



Safe Fun in the Sun

A Sun Protection Curriculum Resource for Kindergarten - 4th grade

Adapted with permission from the Norris Cotton Cancer Centre
Sun Safe in the Early Years Program.



A UV and Sun Safety curriculum resource for Kindergarten to Grade 4

Ottawa Public Health (OPH) would like to acknowledge the following professionals whose work contributed to the development of this curriculum resource:

Dr. Ardis Olson from the Department of Community and Family Medicine at the Dartmouth-Hitchcock Medical Center, Lebanon, New Hampshire, USA, for giving OPH copyright permission.

Dr. Telisa Stewart from the Norris Cotton Cancer Centre, Hanover, New Hampshire, for facilitating the copyright approval process.





Table of Contents

⚙ About this Curriculum Resource	2
⚙ UV and Sun Safety Key Teaching Objectives	3
⚙ Background Information	4
⚙ Teacher Information	6
⚙ School-Wide Sun Protection	12
⚙ Resource List	13
⚙ Summary of the Health and Physical Education Guidelines Regarding Ultraviolet Safety	14
⚙ The Ontario Ministry of Education's Physical Education and Health Curriculum: Suggestions on How to Use OPH Sun Safety Resource for Kindergarten to Grade 4	15
• Link to 2010 Ontario Health and Physical Education Curriculum	16
⚙ Additional Activities	19
⚙ References	20

Introduction



About This Curriculum Resource:



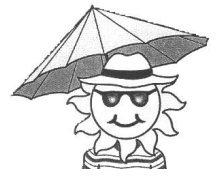
This OPH UV and Sun Safety curriculum resource is for teachers of elementary school children from kindergarten to grade 4. Each grade level consists of Learning Objectives, Curriculum Resource Overview, Suggested Lesson Plans, Support Activities, and Additional Activities. The curriculum resource conforms to the Ontario Public Health Standards (2008) and the Ministry of Education Health and Physical Education Curriculum Standards (2010). The WHO (2003) has also stressed the importance of school programs whose goal it is to promote sun protection measures through teaching, community engagement, shade grants, and policy development.

The Suggested Lesson Plans for the teaching of UV and Sun Safety include two classroom periods to introduce the concepts. We encourage you to look through the support and Additional Activities and choose those which are most appropriate for your classroom. Follow-up reminder activities are also included to assist you in reinforcing the sun safety messages throughout the year.

Thank you for teaching the “*Safe Fun in the Sun*” resource and taking a leadership role in addressing UV and sun safety in your school.



UV and Sun Safety Key Teaching Objectives



1. To increase awareness of the risks associated with exposure to ultraviolet radiation from natural (the sun) and artificial sources (tanning equipment). These include:
 - Eye damage: Cataracts and snow blindness (temporary superficial sunburn to the cornea and conjunctiva caused by the reflection of UV rays from water, sand, snow and concrete or from exposure to UV rays from artificial tanning).
 - Skin damage: Suntan, sunburn, premature wrinkling, skin cancer and lip cancer (considered oral cancer)
 - A weakened immune system
2. To educate students about sun protection measures by teaching the ABCs of sun safety. These include:
 - Avoid sun exposure at peak times (11 a.m. to 4 p.m.) and seek shade
 - Block the rays: Use sunscreen products (SPF of at least 30)
 - Cover-up
 - Say something/tell everyone about what they can do to ensure that they are sun safe
3. To educate the students about the daily UV index and the sun protection measures required at each index level.
4. To build a supportive school environment by:
 - Role modelling UV and sun safe behaviours
 - Providing curriculum support, including cross-curricular activities using the OPH UV and Sun safety curriculum resources: Teacher's manual, teaching kit, interactive games, handouts and activities
 - Providing parents with educational fact sheets to supplement the classroom teaching
 - Promoting comprehensive sun safety behaviours targeting students, parents and teachers in the school community
 - Promoting shaded playground areas for the students to seek shade
 - Ensuring that students use sun safe behaviours and protection during outdoor school events



UV and Sun Safety Key Teaching Objectives (Cont'd)



- Knowing the School Board Guidelines re: UV and sun safety
- Providing curriculum activities to encourage students to promote sun safe behaviours amongst their classmates, in their school environment, but also in their homes and in their communities.

