

## SKIN CANCER PREVENTION

### Student/Class Goal

To provide for the safety and physical needs of themselves and their families, students will learn specific ways to prevent skin cancer. Students will also take the information learned and use it to prepare for questions about similar topics on the GED.

### Outcome *(lesson objective)*

Students will read a pamphlet on skin cancer to discover three ways of prevention.

### Time Frame

½ to 1 hour

### Standard *Read with Understanding*

### NRS EFL 3-4

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	3.1, 4.1	Decoding skills	3.3, 4.3	Strategy use	3.11, 4.11
Select text		Word parts		Text structural elements	
		Context clues		Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	3.15, 4.15
		Content vocabulary	3.8, 4.8	Making connections	3.16, 4.16
		Figurative language			
		Fluency			

### Materials

Pamphlets on Cancer  
GED Resource Books

### Learner Prior Knowledge

What do students already know? Introduce the topic by sharing a recent article about skin cancer from the newspaper or magazine. Let students share what experiences they have had or someone they know has had with this disease. Also, discuss with students how they go about locating information.

### Instructional Activities

Step 1 - Explain to the learners that information is readily available about skin cancer and ways to prevent it. An informational pamphlet is one source of information that can be used to learn more about this disease. Distribute pamphlets to each student. Pamphlets can be obtained from a dermatologist or students can locate them from a variety of sources. Review with the students their purpose (ways of prevention) for reading this pamphlet. Explain that they will be given time to read the pamphlet and then demonstrate they have understood what they have read. Teacher can share examples of several possibilities of products that could be created.

Step 2 - Give students time to read the pamphlet and demonstrate their understanding. Times will vary based on student levels and activity chosen to demonstrate understanding. Students can discuss their findings in pairs or note-taking skills could be practiced during this activity.

**TEACHER NOTE** Higher level students could use more sources and create a product based on these multiple sources of information.

Step 3 - Allow students to choose from a variety of ways to show they have determined 3 prevention methods for skin cancer (paragraph, oral presentations, poster, etc.).

Step 4 - Make connections to the GED for students who are attending for that purpose. Skin cancer topic questions can be found in the *Steck-Vaughn Pre GED, 2000*, p. 20-25. Analysis, evaluation, and application questions can be written or orally asked for students to respond. A good source to use for help in developing these type questions can be found in the [Quick Flip Questions for Critical Thinking](#).

### Assessment/Evidence *(based on outcome)*

Students choose any one of these products:  
A written paragraph that describes three ways of preventing skin cancer.

Information orally presented to the class about skin cancer prevention.  
Design a poster that depicts three ways to prevent skin cancer.  
List three ways of skin cancer prevention using complete sentences.

**Teacher Reflection/Lesson Evaluation**

*Students were very motivated to learn more about a health issue that could affect themselves or their family. They were very creative in demonstrating their understanding of the text. Many created posters while my GED students decided to write a paragraph about prevention. The part about connecting the lesson to the GED helped avoid the standard question "How is this going to help me get my GED?"*

**Next Steps**

**Technology Integration**

Quick Flip Questions for Critical Thinking [www.edupressinc.com](http://www.edupressinc.com)

**Purposeful/Transparent**

Through discussion about a specific health concern students in the ABLE program decided to link their purpose of working toward their GED (reading and science) with locating specific information about preventing skin cancer.

**Contextual**

Students began with what they already knew about skin cancer and locating information and applied it to the new situation of discovering ways to prevent skin cancer.

**Building Expertise**

This topic relates to events happening in student's personal lives. This process of seeking guidance and support by asking for information can be transferred from one adult role to another.