



Breast Cancer and Environment – Peer Education Tool Kit *Zero Breast Cancer – Adolescent Education Project*

Lesson Plan Outline: Breast Cancer and Environment

High School Peer Education Lesson/Presentation

Facilitator Outline Purpose: Research indicates that peer-to-peer education is the most effective way to communicate preventive health information and to reduce risky behaviors with youth. This lesson outline is designed to be used by youth peer leaders who are trained to lead a breast cancer lesson. Several options for interactive activities and dialogue have been created and may be used in a single lesson presentation or in a series. Specific activities* form the core of the single lesson module. Select which activities and instructional resources best fit your group size, skill level, and audience.

Title: What Should I Know About Breast Cancer?

Grade/Target Audience: High School Level 9-10

Suggested Time: 50 minutes – 1 hour, or a 90-minute lesson period

Materials:

- Presenter’s Script - Presentation Outline and ground rules for presentation
- Lesson goals and key words written on blackboard or butcher paper to include:
“Breast Cancer, Facts and Risk Factors, Risk Reduction, Environmental, Healthy Choices”
- Write Key Vocabulary Words on butcher paper or overhead
- Video “*Teens Talk About Breast Cancer*” (cue ahead to Question & Answer section – 6 minutes)
Alternate option: Preview *Breast Cancer, Genes, and Environment* power point
- List Headings on Board: Fact or Factor Myth Gray Area

Instructional Charts, Models and Posters:

- Chart – One in Eight (1:8) Lifetime Risk of Breast Cancer (chart can be made with 100 objects)
- Breast Anatomy: Simple Drawing (may use *Anatomy & Physiology of the Breast – WRS*)
- Healthy Nutrition Poster (*Catch a Rainbow Every Day*) or basket of colorful fruits/vegetables
- Physical Activity Poster (*I am...Exercise makes me feel good* /Health Edco.) or make your own
- Environmental Exposure Examples: Clear plastic bottles; plastic food containers; one cosmetic containing “phthalates,” a picture of charred meat; a cigarette, a sweater in a dry cleaning bag
- Breast Cancer Example (3-D breast model); tumor beads; or mini-breast teaching model
- (Sources: CONCERN Mini-Breast –TM; *Tumors and Diseases of the Breast* poster – Childbirth Graphics)
- Puzzle of Breast Cancer Risk – see Teen Brochure puzzle

Lesson Handouts – Module Templates:

- 1) Breast Cancer Top Twelve Messages – Make Cue Cards to Read (option- or use in a game)
- 2) Breast Cancer Facts, Risk Factors, & Health Tips (make copies on light green paper)
- 3) Breast Cancer Lesson Vocabulary (make copies on light blue paper)
- 4) Resources: Fact Sheet & Resource List; Teen Brochure: *What Should I Know About Breast Cancer?*



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- 5) Personal Action Plan
- 6) Evaluation Survey

Equipment Set-up:

- VCR/TV *Teens Talk About Breast Cancer* video can be “cued” ahead of time to Q & A section
- Optional equipment: Overhead Projector and/or Computer DVD Projector

PARTICIPANT AGENDA

(Before presentation peer educators will choose one - three activities from the five Activity options):

I. WELCOME, OVERVIEW OF GOAL AND OBJECTIVES (7-8 Minutes)

(Refer to Activity # 1*:)

WARM-UP ACTIVITY (10 minutes)

(Activity #1*)

Stand And Respond

II. CONTENT OF PRESENTATION – Activity Options (Allow 30 minutes)

(Refer to Activity #2)

Video Clip/ Slide Show and Overview of Fact Sheet - Group Discussion Activity

(Refer to Activity #3*)

Top Twelve Messages

(Refer to Activity #4)

Preventive Action & Health Tips

(Refer to Activity #5*)

Fact, Myth or Gray Area....Discussion Activity

III. WRAP-UP/ Action Planning- Making it Come Alive in Your Life (5 minutes)

IV. EVALUATION/ POST-ASSESSMENT (5 minutes)

I. WELCOME, OVERVIEW OF GOAL AND OBJECTIVES/GROUND RULES (7-8 minutes):

Goal/Overview: To increase teen knowledge about breast cancer, risk factors, and environmental factors

Objectives: At the conclusion of this lesson, students will have:

- Increased awareness of breast health prevention practices including basic information and warning signs,
- Understood the known and suspected risk factors for breast cancer, especially the environmental



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factors;

- Identified five actions they can take to reduce the risk of breast cancer, increased awareness of resources and name one piece of information they learned and will share with a family member or friend.

WARM-UP ACTIVITY/ INTRODUCTION TO PRESENTATION (10 minutes):

Peer Educator:

1. Prior to the presentation, practice the Activity #1 introduction to the subject and add your own questions. Prepare presentation materials listed and gather materials to distribute to the group.
2. Explain to participants the purpose of the first activity is to allow audience to tap into prior knowledge and begin the discussion regarding breast cancer through an interactive activity.
(Proceed with Activity #1*)
3. Hand out Lesson Vocabulary; Breast Cancer Facts, Risk Factors, (fact sheet), and Teen Brochure
4. Begin Content Presentation and ensure activity is completed in time allotted. If possible, share personal experience as it relates to topic (eg. “My aunt had breast cancer and survived; that’s how I got interested.”)

