

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR KS4 LESSON 1 or 2 needed

TITLE Psychosis

KEY CONCEPTS

- ◆ Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.

KEY PROCESSES

- ◆ Develop self-awareness by reflecting critically on their behaviour and its impact on others.
- ◆ Find and evaluate information, advice and support from a variety of sources and be able to support others.

CONTENT

- ◆ A series of activities to lead to a better understanding of psychosis and the links, in particular, with the use of cannabis and other drugs.

LEARNING OUTCOMES

by the end of the lesson pupils will:

- ◆ Have an awareness of psychosis.
- ◆ Have an idea of how often it occurs.
- ◆ Understand what it might be like to experience psychosis.
- ◆ Be able to recognise early signs of psychosis.
- ◆ Be able to think about how to get support for self and friends.

FUNCTIONAL SKILLS

- ◆ English (make relevant and extended contributions to discussions, responding to others' input)

RESOURCES

- Film (CONTACT – 15 minutes)
- http://www.ei-team.org.uk/video/?src=ei_team_vid.flv
- Cross the circle statements.
- Information sheet- overview, statistics, support.
- Hearing voices activity script.
- Continuum cards.
- Assessment sheet. (plus teachers' notes)

LESSON PLAN

Activity 1

Cross the Circle

- ❖ Read out statements and ask them to move if they've ever experienced the situation. Ask what they think is the theme for the session.

Activity 2

Personal experience

- ❖ Remind pupils of the ground rules around confidentiality and disclosure. (best if they don't talk about personal use of drugs)
- ❖ Ask them to think of times as with the Cross the Circle activity when things around them or their friends may have felt strange/they felt paranoid/they may have momentarily confused what's real and what's not. Can they think of any examples of TV/film/book characters who may have experienced this?
- ❖ Explore:
 - How it felt.
 - How it might be if a person felt like this (or worse) all the time.
 - Do they know any people (real or on TV etc) whose behaviour has. changed in this way after using cannabis or other drugs? (no names)

Activity 3

Film

- ❖ Show the short (15 minute) film: CONTACT
http://www.ei-team.org.uk/video/?src=ei_team_vid.flv
- ❖ Ask pupils to consider:
 - What's happening?
 - How does the boy feel/behave?
 - What sort of condition do you think he's experiencing?
 - Though both were smoking cannabis, did Dan experience the same problems as Carl?

Activity 4

Information

- ❖ Remind pupils purpose of session is to raise awareness of psychosis so they can get support early for themselves or others if they have any of these experiences.
- ❖ Ask pupils if they can come up with a definition of psychosis. Talk to them briefly, using the info sheet, about the definition, prevalence and links to cannabis and other drugs. (see below)
 - About 3% of people will experience an episode of psychosis in their lifetime. (The same as diabetes).
 - People's experiences vary, for some it is brief, for others it may last longer.

LESSON PLAN

- Not everyone using cannabis will experience a psychotic episode though it may trigger psychosis in someone who is vulnerable to developing psychotic symptoms.
- Psychosis can be treated and is most effective if treated early.
- We all feel a bit weird sometimes like in the cross the circle activity. However, if these experiences seem to be lasting for a long time and beginning to interfere with everyday life, then it is a good idea to speak to someone.

Activity 5

Continuum

- ❖ Place the usual and unusual signs at either end of the room. Stick the context statements on the board.
- ❖ Ask individual pupils to each choose a continuum statement, read it aloud and place this somewhere along the continuum - to usual (if they think this is usual behaviour) or unusual (if they think it is unusual).
- ❖ After all the statements have been placed, refer to the context statements on the board. This could be done by looking at each statement individually or as a whole group activity asking the group to consider how the contexts would change judgements made about the whole range of statements.
- ❖ Ask the pupils to reconsider their position on the continuum in the light of the context to the statement that has now been added.
- ❖ Discuss how the context of a persons behaviour influences our judgements about what they are doing.

Activity 6

Hearing Voices Activity

- ❖ Put pupils in groups of 3 – talker /listener/ voice. Give the voice the script for this activity.
- ❖ Talker and listener have a conversation about the talker's holidays.
- ❖ Voice reads the script at normal volume into the talker's ear for 1 minute.
- ❖ Change roles until all 3 have played each role.
- ❖ Take feedback on how it felt to hear voices.

Activity 7

How to support / get support

- ❖ In pairs get pupils to think about who they would talk to if they were experiencing any of these feelings.
 - Who could they talk to in school?
 - Who could they talk to out of school?
 - Any organisations they know about?
 - How could they support a friend?
 - What if their friend felt they didn't need help?

LESSON PLAN

- ❖ Discuss sources of support in school and outside i.e. School Nurse/Counsellor, Tutor, Off the Record, Project 28, Connexions, Youth Worker etc.

Many people experiencing psychosis may be reluctant to seek help – emphasise importance of family and friends seeking help if they are unsure.

Activity 8

Assessment Activity

- ❖ Ask pupils to complete the assessment sheet. Get them to swap with a partner and partner scores them from 0-5 for each section. Teachers' notes are provided.

If you are interested there is another short film on: <http://www.ei-team.org.uk/video/reconnect.php> which explores support and recovery.