

## Prevention of self-destructive addictions

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<https://doi.org/10.5817/CZ.MUNI.P280-0076-2021-8>

**Abstract:** Self-destructive addictions include for example overuse alcohol use or smoking. In the Czech Republic, alcohol consumption is still very popular and for many people it is not risky to overuse it. Unfortunately, the number of people addicted to alcohol is not declining, which is why primary prevention is still very important. Primary prevention takes place from an early age in the family, but the school itself is an irreplaceable component of primary prevention. In the schools primary prevention takes place mainly in the subject of health education. Unfortunately, despite the exclusive position of primary prevention in schools, its effectiveness is ineffective. The biggest mistakes in primary prevention include intimidation, targeting the pupil's cognitive component, unconceptual conception or condemnation of addicts and emphasizing their weakness.

The paper focuses on alcoholism as a maladaptation to a crisis situation in connection with its prevention in elementary school. Sinha (2009) draws attention to the connection between alcoholism and maladaptation in his research. The research used an analysis of the literature, research and articles from which the theoretical basis was created and then the qualitative research itself was conducted, which consisted of narrative interviews with five respondents who had experienced a crisis, used maladaptive strategies and subsequently became alcoholics. Then, case studies were written from the statements of the respondents, which were also used in the methodological materials created as didactic transformations for elementary school teachers.

The results of the research show the connection between maladaptive strategies and the progress of alcohol dependence and the necessary systematic connection in primary prevention so that the student understands this issue in a context not randomly.

In connection with primary prevention at elementary school were created 10 methodological materials for elementary school teachers, which will provide didactic transformation. The methodological materials therefore form a complex of preparations on the topic of self-

destructive addictions, where in addition to the issue of addictions, students are also introduced to topics such as mental illness, violent behavior, adaptive and maladaptive strategies, crises and the use of relaxation techniques. Thus, the materials point to an important connection between these topics, thanks to which students would be given a systematic and comprehensive view of self-destructive addictions.

**Keywords:** self-destructive addiction; mental illness; risky behavior; violent behavior; health education

Self-destructive addictions such as alcoholism are still a topical issue in the Czech Republic and are unfortunately overlooked in many respects. Within the curricular document Framework Educational Program for Elementary Schools (2021), the topic of self-destructive addictions is included in the field of Health Education, which is defined within the area of Human and Health. In connection with these topics, primary prevention is very important, which should be focused within these topics. Unfortunately, according to Střelec (2015), primary prevention is ineffective, due to the fact that it is focused unsystematically, for example, stimulation of pupil attitudes is focused on the cognitive rather than emotional or conative component and one of the problems is insufficient education and knowledge of the issue. Heller and Pecinovská (1996) recommend focusing the process as a continuous and systematic process in which students learn to talk about their problems and information are given comprehensively without condemning addicts and rather understanding their actions. The research itself focuses on expanding the topic of alcoholism in connection with maladaptive strategies in a crisis situation and its connection with primary prevention in primary school. From the conclusions of the research, interconnected methodological preparations are created and extended by other topics related to self-destructive addictions.

### **Objective**

The aim of the research is:

1. Identify and describe alcoholism as a specific maladaptation to a crisis situation.
2. Use knowledge from professional literature, research results and case studies in didactic transformation.
3. Creation of 10 methodological preparations as a basis for primary prevention of topics of self-destructive addiction.

## **Methods**

1. Analysis of professional literature.
2. Qualitative research using the technique of narrative interviews.
3. Creating case studies.
4. Pedagogical implications of self-destructive topics in the form of methodological preparations.

## **Results**

1. Identify and describe alcoholism as a specific maladaptation to a crisis situation.

Alcoholism as a maladaptation to a crisis situation has various specifics, which can be very individual. Each of the respondents experienced a different stressful situation (tragic death of a husband, divorce, birth of a child with a intellectual disability, loss of financial security or infertility), however, all these events caused a traumatic, chronic and obvious crisis, which was very difficult for respondents to cope with. We could all see a great effort to manage our crisis, but their adaptive strategies were not sufficient, so they all resorted to maladaptation, in which they used the effects of alcohol. Unfortunately, maladaptation did not help solve and overcome the crisis in anyone, but also caused addiction, which brought the respondents many other problems into their life, although it was mainly psychological aspects or social problems in the family. The results also show that lay help is very important, which can become crucial in the treatment of alcoholism itself.

