

Preteen Vaccine Week



Campaign Kit Supplement

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Section 3 – Introduction

How the Preteen Vaccine Week Campaign Kit Supplement Materials Are Organized

The Campaign Kit Supplement

Section 3. This supplemental section is geared towards 6th and 7th grade teachers. It contains complete, ready-to-use activities for classroom use. The activities require little preparation and are a fun and easy way to teach children about vaccine-preventable diseases, immunizations, and concepts such as herd immunity.

Section 3

Description of Activities

Overview

This section will be most useful to 6th and 7th grade teachers and is intended primarily for them. You can email or send copies of this section to schools you think might be interested in conducting activities. These activities will help their students learn about immunizations and the diseases they prevent.

The activities in this section are complete and ready to use in the classroom. They require minimal preparation by the teacher and are a fun and easy way to teach children about vaccine-preventable diseases, immunizations, and concepts such as herd immunity.

Descriptions of Activities

Name of activity	Goals	Materials and preparation required	Class time required
#1 Preteen Vaccine Week Comic Strip Contest	To teach preteens why it's important that they are immunized against serious diseases.	<ul style="list-style-type: none"> • Photocopy or print contest rules and prize certificates 	<ul style="list-style-type: none"> • 30 to 45 minutes, depending on how much time teachers wish to allocate
#2 Jeopardy IZ Edition	To teach preteens about vaccine preventable diseases.	<ul style="list-style-type: none"> • A tri-fold free standing cardboard display (3' x 4') • Question/number/category cards • Handout: Jeopardy IZ Cheat Sheet • A board or piece of paper to keep track of points • Prizes or extra credit points 	<ul style="list-style-type: none"> • 20 minutes to watch video • 15 minutes discussion time
#3 Community Immunity Part A: Part B:	<p>(Note: Part A must be completed before Part B.)</p> <p>To teach the concepts of contagion, immunization, and herd immunity.</p> <p>To help preteens understand the potential consequences of not being immunized.</p>	<ul style="list-style-type: none"> • Cut small slips of paper • Photocopy student handout (form) • Photocopy student handout <i>Community Immunity Protects My Family</i> 	<ul style="list-style-type: none"> • Part A: 60 minutes • Part B: 15-20 minutes
#4 Why i Choose Photo Campaign	To teach preteens and other members of the community the importance of immunization.	<ul style="list-style-type: none"> • Please refer to "Activity 4" on page 47-48 for list of materials. 	<ul style="list-style-type: none"> • 10 minutes for a classroom group photo • 60 minutes or more for individual student photos

Section 3

Activity 1 – Preteen Vaccine Week Comic Strip Contest

Learning Objective

Learn about the importance of preteen immunizations (shots) for girls and boys ages 11 and 12. This activity may be used to complement information in ACT III of One Shot Heroes where Jessie convinces Selena and her parents that she needs to be immunized.

Teacher Instructions

Give students the contest rules and comic template on the next page. Submissions should be judged by the teacher or other impartial adults in a position of authority. The California Department of Public Health, Immunization Branch will feature the top comic strip on their website for preteens: www.MyBestShot.org. Other prizes, if desired, should be determined ahead of time.

Suggested prizes include:

- Certificate of recognition (template included in this section).
- Opportunity to recite the winning entry to the entire class (or school).
- Opportunity to post the winning entry on the classroom wall.
- Donated gift card to a local venue (e.g., bowling alley, theme park, etc.).
- Special recognition in the school yearbook

Top entries from each school should be forwarded by the teacher or principal to the Immunization Coordinator at the local health department. Selected winners will be considered for posting on a statewide website: California Immunization Coalition (www.immunizeca.org) or the California Department of Public Health, Immunization Branch (www.GetImmunizedCA.org).

The contest entry should include some of the following words or concepts:

Disease prevention
Vaccines *or* vaccinate
Immunizations *or* shots
Protection from serious diseases
See your doctor
11- to 12-years old

Chickenpox, HPV, flu, whooping cough, tetanus, or meningitis
Kid *or* preteen
Preteen doctor visit
Why shots are important

Provide additional learning resources where students can get ideas for their submissions:

- Share Preteen Vaccine Week brochures.
- Share websites with more information students can research:
www.MyBestShot.org
<http://www.cdc.gov/vaccines/vac-gen/howvpd.htm>
www.pkids.org/immunizations.php
www.familiesfightingflu.org
www.Bam.gov

Section 3

Activity 1 – Preteen Vaccine Week Comic Strip Contest Student Instruction Sheet

Comic Strip Contest Rules

How would you convince a friend to go to his preteen doctor visit and get the shots he needs?

Use your creativity to complete this comic strip. The first and last squares have already been drawn for you. And it's up to you to tell us what happens in between! We want to hear your story of how your friend gets over his fear of shots.

Remember—the “best” comic strip may not be the most artistic, but the one with the most creative story. Have fun with this!

