



Overview of the Years 7 and 8 suite of materials

The Years 7 and 8 suite of materials comprises:

- teacher and student resources to develop introductory knowledge about skin cancer and sun safety – these materials are generic materials for students in Years 7–12
- two student tasks (a design challenge and a research task)
- many fact files, student response (activity) sheets and guidelines that can be used to either support the design challenge or research task, or can be used as stand-alone resources to suit a program designed by the teacher.

The purpose of the materials is to increase students' understanding of skin cancer and sun safety, and to promote their active, positive engagement in sun-protection actions related to clothing, hats and sunglasses.

About the tasks

The two Years 7 and 8 tasks comprise a design challenge and a research task:

- Design challenge 1: [Campaign against skin cancer–The textiles way](#)
- Research task A: [Researching sun-safety knowledge and behaviours](#).

Each task is accompanied by a checklist of what students have to do, an assessment guide, teacher notes and resources to help students complete the tasks, including sample responses for some tasks.

Each task has its own unique focus:

- [Campaign against skin cancer–The textiles way](#) requires students to design a slogan or logo to promote sun safety with respect to clothing and fashion, and to communicate this message on a textile item such as a T-shirt, bag or hat by, for example, printing, sun-dyeing, embroidery, appliqué etc.

Students conduct a number of investigations to inform their decision-making.

Students are not required to make the items on which the slogan or logo is communicated. Rather, they can use ready-made articles. However, they could make the item themselves if there is time and the teacher wishes to develop students' textile production skills.

- [Researching sun-safety knowledge and behaviours](#) includes the options for students to conduct the research using an online survey tool or to conduct the research by interview technique.

In both options, students use their findings to recommend a sun-safe strategy or message that needs to be promoted to the target market and suggest how they could promote it to the target market.

They explain how the knowledge and/or behaviours of a target market influences the design of a product to promote sun safety.

While each task can stand alone, they can also be offered to students as a set to provide a comprehensive, holistic approach to education about sun safety. The research task can be used to gain evidence of the knowledge and/or behaviours of a target market in relation to sun safety, and this can provide a platform for the messages to be promoted in the design challenge.



What students submit

Campaign against skin cancer–The textiles way

- A set of annotated illustrations showing the design ideas and final design solution for the slogan or logo and its placement on the textile item.
- The textile item with the slogan/logo on it.
- A folio of tasks related to process work such as project management plans, investigation responses and evaluations of their work.

Researching sun-safety knowledge and behaviours

- Investigation report.

Assessment

Assessment of student work is based on the Years 7 and 8 achievement standards in the Australian Curriculum.

Campaign against skin cancer–The textiles way (based on the Design and Technologies {D&T} curriculum)

Student work is assessed on evidence of the student's ability to:

- manage a project
- explain techniques for communicating slogans or logos on fabric
- explain why the technique used was suitable for the logo or slogan
- investigate, evaluate and define their clients' needs
- design a slogan/logo
- communicate (draw) the design solution (the slogan or logo)
- produce the slogan or logo on a textile item
- evaluate their work.

Researching sun-safety knowledge and behaviours

(based on the Health and Physical Education {HPE} and D&T curricula)

Student work is assessed on evidence of the student's ability to:

- investigate the sun-safety knowledge and behaviours of a target market (HPE)
- investigate, evaluate and define the needs of a target market with respect to sun-safety messages and behaviours that need to be promoted to the target market (D&T)
- explain how the sun-safety knowledge and/or behaviours of a target market can influence the design of a product to promote sun safety (D&T).

Assessment guides are included for both tasks.

Some suggested learning experiences

Suggested learning experiences are described in the Teacher Notes for each task:

- Teacher Notes 3: [Campaign against skin cancer-The textiles way](#)
- Teacher Notes 4: [Researching sun-safety knowledge and behaviours.](#)

Links to the Australian curriculum

Both tasks are linked to the Australian Curriculum (as at June 2018).

The [Campaign against skin cancer–The textiles way](#) design challenge is aligned in particular with the Design and Technologies (D&T) context *Materials technologies and specialisations*, whereas the research task is aligned to both the Health and Physical Education (HPE) focus area *Safety* and to Design and Technologies (D&T).

As such, both tasks are suited to the school curriculum in all Australian states and territories. Each task has a specific set of teacher notes to assist with implementation. These notes include the curriculum connections. The specific content descriptions and relevant aspects of the achievement standard are identified for each task, along with a brief overview to show how what students do in the classroom connects to the curriculum.