

Concept 5: Taking positive action to reduce risk: Promoting and actioning effective sun protection strategies.

LEARNING INTENTIONS

Students will:

- understand why sun safety is important and learn how to take effective sun protection actions e.g., hat wearing, accessing daily UV levels
- know that the skin needs protection and that the best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide
- understand, explore, practise, rehearse and adopt positive personal health practices related to sun protection
- experience, participate and practise a variety of health, safety and wellbeing actions related to sun protection
- explore what actions promote sun health, sun safety and wellbeing.

OVERVIEW

Lesson 1: Slip, Slop, Slap, Seek and Slide Campaigns

Lesson 2: SunSmart Mobile

Activity sheet: SunSmart Mobile Blank Template

Activity sheet: SunSmart Colouring in Template

Lesson 3: Five Senses Sunscreen

Activity sheet: Five Senses Sunscreen

Resource sheet: How Sunscreen Works

Lesson 4: Design a SunSmart Sunscreen Station

Lesson 5: Sun Catcher

Activity sheet: Sun Catcher Template

Resource sheet: Sun Catcher (Game instructions)

Lesson 6: Unfinished SunSmart Sentences

Lesson 7: School Shade Audit

Lesson 8: SunSmart Hopscotch

Lesson 9: Heat and UV Connect 4

USEFUL LINKS

- [Slip! Slop! Slap! – The Original Sid the Seagull video](#)
- [Slip, Slop, Slap, Seek and Slide – SunSmart Sid the Seagull video](#)
- [When the UV hits 3 or above you need to be SunSmart](#)
- [You've Gotta Be SunSmart – Jay Laga'aia](#)
- [How to make your own SunSmart sunscreen station](#)
- [Sunscreen FAQs](#)
- [Sun Aware Camp Program's Sun Safety Sing-along](#)
- [Correct sunscreen application poster](#)

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 1: Slip, Slop, Slap, Seek and Slide Campaigns

Background

SunSmart TV advertisements were first shown in the 1980s and they have evolved over the years, but the SunSmart message has always been mostly the same, protect your skin with the Slip, Slop, Slap, (and now) Seek and Slide messages. The adverts and songs used in this lesson are also great for a class assembly item and sharing the SunSmart message.



Key messages

- There are five ways to protect your skin from UV radiation from the sun - Slip, Slop, Slap, Seek and Slide.
- There are some myths and misconceptions around sun protection, and ongoing education is important in prevention of skin damage. Skin cancer is preventable!
- It is UV radiation that causes sunburn and skin damage, not heat or temperature.

Resources

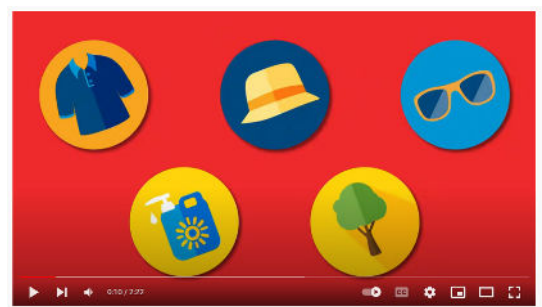
- [Slip! Slop! Slap! – The Original Sid the Seagull Video](#) 1980 – Cancer Council Victoria
- [Slip, Slop, Slap, Seek and Slide – SunSmart Side the Seagull video](#) 2012 – SunSmart Victoria
- [When the UV hits 3 or above you need to be SunSmart](#) 2022 – Cancer Council Australia
- [You've Gotta Be SunSmart – Jay Laga'aia](#)
- [Dance Along with Sid – You've Gotta be SunSmart](#)

Instructions

1. Discuss with students that purpose of the lesson is to examine and analyse 3 different SunSmart campaigns.
2. Write down questions on the board to assist with discussion and analyse. What are the key messages? Who is the target audience? How do you know this? What did you learn from the advert?
3. Play one advert at a time all the way through without interruption. Replay advert and discuss questions.
4. Repeat for each advert. Compare and discuss differences and similarities.
5. Listen and sing You've Gotta Be SunSmart by Jag Laga'aia, or dance along with Sid to You've Gotta be SunSmart.

Key questions

- What strategies and behaviours can promote health in relation to sun and UV exposure?
- Do you think the adverts are effective in spreading the sun safe message? Why? or Why not?
- What message does each advert portray?
- What did you learn from each advert?
- How can you keep yourself sun safe? Is a cap a SunSmart hat? Why? or Why not?
- Why do we still need sun safety messages?



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SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 2: SunSmart Mobile

Background

Students create and display a SunSmart mobile that promotes the use of sun protection strategies, namely sunscreen, broad-brimmed hat, long sleeve shirt, sunglasses and seeking shade. The SunSmart mobile is a colourful and fun activity for students to consolidate and reinforce their understanding of the sun protection measures. It provides as visual reminder of the Slip, Slop, Slap, Seek and Slide message when hanging up in the classroom or at home. To make a SunSmart mobile, students may use the oval template to draw the five sun protection measures or alternatively, use the images provided and colour them in.

