TEACHING **PACK**

Key Stage 2 YEARS 5,6&7

Care in the Sun — TEACHING PACK

ACKNOWLEDGEMENTS

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New Opportunities Fund
LOTTERY FUNDED

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The Care in the Sun Teaching Pack is available as a downloadable PDF file at **www.careinthesun.org** For further details contact the Cancer Prevention Dept. at Cancer Focus Northern Ireland, Tel: 028 9066 3281 or email behealthy@cancerfocusni.org

The Care in the Sun Teaching Pack

INTRODUCTION

The Care in the Sun Teaching Pack aims to extend the skills and resources of the teacher. This resource offers ideas and materials to make it as easy as possible to integrate care in the sun into curriculum-based work. It provides a comprehensive approach to teaching care in the sun at Key Stage 2 and suggests a variety of teaching strategies and approaches.

Teachers can put the ready-made '**Lesson Plans**' directly into action. Also included is a section with additional information on the '**Key Messages**' for sun protection plus a '**Further Information**' section, which details other resources, books, and sun protection websites for children.

'**Bright Ideas**' identifies a range of teaching activities to aid in exploring and understanding the issues around sun protection.

The Key Stage 2 Teaching Pack also contains ideas for an '**Assembly Presentation**' including a script for a Care in the Sun play.

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 over 100,000 people are diagnosed with skin cancer. In Northern Ireland the annual figure for skin cancer incidence is around 3,300 and each year it results in the deaths of approximately 70 people.

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

Children's skin is more delicate and more sensitive to ultraviolet radiation (UVR) damage than adults. 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.

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 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 schools' 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 sunscreens to complement the other essential sun protection measures.

CONTRIBUTING TO THE SCHOOL CURRICULUM

The Northern Ireland Curriculum (Primary) is set out in six Areas of Learning. The 'World Around Us' (WAU) and 'Personal Development and Mutual Understanding' (PDMU) are two of these 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.

PDMU 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 and keep it safe and healthy by making the right choices.

WAU 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. It gives children opportunities to investigate topics in greater depth and carry out some aspects of investigations independently including:

- examining and collecting data and samples from the world around them;
- locating, analysing and using secondary sources such as maps, photographs, written accounts and digital images;
- investigating similarities and differences, patterns and change;
- researching topics using traditional and electronic sources;

APPROACH

The Care in the Sun Teaching Pack has been developed to ensure that opportunities are provided for children to develop their literacy, numeracy, ICT, 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

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

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;
  - 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.

OUR SKIN

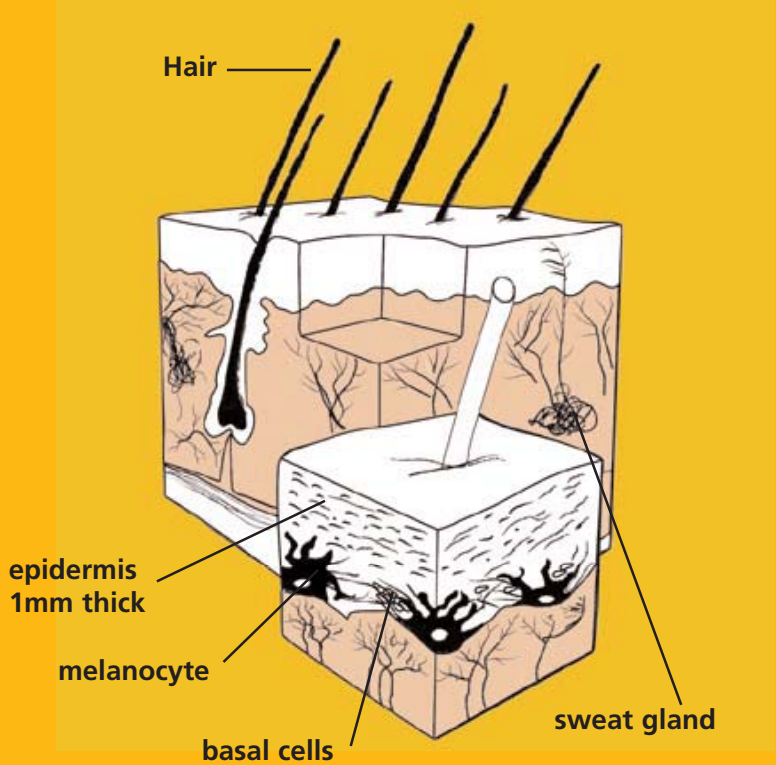
Skin is the body's first line of defence protecting our soft inner organs and of course, it stops them all from spilling out! Skin has to be tough enough not to rub off, more or less waterproof and resistant to invasion by bacteria, fungi and so on, yet it must also be flexible enough to allow easy movement (otherwise we might split!).

Structure of Skin

The top layer of the skin, the one with which we are concerned here, is called the **overskin** or **epidermis**. It is no more than 1 mm thick (about 10 sheets of paper), and contains no blood vessels, muscles or nerves. It is thinnest on the eyelids, which have to be extraordinarily flexible.

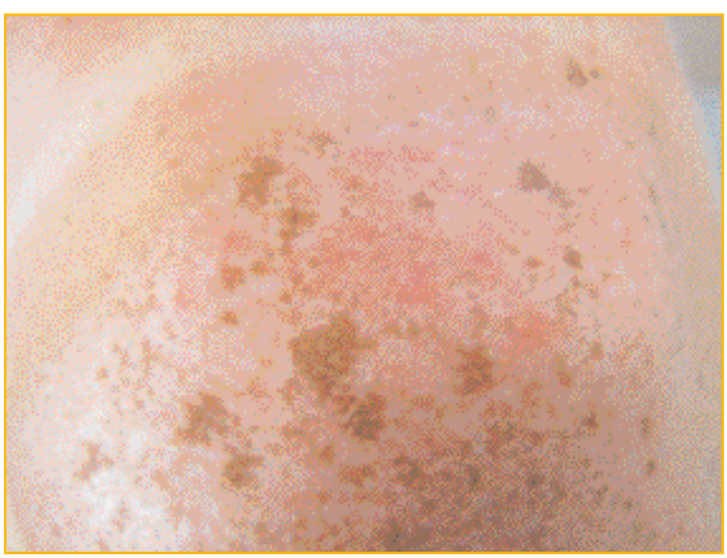
On average, the epidermis is about 20 to 30 cell-layers thick. Only the bottom seven or so layers of cells are alive. The top 20 or so are hard and dead, and flake away continuously. The body sheds about 50 million cells (or scales) of skin each day. To replenish the skin, cells at the bottom of the epidermis divide every day (typically during the four hours after midnight, when other demands on the body's energy are low).

Cells at the base of the epidermis are broadly of two kinds. Most are the soft, regularly dividing **basal cells**. Scattered just above them are **melanocytes** spider-shaped cells that produce melanin.



Skin in the Sun
Skin also has to cope with sunlight. Most skin is usually covered in clothes, but may suddenly be exposed to the sun's ultraviolet radiation when they are stripped off. When this happens our skin produces **melanin**, this is the dark pigment that gives colour to skin, producing a 'tan' and helps shield the body against ultraviolet radiation. It is injected from a specialised cell called a **melanocyte** (along spider's-leg-like protrusions) into the other cells in the epidermis. Each melanocyte is linked up to about 10 other cells.

