

NAME: COPPAFEEL!

CLASS: KNOW YOUR NORMAL

SUBJECT: BOOBS, PECS & CHESTS



# Boob School

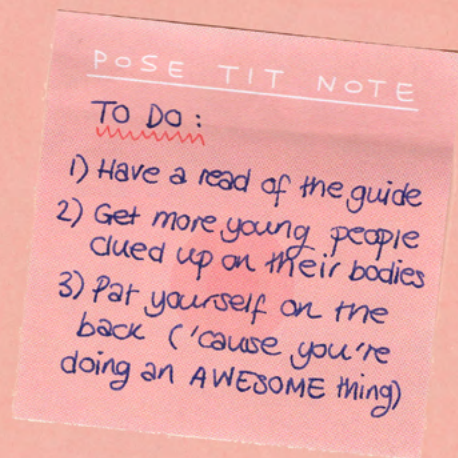
For guys, gals & non-binary pals.



PSHE Association  
Quality Assured  
Resource

PSHE  
Association





Patient Information Forum

This information was last reviewed in June 2021. It will be revised in June 2024.

## COPPAFEEL! EXISTS TO GIVE EVERY YOUNG PERSON THE BEST POSSIBLE CHANCE OF LIVING A LONG, HAPPY AND HEALTHY LIFE.

We therefore try to ensure more young people have access to the 'need to know' information about breast cancer; the importance of self-checking, knowing the signs and symptoms, and having the confidence to visit their GP if they notice something unusual for them. We know that early detection saves lives, it's why we want every young person to be given the opportunity to arm themselves with the knowledge and skills needed to ensure they have the best chance of surviving breast cancer now and in the future.

This guide has been designed to help you gain the confidence and knowledge to educate and empower your students about all things boobs, pecs and chests.

You can help them form a healthy habit that could just save their life. We have found talking about a serious message in a light hearted and approachable way has greater sticking power in young peoples' minds, so we aim to help you do this, too!

This pack contains lesson plans, activities and resources to help you deliver engaging sessions. We've suggested timings for some of these activities, but we would encourage you to use this pack in the way that best suits your schedule. Whether you have lots of time, or just a little, we want you to spread the boob word, so find what works for you.

We appreciate that teaching about breast cancer may not be an easy task. That's why we've created an online module that we hope will support you all the way. Packed with information, useful links, top tips and a reminder that you're amazing and have totally got this! To access the module, our important health information and all of our resources\*, head to our website.

## CONTENTS:

Introduction to CoppaFeel!

Guidance for getting started

Lesson plans

Activity sheets

Solutions and Boobliography

FAQs

Useful resources

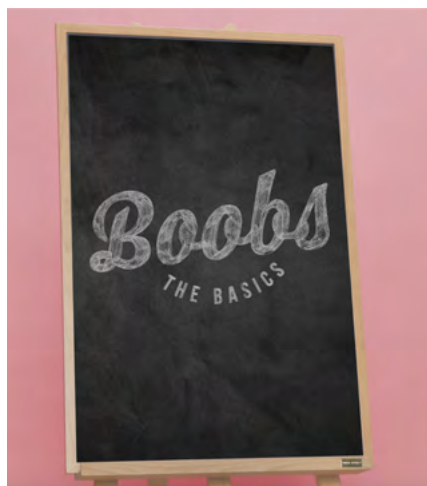
Further reading

\*This school pack has been awarded the PSHE Association Quality Mark, but the online resources mentioned here were not submitted as part of this.



## THE BOOB BASICS

Before we begin, we want to be clear about what we mean when we use the term 'boobs', as it's a word you'll find popping up a lot in this pack. We typically refer to boobs, pecs or chest instead of 'breasts' because our research amongst young people suggests they respond best to informal language rather than clinical terms. Because our message is intended for people of all genders, we've popped a definition on this page to help clear up what we mean when we say 'boobs'. You'll also find this in our lesson slides, so you can share it with your students.



### Boobs: A Definition

**Boobs/** /bu:bs/

**Noun** (*Informal*)

**1** Anatomy, Biology. The front part of the body from the neck to the abdomen; chest.

**Synonyms:** Breasts, pecs, chest.

**Usage:** 'CoppaFeel! believe that knowing your boobs could save your life.'

## OUR STORY

Our charity was founded in 2009 by Kris Hallenga and her twin sister Maren (pictured overleaf). After noticing a lump in her boob and repeatedly visiting her doctor over 8 months, Kris was eventually diagnosed with incurable breast cancer, aged just 23. Unaware that breast cancer could affect people in their twenties and armed with little knowledge about the disease, it struck Kris & Maren that there was a significant lack of information out there for young people, and they decided this was something they had to change.

Owing to the late detection of Kris' cancer, she will always live with the disease and require treatment for the rest of her life. She and Maren decided they wanted to get the message out there to young people that catching cancer early means you have a much higher chance of surviving and recovering. They want young people to learn from Kris' story and become proactive with their own health.

To watch or screen the BBC Documentary about our founder, check out our video resources on pages 36 & 37.



## OUR MISSION

Our mission is to ensure all breast cancers are diagnosed early and correctly. We do this by encouraging young people across the UK to:

- Check their chest regularly
- Know the signs and symptoms
- Feel confident noticing and acting upon any changes

## WHERE YOU'LL FIND US:

We speak to young people in the places they usually hang out. From schools to shower cubicles, festival fields to social media, we'll be there to talk boobs and affect real behaviour change. Here are some of the places you'll see us at work:

- In the workplace
- At schools and colleges
- On your bra label
- At universities
- At festivals
- In your showers
- In surgeries & sexual health clinics

Find out more about the work we do at [coppafeel.org](http://coppafeel.org).

