

Resource sheet 1

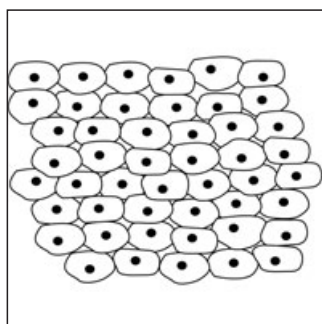
Key Stage 3 / P7-S2

What is cancer? The facts

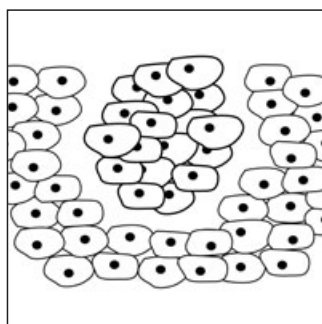
Although we use just the one word, cancer is actually many different illnesses. Cancer can occur in any part of the body. There are over 200 different types of cancer.

How does cancer develop?

Every part of our body is made up of tiny building blocks called cells. Cancer is an illness of these cells. The cells in our body divide to help us grow or to replace damaged cells. Normally they divide in a controlled way, but this process can go wrong producing cancer cells that divide in an uncontrolled way. These cancer cells can then crowd out healthy cells and may spread to other parts of the body.



Normal cells



Cancer cells forming a tumour

There are two main types of cancer:

1 Solid cancers

These form when cancer cells crowd out healthy cells, forming a lump or tumour. Many types of cancer take this form.

2 Leukaemia and lymphomas

These are cancers that affect white blood cells and are often called cancers of the blood. They affect the body's ability to fight disease. Sometimes they are only diagnosed after a routine blood test.

Tests for cancer

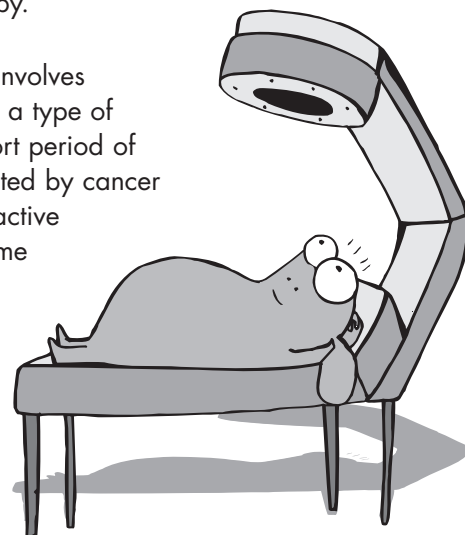
There are lots of different tests that are used to find out if someone has cancer. These include blood tests, scans or even having an operation to remove part of a lump to see if it is cancerous (a procedure called a biopsy).

What are the treatments?

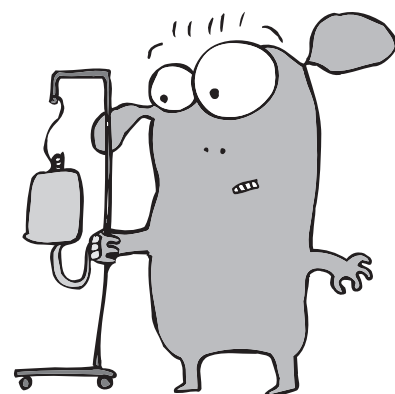
Depending on the type of cancer and what stage it is at when diagnosed, treatments can be very successful. There are three commonly used treatments:

1 Surgery is sometimes necessary. Surgeons may need to operate to remove a tumour. Surgery is often accompanied by other treatments such as radiotherapy and/or chemotherapy.

2 Radiotherapy involves exposing cancers to a type of radiation over a short period of time. The area affected by cancer is exposed to radioactive rays in much the same way that an ordinary X-ray is used to view a broken limb. Radiotherapy can kill cancer cells and reduce the size of tumours.



3 Chemotherapy involves taking powerful drugs that can be swallowed or given directly into a vein. The drugs are sometimes given in one go or slowly over a longer period of time.



Radiotherapy and chemotherapy are designed to damage any cells (including cancer cells) that are rapidly dividing. Unfortunately, it means they can also destroy good cells. This is what causes side effects such as sickness, tiredness or hair loss. But side effects always wear off after the treatment is finished, and any hair lost will nearly always grow back.

Resource sheet 2

Key Stage 3 / P7-S2

Reducing the risks

Cancer in children and young people is rare, and the chances of getting cancer vary from person to person – everything from age and lifestyle to genetics and our environment can play a part. The bit you have the most control over is your lifestyle. The following list can help you make decisions about your lifestyle and take action to help you reduce your risk of getting cancer or other serious illnesses later in life.

