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Scope and sequence summary

Duration: 6-8 lessons

Indicative hours for this Unit:

- PDHPE 4-6 hours
- Science 4-6 hours

This Unit contributes to the indicative hours across several key learning areas.

Unit overview

This Unit provides opportunities to incorporate Sun Safety content and outcomes across the Stage 5 PDHPE and Science syllabuses through **cross-curricular** and **project-based learning** pedagogical approaches.

Using an investigation of safe practices relating to the sun and the skin, students will use critical thinking skills to research, evaluate, investigate, design, communicate and explore strategies that can be effectively implemented to make their world safer from UV radiation. The students will have the opportunity to explore the concept of protecting their and others skin through a social media focus to assist in making the learning innovative, rich and relevant for the students and staff involved in the project. Teachers can choose between pathways that enable either a student-centred design that allows discovery via a range of stimulus activities, or a teacher-directed module that encourages student collaboration. Teachers are encouraged to use appropriate resources to suit the end goal.

Problem	Sustained inquiry	Authenticity	Student voice and choice	Reflection	Social good	Product
How can you get the message to your peers about sun safety?	Students investigate in small specialist groups in order to contribute to the media storm.	The project focuses on student's social world.	Students choose the focus, design aspects, presentation style.	The final presentation is presented to peers and relies on interactivity with their peers.	Increasing appreciation of the relationship between climate change and the increasing risk of damage to our skin.	Social media storm.

Outcomes, Content, and Teaching, Learning and Assessment items for each subject are identified, and a **Science only or PDHPE only stream can be adopted by selecting only items specific for either subject**. An Interactive Whiteboard file (**resource 5.b.**) and PowerPoint presentation (**resource 5.c.**) are available that contain the information within this Unit Program.

Flexible ways to use this Unit

This is a comprehensive unit of work where teachers can either teach the entire Unit or parts of it.

There are a variety of ways this Unit can be used to suit your teaching and learning, including:

- The **Unit** in its entirety can be taught as either integrated or independent Science and PDHPE lessons, with subject content identified by **PDHPE** and **SCIENCE** labels. For more guidance on teaching the unit in its entirety, see [Teaching and learning pathway options](#) below.
- The **Gallery walk** covers key aspects of the Unit and can be taught as a **Grab-and-go** lesson or activity.
- Any **Lesson** can be taught as stand-alone, provided that an introduction to the *Specialist* concept is offered (see [Lesson 1](#) for an introduction to the specialists).
- Any individual **Resource** (animation, worksheet, etc.) can be used as wanted.
- Any individual **Speciality** can be taught stand-alone.
- Any individual element of **Syllabus content** can be identified and taught (see [PDHPE](#) and [Science Index to content](#) sections below).

Teaching and learning pathway options for teaching the Unit in its entirety

Whole class collaboration Teacher as guide	Collaborative team project Student centred	Choose your own adventure Student centred
<ul style="list-style-type: none"> • Teacher uses the Unit Program to facilitate the teaching and learning for the entirety of the unit. They introduce the key topics/ideas in the Unit, the accompanying resources, and subsequent activities in a guided approach. • Teacher introduces and sets up the <i>Specialist Areas</i> and guides students through each of the resources and activities. Students can then choose 	<ul style="list-style-type: none"> • Teacher introduces the key topics/ideas in the Unit Program to build knowledge and provide context for the collaborative project work. • Students work self-directed in groups with each student selecting one of the <i>Specialist Areas</i>. • Students, in their groups, use the relevant resources in the Unit to explore their selected 	<ul style="list-style-type: none"> • Teacher introduces key topics/ideas in the Unit Program to build knowledge and provide context for the individual project work. • Students work individually and self-directed on one of the <i>Specialist Areas</i>.

<p>which of the <i>Specialist Areas</i> they would like to focus on for their final assessment.</p> <ul style="list-style-type: none"> Teacher allows students to choose Assessment Option 1 or Assessment Option 2 as the final task. 	<p><i>Specialist Area</i> and then combine their findings to present to the class.</p> <ul style="list-style-type: none"> This approach leads best into Assessment Option 1 as the final task. However, Assessment Option 2 remains relevant and promotes student choice. 	<ul style="list-style-type: none"> Students use the relevant resources in the Unit to guide exploration of their chosen <i>Specialist Area</i> and present their findings to the class Individuals can then form groups of four, each from a different <i>Specialist Area</i>, to complete Assessment Option 1 as the final task. <p style="text-align: center;"><u>or</u></p> <ul style="list-style-type: none"> Individuals may choose to complete Assessment Option 2 as the final task.
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PDHPE: Index to syllabus content	Page
How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?	
<ul style="list-style-type: none"> Students evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community 	15 , 25
<ul style="list-style-type: none"> Students examine Australian Government online safety programs and resources to explore the support services available to young people 	16 , 25
<ul style="list-style-type: none"> Students critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels 	
<ul style="list-style-type: none"> — research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services 	20 , 28
<ul style="list-style-type: none"> — develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice 	20 , 22 , 24 , 28
<ul style="list-style-type: none"> — critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services 	20 , 28
<ul style="list-style-type: none"> Students examine and promote young people’s rights to healthcare and support services 	
<ul style="list-style-type: none"> — identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills 	23 , 25

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

- **Students plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk**
 - formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing [27](#)
 - evaluate the effectiveness of help and crisis services available to young people [27](#)
 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations [32](#)

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

- **Students analyse situations where external influences may have an impact on their ability to make healthy and safe choices**
 - describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions [17](#)
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing [18](#)
- **Students investigate media strategies, marketing and influences associated with health issues affecting young people**
 - critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people [21](#), [33](#)
 - examine marketing strategies to determine the influence they have on young people's attitudes, behaviour and perceptions of health [30](#), [33](#)
 - critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity [33](#)

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

- **Students analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples**
 - analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing [18](#)

PDHPE: Self-management Skills and Interpersonal Skills

Opportunities to incorporate the PDHPE Self-Management and Interpersonal Skills have been indicated throughout this Unit using the 'S' and 'I' notations after the syllabus content details.

