Canadian Skin Cancer Foundation

GoSafe Sun Safety

PROGRAM EVALUATION REPORT

Funded by: Alberta Ministry of Health

Prepared by: Perfecting Tomorrow Inc. for The Canadian Skin Cancer Foundation

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INTRODUCTION

In 2019 Alberta Health Services approved 3 years of funding for the expansion of the Canadian Skin Cancer Foundations' GoSafe Sun Safety program into schools across the province. The purpose of this evaluation report is to demonstrate the effectiveness of the GoSafe Sun Safety program, which was further developed and delivered between March 15, 2019, and December 31, 2021. The GoSafe Sun Safety program is unique in that it engages health practitioner student volunteers with grade 5 and 6 students. University and college students in related health fields are trained to deliver sun safety presentations to elementary school students, thereby achieving outcomes of increased awareness and knowledge of skin cancer prevention among both groups.

During the period this program was delivered, between 2019 and 2021, our province experienced the effects of a global pandemic which altered the delivery plan significantly. In addition to reporting on the goals and expected outcomes, this report will articulate the program changes required in program delivery due to health restrictions and indicate how the GoSafe program staff adapted and delivered the program using alternative methods.

CANADIAN SKIN CANCER FOUNDATION (C.S.C.F.)

History

The Canadian Skin Cancer Foundation (C.S.C.F.) was founded in 2002. The Foundation is dedicated to the elimination of skin cancer through education, awareness, advocacy, and research. The C.S.C.F. is a charitable society managed by a non-profit board. It was incorporated in 2003 and is primarily Alberta based, with 90% of its activities in Alberta. It is funded by donations and fundraising.

Since its inception, the C.S.C.F.'s school education program has educated thousands of children and youth. The unique community development approach used by the C.S.C.F. is to train student volunteers to go into schools to deliver the program.

Vision

A world without skin cancer. The C.S.C.F. believes that education and awareness are key to achieving its vision of a world without skin cancer. Skin cancer is preventable! Through the behavior of the individual, skin cancer can be avoided.

Mandate

The C.S.C.F.'s mandate is education and awareness around the prevention and early detection of skin cancer. Sun Safety education programs target children and youth from grade 5 to senior high school.

Statement of Need

- Skin cancer is one of the most common cancers and also one of the most preventable. In Canada about one third of all new cases of cancer are skin cancers, thus approximately 75,266 new cases of skin cancer are expected in 2020 (Society, 2020). The lifetime risk for skin cancer is currently 1 in 63, up from 1 in 1500 in the 1930s, and it is one of the most common types of cancer for youth (Canada, 2020).

- One of the main causes of skin cancer is being exposed to UV rays. UV rays are invisible, and are produced by the sun, and tanning equipment.

- Many studies on skin cancer show that people who have suffered many severe sunburns in childhood are at greater risk of developing skin cancer.

- The COVID-19 pandemic has presented a unique set of challenges to cancer care centers around the world. Diagnostic and treatment delays associated with lockdown periods may be expected to increase the total number of avoidable skin cancer deaths. During this unprecedented time, dermatologists have been pressed to balance early surgical interventions for skin cancer with the risk of viral transmission. (Dermatol Clinic 2021 Oct)

STRATEGY

GoSafe Sun Safety Program

The GoSafe Sun Safety program is a skin cancer prevention education program delivered through schools and online to grade 5 and 6 students. The content fits well within the health curriculum. The program is delivered in partnership with volunteers of partner health organizations. Three years of funding by Alberta Health has allowed for the expansion of this program throughout Alberta.

In 2020, one year into the grant period, the program had to further develop the online education resources and reduce in classroom programming due to the coronavirus pandemic.

Alignment with Alberta Health Ministry Business Plan

Outcome 5

The health and well-being of Albertans is supported through population health initiatives.

Healthy populations and communities are shaped through a range of social, economic and physical environmental factors, also known as the social determinants of health. The ministry continues to work with its partners on the promotion of health and wellness to encourage Albertans to stay healthy. This will be achieved through policies, programs and initiatives focused on wellness, disease and injury prevention, early intervention, and managing chronic health conditions.

Alignment with Changing Our Future: Alberta's Cancer Plan to 2030

Strategy 3

Reduce the risk of cancer through coordinated and integrated prevention strategies.

3.3 Develop and implement comprehensive strategies for cancer prevention that encourage healthy lifestyle.

- *Increase school and youth focused prevention programs encouraging educational and health institutions and agencies to coordinate efforts to promote health through schools.*

Alignment with Alberta Health Curriculum

Wellness Choices W-4

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

EVIDENCE FOR THIS APPROACH

Attitudes Towards Skin Cancer

In their research on attitudes and behaviours pertaining to sun exposure, (Robincon, Rademaker, Sylvester, & Cook, 1997) found that while teens were aware that excessive sun exposure causes skin cancer they were not prone to employ sun protective behaviours. They also found differences in knowledge and behavior across gender and skin types.

It is important to consider cultural differences around exposure to the sun. Caucasians typically see a golden tan as a sign of beauty, health and fitness (Cho, Lee, & Wilson, 2010). Females from cultures with darker skin often see fair skin as more beautiful than tanned skin. In a study of differential attitudes to the sun, Australian researchers found that East Asian Australian women actively avoided exposure to the sun with the main motivation being beauty, even though they understood the need for sun avoidance due to skin cancer risk (Jang, Kuen Koo, Ke, Clemson, & Cant, 2013).

In their study of youth and use of tanning beds (Cokkinides, O-Connell, & Thun, 2002) found that one in ten American youth used indoor tanning sunlamps and substantively more did not use sunscreen at the beach or pool. Furthermore, even when youth use sunscreen, there is evidence pertaining to sun-burning episodes while using sunscreen, suggesting that sunscreen is not being properly used and there is a need to learn more about the use of hats and protective clothing (Davis, Cokkinides, O'Connell, & Wingo, 2002). The practice of sun exposure in the name of beauty is already evident in the Junior High ages, thus it is especially important to reach children with the message of sun and skin cancer while they are still in primary school. Without a change in how Caucasians view the relationship between tanning and beauty, it is very difficult to change behavior

(Bray, et al., 2018) present cancer statistics from 185 countries looking at cancer variability across nations. They found large differences in skin cancer rates per 100,000 across world regions with a rate of 229 per 100,000 in New Zealand and Australia, followed by 77 in North America, and 34 in Western Europe. In regions not listed above, the rates were 12 per 100,000 or less. These findings were standardized by age.

Geller et al (2006) studied the attitudes and practices of the offspring of women with a personal or family history of skin cancer (Geller, Brooks, Colditz, & Frazier, 2006). They found that although the offspring of those with a personal or family history of skin cancer was higher by about 9%, tan promoting attitudes were similar across groups and frequent sunburns, suboptimal sunscreen use and tanning bed use were commonplace across groups (ibid).

Sun Safety Education

Sun Safety support is available in all Canadian Provinces, ranging from resources available to teachers, either online or in hard copy, to program facilitators who offer programs in schools, summer camps, or daycare programs.

The Canadian Cancer Society offers the SunSense program. Schools and/or teachers can work toward certification and recognition of their efforts in protecting students and staff from UVR. For example, a school can be certified in the SunSense program by completing a seven step process of registration, forming a SunSense team, developing a plan, submitting progress reports, implementing plans, submitting a final report and celebrating success (Society, SunSense Certification - Guide for Elementary Schools 2019-2020, 2020). Source: https://www.cancer.ca/~/media/cancer.ca/ON/prevention%20and%20screening/live%20well/Sunsense/ON-SunsensePolicyDocument-ENG.PDF?la=en

The Screen Me Sun Aware Camp Program was founded by the Melanoma Network of Canada and the Douglas Wright Foundation in 2014. To date this program has trained 800 Sun Safety Ontario staff who have reached out to 70,000 children at 75 camps. This program is free for participating camps and is supported by the Ontario Camps Association. Source: https://www.melanomanetwork.ca/screenme

The Canadian Cancer Society Toronto and Evergreen works with schools to develop a SunSense policy to foster a sun safe environment for staff and students. This work is carried out by providing materials to teachers, ensuring that sun safety is on the agenda for relevant community and school meetings, and providing print information. Success is measured using pre and post monitoring of knowledge and behaviours. This program is also used in Manitoba. Sources: https://www.cancer.ca/~/media/cancer.ca/ON/prevention%20and%20screening/live%20well/Sunsense/ON-SunsensePolicyDocument-ENG.PDF?la=en

https://www.cancer.ca/en/prevention-and-screening/reduce-cancer-risk/get-involved-mb/sunsense/?region=mb

Sun Smart Saskatchewan provides information and training to early childhood educators in Saskatchewan. Through this program educators learn about skin cancer and UV, sun protection methods, as well as easy and practical ways to build sun safety into their daily routines as educators. This program also provides take-home activities and handouts for families. Source: http://sunsmartsk.ca/early-childhood-education

Skin cancers are the most common forms of cancer in New Zealand where there are some of the highest incidences of melanoma skin cancer in the world. The SunSmart Schools Program was

established nationally in 2005 providing curricula, and information for parents. The Royal New Zealand Society also sponsors a Primary CRERST award for students and teachers linking them to science and technology expertise. Source: http://sunsmartschools.co.nz/teachers/curriculum-resources.html

Prevention entails a number of behavioral changes related to exposure to and protection from the sun (Glanz & Saraiya, 2005). Programming, public education, and public policy and practice initiatives are implemented in many countries with the goal of reducing skin cancer.

Measurable outcome targets that show the success of these initiatives include “improvements in knowledge, attitudes, and intentions relative to reducing UVR exposure (ibid).

Evaluations

In their evaluation of the effectiveness of school prevention programs, Glanz and Saraiya (2005) found evidence that programming and intervention in primary schools was more effective than for older aged students. They evaluated approaches including interactive classroom and take-home activities about sun protection, brochures for parents, and working sessions to develop sun protection plans and policies. “These approaches provided sufficient evidence of improvement in covering-up behavior, with a median relative increase of 25% across six studies of good quality” (Glanz & Saraiya, 2005).

Using pre and post testing, an evaluation of more than 4,000 American students in SunWise programs at the kindergarten to grade 8 level, demonstrated significant changes. Students were significantly more likely to intend to play in the shade, and more modestly in intentions to use sun protection (Geller, Rutsch, Kenausis, & Zhang, 2003).

GOSAFE SUN SAFETY PROGRAM GOALS

- Expanded reach of the GoSafe Sun Safety program in Alberta
- Increased awareness of skin cancer prevention among Sun Safety volunteers
- Development and mobilization of new partnerships
- Increased capacity of C.S.C.F. to deliver the GoSafe Sun Safety program
- Increased availability and uptake of presentations
- Students know how to practice sun safety
- The GoSafe Sun Safety program will be evaluated and improved according to results

PROGRAM INPUTS

Credible Organization

The C.S.C.F. was founded in 2002 and is a non-profit organization which has been offering programs and building relationships with health organizations since that time. The Sun Safety program has been delivered since 2003. The Foundation is led by passionate individuals and enjoys a credible reputation in the province.

In the past 2 years collaboration has begun with national programs focused on skin cancer education and prevention.

Grant

The grant of $450,000 from Alberta Health allowed for an expansion of the program and the development of new program products as well as new partnerships. Of note, is the fact that while funding approval was given in 2018 and funds were expected in January, they were not forthcoming until March of 2019 resulting in a late start. Also, annual funds expected in January 2020 were held until April. This delay resulted in a program halt over 4 months in 2020.

Staff

Passionate and skilled project staff contributed greatly to the success of the program. A team of 4 individuals contributed to the development and delivery of the Sun Safety program. The team was led by the C.S.C.F. Executive Director who acted as the Coordinator. She is a strategic planner and an experienced facilitator. Other roles and skills brought to the program were tech development, curriculum design, facilitation/presentation skills, partnership development and knowledge and skills in the use of social media.

Sun Safety Presenters

Keen and committed post-secondary student volunteers brought energy and a multi-disciplinary approach to the program. In a survey of 21 student volunteers, most came from medical faculties such as biomedical science (4), medicine (4) and 1 each from radiology, pharmacology, public health, nursing, and health sciences. 2 student volunteer presenters came from chemistry and 3 from chemical engineering. 1 social work student and 2 from social sciences also participated.

The ages of the volunteers ranged from 21 to 49 years of age, with the majority being in their 20's. 15/21 volunteers completing the survey reported they were in their first year of volunteering as a Sun Safety presenter. 2 indicated they were in their second year and 1 in their 3rd year.

Partnerships

Previous long-term partnerships with some school boards, teachers and health organizations paved for the way for an expanded program. The C.S.C.F. has had ongoing relationships with the Alberta Student Pharmacy Association, and University of Alberta, and University of Calgary Dermatology Interest Groups (medical students). These groups have been instrumental in recruiting volunteers to C.S.C.F.. Some new partnerships with student health associations were achieved in 2019, the first year of the grant period. However, partnerships were much more difficult to achieve and nurture through the pandemic. This was largely due to closure of schools and student association offices and adjustment periods for working from home.

The most successful strategy for reaching elementary school teachers throughout the pandemic was through direct email. Teachers were reached using an email marketing solution called Constant Contact. Newsletters and promotional messages were sent to teachers of grade 5 and 6 students by email. Email addresses were found on school board web sites. Within the promotional email teachers were invited to use a link to a cloud-based scheduling software called Schedule Once. When a teacher chose a date, the request would be entered into staff calendars, and they were then sent to volunteers who could choose suitable dates for upcoming presentations. The software also allowed teachers and volunteer presenters (Sun Safety Ambassadors) to cancel a presentation if need be.

Online Platform

With the arrival of a health pandemic and associated restrictions for gathering, came a need for an online option for learning which would meet public health requirements for both elementary school students and GoSafe Sun Safety Ambassadors. Program staff streamlined content, and the Foundation's website was further developed to meet requirements.

Base Corp, a local Edmonton company, was contracted to develop an interactive eLearning module based on the sun safety presentation content. In addition, a 10-minute video was created as an alternative to ensure teachers had options.

In the third year of the project, additional interactive learning tools were developed. Games focused on sun safety resulted in more dynamic learning environments and opportunities for teachers to maintain a focus on sun safety over several sessions if they chose to do so.

Provincial Health Restrictions

The province of Alberta realized its first case of Covid 19 on March 5th, 2020. By March 15th, with cases rising rapidly the Alberta government ordered K-12 schools closed. Students did not return to in-school classes until January 11th, 2021. On May 4th , 2021 the Premier noting "we must put our health care system first" ordered the closure of schools once again. In the Fall of 2021 students returned to school. However, many schools closed with "outbreaks" of Covid cases. School closures had a very direct effect on the GoSafe Sun Safety program delivery strategy which was designed as an in-class education program.

Program Evaluation Results

Due to the significant changes in program delivery over the three-year grant period, each program year will be reported on separately. In 2019, year 1, the program was delivered as intended, albeit late due to a funding delay. In 2020 the 2nd year started as planned, despite a funding delay, and was radically changed when health restrictions were enforced and in school learning suspended. In 2021, the final year of the 3-year program grant, the program was delivered entirely online. The majority of the presentations were made to classes of grade 5 and 6 students using Google Meets or Zoom web-based meeting software. While other students viewed the presentation independently through the C.S.C.F. website and/or YouTube.

The evaluation plan had to be revised to meet changing formats and changing work and school-based practices over the grant period. These changes, and their impact will be discussed in each section of the report.

Program Promotion

In **2019**, the program was promoted through communication with school boards, reaching out to teachers and school secretaries by email, and attending teachers' conventions in Edmonton, Calgary, Lethbridge, Grand Prairie and Red Deer. Contacting school boards was useful in reaching new schools and teachers. However, once a teacher was connected with C.S.C.F. a direct communication was possible.

In early **2020**, when school closures took effect C.S.C.F. could no longer engage school boards, and C.S.C.F. had to rely on direct communication with teachers. Emails containing newsletter updates were sent to Edmonton teachers directly using Constant Contact. The software was helpful as it gave teachers the option to unsubscribe which is required by law. The email included a link to the presentation, the 10 minute video and a link to request a presentation. Once a teacher clicked on the registration link, they would arrive at the landing page on C.S.C.F.'s website. There, they were able to request a presentation date and time. They would receive an acknowledgement of their request immediately. Within 24 hours they would receive a confirmation that their booking was successful.

C.S.C.F. staff attended the Edmonton Teachers Convention in February where they were able to book presentation dates directly with teachers. Facebook, Google and Instagram ads were created, and became a primary tool for promoting the program once health restrictions were in place.

In **2021**, the program was promoted through newsletters emailed to teachers from past years as well as new teachers and school secretaries. Email addresses were found online. Available resources were offered as well as an opportunity to book a presentation. Facebook, Google, and Instagram ads were posted to create a stronger web presence so that interested students, teachers, and potential volunteers could easily find C.S.C.F. on the web.

The strengths of these styles of program promotion include:

- Some teachers requested the GoSafe Sun Safety presentation year after year for their current grades 5 or 6 class once they had a personal relationship with C.S.C.F.
- Generally, organizations with a strong online presence tend to enjoy a higher level of trust
- Teachers were able to consistently find the same information across several platforms which confirmed the legitimacy of the program
- Online promotion has an expanded reach compared to one-to-one promotional activities

The challenges of using these styles of program promotion include:

- Without access to School Boards which could result in all grades 5 and 6 teachers being informed simultaneously within a district, communicating with each teacher separately requires more effort
- Online promotion and recruitment messages are often competing with numerous other messages and can be easily overlooked or discarded
- Unsolicited newsletters could go into a teachers spam folder instead of their inbox, depending on security settings
- When counting views and clicks online one cannot know who was using the mouse at the time, it may or may not have been the target audience

Recruitment and Support of Volunteers

In **2019**, volunteer recruitment started late due to the delay in funding until March. It was a challenge to recruit student volunteers through exam time. C.S.C.F. staff attended recruitment fairs at universities and colleges in Edmonton, Calgary and Red Deer. Social media posts, printed posters and advertisements on student union TV were also used successfully. Students applied online to the C.S.C.F. and were offered training sessions by the senior staff presenter. With volunteers from rural locations expressing interest in participating, training sessions were offered on-line through video conference as well as in person. Eventbrite was used to register for the training events.

In **2020** and **2021,** motivated student volunteers who wished to offer the GoSafe sessions in their own rural communities while visiting home or studying from home, advised C.S.C.F.. Dates the students were available were posted and C.S.C.F. used their scheduling program to invite teachers to sign up for presentations on days the students were available.

Volunteers were supported by the C.S.C.F. Executive Director as well as the senior staff presenter. Online or phone communication options were made available and monthly check ins were carried out.

The volunteer training sessions moved from individual to group format and became more structured over time to incorporate lessons learned and to ensure consistent messages were given to all volunteers.

The strengths of this volunteer recruitment and support model include:

- Students in health faculties are often looking for ways to complete community-based health programing hours to meet study requirements or to enhance their experience and resumes. During the pandemic the options for student placements and practice locations were severely curtailed due to health restrictions. C.S.C.F. was one of the few options available.
- Face to face meetings with students at recruitment fairs allowed staff to build relationships with students and the potential volunteers could see the presentation being played. They could also ask specific questions on their mind as they weighed the option of becoming a volunteer with C.S.C.F..
- Social media posts allowed for wide distribution among members of student associations. This was especially important during the pandemic when face to face meetings were restricted.
- Monthly check ins with volunteers provided valuable feedback for the program as well as supporting Sun Safety Ambassadors in their roles. Lessons learned from these interactions guided program changes.

The challenges of using this model of recruitment and supporting volunteers include:

- The best time to engage grade 5 and 6 students in skin cancer prevention education is just before the summer so they will retain the knowledge and make informed decisions regarding sun safety while out of school. However, that is a very busy time for university and college students as they are busy with exams and looking for summer employment at that time.
- Research has shown us that teaching a subject results in a high retention of the subject matter. This is important as the volunteer presenters have long careers ahead of them in which they can impart this information to others.
- Some interested volunteers who receive training early in the year could find themselves unable to volunteer after all for various reasons.

Delivery of Presentations

The program delivery strategy included hiring local coordinators in Lethbridge, Calgary, Fort McMurray, and Edmonton. The coordinators were responsible for recruiting and supporting volunteers and helping to recruit new schools in their region. Volunteer training was held on local campuses and the volunteers enjoyed getting to know one another.

In **2019**, the sessions were delivered in classrooms by trained Sun Safety Ambassadors (student volunteers) and C.S.C.F. staff. The presentation was 45 minutes long and very interactive. The Sun Safety Ambassador presented the content using PowerPoint slides and asked for student contributions and comments often. The teacher was usually present while the presentation was being made. Some teachers were involved with the presentation, and some teachers chose to focus on other work.

In **2020**, the presentations were delivered in classrooms between January and March 11th as planned. That ended abruptly with school closures. 58 of the 98 confirmed presentation dates needed to be cancelled due to health restrictions. Although 25 volunteers were trained, only 3 were able to deliver presentations.

When the presentations moved to the online format in April of 2020 an eLearning module was available for use with a C.S.C.F. presenter or without. The presentation could be accessed by individuals through the C.S.C.F. website or directly on YouTube. The presentation was interactive, students answered questions throughout and a pass or completed grade was assigned. A 75% correct answer result was required for a pass. Additionally, a 10-minute video was created, thereby giving students and teachers options.

In **2021**, all Sun Safety presentations were delivered online. Teachers requested presentations by C.S.C.F. in both the Spring and Fall semesters. Student volunteers delivered the content remotely. In addition, the Power Point slide deck, video, and complimentary lesson plans and activities were accessible in a variety of ways.

C.S.C.F. utilized an additional education strategy by partnering with the David Cornfield Melanoma Foundation to educate families about sun safety through their New Family Rules video. The focus of this program was to engage families by having children educate their parents about Sun Safety.

The strengths of using these delivery models are:

- Teachers who were in the classroom during the presentation often had their own experiences to add to the content which reinforced the message.
- Some teachers, challenged with delivering the curriculum through the pandemic, appreciated having options of how to bring this important message to their students.
- Once the presentation was available through an online format it could be accessed by more people including home schoolers.
- The 10-minute video presentation was available to classrooms who were otherwise unable to receive the presentation due to their rural location or lack of access to the internet.

The challenges of using these delivery models include:

- Some teachers had difficulty with online learning approaches. Many were technologically challenged as was evident during the Sun Safety presentations. C.S.C.F. presenters often found themselves presenting to a blank screen or viewing the back of the teachers head. They were unable to interact directly with students as a result of the teachers lack of knowledge. This issue got better as teachers became more familiar with online technology at their disposal.
- Sometimes teachers' contributions would derail the presentation, for example sharing lengthy personal stories or offering the wrong advice.
- A challenge related to online individual study is that one has no way of knowing who is watching and interacting with the presentation. They may or may not be from the target audience.
- Although Base Corp measured pass or fail, during the eLearning course there was no ability to do a deeper analysis, such as which questions the participants got wrong most often. This information would have been useful in refining the presentation and increasing its effectiveness.

PROCESS MEASURES

Expanded Reach of GoSafe Sun Safety Program in AB

The goal of expanded reach in the province was definitely achieved. While the pandemic had negative effects on the program delivery, as new ways of learning had to be developed, one positive impact was that online presentations allowed for more diverse location participation.

In **2019**, the following communities were involved: Edmonton, Calgary, Lethbridge, Fort McMurray, Red Deer, and Picture Butte. An objective was declared in **2020** to include more rural districts in the program delivery model.

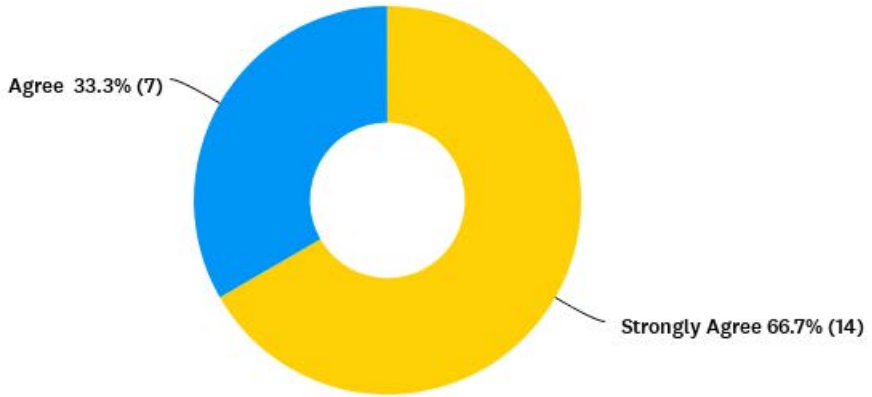
By **2021**, Canmore, Fort Saskatchewan, Hinton, Lamont, Okotoks, Sherwood Park, Spruce Grove, St. Albert, Sylvan Lake, Taber, Medicine Hat, Pincher Creek, Davis, Acme and Stony Plain were also involved.

