4. Students should identify facts or arguments that counter their position on the issue. For example, if they are in favor of SSRI use in teens, facts that counter their position include findings of a possible association between SSRI use and suicide in teens. Students also should describe how they would respond to the countering facts or arguments. For example, in response to the facts just stated, they might say that untreated depression is a well-established risk factor for suicide and that SSRIs can effectively treat depression in many people. Then, based on these facts, they might argue that SSRIs decrease the risk of suicide.

Chapter 5, Lesson 1, Health Skills Practice
1. Jordan is trying to decide whether to tell someone about Ian’s symptoms of depression.
2. a. Jordan can tell a trusted adult his concerns about Ian. b. Jordan can honor Ian’s request and not tell anyone.
3. a. If Jordan tells someone about Ian, Ian might be angry with him at first, but he also may be more likely to get help for depression and feel better in the long run. b. If Jordan does not tell anyone, Ian might become more depressed, his health might be seriously affected, and he might even try to harm himself.
4. Sample answer: I would value my friend’s trust, but I would value his health and safety more. Therefore, my values are more in line with telling someone about my friend so he could get help, rather than with telling no one just to avoid possibly losing my friend’s trust.
5. Sample answer: If I were in Jordan’s position, I would decide to tell a trusted adult about my concerns regarding Ian’s depression. I would put my decision into action by telling a teacher or school counselor how Ian has been acting.

Chapter 5, Lesson 2, Reading Strategy
1. Students should read the opening passage under the first main heading, “Understanding Mental Disorders.” They should browse the subheadings under the second main heading, “Types of Mental Disorders.”
2. Questions will vary. Students should write one question for each of the seven subheadings that appear under the main heading “Types of Mental Disorders.” Sample answer: What are impulse control disorders? What causes eating disorders? What are symptoms of mood disorders?
3. Students should read Lesson 5. Answers will vary but should demonstrate an understanding of the types of mental disorders described in the lesson. Students should write the answer to each question in the right column of the table.
4. Students should work with a partner to ask and answer five questions.
5. Students should discuss any new information they learned with their partners and evaluate the activity.

Chapter 5, Lesson 2, Enrichment Activity
Students’ reports should include information about a specific type of phobia, its causes, and the consequences a person with this phobia might experience if he or she does not seek treatment.
1. Answers will vary. Sample answer: fear of flying.
2. Answers will vary. Sample answer: A person with a fear of flying might experience shortness of breath, accelerated heart rate, chest pain, trembling or shaking, sweating, nausea, lightheadedness, and fear of dying when flying or being faced with the idea of flying.
3. Answers will vary. Sample answer: Some common methods for treating fear of flying are exposure therapy, virtual reality exposure therapy, and cognitive therapy.

Chapter 5, Lesson 2, Quiz
1. e
2. a
3. d
4. b

Chapter 5, Lesson 2, Reteaching Activity
1. Impulse control disorders
2. Eating disorders
3. Anorexia nervosa
4. Mood disorders
5. Having extreme mood changes, from manic "highs" to depressive "lows"
6. Condition in which people violate others’ rights or basic social rules
7. Acting violently toward others
8. Severe condition in which people lose contact with reality
9. Personality disorders
10. Being very dependent upon the approval of others

Chapter 5, Lesson 3, Reading Strategy
1. Students should read Lesson 3.
2. Questions will vary. Sample answer: How does suicide rank as a cause of death for teens?
3. Questions will vary. Sample answer: Which suicide risk factors are present in most people who commit suicide?
4. Questions will vary. Sample answer: How can you tell that a person is thinking about suicide?
5. Questions will vary. Sample answer: How can I help someone who is considering suicide?
6. Questions will vary. Sample answer: Why is knowing about suicide important to me?
7. Students should discuss their answers in groups.

Chapter 5, Lesson 3, Reteaching Activity
Risk Factors: Any three: Suffering from depression or another mental disorder; History of abusing alcohol or other drugs; Being in a stressful situation or suffering a loss; Previous suicide attempts; Family history of mental disorders, substance abuse, or suicide; Easy access to guns
3. **Sample answer:** "I know you’re going through a really hard time right now, but I also know things will get better. I’m sure you’ll be happy again, although it must be hard to believe when you’re feeling so down. I think Coach Roberts would be a good person to talk to right now. She always gives good advice."

4. **Sample answer:** "I think life is precious even when a person is hurting. I think that how you are feeling right now will pass and you’ll be glad you’re still alive. I really care about you and want you to be happy again. I think you should talk about your feelings with your mom or dad."

