# Mental and Emotional Problems

## Lesson 1
### Dealing with Anxiety and Depression

**Big Idea:** Anxiety and depression are treatable mental health problems.

- Standards:

## Lesson 2
### Mental Disorders

**Big Idea:** Gaining an understanding of mental health disorders builds insight and empathy.

- Standards:

## Lesson 3
### Suicide Prevention

**Big Idea:** Professional intervention and support from friends and family can often help prevent suicide.

- Standards:

## Lesson 4
### Getting Help

**Big Idea:** Mental health professionals and related agencies provide treatment and support for people with mental health problems.

- Standards:

## Key to Ability Levels

- **AL** Activities for students working above grade level
- **OL** Activities for students working on grade level
- **BL** Activities for students working below grade level
- **EL** Activities for English Learners

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### Hand's-On Health

- Life-Saving Resources (Accessing Information), page 130

### Health Skills Activity

- Recognizing Reliable Resources (Assessing Information), page 117

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### Real World Connection

- Depression & Suicide, page 125

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### Out of Time

- 30 Min
## Chapter 5 Planning Guide

### Resources

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### Technology

**Teaching Tools:**
- TeacherWorks™ Plus DVD
- StudentWorks™ Plus DVD
- ExamView® Assessment Suite CD-ROM
- Fitness DVD
- PowerPoint® DVD
- Health eSpotlight Video Series DVD

**Web-Based Resources:**
Go to glencoe.com for:
- Health Podcast Activities
- Audio Chapter Summaries (English/Spanish)
- Interactive Health Tutor
- Health Skills Activities
- Vocabulary PuzzleMaker
- Parent Letters (English/Spanish)
- Lesson Plans
- Health Inventories
- Online Quizzes
- Study-to-Go
- Unit Web Projects
- Student Web Activities
- Fitness Zone Activities

### Foldables® Study Organizer

**Dinah Zike Foldables® Chapter Activity**
Refer to the Dinah Zike Reading and Study Skills for Glencoe Health. Have students create a seven-tab Foldable to record notes on the seven types of mental disorders in Lesson 2. Under each tab, they should write definitions and important details about the mental disorder.

### Key to Symbols
- CD-ROM
- glencoe.com
- Print Resources
- Review activities to review or reinforce content
- Teach activities to teach basic concepts
- Extend activities to extend or enrich lesson content
III. Directions

1. Step 1: State the Situation

2. Step 2: Clarify the Issues

3. Step 3: Weigh the Possible Outcomes

4. Step 4: Consider the Consequences

5. Step 5: Evaluate the Alternatives

6. Step 6: Evaluate the Decision

7. Step 7: Make a Decision

8. Step 8: Plan Action

9. Step 9: Follow Through

10. Step 10: Evaluate the Outcome

In the case of a real-life situation:

What are Jordan's choices? List two options.

1. Jordan could talk to Ian about his feelings and encourage him to seek help.
2. Jordan could offer to help Ian find a trusted adult to talk to.

What decision would you make if you were in Jordan's position?

Describe how you would decide whether it was a good choice.

Solution: I would choose to encourage Ian to seek help from a trusted adult. This choice is good because it respects Ian's autonomy and allows him to make his own decision about seeking help, while still providing support and information about where to find help.

If you were Jordan in this situation, what values would guide your decision-making?

I would consider values such as empathy, honesty, and respect for Ian's autonomy when making decisions about how to help him.

Occasional mild anxiety is usually caused by

A. lack of strong feeling, interest, or concern
B. physical changes
C. environmental changes
D. both B and C

Depression is

A. a mood disorder
B. an anxiety disorder
C. caused by physical changes
D. caused by environmental changes

What is the definition of a mood disorder?

A. a condition in which real or imagined fears are hard to overcome
B. a condition in which strong emotions are hard to overcome
C. a condition in which strong feelings are hard to overcome
D. a condition in which real or imagined feelings are hard to overcome

Correctly complete the statement or answer the question.

3. APathy is most commonly a symptom of

A. depression
B. anxiety
C. stress
D. trauma

4. The only treatment for depression is psychological therapy.

Correctly complete the statement or answer the question.

5. The only treatment for depression is psychological therapy.

Correctly complete the statement or answer the question.

6. Treatment for occasional anxiety and sad feelings:

A. medication
B. psychotherapy
C. medication and psychotherapy
D. neither medication nor psychotherapy

In the right column of the table with details that describe or explain each main idea.

63, 71, 76, 80 pp.

Lesson Quizzes

pp. 67, 71, 76, 80

Health Skills Activities

pp. 66, 75

Vocabulary Practice

p. 81

Health Lab

p. 83

Chapter Tests

pp. 86, 88
Chapter 5 Mental and Emotional Problems

Test Taking

Chapter 5: Mental and Emotional Problems

Lesson 1: Dealing with Anxiety and Depression

Tips on Preparing for Tests

- Get a good night's sleep before the test.
- Eat a nutritious breakfast.
- Arrive early to avoid the last-minute rush.
- Use relaxation techniques to ease anxiety.
- Review your notes and practice problems.

Real World Connection

Lesson 5: Mental and Emotional Problems

Helping Teens Who Have Been Hurt

- Recognize signs of abuse.
- Encourage open communication.
- Provide a safe environment.
- Seek professional help.

Note Taking

Chapter 5: Mental and Emotional Problems

Lesson 1: Dealing with Anxiety and Depression

- Anxious: Overwhelming feelings of worry or nervousness
- Depressed: Prolonged feeling of helplessness, hopelessness, and sadness

Academic Integration

Chapter 5: Mental and Emotional Problems

Lesson 5: Mental and Emotional Problems

Helping Teens Who Have Been Hurt

- Recognize signs of abuse.
- Encourage open communication.
- Provide a safe environment.
- Seek professional help.

Transparencies

Help for Mental and Emotional Disorders

- Recognize the Symptoms
- Seek Help from a Mental Health Professional
- Talk to a Trusted Adult

Reading Essentials

Mental and Emotional Problems

- Before You Read
- Road to Learn
- Understanding Anxiety
- Understanding Depression
- Strategies for Coping

Student Activity Workbook

Name ___________________________  Date _______________  Class ____________

1. Tips on Preparing for Tests

2. Anxious: Overwhelming feelings of worry or nervousness

3. Depressed: Prolonged feeling of helplessness, hopelessness, and sadness

4. Strategies for Coping

5. Before reading the lesson, write a sentence that describes the lesson.

6. Use the following outline to help organize your notes as you read.
Mental and Emotional Problems

Chapter Overview
Chapter 5 focuses on mental and emotional problems, including suicide. It identifies risk factors and warning signs of mental health problems and describes how the problems can be treated.

Lesson 1
Anxiety and depression are two of the most common mental health problems. Stress-management techniques can help people cope with day-to-day anxiety. Depression can be treated by a mental health professional.

Lesson 2
Mental disorders are diseases that can be diagnosed and treated. The disorders are classified into several types, based on their symptoms.

Lesson 3
Certain factors increase the risk of suicide, and warning signs may indicate that a person is considering suicide. Professional help and support from friends and family can often prevent suicide.

Lesson 4
Many types of mental health professionals, agencies, and treatments are available to help people with mental health problems.

Activating Prior Knowledge
Call on volunteers to answer the question. (Sample answer: Creating art might help an individual express emotions that are difficult to talk about.)

