



**MOVEMBER®**

TEACHING GUIDANCE

# LESSON PLAN

# TEACHING GUIDANCE

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Movember is a global charity that aims to have an everlasting impact on men's health. When it comes to their health, many men don't talk, don't take action and die too young. We want to help men live happier, healthier, longer lives by focusing on two key areas of men's mental and physical health:

## MENTAL HEALTH AND SUICIDE PREVENTION

In England and Wales, suicide is the second leading cause of death among 15-49 year-olds.

We want men to stay mentally healthy by:

- encouraging them to stay connected with friends and family
- challenging the notions that men talking or showing emotion is 'weak', and that being strong is the only way to be 'manly'
- focusing on ways to help boys and men talk about the 'big stuff' in life, such as family issues, first romantic relationships, exam pressure and personal health.

## TESTICULAR CANCER

Testicular cancer is the most commonly diagnosed cancer in young men aged 15-40.

For all boys and men diagnosed with testicular cancer we are:

- raising awareness and encouraging them to take control by teaching them how to examine their bodies for signs and symptoms of the disease
- raising funds to invest in research that will result in a better understanding of the disease, and improve treatment, support and care.

## PROSTATE CANCER

- We're fighting for a world where no man dies of prostate cancer
- Globally prostate cancer is the second most commonly diagnosed cancer
- For men diagnosed with prostate cancer we are:
  - Investing in research that will result in new tests and treatments to better diagnose the disease and stop it progressing
  - Partnering with the medical and scientific community to improve treatment and care
  - Connecting the global medical and scientific community to achieve results faster

## HOW DO WE ACHIEVE CHANGE?

This teaching pack will help your students become 'Mo Bros' and 'Mo Sistas' by developing a greater understanding of boys' and men's mental and physical health, and getting ideas for fundraising activities during Movember.



# GUIDANCE FOR USING THIS RESOURCE

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## WHO IS THE RESOURCE FOR?

This resource contains two lessons with accompanying slides, along with a bank of ideas if you want to undertake fundraising during Movember. It is most suitable for delivery to students in Key stages 4 and 5 (years 10 to 13), but it can also be used with Y9 students if teachers think this is appropriate. The learning and skills developed by the lessons are relevant to all genders, not just to boys.

## WHAT ARE ITS OBJECTIVES?

The resource has the following key objectives:

01

To raise awareness and teach understanding of two key issues affecting the health of men of all ages: mental health and testicular cancer. Testicular cancer is the most common cancer for young men aged 15-40. Poor mental health underpins personal and social wellbeing: it is striking that in the UK three out of four suicides are men.

02

To inspire students and staff to take active, practical steps to support the work of Movember.

## HOW DO THE LESSONS FIT INTO THE CURRICULUM?

The lessons have been designed to fit with schools' existing provision for PSHE education, and with the statutory guidelines for teaching Health education from September 2020. They should be used as part of a planned, progressive programme addressing issues around physical health and mental health. The current and upcoming curriculum guidance is outlined in the table following.



Key Stage	Current PSHE Programme of study	Health education guidance from September 2020
3 (Y9)	<p><b>Core theme: Health and wellbeing</b></p> <p><b>H5</b> the characteristics of mental and emotional health and strategies for managing it</p> <p><b>H9</b> the importance of and ways of taking increased responsibility for ... physical health...</p> <p><b>H32</b> about cancer and cancer prevention, including... (in upper key stage 3) testicular self-examination</p>	<p><b>Physical health and mental wellbeing</b></p> <p>By the end of secondary students should know:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>▪ how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>▪ that happiness is linked to being connected to others</li> <li>▪ Health and prevention</li> <li>▪ (late secondary) the benefits of regular self-examination and screening</li> </ul>
4 (Y10-11)	<p><b>H3</b> strategies for managing mental health including stress, anxiety and depression</p> <p><b>H7</b> how to take increased responsibility for maintaining and monitoring their own health</p> <p><b>H18</b> about checking themselves for cancer (including testicular and breast self-examination)</p>	
5 (Y12-13)	<p><b>H1</b> take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination ...)</p> <p><b>H8</b> recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety</p>	



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## WHEN AND HOW SHOULD THE LESSONS BE DELIVERED?

The lessons should be delivered as part of a progressive Health education scheme of work to support teaching about mental and physical health. They could also be timed to deliver as an introduction to Movember, as a way to encourage and inspire fundraising and awareness-raising activities.