2. Use knowledge from the literature, research results and case studies in didactic transformation.

Theoretical knowledge created thanks to the analysis of the literature was used in the theoretical part of didactic preparations for teachers, so that each teacher who uses didactic training can orient themselves and educate themselves in a specific topic.

The results of the research created a greater perspective on the issue and thanks to them were selected 10 related topics.

The fifth didactic training entitled Alcoholism in the Context of the Crisis was just based mainly on the work of students with case studies that were created within the research.

3. Creation of 10 methodological preparations as a basis for primary prevention of topics of self-destructive addiction.

All created preparations have a uniform structure so that the teacher can orient himself in them simply and easily. The introduction always states the time allowance of the lesson, the necessary aids, the inclusion of the lesson in teaching according to the FEP ZV (2021), the objectives of the lesson, important concepts and key competencies. After this introduction, theoretical preparation for teachers is always included, which brings a simple but complex look to the theory of the topic. Furthermore, in the methodological preparation you can find the scenario and the course of the lesson. All lessons form all important parts of the lesson (motivation, exposure, fixation, applications), which are described in detail so that the teacher knows exactly how to lead the lesson. The lessons are based mainly on activation methods, pupils' activity, uses discussions and space to express pupils' opinions (Sieglová, 2019; Sitná, 2013). The preparations are also enriched with appendices with pictures, created didactic aids and also worksheets for pupils.

Topics of didactic preparations:

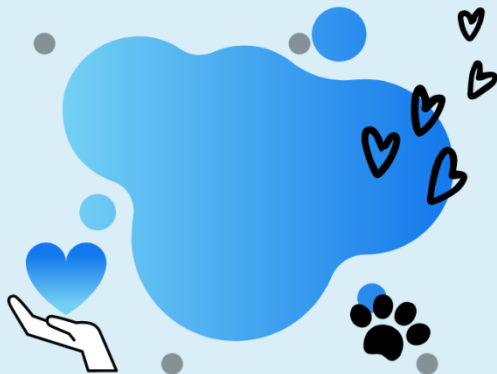
1. Crisis in human life

This topic is to acquaint students with the topic of the crisis, with their causes, how to know the crisis, how to work with it, the most important point of the lesson is to create their own crisis plan using the submitted worksheet.

# Můj osobní krizový plán

Co pro mě může být dobrým rozptýlením:

Blízcí, na které se můžu kdykoliv obrátit:

Three vertical rectangular boxes for writing distraction activities. The first and third boxes are light blue, while the middle one is white. There are small icons: a coffee cup on the left, an open book on the top right, and a person running with a soccer ball on the bottom right.

Věci, které mi pomáhají, když mi není dobře:

Three white stars, each followed by a horizontal light blue bar for writing coping strategies.

Místa, kde se cítím v bezpečí:

Three horizontal bars for writing safe places, each with a small light blue square at the beginning.

Situace, při kterých se necítím dobře:

Three horizontal bars for writing situations where the user does not feel well.



Činnosti, při kterých se cítím dobře:

Three horizontal bars for writing activities that make the user feel good, each with a small light blue square at the beginning.

Figure 1. Crisis plan.

## 2. Adaptive and maladaptive strategies

The lesson informs students about adaptive and maladaptive strategies, presents them with basic adaptive strategies that can be used in everyday life. Under this theme, students will create their own list of adaptive and maladaptive strategies.




 **Můj list strategií** 

**Jaké adaptivní strategie využívám:**

**Jaké maladaptivní strategie využívám:**

**Jaké nové adaptivní strategie bych chtěla využívat:**

**Jaké maladaptivní strategie bych chtěla přestat využívat:**

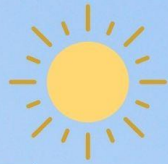
Moje poznámky:

Figure 2. List of strategies.

### 3. Relaxation methods

The relaxation method lesson is mainly based on the very practice of the relaxation technique of mindfulness and progressive muscle relaxation according to Jacobson. For homework, students will have to fill out a worksheet (*Figure 3*).





