

**RAISE  
HEART  
RATES RAISE  
AWARENESS  
RAISE  
FUNDS**

**WE ARE  
MACMILLAN.  
CANCER SUPPORT**

Teaching materials to support  
your Big Sports Day activities

# FROM SPORT TO SUPPORT

Thank you for taking part in **The Big Sports Day** – our fabulous fundraiser for schools and youth groups. By getting in on the action, you'll raise awareness of Macmillan, raise heart rates and raise funds for our life-changing services.

But don't let the finishing line be the end of your cancer awareness programme. Use our five fantastic lesson plans to help you educate your class or youth group about cancer in a confident and sensitive way. Links have been made to all UK national curricula, and you can tweak the plans to suit your class or group. These lessons will help pupils understand why they're raising money for Macmillan, what cancer is, and the importance of making healthy lifestyle choices.

## New!

Download your fabulous new interactive whiteboard resources today. Whether you're looking to explain Macmillan's work in a new and engaging way with your pupils, or want to promote better understanding of cancer and its treatments – as well as ways of reducing the risk of developing cancer – then look no further. We have all the tools to support you.

Visit [macmillan.org.uk/schools](http://macmillan.org.uk/schools)

## And another thing

You can also order our free PSHE-focused teaching packs (primary and secondary school versions are available) to help you continue educating your pupils. Lesson plans in the *Keep healthy, be active* pack look at balanced diets, smoking and fitness, and *Cancertalk* explores the emotional impact of cancer. Plus they're all linked to the UK national curricula.

Visit [macmillan.org.uk/schools](http://macmillan.org.uk/schools) to find out more information and to download Welsh language versions of the resource sheets and lesson plans. You can also order the teaching packs by calling **0845 601 1716**.

## Get support online

Visit [macmillan.org.uk/schools](http://macmillan.org.uk/schools) to access all of our supportive sites for teachers and young people, including *Cancertalk*, *Why Bother?* and *Teen Info on Cancer*.

## Support at your fingertips

We also have a variety of publications to support young people affected by cancer, including:

*I'm still me* – a booklet answering questions and offering tips to 12–21 year-olds living with cancer.

*Talking to children when an adult has cancer* – advice and support for adults. The guide covers questions children might ask and additional sources of support.

Visit [macmillan.org.uk/publications](http://macmillan.org.uk/publications) to find out more.

# LESSON 1

## What is Macmillan Cancer Support and what does it do?

### National Curriculum for England:

English, PSHE and Citizenship

### Scottish Curriculum for Excellence:

Health and Wellbeing, Social Studies, Literacy and English

### Northern Ireland Curriculum:

Learning for Life and Work, Language and Literacy

### National Curriculum for Wales:

English, Personal and Social Education

Links can also be made to the *Every Child Matters Outcome Framework 2008* ([www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)) and the Department for Children, Schools and Families publication, *Social and Emotional Aspects of Learning 2005* (SEAL).

**Activity:** Put together a two-minute presentation to explain all about Macmillan to another class.

**Desired learning outcome:** pupils understand what Macmillan Cancer Support does, and can explain their findings to a different audience.

Pupils should use the Why Bother? website or the Macmillan website and watch the downloadable movie clip. In groups, pupils could answer one or two of the following questions, with a view to presenting this information back to the rest of the class:

- **Who established Macmillan, and in what year?**  
Douglas Macmillan, 1911.  
See [whybother.org.uk/help](http://whybother.org.uk/help)

There have been several name changes along the way, but the charity became Macmillan Cancer Support in 2006.

- **Why did Douglas Macmillan set up a cancer charity?**  
Douglas Macmillan set up the Society for the Prevention and Relief of Cancer after his father died of cancer. Douglas was so moved by his father's pain and suffering he wanted to make a difference to the care that people with cancer receive.

He wanted to provide all people with cancer with advice and information, homes at low or no cost, and voluntary nurses to help them in their own homes.

Douglas was also a strict vegetarian, so was always against any form of animal testing – even for medical purposes. This is one of the principles that Macmillan still adheres to today.

