

Bloom

**TEACHERS' RESOURCE &
CLASSROOM DISCUSSION GUIDE**

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Camp Quality Bloom Lesson Plans and Activity Worksheets
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Camp Quality

Camp Quality brings positivity, fun and laughter back into the lives of kids facing cancer. Our programs and services help families build optimism and resilience through community, education and fun. We are there for kids (0-15) dealing with their own cancer diagnosis, or the diagnosis of a sibling or parent, every step of the way.

We're proud to have improved quality of life of kids impacted by cancer, and their families, for more than 40 years. For further information, visit campquality.org.au or call 1300 662 267.

Cancer Education Program

Camp Quality's Cancer Education Program, delivered in early learning centres and schools across Australia, is designed to educate children about cancer in an age-appropriate and engaging way, and features:

- Three live puppet shows, delivered by Camp Quality performers – one for early learning centres, one for lower primary, and another for upper primary students.
- Bloom, a film series for teenagers, developed in partnership with Canteen, and with the support of Cancer Australia and Screen Australia.
- Teacher resource materials: Aligned with the Early Learning Framework, the Australian Curriculum, and state curricula that support the shows and film series.
- The Kids' Guide to Cancer app, which has information, also available online, that supports family conversations about cancer in English, Mandarin, Cantonese, Arabic and Hindi.

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Acknowledgements

The development of these resources was led by Be Well Co, Camp Quality's social enterprise that promotes mental health and wellbeing in Australia. Special thanks to its creators:

Dr Joep van Agteren Be Well Co CEO

Joep specialises in translating scientific research on behaviour change and mental health into remedies that help people improve the way they feel and act. He oversees the development of Be Well Co's solutions, while collaborating with workplaces, NGOs and government entities around Australia to implement mental health and wellbeing initiatives.

Dr Matthew Iasiello Be Well Co Head of Data & Research Translation

Matthew leads the organisation's scientific research strategy and the development of its academic collaborator network. He is also a Post-Doctoral Researcher in the School of Biomedicine at the University of Adelaide, working on a collaborative study investigating mental health training for people living with multiple myeloma.

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Esme has extensive experience in mental health across clinical practice, research, and advocacy. She combines her work as a psychologist with mental health and wellbeing promotion across the community. Esme is dedicated to helping people navigate life's challenges and find ways to live well within their unique circumstances.

Camp Quality would also like to thank the parents, young people, health professionals, curriculum specialists, school principals, educators and Canteen for their invaluable contributions in the development of the Bloom Classroom Resources.

This resource was funded through the generosity of the Queensland Government. Bloom, the web series, was funded by the Australian Government through Cancer Australia's Supporting People with Cancer grant initiative and Screen Australia.



Note to reader

The Bloom Classroom Resources are relevant for high school students across Australia. While care has been taken to ensure the accuracy of this information, Camp Quality and its members assume no responsibility or liability for any errors or omissions. This book is intended as a general introduction to the topic and should not be seen as a substitute for medical or legal advice. Always consult your doctor about matters that affect your health.



BACKGROUND

BACKGROUND

Introduction to Bloom

Bloom is an engaging web drama aimed at students aged 12-16. It tells the story of Jasmine, a teenage girl diagnosed with Hodgkin lymphoma, a turn of events that rocks her world and the lives of the people who love her. Each episode offers a different perspective – her own, her family members', and her best friend's, highlighting the far-reaching physical, mental and emotional impacts of teenage cancer.

The series, together with the following classroom resources, helps students and teachers:

- * Understand what cancer is and how it affects young people.
- * Recognise how relationships, confidence, and wellbeing can change after a diagnosis.
- * Talk about cancer openly, respectfully and with greater confidence.
- * Create a more inclusive, supportive and empathetic school environment.

Bloom Classroom Resources

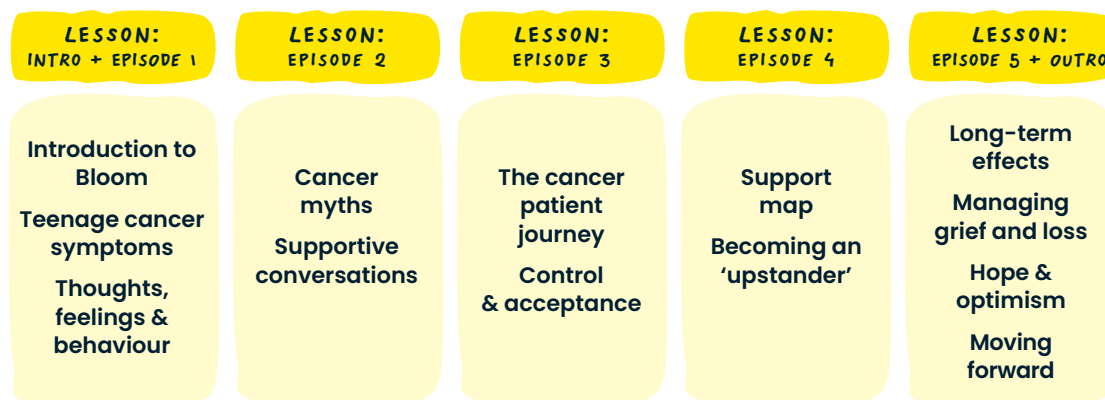
The Bloom Classroom Resources comprise the following:

- * **This Teachers' Resource, including lessons plans, class activities and a PowerPoint deck for each lesson.**
- * Challenge Cards: As part of each lesson, students will solve Challenges based on the instructions in the Student Workbook and this Teachers' Resource.
- * Student Workbook: Each student receives a workbook that introduces Bloom, covers the content for each lesson and includes Challenge Cards for the students to complete.

How to use the Bloom Classroom Resources

LESSON STRUCTURE

The Bloom program consists of five lessons.



Each lesson starts with watching a video (there will also be short introductory and summary videos). Students then work together in small groups to solve two Challenges that build on the topics covered in the videos. **The students' answers can be filled out digitally via the PDFs, or in written format if printing out the Student Workbooks.** Afterwards, students will self-mark alongside a teacher discussion, based on the answers provided in this Teachers' Resource.

The Challenges address three topics...

* **Cancer facts**

These Challenges are designed to help students improve their knowledge about teenage cancer, its causes, symptoms, and how it is diagnosed and treated.

* **Wellbeing**

The Challenges focus on the impact a cancer diagnosis has on wellbeing, not just for the diagnosed teenager, but also family and friends.

* **Relationships**

Further Challenges revolve around having supportive conversations and the maintenance of relationships for teenagers diagnosed with cancer.

The Challenges encourage engagement by asking students to reflect on their personal experiences. The students do not have to share their answers on their reflections, but can use them as inspiration when responding to the next Challenge.

Each lesson comes with a set of optional questions and topics teachers can use to guide wider discussion in the class.

TIME ALLOCATION

The time assigned for each lesson takes approximately 45 to 50 minutes. It depends on the amount of discussion a teacher plans to have based on each episode. Students watch the videos, complete two Challenges and go through their answers in one class session.

A MAP TO LEARNING

The Classroom Resources have been designed in accordance with educators, aiming to ensure the resources are useful for a wide variety of schools and teachers including, but not limited to, those using the following frameworks:

- * Understanding by Design.
- * Concept Based Curriculum and Instruction.
- * Visible Learning.
- * International Baccalaureate.

These frameworks support students in developing interpersonal skills and appreciating diverse perspectives. Through this learning, students explore and affirm their identity, understand the factors that influence their sense of self, and build the capacity to recognise, understand, and respond appropriately to their emotions, strengths, and values – including empathy.

TIME TO BLOOM

General explanation

Bloom lesson Challenges are completed by students in accordance with some simple rules:

- * Challenges are presented on 'Challenge Cards' (see image below), with rules outlined in the PowerPoint presentation.
- * There are 10 Challenges to complete. Teachers are responsible for indicating whether or not a Challenge has been successfully met.

CHALLENGE 1: TEENAGE CANCER SYMPTOMS

Five symptoms are common for teenage cancer, and five are not. For this Challenge, the goal is to sort the symptoms into the correct box.

1. Occasional stomach aches or diarrhoea.	2. Feeling tired after physical activity or stress.	3. Runny or stuffy nose, sneezing, and mild cough.	4. Easy bruising or bleeding.	5. Blocked ears.
6. Unexplained weight loss.	7. Persistent pain in bones or joints.	8. Ongoing nausea and vomiting, especially in the morning.	9. Persistent swollen lymph nodes, abdomen, or other parts of the body.	10. Low-grade fever for a few days.

COMMON TEENAGE CANCER SYMPTOMS

NOT COMMON SYMPTOMS

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

Bloom

CURRICULUM ALIGNMENT

The Bloom program addresses a range of content from the Personal, social and community health strand of the Australian Curriculum: Health and Physical Education (HPE). This strand supports students to develop interpersonal skills such as communication, negotiation, teamwork and leadership, and to appreciate diverse perspectives.

Through this learning, students explore and affirm their identity, understand the factors that influence their sense of self, and build on the capacity to recognise, understand, and respond appropriately to their emotions, strengths and values.

In addition, the Bloom initiative addresses content from the Mental health and wellbeing; Relationships and sexuality; and Safety focus areas. These are some of the 12 focus areas through which the HPE content descriptions are delivered from Foundation to Year 10. Focus areas provide the breadth of learning students need to demonstrate the knowledge, understanding and skills described in each band's achievement standard.

Specifically, the Bloom program supports student learning by enabling them to:

- * Recognise their emotions and explore strategies to manage them.
- * Practise interacting with others in safe, fair and respectful ways.
- * Rehearse protective behaviours and help-seeking strategies when they feel uncomfortable.

Together, these learning opportunities support the development of students' personal and social capabilities, contributing to their overall health, safety and wellbeing.

