

# Ontario Curriculum

## Health and Physical Education Grade 11 Health for Life (PPZ3C)

### Breast & Testicular Cancer Awareness

May 2025

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# **Breast & Testicular Cancer Awareness**

## **Description**

This lesson provides students with an awareness of breast and testicular cancer in teenagers and young adults. Students will gain knowledge of the disease(s) and factors to enhance their personal health choices. This lesson also helps students to understand current knowledge of cancer, and environmental factors, risk reduction, and early detection for breast and testicular cancer.

## **Strand: Determinants of Health**

### **Overall Curriculum Expectations**

- A1. explain how personal factors and individual health practices or behaviours influence personal health;
- A2. explain how social factors influence personal health;
- A3. demonstrate an understanding of various environmental factors that influence personal health.

### **Specific Learning Expectations**

#### **Personal Factors**

- A1.1 explain how heredity influences personal health (e.g., a family history of an illness such as breast cancer);
- A1.2 demonstrate an understanding of resilience and its impact on personal health, and explain how personal factors (e.g., ability to self-monitor, self-awareness i.e., breast and testicular self-checks) contribute to the development of resilience;
- A1.3 explain how personal health practices, health knowledge, and healthy behaviours and attitudes contribute to the protection and improvement of an individual's health (e.g., decisions pertaining to nutrition, physical activity, and smoking).

#### **Environmental Factors**

- A.3 describe current environmental issues and their implications on personal health (e.g., cancer).

## **Strand: Wellness**

### **Overall Curriculum Expectations**

- B1. demonstrate an understanding of the concept of personal health, the factors that influence it, and ways of maintaining and enhancing it;
- B2. demonstrate the ability to develop and implement a personal wellness plan.

## **Specific Learning Expectations**

### **Personal Wellness**

B1.2 describe the factors that contribute to personal wellness and support healthy living (e.g., decisions related to physical activity, fitness, and healthy eating).

### **Implementing a Personal Wellness Plan**

B2.3 develop and implement a personal plan that contributes to healthy living by addressing selected dimensions of wellness.

## **Strand: Healthy Communities**

### **Overall Curriculum Expectations**

C1. demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;

C3. demonstrate the ability to influence and support others in making positive health choices.

## **Specific Learning Expectations**

### **Consumer Health**

C1.1 assess the quality of health information, products, and services, and use information from reliable sources to make informed choices of health-related products, programs and facilities;

- C1.3 describe factors that influence personal choices of health products and services.

## **Materials and Preparation**

- access or copy samples of informative print materials and media/marketing awareness advertisements etc. (e.g., [teamshan.ca/resources](http://teamshan.ca/resources), and [testicularcancer.gov/awareness-material](http://testicularcancer.gov/awareness-material))
- arrange for possible guest speaker to provide personal stories (e.g., survivors, family members who have lost someone to breast or testicular cancer)
- invite and arrange possible guest speaker to present facts, symptoms, risk factors and self-care messages (e.g., public health nurse)
- arrange library time and book computer access for research
- book A/V equipment for CDs and possible needs for guest speaker view.

## **Resources**

### **Breast Cancer**

- Team Shan Breast Cancer Awareness for Young Women (Team Shan) print materials (e.g., brochure, shower card, poster, bookmark) available in English and French (sample brochure attached)
- Team Shan marketing and media ads etc. available in English and French information on breast cancer in young women, including facts, risk factors, risk reduction, symptoms, and self-care at [teamshan.ca](http://teamshan.ca)
- Know your Lemon visual of breast cancer breast changes at ([knowyourlemons.org](http://knowyourlemons.org))
- Canadian Cancer Society at ([cancer.ca](http://cancer.ca))
- Public Health Unit.

### **Testicular Cancer**

- Testicular Cancer Canada print materials (e.g., brochure) available in English and French (sample brochure attached)
- information on testicular cancer in young women, including facts, risk factors, risk reduction, symptoms, and self-care at [testicularcancer.ngo](http://testicularcancer.ngo)
- Canadian Cancer Society at [cancer.ca](http://cancer.ca).

### **Both**

- High School Resources (attached)
- sample Personal Plan Rubric (attached)
- sample Presentation Rubric (attached)
- sample Peer Assessment (attached)
- Assessment Opportunities
- students create a breast or testicular cancer text based on their research
- students create drafts of their work to be teacher edited
- students use their oral communication skills to present their text to the class
- students engage in peer assessment
- students prepare a personal breast/testicular health plan.

