

Weather & UV Chart: A SunSmart resource for childcare educators.



What do we do before playing outside?



MAX UV

11+

10

9 **today**

8

7

6

5

4

3

2

1

When the number gets to 3, we protect against UV











• Find today's max UV number on the SunSmart app or at www.cancerresearch.com.au/sunsmart-children

• Wash it on here with the app

• If it's 2 or more protect the boy and girl with a hat and long sleeve top

• Give them sunscreen, sunspoons are good too

• How often it's sunny, cloudy or rainy

– Sponsored by –



Educator Notes

2014

Educator Notes: Weather & UV Chart

Purpose: These Educator Notes have been developed to demonstrate how the Weather & UV Chart links to the Early Years Learning Framework (EYLF) for Australia. These notes will support childcare educators to use the Weather & UV Chart and facilitate various sun-safe learning activities.

About the Weather & UV Chart: The Weather & UV Chart is an interactive resource that supports educators to teach children about the link between UV radiation and sun protection.

When the UV level is 3 or above we need to protect our skin using all measures: at least SPF30+ sunscreen, a sun-safe hat and clothing, utilising shade and, if possible wearing sunglasses. The key message is *'when the number gets to 3, we protect against UV'*.

It is important for children to understand that the UV radiation in sunlight causes skin cancer; not the temperature, brightness or heat.

Ages: 0-5 years

National Quality Standard: Quality Areas linked to the Weather & UV Chart

- Quality Area 1 – Educational program and practice
- Quality Area 2 – Children's health and safety
- Quality Area 5 – Relationships with children



The Early Years Learning Framework for Australia – Principles

Secure, respectful and reciprocal relationships: Children feel safe to learn and engage with the chart independently and in collaboration with educators and peers.

Partnerships: Educators work in partnership with Cancer Council NSW, families and the community to promote sun-safe practices for children. This includes role modelling sun-safe practices, sharing information about sun protection and making the centre's sun protection policy available to all educators, staff, families and visitors to the centre. Download the latest SunSmart newsletter to share at www.cancercouncil.com.au/sunsmartnews.

High expectations and equity: Educators believe children are capable of identifying the UV level with a smartphone app (search 'SunSmart' for the free download from [Google Play](https://play.google.com/store/apps/details?id=com.sunsmart) or [iTunes](https://itunes.apple.com/au/app/sunsmart/id1088888888)) or newspaper, and identify this on the Weather & UV Chart. Educators also strive to empower children to make their own informed decision to protect their skin. Centres may provide spare sun-safe hats and clothing for children without one to ensure equity.

Respect for diversity: Educators acknowledge different skin types (1 very fair – 6 deep pigmentation) and understand that some skin types are more easily damaged by UV than others.

Ongoing learning and reflective practices: Educators are aware that sun protection practices are not to be based on the weather and will use UV levels to determine when sun protection is needed. Educators will seek accurate information about UV radiation, vitamin D and sun exposure to ensure comprehensive topic knowledge. Educators will reflect and adapt to create a variety of relevant sun-safe activities. Cancer Council's Generation SunSmart (www.generationsunsmart.com.au) is an online resource that can help educators incorporate sun protection strategies into day-to-day activities.

Educator Notes: Weather & UV Chart

The Early Years Learning Framework for Australia – Practices

Holistic approaches: Children can apply health and wellbeing lessons to practice by dressing themselves in sun-safe clothing and hats, applying sunscreen and using shade. Children understand and respect the natural environment by using natural shade from trees, understanding the sun and exploring the outdoor environment while protecting their skin. Sun-safe practices are also carried into home life with the support of families and the community.



Responsiveness to children: Sun protection activities and practices should acknowledge educator's and children's existing experience in the sun and knowledge of sun protection. Educators build on this by using open ended questions, providing feedback, challenging their thinking and guiding children's learning.