The contest entry should include some of the following words or concepts:

Vaccines <i>or</i> vaccinate	Chickenpox, HPV, flu, whooping cough, tetanus, or meningitis
Immunizations <i>or</i> shots	Preteen doctor visit
Protection from serious diseases	Why shots are important
See your doctor	Staying healthy
11- to 12-years old	Required for school

To learn more about immunizations and to get ideas for your entry, you can visit these websites:

www.MyBestShot.org
www.cdc.gov/vaccines/vac-gen/howvvpd.htm
www.pkids.org/immunizations.php
www.familiesfightingflu.org
www.Bam.gov

You can also watch the video, *One Shot Heroes* featured on www.MyBestShot.org

Submission deadline: [date]

Prize: [_____]

The California Department of Public Health, Immunization Branch will feature the top comic strip on their website at www.MyBestShot.org.

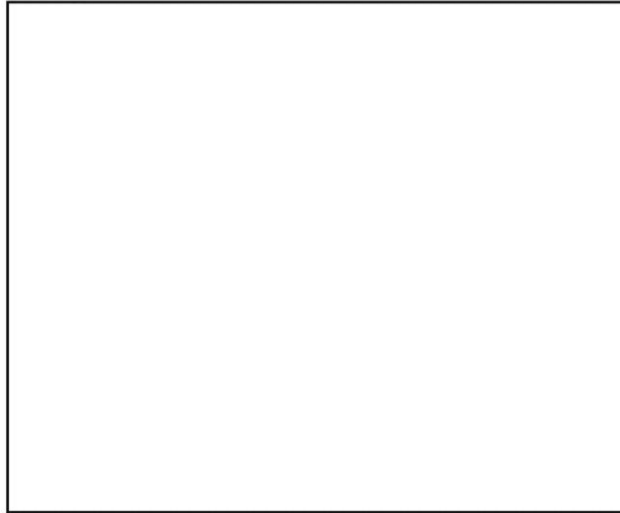
Start working on yours today!

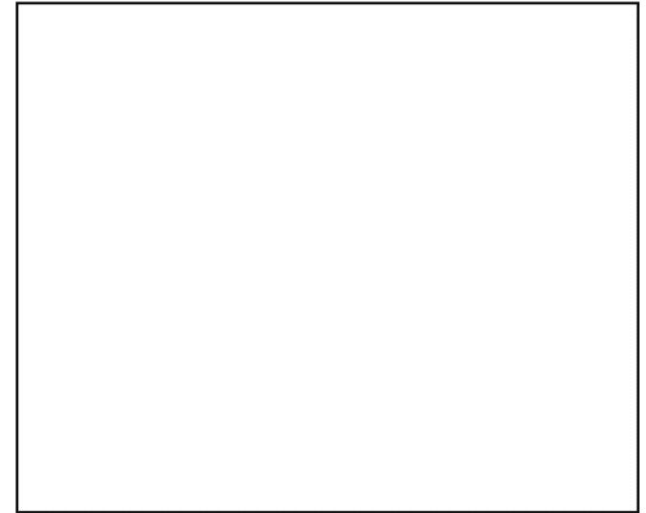
Immunizations are your best shot!

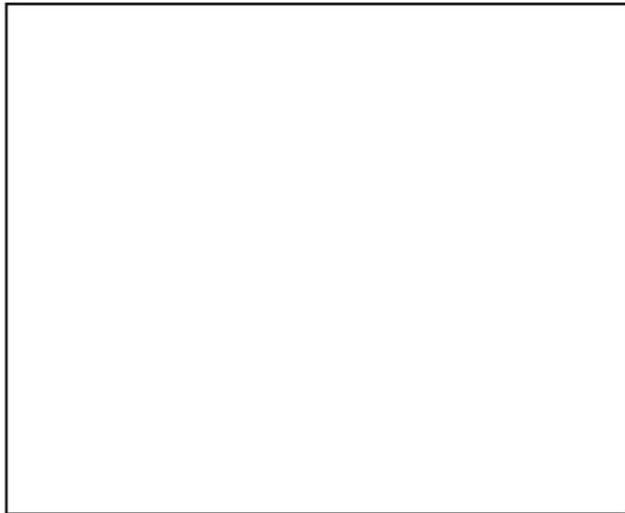


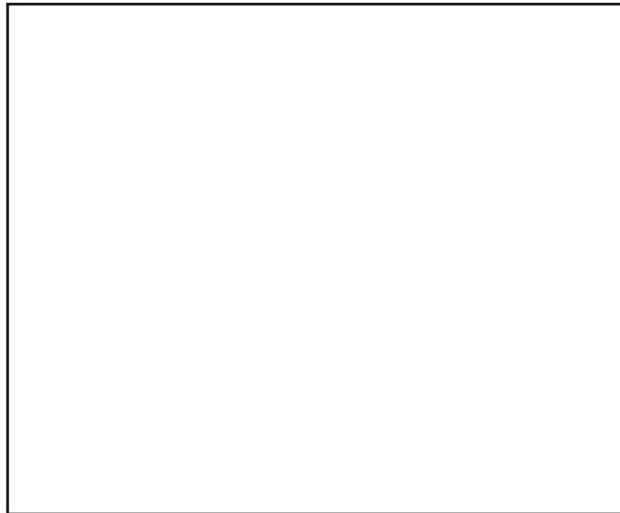
Get your shots today!

