KS3 Lesson Plan for Meningitis/3in1 (Year 9) Vaccine Lessons

**Introduction**

These lessons will provide children with the opportunity to develop a greater understanding of the school-aged immunisation programme surrounding the MenACWY and Td/IPV vaccines offered to students aged 13 or 14 (year 9). The students will be encouraged to have positive discussions surrounding vaccines and improve their knowledge and understanding on meningitis, diphtheria polio and tetanus, and the vaccine that protects against it.

**Learning Objectives**

* Understand what a vaccine is and how it works
* Understand why we need vaccines
* Understand how you get a vaccine
* Understand that vaccines are specific to each disease
* Understand to seek medical advice when unwell
* Understand where to seek medical advice
* Be able to identify misinformation online relating to vaccines, how they work and their safety

**RHSE and PSHE Links**

The lessons will incorporate links to the following sections of the RSHE Curriculum and the PSHE Programme of Study.

|  |  |
| --- | --- |
| **Learning Outcome** | **PoS Link** |
| * I can identify misinformation that was online or on social media in relation to vaccines and how that links to my physical health. | H3, H5 |
| * I understand the importance of vaccines in protecting myself from illness and understand that I am protecting others from illness. * I understand it's my responsibility to look after my own health and vaccines are an important way to maintain physical health | H19 |
| * I know how to access the right services when I need medical help. I know when I need to contact health services. | H21 |
| * I understand that vaccines are medications that are tested and safe to be given, like all medications are tested. | H23 |
| * I understand that vaccines are to help reduce the risk of future illness | H31 |

**Differentiation**

**All children** will understand what a vaccine is, how it is given to them and to seek medical advice when required.

**Most children** will be able to discuss why vaccines are necessary and the diseases they protect against. Most children will understand to question information found online.

**Some children** will understand how vaccines work to prevent specific diseases, how these diseases can affect them and understand herd immunity. Some children will be able to identify misinformation online.

**Resources**

Presentation Videos Printables Concept-checking Q’s Pre/post session surveys

**Key Vocabulary**

|  |  |  |
| --- | --- | --- |
| Vaccine/vaccination | Catch-up clinic | Meningitis |
| Tetanus | Diphtheria | Polio |
| Immune system | Dose | Bacteria |
| Virus | Protection | Disease |
| Misinformation | Consent | Booster |
| (Herd) immunity | Antibodies | Eligible |
| Immunisation | Side effects | Advice |

**Classroom set-up**

For optimum delivery, the facilitator will need:

* Projector/interactive whiteboard facilities
* Large whiteboard/flipchart
* Students sat in groups or pairs

**Classroom equipment**

For optimum delivery, the students will need:

* Pen/pencil
* Mini whiteboard, whiteboard pen & rubber / tablet with mini whiteboard app / plain paper / notebook

**Lesson Plan**

**Pre-lesson prep:** Pre session surveys to be completed prior to any input or learning

**Starter:** Read out lesson objectives and explain starter. Students discuss/debate the pros & cons of vaccines as they see them, either in table groups or pairs. Whole class feedback.

**Present general vaccine related information – video 1:** Explain that students are looking for answers to 4 key questions from the video they are about to watch.Students watch a video relating to what vaccines are and how they work, and the reasons for getting vaccinated. Feedback as a class after the video, using the answers to the questions to check understanding.

**Video 1 follow-up:**

* Check students understand how vaccines work with your immune system & antibodies protect you from disease
* That it’s safer to be vaccinated than getting the disease itself and then treating it
* That vaccines are tested thoroughly and are safe to use (compare to other ‘over the counter’ medicines that we take, which are tested too)

Mention the importance of ensuring health information is coming from a trusted source using video 1 as a prompt.

Check students understand the two main reasons for getting vaccinated – to protect yourself from illness & disease and to protect others from illness & disease, especially those that are unable to get vaccinated themselves (leading to herd immunity).

**Present vaccine-specific information:** Present the information to students across several slides to address the questions of:

* What is meningitis & what the meningitis vaccine protects against
* What is the 3-in-1 vaccine and what does it protect against
* What is tetanus, diphtheria & polio
* How these diseases can affect specific organs in our bodies
* Broader reasons to take up the opportunity to get vaccinated – free, readily available, safe etc.
* Who can get the vaccine & how they can get it

**Practice by checking understanding:** Check students understanding of the information using the following activities which include concept-checking questions:

True/False. Students decide if statements about vaccinations in general and the meningitis vaccine specifically are true or false as a whole class for immediate group feedback when moving through the questions.

**Practice by checking understanding - video 2:** Check students understanding of the process of getting vaccinated and how it is likely to work for them in their school by watching video 2 – the vaccination day walkthrough.

**Video 2 follow up:**

* Ask students to feedback on common side effects of vaccines
* Ask students how much pain, on a scale of 1-10, that they thought the girl was in (depending on level of needle phobia)

Mention the importance of seeking medical advice/assistance at the right time and from the right services if they become unwell.

Ensure that students are aware of the importance of giving consent to getting vaccinated, either from their parents or carers, or from themselves.

**Lesson close:** Students complete the post-session surveys.

Use extra concept-checking task to check for understanding (time permitting) by asking all students to write down a question about the lesson for the class on their mini whiteboards. Create a question chain for as long as time allows. Reiterate that surveys and questions will remain anonymous and we will do our best to get any answers back to you.

**Next steps:** Make sure that students know where to go for further information on the 3 school-aged vaccines that we have discussed – NHS website, BBC Bitesize, charity websites, etc. Reiterate that it’s important to use trusted sources for accurate and up-to-date information.

Collect in surveys.