

# Sid – success or flop?

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](#)).

### Achievement standards

- Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.

## Prepare yourself (teacher)

Watch the [Slip! Slop! Slap!](#) clip and familiarise yourself with the ideas presented.

For this activity, students will watch the [Slip! Slop! Slap!](#) clip and complete the following questions, including designing and administering a survey to their peers.

### Class resources

- Projector, smart TV or screen to show the [Slip! Slop! Slap!](#) clip
- Student notebooks
- Student access to internet and/or Microsoft Word

### Estimated time required

2 periods, plus the opportunity for students to gather responses to questionnaires between classes.

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## Student worksheet

- 1 **Indirect pressure** happens when you see other people behaving in a particular way and you think you would like to be like them. **Direct pressure** happens when you are required to make a decision because someone has approached you to make a choice.

Provide examples about tanning that include both indirect and direct pressure.

- 2 **Insistent pressure** happens when someone won't take 'no' for an answer. **Internal pressure** happens when you put pressure on yourself to behave or look a particular way.

Provide examples about tanning that include both insistent and internal pressure.

- 3 Imagine you are at the beach with your friends, and the UV Index is at 8 (high). Your friend decides to use tanning oil, commenting that her older sister had told her that people look better with a tan.

Identify the type of pressure(s) taking place, then develop a response to your friend's comment and state what choice you would make.

- 4 Make a list of outdoor activities that you frequently participate in where your skin is exposed to the sun's UV radiation.

- 5 View the [Slip! Slop! Slap!](#) campaign.

This was one of Australia's most successful health campaigns designed to change public perceptions about tanning. Develop your own investigation using primary research to find out what people think of tanning today and whether the campaign would change their perceptions of tanning.

Using an online program such as [Survey Monkey](#), or using Microsoft Word, develop a questionnaire that includes at least 10 questions. Questions to get you started may include:

- Do you like to get a tan?
- Is a tan healthy?
- What factors influence your decision to tan/not tan?
- Do you recall what is meant by Slip! Slop! Slap!?

Analyse the answers you receive to help you with the next question.

6 Has the campaign been a success or a flop? Answer the questions below to help you decide.

- What knowledge do the participants have about tanning?
- How has the health campaign changed or improved people's perception about tanning?
- How has the health campaign changed behaviours and choices about tanning and sun protection?
- Has the health campaign been successful in changing perceptions? Yes/no, and why?

## Extend yourself

Graph your results using any of the many online 'create a graph' programs. To find one that best suits you, conduct an internet search using 'create a graph' as your search term.