

Care in the Sun

TEACHING **PACK**

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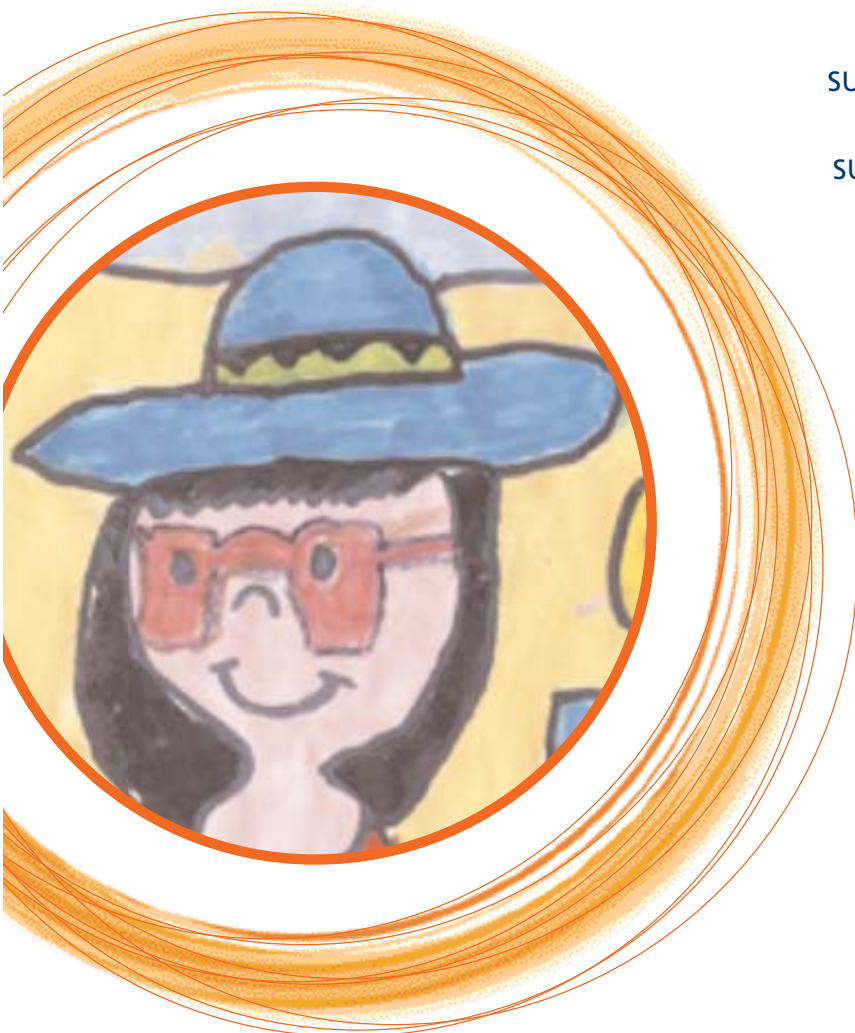
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For further details contact Care in the Sun, Ulster Cancer Foundation, Tel: 028 9066 3281, Fax: 028 9066 0081 or email ucf.info@ulstercancer.org (www.ulstercancer.org)

The Care in the Sun Teaching Pack is available as a downloadable PDF file at www.careinthesun.org

The Care in the Sun Teaching Pack

INTRODUCTION

The Care in the Sun Teaching Pack aims to extend the skills and resources for the teacher. This resource offers ideas and materials to make it as easy as possible to integrate information on care in the sun into curriculum-based work. It provides a comprehensive approach to teaching the care in the sun topic at **Key Stage 1** and suggests a variety of teaching strategies and approaches.

Teachers can put the ready-made lesson plans directly into action. Also included is a small section on the '**Key Messages**' for sun protection, plus a '**Further Information**' section with information on resources, books and websites for children.

BACKGROUND

Skin cancer is the most common type of cancer diagnosed in Northern Ireland and year on year its incidence continues to remain high. Every year in the UK nearly 65,000 people are diagnosed with skin cancer. In Northern Ireland the annual figure for skin cancer incidence is around 2,500 and each year it results in the deaths of approximately 45 people.

WHY CARE IN THE SUN IS AN IMPORTANT MESSAGE FOR SCHOOL CHILDREN

Children's skin is more delicate and more sensitive to sun damage than an adult's. Sunburn during childhood significantly increases the risk of skin cancer in later life. It is known that around 80% of all skin cancers including malignant melanoma, the most aggressive form of skin cancer, are caused by over exposure to ultraviolet radiation from the sun.

