

Resource sheet 1

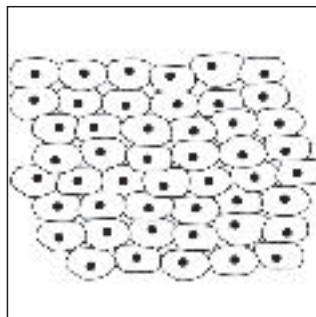
Key Stage 2 / P3-P6

What is cancer?

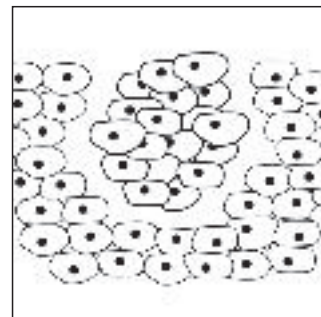
What is cancer?

Our bodies are made up of millions of building blocks called cells. You cannot see them except with a microscope.

Cancer is an illness that affects these cells and stops our bodies working properly. Cells affected by cancer are called cancer cells. Sometimes these cancer cells form a lump which is often called a tumour.



Normal cells

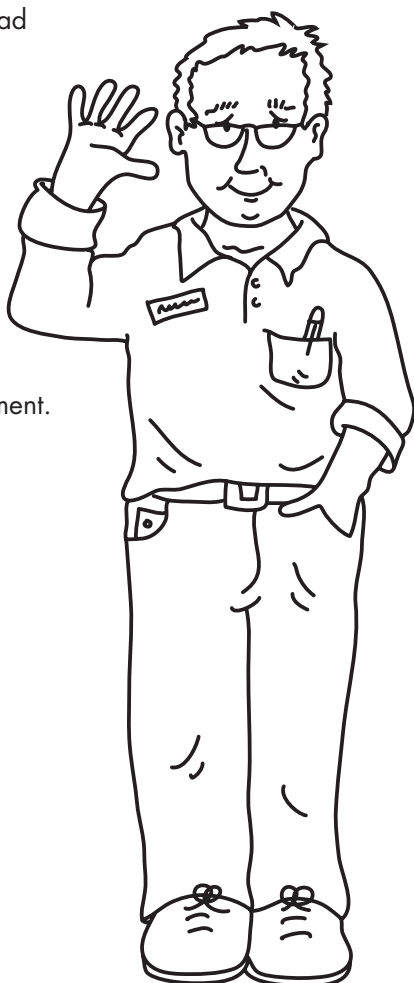


Cancer cells forming a tumour

Meet Mr Davies

Mr Davies is the school caretaker. He has worked at the school for over 10 years and is very popular. Recently, Mr Davies hasn't been able to come into school because he is being treated for cancer.

His cancer cannot spread to the people around him (people can't catch cancer from someone else), but it could spread to another part of his body and stop that part working properly. To stop the cancer spreading, Mr Davies needs to go to hospital for treatment.



Mr Davies can be treated for cancer

The doctors could treat Mr Davies's cancer in three main ways:

Surgery – The cancer cells may have formed a lump called a tumour. This is cut out during an operation.

Radiotherapy – The cancer cells are destroyed by high energy rays. This doesn't hurt and is like having an X-ray taken.

Chemotherapy – Very strong drugs are used to kill the cancer cells.

Radiotherapy and chemotherapy have some side effects. People who have these treatments can feel sick and tired, and their hair can fall out. These side effects will not last long – and hair nearly always grows back. The earlier someone gets treatment for their cancer, the better.

Did you know?

- Anyone can get cancer.
- Lots of people get better from cancer and live a normal life.
- It is very rare for children to get cancer.
- Cancer is not a punishment for doing something wrong. No one knows exactly why some people get cancer and other people don't.
- Sometimes the treatments cannot make the cancer go away and sadly some people die from the illness.

Resource sheet 3

Key Stage 2 / P3-P6

How does cancer affect me?

Read Ben's diary, written the day after he found out about his Grandad's cancer.



14th June

Last night I was dreaming about Grandad. In my dream I felt so sad. Got up late this morning. Mum was in a bad mood. Again! She shouted at me just because I forgot my homework. It's so unfair. Natasha was crying - typical little sister. She really gets on my nerves.

Then it was raining and I dropped my bag in a puddle. The bottom got wet and so did some of my books. Great! All the pages stuck together.