Increased Capacity of C.S.C.F. to Deliver Program

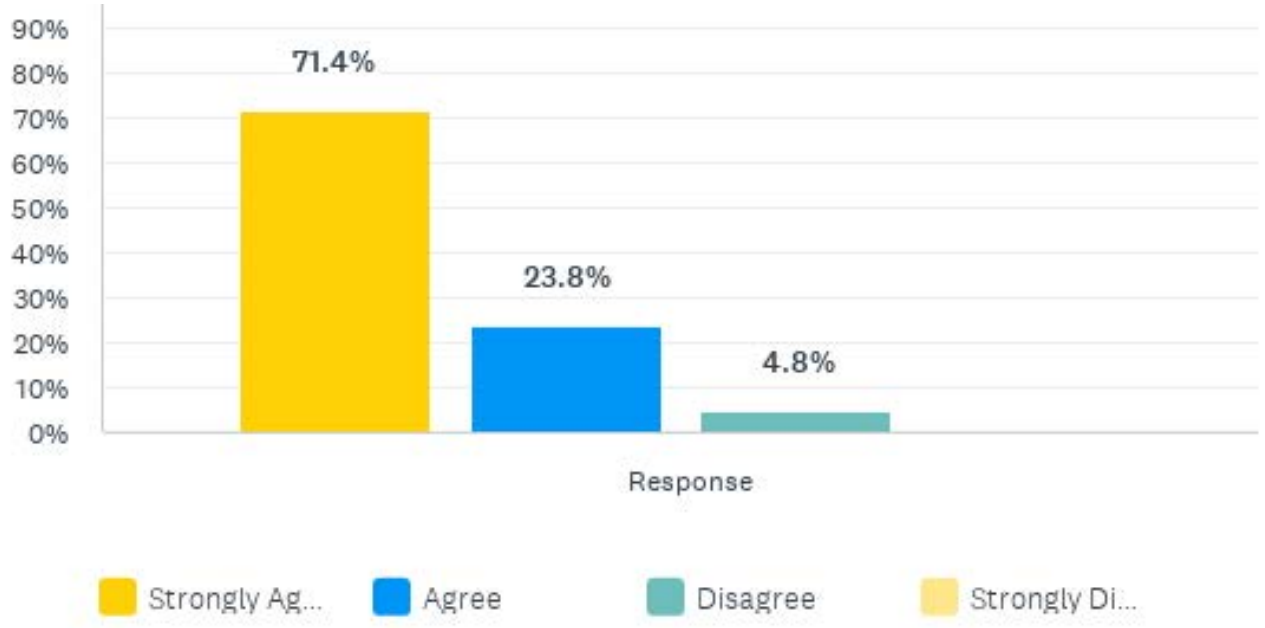
The C.S.C.F. goal of increased capacity to deliver the program was achieved. The presentation content was expanded upon and revised based on feedback from teachers and volunteer presenters. Additional resources were created and successfully utilized. New partnerships were developed. Volunteer Sun Safety presenters reported they enjoyed their role and felt supported in their role. They will likely share their positive experiences with other students looking for a similar opportunity. More teachers participated who will likely want to invite the Sun Safety presentation into their classrooms again. This evaluation report will inform ongoing delivery of the program.

Sun Safety Ambassadors (Volunteer Presenters)

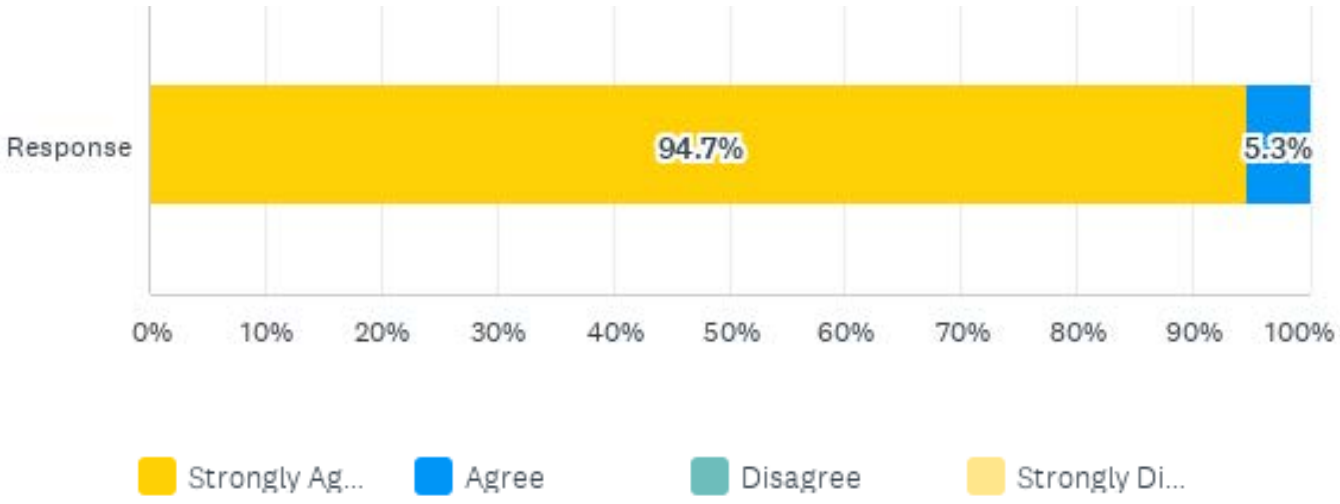
When responding to the statement "***I was well trained for my role as a Sun Safety Ambassador***", 14/21 (66.7%) respondents strongly agreed, 7/21 (33.3%) agreed.



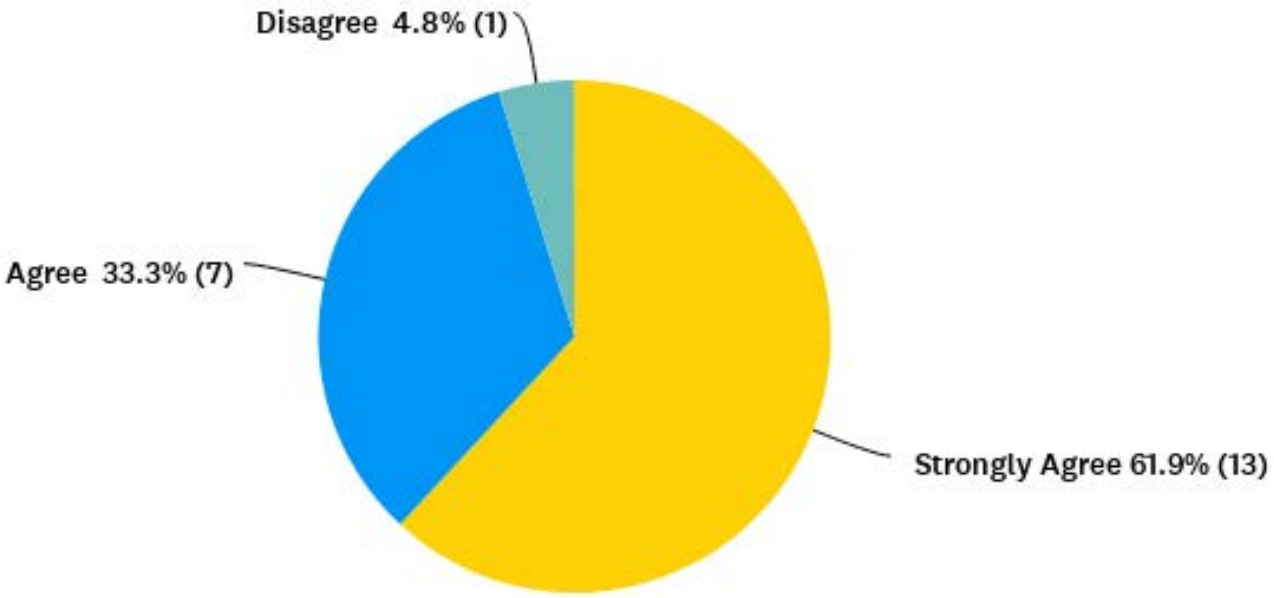
When responding to the statement "***I was supported in my role as a Sun Safety Ambassador***", 15/21 (71.4%) strongly agreed, 5/21 (23.8%) agreed and 1/21 (4.8%) disagreed.



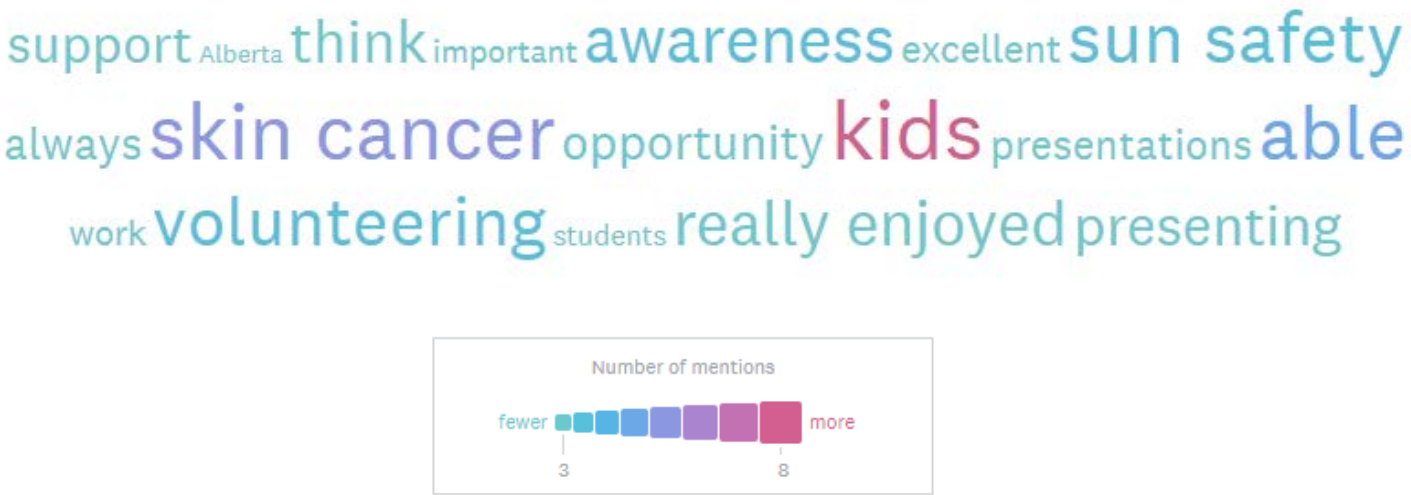
When responding to the statement "***I enjoyed my role as a Sun Safety Ambassador*** ", 18/19 (94.7%) strongly agreed, 1/19 (5.3% agreed).



When responding to the statement "***I plan to volunteer again next year***", 13/21 (61.9%) strongly agreed, 7 (33.3%) agreed and 1 (4.8%) disagreed. It is worth noting that volunteers in their 2nd and 3rd years of volunteering may be finished their degree program by next year.



When asked an open-ended question regarding ***what they liked about volunteering for the Sun Safety education program***, 15/21 Sun Safety Ambassadors responded "making a difference"/"decreasing skin cancer"/volunteering/addressing an important issue, 12/21 mentioned working/interacting with kids, 6/21 mentioned increasing their knowledge and skills, and 5/21 answered working with C.S.C.F.. Please note, respondents were able to give more than one answer. The word cloud below represents their responses. The size and colour of the font relates to the frequency of mentions of each word.



VOLUNTEER PRESENTER QUOTES:

WHAT DID YOU LIKE BEST ABOUT VOLUNTEERING WITH C.S.C.F.?

"This was an excellent experience. I was able to practice my communication skills and at the same time to work with children that were really thankful about receiving all this information. I also felt that I was contributing to the future decrease of skin cancer in Alberta."

"I loved being able to engage with kids and classrooms, it was a really fun opportunity to gain experience in an education/health promotion type role."

"We can make a difference out there and save lives."

"The program has a noble objective. It constantly drives me to do more for spreading awareness and educate people about skin cancer."

"I think this program is so impactful and it's message is so important! Skin cancer can be preventable in many circumstances, and I think its important for me to get that message across. I thought the organization and support offered to me as a volunteer throughout my time as a volunteer over the past 3 years were excellent. In addition, the presentation has always been so well received by teachers and students. Looking forward to volunteering with the C.S.C.F. this summer and next year!"

"Working with the kids was excellent. The coordinator was easy to work with and provided great feedback on presentations (how to improve, time management tips, etc.)"

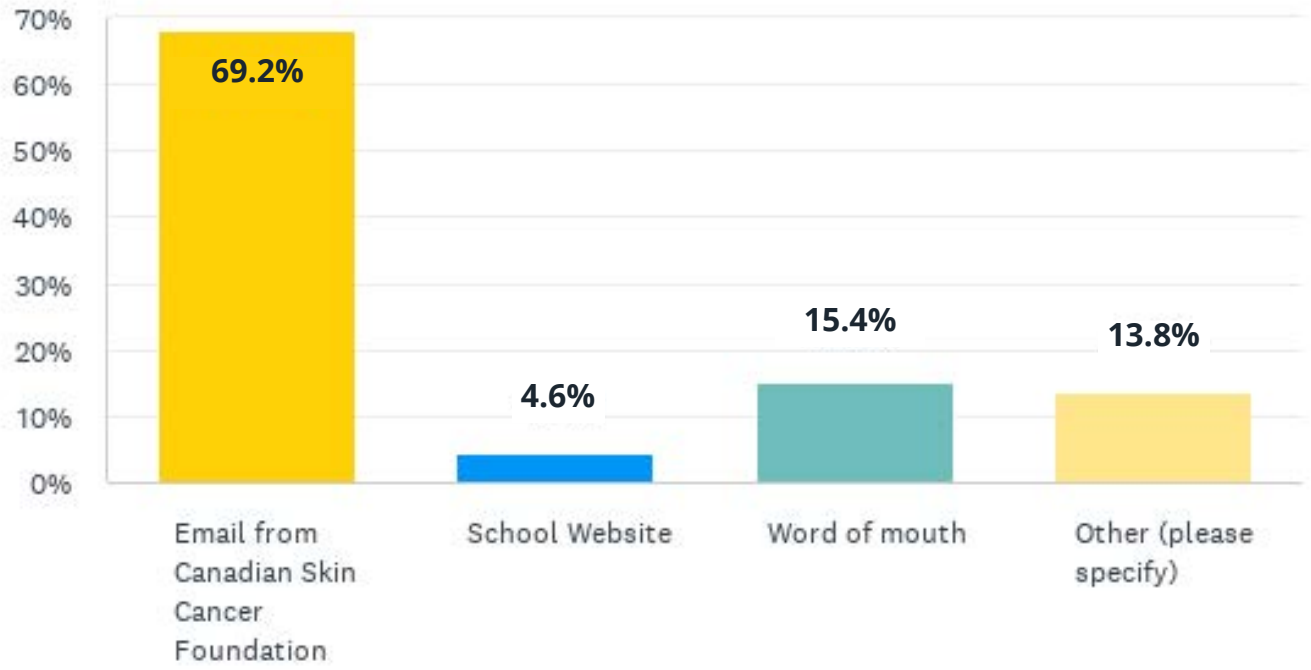
When asked ***if they had any suggestions for improving the program***, 16 of 21 respondents answered, 8/16 indicated no/nothing, everything ran smoothly and was well done. 5 offered some suggestions regarding content. 1 person suggested that the scary photos of cancerous moles be removed, 2 suggested more time was needed, 1 mentioned more info regarding tanning beds and a picture of a tanning bed would enhance the content and 2 suggested sunscreen giveaways would be a good idea.

Grade 5 and 6 Teachers (Classroom Teachers)

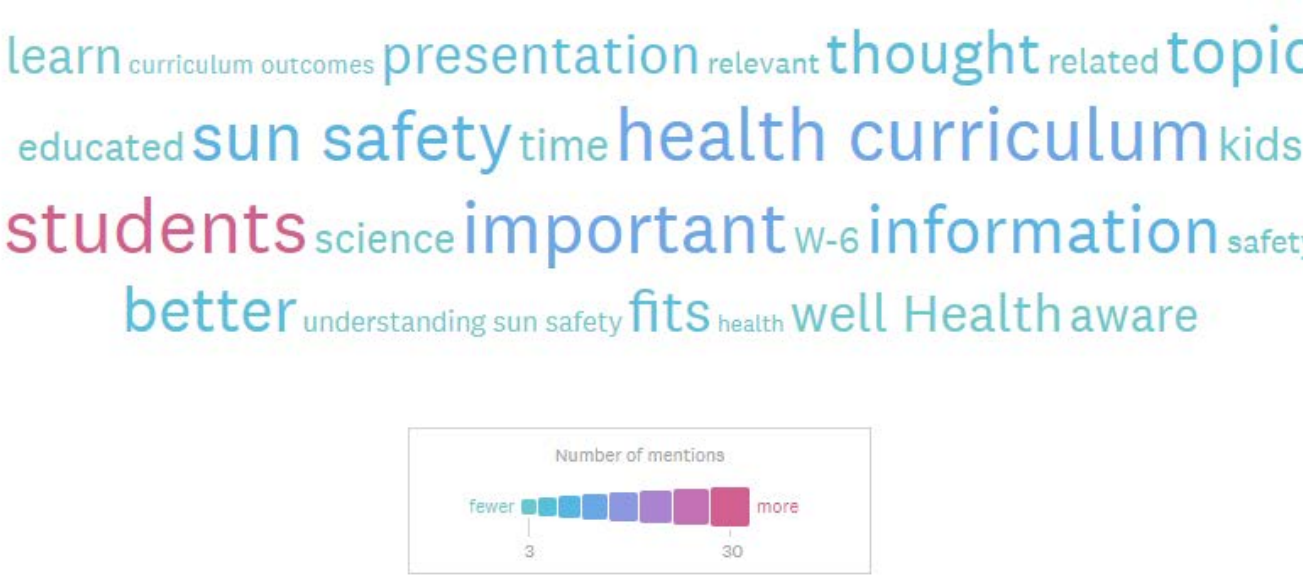
Teachers were sent a survey link after the presentation was offered in their classroom. The link took them to a Survey Monkey software platform where they could record their answers. Two collection periods of teachers responses were summarized. The first period was from June 2019 to March 2020 with 67 responses recorded. The second collection period was from December 2020 to November 2021 with 140 responses.

Reporting on the ***first set of responses*** collected in 2019 and 2020, 67 responses:

When asked "***how did you hear about the Sun Safety presentation"***, with 65 of 67 respondents answering the question, 45/65 (69.2%) reported an email from the C.S.C.F., 10/65 (15.4%) reported word of mouth, 9/65 (13.8%) reported other and 3/65 (4.6%) reported school website. When teachers specified "other" they indicated, emails from administrators most often.

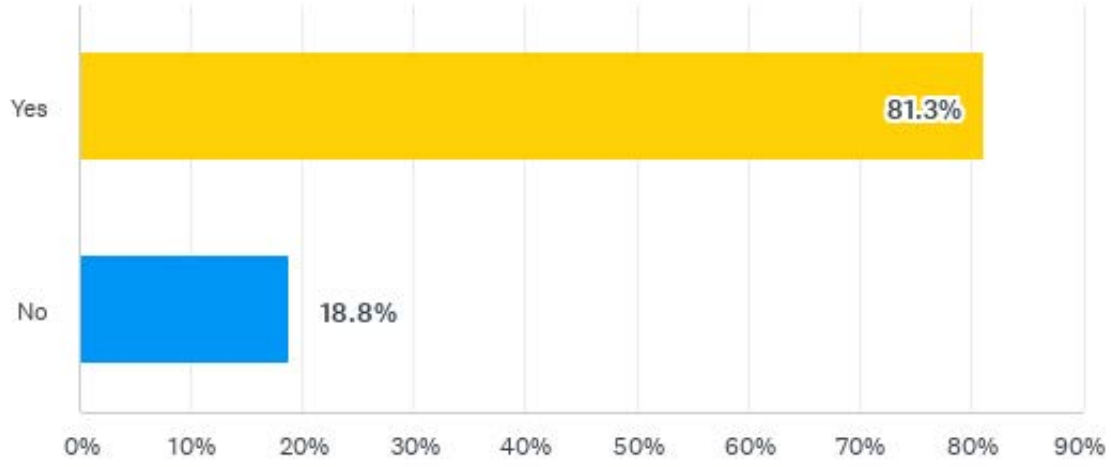


When asked ***"why did you book the presentation",*** the following answers were given.



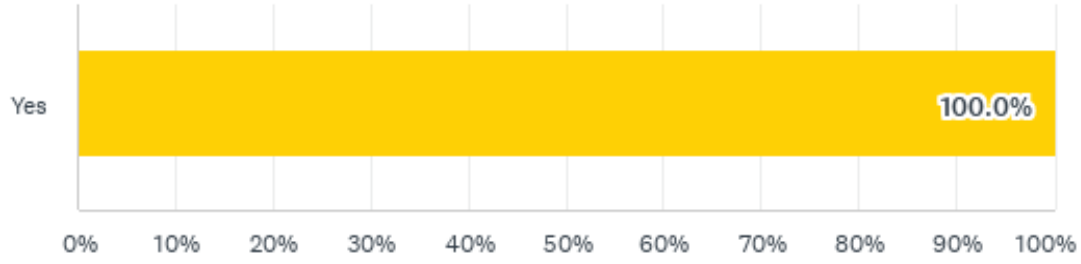
In the word cloud above the number of mentions ranged from 3 to 30. The size and colour of the word corresponds to the number of mentions. Health curriculum alignment was obviously a primary reason. Sun Safety is seen by teachers as very important knowledge for students to have to stay healthy.

When asked ***"will you book the presentation again next year"***, of 64 respondents who answered the question, 52/64 (81.3%) indicated yes, 12/64 (18.8%) replied no. Of those that replied no, 4 commented that they would have the same students next year, 2 won't be teaching grade 5 or 6, 3 commented that the presentation was boring or not engaging, and 4 indicated the presentation was scary.



There were 48 comments in total, with 36 being very positive. Themes included, the presentation was very interactive, this information is important for the students to know, the presenter was engaging, it is more impactful to students when a guest presenter is teaching, it supports my messaging, and the students were engaged and enjoyed the presentation.

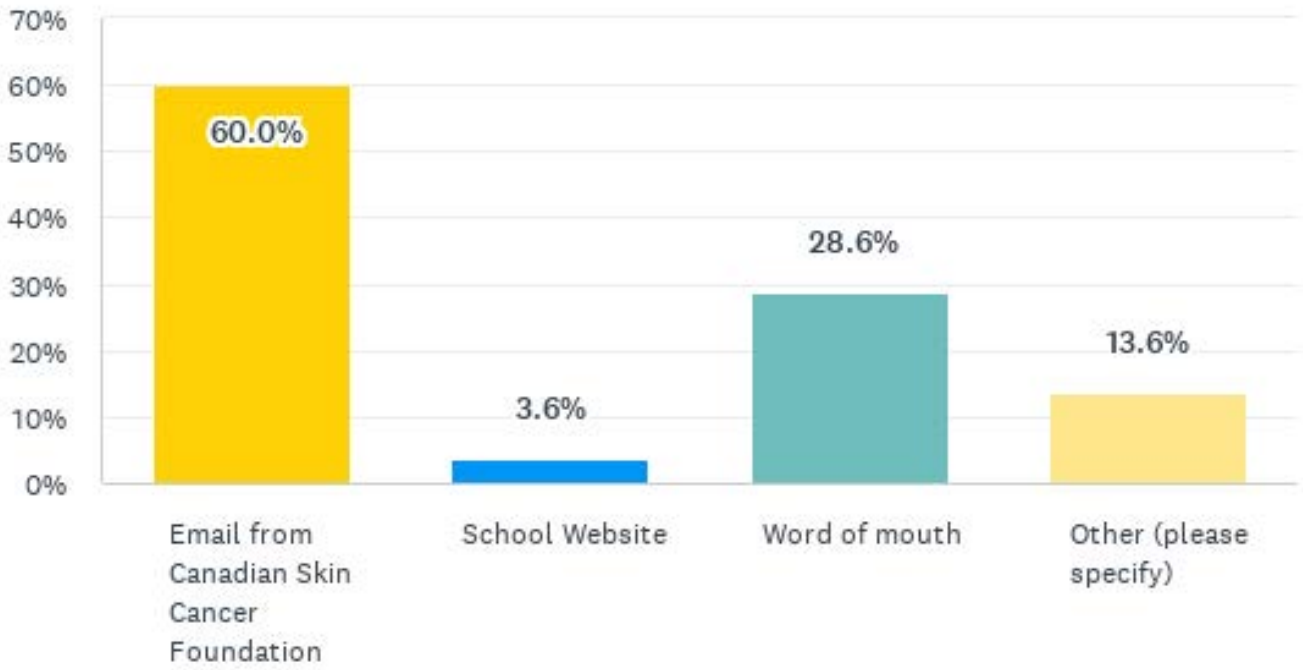
When teachers were asked ***"would you recommend the presentation to a colleague"***, of the 13 that answered, 13/13 (100%) said yes.



