Join the fight against skin cancer

Student Representative Council kit

sunsmart.com.au
Melanoma skin cancer is the most common cancer in Australians aged 12–24 years and Australian adolescents have the highest incidence of melanoma in the world. Adolescence is a particularly critical period when over exposure to ultraviolet (UV) radiation is more likely to contribute to skin cancer later in life. 

Yet skin cancer is one of the most preventable cancers.

Given school hours fall within the high UV periods of the day, secondary schools play an important role to reduce UV exposure among adolescents. Victorian primary schools have successfully achieved this with implementation of the SunSmart Program, reinforcing sensible uniforms, a ‘hats on’ policy, shade, sunscreen provision and education on a healthy UV balance. Secondary schools however, present with more complex, age-specific challenges and, to date, have not been as successful in adopting healthy UV practices. Year 7 students arriving from primary school with well-established sun protection practices can, within a very short space of time, become complacent about looking after their skin. Without the appropriate structures and policies in place, these behaviours, which have been part of their daily life at primary school, are quickly forgotten.

Due to the complexities of the secondary school setting and the challenges of the age group, reinforcing sun protection measures can be problematic, however SunSmart has free secondary school specific support available to assist schools, including:

- curriculum appropriate teaching materials
- sample secondary school UV policies
- newsletters
- resources
- implementation tips and advice.

Join the fight against skin cancer

SunSmart invites Student Representative Councils (SRC) from Victorian secondary schools to join in the fight against skin cancer and devise strategies to ensure the school community achieves a healthy UV balance. This resource will guide your SRC through the steps to consider in the process.

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# Contents

<table>
<thead>
<tr>
<th>Sample meeting agenda 1: Setting the scene - Why SunSmart?</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample meeting agenda 2: Goal setting</td>
<td>9</td>
</tr>
<tr>
<td>Sample meeting agenda 3: Consultation</td>
<td>11</td>
</tr>
<tr>
<td>Sample meeting agenda 4: Sun protection measures</td>
<td>15</td>
</tr>
<tr>
<td>Sample meeting agenda 5: Case studies</td>
<td>17</td>
</tr>
<tr>
<td>Sample meeting agenda 6: Time for action!</td>
<td>20</td>
</tr>
<tr>
<td>Sample meeting agenda 7: Presenting at school assembly</td>
<td>24</td>
</tr>
<tr>
<td>Sample meeting agenda 8: Take your findings and proposal to school council</td>
<td>26</td>
</tr>
<tr>
<td>Sample meeting agenda 9: Celebrate and publicise your achievements</td>
<td>30</td>
</tr>
<tr>
<td>Consider the 5 sun protection measures</td>
<td>33</td>
</tr>
<tr>
<td>Resources</td>
<td>40</td>
</tr>
</tbody>
</table>

Flow chart of the process

1. Setting the scene
2. Goal setting
3. Consultation
4. Sun protection measures
5. Case studies
6. Time for action
7. Presenting at school assembly
8. Taking your proposal to school council
9. Celebrate and publicise your achievements!
Sample meeting agenda 1: Setting the scene – Why SunSmart?

Date: ___________________________________________  Time: ___________________________________________

Attending: ___________________________________________

Apologies: ___________________________________________

Open meeting: Conduct the following introductory activity:

Sit down if …
✓ You have lots of moles, irregular moles or large moles.
✓ You have freckles and burn before tanning.
✓ You have red, blonde or light brown hair and fair skin.
✓ You know you have skin that burns easily.
✓ You or any of your family members have had any form of skin cancer.
✓ You use or have used a solarium.
✓ You were born in Australia.
✓ You can recall getting a dose of sunburn.
✓ You spend part or all of your day outdoors from September to April.
✓ You regularly sun bake during summer.
✓ You don’t check your skin for skin cancer regularly.
✓ You don’t use sun protection.