Ryan and I had to do our history project. I always have to tell him the answers - why should I do his work for him? Got cross and shouted at him. Then at break he wouldn't speak to me.

Didn't feel like playing football so break was really boring. Just sat by myself by the wall. Didn't want to eat lunch either.

In PE Mr Matthews told me off for not listening. Why are all the teachers picking on me?

I keep thinking about Grandad. What if he dies? What's going to happen then?

Resource sheet 2a

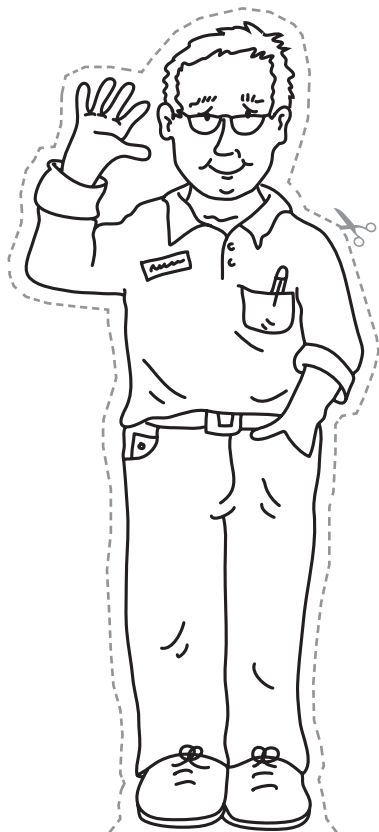
Key Stage 2 / P3-P6

More about cancer

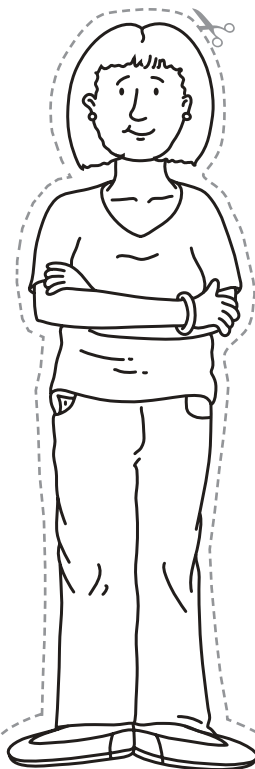
Mr Davies lives with his daughter, Rachel, and his two grandchildren, Ben and Natasha. Ben is nine and Natasha is four, and they both go to the school where Mr Davies works.

You can help Mr Davies, his family and friends to understand more about cancer.

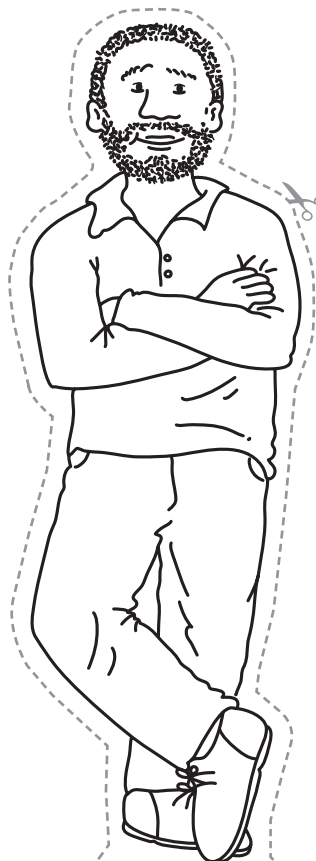
Cut out all the pictures and speech bubbles. Match the speech bubbles to the people you think are saying the words. Now give each of them the fact about cancer you think would help them to feel less worried.



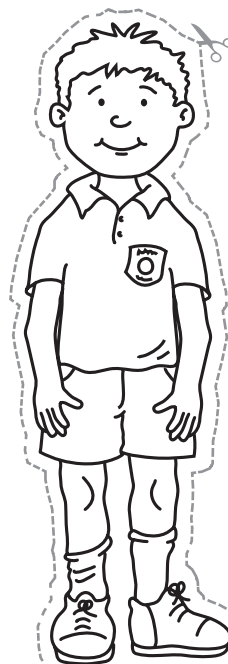
Mr Davies is a school caretaker. He has cancer.



Rachel is Mr Davies's daughter and Ben's mum.



Mike is a good friend of Mr Davies.



Ben is Mr Davies's nine-year-old grandson.

