

Student Workbook

T.A.M.I.

Talking About Mental Illness

“Talking about Mental Illness” is an awareness program that has been proven to bring about positive change in the students’ knowledge and attitudes about mental illness.

Student: _____

Date: _____

T.A.M.I.

AGENDA / TABLE OF CONTENTS

Day One

Introduction / What is Stigma?

Day Two

What is Mental Illness?

Day Three

It's Your Turn to Experience....

Day Four

Guest Speakers

Day Five

Support Services and Resources

T.A.M.I.

Day One – What is Stigma?

General Introduction to T.A.M.I.

The program T.A.M.I. aims to provide the kind of information that helps to break down stereotypes and stigmatization of all major mental illnesses (i.e. eating disorders, suicide, phobias, depression, etc.)

-
-
-
-
-

Class Exercise - “Free Association Exercise”

What do I think when I think of “MENTAL ILLNESS”?

-
-
-
-
-
-

Definition of Mental Illness

T.A.M.I.

What is Stigma?

- define stigma
-
-
-
-

Stereotype:

Prejudice:

Discrimination:

T.A.M.I.

Famous People with a Mental Illness

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

T.A.M.I.

Day Two – What is Mental Illness?

Mental illness is a disturbance in thoughts and emotions that decrease a person's capability to cope with the challenges of every day tasks and living.

Many students do not know basic facts about mental illness and therefore have misconceptions that need to be corrected. They will benefit from learning about the causes of mental illness and the kinds of treatments available to people with mental illness.

T.A.M.I.

“Fact or Fiction” Work Sheet

Circle the answer you believe to be correct.

1. **One person in 100 develops schizophrenia** True or False
2. **A person who has one or both parents with a mental illness is more likely to develop mental illness.** True or False
3. **Mental Illness is contagious** True or False
4. **Mental illness tends to begin during adolescence.** True or False
5. **Poor parenting causes schizophrenia.** True or False
6. **Drug use causes mental illness.** True or False
7. **Mental illness can be cured with willpower.** True or False
8. **People with mental illness never get better.** True or False
9. **People with mental illness tend to be violent.** True or False
10. **All homeless people are mentally ill.** True or False
11. **Developmental disabilities are a form of mental illness.** True or False
12. **People who are poor are more likely to have mental illness than people who are not.** True or False

T.A.M.I.

General Statistics about Mental Health

- Canadian adolescents, like teens throughout the world, are at high risk for mental illness.
- In Ontario about one in five 4-16 year olds suffer from some type of psychiatric disorder.
- One in four persons requires professional help for a mental health problem in any given year.
- 22% of Ontarians have experienced at least one mental health problem in their lifetime.
- 31% of 15-24 year olds have experienced a mental health problem
 - 27% have anxiety problems
 - 7.5% have affective problems
 - 15-24 year olds are more likely to have social phobias and bipolar disorder
- 52% of Ontarians whose parents have experienced a mental health problem also experience a mental health disorder
- 1/3 to 1/2 of all people who are off work and collecting disability are doing so for reasons of mental health
- Nearly half who have severe mental illness do not seek treatment
- Males and females are equally diagnosed (males tend to have an earlier onset in their teens or early twenties, women; in their twenties and early thirties)
- **Behind all these statistics are faces, maybe even you, or someone you love.**

T.A.M.I.

What is “MENTAL ILLNESS”?

Definition of Mental Illness:

1. Mood Disorder:

- Major Depressive Disorder
- Bipolar Disorder

2. Psychosis:

- Schizophrenia

Delusions are false beliefs or misinterpretations of situations and experience.

Hallucinations are auditory, visual, olfactory, gustatory or tactile but auditory are the most common.

T.A.M.I.

3. Anxiety Disorder

- **Obsessive Compulsive Disorder**

Obsessions are disturbing and intrusive ideas or thoughts that cause marked anxiety.

Compulsions are repeated behaviours or mental acts intended to reduce the anxiety.

- **Post-Traumatic Stress Disorder**

4. Personality Disorder:

- **Dissociative Identity Disorder:**

5. Eating Disorder:

- **Anorexia Nervosa:**
- **Bulimia Nervosa:**

**** Important to Note:**

Accidents represent the number one cause of death in Canadian teens and are often caused by different types of risk-taking behaviour. Risk taking is a broad category of behaviours that includes among others: alcohol and substance abuse, unprotected sex, thrill seeking, and delinquent behaviours. Such behaviours can be a sign of various mental illnesses and can result in some of the real tragedies of adolescence. As well, if a person engages in one risk-taking behaviour they are likely to engage in more than one.

T.A.M.I.

How can we treat people with mental illness?

* the most important thing is to get help!!!

- **Medications:** usually fall under one of the following antipsychotics, antidepressant, mood stabilizers and anti-anxiety.
- **Psychotherapy:** “talk therapy” is done with a therapist to relieve distress by expressing feelings, help change negative attitudes, and to promote constructive ways of coping.
- **Self Help Groups:** offer the chance to meet others who understand the same issues and challenges.
- **Family Support and Involvement:** Informal relationships with friends, family, coworkers and others play a vital role. Family and friends need as much support and information for themselves so they can assist and support their loved ones.
- **Community Support:** access to social services, education, public housing, social support and family services to those with mental illnesses. There are also community groups and organizations that contribute to community life (e.g. Sports clubs, Kiwanis, singing, etc.).

It is important to note that a combination of a number of these will be most effective. For example if someone is on medication it may control their emotions and behaviours for the time being. But for the future that person may need to learn coping skills in case the doctor decides to decrease the dose or even terminate use of their prescribed medication at some point. Seeking psychotherapy support. (i.e. psychologist)

T.A.M.I.

