

|   |
|---|
| <b>Unit//Level: Cancer Screening</b>  |
| <b>Objective</b>  |
| <p>Ps will practice vocabulary about Cancer Screening.<br/>Ps will answer questions about Cancer Screening and demonstrate knowledge gained through those answers.</p> <p><i>NOTE: There will very likely be sensitivity around covering much of this material with both women and men at the same time. If there is a way to split your groups by gender that will be helpful. Generally, women are fine learning about all the different facets of screening (including those involving men). They are also influential in helping men get screened. CancerCare Manitoba Screening Program might be able to send out someone who can talk to your Ps about the importance of Screening. Suggest you consider this for ColonCheck, as it's statistically more likely to affect both men and women over 50.</i></p>   |
| <b>Materials</b>  |
| <p>Many of the materials used here are available free of charge through CancerCare MB. It might helpful to have these as realia instead of photocopies. Please refer to the Facilitator Reference sheet for info on how to obtain originals.</p> <ul style="list-style-type: none"> <li>• <b>FACILITATOR REFERENCE - Cancer Screening</b></li> <li>• <b>HANDOUT – Cancer Screening Can save lives</b></li> <li>• <b>WORKSHEET – Felisha &amp; Anita Risks for breast cancer</b></li> <li>• <b>HANDOUT – Finding Breast Cancer Early</b></li> <li>• <b>JIGSAW – Finding Breast Cancer Early</b></li> <li>• <b>HANDOUT – What is a Pap Test</b></li> <li>• <b>JIGSAW – What is a Pap Test</b></li> <li>• <b>HANDOUT – Amina Goes for a Pap Test</b></li> <li>• <b>HANDOUT – How to do an FOBT</b></li> <li>• <b>WORKSHEET – Micah &amp; Ahmed Risks for Colon Cancer</b></li> <li>• <b>WORSHEET – Yes or No – Colon Cancer</b></li> <li>• <b>HANDOUT – Coloncheck Poster</b></li> </ul> |
| <b>Step 1 Warm Up (15 minutes)</b>  |
| <p><b>Introduce the idea of Cancer Screening:</b></p> <ol style="list-style-type: none"> <li>1. Discuss as a class. What does “prevention” mean?<br/>Activity: In pairs, ask students to write down as many ways they can think of to be healthy. (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; going for a mammogram and/or other screening tests recommended by a healthcare provider.) NOTE: Please explain that “Healthcare provider” can mean doctor or nurse, or nurse practitioner.</li> <li>2. What do you think of when you hear the word “cancer”? How does it make you feel?</li> <li>3. Screening tests can help find cancer early. What are the names of the screening tests that women and men can do to find cancer?</li> </ol>  |

**Step 2 Work out (60 minutes)**

NOTE: Suggest you do these over 3 – 4 sessions, 1 Screening topic per session, with a final session as a wrap up or even a presentation by someone from CCMB Screening.

**Learn about Screening:**

- **BreastCheck**
  - **PAIRS or TRIO (dep. on size of class) WORKSHEET – Felisha & Anita Risks for breast cancer** Cut into strips and give to each small group. Have them divide into healthy and unhealthy choices. Decide whether Felisha or Anita is at greater risk for breast cancer. (Depending on size of class you could give 4 to each group. After each group has completed their set, move the sets along so that by the end of the activity they will have all had a chance to determine the healthy and unhealthy choices.
  - **PAIRS or TRIO (dep. on size of class) JIGSAW – Finding Breast Cancer Early**
  - **HANDOUT** - After Ps have completed the Jigsaw, give them either the photocopied version or the actual brochure (realia) and review with Qs
- **CervixCheck**
  - **PAIRS or TRIO (dep. on size of class) JIGSAW – What is a Pap Test**
  - After Ps have completed the Jigsaw, give them either the photocopied version or the actual brochure (realia) and review with Qs
  - **HANDOUT – Amina Goes for a Pap Test.** Review and ask Qs
- **ColonCheck**
  - **PAIRS or TRIO (dep. on size of class) WORKSHEET - Micah and Ahmed - Risks for colon cancer** Cut into strips and give to each small group. Have them divide into healthy and unhealthy choices. Decide whether Micah or Ahmed is at greater risk for colon cancer. (Depending on size of class you could give 4 to each group. After each group has completed their set, move the sets along so that by the end of the activity they will have all had a chance to determine the healthy and unhealthy choices. Then go around the room and ask each group for a healthy and unhealthy choice and write it on the board.
  - **PAIRS - WORKSHEET ColonCheck** - Yes or No - Have them work together to determine the correct answers, then go around the room to get the answers & write on board.
  - **HANDOUT – how to do an FOBT.** Review the steps with them and then ask Qs.
  - VIDEO Link (see Facilitator notes) - If you have the technology, you could show them the video.
  - **HANDOUT – Coloncheck poster**

**Step 3 Cool Down (15 minutes)**

**Check their progress:**

- Review what they have learned by asking various questions about each of the screening areas.
- At the last class, give them the **HANDOUT - Cancer Screening Can save lives** – Review this with them and encourage them to talk to their healthcare provider to have the appropriate screening done.