Connections to Comprehensive School Health

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Indicator q Examine knowledge related to blood borne pathogens, including HIV/AIDS and Hepatitis C:

- transmission of HIV and Hepatitis C
- signs and symptoms of **HIV and Hepatitis C** infections
- body's immune system and its destruction by the HI virus
- AID syndrome caused by HIV infection.

Goal #1: Outcome USC7.2 Examine critically and use purposefully blood-borne pathogen information/ education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or co-infection.

Indicator i Determine behaviours that may increase and those that may decrease the risk of blood-borne infections (e.g., tattoo, piercing).

Indicator h Describe the formal and/or informal HIV/AIDS and Hepatitis C resources/supports in one's community.



Lesson 1 Set: Introduce the local health nurse to be our guest speaker. Development: The guest speaker will introduce the topic of blood-borne infections. This presentation will cover causes and ways to treat/prevent blood-borne infections, as well as symptoms and transmission. There will also be mention of holistic wellbeing and how all parts of our health: physical, mental, spiritual, and emotional can be affect when diagnosed with a blood-borne infection. **Closure: Students will** work together to create a list of things that may increase risk or decrease

risk of getting a bloodborne infection.

Community Engagement and Partnerships

Students will look into the different resources available for people with HIV/AIDS or Hepatitis C in their community.

Lesson 2 Set: The class will look at different types of resources and supports for HIV/AIDS and Hepatitis C.

Development: After discovering some general resources, the class will split into groups to research and discover resources within their community and surrounding communities that are there to help people with HIV/AIDS and Hepatitis C. Closure: The groups will present some of the resources they discovered to the class.

High Quality Teaching and Learning

Students will be able to inquire about resources in their specific community and behaviours that either increase or decrease risk.

A nurse from the community will come in to help introduce the topic of blood-borne infections to the class.

Address families and make sure they are aware of the discussions happening in class and the importance of them.



Students will take a holistic approach when searching for resources, making sure to search for resources for physical, mental, spiritual, and emotional health. Holistic wellbeing will also be discussed during the guest speakers presentation.



Supportive Social Environment

Create safe groups with students that work well together.

Stress the importance of a no-judgment zone, especially during the guest presentation. Students can ask questions freely with no judgment from peers.

Create a drop box for students to ask questions on their own time if they <u>do not wi</u>sh to ask it in front of the class. They can also ask anonymous

Healthy Physical Environment

Make sure the classroom is not cluttered and helps promote a calming learning experience by letting in natural light and allowing students to choose where they want to work with their group.

Promote anti-bullying strategies and have posters hanging in the room to remind students of them.

