

**Lesson Plan****Grade 9-10****60-75 min**

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Be There for Yourself

Students will learn to recognize their limits and how to take care of their own mental health.

Healthy Living**Supporting Yourself****Boundaries****Self-Care****Stress Management**

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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 self-care. This lesson must be used in the context of additional lessons discussing warning signs of a mental health struggle, coping strategies, and help seeking information.

Lesson Summary

This lesson explores Be There for Yourself.

In this lesson, your students will learn to recognize their limits and how to take care of their own mental health. They will learn to recognize signs they are stressed or struggling, the importance of self-care, and when to reach out for help. Your students will have the opportunity to deepen their understanding of self care through discussion about different strategies and reflection upon their own mental health needs

Note: This lesson is designed to be used as part of the Be There for Others Unit Plan. We suggest that the Be There For Yourself 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 stress and struggle in themselves
- recognize the importance of self-care
- identify self-care strategies to support their mental health
- recognize when to seek support for their mental health

Materials

- Teacher computer, projector, and speakers
- Slide Deck

 [Be There for Yourself Slide Deck →](#)

- Videos

 [Be There for Yourself | Lee Video →](#)

 [Be There for Yourself | Self-Care Pyramid Youtube Short →](#)

- Handouts

 [Be There for Yourself | Handout 1: Note Taking →](#)

 [Be There for Yourself | Handout 2: Pyramid of Self Care →](#)

 [Be There for Yourself | Handout 3: Be There Pocket Guide \(mini 8 page zine →](#)

 [Be There for Yourself | Handout 4: Self Assessment →](#)

- Pencil crayons, markers, and scissors for Activity 2 (Optional)

Lesson Overview

- Part 1: **Minds On** (5–10 minutes)
- Part 2: **Action Tasks** (50–60 minutes)
- Part 3: **Consolidation** (5–10 minutes)

Lesson Procedure

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

 [Be There for Yourself Slide Deck →](#)

Part 1: Minds On

(5–10 minutes)

Review Golden Rule #1-5.

Address any student questions, comments, or concerns before proceeding to Be There For Yourself.

Slide 2: Let's Review!

What is Golden Rule #1?

- Student response: "Say What You See"

What is Golden Rule #2?

- Student response: "Show You Care"

What is Golden Rule #3?

- Student response: "Hear Them Out"

What is Golden Rule #4?

- Student response: "Know Your Role"

What is Golden Rule #5?

- Student response: "Connect to Help"

The Golden Rules focus on how to be there for someone else who is struggling with their mental health. Introduce your students to the importance of taking care of themselves and their own mental health.

Part 2: Action Tasks

(50–60 minutes)

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

 **Be There for Yourself | Handout 1: Note Taking →**

Be There for Yourself

(15–20 min)

Follow the slide deck to introduce your students to Golden Rule #5. Videos, discussion questions, and activities are embedded within.

Show your students the video "A word from Lee" (0:44).

 **Be There for Yourself | Lee Video →**

Slide 5: Your mental health is just as important as anyone else's.

Discussion Prompts

- What does stress look and/or feel like for you?
 - Possible student responses: “When I feel stressed I have trouble focusing or thinking straight; I can’t sleep when I’m stressed; I get stomach aches and lose my appetite.”
- What are some signs/symptoms of stress that you can think of?
 - Possible student responses: “Tired, irritable.” “Trouble sleeping.”

Slide 9: Take care of your mental health

Discussion Prompts

- What do you need to be healthy? What are some things that you know you should do to take care of yourself but sometimes don't do?
 - Possible student responses: “Going outside and not staying in my room when it’s nice out; not scrolling on social media for hours; I should go to bed at a decent time and not stay up playing video games; I should drink more water.”

Activity: Pyramid of Self Care*(20–25 minutes)*

Show students the Pyramid of Self Care video.

 **Be There for Yourself | Handout 2: Pyramid of Self Care →**

Provide your students with Handout 2: Pyramid of Self Care to complete Task 1 & 2.

- Task 1 can be done individually first (Think-Pair-Share) or with a partner.
- Task 2 is designed to be completed independently so that students can reflect upon their own mental health needs.

Activity: Be There Pocket Guide*(10–15 minutes)*

Provide your students with a printed copy of the Be There Pocket Guide and instructions.

 **Be There for Yourself | Handout 3: Be There Pocket Guide (mini 8 page zine →**

- Suggestion: Provide a demonstration and/or support following the instructions to promote your students' understanding of the activity.

Colouring is a healthy way to relieve stress. Provide your students with some time to add their own personal colour touches to the Pocket Guide.

Part 3: Consolidation

(5–10 minutes)

Ask your students to reflect upon their learning using Handout 4: Self Assessment.

 **Be There for Yourself | Handout 4: Self Assessment →**

Curriculum Connections

Ontario

Healthy Active Living Education, Grade 9 (PPL10)

Overall Expectations

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

C3. Making Connections for Healthy Living

3.2 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]*

- *PS 1.2* use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others)

Part 3: Consolidation

(5–10 minutes)

Ask your students to reflect upon their learning using Handout 4: Self Assessment.

 [Be There for Yourself | Handout 4: Self Assessment →](#)

Alberta

Health and Life Skills

Specific Outcomes

Relationship Choices: Understanding and Expressing Feelings

- R-9.3 analyze, evaluate and refine personal strategies for managing stress/crises Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others

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

Learning Standards: Content

- signs and symptoms of stress, anxiety, and depression

Manitoba

Physical Education/Health Education: Senior 2

Learning Outcomes

K.4.S2.C.2

- Describe situations that cause personal stress.

K.4.S2.C.3

- Examine the physiological and psychological effects of stress related to health and well-being.

K.4.S2.C.4a.

- Examine the strategies and defence mechanisms that can be healthy or unhealthy ways of managing stress.

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 Fitness Strategies

Achievement Indicators

- Identify strategies to build own positive mental health

Nova Scotia

Healthy Living 9

Specific Curriculum Outcomes

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- 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

3.2 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]*

- *PS 1.2* use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: identify supports that are available to help individuals cope with the psychological, social, and physical challenges and related stresses that may come with questioning their gender identity, their sexual orientation, or the way they express their gender by how they choose to act, dress, behave, and interact with others)

Saskatchewan

Health Education 9

Understanding, Skills, and Confidences

- 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

Mental well-being

- Analyze strategies for promoting mental well-being, for self and others

Learning Standards: Curricular Competency

- signs and symptoms of stress, anxiety, and depression

[← Previous 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>)