

Breast Health Education for
Young Women



Facilitator's Guide

Skills-based activities for young women



BREAST HEALTH EDUCATION FOR YOUNG WOMEN

facilitator's guide

© 2008 by the Prevent Cancer Foundation (formerly the Cancer Research and Prevention Foundation)
and the Howard University Cancer Center.

Permission to duplicate portions of this publication is granted if reference is made to the publication
and the copyright holders.

In loving memory of Rosemary Williams.

For her leadership and vision,
her kindness, strength and dedication.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	vi
INTRODUCTION	1
<i>Breast Health Education for Young Women</i>	1
Breast Health Guidelines.....	1
Intended Audience	2
Facilitating Sessions.....	2
Standards for Teaching + Learning	2
National + International Content Standards	3
Planning Your Educational Sessions	4
Using Assent or Consent Forms	4
Collecting, Analyzing and Using Data	4
A Note on Institutional Review Boards	5
Planning To Do List.....	6
Planning Checklist.....	7
Overview	8
SESSION ONE ACTIVITIES	
Session One Activities Overview.....	9
Session One Introduction	10
One in Eight.....	11
My Story	14
<i>Breast Health Education for Young Women Video</i>	16
Myths + Facts	19
Activity Tool: Myths	24
Activity Tool: Facts.....	30
Session One Summary + Closing	36
OPTIONAL FOLLOW-UP SESSIONS	
Follow-up Sessions Overview	37
Follow-up Sessions Introduction	38
Follow-up Sessions Activity Option: Breast Self-Exam Demonstration + Practice.....	39
Activity Tool: Breast Self-Examination Practice Checklist.....	44
Follow-up Sessions Activity Option: Role Play: Talking About Breast Health	45
Activity Tool: Role-Play Scenarios	49
Follow-up Sessions Activity Option: Critical Thinking Collage.....	50
Follow-up Sessions Activity Option: Beaded Necklace	53
Activity Tool: Breast Lump Size Chart.....	56
Follow-up Sessions Summary + Closing.....	57

RESOURCES	58
Glossary	59
Frequently Asked Questions	60
Extension Activities	62
 SAMPLE FORMS	 63
Superintendent/Principal Letter	64
Parent/Guardian Assent Letter	65
Student Assent Form	67
Pre-Test	68
Pre-Test Key	70
Post-Test	72
Post-Test Key	73
Participant Feedback Form for Session One	74
Female Relative's Response Form	75
 BIBLIOGRAPHY	 76

ACKNOWLEDGMENTS

The Prevent Cancer Foundation (formerly the Cancer Research and Prevention Foundation) and the Howard University Cancer Center collaborated in the development of this Facilitator's Guide during 2006 and 2007.

The development team included:

Erica Childs, MPH, Prevent Cancer Foundation

Jasmine Greenamyre, MPH, Prevent Cancer Foundation

Kimberly Higginbotham, MPT, Howard University Cancer Center

Karen J. Peterson, PhD, Prevent Cancer Foundation

Melissa Werner, MPH, Consultant to Prevent Cancer Foundation

Rosemary Williams, MEd, CTR, Howard University Cancer Center

Emily R. Turk edited the manuscript and **David Dao** provided design + formatting.

This project has many roots, none more significant than *Project Early Awareness* (PEA), a breast health education program begun in 2001 at Howard University Cancer Center in partnership with the Prevent Cancer Foundation. Rosemary Williams, who started PEA, always described the program as a “long-term solution to reducing breast health disparities in Washington, D.C.,” which has a higher mortality rate from breast cancer than any of the 50 states. Until PEA, there was no structured breast health education in the D.C. public schools. By 2007, PEA had been implemented in 16 high schools and had reached more than 2,700 high-school students.

The 14-minute video, *Breast Health Education for Young Women*, was designed for use with this guide and is available in DVD and VHS formats. It can be ordered at www.preventcancer.org; go to “Education” and click on “Materials.” The only charge is for shipping and handling.

INTRODUCTION

breast health education for young women

The goal of *Breast Health Education for Young Women* is to increase high school girls' knowledge about breast cancer and to encourage their commitment to lifelong breast health. As envisioned, program participants will in turn educate their female relatives and encourage them to begin routine screening for breast cancer.

Breast Health Education for Young Women is an expansion of *Project Early Awareness* (PEA), a breast health education program for girls in District of Columbia public high schools. First implemented in 2001, PEA was developed by the Howard University Cancer Center with funding and support from the Prevent Cancer Foundation.

Beginning in 2006, PEA materials were expanded with the addition of new interactive, skills-based activities into the program now called *Breast Health Education for Young Women*. The program has been designed for use in high schools and out-of-school settings across the country to broaden and deepen breast health education for young women. This easy-to-use guide provides facilitators with breast health education activities that may be used with groups of young women. The guide includes a session featuring the *Breast Health Education for Young Women* video. The video is used in conjunction with the guide but is also designed to stand alone, as well. The video is available in DVD and VHS formats at www.preventcancer.org. (Go to "Education" and click on "Materials.") The only charge is for shipping and handling.

breast health guidelines

The breast health information in this guide and in the video follows the guidelines for early detection developed by Susan G. Komen for the Cure. Guidelines from other organizations, such as the American Cancer Society, differ on the use of breast self-examination as an early detection strategy. However, all these organizations encourage women to perform breast self-examinations.

Susan G. Komen for the Cure recommends a three-step approach to breast cancer screening that includes — depending upon a woman's age — a combination of mammography, clinical breast exams and breast self-examinations:

- Have a mammogram every year starting at age 40.
- Have a clinical breast exam by a health care provider at least every three years starting at age 20 and every year after 40.
- Begin practicing monthly breast self-examinations by age 20.

Women under 40 with a family history of breast cancer or other concerns should talk with a health care professional. Screening tests may be needed more often and/or started earlier.

As part of a comprehensive approach to breast health, it is also important that women become familiar with their own bodies, play an active role in their own health and develop a close partnership with their health care professionals.

intended audience

Breast Health Education for Young Women is designed for high school girls in school and out-of-school settings, including community centers, clubs, youth groups and group homes, among others.

facilitating sessions

The *Breast Health Education for Young Women* guide and video education package is designed for use by facilitators with a foundation in breast health and breast cancer facts. In addition, facilitators should have skills and experience in facilitating interactive activities for diverse groups of young women. Facilitators are encouraged to learn as much as possible about breast health and breast cancer. The most frequently asked questions about breast cancer are answered in the Resources section of this guide. Facilitators also need to be ready to acknowledge the limits of their knowledge about breast health and breast cancer and to say that they will share further information after they find it. Facilitators may also wish to bring someone who is more knowledgeable about breast health and breast cancer to the *Breast Health Education for Young Women* sessions.

standards for teaching + learning

Breast Health Education for Young Women is designed so that it can be integrated into existing school units, lessons and activities. Depending upon the activities chosen, *Breast Health Education for Young Women* addresses national/international content standards as indicated on the following page.

NATIONAL + INTERNATIONAL CONTENT STANDARDS

content standards		educational sessions				
		SESSION ONE	follow-up optional activity			
			BREAST SELF-EXAM DEMONSTRATION + PRACTICE	ROLE PLAY	CRITICAL THINKING COLLAGE	BEADED NECKLACE
science ^a	Science in Personal and Social Perspectives	■	■	■	■	■
	Personal and Community Health	■	■	■	■	■
	Natural and Human-Induced Hazards	■	■	■	■	■
	Science and Technology in Local, National, and Global Challenges	■	■	■	■	■
language arts ^b	Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.				■	■
	Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.				■	■
	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).				■	■
technology ^c	Technology Communications Tools — Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.					■
	Technology Research Tools — Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.					■

^aFrom the National Science Teachers' Association, National Science Education Standards

^bFrom The National Council of Teachers of English, Standards for the English Language Arts: www.ncte.org/about/over/standards

^cFrom the International Society for Technology in Education, National Education Technology Standards for Students

PLANNING YOUR EDUCATIONAL SESSIONS

using assent or consent forms

Depending upon the setting in which you are offering *Breast Health Education for Young Women* sessions, you may need to secure parent/guardian consent or assent for students to participate. In some settings, assent is sufficient. You need to notify parents/guardians about an upcoming *Breast Health Education for Young Women* session and have participants sign assent forms indicating that they have the permission of their parents/guardians to participate. In other settings, consent may be needed. Check with the administrator or other contact person at the setting where you will conduct *Breast Health Education for Young Women* sessions to determine if assent or consent forms will be necessary. A sample parent/guardian assent letter and a student assent form are included in the Sample Forms section of this facilitator's guide. If consent forms are necessary, you will need to develop a form to fit the needs of your setting and participants.

collecting, analyzing and using data

Included in the Sample Forms section of this facilitator's guide are sample pre-test, post-test and participant feedback forms to be used in conjunction with *Breast Health Education for Young Women* sessions. While use of these items is optional, there are several benefits in collecting data about each *Breast Health Education for Young Women* session you conduct.

Comparing participants' scores on the pre- and post-tests provides you with an indication of how much they learned in *Breast Health Education for Young Women* sessions. Data collected through the participant feedback forms provide information that can be used to improve future sessions. Test and feedback data can be summarized in funding proposals, reports to existing funding sources, supervisors, and administrators of potential *Breast Health Education for Young Women* sites, among others.

A detailed discussion of how to analyze and summarize data is beyond the scope of this facilitator's guide. If you would like help, ask for support from an evaluation or research specialist in your organization. In addition, many colleges and universities can connect community organizations with students who have evaluation skills.

If you choose to use the sample evaluation forms as written in the Sample Forms section, the Prevent Cancer Foundation and the Howard University Cancer Center would appreciate it if you would share your data with us so we can gain a better understanding of the usefulness of this facilitator's guide across the nation. Please send compiled results or hard copies of student pre-and post-tests and feedback forms to:

Programs Division
Prevent Cancer Foundation
Suite 500
1600 Duke Street
Alexandria, VA 22314

a note on institutional review boards

Depending upon the type of organization for which you work, you may need to seek approval from an institutional review board (IRB) before collecting data in a *Breast Health Education for Young Women* session. IRBs are tasked with protecting human subjects in research studies. Some IRBs may consider collecting data through the use of pre- or post-tests or feedback forms to be research. Universities and health departments are two work settings likely to require IRB approval for this type of data collection. Check with an administrator or research specialist in your organization to see if IRB approval is required for *Breast Health Education for Young Women* data collection in your work environment.

PLANNING TO DO LIST

Take these seven easy steps to get started.

1. Choose a setting (school or school system, community center, youth group, etc.) in which to conduct your *Breast Health Education for Young Women* session.
2. Contact the administrator in charge of the venue by telephone, letter and/or e-mail. You may adapt the sample Superintendent/Principal letter included in the Sample Forms section of this facilitator's guide for this purpose. Work with appropriate staff at the training site to:
 - a. Choose time, date and specific location for the *Breast Health Education for Young Women* session.
 - b. Determine if parental consent or student assent forms will be needed. If assent is required, you may use the sample assent letter and form in this guide. If consent forms are required, you will need to develop these with the organization's representative and send them out as appropriate.
 - c. Determine availability of equipment and supplies, such as a DVD player or VCR and monitor.
 - d. Recruit participants for the session.
3. If you are not a breast cancer survivor, recruit a survivor to tell her story during the session. Also, it may be helpful to know that the *Breast Health Education for Young Women* video includes a segment featuring a breast cancer survivor telling her story and may be used in place of having a breast cancer survivor speak in person. The segment runs for a little more than three minutes.
4. Select the activities to be conducted in the *Breast Health Education for Young Women* session. Activity selection will depend upon a number of factors, including time available, baseline knowledge of participants, preferences of school or setting administrator and facilitator comfort.
5. Read the step-by-step directions for selected activities included in this facilitator's guide several times until you feel comfortable facilitating the activities.
6. Gather all necessary equipment and supplies and make any copies needed for the activities you have selected. These items are listed in the detailed instructions for each activity.
7. Facilitate the *Breast Health Education for Young Women* session.

