

Because you can do something about it.

# Campus Guide

Hook  
Up

to Breast  
Cancer  
Prevention!



Region of Waterloo  
PUBLIC HEALTH

Attach business card

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This guide was created by Region of Waterloo Public Health. It is based on the 2005–2006 Pilot project Check It Out/Hook Up to Breast Cancer initiated by Parent Action on Drugs for high schools and post-secondary campuses. This initiative has been completed at a post-secondary level in Waterloo Region.

**[www.hookuptobreastcancerprevention.ca](http://www.hookuptobreastcancerprevention.ca)**

**For questions please contact:**

Region of Waterloo Public Health – Injury and Substance Misuse Prevention Program  
519-575-4400 (TTY 519-575-4608) • [www.regionowaterloo.ca.ph](http://www.regionowaterloo.ca.ph)

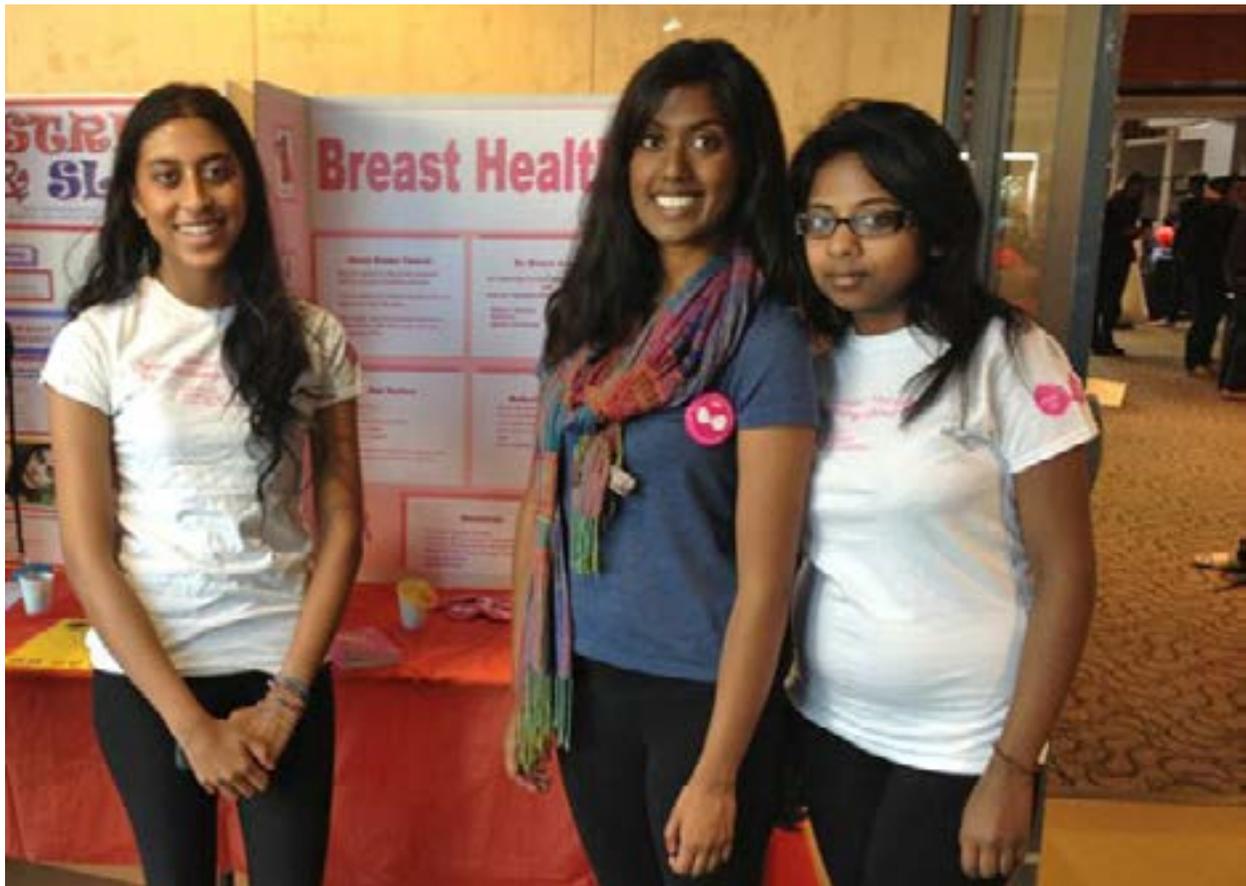
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## Purpose of this Campus Guide

