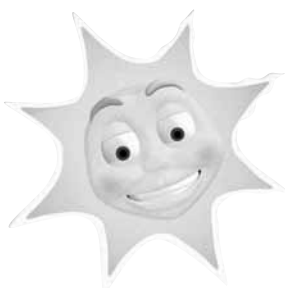


Sun days



fun days

A SunSmart video
for early primary students
teacher's notes



Sun days, fun days

TEACHER'S NOTES AND LEARNING ACTIVITIES

Introduction

Sun days, fun days targets children aged five to eight years. It is designed to complement your comprehensive curriculum program on sun protection and support the health curriculum. There are also opportunities for links to other curriculum areas such as language and vocabulary.

The video content is organised in modules. Each module corresponds to a day of the week and each day conveys a key message. The video will be more effective as a teaching resource if it is presented as individual modules and if the modules are shown in the correct sequence.

This booklet provides background information, discussion questions and learning activities.

The discussion questions and learning activities are designed to provide opportunities for your students to explore the video content in greater detail. Discussion questions for each module of the video are provided.

Note that the discussion questions and learning activities presented here should be regarded as a starting point – there are potentially many other ways to develop the messages and content of this video.

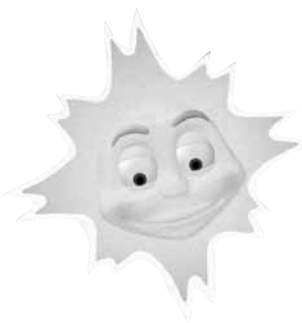
Background

Skin cancer is a major health problem in Australia. We all know someone who has been affected by it in some way. There are a number of reasons for this – our geographical position relative to the equator, the fact that a large proportion of our population has fair skin unsuited to our harsh sun and our love of the outdoor lifestyle encouraged by the Australian climate.

Exposure to the sun's ultraviolet (UV) radiation during childhood and adolescence contributes significantly to skin damage, e.g. sunburn, wrinkling and skin cancer. Educating children about the need for sun protection can therefore help to reduce the likelihood of such damage.

At early primary level, children generally adopt sun-protective behaviours readily. The video presents some key messages about how children can protect themselves from the sun, thereby reducing their risk of sunburn and skin cancer. Short-term consequences of exposure to UV radiation – such as sunburn – have been emphasised, rather than skin cancer, as this is more age-appropriate. However, it is important to remember that skin damage can occur as a result of sun exposure, even when there is no evidence of sunburn.

In this video, sun protection is presented as easy and fun, and as something that should be part of our routine every day, not just at school.



Content objectives

- To provide clear, simple information about how children can protect themselves from sunburn.
- To encourage children to take responsibility for protecting themselves from the sun.
- To demonstrate people modelling sun-protective behaviour, looking 'cool' and having fun.
- To prompt children to discuss their behaviour and attitudes towards sun protection.

Key messages

The video content is delivered in modules, each of which corresponds to a day of the week, and each of which has a key message:

SUNDAY

Being SunSmart is easy and fun, and important every day. Sun protection should be part of your routine on school days and at the weekend.

MONDAY

Wear a sun-protective hat. A baseball cap is not a SunSmart hat because it does not protect the neck, ears and sides of the face.

TUESDAY

Wear sun-protective clothing. An appropriate hat, shirt with collar and elbow-length sleeves, and sunscreen are needed whenever you are outdoors. Different kinds of hats may be more suited to different kinds of activity.

WEDNESDAY

Sunscreen should generally only be used for parts of the body that cannot be adequately protected by clothing, including the face. Sunscreen should always be combined with other sun protection strategies.

THURSDAY

In the middle of the day, use shade or stay inside as much as possible. UV radiation is strongest in the middle of the day, so try to avoid the sun at this time.

FRIDAY

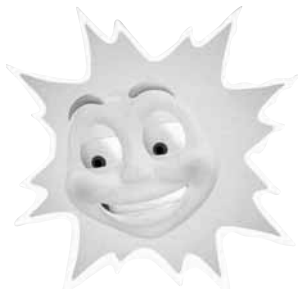
Be SunSmart, even on cloudy days. UV radiation levels can still be high, even when it is cool or cloudy, so you still need to be SunSmart.