# GETTING STARTED

Breast cancer can be a sensitive topic to learn about and to teach, so we'd advise doing some ground-work before you get started. Following the checklist we've provided will ensure you are prepared and feel confident talking about breast awareness with your students. First things first:

## 1) Plan how the lessons will be an integral part of your school's PSHE programme

To completely misquote the Boy Scouts, you've got to 'be prepared to talk boobs'. Tick off the following checklist before your session(s) to make sure you're ready:

- Complete the e-learning module '**Getting to Know Your Boobs**' – this will give you the confidence that you understand the key facts to deliver the session(s)
- Review the video resources and PowerPoint Slides on pages 34-37 to decide which are most suitable for your class
- Review the activity sheets

on pages 16-29 - we've provided various options, you will need to decide which will be most effective and appropriate for your group

- Read our boobliography & FAQs (p31-33) – useful to look over before the session(s) as well as having on hand whilst teaching

## 2) Ensure that staff teaching the lessons are confident and know they can refer to you if they are unsure

If you have personal experience of breast cancer (whether directly or indirectly), you may find it to be an emotional subject to teach. It's important the students receive the message clearly, without anxiety or concern for the emotions of the person delivering the session(s). If you require support from other colleagues, or perhaps think someone else might be more suited to deliver the session(s), that's totally fine. If a student or staff member involved has been affected by breast cancer, or cancer in general, it might be best to speak with them before to ensure they are comfortable to take part in the session(s) and give them the option to

opt out or have the lesson in another way. By explaining what information will be shared, and how, this will hopefully appease any concerns they may have. They may even wish to help you in preparing and/or delivering the session(s).

It is important be familiar with your school's safeguarding policy and other relevant policies and support provided within your school (e.g. counselling services/support groups), and let your students know how to access this kind of support.

## 3) Notify parents/carers/ students and encourage them to liaise with you if they have any concerns

It's often best to inform the parents, carers and your students in advance about the session(s), provide examples of resources being used and share what the aims are. This then allows them to ask any questions they may have, as well as prepare for any questions the students may ask when they get home. On page 9 we've provided a letter template which you may want to adapt and use in order to share with



parents/carers and students before the session(s) begin.

## 4) Create a safe learning environment at the start of every lesson

It is essential to discuss and establish ground rules with the students before the session(s) starts. For example, how they can show respect for others' questions and thoughts and to be aware of others' feelings. This will create a safe, open space for students to share their thoughts and queries without negative repercussions. Everybody has breast tissue, and all genders need to get to know their bodies, so consider how you can use inclusive language when talking about this subject. Turn over for some handy tips on creating a safe learning environment.



### Setting the ground rules:

- Be respectful to both staff and students
- Listen to each other's views
- Be open and honest, but respect others' personal information
- It's ok to disagree with someone, but we do not judge or make fun of anyone
- Everybody has the right to pass if they want to
- Don't make assumptions
- Use appropriate language
- Ask appropriate questions

### Creating a safe space for questions and concerns:

- Have an anonymous question box available in class, where students can place anonymous questions or concerns
- Use distancing techniques such as stories, scenarios, clips from programmes or case studies so that students are able to engage with and discuss issues surrounding breast cancer but aren't asked to share personal experiences which may distress them
- Signpost sources of support both in and out of school

and provide opportunities for pupils to seek advice and support from different services (head to page 38 for more info)

- Give students the option to step out if they need to

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It's a good idea to refer to these ground rules at the beginning of every lesson. These can also be referred to during lessons and at appropriate times if needs be.

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### 5) Do not worry about being an expert – you have everything you need in the resource

Breast cancer is a vast subject and few people are experts - you don't need to be one of them to deliver a useful and informative session! If you follow the checklist and prepare accordingly you will be able to support your students to the best of your ability, and you will also be able to point them in the right direction if they have questions you are unable to answer.

Our lesson plans exist to make it easy, fun and informative - check them out on pages 10-15.



Dear \_\_\_\_\_,

We are planning to deliver a breast awareness session/breast awareness sessions next month on the following date/s:

\_\_\_\_\_. We will be using materials developed by CoppaFeel!, the UK's first breast cancer charity to solely create awareness amongst young people, with the aim of instilling the knowledge and tools they need to get to know their bodies. Although a serious matter, the message is delivered in a light-hearted way, empowering young people to kick start healthy habits, for life.

We hope to answer any questions the students might have on the day, but there may be some information or issues your child may wish to discuss further at home. We are hoping to start an open and honest conversation around breast cancer, and hope this will continue outside the classroom. We are not experts on the subject, and no more expect you to be, we therefore suggest having a look at the CoppaFeel! website - [coppafeel.org](http://coppafeel.org) - for further information that might be useful.

If your child has a close relative or friend that has gone through, or is going through, cancer, please do let us know so we can support them accordingly. If you have any concerns or questions around the session(s), please do let me know.

