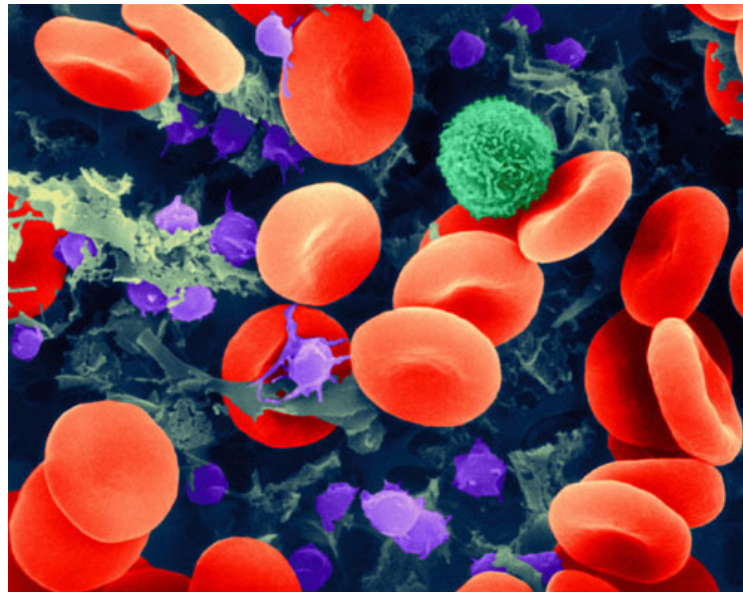


Unit 6: Bioterrorism and Infectious Diseases

Instructional Activities for Ages 2-6



PKIDs' Infectious Disease Workshop

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the Children's Vaccine Program at PATH and PKIDs.

PKIDs' Infectious Disease Workshop

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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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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. 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,

BIOTERRORISM

Making an Emergency Contact List

LEVEL
Ages 2-6

OBJECTIVE

- Students will fill out emergency contact information sheet with adult assistance.
- Students will post the emergency contact information sheet in their homes for reference.
- Families of students will discuss/rehearse actions to be taken in the event of emergency.

MATERIALS

1 copy of the “Emergency Contacts” sheet for each student.

PREP
None



INSTRUCTIONAL COMPONENTS

1. Give 1 copy of the “Emergency Contacts” sheet to each student. Help them understand that every family should have an emergency phone number list of people to call if something happens to somebody or if there is a disaster of some sort.
2. Briefly review the components of the sheet:
 - Our Family Name: put the family’s last name here.
 - Home Phone and Address: list any phone numbers for the home and the street address (no post office boxes).
 - For ambulance, fire, or police, call 911.
 - 2 spaces are provided for parent/guardian contact information.
 - 2 spaces are provided for friends/family not in same household. It is a good idea for everyone in the family to know the phone number for the out-of-town friend/relative, so that in the event of a local disaster, each family member can report in with the out-of-town friend/relative, who shares that information with all family members.
 - 1 space is provided for the number of the local health department. Anyone suspecting they have been subject to a biological attack should call this number.
 - 1 space is provided to list the location of the family’s meeting place outside the home.
3. Tell students to ask their families for help in filling out the sheet and putting it in a place where everyone in the family can see it.

ASSESSMENT

Students should be able to state the location of the emergency contact list in their home.

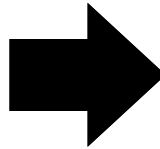
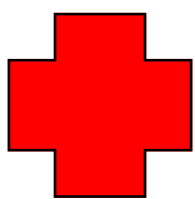
Emergency Contacts

Our Family Name: _____

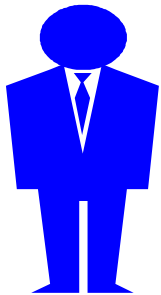
Our Home Phone: _____

Our Street Address: _____

Our Town: _____



9-1-1



NAME: _____
WORK PHONE: _____
CELL PHONE: _____



NAME: _____
WORK PHONE: _____
CELL PHONE: _____



NAME: _____
HOME PHONE: _____
WORK/CELL PHONE: _____



NAME: _____
HOME PHONE: _____
WORK/CELL PHONE: _____

LOCAL HEALTH DEPARTMENT
PHONE: _____
WEBSITE: _____

OUR FAMILY MEETING PLACE
OUTSIDE HOME: _____

BIOTERRORISM

Making A Comfort Kit

LEVEL

Age 2-6

OBJECTIVE

Students will assemble a small package of things for their own personal comfort or entertainment in the event of a disaster.

MATERIALS

- 1 letter to families (included with lesson) per student.
- Miscellaneous items to be provided by students and/or parents.