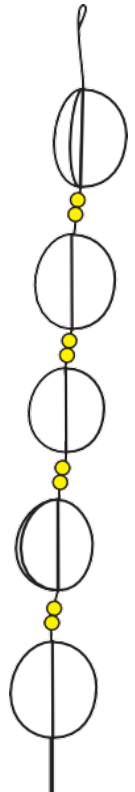
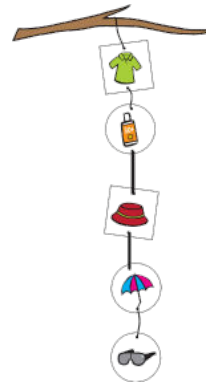


Key messages

- There are five ways to protect your skin from the UV rays from the sun. Slip on a shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- The sun produces 3 things, light that we can see, heat that we can feel and UV radiation that we cannot see or feel. It is invisible.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- UV and heat are not the same thing. We do not only need to use sun protection when it is hot. The UV Index can be 3 or above when it is cool and cloudy too.

Resources

- Paper or card for extra strength
- Coloured pencils or crayons
- Beads
- String, ribbon, or twine
- Twig/sticks or coat hanger
- Stapler or sticky tape
- Resource sheet: SunSmart Mobile Templates (two pages)



Instructions

1. Watch and listen to the song, [You've Gotta Be SunSmart – Jay Laga'aia](#) to revise the 5 SunSmart strategies.
2. If you are using the SunSmart icons, make copies for each student and then follow instructions 5 to 7.
3. If you are using the blank mobile template, distribute copies for each student.
4. On the blank template, students draw and colour each of the sun protection strategies, such as sunscreen, broad-brimmed hat, long sleeve shirt, sunglasses and seeking shade. On the other template, write the words Slip, Slop, Slap, Seek and Slide.
5. Carefully cut out oval shapes along the dotted line.
6. Prepare different lengths of string and attach SunSmart images to the string using sticky tape or stapler. If you are adding beads, slide these on and tie a knot to hold them in place if needed.
7. Tie strings to a stick or coat hanger, balancing them evenly.

Variations

- If magazines are available, students cut out SunSmart pictures to glue onto the blank mobile template. Students must include the images of the 5 sun protection strategies, Slip, Slop, Slap, Seek and Slide.

