Unit 2 - Mental Health

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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 12

Unit 2 - Mental Health

Belleville Board of Education

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Unit Overview

The goals of this unit is to:

- Equip teenagers with the knowledge they need in order to identify when they or a friend or family member is experiencing mental health problems or mental illness.
- To reduce the stigma associated with mental illness by providing clear, factual information about mental illness, its causes, ways to address it and recovery.
- To help young people understand that seeking help for mental health problems is very important, and to suggest strategies for seeking help

Having access to reliable information on positive mental health and mental illness is crucial for high school students. Health classes provide an ideal environment and natural opportunities to address issues of mental health and illness. Educators can play an important role by delivering accurate, comprehensive information and by challenging the stereotypes about mental illness held by the general community.

Enduring Understanding

- Stigma acts as a barrier to people seeking help for mental health problems and mental illness.
- Learning the facts about mental illness can help dispel misconceptions and stigma.
- People's attitudes about mental illness can be positively influenced by exposure to accurate information.
- We all have a responsibility to fight the stigma associated with mental illness.
- Everyone has mental health regardless of whether or not they have mental illness.
- The brain controls our thinking, perceptions, emotions, physical activities, behavior and provides us with cues about how to adopt our environment (signaling).
- A mental illness is a health condition arising from changes in usual brain functioning that causes that person substantial difficulty in functioning.
- Mental illnesses have complex causes that include a biological basis and are therefore not that different from other illnesses.
- As with all illnesses, the sooner people obtain effective treatment for mental illness, the better their outcomes.
- All mental illnesses reflect difficulties in: thinking, perception, emotions, physical activities, behavior and signaling.
- Mental illnesses are diseases that affect many aspects of a person's life.
- With appropriate support and treatment, most people with a mental illness can function effectively in everyday life.
- Getting help early increases the chances that a person will make a full recovery from mental illness.
- Mental illnesses, like physical illnesses, can be effectively treated.
- There are many ways of seeking help for mental health problems and mental illnesses, and resources are available within schools and within the community.
- Knowing the signs and symptoms of mental illness helps people know how to distinguish the normal ups and downs of life from something more serious.
- Recovery from mental illness is possible, when a range of supports, beyond formal treatment, are available.
- Everyone has mental health that can be supported and promoted, regardless of whether or not they also have a mental illness.
- Positive coping strategies can help everyone maintain and enhance their mental health.
- There are skills and strategies that we can learn to help us obtain and maintain good mental health.

Essential Questions

- What are mental disorders?
- What's the difference between mental distress and mental disorders?
- What happens inside the brain when it gets sick?
- How does the brain show it's not working well?
- How is the brain involved?
- What is mental illness?
- What causes mental illness?
- What is stigma?
- What are psychotic disorders?
- Who is at risk?
- What does Schizophrenia look like?
- What are the different types of Depression?
- What is a depressive episode?

- In Bipolar disorder how is ‘mania’ different from feeling extremely happy?
- What does Generalized Anxiety Disorder look like?
- How do you differentiate GAD from normal worrying?
- When does anxiety become a disorder?
- What does Panic Disorder look like?
- What does OCD look like?
- What does PTSD look like?
- What does ADHD look like?
- What are risk factors for suicide?

Exit Skills

- Students will understand how to optimize and maintain good mental health.
- Students will understand mental disorders and their treatments.
- Students will understand the importance of spreading knowledge and decreasing the Stigma.
- Students will understand the importance of enhancing help seeking efficacy (knowing when and where to get help and having the skills necessary to promote self-care and how to obtain good care).

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

Interdisciplinary Connections

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
SCI.HS	Inheritance and Variation of Traits
9-12.HS-LS1-1.LS1.A.1	Systems of specialized cells within organisms help them perform the essential functions of life.