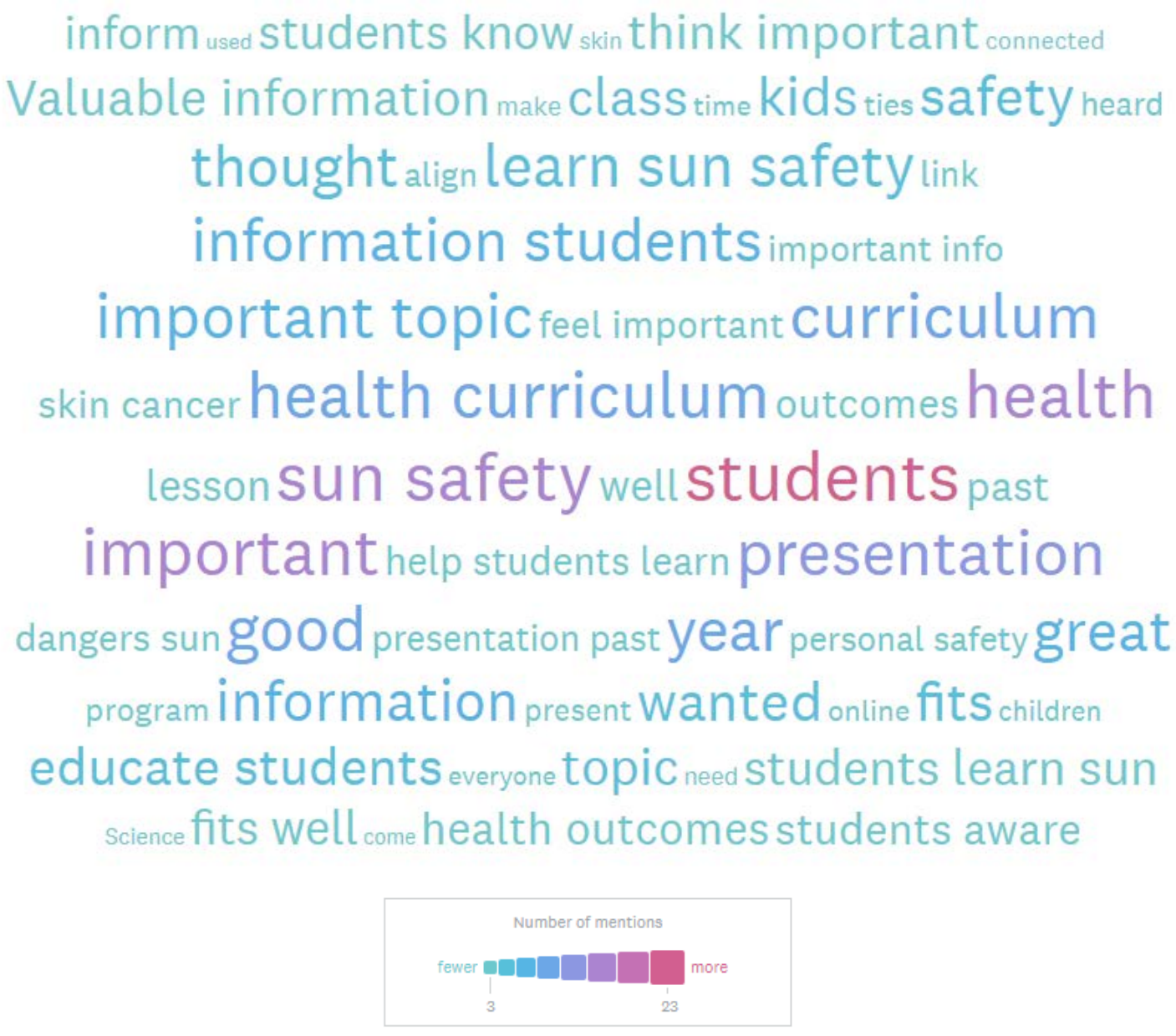
Feedback from the teachers resulted in some revisions to the slide presentation including removal of a few of the slides showing cancerous moles. Tanning bed content was added.

Reporting on ***the second collection period***, December 2020 to November 2021, 140 respondents:

When asked "***how did you hear about the Sun Safety presentation"***, with 140 answering the question, 84/140 (60.0 %) answered email from C.S.C.F., 40/140 (28.6%) answered word of mouth and the remaining respondents reported school website 5/140 (3.6 %) or other 19/140 (13.6%). Within "other", 9 teachers indicated word of mouth.



When asked ***an open-ended question about why they booked the presentation***, the teachers mentioned the importance of students receiving sun safety education most often. They also mentioned the alignment with the health curriculum frequently. The word cloud below represents the teachers' answers. The size and colour of the font relates to the frequency of mentions of each word.



TEACHER QUOTES:

WHY DID YOU BOOK THE PRESENTATION?

"We are studying safety in health, so this related to our curriculum focus. Also, we haven't had many presentations at all this year due to COVID, so I was looking for something to engage my class."

"It was to be presented by a respected source: The Canadian Skin Care Foundation and skin cancer is an important topic to discuss."

"To help my students make good choices."

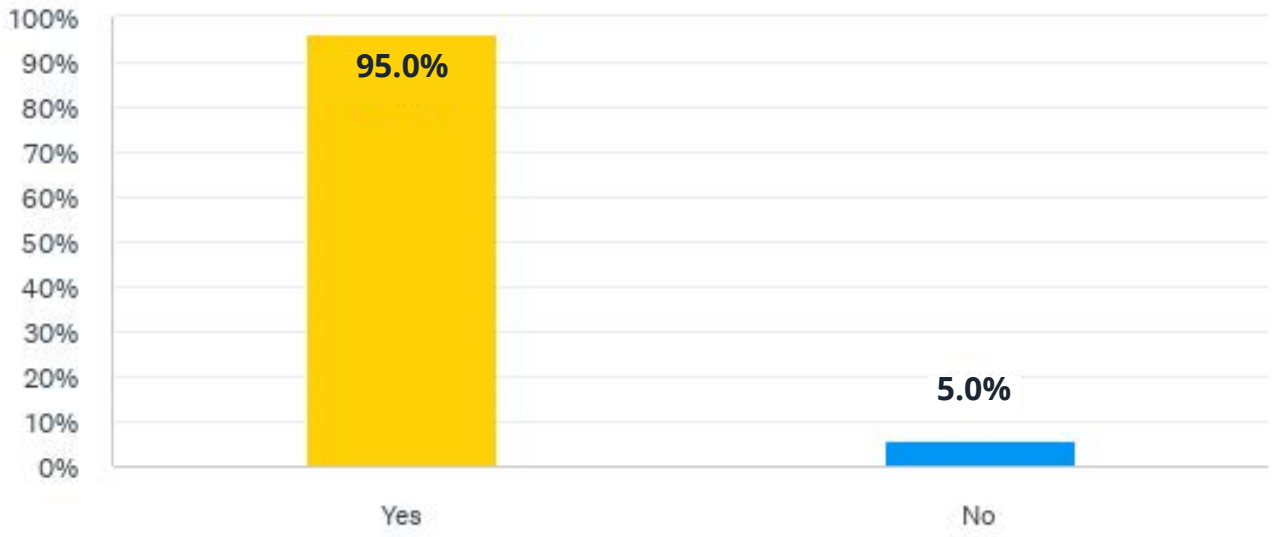
"We've had the presentation in the past and it really gets kids thinking about their time in the sun."

"Great life info for everyone."

"I think kids need to learn early about how to protect their skin as much as possible. It is a topic that is best taught by the experts instead of the classroom teacher and it tends to be more informative and engaging when done by a guest speaker."

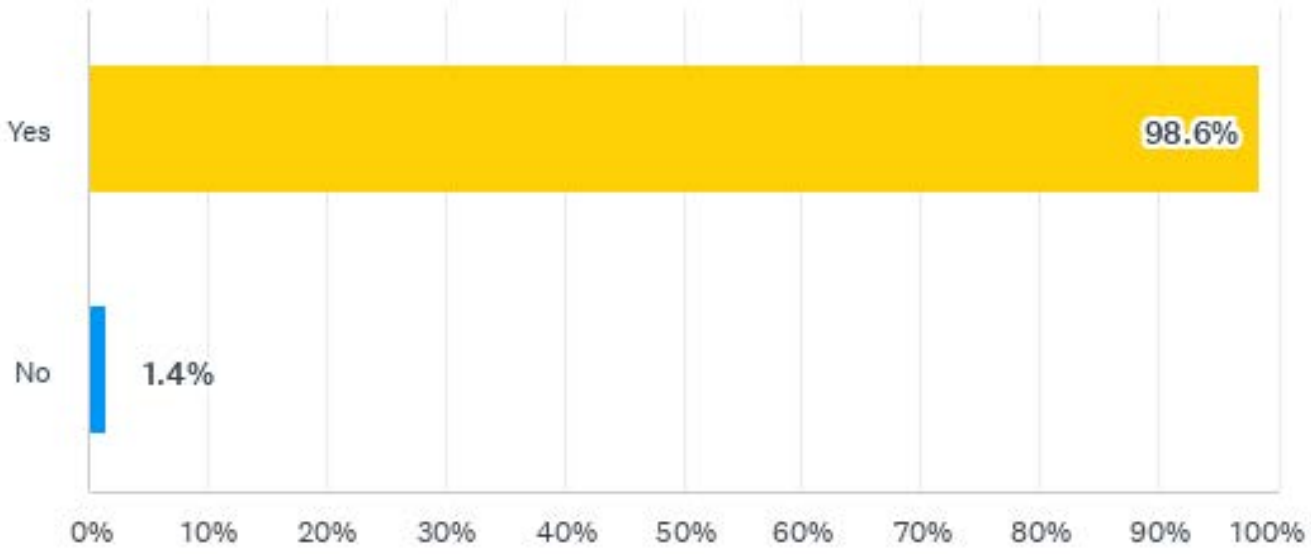
"Most of my students have been online all year, with only me. It's such a gift to have someone different presenting live to them. When I heard about this presentation, it sounded perfect."

When asked ***"will you book the presentation again next year"***, 133/140 (95.0%) said yes and 7/140 (5.0%) said no.

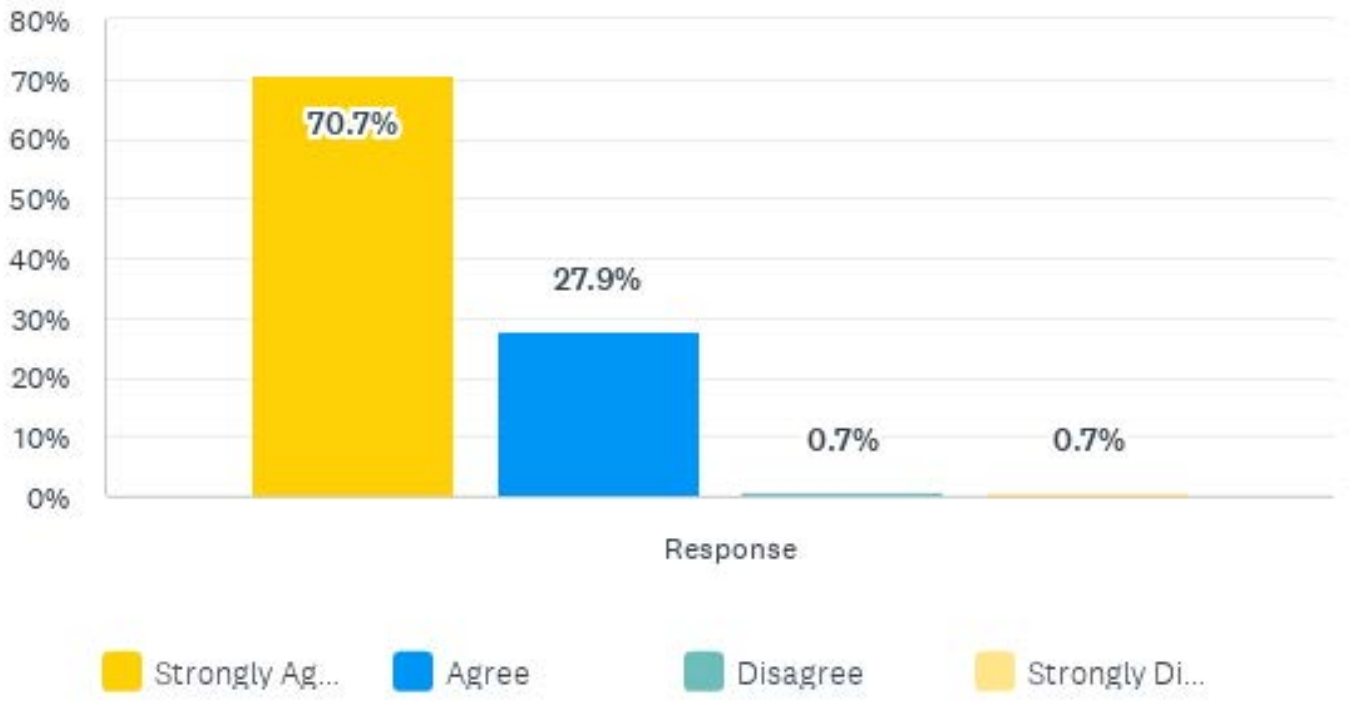


Within their comments the teachers described the presentation as engaging and informative often.

When asked ***"would you recommend the presentation to a colleague"***, 138/140 (98.6%) said yes and 2/140 (1.4%) said no.



When asked to indicate their level of agreement with the statement ***"the Sun Safety presentation is an effective teaching tool"***, 99/140 (70.7%) strongly agreed, 39/140 (27.9%) agreed, 1/140 (0.7%) disagreed and 1/140 (0.7%) strongly disagreed.



These process measures demonstrate an increase in the number of teachers hearing about the presentations through word of mouth, from 15.4% in 2019/20 to 28.6% in 2021. The two most important reasons teachers booked the presentation were because it aligned with the health curriculum, and it is very important information for the students to have to be able to make healthy choices. An overwhelming majority want to book the presentation again and all but two said they would recommend it to colleagues.

Quote

"The presentations are always of excellent quality and very informative!!!"

~Teacher

PROGRAM EVALUATION

A detailed evaluation plan and accompanying measurement tools were created in 2019. Measurement tools, and administration of the measurement tools were carried out as per the plan where possible. Due to the pandemic and gathering restrictions, adaptations had to be made to meet health regulations. While a few planned measurement tools were not able to be used, a new survey to teachers was developed and implemented to gain their perspectives on the best online learning approach. Annual monitoring reports were submitted by C.S.C.F. as per provincial requirements.

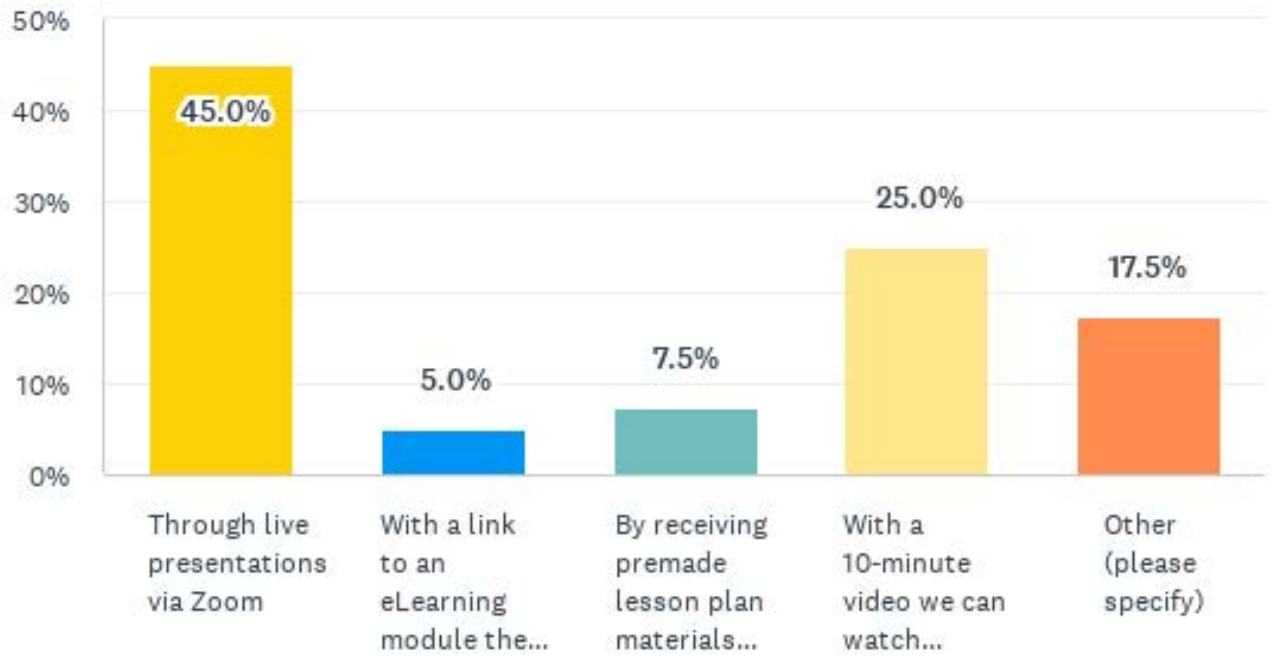
OUTPUT MEASURES

A 2-pronged recruitment strategy aimed at student health associations for volunteer presenters and at school boards and teachers for classroom presentation requests was developed in the Spring of 2019 after funding was received. The delay of the funding caused concern about whether teachers would be able to accommodate the presentation as part of their curriculum so close to the end of the school year. However, the uptake was surprisingly positive.

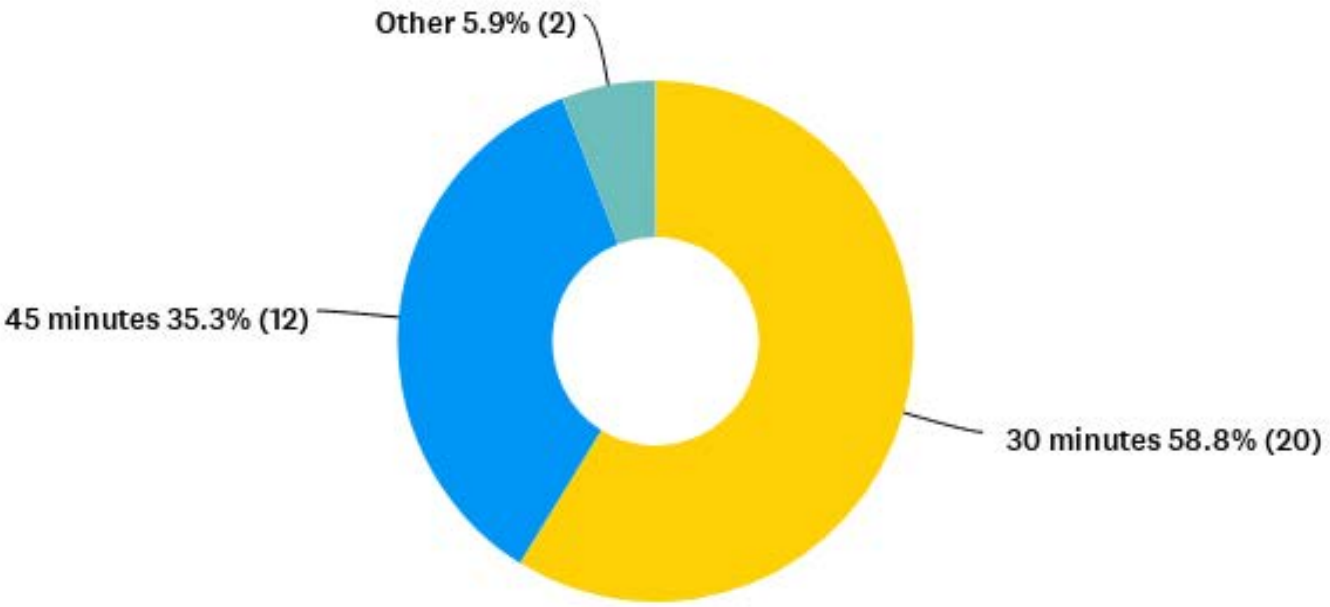
Similarly, potential university and college student volunteers were preparing for exams, so it was challenging to recruit them in the Spring. C.S.C.F. staff facilitated the majority of the presentations in the Spring of 2019. However, with more time to promote the program, students showed eagerness to be involved. Over 150 students left their contact information at recruitment events in the Fall of 2019 to be reached in 2020 for training. Two students worked 20 hours each over 12 weeks through the Serving Communities internship program in the Spring of 2019.

A further hold on funding in the second year of the grant period had an impact on the program. Expected funds in January were not received until April. Staff were not retained and had to be rehired in the Spring resulting in the same timing issues as the previous year.

Also, in April 2020 staff had to pivot to an online learning approach due to school closures. They began an online outreach campaign to teachers, administrators, and home schoolers. They updated eLearning modules using new software and platforms. A survey of teachers assisted C.S.C.F. in understanding teacher preferences. 40 teachers responded to the survey. When asked "***How would you prefer for your class to receive their online Sun Safety education***", 18/40 (45.0%) answered "through a live presentation by C.S.C.F. using Google or Zoom. The second most common choice was "a 10 minute video" chosen by 10/40 (25.0%). A suggestion was made to provide an online presentation followed by an eLearning module or test/survey.



As for ***the preferred timing of the presentation***, of the 34 teachers who answered the question, the first choice, 20/34 (58.8%) was 30 minutes, with the second choice, 12/34 (35.3 %) being 45 minutes.



C.S.C.F. accessed more families through the New Family Rules campaign in May and June. The campaign reached 15,736 people through 9 Facebook posts and 7 Instagram posts dedicated to the New Family Rules video. C.S.C.F. provided content on sun safety.

In 2021, all Sun Safety presentations were virtual. All staff and volunteers offered their presentations from home. French translation was achieved and schools were offered the presentation in French. Program staff focused on development of teacher resources and complimentary lesson plans. These resources were highly promoted and used.

Downloadable Resources

PROGRAM OUTPUTS		
2019	**2020**	**2021**
58 active Sun Safety Ambassador volunteer presenters	3 active Sun Safety Ambassador volunteer presenters	14 active Sun Safety Ambassador volunteer presenters
4 partnerships with student associations	4 partnerships with student associations, 1 partnership with Melanoma Foundation	4 partnerships with student associations
217 presentations delivered by volunteers resulting in 434 hours of volunteer service (Volunteers were given two hours credit per presentation to account for travel time)	8 presentations delivered by volunteers resulting in 8 hours of volunteer service	70 presentations delivered by volunteers, resulting in 70 hours of volunteer service
16 individual volunteer training sessions offered	5 group volunteer training sessions offered	3 group volunteer training sessions offered
16 volunteers trained	25 volunteers trained	36 volunteers trained
13 school districts participating 187 schools	2 school districts participating, one Catholic, one Public	21 school districts participating 151 schools
361 in class presentations delivered	30 in class presentations delivered, 98 had been booked, 68 were cancelled (58 cancelled due to pandemic)	302 online presentations delivered
11,431 grade 5 and 6 students participating	859 grade 5 and 6 students participating in class	7,035 grade 5 and 6 students participating in online class (Spring sessions 5,885, Fall sessions 1,150)
	729 views of the 10 minute video on You Tube	432 views of the 10 minute video on You Tube
	7000+ views of Google ads resulting in 463 clicks (navigation to the website)	over 10,823 views of Google ads resulting in 834 clicks (navigation to the website)
	11,826 impressions through Facebook ads	78,432 impressions through Facebook ads resulting in 419 clicks (navigation to the website)
		16 French presentations
		254 visits to the online eLearning module, 39 finished, 19 passed

GOSAFE SUN SAFETY PROGRAM GROWTH

There was a definite increase in school districts participating and geographical areas represented among the program participants over the 3-year funding period. A commitment to reach out to rural communities in 2020 resulted in many rural communities becoming involved in 2021. In 2021, 151 schools participated across the province. These schools are part of the following school districts; Edmonton Public, Edmonton Catholic, Holy Spirit Roman Catholic Regional Division No 4 (Lethbridge), Lethbridge Public, Fort McMurray Public, Fort McMurray Catholic, Calgary Board of Ed, Calgary Catholic, Red Deer Catholic, Red Deer Public, Golden Hills School Division, Parkland School Division No. 70, Horizon School Division No. 67, Medicine Hat Public School Division, Hinton Community School District, Lamont Elementary School District, Elk Island Public Schools, Canadian Rockies Public Schools, Black Gold School Division, Christ the Redeemer Catholic Schools, Prairie Land School Division.

