

Blood-borne virus safety

Year 9 or 10 Learning Activity

Time to complete

60 min

Description

Students complete a T/F pre-quiz on BBVs. The *Laugh and learn* video stimulus and websites (provided) are used to research how BBVs can be transmitted and prevented. Findings are reported via a choice of radio advert/instagram post/whole class display.

Learning focus

Year 9: Actions and strategies to enhance health and wellbeing in a range of environments such as: the use of complementary health practices to support and promote good health; identifying and managing risky situations; safe blood practices ([ACPPS091](#)).

Year 10: Skills and strategies to manage situations where risk is encouraged by others ([ACPPS091](#)).

Key understandings

- BBVs can be transmitted through blood to blood contact and body fluids such as semen and vaginal sex (when a virus is present).
- BBVs often don't have symptoms for many years which means many people don't realise they have a BBV.
- If left untreated, BBVs can cause serious long term health problems.
- BBVs are easily preventable by: using a condom when having sex; not sharing needles; getting piercing/tattoos from reputable places that use safe blood practices; having vaccinations (hep B).
- If a person has a BBV it can be easily managed and treated and some can be cured.

Materials

- Access to computers and internet
- Teacher resource: BBVs safety_quiz questions and answers (1 copy for teacher)
- Scrap paper for T/F quiz answers
- Laugh and learn - BBV safety video (1min 46sec)
- Preferred media to record and display research

Before you get started

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.

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- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Question box](#) - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See [Setting up the question box](#) and [Types of questions](#) for further information. For ways to answer some of the curly questions, see [Student FAQs](#).
- Preview [Laugh and learn - BBV safety video](#) (1min 46sec) to determine suitability for your students.
- Background teacher notes/guides provide content knowledge for teachers prior to lesson delivery: [STIs and BBVs](#); [BBV related risks: Body art](#); [BBV related risks: Needles and syringes](#); [HIV and AIDS](#).
- Other background reading: [Needle and syringe programs](#); [Ins and outs of sexual health](#).

Learning activities

Group agreement

Time to complete: 5 min

Teaching tip: A group agreement must be established before any RSE program begins to ensure a safe learning environment. Read [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. **⚠Trigger warning** Say:

“This lesson covers topics that some students may find distressing. Please let me know if you feel you need to take a break.”

True or False Quiz

Time to complete: 10 min

3. Focus students on the topic of blood-borne viruses with a True or False Quiz. Have students write 1-10 on a piece of scrap paper (ensure students that they **do not** have to reveal their answers or put their names on the sheet and that they can throw the sheet in the bin when complete it is purely for them to assess their own knowledge prior to the lesson). See [Teacher resource: Blood-borne virus quiz and answer sheet](#).

Laugh and learn video - blood-borne virus safety

Time to complete: 10 min

4. Watch the [Laugh and learn video - blood-borne virus safety](#) (1min 46sec).

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5. Ask:

- What do you think of the use of humour in this video?
- Does it help get information across?
- What is the message/information you got from this video?

6. Divide the class into groups of 4. Each group will need access to the website getthefacts.health.wa.gov.au/bloodsafe as a reliable source of information for the activity.

7. Ask:

- Why do you think you have been given this website [Get the Facts](http://getthefacts.health.wa.gov.au) and not asked to search for your own information?

Anyone can write anything online and when looking for health information it is important to check who is writing material and that it comes from a reliable and credible source and is up to date and relevant to Western Australia (as laws, services, etc can differ from state to state and country to country). The Get the Facts website is written by WA Department of Health and aims to provide accurate and reliable information on sexual health, blood-borne viruses and relationships for young people in Western Australia. Its specific target group is 13-17 year old people. It is regularly updated to maintain current information.

8. Provide access to the [Blood Aware animation](#) for the whole class. This click through animation should take approximately 2-3 minutes to read.

9. Ask:

- What new piece of information did you learn from that animation?

Blood cannot enter the body through the skin.

Blood can carry viruses such as HIV and hep C.

Blood can only enter the body through a break in the skin or lining of the mouth, vagina, penis or anus.

Once inside the break in the skin, it can mix with the blood and may result in the transfer of a virus.

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The ways that you can come into contact with someone else's blood include: unsafe injecting drug use; unsterile tattooing equipment; not using condoms when having sex; sharing razors and toothbrushes; needlestick injury; unsterile body piercing.

Blood particles can be too small to see without magnification (so you may not see the blood)

Virus present + body fluid (e.g. blood) + activity (e.g. unsterile body piercing) + point of entry (e.g. broken skin) = risk.

Teaching tip: Blood can also carry the hep B virus. Some BBVs (HIV and hep b) are also transmitted through other body fluids (semen and vaginal fluids) which is also why condoms need to be used. People can come into contact with someone else's blood in other ways such as sporting injuries which is why it is important to let an adult know if someone is bleeding, following the sports blood rule and appropriate first aid procedures.

