

## Lesson Plan

**Grade Level:** Five

**Strand:** People and Environments: The Role of Government and Responsible Citizenship

**Topic:** Social Issue Action Plan - Physical and Mental Disorders

**Curriculum Expectations:** Create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens. (<https://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>)

### **Specific Expectations:**

By the end of this lesson, student will be able to:

**a. Attitudes:**

- participate enthusiastically in class discussion
- show concern for individuals with physical and/or mental disorders

**b. Skills:**

- gain a stronger understanding of various physical and mental disorders
- reflect on information presented through a video

**c. Knowledge:**

- gain an understanding of the governmental strategies put in place for individuals with physical and/or mental disorders
- identify resources and services available for people with physical and/or mental disorders
- identify organizations that are raising awareness and raising funds for individuals with physical and/or mental disorders

### **Rationale:**

- Investigating the ways that schools and government accommodate the needs of individuals with physical and/or mental disorders will provide students with recognition of one of numerous social issues that exist in society with a national level of significance.

### **Resources:**

- Pedagogical Tool: Mental Illnesses Storybook  
[www.multiliteraciesproject.com](http://www.multiliteraciesproject.com)
- Mental Health Strategy for Canada document

<http://strategy.mentalhealthcommission.ca/pdf/strategy-summary-en.pdf>

- Chart paper and markers
- “Bell Let’s Talk” YouTube video  
<https://www.youtube.com/watch?v=cnVZCnotBi4>

### ***Teaching Activities:***

#### **Introductory (10-15 minutes):**

- Pedagogical Tool: Mental Illnesses Storybook → Teacher will read the book to the class and go over the glossary at the end of the book to provide additional information about the physical and mental disorders.

#### **Developmental Strategies (40-45 minutes):**

- Introduce the “Mental Health Strategy for Canada” platform. Highlight the six strategies that the government has implemented to address issues surrounding mental health. **(15 minutes)**
- Group Activity **(30 minutes)**:
  - Divide the class into the following groups (were mentioned in the multiliteracy tool): anxiety, bipolar, depression, gender dysphoria, obsessive compulsive disorder, physical abuse.
  - Provide groups with chart paper and marker(s) to brainstorm what kinds of services (in school, in communities, etc.) should be available for people with mental illnesses, think of ways that different levels of government can get involved and list the ways that Canadian citizens can become more involved and educated about the issue.
  - Groups will present their ideas to the class.

#### **Concluding (10-15 minutes):**

- Watch “Bell Let’s Talk” YouTube video that will be followed by a class discussion about the initiative.
- Reflection Activity: Students will independently write new insight in paragraph form about what they learned from the lesson and this will be collected for assessment purposes.

#### **Evaluation:**

- Formal: the students’ reflections will be collected at the end of class and later assessed to see how well they grasped the concepts being taught during today’s lesson.
- Informal: students will be informally evaluated during class discussions and during the group activity based on their responses to the scenarios presented.

- The concepts from this lesson will also be assessed later on in the term during a unit test.

**Assessment:**

- Collect student reflections and write comments
- Circulate around the class during group activity to view ideas on chart paper

**Modifications:**

- Any students that feel uncomfortable during the group discussion will have the option of opting-out of the discussion and sharing their ideas in a written aspect.

**Follow-up Ideas:**

- Students will conduct research during the following lesson in the computer lab to expand their knowledge of how schools and government support the needs of people suffering from various physical and mental disorders.
- Students can select a mental illness and create an action plan to address the issue(s). This project will have two components: a write-up and an in-class presentation.

**Reflections:** N/A