

Assessing the risk

TEACHERS' NOTES



Suggested level

Years 9 and 10

Victorian F–10 Curriculum links

[Health and Physical Education](#)

Content descriptions

- Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144).
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149).
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities (VCHPEP151).

Achievement standards

- Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
- Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.
- They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

Focus area

Safety (S)

Learning intentions

- To analyse situations and propose strategies to enhance health and wellbeing.
- To analyse behaviours and factors that influence health choices, and the health and wellbeing of people.

Prepare yourself

- Have some background knowledge of skin cancer risk factors using information from the SunSmart website (sunsmart.com.au/skin-cancer/risk-factors)
- Students can work individually, in pairs, or in small groups

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 which 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 9 & 10 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.

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.

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.

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.

Questions

1. Refer to each scenario, then compare and contrast each person's decisions and behaviours, including how their contextual factors influence their choices.
2. Analyse the factors that affect your decisions and behaviours to be SunSmart. In your response, consider the enablers and barriers for the following:
 - a) influences from family and friends
 - b) your skin type/colour
 - c) time spent outdoors/indoors
 - d) your knowledge about sun damage and how to protect your skin.
3. Compare and contrast a range of actions that can be used to overcome any barriers to being SunSmart, and justify how they can enhance your own health and safety.

