Suggested year level
Years 7 and 8

Prepare yourself (teacher)
View the Slip! Slop! Slap! Seek! and Slide! clip and familiarise yourself with the ideas presented.
Access and be familiar with free graphic design software such as Google SketchUp or Lego Digital Designer.
SunSmart’s shade audit tool might also be useful: www.sunsmart.com.au/shade-audit

Class resources
- Computer, data projector and screen to show the Slip! Slop! Slap! Seek! and Slide! clip.
- Student access to computer with internet connection and graphic design program such as Google SketchUp or Lego Digital Designer or alternatively, pencils, rulers and paper.

Estimated time required
4 periods

The activity
Slip! Slop! Slap! Seek! and Slide! is an easy message to remember and contains five easy steps.
The Cover-up Council has decided to focus its efforts on the Seek element of the SunSmart message; allocating funds to erect shade structures throughout the public spaces around Cover-up Town. As part of this initiative, the council has commissioned you to engineer a shade structure that will protect the Cover-up residents from skin cancer, yet ensure some sun exposure for vitamin D. For this project, select a community space from the list below and design a 3D shade structure that will provide sun protection when the UV reaches 3, yet allows some sun exposure at other times for vitamin D. Keep in mind the way the space is used, angle of the sun as it moves through the day, along with natural and built shade options.

- Community pool with waterslide and BBQ area.
- Park with cricket oval and playground.
- Shopping strip with outdoor cafes
- Skate park

**Extend yourself**

Investigate the incidence of skin cancer for your skin type using the skin type chart on the SunSmart website: www.sunsmart.com.au/skin-cancer/risk-factors#skin-types. Explain the reasons why it is so important that all skin types take notice of and practice the Slip, Slop, Slap, Seek and Slide message.

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### Skin type chart

<table>
<thead>
<tr>
<th>NATURAL SKIN COLOUR</th>
<th>UV SENSITIVITY &amp; TENDENCY TO BURN</th>
<th>SKIN CANCER RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very fair, pale white, often freckled</td>
<td>Highly sensitive</td>
<td>Greatest risk of skin cancer</td>
</tr>
<tr>
<td>Fair, white skin</td>
<td>Very sensitive</td>
<td>High risk of skin cancer</td>
</tr>
<tr>
<td>Light brown</td>
<td>Sensitive</td>
<td>High risk of skin cancer</td>
</tr>
<tr>
<td>Moderate brown</td>
<td>Less sensitive</td>
<td>At risk of skin cancer</td>
</tr>
<tr>
<td>Dark brown</td>
<td>Minimal sensitivity</td>
<td>Skin cancers are relatively rare, but those that occur are often detected at later, more dangerous stages</td>
</tr>
<tr>
<td>Deeply pigmented: dark brown to black</td>
<td>Minimal sensitivity</td>
<td>Skin cancers are relatively rare, but those that occur are often detected at later, more dangerous stages</td>
</tr>
</tbody>
</table>

Legend:
- UV SENSITIVITY & TENDENCY TO BURN:
  - Always burns, never tans
  - Burns easily, tans minimally
  - Burns moderately, usually tans
  - Burns minimally, tans well
  - Rarely burns
  - Never burns
- SKIN CANCER RISK:
  - Greatest risk of skin cancer
  - High risk of skin cancer
  - At risk of skin cancer
  - Skin cancers are relatively rare, but those that occur are often detected at later, more dangerous stages
Teacher assessment advice

The following comment rubric can be used for assessment purposes.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Shade structure is appropriate for the needs of the population group that use the space.</td>
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<td>Shade structure provides a balance of sun exposure for both vitamin D and skin cancer prevention at the appropriate times of year/day.</td>
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<td>Shade structure design includes a mix of natural and built structures.</td>
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<td>Shade structure design is innovative, creative and suits the landscape chosen.</td>
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<td>Skill in using the chosen design program.</td>
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<td>Project completed and submitted on time.</td>
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Teacher comments:

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Student self-reflection:

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