Universal Access

Differentiated Learning Glencoe provides teacher support and student materials for all learners in the health classroom.

- Chapter Summaries in English and Spanish are available online at glencoe.com.
- Fast Files and related worksheets support reluctant readers.

- Universal Access strategies throughout the Teacher Wraparound Edition and Fast Files help you present materials for gifted students, at-risk students, physically impaired students, and those with behavior disorders or learning disabilities.
Discuss the **BIG ideas**

Think about how you would answer these questions:
- What are some reasons that teens might feel anxiety?
- What mental health disorders can you name?
- What are some sources of help for people with mental health disorders?

Watch the **Health eSpotlight Video Series**

The Lesson 2 video discusses physical appearance as a stressor. Watch the other videos to learn about topics in this chapter.

Assess Your Health

Visit glencoe.com and use this code to access chapter videos, Health Inventories, and other features.

**Chapter Skills**

**Reading Skills**

- Reviewing Facts and Vocabulary, pp. 117, 121, 125, 129
- Reading/Writing Practice, p. 135

**Vocabulary**

- New Vocabulary, pp. 114, 118, 122, 126
- Reviewing Facts and Vocabulary, pp. 117, 121, 125, 129

**BIG Idea**

Providing treatment and support to people with mental and emotional problems may help prevent suicide and help them live happy, productive lives.

**Health Skills**

- Health Skills Activity, p. 117
- Applying Health Skills, pp. 117, 121, 125, 129

**Writing Skills**

- Real World Connection, p. 125
- Writing Critically, pp. 117, 121, 125, 129
- Reading/Writing Practice, p. 135
Dealing with Anxiety and Depression

Before You Read
Create an Outline. Look through the lesson to find the headings and subheadings. Write down the headings to make an outline. As you read, fill in details beneath each heading or subheading.

New Vocabulary
- anxiety
- depression
- apathy

Review Vocabulary
- emotions (Ch.3, L.3)

Understanding Anxiety
Occasional anxiety is a normal, manageable reaction to many short-term, stressful situations.

Experiencing difficult emotions is a normal part of life. They occur for a variety of reasons, including hormonal changes, relationship issues, grief, or stress. A common feeling is anxiety, the condition of feeling uneasy or worried about what may happen. You may, for example, feel anxious about an important class presentation.

Occasional anxiety is a natural response to life events. Brief feelings of worry, insecurity, fear, self-consciousness, or even panic are common responses to stress. Usually, once the stressful situation is over, so is the anxiety it created.

Real Life Issues

Teens Want to Know
How Can I Tell If My Anxiety Is Normal? While occasional anxiety about worrisome events or situations is normal, excessive anxiety that interferes with daily life may indicate an anxiety disorder that needs treatment. Teens should seek help if anxiety causes them to
- have feelings of fear or worry most of the time.

• be easily distracted and have difficulty concentrating.
• have muscle tension and be unable to relax.
• have changes in appetite and trouble falling asleep.
• experience physical symptoms such as headache or upset stomach.
Coping with Anxiety

Knowing that anxiety is common doesn’t make it easier to manage. Think about the situations that have caused you to be anxious in the past. What can you do in the future to plan ahead so that stress will not build and cause anxiety? The stress-management techniques described in Chapter 4 can help reduce anxiety. Some people use substances such as alcohol or drugs to escape from anxiety. These substances produce a temporary, false sense of relaxation, but can cause other physical, mental/emotional, social, or legal problems.

Understanding Depression

Main Idea Depression can linger or be severe enough to disrupt daily activities.

Depression is a prolonged feeling of helplessness, hopelessness, and sadness. Feelings of sadness affect everyone, but depression usually lasts longer and may produce symptoms that do not go away over time. Depression is a serious condition that may require medical help. Almost 15 percent of all teens will display some signs of depression. It’s one of the most common mental health concerns among teens. Types of depression include major depression, which is intense and can last for weeks or months. Mild depression has less severe symptoms, but can last for years. Adjustment disorder is a reaction to a specific life event. For example, a person may have trouble reaching closure when grieving.

Reading Check

Identify What is the benefit of using stress management techniques to manage anxiety?

QuickPass Use this code to listen to the Health Podcast, The Facts About Depression, at glencoe.com.

Academic Vocabulary

require (verb): to demand as necessary

Other Types of Depression - Explain that there are other types of depression, in addition to the types described in this lesson. They include cyclothymia, atypical depression, postpartum depression, seasonal affective disorder, and premenstrual dysphoric disorder. Have students learn about these other types of depression and create a fact sheet to summarize what they learn. Display their fact sheets in the classroom.

Descriptive Writing Refer students to the warning signs of depression in Figure 5.2 on page 116. After students read the warning signs, have them write a letter to a friend who has the behavior of a person who shows at least five of the signs. Encourage students to proofread and edit their letters. Ask students what they would do if the people described were people they knew. Remind students that people with depression should be advised to seek help.
Causes and Effects of Depression

Depression can be caused by physical, psychological, or social reasons. A medical condition or illness may cause depression. It may also be caused by psychological reasons, such as surviving a traumatic life event. Finally, social or environmental factors, such as living in poverty or in a physically or emotionally harmful environment may cause depression. Figure 5.2 lists warning signs of depression. Other symptoms include the following:

- **Changes in thinking.** People who are depressed may have trouble concentrating and making decisions. They may have self-destructive thoughts.
- **Changes in feelings.** People who are depressed may experience apathy, or a lack of strong feeling, interest, or concern. They may not feel pleasure in things they once enjoyed. They may be sad, or irritable and angry.
- **Changes in behavior.** People with depression may become emotional, and they may begin eating too little or too much. The person may have trouble sleeping and may seem tired. The person might also neglect basic hygiene and withdraw from social situations.

Getting Help for Depression

Main Idea  Depression is a treatable illness.

If you recognize signs of depression in yourself or a friend, discuss your concerns with a trusted adult. Depression is serious, but it is treatable. If a friend asks you not to tell anyone that he or she is depressed, it’s okay to break that promise. Health professionals can develop a plan to treat depression that may include taking medication, making changes in the home or school environment, or counseling. Treating depression takes time, persistence, and patience.

Warning Signs of Depression

Five or more of these symptoms must persist for two or more weeks before a diagnosis of major depression is indicated.

- Persistent sad or irritable mood
- Loss of interest in activities once enjoyed
- Significant change in appetite or body weight
- Difficulty sleeping or oversleeping
- Physical signs of nervousness
- Loss of energy
- Feelings of worthlessness or inappropriate guilt
- Difficulty concentrating
- Recurrent thoughts of death or suicide

Depression in Teens  Between 15 and 20 percent of teens in the U.S. are diagnosed with at least one episode of serious depression during adolescence, and the rate is twice as high in girls as it is in boys. Because depression goes undiagnosed in many teens, the percentage of teens who actually suffer from depression is likely to be considerably higher. Teens with depression are at greater risk for other mental health problems, including anxiety disorders and eating disorders, as well as for further bouts of depression during adulthood.
**LESSON ASSESSMENT ANSWERS**

1. The condition of feeling uneasy or worried about what may happen.
2. Physical reasons such as heredity, psychological reasons such as surviving a traumatic event, and environmental factors such as living in poverty.
3. Difficulty concentrating and making decisions, forgetfulness, self-critical or self-destructive thoughts.
4. “Feeling down” means having feelings of sadness that one can manage.

