



**Egal Shidad: Mental Health
English Language Learning Activities**

EGAL SHIDAD: STORIES OF SOMALI HEALTH FOR RADIO, TV AND CLASSROOM USE

The Egal Shidad Project is a partnership between:

**Confederation of Somali Community
of Minnesota**

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KFAI Community Radio 90.3 FM

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**ECHO Minnesota (Emergency, Community and
Health Outreach)**

125 Charles Ave.
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Saint Paul Neighborhood Network (SPNN)

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With special thanks to the Minnesota Literacy Council
and the staff and students at the Lake Street Learning Center.

December 2010

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ABOUT THE MATERIALS

Goal

The goals of the English Language Learning lessons of the Egal Shidad Project are to

- (1) develop adult Somalis' knowledge related to important health topics and
- (2) develop their English language communication skills specific to those topics.

All language acquisition activities in these lessons rely on students viewing and reviewing key segments of the *Egal Shidad Mental Health* or *Raising Our Children* videos. Students increase their exposure to the content while building the vocabulary and other language skills needed to discuss these topics in English.

All Egal Shidad materials and videos are available at egalshidad.org.

Sensitive Subjects in an English Class?

Some of the topics included in the *Egal Shidad Mental Health* or *Raising Our Children* videos may be uncomfortable for students and instructors. To avoid uneasy situations, before starting on any of the activities described here instructors should view the **entire** program, in Somali, with their students to help establish the given video as the "expert" source of information. English instructors are not expected to act as mental health educators or family counselors beyond assisting ELL students with the language and information within the videos.

Using These Activities

While these videos and materials were created specifically for use with adult, Somali, English Language Learners (ELLs), many of the activities can be easily adapted for use with other adult ELLs.

Instructors are encouraged to pick and choose specific activities and program segments based upon their students' abilities and upon their own preference. Ideally, instructors will incorporate one or two activities into several class meetings.

Instructors will need to allow time to both view the video in Somali and to engage students in the activities they select.

Some instructors may use these activities and broadcast resources as a starting point from which they build other lesson activities.

ABOUT THE MATERIALS

The Mental Health activities will help students...

1. Know common English terms related to mental illness and its symptoms.
2. Identify local sources of support and treatment related to mental illness.
3. Apply English vocabulary related to mental illness in discussion and/or dialog exercises.

The Raising our Children activities will help students...

1. Know common English terms related to communicating with youth.
2. Practice introductions and conversations with other parents.
3. Apply English vocabulary related to communicating with youth in discussion and/or dialog exercises.



GET READY TO USE THESE LESSONS

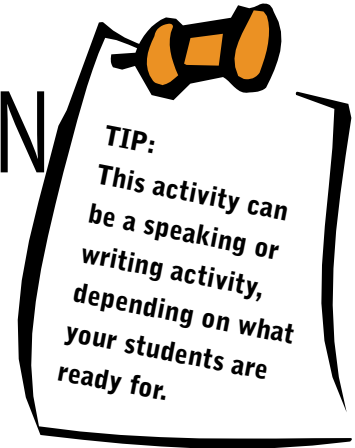
Checklist Before You Start

- ❑ Order the Egal Shidad Project DVD at egalshidad.org or by calling ECHO Minnesota at (651) 789-4342.
- ❑ Before you use the lesson materials, view the entire corresponding Egal Shidad video in Somali with English subtitles so that you are familiar with the information that is covered in the program.
- ❑ Pick the lesson activities appropriate for your students.
- ❑ Prepare appropriate lesson materials prior to class.
- ❑ Investigate mental health resources and/or youth support resources in your local area before beginning to work with these materials so that you are prepared to direct students to appropriate help if and when questions come up. A list of mental health resources in the Minneapolis-St. Paul area is included, following those lessons. For youth support resources, try contacting organizations such as local secondary schools, Boys & Girls Clubs, YMCAs, or Somali community organizations for information on services in your area.

If you are using the *Egal Shidad Mental Health* video:

- ❑ Identify the English language interview segments on the DVD that you will use in instruction.
- ❑ Print bookmarks on cardstock to distribute to students at the end of the lesson.

SYMPTOMS OF DEPRESSION



Objective

Students discuss the meaning of symptom and related vocabulary.