SATURDAY

Sun protection is important every day (as for Sunday).

Before showing the video

Children will bring different experiences and levels of background knowledge to their viewing of this video. It is important to establish what your students already know – this will give you an indication of which key messages or specific teaching points you may need to focus on in your discussion of the content.



Some introductory questions could include:

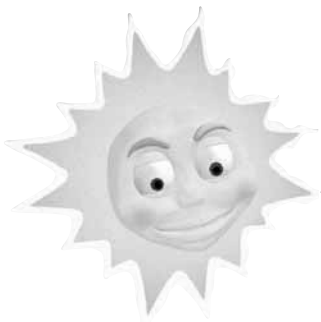
- Why do we need to protect ourselves from the sun?
- What do we mean when we say that we need to be SunSmart?
- What kinds of things do we do at school to protect ourselves from the sun?
- What kinds of things do we do at other times to protect ourselves from the sun?

While watching the video

Because of the age of the audience and the nature of the subject matter, this video is designed to be shown in modules. This will enable the key messages to be reinforced and discussed in more depth.

The discussion questions that follow are intended to give you some ideas, with examples of answers shown after each question in *italics*. You may also choose to develop your own questions, depending on the knowledge and interests of your students.

Some suggested learning activities are included for each module, with some more general supplementary activities provided on page 13. Although designed primarily to support the health curriculum, *Sun days, fun days* is an ideal starting point for activities across a range of curriculum areas, and learning areas other than health into which the activities could be extended are shown in brackets. Some activities have been identified as home or classroom activities, however most could be adapted for either home or classroom use.



SUNDAY

Key message: Being SunSmart is easy and fun, and important all the time, including on weekends.

Discussion questions

- Why do you think Sunday is the sun's favourite day? *For example, the word 'sun' is part of the word 'Sunday'.*
- What are Rosie and Matt's plans for the day? *A picnic.*
- What do you think Rosie means when she says she is going to be SunSmart? *For example, wear protective clothing and sunscreen, use shade, avoid the sun in the middle of the day, etc.*
- What happened to Rosie last summer that made her want to be very SunSmart this time? *She got sunburnt. Why might she have got sunburnt? She wasn't SunSmart, e.g. she forgot; she chose not to be; she got caught out; she didn't know how, etc.*
- At what times of year are you most likely to get sunburnt? Why? Can it happen at other times? *Sunburn can happen at any time of year, but usually happens more quickly during summer because UV radiation is stronger. Also, we tend to spend more time outdoors and wear less clothing. However, try to emphasise that it doesn't have to be hot for sunburn to occur – see **Note 1** at the end of this section.*
- What do Rosie and Matt do to prepare for going outdoors? *Put on hats and sunscreen, both are also wearing longer-sleeved tops.*
- Is there anything else they could do to make sure that they are really SunSmart? *Plan to have their picnic in a shady area, have it late in the day, etc.*

Learning activities

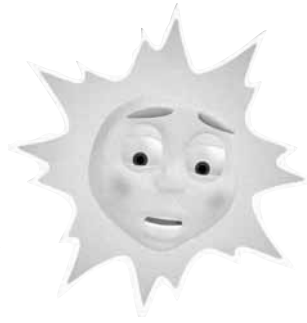
SUNSMART SORTING

(CLASSROOM ACTIVITY – HEALTH, ART, LANGUAGE)

- Ask students to draw pictures to show the things they do at the weekend. These might include sports (soccer, netball, cricket, swimming), outdoor play activities (on playground equipment, sand modeling, bike riding, dressing up, chasings) and indoor play activities (drawing, puzzles, PlayStation games).
- Ask them to look at their drawings and decide if the activities are SunSmart activities (e.g. are done inside or in the shade) or if they are being SunSmart (e.g. wearing protective clothing) while doing them.
- Have students label the drawings to show how they are being SunSmart.

