

Sun Safety Resource Documents

Sun Safety Templates, Flyers, and
Resources all in one spot

*A companion to the Sun Safety Policy
Guide for Tribal Schools and
Communities*



NPAIHB

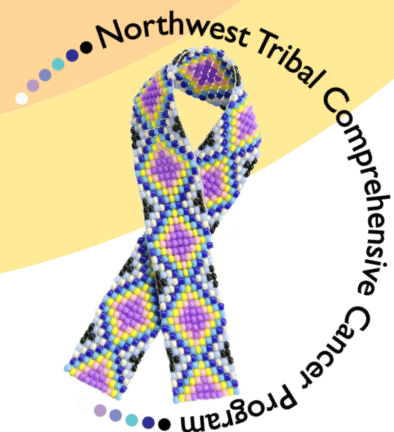


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Acknowledgements

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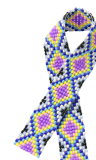
Kerri Lopez (Tolowa Dee'ni Nation) is the Director of the Western Tribal Diabetes Project, the Northwest Tribal Comprehensive Cancer Program, and the Northwest Tribal Elders BOLD Project. Kerri has over 20 years of experience working in tribal health with an emphasis on cancer prevention and control and diabetes prevention and management. Kerri has been involved as a trainer and instructor in various health promotion programs sponsored at the Northwest Portland Area Indian Health Board, Native American Rehabilitation Association, Nike Corporation, and other organizations. She has guided development of health promotion toolkits that have been widely used by our tribes.

Amanda Gaston (Zuni Pueblo) is a consultant working in tribal health and Native youth programming. She hosts monthly Healthy Native Youth - Community of Practice calls and leads the "Ask Auntie" service on behalf of We R Native: a multimedia health resource for Native teens and young adults. Amanda previously worked as the Project Manager at NPAIHB, supporting the Native It's Your Game Curriculum Adaptation, authoring the We R Native Teachers Guide, and launching the We R Native website. Amanda holds a Master of Arts in Teaching and before coming to the NPAIHB was a Primary Years Program International Baccalaureate teacher in Thailand.



Northwest Portland Area Indian Health Board

NPAIHB is a non-profit tribal advisory organization serving the forty-three federally recognized tribes of Oregon, Washington, and Idaho. Established in 1972, the NPAIHB strives to eliminate health disparities and improve the quality of life of American Indians and Alaska Natives by supporting Northwest Tribes in their delivery of culturally appropriate, high-quality healthcare. NPAIHB houses a tribal epidemiology center (EpiCenter), manages health promotion and disease prevention projects, and is active in Indian health policy. For more information, visit: www.npaihb.org



Northwest Tribal Comprehensive Cancer Program

is committed to preventing all forms of cancer in our Native communities. Our mission is to envision and work toward cancer-free tribal communities by taking an integrated and coordinated approach to cancer control. If you would like support in sun safety policies for your schools or community, please visit: www.npaihb.org/cancerproject/

Contributors

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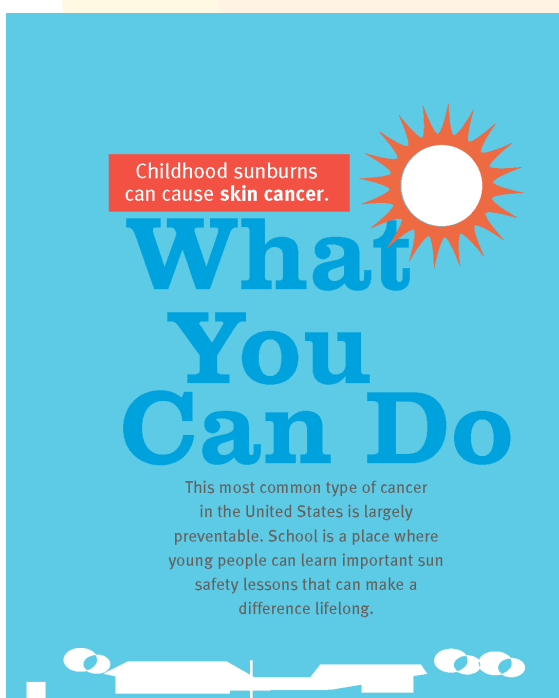
Frutos, R., Lopez, K., Gaston, A., 2021. Sun Safety Guide for Tribal Schools & Communities. Portland, OR: Northwest Portland Area Indian Health Board.

Sun Safety Policy Template

To adopt, communicate and enforce

View more from CDC's [Sun Safety at Schools: What You Can Do](#)

- Schedule recess for times when UV exposure can be minimized
- Require, or allow, students to wear hats, sunscreen or sunglasses when outside
- Specify that uniforms or clothing worn for physical education, band and sports limit exposure to the sun
- Recognize that sun exposure can be an occupational hazard for employees who spend time outdoors and take steps to limit their exposure
- Conduct sun safety in-service training
- Recognize staff and students who practice sun safety



Click on the photo to download the PDF copy!

SunWise Policy Information Guide

Evaluate Your School

Use this evaluation tool by answering the following questions to determine your school's current sun protection practices. Add up the total number of points from all of the questions below and refer to the key for suggestions on how to make your school more SunWise.

Assess the use of school grounds in relation to availability and use of shade:

How many trees or shade structures are on your school grounds?

- 2 Many 1 Few 0 None

Are shaded areas available to students during lunch, recess, physical education, and sports?

- 2 Yes 1 Somewhat 0 No

Approximately what proportion of outdoor space is sheltered by structures and/or trees?

- 2 66–100% 1 33–66% 0 0–33%

Can the amount of shade be realistically increased in areas of high student use?

- 2 Yes 1 Somewhat 0 No

Are there currently any future plans for adding new trees/structures or new construction or renovations that would provide more shade?

- 2 Yes
1 Possibly, if can secure funding
0 Not at this time

Assess current school policies for aspects that encourage or discourage SunWise practices:

Are the students allowed to apply sunscreen in school?

- 2 Yes
1 Only on field trips/field days
0 No

Are teachers and nurses allowed to apply/help apply sunscreen to students?

- 2 Yes
1 Teachers monitor while students apply it themselves
0 No, they are not allowed

Are students allowed to wear hats on school grounds?

- 2 Yes, but not in the building
1 Only allowed on field days/field trips
0 No

At what time of day are outdoor activities scheduled?

- 2 All activities are before 10 a.m. and after 4 p.m.
1 Try to avoid 10 a.m. to 4 p.m.
0 Most activities are between 10 a.m. and 4 p.m.

Page 5 and 6 of the SunWise Policy Information Guide is a great resource to assess any current sun safety school policies your school might have.

Download the SunWise Policy Information Guide [here](#) or click on the image above.

Identifying Stakeholders & Building Partnerships

2.2

Description

Below is a resource to help you identify which stakeholders you can build partnerships with and how they might be able to support your Sun Safety policies and procedures. These stakeholders may have resources or contributions beyond what you can think of, so stay open to learning about what they are doing and how they want to work together.

