

# UV adds up

## Years 7 & 8

### Australian F-10 curriculum links

#### Health and Physical Education

#### Content descriptions

- Investigate and select strategies to promote health, safety and wellbeing ([ACPPS073](#)).
- Evaluate health information and communicate their own and others' health concerns ([ACPPS076](#)).
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities ([ACPPS077](#)).

#### Achievement standards

- Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.

### Prepare yourself (teacher)

Watch the [UV. It all adds up](#) clip and familiarise yourself with the ideas presented. Visit the [SunSmart website](#) to familiarise yourself with the concepts of UV radiation exposure.

For this activity, students will watch the [UV. It all adds up](#) clip and complete the following questions.

#### Class resources

- Projector, smart TV or screen to show the [UV. It all adds up](#) clip
- Student notebooks
- A3 poster paper or space for students to draw
- Coloured pencils

#### Estimated time required

2 periods

# UV adds up

## Student worksheet



Watch the *UV. It all adds up* clip and complete the following questions.

- 1 Explain what UV means, and list all the places where you are exposed to UV.
- 2 Explain what is meant by the terms '**incidental**' and '**cumulative**' exposure, using examples to support your explanation.
- 3 *UV. It all adds up* warns viewers about the danger of '**incidental**' UV exposure, challenging the idea that it is only those who tan regularly or have visible signs of UV damage, that get skin cancer. How would you explain this concept to a stranger in one paragraph?
- 4 Design a device which could be used to record or track your UV exposure.
- 5 Design a tool or strategy that can be used to remind people that their UV damage is adding up when they're unprotected outdoors.
- 6 You can't always see UV damage as it's occurring – sometimes it happens below the surface of the skin. Describe a new strategy that can be used to educate people about this concept.
- 7 List some professions that may not realise their UV exposure is adding up. Explain what you would do to educate them about the risks and what strategies they could use to protect themselves.
- 8 What persuasive words would be useful to convince someone to use sun protection? List 5.

- 9 Compare the text and image below – which is more persuasive to you and which would convince you to change your sun protection practices? Give reasons for your answer.



Prevention is better than a cure when it comes to Australia's most common cancer. Two in three Australians will be diagnosed with skin cancer by the age of 70. For young Australians aged 15-24 years, melanoma is the most common cancer. SunSmart want Australians to know that anywhere you go, ultraviolet (UV) radiation will damage unprotected skin. And it just keeps adding up. It's not only people that regularly tan or sunbake who are at risk of skin cancer. Your skin is like a memory bank – it remembers all the sunburns, all the tans, and all the time you spent exposed to the sun's UV radiation, without sun protection. Every time you expose your skin to UV radiation, changes take place in the structure and function of your skin cells. You can't always see the damage, but it is irreversible and will worsen with every exposure. Over time, this skin damage can result in premature ageing, eye damage, sunspots, and at worst, skin cancer. Once a skin cancer has developed, the damaged cells can spread through the bloodstream to other areas of the body. The good news is that skin cancer can be prevented, by using a combination of sun protection measures – hats, clothing, sunscreen, shade, and sunglasses.

- 10 Use a selection of the following persuasive words to write a paragraph encouraging people to be SunSmart.

damage distressing  
 specifically proven illustrates likewise  
 evidence results yet trauma  
 vital  
 consequently healthy  
 thus risk sensible smart  
 disturbing important purpose preventable  
 strongly dangerous safe

- 11 Discuss the benefits and disadvantages of using scare tactics to persuade people to change their behaviour.
- 12 Give an example of a health issue that uses scare tactics.
- 13 Discuss the benefits and disadvantages of rewarding people for positive health behaviours.
- 14 Give an example of a health issue that rewards people for positive health behaviours.
- 15 Give your opinion on whether you believe scare tactics or positive reinforcement are more effective at getting young people to use sun protection. Give reasons for your answer.

### Extend yourself

Using the example below, draw a decision tree to make a decision about if/when to use sun protection.

### Should I wash my clothes?