### **Suggestions for Assessing Expectations**

- observation during class discussion and work periods
- teacher evaluation of student draft work
- evaluation of final text product/oral presentation
- evaluation of Personal Plan
- peer and/or group assessments Teaching/Learning Strategies.

## **Teaching/Learning Strategies**

### **Lesson 1**

1. List as many of the different types of adolescent and young adult (AYA) cancers as a class, writing them down individually (Appendix 1) or as a class on the board. Add any forms of AYA cancer that have not been mentioned by the class. Have a brief discussion on what the class knows about some of these forms of AYA cancer e.g., major/relevant stat. The class might be surprised at just how many types of cancers they have heard of and yet how little they actually know about these diseases that can affect young people. See Types of AYA Cancer Fact Sheet.
2. Ask the class how various organizations like the Canadian Cancer Society, Team Shan, and Testicular Cancer Canada try to provide us with information. What are the different resources/strategies that they might use?
3. An invited guest may present information on breast/testicular cancer facts, risk factors, symptoms, and self-care. Awareness materials may also be shared with the class.
4. View/play the class some of the sample resources (TV/radio spots, marketing ads, brochures, posters, bookmarks, model, and other awareness materials) collected on breast/testicular cancer. Explain that, in addition to the guest speaker (if arranged), these samples are some of the most common methods of providing information to the public on cancer. Remind class of interactive media including websites for breast/testicular cancer.
5. Explain to the class that there will be two assignments evaluated. One will be a written Personal Plan (Appendix 2) as an individual assignment. The second will be a group assignment (Appendix 3). Student groups will create a breast/testicular cancer product, much like the samples they have seen, to raise awareness. They will complete this project in groups of 3-4. The teacher may either have pre-selected the groups or will allow the students a few moments to select their own group members. The teacher may also choose to let the students assign themselves to a breast/testicular cancer topic or to perform a lottery where the groups will select one that has been written on a piece of paper from a hat/bowl. Record the group selections.
6. Create a thought cluster on the board of some of the types of information they might want to research. They should include five of the following: definition, statistics, risk factors, hereditary indicators, environmental causes, detection, symptoms, treatments, self-care activities, resources such as websites and support groups, etc.

7. Model the thought process that may go into the creation of a few different types of media texts, discussing the conventions for each media type e.g., social media.

For example, if creating a radio or television commercial, the teacher might want to think aloud or ask the class about some of the different factors that would go into creating an effective commercial. What kind of images or sounds would I want to include? How long should it be? What kind of information would be most effective when using this medium? The teacher may want to use this opportunity to show a pre-existing sample and break it down as a class, analyzing each of the components.

### **Lessons 2-4**

1. Review the assignment with the class, explaining that in their groups they must research their topic and create a project that will raise awareness amongst their peers. Inform the class that they may choose how they want to present their information. They may choose to create a pamphlet, a poster, a newspaper or magazine ad, a radio or television commercials, social media posts etc. Encourage the students to be creative in their presentations, reminding them that the purpose behind the assignment is to get people thinking about their topic in order to help them be able to prevent or detect such diseases at an early stage.

2. Allow research time for the assignment, providing access to the library or computer labs. By the end of class 4 the students should hand in a draft of their project (e.g., a script for a radio or television ad or an outline of a brochure, poster, magazine or newspaper ad) in addition to their research notes and sources. Make sure to take note of what equipment will need to be reserved. Teacher may want to spend the first part of class 2 reviewing how to properly document sources and tips on how to take research notes. Refer to the “On Your Own” document.

### **Lessons 5-6**

1. Return student drafts and provide students with some in-class time to make necessary corrections and put together their assignments.

### **Lesson 7**

1. Student presentations, with time for peer reflection. Distribute peer evaluation form (Appendix 4).

2. After the class presentations, engage students in a discussion about what they found most interesting about this assignment.

3. Review final class assignment. Students will be asked to write their Personal Plan, i.e., journal entry on self-care measures for maintaining a healthy lifestyle. The Personal Plan should include activities to increase their opportunity for early detection of breast/testicular cancer.

Guideline questions: What can I do today to reduce my risk of breast/testicular cancer? What lifestyle changes should I make today or in the future? What can I continue to do?