The melanin's job is to help protect us from the damaging ultraviolet radiation. It is important to note however, that a tan is only partially protective. A 'good tan' has an SPF (sun protection factor) of only about 4! A smart way to look at a tan is that the melanin is the debris left over after the war between your skin and the sun - in other words - there is no such thing as a 'healthy tan' because to get that tan you needed to expose yourself to dangerous amounts of ultraviolet radiation. Sunburn occurs when we over expose our skin to ultraviolet radiation, in this 'battle' the sun won!



Skin damaged by the sun.

Different coloured skin
People who are born with very dark skin produce melanin much faster than people with pale skin and they are therefore naturally protected more than light skinned individuals. People vary in the speed of tanning and hence in their susceptibility to damage by ultraviolet radiation. People with dark skins are less vulnerable to skin cancers than those with pale skins, but everybody is at some risk and most certainly will show the same signs of sun related damage and ageing (deep lines, sagging skin, pigmentation patches, freckles etc.).

Some skin is more at risk from the effects of UVR than others.
Those with pale skin, fair or red hair need to take special care.

MOST RISK

- Fair skin that never tans - always burns.
- Fair skin that burns before tanning.
- Skin that always tans and rarely burns
- Dark and heavily pigmented skin which would only burn in exceptional circumstances.

LEAST RISK

Skin at risk from UVR

Skin damage

Sunburn occurs when our skin is exposed to too much ultraviolet radiation and the cells release substances, which make the skin itch, redden and possibly blister. Some people burn very easily when out in the sun without sun protection. From our diagram showing skin at risk from the effects of UV radiation, we can say that the risk of getting burned in the sun follows exactly the same risk pattern.

Skin cancer can develop where the ultraviolet radiation damages the DNA (genetic material) in our cells, causing the cells to develop abnormally. The risk of developing skin cancer increases if you let your skin get sunburned - on the surface your skin may peel and renew itself but deeper down the damage due to ultraviolet radiation can remain and sometimes years later develop into skin cancer.

Premature skin ageing is caused by chronic over exposure to the sun, which can change the texture and weaken the elasticity of the skin. Sun-induced skin damage causes premature wrinkling, sags and bags, and easy bruising. Because our faces and hands are normally exposed these areas usually show the greatest ageing. Wrinkling is often particularly noticeable around the eyes (crows feet) where the skin is particularly fine and delicate and prone to deep damage. The photograph of twins shows how skin with chronic sun exposure becomes much more wrinkled and damaged compared to skin not so exposed.

Twins

Chronic sun exposure

Reduced sun exposure

Lesson Plan ONE

Living in a hot country

LEARNING INTENTIONS
Children will understand how people in hot countries have adjusted their lives to cope with the climate.
Children will know and understand that the closer you go to the Equator the stronger the sun becomes and the stronger and more dangerous the ultraviolet radiation becomes.
Children will understand that wearing appropriate hats, clothing, sunscreens, sunglasses and seeking shade in the middle of the day can help protect against damage caused by the sun.
Children will recognise that everyone is at risk from over exposure to the sun and that ultraviolet radiation is at its peak in the middle of the day.

Ask the children to think of other countries they know of or perhaps have visited - are these countries near to the Equator? Use a large map of the world to let the children find these countries. What is the weather like in these countries? Highlight the areas between the 2 tropics as the hot climate areas.

Ask the children whether they think they would be more or less likely to get sunburn in hotter countries? Have any of them ever had sunburn? Do they know what caused the sunburn? Are there any special sun protection precautions that they should take when in these countries? Talk about some customs that people in hot climates have e.g. taking a siesta; or covering up completely. Talk to the children about the hottest and most dangerous time of the day, discuss work times and school hours, talk about people in hot countries seeking shade.

Children can use traditional and electronic resources to find out about:

- the types of homes these people live in;
- the types of clothes they wear;
- how they protect themselves from the sun.

Worksheet 1
Label the capital cities and research their average maximum summer temperatures. This can be extended to include looking at average summer rainfall, hours of sunshine and peak UV Index ratings (for recommended websites and other resources see 'Further Information', travel brochures may also be a useful source).

Quick Guide to average maximum temperatures for August:

Amsterdam	21.9 °c /	71°f
Athens	27.8°c /	82°f
Berlin	23.3°c /	72°f
Cardiff	20.5°c /	69°f
Belfast	18.6°c /	74°f
Edinburgh	17.8°c /	64°f
Geneva	24.4°c /	76°f
Istanbul	27.8°c /	82°f
London	21.4°c /	71°f
Madrid	29.5°c /	85°f
Paris	24.0°c /	75°f
Rome	29.8°c /	86°f
Vienna	23.8°c /	75°f

Lesson Plan TWO

Sun scientists

LEARNING INTENTIONS
Children will know that the sun produces ultraviolet radiation which affects numerous everyday items and can have harmful effects on our skin causing sunburn.
Children will understand what causes our skin to burn in the sun.

Explain that the sun emits a special form of energy called ultraviolet radiation (UVR). UVR cannot be seen and it cannot be felt but our skin tells us UVR is about when we end up with sunburn if we don't protect ourselves. Even in small amounts the sun ages the skin, producing wrinkles and blotches. UVR levels are highest during the middle of the day, especially between 11am and 3pm.

(Ultraviolet radiation is so energetic that even small amounts can destroy all living things. Indeed, UVR is used to sterilise surgical equipment.
Fortunately for life, the protective shield of ozone around our planet filters out the majority of UVR before it reaches Earth).

Children can become sun-scientists for a week.
UVR bleaches colours in fabric and printed matter, and destroys materials such as cloth, paper and many plastics.

Children can make predictions about what they think will happen. Were they right? Conduct a range of experiments:

- Place some newspaper in direct sunlight and another in a dark cupboard.
- Place a piece of fruit in direct sunlight and another in the shade, both outdoors. Bananas work well.
- Place some interesting shapes on a piece of sugar paper in direct sunlight and place a similar group in a dark cupboard.

Discuss with the children how the sun's power cannot be seen but the changes it causes can. Talk about the changes the sun has caused in each experiment tried. Use traditional and electronic means to record the findings.

Lesson Plan THREE

The nature of skin

LEARNING INTENTIONS
Children will understand the superficial characteristics of our skin and the variety of functions our skin allows for.
Children will know that ultraviolet radiation from the sun can have harmful effects on people, including sunburn, skin damage, skin cancer and skin ageing.

'Skin is just a pretty covering so we look nice on the outside and all our slimy inside bits can't be seen' - discuss this statement - is this true, does our skin have uses?

Ask children to look closely at their own skin with magnifying glasses.

What can they see?
e.g. hairs, wrinkles, creases, fingerprints, lines on the palms, freckles, scars, pimples etc.

How does the skin vary on different parts of the body? What words could you use to describe the differences? For example ask where it is thin, thick, dry, moist, rough, smooth, flexible, taut, loose, stiff, hairy, palest and darkest?

Note how the skin is thicker on the soles of the feet and the palms of the hands. It needs to be thicker here in order to protect against injury. This skin is also more dense and ridged, to improve gripping power. The skin of the eyelid is much thinner, to allow flexibility and movement.

Discuss how the skin is continually growing and changing - how cuts and grazes heal, how it grows with our bodies and how it renews itself everyday - old cells are shed and new cells formed.

