


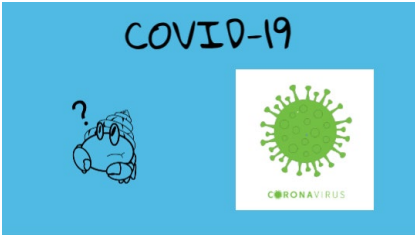
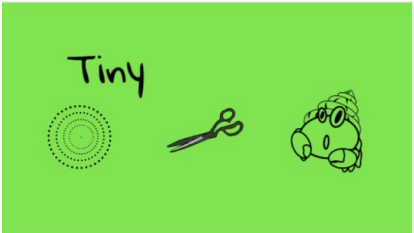

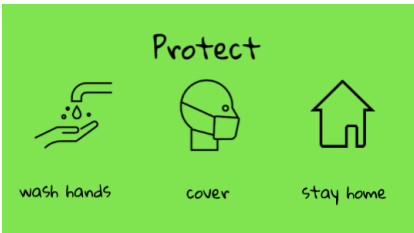
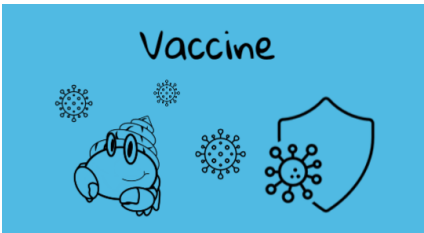


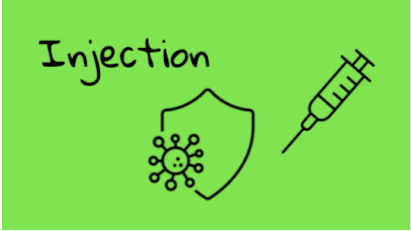

Teacher support for COVID-19 Vaccine video learning resource (5-11 years)


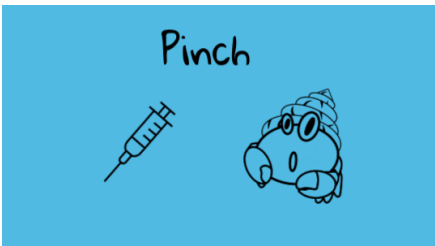

These ideas and discussion points are to support learning and teaching with primary-aged children about the COVID-19 vaccination. It is not intended to replace medical advice. For information about the COVID-19 vaccine and vaccination programme for 5-11-year-olds see the Te Marae Ora COVID-19 information page: <https://www.health.gov.ck/covid19>

Slide	Slide voice narration	Ideas for teacher classroom activities and discussion
1	<p>Kia orana, I'm Kura the hermit crab. Let's talk about being healthy!</p> 	<p>When setting up an understanding of "Being healthy": Ask children to draw a picture of what being healthy looks like or feels like. Ask children to explain their drawing to a friend or to the class. Next ask them to add to their drawing: What can we do to help ourselves and others stay healthy and well? Discuss with the class: What are common themes in the pictures? (The aspects that most or many students noted). Ask: What are some of the unique themes? (Aspects that only one or two students noted.</p>
2	<p>What does it feel like when we are healthy and well?</p> <ul style="list-style-type: none"> • we have lots of energy to play with our friends • like to eat lots of good food • we feel happy 	<p>Probe some of the common and unique themes in discussion with students. For example, ask students to share stories of a healthy meal they have eaten recently or about physical activity they have enjoyed. Support students to frame and talk about their ideas in a positive way. For example, if a student says "Don't eat lollies or drink soft drinks", the teacher could first help the class to categorise this response as 'healthy food and drink,' and then turn the statement around: "So it is important to choose healthy food and drinks."</p>
3	<p>Sometimes we are not healthy - sometimes we can get sick, and our bodies feel tired and sore.</p>	<p>Discuss how eating healthy food and being active can help our bodies to support our bodies prevent, fight, and recover from illness. Discuss and research other ideas about how we can stay healthy and well. Discuss with students: What happens when we get sick? How do we feel? Ask students to share stories about times they were sick and</p>

		<p>how they recovered. Help children to distinguish between sickness and injury or accidents. All require recovery and impact how we think and feel, but sicknesses are acquired differently - discuss this. Are sicknesses passed on? Can illness or disease develop in other ways? Think of the difference between a cold, a flu and other sicknesses such as COVID-19 that can be passed from person to person, and diseases (non-communicable disease or NCDs) like heart disease and diabetes. NCDs develop over time due to risk factors such as unhealthy diet, smoking, lack of physical activity.</p>
4	<p>Today let's talk about COVID-19 and how we can protect ourselves from getting sick. Have you heard of COVID-19? What's that?!</p> <p>COVID-19 is a virus. A virus is like a tiny little bug and make you sick. Very sick - it can be like a sore throat and cough, but can be much worse.</p> 	<p>Discuss: Where have you heard about COVID-19?</p> <p>What happens when people get sick with COVID-19?</p> <p>Draw a picture of what you think COVID-19 looks like.</p> <p>Discuss: Why do you think the virus was described as a bug? Is this the best word to use? What other words and ways could we use to describe just how tiny the virus is?</p>
5	<p>COVID-19 is so tiny that you can't see it.</p> <p>Draw the smallest dot you can. Now, imagine cutting that dot up into a thousand pieces. The virus is even smaller!</p>	<p>Discuss the virus image - what do children notice? What questions do they have?</p> <p>Discuss with the children: If the virus is so tiny, how do scientists know what the virus looks like? Explain that very, very powerful types of microscopy are used to see the structure of the virus. Help children to search online for images of the virus. Talk about and name some parts of the virus such as the spike protein.</p>

