As part of the Healthy Lifestyles Curriculum, the State Office of Education has developed an AIDS Education Curriculum for grades 3-12. Teachers are mandated by State Law to teach this curriculum. The SLC School District has expanded this curriculum to include other blood borne pathogens, particularly Hepatitis B (HBV) and Hepatitis C (HCV). The following is the state outline for 3rd – 6th grades that will be taught in the district. If you would like to preview the material to be used please contact your child’s teacher.

**GRADES 3-4**

The students will develop an understanding of diseases and the immune system and how diseases caused by blood borne pathogens compare and differ with other diseases.

1. Discuss ways that the diseases caused by BBP are similar to other diseases.
2. Describe how BBP diseases are difficult to contract and usually do not affect children.
3. List ways people cannot contract blood borne diseases.
4. Explain how the scientific community is working hard to find a cure for diseases caused by BBP.
5. Describe strategies for disease prevention such as decision-making skills and refusal skills in responding to negative pressure from peers.

The primary emphasis of blood borne pathogens education for students in the elementary grades is to allay excessive fears about the diseases and of becoming infected. The discussion at this level has been developed to establish a foundation for a more detailed discussion of sexuality in the intermediate grades.

Children should recognize that diseases caused by BBP are causing some adults to get very sick, but they do not commonly affect children. They should understand that these diseases are very had to get and that one cannot get them just by being near or touching someone who has one of these diseases. They should be told that at present many scientists from throughout the world are working hard to find a way to stop people from getting these diseases and to cure those who have them.
SAMPLE LESSON PLAN FOR 3RD AND 4TH GRADERS

1. Define blood borne pathogens. Write examples on the board, i.e. AIDS, HIV, HBV, HCV. Define what each letter stands for. Then define what each word means simply. Do not write the definition on the board. Write only the letters and the word that stands for the letter. Sample:

   A  Acquired   (Something you get)
   I  Immune    (A system in your body that fights diseases)
   D  Deficiency (You are lacking or missing something)
   S  Syndrome  (A whole collection of signs and symptoms)
          (Therefore AIDS means that your body lacks a way to fight diseases you have gotten)

   H  Human     (It is a disease in humans only)
   I  Immunodeficiency (Refer to definition above)
   V  Virus     (The germ that causes HIV is a virus)

2. Diseases are spread by germs too small to see.

   Bacteria – causes diseases, such as strep throat or pink eye. We can go to the doctor and get some medicine and we get better.
   Virus  – causes diseases such as cold, flu, chicken pox. No medicine can cure a virus.

3. Our immune system, which is part of our blood system, normally kicks in and we fight diseases and soon get better.

4. Most of these diseases are easy to catch. They are spread by coughing, sneezing, coming in contact with a sick person, or we touch something that the sick person has just touched and then we get the disease (like a book, pen, or door knob.)

5. Most blood borne pathogens are viruses, but are very different from a cold or chicken pox virus. They are very difficult to catch.

6. List ways BBP cannot be contracted:
   Sneezing
   Sharing utensils
   Sitting next to someone with the disease
   Taking care of someone with the disease
   Eating in a restaurant where the cook has the disease
   Living in the same house with someone who has the disease
   Touching someone with the disease
   Holding hands
   Playing sports with someone who has the disease
7. Diseases caused by BBP usually do not affect children.

8. So, how do you catch them? How do you get a blood borne disease?

9. You can get a blood borne disease by coming in contact or touching someone’s blood and other bodily fluids. If a mother has one of these diseases she might pass it on to her unborn baby.

10. How can you keep or prevent yourself from getting a blood borne disease?
    - Don’t touch anyone’s bloody sore or bloody nose
    - No Blood Brothers/Blood Sisters
    - No tattoos, ear or body piercing
    - Don’t do drugs
    - Don’t pick up needles on the playground

11. There is no cure or vaccine for many of these diseases, but scientists are working hard to find a cure.

12. Play

13. Refusal Skills – you don’t have to do this. Refusal skills are taught in another area of the curriculum.

14. DVD

15. Post Test. Just read the questions and have students answer as a group.

16. Questions
TEST – 3RD AND 4TH GRADE LEVEL

1. T  F  People can give each other diseases.

2. T  F  Blood borne diseases are caused by viruses.

3. T  F  Your body’s immune system can protect you from many infections.

4. T  F  AIDS, HBV, HVC, etc. can be cured.

5. T  F  Children who attend school with someone who has a blood borne disease can catch the disease by sitting next to them.
GRADES 5-6

The students will develop an understanding of diseases and the immune system and how diseases caused by blood borne pathogens compare and differ with other diseases.

1. Define viruses, tell how they transmit disease and list five diseases that are caused by viruses.
2. Discuss how people infected with a virus can infect others yet have no symptoms.
3. Develop a definition for blood borne disease.
4. Define opportunistic diseases.
5. Define the term epidemic and pandemic and explain why AIDS is pandemic.
6. List the primary modes of transmission of blood borne diseases.
7. Describe ways blood borne diseases cannot be transmitted.
8. Describe strategies for disease prevention such as decision making skills and refusal skills in responding to negative pressure from peers.

Education about blood borne pathogens at the intermediate grade level is designed to provide information to form a framework for more advanced discussion material at the secondary level.

