



# Overview of the Years 11 and 12 suite of materials

## The Years 11 and 12 suite of materials comprises:

- materials to develop introductory knowledge about skin cancer and sun safety—these materials are generic to Years 7–12. It is expected that students in Years 11 and 12, typically aged 17–18 years, will go beyond the resources provided and conduct further independent research.
- three student tasks: two design challenges and a research task
- many fact files and student response [activity] sheets that can be used to support the design challenges or research task, or can be used as stand-alone resources to support 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-protective actions related to clothing, hats and sunglasses.

## About the tasks

### The three tasks are:

- Design challenge 5: [Making sun-safe clothing fashionable](#)  
This challenge has four options:
  - *Indigo magic*
  - *Daywear—Digital print*
  - *Street wear—Embellished bomber jacket*
  - *Resort wear—Dyeing for the sun*
- Design challenge 6: [Sun savvy with style](#)
- Research task B: [Do Australian teens embrace the sun-safe message?](#)

### Each task has its own unique focus:

- [Making sun-safe clothing fashionable](#) requires students to **design**, present fashion illustrations for and **make** a sun-safe garment or outfit in accordance with the specifications of the chosen option.
- [Sun savvy with style](#) requires students to develop a folio that shows the design processes they used to investigate and **design** three mix-and-match garments to help Australian teens stay safe in the sun. While they must provide suitable fabric samples for their designs, they are not required to make the garments.
- [Do Australian teens embrace the sun-safe message?](#) requires students to research and provide a reasoned response to the question: 'Do Australian teens embrace the sun-safe message?'

For both design challenges, students conduct a number of investigations to inform their decision making—for example, investigating fabric characteristics and features of clothing that are sun-protective, and investigating on-trend looks for the target market.



### What students submit

#### Design challenge: Making sun-safe clothing fashionable

- The garment or garments that they have created.
- A folio that documents evidence of knowledge and understanding related to skin cancer and sun safety and to on-trend looks that are sun savvy as well as evidence of the processes undertaken in the development, production and critique of their garment/s. The specific requirements are documented in Design challenge 5: [Making sun-safe clothing fashionable](#).

Suggested word limit is 800–1000 words for Year 11 students and 1000–1500 words for Year 12 students.

#### Design challenge: Sun savvy with style

- A folio that documents evidence of knowledge and understanding related to skin cancer and sun safety and to on-trend looks that are sun savvy as well as evidence of the processes undertaken in the development and critique of their fashion illustrations. The specific requirements are documented in Design challenge 6: [Sun savvy with style](#).

Suggested word limit is 800–1000 words for Year 11 students and 1000–1500 words for Year 12 students.

#### Research task: Do Australian teens embrace the sun-safe message?

- A folio that documents evidence of introductory knowledge about skin cancer and sun safety
- A researched response to the topic: Do Australian teens embrace the sun-safe message?

The researched response should show evidence of students being able to make a reasoned decision regarding the topic under investigation and providing logical arguments and supporting evidence for their conclusions and recommendations. A researched response is normally presented with section headings and often includes tables, graphs or diagrams and the analysis of statistical data.

### Assessment

Assessment will be governed by the requirements of the relevant state or territory education authority, but would typically be based on evidence of:

- knowledge and understanding
- reasoning and communicating processes
- practical performance (*Making sun-safe clothing fashionable* only).

### Links to the Australian curriculum

Australia does not have a national curriculum for students in Years 11 and 12 that is suited to this resource. Rather, this resource has been developed generically so that it can be linked to the appropriate Years 11 and 12 curricula in all states and territories. For example, it could be incorporated into courses such as Fashion Studies, Textiles and Fashion, Textiles Technology etc.

Assessment requirements at Years 11 and 12 vary across the states and territories, hence no specific assessment criteria and standards are provided. Rather, it is expected that the teacher will make the links and develop assessment relevant to their own education authority. Therefore, the materials should be suited to the school curricula in all Australian states and territories.

### Some suggested learning experiences

The learning experiences described below are not necessarily suited to all three tasks. Please select as appropriate.

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

It is important for students to develop an introductory understanding of:

- skin cancer and its links to the sun's ultraviolet (UV) rays
- the key messages for sun safety, especially as they pertain to clothing, hats and sunglasses.

Teacher notes 1: [Establishing knowledge about skin cancer and sun safety](#) describes and provides links to teacher and student resources to help develop this understanding. The resources include teaching ideas and two slide show presentations, as well as fact files, two three-level guides and other student activities.

These introductory materials have been developed for students in Years 7–12, with teachers able to select and/or adapt the resources to suit the cohort. It would be expected that teacher input and/or additional resources for Years 11 and 12 students and the students' responses to the student activities would be more advanced cognitively.



### Knowledge and understanding of factors that influence whether or not clothing is sun-savvy (for the two design challenges)

Students could conduct investigations and/or critical analyses or evaluations to develop their knowledge and understanding about sun safety as it pertains to clothing. The following are examples of resources that could contribute to this development.

Note that where assessment guides are provided, these guides are aimed at Years 9–10 students and are based on the Australian Curriculum. It is expected that the teacher would replace these guides with assessment more suited to Years 11 and 12 students, align it with state and territory requirements, and ensure it reflects the more in-depth responses expected at this level.

### Factors that influence designers of sun-savvy fashion

Student response 21: [Being a fashion designer](#) provides a structure for students to explain the factors that fashion designers must take into account when designing sun-savvy fashion and how these affect the design decisions they make.

