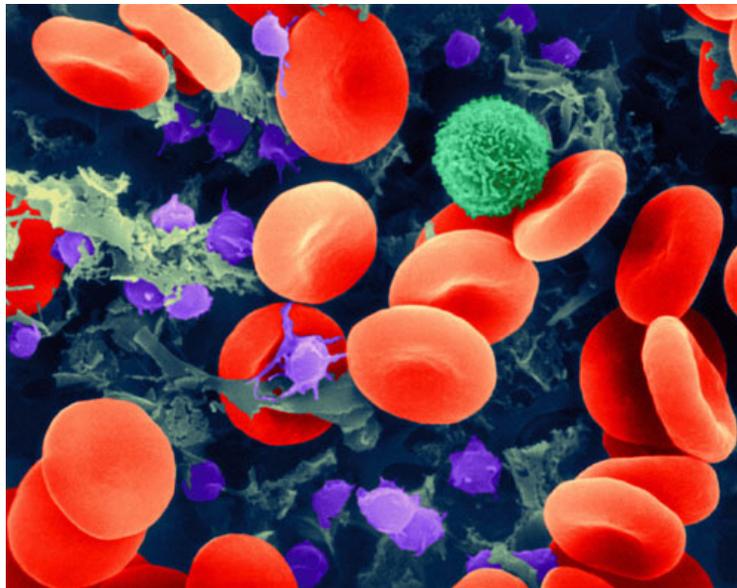


# Unit 5: Civil Rights and Infectious Diseases

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

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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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# Table of Contents

<b>Introduction .....</b>	<b>5</b>
<b>Letter from Teachers to Parents.....</b>	<b>6</b>
<b>1. Fair v. Unfair .....</b>	<b>7</b>
Scenarios .....	8
<b>2. Who Can Ride the Bus with Us?.....</b>	<b>11</b>
Bus Cutouts .....	12
Character Cutouts.....	14
<b>3. Civil Rights Rhymes.....</b>	<b>17</b>
<b>Bibliography .....</b>	<b>19</b>
<b>Additional Activities and Resources .....</b>	<b>21</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.](#)*

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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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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,

# FAIR v. UNFAIR

**LEVEL**  
Ages 2-6

**OBJECTIVE**

- Students will evaluate short scenarios to determine fairness.
- Students will defend their responses.

**MATERIALS**

- 1 copy of scenarios (included).
- 1 container for slips of paper to be drawn from.
- Blackboard and chalk OR butcher paper and marker.

**PREP**

Cut apart the scenarios provided, fold, and place in container.

**INSTRUCTIONAL COMPONENTS**

1. Write at the top of the blackboard or butcher paper, “FAIR v. UNFAIR.”
2. Ask students to think of times when something was fair or unfair. Ask them to explain why something was fair or unfair.
3. One at a time, have students draw a scenario from the container. Read the scenario.
4. Ask students to determine whether the scenario is fair or unfair, and why.
5. Ask the student to post the scenario under the appropriate heading.

**ASSESSMENT**

- Students will place the scenario under the FAIR or UNFAIR heading.
- Discuss with students how rules help keep things fair.
- Designate a place in the classroom as the “Acts of Fairness” posting place. Whenever students see someone being treated fairly, they can have an adult write it down, post it in this place and share it with the class.



## FAIR v. UNFAIR SCENARIOS



You are playing with a ball at recess. Some older kids take the ball away from you.



You are playing with a ball at recess. Some older kids take the ball away from you, but a teacher makes them give it back.



Some people are playing a game. A person with purple hair asks if she can join the game. She is not allowed to play because the others don't like her hair color.



Some people are playing a game. A person with purple hair asks if she can join the game. The others are happy to have her join.



A new student comes to your class. Nobody wants to sit by him.



A new student comes to your class. Everyone in your class makes him feel welcome.



Your dog has new puppies. One puppy is smaller than the others and not as strong. It is never able to eat any food because the other puppies push it out of the way.



Your dog has new puppies. One puppy is smaller than the others and not as strong. Your mom makes sure that the other puppies don't push him out of the way during eating time.



Mr. Smith is blind. He wants to get a job. He is not given the job because the boss does not like that he is blind.



Mr. Smith is blind. He wants to get a job. He is given the job because he is able to do the job well.



You are in the toy store. The clerk in the store is watching you. She looks at you suspiciously. She says that because you are a young person, she believes you are going to steal something.



You are in the toy store. The store clerk watches all the customers equally, since she is supposed to keep people from stealing the toys.



Miss Whozat uses a wheelchair. She goes out with friends to see a movie. She is unable to get into the movie theater because there is no ramp up to the entrance — only steps.



Miss Whozat uses a wheelchair. She goes out with friends to see a movie. She has no problem getting into the theater because the theater owners installed a ramp near the steps to the door.



