

# Social Education II

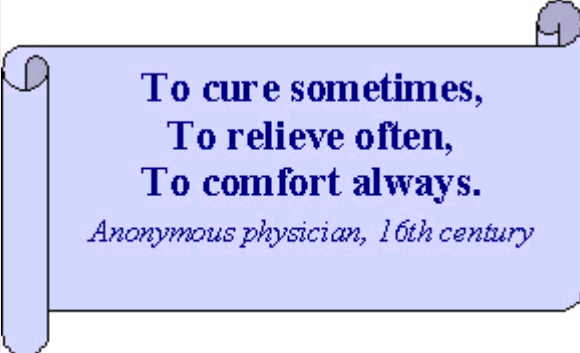
## End of Life Care

Masaryk University Language Center  
Faculty of Education


### Discussion

- Discuss the message communicated by the following pictures.
- Would you add another picture?


1



2



4



Picture 1 taken from: <http://www.tneel.uic.edu/tneel-ss/demo/impact/frame1.asp/>

Picture 2 taken from: <http://www.deathreferencedesk.org/2012/07/29/do-not-resuscitate-tattoos-cannot-be-stopped/>

Picture 3 taken from: <http://hospicefoundation.ie/hospice/hospice-palliative-and-end-of-life-care/>

Picture 4 taken from: <https://cz.pinterest.com/nlm4caregivers/end-of-life-care/>

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## How do you feel?

Read and answer these for yourself first. Then discuss in your groups.

How do you feel when the subject of death comes into the conversation?

- A. Uncomfortable – I don't want to talk about it.
- B. It depends how other people react.
- C. Fine - it's perfectly natural to talk about death.
- D. Another reaction

You have to tell a close friend that a mutual friend of yours has just died. You know that they were very close. How would you start the conversation?

- A. I'm afraid we won't be meeting Mary for lunch on Friday after all.
- B. Have you heard? Mary's just died.
- C. You'd better sit down. I've got some bad news about Mary. She died last night.
- D. Another reaction

A friend of yours (a rather unreliable one) has just died, owing you a lot of money. After the funeral his sister comes to talk to you. Do you say?

- A. I was hoping to meet one of the family. I can get my money back.
- B. Poor George! He was such a good old friend. (and I forget about the money)
- C. I will miss George – but not as much as the £1, 000 he owed me!
- D. Another reaction

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## Should they be allowed to die?

Decide on the spelling of these words

Sound of word	Spelling	Meaning
1 /, juː θə' nei ziə/		
2 /' mæn, slɒ : tə(r)/		
3 /' mɜ : (r)də(r)/		
4 /' suː ɪ saɪ d/		
5 /' vɒ lənt(ə)ri/		
6 /ɪ n' vɒ ləntəri/		
7 /' kɒ nʃ əsnəs/		
8 /' pʌ ni ʃ mənt/		
9 /, ɪ ri ' vɜ : (r)səb(ə )l/		
10 /' g ɪ lti/		
11 /sɪ ' vɪ ə(r)/		
12 /strəʊ k/		

Find out what they mean by playing this flashcard game: <https://quizlet.com/323753588/learn>

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## Three Case Studies

1. Alan Jones, aged 78, had a second stroke three weeks ago. He has severe brain damage and his condition is getting worse. At the request of his daughter, a nurse stops giving him oxygen until his heart stops. The nurse then starts giving oxygen again. People think Mr Jones died naturally. Later, Mr Jones's daughter tells a friend what happened. The friend is married to a police officer. As a result, the police charge the nurse with murder.
2. Antonia James, aged 24, suffered severe, irreversible brain damage in a road accident six weeks ago and has not regained consciousness. She is breathing on her own but being fed through a tube. Her parents feel that Antonia's existence is no more than a living nightmare. They want the doctor to stop feeding her so that she will die. The doctor refuses, saying that food and fluids are not "medical treatment" but the basic necessities of life.
3. Mike O'Brien, aged 58, has terminal cancer. He is no longer able to live a normal life and is often in great pain. He has always said that when this happened, he would take his own life. However, he is now so weak that he cannot open the bottles of pills he wants to take. His son opens the bottle for him. Mike takes the pills and dies peacefully. The doctor is surprised at Mike's sudden death, realizes what has happened and informs the police. The police arrest the son for helping his father to commit suicide.

## Discussion

1. The nurse
  - a. Do you feel that the nurse has committed a crime?
  - b. Do you feel that the daughter has committed a crime?
  - c. What punishments, if any, should be given?
2. The doctor
  - a. Who do you feel is right – the doctor or the parents?

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- b. Who should make this decision - Antonia's parents? The doctors? A court of law?
3. The son
- a. Is the doctor right to inform the police?
  - b. Is the son guilty of committing a crime?

