Immunisation Teacher Resource
Lesson Plans
immunehero.health.vic.gov.au
The Immunisation Section, Department of Health and Human Services gratefully acknowledges the following stakeholders for their contribution to the Immunisation Teacher Resource:

- Victorian Curriculum and Assessment Authority
- Department of Education and Training Victoria
- Secondary School Nursing Program, Department of Education and Training Victoria
- Grampians Regional Immunisation Initiatives Project Team, Department of Health and Human Services Victoria
- Cancer Council Victoria
- City of Ballarat
- City of Whittlesea
- Ballarat High School
- Laverton College P–12
- Phoenix P–12 Community College
Background:
The Immune Hero Teacher Resource has been developed to equip teachers and school nurses with a range of resources to be used in early secondary school Health and Physical Education (PE) classes. The lesson plans contained in this resource link to the Victorian Curriculum for Health and PE [1], and are contextually most relevant to Year 7 students. In 2017 the Victorian Immunisation Schedule offers vaccines to students in Year 7 (11–14 years).

This resource forms part of a strategic approach by the Victorian Government to increase vaccination rates of adolescents living in Victoria by improving systems for the delivery of the Secondary School Vaccine Program.

Aims:
- Provide teachers with a resource to educate secondary school students about the benefits of immunisation, adolescent immunisation and the Secondary School Vaccine Program.
- Increase knowledge and awareness of adolescent immunisation among early secondary school students.
- Inform students about the school vaccination process, including the importance of returning a signed consent card to access free vaccination; and to allay any fears or anxiety about vaccination at school.
- Equip students with skills to evaluate the credibility of immunisation information available online.

Teacher lesson plans:
There are three lessons in this resource. Each lesson has been designed around a 50-minute class, but can be modified to suit other class durations.

1. Why be immunised?
Short class activity and instructional user-paced eLearning program that includes interactive games and quizzes, and short videos

2. What happens on vaccination day?
Class activities, multimedia resources and accompanying worksheet

3. Immunisation facts and misconceptions
Class activities, multimedia resources and accompanying worksheet
The Immune Hero Teacher Resource includes three lesson plans that focus on increasing student knowledge about the Victorian Secondary School Vaccine Program, and the skills to evaluate information about vaccination. The lessons have been designed for Year 7 students and align with their participation in the Secondary School Vaccine Program throughout the Year 7 academic year. Additionally, lessons 1 and 3 can also be delivered in Year 8 to reinforce students’ understanding of immunisation, assessing the credibility of information, and their recent vaccination experience.

The terms vaccination and immunisation are often used interchangeably, however their meanings are not exactly the same. Vaccination means having a vaccine, that is, receiving an injection, swallowing or inhaling a fluid.[10]

For the purposes of the Victorian Secondary School Vaccine Program and the lessons contained in this workbook, the terms are used interchangeably to reflect language used in the community.

The lesson plans specifically address Content Descriptors for the Personal, Social and Community Health strand of the Health and Physical Education Curriculum, under the Victorian Curriculum Foundation–10.[1]

### Health and Physical Education – Personal, Social and Community Health Strand

<table>
<thead>
<tr>
<th>Level</th>
<th>Content descriptor</th>
<th>Lesson</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 and 8</td>
<td>Investigate and select strategies to promote health, safety and wellbeing</td>
<td>1</td>
<td>Students complete the quizzes contained in the eLearning resource Why be immunised?, demonstrating an understanding of immunity, immunisation and the diseases that can be prevented through vaccination in adolescence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Students discuss what happens on vaccination day and how to prepare for it. They reflect on their concerns, and are aware of strategies to reduce anxiety or fear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Students use role-play to demonstrate strategies that prepare for vaccination day, and to reduce anxiety associated with vaccination.</td>
</tr>
<tr>
<td></td>
<td>Develop skills to evaluate health information and express health concerns</td>
<td>3</td>
<td>Students learn how to identify credible online sources of information about vaccination and use these sources to accurately identify facts and myths about vaccination.</td>
</tr>
</tbody>
</table>

### Relevant elements of the Achievement Standard

By the end of Level 8, students will be able to:
- Gather and analyse health information
- Investigate strategies that enhance their own and others’ health, safety and wellbeing
- Justify actions that promote their own and others’ health, safety and wellbeing at home, at school, and in the community.
Every day, immunisation saves lives and makes it possible for Australians to live free from the illness and the disability caused by many infectious diseases. Immunisation not only protects those people who have been immunised, but it also protects those in the community who may be unable to receive immunisation themselves, by reducing the spread of disease.

