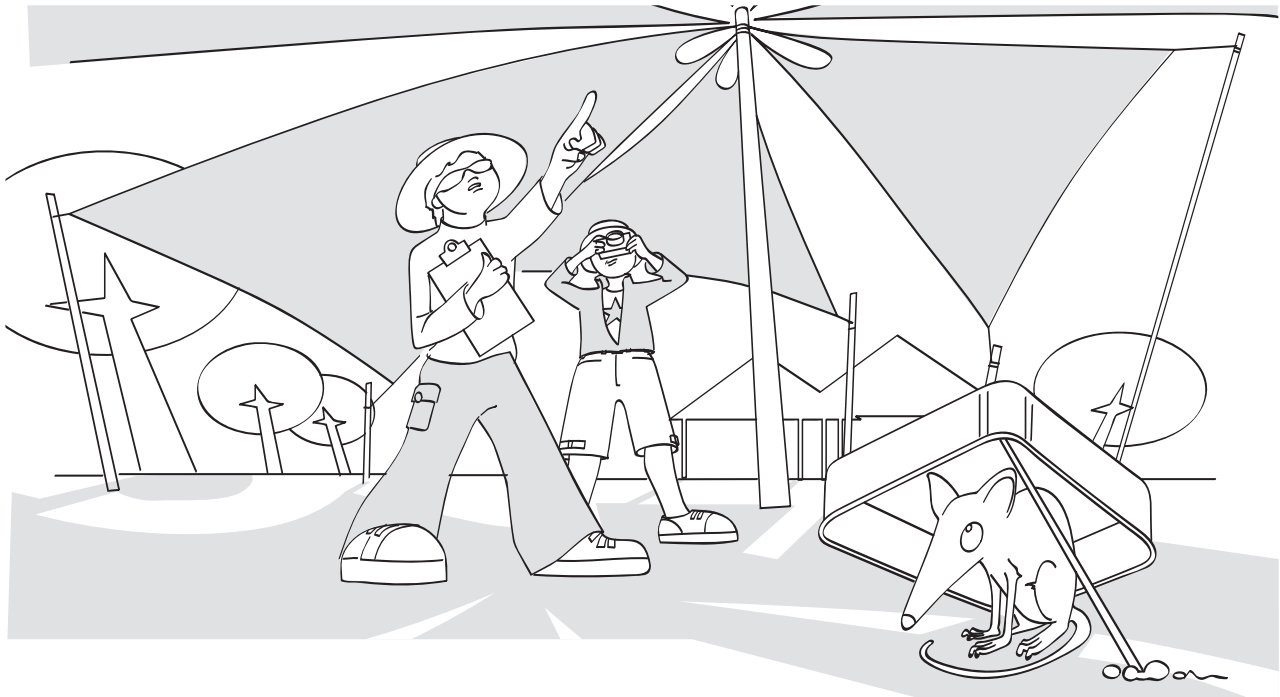
1. Together with their families, students choose a park/play area near their home or one they have visited.
2. Ask students to draw a picture or take a photo of the park/play area.
3. Think about the SunSmart and sun-risk features of the park/play area and list these.
4. Give the park/play area a shade rating – 3 trees for great shade, highly recommend/1 tree for no shade, need to take your own. Don't forget to look for all types of shade – natural and built.
5. Would you give this park/play area a SunSmart Shade Award? Why?/Why not?
6. List some ways to make this area more SunSmart.

Home Activity Review

- Students report back on the park/play areas they found with their families.
- Were they 'SunSmart Shade Award' winners?
- What were the SunSmart and sun-risk features of these areas?
- Look at the park/play area drawing/photo.
- Which tree rating were they given?
- Was most of the shade natural or built?
- How could these areas be improved to be more SunSmart?
- Based on the recommendations of the students, create a list of 'Shade Friendly' parks and play areas.
- Place this list in the classroom and share this information with the school community.

SunSmart Shade Awards

Name _____



For the annual SunSmart Shade Awards you and your family have been asked to judge a park/play area near your home or one you have visited.

Think about the SunSmart and sun-risk features of the park and list these. Don't forget to look out for natural and built shade. Give the park a shade rating out of 3 trees.

Name of park/play area: _____

Address of park/play area: _____

SunSmart Features: _____ Sun-risk Features: _____

Would you recommend this park for a SunSmart Shade Award?

- Yes – Explain why _____
- No – Explain why _____

This area could be made more SunSmart by:

Shade Rating

-  = Highly recommended, great shade
-  = Recommended, good shade
-  = No shade – need to take your own

Our rating for this park is _____ 

Attach a drawing or photo of the park.

