

# Health behaviours

## Years 9 & 10

### Australian F-10 curriculum links

#### Health and Physical Education

#### Content descriptions

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities ([ACPPS096](#)).

#### Achievement standards

- Access, synthesise and apply health information from credible sources to propose and justify responses to health situations.
- Apply decision-making and problem-solving skills when taking action to enhance their own and others' health and wellbeing.

### Prepare yourself (teacher)

Watch the [UV. It all adds up](#) clip and familiarise yourself with the ideas presented. You may also wish to familiarise yourself with the [sun protection times](#) to assist with the Extend Yourself question.

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

#### Estimated time required

4 periods

# Health behaviours

## Student worksheet

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

- 1
  - a. Define the terms '**susceptibility**' and '**severity**' with regards to sun damage and skin cancer
  - b. Explain why young people might think they are not susceptible to skin cancer.
- 2 Develop a strategy to inform young people about the potential severity of skin cancer.
- 3 Health behaviours are defined as actions taken by a person to maintain or improve their health, or avoid disease. For example, exercising, not smoking, brushing your teeth, etc.

In table like the one below, list the health behaviours that are shown in the *UV. It all adds up* campaign, and those that can be taken to protect oneself from UV.

Health behaviours that are shown in the campaign	Health behaviours that can be taken to protect oneself from UV

- 4 The campaign aims to change young people's **knowledge**, **practices**, and **attitudes** about using sun protection. What changes is the campaign trying to make in each of those three areas?
- 5 **Behaviour does not always reflect knowledge.** Discuss what is meant by this statement and give an example to support your answer.
- 6 List 5 factors that might influence the health decisions we make.
- 7 Decisions people make which affect their health can sometimes be influenced by '**normative**' behaviour. '**Normative**' behaviour is seen as the popular choice that everyone else is doing.  
Give an example of how normative behaviour could positively influence someone to make a healthy decision.
- 8 People are more likely to make the healthy choice when it's the easy choice. For example, having fruit on display near the supermarket checkout for hungry shoppers to pick up on their way out.

List 5 ways this could be achieved with regards to sun protection at school.

9 To continue making healthy choices, individuals need to feel that the healthy choice is socially acceptable. Come up with one strategy that makes using sun protection measures more socially acceptable at school.

10 Often there is a cue that triggers a change in health behaviours. This can be **internal** (e.g. appearance of symptoms) or **external** (e.g. a friend gets sick).

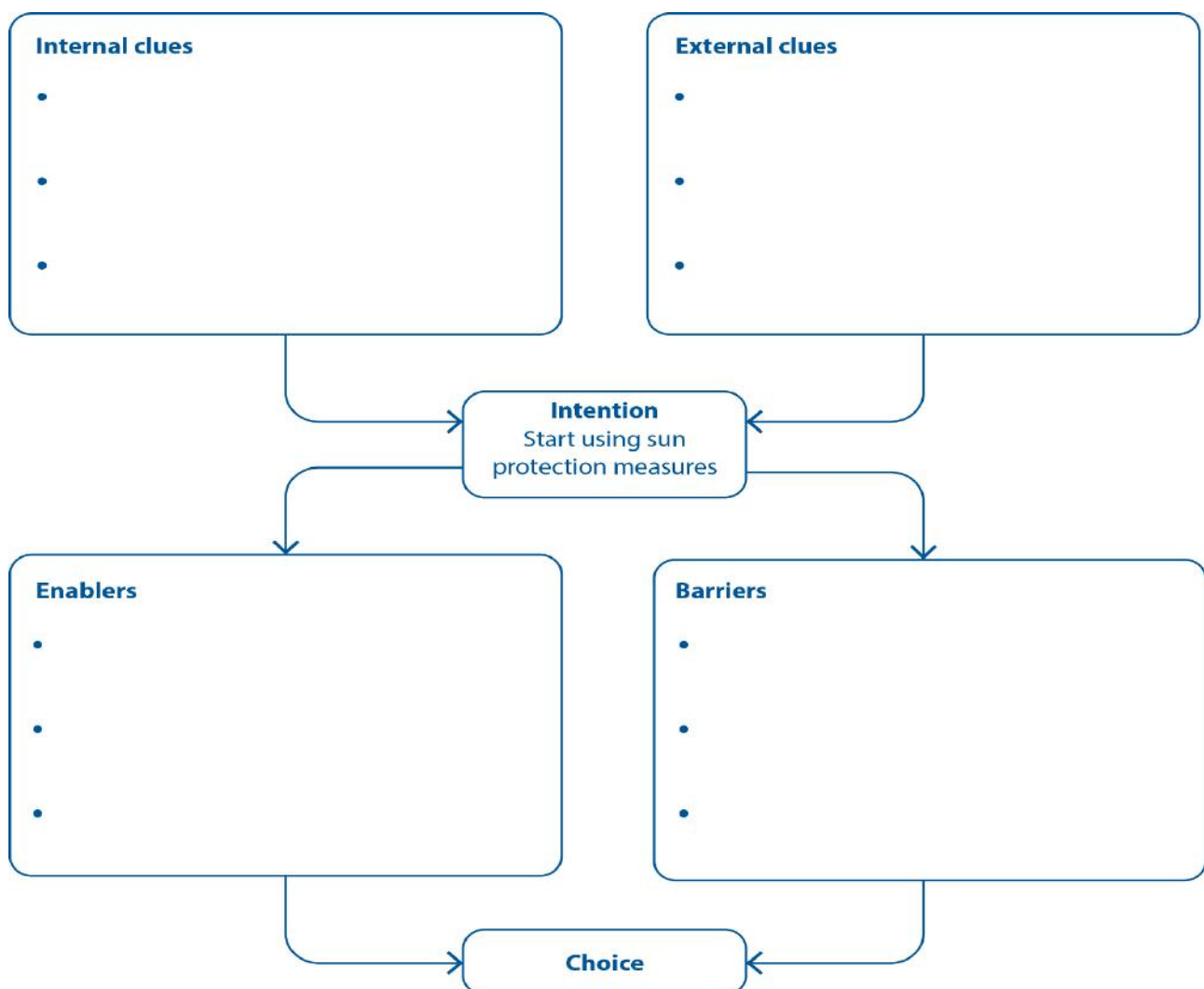
Describe an internal and external cue that might convince someone to start using sun protection measures.