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SLIP



SLOP



SLAP



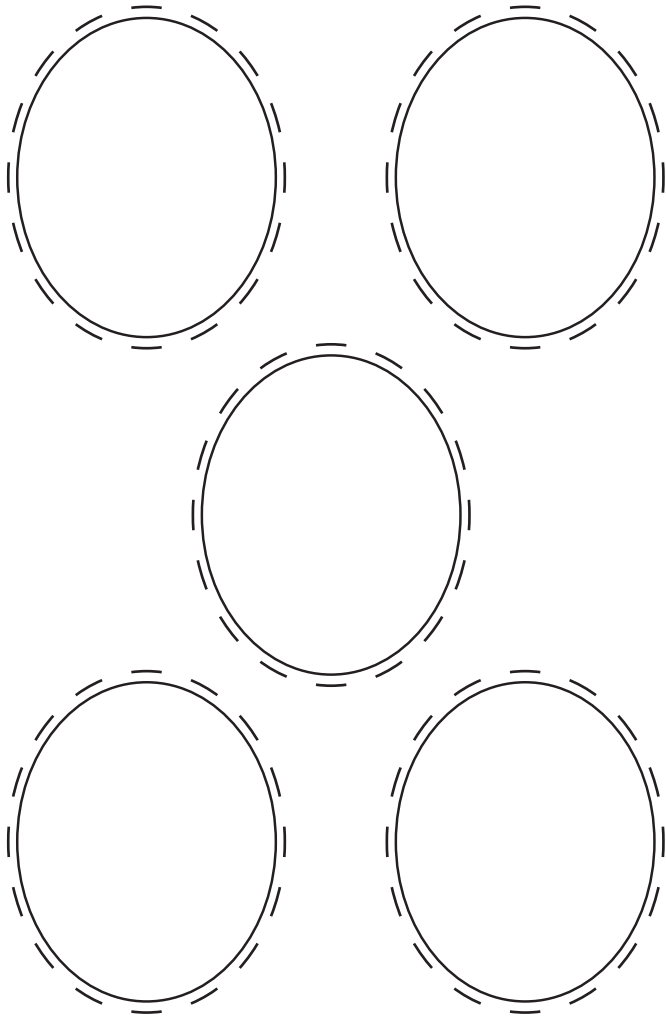
SEEK



SLIDE

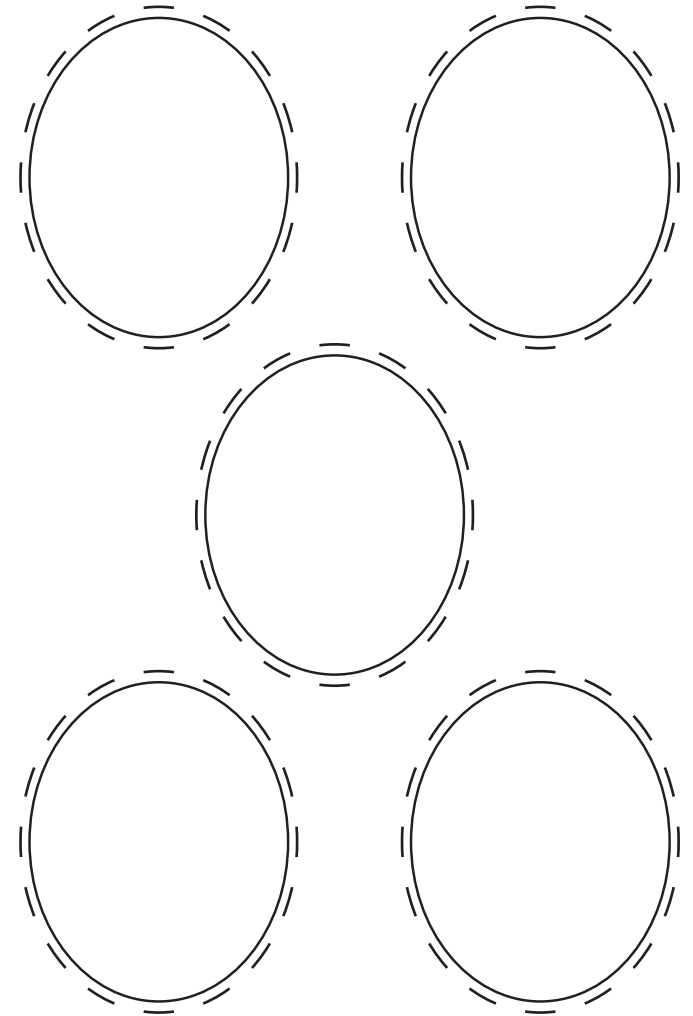
SunSmart Mobile Blank Template

Template 1: Blank template



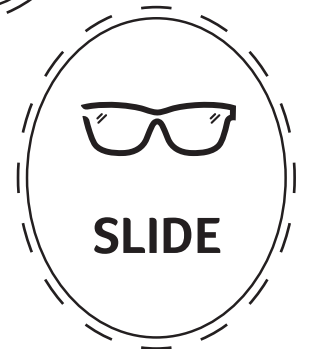
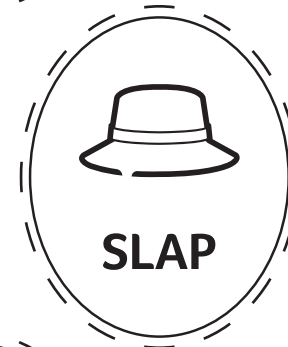
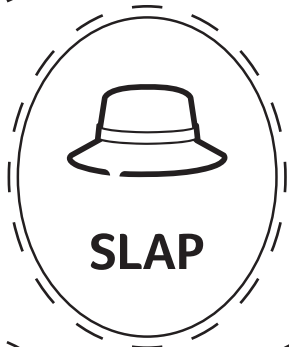
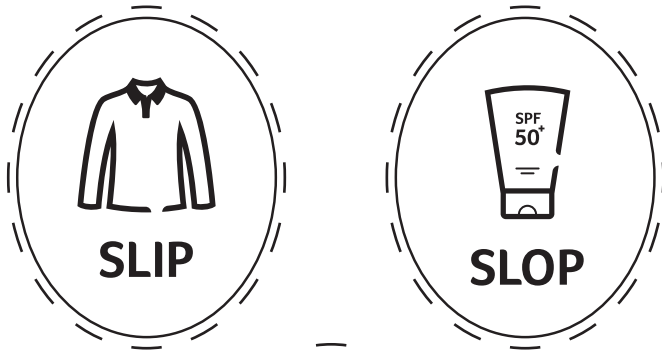
Instructions:

Draw and colour each of the sun protection strategies in 5 of the oval shapes. Write Slip, Slop, Slap, Seek and Slide on the other 5 ovals shapes. Cut along the dotted lines.



SunSmart Mobile Colouring in Template

Template 2: Sunsmart Icons template



Instructions:

Colour in each of the sun protection strategies.
Cut along the dotted lines.

