



Cancer: Public Service Announcement

Adapted from "Cancer: Public Service Announcement" by Christy Carpenter, Bay District Schools. See <http://www.beaconlearningcenter.com/Lessons/1075.htm>

Subjects: Health

Overview:

Students explore the causes and treatments of cancer by developing a Public Service Announcement to share with others.

Teacher Note:

Students should have previous knowledge of how to give oral presentations with specific regard to persuasive techniques such as details, illustrations, analogies, and visual aids AND presentation types such as oral, written, audio, and visual.

Suggested Time:

3 class sessions

Resources/Materials:

- Examples of Public Service Announcements (These can be pamphlets from the health department, videos, TV commercials such as "The More You Know..." series, or radio spots.)
- Health or other textbook/curriculum dealing with cancer (The health department has many resources available if your curriculum needs supplement.)
- Internet access for students

OBJECTIVES:



Students will:

1. Learn about various types of cancer and their causes
2. Learn about the role of "lifestyle" factors in cancer
3. Develop media skills in creating PSA's about cancer

Preparation:

1. Be familiar with cancer terms and curriculum to be used.
2. Gather examples of Public Service Announcements.
3. Duplicate the rubric for students. (See Attached File)
4. Gather necessary materials.

Procedure:

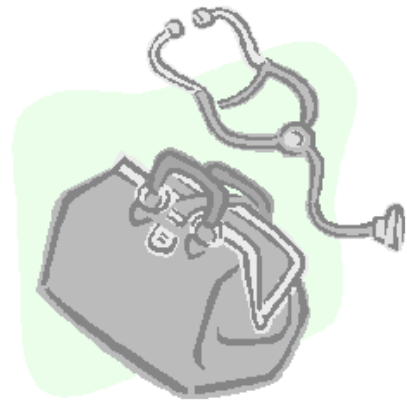
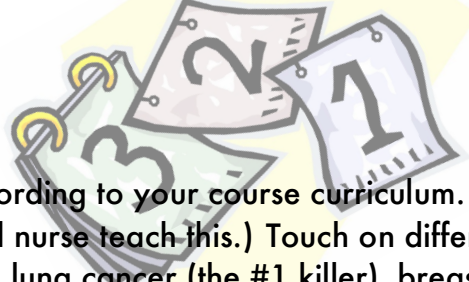
DAY ONE

1. Teach cancer causes and preventions according to your course curriculum. (Another option would be to have the school nurse teach this.) Touch on different types of cancer, including but not limited to: lung cancer (the #1 killer), breast cancer, leukemia, skin cancer, cervical cancer, mouth cancer and colon cancer. Have students suggest what types of cancer they want to know more about. Be sure to touch on causes, initiators and promoters, particularly tobacco. (Initiator is the force or substance that begins the cancer, a promoter is the force or substance that can cause it to grow more rapidly.) Also touch on the meanings of the following words: metastatize, benign, malignant, surgery, chemotherapy, radiation.

2. During this discussion, have students keep a list of the causes of these types of cancers. When finished, have students look over the list and ask the following questions:

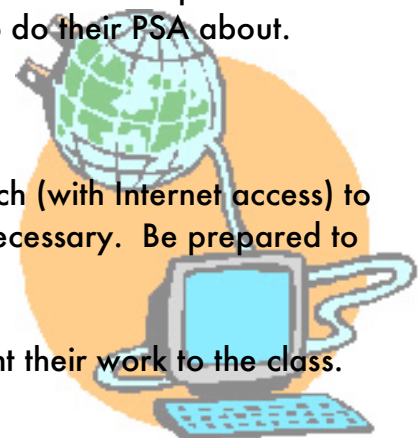
DISCUSSION QUESTIONS:

- How many of these causes are lifestyle factors (i.e. factors you can change, such as smoking, drinking alcohol, sun exposure, fatty diets, etc.)?
- What is the leading cause of cancer? (Smoking)
- Why do people still do these harmful things when they can give them cancer? (Maybe they don't know, don't think it can happen to them, don't realize how serious it is.)
- What can we do to help people stop engaging in such risky behavior? (Lead students to the idea that we can INFORM THEM!)



DAY TWO

1. Review what was discussed previously. Explain that there is a lot of technology available to inform people and many agencies available whose purpose it is to help people live healthier lives. Explain what a Public Service Announcement (PSA) is.
2. Show some examples of Public Service Announcements.
3. Ask for comments, including eliciting which announcements seem to have the most impact on them and why.
4. Tell students that they are going to create a PSA. Go over the rubric and expectations (see below). In the first portion of the rubric, point out the four types of presentations and that they need to use all four of them to receive full credit. Provide examples to students in each area.
5. Divide students into working groups of 4-6 students each. You can divide students based on their interest area, randomly, or by assignment. Next, inform students that their grade on the project will be a group grade.
6. Go over available resources such as the school library, Internet, health department, school nurse, American Lung Association, American Cancer Society, and American Heart Association. Last, make sure students are reminded of the persuasive techniques they need to use in their speeches/presentations. Attempt to provide examples of each.
7. If student group assignments were not based on shared interest in a particular topic, allow each group to choose a topic of their choice to do their PSA about.
8. Set a date for the project.
9. Allow at least one more class period for directed research (with Internet access) to be sure they are on the right track. Provide feedback as necessary. Be prepared to make suggestions to keep students on the right track.
10. On the date the project is due, allow students to present their work to the class.





Method of Evaluation:

Assess the Public Service Announcements according to the rubric below. You might want to allow students who do not meet the criteria or who want to make improvements to change their PSA after receiving corrective feedback from peers and the teacher.

Extension/Reinforcement:

1. For accelerated students, have them discuss and/or write an essay to answer the following: Recently, there has been a great deal of attention focused on well-known people who have cancer, for example, figure skater Mark Hamilton. Do you think the media attention focused on celebrities with cancer has had a positive effect on the public's attitude toward cancer? Why or why not? What could be the drawbacks of such attention?



**Cancer
PSA**



**Public Service Announcement
Presentation Rubric**

CRITERIA	Excellent 4 points	Good 3 points	Fair 2 points	Poor 1 point
Audience / Message	It is crystal clear who the PSA seeks to influence and targets them effectively	It is clear who the PSA seeks to influence and targets them somewhat effectively	The audience is somewhat unclear and/or the message is unlikely to be effective	The audience is unclear and the message is unlikely to be effective
Accuracy	All information is correct and clearly explained	Most information is correct and somewhat explained	Information contains several errors and few explanations	Information contains major errors and explanations are unclear or non-existent
Electronic Sources	Used four or more sources to electronically retrieve and create correct information	Used three sources to electronically retrieve and create correct information	Used two sources to electronically retrieve and create correct information	Used one source to electronically retrieve and create correct information
Persuasive Techniques (Details, Illustrations, Analogies, Visual Aids)	Incorporated all four techniques into presentation	Incorporated three techniques into presentation	Incorporated two techniques into presentation	Incorporated one techniques into presentation