

Skin Cancer Prevention

Read With Understanding

Teaching and Learning Activity

Students will read a pamphlet on skin cancer to discover 3 ways of prevention.

Standards

Read With Understanding

Roles

Family

Common Activities

Seek Guidance and Support from Others

Program Type

Family Literacy
ABLE/GED

Learner Level

3-5 NRS

Time Frame

½ hour to 1 hour

Technology Integration

www.edupressinc.com

Learner Needs & Goals

To provide for the safety and physical needs of themselves and their families, learners will identify specific ways to prevent skin cancer.

Learning Objectives

- Students will read an informational pamphlet on skin cancer to identify information that will help them determine ways to prevent the disease.
- Students will also take the information learned and use it to prepare for questions about similar topics on the GED.

Learning Activity Narrative

Step 1 – What do they already know? Introduce the topic by sharing a recent article about skin cancer from a 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.

Step 2 – 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 for reading this pamphlet (ways of prevention). Explain that they will be given time to read the pamphlet and then demonstrate they have understood what they have read.

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: Give students time to read the pamphlet and demonstrate their understanding (times will vary based on student levels and activity chosen to demonstrate understanding).

Step 5: 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*. To obtain this guide go to www.edupressinc.com

How the Activity Addressed the Target Standard: *Read With Understanding*

Components of Performance	How the Activity Addresses Each Component
Determine the reading purpose.	Students will be reading for the purpose of finding ways to prevent skin cancer.
Select reading strategies appropriate to the purpose.	Students will use familiar reading strategies to help them find the information needed in the flyer (i.e. scanning – look at the flyer quickly to identify sections on the topic or reading for details – look for specific suggestions on protecting skin from skin cancer).
Monitor comprehension and adjust reading strategies.	Students will identify needed information by taking notes or highlighting information in the pamphlet. Students will adjust their reading strategies as necessary (i.e. ask clarifying questions, reread text, use dictionary to understand new vocabulary, use context clues in order to understand information).
Analyze the information and reflect on its underlying meaning.	Students will use the information presented to determine three ways they can personally use to prevent skin cancer for themselves and their children. They will determine what information is useful to them and what information would not be helpful. Students will report their finding to the class (i.e. poster, paragraph, listing, speech, etc.).
Integrate it with prior knowledge to address reading purpose.	Students will use pre-activity discussions about locating important information, determining word meanings, and previous knowledge about skin cancer to aid them in locating details about prevention.

Evidence/Assessment

- List three ways of skin cancer prevention using complete sentences.
- A written paragraph that describes three ways of preventing skin cancer.
- Information orally presented to the class about skin cancer prevention.
- Design a poster, which depicts three ways to prevent skin cancer.

Reflection/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?"

How this Activity Addresses Key Principles of the EFF Quality Model

Purposeful and 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.