

Sun Safe **Teacher Toolkit.**

**Engage,
Educate,
Empower**

Empowering students to
champion for Sun Safe Schools



*Aboriginal Respect Symbol. Designed by
Marcus Lee Design for Cancer Council NSW.*



**Cancer
Council**

“

Cancer Council acknowledges
Traditional Custodians of Country
throughout NSW and recognises the
continuing connection to lands, waters
and communities. We pay our respect
to Aboriginal and Torres Strait Islander
peoples, cultures and to Elders past,
present and emerging.

”



Aboriginal Headdress Symbol. Designed by
Marion Lee Design for Cancer Council NSW



SUN SAFE TEACHER TOOLKIT.

WHO IS CANCER COUNCIL?

Cancer Council is standing by everyone living with cancer, protecting life's moments, for life. This is only possible thanks to the incredible generosity of our volunteers, supporters and employees. Together, we work across every area of cancer, supporting communities where and when it's most needed. With the help of our supporters, we are leading the way to a cancer free future.

WHAT DO WE KNOW ABOUT SKIN CANCER IN AUSTRALIA?



Australia has the **highest rate** of skin cancer in the world



Every **30 minutes** someone is diagnosed with melanoma



Melanoma is the **most common** cancer in 15 – 24 year olds



Childhood and adolescence are **critical periods** during which over exposure to UV radiation is more likely to contribute to skin cancer later in life.



WHO IS THIS TOOLKIT FOR?

This toolkit is for teachers. It is designed to provide teachers with resources and advice on how best to support their Sun Safe Champions in implementing a Sun Safe Initiative at their school. The teacher toolkit provides guidance on how to support the students in choosing one thing to **engage, educate, and empower** the school community to make impactful and lasting changes to sun safe practices.



HOW TO USE THIS TOOLKIT

Teachers use this toolkit to support students in building knowledge and understanding around why sun safety is important and how students and secondary schools are in a unique position to help promote positive sun safe practices. This toolkit also provides key information around choosing the right Sun Safe Initiative and key drivers for a successful and sustainable initiative.

YOU AND YOUR SCHOOL.

THE ROLE OF SECONDARY SCHOOLS

Teachers and school staff who complete playground duty, move between classrooms and conduct learning experiences or lessons outside should take the same sun protective measure as other outdoor workers. Outdoor workers are at greater risk than indoor workers, because they're exposed to between 5 to 10 times more UV radiation from the sun. Almost all skin cancers are caused by UV radiation, so are highly preventable. The evidence is clear, outdoor workers need to use sun protection every day.

Secondary schools can play a leading role in sun protection for staff and students by:

- Building on the positive sun protection behaviours and attitudes learnt through early years education.
- Protecting students when the UV level reaches 3 or above.
- Influencing sun protection attitudes and behaviours through education and role modelling.

What can you do to help your Champions?

You can support your Champions in choosing their one thing. One Sun Safe Initiative can make a huge difference in sun protection awareness and action in your school community.

Research has shown that adolescents are more likely to adopt healthy behaviours if their peers do. Your role is to support the students to own this initiative and involve their peers where they can.

BUILDING STUDENT'S CAPABILITIES

We know that by taking action, your Champions can make a positive impact on the school community's **health and wellbeing**. Taking on this initiative means the Champions are also building essential skills that are aligned to the NSW and Australian Curricula - for links to the NSW and Australian Curricula, see [Resources for Teachers](#).

Key outcomes and capabilities of this initiative for students:



**Personal
Development**



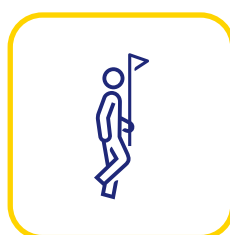
**Team
Building**



**Positive Community
Impact**



**Skills for
the Future**



Leadership



Critical Thinking

YOU AND YOUR SCHOOL.

SUPPORTING STUDENTS ON THEIR SUN SAFE CHAMPION JOURNEY

Your support is critical for the success and sustainability of the Champion's Sun Safe Initiative. Your role is to work in co-agency with the students and support them to make informed decisions. It's important that the initiative is student driven and directed, with shared decisions involving key staff and the wider community. The Champions will need your support to stay on track. You can provide insights into school resources, policies and practices.

Working in co-agency with students:

- Recognising the interrelationships between parents/carers, peers, teachers, and the wider community.
- Co-agency fosters students' development and wellbeing.
- Teachers play a vital role in enabling a collaborative ecosystem for learning.
- Co-agency requires active student participation, open discussions and problem-solving in peer interactions.

Here are the steps the Champions will action to implement a successful and sustainable Sun Safe Initiative.



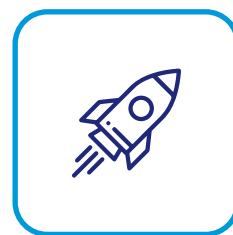
1

Understand why sun safety is relevant to you and your school community and how you can make a difference.



2

Follow this toolkit to choose the one thing your school can do that will have the greatest chance of success.



3

Follow the Initiative Guides to implement your one thing and **engage, educate** and **empower** your community to make lasting change.



