

Essential Standard	Clarifying Objective
9.MEH.2 Create help-seeking strategies for depression and mental disorders.	9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.

Materials Needed:

Appendix 1 – copies of How to Handle a Problem
 Appendix 2 – teacher copy of Responses to How to Handle a Problem
 PowerPoint: Mental Disorders and Symptoms
 Appendix 3 – copies of Sources of Help for Mental and Emotional Problems
 Cards created from cutting Appendix 1 into five slips each with a source of help
 Appendix 4 – copies of Guided Note-Taking for Mental Disorders
 Appendix 5a – copies of Barriers to Seeking Help for Mental Disorders
 Appendix 5b – teacher copy of Countering the Barriers to Seeking Help for Mental Disorders
 Appendix 6 – copies of Do You Know Someone Who?
 Appendix 7 – copies of Matching Symptoms
 Appendix 8 – teacher copy of Independent Practice Option 2 (ways to submit assignment)

Statement of Objectives:

All of us live with stress and learn how to cope with stress in positive and health-promoting ways. Some individuals have more challenges to their emotional well-being than others. Having a mental disorder which requires professional assistance is serious and can compromise the quality of one's life. By the end of the class period, you will be able to identify symptoms and know where to get help for mental disorders.

Review:

Before students learn how to identify symptoms of mental disorders, have them review how they would handle a problem. *It is important, when handling a problem, to first determine whether it requires professional help. In this handout, I want you to determine the steps of making a decision about seeking help for a problem.*

Provide students with a copy of How to Handle a Problem (Appendix 1). Have them write in what to do as the final step in each sequence of steps. Call on them for their suggestions. Use Responses to How to Handle a Problem (Appendix 2) to go over possible answers.

Focus:

Ask two students to come to the front of the room. Set the scene by saying that both students represent persons with a mental disorder. They will simulate having an emotional “impairment” by standing on one foot. They will have to work hard to maintain balance.

Explain that one of the students is able to reach out for professional and personal support. He or she can lean on others and take advantage of the services which are available in the community.

Explain that the other student is not able to ask for professional help. He or she either does not recognize their disorder or is trying to “go it alone.”

Ask five additional students to come to the front of the room and line up beside the student who is willing to ask for professional assistance. Each is given a card describing a source of help for someone who is in need of help for an emotional disorder.

Distribute copies of Sources of Help for Mental and Emotional Problems (Appendix 3) so that students can read along. Have the five students, one at a time, read the information on their cards. As they do, the student needing assistance will place a hand on their shoulders. During this time, the other student is still trying to balance on one foot.

Ask the student without help to say how he or she felt about not having a source of support on which to lean. Ask the student who reached out to multiple sources of assistance to express how he or she felt about having help. Conclude by explaining that a variety of types of assistance are available for emotional disorders. Persons who have symptoms must either recognize or have someone else recognize they need help.

Teacher Input:

To introduce mental disorders, the teacher will show the class the PowerPoint, Mental Disorders and Symptoms, that provides definitions of five mental disorders. To complement the slideshow, the teacher will also distribute to students a worksheet that contains fill-in-the-blank guided notes along with short practice steps to promote comprehension of the content in Mental Disorders: Guided Note-Taking (Appendix 4). The correct answers to this worksheet can be discussed either throughout the PowerPoint or after the PowerPoint.

Though we are not qualified to diagnose ourselves or others with such symptoms, it is very important that we develop a sense of awareness to these potentially harmful mental illnesses. Being able to identify key symptoms within oneself or a friend is a very important step that should be followed with seeking help from a professional.

Provide to students the worksheet titled Barriers to Seeking Help for Mental Disorders (Appendix 5a). To lead into this worksheet, have the students rank each barrier from 1-5 in order of relevance to high school students. Survey the class with a raise of hands and engage the class in a brief discussion that will follow up on their answers and elaborate upon the information.