		
6	<p>Because it's so small, the COVID-19 virus can get inside your body. If it gets inside the body, the virus can make people sick.</p> <p>If you catch/get Covid-19, you might spread the sickness to other people.</p> 	<p>Discuss: How does the virus spread?</p> <p>Using a misting spray bottle, spray coloured water onto a large sheet of paper. This will demonstrate to students how far tiny droplets can spread. Try to spray through a mask – how effective are different types of cloth and disposable mask?</p> <p>Sprinkle glitter onto students' hands and ask them to touch other surfaces and shake hands with their friends to show how the virus might spread from person to person via contact. Students can wash the glitter off using soap and water but notice that a quick wash will not be very effective.</p>
7	<p>BUT we can protect ourselves and others from COVID-19! We can wash our hands, cover coughs and sneezes, stay home when we are sick.</p> 	<p>Discuss: How does washing hands, covering our mouth and nose, and staying home when sick protect us from getting sick and spreading the sickness?</p>
8	<p>I have a shell for protection and Vaccines can help to protect you from COVID-19.</p> 	<p>Discuss: How does Kura's shell provide protection? Name other animals and identify body structures or behaviours that provide protection. Make the link – we are talking about protecting ourselves from getting sick with COVID-19. How do our bodies protect us from becoming sick or getting infections?</p> <p>Talk in simple terms about external defenses such as the skin and mucous, and our internal defense - the immune system. Explain to children: Our bodies are strong and are very</p>

		<p>good at fighting infections! But sometimes our bodies need some help. Ask children – what other vaccines did they have when they were younger? What did these vaccines protect against?</p>
9	<p>A vaccine is like a medicine. The vaccine goes into your body through an injection you get in your arm. Sometimes an injection is called a shot.</p> 	<p>Help children to search for and name other words for 'injection,' such as jab, inoculation, immunisation, vaccination.</p> <p>Ask children – how do you think scientists tested that the vaccine was safe for children? Scientists had developed and tested the vaccine and knew it was safe and effective for adults. Scientists gave the vaccine to over 1500 children and compared responses with a group of children who didn't get the vaccine. They asked – were there any side effects? Did the vaccine provide protection? Explain to children: 5–11-year-olds will be given two doses of vaccine. Children receive a lower dose and less volume than an adult dose.</p>
10	<p>The vaccine helps/teaches your body make antibodies. Antibodies are like little warriors that will fight off viruses like COVID19.</p> <p>Who do you know who has had the vaccine? Now it's your turn.</p> 	<p>Explain to the children in simple terms how the vaccine is made of a special substance that teaches our body to make 'warrior' antibodies so that we are ready to fight off a COVID-19 infection.</p> <p>Ask children to talk about people they know who have had the vaccine.</p> <p>Parents/caregivers must give permission for children to have the vaccine.</p>
11	<p>How do you feel about getting the injection? You might feel worried or scared. You might not be worried at all!!</p> <p>After all, remember lots of other people have had the vaccine!</p>	<p>Discuss with the children that people feel differently about getting the vaccine. Help children to name the various feelings – confident, worried, hesitant, nervous, terrified etc.</p>

		<p>Display the words on a chart and allow children to use the words to describe their feelings. Children might like to put a coloured sticker beside the word/s that apply to them. This way you can build up a visual representation and survey of how the class feels. Children might choose a combination of feelings such as, “nervous but happy to be getting protected.”</p>
<p>12</p>	<p>What will the injection feel like? Let’s try now. Pinch yourself. Now pinch yourself harder. OUCH! The injection feels like a pinch. That little pinch is much better than getting COVID!</p> 	<p>Talk to the children and help them to prepare. Who will give the vaccine? How much did your pinch hurt? Tell students: “You will be OK with the vaccine if you were OK with your ‘Ouchy’ pinch.” The pinch only lasts for a few seconds - count to 4 and it will be over. Introduce the word “resilience.” Ask children to share about a time when they showed resilience. Foreexample, maybe they fell off a bike and jumped back on with a grazed knee. Discuss common side effects with children: after the vaccine they might have a sore arm or feel tired.</p>
<p>13</p>	<p>The vaccine protects you and protects your family from COVID. If you don’t get sick with COVID, you can’t pass it on to others!</p> 	<p>Discuss: Do you know anyone who is in danger of becoming very sick with COVID-19? These are people who are older or already live with other NCDs and illnesses. Who in your family do you want to help protect by getting the vaccine? How will you feel once you have had the vaccine?</p>

For more information visit <https://www.health.gov.ck/covid19>