DRESS UPS
(HOME OR CLASSROOM ACTIVITY – MATHEMATICS)

- Ask students to select or list the clothes they would wear on a picnic.
- Have them sort these into sun-protective (or SunSmart) and non-protective clothes.
- Ask students to consider whether there are better alternatives for the non-protective clothes and to make a final collection of clothes that would give the best protection from the sun on the picnic.
- With a stopwatch, have students time how long it takes them to get dressed in these clothes and how long it takes to dress in school clothes, other going-out clothes, etc.
- Does it take longer to dress in SunSmart clothes?



MONDAY

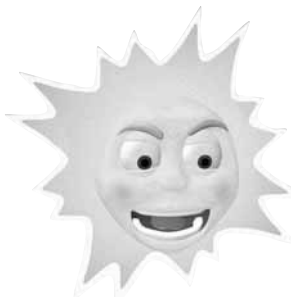
Key message: Wear a sun-protective hat.

Discussion questions

- What time of day do you think it is? *Early morning, before school.*
- Where are Rosie and Matt going? *To school.*
- What was Rosie wearing to protect herself from the sun? *A legionnaire-style hat.*
- What was wrong with the hat that Matt was going to wear at first (i.e. the yellow one)? *It was a baseball cap, so it didn't protect his neck, ears and the sides of his face.*
- How did Rosie help Matt? *She gave him a broad-brimmed hat.*
- Why would the hat that Rosie gave Matt (i.e. the green one) give him more protection from the sun? *It shades his neck, ears and face.*
- Is there another kind of hat Matt could have worn that would protect him just (or almost) as well? *A legionnaire-style hat protects the neck and ears, but the sides of the face are not as well protected as with a broad-brimmed hat.*
- If Matt wanted to be more SunSmart when riding his bicycle, what else could he do?

*If students have difficulty answering this question, you might consider leaving it and returning to it later. For example, on Wednesday, Matt is shown wearing a legionnaire-style hat under his bicycle helmet. However, **this is not recommended by Kid Safe** as it interferes with the fit of the helmet. Visors and special sun-protective covers with flaps that can be worn over bicycle helmets are the most appropriate form of sun protection for cyclists.*

- What kind of hat do you wear? Is it a SunSmart hat? Why/Why not? *Broad-brimmed (i.e. those with a brim of 8–10 cm) provide the best protection. Legionnaire-style hats, which have a peak and flaps to protect the neck and ears, are also quite effective although they do not offer as much protection to the sides of the face.*



Learning activities

HATS, HATS, HATS

(CLASSROOM OR HOME ACTIVITY – MATHEMATICS/MEASUREMENT, TECHNOLOGY, DESIGN, ART)

- Ask students to describe all the different kinds of hats they saw in the video. Which ones were sun-protective and which were not? Why?
 - Collect a range of different types and styles of hats.
 - Place each of these in turn on a netball/student/wig mannequin, etc.
-
- Shine a bright torch/portable light on each from above.
 - Observe the amount of light falling on the 'face'.
 - Have the children rank the hats in order from the least sun-protective to most protective.
 - Students could then make and decorate their own SunSmart hats from paper and other materials. Allow them to be as creative as they like, provided that the hat protects the face, back of the neck and ears.
 - You may then like to have a fashion parade where children describe the special features of their hat and how it helps to protect them from the sun. They could also test their own hats to see how much protection they provided compared to the hats they tested earlier.

COLLAGE

(CLASSROOM ACTIVITY – MULTICULTURAL STUDIES, LANGUAGES OTHER THAN ENGLISH, MATHEMATICS, SOCIETY AND CULTURE STUDIES)

- Get the students to collect pictures of or draw, people wearing sun-protective hats (cut out only the heads and hats) while they are doing different jobs.
- Make a collage of these for classroom display.

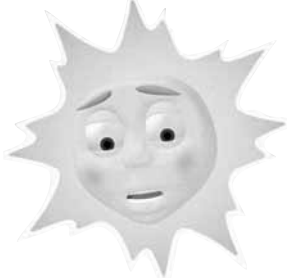
TUESDAY

Key message: Wear sun-protective clothing.