Instructions

In the left column brainstorm and identify potential and existing partners that can support your work. There are a few examples written in already and space included for you to fill in yourself. In the right column identify ways these partners can support or participate in your programming.

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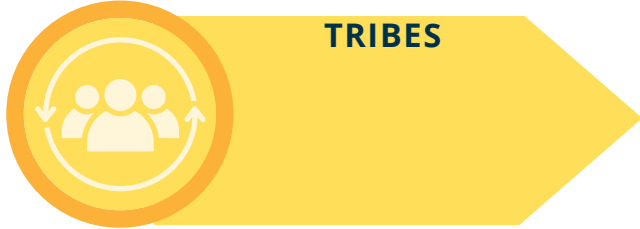
Adaptation Citation

Trevino, N., & Gaston, A. 2020. Healthy Native Youth: [Virtual Adaptation Guide](#). Portland, OR: Northwest Portland Area Indian Health Board.

Identifying Stakeholders & Building Partnerships

Identify potential partners for your policy/ programs

How can they support or participate in your Sun Safety policies/ program?



Instructions

The goal of a simple community needs assessment is to understand:

- What youth, their families, and the broader community want to see in programming
- What resources you have available
- What constraints or challenges need to be addressed

To assist in your process, we have included a planning template which walks you through each of the following steps.

Step 1: Planning & Timing

Step 2: Distribute & Collect Survey

Step 3: Analyze, Integrate, & Disseminate CNA results

Use this template to help guide your CNA planning process.

To edit this document, click [here](#).

Adaptation Citation

Guiding Question 1:

Who should provide feedback, input and guidance on the program?

Activities	Select Intended Audience(s)	Who's Involved	Deadline
Select Intended Audience(s)	<ul style="list-style-type: none"><input type="checkbox"/> Youth<input type="checkbox"/> Parents/ Families/ Caring Adults<input type="checkbox"/> Elders or Tribal Leaders Community Members<input type="checkbox"/> Schools or Other Implementation Sites<input type="checkbox"/> Partner Organizations<input type="checkbox"/> Other (List)		

Guiding Question 2:

What do you want feedback, input, and guidance on?

Activities	Select CNA Topic(s)	Who's Involved	Deadline
Select Topics You Want Feedback On:	<ul style="list-style-type: none"><input type="checkbox"/> Sun Safety Attitudes<input type="checkbox"/> Sun Safety Behaviors<input type="checkbox"/> Sun Shade Structures<input type="checkbox"/> Program Content/Topics<input type="checkbox"/> Recruitment/ Retention<input type="checkbox"/> Logistics<input type="checkbox"/> Program Implementation<input type="checkbox"/> Other (List)		

Guiding Question 3:

How do you want to gather that feedback, input, and guidance?

Activities	Select	Who's Involved	Deadline
Select Topics You Want Feedback On:	Paper or Document <input type="checkbox"/> In-Person Form or Survey <input type="checkbox"/> Mail Survey (include Self-addressed envelope) <input type="checkbox"/> Email Attachment or Questions Electronic <input type="checkbox"/> Social Media Poll <input type="checkbox"/> Survey Link or Online Form <input type="checkbox"/> Zoom Breakout Rooms/ Poll feature <input type="checkbox"/> Other: Interview <input type="checkbox"/> In-person <input type="checkbox"/> Phone <input type="checkbox"/> Online Event:		

Guiding Question 4:

When will you collect and analyze this information and what is the timeframe needed to complete these processes?

Activities	Specific Steps	Who is responsible	Deadline
How long will it take to gather this information (be realistic) and how many sources of this info will you seek?	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 weeks from time of registration <input type="checkbox"/> 2 weeks to recruit (X) youth <input type="checkbox"/> 1 week to schedule with (X) elders <input type="checkbox"/> 2 weeks to leave survey open w/a reminder at 1 week 		
How long will it take you to analyze the information gathered and identify themes?	<p>For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 weeks from closing registration time <input type="checkbox"/> 2 weeks from recruitment target reached <input type="checkbox"/> 1 week from completing phone calls <input type="checkbox"/> 1 week from completion of program 		

Guiding Question 1:

Where can the CNA be distributed (or where can youth be recruited)?

Activity	Specific Events	Location	Date/ Times	Contact/ Organizer
Identify Feedback and Outreach Opportunities	<ul style="list-style-type: none"> <input type="checkbox"/> Youth Event Name: <input type="checkbox"/> School Event Name: <input type="checkbox"/> Community Event Name: <input type="checkbox"/> Tribal Event Name: <input type="checkbox"/> Parent Event Name: <input type="checkbox"/> Cultural Event Name: <input type="checkbox"/> Create Own Event Name: <input type="checkbox"/> Other Name: 			

Guiding Question 2:

What incentives will you provide for participation (if any)?

Activity	Select Incentive	Person Responsible for Purchasing	Person Responsible for Distributing/ Tracking
Select Incentive Options:	<ul style="list-style-type: none"> <input type="checkbox"/> Shopping Gift Card (Amazon, Walmart, iTunes, etc.) List: <input type="checkbox"/> Food Gift Card (Starbucks, Restaurant, GrubHub, etc.) List: <input type="checkbox"/> Project Swag (hoodies, shirts, stickers, etc.): List: <input type="checkbox"/> Badges/ Points (for shared goal – e.g. pizza party, iPod shuffle, etc.) List: 		

Guiding Question 3:

How will you follow-up to collect feedback?

Activity	Reminder Type	Reminder Date	Final Reminder Date	Who is Responsible
<p>How and when will you remind folks to submit their feedback?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Phone calls List: <input type="checkbox"/> Emails/ Email Listserv List: <input type="checkbox"/> Youth/Tribal/Local Newsletters List: <input type="checkbox"/> Local or Tribal Radio Stations List: <input type="checkbox"/> Local or Tribal Newspapers List: <input type="checkbox"/> Social Media Channels List: <input type="checkbox"/> Partner Channels (e.g. school, tribal clinic, Boys & Girls Club, etc.) List: <input type="checkbox"/> Other: 			

Step 3: Analyze, Integrate, & Disseminate CNA Results

Guiding Question 1:

What did you learn from the CNA (analyze)?

**Look for themes from each audience
you collected feedback from**

**Identify common themes and
differences between audiences**

**Who is
responsible/
Deadline**

Step 3: Analyze, Integrate, & Disseminate CNA Results

Guiding Question 2:

How will the findings be used to inform your policy or program (integrate)?

Activity	Options	Who is responsible	Deadline
What will you do with the information gathered?	<ul style="list-style-type: none"><input type="checkbox"/> Make decisions to align implementation to existing policies at schools/ Tribe List:<input type="checkbox"/> Guide the Sun Safety program content and development based on youth needs, resources and wants List:<input type="checkbox"/> Inform cultural teachings to include in policy & program List:<input type="checkbox"/> Other:		

Step 3: Analyze, Integrate, & Disseminate CNA Results

Guiding Question 3:

How will you disseminate the results and/or let folks know about how their feedback will be used?