Discussion questions to consider asking:

1. *Why might this particular barrier be so prevalent in our daily lives?*
2. *What ideas do you have for overcoming these barriers?*

3. *Why is it that people feel more comfortable addressing a physical health problem but not a mental health problem?*

(You may also use the teacher key worksheet to guide the discussion. See Appendix 5b, Countering the Barriers – Teacher Key.)

Guided Practice:

Option 1

Instruct students to put away the worksheet Do You Know Someone Who . . . ? (Appendix 6) Have students work in pairs to identify mental disorders based on symptoms. Provide each pair of students with a copy of Matching Symptoms (Appendix 7). Allow 10 minutes to read the scenarios and match the mental disorder. Allow them to check their responses with the worksheet Do You Know Someone Who? Call on students and correct the responses. The answers are: 1 – Post-Traumatic Stress Disorder, 2 – Obsessive-Compulsive Disorder, 3 – Generalized Anxiety Disorder, 4 – Social Phobia, 5 – Panic Disorder.

Stress the following concept: *We can observe symptoms and realize a friend or loved one needs help. We cannot be certain of a mental disorder unless someone accesses professional assistance.*

Option 2

Using the worksheet titled Do You Know Someone Who . . . ? (Appendix 6), the teacher will cut each symptom into an individual square and place each square into an envelope. Divide the class into groups of 4 or 5. Each group will be provided with an envelope and asked to reconstruct the pieces so that the symptoms match the mental disorder.

Because there are so many items to match, be sure to check on each group throughout the activity to see how they are doing. Encourage the students to use their guided notes worksheet from the teacher input lesson for additional guidance.

Independent Practice:

Option 1

Ask students to brainstorm where a teen can seek help if he or she suspects a mental disorder. Make two lists: where to get a referral (trusted adults), where to get mental health counseling (types of mental health professionals).

Option 2

From either the PowerPoint or the matching activity worksheet titled Do You Know Someone Who . . . ? (Appendix 6), select one of the five mental disorders and create a brief story on the website www.Storybird.com about the struggles that may be faced when encountered with a particular mental disorder. Be sure to include symptoms and help-seeking strategies that can be played out by the individual or a friend.

To acquaint the class with www.storybird.com and the particular assignment, create your own account on a smart board to demonstrate how it is done. Also, provide a story example for the assignment.

