

I used to think... but now I think

Skin cancer campaigns

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

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/wide brimmed hat.¹

After completing a review of skin cancer prevention campaigns at **Real stories: secondary school resource** (<https://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/real-stories-secondary-school-resource.html>), this activity offers students the opportunity to document their change in knowledge and understanding.

Purpose: What kind of thinking does this routine encourage?

This routine helps students to reflect on their thinking about the topic and explore

how and why their 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.

¹ Cancer Institute NSW. 2019. Sun protection behaviours in NSW, 2017. Sydney: Cancer Institute NSW, 2019

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Review the skin cancer prevention campaigns at **Real stories: secondary school resource** (<https://www.cancer.org.au/preventing-cancer/sun-protection/sunsmart-schools/real-stories-secondary-school-resource.html>)



Complete the exercise below.

I used to think...

but now I think...