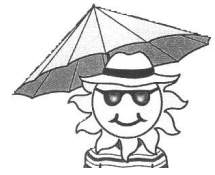
Background Information:

In searching for the most appropriate UV and sun safety school program, Ottawa Public Health (OPH) conducted an extensive best practice review. It concluded that the *SunSafe* program, developed by the Norris Cotton Cancer Center in collaboration with the Dartmouth-Hitchcock Medical Center, New Hampshire was the most suitable program. The *SunSafe* curriculum was based on an extensive peer review. A local adaptation model was included as a part of the *SunSafe* curriculum to assist OPH in the adaptation of this resource to meet local, provincial, and national standards. This resource covers kindergarten to grade four. It is a comprehensive *Safe Fun in the Sun* curriculum resource that aims to reduce children's risk of developing sun-related diseases later in life.

Why Should Teachers Deliver the Safe Fun in the Sun Message?

Teaching sun protection behaviours to children can reduce their likelihood of developing skin cancer and cataracts later in life; two diseases linked with exposure to ultraviolet light (WHO, 2003). Children are most receptive to health messages during the preschool through fourth grade years. Preventive health habits developed at these young ages are likely to continue into adulthood, an important concept, considering that 80% of skin cancer cases are preventable (WHO, 2003 a). It is important to reinforce sun safety behaviours in children because in Ontario sun protective behaviours decline with increasing age (The Ontario Sun Safety Working Group, 2010). According to the results from the 2006 Second National Sun Survey, 74% of children in Ontario aged 6 - 12 were protected from the sun, compared to 99% of children aged 1 - 5 (The Ontario Sun Safety Working Group, 2010).



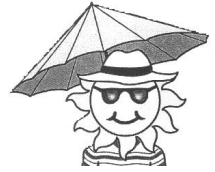


Background Information (Cont'd):



According to the World Health Organization (WHO), the majority of exposure to UV radiation occurs before the age of 18 (WHO, 2003). Because children spend a significant portion of their time outdoors at school, it is important that teachers ensure that children are equipped with the knowledge they need to protect themselves from the sun (WHO, 2003 b). Children are particularly receptive to health messages received in a comprehensive school environment where they are comfortable, have peer support, and have their teachers as role models.





Teacher Information:



What are the types of skin cancer?

There are three common types of skin cancer: basal cell carcinoma, squamous cell carcinoma and malignant melanoma. The most common kind is basal cell carcinoma, followed by squamous cell carcinoma (Canadian Dermatology Association, n.d.). These two cancers are referred to as the non-melanoma skin cancers. An estimated 40,796 new cases will have been diagnosed in Ontario in 2011 (Canadian Partnership Against Cancer, 2010). Frequent exposure to sunlight greatly increases the risk of developing these cancers.

The third type of skin cancer, malignant melanoma, is the most life-threatening. Once it begins to develop, it can spread quickly throughout the body. Painful, blistering sunburns received as a child or adolescent greatly increases the risk of developing malignant melanoma (WHO, 2003 b). In 2011, 2500 people in Ontario were diagnosed with melanoma (Canadian Cancer Society's Steering Committee on Cancer Statistics, 2011). Unfortunately, the incidence and mortality rates of melanoma have been on the rise in Ontario since the 1960s (Canadian Cancer Society, 2006).

Between 1986 and 1996 the incidence of malignant melanoma in Ottawa nearly doubled (Ottawa Public Health, 2006). A drop in incidence rates began after 1996, which could be attributed to the health protection and promotion efforts set out by both the Canadian Dermatology Association and the Canadian Cancer Society (Ottawa Public Health, 2006). An increase in melanoma incidence rates began again in the late 1990s for both males and females. In 2012 the malignant melanoma rates are the same in Ottawa as in any other city in Ontario (Ottawa Public Health, 2006 & 2012).





Teacher Information (Cont'd):



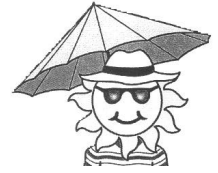
Why worry about skin cancer?