Kind regards,

\_\_\_\_\_



## LESSON 1



### 60 MINUTE LESSON MISSION: Educate

#### What you'll need:

- PowerPoint: Lesson 1
- Boobliography printout (p.26-29)
- Scissors and glue-sticks
- Activity sheet 1: Boobword (p.16-19) & answer sheet

#### Learning outcomes:

1. Identify signs and symptoms of breast cancer
2. Explain what breast cancer is and identify key terms
3. Identify myths and key facts about breast cancer

#### Set The Ground Rules (5 mins)

Discuss and establish ground rules with your students, making sure the group consider how they can show respect for others' thoughts and questions

during the session(s). Ensure your class are aware that all genders can be affected by breast cancer, that they understand the importance of using inclusive language, and that offensive terms will not be tolerated. Remember to read through and use the handy hints and tips from the teacher checklist before each lesson.

#### Everything We Know About Breast Cancer (10 mins)

Ask students to create a graffiti wall about breast cancer under two headings - 'what we know' and 'what we are not sure about'. Ask each group to feedback one thing they thought they knew and one thing they were not sure about. Record these on a flipchart or class whiteboard.

#### Do You Know Your Boobliography? (20 mins)

Give students a Boobliography pack which contains a glossary of terms related to breast cancer. Ask them to work in groups and to match the term to the correct explanation - either by cutting and sticking (p.26-27) or matching numbers to letters (p.28-29). Call out the 'correct' definitions using the Boobliography on page 31. How many did they get right? Were there any terms

that they hadn't heard of before? Have any of their 'what we are not sure about' questions from the beginning of the lesson been answered? Clarify any misinformation or misunderstandings.

#### Boob Facts (20 mins)

What does the group now know about breast cancer? In groups, ask them to compile a Boob Fact File with at least five things they now know to be true. Each group then presents back to everybody one key fact. Use the Lesson 1 Power point to run through key facts, signs and symptoms, myth busters and associated words.

#### Extension Activity:

Activity Sheet 1. Decide on the difficulty of the crossword. One version is more difficult (p.16-17) and the other has hints to nudge the students in the right direction if you think this is necessary (p.18-19). You can find the solutions on page 30.

#### What Have We Learnt? (5 minutes)

Revisit the graffiti wall activity and get students to add in their new learning to the 'what we know' column, using a different coloured pen.

#### Optional Extra:

We know talking about boobs, pecs & chests can sometimes give students the giggles. If you feel happy about addressing this head-on, the name game on page 33 can be a good way to help your class feel comfortable with talking about their bodies.

**Notes:** Cancer happens when cells divide and grow in an abnormal way. Breast cancer starts when cells in the breast begin to divide and grow in an abnormal way. Exactly why some people get breast cancer and others don't is not fully understood. Research suggests that breast cancer can be caused by a combination of lots of different factors. The main things that increase someone's risk of breast cancer are beyond our control. Most breast cancers happen by chance. Having a relative with breast cancer doesn't automatically mean your own risk is higher.

(Info sourced from **Breast Cancer Care**)



## LESSON 2

# KNOW your NORMAL

### 60 MINUTE LESSON MISSION: Encourage

#### What you'll need:

- PowerPoint: Lesson 2
- Kris' Story video
- Boob Check 101 video
- Charades Game (p.20-21)
- The Big Boob Quiz Activity Sheet (p.22-23)

#### Learning outcomes:

1. Identify four healthy choices that *may* lower a person's risk of getting cancer
2. Explaining why it is important to be educated about breast cancer at a young age
3. Give reasons for why it is important to be familiar with your own body

## DON'T FORGET THE GROUND RULES!

#### What Do We Know Already? (5 mins)

Recap what was covered in Lesson 1 before starting the activities in Lesson 2.

#### Healthy Choices (10 mins)

Around 40% of all cancers are preventable through lifestyle choices. Use Activity Sheet 2: Charades to establish four key healthy choices that *may* reduce a person's risk of getting cancer. Using the Boob Fact File from Lesson 1, ask students to write under each healthy choice one example of what someone could do.

#### Why Bother? (10 mins)

To help your students understand why it is important for them to be educated about breast cancer at a young age, show them the CoppaFeel! founder's story: "*Kris' story*" (video). Possible questions to ask after the video: What were your thoughts/feelings about what happened to Kris? Were you surprised by how young Kris was when

she was diagnosed? Did you know breast cancer could affect young people?

#### Boob Check 101! (15 mins)

Play the "*This is How to Check Your Boobs*" (video). Run through summary of signs and symptoms and how to check.

#### Quiz O'Clock (15 mins)

Activity Sheet 3: The Big Boob Quiz. Either set up Quiz show style teams to 'ring a buzzer' with their answers, or simply have everyone answer the questions individually on a piece of paper, sharing the answers (p.30) after they've completed the questions.

#### Extension Activity:

Ask students to compile their own quiz using the boobliography sheet to help them.

#### What Have We Learnt? (5 minutes)

Ask students to revisit the healthy choices examples they gave and to add their additional ideas they have learnt in a different coloured pen.

### Extension Activities

- Prepare and deliver a school assembly on breast awareness
- Write a school blog over the course of the three sessions to share with the school community the understanding that has been gained regarding breast cancer
- Research and produce a fact file on the benefits of self-checking and knowing your normal to go on the school website/blog
- Create a display to show in communal areas which promotes a greater understanding of breast cancer and the importance of self-checking and knowing your normal for all students
- Write a short news piece on each of the 5 actions (diet/what you eat, exercise, boob pec or chest checking, reducing alcohol and no smoking) to go out each month on the school website
- Create a top tips checklist on breast awareness which is differentiated to suit a younger/older year group
- Write to the School Council asking them to adopt CoppaFeel! as your year group's charity.