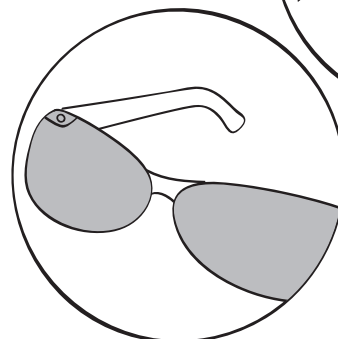
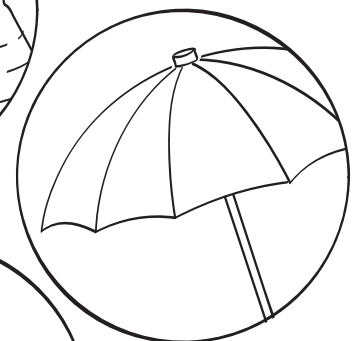
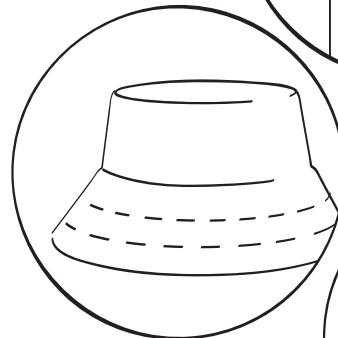
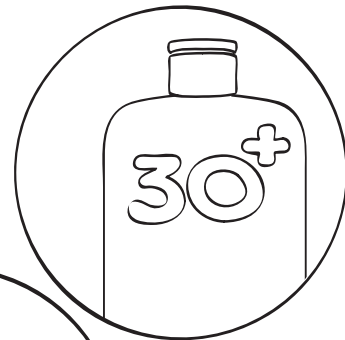
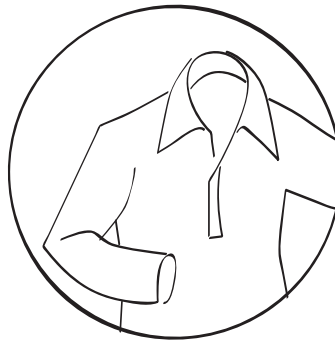


TOPIC 5: SHARING THE SUNSMART MESSAGE

Aims

Students will:

- Revise what they have learnt about
 - the sun
 - UV radiation
 - the effects of too much UV radiation on the skin
 - peak UV times
 - sun protection measures
 - the SunSmart UV Alert.
- Complete a comprehensive group project to teach others about sun protection.



LESSON 5.1: **Sharing the SunSmart Message at School**

Instructions

1. As a class, discuss all of the different things students have learned about the sun, their skin and sun protection.
 - Why is it important to know about sun protection?
 - What do we want people to know about sun protection?
2. Look at the 5 SunSmart Steps, months when sun protection is needed in your state/territory, peak UV times, and the SunSmart UV Alert.
3. List different ways the school is SunSmart.
 - Is there room for improvement?
 - How can we share the SunSmart message with our school community?
4. Students form different committees to help share the SunSmart message.
5. They need to develop creative and interesting ways to share the SunSmart message. The message should include the 5 SunSmart Steps, peak UV times and the SunSmart UV Alert.

Examples of committee projects

- SunSmart posters for the school
- SunSmart radio show during recess
- SunSmart page on the school website
- SunSmart tips in the school newsletter
- SunSmart notice board / display board
- SunSmart fashion parade
- SunSmart shadow puppet play
- SunSmart role play
- SunSmart slogans or reminders to display in each classroom
- SunSmart information booth
- SunSmart presentation for other classes
- SunSmart picture book for younger classes
- SunSmart cartoons
- SunSmart 3D models
- SunSmart library display
- SunSmart PowerPoint presentation

LESSON 5.2: **Sharing the SunSmart Message with Others**

Resources

- Paper
- Textas/pens
- Pictures

Instructions

1. The Australian Tourism Board has heard about the great work of the class committees and has asked students to design a SunSmart tourist information brochure. This will be given to all overseas visitors to make sure they know about sun protection and can be safe during their holidays in Australia.
2. Ask students to list all of the important things a tourist would need to know about sun protection and being SunSmart.
3. Design and create a fold-out brochure to display.