“Having depression” means having a serious illness that requires professional help.

5. Sample answer: I could discuss my concerns with a trusted adult or encourage the person to seek professional help.
6. Charts will vary for each student.
7. Paragraphs will vary but should show that students recognize the importance of getting professional help for depression.

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**LESSON 1 ASSESSMENT**

### After You Read

#### Reviewing Facts and Vocabulary
1. Define the term **anxiety**.
2. What are the causes of depression?
3. Describe changes in thinking that might be effects of depression.

#### Thinking Critically
4. **Analyze.** Explain the difference between “feeling down or depressed” and “having depression.” Provide examples to show the difference.
5. **Synthesize.** If you believe a friend might be depressed, what can you do to help?

#### Applying Health Skills
6. **Analyzing Influences.** Divide a sheet of paper into three columns. Label the columns “Family,” “Friends,” and “School.” Use this chart to describe how depression can affect each aspect of your life.

#### Writing Critically
7. **Expository.** Write a paragraph discussing why it is important for someone with depression to get professional help.

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**PROGRESS MONITORING**

**Reteaching**
Ask students to write a question they have about the lesson. Collect the questions and read them to the class. Call on volunteers to answer the questions.

**Enrichment**
Have pairs of students write and present skits in which a teen shows signs of depression and a friend offers support and advice.

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**ASSESS/CLOSE**

**Assessment Resources**
- **FAST FILE ACTIVITIES**
  - Lesson 1 Quiz
  - ExamView Assessment Suite CD-ROM
- Visit [glencoe.com](http://glencoe.com) for:
  - Online Quizzes
  - Online Learning Center

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**LESSON 1 ASSESSMENT**

**After completing the lesson, review and analyze your response to the Real Life Issues question on page 114.**

Visit [glencoe.com](http://glencoe.com) and use this code to complete the Interactive Study Guide for this lesson.

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**Writing**
List sources of information for depression and its treatment that Devin might use to help Connor. Evaluate the information using the criteria listed below.

1. What are the qualifications of the authors?
2. Is the material backed by a nationally recognized and respected mental health organization?
3. Can the information be confirmed by other sources?
Mental Disorders

1 Focus

BIG Idea Gaining an understanding of mental health disorders builds insight and empathy.

Before You Read

Create Vocabulary Cards. Write each new vocabulary term on a separate note card. For each term, write a definition based on your current knowledge. As you read, fill in additional information related to each item.

New Vocabulary
- mental disorder
- stigma
- anxiety disorder
- mood disorder
- conduct disorder

Main Idea

Understanding Mental Disorders Mental disorders require diagnosis and treatment.

Each year, approximately 57.7 million people in the United States are affected by some form of mental disorder—an illness of the mind that can affect the thoughts, feelings, and behaviors of a person, preventing him or her from leading a happy, healthy, and productive life. That’s about one in every four Americans. Many do not seek treatment because they feel embarrassed or ashamed. Others worry about the stigma associated with mental disorders. A stigma is a mark of shame or disapproval that results in an individual being shunned or rejected by others.

Many people don’t understand that mental disorders are medical conditions, and require diagnosis and treatment just like any physical illness or injury. Learning about mental and emotional problems will help erase the stigma associated with these disorders, and will help encourage people to seek medical help early. Many times, mental and emotional problems cannot be solved without professional help.

Real Life Issues

Have students read the scenario. Tell students to write a letter to Bree from her friend’s point of view. Letters should communicate compassion and concern, and urge Bree to get help.

Myth: Having a mental disorder means that you are “crazy.”
Fact: People with mental disorders are less dangerous than the average person without mental illness.

Myth: Mental disorders cannot be cured.
Fact: With treatment, many people with mental disorders can have a full recovery.

The Truth About Mental Disorders

Myth: Having a mental disorder means that you are dangerous to others.

Myth: Having a mental disorder means that you are “crazy.”
Types of Mental Disorders

Mental disorders are medical conditions that can begin as early as childhood. Many times, these problems require help from health professionals.

Anxiety Disorders

An anxiety disorder is a condition in which real or imagined fears are difficult to control. It is one of the most common mental health problems among children and teens. Reports have shown that as many as \( \frac{13}{100} \) of children between ages 9 and 17 experience an anxiety disorder each year. People with anxiety disorders try to avoid situations that make them feel anxious or fearful. Figure 5.3 describes five types of anxiety disorders.

Impulse Control Disorders

People with impulse control disorders cannot resist the urge to hurt themselves or others. Impulse control disorders may begin in childhood or the teen years, and can continue into adulthood. People with this disorder may cause physical harm to themselves and others. They may also cause financial harm by overspending and gambling. People with impulse control disorder may also behave in ways that cause them to lose friends. Figure 5.4 on page 120 provides examples of these disorders.

Academic Vocabulary

**percent** (noun): one part in a hundred

### Figure 5.3 Anxiety Disorders

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<th>Disorder</th>
<th>Description</th>
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<tr>
<td>Phobia</td>
<td>A strong, irrational fear of something specific, such as heights or social situations.</td>
</tr>
<tr>
<td>Obsessive-Compulsive Disorder</td>
<td>Persistent thoughts, fears, or urges (obsessions) leading to uncontrollable repetitive behaviors (compulsions). For example, the fear of germs leads to constant hand washing.</td>
</tr>
<tr>
<td>Panic Disorder</td>
<td>Attacks of sudden, unexplained feelings of terror. “Panic attacks” are accompanied by trembling, increased heart rate, shortness of breath, or dizziness.</td>
</tr>
<tr>
<td>Post-Traumatic Stress Disorder (PTSD)</td>
<td>A condition that may develop after exposure to a terrifying event. Symptoms include flashbacks, nightmares, emotional numbness, guilt, sleeplessness, and problems concentrating.</td>
</tr>
<tr>
<td>Generalized Anxiety Disorder (GAD)</td>
<td>Exaggerated worry and tension for no reason. People with GAD startle easily and have difficulty concentrating, relaxing, and sleeping.</td>
</tr>
</tbody>
</table>

### Reading Strategy

**Using Graphic Organizers** Information may be easier for students to grasp if they create graphic organizers to summarize important points and show relationships among concepts. Work with students to create a graphic organizer, such as a compare/contrast table or a concept map, to show how mental disorders are classified into different types. The graphic organizer should also include symptoms and examples of each type of mental disorder. Urge students to save their completed graphic organizers to use for reviewing lesson content.

**QuickPass**

Go to glencoe.com and use this code to complete the Student Web Activity on social phobia and overcoming the fear of social situations.

**Critical Thinking**

**Inferring** After students read about post-traumatic stress disorder, ask them to identify specific events that occurred during their lifetime that are likely to have caused PTSD in many of the events’ survivors. (Sample answers: Hurricane Katrina, the Iraq War)

**Percent** ask a volunteer to read the definition of the word percent to the class. Pose the following question to students: What is \( 10 \) percent of \( 1,000 \)? (100) Ask students to come up with another question using the word percent.

**Universal Access**

**Using Definitions** Have students read the definition of anxiety disorder. Then have them use the definition to explain how an anxiety disorder is different from temporary sadness. (An anxiety disorder interferes with everyday living.)
**Chapter 5**

**Lesson 2**

**Health Skills Practice**

**Accessing Information** Have students learn more about one of the impulse control disorders listed in Figure 5.4. Ask them to find three reliable sources that provide consistent information on the disorder’s symptoms, causes, and treatment. Call on volunteers to share their information and sources and also to explain why they think the sources are reliable.

