

Care in the Sun

TEACHING **PACK**

ACKNOWLEDGEMENTS 2

INTRODUCTION 3

AIM AND OBJECTIVES 4

CONTRIBUTING TO THE SCHOOL CURRICULUM 4

APPROACH 5

ONGOING INTEGRATED ASSESSMENT 6

OUR SUN - YEAR FOUR 7

SUN AND HEALTH - YEAR FOUR 9

SUN PROTECTION - YEAR FOUR 13

KEY MESSAGES 17

FURTHER INFORMATION 22



ACKNOWLEDGEMENTS

The Living Willows For Shade Care in the Sun Project wishes to thank the following organisations for their support in developing this resource:

Belfast Education and Library Board
Northern Ireland Council for the Curriculum Examinations and Assessment
Causeway Health & Social Services Trust
Conservation Volunteers Northern Ireland
Eastern Health and Social Services Board
Eastern Health Promotion Forum
Green Park Healthcare Trust
Homefirst Community Trust
New Opportunities Fund
North Eastern Education and Library Board
Northern Health and Social Services Board
Northern Ireland Melanoma Strategy Implementation Group
South Eastern Education and Library Board
Southern Education and Library Board
Ulster Cancer Foundation
Upper Bann Institute of Further and Higher Education

Special thanks to the children who took part in the Care in the Sun competition for primary schools 2003, their work is displayed throughout this pack



New Opportunities Fund
LOTTERY FUNDED

NOF funded under Coronary Heart Disease, Stroke and Cancer Programme - Northern Ireland.

This Project is managed by the Ulster Cancer Foundation, and this pack developed by Sandra Gordon, Regional Melanoma Strategy Co-ordinator, Ulster Cancer Foundation.

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

© CCEA, 2003

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 be able to name hotter countries in the world, describe the people who live there and explain how their clothing protects them from burning in the sun.
Children will learn about the equator and the north and south poles.

Teaching notes

Look at a globe or a wall chart of the world. Get children to tell you the names of any countries they know. Discuss the imaginary line around the middle - the equator and poles. Explain to the children that the globe spins slowly on an axis and tell them that the sun is visible to us whenever it is day and not visible to us whenever it is night. That is why some countries have summer while we have winter.

Discuss countries that are hotter or colder than ours all year round. Mention deserts/Antarctica. Tell children the nearer countries are to the equator, the hotter they are and the further away, the colder they are. Make a list of some of these countries and display beside wall chart or globe.

Discuss how people who live in extremely hot countries can get protection from the sun - e.g. wear long loose clothes, take a long break from sun exposure in the middle of the day. Focus on clothing: from the traditional long flowing robes in the desert to the modern sun safety clothing developed especially to protect children's skin (see ITC links). Also, the darker skins of the people indigenous to Africa and India provides extra protection against the sun - discuss this.

Worksheet 1

Children write under each picture where each person might live and how they are protected from the sun.

Activity 2

LEARNING INTENTIONS

Children will understand that people in hot countries have adapted their way of life to protect themselves from over exposure to the sun.
Children will identify the safety routines that form part of these customs.
Children can develop their own strategies for keeping safe.

Teaching notes

Explore a typical day in the life of a child in Spain or another hot country. Look at the time at which they get up, the time school starts and ends and examine what happens in the middle of the day - the custom of 'siesta'. Explain the reasons behind it, what happens to the shops, cafés, etc. Where do the people go, what do they do - have a rest, stay in the shade, work inside. Look at other countries - have they costumes that are similar, have they scheduled their lives differently to avoid the sun? Are there some things we should learn from these customs?

Compare and contrast a sunny day in your school to the Spanish child's day - are there times that we are out in the sun when we shouldn't be? What happens on sports days? What times are the children outside for this event? Are there special precautions that the children can recommend on such days?

Alternatively compare how we behave on holidays - do we avoid the midday sun, do we go to the beach in the evening, do we get up earlier?

