

# YEAR 11 HEALTH



## UNIT 2: MENTAL & PHYSICAL HEALTH BODY AND MIND

Name:

Tutor Group:

Health Teacher:

## PROJECT ASSESSMENT UNIT 2

Your task this term is to have a go at improving your physical and mental health. You must upload your final project to Teams by \_\_\_\_\_. This could be a print-screen of an app you have used, a diary entry or a blog. Here are some ideas to get you started:

- Engage in a healthy lifestyle and keep a record – you could keep a record of the amount of sugar consumed each day and try and reduce your amount or the hours spent exercising.
- Download the Headspace app and keep a record of how many hours spent meditating over the 6 weeks
- Download a sleep app that will keep a record of your sleep – use it to help you get the right amount of sleep and follow your sleep cycles
- Create a blog on healthy lifestyles, including information about what to eat, how to exercise and how to reduce stress
- Create a leaflet on stress and how to reduce it through a range of tips – use research online to help you work out the best ways of managing stress in the lead up to exams

### RATIONALE: Why do we study Health?

Health lessons seek to cover issues that affect the physical and mental wellbeing of young people, helping them to be safe and happy, as well as to assist them in becoming well-informed and valuable citizens. It is your right to learn about your human rights (Article 42). Health lessons provide time each week to learn about children's rights. Health lessons are focused on the protected characteristics of the Equality Act (2010) including race, gender, LGBT+ and disability which we believe all students have the right to learn about. Health lessons help to provide students with the knowledge and skills necessary to make safe and well-informed decisions in their everyday lives, from the expectations they place on personal relationships to the factors they should consider when voting or organising their finances. The subject helps students think critically and practise debating moral issues, as well as reflect on their own identity in a safe space. Health is also a legal requirement and all students must study it. It includes **sex and relationships education (SRE)** and **citizenship** which students must study until the age of 18.



# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD

## ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

## ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

## ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

## ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

## ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

## ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

## ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

## ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

## ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

## ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

## ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

## ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

## ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

## ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

## ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

## ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

## ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

## ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

## ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

## ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

## ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

## ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

## ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

## ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

## ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

## ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

## ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

## ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

## ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

## ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

## ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

## ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

## ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

## ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

## ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

## ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

## ARTICLE 45

Unicef can provide expert advice and assistance on children's rights.

### OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org.uk/crc/otp](https://unicef.org.uk/crc/otp)



**Activity:** Read the information and use it to explain RISKS AND RECOMMENDATIONS on the diagram.

*Risks of lack of sleep and stress include...*

*Why don't you try...*

*Why don't you try...*



*Risks of poor diet and lack of exercise include...*

*Too much caffeine, nicotine and alcohol can affect you because...*

*Why don't you try...*



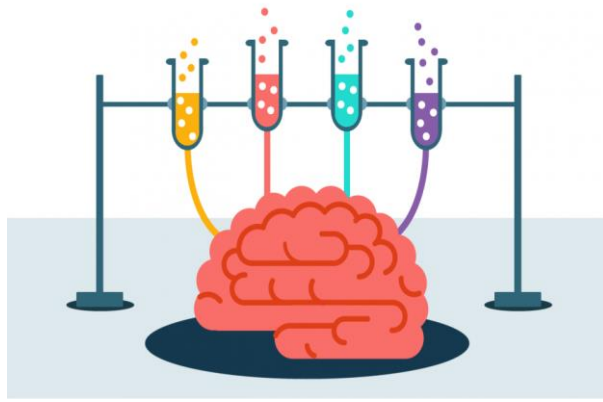
**SLEEP** has a huge effect on our physical, and mental, health. One in three of us suffers from poor sleep, with stress, computers and taking work home often blamed. Regular poor sleep puts you at risk of serious medical conditions, including obesity, heart disease and diabetes, and has been found to shorten life expectancy. This is why jobs no longer require shift workers to only 'work nights' but, instead, to do a mix of shifts. A lack of sleep over time reduces concentration and learning ability as studies show that our brain regenerates and grows when we sleep. Experts recommend a 60-90 minute 'wind-down' period without phones or artificial lights to aid sleep and between 8 and 10.5 hours for teenagers.

