

Resource sheet 1

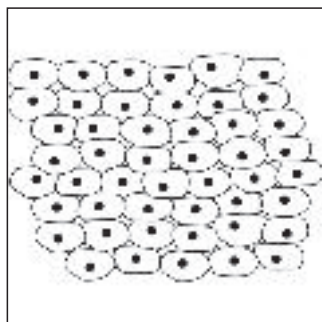
Key Stage 4 / S3-S4

What is cancer? The facts

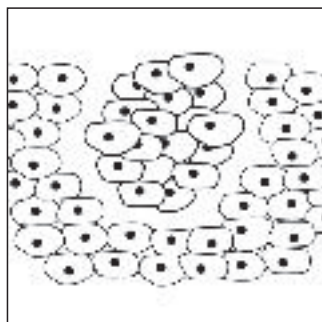
Although we use just the one word, cancer is actually many different illnesses. Cancer can occur in any part of the body. There are over 200 different types of cancer.

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

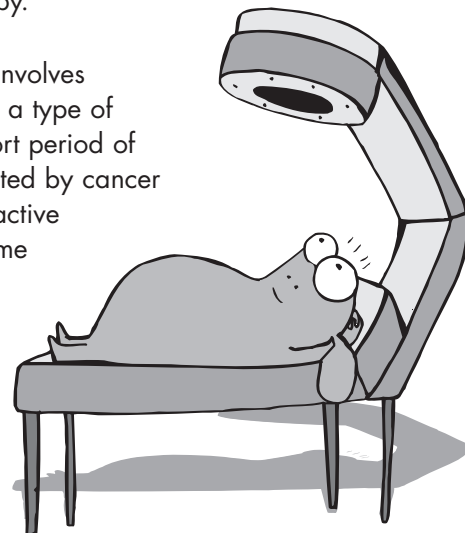
There are lots of different tests that are used to find out if someone has cancer. These include blood tests, scans or even having an operation to remove part of a lump to see if it is cancerous (a procedure called a biopsy).

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 4 / S3-S4

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

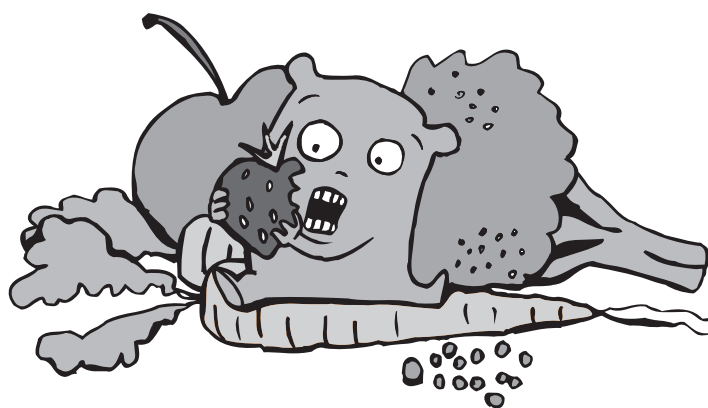
Quit if you do; don't start if you are tempted. Yellow teeth, bad breath, smoker's cough, smelly hair and wasted cash on fags isn't cool. More than 120,000 people a year in the UK die from smoking-related diseases.