The presence of the layer of dead, shedding cells can be demonstrated - stick a piece of clear tape to the back of your hand, then slowly pull it off - allow children to note the grey layer of dead cells present on the tape.

How will your skin look when you are 20? 60? 100?

Worksheet 2
Using the diagram of a cross-section through the skin, discuss the structures in our skin - sweat glands, hairs, what do they do? How do they benefit our body's function?

Lesson Plan FOUR

How much skin

LEARNING INTENTIONS
Children will learn how to estimate the areas of non-uniform shapes.
Children will know that skin is the largest organ in the body.
Children will know and understand that our skin changes and grows each day.
Children will know the correct and most suitable sun protection to use.

Why do we have skin? Discuss the skin - what do children know about skin?

When we look at ourselves, it probably seems that our skin doesn't change much from day to day, or week to week. It might even seem quite boring.
The fact is that our skin is one of the most important organs in our bodies. It is constantly changing, producing new cells, allowing us to grow and to replace dying or damaged ones.

Ask the children to estimate the area of their skin. Is it easy to calculate? Is there a formula?

It isn't easy because our bodies are not flat and regular (like squares or circles), or solid and regular (like cubes and spheres).

Have a guess. Is there a surface in the classroom (a desk, a table, poster) that looks about right? Can you use your clothing? Are there ways of estimating the area of your skin more accurately?

Children can draw around their hand on the centimetre-squared paper. (Don't forget about the sides).

They can take turns to draw around each other on large sheets of paper (e.g. lining paper) or on the playground, using chalk.

The skin on a ten-year-old covers approximately 1 square metre - you can think of it as a tabletop 1 metre by 1 metre!
The total surface area of an adults skin is approx. 2 metres squared!
The skin is the body's largest organ. It makes up about 16% of the total body weight!

Lesson Plan FIVE

Exposure uncovered

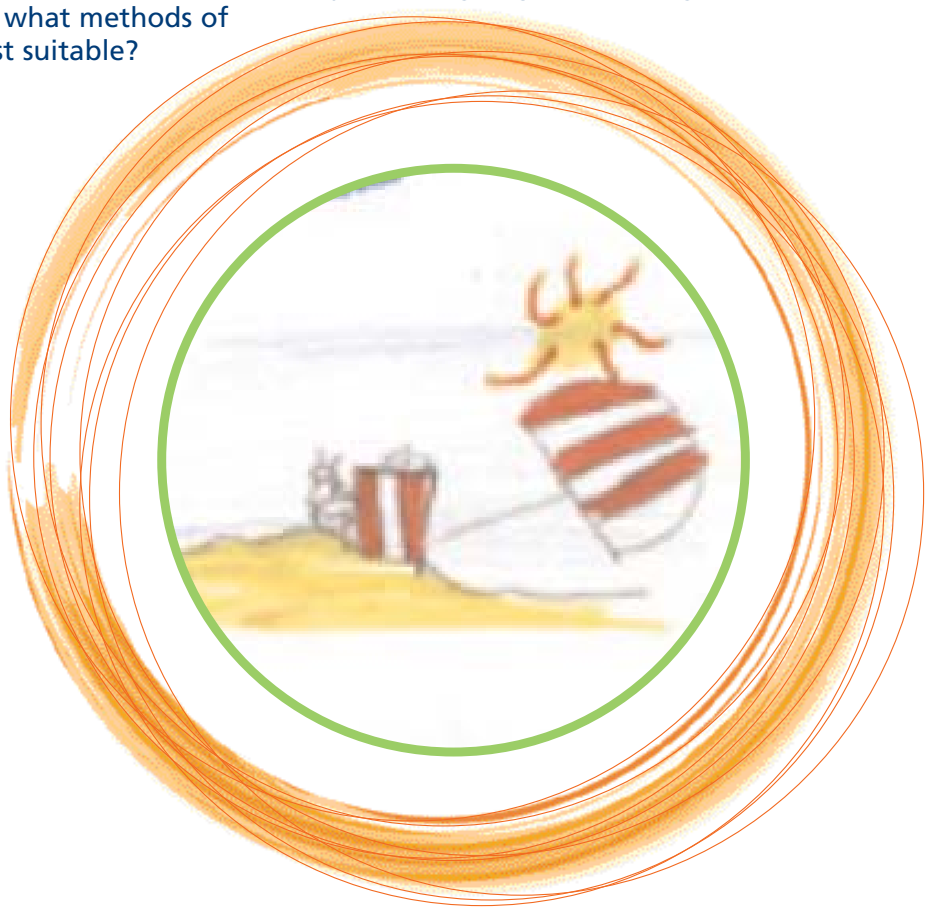
LEARNING INTENTIONS
Children will learn how to develop and use categories.
Children will be able to use a frequency mapping system and key.
Children will know and understand that ultraviolet radiation from the sun can have harmful effects on people, including skin damage and ageing.
Children will know the correct and most suitable sun protections to use.

Children can colour their life-size outline according to how much exposure to sunlight each part of their body receives. Children can imagine themselves on a beach, or coming to school in winter. List the key boxes to draw, what each key box represents and the appropriate colours, or ask the class to work out a key for themselves.

A possible simple key:

- A lot of sunlight
- Some sunlight
- Not much sunlight
- No sunlight at all

(It is important to remind children that areas of skin which receive a lot of ongoing exposure to light, such as face and hands, will have developed a store of melanin and will often appear darker than other areas of skin all year round. It is often the areas that only receive occasional sun exposure, such as the shoulders and back, that can become sunburned very quickly, as these areas of skin have very little ongoing melanin pigment present). Discuss the results - what methods of sun protection would be most suitable?



Lesson Plan SIX

The skin type survey

LEARNING INTENTIONS
Children will be able to undertake a survey.
Children will be able to display the information from their own survey on a graph or as a bar chart.
Children will recognise which skin type they have.
Children will know and understand the correct sun protection measures to take for their skin type.

Allow children to carry out a class survey categorising individuals under the six recognised skin types.

The skin type system is a method commonly used to assess an individual's sunburn risk. There are 6 skin types (see below). The lower numbers represent those people more likely to burn and the higher numbers are reserved for those people with a greater degree of natural protection. Fair skinned, light-eyed people with freckles are the most sun sensitive while dark skinned, dark eyed are the least sun sensitive. Remind children that, whilst avoiding sunburn is important, it does not mean that you have escaped changes to the skin that can lead to serious skin damage.

- **TYPE 1** Always burns, never tans
- **TYPE 2** Usually burns, tans with difficulty
- **TYPE 3** Sometimes burns, sometimes tans
- **TYPE 4** Burn minimally, always tans
- **TYPE 5** Rarely burns, tans profusely
- **TYPE 6** Never burns, deeply tans

Use this data to produce a graph - looking at the graph what can we see - write down the significant points. What does this indicate for the children's sun protection needs? Do the children all use sun protection?

An additional option is for children to also collect information on how many children wear hats during the summer or wear sunscreen. Then compare the skin type graph with the sun protection graph - what does this tell us?

Extension
Children can check out their burn risk using the Sun Protection Factor calculator at **www.careinthesun.org/skinid** where details of an individuals skin type are collected to provide a personalised recommendation on sun protection for the user.

