

**Lesson Plan****Grade 9-10****60-75 min**[Home](#) > [Classroom Resources](#) > [Post-Jack Talk Discussion and Activities](#)

# Post-Jack Talk Discussion and Activities

As a follow-up to the pre-recorded Jack Talk, students have the opportunity to revisit some of the key ideas shared by the speakers. Students can consolidate their learning through discussion, reflection, and application of knowledge.

## Mental Health

[Coping](#)[Cope](#)[Responding](#)[Help-Seeking](#)[Support](#)[Symptoms](#)[Support](#)[Warning Signs](#)

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# Before You Teach

Be sure to review the Educator Post Talk Discussion Guide (see Materials) prior to this class.

The accompanying documents (slide deck and Educator Post Talk Discussion Guide) include questions you might ask your students to facilitate a discussion around mental health. Keep the demographics, attitudes/awareness, and assets/strengths of your students in mind when selecting questions and using examples to spark discussion.

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

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

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

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

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

This lesson builds upon the information presented in the Jack Talk. In this lesson, students will have the opportunity to revisit some of the key ideas shared by the speakers. Students can consolidate their learning through discussion, reflection, and application of knowledge. Students are provided with opportunities to consider the mental health needs of their community and themselves.

## Learning Goals

**Your students will be able to:**

- Describe ways to support others who are struggling with their emotional well-being
- Identify ways to seek help for oneself or a friend/classmate
- Recognize barriers to seeking help in their communities
- Identify strategies for coping with stress

# Materials

- Teacher computer, projector, and speakers
- Online learning system access: follow Book a Pre-Recorded Jack Talk: Classroom Edition to book
- Materials

 [Post-Talk Discussion Guide 23\\_24 →](#)

- Slide Deck

 [Jack Talk Post-Talk Discussion →](#)

- Handouts

 [Post-Talk Discussion Questions →](#)

 [Post-Talk Discussion Reflection Questions →](#)

 [Post-Talk Self Assessment →](#)

## Learning Overview

- Part 1: **Introduction** (1–2 minutes)
- Part 2: **Minds On** (2–3 minutes)
- Part 3: **Active Learning** (30–60 minutes)\*
- Part 4: **Consolidation** (15–20)

*\*The length of time spent on discussion will largely depend upon the number of questions and discussion format you choose for your class.*

# Lesson Procedure

**Note:** All parts of the lesson procedure can be found in the slide deck provided.

 **Jack Talk Post-Talk Discussion →**

## Part 1: Introduction (1-2 minutes)

### 1. *Outline Objectives*

Share with your students that the intention for today's class:

- to review what they learned during the Jack Talk in the previous class,
- to discuss questions and thoughts they have about the Talk content, and
- to connect what they learned from the Jack Talk to their everyday experiences.

### 2. *Reminder About Mental Health Support*

Remind your students that there is support available should they need it during class.

Adapt the slide as necessary to reflect resources that are available in your specific setting. You may also wish to post this information in additional locations that students can easily view/access.

## Part 2: Minds On(2-3 minutes)

### *Review*

**How many Canadians will experience a mental illness in any given year?**

- Student Response: "1 in 5"
- Bonus Question: Of this number, how many will get the help they need?
- Student Response: "1 in 4"

**How many Canadians have mental health?**

- Student Response: "5 in 5"

**What is the term for negative attitudes about mental health?**

- Student Response: "Stigma"

**What are some factors that can contribute to mental health stress?**

- Potential student responses: "Racism, transphobia, colonialism, food and housing insecurity, criminalization, substance use, underfunding of healthcare, lack of resources, lack of culturally competent and safe resources"

**What are some community supports available to young people?\***

- Potential student responses: "Kids Help Phone; (\*local supports will vary by region)"

## Part 3: Active Learning (30-60 minutes)

**\*The length of time spent on discussion will largely depend upon the number of questions and discussion format you choose for your class.**

Reflect upon the demographics, attitudes/awareness, and assets/strengths of your students, and select discussion questions accordingly. This will help ensure that the conversation is facilitated in the manner most appropriate and relevant to your students.

- Additional instructions and examples are available in the Discussion Guide under the Facilitating Discussion section. Post Talk Discussion Guide 23\_24.pdf Classroom Discussion Guide

 **Post-Talk Discussion Guide 23\_24 →**

Provide your students with the Post Talk Discussion Questions handout

 **Post-Talk Discussion Questions →**

Suggestions for discussion format:

### a) Think-Pair-Share (or Think-Pair-Square-Share)

Provide each of your students with the list of discussion questions you have selected. Give them time to think about the questions individually before having them pair up and share their responses with a classmate.

Option: Have pairs form “squares” with another pair for further discussion. Afterwards, have squares share key discussion points with the whole class.

### b) Buzz Groups

Have your students sit in small groups of 3–4. You can choose to provide each group with the same or different discussion questions. Allow enough time for the groups to have thorough discussions, then regroup as a class to allow your students time to share their ideas.

### c) Discussion Circle

If space allows, have your students arrange their seats in a circle for discussion. Ensure that your students can see each other clearly and are able to make eye contact with one another. You can provide each student with a copy of the discussion questions for reference.

## Part 4: Consolidation (15-20 minutes)

 **Post-Talk Discussion Reflection Questions →**

### Reflection

Ask your students to complete the reflection questions using the Post Talk Discussion Reflection Questions handout.

- **Note:** Student answers to Question 4 may be used to help inform further discussion and/or lessons surrounding mental health.

# 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
- Create strategies for promoting the health and well-being of the school and community

### 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.

#### *K.4.S2.C.1a*

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

# 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**

- 9.15 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>*

**Previous Lesson →**