Discussion
• You will find most people sit down after three of four statements.
• The earlier participants sit down, the higher their level of skin cancer risk.
• Depending on how quickly the group sits down, use it as an opportunity to highlight that most people in Australia have risk factors associated with skin cancer.
Review and discuss some quick facts:

- Australia has one of the highest rates of skin cancer in the world.
- At least two in three Australians will be diagnosed with skin cancer by the age of 70.6
- Over 750,000 Australians are treated for skin cancer each year 7 – over 2,000 people each day.
- Each year, many more people die from skin cancer than from transport accidents in Australia.8
- Four out of five skin cancers can be prevented by minimising exposure to UV radiation, especially by practising sun protection and avoiding sunburn.9
- Melanoma skin cancer is the most common cancer in Australians aged 12–24 years.10
- Adolescent Australians have the highest incidence of melanoma in the world.11
- Adolescence is a particularly critical period during which over exposure to ultraviolet (UV) radiation is more likely to contribute to skin cancer later in life.12
- The good news is that skin cancer is one of the most preventable forms of cancer in Australia.

Think about it!

Research has shown that young people in Australia demonstrate good knowledge about how and why they should protect themselves from the sun. Indeed, over 80% of adolescents know about issues related to skin cancer prevention, frequency of burning and the possibility of burning even on cloudy days. Despite this, Australian adolescents continue to demonstrate the highest risk behaviours in terms of spending long periods of time in the sun, high rates of sunburn and positive views about suntans.13 14 They generally adopt sun protection behaviours less than adults.15 Typically, sun protection behaviour begins to decline in pre-adolescence, reaching its lowest level around 15–17 years of age and then improves only as adolescents move into adulthood.16 17

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9 Legally brown: using ethnographic methods to understand sun protection attitudes and behaviours among young Australians ‘I didn’t mean to get burnt—it just happened!’ Sofia Potente1*, Kay Coppa1, Ainslie Williams2 and Rob Engels2
As a committee, complete the following activity:

<table>
<thead>
<tr>
<th>Key barriers to staff and students using sun protection at our school</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>E.g. I don’t want hat hair.</td>
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<tr>
<td>Peer group/Influence of others</td>
<td>E.g. What will my friends think of me if I use sun protection measures?</td>
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<tr>
<td>Susceptibility/vulnerability to skin cancer</td>
<td>E.g. I’m too young to get skin cancer.</td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Other</td>
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</tbody>
</table>
Think skin cancer is an old person’s disease?

21 year old Nathan Holscher from Torquay, Victoria recounts his experience of a melanoma diagnosis. Watch Nathan’s story here: www.youtube.com/watch?v=UWnamX4LCEA

SunSmart Advocate, Rebecca, tells her melanoma and skin cancer story here: www.youtube.com/watch?v=Th2pvse74ns

As a committee, thinking about the barriers above, complete the following:
Tackling the issue

DEFINE the issue and provide a description of the problem

What is the issue? Who is raising it? Why is it a problem?
VISION: What should it be like? A school where …

Actions:

Think about it!
Find out if your school currently has a SunSmart or UV policy (remember heat and UV are not the same thing!) and obtain a copy for the next meeting.

Investigate: Finding out about the topic
What is our school currently doing about the issue? What has happened at other secondary schools? What are our experiences as members of the school community?

Meeting close: ..................................................

Next meeting: ..................................................
Sample meeting agenda 2: Goal setting

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending:</td>
<td></td>
</tr>
<tr>
<td>Apologies:</td>
<td></td>
</tr>
</tbody>
</table>

**Open meeting:** Conduct the following introductory activity:

Use the table below to set some goals for what you want to achieve:

<table>
<thead>
<tr>
<th>Goal – What big picture goal do we want to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define outcomes – What specific changes do we want to happen?</td>
</tr>
<tr>
<td>Why? – Reasons. Possible arguments. How does this issue affect the students/staff and wider school community?</td>
</tr>
<tr>
<td>To proceed forward with the issue, what are the key questions that need to be asked?</td>
</tr>
<tr>
<td>Audience – Who do we need to involve or convince? Who will benefit and how (particular group, year level, whole school, whole community)?</td>
</tr>
<tr>
<td>Who are the people we could ask for help and advice?</td>
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<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>What has already been tried?</td>
</tr>
</tbody>
</table>

**What are some possible solutions?**

<table>
<thead>
<tr>
<th>Solution A</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Solution B</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Solution C</th>
</tr>
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</table>

**Actions:**

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**Meeting close:**

**Next meeting:**
When you're a representative, you don't just present your own ideas. If you are to represent other students, you need to find out what they think too. You also need to know what you're talking about. This means investigating or finding out about a topic, and finding out what has already been happening.
Extension activity

- Using Survey Monkey, create your own online survey to sample a cross section of students in the school. Find out how many young people in your class:
  a. wear sun protective clothing
  b. wear wide brimmed or bucket hats
  c. apply sunscreen
  d. use sunglasses
  e. do not follow sun protection advice.