Resource sheet 2b

Key Stage 2 / P3-P6

More about cancer

You can help Mr Davies, his family and friends to understand more about cancer.

Cut out all the pictures and speech bubbles. Match the speech bubbles to the people you think are saying the words. Now give each of them the fact about cancer you think would help them to feel less worried.

People with cancer always lose their hair.

Can I catch Grandad's cancer?

Why me? What have I done wrong?

I'm scared Dad's going to die.

Cancer fact A

- Mr Davies's cancer cannot spread to the people around him.

Cancer fact B

- If Mr Davies has chemotherapy, he could lose his hair. It always grows back though, and sometimes even thicker than before.

Cancer fact C

- Many people overcome cancer and continue to live normal lives.

Cancer fact D

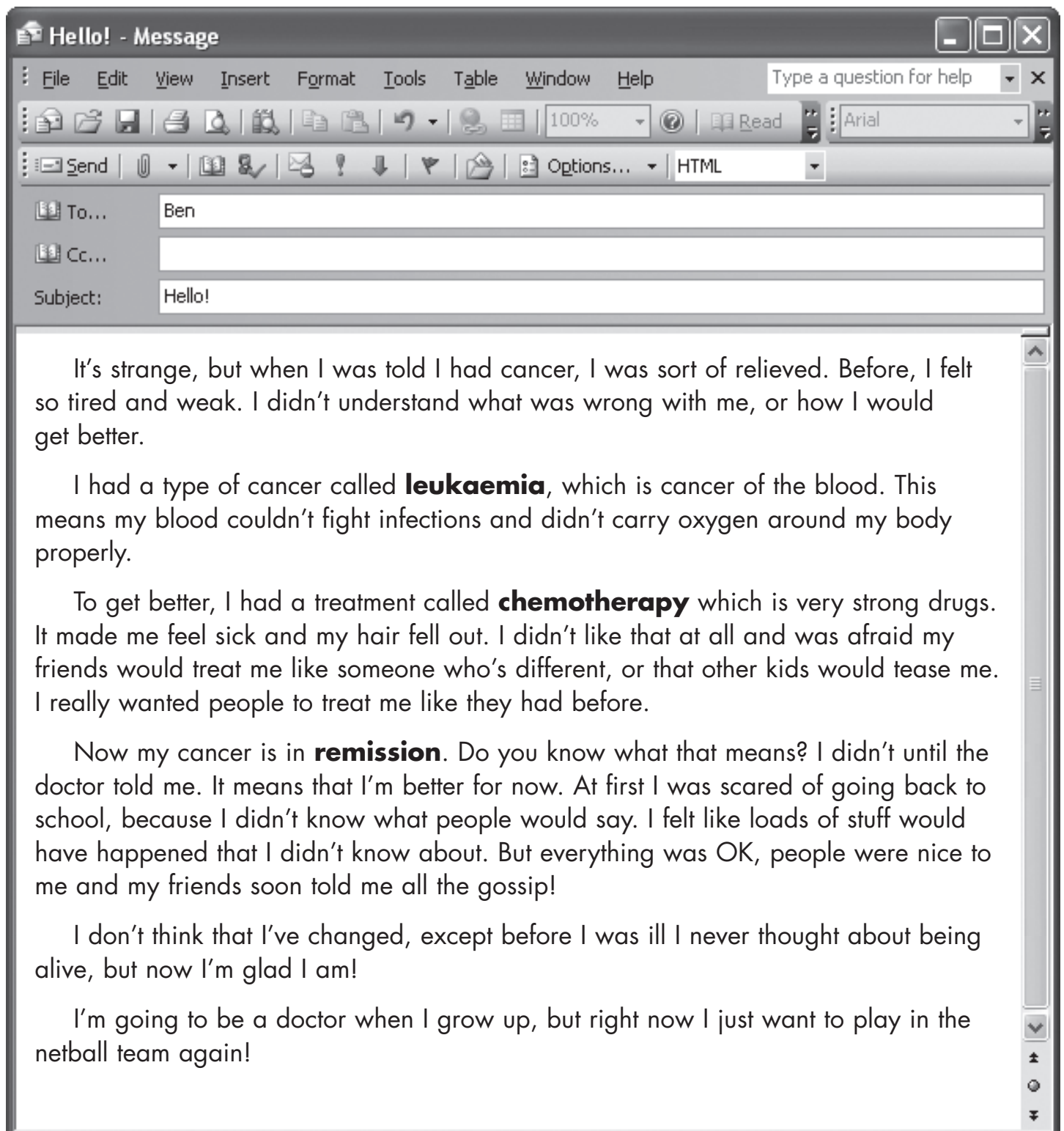
- Anyone can get cancer. It is not a punishment for doing something wrong. The person who gets it is not to blame.

