

Teacher Resource

Sunburn Statistics

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

- 1. What was the main point of the BTN story?
- 2. How many people in Western Australia went to hospital with sunburn over the summer?
- 3. Complete the following sentence. The sun can damage our skin because it has UV ______.
- 4. What does UV stand for?
- 5. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
- 6. What type of cancer can sunburn cause?
- 7. Australia has one of the lowest rates of skin cancer in the world. True or false?
- 8. What are some ways that we can be sun smart?
- 9. How often should you reapply sunscreen when you are outside?
- 10. What was surprising about this story?

EPISODE 7

16th March 2021

KEY LEARNING

Students will develop a deeper understanding of what UV radiation is and the health effects of too much UV radiation. They will also plan and practise strategies to promote sun safety in their community.

CURRICULUM

Health and PE – Years 3 & 4 Identify and practise strategies to promote health, safety and wellbeing.

Health and PE - Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Investigate community resources and ways to seek help about health, safety and wellbeing.

Activity: Sun Safety Quiz

Begin the Sunburn Statistics activity with a quick true or false quiz. Circle the correct answer.

1. Skin is the largest organ in our body.	True False
2. Australia has one of the highest rates of skin cancer in the world.	True False
3. You can't get sunburnt on a cloudy day.	True False
4. We should protect our skin when the UV Index reaches 5 and above.	True False
5. Only people with fair skin can get skin cancer.	True False

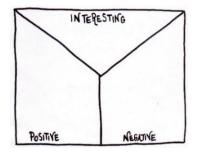
Answers:1 True, 2 True, 3 False, 4 False. We should protect our skin when the UV Index is 3 and above, 5 False

Activity: Note Taking

Students will practise their notetaking while watching the BTN Sunburn Statistics story. After watching the story, ask students to reflect on and organise the information into three categories.

What information in the story was...?

- Positive
- Negative or
- Interesting



Activity: Class Discussion

After watching the BTN Sunburn Statistics story, hold a class discussion, using the following discussion starters. Brainstorm ideas in small groups and then students will report their group's responses to the class.

- What are the beneficial and harmful effects of the sun?
- Why do we need to protect our skin from the sun?
- What do you do to protect your skin from the sun? Make a list.
- What impact does UV radiation have on our skin?
- Do you need to use sun protection all year or just during summer, spring and parts of autumn?
- Why do you think the number of young people going to hospital with severe sunburn has increased?

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Sunburn Statistics story. Here are some words to get them started.

ULTRA VIOLET RADIATION	UV INDEX	SUNSCREEN
VITAMIN D	SPF	SKIN CANCER

Activity: Sun Safety Research

After watching and discussing the BTN Sunburn Statistics story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

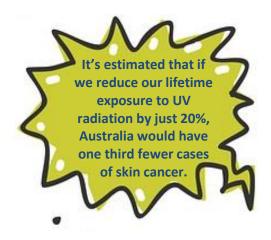
Students will develop their own question/s to research or select one of the questions below.

- Why is the sun damaging to humans? What are UVA and UVB rays, and how do they affect humans?
- What are the warning signs of skin cancer? What should people do to check for these signs?
- Why is Vitamin D important to the human body? Find out how you can get enough sun for vitamin
 D without increasing the risk of skin cancer. Investigate how clothing, the time of day and year,
 geographical location and skin type can all affect the amount of vitamin D your body makes.
- What is skin? Create a labelled diagram of the skin showing the different parts of skin and what each part does.

Activity: UV Radiation

Understanding ultraviolet radiation and the health effects of too much radiation is important as the sun's UV radiation is the major cause of skin cancer. Students can begin by watching the <u>BTN UV Warning story</u> then, working in pairs, ask them to research the following:

- What is UV radiation?
- Levels of UV radiation depend on a number of factors.
 What are they?
- Between what times of the day is UV radiation most intense?
- What is the UV index?
- What are the health effects of too much UV radiation?
- What can you do to reduce exposure to UV radiation but still spend time outdoors?

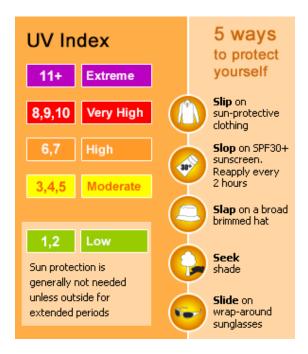


Sun Protection Times

The sun protection times can tell you whenever UV levels are forecast to be 3 or higher. These times are forecast each day by the <u>Bureau of Meteorology website</u>

- What sun protection measures are recommended?
- Monitor the UV index and temperature in your area for a week and graph the results. Explain the connection between UV and temperature.
- Consider checking the UV index as a class at the beginning of each day to ensure that students are protecting themselves from the sun. Your school could give a daily UV alert and sun protection reminders to all students.

The <u>free SunSmart App</u> tells you when the UV is 3 and above with sun protection recommended for your location. The <u>MyUv website</u> also gives an information about the UV forecast in your area.



Activity: Your School and Sun Safety

Students can choose one or more of the following tasks to investigate sun safety at their school.

- Survey students at your school about their practices regarding the sun and protecting themselves from the sun's rays. Include questions about wearing protective clothing, applying sunscreen and seeking shade. What do the survey results indicate?
- What is your school policy on sun safety?
 - Can you think of any other rules or tips that could be added to your school sun smart policy? For example, your school could give a daily UV alert and sun protection reminders.
 - Is your school's sun smart policy written in a kid friendly way? If not, write and/or illustrate
 a kid friendly version for your school including any new rules that you think need to be
 added.
 - o How is the school's sun safety information communicated to students?
- Do you think your school is sun safe? Why or why not?
 - Think of ways that you could improve your school yard and school uniform to make them more sun safe. List your suggested improvements.
 - Design and illustrate your new and improved school uniform and school yard. Write a short paragraph on why you believe these improvements are necessary.
 - Set up a meeting with your SRC or school leadership to discuss your proposed improvements.
- Create posters that increase sun safety awareness in your school. Include the five ways that kids can protect themselves from the sun, including 'slip, slop, slap, seek and slide'.

Useful Websites

- SunSmart calls for urgent action as teens present with sunburn to hospitals in alarming numbers -SunSmart
- Skin cancer danger as WA sunburn hospitalisation at six-year-high, prompting calls for compulsory shade – ABC News
- <u>Correct Sunscreen Application</u> Cancer Council
- Sun Damage BTN
- Skin Cancer BTN
- <u>UV Warning</u> BTN