



Let's Talk



Vaccines and Vaccination

Teacher Guide

This activity aims to provide teachers with a resource which will help them to raise science-related health issues with their pupils.

Lesson Plan

This activity could be used with pupils from age 10-14 when they are studying cells or the human body and health, as part of their science course, or when they are learning about the new vaccine as part of their science or PSE/PHSE programmes. The activity aims to develop an understanding of immunity and vaccines and the importance of vaccination programmes in general. It also aims to give the pupils information about Human Papilloma Virus (HPV) and opportunities to discuss some of the resulting issues.

There are 3 parts to the activity:

PART 1

The teacher introduces to the topic, a film clip and a PowerPoint presentation and some good weblinks are available to help. Then the teachers divides the class into groups of about 6 pupils. Each group has to answer the questions at the start of the pupil sheet:

- Why do you get vaccinated?
- Name any vaccines that you have heard of.
- What does it mean if someone says that you have immunity against a disease?
- Have you heard about a new vaccine which can protect you from getting certain kinds of cancer?
- If so what is the cancer which it is protecting you from?

Then the pupils are given a set of help cards and asked to complete the picture table on the pupil sheet. Alternatively, the teacher could lead the pupils through this part of the lesson in a whole class discussion or use text books or other resources to learn more about the immunity and vaccination.

These 5 websites give a comprehensive overview:

<http://www.immunisation.nhs.uk/>
<http://www.nhs.uk/Conditions/HPV-vaccination/Pages/Introduction.aspx>
<http://cancerhelp.cancerresearchuk.org/about-cancer/cancer-questions/cervical-cancer-vaccine>
http://kidshealth.org/kid/htbw/_bfs_ISmoviesource.html
<http://www.youtube.com/watch?v=IrYIZJiuf18>

Further information about the vaccine and the vaccination programme may be available from your school nurse or doctor.



PART 2

Now still in groups, the pupils read out a short piece of dialogue, first deciding who reads each part A, B, C and D. After reading the dialogue the teacher could break this lesson and ask the pupils to imagine what is happening or to write the next stage of the dialogue for homework. Then next lesson the pupils watch the film clip and then answer the following questions?

- What has happened to the little girl?
- Why has this happened?
- How do you think the parents would feel about this?

PART 3

In the final part of the lesson the pupils are given a set of Agree/Disagree cards. This part of the lesson is dealing with the vaccine against HPV. One person in the group begins by reading out a card and then saying if they agree or disagree with what it says and why. Then other people in the group can say what they think and then the cards are passed onto the next person and the process is repeated.

Curriculum Links

SCOTLAND - Curriculum for Excellence (CfE) -

<http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/sciences/index.asp>

This resource supports the following CfE outcomes:

- I have explored how the body defends itself against disease and can describe how vaccines can provide protection [SCN 3-13c].
- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications [SCN 3-20b].
- I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure [HWP 3-40a].

ENGLAND AND WALES - National Curriculum - <http://www.qca.org.uk/curriculum>

This resource supports the following area of the curriculum:

- **KS3 Science**

Programme of study for key stage 3 and attainment targets.

3. Range and content.

3.3 c. conception, growth, development, behaviour and health can be affected by the effects of bacteria and viruses.

- **PSHE**

4. Curriculum opportunities.

d. take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them.

NORTHERN IRELAND - <http://www.nicurriculum.org.uk/>

This resource supports the following area of the curriculum:

- **Science and Technology**

(Objective 2)

- Developing pupils as Contributors to Society.

- Cultural Understanding Consider how the development of scientific ideas or theories relate to the historical or cultural context, for example, Jenner's work on vaccination.