

Design your own sunscreen

TEACHERS' NOTES

Suggested level

Years 7 and 8

Victorian F–10 Curriculum links

Health and Physical Education

Content descriptions

- Develop skills to evaluate health information and express health concerns (VCHPEP129).
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130).

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, analysing and evaluating health information.
- To investigate, plan and use strategies to be SunSmart that enhance health and wellbeing.
- To justify why being SunSmart is important for health and wellbeing.

Prepare yourself

- Locate and read through the sunscreen information on the SunSmart website (sunsmart.com.au/protect-your-skin/slop-on-sunscreen).
- The focus of this activity is to raise student awareness of the appropriate type and amount of sunscreen required, applying sunscreen 20 minutes before going outside and reapplying every two hours.

Class resources

- Bottles of sunscreen as examples
- Coloured pencils/markers
- Copies of the *Design your own sunscreen student worksheet* (including the blank sunscreen templates)

Design your own sunscreen

STUDENT WORKSHEET

Look at the sample bottles of sunscreen provided by your teacher.

Imagine you are a graphic designer for a sunscreen manufacturer who hopes to market sunscreen to young people. Use your creative skills to design the front and back sunscreen labels on the outline provided. You can use written text, images or step-by-step instructions to communicate why sunscreen is recommended, how to apply and the amount you need.

Hint!

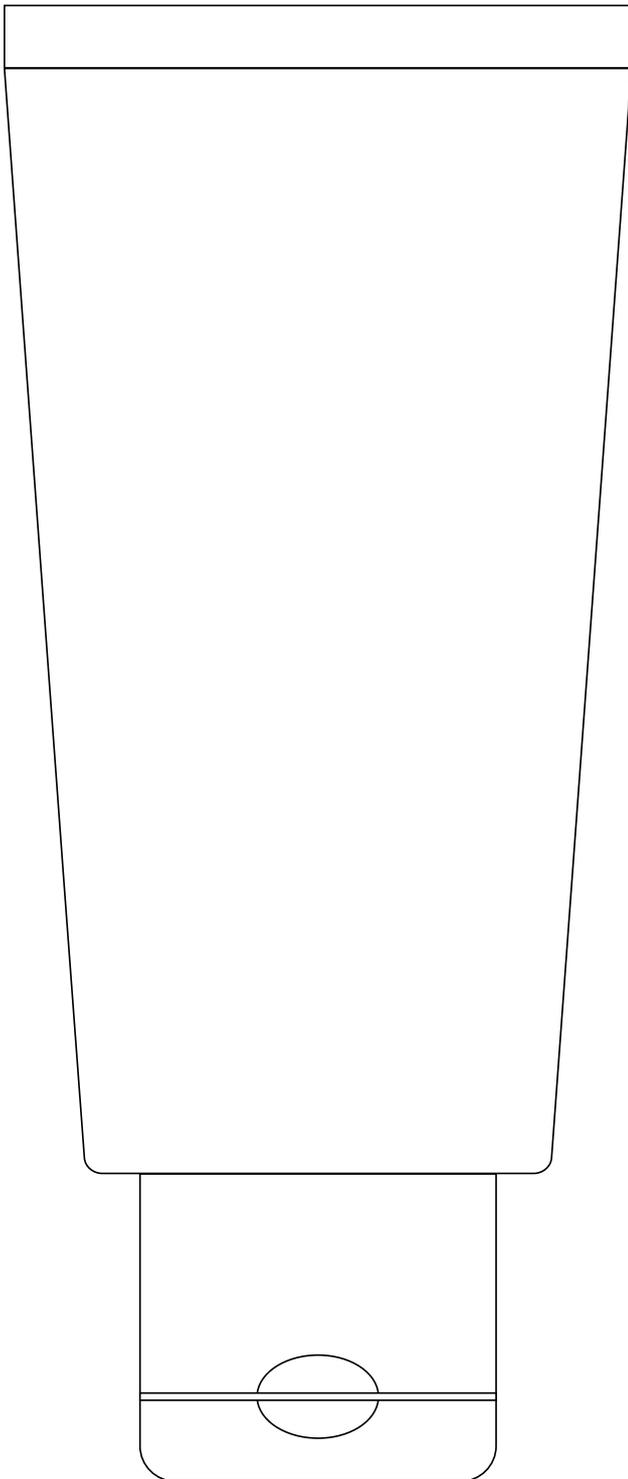
When designing your labels, think about the following:

- A sunscreen brand name.
- A front label which will attract young buyers. Include a SunSmart tagline or catch phrase that will appeal to younger buyers.
- The SPF (Sun Protection Factor) rating you will give your sunscreen.
- The category of sunscreen, e.g. water sports, snow, outdoor workers, kids' formula, etc.
- Make sure the back label includes SunSmart's recommendations for sunscreen type, application instructions, use-by date and storage details.