**EXERCISE** can improve physical and mental health. Young people should engage in around 60 minutes of exercise a day. This does not need to be heavy exercise and can include walking quickly. Physical inactivity has been linked to obesity, diabetes, heart disease and breath problems. Exercise has also been found to reduce stress. Walking instead of using a car, and making an effort to go to the gym or play sports will help.



**CAFFEINE, NICOTINE AND ALCOHOL** have all been found to increase stress as well as harm physical health. In small doses, and usually in the morning alone, caffeine can aid concentration. However, for many people it can affect sleep if coffee or Red Bull is drunk too late. Nicotine and alcohol both cause issues in circulation with can lead to a rise in blood pressure, a symptom of stress.

**STRESS** has an effect on physical and mental health. Spending time with people, mindfulness activities, doing kind things for others, engaging in creative tasks, talking about issues and writing out positive mantras have all been linked to stress reduction. Playing puzzles and games of chess, meditation, playing a musical instrument and revision have all been found to increase IQ in tests. Meditation apps can be found online too for free!



## Lesson 2: What affects our ability to concentrate?

### Health Check Questions:

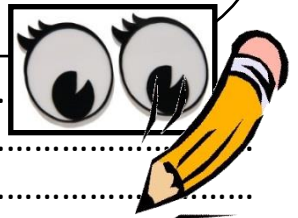
**Bronze:** How can we improve concentration? Describe some ways that we can improve our concentration.

**Silver:** What are some of the factors that affect our concentration and how can we improve our concentration? Explain factors that can affect concentration and specific ways that we can improve our concentration.

**Gold:** What are some of the factors that affect our concentration and how can we improve our concentration? What is a growth mindset and a fixed mindset and how do these affect us? Explain factors that can affect concentration and specific ways that we can improve our concentration. Explain ways of overcoming a fixed mindset.

### ARTICLE 24: RIGHT TO HEALTH

All children have the right to be healthy. Governments must provide good quality health care, clean water, clean food, a clean environment and education on healthy lifestyles.



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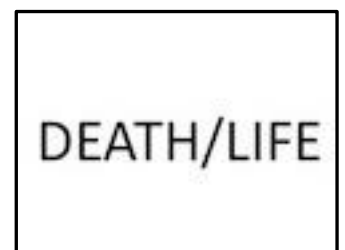
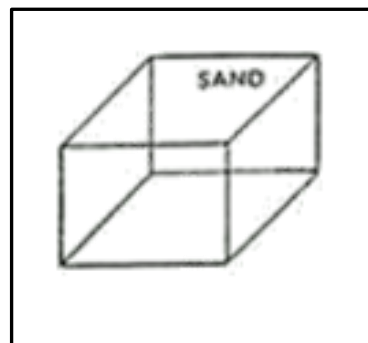
3			2
	4	1	
	3	2	
4			1

**SUDOKU:** Only use the numbers 1, 2, 3 or 4 for each box. There can only be one of each number in every row and only one of each number in every box.

**SPOT THE DIFFERENCE:** Find 5 differences between the pictures!



**DINGBATS:** These are visual word puzzles for well-known phrases. Work them out by describing what you see. The way the word is manipulated is the clue.





**Activity:** We are going to learn some new material using three different revision techniques: (1) SUMMARISE (2) TEST and (3) TEACH. Start by reading the material.

**Diet and sleep** can affect your ability to concentrate and revise. It is estimated that around **27% of boys and 39% of girls skip breakfast**. Skipping breakfast lowers concentration. Lack of sleep also affects the ability to learn. Our brain neurons form connections at night and this is how we remember things.

1. Teenagers need **8-10 hours a day** to function to their maximum capacity. Sleep specialists recommend **60-90 minutes of wind-down time**, without phones, TV or work, before bed to help people go to sleep quickly.

**Phones and music** can have a negative effect on revision. Research has found that workers who were constantly **distracted by phone calls** or messages experienced a **10% drop in their IQ**. The amount of time spent on phones has been correlated with **lower grades amongst students**. In one study, it was found that even being able to see a phone had an impact on learning! Most music has also been found to hinder (reduce / block / prevent) our ability to concentrate and learn.

