Dear Head of PSHE or Head of S3

This summer Teenage Cancer Trust needs your help to educate more young people about avoiding sunburn and staying safe in the sun.

In the UK, the most serious type of skin cancer (malignant melanoma) is increasing. Teenage Cancer Trust has produced and updated a teaching pack to help teachers deliver our annual sun safety campaign, Shunburn, directly to students. In this pack you’ll find interesting and engaging lesson plans which fit in with the curriculum, which will take pupils through Shunburn’s five key sun safety messages.

The pack includes information on how to stay sun safe when playing sport or participating in outdoor activities, advice on vitamin D and maintaining a healthy level of sun exposure and the importance of understanding your skin type. There is also a short film on our website featuring TV presenter Jameela Jamil, who gives tips on how to stay sun safe, and a school sun safety policy you can sign and display at your school.

To complement this teaching pack, Teenage Cancer Trust can also visit your school to give a sun safety presentation to your students. These FREE sessions not only increase young people’s awareness on skin cancer and sun safety but also of teenage and young adult cancer and arm them with knowledge about healthy living. They are delivered in an engaging and positive way and provide invaluable guidance to students as well as contributing to the on-going demands for ‘Healthy Schools’ status. If you would like to arrange a talk please call 020 7612 0398 or email education@teenagecancertrust.org

For more information on Shunburn visit: www.teenagecancertrust.org/shunburn

Kind regards

Nigel Revell
Director of Education
Teenage Cancer Trust
Shunburn Feedback

Teenage Cancer Trust is keen to collect feedback on how useful you found our sun safety teaching pack and in particular our lesson plans. All feedback we receive will help us improve our teaching pack for future years. Many thanks in advance.

Name of teacher: ............................................................................................................................................................

Job title: .............................................................................................................................................................................

Name and address of school: ......................................................................................................................................
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Email address: ..................................................................................................................................................................

Phone number: ................................................................................................................................................................

Year group lesson plan was used for: ....................................................................................................................... 

What was most useful about the lesson plans? ..................................................................................................... 
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What was least useful about the lesson plans? ...................................................................................................... 
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What did you learn the most from the Shunburn pack? ....................................................................................... 
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Any other comments: .................................................................................................................................................... 
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Please tick here if you would like to receive emails from us in the future about the work we do

Please send us any feedback to education@teenagecancertrust.org or post this form to:
Teenage Cancer Trust, 3rd Floor, 93 Newman Street, London, W1T 3EZ
Shunburn is Teenage Cancer Trust’s annual sun safety campaign aimed at 13-24 year olds. It educates them about the damage sunburn can do to their skin and the steps they can take to be sensible in the sun to avoid burning and over exposure to UV light. It also highlights that it’s the damage done to your skin when you’re young that could lead to skin cancer developing in later life.

In this pack there are interesting and engaging lessons around Teenage Cancer Trust’s five key sun safety messages which reflect our campaign strapline of “Love the sun, respect your skin.” The pack also includes updated information on how to stay sun safe when playing sport or participating in outdoor activities, advice on vitamin D and maintaining a healthy level of sun exposure and the importance of understanding your skin type. We have also created a sun safety policy which you can sign and display in your school.

In the past, Teenage Cancer Trust questioned young people and teachers on the myths they believe on sunbeds, fake tans and suncream and it has revealed some shocking results.

15% incorrectly believe using sunbeds to build up a ‘base tan’ before you go on holiday prevents burning whilst on holiday.

9% incorrectly believe fake tans cause cancer.

58% do not know how to apply suncream correctly - believing it should be rubbed in completely.

21% incorrectly believe milk to be a higher source of vitamin D than the sun.

11% incorrectly believe sunbeds are safe if they are only used once a week.

97% of secondary school teachers admit to not having or not knowing if their school has a sun safety policy.
1 LOVE THE SUN, RESPECT YOUR SKIN DVD
A three minute film presented by television presenter Jameela Jamil talking about the five easy ways to stay safe in the sun.

2 INFORMATION SHEETS
• Guidance for teachers
• School sun safety policy
• The great outdoors
• About skin cancer
• Burning Issues
• Now that’s sizzling - Sunshine myth buster
• About teenage and young adult cancer and Teenage Cancer Trust

3 LESSON PLANS
This pack contains a range of ideas to get students engaged with the subjects of skin cancer and sun safety and includes details on how the activities satisfy National Curriculum criteria. These activities have been designed to complement each other but they can also be used individually.

ACTIVITY 1: Design an outdoor sporting activity which also promotes sun safety
ACTIVITY 2: Design a product and advertising campaign to promote sun safety
ACTIVITY 3: Is sun safety a priority for people in the UK?
ACTIVITY 4: What are the myths surrounding skin cancer in the UK?

4 POSTERS AND LEAFLETS
We also have posters and leaflets which can be displayed in schools, leisure centres, social clubs and other public areas, promoting our five sun safety messages.
GUIDANCE FOR TEACHERS

Young people spend a lot of time at school and teachers play an enormous role in influencing knowledge and behaviour. Empowering young people to be sun safe will help reduce the incidence of skin cancer in the future. Here are some tips from our experts on how best to do this:

PROFESSOR OF DERMATOLOGY, UNIVERSITY OF GLASGOW, DR RONA MACKIE SAYS:

My top tips would be:

- Encourage students to identify their own skin type. For example very fair skin burns very easily and to then behave in the sun accordingly
- Show students pictures of severe sunburn and precancerous skin damage and wrinkles. Although melanoma is a common cancer in young people this is only relative as cancer is rare in the young. Painful sunburn and early wrinkles are more immediately worrying for most teenagers

CELEBRITY PERSONAL TRAINER AND TV PRESENTER KEVIN ADAMS SAYS:

“Sport and exercise can be such an adrenalin buzz especially when you can do it in the fresh air in the sunshine. When I am working with my clients I always make sure that before we do our warm up, we have slapped on a water resistant suncream that doesn’t slide off when we are working up a sweat and we are wearing a baseball cap. It’s an absolute no brainer and I would advise teachers to encourage their students to do the same as it’s just not worth risking your health.”
This school has a sun safety policy in place to ensure that all students and staff are protected from skin damage caused by the sun’s harmful rays. Our school will:

• Educate our students about the causes of skin cancer and how to protect their skin. Where possible, we will demonstrate this by using the sun safety materials Teenage Cancer Trust has created

• Encourage our students to wear clothing that provides good sun protection and apply suncream where appropriate

• Try to schedule outdoor activities at times other than the middle of the day when the sun is at its hottest and most harmful

• Hold outdoor activities in areas of shade wherever possible and encourage students to use shady areas during lunch breaks, sports activities and trips. Sunbathing is definitely discouraged

• Work towards increasing the provision of adequate shade around the school building

• Encourage staff and parents to act as good role models by practicing sun safety themselves

• Regularly remind students, staff and parents about sun safety through newsletters, posters, parents meetings, our intranet and website, and at activities organised for students

• Invite relevant professionals in to advise the school on sun safety such as Teenage Cancer Trust’s education team

• Make sure the sun safety policy is working and regularly review the sun safety behaviour of students and staff

Signed: ___________________________ Date: ___________________________
THE GREAT OUTDOORS

We all love the sun! It makes us feel good, it encourages us to be physically active outside and it’s important for a healthy body. Being safe the sun doesn’t mean you have to sit indoors. It’s all about enjoying yourself but being sensible in the sun and never letting your skin go pink or get burnt.

HERE ARE A FEW IDEAS:

- **SKATEBOARDING** – Head to the local skate park and try out a few moves. UK Skateboarding Association – [www.ukskate.org.uk](http://www.ukskate.org.uk) for more details.

- **BMX CYCLING** – Hit the dirt tracks and also learn a few fancy tricks. British Cycling – [www.britishcycling.org.uk](http://www.britishcycling.org.uk) for more details.

- **CANOEING** – Most lakes are home to a canoeing club. Join a taster session and see if it’s for you. British Canoe Union – [www.bcu.org.uk](http://www.bcu.org.uk) for more details.

- **ROUNDErs** – A great team sport that can be played in a park. Rounders England – [www.roundersengland.co.uk](http://www.roundersengland.co.uk) for more details.

- **VOLLEYBALL** – Held on the beach or in the park, volleyball gets the heart pumping. English Volleyball Association – [www.volleyballengland.org](http://www.volleyballengland.org) for more details.

- **BADMINTON** – A fast and furious game which is easy to pick up. Badminton England – [www.badmintonengland.co.uk](http://www.badmintonengland.co.uk) for more details.

- **Table Tennis** – Requires concentration and lightning fast reflexes. The English Schools Table Tennis Association – [www.estta.org.uk](http://www.estta.org.uk) for more details.

- **SAILING AND WINDSURFING** – Ride the waves in these adrenalin-fuelled sports. Royal Yachting Association – [www.rya.org.uk](http://www.rya.org.uk) for more details.
ABOUT SKIN CANCER

THERE ARE TWO MAIN TYPES OF SKIN CANCER:
MALIGNANT MELANOMA
- the most serious type of skin cancer
NON-MELANOMA SKIN CANCER
- more common and easily treated

- Malignant melanoma is the most serious type of skin cancer. It usually develops in cells in the outer layer of the skin. The first visible signs of this may be a change in the normal look or feel of a mole.
- The latest statistics from Cancer Research show that there were 12,818 new cases of malignant melanoma in the UK and the incidence of melanoma has gone up by more than four times since the 1970s. Rates of melanoma have risen faster than for any other cancer in the UK and malignant melanoma is the third most common cancer in young women in the UK (15-24 year olds)
- Non-melanoma skin cancer is much more common than melanoma but it is easily treated. There were 99,549 new cases in 2010 in the UK but as not all cases are recorded, this figure could be higher.
- The most common cause of skin cancer is exposure to too much ultraviolet (UV) radiation found in the sun’s rays and sun beds.
- It is often the damage done to the skin when young that leads to skin cancer in later life.