Activity	Options	Who is responsible	Deadline
<p>How will you let folks know about the CNA results?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent/ Youth Event List: <input type="checkbox"/> Video Event List: <input type="checkbox"/> Youth Newsletter List: <input type="checkbox"/> Tribal Newsletter/ Local Newspaper List: <input type="checkbox"/> Local or Tribal Radio List: <input type="checkbox"/> Social Media List: <input type="checkbox"/> Partner Channels (e.g. school, tribal clinic, Boys & Girls Club, etc.) List: <input type="checkbox"/> Email Listserv List: <input type="checkbox"/> Constant Contact List: <input type="checkbox"/> Other: 		

Sample Needs Assessment Questions

2.2

Description

Below are some sample questions that were taken from the Sun Safe Colorado Assessment Survey that can be used for collecting information from your youth and community to gauge their readiness level and needs when it comes to sun safety.

Tips

It's good practice to keep the questions short and to the point. Around 10 questions is a good goal for youth surveys and 15 for adult surveys, but you may want to choose a smaller number of questions if doing interviews or focus groups.

Survey Tool Options: Paper survey, Survey Gizmo, Survey Monkey, etc., or ask folks verbally either in-person or within a virtual meeting space (e.g. Zoom polls or breakout groups, Google Classroom, MS Teams, etc.). You can get creative and use Interaction Software to collect information from folks too like Padlet, Quizlet, Mentimeter, or Zoom polls...or even do a Bingo Data Collection activity.

Instructions

Use the example questions as a guide and starting point to select and tailor for your intended audience.

To edit this document, click [here](#).

Adaptation Citation

Trevino, N., & Gaston, A. 2020. Healthy Native Youth: Virtual Adaptation Guide. Portland, OR: Northwest Portland Area Indian Health Board.

Sun Safety Needs Assessment Survey

Student Behavior Q's (1 of 2)

Please circle answers to the following questions about Student Behavior:

1. Does your school or Tribe have a written policy that...

- a. requires students to wear sun safe hats when outdoors?
- b. encourages students to wear sun safe hats when outdoors?
- c. allows students to wear sun safe hats when outdoors?
- d. My school or district does not have a written policy regarding students use of sun safe hats when outdoors.
- e. My school or district has a written policy that prohibits students from wearing hats when outdoors.
- f. Not sure.

2. Does your school or Tribe have a written policy that...

- a. prohibits students from wearing shirts without sleeves (such as tanktops, halter tops, midriffs, etc.)?
- b. discourages students from wearing shirts without sleeves (such as tanktops, halter tops, midriffs, etc.)?
- c. allows students to wear shirts without sleeves (such as tanktops, halter tops, midriffs, etc.)?
- d. requires students to wear shirts without sleeves (such as tanktops, halter tops, midriffs, etc.)?
- e. Not sure.

3. Does your school or Tribe have a written policy that...

- a. requires students sunscreen use for outdoor activities at school?
- b. encourages students sunscreen use for outdoor activities at school?
- c. allows students sunscreen use for outdoor activities at school?
- d. My school or district does not have a written policy regarding students sunscreen use for outdoor activities at school.
- e. My school or district has a written policy that prohibits students from wearing sunscreen for outdoor activities at school.
- f. Not sure.

Sun Safety Needs Assessment Survey

Student Behavior Q's (2 of 2)

Please circle answers to the following questions about Student Behavior:

4. Does your school or Tribe have a written policy that...

- a. requires students to wear sunglasses when outdoors?
- b. encourages students to wear sunglasses when outdoors?
- c. allows students to wear sunglasses when outdoors?
- d. My school or district does not have a written policy regarding students use of sunglasses when outdoors.
- e. My school or district has a written policy that prohibits students from wearing sun safe sunglasses when outdoors.
- f. Not sure.

Sun Safety Needs Assessment Survey

Student Education

Q's

Please circle answers to the following questions about Student Education:

8. Does your school or Tribe have a written policy that...

- a. requires sun safety education for students?
- b. encourages sun safety education for students?
- c. allows sun safety education for students?
- d. My school or district does not have a written policy regarding sun safety education for students.
- e. Not sure.

Sun Safety Needs Assessment Survey

Staff Education

Q's

Please circle answers to the following questions about Staff Education:

9. Does your school or Tribe have a written policy that...

- a. requires sun safety education for staff?
- b. encourages sun safety education for staff?
- c. allows sun safety education for staff?
- d. My school or district does not have a written policy regarding sun safety education for staff.
- e. Not sure

Sun Safety Needs Assessment Survey

Time Scheduling

Q's

Please circle answers to the following questions about Time Scheduling:

10. Does your school or Tribe have a written policy that...

- a. requires outdoor events (including field trips, concerts, sporting events, ceremonies) to be held before 10 a.m. or after 4 p.m.?
- b. encourages outdoor events (including field trips, concerts, sporting events, ceremonies) to be held before 10 a.m. or after 4 p.m.?
- c. allows outdoor events (including field trips, concerts, sporting events, ceremonies) to be held before 10 a.m. or after 4 p.m.?
- d. My school or district does not have a policy regarding outdoor events (including field trips, concerts, sporting events, ceremonies) to be held before 10 a.m. or after 4 p.m.
- e. Not sure

Sun Safety Needs Assessment Survey

Shade Q's

Please circle answers to the following questions about Shade:

11. Does your school or Tribe have a written policy that...

- a. requires that at least 25% of the school grounds used by students to be covered by shade?
- b. encourages that at least 25% of the school grounds used by students to be covered by shade?
- c. allows at least 25% of the school grounds used by students to be covered by shade?
- d. My school or district has a written shade policy, but it does not specify the percent of school grounds that should be covered by shade.
- e. My school or district does not have a written policy regarding shade on the school grounds.
- f. Not sure.

12. Does your school or Tribe have a written policy that...

- a. requires any plans for new construction on or remodeling of school grounds to incorporate shade structures or trees for sun safety.
- b. encourages any plans for new construction on or remodeling of school grounds to incorporate shade structures or trees for sun safety
- c. allows for any plans for new construction on or remodeling of school grounds to incorporate shade structures or trees for sun safety
- d. My school or district does not have a written policy regarding new construction on or remodeling of school grounds to incorporate shade structures or trees for sun safety.
- e. Not sure.

Interpreting Needs Assessment Findings

2.3

Instructions

Reflect on what you have learned throughout the needs assessment process and identify some key themes as discussed above.

You can review what information stands out as areas of strength or need and begin to consider how to address or support these areas with your programming. You can also identify who or what organization may be able to help you. Sharing is Caring!

Use this template to help interpreting your findings.

To edit this document, click [here](#).

Adaptation Citation

Trevino, N., & Gaston, A. 2020. Healthy Native Youth: [Virtual Adaptation Guide](#). Portland, OR: Northwest Portland Area Indian Health Board.

