

UNIT 4

Care and Support



Unit 4: Care and support

Student activities

1	Who discriminates? _____	105
	Definition and case studies	
2	The story of two communities _____	107
	Two communities react differently to someone with AIDS	
3	Why compassion? _____	108
	Explores reasons for compassion	
4	What could you do? _____	109
	Compassion for two people with AIDS	
5	How to's of care giving _____	111
	Information on how to care for someone with AIDS	
6	How to keep yourself safe _____	112
	Precautionary care for someone who is looking after someone with AIDS	
7	What do you know? _____	113
	Two tests to determine what students know about caregiving	
8	Support for responsible behaviour _____	115
	How to show support for someone who has made healthy decisions	
9	Compassion, tolerance and support _____	117
	Showing support outside the classroom	

Who discriminates?



Purpose People who are HIV-positive or who are living with AIDS are often subject to discrimination. Young people need to be aware of discrimination and how it is expressed.



What the teacher does

1. Decide how to teach this activity:
 - a) Provide each student with an activity sheet and have them work individually or in pairs to complete the activity.
 - b) Read the definition and examples of discrimination. Then read the four quotes and have the students complete the unfinished sentences verbally, on a sheet of paper or on the blackboard (only one activity sheet is needed).
 - c) Place the students in small groups and provide one activity sheet per group. Have the group complete the instructions.

2. Have the students complete the unfinished sentences. Suggested answers are given below:
 - **School discrimination**
 A person who has HIV infection is not allowed to attend school.
This is wrong because: A person with HIV or AIDS can pass the virus to someone else only through sexual intercourse, transfer of blood products, or from mother to baby. There is no danger of transmission by day-to-day social contact.

 - **The village banning**
 The Council will not allow people with AIDS to live in the village.
This is wrong because: It discriminates against a person's rights with no reason as the virus cannot be transmitted through daily activities, or by living near to a person with AIDS.

 - **Work in the fruit stand**
 Mancini, the owner of the fruit stand won't allow Harsi, who has HIV infection, to work for him.
This is wrong because: Again, this is discrimination. The owner obviously does not know how HIV is transmitted and perhaps he is afraid he won't get business if other people know that Harsi has HIV infection.



Who discriminates?

- **A government decision**

The government has decided not to allow people with HIV to enter the country. This will not stop AIDS because: there are many, many people with HIV who do not know they have the virus and are already in the country. Therefore it discriminates against those who have been tested.

Remember: testing everybody is not an effective method to stop the infection, and can lead to a sense of false security because:

- **The test would need to be repeated very often for all the population**
- **People would find a way to get false certificates**
- **One can get infected immediately after obtaining a HIV-negative test result**

3. Discuss the questions under “Teacher asks”. Suggested answers are found below.

a) **Why do people discriminate?**

- They learn from parents, adults and their peers
- Lack of accurate information
- Fear of certain kinds of people
- Dislike of anyone who is different

b) **Why is it important not to discriminate?**

- It hurts other people
- It isn't fair
- We wouldn't want to be treated that way
- Equality is a fundamental human right

c) **What could you do if you heard discriminating remarks about a person with HIV infection or AIDS from someone in your community?**

- Inform the person that they are wrong and tell them why. Be assertive and tell the person you do not want to hear their comments.
- Explain why it is important to be compassionate and supportive to someone with HIV infection or AIDS.

Invite a person with HIV infection or AIDS, or a relative, to talk to the classroom; it will be a profound experience for you and the students.

The story of Two communities



Purpose

It is important for young people to feel what it is like to be discriminated against. This can be at least partially accomplished by reflecting on comments made by a person living with AIDS. This is a true story – only the names have been changed.



What the teacher does

1. Decide how to teach this activity:
 - a) Provide each student with an activity sheet and have the students work individually or in pairs to complete the activity.
 - b) Read the comments and actions from community A and community B once. Read them a second time and have the students individually decide on the three most hurtful and three most helpful and to explain why they chose those three. Ask the students to write a couple of sentences about how they feel about community A and about community B. (Only one activity sheet needed.)
2. Ask students to identify the three most hurtful and the three most helpful comments and to explain their choices. Then ask them about their feelings about community A and community B.
3. Finally, discuss the question at the end of the activity. Answers are suggested below.

Why do you think there was such a difference between the two communities?

- Ignorance about transmission in community A
- Fear on the part of a large group of people
- Education programme in community B
- Peers supporting Ryando

What should be done by parent(s) (if a Parents' Guide is used)

This would be an excellent activity for students to take home to their parents. Students could compare their 3 answers for each community with those that their parents selected. (Students could read the comments if parents are unable to read.)



Why compassion?

Purpose

People who have compassion towards themselves and others are very much needed in this society. Understanding why compassion is important is the first step.