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

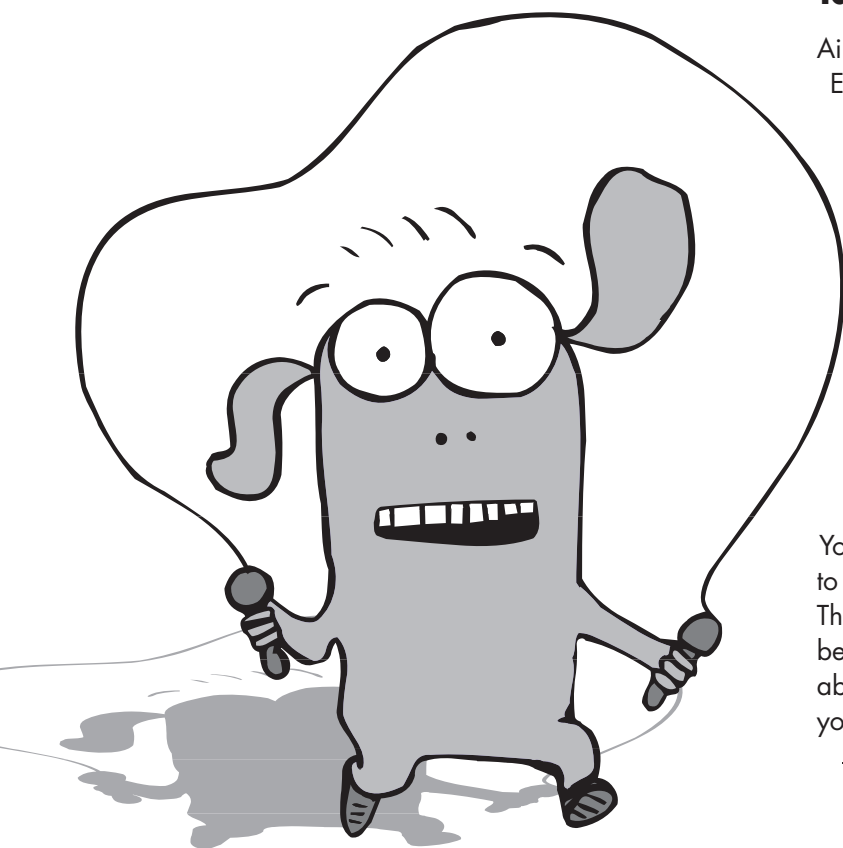
A tan is visible proof that your skin is being damaged. Sun exposure causes premature ageing and is one of the main causes of skin cancer.

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 4 / S3-S4

Louise's story

Until January I only had to worry about exams and stuff. But then I got quite a few really bad headaches for about a month or so and was beginning to get worried. I went to the doctor and after some tests, they told me I had a brain tumour, and I had to have it removed. At first, I couldn't quite take it in as you can imagine.

Normally, brain cells grow in a controlled way, but sometimes they go out of control and carry on dividing and dividing - no one knows why. And that forms a tumour.

I had radiotherapy, which is when they zap the tumour with powerful X-rays. I had to lie flat on my stomach on a table and have my head fitted into a mask that was specially made for me. I had to lie very still for two minutes and that was it. It didn't hurt - in fact it didn't really feel like anything was going on. I was never sick or ill with the treatment; I just lost a little band of hair around the back of my head where I was having the treatment. And the nurses in radiotherapy are really nice and chat to you all the time.

Now I'm having chemotherapy, a whole load of powerful drugs, which is not so easy. They made me very sick at the beginning, so the doctors give me an injection that makes me feel sleepy and stops me from throwing up. My hair has got thinner with the chemotherapy, but I haven't lost it all like some people do, thank goodness.