Don't smoke

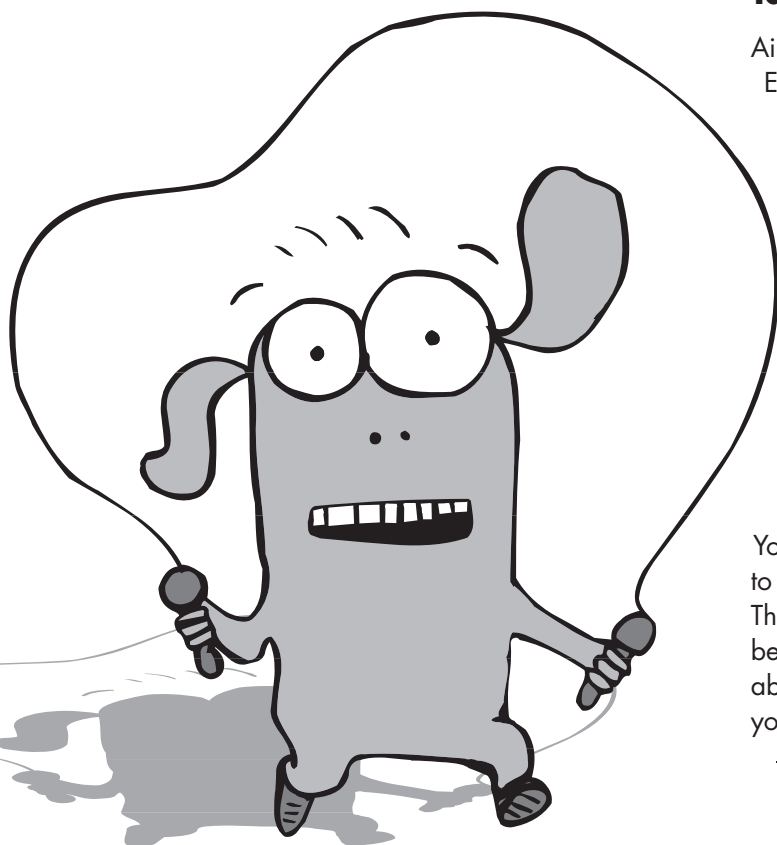
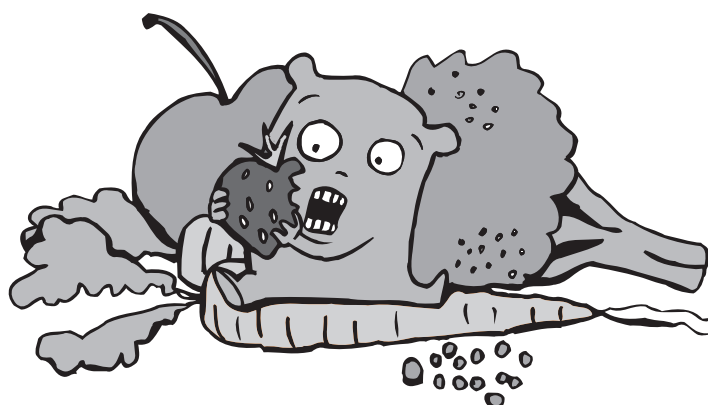
Quit if you do; don't start if you are tempted. Yellow teeth, bad breath, smoker's cough, smelly hair and wasted cash on fags isn't cool. More than 120,000 people a year in the UK die from smoking-related diseases.

Don't drink to get drunk

Excessive drinking is hard on your immune system. It can quickly become a habit and people who drink lots of alcohol have a higher risk of developing cancer.

Maintain a balanced diet

A balanced diet includes a combination of several different food groups such as fresh fruit and veg, grains and pulses, meat or meat-free alternatives, dairy products and unsaturated fats. Eat something from each of these groups every day.



Take regular exercise

Aim for a minimum of 30 minutes of exercise each day. Exercise can help you to feel and look good; maintain a healthy weight; strengthen your muscles, including your heart; and increase flexibility.

Avoid sitting out in the midday sun

A tan is visible proof that your skin is being damaged. Sun exposure causes premature ageing and is one of the main causes of skin cancer. Protect yourself when it's sunny by wearing sunscreen, covering up with loose protective clothing, and wearing a hat.

Be body aware

Your body changes a lot as you become an adult. It's good to get to know your body and keep track of the changes. That way you'll be able to spot anything unusual that might be because of an illness like cancer. If you're worried about anything to do with your body, you should talk to your parents or a doctor as soon as possible.

Resource sheet 3

Key Stage 3 / P7-S2

Vicky's story

Well, I hadn't been feeling too good for a couple of months, when we discovered I had cancer. I kept on thinking it was nothing, but finally I went to the doctor. They said that I had a form of bone cancer, and that a lump called a tumour had developed. Basically, a tumour happens when cells in your body go out of control and won't stop dividing. My tumour had started in the cells in my bones.