What the teacher does

1. Decide how to teach this activity.

- a) Provide an activity sheet for each student and have them complete the activity individually, in pairs, or in small groups.
- b) Read the three reasons for being compassionate and ask students for other reasons. Add these to the list. Then ask students to select the two that are most important to them (only one activity sheet is needed).
- c) Place the students in small groups and provide one activity sheet for each group. Have them add to the list and then each group member selects the two that are most important to them.

2. Ask the students for other reasons for being compassionate. Add these to the list. Some possibilities might be:

- We have a moral duty to care for sick people
- They are a minority and are therefore discriminated against
- They are often rejected by people who care for the sick
- They are often very young to be dying
- They are often rejected by family and friends
- It feels nice to help or care for someone
- It will help you overcome your own fears of death and AIDS

3. Discuss the question under “Teacher asks”. Suggested answers are provided below.

Why is it difficult for some people to show compassion?

- They have had a lot of pain themselves and are only able to look after themselves
- They only think about themselves
- They don't know how to be compassionate
- They are afraid to be compassionate

What could you do?



Purpose It is important to know of ways to be compassionate and when and how to help.



What the teacher does

1. Decide on a method to teach this activity:
 - a) Provide each student with an activity sheet and have them complete the activity individually or in pairs.
 - b) Write the stories on the blackboard and have the students complete the activity individually or in pairs (only one activity sheet needed).
 - c) Place the students in small groups and give each group one activity sheet. The groups must reach a consensus on the ways to help Minori and Dwari.
2. Allow the students to suggest other ways of being compassionate. Have them place these in the blank spaces on the “Helping heart”.
3. Ask for suggestions for ways to help with Minori’s heart and Dwari’s heart. Ask students to explain their choice.
4. Answer the question under “Teacher asks”. Suggested answers are provided below.

What would be most difficult for you if a friend or relative of yours had AIDS?

Responses will vary but they may include: the death of a loved one; the pain and depression many will experience; the loss of health and vitality; the changes in appearance; the loss of control of bodily functions

What would be most difficult for the person with AIDS?

Responses may include: acting naturally; sharing emotions (laughing, crying); celebrating special days without showing despair.



What could you do?



What the peer leader(s) does

Peer leaders could help by:

- Putting the activity on the blackboard
- Being in charge of a small group
- Volunteering answers to various questions

What should be done by parent(s) (if a Parents' Guide is used)

This would be an excellent activity for students to take home and complete with parents. Students could pick their 4 “helps” and parents could do the same and they could explain to each other why they chose the ones they did.

How to's of caregiving



Purpose

Students may be living with a family member who has AIDS, or may know an HIV-infected person in their neighbourhood. It is important that they know how to give emotional and medical help to this person.



What the teacher does

1. Decide how to teach this activity:
 - a) Provide each student with an activity sheet and discuss the points made on the sheet. It might be important to have the students bring this sheet home to their parents (for parents who are helping someone with AIDS).
 - b) Read the points to the students (only one activity sheet needed).
2. You might ask if anyone in the class is caring for a person with AIDS. If so, they may be able to contribute valuable information and experiences.
3. You may invite a person with AIDS to talk to the class.

What should be done by parent(s) (if a Parents' Guide is used)

This activity is in the parents' guide and students could read the ways of providing caregiving to their parents.

Invite a person with HIV or AIDS, or a relative, to talk to the class; it will be a profound experience for you and the students.



How to keep yourself safe

Purpose

It is important for individuals who are caring for people with AIDS to know basic hygiene and home care to protect themselves from HIV.



What the teacher does

1. Decide how to teach this activity.

a) Provide an activity sheet for each student and have them follow the points as you read them. This would be a good activity sheet to send home with students for parents who might be caring for someone who has AIDS.

b) Read the points to the students (only one activity sheet needed).

2. Ask students to read the points under each heading.

What should be done by parent(s) (if a Parents' Guide is used)

This is an important activity for parents who are looking after someone with HIV or AIDS. They should be aware of the health precautions they need to take to remain healthy.

What do you know?



Purpose To review and check information on caregiving (Unit 4 – Activity 5).



What the teacher does

1. Decide how to teach this activity:

- a) Provide an activity sheet for each student and have them complete the activity following the instructions.
- b) Put test 1 on the blackboard and read test 2. The students decide on the correct answer for each test (only one activity sheet is needed).
- c) Place students in small groups and provide one activity sheet for each group. They decide as a group which are the correct answers.

Note: Tests 1 and 2 may be done as a team competition. The class can be divided into two teams with captains and half the questions can be given to team 1 and half to team 2. If small groups are used, they can do both tests and the group with the highest score is the winner.