Lesson 3: Five Senses Sunscreen

Background

The Five Senses Sunscreen activity involves exploring sunscreen using the five senses (excluding taste!). The activity aims to familiarise students with sunscreen, and is designed to analyse sunscreen, discuss what it feels, smells, looks and sounds like. Students record one or more adjectives that describes sunscreen on the template provided. It is recommended that parents/ carers are informed of the activity in case of student sunscreen reactions. Students can provide their own sunscreen if required.

Key messages

- Sunscreen reduces the risk of skin cancer, sunburn, and the ageing effects of UV radiation from the sun.
- Broad spectrum sunscreen protects the skin from both UVA and UVB radiation.
- It is recommended that sunscreen is applied 20 minutes before going into the sun. This allows the sunscreen time to bond properly to the skin.
- Apply sunscreen generously, layer it and do not rub it in.
- Reapply sunscreen every 2 hours or more often if swimming, sweating, or towelling off.
- SPF stands for Sun Protective Factor. Water-resistant sunscreen SPF50 or SPF50+ is best.
- When the UV Index is 3 or above, sun protection is required.

Resources

- Activity sheet: Five Senses Sunscreen template
- Resource: How Sunscreen Works
- Liquid sunscreen
- Petri dishes or milk bottle tops
- Magnifying glasses
- [Correct sunscreen application poster](#)
- [How to Apply Sunscreen video](#)



Instructions

1. Activate prior knowledge about sunscreen and discuss as a class. Ask key questions.
2. Distribute five senses sunscreen activity sheet and petri dish to each student. Place a small squirt (about 20 cent piece) of sunscreen into each dish.
3. Starting with the sense of smell, students smell the sunscreen and using adjectives, describe what it smells like. Does it smell like perfume or plain?
4. Write one or more adjectives for 'smells like' in the space provided on the activity sheet.
5. Repeat for, looks like and sounds like (not taste).
6. Finish exploring the sunscreen with the sense of touch, what does sunscreen feel like? Students apply the sunscreen from their dish onto their arm. Discuss what it feels like. Is it thick or watery? Does it feel slippery or oily? Encourage students to not rub in the sunscreen, and watch it disappear/become invisible like magic!
7. Wipe hands with a tissue and write adjectives describing how the sunscreen felt.
8. Watch video.
9. Watch the video again and discuss what students learnt from the video.
10. Demonstrate/role model putting on sunscreen, then students practice putting it on themselves. Focus on areas that often get missed, such as the ears and back of the neck.

Key questions

- What do you know about sunscreen?
- Why do we need sunscreen?
- How often should you apply sunscreen?
- How does sunscreen helps us?

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SLIP



SLOP



SLAP



SEEK



SLIDE

Five Senses Sunscreen.

Smells like...

Looks like...

Feels like...

Sounds like...

Tastes like...