They said that I would be given treatment to reduce the tumour and that I would probably feel pretty sick, lose weight and even lose my hair, which sounded pretty awful. And the treatment would go on for six months.

When I found out, I thought, 'why me?'. I didn't think I could take it. Would I survive it? I was worried that I would look odd and feel different from my friends.

The treatments have been going on for five months now. On some days I get upset, but on others I feel ok. I have to take lots of drugs and have injections, which I was frightened of at first, but I think they're worth it. I've met other kids in hospital so I've made some new friends, but I love it when my old friends come to visit.

Vicky, aged 15

Resource sheet 4

Key Stage 3 / P7-S2

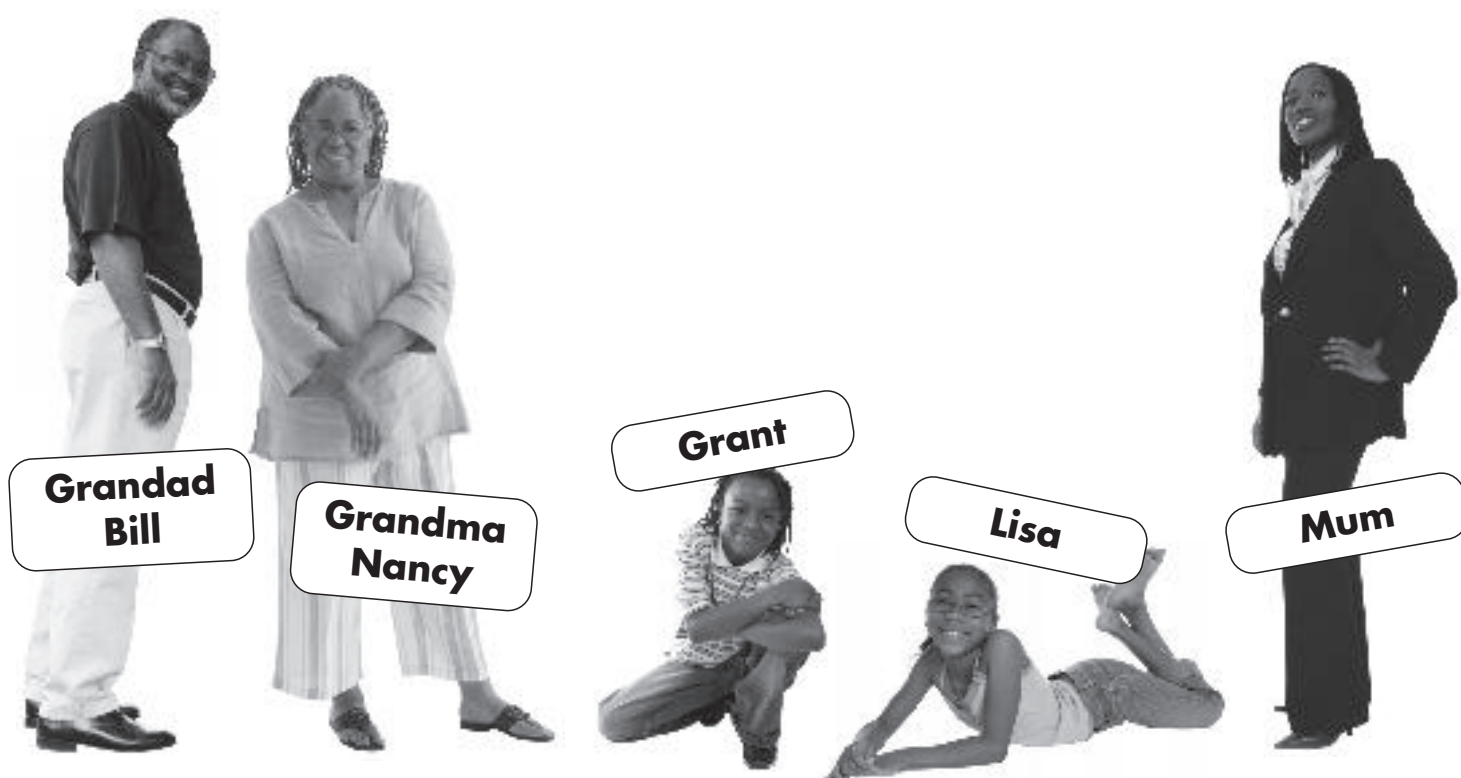
My brother's got cancer – the family

Grant lives with his mum and sister, Lisa. He is 13 and is mad about footie and reading. He's got loads of friends. Recently he's been feeling really tired and hasn't been able to socialise or play as much sport as he used to.

Lisa is 11 and she's very close to her mum. She's got two or three good friends at school. She's never been away from home on her own, and is very shy.