Students review symptoms of mental illness depicted in the program.

Prepare

- ❑ View the *Egal Shidad-Mental Health* video.
- ❑ Review the Vocabulary on the following pages.
- ❑ Print copies of the artwork in the *Egal Shidad-Mental Health* video.

Pre-Teach

Review the meaning of the word “symptom”...

- a sign
- a warning
- a clue

Talk about symptoms of a cold or other illness (runny nose, sore throat, etc.).

Ask students for examples of symptoms of the flu or other common ailments.

Activity

View the *Egal Shidad-Mental Health* video with students. At intervals appropriate for your group, stop the video and solicit answers to questions such as, “In the program, what were Egal Shidad’s symptoms of mental illness?” or “What were the clues that Egal Shidad had mental illness?”

Write the answers for students to see.

POSSIBLE ANSWERS:

- » Sleeps day and night at his own home.
- » Can not sleep at his mother’s house.
- » Eats everything in his refrigerator.
- » Says that all people are against him.
- » Accuses his brother-in-law of discrediting him on the computer.
- » Is afraid of his nephew’s stuffed animal toy.
- » Thinks that women at the wedding are insulting him, when they are not.
- » Is afraid of the garbage can because he thinks that it is a security guard.

During the discussion, construct a corresponding vocabulary list of common symptoms associated with Egal’s behavior. Terms may include...

- sadness
- low energy
- fatigue
- difficulty sleeping
- poor appetite
- change in appetite
- weight problems
- worries
- body aches

Extend

OPTION 1:

Use the artwork from the video for discussion. Who is in the picture? What do different characters think about Egal’s behavior? What do they think he should do?

OPTION 2:

Have students use the symptom vocabulary to construct sentences that describe symptoms of depression.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

BEGINNING VOCABULARY

BEGINNING TERM	DEFINITION/TERM	OPPOSITE	EXTENDED DEFINITION
Sad	Unhappy	Happy	
Pain	Hurt		
Sleep		Awake	
Tired		Energetic	
Worry	To be troubled or afraid		
Stress	Constant worry	Relaxed	
Poor (poor appetite)	Little, bad		Weak

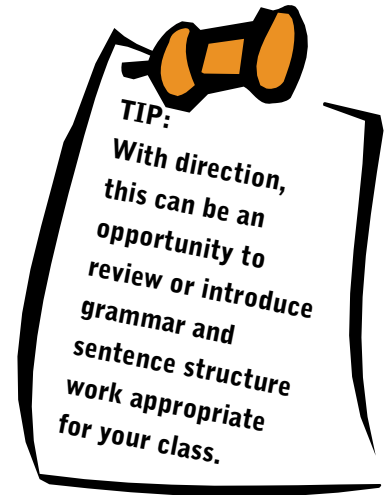
INTERMEDIATE VOCABULARY

INTERMEDIATE TERM	DEFINITION/TERM	OPPOSITE	EXTENDED DEFINITION
Trauma	A very bad experience that causes emotional pain		Traumatic
Energy	Ability or power to do what you need to do during the day		Interest in activities
Depressed	Unhappy	Happy	Hopeless
Fatigue	Tired	Energetic	
Appetite	Hungry		
Weight	Heaviness of someone		
Resource	A source of help		A reserve supply

ADVANCED VOCABULARY

ADVANCED TERM	DEFINITION/TERM	OPPOSITE	EXTENDED DEFINITION
Irritable	Easy to bother or upset		
Guilty	Feeling something bad happened because of something you did	Innocent	Being responsible for something bad that happened
Memories	What you remember		
Trauma	A very bad experience that causes emotional pain		An extremely distressing experience that causes severe emotional shock and may lead to mental illness
Stress	Something that causes you to worry	Relax	Anxiety
Experiencing	To have something happen to you		
Imbalance	Uneven		
Specialist	Expert		

LISTENING TO MENTAL HEALTH PROVIDERS



Objectives

Students understand and use vocabulary related to mental health symptoms.

Students identify at least 5 mental health-related vocabulary words from an English language interview segment.

Students demonstrate correct understanding of each word's definition (either orally or in writing).

Students relate newly studied words to previous vocabulary knowledge.