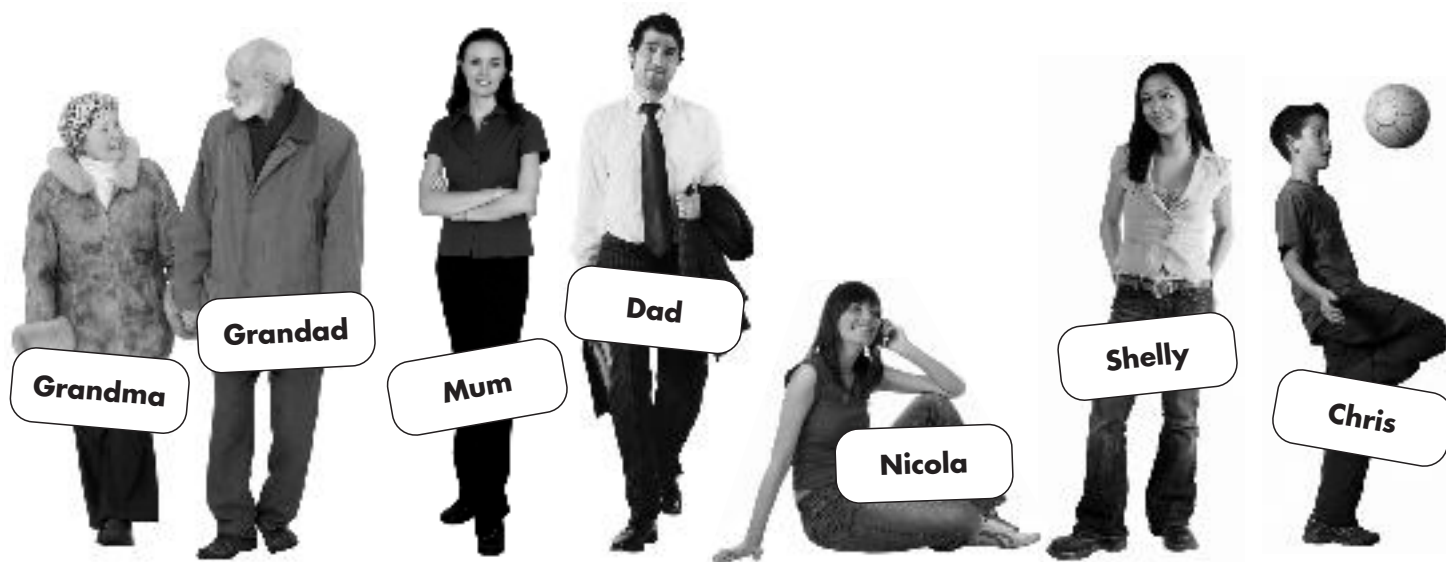
I often get presents and cards from my friends. They say they miss me, but it's great to hear from them and I love it when they visit. I can't wait until I'm back feeling 100% again!

Louise, aged 16

Resource sheet 4

Key Stage 4 / S3-S4

Supporting each other



Grandad Phil has been married to his wife for over 50 years. He has always led an active life but recently his health has got worse and he hasn't been feeling very well. But he doesn't want to make a fuss, go to the doctor, or be a burden on his wife and daughter.

Grandma Alice leads a very active life. She loves gardening and being independent. Recently, she has found that she is spending more time than usual caring for her husband.

Mum Joanne is a bank manager. Her job is great but it can be demanding and inflexible. She has two teenage children. She is worried by the idea of having one of her parents living with her, but she knows she would feel very guilty if they had to go into a home.

Dad Dave is self-employed. He is looking forward to having more time with his wife now that the children are getting older. He thinks that if they have to look after his wife's parents at home, he would have to do a lot of the work, as he works from home.

Daughter Nicola is about to take her exams. She is very close to her mum and her grandparents. She often visits her grandparents to help in the garden and to walk the dog. In the last year, though, she has spent less time with them, now that her own social life has taken off.

Shelly, Nicola's best friend, spends a lot of time with Nicola, both at school and at the weekends. They talk about everything together. She lives with her mum and brother, as her parents are divorced and her dad lives abroad.

Son Chris is 13, and enjoys skate boarding and music. Recently, he has been feeling very unmotivated, and everyone is saying he is lazy. He is spending more time out with mates and less time with his family.

Ali's story

New beginnings for family man

Ali is 28. He is married and has two young children. For several months, he's been feeling tired and lacking in energy. He recently felt a small lump on one of his testicles and went to his doctor for some advice.

Ali had an ultrasound and the results showed that he had testicular cancer.

- There are around 2,000 new cases of testicular cancer each year.
- The age group at highest risk is between 18 and 32 years old.
- It is one of the easiest cancers to treat – more than 95% of patients are cured
- In most cases, the treatment for testicular cancer is the removal of the affected testicle. Chemotherapy or radiotherapy may also be necessary if the cancer has spread.

Ali had the help of a specialist nurse, Jason. At their first meeting, Jason explained to Ali exactly what testicular cancer was. Ali found this very helpful; when he originally heard the news from his doctor, he was so shocked, he couldn't concentrate on the information. Jason also knew

exactly what kind of treatment Ali would get and explained about the possible side effects.