Discussion questions

- What are the children doing? *Practising for a relay race.*
- Why is Rosie worried? *She is worried that her hat will blow off when she runs.*
- Who helps her, and how do they do it? *Charles gives her a legionnaire-style hat. These are often much easier to keep on, especially when children are running, and are also more suitable for activities like tennis where the brim of a broad-brimmed hat may get in the way.*
- What is wrong with the top that Charles is wearing to start with? *It doesn't protect his shoulders.*

- Who helps Charles to be more SunSmart and how do they do it? *Matt gives Charles a polo shirt. It has a collar to protect his neck and elbow-length sleeves to protect his shoulders and upper arms.*
- What other form of sun protection do you see in the relay? *Isabella has put sunscreen on her face.*
- What do you wear when you are playing sport? Could you be more SunSmart? If so, how? *Suggest that clothing worn for sport should cover the shoulders and upper arms – loose-fitting clothing made from a tightly-woven fabric (i.e. which doesn't allow the light to pass through it) is best. While broad-brimmed hats are not always practical, a legionnaire-style hat can be worn for most sporting activities. Longer-style shorts/skirts provide some protection for the legs.*
- Are there some kinds of activities where it is hard to be SunSmart? What can you do about this? *For example, when riding a horse or bike a helmet is essential, but ensuring that the helmet has a visor and wearing a shirt with a collar and sunscreen on exposed skin will provide reasonable protection. Riding early in the morning or late in the afternoon also helps to reduce the risk.*



Learning activities

SUNSMART SPORTS

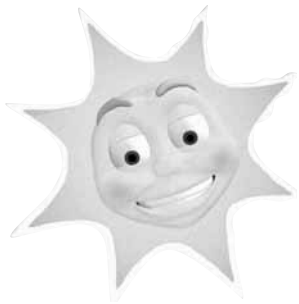
(HOME OR CLASSROOM ACTIVITY – MATHEMATICS, TECHNOLOGY, DESIGN)

- Get students to collect pictures of as many different sports as they can find and sort these into indoor and outdoor sports.
- Ask students to look at the uniform or clothing used for the outdoor sports and decide whether or not it is SunSmart, and list the reasons for their decisions.
- Have students choose one of the sports that do not have a SunSmart uniform and design a new uniform that will provide the best possible protection from the sun.

PEER PRESSURE ROLE PLAY

(CLASSROOM ACTIVITY – LANGUAGE, DRAMA)

- Discuss with students how peer pressure and fashion often determine the clothes we wear.
- Devise scenarios where students have to resist the influence of their friends in their choice of clothing for an outing or activity, such as a picnic, trip to the pool or beach or even a school casual-dress day.
- Alternatively, ask students to brainstorm a list of situations in which they might be subject to peer pressure not to wear SunSmart clothing.
- Have students act out some of these scenarios, and afterwards, discuss alternative strategies for dealing with peer pressure in each situation.



WEDNESDAY

Key message: Sunscreen should generally only be used for parts of the body that cannot be adequately protected by clothing.

Discussion questions

- Where do the children go on their day off school? *To the park.*
- In what ways is Rosie being SunSmart while she is kicking the soccer ball? *She is wearing a broad-brimmed hat, long-sleeved top and sunscreen.*
- Why is it important to be SunSmart every day, not just at school? *Sunburn can occur any time, not just at school. Every time we get sunburnt, it causes further damage to our skin. This damage builds up over time and it can then cause more serious problems later in life e.g. skin cancer.*
- Is Matt being more SunSmart today than he was on Monday? How? *He is being more SunSmart by wearing the legionnaire-style hat under his helmet. However **this practice is not recommended by Kid Safe** as the helmet may not fit as well. Visors and special sun-protective covers for bicycle helmets are available and are the most appropriate form of sun protection for cyclists.*
- How was Rosie's father protecting himself from the sun? *Staying in the shade and using sunscreen. Sunscreen should be worn, even when you are in the shade, because UV radiation can be reflected onto you by surrounding surfaces, especially light-coloured ones like concrete or sand, and also off water. Rosie's father is also wearing a hat and long-sleeved shirt, which would protect him if he were to go out in the sun.*
- On what parts of their bodies did Rosie and her father put sunscreen? *Face, neck and arms.*
- Where did Rosie's father forget to apply sunscreen? *His feet.*
- How did Matt help him? *Splashed sunscreen onto his feet.*
- What might be an even better way for Rosie's father to protect his feet? *For example, socks.*
- On what parts of your body should you use sunscreen? *Exposed skin that can't be protected by clothing (see **Note 2** at the end of this section).*