Optional steps

- ∞ Administer pre- and post-tests and feedback form during the *Breast Health Education for Young Women* session.
- ∞ Review data to identify ways in which to improve future sessions.
- ∞ Consider offering additional sessions focused on other *Breast Health Education for Young Women* activities.
- ∞ Share data from pre- and post-tests and feedback forms with the Prevent Cancer Foundation and the Howard University Cancer Center. Send compiled results or hard copies to:

Programs Division
Prevent Cancer Foundation
Suite 500
1600 Duke Street
Alexandria, VA 22314

PLANNING CHECKLIST

Fill in this checklist to get ready for a *Breast Health Education for Young Women* session.

background information

Name of group: _____ Date: _____
Contact person: _____ Phone: _____
E-mail: _____
Location of session: _____
Approximate number of participants: _____ Language(s) spoken: _____
Reason for requesting breast health education at this time: _____

session planning

Dates and times for sessions: _____
Equipment available on-site: *(Check all that apply.)*
 DVD player and monitor Chalkboard or whiteboard
 VCR and monitor Easel and easel pad

activity selection

- Group has had no basic breast health education, or wants to review basic information. 
- Group has had some basic education, and now wants to focus on one or more themes: 

Follow-up Session

Activity Options

- Breast Self-Examination Demonstration and Practice
- Role Play: Talking About Breast Health
- Critical Thinking Collage
- Beaded Necklace

Session One

Activities

- 1 in 8
- My Story
- *Breast Health Education for Young Women* Video
- Myths and Facts

post session

- Further sessions: _____
- Thank you letter to session sponsors
- Optional:** To share data from pre- and post-tests and feedback forms with the Prevent Cancer Foundation and the Howard University Cancer Center, send compiled results or hard copies to:

Programs Division
Prevent Cancer Foundation
Suite 500
1600 Duke Street
Alexandria, VA 22314

Adapted from American National Red Cross. *Basic HIV/AIDS Program: Fundamentals Instructor's Manual*. Falls Church, Va.: 1995

OVERVIEW

Breast Health Education for Young Women is designed to allow flexibility in scheduling and choosing activities. Included below are brief descriptions of Activities for Session One and for the optional Follow-up Sessions.

session one

The purpose of Session One is to create a foundation in basic breast health and breast cancer facts. In addition, Session One provides an opportunity for participants to hear the story of a young breast cancer survivor and to learn the basics of breast self-examination (BSE). It is recommended that participants complete all Session One activities before moving on to other activities in this facilitator's guide.

optional follow-up sessions

If you plan follow-up educational sessions, you have a variety of activities from which to choose. The activities described below are designed to build skills related to communication and screening behavior and to encourage critical thinking. Your choice of activities will depend on a number of factors, including available time and the preferences of participants and school/organization sponsors.

breast self-examination demonstration + practice

This activity gives participants working in pairs an opportunity to develop skills in performing breast self-examination using breast models.

role play: talking about breast health

This role play will help participants build skills in talking about breast health and breast cancer with doctors, friends and relatives.

critical thinking collage

This art project encourages critical thinking about how the media influence the way girls and women feel about their bodies and their comfort level in talking about breast health.

beaded necklace

Creating beaded necklaces provides a tangible, tactile way for participants to learn about the value of breast cancer screening and early detection.

SESSION ONE ACTIVITIES OVERVIEW

The purpose of Session One is to create a foundation in basic breast health and breast cancer facts. In addition, Session One provides an opportunity for participants to hear the story of a young breast cancer survivor and to learn the basics of breast self-examination. It is recommended that participants complete all Session One activities before moving on to other activities in this facilitator’s guide.

Times listed below are approximate. Activities may take more or less time depending upon the facilitator and the group. The pages that follow have detailed activity descriptions. Make copies of these pages to help you facilitate the sessions. If participants complete a pre-test, post-test, participant feedback form and /or assent form, you will need to allot 15 minutes more for the session.

overview	approximate time
SESSION ONE: INTRODUCTION	5 minutes
1 IN 8	10 minutes
MY STORY	10 minutes
<i>BREAST HEALTH EDUCATION FOR YOUNG WOMEN</i> VIDEO + DISCUSSION	20 minutes
MYTHS AND FACTS	15–30 minutes
SESSION ONE: SUMMARY + CLOSING	5 minutes

equipment + supplies

- Masking tape
- Prepared myth and fact statements
- A chalkboard, whiteboard, or easel pad
- VCR or DVD player with monitor
- *Breast Health Education for Young Women* video VHS tape or DVD
- Chalk, dry-erase markers, or chart pad markers (depending on the writing surface you will use)
- Copies of the pages of the activity you will be presenting and of any Activity Tool.
- **Optional:** Pre-test, post-test or participant feedback form (one copy of each form to be used for each participant)
- **Optional:** Assent form (one for each participant)
- **Optional:** A “goody bag” for each participant with the following:
 - Susan G. Komen for the Cure Breast Self-Exam Shower Card (available in English, Spanish, Russian, Arabic, Chinese and Vietnamese) from <http://cms.komen.org/Komen/AboutBreastCancer/Resources/BreastSelfExamShowerCard.>)
 - Selected fact sheets or brochures about breast cancer
 - Pink ribbon trinkets or small pink candles
 - Female Relative’s Response Form
 - Information about local breast health programs, such as those organizations participating in the Centers for Disease Control and Prevention’s National Breast and Cervical Cancer Early Detection Program, which can be found online at <http://apps.nccd.cdc.gov/cancercontacts/nbccedp/contacts.asp>.

SESSION ONE INTRODUCTION

The introduction provides an opportunity for participants to meet the facilitator and to preview the material that will be covered in the session.

approximate time

5 minutes (up to 10 minutes if participants complete a pre-test and assent form)

learning objective

Not applicable

equipment + supplies

- Copies of pages describing Session One activities
- **Optional:** pre-test
- **Optional:** assent form (if appropriate)

preparation

- **Optional:** Make one copy of the pre-test and assent form for each student

instructions

- Introduce yourself to participants and thank them for coming.
- Share the following information about *Breast Health Education for Young Women* and today's session:
 - *Breast Health Education for Young Women* is based on Project Early Awareness, a breast health education program developed by the Howard University Cancer Center with support from the Prevent Cancer Foundation, formerly the Cancer Research and Prevention Foundation.
 - Say, The program focuses on breast health and breast cancer. In this session, we will:
 - Sort out myths about breast cancer from facts.
 - Hear the story of a young woman who had breast cancer.
 - Discuss early detection methods, including breast self-examination.

SESSION ONE **ACTIVITY ONE IN EIGHT**

This participatory activity is designed to help participants understand lifetime risk of breast cancer among American women.

approximate time

5 minutes

learning objective

By the end of this activity, participants will be able to explain how many women in a group are likely to get breast cancer at some point during their lives.

equipment + supplies

None

preparation

None

activity instructions

- Ask participants to count off from 1 to 8.
- Ask all number 8s to stand up.
- Explain that the participants standing represent the number of women in a group of women who can expect to get breast cancer in their lifetime. Share the following information:
 - What this means is that out of every eight women, one will develop breast cancer at some time in her life.
 - This *does not* mean that the girls who are standing are more likely to get breast cancer.
 - This also *does not* mean that any individual woman has a one in eight chance of getting breast cancer.

SESSION ONE ACTIVITY ONE IN EIGHT

activity instructions continued

- An individual woman's breast cancer risk may be higher or lower, depending on a number of things. One thing that increases risk is age: Women are more likely to get breast cancer as they get older.
 - For example, of women aged 20 to 29, only one in 25,000 gets breast cancer each year. That means that if we have a room of 25,000 women who are between 20 and 29 years old, on average, only one will get breast cancer in a particular year.
- Another thing that can have an effect on a woman's risk is her family history.
 - Having a close relative such as a mother, sister or daughter with breast cancer increases a woman's risk of getting breast cancer herself.
 - However, only 5 to 10 percent of women with breast cancer have a close relative with breast cancer. This means that *most* women with breast cancer *do not* have a close relative with it.
- Some other things that may change a woman's risk of breast cancer include diet, exercise, alcohol use, age of first menstrual period and reproductive history or whether and when she has children and whether she breast feeds.
 - Having her first period before age 12 increases a woman's chance of getting breast cancer.
 - Scientists are studying other risk factors.
- This may sound scary. But there is also good news:
 - Out of all of the women who get breast cancer, the number of women who die from it is decreasing.
 - This is probably because women are finding cancer earlier, when it is easier to treat, and because today there are better treatments available.

SESSION ONE ACTIVITY ONE IN EIGHT

activity instructions continued

- Explain that the breast cancer survivor who will be sharing her story next is living proof that early detection and treatment can save lives! (If you, the facilitator, are the breast cancer survivor, say that you are a breast cancer survivor and that you're going to share your story. If you are using the *Breast Health Education for Young Women* video segment with the survivor's story, explain that you will show it now.)

references

American Cancer Society. "How Many Women Get Breast Cancer?"

http://www.cancer.org/docroot/CRI/content/CRI_2_2_1X_How_many_people_get_breast_cancer_5.asp?sitearea=. Accessed July 16, 2006.

American Cancer Society. "What Causes Breast Cancer?"

www.cancer.org/docroot/CRI/content/CRI_2_2_2X_What_causes_breast_cancer_5.asp?nav=cri. Accessed May 28, 2007.

National Cancer Institute, National Institutes of Health. "Probability of Breast Cancer in American Women."

<http://www.cancer.gov/cancertopics/factsheet/Detection/probability-breast-cancer>. Accessed May 28, 2007.

Susan G. Komen for the Cure. "Risk Factors and Prevention: Understanding Risk."

<http://cms.komen.org/komen/AboutBreastCancer/RiskFactorsPrevention/AbcRFAPIntro?ssSourceNodeId=290&ssSourceSiteId=Komen>. Accessed January 24, 2008.

SESSION ONE **ACTIVITY MY STORY**

Hearing a young woman's story about surviving breast cancer can help make breast cancer seem more "real" to participants.

approximate time:

10 minutes

learning objectives

By the end of this activity, participants will be able to:

- Describe how the story of a young breast cancer survivor relates to them and their own lives.
- Explain how hearing a survivor's story affects how they think about breast cancer.

equipment + supplies

- **Optional:** *Breast Health Education for Young Women* video or DVD
- DVD or VHS player with monitor

preparation

- If you, the facilitator, are a breast cancer survivor and will be telling your own story, practice telling your story in front of the mirror or in front of friends or colleagues.
- If you, the facilitator, are *not* a breast cancer survivor, you may choose to do one of these:
 - Recruit someone to share her story. Ideally, she will be someone who was diagnosed as a teenager or in her 20s. Prepare her by telling her something about those who will be participating in the session. You may also want to encourage her to cover the points listed in Activity Instructions as she tells her story.
 - Show the "A Personal Story" segment from the *Breast Health Education for Young Women* video. This segment runs a little more than three minutes and features Kimberly Higginbotham, a young breast cancer survivor who works at the Howard University Cancer Center.