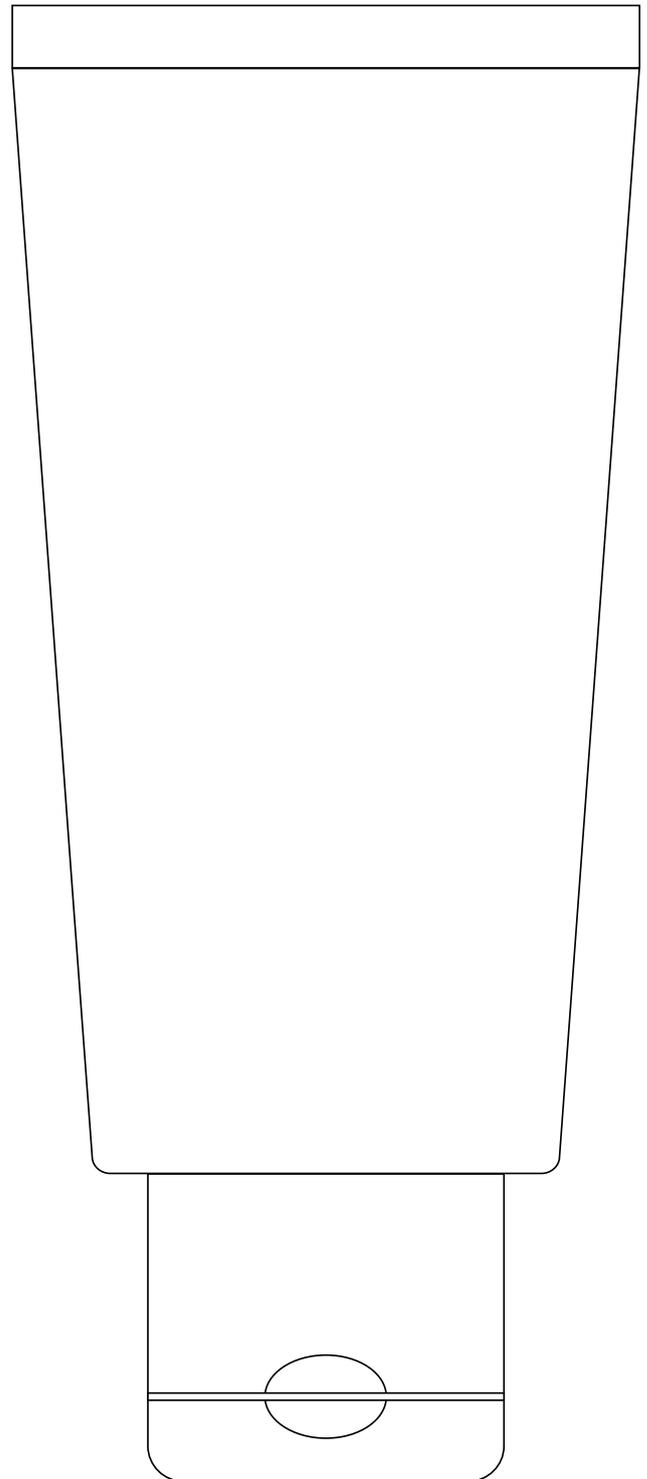
Extension activity

1. Visit the sunscreen section of the SunSmart website to research the amount of sunscreen required to protect the skin from UV damage. Calculate how many applications are in one 110ml tube of sunscreen.
2. How many 110ml tubes of sunscreen would a family of four need for a three-day weekend at the beach, assuming they spend five hours per day outdoors?

