Unit 5: Civil Rights 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

©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)

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

©PKIDs 2004
Table of Contents

Introduction .................................................................................................................................... 5

Letter from Teachers to Parents ................................................................................................. 6

1. Introduction to Civil Rights Vocabulary .............................................................................. 7
   Word Search Handout ............................................................................................................... 9

2. Fair v. Unfair .......................................................................................................................... 10
   Scenarios ................................................................................................................................. 11

3. Then v. Now ............................................................................................................................ 14
   Timeline Answer Sheet for Instructor Reference ................................................................. 15
   Scenarios ................................................................................................................................. 17

Bibliography ............................................................................................................................... 19

Additional Activities and Resources ........................................................................................ 21

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
WEBSITE: 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. 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,
INTRODUCTION TO CIVIL RIGHTS VOCABULARY
WORD SEARCH

LEVEL
Ages 6-9

OBJECTIVE
Students will understand and identify civil rights vocabulary words.

MATERIALS
1 copy of the word search (included) for each student.

PREP
None

INSTRUCTIONAL COMPONENTS:
1. Discuss the meaning of each vocabulary word with students. You may want to write the words on a blackboard or overhead for discussion and pass out the activity after discussion has ended.
   - FAIR: This means treating everyone the same, or giving everyone the same chances, no matter who they are.
   - RULES: We have rules in our class and in our country that everyone must follow. Rules help everyone be treated the same.
   - LAWS: Laws are special rules that are made by our local and national government.
   - PROTECT: To protect something means to keep something safe. Rules and laws protect people, especially those who can’t protect themselves.
   - RIGHTS: Rights are freedoms that people in our school and country have. What rights do you have in the classroom? (Example: Each of us has freedom from being bullied, or the right to be treated the same as everyone else.)
   - CIVIL: This word describes something that is for all the people of a country. Civil rights would be “rights that every person in this country has.”
   - RACE: Race is a word people use to describe skin colors and nationalities. Everybody has a race. Some people think that people of certain races should be treated better than others. This is wrong. We have rules and laws to keep people from being treated unfairly because of their race.
   - GENDER: Gender is a word that means a person is either a boy or a girl. Some people think boys should have more rights and freedoms than girls, or that girls should have more rights and freedoms than boys. That is wrong, and that is why we have rules and laws to be sure no one is treated unfairly because of their gender.
   - DISABLED: This word means that a person has a disability, which is something that makes it harder for a person to do things that many people do easily. A disability could be many things, like blindness, or needing to use a wheelchair. We have rules and laws to protect disabled people from being treated unfairly.
• DISEASE: A disease can be one of many different kinds of disabilities. Even if a disease does not make it hard for a person to do things, other people may treat that person unfairly because they are afraid of getting that disease. We have rules and laws to protect people with diseases from being treated unfairly.

2. Have students complete the word search in or out of class. Words are hidden down or across only.

**ASSESSMENT**
• Challenge students to use the vocabulary words in sentences. Offer to write on the board any words they don’t know how to spell.
• Students will complete the word search. Answer key:
CIVIL RIGHTS VOCABULARY WORD SEARCH

Can you find the hidden words?

WORD LIST
Fair
Rules
Laws
Protect
Rights
Civil
Race
Gender
Disabled
Disease
FAIR v. UNFAIR

LEVEL
Ages 6-9

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

MATERIALS
1 copy of scenarios (included).
1 container from which slips of paper will be drawn.
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. Ask them to explain how an unfair situation could have been made fair.
3. One at a time, have students draw a scenario from the container. Read the scenario (or have the student read it, if appropriate).
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 and laws 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 write it down and 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 of them 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 of them 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 applies for a job. He is not given the job because the boss does not like that he is blind.

Mr. Smith is blind. He applies for 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. You ask her if something is wrong. 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 theatre 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 an equal amount to every student.

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

You find out you have a hepatitis 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 the AIDS 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 the AIDS 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. 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.
THEN v. NOW

LEVEL
Ages 6-9

OBJECTIVE
Students will compare civil rights laws from the past and present.

MATERIALS
1 copy of scenarios (included).
1 container from which slips of paper will be drawn.
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, “THEN v. NOW.”
2. Ask students if they know of things that people were not allowed to do in the past but that they have the freedom to do now.
3. Have each student draw a scenario from the container.
4. Each scenario has a graphic. Have the students find and pair up with the other person who has the same graphic on his/her slip of paper.
5. Have each pair of students come to the blackboard/butcher paper, read their scenarios, and place them under the appropriate heading (“THEN” or “NOW”).

ASSESSMENT
• Students will place scenarios under the correct heading.
• Discuss with students how rules and laws help keep things fair and protect people.
TIMELINE ANSWER SHEET FOR INSTRUCTOR REFERENCE

Ryan White attempted to return to school in 1985 after being hospitalized. The school refused and a legal battle ensued. The Americans with Disabilities Act (1990) prevents discrimination based on public perception of diseases.

“Jim Crow” laws of the late 1800s segregated blacks and whites under the guise of “separate but equal.” The Civil Rights Act of 1964 prohibits discrimination based on race, color, religion, sex or national origin.

In the late 1700s, 1800s, and early 1900s, people with various disabilities were often sent to institutions to live and learn. Currently, the Individuals with Disabilities Education Act requires that children with disabilities must be provided an education in the least restrictive environment possible.