The table below shows how this alignment to ACARA maps back to any state-based curricula.

These tables summarise the content and its alignment.

Bloom focus (ACARA HPE strand: Personal, Social & Community Health)	ACARA v9 content (F-10)	NSW (NESA PDHPE K-10)	VIC (Victorian Curriculum)	QLD (QCAA)
Strand description – Interpersonal skills: Communication, negotiation, teamwork, leadership; identity and factors shaping sense of self; emotional regulation; strengths and values.	AC9HPFP01–AC9HP10P01 Identity, strengths, influences, and diversity across bands.	Health, wellbeing and relationships; healthy, safe and active lifestyles; movement skill and performance.	Personal, Social & Community Health strand; personal and social capability embedded.	Uses ACARA v9 directly.
Focus areas – Mental health and wellbeing; Relationships and sexuality; Safety.	Delivered through AC9HPFP01–AC9HP10P08 Mental health, relationships, protective behaviours and help-seeking.	Health, wellbeing and relationships; healthy, safe and active lifestyles.	PS&CH content, with emphasis on resilience and respectful relationships.	Uses ACARA v9 directly.
Learning – Recognise emotions and explore management strategies.	F: AC9HPFP03 • 1–2: AC9HP2P03 • 3–4: AC9HP4P06 • 5–6: AC9HP6P06 (+ AC9HP6P02 transitions) • 7–8: AC9HP8P06 • 9–10: AC9HP10P06	Health, wellbeing and relationships.	VCPCSE017–VCPCSE027 Personal and Social Capability; PS&CH descriptors.	Uses ACARA v9 directly.
Learning – Practise interacting with others in safe, fair and respectful ways.	F: AC9HPFP02 • 1–2: AC9HP2P02 • 3–4: AC9HP4P04–05 • 5–6: AC9HP6P04–05 • 7–8: AC9HP8P04–05 • 9–10: AC9HP10P04–05	Health, wellbeing and relationships.	VCHPEP074, VCHPEP088 etc.	Uses ACARA v9 directly.
Learning – Rehearse protective behaviours and help-seeking strategies.	F: AC9HPFP04–05 • 1–2: AC9HP2P04–05 • 3–4: AC9HP4P07–08 • 5–6: AC9HP6P07–08 • 7–8: AC9HP8P07–08 • 9–10: AC9HP10P07–08	Healthy, safe and active lifestyles.	VCHPEP090, VCHPEP126 etc.	Uses ACARA v9 directly.
Learning – Overall contribution to student wellbeing and personal/ social capability.	Supported through general capabilities: Personal and social capability; ethical understanding; critical and creative thinking (all integrated into AC9 descriptors).	Health, wellbeing, and relationships; healthy, safe and active lifestyles; movement skill and performance.	Victorian capabilities: Personal and social capability; resilience.	Uses ACARA v9 directly.

Bloom focus (ACARA HPE strand: Personal, Social and Community Health)	SA	WA (SCSA)	TAS	NT	ACT
Strand description – Interpersonal skills: Communication, negotiation, teamwork, and leadership; identity and factors shaping sense of self; emotional regulation; strengths and values.	Uses ACARA v9 directly.	WA HPE PS&CH Identity, relationships, and emotions; Personal identity and change (sub-strand).	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.
Focus areas – Mental health and wellbeing; Relationships and Sexuality; Safety.	Uses ACARA v9 directly.	WA HPE syllabus integrates same focus areas.	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.
Learning – Recognise emotions and explore management strategies.	Uses ACARA v9 directly.	WA HPE PS&CH Emotions/self-management; Personal identity and change (sub-strand).	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.
Learning – Practise interacting with others in safe, fair and respectful ways.	Uses ACARA v9 directly.	WA HPE PS&CH Relationships and inclusion; Interacting with others (sub-strand).	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.
Learning – Rehearse protective behaviours and help-seeking strategies.	Uses ACARA v9 directly.	WA HPE PS&CH Safety, consent, help-seeking; Staying safe (sub-strand).	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.
Learning – Overall contribution to student wellbeing; personal and social capability.	Uses ACARA v9 directly.	WA HPE Aims Resilience and wellbeing; Healthy and active communities; Interacting with others (sub-strands).	Uses ACARA v9 directly.	Uses ACARA v9 directly.	Uses ACARA v9 directly.



EPISODE 1:
JASMINE

INTRODUCTION

The first lesson provides teachers with enough content for two classes. We recommend allocating two periods for the first lesson, especially if a student in your class has been diagnosed with cancer or is living with the diagnosis of a parent, carer or sibling. However, teachers are welcome to select only the Challenges and Discussion exercises that suit their class best.

Teachers are asked to:

- * Show the Introduction video and have a class discussion (see next page).
- * Explain what will be covered in each lesson and how it relates to the five Bloom episodes.
- * Show Episode 1: Jasmine, go through the lesson structure, and explain how the Challenges work. (For instance, lessons consist of two Challenges that students solve together in small groups.)
- * Hold an optional class discussion around Episode 1: Jasmine (see page 22).
- * Repeat this process for the remaining episodes.

DISCUSSION

Each lesson, teachers are encouraged to ask students questions that build on or further clarify the themes explored in the videos. Teachers can use questions to explore the class's experience with and understanding of cancer and its impact on health, relationships and wellbeing. This provides important context (e.g. if a student has personal experience with cancer).

Please note: The below questions are suggestions only. You are free to adjust or supplement them.

	QUESTION	AIM	ANSWERS AND TALKING POINTS
1	Does anyone know what cancer is and what it does to someone's body?	To explore baseline knowledge on the topic.	<p>Cancer is a disease where abnormal cells in the body grow uncontrollably. Unlike normal cells that grow and die in a regulated way, cancer cells ignore these signals and keep multiplying. They can form lumps or masses called tumours.</p> <p>Cancer cells can break away from the original tumour and travel through the bloodstream or lymphatic system to other parts of the body, forming new tumours.</p> <p>Cancers can cause a range of issues including:</p> <ul style="list-style-type: none"> • As tumours grow, they can press on or invade nearby organs, affecting their normal function. • Some cancers can weaken the immune system, making the body more susceptible to infections.
2	What kind of thoughts or feelings come up when you hear the word 'cancer'?	To connect the knowledge to an experience and emotion.	<p>Students may raise a number of thoughts and feelings. The following examples may be mentioned:</p> <ul style="list-style-type: none"> • Curiosity – students may be unfamiliar with the topic. • Worry – they may feel concerned about their own health or not know what to expect. • Sadness – they may feel empathy for others with cancer. <p>The responses will vary depending on a student's personal experience with cancer or other long-term or severe illnesses within their family.</p>
3	Who has known someone (a friend, family member, or anyone in your community) who has had cancer? What do you remember about that time?	To help students personalise information, and inform them about the cancer experience of classmates.	<p>The response to this question will depend on whether your class knows someone with cancer and whether they wish to share about it. Teachers are also encouraged to share their own personal experience with cancer.</p> <p>Students will likely indicate that this was a tough time for all involved. Validate that this is a normal experience when anyone close is enduring something as challenging as cancer.</p> <p>If you notice that the person is (still) showing some signs of distress from talking about it, consider talking to that student about support options after the lesson, both within and outside the school.</p>
4	What would you like to learn from the Bloom lessons? Are you looking forward to something? Are you nervous about anything?	To help students be primed about the learning experience and explore any potential challenges that may arise for them or the teacher.	<p>You can use these questions to stimulate discussion and explore students' answers.</p> <ul style="list-style-type: none"> • What are you looking forward to learning about in the program and is there anything you're anxious about? What is it? • Would you like to learn about cancer's impact on the body? Or the brain? Or both? And why is this the case?

EPISODE 1: JASMINE

JASMINE IS 16. SHE'S SMART, SHARP, SARCASTIC – AND TOTALLY UNPREPARED FOR WHAT IT MEANS TO BE 'THE GIRL WITH CANCER'. IN HER OWN WORDS, THROUGH HER WEBCAM AND HER MEMORIES, SHE TAKES US BACK TO WHEN IT ALL BEGAN – THE FIRST SIGNS, THE DIAGNOSIS, THE INITIAL TREATMENT AND THE ROLLERCOASTER THAT FOLLOWS. THIS IS HER SUMMER, BUT NOT THE ONE SHE HAD PLANNED.

THE BIG IDEA

How can I take responsibility for my health by recognising symptoms and changes in the way I feel to make informed decisions?

ESSENTIAL UNDERSTANDINGS

- * Understanding my body and recognising that it is important to seek help when something feels 'off'.
- * It's OK to talk about health concerns, even if they feel awkward or embarrassing.
- * Knowing that health worries can impact the way I feel, think and interact with others.
- * It is OK if I start to notice changes in my wellbeing if (I think) I am sick.
- * Knowing when and how to get help is a critical life skill.
- * Trusted adults and professionals are there to support me – I don't have to figure it out alone.
- * Being informed doesn't mean being fearful – it means being prepared and aware.
- * The sources I use for health information affect my ability to make good decisions.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Learning about teenage cancer symptoms. * Exploring the consequences on our mental wellbeing. 	<ul style="list-style-type: none"> * Identifying common symptoms of teenage cancer. * Understanding the impact that cancer can have on thoughts, behaviour and feelings. * Knowing the importance of reliable information and advice. * Reflecting on how we engage with our own health.

Teenage cancer symptoms

INTRODUCTION TO CHALLENGE 1

Bloom Episode 1 introduces students to Jasmine, the main character, who shows us her experience of being diagnosed with cancer and starting her long treatment journey.

Cancer affects people in different ways, physically, mentally and emotionally, as do some of the treatments. The first lesson explores potential cancer symptoms and helps students understand the importance of raising health concerns with their parents or GP early.

