**Lesson Plan****Grade 9-10****60-75 min**[Home](#) > [Classroom Resources](#) > [Pre-Recorded Jack Talk: Classroom Edition](#)

Pre-Recorded Jack Talk: Classroom Edition

Request a digital mental health learning experience for your students! Our trained and certified youth speakers introduce students to the basics of mental health, how to recognize signs of struggle in themselves and their peers, and how to access mental health support.

Mental Health

Healthy Relationships

Barriers

Self-Care

Social Determinants

Coping Skills

Help-Seeking

Resources

Supporting Others

Interpersonal Skills

Signs of Struggle

Next Lesson →

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Table of Contents

Before You Teach	1
Lesson Summary	1
Learning Goals	2
Materials	2
Lesson Overview	3
Lesson Procedure	3
Curriculum Connections	3

Before You Teach

Before you teach, we recommend you review our supporting resources:

🔗 [Mental health 101 | Teaching Guide →](#)

🔗 [Classroom Discussion Guide | Teaching Guide →](#)

🔗 [Safer Language | Teaching Guide →](#)

As part of your Pre-Recorded Talk, you will also receive an Organizer Guide which includes some considerations that schools/organizations can work through to make sure your Jack Talk is a safe and positive experience for everyone.

Please note that this lesson serves as a brief introduction to the topic of supporting someone who is struggling with their mental health. This lesson must be used in the context of additional lessons discussing warning signs, coping strategies, and help-seeking information.

Lesson Summary

In this lesson, your students will learn about the foundations of mental health via our Pre-Recorded Jack Talk: Classroom Edition, a mental health presentation delivered by young people to young people. They are able to check their understanding and consolidate their learning via a series of quizzes and activities facilitated by the organizer (you!).

The Pre-recorded Talk is delivered by two trained youth speakers aged 18-24 so there is an authentic peer-to-peer connection between the speakers and the audience. The speakers share their own mental health story in accordance with our Safe Storytelling guidelines which ensure that audiences receive the story in a way that is non-triggering and positive. They also educate audiences about the basics of mental health and share lessons on how to recognize signs of struggle in themselves and their peers, and how to access mental health support.

We provide access to our online learning system which has materials to help you guide young people through the experience.

The Talk can be delivered in multiple ways:

- As a group, using a computer and projector.
- Independently, if each student/young person has access to a personal digital device (computer, phone)
- A combination: Teacher/facilitator shows videos and facilitates discussion and activities, but students complete quizzes independently with personal devices

Lesson Summary (continued)

This lesson is designed to be followed by the Pre-Recorded Jack Talk: Post-Talk Discussion and Activities lesson, where your students can consolidate their learning through discussion, reflection, and application of knowledge. Students are provided with further opportunities to consider the mental health needs of their community and themselves.

A live version of our Jack Talk, where two youth speakers present to your students virtually or in-person, is also available! Find out more here: [Talks](#)

Learning Goals

Your students will be able to:

- Distinguish between mental health and mental illness;
- Understand the dual spectrum of mental health and mental illness;
- Understand the difference between struggle and crisis;
- Recognize 2-3 common signs and symptoms of a struggle and crisis;
- Understand the importance of self-care and self-awareness, identifying cues of when they might be struggling as well as coping strategies.

Materials


- Teacher computer, projector, and speakers
- Online learning system access link to book


 **Book a Pre-Recorded Jack Talk: Classroom Edition →**

- Handouts

 **Jack Talk Handout 1: Self-Esteem Brainstorm →**

 **Jack Talk Handout 2: Being There for Others →**

 **Jack Talk Handout 3: Finding Resources →**

 **Jack Talk Handout 4: Post Talk Handout →**

Learning Overview

- Part 1: **Getting Started** (5 minutes)
- Part 2: **Action Tasks** (45-60 minutes)
- Part 3: **Consolidation** (15-20 minutes)

Lesson Procedure

All materials and instructions to help you guide your students through the experience are available on our easy-to-use online learning system. To request your Talk, please follow the link and complete a quick request form:

 [Book a Pre-Recorded Jack Talk: Classroom Edition →](#)

Curriculum Connections

British Columbia

Physical and Health Education 9

Learning Standards: Curricular Competency

Mental well-being

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others

Social and community health:

- Propose strategies for developing and maintaining healthy relationships

Learning Standards: Content

- Signs and symptoms of stress, anxiety, and depression

Manitoba

Physical Education/Health Education: Senior 2

Learning Outcomes

K.4.S2.B.2a

- Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) for getting along with family, friends, and peers in school, community, and/or the workplace. use, for others

K.4.S2.C.1a

- Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.

S.4.S2.A.3

- Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts

S.4.S2.A.5

- Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations

New Brunswick

Personal Wellness 9

Big Idea: Positive Mental Health

Achievement Indicators

- Assess how listening and empathy support the positive mental health of peers
- List resources for mental illness and suicide prevention

Nova Scotia

Healthy Living 9

Specific Curriculum Outcomes

- 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour
- 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practise how to make initial contact with such a service/resource

Ontario

Healthy Active Living Education, Grade 9 (PPL10)

Specific Expectations

C3. Making Connections for Healthy Living

C3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being) [PS, IS]

Yukon

Physical and Health Education 9

Learning Standards: Curricular Competency

Mental well-being

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others

Social and community health:

- Propose strategies for developing and maintaining healthy relationships

Learning Standards: Content

- Signs and symptoms of stress, anxiety, and depression

**Yukon schools follow the British Columbia (B.C.) curriculum, with adaptations to include: Yukon content; and Yukon First Nations' ways of knowing and doing. <https://yukon.ca/en/school-curriculum>*

Next Lesson →