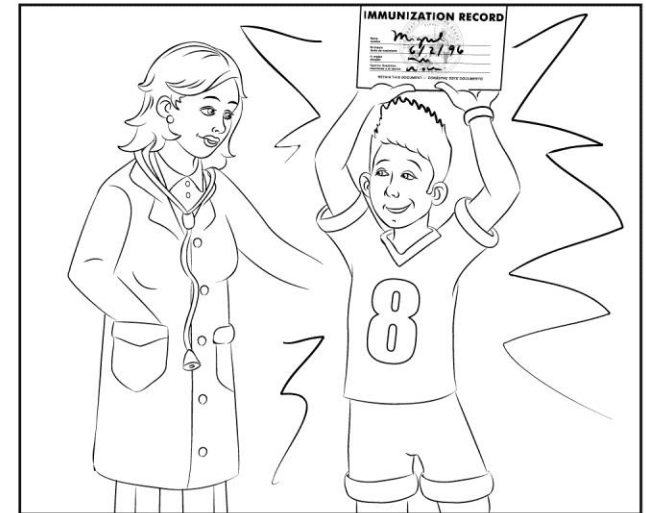
During recess, Miguel confessed to Sarah, "I really don't want to go to the doctor. I'm scared of shots!"











Miguel realized Sarah was right, "Shots are not as bad as I thought. And now I'm protected."



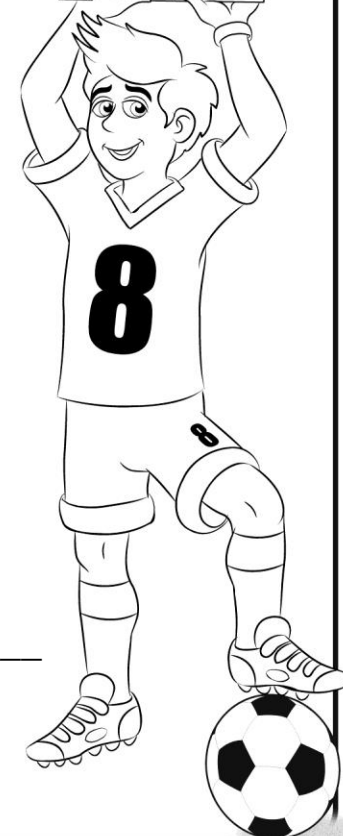
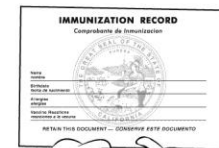
Preteen Vaccine Week Award

Presented to: **Type in Name Here**

Date: **[date]**



Congratulations on your winning entry!
[Insert your message here.] Your work helps us get the word out about the importance of immunizations in preventing disease and protecting the health of our



Signed by: _____ Date: _____

Section 3

Activity 2 – Jeopardy IZ Edition

Learning Objectives

Creatively communicate information about vaccine preventable diseases to 11- and-12 year olds. This lesson plan may be used to expand on disease information in Act One of the One Shot Heroes Film where Dr. Warpton and Braniac explain possible consequences of vaccine-preventable diseases.

Teacher Instructions

Give students the IZ Jeopardy Cheat Sheet on the next page.

- Students have 10 minutes to quietly review the information and then will be ready to play the game.
- Split the classroom in two and let the groups choose a team captain and a team name.
- Pick a number between 1 and 100 and secretly write it down. Ask the team captains to choose a number between 1 and 100. The team captain who chooses a number that's closest to the number you chose gets to have his/her team go first.
- Tell the class that the team captain will be the only one who can answer the questions, but they are allowed to receive help from the other students in their group. Students should keep in mind that the more points a question is worth, the harder it is.
- When the question is asked, they have 30-60 seconds (you decide) to discuss the question and come up with an answer. If the question is wrong or if the team does not have an answer, the next team gets to answer questions.
- Keep a tally of the scores on the board or on a piece of paper. The winning team (team with greater amount of points) gets prizes or extra credit points on their homework assignment.

How to Create your IZ Jeopardy Board

Option 1: Use different colored paper for these cards (one for the categories [i.e. HPV] and the other for the questions/answers). For the point cards, print the points on the front and the questions/answers on the back. Laminate them and place Velcro on the back side. Cards with the categories should only have the categories in the front; the back side should stay blank. Organize the cards on the board (see picture on the right). Place the cards that have been played in a pile, so teams don't answer the same questions.

Option 2: If you don't have a laminating machine, use clear card holders to hold the question cards and glue the plastic card holders to the board.

Option 3: Glue the cards (with points/categories) directly to the board and keep a list of questions/answers you can use during the game. Also, keep track of which questions have already been asked on your list.

Option 4: If you have access to a chalk/marker board, simply write the categories and corresponding points on the board. Keep a list of questions/answers you can use during the game. Delete the points designated to each question and category as it is played.



What You'll Need

- A tri-fold free standing cardboard display (3 ft by 4 ft)
- Question/number/category cards
- Handout: Jeopardy IZ Cheat Sheet
- A board or piece of paper to keep track of points
- Prizes (or extra credit points)

Section 3

Activity 2 – Jeopardy IZ Edition

Jeopardy IZ Cheat Sheet

Preteen Doctor Visit:

- ❖ All 11- and 12-year-olds need to go to a preteen doctor visit. You're growing up quickly and may have lots of questions about puberty, how to eat right, how to deal with friends that may pressure you to do drugs or drink alcohol, how to stay safe during sports or when you're alone or with friends, and how to prevent serious diseases.
- ❖ Your doctor may recommend shots (vaccines), including Tdap, meningococcal, chickenpox, flu, and human papillomavirus.

