

# Handout 3

## Task 1: Review What You Know

Summarise the key information from today's lesson by completing the prompting statements in the boxes below.

I can create a **safe environment** with my peers by....

I can **show** someone I care by....

Three examples of **practical, everyday** ways I can help someone are...

In order to **figure out** what someone needs, I will... because....

## Task 2: #LevelUp

Now that you know what to do, let's practice putting it into action!

🎮 Be There : Text Training #LevelUp →

Imagine a scenario that you might experience where someone you know (e.g. a friend, teammate, or classmate) appears to be struggling with their mental health. You have already followed **Golden Rule #1, Say What You See**, and this person has opened up to you about what is going on. Now, how can you implement **Golden Rule #2, Show You Care**?

Follow the steps below to help you create one or more possible scenarios. **Make sure that you don't use real names or situations of peers for this task.**

When you are done, **choose one** scenario that you will write a brief script for.

## Step 1

Use the table below to help create your scenario. The first row has been done for you using the example from the Youtube video. The second row is based upon Henry and Nightingale's story.

	What did you see? Describe the mental health concern your friend, teammate, or classmate has shared with you.	Describe the current situation.	What could you say or do to show you care?	What should you be sure to NOT do at this moment?
<b>Example 1: YouTube #LevelUp example</b>	The friend on the phone expressed sadness	The friend said they were sad about their situation with Tyler (someone with whom they have some sort of relationship)	The person in the video eventually decides to ask what their friend needs: "Want to talk about it?"	<p>The person in the video started to judge and tell the person on the other end of the phone what to do or how to feel: "You should...", "You need to..."</p> <p>They realise they should NOT say those things!</p>

<b>Example 2: Henry and Nightingale example</b>	Henry shared with Nightingale that he was experiencing depression and anxiety	Henry was struggling to complete daily tasks at home (e.g. making meals) and work and not feeling any joy playing with his daughter.	Nightingale sat and listened to Henry. Just being there was enough.	While not mentioned explicitly in the video, it is implied that Nightingale didn't judge or criticise Henry. She was there for him in the moment and expressed gratitude to Henry for sharing.

## Step 2

**When, where, and how** will this conversation take place? (e.g. at school/after school; in the lunchroom/on a walk; in person/via text/DM). Be as specific as possible!

When: \_\_\_\_\_

Where: \_\_\_\_\_

How: \_\_\_\_\_

## Step 3

Write the script! Write out exactly what you would say to the person, and what they might say to you. Start from the “Say What You See” part of the conversation, and assume that they do open up to you. (Add lines where necessary.)

( ): \_\_\_\_\_  
Your Name

( ): \_\_\_\_\_  
Your Name

( ): \_\_\_\_\_

( ): \_\_\_\_\_

( ): \_\_\_\_\_

( ): \_\_\_\_\_

( ): \_\_\_\_\_

## Step 4

**Share** your examples with a partner and **practice** role playing each other’s scenarios.

In the space below, record one thing you liked/learned from your partner’s scenario and one suggestion for improvement.

I liked....

I would suggest...