



HEALTH AND WELLBEING

HEALTHY RESPECT

Resource Content

This resource looks at posters produced for the 'Healthy Respect' campaign. It covers themes such as isolation, homophobia and respect.

Experiences and Outcomes

Health and Wellbeing - Mental and emotional wellbeing

HWB 3-05a - I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 3-08a - I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

Health and Wellbeing - Social wellbeing

HWB 3-10a - I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

Health and Wellbeing - Relationships, sexual health and parenthood

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

HWB 3-48a - I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.

Interdisciplinary learning opportunities

Expressive Arts - Drama

EXA 3-01a - I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance.

EXA 3-15a - I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' 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.

At first, there was some uncertainty about how the virus could be transmitted - so with the passing of time, treatment and prevention initiatives focussed on different ways that HIV could spread. Early efforts concentrated on transmission through homosexual sex, but the focus was soon widened as it was realised that the virus could also be spread by transfusion of contaminated blood, sharing needles to inject drugs and heterosexual sex.

The scale of infection in Edinburgh meant that a major response was needed from a range of groups. Different bodies worked together to fight the spread of HIV and AIDS, including Lothian Health Board, local government, police, charities, voluntary groups and campaign organisations. They worked to identify people who were HIV positive so that appropriate treatment and care could be provided and infection prevention plans put in place. At the same time, ground-breaking public awareness campaigns educated the public on how they could (and could not) be at risk.

What is Healthy Respect?

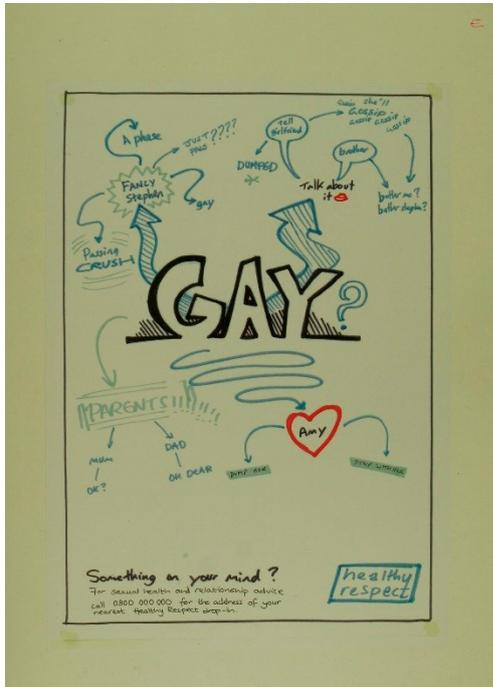
Healthy Respect is a small team based at Chalmers Sexual Health Centre in Edinburgh. The team co-ordinates a network of organisations and services dedicated to young people living in Lothian. They work to improve young people's sexual health and wellbeing, and supports them to enjoy healthy and respectful relationships. Healthy Respect is aimed at young people aged 13-18 living in Lothian.

For more information visit www.healthilyrespect.co.uk

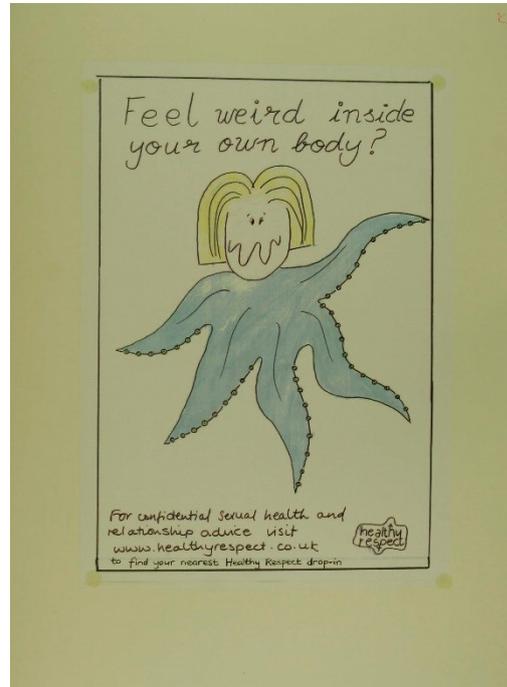
These posters were produced in the early 2000s for a ‘Healthy Respect’ campaign



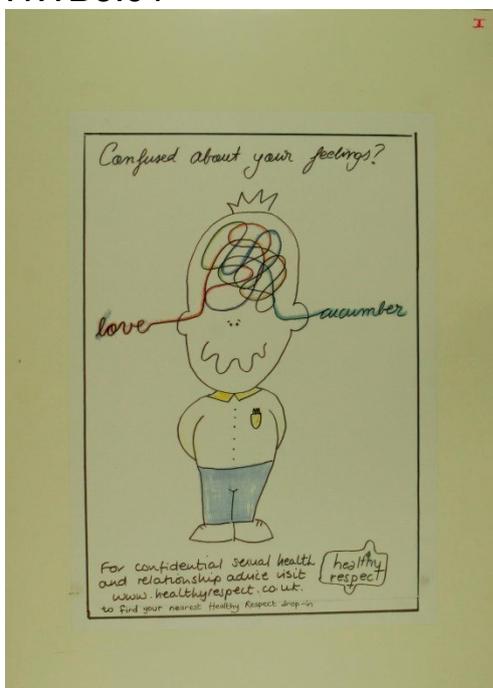
RESOURCE IMAGES



HWB5.01



HWB5.02



HWB5.03



HWB5.04

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



SUGGESTED ACTIVITIES

1. Starter Activity - Class discussion

- a. Show the images provided to the class.
- b. What messages are they trying to get across?
- c. What is homophobia?
- d. What is isolation?
- e. What is respect and why it is important?

2. Starter Activity - Personal experiences of isolation

- a. Get each student to anonymously write down an experience of feeling isolated or alone. Students can record their own experience or imagine a situation when someone could feel alone.
- b. Gather up the sheets and hand them out again to students randomly.
- c. In pairs, ask students to read the experience and talk to their partner about how the experience made them feel.
- d. Talk about where you can go for support, information and services regarding any issues raised in this exercise.

3. Main Project - Script writing

- a. Split the class into four groups.
- b. Ask students to write a short script for a play (five minutes maximum) inspired by the posters, each focussing on the following themes:
 - i. Respecting differences at school
 - ii. Where to find support, information and services if needed
 - iii. Feeling alone and isolated
 - iv. Feeling confused in your own body

4. Closing - Perform the play

- a. Each play can be performed in front of the class.
- b. Debate and comment can also follow the performances.