Human papillomavirus (HPV)

- ❖ This vaccine is for preteen boys and girls ages 11 and 12.
- ❖ This vaccine can help prevent cervical cancer and other types of cancer.
- ❖ HPV is the most common cancer-causing virus in the U.S.

Chickenpox

- ❖ As you probably know, anyone can catch chickenpox!
- ❖ This disease is also called Varicella and can be very dangerous to preteens and teenagers.

Meningococcal (me-ninja-cah-cal)

- ❖ Anyone can catch this serious disease
- ❖ This disease can be spread by sharing saliva (ex. sharing drinks or kissing). It can also be spread through air droplets, like when people with the disease cough or sneeze.
- ❖ Some people who catch this disease lose their limbs—arms, fingers, and legs may be cut off (amputated). Others may become deaf, have brain damage, and some even die.

Tdap

- ❖ This vaccine protects against 3 diseases: tetanus, diphtheria, and pertussis
- ❖ Tetanus is caused by bacteria that can enter your body through a small cut in your skin; it cannot be spread from person to person.
- ❖ Whooping cough is the common name for pertussis—a disease that can make you cough so hard it breaks your ribs! It could also make you vomit ("throw up") and have a hard time drinking, swallowing food or breathing. You can be sick for weeks or even months.
- ❖ California 7th graders now need proof of a Tdap vaccine before starting school.

Section 3

Activity 2 – Jeopardy IZ Edition

Preteen Doctor Visit

100 POINT QUESTION: Who should go to a preteen doctor visit?

Answer: all 11- and 12-year-olds

200 POINT QUESTION: If you got shots as a baby, do you still need to get more shots at your preteen doctor visit?

Answer: YES!

300 POINT QUESTION: Name 3 things that you, your doctor and parents may talk about during your preteen doctor visit.

Answer: nutrition, vaccines, peer pressure, puberty, safety/safety gear, diseases, drugs, alcohol

400 POINT QUESTION: Name 3 shots that your doctor may recommend at your preteen doctor visit

Answer: Tdap, Meningococcal, flu, chickenpox and human papillomavirus

HPV

100 POINT QUESTION: True or False: HPV is the most common cancer-causing virus in the U.S.

Answer: True!

200 POINT QUESTION: Who should get this vaccine?

Answer: 11- or 12-year-olds

300 POINT QUESTION: What does HPV stand for?

Answer: Human papillomavirus

400 POINT QUESTION: What is HPV? A. A virus that can cause liver cancer B. A virus that can cause cervical cancer C. A virus that can cause heart disease

Answer: B

Meningococcal and Chickenpox

100 POINT QUESTION: Who can get these diseases?

Answer: Anyone

200 POINT QUESTION: What's another name for chickenpox?

Answer: Varicella

300 POINT QUESTION: Name two bad things that can happen to you if you catch meningococcal disease.

Answer: It can lead to limb loss, deafness, brain damage, or death

400 POINT QUESTION: Give three examples of how meningococcal disease can be spread.

Answer: Sharing saliva; air droplets (i.e. sharing drinks or cigarettes, kissing, coughing and sneezing)

Section 3

Activity 2 – Jeopardy IZ Edition

Tdap

100 POINT QUESTION: “Whooping Cough” is another name for what disease?

Answer: Pertussis

200 POINT QUESTION: How does a person get tetanus? A. By having close contact with a person sick with tetanus B. When bacteria enters through a cut in the skin C. When someone sneezes all over your food

Answer: B

300 POINT QUESTION: According to a school law in California, who should be vaccinated against whooping cough before starting school? A. Kindergartners B. 1st -6th graders C. 7th graders D. All college students

Answer: C

400 POINT QUESTION: Name the three diseases that this vaccine protects against.

Answer: Tetanus, diphtheria, pertussis (whooping cough)

Section 3

Activity 3 – Community Immunity

Learning Objectives

Part A: to teach the concepts of infection, immunization and herd immunity.

In Part A, students learn that vaccine-preventable diseases spread easily among people who have not been immunized. How easily a disease spread depends on the level of “community immunity” in that population.

Part B: to show preteens how their health choices could expose their family to disease or protect their family from disease.

- Part B brings the message home. Students talk about possible consequences to family members and to the community when some people are not immunized.

These activities may also be used in conjunction with Act 3 of One Shot Heroes to teach kids more about how herd immunity works. In the film, Jessie shows Selena and her parents a video clip demonstrating that when individuals choose to get immunized, they are also protecting the ones around them.

Teacher Instructions

Based on time available, please follow the procedures for either Part A or Part B. Part A takes 60 minutes to complete. Part B takes approximately 15-20 minutes.