Janine, Grant and Lisa's mum, is divorced. She works in a call centre, which she enjoys most of the time. Sometimes it's difficult managing work and looking after her two children.

Nancy and Bill, Grant and Lisa's grandparents, live a couple of hours away from their daughter and her family. They live in a block of flats, where there are not many children. They are very supportive towards Janine, their only child.



Leukaemia

Leukaemia is a disease of the white blood cells and is often called cancer of the blood. When someone has leukaemia, large numbers of abnormal white blood cells called leukocytes are produced in the bone marrow, a spongy material inside the bones that produces blood cells. These abnormal cells crowd the bone marrow and flood into the bloodstream, but they cannot perform their proper role of protecting the body against disease.

People with leukaemia may therefore become tired and lethargic due to anaemia, a condition caused by lack of red blood cells. Sometimes people may suffer from infections because of low numbers of normal white blood cells. People are likely to feel generally unwell and may complain of aches and pains in the limbs, or may have swollen glands.

Resource sheet 5

Key Stage 3 / P7-S2

My brother's got cancer – the story

- 1. Grant:** 'I can't be bothered to play football tonight. I'm too tired.'
Lisa: 'But you're always too tired these days. Why are you being so boring?'
Janine: 'You've been sleeping so much lately: I'm getting worried about you. I've made an appointment for you to see Dr Stuart.'
- 2.** After several tests, the doctor breaks the news: Grant has a type of leukaemia and will need to be cared for in hospital.
- 3. Lisa:** 'My brother's got cancer.'
- 4. Bill and Nancy** are concerned about their daughter and her family. They offer to take care of their granddaughter for a while, to help out.
- 5. Grant** starts his treatment, which includes chemotherapy. He has to take powerful drugs to treat the cancer, which make him feel quite ill after a while.
- 6. Grant:** 'How long will I have to stay here for? What's going to happen to me? Will I die?'
- 7. Lisa** moves in with her grandparents and misses home and her friends at school. Janine misses her daughter, but is very grateful to her parents for their support.
- 8. Lisa** comes home for a weekend so the family can spend some time together and visit her brother in hospital.
Grant: 'It's really nice to see you. What's it like living at Gran and Grandad's?'
- 9.** The treatment is still going on. **Grant** is exhausted and **Janine** often stays overnight at the hospital. However, her boss is not being very understanding, and she feels under pressure to spend more time at work.
- 10.** The treatment is working and **Grant** is feeling better. The doctors tell him that he is making excellent progress.
Grant: 'I'm feeling loads better, although I probably still look awful!'
- 11. Grant:** 'I feel a lot better now, even if I don't always look it. I wouldn't wish this illness on anyone but at least it makes me realise how important my family are – and how good it feels still to be here!'

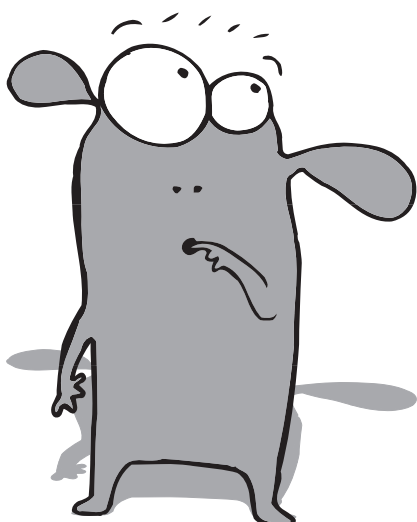
Resource sheet 6

Key Stage 3 / P7-S2

What are you afraid of?

On the left side of the page are some of the typical worries (numbered 1-8) that people have when they are told they have cancer. Your job is to find a positive answer from those on the right (lettered A-H) to match each fear and provide reassurance.

- 1** I've got cancer – I'm going to die.
- 2** I've got cancer – it's growing inside me – a bit like an alien. It's awful thinking that my body is turning against me.
- 3** I may get better this time but it is bound to return.
- 4** The treatment is worse than the disease – radiotherapy and chemotherapy scare me.
- 5** I am frightened that my friends will abandon me if I am sick.
- 6** People will label me only as someone who has had a disease.
- 7** I don't want to have to rely on other people to lead a normal life.
- 8** I don't want to be a burden on my family or friends.



- A** You will probably have to lean on your family and friends, but isn't that what they are there for?
- B** Even if some of your friends don't come to see you or text you as much as you'd like them to, you may well make some new friends at your hospital or cancer care centre.
- C** Getting cancer is not a death sentence – more and more people are surviving the illness.
- D** We all have to rely on people every day. You'll meet a lot of dedicated people while you are ill, including specialist nurses and doctors. They are all there to make you better.
- E** A part of your body may not be behaving in the way that you want it to, but while a part of you has changed, it hasn't changed who you are – you are still you.
- F** Many people are successfully treated for their cancer and it never comes back. Regular check-ups will make it easier to catch it if it returns, and to treat it more effectively.
- G** Some treatments do have side effects – you might feel tired and sick and your hair may even fall out, but you will start to feel better. And if you lose your hair, it will nearly always grow back.
- H** Just because you have got cancer doesn't mean that your personality has vanished. Your attitudes and priorities may change, however, during the course of the treatment.



