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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Counseling and Mental Health |
| **Lesson/Unit Title** | Road Blocks to Mental Health Wellness |
| **TEKS Student Expectations** | **130.276. (c) Knowledge and Skills**  (2) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:  (A) evaluate the use of verbal and nonverbal language in a variety of mental health situations  (C) identify societal perspectives related to mental health  (4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:  (A) identify career opportunities related to mental health |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Examine factors which hinder people from receiving mental health care * Brainstorm possible solutions or tools to promote mental health wellness * Research and create a presentation about mental health facilities that offer support and care |
| **Rationale** | The Centers for Disease Control and Prevention (CDC) estimates that each year one in four Americans has a diagnosable mental disorder that can prevent him or her from living a productive life. Eighty to ninety percent of mental disorders are treatable using medication and other forms of therapy. Fewer than half of adults seek treatment, and only about one-third of children receive assistance. Why is this happening? There are many reasons for the lack of care. Becoming familiar with these issues will help you understand the importance of mental health care treatment for all. If you choose a career in the field of Counseling and Mental Health, the information in this lesson will be invaluable. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Comorbidity:** Existing simultaneously with and usually independently of another medical condition  **Discrimination:** Practice of treating people or things in different ways  **Disparity:** A difference between things that are not being equal  **Prejudice:** Dislike or distrust of people because they are of another race, country, religion and so forth  **Racism:** Preferring one group of people over another because of race  **Somatization disorder:** A long-term (chronic) condition in which a person has physical symptoms that involve more than one part of the body, but no physical cause can be found  **Stigma:** A mark of shame  **Wellness:** The quality or state of being healthy |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Presenter remote   **Materials:**   * Cardstock * Empty prescription bottles (labels removed) * Roadblock (borrow one from the maintenance or police department) * Yellow caution tape   **Supplies:**   * Basket   **PowerPoint:**   * Roadblocks to Mental Health Wellness   **Technology:**   * Free iPad App:   + Free Music https://itunes.apple.com/us/app/free-music-download-downloader/id586213247?mt=8 * Infographic:   + May is Mental Health Month: An Infographic Path to Wellness  Mental health and wellness can easily be forgotten in our modern lives and like overall health and wellness small steps can make a big difference. Small incremental change can have vast positive effects on mental health and wellness. Ensuring you are well rested and limiting caffeine can go a long way to making your day more relaxing and stress free. https://www.medifit.com/blogpost/may-is-mental-health-month-an-infographic-path-to-wellness/ * TedTalk:   + Vikram Patel-Mental Health for All by Involving All  Vikram Patel outlines a highly promising approach â training members of communities to give mental health interventions, empowering ordinary people to care for others. http://www.ted.com/talks/vikram\_patel\_mental\_health\_for\_all\_by\_involving\_all.htmlre   **YouTube:**   * Mental Health Matters – Wellness Recovery Action Planning (WRAP)  Wellness Recovery Action Planning, or WRAP, is an evidence-based system that is used worldwide by people who are dealing with mental health and other kinds of wellness challenges. It is a unique form of mental health support in that it is peer-led and self-directed.<http://youtu.be/LdZ4bmwY9G4> * Responding to a Mental Health Crisis  A valuable teaching aid – for individuals, families, communities, law enforcement officials – to recognize and manage the signs and symptoms of mental illness.<http://youtu.be/fflQf-T155o>   **Graphic Organizer:**   * KWHL Chart – Roadblocks to Mental Health Wellness * Slide Presentation Notes   **Handouts:**   * Mental Health Wellness Presentation * Mental Health Wellness Toolbox * Rubric for Multimedia Presentation * Rubric for Presentation * SIRDC Door Hanger Pass Template * Topics for Mental Health Wellness Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**   * Become familiar with PowerPoint, handouts, and activities. * Print the door passes – SIRDC Door Hanger Pass Template on cardstock and cut them apart. The students will be using the door passes as a Lesson Closure activity.   Note to teacher: Print the assignment cards Topics for Mental Health Wellness Presentation and cut apart so that the students can draw one for the activity. Place cards in a basket. The students will be drawing one card during the Independent Practice activity.  Before class begins:  Display as many of the lesson-related supplies as you have available on a table in front of the room.  When class begins, have an actual roadblock on display or a picture of a roadblock projected on the screen.  Begin the class with the following questions and have students share their responses:   * Identify roadblocks or hindrances that prevent individuals from doing things such as going to a doctor when he or she is ill. * What are some examples of mental health disorders? * What type of roadblocks do you think would prohibit an individual from seeking treatment for a mental health disorder? * What are the ramifications of not seeking help or treatment? * How could a lack of help or treatment affect a relationship? Employment? The community?   Distribute graphic organizer KWHL Chart – Roadblocks to Mental Health Wellness. Ask students to complete the chart by answering the first three sections:  K – What I know about the roadblocks to mental health wellness? W – What I want to learn about the roadblocks to mental health wellness? H – How can I learn more about the roadblocks to mental health wellness?  