The first 18 years of life is when half to three quarters of our total lifetime sun exposure is acquired. A significant portion of this time is spent at school or at school based activities. It is therefore highly desirable to include a care in the sun component in the school's health education / personal development curriculum while also providing a supportive environment where children are encouraged to practice the skills and reinforce good sun protection behaviours. Attitudes, skills and behaviours established at a young age are more likely to be sustained and contribute to a healthy lifestyle during schooling and into adult life.

In recognition of the health and safety issues relating to sun safety, the Department of Education has issued 'Care in the Sun Guidelines for Schools'. The recommendation is that these guidelines contribute to school's Health and Safety Policies.

THE AIM

The aim of the Care in the Sun Teaching Pack is to convey a positive message on how to enjoy the sun safely. It encourages children to increase their knowledge and skill and reinforce sensible behaviour about taking care in the sun while endeavouring to:

- Make children more aware of the power of the sun in our world;
- Recognise the possible dangers of our sun;
- Increase their knowledge of personal protective measures.

THE OBJECTIVES

The initiative seeks to enable children to adopt and maintain recognised effective health behaviour choices:

- Avoidance of sunburn;
- Increased use of appropriate clothing to cover the skin;
- Increased use of shade;
- Avoidance of exposure to the sun when it is at its strongest;
- Use of high factor, broad spectrum sunscreens to compliment the other essential sun protection measures.

CONTRIBUTING TO THE SCHOOL CURRICULUM

Health Education is at present one of the six cross-curricular themes and is one in which it is possible to address knowledge and understanding, while nurturing the pupil's personal development and building self esteem. Under the revised Northern Ireland Curriculum, 'Personal Development' and the 'World Around Us' will become two of the six areas of learning. The Care in the Sun Teaching Pack has been designed to complement and contribute to key issues in these areas of learning.

Personal Development focuses on the development of values and attitudes. It is important that children have an opportunity to develop these naturally as a consequence of their investigations and guided critical reflection on issues. The Care in the Sun Teaching Pack provides learning opportunities that are active, with children being encouraged to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned. For example, care in the sun contributes to learning about the different options for a healthy, safe lifestyle and how to grow to respect their own body, keeping it safe and healthy by making the right choices.

The World Around Us combines aspects of Geography, History and Science and Technology, which allow children the opportunity to explore, investigate and think about their world. The Care in the Sun Teaching Pack provides children with exciting and relevant contexts for learning.

APPROACH

The Care in the Sun Teaching Pack has been developed to ensure that opportunities are provided for children to develop their literacy, numeracy, ITC, critical and creative thinking and personal and interpersonal skills. At all stages children should be encouraged to become active participants in the learning process. The resource advocates the use of a wide range of methods, balancing whole-class, group and individual activities, to engage children in effective learning. Motivation is increased by providing children with opportunities to make choices and decisions as a result of their learning, particularly using their own ideas, either as starting points for learning or for pursuing the topic in more depth.

The Care in the Sun Teaching Pack aims to develop children's skills and capabilities across the whole curriculum fostering independent thinking and learning. The resource easily complies with the **Plan, Do, Review** process.

A FRAMEWORK FOR INFUSING CRITICAL AND CREATIVE THINKING SKILLS

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Review (*both the process and outcomes of their work and their learning*), for example,

- Evaluate progress throughout and make improvements when necessary.
- Reflect on their thinking and learning.
- Transfer thinking and learning to other contexts.

Plan, for example:

- Clarify tasks.
- Generate ideas.
- Design ways of approaching a task or a problem.

Do (*carry out the plan and communicate findings*), for example,

- Find and analyse relevant information.
- Create, trial or test out possible solutions.
- Make decisions.
- Draw conclusions.
- Present ideas, opinions or outcome.

ONGOING INTEGRATED ASSESSMENT

The Care in the Sun Teaching Pack contains a number of worksheets designed to consolidate learning and aid teachers to assess the child's understanding. Assessment is an integral part of the learning process through which teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning. Improvement in learning through assessment is enhanced by:

- The active involvement of children in their own learning, including:
 - sharing learning intentions with children;
 - developing their awareness of the skills and knowledge that are being developed;
 - developing their awareness of the strategies they employ in their learning.
- The provision of effective feedback to children (recognising the profound influence this can have on motivation and self esteem, both of which are crucial influences on learning).
- Developing their ability for self-assessment by helping them to:
 - review and evaluate their own work;
 - set goals following effective questioning and feedback and
 - understand how to improve.
- The adjustment of teaching to take account of the outcomes of assessment.