WHAT HAPPENS WHEN YOU GET SUNBURNED?
UV rays damage the skin’s cells, which mean they are at risk of becoming cancerous. You can’t feel UV damaging your skin and it happens even when the sun doesn’t even feel hot. Getting sunburnt damages the top layers of your skin, making it hot, red and painful. Severe sunburn can lead to swelling and blisters.

Most sunburn results in peeling. It’s important to remember, burned skin doesn’t result in a tan! The fresh skin underneath the peel will actually be paler because it’s new. Research has shown that three or more severe sunburns double your risk of melanoma, the most serious form of skin cancer.

There can be as long as 10 to 15 years between sunburn and the appearance of melanoma

* www.sunsmart.org.uk/skin-cancer-facts/about-skin-cancer

UVB VS UVA
We receive ultraviolet radiation (UV) from the sun, which is divided into long UVA and shorter UVB wavelengths. UVB is responsible for sun burn and skin damage but we also need protection from UVA rays which penetrate deeper into the skin and are responsible for wrinkles and sagging seen in older skin. Neither UVB nor UVA radiation are safe.

NOTICING THE SIGNS OF SKIN CANCER
The earlier skin cancer is diagnosed, the easier it is to treat so it’s important to look out for changes to your skin that could be a sign of cancer. Most people have moles or dark patches on their skin and normally these will be harmless. However, if they change, this could be a sign of skin cancer. Look out for any of the following changes and if you notice anything unusual, visit your doctor.

SKIN
- A new growth or sore that won’t heal
- A spot, mole or sore that itches or hurts
- A mole or growth that bleeds, is crusty or forms a scab

SIGNS THAT TELL YOU A MOLE MAY HAVE CHANGED
- The two halves of your mole look different
- The edges of your mole are irregular, blurred or jagged
- There is more than one colour or shade in your mole
- Your mole is wider than 6mm (size of a pea) in diameter
The sun is a vital source of vitamin D which we need to keep our bones healthy. Recent studies have shown that many people in the UK have low levels of vitamin D at the end of winter and in early spring. The importance of these levels which are low but not dangerously low is not yet clearly known.

If you are concerned about your own vitamin D level, you can ask your GP for a blood test. The best way of boosting low vitamin D levels is exposure to natural sunlight for no more than 10 minutes three times a week without suncream. In the colder months of the year when this is not possible, you may want to consider taking a pure vitamin D supplement. The best food source of vitamin D is fatty fish such as salmon or sardines but few people eat enough of these to raise a low vitamin D level.

### Vitamin D and Skin Type

<table>
<thead>
<tr>
<th>Type 1</th>
<th>You have blonde or red hair and pale skin. You probably have freckles, blue or green eyes and tend to burn very easily.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 2</td>
<td>You’re fair-haired with blue or brown eyes, tend to burn quite quickly and only sometimes tan.</td>
</tr>
<tr>
<td>Type 3</td>
<td>You have brown or dark blonde hair and brown or green eyes and tan relatively easily.</td>
</tr>
<tr>
<td>Type 4</td>
<td>You have dark brown hair and eyes, and tan easily.</td>
</tr>
<tr>
<td>Type 5</td>
<td>You’re naturally dark-skinned but your tendency to burn can vary.</td>
</tr>
<tr>
<td>Type 6</td>
<td>You have black skin which very rarely burns.</td>
</tr>
</tbody>
</table>

### Shunburn’s Five Key Sun Safety Messages

1. **Cover up your skin**
   - Throw on a long sleeved shirt or top that ideally has a collar and a sarong or long shorts to banish those burning rays.

2. **Slap on the suncream**
   - Apply generous amounts of water resistant suncream of at least SPF30 and above, to clean, dry skin before going out in the sun.

3. **Wear a hat or cap**
   - Whether its cowboy hat, a floppy hat or baseball cap, all are good at keeping the heat off your head, face neck and ears.

4. **Slip on the shades**
   - Don’t forget, your eyes need protection too!

5. **Chill out in the shade**
   - When the sun’s rays are strongest between 11am and 3pm, reach for the shade and sit under a tree, or umbrella.
WHAT IS IN SUNCREAM?
Sunscreens can contain a physical or a chemical suncream, occasionally both. Suncream is titanium dioxide which acts as a brick wall on the skin blocking both UVA and UVB rays. Older physical suncreams sometimes look a bit chalky on the skin but physical suncreams are very safe especially for those who have lots of allergies.

Chemical suncreams are more common and there are several effective chemicals. Some mainly block UVB rays but others are also useful against longer wave UVA.

WHY DO SOME PEOPLE HAVE LOTS OF MOLES AND SOME HAVE NONE AND WHAT ARE THEY?
Moles are benign overgrowths of the pigment producing cells in the skin called melanocytes. Moliness depends both on genes and environment. Some families are more prone to moles than others, but those who spend a lot of their childhood in the sun also tend to develop more moles than those that don’t. The important point about moles is that those of us who have very large numbers of moles are slightly more at risk of melanoma than others.

WHAT ARE FRECKLES AND WHY DO THEY MERGE WHEN PEOPLE TAN?
Freckles are little areas of melanin pigment sitting in the skin due to slightly overactive but benign melanocytes. Fair skinned, blonde and red headed people are more prone to freckles than darker skinned people. Freckles tend to become less obvious when a person has a tan because the surrounding skin is a little darker.

WHAT TIPS CAN YOU GIVE TO SOMEONE TO LOOK AFTER THEIR SKIN IF THEY HAVE GOT SUNBURNED?
Bad sunburn is very unpleasant and can make you feel very unwell. Stay protected from the sun in a cool shady room and drink plenty of water. If you also have a bad headache or feel dizzy, seek medical help in case you have sunstroke.

If your skin is burning bathe it gently with cool water and then apply aftersun or plenty of moisturiser. Keep your skin covered from the sun until all redness and peeling has cleared. If you develop blisters, burst them carefully with a sterilised needle. Sunburn does not result in tanned skin but in uncomfortable, peeling, flaking damaged skin.
1. The best idea is to never go in direct sunlight.

FALSE! Being in the sun makes us feel good and encourages physical activity. We also need some sunshine to give us vitamin D which is essential for healthy bones. The best way of boosting low vitamin D levels is exposure to natural sunlight for no more than 10 minutes three times a week without suncream. However, get to know your skin type and make sure you never burn during this time.

2. If I’m playing sport or doing something active I don’t need to keep re-applying suncream.

FALSE! If for example, you’re swimming, playing sport, showering or towelling yourself dry, suncream will come off due to being in contact with water or sweating. In situations like this you would need to reapply. We recommend putting suncream on at least three times a day.

3. People with darker non caucasian skin don’t ever get skin cancer.

FALSE! It is true that people with darker non caucasian skin are less likely to develop skin cancer but they still need to be careful not to burn their skin as dark skinned people can still get skin cancer.

4. Melanin injections give you a completely safe tan.

FALSE! Not enough research has been done into these injections that affect the areas of your brain that produces melanin. We don’t recommend the use of these injections.

5. Doctors prescribe sunbeds for skin conditions, therefore they’re safe for me to use.

FALSE! The sunbeds used by hospitals are different to normal sunbeds and are specially built for a medical purpose. Their use is a prescribed treatment for severe conditions and is carefully monitored. We don’t recommend the use of sunbeds.

6. Sunbeds are safe if you only use them once a month.

FALSE! The intensity of UVA rays in sunbeds can be more than 10 times stronger than the midday sun and these wavelengths go deeper under the skin, increasing your risk, not only of skin cancer but also of wrinkles. Sunbeds are classified by the International Agency for Research on Cancer in the highest risk category for cancer, alongside tobacco.

“From my experience a lot of people really don’t pay enough attention to sun safety when playing sport. I have quite fair skin and playing Rugby Sevens in boiling hot countries, I must admit, has left me with some quite interesting and painful burn lines which I do regret! I have learnt the hard way that when playing sport or doing any form of exercise that you should keep reapplying suncream throughout the day and wear cooling clothing that covers up some of your skin.”

Women’s England Rugby player Danielle Waterman
FAKE TAN CAN CAUSE SKIN CANCER

FALSE! No evidence has been found to indicate fake tan causes skin cancer – it's a good alternative to using sunbeds.

FAKE TAN ACTS LIKE SUNCREAM AND PROTECTS YOU FROM THE SUN’S RAYS

TRUE AND FALSE! Some fake tans now do have a sun protection factor in them (SPF), especially ones aimed at the face, however not all do so its always best to check the label and if unsure wear suncream on top of the fake tan as you don't want to risk getting burnt.

I SHOULD WEAR AS HIGH A FACTOR SUNCREAM AS POSSIBLE

TRUE! We recommend wearing a minimum sun protection factor of 30 because anything less isn't very effective. SPF ratings are not well regulated and factors can differ from brand to brand so it’s a good idea to try a range of suncreams and use the one that best suits your skin. Many suncreams also have UVA protection indicated by a star system graded from one to five. So the best sun protection is from a cream or lotion with an SPF of 30 or more and has 5 stars. However, it is often a better idea to make sure your skin is covered. Remember - don’t wear suncream instead of clothes!