Key Messages

Key Messages, extension activities:

- Collecting examples of sun protection items from home;
- Discussing labelling, materials, packaging and design;
- Designing your own example (sketch plans), including discussion of practical needs versus fashion;
- Exploring each key message using techniques in 'Bright Ideas'.

Use electronic sources and resources to find out further information.

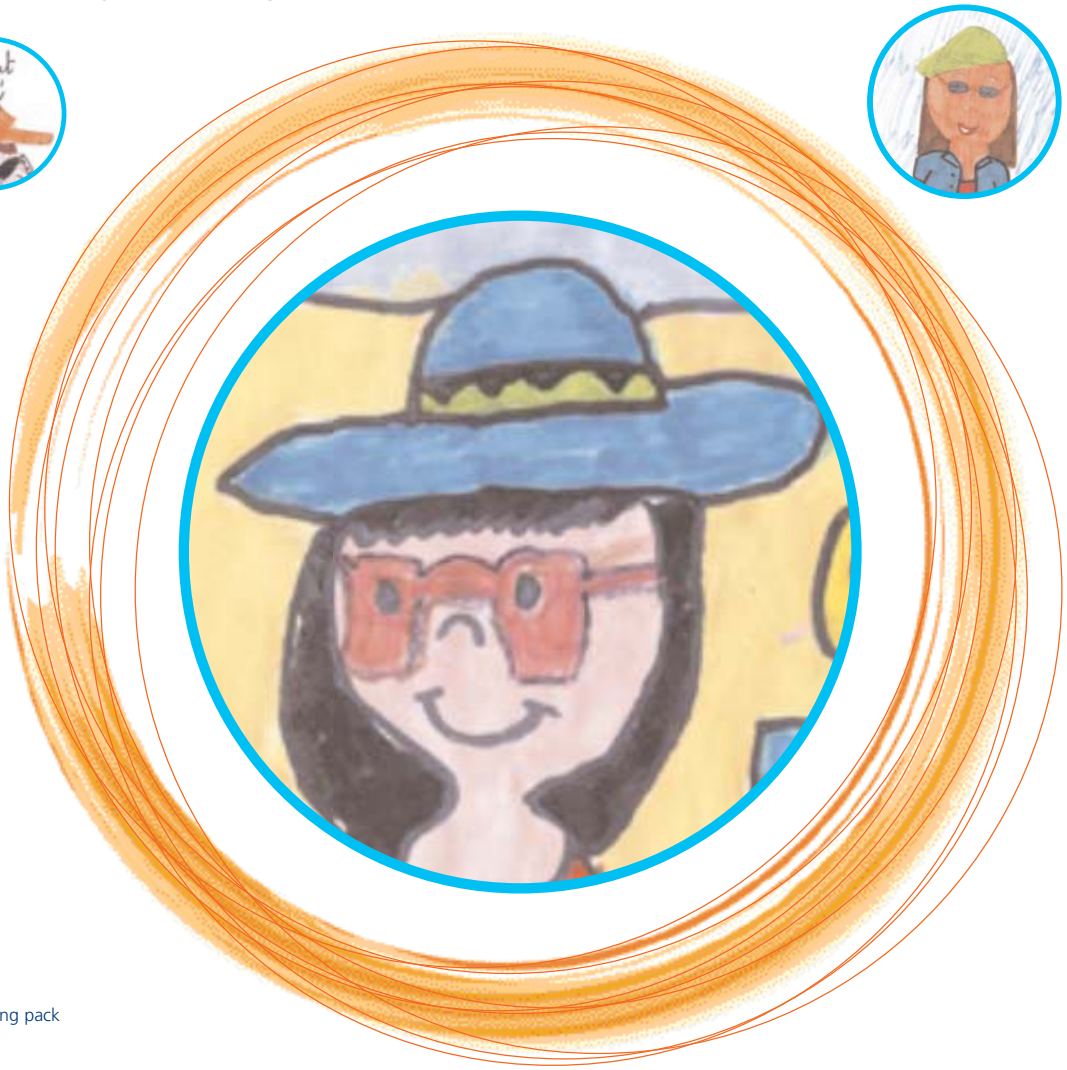
HATS

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 surfaces like the beach. Always protect face, neck and ears with sunscreen (SPF 15+) and eyes with sunglasses.



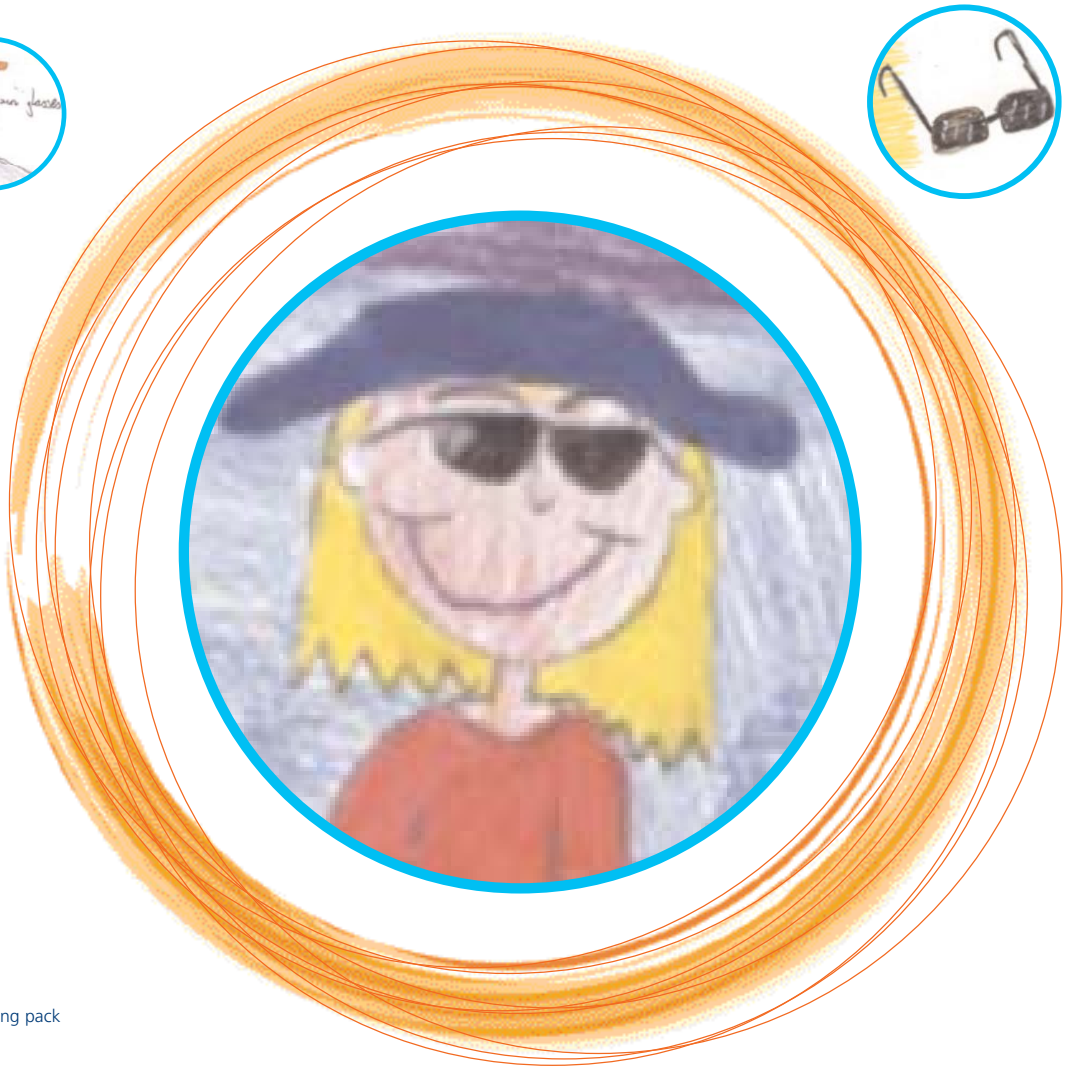
SUNGLASSES

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.