HOME ACTIVITY 5: SunSmart Weekend Tour Guide

Resources

- Home Activity Sheet 5: SunSmart Weekend Tour Guide (page 61)

Instructions

1. Imagine your family are getting ready for an overseas visitor. They will only be staying for two days.
2. Together with your family, plan a fun and sun safe schedule for the visitors. When making the plan, don't forget to consider all of the 5 SunSmart Steps.
3. Draw a postcard picture of a place where you will take your guests. Make sure it's SunSmart!

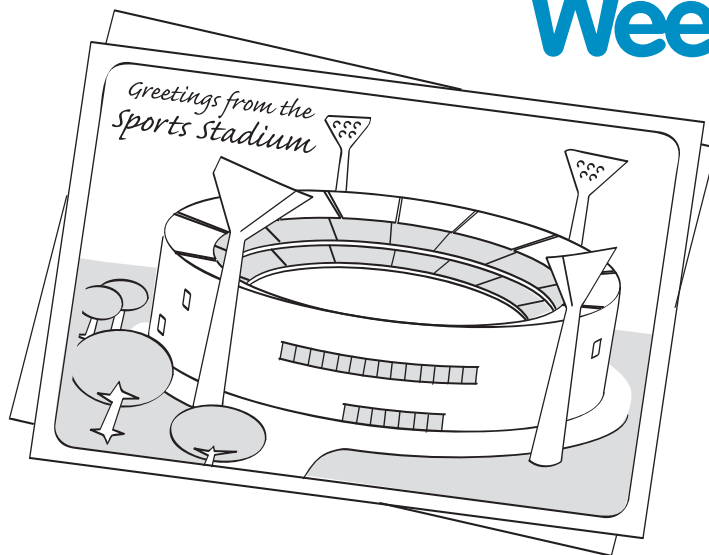
Home Activity Review

- Share sun safe schedules.
- Look at locations, timing, and SunSmart ideas.

Name

SunSmart Weekend Tour Guide

Home Activity Sheet



Imagine you have visitors from another country staying with your family for the weekend. They have never been to Australia before and are really keen to see as much as possible.

Together with your family, plan a fun and sun safe weekend for your visitors.

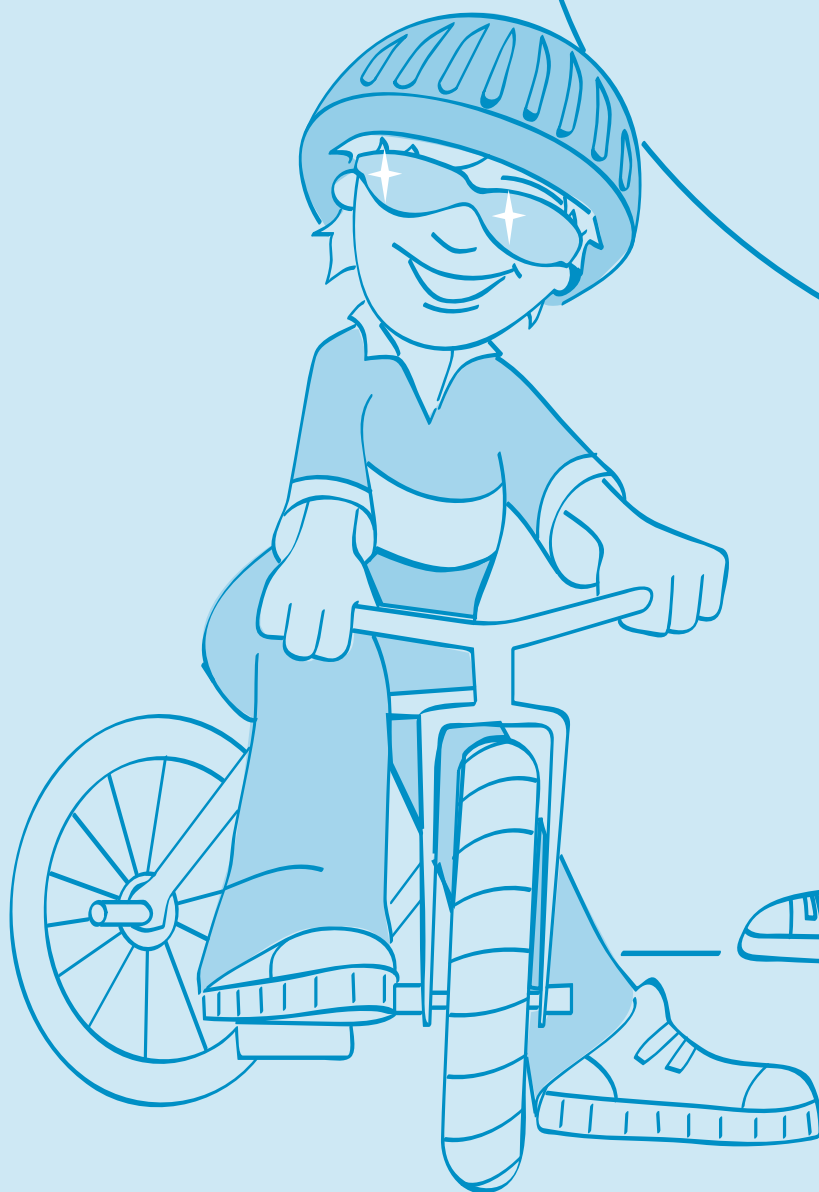
Don't forget to tick everything off your SunSmart checklist when you are making your plan!