**Don't taste -
sunscreen is
not food!**



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SLIP



SLOP



SLAP



SEEK



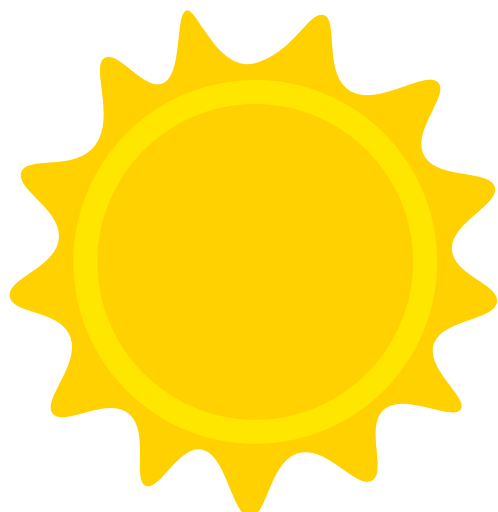
SLIDE



Cancer
Council
WA

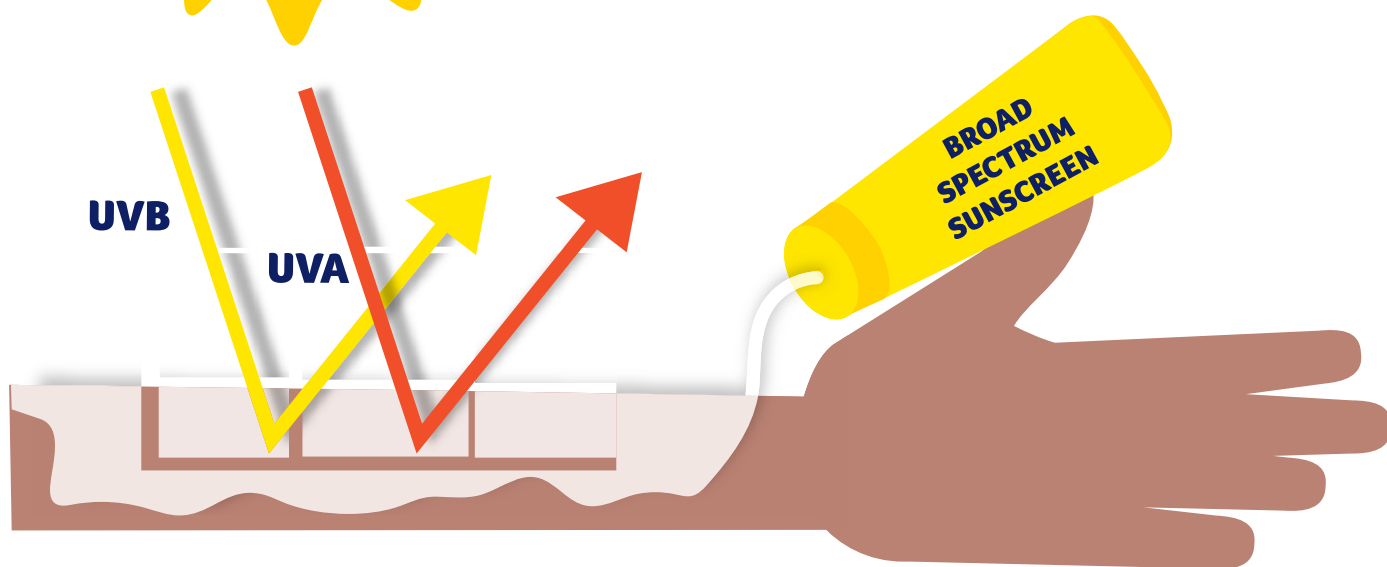
SunSmart

How Sunscreen Works.



WHEN PROTECTING YOUR SKIN, THINK UV NOT HEAT

When applied as directed, SPF50 or SPF50+ sunscreen reflects or filters over 97% of UV radiation.



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE



Cancer
Council
WA

SunSmart

Lesson 4: Design a SunSmart Sunscreen Station

Background

The Design a SunSmart Sunscreen Station activity provides students with the opportunity to develop healthy habits and make healthy lifestyle choices. It encourages students to increase their knowledge of sun protection strategies such as using sunscreen and how to correctly apply it.

Key messages

- Sunscreen reduces the risk of skin cancer, sunburn and premature aging.
- Broad spectrum sunscreen protects the skin from both UVA and UVB rays.
- It is recommended that sunscreen is applied 20 minutes before going into the sun. This allows the sunscreen time to bond properly to the skin.
- Apply sunscreen generously, layer it and do not rub it in.
- Reapply sunscreen every 2 hours or more often if swimming, sweating, or toweling off.
- SPF stands for Sun Protective Factor. Water resistant sunscreen SPF50 or SPF50+ is best.
- When the UV forecast is 3 or above, sun protection is required.



Resources

- Sunscreen
- [Sun Aware Camp Program's Sun Safety Sing-along](#)
- [How to make your own SunSmart sunscreen station](#)
- [Correct sunscreen application poster](#)

Instructions

1. Look closely at a bottle or tube of sunscreen. Expiry date, SPF, broad spectrum etc. Ask key questions and discuss.
2. Watch [Sun Aware Camp Program's Sun Safety Sing-along](#). Discuss sunscreen and how we can incorporate it into our day, both at home and school.
3. Watch [How to make your own SunSmart sunscreen station](#)
4. Watch the video again and this time look for features that make a great sunscreen station.
5. Design and draw a sunscreen station for use at school. Will it be portable or fixed?
6. Share ideas with a partner or small group.
7. Students continue to draw their designs and make any improvements after sharing ideas.
8. Students label their sunscreen station design.

Key questions

- Why is it important that we use sunscreen?
- What does broad spectrum mean?
- What do you think the SPF stands for?
- What features does a great sunscreen station have?
- What sorts of things could we do to remember to apply and reapply sunscreen?

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 5: Sun Catcher

Background

The Sun Catcher activity consolidates and reinforces student's learning around the 5 sun protection strategies, Slip on a long sleeve shirt, Slop on some sunscreen, Slap on a broad-brimmed hat, Seek shade and Slide on some sunglasses. It is a fun and engaging activity that quizzes student SunSmart knowledge. To make a Sun Catcher, students may use the coloured template or create their own using blank paper and following the instructions.

Key messages

- There are five ways to protect your skin from the UV rays from the sun.
- Slip on a shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- The sun produces 3 things, light that we can see, heat that we can feel and UV radiation that we cannot see or feel. It is invisible.
- UV stands for ultraviolet (UV) radiation.
- UV and heat are not the same thing. We do not only need to use sun protection when it is hot. The UV Index can be 3 or above when it is cool and cloudy too.

