



SunSmart

Primary School Leadership Resource

Student leaders – leading the way to sun protection

The three modules in this resource encourage student leaders to strengthen their leadership skills and tools as they conduct research and create campaigns to address skin cancer prevention in their school community.

Depending on your regular 'student leaders' meeting schedule, it is recommended that the lessons in this resource are completed on at least a weekly or fortnightly basis as they have been developed to build on from the previous lesson to ensure they are meaningful and relevant for the students.

Background – the impact of UV

Epidemiological studies have consistently shown the link between overexposure to ultraviolet (UV) radiation and skin cancers. Skin cancers are one of the most preventable types of cancer with sun exposure being identified as the cause of around 99% of non-melanoma skin cancers and 95% of melanoma in Australia.

Australia has one of the highest skin cancer incidence and mortality rates in the world. More than 2,000 Australians die from skin cancer each year. At least two in three Australians will be diagnosed with skin cancer before the age of 70. Skin cancers account for about 80% of all new cancers diagnosed each year in Australia.

Childhood and adolescence are critical periods during which exposure to UV radiation is more likely to contribute to skin cancer in later life. Around 25% of lifetime sun exposure occurs during a person's first two decades of life.

Schools can play an integral role in the reduction of future skin cancer rates given:

- significant UV exposure occurs during childhood and adolescence,
- children attend schools during times of peak UV radiation levels,
- schools can play a significant role by creating sun safe environments and influencing behaviours through education and role modelling.

Encouraging students to take a lead on sun protection strategies can be an effective way to embed sun protection practises into the daily school routine. As they learn more about UV radiation and its impact of on our health, they may be more motivated to adopt effective sun protective strategies and encourage others to also.

This resource challenges student leaders to embrace their important role as change-makers and strengthen the sun protection culture of the school. As they set a good example for others and make a positive impact, they leave a long-lasting legacy to pass on to the next cohort to continue.

Know UV, no skin cancer!

Module One - Skill and knowledge development

Lesson 1: Setting up / Leadership skills and tools

Learning intention

To develop an awareness of the different elements and roles associated with running productive meetings and to develop skills to work collaboratively in a team.

Success criteria

Students can:

- develop meeting protocols
- set a meeting - plan location, time, invitations, RSVP
- develop a meeting agenda
- identify the roles of a meeting Chair and the note taker
- assign tasks, timelines, responsibility and accountability
- identify the strength/s they bring to the group
- include peers in group discussions
- listen to, encourage and respect different ideas and opinions
- clearly express their ideas
- work collaboratively with others



Task

Introduce students to the purpose and aim of the student leadership group i.e. to review and strengthen sun protection and skin cancer prevention in the school community. Discuss the importance of effectively setting-up the group to ensure work gets done in a timely manner and progress is made.

Consider these three key elements to establishing a successful working group.

- Understand the strengths and qualities each individual brings to the group
- Identify and assign roles and responsibilities within the group (consider current expertise and skills students are keen to extend)
- Discuss meeting protocols important to running effective meetings

Discussion points

1. Ask the students to each think of a strength or quality they are bringing to the group and ask them to share it. Discuss the importance of individual strengths in a group such as this.
2. Ask the students to identify any qualities they would like to develop through this experience. *You can then use this as a guide to talk explicitly about the qualities when working through the lessons.*
3. Brainstorm and discuss the different roles in a team and how they might nominate who takes responsibility for different roles. Remind students to keep in mind the strengths and qualities each person identified.
4. Ask students to think about any roles they might be interested in but don't feel they currently have the necessary skills. Create buddies to help share and learn different skills through observation and mentoring.
5. After discussion and nominations, finalise and assign roles to each member so that everyone has a particular or shared responsibility.

6. Review the different aspects of running effective meetings:
 - a. The role of the Chair
 - b. Setting up an agenda
 - c. Minute taker
 - d. Assigning tasks and accountability
 - e. adherence to timelines and individual responsibility

Discuss 2-3 things for each of these points to create a shared understanding and develop this into a **Role Expectations** document.

