



Teacher Resource

Sun Safety Campaign

Focus Questions

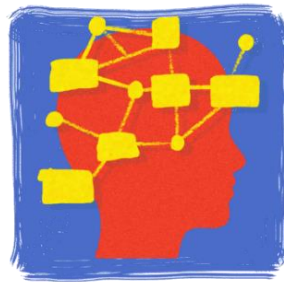
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In which decade did we become aware that UV and the sun was damaging?
2. What does UV stand for?
3. Which type of UV travels deep and can cause damage to our skin's bottom layers?
 - a. UVA
 - b. UVB
 - c. UVC
4. What are the 5's in the sun safety campaign?
5. Why do you think the Slip, Slop, Slap advertisement has been successful?

Activity: Class Discussion

Before watching the BTN Sun Safety Campaign story begin with a discussion about sun safety. Ask students what they know about the effects of the sun on the skin and the steps to being sun safe.

In pairs, students will brainstorm what they already know about sun safety using a mind map to record their ideas. Ask some volunteers in the class to share their mind maps.



Activity: See, think and wonder?

After watching the BTN story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

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KEY LEARNING

Students will explore the impact of the Slip, Slop, Slap safety advertisement. Students will investigate the importance of sun safety and the effects of UV radiation.

CURRICULUM

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

Health and PE – Years 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Health and PE – Years 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Investigate community resources and ways to seek help about health, safety and wellbeing.

Activity: Safety Campaign

The Slip! Slop! Slap! campaign for TV, radio and print is widely credited as playing a key role in the dramatic shift in sun protection attitudes and behaviour since it launched in 1981. Students will view and analyse the [Slip! Slop! Slap! TV advertisement](#) and then respond to the following:

1. What safety message did you hear or see in the video?
2. How did the advertisement communicate the message to the audience?
3. Who is the audience for the advertisement?
4. What elements (symbols, visuals, colours, sound, slogan, jingle etc) are used in the advertisement to enhance the message?
5. How effective was the advertisement in teaching the audience about sun safety?



NFSA [Slip! Slop! Slap! TV Advertisement](#)

Activity: Graphic Organisers

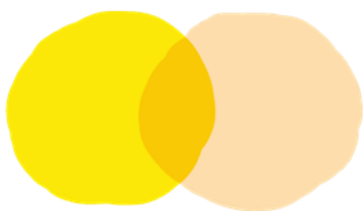
Graphic organisers are a helpful learning tool for students to organise, clarify, or simplify complex information. Students will choose one type of graphic organiser to understand the impact of UV radiation and the importance of sun safety.

Venn Diagram

Purpose: To compare the similarities and differences between two or more things.

Procedure: Write the items being compared in the circles. Where the circles overlap, record similarities. Record the characteristics which are different in the areas that do not overlap.

Activity: Compare the similarities and differences between UVA, UVB and UVC.



Mind Map

Purpose: To assist in activities that involve planning, brainstorming, making notes, organising or problem solving.

Procedure: An issue or topic is written in the centre. Related ideas are linked to the central issue and other ideas are developed from these.

Activity: Use a mind map to record what you know about sun safety.

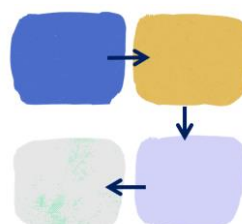


Flow Chart

Purpose: To represent a sequence of events.

Procedure: Write or draw events or activities in order in each box. Other boxes can be added to show related events.

Activity: Use a flow chart to show the 5 steps of the slip, slop, slap, seek, slide sun safety campaign. Draw an object to represent each step and explain its importance.



Activity: Education Campaign

Students will design a public education campaign to raise awareness about sun safety. Students will need to think about their campaign's aim, target audience, and the value of raising awareness at their school. Students can use the following guidelines when researching, planning, and creating their sun safety campaign.

Step 1: Research & Learn

Use the internet to do some research to learn more about how to be sun safe, and why it's important.

- When do you need to be sun smart?
- How can you be sun smart? Write a checklist of ways to be sun smart.
- Why is it important to be sun smart?
- What are some myths about sun protection?
- How can you teach other kids about being sun smart? Think of creative ways you can teach kids your message about sun safety.

Step 2: Define

Before creating your campaign, you will need to do some pre-planning.

- What is the specific issue or problem that your campaign will deal with?
- Who is your target audience?
- What is the purpose of your campaign?
 - To persuade your audience
 - To help your audience understand an issue.
 - To encourage your audience to act.
 - To encourage your audience to adopt a behaviour/habit?
- What is the message of your campaign?

Step 3: Plan

Before creating your campaign materials think about the following:

- What type of media platform will you use in your campaign? For example, information poster, flyer, short film.
- Will you include a slogan or jingle for your campaign?
- What visuals will you use to communicate your message? For example, colours, images, logos.

Step 4: Design & Create

Write a strategy for your campaign, including:

- Purpose
- Key message
- Audience
- Media Platform
- Launching your campaign

Create your campaign materials using your preferred media platform. Write your slogan and create any logos or images to be included.

Step 5: Communicate

Students will present their campaigns and then evaluate the success of their campaign.

- Rehearse your campaign presentation
- Launch your campaign with an audience
- Evaluate – How effective was your campaign?
- Reflect – What did you like about this activity?

Activity: Sun Safety Quiz

1. What are the 5 S's for sun safety?

A. Slip, slop, slap, seek, slide

B. Slip, slop, swim, slide, smile

C. Slip, slap, stir, shuffle, swing

2. What does SPF stand for?

A. Sun protection focus

B. Sun protection factor

C. Sun proof formula

3. You can't get sunburnt on cloudy or cool days.

A. True

B. False

4. When should sunscreen be applied?

A. If you are 20 years old

B. If it is 20 degrees or hotter

C. 20 mins before exposure to UV

5. What does UV stand for?

A. Ultra violet radiation

B. Ultra vivid radiation

C. Ultra viola radiation

6. UV radiation can pass through clouds.

A. True

B. False

7. What UV level requires sun protection?

A. 3 or above

B. 4 or above

C. 5 or above

8. When was the Slip! Slop! Slap TV advertisement launched?

A. 1973

B. 1981

C. 2023

9. What type of hat offers good sun protection?

A. Cap

B. Bucket hat

C. Visor

10. Most skin cancer be prevented.

A. True

B. False

Quiz Answers: 1A, 2B, 3B, 4C, 5A, 6A, 7A, 8B, 9B, 10A

Useful Websites

- [Slip! Slop! Slap! TV Advertisement](#) – NFSA
- [Sunburn Statistics](#) – BTN
- [Slip, Slop, Slap, Seek, Slide](#) – Cancer Council
- [Slip! Slop! Slap! jingle, I am Australian, Sherbet's Howzat, Robyn Archer's Menstruation Blues among new Sounds of Australia](#) – ABC News