Worksheet 2

Use worksheet 2 to record the differences in a school day for your pupil compared to a Spanish child's school day. The clocks can record the time of each activity such as breakfast, break-time, home from school, etc.

Activity 1

LEARNING INTENTIONS

Children will know that all skin needs protection in the sun.
Children will know that pale skin needs the most protection.

Teaching notes

Children will use a tally chart to collect information on the skin types in the class or in the year group.

They will use this information to make a bar chart of their findings. They will need to know that pale skin will burn much more easily than darker skin.

Our ancestors seem to have evolved about 10 million years ago in Africa's thick rainforests, where they scarcely saw the sun. Then, from about 5 million years ago, their descendants seem to have moved on to the savannah grasslands. Life was certainly hard on these plains, what with drought, ferocious wild animals and the daily onslaught of the sun to contend with. Our ancestor's skin would have been very dark in colour and able to produce large amounts of a special pigment called melanin. This is the 'tanning' pigment our skin produces when it is being damaged by the sun and it helps to stop our skin from burning. Even with high levels of this protective pigment our skin can burn and our bodies can experience other damage like sunstroke or heat exhaustion. To survive, our ancestors had to use their common sense and do all their business in the early mornings and late evenings, just like all the other animals who learn to adapt to their environment.

As our ancestors moved to all the different habitable places in the world our human skin evolved to adapt to each new environment. Moving away from the sunny countries the peoples who settled in the northern latitudes lost a lot of the pigment in their skin, as they did not need this protection. Our ancestor's skin also changed because they needed to be able to produce a chemical vital to our well being which is made when our skin is exposed to sunlight - Vitamin D production. People with pale skin produce enough Vitamin D when exposed to relatively low levels of sunlight; people with dark skins need much more sunlight to produce adequate levels. Nowadays, we get sufficient vitamin D from our diet so we only need a little from sunlight but this was not always the case and less than 100 years ago many people with poor diets and insufficient ability to produce enough Vitamin D from the sun developed a serious condition called 'Rickets'.

Talk about all the different peoples in the world. Where do the people with the darkest and lightest skins live? What is different about the major populations in countries such as Australia and America? Have they adequately evolved to deal with their climate? Australia has the highest worldwide levels of skin cancer closely followed by America - why might this have occurred? Discuss how things are improving through people learning how to take care in the sun. Talk about the old saying 'mad dogs and English men go out in the mid-day sun'.

CONT'D OVERLEAF

Activity 1 CONT'D

Discuss the native peoples of hot countries and how their skin has evolved to suit the climate but how they still avoid the hottest part of the day - morning activity starts very early, school can start at 7am but finish at 11.30am and then it is time to go home for a siesta. People stay up later in the evening and eat later.

Worksheet 1

Complete the tally chart. Discuss the most common skin type and the numbers of each skin type in the class. Ensure each child knows their correct skin colour. Who needs most protection from the sun?

Activity 2

LEARNING INTENTIONS

Children will know and understand that a tan is caused by sun damage to the skin.
Children will know and understand that a tan means their skin has been damaged.
Children will know and understand that some people will never tan but only burn.

Teaching notes

All animals with backbones have skin. Human skin protects our insides from dirt and germs. Other animals have skin that does the same thing but also protects them from their surroundings and would be enemies.

Remind children that skin includes hair or fur or anything else growing from the skin or attached to it.

Cats and dogs have fur that almost completely covers their bodies, their fur protects them in both hot and cold weather. A hedgehog has nearly 7,000 prickles with which to defend itself. An armadillo keeps safe inside a suit of armour made of tough bony plates.

An ostrich has thick scales on its legs to protect it from being scratched.
Other animals have skins that help them to hide in the background where they live (camouflage). A chameleon can change its skin colour to blend into the background. A leopard has spots so it can look like the leaf patterns of the treetops where it lives. Many kinds of snakes are patterned so they are indistinguishable from their surroundings.

