

## Theme 9 - Mental Health

Outcomes	Content	Activities/Resources	Assessment
<p>1. Understand the concept of mental health/wellness</p> <p><b>Target Standards</b></p> <p><b>4.R.VA.4</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases.</p> <p><b>4.R.CI.9</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>4.S.PK.3</b> Present formal and informal speeches including discussion, information requests...</p>	<p>What does mental health actually mean?</p> <p>What can you do to promote mental health/wellness, especially during times of stress?</p>	<p>Introduce this theme by asking students about their current understanding of mental health. How do you define mental health or mental wellness? Is mental health separate from physical health? Review <a href="#">Theme 9 Vocabulary</a> to discuss the definition of mental health and preview select terms for upcoming activities.</p> <p><b>ELL support: Provide <a href="#">Theme 9 Vocabulary: Images while discussing terminology. Mental Health America's glossary</a> can be used as an additional resource and language support.</b></p> <p>Show Psych Hub's video, "<a href="#">Physical and Mental Health</a>."</p> <p><b>ELL support: Turn on subtitles/closed captions while playing the video.</b></p> <p>Have students complete the first part of the "<a href="#">Coping Skills Brainstorm</a>" independently, listing 3-5 coping strategies they currently use during stressful or challenging times. Next, divide students into small groups to read the "<a href="#">Mental Wellness</a>" brochure. Encourage students to pause and reflect after every 3-4 tips to monitor their understanding. After students have finished reading, have them complete the second part of the "<a href="#">Coping Skills Brainstorm</a>," recording 3-5 strategies mentioned in the brochure they would like to try. Finally, have each group share 1-2 ideas with the whole class (skills they already use or want to try). Regroup to discuss and complete the final section of the "<a href="#">Coping Skills Brainstorm</a>" as a class.</p>	<p>Completed "<a href="#">Coping Skills Brainstorm</a>" document</p> <p>Extension texts for this outcome: <a href="#">Anxiety Tips</a>, <a href="#">"Keep Your Mind Grounded"</a></p>