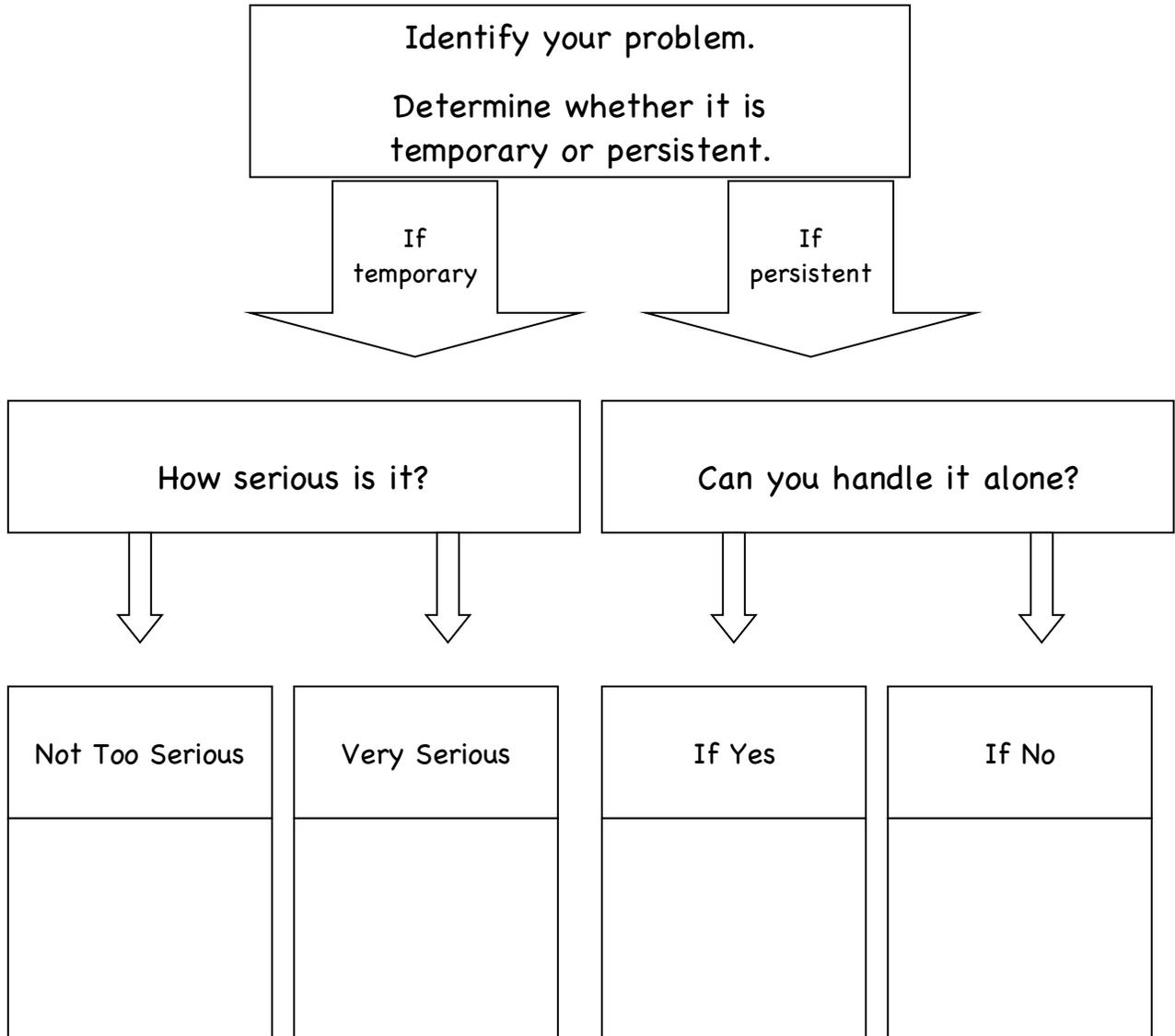
Example provided: <http://storybird.com/books/finding-peace-2/?token=ry7wve>
(See Appendix 8 for ways to submit the assignment.)

Closure:

Today we looked at several mental disorders and symptoms. These disorders and other mental illnesses need recognition and attention. By identifying symptoms and recommending professional assistance, you may improve the quality of life for a friend or loved one.