THE CHALLENGE

The first Challenge asks students to work in groups and look at a set of 10 symptoms.

Five symptoms from the list are known teenage cancer symptoms and five symptoms generally are not. Their goal is to place the symptoms in the correct list.

Students fill out the Challenge Card with their answers and have five minutes for the activity. They will be successful if they get eight out of 10 symptoms correct.

A reminder that this book is intended as a general introduction to the topic and should not be seen as a substitute for medical or legal advice. Always consult your doctor about matters that affect your health.

CHALLENGE CARD

CHALLENGE 1: TEENAGE CANCER SYMPTOMS

Five symptoms are common for teenage cancer, and five are not.
For this Challenge, the goal is to sort the symptoms into the correct box.

1. Occasional stomach aches or diarrhoea.	2. Feeling tired after physical activity or stress.	3. Runny or stuffy nose, sneezing, and mild cough.	4. Easy bruising or bleeding.	5. Blocked ears.
6. Unexplained weight loss.	7. Persistent pain in bones or joints.	8. Ongoing nausea and vomiting, especially in the morning.	9. Persistent swollen lymph nodes, abdomen, or other parts of the body.	10. Low-grade fever for a few days.

COMMON TEENAGE CANCER SYMPTOMS

NOT COMMON SYMPTOMS

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

ANSWERS TO CHALLENGE 1

SYMPTOMS	GENERALLY NOT A SYMPTOM
<ul style="list-style-type: none"> * Unexplained weight loss. * Persistent nausea and vomiting, especially in the morning. * Easy bruising or bleeding. * Continual pain in bones or joints. * Ongoing swollen lymph nodes, abdomen, or other parts of the body. 	<ul style="list-style-type: none"> * Runny or stuffy nose, sneezing, and mild cough. * Occasional stomach aches or diarrhoea. * Feeling tired after physical activity or stress. * Low-grade fever for a few days. * Blocked ears.

DISCUSSION

Teachers are encouraged to provide space for discussion and questions based on the episode and Challenge. Some suggestions are below.

1	What are your reflections on the symptoms mentioned in the first Challenge? And how do we know when it's worth checking with a doctor?	<i>Encourages critical thinking about health symptoms and encourages seeking help early.</i>	Students may wonder about whether symptoms by themselves warrant seeing a GP. Explain that you aren't giving medical advice, but that students should not ignore patterns of persistent or unusual symptoms. If these don't go away, get worse, or affect daily life (physically or mentally), it is recommended they chat to their parents or guardians, and other loved ones. Alternatively, you could consider suggesting they talk to your school nurse or their doctor.
2	Why is it important not to ignore health changes, even if they seem small or embarrassing to talk about?	<i>Helps students understand the value of early detection and open communication.</i>	Early detection can make a big difference in successfully treating cancer. Small or awkward symptoms may point to something that needs attention, and doctors and other specialists are used to hearing about all kinds of issues. Emphasise that it's better to get reassurance than to ignore something important.
3	Who could you talk to if you were worried about your health or noticed something unusual?	<i>Promotes help-seeking behaviour and reduces stigma around speaking up.</i>	Trusted adults include parents, carers, school counsellors, or teachers. A GP or nurse is also a safe and confidential option.
4	Why do you think people sometimes delay going to the doctor, and how could we make it an easier decision?	<i>Opens up empathy and problem-solving, tackling fears, access, or embarrassment.</i>	Fear of bad news, cost, time, or thinking it will go away. Making the decision to seek help easier could involve having supportive friends/family, knowing where to go, and feeling confident that it's OK to ask for support. Encourage seeking help if you notice any students looking worried.

5	How can we balance being aware of symptoms without jumping to conclusions or becoming overly worried?	<i>Encourages emotional regulation and a rational approach to health concerns.</i>	Remind students that many symptoms have harmless causes and that our brain often likes to jump to the worst conclusion. Use credible information sources and check with a healthcare professional rather than relying on self-diagnosis and the internet. Be careful with using AI or other online platforms when it comes to health.
6	Where do people your age usually get their information about cancer or serious illnesses, and do you trust that info?	<i>Encourages reflection on health-seeking behaviour.</i>	Common sources are social media, friends, family, and online searches. Discuss how not all sources are reliable. Encourage using trusted health websites or professionals. It is generally not recommended to follow influencers, even if you think you can trust them. Always use multiple sources when fact-checking and, when in doubt, talk to a parent, caregiver, or health professional.

WHAT MAY COME UP?

Please note: Some students may become worried reading the symptoms. It's important to let them know that many of the symptoms of teenage cancer – such as tiredness, bruising and aches – can also be caused by general illnesses. Just because someone has one of these symptoms doesn't mean they have cancer, but it's always good to talk to a doctor if something doesn't feel right.

Thoughts, feelings and behaviour

INTRODUCTION TO CHALLENGE 2

A cancer diagnosis will have a significant impact on our thoughts, feelings and behaviour. Exactly how it affects someone depends on the individual.

Jasmine's narration in Bloom Episode 1 gives students a glimpse of what is going on inside her head and how it has affected her behaviour.

THE CHALLENGE

Individually, students will consider the following question:

**HOW WOULD YOU REACT TO BEING DIAGNOSED WITH CANCER?
PLEASE TAKE TWO MINUTES TO WRITE DOWN YOUR THOUGHTS.**

Students will use their responses to kickstart and complete a Challenge. In small groups they are asked to think of at least three examples of changes in thoughts, feelings, and behaviour that could reasonably be expected in response to a cancer diagnosis. Students will have five minutes to come up with at least one example in each category.

CHALLENGE CARD

CHALLENGE 2: THOUGHTS, FEELINGS AND BEHAVIOUR

For this team activity, your job is to come up with at least three examples of feelings, thoughts and behaviour that might come up for someone after finding out they have cancer.

<p style="text-align: center; font-weight: bold; font-size: small; text-decoration: underline;">THOUGHTS</p> <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div>	<p style="text-align: center; font-weight: bold; font-size: small; text-decoration: underline;">FEELINGS</p> <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div>	<p style="text-align: center; font-weight: bold; font-size: small; text-decoration: underline;">BEHAVIOUR</p> <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div>
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Bloom

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

CHALLENGE 2 ANSWERS

The table below provides a range of reasonable responses to a cancer diagnosis. Teachers are welcome to include other answers not listed.

THOUGHTS	FEELINGS	BEHAVIOUR
<ul style="list-style-type: none"> • “Why me?” – Searching for meaning or fairness. • “I might die.” – Existential thoughts about mortality. • “How does this affect my family?” – Concerns about the impact on loved ones. • “Did I do something to cause this?” – Guilt or blame. • “I can beat this.” – Focus on survival or hope. • “My life is on hold.” – Feeling disconnected from normal life. • “I have to stay strong.” – Experiencing pressure to remain resilient. • “No one understands.” – Feeling isolated or misunderstood. • “I’m not the same person anymore.” – Identity and self-concept shifts. 	<ul style="list-style-type: none"> • Fear – Of pain, death, or the unknown. • Sadness – Grieving loss of health or normalcy. • Anger – At the situation, medical system, or self. • Anxiety – About treatment, test results, or the future. • Shock – Especially right after the diagnosis. • Guilt – For burdening others or lifestyle factors. • Loneliness – Feeling no one can truly relate. • Hope – For recovery or meaningful experiences. • Empowerment – Feeling stronger after facing fear. 	<ul style="list-style-type: none"> • Social withdrawal – Avoiding friends, family, or events due to fatigue, emotional overwhelm, or changes in appearance. • Changes in eating habits – Loss of appetite, overeating, or dietary shifts due to treatment side-effects or emotional distress. • Sleep disturbances – Sleeping too much or too little, difficulty falling or staying asleep, or changes in quality. • Reduced academic performance or withdrawal from school – Taking medical leave, struggling with focus, or skipping altogether. • Increased dependency on others – Needing more help with daily tasks or medical decisions. • Increases in healthy behaviour – Behavioural shifts to anything that could improve recovery. • Changes in communication – Becoming more open and expressive or, conversely, more withdrawn and quieter. • Reprioritisation of time and energy – Spending more time with loved ones, travelling, or pursuing meaningful activities.

Please note: Teachers are advised to accept and draw out both positive and negative changes.

DISCUSSION

Teachers are encouraged to provide space for discussion and questions based on the episode and Challenge.

1	How might someone feel after being told they have cancer or a serious illness? Share the answers to your personal reflection.	<i>Encourages empathy and awareness of complex emotions like fear, anger, sadness, or confusion.</i>	Acknowledge that a wide range of emotions is normal and can change day to day.
2	How might a serious illness affect relationships with friends, family, or classmates?	<i>Explores how illness can change social dynamics, communication, or emotional closeness.</i>	Providing support can bring people closer, but a cancer diagnosis might also create distance if friends feel awkward or unsure how to help. The person with the illness might withdraw or, alternatively, seek more social contact and support. It may also lead to bullying. Explain that the social impact will depend on the individual and their circumstances.
3	What changes might you notice in how someone acts if they or someone close to them is dealing with a serious illness?	<i>Helps students recognise behavioural signs such as withdrawal or mood changes that could indicate a need for more support.</i>	They might be quieter, more withdrawn, or less social. They could seem distracted, more emotional, or, in some cases, more open and appreciative of friendships. You can use the table in the Student Workbook for some examples of what you can expect to see.

Bloom
EPIISODE 2:
JAKE

EPISODE 2: JAKE

JASMINE'S LITTLE BROTHER JAKE IS 13. FINDING OUT HIS SISTER HAS CANCER IS IMPOSSIBLE TO DESCRIBE. BUT HIS FEELINGS COME OUT IN OTHER WAYS – ON THE BASKETBALL COURT, IN HIS SILENCE, IN THE WAY HE CHECKS ON HER WITHOUT REALLY KNOWING HOW. HE'S ANGRY, CONFUSED, AND SCARED, BUT HE'S DOING HIS BEST TO SHOW UP DESPITE FEELING INVISIBLE.