Jason came to visit Ali in his home – they saw each other where Ali felt comfortable and not in a hospital or clinic. Also, Jason could discuss Ali's cancer with Ali's wife on her own. This was helpful because she was worried, but didn't want to upset Ali.

Jason also helped Ali deal with some of the practical effects of being ill. Ali was worried that he had been taking a lot of time off work, but Jason knew about employment rights and reassured him that he would not lose his wages.

There were also times when Ali worried about what would happen to his family if he didn't recover to look after them. Jason explained how Ali's family could get financial help through special grants.

A few weeks after his diagnosis, Ali had surgery to remove the affected testicle. Although it was a major operation, Ali seemed to be making a good recovery. Jason supported him by visiting him in hospital to see how he was feeling.



Resource sheet 6

Key Stage 4 / S3-S4

The wardrobe

1. In childhood, wardrobes and hide and seek went together. Paul loved their darkness. He remembered squashing in among the clothes or crouching down among the empty shoes, his heart thumping as the sounds of searching approached.

2. Now Paul was grown up and his mother's house was up for sale. People interested in buying it had commented on the storage space in her old bedroom wardrobe. The comment had stuck with him. He knew why. There was no avoiding it – the time had come to

dispose of his mother's lifetime of possessions. Now he thought about it, he was dreading the experience of picking through her clothes.

3. For a long time he paused at the wardrobe door.

4. At first Paul worked clinically – shoving the clothes into the first of several grey bin bags. What stopped his rapid progress was reaching out and feeling something soft and velvety. In his hand was the shabby, worn collar of an old coat. It had belonged to his grandmother.

His mother had thought it horrible but had never thrown it out.

5. To his surprise, as he held the coat, he started crying. There had been tears before in the ward and at the funeral and on odd occasions after that. By now he thought his grief had passed. The fact that it hadn't was a comfort to him. He wiped his eyes.

6. Paul carried on. How could these clothes have a physical presence in his life when she no longer did? He wondered what would happen to these things after he'd given them

away. Would they ever be worn again? Were they destined for dusting cloths or retro shops? Would someone provide a good home for the coat?

7. And then he realised something. What he was handling were just odd arrangements of cloth and fabric. These objects had nothing to do with his mother now. They were as empty of her as her body had seemed as soon as she had died. He felt lighter. Relieved.

8. Paul carried on filling the bags.

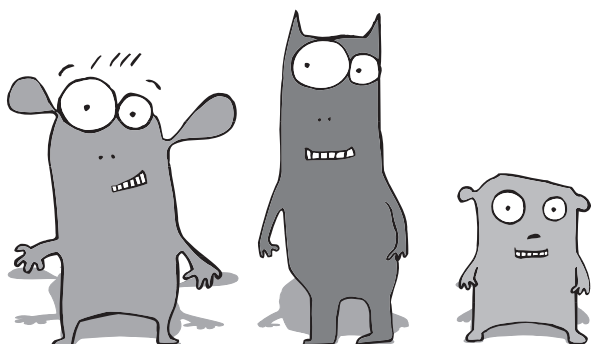
Resource sheet 7

Key Stage 4 / S3-S4

What can you do? Activity ideas

Cancertalk Week is all about raising awareness about cancer, talking about the illness and its effects and helping to get rid of our fear and misconceptions. Better understanding can help us to offer better support to those living with cancer now and in the future. As students you have great power to influence people around you: your friends, family, and your community.

Why not set up an event that celebrates all that Cancertalk is about? It doesn't have to be difficult. Here are some simple ideas to get you started.



One in three

Ask your students to spell out the words 'one in three' in the playground and you'll have a very effective photo opportunity. This is the proportion of people who are statistically likely to experience cancer at some time in their life.

Walls can talk

Turn the school walls into a source of information and support. Create posters highlighting the facts about cancer or Macmillan Cancer Support. If your school is joining others around the country in Cancertalk Week, why not announce the dates and activities on brightly coloured posters?