Resource sheet 4

Key Stage 2 / P3-P6

Anna's story

Anna is 15 years old. Her mum is friends with Ben's mum Rachel. One year ago Anna developed cancer but is now better. When she heard that Mr Davies had cancer she emailed Ben and told him what she went through.



The screenshot shows an email client window titled "Hello! - Message". The window has a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", "Table", "Window", and "Help". Below the menu bar is a toolbar with various icons for actions like "Send", "Reply", "Forward", "Print", "Delete", "Undo", "Redo", "Zoom", "Read", and "Options...". The "Options..." dropdown is set to "HTML". The email header shows "To: Ben", "Cc:", and "Subject: Hello!". The main body of the email contains the following text:

It's strange, but when I was told I had cancer, I was sort of relieved. Before, I felt so tired and weak. I didn't understand what was wrong with me, or how I would get better.

I had a type of cancer called **leukaemia**, which is cancer of the blood. This means my blood couldn't fight infections and didn't carry oxygen around my body properly.

To get better, I had a treatment called **chemotherapy** which is very strong drugs. It made me feel sick and my hair fell out. I didn't like that at all and was afraid my friends would treat me like someone who's different, or that other kids would tease me. I really wanted people to treat me like they had before.

Now my cancer is in **remission**. Do you know what that means? I didn't until the doctor told me. It means that I'm better for now. At first I was scared of going back to school, because I didn't know what people would say. I felt like loads of stuff would have happened that I didn't know about. But everything was OK, people were nice to me and my friends soon told me all the gossip!

I don't think that I've changed, except before I was ill I never thought about being alive, but now I'm glad I am!

I'm going to be a doctor when I grow up, but right now I just want to play in the netball team again!

Resource sheet 5

Key Stage 2 / P3-P6

Get active, stay healthy

The facts

Nobody knows exactly why some people get cancer and others don't. But you can reduce the risk by trying to stay fit and healthy.

Here are some ways to help you stay fit and healthy. Can you think of any more?

- Don't smoke and avoid smoky places – breathing in cigarette smoke makes your chances of getting cancer much greater.
- Try to eat fewer fatty foods, like chips, beef burgers, sweets and cakes.
- Eat at least five portions of fruit and vegetables every day.
- Drink plenty of liquids, especially water.
- Remember to cover up or wear sunscreen when you're out in the sun, especially between 11am-3pm when it is at its hottest.
- Exercise for at least 20 minutes every day – a fast walk, riding your bike, or even playing games in the playground count.

Activity

Design a poster to tell people about cancer and staying fit and healthy. It should be bright and eye-catching and give pupils in your school and other people in the area ideas to help them get active and live healthy lifestyles.

Think of posters that you like and that really stand out to you. How do they do this?

Here are some ideas to get you started:

- why is talking about health important?
- what will help pupils in my school stay fit and healthy?
- how can I help my friends and family stay fit and healthy?

Think where you could put your finished poster so that lots of people see it. Or ask your teacher to send it to Macmillan Cancer Support. We'll send you a certificate and the poster might be used on our website too!



Cancertalk teaching pack

Teacher's notes

Key Stage 2 / P3-P6

**WE ARE
MACMILLAN.
CANCER SUPPORT**

For more information visit
www.macmillan.org.uk/cancertalk

Teacher's notes

Key Stage 2 / P3-P6, resource sheets 1, 2a and 2b

What is cancer?/more about cancer

DVD link

Jenny's diary scene 1 *Going for a picnic* is relevant to this lesson.

Cross-curricular fit

Literacy, Design and Technology, Science

Objectives

- to learn some basic facts about cancer
- to recognise that beliefs about cancer are not always based on fact
- to consider and empathise with the emotions often felt by people who are affected by cancer.

Whole class introduction

Explain that cancer is something the majority of people don't properly understand and often feel very worried about. Ask the class what they know or believe about cancer. Write their ideas on the board.

Use resource sheet 1 *What is cancer?* to help you explain to the children how cancer cells are formed.

