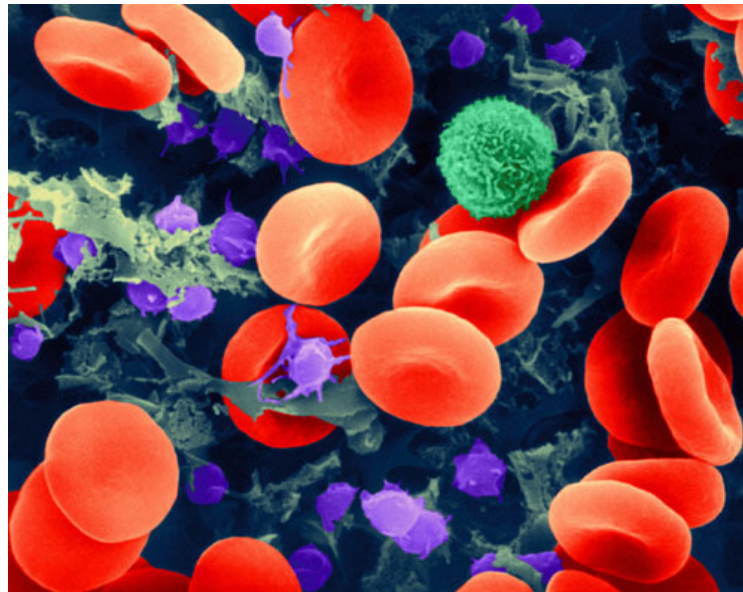


Unit 2: Disease Prevention

Instructional Activities for Ages 2-6



PKIDs' Infectious Disease Workshop

Made possible by grants from the Northwest Health Foundation,
the Children's Vaccine Program at PATH and PKIDs.

PKIDs' Infectious Disease Workshop

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Acknowledgements

Producing this workshop has been a dream of ours since PKIDs' inception in 1996. It has been more than two years since we began work on this project, and many people helped us reach our goal. It's not done, because it is by nature a living document that will evolve as science makes strides in the research of infectious diseases, but it's a great beginning.

There are people who've helped us whose names are not on this printed list. That omission is not deliberate, but rather from our own clumsiness in losing important pieces of paper, and we apologize.

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This publication contains the opinions and ideas of its authors. It is intended to provide helpful and informative material on the subject matter covered. Any information obtained from this workshop is not to be construed as medical or legal advice. If the reader requires personal assistance or advice, a competent professional should be consulted.

The authors specifically disclaim any responsibility for any liability, loss, or risk, personal or otherwise, which is incurred as a consequence, directly or indirectly, of the use and application of any of the contents of this workshop.

Introduction

PKIDs (Parents of Kids with Infectious Diseases) is a national nonprofit agency whose mission is to educate the public about infectious diseases, the methods of prevention and transmission, and the latest advances in medicine; to eliminate the social stigma borne by the infected; and to assist the families of the children living with hepatitis, HIV/AIDS, or other chronic, viral infectious diseases with emotional, financial and informational support.

Remaining true to our mission, we have designed the *Infectious Disease Workshop (IDW)*, an educational tool for people of all ages and with all levels of understanding about infectious diseases. In this workshop, you will learn about bacteria and viruses, how to prevent infections, and how to eliminate the social stigma that too often accompanies diseases such as HIV or hepatitis C.

We hope that both instructors and participants come away from this workshop feeling comfortable with their new level of education on infectious diseases.

The IDW is designed to “train-the-trainer,” providing instructors not only with background materials but also with age-appropriate activities for the participants. Instructors do not need to be professional educators to use these materials. They were designed with both educators and laypersons in mind.

The IDW is comprised of a master Instructor’s Background Text, which is divided into six units: Introduction to Infectious Diseases, Disease Prevention, Sports and Infectious Disease, Stigma and Infectious Disease, Civil Rights and Infectious Disease, and Bioterrorism and Infectious Disease.