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# Aging Population

Match the meaning to the word

ageing	A serious illness affecting someone's brain and memory in which they gradually stop being able to think or behave in a normal way. Most forms of dementia usually affect only old people
phenomenon	A problem with the brain which can make someone unable to move a part of their body, a medical condition in which blood is suddenly blocked and cannot reach the brain, or in which a blood vessel in the brain breaks, often causing a loss of the ability to speak or to move particular muscles
burden	A serious illness caused by a group of cells in the body increasing in an uncontrolled way. It is often treated by chemotherapy (=special drugs) or by radiotherapy
stroke	A serious medical condition in which your body does not produce enough insulin to reduce the amount of sugar in the blood
cancer	A difficult thing people have to deal with
diabetes	A medical condition in which the force of blood in the veins is too high
dementia	Getting older
chronic	Serious and lasting for a long time, the opposite expression: <b>acute</b>
the global community	An event or situation that can be seen to happen or exist, something unusual that happens
high blood pressure	The group of countries which sees itself as connected, often helping each other economically and socially

*Definitions adapted from: [www.macmillandictionary.com](http://www.macmillandictionary.com)*

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## Aging Populations Around the World

not adequately equipped	middle-income nations	less well-off countries
infections	low-income nations	dramatic changes
the impact of		

Based on the information in the recording say whether the following statements are true (T) or false (F) and justify your choice.

1. Health systems around the world are adequately equipped to deal with population ageing. T/F
2. Population ageing is fastest in high-income countries. T/F
3. People in the poorest countries suffer from chronic conditions rather than acute conditions. T/F

(From: [http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/04/120405\\_witn\\_ageing\\_population.shtml](http://www.bbc.co.uk/worldservice/learningenglish/language/wordsinthenews/2012/04/120405_witn_ageing_population.shtml))

## Mental Health

Where are the sentences? In groups of 2-3 decide on where punctuation should be.

mental health conditions are more common than you may think one in five youth or young adults lives with a mental health condition do you know the warning signs

What are the 11 warning signs of possible mental illness?

1. Feeling \_\_\_\_\_ or \_\_\_\_\_ for more than two weeks.
2. \_\_\_\_\_ mood swings that \_\_\_\_\_ problems in relationships.
3. \_\_\_\_\_ worries or \_\_\_\_\_ that get in the way of daily activities.
4. Sudden \_\_\_\_\_ fear for no reason.
5. Seriously trying to \_\_\_\_\_ or \_\_\_\_\_ oneself or making plans to do so.
6. Not eating, \_\_\_\_\_ or using laxatives to lose weight.
7. Significant weight \_\_\_\_\_ or weight \_\_\_\_\_.
8. Severe out-of-control \_\_\_\_\_ behavior that can cause harm to self or others.
9. Repeated use of \_\_\_\_\_ or alcohol.

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10. Drastic \_\_\_\_\_ in behaviour personality or sleeping habits.

11. Extreme difficulty \_\_\_\_\_ or staying still.

## Common Types of Mental Illness

Match up the signs to the mental illness from watching the video.

- |                  |   |
|------------------|---|
| anxiety          | <ul style="list-style-type: none"><li>● Easily distracted</li><li>● Impaired memory</li><li>● Avoid certain situations</li><li>● Find it difficult to hold a conversation</li><li>● Irritable and angry</li><li>● Difficulty making decisions</li></ul>   |
| depression       | <ul style="list-style-type: none"><li>● Have conversations with someone who isn't there</li><li>● Sad and pessimistic (and hopeless)</li></ul>  |
| bipolar disorder | <p style="margin-left: 20px;">when up</p> <ul style="list-style-type: none"><li>● May appear distracted by things that aren't there</li><li>● Neglecting responsibility</li></ul> <p style="margin-left: 20px;">when down</p> <ul style="list-style-type: none"><li>● Fixating on a number</li><li>● Reduced concentration and memory</li><li>● Constantly checking if a door is locked</li></ul> |
| schizophrenia    | <ul style="list-style-type: none"><li>● Full of energy and talking very quickly</li><li>● Lacking in energy</li><li>● Constantly washing hands, several times</li></ul>   |



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Obsessive  
Compulsive  
Disorder

- Loss of interest in appearance and hygiene
- Repeating certain actions, becoming anxious if they are unable to repeat the action
- Self-criticism and blame

(Video from: <https://www.youtube.com/watch?v=FB49AezFlxs>)

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## Discussion

- What are mental illnesses?
- What are the causes of mental illnesses?
- What kind of treatments are available?
- What additional problems do sufferers of mental disorders such as schizophrenia have to cope with?

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# Physical Disability as a Social Issue

## Discussion

- What can you see in the following pictures? Think about the people and what they are doing, and any equipment they are using.
- What message(s) do the pictures communicate?



1.



2.



3.

Picture 1 from: <http://disabilityhorizons.com/2013/01/paralympics-games-2012-has-there-been-change/>

Picture 2 from: <http://disabilityhorizons.com/2016/09/rio-2016-paralympics-yes-i-can-i-can-get/>

Picture 3 from: <https://adayinourshoes.com/wp-content/uploads/2014/10/disabled-ableism-600x503.png>

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## Physical Disability Definitions

1) What do these words mean? Prepare a short definition and examples for each phrase.