A varied range of assessment methods can be applied to evaluate the learning and teaching process, not just at the end of the care in the sun lesson or topic. Select the best technique to suit the work:

- observation;
- class discussion;
- oral, written, visual presentations or physical demonstrations;
- independent or group tasks;
- project work;
- homework.

Evidence from these activities can help plan the next stages of learning and judge the level at which the children are working.

Activity 1

LEARNING INTENTIONS

Children will know that the sun is a star.

Children will be able to talk about how summer weather affects plants and animals.

Children will discover those things that are necessary to protect them from burning in the sun.

Teaching notes

Discuss the sun with the children. Tell children that it is actually a star, the nearest star to Earth.

In small groups discuss changes children have noticed between spring and summer: days are even longer, baby birds are now fledglings, it gets hotter, more leaves are opened on trees, there are many more flowers in bloom - poppy, daisy, buttercup, rose, play outside more and go on holidays. Use picture books and posters for stimulation.

Report back to other groups and create a class list for display.

Mention the date of June 21st - summer solstice. This is the longest day and the shortest night of the year.

Discuss whether or not the children like summer and get them to talk about their reasons. Most children of this age have happy memories of seaside holidays. Discuss things that they remember having to take with them when they all went to the beach.

Make a class list of these items and discuss which they feel are necessary:

- To protect them from burning - hat, tee shirt, sunscreen, etc.
- Or for fun - ball, frisbee, book, bucket, spade.

Worksheet 1

My 'sun' survival kit.

Children need to include sunscreen, a drink, a tee shirt, sunglasses, and a sunhat.

Children can play a memory game. The first child says, "I went to the beach and I took a bucket and spade". The next child repeats what has been said and adds another item. For example, a child might say, "I went to the beach and I took a bucket and spade and my sunhat". The game continues with each child repeating what has been said and then adding their new item. The game can be played with different beginnings e.g. "I went to the football match and I took..." or, "I went to a barbecue and I took...". Encourage children to include items for sun safety. Try making up a sentence about a character the children know. He/she could do silly, wrong things like taking his/her pyjamas to the beach!

Activity 2

LEARNING INTENTIONS

Children will know that there are four different seasons and each season is associated with different months.

Children will know that different countries have different daily temperatures.

Children will understand how they can be sunburned during school playtimes in the summer months.

Teaching notes

Revise the names of the seasons and the months of the year. Do the children know the months for each season? Can they say which season is the hottest time of the year? In which months of the year do we need to take greatest care in the sun? Late April, May, June, July, August, September are all times when we can burn in this country.

Talk to children about which of these months they attend school. Can they think of any occasions at school when they are in danger of being burned? Mention sports day, trips out of school and outside play. In pairs discuss what they should do at school to protect themselves and discuss reasons how and why they can be sunburned during school play times in the summer months. One person from each pair to present ideas to the rest of class. Seek shade (if possible), bring sunscreen to school, wear a hat and drink water. Ask children about the weather in other countries, ask about visits to foreign countries - were the temperatures different?

Worksheet 2

Children complete questions about the months, seasons and weather.



Activity 1

LEARNING INTENTIONS

Children will know and understand there are different types of skin.
Children will know that green or blue-eyed, red or fair-haired and pale skinned people burn more easily than other types of colouring.

Teaching notes

Explain that your colouring describes the type of hair, skin and eye colour that you have. Give children the choice of pale, medium and dark skin. Freckles are associated with pale skin, which burns easily.

Use worksheet 1 to collect information about hair colour, eye colour and skin colour in the class.

Sort the children's names into sets of blue eyes, brown eyes, green eyes, and grey eyes using large sorting hoops.

Sort the children's names into sets of red hair, fair hair, brown hair, and black hair.

Sort the children's names into sets of pale skin, medium skin, and dark skin.

You may wish to make sets of freckles and no freckles or leave this out from your sorting activity.

Then intersect sets by using Venn Diagrams.

E.g. blue eyes/brown hair, pale skin/red hair, brown eyes/black hair.

Explain that out of all the different colouring combinations, pale-skinned, red/fair-haired and blue-eyed adults and children burn most quickly.

Use the Skin ID programme on www.careinthesun.org to allow the children to work out their colouring and their 'burn risk' in the sun and remind them of how to take care in the sun.

Worksheet 1

My colouring.

Children fill in information about their own colouring.



Activity 2

LEARNING INTENTIONS

Children will know that they must NEVER look directly at the sun, even when wearing sunglasses.

