

RISK FACTORS AND BLOOD-BORNE DISEASES

Lesson 2

6
GRADE

Learner Outcome W-6.6¹:

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 Disease Risk Factors
2. HANDOUT: I.D.E.A. Problem Solver
3. CARDS: Blood-Borne Disease Scenarios
4. OVERHEAD: I.D.E.A. Problem Solver



INTRODUCTION:

The second lesson in the series on Risk Factors and Blood-Borne Diseases 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 diseases with a parent or guardian

1. Collect the tear-off strip from the handout: Learning About HIV & AIDS and Hepatitis 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 diseases.

1. Place the Blood-Borne Disease (BBD) 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 BBD:

- 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 BBD:

- Being bitten by a dog or cat
- Sharing food with a person who has a blood-borne disease
- Being coughed on
- Being bit by a mosquito
- Swimming in a public pool
- Using a public toilet
- Using a crowded elevator
- Hugging, shaking hands or touching someone
- Kissing
- Giving blood
- Getting a vaccination
- Drinking from a water fountain

5. Debrief this activity using the following questions:

- Where do misunderstandings about blood-borne diseases come from?
- What are the best ways to avoid blood-borne diseases?

(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.



For developmentally delayed students, 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.

D. Avoiding Risk²

(20-25 min)

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

1. Distribute the handout: I.D.E.A. Problem Solver, one to each student.
2. Display the overhead: I.D.E.A. Problem Solver and review each step with students.
3. Divide students into small groups.
4. Provide each group with a Blood-Borne Disease Scenarios card.
5. Allow groups to read the scenario.
6. Give groups time to discuss the scenario and fill in the handout I.D.E.A. Problem Solver.
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.

E. Concluding Discussion

(10 min)

Students demonstrate understanding of the impact of blood-borne diseases.

Final debrief questions can include:

1. What are the consequences of having a blood-borne disease 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 diseases?
3. What can we do to care for and support those who have a blood-borne disease?



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

¹ Alberta Learning. (2002). Health and Life Skills: Kindergarten to Grade 9, p.7.

² Adapted from: Health Strategies, Inc. (1999-2000). Learning About HIV/AIDS, Demonstrating the Transmission of Disease. Retrieved from: www.healthteacher.com/lessonguides/sexual/4-5/sh5el45/printout2.asp (no longer available on-line).

³ Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A sourcebook on sexuality and reproductive health education*. Ottawa: Author

⁴ Adapted from: Zacour, R. (1990) Learning About AIDS: An Active Learning Program for Children in Grades 5 and 6. Canadian Public Health Association.