11 Barriers and enablers are factors that can contribute to someone's decision to make healthy choices.

A **barrier** is a circumstance or obstacle that prevents someone from doing something. For example, not having enough money to afford fees to play in a sports team.

An **enabler** is a person or thing that makes something possible. For example, having nearby access to an oval or field enables a person to be active with friends and family.

Using your response to question 10, have a think about the barriers and enablers to using sun protection measures and complete the following diagram.



## Extend yourself

The daily local [sun protection times](#) are a forecast from the Bureau of Meteorology for the times of day UV levels will reach 3 or higher. At these levels, sun protection is required for all outdoor activities for people of all skin types.

You have been invited to attend the Year 7 adventure camp as a Year 10 leader, and the camp has a range of activities planned. The sun protection times are forecast for **10.00am to 3.30pm** each day throughout the camp.

To plan accordingly, address the following points:

- 1 Identify the risks for all attendees who will take part in outdoor activities throughout the day.
- 2 Using the camp's activity roster, identify which activities will require sun protection.
- 3 Develop a communication strategy to ensure campers are protected from UV exposure, paying particular attention to:
  - o Equipment needed to protect everyone;
  - o The time of day; and
  - o Daily sun protection times.
- 4 Discuss how your knowledge and actions can have a positive impact on the decisions younger people make about their skin and sun protection.

	Monday	Tuesday	Wednesday
Activities planned	<p><b>9.00am – 11am:</b> Travel on bus</p> <p><b>11am – 1pm:</b> Tent set-up and lunch</p> <p><b>1pm – 3.30pm:</b> Canoeing</p> <p><b>3.30pm- 6pm:</b> Free time</p> <p><b>6pm – 7pm:</b> Dinner</p> <p><b>7pm- 9pm:</b> Night walk</p> <p><b>9pm:</b> Bed</p>	<p><b>7.30am – 9am:</b> Breakfast</p> <p><b>9am – 11am:</b> Rock climbing</p> <p><b>11am – 12pm:</b> Free time</p> <p><b>12pm – 1pm:</b> Lunch</p> <p><b>1pm – 3.30pm:</b> Nature park visit</p> <p><b>3.30pm – 6pm:</b> Free time</p> <p><b>6pm – 7pm:</b> Dinner</p> <p><b>7pm- 9pm:</b> Movie</p> <p><b>9pm:</b> Bed</p>	<p><b>7.30am – 9am:</b> Breakfast</p> <p><b>9am – 11am:</b> Orienteering</p> <p><b>11am – 12pm:</b> Tent pack-down</p> <p><b>12pm – 1pm:</b> Lunch</p> <p><b>1pm – 3pm:</b> Travel on bus</p>