**Exercise and meditation** can both help with our ability to concentrate! It is far better to revise for a **shorter period of quality time** and then take a break to do exercise or go outside. Exercise helps to produce **dopamine** which can lower stress levels and improve the quality of revision. Similarly, meditation reduces anxiety and improves concentration.

**Good revision techniques** help us learn more. **Reading, highlighting and copying** have all been found to produce very little learning.

Instead, it is far better to turn material into **something new**. This could involve **summarising** the material, drawing it out as a **diagram**, **teaching** a friend or setting yourself a **quiz**. All of these techniques have been linked to better learning. Studies have found that it is far better to do **one hour every day for 10 days than 10 hours on one day**. This is called 'spacing' and research shows it is very effective.

It is also a good idea to work around your own body clock: if you **work better in the mornings**, plan your timetable around this. Most of us do not work well after lunch so this may be a good time to have a break.

You can also build up your capacity to concentrate using a **stopwatch**. Start with 10 minutes before a break and then add **five minutes** each day.

## TASK 1: SUMMARISE

HEADING	SUMMARY
1. DIET AND SLEEP	<i>Research shows breakfast is very important; 39% of girls miss breakfast; avoid sugar; 8-10 hours sleep for neuron connections to form; 60-90 mins wind-down</i>
2.	
3.	
4.	

## TASK 2: TEST YOURSELF BY WRITING OUT 6 QUIZ QUESTIONS

1.

2.

3.

4.

5.

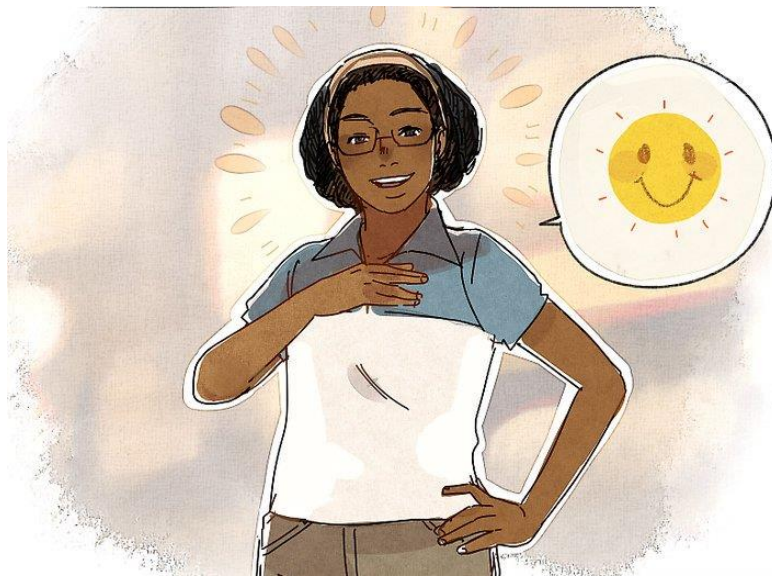
6.

## TASK 3: TEACH A FRIEND

Explain 3 things that badly affect concentration and 3 ways of improving concentration without looking at your notes.



Create a mind-map and add notes throughout the lesson. **What factors affect self-esteem?** How might the following things affect self-esteem: school, friends and family, the media, my own thoughts?



**What factors can boost self-esteem?** Add notes in a different colour.



**Read the information about improving self-esteem.** For each factor, add techniques in another colour that can be used to boost self-esteem e.g. 'Avoid comparisons with other people or with fake or unrealistic media expectations. Catch yourself when you are doing this and remind yourself of your own unique qualities.'

**Comparing ourselves to others** can lower self-esteem. For example, we often compare ourselves to people we see in the media but these faces and bodies that we see in the media do not represent most people who live in the world, **people of all shapes, races and backgrounds.**

**If you catch yourself or other people** making comparisons, **remind yourself** or your friends that every single person is **unique** so comparing the way we look to others is not helpful or realistic. We want a world full of **unique, interesting and real people.**

Some people argue that **social media** can be unhelpful. Some celebrities, such as Alicia Keys, have spoken out against **using filters and too much make-up**, whilst others have used social media to begin campaigns that help young people feel good about themselves, rather than encourage them to feel worse.