Prepare

- ❑ Select the English language interview segment(s) students will listen to. Transcripts of these segments are included on the following pages.
- ❑ Based upon your students' English ability and previous vocabulary work, select at least five vocabulary terms from the segment (see Vocabulary pages in the Symptoms Lesson).
- ❑ Create flashcards of your selected terms ahead of time or prepare materials needed for students to make flash cards in class. Each student will need his or her own set of flash cards.

Pre-teach

Introduce the selected vocabulary to your students.

Say each word and have students repeat, then define the word orally or write it out.

--Or--

Give each student a flash card and have them read and then act out the symptom on the card.

NOTE: It is not a good idea to have students act out specific mental illnesses per se. Stick to the symptoms.

Activities

View the selected segments of the original English-language interview with the English-speaking mental health provider.

Using vocabulary cards, have students select the vocabulary words they hear while they watch each segment.

After each segment, ask students what words they selected and what those words mean. Make any corrections/clarifications.

--Or--

Use segments for reading activities along with listening activities:

Print the segment transcriptions and distribute them to students.

Have students circle the vocabulary words you choose to work on as they come to them.

Extend

Ask students to say or write their own sentences using words they selected for each segment.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

SEGMENT 1: DEPRESSION



Transcript of the English Language Segments for Reading Activities

“Well, there’s three groups of symptoms that we found the most common.

One is a group of symptoms that include things like sadness, low energy, fatigue, difficulty sleeping, poor appetite, weight problems, sadness and worries, and these are, this group of symptoms we call “Depression” or “Sadness”.

SEGMENT 2: PTSD



Transcript of the English Language Segments for Reading Activities

The second group of symptoms is things like worries, irritability, feeling guilty all the time, sometimes having memories, bad memories of bad things that happened in their lives. And we know that many Somalis have either had bad things happen to them or have seen bad things. So, some of the people who have these kinds of symptoms have a hard time just forgetting about those bad things, and sometimes the memories come back and sometimes they even seem real to them, like they're happening in front of their face again. And these, this group of symptoms we call "Post Traumatic Stress Disorder". It just means that someone has had very bad things happen to them, and that they are having a hard time dealing with those things now.

SEGMENT 3: SCHIZOPHRENIA



Transcript of the English Language Segments for Reading Activities

The third group of symptoms are things like - people having difficulty thinking, they may see or hear things that are not really there, they may have beliefs of things that aren't really true, for example, someone might believe that the CIA is out to get them, or they might believe that they can fly, these are people that you see with, they might be wearing heavy coats in the summer, or they may be talking out loud to themselves or to nobody that we can see. And these, this group of symptoms is most often called "Schizophrenia".

SEGMENT 4: GENERAL SYMPTOMS



Transcript of the English Language Segments for Reading Activities

So those are the three areas of symptoms that we see. I should just add one thing - which is that often we see Somalis come to us and talk about body pains. They might say “I have a headache,” or “my neck hurts,” or shoulder pain, leg pain...these are often people who have gone to their doctor, their doctor has examined them, and maybe run some tests, but isn’t able to find any medical problem for them. So, they might come to our specialty clinic, and then we can often help them, and what we’ve found is that people who have, sometimes have these body pains, often that’s their body’s way of telling them that there’s something, that they’re not happy, that they might feel depressed, or have had some trauma in their life or something like that.

SEGMENT 5: EXPERIENCING



Transcript of the English Language Segments for Reading Activities

There are some common ways to help people who are experiencing these kinds of problems. Research and doctors have studied this and have shown that there's two main things that really help people. One is that they can have someone that they can trust that they can talk to about what they are experiencing, and that should be someone who can speak their language, someone who understands their culture, or maybe is from their culture, someone who is not going to think badly of them because they're having problems, and so people who are experiencing these problems need to have someone that they can talk to and say "this is how I'm feeling," and sometimes just the process of talking about it can help them feel better.

SEGMENT 6: CHEMICAL IMBALANCE



Transcript of the English Language Segments for Reading Activities

Now, an example of how medication works is, for example, with Diabetes, what we know is that for someone who has Diabetes there is a chemical imbalance. What this means is that their body is creating too much sugar in their blood, so health problems happen as a result. So, what they do is they get certain kinds of medication that get their chemicals and their blood in their system more in balance, so they don't have any problems, health problems....