Learning through play: Educators create social environments that allow children to discover, create, improvise and imagine whilst learning about sun protection. Children can use the chart with peers and free play with other sun-safe resources is encouraged. Suggestions for free play relating to sun-safety can be found on page 10.

Intentional teaching: Educators teach children how to read the UV level and how to protect their skin and eyes from overexposure to harmful UV rays. Educators can also explain why it is important to use sun protection.

Learning environments: Educators can create indoor and outdoor learning spaces that are inviting and encouraging for all children to actively engage with sun protection. Children will be free to play and touch the chart and become familiar with the feeling of being in the shade, wearing a sun-safe hat and clothing, sunglasses and sunscreen.



Educator Notes: Weather & UV Chart

Setting up your learning environment

To set up the learning environment, it is suggested that educators set up the Weather & UV Chart as part of a 'learning centre'.

Resources required:

- Cancer Council NSW's Weather & UV Chart (including all magnets)
- Stand or area to display Weather & UV Chart at the children's level
- Phone or tablet with free SunSmart app installed or access to the internet (www.cancercouncil.com.au/sunsmartuvalert) and/or;
- Daily newspaper in print or online copy



The learning centre could include other relevant resources (for example, hats, sunscreen, sun-safe clothing, sunglasses, pictures of the sun and people in the sun) as the children explore the Weather & UV Chart and develop their understanding of its concepts.

Educators can also use the learning centre to engage in their intentional teaching practices and monitor what children are aware or not aware of. Hands-on learning in the learning centre will allow children to develop an understanding of how to use the UV levels to inform their use of sun protection.

Before using the Weather & UV Chart

The Weather & UV Chart should be set up on a stand or on the floor for all children to be able to reach the chart and have a clear view. Set the chart up with all magnets in their place and check the day's maximum UV level. Find the UV level on the free SunSmart app, at www.cancercouncil.com.au/sunsmartuvalert or in the weather pages of the newspaper.



Educator Notes: Weather & UV Chart

How to use the Weather & UV Chart

It is important children participate and are highly involved in the use of the chart. Educators should allow questions and discussion to flow throughout the activity. For each step, ask the children if they would like to help place the magnets on the chart.

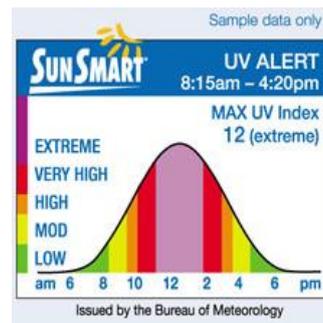
<p>1. Mark the maximum UV level on the chart using the 'today' arrow magnet.</p> <p>If the UV is 3 or above, all sun protection measures are required. Ensure this point is prominent as this is the key learning message for the chart.</p> <p>If the UV is 1 or 2, explain to the children that people (the characters on the chart) do not need to use sun protection.</p>	
<p><i>'When the number gets to 3, we protect against UV!'</i></p> <p>2. To demonstrate this, involve the children by asking them to one by one place the magnetic sun protective shirt, sun-safe hat and sunscreen on the characters on the chart.</p>	
<p>3. Finally, ask the children to place a weather magnet in the sky to show the day's weather.</p>	
<p>4. Even if the weather is not sunny, explain that sun protection is still required if the UV level is 3 or above.</p>	

In NSW, the maximum UV is almost always 3 or above in spring, summer and autumn. If the maximum daily UV level is 1 or 2, sun protection is not required. This should be demonstrated using the chart.

Please note: These instructions are based on daily maximum UV levels. The UV level is usually highest in the middle of the day. The UV is at its lowest in the early morning, late afternoon and in winter. Cancer Council NSW's suggests using the chart around lunchtime as this is when the UV will be the highest.

The SunSmart UV Alert can help you understand peak UV times, it can be found at:

www.cancercouncil.com.au/sunsmartuvalert



Educator Notes: Weather & UV Chart

The Early Years Learning Framework for Australia – Learning Outcomes:

Outcome 1: Children have a strong sense of identity

- Children develop emerging autonomy, inter-dependence, resilience and a sense of agency. This may be evident when persisting in finding and putting on hats and applying sunscreen.