Resources

- Activity sheet: Sun Catcher Template
- Scissors
- Resource: Sun Catcher (Game instructions)

Instructions

1. If creating your own sun catcher, cut and fold a blank piece of paper and follow instructions. Decide what SunSmart questions you are going to ask and draw a picture to match.
2. If you are using the colourful sun catcher template, distribute copies and instructions to students.
3. Cut out the sun catcher along the dotted line to make a square and place it face down in front of you.
4. Follow steps 1-9 to create the triangular chatterbox that you can place your thumbs and index fingers in all 4 corners.
5. Follow instructions on how to play.

Key questions

- What does UV stand for?
- What are the 5 SunSmart strategies?
- What type of hat is best for sun protection? Why?
- Why is sun protection important?

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SLIP



SLOP



SLAP



SEEK



SLIDE

SUN CATCHER

Are you a SunSmart Superstar?

Test your friend's and family's knowledge of sun safety with this fun sun catcher!

Cut out the printed sun catcher below around the dotted lines and follow the instructions overleaf.

5
Q: What does UV stand for?
A: Ultraviolet radiation

10
Q: What do we 'slap' on?
A: A broad-brimmed hat

1
Q: What do we 'slide' on?
A: Sunglasses

7
Q: What do we 'seek'?
A: Shade

8
Q: What do we 'slap' on?
A: A shirt

6
Q: True or false: a cap is good protection from the sun.
A: False

4
Q: What do we 'slip' on?
A: A shirt

3
Q: What are the five SunSmart S's?
A: SLIP, SLOP, SLAP, SEEK, SLIDE

2
Q: What do we 'slip' on?
A: Sunscreen

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SLIP



SLOP



SLAP



SEEK



SLIDE

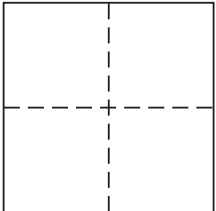
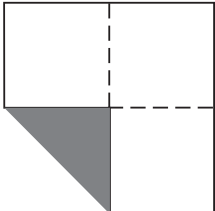
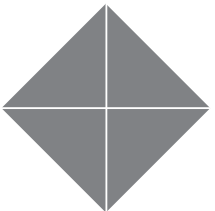
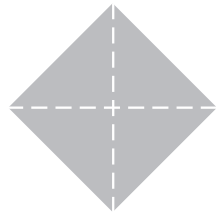

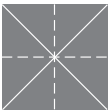
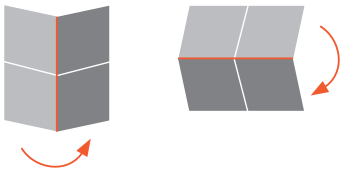
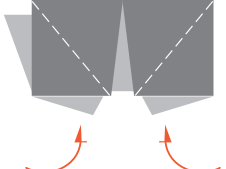



SUN CATCHER

Instructions and how to play:

How to fold your sun catcher

Once you have cut out your sun catcher around the dotted line to make a square, place it face down in front of you and follow the set of instructions from 1 to 9 below.

<p>1. Crease the paper by folding in half vertically and horizontally. Then unfold with the pictures face down.</p>		<p>2. With the pictures face down, fold all 4 corners into the centre of the paper.</p>		<p>3. Your sun catcher should now look like this:</p>	
<p>4. Turn the paper over so the folds you have just made are face down.</p>		<p>5. Fold the corners in again so the points meet in the middle.</p>		<p>6. Your sun catcher should now look like this:</p>	
<p>7. Now fold your paper in half vertically and horizontally.</p>		<p>8. Work your index fingers and thumbs into the 4 corners to form 4 points.</p>		<p>9. Your sun catcher is now finished and should look like this:</p>	

How to play:

1. Find a friend, neighbour, family member or teacher and ask them to pick a number from one of the top flaps.
2. With your thumbs and index fingers in all 4 corners of your sun catcher, move the flaps in and out and from side to side the number of spaces your friend has picked.
3. Stop on the last number and ask your friend to pick one of the 4 SunSmart words that are shown.
4. In the same way as step 2, move the flaps in and out and side to side, spelling each word in the picture. For example, S-U-N-S-C-R-E-E-N = 9 MOVES.
5. Stop on the last letter and ask your friend to pick another picture.
6. Open up the chosen flap and ask the question hidden underneath.
7. If your friend gets it right, they get another turn.

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SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 6: Unfinished SunSmart Sentences

Background

The Unfinished SunSmart Sentences activity is an opportunity for students to apply their SunSmart knowledge. It may be used as a form of assessment to check for understanding on sun protection strategies. The sentences are developed using conjunctions (i.e. and, but, so because), to extend student's thinking. This activity can be completed in workbooks, on whiteboards or on large sentence strips of paper.

Key messages

- There are five ways to protect your skin from the UV rays from the sun.
- Slip on a Shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- UV stands for ultraviolet (UV) radiation. It is invisible, you cannot see or feel it.
- UV and heat are not the same thing. We do not only need to use sun protection when it is hot. The UV Index can be 3 or above when it is cool and cloudy too.

