



Teacher Resource

Sun Safety Guidelines

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 were the main points of the BTN story?
2. What does melanin do?
3. The more melanin you have, the less likely you are to get burned. True or false?
4. Why do people with darker skin need more exposure to sunlight?
5. Name three things you learnt watching the BTN story.

Activity: Word Cloud

Students will create a word cloud poster about sun safety. A word cloud is a visual made up of important/key words relating to a topic. Ask students to think of words they associate with sun safety. Create a word cloud using a free online word cloud creator such as [MonkeyLearn](#) or [Word It Out](#)



Activity: Class Discussion

After watching the BTN story, hold a class discussion using the following discussion starters.

- What are the beneficial and harmful effects of the sun?
- Why do we need to protect our skin?
- What do you do to protect your skin from the sun? Make a list.
- What questions do you have about the story?



EPISODE 4

27th February 2024

KEY LEARNING

Students will learn more about the new sun safety guidelines that reflect different skin types.

CURRICULUM

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

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: Glossary

Students will brainstorm a list of key words that relate to the BTN Sun Safety Guidelines story. Below are some words to get students started.

SUN PROTECTION	ULTRA VIOLET RADIATION	VITAMIN D
MELANIN	PIGMENT	SKIN TYPES

Activity: Research

Discuss the information raised in the BTN Sun Safety Guidelines story. What questions were raised in the discussion and what are the gaps in students' knowledge?

What do I <u>know</u> ?	What do I <u>want</u> to know?	What have I <u>learnt</u> ?	<u>How</u> will I find out?

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

- Why is the sun damaging to humans? What are UVA and UVB rays, and how do they affect humans?
- What is melanin? How does it protect the skin from UV radiation from the sun?
- Why is vitamin D important to the human body?
- What factors affect the amount of vitamin D your body makes? How does skin type, the time of day and year and clothing affect this?
- What are the warning signs of skin cancer? What should people do to check for these signs?
- How does sunscreen work to protect our skin?

Activity: The Science of Skin Colour

Students watch [this video](#) to learn more about the science of skin colour. Students respond to the following:

- Briefly summarise the information in the video
- Name three facts you learnt.
- What surprised you about the information in the video?



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 use the following questions to guide their research:

- 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 [Bureau of Meteorology website](#).

- 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 [free SunSmart App](#) tells you when the UV is 3 and above with sun protection recommended for your location. The [MyUv website](#) also gives information about the UV forecast in your area.



Slip
on sun protective clothing



Slop
on SPF30 or higher sunscreen



Slap
on a sun protective hat



Seek
shade



Slide
on sunglasses

Activity – Choose a Project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Public Education Campaign

Design a public education campaign to raise awareness about sun safety.

Summary

Write a summary of the story. What was the story about? Why did BTN cover this story?

Quiz

Create a true or false quiz to test your classmate's knowledge about sun safety.

Create a diagram

Create a labelled diagram of the skin showing the different parts of skin and what each part does.

Activity: Sun Safety Quiz

1. Skin is the largest organ in the body.

A. True

B. False

2. What does SPF stand for?

A. Sun protection focus

B. Sun protection factor

C. Sun proof formula

3. UV radiation is the best source of vitamin D.

A. True

B. False

4. You can't get sunburnt on a cloudy day.

A. True

B. False

5. What UV level requires sun protection?

A. 3 or above

B. 4 or above

C. 5 or above

6. What is the name of the substance that gives skin its colour?

A. Melatonin

B. Melanin

C. Vitamin D

Useful Websites

- [Experts have developed new sun safety advice for diverse skin types. Here's what it says](#) – ABC News
- [Sun Safety Campaign](#) – BTN
- [Sun Safety](#) – Cancer Council