

# Assessing the risk

## TEACHERS' NOTES

### Suggested level

Years 7 and 8

### Victorian F–10 Curriculum links

Health and Physical Education

### Content descriptions

- Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126).
- Develop skills to evaluate health information and express health concerns (VCHPEP129).

### Achievement standards

- They gather and analyse health information.
- They investigate strategies that enhance their own and others' health, safety and wellbeing.
- They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

### Focus area

Safety (S)

### Learning intentions

- To develop skills in gathering and analysing credible sources of health information.
- To investigate and justify actions that can be used to be more SunSmart.

### Prepare yourself

- Have some background knowledge of skin cancer risk factors using information from the SunSmart website ([sunsmart.com.au/skin-cancer/risk-factors](http://sunsmart.com.au/skin-cancer/risk-factors)).
- Students can work individually, in pairs or in small groups to undertake the tasks.
- Students could roleplay the scenarios, comparing safe and unsafe choices to protect themselves.

### Class resources

Copies of the Assessing the risk student worksheet for students to work from.

### Opening activity

To get students thinking, have them *Think-Pair-Share* a list of risk factors that increase a person's chance of skin damage and skin cancer.

- **Think** as individuals, taking notes or jotting down ideas.
- Form **pairs** to discuss thoughts and ideas about the task.
- **Share** in small groups by joining together with another pair to discuss the issue.

Now, students can move onto the case studies and questions.

# Assessing the risk



## YEARS 7 & 8 STUDENT WORKSHEET

Read through the following case studies and answer the questions. You can find further information about common sun protection myths, as well as more detail about sun protection measures, at [sunsmart.com.au](http://sunsmart.com.au).

### Scott

Scott has always had naturally olive skin; he tans easily and spends lots of time out in the sun. During summer, Scott's daily routine involves waking up and having a shower, brushing his teeth, slopping some SPF30 sunscreen on his face, walking to school and then heading to the beach for a surf afterwards. When not in his wetsuit, Scott sits on the beach and talks to his friends.

1. Is Scott at risk of skin cancer? Explain your answer.
2. Outline any activities that put Scott at risk of skin cancer.
3. Reorganise and/or add to Scott's daily routine so that he can better protect himself against UV damage.
4. Comment on the following statement: Scott must change his lifestyle to prevent skin cancer.
5. Scott surfs all year round. Would he still need to wear sunscreen in winter? Why/why not?



### Grace

Grace is a Year 12 international student from China. Grace loves her new lifestyle in Australia and enjoys being outside. On weekends, Grace likes to go bushwalking with the school hiking club. In preparation for her hikes, Grace puts on SPF15 sunscreen before leaving home.



1. Is Grace at risk of skin cancer? Explain your answer.
2. Outline any activities that put Grace at risk of skin cancer.
3. Reorganise and/or add to Grace's daily routine so that she can better protect herself against UV damage.
4. Explain why it is important for Grace to also wear sunscreen to school. What type of sunscreen do you suggest she wears? Give reasons for your answer.
5. When Grace goes bushwalking, she wears sunscreen, but she only applies it before leaving home. Why might this result in damage to her skin?

# Assessing the risk (cont)

## STUDENT WORKSHEET

### Aaron

Aaron is a Year 9 student who is very involved in the local cricket club. Aaron plays cricket at school during recess and lunch, as well as on weekends for his local club. To play for his local club, he must train three nights a week after school. Aaron's mum put a baseball cap in his cricket bag, but Aaron has not used it. On cloudy days, Aaron gets sunburnt. He thinks it is 'windburn' as he does not believe the weather is hot enough to cause sunburn.

1. Is Aaron at risk of skin cancer? Explain your answer.
2. Outline the activities that put Aaron at risk of skin cancer.
3. Reorganise and/or add to Aaron's routine so that he can better protect himself against the sun's UV.
4. Why is Aaron misinformed about 'windburn'? Provide Aaron with the correct information about windburn.
5. Provide five suggestions that could reduce Aaron's risk of skin cancer.