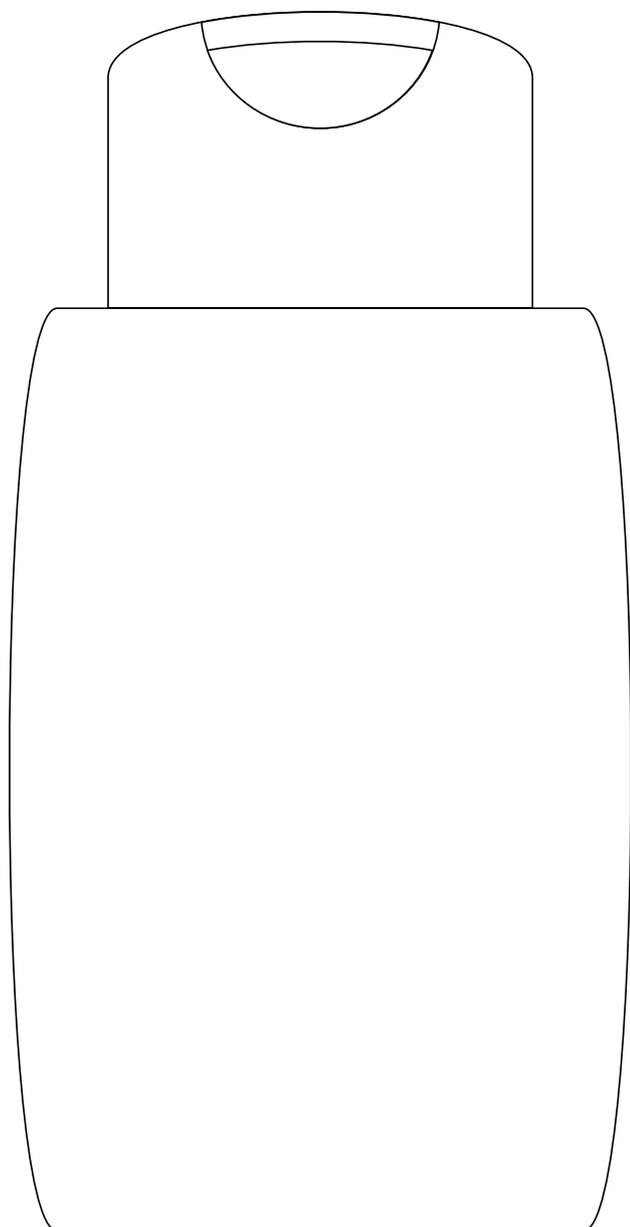




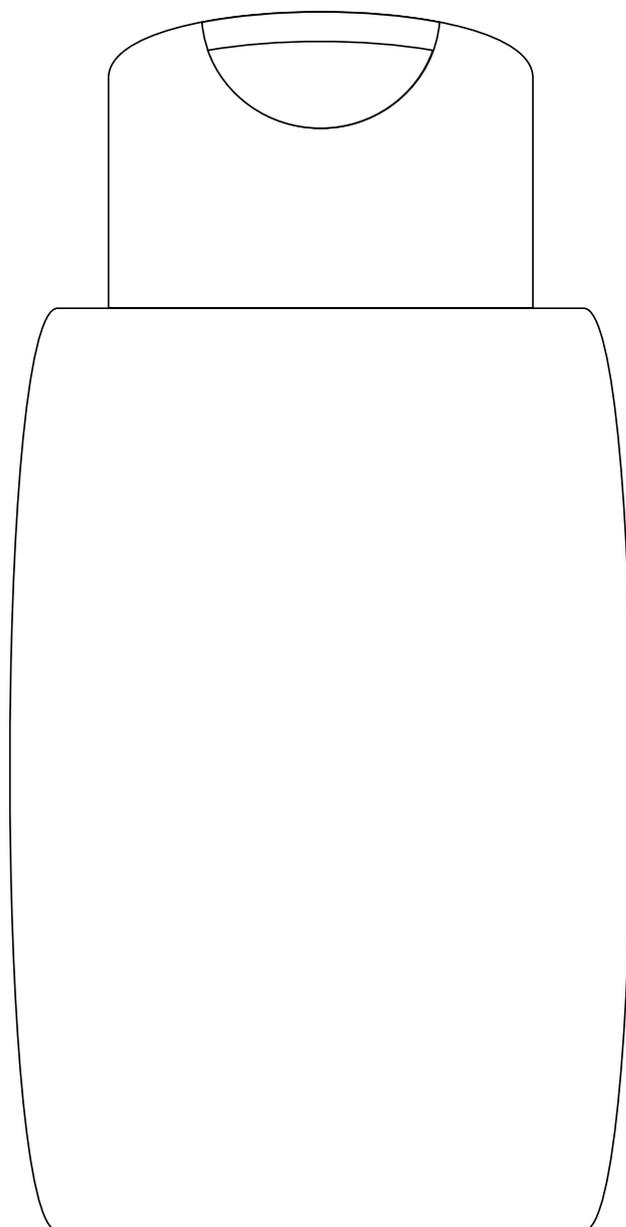
FRONT



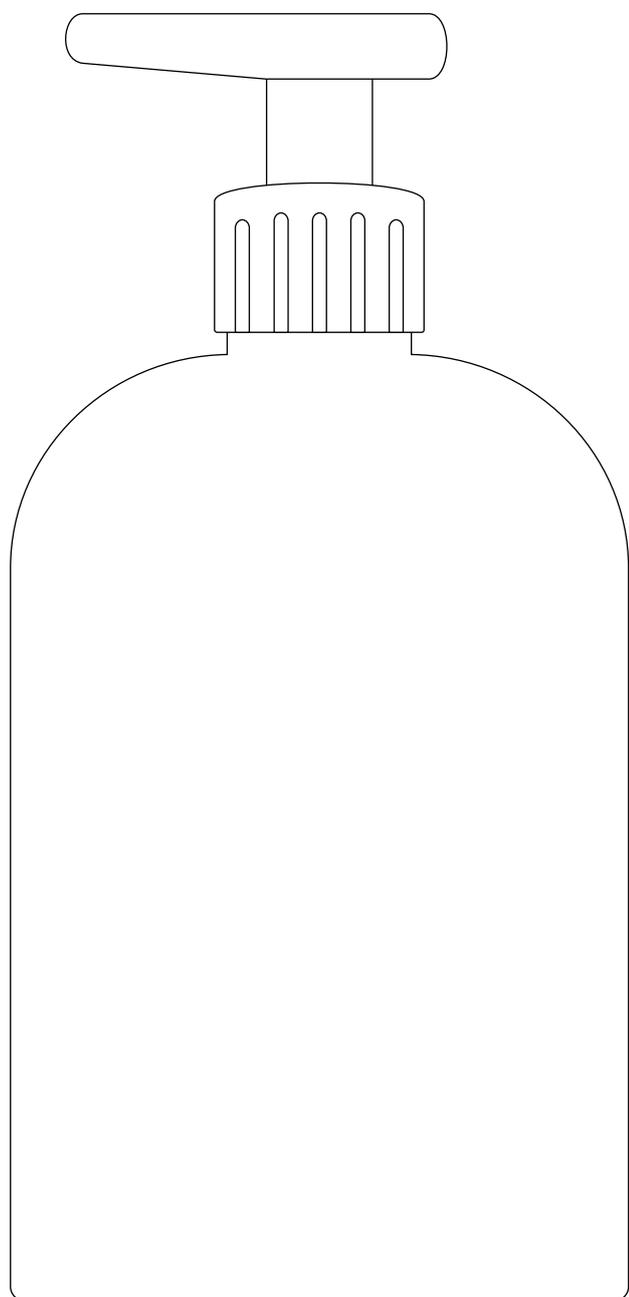
BACK



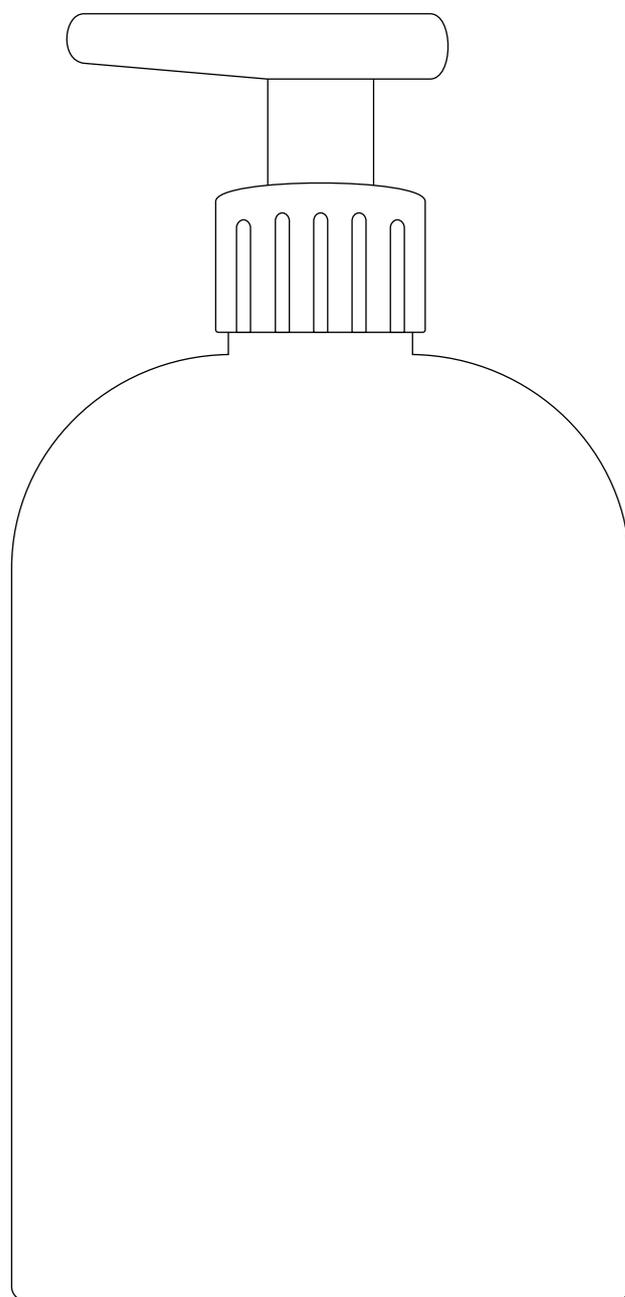
FRONT



BACK



FRONT



BACK

Scoping out shade

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 (VHCPEP126).
- Develop skills to evaluate health information and express health concerns (VCHPEP129).
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130).
- Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (VCHPEP131).