The Australian Government implements the National Immunisation Program (NIP) Schedule for the benefit of the Australian population. In Victoria, secondary school age students are routinely offered vaccines free of charge under the Immunise Australia Program. Adolescents are able to access these vaccines from a variety of healthcare providers, however the majority receive vaccination as part of the Victorian Secondary School Vaccine Program.

Local councils work closely with schools to coordinate the vaccination program, which includes obtaining consent from parents/guardians via the distribution and collection of consent cards, and visiting schools throughout the year to immunise students.

**In 2017, vaccines offered to Victorian Year 7 secondary school students include:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Diseases it protects against</th>
<th>Number of doses</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPV vaccine</td>
<td>Human papillomavirus (HPV)</td>
<td>3</td>
</tr>
<tr>
<td>Chickenpox vaccine</td>
<td>Varicella (chickenpox)</td>
<td>1</td>
</tr>
<tr>
<td>dTpa vaccine</td>
<td>Diphtheria, tetanus and pertussis (whooping cough)</td>
<td>1</td>
</tr>
</tbody>
</table>

Early-adolescence is an important time for vaccinations for the following reasons:

- When new vaccines are added to the early childhood schedule, a ‘catch-up’ program for adolescents allows young people to also have access the new vaccine (e.g. chickenpox vaccine).
- The immunity provided by some vaccines administered in early childhood wanes over time and needs to be boosted in adolescence (e.g. dTpa vaccine).
- Some vaccines are most effective when given during early adolescence, before possible exposure to the disease occurs (e.g. HPV vaccine).
Lesson duration 50 minutes

Learning intention
Students will:
- Learn about immunity, immunisation and the benefits of immunisation
- Define microbes, pathogens, immunity and herd immunity
- Be aware of the vaccines that are recommended in adolescence and the diseases that these vaccines protect against

Success criteria
Students complete all the quiz questions in the eLearning resource

Key words
Immunity, immunisation, vaccination, herd immunity, immune system, antibodies, white blood cells, memory cells, B cells, killer cells, microorganisms (microbes), pathogens, bacteria, virus, fungi, protozoa, algae, influenza (flu), tetanus, diphtheria, pertussis (whooping cough), varicella (chickenpox), human papillomavirus (HPV), genital cancer, genital warts

Pre-lesson preparation
View the eLearning resource Why be immunised? available on Immune Hero (immunehero.health.vic.gov.au)

Equipment and resources
- Arrange for each student to have internet access (including permission to access YouTube videos*) via a computer or other device
- Headphones are recommended to reduce class noise levels
- Immune Hero weblink: immunehero.health.vic.gov.au
- White board and whiteboard markers

* If students are not permitted to access YouTube videos at your school, the short video clips at the end of the eLearning resource will be unavailable. Where teachers have permission to access YouTube, the following videos could be shown to the class group:

- Everything a teen should know about the HPV vaccine Cancer Council Victoria 4:14 mins
- What every teen should know about the dTt vaccine Victorian Department of Health and Human Services (formerly Department of Health) 4:25 mins
- What every teen should know about the chickenpox vaccine Victorian Department of Health and Human Services (formerly Department of Health) 4:18 mins
- What is herd immunity? Health Canada 1:06 mins
Lesson 1: Why be immunised?

Lesson activities

Activity 1.1 (5 mins)
Introduce the topic of immunisation by conducting a class brainstorm activity.

Write the word “immunisation” on the board and ask students to brainstorm everything they think of when they hear the word.

Activity 1.2 (45 mins)
Students complete the eLearning program Why be immunised?

The eLearning program is comprised of a series of slides with information, videos, interactive tasks and quiz questions. A score is provided at the end of the program and students can repeat the quiz questions to improve on their score.

If some students are unable to complete the program in the allocated time, it can be resumed in the next lesson or at home via the Immune Hero website.

Collect student scores at the end of the lesson and review answers with the class.
Lesson 2: What happens on school vaccination day?