# VŠÍMAVÁ PROCHÁZKA



1

VŠÍMEJ SI POHYBŮ SVÉHO TĚLA, POCIT TÍZE V RUKOU, CO CÍTIŠ POD NOHAMA



2

POSLOUCHEJ ZVUKY, S KTERÝMI SE PŘI PROCHÁZCE PŮTKAS



3

ZAMĚŘ SE NA PACHY, VŮŇĚ V OKOLÍ



4

ZAMĚŘ SE NA ZRAK, BARVY, TVARY, RŮZNÉ STRUKTURY NEBO I ZVÍRATA, NA KTERÁ PŘI PROCHÁZCE NARAZÍŠ



5

NA CHVILKU SI NĚKDE SEDNI, KLIDNĚ, DO TRÁVY NEBO NA NEJBLIŽŠÍ LAVIČKU A CHVILKU POUZE VNÍMEJ OKOLÍ A POCITY, KTERÉ MÁŠ



MOJE POZNÁMKY Z VŠÍMAVÉ PROCHÁZKY:



Large empty pink rectangular box for notes.

DATUM A MÍSTO PROCHÁZKY:



Figure 3. Attentive walk.

#### 4. Addictions with a focus on alcoholism

The lesson informs students about alcohol addiction. The main part of the lesson is devoted to time for group work - creating a poster and subsequent presentations to other groups.

#### 5. Alcoholism in the context of the crisis

In this didactic preparation, the pupils' activity is based on working with case studies and their evaluation.

#### 6. Mental illness I

Pupils will get acquainted with schizophrenia in this lesson, where the intention is mainly to dispel myths about this mental illness. Furthermore, the part is devoted to mood disorders, which include depression, mania or bipolar disorder, and the last topic is eating disorders, which include anorexia nervosa and bulimia nervosa.

#### 7. Mental illness II

This lesson extends the topic of the previous lesson to include anxiety disorders such as phobias, obsessive-compulsive disorder, personality disorders and pervasive developmental disorders with a focus on childhood autism and Asperger's syndrome (*Figure 4*).



# Psychické onemocnění II - pracovní list



FOBIE



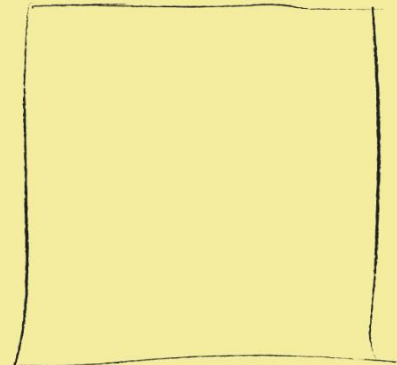
STRACH

SPOJ POJEM S DEFINICÍ:

- KLAUSTROFOBIE
- ZOOFOBIE
- PYROFOBIE
- ARACHNOFOBIE
- AGORAFOBIE
- SOCIÁLNÍ FOBIE
- MYSOFOBIE

- STRACH ZE ŠPÍNÝ
- STRACH ZE VZTAHŮ
- STRACH Z OTEVŘENÉHO PROSTRANSTVÍ
- STRACH Z UZAVŘENÉHO PROSTORU
- STRACH Z OHNĚ
- STRACH ZE ZVÍŘAT
- STRACH Z PAVOUKŮ

CO JE TO OBSEDATNĚ-KOMPULZIVNÍ PORUCHA?



VLASTNÍMI SLOVY DEFINUJ:

- OBSESE:
- KOMPULZE:
- PŘÍKLADY:

VYBARVI TYPY PORUCH OSOBNOSTI:

ZÁVISLÁ      USTRAŠENÁ      PARANOIDNÍ      SCHIZOIDNÍ  
 VYHÝBAVÁ      BLÁZNIVÁ      HRANIČNÍ      DISOCIÁLNÍ

ROZHODNI O SPRÁVNOSTI TVRZENÍ:

- KAŽDÁ, KDO MÁ AUTISMUS JE MENTÁLNĚ POSTIŽENÝ. ....> ANO/NE
- KAŽDÝ, KDO MÁ AUTISMUS JE GÉNIUS. ....> ANO/NE
- AUTISMUS JE VROZENÝ. ....> ANO/NE
- LIDÉ S AUTISMEM NEMAJÍ EMOCE A NEDOKÁŽÍ NAVÁZAT HLUBOKÉ VZTAHY. ....> ANO/NE
- KAŽDÝ, KDO MÁ AUTISMUS MÁ SPECIÁLNÍ NADÁNÍ. ....> ANO/NE
- ASPERGERŮV SYNDROM JE FORMA AUTISMU. ....> ANO/NE
- KAŽDÝ AUTISTA JE NEBEZPEČNÝ PRO SVÉ OKOLÍ. ....> ANO/NE
- PŘÍČINA VZNIKU AUTISMU NENÍ DOSUD PŘESNĚ ZNÁMÁ. ....> ANO/NE

Figure 4. Worksheet – Mental illness II.

