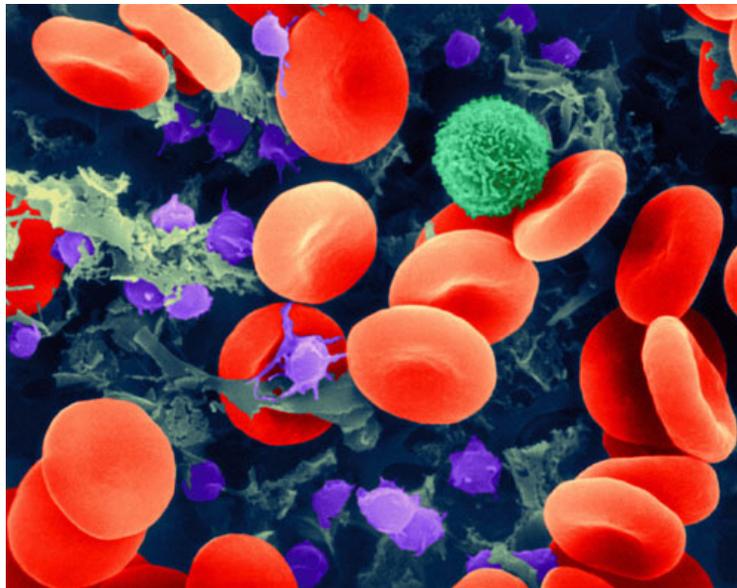


Unit 4: Stigma and Infectious Diseases

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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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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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,

SAM SQUIRREL

A Short Story About Stigma

LEVEL

Ages 6-9

OBJECTIVE

Students will empathize with the stigma burden borne by infected people.

MATERIALS

Sam Squirrel story (included).

PREP

None

INSTRUCTIONAL COMPONENTS

1. Read story to students.
2. Have students answer follow-up questions (see Assessment section).

ASSESSMENT

1. How did Sam feel when he found out he had a germ?
2. Why did Rudy Rabbit not want to play with Sam? How did that make Sam feel?
3. Who was it that came to Sam's class to talk about germs?
4. Were Sam and his friends happy to hear what Dr. Wise had to say about germs? Why?

Sam's Story

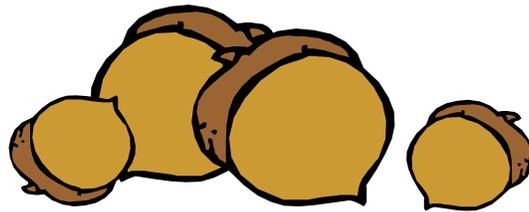
This is a story about a squirrel named Sam Squirrel. Sam Squirrel had many friends. He had friends at school. He had friends near his house. Sam and his animal friends were all just alike. In fact, he was just like you and me.



Sam liked to color and paint. He liked to go to school. He liked to play games with his friends—games like pineball. His *favorite* thing to do was to eat that food all squirrels love—acorns!



One day, Sam didn't feel very good, so he went to visit Dr. Wise. The doctor told Sam that he had a germ that might cause him not to like his favorite food anymore. Sam was very worried. He did not want to stop liking acorns. "But I feel fine now!" he exclaimed. "I still like to eat acorns, too."



Dr. Wise told Sam that this germ could spread to others. Sam was worried. He did not want anyone else to get this germ. But Dr. Wise also told Sam that there were ways to stop this germ from spreading to others. He could do all the things he had done before. "You can color and paint and go to school. You can even play pineball with your friends!" This



made Sam very happy.

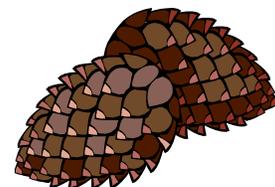


The next day at school, Sam saw his best friend, Rudy Rabbit. “Where were you yesterday, Sam? You missed a fun game of pineball!”

“I went to the doctor,” said Sam. “He told me I have a germ.”

“What kind of germ do you have, Sam?” asked Rudy.

Sam said, “One day, this germ will make me stop liking my favorite food.” Rudy looked worried. “But the doctor said I can still do all the things I have always done,” said Sam. “I can color and paint. I can go to school. I can have fun playing pineball with my friends. Let’s



play now, Rudy!”

But Rudy did not want to play. “I don’t want to get your germ, Sam. I don’t ever want to stop liking my favorite food. I’m afraid that if I play with you, I might get that germ.”

And with that, Rudy went away. Rudy told all their friends that Sam had a germ.



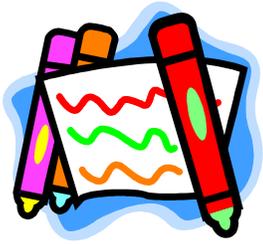
Sam was very, very sad. He did not want Rudy to be afraid of him. He did not want any of his friends to be afraid of him. That night, Sam told his mom that Rudy did not want to play with him. He told her how sad that made him. “We will call the doctor,” said Sam’s mom. “He will help us know what to do.”



Sam went to school the very next day. He colored, but he was sad. None of his friends wanted to share their crayons with him anymore. Then, there was a knock at the door. “Class,” said the teacher, “We have a special visitor! Look, it’s Doctor Wise. Doctor Wise has come to tell us about germs.”

