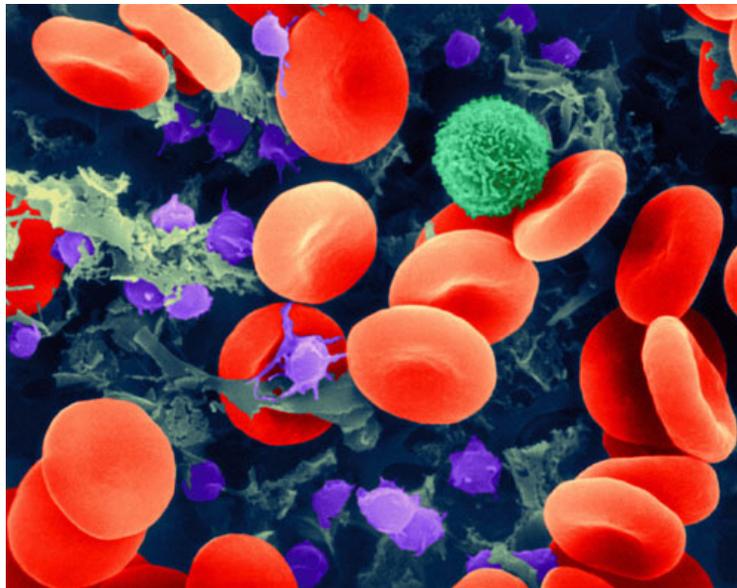


Unit 5: Civil Rights and Infectious Diseases

Instructional Activities for Ages 9-12



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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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,

INTRODUCTION TO CIVIL RIGHTS VOCABULARY

Fill-In-The-Blank And Word Search

LEVEL

Ages 9-12

OBJECTIVE

Students will understand and identify civil rights vocabulary words.

MATERIALS

1 copy of the vocabulary fill-in-the-blank and word search exercise (included) for each student.

PREP

None

INSTRUCTIONAL COMPONENTS

Instruct students to complete both sections of the worksheet.

ASSESSMENT

Fill-in-the-blank answer key: 1) Civil rights, 2) Discrimination, 3) Racial, 4) Gender, 5) Disability, 6) Equality, 7) Religious, 8) Employers, 9) Legislation. Word search answer key:

D													
	I			E	M	P	L	O	Y	E	R	S	
		S										Y	
			C	I	V	I	L	R	I	G	H	T	S
	L			R						E		I	
	A			A	I					N		L	
	W			C		M				D		I	
	S			I			I			E		B	
				A				N		R		A	
E	Q	U	A	L	I	T	Y		A			S	
										T		I	
	R	E	L	I	G	I	O	U	S			I	D
												O	
			L	E	G	I	S	L	A	T	I	O	N

BONUS WORD: Laws

CIVIL RIGHTS VOCABULARY

PART 1: Fill in the blanks below with these 9 vocabulary words.

disability	discrimination	civil rights
gender	equality	racial
legislation	religious	employers



1. _____ is a phrase referring to the freedoms that every person in our country is entitled to have.
2. _____ is treating somebody differently in an unfair way.
3. _____ discrimination is treating somebody differently because their skin is a certain color, or because they are from a different country.
4. _____ discrimination is treating somebody differently because they are a boy or a girl.
5. Some people are discriminated against because they have a _____. This can mean that they are blind, or that they must use a wheelchair. It can also mean that they have a disease, like AIDS or cancer.
6. _____ means that all people are treated the same and given the same opportunities. It means that no person is treated better than another.
7. _____ discrimination is treating somebody differently because of their religion or beliefs.
8. _____ may not discriminate when they hire people for a job. They must select the person who is most qualified, regardless of that person's gender, race, religion, or disability.
9. Our country has passed a lot of _____ to protect all types of people from being discriminated against.

CIVIL RIGHTS VOCABULARY
Part 2: Can you find these hidden words?
Words may be hidden across, up, down, or diagonally!

disability	discrimination	civil rights
gender	equality	racial
legislation	religious	employers



D T J C B T K J Z A Y H N V
 Q I M R E M P L O Y E R S L
 A G S I D R L H P Q N J Y I
 Z B I C I V I L R I G H T S
 W L K T R E D G L W E I I A
 S A O G A I S F K S N K L U
 X W L H C W M D E E D P I G
 E S P D I Q R I G D E L B D
 D Y A U A U E I N C R B A F
 E Q U A L I T Y P A B R S J
 C H W P S S L E M V T U I B
 R R E L I G I O U S G I D C
 F N S X L C K V B F R H O Z
 V U D L E G I S L A T I O N

**BONUS: Can you find a word that is not on the list
 that is another word for legislation?**

FAIR v. UNFAIR (OR JUST v. UNJUST) Creative Writing Project

LEVEL

Ages 9-12

OBJECTIVE

- Students will select and evaluate short scenarios for fairness/justice.
- Students will defend their responses.