Go through the 'Did you know?' list on the resource sheet, which should help to dispel the children's fears. Hand out resource sheet 2 *More about cancer* and introduce Mr Davies. Talk about the emotions he and his friends and family feel when he learns he has cancer.

Group and individual activities

Working as a group or in pairs, ask the children to cut out the pictures, speech bubbles and cancer fact boxes from resource sheet 2a and 2b *More about cancer*. Their task is to match the comments in the speech bubbles to the appropriate people and then add the cancer fact they think will most help each of the four characters to feel less worried.

The correct combinations are as follows:

Mr Davies – Why me? What have I done wrong? – Cancer fact D

Rachel – I'm scared Dad's going to die – Cancer fact C

Mike – People with cancer always lose their hair – Cancer fact B

Ben – Can I catch grandad's cancer – Cancer fact A

The children can use their picture/word sequences to tell a story or write a short play. Encourage them to work in pairs or small groups to take on different characters and to express their emotions and respond sensitively.

Ask the children to read resource sheet 1 *What is cancer?* again with a partner. Can they list the three main cancer treatments and briefly explain the side effects? Make sure the children include positive statements such as 'sometimes the treatments can make you feel a bit sick or tired at first, but getting help early is a really good idea'.

Ask the children to talk about and list ways they can help people with cancer, perhaps through fundraising or holding a special awareness-raising event.

Assembly/display idea

Get the children to research cells and how they work to keep the body healthy. They can then create a display showing healthy cells and cancer cells and the different treatments for cancer. You may even want to invite a Macmillan representative to see the display. You could send some of the display items to the Schools and Youth team at Macmillan Cancer Support to display and share with other children (address details in the Introduction and guidance booklet).

Cancertalk activity

Design a logo or slogan for Cancertalk Week to encourage others to join in. Include the Macmillan Cancer Support logo, which you can download at be.macmillan.org.uk. What would be the most appropriate colours to use?

Teacher's notes

Key Stage 2 / P3-P6, resource sheet 3

How does cancer affect me?

Note: This is quite a long lesson so make sure you allow enough time.

DVD link

Jenny's diary scene 2 *Starting to understand* is relevant to this lesson.

Cross-curricular fit

Drama, Design and Technology

Objectives

- to recognise that people affected by cancer may feel conflicting emotions
- to recognise that not all communication is verbal
- to enable pupils to talk about difficult feelings.

Whole class introduction

You could talk about the ways in which people show their feelings. Can we show feelings without saying anything? Act out some expressions (eg boredom, happiness) for pupils to guess. How could they tell what you were feeling?

Ask two pupils to leave the room, then tell the rest of the class to behave in a certain way (eg sit grumpily). See if the returning two pupils can guess the way the class is feeling.

As a class, read the text on resource sheet 3 *How does cancer affect me?*

Group and individual activities

In groups or pairs, ask pupils to focus on Ben's behaviour described in his diary on that day, and give words or statements to describe the emotions he might have been going through.

Ask pupils to try to imagine themselves in the same situation as Ben. Would they feel/behave the same way as they think he does? Can the class suggest positive ways of dealing with these emotions?

Introduce other characters into the discussion to show how a range of people are affected when someone gets cancer. Characters and quotes are suggested below:

- 'I'm worried sick about Dad. I don't know what to do to help him.' Rachel, Mr Davies's daughter
- 'I didn't think it would happen to me. It's not fair!' Mr Davies
- 'Everyone's upset. What's happened?' Natasha, Ben's four-year-old sister
- 'Mr Davies says he doesn't need anyone to talk to.' Abi, Mr Davies's nurse
- 'It's best not to talk about cancer.' Mike, Mr Davies's friend.

The children could try writing a letter or email to one of the characters, expressing their good wishes and offering help. Would Mr Davies, for example, like someone to help him with his garden or would Ben like to join them for a game of football?

Assembly/display idea

Pupils could present each character from the activities above with their statements and tell the audience which emotions they are going through and why.

Cancertalk activity

The children may enjoy making a toy or painting a colourful picture to cheer up a child in hospital. Some of these could be sent to a local hospital.

Teacher's notes

Key Stage 2 / P3-P6, resource sheet 4

Anna's story

Note: This lesson focuses on support. However, it can be used as an opportunity to discuss the causes, types and treatments of cancer to build on the learning outcomes from resource sheets 1 to 3.