SESSION ONE ACTIVITY MY STORY

activity instructions

- Tell your personal story about your breast cancer diagnosis and treatment, covering the following points: *
 - Talk about whether you thought you were at risk for breast cancer.
 - Tell the participants how old you were when you were diagnosed.
 - Talk about how you felt when you were diagnosed.
 - Tell the participants whether there is a history of breast cancer in your family.
 - Talk about how you discovered that you had breast cancer.
 - Talk about the kind of treatment you went through and its side effects. Talk about other treatment options.
 - Tell what you have learned from the experience and how you feel about it now.
- Answer questions from participants.
- Lead a discussion using the following questions:
 - What does my story have to do with you and your life?
 - How has hearing my story changed the way you think about breast cancer?
- Emphasize that finding breast cancer early is one of the things that makes treatment much more successful. Say:
 - Later today, you will learn about one thing you can do to detect changes in your breasts.
 - You will also play a game to see if you can sort out breast cancer myths from facts.

***Note to facilitator:** Make sure to define words such as *tumor, benign, malignant, radiation therapy* and *chemotherapy* — and any other medical terms — as you tell your story. If you are unsure about how to answer a specific question, say that you will look into it and get back to participants with the answer. (Then please be sure to get back to them.)

SESSION ONE **ACTIVITY BREAST HEALTH EDUCATION FOR YOUNG WOMEN VIDEO**

The *Breast Health Education for Young Women* video provides basic information about breast cancer screening, detection and treatment.

approximate time

20 minutes

learning objectives

By the end of this activity, participants will be able to:

- Explain why women of all ages, races and ethnicities need to know about breast health and breast cancer.
- List three screening tests that are used to find breast cancer.
- Describe the role of breast self-examination in the early detection of breast cancer.
- Explain the importance of being advocates for their own health when they visit their health care professionals.

equipment + supplies

- *Breast Health Education for Young Women* VHS tape or DVD
- VCR or DVD player with monitor

preparation

- Watch the *Breast Health Education for Young Women* video several times until you become familiar with it.
- If you will be conducting an educational session outside the Washington, D.C., metropolitan area, you may want to prepare a sheet of local/state statistics to share with participants. State-by-state statistics about breast cancer can be found on the Centers for Disease Control and Prevention's Web site at www.cdc.gov/cancer or through your local American Cancer Society or health department.

SESSION ONE **ACTIVITY BREAST HEALTH EDUCATION FOR YOUNG WOMEN VIDEO**

activity instructions

- Introduce the video by covering the following:
 - Participants will now watch a short video about breast health and breast cancer.
 - You will learn about the importance of breast self-examination and about how it is done.
 - You will also see a young woman sharing her concerns with her doctor about a lump she found.
- Show the video. Stop it after the credits (before “A Personal Story”).
- Lead a discussion using the following questions:
 - What are the three main screening methods for finding breast cancer early? Be sure that the discussion makes these points:
 - Women should begin to have **mammograms** every year starting at age 40.
 - **Clinical breast exams** by a health care provider should be conducted at least every three years starting at age 20 and every year after 40.
 - **Breast self-examinations** should be performed every month starting by age 20.
 - Women under 40 with a family history of breast cancer or other concerns should talk with a health care provider. Screening tests may be needed more often and/or started earlier.
 - As part of a total approach to breast health, it is also important that women become familiar with their own bodies, play an active role in their own health and develop a close partnership with their health care providers.

SESSION ONE **ACTIVITY BREAST HEALTH EDUCATION FOR YOUNG WOMEN VIDEO**

activity instructions continued

- What is the benefit of finding breast cancer early?

Be sure that the discussion makes this point: Screening tests can find cancer early, when it's most treatable.

- Why is breast self-examination important?

Be sure that the discussion makes these points:

- Breast self-examination is a screening method that is intended to find tumors early, particularly those that develop between annual mammograms and clinical breast exams.
- By doing breast self-examinations once a month, you can become familiar with the way your breasts look and feel normally and may be able to recognize changes such as thickening, lumps, spontaneous nipple discharge or skin changes, such as dimpling or puckering.
- What challenges did the young woman in the video face in talking to her doctor? (Responses are variable, e.g.: "There is a common perception that only older women get breast cancer." "She needed to ensure that her doctor listened and responded to her concerns.")
- What could someone do in a situation like this to make it easier to talk to her doctor? (Responses are variable, e.g.: "She could repeat her concerns until the doctor acknowledges them." "She could find another doctor who is a better listener." "She could find other ways to advocate for her own health.")

- Summarize key points made by participants.
- Preview any activities that you will be doing with the group regarding breast self-examination or talking with doctors and others about breast health and breast cancer.

SESSION ONE **ACTIVITY MYTHS + FACTS**

This game is designed to help reinforce facts and dispel common myths about breast health and breast cancer.

approximate time

15-30 minutes

learning objective

By the end of this activity, participants will be able to distinguish myths about breast cancer from facts.

equipment + supplies

- Prepared Activity Tool: “myths” and “facts” statements
- Masking tape
- A chalkboard, whiteboard or easel pad
- Chalk, dry-erase markers or chart pad markers (depending on the writing surface you will use)

preparation

- Select and copy the “myth” and “fact” statements onto brightly colored paper or cardstock and cut them out. (See the “myths” and “facts” Activity Tools in this guide.) Depending on the amount of time you have allotted for this activity, you may want to choose three myths and three facts for a 15-minute activity and up to five myths and five facts for a 30-minute activity.
- Review the talking points for each “myth” and “fact” that are included in the Activity Instructions. It may also be helpful to review “Frequently Asked Questions” in the Resources section of this facilitator’s guide.
- When you get to the room where you are holding the session, make two columns on a chalkboard, whiteboard or easel pad. Label one column “myths” and the other “facts.”

SESSION ONE ACTIVITY MYTHS+ FACTS

activity instructions

- Shuffle the prepared myths and facts statements.
- Go through the statements one by one and ask participants whether each is a myth or fact.
- Place the statement in the correct column and reinforce information by sharing the “myths” and “facts” talking points included in this guide.*
- Answer questions from participants.
- Close the activity by asking participants to share one new thing they learned through this activity.

***Note to facilitator:** As an alternative, you may hand out cards to volunteers and have them place the statements in the column they believe is correct. If there are any misplaced statements, move the statements to the right columns and reinforce the correct information.

myths + facts activity talking points: myths

- If a girl or woman bumps or bruises her breast, it can turn into breast cancer.
 - This is a myth. Bumps or bruises on a person's breast do not cause breast cancer.
 - Abnormal cells growing out of control causes breast and other types of cancer.
- Sleeping in a bra — especially one with an under wire — can cause breast cancer.
 - This is a myth. There is no scientific proof to show that sleeping in a bra can give someone breast cancer.
 - Abnormal cells growing out of control causes breast and other types of cancer.
- Most cancerous lumps are painful.
 - This is a myth. The truth is that most breast cancer lumps *do not* hurt.
- Having breast cancer surgery will spread cancer to other parts of someone's body.
 - This is a myth. Cancer does not spread through the air or during surgery.
- If a woman is diagnosed with breast cancer when she's pregnant, her baby will get breast cancer.
 - This is a myth. However, having a close relative such as a mother, sister or daughter with breast cancer increases a woman's risk of getting breast cancer herself. It doesn't matter when the relative was diagnosed, even if it was during a pregnancy.
 - It is important to remember that only 5 to 10 percent of women with breast cancer have a close relative with breast cancer. This means that *most* women with breast cancer *do not* have a close relative with it.

myths + facts activity talking points: facts

- When it comes to breast cancer, breast size doesn't matter.
 - True. Breast size and shape have nothing at all to do with a woman's risk of breast cancer.
- It is safe to use antiperspirants or deodorants.
 - True. There have been a lot of rumors that the use of antiperspirants or deodorants increases a woman's risk of getting breast cancer – but they are only rumors.
 - There is no scientific proof that this is true.
- Monthly breast self-examination can help you find changes in your breasts.
 - True. Doing breast self-examination every month can help women find breast changes early. Any changes should be discussed with a health care professional.
 - There are also other things that women can do to find breast changes as early as possible.
 - Between the ages of 20 and 39, it is recommended that women have a clinical breast examination by a health professional every three years. After age 40, women should have a breast exam by a health care professional every year.
 - Beginning at age 40, it is recommended that women have a mammogram — an x-ray of the breasts — every year.
- It is important to see your doctor if you find a lump in your breast.
 - True. It is helpful to remember that most breast lumps *are not* cancer.

myths + facts activity talking points: facts continued

- A woman should see her health care professional right away if she has any of these symptoms:
 - A lump
 - Thickness
 - Dimpling
 - Nipple discharge
 - Change in size or shape of the breast
 - Inflammation or rash
- Breast cancer is easier to treat if it's found early.
 - True. The earlier breast cancer is found, the better the chances that treatment will work.
 - This is why breast self-examinations, clinical breast exams and mammograms are so important.

references

American Cancer Society. "How is Breast Cancer Found?"

www.cancer.org/docroot/CRI/content/CRI_2_2_3X_How_is_breast_cancer_found_5.asp?%20nav=cri.

Accessed July 16, 2006.

American Cancer Society. "What Causes Breast Cancer?"

http://www.cancer.org/docroot/CRI/content/CRI_2_2_2X_What_causes_breast_cancer_5.asp?nav=cri.

Accessed May 28, 2007.

National Cancer Institute, National Institutes of Health. "Antiperspirants/Deodorants and Breast Cancer: Questions and Answers." www.cancer.gov/cancertopics/factsheet/Risk/AP-Deo.

Accessed May 28, 2007.