Group research

Time to complete: 25 min

10. Give each group 10 minutes to research answers to **one** of the following questions on getthefacts.health.wa.gov.au/blood-safe/bbvs. Ask each group to write what they think are the 5 most important pieces of information that all people should know about their topic.

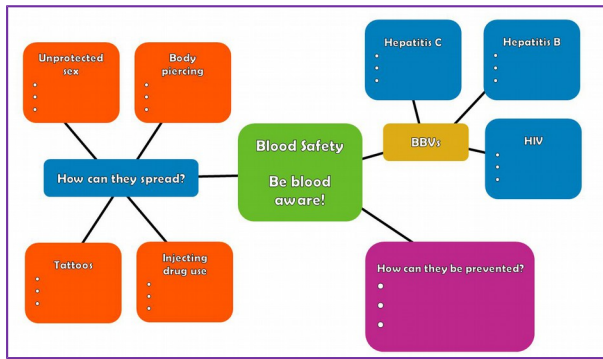
- What are BBVs - hep B?
- What are BBVs - hep C?
- What are BBVs - HIV/AIDS?
- How can BBVs be spread? Unprotected sex
- How can BBVs be spread? Body piercings
- How can BBVs be spread? Body tattoos
- How can BBVs be spread? Injecting drug use
- How can BBVs be prevented?

11. Each group to report their findings to the whole class. Suggestions for ways students can report back:

- Complete student activity sheet to be combined into a display about being Blood Aware (See example Teacher resource: [BBV safety_example_of_display](#)).

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- Complete student activity sheet electronically to create combined interactive whiteboard display or infographic using web tools such as [Tableau](#), [Mysimpleshow](#), etc.
- Create 20-30 second radio adverts they can record and play back to class. This must get the 5 clear messages across and appeal to a target audience (e.g. young people).
- Create an Instagram post.

12. Allow students to ask student presenters questions of the information presented to clarify points.

3-2-1 Reflection

Time to complete: 7 min

13. [3-2-1 Reflect](#) - ask students to individually complete the following (on the board/on a sheet/verbally).

- 3 things I learnt
- 2 things I found interesting
- 1 question I have

14. Students share information with a partner or in a small group. Ask for volunteers to share their responses. Ensure that questions are answered or that students feel confident that they can find the answer to their question or collect questions that need to be answered at a later date in a question box. (For tips on how to set up a question box see [Essential information: Question box](#)).

15. Ask:

- Thinking about your score on the quiz at the beginning of the lesson, do you think your score would change if you took the quiz now? Why?

Take home message

Time to complete: 3 min

16. Remind students of the take home message:

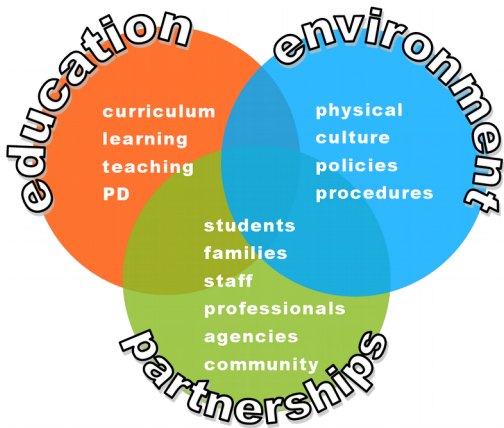
- BBVs can be transmitted through blood to blood contact and by body fluids such as semen and vaginal fluids.**

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- BBVs often don't have symptoms for many years which means many people don't realise they have a BBV.**
- If left untreated, BBVs can cause serious long term health problems.**
- BBVs are easily preventable - use a condom when having sex; don't share needles; get piercing/tattoos from reputable places that use safe blood practices; have vaccinations (hep B).**
- If a person has a BBV, it can be easily managed and treated and some can be cured.**
- Be blood aware.**

Health promoting schools strategies



Background teacher note: [Health promoting schools framework](#).

Partnerships with parents

- Add the [Get the Facts - Blood safety](#) link to your website/e-news for parents.

Partnerships with school staff

- Collaborate with the Science teachers to look at how different viruses are transmitted.
- Collaborate with the Humanities and Social Sciences teachers to look at the history of BBV knowledge and understanding (e.g The history of virology - [pioneer scientists](#), [vaccinations](#), [viruses](#)).

Environment

- Check your school policies include blood safe practices. The [Department of Education](#) refer to the [National code of practice for the control of work related exposure to hepatitis and HIV \(blood-borne\) viruses](#) that can be used to guide school policy development.

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Related assets (links to sections within GDHR site)

FAQ

[How does a young person know if they have been vaccinated for hepatitis?](#)

[How common is HIV?](#)

[What is hepatitis?](#)

Background Note

[Body art: tattoos and piercings](#)

[BBV related risks: Needles and syringes](#)

[Human Immunodeficiency Virus \(HIV\)](#)

[STIs and BBVs](#)

Teaching resources

[BBVs safety_quiz questions and answers](#)

[BBV safety_example of display](#)

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