Health Education (2010)
Sample assessment instrument and student responses

Research assessment: Action research project
October 2010
**Purposes of assessment**

The purposes of assessment are to:
- promote, assist and improve student learning
- inform programs of teaching and learning
- provide information for those people — students, parents, teachers — who need to know about the progress and achievements of individual students to help them achieve to the best of their abilities
- provide information for the issuing of certificates of achievement
- provide information to those people who need to know how well groups of students are achieving (school authorities, the State Minister for Education and Training and the Arts, the Federal Minister for Education).

It is common practice to label assessment as being formative, diagnostic or summative, according to the major purpose of the assessment.

The major purpose of formative assessment is to help students attain higher levels of performance. The major purpose of diagnostic assessment is to determine the nature of students’ learning, and then provide the appropriate feedback or intervention. The major purpose of summative assessment is to indicate the achievement status or standards achieved by students at a particular point in their schooling. It is geared towards reporting and certification.

**Syllabus requirements**

Teachers should ensure that assessment instruments are consistent with the requirements, techniques and conditions of the Health Education syllabus and the implementation year 2011.

**Assessment instruments**

High-quality assessment instruments:
- have construct validity (the instruments actually assess what they were designed to assess)
- have face validity (they appear to assess what you believe they are intended to assess)
- give students clear and definite instructions
- are written in language suited to the reading capabilities of the students for whom the instruments are intended
- are clearly presented through appropriate choice of layout, cues, visual design, format and choice of words
- are used under clear, definite and specified conditions that are appropriate for all the students whose achievements are being assessed
- have clear criteria for making judgments about achievements (these criteria are shared with students before they are assessed)
- are used under conditions that allow optimal participation for all
- are inclusive of students’ diverse backgrounds
- allow students to demonstrate the breadth and depth of their achievements
- only involve the reproduction of gender, socioeconomic, ethnic or other cultural factors if careful consideration has determined that such reproduction is necessary.

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2. Assessment instruments are the actual tools used by schools and the QSA to gather information about student achievement, for example, recorded observation of a game of volleyball, write-up of a field trip to the local water catchment and storage area, a test of number facts, the Senior External Examination in Chinese, the 2006 QCS Test, the 2008 Year 4 English comparable assessment task.
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*Research assessment: Action research project*

Compiled by the Queensland Studies Authority.

October 2010

*About this assessment instrument*

The purpose of this document is to inform assessment practices of teachers in schools. For this reason, the assessment instrument is not presented in a way that would allow its immediate application in a school context. In particular, the assessment technique is presented in isolation from other information relevant to the implementation of the assessment. For further information about those aspects of the assessment not explained in this document, please refer to the assessment section of the syllabus.

This sample provides opportunities for students to demonstrate:

- knowledge and understanding
- application and analysis
- synthesis and evaluation.

This sample assessment instrument is intended to be a guide to help teachers plan and develop assessment instruments for individual school settings.
Assessment instrument

The student work presented in this sample is in response to an assessment task which is a type of assessment instrument involving students applying and using relevant knowledge and skills to create a response to a problem or issue.

Health Issue Statement:

Australia has the highest rate of skin cancer in the world due to our climate, our love of the great outdoors and our sun tanning culture. Despite the efforts of staff, Sunshine School swimming carnival is an event where traditionally many students get sunburned. How can the school community ensure that students attending our upcoming and future swimming carnivals adopt sun protective behaviours?

Task:

Based on the action plan developed to improve the sun safe school environment for students attending the upcoming school swimming carnival, you need to:

- evaluate the implementation of the strategy in meeting the needs of the intended population group
- make recommendations to improve sun safety procedures for future swimming carnivals
- justify the recommendations and conclusions you made to improve sun safety procedures for future swimming carnivals.
**Instrument-specific criteria and standards**

Schools draw instrument-specific criteria and standards from the syllabus dimensions and exit standards. Schools will make judgments about the match of qualities of student responses with the standards descriptors that are specific to the particular assessment instrument. While all syllabus exit descriptors might not be assessed in a single assessment instrument, across the course of study, opportunities to demonstrate all the syllabus dimensions and standards descriptors must be provided.

The assessment instrument presented in this document provides opportunities for the demonstration of the following criteria:

- **knowledge and understanding**
- **application and analysis**
- **synthesis and evaluation**

This document provides information about how the qualities of student work match the relevant instrument-specific criteria and standards at standards A and C. The standard A and C descriptors are presented below. The complete set of instrument-specific criteria and standards is at the end of this document.