Interpreting Needs Assessment Findings

**Areas of
Strength**

**Areas of
Need**

**Ways to
Incorporate**

**Who can
help?**

Interpreting Needs Assessment Findings

**Areas of
Strength**

**Areas of
Need**

**Ways to
Incorporate**

**Who can
help?**

Instructions

Plug in your activities/sub-tasks into the first column, then consider who will complete that task, when it needs to be completed and then identify the full span on time needed to meet the deadline. This can help you see all of the tasks you need to accomplish and can help you plan and stagger tasks to ensure you will be successful.

Look at the full scope of what you are planning and use the timeline to make sure you aren't overcommitting your team at any point!

The activities can be categorized by type, such as Community Needs Assessment, Program Adaptation, Youth Recruitment, etc. Some examples have been added below in italics.

To edit this document, click [here](#).

Adaptation Citation

Implementation Timeline

Activities	Person Responsible	Deadline	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Sun Safety Assessment			X								
Identifying Stakeholders			X								
Community Needs Assessment (CNA) - Design survey			X								
Disseminate CNA survey				X	X						
Analyze CNA Results & Identify key themes					X	X					
Draft Sun Safety Policy						X					
Draft Tribal Resolution for Sun Safety						X					

*Adapted from Healthy Native Youth: Virtual Adaptation Guide

Implementation Timeline

Activities	Person Responsible	Deadline	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Obtain Policy & Resolution Approval						X					
Program Adaption based on CNA findings						X					
Draft Evaluation Plan						X					
Staff/ Tribe Program Training							X				
Program Implementation								X	X	X	
Evaluation Efforts											X
Sustainability/ Partnership Efforts										28	X

*Adapted from Healthy Native Youth: Virtual Adaptation Guide

Funding Help

The Northwest Tribal Comprehensive Cancer Program (NTCCP) offers cancer implementation funds to NPAIHB member tribes!

These small grants usually range between \$3,000 to \$5,000 and support implementation of Tribal cancer action plans.

Use these funds to support your skin cancer prevention efforts!

A central graphic with a background image of people's legs and feet. The text is overlaid on the image. Below the text are four columns, each with an icon and a heading followed by a short paragraph.

MAKE AN *IMPACT* ON CANCER IN YOUR COMMUNITY

Apply for funding to support your tribal cancer control activities today!

 ALIGN Align your activity with an objective from the Tribal Cancer Action Plan.	 COLLABORATE Work with your cancer program or cancer navigator if your tribe has one.	 INNOVATE Choose activities in cancer prevention that are specific to your community.	 IMPACT Reduce the cancer burden through cancer-prevention lifestyle behaviors.
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Application materials and instructions can be found on the NTCCP website in the tab "Cancer Implementation Funds" www.npaihb.org/cancerproject

SAMPLE BOARD POLICY ON SUN SAFETY

Adapted from Sun Safety for Kids

Download your own editable word document [here](#)

Note: View Idaho Policy on Sun Safety on the website of the Idaho Legislature. View Oregon Policy on Sun Safety [here](#). View Washington policy on sun safety [here](#).

The Governing Board of _____ School District or Tribal School (along with the IDAHO, OREGON, WASHINGTON Department of Health Services and the U.S. Centers for Disease Control and Prevention, among other organizations) recognizes that the sun's ultraviolet (UV) radiation can cause skin cancer. To help prevent the development of skin cancer, students shall receive instruction, encouragement, and environmental support to avoid overexposure to the sun when they are outdoors. Accordingly the Board recommends that schools implement a sun safety program that addresses the following elements.

Hats and Protective Clothing

Students shall be allowed, year-round, to wear articles of sun-protective clothing, including hats, when outdoors, and shall be [encouraged / strongly encouraged / required] to do so between March 1 and October 31. Schools may specify the type(s) of clothing and hats that are, or are not, permissible on campus. The principal or designee may assess school uniforms, including physical education uniforms, to determine if and how they might be modified to better protect students from exposure to UV rays.

Sunscreen and Lip Balm

Students shall be allowed, year-round, to use sunscreen and/or sun-protective lip balm, and shall be [encouraged / strongly encouraged / required] to do so between March 1 and October 31.

Sunglasses

When students are outdoors they shall be allowed, year-round, to wear sunglasses that protect the eyes from UV rays, and they shall be [encouraged / strongly encouraged / required] to do so between March 1 and October 31. Schools may specify the type(s) of sunglasses that are, or are not, permissible on campus.

School Environment

The principal or designee of each school site shall survey the school campus to identify existing shaded areas, and non-shaded areas where the addition of shade would be practical and desirable. Priority shall be given to including ample shade in new construction plans and adding shade when remodeling school facilities.

Shade Options

During the time span of March 1 to October 31, the principal or designee shall optimize shade options for students and personnel, and shall encourage the utilization of existing

shaded or indoor areas for congregation and recreation. As resources permit, outdoor activities shall be preferentially scheduled to occur before 10:00 a.m. or after 4:00 p.m. However, scheduling constraints shall not reduce the total time students engage in physical education or activity.

Instruction

Teachers shall provide education at each grade level, Kindergarten through 12, that relates to skin cancer, including information about the harmful effects of UV rays and recommended practices for preventing skin cancer.

Parent/Guardian Communication

Schools shall inform parents and guardians about the importance of, and strategies for, preventing skin cancer, and shall alert them that the risk of developing skin cancer is highest for individuals with lightly or moderately pigmented skin. The communication shall include, but shall not be limited to, details of the school policy relating to hats, sun-protective clothing, sunscreen usage, uniforms, and sunglasses. Schools shall also urge families to reinforce sun-safe behavior outside the school and to support the school's sun safety programs.

Personnel

All personnel shall be educated about skin cancer's impact and prevention, including sun protection methods. Employees shall be strongly encouraged to protect themselves from overexposure to the sun and to model sun-safe behavior for students between March 1 and October 31.

Health Services

School nurses, health educators, and school health resource specialists shall promote, reinforce, and support sun protection and skin cancer prevention efforts for students and their families, and for personnel.

Evaluation

Schools shall evaluate and revise sun safety programs, and address identified shade needs, annually.

SAMPLE TRIBAL RESOLUTION FOR SUN SAFETY

Download your own editable word document [here](#)

Resolution

Title: Resolution for Sun Safety Policies to Promote Skin Health and Decrease the Risk of Skin Cancers

WHEREAS, The _____[name of tribe], is a sovereign nation;

WHEREAS, Skin cancer is the most commonly diagnosed cancer in the United States, yet most cases can be prevented.