The last section will be completed in the Lesson Closure.  Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objectives, terms, and definitions.  Distribute handout Slide Presentation Notes. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce PowerPoint Roadblocks to Mental Health Wellness.  Videos included in slide presentation:   * Mental Health Matters – Wellness Recovery Action Planning (WRAP)  Wellness Recovery Action Planning, or WRAP, is an evidence-based system that is used worldwide by people who are dealing with mental health and other kinds of wellness challenges. It is a unique form of mental health support in that it is peer-led and self-directed. http://youtu.be/LdZ4bmwY9G4 * Responding to a Mental Health Crisis  A valuable teaching aid – for individuals, families, communities, law enforcement officials – to recognize and manage the signs and symptoms of mental illness. http://youtu.be/fflQf-T155o   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * providing the student with a copy of the slide presentations |
| **Guided Practice \*** | With a partner, students will brainstorm skills and strategies that promote mental health wellness. Distribute Mental Health Wellness Toolbox handout. First, individually, students will list six possible skills and strategies to promote mental health wellness in individuals. With partners, they will share their brainstorming ideas and determine the best five skills and strategies. Inform them to be prepared to share with the class. They may present their ideas in a three-minute skit, video, or oral presentation.  Distribute Rubric for Presentation so that students may understand what is expected.  Groups will verbally share with the entire class.  *Individualized Education Plan(IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * praising student * providing the students with a copy of the slide presentations |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Divide the class into groups of two. One person from each group will draw a card from the basket to determine which topic his or her team will research. Distribute Mental Health Wellness Presentation handout.  With their partners, the students will create a presentation to include:   * Research of a mental health disorder   + What is it?   + Causes   + Signs and symptoms   + Who is at risk?   + Diagnosis   + Treatment * Three agencies and/or resources to assist with the treatment of the mental health disorder * Analysis and consideration of strategies that promote wellness and recovery in dealing with the mental health disorder   They will create a presentation using one of the following:   * Glogster * Prezi * PowerPoint   Distribute Rubric for Multimedia Presentation so that students may understand what is expected.  Students will work on their projects and will present during Summative/End of Lesson Assessment.  *Individualized Education Plan(IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * reducing length of assignment * extending length of time for assignment * pairing the students * providing students with “Helping People with Developmental Disorders” at http://apps.who.int/iris/bitstream/10665/110450/1/WHO\_MSD\_MER\_14.1\_eng.pdf?ua=1&ua=1&ua=1, This is an easy-to-read document student can use in their research assignment |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the KWHL Chart – Roadblocks to Mental Health Wellness section labeled L.  Students will complete the door pass activity SIRDC Door Hanger Pass Template. This will be their pass as they exit the classroom. |
| **Summative/End of Lesson Assessment \*** | Team presentations will be assessed with the previously provided rubric and personal reflection assignment.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * extra time for responses * prompting, if necessary |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft   **Textbooks:**   * Barry, Patricia D., *Mental health, and mental illness*. Seventh Edition, Lippincott, 2002. Print * Kasschau, R.A. (2002). *Understanding psychology*. New York: Glencoe/McGraw-Hill School Publishing Co   **Websites:**   * Barriers to Mental Health Treatment According to the National Institute of Mental Health, as many as one in four U.S. adults will suffer from a diagnosable mental disorder in a given year http://www.ehow.com/health/mental-health/mental-illness-treatments/ * Center for Mental Health Disparities | University of Louisville Teaches the importance of cultural awareness, knowledge and skill when interacting with racial and ethnic groups in the United States www.mentalhealthdisparities.org * Global Study Finds Mental Illness Widespread Anxiety and depression are common and go untreated http://www.nbcnews.com/id/5111202/ns/health-mental\_health/t/global-study-finds-mental-illness-widespread/#.U18z2PldXT8 * Health Central Seven ways to overcome your mental health roadblocks<http://www.healthcentral.com/schizophrenia/cf/slideshows/7-ways-to-overcome-your-mental-health-roadblocks#slide=1> * National Institute of Mental Health The Numbers Count: Mental Disorders in America http://www.nimh.nih.gov/health/publications/the-numbers-count-mental-disorders-in-america/index.shtml#Intro * Substance Abuse and Mental Health Services Administration Understanding Mental Illness http://www.samhsa.gov/mentalhealth/understanding\_mentalillness.aspx * World Health Organization Building Back Better: Sustainable Mental Health Care After Emergencies http://www.who.int/mental\_health/emergencies/building\_back\_better/en/   **Technology:**   * TED talk-Vikram Patel  “Mental health for all by involving all” http://www.ted.com/talks/vikram\_patel\_mental\_health\_for\_all\_by\_involving\_all.html   **YouTube:**   * Mental Health Matters – Wellness Recovery Action Planning (WRAP) Wellness Recovery Action Planning, or WRAP, is an evidence-based system that is used worldwide by people who are dealing with mental health and