Teaching notes

Discuss the changes the children have noticed happening now that the season of summer is here – brighter, sunnier, hotter weather, more flowers in bloom in the gardens, people doing more outdoor activities, more bees and butterflies around, going to the seaside, having barbeques etc.

Discuss how all of these things make the world a much more colourful place. Stress how lucky we are to be able to see all these lovely things - remind children of people who have lost or never had the joy of sight. Do they remember Blind Bartimaeus or Louis Braille?

In pairs ask children to look closely at their partner's eyes - describe what they see.

What colour are their own eyes?

What do they all have in common?

Tell the children that the eye is a very delicate organ and can be very easily damaged - ask them if any of them can remember having sore eyes.

Talk about all the things that can hurt their eyes - getting dirt in them, shampoo stinging them, poking a finger into them, being sleepy, the water in the swimming pool, etc.

Ask the children if they think the sun can hurt their eyes and if so why?

Ask them if they know any way of protecting their eyes from the sun.

Explain to the children that the sun is so bright that it is extremely dangerous and that they should **NEVER EVER** look directly at it.

Put on your own sunglasses and ask the children if they like them?

How many of them have a pair of sunglasses?

Explain that sunglasses should be worn whenever bright sunlight causes their eyes to water, squint or blink a lot. Talk about and show from magazines, lots of different designs of sunglasses, discuss the shapes, styles and colours, which ones do they like the best?

Explain and stress that many pairs of sunglasses are only for fashion or fun and although these are probably the ones they have chosen they may NOT protect their eyes from sun damage. Explain to the children that if they are buying sunglasses there is a special mark they should look for called a safety mark.

CONT'D OVERLEAF

Activity 2 CONT'D

Worksheet 2

Display an A3 version of the worksheet, 'Parts of the Eye' or alternatively give each child a copy of the A4 version. Match the word to the correct part or use flashcards or write up on the chalkboard the names of the various parts of the eye showing: eyebrow, eyelashes, eyelid, iris, pupil and white. Get the children to find these on the diagram. Discuss what uses each part has, e.g. the eyelashes are to protect the eye and help prevent things from getting into it.

Give the children a basic frame shape of a pair of glasses, which they can make up into sunglasses. Let the children design and colour or decorate with a variety of materials and then cut them out. Some children may require help cutting the middle out where the lens should go. Then glue in coloured cellophane at the back and attach paper straws or pipe cleaners to fit. Remind children that these are just for fun and will not protect their eyes from the sun.



Activity 1

LEARNING INTENTIONS

Children will know that they should choose closely woven, light-weight fabrics which are best for protecting their skin from the sun.

Teaching notes

Discuss the use of parasols and where else we might find people using them as sunshades. Children may have a patio table with a parasol, their baby brother or sister's pram may have one attached, some shops have coloured awnings, outdoor tables at cafes, ladies in Japan used to carry bamboo ones and ladies from previous generations carried them.

Explain that for these to provide proper shade from the sun they need to be made from materials that will not let the sunshine through.

Introduce the words **TRANSPARENT** and **OPAQUE** and explain what they mean. Allow the children time to investigate various things in the classroom which they can or cannot see through - make a list on the chalkboard of their findings. Explain that they are now going to test some materials as sun-scientists to find out which one will be best to use to make a beach parasol.

Distribute sets of the materials - net, cheesecloth, cotton, wool, leather.

If at all possible have enough for small groups to look at closely, feel, hold up to the light and discuss their properties.

Children should be encouraged to discover that some would allow light to pass through, some would be too heavy, or too hard, or not pliable enough.

Each group will choose a spokesperson to explain their group's choice to the class. Use questioning to encourage them to eliminate those which are **TRANSPARENT** - net, cheesecloth or too **HEAVY** wool, leather.

Take a class vote on which they think would be best for a beach parasol and discuss why.

Worksheet 1

This has five pictures of beach parasols - the children have to write in the missing words according to the results of their tests of various materials. An extension to this would be for children to glue a small piece of each material onto the parasol.

Activity 2

LEARNING INTENTIONS

Children will know that SPF stands for Sun Protection Factor.

Children will know that they need to use sunscreen with a SPF of at least 15.

Teaching notes

Children examine bottles of sunscreen, with an emphasis on observing the different SPF numbers. This can be used for mental maths work.

Which is the highest/greatest number? Which has the lowest/smallest number?