For each unit, instructors will find fun and helpful activities for participants in five age groups: 2 to 6 years of age, 6 to 9 years of age, 9 to 12 years of age, 13 to 18 years of age and adults.

We welcome any questions, comments, or feedback you may have about the IDW or any other issue relating to infectious diseases in children.

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WEBSITE: www.pkids.org

Dear Parents,

Our class will soon be studying infectious diseases. We will learn about what germs are and ways we can keep from spreading germs. We will also learn that people who have infectious diseases don't have to be treated differently or singled out just because they have a disease.

The workshop we will use has been created by PKIDs (Parents of Kids with Infectious Diseases), a national nonprofit organization dedicated to supporting families touched by infectious diseases.

Your child may have questions about germs or may come home with new ideas about preventing the spread of germs. Here are a few ways you can stay informed:

View PKIDs' website. PKIDs' website can be found at www.pkids.org. You may also request information by calling PKIDs at 1-877-55-PKIDS.

View the instructor's background text for the Infectious Disease Workshop (IDW). The primary purpose of this text is to provide teachers with background information on infectious diseases. It is a good text for anyone seeking general information on infectious diseases. The text provides information about specific diseases, methods of disease prevention, and civil rights for those affected by infectious disease. Visit www.pkids.org for a link to the IDW background texts in PDF format.

View descriptions of the activities we will be doing in class. Visit www.pkids.org for a link to the activities and handouts in PDF format.

The world becomes smaller every day and germs from near and far continue to threaten our health. It is extremely important to educate our young people, equipping them with prevention methods to protect their health and stop the spread of disease.

As always, please feel free to contact me with any questions!

Sincerely,

HANDWASHING SONGS

LEVEL

Ages 2-6

OBJECTIVE

Students will learn good handwashing behavior through the use of song and movement.

MATERIALS

None

PREP

Select hand motions/body movements to accompany the song. Pick movements that mimic those they will use when washing hands, squirting soap, etc.

INSTRUCTIONS

Explain to the students that you would like to teach them a new song about washing their hands. It will sound like a song they know.

1. Sing the song for them. You may want to leave out the motions/movements to save as a special “surprise” for after they learn the song.
2. Ask them if they know what song it sounds like (to help them recognize the melody and make it more like a game).
3. Teach them the song. (One way to do this is to have them copy you—you sing one phrase while pointing to yourself, then you sing it again with them while holding your hands out to indicate the whole group.)
4. As they are able to sing most/all of the song at once, add the motions/movements, which will help them remember the song as well as handwashing behaviors.
5. The CDC recommends that hands be washed for at least 15 seconds. Each of these songs has a specified time length so that children can sing the song for an appropriate amount of time while washing their hands.

SONGS

(to the tune of *Row Your Boat*, entire song is 15 seconds)

Wash, wash, wash your hands
Often every day,
Don't forget to use the soap
And wash those germs away!

Wash, wash, wash your hands
Every time you eat;
After flushing the toilet
Clean hands can't be beat!



(to the tune of *Twinkle, Twinkle*, entire song is 15 seconds)

Wash your hands to get them clean,
Germs away, they won't be seen.
Wash them when you play with worms;
Wash them to get rid of germs;
Wash your hands to keep them clean
Germs away, they won't be seen.

(to the tune of *Here We Go 'Round the Mulberry Bush*, 2 verses total 15 seconds)

(This song concept is taken from www.healthteacher.com/lessonguides/personal/k-1/pch8elk1/teaching.asp#1 and presented here with a few additional phrase ideas.)

This is the way we wash our hands,
Wash our hands,
Wash our hands,
This is the way we wash our hands
To keep the germs away.

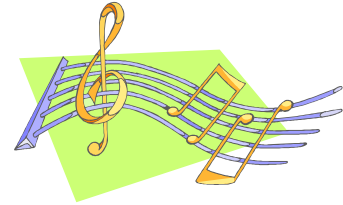
This is the way we scrub our clothes...
This is the way we take a bath...
This is the way we cover a sneeze...
This is the way we cover a cough...
This is the way we blow our nose...