**Critical Thinking**

**Analyzing** Challenge students to compare and contrast anorexia nervosa with bulimia. (Both are eating disorders. Anorexia is when an individual starves him or herself. Bulimia is when a person eats and then purges.)

**Caption Answer**

**Figure 5.5** Sample answer: They can show concern and offer assistance to one another.

**Professional Development**

In this clip, author and educator Doug Fisher, Ph.D., discusses the workshop approach to teaching.

**Health Literacy**

**Diagnosing Mental Disorders** The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, or DSM-IV, is the basis of most psychiatric diagnoses. It allows mental health professionals to diagnose and rate patients according to five axes, or dimensions, of mental illness. Axis 1 includes most psychiatric disorders, such as mood disorders, anxiety disorders, and schizophrenia. Axis 2 includes developmental disorders, such as autism and personality disorders. Axis 3 refers to physical conditions that can impact psychiatric disorders. Axis 4 refers to psychosocial stressors that can impair mental and emotional functioning. Axis 5 shows how the other four axes affect the person's life.

**Eating Disorders**

Eating disorders commonly occur during the teen years. As teens reach puberty, body changes and media images may cause some teens to put pressure on themselves to look a certain way. These teens may develop symptoms of anorexia nervosa, bulimia nervosa, or binge eating disorder. Eating disorders are more common among girls, but can affect boys too. Eating disorders can lead to unhealthy weight loss and death. You will learn more about eating disorders in Chapter 11.

**Mood Disorders**

A mood disorder is an illness that involves mood extremes that interfere with everyday living. These extremes are more severe than the normal highs and lows everyone experiences. Mood disorders include depression and bipolar disorder. Bipolar disorder, or manic-depressive disorder, is marked by extreme mood changes, energy levels, and behavior.
**Conduct Disorder**

Children and teens with conduct disorder engage in patterns of behavior in which the rights of others or basic social rules are violated. Examples include stealing, cruelty, lying, aggression, violence, truancy, arson, and vandalism. Treatment includes learning to adapt to the demands of everyday life.

**Schizophrenia**

Schizophrenia (skit-suh-FREE-nee-uh) is a mental disorder in which a person loses contact with reality. Symptoms include delusions, hallucinations, and thought disorders. Schizophrenia affects about one percent of the population. The disease affects both men and women.

People with this disorder behave unpredictably. Professional help and medication are needed to treat the illness successfully.

**Personality Disorders**

Teens with personality disorders are unable to regulate their emotions. They may feel distressed in social situations or may behave in ways that are distressing to others. The cause of personality disorders is unknown.

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**LESSON 2 ASSESSMENT**

**After You Read**

### Reviewing Facts and Vocabulary

1. Define the term stigma. How can a stigma affect your health?
2. Identify the five types of anxiety disorders.
3. Which mental disorder can cause a person to have hallucinations?

### Thinking Critically

4. **Evaluate.** Explain why mental disorders should be viewed like any other physical illness. Why is it important not to stigmatize someone with a mental disorder?
5. **Analyze.** Why are eating disorders both a mental health problem and a physical health problem?

### Applying Health Skills

6. **Advocacy.** Teens suffering from mental disorders often feel confused, isolated, scared, or ashamed. Create a poster promoting awareness of and empathy toward mental illnesses. Focus on specific ways to be supportive, patient, and understanding.

### Writing Critically

7. **Expository.** Choose one of the mental disorders you read about in this lesson. Explain why you chose this particular disorder, and how you would learn more about it.

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**LESSON 2 ASSESSMENT ANSWERS**

1. Mark of shame or disapproval resulting in a person being shunned or rejected by others. By being afraid to seek help.
2. Phobia, obsessive-compulsive disorder, panic disorder, post-traumatic stress disorder, generalized anxiety disorder
3. Schizophrenia
4. Mental disorders are medical conditions that require diagnosis and treatment just like any physical illness.
5. Eating disorders are mental disorders that can cause serious physical complications.
6. Posters will vary.
7. Answers will vary depending on the mental disorders students choose.

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**Real Life Issues**

After completing the lesson, review and analyze your response to the Real Life Issues question on page 118.

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**Assessment Resources**

- **FAST FILE ACTIVITIES**
  - Lesson 2 Quiz
  - ExamView Assessment Suite CD-ROM
- Visit glencoe.com for:
  - Online Quizzes
  - Online Learning Center

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**Progress Monitoring**

**Reteaching**

Across the top of the board, write the seven types of mental disorders described in the lesson. Call on students to list specific examples under each type of mental disorder.

**Enrichment**

Have students use the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders to learn about a type of mental disorder that is not covered in the lesson. Ask students to share what they learn in an oral report.

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**Lessen 2 Mental Disorders 121**

Have students visit glencoe.com and use this code to access the Interactive Study Guide for this lesson.
Suicide Prevention

**1. FOCUS**

**GUIDE TO READING**

**Big Idea** Professional help and support from family and friends may prevent suicide.

**Ask Students:** How might the support of family and friends help prevent suicide? (Sample answer: It might help a suicidal person realize that he or she is loved and valued.)

**Before You Read**

**K-W-L Chart** Students’ K-W-L charts will vary.

**Main Idea** Certain risk factors increase thoughts of suicide and suicide attempts.

**Knowing the Facts About Suicide**

**Main Idea** Certain risk factors increase thoughts of suicide and suicide attempts.

Most people learn to manage stress in a healthful way. For some people, however, stress can cause alienation, feeling isolated and separated from everyone else. These people may be unable to cope with difficult life experiences. They may lack the support from family and friends, and be unable to access community resources for help. They may seek to escape from the pain and consider ending their lives.

**Suicide** is the act of intentionally taking one’s own life. It is the third leading cause of death for teens ages 15 to 19. Each year, 15 percent of all teens in this age group will consider suicide. More than half of those will actually attempt it.

**Suicide Risk Factors**

Among those who commit suicide, two risk factors are common. More than 90 percent are suffering from depression or another mental disorder, or have a history of abusing alcohol or other drugs. Sometimes, both risk factors are present.

**Real Life Issues**

Have students read the scenario. **Ask Students:** What might indicate that Ryan is thinking about suicide? (He seems depressed, seems not to care about anything anymore, and says that he just wants to get away from it all.)

**Writing** Write a brief paragraph describing how you might respond to Ryan if you were in Nick’s position.

**Myths & Heality**

**Dangerous Myths About Suicide**

**Myth:** People who talk about suicide won’t really attempt it.

**Fact:** Getting help for suicidal people can prevent them from taking their lives.

**Myth:** Talking about suicide may give someone the idea to attempt suicide.

**Fact:** Talking about suicide and where to go for help may help prevent someone from attempting suicide.

**Suicide Risk Factors**

- Having severe depression
- Losing a loved one
- Abusing drugs

**New Vocabulary**

- alienation
- suicide
- cluster suicides
Some people use alcohol or other drugs to relieve their depression. Alcohol and drugs, however, have a depressant effect and lower one’s inhibitions, making self-destructive behavior more likely. These people usually have more than one risk factor, such as a stressful situation or loss; previous suicide attempts; family history of mental disorders, substance abuse, or suicide; and access to guns.