Achievement standards

- Students investigate strategies and resources to manage changes and transitions and their impact on identities.
- They gather and analyse health information.
- They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.

Focus area

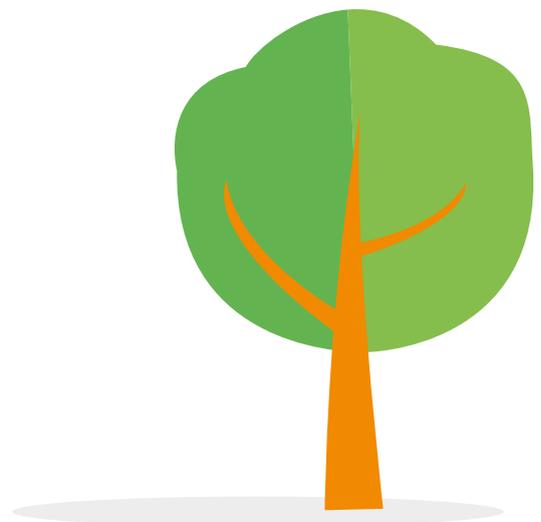
Safety (S)

Learning intentions

- To analyse the shade availability in the school, and propose strategies to be more SunSmart in built and natural environments.

Prepare yourself

- This activity should be completed sometime between mid-August to the end of April, when UV levels are 3 or higher. Check the [free SunSmart app](#) for the sun protection times for your location.
- Make note of the different shaded areas at your school. Think about areas where shade could be improved or increased.
- This activity could be modified to teach the components of mapping for humanities subjects.
- When developing their maps, students need to include the BOLTSS (Border, Orientation, Legend, Title, Scale, Source) components.
- Students can work in teams or small groups, analysing different areas within the school grounds and sharing their knowledge with the group upon return.
- Consider building upon this lesson with the *Making it official* lesson plan.



Scoping out shade



STUDENT WORKSHEET

Information for reference

This table shows the percentage of UV that is reflected by different surfaces. The higher the number means the more UV is reflected by that surface. Outdoor areas should include materials that reflect less UV to minimise these effects.

Surface	How much UV it reflects (%)
Asphalt	6
Beach sand	
Wet	5
Dry	14
Concrete	
New	12
Old	9
Gravel	7
Lawn (grass)	2
Red brick	6
Sea surf	26
Snow	
New and dry	90
Old and dry	66
Tennis court	3
White paint	20
Wooden boards (deck)	6

Source: Mean numbers used, rounded to the nearest whole number, as found in *Turner J & Parisi AV (2018). Ultraviolet radiation albedo and reflectance in review: The influence to ultraviolet exposure in occupational settings.*

Scoping out shade (cont)

STUDENT WORKSHEET

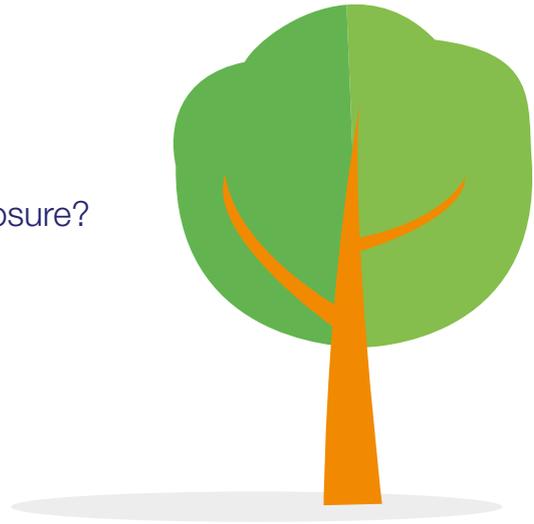
Think about it!

When are you exposed to UV on a school day?

Are these periods of high UV (e.g. middle of the day) or low UV (early morning or late afternoon)?

How does your school protect you from UV overexposure?

How do you protect yourself from UV overexposure?



The activity

1. Choose two different areas of your schoolyard. Draw a map of your two chosen areas.
 - a. Include one area with natural or built shade.
 - b. Include one area without natural or built shade.
 - c. Mark the type of surfaces for each of the areas, e.g. grass, concrete, asphalt.
2. Sit close to these two areas during recess and/or lunch and create a table to record usage of these two areas during peak times. Record how many people used the area, how long they use it for, and what type of activity they did there.
3. Develop a summary of usage that could be presented to your principal. In your summary, explain who uses each area, how long it is used for and what activities are done there.
4. Prepare an action plan including five key points to reduce UV radiation in each area. Make sure your recommendations consider enough shade to provide sun protection from mid-August to the end of April. Consider surface areas and UV reflection when developing your key points.
5. How could shaded areas be adapted to also allow for some UV exposure during winter?