The primary emphasis of this portion of the curriculum is to explain to students the physiology of blood borne diseases, i.e., what a virus is, what opportunistic diseases are, what the primary modes of transmission are, etc. In presenting this information, teachers should recognize that students are likely to be:

- Aware of sexual feelings and desires and confused about these feelings
- Increasingly sensitive to media pressure
- Increasingly sensitive to peer pressure
- Capable of concern for others
- Exploring sex roles
- In different stages of pre-puberty and early puberty and, therefore, very interested in learning about sexuality and relationships
- Quite comfortable discussing human sexuality - - ???
- Confused between fact and fantasy, between hypothesis and reality
- Able to internalize rules and to know what is right or wrong according to those rules

This portion of the curriculum consists of eight objectives which are recommended by the Centers for Disease Control as appropriate for the intermediate grades. These objectives are not complex and should focus on the physiology of the disease and attempt again to eliminate the fears and fallacies children have concerning blood borne diseases.
SAMPLE LESSON PLAN FOR 5TH AND 6TH GRADERS

1. Define the diseases AIDS, HBV, HCV. For example:
   A  Acquired   (Something you get)
   I  Immune    (A system in your body that fights disease)
   D  Deficiency (You are lacking or missing something)
   S  Syndrome  (A whole collection of signs and symptoms)
   H  Human(It is a disease in humans only)
   I  Immunodeficiency (Refer to definition above)
   V  Virus      (The germ that causes HIV is a virus)

2. Define Epidemic and Pandemic
   Epidemic:  100’s or 1000’s in a small area infected with a disease.  
              For example, head lice might be epidemic in your school.
   Pandemic:  Millions, worldwide, AIDS is pandemic

3. Two types of microbes (tiny living things, germs) that cause disease:
   Bacteria: One celled, most common form of life on earth. They are on
              ground, water, and on us. Strep Throat is an example of a disease
              that comes from a bacteria. Medicine will cure bacteria.
   Viruses: Lifelike matter, smaller than bacteria, they grow within other
            living cells. There is no cure for a virus. Examples are colds and
            the flu.

   A virus can cause an extremely serious disease when it infects the cells in our bodies.
   Once a virus gets into a cell, the virus can make hundreds of copies of itself to overpower
   our body’s natural defenses and make us sick.

4. Viruses take effect at different rates of speed, making it difficult to determine with
   certainty whether or not a person is infected at a given time. A person may be infected
   and the blood test may not turn out to be positive. This is what happens with the HIV
   virus. It can take many months or even a year for the blood test for HIV to come back
   positive. Another thing that happens is that you have no outward symptoms that you
   have the virus or the disease that it causes. Yet, you are able to infect others. You may
   not know that you have the virus and yet you are able to give it to someone else.

   When a virus enters a living cell in our bodies, it stimulates the body to form antibodies
   (which fight to get rid of the disease in a person with a strong immune system.) But they
   may or may not be able to prevent the disease.

5. How do you normally get disease?
   Sneezing
   Sharing utensils
Breathing in the bacteria or virus
Drinking or eating from the same cup or plate
Touching a rash or sore and putting your hand in your mouth or eyes
Not washing your hands after going to the bathroom or before eating

6. List five diseases that you get from a virus:
   Cold, Flu, Mumps, Measles, Chickenpox

7. Discuss how you DO NOT GET A BLOODBORNE DISEASE:
   From door knobs, toilet seats, utensils
   Hugging someone with the disease (kissing, shaking hands)
   Insect bites
   Donating blood

8. How DO you get a blood borne disease?
   A. Coming in contact with other people’s body fluids, such as through sexual contact, sharing blood-contaminated needles during IV drug use, body piercing, tattooing fighting with physical contact, picking up used needles on the playground, etc.
   B. A mother who is HIV + could pass it to her unborn child
   C. Breast milk
   D. Blood transfusions, tissue and organ transplants (very rare now with new testing techniques.) Remember, donating blood is safe.

9. Blood borne diseases are difficult to contract. You have to engage in risky behaviors in order to get it. YOU HAVE TO PUT YOURSELF AT RISK! Right now, you are in charge of whether or not you get one of these diseases.

10. How do you protect yourself from getting a blood borne disease? Health care workers take precautions and so should you:
    Wear latex or latex-free gloves when doing first aid care like cleaning a wound of a classmate. Better yet, let the nurse, secretary, or a teacher take care of it.
    Never touch anyone’s blood or bodily fluids.
    Don’t pick up needles on the playground or anywhere.
    In a public restroom, don’t push down that pile of paper towels.
    Wash hands before and after contact with affected persons.
    Disinfect any surface with bleach on which blood has been spilled.
    NO SEX BEFORE YOU ARE MARRIED.
DON’T DO DRUGS.

No fighting.

11. Play

12. Refusal skills and decision-making skills – You don’t have to do this part of the lesson. It is done in another area.

13. Film

14. Test. Just read the questions and have the students answer as a group.

15. Questions
TEST – 5TH AND 6TH GRADE LEVEL

1. T  F  Viruses can cause serious diseases.

2. T  F  A person with a virus in his/her blood always gets sick…eventually, but maybe not at first.

3. T  F  No medicine has been found to cure most blood borne diseases.

4. T  F  Opportunistic diseases are diseases that would ordinarily be destroyed by a healthy immune system.

5. T  F  AIDS is pandemic.

6. T  F  These are the three major modes of transmission for blood borne diseases:
   A. Casual Contact
   B. Sexual Contact
   C. Intravenous blood use

7. T  F  Many public health workers have been infected with a blood borne disease due to poor safety practices.

8. T  F  Children who attend school with someone who has a blood borne disease can catch the disease by sitting next to the infected person.

9. T  F  You can safely play with a classmate who has a blood borne disease.