- Are there any further sun protection questions you’d like to ask?
- Graph your results – remember to give your graph a title and clearly label both axes.
- From your results, what conclusions can you draw about young people and sun protection behaviours?
- What is currently working?
- How can improvements be made?

* Adapted from SunSmart’s student activity sheets.
Use copies of the feedback sheet below to collect the thoughts, opinions, feelings and attitudes of your peers on the issue. When consulting with the student body, ensure you approach a wide cross selection of students who represent the variety of students in your school community.

Class or year group: ___________________________ Date: ___________________________

**Sun protection issues raised by the SRC:** (I’ll need to report these to the class)

<table>
<thead>
<tr>
<th>Sun protection issues raised by the SRC: (I’ll need to report these to the class)</th>
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<tbody>
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</tbody>
</table>

**Feedback from the class:** (What the class said in response)

<table>
<thead>
<tr>
<th>Feedback from the class: (What the class said in response)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Solutions proposed by SRC:** I need to take these from the SRC to the class for discussion.

<table>
<thead>
<tr>
<th>Solutions proposed by the SRC to these issues: (I’ll need to report these to the class)</th>
</tr>
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<tbody>
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</tbody>
</table>

**Report the SRC responses to the class**

**Take these responses back to the SRC**
Actions:

• Collate findings and discuss at next SRC meeting.

Meeting close:

Next meeting:
Sample meeting agenda 4: Sun protection measures

Date: ---------------------------  Time: --------------------------------------

Attending: -------------------------------

Apologies: ---------------------------------

Open meeting: Spend some time working through the resource sheets located on pages 33–39 and then complete the following table.

<table>
<thead>
<tr>
<th>Sun protection measure</th>
<th>Actions SRC can take</th>
<th>Actions school staff can take</th>
<th>Actions students can take</th>
<th>Actions parents and the wider school community can take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slip on clothing</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Slop on sunscreen</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Slap on a broad brimmed hat</td>
<td></td>
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<tr>
<td>Seek shade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun protection measure</td>
<td>Actions SRC can take</td>
<td>Actions school staff can take</td>
<td>Actions students can take</td>
<td>Actions parents and the wider school community can take</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-----------------------------</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>Slide on sunglasses</td>
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<tr>
<td>Role modelling</td>
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<tr>
<td>Curriculum</td>
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<tr>
<td>Professional development/ presentations/ training session</td>
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</tbody>
</table>

**Actions:**

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**Meeting close:**

*Next meeting:*
Sample meeting agenda 5: Case studies

Open meeting: Read through and discuss the following case studies:

Case study – Castlemaine Secondary College

Castlemaine Secondary College is a regional, government secondary college of 830 students, who are educated across two campuses (Junior – Years 7, 8 and 9 and Senior – Years 10, 11 and 12). The school is located within Castlemaine, a regional town of 8,000 people, located 120 kilometres north-west of Melbourne.

Sun protection at Castlemaine Secondary College

Castlemaine Secondary College School Nurse Tara Gilbee noticed an interesting phenomenon at the start of each school year. New Year 7 students arriving fresh from primary school with well-established sun protection practices were, within a very short space of time, becoming complacent about looking after their skin. Tara realised that without the appropriate structures and policies in place, these behaviours which had been inherent to their daily life at primary school, were quickly forgotten.

In an effort to harness the enthusiasm of these Year 7 students, Castlemaine Secondary College took steps to change the culture of their school and make sun protection practices the norm for all year levels. Their approach recognised the unique barriers that exist in the secondary school setting and worked within those to make sun protection easy, without sacrificing student’s individuality and need to fit in with their social group.
Castlemaine's top tips to being SunSmart:

- A SunSmart staff presentation highlighted to staff their personal workplace health and safety issues and their student duty of care requirements. The session proved crucial in getting staff on board with the message and identified ways in which staff could address the topic of sun protection in both curricular and extra-curricular activities.

- A student competition invited students to design a new school hat, giving students a sense of ownership over the final product.

- Upon approaching the local Castlemaine Lions Club, the school was able to secure support to pay for each student’s first school hat.