**Watch videos such as 'Dove: Selfie' and create realistic selfies** or write positive messages to friends **that are not about their appearance.** **Imagine what would happen to the world if everyone concentrated on their looks, rather than the happiness of others?**

Studies suggest that people who volunteer, campaign on behalf of others and who look after their friends have higher self-esteem. Many people find that setting themselves **regular challenges**, from doing a 5K run to raising £100 for charity, can help them to feel better.

It is important to **keep trying and to praise yourself** and others for effort, not achievement. It is important to **remember that nobody is born a sports star or concert pianist** – it takes hours (some estimate 10,000) of practice. If we try hard, we will always do better. Failure is simply an opportunity to learn to be better next time.

It is also important to spend time with people **who make us feel good** and never with people who make us feel bad about ourselves. **Talking to loved ones about how you feel** can help too. Learn to accept complements and even start writing them down if you are feeling a little low.

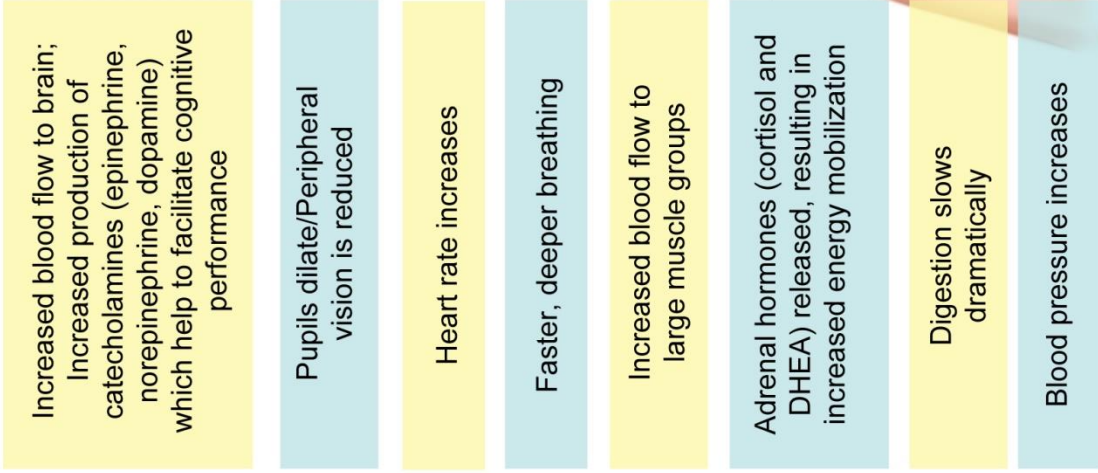
**Looking after your physical health also affects your mental health.** Exercising regularly, avoiding sugary foods and sleeping 8-10 hours a night have all been linked to better mental health, as well as avoiding too much alcohol. Should things get too much, there are also many people that are there to talk to, from **teachers, to Mind, Childline and The Samaritans.**



## HAVE A GO AT THE QUIZ!

1. What two 'Fs' are used to describe the tendency to flee or attack?  
F \_\_\_\_\_ or F \_\_\_\_\_
2. What system in the body is responsible for the production and maintenance of hormones? The E \_\_\_\_\_ system
3. What drug is contained in coffee that has been linked to stress?  
C \_\_\_\_\_
4. What animal do people suggest one traditionally counts when sleep is difficult? S \_\_\_\_\_
5. Complete the following stress-related idioms:
  1. e.g. Also a word used to describe the weather: 'I'm feeling **SNOWED** under'
  2. Also used to describe what happens after a fire or pain after a fire: 'I'm \_\_\_\_\_ out'
  3. Also used to describe the end or boundary of something: 'I'm on the \_\_\_\_\_'
  4. Also used to describe the insect after a caterpillar: 'I've got \_\_\_\_\_ in my stomach.'
6. Sugar has been linked to stress. Which two countries consume the most Coca-Cola per capita? M \_\_\_\_\_ and the U \_\_\_\_\_
7. Classical music has been linked to the reduction of stress. Which famous composer went deaf but continued to compose?  
B \_\_\_\_\_
8. 'Nausea' is another way of describing what symptom of stress?  
Feeling like you will v \_\_\_\_\_
9. Meditation has also been linked to the reduction of stress. Name one religion where meditation is regularly practised e.g. B \_\_\_\_\_
10. Can you work out the anagram for this synonym of 'calm'? REDLEAX