<p>2. Understand the basics of mental illness, including common mental illnesses and myths</p> <p><b>Target Standards</b></p> <p><b>4.S.CC.1</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>4.W.RB.1</b> Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources)</p>	<p>How is mental illness defined?</p> <p>What are some common myths surrounding mental illness?</p> <p>What are some common mental illnesses/ disorders?</p>	<p>Have students complete the CDC's "<a href="#">Mental Health Quiz</a>" independently, which covers common mental illness myths. Discuss students' results as a class. Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• Did anyone answer all questions correctly? (can also share highest and low scores)</li> <li>• Did any answers/information surprise you?</li> <li>• Have you heard any of these myths before?</li> <li>• Why do you think these myths exist, and how/why are they being spread?</li> </ul> <p>As a class, read the "<a href="#">Mental Health Basics</a>" section of the CDC page on mental health to review content covered in the quiz.</p> <p>Continue to the "<a href="#">Types of Mental Illness</a>" page. Ask students to choose one mental illness from the <a href="#">provided list</a> (or assign them to ensure a variety) as the topic for this "<a href="#">K-W-L Chart</a>." Have them complete the K column with information they already know and the W column with 3-5 questions they would like answered. Model how students can use the following sites to conduct brief online research to learn more about that mental illness, recording answers to questions they have and any other interesting and/or pertinent information in the L column.</p> <p>Recommended research sites:</p> <ul style="list-style-type: none"> <li>• <a href="#">MayoClinic.org</a></li> <li>• <a href="#">MedlinePlus.gov</a></li> <li>• <a href="#">WHO.int</a></li> <li>• <a href="#">MHANational.org</a></li> <li>• <a href="#">NAMI.org</a></li> <li>• <a href="#">NIMH.NIH.gov</a></li> </ul> <p>As a class, create a complete list, diagram, or poster summarizing students' findings. NAMI's "<a href="#">Mental Health Conditions</a>" list can serve as an</p>	<p>Completed "<a href="#">Mental Health Quiz</a>"</p> <p>Group discussion</p> <p>Short research project and completion of "<a href="#">K-W-L Chart</a>"</p>
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		<p>additional resource to make sure all/most common mental illnesses are covered.</p>	
<p>3. Recognize the prevalence and severity of mental illness</p> <p><b>Target Standards</b></p> <p><b>4.S.CC.5</b> Comprehend key elements of oral information for:  c. conclusions  d. context  e. purpose  h. mood</p> <p><b>4.R.CI.1</b> Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text...</p> <p><b>4.R.CI.5</b> Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text...</p> <p><b>4.W.WL.7</b> Write routinely over ... shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>How common is mental illness?</p> <p>How serious is mental illness?</p>	<p>Have students examine NAMI’s <a href="#">“You Are Not Alone”</a> infographic. Discuss the information as a group.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>• What mental illnesses are the most common?</li> <li>• Are these numbers surprising? Expected?</li> <li>• What do these numbers mean to you?</li> <li>• Consider our class makeup. If 1 in 5 adults experiences mental illness, how many people in our class will likely be affected?</li> </ul> <p>You can continue this discussion and promote further exploration by having students access and compare NAMI’s <a href="#">“State Fact Sheets.”</a> They can choose 3-5 surrounding/nearby states, states from different regions, etc.</p> <p>Play <a href="#">“Snap Out of It”</a> and stop it at 35 seconds, giving students only 2-3 minutes to complete a <a href="#">Stop-N-Write</a>, briefly recording their thoughts/reactions. Then, play the remainder of the video. Allow students 1-2 additional minutes to record any final thoughts and/or questions. Ask students to share their reflections and reactions with the class.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• What is the main idea/message of this video?</li> <li>• What are some of the key details?</li> <li>• How do the details work together to communicate the author’s message?</li> <li>• Why did the author choose this format/media to share that message?</li> </ul> <p><b>ELL support: Subtitles/closed captions are unavailable, so it may help to play the first 35 seconds 2-3 times before students begin writing.</b></p>	<p>Group discussion</p> <p>Completed <a href="#">Stop-N-Write</a></p>