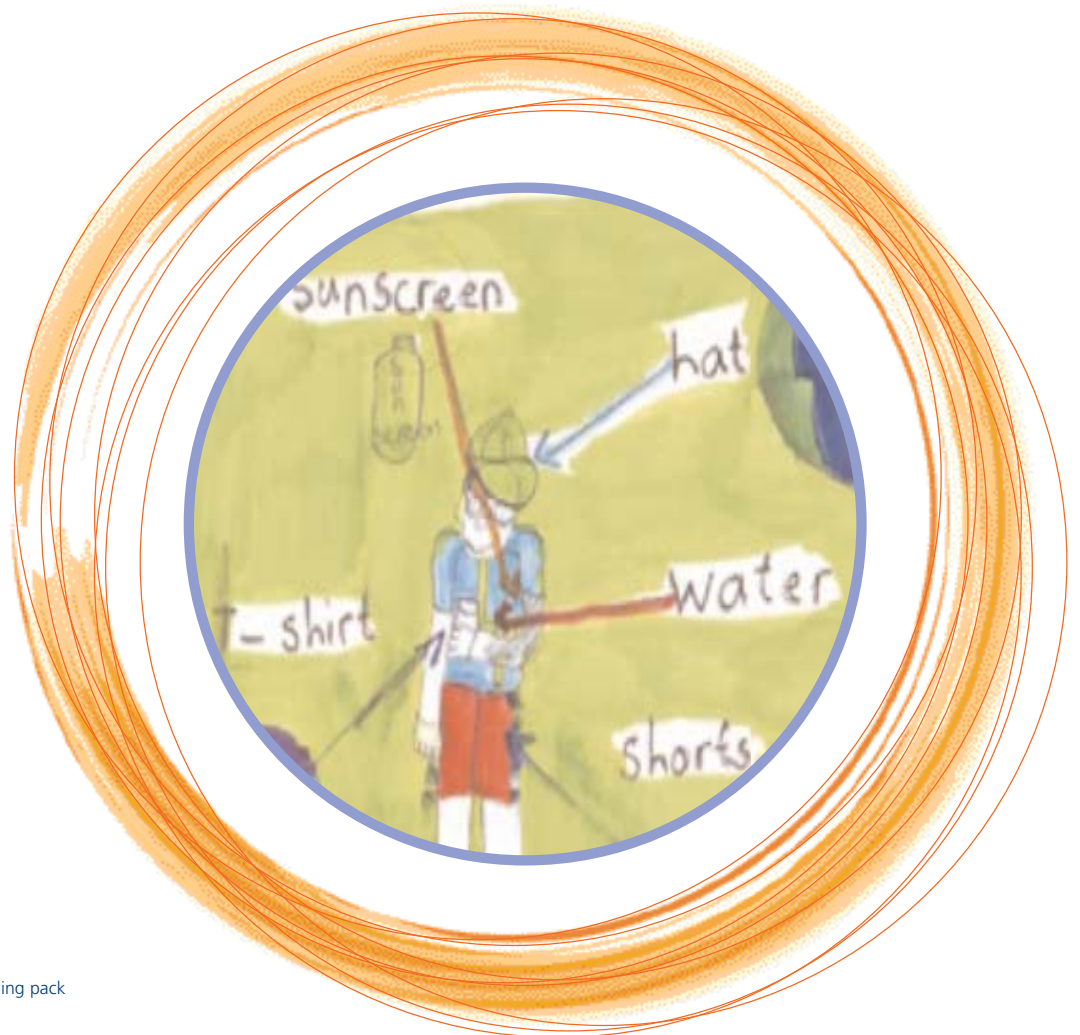
What is the difference between selected numbers?

Match SPF number to the type of skin.

Discuss why fair skin needs an SPF of 20 or more, and why dark skin a SPF of 15 or above. See key messages for additional information on sunscreens.

Worksheet 2

Children fill in answers to maths questions. Reflect on what they have learned about how to take care in the sun and how it will affect their future actions.