Resources

- Student workbooks, whiteboard or paper
- Examples of unfinished sentences
- [Behind the News Sun Safety Video](#)

Instructions

1. Watch the video and discuss and revise sun protection practices. Use key questions to guide the class discussion.
2. Read unfinished sentences out loud or write them on the board.
3. Alternatively, write the unfinished sentences on strips of paper and distribute them. Students can swap their sentence strip with another student to write more sentences.

Example unfinished sentences

- The maximum UV Index is 5 today, so...
- Today is a cloudy and cool day, but...
- Today is a cloudy and cool day, so...
- Sun protection is needed in winter because...
- The five sun protection strategies are...
- I have a broad-brimmed hat and...
- My school has a lot of trees but...
- Clothing is the best sun protection measure, but...
- The sun produces three things...
- I want to play outside after lunch, so...
- I cannot feel or see UV radiation, but...
- Sunscreen should be applied 20 mins before going outside and...
- If I am going out in the sun, so...
- I will seek shade because...
- A cap is not the best hat for sun protection so...
- A cap is not the best hat for sun protection because...

Key questions

- Why do we need sun protection?
- What does it mean to Slip, Slop, Slap, Seek and Slide? Can you give an example?
- What is the best way we can protect our skin?

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SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 7: School Shade Audit

Background

The School Shade Audit activity is a great way for students (and staff) to recognise the shady areas located in commonly used areas at your school, such as where students eat their lunch. The activity is designed to shift healthy lifestyle choices/behaviours and encourage students to seek shaded areas for outdoor activities and eating areas. It reinforces the SunSmart message that seeking shade is one of the five important strategies of preventing skin damage from UV radiation.

Key messages

- Seeking shade is important when it comes to protecting our skin from UV.
- Best sun protection practices are using a combination of Slip, Slop, Slap, Seek and Slide.
- Slip on a shirt: long sleeves, long shorts, collar or high neckline, close weave fabric and loose fitting.
- Slop on some sunscreen: SPF50 or SPF50+, broad-spectrum water-resistant and a valid expiry date. 1 teaspoon per limb, apply to clean, dry skin 20 mins before going outdoors and reapply every 2 hours or more if sweating, towel drying or swimming. Do not rub in, instead layer it on!
- Slap on a hat: a broad-brimmed, bucket or legionnaire style hat that covers the face, neck, ears, and head. Caps are not SunSmart!
- Seek shade: whenever possible, make use of natural or built shade. Bring your own portable shade such as umbrellas, tents, or marquees.
- Slide on some sunglasses: close fitting, wrap around style offer the best protection. Hats also provide protection to the eyes.

Resources

- Clipboards or something for students to lean on
- Map of the school grounds
- Coloured pencils
- Cone or marker

Instructions

1. Display or distribute a map of the school grounds. Google Maps may assist.
2. In pairs, students survey the school at three different times of the day to identify where and when different areas are in full sun or in the shade or protected from the sun. Place a cone in that spot and return to check this throughout the day.
3. Ask students to search for shady places to play outdoors, for example, under verandahs, trees, shade sails and large umbrellas.
4. Students identify areas of full sun exposure, partial shade and full shade and record on their map using different colours for the times of the day
5. Students display their findings using a legend to assist in interpretation.
6. Students explore practices that they can adopt/implement in the school setting to improve health and wellbeing of the class and reduce the sun exposure and UV risk.

Key questions

- How do shady places feel?
- Where are the best shady places to sit and play at your school?
- Which areas need improving? Why?
- Where do you like to sit to eat?
- How can we improve shade at our school?
- Why is it important to protect ourselves from the sun?
- Does the sun move at different times of the day?

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SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 8: SunSmart Hopscotch

Background

SunSmart Hopscotch is a great way to reinforce and practice SunSmart behaviours by getting outdoors and active while building on the knowledge and skills around the five sun protection measures: Slip, Slop, Slap, Seek and Slide.

Key messages

- There are five ways to protect your skin from the UV rays from the sun. Slip on a shirt, Slop on sunscreen, Slap on a hat, Seek shade and Slide on sunglasses.
- The sun produces 3 things, light that we can see, heat that we can feel and UV radiation that we cannot see or feel. It is invisible.
- Skin damage is caused by ultraviolet (UV) radiation, not temperature. A cool or overcast day can have similar UV levels to a warm, sunny day.
- UV and heat are not the same thing. We do not only need to use sun protection when it is hot. The UV Index can be 3 or above when it is cool and cloudy too.