THE BIG IDEA

How can I be a compassionate, informed friend to someone facing a serious illness such as cancer?

ESSENTIAL UNDERSTANDINGS

- * Misinformation and myths about cancer can create fear, stigma, and disconnection.
- * People with cancer, including children and teens, can still enjoy a meaningful and 'normal' life.
- * Learning facts about cancer helps us replace judgement or fear with understanding and kindness.
- * Open, respectful conversations can break down discomfort and build empathy.
- * It's OK not to have the perfect words. What matters most is showing you care.
- * Small, kind gestures can make a big difference to someone going through a difficult time.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Exploring common myths and misconceptions about teenage cancer. * Learning how to have a supportive conversation when someone you know is diagnosed with a challenging illness. 	<ul style="list-style-type: none"> * Identifying common facts about teenage cancer that people often get wrong. * Understanding the importance of countering misinformation about illnesses such as cancer. * Recognising which elements make a conversation less or more supportive.

Myths about cancer

INTRODUCTION TO CHALLENGE 3

Episode 2 is all about Jake and his experience of Jasmine’s cancer journey. From the episode you can tell that Jake feels a bit out of his depth and unsure of how to offer support – a very normal reaction.

THE CHALLENGE

This Challenge involves playing two truths and a lie. Teachers ask students a question related to common teenage cancers, their risk factors, causes and tell-tale signs. Of the three answer options they are given, two are correct and one is false.

In this Challenge, students are encouraged to do some research. In groups, tell them that they can find the answers to the questions on the website of a reputable cancer information resource such as the Cancer Council website. Discourage them from using tools such as ChatGPT, and instead promote the idea of browsing the information themselves.

Teams have five minutes to complete the four questions. To be successful, they should have at least two correct.

CHALLENGE CARD

CHALLENGE 3: TWO TRUTHS AND A LIE ABOUT TEENAGE CANCER

We will give you four questions related to common teenage cancers. Out of the three answers, two are correct and one is false. You and your team need to identify which answers are false. You can go to reputable sources such as 'Cancer Australia' for research.

QUESTION	TRUTH OR LIE?		
What are the most common cancers in teenagers?	Leukaemia (cancers of the bone marrow and blood).	Colon cancer.	Lymphoma.
What are the impacts of cancer?	Teenagers with cancer often feel tired and without energy.	Many teenagers gain weight as a result of treatment.	Some cancer treatments can result in long-term changes to our health.
How can you detect cancer?	Measure blood pressure.	Take a biopsy.	Imaging tests like MRIs.
How does a teenager's cancer diagnosis affect those around them?	They may start to question their own health status.	They may notice changes to their own mood and emotions.	They can catch cancer from the teenager.

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Bloom

Please note: The answers to these questions can be found at the Cancer Council website on <https://www.cancer.org.au/cancer-information/types-of-cancer/childhood-cancers>

ANSWERS TO CHALLENGE 3

The teacher provides the answers and guides a discussion.

1. Lie = Colon cancer.
2. Lie = Many teens gain weight as a result of treatment.
3. Lie = Measuring blood pressure.
4. Lie = They can catch cancer from the teenager.

DISCUSSION

The teacher is encouraged to provide space for discussion and questions based on the episode and Challenge.

1	What was the most surprising lie/myth to you?	Gets students to personalise the information. Teacher can choose the most 'stigmatising' one (e.g. that you can catch it) to reinforce the social exclusion factor.
2	Why do you think people sometimes feel uncomfortable talking about teenage cancer, and how can myths make that worse?	Encourages students to think about stigma and misunderstanding.
3	Do you think children and teenagers with cancer can still go to school, have fun, or live a 'normal' life in some ways? Why or why not?	Challenges the stereotype that children and teens with cancer are always isolated or unable to participate in life.
4	Why is it important to learn the facts via programs such as this instead of believing myths or stereotypes?	Highlights the value of education, empathy, and support based on understanding and knowledge – not fear or assumptions.

Having supportive conversations

INTRODUCTION TO CHALLENGE 4

When a family goes through a cancer diagnosis, a lot changes for everyone involved. As you saw in the episode, Jake was unsure about how best to support Jasmine and his mum, which causes him considerable stress. Even Jasmine herself showed it in Episode 1, when she reflected on her experience of how she didn't know what to say about her friend's mum's diagnosis.

This is all completely normal, but with a bit of practice, having such conversations can be made much easier.

THE CHALLENGE

Students are presented with two scripts. They are to discuss each script as a group and choose which one is more supportive.

It may be helpful for two students (either within the group or in front of the whole class) to role play and read out the two conversations.

Groups will be successful if they choose the correct script and provide a meaningful justification for their choice.

CHALLENGE CARD

CHALLENGE 4: SUPPORTIVE CONVERSATIONS

You will be given two scripts of supportive conversations. Discuss the two scripts as a group, choose which one is more supportive than the other, and provide a reason why.

YOUR ANSWER



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LOOKING TO THE FUTURE

THE SCRIPTS

Which is the more supportive conversation of the two scripts below?

CONVERSATION 1	CONVERSATION 2
<p>JAKE: Hey Jas... I've been thinking about you non-stop since you told me. I just wanted to check in – how are you holding up today?</p>	<p>JAKE: Hey Jas. So, uh... how's it going? You holding up OK?</p>
<p>JASMINE: Honestly? Not great. Everything just feels so overwhelming. One minute I'm trying to be strong, and the next I'm terrified.</p>	<p>JASMINE: Honestly? Not great. Everything just feels so overwhelming. One minute I'm trying to be strong, and the next I'm terrified.</p>
<p>JAKE: That makes total sense. I can't even imagine what you're going through, but I'm here. You don't have to go through this alone, OK?</p>	<p>JAKE: Well, you have to stay positive. Worrying doesn't help anything – you've got to focus on beating this.</p>
<p>JASMINE: Thanks. It's just... I keep thinking, "Why me?" And then I feel guilty for even thinking that.</p>	<p>JASMINE: Thanks. It's just... I keep thinking, "Why me?" And then I feel guilty for even thinking that.</p>
<p>JAKE: You don't need to feel guilty for that. It's a completely human reaction. It's OK to feel angry or scared or confused. You're allowed to feel whatever you're feeling.</p>	<p>JAKE: Yeah, but tons of people go through this. You're not alone. People survive cancer all the time now – it's not like it used to be.</p>
<p>JASMINE: I'm trying to keep it together for everyone, especially Mum. But I'm exhausted.</p>	<p>JASMINE: I'm trying to keep it together for everyone, especially Mum. But I'm exhausted.</p>
<p>JAKE: You don't have to carry all of that pressure by yourself; we can share it. Even if it's just sitting with you while you cry, or talking about literally anything else for a break.</p>	<p>JAKE: Yeah, well, we're all stressed. I mean, this whole thing has been hard on all of us. But we'll get through it somehow.</p>
<p>JASMINE: Honestly, just hearing that helps. I've been so in my head lately.</p>	<p>JASMINE: ...OK.</p>
<p>JAKE: Anytime. Really. And if there's something specific you need – help with errands, give updates to your friends, teachers and others, or even just be there for you – I want to help. But only if you're comfortable with it.</p>	<p>JAKE: Look, if you need anything, just let me know. I'll help however I can. Just don't forget to stay strong, alright?</p>

ANSWERS TO CHALLENGE 4

The table below outlines why one of the scripts is more supportive than the other.

CONVERSATION 1 (SUPPORTIVE)	CONVERSATION 2 (LESS SUPPORTIVE)
Jake listens without interrupting or trying to fix things.	Minimising feelings: Saying “ <i>you have to stay positive</i> ” or “ <i>people survive this all the time</i> ” can make someone feel like their fear or sadness is invalid.
He validates Jasmine’s emotions.	Redirecting the focus: Shifting the conversation to how “ <i>we’re all stressed</i> ” can come off as self-centred, even if unintentional.
He gently offers help but lets her decide what she’s ready for.	Generic offers of help: “ <i>If you need anything, let me know</i> ” is vague and shifts the burden onto the person who’s already overwhelmed.
He reassures her of his presence and support in concrete, non-intrusive ways.	Lack of empathy cues: No real substantiation or acknowledgment of her emotions are offered.

After talking through the answers, teachers can offer the following advice.

1. CREATE A SAFE SPACE

- * **Be present:** Put away distractions (phones, TV, etc.).
- * **Use open body language:** Face the person, maintain gentle eye contact, and avoid crossing arms.
- * **Ensure privacy:** If possible, choose a quiet and private place to talk.

2. ASK AND LISTEN WITHOUT JUDGEMENT

- * **Start with an open-ended question:** “*How are you really doing?*” or “*Do you want to talk about what’s going on?*”
- * **Listen actively:** Show you’re listening by nodding, making affirming sounds, or repeating key points.
- * **Avoid jumping in with advice or comparisons:** Focus on understanding before responding.

3. VALIDATE THEIR FEELINGS

- * **Acknowledge their emotions without trying to ‘fix’ them:**
“That sounds really hard.”
“I can see why you feel that way.”
“Thanks for sharing this with me.”

4. ASK WHAT THEY NEED

* **Don't assume – ask:**

"Would it help to talk more about this?"

"Do you want advice, or do you just want someone to listen?"

5. OFFER SUPPORT THOUGHTFULLY

* **Tailor your response to what they need:**

If they want help, offer practical support. If they just want to vent, let them.

Be honest about what you can and can't do.

