

Relationship to the South Australian Curriculum Framework

Be SunSmart is intended to fit within the context of the **South Australian Curriculum Standards and Accountability (SACSA) Framework**, which is used for planning and programming across the eight Learning Areas in all government schools and in many non-government schools in South Australia.

The SACSA curriculum is **constructivist** in its approach, i.e. learners are seen as active participants in the process of taking in information and building their own knowledge and understanding.

Enterprise and Equity are central curriculum considerations across all Learning Areas and the framework explicitly identifies five **Essential Learnings** that provide the connecting threads for the whole curriculum.

The SACSA curriculum is designed to provide coherent developmental learning from the very early years through to year 12. It is divided into four **Learning Bands**: Early Years, Primary Years, Middle Years and Senior Years. Milestones for learners are represented by **Standards** at points along the continuum of learning and expected **Learning Outcomes** for each Learning Area are described around those Standards.

The *Be SunSmart* resource is designed for presentation to Middle Years students in years 6 to 9. Learners will be working towards or will have achieved **Standard 4**, and within each Unit of the resource the general expectation is that students will demonstrate learning outcomes at Standard 4 level. There will, however, be considerable variation among students, with some achieving above or below this level.

Essential Learnings

The SACSA Framework identifies a set of understandings, dispositions and capabilities (Essential Learnings) that today's learners need in order to take advantage of the wide and ever-changing range of options open to them. These learnings incorporate the previously adopted Key Competencies that underpin the education required for post-school choices and lifelong learning. Students will acquire the Essential Learnings through well-planned constructivist learning programs across the eight Learning Areas.

In offering *Be SunSmart* to Middle Years learners, educators will be expected to consider the following key questions about the Essential Learnings in their teaching and learning program.

Futures

What knowledge, skills and dispositions are required to maximise opportunities in creating preferred futures?

Identity

What knowledge, skills and dispositions are required to critically understand self-identity, group-identity and relationships?

Interdependence

What knowledge, skills and dispositions are required to critically understand the systems to which lives are connected, and to participate positively in shaping them?

Thinking

What knowledge, skills and dispositions are required to develop particular habits of mind, to create and innovate, and to generate solutions?

Communication

What knowledge, skills and dispositions are required to construct and deconstruct meaning, and to critically understand the power of communication and its technologies?

(From *South Australian Curriculum Standards and Accountability Framework*, Department of Education, Training and Employment, 2001, General Introduction p.15)

More detailed information about the Key Competencies and Essential Learnings is on pages 12 and 13.

Characteristics of learners in the Middle Years Band

All Middle Years learners are individuals who bring to learning their own prior knowledge and experiences, needs, interests, concerns, expectations and aspirations.

In addition, Middle Years learners are:

- experiencing adolescence and the accompanying emotional, physical and sexual changes
- learning to form, articulate and manage relationships

Relationship of this resource to the South Australian curriculum framework (cont.)

- keen to develop greater interdependence with their peers and independence in their lives
- questioning schooling and their engagement with schooling, reflecting on who they are, where they belong, what they value and where they're going
- developing their own voice, often challenging the voices of their parents/caregivers, teachers and society
- aiming for a stronger sense of belonging through participation in wider adolescent cultures
- becoming aware that they can make changes for themselves and others.

To meet the needs of this range of learners, the learning process involves students continuously extending, elaborating, reformulating and reflecting upon their frameworks of knowledge and values. They also need to be supported in developing responsibility for their own learning and enthusiasm for continuous learning.

(Adapted from *South Australian Curriculum Standards and Accountability Framework*, Department of Education, Training and Employment, 2001, Middle Years, p. 5)

In presenting the *Be SunSmart* learning activities educators need to be aware of the powerful force of social norms and behaviours within this cohort of students.

Learning Areas

While the Key Ideas and Learning Outcomes in **Health and Physical Education** at Middle Years level form the focus for activities in this book, teachers are encouraged to plan for learning across all Learning Areas, with particular consideration of the Key Ideas and Learning Outcomes in Middle Years **English, Society and Environment, Science** and **Mathematics**.

The following are examples of the relationship between particular activities in this book and the Key Ideas and Learning Outcomes of particular Learning Areas.