<table>
<thead>
<tr>
<th>Lesson duration</th>
<th>50 minutes</th>
</tr>
</thead>
</table>
| Learning intention | Students will:  
  - Understand the importance of immunisation consent cards to access school vaccination  
  - Explore what to expect on school vaccination day  
  - Find out how to prepare for vaccination day and be aware of strategies to reduce anxiety and fear |
| Success criteria | Students understand what happens on vaccination day. Students understand informed consent. |
| Key words | Consent card, informed consent, vaccination day, anxiety, fear, needles, jab, immunisation, vaccination, reaction, booster, varicella (chicken pox), diphtheria, tetanus, pertussis (whooping cough), human papillomavirus (HPV), genital warts, genital cancer |
| Pre-lesson preparation | Know the name and position of your school’s nominated immunisation co-ordinator (it is the answer to question 5 of worksheet 1).  
Obtain several Year 7 Secondary School Vaccine Program consent card booklets from your school immunisation co-ordinator, or download and print copies from Immune Hero.  
Read the [Immunisation in secondary schools](https://www.betterhealth.vic.gov.au/immunisation) factsheet on Better Health Channel |
| Equipment and resources |  
  - Projector/screen/smartboard with internet access to show YouTube videos  
  - Video link [School Immunisation: what happens on the day?](https://www.youtube.com/watch?v=2Q5Rv6y7Z4Q) (2:00 mins)  
  - Video link [Immunisation consent cards: what you need to know](https://www.youtube.com/watch?v=5Q5Rv6y7Z4Q) (3:39 mins)  
  - Whiteboard and whiteboard markers  
  - Lesson 2 Handout: Ten tips for secondary students (p. 7)  
  - Lesson 2 Worksheet 1: Immunisation Consent Cards (p. 9)  
  - Lesson 2 Worksheet 1 Answers (p. 10)  
  - Consent cards  
  - (For Activity 2.3 only: students will need to have internet access via a computer or other device) |
Lesson 2:
What happens on school vaccination day?

Lesson activities

Activity 2.1 (10 mins)
Ask the students to identify any questions or concerns that they may have about what happens on school vaccination day.

Play the City of Whittlesea video School Immunisation: what happens on the day? to the class. (2 mins)

Have a class discussion about the video, addressing questions and concerns raised in the earlier discussion.

If there are unanswered questions, ask the students ‘Who would we ask?’ (e.g. school nurse, Koorie Engagement Support Officer (KESO), Student Health and Wellbeing Officer, integration aides, parents/carers, etc.)

Provide each student with a copy of Handout 1: Immunisation – Ten tips for secondary students to reinforce how to prepare for vaccination day, and to take home to discuss with their parent/guardian.

Activity 2.2 (20 mins)
Arrange students into groups of 4–5. Provide each group with a copy of the consent card and Worksheet 1.

Play the Victorian Government, Department of Health and Human Services video Immunisation consent cards: what you need to know (3:39 mins)

Ask each group to complete Worksheet 1. Discuss answers.

Activity 2.3 (10 mins)
Students use their computer or other device to play the online game Agents of Defence on Immune Hero.

Ask the class: ‘What were the key messages you learnt by playing this game?’
Lesson 2 Handout 1: Immunisation – 10 tips for secondary school students

You know why vaccines are important and how they protect you, but you're a bit nervous about what happens on the day at school when the nurses come. Getting vaccinated is not a big deal once you know what's involved.