...with these kinds of problems, like Depression, Post Traumatic Stress Disorder and Schizophrenia. There are, what we understand is that inside this person there's some chemical imbalance. So there are medications that can be given to a person to help their system get more in balance.

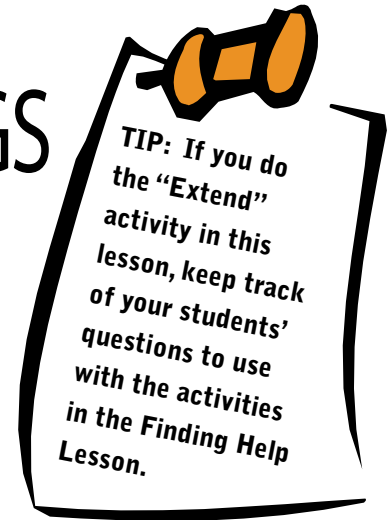
SEGMENT 7: RESOURCES & SPECIALISTS



Transcript of the English Language Segments for Reading Activities

The resources are...there's several main places that they can go. Most people start with their family doctor, whoever they see for medical problems. And that makes sense because they don't necessarily know what the problem is, they know that they are having a problem. So, they might go to their doctor and say that they're having some of these kind of symptoms, and the doctor might help them right there, or they might send them to a specialist. There's one clinic in Minneapolis that really specializes in helping Somalis and other immigrants and refugees, and that's Community University Health Care Center in Minneapolis. And they have staff that speaks Somali and other immigrant and refugee languages. Other than that, the larger hospitals often have people that can help and they use interpreters, so they have people that can help the doctors and the patients understand each other. Unfortunately, there are some limits to how many resources there are for people with problems, but people shouldn't give up. If you're having problems you should keep asking and trying to find a way to get help. Another way to go is to ask other people in your community. So, if you're Somali and you're having some of these problems, ask elders, ask some community leaders, because often those people know about some of the resources to get some help.

MENTAL HEALTH DIALOGS



Objective

Students practice discussing symptoms related to mental health.

Prepare

- ❑ View the *Egal Shidad-Mental Health* video.
- ❑ Select an appropriate dialog from those found on the following pages.
- ❑ Print copies for all students.

Activity

Working in pairs, ask students to read a role from each dialog.

When they have finished, check for comprehension and address any confusion.

Ask students to reverse roles and read the dialog again.

Extend

Turn students’ specific mental health-related questions into useful language learning activities without putting yourself in the position of mental health “expert” by creating quick dialogs based upon students’ specific questions.

Have student say or write a question they have about mental health that they can share with the group.

Together talk about who would be appropriate to ask that question to. A professional? A friend? A religious leader? All of the above?

Create a dialog with that imagined person about the problem.

Tailor the dialog to the student’s ability. From “she is sad” to more advanced vocabulary and sentence structures the student might use to describe symptoms, their duration, and their severity.

Have students work independently, in pairs, or in a large group to create a 5 to 6 line dialog with the resource they choose about the question(s) they came up with.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

BEGINNING DIALOG

Student: My sister stays in bed all day.

Doctor: Do you think she is sad?

Student: She is sad because her children are in Somalia.

Doctor: Ask her to make an appointment to see me.

Student: Thank you.



INTERMEDIATE DIALOG



Student: My brother does not want to eat.

Mental Health Provider: Sometimes a loss of appetite can be a symptom of depression.

Student: What is depression?

Mental Health Provider: Depression is when someone feels sad all the time.

Student: How do you know if someone is depressed?

Mental Health Provider: Let's make an appointment for your brother to see me and I will see if he is depressed.

Student: Thank you.

ADVANCED DIALOG



Student: My sister has lost her appetite.

Mental Health Provider: Do you think she is depressed?

Student: She could be. Leaving her children in Somalia was very traumatic.

Mental Health Provider: It might help if she talks about that experience. Ask her to make an appointment with me.

Student: Thank you.

FINDING HELP



Objectives

Students consider local access points for mental health services.

Students locate mental health services.

Students direct others to the location of mental health services.