7. Ask the students to share some key actions and behaviours that will support the running of meetings and the sharing of ideas and suggestions. From this create a set of **Meeting Protocols** which you can put at the top of every meeting agenda as something the group all agree to uphold.

Reflection

Ask students to reflect on what they want to bring to the team (skill, quality, strength etc) and how this will support the team to work effectively.



Lesson 2 and 3: Investigation into UV, sun protection and the facts

Learning intention

To develop and strengthen an understanding of UV and sun protection

Success criteria

Students can:

- List key facts about ultraviolet (UV) radiation
- Identify the harms associated with too much UV exposure
- List the five sun protection strategies
- Explain why each sun protection strategy is necessary
- Explain when sun protection is needed
- Recognise sun protection is important for everyone

Task

The purpose of the reading exercise is to help students develop a better understanding of ultraviolet (UV) radiation, the effect of too much UV exposure and the strategies we can use to protect from UV.

This activity will take two lessons.

1. Create a list of all the 'facts' or information the group has heard about UV, sun protection and skin cancer. Next to each 'fact' or information point classify how confident the group's knowledge about it is.

- ✓ *Very sure this is correct*
- ? *Not completely sure*
- ✗ *Have no idea if this is correct or not*

Examples of possible points of knowledge or facts students may have heard include:

- You only need sun protection on hot days.
- Only children need to use sun protection.
- A broad-brim hat is better than a cap.
- Sun protection is needed on cool days and hot days.

Explain that it is important to first establish what the real facts are and the most reliable sources of information.

SunSmart is a skin cancer prevention program of Cancer Council Victoria. SunSmart uses research, evidence and collaboration with recognised organisations and experts to make sure all advice and information is correct, current and reliable.

SunSmart, Cancer Council Victoria is a World Health Organization Collaborating Centre for UV Radiation which means their expertise and leadership in skin cancer prevention and sun protection strategies is recognised all around the world.



Use SunSmart's *10 myths about sun protection* sheet to highlight points some people are confused about.

<https://www.sunsmart.com.au/downloads/resources/brochures/10-myths-about-sun-protection.pdf>



2. In pairs ask students to focus on one area of research to further develop their understanding of UV and sun protection. As they read, they need to:
 - a. highlight the key facts
 - b. identify the most important message
 - c. explain the sun protection strategy and reason for it
 - d. write down any questions they still have

The key readings from the SunSmart website include:

- What is UV?
<https://www.sunsmart.com.au/uv-radiation/what-is-uv>
 - Sun protective hats
<https://www.sunsmart.com.au/downloads/resources/info-sheets/sun-protective-hats-info-sheet.pdf>
 - Sunscreen
<https://www.sunsmart.com.au/downloads/resources/info-sheets/sunscreen-info-sheet.pdf>
 - Top tips on sunscreen at school
<https://www.sunsmart.com.au/downloads/resources/info-sheets/top-tips-on-sunscreen-at-school.pdf>
 - Top tips for sun protective school uniforms
<https://www.sunsmart.com.au/downloads/resources/info-sheets/top-tips-school-uniform.pdf>
 - Sun-protective clothing
<https://www.sunsmart.com.au/downloads/resources/info-sheets/sun-protective-clothing-info-sheet.pdf>
 - Shade
<https://www.sunsmart.com.au/downloads/resources/info-sheets/shade-info-sheet.pdf>
 - Sunglasses
<https://www.sunsmart.com.au/downloads/resources/info-sheets/sunglasses-info-sheet.pdf>
3. From their reading and research, ask each student in the group to share their key facts (*add this to the list made previously*), the main message and importance of each strategy.

