



Teacher Activity Guide

Activities are based on the 2018 Newspaper in Education publication *Understanding your body: Breast health education for adolescents* created by the Tampa Bay Times Newspaper in Education program in partnership with the Florida Breast Cancer Foundation.

Newspaper & Critical Thinking Activities

This activity guide is a complement to the *Breast Cancer: Understanding your risk* Tampa Bay Times NIE curriculum publication. Reading the 16-page publication and completing the activities in this guide adhere to the following Florida Standards for high school students.

Health: HE.912.B.3.1; HE.912.B.3.2; HE.912.B.3.3; HE.912.B.3.4; HE.912.B.4.1; HE.912.B.4.2; HE.912.B.4.4; HE.912.B.5.1; HE.912.B.5.2; HE.912.B.5.3; HE.912.B.5.4; HE.912.B.5.5; HE.912.B.6.1; HE.912.B.6.2; HE.912.B.6.3; HE.912.B.6.4; HE.912.C.1.1; HE.912.C.1.2; HE.912.C.1.3; HE.912.C.1.4; HE.912.C.1.5; HE.912.C.1.6; HE.912.C.1.7; HE.912.C.1.8; HE.912.C.2.1; HE.912.C.2.2; HE.912.C.2.3; HE.912.C.2.4; HE.912.C.2.5; HE.912.C.2.6; HE.912.C.2.7; HE.912.C.2.8; HE.912.C.2.9; HE.912.P.7.1; HE.912.P.7.2; HE.912.P.8.1; HE.912.P.8.2; HE.912.P.8.3; HE.912.P.8.4

Language Arts: LAFS.9-12.L.1.1; LAFS.9-12.L.1.2; LAFS.9-12.L.2.3; LAFS.9-12.L.3.4; LAFS.9-12.L.3.5; LAFS.9-12.L.3.6; LAFS.9-12.RI.1.1; LAFS.9-12.RI.1.2; LAFS.9-12.RI.1.3; LAFS.9-12.RI.2.4; LAFS.9-12.RI.2.5; LAFS.9-12.RI.2.6; LAFS.9-12.RI.3.7; LAFS.9-12.RST.1.2; LAFS.9-12.RST.1.3; LAFS.9-12.RST.2.4; LAFS.9-12.RST.2.5; LAFS.9-12.RST.2.6; LAFS.9-12.RST.3.7; LAFS.9-12.RST.3.8; LAFS.9-12.RST.3.9; LAFS.9-12.SL.1.1; LAFS.9-12.SL.1.2; LAFS.9-12.SL.1.3; LAFS.9-12.SL.2.4; LAFS.9-12.SL.2.5; LAFS.9-12.SL.2.6; LAFS.9-12.W.1.1; LAFS.9-12.W.1.2; LAFS.9-12.W.1.3; LAFS.9-12.W.2.4; LAFS.9-12.W.2.5; LAFS.9-12.W.2.6; LAFS.9-12.W.3.7; LAFS.9-12.W.3.8; LAFS.9-12.W.3.9; LAFS.9-12.W.4.10; LAFS.9-12.WHST.1.1; LAFS.9-12.WHST.1.2; LAFS.9-12.WHST.2.4; LAFS.9-12.WHST.2.5; LAFS.9-12.WHST.2.6; LAFS.9-12.WHST.3.7; LAFS.9-12.WHST.3.8; LAFS.9-12.WHST.3.9; LAFS.9-12.WHST.4.10

This activity guide was created by Jodi Pushkin, Manager, Tampa Bay Times Newspaper in Education

© Tampa Bay Times 2018

Pre-test survey

The purpose of this survey is to gauge a student's knowledge about breast health. Please answer the following questions based on your current knowledge.