Exposure to other teens who have died by suicide is a risk factor that can lead to cluster suicides, a series of suicides occurring within a short period of time and involving several people in the same school or community. Cluster suicides account for about 5 percent of all teen suicides. Some cluster suicides result from pacts made among peers. In other cluster suicides, the teens may not know one another, but may share an environmental stressor, such as a tragic event in their school or community. Some teens may learn of suicides through the news media.

Strategies to Prevent Suicide

Main Idea Recognizing the signs of suicide may help prevent it.

Most suicidal thoughts, behaviors, and actions are expressions of extreme distress. The warning signs of suicide are described in Figure 5.7 on page 124. A person displaying only a few signs may not necessarily be considering suicide. When someone talks about committing suicide—whether it’s done in a serious, casual, or even humorous way—take it seriously. Any discussion or suggestion about suicide requires immediate attention. Never agree to keep a secret if a friend says he or she is considering suicide. Tell an adult without delay.

Academic Vocabulary

display (verb): to make evident

Describe What are some behaviors that might indicate a person is thinking about suicide?

Caption Answer

Figure 5.6 Fewer details in the media might decrease the risk of cluster suicides, as these suicides sometimes occur when teens learn about other teen suicides.

Teacher to Teacher

Marsha Morton • Campbell County High School, Jacksboro, TN

Talking About Suicide When teaching suicide prevention, I use the Jason Foundation program. It is a kit that includes a video and cooperative learning activities based on suicide prevention. The program was developed by Jason’s father and brother after his suicide. I show my students the video, then divide them into six groups. Each group discusses a sheet of questions about a different person in the video. I have the students jot down their responses to share with the class. After about 10 minutes I read the questions and let each group give their responses. After the responses are given, we further discuss anything related to suicide that the students want to discuss.

Main Idea Strategies to Prevent Suicide Suicide prevention depends on recognizing its warning signs. Ask Students: What might tip you off that a friend is thinking about suicide? (Sample answers: The friend might talk about committing suicide; the friend might act as though nothing matters anymore.)
Community Suicide Prevention
Community programs have been developed to help reduce the risk of youth suicide. A nonprofit organization called Suicide Awareness Voices of Education™, or SAVE, has prepared a Community Action Kit that contains all the resources needed to start a suicide awareness and prevention program at the community level. SAVE can be contacted through its Web site. Work with other school personnel to urge community leaders to implement a community program, such as the SAVE program, to reduce the risk of youth suicides in your community.
Depression and Suicide

Despite the fact that depression is treatable, untreated depression is the leading cause of suicide. People who consider suicide feel that they don’t matter to others. People who appear to have a mental health problem and may be considering suicide need to be encouraged repeatedly to seek help.

What can you, as a friend, do to help prevent suicide? Should you tell someone that a friend has mentioned suicide, even if that friend asked you to keep the information private? What can people in the community do to help prevent suicides? In small groups, conduct an online search using reliable sources, such as government Web sites. Find statistics on teens who have experienced major depression and may commit suicide, along with crisis centers and organizations that can offer assistance.

Once you have gathered your information as a group, complete the following activity:
1. Write a script for a skit that urges teens to seek help if they are depressed and considering suicide.
2. Record a video of the skit and include a statement encouraging teens to get help.
3. Remind the audience that all problems can be solved and that depression is treatable.
4. Encourage teens who may be depressed to talk to a parent, teacher, or other trusted adult.
5. Provide contact information for local crisis centers and suicide hotlines.

Apply Health Skills

6. Decision Making. Imagine that you have a friend who is always making negative comments about herself. Use the six steps of decision making to determine what actions to take.

7. Descriptive. Write a note to a teen who has exhibited some suicidal warning behaviors. Use the suggestions listed in the lesson to help the teen rethink his or her situation.

Real Life Issues

After completing the lesson, review and analyze your response to the Real Life Issues question on page 122.

LESSON 3 ASSESSMENT ANSWERS

1. Feeling isolated and separated from everyone else
2. Suffering from a mental disorder; having a history of abusing alcohol or other drugs
3. Any of the five warning signs listed in Figure 5.7
4. Direct statements: “I want to die.” “I wish I were dead.” “I don’t want to live anymore.” Indirect statements: “I can’t take it anymore.” “What’s the use?”
5. Cluster suicides occur within a short period of time, involving people in the same school or community. Sometimes teens feel compelled to commit suicide after learning of other teen suicides or making a pact with other teens. Other cluster suicides occur when teens share a common stressor.
6. Answers will vary.
7. Answers will vary.
Getting Help

1 FOCUS

BIG Idea Mental health professionals and related agencies provide treatment and support for people with mental health problems.

Before You Read

Create a Cluster Chart. Draw a circle and label it “Getting Help.” Use surrounding circles to identify professionals in the community who can help individuals with mental health problems. As you read, continue filling in the chart with more details.

Main Idea

When Help Is Needed  Recognizing that help is needed is the first step in getting help. Ask Students: Why is it important to encourage teens with symptoms of mental health problems to get help? (Sample answer: They may not seek help on their own. If left untreated, adolescent mental health problems can lead to problems in adulthood or even suicide.)

New Vocabulary

- psychotherapy
- behavior therapy
- cognitive therapy
- family therapy
- group therapy
- drug therapy

Real Life Issues

Have students read the scenario. Ask Students: What is preventing Angie from seeking help? (She doesn’t know who to ask for help, and she’s afraid of what the person will think of her.)

When Help Is Needed

Main Idea The first step to getting help for a mental health problem is being aware that help is needed.

Many teens with mental health problems do not recognize the seriousness of their condition, or understand that help is available. In fact, most adult mental health disorders have their roots in untreated childhood and adolescent problems. More than half of suicidal youths had symptoms of a mental disorder for more than a year prior to their deaths.

Mental health influences every aspect of a person’s life. No one should ever feel embarrassed to talk with someone about mental or emotional problems. Teens should seek help if they experience any of the following:

- Feeling trapped or worrying all the time
- Feelings that affect sleep, eating habits, schoolwork, job performance, or relationships
- Becoming involved with alcohol or other drugs
- Becoming increasingly aggressive, violent, or reckless

Often, friends and family are the first to recognize that a problem is affecting the teen’s life and relationships. Their concern may encourage the individual to seek help.

Building Resiliency

When teens increase their resiliency, they are better able to cope with the disappointments and other stressors in their lives. The American Psychological Association suggests that schools teach students the following resiliency skills:

- Have friends and be a friend.
- Believe in yourself and what you know and can do.
- Take charge of your behavior and actions.
- Look on the bright side.
- Set new goals and make a plan to reach them.
Overcoming the Stumbling Blocks

Main Idea The benefits of treatment encourage people to overcome a reluctance to get help.

Seeking help for mental health problems can be difficult. However, these problems are not easily managed without help. Initially, talking about problems may make a person feel more vulnerable. When asking for help, remember these facts:

- Asking for help is a sign of inner strength. It shows responsibility for one’s own wellness.
- Serious disorders, compulsions, and addictions are complex and require professional intervention.
- Sharing your thoughts with an objective, helpful individual can be a great relief.
- Financial help to pay for care may be available.

Where to Go for Help

Main Idea People in your community are available to help.

It takes courage to confront a problem and try to solve it. Talking with a trusted adult, such as a parent, guardian, teacher, or school nurse, can get you started.