In total, 19,325 grades 5 and 6 students received the in class GoSafe Sun Safety presentation over the 3 years of the funding period. Additionally, Facebook and Google ads resulted in over 1,700 people navigating to the C.S.C.F. website.

In 2019 C.S.C.F. expected to deliver 150 presentations to 7000 students in the Spring. March to June was a preferred time to deliver the presentation as children would be prepared for summer weather by having this information top of mind. These expectations were greatly exceeded, with 11,431 receiving the presentation.

Hopes for 2020 were set at 7,000 minimally, based on previous experience. However, closures and health restrictions were put in place in March of 2020. This curtailed the delivery of presentations. Only 859 students received the in-class presentation. C.S.C.F. staff had to pivot quickly to develop online resources, as did all service providers. 729 people viewed the 10-minute video once it was available online. It is evident that while in-class numbers fell, online options were utilized by students resulting in a total of 1,588 views of the presentation.

In 2021 with the presentation and all accompanying lessons plans and tools available online and C.S.C.F. booking classroom-based presentations again, 7,035 students received the presentation in class using online meeting platforms during Spring and Fall sessions. 39 people completed the online eLearning course and there were 432 views of the 10 minute video resulting in 7,506 views of the Go Safe Sun Safety presentation content.

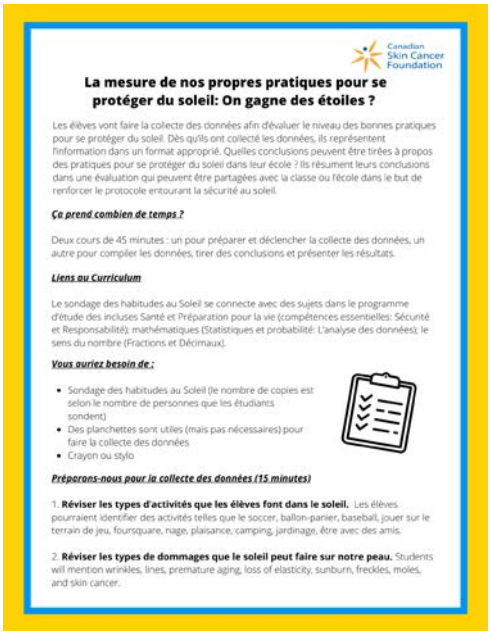
Translations and Customization of the GoSafe Sun Safety Presentation

The goal of translating the GoSafe Sun Safety presentation into French was achieved. 16 presentations were offered in French to students within 12 French schools. All resources were also translated into French as well as website content. French speaking teachers were communicated with in French.

The GoSafe Sun Safety presentation was also delivered in Spanish for 50 Spanish speaking students in an Edmonton school.

Sign language translation was provided to 40 students at the School for the Deaf in Edmonton.

The presentation was also customized to meet the needs of students at the Menorah Academy in Edmonton.




La Cartographie d'ombres


Jeu de l'ombre


La mode au Soleil


On s'amuse au soleil

Development of New Resources

C.S.C.F. staffs' program delivery experience, volunteer presenters' feedback and teachers' suggestions contributed to program improvements. The developmental evaluation approach supported the incorporation of these suggestions into the program as quickly as possible. This resulted in changes being made throughout the 3-year program funding period based on feedback and lessons learned.

The foundational C.S.C.F. GoSafe Sun Safety PowerPoint presentation was used as the basis for the development of an eLearning module and a 10-minute web based video. In addition to the core educational presentations, complimentary lesson plans for teachers were developed. The lesson plans identified the links to curriculum goals, provided detailed instructions on how to implement the activities and identified time and resources required. The following lesson plans are available in the Tool Kit: (see appendices 9-13)

- Measuring our Sun Safety Habits
- Sun Safety Charades
- Shade Mapping
- Shade Games
- Sun Safe Fashion Revolution

Activities and games were also created including: (see appendices 14 -15)

- UV Beads Science Experiment
- Sun Safe Animals

French resources were also developed including: (see appendices 16 – 21 and 26)

- La Cartographie d'ombres
- Jeu de l'ombre
- La mode au Soleil
- On s'amuse au soleil
- Nos pratiques pour se protéger du soleil
- Expereience avec des billes UV
- Presentation Pour se Proteger du Soleil

All of these educational items were placed on the website for easy access by anyone looking to receive education regarding sun safety. The website was enhanced with counters to record number of visitors and an evaluation survey was linked to the online presentations to capture outcomes achieved.

Evaluation Measurement Tools

A set of measurement tools were developed in the first 6 months of the program funding period to measure expected outcomes. They were included with the evaluation plan. While most tools were utilized, some were not due to programmatic changes resulting from the pandemic. New tools were created where required. Below is a list of tools available and their usage rate.

MEASUREMENT TOOL	METHODOLOGY	UTILIZED OR NOT	# OF RESPONDENTS
Volunteer - Program Evaluation Survey	Volunteers were invited to complete the survey online after the semester	Yes	21 in total 12 in June of 2019 9 in Nov of 2021
Teacher – Program Evaluation Survey	Teachers were invited to complete survey online after presentation	Yes, 2 collection periods	207 in total 67 during period June 2019 to March 2020 140 during period Dec 2020 to November 2021
Teacher – Online Process Survey	Teachers invited to give their input into how online education would be delivered	**New Tool** Yes	40
Teacher Interview	Invite 5 teachers to participate in one-to-one interviews	No	Teachers had no time to participate due to school closures and pivoting to new teaching requirements
Student - Outcome Measurement Quiz	Students were invited to complete quiz immediately following presentation either in class or online	Yes	1827
Student Outcome Measurement Quiz embedded in e Learning course	Students answered questions as they move through online course. They are informed whether they answered right or wrong. They receive a pass or complete grade at end	**New Tool** Yes	39

Evaluation Measurement Tools continued ...

MEASUREMENT TOOL	METHODOLOGY	UTILIZED OR NOT	# OF RESPONDENTS
Partner – Program Evaluation Survey	Invite partners to complete survey at end of school year	No	Student Assoc. partners faced closures and work at home, little or no communication with C.S.C.F.
Partner Interview	Invite 5 partners to participate in one-to-one interview	No	Student Assoc. partners faced closures and work at home, little or no communication with C.S.C.F.
Staff Focus Group	The program team will participate in Focus Group with Evaluator	Yes	2 Focus Groups 4 staff in each
Interview with C.S.C.F. Exec Director/Program Coordinator	Program Director is invited to participate in one-to-one interview with Program Evaluator	Yes	3 interviews, one per year, 2019, 2020, 2021
Output Database	All numerical data entered excel data base	Yes	NA

EXPECTED OUTCOMES

Short Term

- Sun Safety Presenters report they have increased understanding of sun safety
- Sun Safety Presenters report they have increased understanding about how to promote sun safety in their future health practitioner roles
- Students report they have increased knowledge of skin cancer prevention and sun safety behaviours
- C.S.C.F. has increased number of partnerships with school districts across Alberta
- C.S.C.F. has increased number of committed partners to deliver program
    - School boards
    - Health organizations
    - Teachers

Mid Term

- Sun Safety Presenters report they have gained presentation skills as a result of this program
- Sun Safety Presenters are able to identify how they will utilize their knowledge in future health practice
- Expanded reach of program throughout AB
- Tool Kit is current and available to others
- New community partners involved in delivery of the program
- C.S.C.F. has increased capacity to deliver program
- Improved program curriculum
- Program participant evaluation results demonstrate success of program and areas for improvement
- The program is revised as per evaluation results

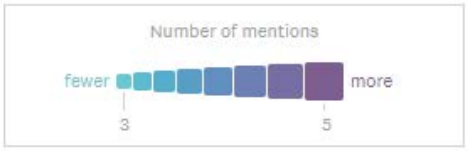
OUTCOME MEASURE RESULTS

Short Term

GoSafe Sun Safety Presenters

21 volunteer presenters responded to a survey administered by C.S.C.F. following a semester of presentations. A link was sent to the survey with an invitation to complete it within Survey Monkey, a survey collection and analysis software.

When asked "***what is the most important thing you learned about sun safety from facilitating this program***", 19 of 21 respondents answered. 12/19 mentioned the importance of protecting oneself from sun rays, by wearing sunscreen, checking moles regularly and not using tanning beds. 2 mentioned the ABCDE's of skin cancer as an assessment tool. One person responded they did not learn anything new since they have been battling skin cancer.



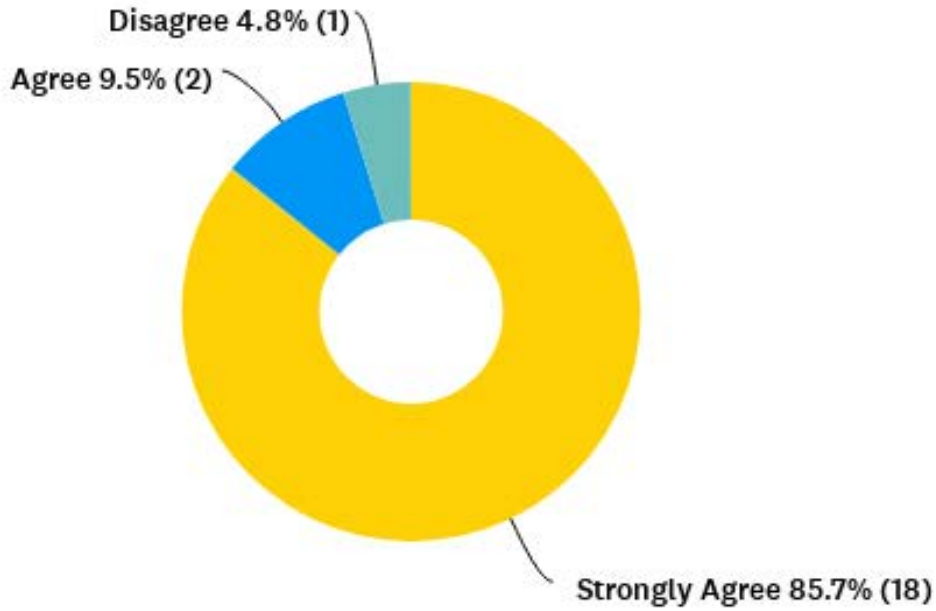
Presenter Quotes

"The importance of educating individuals at a young age."

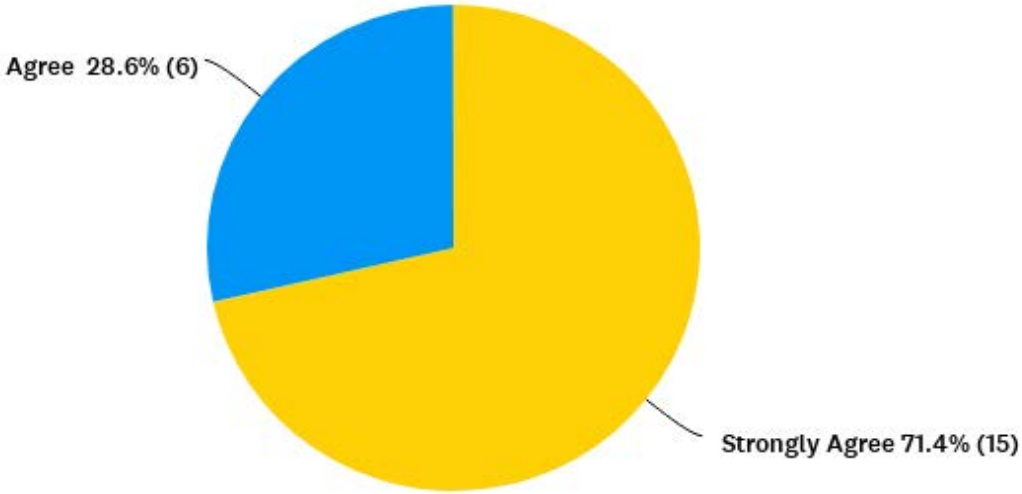
"As a person with darker skin who was told growing up that I was safe from the sun, I was unaware that I am also not excluded from sun damage and that sun safety is just as crucial for me as it is someone with lighter features."

"This might be simple, but this program taught me a lot about sunscreen. Now I'm more conscious about what I should be looking for in a good, protective sunscreen."

When asked to respond to the statement, "***as a result of volunteering in this program, I have improved knowledge of how to protect myself in the sun***" 18/21 (85.7%) strongly agreed, 2/21 (9.5%) agreed and 1/21 (4.8%) disagreed.



When responding to the statement "***as a result of volunteering in this program, I am more committed to checking my moles for changes***" the following responses were received. 15/21(71.4%) strongly agree, 6/21(28.6%) agree.

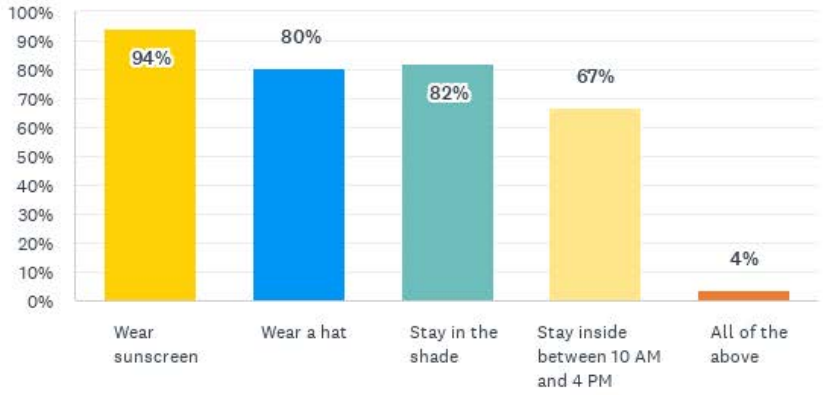


Grade 5 and 6 Students

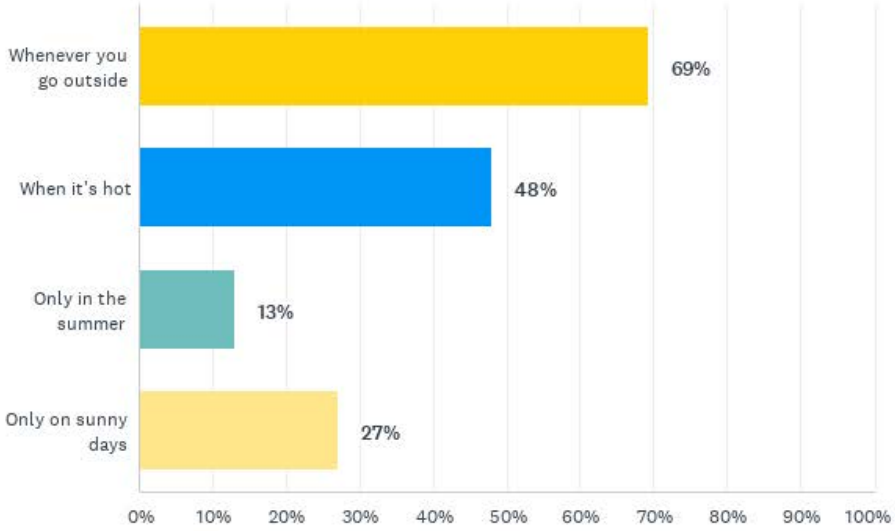
A Sun Safety quiz was administered to the students after receiving the GoSafe Sun Safety presentation. 1,827 students participated.

The average score was 69% or 10.3/15. The lowest score was 7% while the highest was 100% with the median score being 73%. See the outcome focused questions and responses below.

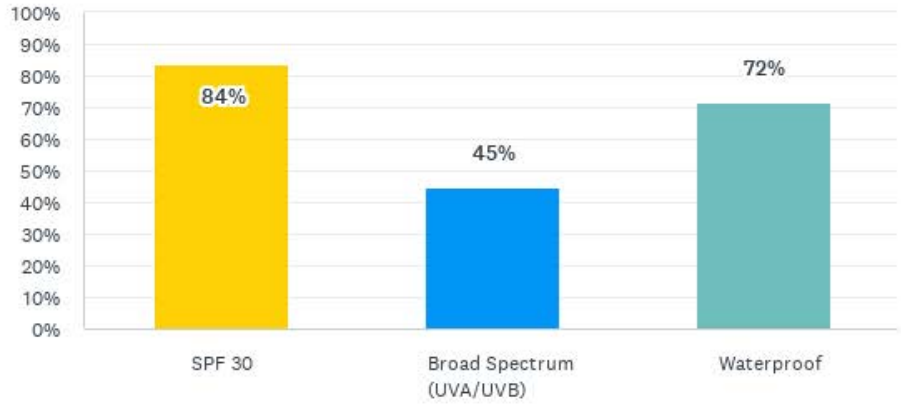
Q1 What are ways you can prevent getting a sunburn and being Sun Safe? Please select all that apply.



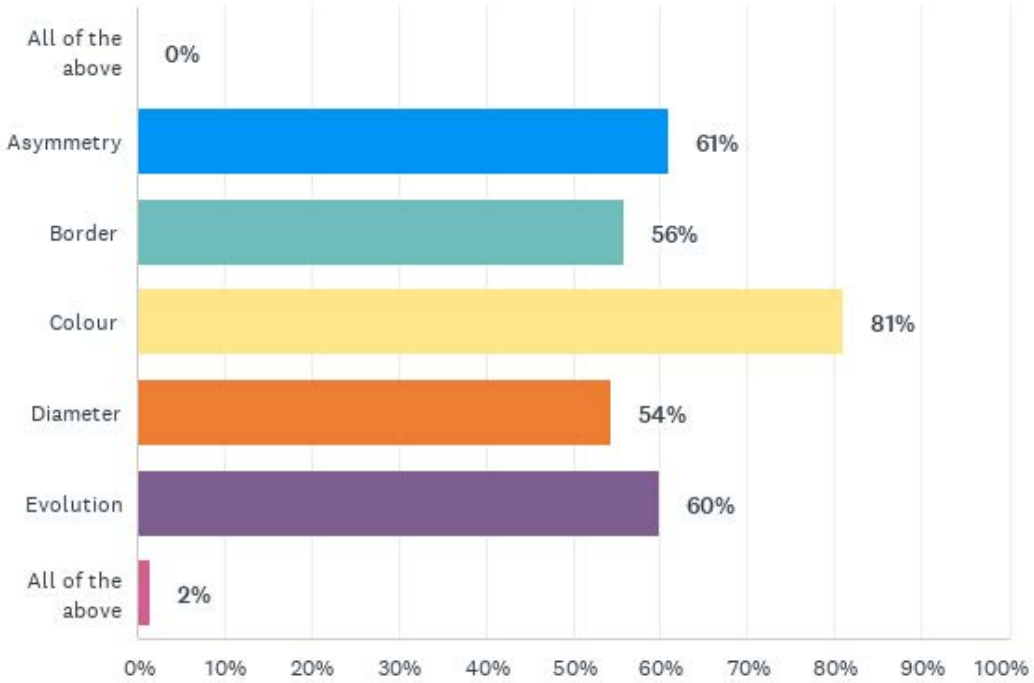
Q2 When should you wear sunscreen?



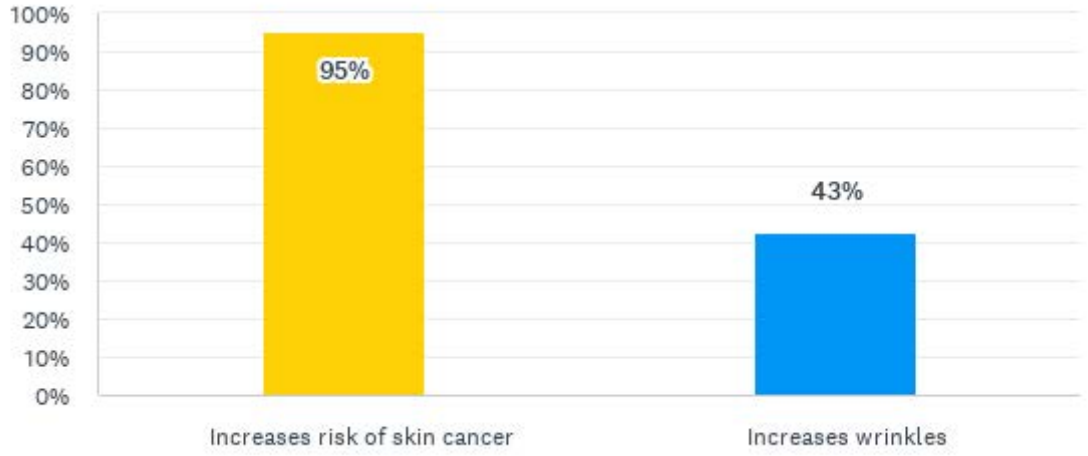
Q3 What factor should you consider when choosing a sunscreen? Please select all that apply.



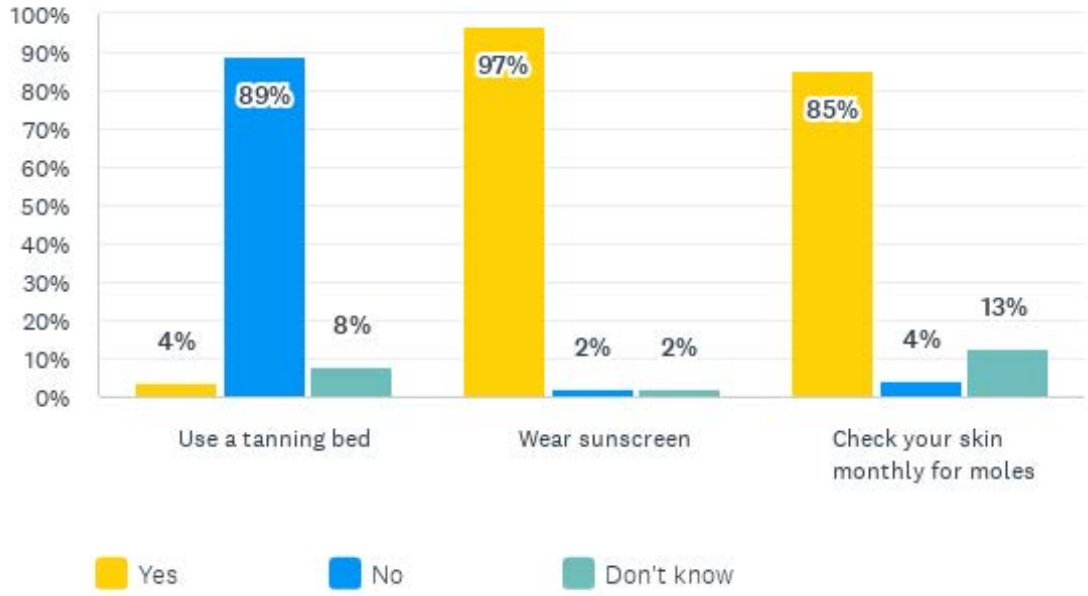
Q4 What changes in your moles would you want to ask your parents or doctor about? Please select all that apply.



Q5 What effect does tanning have on your body?



Q6 Now that you know about skin cancer, will you..

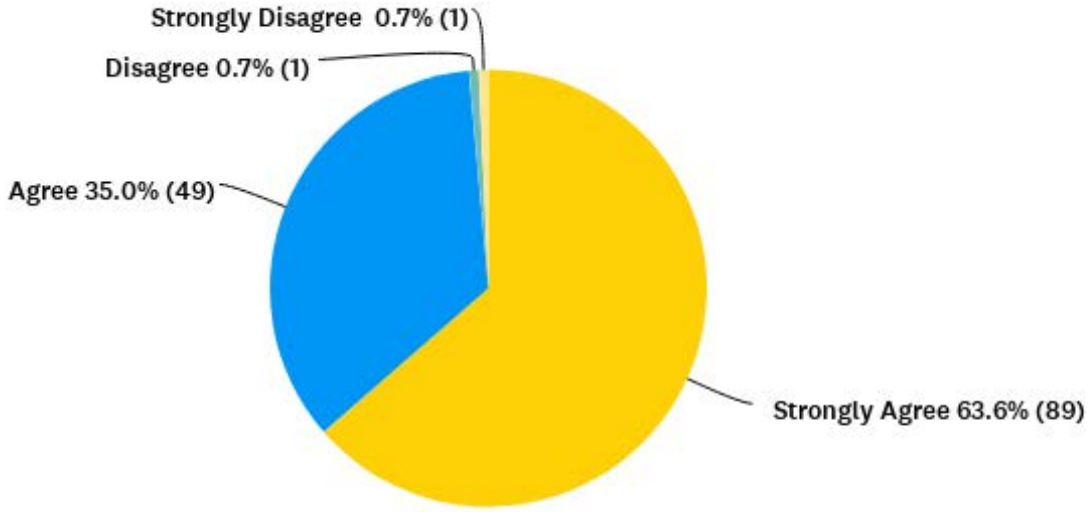


These results demonstrate that the students have the knowledge they need to make good choices regarding sun safety.