YOU SHOULD RUB IN SUNCREAM SO YOU CAN’T SEE IT ANYMORE

FALSE! Research shows that most people put suncream on approximately half as thickly as recommended, giving them reduced protection. Ideally, suncream should be patted onto skin and left visible.

SUNCREAM CAN GO OFF IF NOT USED WITHIN A CERTAIN LENGTH OF TIME THEREFORE REDUCING ITS EFFECTIVENESS

TRUE! Suncreams can go off and not work after a certain length of time. Therefore, do not use out-of-date suncream (see the use by date on the bottle). Most have a shelf life of two to three years.

ONLY OLD PEOPLE GET SKIN CANCER

FALSE! It doesn’t matter what age you are, we’re all at risk of cancer, including skin cancer. Even if you’re the fittest, healthiest person, you can still be diagnosed with cancer. There are about 200 different types of cancer and it can start in any type of body tissue. The most common cancer in young women in the UK (15-24 year olds) is malignant melanoma (the most serious type of skin cancer). For some, skin cancer can develop when you are much older, however it’s important to recognise that it’s the damage you do to your skin when you are young that could lead to developing skin cancer in later life.
Every day in the UK, around seven young people aged between 13 and 24 hear the devastating news that they have cancer.

The most common cancer in young men in the UK (15-24 year olds) is testicular cancer.*

The most common cancers in young women in the UK (15-24 year olds) is carcinomas (thyroid, cervix, bowel and ovary).*

Young people get some of the most aggressive cancers. But because only less than 1% of all cancers occur in 15-24 year olds*, they are often misdiagnosed initially. This can mean they are excluded from clinical trials and can decrease chances of survival.

A Teenage Cancer Trust survey completed at the charity’s 2013 Find Your Sense of Tumour conference revealed over a third (37%) of young people were diagnosed through A&E. Of these, over a quarter (26%) had been to see their GP with their cancer symptoms but were not referred.

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**CANCER (NOUN)**

is a class of disease in which a group of cells display uncontrolled growth through division beyond normal limits. This invasion intrudes upon and destroys adjacent tissues and sometimes metastasis allowing cancer cells to spread to other locations in the body via lymph or blood. Adjective - cancerous.

**IN OTHER WORDS...**

Cancer is when ‘abnormal’ cells are formed in the body. These ‘abnormal’ cells multiply quicker than normal cells and spread. When ‘abnormal’ cells clump together, this is called a tumour.

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* Cancer Research March 2013 - Teenage and young adult cancer
Teenage Cancer Trust is the only UK charity dedicated to improving the quality of life for the seven young people aged 13 to 24 diagnosed with cancer every day. We develop specialist units within NHS hospitals bringing young people together to be treated by teenage cancer experts in a place designed just for them. We want every young person with cancer to have access to this specialist support, no matter where they live.

Young people often receive hospital treatment in inappropriate facilities catering for children or adults. Up to 16 years, a teenager will be treated in a paediatric ward alongside children. After 16, the same teenager will be treated in an adult ward which is usually made up of elderly patients. Some young people never get a chance to meet another young person with cancer and feel extremely isolated during treatment. Being treated alongside others their own age can make a huge difference to their whole experience.

Teenage Cancer Trust also educates young people and health professionals about cancer to ensure a swift diagnosis and referral to specialist support. Cancer in young people is rare but we want young people to know the common signs so they can seek medical advice if they are worried.

Teenage Cancer Trust relies solely on donations to fund its vital work. You can help transform the lives of young people with cancer.

Visit www.teenagecancertrust.org to find out how.
LESSON PLAN

ACTIVITY 1 - DESIGN AN OUTDOOR SPORTING ACTIVITY WHICH ALSO PROMOTES SUN SAFETY

LESSON SYNOPSIS:
Students will consider the importance of the sun safety message and will devise a campaign to ensure that this message is promoted during an outdoor activity of their choosing.

LEARNING OBJECTIVES
• To design an outdoor activity/sport and health campaign for a specific group to encourage the uptake of exercise
• To learn about sun safety and consider how to promote this message through their activity
• To learn about the benefits of exercise in reducing the risk of illnesses, such as cancer
• Devise an action plan and teach the activity and associated information to the chosen group

INTRODUCTION
Introduce the idea that healthy living, including exercise, is a key part of reducing the risk of cancer and therefore, they will be designing an activity to encourage more people to take part in sport. Students could either try to reinvigorate an existing sport, or invent their own. Equally, the activity could be team or individual, competitive or relaxing.

Ask students to discuss what sports they enjoy and why they like them? Share these ideas and encourage them to try to incorporate these ideas into their activity. Also, ask the students to design their activity as one that can occur outside to get fresh air but to think about problems that might be associated with this: sun safety should be a key theme. There are issues around a lack of vitamin D (which we get largely from the sun) in young people, despite the fact that malignant melanoma is now the most common cancer in young women. Why might we have insufficient vitamin D (safer inside; concern about sun safety; indoor activities such as video games) and why is skin cancer now such a big problem (lack of sun safety, sunbeds etc)?

Ask them how they can protect their skin (wear a hat and sunglasses; stay in the shade between 11am-3pm; cover up and wear sunscreen of at least SPF30 or above). If students are struggling to make the sporting connection, you could ask students to think about sports where they have seen the athletes wearing sun protection (cricket, skiing, golf) and then ask them whether they think other sportsmen and women who are playing sports outside for long periods of time would wear suncream. You could also ask what professional sportspeople do to protect themselves (sunglasses, goggles, parasols, hats, baseball caps, suncream etc).

MAIN LESSON
Students should divide into small groups and decide who their target audience is. Once they have decided upon their audience, students should consider what barriers there may be to prevent this group from taking part in sport (e.g. it’s not cool’, it’s a team sport and no one else plays etc) and should think about how they can combat these issues with their activity.

Next, students should decide what their activity will be. A few ideas are:

• A new twist on sports day. This could include a race in which participants must don all elements of the sun safety code; e.g. along the race course they should: put on sun screen, a hat, sunglasses, a t-shirt and perhaps put up an umbrella.
• Cheerleading
• A new ball sport
• A treasure hunt. This could include finding things beginning with the letters in ‘Shunburn’ or the things that you need to protect yourself in the sun.
NB: If there is a competitive element, this could potentially be a fundraising activity, with tickets sold to the event. Once students have chosen their activity, they will need to decide how they are going to teach/run it. Depending upon the group, the activity and the angle of the lesson, the following things may need to be considered:

- How does exercise support healthy living in reducing cancer risk?
  - This could be used to explain to the audience how the activity will benefit them.
- How will they ensure that the participants stay safe in the sun?
  - Participants could bring in suncream, build in time to re-apply for different skin types.
- What skills does the activity need and how will these be assessed?
  - Team work, ball skills, strength, etc.
- How will the activity benefit the body?
  - Muscle groups, cardiovascular activity, etc.
- How and when will the activity be taught?
  - Lesson time, after school/lunchtime club, etc.
- Are there any requirements for the activity?
  - Space, equipment, etc.
- Will the group need to be recruited and if so, do advertisements need to be made?
  - Posters, article in the school newsletter, etc.
- How will success be rewarded and how will this influence the participants?

Students should then spend time working as a group to tackle the details of their activity and how they will approach these issues. It may be sensible to devise an action plan and a set of goals that they wish to achieve, which can be used for evaluative purposes. The criteria should include the issue of student awareness of the benefits of exercise on health and disease reduction (specifically cancer), the importance of sun safety, effective teaching and enjoyment.

Next, they should divide up the tasks to ensure that the criteria set by themselves are all met. They could share these details and action plans with the rest of the group and offer constructive criticism and praise to other groups.

Students should then organise and run their activity. Throughout this process they must remember the sun safety element of the activity.

**PLENARY**

Following the completion of the activity, students should consider how successful it was next to their criteria. They should also discuss what they personally have enjoyed whilst conducting the activity. Have they learned anything about the benefits of exercise and the importance of sun safety and how can they encourage their chosen audience to continue their hard work? If an activity has been particularly popular, then it may be worth approaching the school about its continuation.
Depending upon the way this lesson is taught and the interpretation of the students, it could meet the following curriculum criteria:

**ENGLISH CURRICULUM - KEY STAGE 3**

Citizenship: 1a.b,c, 2a,b,c, 2a.b,c,d,e, 3a, 4a,b,c,d,e,j

English: 1a.b,c,d,e, 1.2b, 1.4b, 2a,b.d,e.g,h,jl, 2a.d,e,h, 3a. b,d.e,f,g,h,k,m,n,p,q,r,t,v,w,

ICT: 1a, 1.5a, 2a, b, c, d, 2.2f, 2.4a, 2.4d

PSHE: 1.1b, 1.2a,b, 1.3a,c, 1.4b, 2a,b,c,d,e,f, 2.2a,c,d,e,f, 2.3a,b,c,d,e, 3b,d,f,g,4a,d,e

Science – Double Award: Sc1: 1b, 2m, q, Sc2: 2.2a,c,d,e,f, 2.3a,b,c,d,e, 3b,d,f,g,4a,d,e

Science – Single Award: Sc1: 1b, 2m, q, Sc2: 2.2a,c,d,e,f, 2.3a,b,c,d,e, 3b,d,f,g,4a,d,e

English: 1.1a,b,c,d,e, 1.2c, 1.4b,c, 2.1a,b,d,e,g,h,i,j, 2.3a,b,c,d,e, 3a, 4a,b,c,d,e,j

ICT: 1a, 1.5a, 2a, b, c, d, 2.2f, 2.4a, 2.4d

English: 1.1a,b,c,d,e, 1.2c, 1.4b,c, 2.1a,b,d,e,g,h,i,j, 2.3a,b,c,d,e, 3b,d,e,f,g,4a,d,e