Key facts to highlight from the readings include:

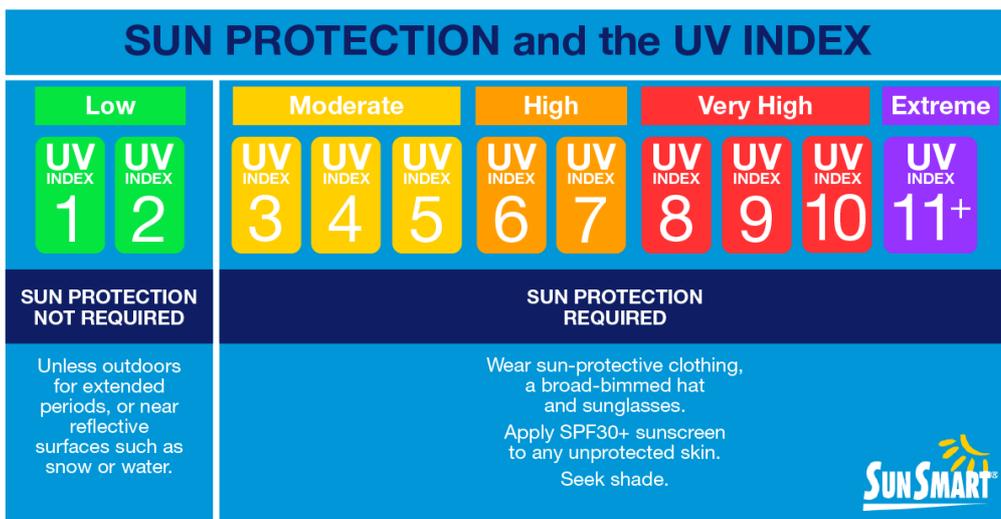
- UV cannot be seen or felt
- UV is not related to temperature
- UV levels can be high on cool, cloudy days and warm, sunny days
- Sun protection is needed whenever UV levels are three and above
- People of all skin types and all ages need to use sun protection whenever UV levels are three and above
- In Victoria UV is usually three and above from mid-August to the end of April (so not just terms one and four)
- To be sure you are using sun protection when needed, it is best to check the [SunSmart app](#) and daily, local sun protection times
- UV is highest between 10am – 3pm (the times we are at school).
- Too much UV exposure can damage the skin and eyes and lead to skin cancer
- We can protect from UV by:
 - Wearing clothing that covers as much skin as possible;
 - Applying SPF30 (or higher), broad-spectrum, water-resistant sunscreen, and reapplying every 2 hours;
 - Wearing a hat that protects our face, neck, head and ears;
 - Staying in the shade; and
 - Wearing UV protective sunglasses.

Reflection

Bring together what has been learned over these two lessons. Based on this research, ask the students whether they need to change or update any of their knowledge or facts they first listed.

- Have they been able to clarify any initial myths or misunderstandings?
- Have they learnt anything new?
- Do they need to investigate anything further?

To explore any of the answers further this can be added to the next meeting's agenda.



Lesson 4: Delving into UV

NB: This activity is to ensure the students have a strong understanding of the importance of sun protection, so they can deliver the message to the school community with confidence.

Learning intention

To develop a deeper insight into UV levels at different locations and times and identify when sun protection is needed.

Success criteria

Students can:

- identify patterns in UV levels
- describe the times when UV levels are at their highest
- name strategies for sun protection and when they are needed

Task

Refer to the 'Investigating UV levels' on the SunSmart website to further strengthen the students' understandings of UV levels and when sun protection is needed.

<https://www.sunsmart.com.au/downloads/schools-early-childhood/curriculum/investigating-uv-levels.pdf>

Investigating UV levels
Levels 3-5

Learning intention
To investigate UV levels at different locations and times and identify when sun protection is needed.

Victorian F-10 Curriculum Links
Content descriptions
Science
Level 3-4: Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language.
Level 5-6: Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships.

Introduction
What is UV and how do UV levels vary?
Review information from <https://www.sunsmart.com.au/uv-levels/>.

Remind students that sun protection is needed for all outdoor activities whenever UV levels are three or higher. Always check the daily sun protection times which show when UV levels are forecast to be three or higher. During the sun protection times use the 5 SunSmart steps so you can be well protected when you need to be.

Display examples of the [SunSmart app](https://www.sunsmart.com.au/uv-levels/) and [applet](https://www.sunsmart.com.au/uv-levels/) which shows UV levels and the times to use sun protection.

Activity
Introduce students to [APPENDIX and SUN UV](https://www.sunsmart.com.au/uv-levels/) data.