- The school developed a SunSmart policy which emphasised a balanced approach to UV and was promoted to the wider school community via the school website.

- The school website displayed the free SunSmart UV widget to let staff, students and parents know the times of day when sun protection is required.

- Prior to the school's planned building works, a free SunSmart shade audit was conducted to explore all possible solutions for reducing UV exposure and ensuring that shade (both built and natural) was considered at the early planning stages.

- Led by the School Nurse, students were surveyed about the school’s existing shade to identify ways in which the school could utilise the shade better and in this case with building already planned, identified opportunities for new shade.

Castlemaine Secondary College School Nurse Tara Gilbee commented that she enjoyed receiving tips and tricks from the SunSmart secondary school e-newsletter. “SunSmart’s e-news, Real Stories and curriculum lessons also offered us a cross curricular approach which allowed us to implement SunSmart across a range of subject areas”.


Case study – Kew High School

Kew High School taking the lead on sun protection

SunSmart congratulates Kew High School for leading the way on sun protection with the implementation of a secondary school UV Policy. Cancer Council Victoria’s SunSmart Secondary School Coordinator, Jane Hill, said: “It’s great to see a secondary school that has recognised the importance of protecting adolescents and stepped up its sun protection efforts. Melanoma is the most common cancer in young Australians aged 12–24 years; in fact Australian adolescents have by far the highest incidence of malignant melanoma in the world. Given school hours fall within the high ultraviolet (UV) periods of the day, secondary schools play a vital role in reducing UV exposure amongst this age group.

“New Year 7 students arriving from primary school with well-established sun protection practices can, within a very short space of time, become complacent about looking after their skin. Without the appropriate structures and policies in place, there is potential for these behaviours to be quickly forgotten. Adolescence is a particularly critical period during which over exposure to UV radiation is more likely to contribute to skin cancer later in life. It is therefore important that other secondary schools follow Kew High School’s lead when it comes to sun protection.” she said.

Health and Physical Education Co-ordinator at Kew High School, David Snaddon, said: “Before we began working with SunSmart, we didn’t realise how vulnerable our students were to sun damage, however we now realise that skin cancer is one of the most preventable cancers, and we as a setting can play a significant role in reducing our students’ lifetime risk of developing the disease. One of the motivating factors was an education session for teaching staff where they were given the opportunity to use a skin scanner, allowing them to see sun damage hidden beneath their skin. It was a real eye opener for our staff and brought home the message of how overexposure to UV radiation can put individuals at risk of developing skin cancer.”

Since then, Kew High School has developed a comprehensive sun protection policy promoting a healthy balance to UV exposure. Recommendations in the policy include; students and staff use sun protection between September to April when UV levels are high; summer uniform includes shirts with elbow length sleeves and a collar; and shaded areas of the school are better utilised and promoted.

High importance has also been placed on staff and student leader’s role modelling the SunSmart practices whilst on yard duty, excursions, camps and sports days. “Role modelling by staff and student leaders is an essential part of any successful sun protection practice in a secondary school setting. If students see other influential individuals setting an example of how to use sun protection, they will be more inclined to do it themselves,” said Ms Hill.

SunSmart has a Secondary School UV Program that has been specifically developed for Victorian secondary schools along with free secondary school specific resources. To find out how to join this free program, visit sunsmart.com.au.

Actions:

Meeting close:

Next meeting:
Sample meeting agenda 6:
Time for action!

Date: ___________________________ Time: ___________________________
Attending: ___________________________________________________________________________
Apologies: ___________________________________________________________________________

Open meeting: As a committee, complete the table below.

Action planner

Action team: Coordinator and support team

Action steps: The steps we will take.

<table>
<thead>
<tr>
<th>Step</th>
<th>What?</th>
<th>Who will do it?</th>
<th>By when?</th>
<th>Resources needed?</th>
</tr>
</thead>
</table>
| 1    | E.g. Find out if our school already has a UV policy. | Tara to make an appointment to meet with the Principal to ask about an existing UV policy. If there is one – get a photocopy so it can be reviewed and decide if needs updating. | To be completed by next SRC meeting. | Possible staff to ask:  
  - Principal  
  - Assistant Principal  
  - Staff OH&S rep  
  - Head of PE  
  - Head of School Council |
<table>
<thead>
<tr>
<th>Step</th>
<th>What?</th>
<th>Who will do it?</th>
<th>By when?</th>
<th>Resources needed?</th>
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<tbody>
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<td>7</td>
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</tbody>
</table>
### Resources:
Funds that are needed; cost of the plan; other resources or support we’ll need.

