



Exploring Cancer Medicines

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	<ul style="list-style-type: none">• To identify key moments in the development of cancer medicines.• To produce a concise summary of cancer medicine history by designing a timeline.	<ul style="list-style-type: none">• To analyse scientific articles.• To identify good and bad sources of scientific information.	<ul style="list-style-type: none">• To research the future of cancer medicines.• To produce a scientific blog.• To review scientific blogs.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

<p>Starter activity</p> <p>Students summarise what they already know about cancer medicines then feedback verbally to the teacher as a class.</p>	<p>Learning objectives</p> <ul style="list-style-type: none"> • To identify key moments in the development of cancer medicines. • To produce a concise summary of cancer medicine history by designing a timeline.
<p>Main activities</p> <p>Teacher splits the class into groups of no more than three.</p> <p>Each group must research the history of cancer medicines to answer the questions on Step 1.4 of the course.</p> <p>They will need to produce a timeline from their findings as either a poster or slideshow and give this to the teacher in (or by) the next lesson.</p>	<p>Resources required</p> <ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices and/or poster paper and pens. <p>Assessment for Learning</p> <p>Producing a timeline of cancer medicines.</p> <p>Differentiation</p> <p>SEND: Teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Each group briefly shows the teacher what they've done so far and what their plan is for completing the timeline before the next lesson.</p>

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Lesson 2 plan

Starter activity	Learning objectives
In pairs, students discuss how cancer medicine is portrayed in the media.	<ul style="list-style-type: none"> To analyse scientific articles. To identify good and bad sources of scientific information.
Main activities	Resources required
<p>Students complete the exercise in Step 1.8 of the course.</p> <p>As they analyse each article, they write down a summary of the messages being portrayed that includes:</p> <ul style="list-style-type: none"> What the main conclusion of the article is. Who the article is aimed at. How accurate the article appears to be. If it can be labelled with any of the following terms: <ul style="list-style-type: none"> Sensationalist Misleading Professional Trustworthy <p>They conclude by writing a reflection about what the sources tell them about cancer medicine.</p>	<ol style="list-style-type: none"> Access to FutureLearn course. Devices to complete the exercise. (or print offs of articles) <p>Assessment for Learning</p> <p>Summary of analysis.</p> <p>Mind map of information sources.</p> <p>Differentiation</p> <p>SEND: PDF option and teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students create a mind map of the different sources they could use to find out more about cancer medicines, categorised by quality and trustworthiness.</p>

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Lesson 3 plan

Starter activity	Learning objectives
<p>Students discuss the question: What makes scientific writing about cancer medicines engaging and trustworthy? They can list their thoughts as they discuss them.</p>	<ul style="list-style-type: none"> • To research the future of cancer medicines. • To produce a scientific blog. • To review scientific blogs.
Main activities	Resources required
<p>Students write their own science blog post about the future directions of cancer medicines.</p> <p>They will need to use the videos on Step 2.2 and 2.4 of the course to help them find the information they need. Their blog should be no more than 200 words and they should try to follow the advice on Step 2.7 to make it engaging.</p> <p>Students swap their blog posts with each other (preferably not someone sat next to them) and they peer mark each other's work – giving feedback on how engaging and easy-to-read it is.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. Devices to watch videos on and research.
	Assessment for Learning
	<p>Writing a blog.</p>
	Differentiation
	<p>SEND: Teacher-led support.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p>
Plenary	
<p>Students write down the three most important things they think they've learnt from the least three lessons.</p>	