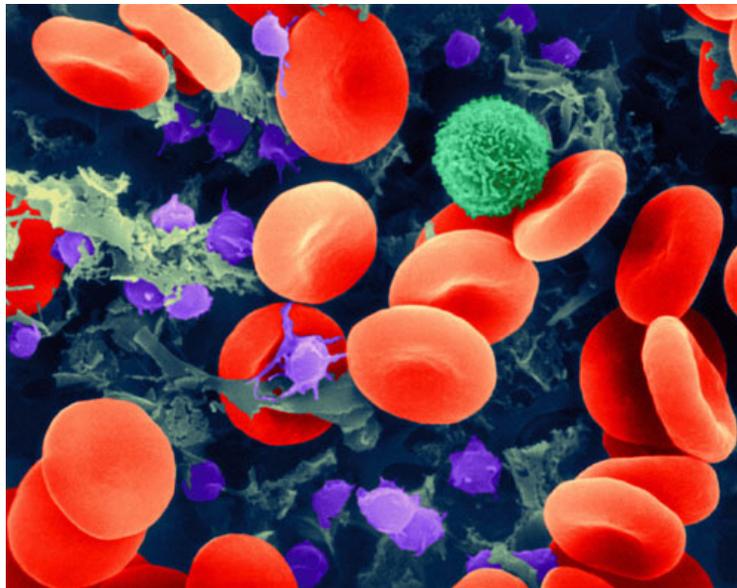


## Unit 3: Sports and Infectious Diseases

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

©PKIDs 2004

## 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.

Without the funding and support of the Northwest Health Foundation and the Children's Vaccine Program at PATH (Program for Appropriate Technology in Health), this would have been an impossible task. Dr. Katherine Vaughn, PKIDs' Medical Director and Dr. Karen Steingart, scientific advisor to PKIDs, provided excellent guidance through their editorial oversight and knowledgeable contributions to the Infectious Disease Workshop.

On PKIDs' staff are three individuals without whom this publication would never have been finished—Franji Mayes, Mylei Basich and Christine Kukka, all of whom gave their very best to ensure this workshop is accurate and user-friendly.

We are indebted to the following individuals who cheerfully gave us hours of their time and access to their resources: the American Society for Microbiology; Kathy A. Bobula, Ph.D., Coordinator, Early Childhood Education, Clark College, Vancouver, Wash.; Claudia Bratt, elementary school teacher, Truman Elementary, Vancouver, Wash.; Sue Campbell, Early Childhood Educator, Kindercare; many wonderful and helpful people at the Centers for Disease Control and Prevention, Atlanta, Georgia; Rachel Coyle, Case Aide and Residential Care Staff Lead, Jonathan's Place; Tammy Dunn, Early Childhood Director, Portland Christian Schools, Portland, Oregon; Bruce Gellin, M.D., Director of the National Vaccine Program Office in the Office of the Assistant Secretary for Health, Department of Health and Human Services; Shannon Harrison, M.D., Internal Medicine and Infectious Diseases, Teton Hospital, Jackson, Wyoming; the Immunization Action Coalition; Brad Jensen, M.D., Southwest Washington Medical Center Pathology Department; Edgar Marcuse, M.D., Professor of Pediatrics, University of Washington and Director of Medical Services, Seattle Children's Hospital and Regional Medical Center; Zack Mittge, law student, University of Oregon; the National Network for Immunization Information; Paul Offit, M.D., Chief, Section of Infectious Diseases and the Henle Professor of Immunologic and Infectious Diseases at The Children's Hospital of Philadelphia; Carol Porter, Red Cross health room volunteer, Garland Independent School District, Garland, Texas; Sarah Theberge, Curriculum Instructor, Early Childhood Education, Clark College, Vancouver, Wash.; James Whorton, Ph.D., Professor, Department of Medical History and Ethics, University of Washington School of Medicine.

We thank the following for providing nonprofit rates for their microscopic images: Dennis Kunkel Microscopy, Inc., and Science Photo Library/Photo Researchers, Inc.  
(Cover photo: Dennis Kunkel Microscopy, Inc./[www.denniskunkel.com](http://www.denniskunkel.com).)

Additional funding for this project provided by PKIDs (Parents of Kids with Infectious Diseases).

# Table of Contents

<b>Introduction .....</b>	<b>5</b>
<b>Letter from Teachers to Parents.....</b>	<b>6</b>
<b>1. Playground Safety Coloring Activity.....</b>	<b>7</b>
Handouts.....	8
<b>2. “Playing It Safe” Guessing Game .....</b>	<b>12</b>
<b>3. What Would You Do?.....</b>	<b>13</b>
<b>Bibliography .....</b>	<b>15</b>
<b>Additional Activities and Resources .....</b>	<b>16</b>

*To navigate this document, use the bookmarks to the left or select an item on this page.*

*[Click here to go back to the PKIDs' IDW website.](#)*

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.