Learning activities

PROMOTIONAL POSTER

(CLASSROOM ACTIVITY – ART, DRAMA, MATHEMATICS)

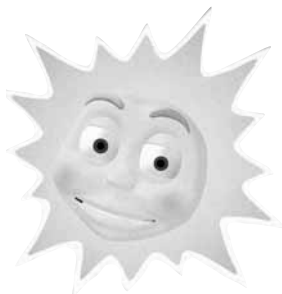
- Ask students to compile a list of sports and activities for which protecting yourself from the sun with SunSmart clothing and hats may be difficult or inappropriate.
- Have students categorise these into groups, such as: *can be played indoors, can be held in late afternoon or at night, can only be held outside during daylight hours.*

- Ask students to find out how to apply sunscreen so it works best. Students could be asked to bring in different sunscreen items from home for show and tell.

- Sort and tally the types of sunscreens, e.g. according to their SPF, whether they are broad-spectrum, water-resistant, etc. Look at the instructions for some of the sunscreens the class has collected and discuss:

- What kinds of things could make sunscreen less effective?
- What can be done to overcome each of these?

- Ask students to design a poster for one of the activities listed as *only being able to be held outside during daylight hours* and for which it is difficult or inappropriate to wear SunSmart clothing. The poster should promote correct use of sunscreen.



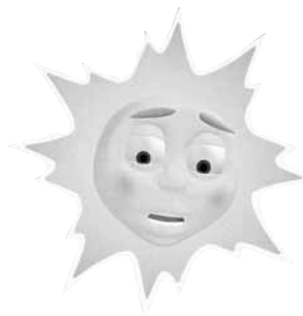
THURSDAY

Key message: In the middle of the day, use shade or stay inside as much as possible.

Discussion questions

- In what ways are Rosie and Matt being SunSmart at school? *For example, wearing hats, Matt's shirt and Rosie's dress have collars and elbow-length sleeves, the dress and shorts are quite long.*
- What time of day is it? *Middle of the day, e.g. lunchtime.*
- Why is it so important to be SunSmart at this time – what is special about the sun at this time of day? *The sun is almost directly overhead so UV radiation levels are at their peak (See **Note 3** at the end of this section).*
- In what ways is Mrs Lillie being SunSmart? *Wearing a broad-brimmed hat and a shirt with a collar, long trousers. She is also carrying sunscreen, which might imply that she is wearing it.*
- What happens to Mrs Lillie's hat? *It gets blown off and the children chase it. When they catch it, they give it back to her.*
- What does Mrs Lillie tell the children to do? Why? *To play in the shade, because it is the middle of the day and the UV radiation from the sun is strongest at this time.*
- What are some things that you could do to avoid the sun in the middle of the day:
 - At school?
 - At home?

Any kind of activity that can be organised in the shade or inside: conduct activities that can occur any time outside the peak UV radiation period, etc.