WHEREAS, among all Indian Health Service Regions in the Nation, the Pacific coast has the second highest rates of skin cancer cases;

WHEREAS, The Surgeon General calls on partners across the nation to address skin cancer as a major public health problem;

WHEREAS, The most common types of skin cancer are also strongly associated with exposure to UV radiation;

WHEREAS, Being outdoors is a fundamental component to our way of life from ceremonies, to viable employment and community gatherings;

WHEREAS, Opportunities for sun protection in outdoor settings include: increased shade in outdoor recreational settings, supporting sun-protective behaviors in outdoor settings, increased availability of sun protection in educational settings and increased availability of sun protection for outdoor workers;

WHEREAS, Policies that advance the national goal of preventing skin cancer include: supporting the inclusion of sun protection in school, construction of school facilities and school curricula; promoting electronic reporting of reportable skin cancers and encourage health care systems and providers to use such systems; incorporating sun safety into workplace policies and safety trainings; supporting shade planning land use development;

WHEREAS, The health of our people is of utmost importance and it is the responsibility of the Tribe to create healthy social norms for our community and our youth, thereby sending a clear message to all that sun safe practices are an important component to our well-being;

WHEREAS, Sun safety policies will protect the health of our children and youth, supporting healthier lifestyles for future generations.

THEREFORE, BE IT RESOLVED that sun safety policies are supported by this Tribal Council, including:

1. Sun Safety School Policies at _____(name of tribal school)
2. Sun Safety Policies at community events
3. The development of shade structures at _____[name of tribal school]
4. The development of shade structures within outdoor community gathering spaces

CERTIFICATION

I hereby certify that the above resolution was duly adopted at a regular meeting of the _____ Tribe on this _____ day of _____(20XX) at which quorum was present, with a vote of ___ for, ___ against, abstentions, absent.

(Name), President/Chair

Date

ATESTED:

(Name), President/Chair

Date

Instructions

Fill out the Run of Show and share it with guest speakers to be clear on the line up, responsibilities, and roles.

Zoom Platform Tip: Assign a co-host in case of internet issues. They can also help monitor the chat feed, which is super helpful if you are sharing your screen. They can type in any questions you may ask throughout your sessions and include links and/or other resources that you might be sharing.

To edit this document, click [here](#).

Adaptation Citation

Run of Show

Date and Time:

Zoom link or location:

Host + contact info:

Co-host + contact info:

Goals and Reminders for team:

Learning Objectives

Start	End	Min	What/ Activities	Lead (Presenter/ Speaker)	Background Lead <small>(chat moderator, screen share, waiting room, etc.)</small>	Materials (links, content, resources)
11:15am	11:45am	30	Prep – adults on – share screen capabilities, break out rooms set up, polling q's set up, co-hosts designated Open PPT for Kickoff	Name	Name	Content – Name responsible

Run of Show

Date and Time:

Zoom link or location:

Host + contact info:

Co-host + contact info:

Goals and Reminders for team:

Learning Objectives

Start	End	Min	What/ Activities	Lead (Presenter/ Speaker)	Background Lead <small>(chat moderator, screen share, waiting room, etc.)</small>	Materials (links, content, resources)

Instructions

Plug in your activities/sub-tasks into the first column, then consider who will complete that task, when it needs to be completed and then identify the full span on time needed to meet the deadline. This can help you see all of the tasks you need to accomplish and can help you plan and stagger tasks to ensure you will be successful.

Look at the full scope of what you are planning and use the timeline to make sure you aren't overcommitting your team at any point!

The activities can be categorized by type, such as Community Needs Assessment, Program Adaptation, Youth Recruitment, etc. Some examples have been added below in italics.

To edit this document, click [here](#).

Adaptation Citation

Fidelity Monitoring Log

Lesson 1 Title:

Lesson 2 Title:

Lesson 3 Title:

Did you complete the lessons Core Content Components?

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

Please indicate types of adaptations made, if any:

- Activity Timing
- Instructional Methods
- Content
- Order of Activities
- Cultural Adaptation
- Other:

- Activity Timing
- Instructional Methods
- Content
- Order of Activities
- Cultural Adaptation
- Other:

- Activity Timing
- Instructional Methods
- Content
- Order of Activities
- Cultural Adaptation
- Other:

Please detail any adaptations made:

Please describe any challenges experienced:

Did your lesson include a Cultural Teaching (Poem, Song, Activity)?

- Yes
- No

- Yes
- No

- Yes
- No

How engaged were youth during this lesson?

- Very Engaged
- Somewhat Engaged
- Not Engaged

- Very Engaged
- Somewhat Engaged
- Not Engaged

- Very Engaged
- Somewhat Engaged
- Not Engaged

Youth Feedback & Notes

Fidelity Monitoring Log

Lesson 4 Title:

Lesson 5 Title:

Lesson 6 Title:

Did you complete the lessons Core Content Components?

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
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Please detail any adaptations made:

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- No

- Yes
- No

- Yes
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How engaged were youth during this lesson?

- Very Engaged
- Somewhat Engaged
- Not Engaged

- Very Engaged
- Somewhat Engaged
- Not Engaged

- Very Engaged
- Somewhat Engaged
- Not Engaged

Youth Feedback & Notes

Fidelity Monitoring Log

Lesson 7 Title:

Lesson 8 Title:

Lesson 9 Title:

Did you complete the lessons Core Content Components?

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
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Please indicate types of adaptations made, if any:

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- No

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- Not Engaged

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Youth Feedback & Notes

Fidelity Monitoring Log

Lesson 10 Title:

Lesson 11 Title:

Lesson 12 Title:

Did you complete the lessons Core Content Components?

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
- Yes, with adaptations
- No (please write why in notes section)

- Yes, completely
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- No (please write why in notes section)

Please indicate types of adaptations made, if any:

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- Instructional Methods
- Content
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- Not Engaged

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- Somewhat Engaged
- Not Engaged

- Very Engaged
- Somewhat Engaged
- Not Engaged

Youth Feedback & Notes

Quality Improvement Tracker

3

Description

Reflect on how it is going, identify possible opportunities for improvement, and make note of any solutions to challenges you face. It's as simple as answering some standard reflection questions at a regular interval throughout your implementation process, such as each week after your programming.

Tips

The most important part of monitoring and quality improvement is to write down your reflections and insights *throughout* the process, so you don't forget what you learn over time.

Instructions

Fill in reflections after each lesson. Use those themes to make adjustments before your next round of implementation to achieve an ever-improved program!

To edit this document, click [here](#).

Adaptation Citation

Trevino, N., & Gaston, A. 2020. Healthy Native Youth: [Virtual Adaptation Guide](#). Portland, OR: Northwest Portland Area Indian Health Board.

Quality Improvement Tracker

Lesson Title:

Strengths:
What did we
do well?

What to
Continue
Doing?

Challenges:
What didn't
go so well?

Ideas for
Addressing
Challenges?

Ideas for
Changes?

Other
Program
Components

Quality Improvement Tracker

Lesson Title:

Strengths:
What did we
do well?