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:

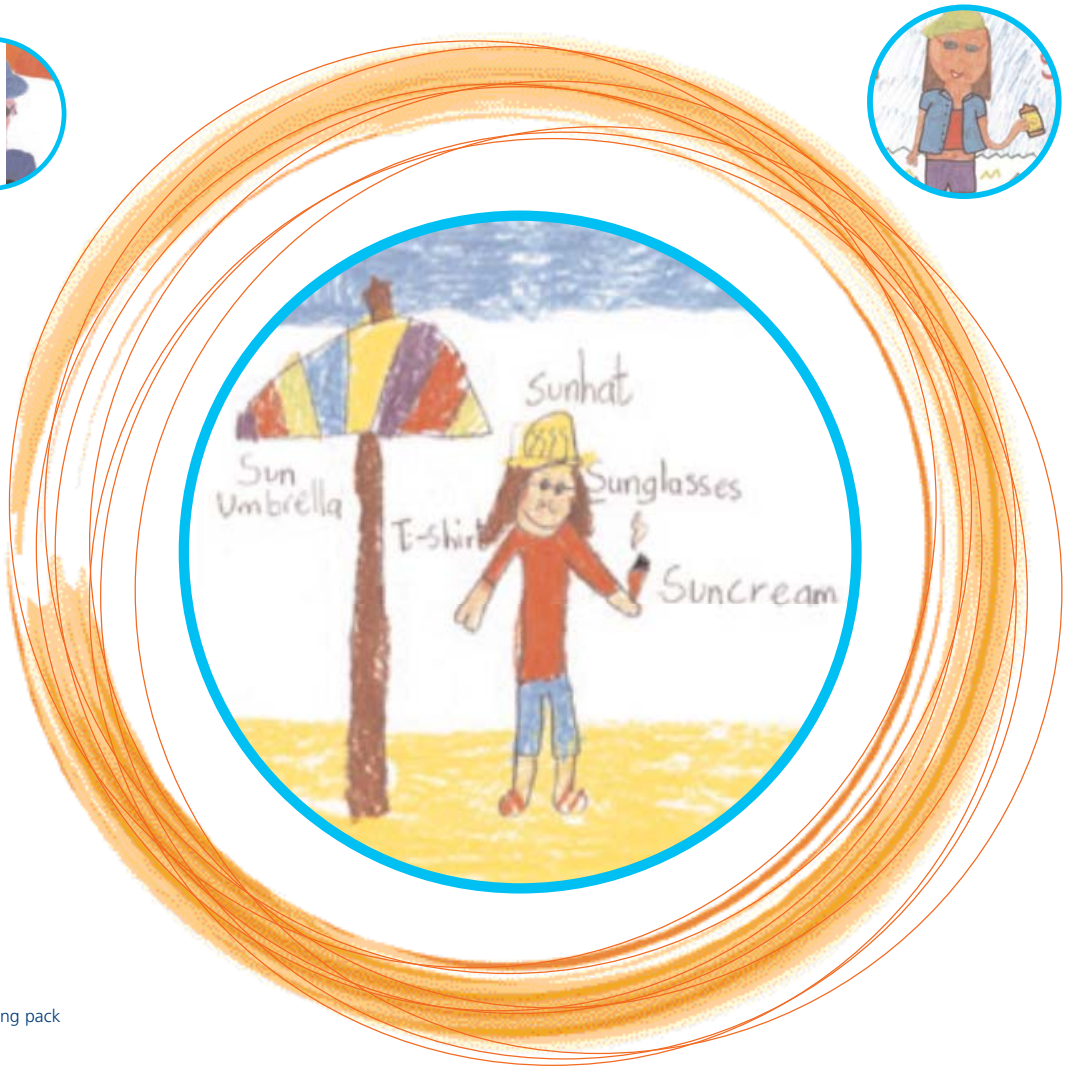
- Sunscreens work in two ways - reflecting UV off the skin and absorbing UV before it penetrates the skin.
- A sun protection factor (SPF) of 15 will block 93% of UV radiation, while a SPF of 30+ will give you maximum protection, blocking 96% of UV.
- No sunscreen offers 100% protection.
- SPF protects 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 4 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.



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 its 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

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

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

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

Summer is Here! Alex 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, games, competitions and professional information on care in the sun and skin cancer.

www.metoffice.gov.uk

www.metoffice.gov.uk/education

www.metoffice.gov.uk/climate/uk

Bright Ideas

Continuum

An imaginary line is drawn down the room. Pupils are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out and pupils stand along the continuum according to what they think. Discussion can take place with someone who has a different view.

Check Lists

Pupils produce, or are offered a checklist, against which something can be judged, e.g. it could be a checklist for things to look out for when watching a role play, presentation or judging a piece of work.

Wordstorm

Pupils offer spontaneous suggestions regarding any idea or issue. All suggestions are recorded, but not discussed or challenged. Recorded material can be used later.

Double Circle

Half the group forms a circle facing outwards. The other half forms another circle around them facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

Surveys

Pupils could research a topic by using a questionnaire or interview.

Rounds

All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning or end of sessions.

Data Search

Pupils search using traditional and electronic sources to find out information and answers to questions. Pupils could devise their own questions or set questions for another group to answer.

Snowballing

Pupils work alone for a few minutes listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas, and so on.

Draw & Write

Pupils are asked to draw and/or write in response to a specific question e.g. how do you avoid over exposure to the sun?

Circle Time

A mechanism for structured discussion where all participants sit in a circle - representing a non-divisive and safe environment within which to discuss an issue or idea.

Consequences

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences both positive and negative.

Mind Map

A useful technique for planning and reviewing. Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Discussion

A motion is decided on for discussion. Two opposing viewpoints are then presented to the pupils with relevant information or supporting evidence. After a question and answer session and discussion, the group votes For or Against the motion.

Tours

Groups of pupils prepare visual materials in the form of a poster and display on the wall. Pupils then 'tour' the displays and discuss the materials.

Sides

Similar to the Continuum, except there is no middle ground. Pupils have to decide to agree or disagree with a statement. They then discuss their opinion with someone on the same or opposite side.

Peer Education

Pupils of the same or similar ages act as educators or mentors, e.g. small groups could research different areas around care in the sun and then teach the other groups about their topic.

Reporters

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Diamond Nine

Small groups are given prepared cards (9 or more) each with a statement relating to an issue for discussion, e.g. 'importance of care in the sun'. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement.

Under the Lens

One groups performs an activity while the others sit around them and observe. The audience may be asked to generally observe or look for specific things. They could have a checklist of things to look for.