<table>
<thead>
<tr>
<th>Tip</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm yourself with the facts</td>
<td>Okay it's true, getting a needle can hurt a little. But, a moment of pain can give you a lifetime of protection. Check out Better Health Channel to find out about the diseases that you won't have to suffer through, and put it all into perspective.</td>
</tr>
<tr>
<td>Return the consent card</td>
<td>Get your parents to read and complete the Secondary School Vaccine Program consent card, and take it back to school as soon as you can.</td>
</tr>
<tr>
<td>Have a good breakfast</td>
<td>To avoid feeling dizzy or dehydrated, make sure you have had breakfast and some water to drink, bring a drink and some extra snacks with you on the day of vaccination.</td>
</tr>
<tr>
<td>Clothing</td>
<td>Wear something that you can pull up or down your arm easily. The needle goes into the top of your non-writing arm and only lasts a few seconds.</td>
</tr>
<tr>
<td>Don’t carry heavy stuff around</td>
<td>If you can, leave your school bag and books somewhere safe when you go to get your vaccination, and try to avoid carrying heavy things for a few hours.</td>
</tr>
<tr>
<td>Questions? Talk to someone</td>
<td>Talk to someone if you have questions or feel nervous. You can speak to the nurses giving you the needle, or your teacher. Waiting can sometimes make you more nervous.</td>
</tr>
<tr>
<td>Tell the nurse if you feel sick</td>
<td>The nurse will ask how you’re feeling. If you are unwell and have a high temperature (over 38.5°C) on the day of school vaccinations, you can have them at the doctor’s when you’re better.</td>
</tr>
<tr>
<td>Think about something else</td>
<td>Try wiggling your toes while the needle goes in. This gives you something else to focus on. Tightening your muscles or clenching your fist because you’re tense can make it seem to hurt more.</td>
</tr>
<tr>
<td>Wait for 15 mins after being vaccinated</td>
<td>It’s really rare for people to have a bad reaction to a vaccine, but the rule is to hang around just in case. If you don’t feel right, tell someone so they can look after you.</td>
</tr>
<tr>
<td>A little bump or soreness is normal</td>
<td>Sometimes after being vaccinated, your arm will hurt, look red or have a small bump where the needle went in. This is normal and should go away in three or four days, but if you’re worried, show your parent or guardian and they can have a doctor check it out.</td>
</tr>
</tbody>
</table>
Q1. What is the purpose of the immunisation consent card?

Q2. Do all Year 7 students need to be vaccinated at school?

Q3. Who needs to sign the consent card?

Q4. If you are not getting vaccinated, do you need to return a completed card to school? Why?

Q5. To whom should you return the consent card to at school?

Q6. Where could you find reliable information if you or your parent/carer has further questions?
Lesson 2 Worksheet 1: Immunisation consent cards – ANSWERS

Q1. What is the purpose of the immunisation consent card?
- The immunisation consent card booklet is a document that allows parents/guardians to provide legal consent for a child in their care to receive vaccination(s) at school.
- It has been designed to provide information about each vaccine and the disease(s) it protects against.
- It enables parents/guardians to provide extra information about allergies and other medical conditions.
- It prompts parents/guardians to consider whether or not they want their child to receive free vaccinations at school.

Q2. Do all Year 7 students need to be vaccinated at school?
- Your parent/guardian will make the decision as to whether or not you will be vaccinated.
- Not all students have to be vaccinated at school. Your doctor, local council or community health service can also give you vaccinations.

Q3. Who needs to sign the consent card?
- A parent/guardian is legally required to sign the consent card for children in their care under the age of 18.

Q4. If you are not getting vaccinated, do you need to return a completed card to school? Why?
- Yes. If your parent/guardian does not want you to receive vaccines, you still need to ask them to complete the consent card and return it to school. There is an option to say ‘No’ on the card.
- Returning the card enables the school and nurse to be certain that all parents/guardians have received this important information and have had the opportunity for their child to receive free vaccines at school.

Q5. To whom should you return the consent card to at school?
Each school nominates a process for the return of consent cards. Please refer to your school’s process and nominated staff member so that students are aware of whom to return the card to.

Q6. Where could you find reliable information if you or your parent/carer have further questions?
- Your doctor, local council immunisation service, or community health clinic
- Credible websites such as:
  - Immune Hero (Victorian Government, Department of Health and Human Services)
  - Better Health Channel (Victorian Government, Department of Health and Human Services)
  - Health Vic (Victorian Government, Department of Health and Human Services)
  - Immunise Australia (Australian Government, Department of Health)
  - HPV Vaccine (Cancer Council Australia)
Lesson 3: Immunisation facts and misconceptions