6. FOLLOW UP

* **Check in later:** *"I've been thinking about our conversation – how are you doing today?"*

This shows you genuinely care and builds trust.

7. TAKE CARE OF YOURSELF TOO

* Supporting someone can be emotionally taxing.

* Make sure to set boundaries and seek support yourself if needed.

DISCUSSION

The teacher is encouraged to provide space for discussion and questions about the episode and Challenge.

1	Why might it feel awkward or difficult to talk to someone who is seriously ill, even though you care about them?	Explores discomfort, fear of saying the wrong thing, or not knowing how to respond.
2	What are some kind and respectful things you could say to a friend or classmate who has been diagnosed with cancer?	Encourages students to think about supportive language and being present without trying to 'fix' it.
3	What are some things you should avoid saying, and why?	Raises awareness of unhelpful or hurtful comments, even if they're well-meaning.
4	If you're not sure what to say, what are some simple ways to show someone you care and are there for them?	Promotes non-verbal support, listening and sincerity over perfect wording.
5	How could you support a friend who feels upset or scared because someone close to them has cancer?	Broadens the focus to include how to support peers who are indirectly affected.

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EPIISODE 3:
ALICIA

EPISODE 3: ALICIA

ALICIA IS JASMINE'S MUM. SHE'S WORKING FULL-TIME, RAISING TWO KIDS, AND TRYING NOT TO FALL APART. THIS EPISODE IS HER SIDE OF THE STORY – WORKING OUT WAYS TO CARRY ON, TRYING NOT TO FEEL SO HELPLESS AND GUILTY. SHE'S NOT PERFECT, BUT SHE'S DOING EVERYTHING SHE CAN TO HOLD HER FAMILY TOGETHER, ONE MESSY MOMENT AT A TIME.

THE BIG IDEA

How can we better understand the major impact a cancer diagnosis has on all aspects of life, and learn how to better respond by focusing on what we can control?

ESSENTIAL UNDERSTANDINGS

- * Facing serious illness as a young person brings social, emotional, logistical, and practical demands and challenges.
- * From diagnosis to treatment and recovery, teenagers and families spend a lot of time, effort and resources on the cancer journey.
- * Teenagers with cancer deal with lots of different specialists and undergo many different procedures.
- * Family, friends, and health professionals play vital roles in offering strength, stability, and hope.
- * Teens undergoing treatment show remarkable strength, courage, and perseverance.
- * Our brains are wired to notice negative experiences more easily (negativity bias), including factors that we have limited influence over.
- * We can spend less time worrying about things we have little control over, which positively affects our wellbeing.
- * A balanced mindset allows us to acknowledge hardship while also noticing the strengths, kindness, and resilience that emerge during difficult times.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Better knowledge about the cancer treatment journey. * Understanding how it helps to focus our attention on what we can control and accept what we cannot. 	<ul style="list-style-type: none"> * Describing the different stages of cancer. * Explaining the role of different specialists and the procedures they administer. * Reflecting on the mental impact that the cancer treatment has on the teen and their family. * Explaining the importance of learning how to accept negative consequences outside of our control.

The cancer patient journey

INTRODUCTION TO CHALLENGE 5

Episode 3 gives a glimpse of the load that family members take on, especially a parent, when a teenager develops cancer.

The experience, from noticing something may be off, to diagnosis, treatment and recovery, can be complex. It involves interacting with numerous healthcare professionals, extended periods in hospital away from school and home, adhering to medication requirements, and undergoing numerous medical tests.

Alicia’s story illustrates how a teenage diagnosis can be stressful and overwhelming.

THE CHALLENGE

This Challenge introduces students to an example patient journey on a visual map. Teams need to sort the items below so they show the stages of a typical treatment in chronological order.

1	Chemo, surgery, radiation, and immunotherapy.	4	Nutrition, physio, play therapy, counselling, and school support.
2	Ongoing scans, check-ups, and support for long-term effects.	5	Blood tests, X-rays and other imaging, and biopsy.
3	Noticing signs of tiredness, bruising, pain, fevers, lumps, and weight loss.		

Groups will be successful in the Challenge if they get all five correct.

CHALLENGE CARD

CHALLENGE 5: THE CANCER TREATMENT JOURNEY

Sort the different parts of the treatment journey in a logical order that reflects the experience from the first signs to recovery. Put the numbers in the boxes.

1 Chemo, surgery, radiation, and immunotherapy.	4 Nutrition, physio, play therapy, counselling, and school support.
2 Ongoing scans, check-ups, and support for long-term effects.	5 Blood tests, X-rays & other imaging, and biopsy.
3 Noticing tiredness, bruising, pain, fevers, lumps, and weight loss.	

Bloom

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

ANSWERS TO CHALLENGE 5

The below table outlines the steps in the right order and identifies the specialists involved in each step.

STEP NAME	NO.	WHAT HAPPENS	WHO'S INVOLVED
First signs.	1	Noticing tiredness, bruising, pain, fevers, lumps, and weight loss.	GP or paediatrician.
Tests and diagnosis.	2	Blood tests, X-rays and other imaging, and biopsy.	GP, paediatric team and oncologists.
Treatment.	3	Chemo, surgery, radiation, and immunotherapy.	Oncologist, surgeon, radiologist, and Multidisciplinary Team (MDT).
Supportive care.	4	Nutrition, physio, play therapy, counselling, and school support.	Allied health team and school community.
Recovery and monitoring.	5	Ongoing scans, check-ups, and support for long-term effects.	Survivorship team.

At each stage, a cancer patient deals with a lot of new people who are there to support them. Meeting so many new people and undertaking so many different steps brings a lot of stress for the teenager and the family. The table below explains what each profession does, which you can go through as part of the lesson.

ROLE	DESCRIPTION (STUDENT-FRIENDLY)
GP (General Practitioner)	A doctor someone sees for general health problems. They can treat common issues and refer patients to specialists if needed. They often know your medical history as you (ideally) go to them semi-regularly.
Paediatrician	A specialist doctor who cares for babies, children, and teenagers. They understand how young bodies grow and develop.
Paediatric oncologist	A doctor who treats children and teens with cancer. They use special medicines and care plans tailored to young people.
Pathologist	A medical specialist who studies samples like blood or tissue under a microscope to diagnose diseases, including cancer.
Oncologist	A doctor who treats cancer in adults, teens or children, often using medicines such as chemotherapy or immunotherapy.
Surgeon	This doctor performs operations, including removing tumours.
Radiologist	A specialist doctor who uses imaging tools, such as X-rays, MRIs, or CT scans, to look inside the body and help diagnose problems.
Multidisciplinary Team	A group of health professionals from different specialties who work together to plan and deliver the best care for a patient.
Allied health team	A team of trained health professionals (not doctors), such as physiotherapists, dietitians, psychologists, speech pathologists, and occupational therapists, who support recovery and wellbeing.
Survivorship team	A team that helps people after cancer treatment, focusing on long-term health, recovery, and managing any lasting effects.

Students may have questions about the different treatment methods. The table below gives you a quick summary of the main types.

PROCEDURE/ TREATMENT	WHAT IT IS	HOW IT WORKS	WHY IT'S USED
Biopsy.	Medical test where a small sample of tissue is taken from the body.	The sample is examined under a microscope to check for cancer cells.	Helps doctors diagnose cancer and determine the best treatment.
Chemotherapy.	Treatment using special medicines (drugs) to kill cancer cells.	The drugs can be given by mouth or through a needle and travel through the bloodstream to target cancer cells.	Used to shrink or kill cancer cells, and is the backbone of most cancer treatment plans.
Radiation therapy.	Procedure that uses high-energy rays (such as X-rays) to kill cancer cells.	The radiation is carefully aimed at the cancer from outside the body.	Helps shrink tumours and kill cancer cells, often used for solid tumours.
Immunotherapy.	Treatment that boosts the body's immune system to fight cancer.	Uses special medicines to help the immune system recognise and destroy cancer cells.	Applied to help target the cancer cells more specifically (less effects on normal cells) and in a different way to chemo.
Stem cell transplant.	Procedure to replace damaged or destroyed bone marrow with healthy stem cells.	Healthy stem cells are given through an IV to help the body produce new blood cells.	Used for blood cancers like leukaemia and lymphoma, especially after chemotherapy.

DISCUSSION

The teacher is encouraged to provide space for discussion and questions about the episode and Challenge.

1	What difficulties do hospital visits and treatments pose for a teenager trying to balance school and a social life during cancer?	Encourages discussion on social isolation, bullying, curiosity from others, or changes in routine.
2	What role do family, friends, and the healthcare team play in helping someone through their treatment journey?	Helps students recognise the importance of support systems and community care.
3	Think about everything a teen with cancer has to go through to get treatment, what positives does this tell you about them?	Highlights emotional resilience and strength, rather than seeing the patient as someone who needs help.

Countering negativity bias

INTRODUCTION TO CHALLENGE 6

Cancer comes with a lot of unknowns and extra demands. It can make patients and family feel stressed over and above everyday things, such as exams, prepping for a big match or recital, or simply arriving to school on time. Stress is our body’s response to anything we perceive as a threat. This can be something big (such as a cancer diagnosis) or relatively small.

When something stresses us, our brain tends to make the stressor seem larger than it is. This is due to our so-called negativity bias, where we notice adverse indicators before positive ones. This bias means we spend a lot of time worrying about things that lie beyond our control and that we have no influence over (and may never happen).

THE CHALLENGE

We want to train our brain to notice when we fall into the negativity bias, particularly when we are stressed. We want to focus less on things we cannot control (such as past events or things that other people do) and more on what we can (like our own future behaviour).

In this activity, students examine three stressors Jasmine’s mum is facing. As a group, they need to come up with examples of something that might occur that will be outside of Alicia’s control and circumstances she needs to accept. Students are successful in the challenge if they provide three correct suggestions for both control and acceptance for each scenario.