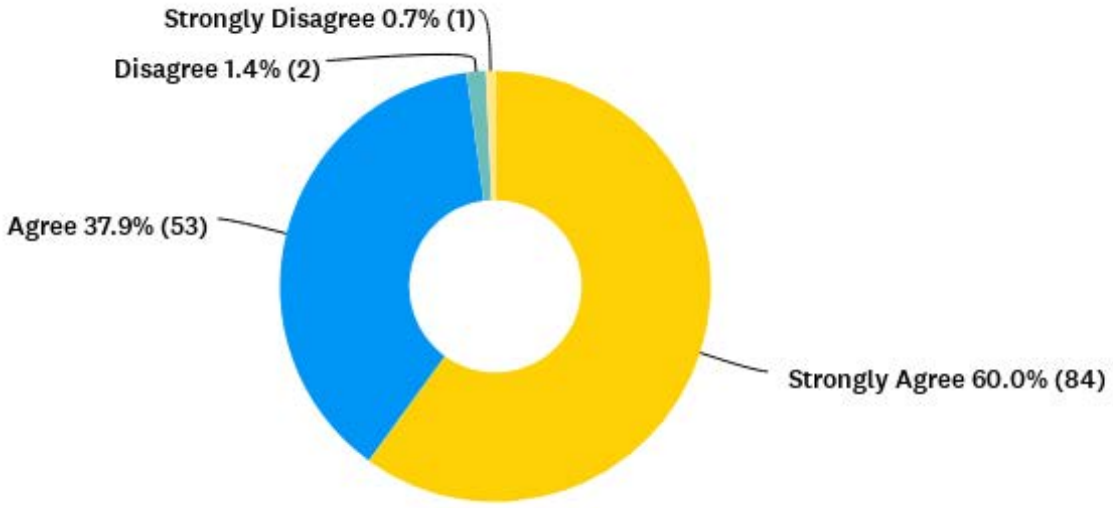
Grade 5 and 6 Teachers

In 2021, the teacher evaluation survey included the following 3 questions. There were 140 respondents.

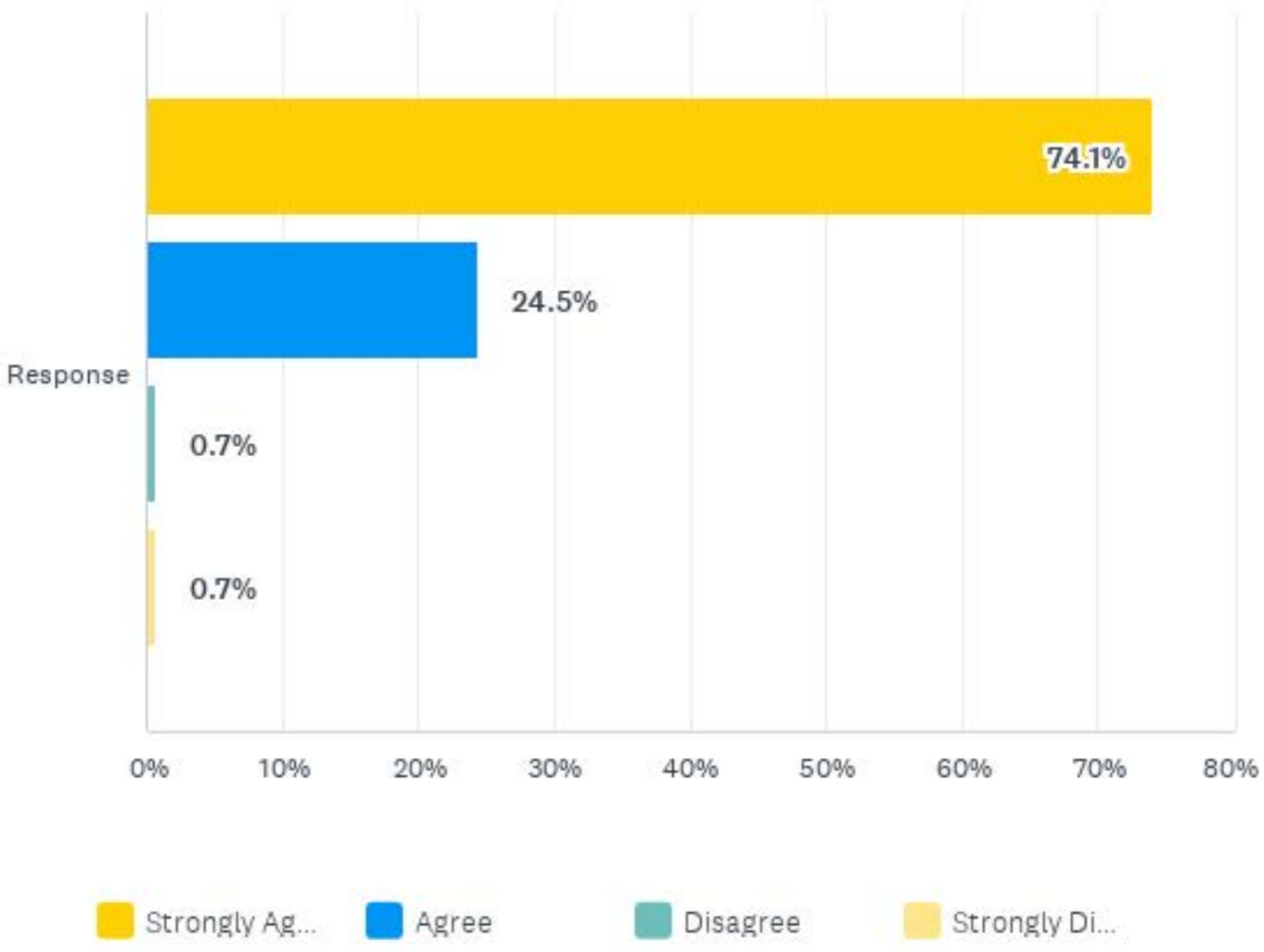
When asked to indicate their level of agreement with the statement "***sun safety is an important part of my students learning plan***", 89/140 (63.6%) strongly agreed, 49/140 (35.0%) agreed and 1/140 (0.7%) each disagreed and strongly disagreed.



When asked to indicate their level of agreement with the statement "***the sun safety program aligns well with my class curriculum***", 84/140 (60.0%) strongly agreed, 53/140 (37.9%) agreed, 2/140 (1.4%) disagreed and 1/140 (0.7%) strongly disagreed.



When asked to indicate their level of agreement with the statement "***my students have improved knowledge of how to protect themselves in the sun***", 103/139 (74.1%) strongly agreed, 34/139 (24.5%) agreed, 1/139 (0.7%) disagreed and 1/139 (0.7%) strongly disagreed.



Mid Term

GoSafe Sun Safety Volunteer Presenters

When asked ***how they will use this knowledge in their future careers***, the volunteers answered, to educate patients, to educate family, friends, and colleagues and for their own health. Some mentioned that the improved public presentation skills will be helpful in their future careers.

Presenter Quotes

"Provide better patient-centric information."

"This opportunity provided me a great chance to practice public speaking as well as teach me how to translate complex health information into something people of all ages and backgrounds can understand and making it fun. This will help me as I continue in my education and as I begin to start working with patients on a daily basis."

"This program has helped me to improve my presentation skills in a way that I can translate the outcome of my work and make it easier for a large audience."

Program Development and Accessibility

With the development of the GoSafe Sun Safety Tool Kit and its accessibility on the C.S.C.F. website, sun safety education is available to all who wish to receive it.

The following map which identifies participating schools in Alberta in 2021 clearly demonstrates the reach of the GoSafe Sun Safety program.

ACHIEVEMENT OF GOSAFE SUN SAFETY EDUCATION PROGRAM GOALS

Expanded Reach of the GoSafe Sun Safety Program in Alberta

Despite the pandemic and associated restrictions, the GoSafe Sun Safety program expanded its reach. It grew from involvement in 13 school districts in 2019 to 21 school districts in 2021. Rural and urban communities benefited from the GoSafe Sun Safety presentations.

Increased Capacity of C.S.C.F. to Deliver the GoSafe Sun Safety Program

The C.S.C.F. increased its capacity to deliver the GoSafe Sun Safety program. Due to the pandemic, program staff had to quickly develop their technology skills, research appropriate software, and create additional resources for online access and use. The content is now available in 3 formats, scheduling software is efficient and effective, numerous complimentary lesson plans and activities have been developed and are accessible on the C.S.C.F. website. Feedback during the 3-year funding period has resulted in positive changes and enhancement of educational materials.

Increased Availability and Uptake of Presentations

As noted above, with all resources being available online, Sun Safety education materials are accessible to all. Participating teachers reported very positive reviews and their preference for having a guest presenter from C.S.C.F., a trusted leader in skin cancer prevention, to facilitate the presentation and interactions with students either in person or online.

Increased Awareness of Skin Cancer Prevention Among Sun Safety Volunteers

The GoSafe Sun Safety volunteer presenters reported increased awareness of skin cancer prevention and sun safety behaviours. They reported that they believe they will use this knowledge in their future careers.

Development and Mobilization of New Partnerships

While 4 partnerships with student associations were maintained over the 3-year funding period, no new partnerships were developed with student associations. The pandemic and associated closures of university and college campuses required a different approach than planned. Recruitment ads were placed on student association web pages and social media accounts, rather than going through the associations. Recruitment of volunteers was slower after March 11, 2020, when the global pandemic was announced and school closures began March 15th.

Students Know How to Practice Sun Safety

The student quiz taken by 1,827 students, post presentation, demonstrates that grade 5 and 6 students have knowledge on how to stay safe in the sun.

The GoSafe Sun Safety Program will be Evaluated and Improved According to Results

Throughout the program funding period and the implementation of various measurement tools, the program was revised and enhanced according to results. The program in its current state has benefitted from reviews by volunteer presenters, teachers, and program staff. Students' interactions and responses also informed the presentation content and lesson plans.

Lessons Learned

The pandemic thwarted the delivery plan for the GoSafe Sun Safety program. However, once an effective alternative delivery plan was developed one could see the benefits of eLearning, which included an ability to reach more schools, teachers, and students.

One insight gained during the pandemic was that children were anxious and concerned, they were learning how to navigate mandatory health requirements, and many were hearing mixed messages through media, schools, and their families. Emotional and mental health had to be balanced with physical safety. C.S.C.F. recognized that pictures of cancerous moles may not be appropriate at that time and removed that content, choosing to focus entirely on positive sun safety behaviours.

When asked by the funder to consider grade 4 students, C.S.C.F. did offer the presentation to grade 4, 5 and 6 teachers initially. A few presentations were made to grade 4 students. However, the grade 4 students did not have the same experience as grade 5 and 6 students. They could not focus on the content, nor did they take the content seriously. Therefore, C.S.C.F. stopped promoting to grade 4 teachers and focused on grades 5 and 6 students.

RECOMMENDATIONS

- The approach used by C.S.C.F. in offering health focused university and college students the opportunity to teach elementary school students is innovative and effective. Expected outcomes of enhanced knowledge among both groups was achieved.

- Grade 5 and 6 are the best school years to deliver this content to, this focus should be maintained.

- Ongoing communication with teachers was successful and should be maintained as an essential part of the model. Pointing them towards additional resources as they are developed would be helpful and appreciated.

- A next step could include accrediting schools which commit to sun safety as an important tenant of their duty of care.

- A cheat sheet giving teachers instructions on how to set up for the online presentation would be helpful for those who are new to online platforms.

- Professional Associations contacted for the recruitment of volunteer presenters could be expanded to include Social Work, Health Promotion, Physical Education/Recreation, and Community Development among others.

- Recruitment of volunteers could begin in Fall with training in January and February so that volunteers are ready to begin in March.

- The training of volunteers in group settings was successful. The practice of observing volunteers in their initial presentations allows them to receive feedback in a timely manner, and is an important part of the support provided by C.S.C.F..

- Regular program staff meetings are important for the smooth flow of the program. A forum for discussing the program strengths and challenges experienced is essential for continuous improvement.

- As the program grows provincially and/or nationally it will be important to have local coordinators that are familiar with practices within their districts and have local contacts.

CONCLUSION

The C.S.C.F. GoSafe Sun Safety program was effectively delivered to Grade 5 and 6 students by trained student volunteers and staff. C.S.C.F. was challenged by a global pandemic and was effectively able to adapt to a new educational model as required by the Government of Alberta and Government of Canada. Expected outcomes were met, both grade 5 and 6 students and volunteer presenters reported increased knowledge and skills. The program has been enhanced and improved and is available in a Tool Kit to be replicated in other cities and towns.

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Canadian Skin Cancer Foundation

Appendices

APPENDIX 1

Go Safe Sun Safety Program - Volunteer Evaluation

Please complete the following questionnaire so we can measure our success and learn how we can improve:

About You

Name: _____ Age in years _____ Gender: _____

Program of Study: _____

1. How many years have you volunteered in this program? _____
2. How many times have you delivered the Safe Sun Safety Program? _____
3. Why did you choose this opportunity to deliver the Sun Safety Program?

   _____

Volunteer Role

4. Please rate your level of agreement with the following statements by checking the appropriate box:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I was well trained for my role as a Sun Safety Presenter				
b. I was supported by the classroom teacher in my role as a Sun Safety Presenter				
c. I was supported by the program or regional coordinator in my role as a Sun Safety Presenter				
d. I enjoyed my role as a volunteer				
e. I learned more about skin cancer through this program				
f. I gained presentation skills through this program				
g. I plan to volunteer again next year				

APPENDIX 1 CONTINUED

5. What did you like best about facilitating the Go Safe Sun Safety Program?

_____

_____

_____

6. Do you have suggestions for how to improve the program?

_____

_____

_____

Go Safe Sun Safety Outcomes

7. Please rate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. As a result of volunteering in this program I have improved knowledge of how to protect myself in the sun.				
b. As a result of volunteering in this program I am more committed to checking my moles for changes.				
c. As a result of volunteering in this program I am more committed to protecting myself in the sun.				
d. Safety presentation is an effective teaching tool.				

9. What is the most important thing you learned about sun safety from facilitating this program?

_____

_____

10. How do you intend to use this information in your future career?

_____

_____

Thank you for your time and support!

APPENDIX 2

Go Safe Sun Safety Program - Teacher Evaluation

Please complete the following questionnaire so we can measure our success and learn how we can improve:

About You

Name: _____ Age in years _____ Gender: _____

School: _____

City/Town: _____

Booking Process

1. How did you hear about the Sun Safety presentation? (select all that apply)

   ____ Email blast from Canadian Skin Cancer Foundation
   ____ School Website
   ____ Word of mouth
   ____ Other - please specify: _____

2. Why did you book the presentation? _____
3. Will you book the presentation again next year? ____ Yes ____ No
4. Why or why not _____

Alignment with Curriculum

5. Please rate your level of agreement with the following statements by checking the appropriate box:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Sun Safety is an important part of my students learning plans				
b. The Sun Safety program aligns well with my class curriculum				
c. The Sun Safety presentation is an effective teaching tool				

APPENDIX 2 CONTINUED

The Presentation

6. Please rate you level of agreement with the following statement by checking the appropriate box:

How satisfied or dissatisfied were you with:	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. The presenter				
b. Presentation content				
c. Age appropriateness of content				

7. What was most valuable about this presentation?

_____

_____

_____

8. Do you have suggestions for how to improve the presentation?

_____

_____

_____

Go Safe Sun Safety Outcomes

9. Please rate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that my students have improved knowledge of how to protect themselves in the sun				
My students were interested in and engaged during the presentation				

Thank you for your time and support!

APPENDIX 3

Go Safe Sun Safety Program - Student Evaluation

Please help us improve our program by answering these questions.

1) What is your gender?
____ Girl ____Boy

2) Please indicate your age in years: _____

3) Grade _____

Check (√) the right answers.

4) What are ways you can prevent getting a sunburn and be Sun Safe?
____ Wear sunscreen ____ Wear a hat
____ Stay in shade ____ Stay inside during the hottest part of the day
____ All of the above

5) When should you wear sunscreen?
____ Everyday ____ Only in the summer
____ When it is hot ____ Only on sunny days

6) What factors should you consider when choosing a sunscreen?
____ SPF 30 ____ Broad spectrum (UVA/UVB) ____ Waterproof

7) What changes in your mole(s) would you want to ask your parent or doctor about?
____ A Asymmetry ____ D Diameter
____ B Border ____ E Evolution
____ C Colour ____ A,B,C,D, and E

8) What effect does tanning have on your body?
____ Increases risk of getting skin cancer ____ Increases wrinkles

9) Check yes, no or don't know for each activity listed below.

Now that you know more about skin cancer will you:	Yes	No	Don't Know
Use a tanning bed			
Wear sunscreen			
Check your skin monthly for moles			

10) Is there anything else you would like to know about skin cancer? _____
_____
_____

Thank you!

APPENDIX 4

Go Safe Sun Safety Program - Student Evaluation Questions

Embedded in eLearning course

1) People who spend long periods of time in the sun need to be careful of sun damage. T or F
2) People at greater risk for developing skin cancer are those who (list provided); check all that apply.
3) Check all the features or factors that put people at greater risk for developing skin cancer. (list provided)
4) People with darker skin tones have more melanin production. T or F
5) How can you spot a cancerous mole? Choose the correct answers. (list provided)
6) Skin cancer shows up mainly on parts of the body that are exposed to the sun. T or F
7) Fill in the blanks: (list of scrambled words provided)
    a. If you are out in the sun and your _____ is shorter than you are, then you should have your sunscreen on.
    b. Today it is a tan. Tomorrow it is a _____.
    c. Higher than 30 ____ is best.
    d. When outside you should use _____ every two hours.
    e. Protect your eyes with _____.
    f. Although you can't touch them _____ can damage the DNA of your skin cells.
8) The weave of your fabric and the colour of your clothes make a difference in sun protection. T or F
9) Some bug sprays can spray away your sunscreen. T or F
10) When you are outside you need to protect your eyes form the sun. T or F
11) Tanning beds are safe. T or F
12) In the winter you still need to wear sunscreen. T or F
13) For people with lighter skin tones, getting a base tan at a salon is a good way to prevent their skin from burning. T or F

APPENDIX 5

Go Safe Sun Safety Program - Partner Evaluation

Please complete the following questionnaire so we can measure our success and learn how we can improve:

About Your Organization/Association

Org/Assoc Name: _____

Your name: _____

Contact info: _____

1. How did you hear about the Go Safe Sun Safety program? (select all that apply)

____ Email blast from Canadian Skin Cancer Foundation
____ Call from Canadian Skin Cancer Foundation
____ Word of mouth
____ Conference
____ Other - please specify: _____

2. Why did you choose to partner with C.S.C.F. to help deliver the Go Safe Sun Safety program in schools? _____
_____
_____
_____

3. Will you continue to partner with C.S.C.F. to deliver this program in the future?

____ Yes ____ No

4. Why or why not _____
_____
_____

APPENDIX 5 CONTINUED

Alignment with your Members Needs

5. Please rate your level of agreement with the following statements by checking the appropriate box:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our members need practical experience in public education				
b. The Sun Safety program aligns well with our public health education goals				
c. The Sun Safety presentation is an effective teaching tool				

Go Safe Sun Safety Outcomes

6. Please rate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I believe that our members gained valuable experience by volunteering in the Go Safe Sun Safety program				

7. Do you have suggestions for how to improve the presentation/program?

Thank you for your time and support!

APPENDIX 6

Go Safe Sun Safety Program - Volunteer Presenter Interview Guide

Good day and thank you for agreeing to participate in this interview to evaluate the Go Sun Safe Program. Your input will help us improve the program.
Please be advised that your personal information will remain confidential.

About You

Name: _____ Age: _____ Gender: _____

Program of Study: _____

1. How many years have you volunteered in this program? _____
2. How many times have you delivered the Safe Sun Safety Program? _____
3. Why did you choose this opportunity to deliver the Sun Safety Program?

_____

Volunteer Role

4. Were you adequately trained for this role? Yes _____ No _____

   Is there anything more you could have used in the way of orientation or training for your role?

   _____

5. Did you feel supported in your role by;?

   Your association yes ___ No ____

   The C.S.C.F. (Canadian Skin Cancer Foundation) Yes ____ No _____

   Classroom teachers Yes _____ No _____

   5a How did they support you?

   _____

   5b Can you suggest any other ways you would like to have been supported?

   _____

APPENDIX 6 CONTINUED

6. What did you like best about facilitating the Go Safe Sun Safety Program?

_____

_____

7. What were some of the challenges you faced in delivering this program?

_____

_____

8. Do you have suggestions for how to improve the program?

_____

_____

Go Safe Sun Safety Outcomes

9. Please rate your level of agreement with the following statements using strongly disagree, disagree, agree or strongly agree:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. As a result of volunteering in this program I have improved knowledge of how to protect myself in the sun.				
b. As a result of volunteering in this program I am more committed to checking my moles for changes.				
c. As a result of volunteering in this program I am more committed to protecting myself in the sun.				
d. As a result of volunteering in this program my facilitation skills have improved.				

10. What is the most important thing you learned about sun safety from facilitating this program?

_____

11. How do you intend to use this information in your future career?

_____

_____

Thank you for your time and support!

APPENDIX 7

Go Safe Sun Safety Program - Teacher Interview Guide

Good day and thank you for agreeing to participate in this interview to evaluate the Go Sun Safe Program. Your input will help us improve the program.
Please be advised that your personal information will remain confidential.

About You

Name: _____ Age: _____ Gender: _____

School: _____

City/town: _____

Booking Process

1. How did you learn about this program? _____
2. Why did you choose to book this presentation? _____
3. Was the booking process easy to use? Yes _____ No _____

Alignment with Curriculum

4. Please describe how this program fits within your health curriculum?

_____

The Presentation

5. Did the presentation meet your expectations? Yes _____ No _____

Why or why not? _____

6. Would you agree this presentation is an effective teaching tool? Yes ____ No _____

Why or why not? _____

7. Please indicate how this presentation can be improved. _____

_____

8. Any other feedback you would like to provide? _____

_____

Thank you for time and support!

APPENDIX 8

Go Safe Sun Safety Program - Partner Org Interview Guide

Good day and thank you for agreeing to participate in this interview to evaluate the Go Sun Safe Program. Your input will help us improve the program.
Please be advised that your personal information will remain confidential.

About Your Organization/Association

Org/Assoc Name: _____

Your name: _____

Contact info: _____

Partnership with C.S.C.F.

1. How did you hear about the Go Safe Sun Safety program?

   _____

   1b) Do you think that was an effective approach? Yes _____ No _____

   Why or why not _____

   1c) Can you suggest similar Associations that may wish to partner with C.S.C.F. to deliver this program?

   _____

2. Will you continue to partner with C.S.C.F. to deliver this program in the future?
   ____ Yes ____ No

   2b) Why or why not _____

   _____

   _____

Alignment with your Members Needs

3. Why did you choose to partner with the C.S.C.F. to deliver the Go Safe Sun Safety program in schools?

   _____

   _____

APPENDIX 8 CONTINUED

4. Do you believe the Go Safe Sun Safety program is an effective teaching tool?
   Yes ____ No ____

   Why or why not?

   _____

   _____

Go Safe Sun Safety Outcomes

5. Can you suggest any improvements to the program?

   _____

   _____

6. Any other comments about the program or the partnership with C.S.C.F.?

   _____

Thank you for your time and support!

APPENDIX 9

Measuring Our Sun Safety Habits: Do we earn gold stars?

Students will collect data to assess the level of sun safety habits they use. Once they gather the data, they represent the data in the appropriate form. What conclusions can they draw about the sun safety habits in their school? They sum up their findings in an assessment that can be shared with the class or the school and used to strengthen sun safety protocol.

How much time will it take?

Two 45-minute classes: one to prepare for and launch the data collection; another to compile the data, draw conclusions, and present the findings.

Curriculum Links

Sun Safety Survey connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility); Math (Statistics and Probability--Data Analysis); Number Sense--Fractions and Decimals).

Here's what you will need:

- Sun Safety Habits Survey (number of copies depends on the number of people students survey)
- clipboards are helpful (but not necessary) for collecting data.
- pen or pencil

Let's get ready to collect data (15 minutes)

1. **Review the kinds of activities that students do in the sun.** Students might identify activities like soccer, basketball, baseball, playing on the playground, foursquare, swimming, boating, camping, gardening, hanging out.
2. **Review the kinds of damage that sun can cause to the skin.** Students will mention wrinkles, lines, premature aging, loss of elasticity, sunburn, freckles, moles, and skin cancer.
3. **Review best sun safety practices.** Students will mention any of the following best practices:
   - Stay out of the sun between 10am and 4pm.
   - Seek out shady spots
   - Wear clothing that covers the skin.
   - Wear a hat.
   - Wear sunglasses.
   - Put on sunscreen.
4. **Discuss data collection methods.** Students will discuss the most appropriate form of data collection. In this activity, they will employ in-person or online surveys--which is first-hand data. Students may develop their own questions or use the questions on the Sun Safety Habits Survey provided. The goal is to obtain enough data to assign a ranking in sun safety habits to the class.