Step 1: UV data Visit <https://www.sunsmart.com.au/uv-levels/> and click on Melbourne. Look at the predicted UV on the actual UV. Why can they be different?

Average UV for each month Visit <https://www.sunsmart.com.au/uv-levels/> and click on Melbourne.

Average UV across Australia via month and season. Visit <https://www.sunsmart.com.au/uv-levels/> and click on Melbourne.

To get previous data on UV for specific times across the year you can request information from <https://www.sunsmart.com.au/uv-levels/>.

Using these data sources, ask students to graph the UV over the last year, calculating the average, minimum and maximum. Compare UV levels across different locations and times of year.

Reflection
After graphing the data and analysing the graphs, consider the following:
1. What patterns do you see in UV levels in Melbourne / across Australia?
2. When are UV levels highest / lowest? Why?
3. When are UV levels highest/lowest? Why?
4. Are there locations / times when the average UV level is below 3?
5. What happens when people are exposed to high UV levels?
6. When do people need to be protected from UV?
7. What advice would you give people about UV protection and UV levels?

Reflection

- What is one key message you took away from this lesson?
- What is one thing you think the school community needs to know? (*This will be useful to note down for the next section when discussing policy and also a whole school approach.*)

Module 2 - How SunSmart is our school community?

Lesson 1: School Policy

Learning intention

To understand your school's sun protection policy and how it aligns to the SunSmart School policy and Department of Education's sun protection policy.

Success criteria

Students can:

- identify the purpose of the sun protection policy
- outline how the policy was developed, who was involved and who can access it

Task

If your school has a sun protection or UV policy, print a copy for each student in the group to read through and highlight any key elements.

Once the students have read the policy, open-up a discussion around the following questions:

- a. What is the purpose of the policy?
- b. Who developed the policy?
- c. What sources were used to develop it?
- d. Who is responsible for implementing the policy?
- e. What is the process for reviewing it? How often is this done and by whom?
- f. Can everyone access it – parents, teachers, students and community members?
- g. Are you and your peers familiar with the policy?

** Please note if your school doesn't have a sun protection policy, the students can review the sample [SunSmart policy](https://www.sunsmart.com.au/advice-for/schools-early-childhood/sunsmart-sample-policies) for schools on the SunSmart website at <https://www.sunsmart.com.au/advice-for/schools-early-childhood/sunsmart-sample-policies> and/or the Department of Education's sun protection policy on their website (you will need a DET log-in to access this) at <https://www2.education.vic.gov.au/pal/sun-protection/policy>

Ask students to highlight the parts that they want to see in their school policy and why these points are important. This will be a beginning step towards creating a draft sun protection policy for the school that can be taken to School Council for consideration and approval.

Reflection

Ask students to talk to one of their friends about the policy and whether they know what is in it and why it needs to be followed.

* The students may devise their own questions to ask their friends. Give them time to brainstorm these questions.

Get the students to ask their family about the sun protection policy as well.

- Do they know about it?
- Do they think it is important? Why/ why not?
- Is there anything in the policy they didn't know?
- What do they think is their role in helping to support the policy?
- What action do they take for sun protection? Does this align to the policy?

Lesson 2: Understanding our school community

NB: This lesson will most likely go over two sessions

Learning intention

To create a survey, record results and interpret data to understand the school community's knowledge and actions around sun protection and being SunSmart.

Success criteria

Students can:

- create questions to gain an understanding of the school community's knowledge of sun protection
- choose the best way to survey their community and record results
- interpret the results of the survey and present the data with suggestions to move forward

Task

Part A:

Discuss what students need to know to determine current sun protection knowledge, attitudes and behaviours in the school. Ask the students to consider the questions they might ask the school community to determine current knowledge, any gaps in understanding and to help them work towards a whole school plan.

The students need to consider:

- Who they should observe or survey (Students, teachers, parents)
- Whether they will create one survey for all members of the school community
- If they will use different research methods to gather data from the different school community groups

Some examples of questions that can be modified are:

- Do you know when you should be using sun protection measures?
- Do you know what the recommended sun protection measures are?
- How many people wear hats at recess and lunch time?
- How many people wear hats at school events e.g. sports, assemblies?
- When and how often do you apply sunscreen?
- Are there enough shady areas around the school?
- Does the school uniform / dress code cover enough skin? Is it suitable for sun protection?
- Did you know there is a sun protection / SunSmart policy?
- What do you know about protecting your skin?
- Do you follow the recommended sun protection measures?
- Do you know when UV can be damaging?
- Do you think UV and heat are linked?