1. Cancer is the term used for a class of _____ characterized by abnormal cells that grow and attack healthy cells in the body.
 - a. Viruses
 - b. Diseases
 - c. Beneficial growths

2. This word refers to something that does not threaten life.
 - a. Benign
 - b. Malignant
 - c. Serious

3. Factors outside of our bodies that affect our health are known as one of the following:
 - a. Environmental
 - b. Hereditary
 - c. Genetic

4. If the information on a website is endorsing a product, the website is considered:
 - a. News
 - b. Fake
 - c. Advertising

5. Maintaining a healthy _____ can reduce the chances of acquiring diseases as one gets older.
 - a. Focus
 - b. Weight
 - c. Outlook

6. Which of the following is NOT a common diagnostic test used for detecting breast cancer?
 - a. Breast ultrasound
 - b. Mammogram
 - c. CT scan

7. Research has shown that the most successful way to treat breast cancer is to detect and treat it early.
 - a. True
 - b. False

8. Breast size and shape have everything to do with a woman's risk of breast cancer.
 - a. True
 - b. False

9. Breast cancer is the most common cancer among women worldwide.
 - a. True
 - b. False

10. Men cannot get breast cancer.
 - a. True
 - b. False

11. Doctors recommend that young people get to know what their breasts look and feel like, so they will notice any changes.
 - a. True
 - b. False

12. Wearing a bra overnight can cause breast cancer.
 - a. True
 - b. False

Read like a detective. Write like a reporter.

Essential Question: *What is breast cancer and why is this knowledge important?*

Text Dependent Questions:

- Using the definition and information from the text, define the risks of breast cancer in your own words.
- Based on the examples in the text, explain why knowing the risks is important to your health.

Reporting

- Choose one of the topics from the informational text and find three additional sources to answer the essential question. Use the *Tampa Bay Times* as one of your sources.
- Create a PowerPoint presentation that includes at least one of the following: chart, newspaper article, image or video clip.

Essential Question: *Can genetics affect your health?*

Text Dependent Questions:

- What are BRCA-1 and BRCA-2?
- What should a person do if he or she has a history of breast cancer in his or her family?

Reporting

- Using the information in the text, reliable resources noted in this Newspaper in Education publication and newspaper articles, write an essay to respond to the idea that genetics can influence health.

Essential Question: *Why is it important that women and men of all ages play an active role in maintaining their own health?*

Text Dependent Questions:

- Using the information throughout this Newspaper in Education publication, explain why an individual should play an active role in his or her own health.
- Based on the examples in the text, analyze how taking an active role in your health can be more productive.

Reporting

- Choose one of the topics from the informational text focusing on living a healthier lifestyle and find three additional sources to answer the essential question. Use the *Tampa Bay Times* as one of your sources.
- Create a graphic organizer or infographic presentation that includes at least one of the following: chart, newspaper article, image or video clip.

Read like a detective. Write like a reporter.

Essential Question: *Why is getting screened for breast cancer important?*

Text Dependent Questions:

- Who should be screened for breast cancer?
- How can a person get screened for breast cancer?

Reporting

• Using the information in the text and newspaper articles, write an essay or blog post to answer this question: What reasons or challenges would a person have for getting screened for breast cancer?

Essential Question: *What is the importance of being media smart when it comes to evaluating Internet sources, especially when it concerns health information?*

Text Dependent Questions:

- Using the information throughout this Newspaper in Education publication, explain, in your own words, what being media smart means. Provide specific examples from the text to support your ideas.
- Based on the examples in the text, analyze the importance of being media smart. Why is this an important skill in today's technological world?

Reporting

- Choose three Internet news provider sources and three social media sources to answer the essential question. Compare these sources to the *Tampa Bay Times* and other digital media sources. Use the information on pages 8 and 9 to evaluate these sources.
- Based on the information you have learned, create a graphic organizer to illustrate your findings. Create a PowerPoint or Prezi presentation, that includes at least one of the following elements: chart, newspaper article, image or video clip, to share with your class.

Creating arguments

Cancer is a serious illness. While screening for cancer is important, being aware of the risks is just as important.

