

Makutano Junction

A Kenyan TV soap opera



Activity

Helping you develop the **Global Dimension** across the **curriculum**

7 Red's relationship

Activity Description

- This activity invites students to examine key elements of healthy relationships (both platonic and sexual)
- It also encourages students to think about the risks associated with unsafe sex (STIs and HIV/AIDS) and gender exploitation.

Aims

- To help students to recognise the importance of healthy (both emotionally and sexually) relationships, based on an understanding of mutual trust and respect.

What you need?

- Series 3: Episode 8 (merged snippets of Red's relationship with Pierre Solaris), "Caught red-handed"
- Post-its.

- To appreciate that many of the key principles to healthy relationships are common across different cultures
- To encourage students to understand the health risks associated with unsafe sex.

Curriculum links

- PSHE:
Healthy Lifestyles, Risk, Relationships and Personal Identities as well as Economic Understanding
- RE: KS3 and KS4:
Values and Commitments
- Citizenship:
Stay Safe, Achieve Economic Wellbeing

Series 3: Episode 8 (merged snippets of Red's relationship with Pierre Solaris), post-its.

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**. The following five are covered by this activity:



Citizenship – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



Social Justice – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



Diversity – understanding and respecting differences and relating these to our common humanity.



Values and Perceptions – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



Human Rights – knowing about human rights and understanding their breadth and universality.

The other three key concepts which can be explored using other Makutano Junction activities are :

Sustainable Development

Interdependence

Conflict Resolution

Find out more: www.globaldimension.org.uk

Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

Top Tips

- Stress that the lessons we learn from Red's Relationship are applicable to our own relationships
- Stress that HIV/AIDS and STIs are contrasted in the same way, be it in Africa or the UK.

What you do

- 1 Divide class into 2 groups. Give each group a wadge of post-it notes. Ask Group 1 to write down as many qualities/things as they can think of that make a relationship (both platonic and sexual) between adolescents or grown ups work. Ask Group 2 to write down as many qualities/things that make a relationship (platonic and sexual) between adolescents/grown ups not work.
- 2 Get them to read out and stick up their post-its on the wall. Where possible divide the responses into categories; for example:
 - i) Emotional attributes – honesty, openness, trust, respect, exploitation, disrespect....
 - ii) Financial/materialistic attributes – unevenness, financial exploitation, financial honesty...
 - iii) Physical attributes – physical attraction, physical violence..
- 3 Show merged together snippet on Red and Pierre (Series 3, Ep 8) or the whole episode. Ask Group 1 to identify
 - i) the negative attributes within this relationship (bullying, exploitative, contracting and STI, not being financially autonomous..)
 - ii) what the impact of these negative attributes have been for Red (lack of self determination in her career, picking up an STI and possible becoming HIV+, living in fear of reprisals..).

Ask Group 2 to identify

- i) what action Red takes to improve the situation (eg: confiding in her friend and listening to sensible advice, seeing doctor, having an HIV test, talking to Karis)

ii) what are the impacts on her for taking the above actions (eg: not fearful of Pierre and what he might do to her and her singing career, getting out of an exploitative relationship, terminating the fear of the unknown re. her STI and her HIV status..)

4 Presentations back to class.

Variations

Back in their groups, ask Group 1 to develop a storyline which shows Red in an unhealthy relationship (could be with Solaris or Karis or...) and Group 2 to develop a storyline which shows Red developing a healthy relationship.

Present back to class, using storyboards.

Follow up/Research Questions (related to STIs and HIV/AIDS rather than relationships)

- What is an STI?
- How do STIs spread?
- How do you avoid contracting an STI?
- What is the incidence of STIs in the UK and how do these trends compare with figures over the last 10 years?
- What is the incidence of HIV globally?
- Research the connections between HIV AIDS and poverty. Why do more poor people die of AIDS, and why do more rich people with HIV live with it for longer?
- Who has access to anti-retroviral (ARV) drugs and who doesn't? What role do pharmaceutical companies play in access to drugs? What role do national governments play?

- Are men and women equally affected by HIV/AIDS? Do they play the same or different roles both in the transmission of the disease, and the prevention of transmission?

- Who has made an impact on the global AIDS crisis?

What is the role of individuals? How has Thabo Mbeki's position on HIV AIDS affected the situation in South Africa? How has Lucky (South African HIV positive campaigner) influenced the situation. What impact did Nelson Mandela admitting that his son had died of an AIDS related illness have? How can you make a difference?

- What about children – how are children affected by HIV AIDS in Kenya and in the UK?

Useful resources

<http://sti.bmj.com>

STI Online - Sexually Transmitted Infections

<http://www.nhsdirect.nhs.uk>

NHS Direct

<http://www.makutanojunction.org.uk/images/stories/activities/04/04-HIV-AIDS.pdf>

Makutano Junction HIV/AIDS Resource

TAKE ACTION

- Be responsible for yourself!
- Wear a red ribbon on HIV/AIDS Day
- Respect yourself and others