Learning activities

SHADY SOLUTIONS

(HOME OR CLASSROOM ACTIVITY – MATHEMATICS, TECHNOLOGY, MAPPING)

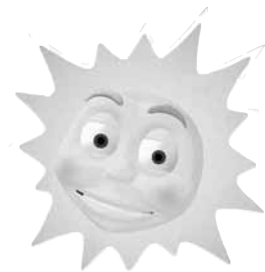
- Ask students to draw a map of the school and playground marking all the shady areas in which they are allowed to play. Get them to classify the kinds of areas they observe, e.g. trees, walkways, shelter sheds, covered learning areas, etc. They could use colour codes on their maps to show the different kinds of areas.
- Have students measure the amount of shade provided by counting how many students fit in a shady spot. Also look at whether the shade is dappled or patchy (indicating that some light and therefore some UV radiation is passing through) or consistently darker than nearby unshaded areas. This should be done at different times of day, e.g. early morning, the middle of the day, as late as possible in the afternoon.
- As a class, rank the areas from those providing the most to those providing the least protection at different times of day, and discuss the times of day at which having access to shade might be most important.
- Students could repeat this activity and map shade areas around the home or at their local park.

SHADOWS AND SUN

(CLASSROOM ACTIVITY – MATHEMATICS, SCIENCE)

- Have students observe a vertical stick (such as a flagpole) standing in direct sunlight. Mark the length of the shadow it forms on the ground using a piece of chalk.
- Get students to return at different times of the day and remark the length of the shadow using a different coloured piece of chalk. As a class, make a note of the times of day at which the shadows have been measured and the colour of the chalk used.
- When the observations are complete, ask students to measure the lengths of the shadows that have been formed at each time.
- Discuss these observations as a class and decide which is the most dangerous time for UV radiation exposure, based on the general 'rule' that the shorter the shadow, the more dangerous the sun's rays.

FRIDAY



Key message: Be SunSmart, even on cloudy and cool days.

Discussion questions

- Was it sunny or cloudy on Friday? *Cloudy.*
- Did the children stop being SunSmart because of this? Why not? *No, because UV radiation is still around on cloudy days. It can bounce off or pass between the clouds. UV radiation that is scattered by particles in the atmosphere or reflected off surfaces is called indirect UV radiation.*
- Has anyone in your class ever been sunburnt on a cool or cloudy day? Why did you get sunburnt? *Even on cool or cloudy days, UV radiation is still there, but because it doesn't feel warm it is hard to tell, so it is easy to get caught out. That is why it is important to protect yourself from the sun all the time.*
- What should you do on cool or cloudy days? *You should be just as SunSmart as you are on sunny days.*
- Why was the sun happy in the end? *Because it was able to join in the game, it made some friends, etc.*

Learning activities

CLOUDY DAYS

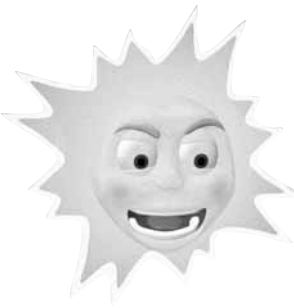
(CLASSROOM ACTIVITY – LANGUAGE, SCIENCE)

- Discuss how we can still be exposed to UV radiation on a cloudy day. For example, it can pass between the clouds, and can be reflected or scattered by small particles in the atmosphere. Also, because UV radiation does not feel warm, we need to be just as careful on cooler days.
- Discuss how UV radiation can bounce off some surfaces and how some surfaces such as snow, water and sand can reflect more UV radiation than others. Ask students to think about the kinds of activities and situations where they might need to be particularly careful, e.g. at the snow (where UV radiation levels are also higher due to the increase in altitude), at the beach, etc.
- Ask students to find pictures of skiers, e.g. in magazines and travel brochures, looking especially at their clothing and eyewear. Is this good for sun protection?
- Place some photographic paper where UV radiation from the sun can fall on to the surface. Place items on the paper and leave it out during a cloudy day. Repeat this process on a sunny day and compare the results.

CLOTHING, CLIMATE AND CULTURE

(CLASSROOM ACTIVITY – LANGUAGES OTHER THAN ENGLISH, LANGUAGE, ART, SOCIETY, CULTURAL STUDIES)

- Ask students to find out about clothing worn by other cultures and in other geographic regions.
- Collect pictures or draw or paint people from each of these.