Macmillan events

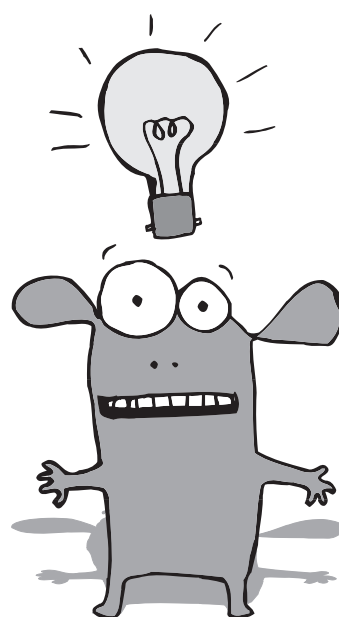
Join in a national fundraising event. Why not take part in a Macmillan event such as the World's Biggest Coffee Morning or The Big Hush, or organise your own? You can find out more at www.macmillan.org.uk/whybother

'I'm helping Macmillan Cancer Support' badges

Use ICT lessons to create badges that say 'I'm helping Macmillan Cancer Support' or 'I'm helping people living with cancer'. Alternatively, come up with your own phrase. The badges will help to raise awareness of cancer and what Macmillan does to help people with cancer.

Health awareness day

Highlight a healthy lifestyle in school with stalls giving examples of healthy foods and information from health organisations. Include games for exercise and invite friends and family to join in. You can take photographs and send them to Macmillan's Schools and Youth team. We might even put them on our website!



Think of some ideas yourself

- What about a car wash?
- Or a fashion show or talent evening?
- Organise a 'non-uniform day' or 'dress outrageously day'.
- What else could you get sponsored for – a bike ride or a mountain climb?

Resource sheet 8

Key Stage 4 / S3-S4

What can you do? Talk about it

Whatever you decide to do for Cancertalk Week, you need to tell people about it. Posters, press releases and, if you want to fundraise, letters to possible donors are all ways of raising awareness of your event, cancer and Macmillan's work.

One of the best ways is to get the local newspaper to write an article. For this you'll need to send them a press release.

Don't forget the essential six facts:

Who?

What?

Where?

When?

Why?

How?



Press release

Date: This should be the date you send the press release.

Top of page: Mark it as a press release.

Headline:

Try to sum up your event in four or five words (use a larger font size than the main body of text).

Opening paragraph:

Who? What? Where? When? A short dynamic introduction giving the details of your planned event, including date, time, location.

Second paragraph:

Why? How? The specifics of the event, ie why you are doing it and what activities you have planned.

Third paragraph:

Information about your school.

A quote from your head teacher.

A quote from a student saying what (s)he is finding out about cancer.

Final paragraph:

If you are fundraising, mention how much you've collected or expect to collect.

A name and daytime contact number.

Ten top tips for contacting the media

1. Get to know your local newspapers and radio stations.
2. Prepare your story – what angle could they take?
3. Write on school headed paper or add your school logo.
4. Try to keep your initial press release to one side of A4 if possible.
5. Mention the reasons behind the event – reducing fear of cancer and raising money for people living with cancer.
6. Target your contacts – some items work better on radio, some in the newspaper.
7. Send information by email or fax a couple of weeks before the event is due to take place and then follow this up with a phone call.
8. Send the information direct to the relevant person, such as the news editor, or if there is a photo opportunity, the picture editor.
9. Take your own photograph of the event and send this to the picture and news desks as soon as possible after the event.
10. Keep your teacher and head teacher informed of any activity – they will need to see your press release before it goes out.

Cancertalk teaching pack

Teacher's notes

Key Stage 4 / S3-S4

**WE ARE
MACMILLAN.
CANCER SUPPORT**

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

Teacher's notes

Key Stage 4 / S3-S4, resource sheets 1, 2 and 3

What is cancer?/Louise's story

Cross-curricular fit

English, Science

Aims

- to understand the facts about cancer
- to develop students' empathy with people who have cancer.

Currently there is a risk of one in 600 that a child 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 the risks, in the Introduction and guidance booklet.