<p>4. Understand mental illness causes, risk factors, and possible prevention</p> <p><b>Target Standards</b>  <b>4.R.CI.3</b> Analyze a portion of a text, ... considering how it fits into the structure of the text...  <b>a.</b> Identify the implied main idea and supporting details from an instructional level passage.</p> <p><b>4.R.VA.2</b> Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>4.S.CC.1</b> Engage effectively in a range of collaborative discussions  <b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  <b>f.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</p>	<p>What causes mental illness?</p> <p>Who can develop a mental illness?</p> <p>Can mental illness be prevented?</p>	<p>Divide students into four groups and have each group focus on one section of the Mayo Clinic's article "<a href="#">Mental Illness</a>" to conduct a <a href="#">jigsaw reading</a>.</p> <p>Play "<a href="#">Mental Illness Doesn't Discriminate</a>."  <b>ELL Support: Students can follow this <a href="#">video transcript</a> (video captions are unavailable).</b>  After watching, have students answer the discussion questions from the transcript in small groups, orally and/or in writing.</p> <p>Anyone can develop a mental illness, even individuals with seemingly "perfect" lives. Read <a href="#">15 Celebrities Speak on Mental Health</a> as a class. Ask students if they recall any public figures who died by suicide, drug poisoning, etc. (Possible examples: Marilyn Monroe in 1962, Kurt Cobain in 1994, Heath Ledger in 2008, Cory Monteith in 2013, Robin Williams and Philip Seymour Hoffman in 2014, Kate Spade and Anthony Bourdain in 2018, Stephen "Twitch" Boss in 2022, etc.)</p> <p>Discuss students' opinions and reflections as a class, leading into the next objective on mental illness stigma. Possible discussion questions:</p> <ul style="list-style-type: none"> <li>• Do you remember hearing about this public figure's death? How did you react?</li> <li>• Have you known others (friends, family, classmates, coworkers, etc.) whose death was attributed to mental illness?</li> <li>• Should public figures continue to share their personal experiences with mental illness? Why or why not?</li> <li>• If anyone can develop a mental illness, why is there such a strong stigma behind it?</li> </ul>	<p><a href="#">Jigsaw reading</a> activity</p> <p>Group discussions (and/or written submission of answers)</p> <p><b>IL IELCE Civics Competencies:</b>  <b>HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.</b></p>
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<p>5. Examine the stigma surrounding mental illness</p> <p><b>Target Standards</b>  <b>4.S.CC.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.</p> <p><b>4.S.CC.4</b> Demonstrate active listening skills.</p> <p><b>4.R.VA.2</b> Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.  <b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite).</p>	<p>What is the stigma regarding mental illness, and why does it exist?</p> <p>What are some harmful effects of this stigma?</p>	<p>Have students complete <a href="#">NAMI's StigmaFree quiz</a>. Discuss results as a class, then have students read "<a href="#">StigmaFree Me</a>" and "<a href="#">Words to Watch: The Mental Health Stigma</a>." Regroup to discuss the negative connotations of many commonly-used terms and to check students' understanding of the harmful effects of stigma. Ask each student to share at least one way they can help end negative beliefs about mental health.</p> <p>Extension: Have students take the "<a href="#">StigmaFree Pledge</a>" and <a href="#">view this map</a> (at the bottom of the page), zooming in to see how many others in their area have pledged to be StigmaFree. Have them create social media posts speaking out against stigma and highlighting NAMI resources promoting mental health <a href="#">education</a> and <a href="#">advocacy</a>.</p> <p>Alternate or supplemental text for the above activity: "<a href="#">Mental Health: Overcoming the Stigma of Mental Illness</a>"</p> <p>Extension: Use any/all of <a href="#">AHA's "People Matter. Words Matter" resources</a> (PDFs available in <a href="#">this folder</a>). Students can work in pairs to write sample conversations/scripts, role play different scenarios, share personal stories regarding appropriate or inappropriate language, etc.</p>	<p>Completed <a href="#">StigmaFree quiz</a></p> <p>Discussion: students share how they can help end mental health stigma</p> <p>Completed extension activities (social media posts and sample conversations/scripts)</p>
<p>6. Learn about current methods of diagnosis for mental illness</p> <p><b>Target Standards</b>  <b>4.R.CI.1 a.</b> Clarify</p>	<p>What are possible signs and symptoms of mental illness?</p> <p>How are mental illnesses/disorders</p>	<p>Have students independently read Healthline's article "<a href="#">Is It Depression or Sadness? Learn the Signs</a>" and complete the "<a href="#">3-2-1</a>" organizer. Then, have students work in pairs or groups to share their responses. As a class, review "<a href="#">The Mental Illness WAR</a>" infographic and play Psych Hub's video,</p>	<p>Completed <a href="#">MHA mental health screener(s)</a></p> <p>Completed "<a href="#">3-2-1</a>" organizer</p> <p>Project/presentation</p>