### **Closure**

Coordinate one week of cancer awareness in the school, where students may set up a display of their informational texts/projects. Make copies of brochures or advertisements, have a television displaying any recorded commercials, and an area for people to listen to any radio ads. Encourage students to become involved in community activities that help raise cancer awareness.

For example, display boards in the school, social media posts or morning announcements are ways to raise cancer awareness or signing up as a school group for cancer awareness activities in the community (e.g., Terry Fox Run).

### **Additional Assignment/Options**

1. Make a breast/testicular cancer awareness display or oral/video announcement script.
2. Make a shower card as a breast/testicular awareness reminder.
3. Chart the path and growth of a cancerous cell for breast /testicular cancer in a creative manner. Ideas include a sketch, comic strip, slide show, model etc.
4. Create an informational chart of breast/testicular cancer. Include facts, risk factors, symptoms and self-care. The chart could also include environmental issues related to cancer.
5. Write a monologue, poem, or other creative writing activity about a time when you or someone you know has turned a potentially negative event into something positive.
6. Write a journal response about someone you know who has been impacted by cancer or another life threatening illness. How did it make you feel? How did it affect those around you or the person him/herself?
7. Write about a time when you had to make an important choice. Describe the event. Do you think you made the right choice, why or why not? What do you think would have happened if you had taken the other option?

## **Notes for Teacher (Background Information)**

### **FACTS**

#### **Breast Cancer**

- women in Canada have a 1 in 8 chance of developing breast cancer at some point in their lifetime
- breast cancer is the most common cancer in young women (15-39 years) and a leading cause of death
- every year over 1,300 young women (15-39 years) in Canada are diagnosed with breast cancer
- incidence of breast cancer in young women has been steadily increasing
- young women are more frequently diagnosed with advanced disease with a poorer prognosis
- breast cancer in young women is often aggressive, and left undetected can spread (metastasize) to other organs of the body e.g., bones, liver, lungs, brain
- when breast cancer is found at an early stage there is a better chance of successful treatment
- timely diagnosis can help decrease distress, improve outcomes, and reduce breast cancer in young women age disparities
- there is no formal screening available for young women, routine mammography screening begins at 40 years
- increased breast density in younger women lowers the sensitivity of mammography
- contributing factors for diagnostic delays are lack of risk awareness, knowledge of symptoms, and self-care strategies
- in order to self-detect, young women (15-39 years) have to be breast aware
- young women need to know their risk, breast cancer symptoms, and self-care strategies including how to perform regular self-breast checks
- early detection matters and knowledgeable young women are more empowered to ask the question 'Could this be cancer?' and to insist on imaging as symptoms in young women may be dismissed.

#### **Testicular Cancer**

- testicular cancer is the most common cancer in young men (15-34 years) in Canada
- every year about 1,300 men in Canada are diagnosed with testicular cancer
- a man has a 1 in 250 chance of developing testicular cancer at some point in his life
- testicular cancer rates have increased, particularly in young men (15-29 years)



- undetected, testicular cancer can spread (metastasize) primarily to the bones, liver, lungs and brain
- testicular cancer is one of the most curable cancers
- when caught early, testicular cancer is often easily treatable
- primary contributing factors for diagnostic delays are lack of risk awareness, knowledge of symptoms and self-care strategies
- young men need to know their risk, symptoms and self-care strategies including how to perform self-checks
- early detection matters! knowledgeable young men are more empowered to ask the question 'Could this be cancer?' and to insist on imaging as symptoms in young women may be dismissed.

## **RISK FACTORS**

### **Breast Cancer**

- being female, males represent 1% of breast cancer cases
- risk increases as a woman ages
- younger women are at risk of more aggressive breast disease, including Inflammatory Breast Cancer (IBC)
- strong family history of breast or ovarian cancer in a close relative
- women with genetic mutations (e.g., BRCA1, BRCA2)
- early onset of menstruation (before 12 years)
- personal medical history of benign breast disease with atypical cells, and high levels of radiation exposure to the chest (e.g., treatment for Hodgkin's lymphoma)
- use of oral contraceptives, delayed childbirth after age 30, and never breastfeeding
- lifestyle risk factors of concern include alcohol abuse, physical inactivity, smoking tobacco, poor diet, an unhealthy weight
- general risk factors for the development of breast cancer include possible environmental exposure to carcinogens (e.g., hormone disruptors)
- having a risk factor, or even several, does not mean you will get the disease
- 85% of women with breast cancer do not have any risk factors.