SunSmart Weekend Tour Guide Checklist

- Check SunSmart UV Alert
- Remember to take special care between 10am and 3pm
- Slip on sun protective clothing
- Slop on SPF 30+ broad spectrum sunscreen
- Slap on a hat
- Seek shade
- Slide on some sunglasses

Day / Time	Activity	Location	Sun protection
Saturday Morning			
Midday			
Afternoon			
Sunday Morning			
Midday			
Afternoon			

Extension Activities



EXTENSION ACTIVITY: 1 Teacher's Notes

Game: Who Am I?

Resources

- Place the following words on different cards:
 - BROAD BRIMMED HAT
 - LEGIONNAIRE HAT
 - BUCKET HAT
 - TREE
 - UMBRELLA
 - SUNSCREEN
 - SHIRT
 - SHADE
 - SHADOW
 - SUNGLASSES
 - SUNSMART UV ALERT
 - LONG TROUSERS
 - SUN
 - UV RADIATION
- Blu Tack, pins

Instructions

1. Ask students to wear their hats.
2. Choose three students to sit at the front of the class.
3. Ask them to close their eyes.
4. Pin/Blu Tak one sun protection word on to each of their hats.
5. Students with a word on their hat have to ask questions to try to guess the word.
6. The class can only answer 'yes' or 'no'.
7. The first person to guess their word is the SunSmart Champion!

EXTENSION ACTIVITY: **2** Teacher's Notes

Activity: SunSmart Mix'n' Match

Resources

- Mix'n' Match Activity Sheets for colouring and cutting (page 66)

Instructions

1. Students draw three different people—draw a head in the top square, body in the middle square and legs in the bottom square. Make at least one person 'SunSmart' and one person 'Sun Silly'.
2. Cut body drawings along dotted lines.
3. Mix and match body sections to create SunSmart and Sun Silly people.
4. This is an activity that could be done with younger classes or buddy grades.

Mix 'n' Match

Name

EXTENSION ACTIVITY: **3** Teacher's Notes

Activity: SunSmart Treasure Hunt

Resources

- SunSmart Treasure Hunt Activity Sheets (page 68)

Instructions

1. Students identify the 5 SunSmart Steps – shade, hat, clothing, sunglasses and sunscreen.
2. They then need to find the missing sun protection measures in the picture.
3. Students circle all of the 'SunSmart Champions' in the picture i.e. people using all of the 5 SunSmart Steps.
4. Alternatively, copy the images on to A3 paper and use fabric, paper, paint etc. to create clothing.

SunSmart Treasure Hunt

Name _____

See how many SunSmart things you can find in the picture. Make sure you find the things that give the best sun protection.

Circle any SunSmart Champions you can find.



EXTENSION ACTIVITY: 4 Teacher's Notes

Activity: SunSmart Wordsearch The Sun and your Skin

Resources

- SunSmart Wordsearch Activity Sheet (page 70)

Instructions

1. Students find the 18 words hidden in this wordsearch. Words can be written forwards →, backwards ←, up ↑, down ↓ and diagonally ↗ ↘ ↙ ↚.