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding: The student work has the following characteristics:</td>
<td></td>
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<tr>
<td>- description of <strong>relevant and significant</strong> facts, concepts and information about adolescent sun protection, associated risks and the sun safety culture of SS, including primary and secondary data from a variety of provided and independent sources</td>
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<tr>
<td>- <strong>accurate</strong> description of the relevant theories, concepts and frameworks and the <strong>significant</strong> relationships between sun safety, sun safety policies and health promotion strategies in the implementation of the action plan</td>
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<tr>
<td>- <strong>sustained and accurate</strong> use of appropriate textual features for a report.</td>
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<tr>
<td>Application and analysis: The student work has the following characteristics:</td>
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<tr>
<td>- <strong>discerning and thorough</strong> analysis of relevant information, including primary and secondary data on sun protection at SS</td>
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<tr>
<td>- <strong>insightful</strong> interpretation and application of policies and best practice sun protection strategies that ascertain the <strong>significant</strong> barriers and facilitators</td>
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<tr>
<td>- <strong>purposeful and effective</strong> selection, sequencing and organisation of relevant and <strong>substantial</strong> subject matter required for a report.</td>
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<tr>
<td>Synthesis and evaluation: The student work has the following characteristics:</td>
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<td>- <strong>insightful synthesis of significant</strong> information and ideas providing <strong>discerning</strong> decisions, actions or solutions to meet the needs of the intended population</td>
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<tr>
<td>- <strong>critical evaluation that comprehensively justifies</strong> recommendations, conclusions, strategies and actions to improve sun safe environments at SS</td>
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<tr>
<td>- <strong>discerning and effective</strong> choice of communication strategies throughout the report that <strong>enhance meaning and impact</strong>.</td>
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</table>
Standard A

<table>
<thead>
<tr>
<th>Standard descriptors</th>
<th>Student response A</th>
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| **Introduction**  
“Almost a quarter of country’s teens are being burnt on any given weekend.” (Hintz, P. 2008). This is an alarming trend as Science Daily has uncovered that “approximately 80 percent of sun damage occurs before the age of 18” (2004) and cumulative exposure to the sun is the primary cause of skin cancer. Previous swimming carnivals at School have resulted with more than half of the students returning to school the next day sunburnt (see appendix 1). Although School can’t prevent their students from being burnt on the weekends, the school has constructed a ‘Sun Smart Policy’ in an attempt to prevent the skin damage of their students while under the school’s supervision (see appendix 4). This sun safety policy is being met to some extent but there is evidently more room for improvement, especially at the event of the school’s annual swimming carnival. As skin damage is preventable, our year 12 health class has devised an action plan policy to prevent sunburn from affecting our peers at this year’s swimming carnival. The action plan focuses on achieving success by creating a supportive environment, developing personal skills and enforcing our “Sun Smart Policy”. Although the outcome of the action plan was highly effective, we encountered some barriers in promoting and advocating sun safety for the students.  

| **Summary of Results/Discussion**  
After 20 years of the Slip Slop Slap campaigns, Australians are more educated about sun protection than any other culture (McDermott, L. 2000) and yet a quarter of the country’s teens are still being burnt (Hintz, P. 2008). Chair of the Cancer Council’s National Skin Cancer Committee, Mr. Sinclair, has stated: “We’re clearly seeing that young people are not responding to the Sunsmart message as much as the general population.” (Wood, M. 2003).  

The fact that adolescents are not responding to the sun smart message is evident when reviewing the results from School sun safety survey. The School sun safety survey was conducted by questioning a sample of year 8 girls and boys about their exposure to the sun at the 2008 school swimming carnival. The findings from the previous carnival demonstrated the urgency needed to address sun safety at School as 52% of the boys and 70% of the girls were burnt at last year’s swimming carnival (see appendix 1). This high incidence of sun burn at last years swimming carnival was the consequence of only 35% of the students wearing rashies, 25% wearing hats and a fewer 6% wearing sun glasses (see appendix 1). Although 65% of the girls and 53% of the boys wore sunscreen it is debatable as to how long they applied and reapplied it after swimming with such high sun burn rates (see appendix 1). The recommended time for appropriate reapplication of sunscreen before swimming is 20 minutes (Cancer Council, 2009). The large amount of students burnt at the swimming carnival last year is unacceptable and, although it is a challenge to achieve sun safety amongst teenagers, the barriers need to be overcome. It is challenging to achieve sun safety amongst teenagers as they are a “tough group to change in behaviours” and there are many barriers which discourage sun safety (McDermott, L. 2000). Individual teenagers are all impacted differently but the main barriers preventing sun safe behaviour seem to be their role models in and out of school, myths, the marketing of fashions throughout the media and the school policies which aren’t being adequately adhered to. |
Appropriate role models have the power to influence teenagers positively towards sun safety but without them all setting the right examples it is easy for teenagers to be mislead. Dr. Ardis Olsen states;

“Adolescents make choices based on what they see and hear around them; they are influenced by peers, school and family.” (2007).