Children could use traditional or electronic resources to research different animal skins.

Human skin is the largest part of the body. If an average adult's skin was taken off and laid out it would cover up one and a half metres, the same area as a single bed sheet.

Children could investigate how much area their own skin takes up. Trace around the body of a child on paper. Repeat this so there is a front and back.

Carefully draw in the sides of the body estimating their width. Cut all this out and put together on a notice board. Have any bits of the body been left out?

Does your skin grow? Human skin grows with us not like a snake which sheds its skin when it is too small and tight for its body. As your skin ages it is no longer snug and tight and becomes looser. That's why older people have wrinkles.

Most skin is about 2mm thick. But eyelids are thinner only 1mm thick and skin on the palms of the hand and the soles of the feet are up to 4.5mm thick. Why?

CONT'D OVERLEAF

Activity 2 CONT'D

Everybody's skin has a thin layer about 1mm under the surface that makes melanin - the dark colouring in skin. Melanin protects skin from the sun's harmful UV rays. People native to hotter countries usually have more melanin than those in cooler places and so their skin is darker. A suntan is the body trying to protect itself against damage by the ultraviolet light in the sun's rays.

Too much sun and your skin will burn. Fair skinned people cannot produce enough melanin and so burn easily. Freckles are patches of skin with more melanin than usual.

Any animal with pale skin and no protective cover of fur can be burned e.g. pigs, cows, even the ears of cats where there is no hair can get burned.

Baby hippos spend the first part of their lives, before their skin thickens, covered in mud to protect their skin from the sun.

Worksheet 2

Name the type of skin and what special protection does this skin give each animal.

Why is the sun more dangerous to people with fair skins?

Activity 1

LEARNING INTENTIONS

Children will understand that a shadow is an area where an object is blocking out the rays of the sun.

Children will discover that a shadow is formed on the opposite side of an object to where the sun is.

Children will experience how the length of their shadow is directly related to the position of the sun in the sky and that this length will change throughout the day.

Children will learn the short shadow rule.

Teaching notes

The children look at a variety of objects in the sun to find out what sort of shape of shadow they form. Look for places in the classroom where the children can see shadows of any objects - what shapes are they?

Do they think the shadows look the same shape as the object?

Ask what is causing some objects to throw shadows on the wall or floor and not others. Explain that a shadow is formed because something is preventing the sun's rays from reaching that area.

Take the children outside on a sunny day to look at their own shadows – how can they change the shapes of their shadows?

Gather the children together to look at the shadows of a selection of objects, items such as a sieve, colander and plant pot work well.

Discuss the patterns made and why e.g. the sun can shine through the holes.

Get the children to work in pairs to discover what direction all of the shadows at the minute are pointing in, ask why they think this is the case.

Does it matter if you turn around?

Without looking directly at the sun, encourage the children to note the position of the sun in the sky in relation to perhaps a tree or gate or building.

Now look again at where their shadows are falling on the ground and encourage them to describe the shadows as being on the opposite side of them to the sun. Discuss the reasons for this i.e. the sun's rays are shining down towards their bodies and their bodies are preventing the rays from reaching the ground on the other side.

On another day take the children out and choose one child to stand with their back to the sun whilst one child draws around him/her. Alternatively, allow the children to do this in pairs. Try to ensure that this is done in an area of the playground where the chalk will not be rubbed off easily during school breaks.

Do this between nine o'clock and ten o'clock in the morning, again as close to midday as possible, and then as late in the afternoon as your timetable will allow.

CONT'D OVERLEAF

Activity 1 CONT'D

Ensure that the children stand in exactly the same spot each time by drawing closely around the children's feet initially.

Ask the children what they notice whenever all three outlines have been drawn - e.g. the shadows have changed position and have changed in length.

If wished, children can be in pairs to measure the length of each others shadows and record to use as a number activity.

Why has the shadow changed?

