**Lesson Plan Template**

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Lesson Title: **You Might Feel a Pinch: Vaccination Laws in the Era of COVID-19**

Grade Level: 9-12th

Compelling Questions:

1. What is the purpose of vaccinations in ensuring public health and the safety of our students?
2. What types of vaccinations are required for public school students, and which individuals ensure all students meet these requirements?

**Lesson Foundations**

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| Content Standards | This lesson seeks to explore the history of vaccines, encourages an intellectual discussion about their use, and lets students explore state laws concerning vaccinations.NCSS Themes: 2, 4, 5, 6, 8, 10 |
| Learning Objective(s) | 1. Students will utilize a T-chart to record what they know about vaccines and what questions they may have about the history, requirements, and effectiveness of vaccines. 2. Students will view videos and analyze articles about vaccinations' history, purpose, and effectiveness. 3. Students will discuss local/state vaccinations with trusted public health officials. 4. Students will research a specific state’s vaccination laws and exemptions. 5. Students will create a digital media piece about their research findings. |
| Assessment(s)  Include LO being addressed | (LO1): T-Chart on Vaccines  (LO2): Article Analysis Worksheet  (LO3): Group discussion  (LO4, LO5): Multimedia project on vaccines. |
| Materials & Resources | **Sources:**  **OSU Origins Article and Video:  Top Ten Origins: Vaccinations**  <http://origins.osu.edu/connecting-history/352015-top-ten-origins-vaccination>  **OSU Origins Article: Vaccines and Responsible Parenthood**  <http://origins.osu.edu/review/vaccines-and-responsible-parenthood>  **OSU Origins Article: The Guatemala Inoculation Experiments**  <http://origins.osu.edu/milestones/june-2016-guatemala-inoculation-experiments>  **OSU Origins Article:  Rash Decisions: Anti-vaccination Movements in Historical Perspective**  <http://origins.osu.edu/article/anti-vaxxer-vaccination-measles-smallpox-jenner-wakefield-immunization>  <https://www.cdc.gov/phlp/docs/school-vaccinations.pdf>  <https://healthcare.findlaw.com/patient-rights/vaccine-exemption-laws-by-state.html>  <https://www.nvic.org/vaccine-laws/state-vaccine-requirements.aspx>  <https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2015.1172> |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_\_\_\_\_\_ Minutes | The teacher can begin this lesson by asking their students what they already know about vaccines.  The teacher can use a T chart to outline what their students already know and do not know or a KWL chart to outline what they know, want to know and have learned.  The teacher can display the T Chart/KWL Chart on the board or digitally so we can use their prior knowledge and questions throughout later assignments as a point of reference. |
| Questions | Questions to get the conversation started could include:   1. What is a vaccine? 2. When and where do we get vaccines? 3. What types of vaccines are offered? 4. Why are vaccines required? 5. What might happen to people who refuse to be immunized? 6. What questions might you have about vaccines? 7. What questions do you have about the COVID-19 Pandemic? |
| Instruction 1  \_\_\_\_\_\_\_\_\_\_ Minutes | **Part 1:** Watch the **OSU Origins Video:  Top Ten Origins: Vaccinations**  [**http://origins.osu.edu/connecting-history/352015-top-ten-origins-vaccination**](http://origins.osu.edu/connecting-history/352015-top-ten-origins-vaccination). This video is approximately 16 minutes long.  The students and teacher will add to the T Chart/KWL chart at the end of the video. |
| Instruction 2 | **Part 2**: The teacher will assign the OSU articles below for the students to read.  Students can work in pairs—one student analyzes the first article, and the other explores the second article.  An “Article Analysis Worksheet” is included at the end of this lesson plan for use in this activity.  This activity should take one class period.  The teacher should bring all the students together to discuss the two articles and their worksheets.  That way, the students can learn from each other about the article that their partners read.  The teacher can continue using the class T-chart/KWL Chart to add information that the students have learned, scratch off questions and answers that may have been answered by the readings, and add any additional questions or knowledge generated by the articles to the T-chart/KWL Chart before the next step. |
| Instruction 3 | **Part 3:** The next step would be to invite a local or state-level health official, local doctor, or even your school nurse to come to speak to their class virtually or in person about vaccination laws in your state and to answer your class questions that your students have generated concerning the vaccination process, state vaccination laws and history of vaccinations.  My school nurse is exceptionally well-versed in vaccination protocols, especially since our state requires additional vaccines in middle and high school.  Students cannot return to school until the vaccine record is submitted to the school nurse.  I would schedule an entire class period for both speaking and any questions. |
| Instruction 4 | **Part 4:** The teacher will assign each student to research the school vaccination laws in a single state for the culminating activity.  The teacher will prepare a grab bag with the state’s names—a list is provided below for use.  The assignment directions are as follows:  Students must answer all these questions about the state, which they drew randomly from the State Grab Bag.  Students must keep a list of the references they utilized for this research.  Please submit this form once you complete your research.  Students will use their findings to record a digital video about their state and its vaccination laws.  Students will submit this sheet and video to the teacher for a grade.  Students should prepare a script (just like a reporter) for their video before making their final recording.  Students will get extra points for charts, graphics, or photos included in their videos.  Students will be required to locate and source the following information about school vaccination requirements:   1. Which state did you draw? 2. What additional vaccinations are required in later grades?  What is the protocol for submitting that results/test information? 3. Who oversees the administration of vaccines on a local level?  Who at the school ensures that all vaccinations are completed and up to date?  Does a school-based immunization option exist? 4. Are vaccinations required in the state for all public and private students? 5. Are there any religious exemptions permitted?  What are they? 6. Are there any philosophical exemptions permitted in the state?  What are they? 7. Are medical exemptions permitted in the state? 8. Does the state require an annual resubmission of healthcare provider certification if medical exemptions are permitted? 9. Which vaccinations are required for students to begin school in either preschool or kindergarten?  How are vaccines provided in the state? 10. May students who are not immunized may be excluded from school if a case of vaccine-preventable disease occurs in the school and public health officials determine that the school is likely to be a focus for vaccine-preventable disease exposure and spread in the community. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | Synthesis: Students will present their videos to the class using the information covered in the lesson plan. |
| Accommodations/ Enrichment |  |