

KEY QUESTION:

How can we support each other at times of need?

This task is linked to elements of the National Curriculum including PSHE/ Learning for Life and Work/ Health and Wellbeing, English, Drama, ICT and Science. Further links can be made to the *Every Child Matters Outcome Framework (2008)*.

Resources

- printouts of resource sheet one, *What is cancer? The facts* from the KS4 *Cancertalk* teaching pack (download or order your teaching packs from macmillan.org.uk/schools or call 0845 601 1716)
- the *Cancertalk* DVD – *Living with cancer* (part of the *Cancertalk* teaching pack)
- website access – to know how Macmillan Cancer Support helps people living with cancer and to find out facts about cancer: macmillan.org.uk/schools

Desired learning outcomes

- Learn the facts about cancer and how Macmillan helps people with cancer.
- Consider and develop empathy with people who have cancer.
- Work co-operatively with others.

What to do

Hand out resource sheet one from the *Cancertalk* teaching pack. Read through the text together. Ask the students to underline any new facts about cancer they've learnt.

Optional: Print out the story of Adam, I have cancer, or others from the Why Bother? website. Or you could watch the short movie clip, entitled *Anna aged 12*, also available to download from the website: whybother.org.uk Ask students to spend two minutes writing down anything they have learnt about the impact of cancer. Discuss their lists.

Hold a brainstorm about human needs with the students. (These could include food, love, information, health.) Group the needs into categories:

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

Ask the students to prioritise the needs and point out that if one of the basic human needs (eg health) is not fulfilled, a person's other needs and priorities change.

Watch Tom's story, *People say I'm famous* (scene two) on the *Living with cancer* DVD (part of the *Cancertalk* teaching pack), and discuss what they have learnt from his experience. Some of the things to think about while watching the DVD are:

- How did Tom's mum help them both feel better when Tom was ill?
- How did some of Tom's school friends react to him coming back to school?
- What did Tom's sister do in school to make everyone understand what was happening to Tom?
- How did Tom want to be treated?

After watching the clip, talk about answers to these questions. If you have time, ask a student to read Adam's story, *I have cancer*, or watch Lizzi Cross, *The World is your oyster* (scene one), or read Louise's story on resource sheet eight of the *Cancertalk* teaching pack booklet. Discuss similar questions to the story. Ask students to compare these stories to Tom's, as well as their own needs.

Ask the students to work in groups and discuss how they could help someone of their own age diagnosed with cancer. Examples could include befriending, mentoring, visiting them at hospital or home, health awareness and fundraising events, or getting advice from health professionals (such as calling a Macmillan Cancer Specialist on **0808 808 00 00**) or cancer charities such as Macmillan.

Drama activity

Students should form groups of three or four. Tell them to consider how family members and friends feel about the news that someone close to them has cancer. Then they should assign a part to each of the three or four individuals in the group. Students should plan, and then act out, the reactions of the three or four family members and/or friends. They should focus on comments, emotions, and facial and bodily expressions.

(If pupils are affected by cancer, either directly or indirectly, you can order our publication, *Talking to children when an adult has cancer* (from macmillan.org.uk/publications) or call our Cancer Support Specialists on **0800 808 00 00** (Monday to Friday, 8am to 9pm).)

www.macmillan.org.uk/schools