## ENSURING A SAFE TEACHING AND LEARNING ENVIRONMENT

As with any resource which deals with sensitive and potentially triggering issues, teachers should ensure that they establish a safe learning environment before delivering any aspect of the lessons. A safe learning environment establishes an atmosphere of trust that frees up students to share ideas and information, sets an expectation for a mature response and increases teacher confidence in delivery and in managing discussion. Use the guidelines below to ensure that your classroom is a safe one for teaching this resource.

01

Establish or revisit ground rules

Agree ground rules with students before the first lesson, and revisit them at the beginning of subsequent lessons. Examples for this resource could include:

- use the correct terminology for parts of the body
- don't share personal, or friends' experiences
- use language that won't offend or upset others.

02

Distance learning to enable students to consider issues objectively. Examples of distancing include using case studies, images, film clips, or stories etc. The activities in this resource are designed to distance learning for students.

03

Encourage and respond to questions safely. Use techniques such as an anonymous question box or post-its to enable students to ask questions without having to ask in front of the class if they feel uncomfortable. This can also inform your planning, and help you prepare responses to more challenging questions.

04

Be sensitive to individual students who may have direct experience of the topic. Sensitivity is important even if you are not aware of any personal experiences in the class – always work on the basis that there is at least one person there who may have been affected by issues in the resource. You may also wish to pre-warn all students about the upcoming topics before the lessons begin, so that anyone who is concerned about the nature of the content can have a discussion with you in advance.

**Note:** there are some statistics about suicide contained within the lesson plans and slides. If you feel that these are not appropriate or potentially distressing to class members, please delete from any student-facing resource.



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05

Always work within your school's safeguarding and confidentiality policies and procedures; this is especially important if a student makes a disclosure. If you are unsure of the procedures, seek advice from your Designated Safeguarding Lead, or contact the NSPCC on 0808 800 5000.

06

Signpost students to sources of additional support if they need it, both in and out of school. Links to further guidance can be found on the Movember website here, and on the final slides of both lessons.

## **AWARENESS AND FUNDRAISING IDEAS**

The final section of this pack contains a range of awareness and fundraising ideas for use in school during Movember.



# LESSON PLANS

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## LESSON 1: HAPPIER, HEALTHIER, LONGER - LET'S TALK ABOUT TESTICULAR CANCER

This lesson looks at some general facts and figures around male health, and introduces testicular cancer as the most commonly-diagnosed cancer affecting boys and men aged 15-40. It encourages students to challenge preconceptions about male health, and gives guidance for boys on self-examination.

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Curriculum links	PSHE programme of study	Physical health and wellbeing (statutory guidance from September 2020)
	Core theme 1: health and wellbeing Key stage 4 H7 how to take increased responsibility for maintaining and monitoring their own health H18 about checking themselves for cancer (including testicular and breast self-examination) Key stage 5 H1 take responsibility for monitoring their own health and wellbeing (including breast and testicular self-examination ...)	Emphasis should ... be given to steps students can take to protect and support their own health and wellbeing  Health and prevention Students should know: (late secondary) the benefits of regular self-examination and screening
Resources	<ul style="list-style-type: none"><li>▪ Lesson 1 slides</li><li>▪ Pre-prepared sets of the Health characteristics cards (one set per group, or use from Slide 5 if delivering as whole-class continuum activity)</li><li>▪ Testicular cancer quiz (student copies per group or pair; one teacher copy)</li></ul>	
Learning objectives	We will learn: <ul style="list-style-type: none"><li>▪ to consider and challenge preconceptions about male health</li><li>▪ information and facts about aspects of male health</li><li>▪ the steps boys and men can take to examine themselves for testicular cancer</li></ul>	
Learning outcomes	I will be able to: <ul style="list-style-type: none"><li>▪ discuss different issues related to male health and wellbeing</li><li>▪ describe some of the preconceptions and factual information and research around male health and wellbeing</li><li>▪ explain the importance of carrying out a self-examination for testicular cancer and how to do this</li></ul>	
Slide 2		

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**Essential teaching guidance**

This lesson contains information about testicular cancer, of which some students may have direct experience. Consider any sensitivities or known experience before delivering this lesson.

**Slide 3**

To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Please refer to 'Ensure a safe teaching and learning environment' in the teaching guidance for more details.

