

# EDUCATE Lesson Plan

The EDUCATE lesson has been developed to help equip young people with knowledge about the HPV vaccination programme and provide reassurance about receiving the vaccine at school. The resources for the EDUCATE lesson have been designed with young people.

The lesson is designed to be delivered at Key Stage Three within the 'Health and Prevention' module of the PSHE curriculum. We think the EDUCATE lesson will be most useful if it is delivered to Year 8 students before they are offered the HPV vaccine. However, other young people may also benefit from having the opportunity to find out more about the HPV vaccine.

---

## **Learning objective:**

- To learn about what the HPV vaccine is and what happens on the day of the vaccination.

## **Learning outcomes:**

Students will be able to

- Explain what the HPV vaccine is and how it can provide protection
- Identify and challenge misconceptions regarding the HPV vaccine
- Describe what happens when someone receives the HPV vaccination

## **Resources available for delivery of the lesson:**

- EDUCATE Lesson Plan (PDF)
- EDUCATE Lesson PowerPoint (PPT)
- EDUCATE Teacher Guidance Manual (PDF)
- EDUCATE Frequently Asked Questions for Teachers (PDF)
- EDUCATE Parent/carer letter template (Word)
  
- EDUCATE Baseline Assessment (Word)
- EDUCATE Activity One (Word)
- EDUCATE Activity Two Resource A (PPT)
- EDUCATE Activity Two Resource B (Word)
- EDUCATE Activity Three Worksheet (Word)
- EDUCATE Endpoint Assessment (Word)

## **Resources required:**

- Student workbooks to complete exercises or printed handouts listed above
- PowerPoint projector with capacity to play videos with sound
- Box or envelope for anonymous questions

- UKHSA HPV vaccine leaflets (optional)
- HPV vaccine consent forms (if applicable)

### Climate for learning:

Make sure you have read the accompanying Teacher Guidance Manual before teaching this lesson for guidance on creating a safe environment for learning and answering young people's questions.

SECTION TITLE	TIME ALLOCATED
<p><b>Baseline Assessment – Overheard conversation (Slide 2)</b></p> <p>Provide students with the <b>Baseline Assessment</b> worksheet. Ask students to read the conversation provided and respond to the four questions in the space provided in the worksheet</p> <p><b>Conversation</b></p> <p>Laura: "They're going to come into school next month to do the vaccines."</p> <p>Micah: "What vaccine? That sounds a bit scary."</p> <p>Laura: "The HPV vaccine, my sister got it last year and she said it was fine."</p> <p>Micah: "I don't even know what that is. Do I have to get it?"</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1) What might Micah be thinking about the vaccine? What other questions might he have?</li> <li>2) What might Micah be feeling about getting the vaccine?</li> <li>3) What can Micah do if he wants to know more about the vaccine?</li> <li>4) What information can Laura give to Micah about what the HPV vaccine is?</li> </ol> <p>As this is a baseline assessment, students should work on their own, without any further prompting or examples. If they do not know the answer to any of the questions, they can write 'I don't know'.</p> <p>Afterwards, ask students to share their ideas as a class with you. This will allow you to gauge students' current knowledge, understanding and beliefs, about the HPV vaccine.</p>	<b>10 minutes</b>
<p><b>Introduction to the lesson</b></p> <p>Explain the objectives for the lesson (Slide 3).</p>	<b>3 minutes</b>

<p>Introduce the group agreement for the lesson and invite students to add their own. Explain that the HPV vaccine raises issues which can be a sensitive and difficult issue to discuss, but that it is important as it can help save lives (Slides 4–5).</p>	
<p><b>Core Activity One – HPV and the immune system</b></p> <p>As an ice-breaker exercise ask the students if anyone knows what HPV stands for. Ask students if anybody has heard of HPV before (Slides 6–7).</p> <p>Provide the information about what HPV is (Slides 8–11).</p> <p>Explain that there are no symptoms of HPV. Often, someone might not know that they have had HPV, and they might not have any health problems because of it. Symptoms related to cancer may present after many years. However, knowing about what HPV is and how it can appear in the body can help someone to spot early signs and access help if they need it.</p> <p>Play the animation (<b>Film One</b>) to the students (Slide 12). It covers key information and questions young people may have about HPV and the immune system.</p> <p>Provide young people with the questions provided in <b>Activity One</b> worksheet to complete while the video is being played. You may wish to pause the video to allow for students to complete the worksheet.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1) What happens if an infection with HPV does not clear naturally?</li> <li>2) How can someone find out if they have HPV?</li> <li>3) Is there a cure for HPV?</li> <li>4) How can someone protect themselves from HPV?</li> </ol> <p>After the video has been played, ask volunteers to share their answers to the four questions (Slide 13).</p> <p>The answers to the questions are provided:</p> <ol style="list-style-type: none"> <li>1) Persistent infection with HPV can lead to genital warts and cancers affecting the mouth, throat, anal and genital areas of men and women.</li> </ol>	<p><b>10 minutes</b></p>