In the 1960s, students with disabilities at the University of Illinois and the University of California at Berkeley began working toward elimination of architectural and transportation barriers on their campuses. In 1968, the Architectural Barriers Act was passed requiring that federally funded buildings and facilities be accessible to people with disabilities.

Beginning in 1942, “relocation centers” housed Japanese people living in America during World War II. In 1945 and 1946, these centers were closed. In the late 1980s, the Civil Liberties Act (aka, the Reparations Act) was passed, apologizing for this injustice and designating $20,000 to each individual forced into a camp during the Japanese Internment.

A resolution calling for woman suffrage was passed at the 1848 Seneca Falls Convention. During the early 1900s, various groups and organizations worked successfully for women’s right to vote, and in 1920, the 19th Amendment was passed guaranteeing that right.

Slaves, present in the American colonies since the early 1600s, were considered possessions until 1787, when a slave was determined to equal three-fifths of a white man (for taxation and representation purposes). From 1862 to 1865, several pieces of legislation were passed to free slaves and guarantee their rights.

Many states had child labor laws as early as the 1830s. However, laws often went ignored in rural areas and where immigrants or poor families were concerned. In the early 1900s, violations of labor laws were documented as people worked to eliminate child labor. In 1938, the Fair Labor Standards Act was passed, prohibiting child labor for children under 16 and setting other labor standards.
Many Irish people immigrated to America between 1845 and 1850 because of the Great Potato Famine in Ireland. Rising numbers of Irish people aggravated anti-Catholic sentiments, eventually leading to stereotyping of Irish-Americans. The Civil Rights Act of 1964 prohibits discrimination based on race, color, religion, sex or national origin.

The Chinese Exclusion Act of 1882 restricted immigration to the U.S. In 1902, Chinese immigration was made illegal. In 1906, the San Francisco school board arranged for all Asian children to be placed in the Oriental Public School, although Chinese children had been excluded from schools since 1859. The Immigration Act of 1965 equalized the numbers of immigrants to be allowed from every country.

A physician who treated HIV-positive patients was threatened with eviction in 1983. The court ruled in favor of the physician — the first successful litigation against HIV discrimination. In 1988, President Reagan issued an order banning discrimination against federal workers with HIV. The Americans with Disabilities Act of 1990 prohibits discrimination against individuals with HIV in all aspects of public life.
Ryan White is kept away from school because he has AIDS. People are afraid they will get AIDS.

Black people and white people cannot go to school together. They cannot use the same drinking fountains. They cannot do many things together.

People who are disabled must live apart from their families. They cannot do many things.

People who are disabled have trouble getting in and out of buildings. It is hard for them to get around outside their homes.

America and Japan are fighting. Some Japanese people in America are treated badly and put in camps. They cannot live in their homes.

Women are not allowed to vote. Only men can vote.

People are sold as slaves. Some people think they can own others.

Some children must work in factories. They work hard for little money. They do not get to play.

People with AIDS can do things everyone else does. We do not have to be afraid of getting AIDS.

Black people, white people, and people of all colors can go to school together. They can share drinking fountains. They can do everything together.

People who are disabled live with their families or wherever they choose. They can do many things.

Buildings must be built so that disabled people can get in and out. It is easier for them to get around outside their homes.

People in America come from many countries. They cannot be treated badly because of the country they are from.

Women can vote. Most people who are citizens and 18 years old can vote.

No person can be a slave. No person can own another person.

There are laws to keep people from making children work.
Irish people in America are treated badly. Some people do not like that many Irish people are Catholic.

No one can be treated badly because of their religion.

It is hard for Chinese people to come to America. The rules in America say that Chinese people cannot be Americans.

The rules in America say that Chinese people can be Americans. Our rules give people from other countries an equal chance to become Americans.

A person with a germ, like AIDS or hepatitis, can be forced to leave his or her home.

There are laws to protect people with a germ. They cannot be forced to leave their homes just because they have a germ.
Bibliography

ADA Technical Assistance Centers: *What is the ADA? Definition of Disability; Historical Context of the Americans with Disabilities Act*
www.adata.org

Aegis
www.aegis.com

AIDS Action
www.aidsaction.org

The Body
www.thebody.com


Emory University School of Law: 11th Circuit Court Opinions.
www.law.emory.edu

Equal Employment Opportunity Commission
www.eeoc.gov


Margolis, Dr. Harold, Director of the Division of Viral Hepatitis at the Centers for Disease Control and Prevention (CDC). Interview July 2001.

National Parent-Teacher Association: *Background information on the Individuals with Disabilities Education Act*
www.pta.org

Seattle-King County Department of Public Health FLASH Curriculum: *Teaching About Values*


U.S. Department of Education. Office for Civil Rights: *Questions and Answers on Disability Discrimination under Section 504 and Title II*. Family Policy Compliance Office: Family Educational Rights and Privacy Act
www.ed.gov
U.S. Department of Justice: The Americans with Disabilities Act
www.usdoj.gov

U.S. Department of Health and Human Services, Office of Civil Rights: Your Rights Under the Americans with Disabilities Act; Your Rights as a Person with HIV Infection, AIDS, or Related Condition

U.S. Supreme Court
www.supremecourtus.gov

VSA Arts: Hidden Disabilities
www.vsarts.org
Additional Activities and Resources for Teachers, Students and Parents


