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Myths Revolving Violence and the Stigma Behind Mental Illness

NICE LITERATURE REVIEW PAPER SAMPLE

People who belong to the category of the mentally ill face several challenges. One of these challenges is the stigma they have to face. Stigmatization refers to social rejection. Individuals who are often stigmatized are grouped and rejected by other people because of the certain label that they carry. It may also be that their behaviors indicate clearly that they belong to a specifically labeled group. Most particularly, stigmatization of those who are mentally ill often comes by the belief of the public in different myths, such as those involving the dangers of those who are mentally ill. Uncovering those myths is effective in reducing stigmatization.

Regarding those who are mentally ill, it usually appears that most people react to the mentally ill with rejection and fear. Matthews, Peterson, & Tsch (2002) examined the impact of descriptions on the behavior and causal attributions of the viewer about the actual source of the behavior, the perceived dangerousness, labeling, as well as the sociodemographic characteristics of the participants. About 20 percent of the participants have labeled a specific target which is described with symptoms of depression as having a form of mental illness. As a result, a common response to the mentally ill are fear and rejection of violence.

On the other hand, research shows that a common response to a person who is mentally ill is being violence, with individuals who are diagnosed with mental patients committing violence at a similar rate as those who have not been diagnosed (Matthews, 2002). The perceptions of the public may not necessarily match what is really because of the lack of contact of the public with the person who has a mental illness.

Alford and Lynch (2005) examined the contact with a mentally ill individual along with the stigma revolving mental illness, social distance and perceptions of dangerousness through a literature survey. They have discovered that, as the level of contact of a participant with mental illness increased, the participants involved were less likely to have

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ଅଷୀତମ	Eightieth -ଏକତ୍ରିଂଶତ୍	ଅସୀତମ (ଅଷୀତମ)
ନବେତମ	Ninetieth -ନାବତ୍ରିଂଶତ୍	ନବ୍ବେତମ (ନବେତମ)
ଶହେତମ	Hundredth -ହଣ୍ଡେଡ୍‌ଥ	ସୌର୍ବୀ (ଶହେତମ)
ଏକଗୁଣା	- Once -ଓନ୍‌ସ୍	ଏକଗୁଣା, ଇକହରା (ଏକଗୁଣା)
ଦୁଇଗୁଣା	- Twice -ଟ୍ଵାଇସ୍	ଦୁଗୁଣା, ଦୌହରା (ଦୁଗୁଣା)
ତିନିଗୁଣା	- Thrice -ଥ୍ରାଇସ୍	ତିଗୁଣା, ତିହରା (ତିଗୁଣା)
ଚାରିଗୁଣା	- Four times -ଫୋର୍ ଟାଇମ୍‌ସ୍	ଚୌଗୁଣା, ଚୌହରା (ଚୌଗୁଣା)
ପାଞ୍ଚଗୁଣା	- Five times -ଫାଇଭ୍ ଟାଇମ୍‌ସ୍	ପଞ୍ଚଗୁଣା (ପଞ୍ଚଗୁଣା)
ଷଟ୍‌ଗୁଣା	- Six times -ସିକ୍‌ସ୍ ଟାଇମ୍‌ସ୍	ଷ୍ଟ: ଗୁଣା (ଷ୍ଟ ଗୁଣା)
ସାତଗୁଣା	- Seven times -ସେଭେନ୍ ଟାଇମ୍‌ସ୍	ସାତ ଗୁଣା (ସାତ ଗୁଣା)
ଆଠଗୁଣା	- Eight times -ଏକ୍ଟ ଟାଇମ୍‌ସ୍	ଆଠ ଗୁଣା (ଆଠ ଗୁଣା)
ନଅଗୁଣା	- Nine times -ନାଇନ୍ ଟାଇମ୍‌ସ୍	ନୌଗୁଣା (ନୌଗୁଣା)
ଦଶଗୁଣା	- Ten times -ଟେନ୍ ଟାଇମ୍‌ସ୍	ଦଶଗୁଣା (ଦଶଗୁଣା)
ଅଧା - Half -ଆଘା		
ଏକତୃତୀୟାଂଶ	- One-third -ଓନ୍-ଥାର୍ଡ୍	ଏକ ତିହାई (ଏକ ତିହାଇ)
ଏକଚତୁର୍ଥାଂଶ	- One-fourth -ଓନ୍-ଫୋର୍ଥ୍	ଏକ ଚୌଥାई, ସବା (ସବା)
ତିନିଚତୁର୍ଥାଂଶ	- Three-fourth -ଥ୍ରୀ-ଫୋର୍ଥ୍	ତୀନ ଚୌଥାई, ପୌନା (ପୌନା)
ଦୁଇତୃତୀୟାଂଶ	- Two-third -ଟୁ-ଥାର୍ଡ୍	ଦୁ ତିହାई (ଦୁ ତିହାଇ)
ଏକପଞ୍ଚମାଂଶ	- One-fifth -ଓନ୍-ଫିଫ୍‌ଥ୍	ପାଞ୍ଚର୍ବୀ ଭାଗ (ପାଞ୍ଚର୍ବୀ ଭାଗ)
ଷଡ଼ାଂଶ	- One-sixth -ଓନ୍-ସିକ୍‌ସ୍‌ଥ୍	ଷ୍ଟ ଗୁଣା (ଷ୍ଟ ଗୁଣା)
ସପ୍ତାଂଶ	- One-seventh -ଓନ୍-ସେଭେନ୍‌ଥ୍	ସାତର୍ବୀ ଭାଗ (ସାତର୍ବୀ ଭାଗ)
ଅଷ୍ଟାଂଶ	- One-eighth -ଓନ୍-ଏକ୍ଟ‌ଥ୍	ଆଠର୍ବୀ ଭାଗ (ଆଠର୍ବୀ ଭାଗ)
ନବାଂଶ	- One-ninth -ଓନ୍-ନାଇନ୍‌ଥ୍	ନୌର୍ବୀ ଭାଗ (ନୌର୍ବୀ ଭାଗ)
ଦଶାଂଶ	- One-tenth -ଓନ୍-ଟେନ୍‌ଥ୍	ଦଶର୍ବୀ ଭାଗ (ଦଶର୍ବୀ ଭାଗ)
ଦେଢ଼	- One & half -ଓନ୍ ଏଣ୍ଡ ହାଫ୍	ଝେଡ଼ (ଦେଢ଼)
ଅଢ଼େଇ	- Two & half -ଟୁ ଏଣ୍ଡ ହାଫ୍	ଦୁଇ ଝେଡ଼ (ଦୁଇ ଝେଡ଼)
କମ	- Less -ଲେସ୍	କମ, ଥୋଡ଼ା (କମ, ଥୋଡ଼ା)
ଅଳ୍ପ	- Few -ଫିଉ	ଅଳ୍ପ, ଜରାସା (ଅଳ୍ପ, ଜରାସା)
ଅଧିକ	- Many -ମାନି	ଜ୍ୟାଦା, ଅଧିକ (ଜ୍ୟାଦା, ଅଧିକ)
ବହୁତ	- Much -ମଚ୍	କାଫି (କାଫି)
ଅନେକ	- Many -ମାନି	ଅନେକ (ଅନେକ)
କେତେକ	- Some -ସମ୍	କई (କଇ)