CHALLENGE CARD

CHALLENGE 6: ACCEPTANCE VS. CONTROL

The table below lists three 'situations' that are causing Jasmine's mum a lot of stress. Think about different factors of the events that are contributing to her stress. Sort them into: things Alicia can control, and others that she has to accept about the situation.

	SITUATION	CONTROL	ACCEPT
1	Having Jasmine receive her cancer diagnosis.		
2	Seeing Jasmine deal with side-effects from treatment (e.g. nausea).		
3	Concern about Jasmine's cancer returning.		

EPISODE 1
 EPISODE 2
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 EPISODE 5
 LOOKING TO THE FUTURE

Bloom

ANSWERS TO CHALLENGE 6

The table below gives several examples for each of the three scenarios that could be considered correct. Teachers can also deem correct responses that are not listed below.

SCENARIO	THINGS YOU CAN CONTROL	THINGS YOU SHOULD ACCEPT
Jasmine receiving a cancer diagnosis.	<ol style="list-style-type: none"> 1. Seeking information about the type of cancer, treatment options, and potential side-effects. 2. Choosing healthcare providers and support networks that align with personal values and needs. 3. Supporting Jasmine in whatever changes she needs to make to manage her health. 4. Managing your stress through relaxation techniques such as deep breathing exercises. 	<ol style="list-style-type: none"> 1. The uncertainty of outcomes. Treatments may not always yield the desired results. 2. Emotional reactions such as fear, anger, or sadness. They are natural and may fluctuate throughout the journey. 3. Changes in relationships as Jasmine processes the diagnosis in her own way. 4. Financial and logistical strain from care needs and other expenses.
Seeing a loved one struggle with cancer treatment side-effects.	<ol style="list-style-type: none"> 1. Providing emotional support by offering a listening ear, companionship, and encouragement. 2. Assisting with practical tasks like daily chores, transportation to appointments, and meal prep. 3. Advocating for their needs by communicating with healthcare providers on their behalf. 4. Creating a comfortable environment to promote rest and comfort. 	<ol style="list-style-type: none"> 1. They might want to handle certain tasks or decisions independently. 2. Healing times and responses to treatment can vary, and setbacks may occur. 3. There may be times when they don't want to talk about their illness or feelings. 4. Treatment side-effects can change unexpectedly, requiring flexibility in care and support.
Worrying about cancer recurrence in a loved one.	<ol style="list-style-type: none"> 1. Keep having honest and supportive conversations about fears and concerns. 2. Promoting healthy habits that may reduce the risk of recurrence, and gives a sense of control. 3. Seeking help through support groups or counselling to process emotions and gain coping strategies. 4. Focusing on the present by cherishing time together and celebrating milestones. 	<ol style="list-style-type: none"> 1. Their personal coping mechanisms may differ from your approach. 2. Your own feelings of helplessness are normal, but your support is invaluable. 3. Health status may fluctuate, with periods of good health followed by concerns or symptoms that cause anxiety. 4. Environmental or genetic factors influencing cancer recurrence are beyond anyone's control.

DISCUSSION

The teacher is encouraged to provide space for discussion and questions about the episode and Challenge.

1	What is negativity bias? Why do you think our brains pay more attention to negative signals than positive ones?	Introduces the concept and invites students to reflect on why this might happen.
2	Can you think of a time when you noticed yourself focusing more on a bleak rather than positive outcome? How did that affect your mood or actions?	Personalises the concept through reflection.
3	How do you think negativity bias might affect the way people react to serious illnesses such as cancer or other difficult situations?	Encourages critical thinking about how focusing on negatives can hold us back.
4	Why might negativity bias be helpful in some situations but less so in others?	Connects the concept to safety, challenging situations, and understanding around illness and mental wellbeing.
5	What are some ways you can remind yourself to notice positive things or challenge negative thoughts when you feel stuck focusing on the bad?	Promotes practical strategies to counter negativity bias.

Bloom
EPIISODE 4:
MOLLY

EPISODE 4: MOLLY

JASMINE AND MOLLY ARE BEST FRIENDS. MOLLY LOST HER MUM TO CANCER WHEN SHE WAS YOUNGER, AND NOW, YEARS LATER, JASMINE'S SICK – AND MOLLY IS THE ONE WHO UNDERSTANDS. AT FIRST, SHE IS BLINDSIDED BY THE DIAGNOSIS, BUT IN THIS EPISODE, SHE NAVIGATES WAYS TO BE MORE HELPFUL TO HER FRIEND.

THE BIG IDEA

How can I develop responsive, caring relationships and be a supportive 'upstander', rather than a bystander, when someone needs it?

ESSENTIAL UNDERSTANDINGS

- * Support comes in many forms – emotional, practical, social, and sometimes through giving space.
- * Feeling safe, included, and respected in your own needs is important for wellbeing.
- * Recognising and respecting personal boundaries builds stronger relationships.
- * Being a good friend means doing your best to know when and how to offer support.
- * People often stay silent in tough situations due to fear, uncertainty, or social pressure.
- * The bystander effect can happen in person and online, but small, safe actions can still make a big difference.
- * Being an upstander doesn't always mean speaking up publicly – it can also mean offering quiet, personal support after the moment has passed.
- * We all have the power to create kinder, safer communities through our words, actions, and presence – online and offline.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Investigating different kinds of support. * Learning about different ways to stand up for people when we witness problematic behaviour. 	<ul style="list-style-type: none"> * Identifying different types of support. * Explaining the importance of understanding individual differences in support needs. * Reflecting on our preferences for support. * Identifying different ways to be an upstander. * Reflecting on what approach we would feel comfortable with when we need to be an upstander. * Knowing how to start a supportive conversation with someone who is diagnosed with cancer.

Relating to your peers

INTRODUCTION TO CHALLENGE 7

This episode introduces how a teenage cancer diagnosis can impact friendships, in this case Molly, one of Jasmine’s best mates. Some friendships grow stronger, others might lose traction.

It is important to consider the support we can give ourselves and those around us. Different people may have different preferences and needs, and these may change.

- * **Emotional support:** for example, sending an unexpected text with encouragement.
- * **Practical support:** for instance, sharing notes from class.
- * **Social support:** for example, inviting them to parties even though they may not be around.
- * **Respecting boundaries:** for instance, giving space when needed.

THE CHALLENGE

In this Challenge, students create a support map using the above categories. As a group, they are asked to brainstorm what they could do if in Molly’s shoes, having a friend return to school after the school break being sick and needing support. Groups will be successful in the Challenge if they brainstorm at least two examples of actions they would take for each of the categories.

CHALLENGE CARD

CHALLENGE 7: THE SUPPORT MAP

Brainstorm what you could do if you were in Molly’s shoes and had a friend at school diagnosed with cancer. Think of at least one example per type of support mentioned below.

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

ANSWERS TO CHALLENGE 7

The below table provides some of the answers students can give, but you can allow other examples as well.

Please note: We encourage teachers to come up with or alter below answers so they match school protocols around social media and communications in general.

SUPPORT TYPE	EXAMPLE 1	EXAMPLE 2	EXAMPLE 3	EXAMPLE 4	EXAMPLE 5
Emotional support.	DM a classmate <i>"You've got this! Remember how hard you prepped for the math test"</i> just before the bell.	Leave a sticky note on their locker with a funny inside joke to lighten their mood.	Send a meme that perfectly captures <i>"you're not alone"</i> vibes when they post they're stressed.	Check in after a bad sports game with <i>"How are you? Wanna vent?"</i>	Share a playlist titled 'Instant Cheer-Up' you made especially for them.
Practical support.	Snap a photo of today's whiteboard notes and share it in the group chat.	Offer to quiz them with flashcards during lunch for tomorrow's language exam.	Lend a charger when their phone is at 3% before the walk home.	Walk them through setting up a study schedule in Google Calendar.	Bring an extra water bottle to PE because you know they always forget.
Social support.	Save them a seat at assembly so they don't have to search the whole hall.	Add them to the group chat planning Friday's movie night even if they might not be up for it.	Introduce them to a new student who's into a similar hobby.	Cheer the loudest when they perform at PE when they feel weak.	Tag them in a team selfie on game day so they feel included even if they could not be at the game.
Respecting boundaries.	Give them space when they put on headphones at lunch without pushing <i>"What's wrong?"</i>	Ask before posting photos of them on Instagram or TikTok.	Accept <i>"I can't talk right now"</i> texts without spamming follow-ups.	Knock and wait when you visit their room to make sure they are ready for you.	Keep a secret they shared in confidence, even when friends pry.

DISCUSSION

The teacher is encouraged to provide space for discussion and questions based on the episode and Challenge.

1	Think of a time when you felt really upset or stressed. Who helped you through it, and what kind of support did they give you?	Promotes personal reflection and helps students differentiate emotional vs. practical support through lived experience.
2	What are some practical things people can do that show they care about you, besides just saying nice things?	Shifts focus to action-based support, which can spark ideas about how to actualise help, not just talk about it.
3	When you're hanging out with friends, what makes you feel included or excluded?	Invites conversation on social support, belonging, and peer dynamics – very relevant at this age.
4	Have you ever needed space or time alone, but someone didn't respect that? How did that make you feel?	Brings in the idea of boundaries as a form of support, encouraging students to consider emotional autonomy.
5	If a friend came to you needing support, how would you figure out what kind they need (emotional, practical, social, or space)?	Encourages empathy and decision-making, while reinforcing the four categories in an applied way.

Becoming an 'upstander'

INTRODUCTION TO CHALLENGE 8

This episode looks at how cancer may lead to some problematic behaviour between friends and people at school.