Although School has the ‘Sun Smart Policy’ in place it is not being reinforced by teachers at the swimming carnival. Point 10 of the policy states;
- Encourage all teachers and staff to act as positive role models for children in all aspects of Sunsmart behaviour (see appendix 4, point 10).

Inconsistent role models are a barrier because research has found that teachers can positively influence teen’s behaviour towards sun safety (Dartmouth, 2007). The Sun safety precautions such as wide brimmed hats, sun shirts, sunscreen and sunglasses are not worn by all of the teachers and majority of the senior students don’t wear them either. This is evident in the survey results from the 2008 swimming carnival as a barrier as to change as a mere 30% of the year 8 and 9 students wore rashies (see appendix 1). According to clinical psychologist, Andrew Fuller, “Teenagers are nothing, if not great imitators.” (2007). Because seniors and staff don’t all set a sun safe example, the juniors are reluctant wear the sun shirts and wide brimmed hats that they all wore in primary school as they want to be accepted by their newfound peers.

Many dangerous myths often surround the issue of sun safety. These myths vary from people believing that you can’t be burnt unless you feel the heat of the sun to the idea that wearing SPF foundation is a good substitute for sunscreen. One major misconception that affects teenager sun safety campaigns is that skin cancer only affects older people. This is evidently untrue as;

“Melanoma is the most common cancer among people 25-29 years old and has been diagnosed in teens.” (Dartmouth, 2007)

This myth is a dangerous barrier as adolescents who hear it will often justify their unsafe practices at School swimming carnivals with it, as a small expense for the desired tan. According to a University of Queensland study;

“Australian female adolescents still rate tanned skin as more important than minimising the risk of getting skin cancer.” (2005)

The survey results reflected that female adolescents have a greater desire for a tan as 70% of the year 8 and 9 girls were burnt compared to only 52% of the boys (see appendix 1). The myth is a barrier as it causes students to practice behaviours which aren’t sun safe without fear of the consequences. It causes them to view the risk of skin cancer as a distant concern rather than a reality of the near future. In the mean time, adolescents would rather look after their current image, by working on their tans at swimming carnivals, than their health.

The media have an immense impact on our socialisation, values, opinions, and knowledge. The media and marketing campaigns influence teenager’s decisions about what they wear and aspire to look like and they use this power to sell their products. McDermott believes;

“Adolescents are most vulnerable to image concerns.” (2000)

These companies use this knowledge to sell their products by surrounding teenagers with images of what they should look like. McDermott’s studies on teen magazines have shown that fashion didn’t incorporate sun safe clothing in outdoor settings
(2000). Clothing fashions portrayed by the media that don’t incorporate sun safety are a major barrier against preventing teenagers from skin damage, because;

“Teenagers feel that they may be ostracised by their peer group if they do not follow the trends” (Elizabeth College, 2008).

The students of School interviewed in our survey are in favour of fashionable, non-sun safe clothing and a tan so this was a major barrier to our sun safety campaign. The survey results have shown that sun safe clothing is not considered trendy as 35% of the year 8 and 9 students wore rashies and a fewer 20% wore hats (appendix 1). The results reveal that the common trend at swimming carnivals is currently the appealing bikinis and boardies so teenagers are hesitant to wear a sun shirt or wide brimmed hats voluntarily. Clearly there is a conflict of interest here between what fashion dictates and what sun safety wants.

Although the school “Sun Safe Policy” should attain sun safety amongst the students of guidelines are not being adhered to and, consequently, are relatively ineffective. The main areas of the school “Sun Smart” policy which aren’t properly being followed but which the school claims to do are as follows:

- Provide ongoing education the promoted personal responsibility and early detection (point 1)
- Encourage all teachers and staff to act as positive role models for children in all aspects of Sunsmart behaviour (point 10)
- Seek ongoing support form parents and school community for the SunSmart policy and its implementation, through newsletters, parent meeting, etc. (point 11)
- Encourage all students and staff to wear hats that protect the face, neck and ears and SPF 15 or higher, broad-spectrum water-resistant sunscreen, when involved in outdoor activities (point 12)
- Review the dress code to conform with the Queensland Fund Sun Smart Clothing guidelines (point 12) (see appendix 4)

Evidently the guidelines written in the “Sun Smart” policy are not being practised as 70% of the year 8 and 9 students managed to be burnt at the 2008 swimming carnival (see appendix 1). The “Sun Smart” policy being disregarded is the foremost barrier in the prevention of sun burn at the School swimming carnivals. This is because it means that the students aren’t being correctly educated about sun safety, role models aren’t demonstrating sun safety, sun safety is not being encouraged at home and students aren’t wearing the correct sun smart protection at swimming carnivals. The policy continues to be undermined at sporting events such as the swimming carnival so further measures have been taken by our yr 12 health class to prevent skin damage in 2009.