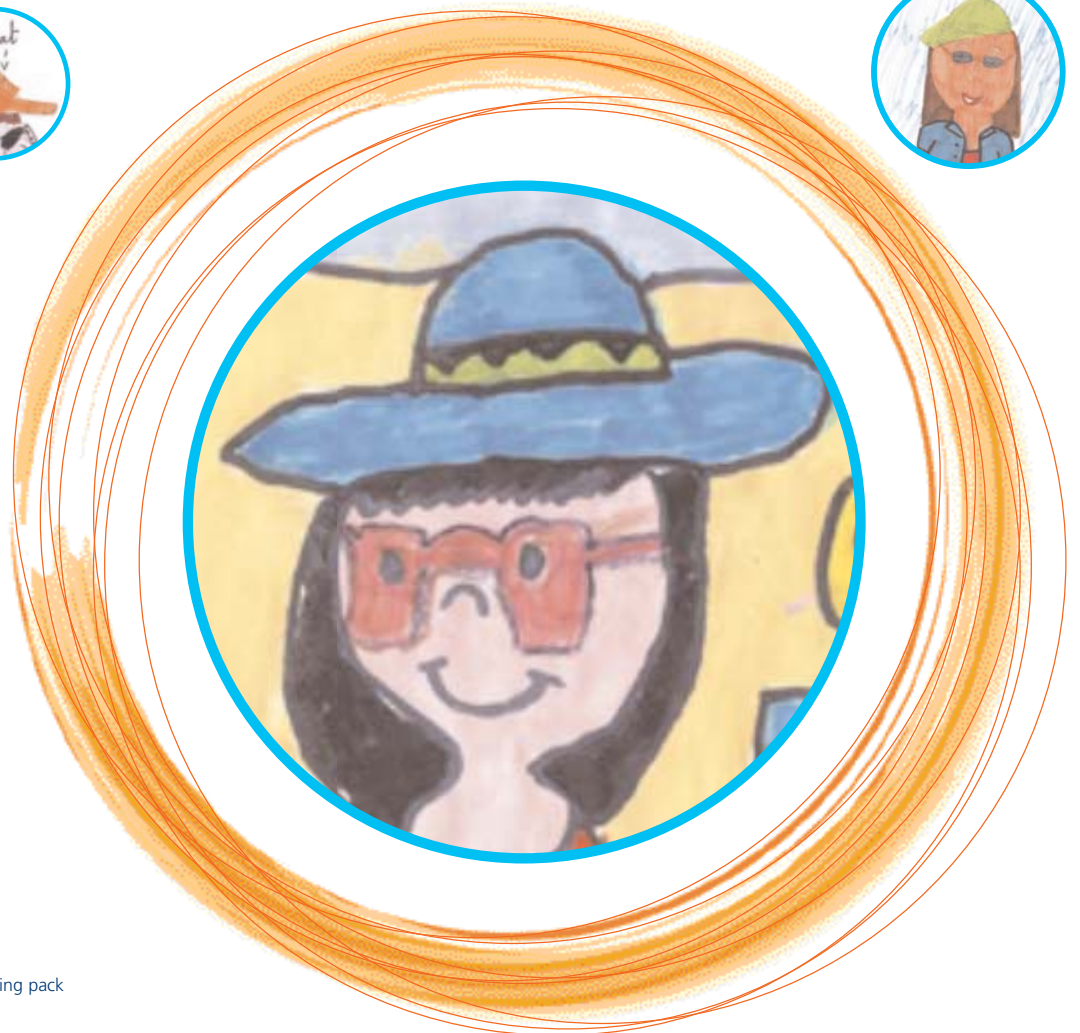
HATS

The sun can damage unprotected face, ears, scalp and neck. The cheapest and most effective protection is a hat, especially one with a wide brim.

THE GOOD HAT GUIDE:

- Choose a hat you like - you are much more likely to wear it.
- Broad brims give the best protection, but you may prefer a baseball cap (if so use a sunscreen (SPF 15+) on unprotected ears and neck).
- A 'legionnaire' flap on your baseball hat provides excellent protection. You may be inventive and attach your own.
- Hats with fabric you can see through let the sun through.
- Choose a hat that fits both your head and your lifestyle. Hats that blow off quickly end up in the back of the car, similarly, hats that interfere with play - whatever the sport - just won't last the pace.

Hats protect your head from direct UV radiation, but remember that UV scatters and reflects off light coloured surfaces like a sandy beach. Always protect face, neck and ears with sunscreen (SPF 15+) and eyes with sunglasses.