ACTIVITY TOOL

WYTHS

**IF A GIRL OR
WOMAN BUMPS OR
BRUISES HER
BREAST, IT CAN
TURN INTO
BREAST CANCER.**

**SLEEPING IN A BRA
— ESPECIALLY
ONE WITH AN
UNDER WIRE —
CAN CAUSE
BREAST CANCER.**

**MOST CANCEROUS
LUMPS ARE
PAINFUL.**

**HAVING BREAST
CANCER SURGERY
WILL SPREAD
CANCER TO OTHER
PARTS OF A
PERSON'S BODY.**

**IF A WOMAN IS
DIAGNOSED WITH
BREAST CANCER
WHEN SHE IS
PREGNANT, HER BABY
WILL GET
BREAST CANCER.**

ACTIVITY TOOL

FACTS

**WHEN IT COMES
TO RISK OF
BREAST CANCER,
BREAST SIZE
DOESN'T MATTER.**

**IT IS SAFE TO USE
ANTIPERSPIRANTS
OR DEODORANTS.**

**MONTHLY BREAST
SELF-EXAMS CAN
HELP YOU FIND
CHANGES IN
YOUR BREASTS.**

**IT IS IMPORTANT
TO SEE YOUR
DOCTOR IF YOU
FIND A LUMP IN
YOUR BREAST.**

**BREAST CANCER
IS EASIER TO
TREAT IF YOU FIND
IT EARLY.**

SESSION ONE SUMMARY + CLOSING

The summary and closing provides an opportunity for participants to share what they have learned in the session and to make a commitment to talk with friends and family members about breast health and breast cancer.

approximate time

5 minutes (up to 15 minutes if you are having participants complete feedback forms and/or post-tests)

learning objectives

By the end of this activity, participants will be able to:

- List one new thing they learned in today's session.
- Commit to discussing what they learned with older female relatives.

equipment + supplies

- **Optional:** Participant feedback form and/or post-test
- **Optional:** A "goody bag" for each participant with the following:
 - Susan G. Komen for the Cure Breast Self-Exam Shower Card. This is available in English, Spanish, Russian, Arabic, Chinese and Vietnamese from <http://cms.komen.org/Komen/AboutBreastCancer/Resources/BreastSelfExamShowerCard>.
 - Selected fact sheets or brochures about breast cancer
 - Pink ribbon trinkets or small pink candles
 - Female Relative's Response Form
 - Information about local breast health programs. Information about local participating organizations in the Centers for Disease Control and Prevention's National Breast and Cervical Cancer Early Detection Program can be found at <http://apps.nccd.cdc.gov/cancercontacts/nbccedp/contacts.asp>.

preparation

- **Optional:** Make one copy per student of feedback form and or post-test

instructions

- Ask for volunteers to name one new thing they learned in today's session.
- Have each student share the name of a female relative with whom she will discuss breast cancer this week.
- **Optional:** Have participants complete feedback forms and post-tests.
- Thank participants for their time and attention. Preview additional sessions if appropriate.

FOLLOW-UP SESSIONS OVERVIEW

If you plan to conduct follow-up educational sessions, you have a variety of activities from which to choose. The activities listed below are designed to build skills related to communication and screening behavior and to encourage critical thinking. Your choice of activities will depend on a number of factors, including available time and the preferences of participants and school or organization administrators.

activity	approximate time
FOLLOW-UP SESSIONS INTRODUCTION	5 minutes
FOLLOW-UP SESSIONS ACTIVITY OPTIONS (CHOOSE FROM THE OPTIONS BELOW.)	
<ul style="list-style-type: none"> • BREAST SELF-EXAMINATION DEMONSTRATION + PRACTICE 	30 minutes
<ul style="list-style-type: none"> • ROLE PLAY: TALKING ABOUT BREAST HEALTH 	30 minutes
<ul style="list-style-type: none"> • CRITICAL THINKING COLLAGE 	45 minutes
<ul style="list-style-type: none"> • BEADED NECKLACE 	20 minutes
FOLLOW-UP SESSIONS SUMMARY + CLOSING	5 minutes

Times listed above are approximate. Activities may take more or less time depending upon the facilitator and the group. (See Follow-up Optional Activities included in this guide.) You will need to make copies of the activity instructions for the optional activity you have chosen, of any Activity Tools provided, and of the introduction and summary and closing pages. If you will be having participants complete a pre-test, post-test, feedback form or assent form, you will need to allot an additional 15 minutes during the session.

equipment + supplies

Please refer to the individual activity descriptions that follow for a list of items needed for each activity. You will need copies of the pages for the activity option you have chosen, of any available Activity Tool provided for that activity, and of the introduction and summary + closing pages.

FOLLOW-UP SESSIONS INTRODUCTION

The opening for a second or additional session provides an opportunity to review the material covered in previous sessions and to preview activities to come.

approximate time

5 minutes

learning objective

Not applicable

equipment + supplies

None

preparation

None

instructions

- Welcome participants to the session.
- Ask participants to review what they learned in the last session.
- Give an overview of the activities for today's session.

FOLLOW-UP SESSIONS ACTIVITY OPTION

BREAST SELF-EXAM DEMONSTRATION + PRACTICE

This activity gives participants an opportunity to work in teams of two to develop skills in performing breast self-examination (BSE) through the use of breast models.

approximate time

30 minutes

learning objectives

By the end of this activity, participants will be able to:

- Describe the benefit of doing monthly BSE.
- Describe the steps in performing BSE.
- Demonstrate how to do BSE on a breast model.

equipment + supplies

- *Breast Health Education for Young Women* video VHS tape or DVD
- VCR or DVD player with monitor
- One breast model for each pair of participants
- One copy per student of the printable version of the Susan G. Komen for the Cure “BSE Card,” available at <http://cms.komen.org/komen/AboutBreastCancer/Resources/DownloadBSECards?ssSourceNodeId=99&ssSourceSiteId=Komen>
- One copy per student of the Activity Tool: Breast Self-Examination Practice Checklist

preparation

- Using a breast model, practice demonstrating breast self-examination while talking through the steps until you can do it smoothly and with confidence.

FOLLOW-UP SESSIONS ACTIVITY OPTION

BREAST SELF-EXAM DEMONSTRATION + PRACTICE

activity instructions

- Explain that many health organizations recommend that women become familiar with the look and feel of their breasts through monthly breast self-examination (BSE) and that this session uses guidelines from the organization Susan G. Komen for the Cure.
- Share the following information:
 - Today we're going to review part of the video we watched in our last session. This segment will remind us how BSE is done.
 - Then, I will do a demonstration on a breast model. (Show participants the breast model.)
 - Finally, everyone will have a chance to practice on a breast model.
- Show the BSE segment of the *Breast Health Education for Young Women*, video that demonstrates how to do a BSE.
- Talk through these directions for performing BSE as you demonstrate on a breast model:
 - BSE is to be done every month just as your period ends.
 - One part of the exam is done in front of the mirror, so you can look for changes in the shape, size, or appearance of your breasts. You can also look for dimpling, a rash, puckering of the skin or nipple, nipple discharge, or any change from the normal.
 - Look at your breasts in the mirror in each of these positions:
 - Hold your arms at your sides.
 - Hold your arms over your head.
 - Press your hands on your hips to tighten your chest muscles.
 - Bend forward with your hands on your hips.

FOLLOW-UP SESSIONS ACTIVITY OPTION

BREAST SELF-EXAM DEMONSTRATION + PRACTICE

activity instructions continued

- The other part of the exam is done lying down. In this part of the exam, you are feeling for a hard lump, thickening, or any change in your breast tissue.
 - Lie down on your back with a pillow under your right shoulder.
 - Use the pads — not the tips — of the three middle fingers on your left hand to feel for lumps in the right breast. (Show participants the difference between the pads and tips of your fingers.)
 - Press using light, medium and firm pressure in a circular motion.
 - Follow in an up-and-down pattern without picking up your fingers.
 - Feel for changes in your breast, above and below your collarbone and in your armpit area. Believe it or not, there is breast tissue in your armpit!
 - Repeat on your left breast using your right hand.
- Report any changes you feel or see in your breasts to your doctor or other health care provider.
- Answer any questions participants may have.
- Explain to participants that they will now have a chance to practice on breast models in pairs.
- Distribute copies of the Activity Tool: “Breast Self-Examination Checklist” and give the following directions:
 - You have 10 minutes to work in teams of two.
 - One person will do the first practice exam while the other uses a checklist to observe.
 - There are ___(number of) lumps in each breast model. See how many you can find during your turn.

FOLLOW-UP SESSIONS ACTIVITY OPTION

BREAST SELF-EXAM DEMONSTRATION + PRACTICE

activity instructions continued

- The observer will check off an item when she sees her partner doing that item correctly.
- The observer will give feedback to the person who is practicing.
- Explain the following about feedback:
 - The point of feedback is to help each other do a good job.
 - The observer will tell her partner all of the things that she did right during her practice.
 - Then, the observer can remind her partner in a nice, supportive way about any things on the checklist that she forgot to do.
- Say that each person will have a chance to practice with the model twice.
- Divide participants into pairs and ask them to start their practices.
- Circulate among participants, giving feedback and answering questions as needed.
- After five minutes, tell participants that it is time to switch roles: observers should now start their practice if they haven't already.
- After another five minutes, bring the whole group back together and lead a follow-up discussion using the following questions:
 - What was easy about the practice?
 - What was hard about it?
 - What can you do to help each other remember to do your monthly breast self-exam?

FOLLOW-UP SESSIONS ACTIVITY OPTION

BREAST SELF-EXAM DEMONSTRATION + PRACTICE

activity instructions continued

- If participants don't suggest it themselves, ask them to buddy up and agree to remind each other to do their breast self-examination each month.
- Underscore that BSE is most effective if it's done monthly. Be sure that the discussion makes these points:
 - According to Susan G. Komen for the Cure, breast self-examination is a screening method that is intended to find tumors early, particularly those that develop between annual mammograms and clinical breast exams. By doing breast self-examinations once a month, you can become familiar with the way your breasts look and feel normally and may be able to recognize changes such as thickening, lumps, spontaneous nipple discharge, or skin changes, such as dimpling or puckering.
 - Susan G. Komen for the Cure recommends a three-step approach to breast cancer screening:
 - Have a mammogram every year starting at age 40.
 - Have a clinical breast exam by a health care professional at least every three years starting at age 20 and every year after 40.
 - Practice monthly breast self-examinations starting by age 20.

references

Susan G. Komen for the Cure. "Early Detection and Screening: Breast Self-Exam."
<http://cms.komen.org/komen/AboutBreastCancer/EarlyDetectionScreening/EDS3-3-3?ssSourceNodeId=292&ssSourceSiteId=Komen>. Accessed May 28, 2007.

Susan G. Komen for the Cure. "Steps to Breast Self-Examination."
<http://cms.komen.org/Komen/AboutBreastCancer/Resources/DownloadBSECards?ssSourceNodeId=538&ssSourceSiteId=Komen>. Accessed May 28, 2007.

ACTIVITY TOOL

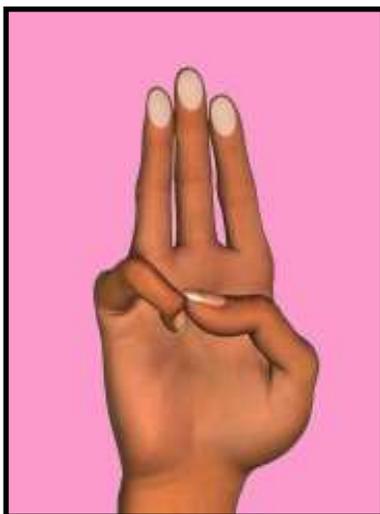
BREAST SELF-EXAMINATION PRACTICE CHECKLIST

student 1 student 2

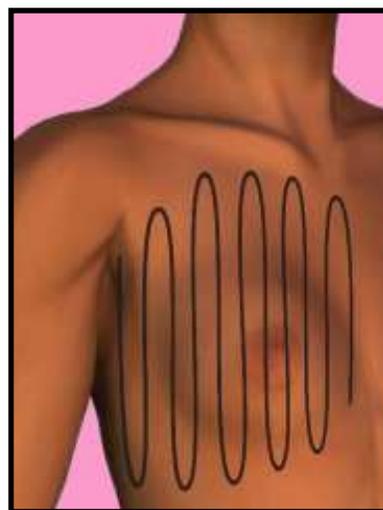
NAME		

Using the breast models to practice, check off each item as your partner performs it correctly.