**PKIDs**  
**P.O. Box 5666**  
**Vancouver, WA 98668**  
**VOICE: (360) 695-0293 or toll-free 877-557-5437**  
**FAX: (360) 695-6941**  
**EMAIL: [pkids@pkids.org](mailto:pkids@pkids.org)**  
**WEBSITE: [www.pkids.org](http://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](http://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](http://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](http://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,

# PLAYGROUND SAFETY

## Coloring Activity

### LEVEL

Ages 2-6

### OBJECTIVE

Students will identify safe playground behavior.

### MATERIALS

Playground Safety Coloring sheets for each student – 1 of each type.

### PREP

None

### INSTRUCTIONAL COMPONENTS

For each coloring sheet:

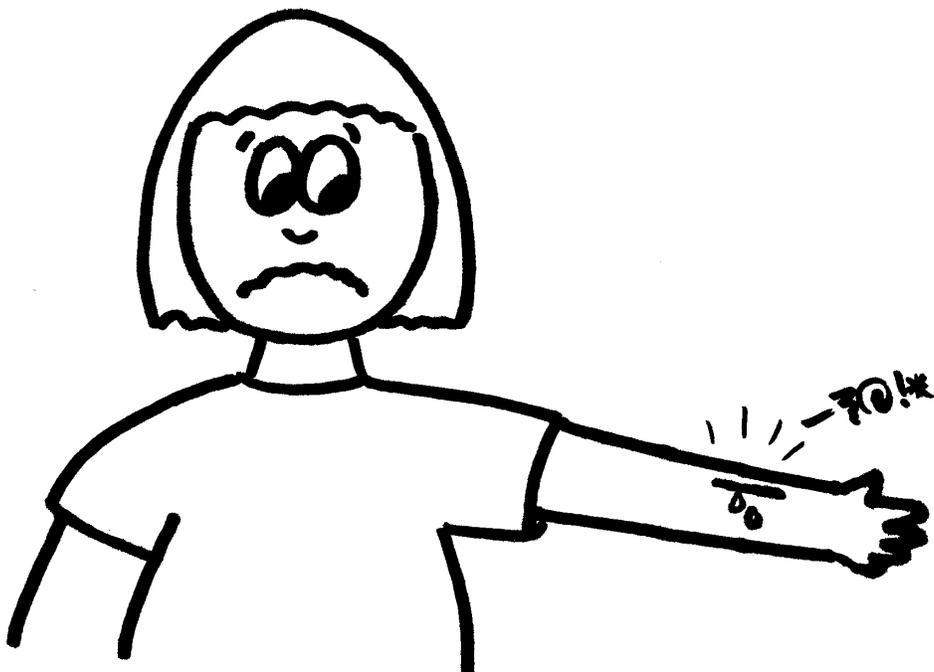
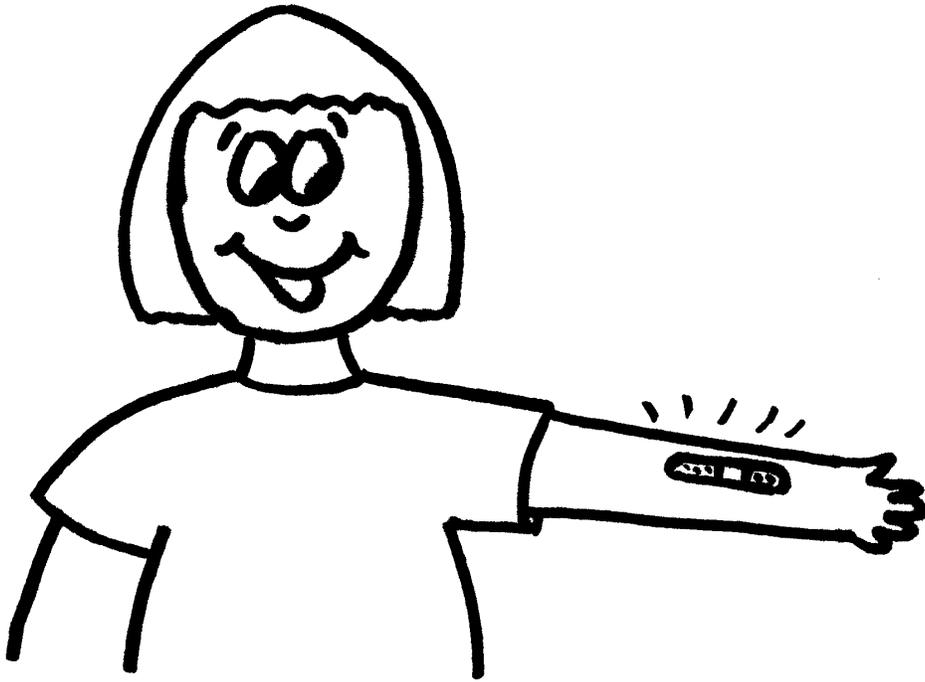
1. Have the students identify what activities are occurring in each picture.
2. Talk about whether the activities are safe or unsafe.
  - Which activity is not safe?
  - What could happen to someone who is being unsafe in this way?
  - Could being unsafe cause someone to get hurt and bleed?
  - How are the students in the safe picture being safe?
3. Emphasize how being safe helps us keep from getting cuts that would let germs in and our own germs out.