### Support:
Who can help us?

### Links:
Links to other groups.
<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>How we will know if we succeed, and how we will report on the completion of the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebration:</td>
<td>How we will celebrate completing the action; and how we will acknowledge the students and staff who have helped us?</td>
</tr>
</tbody>
</table>

**Actions:**
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**Meeting close:**

**Next meeting:**
**Sample meeting agenda 7: Presenting at school assembly**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
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<table>
<thead>
<tr>
<th>Attending:</th>
<th>Apologies:</th>
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</thead>
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</table>

**Open meeting:** Consider ways to present the findings of your student consultation and proposed actions to the school community and advocate for their support/change. Consider the tips below and plan for a presentation to the school assembly.
Assembly announcements – a how to planning guide

- Book a time in advance with the assembly organiser (Year Level Coordinator or Assistant Principal) and ask to be put on the agenda for the next assembly.

- Get equipment ready – if showing the clip of Dear 16 Year Old Me then you will require a data projector, laptop, screen, internet and speakers/volume.

- Nominate a speaker from the SRC.

- To begin the presentation, consider showing Dear 16 Year Old Me www.youtube.com/watch?v=_4jgUcxMezM to frame the presentation and engage the audience.

- You may want to share a summary of your findings from the recent student consultation. Some graphs and stats could be interesting.

- Discuss your plans/actions/propositions for the school community based on the student consultation findings.

- Perhaps leave a feedback box where students can add to or share their thoughts on your propositions.

- Thank the audience for their time.

- Stay behind after the assembly for those students who may want to discuss your ideas further.

**Actions:**

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**Meeting close:**

**Next meeting:**
Sample meeting agenda 8: Taking your findings and proposal to school council

Date: ____________________________ Time: ____________________________
Attending: _______________________________________________________
Apologies: _______________________________________________________

Open meeting: Consider the following school council meeting procedures:

The Department of Education and Early Childhood Development expects school council meetings to be open to the school community and conducted according to standard meeting requirements. Visitors or observers can be present with the agreement of the Principal and on decision of council. Visitors have a right to speak, but must do so through the presiding member. Visit Association of School Councils in Victoria for further information.

School council meetings take the following order:
1. Agenda
2. Quorum
3. Apologies
4. Minutes
5. Matters arising from previous minutes
6. Correspondence – Note: Councillors should be provided with a list of correspondence prior to the meeting so that a councillor might read any item of business. Alternatively, the correspondence may be circulated during the meeting, in which case it is appropriate to postpone discussion until later in the meeting. For the purpose of decision-making, the President and Executive Officer should have noted those items that need the attention for decision of council.
Prepare to present the findings of your consultation and your proposed recommendations to the school council. Ensure that you have provided all relevant documents to school council prior to the meeting, so that all council members have had a chance to read them beforehand.

**Discuss the following:**

- How often does school council meet?
- How do you get on the agenda?
- Who from your SRC will present?
- How can you make the best use of the time slot you have been allocated to achieve maximum impact?
- What do you want to get out of presenting at the meeting? What outcomes are you aiming for?
- Why does the SRC think this is an important issue?
- What strategies/actions does SRC recommend? Suggested strategies
- What resources are required to action the proposed strategies?

**Consider providing school council members with the documents below prior to the meeting.**

- Take your findings from the student consultation, so that you can accurately represent the expressed need of the students.
- Draft a sample UV/SunSmart policy using the template on page 29.
Developing a SunSmart policy

You can view a sample secondary school UV policy here: www.sunsmart.com.au/communities/secondary-schools-program

Think about it!

Review and discuss the SunSmart policy and practices that were in place in your primary school. What guidelines did you have to follow before going outside? What about your teachers?

The activity

Develop a sun protection or UV policy for your secondary school to implement. Include behaviours, environment, curriculum, staff OHS risk controls, student duty of care and evaluation. Consider uniform requirements, shade provision, classroom lessons, sun protection timing and staff expectations.

How might this policy be different to a primary school’s SunSmart policy?

The policy needs to clearly outline sun protective behaviours and suggestions for how the policy can be implemented.