### **Testicular Cancer**

- males 15-35 years of age
- delayed descent of testicles into the scrotum (cryptorchidism)
- family or personal history of testicular cancer
- men with Klinefelter's syndrome have an increased risk of testicular cancer
- general risk factors for the development of testicular cancer include possible environmental exposure to carcinogens (e.g., hormone disruptors)
- lifestyle risk factors of concern include marijuana use, alcohol misuse, physical inactivity, smoking tobacco use and an unhealthy weight

- having a risk factor, or even several, does not mean you will get the disease
- some young men get testicular cancer without any risk factors.

## **SYMPTOMS**

### **Breast Cancer**

- breast lumps are the most common symptom, but is not always present (most breast lumps are not cancer)
- breast thickening, bumps
- breast changes (e.g., size, shape, changes in the skin, sores)
- dimpling or puckering of the breast (looks like an orange peel)
- breast swelling, redness, warmth
- persistent, unexplained breast pain
- nipple changes (e.g., inverts), discharge, crusting
- unexplained weight loss or excessive fatigue
- symptoms that may appear from the spread of the disease (e.g., bone pain).

### **Testicular Cancer**

- hard, painless lump on either testicle, but lump is not always present
- change in the size, shape, tenderness or feel of the testicles or scrotum
- swelling or pain in the testicles or scrotum
- feeling of heaviness in the lower abdomen or scrotum
- unusual backache that doesn't go away
- soreness or sudden, unexplained growth around the pectoral muscles
- symptoms that may appear from the spread of the disease (e.g., bone pain)
- unexplained weight loss or excessive fatigue.

## **SELF-CARE**

### **Breast Cancer**

- young women should have a risk assessment starting between 25-30 years
- young women need to understand their risk, and be aware of breast cancer symptoms in order to self-detect the disease
- detection through self-checks is recommended for young women
- young women need to know their breasts, know their normal, check regularly (e.g., after your menstrual period) and watch for changes
- personal health plan should include both breast and body awareness
- any breast cancer risks and detected breast changes or symptoms should be brought to the attention of their health care provider and imaging requested.

## **Testicular Cancer**

- young men need to understand their risk, and be aware of testicular cancer symptoms in order to self-detect the disease
- detection through self-checks is recommended for young men
- young men need to know their testicles, know their normal, check regularly (e.g., once a month) and watch for changes
- personal health plan should include both testicle and body awareness
- any testicular cancer risk factors and detected testicle changes or symptoms should be brought to the attention of their health care provider.

## **SELF-CHECKS**

### **Breast Cancer**

Discover what works for you and *check 'em!*

- know your breasts by learning how they look and feel
- look in the mirror to help you notice breast changes
- feel your breasts (e.g., in the bath or shower, before dressing, standing, lying down)
- use gentle to firm pressure with the pads of your fingers, flat on your breasts, to feel all your breast tissue
- remember breast tissue extends up to the collarbone and under your armpits
- discover what is normal for you and check 'em often (e.g., after your menstrual period)
- watch for unusual nipple or breast changes (e.g., size, shape, texture, lumps, discharge, pain)
- seek medical attention for any persistent breast cancer symptom or unusual breast changes
- seek medical attention for any unexpected or persistent changes that may indicate the spread of the disease (e.g., bone pain).

### **Testicular Cancer**

Take a minute a month to check out your boys!

### **Just Relax**

- check your testicles just after you've had a bath or shower, when the muscles in the scrotum are relaxed, making it easier for you to feel any lumps, growths or tenderness.

### **Size Up & Weigh**

- hold your scrotum in your hands and feel the size and weight of each testicle. It is common for one testicle to be slightly larger or hang lower than the other.

## **Feel for Lumps or Changes**

- feel each individual testicle and roll it between your thumb and finger, it should feel smooth. It's normal to feel a soft, tender tube towards the back of each testicle. You shouldn't feel pain when checking your testicles.

## **Keep an Eye Out**

- once familiar with how your testicles feel, keep an eye out for any changes. If you detect changes, don't freak out-just see a doctor as soon as possible.