Materials needed

Part A

Small slips of light blue paper (for the number of students in the class) and 3 small slips of red paper

25 pink adhesive dots (or a pink marker)

For each student:

- A copy of the student handout, Community Immunity Infection Results
- One index card
- One envelope

Part B

A copy of *Community Immunity Protects My Family* for each student

Section 3

Activity 3—Community Immunity

Part A: Herd Immunity

Background

Part A. of Community Immunity demonstrates how immunization and/or lack of immunization can affect a community. As students work through three different scenarios they discover how mass immunizations safeguard the health of their classroom community. Through process of elimination, students also learn how identify the first people who became infected with the disease.

Do not tell students how many people are infected or immunized. That is what they discover during the scenarios.

In all three scenarios, there are always 3 “infected” people.

- In the first scenario, no one is immunized.
- In the second, three people are immunized.
- In the third, three-fourths of the class is immunized.

There are two options for doing this activity:

Option #1. With the first option, the procedure as written below allows students to trace the infection back to the originally infected people.

Option #2. With this option, eliminate the small group activity and do the entire activity in one large group. Results can be compiled on the board after each scenario instead of on the student handouts. When the activity is done this way, it is not necessary to remember the names of the "infected" students.

First scenario (No one is immunized)

Preparation

Before class, put the red and blue slips of paper in the envelopes. There should be three “infected” envelopes containing red slips; the remaining envelopes contain blue “uninfected” slips.

Procedure

1. Give each student an envelope and tell them to look inside. At this point, they shouldn’t show anyone their “color.”

At your signal, students get up from their seats and wander around the classroom.

After 60 seconds, tell students to stop and whisper the color of their slip to a student nearby

Section 3

Activity 3—Community Immunity

Tell students to remember the name of the student he or she spoke to and the color that student whispered.

Tell students they may discretely write the person’s name and paper color on an index card. If a student hears the color “red,” then he or she is now infected and must whisper “red” on all future exchanges.

Finish the scenario by having two more exchanges. Be sure that students speak to a different student during each exchange.

After the third exchange, have students work in groups of five or six, with an even number of groups in the class.

- Each group should choose a facilitator and a secretary. The goal for group members is to compare lists to see who said “red.”
- The secretary records the name of every “red” or “infected” student and the number of times that student’s name has been reported.
- For example, one group’s list might look like this
 - Infected Students:
 - Selena I
 - Jessie III
 - Corey II

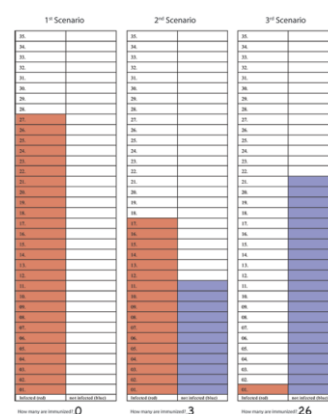
(At this point, this group of students might be able to conclude that Wally is an original carrier of the disease because in all three exchanges he told people he was “red.”)

After the group gathers the information, combine them with another group to see if there is another student who whispered “red” **three times**. During this process students will discover the original carriers of the disease.

Give each group a *Community Immunity Infection Results* handout and an index card.

Work with the students to fill out the first scenario of the bar graph handout. Tell them to:

- Color in the boxes in the column up to the total number of “infected” students in the left column.
- Color in the boxes in the column up to the total number of “healthy” students in the right column.
- Write in the number zero in “How many were immunized?” at bottom of columns.



Section 3

Activity 3—Community Immunity

Second Scenario (Three people are immunized)

Preparation

Note: Preparation for the second scenario can be done while students are trying to find the three originally infected people in the first simulation.

Collect students' envelopes and put a pink adhesive dot or a dot drawn with a pink marker on three of the blue slips. This pink dot means that a person is protected by immunization.

Procedure

2. Tell students that this time some of them will be protected by the presence of a pink dot on their blue slip.

Pass out the envelopes and repeat the scenario, making three exchanges as before. Be sure that students understand that they are protected (immunized) from getting the virus if they have a pink dot. The students with the dot who hear the color “red” do **not** become infected and should continue to whisper “blue” on future exchanges. Again make sure that students do not let anyone know their status ahead of time. Tell them that they can discretely jot down the names of those they speak to and their colors.

Tell students to create a graph for the second scenario as they did for the first scenario that indicates “**three immunizations**” at the bottom.

Tell them to discuss the difference in the two graphs and the effect on the population of having three people immunized against the disease.

Third Scenario (Three-fourths of the class are immunized)

Preparation

Collect the envelopes again. Put pink dots on three-fourths of the blue slips to demonstrate herd immunity.

Procedure

3. Redistribute the envelopes and have students repeat the simulation. Remind them of the rules.

Tell them to again work in groups to create a third graph by writing:

- The number immunized below each graph.
- The words “Herd Immunity” at the top.

Discuss the findings with the students, helping them to understand how important it is for everyone to be immunized against disease.

Section 3

Activity 3 – Community Immunity – Herd Immunity Infection Results

Herd Immunity Infection Data

1st Scenario

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08.	
07.	
06.	
05.	
04.	
03.	
02.	
01.	
Infected (red)	not infected (blue)

How many are immunized?___

2nd Scenario

35.	
34.	
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10.	
09.	
08.	
07.	
06.	
05.	
04.	
03.	
02.	
01.	
Infected (red)	not infected (blue)

How many are immunized?___

3rd Scenario

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12.	
11.	
10.	
09.	
08.	
07.	
06.	
05.	
04.	
03.	
02.	
01.	
Infected (red)	not infected (blue)

How many are immunized?___

Section 3

Activity 3 – Community Immunity

Part B: Community Immunity Protects My Family

Preparation

Make a copy of Community Immunity Protects My Family for each student.

