

# 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.