Students use directional terms.

Prepare

- View the Egal Shidad video.
- Identify mental health providers in your community including their location and phone numbers.
- Bring to class:
 - Phone book
 - Maps of the city
 - Public transportation route information
 - Brochures or other sources describing mental health services available locally.

Pre-Teach

This lesson can build off of the Extend activity in the Dialog Lesson.

Orally review vocabulary related to giving and following directions such as: turn, straight, stop, go, pass, take a left, take a right, corner, and block(s).

Activity

Get your students moving by having them follow or give each other directions as a warm up-activity. “Go straight three steps, turn right, go straight 4 steps, turn left.” Later, they can apply some of those same directional words to give directions to mental health providers in your area. Review the questions that came up as part of the Extend activity in the Dialog Lesson.

Identify potential mental health resources.

Using the information on the Finding Mental Health Services page included in the Resources section or information you gathered about mental health resources in your area, talk about where the student can find help that they can communicate with (either a Somali professional or one who works with interpreters and is experienced with the Somali community).

Talk about other local sources of mental health-related support and where they are located.

Practice using a phone book, websites, and other resources you have access to in the classroom to find potential resources together.

Find mental health clinics or offices on a map and then have students give or follow directions

to that location or practice finding the appropriate public transportation route and stop one might use.

Extend

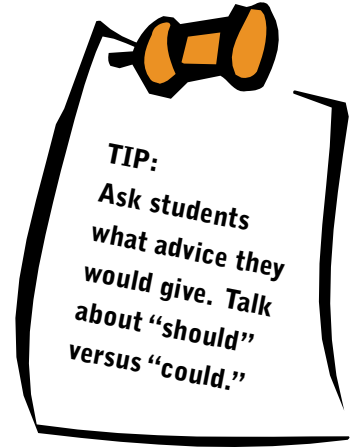
Help students practice using and reading tables to organize information. Depending on the amount of detail you know about the various local providers, you might want to develop a checklist table of criteria that your students decide are important when choosing a provider.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

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WHOSE ADVICE?



Objective

Students connect mental health advisors to their advice about addressing mental illness.

Prepare

- ❑ View the *Egal Shidad-Mental Health* video or view the segments available on the website.
- ❑ Make a copy of the Whose Advice? worksheet for each student.

Activity

Using the Whose Advice? worksheet, work with students to read the English version of what characters in the program said about mental illness. Identify the speaker.

The instructor can read each selection aloud and then ask students to identify the speakers from the program.

--Or--

Students can take turns reading each section to themselves or aloud then identify the character in the program who made the statements.

Extend

Together with the students, list what each speaker's advice has in common. Such as: all emphasize important role of community, family, and religion. All advocate seeing a medical professional. How do they differ? What ideas do students like? What would students suggest someone with mental illness do?

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.



IMAM



SOMALI PROVIDER



AMERICAN PROVIDER

Whose Advice? Worksheet

Draw a line between the speaker and their advice.



The Prophet said to go to the doctor if you need to.

The community should treat mentally ill people well.



Courts in the US can help a mentally ill person.

If you have mental problems, talk to someone you trust.



Medication can balance chemicals in your blood.

Doctors should work with their Somali patient and his family.

Whose Advice? Worksheet

Draw a line between the speaker and their advice.

1) It is imperative that the sick person should not hide his illness.
2) The people have to stop stigmatizing, discriminating and avoiding the sick person.
3) Each person has to take good care of himself as our Prophet instructed us to do.

The people don't have to be scared about taking someone to court. It is all about his treatment. Back home the family or relatives used to bring the person to the hospital, while over here no one has the ability to control someone's life, be it family or relative. Every individual has his own rights to be respected and the court has to decide on these issues. Therefore the court is the solution for the sick person and not a problem for him....

Some people are...afraid of the medications...because they just don't understand them.... So...people need to know...what the medication does, how it might help them, they also should understand that there might be some minor side-effects and what to do when they have side-effects...Most of the time side-effects only happen for a short time and they go away.

I have seen interpreters twist statements from patients in order to make the patient seem normal. For example, if someone says something weird the court judge wants to hear the way it is said so that he can evaluate the situation if the person is delusional or having hallucinations.