Once the students have decided on the questions they are going to ask, brainstorm with them different ways of creating surveys and recording results. Ask them to make a group decision about the best method to survey and collect the data and allocate some students to create the survey.



Part B:

Once the data has been collected, bring the students together to interpret the data and discuss the key points.

As you look at the data, ask the students to be mindful of:

- a. trends they expected
- b. anything that surprised them or stood out
- c. something that was interesting that may need further work
- d. whether the results were different across different groups in the school community

Explain that this will form strategies and ideas for moving forward.

2. Using the following questions as a guide, ask the students to work in pairs to collate the findings and answer the questions.

- Does our school community know about sun protection and preventing skin cancer?
- What does our school community think about SunSmart?
- What does our school community know about protecting their skin?
- Does our school community know about the sun protection policy and what is in it?
- Does our school community follow the recommended sun protection measures?
- Does our school community know when UV can be damaging?
- Does our school community understand the difference between UV with heat?
- How can we help the community become more SunSmart?

Allocate two members of the group to collate these findings and put them into a presentation. This can be used in *Lesson 1: Reporting research findings (Module 3)* to help form the ideas for a plan they can present to the Leadership team.

Reflection

Ask each student to share one key element/point from what they've discussed that they feel will be important to communicate with the school community.



Lesson 3: Does our policy guide our behaviour?

***If your school does not have an existing policy, you can use the Department of Education's sun protection policy to complete this lesson. It is also recommended you refer to the SunSmart School policy, as a best practice example when finalising your school's policy.*

Learning intention:

To understand how your school community responds to the sun protection policy and to see what improvements could be made

Success criteria

Students can:

- describe their understanding of the policy and how it is supposed to be implemented at the school
- explain whether the policy is currently being followed as documented
- identify and amend any aspect of the policy that needs to be changed or added to enhance the policy

Task

Part A

Following the review of the policy and the survey of the school community, talk to the students about the importance of making sure the policy is current (follows all current SunSmart recommendations and guidelines), active and followed by the whole school community.

They can explore this further by considering the following questions:

- a. How well do you think the policy is followed? Are there any parts of the policy that aren't being implemented? Why do you think this is?
- b. Is there anything missing from the policy? Do you think anything in the policy needs updating? Explain and justify your points of view.
- c. What does the school do to involve teachers, families and students in implementing the policy and promoting sun protection?
- d. How effective do you feel the policy is in promoting sun protection?
- e. Do students know why it is important to follow sun protection measures and the sun protection policy?
- f. How does the school know if the policy is effective? What do they do to review the policy?

Part B

The students have now had a chance to unpack and discuss the existing school policy, how it is received by the community and whether it is guiding their behaviour. To build on from this encourage the students to take ownership of the policy, by identifying whether there are any changes or improvements that might need to be implemented to make it more accessible.

Ask them to consider:

- a. Whether the policy covers the important aspects of being SunSmart and sun protection, including all the current recommendations and guidelines.
- b. What gaps, if any, exist in the policy. You can use the sample SunSmart Schools policy for help identifying any gaps.
- c. If there needs to be clarification of any aspects of the policy.
- d. Whether they can add any detail or links to the document.

Take these suggestions and update the existing policy or use them to create a new one.

Part C

Once the policy has been worked through, talk to the students about the SunSmart Schools Membership Program. The SunSmart membership supports schools to:

- Ensure their policy has been developed, reviewed and approved by SunSmart and Cancer Council Victoria, world leaders in skin cancer prevention
- meet regulatory and duty of care requirements in sun protection
- meet their OHS obligations in UV risk reduction for staff
- provide access to current evidence-based information, resources, advice and support
- provide access to family information and free staff training
- provide SunSmart updates, policy changes, new resources and possible grant opportunities

To join the SunSmart Program, primary schools must:

- have written a sun protection policy meeting the minimum standards relating to sun protective behaviours, environment and curriculum
- reschedule/minimise outdoor activities in direct sun during peak UV periods of the year
- teach, model and reinforce positive sun protection behaviour
- agree to complete a membership renewal and policy review every three years with SunSmart, to ensure the sun protection policy meets current guidelines and recommendations.