How can a UV policy address a healthy UV exposure balance so that skin cancer risk is minimised and vitamin D levels are maintained throughout the year?

Your SunSmart policy needs to include:

- An outline of why such a policy is necessary.
- A list of reasons why young people may not follow the SunSmart message. Consider barriers that you will need to overcome e.g. ‘A hat messes up my hair!’
- Identification of shade areas in your school and recommendations for possible improvements or additional areas.
- A list of strategies to promote sun protective behaviours (Slip, Slop, Slap, Seek and Slide) amongst the staff and students.
SunSmart Policy

* Adapted from SunSmart’s student activity sheets.

Actions:

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Meeting close:

Next meeting:

sunsmart.com.au
Sample meeting agenda 9: Celebrate and publicise your achievements

Date:  
Time:  
Attending:  
Apologies:  

Open meeting: Notify SunSmart of your progress!


Public recognition – celebrate your achievements and get the wider school community on board with your policy changes.

How can you celebrate your achievements?

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Thank your school community for their contribution and help in achieving your goal. Check out http://vimeo.com/70454417 for a great thank you idea.
Reflect on what you have learnt about the process.

Review the FAQs below

Do you know the difference between UV and heat?
The sun’s ultraviolet (UV) radiation is the major cause of skin cancer and the best natural source of vitamin D. Australia experiences some of the highest levels of UV radiation in the world because we are close to the equator and have a lot of clear blue-sky days. **UV cannot be seen or felt.** Our eyes see the visible light as sunlight. Our skin feels the warmth of infrared radiation. Our skin cannot however detect UV radiation – we cannot see or feel it, so it can damage our skin without us knowing. There is a huge variation in UV levels across Australia. The UV level is affected by a number of factors including the time of day, time of year, cloud cover, altitude, proximity to the equator, scattering and reflection.

Is temperature related to levels of UV radiation?
Temperature should not be used as a guide to when sun protection is needed. Temperature relates to the amount of infrared radiation present in sunlight, not UV radiation. When the temperature is cool, it means there is less infrared radiation, but UV levels can still be high.

How do you know when to use sun protection?
Sun protection is required whenever UV levels are 3 and above. Eye protection is required all year round. Check out SunSmart’s free app to know when you do and don’t need sun protection, making it easier than ever to be smart about your sun exposure all year.

What about vitamin D?
The sun’s UV radiation is the major cause of skin cancer and the best source of vitamin D, which is essential for strong bones and overall health. In Victoria, it is important to take a balanced UV approach to help with vitamin D levels, while minimising the risk of skin cancer with appropriate sun protection measures.

**Select your skin type**

- **Skin type 1 - Very fair/pale white skin**: Always burns, never tans
- **Skin type 2 - Fair white skin**: Always burns easily; tans minimally
- **Skin type 3 - Light brown skin**: Burns, moderately; tans uniformly
- **Skin type 4 - Moderate brown skin**: Burns minimally; always tans well
- **Skin type 5 - Dark brown skin**: Rarely burns; tans profusely
- **Skin type 6 - Deeply pigmented, dark brown to black skin**: Never burns

**Actions:**

- 
- 

**Meeting close:**

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**Next meeting:**

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Consider the 5 sun protection measures

During the daily sun protection times (when the UV Index is at 3 or above) SunSmart recommends using a combination of the five sun protection measures:

1. **Slip** on sun-protective clothing that covers as much skin as possible

2. **Slop** on SPF30 (or higher) sunscreen – make sure it is broad spectrum and water resistant. Apply 20 minutes before you go outdoors and reapply every two hours.

3. **Slap** on a hat that protects your face, head, neck and ears

4. **Seek** shade

5. **Slide** on sunglasses – make sure they meet Australian Standards.

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Slip on sun protective clothing
Watch this clip on *How to choose sun protective clothing* [www.youtube.com/watch?v=iwreTTpxFcg](http://www.youtube.com/watch?v=iwreTTpxFcg) and then complete the following activity.

1. You have been asked by the School Council to conduct a uniform audit. They would like you to audit the current school uniform to determine which elements of the uniform are SunSmart and suggest improvements for those elements of the uniform which don’t meet sun protection requirements. Working in groups of four, complete an audit of:
   a) Your male and female summer uniform
   b) Your male and female winter uniform
   c) Your PE/sports uniform

2. Where a uniform does not meet SunSmart requirements, develop a list of recommendations for change, including supporting illustrations.