Procedure

4. Ask for a volunteer to summarize the concept *herd immunity*. If you did not conduct Part A of the activity, explain herd immunity to the class.

Give each student a copy of the handout *Community Immunity Protects My Family* and ask students to read it.

Use the questions below to facilitate a discussion about the importance of community immunity to the individual, to the family and to the community as a whole:

- What might happen if you get whooping cough and give it your baby sister or brother?
- Many moms work outside the home. How might your mother be affected if your baby brother or sister catches chickenpox from you?
- What could happen if your grandmother caught influenza (flu) from you?
- How does everyone benefit from community immunity?
- What might happen if kids stopped getting immunized?

Section 3

Activity 3 – Community Immunity

Community Immunity Protects My Family: Student Handout

You are very lucky to be a preteen living in the United States in 2015! There are now vaccines to prevent many of the diseases that kids used to get that made them very sick. Many children died. Most people can now be immunized against those diseases—such as Hep B, mumps, meningitis, whooping cough, and chickenpox.

And most of those vaccines can be given to little babies. But not all vaccines can be given to babies and very small children. If babies get a disease they are too young to be immunized against, they can get very sick, or even die. That's one of the reasons it's so important for you to get your shots. If you don't, you could get a disease, like whooping cough, and give it to your little brother or sister. It is very easy to pass diseases at home. You would probably get sick, but you'd also probably get better.

You might not even get sick or even know you have the disease. But you could still give it to a baby. Whooping cough is very dangerous for babies, and babies are too young for shots to fully protect them.

Think about how many babies and young children are around you all the time—like your little brothers and sisters, your cousins, and their friends.

So don't take chances with your baby brother or sister's health or with the health of any other baby or small child.

And you can help protect your grandparents, too! Some vaccines can't be given to older people either. Older people are much more likely to become seriously ill and even die from some diseases that you would probably quickly recover from.

Get your shots!

Section 3

Activity 4 – i Choose Photo Shoot

Learning Objective

To teach the importance of immunization. The i Choose campaign is unique in the sense that its materials are customizable, adaptable to any age group, ethnicity, population and/or vaccine-preventable disease and can include educational information to be utilized and distributed in healthcare, educational or other community settings. Check out our [gallery](#) to see how others have used the i Choose campaign. Whether you are a teacher or school nurse, you can use the tools on this page to develop and promote the i Choose movement in your school.

Teacher Instructions

Time required will depend on the size of the group.

Materials needed

Before taking i Choose photos, review the supply list below. You may find that you need some or all of these supplies.

- **Digital camera** – (with plenty of battery support and storage capabilities). Cameras with 7.0 megapixels or better work best for 8.5 x 11 posters.
- **Computer and printer** – You may need a computer and printer the day of an i Choose Photo Activity if you are handing out photos to event participants on the spot. Please see the “Incorporating i Choose into Activities” for more information.
- **Photo printer** – (optional) Many cameras can hook directly up to a photo printer. Photo printers can plug directly into the wall, do not require the use of a computer and cost between \$50 - \$100.
- **Polaroid camera & film** – You will need these if you are handing out photos to event participants on the spot. Please see the “Incorporating i Choose into Activities” for more information.
- **Washable non-toxic black marker** – You’ll need this for drawing an “i” or “yo” onto the hand (or other appropriate part of the body) of the person posing in the photo. You can order Crayola washable black markers in bulk (1-dozen) from www.allartsupplies.com. You can also buy these as part of a washable marker variety pack from any office supply or drug store.
- **Baby wipes, make-up remover wipes or non-toxic cleaning wipes** – These work well to remove the marker after you are done with the photo shoot.
- **Make “i” and “yo” posters** – For photo participants who do not want to draw on their body, use the “i” or “yo” (for Spanish photos) templates found in **Appendix A** to make several “i” and “yo” posters. Use a photo-copier to shrink or enlarge the “i” and “yo” to desired size and photo copy. It works well if you glue the “i” or “yo” to white foam board. Although whyichoose.org has the letter “I” in the capital form in some photos, the lower case “i” is the preferred form of “i” for the campaign.
- **Plain white paper and a sharpie or small dry erase board with dry erase marker** – When taking “i Choose” digital photos, ask people to pose for at least two photos. In the first photo, ask them to hold up the dry erase board (or white sheet of paper) with their name written on it. This way, you are able to identify later who they are when matching the photos to the “i Choose Consent and Release Agreement” and “Personal Immunization Statement.” The subsequent photo is their individual “i Choose” photo.
- **Copies of the “i Choose Consent and Release Agreement”** – Please review these agreements and instructions ahead of time to determine which agreement is appropriate for your organization and event. Make sure you have someone available to explain the forms if anyone has questions.
- **Copies of your local health department/coalition or other organization photo release form** – You only need this form if your school requires it. Please review instructions for the “i Choose Consent and Release Agreement” instructions for more information. Make sure you have someone available to explain the form if anyone has questions.