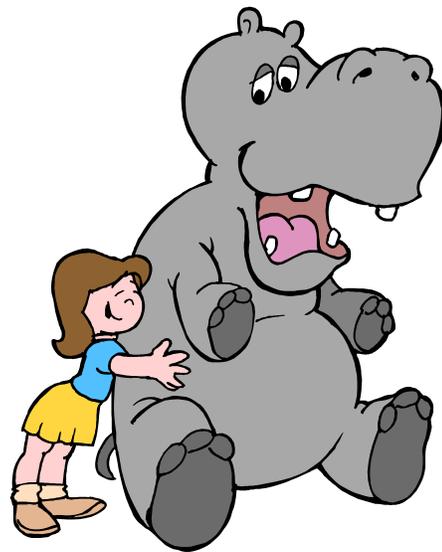


Doctor Wise was very wise indeed. Everyone listened to him as he began to speak. “A germ is a very small thing,” he said. “Sometimes we get a germ inside us. We don’t mean to get that germ, but sometimes we get it anyway. Sometimes our body kills the germ, and the germ goes away. But sometimes our body doesn’t kill the germ, and it stays with us.”



“But we don’t have to be afraid of anyone who has that sort of germ. We can still share crayons with that person, and we will not get that germ.

We can play pineball with that person and not get that germ. We can hug that person and not get that germ. We can be that person’s friend, and we will still not get that germ.



“Sometimes we know when somebody has a germ. But sometimes we don’t know.

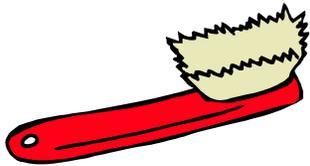
That person might not even know they have a germ, because some germs are small and quiet. That is why we have to pretend that everyone, even ourselves, might have a germ.”

“That is why we never touch anyone’s blood, no matter whose blood it is. We never share

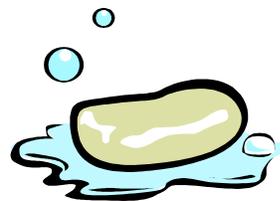
food that somebody has eaten. We never share cups or forks or spoons that have not been



washed after being used. We never share toothbrushes or nail clippers or lip gloss. We never share anything that might have someone’s blood on it, even if we can’t see any blood.”



“We must always wash our hands after we go to the bathroom. We should also wash our hands after we play outside and before we eat. We should be glad when our parents take us to get our shots. Shots aren’t fun, but they keep us from being hurt by many different kinds of germs.



“If we do these things, we will not have to worry about getting a germ from anyone. We do not have to be afraid of

anyone who has a germ. We can still play pineball with them, and hug them, and be their friends.”

Sam Squirrel was very happy when he heard Dr. Wise say these things. His friends were happy too. They were happy, because Dr. Wise had taught them how to be safe from germs. They were happy, because they knew they were all friends. They were happy when recess came, because they knew it was time for their favorite game—pineball!



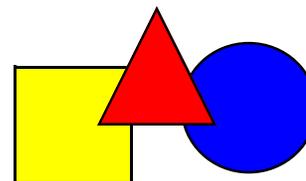
WHAT SHAPE DO YOU HAVE?

LEVEL

Ages 6-9

OBJECTIVE

Students will explore stigma.



MATERIALS

- Dr. Seuss' *The Sneetches*.
- 4 groups of different shapes and colors (e.g., yellow stars, red hearts, blue cars, green flowers) – enough shapes for each student to have one and to divide the class into roughly 4 groups.
- Yarn.

PREP

Tie each shape to a piece of yarn (so it can hang around a child's neck).

*** Shapes can be laminated if you want to keep them for reuse.

INSTRUCTIONAL COMPONENTS

1. Ask students if they have ever been left out of something fun because they were too young, too small, etc. Talk about how it feels to be not be included.
2. Read Dr. Seuss' *The Sneetches*.
3. Ask questions for comprehension:
 - Why were the Plain-Belly Sneetches sad in the beginning?
 - What did they do to fix that?
 - What did the Star-Bellied Sneetches do then?
 - In the end, do you think the Sneetches knew who started out as a Plain-Belly Sneetch and who started out as a Star-Bellied Sneetch?
 - Did it matter that they didn't know? Were they all friends at the end?
4. Pass out a colored shape to each student. (If you can, try to give different shapes to children who are friends.) Be sure they know the shapes are not to keep, but only to borrow for a little while (unless you want the students to keep them).
5. Explain that you are all going to try an experiment like the Sneetches did, and that you can only talk to or play with other people who have the same shape as you.
6. Let the students go about doing things as they normally would. Try this for a ½ hour or so. (Time limit depends on age group.)

ASSESSMENT

Have everyone stop what they are doing and ask them about the activity:

1. What was it like not being able to play or work with everyone in the room?
2. Do you wish you could have worked or played with someone who had a different shape than you?
3. Is it OK if people are different from us, too, just like some shapes are different?