7 Great Activities for Teaching the Past Progressive

- The Luck of the Draw**
Write several past tenses on small slips of paper and put them in a hat. Have students draw a time from the hat and then tell what they were doing at that time using the past progressive.
- People Watching**
Have your Ss visit a public area for their homework, preferably an area with a lot of people. Explain the concept of people watching. Ss take notes during their visit and then report back to the class the next day. They use the past progressive to describe what they saw on their homework trips.
- Memory Challenge**
Give your Ss pictures that show a lot of activity and give them 1 minute to study the picture. Ss turn over the picture & ask questions about what was happening in the picture. (e.g. How many people were eating?)
- What You Didn't Do**
Pairs of Ss work together to list some things they didn't do yesterday. Then S1 asks S2 why she didn't do a particular activity. (Why didn't you do your homework?) S2 answers using the past progressive. (I was watching TV.)
- My Alibi**
Put your Ss into groups of about five for a crime investigation role play. One person plays the detective whose job it is to learn who stole the cookies from the cookie jar. She asks questions of her group to identify the thief, and they give their alibis using the past progressive.
- Strange Explanations**
S1 acts as the class user and asks classmates why they were doing strange activities, and S2 must explain that strange activity. Each question starts with "When I saw you..." E.g. S1: "When I saw you, you were sucking bubblegum to your shoe." S2: "I was filling in a hole in my shoe." Encourage your Ss to be as creative and outrageous as they can for this activity.
- So Much In Common**
Ss work in pairs to discover similar things they were doing at the same time. They start with questions like, "What were you doing at 7 p.m.?" Each pair should try to find at least 2 things they were doing at the same time and share them with the class. At 7 p.m. we were both watching TV." *(ଉଦାହରଣ)*

Sam and Cam

Sam and Cam love jam! Sam put jam on a ham. Cam put jam on a yam. Sam and Cam put jam on a clam. Jam! Jam! Jam! Sam and Cam love jam.