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- **Copies of the “Personal Immunization Statement”** – Make copies of both the “Minor” and “Adult” (if needed) versions of the form. Make sure you have someone available to explain the form if anyone has questions.
- **Box of pens** – Make sure enough pens are available to sign the forms onsite during an “i Choose” Photo Activity.
- **i Choose Promotional Flyer** – Be sure each participant receives a copy of the flyer so they can learn more about the campaign and are able to contact someone locally if they have any questions.
- **Sample i Choose photos/posters** – Have examples of i Choose photos or posters around so participants can see what the finished product might look like. Examples of community posters are located in **Appendix B**. You may also use the developed posters from the “Promote i Choose” section at <http://www.whyichoose.org/promote.html>.
- **Background/props** – Prepare a background or props ahead of time if you plan to use them in your photos.
- **Table and chair** – Set-up a place for people in the photo to be able to complete the required forms.
- **Snacks, incentives or give-away items** – If your budget permits, have water or other refreshments available, especially if people will be standing around while waiting for their photo to be taken. Also, try to come up with a small incentive item or give-away as a way to thank them for their participation.

i Choose Photo Shoot Guidelines

The following information will help you with taking i Choose photos to be used for creating community posters, uploading onto [whyichoose.org](http://www.whyichoose.org) or your school’s website, developing collages and for other media.

General Picture-Taking Guidelines:

The i Choose campaign is designed so that it highlights the individuality of those featured in the photos. Get creative and encourage your subjects to be creative. The “i” or “yo” does not have to be placed on the hand. Before taking photos, please take a few moments to review photos from the [whyichoose.org](http://www.whyichoose.org/gallery.html) gallery for ideas and examples at www.whyichoose.org/gallery.html.

Appearance and Clothing Guidelines: Ask students to wear solid colored shirts and solid pants (jeans, khaki’s, etc.) without brand names showing. If you are taking photos on-the-spot, don’t worry about the clothing guidelines. Show your appreciation for their participation and when taking the photo, do your best to pose the subjects so that brand names or logos are not showing. For more specific clothing and appearance guidelines, please see **Appendix C**.

Setting up the shot:

- Take pictures with the youngest children first. They tend to tire easily.
- Decide where and how the subject(s) is going to pose. Will they use a prop? Will they be standing/sitting? Solid or non-busy backdrops work best.
- Draw the “i” or “yo” on the subject’s hand or other part of the body, or ask the subject to hold an “i” or “yo” poster. See “i” and “yo” letter templates in **Appendix A**.
- You may want to paste in the word “Immunize” on the photo later and it works best when ONLY ONE PERSON IN THE PHOTO HAS AN “i” or “yo” ON THEIR BODY. See the “gallery” at [whyichoose.org](http://www.whyichoose.org/gallery.html) for examples at www.whyichoose.org/gallery.html. The exception to this is if you are taking a large group shot with everyone holding an “i” or “yo”. In this case, the word, “immunization” will go in a more general place on the photo.

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- Take the first digital photo of the subject or group using the dry erase board (or white sheet of paper) with their name written on it. See details in the supply list above for more information.
- Time permitting; take several photos of each subject. Have them stand in several poses. Use different props (if applicable).
- Avoid having the subject place the “i” or “yo” next to their face or near the face of other subjects in the photo. This can make it difficult to paste the word “immunize” in the photo later. See examples below:



After the photo shoot is finished:

- Upload your photos to a computer for saving and editing.
- As soon as possible after the shoot, name each photo according to date and who is in the photo (ex. 021315_SimondsElementary_JonesM_1)
- Make sure you have the appropriate number of signed “Photo Release Forms” and “Personal Immunization Statements.” ([child](#) | [adult](#)) Follow up on any that are incomplete.
- If possible, scan all the “Photo Release Forms” and “Personal Immunization Statements” into electronic form and save them in the folder with the photos.
- Save these photos in several locations, including onto a CD or Flash drive.
- Decide which photo will be used for each subject.
- Perform basic editing on photos you will be using as the final photos using Microsoft Picture Manager (found on most computer with the Microsoft Office Suite) or other software (if applicable) to remove red eye, brighten photo, crop, etc.
- Save these photos with the word “final” in the title (ex: 021315_SimondsElementary_JonesM_1_Final).
- Place all of the “final” photos into their own folder and save in several locations.

Decide what to do with your photos

There are a variety of uses for the photos you have taken. Following the photo shoot, decide what you are going to do with your photos. Are you going to print them and turn them into a collage? Will you upload them onto your school’s website? Will you upload them onto whyichoose.org? Are you going to make community posters?

Uses for Photos:

- Print them the day of the event and distribute to the subjects who posed for the photos.
- Print them after the day of the photo shoot and turn them into collages for your organization or school.
- Upload them to your school’s website.
- Incorporate them into an i Choose community poster.
- Upload them to <https://www.voicesforvaccines.org/why-i-choose-image-submission/> for the gallery portion of the website.
- Upload them to your school’s social networking site, such as Facebook or Instagram.

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- Send out an email blast with a small jpeg of the photo embedded into the message.