<p>understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.</p> <p><b>4.S.CC.1 f.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>4.S.CC.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>4.S.PK.3</b> Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</p> <p><b>4.R.RS.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flow chart, diagram,</p>	<p>currently diagnosed?</p> <p>If you observe common warning signs of mental illness, what should you do?</p>	<p><b><u><a href="#">“Depressed Mood: Smiling on the Outside,”</a></u></b> using both resources to help summarize key information from the Healthline article. Answer/discuss students’ questions from the <b><u><a href="#">“3-2-1”</a></u></b> organizer. <b>ELL supports: Turn on subtitles/closed captions while playing the video. Consider using <u><a href="#">“Am I Depressed or Just Sad?”</a></u> as an alternate text.</b></p> <p>Extension: Encourage students to check out MHA’s mental health podcast, <b><u><a href="#">“In the Open.”</a></u></b> Consider playing a partial episode during class. Begin with “Am I Sad or Depressed?” (<b><u><a href="#">YouTube link</a></u></b> or <b><u><a href="#">MP3</a></u></b>).</p> <p>Ask students to share any prior knowledge they have of other common warning signs/symptoms of mental illness. Play <b><u><a href="#">“10 Common Warning Signs of a Mental Health Condition,”</a></u></b> then read NAMI’s <b><u><a href="#">“Warning Signs and Symptoms”</a></u></b> as a class, reviewing key terms as needed.</p> <p>Check students’ comprehension regarding how mental illnesses are diagnosed. Have students complete at least one of <b><u><a href="#">MHA’s mental health screeners</a></u></b> to review typical diagnostic tools. When they are finished, they will receive their screener results with a short summary and links to additional resources (<b><u><a href="#">sample here</a></u></b>). Discuss general options/next steps based on students’ results.</p> <p>Project/presentation: Ask students to imagine that they have observed mental illness warning signs in a friend or family member. They need to convince this person to speak to a mental health professional for more information and possible diagnosis/treatment. What would this conversation look like? Have students use <b><u><a href="#">“Common Warning</a></u></b></p>	<p><b>IL IELCE Civics Competencies:</b>  <b>HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.</b></p>
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<p>model, graph, figure, or table.</p> <p><b>4.R.RS.11</b> Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.</p>		<p><a href="#">Signs of Mental Illness</a>” and <a href="#">How to Help a Friend,</a>” along with other appropriate lesson/theme materials. This project can be done individually or in groups, with a variety of presentation options. Students can write a sample dialogue, create a slideshow with dialogue/chat messages, perform a skit/ conversation for the class, record a video, etc.</p>	
<p>7. Recognize common treatment options for mental illness and mental health professions/ pathways</p> <p><b>Target Standards</b></p> <p><b>4.S.CC.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others’ ideas and expressing their own clearly.</p> <p><b>4.R.CI.1</b> Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>How is mental illness currently (typically) treated?</p> <p>What medicinal treatments are available?</p> <p>What behavioral treatments are available?</p> <p>What job options are available in the area of mental health?</p>	<p>Ask students to refer back to two resources from Theme 1: the <a href="#">Occupational Outlook Handbook website</a> or <a href="#">PDF list</a> of healthcare occupations and their completed <a href="#">“Healthcare Occupations”</a> organizer with three careers of possible interest. As a class, read MHA’s article <a href="#">“Types of Mental Health Professionals.”</a> Discuss mental health career pathway options. Possible questions:</p> <ul style="list-style-type: none"> <li>● Are any mental health professions included in the OOH list?</li> <li>● Were you aware of the various options for careers in mental healthcare?</li> <li>● Did you research any mental health professions for your <a href="#">“Healthcare Occupations”</a> organizer? If yes, which one(s)?</li> <li>● Would you consider pursuing a profession/career in mental healthcare? Why or why not?</li> </ul> <p>Have students read NAMI’s article <a href="#">“Mental Health Medications”</a> and answer the following comprehension questions as an individual writing activity (or group discussion).</p> <ol style="list-style-type: none"> <li>1. How do psychiatric medications work, and when are they most effective?</li> <li>2. Explain why it can be difficult for doctors to know which medication(s) to recommend.</li> <li>3. How long does it take for psychiatric</li> </ol>	<p>Group discussions (and/or written submission of answers)</p> <p>Completed psychotherapy infographic</p>