PREP

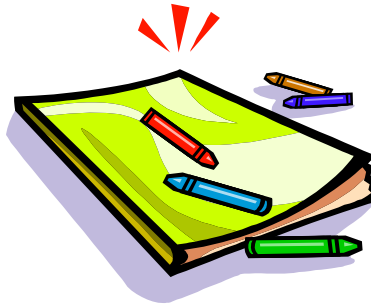
Determine storage space for kits.

INSTRUCTIONAL COMPONENTS

Send students home with letter to families.

ASSESSMENT

1. Students will bring completed kits to school.
2. Be sure all kits are labeled with names!



Dear Families,

In the unlikely event of a disaster (natural or man-made) occurring during school hours, I would like each student to have a “comfort kit.” This kit will be kept at school and should contain play objects and non-perishable items that will help sustain the student and relieve fear and homesickness if students are required to stay at school for an extended period. Please work with your child to construct this kit and send the completed kit to school with your child. At the end of the year, all unused kits/items will be sent home with students.

Please select items that will fit inside a 1-gallon plastic closeable bag. Some items that are not readily available can be purchased inexpensively at a dollar store (e.g., crayons, small toys). A list of items to consider might include the following:

- Plastic garbage sack (to protect from moisture; can be used as a blanket)
- Photo of the family
- Letter from family member(s)
- Non-perishable snack items, hard candy
- Drinks in small, sealed containers or pouches
- Coloring booklet, drawing pad, paper
- Crayons, colored pencils (if they aren't already at school)
- Activity/game booklet
- Book, magazine, comic book
- Small toy or stuffed animal
- Travel-sized game
- Glow stick
- Glo-in-the-dark stickers or decals
- Deck of cards

Don't forget to label the kit with the owner's name! Thank you for participating.

BIOTERRORISM

“Who Am I?” Identity Guessing Game

LEVEL
Ages 2-6

OBJECTIVE

- Students will draw visual descriptions of each other.
- Students will analyze descriptions of others.

MATERIALS

Piece of drawing paper for each student.
Crayons.

PREP
None



INSTRUCTIONAL COMPONENTS

Lead the students through the drawing step by step, asking questions to help them draw their partner more accurately.

1. Place students in pairs at their tables/desks.
2. Explain that you will be doing an art project where they will draw a picture of their partner, and that you will play a game with the faces later.
3. Have students draw a circle on their paper—this will be the face.
4. GIRL or BOY? (Help the students write “girl” or “boy” on their papers.)
5. SKIN: Is the other person’s skin darker or lighter? (Make sure everyone colors in a color so that no one feels singled out.)
6. HAIR: What color is the other person’s hair? How long is it? It is straight or curly? Does that person have bangs?
7. EYES: What color are the other person’s eyes?
8. EARS: Does the other person have pierced ears?
9. SMILE: Does the other person get dimples when they smile?
10. TEETH: Is the other person missing any teeth?
11. FRECKLES, etc.: Does the other person have any special freckles on his/her face?
12. Help the students understand why it could be important to be able to describe somebody. For example, they might be looking for somebody they know, and they might want somebody they don’t know to help them look.

ASSESSMENT

1. Let students play a guessing game with the pictures they have drawn. Have each student stand with their drawing and let the others guess whom they have drawn.
2. When they guess correctly, ask them how they knew it was that person. Was it easy or difficult to tell whom the person was? Why? What did we learn about describing people that could help us if we ever need help finding someone who is in a different place?

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bioterrorism.slu.edu

Department of Health and Human Services: Homepage for Metropolitan Medical Response System (MMRS) information

www.mmrs.hhs.gov/

Johns Hopkins Medicine: Center for Civilian Biodefense Strategies

www.hopkins-biodefense.org

Northwest Center for Public Health Practice at the University of Washington School of Public Health and Community Medicine: Bioterrorism Training Tools; Hands-on Training for Public Health Emergencies

healthlinks.washington.edu/nwcphp

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www.usamriid.army.mil

U.S. Army Office of the Surgeon General: The Medical NBC (Nuclear, Biological, Chemical) Online Information Server

www.nbc-med.org

U.S. Food and Drug Administration: Bioterrorism

www.fda.gov

Additional Activities and Resources for Teachers, Students and Parents

American Red Cross. Distributes preparedness pamphlets, checklists, and coloring books. Website contains information for educators.
www.redcross.org

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Distills the most up-to-date information and compiles useful public materials so that no family, individual, employer, public institution or medical facility will have to hunt them down.

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Contains all the information necessary to protect individuals and their families in the unfortunate reality of our nation's battle with terrorism.

Tucker, Jonathan B. *Scourge: The Once and Future Threat of Smallpox*. New York: Atlantic Monthly Press, 2001.

Looks at the continuing debate over the destruction of smallpox using numerous interviews with key players to look at the political and social aspects of the disease.