PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

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.
• 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.