- | | | |
|--|--------------------------|--------------------------|
| Uses the finger pads — not the tips — of her three middle fingers. | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses circular motions of the finger pads to feel the breast model. | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses three different levels of pressure to feel all the breast tissue. | <input type="checkbox"/> | <input type="checkbox"/> |
| Slides fingers instead of picking them up. | <input type="checkbox"/> | <input type="checkbox"/> |
| Moves around the breast in an up-and-down pattern. | <input type="checkbox"/> | <input type="checkbox"/> |
| Covers whole breast model. | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of lumps in the model found (fill in number) | _____ | _____ |



Uses the finger pads — not the tips — of her three middle fingers



Moves around the breast in an up-and-down pattern.

FOLLOW-UP SESSIONS ACTIVITY OPTION

ROLE PLAY: TALKING ABOUT BREAST HEALTH

This role play will help participants build skills in talking about breast health and breast cancer with doctors, friends and relatives.

approximate time

30 minutes

learning objectives

By the end of this activity, participants will be able to:

- List tips for talking with others about breast health.
- Engage in role play about breast health.

equipment + supplies

- VCR or DVD player and monitor
- The *Breast Health Education for Young Women* video VHS tape or DVD
- Prepared Activity Tool: Role-Play Scenarios slips
- Container for drawing role-play scenarios
- A chalkboard, whiteboard or easel pad
- Chalk, dry-erase markers or chart pad markers (depending on what you will be writing on)

preparation

- Review the Role-Play Tips on the following page and think about how to incorporate them into this activity.
- Photocopy the Activity Tool: Role-Play Scenarios in this guide. Select the scenarios you wish to use and cut each out separately, then put them in a container for a drawing.
- Choose a scenario that you will use as a demonstration.
- Recruit a volunteer for the role-play demonstration and explain to her the role she will be playing.

FOLLOW-UP SESSIONS ACTIVITY OPTION

ROLE PLAY: TALKING ABOUT BREAST HEALTH

role-play tips

- Create a safe climate for the role play by setting ground rules.
- Give clear, detailed instructions before putting participants into roles.
- Set aside a special place in the room for people to do their role plays. This helps emphasize when participants are — and are not — in role.
- Give participants a chance to ask questions before starting their role plays.
- Have participants switch roles so that each person gets to play both parts.
- Circulate and listen carefully during the role play.
- If participants slip out of roles, help them get back into roles. Gently remind them that this is a chance to act like someone else and they will have a chance to talk about their experiences after the role play is over.
- Release participants from their roles.
- Use open-ended questions to encourage participants to share their experiences in the role play.

*Based on American National Red Cross. *Basic HIV/AIDS Program: Prevention Skills Guide for Training Instructors*. Falls Church, VA: American National Red Cross, 1997

activity instructions

- Replay the segment of the *Breast Health Education for Young Women* video that shows a young woman talking with her doctor.
- Lead a brief discussion about the video segment. Record participants' responses to these questions:
 - What challenges did the young woman in the video face in talking with her doctor?
 - What did she do to help get her point across?
 - What else could she have done in that situation?
- Explain that the next activity will give participants a chance to practice what it might be like to have a one-on-one conversation with someone else about breast health.

FOLLOW-UP SESSIONS ACTIVITY OPTION

ROLE PLAY: TALKING ABOUT BREAST HEALTH

activity instructions continued

- The other person might be a doctor, a friend or a female relative.
- It can be embarrassing and can make people nervous to talk about breast health.
- That's why it's important to practice what you may say ahead of time. That way, you may feel less nervous and embarrassed when you have a conversation about breast health.
- Create a brief role play of the scenario you chose to demonstrate with the pre-selected volunteer, using two chairs in the center of the room.
 - As the facilitator, you will first play the young woman, and the volunteer will play the doctor, friend or relative.
- Debrief the role play by asking the following questions:
 - What did I say that helped me get my point across?
 - What else could I have said in this situation?
- Ask for the participants' ideas about what you did effectively and what you might have done better. Record their ideas.
- Switch roles and repeat the role play with the same scenario. Debrief the role play, this time asking the questions above about the volunteer's performance.
- Have someone draw a new scenario from the container and read it aloud.
- Ask for two more volunteers to role-play. Repeat the role-play process with as many pairs and as many scenarios as time allows:
 - One plays the young woman and the other the doctor, friend or relative.
 - Debrief the role play, getting feedback from the rest of the group.
 - Have the volunteers switch roles.
 - Debrief again.

FOLLOW-UP SESSIONS ACTIVITY OPTION

ROLE PLAY: TALKING ABOUT BREAST HEALTH

activity instructions continued

- Lead a discussion using the following questions:
- How will this practice help you talk with others about breast health?
 - Who wants to make a commitment to talk with someone about breast health?
 - Who will it be?
 - What message do you want to get across to her or him?
- Review the list of participants' ideas for talking about breast health and encourage them to use the strategies with doctors, friends or relatives.*

***Note to facilitator:** You may want to ask for a student volunteer to write or type the list of ideas and have copies for participants made in the school or organization office.

ACTIVITY TOOL: **ROLE-PLAY SCENARIOS**



<p>Your grandmother and aunt both had breast cancer. You want to ask your doctor if you're at risk and what you can do to stay healthy.</p>	<p>You just did your first breast self-exam and your breasts felt lumpy to you. You want to ask your doctor about whether that's normal or not.</p>
<p>Your friend Yolanda just said that she doesn't have to think about breast cancer because she has small breasts. You want to set her straight.</p>	<p>Your friend Alicia is afraid to use deodorant because she thinks it causes breast cancer. You explain the facts to her.</p>
<p>Your friend Sonia tells you she's had a lump in her breast for about two months. She thinks it will go away on its own.</p>	<p>Your grandmother won't let you play sports because she thinks that if you bump your breast it will turn into breast cancer. You really want to play soccer, so you decide to talk to her.</p>
<p>Your mother is 50 and you know she's never had a mammogram. You want to explain to her why it's so important to get a mammogram every year</p>	<p>Your aunt says that she doesn't want a doctor touching her "boobies." You want to explain to her why it's so important for her to have a clinical breast exam.</p>
<p>You're not sure how hard you have to press to do a breast self-exam. You want to ask your doctor, but you're nervous and embarrassed.</p>	<p>You're not sure how hard you have to press to do a breast self-exam. You want to ask your doctor, but you're nervous and embarrassed.</p>

FOLLOW-UP SESSIONS ACTIVITY OPTION

CRITICAL THINKING COLLAGE

This art project encourages critical thinking about how the media affect how girls and women feel about their bodies and how comfortable they are talking about breast health.

approximate time

45 minutes

learning objective

By the end of this activity, participants will be able to describe the relationship between media images and their own comfort level with thinking and talking about breast health and participating in screening.

equipment + supplies

- Glue
- Culturally and age-appropriate magazines
- One sheet of poster board for every four participants
- One pair of scissors for every four participants
- Enough markers or crayons and regular glue or glitter glue for small groups of four

preparation

- Collect culturally and age-appropriate magazines (e.g., teen, fashion, entertainment, or fitness magazines) that contain pictures of women and girls.
- Collect the poster board, scissors, crayons or markers, and glue.
- Decide how to divide the class into groups of four.

FOLLOW-UP SESSIONS ACTIVITY OPTION

CRITICAL THINKING COLLAGE

activity instructions

- Tell participants that they are going to complete an art project that will get them thinking and talking about the media.
- Give the following instructions:
 - Participants will work in small groups to create collages from magazine pictures that show girls and women.
 - You can use the materials (scissors, markers/crayons, glue/glitter glue) provided.
 - You will have 20 minutes to create your collages.
 - You will be sharing and discussing your collages with the rest of the class.
- Divide participants into groups of four and allow 20 minutes for small-group work.
- Bring the class back together and have each group present its collage.
- Lead a discussion using the following questions:
 - What do the pictures say about girls and women?
 - What do these pictures have in common?
 - How do you think growing up with images like these all around you affects how you feel about your body and your breasts?
 - How do these images affect our willingness to talk about our breasts and about breast health and breast cancer?
- Reiterate any themes that came out during the discussion.

FOLLOW-UP SESSIONS ACTIVITY OPTION

CRITICAL THINKING COLLAGE

activity instructions continued

- Emphasize the following points:
 - Images like the ones we saw today are all around us. Images of female bodies are everywhere. Women — and our body parts — sell everything from food to cars.
 - Even if we don't realize it, these images affect the way we think and feel about our bodies and ourselves.
 - Breasts are featured in a lot of pictures and images all around us — in a sexy way. We don't have many chances to talk about our breasts and what we can do to keep them healthy in a more matter-of-fact way.
 - You hope that this session provided an opportunity to move beyond the pictures. You hope the session helped the participants talk more openly and honestly about what girls and women can do to keep their breasts healthy.

FOLLOW-UP SESSIONS ACTIVITY OPTION

BEADED NECKLACE

Creating beaded necklaces provides a tangible, tactile way for participants to learn about the value of breast cancer screening and early detection.

approximate time

20 minutes if kits are used; more time will be needed for both shaping and drying the clay if students make their own beads.

learning objectives

By the end of this activity, participants will be able to:

- Create a tool to use in talking about the importance of breast cancer screening with friends and relatives.
- List the screening methods that are most likely to find breast lumps when they are small.

equipment + supplies

- Beaded necklace kits (See below for ordering information.)
- One copy of the Activity Tool: Breast Lump Size Chart for each student

If you would rather have participants make their own beads, you will need the following materials:

- String
- Straightened paper clips
- Air-drying clay in different colors
- One copy of the Activity Tool: Breast Lump Size Chart for each student

preparation

- Order beaded necklace kits (one per student) from:
 - The North Carolina Breast Cancer Screening Program at 919/966-7971 or at bcsp@unc.edu.
- If you are making beads from scratch, see Equipment + Supplies above. Participants will use air-drying clay to make beads of the different sizes shown on the Activity Tool: Breast Lump Size Chart. They will poke a hole through each bead with a straightened paper clip. After allowing the beads to dry, they can string them to make a necklace, bracelet or anklet.
- Make photocopies of the Activity Tool: Breast Lump Size Chart tool in this guide (one copy for each student).

FOLLOW-UP SESSIONS ACTIVITY OPTION

BEADED NECKLACE

activity instructions

- Tell participants that the next activity is going to give them a really good idea of how effective breast cancer screening methods — breast self-examination, clinical breast exam and mammograms — can be in detecting small breast lumps.
- Distribute the Activity Tool: Breast Lump Size Chart. Go over it with participants, starting with the smallest lump and looking at the corresponding beads from the bead kit or at the home-made beads:
 - The largest lump is one that might be found by accident by a woman who rarely examines her breasts.
 - The average woman who occasionally performs breast self-examination can find the second largest lump.
 - The average woman who does breast self-examination every month can find the next smallest sized lump.
 - The average doctor or other clinician can find the next smallest sized lump during a clinical breast exam.
 - The next smallest sized lump is likely to be found at a woman's first mammogram.
 - The smallest sized lump can be found by having a mammogram every one to two years.
- Lead a discussion using the following questions:
 - What does this chart tell you about the importance of regular screening?
 - Why is it important to find a lump early, when it's still small?