## **RISK REDUCTION**

- living a healthy lifestyle can help reduce the risk of serious health problems e.g., cancer during a lifetime
- lifestyle choices include:
  - limit alcohol consumption
  - live smoke free and avoid exposure to second-hand smoke
  - get active and aim for at least 30 minutes of physical activity each day
  - eat well and enjoy a balanced diet that is high in fruits, vegetables and whole grains, and low in fat and sugar
  - maintain a healthy weight.

## **Both**

- health care professionals should be advised of any risk factors (e.g., family history)
- delays in diagnosis and treatment can be reduced by seeking prompt and regular medical care, especially if adolescents and young adults are aware of unusual changes in their skin, breasts and testes
- many breast/testicle changes are not cancer, but prompt medical attention should be obtained for any unexpected and persistent changes
- when symptoms persist the question, 'Could this be cancer?' should be asked and further imaging requested.

**Healthy Lifestyle Resources**

1. Canada's Food Guide ([food-guide.canada.ca](http://food-guide.canada.ca))
2. Low Risk Drinking Guidelines ([ccsa.ca/canadas-guidance-alcohol-and-health](http://ccsa.ca/canadas-guidance-alcohol-and-health)) or call toll free at 1-613-235-4048
3. Smokers Helpline ([smokershelpline.ca](http://smokershelpline.ca)) or call toll free at 1-877-513-5333

**Environmental Carcinogens Resources**

1. 'Skin Deep' Safer Product Assessment ([ewg.org/skindeep](http://ewg.org/skindeep))
2. 'Know Your Environment' ([cancer.ca](http://cancer.ca))

## Definitions

*Breast Awareness:* regular self-awareness and checking a woman's breasts to learn the normal look and feel of her breasts, and how to check for any changes.

*Cancer:* uncontrolled, abnormal growth of cells that can invade and destroy healthy Tissues.

*Carcinogen:* a substance that can increase the risk of developing cancer.

*Breast Density:* refers to the amount of fibro-glandular tissue vs fat in a breast. A breast that has more fibroglandular tissue than fat is said to be dense.

*Clinical Breast/Testicular Exam:* breast/testicular exam performed by a health care professional.

*Healthy Lifestyle:* way of life in which health enhancement and disease prevention are integrated into daily life.

*Inflammatory Breast Cancer (IBC):* uncommon type of breast cancer that develops when cancer cells block the lymph vessels in the skin of the breast. It is called inflammatory because the breast becomes red and swollen.

*Mammogram:* x-ray picture of the breast which can find some cancers before they can be felt.

*Metastasis:* transfer of cancer from one part of the body to another.

*Testicular Awareness:* regular self-awareness/checking of a man's testicles to learn the normal look and feel of his testicles, and how to check for any changes.

*Tumour:* abnormal swelling (lump) in the body. A tumour can be benign (not cancerous) or malignant (cancerous).

## References

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Sean, Casey, Chair. Standing Committee on Health. Saving Lives: Improving Guidance, Increasing Access and Achieving Better Outcomes in Breast Cancer Screening (2024). <https://www.ourcommons.ca/DocumentViewer/en/44-1/HESA/report-23/>

Recommendation #10 Public Health Awareness Campaigns

That the Government of Canada, in consultation and collaboration with the provinces, territories and Indigenous peoples, work with the Public Health Agency of Canada: to rapidly develop and swiftly implement public health awareness and education strategies specifically targeting adolescent and young adult women, Indigenous and racialized communities, as well as the health care professionals who service them, to address knowledge barriers regarding early detection and reduce disparities in the stage at which breast cancer is diagnosed in women.

## **Appendices**

### **Appendix 1**

**Name** \_\_\_\_\_

## **Types of Adolescent and Young Adult (AYA) Cancer**



## Appendix 2

### Personal Plan Rubric

Use the following questions to guide your personal plan.

1. What can you do today to reduce your risk of breast/testicular cancer?
2. What specific lifestyle changes can you make to reduce your risk of breast/testicular cancer today or in the future?
3. What are the symptoms of breast/testicular cancer and what should you do if you see any changes in your body?

Select and include in your plan, a minimum of 3 risk factors that you can counteract.

