

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

What do we do before playing outside?



The chart features a vertical scale for MAX UV from 1 to 11+, with a blue arrow pointing to 'today' at level 9. A note states: 'When the number gets to 3, we protect against UV'. To the right, there are illustrations of weather conditions (sun, sun behind clouds, cloudy), protective gear (hat, sunglasses, long-sleeved shirt, long pants), and sunscreen bottles labeled '50+'.

MAX UV

11+
10
9 today
8
7
6
5
4
3
2
1

When the number gets to 3, we protect against UV

SUNSMART

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, sunglasses are good too

How about if it's sunny, cloudy or rainy

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Educator Notes: Early Years Learning Framework – Principles, Practices & Learning Outcomes

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/sun-smart/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

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).