How to Handle a Problem

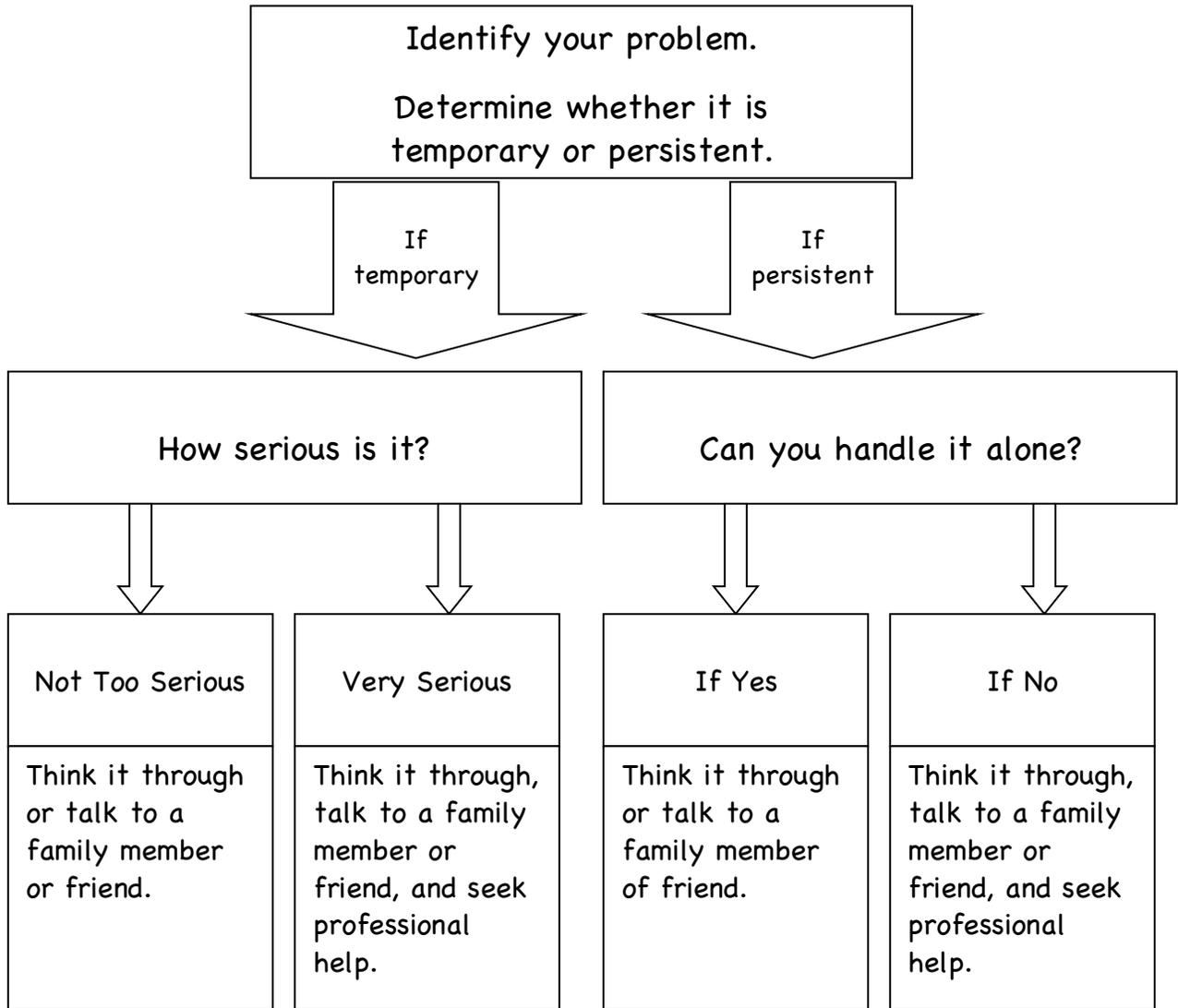
Determine if it is temporary or persistent.



Responses to How to Handle a Problem

Teacher Copy

Determine if it is temporary or persistent.



Adapted from Teen Health, Glencoe.

Sources of Help for Mental and Emotional Problems

Parent or Other Family Member. Families are built-in support systems. A support system is a network of people available to help when needed. A parent, older brother or sister, or grandparent can be great sources of help. These people care about you most.

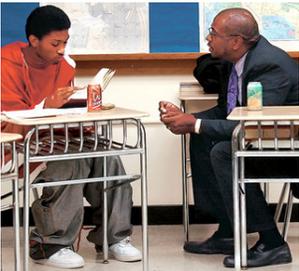


Mental Health Professional. These people are specially trained to deal with mental and emotional problems. Your family doctor or school counselor can help find a program for you.



School Nurse. Nurses are specially trained to understand and deal with problems of teenagers. They can give you real help and will respect your privacy.

Priest, Minister, Rabbi, or Other Clergy Member. The leader of your faith community may be a good person with whom to talk. Members of the clergy are educated in counseling people with emotional problems.



Teacher or School Counselor. A teacher or guidance counselor whom you like and trust could be a friend when you are in need.