<p><b>4.S.CC.2</b> Interpret information presented in diverse media and formats</p> <p><b>a.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>4.W.RB.2</b> Gather relevant information from multiple print and digital sources...</p>		<p>medications to work?</p> <ol style="list-style-type: none"> <li>4. What does typical treatment involve in terms of medication type and dosage?</li> <li>5. How long do patients need to take psychiatric medication?</li> </ol> <p>If students are curious about individual medications, refer them to the medications list on the second page. Each link leads to an extensive overview of medicinal information and answers to common questions. Several pages also provide downloadable PDF files (<a href="#">amphetamine sample</a>).</p> <p>As a class, watch <a href="#">“How Psychotherapy Affects the Brain”</a> and read Healthline’s <a href="#">“A Guide to Different Types of Therapy.”</a> Have students select one type of therapy and create an infographic summarizing what it is, how it works, what illnesses it helps, key/interesting facts, etc., using information from the article and video. (Here’s a <a href="#">sample</a> that was created with <a href="#">Canva.com</a>.) Students can also use NAMI’s <a href="#">“Psychotherapy”</a> article and videos from the <a href="#">PsychHub YouTube channel</a> (under <b>Popular</b>) as additional sources. <b>ELL supports: Turn on subtitles/closed captions while playing videos. Consider using <a href="#">“What is Psychotherapy?”</a> as an alternate or supplemental text.</b></p> <p>Additional resource: <a href="#">“The Value of Structured Outpatient Treatment”</a> provides a brief overview of more intensive outpatient treatment options.</p>	
<p>8. Examine mental health parity, including health coverage requirements and regulations</p>	<p>What is mental health parity?</p> <p>What is the federal parity law (MHPAEA),</p>	<p>Introduce parity by playing Psych Hub’s video, <a href="#">“What is the Federal Parity Law?”</a> As a class, review NAMI’s <a href="#">“What Is Mental Health Parity?”</a> infographic and read VerywellHealth’s article <a href="#">“Mental Health Parity Rules for Health</a></p>	<p>Written response on mental health parity, 2-3 paragraphs</p>



<p><b>Target Standards</b>  <b>4.R.CI.10</b> Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.</p> <p><b>4.W.TT.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>4.W.RB.2</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation...</p>	<p>and are all health plans required to follow it?</p>	<p><b>Insurance.</b>” Focus on the last few pages, beginning with the “Ongoing Gaps” section. This article is more advanced; guide students through unfamiliar terms and concepts, referring to their <b>Theme 9 Vocabulary</b> as needed.</p> <p><b>ELL support: Encourage students to reference their Theme 9 Vocabulary: Images and/or Mental Health America’s glossary.</b></p> <p>Ask students to write a 2-3 paragraph response to this prompt: Should all health plans (public and private) be required to follow the federal parity law? Students should use proper paragraph format and support their claims with sound reasoning and evidence. Review appropriate citations to avoid plagiarism. They can use these resources for additional information/support if needed:</p> <ul style="list-style-type: none"> <li>• NPR article (more advanced): <b>“Mental Health Parity’ Is Still An Elusive Goal”</b></li> <li>• NAMI article: <b>“Types of Health Insurance”</b> (full version of the article covered in Theme 1)</li> <li>• Excerpts from NAMI’s Appeals Guide: <b>“Examples of Parity Violation”</b></li> <li>• AFSCME article: <b>“New Legislation Seeks to Close the Mental Health Coverage Gap”</b></li> </ul>	
<p>9. Analyze how treatments for mental illness can be improved</p> <p><b>Target Standards</b>  <b>4.R.CI.1</b> Determine a theme or central idea of a text and how it is conveyed through particular details and over the course of the</p>	<p>Can mental illness diagnosis methods be improved?</p> <p>Can mental illness treatments be improved?</p>	<p>Play the CBS News video, <b>“Can fMRI brain scans spot suicidal thoughts?”</b>. Have students read pages 2-5 of NIMH’s <b>Neuroimaging and Mental Illness</b> publication in pairs or small groups, using the Mayo Clinic’s <b>“PET Scan of the Brain for Depression”</b> as an additional reference. Encourage students to take notes while watching/reading these resources, with the goal of comprehending the main ideas of each. Regroup to check students’ understanding of all materials by asking them to identify and</p>	<p>Group discussions</p> <p>Completed <b>Comparing Mental Illness Treatments</b> organizer</p> <p>Extension activity (social media post) and text: <b>“Neuro Blooms”</b></p>

text, including its relationship to supporting ideas; provide an objective summary of the text.

a. Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.