# Acute Stress Response - Public Speaking



Increased blood flow to brain;  
Increased production of catecholamines (epinephrine, norepinephrine, dopamine) which help to facilitate cognitive performance

Pupils dilate/Peripheral vision is reduced

Heart rate increases

Faster, deeper breathing

Increased blood flow to large muscle groups

Adrenal hormones (cortisol and DHEA) released, resulting in increased energy mobilization

Digestion slows dramatically

Blood pressure increases

- ### Reactions
- Increased alertness
  - Increased short term strength
  - Increased ability to handle stress
  - Heightened ability to focus
  - Increased oxygen to the brain
  - Faster, deeper breathing
  - Heightened sense of smell
  - Body and mind are hyper-alert

- ### Other Responses
- Perspiration increases to cool body
  - Muscle tension increases to prepare for "fight or flight"
  - Saliva production decreases
  - Metabolism speeds up considerably
    - Inflammation increases
  - Blood flow from skin surface is diverted to larger muscle groups & brain
  - Body extremities can change temperature
  - Blood pressure increases



**Main Activity:** As a class, read the information. Then **STRESS AND ANXIETY**

**INFORMATION:** Feelings of stress are normally triggered by things happening in your life that make you feel under pressure or that represent a big change; you may feel overwhelmed by events that are happening in your life, or that are about to happen. Working out what **triggers** stress for you can help you anticipate problems and think of ways to solve them. Even if you can't avoid these situations, being prepared can help. Triggers might include certain people in your life, issues relating to money, issues relating to work or school, one-off events such as an exam, or the fear of being in certain situations, such as being surrounded by people. Remember that not having enough work, activities or change in your life can be just as stressful a situation as having too much to deal with.

**There are things that you can do to manage stress.** You should identify your **best time of day**, and do the important tasks that need the most energy and concentration at that time. You can also make sure that you vary activities so that interesting activities are **balanced** with the more boring. Make a list of things you have to do. Arrange them in order of importance, and try to focus on the most urgent first. You can ask a teacher or manager to help you prioritise. It is important to make sure that you break down tasks into manageable tasks to avoid feeling overwhelmed, and that you reward yourself after achieving targets.

Learning more about stress can help us understand ourselves better. For instance, **panic attacks** may be caused by the feeling that we are having a **heart attack**. People who successfully stop panic attacks, often tell themselves over and over again what is happening e.g. it isn't a heart attack, your heart is beating slightly faster, this is normal and when you breathe slowly it will return to normal too. The part of your brain that has an immediate fear response (the amygdala) can be overridden by other parts of the brain (such as the prefrontal cortex). This is what is happening when you tell yourself to calm down or that something isn't as bad as you initially thought. Some people help their brain to do this by writing down what makes them anxious and the thoughts they have ('Everybody is looking at me') and then writing a logical response next to it ('They look at everyone that gets on the train, not just me' or 'Nothing bad has happened to me before and the chances of me crashing on a plane are statistically very low'). Similarly, people may feel less overwhelmed if they do small amounts often, rather than trying to cram everything in at the last minute. Other people use a number of different relaxation techniques to improve their general emotional resilience, such as taking baths, using mindfulness apps, such as 'HeadSpace,' having massages, spending more time with friends, taking walks and doing more exercise, listening to calming music and watching comedies. All of these can improve physical and mental health.

Colour-code the effects of stress according to EMOTIONAL SYMPTOMS / DIFFERENT BEHAVIOURS & PHYSICAL EFFECTS ON THE BODY.