Science – Single Award: Sc1: 1b, 2m, q, Sc2: 2.2a,c,d,e,f, 2.3a,b,c,d,e, 3b,d,f,g,4a,d,e

English: 1.1a,b,c,d,e, 1.2c, 1.4b,c, 2.1a,b,d,e,g,h,i,j, 2.3a,b,c,d,e, 3a, 4a,b,c,d,e,j

ICT: 1a, 1.5a, 2a, b, c, d, 2.2f, 2.4a, 2.4d

PSHE: 1.1b, 1.2a,b, 1.3a,c, 1.4b, 2a,b,c,d,e,f, 2.2a,c,d,e, 2.3a,b,c,d,e, 3b,d,e,f,g,4a,d,e,f

Science: 1sc: 2k, o, 2sc: 2e, 3b, 4c, e,g

**ENGLISH CURRICULUM - KEY STAGE 4**

Citizenship: 1a.b,c, 2a,b,c, 2a.b,c,d,e, 3a, 4a,b,c,d,e,a,j

English: 1a,b,c,d,e, 1.2c, 1.4b, 2a,b.d,e,g,h,i,j, 2a.d,e,h, 3a. b,d.e,f,g,h,k,m,n, 3b,d,3.2j,k, 3.3c,d,e,4a,b,f,4.2 f, 4.3f,h

ICT: 1a, 1.5a, 2a, b, c, d, 2.2f, 2.4a, 2.4d

PSHE: 1.1b, 1.2a,b, 1.3a,c, 1.4b, 2a,b,c,d,e,f, 2.2a,c,d,e, 2.3a.b,c.d,e, 3b,d,e,4a,e,f

Science – Single Award: Sc1: 1b, 2m, q, Sc2: 2.2b,d,e, 2.3a,b, 2.4a,b, 4b,e

English: 1.1a,b,c,d,e, 1.2b, 1.4b,c, 2.1a,b,d,e,g,h,i,j, 2.3a,b,c,d,e, 3a, 4a,b,c,d,e,j

ICT: 1a, 1.5a, 2a, b, c, d, 2.2f, 2.4a, 2.4d

Science – Double Award: Sc1: 1b, 2m, q, Sc2: 2 e, f, p, q, 4c, f, 5b

NORTHERN IRISH CURRICULUM – KEY STAGE 3

**SCIENCE AND TECHNOLOGY: SCIENCE**

Develop skills in scientific methods of presenting and interpreting results;

Develop creative and critical thinking in their approach to solving scientific problems;

Research scientific information from a range of sources;

**Learn about organisms and health:**

- Cells, genes and reproduction;
- Healthy body and mind.

**Objective 1:**

- Explore physical, chemical and biological effects on personal health
- Mutual understanding
- Moral character

**LANGUAGE AND LITERACY: ENGLISH WITH MEDIA EDUCATION**

Through engagement with a range of stimuli, pupils should have the opportunity to become critical, creative and effective communicators by:

- expressing meanings, feelings and viewpoints;
- reading and viewing for key ideas, enjoyment and engagement and empathy;
- writing and presenting in different media for different audiences and purposes;
- interpret visual stimuli including the moving image;
- develop their knowledge of how language works and their accuracy in using conventions of language, including spelling, language and grammar;
- analysing critically their own and other texts;
- using a range of techniques, forms and other media to convey information creatively and appropriately.

**Objective 1:**

- Engage, through language, with their peers, to explore their own emotions and develop creative potential
- Explore issues related to personal health
- Explore issues related to moral character

**Objective 2:**

- Explore the power of a range of communication techniques to inform, entertain, influence and persuade

**Objective 3:**

- Plan and create an effective communication campaign

**NORTHERN IRISH CURRICULUM – KEY STAGE 4**

**LEARNING FOR LIFE AND WORK: PERSONAL DEVELOPMENT**

**Key concept – self awareness:**

- Explore and express a sense of self;
- Investigate the influences on a young person;
- Explore the different ways to develop self esteem.

**Key concept – personal health:**

- Explore the concept of Health as the development of a whole person;
- Investigate the influences on physical, emotional/mental personal health;
- Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse;
- Develop strategies in relation to accidents in the home, school and on the road;
- Develop strategies to promote personal safety.

**PHYSICAL EDUCATION**

Practise, refine and develop skills and specific techniques;

Understand a range of short-term effects of exercise on the body systems, including cardiovascular and musculo-skeletal;

Develop their knowledge of safe practises and procedures when taking part in sport and physical activity;

Develop the skills and capabilities required to analyse and improve their own and others’ work;

Develop the skills and capabilities required to work effectively with others in tasks which require co-operation, creativity, problem solving, planning and team work.

**Objective 1:**

- Make decisions about what they want to achieve and how to improve the quality of their work
- Develop positive relationships and respect for differing capabilities, through a range of competitive and cooperative physical activities
- Experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being
- Develop positive sporting behaviour and a sense of fair play

**Objective 2:**

- Work with others to solve problems in a range of practical solutions

**NORTHERN IRISH CURRICULUM – KEY STAGE 4**

Science and technology: Science

Language and Literacy: English with Media Education

Learning for Life and Work: Personal Development
PHYSICAL EDUCATION
SCOTTISH CURRICULUM OF EXCELLENCE S1-4

REQUIREMENTS
Mental and emotional wellbeing:
HWB 3-09a / HWB 4-09a
HWB 3-10a / HWB 4-10a
Physical wellbeing:
HWB 3-15a / HWB 4-15a
HWB 3-16a / HWB 4-16a
HWB 3-17a / HWB 4-17a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Movement skills, competencies and concepts:
HWB 3-17a / HWB 4-17a
HWB 3-16a / HWB 4-16a
HWB 3-15a / HWB 4-15a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and health:
HWB 3-26a / HWB 4-26a
HWB 3-25a / HWB 4-25a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and sport:
HWB 3-24a / HWB 4-24a
HWB 3-23a / HWB 4-23a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Evaluation and appreciating:
HWB 3-23a / HWB 4-23a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Cooperation and competition:
HWB 3-21a / HWB 4-21a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Movement skills, competencies and concepts:
HWB 3-24a / HWB 4-24a
HWB 3-23a / HWB 4-23a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and health:
HWB 3-25a / HWB 4-25a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and sport:
HWB 3-26a / HWB 4-26a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and health:
HWB 3-27a

PHYSICAL EDUCATION
PHYSICAL ACTIVITY AND SPORT
Physical activity and sport:
HWB 3-28a / HWB 4-28a

LITERACY AND ENGLISH
LISTENING AND TALKING
Tools for listening and talking:
LIT 3-02a / LIT 4-02a
LIT 3-03a / LIT 4-03a
Finding and using information:
LIT 3-06a / LIT 4-06a
Understanding, analysing and evaluating:
LIT 3-08a / LIT 4-08a

LITERACY AND ENGLISH
LISTENING AND TALKING
Creating texts:
LIT 3-09a / LIT 4-09a
LIT 3-10a / LIT 4-10a
Tools for reading:
LIT 3-13a / LIT 4-13a
Finding and using information:
LIT 3-14a / LIT 4-14a
LIT 3-15a / LIT 4-15a
LIT 3-17a / LIT 4-17a

LITERACY AND ENGLISH
LISTENING AND TALKING
Tool for writing:
LIT 3-22a / LIT 4-22a
LIT 3-23a / LIT 4-23a
LIT 3-24a / LIT 4-24a
LIT 3-25a / LIT 4-25a
LIT 3-26a / LIT 4-26a

LITERACY AND ENGLISH
LISTENING AND TALKING
Creating texts:
ENG 3-27a / ENG 4-27a
LIT 3-28a / LIT 4-28a
LIT 3-29a / LIT 4-29a

SCIENCEs: BIoLOGICAL SYSTEMS
Body systems and cells:
SCN 3-12a / SCN 4-12a

WELSH CURRICULUM – KEY STAGE 3
ENGLISH
Oracy – 1, 3, 4, 5, 7 Range - 4, 6
Reading – 6a, b Range-3
Writing –2, 3, 8, 9 Range -1, 2

SCIENCE
Skills - Communication skills – 1, 2 Range 7
Range: Interdependence of organisms – 1, 2

PHYSICAL EDUCATION
Health and Fitness
Skills – 1, 2
Range – 1
Creative activities
Skills – 2, 4, 5, 6
Adventurous activities
Skills – 1, 2, 3, 5
Competitive activities - 1, 2, 3, 4, 5

PSE
Skills
Developing thinking:
- consider others’ views to inform opinions and make informed decisions and choices effectively
- use a range of techniques for personal reflection

Developing communication:
- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues

Developing ICT:
- find and develop information and ideas
- create and present information and ideas

Working with others:
- work both independently and cooperatively
- make and maintain friendships, and begin to negotiate behaviour in personal relationships
- be assertive and resist unwanted peer pressure
- empathise with others’ experiences, feelings and actions
- develop and use a range of strategies to manage anger and resolve conflict
- adapt to new situations
- access an appropriate range of sources for help, support and advice

Range:
Active citizenship
Health and Emotional wellbeing
Moral and spiritual development

WELSH CURRICULUM – KEY STAGE 4
ENGLISH
Oracy – 1, 2, 3, 4 Range -1, 3, 4
Reading – 3 Range -1, 2, 3
Writing –1, 2, 3, 6, 8, 9 Range -1, 2

SCIENCE
Skills: Communication skills – 1
Range: Organisms and Health – 3, 5

PHYSICAL EDUCATION
Health and Fitness
Skills – 1, 2, 3, 4, 5
Range – 1
Creative activities
Skills – 1, 2, 4, 5, 6
Adventurous activities
Skills – 1, 2, 3, 4, 5, 6, 7, 8
Range - 3
Competitive activities - 1, 2, 3, 4, 5, 6

PSE
Developing thinking:
- take different perspectives into account when making informed decisions and choices effectively
- use a range of techniques for personal reflection

Developing communication:
- listen perceptively in a range of situations, and respond appropriately
- communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods
- appreciate, reflect on and critically evaluate other points of view

Developing ICT:
- find and develop information and ideas
- create and present information and ideas

Working with others:
- work both independently and cooperatively to plan and complete a range of tasks
- reflect on the roles played in group situations, including leadership
- make and maintain friendships and negotiate behaviour effectively in relationships
- be assertive and resist unwanted peer and other influence
- resolve conflict with a win/win solution
- manage anger, frustration and aggressive feelings effectively
- adapt to changing situations
- evaluate and access a range of local and national sources of information, support and advice confidently

Range:
Active citizenship
Health and emotional wellbeing
Moral and spiritual development
LESSON SYNOPSIS:
Students will learn about the increase in skin cancer cases in recent years and the importance of sun safety. They will then be given the opportunity to design a product to promote sun safety and produce an advertising campaign to support their product.