- Research one type of cancer. Create an argument focused on risk prevention for that type of cancer based on the research you find.
- With a partner or in a small group, read about the topic and record relevant evidence. Conduct research using reliable sources, such as the *Tampa Bay Times* and the other resources listed in the publication. Students can prepare their argument by using an interactive persuasion map:
readwritethink.org/files/resources/interactives/persuasion_map.

Using the *Tampa Bay Times*: Going Beyond the Text

Reading the *Tampa Bay Times* every day can help you learn about the world around you and about yourself. For every article you read, keep a chart of the who, what, where, when, why and how components. By keeping a reading log or journal of what you read, you can remember important points and information, and then share those with your fellow students, friends, family members and teachers.

Journaling to self-discovery

Knowing who you are is the first step in being healthy and mature and taking charge of your life. Keeping a journal is a terrific way to learn more about yourself and keep track of the decisions you make. Who are you? Why do you do what you do? Why do you make the choices you make? Do you consider yourself a healthy person? Do you have a lot of stress in your life? Do you have strong convictions? While you are keeping your journal, read the *Tampa Bay Times* and keep track of your thoughts about things you read in the news that effect your health and the health of your family members and community. To begin your journal, write about something that you have read in the *Times* that directly affects your life. Share some of your journal entries and thoughts with your peers and family.

Learning new words

Did you know that the best way to expand your vocabulary is by reading? When you read and learn about new things, you often come up against some tough vocabulary words, especially when it comes to health education. Most vocabulary words are learned from context clues (the other words in the sentence or paragraph). Sometimes you need to look up the meaning of the words in a dictionary. If you don't know what a word means, look it up or ask for help. While you read this Newspaper in Education publication, be sure to highlight or circle words you don't know. Try to figure out the words' meanings by looking for clues in the sentences around them. Write down your best guess, and then look the words up in a dictionary. Make a list of these words. Next, use these words to create a news scavenger hunt. See if you and your friends can find these words in the *Tampa Bay Times*.

Medical jargon

"Jargon" is defined as "special words or expressions that are used by a particular profession or group and are difficult for others to understand." For example, the field of medicine is full of jargon. This can be challenging for the average person. Make a list of all the health-related and medical-related jargon you find in in the breast health publication and during your research. Also, see if any of these words make an appearance in the articles in the *Tampa Bay Times*. How can you reword the information to make it easier for the average person to understand?

Analyzing information critically

It is time to use your critical thinking skills. After all, that is a focus of learning about yourself and what makes you a strong and healthy individual. Using the electronic edition of the *Tampa Bay Times*, review the articles and ads for a one-week time period. Save all articles that focus on health. Write down the main points for each article. Be sure to comment on whether the article is focusing on positive or negative choices. Choose one of the points represented in one of the articles to write an argument paper. You can focus your argument on any aspect of the article. After your paper is written, create an oral presentation for your class. Explain whether the information you found is positive, negative, helpful or harmful. Be sure to use specific examples from the article and your research in your paper and presentation.

Monitoring the *Times*

In the coming weeks, monitor all health-related news in the *Tampa Bay Times*. In your journal keep a chart of what topics are being focused on in the newspaper. In addition, monitor the health-related news you see on television. Is the news on television the same news as you read in the *Times*? Are any of the reports you see or read about contradicting each other? Do you see this same news on social media? In your journal, record your general thoughts about the information you are reading and hearing. Write a blog post about how the information is being presented in each medium.

Thinking critically

As you have read in this Newspaper in Education publication, one wonderful way to fight cancer is through preventive health care. Find a news article or commentary about preventive health care in the United States. Is the information clear and balanced? Is healthcare in the United States, in its current state, convenient for people of all socioeconomic groups, genders and ages? Write down your thoughts about these topics. Discuss these concepts with the other students in your class. Create an editorial cartoon that reflects your views about preventive healthcare or the state of health insurance in the United States.