### ASSESSMENT

- Have the students draw an “X” through the unsafe activity.
- Students can then color the safe activity.



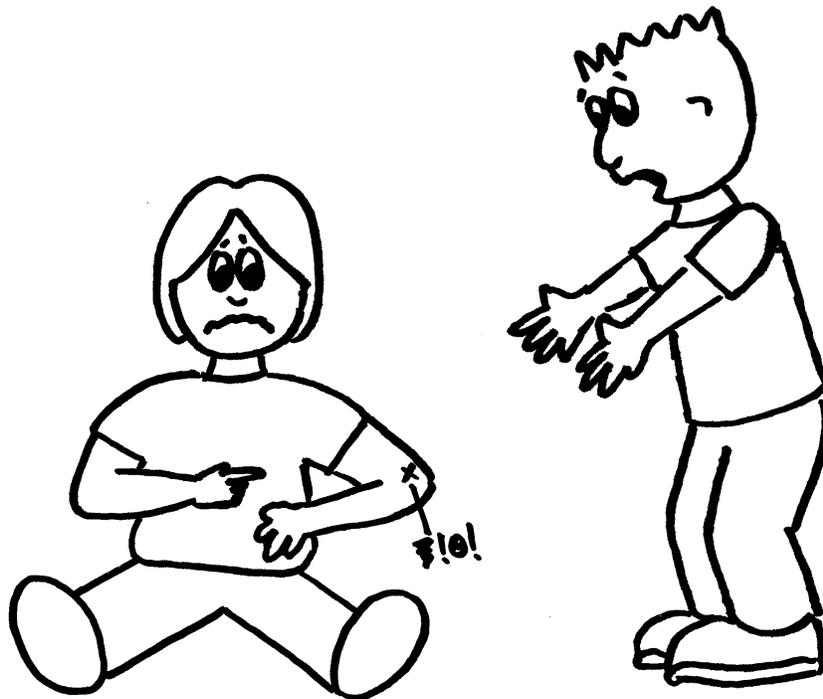
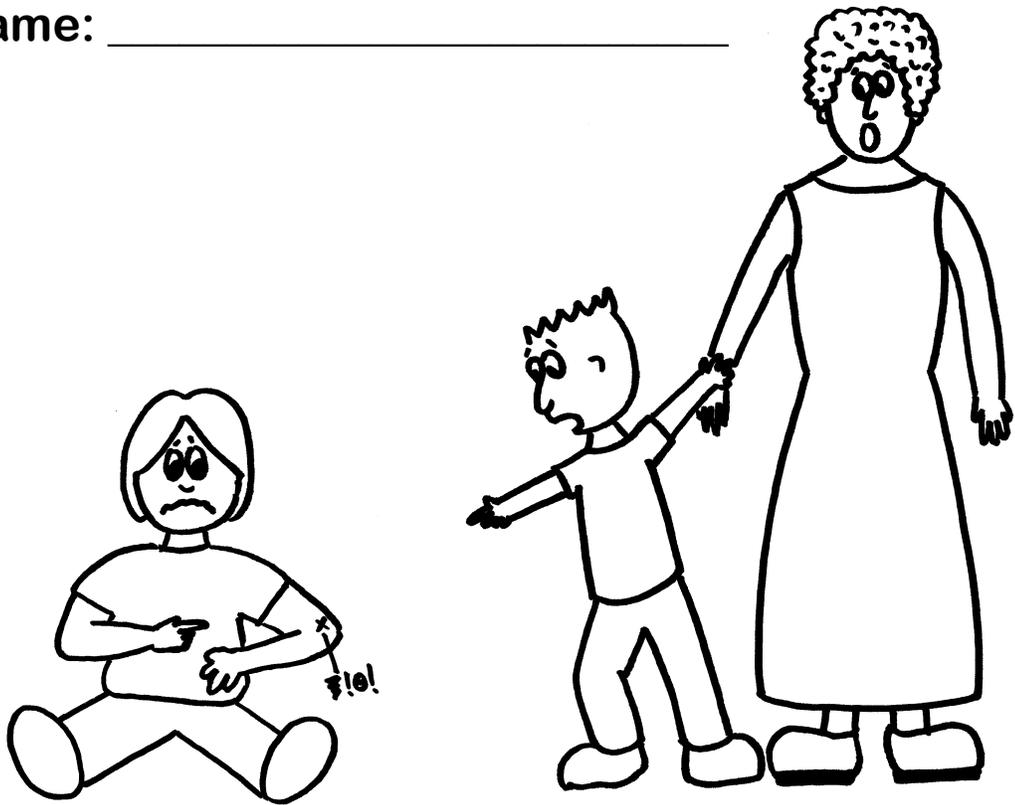
My Name: \_\_\_\_\_