LEARNING OBJECTIVES
• To learn about sun safety
• To learn about the benefits and consequences of spending time in the sun
• To use the sun safety principles to design a product that will help a particular group to stay safe in the sun
• To design an advertising campaign to persuade their chosen group to use their product

INTRODUCTION
Ask the students how they feel when they spend time in the sun. Discuss the benefits of spending time in nice weather, such as the absorption of vitamin D (students could research this); however, it is important to underline the huge increase in skin cancer cases in recent years.

Ask the students:
- Why do you think skin cancer cases have increased in recent years?
- What can you do to protect your skin?

MAIN LESSON
It is clear that sun safety is important as it’s estimated that around 80% of melanomas in fair-skinned people, and 90% of non-melanoma skin cancers are caused by sun exposure. Explain that they will be working in small groups to design a product to promote sun safety to a target audience and will then produce an advertising campaign to support this product. Three options for this product could be:

• Challenge the students to design a product to help people doing a particular sport to stay safe in the sun. For example, they could choose a tennis player. How could the sun affect them? Students could design clothing to protect them from the sun and keep them cool, a type of sunscreen that will protect them in hot conditions and when they sweat, a hat that will keep the sun out of their eyes and off the top of their head without restricting their playing ability, etc. This challenge would involve the students researching the sport and the requirements of the sportsperson, choosing a method of sun protection, applying it to the sport, branding it, and creating something that this group of people would want to wear.

• Students could focus on the spectators of sport or people who have to spend time outside (parents collecting children at the end of the school day; students at school). They might choose to design a shaded area for this group, to keep them safe when the sun is at its hottest. This challenge would involve the students researching the needs of the group, the area and the purpose for which the shade will be used. It could be permanent or temporary, natural or man-made. They might also want to consider how they will attract people to use the shade rather than standing in the sun.

• Challenge the students to design a product that people could use on a daily basis to protect themselves from the sun. Discuss the issues surrounding sun safety and why they think people do not always adhere to these rules; how could their product break down this reluctance? Part of the issue might be that sun safety is not viewed as important or cool, so how could their product address this? They might choose to design a fake tan that contains sunscreen or a summer dress or t-shirt that covers the skin but is light, cool and reflects UV light. Students should choose a target group and research the requirements of this group, design a product and consider how to persuade their target group to use it.

3 http://info.cancerresearchuk.org/cancerstats/types/skin/riskfactors/#UV
Once the students have designed their product, they should consider how they are going to spread the message of sun safety, whilst at the same time promoting their new product. They could look at other campaigns aimed at their target group and consider how effective these have been, then choose the ideas that have worked best and apply these to their campaigns. When designing their campaigns, the students may wish to consider:

• How to best reach the target group (posters, TV advert etc)
• Best time to advertise product and where it will be sold
• The information that they should include in the campaign (sun safety facts, how it works, benefits, etc)
• Why the target group should use this product, as opposed to any other product?
• Any celebrity endorsement

Students should then work together to produce their advertising campaigns. Ask them to consider how to use language and imagery to persuade their target group to buy their product through their campaign.

Using their product designs and their advertising campaigns, students should pitch their ideas to their target audience to see how they receive the concept of their product and present this information to the class. Alternatively, the pitch could be conducted as a Dragon’s Den style activity with a group of teachers acting as the Dragons.

PLENARY
Students should present their campaigns and findings to the class. All students should offer a positive comment and a constructive criticism of each campaign, considering the target group, product and advertising campaign. They could then vote for their favourite product. Afterwards students could be asked what they have learned about sun safety. Has any of the information surprised them and how could they spread the message to their peer group? Perhaps set them a challenge to tell five people a fact about sun safety.
Depending upon the way this lesson is taught and the interpretation of the students, it could meet the following curriculum criteria:

**ENGLISH CURRICULUM - KEY STAGE 3**

| Citizenship: 1.2.a,b,c | 1.3.b, 2.1a,b,c, 2.2.a,b,c | 2.3.a,b,c,d | 3.a.g, 4.a.b,c,d,e | English: 1.1.a,b,c,d,e | 1.2.1b, 1.4.b, 2.1a,b,d,e,f,g,h,i,j,k,l,m,n,p,q,r,t,u,v,w | 3.1.b,e, 3.2.c,d,e | 4.1.f,i,4.2 c | 4.3.g,i |
| ICT: 1.1.a, c | 1.2.a, 1.5.a, 2.1.a, b, c, d, 2.2.a, b, f | 2.4.a, 3.e, 4.d |

| Art and Design: | 1.1a,b,c, 1.2a, b, 1.4b, 2.1a,b,c,d | 2.2c,d,e,f, 3a,b, 4a,b,c,e, g |

| Science: Sc1:2.k, o | Sc2:2.a, e, i, 5a |

**Breadth of Study – 2b**

- **Art and Design:** 1.1a,b,c, 1.2a, b, 1.4b, 2.1a,b,c,d, 2.2c,d,e,f, 3a,b, 4a,b,c,e, g

**Design and Technology:** 1.1b,c,d, 1.2a,b, 1.3a,b, 1.4a,b,c, 2a,b,c,d,h, 3b,l, 4b,c,d,f,g

**ENGLISH CURRICULUM - KEY STAGE 4**

| Citizenship: 1.2.a,b,c | 1.3.b, 2.1a,b,c, 2.2.a,b,c | 2.3.a,c,d,e, 3a, 4a,b,c,d,e,f,g | English: 1.1.a,b,c,d,e | 1.2.c, 1.4.b,c, 2.1a,b,d,e,f,g,h,i,j | 2.2a,d,e,h, 2.3a,b,d,e,f,g,h,k,m,n, 3.1b,d,3.2j,k, | 3.3.c,d,e, 4.1a,b,c,d,e,f, 2.4.7f,h |
| ICT : 1.1.a,c,1.4.a, 1.5.a, 2.1a,b,c,d,e, 2.2b,d,e | 2.3a,b, 2.4.a,b, 3d, 4.b,e |

| PSHE:1.1b, 1.2a,b, 1.3a,c, 1.4b, 2.1a,b,c,d,e,f, 2.2a,c,d,e, 2.3a,b,c,d,e, 3b,d,4a.e,f | |

| Science – Single Award: Sc1:1b, 2m, q Sc2:2 | m, 3.c, 4b |

| Breadth of Study – 2b |

| Science – Double Award: Sc1: 2m, q Sc2: 2 e, f, I, p, q, 4.c, 5b |

| Breadth of Study – 2b |

- **Art and Design (will depend upon provider but areas cover):** creativity, competence, critical understanding, explore and create, understand and evaluate, applied process and links with other curriculum areas

- **Design and Technology (will depend upon the provider but areas cover):** designing and making, cultural understanding, creativity, critical evaluation, essential skills, assessing users’ needs and linking to other curriculum areas

**NORTHERN IRISH CURRICULUM – KEY STAGE 3**

**SCIENCE AND TECHNOLOGY: SCIENCE**

- Develop skills in scientific methods of presenting and interpreting results;
- Develop creative and critical thinking in their approach to solving scientific problems;
- Research scientific information from a range of sources;

**LEARNING FOR LIFE AND WORK: PERSONAL DEVELOPMENT**

**Key concept – self awareness**

- Explore and express a sense of self
- Investigate the influences on a young person
- Explore the different ways to develop self esteem

**Key concept – personal health**

- Explore the concept of health as the development of a whole person
- Investigate the influences on physical, emotional/mental personal health
- Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse
- Develop strategies in relation to accidents in the home, school and on the road
- Develop strategies to promote personal safety

**Key concept – Relationships**

- Explore the qualities of relationships including friendship
- Develop strategies to avoid and resolve conflict

**THE ARTS: ART AND DESIGN**

- Researching, gathering and interpreting information from direct experiences, observations, memory, imagination and a range of traditional and digital sources
- Developing an appreciation for the work of artists, designers and draft workers from their own and other cultures, past and present;
- Developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making;
- Evaluating and appreciating their own and others’ work through discussion and reflection;

**OBJECTIVE 1:**

- Engage, through language, with their peers, to explore their own emotions and develop creative potential
- Develop the ability to use language (including body language) effectively in communicating with and relating to others
- Explore issues related to personal health
- Explore issues related to moral character

