

SUMMARY

In this lesson, students participate in an activity that illustrates the ways of reducing the risk of getting cancer.

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

- > knows environmental and external factors that affect individual and community health
- > knows how to maintain and promote personal health
- > knows essential concepts about the prevention and control of disease

LANGUAGE ARTS:

- > demonstrates competence in the general skills and strategies of the reading process
- > demonstrates competence in speaking and listening as tools for learning

**STUDENT LEARNING
OBJECTIVES**

Students will demonstrate the ability to:

- > describe how to reduce the risks of getting cancer

RESOURCES**ON THE SITE:**

- > Teacher Sheet, "Questions and Answers about Cancer"
- > Teacher Sheet, "Reducing the Risk of Cancer Cards"
- > Teacher Sheet, "Risky Situations"

ON YOUR OWN:

- > butcher paper, colored markers
- > construction paper, colored pencils

PREPARATION

1. Read the teacher sheet, "**Questions and Answers about Cancer**". Use the content as background for the lessons and for answering questions from students.
2. Make a copy of the teacher sheet, "**Reducing the Risk of Cancer Cards**." Cut out each of the cards:
 - > 8 cards—"Avoiding tobacco reduces the risk of getting cancer."
 - > 8 cards—"Exercising and eating healthy foods reduces the risk of getting cancer."
 - > 8 cards—"Protecting yourself from the rays of the sun reduces the risk of getting cancer."
3. Read the teacher sheet, "**Risky Situations**."

THE LESSON

1. Ask students, "Is it worth the risk to do something you like if you think you might get a scraped knee?" After they've responded, point out that people risk doing such things all the time, for example, by riding on skateboards. Ask students how someone might reduce the risk of getting a scraped knee when they're riding on a skateboard (e.g., by wearing kneepads).
2. Ask students to tell you ways that people might reduce the risk of getting cancer. Write their responses on the **butcher paper**.
3. Distribute the folded "**Reducing the Risk of Cancer Cards**." Ask students not to look at the cards.

4. Now have students look at their cards, and ask them to stand up and move to different parts of the room, depending on which card you read:
 - > "Avoiding tobacco reduces the risk of getting cancer."
 - > "Exercising and eating healthy foods reduces the risk of getting cancer."
 - > "Protecting yourself from the rays of the sun reduces the risk of getting cancer."
5. Ask students in each group to discuss a little bit about how to reduce that particular risk, e.g.:
 - > "What are some ways you could avoid smoke or tobacco products?"
(E.G., NOT SMOKE, REFUSE AN OFFER TO SMOKE, WALK OUT OF A ROOM IN WHICH SOMEONE IS SMOKING)
 - > "What are some ways you could exercise?"
(E.G., WALK MORE PLACES, PLAY MORE SPORTS)
 - > "How could you protect yourself from the rays of the sun?"
(E.G., USE SUN BLOCK ON SUNNY DAYS)
6. Have students discuss their ideas. Finally, remark to students that avoiding tobacco, protecting yourself from the sun, exercising and eating healthy foods are some of the best ways people can reduce the risk of getting cancer. Have students return to their seats.
7. Tell students they are going to discuss some situations and talk about what they might do in each situation. Read the situations from the teacher sheet, "**Risky Situations**," and discuss students' responses to the questions.
 - > In Situation 1, students should make the point that by protecting yourself from the rays of the sun reduces the risk of getting cancer.
 - > In Situations 2 and 3, students should make the point that exercising and eating healthy foods reduces the risk of getting cancer.

Check for Understanding

9. Be sure that all students have **construction paper and colored pencils**, and give them the following instructions:
 - > "I'd like each of you to draw a picture on how to reduce the risk of getting cancer.
 - > "The picture can be of yourself or of someone else. It can also be of a lot of people, for example, throwing away cigarettes or exercising. You can make the picture realistic or not, but the message should be: here's how we can reduce the risk of getting cancer."
10. Give students time to draw their pictures, and then ask for volunteers to share them with the class. Consider posting the pictures in the hallway or around the school so that students can share their messages with other students.
11. Make the following points:
 - > Some people are more likely to get certain types of cancer just because of things that go on inside their body, things that they can't help.
 - > Some people get cancer, and no one knows why.
 - > It's still a good idea for people to protect themselves by doing the things that students previously listed.
12. Emphasize that sometimes people can't help what happens to them, but that people can help to reduce the risks of getting some types of cancer by not smoking, eating well, exercising and protecting themselves from the sun.

Extension Activities: If you would like to implement additional activities with your class, 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.