	Level 1	Level 2	Level 3	Level 4
Create and implement a plan for healthy living	Personal plan demonstrates a limited understanding of self-care and recognition of symptoms of breast/testicular cancer	Personal plan demonstrates a fair understanding of self-care and recognition of symptoms of breast/testicular cancer	Personal plan demonstrates considerable understanding of self-care and recognition of symptoms of breast/testicular cancer	Personal plan demonstrates an excellent understanding of self-care and recognition of symptoms of breast/testicular cancer
Identifies specific lifestyle changes	Identifies a few simple lifestyle changes	Identifies some lifestyle changes	Identifies many complex lifestyle changes	Consistently identifies many complex lifestyle changes
Identifies risk factors that can be counteracted	Identifies 1 risk factor with limited understanding of how to counteract it.	Identifies 2 risk factors with some understanding of how to counteract them.	Identifies 3-4 risk factors with considerable understanding of how to counteract them.	Identifies 5 or more risk factors with a consistent understanding of how to counteract them

## Appendix 3

### Presentation Plan Rubric

	Level 1	Level 2	Level 3	Level 4
Group presentation raises awareness of breast/testicular cancer by engaging their peers	presentation raises little awareness of breast/testicular cancer amongst their peers	presentation raises some awareness of breast/testicular cancer amongst their peers	presentation raises considerable awareness of breast/testicular cancer amongst their peers	presentation does an excellent job of raising awareness of breast/testicular cancer amongst their peers
Group research includes: definitions, statistics, risk factors, environmental causes, detection, symptoms, treatments, self-care activities, resources and support groups	presentation does not include any of the outlined criteria	presentation includes 1-2 requirements of the outlined criteria	presentation includes 3-4 requirements of the outlined criteria	presentation does an excellent job of raising awareness of breast/testicular cancer amongst their peers
Group presentation reflects planning and flows in a logical sequence	presentation reflects little evidence of planning and organization	presentation reflects some evidence of planning and organization	presentation reflects evidence of effective planning and organization	presentation reflects evidence of complex planning and organization

## Appendix 4

### Breast Cancer Awareness Peer Assessment Form

Your Name: \_\_\_\_\_

Group: \_\_\_\_\_

Please rate your peers on the creation of their informative product. Your ratings will not be disclosed to other students so please be honest in this evaluation.

In rating your peers use a one to five point scale where:

- 5 = Superior
- 4 = Above Average
- 3 = Average
- 2 = Below Average
- 1 = Weak

Creativity	
Information Provided	
Appealing	
Overall Quality of Work Total	

Key message from the presentation:

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*"this is an excellent way to inform young women on the risks of breast cancer and help them to be able to check for symptoms before it is too late."*

High School Student

*"Shan had planned to go on to teacher's college and spend much of her time with children. Although she is not here today, her life still continues to impact young girls. Thank you."*

High School Student

*"Shan was so beautiful...she could be my best friend...she could be me. What you are doing is amazing. Thank you."*

Post Secondary School Student

*"Shan's story continues to inspire, touch and motivate me to make a difference."*

Post Secondary School Student

*"one of the billboards with your message and Shan's face went up in my neighbourhood. It really struck a cord with me...I feel it is a really important message."*

Post Secondary School Student

*"the website is awesome...crisp, easy to navigate, informative. I love the sunflowers... Thank you for this important work."*

Young Professional

# Breast Cancer...

Shanna (Shan) was a beloved daughter, sister and friend.

She was an aspiring teacher, talented artist and skilled athlete.

The sunflower was her favourite flower and represented Shan's outlook on life.

Now it symbolizes her memory and hope.



for further information or to request print materials, please contact



**breast cancer awareness for young women**

[teamshan@gmail.com](mailto:teamshan@gmail.com)

[teamshan.ca](http://teamshan.ca)



[facebook.com/team.shan.ca](https://www.facebook.com/team.shan.ca)

[@TeamShan](https://www.facebook.com/team.shan.ca)

Team Shan (breast cancer awareness for young women) is in memory of Shanna (Shan) Larsen who was only 24 when she lost her life to breast cancer. Our logo and sunflower graphics were inspired by Shan's original artwork.

incorporated 2009



**not just a disease  
of older women**

# breast cancer awareness for young women (15-39 years of age)

*facts*

*symptoms*

*care*

## facts

- ▶ about 1,300 young women (15-39 years of age) are diagnosed with breast cancer every year in Canada
- ▶ about 130 young women with breast cancer will die every year in Canada
- ▶ most breast lumps are not cancer
- ▶ breast cancer does not always start with a breast lump
- ▶ breast cancer can spread, primarily to the bones, liver, lungs and brain
- ▶ breast cancer in young women is often very aggressive
- ▶ cancer in young adults is often random
- ▶ early detection saves lives