- Sam and Cam love
- Cam put jam on a

- clam
- yam
- jam

- clam
- yam
- jam

- Cam and Sam put jam on a

- clam
- yam
- jam



A guide for teachers using English.com lesson plans and teaching resources to teach English in the ESL classroom Don't forget too that there's an even bigger section over at Learn English with endless reources for learners that you can also use or adapt. One of the most important aspects of teaching English is lesson planning. While some schools have a set curriculum for teachers to follow, most require teachers to bring in extra work for students. Some teachers have textbooks to use for their core courses, but still need to come up with ideas for warm ups, quizzes, and time fillers. The majority of English teachers have very few resources and are constantly having to reinvent their material to keep students interested. Whether you are a private tutor who teaches English in your home, or a college professor who teaches English in a large classroom, EnglishClub can save you time. There is so much to see and do on this website that you may miss some resources that fit in wonderfully with your own curriculum. The following pages are filled with ideas and links to help save you time while planning interesting, fun and worthwhile activities and lessons for your students. Depending on what your classroom resources are, you may want to adapt some of the ideas and activities. You can print out pages that you need, have students do part of their assignments on a home or library computer, or set your entire class up in a computer lab. At EnglishClub, we recognize that there are many different approaches to teaching English. Some teachers prefer the whole-language approach, while others prefer to separate skills based on listening, speaking, reading and writing. Read through our ideas and use the ones that are most appropriate for your style of teaching and your students. Home » English Teaching Tips » The Novice ESL Teacher's Guide for How to Teach English So, you've decided to become an English teacher. Congratulations! Welcome to the world of ESL teaching. Teaching English is an incredibly rewarding job. As a teacher, you're in a position to help students achieve their dreams by learning a second language. Teaching is fun and challenging all at the same time. Fortunately, whether you plan to work with young learners or adults, there are some common key components to think about as you start your journey. Focus on These 5 Main Skills Vocabulary It's imperative that your students have a large working vocabulary. Learning new English words is an ongoing process that can take years. Start simple. Make sure your students are comfortable with the basics: colors, numbers, household items, family members and countries. Ideally, each lesson you teach will include key vocabulary, and your students will be exposed to new English words during every single class. Learning vocabulary is the first step toward English fluency. Grammar Think of grammar as the scaffolding of the English language. Your students need to have a firm understanding of grammar so that they can successfully build sentences with the vocabulary they're learning. Important English grammar concepts include parts of speech such as nouns (plural, singular, countable, uncountable), adjectives, verbs (and all the tenses!) and adverbs to begin with. Once they've mastered those basics, you can move onto topics such as active voice versus passive voice, simple sentences and compound sentences. Reading Reading is a vital skill for ESL students to conquer. Reading helps them expand their vocabulary and become familiar with proper sentence structure and phrasing. When you teach reading, there are two areas to think about: comprehension and reading performance. Reading comprehension involves students actually understanding what they've read. Check their understanding of key vocabulary words as well as the general content of the text. This can be achieved through discussion, questions or worksheets with related exercises and questions in English. Tip: Bookmark The Teacher's Corner Printable Worksheets website. This is a great resource that allows you to create and generate exercise worksheets for all your English classes! Reading performance refers to students reading out loud so that they can learn the rhythms of English. They should become familiar with concepts such as line breaks, where to take breaths and the subtle differences between a comma and a period. Pace and volume are also key components of reading. Writing Writing is a highly valuable skill for English language students to learn. If they plan to study abroad or work for foreign companies in the future, they'll need to know how to express themselves in English through writing. Writing can be practiced in a number of ways and should be honed regularly. Certain writing skills such as English essay writing, report writing and email writing will be invaluable for your students and their future success. Speaking Most ESL learners will have had exposure to English through textbooks and English teachers from their own country. In most cases, their English education will have been focused on vocabulary and grammar through reading and writing. These are important skills and build the foundation for what comes next: speaking. Speaking is quite possibly the most important skill you, as a native English-speaking teacher, can impart on your students. Learning to speak English with clear pronunciation and natural phrasing can take years to master, but it's imperative for students to know how to conduct themselves in general English conversations. How to Build a Successful English Language Lesson Plan Every successful English lesson plan must follow a clear agenda. Determine Your Focus When you sit down to create a lesson plan, think about the overall focus of your lesson before you do anything else. Ask yourself: What do I want to accomplish through this lesson? What do I want my students to know about English at the end of this lesson? What's the learning outcome? Plan an Engaging Introduction I recommend starting each lesson with an engaging warm-up activity. There are a few different types of go-to warm-up activities. First, you could play a short game related to the topic. For example, if you're in the middle of a chapter about English clothing words, the students could play a few rounds of Clothing Pictionary. You could