**Objective 3:**

- Investigate the importance of communication skills in life/work
- Plan and create an effective communication campaign

**SCIENCE AND TECHNOLOGY: TECHNOLOGY AND DESIGN**

- Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety;
- Communication – use of free hand sketching and formal drawing techniques and ICT tools;
- Manufacturing – selecting and using materials fit for purpose; safe use of a range of tools and processes appropriate to materials, demonstrating accuracy and quality of outcome;
Objective 1:
- respond to a personal design challenge in relation to their own lifestyle
- abide by health and safety rules when using tools, machines and equipment

Objective 2:
- explore technical inventions and designs that have met a social need and cost effectively

NORTHERN IRISH CURRICULUM – KEY STAGE 4
Science and technology: science
Language and Literacy: English with Media Education
Learning for Life and Work: Personal Development
The Arts: Art and Design

SCOTTISH CURRICULUM OF EXCELLENCE S1-4 REQUIREMENTS

HEALTH AND WELLBEING
Mental and emotional wellbeing:
HWB 3-05a / HWB 4-05a
HWB 3-06a / HWB 4-06a
HWB 3-08a / HWB 4-08a

Social wellbeing:
HWB 3-09a / HWB 4-09a
HWB 3-10a / HWB 4-10a

Physical wellbeing:
HWB 3-15a / HWB 4-15a
HWB 3-16a / HWB 4-16a
HWB 3-17a / HWB 4-17a

EXPRESSIVE ARTS
Art and Design:
EXA 3-03a / EXA 4-03a
EXA 3-04a / EXA 4-04a
EXA 4-05a
EXA 3-06a / EXA 4-06a
EXA 3-07a / EXA 4-07a

TECHNOLOGIES
Technological developments in society:
TCH 3-02a / TCH 4-02a

ICT to enhance learning;
TCH 3-03a / TCH 4-03a
TCH 4-03b
TCH 3-04a / TCH 4-03a

Business contexts for developing technological skills and knowledge:
SOC 3-20a / TCH 4-05a
TCH 3-07a
TCH 3-07b

Computing science contexts for developing technological skills and knowledge:
TCH 3-08b / TCH 4-08c

Craft, design, engineering and graphics contexts for developing technological skills and knowledge:
TCH 3-14a / TCH 4-14a/b/c/d
TCH 3-15a / TCH 4-15a

LITERACY AND ENGLISH
Listening and talking
Tools for listening and talking:
LIT 3-02a / LIT 4-02a
ENG 3-05a / ENG 4-05a
Finding and using information:
LIT 3-06a / LIT 4-06a

Understanding, analysing and evaluating:
LIT 3-08a / LIT 4-08a

Creating texts:
LIT 3-09a / LIT 4-09a
LIT 3-10a / LIT 4-10a

Tools for reading:
LIT 3-15a / LIT 4-15a

Finding and using information:
LIT 3-14a / LIT 4-14a
LIT 3-15a / LIT 4-15a
ENG 3-17a / ENG 4-17a

Tool for writing:
LIT 3-22a / LIT 4-22a
LIT 3-23a / LIT 4-23a
LIT 3-24a / LIT 4-24a
LIT 3-25a / LIT 4-25a
LIT 3-26a / LIT 4-26a

Creating texts:
ENG 3-27a / ENG 4-27a
LIT 3-28a / LIT 4-28a
LIT 3-29a / LIT 4-29a

SCIENTIFIC EXCELLENCE S1-4 REQUIREMENTS

WELSH CURRICULUM – KEY STAGE 3
ENGLISH
Oracy – 1, 3, 4, 5, 7 Range - 4, 5, 6
Reading – 6 a, b Range-3
Writing –2, 3, 8, 9 Range -1, 2, 4

SCIENCE
Skills - Communication skills – 1, 2 Range 7
Range: Interdependence of organisms – 1, 2

ART AND DESIGN
Skills:
Understanding – 1, 3
Investigating – 1
Understanding, Investigating and Making 1, 2, 3

ICT
Skills:
Find and analyse information – 1, 2, 3
Range – all
Create and communicate information – 1, 2

DESIGN AND TECHNOLOGY
Skills:
Design – 2, 3, 4, 6, 8, 9
Health and Safety

PSE
Skills
Developing thinking:
• consider others’ views to inform opinions and make informed decisions and choices effectively
• use a range of techniques for personal reflection

Developing communication:
• listen attentively in different situations and respond appropriately
• communicate confidently personal feelings and views through a range of appropriate methods
• express opinions clearly and justify a personal standpoint
• take part in debates and vote on issues

Developing ICT:
• find and develop information and ideas
• create and present information and ideas

Working with others:
• work both independently and cooperatively
• make and maintain friendships, and begin to negotiate behaviour in personal relationships
• be assertive and resist unwanted peer pressure
• empathise with others’ experiences, feelings and actions
• develop and use a range of strategies to manage anger and resolve conflict
• adapt to new situations
• access an appropriate range of sources for help, support and advice

Range:
Active citizenship
Health and Emotional wellbeing
Moral and spiritual development

WELSH CURRICULUM – KEY STAGE 4
ENGLISH
Oracy – 3, 4, 5 Range -1, 3, 4, 5
Reading – 3, 7 Range -1, 3
Writing –1, 2, 3, 6, 8, 9 Range -1, 2, 3, 4

SCIENCE
Skills: Communication skills – 1
Range: Organisms and Health – 3, 5

PSE
Developing thinking:
• take different perspectives into account when making informed decisions and choices effectively
• use a range of techniques for personal reflection

Developing communication:
• listen perceptively in a range of situations, and respond appropriately
• communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods
• appreciate, reflect on and critically evaluate other points of view

Developing ICT:
• find and develop information and ideas
• create and present information and ideas

Working with others:
• work both independently and cooperatively to plan and complete a range of tasks
• reflect on the roles played in group situations, including leadership
• make and maintain friendships and negotiate behaviour effectively in relationships
• be assertive and resist unwanted peer and other influence
• resolve conflict with a win/win solution
• manage anger, frustration and aggressive feelings effectively
• adapt to changing situations
• evaluate and access a range of local and national sources of information, support and advice

Range:
Active citizenship
Health and Emotional wellbeing
Moral and spiritual development

ART AND DESIGN
DESIGN AND TECHNOLOGY

WELSH CURRICULUM – KEY STAGE 4
ENGLISH
Oracy – 3, 4, 5 Range -1, 3, 4, 5
Reading – 3, 7 Range -1, 3
Writing –1, 2, 3, 6, 8, 9 Range -1, 2, 3, 4

SCIENCE
Skills: Communication skills – 1
Range: Organisms and Health – 3, 5

PSE
Developing thinking:
• take different perspectives into account when making informed decisions and choices effectively
• use a range of techniques for personal reflection

Developing communication:
• listen perceptively in a range of situations, and respond appropriately
• communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods
• appreciate, reflect on and critically evaluate other points of view

Developing ICT:
• find and develop information and ideas
• create and present information and ideas

Working with others:
• work both independently and cooperatively to plan and complete a range of tasks
• reflect on the roles played in group situations, including leadership
• make and maintain friendships and negotiate behaviour effectively in relationships
• be assertive and resist unwanted peer and other influence
• resolve conflict with a win/win solution
• manage anger, frustration and aggressive feelings effectively
• adapt to changing situations
• evaluate and access a range of local and national sources of information, support and advice

Range:
Active citizenship
Health and Emotional wellbeing
Moral and spiritual development

ART AND DESIGN
DESIGN AND TECHNOLOGY
LESSON PLAN

ACTIVITY 3 - IS SUN SAFETY A PRIORITY FOR PEOPLE IN THE UK?

LESSON SYNOPSIS:
This session allows students to explore the facts about skin cancer and enable them to formulate their own opinions on whether the myths presented to them are based on fact. They will use research tools like the internet to explore facts around the topic, which will create discussion around the facts and myths of skin cancer. They will present in an informal manner to the rest of the class.

LEARNING OBJECTIVES
• Students will be able to identify the key messages surrounding sun safety
• Students will be able to recognise the need for sun safety in the UK and abroad
• Students will be aware of skin cancer in relation to sun safety

RESOURCES:
• Access to a computer and internet

STARTER (10 MINUTES)
Introduce the topic of sun safety to the students and explain that this session will be all about enjoying the sun safely. Ask them to consider what they like about being in the sun: is it how it makes them feel/look, or what they can do in the sun? Explain that the sun is good for our health, but equally can be very damaging (see earlier in the pack for more information).

Ask the students to make a list on of what they know about the sun and health. Collect these thoughts together and discuss them as a class. From this list, there will probably be many inconsistencies. Ask the students to identify some questions that they would like to answer, e.g. What does SPF mean? Is the sun safe if I don't burn? Are sunbeds ever safe? Questions provided in this pack are a good stimulus for this activity.

Finally, discuss with students why sun safety may vary depending on the country you live in.

MAIN (30 MINUTES)
Separate the students into small groups and ask them to use the internet to research sun safety and skin cancer facts for the UK. The teacher may wish to provide the students with a list of questions, or leave the students to research areas of interest.

Students should then be given an additional country to research, eg. Australia, USA. How do skin cancer statistics differ in this country and why? Are there any successful awareness campaigns done in other countries? How do these compare to campaigns in the UK?

From their search students will highlight the main issues surrounding sun safety in the UK and one other country and will compare and contrast these issues. This information should be collated using ICT, ready to be presented to the class. Students should consider their choice of presentation method.

PLENARY (10 MINUTES)
Students should be allowed to present their findings, using an appropriate ICT format to explain the information gathered. Ask the students if they think all of these messages are delivered successfully to their age group, and if not, why not?