- **What are Macmillan's ambitions?**

Today, much of Douglas's legacy lives on. Macmillan is still a source of support for people affected by cancer, and a force for improving cancer care.

Our primary focus is to reach and improve the lives of everyone living with cancer.  
See [macmillan.org.uk/aboutus](http://macmillan.org.uk/aboutus)

- **What are the four main ways Macmillan supports people and can you give specific examples?**

**Emotional** Macmillan Support Line to chat through any worries (**0800 808 00 00**), counselling services

**Medical** Macmillan nurses, dietitians and other professionals to support people on their cancer journey, information pamphlets

**Financial** Benefits advice and grants to help with the cost of living with cancer

**Practical** Organising childcare while someone with cancer is having treatment, or transport to hospital etc.

See [macmillan.org.uk/aboutus](http://macmillan.org.uk/aboutus), [whybother.org.uk/help](http://whybother.org.uk/help)

- **How many Macmillan nurses are there?**  
Over 3,000.  
See [macmillan.org.uk/HowWeCanHelp](http://macmillan.org.uk/HowWeCanHelp)
- **How does Macmillan campaign for better awareness?**  
Macmillan influences the people who make decisions at both a regional and national level. Whether this involves working with politicians

# LESSON 2

## Lesson 1 continued >

or focusing on public awareness, all of our campaigns have one common goal – to improve the lives of people affected by cancer.

See [whybother.org.uk/help](http://whybother.org.uk/help)

- **Can you name any of Macmillan's big fundraising events and explain what they're about?**

The Big Sports Day, World's Biggest Coffee Morning, Walk with Us.

See [whybother.org.uk/action](http://whybother.org.uk/action)

- **How does Macmillan get its income and how is the money spent?**

Macmillan relies on its supporters for 97% of its income. Without these supporters, we couldn't provide any of our services for people living with cancer.

Most of Macmillan's money comes from:

**Legacies** – £44 million. The money people leave Macmillan in their wills is our biggest single source of income.

**Direct marketing** – £18.4 million. This includes funds raised from letters, and newspaper and TV adverts that ask people to help pay for Macmillan's services.

**Other voluntary giving** – £55.6 million. This includes fundraising events and support from corporate partners.

**Group work:** Pupils present the answers to the questions and then produce a written summary. In groups, pupils could also write a presentation to explain the charity to younger students. This could be done in assembly in the week leading up to The Big Sports Day.

**Useful resources:** For posters and other handy materials, visit [macmillan.org.uk/schools](http://macmillan.org.uk/schools)

## What is cancer?

### National Curriculum for England:

English, PSHE and Citizenship, Science

### Scottish Curriculum for Excellence:

Health and Wellbeing, Social Studies, Literacy and English, Sciences

### Northern Ireland Curriculum:

Learning for Life and Work, Language and Literacy, Science and Technology

### National Curriculum for Wales:

English, Personal and Social Education

Links can also be made to the *Every Child Matters Outcome Framework 2008*

([www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)) and the Department for Children, Schools and Families publication, *Social and Emotional Aspects of Learning 2005 (SEAL)*.

**Activity:** Pupils design a fact sheet which explains a specific cancer type to other children in the school.

**Desired learning outcome:** pupils understand and use basic research skills to produce a factually-accurate cancer fact sheet, which can be used by other pupils in the school when learning about cancer types.

Pupils use [whybother.org.uk](http://whybother.org.uk) and other websites to compile a fact sheet which answers the following:

- **What is xxx?** (Allocate groups with a different cancer type to investigate – such as melanoma, lung, breast, testicular, bowel, or leukaemia.)
- What are the **key facts (stats)?**
- **What are the treatments?**
- **Is there anyway to reduce the risk?**

Pupils use editing and cross-referencing skills to select information and present it in an easy-to-understand way. Discuss how the information should be presented and whether or not to use imagery. Set a word limit to adhere to. Pupils should use a variety of sources including text books, library books and the internet. Remind pupils of research skills such cross-checking statistics, referencing statistic sources, highlighting key information and re-writing to suit the audience.

