

# I used to think... but now I think

## 10 myths about sun protection

### Teacher instructions

Remind students of the topic you want them to consider.

Have students write a response using each of the sentence stems:

- **I used to think...**
- **But now, I think...**

### Introduction

Melanoma is the most common cancer affecting young Australians aged 15-24<sup>1</sup>, and there are several myths that influence people's behaviour that contributes to this statistic.

After reviewing the **10 myths about sun protection** ([https://www.cancer.org.au/content/pdf/PreventingCancer/BeSunsmart/10\\_Myths\\_FINAL\\_FOR\\_WEB2.pdf](https://www.cancer.org.au/content/pdf/PreventingCancer/BeSunsmart/10_Myths_FINAL_FOR_WEB2.pdf)), this activity offers students the opportunity to reflect on how their thoughts have changed.

### Purpose: What kind of thinking does this routine encourage?

This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has

changed. It can be useful in consolidating new learning as students identify their new understandings, opinions and beliefs. By examining and explaining how and why their thinking has changed, students are developing their reasoning abilities and recognising cause and effect relationships.

### Application: When and where can it be used?

This routine can be used whenever students' initial thoughts, opinions, or beliefs may have changed as a result of learning. For instance, after reading new information, watching a film, listening to a speaker, having a class discussion, at the end of a unit of study, and so on.

**Launch: What are some tips for starting and using this routine?**

Explain to students that the purpose of this activity is to help them reflect on their thinking about the topic and to identify how their ideas have changed over time. For instance:

*When we began this study of skin cancer prevention campaigns, you all had some initial ideas about it and what it was all about. In just a few sentences, I want to write what it is that you used to think about skin cancer campaigns. Take a minute to think back and then write down your response to "I used to think..."*

*Now, I want you to think about how your ideas about skin cancer campaigns have changed as a result of what we've been*

*studying/doing/discussing. Again, in just a few sentences write down what you now think about skin cancer campaigns. Start your sentences with, "But now, I think..."*

Have students share and explain their shifts in thinking. Initially it is good to do this as a whole group so that you can probe students' thinking and push them to explain. Once students become accustomed to explaining their thinking, students can share with one another in small groups or pairs.

<sup>1</sup> Australian Institute of Health and Welfare. 2016. Skin cancer in Australia. Cat. no. CAN 96. Canberra: AIHW

*Student worksheet next page* ✓

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Complete the exercise below.

*I used to think...*

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*but now I think...*

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