



Tuesday June 11, 2019

Read the feature topic about immunisations in today's ED! Magazine and complete some of the activities below.



- What is the purpose of a vaccine?
- What is an antigen?
- Discuss your experience with immunisations:
 - Have you had the flu vaccination this year? Why did you get it?
 - Have you needed certain vaccinations before travelling overseas?
 - Do you have any tips on how to be brave for a needle?



- Locate the following words in the text, then find their meanings: 'inscriptions', 'confronting', 'paediatric', 'crucial' and 'infectious'.
- Search online to find out more about 'herd immunity', then draw a visual representation of how it works.
- In pairs, search online to find out how a cold and the flu (influenza) compare. Use a Venn diagram to show the similarities and differences.



- Research smallpox, polio or measles. Find out the symptoms, potential long-term effects, how it is spread and whether it is currently a problem in other parts of the world.



- In pairs discuss the following questions and form an opinion on each:
 - Should vaccination be compulsory or should people have the choice whether or not to vaccinate themselves?
 - If most people are vaccinated, does it matter if some choose not to be?
 - If you had a bad reaction to a vaccination, would that stop you from having other vaccinations in the future?



- Create a poster reminding people about how to protect themselves from catching colds or the flu. Include cough etiquette, hand washing and flu vaccination.
- In groups, create a song or a rap about what you should do if you get sick. Include things like keeping your germs away from others, resting and drinking plenty of fluids.



- Look through your copy of *The West Australian* for any articles about vaccinations. What is the main issue discussed?

Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



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Read the stories in ED! Magazine's *NEWS FLASH* column and complete some of the activities below.

Aussie wins French Open



- Why do you think Ashleigh Barty's victory is described as 'astonishing'?
- Before winning Wimbledon in 1980, Evonne Goolagong won a French Open. Find out what year that was and how old she was at the time.
- Both Ashleigh and Evonne had success at a young age. What do you hope to have achieved by the time you are Ashleigh's age?



- Research Ashleigh Barty to write a list of five facts about her career as a sportswoman, and five facts about her which are not related to sport.



- Write a thought bubble to go with the photo.

AFP raid media



- Which offices were raided by the Australian Federal Police and why?
- What does 'impinging on free speech' mean?



- What sort of information might be 'classified'?
- Why might the government be concerned about the release of 'classified' information?



- Consider the statement: 'the media should be free to publish whatever it wants'. List three arguments for and three against this statement, then form an opinion.

D-Day tribute



- What is a 'veteran'?
- In which war did 'D-Day' occur?



- Research D-Day and write down five facts about it. In what way was Australia involved?



- Search online to find out more about the public's opinion of Theresa May, Emmanuel Macron and Donald Trump. How do they compare as leaders? Which do you think is the best leader?



- Imagine you worked for the office of Emmanuel Macron, and you were asked to send a formal invitation to someone from Australia to come to the D-Day ceremony. Who would you invite, and how would you word the invitation?