It will be enough for the children to know that this is simply because the sun has moved across the sky during the length of the day. It is lower in the east sky early in the morning; at it's highest at noon, and then lower in the west sky in the evening before setting.

Relate the children's findings to the Short Shadow rule - if your shadow is shorter than you are then UV is high and the sun is at its highest and most dangerous - (find shade to protect your skin) if your shadow is taller than you, the sun is safe.

Worksheet 1

The children have to decide what position the sun is in the picture - and then depending upon whether they put it in the East or the West they have to draw to show the positions of the shadows of the tree and child.

Worksheet 2

As a direct follow-up to the activity undertaken by the children, whereby, they have to draw around a child to show the shadow at various times of the day, they now record their findings by showing the times on the clocks and filling in the appropriate missing words.

If you feel that the children find this to be a difficult concept to comprehend, as the main concept involved is at a key stage two level, then further work can be done in the classroom using torches and toys. The children can use the torch as the sun and hold them in different positions, low and high and far and near to the objects and further investigate the positions and lengths of the shadows created.

Activity 2

LEARNING INTENTIONS

Children will learn about the changes the sun can make to different materials.
Children will know that the sun can change their skin so protection with sunscreen is very important.

Teaching notes

Divide class into three groups - clay, paper, fruit group. The children investigate the effect the sun has on different materials. They will investigate clay, paper and fruit.

Paper – Give each child in the group a sheet of coloured sugar paper or newspaper. Also give children a piece of white paper or card. Ask them to pick a classroom object with a distinctive shape (attribute blocks or animal templates) and to draw round this on to their paper or card. Cut the shape out. Then ask children to put their coloured page/piece of newspaper, with white shape on top, onto a sunny windowsill. Teacher puts a similar sheet of paper with shapes into a cupboard (no sunlight). Leave for one week.

Clay - each child in the group will make a coiled shape out of some clay or flour and water dough. Set half of the coils on a sunny window and half in a dark cupboard. Leave for one week.

Fruit - each child in the group is asked to choose a piece of fruit, banana, apple, and orange. Put one piece of fruit on a sunny windowsill and a piece of the same fruit in a dark cupboard. (Bananas work well for this). Leave for one week.

In their groups discuss what has happened? Why? Present outcomes to other groups. Explain that the sun's rays are so strong that even through glass they have faded the colour out of the paper and made the clay hard and cracked. Can anyone explain what the sun has done to the clay to make it hard? Mention the dampness of the clay at the start of the investigation. Water makes things damp. Is the water still in the clay? What has happened to the water? Mention evaporation.

Discuss the effect the sun has on our skins. Does it go red? Tan? Does it blister? Do you get more freckles? Highlight how dangerous it is to burn or tan. Have they ever been burned? Do they know anyone who has been burned? Talk about the pain involved and how even when the pain is gone the skin is damaged. Talk about the ageing effect on skin. The skin behind the ear is estimated to look 10 years younger than the skin on the face. If you are brave you may wish to demonstrate this to the children. Emphasise the use of sunscreens to protect the skin.

Worksheet 3

Children fill in results of investigation for each material and explain the reasons for any change.

Activity 3

LEARNING INTENTIONS

Children will know that sunscreens offer protection from the sun, but that the protection is limited and they should also protect themselves by covering up and seeking shelter.

Teaching notes

Children read instructions on different bottles of sunscreen.

Discuss how to use sunscreens. Talk about problems about relying on sunscreen for protection. What would make them less effective? Rubbing off on fabric, not applying the lotion thickly enough, washing off after swimming, or coming off with excessive sweating.

Ask children to design a simple poster to tell people how to use sunscreen properly. Main points would include the message to seek shelter after a limited exposure time to the sun, to cover up with a tee shirt and sunhat, apply sunscreen thickly and to reapply if the lotion is rubbed, washed or worn off.

See Key Messages for additional information on sunscreens including 'star rating'.

A range of poster images are available on the Care in the Sun website www.careinthesun.org, these images can be used to inspire the children's ideas or as images to stimulate discussion - what do you think of when you look at the picture on this poster?