Hot Line. Teen hot lines are special telephone services, which teens can call when feeling stressed. Some hot lines are answered by teens, and others are answered by adults. Both groups are trained to listen and help teens that are experiencing a crisis.



Mental Disorders: Guided Note Taking

1. *General Anxiety Disorder (GAD)*

Definition: _____, _____ anxiety that interferes with day-to-day activities.

Create a list of 5 daily activities that could be influenced negatively by GAD.

- _____
- _____
- _____
- _____
- _____

Effective treatment methods include: _____ & _____.

2. *Social Phobia*

Definition: Social phobia is a strong fear of being _____ by others and of being _____.

- Effective treatment methods include: _____ &, or _____.

3. *Obsessive-Compulsive Disorder (OCD)*

Definition: OCD is an _____ that leads people to performing _____ tasks that interfere with everyday life.

- Treatment Methods include: _____ & or _____

With this list of 3 obsessive-compulsive behaviors, identify which component is obsessive, and which component is compulsive. (View example #1.)

1. Washing hands repetitively

Obsession: an obsessive fear of germs and contamination

Compulsion: Acting upon this obsession by washing hands repetitively.

2. Locking doors repetitively

Obsession: _____

Compulsion: _____

3. Constantly checking to see if the stove is turned off

Obsession: _____

Compulsion: _____

4. *Post Traumatic Stress Disorder*

Definition: A _____ that is triggered by a terrifying event. Symptoms may include _____, _____, & _____.

Treatment Methods include: Therapy and or Medication

5. *Panic Disorder*

Definition: An involuntary anxiety or "panic" attack, triggering severe _____.

Treatment Methods include: _____ & or _____

Barriers to Seeking Help for Mental Disorders

Perception that problem will “just go away”

Perception that a mental health problem means one is weak or crazy

Lack of awareness of resources at school or community

Embarrassment to acknowledge problem

Perception that one should be able to fix the problem without help

Countering the Barriers – Teacher Key

Perception that the problem will just go away = Many mental health disorders will become progressively worse unless treated.

Perception that a mental health problem means one is weak or crazy = Some mental disorders are the product of an organic illness and change in body chemistry (over which the person has no control) and need to be treated with medication or intensive psychotherapy.

Lack of awareness of resources at school or in the community = A first step may be to speak to a parent or trusted adult, such as a physician, nurse, or counselor to seek referral.

Embarrassment to acknowledge problem = A problem can be fixed only if it is acknowledged.

Perception that one should be able to fix the problem without help = Just as one cannot “will away” a physical illness, a mental disorder may require professional assistance.

Do You Know Someone Who . . . ?

Do You Know Someone Who?	Do You Know Someone Who?	Do You Know Someone Who?	Do You Know Someone Who?	Do You Know Someone Who?
<p>Is always worried about things, even when there are no signs of trouble.</p> <p>Has frequent aches and pains which can't be traced to physical illness or injury.</p> <p>Gets tired easily yet has trouble sleeping.</p> <p>Experiences constant body tension.</p>	<p>Everyday, fears he/she will do something very embarrassing.</p> <p>Has stopped going to parties because of a fear of meeting new people.</p> <p>Breaks out in a sweat and shakes uncontrollably when other people look at them.</p> <p>Stays home from school because they're terrified of being called on in class.</p>	<p>Is so afraid of germs that he/she washes hands repeatedly until they are raw and sore.</p> <p>Can't leave the house without checking the locks on every window and door over and over.</p> <p>Is terrified they will harm someone they care about.</p> <p>Can't get these thoughts out of his/her head.</p>	<p>Has nightmares almost every night since the assault.</p> <p>The crisis is over, but terrifying flashbacks continue.</p> <p>Avoids places that remind him/her of the incident.</p> <p>Feels as though they can't trust anyone.</p>	<p>Out of the blue, his/her heart starts pounding.</p> <p>Feels dizzy.</p> <p>Can't breathe.</p> <p>Feels like they're about to die.</p> <p>Has these symptoms over and over again.</p>
<p>That person may have an anxiety disorder called Generalized Anxiety Disorder (GAD).</p>	<p>That person may have an anxiety disorder called Social Phobia.</p>	<p>That person may have an anxiety disorder called Obsessive-Compulsive Disorder (OCD).</p>	<p>That person may have Post-Traumatic Stress Disorder (PTSD), an anxiety disorder that can occur after experiencing a traumatic event or ordeal.</p>	<p>That person may have an anxiety disorder called Panic Disorder.</p>
<p>Both medication and psychotherapy can help relieve the symptoms of GAD.</p>	<p>Both medication and cognitive-behavioral therapy are effective treatments for Social Phobia.</p>	<p>Both medication and behavioral therapy can be effective treatments for OCD.</p>	<p>Both psychotherapy and medication can be effective treatments for PTSD.</p>	<p>Both medication and cognitive-behavioral therapy are effective treatments for Panic Disorder.</p>