Resource sheet 7

Key Stage 3 / P7-S2

Caring for people with cancer

Have a look at the table below. What types of care does each person provide?
Use the spaces in the boxes to give examples of ways each person can meet each of the needs.
Think of another person for the last column.

Needs	Parent	Specialist cancer nurse	Doctor	Social worker	
Love					
Healthcare					
Self-esteem					
Friendship					
Spiritual					
Information					
Money					
A sense of belonging					

Cancertalk teaching pack

Teacher's notes

Key Stage 3 / P7-S2

**WE ARE
MACMILLAN.
CANCER SUPPORT**

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

Teacher's notes

Key Stage 3 / P7-S2, resource sheets 1, 2 and 3

What is cancer?/Vicky's story

Cross-curricular fit

English, Science

Aims

- to understand the facts about cancer
- to understand how maintaining a healthy lifestyle reduces the chances of getting cancer
- to develop empathy with people who have cancer.

Currently one in 600 children will develop cancer during the first 15 years of their life. In the UK, with a total child population of 11.3 million, there are around 1,700 new cases of childhood cancer diagnosed each year.¹

Introduction

Note: There is additional information about cancer (including reducing risks) on pages 18-21 in the *Cancertalk* information and guidance booklet.

Start with a brief question and answer session to find out what students' already know and understand about cancer. Ask students to spend one minute writing down anything they know or have just learned about cancer. Include feelings, facts they know, or an opinion. It could start 'Cancer is ...'.

Discuss their lists.

Main activity

Hand out a copy of resource sheet 1 *What is cancer? The facts*. Read through the text together. Ask the students to underline any facts that aren't already on their lists and to consider the benefits and drawbacks of treatment versus the side effects.

Hand out a copy of resource sheet 3 *Vicky's story*. Explain that she has developed bone cancer.

Before students read the story ask them what, in addition to facts about cancer, they think the story will include? (Answer: It might describe how she felt, and her opinions about cancer.)

Ask the students to read the story about Vicky and then sum up Vicky's story in as few words as possible – ideally less than 25 words. Then ask them to make a list of the words describing her emotions.

Ask the students to discuss what Vicky could be thinking when her friends visit her and what her friends might be thinking. First give the class positive thoughts and then some negative or worried thoughts. Ask them to discuss the advice they could give Vicky and her friends about the negative thoughts.

Extension activity

Use resource sheet 2 *Reducing the risks*. Reiterate the fact that young people are extremely unlikely to develop cancer, then focus on how to reduce the risks.

Ask students to brainstorm the sorts of activities and lifestyles that young people enjoy that could have long-term effects on their health. Share these ideas and then supplement them using the list on the resource sheet.

Ask students to choose one of the activities they came up with and then design a poster for a doctor's surgery based on this activity.

¹ UKCCSG, June 2006

Assembly/display idea

Students could illustrate some or all of the points for an information booklet/poster. The school could display the results for students and visitors and even send a copy to Macmillan Cancer Support (address details in the Introduction and guidance booklet).

Cancertalk activity

Devise a campaign for getting one or more of the health messages across to young people. A recent anti-binge drinking campaign aimed at older teens focused on how stupidly people can behave when they are drunk. Health implications are often of secondary importance to young people when compared with 'looking cool'. Are there similar lifestyle/appearance tactics that could be used to encourage other good habits?

Teacher's notes

Key Stage 3 / P7-S2, no resource sheet required

Needs

Cross-curricular fit

English

Aims

- developing an understanding of people's needs, and how they may differ
- considering moral and social issues
- introducing the concept of empathy with those who have cancer.

Introduction

Note: There is no resource sheet for this lesson, but you could refer to the list of cancer support organisations in the Introduction and guidance booklet.

Brainstorm human needs (eg food, love, information, health, etc).

Once you have collected a list of needs on the board, group the needs into categories:

- basic physical needs (eg food)
- emotional needs (eg companionship)
- intellectual needs (eg information)
- spiritual needs (eg truth).

You may want to introduce the idea that some needs must be in place before others can be fulfilled.

Ask the students to prioritise their needs.

Assembly/display idea

Pupils can conduct a school-wide piece of research to discover what other students see as their greatest emotional and physical needs. Ask them to think about the following questions:

- are their needs different now from in the past?
- can they remember things they thought they needed and now can't imagine wanting?
- what could they give up now?
- can they imagine how the answers to these questions might be different if they were living with cancer?