Content Presentation - Peer Educator:

1. Prior to the Content Presentation, practice presenting the information about breast cancer to other peer educators and/or the participants, and prepare the materials and handouts needed for the activity
2. Explain to audience that in order to reach the goal and objectives of the presentation, we will be examining the information and providing tools through interactive group activities. This will enable participants to identify concrete strategies that can be used in their daily lives at home and school.

II. CONTENT OF PRESENTATION:

Select from Activity 2 – 5; allow 30 minutes. Include activities with an asterisk* for single lesson.

(Refer to Activity #2)

Video Clip/ Slide Show and Overview using Lesson Vocabulary and Fact Sheet - Discussion Activity
After Activity 2, Peer Educators should have a visual “props” ready to share interesting facts to participants. These can be on poster board, overhead or butcher paper prior to presentation. Key concepts should include: Defining Breast Cancer, Review of Risk Factors including the environmental factors, tips on how to reduce the risk of breast cancer and where to find additional resources and information.

Activity #2 Option: Peer Educators should develop about 3 to 5 discussion questions to follow the video or slide show for small group discussion to include: what breast cancer is and symptoms, known and possible risk factors and preventative measures teens can take to reduce the risk of breast cancer, and how they can take action for controlling the environmental factors related to breast cancer, and support of friends/family and their communities. Divide the class into groups of 4-6 students and have each group identify a reporter, and recorder. Distribute question sheet to groups or post questions on butcher paper for each. To save time, ask each group to share out responses for only one of the questions to the larger group.



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(Refer to Activity #3*)

Top Twelve Messages

After Activity 3, Peer Educators should have a visual “props” ready to share out interesting facts to participants. These can be on poster board, overhead or butcher paper prior to presentation. Key concepts should include: Defining Breast Cancer, Review of Risk Factors including the environmental factors, tips on how to reduce the risk of breast cancer and where to find additional resources and information.

The teen brochure/fact sheets should be distributed to all students as a resource that includes answers to the questions, local and national resources. Peer educators can list additional local resources on the board.

(Refer to Activity #4)

Preventive Action & Health Tips

This is a “hands on learning” activity segment. Teachers can order posters and models from the resource list, or peer educators can make charts and visuals from the reference materials and gather familiar objects to use in sharing facts and health tips with participants. Activity 4 includes lists of suggested materials. Peer educators should be ready to demonstrate the concepts related to breast cancer risks and detection.

(Refer to Activity #5*)

5. Fact, Myth or Gray Area....Discussion Activity

Peer Educators will develop questions related to the breast cancer Teen Brochure and Fact Sheet to be distributed for group discussion. The brochure or fact sheet should be distributed to all students as a resource that includes information regarding the questions for this activity, especially known and possible risk factors, environmental factors and local and national resources.

Activity #5 Option: Tape placards to walls- one on the right side of the room, the “Gray Area in the middle of the room and the other on the left side of the room. This activity will allow students to process the information provided during the presentation and share their thoughts about some of the unknown information surrounding breast cancer. Explain that students will be asked to stand next to or in the area of the placard that best represents their opinion about the statement that the Facilitator will read aloud. (Fact, Myth, and Gray Area statements are listed on Activity #5; peer educators may add their own)

III. WRAP UP – ACTION PLANNING

“Are there any more questions before we conclude this topic today?”

Peer Educators: This is the time to list any difficult questions to research and get back to the class.

Personal Action Plan- Making it Come Alive in Your Life (5 –10 minutes)

Peer Educators: It is helpful to do a quick written activity to “firm up” what has been learned or talked about.



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Sample Script: *“The purpose of the Personal Action Plan is to identify at least one thing that you can change or do in your daily life to apply what you learned from the breast cancer presentation. Also think of who you can share this information with, and make a plan to do so.”*

Peer Educators: Read the directions out loud after distributing Personal Action forms to the group. If time permits, ask students to “share out” what they wrote or if they heard another person’s action plan that would be relevant to them as well. Another option is to “share out” with the person next to you.

IV. EVALUATION/ POST-ASSESSMENT (5 minutes - Peer Educators may help distribute surveys)

Directions: *“The purpose of the evaluation survey is to improve the presentation and measure what was learned and what was valuable to you.”* (Encourage all participants to take their time to complete each question and return the survey.) Collect surveys and give to classroom teacher.

After surveys are collected, review correct answers with students. Final comments/wrap-up:
*“How was this presentation? Do you have any comments or suggestions for next time?
Peer Resource (or identify other school staff) is available if you have further questions. Thank You.”*

Post Presentation Option: If an Open Forum or follow-up session to the breast cancer lesson is planned at your school for students who have further questions or concerns, announce this scheduled offering at the end of this presentation. School staff or a breast cancer expert can help facilitate this session.

End of Breast Cancer Presentation (See Activity # 1 – 5 and Lesson Templates)

The purpose of the Breast Cancer and Environment Peer Education Lesson Outline is to provide general information about breast cancer for educational purposes only. It not intended to substitute for the advice of a physician or other health care professional. The educational content is adapted from health education and government publications.