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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** | Stop the Anxiety! |
| **TEKS Student Expectations** | **130.276. (c) Knowledge and Skills**  (4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:  (E) Interpret, transcribe, and communicate mental health vocabulary. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Distinguish the differences between the anxiety disorders |
| **Rationale** | What is a panic attack? Have you ever had one? What is a phobia? We have all felt stress and panic in our lives. What differentiates being stressed about something and an actual panic attack? What kinds of treatment are available to help someone with an anxiety disorder? As a professional in the Counseling and Mental Health field, we need to understand what an anxiety disorder is in order to help those who suffer from them. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Acute stress disorder:** Follows traumatic event but symptoms may last from only two days to one month  **Agoraphobia:** A subtype of a panic disorder. Severe and pervasive anxiety about being in situations from which escape might be difficult and paralyzing fear of being alone, traveling in a car, bus or airplane  **Antisocial personality disorder:** A disregard for and violation of rights of others  **Anxiety disorders:** Are illnesses, often related to the biological makeup and life stresses. They are the most common of all mental disorders  **Compulsions:** Repetitive behaviors or mental acts that reduce anxiety that accompanies an obsession or “prevent” some dreaded event from happening  **Generalized Anxiety Disorder (GAD):** Excessive anxiety and worry that occurs more days than not, for at least 6 months  **Obsessive-Compulsive Disorder (OCD):** Recurrent, intrusive thoughts, impulses, or images that are perceived as inappropriate, grotesque, or forbidden  **Panic attack:** Not a disorder in and of itself. Panic attack is a symptom of many anxiety disorders  **Post-Traumatic Stress Disorder (PTSD):** Anxiety and behavioral disturbances that develop during or shortly following extreme trauma and lasts for more than one month  **Social Phobia:** Persistent fear of one or more social or performance situations in which a person is exposed to unfamiliar people or to possible scrutiny by others  **Tachycardia:** Excessively rapid heartbeat  Note: Many other terms on the slide presentation can be identified. Encourage students to include the definition in the assignment. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint Presentation * Computer lab with Internet access for research   **Supplies:**   * Box of pencils * Hand sanitizer * Highlighters * Markers * Poster board * Copies of handouts   **PowerPoint:**   * Stop the Anxiety!   **Technology:**   * TedxTalk * Bel Pesce: 5 ways to kill your dreams  All of us want to invent that game-changing product, launch that successful company, write that best-selling book. And yet so few of us do it. TED Fellow and Brazilian entrepreneur Bel Pesce breaks down five easy-to-believe myths that ensure your dream projects will never come to fruition.<https://youtu.be/sR6P5Qdvlnk>   **Graphic Organizer:**   * KWL Chart Anxiety Disorders   **Handouts:**   * Anxiety Disorder Quiz * Anxiety Disorder Research Project Rubric * Coping Strategies for Anxiety |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Gather a box of pencils and a bottle of hand sanitizer.  As students are working on their journaling activity, the teacher will display over behaviors such as using hand sanitizer over and over, counting pencils and lining them up. Teacher can also write the date on the board, erase it about a minute later and write again. Do this several times. See if students catch onto behavior.  Distribute the graphic organizer, KWL – Anxiety Disorders, and have students fill out the first two columns of the chart. Ask students to write down what they already know about anxiety disorders. The last column will be completed during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce the PowerPoint, Anxiety Disorders. Students will be expected to take notes while viewing the presentation.  Use the appropriate notes from Presentation Notes for Anxiety Disorders for discussion.  Allow for questions and answers to check for understanding.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * encouraging participation |
| **Guided Practice \*** | Distribute the handout, Coping Strategies for Anxiety. Have students read and think about each coping strategy. Discuss answers as a group.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for assignments * providing assistance |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work in teams of two researching and collecting data for their anxiety disorders assignment. Teams will select and research an anxiety disorder of their choice.  Distribute the Anxiety Disorder Research Project Rubric and review with students.  At the end of each class period, have each group give a brief status report on their assignment. Students will complete assignments and begin presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extended ‘wait time’ * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete KWL Chart.  Students will present research information on personality disorders to the class. |
| **Summative/End of Lesson Assessment \*** | Student research projects will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * shortened, simplified instructions |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Obsessive-Compulsive Disorder  Source: Help Guide, a trusted non-profit resource  Symptoms and treatment of compulsive behavior and obsessive thoughts<http://www.helpguide.org/mental/obsessive_compulsive_disorder_ocd.htm> * Employment Statistics   Source: Bureau of Labor Statistics   United States department of labor <http://www.bls.gov> * Anxiety Disorders  Source: National Institute of Mental Health   Transforming the understanding and treatment of mental illness<http://www.nimh.nih.gov> * Panic Disorder and Agoraphobia  Source: Anxiety Disorders Association of America  Anxiety disorders are real, serious and treatable<http://www.adaa.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Add terms and definitions to personal dictionary * Draw visual representations of terms on word wall * Utilized four corners vocabulary/ word wall activity * Word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read about anxiety disorders. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * What are Anxiety Disorders?<http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml> * Signs and Symptoms of Anxiety Disorders.<http://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml#part_145336> * To Treat Depression, a New Approach Tries Training the Brain<http://www.wsj.com/articles/to-treat-depression-a-new-approach-tries-training-the-brain-1433178996> |
