Suggested year level
Years 7 and 8 or Years 9 and 10

Prepare yourself (teacher)
View the clip Pretty Shady and familiarise yourself with the ideas presented.

Class resources
- Computer, data projector and screen to show the Pretty Shady clip.
- One copy per student of the ‘Call to action’ activity sheet included below.
- Poster paper.
- Coloured textas/pencils.

Estimated time required
2 periods

The activity
View the video clip Pretty Shady and complete the following questions.

1. Who do you think the Pretty Shady campaign is targeted towards?

1 Mark
2. What features can you identify in the campaign that suggests your response above is correct? List 4.

3. Use your research skills to find out what is meant by a “call to action” in health promotion?

4. What is the “call to action” in Pretty Shady?

5. In your opinion, how powerful is the call to action and what would be some other possible calls to action?
6. Calls to action should be:
   - Short and sharp
   - Clear and direction orientated – what do I need to do once I have finished viewing this?
   - Use urgent or emotive language.
   - Stand out from the rest of the information presented.

Look at the list of sun protection measures below and create a catchy call to action for each one:

<table>
<thead>
<tr>
<th>Sun protection measure</th>
<th>Catchy call to action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunscreen</td>
<td></td>
</tr>
<tr>
<td>Shade</td>
<td></td>
</tr>
<tr>
<td>Sun protective clothing</td>
<td></td>
</tr>
<tr>
<td>Sunglasses</td>
<td></td>
</tr>
<tr>
<td>Broad brimmed hats</td>
<td></td>
</tr>
</tbody>
</table>

5 Marks

7. Why is your generation better placed to stop skin cancer one summer at a time, as opposed to the generations before you?

__________________________________________________________________________

__________________________________________________________________________

5 Marks

8. Why is your generation being targeted specifically?

__________________________________________________________________________

__________________________________________________________________________

2 Marks
9. What are 10 things your generation could do to stop skin cancer?

10. Each celebrity in the Pretty Shady campaign is linked to a different form of sun protection measure – why did the creators of the campaign feel that all 5 sun protection measures were important to promote?

11. The campaign is designed to align with a positive connotation of summer – what elements of the campaign address this?
What does an iconic summer mean to you? Describe your perfect summer.

[space for student response]

2 Marks

Total _________ /35

Extend yourself

The organisation has approached you to update their existing *Pretty Shady* logo and icons. They would like you to present them with 3 very different styles from which to make their selection.

Each of your three designs must meet the following requirements:

- Represent an iconic summer.
- Address all 5 sun protection measures – clothing, sunscreen, broad brimmed hats, shade and sunglasses.
- Appeal to young Australians aged 13–24 years.
- Include a call to action.

For each design, include an explanation/justification behind your design including how your design met the brief, reasons for your choice of colours, fonts, style etc.
### Teacher assessment advice

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three different designs provided.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Designs represent iconic image of summer.</td>
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</tr>
<tr>
<td>Designs address all 5 sun protection measures.</td>
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<tr>
<td>Look and feel of the designs are suitable for the youth audience of 13-24 year olds.</td>
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<tr>
<td>Designs include a clear call to action.</td>
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<td></td>
</tr>
<tr>
<td>Designs include an explanation/ justification explaining how they met the brief, reasons for the choice of colours, fonts, style etc.</td>
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</table>

### Teacher comments

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### Student self-reflection

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