This guide is for the Campus Staff Lead (e.g., Nurse, Health Educator, co-op placement student etc.). It offers information and provides support for organizing, delivering and evaluating *Hook Up to Breast Cancer Prevention* campaigns for secondary and post-secondary schools. This guide outlines:

- Statistics on risky behaviours
- Information on breast cancer and modifiable risk factors
- Roles and responsibilities of the Staff Lead
- Roles and responsibilities of Peer Educators
- Roles and support from Public Health
- Campaign ideas
- Form templates and samples

In the **Appendices** section, we have provided resources to assist with recruitment, peer educator training, campaign planning, and program evaluation. This guide provides ideas for campaign activities, but they are not mandatory. Campaigns are developed by Peer Educators to address the unique needs, circumstances, and culture of each school/campus.



*Hook Up to Breast Cancer Prevention event at University of Waterloo, 2012*

# Introduction

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## Purpose of Hook Up to Breast Cancer Prevention

The purpose of *Hook Up to Breast Cancer Prevention* is to help young women reduce their risk of breast cancer by encouraging them to develop healthy lifestyle behaviours like reduced alcohol and tobacco consumption, increased physical activity, and healthy eating. Even though the majority of breast cancer cases are diagnosed in women in their 50s or 60s, **research is showing that the way we live influences our risk of developing breast cancer. Making healthy choices about risk factors that can be controlled from an early age can lead to a reduced risk of developing the disease, even if someone has a genetic predisposition for breast cancer.**<sup>1</sup>

*Hook Up to Breast Cancer Prevention* uses a peer-to-peer model to help educate young women on the risks associated with breast cancer; encourage young women to make healthy lifestyle choices; and to support them in ways that make healthy choices. By harnessing the energy, knowledge, talent and enthusiasm of young adult volunteers, *Hook Up to Breast Cancer Prevention* campaigns are organized, delivered and adapted for young adults, by young adults. These young adult volunteer Peer Educators work under the guidance of a Staff Lead from their campus that helps train, supervise, and support them throughout the campaign period. The Public Health Staff Lead provides training and resources.

## The Secondary and Post-Secondary Years

The secondary and post-secondary years can be particularly stressful for young adults due to financial obligations, parental expectations, academic pressures, and changes in social relationships and living arrangements. Studies show that many young adults sometimes turn to risky behaviours like smoking and drinking in an effort to cope with the increased demands of school and lifestyle changes associated with post-secondary life.<sup>2</sup>

Environmental factors such as availability of alcohol, tobacco and unhealthy foods, predispose young adults to developing or maintaining poor lifestyle habits. The secondary and post-secondary years are a critical period in which young adults need to be supported to make healthy choices before they establish lifelong behaviours that could put them at risk for developing future illness and chronic disease.



*Hook Up to Breast Cancer Prevention event at Wilfrid Laurier University, 2010*

# Statistics

## Risky Behaviours

### In 2011:

- 55% of Ontario youth in Grades 7–12 reported consuming alcohol in the past year
- 22% reported binge drinking
- The average age of initiation for alcohol, tobacco and cannabis was 14 years of age<sup>3</sup>

After adjusting for other demographic characteristics, 18–29 year olds were more likely than older adults to:

- Exceed the low risk drinking guidelines
- Report weekly binge drinking
- Drink hazardously or harmfully
- Report current smoking
- Report cannabis use problems<sup>4</sup>

## Rates of Fruit and Vegetable Intake

- Health Canada recommends between 7 and 8 servings of vegetables and fruit every day for females aged 14–50 years<sup>5</sup>
- 57% of Ontario’s population age 12 and over ate vegetables and fruit fewer than five times per day in 2009–2010<sup>6</sup>

## Rates of Physical Activity

- 49% of Ontario’s population aged 12 and over were inactive during leisure time in 2009–2010<sup>7</sup>
- Physical activity reduces the risk of over 25 chronic conditions, in particular breast cancer, coronary heart disease, stroke, hypertension, colon cancer, type 2 diabetes and osteoporosis<sup>8</sup>