The person diagnosed may start to feel isolated, as they struggle to act in the same way with their friends. They may feel stressed or overwhelmed and want to pull back from friendships.

In addition, people around them might start to act differently. This might be done deliberately, or they may not be aware of the impact their behaviour can have on the person diagnosed.

Students can consider what they would do as a friend in this situation, such as when Jasmine returned to school after the break.

THE CHALLENGE

We want your group to come up with strategies to support your friend when the behaviour of others affects them, either deliberately or implicitly. In other words, we want you to think about becoming an upstander when you see problematic behaviour.

An upstander is someone who steps in to help when they see someone being bullied or treated unfairly. Instead of just watching or ignoring it, they take action to make things better. This could mean standing up for someone, getting help from an adult, or just being there to support the person being picked on.

Groups are asked to brainstorm different strategies they could use. They have five minutes.

CHALLENGE CARD

**CHALLENGE 8: DON'T BE A BYSTANDER,
BE AN UPSTANDER**

Brainstorm strategies to be an 'upstander' when you see problematic behaviour from others.
Come up with three or more possible strategies.

YOUR ANSWER

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO
THE FUTURE

ANSWERS TO CHALLENGE 8

SAY SOMETHING SIMPLE BUT SUPPORTIVE IN THE MOMENT

The friend doesn't need to confront the group directly. A calm, confident statement can shift the tone and show support.

TALK TO YOUR FRIEND (LOUDLY ENOUGH TO BE OVERHEARD)

- * *"You're amazing. Some people just don't get it."*
- * *"Ignore them. You're way stronger than they'll ever be."*
- * *"Let's focus on people who actually matter."*

This reassures the friend while sending a clear signal that gossip or staring is unacceptable.

USE BODY LANGUAGE

If you are unsure what to say, nonverbal cues can be used:

- * Stand a little closer to the friend.
- * Turn their back slightly to the gossiping group.
- * Offer a reassuring smile or eye contact to the cancer patient.

This helps create a visible alliance and subtly isolates the behaviour of the others.

DEBRIEF WITH THE FRIEND AFTERWARD

If your friend freezes in the moment (which is normal), you can still help afterwards:

- * *"Hey, I saw what happened earlier. That wasn't OK. I didn't know what to say, but I've got your back."*
- * *"If it happens again, do you want me to say something?"*

This validates the teen's feelings and builds a plan for future situations.

PREPARE A GO-TO LINE FOR FUTURE USE

Sometimes having a few pre-prepared phrases can help you overcome the freeze response. The friend can practise saying things like:

- * *"You know, staring and whispering is really not cool."*
- * *"We don't do that here."*
- * *"If you have a question, maybe try asking instead of gossiping."*

These lines are non-aggressive, but set boundaries and show moral courage.

ENCOURAGE A CULTURE OF KINDNESS

Over time, you can influence peers by:

- * Talking openly about what your friend is going through (with permission).
- * Inviting the teen with cancer to sit with others or be included in group activities.
- * Complimenting or showing admiration for her friend's bravery and resilience in front of others.

DISCUSSION

- * When we are in bigger social groups, it is often difficult to speak up when we see something we don't like.
- * This is due to a range of dynamics including the 'bystander effect', where we fail to act because we think someone else will.
- * Let's cover off some of the suggested strategies that are considered 'correct'. You may have identified other strategies that can be helpful, but the list here includes some of the examples the students could have used.

The teacher is encouraged to provide space for discussion and questions based on the episode and Challenge.

1	Why do you think people sometimes stay silent or 'freeze' when they see someone being bullied or treated unfairly?	This taps into real-life experiences and encourages students to explore the psychological concept of the bystander effect in a relatable way.
2	What do you think stops someone from stepping in to help?	This helps students reflect on internal barriers and social pressures, fostering empathy rather than blame.
3	What are some safe, effective ways a young person can be an upstander even if they're not sure what to say? Use your answers to inform this discussion.	This invites practical brainstorming and shows that there are a range of options, not just dramatic or risky interventions.
4	Do you think being an upstander always means speaking up in the moment? Or can it also mean supporting someone after the fact?	This question challenges all-or-nothing thinking and broadens the definition of courage, which can reduce pressure and increase action.
5	Social media is a huge part of our lives. How does the bystander effect play out online?	This modernises the discussion and allows students to connect the topic to their digital reality, where many witness harm but hesitate to respond.

EPISODE 5:

IN THE END

&

LOOKING TO

THE FUTURE

EPISODE 5: IN THE END

A FEW MONTHS LATER, AND IT'S JASMINE'S LAST ROUND OF CHEMO, MAYBE FOR NOW, MAYBE FOREVER. HER HAIR'S GONE, SHE'S TIRED, AND HER FUTURE'S STILL UNCERTAIN, BUT THERE'S SOMETHING NEW IN HER: A SENSE OF RESOLVE. HOWEVER, LIFE HAS ANOTHER OBSTACLE THAT JASMINE NEEDS TO CONFRONT.

THE BIG IDEA

The different ways serious illnesses affect individuals and families in the long-term, and how we can understand and express grief in healthy ways.

ESSENTIAL UNDERSTANDINGS

- * Survivors of serious illness may face lasting emotional, physical, and social challenges that impact wellbeing.
- * Some long-term effects can be more difficult to cope with than others, depending on how they affect daily life, identity, or relationships.
- * Serious illness can disrupt family life, leading to changes that may cause grief, stress, or uncertainty.
- * Grief is not only about death. It can arise from any kind of loss, including changes to health, routines, or relationships.
- * Understanding grief helps us better support ourselves and others through change and hardship.
- * Metaphors are powerful tools for making sense of complex emotions such as grief – they help us express what we feel in ways that words alone sometimes can't.
- * Exploring different perspectives on grief deepens our empathy and reminds us that there's no one 'right' way to feel.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Gaining an understanding about the long-term health consequences of cancer. * Developing a better knowledge of the impact of loss and grief. 	<ul style="list-style-type: none"> * Identifying common long-term consequences of teenage cancer diagnoses. * Understanding the impact these potential long-term consequences have on the wellbeing of a teen dealing with cancer. * Explaining what grief is and under what circumstances it can happen. * Reflecting on our own response to handling grief and loss.

Recovering from teenage cancer

INTRODUCTION TO CHALLENGE 9

The final episode shows what recovery looks like for Jasmine, other teens and children who get to 'ring the bell'. Recovery from illness is often seen as becoming free of symptoms and disease, but there is more to it than that.

When cancer goes away it is referred to as being in 'remission'. This may not necessarily mean you have fully recovered. The treatment takes a toll and the healing process goes beyond symptoms of a disease. Cancer survivors have to work hard to restore their mental, physical and social wellbeing.

THE CHALLENGE

In this Challenge, students will consider some of the long-term effects of cancer in a rapid-fire quiz. Students have 15 seconds per statement to decide their answer before you present the next statement. Groups will be successful in the Challenge if they get four out of six correct.

STATEMENTS

Survivors of teenage cancer do not have a higher chance of developing other cancers as adults.

Fertility issues are rare among teenage cancer survivors.

Survivors may experience difficulties in getting work because of the long-term effects of cancer and treatment.

The financial cost of long-term healthcare for survivors is usually significant and can be long-lasting.

Survivors of teenage cancer may experience social isolation as they struggle to connect with peers who can't relate to their experience.

Physical changes resulting from cancer treatment can have an impact on self-esteem and intimacy in romantic relationships.

CHALLENGE CARD

CHALLENGE 9: RAPID FIRE QUIZ

Your teacher will give you a set of statements. Work out if they are long-term consequences of teenage cancer and its treatments and indicate true or false in the boxes below. You have 15 seconds per statement.

1

2

3

4

5

6

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

CHALLENGE 9: RAPID FIRE QUIZ

ANSWERS TO CHALLENGE 9

STATEMENTS	TRUE	FALSE
Survivors of teenage cancer do not have a higher chance of developing other cancers as adults.		False
Fertility issues are rare among teenage cancer survivors.		False
Survivors may experience difficulties in getting work because of the long-term effects of cancer and treatment.	True	
The financial cost of long-term healthcare for survivors is generally profound and can be long-lasting.	True	
Survivors of teenage cancer may experience social isolation as they struggle to connect with peers who can't relate to their experience.	True	
Physical changes resulting from cancer treatment can have an impact on self-esteem and intimacy in romantic relationships.	True	

DISCUSSION

The discussion and questions for this episode are related to the rapid-fire quiz.

1	Which of the statements in the quiz surprised you most?	Encourages deeper engagement with the learning.
2	Considering the broad range of long-term effects, what impacts do you think this will have on a survivor's wellbeing?	Helps students shift perspective and link the broader impacts to the ongoing wellbeing of people managing cancer.
3	In your opinion, are some of the long-term effects more harmful than others?	Students explore different perspectives and priorities.

Managing grief and loss

INTRODUCTION TO CHALLENGE 10

Grief is what we feel when we experience a big loss, such as when someone we love becomes very sick with cancer, or when they don't make it after a long treatment period. Grief is a natural response, and it's different for everyone. Some people cry, some feel angry or confused, and others feel numb or quiet. All of those feelings are OK.

Bereavement isn't just something that happens once – it can come in waves, and it can last a long time. And it's not just about death as people can grieve when someone they love is seriously ill, when life changes suddenly, or even when they lose something important in their lives.

The Challenge for this topic is about understanding emotions, building empathy, and learning how to support ourselves and others during tough times.

THE CHALLENGE

In this Challenge we want students to explore the concept of grief by thinking about metaphors or analogies.


Students are asked to think of metaphors or analogies that could describe grief (e.g. *"Grief is like a storm," "Grief is like a heavy backpack"*) and are asked to explain why they chose that analogy. They are asked to come up with as many as possible.