DVD link

Jenny's diary scene 3 *Talking with Dad* is relevant to this lesson.

Cross-curricular fit

Literacy

Objectives

- to identify the support networks you can draw on when things are difficult
- to help pupils understand that they are part of other people's support networks.

Whole class introduction

Explain the idea of support networks and tell pupils that everyone has them, even if the networks are small. Help pupils recognise their own support networks by drawing 'helping hands'. Pupils draw around one hand. At the top of each finger, they write the name of someone who they could talk to about worries and how to contact them eg grandma and email.

Some pupils may find this activity difficult if they think that they have no one to turn to. Help them to see that many different types of relationship could be valuable to them. Alternatively, they can draw the support network of Mr Davies, the character introduced in the previous resource sheets.

Group and individual activities

As a class, read resource sheet 4 *Anna's story*.

It is important to reassure pupils that cancer is not common in children, and to emphasise the positive message that Anna is giving.

Tell pupils that they are going to become Anna's support network. In groups of four, give them one scenario each and ask them to improvise the scene in front of the class. The four scenarios are:

- Scenario one: Anna has been away from school for a month. She is having treatment for her cancer, but she still feels unwell. Anna discusses missing school with her friends and family.
- Scenario two: Anna has been off school for a while, having treatment for cancer. The day before she returns, she phones/texts her friends to say she is worried about coming back, because chemotherapy has made her hair fall out.
- Scenario three: A group of children from another class are teasing Anna, calling her 'baldy' and laughing at her. A friend offers her support.
- Scenario four: Anna is playing in an important football match. Her friends realise that she is getting very tired, but is trying to hide it so that she can carry on playing.



Assembly/display idea

The improvisations done in class could be rehearsed and presented. You could invite a representative from your local Macmillan Cancer Support office (address details in the Introduction and guidance booklet).

Cancertalk activity

The children could make Anna's story into a picture book for their parents. The picture book could also be sent to the Schools and Youth team at Macmillan Cancer Support to display and share with other children (address details in the Introduction and guidance booklet).

Teacher's notes

Key Stage 2 / P3-P6, resource sheet 5

Get active, stay healthy

DVD link

Jenny's diary scene 4 *Helping each other* is relevant to this lesson.

Cross-curricular fit

PSHE/PSE/PSD, ICT, Science, Literacy

Objectives

- to consider our own lifestyles in terms of health
- to understand that there are ways of reducing the risk of developing cancer or other serious illnesses by maintaining a healthy lifestyle
- to actively encourage pupils to take part in a health awareness project or day.

Whole class introduction

Talk about the effects of an unhealthy lifestyle, including their own experiences or those of family/friends.

Go through the suggestions for healthier living on resource sheet 5 *Get active, stay healthy*, and ask for their own suggestions.

Discuss the kinds of activities your school could be involved in to help them, their family or friends to get active and stay healthy.

Consider how these can be presented in an engaging way on a poster. You could look at other posters or flyers and talk about how their messages are presented, eg through bold and large print, good use of colour, eye-catching pictures, etc. Which posters do the children think work best and why?

Completed posters can be sent to the Schools and Youth team at Macmillan Cancer Support to display and share with other children (address details in the Introduction and guidance booklet).

Group and individual activities

The children could work in pairs to create their posters. They could use the computer and a clip art program, or a large sheet of paper and art materials. Ask them to come up with a slogan or caption.

You could list the possible places in school or the wider community where the posters could be displayed, eg the school hall, entrance hall, classroom display boards, the doctor's surgery, the library or community centre.

Assembly/display idea

The children can display their posters or talk about healthier living in a school assembly. Invite a Macmillan representative to talk in your school assembly (address details in the Introduction and guidance booklet).

Cancertalk activity

Send an email to another local school taking part in Cancertalk Week to exchange ideas and suggest ways of working on joint events such as The Big Hush, Macmillan's sponsored silence. The Big Hush is a great way for your pupils to reflect on what they have learnt during the week and raise money to help people living with cancer.

Teacher's notes

Key Stage 2 / P3-P6, no resource sheet required

One to one

Note: There is no supporting resource sheet for these activities.

Cross-curricular fit

Music, ICT

Objectives

- to encourage the idea that feelings and concerns are better expressed and shared with those we trust, rather than bottled up
- to identify ways of expressing emotions and discussing feelings with others.