other kinds of wellness challenges. It is a unique form of mental health support in that it is peer-led and self-directed  <http://youtu.be/LdZ4bmwY9G4> * Responding to a Mental Health Crisis A valuable teaching aid – for individuals, families, communities, law enforcement officials – to recognize and manage the signs and symptoms of mental illness http://youtu.be/fflQf-T155o |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Make sure students understand the vocabulary (word wall) before moving forward with this lesson. Instruct them to make flash cards using an index card with the word on one side of the card and the definition on the other. It is important for all students, especially ELL’s, to have a firm foundation before moving forward. This is the key to them following the entire lesson. * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson. * Discuss vocabulary in detail and make sure everyone has a firm grasp of it before moving forward with the lesson. * Use graphic organizers and visuals to explain the lesson in detail. * Print fill-in-the-blank handouts of the PowerPoint notes for students to follow along with during the lesson. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about disparities in mental health. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Attitudes towards Mental Health Illness http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5920a3.htm * Burden of Mental Health Illness http://www.cdc.gov/mentalhealth/basics/burden.htm * Mental Health Atlas http://www.who.int/mental\_health/publications/mental\_health\_atlas\_2011/en/ * The State of Mental Health and Aging in America http://www.cdc.gov/aging/pdf/mental\_health.pdf * Wellbeing Concepts http://www.cdc.gov/hrqol/wellbeing.htm * Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about… because I know (I heard) …This encourages active reading and keeps students interested. While reading, the students may revise their original predictions and/or make new ones. * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. * Have students form their own questions about the text prior to reading, or have them write down any questions that come to mind as they are reading. * Encourage students to connect reading to their life experiences or prior knowledge. * Word Attack Strategies: Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion), the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | The problem with having problems is that “someone” always has it worse. **-Tiffany Madison**  Mental illness is nothing to be ashamed of, but stigma and bias shame us all. **-Bill Clinton**  It’s up to you today to start making healthy choices. Not choices that are just healthy for your body, but healthy for your mind. **-Steve Maraboli**  The hidden strength is too deep a secret. But in the end…in the end it is our only ally. **-Joanne Greenberg** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What roadblock do you think is the most prevalent in receiving mental health care? Why? * What are some ways the roadblocks can be taken down? * Of all the countries in the world, which ones do you think give poor or little care to the mentally ill? * Treatment for anxiety could include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy: * Role of the writer: Child * Audience: Parent * Format: A diary entry * Topic: The five things I wish I could talk to you about |
| **Communication**  **90 Second Speech Topics** | * Beside mental health care, speak about something else in the world/society where there is a disparity. * What type of mental health issue do you see as the biggest concern? |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can research one of the people in history who had a major influence on mental illness or its treatment such as Sigmund Freud, Carl Jung, Dorthea Dix, or Emil Kraepelin. Students should make a report to the class through a poster or presentation. * Students can take leadership roles on a mental health awareness project-see Service Learning Projects. * Students can research the statistics of mental health issues in the United States.   Human Services Counseling and Mental Health Multiple Choice Math Assessment Problems  Question 1. If a person goes to counseling and is responsible for a $35.00 per weekly visit co-pay up to $300.00 annually, how many weeks will the patient have to pay?   a. 8   b. 9   c. 10   d. 11  Answer: B  Question 2. Dr. Chavez uses a sliding scale to determine how much clients pay based on their income. He charges $110.00 per visit or 5% of their monthly income, depending on which is lower. If someone who makes $1,600 per month seeks counseling, how much can the patient expect to pay per visit?   a. $80.00   b. $110.00   c. $160.00   d. $320.00  Answer: A  **TED Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Vikram Patel-Mental Health for All by Involving All Vikram Patel outlines a highly promising approach training member of communities to give mental health interventions, empowering ordinary people to care for others. http://www.ted.com/talks/vikram\_patel\_mental\_health\_for\_all\_by\_involving\_all.htmlre |
| **Family/Community Connection** | * Invite the school counselor to talk about treatment for mental health disorders. * Invite a local child psychologist to speak about treatment for children. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA) http://texasfccla.org  **STAR Events:**  Advocacy: An individual or team event – recognizes participants who demonstrate their knowledge, skills, and ability to actively identify a local, state, national or global concern, research the topic, identify a target audience and potential partnerships, form an action plan and advocate for the issue in an effort to positively affect a policy or law.  Illustrated Talk: An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see http://www.ysa.org/  Breaking the Barriers-create a mental health awareness campaign to educate students about some of the stigmas related to mental health.  Students can plan and implement the campaign. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)