<table>
<thead>
<tr>
<th>Lesson duration</th>
<th>50 minutes</th>
</tr>
</thead>
</table>
| Learning intention | Students will:  
• Explore immunisation myths and facts  
• Learn how to access credible health information about immunisation  
• Further explore issues about immunisation through role-play |
| Success criteria | Students complete the worksheet on facts and misconceptions and are able to communicate issues surrounding immunisation through role play. |
| Key words | Myths, misconceptions, facts, credible, legitimate, reliable information, immune system, illness, infectious diseases, vaccine, immunisation, vaccination, varicella (chickenpox), human papillomavirus (HPV) |
| Pre-lesson preparation | Read the following factsheets:  
• [What are some of the myths – and facts – about vaccination?](https://www.who.int) (World Health Organization)  
• [Immunisation facts and misconceptions](https://www.betterhealth.org.au) (Better Health Channel) |
| Equipment and resources | • Projector/laptop/smartboard  
• Whiteboard and whiteboard markers  
• Organise for students to have internet access (including permission to access YouTube videos) via a computer or other device (1 device per 2 students)  
• Enough copies of Lesson 3 Worksheet 1 (p. 13) and Lesson 3 Worksheet 2 (pp. 15–16) for students working in pairs.  
• One copy of Lesson 3 Worksheet 1 Answers (p. 14)  
• Enough copies of Lesson 3 Worksheet 2 Answers (pp. 17–18) for each student |
Lesson 3:
Immunisation facts and misconceptions

Lesson activities

Activity 3.1 (20 mins)
Read the following excerpt to students.

Some people believe that vaccines are more dangerous than the diseases they protect against, or can cause other diseases/conditions. Other people believe that it is important that everyone be vaccinated to prevent disease and death. How can we find out what is true?

Discuss. Introduce the topic of credible information:

How do we know what we are reading on the internet is credible (reliable / believable / legitimate) information?

Criteria for reliable / credible:

• Quality controlled
• Based on scientific/medical evidence
• Trusted source

Set the students up with a device with internet access. Provide each student with Worksheet 2: Finding credible immunisation information. Students complete worksheet in pairs.

Discuss answers to the worksheet as a class group; provide each student with a copy of the worksheet answers.

Activity 3.2 (20 mins)
Students work in pairs. Provide each pair with Lesson 3 Worksheet 2: Immunisation facts and misconceptions. Direct students to Better Health Channel on their devices or computers. Students complete worksheet.

Discuss answers to the worksheet as a class group; provide each student with a copy of the worksheet answers.

Activity 3.3 (Optional) – role play
Break the students into groups of 3 or 4 and allocate one of the following topics to each group:

• Risks and benefits of vaccination
• How to prepare for vaccination day
• Other (students develop their own topic)

Ask each group to develop and present a 2-minute role-play on their allocated topic.
Lesson 3 Worksheet 1: Finding credible immunisation information

Complete the table:

<table>
<thead>
<tr>
<th>Website</th>
<th>Who is the author of this site?</th>
<th>Who owns and operates this site?</th>
<th>Is it an organisation or individual?</th>
<th>Do you think the website is a credible and reliable source of information about immunisation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Health Channel</td>
<td></td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
<tr>
<td><a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a></td>
<td></td>
<td></td>
<td></td>
<td>Why?</td>
</tr>
<tr>
<td>Vaccination Decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vaccinationdecisions.net</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Vaccination Network</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.avn.org.au">www.avn.org.au</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPV vaccine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Lesson 3 Worksheet 1: Finding credible immunisation information – Answers