For example:

- propose strategies individuals and others can use to make safe and informed decisions **S I**

Self-management skills (S)

Self-awareness

- self-monitoring thoughts, feelings and actions
- developing greater control and responsibility for our actions, feelings and behaviours
- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
- reflective practice.

Help-seeking

- recognising when help is needed
- accessing support and support networks.

Decision-making and problem-solving

- information-gathering
- finding solutions to problems
- analysis
- time management
- goal setting and tracking.

Interpersonal skills (I)

Communication

- verbal and nonverbal communication
- listening, e.g. active
- expressing feelings
- giving and receiving feedback
- negotiation and conflict management
- assertiveness
- refusal skills.

Collaboration, inclusion and relationship-building

- expressing respect for others' contributions
- fostering connectedness
- recognising and using their own abilities and strengths and those of others
- assessing their own abilities and contributing back to the group.

PDHPE: Propositions

Opportunities to incorporate the PDHPE Propositions have been indicated using the following coloured icons within the Teaching, Learning and Assessment items.

FOCUS ON EDUCATIVE PURPOSES **E**

While the PDHPE syllabus may contribute to a range of goals that sit beyond its educative purpose, the prime role of PDHPE is to provide:

- ongoing, developmentally appropriate and explicit learning about health, safety, wellbeing and participation in physical activity
- learning opportunities to create, practise, apply and evaluate the knowledge, understanding, skills, values and attitudes needed to live healthy, safe and active lives.

TAKING A STRENGTHS BASED APPROACH **S**

Taking a strengths-based approach in PDHPE affirms that students:

- possess strengths, capacities and capabilities that can be supported and developed to improve their own and others' health, safety, wellbeing and participation in physical activity
- have varying levels of access to personal and community resources depending on a variety of contextual factors that will have an impact on their attitudes, decisions and behaviours
- A strengths-based approach in PDHPE encourages students to draw on their own and others' strengths, capacities, capabilities and resources to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices to improve their own and others' health, safety, wellbeing and participation in physical activity.

DEVELOP HEALTH LITERACY **HL**

PDHPE provides opportunities for students to enhance their ability to gain access to, understand and use, health information and services to promote and maintain health, safety, wellbeing and participation in physical activity. The PDHPE syllabus supports students in developing the knowledge, understanding, skills, values and attitudes related to the three dimensions of health literacy:

- **functional dimension** – researching and applying information relating to knowledge and services to respond to a health-related question
- **interactive dimension** – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- **critical dimension** – the ability to selectively access and critically analyse health information from a variety of sources to take action to promote health, safety, wellbeing and participation in physical activity for themselves and others.

INCLUDE A CRITICAL INQUIRY APPROACH **CI**

Including a critical inquiry approach in PDHPE enables students to develop the knowledge, understanding and skills to be able to analyse and critique the health information they are presented with from all sources and forms of media. A critical inquiry approach supports students to:

- develop skills in researching, analysing, applying and appraising knowledge in health and movement contexts
- recognise that values, behaviours, priorities and actions related to health, safety, wellbeing and participation in physical activity reflect varying contextual factors and influence the way people live
- develop an understanding that individuals and groups have diverse interests in relation to health practices and physical activity participation and therefore require different approaches and strategies.

PDHPE: Assessment overview

- Evaluating and challenging views through group discussions
- Cooperative group work, team assignments and investigations, including the allocation of specific roles and responsibilities
- Group-prepared presentations on a range of topics for a variety of purposes and audiences
- Group critiques/team challenges, including the use of technology to aid preparation, delivery and student accountability (e.g. wiki, blogs)
- Mixed-ability and differentiated group activities as appropriate
- Paired tasks (think–pair–share, brainstorming, email sharing and forums)
- Student question/answer sets, including students creating their own content in Learning Management Systems
- Student response partners, such as offering constructive feedback about student work in relation to criteria.
- Teachers can review the unit to assessing what learning has taken place through the **Learning Snapshot** document (**resource 5.4.b.**). This document also offers teaching and learning observations to examine and encourage successful learning outcomes.

Science: Index to syllabus content

Page

Working Scientifically **WS**

SC5-5WS A student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

[26](#)

<i>Questioning and predicting</i>	
WS4: Students plan first-hand investigations by	
b. predicting outcomes based on observations and scientific knowledge	16
<i>Conducting Investigations</i>	
WS6 Students conduct investigations by	
a. individually and collaboratively using appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data	26
a. collaboratively and individually conducting a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed	32
<i>Processing and Analysing Data and Information</i>	
WS7.1: Students process data and information by	
e. identifying data which supports or discounts a question or hypothesis being investigated or a proposed solution to a problem using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets	32
WS7.2: Students analyse data and information by	
d. using knowledge of scientific concepts to draw conclusions that are consistent with evidence	21
e. synthesising data and information to develop evidence-based arguments	22, 30
f. evaluating conclusions and evidence, including identifying sources of uncertainty and possible alternative explanations	30
<i>Problem Solving</i>	
WS8: Students solve problems by	
a. describing strategies to develop a range of possible solutions to an identified problem	34
b. assessing strategies that have been identified as possible solutions to an identified problem	34
c. applying the processes of Working Scientifically in developing creative solutions to problems	34
d. using cause-and-effect relationships to explain ideas	35
b. using models to explain phenomena and make predictions	35
f. applying critical thinking in considering suggested proposals, solutions and conclusions, including a consideration of risk	35
g. evaluating different approaches used to solve problems	35