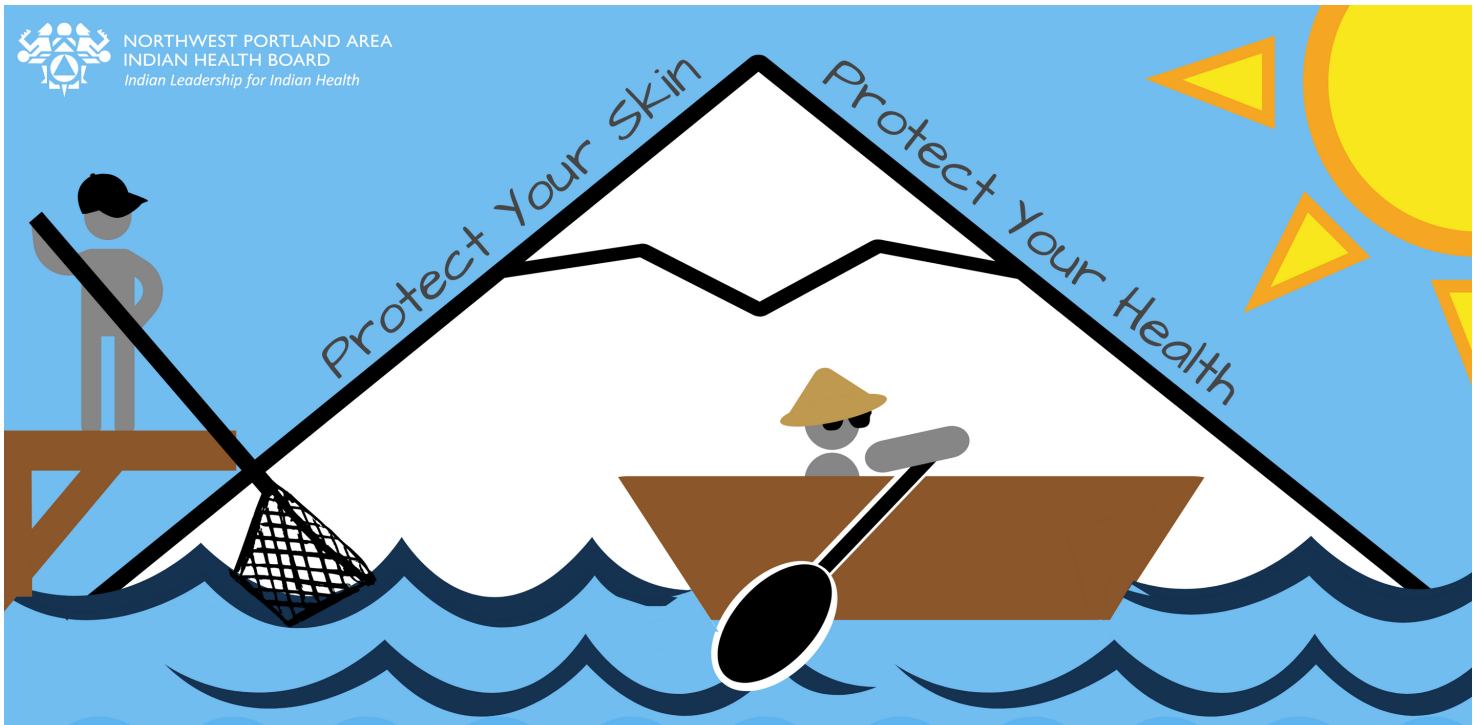
What to
Continue
Doing?

Challenges:
What didn't
go so well?

Ideas for
Addressing
Challenges?

Ideas for
Changes?

Other
Program
Components



Skin Cancer and UV Rays

Ultraviolet (UV) rays are invisible radiation from the sun, tanning beds and sunlamps. These rays can damage skin cells and cause skin cancer.

Types of skin cancer that are highly curable are basal cell and squamous cell carcinomas. Melanoma is a skin cancer that is hard to treat and causes the most deaths.

Risk Factors

ANYONE can get skin cancer, but people are at greater risk if they have these characteristics:

- Lighter natural skin color
- Blue or green eyes
- Older age
- A family history of skin cancer
- Certain types and a large number of moles

For people of color, skin cancer is often diagnosed too late, making it harder to treat.

ABCDE's of Melanoma

Learn the symptoms of skin cancer

- **A is for Asymmetry:** One half of a mole or birthmark does not match the other.
- **B is for Border:** The edges are irregular, ragged, notched, or blurred
- **C is for Color:** The color is not the same all over.
- **D is for Diameter:** The spot is larger than 6 millimeters across (about 1/4 inch - the size of a pencil eraser), although melanomas can sometimes be smaller than this.
- **E is for evolving:** The mole is changing in size, shape and color.



Talk to your doctor if you notice changes in your skin such as a new growth, a sore that doesn't heal, a change in an old growth, or any of the ABCDE's of Melanoma.

Source: [Centers for Disease Control and Prevention](#)

Sun Protective Behaviors



- Seek shade between 10am - 4pm
- Wear clothing that covers your arms and legs
- Wear a wide-brimmed hat and sunglasses
- Use sunscreen

Avoid indoor tanning!



There are certain chemicals in some sunscreens that can be harmful to ocean corals.

For reef-friendly sunscreens, look for sunscreens that contain Zinc Oxide or Titanium Dioxide.

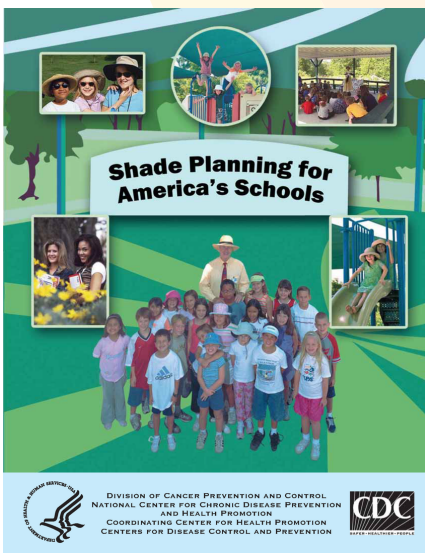
Shade Structures

In addition to school policy, your school can also consider implementing **shade structures**. While shade structures do include a great deal of planning, there are different options that vary by cost as well as type such as building shade or **planting shade** for your school.

The benefits of shade structures are many, including being a long-term and sustainable option as well as supporting microclimates and Native trees.

At a Tribal school, planted shade structures could be used for skin cancer prevention as well as a teaching tool for Indigenous plants and habitats.