Uses for Community Posters:

- Email the posters (in PDF form) to LISTSERVs you are connected with.
- Send the poster as part of a fax blast.
- Print the poster and display it at your local health department, senior centers, schools, etc. Distribute them to PTA's, at health fairs, etc.

Uploading photos to whyichoose.org:

Please keep in mind that community posters and photos that are uploaded to whyichoose.org are separate pieces. The photos must be sent as single jpeg files (not as part of a poster) in order for them to be uploaded to the why i choose gallery.

- All photos uploaded to whyichoose.org must be received in jpeg format (the typical format that most photos are in when uploaded onto your computer from a camera). The higher the resolution, the better.
- All photos must be accompanied by the why i choose version of the photo release form (please see Photo Release Form for more information) and a Personal Immunization Statement. You can email all photos and forms to info@whyichoose.org or mail in the forms. Please email whyichoose.org for current mailing address. If you have a lot of photos and release forms, you may also mail the photos (in an electronic format) and release forms (preferably also in electronic format).
- Make sure all forms and photos are labeled with the same name for easy matching.
- Please also include your contact information and feel free to include a brief description of your event.

Creating a community poster:

- Use the i Choose Community Poster Template found at <http://www.whyichoose.org/promote.html>.

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APPENDIX A — Print out this page and cut out the “i” or “yo”. Place on a photo-copier and enlarge or shrink until desired size is achieved. Glue onto white-colored foam board for support.



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APPENDIX B – Community Poster Examples

Immunize
choose.

whyichoose.org

Cecilia – Aspiring Pediatric Nurse
Oakland, CA

"With two children that have asthma, it is important to make sure that they are "up-to-date" on their immunizations to keep them from getting sick. My name is Cecilia and I **choose** to immunize. What do you choose?"

Visit whyichoose.org to learn more about vaccines and the "I Choose" campaign.

choose

Immunize
choose.

whyichoose.org

Cheryl, 28 – Registered Nurse
Kelsey, 3 – Aspiring wish granter
Contra Costa County, CA

"As a premature baby, Kelsey was at a higher risk for certain conditions. Keeping her up to date with vaccines is one of the ways I can help protect her and keep her healthy throughout her life. My name is Cheryl and I **choose** to immunize."

Visit whyichoose.org to learn more about vaccines and the "I Choose" campaign.

choose

Immunize
Choose.

whyichoose.org

Jessica, 21 – Fashion Design Student
San Francisco, CA

"As a full-time student in a competitive major, I cannot afford to get sick. I make sure to take good care of myself which includes me staying up to date with all my vaccinations. My name is Jessica and I **Choose** to immunize."

To learn more about vaccines or the "I Choose" campaign, visit – www.whyichoose.org.

choose

decido
vacunar.

whyichoose.org

Oscar, 35 – Fanático de Arnold Schwarzenegger
San Francisco, CA

Soy un entrenador personal y necesito estar sano para ayudar a mis clientes. Dependo de las vacunas para mantenerme fuerte y guapetón. ¡Me llamo Oscar y decido vacunar!

Para más información sobre las vacunas y la campaña "Yo Decido", visite www.whyichoose.org

choose

These posters are examples only and not intended for mass distribution or reproduction.

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APPENDIX C – i Choose Photo Shoot Clothing & Appearance Guidelines

Thank you for participating in the “i Choose” Immunization Campaign photo shoot. To make this photo shoot be as successful as possible, please review the following clothing and appearance guidelines when preparing to pose for your photo. To add variety in the photos and in case of an accident, try to bring at least one change of clothing, especially for children.

For examples of i Choose photos, please visit the “gallery” section of www.whyichoose.org.

General suggestions for things to AVOID:

Bold stripes or patterns
 Distracting logos or writing (no brand names showing on any clothing)
 Sparkles
 Baggy clothing
 Watches
 White and gray clothing
 Empty pockets
 Clothing that is too tight or revealing

General suggestions for make-up, hair and shoes:

Make-Up:

Make-up (keep in natural tones)
 Minimal or no make-up for females under 16 (clear lip gloss okay)
 Bring face powder (if appropriate)

Hair:

Bring your own brush or comb
 Wear hair in a casual way, avoid fancy hair-do’s (everyday look)

Shoes:

Tennis Shoes (any color)
 Flip Flops (solid color- avoid sparkles or patterns)
 Wipe off scuffs or dirt ahead of time

	<u>Female</u>	<u>Male</u>
<u>Do’s</u> – suggestions for things that work well.	Solid shirts (Green, Yellow, Brown, Blue, Purple, Orange, Red, Black) Jeans, Capri’s Shorts (Just above the knee or longer) Skirt/Skort (Just above the knee or longer) Limit the amount of accessories	Solid shirts (Green, Yellow, Brown, Blue, Purple, Orange, Red, Black) Button down shirts, T-Shirts, Polo (w/ no logos or designs) Jeans, Cargo Pants Shorts (Cargo or Jean)
<u>Don’ts</u> –things to try to avoid.	White or light colored clothing Turtlenecks Sleeveless shirts, Tank tops, Spaghetti straps, Tube tops Avoid formal or business wear	Avoid suits, ties, or other formal clothing or business Avoid high socks with sneakers