

# Social Media Post

## Years 7 & 8

### Australian F-10 curriculum links

#### Content descriptions

##### Health and Physical Education

- Investigate and select strategies to promote health, safety and wellbeing ([ACPPS073](#))

##### Media Arts

- Plan, structure and design media artworks that engage audiences ([ACAMAM069](#))
- Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text ([ACAMAM066](#))

##### English (Year 7)

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas ([ACELY1725](#))

#### Achievement standards

- They investigate strategies and practices that enhance their own, others and community health, safety and wellbeing.
- They demonstrate skills to make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing.
- Students produce representations of social values and points of view in media artworks for particular audiences and contexts.
- They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.

## Prepare yourself (teacher)

Students are to use their experience with social media to create a post for Facebook/Instagram/Tik Tok that would engage their peers with effective sun protection and increase understanding of UV (ultraviolet) radiation. Students should be introduced to the infographic '[Protection is Better than the Cure](#)' and have access to the Cancer Council WA website or other reputable websites.

The social media post can be a static post or as a video. Students may use sites such as Canva to develop their post.

Students must ensure they include the following:

- **Two** statistics/statements from the 'protection is better than the cure' infographic.
- A clear statement differentiating UV and heat.
- A call to action for more sun protection in adolescents.
- The **five** different methods of sun protection are mentioned and advocated for.
- Where students can go for more information about sun protection.
- Persuasive messaging.

Teachers are encouraged to choose a winning social media post to upload onto the school social media platforms. Cancer Council WA can share these posts - contact [sunsmart@cancerwa.asn.au](mailto:sunsmart@cancerwa.asn.au)

## Class resources

- '[Protection is Better than the Cure](#)' infographic
- Activity sheets (below)
- Notebook

## Estimated time required

**Four** lessons:

Lesson 1 – Research and learning

Lesson 2 – Planning

Lesson 3 & 4 – Development of social media post

# Social Media Post

## Student worksheet

After evaluating the resource 'protection is better than the cure' you will prepare your social media post by completing the planning phase.

### PLANNING PHASE

- 1 Which two statistics/statements did you find the most compelling from the resource?

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- 2 What is the difference between UV (ultraviolet) radiation and heat?

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- 3 What are the five sun protection measures encouraged to prevent sunburn and skin cancer? Give a brief description of each one.

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- 4 How can you use social media to influence your target audience to incorporate more sun protective behaviours into their daily routine? HINT: *Think about the way a social media post can be created to encourage sun protection.*

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5 Use the space provided below to plan your social media post. You can create a still post, a series of still posts or a video. Include the following:

- **Two** statistics/statements from the 'protection is better than the cure' infographic.
- A clear statement differentiating UV and heat.
- A call to action for improved sun protection in adolescents.
- The **five** different forms of sun protection are mentioned and advocated for.
- Where students can go to learn more information about sun protection.
- Persuasive messaging.