Many teens receive help for a mental health problem at school. A counselor or the school nurse can identify and contact support services. Other options for community help are talking with the clergy, and crisis hotlines. Crisis hotlines allow people to talk anonymously. The workers are trained to deal with difficult mental and emotional situations.

Treatment for mental health problems is unique to each individual. Sometimes, a treatment plan may not work. If that happens, talk to someone else. It may be necessary to try several different treatments. People with mental health problems should continue to seek help until they feel better.

Cooperative Learning

Careers in Mental Health Divide the class into groups, and assign each group a different mental health profession described in this lesson. Have all the groups look for the same type of information about their assigned profession, such as educational requirements, nature of the work, salary, and future employment potential. Help students compile the information they gather in a table that has a row for each profession and a column for each type of information. Make copies of the completed table and give one to each student in class.
Universal Access

Making Lists  Pair students who need extra help with other students. Ask pairs to write a list of what kind of help is available from professionals. Ask partners to share their lists with the class. Discuss the differences between the types of mental health professionals.

Main Idea

Treatment Methods  There are a variety of treatments for mental health problems. Ask Students: Based on what you have already learned about treating depression, what are some ways that mental health problems can be treated? (Sample answers: therapy, medication)

Reading Check

List  Name some people who can help teens with mental health problems.

Answer  Sample answers: Parents, clergy, crisis-hotline volunteers

Caption Answer

Figure 5.10 Sample answer: Mental health specialists have expert training and experience in dealing with mental health problems.

Promoting School Wellness

Assessing the School Environment

The psychosocial environment of a school can greatly influence the mental health of students. The World Health Organization (WHO) has developed a tool, called the Psychosocial Environment (PSE) Profile, to assess a school’s psychosocial environment. The PSE Profile is intended to create awareness about the importance of a healthy school psychosocial environment, as well as assess the health of the school’s environment. The results of the profile are useful for setting priorities for a healthier school environment. You can read more about this useful tool and how to download it at the WHO Web site.

Mental Health Professionals

Help is available from a variety of professionals who work in your community’s schools, clinics, hospitals, and family agencies. These specialists are trained to help people with mental and emotional problems, and include the following:

- Counselor—a professional who handles personal and educational matters
- School psychologist—a professional who specializes in the assessment of learning, emotional, and behavioral problems of schoolchildren
- Psychiatrist—a physician who diagnoses and treats mental disorders and can prescribe medications
- Neurologist—a physician who specializes in physical disorders of the brain and nervous system
- Clinical psychologist—a professional who diagnoses and treats emotional and behavioral disorders with counseling. Some can prescribe medications
- Psychiatric social worker—a professional who provides guidance and treatment for emotional problems in a hospital, mental health clinic, or family service agency

Main Idea

Several methods can be helpful in treating a mental health problem.

Mental health professionals may use several treatments depending on their expertise and the needs of the patient. The following are the most commonly used therapy methods.

- Psychotherapy is an ongoing dialogue between a patient and a mental health professional. The dialogue is designed to find the cause of a problem and devise a solution.
- Behavior therapy is a treatment process that focuses on changing unwanted behaviors through rewards and reinforcements.
- **Cognitive therapy** is a treatment method designed to identify and correct distorted thinking patterns that can lead to feelings and behaviors that may be troublesome, self-defeating, or self-destructive.

- **Family therapy** focuses on helping the family function in more positive and constructive ways by exploring patterns in communication and providing support and education. Family therapy is most successful when every member of the family attends the sessions.

- **Group therapy** involves treating a group of people who have similar problems and who meet regularly with a trained counselor. Group members agree that whatever is said in the group is private. They agree not to discuss information heard during the group with others.

- **Drug therapy** is the use of certain medications to treat or reduce the symptoms of a mental disorder. It is sometimes used alone, but is often combined with other treatment methods such as those listed above.

Sometimes a mental health problem is serious enough to require hospitalization. In a hospital, a patient can receive intensive care and treatment from doctors, nurses, and a variety of mental health specialists. When someone is receiving care after being hospitalized, these specialists are available 24 hours a day.

### Academic Vocabulary

- **constructive (adjective):** promoting improvement or development

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**LESSON 4 ASSESSMENT**

**After You Read**

**Reviewing Facts and Vocabulary**

1. What is behavior therapy?
2. Which mental health professional treats physical disorders of the brain?
3. Who might a teen reach out to at school about a mental health problem?

**Thinking Critically**

4. Analyze. What protective factors do you have or can you develop to help you deal with stress in your life?
5. Synthesizing. How does developing a positive outlook strengthen your resiliency?

**Applying Health Skills**

6. Accessing Information. Compile a list of local resources for mental health problems. Include mental health professionals, school counselors, hospital emergency rooms, and hotlines.

**Writing Critically**

7. Persuasive. Write an editorial about the importance of seeking help for mental health problems. Include strategies for getting help.

**Real Life Issues**

After completing the lesson, review and analyze your response to the Real Life Issues question on page 126.

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**LESSON 4 ASSESSMENT ANSWERS**

1. A treatment process that focuses on changing unwanted behaviors through rewards and reinforcements
3. Answers may include: teacher, coach, counselor, or principal.
4. Answers will vary, but may include: asking for help; sharing thoughts with an objective person.
5. It helps develop responsibility for one’s wellness.
6. Answers will vary.
7. Editorials will vary, but should include a variety of strategies from the lesson.

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**Assessment Resources**

- **FAST FILE ACTIVITIES**
  - Lesson 4 Quiz
  - ExamView Assessment Suite CD-ROM

**Visit glencoe.com for:**

- Online Quizzes
- Online Learning Center

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**Progress Monitoring**

**Reteaching**

On the board, write “Help is needed for a mental health problem when ____” and “To get help for a mental health problem, one can ____” Call on students to complete each sentence with a phrase from the lesson that makes the statement true.

**Enrichment**

Encourage students to learn more about a particular type of therapy, such as behavior therapy, and then present an oral report with examples.

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**Have students visit glencoe.com and use this code to access the Interactive Study Guide for this lesson.**

**GH2011CSS**
Cortisol and Depression  Scientists have known for decades that people with depression have higher-than-normal blood levels of the stress hormone cortisol. Recent studies have investigated cortisol’s role in depression. Results suggest that chronically high blood levels of cortisol may cause some of the symptoms of depression, particularly cognitive symptoms, such as poor concentration and forgetfulness. Cortisol may play this role because it interferes with the functioning of neurotransmitters, including serotonin. However, there is no evidence at this point to indicate that high levels of cortisol actually cause depression.
**LESSON 1**

Dealing with Anxiety and Depression

**Key Concepts**
- Seek help if thoughts, emotions, or behaviors affect daily life.
- Causes of depression include stressful life events, unhappy family environments, social conditions, and illness.
- Depressed people need treatment from a medical or mental health professional.

**Vocabulary**
- anxiety (p. 114)
- emotions (p. 114)
- depression (p. 115)
- apathy (p. 116)

**LESSON 2**

Mental Disorders

**Key Concepts**
- Education can overcome the stigma of mental illness.
- If left untreated, many mental disorders that begin in childhood or adolescence can continue into adulthood.
- Anxiety disorders are common disorders that teens experience.