Communicating

WS9: Students communicate by

- | | |
|--|--------------------|
| a. selecting and using in presentations, for different purposes and contexts, appropriate text types including discussions, explanations, expositions, procedures, recounts or reports | 13 |
| e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences | 14 |

Earth and Space **ES**

ES3: People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere

- | | |
|---|--------------------|
| d. discuss the reasons different groups in society may use or weight criteria differently to evaluate claims, explanations or predictions in making decisions about contemporary issues involving interactions of the Earth's spheres | 19 |
|---|--------------------|

Living World **LW**

LW1: Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment

- | | |
|---|--------------------|
| e. discuss, using examples, how the values and needs of contemporary society can influence the focus of scientific research | 23 |
|---|--------------------|

LW4: Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world

- | | |
|--|--------------------|
| c. describe, using examples, how developments in technology have contributed to finding solutions to a contemporary issue | 34 |
| d. give examples to show that groups of people in society may use or weight criteria differently in making decisions about the application of a solution to a contemporary issue | 29 |

Science: Assessment overview

When collaborative activities are used for assessment purposes, evidence can be gathered about students' ability to:

- work cooperatively as a team
- solve problems and make decisions with others

- take responsibility for individual and group learning
- think critically and creatively, and offer constructive criticism
- demonstrate cognitive skills, such as the ability to analyse, evaluate and synthesise information
- understand the roles and responsibilities of individuals in groups, including the capacity to communicate effectively within a small group.

Learning Across the Curriculum

Where appropriate, Learning Across the Curriculum opportunities have been indicated throughout this Unit using the conventional icons as outlined below.

CRITICAL AND CREATIVE THINKING

Opportunities to develop critical and creative thinking skills through asking and posing questions, making predictions, engaging in first-hand investigations and design projects, problem solving, making evidence-based decisions, and analysing and evaluating evidence.

ETHICAL UNDERSTANDING

Ethical understanding relates to students building a strong personal and social perspective and an awareness of the influence that their values and behaviour have on others.

INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY

Students are encouraged to learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, home and in their communities.

INTERCULTURAL UNDERSTANDING

Students learn about and engage with issues requiring cultural sensitivity and learn that scientists work in culturally diverse teams to address issues and solve problems of national and international importance.

LITERACY

Students learn that scientific and technological information can be presented in the form of diagrams, flowcharts, tables and graphs, and that specific text types are used to link information and ideas, give explanations, formulate questions, hypotheses, draw conclusions and construct evidence-based arguments.

NUMERACY

Opportunities to develop numeracy skills through practical measurement and the collection, representation and interpretation of data from first-hand investigations and secondary sources.

PERSONAL AND SOCIAL CAPABILITY 🏠

Provides opportunities to learn how knowledge informs and is applied in their daily lives. They develop skills in communication, initiative taking, goal setting, interacting with others, decision making, and the capacity to work independently and collaboratively.

CIVICS AND CITIZENSHIP 🗳️

Provides opportunities to broaden their understanding of aspects of civics and citizenship in relation to the application of science ideas and technological advances.

DIFFERENCE AND DIVERSITY 🌍

Students can identify individual rights, challenge stereotypes and engage with opinions different to their own.

Australian Curriculum content

Where appropriate, Australian Curriculum content is indicated by using the Australian Curriculum codes in brackets, for example:

- Personal identity and strengths (ACPPS070)

Lesson 1: Introduction

Hook: Protecting your skin, every day

Content	Teaching, learning and assessment	Resources
<p>PDHPE</p> <p>Healthy, Safe and Active Lifestyles</p> <ul style="list-style-type: none"> • What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing? • How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity? • Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity? 	<p>Discovery activity – Gallery walk SCIENCE WS PDHPE S E HL CI</p> <p>1. Write</p> <p>Create six questions or prompts about the current topic of study and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create six stations. You can use the Gallery walk worksheet in Resources for the activity, or your own images, documents, problems, or quotes.</p> <p>2. Group</p> <p>Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.</p> <p>3. Begin</p> <p>At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet (see template below) or put their initials below what they wrote. Having different coloured markers for each student is also an option.</p> <p>4. Rotate</p> <p>After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station.</p>	<p>5.1.a. Gallery walk worksheet (PDF worksheet)</p> <p>▲ Looking for a quick Grab-and go lesson? The Gallery walk worksheet covers key aspects of the Unit.</p>
<p>Science</p> <p>Working Scientifically</p> <p>WS9: Students communicate by:</p> <p>a. selecting and using in presentations, for different purposes and contexts,</p>	<p>5. Monitor</p> <p>As the teacher, it is important to monitor the stations while the students participate. You may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station.</p> <p>6. Reflect</p>	

<p>appropriate text types including discussions, explanations, expositions, procedures, recounts or reports</p> <p>e. presenting scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations for specific audiences (AC SIS174, AC SIS208)</p>	<p>Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.</p> <p>Introduce the project: Social media storm</p> <p>Challenge - In small groups, students plan an informative social media campaign where the target audience is young people. Students need to focus on a media campaign relating to skin cancer prevention.</p> <p>Use current social media formats: 'Tick Toks', Instagram posts, Facebook, Twitter, Snapchat, Pinterest.</p> <p>Groups: Four students</p> <p>Lessons: Two</p> <p>Roles: Each member of the team to choose from an area to specialise in:</p> <ol style="list-style-type: none"> 1. Urban design 2. Demographic 3. Myth busters 4. Data doctor 	<p>5.1.b. Introduction to specialists (Animation)</p> <p>5.1.c. Introduction to specialists (PowerPoint)</p>
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Lesson 2: Specialist immersion activities

In this lesson students are immersed in activities that focus on specific specialties of the campaign.