Ask students to spend one minute writing down anything they know about cancer. Discuss their lists.

Do students think that it is appropriate for cancer to be discussed in school?

Discuss the following scenario: The head teacher has received a letter from Mr Howard, a parent, who feels that teaching about cancer at school is wrong. In his view, the subject is too depressing for young people to think about, and should not take up valuable lesson time. He is also worried that some students may have had first-hand experience of the illness, and will find it difficult to take part in Cancertalk Week. The head teacher has asked for the students' views of the complaint.

Assembly/display idea

Students could present some ideas on encouraging a healthy lifestyle in school, such as requesting that the canteen is better stocked with fruit. Is your school involved in the 'Healthy Schools Award'? If so, has it made any differences to the food? If not, then you could explore the feasibility of this. Find out what your school council can do.

Main activity

Hand out resource sheet 1 *What is cancer?* The facts. Read through the text together. Ask the students to underline any new facts that have not yet been covered in the lesson.

Hand out resource sheet 3 *Louise's story*. Explain that she has developed a brain tumour. Ask the students 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.)

Students should read the story about Louise. Focus on how she felt at different stages.

Now ask the students to discuss or write their response to Mr Howard.

Extension activity

Use resource sheet 2 *Reducing the risks*. First ask students to brainstorm the sorts of activities and lifestyles that could have long-term effects on their health – including getting cancer later in life. Share these ideas, then hand out the resource sheet.

Reiterate the fact that young people are extremely unlikely to develop cancer.

Remind students that getting into bad habits now can mean problems for the future. Ask them to reflect on how many of the activities on the list apply to them now.

¹ UKCCSG, June 2006.

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 4 / S3-S4, resource sheet 4

Supporting each other

Cross-curricular fit

Drama

Aims

- to develop students' empathy with people who have cancer
- to work co-operatively with others.

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.

Explain to the class that you want them to imagine their reactions to someone telling them, 'I've got some bad news...'.

Ask students to think about how someone might feel when they hear those words. Ask them to brainstorm what this bad news could be.

Students might consider emotions such as anger, indifference, fear, etc. depending on who the speaker is, where they are talking and what else might be happening.

Main activity

Hand out the resource sheet. Students should read the text about the family.

In pairs, the students should choose three of the characters. One of the three has developed cancer. Ask the students to choose who this is.

Tell the students that they are going to consider the effect of the news about cancer on two of the other characters.

Drama

Students should form groups of three, taking the parts of the three individuals concerned.

Before the students start any acting, make sure that they have considered how the three people feel about the news.

Students should plan, and then act out the reactions of the three family members, focusing on comments, emotion, and facial and bodily expression.

Discussion

In pairs, students should discuss the way the two characters reacted, focusing on comments, emotion, and facial and bodily expression.

Students should then discuss what the effect of the characters' reactions might have on the person with cancer.

Students should then imagine that they are a member of the family, and consider how they would react in this situation.

Assembly/display idea

Students could present the drama piece at an assembly. Decide how the groups are going to show their responses. The responses could be mimed, spoken or performed in some way and possibly filmed. You could also invite friends and family or even your local press to the assembly.

Cancertalk activity

Pupils could draw up a table of people they know, from immediate family members to their school mates. Against each name they should write something they could do to offer that person care and support. Then set a deadline – for example two months – to offer help to all the people on the list and carry out what they have promised them. It can be as little as smiling at a junior pupil in the lunch hour, or offering to set the table at home.

Teacher's notes

Key Stage 4 / S3-S4, resource sheet 5

Ali's story

Cross-curricular fit

English, Media Studies

Aims

- to develop an understanding of human needs and how these might be affected by a serious illness
- to understand the nature of voluntary organisations and their services
- to consider how one individual can support another.

Introduction

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

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

Now group the needs into categories:

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

Ask your pupils to prioritise the needs.

Main activity

Point out that if one of the basic human needs (eg health) is not fulfilled, people's other needs and priorities change.

