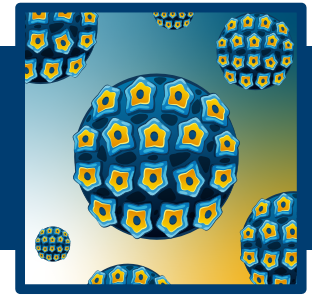


Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: TOWN HALL MEETING

Activity 3C: Dissecting the Evidence



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Educational Objective

- › Develop evidence-based hypotheses to investigate increasing infectious disease cases.

Instructional Objectives

- › Discuss HPV vaccines from different perspectives.
- › Create an HPV vaccination protocol based on scientific evidence, with consideration of ethical and cultural perspectives.



Materials

- › Students: Activity A and Activity B worksheets
- › Transformed Article: Oncovirus Exposed: The HPV/Cancer Connection
- › Wall post its or butcher paper:
 - 3 sheets (1 per representative)
- › Medium size post it notes
- › Pencils or pens

Pre-Town Hall Meeting

Teacher will place 3 wall post its or lay out 3 sheets of butcher paper. At the top of each wall post it or butcher paper the teacher will write medical researcher, parent, student council. Under each representative the teacher will write the representatives point of view.



Using smaller post it notes, students will write summaries of the evidence they gathered (student worksheets from Activities 3A & 3B), to support their original representative's claim regarding HPV vaccination policy. Students will also summarize counter claims and rebuttals to counter claims on post it notes. All post it summaries will be placed on the wall post it or butcher paper for their specific representative.

Once all evidence and counter claims are posted, student are no longer researchers. They are attendees at the town hall meeting. On the student worksheet, students will take notes evaluating information from all representatives and gathering evidence as they prepare to participate in a town hall meeting (class discussion).

MIDDLE & HIGH SCHOOL LEVEL

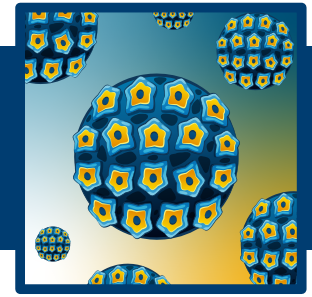
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Teacher Directions

UNIT: GOING VIRAL!

LESSON 3: TOWN HALL MEETING

Activity 3C: Dissecting the Evidence



Town Hall Discussion

To facilitate a class discussion the teacher will create a T chart listing Students perceptions of the pros and cons of the original policy. Next students will consult their notes and the evidence that they have gathered through the gallery walk and add to the pros and cons on the T chart.

“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.”

The teacher will ensure that all pros and cons listed can be supported by evidence. Students will copy the finalized list of pros and cons to their worksheets.

Helpful Hints:

- › Discussion can be facilitated in various ways depending on the teacher and the class.
 - Cold call
 - Each group presents a pro/con
 - Assign pros/cons per group

Design a New Policy Proposal



Suggested time: ~5-10 min

The teacher will direct students to create a new policy suggestion.

CAUTION



Emphasize that there is NO wrong answer. As long as students are using science-based evidence, they may create any policy suggestion within reason. Ensure their new policy suggestion does not explicitly or directly harm specific individuals. Personal attacks towards anyone or any group will not be permitted.

Helpful Hints:

- › Students may create a poster, presentation, pamphlet, or any other form of visual media to supplement their new proposal.
- › They may work as individuals, a group, or as a whole class.

MIDDLE & HIGH SCHOOL LEVEL

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