Health and Physical Education

Unit 1 - Activity 4: *Are you SunSmart?*

Students are invited to reflect on their attitudes and behaviours in relation to suntanning and to consider the implications. This aligns with a Key Idea and associated Learning Outcome of the 'Health of individuals and communities' strand of Middle Years Health and Physical Education.

Key Idea: *Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them.*

Outcome 4.6: *Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others.*

Unit 1 - Activity 6: *What influences you?*

Students are invited to investigate factors, including the influence of role models and the media, that encourage or inhibit SunSmart behaviour. This aligns with a Key Idea and associated Learning Outcome in the 'Personal and social development' strand of Middle Years Health and Physical Education.

Key Idea: *Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.*

Outcome 4.3: *Investigates key ways in which groups and cultures contribute to forming identities.*

Unit 2 - Activity 11: *Issues about sunscreens.*

Students are invited to critically examine sunscreen products and attitudes towards their use. This aligns with a Key Idea and associated Learning Outcome in the 'Health of individuals and communities' strand of Middle Years Health and Physical Education.



Relationship of this resource to the South Australian curriculum framework (cont.)

Key Idea: *Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others.*

Outcome 4.7: *Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm.*

Mathematics

Unit 1 - Activity 2: *Melanoma rates.*

Students are invited to examine and interpret statistics on the incidence of melanoma and develop relevant graphs. This aligns with a Key Idea and associated Learning Outcome in the 'Exploring, analysing and modelling data' strand of Middle Years Mathematics.

Key Idea: *Students use statistical methods to reduce, analyse and interpret data, while critically evaluating the cultural and social inclusivity of the samples used.*

Outcome 4.2: *Reads and describes information in given tables, diagrams, line and bar graphs. Makes predictions based on the information, understanding the limitations of data interpretation and the possible social consequences of these limitations.*

English

Unit 2 - Activity 18: *Solariums – Safe tans?*

Students are presented with a selection of solarium advertisements to analyse and critique. This aligns with a Key Idea and associated Outcome in the 'Language' strand of Middle Years English.

Key Idea: *Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.*

Outcome 4.7: *Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.*

Society and Environment

Unit 4 - Activity 25: *A SunSmart policy for your school.*

Students are invited to research and develop a SunSmart policy for their school. This aligns with a Key Idea and associated Outcome in the 'Social systems' strand of Middle Years Society and Environment.

Key Idea: *Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify key ideas, justify positions, predict outcomes and suggest enterprising solutions.*

Outcome 4.11: *Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people's work.*

In many middle years secondary settings and in primary schools, teachers have responsibility across a number of Learning Areas. This situation is advantageous for the effective and comprehensive delivery of the *Be SunSmart* resource and for a flexible approach to assessing students' learning achievement.

The South Australian Curriculum Standards and Accountability (SACSA) Framework

Outcomes on pages 5-10 provide suggestions of Outcomes to be achieved in Health and Physical Education and other Learning Areas for each activity. They are suggestions only. Teachers are encouraged to use *Be SunSmart* as they think fit to suit their own teaching and learning program.

Copies of the SACSA Framework are available in all government schools and can be accessed online through <www.sacsa.sa.edu.au>. The document *South Australian Curriculum, Standards and Accountability Framework: the required elements* (Department of Education and Children's Services, 2005) is a useful resource that is available in all schools.

South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

Outcomes in the grid are mainly Standard 4 as the content is most relevant to that Standard.

Please note: There may be considerable variation amongst students and therefore teachers need to provide opportunities to achieve Standards above and below this level.

	Learning areas Strands and key ideas	Arts	Design and technology (D&T)		English
		Arts practice	Critiquing	Designing	Texts and contexts
Unit 1 What do you know about skin cancer?	Activity 1 Facts about skin cancer				
	Activity 2 Melanoma rates				
	Activity 3 Types of skin cancer				4.2
	Activity 4 Are you SunSmart?				
	Activity 5 UV radiation and vitamin D			4.2 (for Worksheet 5C)	4.3
	Activity 6 What influences you?				
	Activity 7 Personal sunburn danger zones				4.3
	Activity 8 School sunburn surveys				
	Activity 9 Skin cancer rates				4.3
Unit 2 Being SunSmart	Activity 10 SunSmart quick quiz				4.3
	Activity 11 Issues about sunscreens				4.3
	Activity 12 Sunscreen product testing				4.3
	Activity 13 Choosing a hat		4.1	4.2	
	Activity 14 Shade provision by hats		4.1	4.2	
	Activity 15 Shade in the school ground		4.1	4.2	

