

**Lesson Plan****Grade 9-10****60-75 min**[Home](#) > [Classroom Resources](#) > [Be There for Others Unit Plan](#) > **Lesson Plan 1**

# Golden Rule #1: Say What You See

Students will learn the difference between a mental health struggle and crisis, how to start a conversation with someone who is struggling with their mental health, and what to do if someone is in crisis.

**Healthy Living****Healthy Relationships****Barriers****Supporting Others****Interpersonal Skills****Signs of Struggle****Next Lesson →**

# Table of Contents

<b>Before You Teach</b>	<b>1</b>
<b>Lesson Summary</b>	<b>1</b>
<b>Learning Goals</b>	<b>1</b>
<b>Materials</b>	<b>2</b>
<b>Lesson Overview</b>	<b>2</b>
<b>Lesson Procedure</b>	<b>3</b>
Part 1: Minds On (5–10 minutes)	<b>3</b>
Part 2: Action Tasks (40–50 minutes)	<b>4</b>
Part 3: Consolidation (5–10 minutes)	<b>6</b>
Extension Activity for Further Reflection (5–10 minutes)	<b>6</b>
<b>Curriculum Connections</b>	<b>7</b>

# 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](#) →

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 explores Be There Golden Rule #1: Say What You See.

In this lesson, your students will learn how to break the ice and start a conversation with someone who is struggling with their mental health by hearing from young people who have experienced these situations themselves. This lesson will help your students overcome concerns they have about starting a conversation by learning what to say, when to speak up, and what to do when someone is reluctant to talk to them. Your students are provided with opportunities to reflect upon and practice what they have learned through discussions and activities that encourage them to make connections to scenarios they may face in their own lives.

*Note: This lesson is designed to be used as part of the Be There for Others Unit Plan. We suggest that the Be There Certificate's Golden Rule #1 module be used either as a pre-class exercise to introduce your students to the content and skills or as a post-class exercise to reinforce learning. Alternatively, your students can complete the Be There Certificate in its entirety at the end of the unit as an assessment of learning.*

## Learning Goals

Your students will be able to:

- recognize signs of a mental health struggle
- recognize signs of a mental health crisis
- distinguish between a mental health struggle and a mental health crisis
- demonstrate the ability to reach out with compassion to someone who seems to be struggling with their mental health
- outline what to do if someone is in a mental health crisis

# Materials

- Teacher computer, projector, and speakers
- Slide Deck

▶ **Golden Rule #1: Say What You See** *Slide Deck* →

- Videos

▶ **Golden Rule #1 | Be There** *Youtube Short* →

▶ **Golden Rule #1 | Charlotte - Say What You See** *Video* →

▶ **Golden Rule #1 | Sadia & Luama - Say What You See** *Video* →

▶ **Golden Rule #1 | Be There : Check-in Champ #LevelUp** *Video* →

- Handouts

📄 **Golden Rule #1 | Handout 1: Note Taking** →

📄 **Golden Rule #1 | Handout 2: #LevelUp** →

📄 **Golden Rule #1 | Handout 3: Self Reflection** →

📄 **Golden Rule #1 | Handout 4: Self Assessment** →

- Chart paper and markers (Optional)

## Additional Materials

- Teacher computer, projector, and speakers
- Chart paper and markers (Optional for #LevelUp Activity)

# Learning Overview

- Part 1: **Minds On** (5–10 minutes)
- Part 2: **Action Tasks** (40–50 minutes)
- Part 3: **Consolidation** (5–10 minutes)
- Part 4: **Extension Activity** (5–10 minutes)

# Lesson Procedure

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

▶ **Golden Rule #1: Say What You See** *Slide Deck* →

## Part 1: Minds On

*(5–10 minutes)*

### 1. Using the slide deck, show your students the video

🎥 **Golden Rule #1 | Be There** *Youtube Short* →

### 2. Display the captions on the board/screen for discussion:

*Me hanging out with friends not having a great mental health day*

*All my friends texting to make sure I'm okay*

- Hey are you okay you seemed off?
- You seemed kinda down so you want to talk?
- Hey!! Just wanted to check in to see how you're doing!
- Hey love are you feeling okay?

### 3. Discussion Questions

What message is this video trying to convey? How does the video convey this message?

- Possible student responses: "The video is trying to show that it's important to check in on your friends if you think something is wrong. It shows this by how happy the person in the video is after they receive texts from their friends. They start smiling." "The video is trying to show how much of a difference reaching out to someone can make to their mental health. In addition to the change of expression, the video creator also times the music to show the uplift/shift in mood after receiving texts."

Do you think it is common for young people to check in on their friends' mental health? Why/why not?

- Possible student responses: Answers will vary.

One of the text messages says, "you seemed off." What do you think it means to be "off"? What signs might give you the impression that someone could use a friend to check in on them?

- Possible student responses: "If someone seems 'off,' it means they don't seem like themselves. They seem different than they usually do, maybe quieter if they are normally more extroverted, for example."

**Teacher prompt:** Today we are going to learn about what to do if someone you know seems to be struggling with their mental health by following **Golden Rule #1: Say What You See**.

## Part 2: Action Tasks

(40–50 minutes)

**Note:** Handout 1: Note Taking is optional to support student note taking.

 **Golden Rule #1 | Handout 1: Note Taking** →


### Golden Rule #1

(20–25 minutes)

Follow the [slide deck](#) to introduce your students to Golden Rule #1. Videos, discussion questions, and activities are embedded within.

