



Establishing knowledge about skin cancer and sun safety

Prior to engaging in design challenges and/or other in-depth work related to skin cancer and sun safety, it is important for students to:

- develop an understanding of the importance of protection from the sun's UV rays
- know the key messages for sun safety, especially as they pertain to clothing and accessories.

These teacher notes provide ideas for establishing such knowledge, followed by ideas to pull together what students know about myths and facts related to sun safety, and what else they still want to find out about.



Skin cancer

Fashion for the Sun resources

The following resources have been designed to develop student understanding of the importance of UVR protection.

Slide show

- Slide show 1: [Skin cancer and sun protection](#)

This is a generic resource to be used with a range of age cohorts. It covers types of skin cancer, risk factors, protection and how to check the skin. Some teacher notes are provided on the Notes pages. However, it is suggested that teachers develop their own supporting notes appropriate to the cohort of students for which the resource is being used.

Fact files

- Fact file A: [At a glance—Skin cancer](#)
- Fact file B: [At a glance—Skin cancer statistics](#)

These fact files can be used with the student response sheets 1–3 as listed over the page.

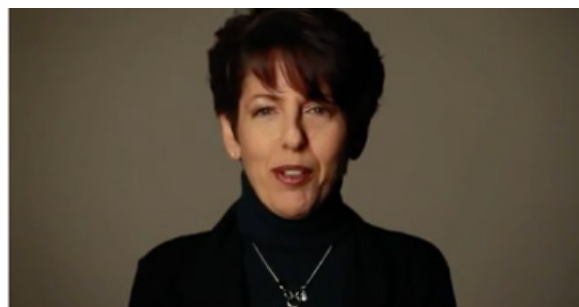
Student response sheets

- Student response sheet 1:
What is your understanding of skin cancer?
This resource is a three-level guide in which students analyse at three different levels the text in Fact file A: At a glance–Skin cancer to develop their understanding of skin cancer.
- Student response sheet 2:
Interpreting skin cancer statistics
This resource is a three-level guide in which students analyse at three different levels text and statistics in Fact file B: At a glance–Skin cancer statistics to develop their understanding of skin cancer statistics.
- Student response sheets 3A and 3B:
Making sense of the skin cancer statistics A and Making sense of the skin cancer statistics B
These resources ask students to identify trends and debate matters related to skin cancer statistics in Fact file B: At a glance–Skin cancer statistics.



External videos

- Check out YouTube clips such as: *Dear 16 Year Old Me* <https://www.youtube.com/watch?v=nE0ESk8RI4s> which shows self messages of young people with skin cancer.
- Show videos that show how to spot skin cancers and those at risk—for example: *Spotting skin cancer* <https://www.youtube.com/watch?v=fDwigwLwd5A>
- Show one of Queensland Health's video clips on Personal Stories <https://www.qld.gov.au/health/staying-healthy/environmental/sun/videos> and then conduct small group discussions with discussion starters such as:
 - If I was [name of person in story], I would feel . . .
 - If I was [name of person in story] I would [do] . . .
 - If [name of person in story] was my brother/sister/close friend, I would . . .
 - I admire [name of person in story] because . . .
 - The person who could most help [name of person in story] would be . . .
 - I can understand [name of person in the story] . . .
 - Tomorrow I could . . .



Dear 16 year old me video on YouTube



Spotting skin cancer video on YouTube



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TEACHER NOTES 1

Sun safety, especially as it pertains to clothing and accessories

Fashion for the Sun resources

- Fact file D: [Five ways to be sun safe](#)

This is a very simple resource sheet with the five key strategies to stay safe in the sun. It could be used in multiple ways, for example, students could:

- create a mood board (digital or physical) to show how they would personalise the five strategies to suit their own lifestyles
- create a digital or hard-copy collage of sun-safe clothing/fashion items that illustrates the five key strategies for being sun safe.

- Slide show 2: [Sun safety myths and facts](#)

The slide show has been adapted from Fact file C: [Sun-safety myths and facts](#) so that some statements are true (in the Fact file, all statements are myths). Before showing the facts, ask students to individually identify if they think the statements are true (fact) or false (myth)–see slide 3. This is a generic resource to be used with a range of age cohorts. It is suggested that teachers develop their own supporting notes appropriate to the cohort of students for which it is being used.