MATERIALS

Newspaper/magazine articles to be provided by students.
Bulletin board area in/outside room devoted to student writings.

PREP

Determine a length for student writing (e.g., 5 sentences).



INSTRUCTIONAL COMPONENTS

1. Write the words “FAIR/JUST v. UNFAIR/UNJUST” at the top of the bulletin board area.
2. Ask students to think of times when something was fair or unfair/just or unjust. Ask them to explain why something was fair or unfair/just or unjust. Ask them to explain how an unfair or unjust situation could have been made fair or just.
3. Instruct students to select from a newspaper or magazine an article that illustrates justice being done or neglected.
4. Ask students to read the article and defend their position in writing.
5. Ask the student to post the scenario under the appropriate heading.

ASSESSMENT

- Questions to be answered in the writing:
 1. Briefly describe the just or unjust scenario.
 2. Why did you feel the outcome of the situation was just or unjust?
- Students will place the scenario under the FAIR/JUST or UNFAIR/UNJUST heading.
- Discuss with students how civil rights laws help protect people from discrimination.
- Allow students to continue adding scenarios to the bulletin board area. Have them share any new scenarios with the class.

THEN v. NOW

LEVEL

Ages 9-12

OBJECTIVE

- Students will compare civil rights laws from the past with the present.
- Students will create a pictorial timeline of “Then v. Now” events.

MATERIALS

- 1 copy of scenarios (included).
- 1 Timeline answer sheet (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”).
6. Have each student research his/her event to find out the date/time period during which that event occurred. In addition, each student should also bring to class a picture or photo representing that event. (If students are unable to make copies or printouts of pictures, have them draw something they saw during their research.)

ASSESSMENT

- Students will place scenarios under the correct heading.
- Students will correctly order their events and place the pictures with them.
- Discuss with students how civil rights legislation helps protect people’s rights and freedoms.

TIMELINE ANSWER SHEET



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 1875, several pieces of legislation were passed to free slaves and guarantee their rights.



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.



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.



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.



Many states had child labor laws as early as the 1830s. However, laws were often 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.

SCENARIOS

Ryan White, a boy with AIDS, is prevented from attending school because people are afraid they will get AIDS.



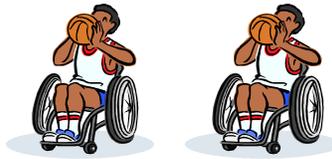
People with AIDS and other diseases are protected from discrimination by law.

African-American students are not allowed to attend school with white children. They can't use the same drinking fountains or bathrooms, among many other things. These laws are called "separate but equal."



"Separate but equal" is unequal by nature. To separate people is to say that one group is better than another. It is against the law to separate people like this.

People who are mentally disabled are sent away to asylums. They do not interact with the rest of society.



People with disabilities, including diseases, are protected by law. It is against the law to prevent them from participating in society.

People with disabilities have difficulty accessing buildings and transportation. It is hard for them to function in society



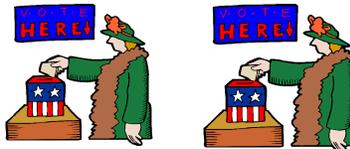
Buildings and transportation (like buses) must be built to accommodate people with disabilities.

Japanese people in America are forced to live in camps. People are afraid they will betray America because we are fighting Japan in a war.



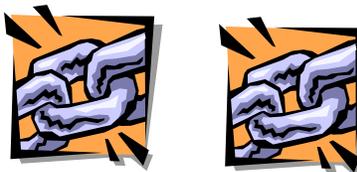
A person's civil liberties can't be violated simply because of his or her nationality.

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



Because of the women's suffrage movement, women can vote.

People are enslaved and bought and sold like property. They are separated from their families, beaten, and forced to work for others.



Slavery is illegal. No person can be owned or treated like property.

Irish people in America are discriminated against. One reason for this is that some people do not like that many Irish people are Catholic.



It is against the law to discriminate against a person because of his or her religion.

A person with a disease, like AIDS or hepatitis, can be evicted, forced to leave their home.



There are laws to protect people with disease. A person cannot be evicted from his or her home simply because of a disease.

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.

Some children are made to work in factories. They work hard, long hours and are paid very little.



There are child labor laws to keep people from making children work.

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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.

Gostin, Larry, Lazzarini, Zita, and Gostin, Lawrence O. *Human Rights and Public Health in the AIDS Pandemic*. New York: Oxford University Press, 1997.

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Hunter, Nan D., and Rubenstein, William B., eds. *AIDS Agenda: Emerging Issues in Civil Rights*. New York: New Press, 1992.

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