Matching Symptoms

Descriptions of Symptoms

Type of Mental Disorder

<p>1. Your older brother Tyler has just returned from the war in Iraq where he saw serious combat. The Humvee in which he was riding was the target of insurgents. Several of the infantrymen in his troop were killed and injured. He has been back in the United States for two months.</p> <p>Tyler has nightmares several times a week and wakes up the family screaming for a Medic to help his injured comrades. It is as if he is re-living the attack. He has difficulty riding in the family's tan-colored SUV.</p>	
<p>2. The younger sister of your best friend thinks a great deal about getting sick. If someone comes to school with a cold, Melanie wants to go home and stay away from them. She is constantly going to the restroom to wash her hands.</p> <p>She seems completely fixated on cleanliness issues. She scrubs fruit repeatedly to make certain there are no germs. She does not want to touch door handles for fear of the spread of germs.</p>	
<p>3. Carla is a worrier. She gets upset and stresses over everything. She complains she cannot sleep and is often tired during the day.</p> <p>Carla seems jumpy. When someone moves near her, she is startled and seems disoriented. She complains about the tension in her neck and back which does not seem to be relieved by sleep or exercise.</p>	
<p>4. Jamal was your best friend in middle school, but now you seem to be drifting apart. He avoids the activities which you enjoy. When you try to help him meet new people, he disappears. He refuses to go to parties and is often too embarrassed to talk to students at the lockers or in the lunchroom.</p> <p>Jamal's grades are suffering because of his lack of participation in class. You know he has done his assignments and yet he will not make eye contact with the teacher for fear of being called on.</p>	
<p>5. For no apparent reasons, Janelle seems to freak out. She has gone to the health clinic with complaints of rapid heartbeat and shortness of breath. Again and again she has been tested but has no physiological problem, which would cause the attacks.</p> <p>Her activities are limited because of dizziness. Janelle has told you she is afraid she is going to die.</p>	

Independent Practice Option 2 (Ways to submit the assignment)

Option 1: submit by email

1. Once the story has been completed, click on “You”
2. Once the student has clicked on “You” click on the title of the “storybird”.
3. An option will appear that says, “send to a friend”
4. Have students click this option and provide your email address for students to send their assignment to the teacher.

Option 2: Create a teacher profile on Storybird.com

1. As you create your teacher account, select “teacher/class” as your account type.
2. Proceed to fill out you username, password, email address, school name etc..
3. Once you have created and activated your account, click on “classes” in the upper left hand corner.
4. Once you have done this, more options will appear such as students, assignments, Review etc...
 - By clicking on students, you will be able to create each students account. Once you have done this, provide each student with their needed information so that they can begin their work
 - By clicking on “assignments” the teacher can create assignments and provide instructions. Students will be able to upload their “storybirds” onto the assignment page.

(This option would be preferable if the teacher decides to use this website for future activities)