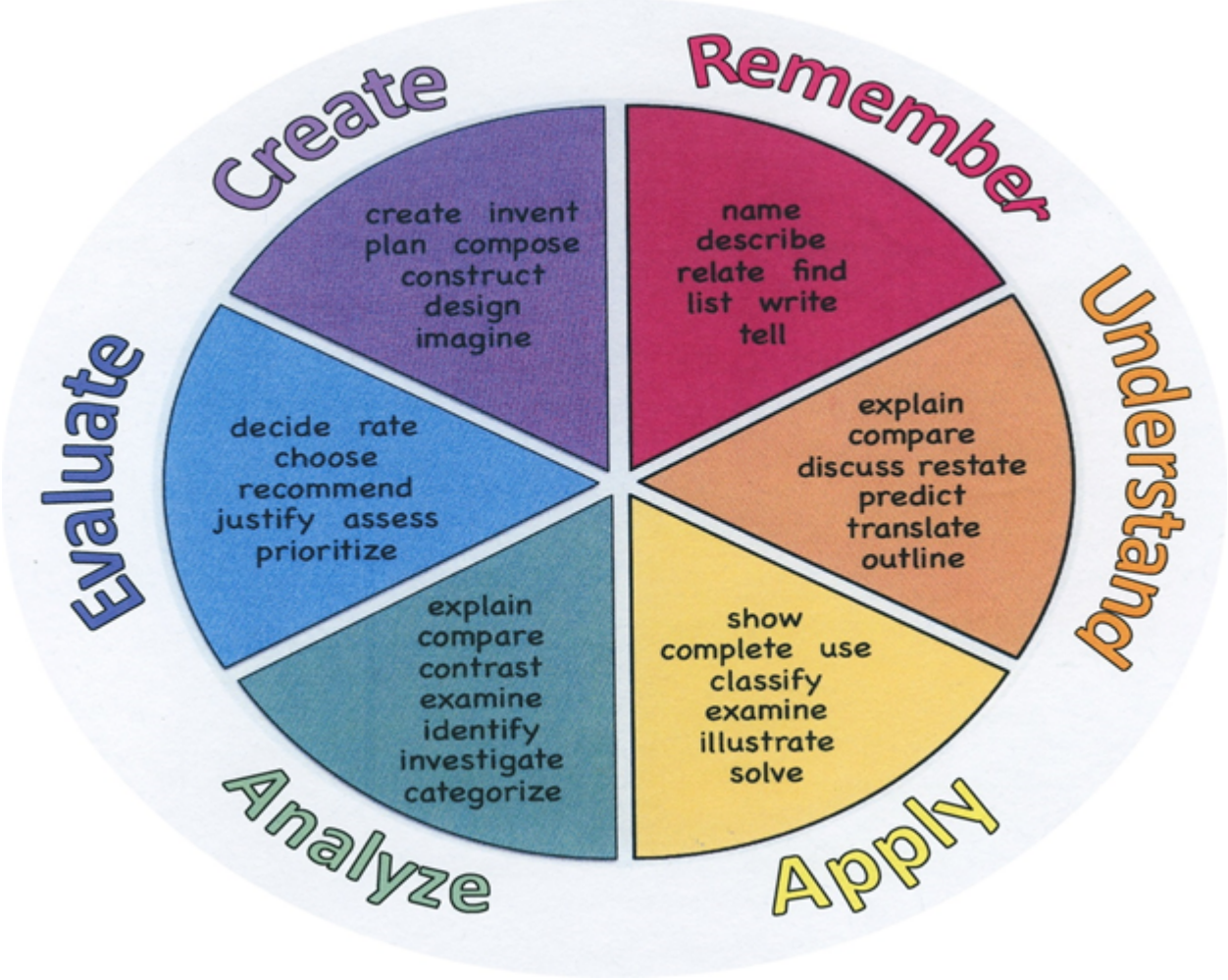
Learning Objectives

- SWDAT understand the basic concepts involved in normal brain function, and the role the brain plays in determining our thoughts, feelings and behaviors.
- SWDAT explain that mental health and mental illness both include a wide range of states.
- SWDAT understand that having a mental health problem is not the same thing as having a mental illness.
- SWDAT describe the characteristics of a mentally healthy person.
- SWDAT demonstrate skills that enhance personal mental health, including breathing techniques.
- SWDAT Identify and deconstruct various myths/stigma associated with people living with mental illness.
- SWDAT Explore concepts of mental illness and culpability.
- SWDAT Formulate ways to educate others about mental illness stigma.
- SWDAT define 'mental illness'.
- SWDAT outline potential causes for mental illness.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan

State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Dealing with Mental Health Scenarios
- Think, Pair, Share
- Chalk Talk
- What is Stigma? Buzz Session
- Board Rotation
- Post-it Parade
- What Stuck with you?
- Word Search and Crossword
- Reducing the Stigma Poster
- Personal Attitude Survey

Assessment Evidence - Checking for Understanding (CFU)

Personal attitude survey - formative assessment

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

- Admit Tickets
- Common Benchmarks
- Community Survey
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals

- KWL Chart
- Learning Center Activities
- Mental Disorders Test
- Mental Illness Chart
- Multimedia Reports
- Outline
- Personal Attitude Survey
- Question Stems
- Quickwrite
- Quizzes
- Reducing the stigma Poster
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Mc Graw Hill Education - Glencoe Comprehensive Health Virtual Textbook

- Chapter 3 Achieving Mental and Emotional Health - Lessons 1, 2 and 3 (with Spanish translation)
- Chapter 5 Mental and Emotional Problems - Lessons 1, 2 and 3 (with Spanish translation)

Ancillary Resources

- Community Attitudes Survey
- Personal Attitudes Survey
- "Mental Health" Google Slides Presentation
- Mental Health Campaign Directions and Rubric
- "Mental Illness" Google Slides Presentation
- 'Self-Help" Facts Sheet
- "Self-Help" Google Slides Presentation
- Iceberg Model Worksheet
- Defining Stigma Worksheet

- Mindtracker Worksheet
- Recognizing Negative Self-Talk worksheet
- Negative Voice Scenarios
- Taking care of your Mental Health worksheet

