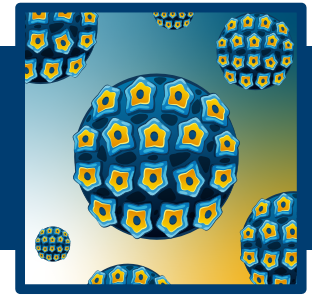


Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: YOUR VOICE MATTERS!

Activity 3A: Time for T!



TEXAS BIOMEDICAL
RESEARCH INSTITUTE
HEALTH STARTS WITH SCIENCE

Instructional Objectives

- › Discuss HPV vaccines from different perspectives

Activity Overview:

In this activity, students will prepare a 3-minute pitch in response to a proposition being considered by the School Board. Using Claim, Evidence, and Reasoning, students will evaluate information from a recent HPV article and consider perspectives from various community members to prepare their 3-minute pitch. Students will create individual pitches but should have a partner or group that will provide feedback as each student prepares and practices their pitch.

NOTE: Although this activity uses the Human Papilloma virus, the method of viral replication is like that of most other viruses. It is recommended the focus stay on viral replication and not viral transmission.

Materials

- › Article: Oncovirus Exposed: The HPV/Cancer Connection (see Activity 2B for annotation directions)
- › Community member's perspectives:
 - Medical Researcher
 - Student Council Member
 - Parent
- › Student Directions
- › Student Processing Out



MIDDLE & HIGH SCHOOL LEVEL

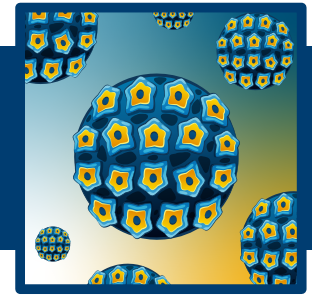
Teacher Enrichment Initiatives (TEI) | NIH SEPA | ©2026 | TxBiomed.org
NIH SEPA Project #1R25GM142021-01A1 | Some graphic elements courtesy of [Freepik](https://www.freepik.com)

Teacher Directions

UNIT: GOING VIRAL!

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Activity 3A: Time for T!



Directions

- › **Step 1:** Distribute Student Directions and Article: *Oncovirus Exposed: The HPV/Cancer Connection*. If students need annotation guidance, refer to Activity 2B.
- › **Step 2:** Distribute Community Member’s Perspectives. This can be done with individual handouts or posted around the room. Another option would be to assign groups to create a 3-minute pitch focused only on the perspectives of only one community member.
- › **Step 3:** Students draft their 3-minute pitch using CER. The CER process may need to be reviewed or introduced.
 - Claim: a statement that answers a question or responds to an observation. One sentence that does not include “because”.
 - Evidence: data that us used to support the claim.
 - Reasoning: explains how or why the evidence supports the claim.
- › **Step 4:** Students practice their pitch, receive feedback, and make edits.
- › **Step 5:** Processing Out
 - Students finalize their pitch and present to the “School Board”.
 - The School Board can be the teacher, administrative staff, or other students.

PITCH

Suggestions

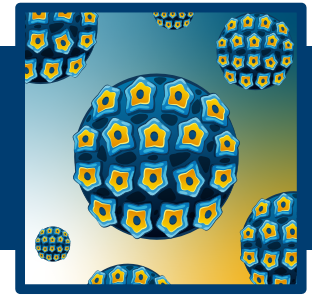
- › When reviewing perspectives from the medical researcher, student council president and parent, encourage students to ask question:
 - Parent: the parent is concerned because their student has asthma and wants to protect them. How does the proposition affect their situation?
 - Student: does the student understand all of the vocabulary in their information?
 - Medical Researcher: what biases may this individual have regarding vaccines?
 - What biases do all of these individuals have?
- › Pitch:
 - Before students present their practice pitch to their group or partner, set expectations for feedback/ critiques. After each pitch is made, the presenter will write down comments in the space provided to edit their final pitch.

Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: YOUR VOICE MATTERS!

Activity 3A: Time for T!



- Students can use the Processing Out to help develop presentation skills.
 - With older students, this activity can be used as a platform for students to engage in discourse/discussion about a timely, yet challenging topic.
 - Students may investigate how School Boards function such as how to get on a meeting's agenda and what are the time constraints for presenting.
- › Develop a rubric to evaluate pitches for:
- Support of claim with evidence.
 - Poise in presenting.
 - Pitch conducted within the allotted time.



References:

Human Papillomavirus-Associated Oropharyngeal Cancer: Global Epidemiology and Public Policy Implication, <https://drive.google.com/file/d/1zjQSe1fo9uXo9gthulUIS1X6hNw0HUEJ/view>

Addressing vaccine hesitancy requires an ethically consistent health strategy, <https://pubmed.ncbi.nlm.nih.gov/30355355/>

www.cdc.gov

www.who.int