APPENDIX 9 CONTINUED

5. **Decide on the scope of your project.** Will students only interview students in their class, their grade, or several classes? Ensure students know who they are interviewing so that no data is duplicated. The Sun Safety Habits Survey has space for answers from two people. If students are to survey more than two people, provide them with additional copies of the sheet.

Time to gather information (30 minutes)

- **Students set out to collect data.** Students should employ clear, careful methods of interviewing their subjects. They must accurately record responses. Give them the number of copies of surveys according to the number of people they will interview.

Now let's compile and represent our observations (45 minutes)

1. **It's time to compile data!** Students combine the answers to their survey questions and compile them in a table on the board. Now they can determine the most suitable way to represent the data--a line graph, a bar graph, or a pie chart? Students work out ratios and/or percentages for each response. For instance, what percentage of students frequently wear sunscreen? To compare/contrast two different classes or grades, students can set up a double bar graph.
2. **Rank the class, grade, or the school.** Students weigh the responses in each question in order to determine a ranking. Go through question by question to award stars. Draw stars besides the questions on the board. The highest possible ranking for the class or grade is eight gold stars.
    - Award a gold star when "Frequently" outweighs the other two responses.
    - Award half a gold star if "Frequently" and "Sometimes" outweigh "Never".
    - Award no gold star if "Never" and "Sometimes" outweigh "Frequently."
    - Subtract a gold star if "Never" outweighs "Sometimes" and "Frequently."
3. **How would students increase the sun safety ranking of their class or their school?** If the class or grade ranks lower than six gold stars, brainstorm a list of strategies to increase that ranking.

Ideas for going a further

Extend your survey to other classes, grades, or members of the school community. How does the broader school community measure up when it comes to employing sun safety practices?

Share your findings with the wider school community. Present the class's findings through a slide show online or in person, or in a bulletin board display. Include suggestions for improving community sun safety habits.

Let us know how this activity worked for you and your students.
Send us an email at alberta@canadianskincancerfoundation.com

APPENDIX 9 CONTINUED

Sun Safety Habits Survey			
First name:	**Grade:**		
What are your most common activities in the sun?			
Check the appropriate option.	**Never**	**Sometimes**	**Often**
The sun is most intense between 10 am and 4pm. Do you ever go out in the sun between those times?			
Do you ever choose to stay indoors at that time?			
Do you ever wear long sleeves or pants for sun protection?			
Do you ever seek shade on a hot day?			
Do you ever wear a hat in the sun?			
Do you ever wear sunglasses in the sun?			
Do you ever wear lip balm?			
Do you ever wear sunscreen?			

APPENDIX 10

Sun Safety Charades: More fun under the sun!

Canadian Skin Cancer Foundation

Students will act out activities that usually require the application of sunscreen. Other students will try to guess the activity. This activity is a fun way to burn off energy while reminding students of good sun safety practices!

How much time will it take?

One 45-minute class, preferably a sunny day when students can burn off some energy out of doors!

Curriculum Links

Sun Safety Charades connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility); English Language Arts across a broad range of outcomes, but especially General Outcome 4.3: Present and Share in which students must "use effective oral and visual communication" as well as "demonstrate attentive listening and viewing": and Physical Education, touching on the four general outcomes--basic skills, understanding health benefits, cooperating with others, and assuming responsibility for a healthy way of life.

Here's what you will need:

- slips of paper for students to write the activity
- a timer
- a hat or basket for students to draw the slips from
- notepad and pen for scorekeeping
- two teams (or more!)
- a scorekeeper

Review the rules of charades (5 mins)

Many students have probably played charades before. In case they haven't, here's a brief recap:

1. Divide into two or more teams.
2. A player from one team comes up to the front and draws a slip of paper from the hat. .
3. Then, without speaking, making any sounds, or pointing to any objects, the player acts out the phrase for his or her own team.
4. Set the timer (usually 2-3 minutes); the faster a team guesses, the better!
5. They can give non-spoken clues. (Choose to use some, none, or all on this list!)

- nodding or shaking head
- holding up fingers to indicate number of words (two words--show two fingers)
- first word--show one finger
- small word--hold thumb and forefinger close together (as in "inch")
- big word--hold thumb and forefinger far apart
- number of syllables--tap on your arm
- first syllable--hold up finger to indicate
- sounds like--tug ear (for word that rhymes)
- starts with--hold hand flat, palm down at eye level, and move hand in a sideways chopping motion; the audience lists the letters of the alphabet for each movement; stop when the appropriate letter is reached

6. When the team guesses the phrase, the timer stops and the amount of time is recorded. If the team can't guess within two minutes, they lose a turn.

Identify activities that usually require sunscreen (5 mins)

Students write activities that require sunscreen on slips of paper and drop them in the hat. They should be phrases of 1-2 words. You can check to make sure there is no repetition. If you prefer, use the following list:

- playing soccer
- working
- playing on the playground
- playing tag
- shooting baskets
- laying on the beach
- building a sand castle
- rock climbing
- longboarding
- horseback riding
- playing baseball
- bike riding
- fishing
- walking in the park
- having a barbecue
- babysitting a small child
- playing football
- mowing a lawn
- weeding the garden
- playing tennis
- playing golf
- playing foursquare
- skipping
- swimming at the outdoor pool

Let's play! (35 mins)

1. **Divide into teams and get ready to play!** Alternating turns, have the scorekeeper track the amount of time each team uses. Add it up at the end.
2. **Congratulate the winners!** Review the importance of wearing sunscreen.

Ideas for going further

Have students draw sunscreen scenarios instead of acting them! Think along the lines of Pictionary. As there are fewer ways to give clues, it is a simpler game that may take less time than charades.

Reverse the game. In the manner of the game HedBanz, write an activity on a sticky note and attach it to a students' hat or headband so the rest of the players can see it but the player can't. Students can ask yes or no questions until they figure out what their own activity is. How fast does it take to figure it out?

Challenge the class's vocabulary. Try playing charades with more complex sun safety vocabulary. Here are some possibilities:

- epidermis
- ultraviolet light
- UVA
- UVB
- sunscreen
- exposure
- freckles
- freckles
- safety
- skin cancer
- sunburn
- mole
- asymmetrical
- blistering
- melanin

Let us know how this activity worked for you and your students.
Send us an email at alberta@canadianskincancerfoundation.com

APPENDIX 11

Canadian Skin Cancer Foundation

Shade Mapping:

How sun safe is your school ground?

Students create a safer community by identifying the shady spots in their school ground, marking them, mapping them, and sharing them with the rest of the school.

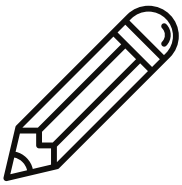
How much time will it take?

wo 45-minute classes: Steps 1-7 indoor preparations; Steps 8-12 outdoors; Steps 13-16 indoors again, to create and share the map.

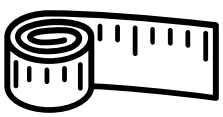
Curriculum Links

Shade Mapping connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility), Physical Education (Basic Skills-Walking), Social Studies (Geographic Thinking), Math (Spatial Sense; Shape and Space), Science (Grade 4 Topic D Light and Shadows; Grade 5 Topic D: Weather Watch; Grade 6 Topic C: Sky Science), and Art (Expression).

Here's what you will need:



- clipboard
- pencil and eraser
- map or photo of school ground
- copies of the Shade Mapping Sheet
- mapping software or a large printed or hand-drawn map
- art supplies to create sun safe spot flags
- materials to mark a sun-safe spot outdoors: for example, flag, flagging tape, pylon, chalk
- hats
- sunscreen, if possible
- a sunny day (preferably)
- Optional: tape measure, thermometer



Let's get started inside. (45 minutes)

1. **Let's talk about shade.** Initiate a discussion with your students about the positive benefits of having shade on the school ground. Why is shade good?
2. **What makes shade?** Ask students what kinds of structures produce shade, for instance, trees, playground equipment, buildings.
3. **Look at a map or aerial photo of the school ground**. Show it on the large screen or print out individual hard copies. Where are they most likely to find shade?
4. **Name the shady spots**. Brainstorm names (for example shade glades, sun safe spots, sun circles, shadow boxes!) The goal is to highlight these spots for the whole school.
5. **Come up with a symbol.** Choose or create a symbol to mark the spots on the map (small version) and on the school ground (large version)!
6. **Get into small groups.** Each group will choose a shady spot, examine it, answer some questions about it, or mark it.
7. **Make a marker for the school yard.** Choose a way to mark sun safe spots in the school ground—with a flag (with the symbol on it), flagging tape, chalk, or pylons.

Now we're out in the sunshine. (30 minutes)

1. **Throw on hats and smear on sunscreen!** Practice good sun safety protocol!
2. **Take your supplies outside with you.** Each group takes a clipboard, marker, and a Shade Mapping Sheet. Tape measure and thermometer optional.
3. **Choose a shady spot.** Once outside, groups choose the spot they're going to work on.
4. **Work through the Shade Mapping Sheet.** Also, If they have a paper map/aerial photo of the school yard, they can draw the shadow right onto the map.
5. **Mark the spot clearly and safely.** Students mark their chosen sun safe spot to help other students become aware of the shade available to them, and its importance.

Back into to the classroom (15 minutes)

1. **Let's discuss observations.** Use the questions on the Shade Mapping Sheet as a guide.
2. **Compile your spots and create your Shade Map!** Use the symbol to mark their shady spots on a digital or large hardcopy map of the school ground.
3. **Share your map with other classes.** Share the electronic map with other classes or post a hard copy on a prominent bulletin board in your school.
4. **Explain the importance of shade to the community.** In your email or on your bulletin board, include an explanation of the purpose of your map! Invite students to hang out in the shade!

Canadian Skin Cancer Foundation

Ideas for going a further

Visit the shady spots at a different time of the day. Students will see how the amount of shade changes according to the angle of the sun.

Does shade impact heat? Students use a thermometer to measure heat in the sun and in the shade. Do they record any difference? What are the implications?

How is sunlight measured? We know how to measure the strength of wind, the amount of rain, the heat given off by the sun. How do scientists measure the strength of sunlight?

Do shadows make shapes? Can students identify squares, rectangles, circles, rhombuses, or trapezoids?

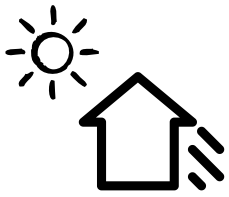
Calculate the area of a shadow. Using a tape measure and their knowledge of shapes, students calculate the area of the shade in their school yard.

Calculate the number of square meters of shade available per student.

Brainstorm easy temporary ways to increase the amount of shade. Students can imagine ways to use tents, shelters, umbrellas, banners, flags, fabric, cardboard or other temporary materials to create more shade. Who can create the largest area of shade?

Brainstorm long-term permanent ways to increase the amount of shade.

1. What steps can the school take over the next few years (planting shrubs and trees, building arbours, gazebos, or other shade structures). Create a long-term shade plan and submit it to school administrators.
2. Students imagine fantastical ways to create shade; have them draw or paint their outrageous plans.



Let us know how this activity worked for you and your students.
Send us an email at alberta@canadianskincancerfoundation.com

Shade Mapping Sheet

Canadian Skin Cancer Foundation

What structure is creating this shade?

Sketch the structure (if you can) and the shade it creates on the back of this sheet.

If you have a map of your school yard, draw in the shade.

How many students can fit in this shady spot?

What kinds of activities is this shady spot good for?

Does this shadow have a regular shape (like a circle, square, or rectangle or some other shape)?

If you have a tape measure, measure the length and width of the shaded area.

Is it possible to calculate the area in square meters? If not, can you estimate the area in square meters?

Do you think the shadow changes in shape/size over the day?

What direction does your spot face?

Does it have protection from the wind?

Is the ground flat or sloped?

What is the surface like (gravel, asphalt, cement, or grass, for example)?

Is it a quiet or busy area?

Does it have a place to sit?

Are there trees or other plants in this spot?

What kind of activities do or could happen in this area?

What else is interesting about this spot?

APPENDIX 12

Shade Games:
How many ways can you enjoy the shade?

Using their knowledge of shade on the school ground, students figure out the best, most sun-safe ways to enjoy it. They engage in a range of physical activities—from the smaller muscle movements required by quieter games in the smaller patches of shade, to the larger, faster games that can take place in larger areas of shade or areas of combined shade and sunlight. Students increase their awareness of shade and the importance of seeking it out.

How much time will it take?

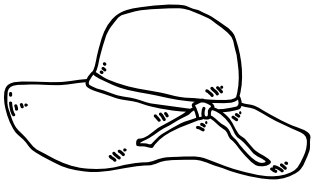
Shade games will work best over one 45-minute classes. In the weeks leading up to summer holidays, they provide students with an opportunity to enjoy the outdoors and burn off some physical energy.

Curriculum Links

This multi-pronged outdoor activity meets curriculum requirements primarily for Physical Education.

Here's what you will need:

- shady spots of all sizes
- Shade Map (if you've completed one), or an aerial photo of the schoolyard
- hats
- sunscreen, if possible
- supplies quieter games that fit in smaller spot (cards, ball, string etc.)



Getting ready (6 minutes)

1. Identify where the shady school yard spots are! Refer to the Shade Map if your students created one. Look at an aerial photo of your school yard if not, or simply go outside and look!
2. Remind students why shade is important. What health benefits does shade provide?
3. Identify 100% shady games. What games or activities could happen entirely inside the shady areas—for example, Foursquare, Hopscotch, skipping, Cat's cradle, or cards. If they require supplies like chalk, cards or string or balls, take them.
4. What games are 50/50 sun and shade? What games or activities could happen inside and outside of the shade—for example Shadow Tag, Prisoner's Base, or Capture the Flag, where the shade serves as the base.
5. What games are 100% sunshine games? Think about activities that require shadows--for example Shadow Stomp, Shadow Puppets, Shadow Theatre.

SHADE GAMES

Canadian Skin Cancer Foundation

Getting outside (39 minutes)

Throw on hats and smear on sunscreen! Practice good sun safety protocol!
Divide into three groups or stick together as a class. Students will play games at three different stations.—100% shade, 50% shade, and 0% shade. Identify where each station will be located and what games or activities will happen there.
Cycle through all three stations. As a class, or in three groups, students move through the different stations. Once they have cycled through the three stations, it's time to head back inside. Their increased knowledge (and enjoyment!) of shade and shadow will help them make sun safe and fun choices on the playground on future sunny days.

More game ideas

Encourage students to incorporate shade/shadow into games that they know. There are many possibilities. Here are suggestions for a few of them.

Shadow tag is like freeze tag, except in order to be unfrozen, another person's shadow has to touch you. Anyone in 100% shade cannot be tagged or frozen (i.e., 100% shade is home base). Students can decide if there is a time limit on how long a player can stay at home base.
Shadow stomp is another version of tag and it requires 100% sun. The person who is "it" doesn't tag someone with their hand, but rather steps on another person's shadow. That person becomes "it."
Shadow theatre requires a large sunny area, where people's shadows fall across the ground or onto a school wall. Student can experiment with movement to create scenarios between the shadow figures.
Shadow puppets work best when sharp shadows are cast onto a clear wall. What shapes can students create with their hands, with paper, or with found objects?

Ideas for going a further

Making sunny games safer. How can games that happen in the sun (like baseball or soccer) be made more sun safe? Come up with a list of best practices for the school yard.
Shade games for everywhere! Encourage students to examine the shade game possibilities in other locations—either their own homes, or public parks. What games would be most suitable for the shade they find there?
The importance of shade. Have student enumerate other occasions when finding shade is important, for example at an amusement park or a festival.

Let us know how this activity worked for you and your students.
Send us an email at alberta@canadianskincancerfoundation.com

APPENDIX 13

Sun Safe Fashion Revolution: How sun safe are my clothes?

Canadian Skin Cancer Foundation

Clothing provides the most effective protection from the sun because it physically blocks the sun from the skin. Students examine several different shirts to see how well they shield skin from the sun's harmful UV rays. They'll gain the skills to assess the sun safety of their clothing now and in the future.

How much time will it take?

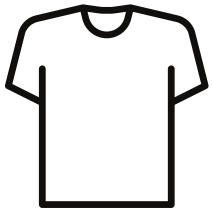
One 45-minute class.

Curriculum Links

Sun Safe Fashion Revolution connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility), Math (Number Sense, Fractions and Decimals), Science (Grade 4 Topic D Light and Shadows; Grade 6 Topic C: Sky Science; and especially Grade 5 Topic D: Weather Watch where students will "Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions."

Here's what you will need:

- various shirts; include different fabrics, colours, weaves, short & long sleeves; if possible, students can each bring one
- The Dirt on Shirts Sun Safety Checklist



Let's get started (15 minutes)

1. **Consider how sunlight works.** What is UV light? How does it travel? How does it impact skin? UV light is one of the types of radiation that comes from the sun. It is in the middle of the spectrum which means it has more energy than visible light but not as much energy as x-rays. There are three types of UV rays. UVA rays have the least energy; they are primarily responsible for the aging of skin--like wrinkles! UVB rays move a little faster than UVA; they are responsible for sunburns and are closely linked to skin cancers. UVC rays have the most energy of the UV rays which means they are absorbed by the ozone layer. Because they do not reach the ground they are not a risk factor for humans.
2. **Inventory the ways students can protect their skin from the UV light.** Make a list--it can include things like shade, shelters, hats, umbrellas, hats, and, most importantly for this activity, clothing.
3. **Together, take a quick look at one shirt.** What are the students' first impressions? Good protection or not?
4. **Consider the shape of the shirt**. How does its shape and construction provide sun protection?

APPENDIX 13 CONTINUED

5. **Consider the fabric.** Can students guess how effective the fabric will be for sun protection?
6. **Define Ultraviolet Protection Factor.** Students likely know that the strength of sunblock is measured in SPF or Sun Protection Factor. The protection that clothing provides is measured with UPF, or Ultraviolet Protection Factor. Canada does not have its own UPF measurement system but in the US system, a UPF factor 15-24 is good; 25-39 is very good; and 40-50 is excellent. The number indicates the percentage of UV rays the fabric blocks, for instance UPF 50 means fabric blocks 1/50th or 2% of the UV radiation. Some clothing is assigned a UPF which is included on the label.

Time to get to work (15 minutes)

Students choose a shirt and answer questions about it. Working alone, in pairs, or in small groups, students work their way through the checklist using their chosen shirt.

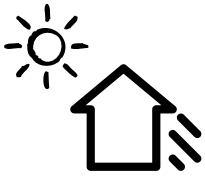
Let's discuss observations. (15 minutes)

1. **It's time to compare notes!** Once students have completed the checklist, come back together as a class. Have students compare the shirts and the UPF rankings they gave them.
2. **Rank the shirts from lowest to highest.** Group them together in thirds (good, very good, excellent).
3. **Identify suitable activities for each group of shirts.**
4. **Examine ways lowest-ranking shirts could be made more sun-safe.**
5. **Ask the students to reflect on their own wardrobes** and to consider the choices they will make in the future in order to be sun-safe.

Ideas for going a further

Go through a similar evaluation process with hats. Try a number of hats of different shapes, styles, and materials. Rank them. Which offers the best protection? Which offers the worst?

Go through a similar evaluation process with sunglasses. Check HowStuffWorks.com or TeachEngineering.com or another online resource for more details about how sunglasses are rated.



Let us know how this activity worked for you and your students.
Send us an email at alberta@canadianskincancerfoundation.com

Sun Safe Fashion Revolution Checklist

What kind of shirt is it? (For example, dress shirt, t-shirt, formal shirt, tank top).	
How much area does it cover? Consider sleeves (long or short), neck (collar or no collar), body (cropped or long).	
What colour is it? Dark and/or bright colours absorb more UV rays than pale and/or light colours.	
What kind of fabric is it? Synthetic fabrics (like polyester, nylon, spandex, or acrylic) shield the skin more effectively than natural fabrics like cotton, wool, silk, or linen.	
How dense and/or thick is the fabric? Hold it to the light--can you see through it? Denser/thicker fabrics (like denim or canvas) offer more protection; more sheer or thin or loosely woven fabrics allow more UV rays to touch the skin.	
How reflective is the fabric? Shiny fabrics (like nylon, satin, silk) can protect the skin because they reflect the UV rays.	
Does the shirt fit loosely or tightly? When tight clothes stretch, they offer less protection.	
How worn is the shirt? Do you see any areas that have worn through or places where it has been torn or stretched? As an article of clothing ages, it becomes less protective.	
Give this shirt a ranking from 15 (low)-50 (high). Does this shirt provide good, very good, or excellent sun safety protection?	

Once you have finished your ranking, you'll gather with the rest of your classmates to compare notes!

APPENDIX 14

Sun Safety Science Activity with UV Beads

In this experiment, students will use colour-changing, ultraviolet-sensitive beads to observe how sunscreen can block the harmful effects of the sun's rays.

One type of light from the sun, called ultraviolet (UV) light, is visible to bees but not to humans. UV radiation helps us make vitamin D in our skin, but too much of it can cause sunburns and skin cancer.

We don't use photosynthesis to make our food, but the sun is still very important for us. Among other things, we need the sun to help our skin make vitamin D. Without vitamin D our bones cannot grow properly, and they get soft and bendy (rickets).

How can you tell if you have had enough UV radiation? Your skin will change colour when it is exposed to enough UV radiation. Unfortunately, it can take a few hours for a tan to show.

UV beads have special chemicals that change colour very quickly when UV light hits them. Sunscreen blocks some UV light so the beads change colour more slowly if they are covered with sunscreen.

OBJECTIVES:

- Observe the effect of ultraviolet radiation.
- Explain the effect of sunscreen on UV light.

MATERIALS:

- a sunny day! (indoor lighting won't work)
- UV-sensitive beads (available for purchase at Educational Innovations)
- sunscreen
- pipe cleaners or string

WHAT TO DO:

1. Divide the beads into two groups.
2. Cover one group of beads with sunscreen.
3. Take the beads outside into the sun.
4. Watch what happens to the beads with sunscreen and the beads without.
5. Make a UV–detecting bracelet or zipper-pull by stringing UV beads on a pipe cleaner.

EXTENSIONS:

- Experiment further by placing beads on a windowsill and test how fabric, window coverings, plain glass or cellophane may block UV light

APPENDIX 15

Animal Game:
How animals protect themselves from the sun

Using their knowledge of Sun Safe strategies used by humans, students explore how animals use their own measures to protect themselves against the sun. Students will identify which animals use which strategies to protect themselves from the sun and will increase their Sun Safety awareness by learning how they can apply these same protective measures in their lives.

How much time will it take?

15 to 30 minutes.

Curriculum Links

Our Animal Games activity connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills including grade 1 (W–1.4 identify physical characteristics that make themselves both similar to and different from others), grade 2 (W–2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection) and grade 3 (W–3.2 improve and practice positive health habits; e.g., lifting and carrying book bags/backpacks, maintaining good posture).

Here's what you will need:

- Printed & cut out animal fact cards
- Props (optional)

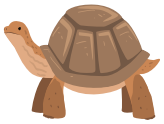
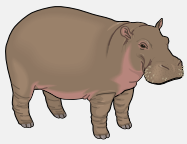
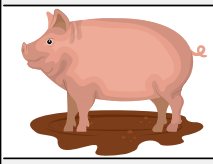
Let's get started (15 minutes)

1. **Let's talk about Animals.** Initiate a discussion about animals in the community. What animals live around your school? What do they do or have on their bodies that is different from animals in other places?
2. **What animals live in places that have a lot of sun?** What things do they do differently? What do they do or have on their bodies that is different from animals from colder climates?
3. **Sun Safe Animals.** Using the Animal Fact cards, learn about the strategy that each animal uses to protect itself from the sun.
4. **Becoming an animal.** Assign each child a different animal to be (if many children, there can be multiple of the same animal)
5. **Playing the game.** Have the children walk around in an area. When the leader calls "the Sun's out", each child should use their bodies to act out how the animal protects itself from the sun
6. **Add in changes** in walking speed, type of movement or even 'walk as if you were your animal' to add additional challenge.
7. **The last person to do the action is out**, and becomes a tree, who can tag any animals that get too close.

APPENDIX 15 CONTINUED

Canadian Skin Cancer Foundation

Sun Safe Animals

	Meerkats have dark circles around their eyes, which protect them from the Sun.
	Tortoises have large, thick shells that protect them from the sun.
	Camels have large, hooded eyelids which protect them from the sun.
	Koalas protect themselves from the sun by sleeping under the leaves of trees.
	Hippos produce a red-ish sweat that protects their skin from infection and the sun.
	Giraffes have black tongues, which protect them from the Sun while they eat from the tops of trees.
	Elephant's cover themselves with dust to get rid of bugs and protect their skin.
	Pigs use mud to cool down and protect their skin from the sun.
	Frogs' skin produces its own form of sunscreen.
	Sea Urchin's hide in cracks that they find in rocks.