Main activity

Ask the students to think about the kinds of needs someone who is ill may have (eg medication, companionship, information).

Ask the students to think about five of their own emotional needs, and five of their own physical needs. Then the students can prioritise those needs.

Tell your students to imagine that one of their friends, or a member of their family, has cancer. Ask them to consider the following questions about themselves:

- what emotions are they feeling now?
- does this change their emotional needs?
- who used to fulfil these needs?
- can they still fulfil them?
- who else can help?

Extension activity

Ask pupils to consider what life would be like if we could not imagine what other people were thinking and others had no means of putting themselves in our shoes.

Ask them to imagine any meeting between two people who are very different, such as a teacher and a student, when some homework has gone missing. Ask pupils to think about:

- what sorts of things the teacher would need to think about in order to put themselves in the shoes of the student
- what sorts of things the student would need to think about to put themselves in the shoes of the teacher.

Explain that the same kind of thinking is needed to empathise with someone with cancer.

Cancertalk activity

Get your pupils to investigate what support exists locally to support people affected by cancer. They could use the *Useful contacts* section in the Cancertalk booklet as a starting point, or visit the Macmillan website, www.macmillan.org.uk, for more information. They can use this information to create a report that could be presented to the rest of the class or in an assembly.

Teacher's notes

Key Stage 3 / P7-S2, resource sheets 4 and 5

My brother's got cancer

Cross-curricular fit

English, Drama

Aims

- to develop students' empathy with a person who has cancer
- to examine the impact of major life changes.

Introduction

Note: The main activity of this lesson can be delivered through drama or, if you don't have the time or space, a discussion.

Ask the students to imagine that someone in the family or someone they know well has become famous. Point out that an event like this affects everyone in the family or everyone they live with. What might the material and emotional effects be?

Ask the class to consider what the effects the following events might have on them and others:

- you meet someone very special (a boyfriend or girlfriend)
- your first day at your first job
- you discover that someone you know is seriously ill.

Main activity

Ask the students to read the background text about the family on resource sheet 4 *My brother's got cancer – the family*.

Then hand out resource sheet 5 *My brother's got cancer – the story*.

Drama

Ask the students to get into groups and act out the conversation in *scene 1*.

The groups should then choose another comment or event from the list, and improvise it in front of the class. Give the rest of the class the opportunity to ask the characters about their reactions and to provide feedback on what they have seen.

Discussion

The class works on the first conversation in *scene 1* together. Ask the class to provide as many thought bubbles as they can for the mother Janine, the son Grant and daughter Lisa at this point in the conversation.

In pairs, ask students to choose another incident in the story and think about what each of the characters might be thinking during that scene.

Extension activity

If there is time, students could consider how their own family would react in this situation.

The facts about leukaemia on resource sheet 4 *My brother's got cancer – the family* are taken from www.cancerbackup.org.uk

Assembly/display idea

Ask the students to prepare a scene to present as a drama assembly. You may want to invite family and friends and a Macmillan representative.

Cancertalk activity

Work the story into a short play to be performed to younger children – for example Year 7s at your school. You could arrange it around the 11 scenes on resource sheet 5 *My brother's got cancer – the story*. Why not build in an interactive element and allow pauses for audience input?

Teacher's notes

Key Stage 3 / P7-S2, resource sheet 6

What are you afraid of?

Cross-curricular fit

English, Drama

Aims

- to explore irrational fear
- to understand ways of confronting fear
- to develop greater understanding of the facts about cancer.

Introduction

Hand out a piece of paper to each student with the following three columns on it and room for them to add extra rows of their own. You could fill in the first row as in the example.

Fear or worry	Likelihood (out of 10)	Why do I have this fear?
Being eaten by a shark	0.5/10	Watched the film <i>Jaws</i> and sensational shark documentaries, scared of how dark it is under water, horrid thoughts about being eaten alive

Ask your students to fill in their own fears, life-threatening or otherwise, ask them to come up with a mark out of 10 to show how likely they think it is to happen. For example, if they're scared of finding a spider in the bath, this might be 7/10, but being eaten by a shark would be less than 1/10. Ask them to consider the reasons behind their fear.

As a group, discuss the fears and how likely they are to happen. Remind students that we live in very safe times in the UK and many of the things that scare us really should not. The following statistics might be useful.

Each year in the UK, over 4,300 people die and over a million children and young people under the age of 15 have to visit a hospital as a result of home accidents such as falls, scaldings and burns, and DIY accidents¹. Yet more of us fear sharks than a cup of cocoa or a toy car left on the staircase.

Main activity

Note: Either hand out the fears and responses on individual flash cards, one per group or per student, or hand out the complete page.

The left side of resource sheet 6 *What are you afraid of?* gives some sample fears that people often associate with cancer and the right offers some possible responses.