## LESSON 3

# TRUST YOUR Touch!

### 60 MINUTE LESSON MISSION: Empower

#### What you'll need:

- PowerPoint: Lesson 3
- Activity sheet 4: Spread the Boob Love (p.24-25)
- Optional: Magazines & newspapers for collaging, scissors, glue sticks.

#### Learning outcomes:

1. Recognise the importance of breast awareness
2. Identify a positive action to take that may lower the risk of breast cancer
3. Reflect on different ways to raise awareness of breast cancer within the school community

## DON'T FORGET THE GROUND RULES!

### Review What You Have Learnt So Far (10 mins)

Ask students to create a mind map/graffiti wall of what they have learnt so far including key breast cancer statistics, the signs and symptoms to be aware of and how to get to know what's normal for you.

### Share The Boob Love (30 mins + homework?)

Divide the class into groups and ask them to create a 'boob, pecs and chests top tips checklist' to spread breast cancer awareness at your school. Give each group a print out of Activity Sheet 4: Spread the Word, to get them thinking about what they might want to include, and how their checklist could look. You might like to divide groups by target audience or where they'll be used, for example:

- Students: checklists for bathrooms / common rooms / back of toilet doors
- Teachers: a checklist for the staff room or classroom
- On the school website /

school blog

- Parents: a checklist for the home or office

### Empowerment (recap) (15 mins)

Discuss what they might do to lower their risk of getting breast cancer and consider how they could share their boob/pec/chest knowledge with friends and family. Ask them to write these down on a sheet of paper or post it and share with the group, with each student presenting back one positive action they'll take to reduce their risk, and one way they plan to spread the word. Pin these positive affirmations on the board as a reminder of their commitment to getting to know their bodies.

### What Have We Learnt? (5 minutes)

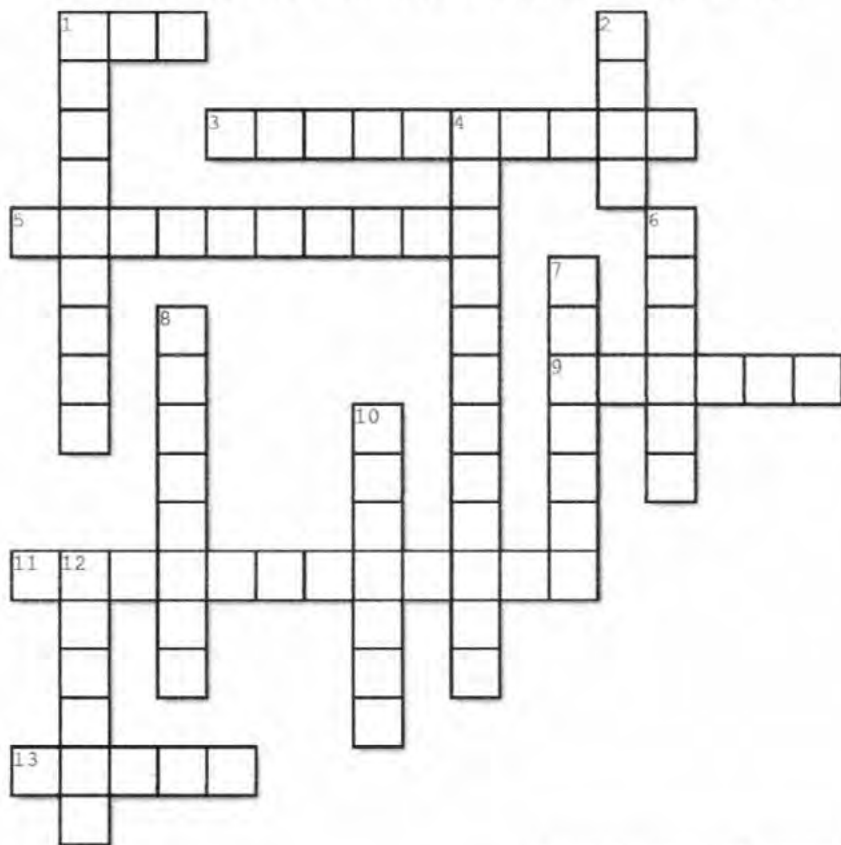
Ask students to revisit the mind map/graffiti wall and add their additional thoughts about the steps that they can take that may reduce their risk of getting breast cancer.

## Fundraising ideas

- **Hold a Boob Bake Sale!**  
Whether you whip up gingerbread people with boobs or your infamous cupcakes, this is a great way to start a conversation in the school, get a gauge of peoples' knowledge and awareness and raise vital funds to support our work. You could take it up a notch and host a Boob Brunch in tutor groups or a specific class.
- **Host a screening of "Dying to Live"** - In 2014 BBC 3 aired a documentary about our founder, Kris, and her experience of living with cancer and running a charity. Access the film via page 37 of this guide and hold a screening for your students at lunchtime. If you want, you could ask for an optional donation for entry.
- **Organise a non-uniform day** - It's a classic for a reason. Organise a non uniform day, asking for a donation in exchange for a day with no uniform. You could also give each student one of our checking cards with their donation - order them via the link on page 35.



# BOOB WORD



We haven't given you any hints, so test your knowledge and complete the crossword, using everything you've learnt.