The areas are broken up into:

1. **Urban design:** Creating healthy environments
2. **Demographic:** Sun safety – every day
3. **Myth busters:** What does the research say?
4. **Data doctor:** What is UV? Dig deep into radiation

5.2.1. Urban design

Content	Teaching, learning and assessment	Resources
<p>Key message</p> <ul style="list-style-type: none"> • <i>Students aged 12-17 years in NSW are more likely than any other age group to get sunburnt and are least likely to wear protective clothing, sunglasses or a sun safe hat.</i> 	<p>Hook: Brainstorm activity – Snowball fight SCIENCE WS PDHPE S E HL CI</p> <p>Gather paper then follow these steps. Have students:</p> <ul style="list-style-type: none"> • Write three statements or questions relating to the question — “What strategies can I implement to prevent skin cancer for individuals, communities and societies?” —on a piece of paper. • Ball up their paper. • Throw their ‘snowballs’ into the air. • Pick up someone else's snowball and read the sentence aloud or answer the question. 	
<p>PDHPE</p> <p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> • evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and 	<p>Develop an investigation</p> <p>Students brainstorm three (3) goals they believe are critical when attempting to prevent skin cancer in NSW using <i>Mindmup</i> or similar application</p> <p>Students evaluate the NSW Skin Cancer Prevention Strategy through a presentation of a summary of the findings using the <i>Connect, Extend, Challenge</i> visible thinking routine below:</p> <p>CONNECT:</p>	<p>5.2.1.a. NSW Skin Cancer Prevention Strategy (Link)</p>

<p>plan to promote these in the school and community</p> <ul style="list-style-type: none"> – examine Australian Government online safety programs and resources to explore the support services available to young people, e.g. cyberbullying, offensive online material, gambling, sexting  	<p>How are the ideas and information presented CONNECTED to what you already knew?</p> <p>EXTEND:</p> <p>What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p>CHALLENGE:</p> <p>What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p> <p>Review procedures for establishing sun safety procedures.</p> <p>Examine the specific demands of your school and home environments, using the SunSmart sample policies to assist.</p>	<p>5.2.1.b. Connect, Extend, Challenge visible thinking routine (Link)</p> <p>5.2.1.c. SunSmart sample policies (Link)</p>
Science		
Working Scientifically		
<p>WS4: Students plan first-hand investigations by:</p> <ul style="list-style-type: none"> b. predicting outcomes based on observations and scientific knowledge 		
5.2.2. Demographic: Sun safety every day		
Content	Teaching, learning and assessment	Resources
<p>Key messages</p> <ul style="list-style-type: none"> • <i>58% of secondary school students in NSW have a preference for a tan and 46% have tried to get a tan in the last year.</i> • <i>Students aged 12-17 years in NSW are more likely than any other age group to get sunburnt and are least likely</i> 	<p>Hook: <i>Students and sun protection</i> animation is shown which summarises statistics relating to sun protection behaviours of adolescents in NSW.</p> <p>Sci & Tech ES PDHPE S E HL CI</p> <p>Factors influencing cancer development Sci & Tech ES PDHPE S E HL CI</p> <p>Students investigate demographic factors which influence the chance of developing skin cancer. In particular, they undertake investigations which consider the importance of protecting their skin every day.</p>	<p>5.2.2.a. Students and sun protection (Animation)</p>

<p><i>to wear protective clothing, sunglasses or a sun safe hat.</i></p> <ul style="list-style-type: none"> • <i>Secondary school students spend more time in the sun than any other age group and are least likely to protect their skin.</i> 	<p>Using the <i>Sun protection behaviours in NSW, 2017</i> and <i>Review of cancer among Aboriginal and Torres Strait Islander people</i> documents, students investigate statistics relating to the incidence of skin damage and skin cancer, and the profile of sun protection behaviours in the following groups:</p> <ul style="list-style-type: none"> • School students with a preference for a tan • School students' sun exposure • School students' sun safe hat use • School students' sunscreen use • Engagement in two or more sun protection behaviours in males and females • Aboriginal and Torres Strait Islander Peoples and Asian cultures 	<p>5.2.2.b. Sun protection behaviours in NSW, 2017 (Link)</p> <p>5.2.2.c. Review of cancer among Aboriginal and Torres Strait Islander people (Link)</p> <p>5.2.2.d. Skin Cancer in Asian populations (Link)</p>
<p>PDHPE</p>		
<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p> <ul style="list-style-type: none"> • plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091) <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> • analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) <ul style="list-style-type: none"> – describe pro-social behaviour expectations in social situations and 	<p>Students are encouraged to <i>Identify the key factors which influence an adolescent to decide to adopt sun protective behaviours</i> using the <i>Narrative scaffold</i>.</p>	<p>5.2.2.e. Narrative scaffold (PDF worksheet)</p>

<p>examine how these can influence decisions, behaviours and actions S I</p> <ul style="list-style-type: none"> – investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy S <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> • analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples – analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing, e.g. LGBTI people, people from 		
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<p>culturally and linguistically diverse (CALD) backgrounds, people with disability</p>		
<p>Science</p>		
<p>Earth and Space</p> <p>ES3: People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere. (ACSHE160, ACSHE194)</p> <p>d. discuss the reasons different groups in society may use or weight criteria differently to evaluate claims, explanations or predictions in making decisions about contemporary issues involving interactions of the Earth's spheres 🌐 ⚖️ 👥</p>		
<p>5.2.3. Myth busters</p>		
<p>Content</p>	<p>Teaching, learning and assessment</p>	<p>Resources</p>
<p>Key message</p>	<p>Hook: Agree, disagree or sit on the fence SCIENCE WS PDHPE S E HL CI</p>	
<ul style="list-style-type: none"> <i>Melanoma is the most common cancer affecting young Australians aged 15-24.</i> 	<p>Students are given the statements below.</p> <p>They need to walk to the front of the room if they agree, the middle if they sit on the fence, and the back if they disagree.</p> <ol style="list-style-type: none"> Melanoma rates amongst children in Australia are low. 	
<p>PDHPE</p>	<ol style="list-style-type: none"> You can't get burnt when you stand in the shade. 	