PKIDs original Handwashing Song

(Handwashing video with song available from PKIDs, or sing to the tune of *I'm A Little Teapot*; 1 verse is 15 seconds long.)

Turn on the water and wet your hands
Grab some soap and rub it in
Scrub your fingers and the backside too
Rub and scrub 'til they feel brand new.

Rinse them off and dry them good
Turn off the water, now you're all through
Rub and scrub those germs away
Hands are clean so shout "Hooray!"



ASSESSMENT

Can students apply learned behaviors to real-life situations?

COUGHING, SNEEZING and NOSE BLOWING

LEVEL

Ages 2-6

OBJECTIVE

Students will cover their mouths and noses when coughing, sneezing, or blowing nose.

MATERIALS

- Tissues.
- Spray bottle filled with warm water.

PREP

None



INSTRUCTIONAL COMPONENTS

1. Discuss/review how germs are too small to see, but they can still make us sick.
2. Discuss/review how everyone has germs and we don't want to spread them to each other because we don't want ourselves or others to get sick and feel bad.
3. Have the students think of ways people can spread germs to each other (touching, through the air, etc.).
4. Spray a mist of water into the air above the class. Ask students to raise their hands if they felt any water. Try this from a few different angles (i.e., different sides of the group).
5. Explain that sneezes and coughs can act just like the water, and that germs can live in sneezes and coughs and get on us and make us sick.
6. Ask students, "How can we keep our sneezes and coughs from getting on other people?"
7. Explain that the best way to keep our sneezes/coughs from other people is with a tissue.
8. Pass out tissues and have the students practice:
 - Covering their mouth and nose
 - Sneezing/coughing into it
 - Throwing it away
9. Discuss how using a tissue is a good way to blow your nose and is better than picking your nose.
10. Here is a rhyme you can teach students to help them remember to use tissues!

May I have a tissue, please,
To cover my mouth and nose?
Into it I cough or sneeze,
And then, away it goes!

ASSESSMENT

Can students apply learned behaviors to real-life situations?

(Lesson idea and "tissue rhyme" are courtesy of HealthTeacher.com.)

STANDARD PRECAUTIONS

Matching Exercise

LEVEL

Ages 2-6

OBJECTIVE

Students will identify methods for preventing infectious disease transmission.

MATERIALS

- 1 copy of the Standard Precaution matching handout per student.
- Crayon/pencil for each student.

PREP

None

INSTRUCTIONAL COMPONENTS

Do the activity together as a class. Talk about each pair that is matched.

