

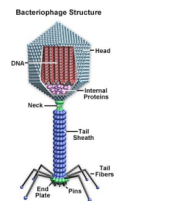
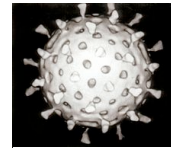
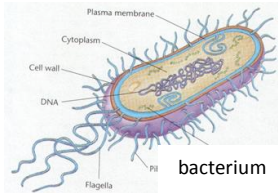
Fighting Disease with Vaccinations – 50 points.

Introduction:

A student moves from Ms. Beggs' hometown (Bay City, MI) to Chicago, IL and enrolls at King College Prep. The administration tells the student that they will be quarantined at their new home until they update their immunization record. The student thinks he was immunized, but he can't find his records. Because he thinks he received all of the appropriate vaccinations he doesn't think it's a "big deal" to update his records for the school.



The school administration threatens that he won't be able to come to school and receive an education if he doesn't take care of this. Still unconvinced, he waits until there is only one week before the deadline to update his records. Your job is to convince the student, your peers, and your school community (posters will likely be displayed in the halls of KCP) why immunization records are important, the danger of not being immunized, and specific information on one vaccine and one disease.



Background:

Any living organism or particle that can cause _____ is a **pathogen**. A _____ is a substance that stimulates the body's own _____ response against invasion by microbes. Vaccines are made from disabled or destroyed _____ so that it is no longer harmful, but still produces an _____ causing the body to create _____. Vaccines are administered to people to prevent an _____, or a rapid outbreak of an infection that affects many people.

Key Terms:

- **Antigen:** A substance such as bacteria or a virus that invades the body and stimulates the production of an antibody.
- **Antibody:** A protein that fights a disease by protecting the body from a specific virus or bacteria.
- **Immunization:** The process of protecting the body against disease using vaccines or serums.

Assignment:

You will work in your lab groups on this project. Each group will pick a card with a disease on it. You will have to research one disease and one vaccine and develop an informative poster for your peers. **Friday, you will present your findings on a poster to the class.** Everyone in the lab group will receive *the same homework grade*, so it crucial that you all work together and stay on task to finish this assignment!

To help educate the student why he needs to update his immunization record include:

1. What disease is this vaccine meant to prevent?
2. Describe the disease this vaccine prevents: What are the symptoms? Who is the most susceptible? Does a virus or bacterium cause the disease? How does the disease spread amongst a population?

Note: Susceptible means who is most at risk or most likely to acquire the disease.

3. What are possible side effects of the vaccine?
4. What are some other interesting facts about this vaccine?

**** To save time – because you are in a *time crunch*—divide the 4 roles listed below in the grading rubric amongst yourselves.**

Data collectors: * * Everyone must contribute information to the project!

- Artist:** Draws picture of pathogen, and lists information in clear, concise bullets.
- Manager:** keeps group on track – poster must be finished today! Helps consolidate information into bullets for the poster and for the presenter.
- Presenter:** Presents the main points about the disease and vaccine in class on Friday. (Must be less than 3 minutes!)
- Advertiser:** Develops a thought provoking title and catchy phrases to draw people in to read the poster.

Write the name(s) of the person(s) who contributed to each role below:

Artist: _____

Manager: _____

Presenter: _____

Advertiser: _____

☑ Grading Rubric ☑

<p>Poster: 10 points</p> <p>5 points: Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the poster neat and easy to read? <input type="checkbox"/> Is the title big enough for people to see from across the room during your presentation? <input type="checkbox"/> Does the drawing clearly illustrate the pathogen? <input type="checkbox"/> Does it use the space well? (Not too much blank space?) <input type="checkbox"/> Are there no wrinkles, tears, etc? <p>5 points: Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the information clear and organized? 	<p>Data Collection: 10 points</p> <p>5 points: Disease</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the symptoms? <input type="checkbox"/> How is this disease spread? <input type="checkbox"/> Who is susceptible for the disease? <input type="checkbox"/> Is it caused by a virus or bacteria? <p>5 points: Vaccine</p> <ul style="list-style-type: none"> <input type="checkbox"/> What age should receive the vaccine? <input type="checkbox"/> How many doses are needed? <input type="checkbox"/> Any risks for the vaccine? <input type="checkbox"/> Other, interesting information you think your peers should know and understand about this vaccine.
<p>Educating the Community: 10 points</p> <p>5 points: Educational Statements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there thought provoking statements that will intrigue the viewer? <p>5 points: Creativity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does the poster creatively engage and interest to your audience? (Is it eye-catching) 	<p>Presentation: 10 points</p> <p>5 points: Time Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Was the group ready to present as soon as the last group finished their presentation? <input type="checkbox"/> Was the presentation less than 3 minutes? <p>5 points</p> <ul style="list-style-type: none"> <input type="checkbox"/> Was all of the information stated clearly? <input type="checkbox"/> Was the presenter knowledgeable about the project? (Could they explain the project without reading the poster word for word?)
<p>Participation: 10 points</p> <p>☑ <i>Each person will be given an individual grade on participation points!</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Thursday: Your peers will assess how much work you contributed to the project. <input type="checkbox"/> Friday: Ms. Beggs and/or Ms. Choi will assess how well you listened to the presentations. 	