Key Message **SUNGLASSES**

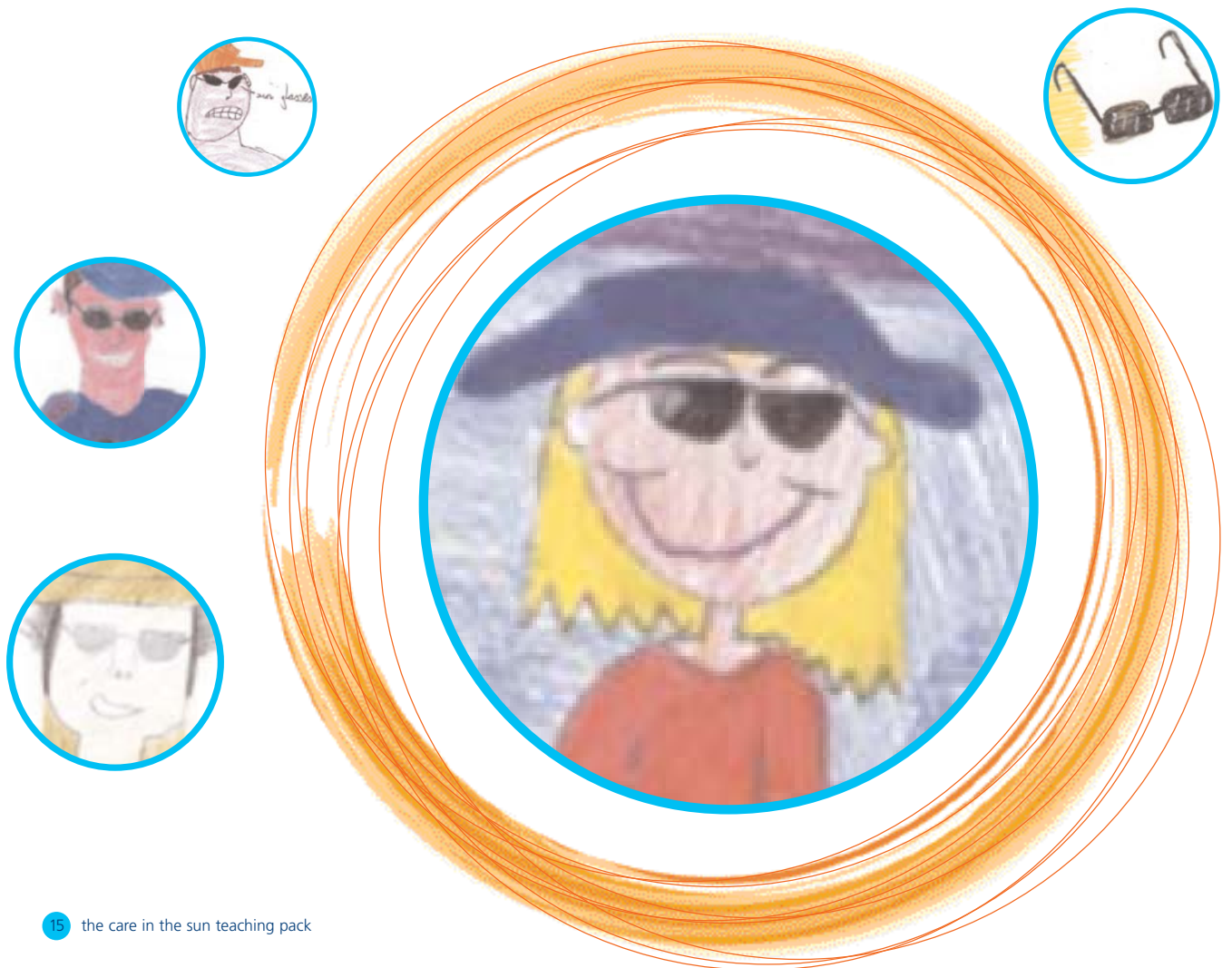
SUNGLASSES

They are a fashion 'must have', and the best way to protect your eyes from harmful ultraviolet radiation. Your eyes and the delicate skin around them are particularly sensitive to too much UV.

WHEN CHOOSING SUNGLASSES LOOK OUT FOR THE FOLLOWING:

- All sunglasses should carry a consumer information label - check this and make sure that your sunshades block both UVA and UVB or look for the British Standard mark.
- Don't spend a fortune; some cheaper brands are just as good.
- Do start wearing sunglasses as early as possible.
- Coloured glasses are less effective at blocking UV.
- Polarisation reduces glare but has little effect on UV blocking.
- Wrap-arounds and close fitting sunglasses allow minimum UV to reach the eyes - no sneaking in at the sides.

Overexposure to UV can cause eye irritation, damage to the tissues and even blindness. It is now known to cause the development of cataracts.