- Construct a 'Temperature Clothes Line' that shows the kinds of clothing worn by people living in different geographic regions, ranging from those with hot climates to those with cold climates.
- Under each, ask students to write a brief statement describing how the environment of the country influences the type of clothing worn.
- Have students develop a SunSmart rating for the various national costumes to show which would give the best protection from the sun.

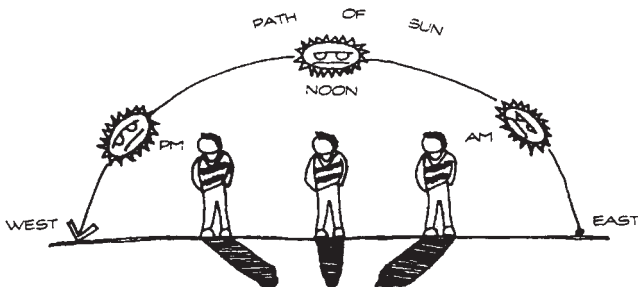
Notes

1. Sunburn can happen at any time of year, but tends to occur more quickly during summer when UV radiation is at its most intense. It can take as little as fifteen minutes on a fine January day to get sunburned. UV radiation levels are not related to temperature, so it is important to point out to children that sunburn doesn't just happen when it is hot. In fact most people get sunburnt when the temperature is milder (between 18° and 27°C). This may be because they stay out for longer, forget or don't believe that they need to protect themselves.

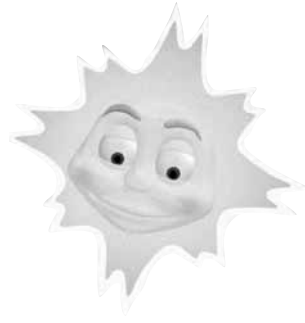
It is also important to remember sunburn is not necessary for skin damage to occur. For example, freckles and tanned skin are signs that the sun has affected the skin.

2. Apart from staying indoors, the most effective form of sun protection is clothing. Sunscreen should always be combined with other sun-protective measures and used to protect those areas that cannot be covered by clothing, including the face. Sunscreen should also be used when in the shade, to protect against UV radiation reflected from other surfaces and scattered by particles in the atmosphere, although this may be a difficult concept for children of this age group to grasp.
3. You may choose to develop the concept that the earth's atmosphere absorbs UV radiation and that, because the earth rotates, UV rays travel different distances to the earth through the atmosphere as the day progresses. Early in the morning and late in the afternoon the sun's rays must travel a greater distance through the atmosphere because they are coming to the earth at a greater angle. In the middle of the day, the path is more direct so the distance the rays travel through the atmosphere is shorter. A good way to remember is that the shorter your shadow, the more dangerous the sun's rays (see Figure 1 below).

Figure 1: Effect of the position of the sun on the length of shadows



Supplementary learning activities



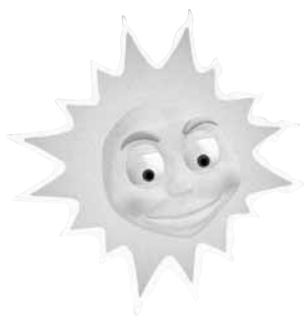
The following activities relate more generally to the content of the video and could easily be adapted according to the ages and abilities of your students.

SAFE FUN IN THE SUN (LANGUAGE)

- As a class, make a list of all the things that Rosie, Matt and their friends do while outside, e.g. playing soccer, having a picnic, riding a bike, etc.
- Beside the first list, list all the things that Rosie, Matt and their friends do to protect themselves from the sun.
- Ask students to imagine that they are going to do one of their favourite outdoor activities this weekend. Divide them into groups according to the nature of the activities they have chosen so students who have nominated similar activities are in the same group.
- Ask each group to make a list of all the things they would need to consider to ensure it is a SunSmart activity, and thus develop a checklist to help them plan future outdoor activities.