<p>2) Most of the time people do not know they have HPV. Women can get tested when they attend for their cervical cancer screening programme.</p> <p>3) There is no cure for HPV. However, there are treatments for the effects of HPV.</p> <p>4) Having the HPV vaccine is the best way to be protected from HPV.</p>	
<p><b>Core Activity Two – HPV-related illnesses (Slides 13-14)</b></p> <p>Distribute the information on <b>Activity Two – Resource A</b> around the classroom. Working in pairs, ask students to use this information to <b>complete Activity Two – Resource B</b> by moving around the room to find the information that they need to respond to the questions on their worksheet.</p> <p>If space does not allow, you may wish to ask students to rotate the information across their tables, spending two to three minutes with each sheet of information.</p> <p>When the students have completed the worksheet, ask volunteers to share their responses to each of the questions presented by the ‘talking heads’.</p> <p>If there are any student questions at this stage, please see the <b>accompanying Frequently Asked Questions for teachers</b> document and suggested responses.</p> <p><b>Optional activity (Slide 16)</b></p> <p><b>Film Two. Questions and answers with an immunisation nurse</b></p> <p>Play this film which shows young people asking the immunisation nurse their questions about vaccination.</p>	<b>15 minutes</b>
<p><b>Core Activity Three – HPV vaccination programme</b></p> <p>Show <b>Film 3 (What to expect at the HPV vaccine session)</b> to introduce the students to the activity (Slide 17). After the film is shown, provide context specific information about how the session will run in their school. For example:</p> <ul style="list-style-type: none"> <li>- Date of vaccination session</li> <li>- Consent procedure</li> <li>- Location of vaccination session</li> </ul>	<b>10 minutes</b>

Provide the students with **Activity Three – Worksheet (Slide 21)**. Ask students to create a short storyboard demonstrating what happens on the day of the vaccination. The storyboard should contain three stages: what happens before the vaccination, what happens during the vaccination, and what happens after the vaccination.

Ask students to make sure that within their storyboard, they have included key stages such as:

- a consent form is signed and given to school
- the nurses will explain what happens
- the vaccine goes into the top of the arm
- arm might feel a bit sore
- students return to the rest of their day.

Once they have finished their storyboard, they should add at least two top tips for peers to help them stay calm when they have the vaccine.

When students have completed their work, ask them to swap their storyboard with a partner's, and check that they have included the key aspects. If they have missed any, ask them to leave comment for what they can include, as well as a positive comment on what their partner has done well.

Hint: Provide key words for students to use to help them create their storyboard, thinking carefully about which key words would fit in each part of the storyboard (key words might include: consent form, queue, nurse, distraction, sore arm, protection)

### **Optional activity (Slide 22)**

#### **Film 4. Strategies to help on the day of the vaccination session**

Play the film. It covers young people providing suggestions for how to improve their experience of having the HPV vaccine.

### **End point assessment (Slide 23)**

**7 minutes**

Provide student with the **Endpoint Assessment** worksheet. Ask the students to write their responses in the spaces provided.

#### **Questions**

1. What are three reasons that young people should get the vaccine?
2. What are two facts about HPV that are important to know?

<p>3. What is one piece of advice that can help Micah feel better about getting the vaccine?</p>	
<p><b>Signpost towards further support (Slide 24)</b>          Ensure students are aware of where they can get more information about the HPV vaccine if they want it.</p> <p>Inform students that they can speak to the teacher after the lesson, or the school nurse/medical officer in the school. They can also speak to their GP if they want to speak to somebody out of school.</p> <p>Ensure that the anonymous question box is checked at the end of this lesson. Any questions about the content should be followed up as soon as possible; in the following PSHE lesson if not before.</p> <p>Students could be provided with HPV vaccine leaflets during the lesson. The UK Health Security Agency publish the HPV vaccine leaflet: <a href="https://www.gov.uk/government/publications/hpv-vaccine-vaccination-guide-leaflet">https://www.gov.uk/government/publications/hpv-vaccine-vaccination-guide-leaflet</a></p> <p>On the website there is also information available in the following languages:</p> <p>Albanian, Arabic, Bengali, Brazilian Portuguese, Bulgarian, Chinese, Estonian, Farsi, Greek, Gujarati, Hindi, Latvian, Lithuanian, Panjabi, Polish, Romanian, Romany, Russian, Somali, Spanish, Turkish, Twi, Ukrainian, Urdu and Yiddish.</p> <p>There is a British Sign Language (BSL) video of this leaflet available to download.</p>	<p><b>5 minutes</b></p>