Tell the students that they are going to read about Ali, who developed testicular cancer. They will be exploring how his needs and priorities changed as a result.

Give the students the text about Ali's experience on resource sheet 5 *Ali's story*. Ask them to find examples of Ali's needs (eg emotional support, information, financial help).

Ask students to discuss the following questions:

- how useful was Jason's help and support?
- who else gave Ali help and support?
- could the students offer someone like Ali any help and support? How? (eg befriending, visiting.)

Ask the students to compare Ali's needs with their own. Do they think that Ali's needs have changed since his diagnosis? Would Ali's needs vary if his situation were different? (eg if he were younger; if he were single.)

Extension activity

Ask the students to make up their own case study, scenario or newspaper article based on someone with another form of cancer, such as breast, prostate, or ovarian cancer. You can send examples of this work to your local Macmillan Cancer Support office.

All the information about testicular cancer comes from The Orchid Cancer Appeal: www.orchid-cancer.org.uk. This site also gives a full guide to checking your testicles. Phone 020 7601 7808 for a video about testicular cancer.

Assembly/display idea

Ask the students to research a voluntary organisation from the list in the Introduction and guidance booklet and look at what support they might give to someone like Ali. Students could design a poster or leaflet, or give a talk about their chosen organisation. They could even invite a representative from the organisation to come and listen to the talk.

Cancertalk activity

Contact your local Macmillan office (address details in the Introduction and guidance booklet) to ask if a Macmillan nurse could come in to talk to year groups or give an assembly about cancer, the skills required for their job and the sorts of experiences (s)he has had.

Teacher's notes

Key Stage 4 / S3-S4, resource sheet 6

The wardrobe

Cross-curricular fit

English

Aims

- to discuss major life changes, such as loss
- to understand and evaluate different ways of coping.

Introduction

Introduce the theme of coping with major life changes, and explain that people have different ways of coping.

Some people cope with difficult situations by pursuing a creative activity. The students are going to read the story of Paul, a young man whose mother has died of cancer.

Main activity

Read resource sheet 6 *The wardrobe* with the class.

Work through the following questions with your pupils:

- what impression do you get of Paul from his childhood memories described in paragraph one?
- how would you describe Paul's emotions in paragraph two?
- in paragraphs four and five the author links the key emotions to specific events. Which do you feel is the most moving?
- what does Paul realise in paragraph seven?

Now ask your pupils to discuss the following points on ways to cope with loss:

- in your opinion, how well has Paul coped?
- would you share any of his emotions if you were in his position?
- instead of throwing things out, some people follow the opposite route to the narrator and keep everything as it was when someone died. For example, they may leave their bedroom as it was. How do you feel about this way of coping?
- overall – do you find the story uplifting, encouraging or depressing? If you feel it is depressing, what would need to be included in the story to make it more uplifting?

Extension activity

Brainstorm other ways of coping with difficult things, however large or small (eg playing sport, having a hot bath, writing a diary, talking about a problem, following a routine, other creative activities).

Discuss why people might find these strategies useful.

Assembly/display idea

Your pupils could create and perform a dialogue between two people who argue the case for and against this statement: 'After someone in the family has died, we must stop looking back, and just get on with our lives.'

Cancertalk activity

Parents, students and others at the school can be invited to provide brief memories or dedications to those they know who have died. These could be collected together and used as the topic of a powerful assembly, or included in a mini-publication or newsletter, or a few examples could be sent to an organisation that supports bereaved people.

Teacher's notes

Key Stage 4 / S3-S4, resource sheets 7 and 8

What can you do?

Cross-curricular fit

English, Media Studies

Aims

- to develop students' understanding of the core values underlying Concerttalk Week
- to understand their relationship with the media
- to create a mini-media campaign
- to participate in the preparation and evaluation of a community event.

Introduction

Discuss how the media source stories.

Discuss the methods organisations use to manage their relationships with the press.

Analyse a local or national newspaper to learn what sorts of stories make it into print and where this information may come from.

Choosing a Concerttalk event

Hand out resource sheet 7 *What can you do? Activity ideas* which has lots of fundraising and awareness raising ideas. Explain the need to create an event that reflects the aims of the Concerttalk programme.