In Ontario, skin cancer is the most common type of cancer (The Ontario Sun Safety Working Group, 2010). One in every three newly diagnosed cancers in Canada is non-melanoma skin cancer (Canadian Cancer Society, 2006). According to the Ontario Sun Safety Working Group (2010), approximately one in every seven people in Ontario will develop skin cancer. Researchers estimate that 90% of melanomas are due to a lifetime accumulation of severe ultraviolet light exposure and sunburns (Canadian Dermatology Association, n.d.). These findings are of concern since about 35% of adults in Ottawa affirmed in a 2010 survey that they had had at least one sunburn (Ottawa Public Health, 2012). Young (male) adults are the most likely of all age groups to get sunburnt (Ottawa Public Health, 2012).

Don't children need a certain amount of sunlight?

We do need some sunlight. The ultraviolet (UVB) portion of the solar spectrum stimulates the production of vitamin D. Vitamin D is essential for healthy bones. It can be made by the body through natural, day-to-day "incidental" exposure to sunlight in the spring, summer, and fall (The Ontario Sun Safety Working Group, 2010; Canadian Cancer Society, 2006). A safer way to obtain Vitamin D is from food or vitamin supplements (The Ontario Sun Safety Working Group, 2010). According to Health Canada (2008), Canadians do not produce a sufficient amount of Vitamin D solely from the sun during the winter months. Therefore, adequate intake of foods rich in Vitamin D such as milk, fatty fish, and egg yolks are especially important during this time (Health Canada, 2008). Consultation with a physician should be made in regards to the appropriateness of Vitamin D supplements for children (Health Canada, 2008).





Teacher Information (Cont'd):

.....

Won't a good tan protect me from sunburns?

The idea that a tan protects one's skin from the sun is a myth. It is important to distinguish between natural pigmentation and pigmentation which is induced by exposure to UV rays.

When a person's skin is exposed to the sun, it turns brown because the skin is producing a pigment called melanin. Melanin is the skin's way of trying to protect itself from further injury. Unfortunately, the level of melanin that the skin produces is insufficient to protect it from the harmful effects of everyday exposure to sunlight.

Even though cancer rates are significantly lower for dark-skinned people than for fair-skinned people, it is important to remember that even dark-skinned people can get a sunburn, so they also need to protect themselves from the sun. So while many people associate tanned skin with good health, it is really a sign of damage. In reality, "no tan is a safe tan".

Why do we have to worry about sun protection?

As a result of the thinning of the ozone layer, more radiation is reaching the earth's surface and damaging our skin.

It is important to realize that ultraviolet radiation is not hot. A cool breeze, a cloudy sky, or a winter day may make us think that we don't need to worry about getting a sunburn, but this is not true. People can still burn in the winter time. Snow reflects about 80% of UV rays, thereby increasing one's risk of getting a sunburn and developing cataracts (WHO, 2003 b). It is also important to remember ground cover, such as sand and concrete can also reflect the sun's UV rays. Water also reflects UV rays, so sun protection measures while swimming are still essential (WHO, 2003 b). People can also burn as readily on a moderately cloudy day as under a clear blue sky.





Teacher Information (Cont'd):

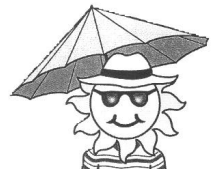
.....

Clouds tend to block the heat-producing infrared rays, but not the ultraviolet radiation which causes damage. The mild weather may tempt us to stay outdoors longer, leading to a worse sunburn than on a clear, hot day which would have driven us inside. It is important to practice sun safety behaviours, taking into account the growing trend of adults in Ontario of increasing their sun exposure time but not their sun protection behaviours (The Ontario Sun Safety Working Group, 2010).

Who needs protection?

Everyone needs to protect themselves from the harmful effects of the sun, no matter what their age or skin colour. It is especially important to protect the skin of those least able to request it – babies and children. Not only do children have delicate skin, they have many more years ahead of them to receive damaging solar rays. Children in Ontario spend much more time outdoors than adults; they are twice as likely as adults to spend at least two hours outside (The Ontario Sun Safety Working Group, 2010). Additionally, older children (ages 6-12) spend more time outside than younger children (The Ontario Sun Safety Working Group, 2010). Therefore, sun protection in childhood and early adoption of healthy sun habits are key to preventing skin cancer later in life.





