

HIV/AIDS & Society

Grade 11 and 12, Lesson #16

Time Needed

One class period

Student Learning Objectives

To be able to...

1. Articulate opinions (one's own as well as those of others) about ethical issues surrounding HIV and AIDS.
2. Recognize that others (even others who are thoughtful, well-meaning individuals) may hold differing opinions.

Agenda

1. Explain the purpose of the lesson and what it is not intended to do.
2. Conduct an "Articulating Beliefs Exercise," using Transparencies.
3. Debrief the exercise and summarize the lesson.

Materials Needed

One class set of ...

*HIV & Society Transparencies 1-5 **

Signs posted in the corners of the classroom: block letters A, B, and C

One per student of ...

Index cards

* Alternately, beginning in late 2006, all FLASH transparencies will be available as PowerPoint files on the FLASH web site: www.metrokc.gov/health/famplan/flash

Activities

1. Explain the purpose of today's lesson, and what it is not intended to do. You can use the following as a guide:

"Today you will each have a chance to examine your own beliefs (values, ethics) about HIV Disease and its impact on society. You will also get to hear some of other peoples' opinions. You will have an opportunity to explain and defend various opinions including some with which you may disagree, just as you did when we studied contraception and pregnancy options.

You have been practicing how to explain an opinion you don't happen to share. You'll have some additional practice today getting into the shoes of the person who holds that opinion.

*Like the last two times we did an Articulating Beliefs Exercise, today's class **is intended to challenge each of you think about your own beliefs.** It is also intended to help you appreciate that intelligent people of conscience sometimes have opposing beliefs. The fact that two people disagree does not prove that one must be stupid or mean-spirited. This lesson **is not intended to change anyone's opinion about laws or practices regarding HIV/AIDS or to impose any one person's opinion on others.***

Over the next ten years, many of you will become voters, parents, and jurors. Some of you will become doctors, nurses, researchers, teachers, legislators, social workers, supervisors and landlords. Your ability to express and explain your beliefs can lead to more success in your personal and professional lives and can make this world a better place for all of us. Your ability to understand that others who disagree may have heartfelt, carefully thought-out opinions will make a difference.

Before we begin, I want to ask people to remember our class' ground rules."

2. Conduct an "Articulating Beliefs Exercise," as follows:

Provide each person an index card. Ask them to number it 1, 2, 3 on one side, and 4, 5 on the other side. They should not put their names on the card.

One at a time, put the Transparencies up on the screen and have people write the letter representing the answer that best fits with their thinking. Then collect the cards, shuffle them, and redistribute them, so that everyone ends up with a card that is probably not his or her own.

If you have not done at least one "Articulating Beliefs" Exercise already (in lesson 11 and/or 12), begin by preparing the class to explain someone else's beliefs:

You each have a card in your hand with which you may or may not agree. I won't be putting you on the spot to express your own beliefs at all. Instead you will have to try to articulate someone's beliefs ... in response to each of the six questions. It may be a

value you share, and it may be a value with which you personally disagree. In any case, your job is to explain and defend it, whether you truly agree with it or not.

Put **Transparency 1** on the screen. Ask people to go to the corner of the room represented by the letter on the card they are holding. Ask some open ended questions to generate discussion:

*Those of you in group A: Tell us why a person might support “abstinence only” education. How would you convince the school board to adopt a policy of “no teaching about safer sex”? **(Remind students to speak as if they actually believed what their card says, if they can do this respectfully. However, it is better for them to respond in the third person [a person might believe this because ...] than to role play in a disdainful tone.)***

Group B: How do you think teaching about safer sex will make students feel if they are virgins? If you want safer sex to be discussed in school, do you want condoms available there too? Why or why not?

Group C: Those of you whose cards say you don’t believe any sexuality education should be taught in school ... why not? Where else would you want children to learn about sexuality? If you were a sexuality educator, what would you do to help parents provide more of the sexuality education children need?

Repeat the process with Transparencies 2 through 5. If the groups are inconveniently uneven, ask some students to move to a different corner of the room. Make sure you challenge each group with equally respectful questions, and that you help those in a minority-opinion group to articulate their positions as eloquently as those in larger groups. Possible discussion questions for **Transparency 2** include:

Those in group A: Tell us why a person might believe that it’s wrong to provide sterile needles. What if an addict is not ready to choose drug treatment or cannot get into a treatment program (there is sometimes a several month waiting list), group “a”? What should he or she do? If you were the Public Health Department, and you weren’t allowed to distribute sterile syringes, how would you go about encouraging people to give up addictions?

Group B: Why would folks think the health department should be allowed to hand out clean needles? Should they only exchange them for used needles, or supply them, even without an exchange? How would you ensure that a needle-exchange program didn’t encourage people to use drugs? How would you encourage people to seek treatment, if you were exchanging needles?