Making it official

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).
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130).

Achievement standards

- 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 investigate and analyse school SunSmart policies and resources to reduce the impact of UV overexposure.
- To plan and develop a SunSmart policy that promotes UV health and safety for the school community.

Prepare yourself

- Consider undertaking the *Scoping out shade* lesson first.
- Seek feedback from students to share the strategies they undertook to be SunSmart while in primary school.
- Teachers can consider requesting a SunSmart policy from feeder primary schools to be analysed by students; or
- Teachers can source their school's SunSmart or UV policy for the students to analyse, and then express how effectively it is being used by the school community.
- You can download SunSmart's sample policy template [here](#).

Class resources

Copies of the *Making it official student worksheet*, and copies of a school sun protection or UV policy to share among students.

Making it official

STUDENT WORKSHEET

Think about it!

With the person next to you, or as a class, discuss the SunSmart policy and practices that were in place at your primary school. What guidelines did you have to follow before going outside? What about your teachers?

Main activity

Using the sample policy provided as a guide, develop a sun protection or UV policy for your secondary school. Consider uniform requirements, shade provision, access to sunscreen and classroom lessons.

Consider how your secondary school policy may differ from a primary school policy.

Clearly outline the sun-protective behaviours required by staff and students, and suggestions for how the policy should be implemented and promoted by the school community.

Your SunSmart policy needs to include:

- an outline of why the policy is necessary
- identification of shade spaces at your school and recommendations for possible improvements or additions
- a list of strategies to promote sun-protective behaviours (Slip, Slop, Slap, Seek and Slide) among staff and students.

Extension activity

Develop a two-column table with the headings '**Challenges**' and '**Solutions**'.

Under the heading 'Challenges', develop a list of reasons why staff and students might resist the introduction of a sun protection policy. Think about the specific elements of the policy that they might find the most challenging.

In the next column, under 'Solutions', suggest strategies to address each challenge. What have you discovered?



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).
- 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.

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?

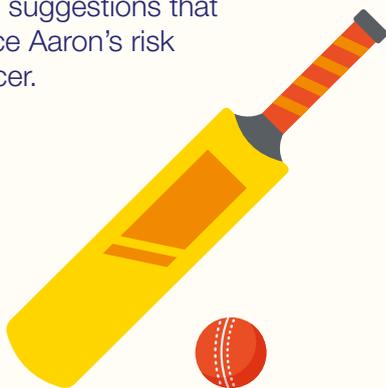
Assessing the risk (cont)

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.



Sid the Seagull



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).
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130).

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 intention

- Use and apply health information to develop a SunSmart advertisement.

Prepare yourself

- Print off copies of Sid Seagull's picture for stimulus.
- Link to the SunSmart's past TV ads and jingles.
 - ▶ sunsmart.com.au/tools/videos/current-tv-campaigns/slip-slop-slap-look-look-look-sid-seagull.html
 - ▶ sunsmart.com.au/tools/videos/past-tv-campaigns/slip-slop-slap-original-sunsmart-campaign.html
- Students can create their interactive advertisement using an online tool such as Canva, Adobe Spark or similar.

The activity

Have students watch SunSmart's old campaigns using Sid the Seagull (links above). As Sid recently turned 30, he is in need of a makeover to bring him into the modern age.

Students are to work individually or as pairs to design an advertisement for young people aged 13–24 years that uses Sid the Seagull. Ask students to design a song or jingle and present this, along with a story board of their video idea, to the class

Ensure students include SunSmart's key messages in their advertisement, and ask them to consider how they will communicate to the public that it's UV, not temperature, that causes sun damage and skin cancer.

Students can learn more about our key messages, and the five forms of sun protection, at sunsmart.com.au.



UV or temperature?



TEACHERS' NOTES

Suggested level

Years 7 and 8

Victorian F–10 Curriculum links

[Health and Physical Education](#)

Content descriptions

- 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.

Focus area

Safety (S)

Learning intention

- To collect, analyse and use health data to make recommendations for others to be SunSmart.

Prepare yourself

Everyone is exposed to ultraviolet (UV) radiation from the sun. The sun sends out different types of radiation – visible light that we see as sunlight, infrared radiation that we feel as heat, and UV radiation that we can't see or feel. People often confuse infrared and UV radiation. When the temperature is cool it means less infrared radiation, but not necessarily less UV radiation.

Exposure to UV radiation from the sun is the major cause of skin cancer. UV radiation from the sun is also one of the best natural sources of vitamin D. Vitamin D is necessary for healthy bones, muscles and overall health.