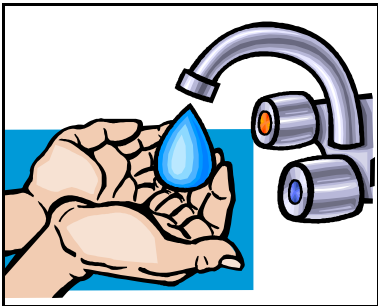
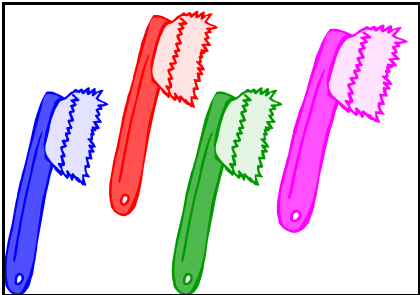
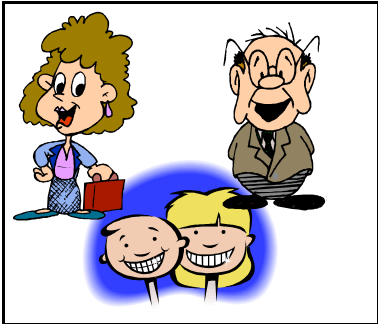
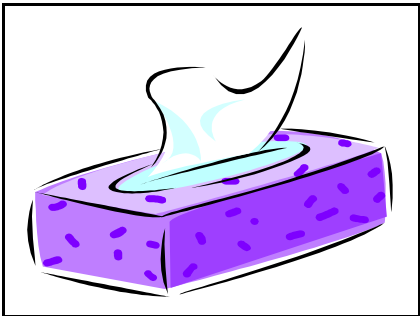
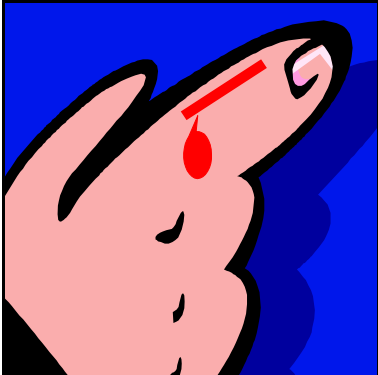
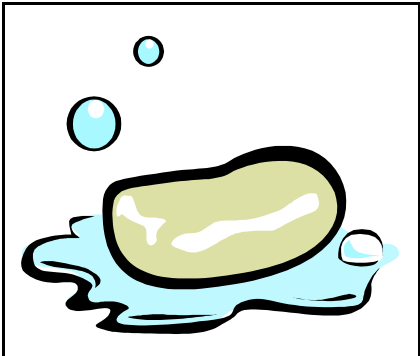
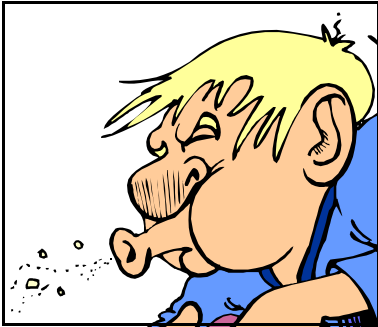
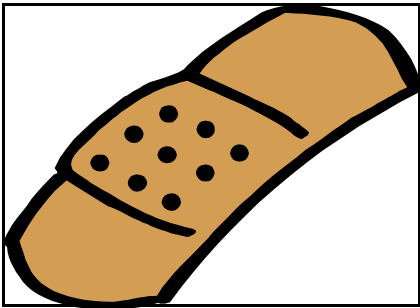
1. “Bandage” goes with “cut on finger.” Why should we keep cuts and boo-boos covered? (to stop bleeding and keep blood from others and to keep germs out)
2. “Soap” goes with “hands and water.” Why should we use soap when washing our hands? (to get germs off so we don’t get sick and to stop the spread of germs to others from our dirty hands)
3. “Tissue” goes with “sneeze.” Why should we use a tissue when we sneeze or cough or wipe our nose? (so we don’t get germs into the air or onto our hands and then onto other people or objects)
4. “Four toothbrushes” for “four people.” Why should everyone have their own toothbrush? (so we don’t share germs) Should everyone also have their own fork and spoon? Why?

ASSESSMENT

- Does the student correctly match each pair?
- Can the student explain why the pairs match?

My name is: _____

Match.



WHAT GROWN-UPS DO WHEN SOMEONE BLEEDS

Pretend Blood Exercise

LEVEL

Ages 2-6

OBJECTIVE

- Students will apply their knowledge of Standard Precautions to a pretend blood scenario.
- Students will demonstrate this knowledge by acting out age-appropriate behaviors as applicable to a blood spill scenario.

MATERIALS

- Pretend blood—ketchup or red construction paper “blob” (fake blood to tape to a person).
- Paper towels, tissues.
- Bath or hand towel or large amounts of gauze.
- Bandages.
- Disinfectant (bleach) solution in spray bottle.
- Latex or other nonpermeable gloves, plastic sandwich bags (make-shift “gloves”).
- Larger plastic bag (for disposal).