**Vocabulary**
- mental disorder (p. 118)
- stigma (p. 118)
- anxiety disorder (p. 119)
- mood disorder (p. 120)
- conduct disorder (p. 121)

**LESSON 3**

Suicide Prevention

**Key Concepts**
- The two risk factors most associated with suicide are depression and abusing alcohol or other drugs.
- Most suicidal thoughts, behaviors, and actions are expressions of extreme distress.
- A suicidal teen needs immediate adult intervention.

**Vocabulary**
- alienation (p. 122)
- suicide (p. 122)
- cluster suicides (p. 123)

**LESSON 4**

Getting Help

**Key Concepts**
- Help for mental health problems may be available at school or through community resources.
- The reluctance to get help can be overcome by recognizing the benefits of treatment.
- Mental health professionals can diagnose a mental health problem and devise an appropriate treatment plan.

**Vocabulary**
- psychotherapy (p. 128)
- behavior therapy (p. 128)
- cognitive therapy (p. 129)
- family therapy (p. 129)
- group therapy (p. 129)
- drug therapy (p. 129)

**Assessment Resources**

- **FAST FILE ACTIVITIES**
  - Chapter 5 Test
- **ExamView Assessment Suite CD-ROM**
- **Visit glencoe.com for:**
  - Audio Chapter Summaries
  - Online Quizzes
- **Interactive Whiteboard**
  - Visit glencoe.com to access the Interactive Whiteboard Activity for this chapter.

**Study Tips**

**Remember Through Association** It will be easier for students to remember new information if they make a conscious effort to associate it with something they already know. Students should begin to learn new material by asking, “What is this like that I already know and understand?” For example, students can use what they already know about anxiety and depression from Lesson 1 to help them learn the information about anxiety disorders and mood disorders in Lesson 2.
Assessment
Chapter 5 Assessment Answers

LESSON 1

Vocabulary Review
1. depression
2. anxiety
3. apathy

Understanding Key Concepts
4. d
5. b

Thinking Critically
6. Sample answers: helplessness, hopelessness, and sadness
7. You might have trouble falling asleep, staying asleep, or getting up in the morning.
8. Sample answer: The situation might make someone feel constantly threatened by danger, helpless, and hopeless.
9. Sample answer: You can take care of your health by eating a variety of healthful foods, trying to get plenty of sleep, and exercising regularly.

LESSON 2

Vocabulary Review
10. mood disorders
11. conduct disorder
12. anxiety disorder

Understanding Key Concepts
13. b
14. c
15. d

Thinking Critically
6. Identify. What are three feelings you may experience when you are depressed?

With the information you have learned from the chapter, go back and view the videos and discuss as a class.

7. Explain. How might depression affect your sleep?
8. Analyze. How might community violence cause someone to become depressed?
9. Discuss. While being treated for depression, what else can you do to help the healing process?

The video for Lesson 4 shows how a teen’s suicide affected his parents and how they have turned their grief into a mission to help students understand and cope with depression. Have students revisit the other videos and worksheets to review how stress can manifest into self-harming, compulsive dieting, and even suicide.
15. Bipolar disorder is
   a. a conduct disorder.
   b. a personality disorder.
   c. an anxiety disorder.
   d. a mood disorder.

Thinking Critically
After reading the question or statement, write a short answer using complete sentences.

16. **Explain**. Describe how misconceptions of mental illness can be overcome.

17. **Analyze**. Explain why some people with a mental disorder may not seek help for their problem.

18. **Describe**. Identify several examples of anxiety triggers for teens.

19. **Infer**. Consider the types of problems that people with impulse control disorders have. Explain what problems people with this disorder may face before getting treatment.

LESSON 3

Vocabulary Review
Correct the sentences below by replacing the italicized term with the correct vocabulary term.

20. The act of intentionally taking one’s own life is called **alienation**.

21. A series of suicides occurring within a short period of time and involving several people in the same school or community is referred to as **suicide**.

Understanding Key Concepts
After reading the question or statement, select the correct answer.

22. Suicide is the ________ leading cause of teen deaths.
   a. first       b. second
   c. third       d. fourth

23. Of the following risk factors for teen suicide, which should probably be of most concern?
   a. A stressful situation or loss
   b. Substance abuse
   c. Family history of mental disorders
   d. Exposure to other teens who have died by suicide

Thinking Critically
After reading the question or statement, write a short answer using complete sentences.

24. Which is **not** a warning sign of suicide?
   a. Withdrawal from friends
   b. An overwhelming sense of guilt
   c. Persistent indifference
   d. Preoccupation with buying new things

LESSON 4

Vocabulary Review
Use the vocabulary terms listed on page 131 to complete the following statements.

25. Anxiety triggers for teens include exams, school performance, personal appearance, peer scrutiny and rejection, and social embarrassment.

26. **Describe**. What are five warning signs of suicide?

27. **Explain**. Why might cluster suicides occur in a community where the individuals may not even know one another?

28. **Evaluate**. Explain why it is important never to keep secret a person’s threat to commit suicide.

Thinking Critically
After reading the question or statement, write a short answer using complete sentences.

29. A treatment method designed to identify and correct distorted thinking patterns is known as ________.

30. The use of certain medications to treat symptoms of a mental disorder is called ________.

Chapter 5 Assessment
Understanding Key Concepts

After reading the question or statement, select the correct answer.

31. A mental health professional who handles personal and educational matters is a
   a. counselor.
   b. school psychologist.
   c. psychiatrist.
   d. neurologist.

32. A treatment method that uses ongoing dialogue between a patient and a mental health professional is
   a. family therapy.
   b. cognitive therapy.
   c. psychotherapy.
   d. group therapy.

33. Which is not true regarding crisis-hotline workers?
   a. They are trained to deal with difficult mental/emotional situations.
   b. They are usually volunteers.
   c. They know about your personal situation.
   d. They allow you to remain anonymous.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

34. Describe. Identify the behaviors that help you recognize that a friend needs help.

35. Analyze. What are the possible consequences of not getting help for an adolescent mental disorder?

36. Synthesize. What criteria would be important to you when choosing someone to talk with about a mental health problem?

PROJECT-BASED ASSESSMENT

Phobias

Background
A phobia is a strong fear of something specific. For example, arachnophobia is a fear of spiders. Other phobias include agoraphobia, the fear of being in an open space, or claustrophobia, the fear of being in a closed space.

Task
Conduct an Internet search to learn about different types of phobias. Create a Web page describing types of phobias and how they are treated.

Audience
Students at your class

Purpose
Develop awareness of one kind of mental illness that affects many children, teens, and adults.

Procedure
1. Conduct research on the Internet to learn more about phobias.
2. Select three to four phobias that you will describe on your Web page.
3. Identify the kinds of professional help and solutions available for treating specific phobias.
4. Research online about what might occur if a person’s activities should put him or her near the object or situation that is the source of the phobia.
5. Create sections on your Web page for each type of phobia, giving as much information as possible.
6. Present your Web page to your class.

Step 1 Research. Have students research phobias online. They should learn about types of phobias, how people with phobias react, and what help and solutions are available for treating phobias.

Step 2 Summarize. Students should create an informative Web site about the phobias they researched. If students cannot create a Web site, allow them to create a multimedia slide presentation instead.

Step 3 Present. Give students a chance to present their Web sites or multimedia slide presentations to the class. Compile the list of phobias to create one Web page that could be added to the school’s Web site.

Visit glencoe.com for Project-Based Assessment rubrics.
Standardized Test Practice

Math Practice

Understand and Apply. Read the paragraph below, and then answer the questions.