Answers



SunSmart Wordsearch

Name

The Sun and your Skin

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

Look for these words

BONES	EYES	SHADE
BRIM	HAT	SKIN
BUCKET	LABEL	SLEEVES
CHECK	PREVENT	SLIP
CLOUDY	SAFE	SUN
COLLAR	SEEK	TREE

EXTENSION ACTIVITY: 5 Teacher's Notes

Activity: SunSmart Hidden Message

Resources

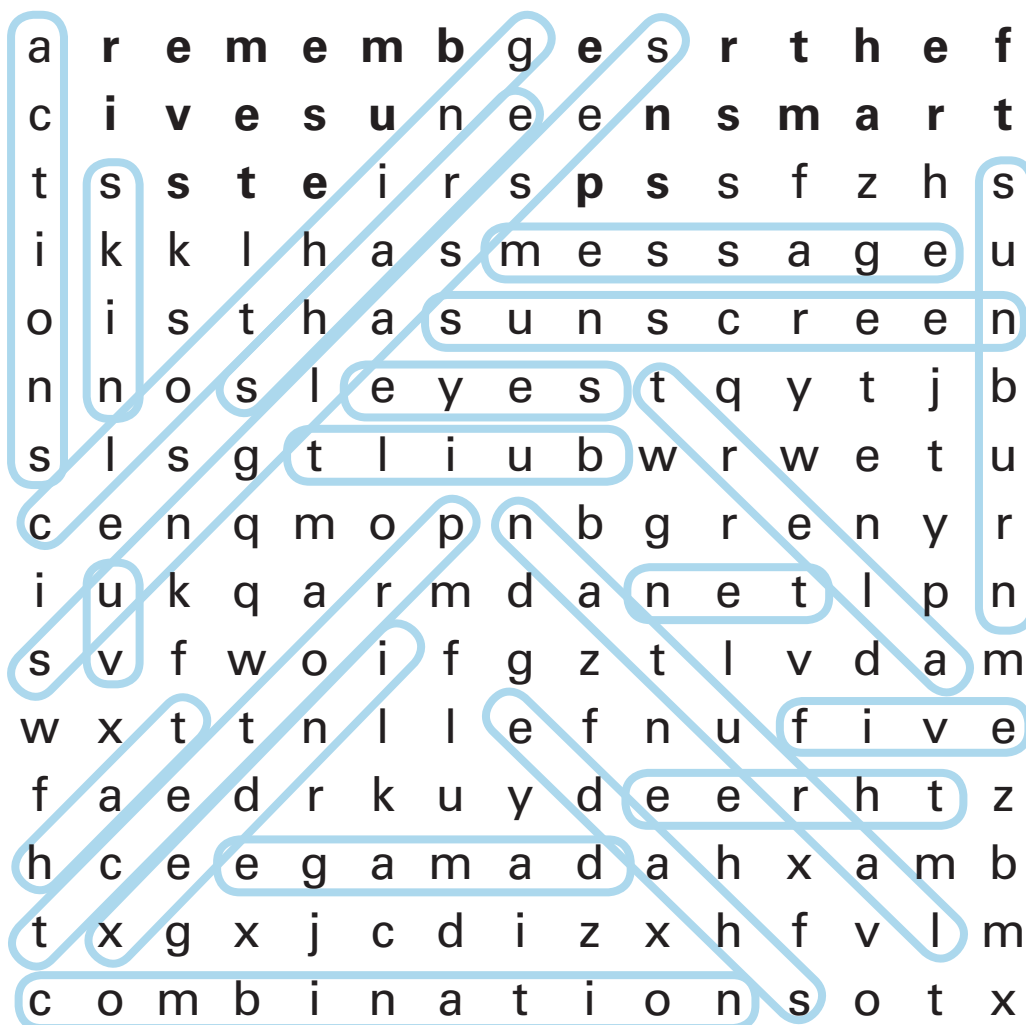
- SunSmart Hidden Message Activity Sheet (page 72)

Instructions

1. Students find the 22 words hidden in this wordsearch. Words can be written forwards →, backwards ←, up ↑, down ↓ and diagonally ↖ ↗ ↘ ↙.
2. Students then use most of the 26 unused letters to make a hidden message.

Answer

Hidden message answer: **Remember the 5 SunSmart Steps!**



SunSmart Hidden Message

Name

Make the hidden message your motto!

1. Find the words hidden in this wordsearch.
Words can be written forwards →, backwards ←, up ↑, down ↓ and diagonally ↖ ↗ ↘ ↙

2. Use the first 26 unused letters to make the hidden message.

a r e m e m b g e s r t h e f
 c i v e s u n e e n s m a r t
 t s s t e i r s p s s f z h s
 i k k l h a s m e s s a g e u
 o i s t h a s u n s c r e e n
 n n o s l e y e s t q y t j b
 s l s g t l i u b w r w e t u
 c e n q m o p n b g r e n y r
 i u k q a r m d a n e t l p n
 s v f w o i f g z t l v d a m
 w x t t n l l e f n u f i v e
 f a e d r k u y d e e r h t z
 h c e e g a m a d a h x a m b
 t x g x j c d i z x h f v l m
 c o m b i n a t i o n s o t x

Find these words

- | | | | | | |
|----------|-------------|---------|---------|------------|-------|
| actions | combination | hat | protect | sunburn | three |
| alert | damage | index | shade | sunglasses | UV |
| built | eyes | message | share | sunscreen | |
| clothing | five | natural | skin | ten | |

Hidden message:

----- 5 ----- !

