



## Holiday in the sun

This design challenge is aimed at Years 9 and 10 students in Australian schools.

The purpose of the challenge is to:

- increase students' understanding of skin cancer and sun safety
- encourage students' active, positive engagement in actions to promote sun-safe behaviours by designing a sun-savvy outfit that promotes stylish sun-safety. The outfit is for an activity whilst on a holiday at a sun-drenched location of their choice—they do not have to make the outfit.

### About the design challenge

The design challenge centres around:

- developing introductory knowledge about skin cancer and sun safety
- a design challenge that requires students to design a sun-savvy outfit for an activity whilst on a holiday to a sun-drenched location of their choice—exploring the beach, going on a picnic, going to a pool or beach party, relaxing after a swim, sightseeing etc. Students do not have to make the outfit.

Two checklists are provided for students to keep track of their progress—one with supporting resources listed and the other without the list so that teachers can choose which best suits their needs.

An assessment guide and other student resources are also provided.

### What students submit

- A set of annotated illustrations showing their design ideas and final design solution for the outfit.

Students are also required to submit various tasks related to their process work.

### Assessment

Student work can be assessed using aspects of the achievement standard from the Australian Curriculum Design and Technologies for Years 9 and 10.

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

- manage a project
- explain:
  - how fabric characteristics and fashion design features influence design decisions related to sun-protective clothing
  - how fashion designers consider factors that impact on design decisions when producing sun-savvy clothing
- investigate, evaluate and define a client's needs (in this case, the student is the client)
- develop a design solution for a sun-savvy outfit
- communicate (draw) the design solution (the sun-savvy outfit)
- evaluate their own work.

Assessment guides are included for both the design challenge and, where appropriate, for additional work submitted.

In each case, the assessment guide indicates from where the evidence of learning is sought. If the teacher decides not to offer the stated opportunities to provide evidence of learning, or not to assess them, then alternative opportunities to demonstrate learning should be provided, or the assessment guide adjusted accordingly.

## Curriculum connections

This task relates to the Australian Curriculum Design and Technologies (as at June 2018) for students in Years 9 and 10. The following content descriptions and aspects of the achievement standard are addressed in the [Holiday in the sun](#) design challenge.

Structure	Content descriptions	Aspects of the achievement standard	Criteria	
Knowledge and understanding	Technologies & Society	<b>Critically analyse</b> factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved [ACTDEK040]	<ul style="list-style-type: none"> <li><b>Explain</b> how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.</li> </ul>	Knowledge and understanding
	Technologies contexts	<b>Investigate and make judgments</b> on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions [ACTDEK046]	<ul style="list-style-type: none"> <li><b>Evaluate</b> the features of technologies and their appropriateness for purpose when producing designed solutions for identified needs or opportunities</li> </ul>	Knowledge and understanding
Processes and production skills	Investigating and defining	<b>Critique</b> needs or opportunities ... [ACTDEP048]	<ul style="list-style-type: none"> <li><b>Critical evaluation</b> of needs and opportunities ...</li> </ul>	Investigating and defining
	Generating & designing	<b>Develop, modify and communicate design ideas</b> by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication [ACTDEP049]	<ul style="list-style-type: none"> <li><b>Create and connect design ideas</b> and processes of increasing complexity and <b>justify</b> decisions.</li> <li><b>Communicate</b> and document project</li> </ul>	Generating and designing
	Evaluating	<b>Evaluate design ideas, processes and solutions</b> against comprehensive criteria for success [ACTDEP051]	<ul style="list-style-type: none"> <li><b>Establish detailed criteria</b> for success, and use these to evaluate their ideas and designed solutions and processes.</li> </ul>	Evaluating
	Managing	<b>Develop project plans</b> using digital technologies to plan and manage projects individually, taking into consideration time, cost, risk and production processes [ACTDEP052]	<ul style="list-style-type: none"> <li>Independently and collaboratively <b>apply</b> sequenced <b>management plans</b> when producing designed solutions, making adjustments to plans when necessary.</li> </ul>	Managing

Note that it is not necessary for any one challenge to address all content descriptions and/or all aspects of the achievement standard for the band. Other learning related to any one of the four Design and Technologies contexts will provide further evidence of learning.

To reflect the intent of the above curriculum, students are given the opportunity to:

- **Independently develop, use and adjust as necessary** a sequenced management plan for the development of a design solution for a sun-smart outfit **(Managing)**
- **Explain** how fashion designers consider factors that impact on the design of sun-safe fashion **(Knowledge and understanding [Technologies and society])**
- **Investigate and evaluate** fashion design features with reference to sun protection **(Knowledge and understanding [Technologies contexts])**
- **Investigate and evaluate** fabric characteristics with reference to sun protection **(Knowledge and understanding [Technologies contexts])**
- **Investigate, critically evaluate and define** the client's needs (the student might be their own client) with respect to fashion preferences, style and personality to produce an image board that reflects these needs **(Investigating and defining)**
- **Establish detailed criteria for the success** of their response to the challenge **(Evaluating)**
- **Create** design ideas and a design solution for a sun-protective outfit that meets a client's needs **(Generating and designing)**
- **Develop fashion illustration/s** for their design solution **(Generating and designing)**
- Annotate their illustrations with comments that **justify** the decisions they made with reference to their appropriateness for sun safety and the client **(Generating and designing)**
- Using their detailed criteria for success, **evaluate** the final design solution, how well it was illustrated and the processes that they used **(Evaluating)**.

The challenge addresses those aspects of the achievement standard related to:

- knowledge and understanding
- investigating and defining
- generating and designing
- evaluating
- managing.

Evidence of learning related to the production of designed solutions could be gained by extending the task so that students make one of the garments they have designed.

## Some suggested learning experiences

### Establishing introductory knowledge about skin cancer and sun safety

Please see Teacher notes 1: [Establishing knowledge about skin cancer and sun safety.](#)

### Design challenge

Please see Teacher notes 5: [Overview of the Years 9 and 10 suite of materials.](#)