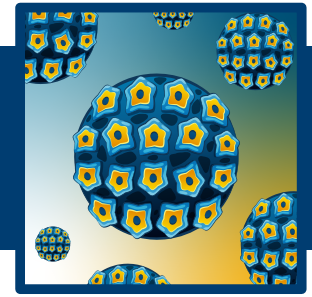


Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: TOWN HALL MEETING

Activity 3B: Exchanging Evidence



TEXAS BIOMEDICAL
RESEARCH INSTITUTE
HEALTH STARTS WITH SCIENCE

Instructional Objectives

- › Discuss HPV vaccines from different perspectives.

Materials

- › HPV Student Worksheet 3B
- › 1 folder per representative (3 groups)
 - *For larger classes, representative folders can be duplicated*
- › Each folder will have evidence to supplement the talking points of the representative assigned.
 - Group 1: Medical Researcher
 - Group 2: Parent
 - Group 3: Student
- › Pencil
- › Supporting Evidence:
 - HPV Vaccination Recommendation Article
 - Human Papillomavirus-Associated Oropharyngeal Cancer Article
 - Oncoviruses : Cancer Goes Viral Presentation
 - Oncovirus Exposed: The HPV/Cancer Connection Transformative Article



Part 3 Community of Peers:

Review:

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.”

MIDDLE & HIGH SCHOOL LEVEL

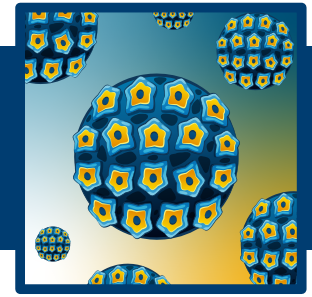
Teacher Enrichment Initiatives (TEI) | NIH SEPA | ©2025 | [TxBiomed.org](https://www.txbiomed.org)
NIH SEPA Project #1R25GM142021-01A1 | Some graphic elements courtesy of [Freepik](https://www.freepik.com)

Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: TOWN HALL MEETING

Activity 3B: Exchanging Evidence



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 and your group of research assistants have completed your task.

To enable groups to understand different perspectives, the teacher will redistribute folders giving each group a new representative perspective to review. For example, if group 1 had “Parent Representative,” now they will have “Student Representative.”

As students review the new representative folders, they will use this information to better prepare for counter claims and strengthening their original representative’s core talking points/opinions.

CAUTION



The student is NOT the representative themselves. They are only using the research to make a claim that aligns with their representative’s core points, regardless of their personal viewpoints. The student is taking on the role of a Research Assistant. Please be cautious of individual student beliefs. You are not telling them they must agree with their representative.

The teacher will repeat this process until each group has explored all three representative folders.

Helpful Hints:

- › Students may rotate groups carousel style to view each folder rather than collecting and redistributing the folders.
- › Float around, facilitating conversations on student observations.

Students will answer the following questions on their worksheet:

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

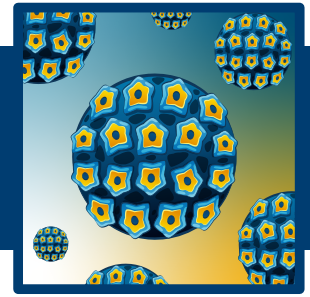
Identify counter claims. Locate evidence to address the counter claim that can be used by your representative to strengthen their talking points/opinion. (Cite where you got any evidence.)

Teacher 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.

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.

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