**Table 1: Breast Cancer Risk Factors\*<sup>9</sup>:**

Non-modifiable Risk Factors	Actions that can lower your risk
<ul style="list-style-type: none"> <li>• Being female</li> <li>• Increasing age</li> <li>• Early menstruation</li> <li>• Late menopause</li> <li>• Family cancer history (especially breast)</li> <li>• Genetics</li> <li>• Being tall</li> <li>• No full term pregnancy or full term pregnancy after age 30</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the Low Risk Drinking Guidelines for alcohol consumption <a href="http://bit.ly/188J0gt">http://bit.ly/188J0gt</a></li> <li>• Breast feed infants breast milk exclusively for the first six months of life unless supplements are medically indicated. Complementary iron-rich foods should be introduced at six months with continued breastfeeding to the age of two years or more</li> <li>• Limit exposure to radiation</li> <li>• Have a body weight in the normal range (Body Mass Index 18.5 to 24.9 kg/m<sup>2</sup>)</li> <li>• Follow Canada’s Food Guide <a href="http://bit.ly/1dCZqO">http://bit.ly/1dCZqO</a></li> <li>• Don’t smoke or be exposed to second-hand smoke</li> <li>• Limit exposure to environmental toxins and chemicals</li> </ul>

**\*Note:** While risk factors are established by conclusive research, they cannot be seen as rules or guarantees. Even if you have several risk factors for breast cancer, this does not mean you will develop the disease.

## Breast Cancer Facts

- Breast cancer is a complex disease with no known single cause<sup>10</sup>
- Breast cancer is a growth that starts with cell changes
- Breast tissue covers a larger area than just the breast: it extends up to the collarbone and from the armpit to the breastbone. Various kinds of breast cancer can occur in different tissues in the breast
- The breasts consist mainly of fatty tissue that contains thousands of tiny glands—or lobules—whose function is to produce milk if you carry a pregnancy to term. It's quite normal for your breasts to differ slightly in shape and size and change during your menstrual cycle, in pregnancy and as you age
- Many of the most common breast changes are not signs of cancer, but it's important to "Be Breast Aware" so that you know how your breasts normally look and feel. Report any changes to your health care provider<sup>11</sup>
- In 2013, it is estimated that 23,800 women and 200 men in Canada will be diagnosed with the disease. Although the risk of male breast cancer is low, it does happen<sup>10</sup>

## How does alcohol increase breast cancer risk?

### Alcohol increases cancer risk by:

- Exposing the body to ethanol (the main component in alcoholic beverages) and acetaldehyde (a chemical that is produced when the body metabolizes alcohol), which are known carcinogens;
- Affecting the level of certain hormones in the body, such as estrogen, which is a factor in the development of breast cancer;
- Interfering with the absorption of some nutrients, such as folate, which helps protect against some types of cancer;
- Adding extra calories to the diet which can lead to weight gain. Being overweight or obese is linked to an increased risk of certain cancers<sup>12</sup>

While light to moderate alcohol consumption can be a protective factor for some chronic conditions, such as cardiovascular disease, research demonstrates that there is no safe amount of alcohol when it comes to cancer prevention.<sup>9</sup> In fact, the risk of cancer increases with the amount of alcohol people drink, and how frequently they drink. Basically the more someone drinks, the higher their chances of developing cancer.<sup>12,13</sup> Compared to non-drinkers, people who drink 25g (approximately two drinks) of alcohol per day have 25% to 31% increased risk of breast cancer. The risk increases substantially when alcohol intake is four drinks a day or more.<sup>9</sup>

## Why Start Now?

- One in nine Canadian women are expected to develop breast cancer during their lifetime (this means by age 90), and one in 29 will die from it.
- **In 2013, there will be an estimated 23,000 Canadian women diagnosed with breast cancer.**<sup>14</sup>

*"Preventative health aims to stop disease before it starts - by making your health and well-being a priority. When you practice preventative health, you take action to improve your chances of good health and **improve the odds of stopping disease before it starts.**"<sup>15</sup>*

## Congratulations!

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By bringing the *Hook Up to Breast Cancer Prevention* program to your school/campus you are helping to nurture the leadership skills of young adult volunteers and improve the future health status of people in your school/campus. As the **Staff Lead**, your responsibilities are outlined on the next page.



# Staff Lead Roles and Responsibilities

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## Step One:

### Recruit Peer Educators

Determine the necessary number of Peer Educators you require to run this program at your school/campus. It is suggested that 8–20 young adults be recruited in order to effectively plan, deliver and evaluate a breast cancer prevention campaign.