<table>
<thead>
<tr>
<th>Website</th>
<th>Who is the author of this site?</th>
<th>Who owns and operates this site?</th>
<th>Is it an organisation or individual?</th>
<th>Do you think the website is a credible and reliable source of information about immunisation?</th>
<th>Why?</th>
</tr>
</thead>
</table>
| Better Health Channel          | Victorian Government, Department of Health and | Organisation, government                           | Yes                                 | • Content partners are subject matter experts from a wide range of reputable Australian health, medical and academic organisations  
• Complies with the HONcode standard for trustworthy health information  
• Uses rigorous quality assurance and approval processes to develop and review content. |                                                                      |
| Vaccination Decisions          | Judy Wilyman                                    | Judy Wilyman                                       | Individual                          | No                                                                                       | • The author and publisher of this website is an individual.  
• Not linked to or endorsed by any medical bodies  
• Information available on the site includes poor research claiming links between vaccination and serious health consequences. |
| [vaccinationdecisions.net](http://vaccinationdecisions.net) |                                                                 |                                                     |                                     |                                                                                          |                                                                      |
| Australian Vaccination Network | Australian Vaccination-skeptics Network (AVN)   | Australian Vaccination-skeptics Network (AVN)       | Incorporated association, registered with the NSW Department of Fair Trading | No                                                                                       | • Not linked to or endorsed by any medical bodies  
• Information available on the site includes poor research claiming links between vaccination and serious health consequences. |
| [www.avn.org.au](http://www.avn.org.au) |                                                                 |                                                     |                                     |                                                                                          |                                                                      |
| HPV vaccine                    | Cancer Council Victoria                          | Cancer Council Australia                            | Organisation                        | Yes                                                                                       | “All research and evidence-based material used [on the HPV vaccine website] is referenced (at the end of the page, or where the reference occurred) to acknowledge the author. All attempts are made, through the lengthy approval process from the Cancer Council’s committees, to ensure the most up-to-date research and evidence is used.” |
| [www.hpvvaccine.org.au](http://www.hpvvaccine.org.au) |                                                                 |                                                     |                                     |                                                                                          |                                                                      |
Lesson 3 Worksheet 2: Immunisation facts and misconceptions

1. **Vaccines can help the body’s immune system fight infection and serious illness.**
   - True
   - False
   - Explain your answer:

2. **The risk of serious side-effects from infectious diseases is much higher than the risk of serious side-effects from immunisation.**
   - True
   - False
   - Explain your answer:

3. **If you’ve been vaccinated as a child, there’s no need to be vaccinated at school or when you’re an adult.**
   - True
   - False
   - Explain your answer:

4. **No-one gets chickenpox anymore, so there’s no reason to have the Varicella (chickenpox) vaccine.**
   - True
   - False
   - Explain your answer:
5. It’s not worth immunising children because vaccines don’t work.
   - True   - False
   Explain your answer:

6. If you’re not sexually active, you don’t need the HPV vaccine.
   - True   - False
   Explain your answer:

7. Having more than one vaccine at a time can overload the immune system.
   - True   - False
   Explain your answer:
1. Vaccines can help the body’s immune system fight infection and serious illness.
   - True
   - False
   - Vaccines contain dead or weakened pathogens, or parts of pathogens that kick your immune system into action.
   - Your body fights off this weakened form of the disease and then produces memory cells to help fight a real version of the pathogen if you are ever exposed to it in the future.

2. The risk of serious side-effects from infectious diseases is much higher than the risk of serious side-effects from immunisation.
   - True
   - False
   - Many vaccine preventable diseases such as measles and whooping cough (pertussis) are serious and potentially fatal.
   - Every vaccine used in Australia has been thoroughly tested for safety and effectiveness and is subject to ongoing monitoring and evaluation.
   - Like any other medication, vaccines can cause side effects but they are generally mild and resolve by themselves without needing medical treatment.
   - Example: The risk of brain inflammation from the measles mumps rubella (MMR) vaccine is around 1 in 1,000,000. Measles is a highly contagious disease. One in 2,000 children who get measles will experience brain inflammation, and of those, 1 in 10 will die, and 4 in 10 will have permanent brain damage.

3. If you’ve been vaccinated as a child, there’s no need to be vaccinated at school or when you’re an adult.
   - True
   - False
   - Early-adolescence is an important time for certain vaccinations for the following reasons:
     - To boost immunity that wanes over time from some early childhood vaccines (e.g. dTpa and chickenpox vaccine)
     - To be most effective by being given before possible exposure to a particular disease (e.g. HPV vaccine)
     - To allow young people to access new vaccines that may be offered to children but weren’t available when the adolescent was a child / baby (e.g. chickenpox vaccine).

4. No-one gets chickenpox anymore, so there’s no reason to have the Varicella (chickenpox) vaccine.
   - True
   - False
   - If vaccination levels in the community fall too low, diseases can reappear and spread among communities.
   - People with little firsthand experience of childhood infectious diseases can underestimate the effects and complications of infectious diseases.
5. **It’s not worth immunising children because vaccines don’t work.**

   - True
   - False
   - Vaccination saves lives and protects communities from the serious and potentially fatal consequences of vaccine preventable diseases.
   - It is true that some people still catch a disease even though they have been vaccinated against it.
   - No vaccine can offer complete immunity against disease for everyone.
   - Examples of vaccine effectiveness include:
     - Diphtheria – 84% of people vaccinated will be completely immune
     - Polio – 95% of people vaccinated will be completely immune.