Off the Wall

Pupils are asked to write comments/opinions/facts on to a large piece of paper that can then be displayed. Alternatively, each pupil may be given a piece of card, which can then be part of a 'wall' to which they all contribute.

Assembly — PRESENTATION

'Weather Watchers Around the World'

A play for assembly, by Sandra Gordon and Judith West, Cancer Focus Northern Ireland

CHARACTERS & COSTUME SUGGESTIONS

Newsreader - suit, shirt and tie

Reporter Australia - suit / safari like suit and microphone
Australian boy- circular wide brimmed hat, half sleeve shirt, long shorts, and sunglasses

Reporter America - suit / conservative well dressed with microphone
American boy - baseball cap, long sleeved tee shirt, long shorts, skateboard, sunglasses, bum bag slung across chest containing sunscreen

Reporter China - suit / conservative well dressed with microphone
Chinese Girl - Shirt, half trousers and Chinese straw hat

Reporter Spain - suit / casual holiday shirt with microphone
Spanish girl - can be casual modern clothing - tee-shirt and longer shorts or flamingo dress, shawl and veil (mantilla)

Reporter Northern Ireland - suit / conservative well dressed with microphone
8 Northern Ireland school pupils - school uniform
Supporting Class - school uniform

NOTE: ALL REPORTERS AND THE NEWSREADER CAN HOLD SCRIPTS.

SET NOTES

Newsreader sits at a desk centre stage - front of desk shows a large label - 'Weather Watchers Around the World' or 'School's Name News Centre' - or other.
On each side of the news-desk stand 2 of the foreign reporters and interviewees teams.
Just behind the newsreader stands the reporter from Northern Ireland.
Supporting Class (remaining class members) line up behind the players towards the back of the stage.
Northern Irish boy/girl remains within the lined up class members.
Additional props - large scale map of the world with pointer can be used to indicate the countries visited.
Large scale weather forecast map, symbols and pointer.
All characters should be given appropiate names.
Optional musical 'news headlines' introduction.

'Weather Watchers Around the World'

NEWSREADER
Today's headlines, summer sunshine is on the way. This morning we ask - what should we be doing to take care in the sun?
Our reporters have travelled around the world to find some of the best ways to take care in the sun. Going straight to Australia (first name) your report please.

REPORTER AUSTRALIA
I'm here in Sydney, Australia with (full name). Hello (first name)

AUSTRALIAN BOY
Good-day mate.

REPORTER AUSTRALIA
Is it hot in Australia?

AUSTRALIAN BOY
Struth mate you could fry an egg on the street!

REPORTER AUSTRALIA
So what do you do to protect yourself in the sun?

AUSTRALIAN BOY
Oh that's easy - Slip slap slop - slip on a tee shirt, slap on a hat, and slop on some sunscreen.

REPORTER AUSTRALIA
There you have it, Aussie know-how.

NEWSREADER
Thank you (Reporter Australia's name), that's some good advice from Australia, now let's go straight to America.

REPORTER AMERICA
I'm here in New York, America with (full name). Good morning (first name).

American boy
Yo dude.

REPORTER AMERICA
So (name) summers are hot in New York?

'Weather Watchers Around the World'

AMERICAN BOY
Hey man, tell me something I don't know. This is one hot city but I am one cool dude.

REPORTER AMERICA
You say you stay cool, how do you manage that?

AMERICA BOY
I got my gear man; got the pants, the vest; wear my team on my head and my screen (pulls sunscreen out of bum-bag) and my shades.

REPORTER AMERICA
There you have it; America has it covered, back to the studio (Newsreader's first name).

NEWSREADER
Thank you (Reporter America's name) now we move to the Far East.

REPORTER CHINA
Welcome or as the Chinese say 'fon ying'. I'm in Beijing, capital city of China with (full name). Hello (first name).

CHINESE GIRL
'Way' (Chinese for hello).

REPORTER CHINA
Tell me about summer weather in China?

CHINESE GIRL
Well its very very hot but then we get very very heavy rain.

REPORTER CHINA
So how do you cope with this weather?

CHINESE GIRL
In China we can wear a 'saw lup' - a straw hat, it protects my head from the sun and it keeps me dry in the rain.

Reporter China
So there you have it, that's what's happening in China (Newsreader's name).

'Weather Watchers Around the World'

NEWSREADER
Moving back slightly nearer to home, let's drop in on our reporter in Spain (first name) how are things with you?

REPORTER SPAIN
Hola, I am here on the sun kissed Island of Majorca with my local friend (full name). What sort of weather do you have in the summer?

SPANISH GIRL
Hola Northern Ireland! We have beautiful sunshine and lots of visitors come to our island to enjoy the sun, sea and sandy beaches.

REPORTER SPAIN
Yes I can see lots of people on the beach today but how should they protect themselves from too much sunshine?

SPANISH GIRL
They should be more like us. We leave the beach during the hottest time of the day 11am - 3pm, that's when we have our siesta.

REPORTER SPAIN
Tell me more about this siesta?

SPANISH GIRL
A siesta is our rest time. Around the middle of the day when it is very hot we stay in the shade, we have lunch and I always have a sleep.

REPORTER SPAIN
Visitors might be far away from their holiday home at siesta time, what should they do?

SPANISH GIRL
That's easy, all Spanish children know that - stay in the shade and drink lots of fruit juice and water.

REPORTER SPAIN
Thank you (name). So some advice for hot days at home and for all you lucky holidaymakers out there, now you know what to do in the sun! Adios from sunny Majorca, back to you (Newsreader's name).

'Weather Watchers Around the World'

NEWSREADER
Thank you (reporter Spain first name) and thanks to all our reporters across the world. Now we stay at home for our next report from Northern Ireland. (Reporter's first name) where are you today?

REPORTER NORTHERN IRELAND
I'm here in (…… Primary School) with (pupil's name) where we want to find out how children in Northern Ireland protect themselves in the sun. So (first name) what do you think about the sun in Northern Ireland?

PUPIL 1
What sun? We don't have a sun!

SUPPORTING CLASS
OH YES WE DO! (together)

REPORTER NORTHERN IRELAND
Well there seems to be a difference of opinion. On to another question. (pupils first name) what protection do we need in the sun?

PUPIL 1
I don't need sun protection.

SUPPORTING CLASS
OH YES YOU DO! (together)

REPORTER NORTHERN IRELAND
OK so maybe there is someone else who has a different opinion.

PUPIL 2
The Spanish girl was right on – we should stay in the shade and have a cool drink in the middle of the day.

PUPIL 3
Yeh that's right and in China they wear a hat to keep the sun of their faces and their heads protected.

PUPIL 4
The American dude wore sunscreen and sunglasses.

PUPIL 5
The Australian boy had some sort of slogan that reminded him of all the important things we need to do to take care in the sun. What was it again?

'Weather Watchers Around the World'

SUPPORTING CLASS
SLIP, SLAP, SLOP (together)

REPORTER NI
Does anyone remember what that means?

PUPIL 6
Slip on a T-shirt!

PUPIL 7
Slap on a hat!

PUPIL 8
Slop on some sunscreen!