Taking control

How much does advertising influence your decisions? Think back to the decisions you've made in the past year. Were any of them influenced by advertisements in the newspaper or magazines, or on radio or television? Discuss your thoughts with the class. Next, talk about the techniques advertisers use to attract your attention. For example, many ads use the bandwagon approach – convincing you to join the crowd. Some ads use a famous person to make a pitch. This is called a testimonial. Others use images to associate a product with certain people, places and activities. Now, work in small groups to design a breast cancer awareness ad using one or more of these techniques. You can learn more about persuasive advertising techniques by reviewing the attachment titled **Persuasive Techniques in Advertising** created by Read, Write, Think.

Making good choices

Chronic diseases, including heart disease, cancer and stroke, are the leading causes of death in the United States. The good news is that most of the risk factors associated with these diseases, such as tobacco use, alcohol intake, poor nutrition and physical inactivity, may be controlled with changes in behaviors. Good nutrition and regular physical activity are the twin defenses against obesity and its health risks, including heart disease, diabetes, certain cancers and stroke. Using the *Tampa Bay Times* and the Internet as sources, research health or policy issues related to unhealthy lifestyles. What is the government's approach for shaping up American citizens? What strategies are fast food chains, restaurants and grocery stores using to attract customers who are more health conscious? Compile the information you find into a report to share with your class and family.

Exploring environmental health

1. Brainstorm with your classmates to define the environment. Consider the classroom and school surroundings as an environment (the building, the air, the drinking water). Discuss different environmental settings (homes, workplaces and community).
2. Next, brainstorm the concept of environmental justice. What is justice? How is the environment related to issues of equality and fairness?
3. Working in small groups, respond to each of the following questions, using the Tox Town website - toxtown.nlm.nih.gov - and the *Tampa Bay Times* as sources.
 - a. Name at least three things in the urban environment that might affect the health of residents in this community.
 - b. Are any of these items an issue in your community? Do they concern you or your family?
 - c. Note which issue you think is the most dangerous to residents and why. Make a list of the risks of these environmental factors, keeping in mind the factors that environmental scientists use to weigh risks:
 - Toxicity: How dangerous is the substance? What health problems might it cause? Could even tiny amounts be dangerous?
 - Pathway of Exposure: How likely is a person to actually come into contact with the toxin or other risk factor?
 - Route of Exposure: If a person comes in contact with a chemical, can it get to a part of the body it can harm (through ingestion or touch)?
 - Duration of Exposure: How long would a person be exposed over time?
 - Sensitive Populations: Would children, the elderly or those who are ill be at risk?
- As a class, discuss which of these environmental factors may be most dangerous to residents.

This activity is adapted from the JSI Adolescent Breast Cancer Curricula from Susan G. Komen Foundation.

Post-test Survey

The purpose of this survey is to gauge your knowledge about breast health. Please answer the following questions after completing this unit.

1. Cancer is the term used for a class of _____ characterized by abnormal cells that grow and attack healthy cells in the body.
 - a. Viruses
 - b. Diseases
 - c. Beneficial growths

2. This word refers to something that does not threaten life.
 - a. Benign
 - b. Malignant
 - c. Serious

3. Factors outside of our bodies that affect our health are known as one of the following:
 - a. Environmental
 - b. Hereditary
 - c. Genetic

4. If the information on a website is endorsing a product, the website is considered:
 - a. News
 - b. Fake
 - c. Advertising

5. Maintaining a healthy _____ can reduce the chances of acquiring diseases as one gets older.
 - a. Focus
 - b. Weight
 - c. Outlook

6. Which of the following is NOT a common diagnostic test used for detecting breast cancer?
 - a. Breast ultrasound
 - b. Mammogram
 - c. CT scan

7. Research has shown that the most successful way to treat breast cancer is to detect and treat it early.
 - a. True
 - b. False

8. Breast size and shape have everything to do with a woman's risk of breast cancer.
 - a. True
 - b. False

9. Breast cancer is the most common cancer among women worldwide.
 - a. True
 - b. False

10. Men cannot get breast cancer.
 - a. True
 - b. False

11. Doctors recommend that young people get to know what their breasts look and feel like, so they will notice any changes.
 - a. True
 - b. False

12. Wearing a bra overnight can cause breast cancer.
 - a. True
 - b. False

Survey answers

1. B
2. A
3. A
4. C
5. B
6. C
7. A
8. B
9. A
10. B
11. A
12. B

Persuasive Techniques in Advertising

The persuasive strategies used by advertisers who want you to buy their product can be divided into three categories: **pathos**, **logos**, and **ethos**.