**Useful resources:** [www.whybother.org.uk](http://www.whybother.org.uk), [www.macmillan.org.uk](http://www.macmillan.org.uk)

# LESSON 3

## What is The Big Sports Day?

### National Curriculum for England:

English, Design and Technology, Citizenship, Art and Design

### Scottish Curriculum for Excellence:

Health and Wellbeing, Literacy and English, Expressive Arts

### Northern Ireland Curriculum:

The Arts, Language and Literacy, Science and Technology

### National Curriculum for Wales:

English, Art and Design, Design and Technology

Links can also be made to the *Every Child Matters Outcome Framework 2008* ([www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)) and the Department for Children, Schools and Families publication, *Social and Emotional Aspects of Learning 2005* (SEAL).

**Activity:** Design a poster with accompanying text to advertise The Big Sports Day in your school and local community.

**Desired learning outcome:** pupils produce a poster that explains where and when The Big Sports Day will be held, and learn to understand the conventions of advertising text types.

Hand out a selection of event advertisements from the local and national press. Pupils analyse them in groups and identify any similarities in terms of language used, layout, imagery etc. Discuss and summarise ideas on the board. Include:

- limited text to catch attention
- catchy headline or slogan
- contact details
- design – logo and branding
- imperatives or call to action eg 'raise funds'
- emotive language eg 'think about the difference you're making'
- repetition (to emphasise a point)
- stress – underlining or putting key points in bold.

Ask pupils what the purpose of the adverts is (eg to get someone to do, or buy, something).

Which adverts do pupils think are the most effective and why? Refer to the list during your discussion. Use the following text to explain all about The Big Sports Day – Macmillan's fabulous fundraising event for young people:

**The Big Sports Day is a Macmillan Cancer Support event for schools and youth groups. It's an opportunity to raise money for people affected by cancer while raising cancer awareness.**

**Schools hold their sports days as usual, but pupils also participate in a fundraising task – such as a sponsored star-jump or a 2km race. Schools could even hold a sponsored teachers' activity.**

Explain the above text is informative because it explains the rationale behind the sports day, and how people can participate. However, the language is not persuasive or emotive like that used in the sample adverts seen in the starter session. How could the text be made more appealing to teachers (the target audience) who are reading the advert? What would encourage them to sign up for the event?

Discuss ideas such as reducing text, incorporating a catchy slogan, using eye-catching imagery, using positive adjectives ('fabulous', 'fantastic' etc). Other ideas include celebrity endorsement or prizes. What impact do these features have on the reader and why might they encourage people to get involved? Which celebrities are endorsing the sports day this year? For more information, visit [macmillan.org.uk/schools](http://macmillan.org.uk/schools)

Pupils should produce an advert, no more than 150 words, which could be used to advertise the event around school.

Compare pupils' ideas against the text used on the Big Sports Day website [macmillan.org.uk/schools](http://macmillan.org.uk/schools) Are their adverts similar in style and use the conventions discussed?

### Useful resources:

[www.macmillan.org.uk/schools](http://www.macmillan.org.uk/schools),

[www.be.macmillan.org.uk](http://www.be.macmillan.org.uk)

# LESSON 4

## Promoting sun awareness at The Big Sports Day

**National Curriculum for England:**  
English, PSHE and Citizenship, Science

**Scottish Curriculum for Excellence:**  
Health and Wellbeing, Social Studies, Literacy and English, Sciences

**Northern Ireland Curriculum:**  
Learning for Life and Work, Language and Literacy, Science and Technology

**National Curriculum for Wales:**  
English, Personal and Social Education

Links can also be made to the *Every Child Matters Outcome Framework 2008* ([www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)) and the Department for Children, Schools and Families publication, *Social and Emotional Aspects of Learning 2005* (SEAL).

**Activity:** Pupils come up with a campaign to promote the importance of sun awareness among other pupils.

**Desired learning outcome:** pupils understand the importance of being safe in the sun and can effectively communicate this message to others, using a variety of mediums.

