

**Lesson Plan****Grade 9****60–75 min**

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Golden Rule #5: Connect to Help

In this lesson, your students will learn to access professional and community resources and what to expect from them.

Healthy Living**Seeking Help****Accessing Resources****Interpersonal Skills****Healthy Relationships****Barriers****Supporting Others**

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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 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.

Note: One video in this lesson makes a brief reference to self-harm. A content note has been provided and we encourage educators to consider the needs of their students before delivering this content in their classroom.

Lesson Summary

This lesson explores Be There Golden Rule #5: Connect to Help

In this lesson, your students will learn to access professional and community mental health resources and what to expect from them. Your students will hear from young people in our network about how they helped loved ones find the mental health support they needed and what that can look like in different scenarios. Your students will have the opportunity to apply what they learn by exploring resources available in their area, role playing a scenario, and exploring barriers people often face when connecting to help.

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 #5 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:

- understand the process of engaging with support
- access community and professional mental health resources
- recognize common barriers to seeking and accessing mental health supports

Materials

- Teacher computer, projector, and speakers
- Slide Deck

▶ [Golden Rule #5: Connect to Help Slide Deck](#) →

- Videos

▶ [Golden Rule #5 | Max - Connect to Help Video](#) →

▶ [Golden Rule #5 | Tunchai and Lindsay – Connect to Help Video](#) →

▶ [Golden Rule #5 | Maryam and Aswani – Connect to Help Video](#) →

▶ [Golden Rule #5 | Kirbie & Estyr - Connect To Help Video](#) →

- Handouts

📄 [Golden Rule #5 | Handout 1: Note Taking](#) →

📄 [Golden Rule #5 | Handout 2: Where to go, What to say](#) →

📄 [Golden Rule #5 | Handout 3: A Closer Look at Barriers](#) →

📄 [Golden Rule #5 | Transcripts](#) →

📄 [Golden Rule #5 | Handout 4: Self Assessment](#) →

- Chart paper and markers (Optional)

Learning Overview

- Part 1: **Minds On** (5–10 minutes)
- Part 2: **Action Tasks** (55–60 minutes)
- Part 3: **Consolidation** (5–10 minutes)

Lesson Procedure

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

▶ **Golden Rule #5: Connect to Help** *Slide Deck* →

Part 1: Minds On

(5–10 minutes)

Review Golden Rule #1-4.

Address any student questions, comments, or concerns before proceeding to Golden Rule #5.

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 are the key elements of Golden Rule #4?

- Possible student responses:
 - "You're not their doctor or therapist, so just listen; don't try to fix."
 - "Don't judge, preach, or downplay."
 - "Set boundaries to protect your relationship and your own mental health."

Discussion Prompts:

Slide 3: Golden Rule #5: Connect to Help

- What is a barrier? Give an example. (Note: Examples don't need to be related to mental health).
 - Possible student responses: "A barrier is some sort of obstacle." "It's something that is in the way or blocking you from going somewhere." "An example of a barrier is a wall or a locked door."
- What is a barrier in the context of accessing mental health resources?
 - Possible student responses: "A barrier to accessing mental health resources would mean anything that gets in the way of someone getting the help they need, like money."

Part 2: Action Tasks

(50–60 minutes)

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


 **Golden Rule #5 | Handout 1: Note Taking →**

Golden Rule #5 (15–20 min)

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

Slide 4: A word from Max

Show your students the video “A word from Max” (0:36).

 **Golden Rule #5 | Max - Connect to Help Video →**

Discussion Prompts

Slide 5: Connect to help

What resources are you already aware of that you could share with someone who is struggling with their mental health?

- Possible student responses: “Kids Help Phone, school guidance counsellor”

Slide 11: Common Barriers and Potential Solutions

What are some possible solutions to overcoming the following barriers? (Distance, time, cost)

- Possible student responses:
 - *Distance: “You could help them find options for online therapy or helplines.” “You could ask your guidance counselor what support is available locally.”*
 - *Time: “Help them write out a schedule for the week with time set aside for major commitments and top priorities.” “Encourage them to find a therapist who can be flexible on what time they meet.”*
 - *Cost: “Research community programs or other free options.” “Ask your guidance counselor about free options.”*

Activity: Review and A Closer Look

(10–15 minutes)

Provide your students with Golden Rule #5 Handout 2: Where to Go, What to Say to complete Task 1 and 2.

Golden Rule #5 | Handout 2: Where to go, What to say →

- Task 1: Give your students some time to explore mental health resources available in their area and make a list of options.
- Task 2: Have your students write out a minimum of three statements or questions they could say to support someone as they connect them to help.
 - *Option: Have your students practice saying their statements aloud with a partner. They can make any changes they feel might be necessary to feel more confident using this language in the future.*

Activity: Review and A Closer Look

(25–30 minutes)

Content Note: Mentions Intergenerational Trauma and Anti-Indigenous Racism

Provide your students with

Golden Rule #5 | Handout 3: A Closer Look at Barriers →

Golden Rule #5 | Transcripts →

- *Note: transcripts have been included for students to use as reference.*
- Introduce your students to the three videos and the activity to follow. (Instructions can be found in the slidedeck.)
- After viewing all three videos, assign an equal number of students to take a closer look at each story. You can choose to have your students work on this independently, with a partner, or in small groups.
 - *Option: Allow your students to choose a story that they are interested in looking at more closely.*
- After students have finished working on their answers, bring your students back together to share what they have learned as a class

Part 3: Consolidation

(5–10 minutes)

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

 **Golden Rule #5 | Handout 4: Self Assessment** →

Extension Activity

Consider using this activity as an opportunity for an inquiry-based assignment.

Provide your students with the following prompt and question:

Tunchai says, “We are constantly hearing about the deaths of young people in communities that we are connected to, and so it’s almost like you’re constantly dealing with that cycle of grief. It takes a toll on all of us.”

How have historical and/or present day events contributed to this “cycle of grief” that Indigenous communities face?

Allow your students to choose how they would prefer to share their learning with you.

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]*

- *IS 1.3* communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally)

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