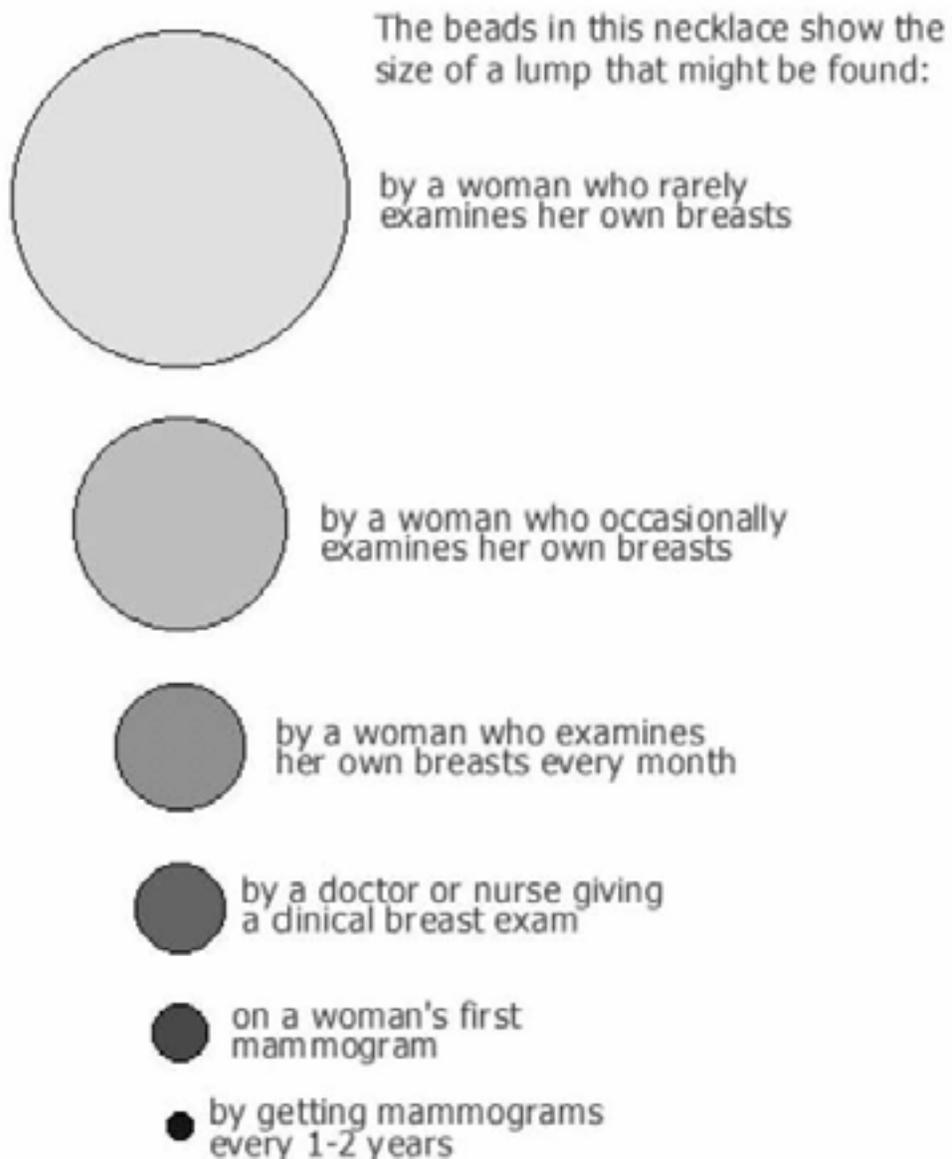
FOLLOW-UP SESSIONS ACTIVITY OPTION

BEADED NECKLACE

activity instructions continued

- Emphasize the following information:
 - Regular screening, including breast self-examinations, clinical breast exams after age 20 and mammograms after age 40 can help detect breast cancer early.
 - Early detection means a better chance of successful treatment.
- Bring the group back together and review the bead sizes with the help of the chart.
- Lead a brief closing discussion using the following questions:
 - What did you learn through this activity?
 - How can you use your new jewelry and the chart to educate your friends and family members about the importance of breast cancer screening?

ACTIVITY TOOL: BREAST LUMP SIZE CHART



Copyright 1996. The University of North Carolina at Chapel Hill and Washington University. Used with permission.

FOLLOW-UP SESSIONS SUMMARY + CLOSING

The summary and closing provide an opportunity for participants to commit to doing something different as a result of what they have learned.

approximate time

5 minutes (up to 15 minutes if you are having participants complete feedback forms and/or post-tests)

learning objectives

By the end of this activity, participants will be able to:

- List one thing they will do differently as a result of what they have learned about breast health.
- Commit to talking with an older female relative about what they have learned.

equipment + supplies

- **Optional:** Participant feedback form and/or post-test

preparation

- **Optional:** Make one copy per student of participant feedback form and/or post-test.

instructions

- Lead a brief discussion using the following questions:
 - What did you learn through today's session?
 - What will you do differently as a result of what you have learned?
 - Which female relatives will you talk with about what you have learned?
What will you tell them?
- **Optional:** Have participants complete feedback forms and/or post-tests.
- Thank participants for their time and attention.

RESOURCES

This section contains information resources and extension activities to be used in conjunction with the *Breast Health Education for Young Women* program. They include:

- **Glossary** — Definitions of some common words related to breast health and breast cancer.
- **Frequently Asked Questions** — Answers to commonly asked questions that facilitators may have about breast health and breast cancer.
- **Extension Activities** — Activities that may be used by teachers to extend learning and further investigate selected topics.

RESOURCES **GLOSSARY**

benign — A word to describe a tumor that is not cancerous.

breast self-examination or breast self-exam (BSE) — A woman’s exam of her breasts to check for lumps or other changes.

cancer — A disease in which abnormal cells divide without control.

chemotherapy — A treatment with drugs to kill cancer cells.

clinical breast examination (CBE) — An exam of the breasts performed by a health care professional to check for lumps or other changes.

hormonal therapy — A treatment that adds, blocks or removes hormones. For certain conditions, such as menopause, hormones are given to adjust low hormone levels. To slow or stop the growth of certain cancers, such as prostate and breast cancer, synthetic hormones or other drugs may be given to block the body’s natural hormones. Sometimes surgery is needed to remove the gland that makes a certain hormone. (Also called hormone therapy, hormone treatment or endocrine therapy.)

incidence — The number of new cases of a disease diagnosed each year.

lumpectomy — Surgery to remove a cancerous tumor (“lump”) and a small amount of normal tissue around it.

lymph node or lymph gland — A rounded mass of lymphatic tissue that is surrounded by a capsule of connective tissue. Lymph nodes filter lymphatic fluid called lymph and store white blood cells called lymphocytes. They are located along lymphatic vessels.

malignant — A word to describe a tumor that is cancerous.

mammogram — An x-ray of the breast. Yearly mammograms are recommended for women age 40 and older.

mastectomy — Surgery used to remove a breast — or as much of the breast tissue as possible.

metastasis — The spread of cancer from one part of the body to another. A tumor formed by cells that have spread is called a “metastatic tumor” or a “metastasis.” The metastatic tumor contains cells that are like those in the original (primary) tumor.

radiation therapy — The use of high-energy radiation from x-rays, gamma rays, neutrons and other sources to kill cancer cells and shrink tumors. Radiation may come from a machine outside the body (external-beam radiation therapy), or it may come from radioactive material placed in the body near cancer cells (internal radiation therapy, implant radiation or brachytherapy). Systemic radiation therapy uses a radioactive substance, such as a radiolabeled monoclonal antibody, that circulates throughout the body. (Also called radiotherapy.)

risk factor — Something that may increase the chance of developing a disease. Some examples of risk factors for cancer include age, a family history of certain cancers, use of tobacco products, certain eating habits, obesity, lack of exercise and exposure to radiation or other cancer-causing agents.

tumor — An abnormal mass of tissue that results when cells grow and divide without control.

RESOURCES **FREQUENTLY ASKED QUESTIONS**

q. If a girl or woman bumps or bruises her breast, will it turn into breast cancer?

a. No. Abnormal cells that grow out of control cause breast cancer. Bumps and bruises on someone's breast do not cause breast cancer.

q. Does sleeping in a bra cause breast cancer?

a. No. Abnormal cells that grow out of control cause breast cancer. Sleeping in a bra does not cause breast cancer.

q. Are cancerous lumps painful?

a. No. Most breast cancer lumps do not hurt.

q. Is a woman at risk for developing breast cancer even if no one in her family has had it?

a. Yes. Having a close relative such as a mother, sister or daughter with breast cancer increases a woman's risk of getting breast cancer; however, only 5 to 10 percent of women with breast cancer have a close relative with breast cancer. This means that most women with breast cancer do not have a close relative with it.

q. How often should a woman get a mammogram?

a. A woman age 40 or older should have a mammogram (an x-ray of the breast) every year unless a health care professional advises her to have one at a younger age or more often (because of a family history or a problem).

q. How often should a woman examine her breasts?

a. A woman should examine her breasts every month. Some experts suggest that a woman do this seven to 10 days after the first day of her period (when her breasts are least likely to be tender). If a woman does not have a regular menstrual cycle, she can choose a day of the month to perform the exam.

q. Can surgery for breast cancer spread cancer to other parts of someone's body?

a. No. Cancer does not spread through the air or during surgery.

q. I've heard that if a woman is diagnosed with breast cancer when she's pregnant, her baby will get breast cancer. Is this true?

a. No, this is a myth. However, having a close relative such as a mother, sister or daughter with breast cancer increases a woman's risk of getting breast cancer. It doesn't matter when the relative was diagnosed, even if it was during a pregnancy. It is important to remember that only 5 to 10 percent of women with breast cancer have a close relative with breast cancer. This means that most women with breast cancer do not have a close relative with it.

q. Are women with larger breasts at a higher risk for breast cancer than women with smaller breasts?

a. No. Breast size or shape has nothing at all to do with a woman's risk of breast cancer.

q. Is it safe to use antiperspirants or deodorants?

a. There have been many rumors about the use of antiperspirants or deodorants increasing a woman's risk of getting breast cancer. There is no scientific proof that this is true.

q. Does having an abortion increase a woman's risk for getting breast cancer?

a. There is no scientific evidence to show that having an abortion makes a woman more likely to develop breast cancer.

q. Where can I find out more information?

a. Several organizations provide information about breast health and breast cancer. They include:

Susan G. Komen for the Cure: www.komen.org

American Cancer Society: www.cancer.org

The National Cancer Institute/ National Institutes of Health: www.cancer.gov

Prevent Cancer Foundation: <http://www.preventcancer.org/>

RESOURCES **EXTENSION ACTIVITIES**

Listed below are a selection of activities that teachers may use to extend learning about breast health, breast cancer and other health topics. Descriptions are purposely general so that teachers can tailor them to the needs and interests of students and local or state content standards.

activity	subject(s)
Write a letter to a female family member explaining what she can do to help keep her breasts healthy.	health language arts science
Research a famous person who has had breast cancer and write a report and/or develop a presentation for the class.	language arts social studies technology
Research another health issue; write a report and/or develop a presentation for the class.	language arts social studies technology
Develop a breast cancer awareness campaign for other students using one or more of the following elements: <ul style="list-style-type: none"> ● Skit or play ● Song ● Posters ● Video 	language arts social studies technology music art

SAMPLE FORMS

This section contains sample resources to be used in conjunction with the *Breast Health Education for Young Women* program. Many of these resources were originally developed for *Project Early Awareness* (PEA) in Washington, D.C. Users of this facilitator's guide may adapt these resources to meet their needs.