Our yr 12 health class have devised an action plan to tackle these barriers at this year’s swimming carnival. The action plan aimed to overcome the barriers by creating a supportive environment, developing personal skills and enforcing our sun safety policy for the 2008 swimming carnival. Although we encountered some barriers, the
Standard A

action plan proved highly effective with the number of sunburn incidents more than halved from 60% to 25% (see appendices 1, 2).

To influence students positively towards sun safety our health class decided to create a supportive environment for our peers. Williams says that a supportive environment is created by “Enabling + Advocating = personal supportive environment” (1998, p21). We created a supportive environment by setting the right examples and providing everyone who attended the swimming carnival with the encouragement to follow our lead. This was decided as an effective strategy because according to Olsen;

“Adolescents make choices based on what they see and hear around them; they are influenced by peers, school and family,” (2007).

We set a good example by all wearing sunscreen, sun safe shirts over our bikinis and some of us who weren’t competing wore sunglasses. We also hired a “Sid the Seagull suit” and set up a sunscreen marquee next to the grand stand which provided free sunscreen and encouraged everyone towards applying it to gain points for their team (See appendix 5). This was an effective strategy as the number of students wearing sunscreen increased by 20% from those of the previous year with 80% applying the sunscreen provided (see appendices 1, 2).

To erase the myths and image concerns surrounding the issue of sun safety our action plan aimed to develop the students’ personal skills. The Ottawa Charter explains;

“Developing personal skills and advocating for yourself and others promotes a supportive and healthy environment for all the community.” (Williams, 1998, p21)

We developed their personal skills by informing the year 8 and 9 students of School about the risks of being careless in the sun and how to protect themselves better on events like the swimming carnival. According to Professor Ian Olver, chief executive of Cancer Council Australia;

“Adults are clearly getting the message, but we need to more effectively target younger people.” (2008)

To inform our generation about the importance of sun safety we designed an educational slide presentation which went on the school plasma screen on high rotation in the fortnight leading up to the carnival for everyone to view various facts about sun safety and sun safe practices. Leading up to the swimming carnival we went around to class rooms and students viewed a power point which was conveyed with a speech (See appendix 6). The power point presentation showed the year 8 students the ugly and possibly deadly long term effects caused by skin damage and raised awareness on how to become sun smart. Along with the plasma, a sun safety guideline was released in the school newsletter and sun safety was promoted in year 8 classes. The effective development of the personal skills of students ensured that no one allowed them selves to be severely burnt and a minority of 12% were burnt more than a tan (see appendix 2).

The Head of the PE Department enabled our action plan by helping us arrange the sun smart shirts to wear on the day and also promote sun safety on the parades leading up to the event. Although teachers have authority over students, a student driven campaign was proven very effective because younger students look up to us and respect our opinions. Fuller (2007) suggests that peer affiliation will often promote a cause so we showed them that being sun smart can be trendy. The results of setting
the sun safe trend were impressive because we found that many students were requesting to wear our sun smart shirts throughout the day and volunteering to help hand out sun screen.

**Recommendations**

The large reduction in sun burn that our action plan achieved showed that it should be carried out for future carnivals. However, even though our action plan was successful in reducing the incidence of sunburn at this years swimming carnival from 60% to 35%, there are areas of our campaign which could be improved to ensure further sun protection at future swimming carnivals (see appendices 1 & 2). The percentage of year 8 and 9 students who applied sunscreen has improved from 59% to 70% (see appendices 1, 2). The recent survey results show that the sun safe campaign promoted by our health class increased the application of sun screen, however, the extra precautions such as hats, rashies and sun glasses were worn less than the previous year. The 35% of students who wore rashies at last years carnival, 25% who wore hats and 6% who wore sun glasses further decreased in 2009 to only 3% wearing hats and 17% wearing rashies (see appendices 1 & 2). Only 20% of students applied sunscreen at least 20 minutes before they swam which also proves that further measures need to be taken to educate and develop personal skills in the students of School in regard to best sun safe practices (see appendix 2).

Olsen (2007) and Fuller (2007) both believe that adolescents are influenced by those around them, so for more effective results in the future at School’s swimming carnivals, the school community and parents must all work together to achieve sun safety. Drawing from their 20 years of experience working with parents, community volunteers, teachers and school site administrators, Burke and Pius believe;

“The impact of parent and community involvement in schools cannot be overemphasised.” (2001, p. 4)

For optimum results it is vital that parents and the school community all work together to create a supportive environment, develop personal skills and enforce the school’s “Sun Safe Policy” to prevent sun damage amongst the students of School.

