

SUMMARY

In this lesson, students investigate statewide cancer plans and conduct research into the types of health professionals available to people with cancer.

**NATIONAL ACADEMIC STANDARDS
(DEVELOPED BY THE MID-CONTINENT REGIONAL
EDUCATIONAL LABORATORY – MCREL)****HEALTH:**

- > knows the availability and effective use of health services, products, and information
- > knows environmental and external factors that affect individual and community health

LANGUAGE ARTS:

- > gathers and uses information for research purposes
- > demonstrates competence in the general skills and strategies of the reading process
- > demonstrates competence in the general skills and strategies for reading a variety of informational texts
- > demonstrates competence in speaking and listening as tools for learning

CIVICS:

- > understands the roles of voluntarism and organized groups in American social and political life

**STUDENT LEARNING
OBJECTIVES**

Students will demonstrate the ability to:

- > describe facets of statewide cancer plans
- > discuss how to improve statewide cancer plans
- > describe how to be an advocate for cancer-related issues

RESOURCES**ON THE SITE:**

- > Worksheet, "Why?"
- > Video, "Advocacy (Grades 10-12)"

ON YOUR OWN:

- > access to computers and the Internet, as well as other research tools
- > video player

PREPARATION

1. Be sure that students have **access to computers and the Internet, as well as other research tools**, e.g., by allotting time in the school library or computer lab. (If students do not have access to the internet, you can print out a copy of your state's cancer plan to share with students in class.)
2. Determine criteria for students' research, e.g., whether it's an oral presentation or written report (or both), how long it should be, whether students can work in small groups, when it's due, and what specifically it should contain. Consider the following options:
 - > assign groups of students the cancer plans of various states
 - > focus on the cancer plan of your state, and assign groups of students different parts of the plan, e.g., prevention, detection, treatment, populations at risk, kinds of cancer, and programs
 - > give students the choice of what to work on
3. Download the video "**Advocacy Grades 10-12**" and set up on a computer or TV for viewing by the students. (If you have trouble downloading the video, make sure you have the latest version of QuickTime.)
4. Make a copy of the work sheet, "**Why?**" for each student.

VARIATION

If you want to incorporate more **language arts** into this lesson, have students prepare written reports to supplement their oral presentations.

THE LESSON

1. Ask students to pretend that they are the governor of their state. Say, "One of your responsibilities is to develop a plan that would effectively address the issue of cancer—how to prevent it, how to detect it, how to treat people who have it, and so on. What are some items that might go into your plan?"
2. Write students' ideas on the board. Tell students that today they're going to begin examining states' cancer plans—what they include, how students might change them, and what students could do to more effectively implement them.
3. Choose one of the options for students' research, and direct students to the website for Cancer Control P.L.A.N.E.T. (Plan, Link, Act, Network with Evidence-Based Tools—cancercontrolplanet.cancer.gov/state_plans.jsp). Show them how to call up the various cancer plans, and give them the criteria for their reports.
4. After students have concluded their research, developed their reports, and made their presentations, focus discussion on the following questions:
 - > "What were some good components of the cancer plan you studied?"
 - > "How would you change the plan?"
 - > "How could you implement the plan more effectively?"
5. Point out to students that statewide plans on any issue can be amazingly complex. Have them consider what they could do either as individuals or in small groups to advocate for cancer-related issues.

Check for Understanding

6. Distribute the work sheet, "**Why?**" Tell students that answering the work sheet will help them focus on the reasons that this lesson is important. Emphasize that they should respond not with what they think you'd like to hear but with what they really believe.

When students are finished, ask for volunteers to share their responses.

ADVOCACY

Show the video, "**Advocacy (Grades 10–12).**" Focus discussion on the following questions:

- > "What messages did you get from that video?"
- > "If you were to attempt to do something for people living with cancer, what do you think your challenges would be?"
- > "What are the payoffs for doing something like this?"
- > "What could you tell someone who doesn't think that an individual has any chance to influence governments?"

Ask students, “What about our elected representatives? What are their positions on these kinds of issues?” Encourage students to contact local, regional, and statewide leaders—either in office or vying for office—to determine what they’re doing to advocate for the types of issues students have been discussing.

Extension Activities: If you would like to emphasize this lesson with students, you can review the “Get Involved” booklet to learn more about how your students and your school can become advocates for people affected by cancer by participating in **LIVESTRONG** events in your community, raising funds for cancer research, accessing information about people living with cancer, or increasing cancer awareness.