4. Can you still play with somebody who seems different than you? Can you still be their friend?

A BOY NAMED RYAN WHITE

Ryan White's Struggle with Stigma

LEVEL

Ages 6-9

OBJECTIVE

- Students will analyze differing reactions to people with AIDS.
- Students will apply concepts learned from Ryan White's struggle with stigma to their own, present-day lives.

MATERIALS

Included text.

Optional resources:

- *Ryan White: My Own Story*, by Ryan White and Ann Marie Cunningham. Dial Books, 1991.
- "Ryan White dies of AIDS at 18; his struggle helped pierce myths." April 9, 1990, The New York Times, Dirk Johnson.

PREP

None

INSTRUCTIONAL COMPONENTS

1. Read the text to the students.
2. Have students answer discussion questions.

ASSESSMENT

See story for questions.

A Boy Named Ryan White

Once there was a boy named Ryan White. He lived in Kokomo, Indiana, with his mother, Jeanne, and younger sister, Andrea. Ryan was not very old when he found out he had HIV. HIV is a very bad germ that causes AIDS and does bad things to people, but it is hard to get. Ryan got HIV when he was given blood to help him with another medical problem. Somebody had donated blood that had HIV in it. When Ryan got this blood, he also got HIV, the AIDS germ. Today, doctors know how to look for HIV in blood that is donated. But when Ryan was a boy, not many people knew about HIV, or that they should look for it in donated blood.



Ryan was just an ordinary boy who liked skateboarding, cars, collecting comic books, and watching TV. But some people in Ryan's hometown, Kokomo, did not think he was ordinary. They were afraid of AIDS. They were afraid that somehow, Ryan might give them AIDS. Some people in Kokomo did mean things to Ryan and his family.

Some people would not shake Ryan's hand. They would not use the restroom after him. Some parents of kids at Ryan's school were afraid their kids might get AIDS from Ryan. They did many things to keep Ryan away from school. For awhile, they won. Ryan had to stay home and listen to his teachers over the phone. When Ryan did go back to school, some kids would not walk by him in the hall. They did not want to sit by him. Other kids wrote mean things on his locker. Sometimes, people would drive by his house and throw garbage into his yard. They would yell terrible things at Ryan, his mom, or his sister. Ryan was not allowed to swim in the swimming pools in town. People accused Ryan of biting people. Ryan had never bit anyone! It hurt his feelings that people were telling lies about him and being mean to him.

These people were mean, because they were afraid of HIV, the AIDS germ. They were afraid of AIDS, because they did not understand about it. They did not know that they could be Ryan's friends and not get AIDS. They did not know that they could shake Ryan's hand and hug him and not get AIDS. They did not know that they could eat with him and swim with him and not get AIDS.

QUESTIONS:

1. Have you ever felt a little bit lonely? Do you think Ryan ever felt lonely?
2. Now, imagine no one wanting to play games with you at recess. Imagine that your best friend's parents would not let your best friend play with you anymore. Imagine people saying mean things to you all the time. Do you think this was hard for Ryan?
3. What could the people have done instead of being mean to Ryan?

Let's find out what happens to Ryan:

Ryan and his family moved to another town—Cicero. They hoped they would find new friends there. The people in Cicero were mostly very friendly, just as Ryan's family had hoped. The

town and school knew the Whites were moving there. But instead of being scared, the teachers and students learned all about AIDS. Some parents were still afraid to let their kids go to school with Ryan. But the kids had learned all about AIDS, and they were not afraid. They were able to tell their parents why they didn't need to be afraid, either.

Some students at Ryan's new school came to visit him that summer, before school even started. They wanted Ryan to be their friend! Ryan liked going to that school. He did fun things with his new friends.



QUESTIONS:

1. Why was Ryan happy?
2. Do you think that learning about the AIDS germ helped the people in Cicero not to be afraid of Ryan?
3. Can you think of something that you used to be afraid of, but aren't anymore? What helped you not be afraid anymore?
4. If you met someone with the AIDS germ, or any other germ, how would you treat them?

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www.ed.gov

U.S. Department of Justice: The Americans with Disabilities Act
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Tells the story of children in a multicultural daycare, one of whom has AIDS.

Shilts, Randy. *And the Band Played On: Politics, People, and the AIDS Epidemic*. New York: St. Martin's Press, 2000.
San Francisco Chronicle reporter Randy Shilts examines the making of the AIDS epidemic.

Verniero, Joan C. *You can Call me Willy: A Story for Children About AIDS*. Washington, DC: Magination, 1994.
An eight year old girl with AIDS talks about her illness.

Weiner, Lori S., Ph.D., ed. *Be a Friend: Children Who Live with HIV Speak*. Morton Grove: Albert Whitman & Co, 1996.
Humanizes AIDS through the voices of its victims and their families in a collection of drawings and writings done by children involved in treatment or counseling at the National Cancer Institute in Bethesda, Maryland.

White, Ryan, and Cunningham, Ann Marie. *Ryan White: My Own Story*. New York: Signet, 1992.
Ryan White, a 13 year old diagnosed with AIDS, tells how he fought for his beliefs and how he lived.