TIP:

Key teacher support:

- Providing input regarding the school environment in the **Let's Reflect** section of the **Student toolkit**, on pages 3-5.
- Co-developing the Pitch to school leadership to attain leadership buy-in.
- Providing key information for the students to connect the initiative to current school policy and practices.

YOU AND YOUR SCHOOL.

TEACHER SUN SAFE INITIATIVES

Sun Safe Initiatives that teachers can implement concurrently to reinforce sun safe practices at the school.

Initiative	Overview
Incorporate sun safety into the curriculum: <ul style="list-style-type: none">• Science• PDHPE	<p>Consult with PDHPE and Science Head teachers to discuss implementing the Cancer Institute NSW's Sun and UV at School teaching resources into their teaching and learning programs. These evidence-based resources have been strategically developed in consultation with the NSW Department of Education and other education and health sector representatives. They offer teachers a set of flexible classroom materials that align with the outcomes, objectives, skills, and content of both the NSW PDHPE and Science syllabuses for years K to 10. These resources are also linked to the Australian Curriculum, where relevant.</p> <p>The resources are a value-packed collection of ready-to-use materials, designed to allow maximum flexibility to fit different teaching styles, student needs and learning environments. They include complete units of work, individual lessons, animations, infographics, links to data repositories, grab-and-go activities, and more.</p> <p>Link to Sun and UV at School Teaching Resources</p>
Establish sun safe guidelines for outdoor activities and events	<p>Create a set of Sun Safe guidelines for outdoor activities and events.</p> <p>This could be a checklist that teachers use when organising outdoor activities and events. See the resources below to aid the design and implementation of the guidelines.</p> <ul style="list-style-type: none">• CCNSW Secondary Schools and Sun Protection• Understand different sun protection strategies, such as wearing protective clothing, applying sunscreen, seeking shade, and staying hydrated.• NSW DoE Sun Safety for students Action Plan and Sun Safety checklist link.• Refer to the Resources for Teachers for an example of Sun Safe guidelines and Sun Safe Checklist.



TIP:

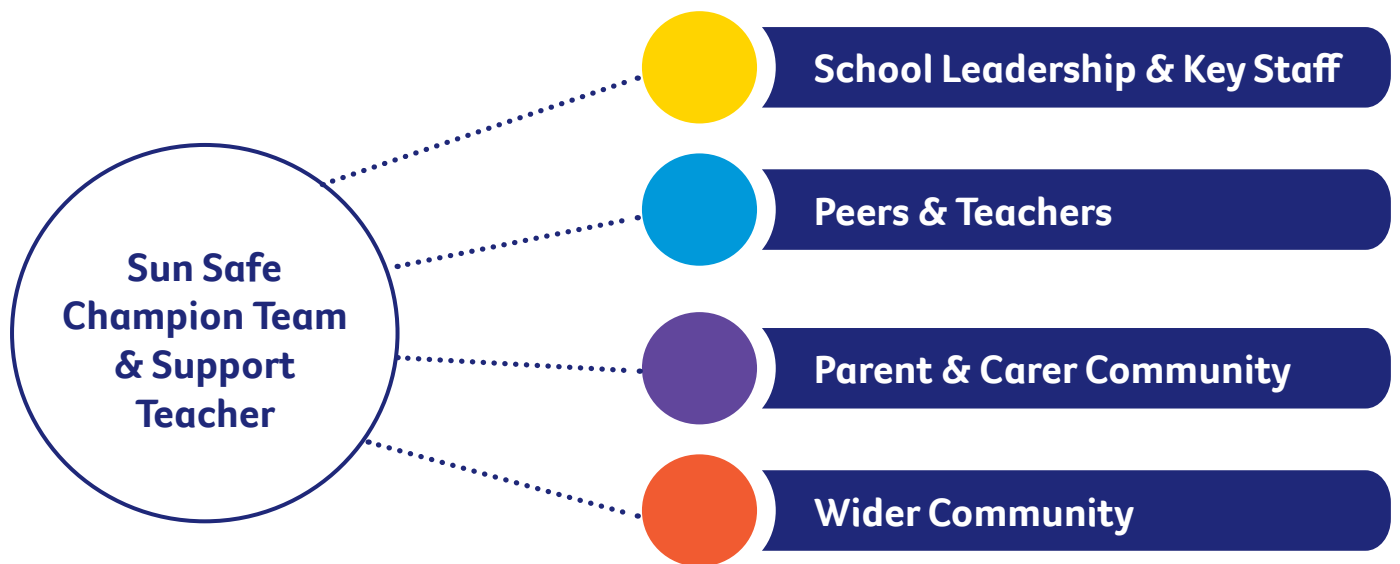
See the Cancer Council web page for the Sun Safe Student Initiatives and accompanying resources.

CREATING COMMUNITIES THAT CARE.

Your Champions have a collaborative ecosystem where they can seek guidance and support. Please assist them in tapping into this community to create a supportive and encouraging environment.

They will need assistance in connecting with key staff that can help with resources and understanding school policies and guidelines to ensure their initiative links with existing school practices.