Invite students, either in their groups or individually, to match an appropriate consoling response to each fear. (If working with one flashcard for each student, this could become a physical 'find your partner' activity.)

Answers to matching activity on resource sheet: 1C, 2E, 3F, 4G, 5B, 6H, 7D, 8A.

Extension activity

Discuss with your students how effective the responses would be.

Ask them to suggest possible fears and anxieties someone with experience of cancer may have, and what other comforting responses they might offer.

¹ Royal Society For The Prevention of Accidents (RoSPA), www.hassandlass.org.uk

Cancertalk activity

Begin a campaign to create a memorial to someone known to the school community who has died of cancer. It could be a seat, a tree, an area of garden or wilderness or even a piece of sculpture or a painting that celebrates that person in some way.

Assembly/display idea

Use the assembly to announce your campaign.

Teacher's notes

Key Stage 3 / P7-S2, resource sheet 7

Caring for people with cancer

Cross-curricular fit

English

Aims

- to develop an understanding of the types of care people affected by cancer want and need
- to discuss how people affected by cancer can get the support they need.

Introduction

Note: More information on carers and support organisations is provided in the Introduction and guidance booklet.

Ask your pupils to consider the different types of support a person affected by cancer might need. They should consider medical, practical, emotional and financial needs (this discussion may have already been held during a lesson based on the Needs teacher's notes, see page 3).

Ask your pupils to make suggestions as to who might fulfil each of these needs. Suggestions could include medical professionals, social workers, charities and carers.

You may find the following definitions helpful:

- cancer care professional: A trained and paid specialist who provides medical, practical or emotional support
- Macmillan nurse: A cancer specialist who provides emotional support, pain relief, symptom control and information to people living with cancer
- doctor: Makes the diagnosis and determines the course of treatment
- social worker: Provides practical, non-medical help to the patient and their family, such as helping with childcare or benefits

- carer: a person who is looking after a friend or family member in the home who is ill or physically disabled.

You can also discuss the issue of young carers – children and young people who care for an adult, often a parent, at home. Ask pupils to consider how this responsibility might affect a young person's life (this may be a sensitive area for pupils who have a caring role at home).

Main activity

Hand out copies of Resource sheet 7 *Caring for people with cancer* and spend a few minutes completing it with the class, discussing the kinds of need each person fulfils.

Ask your pupils to think of another person who cares for people affected by cancer and enter them in the last column.

Ask students to define the words in column one.

Extension activity

Ask the students to write an article promoting cancer care professionals. They should imagine that their article will appear in a brochure describing different jobs. They can draw on the information in the table they have completed.

Their articles should cover the following points:

- what is a cancer care professional?
- what roles do they fulfil? (eg could they help with medical, practical, emotional or financial needs?)
- what skills do people need if they want to become a cancer care professional?

Assembly/display idea

Contact your local Macmillan office (address details in the Introduction and guidance booklet) and ask if a local cancer care professional can visit your school to talk about their work.

Cancertalk activity

Ask pupils to investigate the problems and pressures that carers might face, and what support is provided for carers both locally and nationally. They could visit the Macmillan website www.macmillan.org.uk or search the internet for information themselves. Once students have gathered enough information they could write a report to present to the rest of their class or at an assembly.

Teacher's notes

Key Stage 3 / P7-S2, no resource sheet required

Images and emotions

Cross-curricular fit

Art

Aims

- to develop an understanding of the emotional impact of art
- to evaluate art, their own and other people's
- to explore and develop ideas for a specific art project.

Introduction

Note: There is no supporting resource sheet but you will need to prepare some handouts of a few well-known pieces of art.

Introduce the topic 'art and health' with a brainstorm activity. Are there any connections? Can art affect people emotionally?

Main activity

Explain that the task is to think about the impact an image can have on the student's own emotions. Show the class an image. How does it make them feel? Their reaction could be influenced by how they are feeling right now and any personal experiences they associate with the image. For example, they would feel differently about an image of an ice cream on a hot day than on a cold one; if you show them picture of a dog, it would trigger different emotions in a pupil who had been bitten by one.

Divide the class into pairs or small groups and provide them with a selection of images (see the list on the right for some examples). Ask them to discuss the emotions, either negative or positive, that each image evokes.

If a hospital asked them to choose images for a hospital ward, what sorts of images would they choose? Think about the emotions that people in the ward may be experiencing (eg fear, anger, confusion, pain, boredom, hopefulness, relief).

Assembly/display idea

Students can show their wall-hangings in assembly and talk about why they would be suitable for a hospital ward.

Ask them to think about how their choices for an adults ward would be different to a children's ward.

Extension activity

Note: You may want to ask the art and design department to help you with this activity.