- Sample Superintendent/Principal Letter — This letter may be sent to a school system superintendent to introduce the *Breast Health Education for Young Women* program. It may also be used with individual school principals. In addition, it may also be adapted for use with organizations other than schools. *
- Sample Parent or Guardian Assent Letter — This letter may be sent home to inform parents or guardians about upcoming *Breast Health Education for Young Women* sessions and used in conjunction with the Assent Form. *
- Sample Student Assent Form — The assent form may be used in situations in which parental or guardian consent is not required for participation in the *Breast Health Education for Young Women* program. Through the use of this form, participants acknowledge that their parents or guardians have been informed about the program and have given them permission to participate. *
- Sample Pre-Test and Pre-Test Answer Key — The optional pre-test may be administered before *Breast Health Education for Young Women* sessions to assess participants' initial understanding of breast cancer facts. *
- Sample Post-Test and Post-Test Answer Key — The optional post-test, which contains most of the pre-test questions but listed in a different order, may be used in conjunction with the pre-test to assess changes in knowledge as a result of *Breast Health Education for Young Women* sessions. *
- Sample Participant Feedback Form — The feedback form provides an opportunity for participants to provide feedback (their likes and dislikes) about the *Breast Health Education for Young Women* sessions. *
- Female Relative's Response Form — This form may be used to assess the impact of *Breast Health Education for Young Women* on participants' female relatives. *

***Note to facilitator:** Electronic versions of the letters, forms, and tests may be downloaded from www.preventcancer.org. Go to "Education" and click on "Materials." These may be adapted to fit your program's needs.

SAMPLE FORMS SUPERINTENDENT/PRINCIPAL LETTER

This letter was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this letter to meet their needs.

Date

Dear _____:

In 2001, the Howard University Cancer Center received funding from the Prevent Cancer Foundation to develop Project Early Awareness: A Breast Health Education Program for High School Girls. Today the program exists in 16 Washington, D.C., public high schools, where it is currently offered to 10th, 11th and 12th grade girls.

Early education and other new strategies are needed to combat the high breast cancer mortality rate in the nation's capital, which has the highest death rate from breast cancer in the U.S. I am asking your permission to offer Project Early Awareness in your high school. Through this important educational program, the girls will learn good breast health habits (e.g., breast self-examination). It will also help to dispel myths and fears that prevent women from being screened for breast cancer at the appropriate age.

In addition to being trained to examine their breasts, the girls are provided with packets of information to take home to their mothers and other female relatives. These take-home packets will contain breast health education information, information about free screening programs in the community and brochures to aid in dispelling myths and reducing fears about breast cancer.

Boys are also given information on colon, lung, prostate, testicular and breast cancer in a separate classroom. Because the goal of the program is to increase breast health awareness and ultimately to reduce breast cancer morbidity in the nation's capital, the boys will also be provided take-home packets about breast cancer to share with their mothers.

Your support for this project is appreciated.

I can be reached at (phone number) should you have questions or concerns.

Sincerely,

Name

Title

SAMPLE FORMS PARENT/GUARDIAN ASSENT LETTER

This letter was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this letter to meet their needs.

Date

Dear Parent or Guardian:

Your teenage daughter is being offered a classroom session on breast health and breast cancer topics including information about conducting breast self-examination, assessing risks for breast cancer, having mammograms and understanding myths and facts about breast cancer.

This important information will be provided as part of the *Project Early Awareness* program, which is designed to educate 10th, 11th and 12th grade girls in Washington, D.C., where women die from breast cancer at a high rate. Women with breast cancer are more likely to die if it is found late, when the lump is big or when the breast cancer has spread to other parts of the body. Women are much more likely to survive the disease when breast cancer is found early. This program will help students understand breast cancer and learn how to examine their breasts to detect anything that does not feel normal. Also, the girls will be given take-home packages for their mothers and other female relatives to provide them with information on local mammography programs and to help dispel myths and fears about breast cancer and mammograms.

There are no anticipated risks in the program. There is an unlikely risk that your child may experience some anxiety or fear about her own breasts after the session. The girls will be instructed during a regular class, depending on which class is considered appropriate by your daughter's high school. Classes generally last between 45 and 60 minutes. Most likely, the breast health session will be held during a gym (physical education), health or English class. The girls will be given a test before and after the breast health education class. The pre-test will be given as the class begins. The post-test will be given during the last 15 minutes of the class. A breast cancer survivor and health educator will teach the girls about breast cancer risks. An instructional video for teenage girls on how to perform breast self-examination to find lumps will also be shown. A breast model will be used to demonstrate the technique and to teach girls how to conduct the breast self-examination. Brochures about breast health, a breast self-examination card and small token gifts will be given to each girl. Your daughter will not be graded for this session. It will in no way affect her high school graduation.

SAMPLE FORMS PARENT/GUARDIAN ASSENT LETTER CONTINUED

By educating girls at a young age, *Project Early Awareness* will serve to instill them with good breast health habits (e.g., breast self-examination). It will help keep them from believing in myths and fears about breast cancer, which may in turn keep them from getting mammograms when they are older.

You can be assured that information collected on this project will not be linked to individual students. The pre- and post-tests that your child will take will use code numbers that identify only the school, not the individual girl.

Your teenage girl will not receive any money for participating in the breast health sessions. She may however receive small token gifts, donated by the Howard University Cancer Center or other organizations.

By agreeing to have your teenage daughter participate in the program, it is understood that she is free to withdraw consent and not participate in the session without jeopardizing her relationship with (name of high school) or Howard University.

The Howard University Cancer Center and the Howard University Institutional Review Board will be the only university departments that have access to the completed pre- and post-tests given to the girls or to any information collected on the school breast health program.

To address comments or questions, please contact (name) at (phone number) or (email address).

Sincerely,

Name

Title

SAMPLE FORMS **STUDENT ASSENT FORM**

This form was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this form to meet their needs.

Informed Assent Form for Minors

Howard University

Washington, D.C., 20059

I, _____, have been informed that my parent(s) or guardian(s) have given permission for me to participate in a study about breast health, which includes learning about risks for breast cancer, learning breast self-examination and taking a test before and after the breast health sessions under the direction of the Howard University Cancer Center, which is the institution in charge.

My participation in this project is voluntary and I have been told that I may stop at any time without affecting my relationship with Howard University or [name of high school]. Also, if I choose not to participate, it will not affect my grade in any way.

Signature

Date

SAMPLE FORMS PRE-TEST

This test was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this test to meet their needs.

ID # _____

Today's Date: _____

Mark the answer you think is correct for each question or statement.

1. A woman's chance of getting breast cancer increases as she gets older.

True
 False
 I don't know

2. Women with large breasts are more likely to get cancer than women with small breasts.

True
 False
 I don't know

3. Bruising, bumping or injuring the breast can cause breast cancer.

True
 False
 I don't know

4. If no one in a woman's family has had breast cancer, she is not at risk for getting the disease.

True
 False
 I don't know

5. Having your first menstrual period before age 12 increases the chance of getting breast cancer.

True
 False
 I don't know

6. Women 40 and older should have a mammogram (x-ray of the breast) every year.

True
 False
 I don't know

7. An important part of breast self-examination is looking at your breasts in the mirror.

True
 False
 I don't know

8. Breast self-examination includes feeling for lumps under your arm.

True
 False
 I don't know

9. Breast self-examination should be performed:

Lying down only
 Standing up only
 Lying down and standing up
 Other (please specify): _____
 I don't know

10. When performing breast self-examination, a woman should use:

The pads of her fingers
 The tips of her fingers
 Other (please specify): _____
 I don't know

11. When performing breast self-examination, a woman should use:

The hand opposite the breast she is examining
 The hand on the same side as the breast she is examining
 I don't know

12. How often should a woman perform breast self-examination?

Once a week
 Once a month
 Every six months
 Other (please specify): _____
 I don't know

SAMPLE FORMS PRE-TEST CONTINUED

<p>13. I know how to perform breast self-examination.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly agree<input type="checkbox"/> Agree<input type="checkbox"/> Unsure<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly disagree	<p>19. My friends believe that breast self-examination is good.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly agree<input type="checkbox"/> Agree<input type="checkbox"/> Unsure<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly disagree
<p>14. I am confident that I can perform breast self-examination correctly.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly agree<input type="checkbox"/> Agree<input type="checkbox"/> Unsure<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly disagree	<p>20. Do you know anyone who has ever had breast cancer? (Please check all that apply.)</p> <ul style="list-style-type: none"><input type="checkbox"/> Mother<input type="checkbox"/> Grandmother<input type="checkbox"/> Sister<input type="checkbox"/> Aunt<input type="checkbox"/> Cousin<input type="checkbox"/> Friend<input type="checkbox"/> Other (please specify): _____<input type="checkbox"/> No one<input type="checkbox"/> I don't know
<p>15. I am sure of the steps to follow for doing breast self-examination.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly agree<input type="checkbox"/> Agree<input type="checkbox"/> Unsure<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly disagree	<p>21. Have you ever performed breast self-examination? (If no, skip to question 24.)</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> I don't know
<p>16. Has a health care professional (doctor, nurse, physician assistant) ever recommended that you perform breast self-examination?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> I don't know	<p>22. About how often do you perform breast self-examination?</p> <ul style="list-style-type: none"><input type="checkbox"/> More than once a month<input type="checkbox"/> Once a month<input type="checkbox"/> Every two months<input type="checkbox"/> More than every two months<input type="checkbox"/> Never<input type="checkbox"/> I don't know
<p>17. Has a family member or friend ever recommended that you perform breast self-examination?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No<input type="checkbox"/> I don't know	<p>23. What is your age? _____</p>
<p>18. My family approves of my performing breast self-examination.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly agree<input type="checkbox"/> Agree<input type="checkbox"/> Unsure<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly disagree	<p>24. What is your racial/ethnic background?</p> <ul style="list-style-type: none"><input type="checkbox"/> Black/African American<input type="checkbox"/> White/Caucasian<input type="checkbox"/> Latina/Hispanic<input type="checkbox"/> Asian/Pacific Islander<input type="checkbox"/> American Indian/Alaska Native<input type="checkbox"/> Other (please specify): _____

SAMPLE FORMS PRE-TEST KEY

This test was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this test to meet their needs.

ID # _____

Today's Date: _____

Mark the answer you think is correct for each question or statement.

Correct answers are shown in bold below.