With Diabetes a person's body is creating too much sugar in their blood, so health problems happen....Medication helps the sugar in their blood to be more balanced, so they don't have any more health problems. It's the same with Depression, Post Traumatic Stress Disorder and Schizophrenia. What we now understand is that inside this person there's some chemical imbalance. So there are medications that can be given to a person to help their system get more in balance.

Of course there are social problems that come with [mental illness]. The Somali call sick people names like "Crazy Ali" or "Crazy Asha". The mentally ill people are discriminated against and that does not help at all in their recovery.



Whose Advice? Worksheet



IMAM

- 1) It is imperative that the sick person should not hide his illness.
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SOMALI PROVIDER

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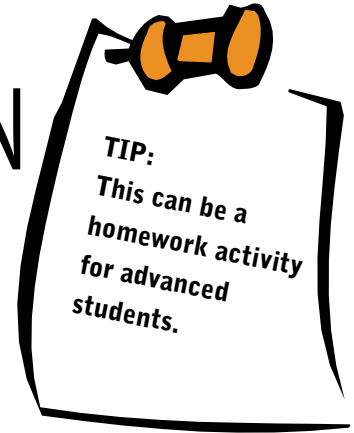


AMERICAN PROVIDER

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Some people are...afraid of the medications...because they just don't understand them.... So... people need to know...what the medication does, how it might help them, they also should understand that there might be some minor side-effects and what to do when they have side-effects...Most of the time side-effects only happen for a short time and they go away.

READING COMPREHENSION



Objective

Students apply new vocabulary to comprehension of written information about mental health.

Prepare

- ❑ View the *Egal Shidad-Mental Health* video.
- ❑ Make each student a copy of the Reading Activity worksheet on the following page.

Pre-Teach

Pre-teach vocabulary that corresponds to each passage.

PASSAGE 1

- shots
- pills
- complain
- effect
- rush

PASSAGE 2

- consult
- treatment
- physically
- mentally
- spiritually
- encourages

Have students read the Reading Activity worksheet and answer the questions. This can be an independent or group activity.

Activity

Read the passages independently or as a group. Answer the questions.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

Reading Activity Worksheet

Read the following paragraphs and answer the questions that follow:



Somalis believe that shots have a better effect than pills, which is not always true....some medications need up to 4 weeks to take effect. Sometimes patients come back in 7 days and complain about the medication not having any effect. One has to follow the doctor’s instructions and don’t rush it.

WRITE “TRUE” OR “FALSE” ON THE LINE NEXT TO EACH STATEMENT:

1. Medicine for mental illness always works quickly. _____
2. Pills are always better than shots. _____

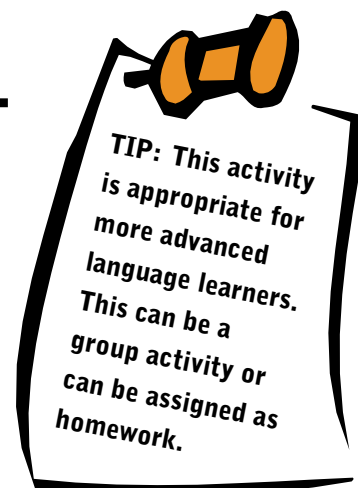


Islam believes one has to be healthy physically, mentally and spiritually. Islam treats [mental illness] in two different ways: the first one is physical treatment, one has to be consulted with by physicians. Some of the Prophet’s followers came to him and asked him if they could seek treatment. The Prophet, may peace and the blessing of God be upon him, told them that every sick person has to seek treatment....Therefore Islam encourages anyone who has mental or other medical problems to consult their doctors. And particularly the mentally sick people have to consult scholars, mosques, and should establish a good relationship with Allah and their faith; read the Koran or have the Koran read to them.

WRITE “TRUE” OR “FALSE” ON THE LINE NEXT TO EACH STATEMENT:

3. The Sheik said that people with mental illness should get help from a doctor. _____
4. The Sheik said that going to mosque and praying helps with mental illness. _____

VOCABULARY IN CONTEXT



Objective

Students connect their new mental health-related vocabulary to existing knowledge.

Students substitute difficult terms with more common language.