Your teacher has candy for the class. She only gives it to people with blue eyes.



Your teacher has candy for the class. She gives the same amount to every student.



You find out you have a germ in your blood. Your soccer coach does not want you to be on the team anymore.



You find out you have a germ in your blood. Your soccer coach says you should keep playing soccer because whenever anyone bleeds, he is always careful when cleaning it up, no matter whose blood it is.



You want to play kickball at recess, but the other kids won't let you because you are a girl/boy (choose one).



You want to play kickball at recess. The other kids don't care whether you're a girl or a boy — they are letting everyone be on their team.



Your friend has a germ. His school does not want him to come to his classes. They make him stay home and listen to his class on the phone.



Your friend has a germ. He continues to come to class and learn and play and be safe along with everyone else.



A man walks down the street to a restaurant. He is from the nearby town of Whatchamacallit. He is not allowed into the restaurant because the restaurant owner thinks all people from Whatchamacallit must be bad people.



A man walks down the street to a restaurant. He is from the nearby town of Whatchamacallit. He walks into the restaurant and eats happily. The restaurant owner does not treat him differently than any of the other customers.



Mrs. Pretty wants to ride the bus. She is an African-American. She is not allowed to ride in the front of the bus because she is an African-American.



Mrs. Pretty wants to ride the bus. She is an African-American. She is allowed to sit wherever she wants on the bus, as long as no one else was sitting there first.

## WHO CAN RIDE THE BUS WITH US?



**LEVEL**  
Ages 2-6

### **OBJECTIVE**

- Students will understand that it is OK for people to be different in many ways.
- Students will understand that rules protect people from being treated badly because they might seem different.

### **MATERIALS**

- Bus cutouts (included) — 1 set of the front and back, and enough middle parts for each student to have one.
- 1 set of characters (included).
- Popsicle sticks.

### **PREP**

- Cut out bus parts.
- Cut out characters and attach to sticks.
- Place the characters around the room.

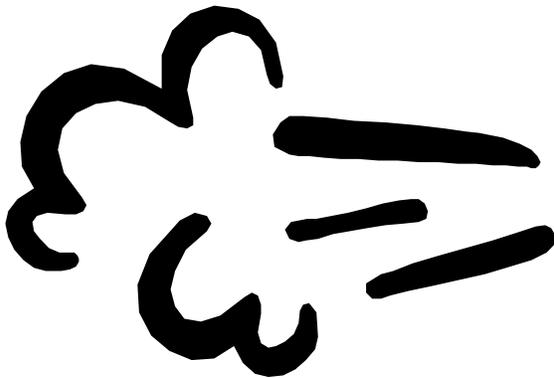
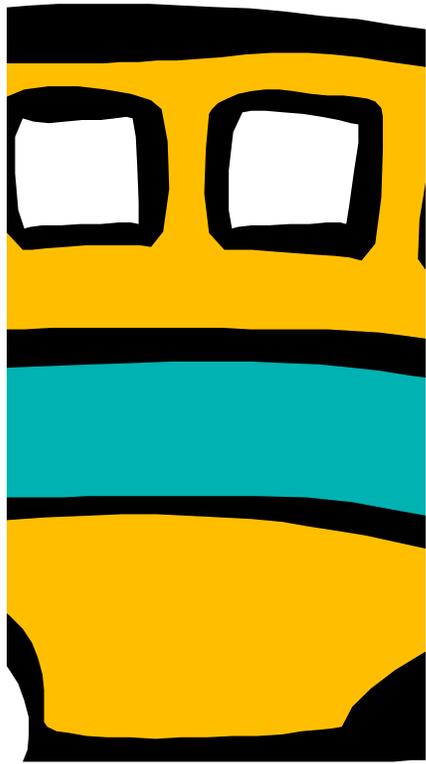
### **INSTRUCTIONAL COMPONENTS**