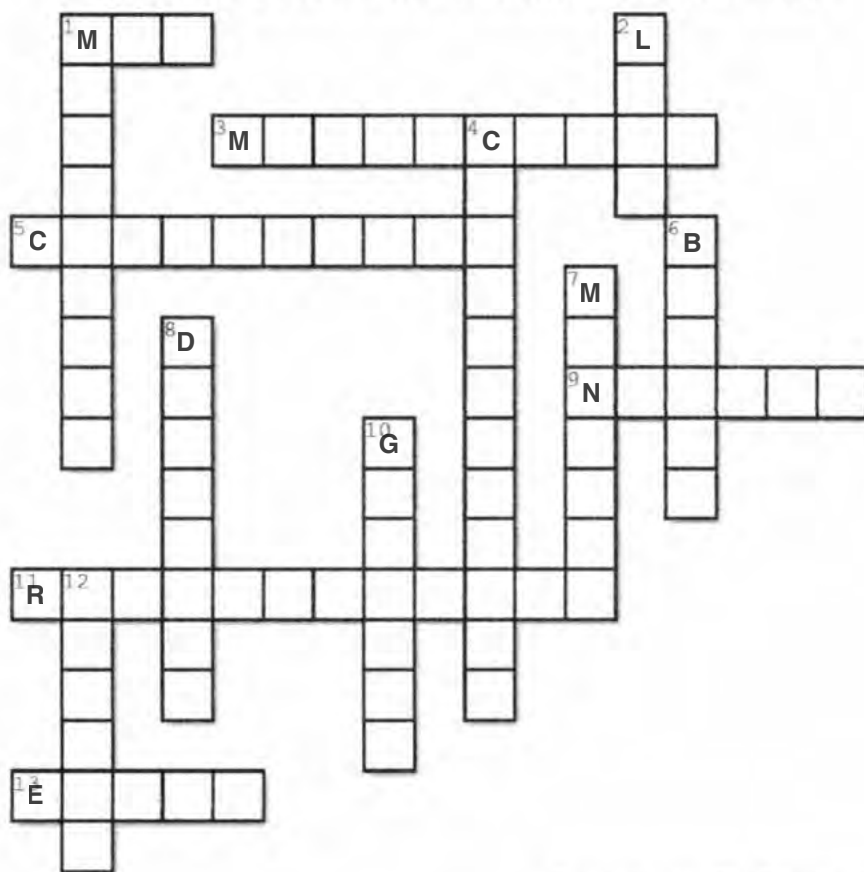
## ACROSS:

- 1) Four hundred \_\_\_\_ are diagnosed with this every year in the UK (3)
- 3) Removal of all of the breast tissue including the nipple area (10)
- 5) You check up to here when copping a feel of your boobs or pecs (10)
- 9) If this becomes inverted or changes direction you should see your GP (6)
- 11) A treatment that uses high energy x-rays to destroy cancer cells (12)
- 13) One out of how many women in the UK will experience breast cancer in their lifetime? (5)

## DOWN:

- 1) An x-ray of the breast tissue - women over 50 will be invited for one of these every three years (9)
- 2) A symptom which is commonly associated with breast cancer (4)
- 4) A form of cancer treatment that will often make you lose your hair (12)
- 6) Removal of a small sample of breast tissue (using a needle) which is then examined under a microscope (6)
- 7) How regularly CoppaFeel! suggest you should check your boobs, pecs or chest (7)
- 8) One of the symptoms of breast cancer you might notice by sight (8)
- 10) The BRCA1 or BRCA2 mutation can be passed on by what familial link? (7)
- 12) An area of the body you should be feeling when you're checking yourself (6)

# BOOB WORD



Test your knowledge and complete the crossword, we've given you some hints to get you started!

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# CHARADES

A christmas classic reinvented for the classroom - this is an easy way to get your students up on their feet and engaging with ways they may lower their cancer risk.

1. Divide the group into two teams, preferably of equal size
2. Each group nominates an "Actor"
3. Give the Actor for each group the following 4 phrases written on small pieces of paper (making sure the teams cannot see these words):

**Eating a healthy diet**  
**Exercising regularly**  
**Avoiding alcohol**  
**Avoiding smoking**

4. Set a timer for 3 mins
5. Each word must be acted out one at a time
6. Each group must guess all 4 actions from the Actor acting out each word to complete the game

7. The winning team guesses the 4 words before the other team

## BONUS ROUND!

Breast cancer is caused by lots of different factors, many of which we can't control. For extra points, ask your students if they can name (or act out) two of the things they can do to increase their chances of detecting breast changes at an early stage:

- **Regular boob, pec or chest checking**
- **Seeing a doctor if they notice anything unusual for them**

**EATING A  
HEALTHY DIET**

**EXERCISING  
REGULARLY**

**AVOIDING  
ALCOHOL**

**AVOIDING  
SMOKING**

# THE BIG FAT BOOB QUIZ

**Prizes: optional. Superior boob knowledge: guaranteed.**

1. How old was the founder of CoppaFeel!, Kris Hallenga, when she was diagnosed with breast cancer?
2. What stage was Kris' breast cancer at when it was finally diagnosed?
3. What is the name of the charity Kris set up with her twin sister Maren, to educate young people about breast cancer?
4. How many women are affected by breast cancer every year in the UK?
5. How many men a year are diagnosed with breast cancer in the UK?
6. What percentage of breast cancers are caused by a genetic link?
7. Can you name 3 signs or symptoms you should be aware of?
8. Name 3 ways you may lower your risk of getting cancer, (not just breast cancer).
9. Name two common myths associated with breast cancer.
10. Where should you check up to and under when checking your chest?
11. How often should you check your chest?
12. If you notice a change to your chest, when should you see your doctor?