Key Message **SUNSCREEN**

SUNSCREEN

Most of us stock up on sunscreens for our holidays in the sun but we should remember that the sun could be damaging to our skin at home. Northern Irish, Celtic skins burn very quickly and our weather is very unpredictable

SUNSCREENS, WHAT WE SHOULD LOOK FOR:

- Sunscreens work in two ways - reflecting UV off the skin and absorbing UV before it penetrates the skin.
- A sun protection factor (SPF) of 15 will block 93% of UVB radiation, while a SPF of 30+ will give you maximum protection, blocking 96% of UVB.
- No sunscreen offers 100% protection.
- SPF protects against UVB radiation but UVA radiation also reaches the earth and can damage skin. For protection from both UVA and UVB choose a broad-spectrum sunscreen that has a star rating of 3 or more.
- Apply generously 30 minutes before going outdoors and reapply regularly especially if it is being rubbed off through swimming or exercise.
- Sunscreens come as gels, wipes, creams, roll-ons and sprays. Choose one with a smell, feel and look that you like. If skin sensitivity is an issue go for products for sensitive skin or for children.
- Fun sunblock sticks in different colours are now available and these make seeing where you have applied the sunscreen easier.



CLOTHING

Clothing is one of the best ways to protect your skin from the sun. For many children fashion will play a part in how they dress and fashionable clothing may not always offer the range of sunsafe options. Setting a balance between what is safe and what is fashionable can be a challenge.

SOME THOUGHTS FOR THE SUMMER WEAR:

- Long sleeves, collars, long trousers or long skirts give maximum protection.
- Choose lightweight fabrics and light colours.
- Fabrics with a tight weave (cotton, hemp or linen) provide more protection.
- Clothing that is old, worn or sometimes when it gets wet can have reduced protection.
- Some clothing will have UV rating - check the label - above ultraviolet protection factor (UVP) 15 is good.
- For very high UV protection choose dark colours - these are better at absorbing UV than light colours.
- Make sure the clothes are liked - clothes left hanging in the wardrobe protect no one.



Key Message

SHADE

SHADE

Staying in the shade is the most effective way for you to protect yourself from the sun.

Between 11am and 3pm UV radiation is at it's highest. On sunny days try to avoid being outdoors for long periods during this time.

THE BEST ALTERNATIVES:

- Portable shade - canopies, beach umbrellas or tents are excellent.
- Find an obliging tree to cool down under.
- Organise indoor activity during the hottest part of the day.

Remember - even in the shade use clothing, sunscreen, hat and sunglasses - umbrellas or canopies cannot protect against reflected UV and it's often impossible to stay in the shade all day.



Further Information

Planning for learning through Summer, Rachel Sparks Linfield and Penny Coltman (Step Forward Publishing limited) (1999) ISBN – 1902438205

Themes for Early Years, Summer, Su Garnett (Scholastic, 1999) 0590538632

Infant Projects No.113 Summer, (Scholastic, 1997) ISSN - 02699524 PERIODICAL

Nursery Projects No.9 Rain and Shine, (Scholastic, 1999) ISSN - 13685414 PERIODICAL

Science Through the Seasons, Summer, Gabrielle Woolfitt (Wayland, 1995) 0750214597

Let's Look at Sunshine, Constance Milburne (Wayland, 1987) 1852102136

What is Weather? Sunshine, Miranda Ashwell and Andy Owen (Heinemann First Library, 1999) 0431038201

Summer, Claire Llewellyn (Simon and Schuster Young Books, 1992) 0750010347

At the Beach (Images), Karen Bryant, Mole (Heinemann Library, 1997) 0431063168

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Summer (Toppers), Nicola Baxter (Franklin Warts, 1996) 0749623381

Freddle Goes To The Seaside, Nicola Smee (Orchard Books, 1999) ISBN - 186039986X

Seasons Around You - Summer, Saviour Piroto (Wayland, 1998) 075022276X

Summer, Fiona Pragoff (Victor Exllaixz Ltd, 1993) 0575052317

My Class Goes to the Seaside, (Jill Flanders and Charlie Harris, 1986) 0863133797

Summer is Here! Helena Ramsey (Evans Brothers Ltd, 1994) 0237513463

Seasonal Weather Summer Weather, John Mason (Wayland, 1990) 1852109424

The Weather in Summer, Miriam Moss (Wayland, 1994) 0750211830

web sites

www.careinthesun.org
- information and downloadable resources for schools, competitions and professional information on care in the sun and skin cancer.

www.welltown.gov.uk
- good section on sun safety ages 5- 7.

www.wiredforhealth.gov.uk
- Information for KS2 teachers on sun safety issues.

www.met-office.gov.uk

www.meto.gov.uk/education/curriculum/aboveor.html

www.cvni.org.uk

www.meto.gov.uk/climate/uk

www.cyh.com/cyh/kids/index.html