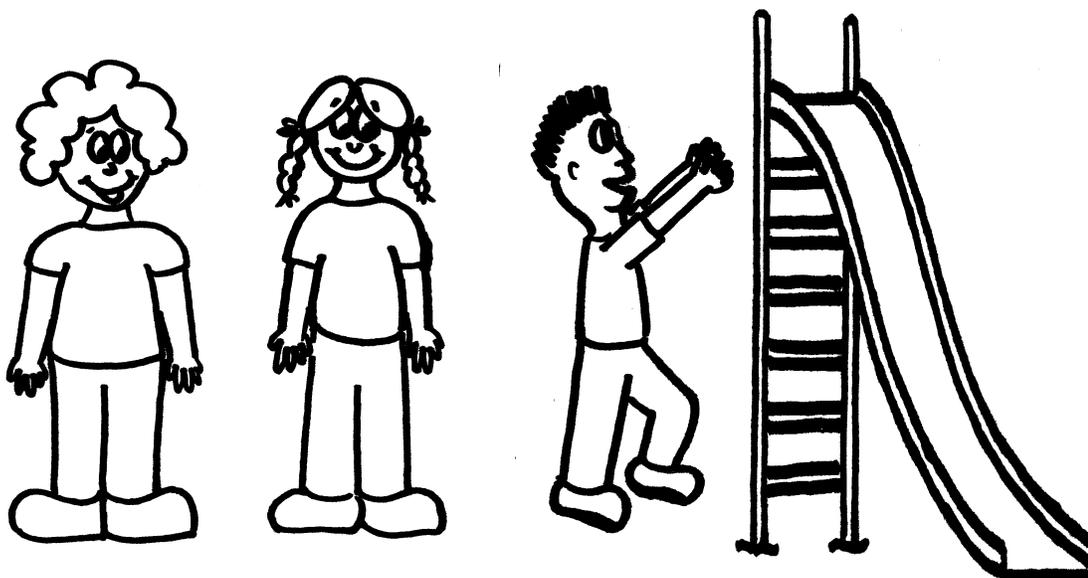
My Name: \_\_\_\_\_



My Name: \_\_\_\_\_



My Name: \_\_\_\_\_



## “PLAYING IT SAFE” GUESSING GAME

### LEVEL

Ages 2-6

### OBJECTIVE

- Students will recall things we should always do to keep germs away when playing or when someone gets hurt.
- Students will demonstrate safe things to do when playing.

### MATERIALS

- Soap.
- Adhesive bandage.
- Towel.
- Game cube: Construct the cube from a square tissue box by covering the box with paper. On each side, write one of the four rules listed below; on the remaining two sides, put a “?”.



### PREP

None

### INSTRUCTIONAL COMPONENTS

1. Seat students in a circle.
2. Using the soap, towel, and bandage, review things we should do to keep germs away:
  - If someone gets hurt, get an adult!
  - Wash hands after playing outside.
  - Keep bandages on boo-boos.
  - Never touch someone else’s blood—give them a towel instead.

### ASSESSMENT

- Tell students you are going to play a guessing game. The first student will roll the cube and will act out the safety action that turns up. (Students could also do this in pairs.) Students will raise their hand to be called on to guess what action is being demonstrated. Younger students can use the soap, towel, or bandage to help them.
- If a “?” turns up, then students can ask a question about safety or germs.
- After several students have taken turns, you can also try having students think of other safe things to do, and have them show what those things would look like.