Day Three – It's your turn to experience...

Watch a movie regarding schizophrenia

Name of movie: _____

-
-
-
-
-
-
-
-
-

“Auditory Hallucinations” Activity

The purpose of this activity is to have you experience the fear, frustration and confusion of auditory hallucinations.

* * Listen and follow along as your instructor gives you directions* *

T.A.M.I.

Activity: “Auditory Hallucinations” (hearing voices or “messages”)

The purpose is to get students to experience the fear, frustration and confusion of auditory hallucinations. By doing this activity the students will get an understanding of what it may feel like to experience this.

Instructions:

1. Have the students get into groups of four and have each student take on one of the following roles:
 - 1 - friend
 - 2 - person with schizophrenia
 - 3 - voice 1
 - 4 - voice 2
2. Provide the students playing voice 1 and voice 2 with a copy of the “Voices” script (provided on the next page)
3. Have each “voice” sitting on either side of the “person with schizophrenia”. The person playing the role of the “friend” sits across from the “person with schizophrenia”.
4. Tell the “friend” and the “person with schizophrenia” to have a conversation with each other about anything. (e.g. school, friends, holidays, etc.)
5. Tell “voice 1” and “voice 2” to read the script twice to the “person with schizophrenia” at the same time while being fairly quiet but still loud enough for the “person with schizophrenia” to hear.
6. Let the activity run for about 5 to 10 minutes and remind the group member to take turns playing the roles of different characters. This should allow enough time for the students to take turns with the roles.

After completing the exercise lead the class into a discussion. Below are some useful questions.

1. What was it like being the “person with schizophrenia”?
2. What was it like being the “friend”?
3. What were some of the things being said? (most voices are not commanding and are sometimes themes)
4. How would you feel if you were experiencing auditory hallucinations while trying to write an exam or during a job interview?

If there was an observer:

What kinds of non-verbals (facial expressions, posture, body movements) did you take note of?

T.A.M.I.

“Voices” Script

VOICE 1

You jerk!
Stupid!
Everyone knows it.

They're all looking at you.
They know you're stupid

They are laughing at you
You're ugly!
Hide your face
Run away

You're no good.
You lazy, good for nothing.

Get a job you bum
Do something
Don't listen to them

Go for a coffee
Have a cigarette
This is boring

Hurt yourself
You deserve it
You're useless
No one cares

REPEAT!!

VOICE 2

Save these people
They're devils
They must be persecuted
God works through you
You can save the world
You are Jesus, son of God

Cleanse yourself
Save the world
Dirty! Dirty!

Take your clothes off
Purify yourself
Go naked in the presence of God
Naughty! Naughty!

You're tired
Get out of here
Go to sleep

They're staring at you with evil eyes
Run away

Hit them now
Hit! Hit!
Before they hurt you

REPEAT!!

T.A.M.I.

Day Four – Guest Speakers

Teacher and students identify the major strength of this awareness program as the opportunity to interact with people personally affected by mental illness. The guest speakers will give a unique kind of experiential learning that will hopefully break down barriers by bringing the community into the classroom.

Please be respectful. There will be a question period after the speakers have shared their story.

Feel free to write down any important information, questions you may have or answers to your questions.

Guest Speaker #1

Name _____

T.A.M.I.

Guest Speaker #2

Name _____

T.A.M.I.

Day Five – Debriefing the TAMI Week and Speaker Presentations, plus Support Services and Resources (student guide)

Debriefing with students regarding TAMI week and Speaker Presentations

- (a) What did you think of the speaker's presentations?

- (b) What's one thing that stood out the most for you?

- (c) Give some examples of stigma against mental illness you heard in the speaker stories?

Activity #1: Do's and Don'ts

The purpose of the activity is to encourage students to think about taking steps toward changing their language and behaviour and promoting a more accepting community.

* * Listen to your instructor and fill in the blanks * *

Disempowering Language

Empowering Language

Disrespectful Language

Respectful Language

Don'ts

Do's

T.A.M.I.

Activity #2: Support Strategies and Resources

Support Strategies - how can you be supportive to someone with mental illness (brainstorm additional ideas)

- Be supportive, understanding and non-judgmental
- Spend time with the person. Listen to him/her.
- Never underestimate the person's abilities and strengths.
- Become informed about mental illness.
- Put the person's life before your friendship.
- Encourage the person to follow his/her treatment plan and seek out support services.
- Become informed/educated about services available.
- Understand your own limits in ability to support others (i.e. Do not take it all on yourself, be helpful in linking a person to the supports they need).
- Help others become educated about mental illness, this will help reduce stigma and promote understanding.
- Challenge your peers and others views if they are making fun of a person with a mental illness.
- Other ideas to support:

T.A.M.I.

Establishing Your Own Support System:

Your teacher will hand out The Youth Service Guide, which contains numbers to important youth services agencies in Durham Region.

Where and Who can you turn to when you are experiencing stress?

Make up a list of five personal supports (i.e. teachers, friends, family, counsellors, etc.) including both their names and phone numbers. This is to ensure that when you are in crisis you know whom you feel safe with and trust.

Open the Youth Service Guide and locate a couple of agencies in your area who you could call if you were experiencing stress and/or loss. Record them under #5 Community Agencies and include their phone numbers.

Contact Name	Phone Number
1. Parents	
2. Trusted Adult (i.e. coach, relative, friend's parents, etc.)	
3. School Personnel (i.e. guidance counsellor, vice-principal, teacher, school board social worker/psychologist, etc.)	
4. Doctor	
5. Community Agencies: _____ _____ _____ _____	