As the Staff Lead, you know the most appropriate methods to recruit Peer Educators on your particular school/campus. It may be through a newspaper ad, posters, web posting, email, event days, social media, etc. You are encouraged to choose the best methods of recruitment to secure your group of Peer Educators.

A recruitment poster has been developed to help assist you in your efforts (**Appendix A**). Please adapt this poster to suit the needs and particular requirements of your school/campus. **The training day is mandatory for all Peer Educators**, as important information is shared. It is best to note this date on all your recruitment materials. This information can also be adapted for social media use.

You may wish to develop criteria or a young adult application form identifying what you are looking for when you are recruiting volunteers. A sample is provided in **Appendix B**.

## Step Two:

### Organize and Assist in the Delivery of the Peer Educator Training Day

Approximately five hours should be reserved for the peer education training in order to ensure adequate set up and clean up time. For campuses it may be best to hold this training on a weekend to ensure full attendance of your Peer Educators. Saturday (late morning) or Sunday (late afternoon) have worked well in the past. The training day is organized by you, the Staff Lead, and delivered jointly with the Region of Waterloo Public Health Nurse Lead, so be sure to be in contact ahead of time to make sure they are available.

It is also important to have an idea of what you think your budget will be. See **Appendix C** for a template.

#### The objectives of Peer Educator Training Day are:

1. To increase awareness of breast cancer, including its link with modifiable risk factors
2. To increase knowledge of effective communication strategies for the young adult population
3. To educate young adults on social marketing skills and health promotion principles to get your message out
4. To increase skills and comfort levels to talk to peers about breast cancer and reducing one's risk

The following **checklist** will help guide you through the process of organizing this day.

# Organizing the Peer Educator Training Day

## Checklist of Activities

Checklist of Activities (check when completed)
<b>Before the training</b>
Establish training date and time. Be sure to confirm availability with the Region of Waterloo Public Health Nurse Lead.
Book a room that is large enough to hold your Peer Educators, has ample workspace (i.e. tables and chairs), an area for lunch and some extra space that allows for some 'moving around' for activities.
Book equipment including laptop, projector, screen and necessary cords (e.g. extension cord, network cord).
Review and confirm budget ( <b>Appendix C</b> includes a sample budget and a blank budget).
Consider ordering healthy snacks/lunch. We encourage you to select healthy food options such as whole wheat sandwiches or wraps, and fruit and vegetable trays for lunch as well as granola bars for snacks. Water, juice, hot beverages such as coffee, tea and hot chocolate are also suggested. Healthy food options can be found at this link: <a href="http://bit.ly/HMNCOQ">http://bit.ly/HMNCOQ</a> OR encourage students to bring a healthy lunch and snacks.
Ask students to bring a laptop or tablet to follow along with the Microsoft PowerPoint presentation to decrease the need to print materials.
<b>At the training</b>
Prepare materials including sign-in sheet ( <b>Appendix D</b> ), name tags, handout of PowerPoint slides if you wish ( <b>Appendix E</b> ), action plan forms ( <b>Appendix F</b> ), post-event report ( <b>Appendix G</b> ), and other materials/resources.
Day of Training: Prepare room and set up equipment; assist the Region of Waterloo Public Health Nurse lead with the training where necessary; support Peer Educators if concerns arise.
Gather and review training day feedback forms ( <b>Appendix H</b> ) or have them submit them electronically

### **Step Three:**

#### **Approve Activities and Resources Developed by the Peer Educators**

Your guidance and expertise is invaluable to the Peer Educators during the planning and organizing of their campaign. It is recommended that the Staff Lead schedule regular check-in meetings with the Peer Educators to receive updates on their progress, discuss any issues or concerns, and provide feedback where necessary. Some groups will be able to work more independently than others. You may also need to assist the Peer Educators in securing other approvals, room bookings, table booking etc., depending on what activities they have planned. Having trouble brainstorming activities? See page 15 for ideas.

### **Step Four:**

#### **Organize and Host Wrap-up Meeting**

The wrap-up meeting occurs after the campaign activities are complete. This is an opportunity to celebrate the accomplishments of the Peer Educators and to gather their feedback to inform future campaign planning. During this celebration, Certificates of Appreciation (Appendix I) and a small token of thanks are distributed to each Peer Educator (snacks can also be offered and should be included in your budget. Healthy food options are encouraged). In the past, coffee or movie gift cards valued at \$10 or \$15 have been appreciated by young adults. Peer Educators will also have the opportunity to share the results of their completed Post-Event Reports (Appendix G). These reports will be collected by you, the Staff Lead, shared with the Region of Waterloo Public Health Nurse Lead, and then filed on campus for next year. Reports may be submitted electronically as well.