Group C: Your position may make an addict take more responsibility, but what about those who can’t afford to buy their “works”? If you were an addict how would you feel about going to a pharmacy for your syringes? What might make it easier or harder?

Possible discussion questions for **Transparency 3** include:

Those of you in group A: Why do some people believe that every doctor should be required to be tested for HIV? Should they all have to give up their practices if they find out they are HIV-positive? What about those who do not do surgery or other risky procedures? How will we replace those doctors as the rate of infection grows? (In some parts of the country there is a severe doctor shortage. What if people are dying because so many doctors have to quit?)

Group B: Your cards say that certain health care workers should be required to get tested. Who? How would you decide which groups to test? Testing is expensive and some people fear it will come out of AIDS research or education monies. Where should the money come from?

Group C: Those of you whose card said that health care workers should not be required to be tested, tell us why not. If you wouldn't require testing, how would you encourage people to be tested? How would you feel if you knew your doctor had HIV? If you believe that testing should be a health care worker's own decision, what requirements do you think there should be, to protect the safety of the patient?

Possible discussion questions for **Transparency 4** include:

Group A: If it's wrong, tell us why should a couple not plan (or risk) a pregnancy? Would it be different from other genetic problems that a parent can pass to a child? Is it always wrong to risk it, if you know you have a genetic disease that could be passed on? Why or why not?

Group B: Why, if it's wrong to do, should the law stay out of it? How is it different from child abuse?

Group C: Those of you whose card says you don't think it's necessarily wrong, tell us why not. What do you think a person or couple should think about, in making this kind of decision? Does the fact that treatments exist that can help prevent passing on HIV to a child make a difference? Who should pay for those treatments?

Possible discussion questions for **Transparency 5** include:

Group A: Your cards say that it's wrong for a hospital or health care worker to refuse to treat people with HIV. Why is it wrong? What if a worker is pregnant or has some special reason to want to protect him or herself? How might you feel about working with patients who had HIV/AIDS, if you were the nurse, the dentist, etc.?

Group B: What if people with HIV have to wait twice as long as other people for doctors' appointments, because half as many doctors agree to treat them? If you were the health care worker, what would you decide? What if your roommates or family members objected, what would you say to them?

Group C: How is a hospital's responsibility different from an individual worker's? What if you are a hospital administrator with a responsibility to accept HIV positive patients, but no staff willing to work with them? What would you do?

Possible discussion questions for **Transparency 6** include:

Group A: Your cards say that some people deserve this disease. Who? Why? How is this different from lung cancer or heart disease (both of which have behavioral causes) ...or is it? What does it mean to "deserve" something?

Group B: Why do some people believe that no one deserves to get HIV/AIDS? If you are paralyzed in a car crash because you didn't wear a seat belt, isn't it your fault? Why or why not? How do you think people would treat you, compared to how they treat people with HIV or AIDS?

3. Invite discussion about the Exercise. Elicit students' comments about how it felt to have to explain an opinion they might not have agreed with.

Ask if there were any others of the homework questions that students wanted to hear other people's opinions about. If so, encourage people to protect their own and others' privacy, by starting each statement with, "One person I talked with believed that ..."

Finally, emphasize as on the other days you did Articulating Beliefs Exercises, that people can disagree and still live side-by-side, with respect and appreciation for their differences, in a democratic society.

HIV & Society Transparency 1

- A. In my opinion, schools should teach about abstinence and support people’s choosing to wait to have sexual intercourse.**

- B. I think schools should also teach about “safer sex” (masturbation, condoms, etc.).**

- C. I don’t believe that schools should be in the business of teaching about sexuality at all.**

HIV & Society Transparency 2

- A. I think it's wrong for public health workers to give out clean needles to people who use IV drugs.**

- B. I think needle exchange programs are the right thing to do.**

- C. I think it should be against the law to give clean needles away, but people, should be able to buy them in a drug store.**

HIV & Society Transparency 3

- A. I believe that every doctor should be required by law to have an HIV antibody test.**

- B. Surgeons and certain other health workers should have to be tested for HIV, but not every doctor.**

- C. In my opinion, doctors should be encouraged to get tested, but not required by law to do it.**

HIV & Society Transparency 4

- A. In my opinion, it is wrong for a couple to get pregnant if one of them has HIV. The law should require them to have their tubes tied.**

- B. They would be wrong to get pregnant, but the law should stay out of it.**

- C. They have a right to have children, as far as I'm concerned.**

HIV & Society Transparency 5

- A. I believe it's wrong for a hospital or a health care worker to refuse to treat a patient because the patient has HIV or AIDS.**

- B. I think each hospital and health care worker should get to decide. They have rights, too.**

- C. Each health care worker should get to decide, but I think it's wrong for a hospital to turn people away because they have HIV.**