In the future, positive reinforcement towards sun safety should be enhanced by creating an even stronger supportive environment. According to Dr. Ron Zodkevitch, (2006 p.20) “Teens are in desperate need of good role models and mentors,” so this supportive environment should be created by yr 12 health classes, the school, parents and community being good role models and advocating sun safe practices. The future yr 12 health classes need to place the distribution points of sun screen in more visible and strategic locations such as; the end of the pool, entrance of grand stands and canteen. Professor Olver believes that one in four teenagers is being burnt because they are forgetting to protect themselves (Hintz, 2008). This improved distribution of sunscreen as well as using seniors and staff as distributors should prevent students from forgetting to apply sunscreen. 

Education Queensland has a policy called the Sun Safety Strategy which is based on the Workplace Health and Safety Act that schools are obligated to follow by;
- Providing and maintaining a safe and healthy environment. (see appendix 7)
  The Sun Safety Strategy states that school must;
  - Require the wearing of protective clothing including appropriate hats when in the sun during the school day
  - Encourage the use of an SPF 15+ broad spectrum sunscreen on uncovered areas of the skin, such as face and back of the hands. (see appendix 3)
  - The Sun Safety Strategy Policy

The Cancer Council (2009) believes that sun safe clothing should be worn to protect the skin from UV rays. To effectively protect the skin when out in the sun, sunscreen, wide brimmed hats, long sleeved shirts with collars, hats and sun glasses must be worn (Cancer Council, 2009). The survey results showed that the extra precautions such as hats, rashies and sun glasses were worn less than the previous year. As adolescents are influenced by their peers (Olsen 2007), health classes and other senior students should lead by example by wearing wide brimmed hats and rashies. It was revealed at this years swimming carnival that that senior’s actions have a strong influence on younger students. The desire that younger students had to wear our sun shirts and hand out sunscreen shows that wide brimmed hats and rashies being worn by seniors should encourage others to follow in future carnivals.

The campaign promoting the sun safety of School Students is not only the responsibility of year 12 health. In order to create a more consistent approach to sun safety, teachers need to become involved in role modelling and enforcing sun smart behaviour because teachers can leave a long lasting impression. Students often see teachers as experts as they are in a position of authority (McFarland, A. 2009). To positively influence students’ protection behaviours at future swimming carnivals teachers must begin to abide by point 10 of the school policy which states that teachers;

“Act as positive role models for children in all aspects of Sun Smart behaviour.” (See appendix 4)

To act as positive role models all of the teachers must enforce sun safe practices on swimming carnivals and other events by wearing wide brimmed hats, sun smart shirts, sun screen and sun glasses when out in the sun. The students of School evidently need better role models because, although 80% of the year 8 and 9 girls and boys wore the sunscreen provided, there was only a minor 20% who took other precautions (see appendix 2). This is the school’s and the teacher’s responsibility to enforce the “Sun Safety Policy” and without them following the policy no one will.

Parents should also become more involved in creating a supportive environment for their children because;

“Despite how it may appear, parents are the first and most powerful role model for children.” (Weiss, T. 2007)

Parents need to act as sun safe role models by packing wide brimmed hats and rashies in their bags and begin pushing their children to apply sunscreen before events like the swimming carnival, as it takes 20 minutes for the effective absorption of sunscreen. Alarmingly no boys wore wide brimmed hats and only 3% of the girls did
so wide brimmed hats definitely need to be encouraged as there was no improvement in the usage of hats (appendices 1, 2). At the swimming carnival and every school day they should enforce sun safety by sending them to school with a roll on sunscreen in their bag. Although parents should be good role models for their children, the community’s media should also use the persuasion that they have over adolescents to encourage them to behave more sun safe.

The entire school community including teachers need to become active in guiding adolescents towards sun safety, because;

“Knowing what your health rights are means that you can get the most suitable information and assistance to managing your own health.”(Williams, 1998, p21)

School’s community action must be strengthened by informing everyone about the risks of sun damage and correctly advising them about sun safe practises. It is evident that our small campaign aimed at year 8 students had an effect on 20% of the students because they used the knowledge learned about the importance of sunscreen being applied 20 minutes before swimming (see appendix 2). If our year 12 health’s small campaign could influence the year 8’s so effectively imagine the impact a concerted media campaign could have in the general community. According to Flanery, the media sends many subliminal images which are focused on unrealistic body images. These messages negatively affect the children watching (Burgess, 2007). Instead of using their influence to mislead adolescents, the media must develop teenager’s personal skills and create a supportive environment by advertising sun safety campaigns. This is reinforced by Professor Olver who has stated:

“Recent advertising campaigns were clearly having an impact, but an ongoing summer campaign was essential to reduce skin cancer death rates.” (Science Alert, 2008)

Constant advertisements on our school plasma screen, notice boards and radio station in the lead up to next years swimming carnival could create better awareness about the risks of sun exposure and how to become more sun smart for students. Tillotson and Boc (2006) both believe, “Education of parents is essential to establishing healthy behaviour patterns in children”. The school media’s sources could also be utilised to properly educate parents about sun safety by using, school newsletters and the school radio station to promote sun safety messages in the lead up to each swimming carnival.