## WHAT WOULD YOU DO?

### LEVEL

Ages 2-6

### OBJECTIVE

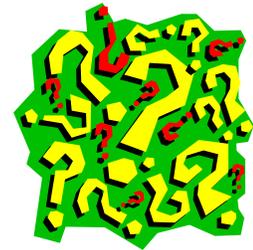
- Students will recall bodily fluids that should not be touched.
- Students will recall appropriate actions that they should take in the event of a body fluid spill.
- Students will apply this knowledge to body fluid spill scenarios.

### MATERIALS

None

### PREP

None



### INSTRUCTIONAL COMPONENTS

1. Ask students for scenarios in which they've seen, touched or been tempted to touch someone's blood. Talk about those scenarios.
  - "Why might a person feel they should touch someone else's blood or poop or snot?" (trying to help, curiosity)
  - "Why should we not touch another person's blood or poop or snot? Remember what we learned about germs and washing our hands."
2. Quiz the students on what bodily fluids should not be touched. (blood, poop, snot, urine, saliva)
3. "Let's learn about things we can do to help someone without touching their blood or poop or snot."
  - Get an adult!
  - Offer towels to a bleeding person or tissues to a person with a runny nose.
  - If you get blood on your clothes, tell an adult and he/she will help you. (The adult should put the clothes in a plastic bag for the parents to deal with—wash, or throw away.)
4. Quiz the students on what things they can do to help someone without touching blood, poop or snot.

### ASSESSMENT

"Now let's pretend. What would you do if..." Offer students scenarios, and have them explain what they would do. They should be applying what they have learned.

1. Steven gets hit with a swing and that makes his loose tooth move. He wants you to stick your hand in his mouth and wiggle his tooth. Should you do it? No. (Explain that hands carry germs and that there may be blood from the loose tooth.)
2. Jane suddenly develops a nosebleed while running on the playground and it's getting on her

- shirt. What should you do? (Get an adult; don't touch the blood; offer towels in a way that you don't come into contact with her blood.)
3. You are eating a snack after ice skating with your friend. He takes a bite of a candy bar that you really like, and he offers you a bite. Should you take a bite? (No, because germs are present.)
  4. You're playing soccer and suddenly you collide with someone. He or she bleeds on your shirt. What should you do? (Immediately get an adult; don't touch the blood on your shirt; take your shirt off as soon as possible and put it in a plastic bag. Your parents will wash it, throw it away or take care of it in some way.)
  5. Your parents leave out their nail clippers or razor. Should you use them? (No; everyone should have their own set of grooming tools because blood can get on them, even if we can't see it.)
  6. Someone has fallen on the playground and is bleeding. What should you do? (Call for help; get an adult; don't touch the blood; offer towels in a way that you don't come into contact with her blood.)

# Bibliography

American Academy of Dermatology  
[www.aad.org](http://www.aad.org)

American Academy of Pediatrics: *HIV and Other Bloodborne Pathogens in the Athletic Setting; Policy on Organized Sports for Children.*  
[www.aap.org](http://www.aap.org)

Centers for Disease Control and Prevention: *Safe USA Guidelines to Safety in the Home, at School and in Sports*  
[www.cdc.gov](http://www.cdc.gov)

National Athletic Trainers Association: *Policy on Bloodborne Pathogens*  
[www.nata.org](http://www.nata.org)

The National Collegiate Athletic Association (NCAA): *Skin Infections in Wrestling; Guidelines on Bloodborne Pathogens; 2001-2002 NCAA Sports Medicines Handbook.*  
[www.ncaa.org](http://www.ncaa.org)

National Library of Medicine  
[www.nlm.nih.gov](http://www.nlm.nih.gov)

U.S. Consumer Product Safety Commission: *Handbook for Public Playground Safety; Skateboards*  
[www.cpsc.gov](http://www.cpsc.gov)

## **Additional Activities and Resources for Teachers, Students, and Parents**

Girl Power: There are No Limits. Information for girls and grownups on a variety of topics, including sports and fitness.  
[www.girlpower.gov](http://www.girlpower.gov)

Johnson, Earvin ‘Magic’ and Novack, William. *My Life*. New York: Crest, 1993.  
Discusses Magic Johnson’s battle with HIV.

KidsHealth: Health topics and games for kids and adolescents.  
[www.kidshealth.org](http://www.kidshealth.org)

Red Cross: relevant information on sports safety, including water safety, first aid, and CPR.  
[www.redcross.org](http://www.redcross.org)

Small, Eric, Spear, Linda and Swoopes, Sheryl. *Kids & Sports*. 1<sup>st</sup> ed. New York: Newmarket Press, 2002.

Addresses children, the appropriate participation of sports at different age levels, and the problems of children with various disabilities, such as asthma, diabetes, etc.