CHALLENGE CARD

CHALLENGE 10: MANAGING GRIEF AND LOSS

Think of metaphors or analogies that could describe grief (e.g. "Grief is like a...") and provide an explanation for why you chose the metaphor. Come up with as many as possible.

YOUR ANSWERS



EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

ANSWERS TO CHALLENGE 10

ANALOGY	DESCRIPTION	WHY IT WORKS
Grief is like an ocean.	Sometimes calm, sometimes stormy, but always moving.	It reflects the unpredictable, ongoing nature of grief; how it can come in waves and feel overwhelming yet, gradually, we learn to live with it.
Grief is like carrying a heavy backpack.	At first, it's hard. Over time, your body adjusts, but the weight never really goes away.	It conveys how grief becomes part of you and isn't something you 'get over' but something you learn to carry.
Grief is like a wound.	It starts raw and open. Slowly it heals, but it can change you by leaving a mark.	It describes how grief involves emotional pain and healing, and how it permanently changes us, even after it stops hurting as much.
Grief is like a shadow.	Always there, sometimes long and overwhelming, other times faint and distant, but always connected to you.	It captures how grief can feel ever-present; sometimes intense, other times subtle, but always a part of you.
Grief is like learning to walk again.	Painful, slow, and disorienting. You'll move forward, but differently than before.	It reflects how grief disrupts your life and identity, requiring you to re-learn how to function emotionally and mentally.
Grief is like a heavy storm passing through a town.	Rebuilding takes time, and things may not look quite the same.	It shows how grief can feel like devastation, and how recovery involves a slow rebuilding.
Grief is like a fog.	It clouds your vision and dulls your senses. You can't see clearly or plan ahead but, eventually, it begins to lift.	It conveys the disorientation and numbness of early grief, and how clarity gradually returns with time.
Grief is like a song stuck on repeat.	Emotions and memories cycle over and over until they slowly begin to fade into the background.	It reflects how grief often involves recurring thoughts, memories, or emotions that can feel inescapable for a while.
Grief is like a tangled ball of yarn.	Messy, confusing, and hard to sort out. With patience and care, you start to unravel it, but knots remain.	It evokes the complex, nonlinear nature of grief.
Grief is like a garden in winter.	Everything feels dead and still, but below the surface, slow changes are happening, and one day spring returns.	It gives hope, suggesting that while grief feels lifeless, healing and growth happen quietly, and eventually bring renewal.

DISCUSSION

Teachers are encouraged to provide space for discussion and questions based on the episode and Challenge. Some suggestions are below.

1	How can metaphors help us understand complex emotions?	Encourages students to better understand the reason for the challenge and how they can use analogies themselves for any difficult topics they want to discuss.
2	What different perspectives do the metaphors you came up with offer on grief?	Helps students further explore the complex nature of grief.
3	What changes might happen in a family when someone is seriously ill, and how could those changes cause grief?	Helps students understand grief isn't just about death, it can come from life changes too.
4	How is grieving the illness of someone different from grieving something like death? How might it be similar?	Opens up discussion about anticipatory grief and ongoing emotional impact.
5	What are some ways people (especially young people) can cope with the sadness or worry that come when someone they love is seriously ill?	Focuses on emotional resilience and healthy coping mechanisms.

LOOKING TO THE FUTURE

THE BIG IDEA

How can I shift my mindset to focus on hope and optimism, so I can be there for people when they need me?

ESSENTIAL UNDERSTANDINGS

- * Understanding the positive role hope and optimism can play in managing the diagnosis and treatment of an illness.
- * The recovery rate for teenage cancer is generally high.
- * Optimism and hope help, even when a situation is very challenging.
- * Being optimistic and hopeful is not the same as just being positive all of the time.
- * Having an understanding about the importance of a supportive message for someone.
- * You can use different forms of communication to create supportive messages.
- * Creating a supportive message can be beneficial for you too, helping you process the experience yourself.
- * It can be helpful to work together with friends and loved ones in coming together when processing a difficult experience, and handling it in a creative, collaborative manner.

LEARNING INTENTIONS	SUCCESS CRITERIA
<ul style="list-style-type: none"> * Understanding the importance of hope and optimism. * Knowing how to use what has been learned to create a supportive and positive message for people undergoing difficult times such as a cancer diagnosis. 	<ul style="list-style-type: none"> * Explaining how an optimistic and hopeful mindset is beneficial when dealing with physical health consequences. * Understanding the different recovery rates for teenage cancer. * Discovering how coming together with others helps in processing information that affects wellbeing. * Integrating learnings from past lessons to strengthen one's own ability to provide support.

The power of hope and optimism

INTRODUCTION

Hope and optimism are powerful tools to improve the way we feel in general, and for people dealing with an illness such as cancer.

Optimism sometimes gets a bad rap, as we may think that it is just about positive thinking at all times. It could not be further from the truth. It is about finding moments to value and enjoy in difficult times and looking for silver linings where things look less positive, while embracing the potential for a positive outcome where reasonable.

A focus on hope and optimism, isn't just wishful thinking, it's scientifically supported. A glass-half-full mentality is helpful in making a difficult experience easier. But for teenage cancer it is also the most rational view to take as survival rates are more optimistic than most people realise.

TEENAGE CANCER SURVIVAL RATE

Teacher to focus on high survival rates, ending the cancer education component on a positive note.

The average survival rate for childhood cancer is better than 80 per cent.

DISCUSSION

Have your class guess what the five-year survival rate is for teens with cancer, as a percentage. Inform them that it's over 80 per cent. Are they surprised? Use that knowledge to inform the talking points in the table below.

1	Teenage cancer survival rates are now over 80 per cent in countries like Australia. What do you think has helped make this possible?	Encourages students to explore the role of research, technology, public health campaigns, and community support.
2	How do you think knowing about high recovery rates might change how we talk about cancer?	Promotes a shift away from fear-based thinking toward conversations rooted in hope, resilience, and accurate information.
3	If you were designing a campaign to raise awareness about the high survival rates, what message would you want to share with other teens?	Inspires creativity and allows students to actively engage with positive messaging around teenage cancer.
4	How do you think recovery from cancer might be different for a teen compared to an adult (physically, emotionally, or socially)?	Encourages empathy and highlights that survival isn't just medical – it includes emotional recovery, friendships, schooling, and more.
5	Some people say that staying hopeful or optimistic can help teens recover from serious illnesses such as cancer. Do you think mindset really matters in recovery? Why or why not?	This invites students to reflect on the connection between mental and physical health, while respecting diverse views. It encourages both personal insight and critical thinking about the science of wellbeing.

Moving forward

INTRODUCTION TO THE FINAL ACTIVITY

In the final episode, inspired by Jake, Jasmine's schoolmates come together to create a powerful and uplifting message of support. Answering individually or in groups, knowing what they know now – the impact of cancer, having supportive conversations, countering negativity bias, and focusing on hope and optimism – how would the students support someone like Jasmine if she was their friend?

Ask how they would craft their own video message that not only helps in the moment but can be drawn upon as a reminder at later stages of the recovery journey?

- * What messages would be included?
- * Why would they use those messages?
- * How would they record it? Would they use visuals (performance, props, illustrations, animation) and audio (music, dialogue, and sound effects)?
- * Who would be in it?
- * How would they deliver it to their friend?

Please note: You can keep this as a theoretical activity, or you can encourage students to create the actual materials as a homework exercise. This is totally up to you and your class.

FINAL ACTIVITY: HOPE & OPTIMISM

For your final activity, we want you to create a concept for your own support video that you would record for a friend.

DESCRIBE YOUR VIDEO

Consider how you might use visuals (performance, props, illustration, animation) and audio (music, dialogue, sound effects). Think about how these components can work together to enhance your message.

EPISODE 1

EPISODE 2

EPISODE 3

EPISODE 4

EPISODE 5

LOOKING TO THE FUTURE

Bloom

* This final exercise is not a Challenge, but rather a wrap-up activity.

DISCUSSION

Encourage students to share their creative solutions regarding the activity.

1	What message do you want your friend to take away after watching your video and how does your script help deliver that?	Encourages clarity of purpose and intention behind their words.
2	How did you make sure your message was supportive without sounding like you were trying to 'fix' things or offer false hope?	Promotes emotional intelligence and awareness of sensitive communication.
3	What words or ideas did you include to show your friend that they're not alone?	Highlights the power of connection, reassurance, and shared humanity.
4	Did you include anything that reflects your friend's personality or what's important to them? Why?	Encourages personalisation and authenticity in how they express care.
5	If you were the one going through a tough time, what would you want to hear from your friends (and did you include that in your script)?	Helps students flip perspectives and ground their work in empathy and real-life relevance.

THANK YOU!

Thanks for learning about cancer with Camp Quality!

Camp Quality is an Australian children's cancer charity that has been running for over 40 years.

We offer fun adventure camps and outings designed to help kids (0-15) recover from the trauma of cancer treatment and opportunities to spend quality time with their family.

By taking part in our Cancer Education Program, you're already making a big difference.

A better understanding of the impact of childhood and teenage cancer helps create empathy and a softer landing back into normal life for the person after treatment.

There are plenty more ways you can help.

Camp Quality runs numerous fundraisers throughout the year that you can take part in. We also provide support for anyone who would like to help by holding their own fundraisers.

Follow Camp Quality on Facebook and Instagram to learn more about us to find out what's happening, or visit our website at campquality.org.au.

If you would like to hold your own fundraiser for Camp Quality, email us at communityfundraising@campquality.org.au.

If something in this series spoke to you – share it.

Start a conversation and spread the message in a social media post using our hashtags: #bloomwebseries #understandingcancer

You can also tag us: @camp_quality

We would love to hear from you about the Bloom web series. Scan the QR code below or click [this link](#) to provide your feedback.



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