Reflect on what they have learned about care in the sun and how it will affect their future actions whilst in the sun.

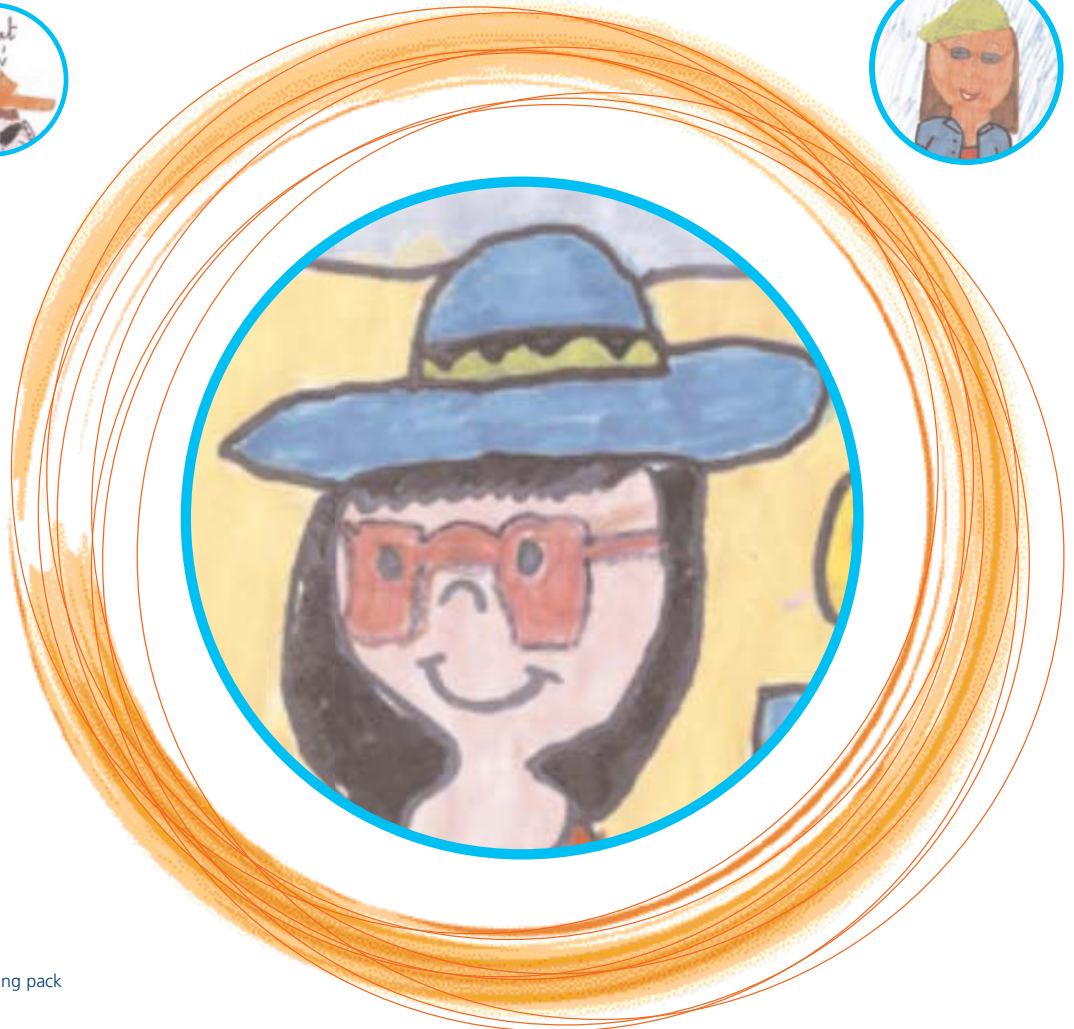
HATS

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**