Show pictures of bronzed, sunbathing celebrities and ask pupils to discuss what they all have in common. Pupils should notice that they're all incredibly tanned. Ask the pupils to suggest what items they would take on a beach holiday. Share answers and list items such as sunglasses. Someone should mention eye protection. Next, discuss how else you can protect yourself from the sun. Refer to the list again. Someone should mention sun hats, sunscreen and protective clothing.

Ask how these items can protect you. Explain that sunscreen prevents ultraviolet light from damaging the skin. Ultraviolet light is light that we cannot see and is divided into UVA, UVB and UVC rays. UVC can't get through the ozone layer to reach us, but UVA and UVB can both increase the risk of skin cancer, including malignant melanoma. Do pupils know what melanoma is? Refer to [whybother.org.uk/learn/skin](http://whybother.org.uk/learn/skin) for more information, and to download our interactive whiteboard resources, go to [macmillan.org.uk/schools](http://macmillan.org.uk/schools)

Discuss the numbers on sunscreen. For example, factor five means you can stay in the sun for five times longer than you could without any sunscreen on. Emphasise the importance of regularly reapplying cream, especially after swimming, as it can wash off in the water.

Split the class into groups and assign them one part of the sun awareness campaign to focus on:

- Create an A4 information leaflet explaining why sun awareness is essential.
- Create a poster which can be displayed around school telling pupils how to be sun safe this sports day.
- Compose a jingle for a radio advert with a catchy slogan, which promotes sun-safety.

**Useful resources:** sun cream websites, [www.whybother.org.uk](http://www.whybother.org.uk), [www.macmillan.org.uk/schools](http://www.macmillan.org.uk/schools)

# LESSON 5

## The Big Sports Day big warm-up

### National Curriculum for England:

Physical Education

### Scottish Curriculum for Excellence:

Health and Wellbeing

### Northern Ireland Curriculum:

Physical Education

### National Curriculum for Wales:

Physical Education

Links can also be made to the *Every Child Matters Outcome Framework 2008* ([www.everychildmatters.org.uk](http://www.everychildmatters.org.uk)) and the Department for Children, Schools and Families publication, *Social and Emotional Aspects of Learning 2005* (SEAL).

**Activity:** pupils take part in a Macmillan big warm-up.

**Desired learning outcome:** pupils understand the importance of warming up properly before taking part in any sporting activities.

Pupils follow some suggested warm-ups to get ready for The Big Sports Day. Teachers should explain the importance of warm-ups (to reduce the risk of injury and muscle strain), and then introduce the following activities:

### Super stretches

Each stretch should be held for about 10 seconds, and should never be painful. If your students are in doubt, tell them to stop.

### Quads

- 1 Stand on one leg (use one hand against a wall to balance if necessary).
- 2 Take hold of the bended knee.
- 3 Pull the foot towards the bum and carefully push the hips forward.
- 4 Swap feet.

### Triceps

- 1 Stand with feet shoulder-width apart.
- 2 Lift one arm up.
- 3 Keep elbow in the air and place one hand in between the shoulder blades.
- 4 Put the opposite hand on the elbow and gently press down until you feel a sensation in the back of your arm (it shouldn't hurt).
- 5 Hold for 10 seconds and repeat with other arm.

### Legs

- 1 Stand upright and lift leg. Place the ankle of lifted leg over the knee of the other.
- 2 Bend the supporting leg and lean back slightly.
- 3 Repeat with the other leg.

### Jog on

Pupils should do a light jog for two to three minutes – perhaps around the school hall, or one lap around the field or playground.

**Useful resources:** [www.whybother.org.uk](http://www.whybother.org.uk), [www.macmillan.org.uk/schools](http://www.macmillan.org.uk/schools)



For more information visit  
[macmillan.org.uk/schools](https://macmillan.org.uk/schools)



Macmillan Cancer Support, registered charity in England and Wales (261017), Scotland (SCO39907) and the Isle of Man (604).  
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