PREP

None

INSTRUCTIONAL COMPONENTS

1. Explain that it is very important that we never touch someone else’s blood. To help students understand, first explain that there are germs in blood and other body fluids, then ask them:
 - Would we want to touch someone else’s poop or snot? (Most will say “NO!”)
 - “Why is that? Do you remember what we learned about germs?”
2. Demonstrate how you, an adult, would clean up blood on a countertop.
 - Squeeze some ketchup onto a countertop.
 - Put on gloves and/or a plastic sandwich bag.
 - Use the paper, bath or hand towels and/or tissues to clean up the “blood.”
 - Throw the dirty paper towels/tissues into the plastic garbage bag and tie it closed, or put the washable towels into a bag for the laundry.
 - Spray the surface with the disinfectant and use clean paper towels/tissues to wipe it down then put the disposable towels into a plastic garbage bag and tie it closed.
3. Demonstrate how you, an adult, would assist someone who is bleeding.
 - Tape the paper “blood” cutout to a volunteer. Have the volunteer ask you, the adult, for help.
 - Put on gloves and/or plastic sandwich baggies.
 - Hold the towel(s) against the blood as a barrier.
 - Control the bleeding, then bandage.

- After removing the gloves and disposing of them in a plastic bag, wash your hands.
4. Emphasize that these are things *adults* would do to help a person who is bleeding, which is why students should always:
- Get an adult!
 - Give towels to a bleeding person, but avoid touching the blood themselves.
 - Wash hands afterwards.
 - Keep bandages on all wounds.

ASSESSMENT

Reenact the above scenarios having students act out:

- Getting an adult!
- NOT touching blood.
- Giving the injured person a towel to use.



GERM BUSTERS

LEVEL

Ages 2-6

OBJECTIVE

Students will demonstrate effective disease prevention skills:

- Handwashing.
- Using tissue to cough, sneeze, blow nose.
- Getting help at the sight of blood; not touching blood.

MATERIALS

- Germ Buster badges or certificates (included)—1 per student.
- Fake blood on a victim—from a cut or a nose—could be ketchup on a paper cut-out, or a drawing/photo with blood colored in.
- Tissues and garbage can.
- Sink with soap, paper towels, and garbage can.

PREP

Set up stations: 1) Coughing/Sneezing/Nose blowing Station, 2) Handwashing Station, and 3) Fake Blood Station.

INSTRUCTIONAL COMPONENTS/ASSESSMENT

1. Announce to the students that they are now eligible to become an official Germ Buster.
2. Have students go through each station. They can do this individually, or maybe in pairs. It might work well to have a classroom helper do the “testing” if the teacher is not able to devote attention to it.
3. Coughing Station: “You need to sneeze or cough. What do you do?” Students should cover mouth and nose with tissue, pretend cough or sneeze, and throw tissue away.
4. Handwashing Station: “You have germy hands. What do you do?” Students should wash for 10-15 seconds with soap and warm water and dry hands appropriately.
5. Fake Blood Station: “You see this person is bleeding. What do you do?” Students should not touch the blood and should get an adult’s help.
6. At the end, everyone is appointed a “Germ Buster” and receives a badge or certificate! Students can write their names on the badges and certificates and color them.

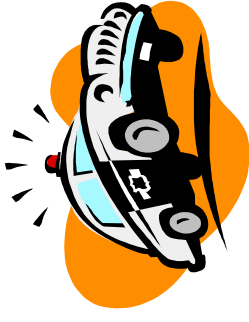


This certificate acknowledges that

Name

**has completed the PKIDS' Infectious Disease Workshop
training in prevention of infectious diseases
and is hereby appointed an officer in the**

GERM



**BUSTERS
SQUAD**



Date

Squad Leader

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www.who.int

Additional Activities and Resources for Teachers, Students and Parents

Band-aids and Blackboards: When Chronic Illness or Some Other Medical Problem Goes to School. An interactive website especially for kids with illnesses. Also contains links to other kid-oriented health/science activity websites.

www.faculty.fairfield.edu/fleitas/contents.html

Big Chalk on the Web and Homework Central

Lesson plans and homework resources for students and teachers in elementary, middle and high school.

www.bigchalk.com

Discoveryschool.com: Lesson plans for teaching AIDS issues, the health risks of body art, and other health-related concepts.

school.discovery.com

The National PTA: Resources especially for parents on a variety of issues, including infectious diseases in schools.

www.pta.org

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