6. **If you’re not sexually active, you don’t need the HPV vaccine.**

   - True
   - False
   - HPV vaccination is most effective when given before a person is exposed to the virus.
   - This means the vaccine is most effective before a person becomes sexually active and is exposed to the virus.

7. **Having more than one vaccine at a time can overload the immune system.**

   - True
   - False
   - Scientific evidence shows that giving several vaccines at the same time has no adverse effect on a child’s immune system.
   - Children are exposed to several hundred foreign substances that trigger an immune response every day.
   - Having more than one at a time means fewer visits to the GP/immunisation nurse.
   - Combined vaccines (e.g. diphtheria–tetanus–pertussis) mean fewer needles.
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>The Achievement standards describe the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.</td>
</tr>
<tr>
<td>Standard</td>
<td></td>
</tr>
<tr>
<td>Consent card</td>
<td>A consent card is a booklet or piece of paper that includes information about Secondary School Vaccine Program vaccines, the disease(s) they protect against, and possible side effects. It includes a detachable ‘card’ that parents/guardians must complete, indicating whether or not they consent to their child being vaccinated at school.</td>
</tr>
<tr>
<td>Content Descriptors</td>
<td>Content descriptions specify what teachers are expected to teach.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Diphtheria is a serious bacterial disease that causes severe inflammation of the nose, throat and windpipe (trachea). Dangerous complications from diphtheria include paralysis and heart failure. Around 10% of people exposed to diphtheria die from the disease. It is extremely rare in Australia because of the widespread use of the diphtheria vaccine.[2]</td>
</tr>
<tr>
<td>dTpa vaccine</td>
<td>The diphtheria-tetanus-pertussis (dTpa) vaccine is a combined vaccine that provides protection against diphtheria, tetanus and pertussis (whooping cough). It is given in adolescence to boost immunity that has waned from early childhood vaccination.</td>
</tr>
<tr>
<td>Genital cancers</td>
<td>Genital cancers refer to cancers that affect the genital areas in men and women; including anal, vaginal, cervical, vulvar and penile cancers.</td>
</tr>
<tr>
<td>Herd immunity</td>
<td>Immunisation not only protects vaccinated individuals, but it also helps protect the entire population (for example those who are too young to be vaccinated, or those that are not able to be vaccinated for medical reasons) through a concept known as ‘herd immunity’. For herd immunity to provide maximum benefit, enough people (around 90%–95% for most diseases) need to be vaccinated to halt the spread of bacteria and viruses that cause disease.</td>
</tr>
<tr>
<td>HONcode</td>
<td>The HONcode is an ethical standard aimed at offering quality health information. It demonstrates the intent of a website to publish transparent information. The transparency of the website will improve the usefulness and objectivity of the information and the publication of correct data.</td>
</tr>
<tr>
<td>Human papillomavirus (HPV)</td>
<td>HPV is a very common virus in men and women, with around 80% of people being infected at some point in their lives.[3] There are many different types of HPV that can affect different parts of the body. Most HPV infections cause no symptoms and are cleared from the body in less than a year, without the person knowing they were infected. Some types of HPV can cause genital warts and some cancers. These cancers include cancers of the genital areas (including cervical cancer in women), and some cancers of the mouth and throat.[5]</td>
</tr>
</tbody>
</table>
## Immunisation essentials for teachers