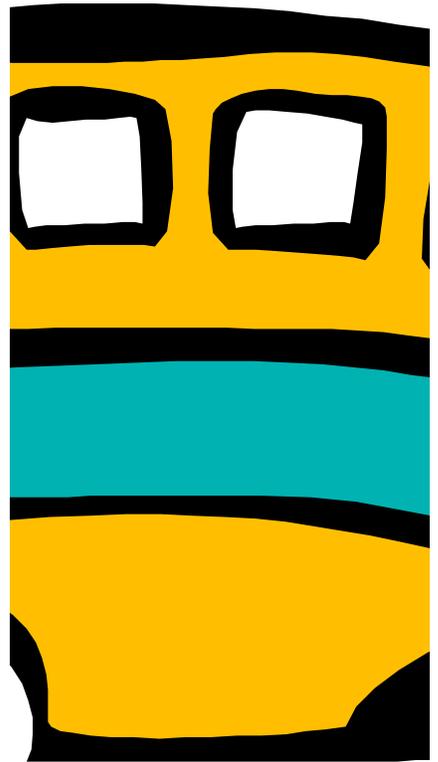
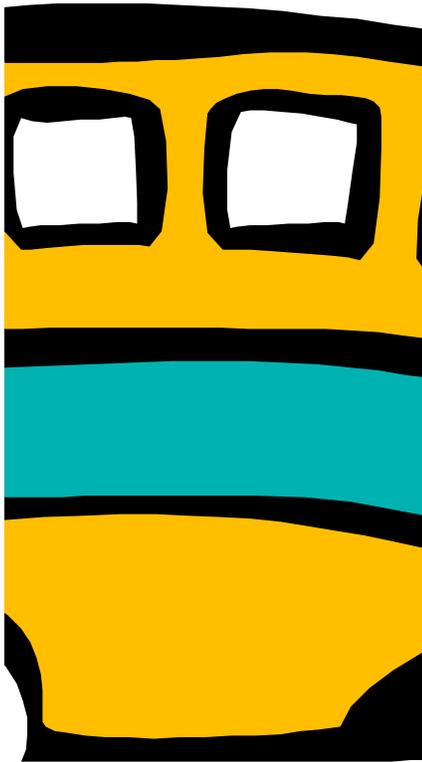
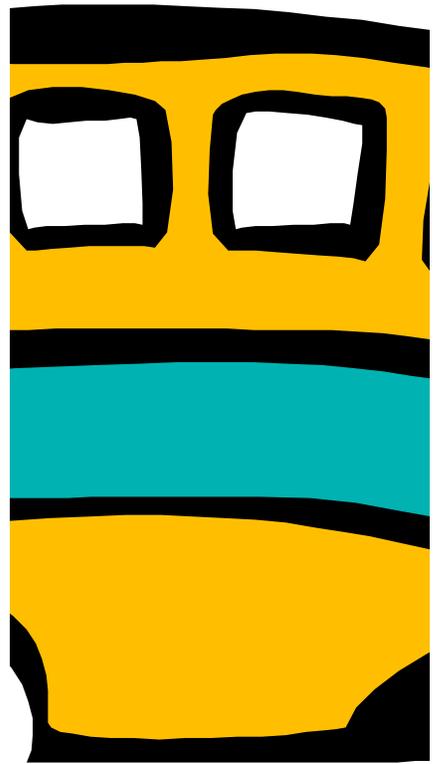
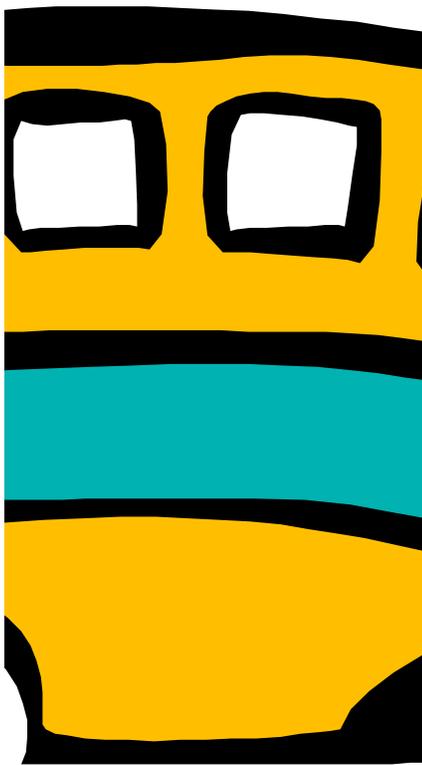
1. Ask students if they would like to ride an imaginary bus.
2. Give each student a piece of the bus. Students can form a line so that together they make one bus.
3. Tell them that they will be meeting new and different people on their bus ride. Pretend that there used to be rules that kept some people from riding on the bus, but that now everyone can ride on the bus, and that we have rules that protect people so that no one can keep them from riding on the bus.
4. Take a bus ride around the room, picking up the characters along the way. Talk about each one. For example, “These people are from a different country. Can they ride the bus with us? Yes, they can!”

### **ASSESSMENT**

After the activity, talk with students.

- Was everyone on the bus like me?
- Is it OK for all kinds of people to ride the bus?
- Can anyone tell them they can’t ride the bus?
- What if we don’t like someone very much? Can we tell them they can’t ride the bus? Why not?