Nearly everyone is mildly depressed at some time, but 16 percent of the U.S. population will suffer from major depression in their lifetime. A study was conducted on more than 9,000 people ages 18 and older. Fifty-seven percent of those who had major depression sought help. This rate is almost 40 percent higher than the rate reported 20 years before the study. Even though the number of patients treated is increasing, it is estimated that only 21 percent are receiving adequate care.

1. If the size of the general population is 200 million people, how many people will experience major depression at some time during their lives?
   A. 32 million
   B. 42 million
   C. 75 million
   D. 92.8 million

2. What function can be used to find the number of people who are seeking help for depression if you know the size of the population with depression? (Hint: The variable \(N\) is the number of people seeking help, and \(P\) is the size of the population.)
   A. \(N = P\)
   B. \(N = (0.57)(0.16)P\)
   C. \(N = 0.57P\)
   D. \(P = 0.16N\)

3. Examine the percentages reflecting how many people have major depression, how many of these people seek help, and how many who seek help receive adequate care. Of 20,000 people, how many people would you expect to be receiving adequate care for major depression? Justify your answer.

Analyze and Infer. Read the passage below, and then answer the questions.

John F. Nash Jr. is known for his work as a creative mathematician. He is also an example of how one person can succeed in his chosen field even if he is battling a difficult mental health challenge: paranoid schizophrenia.

While working at Princeton University in the 1950s, Nash made great strides in a field of mathematics called game theory. This research later earned him a share in the 1994 Nobel Prize in Economics. However, soon after completing this work, he began to suffer what was later diagnosed as paranoid schizophrenia. After taking a break for nearly 30 years, Nash returned to mathematics and now continues to do research and write at Princeton.

1. What information supports the claim that Nash is successful?
   A. Nash was born in West Virginia.
   B. Nash has paranoid schizophrenia.
   C. Nash stopped his research for 30 years.
   D. Nash won a Nobel Prize in Economics.

2. Why did the author write this passage?
   A. To cite examples of famous people with mental disorders
   B. To describe how a mathematician came up with his prize-winning research
   C. To explain how schizophrenia affects mental and physical health
   D. To show how a person can be successful in spite of a mental disorder

3. Write a paragraph describing the effects of schizophrenia on a person’s mental and emotional health.

National Education Standards

Math: Number and Operations, Problem Solving

Language Arts: NCTE 3, NCTE 4

For the complete Math and Language Arts standards, visit glencoe.com.

Tell students to visit glencoe.com and use this code to download quizzes and eFlashcards.

Test-Taking Tip

Answering Essay Questions. Advise students to answer essay questions as directly as possible and to avoid “writing around” the answers. Also, suggest that they pay close attention to the wording of essay questions. For example, if a question asks them to “list” something, they should write a list, not a description. If a question asks them to “compare and contrast” items, they should explain how the items are similar as well as how they are different.
Are Teens Overscheduled?

The high school years can bring many different kinds of stress. Teens today are busier than ever as they try to balance school, athletics and other extracurricular activities, part-time jobs, friendships, dating relationships, and family responsibilities. All these demands can cause a great deal of stress, possibly leading to health problems. Do teens have too many responsibilities? Are they overscheduled? Should parents help teens include free time in their schedule to pursue interests such as reading, art, or just relaxing? Read on to find out two teens’ viewpoints about this issue.

Mental and Emotional Health

Are Teens Overscheduled?

Being involved in extracurricular activities or working at a part-time job while going to school can be a good way for teens to learn useful skills, including time management. Being involved in extracurricular activities can benefit teens in other ways as well. However, having too much to do and not enough time to do it is a major cause of stress. Stress, in turn, can cause mental and emotional problems, such as anxiety and depression.

Signs of Being Overscheduled

Share with students the following signs that a person might be overscheduled:

- Signs of anxiety or depression, such as panic attacks or withdrawal from friends.
- Behavioral or physical changes, such as problems sleeping or frequent headaches.
- Not enough unstructured time to just have fun and to enjoy friends and family.

Benefits of Keeping Busy

Explain that becoming involved in organized activities not only helps teens develop new interests and skills. It may also help their mental and emotional health. Studies show that teens who are busy with extracurricular activities are also more likely to do well in school and to have good family relationships. In addition, they are less likely to use alcohol or other drugs. Therefore, it is beneficial for teens to have at least some involvement in organized activities.

Organized Activities

A recent review of published research found that the average youth aged 5–18 years spends 5 hours per week participating in organized activities (compared with 15 hours watching television). The researchers also found that youth who are involved in organized activities have better mental and emotional health than youth who are not. Even the busiest youth—those who spend at least 20 hours per week in organized activities—tend to have better mental and emotional health than youth who do not participate at all.
Benefits of a Full Schedule

Having a full schedule of different activities can help teens develop new interests and skills because they’re always trying new things. Many of these skills, such as multitasking, may help them succeed in college and in the work world. Meeting the challenges of a full schedule can also give teens a sense of accomplishment and build self-esteem.

“I have a busy schedule, and I like it that way. It keeps me challenged, and I don’t feel bored. Juggling school, baseball, a job, and time with family and friends also helps prepare me for the real world. It can get stressful sometimes, but that’s part of life.”
–Jeff Z., age 17

Benefits of a Relaxed Schedule

Having a more relaxed schedule allows teens to devote attention to a few important activities that they really enjoy instead of stretching themselves too thin. A relaxed schedule can help them manage their stress level and avoid stress-related health problems. Also, by not overloading their schedules, teens can better explore their creative interests.

“Some of my friends are stressed all the time because they’re trying to do too much. After trying to keep up with schoolwork, studying for SATs, being on a sport team, holding down a job, and doing chores at home, they don’t have any time for themselves. It’s important to keep a balance so you don’t burn out.”
–Alison R., age 16

Teaching Strategies

- **Evaluating Activities** Ask students to list several types of after-school activities in which many teens participate, such as clubs, music groups, sports teams, jobs, and volunteering. Then have students brainstorm potential benefits and drawbacks associated with participation in each type of activity. Ask students which activities they would choose if they were limited to just two or three. Make sure students realize that doing some activities just for fun is important for good health.

- **Calculating Time** Have students calculate how many hours per weekday, on average, they can spend on activities other than attending school. After subtracting their time spent in school from 24 hours, remind them to subtract all the time needed for other necessary activities, including commuting, doing homework and any household chores, basic grooming, eating, and sleeping (9 hours for good health). The time that remains is all the time they have left for other activities. Doing these calculations will help students realize that doing some activities just for fun is important for good health.

**Activity Beyond the Classroom**

1. **Summarize** your thoughts on this issue. Do you think some teens are overscheduled? Why do you think they are trying to do so much? How might this affect their mental and emotional health?

2. **Synthesize** your ideas. Imagine that you are a columnist at a teen magazine. Write an article about balancing responsibilities and activities. Discuss how teens can tell if they are overscheduled, and provide strategies for maintaining an appropriate activity load.

**Writing**

1. Sample answer: I think some teens are overscheduled. I think they are trying to do so much in order to improve their chances of getting into a good college. Being overscheduled might cause them stress, which could lead to anxiety or other mental health problems.

2. Articles will vary. Students should include signs of overscheduling, such as anxiety, and also strategies for balancing activities with time, such as calculating the time available for activities.

Encourage interested students to visit glencoe.com and use this code for more information about teens and stress.