<table>
<thead>
<tr>
<th><strong>HPV vaccine</strong></th>
<th>The HPV vaccine funded through the Australian National Immunisation Program (NIP) is known as Gardasil. Gardasil protects against the two high-risk HPV types (16 and 18) that cause 70% of cervical cancers in women and 90% of all HPV-related cancers in men. It also protects against two low-risk types (6 and 11), which cause 90% of genital warts.[4]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immunisation</strong>*</td>
<td>Immunisation is the process whereby a person is made immune or resistant to an infectious disease, usually by the administration of a vaccine. Vaccines stimulate the body’s own immune system to protect the person against subsequent infection or disease.[6]</td>
</tr>
<tr>
<td><strong>Immunisation in secondary schools</strong></td>
<td>In Victoria, secondary school age students are routinely offered vaccines free of charge under the Immunise Australia Program. Adolescents are able to access these vaccines from a variety of healthcare providers however the majority receive vaccination by local council immunisation providers who deliver the vaccinations in schools.</td>
</tr>
<tr>
<td><strong>Immunisation Schedule</strong></td>
<td>Victoria has a routine schedule of vaccines provided free under the National Immunisation Program. The current 2016 Victorian schedule includes vaccines recommended during early childhood and early adolescence, as well as vaccines recommended for other population groups including pregnant women, seniors, and those at increased risk.</td>
</tr>
<tr>
<td><strong>Immunity</strong></td>
<td>The quality or state of being immune; this can be achieved via vaccination or exposure to and recovery from a disease. It is a condition of being able to resist a particular disease by preventing the development of a pathogenic microorganism or by counteracting the effects of its products.</td>
</tr>
<tr>
<td><strong>Informed consent</strong></td>
<td>Voluntary agreement by an individual (or parent/guardian on behalf of a child) to a proposed procedure, given after sufficient, appropriate and reliable information about the procedure (including the potential risks and benefits) has been conveyed to that individual.[6]</td>
</tr>
<tr>
<td><strong>Microorganism (microbe)</strong></td>
<td>An organism of microscopic size, such as a bacterium, protozoan, or virus.[8]</td>
</tr>
<tr>
<td><strong>Pathogen</strong></td>
<td>A specific causative agent of disease. For example, as a bacterium or virus.</td>
</tr>
<tr>
<td><strong>Pertussis (whooping cough)</strong></td>
<td>Pertussis (whooping cough) is a very contagious respiratory infection caused by the bacterium <em>Bordetella pertussis</em>. The major symptom is the characteristic cough, which is often followed by a ‘whooping’ sound on inhalation. It is particularly dangerous for infants – one in every 200 babies who contract whooping cough will die. Immunisation is the best way to reduce the risk of whooping cough.</td>
</tr>
<tr>
<td><strong>Tetanus</strong></td>
<td>Tetanus is a serious bacterial disease that causes muscle spasms and breathing problems. Tetanus is uncommon in Australia because of the widespread use of the tetanus vaccine.</td>
</tr>
</tbody>
</table>
Under-vaccinated groups

There are numerous population groups that may be under-vaccinated for a variety of reasons, ranging from medical contraindication, cultural beliefs, and vaccine refusal, through to issues associated with access to vaccination. Factors associated with access difficulties could include: health literacy, language, family, cultural and/or other circumstantial reasons. It is important that teachers be mindful of the complexities of these issues and possible sensitivities for particular students, their families and wider communities, which include but are not limited to: Aboriginal and Torres Strait Islanders, culturally and linguistically diverse people, people with disabilities, single-parent families and children in Out of Home Care.

Vaccination*

Refers to the process/action whereby a vaccine is administered to an individual. The vaccine is typically administered via an injection.

Vaccine

A vaccine is a biological preparation that improves immunity to a particular disease by stimulating the body’s immune system to recognise the agent as foreign, destroy it, and “remember” it, so that the immune system can more easily recognise and destroy any of these microorganisms it later encounters.

Varicella (chickenpox)

Chickenpox is caused by the varicella-zoster virus (VZV) and it is a highly infectious disease that usually causes an itchy red rash with blisters. It is one of the most common childhood diseases, although it can affect adults as well. Most people recover fully from chickenpox, but it can cause complications. A child with chickenpox can miss up to two weeks of school.

* Immunisation and vaccination

The terms vaccination and immunisation are often used interchangeably, however their meanings are not exactly the same. Vaccination means having a vaccine, that is, receiving an injection, swallowing or inhaling a fluid. [10]

For the purposes of the Victorian Secondary School Vaccine Program and the lessons contained in this workbook, the terms are used interchangeably to reflect language used in the community.
Resources

Better Health Channel (Victorian Government, Department of Health and Human Services)
Health.vic (Victorian Government, Department of Health and Human Services)
HPV Vaccine (Cancer Council Australia)
Immune Hero (Victorian Government, Department of Health and Human Services)
Immunise Australia (Australian Government, Department of Health)
References