## symptoms

- ▶ breast lumps (most common)
- ▶ breast thickening
- ▶ dimpling/puckering of the breast
- ▶ breast changes (e.g., size, shape, skin)
- ▶ breast swelling, redness, warmth or pain
- ▶ nipple changes (e.g., nipple inverts)
- ▶ nipple discharge/leaking
- ▶ symptoms that may appear from the spread of breast cancer (e.g., bone pain, neurological symptoms)

## self care

- ▶ choose a healthy lifestyle ([teamshan.ca/breast-aware/healthy-lifestyle](http://teamshan.ca/breast-aware/healthy-lifestyle))
- ▶ know your body and watch for changes
- ▶ be breast aware, check 'em, know your normal, watch for changes ([teamshan.ca/breast-aware/#check-em](http://teamshan.ca/breast-aware/#check-em))
- ▶ discuss your breast health with your health care provider
- ▶ discuss known breast cancer risks with your health care provider
- ▶ seek medical attention for any breast cancer symptom or unusual breast changes
- ▶ seek medical attention for any persistent change in your body
- ▶ ask the doctor “**Could this be cancer?**”

## risk factors

### uncontrollable

- ▶ being female
- ▶ increased age
- ▶ born in North America or Northern Europe
- ▶ strong family history of breast or ovarian cancer
- ▶ African heritage



### controllable

- ▶ poor diet/unhealthy weight
- ▶ physical inactivity
- ▶ tobacco use/exposure to second hand smoke
- ▶ alcohol misuse
- ▶ use of oral contraceptive
- ▶ delayed childbirth/not breastfeeding



### uncontrollable

- ▶ early start to menstruation (< 12 years of age)
- ▶ genetic mutations (e.g., BRCA1, BRCA2)
- ▶ previous biopsy showing pre-cancerous breast changes
- ▶ previous high levels of radiation exposure to the chest



# WHAT WE DO.

Save Lives and  
Reduce Suffering

## SMASHING TABOOS

We don't just raise awareness; we're revolutionizing the conversation around testicular cancer. Our cutting-edge awareness program reaches millions every year, shattering taboos and saving lives. Too many men avoid the hospital out of embarrassment, and when they do, the consequences can be fatal. With your support, we're turning that embarrassment into action.

## KNOWLEDGE IS POWER

Our website isn't just a resource—it's the most comprehensive arsenal against testicular cancer in the world. Verified by Canada's leading specialists, our information is not only accessible but also transformative. We empower men with the knowledge they need to take control of their health.

## UNWAVERING SUPPORT

Our army of volunteers isn't here to hold hands—they're here to empower men and their families through this ordeal. We are developing a new support program that will provide immediate, personalized assistance for those facing this challenge. This initiative will ensure that help is available when it's needed most.

## DO YOUR PART.

Awareness really is the first step. If you're a male aged 15 or older, check 'em. Regularly.

To help grab testicular cancer by the balls, consider donating to Testicular Cancer Canada.

100% of donations go towards raising awareness and supporting those affected.

 **DON'T LEAVE US  
HANGING.**

Call or write to us. A real person will answer, we promise.

**1-844-42-BALLS**  
[info@testicularcancer.ngo](mailto:info@testicularcancer.ngo)  
**[testicularcancer.ngo](http://testicularcancer.ngo)**

# TIME TO TOUCH YOURSELF



Testicular cancer is the most prevalent cancer in young men. It's also among the most *treatable*.

TESTICULAR  
CANCER  
CANADA 

# FEELIN' YOURSELF.

Take one minute a month to check out your boys.



## JUST RELAX

Check your testicles just after you've had a bath or shower, when the muscles in the scrotum are relaxed, making it easier for you to feel any lumps, growths or tenderness. Stand in front of the mirror. Look for any swelling on the skin of your scrotum.

## SIZE UP & WEIGH

Hold your scrotum in your hands and feel the size and weight of each testicle. It is common for one testicle to be slightly larger or hang lower than the other.



## FEEL FOR LUMPS OR CHANGES

Feel each individual testicle and roll it between your thumb and finger. It should feel smooth. It's normal to feel a soft, tender tube towards the back of each testicle. You shouldn't feel any pain when checking your testicles.