Myths and image concerns about sun safety should be erased by developing people’s personal skills and informing them the correctly about sun damage and sun safety.

“Developing personal skills and advocating for yourself and others promotes a supportive and healthy environment for all the community.” (Williams, 1998 p21)

Leading up to swimming carnivals the school’s HPE department should continue educating not only yr 10 students but all grades attending school about sun safety. The 20% of students who applied sunscreen on at least 20 minutes before they swam proves that the details of campaign improved some of the
student’s personal skills but further measures need to be taken to educate and create a more supportive environment for the students of School (see appendix 2). According to Boe and Tillotson (2006), “Implementing sun safety modules as part of a comprehensive school health education curriculum may be an effective measure to increase sun safety knowledge and practices,” (p. 138). Olver believes that ongoing campaigns are essential to reduce the rates of skin cancer so the school needs to incorporate sun safety as a module for every year level to develop the personal skills of all ages. Currently we only have a sun safety module for year 10’s which is insufficient. School, parents and community must all work together all throughout the year to prevent further sun damage amongst adolescents at future swimming carnivals.

The school “Sun Smart” policy must conform to The Department Queensland Education’s Sun Safety Strategy to become more effective. The Department of Education states a school’s Sun Safety Strategy must:

- Provide effective education on sun sense and preventable measures
- Promote the importance of parents, teachers, ancillary staff and voluntary helpers as role models for students in relation to sun safety strategies
- Encourage the use of an SPF 15 plus broad spectrum sunscreen on uncovered areas of the skin, such as face and back of the hands
- Require the wearing of protective clothing including appropriate hats when in the sun during the school day (See appendix 3)

The school needs to be accountable for their school “Sun Smart Policy” to develop the personal skills of adolescents because the policy is the key to preventing sun burn at the School swimming carnivals. If the school begin enforcing their policy it would ensure that students are correctly educated about sun safety, students will have positive sun safe role models, sun safety will become encouraged at home, and all students will wear the correct sun smart protection at school and school events like the swimming carnival.

**Conclusion**

The creation and avocation of our action plan was successful as it halved the incidents of sun burn (see appendices 1, 2). The campaign not only created a supportive environment and developed the personal skills of our peers but also developed my personal skills as I have learnt about the damage that sun exposure can cause. I have also realised that so many others are just as clueless as I was about the harsh reality of skin cancer so it is vital that awareness is raised throughout schools and the community so that everyone begins to look after their skin when out in the sun, especially on days like the swimming carnival. For the future of student’s sun safety at School’s swimming carnivals I recommend that year 12 health classes, teachers, the school community, and parents all work together to create a supportive environment, develop personal skills and abide by the “Sun Smart Policy. This must be done in the near future because the sooner students are made aware the sooner sun safety will be advocated at School’s swimming carnivals.


- Burke, M. & Picus, L. 2001, Developing Community- Empowered Schools, Corwin Press


- Dartmouth, 2007, Sun safety in the Middle Years, Dartmouth Medical School, http://www.cancer.dartmouth.edu/melanoma/PDFs/MiddleYears_Files/healthedd_teachguide.pdf