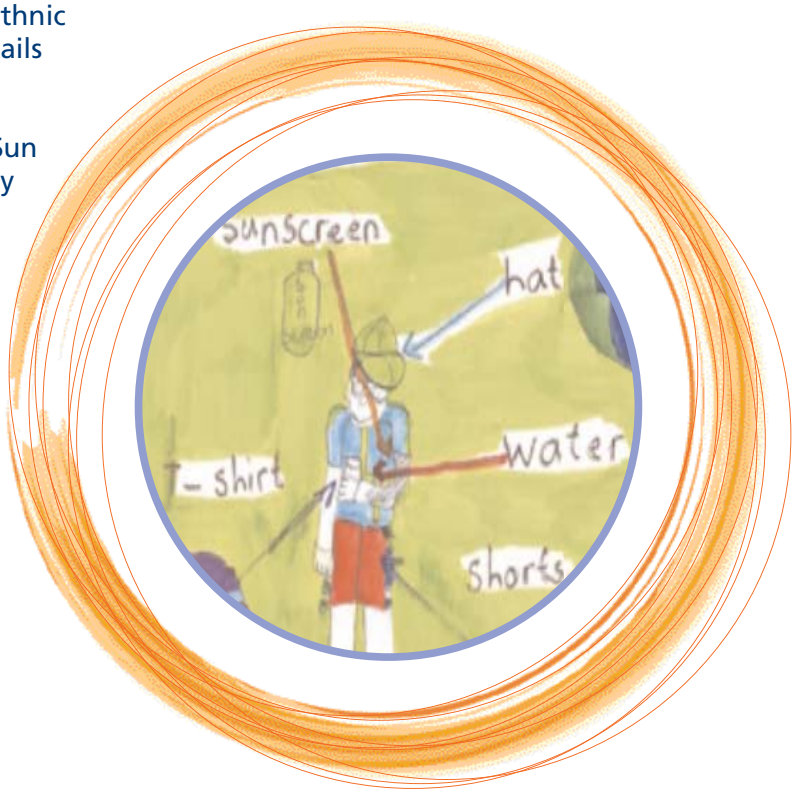
REPORTER NI
Well it looks as if …….Primary School has definitely learned something today!

SUPPORTING CLASS
TAKE CARE IN THE SUN! (together)

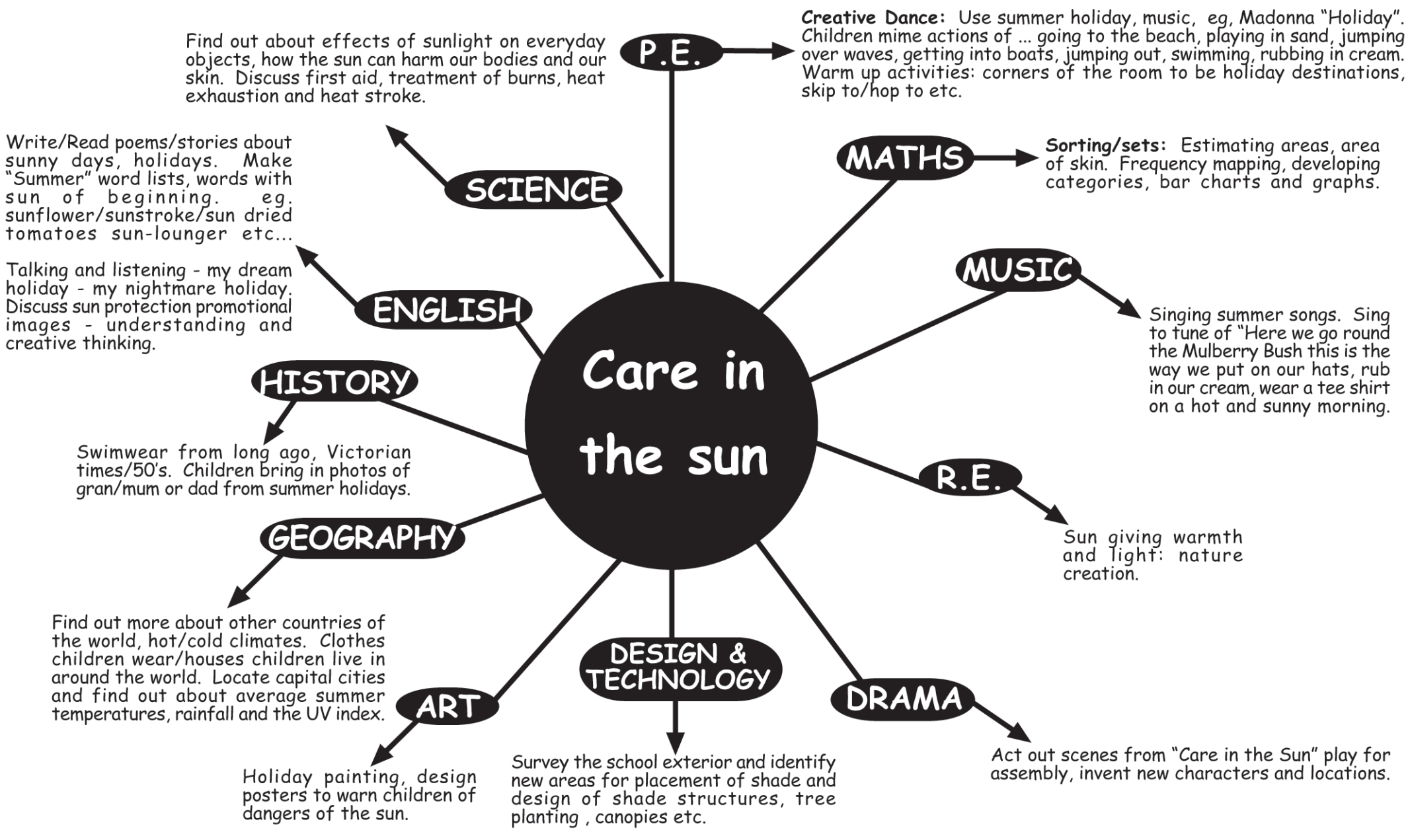
Extensions

Teachers may wish to use countries other than those chosen in the supplied play format. It may be preferable to feature a report from a country the children are learning about or perhaps a child from a different ethnic background would enjoy adding details about his / her country.

If the school operates a Care in the Sun policy or practices sun safety you may wish to include these details.