South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

	Learning areas	English (cont.)		Health and physical activity (H&PE)	
	Strands and key ideas	Language	Strategies	Personal and social development	Health of individuals & communities
Unit 1 What do you know about skin cancer?	Activity 1 Facts about skin cancer		4.11		4.6
	Activity 2 Melanoma rates		4.11		4.6 4.7
	Activity 3 Types of skin cancer	4.6			4.6 4.7
	Activity 4 Are you SunSmart?		4.11		4.6
	Activity 5 UV radiation and vitamin D		4.12		4.7
	Activity 6 What influences you?	4.7		4.3	
	Activity 7 Personal sunburn danger zones				4.6 4.7
	Activity 8 School sunburn survey				4.7
	Activity 9 Skin cancer rates				4.6
Unit 2 Being SunSmart	Activity 10 SunSmart quick quiz				4.6
	Activity 11 Issues about sunscreens		4.11		4.6 4.7
	Activity 12 Sunscreen product testing				4.6
	Activity 13 Choosing a hat	4.7		4.3	4.6
	Activity 14 Shade provision by hats				4.6
	Activity 15 Shade in the school ground				4.6

South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

	Learning areas	Mathematics (Maths)	Science	Society and environment (S&E)	
	Strands and key ideas	Exploring, analysing & modelling data	Matter	Place, space and environment	Social systems
Unit 1 What do you know about skin cancer?	Activity 1 Facts about skin cancer				
	Activity 2 Melanoma rates				
	Activity 3 Types of skin cancer				
	Activity 4 Are you SunSmart?				
	Activity 5 UV radiation and vitamin D				
	Activity 6 What influences you?				
	Activity 7 Personal sunburn danger zones				
	Activity 8 School sunburn surveys	4.1			
	Activity 9 Skin cancer rates				
Unit 2 Being SunSmart	Activity 10 SunSmart quick quiz				
	Activity 11 Issues about sunscreens				4.11
	Activity 12 Sunscreen product testing		4.7		4.11
	Activity 13 Choosing a hat		4.7		4.11
	Activity 14 Shade provision by hats			4.5	4.11
	Activity 15 Shade in the school ground			4.5	

South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

	Learning areas	Arts	Design and technology (D&T)		English
		Arts practice	Critiquing	Designing	Texts and contexts
Unit 2 Being SunSmart	Activity 16 Shade in other places		4.1		
	Activity 17 Tanning - why do people want a tan?				
	Activity 18 Solariums - safe tans				4.3
	Activity 19 Sun exposure, vitamin D and fake tans				4.3
	Activity 20 SunSmart crossword				
	Activity 21 SunSmart role plays	4.3			
Unit 3 SunSmart in the workplace	Activity 22 Outdoor jobs				4.3
	Activity 23 Work safely in the sun				4.1 4.2 4.3
Unit 4 Promoting sun safety in your school community	Activity 24 Raising awareness				4.3
	Activity 25 A SunSmart policy for your school				4.4
	Activity 26 A community health campaign				4.4
	Activity 27 Planning your own SunSmart campaign				4.3
	Activity 28 Developing advertisements for SunSmart promotion			4.2	4.4
	Activity 29 What's in an advertisement?				4.3 4.4
	Activity 30 Develop your own SunSmart advertisement			4.2	4.2 4.4


South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

	Learning areas	English (cont.)		Health and physical education (H&PE)	
		Language	Strategies	Personal and social development	Health of individuals & communities
Unit 2 Being SunSmart	Activity 16 Shade in other places				4.6
	Activity 17 Tanning - why do people want a tan?			4.4	4.6 4.7
	Activity 18 Solariums - safe tans	4.8	4.11		4.6
	Activity 19 Sun exposure, vitamin D and fake tans				4.6
	Activity 20 SunSmart crossword				4.6 4.7
	Activity 21 SunSmart role plays	4.6			4.6 4.7
Unit 3 SunSmart in the workplace	Activity 22 Outdoor jobs				4.6 4.7
	Activity 23 Work safely in the sun				4.6 4.7
Unit 4 Promoting sun safety in your school community	Activity 24 Raising awareness				4.6 4.7
	Activity 25 A SunSmart policy for your school				4.6 5.7
	Activity 26 A community health campaign		4.11		4.6 5.7
	Activity 27 Planning your own SunSmart campaign				4.6 5.7
	Activity 28 Developing advertisements for SunSmart promotion			4.5	4.6 4.7
	Activity 29 What's in an advertisement?				4.6 5.7
	Activity 30 Develop your own SunSmart advertisement			4.5	4.6 5.7