Levels of UV radiation from the sun change throughout the day and year, and depending on your location. The total amount of UV radiation present at a given location is affected by:

- closeness to the equator
- time of day
- time of year
- cloud cover
- altitude
- scattering
- reflection.

Class resources

- Copies of the *UV or temperature student worksheet* for students to work from.
- Students should also have access to a computer to view the [What is UV?](#) webpage on the SunSmart website



UV or temperature?



STUDENT WORKSHEET

Read through the SunSmart webpage *What is UV?* and answer the following questions.

1. Complete the table by identifying which of the following conditions are caused by UV and which are caused by infrared radiation (heat).

	Infrared radiation (heat)	UV radiation
Goosebumps on the skin		
Skin flushing and reddening		
Freckles		
Sweating		
Wrinkles		
Sunburn		
Shivering		
Sagging of the skin		
Cataracts		
Sunspots		

UV or temperature? (cont)

STUDENT WORKSHEET

2. Using the results from the table above, explain the difference between UV radiation and infrared radiation (heat).
3. Why does SunSmart suggest that people check the UV forecast each day to determine if sun protection is required?
4. At what UV level is it advised that you should Slip, Slop, Slap, Seek and Slide?
5. At what UV level is it advised that sun protection is not recommended? What is the reason for this?
6. Are there any exceptions to this?
7. Describe a situation/environment where temperature could be low, but UV may be extreme.
8. Some parts of Australia can reach extreme UV levels on a daily basis. What are some strategies you could use to communicate this important message to overseas visitors?

Extension activity

Imagine you are looking in a magic mirror that can see into the future. Draw a full body picture of what you would look like if you didn't protect yourself from UV. Clearly label the parts of your body most affected.



SunSmart app and seeUV



TEACHERS' NOTES

Suggested level

Years 7 and 8

Victorian F–10 Curriculum links

Health and Physical Education

Content descriptions

- Develop skills to evaluate health information and express health concerns (VCHPEP129).
- Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130).

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 collect and analyse health data using the SunSmart and seeUV apps, and make recommendations for the school community to be SunSmart.

Prepare yourself

- Carry out some background research to understand how to use the both the SunSmart app and seeUV app. You may like to visit sunsmart.com.au/app for more information.
- The app can be downloaded for free and used on smartphones and tablets.
- Make sure you have an understanding of UV.
- The focus of this activity is for students to collect UV data from the app over a couple of weeks, or better yet a school term, to compare and contrast it over time.

Class resources

- Access to smartphones or tablets (Apple or Android)

The activity

Allow students time to have a play around with both the SunSmart and seeUV apps, so that they develop an understanding of their purpose and how they work.

Students then answer the following questions.

1. What information does the SunSmart app provide users with?
2. What information does the seeUV app provide users with?
3. Identify and explain the benefits of using these apps to make healthy and safe choices.
4. Collect UV data from the SunSmart and seeUV apps over the course of two weeks, and identify the days and times that SunSmart practices are required.
5. Develop a strategy to share the sun protection times with your wider school community. Make sure you explain why it is important to the health and wellbeing of all students and teachers.



The cost of skin cancer



TEACHERS' NOTES

Suggested level

Years 9 and 10

Victorian F–10 Curriculum links

[Health and Physical Education](#)

Content descriptions

- Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148).

Achievement standards

- Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and in the community.

Focus area

Safety (S)

Learning intentions

To evaluate the direct and indirect impact skin cancer has in Australia, and justify why being SunSmart is important in reducing the impact.

Prepare yourself

- Carry out some background research to find out about the monetary cost and human cost of skin cancer using the SunSmart website.
- Teachers and/or students access the [Skin cancer statistics and issues](#) website.

The activity

As a class, have a discussion about the different types of costs relating to health.

Direct:

Costs clearly and directly associated with an illness, e.g. financial cost of treatment and medication.

Indirect:

The value of lost output, lost production, absenteeism, increased insurance premiums, etc.

Intangible:

Consequences of ill health where a monetary cost cannot be attributed including pain, suffering and decreased quality of life.

Students then work in groups using a *What, So What and Now What* chart or mind-map to evaluate the impact that skin cancer has directly and indirectly.

- **What:** list the direct, indirect and intangible impacts that skin cancer has on health.
- **So What:** explain the direct, indirect and intangible impacts that skin cancer has on health, whereby linking this to the dimensions of health.
- **Now What:** justify why adopting SunSmart behaviours at home, at school and in the community is crucial to mitigating the impact that skin cancer has on health.

The cost of skin cancer (cont)



TEACHERS' NOTES

What?	So What?	Now What?

Once completed, students can share their evaluation with the rest of the class.

Hint!