Educators support this by:

- Providing children with strategies to make informed choices.
- Providing time and space for children to engage in both individual and collaborative pursuits (EYLF p.22).

Outcome 2: Children are connected with and contribute to their world

- Children become aware of fairness and are empowered to problem solve to meet their own needs. Children engage with the materials to understand UV levels and how to be safe in the sun.

Educators support this by:

- Engaging children in discussion about how to share a resource respectfully and fairly (EYLF p. 28).

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing and take increasing responsibility for their own health and physical wellbeing.



Educators support this by:

- Role-modelling sun-safe behaviour and reinforcing sun-safe practices.
- Discussing safety in relation to sun protection.
- Providing a range of tools for children to actively explore sun-safe messages (EYLF p. 32).

Outcome 4: Children are confident and involved learners

- Children develop a natural inclination for learning by participating in rich and meaningful inquiry-based experiences.

Educators support this by:

- Providing opportunities for children to revisit their ideas, extend their thinking and to reflect on what they know and how they have learned.
- Providing learning environments that are flexible and open-ended (EYLF p. 34).

- Children may use a range of skills and processes through this learning centre; including enquiry, experimentation, hypothesising, researching and investigating. They will have an opportunity to apply a wide variety of strategies to engage and to use reflective thinking to consider why things happen and what can be learnt from these experiences.

Educators support this by:

- Planning environments with appropriate levels of challenge and encouraging children to explore (EYLF p.35).

- Children transfer and adapt what they have learned from one context to another, making connections between experiences, concepts and processes.

Educator Notes: Weather & UV Chart

Educators support this by:

- Planning for time and space where children can reflect their learning and see connections.
- Valuing signs of children applying their learning in new ways.
- Talking about what they are learning and understanding.
- Encouraging children to discuss their ideas (EYLF p.36).



- Children resource their own learning connecting with people, place and technology.

Educators support this by:

- Providing opportunities for children to develop their confidence with technology in the setting.
- Introducing appropriate tools, technologies and media to enhance children's learning. (EYLF p. 37).

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally to what they see, hear, touch and feel. They interact with others to explore ideas and concepts, and negotiate and share new understandings.

Educators support this by:

- Including real life resources to promote language around sun-safety and sun-safe behaviour (EYLF p. 40).

- Children engage with a range of texts to gain meaning – they view and listen to printed, visual and multimedia texts, explore a range of texts and analyse the meanings actively through the day.

Educators support this by:

- Engaging children in discussion.
- Providing opportunities for children to explore sun-safety through print and digital technology in relation to sun-safety (EYLF p. 41).

- Children express ideas and make meaning using a range of media.

Educators support this by:

- Providing resources for children to experiment with (newspapers, apps or web pages to find the UV level) (EYLF p. 42).

- Children begin to understand how symbols and patterns work, recognising sorting, and categorising information.

Educators support this by:

- Providing a range of materials.
- Engaging in meaningful and thoughtful discussion.



- Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Educators support this by:

- Providing access to technology, and integrating it into children's play and experiences.
- Teaching skills and techniques to explore technology and to represent their ideas (finding the UV level and then being able to represent how they would use the information to find the right sun protection needed) (EYLF p. 44).

Educator Notes: Weather & UV Chart

Using the Weather & UV Chart by age group

0-2 year olds:

Educators can facilitate children's engagement as follows:

- Have the chart available in a learning centre. Educators may start by identifying the UV level each day themselves and ensuring discussions when putting on sun-safe clothing and hats to go outside and incorporate sun protection into language; "We must remember to put on our hat and sunscreen to protect our skin and eyes from the strong UV rays." Educators also assist children in putting on their clothing.
- In other areas of the environment educators can use the SunSmart song available on Cancer Council NSW's website to engage children through singing, music and movement related to sun-safety (www.cancercouncil.com.au/childcare).

