



## UNDERSTANDING THE BASICS OF CANCER FACILITATOR'S GUIDE

### PURPOSE/BACKGROUND

Almost everyone has either experienced cancer or knows someone who has been diagnosed. Many people feel overwhelmed when hearing the word cancer, without truly knowing what cancer means. This lesson gives participants a better understanding of what cancer is and the underlying cause of all cancers. The emphasis of this lesson is on ways to improve all aspects of health and well-being while managing cancer treatment and recovery. Including definitions of common cancer terms and examples of how to navigate communication with a treatment team. Information in this lesson is beneficial for patients and caregivers.

### LESSON GOAL

To assist participants in understanding the basics of cancer and prevention

### LESSON OBJECTIVES

- To identify what cancer is and different types of cancer

### FACILITY AND EQUIPMENT REQUIREMENTS

- Table and chairs for participants
- Projector for PowerPoint presentation
- Whiteboard, markers and eraser OR flip chart and markers
- OPTIONAL: Refreshments

### LESSON PREPARATION

- Read through the material to become familiar with the content.
- Copy the Understanding the Basics of Cancer publication (FCS8-120) and additional handouts with relevant information or for activities
  - Examples may include additional FCS publications related to making healthy lifestyle choices or health literacy

### ESTIMATED PROGRAM TIME

This lesson should last approximately 30 to 60 minutes.

## POTENTIAL AUDIENCES

People of all ages and abilities who have been touched by cancer are encouraged to attend this lesson.

## LESSON OUTLINE

1. Distribute publication and other relevant handouts
2. Provide presentation
  - a. WELCOME - PowerPoint Slide #1
    - i. Welcome participants and introduce yourself.
    - ii. Ask everyone to respect confidentiality throughout the program. Because of the nature of the topic, participants may share some personal information. Ask participants not to discuss anything personal they hear, with people outside the program.
    - iii. Acknowledge that discussing cancer can be difficult, and request that everyone be gentle with one another. If any participants need to leave the room during the program for whatever reason, ask him or her to let a person seated nearby know that he or she is OK.
    - iv. Give directions to the bathrooms.
    - v. Ask for all cell phones to be turned off or silenced.
    - vi. Tell participants the approximate time the session will end.
  - b. ICE BREAKER
    - i. It is important to build as much trust and connection as possible among participants at the start of the program. Here are a few exercise options you can choose from to help participants get acquainted and become more comfortable with one another. Select one option below.
      1. Ask participants to introduce themselves and share three brief statements about themselves with the group—two truths and one lie. The group has to guess which statement is the lie (e.g., I was born in Europe, I have run in a marathon, I married my high school sweetheart).
      2. Ask participants to share their name, learning goals for the program, and why they are in the joining class.
      3. Ask participants to share a short explanation of how they were given their first name.
      4. Come up with your own ice breaker—be creative!
    - ii. Thank everyone for introducing themselves. Tell them it is very important to build trust and connection among each other at the start of the program.
  - c. GROUND RULES - Optional
    - i. Prepare a sheet of newsprint or flip chart paper or utilize a whiteboard, with the title "Ground Rules." Tell the group that it is vital to collaboratively establish the ground rules for the course to foster the best learning environment for everyone involved.
    - ii. Ask the entire group to throw out ideas or have each table group come up with three things for an effective learning environment. Provide examples of possible group/ground rules to get ideas flowing: being nonjudgmental, punctual, respectful, open-minded, interactive; humor, participation, confidentiality; listening to each other, one person talking at a time, turning cell phones off, etc.

Always add that the group should be generous with one another: no wrong answers, may not always have the “right” words, etc. Write these neatly up on the flip chart or whiteboard (or ask a volunteer to scribe for the class).

- ii. Takeaway: Post the results where they can be displayed throughout the whole class.
- d. OVERVIEW - PowerPoint Slide #2
  - i. Provide a brief overview of the day’s session and the rough timing of the day. Stay on slide #2 while starting the following discussion.
- e. DISCUSSION- Cancer Basics
  - i. Use the following questions to generate discussion within the group or individual tables. You may want to write the responses on the whiteboard or flip chart
    - 1. Discuss the nature of cancer, using words that you think of, have heard of, know of or associate with the word ‘cancer’.
    - 2. How is cancer seen or viewed in your community?
    - 3. In your own words, describe what cancer is. One way you can pose this question is to ask how you could explain cancer to a child.
    - 4. Acknowledge the definitions that the participants offer.
- f. CONTINUE - PowerPoint Slide #3
  - i. Show and read the What is Cancer? PowerPoint Slide #3 and continue with presentation.
- g. WRAP-UP
  - i. Allow time for questions and answers.
  - ii. Potential discussion questions include the following:
    - 1. What are your greatest challenges when it comes to talking to your healthcare provider?
    - 2. Share one thing you found surprising from the information presented today.
    - 3. Share one thing you found helpful from the information presented today.
  - iii. Complete the program evaluation, collect it, and then report.

## **MARKETING PIECE**

### **Lesson Flyers**

Consider distributing flyers on social media, at the library, health departments, community bulletin boards, and with local health-care providers. If you have a cancer treatment center or a UK Markey Cancer Center affiliate site in your county, please share the information with them to help with recruitment. It could also be included in your KEHA and Extension newsletters.

### **Social Media**

Are you or a loved one managing cancer treatment or in remission? Would you like information about how to be a part of your treatment team with your health-care provider? Join us at the XXXXX County Extension Office on INSERT DATE and TIME for the program Kick Kentucky Cancer. We would love for you to bring a friend!

### **Newspaper/Newsletter**

Have you or someone you love been diagnosed with cancer? Cancer is a heavy word. Followed by a long list of new terms that a cancer treatment team might use. There is a lot to learn about cancer and treatment, but being able to talk with health-care providers about your concerns is key. If you are interested in learning more, the XXXXX County Extension office will be hosting a workshop in the Kick Kentucky Cancer program on INSERT DATE,

TIME, and LOCATION. The workshop will provide an overview of cancer, different lifestyle choices to help prevent cancer, common cancer terms, and how to talk to your health-care providers from diagnosis to treatment. You will walk away from this program with practical tips for navigating a cancer diagnosis. Join us!

## **EVALUATION**

Mail the registration roster and post-lesson evaluations to:

Natalie Jones, Family Health Specialist  
112 Erikson Hall, Lexington, KY 40506

\*Extension specialists Norman-Burgdolf, Kostelic, Ashurst, and Jones will analyze data and distribute county reports.