Teacher note: the Health characteristics cards and slides 5 and 6 contain a statistic about male suicide, which some students may find distressing. You are advised to remove this if you feel it is not appropriate for use with your class.

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**1. Starter/baseline activity**

Use to gauge understanding, challenge misconceptions and start a discussion about boys' and men's health.

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**Slide 4**

Ask the class if they think there are any health problems or illnesses that:

- affect girls more than boys
- affect boys more than girls
- affect everyone equally

Record responses as a class list.

Can anyone name any health problems or illnesses that only affect males?

Explain that testicular cancer is the most common cause of cancer among boys and men aged 15-40, and does not occur in females.

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**2. Core activities**

Activities challenge students to question preconceptions and thinking around aspects of health, provide key information and facts about male health (including testicular cancer), and teach self-examination skills.

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**Learning outcomes**

Divide the class into small groups of about four and give each group a set of generalised Health characteristics cards. Ask the groups to discuss them, and put each one into a 'Typically male' or 'Typically female' pile. Two cards are left blank for students to fill in their own 'typical' health characteristics.

**Slide 5**

**Note:** if teaching a KS5 class, you may wish to add additional health characteristics which are relevant to an older age group, such as those around sexual health and/or pregnancy, alcohol consumption or risky driving.

**Slide 6**

As a class, discuss the piles different groups have chosen, and any other characteristics groups have thought of. Remind students that the cards are examples of generalisations, but ask them to speculate why certain characteristics might be seen as more 'typical' of either males or females.

(An alternative way to do this activity is as a continuum line, with 'Typically male' at one end and 'Typically female' at the other. Read out a characteristic from the slide, then ask students to stand along the line according to where they think that characteristic lies).

After discussion, show students what research tells us about the characteristics they have just discussed. Ask for responses – are there any questions or surprises? Remind students that although the figures can look negative, there is a lot that can be done to change social norms to more positive ones.

To extend the discussion, ask students what they think needs to change to help change these statistics in the future and bring the numbers down? For example, how could individuals take responsibility for their health or change their behaviour? How could society change? Could there be changes in health provision, and how could these come about?

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**Slide 7**

In pairs or small groups, ask students to do the Testicular cancer quiz. After everyone has completed it, use the Teacher copy to give the correct answers and any additional information. Discuss any reactions to the answers.

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**Slide 8**

Emphasise to students that it is important to be aware of testicular cancer, but also that its occurrence is rare and 95% of men survive the disease (the figure moves closer to 100% if caught early enough).

Ask students how we can generally maintain good health and prevent illnesses, including cancer. Tell them that there are symptoms of testicular cancer that boys can be taught to recognise, and girls can share with males who they know well such as dads, brothers, granddads, uncles or close friends. Use slide 8 to reassure them with some positive messages (refer to any suggestions from the discussion about positive changes from Slide 6 here).

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**Slide 9**

Using the slide, go through the three steps of self-examination.

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**3. Plenary**

Consolidates learning, and stimulates thinking to introduce and progress to Lesson 2.

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**Slide 10**

Revisit the list the class made at the beginning of the lesson. Using different colours, highlight any that are related to physical health, and any that are related to mental health. Are any of these connected?

Ask students to re-cap on why self-examination and self-awareness are so important in preventing serious illness such as cancer. How might they respond to a comment by someone of their age such as, 'I don't see the point of self-examination – it doesn't stop you getting cancer so why bother?' How would they respond to a girl saying 'Testicular self-examination isn't relevant to me, so why do I need to know about it?'

Depending on what students have come up with, discuss why they think certain health issues or illnesses related to mental health might be more likely to happen to males. This question will be used as a starter to Lesson 2.

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**Slide 11**

This slide contains links to further information for teachers and students about some of the issues raised in these lessons.

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# LESSON PLANS

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## LESSON 2: HAPPIER, HEALTHIER, LONGER - LET'S TALK ABOUT MENTAL HEALTH

This lesson looks at perceptions of masculinity and what it means to 'be a man'. It examines the potential impact of such images on male behaviour and mental health, and looks at ways to help prevent boys and men from becoming socially isolated.