APPENDIX 16

La mesure de nos propres pratiques pour se protéger du soleil: On gagne des étoiles ?

Les élèves vont faire la collecte des données afin d'évaluer le niveau des bonnes pratiques pour se protéger du soleil. Dès qu'ils ont collecté les données, ils représentent l'information dans un format approprié. Quelles conclusions peuvent être tirées à propos des pratiques pour se protéger du soleil dans leur école ? Ils résument leurs conclusions dans une évaluation qui peuvent être partagées avec la classe ou l'école dans le but de renforcer le protocole entourant la sécurité au soleil.

Ça prend combien de temps ?

Deux cours de 45 minutes : un pour préparer et déclencher la collecte des données, un autre pour compiler les données, tirer des conclusions et présenter les résultats.

Liens au Curriculum

Le sondage des habitudes au Soleil se connecte avec des sujets dans le programme d'étude des incluses Santé et Préparation pour la vie (compétences essentielles: Sécurité et Responsabilité); mathématiques (Statistiques et probabilité: L'analyse des données); le sens du nombre (Fractions et Décimaux).

Vous auriez besoin de :

- Sondage des habitudes au Soleil (le nombre de copies est selon le nombre de personnes que les étudiants sondent)
- Des planchettes sont utiles (mais pas nécessaires) pour faire la collecte des données
- Crayon ou stylo

Préparons-nous pour la collecte des données (15 minutes)

1. **Réviser les types d'activités que les élèves font dans le soleil.** Les élèves pourraient identifier des activités telles que le soccer, ballon-panier, baseball, jouer sur le terrain de jeu, foursquare, nage, plaisance, camping, jardinage, être avec des amis.

2. **Réviser les types de dommages que le soleil peut faire sur notre peau.** Students will mention wrinkles, lines, premature aging, loss of elasticity, sunburn, freckles, moles, and skin cancer.

APPENDIX 16 CONTINUED

3. **Réviser les meilleures pratiques pour se protéger du soleil.** Les étudiants vont mentionner une de ces pratiques.

- Éviter le soleil entre 10h et 16h.
- Trouver des endroits avec de l'ombre
- Porter des vêtements qui couvrent la peau.
- Porter un chapeau.
- Porter des lunettes de soleil.
- Appliquer de l'écran solaire.

4. **Discuter des méthodes de la collection des données.** SLes élèves vont discuter de la forme la plus appropriée à la collecte des données. À travers de cette activité, ils vont utiliser des sondages en ligne ou sur papier (ce qui est des données de première main). Les élèves vont développer leurs propres questions ou utiliser les questions sur le sondage des habitudes au Soleil fourni. Le but est d'obtenir assez de données afin d'attribuer un système de rang des pratiques de la sécurité au soleil à la classe.

5. **Décide sur le cadre de votre projet.** Les élèves vont-ils interroger des élèves dans leur classe, année ou plusieurs classes? Assure que les élèves savent qui ils ont interrogé pour que l'information ne soit pas doublée. Le Sondage des habitudes au Soleil a de l'espace pour des réponses de deux personnes. Si les élèves interrogent plus que deux personnes, fournissez aux élèves des copies additionnelles de la grille.

Recueillir l'information (30 minutes)

Les élèves partent pour recueillir les données. Les élèves devraient employer des méthodes claires et approfondies pour interroger leurs sujets. Ils doivent enregistrer leurs réponses avec précision. Donnez-les le montant de copies du sondage selon le nombre de personnes qu'ils vont interroger.

Maintenant, compilons et présentons les résultats(45 minutes)

1. ***C'*est le temps de compiler les données !** Les élèves combinent les réponses à leurs questions de sondage et les écrivent sur le tableau. Maintenant, ils peuvent déterminer le moyen le plus adapté pour représenter les données - un graphique linéaire, graphique à barres ou un diagramme circulaire ? Les élèves travaillent sur les rapports et/ou pourcentages pour chaque réponse. Par exemple, quel pourcentage des élèves porte de l'écran solaire régulièrement? Afin de comparer/contraster deux différentes classes ou années, les élèves peuvent utiliser un graphique à barres double.

APPENDIX 16 CONTINUED

2. **Classer la classe, année ou école.** Les élèves considèrent les réponses de chaque question afin de déterminer un classement. Passer à travers chaque question pour déterminer un classement. Pour chaque question, attribuer des étoiles et les dessiner à côté des questions au tableau. Le rang le plus haut possible de la classe ou l'année reçoit huit étoiles.

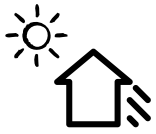
- Attribuer une étoile lorsque «Souvent» l'emporte sur les deux autres réponses.
- Attribuer une moitié d'une étoile lorsque «Souvent» et «Parfois» emportent sur «Jamais».
- N'attribuer aucune étoile lorsque «Jamais" et «Parfois» emportent sur «souvent».
- Enlever une étoile si «Jamais» l'emporte sur «Parfois» et «Souvent».

3. **Comment est-ce que les élèves vont augmenter le classement de leur classe ou de leur école ?** Si la classe ou l'année reçoit moins que 6 étoiles, fais un remue-méninge de stratégies qui peuvent augmenter leur rang.

Va plus loin...

Étendre votre sondage à d'autres classes, niveaux ou membres de la communauté scolaire. Comment est-ce que la communauté d'école plus large se compare dans l'implication des pratiques sécuritaires au soleil ?

Partager vos compulsions avec la communauté d'école plus large. Présenter les conclusions de la classe à travers d'un diaporama en ligne ou en présentiel, ou à travers d'un tableau d'affichage. Inclure des suggestions de comment améliorer les pratiques communautaires des pratiques pour se protéger du soleil.



Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 16 CONTINUED

Sondage des habitudes au Soleil			
Nom:		Année:	
Quelles activités fais-tu le plus souvent au soleil:			
Cochez la case le plus appropriée:	Jamais	Parfois	Souvent
Le soleil est le plus intense entre 10h et 16h. Est-ce que tu sort pendant ce temps?			
Tu choisis de rester à l'intérrieur pendant ce temps			
Portes-tu des vêtements au manches longues ou des pantalons pour te protéger contre le soleil?			
Cherches-tu des endroits à l'ombre pendant les journées chaudes?			
Portes-tu un chapeau au soleil?			
Portes-tu des liunettes de soleil au soleil?			
Porte-tu de la baume au lèvres?			
Mets-tu de l'écran solaire?			

APPENDIX 17

On s'amuse au soleil!

Les élèves vont mimer des activités qui requièrent l'application de l'écran solaire. Les autres élèves devinent l'activité. Cette activité est un moyen amusant de brûler l'énergie en rappelant aux élèves des pratiques efficaces qui te protègent du soleil !

Ça prend combien de temps ?

Un cours de 45 minutes, idéalement une journée ensoleillée lorsque les élèves peuvent brûler de l'énergie dehors !

Lien au Curriculum

On s'amuse au soleil est relié aux sujets dans le programme d'étude de l'Alberta, incluant Santé et Préparation pour la vie (compétences essentielles: Sécurité et Responsabilité); programme d'étude de French Language Arts, spécifiquement CO5. 'gérer son écoute, en utilisant les stratégies appropriées à la situation de communication et à la tâche à réaliser'; PO5. 'L'élève sera capable de gérer sa production orale, en tenant compte de la situation' et CÉ1. 'L'élève sera capable de comprendre des textes écrits et de décoder des messages visuels dans des produits médiatiques pour répondre à un besoin d'information'; et Éducation physique, couvrant les quatre objectifs principaux-- les activités de bases, les bienfaits pour la santé, la coopération et le Dynamisme soutenu.

Vous auriez besoin de:

- Bouts de papier pour les élèves à écrire l'activité
- Chronomètre
- Une personne qui s'occupe du pointage
- Un panier ou chapeau pour tenir les réponses avant qu'ils soient tirés
- Un carnet et stylo pour faire le pointillage
- Deux équipes ou plus

Réviser les règlements de charades (5 minutes)

Un grand nombre des élèves ont probablement déjà joué à charades. Dans le cas qu'ils ne l'aient pas, voici quelques règlements:

1. Diviser la classe en 2 groupes ou plus
2. Un joueur d'une équipe vient en avant de la classe et pige un bout de papier du chapeau
3. Maintenant, sans parler, faire des bruits ou pointer à des objets, le joueur mime la phrase pour sa propre équipe
4. Réglez le chronomètre (typiquement 2-3 minutes); le plus vite que l'équipe le devine, le mieux!

APPENDIX 17 CONTINUED

5. Les élèves peuvent donner des indices non verbaux. (choisissez 1, plusieurs ou aucun de cette liste!)

- hochements de tête
- tenir deux doigts à l'air pour indiquer le montant de mots (deux mots...montrer deux doigts; premier mot...montrer un doigt)
- Petit mot... tenir le pouce et l'index proche ensemble (comme un 'pouce')
- Grand mot... tenir le pouce et index éloigné
- Nombre de syllabes... taper sur le bras
- Première syllabe... tenez un doigt en l'air pour l'indiquer
- Semble comme...tirer l'oreille (pour un mot qui rime)
- Commencer avec... tenez votre paume plate à la hauteur des yeux et les bouger dans un mouvement de hacher; Les élèves énumère les lettres de l'alphabet pour chaque mouvement est arrêté lorsque la lettre est atteinte.

6. Quand l'équipe doit deviner la phrase, le chronomètre est arrêté et le montant de temps est noté. Si l'équipe ne peut pas deviner la réponse en deux minutes, ils perdent leur tour.

Identifier des activités qui requises normalement de l'écran solaire (5 minutes)

- Les élèves écrivent des activités qui requièrent de l'écran solaire sur des bouts de papier et les mettent dans le chapeau. Ils devraient avoir des phrases de 1 à 2 mots. Vous devez vérifier pour pas qu'il y ait de la répétition. Si c'est préférable, utilisez cette liste d'idées;

- Jouer au soccer
- Travailler
- Jouer sur le terrain de jeu
- Jouer au loup
- Jouer à ballon-panier
- Sur coucher sur la plage
- Construire un château de stable
- Faire de l'escalade
- Pêcher
- Avoir un BBQ
- Nager dans une piscine extérieure
- Longboard
- L'équitation
- Faire du vélo
- Jouer à base-ball
- Faire de la randonnée
- Garder des enfants
- Tondre le gazon
- Faire du désherbage
- Jouer au Golf
- Jouer au Tennis
- Jouer à foursquare
- Saut à la corde

Jouons (35 minutes)

1. Divisez les équipes et préparons à jouer ! En prenant des tours, une personne qui s'occupe du pointage note le montant de temps que chaque équipe utilise. Additionner tout le temps.
2. Féliciter les gagnants! Réviser l'importance de porter de l'écran solaire

APPENDIX 17 CONTINUED

Va plus loin...

Les élèves dessinent les situations au lieu de les mimer ! Pensez au jeu de "Dessinez, c'est gagner". Étant donné qu'il n'y a peu de moyens de donner des indices, c'est un jeu plus simple qui prend moins de temps que charades.

Inverser le jeu. Similairement au jeu de HedBanz, écrivez une activité sur un feuillet autocollant et attachez-le aux chapeaux ou bandeaux afin que seuls les autres élèves puissent le voir. Les élèves peuvent poser des questions de « Oui » ou « non » jusqu'à ce qu'ils déterminent c'est quoi la réponse. Combien de temps est-ce que ça prend pour avoir une réponse?

Vocabulaire de défis. Essayez de jouer à charades avec du vocabulaire de comment se protéger du soleil plus complexe. Voici quelques possibilités:

- epidermis
- ultraviolet light
- UVA
- UVB
- sunscreen
- Exposition
- Le cancer de la peau
- Coup de soleil
- Taches de rousseur
- Grain de beauté
- Sécurité
- Cloquer
- mélanine
- Asymétrique

Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 18

La cartographie d'ombres
Comment sécuritaire est votre cours d'école?

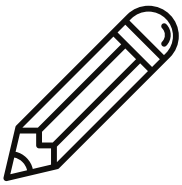
Les élèves créent une communauté moins dangereuse en identifiant les endroits à l'ombre dans leurs cours d'école, les marquer, créer une carte et en les partageant avec le reste de l'école.

Ça prend combien de temps?

Deux cours de 45 minutes: Étapes 1-7 à l'intérieur; Étapes 8-12 à l'extérieur; Étapes 13-16 à l'intérieur encore pour créer et partager la carte.

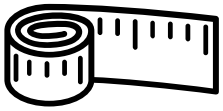
Lien au Curriculum

La cartographie d'ombres est en lien avec des sujets dans le programme d'étude, incluent Santé et Préparation pour la vie (compétences essentielles: Sécurité et Responsabilité), Éducation physique (résultat d'apprentissage de base- marcher) Études sociales (Compétences d'ordre géographique), Math (le sens spatial; La forme et l'espace), Science (4e année Sujet 4: Lumière et Ombres; 5e année Sujet 4: La Météo; 6e année Sujet C: Astronomie), and Art (Expression).



Vous auriez besoin de:

- Presse-papiers
- Crayon et Gomme
- Carte ou photo du terrain de l'école
- Copies de notre feuille 'Cartographie d'ombres"
- Logiciel de la création des cartes ou une grande carte imprimée ou dessinée à main
- Matériaux d'art pour créer des drapeaux pour les endroits qui se protègent du soleil
- Matériaux pour marquer les endroits qui se protègent du soleil: par exemple, drapeau, ruban de signalisation, pylône, craie
- Chapeaux
- Écran solaire, si possible
- Une journée ensoleillée (préférablement)
- Optionnelle: mètre ruban, thermomètre



Commençons à l'intérieur (45 minutes)

1. **Parlons de l'ombre.** Débuter une discussion avec vos élèves concernant les effets positifs à avoir de l'ombre dans le cours d'école. Pourquoi est-ce que c'est important ?
2. **Qu'est-ce qui crée une ombre ?** Demander aux élèves quels types de structures qui produisent de l'ombre, par exemple des arbres, terrains de jeu, édifices.
3. **Regarder une carte ou photographie aérienne de la cour d'école.** SAffichez-le sur l'écran ou imprimez sur papier des copies individuelles. Où peut-on plus probablement trouver de l'ombre ?
4. **Nommez les endroits à l'ombre.** Fais une remue manège des noms (par exemple zones d'ombre, cercles solaires, boîtes-cadres)! Le but est de les souligner pour toute l'école.
5. **Déterminer un symbole.** Choisir ou créer un symbole pour identifier les endroits sur la carte (petite version) et dans le cours de l'école (grande version)!
6. **Formez de petits groupes.** Chaque groupe va étudier un endroit à l'ombre, examinez-le, répondez aux questions à son sujet ou l'identifier.
7. **Créer un identifiant pour le cours d'école.** Choisir un moyen d'identifier les endroits qui te protègent du soleil dans le cours d'école avec un drapeau (le symbole est écrit là-dessus).

Continuons dehors (30 minutes)

1. **Mettez des chapeaux et mettez de l'écran solaire !** S'exercer à utiliser un protocole qui te protège du soleil !
2. **Amène tes matériaux à l'extérieur avec toi.** Chaque groupe apporte un presse-papiers, feutre et une feuille 'Cartographie d'ombres". Un mètre ruban et thermomètre sont optionnels.
3. **Choisissez un endroit à l'ombre.** Une fois à l'extérieur, les groupes choisissent un endroit où ils vont travailler dessus.
4. **Travailler à remplir la feuille 'Cartographie d'ombres'.** De plus, si vous avez une carte en papier ou une photographie aérienne de la cour d'école, vous pouvez dessiner l'ombre sur la carte.
5. **Identifier clairement et en sécurité l'endroit.** Les élèves identifient leur endroit qui te protège du soleil afin d'aider les autres élèves à devenir conscients de l'ombre qui est fournie et son importance.

Retournons dans la salle de classe (15 minutes)

1. **Discuter des observations.** Utiliser les questions de la feuille de 'Cartographie d'ombres" comme guide.
2. **Compiler vos endroits et créer votre Carte d'ombre !** Use the symbol to mark their shady spots on a digital or large hardcopy map of the school ground.

APPENDIX 18 CONTINUED

3. **Partagez votre carte avec les autres classes.** Partagez votre carte électronique avec d'autres classes ou affichez une copie sur un babillard important dans l'école.
4. **Expliquez l'importance de l'ombre à la communauté.** In your email or on your bulletin board, include an explanation of the purpose of your map! Invite students to hang out in the shade!

Va plus loin...

Visitez l'endroit ombragé à un différent temps de la journée. Les élèves vont voir comment le montant d'ombre change selon l'angle du soleil.

L'ombre influence-t-elle la chaleur ? Les élèves utilisent un thermomètre afin de mesurer la chaleur dans le soleil et dans l'ombre. Observent-ils une différence ? Pourquoi est-ce que c'est un facteur ?

Comment la lumière du soleil est-elle mesurée ? On connaît comment mesurer la force du vent, le montant de pluie et la chaleur donnée par le soleil. Comment les scientifiques mesurent-ils la force de la lumière du soleil?

Les ombres font-elles des formes? Les élèves peuvent-ils identifier des rectangles, cercles, losanges ou quadrilatères?

Calculez la zone de l'ombre. Utilisant un mètre ruban et les connaissances déjà acquises au sujet des formes, les élèves calculent l'aire ombragée dans leurs cours d'école.

Calculez le montant de mètres carrés disponible pour chaque élève.

Faites un remue-méninges des moyens faciles et temporaires pour augmenter le montant d'ombre. Les élèves peuvent imaginer des façons d'utiliser des tentes, abris, parapluies, banderoles, drapeaux, tissu, carton ou d'autres matériaux temporaires afin de créer plus d'ombre. Qui peut créer le plus grand endroit ombragé?

Faites un remue-méninges des moyens permanent à long terme pour augmenter le montant d'ombre. Quelles étapes est-ce que l'école peut entreprendre à travers des prochaines quelques années (planter des buissons, arbres ou d'autres, bâtir des tonnelles, belvédères ou d'autres immeubles donnant de l'ombre. Créer un plan d'ombre à long terme et le soumettre à l'administration de l'école. Les élèves imagineront des moyens afin de créer de l'ombre ; permettez-les de dessiner ou utiliser de la peinture pour présenter leurs plans extravagants.

Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 18 CONTINUED

Feuille Cartographie d'ombres

Canadian Skin Cancer Foundation

Quelle structure crée l'ombre ?

Dessiner la structure (si possible) et l'ombre qu'il crée sur le dos de cette feuille.

Si vous avez une carte du cours de l'école, dessiner l'ombre.

Combien d'élèves peuvent être dans cet endroit à l'ombre ?

Quels types d'activités pouvons-nous faire dans cet espace ?

Est-ce que cet endroit ombragé a une forme régulière (un cercle, carré, ou rectangle ou une autre forme?)

Si vous avez un mètre ruban, mesurer la longueur et la largeur de l'espace ombré.

Est-ce que c'est possible de calculer l'aire de l'espace dans des mètres carrés ? Sinon, estimer l'aire de l'espace ombragée en mètres carrés.

Pensez-vous que l'ombre change de forme ou de grandeur au long de la journée ?

Dans quelle direction est-ce que l'endroit fait face ?

Est-ce qu'il a de la protection du vent ?

Le sol, est-il plat ou incliné ?

Quelle est sa surface (gravier, asphalte, ciment ou gazon par exemple)?

Est-il un endroit calme ou occupé ?

Y a-t-il des endroits pour s'asseoir ?

Est-ce qu'il y a des arbres ou d'autres plantes dans cette région ?

Quels types d'activités pouvons-nous faire dans cet espace ?

Quoi d'autre est intéressant au sujet de cet espace?

APPENDIX 19

Jeu de l'ombre:
Dans quelles mesures est-ce qu'on peut apprécier l'ombre

Utilisant leurs connaissances de l'ombre sur le cours de l'école, les élèves découvriront les moyens les plus sécuritaires pour l'apprécier. Ils engagent dans une variété d'activités physiques- des petits mouvements musculaires requis pour des jeux plus calmes dans de plus petits endroits ombragés jusqu'au jeux plus actifs qui se passent dans de plus grands endroits ombragés ou dans des lieux mélangés de l'ombre et du soleil. Les élèves augmenteront leur conscience de l'ombre et de son importance.

Ça prend combien de temps ?

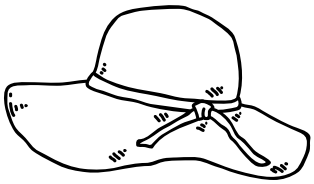
Les jeux dans l'ombre fonctionnent le mieux avec un cours de 45 minutes. Dans les semaines qui approchent le congé d'été, ils offrent aux élèves une opportunité d'apprécier le plein air et de brûler de l'énergie supplémentaire.

Lien au Curriculum

Cette activité à de nombreux éléments atteint les exigences du curriculum, principalement dans le programme d'étude d'éducation physique.

Vous auriez besoin de :

- Endroits à l'ombre d'une variété de trilles
- Carte (si vous l'avez déjà fait),ou photo du terrain de l'école
- Chapeaux
- L'écran solaire, si possible
- Des matériaux de petits jeux (Cartes, balles, de la ficelle)



Préparons (6 minutes)

1. Identifier où les endroits ombragés de la cours de l'école sont! Se référer à la carte d'ombres, si vos élèves l'ont créée. Observer une photographie aérienne de votre cours d'école, ou simplement passer à l'extérieur pour le regarder

2. Rappeler aux élèves pourquoi l'ombre est importante. L'ombre offre quels bienfaits?

3. Identifiez des jeux qui sont à 100% à l'ombre. Quelles activités ou jeux pouvant se dérouler complètement dans des endroits ombragés- par exemple, Foursquare, Marelle, saute, jeu de la ficelle ou à la carte. Si vous requises d'autre matériaux comme de la craie, des cartes, de la ficelle ou des balles, apportez-les

APPENDIX 19 CONTINUED

4. Quels jeux sont à moitié dans l'ombre, moitié dans le soleil? Quelles activités peuvent se dérouler dans l'ombre et à l'extérieur de l'ombre- par exemple, Les prisonniers, le jeu de poursuite ou capturer le drapeau, lorsque l'ombre est la base.

5. Quels jeux sont des jeux entièrement au soleil? Pensez aux activités qui requièrent de l'ombre- par exemple. Le théâtre à l'ombre écrase les ombres, les marionnettes à l'ombre.

Sortons dehors (39 minutes)

Mettez vos chapeaux et l'écran solaire! Pratiquer de bonnes pratiques qui se protègent du soleil. Divisez la classe en trois groupes ou restez ensemble comme une classe entière. Les élèves vont jouer à des jeux dans différentes stations. 100% ombre, 50% ombre et 0% ombre. Identifiez où chaque station est située et quels jeux ou activités se déroulent.

Alternez à travers les trois stations. Comme classe, ou dans les trois groupes, les élèves alternent à travers des différentes stations. Après avoir fait toutes les activités, retournons à la salle de classe. Ils acquièrent plus de connaissances de comment ils peuvent mieux comprendre comment trouver de l'ombre sur le terrain de jeu et sur de futures journées ensoleillées.

D'autres jeux

Encouragez les élèves à incorporer l'ombre dans des jeux qu'ils connaissent déjà. Voici quelques suggestions.

À la poursuite de l'ombre est comme un jeu de chat gelé, sauf que pour être dégelé, il faut que l'ombre d'une autre personne te touche. Quelqu'un dans 100% ombre ne peut pas être dégelé (par exemple, 100% ombre est la base principale). Les élèves peuvent décider s'il y a une limite de combien de temps une personne peut rester à la base principale.

Écraser l'ombre est une autre version de poursuite qui requiert 100% soleil. La personne dont c'est son tour n'attrape pas une personne avec leur main, mais en écrasant leur ombre. C'est maintenant à son tour.

Le théâtre à l'ombre requiert un grand endroit ensoleillé lorsque les ombres des joueurs tombent sur la terre ou sur un mur de l'école. L'élève fait des essais avec le mouvement afin de créer des scénarios entre les figures d'ombre.

APPENDIX 19 CONTINUED

Des marionnettes dans l'ombre fonctionnent le mieux quand des ombres claires sont lancées sur un grand mur blanc. Quelles formes les élèves peuvent-ils créer avec des mains, du papier ou avec d'autres objets trouvés?

Va plus loin...

Des jeux ensoleillés plus sécuritaires. Comment est-ce que des jeux peuvent passer dans le soleil (comme le base-ball ou soccer) plus prudemment ? Faites une liste des meilleures pratiques dans le cours de l'école.

Des jeux dans l'ombre pour tout le monde ! Encourager les élèves à examiner les possibilités des jeux dans l'ombre dans d'autres endroits, soit dans leurs propres maisons ou chez des parcs publics. Quels jeux seront les plus appropriés pour l'ombre qu'ils trouvent là ?