#### Slide 6

Show your students the video “A word from Charlotte” (0:55).

 **Golden Rule #1 | Charlotte - Say What You See** *Video* →

### *Discussion Prompts*

#### **Slide 7: Say Something**

Checking Previous Knowledge: See if students know of any common signs of mental health struggle. Can they differentiate between a “bad day” and a mental health struggle?

- Possible student responses: “A bad day would be only one day, but a mental health struggle might mean the person seems to only have bad days/they seem sad or down every day; a “bad day” might be caused by specific things that happen (missing the bus, getting rained on, failing a test), whereas a mental health struggle might not be related to any specific cause.”

#### **Slide 15: When do I say something?**

What worries do you have about checking in with someone? Is there anything that would make you hesitate?

- Possible student responses: “I’d be worried about it being awkward; what if I say the wrong thing and they get upset? What if I’m wrong and they aren’t struggling? What if there is something wrong and I don’t know what to say next?”

#### **Slide 16: Mental Health Crisis**

What helplines do you know of that you could call in a crisis situation?

- Possible student responses: Kids Help Phone, 911, 988 (Fall 2023)

## Activity: #LevelUp

(20–25 minutes)

- Have your students create their own #LevelUp scenarios. Begin by sharing the Youtube example on slide 19.

- Provide students with Handout 2: #LevelUp.

### Golden Rule #1 | Handout 2: #LevelUp →

- *Remind your students that these should be imagined scenarios. Names and situations of peers, for example, should not be used. Discuss the importance of trust, respect, and privacy.*
  - *An example of Task 1 has been included for reference. You can share this with your students or create an example together as a class.*
  - *Students can complete this task individually or with a partner.*
- Ask your students to share their Task 2 “good” and “bad” examples with a partner or in a small group. Ask them to practice saying their examples out loud.
- After your students have shared in small groups, ask them to share their examples with the class.
    - *Suggested sharing options: whiteboard/chalkboard, chart paper, class Google doc, Jamboard, etc.*

## Activity: #LevelUp Discussion

(10 minutes)

### Discussion Prompts

Let’s take a look at the differences between the “bad” examples and the “good” examples. What are the key differences? How is someone likely to respond to one of the “bad” examples? Why?

- Possible student responses: “They might shut down/not feel safe talking to you; they might make them feel worse than they already do; they might feel like everyone will judge them if you do; it will reduce the chance of them getting the help they need.”

How might someone respond to one of the “good” examples?

- Possible student responses: “They might tell you what is going on; they might feel embarrassed; they might feel good or relieved that someone noticed and cared to ask; they might push you away; they might push you away NOW but come to you later.”

## Part 3: Consolidation

(5–10 minutes)

Ask your students to complete a reflection on their learning today using Handout 3: Self-Reflection as a guide.

 **Golden Rule #1 | Handout 3: Self Reflection →**

- Student reflection questions can be started and completed in class or as an at-home task.
- Possible methods of collection: Google form, worksheet (provided), journal entry.

Alternatively, you can ask your students to reflect upon their learning using Handout 4: Self Assessment.

 **Golden Rule #1 | Handout 4: Self Assessment →**

## Extension Activity for Further Reflection: Journal Prompt

(5–10 minutes)

**Note:** Extension Activities can be completed at any time during your course and collected as part of a student portfolio for assessment purposes.

Ask your students to reflect on the following questions and respond in journal form.

Has there ever been a time when someone reached out to you about their mental health?

- If yes, did you feel like the other person was a burden?
  - *If so, why do you think you felt that way at the time? (e.g. maybe the person didn't ask permission, didn't respect your boundaries, you weren't sure what to do)*
  - *If not, why not?*
- If you have not had someone reach out to you before, how do you think you might react?
  - *Do you feel comfortable with your current level of knowledge about how to support others? Explain.*
- Are you familiar with different resources available



# 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.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

### Big Idea: Positive Mental Fitness Strategies

#### Achievement Indicators:

- Develop strategies that reduce stigma regarding mental illness
- Reflect on and share strategies for suicide prevention

# Nova Scotia

## Personal Wellness 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)

### Overall Expectations

- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being — how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

---

## Specific Expectations

### *C2. Making Healthy Choices*

- C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]

### *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]
- 

## Saskatchewan

### *Personal Wellness 9*

### Understanding, Skills, and Confidences

- 9.7 (h) Recognize strategies to prevent or reduce the risk of a suicide attempt (e.g., getting help from a trusted adult).
- 9.7 (j) Communicate a list of community and/or provincial agencies or organizations that provide support for those considering suicide or coping with the tragic death of a friend or family member.

# Yukon

## *Physical and Health Education 9*

### Learning Standards: Curricular Competency

#### *Making Healthy Choices*

- 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

---

 **Be There Unit Plan**

**Next Lesson →**

\*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>)

# Ontario

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

### Overall Expectations

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

C3. demonstrate the ability to make connections that relate to health and well-being — how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

### Specific Expectations

#### *C2. Making Healthy Choices*

C2.2 demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships [PS, IS]

#### *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]

---

[🔗 Be There Unit Plan](#)[Next Lesson →](#)