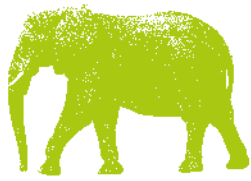


SUPPORTING EACH OTHER



THE BIG PICTURE

This lesson will help pupils understand:

- some of the ways cancer can affect both individuals and those around them
- how they can support friends going through a difficult time

For this lesson you'll need

- DVD clip *Danielle's story*
- activity sheets 3a *Supporting each other* and 3b *How are you feeling?*

Breaking the ice

A nice way to break the ice and warm up the class is with a game to relax and focus pupils. For example, Pass it on.

Pass it on

Get everyone stood or sat in a circle. One player starts by making a little gesture, perhaps with a little sound. His or her neighbour then tries to do exactly the same. And so on. Ask pupils to watch out for additional movements or noises players might make before or after their turn – these should also be taken over by the next player.

Main talking points

To get the lesson going, ask pupils to recall what they know about cancer. Can pupils suggest how someone may feel if they are diagnosed with cancer? Ask pupils to try to explain their answers.

Then use the DVD clip *Danielle's story* to demonstrate the effect cancer can have on teenagers and their families. The clip shows 17-year-old Danielle and her family talking about her cancer experience. Afterwards, ask pupils to think about what they've watched and reflect on the following questions:

- How did a cancer diagnosis and cancer treatment affect Danielle's life? (Encourage pupils to think about practical, physical and emotional effects.)

- Who helped Danielle cope when she was going through this difficult time?
- How did they support her?
- Apart from Danielle, who else do you think was affected by her cancer diagnosis?

Draw out the positive ways her sister, parents and friends supported Danielle. Explain that a cancer experience, or any major event, can have a ripple effect on family and friends. Often these people need support too.

Class activity

Now ask your pupils to read through activity sheet 3a, *Supporting each other*. Ask them to read the four character biogs. In pairs or small groups, get them to discuss what one or more of the characters might be feeling

and why. They could use activity sheet 3b, *How are you feeling?* which contains words some people have used to describe their cancer experience. Or pupils could add their own words. Remind them people can go through conflicting feelings during tough times. After five or ten minutes, ask pupils to feedback to the class so each character can be discussed.

Checking understanding

Focus on Jamil and the difficulty he's having knowing what to do and say to help his friend. Do pupils think it's best for him to ignore the issue or speak to Alex? How could he be a better friend? For example he could let Alex know he's there to listen if he wants to talk and make an effort to spend time with him. Remind pupils it's sometimes the small things that can have a big impact.



Visit macmillan.org.uk to find out how Macmillan is there every step of the way for people affected by cancer, as well as their family and friends.



Pupils could plan a fundraising event to help support people affected by cancer. And what better event than our biggest of the year, the World's Biggest Coffee Morning? The official date is the last Friday in September but you can hold yours whenever suits you best. Simply bake (or buy) some tasty treats and ask pupils and staff to donate money for Macmillan. Register for your fundraising pack at macmillan.org.uk/coffee



**Your fundraising
can change lives ...**

£25 could pay for a Macmillan nurse for an hour, helping families affected by cancer to receive essential medical, practical and emotional support.