**Chapter 5, Lesson 3, Health Skills Practice**

Completed tables should include a specific example of each type of help provider listed in the first column, as well as contact information and the type of help provided by each example.

1. **Appropriate help providers include a mental health professional or school counselor, because a person with depression needs help from a mental health professional.**

2. **Sample answer:** I would contact a school counselor. I would encourage my classmates to contact a mental health professional, school counselor, crisis center, or suicide hot line.

3. **The fire/rescue department should be contacted immediately, because the person may need emergency medical treatment to save his or her life.**

**Chapter 5, Lesson 3 Quiz**

1. d
2. b
3. d
4. b
5. a
6. +
7. +
8. more

**Chapter 5, Lesson 4, Reading Strategy**

**1. Students should identify a mental disorder that is relatively common in teens, such as depression.**

2. Students will vary but should include steps a teen could take to get help for the disorder listed in answer 1. **Sample answer:** The teen should talk to a parent about her concerns. She should ask her parent to make an appointment for her to see a mental health professional. She should follow the treatment plan suggested by the mental health professional. Treatment might include therapy and medication.

3. Students should revise their plans by incorporating information they learned in Lesson 4.

**Chapter 5, Lesson 4, Reteaching Activity**

1. **Any three:** Having feelings that are affecting daily life; Becoming involved with alcohol or other drugs; Becoming increasingly aggressive or reckless.

2. **Any three:** Serious disorders require professional intervention; Sharing your thoughts can be a great relief; Financial help may be available.

1. b
2. e
3. h
4. a
5. i
6. g
7. f
8. c
9. j
10. d

**Chapter 5, Lesson 4 Quiz**

1. behavior therapy
2. cognitive therapy
3. family therapy
4. group therapy
5. drug therapy
6. a
7. d
8. d
9. b
10. c

**Chapter 5, Lesson 4, Enrichment Activity**

Students should organize and set up a mental illness awareness display to provide basic information about mental illness, with the goal of helping to reduce its stigma.
Chapter 5, Vocabulary Practice

1. Crossword Puzzle Activity
   Across:
   1. suicide
   3. stigma
   5. conduct disorder
   9. psychotherapy
   10. apathy
   11. alienation
   12. anxiety

   Down:
   2. cognitive therapy
   4. mood disorder
   6. drug therapy
   7. depression
   8. group therapy

II. Further Investigation
   Sample answer: I would convey the information with a public service announcement. In the PSA, I would compare mental illness to a physical disease like heart disease, to show that people with mental illness should not be thought of or treated any differently than people with other diseases.

Chapter 5 Test A

1. normal
2. depression
3. +
4. +
5. +
6. c
7. e
8. b
9. a
10. d
11. b
12. b
13. d
14. c
15. c
16. d
17. a

Chapter 5 Test B

1. d
2. f
3. j
4. b
5. a
6. i
7. c
8. g
9. h
10. e
11. +
12. impulse control disorder
13. +
14. neurologist
15. behavior therapy
16. c
17. b
18. c
19. a
20. d

Chapter 5, Health Lab

Data and Observations

Students' data tables should summarize the results of their survey by providing the number or percentage of respondents who answered each question correctly and the number or percentage who answered each question incorrectly.

Analysis

1. Answers will vary. Students should identify any questions that at least half the respondents answered correctly. Then they should summarize the information covered by the questions.

2. Answers will vary. Students should identify any questions that at least half the respondents answered incorrectly, and they should summarize the information covered by the questions.

3. Answers may vary, depending on the particular information in the answer to question 2. For example, if respondents did not know that mental illnesses are treatable diseases, just as diabetes is a treatable disease, they might have a more favorable view of mental illness after they were given this information.

4. Sample answer: Knowledge about mental illness can help reduce its stigma by eliminating misconceptions about mental illness that are the basis of the stigma, such as the misconception that mental illnesses are not really diseases.

Further Investigation

Sample answer: I would convey the information with a public service announcement. In the PSA, I would compare mental illness to a physical disease like heart disease, to show that people with mental illness should not be thought of or treated any differently than people with other diseases.

Unit 2, Health Behavior Contract

Answers will vary but should include the following:

1. The health skill or behavior students identify should be related to the topics covered in Unit 2. Students should be specific about the skill or behavior they would like to improve.

2. Students should identify the health benefits of improving their chosen skill or behavior.

3. Students should provide a specific date as to when they would like to achieve their goals.

4. Students should describe measurable steps they will take toward achieving their goals.

5. Students should provide a specific date as to when they will evaluate their progress.

6. Charts will vary.

7. Evaluations will vary.

8. Students should describe the specific steps they will take to continue to improve this health skill or behavior in the future.