

Lesson Outline 4: Finding a Cure - Small Group Discussion

Meets Objective #4

- **Objective:** By the end of the lesson, students will be introduced to current methods being used to treat and potentially cure cancer, summarizing this information in a small group discussion that evaluates the usefulness, credibility, and accessibility of the information provided by different sources.
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Instructional Steps:

1. Introduction to Cancer Treatments and Cures (5 minutes):

- **Overview:** Begin with a brief introduction to the importance of staying informed about the latest developments in cancer treatments and cures. Explain that different sources may provide varying perspectives or levels of detail about these topics.

2. Video and Website Review (15-20 minutes):

- **Resource Overview:**
 - **Video 1:** Review the video from **cancer.org** (American Cancer Society) that discusses the latest advancements in cancer treatments and the ongoing search for a cure.
 - **Video 2:** Explore the **UCSF Clinical Trials** website, focusing on the role of clinical trials in developing new cancer treatments and potential cures.
- **Note-Taking:** Encourage students to take notes while reviewing these resources, paying attention to the types of information provided, the tone of the content, and any specific details about treatments and clinical trials.

3. Small Group Discussion (20-25 minutes):

- **Form Groups:** Divide students into small groups for the discussion. Each group will focus on evaluating the information provided by the two sources.
- **Discussion Questions:**
 - **Information Provided:** What information about cancer treatments and cures is provided by each source? Are there any similarities or differences between the two sources?
 - **Helpfulness:** Which source(s) do you feel provides the most helpful information for those with cancer? Which is more helpful for caretakers? Why?
 - **Understandability:** Which source is the easiest to understand? Consider the clarity of language, organization of information, and use of visuals or examples.

- **Credibility:** Which source do you find most credible? Consider the reputation of the organization, the references to research or expert opinions, and the overall presentation of the information.
- **Supporting Answers:** Encourage students to support their answers with specific examples from the resources. They should explain why they feel the information provided is helpful, understandable, or credible.

4. Group Sharing and Class Discussion (Optional, 15-20 minutes):

- **Group Reports:** If time allows, have each group share their findings with the class. This will provide an opportunity to compare perspectives and discuss any differing opinions about the sources.
- **Class Discussion:** Facilitate a class discussion on the overall findings. Discuss whether there were any common conclusions about which source was most helpful, understandable, or credible.

5. Reflection and Conclusion (10 minutes):

- **Reflection:** Ask students to reflect on what they learned about evaluating information sources related to cancer treatments and cures. How important is it to critically assess the information provided by different organizations, especially when it comes to health-related topics?
- **Conclusion:** Summarize the importance of using credible, clear, and helpful information when seeking treatments and support for cancer. Emphasize the role of trusted organizations in providing accurate and up-to-date information to patients and caregivers.