SORE AND SORRY (SCIENCE, LANGUAGE, DRAMA)

- Rosie and Matt talk a lot about not wanting to get sunburnt. Explain that sunburn occurs when UV radiation irritates the skin and causes more blood to flow close to the surface, making the skin look red and feel sore.
- As a class, develop a list of different ways that the skin can be damaged other than sunburn, e.g. cuts, grazes, bruises, blisters, splinters, burns, freckles and suntan. Talk about the kinds of skin damage that can usually be repaired quite quickly, such as sunburn, and the signs of the damage that may be left behind, e.g. scars.
- Explain that even if sunburn doesn't occur, the UV radiation our skin receives can still be damaging it, but that we might not see the signs of this damage straight away, although it will show when we are older. You may choose not to talk about skin cancer, as cancer is a difficult concept for children of this age to grasp. However, you could talk about the kinds of spots and marks resulting from sun exposure that are often seen on older people's skins, especially areas like the face, forearms and hands. (As a homework exercise, you could ask students to compare their skin with that of an older adult, e.g. a parent or grandparent, and to note the differences.)
- Children could then tell or write a story or script about a time when they have been sunburnt, or someone whom they know has. How and why did they get sunburnt? What did they learn about protecting themselves as a result of this experience? If they cannot recall being sunburnt, they could talk about a recent outdoor activity, such as a picnic or day at the cricket, and how they protected themselves from the sun.



SUNSMART WORDPLAY (LANGUAGE, DRAMA)

- As a class, list as many words relating to having fun outdoors and being SunSmart as you can.
- Create sentences, or a limerick, rhyme or poem using these words.
- Alternatively, mime or role-play SunSmart actions using the words from the list, e.g. a student could mime putting on sunscreen or getting dressed in SunSmart clothing.

Some examples of words that could be included on such a list include:

sun	sunscreen	UV radiation	sunburn
broad-brimmed hat	legionnaire-style hat	shade	summer
long-sleeved shirt	peak UV time	play	rays
sun protection	SunSmart	cloudy	sunny
skin	tree	safety	fun
shiny	warm	park	outdoors

Contact details



The Cancer Council Victoria

I Rathdowne St
Carlton Vic 3053
Telephone: (03) 9635 5000
Facsimile: (03) 9635 5270
Website: www.cancervic.org.au or
www.sunsmart.com.au
Email: sunsmart@cancervic.org.au

The Cancer Council NSW

153 Dowling St
Woolloomooloo NSW 2011
PO Box 572
Kings Cross NSW 1340
Telephone: (02) 9344 1900
Facsimile: (02) 9326 9328
Website: www.cancercouncil.com.au
Email:
feedback@cancercouncil.com.au

The Cancer Council South Australia

202 Greenhill Rd
Eastwood SA 5063
Telephone: (08) 8291 4111
Facsimile: (08) 8291 4122
Website: www.cancersa.org.au
Email: cancersa@cancersa.org.au

Queensland Cancer Fund

553 Gregory Terrace
Fortitude Valley Qld 4006
Telephone: (07) 3258 2200
Facsimile: (07) 3257 1306
Website: www.qldcancer.com.au
Email: qldcf@qldcancer.com.au

Cancer Foundation of Western Australia

46 Ventnor Ave
West Perth WA 6005
Telephone: (08) 9212 4333
Facsimile: (08) 9212 4399
Website: www.cancerwa.asn.au
Email: education@cancerwa.asn.au

The Cancer Council ACT

159 Maribyrnong Ave
Kaleen ACT 2617
Telephone: (02) 6262 2222
Facsimile: (02) 6262 2223
Website: www.actcancer.org
Email: actcancer@actcancer.org

The Cancer Council Tasmania

140 Bathurst St
Hobart Tas 7000
Telephone: (03) 6233 2030
Facsimile: (03) 6233 2123
Website: www.cancer.org.au/tas
Email: infotas@cancer.org.au

The Cancer Council Northern Territory

Shop 3 Casi House
Van Derlyn Drive
Casuarina NT 0810
Telephone: (08) 8927 4888
Facsimile: (08) 8927 4990
Website: www.cancercouncilnt.citysearch.com.au
Email: uvstop@cancernt.org.au



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