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Curriculum links	PSHE programme of study	Physical health and wellbeing (statutory guidance from September 2020)
	<p>Core theme 1: health and wellbeing</p> <p>Key stage 4</p> <p>H3 strategies for managing mental health including stress, anxiety and depression</p> <p>H7 how to take increased responsibility for maintaining and monitoring their own health</p> <p>Key stage 5</p> <p>H8 recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety</p>	<p>Emphasis should ... be given to steps students can take to protect and support their own health and wellbeing</p> <p>By the end of secondary students should know:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"><li>▪ how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li><li>▪ that happiness is linked to being connected to others</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>▪ Lesson 2 slides</li><li>▪ Tom's Story parts 1 and 2 (one copy for each small group)</li></ul>	
<b>Learning objectives</b>	<p>We will learn:</p> <ul style="list-style-type: none"><li>▪ about some of the preconceptions around masculinity and where these might come from</li><li>▪ how these can impact on boys' and men's perceptions of themselves, and the effect on male mental health and wellbeing</li><li>▪ different ways to support, encourage and develop positive mental health in boys and men, including ways to prevent social isolation</li></ul>	
<b>Learning outcomes</b>	<p>I will be able to:</p> <ul style="list-style-type: none"><li>▪ describe preconceptions and expectations around 'being a man' and where these might come from</li></ul>	
<b>Slide 2</b>	<ul style="list-style-type: none"><li>▪ identify the potential impact of these preconceptions on male behaviour and mental health</li><li>▪ identify ways to support boys and men in maintaining positive mental health and wellbeing, and prevent them becoming socially isolated</li></ul>	

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**Essential teaching guidance**

This lesson may contain sensitive information of which some students may have direct experience. Consider any sensitivities or known experiences before delivery.

To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivering this lesson. Please refer to 'Ensure a safe teaching and learning environment' in the teaching guidance for more details.

**Slide 3**

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**1. Starter/baseline activity**

Use to recap on learning from Lesson 1 and introduce thinking around male mental health and preconceptions of masculinity.

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**Slide 4**

Revisit the end of Lesson 1 (refer to the highlighted list if you still have it), and remind students of the question they were asked: Are there any health problems or illnesses related to mental health that are more likely to affect males?

Why do you think this might be?

Take a few responses, but don't spend too much time on these. Remind students of the statistics in Lesson 1 slide 6 that 67% of men are not open about showing their emotions to others. How could this impact on a man's health?

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**Slide 5**

Divide the class into small groups. On a large piece of paper with 'Being a man' written in the centre, ask each group to write any words, phrases, sayings, descriptions etc. that they associate with 'being a man' around the outside.

Ask groups to share examples of their ideas with the class. You will return to these ideas after the next activity.

As an extension or development, you may wish to include discussion about the expectations around 'being a woman' to compare stereotypes and expectations of different genders. How might the expectations on both genders impact on health-related behaviour?

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**2. Core activities**

These activities challenge students to look at societal expectations of boys and men, question where these expectations come from, and how they might affect behaviour and mental health of both genders.

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**Slide 6**

Show students the phrases on slide 6 and ask if any of them have heard any of these (or similar) before (either said directly to them or heard from other sources). Have they heard any other phrases that reflect how boys and men are 'expected' to behave?

As a class, discuss the following:

- are these expectations the same for girls? Why do you think this is?
- if boys are told these things or hear them as they're growing up, how might it affect the way they behave when they're older?
- where do these expectations and images come from? Examples of responses might include family, advertising, TV programmes, songs, other people etc.
- do these images reflect the reality of being male?
- how can these expectations of males be damaging to the health of both genders?

Return to the spider diagrams that students made in the starter activity. Does anything they've written reflect a stereotype or an expectation? Who or what influenced their ideas?

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**Slide 7**

In pairs or small groups, ask students to read Tom's Story part 1 (either from the slide, or give a copy to each group). Then ask them to discuss the following:

- how could the 'stereotype of no emotion' that Tom describes have a negative impact on boys' and men's mental health?
- what could the consequences be of 'They sort it out with a fist, they don't talk about it. They go down to the pub for a beer. We know where those things end up'?
- How could boys and men deal with their feelings differently to the ways Tom describes?

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**Slide 8**

After groups have finished, give them a copy of Tom's Story part 2 (or use the slide), and draw their attention to the comment "I was an island for the first sixteen, seventeen years of my life. I didn't need anybody, I wasn't vulnerable to anybody..."

- what does Tom mean when he describes himself as being like 'an island'?
- why did Tom isolate himself in this way?
- what does Tom think boys and men need to do to help themselves?
- why do you think he believes this is the way forward?
- do you think Tom is a happy person? How do you know?