Resources

- Chalk
- Marker, token or small stone

Instructions

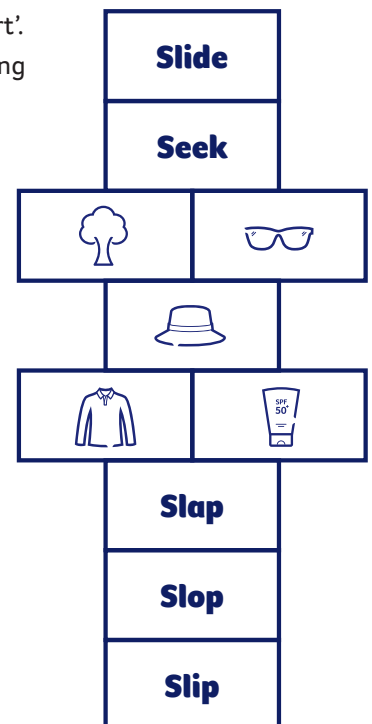
1. Prepare to go outdoors, what do you need to do? Hats, sunscreen, etc.
2. Choose a shady, hard surfaced space outdoors, such as under a veranda, trees near quadrangle or netball court.
3. Using the chalk, draw a hopscotch grid.
4. Ask students to fill in numbers 1-5 or the words Slip, Slop, Slap, Seek and Slide, and/or images of each of the five sun protection measures.
5. Students play hopscotch as normal; the student tosses the stone into the first square, making sure the stone lands within the square. Then, the student hops through the squares skipping the square with the stone in it.

Variation

1. As the students hop on the squares, students expand and consolidate understanding.
2. If the student lands on a word, the student completes the sentence stem, e.g., 'Slip on a shirt'.
3. If the student lands on an image, call out the names of the items or whether it is representing Slip, Slop, Slap, Seek and Slide.
4. Students mime the appropriate action associated with the image.
5. As the students hop on the squares, students pronounce word in a different language.

Key questions

- Why is it important to find a shady place to play?
- What are the five SunSmart strategies to protect our skin?
- Why do we need to be SunSmart?
- What types of hats are best for sun protection?
- Describe a SunSmart shirt.



Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

Lesson 9: Heat and UV Connect 4

Background

The aim of the game is to take bean bags one at a time and try and connect 4 in a row, such as four 'heat' or four 'UV'. The purpose of the Heat and UV Connect 4 game is to consolidate learning about UV radiation and the difference between heat and UV.

Key messages

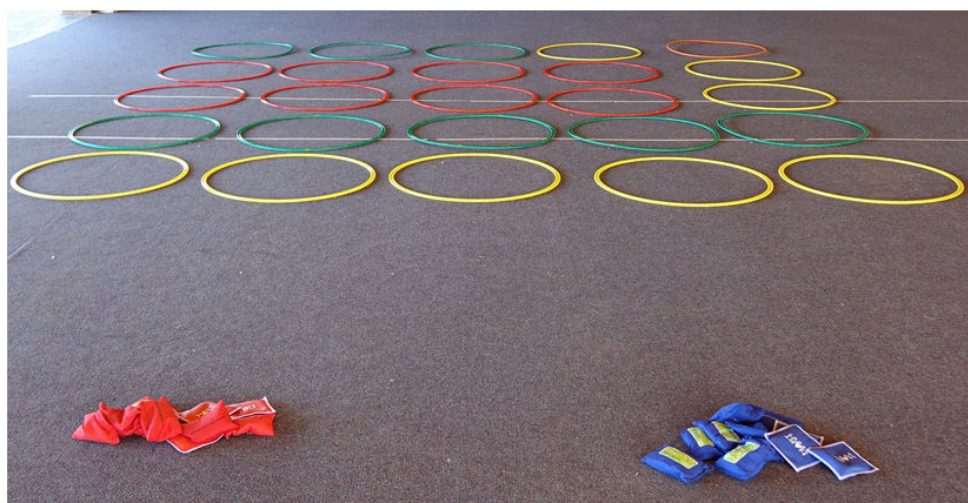
- UV radiation is invisible, you cannot see it or feel it.
- UV and heat are not the same thing. We do not only need to use sun protection when it is hot. The UV Index can be 3 or above when it is cool and cloudy too.
- When UV levels are at their peak, minimise time outdoors during these times.
- When the UV Index is 3 or above, sun protection is required.

Resources

- Hoops
- Red bean bags (heat)
- Blue/purple bean bags (UV radiation)
- YouTube video demonstration- [Connect Four PE Relay](#)

Instructions

1. Set up hoops laid out in a grid pattern and two buckets, one with red and blue/purple bean bags.
2. Divide class into two teams. Team 1: Heat (utilising red bean bags) and Team 2: UV Radiation (utilising blue/purple bean bags).
3. In pairs, team members run with a bean bag (one at a time) and place it in a hoop.
4. Discuss strategies.



Key questions

- What does the sun produce?
- What is UV radiation?
- How do we know that UV radiation is there?
- What is the difference between heat and UV?
- What are some strategies we can use to protect ourselves from UV?

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SLIP



SLOP



SLAP



SEEK



SLIDE