### Fabric characteristics that are sun-savvy

The resources to facilitate learning about how fabric characteristics influence design include a text analysis and a practical investigation. Either approach could be used. There are four resources to support these two approaches:

- Student response 15: [Fabric characteristics and UVR protection—A text analysis](#), which uses the technique of text analysis to consider the impact of different characteristics on UVR penetration.
- Fact file H: [At a glance—Fabric characteristics and UVR protection](#), which provides the text for analysis in the above resource.
- Student response 16: [Fabric characteristics and UVR protection—A practical investigation](#), which guides students to conduct a practical investigation to analyse and evaluate fabric characteristics with reference to UVR protection. Hence, it helps develop an understanding of how fabric characteristics influence design decisions related to sun-protective clothing.

Students use UV colour-changing beads (available from a number of sources—search for ‘UV colour

changing beads Australia’) in their investigation. When exposed to UVR these beads change colour almost immediately so students can quickly and easily compare how different fabrics influence the effects of UVR on the skin.

- Student response 17: [Sun-savvy fabrics—An analytical response](#), which provides a framework for students to present their findings from either the text analysis or the practical investigation.

Both the text analysis and the practical investigation result in students being able to explain how fabric characteristics influence the design of sun-safe clothing, so either can be used. As a result students are able to establish criteria for successful sun-protective fabric characteristics.

### Fashion design features that are sun-savvy

Student response 18: [Design features for sun-savvy fashion](#) and Fact file I: [At a glance—Fashion design features for UVR protection](#) guide students to investigate, analyse and critically evaluate one of the key needs of the client—clothing features that protect from ultraviolet radiation (UVR). As a result they are able to establish criteria for successful sun-protective fashion features.

### How printing and dyeing techniques influence design (for Design challenge Making sun-safe clothing fashionable [options Daywear digital print and Dyeing for the sun])

When choosing their fabrics and printing or dyeing designs, students should be encouraged to consider the impact of features such as colour and weave on UV protection. They could conduct experiments using UV colour changing beads on colours of interest to them to determine which is best for UV protection.

A class discussion could be held on how the different techniques can be used with minimum impact on the environment.

### Sun-smart behaviours of young Australians

- Fact file E: [Sun-smart behaviours of young Australians \(12-17 year-olds\)](#)
- Fact File M: [Teens go cool on tanning](#)
- Student response 7: [Sun-smart behaviours of young Australians \(12-17 year-olds\)](#)

### Project management planning

Student response 14: [Project management plan B](#) provides a framework for developing and implementing a project management plan. It is suggested that this plan is reviewed or assessed by the teacher before implementation to ensure it will work.

### Investigating and defining a client or target market's needs

Student response 19: [The needs of my client or target market](#) provides structure and prompts for investigating and evaluating a client or target market's needs.

Student response 20: [Image Board](#) guides students to capture the client's needs, fashion preferences, style and personality on boards that serves as inspiration for the students' designs. The students can create their boards digitally or by displaying photographs, illustrations, pictures from magazines or the internet, colour swatches, texture samples, fabric samples, words etc. on physical boards. Students can see many, many examples of such boards by doing a web search for 'mood boards' or 'mood boards fashion'.

### Generating and communicating design ideas

#### Brainstorming factors to consider when designing sun-safe clothing

Student response 25: [Developing fashion design ideas: A lotus diagram](#) guides students to brainstorm ideas that might be suitable for their fashion designs and to shortlist those ideas in a structured way on a single page.

#### Refining ideas

Consider strategies to help students think how they could improve their designs, think outside the square, or come up with something different. For example:

- The BAR strategy
- The SCAMPER strategy

#### The BAR strategy

- Make something in the design **B**igger
- **A**dd something
- **R**emove something.

### Communicating and justifying the final design solution

#### Drawing the final fashion designs

See Student response 26: [Finalising and communicating fashion design solutions](#) and Fact file J: [Fashion templates](#)

It is suggested that students draw their final fashion designs on to figures. These can be hand-drawn or created digitally. Students could:

- draw their designs freehand
- use the fashion templates provided—if using the templates, typically a better result is achieved if students draw the garments on the template first and then trace the final presentation so that the figure underneath the clothing is not shown.

#### Annotating the illustrations

Students should photocopy or scan their illustrations for future use in other parts of their folios, and then annotate either the original or copied versions. The annotations should describe and justify design decisions, for example:

- the key features [fashion design features, fabric characteristics, colour etc.] that meet the client needs and the design challenge
- the activity for which the fashion is intended and the extent to which the fashion design features are suitable for that activity
- how accessories, which should be included, complement the sun-safe outfit.

#### Producing [for Design challenge 5: Making sun-safe clothing fashionable]

Fact file L: [Easy-to-make Kimono](#) provides instructions for making a kimono in just a few easy steps.

#### The SCAMPER strategy

This is a more extensive form of the BAR strategy:

- **S**ubstitute something [e.g., a design feature, colour]
- **C**ombine ideas [e.g., from different illustrations they have seen]
- **A**dapt the design [e.g., to make it suitable for a different age group or to their activity]
- **M**odify the design [e.g., to better fulfil the clients' needs; e.g., bigger collar, longer length]
- **P**ut something on it [e.g., a pocket]
- **E**liminate something
- **R**everse a design feature.