EXTENSION ACTIVITY: 6 Teacher's Notes

Activity: SunSmart Crazy Code

Resources

- SunSmart Crazy Code Activity Sheet (page 74)

Instructions

1. Students use the letter and number clues to try and find out the coded message.

Answer

To stay safe in the sun, slip, slop, slap, seek and slide.

SunSmart Crazy Code

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
17			6	24	5		20	12		7	19		16	3	2			22	4	10				1	

T	O	S	T	A	Y	S	A	F	E	I	N	T	H	E	S	U	N
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
4	3	22	4	17	1	22	17	5	24	12	16	4	20	24	22	10	16

S	L	I	P	S	L	O	P	S	L	A	P	S	E	E	K	A	N	D
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
22	19	12	2	22	19	3	2	22	19	17	2	22	24	24	7	17	16	6

S	L	I	D	E
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
22	19	12	6	24

SunSmart Crazy Code

Name

Use these letters and numbers to try to find out the secret coded message.
Some letters have been done for you. Can you find the others?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
17							20	12										22							

$\frac{\quad}{4}$ $\frac{\quad}{3}$
 $\frac{\text{S}}{22}$ $\frac{\quad}{4}$ $\frac{\text{A}}{17}$ $\frac{\quad}{1}$
 $\frac{\text{S}}{22}$ $\frac{\text{A}}{17}$ $\frac{\quad}{5}$ $\frac{\quad}{24}$
 $\frac{\text{I}}{12}$ $\frac{\quad}{16}$
 $\frac{\quad}{4}$ $\frac{\text{H}}{20}$ $\frac{\quad}{24}$
 $\frac{\text{S}}{22}$ $\frac{\quad}{10}$ $\frac{\quad}{16}$

$\frac{\text{S}}{22}$ $\frac{\quad}{19}$ $\frac{\text{I}}{12}$ $\frac{\quad}{2}$
 $\frac{\text{S}}{22}$ $\frac{\quad}{19}$ $\frac{\quad}{3}$ $\frac{\quad}{2}$
 $\frac{\text{S}}{22}$ $\frac{\quad}{19}$ $\frac{\text{A}}{17}$ $\frac{\quad}{2}$
 $\frac{\text{S}}{22}$ $\frac{\quad}{24}$ $\frac{\quad}{24}$ $\frac{\quad}{7}$
 $\frac{\text{A}}{17}$ $\frac{\quad}{16}$ $\frac{\quad}{6}$

$\frac{\text{S}}{22}$ $\frac{\quad}{19}$ $\frac{\text{I}}{12}$ $\frac{\quad}{6}$ $\frac{\quad}{24}$

EXTENSION ACTIVITY: 7 Teacher's Notes

Activity: UV Index Number Puzzle

Resources

- UV Index Number Puzzle Activity Sheet (page 76)

Instructions

1. Students try to fill in the missing numbers. Just like the UV Index levels, the missing numbers are from 1 to 11.
2. The numbers in each row add up to the totals to the right.
3. The numbers in each column add up to the totals along the bottom.
4. The diagonal lines also add up to the totals in the far right column.

Answers

				18
5	2	5	1	13
11	4	7	8	30
7	8	7	5	27
2	8	2	8	20
25	22	21	22	24

UV Index Number Puzzle

Name

1. Try to fill in the missing numbers. Just like the UV Index levels, the missing numbers are from 1 to 11.
2. The numbers in each row add up to the totals to the right.
3. The numbers in each column add up to the totals along the bottom.
4. The diagonal lines also add up the totals to the right.

				18
5	2		1	13
	4	7		30
		7	5	27
2	8	2	8	20
25	22	21	22	24

Kidskin Self Evaluation Form

Complete the following sentences:

The main thing I learned from the Kidskin lessons was

I am good at protecting myself from the sun when I

I still find it difficult to protect my skin from the sun when

When I get older, I will be glad I protected my skin and eyes because

I can help others to be SunSmart by



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!



Date: _____

Signed: _____

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. & Anholt, L. 1995. *Sun, Snow, Stars and Sky*. William Heinemann Ltd, London. ISBN 0670861960

Davies, K. & 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

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