Ask one or two students to talk to the relevant person about whether the school is part of the SunSmart Schools Membership Program. They will need to check whether the membership is current, needs renewing or if they need to apply to become a member.

If the school is a member of the program, ask the person in charge of the SunSmart membership renewal to come and explain to the students the process they follow to ensure memberships are up to date and how they collect the information they need to complete a renewal.

Renewals can be completed at

<https://www.sunsmart.com.au/advice-for/schools-early-childhood/renew-your-sunsmart-membership>

** The students can then present the updated policy and the review of their SunSmart status to Leadership in *Lesson 1: Reporting research findings to Leadership of Module 3*.

Reflection

Encourage students to reflect on the process they have gone through in creating a policy, reviewing it and gauging how well it is implemented. Ask them to focus on what they have observed about how the community follow or respond to policies, what they have learned about the SunSmart Membership program and the positive impact a program like this can have.



Module Three - Becoming SunSmarter

Lesson one: Reporting research findings to Leadership

Learning intention

To develop a whole school plan for SunSmart, focusing on Leadership and School Council.

Success criteria

Students can:

- identify the key elements of a whole school plan
- analyse and summarise the results of the research survey
- reflect on what actions are taken and what need to be implemented
- develop a suggested plan for Leadership and School Council

Task

Introduce the students to the idea of developing a whole school plan and the positive impact of a whole school plan. Go through the different aspects that support this but keep the focus for this week on how to get Leadership on board first, through sharing the survey results and the group's ideas.

The key steps in developing a whole school plan are:

- a. Getting Leadership on board
- b. Building knowledge for teachers
- c. Creating activities/lessons for students
- d. Communicating with parents, school council and the school community

Go over the presentation of the survey results (from the previous lesson – *Lesson 3: Understanding our School Community, Module 2*). Ask the students to identify the key elements that need to be included in the presentation to make their case with Leadership and also to present to School Council. Have a practice run.

Discuss the key elements that should be covered in their presentation:

1. *Why* – Share the reason behind the survey and why it was important for the school
2. *How* – Reflect on how the data was collected and used
3. *What* – Consider the key facts the research tells the school and any gaps in the school community's SunSmart practice. Also, include any updates made to the sun protection policy.
4. *Where to* – Discuss the broad action steps necessary to fill this gap – e.g. announcements at Assembly, lessons for teachers and students, accessing the SunSmart website, appropriate resources and ways to engage the community.

Ask students if there are any changes or additions they want to make? Do they think that the presentation will give Leadership a good snapshot of what is happening in the school?

***Organise a time for students to present the results, an updated or new sun protection policy and a review of the SunSmart membership status to Leadership, as well as to School Council.*

Reflection

- What is one new skill you have learnt through this process?
- What is one quality you wanted to develop? Do you think you've developed the quality, or have you put steps in place to continue developing it?

Lesson two: Applying the research to a whole school plan

Learning intention

To develop a whole school plan for SunSmart, focusing on teachers and students.

Success criteria

Students can:

- identify the key elements of a whole school plan
- reflect on what actions are taken and what needs to be implemented
- develop ideas of how to support teachers and students with information they don't know

Task

This lesson is about getting the students to identify the key trends from their survey and to use this to inform a whole school approach to being SunSmart.

1. Briefly link back to the whole school plan and explain to the students that this week the focus will be on the teachers and students.
 - a. Getting Leadership on board
 - b. Building knowledge for teachers
 - c. Creating activities/lessons for students
 - d. Communicating with parents and the school community
2. In order to create the next steps of the whole school plan, discuss with the students what the community knows and what the gaps in knowledge are based on the research done in the previous weeks.