EXTENSION
• Critically analyse literature and source
• Analyse the choice of ICT and presentation itself
Depending upon the way this lesson is taught and the interpretation of the students, it could meet the following curriculum criteria:

**ENGLISH CURRICULUM - KEY STAGE 3**

ICT: 1.a,c, 1.b,a,b,d, 2.a,b,f, 2.a,c, 2.4a,c  
Science: 3.3a,c,d  
English: 1.a,b, 1.2d, 1.4b,c, 2.a,d, 2.2d,m, 2.3a,g,r, 3.1a,e, 3.3d,  
PSHE: 1.2a,b, 1.3a,b, 2.2a,b,c,d,e, 2.3a,b,c,d  
Citizenship: 1.2c, 2.1a,b,c, 2.2d

**ENGLISH CURRICULUM - KEY STAGE 4**

ICT: 1.a,c, 1.4a,b, 1.5a,b,c,d,e, 2.2a,b,d,e, 2.3a,b, 2.4a,b, 3.a, 4.b,e,f,h  
Science:  
Single Award – Sc1: 1b, 2m, 2q, Sc2: 2m,q, 3.c, 4.b  
Breadth of study – 1d, 2b  
Double Award – Sc1: 1b, 2m,q, Sc2: 2p, 5b  
Breadth of study – 1d, 2b  
English: 1.a,b,e, 1.2a,c,b, 1.4b,c, 2.a,b,d,e,f,l,j, 2.2a,e,f, 2.3c,h,l,k,l,j, 3.a,b,d, 3.2b,d,j,k, 3.3a,c,d,e, 4.1a,e,f,j, 4.2f, 4.3a,d,f,h  
PSHE: 1.2a, 1.3a,b,c, 2.1a, 2.2a,b,c, 2.3c, 3.b,d,e, 4.i  
Citizenship: 2.a,b,c,d, 4.a,c,h,l

**WELSH CURRICULUM - KEY STAGE 3**

ICT  
Find and analyse information skills - 1, 2, 3  
Create and communicate information skills - 1, 2

**SCIENCE**  
Communications skills - 1, 2  
Range - Interdependence of organisms 1,7

**ENGLISH**  
Oracy - 3, 5, 6, Range 3, 4, 5  
Reading - 3, 5, 6b, Range 2, 3, 4

**PSHE**  
Skills

**Developing thinking:**  
- use some prior knowledge to explain links between cause and effect  
- identify and assess bias and reliability, e.g. evaluate messages from the media  
- consider others’ views to inform opinions and make informed decisions and choices effectively  
- use a range of techniques for personal reflection.

**Developing communication:**  
- listen attentively in different situations and respond appropriately  
- communicate confidently personal feelings and views through a range of appropriate methods  
- express opinions clearly and justify a personal standpoint  
- take part in debates and vote on issues.

**Developing ICT:**  
- find and develop information and ideas  
- create and present information and ideas  
- use ICT safely and responsibly, following safe practices.

**Working with others:**  
- work both independently and cooperatively  
- be assertive and resist unwanted peer pressure

**Improved own learning:**  
- review and reflect on learning and apply learning to similar situations within and outside school  
- assess bias, reliability and validity  
- apply learning to similar situations, and respond appropriately

**Range:**  
Health and emotional wellbeing

**WELSH CURRICULUM - KEY STAGE 4**

**SCIENCE**

Communications skills - 1, 2  
Enquiry and practical skills - 2, 4  
Organising and using information:

**ENGLISH**  
Oracy - 1, 3 Range - 2  
Writing - 1.5, 8, 9 Range 1, 2, 3, 4

**PSHE**  
Skills

**Developing thinking:**  
- use prior knowledge to explain links between cause and effect, and make predictions  
- analyse information and ideas in order to assess bias, reliability and validity  
- take different perspectives into account when making informed decisions and choices effectively  
- use a range of techniques for personal reflection.

**Developing communication:**  
- listen perceptively in a range of situations, and respond appropriately  
- communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods  
- appreciate, reflect on and critically evaluate other points of view.

**Developing ICT:**  
- find and develop information and ideas  
- create and present information and ideas  
- use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.

**Working with others:**  
- work both independently and cooperatively to plan and complete a range of tasks  
- reflect on the roles played in group situations, including leadership  
- evaluate and access a range of local and national sources of information, support and advice confidently.

**Range:**  
Health and emotional wellbeing

**SCOTTISH CURRICULUM FOR EXCELLENCE - S1-4**

**HEALTH AND WELL-BEING**

Mental and Emotional Wellbeing:  
HWB 3-01a/HWB 4-01a  
Physical Wellbeing:  
HWB 3-15a/HWB 4-15a  
HWB 3-16a/HWB 4-16a

**LITERACY**

Listening and Talking  
Tools for listening and talking:

**SCN 3-12a/SCN 4-12a**  
Body systems and cells

**LIT 3-24a/LIT 4-24a**  
Organising and using information:

**LIT 3-23a/LIT 4-23a**  
Understanding, analysing and evaluating:

**LIT 3-22a/LIT 4-22a**  
Creating Texts:

**LIT 3-09a/LIT 4-09a**  
LIT 3-10a/LIT 4-10a

**Writing**

Finding and using information:

**LIT 3-06a/LIT 4-06a**  
Creating Texts:

**LIT 3-09a/LIT 4-09a**  
LIT 3-10a/LIT 4-10a
NORTHERN IRELAND CURRICULUM - KEY STAGE 3

LANGUAGE AND LITERACY: ENGLISH WITH MEDIA EDUCATION
Through engagement with a range of stimuli, pupils should have opportunities to become critical, creative and effective communicators by:

- expressing meaning, feelings and viewpoints;
- talking to include debate, presentations and group discussions;
- listening actively and reporting back;
- reading and viewing for key ideas;
- writing and presenting in different media and for different audiences and purposes;
- analysing critically their own and other texts;

Objective 1:
- Engage, through language, with their peers and situations, to explore their own emotions and develop creative potential,
- Explore issues related to Personal Health
- Explore issues related to Moral character

Objective 2:
- Explore the power of a range of communication techniques to inform, entertain, influence and persuade

SCIENCE AND TECHNOLOGY: SCIENCE
Develop skills in scientific methods of presenting and interpreting results.
Develop creative and critical thinking in their approach to solving scientific problems.
Research scientific information from a range of sources.
Learn about organisms and health:
- Cells, genes and reproduction;
- Healthy body and mind.

Objective 1:
- Explore physical, chemical and biological effects on personal health
- Mutual understanding
- Moral character

Learning for Life and Work:
Personal Development

Key concept – self awareness:
- Investigate the influences on a young person;

Key concept – personal health
- Explore the concept of health as the development of a whole person;
- Investigate the influences on physical, emotional/mental personal health;
- Develop strategies to promote personal safety.

NORTHERN IRELAND CURRICULUM - KEY STAGE 4

LANGUAGE AND LITERACY: ENGLISH WITH MEDIA EDUCATION

SCIENCE AND TECHNOLOGY: SCIENCE

LEARNING FOR LIFE AND WORK: PERSONAL DEVELOPMENT
ACTIVITY 4 - WHAT ARE THE MYTHS SURROUNDING SKIN CANCER IN THE UK?

LESSON SYNOPSIS:
This session allows students to explore the facts about skin cancer and enable them to formulate their own opinions on whether the myths presented to them are based on fact. They will use research tools like the internet to explore facts around the topic, which will create discussion around the facts and myths of skin cancer. They will present in an informal manner to the rest of the class.

LEARNING OBJECTIVES
• Students will be able to recognise some of the important facts surrounding skin cancer
• Students will be able to identify what they need to do to reduce their risk of developing skin cancer

RESOURCES
• Factsheet about Teenage Cancer Trust and Shunburn
• Factsheet about skin cancer
• List of cancer myths and facts
• Access to the internet

STARTER (10 MINUTES)
Ask the students to consider what they know about skin cancer by asking questions such as: who can get skin cancer? How can you minimise your risk of getting it? What is likely to increase your risk of getting skin cancer? Why is cancer something we don’t talk about? Why do you think myths occur? Are the myths based on fact? Allow the students to discuss and debate some of these issues.

MAIN (30 MINUTES)
Separate the students into small groups and give each group two myths. Encourage each group to discuss their myths critically before they start their research, and then allow them to research the myths using the internet to see if they are based on fact.

Each group should then feed back their conclusions and discuss with the other groups. Students should discuss why they think some of the facts could be seen as myths rather than fact and visa versa.

PLENARY (10 MINUTES)
Ask the students to think about whether the facts about skin cancer and sun safety are easy to understand? Were they surprised by any myths and are they aware of any more that haven’t been mentioned? How could the facts be made clearer, particularly to young people?

DIFFERENTIATED WORK
This activity could be simplified by giving the easier myths to lower ability groups.