<p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels <ul style="list-style-type: none"> research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, e.g. within social networks S I   critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services S I     develop and apply criteria to assess health information, products and 	<ol style="list-style-type: none"> UV radiation in Australia is more intense and damaging than in other countries. More boys are regularly badly burnt during summer than girls. SPF 50 sunscreen is significantly more protective than SPF 30. Skin damage from the sun isn't as bad when you're an adolescent, it's worse when you're older. <p>When students walk to the area in the room, they can be asked to explain why they have made their choice. This adds a level of discussion which adds further depth to the experience.</p> <p>Facts and Fallacies SCIENCE ws PDHPE S E</p> <p>Students investigate what is involved in being a critical consumer and explore many facts and fallacies relating to staying safe in the sun.</p> <p>Students review the following resources and complete a <i>I used to think, but now I think</i> visible thinking routine for each of the 10 myths they have discovered and debunked.</p> <ul style="list-style-type: none"> 10 myths about sun protection (Link) What are SPF and UPF? (Animation) Students and sun protection (Animation) Skin cancer statistics (Animation) <p>Students watch A history of sunscreen, and Hugh Jackman's skin cancer scare and answer the following questions.</p> <ul style="list-style-type: none"> How has society influenced people's attitudes to sun exposure over time? How could Hugh Jackson have avoided skin cancer? What happens if someone gets skin cancer? What are the symptoms of skin cancer? 	<p>5.2.3.a. 10 myths about sun protection (Link)</p> <p>5.2.3.b. What are SPF and UPF? (Animation)</p> <p>5.2.3.c. Students and sun protection (Animation)</p> <p>5.2.3.d. Skin cancer statistics (Animation)</p> <p>5.2.3.e. I used to think, but now I think (PDF worksheet)</p> <p>5.2.3.f. A History of sunscreen (Video)</p> <p>5.2.3.g. Hugh Jackman's skin cancer scare (YouTube)</p>
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<p>services and propose actions that may assist young people to select credible sources of information and advice S</p>  <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> ● investigate media strategies, marketing and influences associated with health issues affecting young people <ul style="list-style-type: none"> — critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, e.g. messages regarding body image, nutrition and mental health 	<ul style="list-style-type: none"> ● What do they videos say about skin cancer being cut out? Does that work? 	
<p>Science</p>		
<p>Working Scientifically</p> <p>WS7.2: Students analyse data and information by:</p> <ul style="list-style-type: none"> d. using knowledge of scientific concepts to draw conclusions that are consistent with 		

evidence (AC SIS170, ACSIS204) e. synthesising data and information to develop evidence-based arguments		
5.2.4. Data doctor: Understanding the science		
Content	Teaching, learning and assessment	Resources
Key message	Hook: Class survey SCIENCE LW PDHPE S E HL CI	
<ul style="list-style-type: none"> <i>Slop on sunscreen which is at least SPF 30+, broad spectrum and water resistant. Apply sunscreen 20 minutes before going out in the sun and reapply it every 2 hours.</i> 	<p>Students engage in a Poll Everywhere, Mentimeter, or Google Docs activity where they are asked: “What are the main reasons you don’t practice consistent sun protective behaviours (Slip, Slop, Slap, Seek, Slide) when out in the sun?”</p> <p>Students are encouraged to watch the video Sunscreen tips and investigate the following resources:</p> <ul style="list-style-type: none"> What sunscreen Ingredients to look for Peak health bodies recommend new approach to sunscreen use Almost half of Australians confused about sunscreen <p>Students are asked to investigate sunscreen in terms of ingredients, effectiveness (SPF), guidelines for use, evidence of high-quality product, sunscreen regulators in Australia, and what to be aware of with inferior products.</p> <p>Challenge questions:</p> <ul style="list-style-type: none"> What evidence is there for the safety of sunscreen and its ingredients? What common misconceptions are there around sunscreen and vitamin D levels? <p>Students use Canva or similar application to design their own sunscreen label with active ingredients listed and a clear marketing slogan / campaign to promote their product.</p>	<p>5.2.4.a. Sunscreen tips (YouTube)</p> <p>5.2.4.b. What sunscreen ingredients to look for (Link)</p>
PDHPE		
<p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels <ul style="list-style-type: none"> develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of 		

<p>information and advice </p> <p>  S</p> <ul style="list-style-type: none"> • examine and promote young people's rights to healthcare and support services <ul style="list-style-type: none"> — identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, e.g. access to sexual health services SI  <p>  </p>	<p>Students can investigate and test the ingredients of sunscreen using the Sunscreens worksheet.</p> <p>Students can undertake The great sunscreen experiment on various sunscreens or materials (e.g. shade cloth, clothing, glass, sunglasses) to compare their ability to block sun/UV.</p>	<p>5.2.4.c. Sunscreens worksheet (Link)</p> <p>5.2.4.d. The great sunscreen experiment (Link)</p> <p>5.2.4.e. What are SPF and UPF? (Animation)</p>
<p>Science</p>		
<p>Living World</p> <p>LW1: Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment. (ACSSU175)</p> <p>e. discuss, using examples, how the values and needs of contemporary society can influence the focus of scientific research, e.g. the occurrence of diseases affecting animals and plants, an epidemic or pandemic disease in humans or lifestyle related non-infectious diseases in humans   </p>		

Lesson 3: Specialist immersion activities continued

In this lesson, students continue to immerse in activities that focus on the specialities of the campaign