2. Give the students the correct answers. These are provided below:

Test about caregiving – matching

- **A good caregiver is one who is a...**
d) friend and companion
- **A person with AIDS who has “sweats”, vomiting or diarrhoea needs...**
c) extra fluids
- **To stop nausea and vomiting it is best to give...**
f) small meals with little fat
- **For a person who is in bed a lot you should...**
h) change their sleeping position
- **As a good caregiver you should also...**
b) look after yourself
- **You may encourage people who are sad and depressed to express their feelings if they...**
a) become angry or cry
- **People who are ill need to do...**
g) what they can for themselves
- **The most important skill in being a good caregiver is to...**
e) really listen



What do you know?

True - false statements

- 1) **Latex or rubber gloves should be used when touching body fluids.**
True
 - 2) **Injection needles should be put in a plastic bag.**
False: in a plastic or metal box
 - 3) **Thermometers can be used more than once without washing.**
False: wash with soap and water every time
 - 4) **The most important thing in looking after yourself is to wash your hands with soap and warm water.**
True
 - 5) **There have been no HIV infections from living in the same house as a person who has HIV infection or AIDS.**
True
 - 6) **Soiled things should be put in a paper bag and then put in the garbage.**
False: double plastic bag
 - 7) **It is very important to cover sores, cuts and rashes.**
True
 - 8) **You should wash the bathroom with bleach solution that is 1 part bleach to 20 parts water.**
False: 1 part bleach to 10 parts water
3. Have students total their scores for Test 1 and Test 2 and look up their rating score (at the end of the activity).

What should be done by parent(s) (if a Parents' Guide is used)

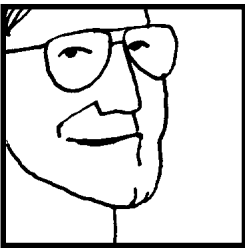
This activity is part of the Parents' Guide and after doing Unit 4 – Activity 5, students and parents could do the test to see how much they remember. (If reading ability is a problem, students could read the questions and possible answers to their parents.)

Support for Responsible behaviour



Purpose

It is important to encourage young people to support peers who: value abstinence, have made the decision to use a condom, or show tolerance and compassion to people with AIDS.



What the teacher does

1. Decide how to teach this activity:

- a) Provide an activity sheet for each student and have them work individually or in pairs to complete the activity.
- b) Read the four situations to the students and have them decide on support statements that they can make (only one activity sheet is needed).
- c) Divide the students into small groups and give one activity sheet to each group. Have the group decide on one or more support statements for each situation.

2. Ask students to read their support statements. Suggestions for each story are provided below.

- **Story A – A decision not to have sex**

“I really think you made a good decision. If he really loved you he wouldn't pressure you like that.”

- **Story B – No sex without a condom**

“That must have been a tough decision but I think you made the right one – with AIDS and STD you can never be sure.”

- **Story C – To go to the candy store or not**

“Look, people live with, eat, touch and hug people with AIDS and there hasn't been one reported case of transmission this way. We have nothing to worry about. I'd like to go.”

- **Story D – Who do you support**

“You're taking a chance with AIDS around. I hope you know what you're doing.”



Support for Responsible behaviour

3. Take up the questions in “Teacher asks”. Suggested answers are provided below.

1) **Why do many young people feel it is not “cool” to support healthy decisions?**

- It is “cool” to take risks – even those that involve health and safety
- Some people need to be “macho” to draw attention to themselves
- Some young people need to show they are brave and courageous to enhance their self-esteem. They need to understand that being responsible is a way of being brave and courageous.

2) **What difficulties might you have if you support healthy behaviours?**

- Others might put you down or not agree with you
- You might be laughed at
- You might be excluded from the group.

3) **How might you overcome these problems?**

Take a good risk. Stand up for healthy behaviours. Realize that you are helping and supporting others, maybe even saving a life.



What the peer leader(s) does:

Peer leaders can:

- Act as a model for positive support in the classroom
- Be in charge of a small group
- Volunteer answers
- Read situations to students.

Compassion, tolerance and support



Purpose Compassion, tolerance and support mean little to young people unless they are given the opportunity to actually practise these behaviours in everyday situations.



What the teacher does

1. Read the list “Am I really compassionate?”, to the students. Ask if they have other suggestions and add these to the list.
2. Have the students choose one from the list or make up one of their own. Then have them fill out their “Action plan” (sections 1, 2 and 3; section 4 will be completed after the action plan is carried out).
3. Set a date (two weeks will probably be enough) for completing the action plan and reporting back, in section 4, “Summary of what happened and my feelings”. This section might include: how I felt; how the person I helped felt; what I did; how I did it; did it feel artificial or real – why; would I do it again; were there things I would do differently, etc.
3. Collect the summaries when finished and check to see that they were completed. Invite the students to discuss their experiences in class.



What the teacher does

Teachers should work with peer leaders to develop their action plan before the class so that these plans can be used as an example.