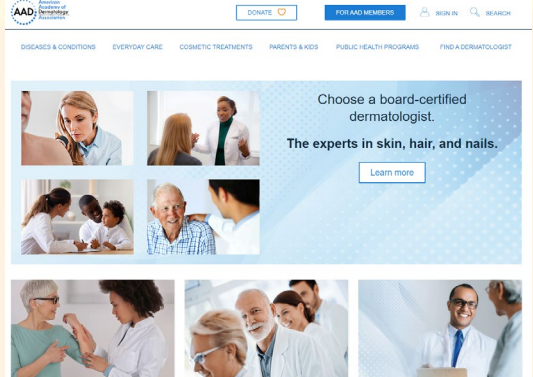

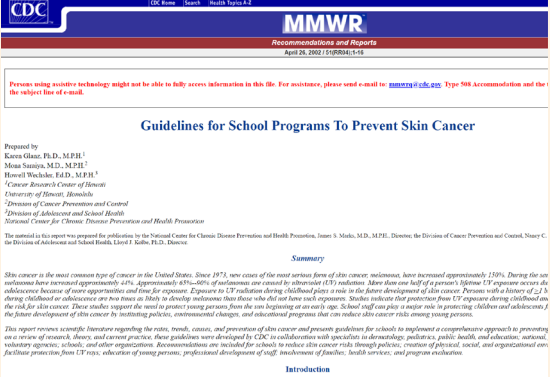
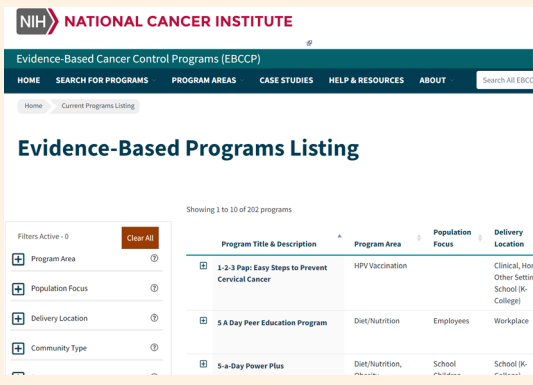
If this is something your school is interested in, take a look at CDC's [Shade Planning for America's Schools](#), a 70-page comprehensive manual on planning and developing all types of shade structures to prevent skin cancer and improve skin health.


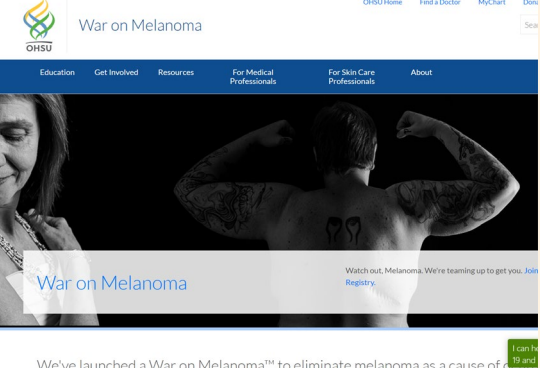
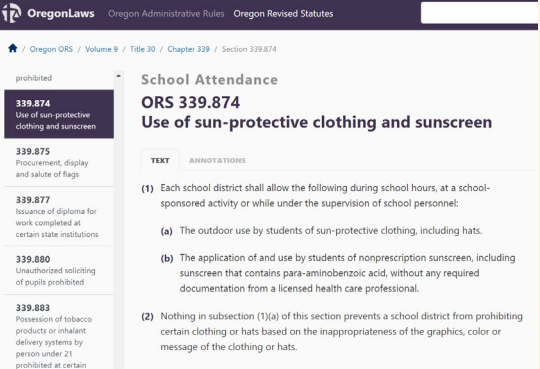






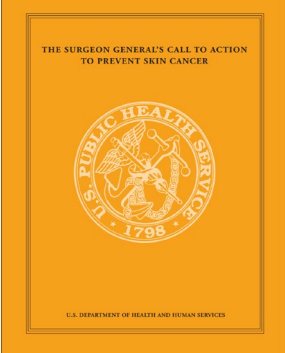
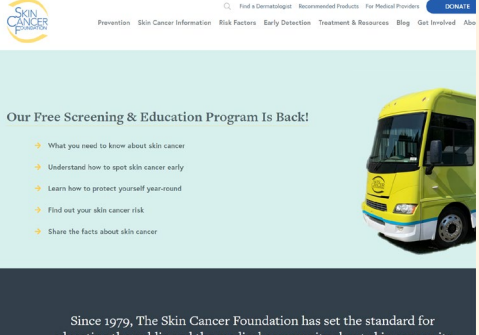
This resource provides information on types of shade, wildlife habitat creation, the earth-sun relationship, conducting a shade audit, and more.

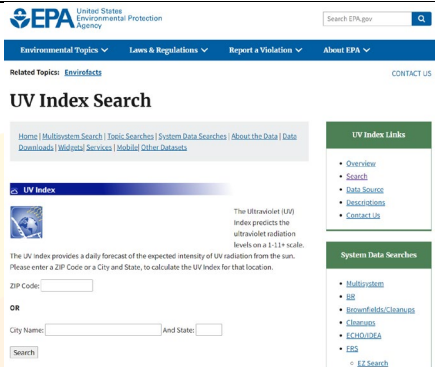
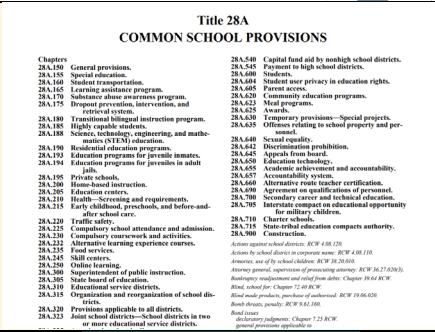
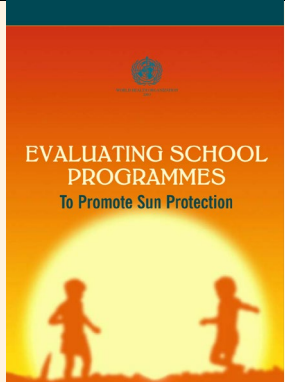
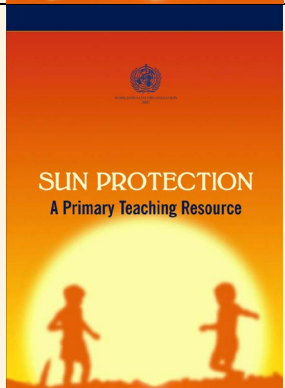
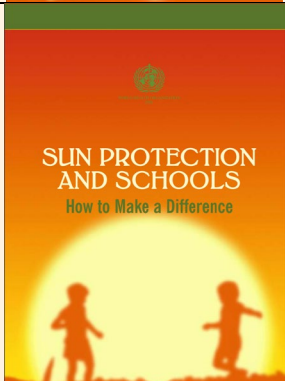
Click on the photo to download the PDF copy!