EXTENSION
Students could devise a campaign for their own age group to deal with the myths that they have researched this lesson.
Depending upon the way this lesson is taught and the interpretation of the students, it could meet the following curriculum criteria:

**ENGLISH CURRICULUM - KEY STAGE 3**

**ICT:** 1.1a,c, 1.5a, 2.1a,b,d, 2.2a,b,f, 2.3a, 2.4a,c  
**SCIENCE:** 3.3a,c,d  
**ENGLISH:** 1.1a,b, 1.2d, 1.4a,b,c, 2.1a,d, 2.2d,m, 2.3a,g,r, 2.1a,e, 3.3d,  
**PSHE:** 1.2a,b, 1.3a,b, 2.2a,b,c,d,e  
**CITIZENSHIP:** 1.3c, 2.1a,b,c, 2.2d  

**ENGLISH CURRICULUM - KEY STAGE 4**

**ICT:** 1.1c, 1.4a, 1.5a,b, 2.1a,c,d,e, 2.2a,b,d,e, 2.3a,b, 2.4a,b, 3a, 4b,e,f,h  
**SCIENCE:**  
- Single Award  
  - Scl: 1b, 2m, 2q, 5c2: 2m,q, 3c, 4b  
  - Breadth of study – 1d, 2b  
- Double Award – Scl: 1b, 2m,q, 5c2: 2p, 5b  
  - Breadth of study – 1d, 2b  
**ENGLISH:** 1.1a,b,e, 1.2a, 1.4a,b,c, 2.1a,b,d,e,f,l,j, 2.2a,e,f, 2.3c,h,l,j,k, 3.1a,b,d, 3.2b,d,j,k, 3.3a,c,d,e, 4.1a,e,f,j, 4.2f, 4.3a,d,f,h  
**PSHE:** 1.2a, 1.3a,b,c, 2.1a, 2.2a,b,c, 2.3c, 3b,d,e, 4i  
**CITIZENSHIP:** 2.1a,b,c,d, 4a,c,h,l,j  

**WELSH CURRICULUM - KEY STAGE 3**

**ICT**  
Find and analyse information skills - 1, 2, 3  
Create and communicate information skills - 1, 2  

**SCIENCE**  
Communications skills - 1.3  
Enquiry and practical skills – 2,4  
Range – organisms and health 5  

**ENGLISH**  
Oracy – 1.3 Range - 2  
Reading – 6,7 Range - 1,3  
Writing – 1.5,8,9 Range – 1,2,3,4  

**PSHE**  
Skills  
Developing:  
- use prior knowledge to explain links between cause and effect  
- identify and assess bias and reliability, e.g. evaluate messages from the media  
- consider others’ views to inform opinions and make informed decisions and choices effectively  
- use a range of techniques for personal reflection.  

Developing communication:  
- listen attentively in different situations and respond appropriately  
- communicate confidently personal feelings and views through a range of appropriate methods  
- express opinions clearly and justify a personal standpoint  
- take part in debates and vote on issues.  

Developing ICT:  
- find and develop information and ideas  
- create and present information and ideas  
- use ICT safely and responsibly, following safe practices.  

**SCOTTISH CURRICULUM FOR EXCELLENCE - 5-14**

**HEALTH AND WELL-BEING**  
Mental and Emotional Wellbeing:  
HWB 3-01a/HWB 4-01a  
Physical Wellbeing:  
HWB 3-15a/HWB 4-15a  
HWB 3-16a/HWB 4-16a  

**LITERACY**  
Listening and Talking  
Tools for listening and talking:  
LIT 3-02a/LIT 4-02a  
LIT 3-04a/LIT 4-04a  
Finding and using information:  
LIT 3-06a/LIT 4-06a  
Creating Texts:  
LIT 3-09a/LIT 4-09a  
LIT 3-10a/LIT 4-10a  
Reading  
Finding and using information:  
LIT 3-14a/LIT 4-14a  
LIT 3-15a/LIT 4-15a  
Understanding, analysing and evaluating:  
LIT 3-16a/LIT 4-16a  
LIT 3-17a/LIT 4-17a  
LIT 3-18a/LIT 4-18a  
Writing  
Tools for writing:  
LIT 3-21a/LIT 4-21a  
LIT 3-23a/LIT 4-23a  
LIT 3-24a/LIT 4-24a  
Organising and using information:  
LIT 3-25a/LIT 4-25a  
LIT 3-27a/LIT 4-27a  
LIT 3-29a/LIT 4-29a  

**SCIENCE**  
Body systems and cells  
SCN 3-12a/SCN 4-12a
Activity 4 – What are the Myths Surrounding Skin Cancer in the UK?

Curriculum Requirements

Northern Ireland Curriculum - Key Stage 3

Language and Literacy: English with Media Education

Through engagement with a range of stimuli, pupils should have opportunities to become critical, creative and effective communicators by:

- expressing meaning, feelings and viewpoints
- talking to include debate, presentations and group discussions
- listening actively and reporting back
- reading and viewing for key ideas
- writing and presenting in different media and for different audiences and purposes
- analysing critically their own and other texts

Objective 1:
- Engage, through language, with their peers and situations, to explore their own emotions and develop creative potential.
- Explore issues related to Personal Health
- Explore issues related to Moral character

Objective 2:
- Explore the power of a range of communication techniques to inform, entertain, influence and persuade

Science and Technology: Science

Develop skills in scientific methods of presenting and interpreting results.
Develop creative and critical thinking in their approach to solving scientific problems.
Research scientific information from a range of sources.
Learn about organisms and health:
- Cells, genes and reproduction;
- Healthy body and mind.

Objective 1:
- Explore physical, chemical and biological effects on personal health
- Mutual understanding
- Moral character

Learning for Life and Work: Personal Development

Key concept – self awareness:
- Investigate the influences on a young person

Key concept – personal health
- Explore the concept of health as the development of a whole person
- Investigate the influences on physical, emotional/mental personal health
- Develop strategies to promote personal safety

Northern Ireland Curriculum - Key Stage 4

Language and Literacy: English with Media Education

Science and Technology: Science

Learning for Life and Work: Personal Development
Lesson Plans

Information Sheet

About Cancer

- There are more than 200 types of cancer, each with different causes, symptoms and treatments
- Around 325,000 people were diagnosed with cancer in 2010 in the UK, that’s around 890 people every day
- Every two minutes someone in the UK is diagnosed with cancer
- More than 1 in 3 people in the UK will develop some form of cancer during their lifetime
- The risk of developing cancer up to the age of 50 years is 1 in 35 for men and 1 in 20 for women
- Breast, lung, bowel and prostate cancers together account for over half of all new cancers each year
- Cancer can develop at any age, but is most common in older people. More than three out of five cancers are diagnosed in people aged 65 and over
- Around one per cent of cancers occur in children, teenagers and young adults (up to age 24)
- Overall cancer incidence rates in Great Britain have increased by more than a third since the mid-1970s, with almost this entire rise occurring before the late 1990s
- There have been large increases in the incidence of many cancers strongly linked to lifestyle choices, such as kidney, liver, malignant melanoma (skin), oral and uterine (womb)
- Over the last decade the incidence rate of stomach cancer has decreased by more than a quarter for both sexes. The male lung cancer incidence rate has decreased by almost a sixth
- Worldwide there were estimated to be around 12.7 million new cases of cancer in 2008, and over half of these were in developing countries
- Cancer is the number one fear for the British public, feared ahead of debt, knife crime, Alzheimer’s disease and losing a job

*http://publications.cancerresearchuk.org/downloads/Product/CS_KF_ALLCANCERS.pdf

Healthy Living

Many people believe that getting cancer is purely down to genes, fate or bad luck. But through scientific research, we know that our risk actually depends on a combination of our genes, our environment and aspects of our lives, many of which we can control. Experts estimate that more than four in 10 cancer cases could be prevented by lifestyle changes, such as:

- not smoking
- keeping a healthy body weight
- cutting back on alcohol
- eating a healthy, balanced diet
- keeping active
- avoiding certain infections
- staying safe in the sun
- occupation (such as working with certain chemicals)

1 http://info.cancerresearchuk.org/cancerstats/keyfacts/Allcancerscombined/
2 http://info.cancerresearchuk.org/healthyliving/introducingcancerprevention/
MATERIAL REQUEST FORM

Teenage Cancer Trust has a range of sun safety materials available. If you would like to use these please fill in the below request form and email or post back to us.

Name of teacher: .......................................................................................................................................................

Job title: .....................................................................................................................................................................

Name and address of school: .........................................................................................................................................

................................................................................................................................................................................................

Email address: .............................................................................................................................................................

Phone number: ............................................................................................................................................................

What materials would you like and how many?

Posters □
Quantity: ...............

Leaflets □
Quantity: ...............

DVD film □
Quantity: ...............

Please tick here if you would like to receive emails from us in the future about the work we do □

Please send to education@teenagecancertrust.org or post to:
Teenage Cancer Trust, 3rd Floor, 93 Newman Street, London, W1T 3EZ
A MESSAGE FROM HARLEQUINS AND THE ENGLISH NATIONAL RUGBY UNION TEAM CAPTAIN CHRIS ROBSHAW

“Rugby is my passion and it doesn’t matter if it’s raining or we’re in the middle of a heatwave, everyday I’m outside either training, playing professionally or just having a kick about with mates. I would hate the fact that sunburn could stop me from doing this for a few days. Not only that but I’d also never live down the ribbing I would get from my team mates if I turned up looking like a red lobster!”

CONTACT DETAILS

For further information about Teenage Cancer Trust and the Shunburn campaign visit www.teenagecancertrust.org/shunburn or call 020 7612 0370

If you are 13-24 and have had an experience of skin cancer relating to using a sunbed or getting burnt by the sun and would like to share your story with the charity so we can pre-warn other young people of the dangers please contact hello@teenagecancertrust.org

Teenage Cancer Trust offers a free burn alert text message service which reminds you to stay safe in the sun during the hottest days of the year. To sign-up, text the word BURN1 to 70300.

You can also follow us online:

youtube.com/teenagecancertrust
twitter.com/teenagecancer
facebook.com/teenagecancertrust
instagram.com/teenage_cancer

Teenage Cancer Trust is a registered charity: 1062559 (England & Wales); SC039757 (Scotland)