**Activity****Grade 9-10****5-10 min**

[Home](#) > [Classroom Resources](#) > [Be There for Others Unit Plan](#) >

**Minds On: Checking In Activity Plan**

# Minds On: Checking In

In this activity, students explore what stops people from asking for help with their mental health and introduces the importance of offering support and connecting to help.

**Supporting Others****Healthy Relationships****Interpersonal Skills**

# Before You Teach

Please refer to our Before You Teach guides for resources to support your practice.

 [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.

## Activity Summary


This activity focuses on the importance of checking in with your friends, especially on the “strong” ones.

## Materials

- Teacher computer, projector, and speakers
- Slide Deck

 [Minds On: Checking In Slide Deck →](#)

- Videos

 [Checking In Youtube Short →](#)

- Links

 [Bethere.org →](#)

## Activity Overview

- Video
- Discussion

# Activity Procedure

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

▶ **Minds On: Checking In Slide Deck** →

## Step 1: Media

Show your students the video

🎥 **Checking In Youtube Short** →

**Display the transcript on the board/screen for discussion:**

*“Check in on your strong friends. Check in on your strong friends.*

*Check in on your strong friends, and if you are a strong friend, check in on yourself, and maybe have an accountability partner that can check in on you too.*

*It’s hard being strong and being there for everyone else. It’s not easy. ‘Cuz you feel sometimes that you can’t go to the people that you often help because you feel like, ‘I’m being vulnerable with you, and now you might use that against me.’*

*But check in on your strong friends.*

*And if you have a strong friend, call them today, tell them how much you appreciate them, please and thank you.” – Randell Adjei*

## Step 2: Discussion

What does a “strong friend” mean to you? What are some characteristics of a “strong friend”?

- Possible student response: “Someone who is physically strong, fit.” “Someone who doesn’t get upset easily.” “Someone who takes care of other people.” “Someone who others go to with their problems.”

Why do you think the speaker, Randell Adjei, emphasises the importance of checking in on your “strong friend” as opposed to friends in general?

- Possible student responses: “People might assume that ‘strong friends’ don’t need support when they actually do. Strong friends might be struggling with things and not letting anyone know.” “Strong friends might feel pressured to keep up that image and not show that they are struggling. But that doesn’t mean they don’t need help or support.”

The speaker says, “if you are a strong friend, check in on yourself, and maybe have an accountability partner that can check in on you too.” What do you think it means to have an accountability partner? What would that look like for you?

- Possible student responses: “I think having an accountability partner means having a friend who makes sure you are taking care of yourself and not just taking care of everyone else. It might look like a weekly text or check-in where you agree to be honest with each other about how you’re doing. No pretending or keeping up images of being ‘the strong friend.’”

What are some things a friend might say that could indicate they are struggling with their mental health?

- Possible student responses: “They might say things that show they are feeling down or hopeless, like ‘What’s the point?’ or ‘Nothing matters.’” “They might say something that shows they feel like a burden, like “They’d be better off if I was gone.” “A friend who is struggling might they say things like ‘Everything sucks,’ ‘I hate myself,’ ‘I can’t do anything.’ or ‘No one cares.’”

**Teacher Prompt:** “To build healthy relationships, whether that is friendships or intimate relationships, it is important to have open communication, mutual respect, and honesty between the people involved. It is also important to recognize when more information or help is needed. If you are worried about a friend, and you don’t think they are being honest with you when you check in on them, talk to an adult you trust, like a teacher, coach, or guidance counsellor.”

***Important:***

*If someone is really distressed and they pose a threat to themselves or others, this is a mental health crisis.*

*If you witness or suspect a crisis situation, call a helpline, 9-1-1 or emergency services right away.*

*9-8-8 is Canada’s new three-digit suicide crisis helpline. It is now available to call or text, in English and French, 24 hours a day and seven days a week, across Canada.*

# 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

---

## 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

---

# 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

---

# Ontario

## *Healthy Active Living Education, Grade 9 (PPL10)*

### **Specific Expectations**

#### ***C3. Making Connections for Healthy Living***

- 3.2 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)

#### ***C2. Making Healthy Choices***

- 2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships)

# Prince Edward Island

## *Physical and Health Education 9 (9PHEA)*

### Specific Curriculum Outcomes

- Learners are expected to create a personalized mental health plan

### Achievement Indicators

- *h.* describe common risk factors and warning signs of suicide, such as changes in behavior, mood, or interpersonal relationships;
- *i.* demonstrate an understanding of the importance of seeking professional support for self and individuals who are at risk of suicide or experiencing suicidal ideation or behavior

# Saskatchewan

## *Healthy Living 9*

### Understanding, Skills, and Confidences

- 9.7 (c) Investigate and articulate warning signs of suicide (e.g., repeated expressions of hopelessness, helplessness, or desperation; behaviour that is out of character, such as recklessness in someone who is normally careful; signs of depression - sleeplessness, social withdrawal, loss of appetite, loss of interest in usual activities; a sudden and unexpected change to a cheerful attitude; giving away prized possessions to friends and family, making a will; making remarks related to death and dying; or an expressed intent to commit suicide).

# 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*

\*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>)