Standard C

<table>
<thead>
<tr>
<th>Standard descriptors</th>
<th>Student response C</th>
</tr>
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| description of facts, concepts and information, including primary and secondary data from a variety of provided and some independent sources | Introduction
Skin cancer is caused by exposure to the sun which emits Ultra Violet Radiation (UVR) which penetrate deep into the skin cells which cause them to mutate. Skin cancer is a major problem in Australia, especially in north Queensland where we have the highest rate of skin cancer in the world with 9/10 people developing some form of skin cancer in their life. (Cancer Council Australia, 2000) The swimming carnival at school is an event where a lot of people get sunburnt because they are in the sun most of the day. Students who get burnt on the day are increasing their chances of getting skin cancer at a later stage in life. Our senior health class has planned ahead of the swimming carnival to improve the sun protection for students. Our plan aims to promote a supportive environment, help students develop personal skills and improve on social justice. Our plan aimed to reduce sunburn cases in school students on the day of the swimming carnival. We ran into some barriers but worked hard to overcome these. |
| accurate interpretation and appropriate application of theories, concepts and strategies that ascertain the significant barriers and facilitators | Summary of Discussion
Getting teens to be sun smart can be a difficult task for many reasons. One of the main reasons is that most teens are very self conscious of their image. Many teens believe that a tan makes them look better which gives them the impulse to be in the sun in an attempt to achieve that golden brown glow. This is a worrying trend because cancer council research shows that almost a quarter of Australia’s teens are getting burnt on any given weekend. (The Australian, 2009) Some teens also believe that being sun smart is not fashionable, which discourages them from using sun protection. Most teenagers know that tanning can cause skin cancer but choose to tan to “look good.” Our senior health class surveyed year 8 and 9 boys and girls prior to the swimming carnival to find out how many of them protected themselves against the sun at there swimming carnival in 2008 (Appendix 1). Our survey revealed that 52.5% of the boys surveyed got sunburnt with 30% saying they just tanned, 20% burnt and 2.5% were severely burnt. (See Appendix 1) 70% of the girls surveyed said they got burnt at their last swimming carnival with 37% being burnt and 2.5% severely burnt. (See Appendix 1) The survey conducted showed that girls were more likely to get sunburnt than boys which is contradicted by an article published by the Cancer Council Australia titled “Teens Heed Skin Cancer Warnings” which says that girls were more likely to deliberately tan however boys were more likely to get sunburnt than girls. The differences between the 2 results could be due to the fact that the Cancer Council’s survey was a national survey, not a school survey, and also the Cancer Council’s survey was aimed mainly at adults between the age of 18 and 69 rather than adolescents between 12 and 18. Once we analysed and discussed these results we began to formulate the an action plan to combat the problem |
| analysis of information, including primary and secondary data on health issues | |
| interpretation and application of theories, concepts and strategies that ascertain barriers and facilitators | |

Our health class organised a number of long sleeved shirts with house names on them for us to wear during and prior to the swimming carnival to encourage the younger students at the school to wear sun smart clothing such as the shirts or broad brimmed hats. Young people typically choose role models that have particular characteristics that they lack and try to imitate them to gain those characteristics. (Preteen and teen channel) For example if a teenager sees themselves as unattractive they may choose a supermodel for a role model, so having members of our class go out during lunch times wearing the sun shirts, a brimmed hat and baring sunscreen to promote the sun
safe behaviour creates positive role models for the younger students to follow. Role models are important in the development of teenagers because they are influenced easily. (Parenting Terms) Role models help encourage students to get into the habit of practicing sun smart behaviour when ever they go out into the sun which is helping them to develop their personal skills.

We used some of our media resources in the school to help promote sun safety and to help educate students on how to be sun smart and also why we need to be sun smart. In this modern day and age it is said that the media is in control of the world so therefore using multi media to promote sun safety in the school could help our cause a lot. The media has a very strong impact on teenagers because they spend about 38 hours per week being entertained by the mass media. (Teenagers Today, 2002) The two resources we used to promote sun safe behaviour were the schools newsletter and the LCD screen near the tuckshop. With the help of teachers we were able to write an article for the schools newsletter that outlined our plan to increase sun safety at the swimming carnival and also outline why it is important (Appendix 2). The newsletters were shown on the screen between photos from the 2008 carnival.

Along with the PowerPoint displayed on the school’s LCD our class developed another 5 – 10 min presentation to show the year 8 classes to help educate them on the dangers the sun presents to us everyday and teach them skills to help prevent them from getting skin cancer later in life (Appendix3). Teaching the younger students to be sun smart while they are young goes a long way to preventing them from getting skin cancer at an older age. (Cancer Council Victoria 2004) Although the risk of skin cancer increases with age the majority of sun exposure in your life occurs before the age of 21 so it is very important to protect yourself from harmful UVR while you are young. (Cancer Council Victoria 2004)

Members of our class helped to organise marquees for the swimming carnival to improve the amount of shade around the pool area. We also organised to hire the “Sid the Seagull” costume for the day. Sid the Seagull is one of the most successful health campaigns in Australian history. It is widely credited as playing a key role in the dramatic shift in sun protection attitudes and behaviours over the past 2 decades. (Cancer Council Australia, 2009) We managed to get about 6 or 7 set up for the carnival around the marshalling area, for the time keepers, 2 for the radio, another for our class also known as the sunscreen angels and another for the BBQ area. Having these marquees around at the carnival helped to create an environment that encouraged students to be sun smart and seek shade when they were not partaking in events. Our class organised a roster for manning our marque and wearing the “Sid the seagull” costume. We used our Marque to distribute sunscreen throughout the day.

When students came to our tent to get sunscreen they were awarded with a point for their house which we recorded via tally. This encouraged students to get sunscreen and also to reapply during the day.