South Australian Curriculum Standards and Accountability (SACSA) Framework Outcomes

	Learning areas	Mathematics (Maths)	Science	Society and environment (S&E)	
		Strands and key ideas	Exploring, analysing & modelling data	Matter	Place, space and environment
Unit 2 Being SunSmart	Activity 16 Shade in other places			4.5	
	Activity 17 Tanning - why do people want a tan?			4.5	
	Activity 18 Solariums - safe tans				
	Activity 19 Sun exposure, vitamin D and fake tans				4.11
	Activity 20 SunSmart crossword				
	Activity 21 SunSmart role plays				
Unit 3 SunSmart in the workplace	Activity 22 Outdoor jobs				4.10 4.11
	Activity 23 Work safely in the sun				4.10 4.11
Unit 4 Promoting sun safety in your school community	Activity 24 Raising awareness	4.1			
	Activity 25 A SunSmart policy for your school				4.11
	Activity 26 A community health campaign				4.11
	Activity 27 Planning your own SunSmart campaign				4.11
	Activity 28 Developing advertisements for SunSmart promotion				
	Activity 29 What's in an advertisement?				
	Activity 30 Develop your own SunSmart advertisement				

Essential Learnings and Key Competencies

Essential learnings		Key competencies	
<p>Futures</p> <p>What knowledge, skills and dispositions are required to maximise opportunities in creating preferred futures?</p>	<ul style="list-style-type: none"> • understanding world views when analysing future challenges • building scenarios of preferred futures • demonstrating lifelong learning 	KC1: collecting, analysing and organising information	<ul style="list-style-type: none"> • using a variety of information sources
		KC2: communicating ideas and information	<ul style="list-style-type: none"> • using a variety of media in presenting learnings
<p>Identity</p> <p>What knowledge, skills and dispositions are required to critically understand self-identity, group-identity and relationships?</p>	<ul style="list-style-type: none"> • understanding self, group and others • understanding that ideas of self, group and others can be shared to develop identities and tolerant relationships 	KC3: planning and organising activities	<ul style="list-style-type: none"> • developing work skills to achieve desired outcomes, both personal and work related
		KC4: working with others in teams	<ul style="list-style-type: none"> • interacting with others in small and large groups • recognising and responding to group strengths and needs for effective functioning
<p>Interdependence</p> <p>What knowledge, skills and dispositions are required to critically understand the systems to which lives are connected and to participate positively in shaping them?</p>	<ul style="list-style-type: none"> • understanding what is needed for sustainable social and physical environments • acting cooperatively to achieve agreed outcomes • taking civic action to benefit community 	KC5: using mathematical ideas and techniques	<ul style="list-style-type: none"> • choosing and using relevant strategies to achieve desired outcomes

Essential Learnings and Key Competencies

Essential learnings		Key competencies	
<p>Thinking</p> <p>What knowledge, skills and dispositions are required to develop particular habits of mind, to create and innovate, and to generate solutions?</p>	<ul style="list-style-type: none"> accessing ideas and using a wide range of thinking modes demonstrating enterprising attributes initiating enterprising and creative solutions for contemporary issues 	KC6: solving problems	<ul style="list-style-type: none"> being able to identify a problem, to apply an effective process and work towards an acceptable solution
		KC7: using technology	<ul style="list-style-type: none"> selecting relevant technological applications to locate, organise and present information
<p>Communication</p> <p>What knowledge, skills and dispositions are required to construct and deconstruct meaning, and to critically understand the power of communication and its technologies?</p>	<ul style="list-style-type: none"> making effective use of language, mathematical and information and communication technology tools using communication in a range of modes to achieve identified outcomes understanding the power of communication in effecting change 		