Pathos: an appeal to emotion.

An advertisement using **pathos** will attempt to evoke an emotional response in the consumer. Sometimes, it is a positive emotion such as happiness: *an image of people enjoying themselves while drinking Pepsi*. Other times, advertisers will use negative emotions such as pain: *a person having back problems after buying the "wrong" mattress*. **Pathos** can also include emotions such as fear and guilt: *images of a starving child persuade you to send money*.

Logos: an appeal to logic or reason.

An advertisement using **logos** will give you the evidence and statistics you need to fully understand what the product does. The **logos** of an advertisement will be the "straight facts" about the product: *One glass of Florida orange juice contains 75% of your daily Vitamin C needs*.

Ethos: an appeal to credibility or character.

An advertisement using **ethos** will try to convince you that the company is more reliable, honest, and credible; therefore, you should buy its product. **Ethos** often involves statistics from reliable experts, such as *nine out of ten dentists agree that Crest is the better than any other brand* or *Americas dieters choose Lean Cuisine*. Often, a celebrity endorses a product to lend it more credibility: *Catherine Zeta-Jones makes us want to switch to T-Mobile*.

Practice labeling **pathos**, **logos**, and **ethos** by placing a **P**, **L**, or **E** in the blank :

- _____ A child is shown covered in bug bites after using an inferior bug spray.
- _____ Tiger Woods endorses Nike.
- _____ Sprite Zero is 100% sugar-free.
- _____ A 32-oz. bottle of Tide holds enough to wash 32 loads.
- _____ A commercial shows an image of a happy couple riding in a Corvette.
- _____ Cardiologists recommend Ecotrin more than any other brand of aspirin.
- _____ Advil Liqui-Gels provide up to 8 hours of continuous pain relief.
- _____ Miley Cyrus appears in Oreo advertisements.
- _____ People who need more energy drink Red Bull Energy Drink.
- _____ A magazine ad shows people smiling while smoking cigarettes.

Persuasive Techniques in Advertising

The following are some more specific strategies that advertisers use. Often, they overlap with the rhetorical strategies above.

Avante Garde

The suggestion that using this product puts the user ahead of the times. *A toy manufacturer encourages kids to be the first on their block to have a new toy.*

Weasel Words

“Weasel words” are used to suggest a positive meaning without actually really making any guarantee. *A scientist says that a diet product might help you to lose weight the way it helped him to lose weight. A dish soap leaves dishes virtually spotless.*

Magic Ingredients

The suggestion that some almost miraculous discovery makes the product exceptionally effective. *A pharmaceutical manufacturer describes a special coating that makes their pain reliever less irritating to the stomach than a competitor’s.*

Patriotism

The suggestion that purchasing this product shows your love of your country. *A company brags about its product being made in America.*

Transfer

Positive words, images, and ideas are used to suggest that the product being sold is also positive. *A textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze.*

Plain Folks

The suggestion that the product is a practical product of good value for ordinary people. *A cereal manufacturer shows an ordinary family sitting down to breakfast and enjoying their product.*

Snob Appeal

The suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous lifestyle. *A coffee manufacturer shows people dressed in formal gowns and tuxedos drinking their brand at an art gallery.*

Bribery

Bribery offers you something “extra.” *Buy a burger; get free fries.*

Bandwagon

The suggestion that you should join the crowd or be on the winning side by using a product—you don’t want to be the only person without it!