3. These recommendations should then be presented to the SRC in the form of a visual and oral presentation for consideration.

Extend yourself
Collate the class results into a concise report to submit to the School Council for consideration. Detail in your report your considerations and justifications about why these changes are necessary.

* Adapted from SunSmart’s student activity sheets.
Slop on sunscreen

Check out SunSmart’s sunscreen calculator and find out how much sunscreen you need to use today. www.sunsmart.com.au/sunscreen-calculator/tool.asp

Most Aussies apply too little sunscreen for full sun protection. This short video demonstrates how to slop on your sunscreen properly, so you can enjoy the sun safely. www.youtube.com/watch?v=LtN_u5Gnzqw
Slap on a hat

Which type of hat?

Wear a hat that provides good shade to the face, back of the neck, eyes and ears. Broad-brimmed and bucket hats provide the most UV radiation protection for the face and head. Legionnaire hats also provide good UV radiation protection. Baseball caps do not protect the head and face.

Wearing a hat with a brim that shades the eyes can also reduce UV radiation to the eyes by 50%.

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**Broad-brimmed hat**

- Brims should be at least 7.5 cm wide.
- The brim width for children under 10 years of age should be suitable for the size of their head and ensure that their face is well shaded. It is recommended the brim be at least 6 cm.

**Bucket hat**

- Bucket or surfer-style hats should have a deep crown and sit low on the head. The angled brim should be at least 6 cm and provide the face, neck and ears with plenty of shade.
- The brim width on bucket hats for pre-school-aged children should be suitable for the size of their head and shade their face well (minimum of 5 cm as a guide).

**Legionnaire hat**

- Legionnaire hats should have a flap that covers the neck. The side flap and front peak should meet to protect the side of the face.
- Legionnaire hats are more suited to people who are active or doing activities involving bending.

**Baseball caps and visors**

Baseball caps and visors offer little protection to the cheeks, ears and neck and are therefore NOT recommended.

**When choosing a hat look at:**

- the quality of sun protection it offers
- the type of fabric it is made from – a tighter fabric structure is best
- the fabric’s UPF label – fabric with UPF15 offers good protection while one that is UPF50 offers excellent protection. Even if the fabric is excellent, make sure the hat’s overall design is effective too.
- whether it is practical (i.e. easy to keep on and doesn’t interfere with activities)
- cost
- safety
- ventilation (especially if the hat is to be used during physical activity or in warmer weather).

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How to implement hats

In Victoria from September to the end of April, a combination of sun protection measures should be implemented, however hat wearing can often fall into the too hard basket. During these months, broad brimmed hats should be strongly encouraged for all outdoor activities, break times, sports days, carnivals and excursions.

Below are some tips and tricks from those Victorian secondary schools who have been able to successfully implement hat wearing.

• Harness the work done establishing the hat habit in primary school with simply a ‘follow on’ mentality in secondary school. Junior students however are more likely to wear hats if the senior students are also wearing them.

• Implement hat wearing in stages, e.g. begin with hat wearing in PE and other organised sport activities.

• Approach the issue as a student health and well-being issue, rather than a uniform issue.

• Success relies upon staff role modeling during yard duty, excursions, sporting events, etc. Supply staff with broad brimmed hats of their choice, which they are required to wear whenever they are outside. For those staff members concerned about ‘hat hair’, ensure they have access to a sun umbrella or parasol on yard duty. Remember, this is a workplace OH&S issue. PE staff in particular should be good role models for hat wearing.

• Allocate one staff member/SunSmart coordinator to deal with implementation and non-compliance, to avoid all staff being bogged down in the monitoring.

• The style of broad brimmed hat is critical in gaining student support. Allow students some choice of hat style, surf brands are often well accepted. Invite the SRC to narrow down the options and present to the student body to vote on. This gives students a sense of ownership and lets students know that their input is valued and acted upon.

• Reversible school hats can be designed with the school logo embroidered on one side and the student’s house colours on the other side.

• Conduct a hat design competition and negotiate for the winning design to be embroidered on the school hat.

• Consider replacing the Year 12 jumpers with a bucket hat, each embroidered with the senior student’s preferred nickname.