### **Step Five:**

#### **Arrange Final Meeting with Region of Waterloo Public Health Nurse Lead**

Within one month of the wrap-up meeting, you are to connect with the Public Health Nurse lead to arrange a final meeting (this can be face-to-face or via phone). During this meeting you will review the campaign activities that took place on your campus and share Post-Event Reports that were completed by the Peer Educators. As Staff Lead, you may also discuss any issues, concerns or recommendations for next year based on your own experience.



*Banner made on campus at University of Waterloo, 2012*

# Peer Educators Roles and Responsibilities

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As mentioned, the Staff Lead is responsible for recruiting Peer Educators. Peer Educators for *Hook Up to Breast Cancer Prevention* will develop team work, communication, and problem solving skills through their training and the implementation of the campaign at their school/campus. Again, it is up to you, the Staff Lead, to determine the number of Peer Educators required to effectively plan, deliver, and evaluate the campaign on your campus. The following is a list of the steps for the Peer Educators.

## **Step One:**

### **Attend and Participate in Training Day**

The training day is mandatory for all Peer Educators. It is expected that all Peer Educators will be actively engaged and involved in the activities of the training day.

## **Step Two:**

### **Plan and Prepare Hook Up to Breast Cancer Prevention Campaign**

Planning for the campaign should begin during the second half of the training day. All Peer Educators should be involved in the planning process and share campaign preparation responsibilities equally among their team. It is encouraged that responsibilities are delegated based on the individual strengths of the Peer Educators (e.g. if one young adult has a talent for writing, perhaps they take the lead in creating an article on Breast Cancer Prevention for the Health Services website or campus newspaper).

It is very likely that additional planning meetings will be needed to secure all details and prepare all materials needed to run the campaign activities. It is up to the Staff Lead and the Peer Educators to determine meeting dates, times, and locations that best suit everyone's schedules. Peer Educators will be supported by the Staff Lead throughout the planning and preparation processes. In addition, all budget items needed, activities, events, and materials planned and created by the team of Peer Educators must be **approved by you**, the Staff Lead, before they are implemented.

## **Step Three:**

### **Implementation of the Campaign**

Just as all Peer Educators are to be involved in the planning of the campaign, it is expected that all Peer Educators will also be involved in the implementation of the campaign. In previous years, most Peer Educators have found this part to be the most fun! They can let their energy and enthusiasm shine and have the opportunity to share their learnings about breast cancer prevention with their school/campus peers. A campaign may involve several activities/events and it is up to the team to determine who will take the lead to implement each activity/event, so be sure to make use of the attached Action Plan template! (**Appendix F**)

## Step Four: Complete Post-Event Report

After each activity/event, Peer Educators will need to complete a Post Event Report (only one report needs to be completed for each activity/event). This report allows the Peer Educators to describe the budget, resources used, results (i.e. number of people who attended event, number of posters distributed), key learnings and suggestions or tips for next year, should this activity/event be repeated. This form can be found in **Appendix G**.

## Step Five: Attend Wrap-up Meeting

During the wrap-up meeting Peer Educators will share post event reports with the team and Staff Lead. All reports will be collected by the Staff Lead. Reports may be submitted electronically. Peer Educators will also receive a Certificate of Appreciation (**Appendix I**) and a small token of thanks in acknowledgement of their time, energy, and activities.



# Support from Public Health

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Don't worry; you're not on your own. Public Health can help you throughout the process. Below is an overview of what the Public Health Nurse can do and how they can help.