Teacher Information (Cont'd):



How can we enjoy the sun and protect our skin?

By following the ABCs of sun safety below, being safe in the sun can still be fun!

Avoid or limit exposure during the sun's peak hours of 11 a.m. to 4 p.m. Try to schedule outdoor activities in the early morning or later afternoon. Teach your child to seek shade if he or she is outside during peak hours: "Eleven to four, shade protects you more". Drink water when playing outside in the hot weather.

Block the sun's rays by using a sunscreen with an SPF of 30 or higher. Be sure to put sunscreen on all areas not covered up. Don't forget to protect your lips, too, with lip balm having an SPF of 30 or more.

Cover-up with clothing, a hat, and sunglasses. Make sure the hat offers sufficient protection for the neck. Wide brim and legionnaire hats provide this necessary protection.

Wear a long-sleeved shirt and long shorts that go to the knee. Wear sunglasses that block both UV-A and UV-B, and wrap-around glasses if you plan on staying outside for most of the day (Canadian Ophthalmological Society).



Say Something/Tell Everybody about being safe in the sun. Remind your family and friends that shirts, hats, sun glasses, lip balm, and sunscreen are important to use every time you are going to be out in the sun.



IT'S SIMPLE AS THE **A B C S**

Follow the ABCs of sun protection

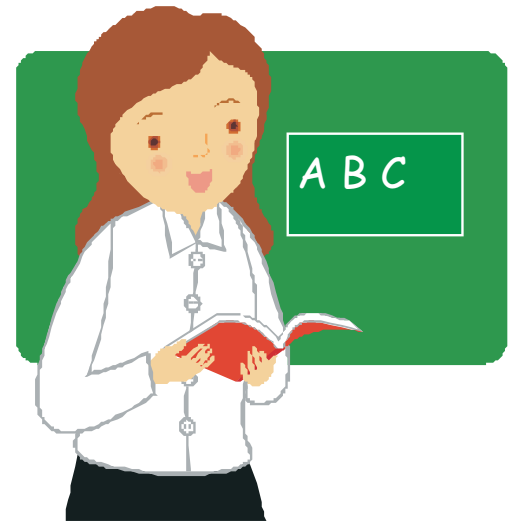


Avoid the sun's rays

Block the sun's rays

Cover-up

Say something/Tell others



Is there any good news?

Yes, there is good news about skin cancer. Since 90% of all skin cancers are caused by sun exposure (Alberta Health Services, 2009), we can greatly reduce our children's risk by following the Safe Fun in the Sun guidelines. Also, skin cancer is completely curable when treated in its earliest stages. So the really good news is that we don't have to stay inside all the time; we just need to learn how to be safe and still have fun in the sun.





School-Wide Sun Protection:

.....

1. Raising awareness and providing information

Providing people with information about health issues assists them in making healthy lifestyle choices. This can be achieved through:

- Displaying posters
- Distributing pamphlets
- Inviting guest speakers
- Implementing a skin protection curriculum

2. Developing a healthy school environment

People are influenced by their environment. Providing an environment that encourages sun safety can help people make healthy choices. These can be achieved through:

- Encouraging a commitment by staff and parents to model sun protection behaviours, both at school and outside school hours.
- Implementing sun protection policies.
- Rescheduling outdoor play times and special events to reduce the exposure of students to the sun.
- Encouraging the use of hats and sunscreen by all children.
- Increasing the available shade by planting trees and by installing shade structures.





Resource List:

The following resources can be obtained by contacting your school health nurse.

Protect Yourself Against Ultraviolet Radiation Sun Safety Kit (Bilingual)

This bin contains:

- A variety of hats (wide-brimmed, cap, and legionnaire)
- Long-sleeved shirts and pants
- Sunglasses
- Umbrella
- Sunscreen with SPF 30
- Lip balm with SPF 30
- The accordion portfolio contains an assortment of sun safety activities that may serve as Support or Additional Activities:
 - Fact sheets
 - Posters and pamphlets
 - Colouring sheets
 - Sample activity books
- Ultraviolet sunlight meter
- UV detection beads
- UV-sensitive sheets
- Accordion portfolio
- SunWise frisbees

Sun Safe Play Every Day DVD - Suitable for kindergarten to grade 2 students. In this five minute cartoon clip, children sing along with Guy, a boy who is taking precautions for playing safely in the sun.