5.3.1. Urban design: Creating healthy environments

Content	Teaching, learning and assessment	Resources
<p>Key message</p> <ul style="list-style-type: none"> <i>It's never too late to protect your skin from UV and reduce your risk of skin cancer.</i> 	<p>Design a Health Promotion Plan SCIENCE WS PDHPE S E HL CI</p> <p>Option 1: Using the three goals from the NSW skin cancer prevention strategy (the strategy), students design a health promotion plan to improve sun protection from shade in one of the following priority settings of the strategy:</p> <ul style="list-style-type: none"> schools sport and recreation workplaces community/public spaces healthcare services 	<p>5.3.1.a. NSW skin cancer prevention strategy (Link)</p>
<p>PDHPE</p> <p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels <ul style="list-style-type: none"> develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible 	<p>Students work in pairs to produce one strategic idea relating to increased availability or use of shade for each of the three goals of the strategy.</p> <ul style="list-style-type: none"> Goal 1: To increase implementation of sun protection policies and guidelines <p>How could relevant design policies and/or guidelines be implemented or improved to promote healthy behaviours in the selected priority setting?</p> <ul style="list-style-type: none"> Goal 2: To improve access to shade <p>How could access to shade be improved to encourage healthy behaviours in the selected priority setting?</p> <ul style="list-style-type: none"> Goal 3: To increase adoption of sun protection behaviours <p>How could the design of shade-providing elements (natural and built) be optimised to encourage widespread use?</p>	<p>5.3.1.b. Guidelines to shade (Link)</p> <p>5.3.1.c. Seek shade (Link)</p> <p>5.3.1.d. Creating shade at public facilities (Link)</p> <p>5.3.1.e. How schools, councils, community groups and sporting organisations created shade (Link)</p> <p>5.3.1.f. Sun protection policies (Link)</p>

<p>sources of information and advice S   </p> <ul style="list-style-type: none"> ● evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community <ul style="list-style-type: none"> — examine Australian Government online safety programs and resources to explore the support services available to young people, e.g. cyberbullying, offensive online material, gambling, sexting S  ● examine and promote young people's rights to healthcare and support services <ul style="list-style-type: none"> — identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, e.g. access to sexual health services S I  <p>  </p>	<p>Option 2: SCIENCE WS PDHPE E</p> <p>Students view <i>Shade design: positioning shade</i>, <i>Shade design: UV, climate and comfort</i>, and <i>Introduction to shade design for UV protection</i> animations and review the information in the <i>Guidelines to Shade</i>.</p> <p>Students choose an existing play area and re-design the space to introduce new forms of shade and surfaces which offer protection from the sun's UV.</p> <p>Students use Sketchup or similar application to draw the play area and shade design.</p> <p>Students investigate and assess:</p> <ul style="list-style-type: none"> ● The total existing area shaded during breaks, versus the newly designed shaded area. ● The approximate surface area available to reflect UV and any improvements to reduce the UV reflectivity of surfaces in the new design. <p>Students use the other resources listed to support their investigations.</p> <p>Using Canva or similar application, and choosing a template of your choice (newspaper, poster, animation, social media, etc), promote your health promotion plan and/or design project to your school.</p>	<p>5.3.1.g. Shade design: positioning shade (Animation)</p> <p>5.3.1.h. Shade design: UV, climate and comfort (Animation)</p> <p>5.3.1.i. Introduction to shade design for UV protection (Animations)</p>
<p>Science</p>		

<p>Working Scientifically</p> <p>SC5-5WS A student produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p><i>Conducting Investigations</i></p> <p>WS6 Students conduct investigations by:</p> <p>a. individually and collaboratively using appropriate investigation methods, including fieldwork and laboratory experimentation, to collect reliable data (AC SIS165, AC SIS199) 🧑🏫</p>		
<p>5.3.2. Demographic: Skin safety every day</p>		
Content.	Teaching, learning and assessment	Resources
<p>Key messages</p> <ul style="list-style-type: none"> • <i>For every \$1 invested in public education campaigns a return of \$3.85 is achieved.</i> • <i>Secondary school students spend more time in the sun than any other age group and are least likely to protect their skin.</i> • <i>58% of secondary school students in NSW have a preference for a tan and 46%</i> 	<p>Hook: Students view a portion of the <i>Geoffrey Robertson Hypothetical</i> video.</p> <p>Students are given specific roles on a panel in class and the teacher constructs a scenario about sun exposure that evolves depending on the answers and decisions made on the specialists' panel.</p> <p>Roles could include:</p> <ul style="list-style-type: none"> • Teenager • Parents • Dermatologist • Melanoma survivor • Politician 	<p>5.3.2.a. Geoffrey Robertson's: closing the gap: hypothetical program 2009 (YouTube)</p>