Recommendations

After the swimming carnival we resurveyed grade 8 and 9 students in much the same way as we did the first time (Appendix 4). The results of the survey showed that we
In order to ensure sun protection at future carnivals a similar campaign should be launched each year prior to the swimming carnival to maintain the supportive environment that the students at the 2009 carnival experienced. Students should also be educated on sun safety like at the previous carnival to help them develop their personal skills. This could be done in a few ways; either we have the students of the year 12 health class next year run a similar campaign for sun safety or we could get teachers to run the campaign. We could even do a combination of the two and have the health class run the campaign with more assistance from teachers such as house co-ordinators.

I would recommend that the school introduce a year 8 subject into the curriculum that addresses the sun safety issue to help improve the efficiency of the campaign. Introducing the new subject would help students become aware of the dangers of UV exposure at an earlier age and help them develop their personal skills. Helping students become aware of the dangers at an earlier age will reduce the chance of them getting skin cancer at a later stage in life because the majority of sun exposure in an individual’s life occurs before the age of 21 so the earlier they begin to protect themselves from UV the better. There are barriers encountered with this recommendation such as the fact that the subjects that are already being taught in year 8 all need to be taught to the younger students. The most likely subject sun protection would be taught under would be during HPE which at the moment teaches students about drugs and alcohol and other things that the students need to be aware of at a young age to help them make decisions with their life that can affect their health.

Parents could help students develop their personal skills by simply sending their child to school with roll on sunscreen and a hat and encouraging them to apply it before they go to the school swimming carnival and also encourage them to reapply during the school day and to wear the hat when going out into the sun. The problem with this is that many parents may forget to remind their child to use the sunscreen and also students may forget during the day and just leave the sunscreen sitting in their bag and they will likely never touch it.

In conclusion the year 12 health class done a great job at decreasing the number of students burnt at the 2009 swimming carnival by creating a supportive environment, helping younger students develop their personal sun safety skills and helping them become aware of the dangers the sun poses to us everyday. This task has made me aware of the dangers of sun exposure and has shown me how much role models affect young people. In future I recommend that students cover up at swimming carnivals and during all other outdoor activities to help prevent them from getting skin cancer at a later point in life.
Bibliography


http://www.smh.com.au

Tattoo: Skin Cancer, Tanning and Sun Protection


http://www.parentingteens.com/index/Tips+for+Parenting+Teens/Choosing+Role+Models+for+Teens

insufficient number for an assignment of this magnitude
## Instrument-specific criteria and standards

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<td>• accurate description of the relevant theories, concepts and frameworks and the significant relationship between sun safety, sun safety policies and health promotion strategies in the implementation of the action plan</td>
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| The student work has the following characteristics:  
- discerning and thorough analysis of relevant information, including primary and secondary data on sun protection at SS  
- insightful interpretation and application of policies and best practice sun protection strategies that ascertain the significant barriers and facilitators  
- purposeful and effective selection, sequencing and organisation of relevant and substantial subject matter required for a report. | The student work has the following characteristics:  
- effective analysis of relevant information, including primary and secondary data on sun protection at SS  
- accurate interpretation and appropriate application of policies and best practice sun protection strategies that ascertain the significant barriers and facilitators  
- purposeful selection, sequencing and organisation of relevant and substantial subject matter required for a report. | The student work has the following characteristics:  
- analysis of information, including primary and secondary data on sun protection at SS  
- interpretation and application of policies and best practice sun protection strategies that ascertain barriers and facilitators  
- suitable selection, sequencing and organisation of relevant subject matter required for a report. | The student work has the following characteristics:  
- simple analysis of provided information, including primary or secondary data on sun protection at SS  
- simple interpretation and application of policies and best practice sun protection strategies that suggest barriers and facilitators  
- selection and sequencing of subject matter required for a report. | The student work has the following characteristics:  
- some simplistic decisions, actions or solutions to meet the needs of the intended population  
- simplistic evaluation that supports aspects of some recommendations, conclusions, strategies or actions to improve sun safe environments at SS  
- communication of some meaning throughout the report. |
| **Synthesis and evaluation** | **Synthesis and evaluation** | **Synthesis and evaluation** | **Synthesis and evaluation** | **Synthesis and evaluation** |
| The student work has the following characteristics:  
- insightful synthesis of significant information and ideas providing discerning decisions, actions or solutions to meet the needs of the intended population  
- critical evaluation that comprehensively justifies recommendations, conclusions, strategies and actions to improve sun safe environments at SS  
- discerning and effective choice of communication strategies throughout the report that enhance meaning and impact. | The student work has the following characteristics:  
- effective synthesis of information and ideas providing apt decisions, actions or solutions to meet the needs of the intended population  
- evaluation and effective justification of recommendations, conclusions, strategies and actions to improve sun safe environments at SS  
- effective choice of communication strategies throughout the report that clarify meaning. | The student work has the following characteristics:  
- synthesis of information and ideas providing decisions, actions or solutions to meet the needs of the intended population  
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