The Sun Game floor board game - Suitable for students in kindergarten to grade 4. A game in which children strive to be the first to arrive at the beach by answering questions and collecting all the items they need to protect themselves from the sun and heat.

The Safe Fun in the Sun Power Point Presentation - Suitable for students in kindergarten to grade 4. This presentation is a visually appealing method of delivering key sun safety messages to your students.

The Agree-Disagree Activity - An activity that can be done on its own or in conjunction with *The Safe Fun in the Sun* presentation. Students are asked to agree or disagree with sun safety statements read out by the teacher by moving to a designated side of the classroom. The instructions for this activity are found in the Power Point presentation, and a hard copy is included in the accordion folder.



Summary of the Health and Physical Education Guidelines Regarding UV and Sun Safety



.....

Role of Parents in Reducing UV Exposure

The involvement of parents in their children's education gives them an opportunity to promote the safety practices that children learn in the health and physical education program regarding using sunscreen and protective clothing for UV protection.

Role of Public Health Professionals in Working with Community Partners

The Ontario Public Health Standards (OPHS) require health care professionals to work with school boards and schools using a comprehensive health promotion approach to influence the development of healthy policies and the creation or enhancement of supportive environments to address exposure to ultraviolet radiation based on Best Practice.

Healthy Living Overview: Personal Safety and Injury Prevention

The learning in this content area is intended not only to reduce children's injuries, but also to equip them to recognize, assess and control situations potentially dangerous to their health. Injury prevention topics include sun protection. The students will develop skills about the ways to minimize harm in real-life situations.

Program Planning: Safety, Sun Protection

Students will demonstrate that they have the knowledge, skills and habits required for safe participation in health and physical education activities when they wear clothing and use protection appropriate to the activities (e.g. A hat and sunscreen for outdoor activities.)

Program Planning: Environmental Education

Students will demonstrate an understanding of the health risks associated with sun exposure and develop an appreciation of environmental health practices to lower the risk.



**The Ontario Ministry of Education's
Physical Education and Health Curriculum Expectations
Kindergarten to Grade 4**

A3. Safety

Grade 1:

A3.2 - identify environmental factors that pose safety risks during their participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely.

C3. Making Connections for Healthy Living

C3.1 - Personal Safety and Injury Prevention - demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors.

A3. Safety

Grade 2:

A3.2 - identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity.

C1. Understanding Health Concepts

C1.1 - Personal Safety and Injury Prevention - demonstrate an understanding of practices that enhance personal safety in the home and outdoors.

C2. Making Healthy Choices

Grade 3:

C2.2 - Personal Safety and Injury Prevention - apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom.

A3. Safety

Grade 4:

A3.1 - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity.

A3.2 - describe common precautions for preventing accidents and injuries while participating in different types of physical activity.

C2. Making Healthy Choices

C2.2 Personal Safety and Injury Prevention - apply a decision-making process to assess risks and make safe decisions in a variety of situations.



**Link to 2010 Ontario Health and Physical Education Curriculum
SUGGESTIONS TO INCORPORATE SUN SAFETY
IN YOUR CURRICULUM FOR GRADES ONE TO FOUR**

Grade	Living Skills	Strand A - Active Living	Strand C - Healthy Living
1	<p>1.1 Personal Skills (PS)</p> <p>1.5 Critical & Creative Thinking (CT)</p> <p>Healthy Living: make and explain choices that protect student from the sun, such as wearing a hat and applying sunscreen.</p>	<p>A3. <u>Safety</u> Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (e.g. risks of sun exposure).</p> <p>A3.2* Identify environmental factors that pose safety risks during participation in physical activity and describe ways of preparing themselves to enjoy outdoor activities safely* (e.g., too much sun exposure will cause sunburn).</p>	<p>C3. <u>Making Connections for healthy Living</u> Demonstrate the ability to make connections that relate to health and well being.</p> <p>C3.1** <u>Personal Safety and Injury Prevention</u></p> <p>Demonstrate an understanding of how to stay safe and avoid injury to themselves and others using knowledge about risks outdoors (e.g., weather and sun hazards)**</p>

***A3.2 - Teacher prompt:** “If you are dressed properly, you will have more fun when you are being active outside. What do you need to wear in the summer to participate safely in outdoor activities in any weather?”