This can be guided through asking the following questions:

- a. What does the school community know about being SunSmart?
 - b. What actions do they already take?
 - c. What do they need to know more about? What are the gaps?
3. Discuss ways to respond to the gaps by thinking about what actions/activities can be developed, used and presented at the different levels of the school community to ensure lasting change and commitment to SunSmart. (*Next week's lesson will build on this.*)

Ask students to review resources on the SunSmart website and think about which ones they can recommend or ask teachers to do with students.

4. Create a timeline for when and how many lessons they want the classes to do and allocate students to take on a task. For example, they can be the ones to talk to the teachers at a staff meeting, they can organise outlines of the lesson or they can be a teacher's assistant and introduce the importance to the different classes.

Reflection

Ask the students to reflect on and share their responses to:

- What strengths will each member draw upon to complete their task from the action plan?
- How can they support one another through this?

Lesson 3: Engaging the school community

Learning intention

To develop and implement ideas that engage the school community in being SunSmart

Success criteria

Students can:

- identify what the community needs to know
- develop ideas to respond to the needs of the community
- create activities to engage the school community in being SunSmart

Task

Ask students to brainstorm different ways to engage the school community in learning about the importance of being SunSmart.

Encourage students to think about the gaps they identified from the survey and to really consider what activities or ideas would respond to the needs of the community.

Some ideas are to:

- develop sun protection announcements
- use songs as sun protection reminders
- newsletter articles and cartoons
- information or links on the school website
- displays
- incentives (e.g. hand out raffle tickets to students using sun protection at recess or lunchtimes so they can go into the draw to win a special event or free time, have class competitions to see which class has the most number of students using all sun protection measures across the most days)
- create new videos or promote current ones
- design and create stickers for distribution
- create and share catchy slogans
- have free dress days or
- plant some natural shade.

Once the brainstorming of ideas has been completed, ask students to select 3 or 4 of their favourite ideas to implement. In pairs, ask students to take charge of one idea and create that resource or initiative for the school. Create a schedule and timeline for the roll-out of strategies and ideas to help spread out the initiatives and help students have a clear understanding of how much time they have to complete and deliver their projects.

***Depending on the ideas chosen this may take a few weeks to implement.*

Reflection

Remind the students that organisation is the key. Work with them to create a timeline for their idea, asking them to consider when it needs to be finished and what work needs to be done each week to work towards the end product.

Lesson Four: It's a wrap

Learning intention

To reflect on and analyse the effectiveness of the group's SunSmart campaign.

Success criteria

Students can:

- identify the key changes made for the school community
- reflect on the changes and strategies that worked
- explain what they learned about themselves and their community through the SunSmart activities

Task

Survey a group of staff, students and parents to gauge what activities/promotions had the most impact and why. Discuss these results with the group asking them to also reflect on

- a. whether they thought the strategy worked well,
- b. if it had an impact, and
- c. any changes they would make for next time.

Summarise the project in a video, Assembly presentation, Year level presentation etc. so the students can share their key learnings, wins and reflections for future change.

***This is a vital element in supporting the students to celebrate their leadership and growth as a group.*

Reflection

Ask the students to reflect on their experience using the **Rock, Stick and Leaf** reflection.



Rock ~ What is something you 'rocked' at or were proud of?



Leaf ~ What is something you want to 'leave' behind (e.g. a fear, attitude etc)?



Stick ~ What is one thing you want to 'stick' at or keep doing?

Also, ask students to reflect on the one strength/quality they developed throughout this process.

Extension: Working with the wider community

Learning intention:

To share their learnings about being SunSmart and sun protection with the wider community.

Success criteria

Students can:

- identify the wider community around them and what they might need to know about sun protection
- create ways to present information that is suitable for different community groups

Task

To extend on the work the students did within the school community, ask them if there are any local community places they might also want to reach out to and support. This can include preschools/kindergartens/childcare, aged care or community centres.

Encourage students to think about what information the specific community might need to know, as well as the best way to present the information to them.

Reflection

Discuss how the wider community can have an impact on the school and also how the school can benefit the wider community, focusing on the importance of giving back.



Image courtesy of Wahgunyah PS