Prepare

- ❑ View the *Egal Shidad-Mental Health* video.
- ❑ Copy the appropriate number of the Vocabulary in Context worksheet on the following page for your students.

Pre-Teach

Introduce the vocabulary to your students.

- examined
- ran some tests
- experiencing
- chemical imbalances
- resources
- specializes
- trauma

Activity

This paragraph comes from the transcript of the English-speaking provider's interview. Have students complete the sentences on the Vocabulary in Context worksheet either as independent work or as group work, aloud.

Extend

Ask students: Did the speaker do a good job of using words that someone who is learning English can understand?

Together, rewrite each sentence replacing the vocabulary terms with other, more common words the students are familiar with.

Closing

Send students home with information about local resources. Complete the bookmark activity on pages 27 and 28.

Vocabulary Worksheet

Complete the sentences using the words in this list:

examined

ran some tests

experiencing

resources

chemical imbalances

specializes

trauma

1. The doctor _____ the patient, checking his heart beat, blood pressure, and temperature.
2. The doctor took some blood and _____, but isn't able to find any medical problem.
3. People who are _____ symptoms of mental illness need to have someone that they can talk to and say "this is how I'm feeling".
4. Sometimes, medications can help with the _____ that cause mental illness.
5. If you're Somali and you're having mental health problems, ask elders, ask some community leaders about some of the _____ in the community to help you.
6. There's a clinic in Minneapolis that really _____ in helping Somalis and other immigrants and refugees, and that's Community University Health Care Center.
7. Some people in the Somali community believe that mental illness is the result of the _____ of violent wars and long suffering of displacement and the scattering of Somalis in strange and distant lands.

CLOSING ACTIVITY

Closing Activity

Objective

Ensure that students end their work with these ELL materials knowing where to go for help in your community.

Instructions for teachers:

Print this page and the following page on cardstock as “duplex” (2-sided). Cut out bookmarks and distribute to students.

FRONT



WHERE CAN EGAL GET HELP FOR MENTAL ILLNESS IN YOUR TOWN?

NAME OF PLACE

PHONE NUMBER

ADDRESS

WEBSITE

FRONT



WHERE CAN EGAL GET HELP FOR MENTAL ILLNESS IN YOUR TOWN?

NAME OF PLACE

PHONE NUMBER

ADDRESS

WEBSITE

FRONT



WHERE CAN EGAL GET HELP FOR MENTAL ILLNESS IN YOUR TOWN?

NAME OF PLACE

PHONE NUMBER

ADDRESS

WEBSITE

Closing Activity

BACK



SHARE EGAL'S STORY.

**SEE MORE ABOUT THIS
PROJECT AT [WWW.
EGALSHIDAD.ORG](http://WWW.EGALSHIDAD.ORG)**

**XOG DHEERAAD EE
MASHRUUCA KA FIIRI
HALKAN [WWW.EGALSHIDAD.
ORG](http://WWW.EGALSHIDAD.
ORG)**

BACK



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RESOURCES

Free Resources for ELL Instructors Addressing Mental Health

Picture Story: Depressed

The Center for Applied Linguistics Picture Story Depressed can be used in conjunction with the Egal Shidad Mental Health Program. To download the story and instructional guide, go to http://www.cal.org/CAELA/esl_resources/Health/healthindex.html#Depress

Tips to Reduce Stress

“Tips to Reduce Stress,” a 2-page patient education sheet, can be accessed at https://secure.mintecommerce.com/~ncfh/00_ns_rc_pateduc.php. This National Center for Farmworker Health publication is effective reading material to use with beginning students.

Medlineplus

The Medlineplus Easy to Read section (<http://medlineplus.gov/>) includes downloadable mental health information to share and/or read with students. NOTE: Easy to Read is broadly defined, so review materials thoroughly before deciding what to use.