Explain that often people isolate themselves from others instead of talking about their feelings, and this can lead to loneliness and depression. Remind them of the statistic from Lesson 1 that 67% of men don't share their emotions.

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**Slide 9**

As a class, read Ryan and Sean's story. How did talking help them?

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**3. Plenary**

The final activity enables students to apply their learning to provide advice to others about maintaining positive mental health and staying socially connected.

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**Slide 10**

Show students the 'Man Up' campaign video and highlight how it turns the stereotyped expectations of male behaviour around. Show them the Be a Smart A.L.E.C poster which highlights ways in which people can start conversations and stay connected.

Working in pairs or small groups, ask students to create their own campaign to give advice, to encourage boys and men to talk about their feelings and stay connected to other people – this could be in any format such as an ad, an email campaign, advice leaflets, web pages, a presentation, a song or rap etc.

If you are promoting or fundraising during Movember, use students' work to highlight the issues and raise awareness around school.

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**Slide 11**

This slide contains links to further information for teachers and students about some of the issues raised in these lessons.

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# AWARENESS-RAISING AND FUNDRAISING IDEAS

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We hope that these lessons will encourage students and staff alike to get involved with the Movember campaign for boys and men to live happier, healthier and longer lives. Although the Movember campaign is based around the act of growing a moustache, it is not just for adults, or males – everyone can get involved!

If you have any question, ideas or just want to let us know what you're doing, please get in touch with Movember HQ at [info.uk@movember.com](mailto:info.uk@movember.com). We are happy to support you and guide you in any of your awareness-raising and fundraising activities. We're always eager to share the creative ideas that students come up with to inspire and encourage others.

## AWARENESS-RAISING

We have a network of Movember participants, ambassadors, researchers and survivors of testicular and prostate cancer, who may be able to visit schools and talk with students.

The Movember campaign incorporates poor mental health, physical inactivity and testicular and prostate cancer. Schools with a long-running involvement in Movember could focus on a specific theme each year and co-ordinate their fundraising activities with this theme.

As part of the Movember strategy to combat physical inactivity in men and boys, Movember has launched the MOVE initiative. Any fun physical activity in school can raise awareness of the importance of being physically active, as well as having fundraising potential (see below).

## FUNDRAISING

A great way for students to engage with the Movember campaign and raise funds is for one or a group of teachers to grow a Mo and explain why they are doing it. This also provides a useful springboard to discussion about key issues in form time, registration time, break time etc. Students and parents can sponsor teacher to grow his mo and it's fun to choose the style of moustache for their teacher using our 'Please Sir, can you grow a Mo' poster, included in the resources section of this pack.

Competition between teams can be a means to generate excitement about Movember: some teacher teams compete for the highest fundraising totals; other schools allow students and staff to 'bid' on teams, so that only teachers in the team with the highest fundraising total are required to grow a mo; some teams connect fundraising targets with certain styles of mo etc..

If a school allows older students to grow a mo during Movember, these boys can act as ambassadors for the campaign. Younger students can also look forward to being a Mo Bro in the future.

Some schools manage which students can become Mo Bros through an application and interview process. This can be a fun way to help practice careers-related skills whilst raising the profile of Movember. It also encourages students to think seriously about the difference they will be making as a Mo Bro. With a great moustache comes great responsibility!



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School 'Mufti days' can become MOfti days, whereby students can wear their own clothes for a day or even dress up as their favourite moustachioed character. Schools can combine MOfti day with awareness-raising activities, such as assemblies, showing videos from the Movember Media Room (<https://uk.movember.com/media-room/home/>) or arranging a visit from a Movember representative.

Fundraising activities based around the importance of being physically active and the Move initiative have included fun runs and sports tournaments with drawn-on Mos and Movember sweatbands; Move activities can encourage young people to try new physical activities, including trampolining, volleyball, orienteering, rounders, hockey, tag rugby, kwik cricket etc.





**MOVEMBER®**

# **TEACHER MATERIAL**

# LESSON 1 - HEALTH CHARACTERISTICS CARDS

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## HAPPIER, HEALTHIER, LONGER - A HEALTH EDUCATION RESOURCE

Make up the card sets ahead of the lesson and provide each group with a set. Two cards have been left blank for students to fill in with a 'typical' characteristic of their choice. If teaching KS5, you may want to add additional characteristics that are relevant to an older age group such as those around sexual health and/or pregnancy, alcohol consumption and risky behaviour related to driving.