<p>have tried to get a tan in the last year.</p>	<ul style="list-style-type: none"> Minister for Health School Principal Minister for Education Cancer Institute / Cancer Council representative 	
<p>PDHPE</p>		
<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p> <ul style="list-style-type: none"> plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091) <ul style="list-style-type: none"> formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing SI    evaluate the effectiveness of help and crisis services available to young people S   <p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p>	<p>The importance of protecting your skin SCIENCE LW PDHPE SEHLCl</p> <p>Students investigate demographic factors which influence the chance of developing skin cancer. In particular they undertake investigations which consider the importance of protecting their skin every day.</p> <p>Students undertake research into the key reasons why adolescents don't take protective action against the sun. They are encouraged to produce a two-page report which summarises the following:</p> <ol style="list-style-type: none"> Research of statistics which represent adolescents and their sun safety behaviours A justification of key reasons for the statistics that are represented Suggestions of ways forward to reduce sun exposure and the rate of skin cancer in young people. <p>The report format should include the following:</p> <ul style="list-style-type: none"> Introduction Body (paragraphs as required) Conclusion Bibliography <p>Seeking help for ourselves and others.</p> <p>In small groups, after reading through the resources provided, students complete each step of the Generate, Sort, Connect, Elaborate Visible thinking routine, relating to the support networks available for skin cancer prevention.</p>	<p>5.3.2.b. Tanning teens still seek the sun (Link)</p> <p>5.3.2.c. Trends in Australian adolescents' sun protection behaviours (Link)</p> <p>5.3.2.d. Sun protection behaviours in NSW, 2017 (Link)</p> <p>5.3.2.e. National Cancer Control Indicators: Melanoma (Link)</p> <p>5.3.2.f. National Cancer Control Indicators: Sunburn and sun protection (Link)</p> <p>5.3.2.g. Skin cancer statistics (Animation)</p> <p>5.3.2.h. Cancer Council: Support (Link)</p> <p>5.3.2.i. Canteen: Skin cancers - information, treatment and support (Link)</p> <p>5.3.2.j. Health direct: Skin cancer and melanomas (Link)</p> <p>5.3.2.k. Cancer Council: External resources (Link)</p>

<ul style="list-style-type: none"> critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels <ul style="list-style-type: none"> research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, e.g. within social networks SI  critique the appropriateness of health and support services that provide advice and support on health-related issues and propose strategies to encourage young people to access appropriate services SI  develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice S  	<ul style="list-style-type: none"> <i>Generate</i>: a list of all the different types of services available to young people in relation to skin cancer. <i>Sort</i> the list into prevention and/or treatment services. <i>Connect</i>: the help and crisis services available to the various situations <i>Elaborate</i>: evaluate the effectiveness between the situation and the help and/or crisis service as identified in the previous step. Groups present their work to the class. <p>Reflection: As a class, discuss a criterion for what might make a cancer prevention service effective?</p>	<p>5.3.2.i. Cancer Australia: Cancer support organisations (Link)</p> <p>5.3.2.m. Generate, sort, connect, elaborate (Link)</p>
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Science		
Living World LW4: Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. (ACSHE119, ACSHE134) d. give examples to show that groups of people in society may use or weight criteria differently in making decisions about the application of a solution to a contemporary issue, e.g. organ transplantation, control and prevention of diseases and dietary deficiencies ✿ 		
5.3.3. Myth busters		
Content	Teaching, learning and assessment	Resources
Key messages <ul style="list-style-type: none"> Students aged 12-17 years in NSW are more likely than any other age group to get sunburnt and are least likely to wear protective clothing, sunglasses or a sun safe hat. For every \$1 invested in public education campaigns a 	Marketing strategies: Campaign review SCIENCE WS PDHPE S E HL CI Students view content from Real Stories: Secondary school resource and evaluate the campaigns through the completion of a worksheet summarising the marketing strategies used to influence young people. Campaign review Students complete the Campaign review worksheet allowing them to compare the key marketing strategies used by the campaigns shown.	5.3.3.a. Real stories: Secondary school resource (Link) 5.3.3.b. Campaign review worksheet (PDF worksheet)

<p>return of \$3.85 is achieved.</p>		
<p>PDHPE</p>	<p>Digital Literacy Review tools</p> <p>Students utilise the techniques outlined in <i>Evaluation of health information on the web</i> and <i>Evaluating information – Applying the CRAAP test</i> when evaluating the credibility of the campaigns.</p>	<p>5.3.3.c. Evaluation of health Information on the web (Link)</p>
<p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> ● investigate media strategies, marketing and influences associated with health issues affecting young people <ul style="list-style-type: none"> — examine marketing strategies to determine the influence they have on young people's attitudes, behaviour and perceptions of health, e.g. healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption S 	<p>Reflection</p> <p>Using the <i>I used to think but now I think</i> visible thinking routine they document the change in the knowledge and understanding. Students share their responses with the class.</p>	<p>5.3.3.d. Evaluating information – Applying the CRAAP test (Link)</p> <p>5.3.3.e. Used to think but now I think (PDF worksheet)</p>
<p>Science</p>		
<p>Working Scientifically</p> <p>WS7.2: Students analyse data and information by:</p> <ul style="list-style-type: none"> e. synthesising data and information to develop evidence-based arguments f. evaluating conclusions and evidence, including 		

identifying sources of uncertainty and possible alternative explanations (ACSIS171, ACSIS205) ⚙️		
5.3.4. Data doctor		
Content	Teaching, learning and assessment	Resources
Key messages	Hook: Sliding doors SCIENCE WS PDHPE S E HL CI	
<ul style="list-style-type: none"> Secondary school students spend more time in the sun than any other age group and are least likely to protect their skin. The easiest way to protect yourself from UV is to Slip, Slop, Slap, Seek and Slide 	<p>Students watch the <i>Students and sun protection</i> animation.</p> <p>Using the <i>Sun protection behaviours in NSW, 2017</i> statistics and Cancer Institute NSW's methods to Reduce your skin cancer risk, students are encouraged to split into small groups and formulate a scenario relating to young people.</p> <p>Students could develop 'personas' or 'target profiles' of people who do/do not practice sun protection to role play and decide how these people should be managed/encouraged.</p> <p>Once the scenario is established students design a role play which acts out the negative outcome first then adjust the decision making to ensure the positive outcome is the final result.</p>	<p>5.3.4.a. Students and sun protection (Animation)</p> <p>5.3.4.b. Sun protection behaviours in NSW, 2017 (Link)</p> <p>5.3.4.c. Reduce your skin cancer risk (Link)</p>
PDHPE	Reflection	
<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p> <ul style="list-style-type: none"> plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091) <ul style="list-style-type: none"> practise self-management and interpersonal skills to 	<p>Students reflect on the key interpersonal and self-management skills that were used to arrive at the correct decision in each case.</p> <p>Other class members can include additional questions to reveal the challenges they were faced making the decisions they did.</p>	

manage and respond to a variety of challenging or unsafe situations, e.g. sexual relationships **S I**



