LEARNER OUTCOME¹ W-6.6:
Examine and evaluate the risk factors associated with exposure to blood-borne diseases – HIV, AIDS, and 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:
A. GROUND RULES (5-10 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 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. 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 (10 min)

_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**:
- 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**:
- 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

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.
Debrief this activity using the following questions:
- Where do misunderstandings about blood-borne pathogens come from?
- What are the best ways to avoid blood-borne pathogens?

D. AVOIDING RISK (20-25 min)
*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.

E. CONCLUDING DISCUSSION (10 min)
*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?

QUESTION BOX (10min)
Have students fill out questions and address them next class.
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 having a blood-borne pathogen?

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 pathogen

Body piercing or tattooing

Being bitten by a dog or cat
Sharing food with a person who has a blood-borne pathogen

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
Read the scenario card with your group.

As a group follow the steps and come up with some solutions for the problem described on the scenario card. Share your scenario and solution with the class.

1. What is the problem presented in the scenario card?

2. List some possible solutions:

3. What are some of the consequences of each solution:

4. Choose the best possible solution and describe what happens:
Scenario One

Kate has moved into a new neighbourhood and is looking to make some new friends. Three kids invite Kate to the park, where they show her a small hut hidden behind some tall bushes. The kids say for Kate to become part of the group, everyone has to poke their thumb and put four drops of blood in the middle of the floor, and then everyone has to mix up the blood with the same thumb. What do you think Kate should do?

Scenario Two

Nadeem is walking to the store with his little brother and they are kicking a ball down the street. Nadeem kicks the ball into a pile of garbage. His brother kicks around the garbage trying to get to the ball and discovers a syringe (needle). What do you think Nadeem should do?

Scenario Three

Michelle is playing soccer with her friends after school. A player from the other team kicks the ball right into the goalie’s face and her nose starts to bleed. What do you think Michelle should do?

Scenario Four

Mark’s friend is worried because his older brother and sister drink alcohol a lot. When they drink they act different and don’t look after themselves. He is afraid they will get HIV or Hepatitis B or C. What do you think Mark should do?

Scenario Five

Paul has just found out some older kids are selling drugs and sharing needles at the mall near his school. He is very worried. What do you think Paul should do?

Scenario Six

A friend of Zoe’s older sister found out that she is HIV positive. Zoe knows that her sister is scared and needs some support but doesn’t want to be around her sister’s friend. What do you think Zoe should do?


Scenario Seven

Erica has been saving up for months to get her ears pierced. For her birthday, she gets the rest of the money she needs to get it done. Erica knows about a place in the mall across the street from her school that advertises body piercing. What do you think Erica should do?

Scenario Eight

Zarah is excited about her friend’s birthday party. It is going to be a sleep over. Zarah has never been allowed to sleep over at a friend’s house before. At the party, after her friend’s mom and dad have gone to bed, the other girls decide to pierce each other’s ears. One girl said she helped her older sister by using an ice cube and a sewing needle. Zarah knows that she isn’t allowed to get her ears pierced, but is worried the other girls will be putting themselves at risk if they do it on their own. What do you think should Zarah do?