## Role of Public Health Nurse Lead

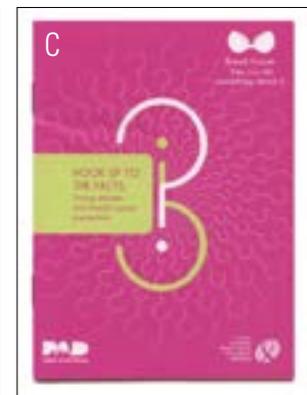
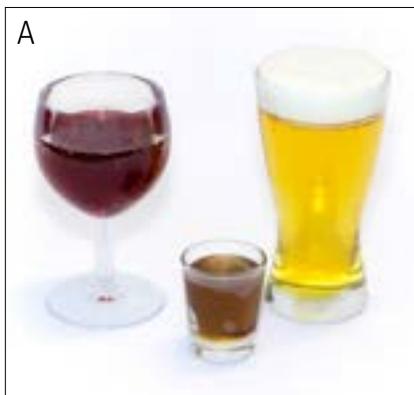
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<b>The Public Health Nurse Lead will:</b>
Establish training date and time with the Staff Lead.
Review and confirm budget ( <b>Appendix C</b> includes a sample budget and a blank budget).
Assist with organizing training day.
Assist in preparing materials as needed. Provide materials/resources from Public Health Resource Centre (i.e., Fatal Vision Goggles, Alcohol Models, Reduce Your Risk Trivia Game, Hook Up to Breast Cancer Banner, pamphlets etc.).
Day of Training: Prepare room and set up equipment. Assist the Staff Lead with the training where necessary. Support Peer Educators if concerns arise. Gather and review training day feedback forms ( <b>Appendix H</b> ).
Provide guidance and expertise to Peer Educators as required.
Assist with organizing wrap up meeting. Assist with Certificate preparation and gift of thanks as requested. Collect data from post event forms and key learnings.
Arrange final meeting with staff to review key learnings.
Answer questions for students.

## Resources from Public Health

Public Health has resources that can be loaned out for training or campaign activities. These resources may be available by request through the Resource Centre Lending Library at Public Health. Below are some examples of what Region of Waterloo Public Health has used.

- Alcohol models (A)
- Fatal vision goggles (B)
- Reduce your risk trivia game
- “Caring Women” brochure (Resource from Parent Action on Drugs [PAD])
- Frequently Asked Questions booklet (C)
- “Breast Cancer – You CAN Do Something About it!” Large PAD Banner (D)
- PowerPoint presentation



# Campaign Ideas

The secondary/post secondary environments are the perfect environment to promote a cause. It is an endless network of young people teeming with talent and creativity, and it provides multiple venues to get your message out. Possible campaign ideas will be discussed with Peer Educators during the training day, but to supplement this information, more possibilities are listed below. Remember, each campus is unique – what works well on one campus might not be successful at another. Focus on activities/events that suit your campus best!

## Get the Message Out

- Flyers
- Posters
- Handouts
- Sidewalk chalk announcements
- Display table
- Classroom announcements
- Announcements at other related student organizations
- Electronic bulletin boards
- Social media
- Website
- Campus radio
- Ad or article in campus newspaper
- Get an admired campus figure to endorse your campaign

## Get People Involved

- Serve mocktails during class break
- Run a Prevention Challenge committing people to monitor and improve their healthy lifestyle (**Appendix J**)
- Host an interactive display with games
- Demonstrate how to make a healthy snack – provide recipes too!
- Run a physical activity contest or event
- Run a cook-off with possible proceeds going to Breast Cancer



*Mocktail/smoothie samples at event at Wilfrid Laurier University, 2011*

## Things to Keep in Mind

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**Know the regulations.** Most schools have designated areas where you can post things and procedures for taping. Know the regulations and the penalties.

**Document the campaign.** Take pictures of your activities/events both in the public-eye and behind the scenes (be sure you secure written permission from the people you photograph first!).

**Take advantage of high-volume locations.** Locations such as dining halls, classrooms, large lecture halls, sporting events and dorms, are great locations for reaching large numbers of people.

**Get creative!** Young adults are full of fresh ideas – and many of these ideas can be accomplished at minimal or no cost.

## A Final Note of Thanks

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Thank you in advance for participating in this project. Hopefully *Hook Up to Breast Cancer Prevention* becomes instilled as an annual event at your school/campus. We look forward to working with you and celebrating the accomplishments. By working together we can empower young women to take charge of, improve their health, and reduce their chances of breast cancer!