FEELING ANGRY	STOMACH PROBLEMS	FEELING TIRED A LOT OF THE TIME
CHEST PAIN	FEELING OVERWHELMED	FEELING TEARFUL OR CRYING A LOT
THOUGHTS OF DEATH	TEETH GRINDING	RACING THOUGHTS
NAIL-BITING OR SKIN PICKING	FINDING IT HARD TO SLEEP	FINDING IT HARD TO CONCENTRATE
PANIC ATTACKS	SHALLOW BREATHING	FEELING WORRIED ABOUT THE FUTURE
FINDING IT HARD TO EAT OR OVER-EATING	HEART RACING	HAVING LOTS OF NIGHTMARES
FEELING SICK	FINDING IT HARD TO ENJOY YOURSELF	HEADACHES OR MIGRAINES
DIZZINESS OR FAINTING	DEPRESSED	SMOKING OR DRINKING ALCOHOL



## Lesson 5: What causes depression and how can it be treated?

### Health Check Questions:

**Bronze:** What are some of the symptoms of depression? Where can people go to get help? Describe symptoms of depression and ways of getting help.

**Silver:** What causes depression? What are the signs and ways of getting help? Explain a range of causes and symptoms of depression. Outline ways that people can get help or help themselves.

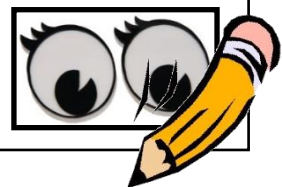
**Gold:** What are a range of physical and psychological symptoms of depression? What different social, psychological and physical factors can cause depression? Where can people go to get help and how many people suffer from depression? Explain how common depression is, the different symptoms and causes and ways of getting help, with reference to facts and figures.

### ARTICLE 24: RIGHT TO HEALTH

All children have the right to be healthy. Governments must provide good quality health care, clean water, clean food, a clean environment and education on healthy lifestyles.



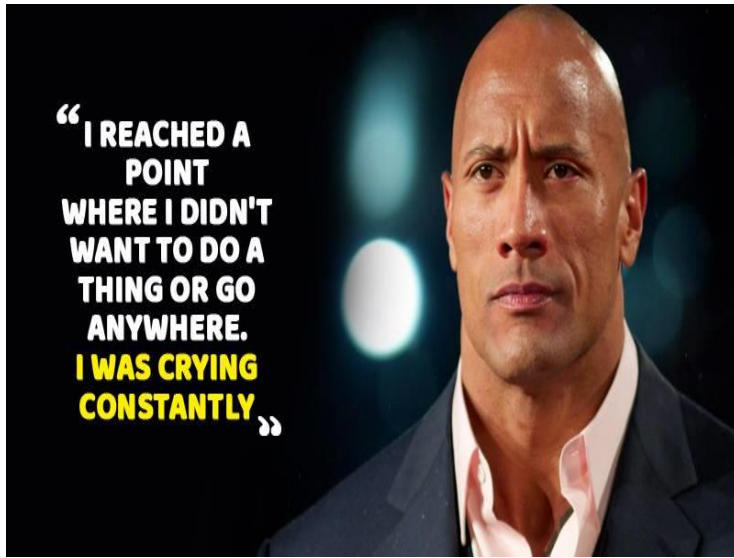
Watch the video 'Moving on.' What caused her depression? What symptoms did she experience?



Colour-code the cards according to whether they relate to: **CAUSES OF DEPRESSION**, **SYMPTOMS OF DEPRESSION** or **TREATMENTS**. Some may be more than one.