8. Risk behavior I

Didactic training is focused on addiction specifically to smoking. The main point of the lesson is the practice of cigarette rejection, which is done by dramatizing the students.

9. Violent behavior II

The teaching unit imagined a very important topic and that is violence against oneself or self-harm or suicidal behavior. Very important in this topic is the focus on the idea versus the reality of suicidal behavior, which should help students to recognize warning signs in everyday life. In class, students will work with submitting a worksheet (*Figure 5*).



# Sebeпоškození a sebevražedné jednání

Rozdíly mezi sebeпоškozením a sebevražedným jednáním



Faktory vedoucí k sebeпоškození:

★	_____	★	_____
★	_____	★	_____
★	_____	★	_____

Kdo se může sebeпоškozovat:



Jaké mohou být možnosti rozptýlení pro člověka, který se sebeпоškozuje:



_____	_____
_____	_____
_____	_____
_____	_____

Co naopak může zhoršovat stav člověka, který se sebeпоškozuje:

_____	_____
_____	_____
_____	_____
_____	_____



Varovné signály u člověka, který chce spáchat sebevraždu



Verbální(písemné vyjádření):

●	_____	●	_____
●	_____	●	_____
●	_____	●	_____



Změny v chování a náladě:

●	_____	●	_____
●	_____	●	_____
●	_____	●	_____



Jak bych se choval k člověku, který se sebeпоškozuje nebo má sebevražedné myšlenky:

Důležité kontakty:



□	_____
□	_____
□	_____



Figure 5. Worksheet – Self-harm and suicidal behavior.

## 10. Violent behavior – bullying

The last didactic preparation deals with the topic of bullying. The teacher uses a video to provide students with a view of the bullying on the part of the aggressor and vice versa on the part of the victim. Subsequently, the work is focused on the worksheet (Figure 6) and then the key activity is the *class circle*, which has the main goal of improving class relationships or insight into the diagnostics of the class team.



# ŠIKANA



JAK POZNÁME AGRESORA?

JAK POZNÁME OBĚŤ?



Red oval

Red oval

White oval

White oval

Red oval

Red oval

Red oval

Red oval

White oval

White oval

Red oval

Red oval

NÁSLEDKY ŠIKANY PRO AGRESORA:

NÁSLEDKY ŠIKANY PRO OBĚŤ:

White rounded rectangle



White rounded rectangle

JAK SE ASI CÍTÍ AGRESOR?

JAK SE ASI CÍTÍ OBĚŤ?



Black dot

Black dot

Black dot

Dashed line

Dashed line

Dashed line



Black dot

Black dot

Black dot

Dashed line

Dashed line

Dashed line

NA KOHO DOSPĚLEHO BYCH SE OBRATIL, KDYBYCH BYL/A SVĚDKEM ŠIKANY:

NA KOHO SE MŮŽU OBRÁTIT VE TŘÍDĚ:

CO NA SOBĚ MÁM RÁD:

CO NA MNĚ MAJÍ RÁDI VE TŘÍDĚ:

White cloud shape

White cloud shape

Figure 6. Worksheet – Bullying.

## Conclusions

In conclusion, it can be said that the topics of self-destructive addictions can be viewed from a broader angle and it is very important to convey this issue to students through causal prevention, which is not judged by man and his addiction or problem, but is viewed differently. Furthermore, it can be said that primary prevention in elementary school has an irreplaceable place, however, it needs to be passed on to students comprehensively and so that the activity is targeted at students and they can use the knowledge from teaching for their personal development and private life. Also important for effective primary prevention is the erudition of the teachers themselves and their interest in the topic and, of course, quality didactic support, which unfortunately is missing in the subject of health education due to the absent textbook.

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