

# RISK FACTORS AND BLOOD-BORNE PATHOGENS

## Lesson 2

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### Learner Outcome W-6.6<sup>1</sup>:

Examine and evaluate the risk factors associated with exposure to blood-borne diseases – HIV, AIDS, Hepatitis B/C; e.g., adults sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active.



### MATERIALS:

1. CARDS: Blood-Borne Pathogens Risk Factors
2. HANDOUT: Decision Making Activity
3. CARDS: Blood-Borne Pathogen Scenarios



### INTRODUCTION:

The second lesson in the series on Risk Factors and Blood-Borne Pathogens provides students with activities to use the protection and prevention skills they have identified.



### APPROACHES/STRATEGIES:

### NOTES:

#### A. Ground Rules

(5 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

#### B. Parent Interview Follow-Up

(5-10 min)

*Students reveal insights gained during their discussions about blood-borne pathogens with a parent or guardian*

1. Collect the tear-off strip from the handout: Learning About HIV & AIDS and Hepatitis A/B/C. Teachers may consider offering an incentive to those students who were able to complete the assignment with a parent or guardian.

2. Debrief this activity using the following questions:
  - How did it feel to ask the interview questions?
  - Why is it important to be able to talk about sexual health issues with your parent or guardian?
  - If talking with a parent or guardian isn't possible, who are other support people you can go to for help?

### C. Evaluating Risk

*Students identify what places a person at risk for blood-borne pathogens.*

1. Place the Blood-Borne Pathogens (BBP) Risk Factors cards in a box
2. Write two headings on the board: *Risk Factor* and *Not a Risk Factor*.
3. Have one student at a time pick a card from the box and read it aloud.
4. As a class, determine which category the card belongs in. Place it under the appropriate heading. Use the following guide:

#### RISK FACTORS FOR BBP<sup>2</sup>:

- Sharing needles with another person
- Mixing blood between persons
- Sexual intercourse
- Helping someone who is bleeding without using latex gloves
- Being born to a mother who has a blood-borne disease
- Body piercing or tattooing

#### NOT A RISK FACTOR FOR BBP<sup>3</sup>:

- Talking, shaking hands, working or eating with a person who has a blood-borne disease
- Hugging, touching, or kissing someone
- Forks, spoons, cups or food
- Bed sheets or towels
- Coughs or sneezes
- Bites from insects or animals
- Swimming in a public pool
- Using a public toilet or water fountain
- Using a crowded elevator
- Giving blood
- Getting a vaccination

5. Debrief this activity using the following questions:
  - Where do misunderstandings about blood-borne pathogens come from?

**(10min)**



Explain to students that a mucus

membrane is a part of our body that is moist and that is exposed to the outside of our body, e.g. back of throat, anus, eyes, & nose.



For students with differing abilities, it is important to

emphasize how blood-borne diseases are not spread. This will help prevent fear. For example, you could go on a walk in the school and community and point out items that will not transmit blood-borne disease, such as water fountains. It is equally important to emphasize how you can get blood-borne diseases. You may want to use other visual aids such as a picture of a pregnant mother or of needles.

- What are the best ways to avoid blood-borne pathogens?

#### D. Avoiding Risk<sup>4</sup>

*Students use problem-solving skills to determine how to avoid risk factors associated with exposure to blood borne pathogens.*

1. Distribute the Decision Making Handout, one to each student.
2. Display the overhead: Decision Making Slide and review each step with students.
3. Divide students into small groups.
4. Provide each group with a Blood-Borne Pathogens Scenarios card.
5. Allow groups to read the scenario.
6. Give groups time to discuss the scenario and fill in the Decision Making Handout.
7. Debrief by having each group present their scenario and response to the class. After each presentation, ask the class to determine if the response was appropriate, or if they have other suggestions.

(20-25 min)

#### E. Concluding Discussion

*Students demonstrate understanding of the impact of blood-borne pathogens.*

Final debrief questions can include:

1. What are the consequences of being infected with a blood-borne pathogen for both the person who is sick and for that person's friends and family?
2. What can we do to prevent the transmission of blood-borne pathogens?
3. What can we do to care for and support those who have been infected with a blood-borne pathogen?

(10 min)



**QUESTION BOX:**

(10 min)

If time permits, address student questions.



## SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
  - Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



## STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Identify risk factors for the transmission of blood-borne pathogens?
  - Identify safe practices to help prevent the transmission of blood-borne pathogens?
- Skills:**
- Use problem-solving skills to determine how to avoid risk factors associated with exposure to blood-borne pathogens?
- Attitudes:**
- Acknowledge the implications of being infected with a having a blood-borne pathogen?

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<sup>1</sup> Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>

<sup>2</sup> Alberta Health Services. (2009). *Hepatitis B fact sheet*. Retrieved from [http://www.teachingsexualhealth.ca/media/STI/605956%20Hepatitis%20B%20\(2009-02\).pdf](http://www.teachingsexualhealth.ca/media/STI/605956%20Hepatitis%20B%20(2009-02).pdf)

<sup>3</sup> Adapted from Canadian AIDS Treatment Information Exchange (CATIE). (2010). *HIV & AIDS: Basic facts*. Retrieved from <http://www.catie.ca/eng/PreventingHIV/fact-sheets/HIV-basics.shtml>

<sup>4</sup> Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A sourcebook on sexuality and reproductive health education*. Ottawa: Author