| **Quotes** | Anxiety in children is originally nothing other than an expression of the fact they are feeling the loss of the person they love.  **-Sigmund Freud**  Anxiety is fear of one’s self.  **-William Stekel**  Anxiety is the essential condition of intellectual and artistic creation.  **-Charles Frankel**  Good humor is a tonic for mind and body. It is the best antidote for anxiety and depression. It is a business asset. It attracts and keeps friends. It lightens human burdens. It is the direct route to serenity and contentment. **-Grenville Kleiser**  If you don’t think your anxiety, depression, sadness, and stress impact your physical health, think again. All of these emotions trigger chemical reactions in your body, which can lead to inflammation and a weakened immune system. Learn how to cope, sweet friend. There will always be dark days. **-Kris Carr** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * List ways you can help someone with an anxiety disorder. * List two things you could do to help someone with a phobia. * Write two sentences describing how you would demonstrate understanding and apathy for a friend who has an anxiety disorder. * A panic attack can be resolved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * As a professional in the Counseling and Mental Health field, it is important to understand the signs and symptoms of anxiety disorders because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**  RAFT (Role/ Audience/Format/Topic) writing strategy:   * Role: person with an anxiety disorder * Audience: family * Format: diary * Topic: what it feels like to have \_\_\_\_\_\_\_\_\_ (student will select one of the anxiety disorders and write from that perspective) |
| **Communication**  **90 Second Speech Topics** | * An anxiety disorder is… * A profession that might help someone with an anxiety disorder would be… * One treatment that might help someone with \_\_\_\_\_\_\_\_\_\_ disorder would be… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Research a specific anxiety disorder and write a report. The research must include diagnosis, treatment, references, and pictures.  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.  Bel Pesce: 5 ways to kill your dreams All of us want to invent that game-changing product, launch that successful company, write that best-selling book. And yet so few of us actually do it. TED Fellow and Brazilian entrepreneur Bel Pesce breaks down five easy-to-believe myths that ensure your dream projects will never come to fruition.  https://www.ted.com/talks/bel\_pesce\_5\_ways\_to\_kill\_your\_dreams  **Math Assessment Problem**  (3) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:   * (E) Interpret, transcribe, and communicate mental health vocabulary.   Question 3. Jesse wants to purchase workbooks for each member of the counseling groups he facilitates. The book costs $25.00 each when bought individually. If he buys more than 10, he can get a 15% discount and free shipping. Not including sales tax, how much will it cost to buy 14 books?  a. $ 21.25  b. $212.50  c. $297.50  d. $358.25  Linked video file:"http://www.showme.com/sma/embed/?s=4k1PlkO&w=580&h=434"  Answer: C |
| **Family/Community Connection** | * Invite the school counselor or school therapist to talk about anxiety disorder. * Invite someone in the community that has an anxiety disorder to talk to the class about living with the disorder, treatment and coping strategies. |
| **CTSO connection(s)** | **Family Career and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  **STAR Events:**   * Chapter Service Project (Display and Manual): A team event – recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family and Consumer Sciences content and skills to address and take action on a community need. * Families First- Students display research posters, mobiles, tri-fold boards on anxiety disorders at a school open house or community fair. |
| **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.<http://www.ysa.org>  Possible idea: Students will research local agencies that work with the homeless to see if there is a relationship between being homeless and anxiety disorders. They will determine what some needs of the homeless are and conduct an assistance drive (sock, shoes, and blankets) to donate to the homeless. Students will identify the needs of the homeless by contacting the local food bank/homeless shelter/ church (community venue). The students will conduct investigational research of the homeless shelter. Where is it, how far it is from the school, how will they get there (transportation needs) costs, method of collecting the items they need, timeline for project and delivery of needed items. They will identify a community venue to provide the needs.   * The students will call the homeless venue and contact the general manager to discuss the service learning project. * They will list the materials, costs, and resources for the project. Students will determine roles and responsibilities of participants in the project. * Schedule the trip and make the necessary arrangements at school. * Deliver all the items that were collected. * Volunteer their time and energy to the community venue. * As a reflection, the students will evaluate how their communication skills aided them in communicating with the participants of the project. Do they feel they made a positive impact at the community venue and school? Compare the impact the project made on class members before they started the project and after the project was completed. Did the project achieve its purpose? What might you do differently next time?   What did you gain from this experience and contribution including both in learning and in the service?  Also see Family/Community connections. |

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)