They will also need assistance connecting with student councils or groups to join forces, the parent and carer community for fundraising support, and the wider community to provide aid or sponsorship to help their initiative along.



LEADERSHIP BUY-IN

Leadership buy-in is a crucial step for the Champions' initiative. Please support them in getting the support and resources they need for a successful and sustainable initiative. The **Student toolkit** outlines key factors in attaining leadership buy-in and the [Resources for Students](#) section includes a Pitch Plan. Here are some additional suggestions for leadership buy-in:

- Aligning the Champion's initiative to current school policies.
- Aligning the Champion's initiative to current school practices.
- Aligning the Champion's initiative to current school frameworks.
- Aligning the Champion's initiative to other Syllabuses such as Stage 4 and 5 English or Visual Arts.

SUPPORT AND GUIDANCE.

CANCER COUNCIL NSW IS HERE TO HELP IN ANY WAY!

The **Student toolkit** and Initiative Guides are designed to support the Champions with the resources and tools they need to implement one thing they can do to improve sun safe practices at the school.

The Initiative Guides make suggestions as to how the Champions could extend their initiative if the school would like to see greater changes in sun safe practices.

The Initiative Guides also provide advice and top tips along the way to combat any challenges the Champions may face.

If at anytime you need further guidance or support, please reach out to the team at:

✉ sunsmart@nswcc.org.au

☎ (02) 9334 1761

PROTECT YOURSELF IN FIVE WAYS FROM SKIN CANCER



SLIP



SLOP



SLAP



SEEK



SLIDE

We're here for impactful prevention, early intervention and changing outcomes.

If you need to talk about cancer, call Cancer Council on 13 11 20 for Information and Support.

LINKS TO NSW EDUCATION STANDARDS AUTHORITY PDHPE SYLLABUS:

PDHPE Stage 4	PDHPE Stage 5	Integrating ICT
<p>Objectives</p> <ul style="list-style-type: none"> • PD4-7: investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities. • PD4-9: demonstrates self management skills to effectively manage complex situations. • PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. 	<p>Objectives</p> <ul style="list-style-type: none"> • PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities. • PD5-9: assesses and applies self management skills to effectively manage complex situations. • PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts. 	<p>NSW syllabuses provide opportunities for students to:</p> <ul style="list-style-type: none"> • Gather and process information from a variety of sources and identify new paths for inquiry. • Generate ideas, plans and processes to create solutions. • Represent and model ideas, information and thinking in a variety of ways. • Use a range of tools effectively and appropriately to investigate, make decisions and solve problems. • Develop confidence in the use of ICT. • Take ownership of student learning.

LINKS TO NSW EDUCATION STANDARDS AUTHORITY FRAMEWORKS:

Student Voice Framework	Integrating ICT
<ul style="list-style-type: none">• Student Voice: Students and teachers design solutions together; builds connections and belongings; creates a positive environment and culture; develops personal and social capabilities; increases engagement in learning.• Influence in our schools is student voice informing school planning and decisions.• Influence in our community is student voice shaping their local communities and future lives.	<p>NSW syllabuses provide opportunities for students to:</p> <ul style="list-style-type: none">• Gather and process information from a variety of sources and identify new paths for inquiry.• Generate ideas, plans and processes to create solutions.• Represent and model ideas, information and thinking in a variety of ways.• Use a range of tools effectively and appropriately to investigate, make decisions and solve problems.• Develop confidence in the use of ICT.• Take ownership of student learning.

AUSTRALIAN CURRICULUM AUTHORITY - GENERAL CAPABILITIES:

Personal and Social Capabilities	Critical and Creative Thinking	Integrating ICT
<p>Self-management:</p> <ul style="list-style-type: none"> • Develop self-discipline and set goals. • Work independently and show initiative. • Become confident, resilient and adaptable. <p>Social awareness:</p> <ul style="list-style-type: none"> • Appreciate diverse perspectives. • Contribute to civil society and understand relationships. <p>Social management:</p> <ul style="list-style-type: none"> • Communicate effectively. • Work collaboratively. • Make decisions. • Negotiate and resolve conflict. • Develop leadership skills. 	<p>Inquiring – identifying, exploring and organising information and ideas:</p> <ul style="list-style-type: none"> • Pose questions. • Identify and clarify information and ideas. • Organise and process information. <p>Generating ideas, possibilities and actions:</p> <ul style="list-style-type: none"> • Imagine possibilities and connect ideas. • Consider alternatives. • Seek solutions and put ideas into action. <p>Analysing, synthesising and evaluating reasoning and procedures:</p> <ul style="list-style-type: none"> • Apply logic and reasoning. • Draw conclusions and design a course of action. • Evaluate procedures and outcomes. 	<p>Investigating with ICT:</p> <ul style="list-style-type: none"> • Define and plan information searches. • Locate, generate and access data and information. • Select and evaluate data and information. <p>Creating with ICT:</p> <ul style="list-style-type: none"> • Generate ideas, plans and processes. • Generate solutions to challenges and learning area tasks. <p>Communicating with ICT:</p> <ul style="list-style-type: none"> • Collaborate, share and exchange. • Understand computer mediated communications.