**If you have any questions or would like to further discuss *Hook Up to Breast Cancer Prevention*, please contact:**

Region of Waterloo Public Health  
Injury and Substance Misuse Prevention Program  
519-575-4400 (TTY 519-575-4608)  
publichealth@regionofwaterloo.ca

## References

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# Appendices

## APPENDIX A - Recruitment Poster

# Calling all young women!

## Join a group of young adults in organizing a breast cancer awareness event!

- Attend a short training session (includes a free meal)
- Deliver a campaign for young women on campus (lots of resources included)

### You will receive:

- An awesome experience to add to your CV
- A certificate of completion from the project sponsors
- A gift certificate

### To join the team or get more information contact:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_



Space for QR code label



## APPENDIX B – Peer Educator Application

### Peer Educator Program Application

Name: \_\_\_\_\_ Student I.D. # \_\_\_\_\_

Local Address (Waterloo Region): \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_

Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone: Local: \_\_\_\_\_ Mobile or Home: \_\_\_\_\_

Email: \_\_\_\_\_

Academic Program: \_\_\_\_\_

Major: \_\_\_\_\_ Co-op: Yes No N/A

Graduating Year \_\_\_\_\_

I would consider committing two (or more) semesters to the program (check if interested)

### Background, Current Commitments, Experiences and Activities

#### 1. Level of Participation in Extracurricular Activities:

In the average week how many hours do you commit toward volunteer activities, cultural events, recreational activities or work?

List the activities in which you are currently involved.

#### 2. Previous Experience, Skills, Interests:

Describe previous leadership or helping positions you have held that demonstrate your interest and experience:

As a result of your extracurricular/academic work experiences, what personal strengths will you bring to the program?

List the skills or qualities you would like to develop while active in the Peer Education Program.

### **References**

I have included a resume with this application

OR

Please provide the name of an individual associated with your school/ campus who would be a suitable personal reference (e.g. staff member, faculty member, Student Government representative, fellow student)

Name:

Telephone:

School/Campus Affiliation:

### **Conditions of Placement**

All Peer Educators must honour a two to three hours per week time commitment; be registered in at least two courses; and have some flexibility for attending ongoing training sessions.

Yes, I am willing to meet these conditions

To the best of my knowledge the information in this application is complete and correct.

Signature:

Date:





## APPENDIX D – Sign-in Sheet

Hook Up to Breast Cancer Prevention Campaign

### TRAINING SIGN-IN SHEET

Date:

Name:

Phone Number:

Email Address:

The *Hook Up to Breast Cancer Prevention* program is run by Region of Waterloo Public Health as part of its responsibilities under the Health Protection and Promotion Act. We need your contact information to invite you to different activities and to administer the program. Staff may also contact you for your input on the way that the program is delivered, and to maintain a record of your involvement. Your information will not be used for other purposes without your consent. Question may be directed to the Injury and Substance Misuse Prevention Program 519-575-4400.

## APPENDIX E - PowerPoint Presentation for Training Day

### Hook up to Breast Cancer Prevention

**Overall Goals:**

1. To help women reduce their risk of breast cancer
2. To improve the breast health of young women by encouraging them to develop healthy lifestyle patterns with reduced alcohol and tobacco consumption, increased physical activity, and healthy eating



### Objectives of this Training

- 📌 To increase:
  - Awareness about breast cancer and the link between lifestyle behaviours
  - Knowledge of communication strategies
  - Skills in social marketing and health promotion principles
  - Skills and comfort levels to address peers
- 📌 To begin to develop a campaign



### Peer Training Model

<b>Knowledge</b>	give accurate facts about breast cancer and lifestyle risks
<b>Attitudes</b>	discuss personal opinions and values about breast cancer and lifestyle risks
<b>Skills</b>	learn how to talk to your peers about breast cancer and lifestyle risks



### Your Challenge

To create and deliver a “breast health” campaign targeting your school peers with activities and resources that work for this population.



### Campaign Messages

**Key Message:**  
"Breast cancer - You can do something about it "

**Supporting Messages:**

- ✓ Get Physical
- ✓ Eat Smart
- ✓ Limit Alcohol
- ✓ Don't Smoke



### The Plan



- Before we leave today, you will have a plan and a schedule
- You will meet with your team to build your campaign over the next 4-6 weeks



## APPENDIX F – Campaign Action Plan Form

Activity:

Name of Event:

Date(s):

Time(s):

Location(s):

Supplies Needed:

Roles and Responsibilities:

Description of event: (i.e. What will happen?)

Requires approval?