Ask students to think about doctors' visits, the cost of not working while receiving treatment, the emotional toll on family members, colleagues needing to cover your workload, time off work for regular medical appointments and the stress of waiting for test results, etc. to help them.

Extension activity

Ask students to create a health promotion strategy that clearly identifies the risks of UV exposure and the benefits of using sun protection. The strategy should aim to improve the sun-protective practices or attitudes either at school, at home, or within the broader community.

Buyer's choice

TEACHERS' NOTES

Suggested level

Years 9 and 10

Victorian F–10 Curriculum links

Health and Physical Education

Content descriptions

- Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148).
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149).

Achievement standards

- 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 evaluate health information and use this to make healthy choices.
- Critique sunscreen options that can be used to enhance the health, safety and wellbeing of communities.

Prepare yourself

- Carry out some background research into sunscreen terminology. Make sure you have an understanding of:
 - ▶ SPF
 - ▶ UVA
 - ▶ UVB
 - ▶ UVC
 - ▶ broad-spectrum
 - ▶ water-resistant
 - ▶ chemical sunscreens
 - ▶ physical sunscreens.

Class resources

- Ensure students each have a copy of the different sunscreen examples.

Buyer's choice (cont)

TEACHERS' NOTES

Think about it!

As a class, discuss what the terms below mean and how they help consumers with decision-making.

- SPF – Sun Protection Factor provides a guide to a sunscreen's protection properties.
- UVA – Ultraviolet A radiation from the sun, responsible for sunburn, DNA (cell) damage in the skin and skin cancer.
- UVB – Ultraviolet B radiation causes skin damage and skin cancer. Ozone stops most UVB from reaching the Earth's surface.
- UVC – Ultraviolet C radiation is the most dangerous type of UV. Ozone in the atmosphere absorbs all UVC so none reaches the Earth's surface.
- Broad-spectrum – filters both UVA and UVB radiation.
- Water-resistant – helps prevent formula from washing off while swimming or sweating.
- Chemical sunscreens act by absorbing UV radiation before it damages the skin.
- Physical sunscreens physically reflect and scatter UV away from the skin.

Main activity

Ask students to look at the examples of sunscreens provided to complete the following decision-making questions.

1. If you were to purchase a bottle of sunscreen for your daily activities, which would be the most suitable product for you?
2. Explain the reasons why you made this choice and the information you used to make this decision.
3. Outline why it is sometimes difficult for people to make the correct choice when purchasing sunscreen.
4. For each of the sunscreens listed, describe the type of customer you think the manufacturers are targeting.
5. Rank the sunscreens listed in order of most protective to least protective. In a short paragraph, justify your rankings.
6. What should people look for when purchasing a sunscreen?
7. Would it be okay to just use sunscreen as the only form of sun protection? Why or why not?



PROTECTA SUNSCREEN

Made for those that work outdoors

Protecta SPF50 broad-spectrum sunscreen rubs on easily and protects your skin all day. This high-protection sunscreen is water-resistant and best applied 20 minutes before you go outside.

Use by Dec 2023



ALERT! SUNSCREEN SPF30

Using Alert! broad-spectrum, water-resistant sunscreen in the correct way will give your skin top protection. Rub Alert! on to your exposed skin (be careful near your eyes) 20 minutes before you go outside. Reapply every two hours. Don't forget to wear your hat, protective clothing and look for some shade.

Use by Dec 2023



CLEARSKIN SUNSCREEN

Acne treatment + sunscreen in one!

Protect your skin when outside in the sun with SPF30 Clearskin.

This water-resistant sunscreen gives best protection when you are in the water.

Rub it onto all your exposed skin (be careful near your eyes) 20 minutes before you go outside.

Reapply Clearskin every four hours.

Use by Dec 2023



SKINSAVE SUNSCREEN

SPF50

Guard against skin cancer with broad-spectrum SkinSave!

Water-resistant, but still reapply every two hours, especially after swimming and drying off.

Your skin is always safe with SkinSave on it.



UltraTan Sun Oil SPF4

Want a deep, dark tan? UltraTan Sun Oil will allow the sun's UV rays to gently bake your skin, giving you a golden glow.

Directions: Apply liberally and evenly to all areas. Reapply as necessary. Discontinue if rash or irritation occurs.

Safety instructions: For best results use in middle of the day, during peak UV times. Avoid contact with eyes.

Use by Dec 2023.



OPAL TINTED MOISTURISER with SPF15

A daily moisturiser that protects skin from wrinkles and ageing caused by harmful UV rays.

Directions: For best results, use daily as part of your skin care routine. Can be worn alone or under make-up. Discontinue if irritation occurs.

Safety instructions: Combine with a broad-brimmed hat for ultimate protection. Store below 30°C.

Expires Dec 2023

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.