**“I am blind.  
Can I ride the bus?”**



**“I am a boy.  
Can I ride the bus?”**



**“I am a girl.  
Can I ride the bus?”**



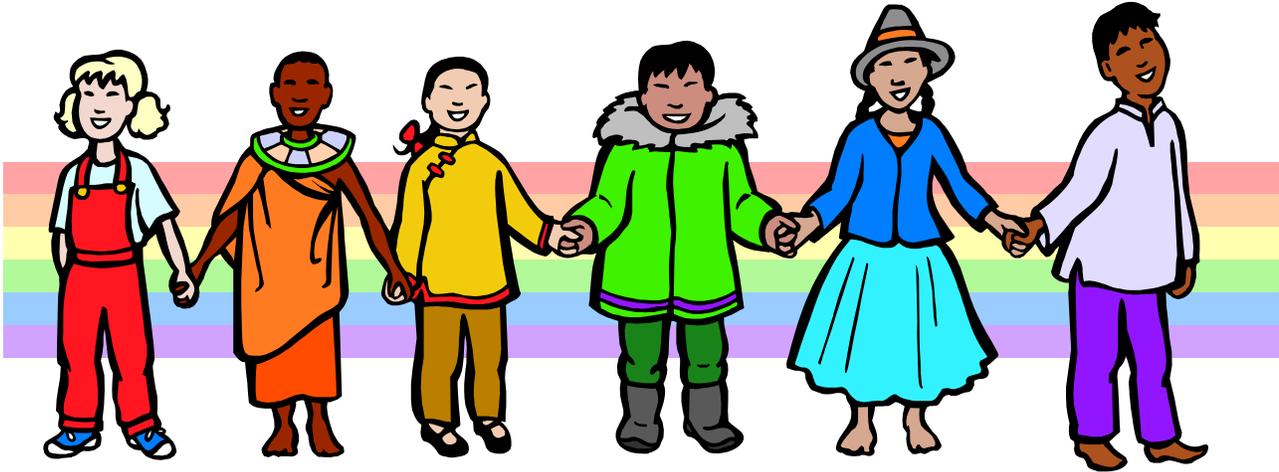
**“I use a wheelchair.  
Can I ride the bus?”**



**“We have cancer.  
Can we ride the bus?”**



**“I wear glasses.  
Can I ride the bus?”**



**“We are from different countries.  
Can we ride the bus?”**



**“We are deaf.  
Can we ride the bus?”**

**“We have different religions.  
Can we ride the bus?”**



**“We have a germ.  
Can we ride the bus?”**



**“I look different.  
Can I ride the bus?”**

## CIVIL RIGHTS RHYMES

**LEVEL**  
Ages 2-6

**OBJECTIVE**

- Students will explore how rules protect people who can't protect themselves.
- Students will analyze how classroom rules protect them.

**MATERIALS**

None

**PREP**

None

**INSTRUCTIONAL COMPONENTS**

1. Discuss the classroom rules with students. Discuss how rules protect people. For example, they keep people from getting hurt or being made fun of.
2. Ask students to think of times when they followed the rules.
3. Teach students civil rights rhymes:

\*\*\*\*\*

Our classroom rules help keep us safe!  
They help us make sure things are fair;  
We treat all people just the same  
In school, at home, and everywhere.

\*\*\*\*\*

(This rhyme should be done “military style” — students repeat each line after the teacher)

In our class there is a bear;  
He leaves brown hair everywhere.  
He seems different from us all,  
But he likes to play kickball.

We don't want to leave him out;  
We don't want to see him pout.  
When we play our favorite game,  
He gets treated just the same.

Our rules say that he can stay;  
Our rules say that he can play.  
Our rules say he's one of us;  
He can even ride the bus.



(Teacher) Sound off  
(Students) Our rules  
(Teacher) Sound off  
(Students) Are good  
(Teacher) Sound off  
(All) Our rules, our rules — are good!

**ASSESSMENT**

Students can recite rhymes together when waiting in line for lunch, on their way to P.E., recess, etc.

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[www.vsarts.org](http://www.vsarts.org)

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

Dickson, Donald T. *HIV, AIDS, and the Law: Legal Issues for Social Work Practice and Policy*. New York: Aldine de Gruyter, 2001.

Discusses the complex and changing field for social work students, practitioners, and educators who will be working with an increasing population of clients infected or at risk of becoming infected with HIV and who therefore must be knowledgeable about its legal aspects.

Dorsen, Norman, ed. *The Rights of People Who Are HIV Positive: The Authoritative ACLU Guide to the Rights of People Living With HIV Disease and AIDS*. Carbondale: Southern Illinois Univ Press, 1996.

An invaluable tool for people living with HIV, their friends, families, partners, and advocates, and lawyers discussing the health policies, practices, and programs generated in response to HIV and challenging legal questions.

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Analyzes the close relationship between public health and human rights using the AIDS pandemic as a lens.

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Nine important essays analyze the legal and social policy failures that have led to widespread discrimination against persons with HIV disease and present concrete recommendations for a more just and effective AIDS policy.