**Note:** if you feel that the card about suicide is too sensitive or inappropriate for use with a class, remove it from the set.

Likely to live longer	Happy to talk about their emotions
Self-conscious about their body	More likely to take their own life
Good at seeking medical help	Higher risk of developing cancer
More likely to be active	More likely to have sex at a younger age
More likely to smoke	Take more risks with their health



# LESSON 1 - TESTICULAR CANCER QUIZ - TEACHER COPY

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## HAPPIER, HEALTHIER, LONGER - A HEALTH EDUCATION RESOURCE

The correct answers are in **bold** and relevant information is presented below each question to enable you to give more detail and to respond appropriately to any questions.

You can also direct students to <https://uk.movember.com/mens-health/testicular-cancer> which contains lots more relevant information and links.

### Key messages to give students

- It is important to be aware of testicular cancer, but its occurrence is rare. Despite being the primary cancer in boys and young men, 95% survive testicular cancer. If caught early enough, the survival rates move closer to 100%.
- If someone experiences any possible symptoms of testicular cancer it is important to see the doctor to enable early diagnosis.
- Scientific research into the disease is important in continuing to improve survival rates and patient's experience of treatment.

01 What age group is most at risk from testicular cancer?

- a) **15-45**
- b) 45-70
- c) 70

Teenagers and young men have the highest incidence of testicular cancer.

02 Is testicular cancer more common in white men and boys?

- a) **Yes**
- b) No
- c) It is equally spread amongst racial groups

A UK study has shown that white men have a higher risk of testicular cancer than men from other ethnic groups; we do not know why this is. An American study has shown that four times as many white men as black men get testicular cancer. It is important to emphasise to students that despite this discrepancy, boys and men of colour are still at risk of testicular cancer, and should not self-examine any less frequently than white boys or men.



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- 03 If treated early enough, what percentage of boys and men survive testicular cancer?
- a) 10%
  - b) 55%
  - c) **95%**

It is worth highlighting that in the 1970s, before the introduction of platinum chemotherapy treatment, some types of testicular cancer had survival rates as low as 10%. This shows the importance of scientific research.

If picked up in the very earliest stages, the survival rate for testicular cancer is close to 100%, showing the importance of going to the doctor if there are any indicators of something wrong.

There is still a lot of work to be done to move the 95% closer to 100% - in the UK, one man with testicular cancer will die every week. There also needs to be more research into how to reduce the long term side effects of chemotherapy and how to help patients to deal with the mental stress of diagnosis and treatment.

- 04 Which of the following are potential symptoms of testicular cancer?
- a) Swelling or a lump in either testicle
  - b) Change in the size and shape of testicle
  - c) Enlargement or tenderness of the breast tissue
  - d) **All of the above**

Common symptoms:

The most common symptom of a testicular cancer is a lump or swelling in part of one testicle. It can be as small as a pea or it may be much larger. Some sufferers notice an unusual difference between one testicle and the other, or the scrotum may feel heavy.

Although not usually painful, one in five sufferers get a sharp pain in the testicle as a first symptom.

Less common symptoms:

Sometimes testicular cancer spreads to the lymph glands at the back of the back of the tummy (abdomen), which can lead to aches or pain in the back, lower abdomen or groin.

If the cancer has spread to other lymph glands in the body, a person may feel lumps in other parts of the body like the neck or collarbone. As well as the lymph nodes, sometimes testicular cancer can spread to the lungs and this can cause coughing or breathlessness. It is not common for testicular cancer to spread to other organs.



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05 Is testicular cancer the most common cancer affecting all men?

- a) Yes
- b) No**

Testicular cancer counts for 1 out of every 100 cancers (1%) diagnosed in men, but is the most common cancer in young men (with the exception of Australia, where it is second to skin cancer). The most common cancer for men is prostate cancer, but this is very rare in males under 40.

06 Which of the following factors increases the risk of testicular cancer?

- a) An undescended testicle (which requires surgery to be moved down)
- b) Previously having cancer
- c) Family history of testicular cancer
- d) All of the above**

Other factors which have been shown to increase risk are fertility problems, medical abnormality of the penis or urethra, having HIV/Aids and ethnic background.