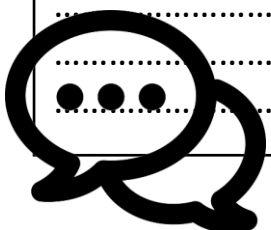
<p>Depression can be triggered by a <b>stressful life event, such as the death of a loved one or a divorce</b>.</p>	<p>You are more likely to develop depression if people in your <b>family have it</b>. It can be genetic.</p>	<p><b>Sleep</b> is vital in preventing depression. Teenagers need <b>8-10 hours a night</b> to ensure good mental health.</p>	<p>Studies show that <b>helping others</b> and learning new skills helps to improve mental health.</p>
<p>Scientists have found that <b>meditation</b> can improve mental wellbeing. You can use apps like <b>Headspace</b>.</p>	<p><b>Spending time with people</b> is important as loneliness has been linked to depression.</p>	<p>People with depression may <b>self-harm, or abuse alcohol and drugs</b>. This makes their depression much worse.</p>	<p>Symptoms include <b>feeling helpless, tearful and guilt-ridden</b>. Some may feel irritable while others feel anxious.</p>
<p>People with depression often have <b>little interest</b> in things they found enjoyable before and find it hard to make decisions.</p>	<p>The hormonal and lifestyle changes following birth can make <b>postnatal depression</b> likely in women.</p>	<p>Some people develop depression after having a <b>long illness</b> because they often have to stay at home alone for a long time.</p>	<p>People with depression may have <b>suicidal thoughts</b> where they imagine the world without them.</p>
<p>Many people find they develop depression in the <b>winter</b>. This is known as seasonal affective disorder.</p>	<p>People can benefit from talking therapies. These can be arranged online, <b>through the GP</b> or through school.</p>	<p>People with depression may start neglecting themselves (such as washing less) and have <b>difficulties with school or at home</b>.</p>	<p>People with depression may experience changes in <b>appetite or weight</b>, changes in <b>sleep</b> and unexplained <b>aches</b> and pains.</p>
<p>Exercise can dramatically improve symptoms of depression because it releases <b>endorphins</b>.</p>	<p><b>Antidepressants</b> are often given by GPs treat more severe depression. These change <b>serotonin</b> levels in the brain.</p>	<p>People who are <b>perfectionists</b> or who have a lack self-esteem may be more at risk, as are people who find it very hard to talk about their emotions.</p>	<p><b>Drugs, alcohol and poor diet</b> can all make depression more likely e.g. weed has been linked to depression in teens. 20</p>





**Plenary Discussion:** Depression is very common and something that we should be able to talk about. What can we do to reduce the stigma associated with mental health problems? What signs and symptoms should we look out for in ourselves and others? What can we do to try and maintain good mental health?

A large rectangular area with a solid black border, containing 20 horizontal dotted lines for writing.







Read the information. Highlight **CAUSES**, **MYTHS**, **EFFECTS & SYMPTOMS** and **TREATMENTS** in different colours in the text.

Psychosis is when people lose contact with **reality**. This might involve seeing, smelling, feeling or hearing things that other people cannot see or hear (**hallucinations**) and believing things that are not actually true (**delusions**). Examples include **hearing voices** or **believing others** are trying to harm them.

Psychosis is a feature of **schizophrenia** and of **bipolar** disorder. However, some people do experience a one-off episode.

It can also be caused by illness, such as a very high fever, trauma or taking certain drugs like cannabis. Many people **recover** whilst others experience it **their whole lives**.

Psychosis affects people in different ways. Some people describe their hallucinations or delusions positively; It can also make them believe they are very **powerful** or can see things that make them **happy**.

However, for many others, a psychotic episode is very scary. It can make it **difficult to trust people** and they may believe and see things that are very **disturbing**.

There are many misunderstandings about psychosis. Lots of people wrongly think that the word 'psychotic' means '**dangerous**.' It has nothing to do with '**split personalities**.' These **stereotypes** can really hurt people and are often made worse by the **media**.

You should see a **GP** immediately if you're experiencing symptoms of psychosis as early treatment can be more effective. If you believe someone you know is starting to experience these symptoms, the most important thing you can do is to try and remain **calm** and **listen non-judgementally**. Say things like 'That sounds very scary' rather than agreeing or disagreeing what they say and offer to help them get help.

Many of us are born with genes that could make us more likely to develop psychosis. However, most people with these **genes** will not get psychosis as it depends on your environment. For instance, a vulnerable person who smokes cannabis is much more likely to **experience psychosis**.

Now that we understand what causes psychosis in the brain a little better, **treatment** has improved. People may be **prescribed anti-psychotics** that treat the hallucinations and delusions. **Therapy** can also be very effective in many cases.

**QUESTIONS:** (1) What can cause psychosis?

(2) How does psychosis affect people?

(3) How can psychosis be treated?

You can stretch yourself by also answering (4) What are some of the myths surrounding psychosis?