Students can work together to design a piece of original artwork or mural for a hospital which attempts to serve a therapeutic purpose. Think about these:

- what reaction do you want the people to have to your art eg positive outlook, uplifting, caring, calming, understanding?
- ensure there is a mix of positive and negative emotions
- consider focusing on one emotion
- choose the medium, colours, materials, etc which best reflect the emotion.

Students could use their rough books to sketch out their artwork. They can then start working on it as a group. Each of them might take responsibility for a part or each person might make their own attempt to create the piece.

Suggested images

Primavera by Botticelli; *The Cook* by Vermeer; *The Bather* by Ingres; *The Hands of God* by Rodin; *Nocturne in Blue and Silver* by Whistler; *Cornfield with Rooks* by Van Gogh; *The Scream* by Munch; *Horizontal* by Kandinsky; *Waterlilies* by Monet; *Dance* by Matisse; *White Canadian Barn* by Georgia O'Keeffe; *The Human Condition* by Magritte; *Guernica* by Picasso; a Paul Klee; a Mark Rothko; a Bridget Riley; a Damien Hirst; art that pupils see in their everyday lives such as advertising and graffiti.

Cancertalk activity

Contact your local hospital or cancer treatment centre and ask if they would like to display your pupils' work in their building or on one of their wards. You can even ask if they could give the school some feedback from patients and visitors on the work.

Teacher's notes

Key Stage 3 / P7-S2

Curriculum grids

England Key Stage 3

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Vicky's story	PSHE Showing consideration and empathy Understanding the importance of a healthy lifestyle Citizenship Being aware of other people's experiences	English Science
Needs	PSHE Preparing for physical and emotional change Citizenship Explaining and empathising with others' views	English
My brother's got cancer	PSHE Understanding how changes affect relationships Citizenship Being aware of other people's experiences	English Drama
What are you afraid of?	PSHE Showing consideration and empathy Citizenship Explaining and justifying personal opinions	English Drama
Caring for people affected by cancer	PSHE Understanding the role of carers Citizenship Being aware of the importance of voluntary work	English
Images and emotions	PSHE Dealing positively with strong emotions Citizenship Considering other people's experiences	Art
What can you do?	PSHE Working together and building relationships Citizenship Being aware of the work of national charities Understanding the significance of the media Participating in school/community-based activities Reflecting on participation	English

Teacher's notes

Key Stage 3 / P7-S2

Curriculum grids

Scotland P7-S2

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Vicky's story	PSD Having confidence to tackle unfamiliar situations RME Sharing emotions and showing consideration for others	Language and Communications Scientific Studies and Applications
Needs	PSD Accepting that others' needs may be more urgent than their own RME Reflecting on 'people who can help us' and 'people we can help'	Language and Communications
My brother's got cancer	PSD Approaching new challenges and difficulties with confidence RME Showing awareness and concern for the needs of others	Language and Communications Creative and Aesthetic Activities
What are you afraid of?	PSD Recognising a range of emotions and how to deal with them RME Discussing personal responses	Language and Communications Creative and Aesthetic Activities
Caring for people affected by cancer	PSD Taking responsibility RME Reflecting on 'people who can help us' and 'people we can help'	Language and Communications
Images and emotions	PSD Dealing with emotions RME Discussing personal responses	Creative and Aesthetic Activities
What can you do?	PSD Expressing views on values important to the community RME Showing awareness of and concern for the needs of groups in society	Language and Communications

Teacher's notes

Key Stage 3 / P7-S2

Curriculum grids

Wales Key Stage 3

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Vicky's story	PSE Being sensitive to others' feelings Having a responsible attitude to keeping the body safe and healthy	English Science
Needs	PSE Showing care and consideration for others	English
My brother's got cancer	PSE Empathising with others' experiences and feelings Being aware of the causes and effects of change	English Drama
What are you afraid of?	PSE Making reasoned judgements Articulating a range of emotions	English Drama
Caring for people affected by cancer	PSE Showing care and consideration for others Developing concern for quality of life	English
Images and emotions	PSE Using a range of techniques for personal reflection	Art
What can you do?	PSE Learning through practical involvement in the community	English

Teacher's notes

Key Stage 3 / P7-S2

Curriculum grids

Northern Ireland Key Stage 3

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Vicky's story	PSE EMU: Knowing how to handle and react appropriately to a range of personal and social situations Health Education: Making responsible decisions about diet	English Science
Needs	PSE Health Education: Understanding the nature of relationships with others	English
My brother's got cancer	PSE Health Education: Managing relationships with peers in a variety of situations	English Drama
What are you afraid of?	PSE EMU: Fostering self respect and respect for others EMU: Evaluating strengths and weaknesses	English Drama
Caring for people affected by cancer	PSE Health Education: Establishing responsible relationships in a widening community	English
Images and emotions	PSE Health Education: Understanding emotional growth	Art
What can you do?	PSE EMU: Realising the importance of their contribution to a variety of social situations	English