Whole class introduction

You could begin by asking the children how they feel today. Are they happy, worried about someone or something?

Make a list of the range of emotions the children feel or have seen other people feeling. This could be made into a class poem and illustrated.

Discuss with the class the different ways people express their emotions. What sorts of facial expressions and body language do they use (smiling, frowning, head down, shoulders hunched up, etc)?

Ask the children who they would talk to if they felt upset or worried about something.

Group and individual activities

Play a trust game such as 'trusting the maze'. Ask some of the children to lie on the floor to form a living maze. Put the rest of the group into pairs and ask one of the pair to shut their eyes tightly while their partner leads them around the room in silence without stepping on the maze. Change roles after a few minutes.

Discuss how it felt to be led and/or to be the guide – who would they rather be: the one to be led, or the leader?

Try the exercise again but this time allow the pairs to communicate verbally. Discuss the fact that communication is vital for improving trust and that it is much easier to share emotions with friends and adults we trust.

Play a short piece of 'mood music' such as The Planets suite or Vivaldi's Four Seasons. As they listen to the music ask the children to write or draw words or images that portray how the music makes them feel. They could go on to paint pictures, make collages or a wall frieze based on different moods and emotions.

The pupils could write lyrics to accompany a piece of music.

Resources

Tapes or CDs of a range of music that evokes particular feelings. Examples: Classical – In the Hall of the Mountain King by Grieg; the music from Tchaikovsky's Swan Lake or The Nutcracker; two contrasting pieces from The Four Seasons such as Spring and Winter by Vivaldi; Elgar's cello concerto. Pop/folk/jazz/blues – ask pupils to bring in their own selection.

Assembly/display idea

The children can share their choice of mood music with other classes. They could also compose a piece or set a favourite poem to their music. You can send poems to the Schools and Youth team at Macmillan Cancer Support so we can display them and share them with other children (address details in the Introduction and guidance booklet).

Cancertalk activity

Working as a class or in smaller groups, the pupils could compile a CD to cheer up someone who is ill.

Teacher's notes

Key Stage 2 / P3-P6

Curriculum grids

England Key Stage 2

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer?	PSHE and Citizenship Explaining views on issues affecting society Recognising the role of voluntary groups in society	Literacy Design and Technology Science
How does cancer affect me?	PSHE and Citizenship Talking about their opinions Using imagination to understand other people's experiences	Drama Design and Technology
Anna's story	PSHE and Citizenship Consideration for and empathy with other people	Literacy
Get active, stay healthy	PSHE and Citizenship Understanding what makes a healthy lifestyle, including the benefits of exercise and healthy eating	ICT Design and Technology Science
One to one	PSHE and Citizenship Talking and writing about issues affecting society	Music ICT

Scotland P3-P6

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer?	PSD Confronting difficult issues Being aware of others' feelings	Health Education English RME
How does cancer affect me?	PSD Being self-aware and discussing feelings and emotions	Expressive Arts Health Education English
Anna's story	PSD Listening and responding to the needs of others	Expressive Arts Health Education Environmental Studies RME
Get active, stay healthy	PSD Understanding the importance of a healthy lifestyle	Health Education
One to one	PSD Reflecting on attitudes towards others	Expressive Arts Health Education

continued overleaf...

Teacher's notes

Key Stage 2 / P3-P6

Curriculum grids

Wales Key Stage 2

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer?	PSE Discussing family and friends, challenges and issues Empathising with others	Science Art
How does cancer affect me?	PSE Feelings at times of change	English Art
Anna's story	PSE Valuing friends and family as sources of love and mutual support	English Art
Get active, stay healthy	PSE Taking responsibility for keeping the body safe and healthy Taking an active interest in the life of the community	ICT Art
One to one	PSE Understanding the range of their own and others' emotions Showing care and consideration for others	Music

Northern Ireland Key Stage 2

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer?	PSE Health education: Understanding the risks of using dangerous substances and the health implications	Science and Technology Art and Design
How does cancer affect me?	PSE Health Education: Taking responsibility for self Health Education: Developing a knowledge and appreciation of interdependence	Art and Design English EMU
Anna's story	PSE EMU: Building and managing relationships	English Art and Design
Get active, stay healthy	PSE Health Education: Making responsible decisions about diet and exercise	Information Technology Art and Design
One to one	PSE EMU: Working with others Health Education: Understanding emotional growth	Music Information Technology