• Enlist the support of some of your most influential senior students to act as role models. Expect your SRC and student leaders to adopt a leadership role on this issue.

Finally, students are best placed to identify the obstacles and suggest how these obstacles can be overcome.
Seek shade

Given adolescents’ resistance to hat wearing and other forms of sun protection, the provision of quality shade is a key strategy to minimise UV radiation exposure for adolescents. A recent study, conducted by Cancer Council Victoria, showed that secondary school students do use shade if it is available. Students can use shade without compromising trends in fashion and it eliminates the individual’s need to plan for sun exposure.

The activity

To be completed some time between September and the end of April when UV levels are high.

1. Draw a map of two areas of your schoolyard.
   - Include one area that has natural or built shade.
   - Include one area that offers no natural or built shade.
   - Mark the type of surfaces for each of the areas e.g. grass, concrete, asphalt.

2. Sit close to these two areas during a recess and/or lunch and create a table to record usage of these two areas during break times. Consider how many people used the area, how long they used it for, what type of activity they did.

3. Develop a summary of usage that could be presented to your Principal. In your summary explain who uses each area, how long it is used for and what activities are done there.

4. Prepare an action plan including five key points to improve each area. Ensure your recommendations consider sufficient shade to provide sun protection from September to April. Consider surface areas and UV reflection when developing your key points.

5. How can shaded areas be adapted to also allow for some UV exposure from May to August to help with vitamin D levels?

* Adapted from SunSmart’s student activity sheets.
Shade audit

On the following pages, fill in as much information as possible. It is a good idea to photograph the site as you go through the audit in order to highlight available shade and areas for improvement.

Older devices might not allow the upload of photos (this shade audit tool requires devices to use iOS 6.0 or later). If using an older device, it’s a good idea to take separate photos during the audit, and then update your report with these photos at a later time from your desktop. You can save the audit without the images and add the photos later from a desktop.

If your audit location has multiple defined activity sites (for example, a school may have different play zones such as the quadrangle, sports fields, adventure playground, etc.) it is recommended that you record information about each site separately. On completion of each site audit, you will be given the option to audit a new site.

Your audit results will help you determine areas where improvements need to be made. Then you can start to explore solutions for reducing UV exposure such as changing the way the site is used, making existing shaded areas more appealing or embarking on a new shade development.

Check out SunSmart’s online shade audit tool here: www.sunsmart.com.au/shade-audit
## Resources

SunSmart has a range of free online resources to assist including:

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<td><strong>UV Alert widget</strong> – <a href="http://www.sunsmart.com.au/uv-sun-protection/uv/uv-widget">www.sunsmart.com.au/uv-sun-protection/uv/uv-widget</a></td>
<td>Schools can now add the free SunSmart UV Alert widget to their website homepage for staff, students and parents to access. The widget shows the daily weather, temperature and UV level specific to your school’s location including details about the times sun protection is required each day.</td>
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- Forecasted UV level from the Bureau of Meteorology for your current location anywhere in Australia.  
- Adjustable reminder function alerting the user to their daily sun protection needs and when it’s safe to get some sun for vitamin D.  
- Information for users about UV exposure risks and protective measures.  
- Sunscreen applicator and Vitamin D tracker. |
### SunSmart’s student activity sheets

### Youtube videos
Access the range of SunSmart videos from the SunSmartVic YouTube page [www.youtube.com/user/SunSmartAus](http://www.youtube.com/user/SunSmartAus)

### Sun protection times sign
SunSmart’s sun protection signs are A2 size, lightweight with a whiteboard surface, which allows your school community to know when to Slip, Slop, Slap, Seek and Slide. Signs come with holes in all corners for easy mounting. Suitable for outdoors or display in the front office, foyer or PE storeroom door.

### Shade audit tool
A shade audit is the first step in ensuring there is adequate shade to protect as many people as possible using an outdoor space from overexposure to UV. An audit will explore all possible solutions for reducing UV exposure by shade.

To access these and other free resources, visit [sunsmart.com.au](http://sunsmart.com.au)
Other resources


Activities on pages 7–10, 13, 20–23 are amended from Represent, an SRC resource kit for students and teachers, Victorian Student Representative Council (VicSRC) & Department of Education and Early Childhood Development, Melbourne, October 2010. Access a copy here: www.vicsrc.org.au/resources/represent