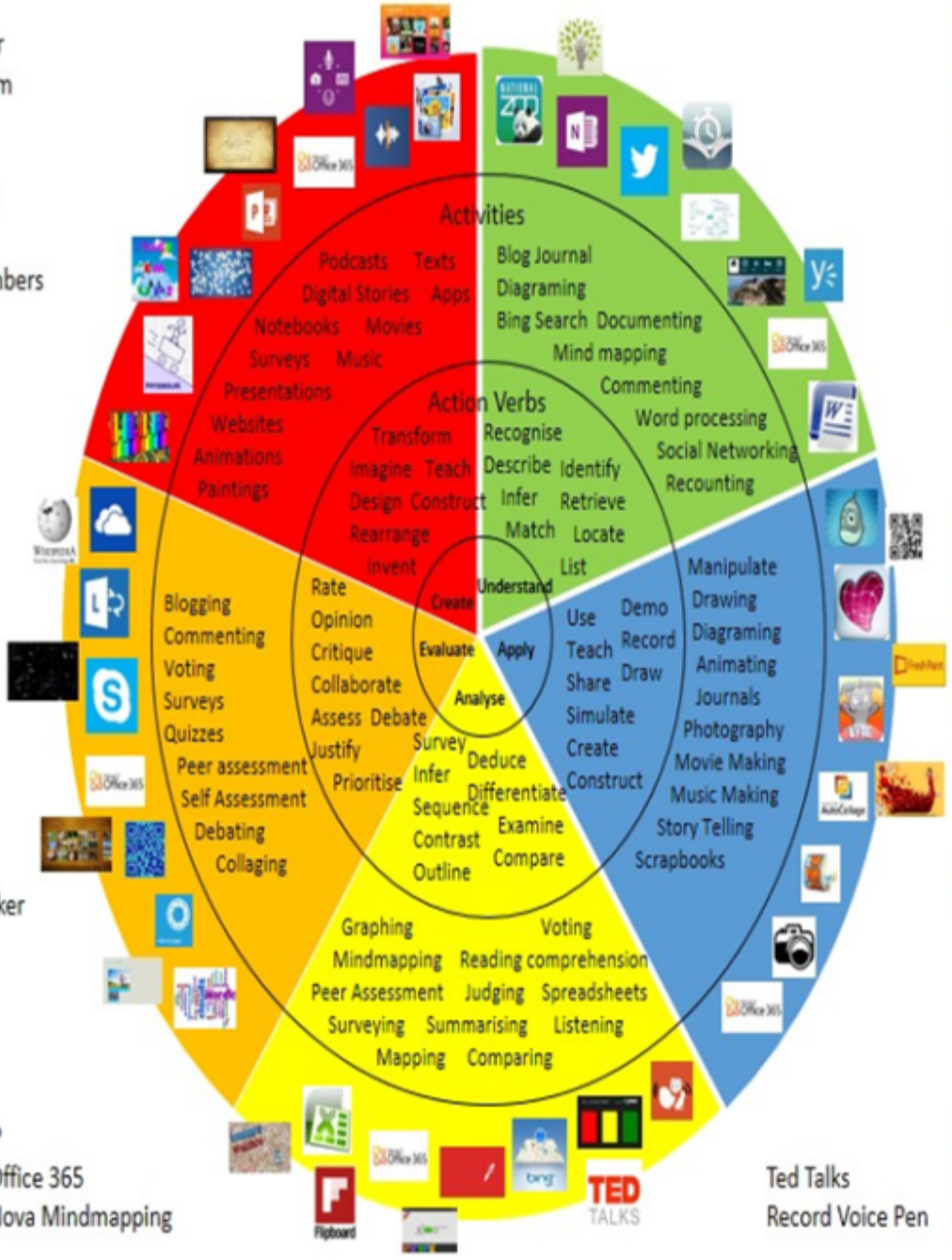
Technology Infusion

- Smart TV
- Google Classroom
- Google Slides - Mental Illness, Self-Help, Mental Health
- Chromebooks
- Youtube

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts

- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Mental Health

NJSLS: (linked)

Interdisciplinary Connection: English Literacy, Health Literacy

Statement of Objective:

- SWDAT Identify and deconstruct various myths/stigma associated with people living with mental illness.
- SWDAT Formulate ways to educate others about mental illness stigma.

Anticipatory Set/Do Now: Buzz Session: What is Stigma? .. Turn and talk with partner about what you think "stigma" means. Be prepared to share with the class.

Learning Activity:

In groups of 3-4 students are to create a Mental Health Awareness Campaign poster that helps to spread awareness and reduce the stigma.

Directions: You will research facts about mental illness and create a poster that helps reduce the stigma. Help to create a culture free of judgment and accepting of reaching out for help, so that someone who is struggling can feel comfortable starting a conversation about mental health issues. Your poster must include a slogan or quote that educates the reader on mental illness, demolishes the stigma, or encourages the reader to speak up and reach out. Your poster must include an appropriate picture or illustration. Please be neat, use color and make your poster appealing!

Student Assessment/CFU's: Teacher observation, Poster Rubric

Materials: Chromebooks, Poster paper, Markers, Scissors, Colored Pencils, Glue Sticks

21st Century Themes and Skills: (linked)

Differentiation/Modifications: (linked)

Integration of Technology: Chromebooks

HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.
HPE.2.2.12.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
HPE.2.2.12.E.CS1	Potential solutions to health issues are dependent on health literacy and available resources.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.