PLUS SOME (VERY  
SERIOUS) BONUS  
QUESTIONS:

13. What numbers do you use to spell boobs on a calculator?
14. What kind of insect makes milk?
15. And last but by no means least, will you start or continue the healthy habit of checking your boobs, pecs or chest every month?

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)



# SPREAD THE WORD

We want you to get creative and use everything you've learned to create an awareness material that will help other people to get to know their boobs, pecs and chests and recognise any changes. Use the questions below to get you thinking about what you'll include, and the page opposite to jot down ideas:

1. What do you want your audience to do as a result of seeing your checklist? This is your "call to action".
2. Who will be seeing your checklist? You could note down things like their age (or age range), gender, hobbies or brands they might like. Have a think about the language and imagery you will use to ensure your poster is inclusive of everyone in this audience.
3. What is the message you want your audience to take away from the checklist? Are there any key facts or information you want them to remember?
4. What is your campaign slogan? This should be a catchy, easy to understand and memorable tag line, or maybe even a hashtag.
5. How will your checklist look? Think about the images & colours you want to use. (Use the space opposite for doodles or magazine clippings).

Finished? We'd love to see your creations! Tweet or gram us with the hashtag #LetsTalkBoobs and we'll repost our favourites.

 @COPPAFEELPEOPLE



# BOOBLIOGRAPHY



Tumour
Remission
Secondary Breast Cancer
Biopsy
Ultrasound Scan
Mammogram
Radiotherapy
BRCA1 & BRCA2
Lumpectomy
Terminal
Mastectomy
Chemotherapy
Breast Tissue
Genes
Hormones
Oncologist
Stage
Prosthesis
Reconstruction



We've got our Boobliography jumbled up. Cut out the words below and stick them next to the correct definition.



Removal of tissue by a needle that is then examined under a microscope.
Mutated genes that mean a carrier has a much higher risk of developing breast cancer (and some other cancers) compared to the general population.
A collection of fat cells that extends from the collarbone, across under the arm and down to the middle of the ribcage.
A treatment that destroys cancer cells, and can cause a patient to lose their hair.
Biological information we inherit from our parents, affecting the way we look and how our bodies work and grow.
Chemical messengers that regulate growth and reproduction.
A surgical procedure to remove a lump believed to be cancerous.
A breast x-ray.
Removal of all the breast tissue including the nipple area.
A doctor who specialises in cancer.
An artificial breast used to restore shape when part or all of the breast has been removed.
A treatment that uses high energy x-rays to destroy cancer cells.
Surgery that rebuilds the breast shape after all or part of the breast has been removed.
When signs and symptoms of a disease partly or completely disappear. This may be temporary or permanent.
When cancer cells from the breast have spread to other parts of the body such as the bones, lungs, liver or brain. (Also called Stage 4 breast cancer)
The size of the cancer and how far it has spread.
The cancer diagnosis is not treatable and will be life-ending.
An overgrowth of cells forming a lump - may be benign (not cancer) or cancer.
Uses high frequency sound waves to produce an image.





# BOOBLIOGRAPHY

1	<b>Tumour</b>
2	<b>Remission</b>
3	<b>Secondary Breast Cancer</b>
4	<b>Biopsy</b>
5	<b>Ultrasound Scan</b>
6	<b>Mammogram</b>
7	<b>Radiotherapy</b>
8	<b>BRCA1 &amp; BRCA2</b>
9	<b>Lumpectomy</b>
10	<b>Terminal</b>
11	<b>Mastectomy</b>
12	<b>Chemotherapy</b>
13	<b>Breast Tissue</b>
14	<b>Genes</b>
15	<b>Hormones</b>
16	<b>Oncologist</b>
17	<b>Stage</b>
18	<b>Prosthesis</b>
19	<b>Reconstruction</b>

We've got our Boobliography jumbled up - can you match the words to their definitions? On a separate piece of paper, write down which number and letter make a pair.

<b>A</b>	Removal of tissue by a needle that is then examined under a microscope.
<b>B</b>	Mutated genes that mean a carrier has a much higher risk of developing breast cancer (and some other cancers) compared to the general population.
<b>C</b>	A collection of fat cells that extends from the collarbone, across under the arm and down to the middle of the ribcage.
<b>D</b>	A treatment that destroys cancer cells, and can cause a patient to lose their hair.
<b>E</b>	Biological information we inherit from our parents, affecting the way we look and how our bodies work and grow.
<b>F</b>	Chemical messengers that regulate growth and reproduction.
<b>G</b>	A surgical procedure to remove a lump believed to be cancerous.
<b>H</b>	A breast x-ray.
<b>I</b>	Removal of all the breast tissue including the nipple area.
<b>J</b>	A doctor who specialises in cancer.
<b>K</b>	An artificial breast used to restore shape when part or all of the breast has been removed.
<b>L</b>	A treatment that uses high energy x-rays to destroy cancer cells.
<b>M</b>	Surgery that rebuilds the breast shape after all or part of the breast has been removed.
<b>N</b>	When signs and symptoms of a disease partly or completely disappear. This may be temporary or permanent.
<b>O</b>	When cancer cells from the breast have spread to other parts of the body such as the bones, lungs, liver or brain. (Also called Stage 4 breast cancer)
<b>P</b>	The size of the cancer and how far it has spread.
<b>Q</b>	The cancer diagnosis is not treatable and will be life-ending.
<b>R</b>	An overgrowth of cells forming a lump - may be benign (not cancer) or cancer.
<b>S</b>	Uses high frequency sound waves to produce an image.

