

## Disorders Activity

You have been assigned \_\_\_\_\_.

Answer the following questions using the APA website: <http://www.apa.org/>

1. What types of disorder does this fall under?
2. What are some characteristics of the disorder?
3. What impact do these types of disorders have on people's social lives?
4. What do experts know about the causes of this disorder?
5. What are some treatments for the disorder?

## **Disorder Video**

*Inform the class about your disorder. Use the camera on your iPad to record a "message" to your peers. If it takes several takes you can use software to compile them.*

*Remember that people will see your video. Be contentious of the tone you take and language you choose to describe the disorder. You never know who has experienced the disorder personally, or through friends and family.*

In the space below, write a script and have it approved before recording it. Your script should include information about the following:

- What is the disorder?
- How can you notice it?
- What impact do these types of disorders have on people's social lives?
- What do experts know about the causes of this disorder?
- What are some treatments for the disorder?

Be creative. Your video should raise awareness of the disorder and help people to better understand what it is like to live with this form of abnormal psychology. Your video should be longer than 2 minutes and less than 5. Your audience could be people with the disorder, friends and family, or the general public: you decide.

## Rubric

		20	18	14	10	6	Points
Focus	Thesis	*Main idea is clearly stated, insightful, and complete. *Message about the disorder and purpose are clear and compelling, and key terms are effectively repeated throughout.	*Main idea is clearly stated and complete. *Message about the disorder and purpose are clear throughout.	*Main idea is stated and needs small adjustments. *Message about the disorder and purpose are easily inferred even with some digression throughout.	*Main idea is stated but confusing, vague, or off-topic. *Message about the disorder and purpose are still being defined and shaped throughout.	*Main idea is unstated. *Message about the disorder and purpose are not yet clear throughout.	
Purpose	Support	*All points, facts, and details strongly support the main idea and purpose. *The question or prompt is answered thoroughly.	*Points, facts, and details support the main idea and purpose. *The question is answered with some depth.	*Most points and facts support the main idea and purpose. *The question is answered.	*Some facts support the main idea, but some are irrelevant. *The question needs to be answered more carefully.	*Main idea is poorly supported. Facts are often irrelevant. *The question needs to be addressed.	
Use of Text	Sources Cited Creatively in Video	*All sources are thoroughly and accurately cited. *Abundant support from a variety of reliable sources, both primary and secondary as assigned. *Sources are advanced and relevant.	*All sources are cited with very few mistakes. *Support from sources is sufficient to accomplish purpose. *Sources are grade-appropriate and relevant.	*Sources are cited but may need more frequent citation or correct format. *Support from sources is present. *Sources are relevant. *Some sources may not be authoritative or complex.	*Citation is attempted and partially correct. *Support from sources is present but insufficient to defend. *Sources are relevant but more variety or more relevant support is needed.	*Citation is insufficient or missing. See student handbook for plagiarism penalties. *Support from sources is minimal or not present or not relevant. *Understanding of source material not yet demonstrated.	
Creativity	Quality	*Student uses innovative methods of portraying the effects and realities of the disorder with clarity and creativity.	* Student uses a tried and true method of portraying the effects and realities of the disorder.	* Student conveys the effects and realities of the disorder clearly.	* Student portrayal lacks innovation and clarity.	* Student portrayal needs improvement.	
Sensitivity	Respect	*Student is contentious of audience in their presentation of the disorder, carefully and thoroughly selecting phrases with compassion.	* Student is contentious of audience in their presentation of the disorder, carefully selecting phrases with compassion.	*Student is positive and aware in their portrayal of the disorder.	*Student is not offensive, but does not appear especially sensitive.	*Student comments lack empathy and understanding of the issues.	