Cultural Adjustment and Mental Health

Some instructors may find useful insights in Cultural Adjustment and Mental Health—The Role of the ESL Teacher. The full text is available at:

http://www.eric.ed.gov/ERICWebPortal/Home.portal;jsessionid=HfFLm7NqPvVwWP94d8wSLtG1GG1Zyz8xvRNlqrzClrRc69CzrZR!415475911?_nfpb=true&_pageLabel=ERICSearchResult&_urlType=action&newSearch=true&ERICExtSearch_SearchType_0=au&ERICExtSearch_SearchValue_0=%22Adkins+Myrna+Ann%22

Additional Information on Somali Mental Health

- » **Somali Mental Health** (co-written by David McGraw Schuchman—the final mental health provider interviewed in the Egal Shidad broadcast). A pdf of this document is available on the Egal Shidad website at http://newroutes.org/egal_ell_1.
- » **Somali Conceptions and Expectations Concerning Mental Health: Some guidelines for mental health professionals.** Full text available at http://findarticles.com/p/articles/mi_qa3848/is_200407/ai_n9439958
- » **When the Poetry No Longer Rhymes: Mental Health Issues Among Somali Immigrants in the USA.** Full text available from Sage Publications by clicking “begin manual download” at <http://tps.sagepub.com/cgi/reprint/44/4/581>

Mental Health Providers in the Minneapolis-St. Paul Area

Minneapolis:

The Somali and East African Behavioral Health Services Program

612-375-0700

Services and fee information: [http://www.voamn.org/Services/MentalHealthServices/](http://www.voamn.org/Services/MentalHealthServices/SomaliEastAfricanServices/tabid/7138/Default.aspx)

[SomaliEastAfricanServices/tabid/7138/Default.aspx](http://www.voamn.org/Services/MentalHealthServices/SomaliEastAfricanServices/tabid/7138/Default.aspx)

Community University Health Care Center (CUHCC)

612-638-0670

Services: <http://www.abc.umn.edu/cuhcc/faq.html>

and <http://www.abc.umn.edu/cuhcc/healthcareservices/mentalhealth.html>

The Mental Health Collective

612-822-8227

Clinic Services: <http://www.mentalhealthcollective.org/2.html>

St. Paul:

Health Partners Center for International Health

651-999-4740

<http://www.healthpartners.com/locator/HPClinics/specialty/location/detail.do?locationId=2439>

Regions Hospital Outpatient Service

952-967-7992

Outpatient Mental Health: <http://www.regionshospital.com/Regions/Menu/0,1640,3783,00.html>

[regionshospital.com/Regions/Menu/0,1640,3783,00.html](http://www.regionshospital.com/Regions/Menu/0,1640,3783,00.html)

Fees: <http://www.regionshospital.com/Regions/Menu/0,,4090,00.html>

Inpatient Mental Health: <http://www.regionshospital.com/Regions/Menu/0,1640,4303,00.html>

[regionshospital.com/Regions/Menu/0,1640,4303,00.html](http://www.regionshospital.com/Regions/Menu/0,1640,4303,00.html)



STUDENT ASSESSMENT

Name: _____

Score _____/21

1. Show the table below to the student, one row at a time. Read all three words in the row. Ask the student to tell you which word in each row is most similar to the bolded word at the far left. Ask the student not to guess. If the student does not know the answer, instruct him/her to please say, “don’t know.” Circle the student’s answer. Score one point for each correct answer.

Poor (1)	Weak	Awake	<i>Don't know</i>
Symptom (1)	Clue	Medicine	<i>Don't know</i>
Depression (1)	Walk	Sadness	<i>Don't know</i>
Post Traumatic Stress(1)	Bad Memories	Hard Work	<i>Don't know</i>
Experiencing (1)	Guilty	Feeling	<i>Don't know</i>
Hungry(1)	Appetite	Tired	<i>Don't know</i>
Energy (1)	Guilty	Interest	<i>Don't know</i>

2. Ask the student to answer each of the questions below. Score their answer accordingly.

	No answer	Knows a few of the discussed		Knows half of the discussed		Lists all discussed in class
What are some symptoms of mental illness?	0	1	2	3	4	5
Where can you go to get mental health help in (your town)?	0	1	2	3	4	5













3. Did your student participate in the activities in Mental Health Dialogs lesson?

yes (4) no (0)



STUDENT FEEDBACK

Do you agree?

	Good	OK	Bad
I liked the Egal Shidad video.			
The English lesson helped me understand about mental health.			
I learned new words about mental health.			
I know where to get help with mental health in my town.			

What would you change about the video?

What would you change about the English lessons?