07 If someone feels a lump in the testicle, does it mean it is definitely cancer?

- a) No**
- b) Yes

The majority of testicular lumps are non-cancerous. But someone should still go to see their doctor if they feel anything out of the ordinary down there. It is possible for large fluid-filled cysts to develop in the testicle, which doctors can identify by shining a strong light through the testicle to see if the light passes through the area of swelling (cancers are solid lumps that will not allow light to pass through). Doctors use a variety of scans, such as ultrasounds and MRIs to determine if any lumps or abnormalities are likely to be cancer, and may look for hormonal markers in the blood.

08 If testicular cancer has spread to other parts of the body, it...

- a) is difficult to treat
- b) can usually still be cured**
- c) Testicular cancer cannot spread

If testicular cancer spreads, it tends to spread to the lymph nodes, and sometimes the lungs. However, the cancer can usually still be cured.



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09 If scans or a blood test indicate that there might be cancer in the testicle, the treatment options available are:

- a) Surgical removal of the affected testicle
- b) Radiotherapy and chemotherapy
- c) Surgical removal of the lymph nodes from the pelvis and abdomen
- d) **All of the above**

Most men have the whole testicle removed, which will then be sent to a laboratory for examination under a microscope to determine if it contained cancer cells and what type these are. Results may take a few days. The surgeon can replace the testicle with a false one so that the scrotum appears normal after the operation. The groin and scrotum may be uncomfortable for a week or so and stitches are normally taken out after about a week. Heavy lifting or exercise can be resumed after about a month.

Radiotherapy and chemotherapy are sometimes required depending on the stage and type of the cancer cells. This treatment can have negative short-term and long-term effects, including an increased risk of heart-related diseases and reduced function in the kidneys. Survivors also have an increased risk of developing another cancer. Given improvements in the treatment and curability of testicular cancer, there is a growing population of 'survivors', who need support for a range of physical effects from treatment and psychological support. There is also the chance of late recurrence of testicular cancer and continued medical research is needed to find out why certain cancer types recur.

Early diagnosis is a crucial factor in preventing the spread of testicular cancer. Preventing the spread of cancer is the primary reason why the majority of testicular cancer surgery involves the removal of the entire testicle and not just parts of the testicle.

10 If someone has one testicle removed, they will...

- a) not be able to have children or sex
- b) not be able to have children but still be able to have sex
- c) **still be able to have children and sex**

Being able to have an erection and father a child will not be affected as long as only one testicle is removed. Having cancer in both testicles is very rare. If both testicles are removed, a person will no longer be able to father children and will need to take male hormone replacement treatment (testosterone) to maintain sex drive and the ability to have an erection. It can be possible to bank sperm if both testicles must be removed to enable someone to father children in the future.





**MOVEMBER®**

# **STUDENT QUIZ**

# TESTICULAR CANCER QUIZ - STUDENT COPY

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**Q1: What age group is most at risk from testicular cancer?**

- a) 15–45
- b) 45–70
- c) 70

**Q2: Is testicular cancer more common in white boys and men?**

- a) Yes
- b) No
- c) Its equally spread amongst racial groups

**Q3: If treated early enough, what % of men survive testicular cancer?**

- a) 10%
- b) 55%
- c) 95%

**Q4: Which of the following are potential symptoms of testicular cancer?**

- a) Swelling or a lump in either testicle
- b) Change in the size and shape of testicle
- c) Enlargement or tenderness of the breast tissue
- d) All of the above

**Q5: Is testicular cancer the most common cancer affecting men?**

- a) Yes
- b) No

**Q6: Which of the following factors increase your risk of testicular cancer?**

- a) An undescended testicle (which requires surgery to be moved down)
- b) Previously having cancer
- c) Family history of testicular cancer
- d) All of the above

**Q7: If you feel a lump in your testicle, does it mean it is definitely cancer?**

- a) No
- b) Yes

**Q8: If testicular cancer has spread to other parts of the body, it...**

- a) Is difficult to treat
- b) Can usually still be cured
- c) Testicular cancer cannot spread

**Q9: If scans or a blood test indicate that there might be cancer in your testicle, the treatment options available are...**

- a) Surgical removal of the testicle
- b) Radiotherapy and chemotherapy
- c) Surgical removal of the lymph nodes from the pelvis and abdomen
- d) All of the above

**Q10) If you have had one testicle removed, you will...**

- a) Not be able to have children or sex
- b) Not be able to have children but still be able to have sex
- c) Be able to have children and sex



# HAVIN' FUN DOIN' GOOD



## CONTACT US

If you've got questions,  
we've got answers.  
We're always here to help.

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