Other Resources

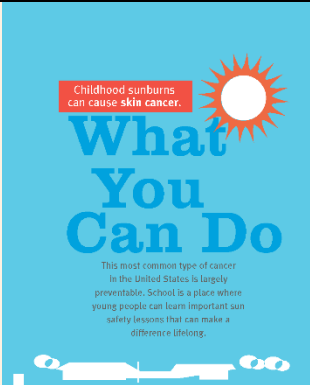

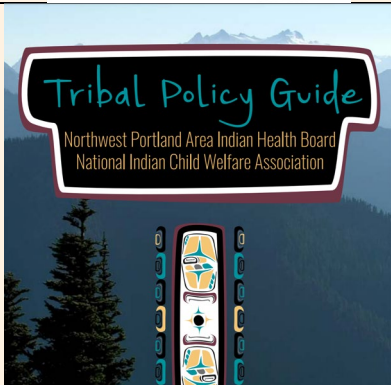
Title	Description	Click on image to go to resource!
<p>American Academy of Dermatology Association</p>	<p>Public facing page for the largest dermatology group in the United States a lot of resources for youth, parents and community on sun safety and skin health.</p>	
<p>Environmental Protection Agency Sun Safety</p>	<p>Sun safety information from a United States government program.</p>	
<p>MMWR April 26, 2002 Guidelines for School Programs to Prevent Skin Cancer</p>	<p>Skin prevention guidelines from the Morbidity and Mortality Weekly Report, a weekly epidemiological digest published by the Centers for Disease Control and Prevention.</p>	
<p>National Cancer Institute: Evidence Based-Cancer Control Programs</p>	<p>A searchable database of evidence-based cancer control programs designed to provide program planners and public health practitioners easy and immediate access to program materials.</p>	

Title	Description	Click on image to go to resource!
<p>NCSL: Indoor Tanning Restrictions for Minors, A State-by-state comparison</p>	<p>An article from the National Conference of State Legislatures comparing tanning restrictions across the United States.</p>	
<p>OHSU War on Melanoma</p>	<p>A program led by the Oregon Health & Science University to eliminate melanoma. The website contains printable resources and education.</p>	
<p>Oregon sun safe school policy</p>	<p>An overview of the Oregon law about sun-protective clothing and sunscreen.</p>	
<p>Sample Board Policy on Sun Safety</p>	<p>Sample School Board Policy on Sun Safety from the Sun Safety For Kids website.</p>	

Title	Description	Click on image to go to resource!																				
<p>States promote Sun Safety for Children: Article from NCSL</p>	<p>Article from the National Conference of State Legislatures on different ways states are promoting sun safety for youth.</p>	 <p>The screenshot shows the NCSL website with a featured article titled "States Promote Sun Safety for Children" by Kate Bradford, dated February 2019. The article includes a "Legis Brief" section with key statistics: "More people are diagnosed with skin cancer each year in the U.S. than all other cancers combined," "People who use sunscreen with an SPF of 15 or higher daily show 24 percent less skin aging than those who do not use sunscreen daily," and "There's no such thing as waterproof sunscreen. The FDA recommends checking the label, as all sunscreens eventually wash off and should be reapplied after getting wet."</p>																				
<p>Sun Safe Colorado</p>	<p>The Sun Safe Colorado website has many different resources including policy templates to support sun safe polices in schools.</p>	 <p>The screenshot shows the Sun Safe Colorado website's "Template Policies" section. It provides "Colorado Specific Sample Policies" and "National Sample Policies" for schools. A table lists policy categories and their availability:</p> <table border="1" data-bbox="1143 827 1425 884"> <thead> <tr> <th>Shade</th> <th>Clothing</th> <th>Sunscreen</th> <th>Education</th> <th>Policy Title</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> <td></td> <td></td> <td>Policy_Shade.doc</td> </tr> <tr> <td></td> <td>X</td> <td></td> <td></td> <td>Policy_Clothing.doc</td> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td>Policy_Sunscreen.doc</td> </tr> </tbody> </table>	Shade	Clothing	Sunscreen	Education	Policy Title	X				Policy_Shade.doc		X			Policy_Clothing.doc			X		Policy_Sunscreen.doc
Shade	Clothing	Sunscreen	Education	Policy Title																		
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	X			Policy_Clothing.doc																		
		X		Policy_Sunscreen.doc																		
<p>Sun Safe Schools: Promoting Sun Safety in CA elementary schools</p>	<p>A website funded by National Cancer Institute for California with various resources on implementing sun safe activities and policies in schools.</p>	 <p>The screenshot shows the Sun Safe Schools website, which is designed for schools in California. It includes a "Welcome to Sun Safe Schools" section with bullet points on how to use the site and a "JUMPSTART" section for selecting policy categories.</p>																				
<p>Surgeon General's Call to Action to Prevent Skin Cancer</p>	<p>A publication from the U.S. Department of Health and Human Services with strategies for preventing skin cancer.</p>	 <p>The image shows the cover of the "THE SURGEON GENERAL'S CALL TO ACTION TO PREVENT SKIN CANCER" report, published by the U.S. Department of Health and Human Services. The cover features the seal of the U.S. Public Health Service.</p>																				
<p>The Skin Cancer Foundation</p>	<p>A large non-profit organization with many resources and information on skin cancer prevention, early detection, and treatment.</p>	 <p>The screenshot shows the Skin Cancer Foundation website's "Our Free Screening & Education Program Is Back!" section. It lists resources such as "What you need to know about skin cancer," "Understand how to spot skin cancer early," "Learn how to protect yourself year-round," "Find out your skin cancer risk," and "Share the facts about skin cancer." A yellow van is also visible in the image.</p>																				

Title	Description	Click on image to go to resource!
<p>UV Index Search</p>	<p>Published by the Environmental Protection Agency, the UV Index provides a forecast for the strength of the UV rays from the sun in your local area.</p>	
<p>Washington sun safe school policy</p>	<p>Policy information from the Washington State Legislature about sun safe school policy.</p>	
<p>WHO Evaluating School Programs to Promote Sun Protection</p>	<p>A publication from the World Health Organization on evaluating school programs to promote sun protection.</p>	
<p>WHO Sun Protection A Primary Teaching Resource</p>	<p>A publication from the World Health Organization on teaching strategies and activities for sun protection.</p>	
<p>WHO Sun Protection and Schools, How To Make a Difference</p>	<p>A publication from the World Health Organization which outlines how to establish sun protection programs in schools.</p>	

Other Printable Resources

Title	Description	Click on image to go to resource!
<p>CDC Sun Safe Brochure “What you can do”</p>	<p>A short booklet on sun safety tips for schools</p>	
<p>How to Select a Sunscreen</p>	<p>Downloadable infographic from the American Academy of Dermatology.</p>	
<p>NPAIHB Tribal Policy Guide</p>	<p>A guide developed by the Northwest Portland Area Indian Health Board to support Tribes in developing policies.</p>	
<p>OHSU War on Melanoma</p>	<p>A program led by the Oregon Health & Science University to eliminate melanoma. The website contains printable resources and education.</p>	<p>Educational and Advocacy Materials</p> <p>If you'd like to request physical copies of the below materials, please fill out our Materials Order Form.</p> <p>Melanoma Early Detection Flyer</p> <p>Use this flyer to help spread critical information and awareness of skin cancer early detection! This flyer includes key messages including:</p> <ul style="list-style-type: none"> • Early detection of melanoma saves lives • Call to action of checking your skin • Examining for warning signs • Tips for self skin cancer screenings • Learn more and get involved at startbeingskinaware.com <p>View, print, share Melanoma Self Exam flyer</p> <p>Melanoma Early Detection Trifold Brochure</p> <p>Use this brochure to help spread critical information and awareness of skin cancer early detection! This brochure includes key messages including:</p> <ul style="list-style-type: none"> • Early detection of melanoma saves lives statistics • Call to action of checking your skin • How to perform a self exam • Examining for warning signs