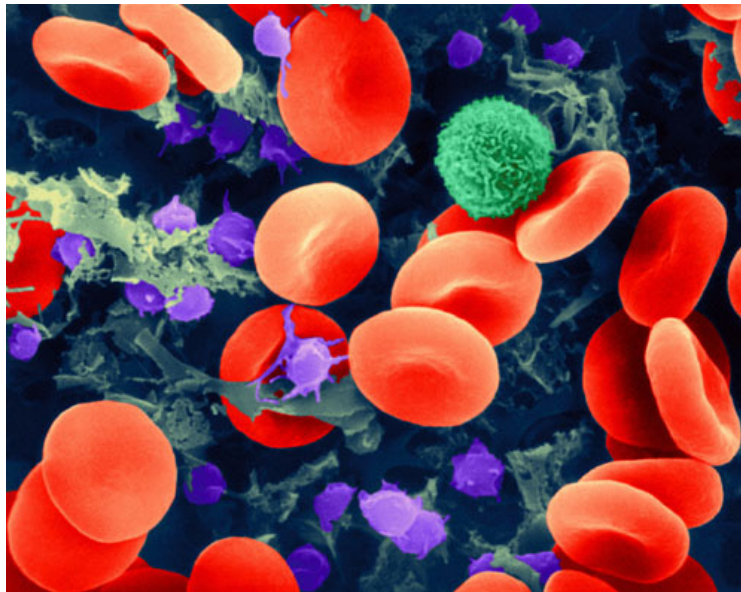


Unit 3: Sports and Infectious Diseases

Instructional Activities for Ages 6-9



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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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,

SPORT SAFETY: INTERVIEWS

LEVEL

Ages 6-9

OBJECTIVE

- Students will locate sport safety information.
- Students will present their findings to their classmates.



MATERIALS

- Paper to write/draw on.
- Pencils, markers, crayons, etc. for writing and drawing.

PREP

None

INSTRUCTIONAL COMPONENTS

1. Introduce the project by talking about how we sometimes get hurt playing sports and games. Possible questions include:
 - Think about a time when you got hurt playing sports or games.
 - What happened? What did you do? What did other people do?
2. Talk about how we have to be careful when we help injured people because of germs that can be found in blood or other body fluids.
3. Ask the students to name some people they know who teach sports and games—P.E. teachers, coaches, etc. Also mention doctors and nurses (like the school nurse) who help people when they get hurt playing sports and games. Write these things down on an overhead or chalkboard.
4. Ask students to interview these people to find out *1-3 things that we can do when playing sports/games to help keep from getting hurt or spreading disease when we do get hurt.*
5. Ways to help younger students remember to conduct their “interviews”:
 - Remind them just before going to P.E. or recess so they can ask the teacher(s) there.
 - Warn these teachers ahead of time so they will understand what the children are asking.

ASSESSMENT

- Students can illustrate and/or write down their findings and share them with the class.
- Ask students to name ideas that more than one person found out about.

PLAYGROUND SAFETY

Matching and Coloring Activity

LEVEL
Ages 6-9

OBJECTIVE
Students will identify safe playground behavior.

MATERIALS
Playground Safety activity sheet for each student.

PREP
None

INSTRUCTIONAL COMPONENTS

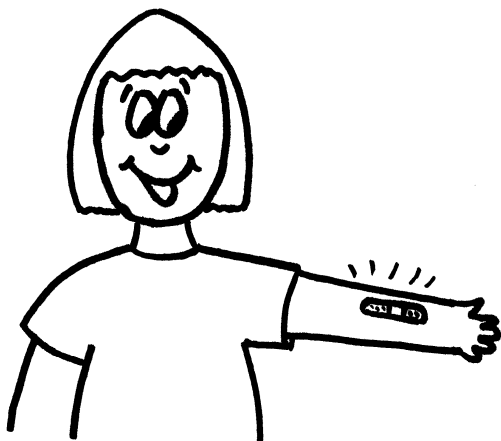
1. Have students cut out the safety phrases at the bottom of the page.
2. For each safety phrase:
 - Read the phrase.
 - Talk about what it means in the context of keeping our blood inside our bodies.
 - If you have already done the “What Would You Do?” and other activities from the prevention unit, quiz the students on what they should do if someone gets hurt and bleeds.

ASSESSMENT

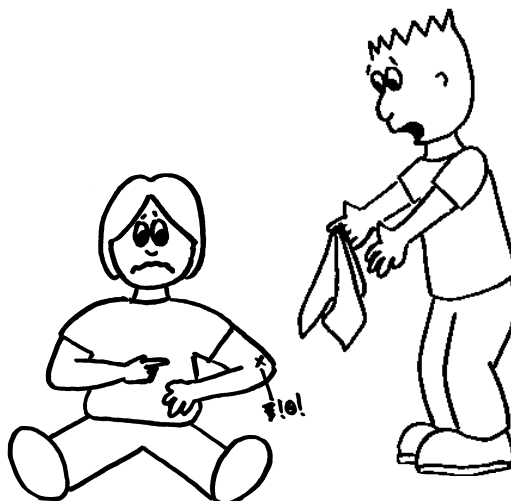
- Have students paste the correct phrase below the correct picture.
- Students may color pictures when finished.
- Students should take home the pictures to show to parents.



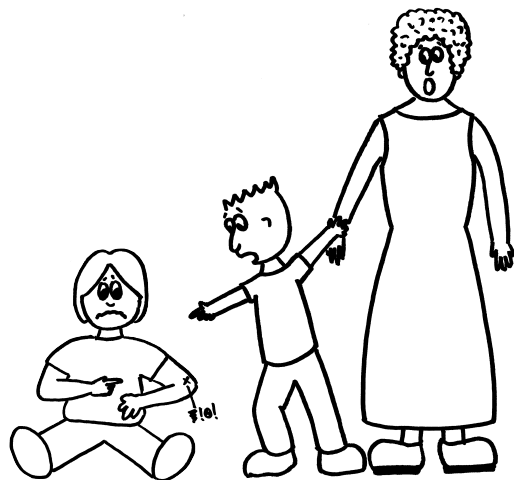
My Name: _____



Blank rectangular box for writing.



Blank rectangular box for writing.



Blank rectangular box for writing.



Blank rectangular box for writing.

Always wait your turn — never push or shove.

Get an adult if someone gets hurt.

Keep cuts and wounds covered with bandages.

Never touch someone else's blood! Offer them a towel instead.

WHAT WOULD YOU DO?

LEVEL

Ages 6-9

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, drool, etc.)
3. "Let's learn about things we can do to help someone without touching their blood or poop or snot.":
 - Get an adult!
 - Without touching blood, offer a towel to a bleeding person.
 - Suggest that a person with a runny nose could use a tissue.
 - 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 or other body fluids.

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 having 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, then wash your hands. Your parents will wash the shirt, 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 still 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.)



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www.aad.org

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www.aap.org

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www.cdc.gov

National Athletic Trainers Association: *Policy on Bloodborne Pathogens*
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

National Library of Medicine
www.nlm.nih.gov

U.S. Consumer Product Safety Commission: *Handbook for Public Playground Safety; Skateboards*
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

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

Red Cross: relevant information on sports safety, including water safety, first aid, and CPR.

www.redcross.org

Small, Eric, Spear, Linda and Swoopes, Sheryl. *Kids & Sports*. 1st 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.