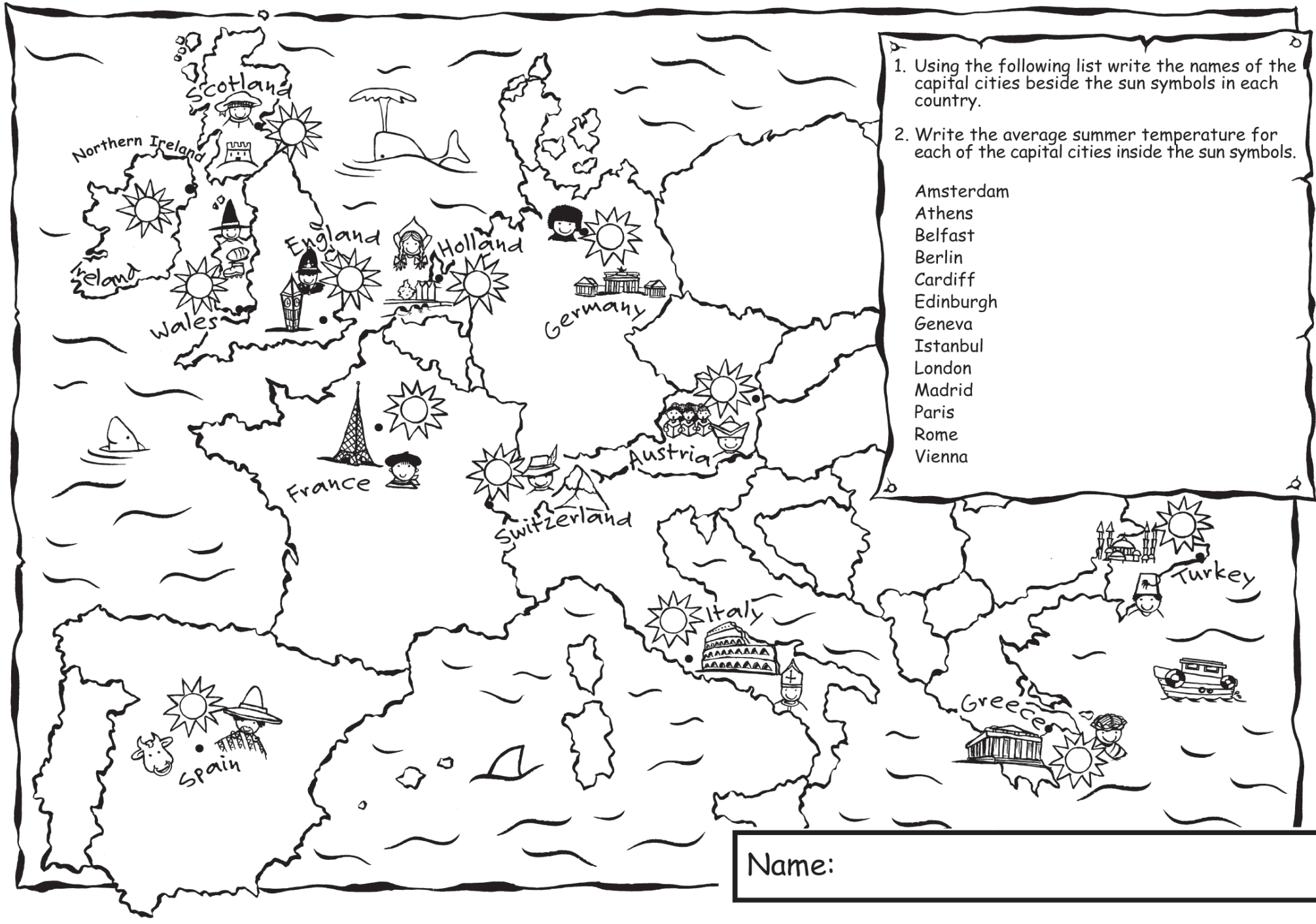


Topic Web - Key Stage 2



KS 2

Worksheet 1 - Living in a hot country



1. Using the following list write the names of the capital cities beside the sun symbols in each country.
2. Write the average summer temperature for each of the capital cities inside the sun symbols.

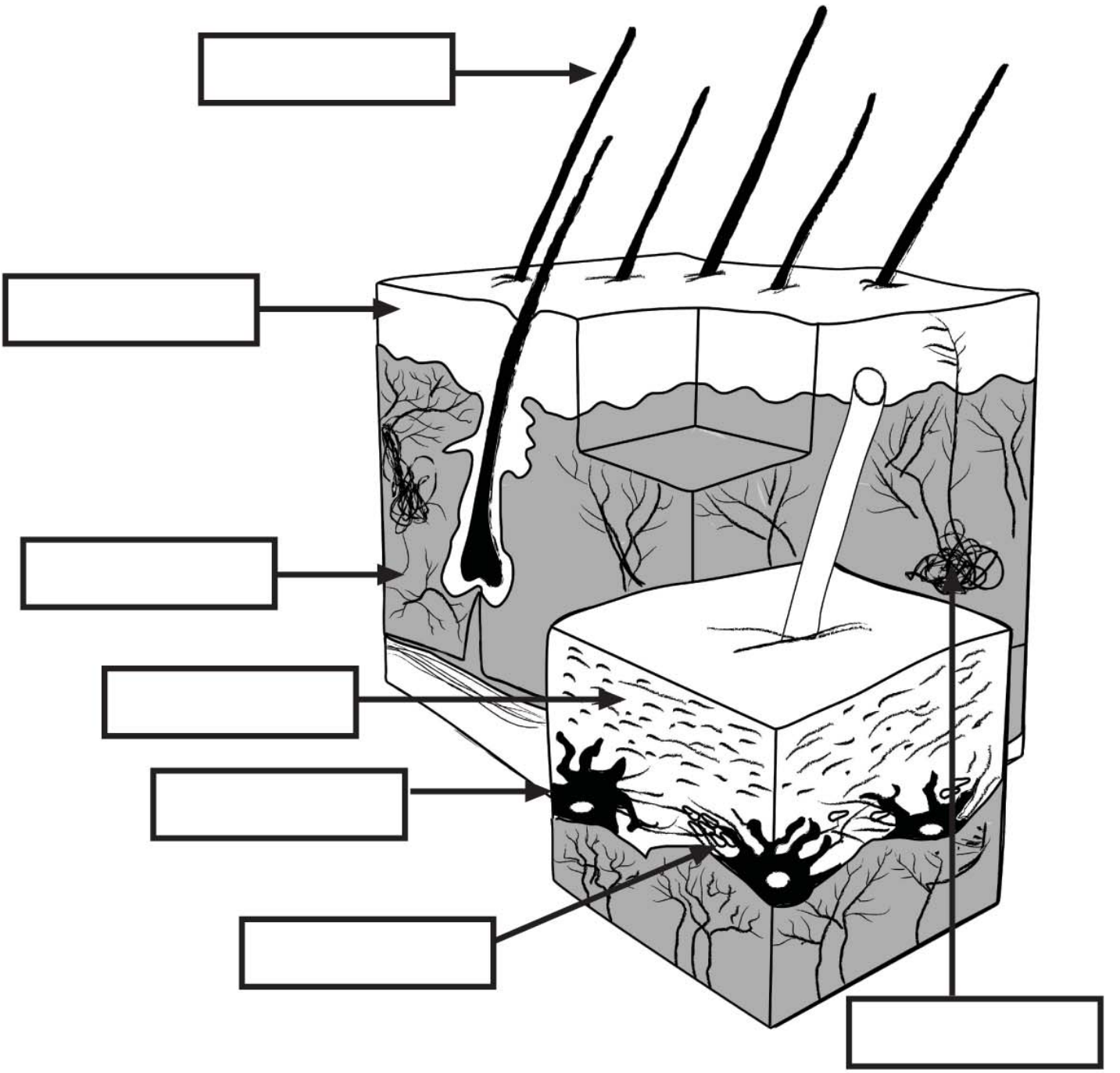
Amsterdam
Athens
Belfast
Berlin
Cardiff
Edinburgh
Geneva
Istanbul
London
Madrid
Paris
Rome
Vienna

Name:

KS 2 Worksheet 2 - The Nature of Skin

Name: _____

Write the correct label name in the space provided.



Hair Epidermis Dermis Epidermis 1mm thick

Melanocyte Basal Cells Sweat Gland