Empathy Element 5: Empathy Heals

Standardize It: Science, Art, Life Skills	Element 5: Empathy Heals
Grade Level: Middle to High School **Time** 2 hours **Resources:** Video of Nurses Steven D. Williams and Saybah P. Jallah Paper Pencil (Backyard drawings if not) Colored pencils (optional) Stationary, pens, envelope, stamp (unless sending message online)	**Teachers or Self-Guided Learners** 1. Compare their understanding of how empathy cures both hunger and disease. 2. They read the introduction and key points. 3. They watch the video about Covid-19. 4. They prepare visual aids to guide a presentation of the key points for others. 5. They follow-up on challenges to write to an official about related issues and/or to write a sample essay to a vocational school about future plans

Empathy Heals Pain

We have learned how to apply empathy to reduce hunger pangs. Have you also experienced empathy for someone's physical pain when they were ill?

Doctors and nurses, at some point in life, put themselves in the place of their future patients. They decided to reduce the suffering of others by studying health care. Researchers also work to end disease because they can imagine how many lives are at stake.

Read about the background of a virus. Then hear from two nurses how to help others prevent or survive Covid-19 and explore ways your own empathy can improve lives.

Develop New Skills to Reduce Human Suffering

Our empathy helps us feel others' pain. This often leads us to want to reduce their suffering. If you were to prepare for a career in health care, you might begin by watching others teach the care skills course on this website or teach about how to prevent and treat Covid-19. You might also practice helping your family and friends learn more about viral disease.

Teaching others calls on our reading, writing, math, science, and even drawing skills. Medical textbooks and scientific research projects employ all these skills to stop human suffering.

Today's action plan will help you protect your family and others as you combine drawing, teaching and prevention techniques. Follow the steps below:

1. Read the key points.
2. Watch the video about Covid-19.
3. Prepare the visual aids and present the key points to others.
4. Engage in the follow-up challenges.

Key Points

- Bacteria can cause infectious disease. So can viruses.
- Viruses are 10 – 100 times smaller than bacteria.
- While bacteria can live on surfaces, viruses live on plants and animals.
- Viruses to tend to spread farther. They are harder to treat because they do not respond to the antibiotics used to kill harmful bacteria.
- If many people in one place contract a virus, an <u>outbreak</u> occurs. If outbreaks spread to many places, an <u>epidemic</u> occurs. If it becomes global, through travel, a <u>pandemic</u> occurs.
- Five pandemics have occurred in the past century.
- Some of the most common diseases caused by bacteria include pneumonia, cholera, tuberculosis and typhoid.
- Some of the most common diseases caused by viruses include Ebola, influenza, HIV and yellow fever. The novel coronavirus (Covid-19) is one of these viruses.
- Some viruses are introduced into the human population through animals.

- The new coronaviruses have increased with population increases, as people live in areas once inhabited by animals.
- A video (or the printed material on this website) will help our group learn the preparation steps we need to prevent or treat Covid-19.

Visual Aids to Prepare for Your Presentation

You will create a space in the yard or home where you can train other members of your family to understand the difference in two types of infectious disease.

1. Use a ruler to mark out 30 centimeters on a paper or in the sand. Draw a long oval shape around the ruler. This represents a bacterium. Add a long tail on it.
2. Place your ruler below the oval. Make a second mark where the 3-centimeter mark falls. Draw a circle 3 centimeters around in diameter. Draw little pins coming out of it on all sides. This "pincushion" drawing represents a virus.
3. Label the large object "bacteria."
4. Label the small object "virus."
5. On another page or in another area, draw objects you see in the room. Using dotted lines, sketch small bacteria on them.
6. Draw a living thing, such as a person holding a potted plant. Draw a virus on the person's skin. Draw a virus on the plant.
7. Present the key points to your family.
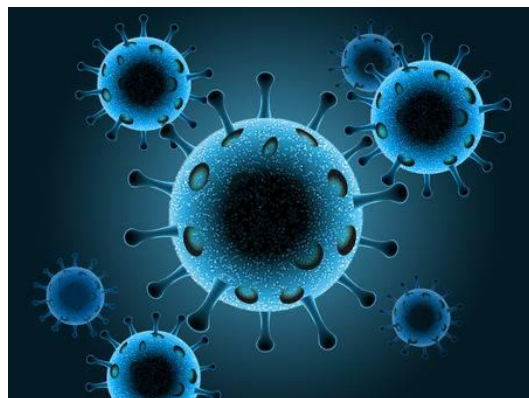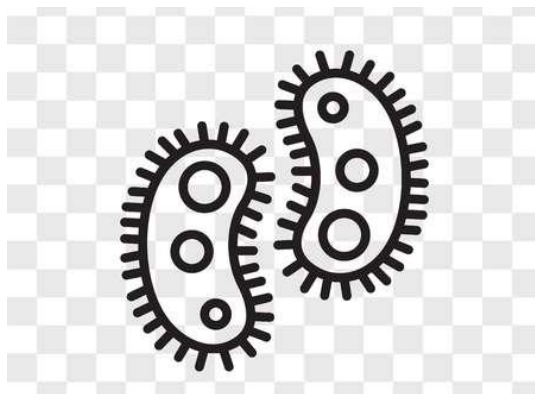
Health Advocacy Challenge

How does your empathy for others inspire action? Watch the video about Covid-19 prepared by nurses Steven Daniel Williams and Saybah P. Jallah, written by Dr. Farzin Rahmani (all offering their service to you as community volunteers).

Prepare a plan to become a volunteer health advocate in your family and community, to help prevent and safely treat the virus. Make a checklist of things you will do to show empathy by helping local health care workers improve their effectiveness.

Zoonotic Disease Writing Challenge

Viruses animals tolerate can become more dangerous in humans. For example, if a bat licks a piece of fruit and the fruit falls, then a child eats the fruit, the virus can move from the animal to the human. The first case of COVID-19 virus may have spread from at bat to a pangolin to a human.

Imagine you were a researcher. What would you do to slow the spread of zoonotic disease in your region? Empathize with such a researcher. Write a story as if you are waking up one day and working on this problem. Can you send a letter to land use planners in your region, to help create awareness of prevention of zoonotic disease?

Is land deforested to make space for agriculture? Where are the rice fields in relation to the forests? Do any diseases increase because of standing water or the close proximity of humans and animals?

Life Planning Challenge

What subjects can you study today that show empathy for your family's health and well-being? How will these decisions make a difference in your career planning for the future? Write a sample essay to send to a vocational school about your future plans.