**4.S.CC.2a** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**4.W.WL.5** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

summarize main ideas. Encourage them to ask questions not covered in the FAQs to foster further critical thinking and discussion.

**ELL support: Turn on subtitles/closed captions while playing the video.**

Show MHA's video, "[Understanding our #B4Stage4 Philosophy](#)," then read the [accompanying article](#) and NAMI's "[The Ripple Effect of Mental Illness](#)" infographic as a class. Discuss the arguments and claims presented. Possible discussion questions:

- What is the main idea behind the B4Stage4 philosophy?
- Do you agree that early intervention could improve mental illness diagnosis and treatment? What evidence supports this?
- Were you aware of the ripple effect of mental illness? Did any statistics surprise you?

**ELL support: Turn on subtitles/closed captions while playing the video.**

Complete the "Present Care" side of the [Comparing Mental Illness Treatments](#) organizer as a whole group, revisiting content from objective #7 if needed. Have students complete the remaining sections independently.

Extension: Have students read the "[Neuro Blooms](#)" handout and/or visit the [Neuro Blooms website](#) to learn how one woman is promoting mental health awareness through original artwork based on PET brain scans of different conditions. Encourage students to spread awareness by creating social media posts using one of the samples provided in the [MHA article](#).

<p>10. Identify available mental health treatments and supports</p> <p><b>Target Standards</b>  <b>4.S.CC.4</b> Demonstrate active listening skills.</p> <p><b>4.R.CI.2d.</b> Determine the reading strategy or strategies needed to fully comprehend the content within a written document (e.g., skimming, reading for detail, reading for meaning or critical analysis).</p> <p><b>4.R.CI.10</b> Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.</p> <p><b>4.R.RS.10</b> Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p>	<p>Are employers required to provide mental health resources or supports?</p> <p>How can you find mental health treatment facilities and/or supports in your area?</p> <p>What can you do if you need help immediately?</p>	<p>Ask students to share any personal experiences regarding mental health resources and/or accommodations in the workplace, both supportive and unsupportive. Play the U.S. Department of Labor’s 4 minute video, “<a href="#">Mental Health at Work</a>.” As students watch, have them complete this <a href="#">Cloze Activity</a>; review answers using this <a href="#">answer key</a>.  <b>ELL support: Turn on subtitles/closed captions while playing the video.</b></p> <p>Have students read the DOL/ODEP resource, “<a href="#">Fostering a Mentally Healthy Workplace</a>,” in pairs or small groups. Encourage each pair/group to read one heading/section at a time, stopping to summarize and discuss each section before continuing. Ask students to reflect: Would you feel comfortable sharing this information (and/or additional DOL resources) with your employer?</p> <p>Access the “<a href="#">Find Help</a>” page of SAMHSA, displaying various search tools to find mental health supports. Model how students can use <a href="#">FindTreatment.gov</a> to locate mental health treatment facilities in their communities. Have them complete the “<a href="#">Finding Mental Health Treatment</a>” handout independently. Provide NAMI’s <a href="#">Culturally Competent Providers Infographic</a> and MHA’s <a href="#">SDM Checklist</a> as additional resources for students to utilize when finding and receiving care.</p> <p>Ask students to share any prior knowledge they have of emergency/crisis hotlines they can call for immediate help. Review page 1 in the “<a href="#">Roadmap to Behavioral Health</a>.” Extension: Have students explore the additional websites and resources provided on pages 32-33.</p>	<p>Completed <a href="#">Cloze Activity</a></p> <p>Completed “<a href="#">Finding Mental Health Treatment</a>” handout</p> <p><b>IL IELCE Civics Competencies:</b>  <b>HW8. Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.</b></p>
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