1. A woman's chance of getting breast cancer increases as she gets older.

True
 False
 I don't know

2. Women with large breasts are more likely to get cancer than women with small breasts.

True
 False
 I don't know

3. Bruising, bumping, or injuring the breast can cause breast cancer.

True
 False
 I don't know

4. If no one in a woman's family has had breast cancer, she is not at risk for getting the disease.

True
 False
 I don't know

5. Having your first menstrual period before age 12 increases the chance of getting breast cancer.

True
 False
 I don't know

6. Women 40 and older should have a mammogram (x-ray of the breast) every year.

True
 False
 I don't know

7. An important part of breast self-examination is looking at your breasts in the mirror.

True
 False
 I don't know

8. Breast self-examination includes feeling for lumps under your arm.

True
 False
 I don't know

9. Breast self-examination should be performed:

Lying down only
 Standing up only
 Lying down and standing up
 Other (please specify): _____
 I don't know

10. When performing breast self-examination, a woman should use:

The pads of her fingers
 The tips of her fingers
 Other (please specify): _____
 I don't know

11. When performing breast self-examination, a woman should use:

The hand opposite the breast she is examining.
 The hand on the same side as the breast she is examining.
 I don't know

12. How often should a woman perform breast self-examination?

Once a week
 Once a month
 Every six months
 Other (please specify): _____
 I don't know

SAMPLE FORMS PRE-TEST KEY CONTINUED

13. I know how to perform breast self-examination. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

14. I am confident that I can perform breast self-examination correctly. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

15. I am sure of the steps to follow for doing breast self-examination. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

16. Has a health professional (doctor, nurse, physician assistant) ever recommended that you perform breast self-examination? **Answers will vary.**

- Yes
- No
- I don't know

17. Has a family member or friend ever recommended that you perform breast self-examination? **Answers will vary.**

- Yes
- No
- I don't know

18. My family approves of my performing breast self-examination. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

19. My friends believe that breast self-examination is good. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

20. Do you know anyone who has ever had breast cancer? (Please check all that apply.) **Answers will vary.**

- Mother
- Grandmother
- Sister
- Aunt
- Cousin
- Friend
- Other (please specify):

- No one
- I don't know

21. Have you ever performed breast self-examination? (If no, skip to question 24.) **Answers will vary.**

- Yes
- No
- I don't know

22. About how often do you perform breast self-examination? **Answers will vary.**

- More than once a month
- Once a month
- Every two months
- More than every two months
- Never
- I don't know

23. What is your age? **Answers will vary.**

24. What is your racial/ethnic background? **Answers will vary.**

- Black/African American
- White/Caucasian
- Latina/Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Other (please specify):

SAMPLE FORMS POST-TEST

This test was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this test to meet their needs.

ID # _____

Today's Date: _____

Mark the answer you think is correct for each question or statement.

1. Bruising, bumping or injuring the breast can cause breast cancer.

- True
- False
- I don't know

2. Breast self-examination includes feeling for lumps under your arm.

- True
- False
- I don't know

3. As a woman gets older, her chances of getting breast cancer increase.

- True
- False
- I don't know

4. Having your first menstrual period before age 12 increases the chance of getting breast cancer.

- True
- False
- I don't know

5. Women with large breasts are more likely to get cancer than women with small breasts.

- True
- False
- I don't know

6. If no one in a woman's family has had breast cancer, she is not at risk for getting the disease.

- True
- False
- I don't know

7. Women 40 and older should have a mammogram (x-ray of the breast) every year.

- True
- False
- I don't know

8. An important part of breast self-examination is looking at your breasts in the mirror.

- True
- False
- I don't know

9. When performing breast self-examination, a woman should use:

- The hand opposite the breast that she is examining
- The hand on the same side as the breast that she is examining
- I don't know

10. When performing breast self-examination, a woman should use:

- The pads of her fingers
- The tips of her fingers
- Other (please specify): _____
- I don't know

11. Breast self-examination should be performed:

- Lying down only
- Standing up only
- Lying down and standing up
- Other (please specify): _____
- I don't know

12. How often should a woman perform breast self-examination?

- Once a week
- Once a month
- Every six months
- Other (please specify): _____
- I don't know

13. I am sure of the steps to follow for doing breast self-examination.

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

14. I know how to perform breast self-examination.

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

15. I am confident that I can perform breast self-examination correctly.

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

SAMPLE FORMS **POST-TEST KEY**

This test was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this test to meet their needs.

ID # _____

Today's Date: _____

Mark the answer you think is correct for each question or statement.

Correct answers are shown in bold below.

1. Bruising, bumping or injuring the breast can cause breast cancer.

- True
- False**
- I don't know

2. Breast self-examination includes feeling for lumps under your arm.

- True**
- False
- I don't know

3. As a woman gets older, her chances of getting breast cancer increase.

- True**
- False
- I don't know

4. Having your first menstrual period before age 12 increases the chance of getting breast cancer.

- True**
- False
- I don't know

5. Women with large breasts are more likely to get cancer than women with small breasts.

- True
- False**
- I don't know

6. If no one in a woman's family has had breast cancer, she is not at risk for getting the disease.

- True
- False**
- I don't know

7. Women 40 and older should have a mammogram (x-ray of the breast) every year.

- True**
- False
- I don't know

8. An important part of breast self-examination is looking at your breasts in the mirror.

- True**
- False
- I don't know

9. When performing breast self-examination, a woman should use:

- The hand opposite the breast that she is examining**
- The hand on the same side as the breast that she is examining
- I don't know

10. When performing breast self-examination, a woman should use:

- The pads of her fingers**
- The tips of her fingers
- Other (please specify): _____
- I don't know

11. Breast self-examination should be performed:

- Lying down only
- Standing up only
- Lying down and standing up**
- Other (please specify): _____
- I don't know

12. How often should a woman perform breast self-examination?

- Once a week
- Once a month**
- Every six months
- Other (please specify): _____
- I don't know

13. I am sure of the steps to follow for doing breast self-examination. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

14. I know how to perform breast self-examination. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

15. I am confident that I can perform breast self-examination correctly. **Answers will vary.**

- Strongly agree
- Agree
- Unsure
- Disagree
- Strongly disagree

SAMPLE FORMS PARTICIPANT FEEDBACK FORM FOR SESSION ONE

This form was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator’s guide may adapt this form to meet their needs.

Presenter: _____

Date: _____

Please circle your responses below.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. I was interested in the session.	1	2	3	4	5
2. I learned a lot from the session.	1	2	3	4	5
3. The video was helpful.	1	2	3	4	5
4. The survivor’s personal story made an impact on me.	1	2	3	4	5
5. The session was long enough.	1	2	3	4	5
6. Information was presented clearly.	1	2	3	4	5
7. The presenter(s) seemed knowledgeable.	1	2	3	4	5

8. What did you enjoy *most* about the session?

9. What did you enjoy *least* about the session?

10. Additional comments:

SAMPLE FORMS FEMALE RELATIVE'S RESPONSE FORM

This form was originally developed for *Project Early Awareness (PEA)* in Washington, D.C. Users of this facilitator's guide may adapt this form to meet their needs.

Response Form	
Before your daughter/other school-aged girl relative gave you the Project Early Awareness take home bag, did you practice breast self-examination (BSE)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
After you received the take home bag, did you begin to practice breast self-examination?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you ever been diagnosed with breast cancer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have a mother, sister or daughter who has been diagnosed with breast cancer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have an aunt, grandmother, cousin or any other biological (blood) relative (who is not your mother, sister or daughter) who has been diagnosed with breast cancer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you ever had a mammogram?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How old are you?	Age_____
If you are age 40 or older and have not had your annual mammogram in more than a year or never had a mammogram, do you plan to seek one now?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> Older than 40
If you are younger than age 40 and have never had a mammogram, do you plan to get one when you turn age 40?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> Older than 40
Please provide us with any comments that you would like to share:	

Please give your name, address and zip code so that you can receive your gift certificate as a thank you for participating in this brief questionnaire (please print):	

BIBLIOGRAPHY

American Cancer Society. "How is Breast Cancer Found?"

www.cancer.org/docroot/CRI/content/CRI_2_2_3X_How_is_breast_cancer_found_5.asp?nav=cri. Accessed July 16, 2006.

American Cancer Society. "How Many Women Get Breast Cancer?"

www.cancer.org/docroot/CRI/content/CRI_2_2_1X_How_many_people_get_breast_cancer_5.asp?sitearea=. Accessed July 16, 2006.

American Cancer Society. "How to Perform a Breast Self-Exam."

www.cancer.org/docroot/CRI/content/CRI_2_6x_How_to_perform_a_breast_self_exam_5.asp?sitearea=. Accessed May 28, 2007.

American Cancer Society. "What Causes Breast Cancer?"

www.cancer.org/docroot/CRI/content/CRI_2_2_2X_What_causes_breast_cancer_5.asp?nav=cri. Accessed May 28, 2007.

American National Red Cross. *Basic HIV/AIDS Program: Fundamentals Instructor's Manual*. Falls Church, VA: 1995.

American National Red Cross. *Basic HIV/AIDS Program: Prevention Skills Guide for Training Instructors*. Falls Church, VA: 1997.

International Society for Technology in Education. *National Education Technology Standards for Students*: <http://cnets.iste.org/currstands/cstands-netss.html>. Accessed July 16, 2006.

Media Awareness Network "Beauty and Body Image in the Media." http://www.media-awareness.ca/english/issues/stereotyping/women_and_girls/women_beauty.cfm. Accessed June 3, 2007.

Melbye, M. *et al.* "Induced Abortion and the Risk of Breast Cancer." *The New England Journal of Medicine*. 1997, 336(2): 81–85.

National Cancer Institute, National Institutes of Health. "Abortion, Miscarriage and Breast Cancer Risk."

www.cancer.gov/cancertopics/factsheet/Risk/abortion-miscarriage. Accessed May 28, 2007.

National Cancer Institute, National Institutes of Health. "Antiperspirants/Deodorants and Breast Cancer: Questions and Answers." www.cancer.gov/cancertopics/factsheet/Risk/AP-Deo. Accessed May 28, 2007.

National Cancer Institute, National Institutes of Health. "Probability of Breast Cancer in American Women."

www.cancer.gov/cancertopics/factsheet/Detection/probability-breast-cancer. Accessed May 28, 2007.

National Cancer Institute, National Institutes of Health. "Early Reproductive Events and

Breast Cancer Workshop." www.nci.nih.gov/cancerinfo/ere-workshop-report. Accessed May 28, 2007.

National Council of Teachers of English. *Standards for the English Language Arts*:

www.ncte.org/about/over/standards. Accessed July 16, 2006.

National Science Teachers' Association. *National Science Education Standards*: www.nsta.org/standards. Accessed July 16, 2006.

North Carolina Breast Cancer Screening Program. "Beaded Necklace for Breast Cancer Detection." www.publichealthgrandrounds.unc.edu/brcancer/necklace.htm. Accessed September 5, 2006.

Rookus, M.A. and van Leeuwen, D.A. "Induced Abortion and Risk for Breast Cancer: Reporting (Recall) Bias in a Dutch Case-Control Study." *Journal of the National Cancer Institute*. 1996, 88(23): 1759–1764.

Susan G. Komen for the Cure. "Early Detection and Screening: Breast Self-Exam."

<http://cms.komen.org/komen/AboutBreastCancer/EarlyDetectionScreening/EDS3-3-3?ssSourceNodeId=292&ssSourceSiteId=Komen>. Accessed May 28, 2007.

Susan G. Komen for the Cure. "Risk Factors and Prevention: Understanding Risk."

<http://cms.komen.org/komen/AboutBreastCancer/RiskFactorsPrevention/AbcRFAPIntro?ssSourceNodeId=290&ssSourceSiteId=Komen>. Accessed January 24, 2008.

Susan G. Komen for the Cure. "Steps to Breast Self-Examination."

<http://cms.komen.org/Komen/AboutBreastCancer/Resources/DownloadBSECards?ssSourceNodeId=538&ssSourceSiteId=Komen>. Accessed May 28, 2007.

Breast Health Education for Young Women—A Facilitator's Guide

© 2008 Published by the
Prevent Cancer Foundation and the Howard University Cancer Center
Washington, D.C.

For more information contact:

Programs Division
Prevent Cancer Foundation
Suite 500
1600 Duke Street
Alexandria, VA 22314
1-800-227-2732

www.preventcancer.org