## CROSSWORD SOLUTIONS

Across:

- 1) Men
- 3) Mastectomy
- 5) Collarbone
- 9) Nipple
- 11) Radiotherapy
- 13) Eight

Down:

- 1) Mammogram
- 2) Lump
- 4) Chemotherapy
- 6) Biopsy
- 7) Monthly
- 8) Dimpling
- 10) Genetic
- 12) Armpit

## BIG FAT BOOB QUIZ - ANSWERS

1. 23
2. Stage 4
3. CoppaFeel!
4. 1 in 8 or 55,000
5. 400
6. 10%
7. Any of the following:
  - Changes in skin texture (eg. puckering or dimpling)
  - Swelling in the armpit or around the collarbone
  - Lumps & thickening
  - Constant unusual pain in the chest or armpit
  - Nipple discharge
  - A sudden unusual change in size or shape
  - Nipple inversion and changes in direction
  - A rash or crusting of the nipple or surrounding area.
8. Any of the following:
  - Exercising regularly
  - Eating a healthy diet
  - Avoiding smoking
  - Avoiding alcohol
9. Any of the following:
  - Wearing deodorant gives you cancer
  - Wearing the wrong size bra gives you cancer
  - Breast cancer only affects older people
  - Having a mobile phone gives you cancer
  - Getting breast implants gives you cancer.
10. Up to your collarbone and under your armpit
11. Monthly
12. Monitor for a week, and if the symptom persists, make an appointment with your GP.
13. 80085
14. Boobeys
15. Yes, obviously.

### BOOBLIOGRAPHY PAIRS:

1R, 2N, 3O, 4A, 5S, 6H, 7L, 8B, 9G, 10Q, 11I, 12D, 13C, 14E, 15F, 16J, 17P, 18K, 19M.

## BOOBLIOGRAPHY

- Biopsy** Removal of tissue by a needle that is then examined under a microscope.
- BRCA1 & BRCA 2** A mutated BRCA1 or BRCA2 gene can be inherited from either parent and means a carrier has a much higher risk of developing breast cancer [and some other cancers] compared with the general population.
- Breast Tissue** A collection of fat cells that extends from the collarbone, across under the arm and down to the middle of the ribcage. All genders have breast tissue.
- Chemotherapy** A treatment that destroys cancer cells. It is chemotherapy treatment that can lead to a loss of hair for a cancer patient.
- Genes** Biological information we inherit from our parents, affecting the way we look and how our bodies work and grow.
- Hormones** Chemical messengers that regulate growth and reproduction.
- Lumpectomy** A surgical procedure to remove a lump believed to be cancerous.
- Mammogram** A breast x-ray.
- Mastectomy** Removal of all the breast tissue including the nipple area.
- Oncologist** A doctor who specialises in cancer.
- Prosthesis** An artificial breast used to restore shape when part or all of the breast has been removed.
- Radiotherapy** A treatment that uses high energy x-rays to destroy cancer cells.
- Reconstruction** Surgery that rebuilds the breast shape after all or part of the breast has been removed.
- Remission** When signs and symptoms of a disease partly or completely disappear. This may be temporary or permanent.
- Secondary Breast Cancer** When cancer cells from the breast have spread to other parts of the body such as the bones, lungs, liver or brain. (Also called Stage 4 breast cancer)
- Stage** The size of the cancer and how far it has spread.
- Terminal** The cancer diagnosis is not treatable and will be life-ending.
- Tumour** An overgrowth of cells forming a lump - may be benign (not cancer) or cancer.
- Ultrasound scan** Uses high frequency sound waves to produce an image.



F

A

Q

### How can I reduce my risk of breast cancer?

Research shows that 23% of breast cancers are thought to be preventable through lifestyle choices.\* This means there are some choices you can make to reduce your risk, such as not smoking, eating a balanced diet, exercising regularly and keeping alcohol consumption to the recommended limit. If you would like more detailed information about how to reduce your risk of not just breast cancer, but all cancers, visit Cancer Research UK's website.

\*Stat from Cancer Research UK

### How can I tell which news stories to believe?

There are lots of stories about breast cancer in the news, and not all are true. So be smart and make sure you are looking at trusted sources, such as NHS

Choices, Cancer Research UK, Breast Cancer Care and Public Health England. We understand there are lots of confusing messages out there, make sure you don't believe everything you read and panic. Look for official guidance and updates on the sites mentioned on page 38 of this guide.

### I've heard that you should check whilst lying down. Is this true?

There have been stories in the media about cases where symptoms were detected lying down. This is one way you can check your chest, but you don't have to carry out your check this way. Your boobs, pecs or chest may move depending on your position and whether you raise your arms when checking. Therefore standing up and lying down can make it easier to check all areas more thoroughly, particularly for bigger boobs.

### I've heard of breast self examination, what's that?

Breast Self Examination or BSE is a specific method of checking that is currently advised in the USA. However, in the UK, the NHS advises that people should be breast aware, and don't need to use a strict method. This simply means getting to know your boobs, pecs or chest and checking regularly to get to know what normal feels like for you. We give guidance around the areas you should be checking, how often and the signs to be aware of, however you can use whatever method feels best for you.