Student: “In the summer, I should wear a hat and sunscreen when I go outside”.

****C3.1 - Teacher prompt:** “What do you do to stay safe when you are outside?”

Student: “I wear sunscreen and a hat in the summer.”



Grade	Living Skills	Strand A - Active Living	Strand C - Healthy Living
2	Personal Skills (PS)		<p><u>C1. Understanding Health Concepts</u> Demonstrate and understanding of factors that contribute to healthy development (e.g. sun protection)</p> <p><u>C1.1 Personal Safety and Injury Prevention</u> Demonstrate an understanding of practices that enhance personal safety in the home and outdoors (e.g., using UV protection)*</p>

***C1.1** *Teacher prompt:* "What are some things you should do to stay safe when you are outside?"

Grade	Living Skills	Strand A - Active Living	Strand C - Healthy Living
3	Personal Skills (PS) Critical and Creative Thinking (CT)	<p><u>A3. Safety</u> Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p><u>A3.1</u> Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground).</p>	<p><u>C2. Making Healthy Choices</u> Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.**</p> <p><u>C2.2 Personal Safety and Injury Prevention</u> Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom.</p> <p><u>C3. Making Connections for Healthy Living</u> Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>

****C2.** - *Teacher prompt:* "How can you protect yourself from the sun when you are outside?"

Students: "When you're outside, you should wear a hat to protect you from the sun."



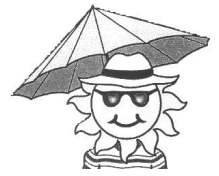
Grade	Living Skills	Strand A - Active Living	Strand C - Healthy Living
4	Personal Skills (PS) Critical & Creative Thinking (CT)	<p>A2. <u>Physical Fitness</u> Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.</p> <p>A2.3 Assess their level of exertion during physical activity, using simple self-assessment techniques and how intrinsic and extrinsic factors affect the exertion required to perform physical activities(e.g., weather extremes including exposure to sun an heat.*)</p>	

***A2.3 - Teacher prompt:** “What affects how you feel when you are being active?”

Student: “The heat and sun affect how I feel.”



Additional Activities



All of the following activities are included in the Protect Yourself Against Ultraviolet Radiation Sun Safety Kit (accordion folder) which you must book through your school nurse.

Activity	Recommended Grade Level
<i>Activity Village (In accordion folder):</i> Sun Safety Dress Up Dolls and Clothes	Grades 2 - 4
<i>Canadian Cancer Society (CCS) (In accordion folder):</i> Be Sun Smart Activity Book Sunsense Fortune Teller (Contact CCS for full class sets)	Grades 2 - 4 Grades 3 - 4
<i>Canadian Dermatology Association</i> www.dermatology.ca/ click programs/resources DVD "Sun Safe Play Everyday"	Kindergarten - Grade 2 Kindergarten - Grade 2
<i>Health Canada - UV Index Sun Awareness Program (In accordion folder):</i> Sun Safety Word Search and Quiz Sun Safety Colouring Pages Sun Savvy School Club Activity and Information Guide "Be Sun Smart" Poster Sun-sensitive Paper UV Detection Activities Ultraviolet Sunlight Meter Instructions Sun-Bow® UV Detection Bead Instructions	Grades 2 - 4 Grades 1 - 4 Grades 3 - 4 Kindergarten - Grade 4 Grades 3 - 4 Grades 3 - 4 Grades 3 - 4
<i>Ottawa Public Health - In support activities (attached to lesson plans):</i> No Burn for Me, Please! Playing Safely in the Sun Shadow Test Speedy Sun Relay Race Wham-O UMAX Frisbee® Frisbee (4 frisbees present in UV and Sun Safety Bin which must be booked through your school nurse) UV Safe Fun In The Sun Power Point Presentation (available through your school nurse) <i>In accordion folder:</i> Sun Safety Mobile Activity Sun Safety Quiz Sun Safety "Agree/Disagree Activity" Sun Sensitivity Test	Grades 2 - 4 Grades 2 - 4 Kindergarten - Grade 4 Grades 3 - 4 Grades 3 - 4 Kindergarten - Grade 4 Kindergarten - Grade 4 Grades 3 - 4 Kindergarten - Grade 4 Grades 3 - 4