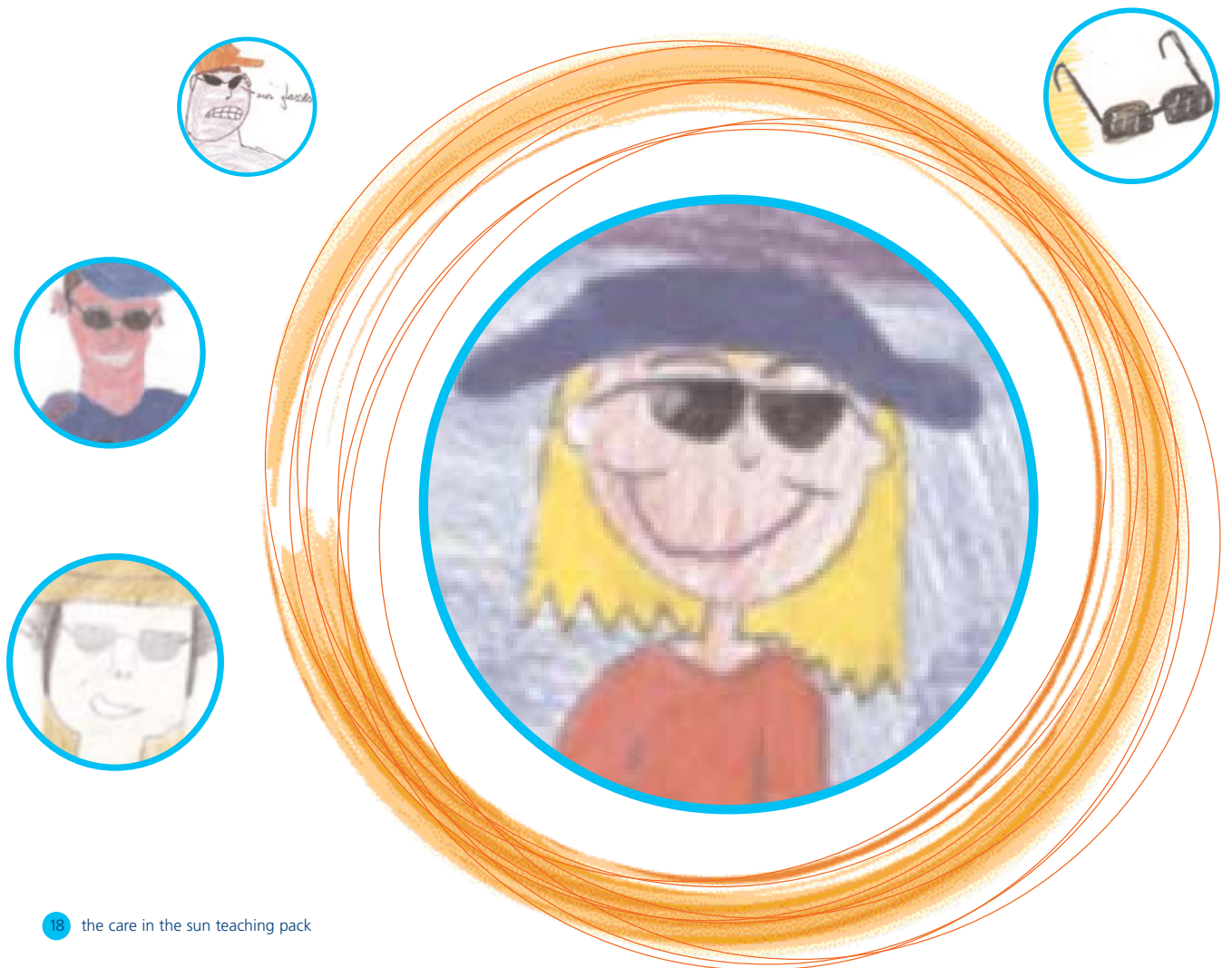
SUNGLASSES

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

Summer (Images), Karen Bryant-Mole (Heinemann Library, 1996) 0431063001

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