



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

Unit Title: Mental Illness Public Service Announcement

Time Frame: 5 lessons of 75 minutes each

Unit Developer(s): Rachel Collishaw

Developed for Course Name and Course Code: Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)

Strand(s) and Curriculum Learning Expectations Addressed:

Self and Others Strand

SOV.02 · demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists

SO2.01 – identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender)

Research and Inquiry Skills Strand

IS1.04 – formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences

IS2.04 – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs)

IS2.05 – evaluate the relevance and validity of information gathered through research;

IS2.06 – demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources

IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations)

Desired Results

Unit Description:

In small groups or alone, students will research a particular mental illness. They will then script, rehearse and present to the class a short public service announcement (PSA). Students may choose either a television (visual/skit/power-point) or radio (oral only) format. The PSA must increase awareness and hopefully tolerance in the general public about this illness.



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

Enduring Understandings / Learning:

The goals of this activity are:

- 1) Students gain empathy for people who suffer from mental illness and learn to recognize and avoid stereotypes.
- 2) Students become aware that many mental illnesses are diagnosed in adolescence.
- 3) Students practise research skills and find out how to access community resources.
- 4) Students practise presentation skills for a specific audience with a specific purpose.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

- Presentation of a public service announcement
- Research notes and script
- Notes from other students' presentations
- Notes on research questions and conclusions

Assessment Criteria:

- Formative assessment by teacher:
 - of research notes by a completion check followed by a summative teacher evaluation of notes using the rubric in Appendix D
 - of script as students are writing and rehearsing
 - of notes from student presentations – could be followed by a reflective paragraph or unit test question
 - of ability to formulate research questions and draw conclusions based on teacher observation and group discussion
- Summative teacher evaluation of public service announcement and research notes using the rubric in Appendix B

Unit Planning Notes

Prior Learning Necessary:

Students should have basic research skills from Grade 10 History - note-taking, evaluating and tracking



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

sources, and some experience in organizing and presenting information for a specific purpose.

Preparation Notes:

- Teacher will need to book a data projector for the first day to show students the PSA examples from the Canadian Mental Health Association website. Follow this link http://www.cmha.ca/bins/content_page.asp?cid=6-20-22&lang=1 or go to the main page and look under “Media and Events” “Media Centre” and “Public Service Announcements.” The Balance and Depression PSAs are particularly good.
- Teacher will also need to book a lab, resource centre or library time for the second day for students to be able to research.
- Prepare class sets of all handouts in the Appendix and an overhead of Appendix B.
- Chart paper and markers for brainstorm list.
- Additional, useful resources:
 - A copy of the Diagnostic and Statistical Manual, Fourth Edition (DSM IV) can be very useful. You may be able to borrow one from the guidance or special education department if your school library does not have one.
 - The TAMI (Talking About Mental Illness) guide produced by the Centre for Addiction and Mental Health has excellent supporting materials and statistics for Ontario. It is available at www.camh.net. CAMH in some communities will bring a panel of community members who live with mental illness to speak in your classroom about their experiences. This can be very powerful for students and is an excellent extension of this activity.

Learning Plan

Lesson 1

1. Provide students with the Mental Illness and Stigma handout (Appendix A – cut in half). Students write down what they think an appropriate definition for each word is. Instruct students to crumple the paper into a ball and throw it across the room. Instruct students to pick up any ball that is near them and read it. Students share and discuss the definitions with a neighbour. Ask students to share and discuss the definitions with the class. Show the overhead with the actual definitions (Appendix B). Have students write down in their notes an appropriate definition of each word. Ask students to speculate on and discuss the connection between mental illness and stigma. Lead into how knowledge decreases stigma.
2. Explain that students will be researching a specific mental illness and writing a Public Service



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

Announcement for a specific audience (the class and teens in general) to help decrease stigma.

3. Explain or discuss the purposes of a public service announcement (to promote empathy, tell sufferers how to get help, to increase public knowledge and decrease stigma). Ask them what public service announcements they have heard or seen lately from any organization (MADD, Cancer Society, etc.). Show one of the sample PSAs from the Canadian Mental Health association (CMHA) website. Discuss how they get their message across and various techniques to hook the viewer (e.g. first person narrative, humour, music, central image or theme etc.)
4. After a brief review of brainstorming rules by the teacher, students are asked to generate a list of questions they have about mental illness (e.g. What causes mental illness? Is it hereditary? What are the symptoms? How is it treated?). The teacher writes the list on the board or chart paper. Teachers may need to add questions to get more depth (e.g. At what ages are most mental illnesses diagnosed? How common is mental illness in Canada? Are the available treatments effective?). Students copy these questions in their notes.
5. Teacher distributes the assignment, rubric and one or two note-taking sheets (Appendices C, D and E) and gives students a few minutes to read over the assignment. Teacher highlights the due date and timelines for completion and answers students' questions.
6. Students choose or teacher assigns groups and topics.
7. Students begin to research their topic using the research questions generated in class and add specific research questions for their particular illness (e.g. Do boys suffer from eating disorders? What is the difference between sadness and depression?)

Lesson 2

1. Teacher reviews the note-taking sheet (Appendix E) and bibliographic notation.
2. Students research and take notes in the computer lab or library.
3. Teacher checks that all students have a minimum of one full and complete page of notes by the end of the class.
4. Any further research should be completed for homework.

Lesson 3

1. Teacher reviews assignment expectations (e.g. one minute time limit, be prepared to cite sources if asked, use of dramatic techniques)



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

2. Students write and rehearse their public service announcement.

Lesson 4

1. Teacher distributes In-Class Notes (Appendix F).
2. Students submit rubrics and present their public service announcements
3. Teacher encourages questions and discussion to clarify misunderstandings and evaluate students' knowledge of their topic.

Lesson 5

1. Finish any remaining presentations
2. Have students get out their initial list of research questions. Review the questions and ask students to answer them based on the information presented in the previous lesson and their own research. Clarify any further terms and extend knowledge when appropriate (e.g. neurosis, psychosis, psychotherapy, group therapy, behaviour modification etc.). Use materials from the TAMI guide (see above – Unit Planning Preparation Notes) as appropriate.
3. Demonstrate and encourage students to try to make general statements about mental illness (e.g. Many illnesses are diagnosed in adolescence. Mental illness can be caused by environment or it can be hereditary, or it can be both. There are many effective treatments for mental illness, but few cures.). Have students write the class conclusions in their notes.

Appendices

- Appendix A – Mental Illness and Stigma Crumple
- Appendix B – Mental Illness and Stigma Definitions
- Appendix C – Assignment: Make a Public Service Announcement
- Appendix D – Rubric – Public Service Announcement
- Appendix E – Note-Taking Sheet
- Appendix F – In-Class Notes



Socially-based Curriculum Unit: Mental Illness Public Service Announcement

Other Possible Course Applications

TGJ3M – Communications Technology – focus would be less on the research (could be more teacher-directed) and more on the final product in video format applying skills learned

EPS3O – Presentation and Speaking Skills – focus could be on the use of multimedia or on strictly oral presentation for a radio advertisement

Any English or French literature course where students are studying works that deal with mental illness. If the class is studying only one particular mental illness, students could be assigned different types of presentations (e.g. radio ad, video ad, power-point, poster, write a song) or focus on a specific dramatic technique (e.g. first person narrative, testimonial, use of statistics, humour, etc.) to differentiate the presentations and apply knowledge or skills.