



## **HEALTH AND WELLBEING**

### **THE IMPORTANCE OF TAKING CARE**

#### **Resource Content**

This resource focuses on the 'Take Care' campaign.

#### **Experiences and Outcomes**

*Health and Wellbeing - Relationships, sexual health and parenthood*

HWB 3-44c - I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different context of such relationships including marriage.

HWB 3-47a - I understand my own body's uniqueness, my developing sexuality and that of others.

HWB 3-47b - Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others sexual health and wellbeing.

#### **Interdisciplinary Learning Opportunities**

*Expressive Arts – Art and Design*

EXA 3-03a - I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive design work.



## **FACT SHEET**

### **HIV/AIDS in Edinburgh and the Lothians**

By the end of 1989, the HIV infection rate in Edinburgh was nearly seven times the national average. This led to Edinburgh being dubbed the “AIDS capital of Europe” in the national press at the time. The AIDS epidemic affected people from all walks of life; men, women, children, homosexuals and heterosexuals, as well as intravenous drug users and haemophiliacs.

### **The ‘Take Care’ Campaign**

The ‘Take Care’ Campaign was jointly launched in 1989 by the Lothian Health Board and Lothian Regional Council in response to the HIV/AIDS epidemic in the region. The campaign was intended to raise awareness of the risks of HIV and AIDS among all members of the community. This involved the use of advertising, special events and educational resources for schools and community groups.

Where campaigns in the wider UK used negative images (such as tombstones), ‘Take Care’ broke with the past with its frank and fun approach, telling people how they could ‘take care of the one you love’ through making the right choices and recognising when they could be at risk from HIV. ‘Take Care’ spread the message that HIV and AIDS could affect anyone and its main focus was sexual transmission of HIV.

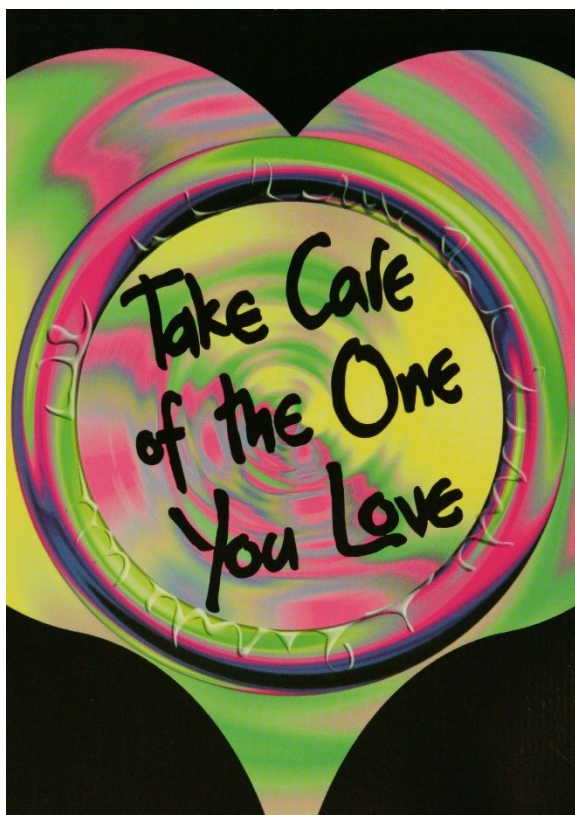
Bright colours and a range of slogans were used to highlight the importance of safe sex and taking care of yourself and others. As well as posters and postcards, a varied range of merchandise was produced to help promote the take care message and raise awareness among a range of age groups. T-shirts, beanie hats, condom cases, badges, watches and more were produced to further promote the initiative.

### **‘Take Care’ Postcards**

These postcards were produced in the 1990s by the Lothian Health Board for the ‘Take Care’ campaign



## RESOURCE IMAGES



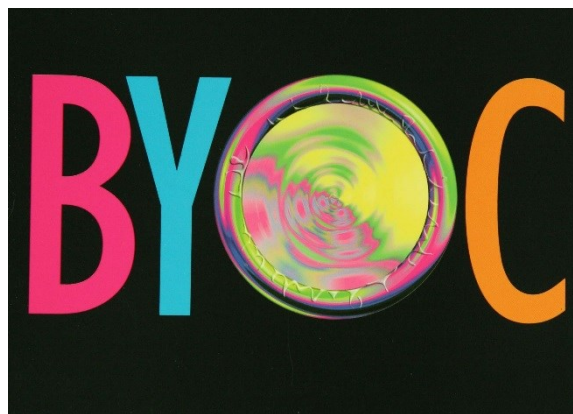
HWB2.01



HWB2.02

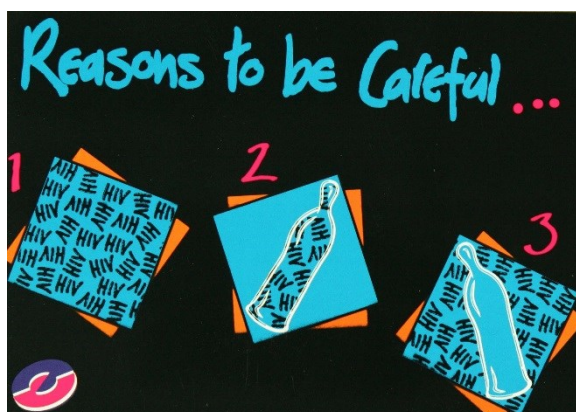


HWB2.03



HWB2.04





HW2.05



HW2.06

Use the reference numbers below these images to help you find the corresponding downloadable images on the website



## SUGGESTED ACTIVITIES

### 1. Starter Activity – Methods of Transmission

- a. Cut up the statements on methods of HIV transmission attached below and ask students to put the statements into the following categories; High risk, low risk and no risk of transmission.
- b. When finished, go through the statements and discuss the answers.

### 2. Main Activity – Reasons to ‘Take Care’

- a. Show students the postcards from the ‘Take Care’ campaign and discuss the historical health promotion campaign.
- b. Ask students what method of transmission the postcards were trying to highlight.
- c. Ask the class if they think the postcards would still be relevant today.

### 3. Closing – Poster Presentation

- a. Break students into groups and create a “Reasons to Take Care” list. Ask questions such as:
  - i. What are the reasons to be careful?
  - ii. How are you taking care of and why is this important?
  - iii. Why do we need to ‘Take Care’?
- b. Ask students to choose one “Reason to Take Care”.
- c. Using this reason, ask students to make a poster using black and coloured paper in the style of the Take Care images produced in the 1990s.
- d. The group should nominate a spokesperson to feedback to the rest of the class of why they had chosen this design and what it means to them.



Vaginal intercourse  
without a condom

Anal intercourse  
without a condom



Oral sex on a man (if  
the person has no  
cuts inside their  
mouth)

Oral sex on a woman  
(if the person has no  
cuts inside their  
mouth)



Vaginal intercourse  
with a condom

Anal intercourse with  
a condom





# Kissing

# Insect bites



# Spitting

# Holding hands