A) Acquired disability

D) Congenital disability

B) Pre-natal disability

E) Pregnancy (*no example necessary*)

C) Post-natal disability

2) What is the difference between pre- and post-natal disabilities, in terms of when they formed and their causes?

## The Stages of Dealing with Disability

Read the following text about the psychological and social dimension of disability and answer the questions.

Psychological intervention can help a person with a disability progress through stages of disability and assist them with difficulties experienced.

People who experience disability for the first time undergo stress; **cope with** life transitions, value changes, and experience disability issues across their life spans. From a sociological perspective, people who experience disability for the first time also have to deal with the role of family, cross-cultural issues and adjustments, the consequences of negative attitude towards people with disabilities as a whole, and the roles of professionals who work to assist them with **adjusting**. Their system of life and living has changed in many different ways, meaning they must undergo a process of adjustment and self-evaluation.

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The experience of an injury that leads to a psychological or physical disability is similar to a **mourning** process and might be compared to the loss of a loved one; for example. The mourning process can involve adjustment to the disability the person experiences and may be divided into four stages - **shock**, **denial**, anger/depression, and adjustment/**acceptance**.

The stages are expected, yet are not orderly or neat. People with disabilities go through these stages at their own pace and might skip whole stages entirely. A difficulty exists when the person has trouble with one of the stages or becomes, 'stuck.' When this happens, further progress towards adjustment and acceptance is blocked.

Adapted from: <http://www.disabled-world.com/disability/social-aspects.php>

## Discussion

- A) What do the **underlined** words and phrases mean?
- B) What is the acquisition of physical disability compared with?
- C) Typically, what stage does a person with a recently acquired disability go through?
- D) What happens when a person with a recently acquired disability gets stuck in one of these stages?

## Perceptions of disability

### Discussion

- Generally speaking, how do you think people with disabilities are perceived in the Czech Republic? Does this perception depend on the disability?
- Is the public's attitude towards people with disabilities shaped by the country's standard of living?

- 
- Would you expect those from developed countries to have the same attitude towards people with disabilities as those from less developed countries?

Read the statements below then listen to the first part of the recording. Are the statements true (T) or false (F)?

1. In the 'west', able-bodied and disabled people have different rights.
2. Bus drivers in the 'west' should announce each stop so that blind people know when to get off.
3. 'Spastic' and 'cripple' are politically correct terms.
4. The Paralympics have helped a lot to make people see disabled people more positively.
5. When disabled people were confined to institutions other people didn't think about them.
6. Generally, disabled people still lack confidence.
7. Soon paralysed people may be able to drive cars.
8. Dyslexic people are not considered to be disabled.

Listen to the second part of the talk. Then, based on the information shared in the recording, discuss the following:

Why does Anna think the attitude towards disabled people is worse in the West?

What examples does she give? Do you agree with her view?

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## Disabled Dolls

What messages do these dolls send? Who are they for?



1.



2.

Read these comments about the dolls. Are the comments positive or negative? What do you think?

Bunny22, Middle Towne, United States, 2 years ago

Great concept and teaching tool for children. Introducing little ones to toys and dolls that represent all children's likeness helps them to be more empathetic and not solely focused on only people that are just like them. If we provide these dolls as teaching tools early on hopefully it will make a difference as our children become school age and take notice of children with disabilities and the great need to treat them as equal peers. Everyone knows children can be bullied and outcast for their differences so maybe this will be a step toward kindness.

Click to rate  163  11



click, Nottingham, United Kingdom, 2 years ago

What a load of rubbish. These dolls teach them nothing by themselves. Children learn through their parents/guardians, once at school peer pressure & other prejudices and finally coming to their own decisions of good, bad, love, hate & experience.

Click to rate  31  28

3.

Picture 1 taken from: <http://rampyourvoice.com/wp-content/uploads/2014/02/Becky-doll-1.jpg>

Picture 2 taken from: [www.pinterest.com/pollyannaflower/special-needs-toys-dolls-playground/](http://www.pinterest.com/pollyannaflower/special-needs-toys-dolls-playground/)

Picture 3 taken from: [www.dailymail.co.uk/debate/article-3770079/SARAH-VINE-healthy-child-disability-doll-Harper-Beckham-one-sales-booming-surprising-voices-say-poor-taste.html](http://www.dailymail.co.uk/debate/article-3770079/SARAH-VINE-healthy-child-disability-doll-Harper-Beckham-one-sales-booming-surprising-voices-say-poor-taste.html)

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## Blind massage therapists

Before you listen to the recording, discuss the following statement.

In some countries, only blind people are legally allowed to do a certain type of work.  
Do you think certain jobs should only be kept for people with disabilities?

Listen to the recording and make notes on the following questions.

1. Describe the job of a massage therapist.
2. What do you know about the law that has been in force in South Korea since 1963?
3. Who is protesting against this law and why?
4. How many people are working as massage therapists legally and illegally, i.e. without a licence in South Korea?

*Adapted from: BBC Learning English, 6 Minute English, Blind massage therapists (2008)*