



Cancer Education Project

What Patients Need to Know About Cancer

Overview

Students use information from the National Cancer Institute (NCI) *What You Need to Know About*[™] series to create a “9-square poster” on one type of cancer. These booklets can be downloaded or ordered from <http://www.nci.nih.gov/cancerinfo/wyntk/>.

This activity could be done in class (teams of 3 students working on the same kind of cancer) or as a homework assignment (individual students each working on a different kind of cancer). If the activity is completed during class time, allow at least 80 minutes.

During class 1, students do research about one type of cancer. During class 2, students create their “9-Square” poster.

Students will need the NCI *What You Need to Know About*[™] booklets and access to computers for research, word processing and as a source of graphics. Art supplies should also be provided for students who want to create their own artwork.

Class 1 (40 minutes)

During class 1, students do research about one kind of cancer and select the questions that they would like to include in their poster.

- Distribute one copy of the “What You Need to Know About _____ Cancer” booklet to each student. If students are working in teams, they should move to work with the other two students who were assigned the same type of cancer.
- Distribute one copy of the “What Patients Need to Know About _____ Cancer” assignment sheet and two copies of the Poster Rubric to each student or team of students.
- Review the assignment, rubric, and project timeline with students.
- Students use the cancer booklets to do research and identify information that they can use to answer the 9 questions they select for their poster.

Class 2 (40 minutes)

During class 2, students use the results of their research to create a “9-Square” poster.

- Materials needed: 8.5 X 11 paper, markers, paints, pens, pencils, and access to a computer if possible.
- Individual students or teams of students use computers and art supplies to complete their “9-Square” posters.
- During the last 15 minutes of class, students print their work, assemble the 9 page poster, and post their poster in the classroom.
- The teacher randomly selects the two numbers for the pages that may be graded on the posters. Individual students or student teams complete and submit rubrics for these two pages.
- The teacher randomly selects one of the two rubrics and grades that page of the student posters.

What Patients Need to Know About _____ Cancer

Oncologists (doctors who treat cancer patients) know that educating patients who have been diagnosed with a specific kind of cancer is important. But they may find it difficult to explain this information to patients, or family members, who have difficulty with listening to or reading English language information.

Your team is asked to create a "9-square" poster that an oncologist could use to explain _____ cancer to patients or their family members. This poster could be posted in the oncologist's office and/or the individual pages could also be printed up to make a nine page booklet for patients.

Instructions for a "9-square":

A "9-square" poster is designed as a single poster but is planned and then printed out on nine sheets of 8.5 X 11 paper. The pages are then glued together to form a larger, wall-sized poster.

What Is ___? 2	Who Is At Risk and What Could People Do To Reduce Their Risks? 3	How Is ___ Diagnosed and Staged? 4
How Is ___ Treated? 5	What You Need to Know About _____ Cancer. + artwork 1 or graphics	What Follow-up Care is Important? 6
What Is The Prognosis? 7	What Support Is Available? 8	What clinical trials are available? 9

Sample

Page 1 in the center of the poster should be a title page (or as a cover for a patient booklet) that includes the type of cancer and artwork or graphics. For pages 2 - 9, you should select **8** questions from the list on the next page that you think are important. Put one of the questions you select at the top of pages 2 - 9. Then complete each page by

providing information to answer the questions. Use informative graphics and easy to read text on each page.

Select 8 of these possible question headings for the pages of your poster:

1. What Is *__(type of cancer)___*?
2. Who Is at Risk and What Could People Do To Reduce Their Risks?
3. What Are the Signs and Symptoms?
4. How Is *__(type of cancer)___* Diagnosed and Staged?
5. How Is *__(type of cancer)___* Treated?
6. What Are The Side Effects of These Treatments?
7. What Is the Prognosis for Patients With *__(type of cancer)___*?
8. What Follow-up Care is Important After Cancer Treatment?
9. What Support Is Available?
10. What Information Resources Are Available?
11. What Clinical Trials Are Available?
12. What Are the Risks and Benefits of Participating in These Clinical Trials?
13. What Else Should People With *__(type of cancer)___* Cancer Understand?

Name: _____

Poster Page Rubric

Your teacher will select two pages of the posters for potential grading. You should complete and submit the self-evaluation forms for each of these TWO pages of your poster. Your teacher then will randomly select ONE of these pages of your poster for grading.

Page Number _____	Possible Points	Earned Points	
		Self	Teacher
Content Main Ideas: Includes at least three main ideas that are important to answering the question posed in the page heading.	30		
Content Supporting Details: Appropriate and accurate details support each main idea.	30		
Content Accuracy: The content information is accurate.	10		
Graphics: The illustrations, photographs, and tables add to the purpose and interest of the page.	10		
Mechanics of English Usage: There are no errors in capitalization, usage, punctuation, or spelling.	10		
Layout and Design: The overall organization, design, use of color, and use of space make the page interesting and easy to understand.	10		
Total:			

Adapted from: Teacher Tips and Tools: Information Literacy Skills used in BCPS Research Modules Poster Rubric
http://www.bcpl.net/~sullivan/modules/tips/rubrics_elem/poster.html