2-3 year olds:

Educators can facilitate children's engagement as follows:

- Explain how to find the UV level – what are they looking for and what symbol do they need to find to represent the UV level? This connects with literacy skills and numeracy skills in number identification.
- Educators have sun-safe hats and sunscreen on display with the resource in the learning centre.
- Educators can talk to the children about finding their own hat as they go outside.
- Educators assist children in applying their sunscreen, for example provide a mirror in the learning centre for children to see their face and body and where they are applying sunscreen.
- In other areas of the environment educators can use the songs available on Cancer Council NSW's website to engage children through singing, music and movement related to sun-safety (www.cancercouncil.com.au/childcare).

3-5 year olds

Educators can facilitate children's engagement as follows:

- Explain how to find the UV level – what are they looking for and what symbol do they need to find to represent the UV level? This connects with literacy and numeracy skills.
- Educators have sun-safe hats and sunscreen on display with the resource.
- Educators can talk to the children about finding their own hat as they go outside.
- Educators assist children in applying their sunscreen, for example provide a mirror in the learning centre for children to see their face and body and where they are applying sunscreen.
- In other areas of the environment educators can use the songs available on Cancer Council NSW's website to engage children through singing, music and movement related to sun safety. This may be played as an indicator to bring the children together as a prompt to look at the maximum UV level for the day (www.cancercouncil.com.au/childcare).
- Educators can look at the numbers on the chart and see if the UV level is below or above 3.
- Educators ask the children what it means if the UV level is 3 or above. When it is 3 or above children should start to understand what sun protection is required. Educators start to talk to the children about putting on their hats and sunscreen and protecting against UV.
- Educators ask the children which hat the characters on the chart should be wearing and which top each child could wear.
- Educators ask the children to consider what the day's weather is like and have them use the magnets to demonstrate which weather they think is reflective of the day.
- Extension conversations for older children may look at what happens if we do not protect our skin and what the implications are for this for example, what happens when our skin burns? If it is a cloudy day and the UV is 3 or above do we still need to use sun protection?

Educator Notes: Weather & UV Chart

Other activities for sun protection messages to be incorporated into the program

- **Home corner** – dress ups and pretend play where children have the opportunity to engage with the concepts and application of sunscreen, hats and appropriate clothing (not just when outside). Educators can provide dolls and supporting resources (for example, empty bottles of sunscreen, hats and clothing) available for role play activities.

Within dress-up spaces, educators may have a range of sun-safe clothing and non-sun-safe clothing. Educators may use guiding questions for intentional learning, for example; the dress-up box has clothing with singlets and educators can ask children, “Is this suitable for wearing outside?”

- **Music and movement** – In the learning program educators incorporate songs and rhymes that are about using sun protection and being in the sun.
Visit www.cancercouncil.com.au/sunsmartchildcare for these resources
- **Reading** – Educators can read and provide books that are about being outside in different types of weather and specifically about sun protection. For example, *A Simply Spectacular Hat* by Libby Gleeson.
- **Visual arts** – Educators provide images of people outside in the sun wearing hats. Children can do their own drawings, art and clay modelling to represent their understanding of being safe in the sun.
- **Craft experience** – Children can make paper dolls that are wearing appropriate sun-safe clothing. Children can design and create sun-safe clothing, hats, sunglasses, sunscreen and shade (natural/built) using a range of materials such as felt.
- **Picture talks** – Educators provide images of people in different outdoor environments using sun protection. Educators ask “What is happening when people out in the sun with no sun protection?” Refer to the Weather & UV Chart.

For more information about sun protection and the Weather & UV Chart, please visit www.cancercouncil.com.au or call Cancer Council NSW’s SunSmart Infoline 9334 1761.

Cancer Council NSW would like to acknowledge Community Child Care Co-operative for their work in developing these notes.