### Nobody in my family has had breast cancer - am I still at risk?

Breast cancer can be caused by a genetic mutation, which can considerably increase your risk of having the disease. However, it is less than 10% of breast cancer cases where a link to family history is found. This means there is still a risk of getting breast cancer even if it isn't in your family. So, whatever your family history, you'll benefit from getting to know your chest and trying your best to live a healthy, balanced lifestyle.

### The Name Game:

We've designed this game to help your students get over any initial embarrassment they feel when talking about boobs. This is optional, but if you feel confident that they know to avoid offensive language (and have already established the ground rules), the Name Game can be a great way to help them get over the giggles.

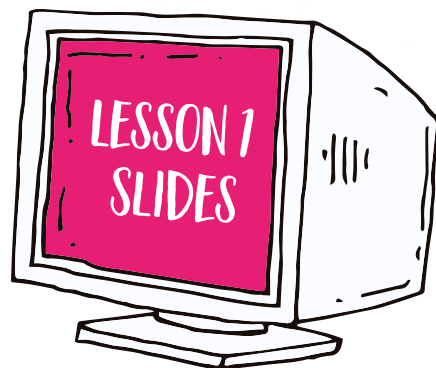
### How to play:

With your group, allow everyone to shout out words they know for "breasts". This will allow the group to get past their boob induced giggles and allows you to set the tone for the language that will and will not be accepted throughout the lesson(s).

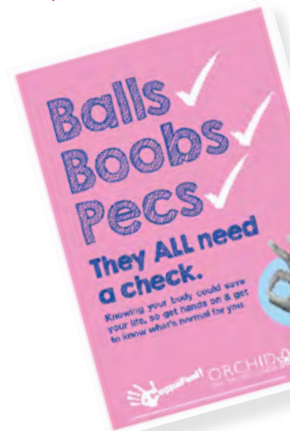
Draw out columns of Yes and No words on the board and keep the Yes words in a circle at the top of the board whenever teaching this group to remind them what language has been agreed on by the group.

# TEACHING RESOURCES

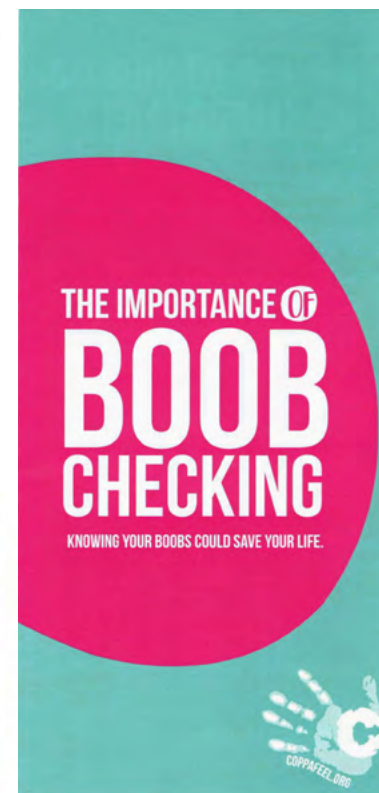
The resources on these pages are designed to help you bring the boob love to your classroom. Below you'll find slides to complement the lesson plans in this pack. You can also download posters from our collaboration with Orchid and order awareness materials by post, just follow the links on the opposite page. Finally, we've pulled together a library of videos that we think will help bring to life the ideas and information covered in this pack. You can find these overleaf on pages 36-37.



DOWNLOAD POSTERS



ORDER AWARENESS MATERIALS







## FURTHER READING FROM OUR FRIENDS



If you or your students have questions about anything that isn't answered in this guide, you can find detailed information on the topics covered at [coppafeel.org](http://coppafeel.org) (and the websites of some of our friends, below).

- **Breast Cancer Now**
- **Cancer Research UK**
- **Macmillan Cancer Support**
- **Trekstock**
- **Teenage Cancer Trust**
- **Marie Curie**
- **Breast Cancer Genetics**
- **Orchid Male Cancer**

For fun & easily digestible information on a whole range of boob and breast cancer related subjects, check out our online resource, the **A-Z of Boob**.

SCAN ME FOR MORE  
INFO & RESOURCES





This book belongs to  
CoppaFeel! - Registered  
charity no's 1132366  
(England & Wales) and  
SC045970 (Scotland).



## YOU'VE GOT TO FEEL YOURSELF

Whatever your age or gender, it's really important to know what's normal for your body & be aware of the signs of breast cancer.

- |   |  |
|---|--|
|  <b>LOOK</b> changes in skin texture e.g. puckering/dimpling |  <b>LOOK</b> swelling in your armpit or around collar bone        |
|  <b>FEEL</b> lumps and thickening                            |  <b>FEEL</b> constant, unusual pain in your breast or armpit      |
|  <b>LOOK</b> unusual nipple discharge                        |  <b>LOOK</b> a sudden change in size or shape                     |
|  <b>LOOK</b> nipple inversion or a change in direction       |  <b>LOOK</b> a rash or crusting of the nipple or surrounding area |

IF IN DOUBT,  
GET IT CHECKED OUT.



If lost please return to:  
CoppaFeel!  
Unit 4, Bickels Yard  
151-153 Bermondsey St  
London  
SE1 3HA



# FOR OUTSTANDING SERVICES TO BOOBS

THIS PACK HAS BEEN PRODUCED WITH THE  
HELP OF SOME BRILLIANT PEOPLE AND  
ORGANISATIONS. WE'D LIKE TO SAY THANK  
YOU TO:



Bonnie Taylor and Lucinda Mabbitt for leading on content creation.



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