spark a few minutes of class discussion by posing a question in English. Or you could show the class a relevant video clip in English from sites such as TED Talks, FluentU or YouTube. Whichever method you choose, make sure it relates to the lesson topic so your students will be thinking about the subject from the get-go. Design Tasks and Exercises that Utilize Different Skill Sets Once you've warmed up the class, dive into the lesson. Make sure that each task is designed to exercise a different English skill set: vocabulary, grammar, reading, writing and speaking. If your lesson is short, you may not need to cram all five skill sets into one class period. In this case, feel free to spread them out across couple of class periods. Organize Partner or Group Work After the main part of the lesson, find ways for your students to work together. Pair or group work isn't necessary for every lesson, but in English language classes, it can be a great way to ensure your students are practicing speaking. It can be as simple as asking students to pair up and share what they wrote in class with their classmate, or to discuss questions related to the topic of the lesson. If you're at a loss for group work ideas, keep it simple: Ask your students to pair up to read each other their writing assignments from class. Or separate them into groups and provide them with three questions about the topic to discuss together. Prepare an Evaluation At the end of the lesson or unit, take time to check that your students thoroughly understand the material. Evaluations can take the form of a quiz, test, project or presentation. It could also be as simple as saving several minutes at the end of the lesson for a group discussion where you pose questions in English to check their comprehension. Tips for Being the Best English Teacher You Can Be There are so many types of English teachers out there, and so many ways to teach English. Eventually, you'll figure out what kind of ESL teacher you want to be, but in the meantime, here are some helpful tips for getting started. Be Encouraging Even when your students are struggling, it's important for you to keep a positive attitude and to be encouraging. Constructive criticism and feedback sprinkled with encouragement can help students grow and learn, and it creates a positive and safe learning environment. Use Your Resources There are so many wonderful books, videos, podcasts, lesson plans and other ESL materials online! Use all of your resources. Here are a couple to get you started: FluentU FluentU takes authentic videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language lessons.Authentic videos will introduce your students to English-speaking cultures and familiarize them with native accents. Watching videos is an entertaining method to immerse your students the way native speakers really use it, while actively building their vocabulary. Each video comes with annotated subtitles, interactive flashcards, exercises and quizzes that evolve alongside your students' skill levels. You may choose to simply show videos in class through your personal FluentU account. Or you can sign up for a FluentU school account so your students can watch videos and complete exercises in the computer lab or at home. "Complete English Grammar Rules" by Farlex International There are dozens and dozens of books about how to teach English, English grammar, English writing. . .basically, there's a book on every aspect of English. This book and the other books in the series are high-quality, reliable references for English teachers and students alike. These are just a couple resources to get you started. If you want a bit more guidance, check out our lists of amazing apps, worksheets and software for ESL teachers. Be Fun But don't be too fun. It's important to know where to draw the line! You want to engage with your students and keep your classes lively and interesting, but you never want to lose their respect. Remember That Every Student Is Different I can't emphasize this enough. All your students are unique individuals. They may learn at different speeds and in different ways. This is another reason why I recommend that you vary your English language lesson plans. This way, each type of learner has a chance to shine. A shy, quiet student may be able to better express themselves in an essay, while a more extroverted student may prefer to give a speech. Of course, all students need to participate in all activities, but you don't want to exclusively feature activities geared toward one type of learner. Don't Lie Normally, I would think this goes without saying. But as an English teacher, especially if you're an ESL and English culture teacher, you may feel pressure to know absolutely everything. But that isn't a realistic expectation. If a student asks you something and you aren't 100% sure about the answer, be upfront with them. For example, if a student asks, "Do they say soda or pop in New Jersey?" and you don't happen to know off the top of your head, just be honest. I recommend responding with something along the lines of, "What a great question! You know, I'm not sure. Let me get back to you during tomorrow's class." Just like your students, you're only human. You can't know everything, and that's okay. After class, go online, find the answer, then report back to your students the next day. Always Have a Backup Lesson As an ESL teacher, you must be prepared for anything and everything. Maybe the flu hits and you only have 30% of your students in the classroom. This makes it impossible to do your original lesson plan! Or maybe the internet is down at the school. Make sure you always have a backup lesson for such occasions. This could be as simple as having a game of jeopardy ready to pull out, some kind of word puzzle activity stashed away in your bag or a short story on hand. Give Homework Don't assign homework just for the sake of assigning homework. Give students just enough homework to keep English fresh in their minds. This is especially important if you don't see your students every day. English language learning is about consistent practice and exposure to the language. Teaching English is a wonderfully challenging adventure. As you teach your students, you may be surprised to realize that you're also learning about yourself, what you can do and the impact that you can have.

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