Think about some of the important statistics and facts that are featured in these materials and that could provide the focus of any message you wish to communicate.

Encourage the students to come up with their own ideas.

Managing a Concerttalk event

Whatever event you choose to hold, the principles are the same. Start with a plan of action, then allocate the tasks between the students.

The students should participate and take responsibility for as many areas of the event as possible.

Encourage other people such as the school governors to get involved through supervising or taking part. The school council is always a good place to start.

Promoting the event

Resource sheet 8 *What can you do? Talk about it* is focused on publicising the event and using the media to best advantage.

The resource sheet spells out the basic stages for publicity and gives a model press release. Wherever possible the students should handle everything but you will need to ensure that you are available to give them support where they need it.

Other points to consider:

- if possible, a digital camera is ideal for any publicity photograph as the image can be emailed quickly
- make use of the Macmillan brand wherever possible
- send a copy of any publicity you get – or even just a photograph – to Macmillan Cancer Support's School and Youth team (details in the Introduction and guidance booklet)
- encourage the students to write an article themselves – local papers sometimes don't have journalists available but may take an article you provide.

Evaluation

Whatever the success of the event, it will provide an excellent opportunity for students to examine what they have learned, in keeping with the more reflective aspects of the curriculum. Here are some areas for them to evaluate:

- did they manage to get any publicity?
- what were the news values that the story contained?
- did the reporting focus on surprising elements of the story or did it stick to the press release messages?
- did the newspaper include the key facts about Concerttalk?

Teacher's notes

Key Stage 4 / S3-S4

Curriculum grids

England Key Stage 4

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Louise's story	PSHE Talking about feelings and emotions Citizenship Being aware of others' experiences	English Science
Supporting each other	PSHE Building relationships with peers and others Citizenship Being aware of others' feelings Working with others	Drama
Ali's story	PSHE Finding information and providing advice Citizenship Being aware of the work of individuals and charities in the community	English
The wardrobe	PSHE Understanding the impact of major changes on family life Reflecting on how to adapt to changing circumstances Citizenship Taking an active part in discussions	English
What can you do?	PSHE Working with others Being aware of the importance of participation Citizenship Understanding the role of the media Participating in school/community based activities Reflecting on participation	English Media Studies

Scotland S3-S4

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Louise's story	PSD Reflecting upon values held by the school and community RME Sharing emotions and showing consideration for others	English Science
Supporting each other	PSD Working with others RME Responding to care shown towards them by showing care and concern for others	Drama
Ali's story	PSD Accepting that others' needs may be more urgent than their own RME Showing awareness of the needs of people and of the local community	English
The wardrobe	PSD Discussing strategies for coping with problems RME Showing care and concern for others	English
What can you do?	PSD Learning to initiate, organise and complete tasks involving others RME Understanding the needs of groups in society through practical work for charities	English

continued overleaf...

Teacher's notes

Key Stage 4 / S3-S4

Curriculum grids

Wales Key Stage 4

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Louise's story	PSE Being sensitive to others' feelings	English Science
Supporting each other	PSE Understanding the effects of loss and change on relationships Working co-operatively	Drama
Ali's story	PSE Valuing friends and families as sources of love and support	English
The wardrobe	PSE Coping with change	English
What can you do?	PSE Understanding the media Learning through practical involvement in the community	English Media Studies

Northern Ireland Key Stage 4

Lesson/activity	Main subject area	Cross-curricular fit
What is cancer? Reducing the risks Louise's story	PSE EMU: Knowing how to handle and react appropriately to a range of personal and social situations	English Science
Supporting each other	PSE Health Education: Managing relationships with peers in a variety of situations Health Education: Making a positive contribution to family life	Drama
Ali's story	PSE Health Education: Understanding the nature of relationships with others	English
The wardrobe	PSE Health Education: Understanding physical and emotional growth	English
What can you do?	PSE EMU: Realising the importance of their contribution to a variety of social situations	English Media Studies