L'importance de l'ombre. Les élèves énumèrent d'autres occasions pendant lesquelles l'ombre est importante, par exemple à un parc d'attraction ou festival.

Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 20

La Mode au Soleil

Clothing provides the most effective protection from the sun because it physically blocks the sun from the skin. Students examine several different shirts to see how well they shield skin from the sun's harmful UV rays. They'll gain the skills to assess the sun safety of their clothing now and in the future.

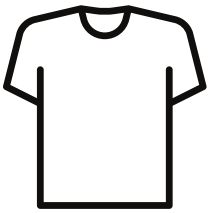
Ça prend combien de temps?

Un cours de 45 minutes

Lien au Curriculum

La mode au soleil se connecte avec des sujets dans le programme d'étude, par exemple, Santé et Préparation pour la vie (compétences essentielles: Sécurité et Responsabilité); mathématiques (Statistiques et probabilité: L'analyse des données); le sens du nombre (Fractions et Décimaux); Science (4e année Sujet 4: Lumière et Ombres; 6e année Sujet C: Astronomie; et spécialement 5e année Sujet 4: La Météo lorsque les élèves 'fait l'essai de divers types de tissus et de vêtements pour choisir ceux qui ont des caractéristiques qui assurent la meilleure protection contre les conditions atmosphériques (résistance à l'eau, au vent, protection contre le froid)'.

Vous auriez besoin de:



- Diverses chemises; inclure de différents tissus, couleurs, tissues, longueur de manches Si possible, les élèves peuvent apporter chacun leur propre chemise
- La feuille «Mode pour se protéger»

Commençons (15 minutes)

1. **Considérer comment la lumière du soleil fonctionne.** C'est quoi la lumière UV ? Comment est-ce que ça voyage ? Comment est-ce qu'il influence notre peau ? La lumière UV est un type de radiation qui vient du soleil. C'est au milieu du spectre lumineux qui veut dire qu'il a plus d'énergie que de la lumière visible, mais moins que des rayons-x. Il y a trois types de rayons UV. Les rayons UVA ont le moins d'énergie et sont responsables du vieillissement de la peau, comme des rides. Les rayons UVB voyagent un peu plus vite que celui d'UVA et sont responsables de coups de soleil et sont liés au cancer de la peau. Finalement, les rayons UVC ont le plus d'énergie de tous les rayons et sont absorbés par la couche d'ozone. À cause qu'ils n'atteignent pas le sol, il n'y a pas ce risque pour les humains.

APPENDIX 20 CONTINUED

2. **Énumérer les moyens dont les élèves peuvent protéger leur peau de la lumière UV.** Faites une liste- ça peut inclure des outils comme de l'ombre, des abris, un chapeau, un parapluie et le plus important pour cette activité, des vêtements.

3. **Ensemble, évaluons une chemise.** C'est quoi les impressions générales des élèves ? Offrent-ils de la bonne protection ou non?

4. **Considérons la forme de la chemise**. Comment est-ce que sa forme et construction fournit de la protection contre le soleil.

5. **Considérons le tissu.** Les élèves peuvent-ils deviner comment le tissu est efficace pour la protection contre le soleil.

6. **Définir le facteur de protection contre les Ultraviolets.** Les élèves savent déjà comment la force de l'écran solaire est mesurée par FPS (Facteur de protection solaire). La protection que les vêtements offrent est mesurée par FPU, ou facteur de protection contre les Ultraviolets. La canada n'a pas son propre système de mesure FPU, mais selon le système des États-Unis, un FPU de 15-24 est bon ; 25-39 est très bon ; et 40-50 est excellent. Le nombre indique le pourcentage de rayons UV que le tissu bloque 1/50e ou 2% de la radiation UV. Quelques vêtements sont donnés un FPU qui est indiqué sur l'étiquette.

Au Travail (15 minutes)

Les élèves choisiront une chemise et répondront aux questions à son sujet. En binômes, petits groupes ou autonomes, les élèves travaillent sur la feuille Mode pour se protéger en utilisant leur chemise.

Discutons des observations (15 minutes)

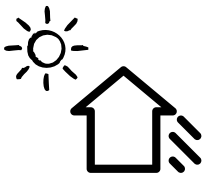
1. **Comparons nos notes !** Dès que les élèves ont complété la feuille, retournons dans un grand groupe. Les élèves comparent les chemises et l'évaluation FPU qu'ils leur ont données.
2. **Classer les chemises du plus bas à plus haut.** Fais 3 groupes avec les chemises (bon, très bon, excellent).
3. **Identifier les activités appropriées pour chaque groupe de chemises.**
4. **Examiner des moyens les chemises du groupe inférieur peut être modifié pour mieux se protéger du soleil.**
5. **Demander aux élèves de réfléchir par rapport à leurs garde-robes** et de considérer les choix qu'ils vont faire dans le futur afin de mieux se protéger du soleil.

APPENDIX 20 CONTINUED

Va plus loin...

Utiliser un processus similaire avec des chapeaux. Cherchez une variété de chapeaux de différentes formes, styles et matériaux. Classez-les. Lequel offre le plus de protection ? Lequel offre le moins de protection ?

Utiliser un processus similaire avec des lunettes de soleil. Consultez les sites HowStuffWorks.com ou TeachEngineering.com ou une autre ressource en ligne afin d'avoir des détails sur comment les lunettes de soleil sont évaluées.



Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 20 CONTINUED

La Mode pour se protéger

Quel type de vêtement ? (Par exemple : robe, chemise, t-shirt, débardeur, short).	
Combien d'espace est-ce qu'il couvre ? Considérer les manches (longues ou courtes), cou (col ou pas de col), corps (long ou courte).	
Quelle couleur ? Des couleurs foncées ou vives absorbent plus de rayons UV que des couleurs pâles.	
Quel type de tissu ? Des tissus synthétiques (comme polyester, nylon, spandex ou acrylique) protègent la peau plus efficacement que des tissus naturels comme le coton, laine, soie ou linge).	
La densité du tissu ? Tenez-le contre la lumière, peux-tu voir à travers ? Des tissus plus denses ou épais (comme denim ou toile) offrent plus de protection; des tissus transparents ou minces ou tissés non serrés) permettent plus de rayons UV de rencontrer la peau	
La réflectivité du tissu ? Des tissus brillants (comme le nylon, satin, soie) protègent la peau à cause qu'ils réfléchissent les rayons UV.	
La chemise est-elle serrée ou desserrée? Quand le coton s'étire, il offre moins de protection.	
La chemise est-elle usagée? Vous voyez des endroits qui sont très usés ou des endroits qu'il est déchiré ou étiré? Lorsqu'un vêtement veille, il devient moins efficace.	
Donnez à cette chemise un rang de 15(bas) - 50(haut). Cette chemise offre-t-elle une protection bonne, très bonne ou excellente contre le soleil.	

Maintenant que l'article est évalué, comparez vos notes avec vos camarades de classe.

APPENDIX 21

Expérience avec des billes UV

Dans cette expérience, les élèves utiliseront des billes sensibles à la lumière ultraviolette qui changement de couleur afin d'observer comment l'écran solaire empêche les rayons nocifs du soleil.

Un type de lumière du soleil, nommé la lumière ultraviolette (UV) est visible aux abeilles, mais pas aux humains. La radiation UV nous fournit la Vitamine D dans notre peau, mais ça peut causer des coups de soleil et des cancers de la peau.
On n'utilise pas de la photosynthèse pour produire notre nourriture, mais le soleil est encore très important pour nous. Parmi d'autres choses, on a besoin du soleil pour que notre peau fabrique de la vitamine D. Sans la vitamine D, nos os ne pourraient pas grandir normalement, et ils ont une tendance à devenir flexibles (rachitisme).
Comment savoir si tu as eu assez de radiation UV ? Votre peau va changer de couleur lorsqu'il a été exposé à assez de radiation. Cependant, ça prend quelques heures avant qu'un bronzage apparaisse.
Les billes UV sont formées des produits chimiques qui changent de couleur très rapidement lorsqu'ils rentrent en contact avec de la lumière UV. L'écran solaire empêche un peu de la lumière UV pour que les billes changent de couleur plus lentement s'ils sont recouverts de l'écran solaire.

Objectifs:

- Observer l'effet de la radiation ultraviolette
- Expliquer les effets de la crème solaire sur la lumière ultraviolette

Matériaux:

- Une journée ensoleillée (la lumière intérieure ne va pas fonctionner)
- Des billes sensibles au rayonnement UV (Vendus à Educational Innovations)
- L'écran solaire
- Cure-pipes ou de la ficelle

Quoi faire:

1. Diviser les billes en deux groupes.
2. Couvrir les billes d'un des deux groupes avec de la crème solaire
3. Amener les billes au soleil
4. Observer ce qui arrive aux billes recouvertes par la crème solaire et celles qui ne le sont pas
5. Confectionner un bracelet ou tirette qui détectent la lumière UV en brodant les billes sur un cure-pipe ou sur un bout de ficelle.

Va plus loin…
Continuer l'expérience en plaçant les billes sur un appui de fenêtre pour faire un essai de comment le tissu, couvre-fenêtres, du verre ou de la cellophane peuvent empêcher la lumière.

Faisons-nous savoir comment cette activité a fonctionné pour vous et vos élèves. Envoie-nous un courriel à french@canadianskincancerfoundation.com

APPENDIX 22

Become a Sun Safety Ambassador!

The Canadian Skin Cancer Foundation seeks volunteer Sun Safety Ambassadors for 2022. Sun Safety Ambassadors deliver virtual educational presentations about skin cancer and sun safety to students in grades 4, 5, & 6. Our ideal Ambassadors will help raise awareness about skin cancer and provide students with the tools they need to stay safe in the sun. We will provide training to give our volunteers the tools they need to become a Sun Safety superstar!

We're looking for reliable volunteers who

- Are passionate about skin health
- Enjoy interacting with students in grades 4, 5, and 6
- Have 1-hour blocks of time available during school hours (9:00am-3:00pm)
- Have reliable WiFi and a quiet space with a neutral background to present from
- Believe in the importance of preventing skin cancer
- Can commit to a minimum of 5 presentations

As a CSCF volunteer, you benefit too! You'll be able to

- Choose times that fit your schedule
- Get public speaking experience
- Hone your virtual presenting skills
- Connect to kids grades 4, 5, and 6
- Share your passion for skin health
- Add volunteer hours to your resume for scholarships or academic applications
- Receive a reference letter after 8 presentations
- Help prevent skin cancer

Frequently Asked Questions

Q: When do the presentations take place?

A: Sun Safety presentations run February through June 2022, Monday to Friday, between 10:00 am and 3:00 pm. Daytime availability is a requirement! Ambassadors have flexibility to sign up to do presentations around their schedule.

Q: What about presenting from home?

A: Sun Safety Ambassadors are required to have a quiet room with a neutral backdrop that they can use to present from home. Reliable Wi-Fi is crucial, as well as a microphone and webcam. Having a second screen monitor is recommended.

Q: What kind of training and support are provided to volunteers?

A: We provide our Sun Safety Ambassadors with a 1 ½ hour of training session prior to their first virtual presentation. Our Educational Coordinator will assist ambassadors during their first presentation, and will be available any time to answer questions or resolve any issues.

Q: Do I need to have any presenting experience?

A: Presentation experience is helpful but it is not a requirement. Our Educational Coordinators provide training on how to deliver our virtual Sun Safety presentation. Experience using **Google Meet** is an asset, but not necessary.

APPENDIX 23

VOLUNTEER EMAIL FOR DERMTOLOGY CLUB

Sun Safety Education

Canadian Skin Cancer Foundation

Partner and Volunteer Online with the Canadian Skin Cancer Foundation!

We're reaching out to you because we know your members care about skin and skin cancer! CSCF want to partner with student groups who are looking for a meaningful way for their members to participate in volunteer opportunities that teach Sun Safety online to Grades 5 and 6.

CSCF's number one goal is to prevent skin cancer. Every year our volunteers give hundreds of Sun Safety Presentations to elementary students across Canada. For 2022, we're taking our Sun Safety Education Program online. Want to help us out?

Please email us and we can set up a time to meet with your student group organizers.

Book a Meeting with CSCF

We're looking for reliable volunteers who:

- Are passionate about skin health
- Enjoy interacting with students in Grades 5 and 6.
- Have 1-hour blocks of time available during school hours (9:00am-3:00pm)
- Like public speaking—even virtually
- Have reliable Wi-Fi and a quiet space with a neutral background to present from
- Believe in the importance of preventing skin cancer

As a CSCF volunteer, you benefit too! You'll be able to:

- Choose times that fit your schedule
- Hone your virtual presenting skills
- Connect to kids grades 4, 5, and 6
- Share your passion for skin health
- Add volunteer hours to your resume, for scholarships or academic applications
- Receive a reference letter after 8 presentations
- Help prevent skin cancer in Canada

We'll train you and provide you with the support you need to deliver strong and effective Sun Safety Presentations **online!**

APPENDIX 23 CONTINUED

Find more information about our Sun Safety Program and volunteering at the Canadian Skin Cancer foundation here:

Volunteer FAQ's

Together we can prevent skin cancer

Canadian Skin Cancer Foundation

For questions about our program, you can contact us directly at:
execdir@canadianskincancerfoundation.com

www.canadianskincancerfoundation.com

TEACHER EMAIL

APPENDIX 24

Sun Safety Education

At the Canadian Skin Cancer Foundation, our Sun Safety Education program focuses on teaching kids why sunscreen is important, and how they can prevent sun damage when spending time outdoors.

Check out our lesson plans for ideas on teaching sun safety in your classroom!

Find **curriculum linked** lesson plans, activities, games and more on our ***website***.

Try out our lesson plans today:


Measuring Our Sun Safety Habits: Do we earn gold stars?

Students will collect data to assess the level of sun safety habits they use. Once they gather the data, they represent the data in the appropriate form. What conclusions can they draw about the sun safety habits in their school? They sum up their findings in an assessment that can be shared with the class or the school and used to strengthen sun safety protocol.

How much time will it take?
Two 45-minute classes: one to prepare for and launch the data collection; another to compile the data, draw conclusions, and present the findings.

Curriculum Links
Sun Safety Survey connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility); Math (Statistics and Probability: Data Analysis); Number Sense: Fractions and Decimals)

Here's what you will need:
- Sun Safety Habits Survey (number of copies depends on the number of people students survey)
- clipboards are helpful (but not necessary) for collecting data
- pen or pencil

Let's get ready to collect data (15 minutes)
1. Review the kinds of activities that students do in the sun. Students might


Sun Safety Charades: More fun under the sun!

Students will act out activities that usually require the application of sunscreen. Other students will try to guess the activity. This activity is a fun way to burn off energy while reminding students of good sun safety practices!

How much time will it take?
One 45-minute class, preferably a sunny day when students can burn off some energy out of doors!

Curriculum Links
Sun Safety Charades connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility); English Language Arts across a broad range of outcomes, but especially General Outcome 4.3: Present and Share in which students must "use effective oral and visual communication" as well as "demonstrate attentive listening and viewing" and Physical Education, touching on the four general outcomes: basic skills, understanding health benefits, cooperating with others, and assuming responsibility for a healthy way of life.

Here's what you will need:
- slips of paper for students to write the activity
- a timer
- a hat or basket for students to draw the slips from
- notepad and pen for scorekeeping
- two teams (or more)
- a scorekeeper

Review the rules of charades (5 mins)
Many students have probably played charades before. In case they haven't, here's a brief recap:
1. Divide into two or more teams.


Sun Safe Fashion Revolution: How sun safe are my clothes?

Clothing provides the most effective protection from the sun because it physically blocks the sun from the skin. Students examine several different shirts to see how well they shield skin from the sun's harmful UV rays. They'll gain the skills to assess the sun safety of their clothing now and in the future.

How much time will it take?
One 45-minute class.

Curriculum Links
Sun Safe Fashion Revolution connects with subjects in Alberta's Middle Years Programs of Study including Health and Life Skills (Wellness Choices: Safety and Responsibility), Math (Number Sense, Fractions and Decimals), Science (Grade 4 Topic D: Light and Shadows; Grade 6 Topic C: Sky Science; and especially Grade 5 Topic D: Weather Watch where students will "Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions."

Here's what you will need:
- various shirts: include different fabrics, colours, weaves, short & long sleeves; if possible, students can each bring one
- The Dirt on Shirts Sun Safety Checklist

Let's get started (15 minutes)
1. **Consider how sunlight works.** What is UV light? How does it travel? How does it impact skin? UV light is one of the types of radiation that comes from the sun. It is in the middle of the spectrum which means it has more energy than visible light but not

Measuring Our Sun Safety Habits Lesson Plan (Online friendly)

Sun Safety Charades Lesson Plan

Sun Safe Fashion Revolution Lesson Plan

Have you booked a FREE Sun Safety Presentation yet?

Our FREE **virtual** Sun Safety presentation is a comprehensive, 45-minute Sun Safety lesson where students can learn how to protect themselves from UV rays.

Click Here to Book

TEACHER EMAIL

Sun Safety Presentations are:

- Fun, factual, and practical
- Perfect for your grades 5 & 6 health class
- Curriculum-linked
- Offered through **Google Meet**

Students discover:

- How UV rays from the sun impact their skin
- How sunscreen works
- Sun safety strategies they can use while enjoying the outdoors

***November availability only**

Together we can prevent skin cancer

Canadian Skin Cancer Foundation

For questions about our program, you can contact us directly at:
edmonton@canadianskincancerfoundation.com

www.canadianskincancerfoundation.com

APPENDIX 25

Programme éducatif pour se protéger du soleil

Fondation canadienne du cancer de la peau

Notre programme éducatif de la Sécurité au Soleil à la Foncation canadien du cancer de la peau est **disponible complètement en français.**

Trouver nos plans de leçons, activités et jeux sur notre site web, ou réserver une présentation Pour se protéger du soleil maintenant!

Avez vous réservé une présentation GRATUITE Pour se protéger du soleil?

Notre présentation **Virtuelle** et GRATUITE de comment se protéger au soleil est une leçon détaillée de 45minutes à travers laquelle vos élèves peuvent apprendre comment bien se protéger contre le rayonnement UV.

Appuyez ici pour réserver votre présentation en français

Les présentations de comment se protéger au soleil sont :

- Amusants, Factuels et pratiques
- Parfaits pour vos élèves de la 5e et 6e année & cours de santé
- Liées au curriculum
- Offerts à travers de **Google Meet**

Les élèves découvriront:

- Comment le rayonnement UV du soleil a une influence sur la peau
- Comment l'écran solaire fonctionne
- Stratégies pour se protéger contre le soleil pendant qu'ils sont à l'extérieur

Vous pouvez trouver des plans de leçons, acitivités, jeux et encore plus **liés au curriculum** sur notre ***site-web***.

APPENDIX 25 CONTINUED

Nos ressources sont maintenant disponibles en français:

Nos pratiques pour se protéger du soleil (compatible en format virtuel)

Plan de leçon Charades On s'amuse au soleil

Plan de leçon La mode au Soleil

Ensemble, nous pouvons prévenir le cancer de la peau

Canadian Skin Cancer Foundation

Pour des questions au sujet de notre programme, vous pouvez nous contacter directement à:
french@canadianskincancerfoundation.com

www.canadianskincancerfoundation.com

APPENDIX 26

Sun Safety eLearning Course

Link: https://www.canadianskincancerfoundation.com/sun-safety/elearning/

Sun Safety Presentation Video

Link: https://www.canadianskincancerfoundation.com/sun-safety/sun-safety-presentation-video/

French Presentation (PowerPoint)

Link: https://secureservercdn.net/50.62.89.111/10p.b02.myftpupload.com/wp-content/uploads/2021/06/Presentation-Pour-se-proteger-du-soleil-Version-longue.pdf

#newfamilyrule

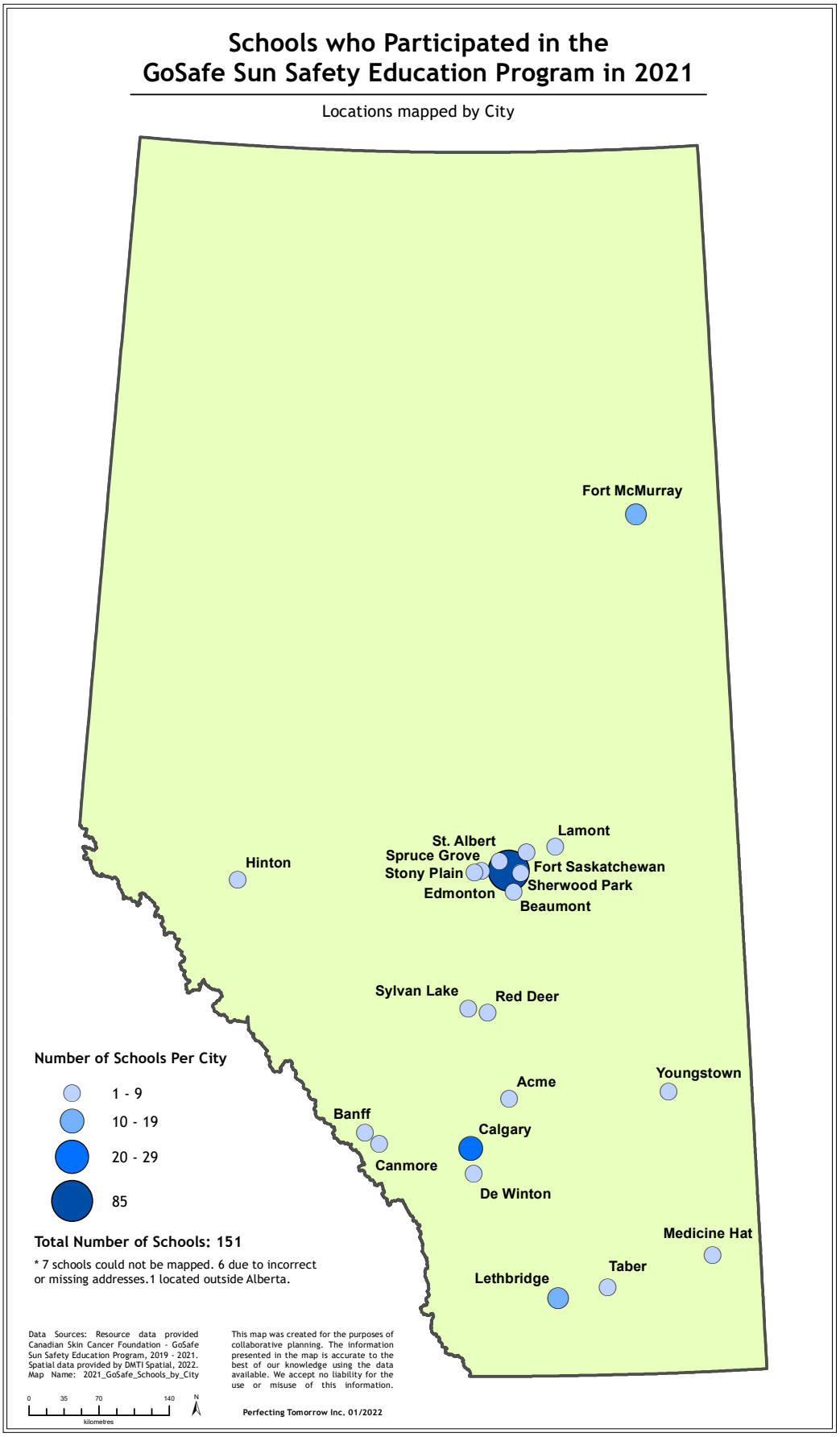
Link: https://www.canadianskincancerfoundation.com/sun-safety/new-family-rule/

Resources

Link: https://www.canadianskincancerfoundation.com/sun-safety/resources/

Canadian Skin Cancer Foundation

APPENDIX 27


Schools who Participated in the
GoSafe Sun Safety Education Program in 2021
Locations mapped by City
Fort McMurray
Hinton
St. Albert
Spruce Grove
Stony Plain
Edmonton
Lamont
Fort Saskatchewan
Sherwood Park
Beaumont
Sylvan Lake
Red Deer
Acme
Youngstown
Banff
Calgary
Canmore
De Winton
Medicine Hat
Taber
Lethbridge
Number of Schools Per City
1 - 9
10 - 19
20 - 29
85
Total Number of Schools: 151
* 7 schools could not be mapped. 6 due to incorrect or missing addresses.1 located outside Alberta.
Data Sources: Resource data provided Canadian Skin Cancer Foundation - GoSafe Sun Safety Education Program, 2019 - 2021. Spatial data provided by DMTI Spatial, 2022. Map Name: 2021_GoSafe_Schools_by_City
This map was created for the purposes of collaborative planning. The information presented in the map is accurate to the best of our knowledge using the data available. We accept no liability for the use or misuse of this information.
0 35 70 140
kilometres
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Perfecting Tomorrow Inc. 01/2022