

# EDUCATOR TIPS



## Leading a Breast Health Session

### 1. Introduce yourself and welcome participants.

- Introduce yourself. You can say: “Welcome everyone! My name is \_\_\_\_\_ and I am very glad to have you all here. Thank you for coming. I hope that we will have a great conversation about breast health.”
- Invite participants to introduce themselves. Allow 5-10 minutes for them to share their reasons for taking the breast health session.
- Warm-up the participants with icebreaker activities. Talking about breast cancer may be frightening for some women. Icebreakers can make the space more intimate and less intimidating. Suggestions for warm-up activities can be found in [\*Activities\*](#) and [\*Culturally-Responsive Communication with the Black Immigrant Community\*](#).
- Share the goals of the breast health session. For example, you might say: “The goals of our session are:
  - To discuss the four breast self-awareness messages,
  - To discuss the importance of routine mammograms and clinical breast exams, and
  - To motivate you to get screened.”
- You might also say: “I am here to share with you what I have learned and direct you to local resources. If I am unsure of something, I will attempt to find the answer or direct you to resources for the answer.”
- Consider creating ground rules to foster respect within the group. You may even allow audience members to include their own ground rules. Example ground rules include:
  - Share the airspace — do not interrupt or speak over others.
  - Show respect for others’ questions and responses.
  - Maintain confidentiality — what is shared within the group should stay within the group.

## **2. Explain forms and materials.**

- Explain that your organization uses evaluation to determine how well you did presenting the information. Also, your organization uses data to help determine the best ways to help women get screened regularly.
- The evaluation tools are for you, the educator, to know how well your message was received by the audience. The evaluations can also be tailored to gather any information you feel you need to decide whether your presentations are going well.
- If you are using a pre- and post-survey, explain that everyone should complete and turn in the pre-survey before you get started. Inform the audience that you will hand out the post-survey after the presentation. If you are just using a post-survey, explain that you will distribute a quiz or post-survey after the presentation. The post-survey will help you and your organization to understand whether the information you presented was clear and understandable.
- If you have provided print materials, explain what they are at the start of the presentation and why you have distributed them. You can also refer to the materials throughout the presentation.

## **3. Deliver content.**

- Provide your presentation/lesson, information and/or facilitated discussion to the audience.
- You can answer questions your audience has while you are delivering content, or after.

## **4. Evaluate the session.**

- Tell the audience when it is time to complete the post-survey.
- You might consider reading each question out loud and giving the audience time to respond. This will help those with limited reading ability to complete the evaluation without embarrassment.

If a listener says they do not have enough money to pay for a mammogram, there are resources for women without insurance to get mammograms. If someone needs help paying for a mammogram and/or clinical breast exam, transportation to/from, or childcare during a breast health appointment, instruct them call the Susan G. Komen® Breast Care Helpline at 1-877 GO KOMEN (1-877-465-6636).