05 Psychological Disorders/Suicide

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **1 week**
Status: **Published**

Brief Summary of Unit

This unit will give students insight into the various disorders of the mind and the tragic consequences.

Revised June 2022

Standards

2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
2.1.12.PP.5	Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).
2.1.12.EH.4	Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

Essential Questions

How can a disorder of the mind transition into a physical illness?

How is awareness followed by therapy key to dealing with any disorder of the mind?

What are the mitigating circumstances associated with a psychological problem that could lead to sucide?

Students Will Know/Students Will be Skilled At

when a person becomes aware of the signs/symptoms of a disorder, it must be dealt with immediately.

Understanding that mental disorders exist and are treatable

Accepting the existence of disabilities in others

Learning Plan

Preview the essential questions and connect to learning throughout the unit.

Describe the symptoms and risk factors associated with disorders of the mind.

Identify major psychological problems experienced by members of our society.

Discuss behaviors indicating the need for professional help.

Explain some of the strategies used by professional therapists.

Materials

Power Point

Construction Paper

White board

Videos

Student presentations

Laptops

Note packets

Suggested Strategies for Modifications

one-to-one instruction and assistance .

cooperative learning groups .

study partners .

additional time on task .

alternative outcome options .
assessment based on individual development in the area of study .
images and visual aids .
handouts of notes, procedures, processes, diagrams, etc. .
preferential seating .
audio tape of instruction .
reading material modified to student level .
testing materials appropriate to student level

Provide copy of accurate class notes

Adjust number of items student is expected to complete

Allow extra time for task completion

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Allow typed rather than handwritten responses

Modified homework assignments (modify content, modify amount, as appropriate)

Assistance with organization of materials/notebooks

Use a consistent daily routine

Assist student in setting short-term goals

Break down tasks into manageable units .

Provide benchmarks for long-term assignments and/or projects

Use of checklists

Use of an assignment notebook or planner

Provide timelines for work completion

Provide organizational support through teacher websites

Provide organizers/study guides

Require classroom notebooks and/or folders

Frequently check for understanding

Simplify task directions

Provide hands-on learning activities

Provide modeling

Provide guided instruction

Modify pace of instruction to allow additional processing time

Provide small group instruction

Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)

Provide outline in advance of lecture

Demonstrate directions and provide a model or example of completed task

Emphasize multi-sensory presentation of data

Encourage use of mnemonic devices

Provide oral as well as written instructions/directions

Allow for repetition and/or clarification of directions, as needed

Reinforce visual directions with verbal cues

Give direct and uncomplicated directions

Orient to task and provide support to complete task

Help to develop metacognitive skills (self-talk and self-correction)

Directions repeated, clarified or reworded

Have student demonstrate understanding of instructions/task before beginning assignment

Allow wait time for processing before calling on student for response

Read directions aloud

Administer work in small segments

Provide visual models of completed tasks

Give verbal as well as written directions

Use interests to increase motivation

Enlarge print

Modified grading

Additional time to complete classroom tests/quizzes

Announce test with adequate prep time

Small group administration of classroom tests/quizzes

Modified tests/quizzes Modify the number of choices on tests/quizzes

Modify length of test

Modify the content of tests/quizzes