

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

HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.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 suicide?

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