- Fact file C: [Sun-safety myths and facts](#)

Ask students to highlight the ones they would get right and the ones they would get wrong if asked whether the statements were fact (true) or myth (false).

This fact file is also used in conjunction with Student response sheet 4: [Delving deeper into sun safety: Think, pair, share](#).

- Student response sheet 4: [Delving deeper into sun safety: Think, pair, share](#)

This resource guides students to use Fact file C: [Sun-safety myths and facts](#) to develop a quiz for peers related to myths that are important to dispel. They could also develop, for example, posters, newsletter articles and/or slide shows to illustrate the myths and facts associated with sun safety. Some students could develop posters, while others could develop newsletter articles and others could develop slide shows. The newsletter articles could be collated into a 'Special Edition' newsletter to be distributed to relevant people. The collated set of resources developed by students could be used to provide a multi-modal presentation to their peers and/or parents and/or staff.

- Student response sheet 5: [Skin cancer and sun safety–Connect, Extend, Challenge!](#)

This resource guides students to investigate questions and/or concerns they have about skin cancer and sun safety. An alternative to using this resource could be:

- Brainstorm what students know about skin cancer and sun-safe behaviours.
- Check the accuracy of what students think they 'know' and elaborate as appropriate.
- Brainstorm what students are unsure about or want to know. Collate the responses on the board.
- Respond to what students are unsure about or want to know.



External videos

'Sun Mum' YouTube clips

The Sun Mum YouTube clips are short, funny videos developed by the Queensland Government in a campaign to encourage sun safety. The Sun Mum campaign was developed after research showed that it's not education that young people need, it's engagement, especially young males.

- Show one of the Sun Mum YouTube clips. For an example related to wearing a hat in winter, click on *Sun Mum in the kitchen* [41 seconds].
https://www.youtube.com/watch?v=7DML5_7FAic
- Ask students what sun protection strategy Sun Mum is promoting (wearing a hat).
- Ask students what other strategies they think Sun Mum might have.
- As students identify a relevant strategy, show the relevant Sun Mum YouTube clip/s [note that there is not a clip about wearing sunglasses as wearing sunglasses was not thought to be problematic at the time of the campaign]:

Wearing a hat

- *Sun Mum at the beach* [15 seconds, about wearing a hat] <https://www.youtube.com/watch?v=RqNH-h13Pwc>

Sunscreen

- *Sun Mum and the selfie* [56 seconds, about sunscreen] https://www.youtube.com/watch?v=MRSC1pq_6NE
- *Sun Mum and the sunscreen* [15 seconds about sunscreen] <https://www.youtube.com/watch?v=qrTghITGDJ8>
- *Sun Mum and the cake* [28 seconds, about sunscreen] <https://www.youtube.com/watch?v=TpXHHHo0HDE>

Covering up

- *Sun Mum and the T-Shirt* [34 seconds, about covering up] <https://www.youtube.com/watch?v=R64jjwcERZs>
- *Sun Mum: Catch of the day* [42 seconds, about covering up] https://www.youtube.com/watch?v=uQZbW_8fmug

Seeking shade

- *Sun Mum and the parasol* [34 seconds, about seeking shade] <https://www.youtube.com/watch?v=J8ED3ZerkXg>
- Questions for students:
 - What are the five key strategies for sun protection? (hat, sunscreen, sunglasses, cover up, shade)
 - Are the Sun Mum video clips a good resource to promote sun-safe behaviours to young people? Why/why not?

Slip, Slop, Slap

- Recall the Slip, Slop, Slap campaign. Show a YouTube clip of the original campaign <http://www.sunsmart.com.au/tools/videos/past-tv-campaigns/slip-slop-slap-original-sunsmart-campaign.html>
- Conduct a class discussion on whether students prefer the Slip, Slop, Slap campaign or Sun Mum and why.
- In twos or threes, ask students to recall/work out what to Slip, what to Slop and what to Slap.
- Tell them that research has shown that we also need to include Sunglasses and Shade. Ask students to come up with appropriate verbs for each, each starting with the letter S.

There are no right or wrong answers, but give the handout Fact file D: [Five ways to be sun safe](#) to show the messages supported by cancer councils and the Australian government (often 'slide' on sunglasses and 'seek' shade).



Sun Mum at the beach video on YouTube