Bibliography:

Alberta Health Services—Cancer Prevention Program: Environment Unit (2009). Snapshot of Skin Cancer Prevention Facts and Figures: A Resource to Guide Skin Cancer Prevention in Alberta. Calgary: Alberta Health Services.

Canadian Cancer Society (2006). Facts on Skin Cancer in Ontario: News and information on ultraviolet radiation. Retrieved from http://www.uvnetwork.ca/img/Insight_UVfactsheet.pdf.

Canadian Cancer Society (2011). Being Safe in the Sun. Retrieved from <http://www.cancer.ca>. Go to: Ontario (English/French); search “Being Safe”.

Canadian Cancer Society's Steering Committee on Cancer Statistics (2011). Canadian cancer statistics 2011. Toronto, ON: Canadian Cancer Society.

Canadian Dermatology Association (2012). Melanoma Know the Signs, Save a Life. Retrieved from <http://www.dermatology.ca/en/skin-hair-nails/>

Canadian Dermatology Association (n.d.). Malignant Melanoma. Retrieved from <http://www.dermatology.ca/skin-hair-nails/skin/.../malignant-melanoma/>.

Canadian Dermatology Association Current Programs (2013) Retrieved from: <http://www.dermatology.ca/programs-resources/programs/current-programs>.

Canadian Dermatology Association: Programs and Resources (n.d.) Retrieved from: <http://www.dermatology.ca/programs-resources/resources/>.

Canadian Ophthalmological Society (n.d.). Eye facts: Sunglasses <http://www.eyesite.ca/english/public-information/eye-facts/sunglasses.htm>.





Bibliography (Cont'd):



Canadian Partnership Against Cancer 2010. The Economic Burden of Skin Cancer in Canada. Retrieved from:

<http://www.partnershipagainstcancer.ca/wp-content/uploads/Economic-Burden-of-Skin-Cancer-in-Canada-Report-Final1.pdf>.

Health Canada (2008). Health effects of UV radiation. Retrieved from

<http://www.hc-sc.gc.ca/hl-vs/sun-sol/expose/health-uv-sante-eng.php>.

Ontario Ministry of Education (2010). The Ontario Health and Physical Education Curriculum Guidelines from Kindergarten to 8.

Retrieved from:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grades.html>.

Ontario Ministry of Health and Long-Term Care (2008). Ontario Public Health Standards (pp.18-25). Toronto, ON: Queen's Printer for Ontario. Retrieved from:

http://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/.

Ontario Ministry of Health and Long-Term Care (2008). Sun safety: A Focus on Skin Cancer, marrett, Loraine (Nov. 2008). Retrieved

from: http://www.health.gov.on.ca/en/pro/programs/publichealth/oph_standards/docs/cd_cco_sun_safety_loraine_marrett.pdf.

Ottawa Public Health (2006). City of Ottawa 2006 Health Status Report: Measuring health in Ottawa to build a stronger and healthier community, Ottawa, Ontario.

Ottawa Public Health (2012). Cancer in Ottawa 2012. Ottawa, Ontario: Author.





Bibliography (Cont'd):

.....

The Ontario Sun Safety Working Group (2010). Sun Exposure and Protective Behaviours in Ontario: An Ontario Report Based on the 2006 Second National Sun Survey. Toronto: Canadian Cancer Society, Ontario Division. Retrieved from <http://www.uvnetwork.ca/InsightonCancerSunExposureandProtectiveBehavioursinOntarioFinal.pdf>.

World Health Organization (2003 a). Sun protection and schools: How to make a difference. Retrieved from <http://www.who.int/uv/publications/en/sunprotschools.pdf>.

World Health Organization (2003 b). Sun protection and schools: A primary teaching resource. Retrieved from <http://www.who.int/uv/publications/en/primaryteach.pdf>.