## KEEP AN EYE OUT

Once familiar with how your testicles feel, keep an eye out for any changes. If you detect a change, don't freak out—just see a doctor as soon as possible.



## EXPERIENCING ANY OF THESE SYMPTOMS?

Don't freak out, but get to a physician to get yourself checked out immediately. Other health problems can involve the same symptoms. On the other hand, some males get testicular cancer without showing these signs, so testing is necessary to make a diagnosis.

### WHAT TO LOOK OUT FOR:

- A hard, painless lump on either of your testicles (not always present).
- A change in the size, shape, tenderness or feel of your testicles or scrotum.
- Swelling or pain in your testicles or scrotum.
- A feeling of heaviness in your lower abdomen or scrotum.
- An unusual back ache that doesn't go away.
- A soreness or sudden, unexplained growth around your pectoral muscles.
- Unexplained weight loss.

## GIVE US A HAND.

All donations directly help fund Testicular Cancer Canada's programs, such as educational campaigns aimed at high schools, universities, colleges and military bases. Your donation also helps fund our outreach and support programs for testicular cancer survivors.

Help us help the guys that are suffering.

**Give online: [testicularcancer.ngo](https://testicularcancer.ngo)**

Don't have access to an internet connection or simply prefer to send your donation (cheque or money order) the old fashioned way? That's fine, we also take payments by mail.

Testicular Cancer Canada  
5160 rue chabot  
Montreal, QC  
H2h 1y8

Please let us know if you need a tax receipt

**Scan this bad boy for more info**



\*Mailed donations above \$20 are eligible to receive an *official donation receipt for income tax purposes.*

\*\* Sending donation receipts by email is the most cost effective way for us. Please help us keep our costs low.

# Adolescent & Young Adult (AYA)

Cancer in Canada

# 9000

young people (15-39) are diagnosed with cancer per year in Canada; 10% of total cancers 15-69.

Incidence of cancer in young people is increasing; while genetic predispositions do play a role, many AYA cancers appear to be sporadic and influenced by a variety of environmental and lifestyle factors (Comprehensive Cancer Information, 2024)

782.3 per 100,000 person-years disability-adjusted life years (DALY's) due to AYA Cancer worldwide (Wen et al, 2021)



## TYPES OF AYA CANCER



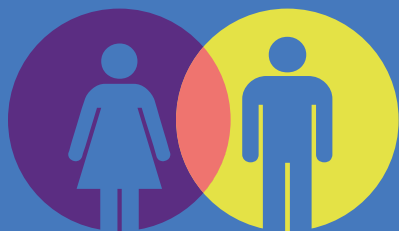
### AYA FEMALES (15-39)

Breast cancer is the most common type of cancer, followed by thyroid cancer, skin cancer (melanoma), cervical cancer and colorectal cancer (SEER, 2024)



### AYA MALES (15-39)

Testicular cancer is the most common type of cancer, followed by colorectal cancer, Non-Hodgkin Lymphoma, thyroid cancer, and Leukemia (SEER, 2024)



### YOUNG ADULTS (15-39)

Other common cancers include Hodgkin lymphoma, brain and other nervous system (ONS) cancers (SEER, 2024)

## COMMON SIGNS OF CANCER IN AYA

Unexplained and persistent: pain; lump, bump or swelling; significant weight loss; tiredness; changes in a mole. (Teenage Cancer Trust)

## AYA CANCER ISSUES

- limited opportunity for prevention for many cancers
- delays in diagnosis due to patient or health care provider inaction
- psychosocial challenges
- age appropriate treatment protocols
- lower participation in clinical trials
- possibility of future health problems

(Canadian Cancer Society)

## ACTION ITEMS

- improve cancer awareness activities among young adults and health care providers
- find innovative ways to increase and improve communication between doctors and AYA patients
- find innovative ways to increase and improve early diagnosis, treatment and medical followup
- encourage regular and prompt medical care, especially if AYAs are aware of unusual changes to their skin, breasts or testes
- ensure availability and accessibility of advanced diagnostic and imaging tools
- facilitate access to and encourage participation in clinical trials designed for AYA patients
- provide access to psychological support, counseling and mental health services
- train healthcare providers on AYA oncology care

(Canadian Cancer Society)