Proposed budget:

Date(s):

Signature(s):  
Peer Educator:

Staff Lead:

## Sample Campaign Action Plan Form

Activity:	Info booth		
Name of Event:	Hook up to Breast Cancer Prevention		
Date(s):	Jan 18th – Jan 20th	Time(s):	11am–1pm
Location(s):	Concourse		
Supplies Needed:	Two tables, Display board, Info cards Paper, pens, T-shirts, Gym pass (giveaway) Ballot box, iPod with speakers		
Roles and Responsibilities:	Event Lead: Taylor - secure approvals and gym pass; send out reminder emails to team day before event  Team members: Faith – help with display creation; gather all other supplies ; advertise event by posting a notice on our Facebook page Dolly – help with display creation; create ballot box; bring iPod and speakers Rita – contact winner after the draw;		
Description of event: (i.e. What will happen?)	For three days our team will host an info booth in the concourse. The display will contain info on our key messages. We will be wearing matching t-shirts and playing music to help attract attention. Students walking by will be asked a trivia question based on the info on the display and if they get it right they will fill out a ballot and be entered into a draw for a week-long gym pass.		
Requires approval?	Yes		
Proposed budget:	Action Required Need to get Marilyn’s approval on display & secure table in the concourse Display board - \$5 Crafts supplies for display board - \$10 Info cards – free Paper, pens – free T-shirts – will use our own Gym pass – donation from Athletics & Recreation TOTAL = \$15		

## APPENDIX G – Post-Event Report

University/College:

Name of Event:

Time & Date of Event:

Actual Budget (i.e., What did it cost to run this activity/event?): \$

Resources Used:

Brief Description: (Who was involved? What happened?)

Results: (i.e. # of people attended, # of resources distributed, # of people you talked to, etc.)

Three Key Learnings:

Suggestions/Tips for next year if this event is to be repeated:

Final Reflection:

Consent to release photo:

yes      no

\*\*\*Please insert or attach any pictures you have of this event.\*\*\*

## APPENDIX H – Peer Educator Training Day Feedback Form

Date:

School/Campus:

Please take a few minutes to fill out this form. Your feedback will be used to plan and improve future trainings. All individual responses will remain confidential.

### On a scale of 1 to 10, please rate your knowledge and skill – before and after the training.

1 = Very Basic 10 = Very High

1. My level of knowledge of breast cancer prevention BEFORE the training was:

1 2 3 4 5 6 7 8 9 10

2. My level of knowledge of breast cancer prevention AFTER the training was:

1 2 3 4 5 6 7 8 9 10

3. My level of skill in planning activities to have an impact on campus BEFORE the training was:

1 2 3 4 5 6 7 8 9 10

4. My level of skill in planning activities to have an impact on campus AFTER the training was:

1 2 3 4 5 6 7 8 9 10

### Tell us what you think using the scale below. Check the response that best fits each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. I found the training useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would recommend this training to other young adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I received enough information/training today on:				
a. breast cancer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the link between lifestyle behaviours and breast cancer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. health promotion and social marketing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. how to proceed with developing a campaign/campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I feel more confident to lead a <i>Hook Up to Breast Cancer Prevention</i> Campaign on my campus with my fellow Peer Educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What do you still need more information or training about to be able to confidently deliver the *Hook Up to Breast Cancer Prevention* campaign?

10. How could we improve this training?

11. Other comments:

## APPENDIX I - Certificate of Appreciation



The certificate is a rectangular document with a light pink background and a dark pink border. In the top right corner, there is a logo for the Region of Waterloo Public Health, featuring a stylized blue and green leaf-like shape above the text "Region of Waterloo PUBLIC HEALTH".

The main text is centered and reads: **CERTIFICATE OF APPRECIATION**  
*Awarded to*

Below this is a horizontal line, followed by the text: *In recognition of leadership for the Hook Up To Breast Cancer Prevention Campaign*

Another horizontal line follows, with the word *Date:* positioned to the right of the line.

In the bottom left corner, there is a circular logo for the "Hook Up To Breast Cancer Prevention" campaign, which features a stylized pink and white ribbon. To the right of this logo is a solid dark pink horizontal bar.

## APPENDIX J – Challenger Chart

### Hook Up to Breast Cancer Prevention Challenge

### Commit for a week

	# of Fruits and Vegetables	Minutes of Activities	# of Drinks (Alcoholic)	# of Cigarettes
Recommended Goal	<b>Women:</b> 7–8 per day  <b>Men:</b> 8–10/day	150 minutes per week	<b>Women:</b> 1–2 /day (10/week)  <b>Men:</b> 2–3/day (15/week)	0
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Weekly Totals				