

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Self

Driving Question: The short and long of delaying treatment for major depressive disorder (MDD)

Curriculum Outcomes:

1.2 demonstrate an understanding of the short and long term outcomes of delayed treatments for major depressive disorder and attention deficit disorder and identify possible treatment for these disorders

Expected Time:

2 – 60 minute classes

Resources:

- [PowerPoint](#) – link available for download at this site
- [Thought organizer](#) – 2 per sheet
- [Screencast for MDD symptoms](#)
- [Group handout](#)
- Class set of iPads, netbooks or computers. Could also use student’s own devices if possible

Lesson Procedure

21st century skills

Teacher does (I Do):

Open class with a [Today's Meet](#) room and have students complete the statement “I feel sad when (if)...” Encourage students to have specific examples as many students will say I’m mad or sad but often don’t express what is causing the emotion. Having this presented as an open-ended statement will give some anonymity to students who may want to express their feelings but don’t want to do so openly.

Go through the [FACT PowerPoint](#) with students to give some key information on the serious nature of mental illness.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Have students jot down a response to the following questions on the [thought organizer](#) provided:

1. Is it important to say why we feel a certain way? Why?
2. What good can come out of trying to understand why you feel a certain way?

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage

<p>3. How would having the same feeling of sadness all the time, for weeks and weeks, make you feel?</p> <p>4. How would being sad all the time interfere with your everyday life?</p>	<p><input type="checkbox"/> create, publish</p> <p><input type="checkbox"/> citizenship</p>
<p>Group work (We Do):</p> <p>Have groups of 2-3 students come together for a brief review of their answers to the questions above. Give them the group handout – it has a link to the screencast of MDD symptoms on it. Tell them that today they will work together to research why early treatment is needed for MDD as well as the short- and long-term consequences of not getting treatment. The handout also asks them to find some local resources for support if possible. Once they have their information, they can create a presentation in PowerPoint, Prezi or another app of their choosing.</p>	<p><input checked="" type="checkbox"/> find, validate</p> <p><input checked="" type="checkbox"/> remember, understand</p> <p><input checked="" type="checkbox"/> collaborate, communicate</p> <p><input checked="" type="checkbox"/> analyze, synthesize</p> <p><input checked="" type="checkbox"/> critical thinking</p> <p><input checked="" type="checkbox"/> evaluate, leverage</p> <p><input checked="" type="checkbox"/> create, publish</p> <p><input checked="" type="checkbox"/> citizenship</p>
<p>Class share (We Share):</p> <p>Have a class discussion around one of the group’s presentations. Be sure to cover these questions:</p> <ol style="list-style-type: none"> 1. Can MDD be treated? (80-90% respond well to treatment) 2. What possible treatments are available? (psychotherapy, medication, lifestyle changes- diet, exercise, avoiding drugs/alcohol) 	<p><input type="checkbox"/> find, validate</p> <p><input type="checkbox"/> remember, understand</p> <p><input checked="" type="checkbox"/> collaborate, communicate</p> <p><input type="checkbox"/> analyze, synthesize</p> <p><input type="checkbox"/> critical thinking</p> <p><input type="checkbox"/> evaluate, leverage</p> <p><input type="checkbox"/> create, publish</p> <p><input checked="" type="checkbox"/> citizenship</p>
<p>Lesson Wrap Up:</p> <p>Ensure you have access to all presentations for grading. Thank all groups for their work.</p>	
<p>Differentiation/Modification/Enrichment:</p> <ul style="list-style-type: none"> • Students who need support can be paired with stronger students. • Students who are comfortable recording video could create a video presentation of their information in place of the PowerPoint or Prezi if they desire. 	
<p>Assessment:</p> <p>Grade presentations on a 1-4 scale for content and record in Power School.</p>	
<p>Teacher Reflection:</p>	