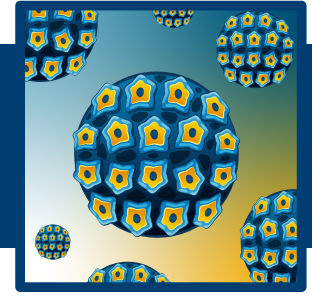


## Student Directions

# UNIT: GOING VIRAL!

## LESSON 3: TOWN HALL MEETING

### Activity 3B: Exchanging Evidence



**TEXAS BIOMEDICAL  
RESEARCH INSTITUTE**  
HEALTH STARTS WITH SCIENCE

### Review

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You are a research assistant observing a town hall meeting discussing a new policy related to vaccines. The current local governmental policy is as follows:

*“All parents of students aged 12-18 attending public schools will be required to attend an informational meeting about the HPV vaccine. Parents may choose to bring their student to this meeting.”*

Given the differences in information regarding vaccines, your representative has asked you, the research assistant, to gather evidence for your representative to review so that the representative can be prepared for the upcoming city council meeting.

Your representative has provided you with their current perspective regarding vaccination policy:

*\*Representative perspectives are found in the folders given\**



### Part Three: Community of Peers

**You have full access to all the representative research (folders) provided in Activity 3A.**

Identify counter claims. Locate evidence to address the counter claim that can be used by your representative to strengthen their talking points/opinion. (Cite where you got any evidence.)

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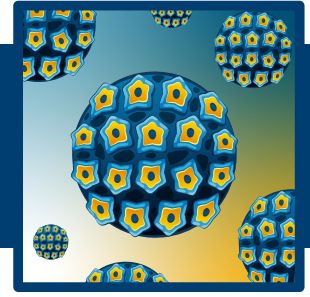
### MIDDLE & HIGH SCHOOL LEVEL

## Student Directions

# UNIT: GOING VIRAL!

## LESSON 3: TOWN HALL MEETING

### *Activity 3B: Exchanging Evidence*



### Part 4: Exploring Science

Considering the research you conducted, how does science evidence support or refute any possible claims from any of the representatives, including your own.

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After exploring the resources in the folders belonging to other representatives, what additional counter claims could be made by the other representatives? How would your original representative respond? Cite your sources.

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When applying scientific evidence, it is important to look at all data before making a claim. Explain why.

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