LESSON 1: WHAT IS BREAST CANCER?

Lesson Focus

As a result of the learning activities within this lesson participants will be able to:

- define breast cancer
- determine who gets breast cancer
- define hereditary risk factors
- understand their own family medical history
- identify risk factors for breast cancer
- identify the signs and symptoms of breast cancer
- list the types of treatment for breast cancer

Participant Resources

- PR-1 Poster: be “P.I.N.K.” to reduce your risk
- PR-2 Breast Cancer Quiz
- PR-3 Top Twelve: Breast Cancer Messages for Teens
- PR-4 Breast Cancer Awareness Crossword

Facilitator Resources

- FR-1 Breast Cancer Facilitator Reference
- Power-Point Presentation: Lesson 1: What is Breast Cancer?
- FR-2 Breast Cancer Trivia Question Sheet
- FR-3 Breast Cancer Fact/Factors, Myths or Gray Areas
- FR-4 Breast Cancer Quiz Facilitator Reference

Notes to Facilitator

It is recommended that the power-point presentation OR “Breast Cancer Trivia” be delivered for this lesson. These will provide background information for the following selected learning activities to be delivered (see Suggested Lesson Templates).

If one chooses to invite a guest speaker into the classroom, ensure the individual talks about her experience of having breast cancer. As well,
ensure that the individual is somebody that will capture the interest of the students.

Facilitators are encouraged to distribute and discuss “Top Twelve: Breast Cancer Messages for Teens” (PR-3). As well, facilitators are encouraged to distribute or post “be 'P.I.N.K.' to reduce your risk” (PR-1) in a visible place in the classroom.

Suggestions for Instruction

1. **Power-Point Presentation:** Lesson 1: What is Breast Cancer?

2. **Breast Cancer Trivia:** Working in groups, participants respond to trivia questions asked aloud by the facilitator. Allow a minute or so for groups to discuss, agree upon and record their response on a sheet of paper. Each group displays their response at the same time. Encourage class discussion and be sure to provide the class with the proper response and explanation where provided.

3. **Fact/Factor, Myth or Gray Area Activity** (suggested mandatory activity): Working in groups, participants respond to statements read aloud by the facilitator. Taking turns responding, each group a) identifies which category (Fact/Factor, Myth or Gray Area) each statement belongs to, and b) provides an explanation as to why the statement belongs to the identified category. Encourage discussion. Statement clarification is provided in parenthesis on the Breast Cancer Fact/Factor, Myth or Gray Area sheet.

4. **Breast Cancer Quiz:** This quiz can be administered at the beginning of the breast cancer lesson as a means to initiate dialogue and awareness about breast cancer. It may also be used towards the end of the lesson as a means to apply knowledge uptake. Teachers can refer to the Breast Cancer Quiz Facilitator Reference to provide clarification for each response.

5. **Guest Speaker:**

   • Invite a breast cancer survivor to speak with students about her experience of having breast cancer. To get in touch with potential guest speakers, contact The CancerCare Manitoba Breast Cancer Center of Hope:

     In Manitoba: (204) 788-8080
     Toll Free: 1-888-660-4866
Email: hope@cancercare.mb.ca

• Invite the daughter of an individual who had/has breast cancer to speak with students about their experience of living with a close family member diagnosed with breast cancer.

Suggested Lesson Templates

Lesson Template 1 (approximate delivery time = 1 hour)
• Power-Point Presentation: Lesson 1: What is Breast Cancer?
• Fact/Factor, Myth or Gray Area Activity
• Guest Speaker

Lesson Template 2 (approximate delivery time = 40 minutes)
• Breast Cancer Trivia
• Fact/Factor, Myth or Gray Area Activity

Lesson Template 3 (approximate delivery time = 1 hour)
• Breast Cancer Quiz
• Power-Point Presentation: Lesson 1: What is Breast Cancer?
• Fact/Factor, Myth or Gray Area Activity

Suggestions for Assessment

• Performance Task: Family/Friend Interview of Breast Cancer/Cancer History: Students interview a family member/friend diagnosed with breast cancer/cancer and provide a written account of his/her experience. Students work through the following checklist to complete the task:
  □ student demonstrates how individual’s life has changed post diagnosis
  □ student demonstrates understanding of individual’s signs and symptoms of the disease
  □ student demonstrates understanding of treatment procedures

• Journal Reflection: Students respond, in their journals/learning logs, to the following question: How does an individual’s life change when she/he is diagnosed with breast cancer/cancer?
• **Breast Cancer Quiz**: See [Breast Cancer Quiz Facilitator Reference](#) for the answer key to breast cancer quiz.

**Key References**

American Cancer Society. (Sept. 18, 2006). *What are the risk factors for breast cancer?* [cited January 16th, 2007] Available at: http://www.cancer.org/docroot/CRI/content/CRI_2_4_2X_What_are_the_risk_factors_for_breast_cancer_5.asp?sitearea=


The Program of Genetics and Metabolism, Health Sciences Centre, Winnipeg, MB. (June, 2006). *Hereditary cancer: is my family at risk?* [Brochure]