Science

Working Scientifically

Conducting Investigations

WS6 Students conduct investigations by:

- a. collaboratively and individually conducting a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125, ACSIS140)  

Processing and Analysing Data and Information

WS7.1: Students process data and information by

- e. identifying data which supports or discounts a question or hypothesis being investigated or a proposed solution to a problem using a range of representations to organise data, including graphs, keys, models, diagrams, tables and spreadsheets 

Lesson 4: Feedback and pilot presentation | Assessment options for, as, and of learning

Content	Teaching, learning and assessment	Resources
<p>PDHPE</p> <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> ● investigate media strategies, marketing and influences associated with health issues affecting young people <ul style="list-style-type: none"> — critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people, e.g. messages regarding body image, nutrition and mental health S   — critically analyse gender messages in popular culture and consider their impact on individual and community health, safety, wellbeing and participation in physical activity SI   — examine marketing strategies to determine the influence 	<p>Option 1: School presentation Sci & Tech WS LW PDHPE S E HL CI</p> <p>Each of the four individual groups (Urban design, Data doctor, Myth busters, Demographic) combine their specific information which culminates in a presentation to a designated group that suits the school context. Online software such as Stormboard can be used to help collaborate and plan the project.</p> <p>Social Media Campaign: In their small groups, students plan an informative social media campaign (up to 2 minutes) where the target audience is young people (13-16 years). Students need to focus on a social media campaign relating to skin cancer prevention considering:</p> <ul style="list-style-type: none"> ● The target audience's needs, motivations and barriers to protecting their skin from UV ● The behaviour change that needs to happen to be sun safe – e.g. the five ways to protect your skin. ● The real and varied effects on individuals, communities and societies ● The key messages and a call to action related to skin cancer prevention ● The right platform to reach the target audience. <p>Assess how this topic influences young people in a positive and negative way including how these strategies influence young people's attitudes, behaviours and perceptions of health.</p> <p>Using a teacher-developed scaffold, each group presents to the class. Feedback for the presentation is given by the class/audience and teacher using the following criteria:</p> <ul style="list-style-type: none"> ● How well the group researched and assessed the media strategies for the topic covered. ● How thorough the group were in assessing the influences on attitudes, behaviours and perceptions of health. ● How appropriate the advice was for young people regarding promoting positive attitudes and behaviours. 	<p>5.4.a. 24 Creative social media campaign examples to boost your inspiration (Link)</p> <p>5.4.b. On Instagram, an account encouraging skin checks for young people is quietly saving lives (Link)</p> <p>5.4.c. Melanoma likes me (YouTube)</p> <p>5.4.d. Call time on melanoma (Link)</p> <p>5.4.e. How to design a social media campaign (Link)</p> <p>5.4.f. Cancer Institute NSW Twitter account (Link)</p> <p>5.4.g. Cancer Institute NSW Facebook account (Link)</p>

<p>they have on young people's attitudes, behaviour and perceptions of health, e.g. healthy food habits, drug use, sexuality, gambling, sexual health, alcohol consumption S</p> 	<p>Examples could include:</p> <ul style="list-style-type: none"> ● Run a contest ● Video presentation/campaign ● Twitter reminders ● Instagram tag lines ● Snapchat filter design. 	
Science		
<p>Living World</p> <p>LW4 Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. (ACSHE119, ACSHE134)</p> <p>c. describe, using examples, how developments in technology have contributed to finding solutions to a contemporary issue, e.g. organ transplantation, artificial joints/limbs, treatment for diabetes, asthma, kidney or heart disease</p>  <p>Working Scientifically</p> <p><i>Problem Solving</i></p> <p>WS8: Students solve problems by:</p> <ol style="list-style-type: none"> describing strategies to develop a range of possible solutions to an identified problem assessing strategies that have been identified as possible solutions to an identified problem applying the processes of Working Scientifically in developing creative solutions to problems  	<p>Social media mediums examples could include:</p> <ul style="list-style-type: none"> ● Facebook ● Snapchat ● Twitter ● Pinterest ● Instagram. <p>Canva, Adobe Spark and other digital media platforms could be used to construct this campaign.</p> <p>Students can use the Social media storm student planning scaffold when developing their campaign.</p> <p>Option 2: Bloom's taxonomy task (individual) Sci & Tech WS LW PDHPE S E HL CI</p> <p>The assessment task asks students to choose six points worth of activities in relation to their chosen topic area. Each task has a variety of presentation options which aim to target the individual strengths of students and use the Bloom's taxonomy structure to allow choice but also ensure a variety of opportunities to present understanding are available. Students could present to their class their findings through the chosen options or hand in to the teacher to be assessed using the marking criteria.</p>	<p>5.4.h. Social media storm student planning scaffold (PDF information sheet)</p> <p>5.4.i. Bloom's taxonomy task (PDF information sheet)</p>

<p>d. using cause-and-effect relationships to explain ideas</p> <p>e. using models to explain phenomena and make predictions</p> <p>⚙️ 📊</p> <p>f. applying critical thinking in considering suggested proposals, solutions and conclusions, including a consideration of risk ⚙️</p> <p>g. evaluating different approaches used to solve problems (ACSIS172, ACSIS206)</p>		
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All information correct at time of publication. Check cancer.nsw.gov.au/sun-school for most recent version of document.

Links to other internet sites are provided in these teaching resources for information only. Although care has been taken in providing these links as suitable resources to encourage student engagement, due to the changing nature of the internet content, it is the responsibility of users to make their own investigations, decisions and enquiries about the information retrieved from other internet sites.

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