

# Debate it!

Years 9 & 10

## Australian F-10 curriculum links

### Health and Physical Education

#### Content descriptions

- Critically analyse and apply health information from a range of sources to health decisions and situations ([ACPPS095](#)).
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities ([ACPPS098](#)).

#### Achievement standards

- Access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

## Prepare yourself (teacher)

Read through the [SunSmart](#) and [Better Health Channel](#) webpages about solariums. You may like to start the lesson by discussing solariums and their current regulatory status in Australia, or by showing the [Dangers of a deadly tan](#) clip.

For this activity, students will break into groups to debate a statement about solariums.

### Class resources

- If desired, a projector, smart TV or screen to show the [Dangers of a deadly tan](#) clip
- Student notebooks
- Student internet access
- Stopwatch/timer

### Estimated time required

2 periods

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## Student worksheet

**In this activity, you will be debating the statement:**

**‘Solarium use, like smoking, is a personal decision, so solariums should still be available commercially to those wishing to use them’**

**Or**

**‘Having a tan is just a normal part of growing up in Australia’**

The class will be dividing into four groups. For each statement, one team will be arguing the ‘for’ and the other team the ‘against’. Within the ‘for’ teams, students will need to nominate speakers who will argue their team’s position. They will also need the remaining team members to keep notes from the other team’s arguments which require rebuttal.

Nominate a Time Keeper and some student Adjudicators to keep a running account of each speaker’s presentation and award points accordingly.

Both teams should be given 15 minutes of research time to develop their arguments for or against. You may like to use the following websites to assist you:

**SunSmart: solariums and tanning** – [sunsmart.com.au/uv-sun-protection/solariums](https://sunsmart.com.au/uv-sun-protection/solariums)

**Better Health Channel: Solariums (sunbeds and tanning)** – [betterhealth.vic.gov.au/health/ConditionsAndTreatments/solariums-sunbeds-and-tanning-beds](https://betterhealth.vic.gov.au/health/ConditionsAndTreatments/solariums-sunbeds-and-tanning-beds)

When the debate begins, each speaker should be given 2 minutes to present their argument. The opposing speaker should then be given 1 minute to consult with their team before presenting their argument and rebutting any of the previous speakers’ points.

At the conclusion of the debate, each team should be given 5 minutes to summarise their argument before the Adjudicators make their decision.